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Barstow Community College NON-INSTRUCTIONAL PROGRAM REVIEW

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
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5. Internal Factors
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1. Mission and Vision

A. Service Area/Administrative Unit Mission

The mission of the Academic Affairs Department of Barstow Community College is to provide high level academic programs for students that optimize the educational and working environments of the college to enhance student learning and help students meet their educational goals.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

The vision of Academic Affairs is to increase the efficiency of scheduling, curriculum development and professional development of faculty and staff within the classroom and throughout administration offices. This efficiency would lead to timely decision making so that students can achieve their academic and professional goals through educational planning while attending classes in traditional classroom settings, through distance education and while serving in the military.

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

The Academic Affairs Department promotes and supports all instruction and student achievement across the College. The Department focuses primarily on CTE, Basic Skills and transfer courses. Through the Workforce and Economic Development Department, the Academic Affairs Department provides training opportunities for area business and industry to promote the economic health of the high desert region.

DATE: October 2, 2013

1. Mission & Vision

ANNUAL UPDATE #1:

No changes, BUT information was missing in 2011-2012 program review:
See below.

1. A. Service Area/Administrative Unit Mission

The mission of the Academic Affairs Department of Barstow Community College is to provide high level academic programs for students that optimize the educational and working environments of the college to enhance student learning and help students meet their educational goals.

1. B. Service Area/Administrative Unit Vision

1. C. Describe how mission and vision align with and contribute to the College's [Mission](#) and [Vision](#)

Academic Affairs Department promotes the Core competencies in classrooms through the course outcome reports and faculty support in program review:
"critical thinking, communication, personal and professional responsibility, and global awareness?"

Also promotes open-access learning environment" through DE and satellite campus at Fort Irwin.

Also Academic Affairs through faculty meetings and training work to create an environment that helps "prepare students in basic skills" offer opportunities in

“career and technical education” and courses that “transfer to four-year colleges and universities.”

Academic Affairs through its CTE area has Partnered “with local agencies, businesses” and schools to promote “economic growth” and provide “career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.”

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

Data Entered from 2011-2012 Program Review – to fit new adopted format **From previous form, Question 2: Service Area Description and Overview**

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.
- Academic Affairs oversees *CTE, Academic Instruction, Fort Irwin Satellite, and Instructional Support service areas.
- *CTE - Workforce & Economic Development Department (WEDD) consists of the Business and Workforce Division (BWD) which oversees credit-based vocational classes and the Career and Technical Education Workforce Development Division (CTEWD) which conducts contract training for employers.
- The supervisory areas area is split into four distinct areas with various leads:
 - o CTE supervised by Dean of Vocational and Work Force development
 - o Academic Instruction supervised by Dean of Instruction
 - o Fort Irwin supervised by Director of Military operations (Jerry Peters' title?)
 - o Instructional Support service including Library and Tutoring.
 - o Also as part of Academic Instruction and CTE Instruction, Academic Affairs is also one of the supervisory bodies over the Instructional Technology Center for Distance education and faculty training.

Who is served:

- Faculty: Full-time and Adjunct
- Students: Basic Skills, Transfer, lifelong learners, military, vocational
- Community: through use of tutoring, library, and indirectly through support of community events orchestrated by faculty and clubs such as events
-

Services provided:

State and External Entities

- Provide official information to the state in related areas of Curriculum and student success,
- Document publication and building: catalog and semester course schedules to general public,
- Work with local K-12
- Assist in articulation to four year universities

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,
- Faculty handbook in coordination with Academic Senate and BCFA
- Faculty Support regarding scheduling, teaching load, absences, facilities requests, substitutes, assistance with course material reproduction services, facilities requests,
- Involved in creating and refining BCFA contract language to clarify and guide procedures

Students:

- Critical first contact in student complaints and grievance process related to faculty and instruction
- Provide timely information regarding class schedules and finals calendar
- Oversee Instructional support areas such as tutoring and library and DE
- Contact point for students regarding faculty concerns, contacting faculty if necessary including mail boxes, email or other appropriate method.

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

DATE:

<p>2. Service Area/Administrative Unit Description and Overview</p> <p>ANNUAL UPDATE #1:</p>	<p>A. Organization, including staffing and structure No change</p> <p>B. Who do you service (including demographics)?</p> <p>WEDD Update:</p> <p>Serves students, trainees, and employers locally, regionally, state-wide, and nationally through credit-based vocational classes and through contract training for various employers.</p> <p>Academic Update: Military: Work to include a Department of Defense (DOD) online program to reach more military, not limited to California or local area, is bringing implemented.</p> <p>C. What kind of services does your unit provide? No change</p> <p>D. How do you provide them? No change</p>
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3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was question 6.A. and 6.C (1)

6.A. “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.”

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,

WEDD: Completion Rates, Success/Retention Rates, Full-Time/Part-Time Service Professional Ratio, FTES Targets, Student Engagement, other representative measurable data, Perkins Data, student/trainee satisfaction surveys.

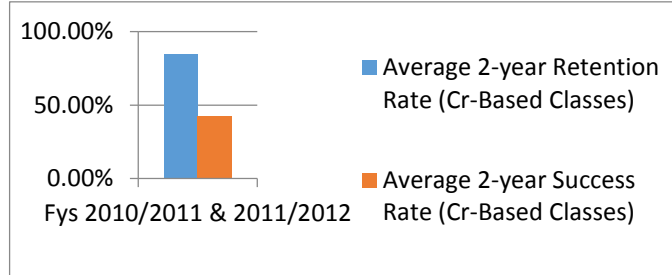
6.C (1) “Provide a list of any quantitative or qualitative measures not provided in 6.A. that you have chosen to gauge your program’s effectiveness *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin’s data, etc.)*”

- 2) Summarize the results of these measures.

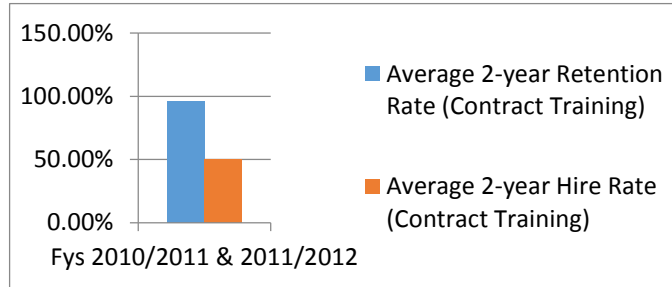
Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, there was no corresponding question.
See Update # 1 section listed “

WEDD:

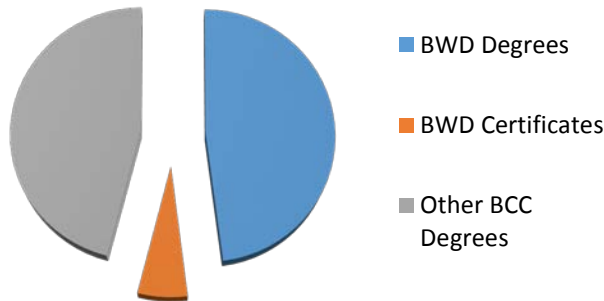
CREDIT-BASED RETENTION/SUCCESS



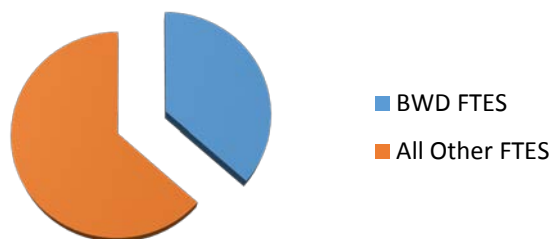
CONTRACT TRAINING RETENTION/SUCCESS



Credit-Based Degrees & Certificates Issued FY 10/11 & 11/12



FTES for Credit-Based Classes FY 10/11-11/12



B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

- 1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was question 6.B. (1) “Progress on Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs)”

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was question 6.B. “Describe any program/service improvements made by your Service Area as a result of the outcomes assessment process.”

DATE:

<p>3. DATA</p> <p>ANNUAL UPDATE #1:</p>	<p style="text-align: center;">Academic Affairs Overview (Data):</p> <p>Graduation and enrollment numbers continue to be used. Also 50/50 law remains a guide as well as course completion and fill rates and retention. New reports in Campus data making collecting data easier. Spring 2013 was anomalous and has slightly skewed data for this cycle.</p> <p>Fill rate (all disciplines) - Total for all delivery types in review Cycle (2012-Fall, 2013-Spring, 2013-Summer) 1st day / Max = 66.09% Census / Max = 54.64% EOT / Max = 47.51%</p> <p>Fill-rate COMPARISON - fill rates down in this review cycle from last annual cycle 1st day / Max -7.93% Census / Max -3.77% EOT / Max -4.16%</p> <p>Total FT vs. PT (unduplicated personnel, not load) this annual cycle Total for update Cycle: FT = 32 PT=146</p> <p>Total Course Completion # (all disciplines) this annual cycle FT Traditional= 2591 FT Online = 2051 PT Traditional = 2225 PT Online = 3405</p> <p>Course Success/Retention Rate - Based on enrolled at census: (All Disciplines) Total for review update Cycle (2012-Fall, 2013-Spring, 2013-Summer) FT Traditional: 78% FT Online = 68% PT Traditional = 75% PT Online = 66%</p> <p style="text-align: center;">Specific Area Updates:</p> <p>A. <u>Assessment Data:</u> (1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.</p> <p>WEDD Update (Assessment data – List): We continue to use the quantitative and qualitative gauges outlined in the prior year’s program review and have added trainee satisfaction survey. We have made our best attempt with limited staffing to collect and compile additional data. Having staff dedicated to this area could increase the effectiveness of the data collection process for the WEDD.</p> <p>Academic Update (Assessment data – Summarize –List)</p> <p>A. <u>Assessment Data:</u> (2) Summarize the results of these measures</p> <p style="text-align: center;">Academic Affairs Overview:</p>
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Specific Area Updates:

WEDD Update (Assessment data – Summarize Results):

- Our credit based retention average for the 3-year period is down by 1/2%. Our credit based success rate has steadily increased each FY and is up by 6% over the last 3 years.
- Credit based degrees and certificates issued have decreased by 10% over last year. This may be due to capstone courses added and because required classes were cancelled.
- Currently unable to validate accuracy of FTES data collected from Campus Data.
- Contract training retention remained high at 96%. The average 3 year hire rate decreased to 38%, due in part to the state of the economy, unemployment rate and other uncontrollable factors. The trainees in these particular trainings are not pre-screened for some factors that may exclude them from some employment opportunities (Determined by Workforce Development Department (WDD). Furthermore, due to lack of staffing the figures might not be a complete representation of current employment data. Processes for collecting hire rates needs to be improved. We achieved our goal of 90% satisfaction rate (ratings of good, very good, and excellent).

Academic Update (Assessment data – Summarize Results):

Disciplines: Academic Only

Update Cycle: 2012-Fall, 2013-Spring, 2013-Summer

FT/PT (unduplicated personnel, not load)

Total in update Cycle:

FT = 27

PT=101

Course Completion Rate

Total for update Cycle:

FT Traditional= 2327 FT Online = 1578

PT Traditional = 1649 PT Online = 2460

Course Success/Retention Rate - Based on enrolled at census:

Total for update Cycle

FT Traditional: 79%

FT Online = 71%

PT Traditional = 75%

PT Online = 65%

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES: (1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review

WEDD Update (Assessment data – Summarize AUO Progress):

- The number of students participating in the CTE Summer Youth Program has increased. In addition, our program was enhanced through outreach efforts to K-12 students and their parents/guardians in promoting our CTE credit based programs (tour of facility, presentations, and assisted with admissions of students). CTE continues to attend a variety of community job fairs and outreach events in K-12 schools. A CTE club has been developed and assists in outreach to students including scholarships.

- Improvements in equipment and technology were made to improve instruction. We purchased training simulators to meet the needs of industry employers who requested more hands on instruction for trainees.
- An annual CTE advisory meeting for each department was held. In addition, WEDD holds a CTE advisory for all departments and business partners every other year. One will be held in FY 13/14.

Academic Update (Assessment data – Summarize AUO Progress):

INPUT AUOs and proposed assessment methods

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES: (2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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?

WEDD Update:

- Hire data collector to gather additional information to further analyze and enhance our contract training and credit based programs.
- Collaborate with the Dean of Research to brainstorm processes for collection of data of credit based and contract training programs.
- Hold an annual CTE advisory committee meeting with all departments and business partners to review credit-based programs and contract training to ensure they meet industry standards and needs.
- In order to maintain financial stability and be self-sustaining, we will seek external funds from Employment Training Panel (ETP), Workforce Investment Board (WIB), and upcoming grant funds as they become available.

Academic Update (Assessment data – Describe Improvements):

INPUT AUOs and proposed assessment methods

- Continue to improve scheduling process to allow sufficient time for course ‘fill’
- Early Alert process – Inform new hires in support meetings and work with Student Services regarding to improve retention numbers
- Implement additional support for adjuncts – including support meetings with FT faculty (August 2013) and “Nuts & Bolts” of policies and processes including SLO reports and early alert process (Oct 2013).

4. Policies & Processes

- A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was Question 4.A. and 4.B.

On previous form, this was Question 4.A. “What are the policies, procedures and processes that impact your Service Area (BCCBP/AP; Federal, State & local regulations; departmental guidelines”

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

On previous form, this was Question 4.B. “What policies, procedures and processes need to be updated or deleted?”

AP/BP

- Administrative Policies and Board Procedures are being updated to improve the language and system for student grievances to include input from new VP of Student Services, Academic Senate, and Dean of Instruction.
-

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
- This process also includes realistic time line for completion of Schedule, discussion on responsibility for the different areas of the schedule: Schedule of classes, Student Services information, etc.

Evaluation Process

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

Faculty Handbook

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

Syllabus template, procedure, and requirements

- A syllabus template is being created for assisting new faculty and the current procedure for syllabi review 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

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Data Entered from 2011-2012 Program Review – to fit new adopted format

On previous form, this was Question 4.C. “What impact have changes or updates in policies and processes had on the workflow of the Service Area?”

BP/AP

- The Administrative Policies and Board Procedures need for change and change have been part of a review process to determine the most suitable 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 exploring current policies for monitoring and tracking complaints

Scheduling Process

- **Scheduling Process** – Start 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 related 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 requirements, 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.
- The creation of the syllabi template will be the responsibility of the Dean of Instruction in consultation with the VP of Academic Affairs and the Academic Senate.
- The implementation of the revised review procedure for syllabi submitted each semester will be determined based on personnel

Curriculum Process

- Curriculum Process in the 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 and testing of the electronic approval 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 2013 as informational and for transparency.
- The Curriculum chair, as per a temporary MOU will be responsible to update and the website, also to determine necessary web resources and inform faculty of the resource.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, there was no corresponding question.

See Update # 1 section listed “4.C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?”

DATE:

4. Policies & Processes
 ANNUAL UPDATE #1:

4. Policies & Processes: A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

Academic Affairs Overview:

- **BP/AP** - many were updated last year.
- **DOD** education policies
- **SB1440** – Requirements for transfer degrees – new transfer degrees have been vetted and the requirement for “feasible” degrees by Fall 2014
- **Student Success Initiative and Completion Agenda** - Implementation for Fall 2014.
- **Title 5** - There are some minor changes

WEDD Update:
 Timelines are still crucial for our department and there have been some improvements. We have obtained verbal approvals to meet our contract training timeline demands. However, program 310-10/11 and program 323 final reports to the chancellor have not been certified by the administrative office. These reports were due 4/30/13. This may delay fund receivables and affect the cash flow of the college.

Academic Update:

- **BP/AP** - many were updated last year.
- **DOD** education policies
- **SB1440** – Requirements for transfer degrees – new transfer degrees have been vetted and the requirement for “feasible” degrees by Fall 2014
- **Student Success Initiative and Completion Agenda** - Implementation for Fall 2014.
- **Title 5** - There are some minor changes

4. Policies & Processes: B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

WEDD Update:

- Procedure for certifying reports to the Chancellor has not been changed from the Budget Analyst to the WEDD Accounting Assistant or the WEDD Dean. Most of the time the quarterly reports have been certified by the administrative office in a timely manner.
- Procedure for obtaining some paperwork has not been expedited and has exceeded the deadlines. For example, an invoice for the State St. lease has been in the administrative office for over two months pending a decision on payment. This could affect the relationships with our partners and success of our students.

Academic Update:

- **Student Success Initiative and Completion Agenda** – more outreach, bridge courses and cohort groups
- **Curriculum calendar changes** – more emphasis and training earlier in academic year, and change of culture to start curriculum changes in spring of academic year prior to curriculum actions
- **DOD education policies** – Part of our process to offer online classes in effective cycle for DOD students
- **Prerequisite report** – report on all new or changed prerequisites due to Chancellors office each year started in 2012
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4. Policies & Processes: C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

WEDD Update: No change noted

Academic Update: No change noted

5. Internal Factors (see Handbook for worksheet)

A. Strengths

Data Entered from 2011-2012 Program Review – to fit new adopted format

On previous form, this was Question 5.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.
- The VP of Academic Affairs as interim chair of the Institutional Effectiveness committee has had the IEC take on the role of Accreditation taskforce. The committee meets weekly to help establish and implant refinements to the planning and budget link. This includes the revised program review forms, a new Program review committee, and implementation of clear criteria for reviewing the budget allocation forms that are linked to program reviews.

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
- New adjunct office space in the B building was allocated and remodeled. A open house for the adjuncts with key campus positions was held at three different time to reach out to adjuncts

Best Practice/All-Division

- All-Division and Best Practice surveys to faculty and other areas that interact with faculty are sent via e-mail to determine training or informational needs and interests
- 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 hands-on workshops regarding direct changes that will impact faculty

- Moodle training and information
- CurricUNET training and information
- The adjunct segment of in-service training included syllabi guidelines, connecting assignments to SLOs, and technical resources on campus

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

- IEC will communicate with PR authors to indicate this step is complete though no commentary may be involved (Feedback step)
- ALL PRs with or without Budget Allocation Proposals will be sent to the new IEC sub-committee – the Program review Committee (Feedback step)
- Once all PRs are reviewed by the PRC, using established criteria, will report finding to IEC.
- IEC will provide feedback to the PR authors, (Feedback step)
- Also IEC will inform other bodies in the process of the report findings.
- All CTE programs completed the Instructional Program Review Update

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. Weaknesses

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was Question 5.B. “What is not going well and why?”

- Adjunct communication:
 - Outreach to adjuncts still needs improvement
- Better orientation and new hire process
- New hire steps
 - New hire mentoring and training needs improvement
 - SOP for new hires
 - SOP for the steps for administration units should be more formalized and include new procedures in HR and in IT.
- Facilitate technology training as related to instruction areas:
 - Banner - Additional support and training in Banner to improve scheduling and reports to the state and reports for faculty and campus use
 - MOODLE – more focus, resources, and time for faculty training
 - CurricUNET - more focus, resources, and time for faculty training
- Dean of Research and Planning position still vacant

DATE:

5. Internal Factors
 ANNUAL UPDATE #1:

5. Internal Factors A. Strengths
Academic Affairs Overview:

- New adjunct and new hire orientation processes have been implemented including the following:
 - midyear informal in service,
 - support/mentoring meeting at beginning of Fall 13,
 - outlining of hire process to review for gaps and opportunities
- Program Reviews have been revised to show more data and allow for consistent cycle of information (year to year)
- New temporary employee in Instruction office to work on items with hard deadlines such as schedule and catalog.
- **Curriculum** – time frame – revised to make all action items complete by Feb. each academic year to allow for appropriate time to update catalog and submit to chancellor’s office

Area Specific

WEDD Update (Strengths):

Staff and Faculty.

- With the departure of the Dean of WEDD, our team has developed a new perspective and a renewed commitment to the college's goals of integrity, respect and open communication with each other, the college, and the community.
- One Full-time faculty position was hired for Automotive Program.

Facilities & Equipment.

We improved our facilities by purchasing training simulators (waiting for installation), increased network capabilities and Wi-Fi, installed SMART Boards and an additional computer lab for use with the training simulators once installed.

Distance Education.

Purchased simulation software to be used online when IMMT program is approved.

Curriculum.

- Industrial Maintenance Mechanic Technology (IMMT) courses have gone through the curriculum committee and an advisory committee must be held before approval by the Chancellor's Office.
- All CTE faculty members have identified Student Learning Outcomes (SLOs) and method of instruction to CTE courses.
- Barstow Community College completed a survey at Fort Irwin and based off the results the three most desired programs are ADJU, CHLD, and MGMT.

Meeting Grant and Program Deliverables. WEDD continually meets grant deliverables and timelines on multiple grants.

- Perkins Title 1C Grant (program 0318): The intent of this grant is to develop the academic, career and technical skills of students who enroll in CTE vocational programs. WEDD will meet these fund requirements by:
 - Professional Development (faculty)
 - Develop, improve, and expand use of technology in CTE programs
 - Work-based Learning Experiences for Students
 - Assessing Needs of Special Populations
 - Improve quality of CTE Programs
- SB70 Grant (program 0310): The intent of this grant is to align and strengthen K-12 Career Technical Education (CTE) with community college programs organized around future labor market and industry needs. This grant funding will end in November 2014. WEDD has identified the following Pathway Sectors as the focus of the current grant cycle 1) Energy & Utilities (Electrical, HVAC, Environmental Tech) and 2) Transportation (Auto, Diesel, Logistics). WEDD's plan to meet these goals includes the following:
 - o Career Exploration beginning in middle schools
 - o CTE Pathway Development
 - o Internships with Industry
 - o Professional Development
 - o Career Fairs
 - o Strengthening Instruction through new technology and equipment
 - o Local and Regional Partnerships to increase sustainability
 - o Recruitment Efforts
- CTE Transitions: The intent of this grant is to facilitate the transition of CTE students from secondary to postsecondary to high skill, high wage, and high demand occupations. These annual funds are expected to continue until the Perkins Tech Prep program is reinstated. WEDD plans for use of these funds include:

- Outreach/Career Exploration
- Professional Development
- Consortia Meetings
- Articulation
- Support for concurrent enrollment
- Support for coordination of work-based learning/internships/placement at the postsecondary level.
- Rural School (program 0308): The WEDD delivered the requirements of this grant by outreaching to California rural high schools and providing them the opportunity to attend online course offerings at Barstow College since these resources are not available in their locations. We also provided participating schools funding for textbook purchases and tutoring/computer lab support. We assisted the school counselors and students in the admissions, concurrent enrollment, registration and other student services processes.
- CDTC Grant (program 0304): Child Development Training Consortium (CDTC) – we receive 200 units which equals \$5,000.00 that is to be used for our students who are currently working in the field of early childhood education. The grant is an incentive for students to get their permits and degrees in ECE. We have had this program for 4 years and have earned all the units each year. Last year we assisted 20 students.
- CEC Mentor Grant (program 0305): High Desert Regional - Mentor Program – Barstow College and Victor Valley College have collaborated to offer the Mentor Program for our students. This program is designed to provide quality mentors for our Practicum Students. The Mentor Program pays the Mentors a stipend for each student they mentor. The Mentors provide 108 hours of mentoring
- Foster and Kinship Care Education (FKCE) Program:
 - The mission of the Foster and Kinship Education Program is to provide quality education and support opportunities to caregivers of children and youth in out-of-home care, so that these providers may meet the foster children’s educational, emotional, behavioral, and developmental needs.
 - In 2011-12 FKCE served 242 participants and in 2012-13 they served 484 participants which is a 100% increase.
 - In 2011-12 FKCE provided 441.5 hours of training and in 2012-13 they provided 604 hours of training. Which is an increase of 37%.

Academic Update (Strengths):

Staff and Faculty:

- Informal in-service was implemented in January 2013.
- Training and orientation gaps have been identified and additional outreach and inclusion strategies will be continued in 2013-2014 year

Curriculum

- All courses offered in last academic year have had Student Learning Outcomes (SLOs) and method of instruction identified and formalized on Course Outline of Record.
- Summer meetings with faculty who considered a transfer degree in their discipline feasible to start the program submission process.

5. Internal Factors B. Weaknesses

Academic Affairs Overview:

- **Slow schedule building** – while strides have been made to improve the scheduling process, the schedule still is timely and too often late in completion

- **Slow curriculum process** – Items move through the local system at a reasonable rate compared to other college processes, but the submissions to state, follow up, and integration to catalog are slower than reasonable expectations
- **Lack of full-time faculty** – No FT faculty in key areas and many disciplines and programs only have Part-time instructors. This requires a reliance on adjuncts with less college process knowledge to build programs and discipline
- **Data Collection:** The Campus data tool is not currently aligning with banner to consistently retrieve FTE data. This impacts ability to correctly gauge instructor effectiveness and contact. Fortunately this is being worked on, and new dean of research will be validating that data is consistent.
- **New Hires and Training** - Timing of new hires and training could be improved: Continuing to improve new hire and adjunct outreach and training

Area Specific

WEDD Update (Weaknesses):

- External Funding: Due to the departure of the WEDD Dean, the transition period has affected our external funding. The departure causes a delay in writing and obtaining new grants and changes in management causes partnerships to be reestablished. Funding is also affected because we were unable to proceed with offering the IMMT curriculum and training on a regional and national level due to delays in electrical upgrades.
- Insufficient Staffing: In order to meet external funding requirements and because of the rapid growth of WEDD, a reorganization and additional staff are desperately needed. Many current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. *See updated reorganization chart, Attachment A 12.13.*
- Based on the results of the survey at Fort Irwin we need additional full-time faculty to meet military families’ educational needs.
- Need a full-time instructor for IMMT courses.

Facilities and Equipment:

Electrical infrastructure and updating of internet capacity for training simulators not being completed has forced cancellation of classes and contract training.

Distance Education:

Due to re-evaluating the direction of CTE this project has been put on hold.

Curriculum:

- Need to develop an advisory committee for the IMMT program for implementing credit based and contract training classes/programs.
- All courses requiring pre-requisites need to be reviewed and submitted to tech review by October 1, 2013.

BCC Processes: Continues to be a work in process.

Academic Update (Weaknesses):

See Academic Affairs overview above

DATE:

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was Question 6 and combined Subsections ABCD “What external factors have a significant impact on the Service Area?”

NOTE: Some areas discussed in 2011-2012 Program review could be viewed as both opportunity and ‘threat’ so they appear in both areas:

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.

B. Threats

Data Entered from 2011-2012 Program Review – to fit new adopted format
On previous form, this was Question 6 and combined Subsections ABCD “What external factors have a significant impact on the Service Area?”

NOTE: Some areas discussed in 2011-2012 Program review could be viewed as both opportunity and ‘threat’ so they appear in both areas:

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
- Less funding has impacted off campus training and instructional support service positions

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
- Related to the SB1440 legislation, the creation of the C-ID course descriptor is in place for many disciplines, and the use of the C-ID descriptors when creating or revising transfer courses adds additional training for faculty and staff.

- Requirements of a four year institution places additional necessity of courses to meet the transfer requirements, however, a smaller college also has to weigh the transfer requirements against the smaller student population – offering required courses enough to satisfy transferring students, but not so frequently to have to cancel courses because of low enrollment
-

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.
- Student Success initiative has added an emphasis on student completion. Tracking students who are college or area “jumpers” has always been difficult. For BCC we need to track students who attend intermittently, or the large number who attend both BCC and VVC, or students who transfer to new military locations, or the vocational students who measure success by enough course work to get a job (not a certificate) as success are not trackable through usual tracking methods
- SLO reporting has added additional strain on the training personnel as well as indicated that many adjuncts at a distance who do not realize the significance of this reporting
- The changes of the California Inventory has slowed down the curriculum process due to the state segment being down for 2 months and new protocols for passwords and submissions

- **Job Market**

- Requirements of prospective employers
- Developments in the field (both current and future)

See 2010-2020 Riverside and San Bernardino Counties Projection Highlights

[http://www.calmis.ca.gov/file/indproj/rive\\$_highlights.pdf](http://www.calmis.ca.gov/file/indproj/rive$_highlights.pdf)

DATE:

6. External Factors
ANNUAL UPDATE #1:

6. External Factors A. Opportunities

Academic Affairs Overview (External - Opportunities):

- Student Success Initiative and Completion Agenda opportunity to be part of plan to improve student success and retention
- SB1440 step to create all feasible Transfer degrees to offer more focused path ways for student

Area Specific

WEDD Update (External - Opportunities):

Partnerships.

Excelsior Charter Schools Barstow Campus will be re-locating their campus onto the vocational training facility at State Street.

External Funding.

- Exploring Employment Training Panel (ETP), FEDBID, and Grants.gov to find future funding to replace expiring grants.

- An additional FY grant application for Southern California Edison (SCE) was submitted.
- Contacting partners to consider additional Workforce Investment Board (WIB) funding for contract training.

Resources:

Having the Career Education and Workforce Development Center, qualified instructors and staff, and tools and equipment provides us an opportunity to meet our partner's needs effectively.

Academic Update (External - Opportunities):

- Student Success Initiative and Completion Agenda mean more emphasis on orientation, outreach, and creation of Bridge programs and learning communities.
- SB1440 next step to create all feasible Transfer degrees

Academic Affairs Overview (External - Threats)

- Student Success Initiative and Completion Agenda mainly impact Students Services at this stage, but there continues to be impact on instruction as far as focus on completion not FTES.
- SB1440 step to create all feasible Transfer degrees and curriculum calendar changes in same year may cause problems meeting some deadlines

Area Specific

WEDD Update (Threats):

- With departure of the Dean position in the WEDD, we face challenges while the hiring process is conducted, staff is shortened, and employees are taking on new roles like identifying and writing grants to sustain our area.
- Still experiencing threats with Instructor availability, challenge to obtain qualified instructors and trainers who can meet specific requirements for the contract deliverables is further challenged by our remote location, timeframes for deliverables, and an inability to obtain qualified instructors at an equitable pay structure.
- Meeting grant requirements and partner's needs can be difficult with deadlines, policies, and procedures. Workforce Investment Board policies and procedures for contract training cause significant challenges, such as placement requirements for training participants and delays in issuing Purchase Orders and receiving payment for services.

Academic Update (Threats):

- Most threats are based on budgetary constraints and faculty positions:
 - **ENGL & PSYCH:** Two FT positions (English and Psychology) as Temporary has caused some issues with sustainability and consistency
 - **BIOL:** The resignation of Dr. Stinson in BIOL has caused a gap in data knowledge and consistent use (such as Campus Climate data and Math/Science assessments) –hopefully the dead of research will quickly fill in this gap. While a replacement faculty has been hired, Dr. Stinson was key in more data driven areas across campus.
 - **MATH:** Continuing of only two FT faculty in math continues to cause on-going problems with successful scheduling and planning.
 - **READ:** No dedicated reading instructor causes the discipline to not grow as it needs to address basic Skills needs based on assessments.
 - **HIST/HUMA:** Not replacing the History/Humanities instructor who retired two years ago causes tow problems: (1) Forces undo weight on one History FT

faculty who also is only FT faculty in ECON, ACCT, and BADM (2) Ensures no FT lead in another discipline: HUMA

7. Continuing Education/Professional Development

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

Data Data Entered from 2011-2012 Program Review – to fit new adopted format

On previous form, there was no corresponding question.

See Update # 1 section listed “7. A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?”

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

Data Entered from 2011-2012 Program Review – to fit new adopted format

On previous form, there was no corresponding question.

See Update # 1 section listed “7.B. What are the continuing education and/or professional development plans for the upcoming cycle?”

DATE:

<p>7. Continuing Education/Professional Development ANNUAL UPDATE #1:</p>	<p style="text-align: center;">Academic Affairs Overview</p> <p>Vice President of Academic Affairs regularly attends CIO Conferences and various helpful conferences. Also ... Area managers and Supervisors also attend various pertinent events. (See below).</p> <p>7. Continuing Education/Professional Development A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?</p> <p>Area Specific WEDD Update (Professional Development: During Current Cycle): The Dean and Director of the WEDD have regularly attended meetings throughout the year at the local, regional, county, and state levels. Advisory meetings with instructors and related community/industry members are scheduled regularly. Furthermore, the Dean and Director have attended a variety of conferences, workshops, trainings, and been involved in other professional development activities throughout the 12/13 year such as future grants, regional consortium meetings, and upcoming sector navigators for the region.</p> <p>Academic Update (Professional Development: During Current Cycle): Dean of Instruction: Academic Dean’s Retreat (Sept 2012) Asilomar (March 2013) Campus EAI - Portal Training (July 2013) Professional Development for Faculty and Staff: Basic Skills/Mentoring - meeting 1st Saturday of the month – moderated by Basic Skills Coordinator (2012-2013) Focused workshops - on various local needs: Curriculum, Program Review, etc. HR Sponsored Workshops: Time management, Dealing with Stress</p> <p>7. Continuing Education/Professional Development B. What are the continuing education and/or professional development plans for the upcoming cycle?</p> <p>Area Specific WEDD Update (Professional Development: Plan for Upcoming Cycle): Management, Faculty, and Staff will continue to attend professional development training as recommended. This includes the continuing with the monthly Saturday CTE faculty meetings (covering program reviews and SLOs), conferences, workshops, institutional training and development meetings and workshops and other forms of professional development determined to assist in personnel development to better meet the WEDD’s and Barstow College’s mission and vision statements. A focus on cross-training of staff to better serve students and trainees. Some specific professional development areas we will be focusing on are ASE certification, grant writing development, AWS certification, exploring various electrical and HVAC certifications, OSHA certification, and NCCER certification.</p> <p>Academic Update (Professional Development: <u>Plan</u> for Upcoming Cycle 2013-2014):</p>
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Dean of Instruction:

Academic Dean’s Retreat (Sept 2013)
 Student Success Initiate (Sept 2013)
 ACCJC SLO Regional Workshop (Oct 2013)
 CTE Consortium at BCC (Oct 2013)

Professional Development for Faculty and Staff:

Faculty Support/Mentoring – multiple meeting times to address various schedule (Aug 2013)
Focused Saturday workshops – Nuts and Bolts (Oct 2013), Online Nuts, Bolts, & Moodle (Nov 2013)
HR Sponsored Workshops: Time management, Dealing with Stress
Dinner and Dialog with local H.S teachers (fall 2013 and Spring 2014)

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

DATE:

8. Prior Goals/Objectives
ANNUAL UPDATE #1:

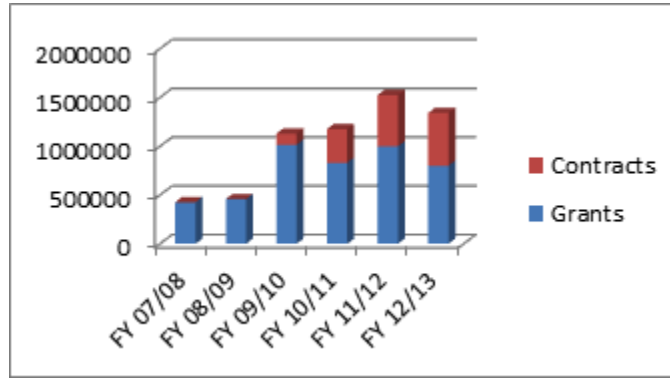
8. Prior Goals/Objectives : Briefly summarize the progress your program/unit has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update

Academic Affairs Overview (Prior Goals/Objectives):

Area Specifics:

WEDD Update (Prior Goals/Objectives):

Although Grants have decreased the WEDD continues to move forward with grant funding available while looking at new grant options. The WEDD continues to modernize the Career Education and Workforce Development Center including the purchase of training simulators and software. We also have built the IMMT program which will utilize the training simulators and software once installed.



Grants decreased because:

- Rural grant gone \$75,000
- SB 70 decreased \$15,000
- Supplemental gone \$130,000
- Contracts were up about \$15,000

Academic Update (Prior Goals/Objectives):

- **Orientation/Training:** Prior goals to improve new hire and adjunct training – have taken steps. Offering additional training in addition to offered: August In-Service, CTE Saturday, etc.
- **Scheduling:** Prior goal to improve scheduling process to include more review and input earlier in the process. The spring 14 schedule went through counselor in an early review,
- **Fort Two-Year Schedule:** Also a two year schedule was created by collaboration with Instruction office and counselors including opportunity to earn three degrees in live classes

9. Goals/Objectives/Actions (ACTION PLAN)

- GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
#1	See update below “Improve training and hiring process to allow more time for training and preparation”	<i>List all that apply:</i>	#1				
			#2				
			#3				
<i>Additional Information:</i>							
DATE: <input type="text" value="OCT 2, 2013"/>	ANNUAL UPDATE #1:	GOAL Goal 1 Improve training and hiring process to allow more time for training and preparation	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement Attract, retain, and develop excellent employees.	OBJECTIVE #1 Faculty informed before hire and/or as needed at early parts of semester	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE - Early support meeting each semester - Encourage FT and PT dialogue - Available resources in hiring meetings, evaluations, etc. - Continue monthly training as needed	OUTCOMES, MEASURES, and ASSESSMENT	
				#2 New Hires more effectively aware of policies and resources		OUTCOMES Higher confidence / knowledge ASSESSMENT Pre-Post Survey on effectiveness of meetings & additional needs OUTCOMES: fewer problems (grades, census, SLOs) from new hires ASSESSMENT: Track late submissions for semesters	
				#3			
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>					

ACTION PLAN						
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#2	See update below "Improve timeliness of schedule building"	<i>List all that apply:</i>	#1			
			#2			
			#3			
<i>Additional Information:</i>						
DATE: <input type="text" value="OCT 2, 2013"/>	ANNUAL UPDATE #1:	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		Goal 2 Improve timeliness of schedule building	<i>List all that apply:</i> - Provide Successful college learning experience - Promote and support student engagement - Attract , retain, and develop excellent employees. - Strengthen college planning and informed decision making.	#1 Allow students time to fully realize class options #2 Allow for time to recognize trends early regarding class fill-rates or faculty hiring needs #3	- timely submission from faculty - limited revisions past draft deadline - prioritizing tasks	OUTCOMES schedule done on time ASSESSMENT follow dates of first full release of schedule and compare to previous semesters
		ANNUAL UPDATE #2:	<input type="text"/>			
#3	See update below "Improve curriculum approval submission process"	<i>List all that apply:</i>	#1			
			#2			
			#3			
<i>Additional Information:</i>						
DATE: <input type="text" value="OCT 2, 2013"/>	ANNUAL UPDATE #1:	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		Goal 3	<i>List all that apply:</i>	#1 set more manageable	- All New curriculum items on local agenda NLT January	

ACTION PLAN						
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
		Improve curriculum approval submission process - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Attract , retain, and develop excellent employees. - Strengthen college planning and informed decision making.	deadlines for local approval #2 promote a culture of planning curriculum, not reactive #3 Prioritize tasks after local curriculum approval	- Training and reinforcement through college participatory governance committees: Curriculum, Academic Senate, etc. Instruction office deadlines and additional personnel during cleanup time	OUTCOMES Curriculum through process in time for new catalog in last summer/ early fall ASSESSMENT Compare dates of catalog submission over several semesters OUTCOMES Curriculum changes to BOT in late spring early summer ASSESSMENT Compare dates of submissions over several semesters	
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>				
#4	See update below "Efficiently and effectively respond to the ACCJC and remove the College's Warning status"	<i>List all that apply:</i>	#1			
			#2			
			#3			
<i>Additional Information:</i>						
DATE: <input type="text" value="OCT 2, 2013"/>	ANNUAL UPDATE #1:	GOAL Goal 4 Efficiently and effectively respond to the ACCJC and remove the College's Warning status.	OBJECTIVE <i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Attract , retain, and develop excellent employees.	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE #1 Address all outstanding recommendation #2 reinforce systems of planning, sustainable outcomes assessment, professional development, etc. #3	OUTCOMES, MEASURES, and ASSESSMENT - Work with IEC to the work behind the draft - Offer consistent opportunity for faculty and staff to dialogue on outcomes results and institutional planning OUTCOMES successful ACCJC visit ☺ ASSESSMENT Is BCC of warning?	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		- Strengthen college planning and informed decision making.		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:		
#5		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#6		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Academic Affairs: UPDATE #2 – OCT 6, 2014

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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
#1	See update below “Improve training and hiring process to allow more time for training and preparation”	<i>List all that apply:</i>	#1				
			#2				
			#3				
<i>Additional Information:</i>							
DATE: OCT 2, 2013	ANNUAL UPDATE #1:	GOAL Goal 1 Improve training and hiring process to allow more time for training and preparation	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement Attract , retain, and develop excellent employees.	OBJECTIVE #1 Faculty informed before hire and/or as needed at early parts of semester #2 New Hires more effectively aware of policies and resources #3	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE - Early support meeting each semester - Encourage FT and PT dialogue - Available resources in hiring meetings, evaluations, etc. - Continue monthly training as needed	OUTCOMES, MEASURES, and ASSESSMENT OUTCOMES Higher confidence / knowledge ASSESSMENT Pre-Post Survey on effectiveness of meetings & additional needs OUTCOMES: fewer problems (grades, census, SLOs) from new hires ASSESSMENT: Track late submissions for semesters	

ACTION PLAN						
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
DATE: OCT 2, 20114	ANNUAL UPDATE #2:	<p>Some improvement has been made DATA to support improvement: Late submissions reduced in Fall 2014? Get data but raised in spring – but most problems were not new hires</p> <p>Summer the numbers of students reimbursements down to 20 (previous years = This means ...</p> <p>Plans for year 2014-2015 include using the new software Comevo to create a new faculty hire orientation.</p>				
#2	See update below "Improve timeliness of schedule building"	<i>List all that apply:</i>	#1			
			#2			
			#3			
<i>Additional Information:</i>						
DATE: OCT 2, 2013	ANNUAL UPDATE #1:	GOAL Goal 2 Improve timeliness of schedule building	OBJECTIVE <i>List all that apply:</i> - Provide Successful college learning experience - Promote and support student engagement - Attract , retain, and develop excellent employees. - Strengthen college planning and informed decision making.	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE #1 Allow students time to fully realize class options #2 Allow for time to recognize trends early regarding class fill-rates or faculty hiring needs #3	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE - timely submission from faculty - limited revisions past draft deadline - prioritizing tasks	OUTCOMES, MEASURES, and ASSESSMENT OUTCOMES schedule done on time ASSESSMENT follow dates of first full release of schedule and compare to previous semesters

ACTION PLAN							
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
DATE: OCT 2, 20114	ANNUAL UPDATE #2:		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
			#1 Allow students time to fully realize class options	- timely submission from faculty – this has been achieved by the majority of faculty.	OUTCOMES schedule done on time ASSESSMENT follow dates of first full release of schedule and compare to previous semesters Fall 2014 Schedule was sent to ITC to be posted online June 23, 2014 (8 weeks before semester starts) though many changes occurred to correct or respond to new data. Fall 2013 schedule was posted on line June 13, 2013 (8 weeks and 2 days before semester starts) The schedule meets the deadline of 8 weeks for priority registration, but the changes that occur after the posting need to be reduced.		
			#2 Allow for time to recognize trends early regarding class fill-rates or faculty hiring needs	- limited revisions past draft deadline – this has been reduced in need to meet FTES or 50% law, but some new programs (DOD Online, Transition, College, etc. have added extra scheduling juggling. - prioritizing tasks			
#3			NEW Objectives: Participation in enrollment management committee				
The goal is to have the Fall 2015 schedule done earlier (10 weeks before the start of the semester????) to allow for tweaks to occur before the priority registration date. Also the website needs to be updated each week to show those changes on the “complete schedule” link.							
#3	See update below “Improve curriculum approval submission process”	<i>List all that apply:</i>	#1				
			#2				
			#3				
<i>Additional Information:</i>							
DATE: OCT 2, 2013	ANNUAL UPDATE #1:		GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
			Goal 3 Improve curriculum approval submission process	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience	#1 set more manageable deadlines for local approval #2 promote a culture of planning	- All New curriculum items on local agenda NLT January - Training and reinforcement through college participatory governance committees:	OUTCOMES Curriculum through process in time for new catalog in last summer/ early fall ASSESSMENT Compare dates of catalog submission over several semesters

ACTION PLAN							
GOAL		ALIGNMENT WITH <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
				<ul style="list-style-type: none"> - Promote and support student engagement - Attract, retain, and develop excellent employees. - Strengthen college planning and informed decision making. 	curriculum, not reactive #3 Prioritize tasks after local curriculum approval	Curriculum, Academic Senate, etc. Instruction office deadlines and additional personnel during cleanup time	OUTCOMES Curriculum changes to BOT in late spring early summer ASSESSMENT Compare dates of submissions over several semesters
	DATE: OCT 2, 20114	ANNUAL UPDATE #2:	OBJECTIVE #1 set more manageable deadlines for local approval This was achieved, but not sustained UPDATE #2 (2014): - 2013-204 the date for submissions were set for January – however, state requirements and slowed steps in CurricUNET kept us from maintaining that calendar NEXT steps: Set the calendar to complete curriculum in early spring	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE - All New curriculum items on local agenda NLT January - UPDATE #2 (2014): Do faculty outreach earlier in fall semester for critical changes Have spring planning and submissions for other upcoming items Continue to improve CurricUNET – assign ad hoc taskforce to clean up and realign processes for effectiveness	OUTCOMES, MEASURES, and ASSESSMENT OUTCOMES Curriculum through process in time for new catalog in last summer/ early fall ASSESSMENT Compare dates of catalog submission over several semesters UPDATE #2 (2014): Outcome not met - Catalog not in place before the submission of this program review update OUTCOMES Curriculum changes to BOT in late spring early summer ASSESSMENT Compare dates of submissions over several semesters UPDATE #2 (2014): Outcome not met – as essential program (IMMT) was not approved until end of spring 2013		
#4	See update below “Efficiently and effectively respond to the ACCJC and remove the College’s Warning status”	<i>List all that apply:</i>	#1				
			#2				
			#3				
	<i>Additional Information:</i>						
	DATE: OCT 2, 2013	ANNUAL UPDATE #1:	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	

ACTION PLAN							
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
			Goal 4 Efficiently and effectively respond to the ACCJC and remove the College's Warning status.	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Attract , retain, and develop excellent employees. - Strengthen college planning and informed decision making.	#1 Address all outstanding recommendation #2 reinforce systems of planning, sustainable outcomes assessment, professional development, etc. #3	- Work with IEC to the work behind the draft - Offer consistent opportunity for faculty and staff to dialogue on outcomes results and institutional planning	OUTCOMES successful ACCJC visit ☺ ASSESSMENT Is BCC of warning?
	DATE: OCT 2, 20114	ANNUAL UPDATE #2:	Objective has been met!				
	GOAL	Alignment with BCC Strategic Priorities	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
#5	NEW 2014 Keeping Academic Affairs up-to-date with changes nationally, state-wide, and locally of opportunities and programs that will improve and/or impact BCC.	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Attract , retain, and develop excellent employees. - Strengthen college planning and informed decision making.	#1 Increase connection with other colleges and involved in effective and viable professional development #2 Share effectively with Faculty and college regarding updates, innovations, etc. #3	- Work with local colleges- - Improve communication outside the local area - Attend effective and viable professional development (faculty & administration) - Attend effective and viable professional development choices (faculty and administration) - create codified system of reporting out and sharing information to a wider audience as appropriate to the external professional development	OUTCOMES additional reporting out on these at appropriate college areas ASSESSMENT: survey end of semester, year and/or specific reporting out OUTCOMES Present development to AGS or appropriate student group ASSESSMENT survey end of semester, year and/or specific reporting out OUTCOMES improved reporting out opportunities ASSESSMENT compare agendas and/or minutes from All-College, Best Practice or All-Division, etc.		
	<i>Additional Information:</i>						
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>				

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	DATE: OCT 2, 20114	ANNUAL UPDATE #2:	NEW objective?		
#6		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

ANNUAL UPDATE #2:

DATE: Oct 2, 2014

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required ? Yes or No	If No, indicate funding source
5	1 & 2	ACCCA Mentor Program (BAP pending)	\$2,000	?	
5	1 & 2	ACCCA Great Deans Program (BAP pending) http://www.accca.org/i4a/pages/index.cfm?pageid=3685	\$1,500	?	
2		Reoccurring temp help for 2014-2015 for schedule building and	\$5,000	?	

Academic Affairs: UPDATE #2 – OCT 6, 2014

DATE: Oct. 2, 2014

1. Mission & Vision
ANNUAL UPDATE
#2:

Only changes in 1.C (See below)

1. A. Service Area/Administrative Unit Mission: No Change
1. B. Service Area/Administrative Unit Vision: No Change
1. C. Describe how mission and vision align with and contribute to the College's Mission and Vision

Change based on the NEW BCC Mission statement.
Change includes alignment to BCC Vision Statement:

NEW BCC Mission Statement: (Draft 03.17.2014)

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

How we align to the NEW BCC Mission Statement:

Academic Affairs oversees and constantly strives to improve in "access" to students (live offerings, "distance education," and "military" schedules including work on the DOD online classes to expand outside of California). The programs overseen by Academic Affairs include transfer degree, CTE certificates and degrees for students' "personal goals and professional growth." By offering continued training and mentorship to faculty we seek to "enhance student success."

BCC Vision Statement:

"Empowering Students to Achieve Their Personal Best Through Excellence in Education"

How we align to the BCC Vision Statement:

Through quality education and faculty training, Academic Affairs strives to ensure students receive the tools they need to succeed. These tools include education, and student driven pedagogies and offerings.

DATE: Oct. 2, 2014

2. Service Area/Administrative Unit Description and Overview

ANNUAL UPDATE #2:

A. Organization, including staffing and structure: Change

Since the last annual update the Dean of Workforce & Economic Development position has been changed to Dean of Instruction- CTE/Workforce & Economic Development and is held by Sandi Thomas. The Director, Career & Technical Education has been eliminated.

Due to the elimination of the Director, Career & Technical Education the CTE/WEDD department has the need for a Program/Office Coordinator to assist and help facilitate the programs and programming.

B. Who do you service (including demographics)? No Change

C. What kind of services does your unit provide? No change

D. How do you provide them?

Faculty Training: No change, but more detailed clarification below:

- Adjunct mentoring/support
- Saturday training
- Best Practice / All-Division
- In-service –informal In-service

Faculty & Community:

Dinner and Dialogue with local High Schools (started in Fall 2013)

Foster and Kinship Care Education

The Foster and Kinship Care Education program continues to stay connected with County and local foster and kinship parents to provide up to date training. The program continues to collaborate with County of San Bernardino- Children and Family Services to ensure that their trainings meet their in-service training requirements. Maintain their classes are current on different bills and acts that affect their foster and kinship families. For the 13/14 year the Foster and Kinship Care Education Program provided 604 hours of training to 567 participants.

DATE:

3. DATA
ANNUAL UPDATE #2:

ADD here

INPUT AUOs and proposed assessment methods

Add progress on AUOs

From WEDD PR

3. A. 2. Summarize results of measures.

CTE/WEDD credit-based class retention remains steady at 81.8% while our success rate continues to increase (53.3% for FY 13/14).

CTE/WEDD issued 41 certificates during FY 13/14 and 37% of the college's degrees were in vocational classes.

CTE/WEDD credit-based classes brought in 34.2% of the FTES for the college.

For the 13/14 year the Foster and Kinship Care Education (FKCE) Program provided 604 hours of training to 567 participants.

3. B. 1. Summarize the progress made on SAO/AUO measures.

??? are the WEDD "Goals" their Outcomes?

3. B. 2. Describe any improvements made by your unit as a result of the outcomes assessment process.

We continue to hold advisory committee meetings and build advisory committees for each of our programs that help inform our instructors and staff of industry changes that will direct our programs. These advisories include industry partners that will drive our direction/goals. We plan to ensure these meetings are held as required.

DATE: Oct 6, 2014

4. Policies & Processes

ANNUAL UPDATE #2:

Academic Affairs has participated in and will be impacted by the updating policies and procedure in our department and/or impacting our department

POLICY: AP and BP have been updated using CCLC
Procedure: what WE do to make it happen

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

RECENT changed policies (Oct 2013-Oct 2014):

- BCC Board Policies (list specific #)
- BCC Administration Procedures (list specific #)
- Student Success Initiative
- Chancellor’s Office –
 - New Basic Skills report (changed)
 - C-ID Descriptor process and alignment
- ACCJC—New expectation based on ACCJC recommendations 2014
 - TBA
- TracDat (how will it impact...)
- DE “Handbook” TBD
- HR – clarification Evaluation timeline with mid-year hires (?)
- New Technology Agreement
- OEI Pilot and changes (TBD?)
- A&R Late Add Petition change: Now requires area dean to sign off.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Description of the Effects of These Changes

- BCC Board Policies (list specific #)
 These changes have helped clarify the steps and procedures for student discipline, priority registration, concurrent enrollment, and grievances.
- BCC Administration Procedures (list specific #)
 These changes have helped clarify the steps and procedures for student discipline, priority registration, concurrent enrollment, and grievances.
- Student Success Initiative
- Appointing a Student Success coordinator, review past practices and reflection specific data and implement new changes and software. Degree Works, more focused high school outreach, etc
- **Chancellor’s Office –**
 - New Basic Skills report (changed)
 - The report had funding has changed. A new faculty Basic Skills Coordinator has been assigned to complete the

report and make budget recommendations.

- **ACCJC**—New expectation based on ACCJC recommendations 2014
 - **TBD**
- **TracDat** (how will it impact..)
- **HR –Evaluation timeline with mid-year hires** – requires long-term planning to avoid hiring new FT faculty in spring.
- **New Technology Agreement** – no direct impact
- **A&R Late Add Petition**: The impact of this change is minimal in the time required of the deans, but the change of form is not universal so not all faculty are using the correct form that requires dean signature, and therefore, they miss that step and the process is length to add the step later. Also the impact is the recognition lack of training on completing form and no existing late add petition criteria.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

NEW NEEDED/PROPOSED PROCEDURES or PROCESSES:

COR Textbook Update: Automated Textbook update for CORs through Academic Senate and Curriculum Committees.

Student Incomplete Petitions: Academic Affairs sign off (probably area dean) on request for incompletes. Discussion with faculty, mostly adjuncts, reveal a lack of training on the established criteria.

Curriculum Program (and Course?) Returns: When a program is returned from the chancellor’s office for missing information or errors, delegating these items to the area deans ensures ownership of programs and better training and awareness of common errors to ensure less errors in future submissions.

DATE:

5. Internal Factors
ANNUAL UPDATE #2:

5. Internal Factors A. Strengths
Academic Affairs Overview:

Academic Affairs has been promoting a new culture - the right way over bureaucracy - The Barstow Way (pride, connection, and caring about students and institution)

Open door policy – the VP and Deans have a clear and well-known open door policy Promotes dialogue – more opportunities for faculty and community to dialogue. More responsive and involved in satellite Fort location: Deans have worked with fort and counselors to improve a two year schedule, promote and organize the schedule for *Barstow DoD Online* program, more regular visits to the fort. The VPAA or one of the Deans visits usually once a month.

Regular communication: VPAA meets with Deans and representatives from committees and groups regularly: Academic Senate, BCFA, Basic Skills, etc.

Teamwork – regular meetings (informal) with Deans and VP
Strong personnel history (promoting from within)
Strong involvement in Student Success Initiative
On committees, part of HS seniors on campus

Promote/Support internal leadership – tutoring EDUC 151
Continued improvement in EDUC 151 – including more disciplines
Support tutoring training in SARS in time of transition

Enrollment/Scheduling

- Schedules more prepped with counselors and adjunct agreement of classes – fewer surprises. **Compare major changes in schedule changes**
- Monitoring FTES earlier – allowing for smaller tweaks in mid semester
- In spring 2014 – the need for added classes to meet FTES and/or other regulations was significantly less than previous year. In 2012-2013 over 50 classes were added in spring 2013. In 2013-2014 spring 2014 only 10 courses were added for those purposes.
- Integral part of the newly forming enrollment commitment

Catalog/Programs/Curriculum

- Added more AA-T degrees (have locally approved 8 new ones in Academic Year)
- Work with A&R on cleaning up degree lists for students
- Plan new pathways

Academic

- HS Outreach portion - Summer program
- Improved orientation and training of new faculty

WEDD –Copied from WEDD PR

- Grants and deliverables
- Summer junior high summer programs

Copied from WEDD PR

Facilities & Equipment:

The training simulators have been installed and will be utilized in future credit based and contract education training offerings. Additional equipment has been purchased for the automotive/diesel programs, welding, photography, IMMT/IM E&I, Child Development, and advanced computer software.

Distance Education:

- All CTE/WEDD instructors teaching online courses successfully completed Moodle training through the online office.
- CTE/WEDD is working in collaboration with academics in creating a two-year pathway in Management/Business and looking at expanding the program to offer Administration of Justice for New *Barstow DoD Online* program.
- Sandi Thomas and Nance Nunes-Gill are part of the Distance Education Committee at BCC.

Curriculum:

- Industrial Maintenance Mechanic Technology (IMMT) courses have been approved at local curriculum and Desert Regional Consortium and is pending approval with the Chancellor's Office. We are scheduled to offer program in spring 2015 semester.
- Two-year plans have been developed for each CTE credit based program to provide student success and ease in scheduling courses for the Dean of Instruction for CTE/WEDD.
- Reviews of several programs within CTE department have been completed. Changes are being made to Logistics/Warehousing, Photography, Automotive/Diesel, and Child Development, and Electrical.

Meeting Grant and Program Deliverables:

- WEDD continually meets grant deliverables and timelines on multiple grants.
- SB70 Grant (program 0310): Funding expires in November. The deliverables for this fiscal year will be purchasing supplies and equipment for approved programs to provide higher quality educational offerings leading to program completion and student retention/success.
- Rural School (program 0308): This program was a pilot program and we fulfilled the deliverables. The program was closed.
- Ramp-up: This grant will focus on improving alignment of regional curriculum to streamline the educational path for students and promoting student engagement through workplace experiences and career technical student organizations.
- Barstow Community College is collaborating with Mt. San Jacinto College in obtaining SB1070 grant approval. A two-year implementation plan for projected high school articulation activities is being developed.
- Local area and regional business partners continue to seek customized and specialized training from Barstow College.
- In 2012-13 FKCE served 484 participants and in 2013-14 they served 567 participants which is a 17% increase.

5. Internal Factors B. Weaknesses

Academic Affairs Overview:

- Need better orientation that does not rely on on-site attendance or voluntary involvement
- More data driven enrollment management
- Need for more standardized dialogue opportunities – monthly AA meetings (Deans, Fort, VP)

Academics:

- Some departments without FT lead or one FT faculty as lead over multiple disciplines.
- Better information flow
- More focused department/division opportunities
- Still problems with instructors submitting census in timely manner – especially short term classes
- A large number of late add petitions.

WEDD

- Off Site
- Few FT faculty to support programs (over-reliance on adjuncts)

Below Copied from WEDD PR

Insufficient Staffing:

Due to the elimination of the Director, Career & Technical Education position the CTE/WEDD department has the need for a Program/Office Coordinator to assist and help facilitate the programs and programming. Department cannot meet needs of contract training, obtain additional grants, deliverables of grants, and meet curriculum and articulation needs.

Based on the results of the survey at Fort Irwin we need additional full-time faculty to meet military families' educational needs.

We need full-time faculty in the following areas: BADM/MGMT, ADJU, CHLD, and WELD. All areas have high enrollment numbers, and having a full-time faculty member in these areas would help increase enrollment and build the program. Only CHLD has FT faculty. Full-time faculty in these areas would be able to update curriculum, complete SLO's and PLO's, program reviews, build and strengthen advisory committees and explore internship and employment opportunities for students leading to students success, retention, and the transition into employment.

Facilities and Equipment:

NEEDS: (due to high enrollment and usages)

Additional electrical work in several of our bays at the State St. facility.

WELD - additional electrical infrastructure upgrades to install more welding machines.

OVERALL - Additional electrical and increasing internet capabilities

Catalog/Programs/Curriculum

- Still working on improving catalog timeline and establishing a more stringent timeline for curriculum items for catalog to be completed in fall.
- Need for more AA-T degrees (transfer)
- Clean up programs – can it be less confusing and more streamlined
- Need for automated and/or cyclical system of course updates

DATE:

6. External Factors
ANNUAL
UPDATE #2:

May 28, 2014

6. External Factors A. Opportunity

Academic Affairs Overview:

- Renew priority
- Networking
- Technology (new resources or access)
- More collaboration opportunities with students, faculty, and other org.

6. External Factors B. Threats

Academic Affairs Overview:

- Growing diversity
- C-ID Descriptor process and alignment
- Change in military FA
- Rural small population social and economic status
- Industry change
- Accreditation
- Legislative threat – SSI; transfer degree; student equity (diverse offerings)
- Isolated area – fewer local resources in mental health and e
- No BSI coordinator
- 50% law
- Performance based funding
- Student preparation (BS)
- Aging faculty and admin
- Emergency preparedness

WEDD (copied from WEDD PR)

Partnerships

Excelsior Charter School's Barstow Campus has an Off-Campus Site- The Career Education and Workforce Development Center located at 1501 State St. Barstow, CA 92311. Provides students the opportunity to transition to options available at BCC and students receiving dual-credit.

Continued the partnership with California Steel Industries -summer internship program providing Welding students and trainees completing our IMM related contract training education programs with paid summer internships and an opportunity to be retained as a full-time employee upon successful completion of the internship program.

Southern California Edison (SCE) has partnered with us for the Edison Scholar's Scholarship program which provides scholarships to qualified students.

External Funding

Received ETP funding for two cohorts each of two different specialized contract education training programs from the Workforce Investment Board. New funding from additional grants in collaboration with other regional colleges are also in the application process.

Additional grant and contract training funding opportunities are continually being explored to provide funding to continue to offer programs and services to students, K-12 partners, and the public.

Partner donations, internship opportunities, and scholarship funding

THREATS

Question? Are these "THREATS"

Due to the elimination of the Director, Career & Technical Education position the CTE/WEDD department has the need for a Program/Office Coordinator to assist and help facilitate the programs and programming. Without these additional duties being covered, the department would not be able to meet the needs of contract training, obtain additional grants, unable to meet deliverables of grants, and meet curriculum and articulation needs of the CTE/WEDD department due to the additional workload caused by reduced staffing.

We are in need of full-time faculty in the following areas: Business/Management, Administration of Justice, Child Development, and Welding. All areas except Child Development only have adjunct faculty, have high enrollment numbers, and having a full-time faculty member in these areas would help increase enrollment and build the program. Full-time faculty in these areas would be able to update curriculum, complete SLO's and PLO's, program reviews, build and strengthen advisory committees and internship opportunities for students and other required paperwork.

DATE:

7. Continuing Education/Professional Development

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

VPAA:

CIO conference
Student Success Initiative

Deans:

Dean Math/Science regional meeting – Shreve (July 2014)
Counselor Conclaves - Thomas (Oct 2013 & 2014)
Science Dean Retreat – Shreve (June 2014)
Dean’s Retreat – Shreve (Sept 2013)
AB 86 Planning Summit - Shreve (Oct 2014)
CTE Counselor Conclaves – Thomas

All Members:

Program Review Training - Eaton, Shreve, Thomas (2013-2014)
HR online training? (Summer 2014?)
Management retreat - Eaton, Shreve, Thomas (July 2014)

Training we gave to our People: (does this below here?)

All CTE/WEDD online instructors have successfully completed Moodle training.

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

VPAA:

Continue CIO Conference

Dean of Instruction – CTE:

Continue Counselor Conclaves

Dean of instruction:

Will attend continue to attend the regional Dean’s Retreat and Science Dean Retreat.

Applying for the ACCCA Mentor Program (BAP pending)

(<http://www.accca.org/i4a/pages/index.cfm?pageid=3290>)

And / or ACCCA Great Deans Program (BAP pending)

<http://www.accca.org/i4a/pages/index.cfm?pageid=3685>)

Training we PLAN give to our People: (does this below here?)

Help develop chair training

Continue training faculty

Use new Orientation software to improve training for faculty

Program Review Retreat (as needed for completion of program reviews)

DATE: Oct 2, 2014

8. Prior Goals/Objectives

ANNUAL UPDATE #2:

No Goals were listed in this area for Academics or Academic Affairs in original submission. The goals were presented in the action plan:

Goals from Action Plan in original Program Review Submission:

1. **Improve training and hiring process to allow more time for training and preparation –**
STATUS: Creation of informal January in-service (2013 and 2014) and purchase of new Comevo orientation software (summer 2014) are steps in continuing improvement in this area
2. **Improve timeliness of schedule building -**
STATUS: Some improvements, but mostly through use of additional staff. One of the next steps will be on reflection on sustainable task distributions and timelines.
3. **Improve curriculum approval submission process –**
STATUS: Time frame for submission was shortened to allow more time to complete non-local curriculum steps. However, late submissions to meet grants and state requirements kept those timelines from being maintained in 2013-2014.
4. Efficiently and effectively respond to the ACCJC and remove the College's Warning status.
STATUS: This was successfully completed in 2013-2014
5. NEW Goal in 2014: **Keeping Adamidis affairs up-to-date with changes nationally, state-wide, and locally of opportunities and programs that will improve and/or impact BCC.**

WEDD

Due to the change in management, contract training went down to \$3800 for FY 13/14. Grants also decreased to \$316,436 as funding from SB70 is completed and new funding applications for SB1070 are submitted to replace it. New funding from additional grants in collaboration with other regional colleges are also in the application process.

Funding from the Workforce Investment Board (WIB) allowed for customized contract education programs. We are recruiting for two trainings:

- 1) Industrial Maintenance Electrical and Instrumentation and
- 2) Supply Chain Management.

Both trainings were approved to offer two cohorts to meet local worker need.

To meet local employer needs we have built the IMMT credit based program utilizing training simulators and software. A full-time IMMT instructor was hired and all of the training simulators and simulation software have been installed.

Academic Affairs: UPDATE #2 – OCT 6, 2014

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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
#1	See update below “Improve training and hiring process to allow more time for training and preparation”	<i>List all that apply:</i>	#1				
			#2				
			#3				
<i>Additional Information:</i>							
DATE: OCT 2, 2013	ANNUAL UPDATE #1:	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
		Goal 1 Improve training and hiring process to allow more time for training and preparation	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement Attract, retain, and develop excellent employees.	#1 Faculty informed before hire and/or as needed at early parts of semester	- Early support meeting each semester - Encourage FT and PT dialogue - Available resources in hiring meetings, evaluations, etc. - Continue monthly training as needed	OUTCOMES Higher confidence / knowledge ASSESSMENT Pre-Post Survey on effectiveness of meetings & additional needs OUTCOMES: fewer problems (grades, census, SLOs) from new hires ASSESSMENT: Track late submissions for semesters	
				#2 New Hires more effectively aware of policies and resources			
DATE: OCT 2, 20114	ANNUAL UPDATE #2:	Some improvement has been made DATA to support improvement:					

ACTION PLAN								
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT			
			<p>Late submissions reduced in Fall 2014? Get data but raised in spring – but most problems were not new hires</p> <p>Summer the numbers of students reimbursements down to 20 (previous years = This means ...</p> <p>Plans for year 2014-2015 include using the new software Comevo to create a new faculty hire orientation.</p>					
#2	See update below “Improve timeliness of schedule building”	<i>List all that apply:</i>	#1					
			#2					
			#3					
<i>Additional Information:</i>								
	DATE: <input type="text" value="OCT 2, 2013"/>	ANNUAL UPDATE #1:	GOAL Goal 2 Improve timeliness of schedule building	OBJECTIVE <i>List all that apply:</i> - Provide Successful college learning experience - Promote and support student engagement - Attract , retain, and develop excellent employees. - Strengthen college planning and informed decision making.	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE #1 Allow students time to fully realize class options #2 Allow for time to recognize trends early regarding class fill-rates or faculty hiring needs #3	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE - timely submission from faculty - limited revisions past draft deadline - prioritizing tasks	OUTCOMES, MEASURES, and ASSESSMENT OUTCOMES schedule done on time ASSESSMENT follow dates of first full release of schedule and compare to previous semesters	
	DATE: <input type="text" value="OCT 2, 20114"/>	ANNUAL UPDATE #2:	OBJECTIVE #1 Allow students time to fully realize class options	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT OUTCOMES schedule done on time			

ACTION PLAN							
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
			<p>#2 Allow for time to recognize trends early regarding class fill-rates or faculty hiring needs</p> <p>- timely submission from faculty – this has been achieved by the majority of faculty. - limited revisions past draft deadline – this has been reduced in need to meet FTES or 50% law, but some new programs (DOD Online, Transition, College, etc. have added extra scheduling juggling. - prioritizing tasks</p> <p>NEW Objectives: Participation in enrollment management committee</p>	<p>ASSESSMENT follow dates of first full release of schedule and compare to previous semesters Fall 2014 Schedule was sent to ITC to be posted online June 23, 2014 (8 weeks before semester starts) though many changes occurred to correct or respond to new data. Fall 2013 schedule was posted on line June 13, 2013 (8 weeks and 2 days before semester starts) The schedule meets the deadline of 8 weeks for priority registration, but the changes that occur after the posting need to be reduced.</p>			
			#3		<p>The goal is to have the Fall 2015 schedule done earlier (10 weeks before the start of the semester????) to allow for tweaks to occur before the priority registration date. Also the website needs to be updated each week to show those changes on the “complete schedule” link.</p>		
#3	See update below “Improve curriculum approval submission process”	<i>List all that apply:</i>	#1				
			#2				
			#3				
<i>Additional Information:</i>							
	DATE: OCT 2, 2013	ANNUAL UPDATE #1:	<p>GOAL</p> <p>Goal 3 Improve curriculum approval submission process</p>	<p><i>List all that apply:</i></p> <p>- Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement</p>	<p>OBJECTIVE</p> <p>#1 set more manageable deadlines for local approval #2 promote a culture of planning curriculum, not reactive</p>	<p>ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE</p> <p>- All New curriculum items on local agenda NLT January - Training and reinforcement through college participatory governance committees: Curriculum, Academic Senate, etc.</p>	<p>OUTCOMES, MEASURES, and ASSESSMENT</p> <p>OUTCOMES Curriculum through process in time for new catalog in last summer/ early fall ASSESSMENT Compare dates of catalog submission over several semesters OUTCOMES Curriculum changes to BOT in late spring early summer ASSESSMENT</p>

ACTION PLAN							
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
			<ul style="list-style-type: none"> - Attract, retain, and develop excellent employees. - Strengthen college planning and informed decision making. 	#3 Prioritize tasks after local curriculum approval	Instruction office deadlines and additional personnel during cleanup time	Compare dates of submissions over several semesters	
	DATE: OCT 2, 20114	ANNUAL UPDATE #2:	<p>OBJECTIVE</p> <p>#1 set more manageable deadlines for local approval This was achieved, but not sustained UPDATE #2 (2014): - 2013-204 the date for submissions were set for January – however, state requirements and slowed steps in CurricUNET kept us from maintaining that calendar NEXT steps: Set the calendar to complete curriculum in early spring</p>	<p>ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE</p> <p>- All New curriculum items on local agenda NLT January - UPDATE #2 (2014): Do faculty outreach earlier in fall semester for critical changes Have spring planning and submissions for other upcoming items Continue to improve CurricUNET – assign ad hoc taskforce to clean up and realign processes for effectiveness</p>	<p>OUTCOMES, MEASURES, and ASSESSMENT</p> <p>OUTCOMES Curriculum through process in time for new catalog in last summer/ early fall ASSESSMENT Compare dates of catalog submission over several semesters UPDATE #2 (2014): Outcome not met - Catalog not in place before the submission of this program review update OUTCOMES Curriculum changes to BOT in late spring early summer ASSESSMENT Compare dates of submissions over several semesters UPDATE #2 (2014): Outcome not met – as essential program (IMMT) was not approved until end of spring 2013</p>		
#4	See update below "Efficiently and effectively respond to the ACCJC and remove the College's Warning status"	<i>List all that apply:</i>	#1				
			#2				
			#3				
	<i>Additional Information:</i>						
	DATE: OCT 2, 2013	ANNUAL UPDATE #1:	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	

ACTION PLAN							
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
			Goal 4 Efficiently and effectively respond to the ACCJC and remove the College's Warning status.	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Attract , retain, and develop excellent employees. - Strengthen college planning and informed decision making.	#1 Address all outstanding recommendation #2 reinforce systems of planning, sustainable outcomes assessment, professional development, etc. #3	- Work with IEC to the work behind the draft - Offer consistent opportunity for faculty and staff to dialogue on outcomes results and institutional planning	OUTCOMES successful ACCJC visit ☺ ASSESSMENT Is BCC of warning?
	DATE: OCT 2, 20114	ANNUAL UPDATE #2:	Objective has been met!				
	GOAL	Alignment with BCC Strategic Priorities	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
#5	NEW 2014 Keeping Academic Affairs up-to-date with changes nationally, state-wide, and locally of opportunities and programs that will improve and/or impact BCC.	<i>List all that apply:</i> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Attract , retain, and develop excellent employees. - Strengthen college planning and informed decision making.	#1 Increase connection with other colleges and involved in effective and viable professional development #2 Share effectively with Faculty and college regarding updates, innovations, etc. #3	- Work with local colleges- - Improve communication outside the local area - Attend effective and viable professional development (faculty & administration) - Attend effective and viable professional development choices (faculty and administration) - create codified system of reporting out and sharing information to a wider audience as appropriate to the external professional development	OUTCOMES additional reporting out on these at appropriate college areas ASSESSMENT: survey end of semester, year and/or specific reporting out OUTCOMES Present development to AGS or appropriate student group ASSESSMENT survey end of semester, year and/or specific reporting out OUTCOMES improved reporting out opportunities ASSESSMENT compare agendas and/or minutes from All-College, Best Practice or All-Division, etc.		
	<i>Additional Information:</i>						
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>				

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	DATE: OCT 2, 20114	ANNUAL UPDATE #2:	NEW objective?		
#6		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

ANNUAL UPDATE #2:

DATE: Oct 2, 2014

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required ? Yes or No	If No, indicate funding source
5	1 & 2	ACCCA Mentor Program (BAP pending)	\$2,000	?	
5	1 & 2	ACCCA Great Deans Program (BAP pending) http://www.accca.org/i4a/pages/index.cfm?pageid=3685	\$1,500	?	
2		Reoccurring temp help for 2014-2015 for schedule building and	\$5,000	?	



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

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

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

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

The Mission of the Administrative Services Department of Barstow Community College is to maintain physical facilities and fiscal stability that optimizes the educational and working environments of the college to enhance student learning.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

The Administrative Services will provide physical and fiscal excellence.

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

1. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.

Administrative Services provides administrative direction for the Business Office, Maintenance & Operations, IT, Online Services and the Computer Lab. These departments provide fiscal and physical support services for students, staff, faculty, and community.

2. 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.

Our departments provide the physical and fiscal support services that assist the learning environment campus wide. Administrative Services enables program managers, faculty and staff to carry out their respective roles in an effective manner by ensuring adequate funding. Various programs, services, activities and staff are evaluated to ensure that goals and objectives are being met with excellence. A great deal of fiscal assistance is needed for technical education courses that have been rapidly increasing in size and scope.

3. Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities.

We provide the following support services to our campus community:

- Formulation and monitoring of annual and projected budgets
- Chair the Budget & Finance Committee, Insurance Committee, District Facilities Master Planning Committee, Institutional Strategic Plan Committee and the Technology Committee. Provide agendas and minutes for the committees.
- Monitor revenue and investments.
- Assist staff with internal financial budget management concerns.
- Coordinate annual audit of financial activities.
- Provide financial data for collective bargaining negotiations.
- Administer employees' health benefits and student insurance programs.
- Represent the District as a member of executive boards for property, liability, and workers' compensation joint powers authorities.
- Supervise risk management activities.
- Provide advice on risk management policies and decisions.
- Development and utilization of District administrative services facilities.

- Provide support to Barstow College Foundation.
- Support participatory governance by practicing open communications that involve people at all levels in the decision-making process.
- Research and analyze information/data.
- Prepare District, State and Federal reports.
- Represent the District on local, regional and state agencies and organizations.
- Keep District apprised of related legislation, code, policies and procedures and necessary changes.
- Provide assistance to departments in determining costs for future needs, budget allocations, mandated state financial reports and recommend corrective action for departmental budgets.
- Resource for District staff in obtaining reports and information from county financial system.
- Monitor and maintain internal controls over financial process.
- Conduct internal financial reviews.
- Administer Cal-Card purchasing program
- Maintains District Chart of Accounts
- Annual inventory

Administrative Services promotes student engagement by utilizing student workers in the Business Office, M&O, the Computer Lab and Online Services. This type of student engagement provides needed work experience to students, allows them to apply their skills and inspires them to complete their educational goals. Caring customer service and strong student support services are provided by all departments when assisting students with issues involving club financials, scholarships, financial aid and by personally supporting their fund raising projects such as plays, BBQ's, etc. M&O provides service by setting up rooms and facilities for the numerous student activities conducted on campus. The Computer Lab provides a courteous and helpful environment in which to test and study, while online services provides a smooth learning experience via online classes.

4. Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential.

Administrative Services supports students by overseeing the budget and ensuring the campus' ability to offer counseling and other support services to assist students.

5. Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.

Administrative Services provides fiscal oversight for a number of campus programs that interface with various agencies, businesses, schools, and military bases. Among these are ASB, CTE programs, Ft. Irwin Army Base and the Marine Corps Logistics Base. Administrative Services also interacts with the community in making arrangements for events to be held on campus such as high school and middle school graduations, science fairs, martial arts tournaments, concerts and community forums.

6. 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. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.

Administrative Services supports career and technical education and workforce development programs and courses by monitoring the budget and ensuring the campus'

ability to provide students with the tools necessary to be successful in the workplace. An innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures transpires in the Administrative Services offices when ESL classes stop by to try out their new English skills and when other students are writing reports on the college and stop by for financial information pertaining to the construction projects or the general overall financial health of the college.

As an institution our programs in CTE have grown rapidly over the last five years. This includes extensive grant writing, contract training and development of new programs. With this the demand for support, specifically fiscal support, has grown significantly. To date this area of growth has had the most significant impact on our service area.

- 7. Using institutional research to further develop courses, programs, and services.

Administrative Services monitors cash flow and assists in the budgeting process to ensure adequate funding for institutional research. This is the first year that it has been necessary for Barstow Community College to obtain a TRANS.

- 8. Increasing access to all students by continuing to promote and develop our extensive distance education program.

Administrative Services works with the distance education programs to assist faculty, staff, and students with any representative fiscal services. The Vice President reviews contracts and the Budget Analyst provides account codes, prepares board agenda items and enters new budget information into the county financial system.

	DATE:	Oct. 16th, 2014
ANNUAL UPDATE #1:	<p>Changes to Mission Statement and Vision. Mission Statement will now read: The Mission of the Administrative Services Department of Barstow Community College is to provide leadership in the planning, implementation, and evaluation of the financial and business activities along with facilities and maintenance and operations to enhance student learning.</p> <p>Vision Statement will now read: The Administrative Services vision is to have an environment of integrity, and inclusiveness that promotes department stability and an attitude of teamwork.</p>	
	DATE:	
ANNUAL UPDATE #2:		

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

- A. The Administrative Services office includes the Vice President of Administrative Services and the Budget Analyst. The Vice President supervises the Budget Analyst. We are located in the Administrative Services. Our office includes the Vice President’s office and a connecting office/reception area that is used by the Budget Analyst as her office.
- B. We serve students and all departments and employees on campus and off campus. In addition, we serve the community, outside agencies, vendors and Barstow College Foundation, etc.
- C. The services listed below are provided by the following staff: Vice President Administrative Services: Provides administrative leadership in the planning, implementation, and evaluation of the District’s financial and business activities along with facilities and maintenance and operations.

Budget Analyst: Conducts complex and technical budget analysis functions, administrative work, provides budget and financial studies and makes recommendations based on findings; serves as a resource for staff in obtaining reports and information from county financial systems; completes a variety of accounting duties in support of budgeting and financial reporting; coordinates annual inventory of all property and equipment owned by the District; serves as executive assistant to the Vice President of Administrative Services; serves as a secretary to the Governing Board in the absence of the President’s executive assistant; serves as the Director of Fiscal Services in the absence of the Director of Fiscal Services; implements processes to ensure the proper functioning and information flow of the Administrative Services office.
- D. Below is a brief description on how primary services are provided:

The Vice President of Administrative Services’ primary services are provided via committee and department meetings as well as meetings with the cabinet and individual faculty and staff.

The Budget Analysts’ primary services are provided daily with regard to administrative assistant duties. As the first contact for the office of Administrative Services, interaction with employees, students and the community is constant throughout the day via phone, office visits, email or meetings with regard to committees, employee leave requests, purchasing, budget codes, and the development of the annual budget. The internet is utilized daily for numerous reports submitted on behalf of the college to various state and federal agencies as well as to post accounting entries between the district and the County Schools.

DATE:	Oct. 16th, 2014
ANNUAL UPDATE #1:	We will be re-writing this entire section next year.
DATE:	
ANNUAL UPDATE #2:	

3. Data

A. ASSESSMENT DATA

1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

- Audit – Clean opinion
- Audit - No findings in the financial area
- Audit - If there are findings they will be corrected before the next audit
- Budget presentation to the board
- Prepare a balanced budget no later than FY 15-16
- On time payments for TRAN

2) Summarize the results of these measures.

- Audit- clean opinion received in FY 12
- Audit-no findings in FY 12
- Budget Presentations – prepared and submitted for FY 13
- Budget balanced – the out of balance was reduced significantly for FY 14 compared to FY 13.
- TRAN – set aside and payments made timely in FY 13

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

The goals listed last year were vague and confusing. The AUO’s were not measureable as written. The goals have been revised for future assessment.

2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

See comments above.

DATE:	Oct. 16th, 2014
ANNUAL UPDATE #1:	The goals were evaluated, removed or rewritten to better reflect the needs of the department. The new modified/new goals as written can now be evaluated.
DATE:	
ANNUAL UPDATE #2:	

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

- Change in IRS policy on penalties for 1098T
- Administrative Services is impacted annually by changes in many Federal and State programs.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

- Will require changes on registration so that all SSN numbers for students are captured, names are correct and verified by students.
- Needed Changes are addressed as they occur

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

We are currently reviewing and updating all policies and procedures impacting the Administrative Services Area.

DATE:	Oct. 16th, 2014
ANNUAL UPDATE #1:	4c: Continue to review policies and procedures. SBCSS continues their move from the HP accounting system to F2000. Additional steps in the budget development process were recently moved and are expected to have a positive impact on staff time and workload.
DATE:	
ANNUAL UPDATE #2:	

5. Internal Factors (see Handbook for worksheet)

A. Strengths

Education and background, Budget Analyst has a BS degree in Business and has good knowledge of College business practices. VP has CPA, MPA, MA. And 24 years of experience in community colleges. The department is accessible, open door policy available to all staff.

B. Weaknesses

There has not been an IT director for over 10 years. The department is understaffed as there is no classified support. As a small district this department handles many areas including contracts, risk management, insurance, and budget, implementation of accounting changes, projections for negotiations, mandated cost, State and federal reporting, over sight of construction projects. The department needs additional staff support to ensure that that all of the things necessary to operate the college district continue to be performed at a satisfactory level.

DATE:	Oct 16th, 2014
ANNUAL UPDATE #1:	A Director of IT was hired in November of 2013. At this time, all departments are managed by director level management.
DATE:	
ANNUAL UPDATE #2:	

6. External Factors (see Handbook for worksheet)

A. Opportunities

- Relying on technology where possible to offset the available man power as a cost saving measure. For example upgrading to Argos reporting which is a system that will let individuals on campus who have been trained, develop their own reports.
- As a cost saving measure, implement third party ACH transfers and check issuance for financial aid.
- If the department had more support, more time could be spent on planning, training and oversight of existing programs.

B. Threats

- Although things have improved the State economic climate has not stabilized to the point that budget issues have corrected themselves. Over the past 5 years the College District has lost about 2.3 million in purchasing power as a result of receiving no COLA's.
- New State funds have expanding requirements attached to them which generate more work for the department.

DATE: Oct 16th, 2014

ANNUAL UPDATE #1:

1. The timely completion of the tentative and adopted budgets is threatened by the late completion of department budgets and submission of other necessary data.
2. Data for submission of Mandated Costs to the State are also received late. The plan to improve this is to find out what is needed to submit timely and how this office can assist.
3. Each year requisitions are submitted after the deadline. This creates a problem in closing the books on time and obtaining the required information for the adopted budget.
4. A Mandated Costs grant has been obtained which will eliminate the necessity of filing an annual claim.
5. The annual budget outlook is improving.

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

Training programs include regular training sessions held by the County and workshops held by ACBO.

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

Continue training with the new county fiscal management system to improve reports and efficiency.

DATE: Oct. 16th, 2014

ANNUAL UPDATE #1:	Training is now a priority. The Vice President and Budget Analyst have attended and will attend the Governor’s State Budget Workshops and will attend the 2014 Fall and spring ACBO Conferences. The Budget Analyst attends training at the County Office for the new financial system and will apply to Admin 101 for the summer of 2015.
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

During the transition of Vice President’s, some goals have been removed and some have been modified/created.
<input type="text"/>

DATE:	<input type="text" value="October 16th, 2014"/>
ANNUAL UPDATE #1:	<input type="text" value="See comment above."/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Implement new disbursement electronic method for financial aid.	<i>List all that apply:</i> 1. Foster an innovative learning environment 2. Promote support and Student engagement	#1 Provide an electronic method for students receiving financial aid.	Signed contract
			#2 Reduce time to reconcile the federal loan program	Evaluate time involved in reconciliation
			#3 Reduce staff time in processing payments	Evaluate change time involved in processing payments
<i>Additional Information:</i>				
DATE:	<input type="text" value="OCTOBER 16, 2014"/>	ANNUAL UPDATE #1:	<input type="text" value="Goals is no longer being addressed by Administrative Services."/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#2	Additional staff to assist with work in Admin Services and the business office	<i>List all that apply:</i> 1. Attract, retain, and develop excellent employees 2. Strengthen college planning and informed decision making	#1 Reduce managers workload in Admin Services and the business office	Reduce overtime in payroll and routine office work in Admin Service
			#2	
			#3	
<i>Additional Information:</i>				
DATE:	<input type="text" value="OCTOBER 16, 2014"/>	ANNUAL UPDATE #1:	<input type="text" value="Goal is no longer being addressed by Administrative Services."/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#3	M&O Director to take over building inventory and manage the State fusion program	<i>List all that apply:</i> 1. Strengthen college planning and informed decision making	#1 Reduce use of outside vendor to carry out certain functions for the college such and reduce that cost	Reduction in cost of outside vendor’s cost to perform these duties.
			#2	

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
		#3			
<i>Additional Information:</i>					
	DATE: <input type="text" value="OCTOBER 16, 2014"/>	ANNUAL UPDATE #1:	<input type="text" value="See Goal #6 – This goal is no longer valid."/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#4	Adopt Argos as a replacement for Crystal reports to improve ease of obtaining reports from the data base system	<i>List all that apply:</i> 1. <i>Strengthen college planning and informed decision making</i>	#1 Expand the capability of individual departments to obtain their own reports by adopting Argos as the report software for the college	Obtain agreement among the various departments that this is the correct action and then obtain Argos	Argos product purchased
			#2	Install Argos and obtain as many pre-written reports as possible.	Argos product installed and as many pre-written reports from other colleges have been added to the system. Some reports will have to be written
			#3	Identify and train key campus personnel in the use of Argos	Key campus personnel will be trained and able to make their own report request.
<i>Additional Information:</i>					
	DATE: <input type="text" value="OCTOBER 16, 2014"/>	ANNUAL UPDATE #1:	<input type="text" value="See Goal #5 – this goal is no longer valid."/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#5	Increase the capability of individual departments to obtain their own data reports.	<i>List all that apply:</i> 1. <i>Strengthen college planning and informed decision making.</i>	Improve data availability for improved decision making capabilities.	Research different report writing systems.	Adopt a new report writing tool to replace Crystal Reports by end of fiscal year 2014/2015.
			#2	Agree on best option.	

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
		#3	Find funding.		
<i>Additional Information:</i>					
	DATE: <input type="text" value="OCTOBER 16, 2014"/>	ANNUAL UPDATE #1:	<input type="text" value="Added Goal #5."/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#6	Reduce the use of external consultants for facility planning.	<i>List all that apply:</i> #1 Strengthen college planning and informed decision making.	#1 Improve internal planning.	Research current practices.	Complete planning reports and data submissions internally. Decrease the use of consultants by 25%
			#2 Reduce spending.	Discuss training needs with key personnel.	
			#3 Improve professional development for key positions.	Decide which reports will be completed internally and which reports outsourced.	
<i>Additional Information:</i>					
	DATE: <input type="text" value="OCTOBER 16, 2014"/>	ANNUAL UPDATE #1:	<input type="text" value="Added Goal #6."/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

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.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

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

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

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

Student Services advocates for students; enhances educational experiences through provided services; fosters success; and promotes growth and development through partnerships within the college and in the community.

B. Service Area/Administrative Unit Vision (*Where would you like the Program to be three years from now?*)

The vision of enrollment services is to promote excellence in education through efficient, effective, friendly customer service.

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

Enrollment services directly supports the College's Mission and Vision by providing quality customer service to students, the community, and military population. Admissions and Records is the direct line of contact for incoming students and Financial Aid provides monetary support to students to ensure they are successful.

DATE:

ANNUAL UPDATE #1:

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2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

2(A) The Director of Enrollment Services is responsible for overseeing Admissions and Records and Financial Aid and all staff listed below report to her.

Staffing from the Barstow campus

Admissions and Records:

Admissions and Records Coordinator and two Admissions and Records Technician II

Financial Aid:

Financial Aid Officer, Financial Aid Technician, and two Financial Aid Clerks

2(B) Admissions and Records (A&R) serves all BCC students, including prospective students, concurrent (K-12) and international students, as well as continuing and returning students. In addition, A&R provides support to instructors. A&R also acts as the phone operator and so makes contact with most every call coming into campus. Financial Aid (FA) provides support to all students applying for and receiving financial aid, including area high school seniors. In addition, FA provides Veterans Administration benefits assistance.

2(C) Admissions and Records assists students with the application process, makes residency determinations, and conducts registration. A&R also process all academic exceptions, such as late withdrawal petitions, repeat petitions, reinstatement after dismissal, etc. A&R processes degree petitions and diplomas and issues transcripts and enrollment verifications. A&R is often the first line of contact for new, returning, and continuing students when they need assistance. A&R also acts as the phone operator, providing information about the campus and services available to students; contact information to students for staff and instructors; resetting personal information numbers (PIN) for students for login purposes; etc. A&R also provides workshops and orientations and assists in high school outreach to support the Student Success Initiative components.

Financial Aid provides assistance to students applying for scholarship, veteran benefits, state and federal financial aid. FA staff also conducts outreach both on campus and off; collects paperwork and verifies required financial aid information; awards and disburses financial aid; certifies veterans for benefits; conducts reconciliation for grants, etc.

The Director of Enrollment Services provides many services to the all constituent groups on campus, including data as requested; ensuring compliance with state and federal laws as they govern Admission and Records, Financial Aid, and Student Success; working towards data integrity across the campus; providing leadership for technology acquisitions in Student Services, such as SARS (program to track student traffic); Open CCCapply (new online Chancellor’s Office sponsored admissions application); ComEvo (new online orientation software); DegreeWorks (new degree audit and education planning software); Argos (new reporting software); and assistance in the development of the new website. She also ensures that data is entered into Banner and reviews MIS reporting to ensure that corrections are not necessary and conducts enrollment reporting to the National Student Clearinghouse as required by federal regulations.

2(D) Services are provided in person, both on and off campus depending on the nature of the service. Services are also provided online, through the student self-service and by email and/or phone.

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3. Data

A. ASSESSMENT DATA

1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

1. Online ordering of transcripts versus by paper
2. Efficiency in transcript evaluations
3. Submission of Census in a timely manner

- 4. Number of students without good satisfactory academic progress
- 5. Number of students applying for scholarships

2) Summarize the results of these measures.

1. Upon reviewing the data regarding transcripts ordered online, it became apparent that staff needed to be trained on the proper process of tracking information. Almost half of the official transcripts processed did not have the corresponding date-sent populated so it was impossible to determine an accurate average length of time for efficiency data. A training will be scheduled to ensure that all transcripts sent have the corresponding date-sent populated so efficiency can be tracked.

A&R was able to track the number of transcripts ordered online:

2010-11	2011-12	2012-13	2013-14
9.50%	56.50%	66%	75.04%

2. Efficiency in transcript evaluations has increased dramatically due to the creation of the A&R Coordinator position that includes the duties of evaluating transcripts. The Coordinator has established the necessary forms in Banner to allow the articulation process to work with less manual intervention.

	2010-11	2011-12	2012-13	2013-14
Total Evaluations	677	624	544	606
Average # of Days	30	21	13	3

3. Faculty are required by state regulations to drop all students who are considered no shows at census. This is important for state reporting for apportionment and has a significant impact on the processing of financial aid. Ensuring that census is completed correctly in a timely manner is of the utmost importance to ensure that the College does not misreport students that are not enrolled for apportionment and to reduce overpayment and R2T4 institutional rates.

A&R has found that 15% of all sections for fall 2013 had late census submittals. The average number of days late was 9 and the longest was 30 days late.

A&R recognizes the importance of on time census submittal and will initiate faculty training for census and drop rosters. The purpose of the training will be to ensure all instructors are reporting census information on time and dropping students as needed.

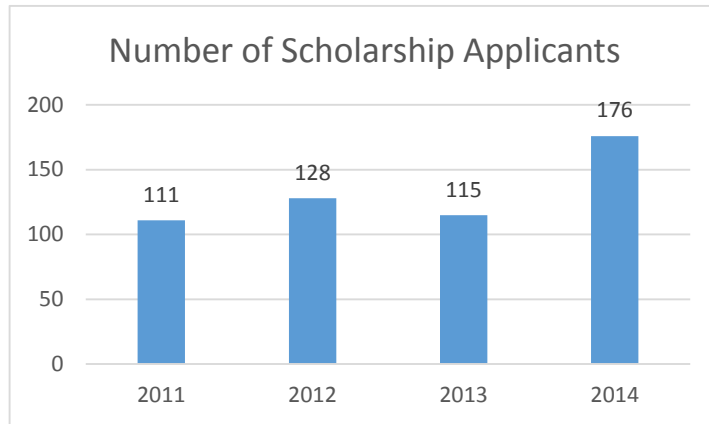
4. Financial Aid reviewed the SAP (Satisfactory Academic Progress) of students in 2012-13 and 2013-14 to determine how many were in good standing:

	2012-13	2013-14
Good	70.58%	71.68%
Warning	14.79%	14.00%
Suspension	14.62%	14.33%

The results indicated that a little more than 28% of students were not on a good SAP standing. Two semesters of failing to meet SAP will result in loss of federal financial aid. Financial aid will create a SAP workshop that can be offered both online and live to ensure

that students are aware of the requirements of SAP and to increase the number of students in good SAP standing.

5. In January, the Financial Aid Office introduced an online scholarship application process. This resulted in a significant increase in the number of applicants. In addition to the number of students who completed the application process, there were 161 students who started the process but did not finish. The Financial Aid Office will be conducting outreach and hosting additional scholarship workshops to ensure that the students who start finish their application.



B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

- 1) a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.
- b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

1. Students will successfully utilize their online accounts to access registration, grades, academic standing, and account balances.
2. Students will successfully utilize their generated college email address.
3. Students will demonstrate knowledge of Admissions & Records deadline

A&R has been measuring Service Area Outcome 1. The college generated email address is not yet available for students so A&R will remove this as one of the Service Area Outcomes at this time. In addition, it is difficult to measure if students have knowledge of A&R deadlines. The decision has been made to revise SAOs for future program review cycles.

A&R has created extensive tutorials that are available online for student use that explain how to register online and frequently encountered registration issues. It was previously determined that the majority of registration issues that resulted in students not using the online system were related to concurrent enrollment and students who were waitlisted. The goal of A&R is to have at least 85% of students registering solely online.

13-14	12-13	11-12
88.29%	87.17%	75.33%

After implementation of a revised concurrent process that clears students and requires to them to register online and an automated waitlist process that allows students to register online, A&R has achieved their goal of a minimum of 85% of enrollment occurring online.

The new Service Area Outcomes for the upcoming program review cycles are:

1. Students will be able to utilize web technology and enhance their computer skills by applying, registering and accessing their records online; ordering transcripts online; and accessing enrollment and degree verifications online.
2. Faculty will be able to utilize web technology by accessing class rosters, add codes, drop rosters, and submitting final grades online by established deadlines.

Financial Aid:

1. Students will demonstrate knowledge of Financial Aid deadlines.
2. Students will be proficient in logging in and accessing their online accounts to view tracking requirements, award amounts, and SAP status.
3. Through the scholarship application process, students will demonstrate the ability to compare their personal and academic financial qualifications to scholarships requirements.

Financial Aid has seen an increase from 43% to 77% of students applying for aid before the first deadline of the semester. The goal was to ensure that 75% of students applied before the first deadline of the semester.

Financial Aid has decided to revise the Service Area Outcomes for the program review cycle to the following:

1. Increase student understanding of the financial aid process, including application for the BOG waiver, Pell grant, SAP requirements and scholarships.
2. Increase veteran student understanding of the process to receive Veteran Administration benefits.

- 2) **Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)**

A&R:

A&R successfully implemented an online registration process for concurrent enrollment students and implemented late add codes for late registration.

A&R implemented a Frequently Asked Questions page online to answer the majority of questions students email to the general admissions inbox. In addition, there is an autoreply on the general admissions inbox that points students to the FAQ and to the extensive tutorials that have been built to show students how to navigate the web. These tutorials are being updated and revamped to include a recorded portion of each step rather than just screen shots.

A&R offered workshops to students this past year but there was no attendance.

A&R plans to focus on Enrollment Verifications and improving services to students on accessing verifications online.

Financial Aid:
Financial aid will create SAP workshops, both in an online and live format, to educate students about SAP requirements and the ramification of losing SAP.

Financial aid will be conducting workshops to better assist students who begin the application process but do not complete it to ensure a higher rate of completion.

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4. Policies & Processes

- A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

Implementation of the Student Success and Support Program
New requirements to support the Student Success and Support Program include students completing orientation, assessment testing, and education planning before registration occurs. Effective fall 2016, any student who is on probation for two semesters (fall 2015 and spring 2016) will lose BOG eligibility.

- B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Staff will be required to continue to support engagement of high school seniors to encourage transition from the high school to the college. Continued outreach to current students is needed to ensure they understand the potential loss of BOG eligibility for failing to meet academic progress standards.

- C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

Currently all policies and procedures are up to date and no changes are necessary at this time.

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5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

The longevity of staff in A&R/Financial Aid are a strength because it allows them to have a long institutional knowledge.

A&R/Financial Aid have a strong reliance on technological processes and data. This is a direct result of the Director overseeing both departments understanding the necessity of data driven results and having a strong knowledge of how data is stored in Banner and how to access data. In addition, having the same person direct both departments is a strength in itself as there is no political red tape to navigate when making decisions that may impact both departments.

Both departments are very conscientious of communicating impending changes to students and always strive to ensure that students are at the center of decisions that are made.

B. Weaknesses

All of the staff demonstrate a willingness to assist students in the friendliest manner possible. They always attempt to provide superior customer service. Unfortunately, due to a lack of adequate staff that is not always possible. Sometimes, long lines of students will result in emails and/or phones class going unanswered for more than a day. Students are provided with a timely response to in-person requests as often as possible. A&R/Financial Aid have tried to automated processes as much as possible to reduce student wait times. Automation will continue to be explored to provide the highest possible level of customer service.

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

There are a number of technology projects slated for the 2014-15 year
 Open CCCApply – a new admissions application that is sponsored by the state and is so free for colleges. The new application has a better residency methodology so will result in less manual intervention for A&R staff.

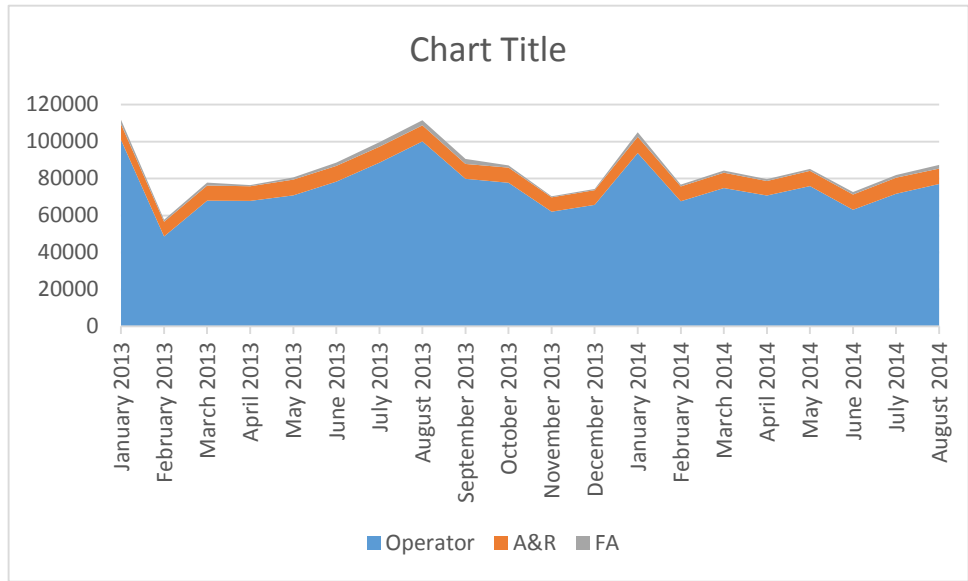
DegreeWorks – A new degree audit and electronic education planning software system.

SARS – an electronic method of collection students assisted in the departments and what the student was assisted with. Once operational this will provide usable data for staff when conducting program review.

Argos – a new reporting application which will take the place of the Campus Data reporting application. A&R and Financial Aid believe this will result in stronger data for student outreach.

B. Threats

There is a lack adequate staff to provide the comprehensive, timely customer service A&R wishes to provide. A phone operator is desperately needed to meet the demands placed on the department. Below is a graph that shows the number of operator calls, A&R calls, and Financial Aid calls handled on a month basis. On a monthly basis, A&R is responsible for handling an average of 75,000 operator phone calls per month, in addition to the average 8,200 department phone calls. For perspective the Financial Aid monthly average is only 1,500 phone calls. (At this time there is no tracking method available to indicate how many of these calls were assisted, transferred, or voicemails, so the chart is only indicative of the number of calls to the extension.) It is very difficult for A&R to ensure that there is a staff member functioning as an operator at all times, while also ensuring that students at the counter are assisted and all paperwork is processed in a timely manner. A&R staff are bombarded with demands for same day assistance which is impossible to meet with the sheer number of students assisted on a daily basis.



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7. Continuing Education/Professional Development

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

CCCSFAAA Spring training
All Directors/CCCSFAA Annual Conference
3CBG
SARS Training
Region IX Meetings
150% program – Banner Webinar
CalGrant Webinar
STARS
ComEvo

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

Open CCCApply
DegreeWorks
All Directors/CCCSFAA Annual Conference
CACCRAO
CACCRAO Regional Training
WAVES
VA Summit
SARS Training
3CBG

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8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

Prior goals and objectives:

1. Successfully implement automation to increase efficiency:
 - a. Automate test scores – this project has been completed. Test scores are no longer entered manually into Banner. The Computer Commons lab technicians run a process that uploads the scores into Banner multiple times a day.
 - b. Add authorization codes available online for faculty – this project is completed. Faculty can now access their add authorization codes online with their class roster.
 - c. Implement online graduation application – this will be carried forward to the 2014 Program Review.

- d. Banner will automatically calculate SAP with all applicable rules and regulations – this is project is complete. The SAP process can be run automatically by Financial Aid staff and SAP is calculated correctly with limited manual intervention.
 - e. Automate dropping for nonpayment of fees – this will be carried forward to the 2015 Program Review cycle to ensure that the Enrollment Management Committee develops the policy for dropping for nonpayment.
 - f. Implement degree audit software – DegreeWorks was purchased with 3SP funds and will be implemented over the coming year.
2. Improve Customer Service:
- a. Staff member to handle College-wide incoming calls – this request will move forward to the 2014 Program Review as it was ranked low during the BAP review process. A&R continues to struggle to provide efficient, timely customer service due to the lack of this position.
 - b. Financial Aid Clerk – this has been completed. The position was created as of July 1st. It was temporarily filled by a 39 month rehire, who has since returned to her permanent position. Changes were recently made to all of the Financial Aid Office job descriptions to update and include current duties. Changes are expected to go to the October board meeting. Once the Board has approved the changes, hiring for this position will commence.

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9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Improve Customer Service	<i>List all that apply:</i> 2 3	#1 Reduce demand for same day services	Charge for enrollment verification, increase charge for same day transcript service, move students to online enrollment verifications	Fewer students will request enrollment verifications and transcripts at the counter and will begin using the online services available for this
			#2 Increase customer satisfaction with response time to phone calls and emails	Ensure that all phone calls and emails are returned within 24 hours	Record the response time to phone calls and emails and conduct satisfaction surveys
			#3		
<i>Additional Information:</i>					
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DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	Successfully implement automation to increase efficiency	<i>List all that apply:</i> 2 3 6	#1 Reduce time to process diplomas	Implement DegreeWorks and then create an online graduation petition process.	The length of time to process the diplomas will decrease to under 6 weeks.
			#2 Reduce time to process applications with issues	Implement Open CCCApply	Fewer students will be held in suspension due to the stronger residency methodology in Open CCCApply compared to the current online application
			#3		
<i>Additional Information:</i>					
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ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
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#3		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
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	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#4		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
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	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#5		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
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ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#6		<i>List all that apply:</i>	#1		
			#2		
			#3		
	<i>Additional Information:</i>				
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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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	2	Operator	40,000	Yes	

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**
Update #1

PROGRAM: BUSINESS OFFICE

Academic Year: 2012–13 **FULL PROGRAM REVIEW** **Date Submitted:** 11/6/12

Academic Year: 2013–14 **ANNUAL UPDATE #1** **Date Submitted:** 10/7/13

Academic Year: 2014–15 **ANNUAL UPDATE #2** **Date Submitted:** 10/6/14

By:

Lead: Shawna Robbins, Director of Fiscal Services

Members: Armie Caasi, Maureen Davis, Dayleen Hubby, and Lisa Lavarias

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

Business Office Mission Statement

The Business Office is dedicated to providing efficient and effective fiscal management by supporting the students, staff, faculty, departments, and outside constituents with exceptional accountability, accuracy, and compliance with regulations, while upholding a strong sense of professionalism and integrity.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

The Business Office objective is to offer fiscal excellence.

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

1. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.

The Business Office is a support service area for students, staff, faculty, and community. Among the areas we support instruction, student services, Viking Shop, CTE, clubs, and the Barstow College Foundation.

2. 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.

We are a fiscal support service that assists the learning environment campus wide. Assistance is provided in purchasing classroom supplies/equipment as needed. There is a great deal of fiscal assistance needed for technical education courses that have been rapidly increasing in size and scope.

3. Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities.

We provide the following services to our campus community:

- Disburse financial aid
- Club support
- Scholarships
- BC Foundation
- Payroll
- Purchasing
- Employment and training for student workers

4. Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential.

We support students by offering financial aid, scholarships, club activities and travel arrangements for athletics and ASB.

5. Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.

We provide fiscal support for a number of campus programs that interface with various agencies, business schools, and the military bases. Among these are CTE programs, enrollment/tuition assistance, and distance education. We interface with these agencies to ensure timely payment for various contracts/agreements entered into by the district.

6. 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. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.

As an institution our programs in CTE have grown rapidly over the last five years. This includes extensive grant writing and development of new programs. With this the demand for support, specifically fiscal support, has grown significantly. To date this area of growth has had the most significant impact on our service area.

7. Using institutional research to further develop courses, programs, and services.

The Business Office works closely with the V.P. of Administrative Services to monitor cash flow and assist in the budgeting process.

8. Increasing access to all students by continuing to promote and develop our extensive distance education program.

The Business Office works with the distance education programs but in particular the Ft. Irwin campus to assist faculty, staff, and students with any representative fiscal services.

DATE: 10/12/13

ANNUAL UPDATE #1: There is no change to the mission and vision.

DATE: 10/6/14

ANNUAL UPDATE #2:

1A: There is no change to the Business Office Mission statement. Staff agree they like it the way it is.

1B: In order to be more efficient we need to find ways to automate processes. Doing so will enable us to be more productive and better serve our customers.

Since two of our staff members are fairly new to their positions we also need to work on additional training to ensure compliance with regulations.

1C: Since the last update the college Mission and Vision statements have been revised. The Business Office Mission statement aligns with the districts by providing efficient and effective fiscal management to support our students, community, and military population with required support. The Business Office supports all divisions in various ways that enable them to support students. Some of those ways are purchasing products for the classroom, processing payroll checks for student workers and staff, disbursing financial aid to students, and handling all financial transactions for the district.

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

- A. The Business Office is supervised by the Director of Fiscal Services who reports to the Vice President of Administrative Services. Other positions in the Business Office are Payroll Technician, Purchasing Technician, Accounting Technician/Student Accounts, Accounting Technician Accounts Payable/Receivable, and two Accounting Assistants.
- B. We primarily serve students and all departments on campus. In addition, we serve outside agencies, Barstow College Foundation, outside vendors, etc.
- C. The services listed below are provided by the following staff:

Director of Fiscal Services: Supervises assigned staff and is responsible for reviewing work produced by assigned staff. She is also responsible for planning, organizing and participating in complex District financial and statistical record-keeping activities and operations. Prepare annual 311 and 311Q quarterly reports to the Chancellors Office, reconciles benefits with health and welfare vendors, prepares monthly budget reports to all departments, reviews all accounts payable payments including two multi-million dollar construction projects, reviews Cal-Card (college credit card) transactions, issue 1099's, ensures income and expenditure records are prepared and maintained in accordance with District, County, State, and federal policies, codes, laws, and regulations, releases journal entries and budget transfers, and monitors and prepare cash flow reports.

Payroll Technician: Process payroll for all staff which includes; payroll deductions, tax deferred annuities, IRS 125 Plans, W2 processing, balancing benefits back to the general ledger, withholding of taxes and insurances, retirement plan deductions, verifies vacation and sick leave balances, prepares salary and benefit budgets, encumbers salary and benefit amounts primarily for restricted programs, prepares journal entries, and supervises assigned student workers. Provide salary and benefit cost projections and actual costs as needed.

Purchasing Technician: Processes requisitions and prepares purchase orders for a variety of commodities, services and equipment, contracts for services, etc. Utilizes cash, terms or credit card as methods of purchasing good and services. Examines account codes and budget

classifications for correctness and verifies budget availability and proper authority for requests. Ensures district is receiving best price on purchases, obtain contracts from vendors plus special documentation for insurance. Submits budget transfers and journal entries for processing. Participates in year-end inventories. Documents transactions in order to support annual audits. Delivers bank deposits to bank as needed.

Accounting Technician/Student Accounts: Using QuickBooks financial software prepares financial and statistical reports including the monthly and annual closing of books for the Viking Shop, ASB, Federal Loan Fund, and Scholarship and Loan Fund. For the Viking Shop she inputs invoices, pay's vendors, enters inventory adjustments, and daily deposits. The ASB account includes over 25 separate club accounts or other areas which include Social & Remembrance and the athletic department. The Federal Loan Fund is the account that is the most time consuming. From that account she disburses financial aid funds authorized by the Financial Aid Office. Currently types of funds disbursed are Pell, Supplemental Educational Opportunity Grant (SEOG), Federal Work Study (FWS) and Cal Grants. In the past, additional grants such as Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) have also been disbursed. In fiscal year ending June 30, 2012, the amount of financial aid funds disbursed was over \$8 million. The Scholarship & Loan account is used to maintain individual scholarship accounts for students. From this account students fees and school expenses are paid. Also handles stop payments and reissues checks as needed for all of the above funds.

Accounting Technician, Accounts Payable/Receivable: This position is responsible for maintaining the Barstow College Foundation records using QuickBooks software. She prepares financial and statistical reports including the monthly and annual closing of books. In addition, processes accounts payable payments for the district and communicates with vendors and District personnel to obtain authorizations, exchange information to resolve order and shipment issues such as late shipments, damages, errors, and billing issues. Submit all vendor payment requests to the supervisor. Process vendor stop payments and reissues checks as needed. Prepares tuition assistance billings for all military and various outside agencies paying enrollment and tuition fees for students. Processes checks from the Revolving Cash account for athletics and miscellaneous invoices. Serves as a back-up for the other Accounting Technician. Each semester sets up various areas of responsibility in Banner, the student software system.

Accounting Assistant (full-time position): Provides clerical and accounting assistance for all Career and Technical Education (CTE), Vocational and Technical Education Act (VTEA), Foster and Kinship Care Education (FKCE), and contract education. This position works closely with the Dean of Workforce & Economic Development to accomplish duties. This position closely monitors revenues and expenditures maintained by the county software system, however separate financial records are maintained by the department. Reviews all documents for budget code validation and authorization prior to submission to the Business Office. Request budget transfers and journal entries as needed.

Accounting Assistant (part-time position): Primary function is to reconcile and process all of the daily deposits. From various reports, ensure student account records are correct. Issues student refunds for all classes, including cancelled classes. Post various transactions to student accounts including Chapter 33 Vocational Education payments deposited directly to the college bank account. Provides assistance over the phone and in person regarding basic information on registration, payment policies, account balances, college policies to students, staff, and the general public.

D. Below is a brief description on how primary services are provided:

Payroll: All staff are eligible for direct deposit of their payroll check. Those not electing direct deposit have the option of picking-up their check or having it mailed. Staff can also sign up to view their last earnings statement or W2 online by a service called Employee Self Service that is provided by San Bernardino County Superintendent of Schools (SBCSS). In the future the SBCSS wants to implement a change where there will be no check stubs printed for direct deposits. Those staff would need to log-in to the Employee Self Service to view their pay stub.

Purchasing: The vast majority of the requisitions are submitted electronically. There are still some departments that submit them on paper. Once requisitions are received the Purchasing Technician determines if the item should be purchased with a Cal-Card (college credit card) or via a purchase order. There is at least one individual in every department that are also Cal-Card holders.

Financial Aid: The current method for disbursing financial aid to students is by check that is mailed to the student's home address. Students wanting reimbursement from their scholarship account must submit their request in writing (as required by our auditors). ASB and various clubs financial transactions are processed after an ASB purchase order is received with all the required signatures as required in Education Code 76063 and according to Board Procedures.

Accounting Technician Accounts Payable/Receivable: Since the district's financial records are maintained by the San Bernardino County Superintendent of Schools (SBCSS), accounts payable warrants are requested electronically locally however warrants are printed by SBCSS and delivered via jet-mail (next day delivery) to the district. The billing for the majority of tuition assistance is done electronically through a GoArmyEd website.

DATE: 10/12/13

ANNUAL UPDATE #1:

Above item A needs to be corrected to reflect only one Accounting Assistant. The full-time Accounting Assistant was moved and is now supervised by the CTE department. We are now down a full time position. That job title has also been changed. The remaining Accounting Assistant is only part-time 20 hours a week.

In order to cross train and assist with payroll overtime, the Accounting Technician, Accounts Payable/Receivable is currently processing the hourly payrolls for adjunct, substitute and temporary employees, and student workers.

The district issued a Request For Proposal to implement an electronic method (debit card) of disbursing financial aid through a 3rd party provider. Staff from the affected departments met and selected SallieMae. While in the process of implementing their services the vendor changed their scope of available services after much work had already been completed by various departments. The changes were going to directly affect the students. Later SallieMae changed their offerings and once again the college considered doing business with them. Right before things were finalized with them SallieMae was bought out by another company. It has been decided the district will start all over with another RFP.

DATE: 10/6/14

ANNUAL UPDATE #2:

2C: The employee who was in the Accounting Technician Accounts Payable/Receivable was promoted to the Purchasing Technician and is the one processing the hourly payrolls. In addition, she is also handling the Barstow College Foundation financial records in QuickBooks. She will also be working with the college Foundation on fundraising for the Performing Arts Center.

The Accounting Assistant (full-time position) job title has been changed to Grant Technician. For the most part the job duties haven't changed. This employee reports to the Dean of Workforce and Economic Development. Since the primary function for this position deals with processing and reporting financial transactions it should be supervised by the Director of Fiscal Services. This position is doing the same type of work already done by other Business Office staff. There currently isn't sufficient office space, however regardless the supervisor for this position needs to change.

The Accounting Technician Accounts Payable/Receivable has taken on the additional duty of reconciling and processing COTOP payments.

2D: The county will be changing the payroll system database early 2015. Staff will attend provided training sessions for implementation. SBCSS has implemented no check stubs for employees with direct deposit. In order to obtain their pay stub information they must log-in to the Employee Self Service website.

2D: See the last paragraph to above annual update #1. The district has not issued another RFP for a 3rd party to disburse financial aid. It was decided to not move forward with this at this time since students could possibly incur a fee (depending on the method of delivery – such as a debit card). There were negative articles nationwide how educational institutions implemented similar services and the students were incurring fees. We are waiting on legislation and for things to settle down before proceeding. Our intent is to find a 3rd party to disburse all financial aid disbursements.

3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

The district's financial records reside on the San Bernardino County Superintendent of Schools database. The system currently allows us to go back to fiscal year 10/11. Due to time constraints dollar amounts have not been provided. If needed, this can be provided in the future. There are some transaction reports obtained through the financial system that do not provide a number of transactions. The best report to use for comparison purposes would be the general ledger report since it contains a list of all transaction types. The number of transactions on one page of the general ledger report contains 44 transactions, therefore the calculation was done based on the number of pages X 44.

For measuring purposes going by transaction count is not necessarily the best method. Depending on the type of transaction, it may take hours to process a single transaction. For example, a purchase order may require research that requires days to process due to needing additional information vs. processing a pay voucher payment that make take only a minute (providing all back-up information is provided).

The U.S. Bank (Cal-Card) transaction data for 10/11 and 11/12 is not available on their website since it only goes back two years, therefore the data reported is based on vendor history X 49 transaction lines per page. The biggest Cal-Card user is the purchasing department which would explain why the number of purchase orders have decreased due to more items being purchased with a Cal-Card.

Pay voucher payment data is also misleading as one pay voucher may have up to 40 different account line transactions. For example, Cal-Card payments are paid with a pay voucher, which would explain why in 12/13 there are 588 pay voucher payments but the number of Cal-Card transactions is 2,107.

Not included in the table below is time spent by staff to prepare their transactions for processing, responding to email, answering the phone, assisting BCC staff, etc.

Transaction Types	Number of Transactions or Pages		
	2010/11	2011/12	2012/13
Purchase Orders	468	371	376
Purchase Order Payments	883	808	858
Pay Voucher Payments	444	454	588
Misc. Vendor Payments (Student Refunds)	526	354	469
Travel Claim Reimbursements	403	405	364
Payable Payments	159	136	192
All payments - excluding salary	2415	2157	2471
Revolving Cash Checks Issued	243	238	240
District Cash Receipts/Multiple Lines	20	23	27
Credit Memo Transactions	20	24	36
A/R Payments approx. - (non-student)	205	180	145
Budget Transfers/Multiple Lines	295	319	270
Journal Entries/Multiple Lines	350	260	137
Cal-Card Vendor Pages X 49 trans. (estimated)	2058	1568	2107
Employees Paid - multiple times	369	393	419
Payroll Transaction Pages	469	497	527
General Ledger Pages X 44 transactions	41,536	42,504	43,472

Below is data regarding transactions processed by our Accounting Technician, Student Accounts. These transactions are not part of the above but are separate and are produced in QuickBooks. Due to time constraints only two prior years of data is provided.

Federal Loan Fund			
Description	FY 11/12	FY 12/13	Difference
Total grant runs	21.00	25.00	4.00
Total checks released	8,162.00	7,316.00	(846.00)
Total replacement checks	37.00	46.00	9.00
Total funds disbursed	8,025,960.77	7,492,407.63	(533,553.14)
Bookstore credits used	0.00	152,524.00	152,524.00
Students with bookstore credit	0.00	748.00	748.00
R2T4 payments to BCC (x4)	121.00	119.00	(2.00)
R2T4 payments to DOE (x5)	4.00	14.00	10.00
Overpayments to DOE (x5)	282.00	361.00	79.00
Fraud issues			
Check verification (banks & check cashing facilities)			
Inquiries regarding disbursements (students)			

Scholarship & Loan			
Description	FY 11/12	FY 12/13	Difference
Incoming scholarship awards (x2)	199.00	194.00	(5.00)
Reimbursements to students	103.00	79.00	(24.00)
Funds transfer to other institutions	11.00	12.00	1.00
V/Shop purchases & returns (x2)	441.00	532.00	91.00
Enroll. & tuition fees to BCC (x2)	260.00	100.00	(160.00)

Viking Shop			
Description	FY 11/12	FY 12/13	Difference
Bookstore credits used	0.00	152,524.00	152,524.00
Students with bookstore credit	0.00	748.00	748.00
Amazon sales	82.00	271.00	189.00
Amazon purchases	237.00	638.00	401.00

Federal Loan Fund

In 12/13 the Department of Education implemented a Lifetime Eligibility Used (LEU) regulation setting a maximum of 6 years a student could receive PELL. In addition, students were required to meet a Satisfactory Academic Progress (SAP) requirement where students were dismissed after receiving a degree vs. reaching a 90 unit limit. Also the method on how financial aid was disbursed was changed so that students were only paid for attending hours vs. enrolled hours. Those three reasons help explain the decrease in total funds disbursed. R2T4 (return to Title IV) and overpayments are transactions where the student has been overpaid or there is an issue with their prior financial aid disbursement. Included in the description for R2T4 payments to Barstow Community College and Department of Education (DOE), and the Overpayments to DOE is a number in parenthesis that represents for every student involved there are 4 or 5 transactions that must be entered into QuickBooks to record and track repayments. The number provided is the number of students.

Scholarship & Loan

Same as above explanation, (x2) indicates two steps for each transaction. One to reduce the scholarship and one to set-up an accounts payable.

Viking Shop

There has been a large increase in Viking Shop transactions. Starting in 12/13 the bookstore and the district worked together to issue a bookstore credit for students receiving financial aid. With the credit students were able to obtain their books prior to classes starting. Currently the bookstore credit program occurs once a semester. Since the financial aid department has changed the disbursement of financial aid funds based on attending hours, it occurs quite often where a student is not disbursed enough aid on their first disbursement of the semester to cover the amount utilized during the program. This leads to an increase in workload as the receivable is never paid in full with the first grant run of the semester. It is also possible for a student to use the bookstore credit and later discovered to be ineligible for financial aid. There is some discussion about running the program during the midterm. It is anticipated these transactions will be increasing next fiscal year. Also not listed in the spreadsheet are meal vouchers which provided meals for students receiving special grant funding.

Also not included is the QuickBooks data are transactions processed for ASB or the Barstow College Foundation.

- 2) Summarize the results of these measures.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

- 1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

We will be working on obtaining assistance on additional methods that may be used to assess our data.

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2: A1: Below is an updated report on number of transactions:

Transaction Types	Number of Transactions or Pages			
	2010/11	2011/12	2012/13	2013/14
Purchase Orders	468	371	376	419
Purchase Order Payments	883	808	858	838
Pay Voucher Payments	444	454	588	654
Misc. Vendor Payments	526	354	469	394
Travel Claim Reimbursements	403	405	364	359
Payable Payments	159	136	192	140
All payments - excluding salary	2,415	2,157	2,471	2,385
Revolving Cash Checks Issued	243	238	240	247
District Cash Receipts/Multiple Lines	20	23	27	23
Credit Memo Transactions	20	24	36	38
A/R Payments approx.	205	180	145	224
Budget Transfers/Multiple Lines	295	319	270	52
Journal Entries/Multiple Lines	350	260	137	195
Cal-Card Pages X 49 trans. (est.)	2,058	1,568	2,107	2,156
Employees Paid - multiple times	369	393	419	413
Payroll Transaction Pages*	469	497	527	546
COTOP Payments	N/A	N/A	N/A	277
General Ledger Pages X 44 trans.	41,536	42,504	43,472	43,786

Various staff that are Cal-Card holders have been advised to charge less on their Cal-Card and submit more requisitions. This will increase the workload for purchasing, however it will ensure the district is purchasing from the best source and possibly better pricing. It also encourages staff to plan better.

The office can continue to improve efficiency provided the information received from other departments is accurate and correct budget codes are provided. Business Office will continue to provide additional training as needed for college staff.

Below is an update to the accounts maintained in QuickBooks:

Federal Loan Fund			
Description	FY 12/13	FY 13/14	Difference
Total grant runs	25.00	20.00	(5.00)
Total checks released	7,316.00	8,736.00	1,420.00
Total replacement checks	46.00	47.00	1.00
Total funds disbursed	7,492,407.63	7,589,780.48	97,372.85
Bookstore credits used	152,524.00	184,683.02	32,159.02
Students who used bookstore credit program	748.00	916.00	168.00

R2T4 payments to BCC (x4)	119.00	100.00	(19.00)
R2T4 payments to DOE (x5)	14.00	10.00	(4.00)
Overpayments to DOE (x5)	361.00	106.00	(255.00)

Scholarship & Loan			
Description	FY 12/13	FY 13/14	Difference
Incoming scholarship awards (x2)	194.00	197.00	3.00
Reimbursements to students	79.00	68.00	(11.00)
Funds transfers to other institutions	12.00	6.00	(6.00)
Viking Shop purchases & returns (x2)	532.00	500.00	(32.00)
Enrollment & tuition fees to BCC (x2)	100.00	128.00	28.00

Viking Shop			
Description	FY 12/13	FY 13/14	Difference
Bookstore credits used	152,524.00	184,683.02	32,159.02
Students who used bookstore credit program	748.00	916.00	168.00
Amazon sales	271.00	265.00	(6.00)
Amazon purchases	638.00	801.00	163.00

A2: The office continues to process all transactions efficiently and has obtained excellent audit reports with minimal to no findings. The number of transactions listed in the first chart identified as Transaction Types indicates a slight increase in the overall number of transactions processed and at the same time reduced the amount of overtime. Here is a breakdown of amount of overtime spent the last four years:

	2010/11	2011/12	2012/13	2013/14
Overtime Expenses	26,595	24,376	18,212	20,418
% decrease from P/Y		- 9.1%	-33.8%	+12.1%

The percentage decrease from 2010/11 to 2013/14 is **30.26%**. Some of the reduction in overtime may also be due to job burnout.

The above QuickBooks accounts are all processed by the Accounting Technician. There is an increase from \$152,524.00 to \$184,683.02 in bookstore credits for an increase of over 21%. The bookstore credits allow students to purchase books with their financial aid check prior to school starting. When this process was implemented it was an automated process, however there are new technical issues causing the majority of the transactions having to be manually posted. This process is currently done once a semester. There were hopes of offering this service multiple times during the semester but until this and other technical issues are resolved that has been put on hold.

Also what needs to be taken into consideration is the Accounting Technician has to post the bookstore credit once in the Viking Shop account and also in the Federal Loan Fund. When it's posted in the Viking Shop account it is done as a manual process.

B1: As mentioned in the above update for A2 shows the progress made.

B2: The majority of the overtime spent in prior years was for payroll. By assigning the hourly payroll to additional staff it has helped reduce the amount of required overtime. We will continue to monitor staff work load in order to meet various deadlines and help reduce overtime whenever possible.

There has been a decrease of **241%** (from 361 in 12/13 to 106 in 13/14) in financial aid overpayments processed. This has to do with changes made to financial aid processes. There was an increase in checks and amount disbursed.

4. Policies & Processes

- A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? *(BCC BP/AP; Federal, State & local regulations; departmental guidelines)*

Chapter 6 and the travel section of Board Policies and Procedures, IRS regulations, Title 5, Chancellor's Office Budget and Accounting Manual, Public Contract Code, Civil Code, Education Code, Government Code, Labor Code, California Vehicle Code, Cal-Card manual, and SBCSS guidelines.

- B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

In the near future we will be updating Chapter 6 and the travel section of Board Policies and Procedures. Our Cal-Card manual should also be updated soon.

- C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

Senate Bill 189 that went into effect on 7/1/12 made changes to the laws covering stop notices. These changes required the district to seek legal advice on our processes.

The Business Office is a very busy department and having to work on updating Board Policy & Procedure is creating extra workload. The hope is when some of these are rewritten it will help assist staff to expedite some processes. In addition, having to write our first program review has also added extra workload.

There is talk of adding extra work by allowing additional students to get their books prior to when they would receive their next financial aid disbursement. While this will help the financial picture for the Viking Shop, it will be additional work for Business Office staff. There has also been talk of getting additional help, however we're already running out of office space.

Starting July 1st, 2012 the district changed the employee benefits for medical coverage there are now three different providers where we only had one before. This has created extra work for Business Office and the HRDO departments. Two of the three plans now offer a health savings account

which has extra workload for the payroll technician since these funds are considered taxable by the state.

DATE: 10/15/13

ANNUAL UPDATE #1: Board policies and procedures have not been updated. It is anticipated this will be completed by June 2014.

In the past there was only one open enrollment where staff had an opportunity to change their health and welfare benefits. Since the district now uses more than one medical provider, and each having multiple plans, there will be a third open enrollment this fiscal year. It is extremely difficult to keep up with all health and welfare changes.

It has not been determined what affect the Affordable Care Act will have on the Business Office. I anticipate there will be more part-time employees that will need to be paid.

DATE: 10/6/14

ANNUAL UPDATE #2: 4B: All of the Board Policies have been updated and some of the Board Procedures. The remaining board procedures need to be reviewed and updated.

4C: See Annual Update 3A2 for update regarding bookstore credit issues.

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

B. Weaknesses

DATE: 10/15/13

ANNUAL UPDATE #1: Internal Factors were not directly reported on the initial program review for last year.

Strengths:

Employees are consistently paid on time. As a general rule, all transactions are done within what is considered a reasonable amount of time considering the work load. The staff working in the Business Office are incredibly dedicated, trustworthy, and dependable. They work hard and are team players.

The Business Office receives an excellent audit report every year. If/when any findings are found they are corrected immediately.

Weaknesses:

The Business Office struggles with financial aid grant runs. There are numerous make-up runs requested. In addition, when they are received they frequently have to be adjusted making our processes even more difficult and time consuming.

Due to lack of staffing resources the current GoArmyEd program has around 140 problems with billing. This program has fallen through the cracks since we have to work around their website and their guidelines. The Business Office needs additional staffing to get these 140 cases resolved. If this is not resolved it may impact the implementation of BCCOnline program that should be starting up in Fall 2014. A part time employee had been working on the GoArmyEd invoicing issue but due to the Affordable Care Act (ACA) we can no longer allow that position to work over 20 hours a week. Before the ACA came along good progress had been made in getting the 140 problems resolved but it has still not been completed.

In addition to adding GoArmyEd, the Business Office will be responsible for collecting unpaid student debt using the Chancellor's Office Tax Offset Program (COTOP). The Business Office has been working with IT and the Director of Enrollment Services to implement the program. Through this program the district can collect past due fees from tax refunds due to the students. The plan is to report the last two fiscal years of past due accounts with a total of over \$359,000. Once the data is uploaded to the Chancellor's website, Business Office staff will be responsible for updating it when students make payments. In addition, we anticipate numerous student refunds will have to be issued due to student payments being made after their cut-off period to make changes on the Chancellor's website. This new program is being implemented without additional staffing.

A new Laser fiche system is needed for payroll/personnel files. Business Office staff scan in the payroll/personnel files for employees terminated over 7 years ago. The scanner is very old and out dated. The system is very slow and after about one hour of use the equipment stops working until it cools down. When we initially started scanning files we received hand me down equipment. We estimate we have had the equipment for over 6 years. Our IT department has recommended it be replaced.

The Accounts Receivable version in Banner will soon be upgraded. Each time there is an update we receive release guides to inform staff of the changes. The current release guides are over 160 pages long. Unfortunately time doesn't allow staff to adequately review and upgrades are installed so we take a reactive approach vs. being proactive. Again, this is due to staffing levels.

In 2012/13 the Business Office spent over \$18K in overtime. Staff are stressed and overworked. Due to every job being very different, it is difficult to fully cross train in any of the positions. The training that is done is basically to handle tasks requiring immediate attention. About 85% of the overtime was for payroll who works an excessive amount of overtime. The payrolls for adjunct, student workers, substitute and temporary employees, have been assigned to another position,

however overtime continues to be an issue. My recommendation is to reorganize the office. Since the Account Technician Accounts Payable/Receivable position has already been trained in payroll, I recommend 50% of her position be for payroll processing and that some of her duties be completed by the Accounting Assistant. I would then also assign COTOP and BCCOnline projects to the Accounting Assistant.

The Business Office has outgrown our office space. It is difficult for staff to focus on tasks at hand due to various conversations with staff either on the phone, at the counter, or even among office staff. There are currently at least two staff members who must wear ear plugs in order to concentrate. If we are fortunate to have additional staffing there isn't anywhere to put them. We already have a student worker desk in an unacceptable work space.

The Business Office frequently struggles with various departments not turning in required documentation. Some of the frequent problems are documents missing from HR for payroll, Cal-Card missing documentation, incomplete financial aid documentation, requisitions, ASB requests, etc. These issues add to our workload when we have to follow-up with frequent reminders. This is not a weakness of the Business Office but a weakness we must deal with from other departments.

Due to the heavy workload it is impossible to complete everything that needs to be done. Because of that, there are times where staff may feel incompetent.

DATE: 10/6/14

ANNUAL UPDATE #2:

Update to #1:

Strengths:

We have the same strengths as mentioned in Update #1, in addition here are some additional ones.

Mentioned last year as a weakness was the Business Office would be implementing the COTOP program without additional staffing. When we started this program we didn't know what the impact would be. We reported over \$327K on over 1,200 student bad debts. The amount collected = \$40,271 and after the 25% collection fee the district received \$30,203 in 277 payments.

Staff continue to provide training to college employees on how to submit requisitions, budget transfers, etc.

There has been a lot of cross training accomplished in the last year.

As reported under the DATA section the office has become more efficient with processing more transactions.

Weaknesses:

The work load. If someone is out sick for an extended period of time it will set us back and processing times will be longer.

We have received the new laser fiche system.

We still need additional work space.
 Updates to the Accounts Receivable in Banner continues to be a concern. Work load does not permit time to review release guides that are difficult to read.

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

- A. The majority of the Business Office challenges come from additional work load for all staff from the CTE department. Grants are requested without any consideration of the potential impact to various departments, not just the Business Office.
- B. Additional challenges are keeping current with changes made to various laws and regulations such a Civil Code, tax law changes, etc.
- C. Under construction are the Performing Arts Center project for over \$18 million, and a new Wellness Center project for over \$10 million. The contractor is not paying their subcontractors therefore a lot of extra work is being generated due to Stop Notices being filed. These notices require the district to withhold 125% of the stop notice amount. Along with stop notices are additional legal requirements that are having to be met and legal opinions are having to be requested to ensure compliance.

A Request for Proposal went out in early 2012 in search for a new delivery method for financial aid disbursements. An agreement was signed with SallieMae where we were going to offer the students the option of a free debit card with a checking account. Another disbursement option available to the student was an ACH deposit to their existing account. After a considerable amount of work had been completed by multiple departments on campus, SallieMae decided to change the free debit card with checking as an option. We will be making a decision in 2013 as to where we go from here.

B. Threats

DATE:

ANNUAL UPDATE #1:

Both the Performing Arts and Wellness Centers are now in default with the original contractor. The surety company covering the Performing Arts Center has taken over the project, however slow progress is being made. The Stop Notices on the Wellness Center amount to over \$1.5 million.

SallieMae offered a new solution and staff had decided to proceed with their services as they had once again changed their services offered. The district was ready to proceed and then SallieMae was purchased by another company. The package offered by Higher One was going to charge the student an ATM fee, therefore the district will be going out with another RFP.

The district will be starting up a new program titled BCCOnline to register out-of-state students a different rate than the normal out-of-state tuition. The Business Office will be responsible for billing for the students and will play an active role in the success of this new program.

DATE: 10/6/14

ANNUAL UPDATE #2: The Performing Arts project is coming to a close with only one Stop Notice outstanding and the Wellness Center doesn't have any.

Since the last update the district has not issued another RFP for a 3rd party to disburse financial aid. It was decided to not move forward with this at this time since students could possibly incur a fee (depending on the method of delivery – such as a debit card). There were negative articles nationwide how educational institutions implemented similar services and the students were incurring fees. We are waiting on legislation and for things to settle down before proceeding. Our intent is to find a 3rd party to disburse ALL financial aid disbursements.

The BCCOnline program appears to be on hold. Classes may be offered in the Spring. We will wait and see if that happens and what the impact will be and if so additional overtime will be requested.

7. Continuing Education/Professional Development

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

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

DATE: 10/15/13

ANNUAL UPDATE #1: This was not part of the original program review. Below is a list of training done since completed since July 1, 2013, or will be done this fiscal year:

Shawna Robbins:

- Attended F2000 New General Ledger Budget Transfer/Budget Revision provided by SBCSS on 7/11 for 2 hours.
- Attended New General Ledger User Group Meeting provided by SBCSS on 10/3/13 for 4 hours.
- Attended BestNet Software Advisory Meeting provided by SBCSS for 4 hours.
- Attended web portal training provided in-house 3 hours.
- Provided GoArmyEd training for Lisa – 1 hour.
- On-going training provided to staff regarding questions on budget, purchases, payroll, etc.

Amy Caasi:

- Attended web portal training provided in-house 5 hours.

Thelma Castelli:

- Provided cross training in-house with Maureen on purchasing 4 hours.
- Will be providing training to James Daniels, Heather Caldon, Melissa Meadows, and Christina Calderon on electronic requisitions – 1 hour.

Maureen Davis:

- New User Payroll Training provided by SBCSS for 3 days 10/9-10/11/13.
- Listened to COTOP website training – approximately 1 hour.
- Cross trained in-house with Thelma Castelli on purchasing 4 hours.
- Cross trained in-house with Dayleen on payroll 4 days.
- Payroll W2 Workshop provided by SBCSS for 1 day on 10/24/13.
- EPICS Fall User Meeting provided by SBCSS for 1 day on 11/8/13.

Dayleen Hubby:

- Payroll W2 Year-End Workshop provided by SBCSS for 1 day on 10/24/13.
- EPICS Fall User Meeting provided by SBCSS for 1 day on 11/8/13.
- Provided cross training in-house with Maureen on payroll 4 days.
- Provided training in-house with EOPS regarding payroll budget expenditures 4 hours.
- End of fiscal year training provided by SBCSS for 1 day.

Lisa Lavarias:

- GoArmyEd in-house training from Shawna 1 hour.
- GoArmyEd web site tutorial training 4 hours.
- COTOP website training – approximately 1 hour.

Various Business Office staff provide student workers required training on an on-going basis regarding anything from basic office procedures to specific tasks. They are currently working on collecting forwarding address from the COTOP letters sent to the students and submitting the information to Admission & Records to update or delete the addresses in Banner.

DATE: 10/6/14

ANNUAL UPDATE #2:

Just about all of the items listed continue to be part of the on-going training provided by external and internal sources. Training provide staff an opportunity to better serve our customers, comply with laws and regulations, and to have a better informed staff.

The county is undergoing major changes with the financial system database. Staff will continue to attend required training.

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)

I will work with the Vice President of Administrative Services on goals as part of the evaluation process and will review/update those goals as needed.

DATE: 10/15/13

ANNUAL UPDATE #1:

The following goals were provided to the Vice President in November 2012:

1. Have additional cross training done for payroll. Ensure Maureen is able to process hourly payrolls on her own.
2. Ensure financial aid disbursement records between the Financial Aid Office, Business Office, COD, and G5 are reconciled and match.
3. Provide monthly cash flow reports to the Vice President of Administrative Services.
4. Implement a new delivery method for financial aid disbursements.
5. Ensure the Performing Arts Center and Wellness Center construction project payments are processed timely and legal requirements regarding payment processing are followed. This includes tracking stop notices, release of stop notices, bonds to cover stop notices, affidavits, etc. In addition, these same records may be needed for possible future litigation.
6. Create a program review for the Business Office.
7. Expand the usage of online requisitions by other departments.

Update:

1. Completed. Additional payroll training will be done in hopes to reduce the number of overtime hours done by payroll.
2. This is an ongoing challenge. The Business Office always reconciles the disbursements back to G5. We do not have access to COD records. We must depend on the financial aid office to reconcile.
3. Due to time constraints this was not done monthly, however if/when needed information has been provided.
4. This office made numerous attempts to implement an electronic method of disbursing financial aid. Due to the 3rd party provider not following their original contract and due to them being sold to another company, the district has decided to issue another RFP.
5. Projects are still under construction. Stop notices and current legal requirements have been met.
6. Program review and this update have been completed.
7. We added the Secretary and Vice President of Instruction as new users. The interim director of SPS was added for accounts look-up. HR staff were added as EPICS (HR county software) users. We have added the Vice President of Student Services, his secretary, Director of Enrollment Services, and a staff member from EOPS. Training for them to use the system should be completed by the end of the month.

DATE: 10/6/14

ANNUAL UPDATE #2:	<p>Goal #1: Support the Barstow College Foundation with fundraising opportunities.</p> <p>Goal #2: Provide accurate financial information to internal and external sources.</p> <p>Goal #3: Improve overall use and processes of Cal-Cards.</p>
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9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Address staffing issues	<i>List all that apply:</i> 3. Promote and support student engagement. 4. Cultivate and enhance local partnerships. 5. Attract, retain, and develop excellent employees. 6. Strengthen college planning and informed decision-making	#1 Reduce overtime	Revise job description for Accounting Technician to include payroll duties. Change Accounting Assistant position from part-time to full-time.	Critical component is to have a back-up person for payroll, reduce overtime.
			#2 Support new programs	Implement COTOP and assist with BCCOnline programs.	Support new programs.
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text" value="10/6/14"/>	ANNUAL UPDATE #2:	Overtime has been reduced. The COTOP program has been implemented. There are ongoing concerns regarding staffing as we find it difficult at times to meet required deadlines.		
#2	Replace laser fiche equipment	<i>List all that apply:</i> I’m unable to determine which strategic priority this is aligned with. Perhaps a 7 th priority should be added. The priorities are all student/instruction driven.	#1 Laser fiche permanent records over 7 years old	Replace laser fiche equipment. Once completed old records are shredded.	Reduce amount of records on paper.
			#2		
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text" value="10/6/14"/>	ANNUAL UPDATE #2:	Completed.		

ACTION PLAN					
GOAL	ALIGNMENT WITH <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#3	Implement new electronic method of financial aid disbursement.	<i>List all that apply:</i> 1 Foster an innovative learning environment that respects diversity. 2. Provide students a successful college learning experience. 3. 4. Cultivate and enhance local partnerships. 5. Attract, retain, and develop excellent employees.	#1 Provide students with debit card/EFT option for receiving their financial aid check.	Issue a new Request for Proposal for 3 rd party provider.	Enhance services to students and their overall college experience.
			#2 Reduce workload for Accounting Technician – Student Accounts.	Implement new services.	Reduce workload and overtime.
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text" value="10/6/14"/>	ANNUAL UPDATE #2:	<input type="text" value="Currently on hold."/>		
#4	Expand office space.	<i>List all that apply:</i>	#1 Reduce number of distractions among Business Office staff.	Locate additional office space.	More productive staff.
			#2		
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text" value="10/6/14"/>	ANNUAL UPDATE #2:	<input type="text" value="We still need to expand our office space as it is difficult for staff to focus on their tasks due to conversations taking place that are not their concern."/>		
#5	Support the Barstow College Foundation with fundraising opportunities.	<i>List all that apply:</i> Cultivate and enhance local partnerships. It will market and enhance the colleges	#1 Have clear communication on the various ways the college Foundation helps support the college and vice versa.	Business Office staff need to attend Foundation monthly meetings to better understand their goals and objectives.	Raise money for the Foundation and ultimately the college to help support the Performing Arts Center.

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		image in the high desert region.	#2		
			#3		
<i>Additional Information:</i>					
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text" value="10/6/14"/>	ANNUAL UPDATE #2:	<input type="text" value="New goal added."/>		
#6	Improve overall use and process of Cal-Cards.	<i>List all that apply:</i> Maximize fiscal resources.	#1 Improve the processing of Cal-Card statements.	Provide additional training to staff that don't follow Cal-Card guidelines.	Streamline Cal-Card purchases and ensure procedures are followed.
			#2 Issue additional purchase orders for purchases.	Inform Vice Presidents of staff not following procedures	Ensure correct budget codes are used and expenses are budgeted.
			#3 Improve the time it takes to process statements by having to send fewer emails.	Consider revoking Cal-Card use for repeat offenders.	Make staff more accountable.
<i>Additional Information:</i>					
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text" value="10/6/14"/>	ANNUAL UPDATE #2:	<input type="text" value="New goal added."/>		

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1 & 2	Human Resource/Staffing	\$35,492.00	Yes	
2	1	Replace Equipment	\$3,307.57	Yes	
3	1 & 2	Electronic f/a disbursement	\$5,000.00	Yes	
4	1	Increase/move office space	Unknown	Yes	

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
4	1	Increase/move office space	Unknown	No	



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

The Mission of Computer Commons of Barstow Community College is to provide a place outside of the classroom to support student learning by providing a location where students can study, test, do homework and practice course work using modern technology and software.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

The vision of the Computer Commons of Barstow Community College is to improve the level of service in Open Computer Lab, improve the efficiency and security of test proctoring, modernize equipment, implement better data collection systems, and improve the services the service area provides to the College as a whole with an expanded Mission.

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

The Mission and vision of the Computer Commons of Barstow Community College align with and contribute to the College's Mission and Vision by fostering student success with a study, learning, and evaluation environment available to individuals of diverse backgrounds, abilities, and cultures that they can use to achieve their personal best outside of the classroom with caring customer service and strong student technical support on campus during times that work well for them and increasing access for local students to participate in our extensive distance education program.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

A. Organization: At the beginning of this academic year, the Computer Commons had three staff positions, but has within this current academic year been cut to two. It has been staffed for many years by two job descriptions, Instructional Lab Assistant II – Computer, currently one position, and Instructional Lab Assistant I – Computer, two positions until this semester, now only one. In previous years, the Open Computer Lab was staffed by three positions of what has since been retitled Instructional Lab Assistant II – Computer. However, two of those positions were changed to lower positions, creating the two levels currently employed. The differences between the two positions are that the level two position requires more education and technical expertise while the duties of the level one position include more clerical duties than the level two. Both jobs include serving students in Open Computer Lab and proctoring tests. The level two position is also

responsible for more advanced maintenance of the computers, scheduling the shifts to cover the open business hours, and other more advanced duties.

B. Service Demographics: The Computer Commons serves Main Campus students, staff, and faculty who choose to attend the Computer Commons to use the services; remote students who need to take placement assessment tests; Main Campus students and faculty in classrooms where the Computer Commons staff give computer use and services orientations; various staff and faculty who need data, reports, and analysis the Computer Commons staff can provide; community members who need typing certificates to apply for jobs; and community members who need to take proctored tests for other institutions.

Most of the services offered require that the person served is a Barstow Community College student, but the Computer Commons is A.D.A. accessible, includes special access stations to help support people with various disabilities, and the demographics of the population offered Computer Commons services are not limited in any other way.

The demographics of the people served by the Computer Commons therefore generally reflect the demographics of the students, staff, faculty, and surrounding communities of Barstow Community College, with increased use among a few noticeable categories. Students who regularly attend Open Computer Lab for longer periods per day tend to be older, or not have convenient access to computers outside of the College. Students who come in to attend Open Computer Lab for a relatively shorter period and less routinely tend to be traditional students in their late teens or early twenties. Open Computer Lab attendance seems to be by more females than males. There tends to be an even greater difference in the ratios getting proctored testing; often the testing area occupancy is comprised of over eighty percent females. Our assumption is that this must be a reflection of enrollment since there are not known to be any deterrents in place to male attendance and there are practically no other options in the local area for proctored testing for the general population.

C. Kinds of Services Provided: The Computer Commons provides computer facilities and technical support for Open Computer Lab for registered students; proctored testing for students taking Web-based Barstow Community College midterms and finals for online classes; proctored testing for students taking paper-based quizzes and tests outside of class for on-campus classes; proctored testing for students and prospective students taking academic placement assessment tests; proctored testing for members of the community taking tests for other institutions; proctored testing for typists acquiring certificates of proficiency in typing; computer facilities and technical support for students and prospective students to complete applications for admission, complete applications for financial aid, register for classes, and communicating with faculty and staff via E-mail; computer facilities and technical support for faculty who want to bring in groups of students for instruction outside of their usual classroom; computer facilities and technical support for staff and faculty who need to use a computer away from their office; and a study environment where students may sit at table to do homework or use their own laptop computers.

While the Computer Commons staff do provide a lot of technical assistance to students doing homework, they are not tutors and do direct students with questions regarding course content to the Tutorial Services Center, which is not in the Computer Commons.

D. How Services are Provided: The Computer Commons staff serve students by proctoring tests, providing technical support for Open Computer Lab use, resetting passwords, answering questions by phone, processing requests for remote proctors for placement testing, and providing information to other departments for use in their support of students. Computer Commons staff also attend class meetings each semester to give computer orientation presentations.

DATE: 10/20/14

ANNUAL UPDATE #1: Services provided are still the same, however, level of demand for services has increased while the ability to provide them has decreased.

DATE:

ANNUAL UPDATE #2:

3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Implementing better data collection systems is part of the vision of the Computer Commons because there is currently no automated data collection system in use, so thorough statistics are not available for the Computer Commons.

There are paper logs which could be tallied manually; however, recent staffing cuts in the Computer Commons have left no time available for such endeavors.

There are currently five online sessions during each of the Fall and Spring semesters, and two during the Summer, so there are 24 testing weeks throughout the year when midterms or finals are proctored in the Computer Commons; roughly half the regular work days are course testing days.

Each term and semester is preceded by a rush of placement assessment testing by students completing their matriculation process to get in to upcoming classes, so there are three main rush seasons for proctoring of placement assessment tests as well as many smaller rushes throughout the year.

Whereas lines for testing previously rarely exceeded five students and wait times rarely exceeded ten minutes, since the staffing cut, lines to sign in for testing, to start a test, and to sign out of testing have each hovered around twenty students for extended periods at multiple times, and total wait time to start a test has at times exceeded an hour.

Student use of Open Computer Lab also happens in more irregular waves, sometimes unexpectedly with little or no notice, as students respond to assignments and deadlines provided by instructors throughout their courses and instructors bring classes in for special assignments during class times.

- 2) Summarize the results of these measures.

The current known measures are subjective observations and generally qualitative. While the Computer Commons staff still maintains a high level of professionalism, the overall quality of service has dropped noticeably as students often have to wait significantly longer to get service than in previous semesters.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

- 1) a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.
- b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

a. **1:** Students will leave the Computer Commons feeling that they have been provided all technical support possible to foster their success in Open Computer Lab ; **2:** The Computer Commons will enhance efficiency and strengthen the academic integrity of proctored testing services.

b. This is the first formal program review for the Computer Commons.

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

Mainly due to the reasons cited above, outcomes have not been formally assessed.

DATE: 10/20/14

ANNUAL UPDATE #1: Wait time for the most recent session of proctored finals was noted to be over 2 hours, which is roughly double from last year. This reflects the increased demand for both open computer lab and proctored testing services. The staffing situation has deteriorated as subsequent changes in law and policy regarding substitute and short term staff have taken effect while Open Computer Lab use has increased with no increase in staffing levels. The shortage is compounded by the correlating increase in the demand for Proctored Testing services. Training has not been made available. Due to policy regarding substitute staff, weekly coverage has become fractured, further reducing consistency and continuity of institutional knowledge in Open Computer Lab operations, common issues, and troubleshooting methods.

DATE:

ANNUAL UPDATE #2:

4. Policies & Processes

- A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

Layoffs

- B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Quality of service

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

Proctoring procedures and academic use per Title 5.

DATE:	<input type="text" value="10/20/14"/>
ANNUAL UPDATE #1:	The staffing situation has deteriorated as subsequent changes in law and policy regarding substitute and short term staff have taken effect while Open Computer Lab use has increased with no increase in staffing levels. The shortage is compounded by the correlating increase in the demand for Proctored Testing services. Training has not been made available. Due to policy regarding substitute staff, weekly coverage has become fractured, further reducing consistency and continuity of institutional knowledge in Open Computer Lab operations, common issues, and troubleshooting methods.
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

5. Internal Factors (see Handbook for worksheet)

A. Strengths

Computer Commons staff develop positive working relations with the patrons of the Computer Commons and have a long standing strong commitment to outstanding customer service. The current Instructional Lab Assistant II – Computer has twelve years of experience and institutional knowledge and is able to handle most student issues without requiring assistance from other offices. Until the layoffs in 2013, the Computer Commons area had practically zero student complaints regarding Computer Commons customer service for the last twelve years.

B. Weaknesses

Hosting both Open Computer Lab and proctored testing simultaneously in the Computer Commons routinely causes complaints from students taking tests being disrupted by the activities of students attending Open Computer Lab. There are policies in place which attempt to limit disturbances, such as disallowing cell phone use, keeping conversations to a low volume, and reserving one area of the room for testing only, but enforcement can only be done after infractions occur, by which time disturbances have already happened and the security of the testing process may have been violated.

Having Open Computer Lab, which is essentially a "study hall," separate from the tutorial center leaves many students with questions they are not able to get answered in a timely manner because the Computer Commons staff are technical support and not general tutors. While the Computer Commons staff are able to show students how to perform computer-based tasks, they are not experts in all academic areas nor do they always have time to sit with individual students for extended durations.

The Instructional Lab Assistant – Computer positions have experience an inordinately high rate of staff turnover. During the last twelve years, they have gone through at least ten permanent

personnel and at least fourteen substitutes. The pay for the Instructional Lab Assistant I – Computer job is not sufficient to keep well qualified staff in the position for long. Those who are able to do the job well are generally capable of performing better paying jobs with less stress and usually move on quickly. The high rate of staff turnover in the Instructional Lab Assistant – Computer positions has resulted in a significant loss of experience and institutional knowledge from those positions and has made it difficult to maintain consistency in performing procedures, especially those which are not done frequently.

The Computer Commons has been severely impacted with staffing issues, including the elimination of one full-time position in 2013, AND the long-term temporary reassignment of one employee to another department. This has resulted in only one permanent full-time employee assigned to the Computer Commons, and a succession of part-time substitute employees.

The Computer Commons is now not sufficiently staffed to maintain the previously outstanding level of customer service. There have been student complaints regarding both the schedule of availability for proctored testing and the wait times during testing since the layoff.

This lack of full-time permanent staff has limited the service available to help students succeed in their academic endeavors.

DATE:

ANNUAL UPDATE #1:

Wait time for the most recent session of proctored finals was noted to be over 2 hours, which is roughly double from last year. This reflects the increased demand for both open computer lab and proctored testing services.

The staffing situation has deteriorated as subsequent changes in law and policy regarding substitute and short term staff have taken effect while Open Computer Lab use has increased with no increase in staffing levels. The shortage is compounded by the correlating increase in the demand for Proctored Testing services. Training has not been made available. Due to policy regarding substitute staff, weekly coverage has become fractured, further reducing consistency and continuity of institutional knowledge in Open Computer Lab operations, common issues, and troubleshooting methods.

DATE:

ANNUAL UPDATE #2:

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Barstow College offers a strong online program and as a result, the CC area deals with students who are taking bachelor's degrees and just want to take one or two general education classes to complete their bachelor's degree.

The CC is impacted in this area, as the college offers free proctoring to students attending other institutions, and as we are the only institution in the High Desert that offers free typing tests. The CC needs to begin tracking and regularly reporting how many students from outside institutions are proctored per semester. The college administration will then be able to determine whether a fee

should be charged for outside proctoring.

B. Threats

As the local and regional economies improves, the retention of qualified temporary staff diminishes. As noted above, testing for both current and potential students occurs constantly. While staff always intend and attempt to provide the best services possible, maintaining the appropriate level of student support has becoming more and more difficult.

DATE:	10/21/14
ANNUAL UPDATE #1:	It has been difficult to maintain the cadre of well-qualified substitute staff as their outstanding qualities land them permanent positions elsewhere.
DATE:	
ANNUAL UPDATE #2:	

7. Continuing Education/Professional Development

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

Staff attended professional development opportunities offered on campus, such as Campus EAI Portal Training and workshops previously offered by Institutional Effectiveness department.

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

Microsoft Office Specialist Training; Windows Desktop Administration Training

DATE:	10/20/14
ANNUAL UPDATE #1:	Fee-based training referred to above has not been made available. Staff have availed themselves of free online introductory level tutorials. Additional opportunities offered on campus have not been practical due to the time required away from the Computer Commons and the lack of staff to maintain service during the absence.
DATE:	
ANNUAL UPDATE #2:	

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

This is the first PR for this area.

DATE: 10/20/14

ANNUAL UPDATE #1: Desired progress on goals and objectives has not been achieved due to the significant challenges encountered because of the decreased staffing level and the complete turnover of substitute staff. In actuality, ground has been lost in pursuing departmental goals and objectives.

DATE:

ANNUAL UPDATE #2:

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Foster student academic success with an outstanding level of student technical support in Open Computer Lab.	<i>List all that apply:</i> 1.a, 1.b 2. b 3. b	#1 Increase staff familiarity with MS Office software.	Identify training possibilities; obtain funding; attend training.	Staff will be able to pass the Expert MS Office Specialist tests.
			#2 Provide adequate support services for Open Computer Lab during high volume testing periods.	Schedule sufficient staffing for student needs; maintain appropriate staffing level	Patrons in open computer lab will receive necessary support; measured by data collection during high volume testing periods.
			#3 Maintain consistency and continuity of institutional knowledge regarding Open Computer Lab issues among staff.	Schedule staff for consecutive days; retain sufficient breadth of staff to maintain continuity.	Reduce number of days with non-sufficient staff; measured by tracking of shift schedules.
<i>Additional Information:</i>		Student service in Open Computer Lab has suffered since the Computer Commons staff reduction due to layoffs has taken effect. High needs students, long waits, one person cannot cover both adequately, reduced test proctoring hours, reduced open computer lab, lost Saturdays,			
DATE: <input type="text" value="10/20/14"/>	ANNUAL UPDATE #1:	The situation has deteriorated further as subsequent changes in law and policy regarding substitute and short term staff have taken effect while Open Computer Lab use has increased with no increase in staffing levels. The shortage is compounded by the correlating increase in the demand for Proctored Testing services. Training has not been made available. Due to policy regarding substitute staff, weekly coverage has become fractured, further reducing consistency and continuity of institutional knowledge in Open Computer Lab operations, common issues, and troubleshooting methods.			
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>			
#2	Protect the academic integrity of testing materials and processes while providing outstanding Proctored Testing services.	<i>List all that apply:</i> 1.a, 1.b 2.b. 3.a, 3.b 5a. 5b 6.a	#1 Improve the efficiency proctoring.	Schedule sufficient staff to address all necessary tasks simultaneously.	
			#2 Increase the security of test proctoring.	Schedule sufficient staff to monitor testing while students are being checked in and out	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#3 Maintain accurate and complete back-up of submitted test material.	Develop and utilize resources and procedures for capturing content during generation and submission; train all involved personnel in their use.	
	<i>Additional Information:</i>	Student service in Proctored Testing has suffered since the Computer Commons staff reduction due to layoffs has taken effect. High needs students, long waits, one person cannot cover both adequately, reduced test proctoring hours, reduced open computer lab, lost Saturdays,		
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	The situation has deteriorated further as subsequent changes in law and policy regarding substitute and short term staff have taken effect while Proctored Testing service use has increased with no increase in staffing levels. The shortage is compounded by the correlating increase in the demand for Open Computer Lab support services. Additional staffing has not been made available. Due to policy regarding substitute staff, weekly coverage has become fractured, further reducing consistency and continuity of institutional knowledge in Proctored Testing service operations, common issues, and troubleshooting methods.	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#3	Implement and utilize effective data collection systems to provide support for information based decision-making	<i>List all that apply:</i> 1.a, 1.b 2.b. 3.a, 3.b	#1	
			#2	
			#3	
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1, 2, 3	Reinstate FT Lab Assistant position		Yes	
2	1, 2, 3				

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

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

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

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

Barstow Community College counseling department is an open-access learning environment that promotes self-advocacy, critical thinking, communication, personal and academic responsibility supporting students in achieving, short term and lifelong education goals and objectives. We accomplish this by supporting students throughout the matriculation process, providing comprehensive education plans, assisting in the removal of perceived obstacles, providing referrals to appropriate educational resources, and ensuring that students are moving toward timely degree completion.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

Three years from now the counseling department should have SARS in place, and be utilizing the data to modify our process. There will be a clerk receptionist greeting our students and directing them to appropriate resources and making sure that the counselors are aware of student appointments. The receptionist will work from a new counter top that matches the rest of the Student services area and provides adequate work space for projects. There will be student workers that enhance the provision of services. Students and counselors will be using DEGREE WORKS to create and modify Student Education Plans. There will be a full time counselor in the Special Programs and Services Department. Counselors will rotate to the CTE off campus site and be involved in several High School Outreach programs. In service training will be conducted in a meaningful manner.

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

The counseling department through the use of the education plan, knowledge of the programs of study and use of available resources empowers students with the knowledge to make informed decisions about their education goals, assist them in removing obstacles, provide them with knowledge and pathways that enhance opportunities to succeed.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

Barstow Community College Counseling Department designs, maintains, and evaluates activities that support student development and success. Counselors provide educational, career, and personal counseling, support student advocacy, and recommend crisis intervention services; empowering students to achieve their educational goals. The Counseling mission statement: "Counseling promotes self-advocacy and critical thinking through empathetic interactions which effectively guide students toward their academic, career, and personal/social goals." The counselors are well trained and all have the educational background and experience which contributes to the effectiveness of the department.

To support student learning and success, the division employs six full-time counselors. While all counselors serve the general student population, one counselor specializes in Special Programs and Services predominantly responsible for counseling DSPS students; one counsels full time at Fort Irwin and four are general counselors. The four general counselors have additional duties as well, one is the Matriculation Coordinator; one the Articulation Officer, and one is responsible for counseling athletes and veterans, and one is designated to assist with transfer and outreach operations. In addition, there are three part time counselors. Each of the part time counselors has a 400 hour contract. Two of the part time counselors provide services in Special Programs and Services (EOPS, CALWORKS, VETA) and one is assigned to work exclusively at Fort Irwin. All of the full time counselors serve on shared governance committees. One counselor is President of the Academic Senate.

All of our counselors help students with access issues, goal setting, registration, development of education plans, course selection, and financial aid processes. Counselors seek to assist students in creating or revising education plans including military SOC agreements, reviewing assessment scores and their impact on course selection, developing plans for degree/certificate completion or transfer, and personal problem resolution. Students who need to develop an improved set of study strategies, need additional study skills, or are on academic probation are referred to tutorial services and/or encouraged to enroll in our Orientation 1 course which focuses on developing student success skills. Counselors dialogue with others on campus about the critical needs of students in their respective areas and disseminate ideas and information to their instructional colleagues primarily by serving on committees on campus. For example, as a member of the Basic Skills Committee, a counselor participates in the development of action plans and the evaluation of annual funding requests.

Counselors bring back information and training opportunities from the committees to their respective programs and services within Student Services. Counselors are also a part of the dialogue and dissemination of information at the Academic Senate, the Equity Committee, the Enrollment Management Committee, as well as the Curriculum Committee. A counselor is also part of the Financial Aid Appeals Committee, the Scholastic Standards Committee and the Military Education Advisory Committee.

Counselors are in contact on an as need basis with the tutorial specialist and make referrals for academic support, tutoring and supplemental instruction. Counselors within Student Services are in daily contact with each other making referrals to special programs, DSPS, EOPS, and CALWORKS and to our financial aid department..

The Vice President of Student Services meets with the Counselors on a monthly basis. This meeting includes Ft. Irwin Counselors, Special programs and Services counselors as well as the general and transfer center counselors. These meetings are conducted to convey information, discuss common issues and initiatives across programs, and to establish procedures relevant to the area. These meetings include Career and Technical Education representatives, a representative from the

Instruction Office, the Director of Enrollment Services, Director of Special Programs and Services, and other department representatives when appropriate. These meetings are used to discuss issues, plan resolution efforts, and share lessons learned. Items of concern include, financial aid procedures and requirements, Veterans GI Bill changes and procedures, matriculation requirements and enrollment procedures, degree and certificate requirements, catalog revisions and in general provide opportunity to coordinate and integrate efforts that may provide more support and address a student's need.

These meetings also serve as training sessions for all counselors. Counselors who attend specific training, such as UC and CSU generated workshops provide information to all other counselors. The Veterans counselor attends VA Regional meetings and returns with material that is shared with all counselors. The Director of Special Programs and Services shares information from State training and the DSPS counselor provides information dealing with that area. Our predominately military counselors provide sessions in evaluating military training, SOC requirements, and the Army's GoArmyEd portal for Tuition Assistance students. Our military counselors have developed degree templates for different Military Occupational Specialties and trained other counselors in their use. The military counselor attends the annual CCME (Council of College and Military Educators) Conferences to keep abreast of educational programs and services for veterans, active duty military and their family members. This information is made available to the counseling staff. Training is also provided to support and enhance counselor effectiveness through the use of technology. This training includes the use of Banner, Banner upgrades, degree audit software, and electronic education plans. Training is also provided in the use of College Source, which enhances the accuracy of evaluations and placement of transfer courses.

In addition to curricular changes and specific counseling and advisement issues, training is also provided in counseling support for online instruction, articulation and evaluation of transfer credit, and the use of technology to support and enhance counselor effectiveness. This has included the development and use of electronic education plans which meet Title 5 regulations.

Counseling also enhances student development and success by guiding students through many of the following processes:

- o Developing and guiding a student through an education plan that leads to the completion of degrees and certificates;
- o Assisting in the research needed for the development of transfer plans that will lead to the accomplishment of career goals; assisting in the financial aid processes which leads to increased self-advocacy;
- o Guiding students through the process for removal of academic or progress probation restoring good academic standing;
- o Transcribing military training evaluations which lead to promotion potential, quicker degree completion, greater employment opportunities after active duty completion;
- o Explaining various programs and referring qualified students to available resources i.e. EOPS, CARE, VETA, CALWORKS, CALVET, GI Bill,

The VTEA program assists students who are in a VTEA eligible vocational program of study to achieve their academic and personal goals. Counselors are essential in guiding VTEA students

toward completing their degree. Two counseling appointments are required to receive any services VTEA provides including book loans and bus passes. The first counseling appointment ensures that students understand not only the VTEA program requirements but to also encourage students to utilize other services the college provides. The second counselor visit is used to review the student’s progress report to ensure the student is meeting attendance and satisfactory academic progress requirements. Counselors review VTEA student’s academic progress to certify that they will meet their educational goals within two to two and a half years of their start date.

The EOPS/CARE Program is designed to provide academic support, financial assistance and encouragement for low income and educationally disadvantaged students. The EOPS/CARE program requires students to meet three times with an EOPS/CARE counselor within each 18 week session. EOPS counselors are essential in providing academic, vocational, and academic goals to empower EOPS/CARE students to not only achieve their educational goals, but also to grow in their life-long learning skills. The EOPS/CARE program requirements state that counselors must create a detailed educational plan for each student, explain all program requirements, review progress reports to ensure EOPS students are meeting attendance and satisfactory academic progress requirements, and to evaluate transfer requirements and career opportunities. In addition, EOPS/CARE counselors are utilized to provide orientation, probation, and educational workshops for EOPS/CARE students.

The Barstow College CalWORKs program acts as a liaison between the San Bernardino County and students who are currently receiving CalWORKs cash aid. The program works with the San Bernardino County in order to be in compliance with the Federal Welfare Reform. This program benefits students by allowing them to enroll in college classes while they are still receiving cash aid. Counselors are required to work with students to develop an Individual Educational Plan (IEP). IEP’s must be made under an approved short-term set of coursework in occupational and vocational areas to help the student learn the skills necessary to gain full time employment. During CalWORKs counseling appointments, counselors provide students with additional referrals to the Financial Aid, Child Care, and Tutorial Service programs on campus.

Results of the counseling department analysis indicate that counseling is a dynamic component of student success. According to the counselor evaluations received from students, they are generally satisfied with the counseling experience. According to the 2008 Campus Climate Survey 85% of respondents rated counselors very high in sensitivity, responsiveness, receptivity, and accessibility. Counselors are involved in the student’s progress from the admissions application through graduation.

The following table shows that counselors are indeed meeting with and guiding students. Each visit is documented by the completion of the “Counselor Contact Form”. Information is recorded indicating the purpose and results of the visit, the email, or the phone call.

<i>Number of Counselor Contacts*</i>			
<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013**</i>	<i>2013-2014</i>
<i>17213</i>	<i>17019</i>	<i>13569</i>	<i>11514</i>

**Includes Ft. Irwin **Decrease in number of days counselors worked*

The counseling department is able to show numbers and more numbers. These numbers have and are being used to show that the counseling staff is productive. There is not and has not been a way of using this data to improve processes or show that improved processes are leading to improved student success. Because of a thorough self-evaluation during the accreditation process, efforts are being made to tie these numbers to relevant analysis, which is leading to improved student service. The number of students that sign in to see a counselor should be matched with the number of those not seen indicating that increased staffing may be needed. Approximately fifteen percent of students who want to utilize counseling services are not seen. The length of time that students wait to see a counselor, the number of unanswered phone calls, timeliness of answers to email need to be tracked and analyzed with improvements following. Longitudinal studies which match stated student goals with outcome would be useful for improving how we match students and programs. With our current Banner limitations we are unable to track information that would be useful in initiating improvement. A tracking system (SARS), has been purchased and will be in use by Fall 2015. This system should make student tracking and data much more accurate. Analysis and use of this data for planning and decision making will be much improved.

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3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Outside of counselor contact information there is very little accurate data for evaluation. Contact information indicates that the counselors are engaging students however it does not show that having students make education plans affect the number of completions. The data does not show the wait time, it does not show the percentage of students that are not seen, it does not show how many students could have saved wait time if there had been someone to direct them to the proper resources, and it does not show the role that counselors have on student success. There are several studies that indicate counselor contact and individual education plans are a large influence on student completion rates. .

Counselor contacts, degrees and certificates awarded, Transfer rates
<http://www.barstow.edu/ie/FactBook/FactBook.2013-14.pdf>

2) Summarize the results of these measures.

The data shows that approximately 60% of student contacts are face to face which means that the students are coming to the counseling center rather than relying on other means of communication. During the 13-14 school year 8000 live contacts were recorded by counselors, during the 12-13, 8850 person to person contacts were recorded by counselors, during 11-12, 10943, and during 10-11, 10754. All of this student traffic is handled by a sign in sheet, no personal interaction, "sign in, sit down, wait". Students that could have a question answered and/or a service provided quickly must sit and wait as there are others ahead of them. The data on incoming phone calls is not retrievable, however counselor observation and student comment indicate that many calls to the counseling center go unanswered, which causes frustration and complaints to be made.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.

By completing the matriculation process prior to enrolling in and completing 24 units students will have successfully chosen a program of study.

Students will utilize their individual student education plans as guidance while registering in courses for their program of study.

b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

Students are now required to complete the matriculation process, (application, orientation, assessment, education plan) prior to receiving financial aid. This has made a great difference in the number of education plans completed. Veterans must complete the same process prior to receiving VA benefits. Within a short period of time all matriculated students will have a viable education plan that may be followed to program completion. We now track all of the above and education plans completed are considered in the institution funding process. Soon students will be able to access their education plans through a portal or generate a what if scenario by using Degree Works. More and more students are using the current education plan for guidance.

2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

The counseling department, with direction of A&R has changed the data elements that are tracked, changed the manner that these numbers are entered into the Banner System and have created a tracking procedure that is in line with the data reporting that is required by the state for funding implications. The Student Services department has purchased SARS, a tracking system that has great implications for data collection processes and more accurate reporting. This system allows students to make appointments with counselors from any computer. However when students arrive someone trained in the use of SARS will need to guide them to the appropriate sign in computer, and indicate to the counselor that the individual is waiting. This again indicates an need for a trained professional receptionist/clerk for the department.

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ANNUAL UPDATE #2:	<input type="text"/>

4. Policies & Processes

- A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

The Student Success Act: Local Shared Governance requirements; Financial Aid requirements; Veterans Benefits regulations;

- B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

With the student success initiative making funding of the local districts dependent upon the reporting of education plans, degree completions, certificate completions and other items that indicate students are progressing through the system in a timely manner many of our reporting requirements have changed, the tracking methods have changed. Financial aid regulations now require more frequent checks for program compliance which requires more reviews of education plans and what courses remain to be completed. Veterans Administration regulations now require more detailed education plans and more frequent review.

- C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

During this cycle the department is working on new education plan forms that will provide information required by outside agencies, on revising graduation checklists, sign in forms and reporting forms.

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DATE:	<input type="text"/>
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5. Internal Factors (see Handbook for worksheet)

- A. Strengths

Well trained counselors; cohesive, empathetic team; good communication; willingness to collaborate; central location, good technology; working relationships with faculty and staff; knowledge of policies, procedures, and tools of the trade.

- B. Weaknesses

Lack of anyone to greet and direct students; record keeping; knowledge of the Banner System (lack of); follow through with students (time constraints); time to complete all necessary paper work for students; lack of outreach to departments, faculty, support staff;

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Expand services to the CTE location; expand the Veterans counseling programs and services; provide a friendlier reception/waiting area; research for and utilize more electronic guidance materials and programs; expand relationships with local resources; increase retention and graduation rates; make counseling a department with responsibility for teaching guidance/life skills courses; increase department involvement in all aspects of student life.

B. Threats

Local economy; retirements; growth in student needs; perception of other staff members. Outdated equipment and methods; change in assignments;

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

University of Ca. and California State University counselor workshops; CTE counselor workshops; Moodle online teaching; Kuder interest materials; Student services training on financial aid, Banner input, athlete education plans and eligibility requirements, Veterans Benefits;

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

SARS usage; Banner updates; CTE updates; Curriculum development; UC and CSU updates; EOPS changes. Implementation of the Degree Works program.

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8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

The counseling department has trained student workers to answer questions, check appointments and refer students. This is a temporary solution and the department needs a classified position to provide these services along with assist with SARS.

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9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Reduce the student wait time and the confusion and anxiety that now exists for students showing up at the counseling center. Insure better tracking and data compilation in the counseling area.	<i>List all that apply:</i> <i>1a</i> <i>3a</i> <i>6a</i>	#1#1Procure and train a receptionist/clerk that will answer questions, check appointments, refer students to appropriate sections.	Install a counter and SARS computer, train incumbent to utilize banner and education software	Student knowledge of policies and procedures will be increased. Student satisfaction will be increased as measured by SARS survey questionnaire
			#2		
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	Electronic monitored educational plans for all students to assist and track student progress on plans, changed plans or changed goals ie a Degree to a Certificate or just a few classes. In addition it would allow us to collect data on educational plans	<i>List all that apply:</i> <i>1a</i> <i>3a</i> <i>6a</i>	#1 Develop a process for obtaining a 100% -all students have an Ed Plan	Set up a Student Success Score Card team Set with other colleges a best practice for how we will get Ed Plans Start to research student tracking systems	Electronic educational plans Implemented for all students along with a data gathering system that will meet the challenge of the new Student Success Scorecard
			#2		
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

ACTION PLAN					
GOAL		ALIGNMENT WITH <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Expand counseling services to the State Street CTE location	<i>List all that apply:</i> 1 3a 6	#1 Provide counseling services to the students that attend classes in the CTE campus.	Procure and furnish space adequate for counseling, schedule counselors to area on a regular basis	Increased completions in the CTE programs; partnerships strengthened
			#2		
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#4		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#5		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#6		<i>List all that apply:</i>	#1		
			#2		
			#3		
	<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1	Personnel/	60,000.00	yes	

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM: CTE/Workforce & Economic Development Department

Academic Year: 2012-13 **FULL PROGRAM REVIEW** **Date Submitted:** November 29, 2012

Academic Year: 2013-14 **ANNUAL UPDATE #1** **Date Submitted:** October 1, 2013

Academic Year: 2014-15 **ANNUAL UPDATE #2** **Date Submitted:** October 6, 2014

By:

Lead: Sandi Thomas

Members: Nancy Nunes-Gill, Rhonda Sheffield, Patricia Blaine, James Lee

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

Provide a skilled workforce through credit-based classes and contract training that meets the needs of employers and provides students with relevant 21st century career and technical education that leads to academic achievement and successful employment in a global economy.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

The Barstow Community College Workforce & Economic Development Department (WEDD) values each individual student and supports student learning and career and economic development by providing the necessary programs and services designed to enhance the overall learning experience of our students. We are committed to an on-going process of assessment designed to monitor and improve the effectiveness of our programs to our students, community, nation, and partners. WEDD faculty and staff work in a professional manner with students, colleagues and administrators, treating everyone with the respect and dignity they deserve while supporting the college's Mission Statement.

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

WEDD offers 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. WEDD provides career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace. WEDD partners with local agencies, businesses, schools, and military bases to promote positive community development and economic growth. WEDD uses institutional research to further develop courses, programs, and services.

DATE: October 1, 2013

ANNUAL UPDATE #1:

Mission and Vision Statements remain the same from previous program review. WEDD meets BCC's Mission Statement commitment to bullet number 2, 5, 6, and 7.

In alignment with the BCC Mission Statement, WEDD offers 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." Also to help further BCC Mission, WEDD provides "career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace." A significant part of the WEDD Mission that promotes the BCC Mission is that WEDD partners with "local agencies, businesses, schools, and military bases to promote positive community development and economic growth." As WEDD has consistently uses institutional "research to further develop courses, programs, and services" including using that data for grants, employment summits, and advisory committees.

DATE: October 6, 2014

ANNUAL UPDATE #2:

In alignment with BCC's new Mission Statement CTE/WEDD provides a skilled workforce through credit-based classes and contract training that meets the needs of employers and provides students with relevant 21st century career and technical education that leads to academic achievement and successful employment in a global economy contributing to Barstow Community College meeting its mission of

being an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. CTE/WEDD 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.

Furthermore, we provide contract training education options, incumbent working training, and other grant programs to provide additional educational options to populations such as current and transitioning military members, incumbent workers, dislocated workers, K-12 students, and others.

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

A. The Workforce & Economic Development Department (WEDD) consists of the Business and Workforce Division (BWD) which oversees credit-based vocational classes and the Career and Technical Education Workforce Development Division (CTEWD) which conducts contract training for employers.

All staff positions, with the exception of the Dean, are funded through WEDD procurement of grants and contract training and consist of the following positions:

- Dean, Workforce & Economic Development (management position - general funds);
- Director, Career & Technical Education (management position—WEDD funded);
- Administrative Secretary (classified position – WEDD funded);
- Accounting Assistant– (classified position- WEDD funded);
- Secretary (classified position – WEDD funded);
- FKCE Instructional Specialist (contract position – FKCE program funded);
- FKCE Trainers (contract positions – FKCE program funded).

B. WEDD serves students, trainees, and employers locally, regionally, state-wide, and nationally through credit-based vocational classes and through contract training for various employers

C. WEDD provides education and training for workforce development and economic improvement.

D. Services are provided through contract training and credit-based classes (day, evening, online, and hybrid).

DATE:

ANNUAL UPDATE #1:

Update to specific sections including additional relevant details:

- A. Since the last program review the Accounting Assistant Position has been re-classed to a Grant Technician. Outside of this the overall structure and Service Area/Administrative Unit Description and Overview has remained unchanged. However our organizational structure is under review and is addressed further in Section 5. Internal Factors, Update # 1.
- C. **Services provided:** WEDD provides education and training for workforce development and economic improvement. We assist students and trainees obtain employment. Provide student services and instructional support. WEDD meets grant deliverables through Outreach, Career Exploration, student project-based learning, and integration of basic math, writing and other soft skills into basic programs. We provide free training to the community and parents of foster and kinship children through the Foster and Kinship Care Education (FKCE) program. We obtain funding to assist students in the child development program.
- D. **How we provide Services:** Services are provided through contract training and credit-based classes (day, evening, online, and hybrid). We provide staff that is available to assist students in enrollment and other student services. We obtain grant funding to assist students and parents/guardians and provide staff necessary to provide all services above.

WEDD assisted students and trainees to obtain employment by providing resume workshops, scheduling and transporting students/trainees to interviews, assisted with online applications and resume building, partnered with California Steel Industries to establish internships, and provide job leads and resources via email.

WEDD provided assistance with admissions application, registration, concurrent enrollment, financial aid information and application, transcript retrieval, and navigation of retrieval of the student’s online secure area.

WEDD provided outreach to K-12 by hosting and attending career fairs at BUSD, Baker USD, Silver Valley USD, Hesperia USD, Victor Valley USD, and Excelsior. We also provided an annual CTE summer youth program to approximately 65 middle school students. Held orientations to students and parents/guardians to provide information on CTE programs.

FKCE scheduled and provided 484 participants in 604 hours of training.

The Child Development program funds allowed WEDD to purchase textbooks and give stipends to students to assist them financially with their education.

DATE: October 6, 2014

ANNUAL UPDATE #2:

- A. Since the last annual update the Dean of Workforce & Economic Development position has been changed to Dean of Instruction-CTE/Workforce & Economic Development and is held by Sandi Thomas. The

Director, Career & Technical Education has been eliminated. THE DIRECTOR WAS ELIMINATED OR THE POSITION?

Due to the elimination of the Director, Career & Technical Education the CTE/WEDD department has the need for a Program/Office Coordinator to assist and help facilitate the programs and programming.

Outside of this the overall structure and Service Area/Administrative Unit Description and Overview has remained unchanged.

- C. The Foster and Kinship Care Education program continues to stay connected with County and local foster and kinship parents to provide up to date training. The program continues to collaborate with County of San Bernardino- Children and Family Services to ensure that their trainings meet their in-service training requirements. Maintain their classes are current on different bills and acts that affect their foster and kinship families. WHAT? I DON'T UNDERSTAND. For the 13/14 year the Foster and Kinship Care Education Program provided 604 hours of training to 567 participants.

The remainder of the "How we provide Services" remained unchanged.

3. Data

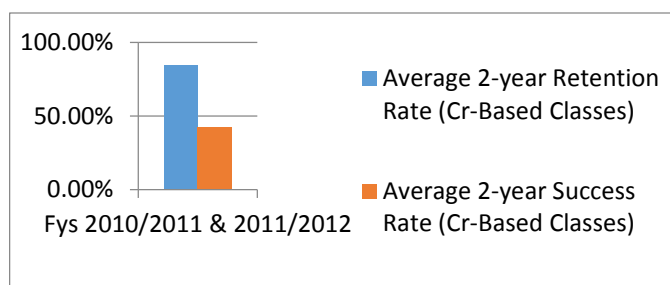
A. ASSESSMENT DATA

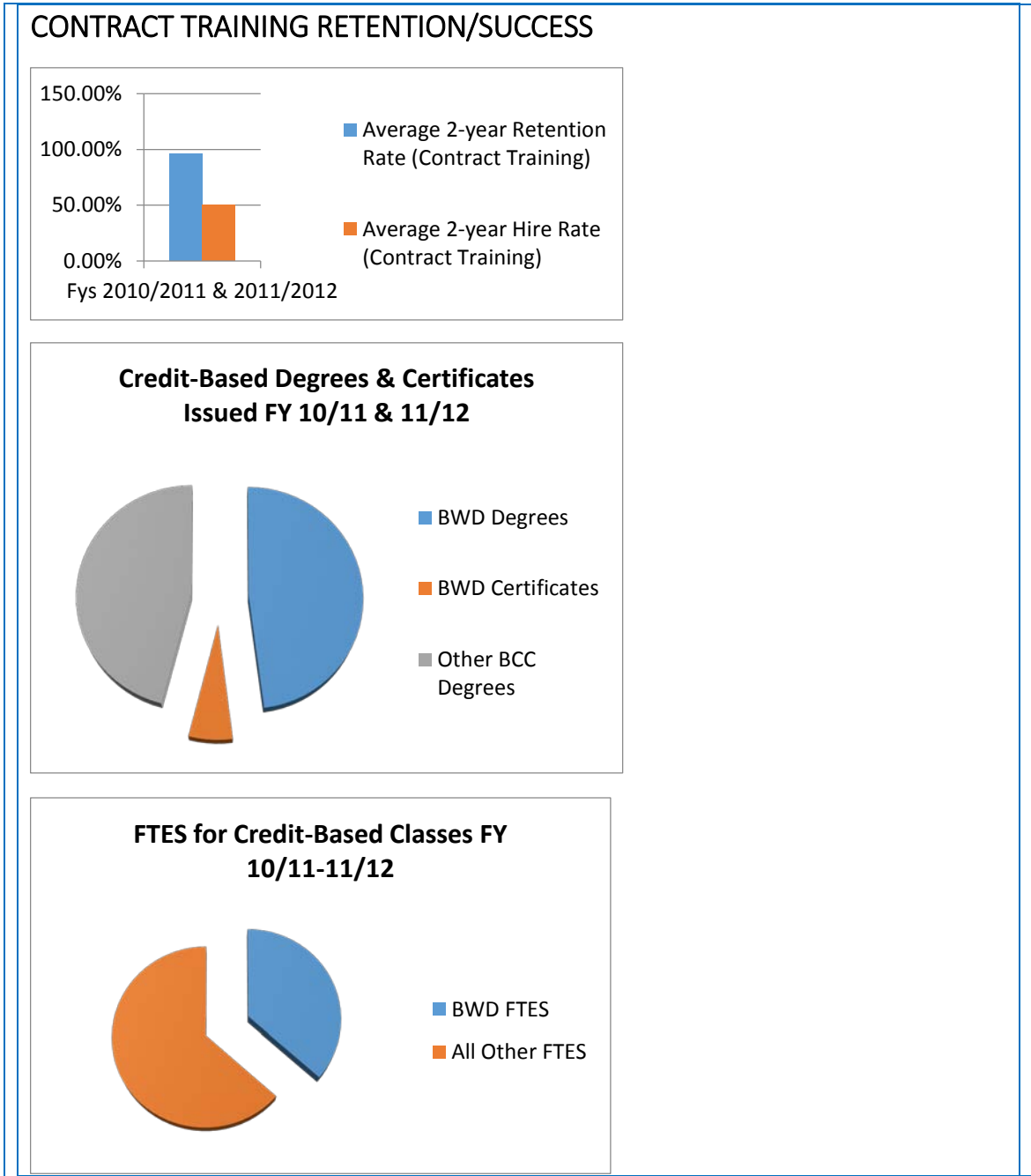
- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Completion Rates, Success/Retention Rates, Full-Time/Part-Time Service Professional Ration, FTES Targets, Student Engagement, other representative measurable data, Perkins Data, student/trainee satisfaction surveys.

- 2) Summarize the results of these measures.

CREDIT-BASED RETENTION/SUCCESS





B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

- 1) a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.
- b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

Programs have been amended to meet workforce needs. A facility was obtained that allowed for improvements in equipment and technology to improve instruction and that allowed us to offer contract training

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

Through Advisory Board meetings, we re-evaluated contracts that were no longer relevant based on what the college recommended. Through contract training, we provided programs based on workforce needs and began development of industry-requested credit-based programs. An improved hire rate was realized through assessment testing of participants. Feedback was utilized from contract employers to constantly realign programs.

Hire a data collection clerk to gather necessary information for assessment, hire additional full-time faculty, hold monthly staff development meetings, continually evaluate job descriptions to ensure positions are meeting the additional job duties, and continue to hold required advisory meetings.

DATE:

ANNUAL UPDATE #1:

3. A. 1. Quantitative and/or qualitative measures we use to gauge effectiveness of our unit.

We continue to use the quantitative and qualitative gauges outlined in the prior year's program review and have added trainee satisfaction survey. We have made our best attempt with limited staffing to collect and compile additional data. Having staff dedicated to this area could increase the effectiveness of the data collection process for the WEDD.

Questionnaires from industry partners and meeting minutes obtained from the Advisory Committee Meetings and Leadership Summits allow us to gauge whether we are meeting the industry needs of the community and our partners.

We were unable to obtain accurate FTES data from Campus Data for this reporting period (problem with data confirmed by phone conversation between Heather Calderon and Rhonda Sheffield).

3. A. 2. Summarize results of measures.

Our credit-based retention average for the 3-year period is down by 1/2%. Our credit based success rate has steadily increased each FY and is up by 6% over the last 3 years.

Credit based degrees and certificates issued have decreased by 10% over last year.

Contract training retention remained high at 96%. The average 3 year hire rate decreased to 38%. We achieved our goal of 90% satisfaction rate (ratings of good, very good, and excellent).

In 2011-12 FKCE served 242 participants and in 2012-13 they served 484 participants which is a 100% increase. In 2011-12 FKCE provided 441.5 hours of training and in 2012-13 they provided 604 hours of training. This is an increase of 37%.

3. B. 1. Summarize the progress made on SAO/AUO measures.

Goal #1 to provide quality education and training to meet the needs of employers in a timely and efficient manner was met by aligning 100% of our degree programs to a 2- or 4-semester format which is currently in the completion stage. We have made changes to our certificate programs to align them and are currently in the completion stage as well. We held an IMMT Advisory Committee Meeting with ten industry partners in attendance on October 15, 2013 and plan to implement an IMMT program that will meet the community and industry needs and improve economic growth. We are developing the IMMT program so that it is a national industry-recognized certification program through NCCER. Our welding department was recertified and is an AWS industry-recognized certification program. We continue to submit BAPs in our Program Review process to attempt to hire new full time faculty, most importantly a full time IMMT faculty instructor that will meet the needs of industry partners and provide a quality program that meets industry standards and brings additional revenue to the college. Additional full time instructors would increase course offerings, student learning outcomes assessment, retention, success, and meet the needs of our students. It would ensure that programs meet state and industry standards. We obtained our goal of obtaining a 90% student satisfaction rate, however, our hire rate for contract training was down. This was in part due to the state of the economy, unemployment rates and other uncontrollable factors. The trainees in these particular trainings are not prescreened for some factors that may exclude them from some employment opportunities (determined by Workforce Development Department (WDD)). Furthermore, due to lack of staffing, the figures might not be a complete representation of current employment data. Hiring a new FKCE specialist who promoted the program helped increase the numbers of participants, locations, and types of trainings and hours improved the training we were able to provide to foster and kinship parents and the public.

Goal #2 to provide state-of-the-art technology and other instructional equipment and tools to enhance student learning was achieved through the purchase of simulation equipment for several areas. When the electrical upgrade is completed in January, the equipment will be installed and the instructors will be trained.

Goal #3 to obtain external funding continues to be met through networking and partnering at conferences and seminars regionally and state-wide. With the loss of the Dean in this department and the changes in grant funding, we are currently reviewing our grants and contracts in order to align the needs of the college and the community to continue meeting the financial stability for our programs and the college. While there were no measurements established for this outcome, we continue to meet our financial obligations without relying on additional college funding.

3. B. 2. Describe any improvements made by your unit as a result of the outcomes assessment process.

After analyzing our Program Review update, we recognized the need to improve our assessment process by collecting additional data. We would like to collaborate with the Dean of Research to brainstorm processes for collection of data for credit

based and contract training programs, economic growth patterns, hire rates, and persistence rates of vocational programs since students drop when employment requirements are met which may not require a certificate or degree. It will be necessary to hire a data collection clerk to assist with the collection of data necessary to properly evaluate our programs.

We recognize the importance of holding annual CTE Advisory Committee Meetings for each department and an annual Advisor Committee Meeting with industry partners that will drive our direction/goals. We plan to ensure these meetings are held as required.

We plan to continue with the process of aligning our programs to 2- & 4- semester degrees and certificates until it is completed and hope this will increase the number of degrees and certificates issued. We plan to continue our outreach efforts through increased enrollment in the Summer Youth Program and attendance at Career Fairs and Expos to meet our grant deliverables through increased enrollment in CTE programs.

We plan to improve the electrical and internet capacity at our State Street vocational facility in order to get the simulation equipment operational and our faculty trained in the use of the equipment and software to improve student success and meet industry demands for more hands-on training.

We plan to hire a full time IMMT instructor in order to meet the needs of industry partners and provide a quality program that meets industry standards and brings additional revenue to the college through contract training. The on-hands simulation equipment and software programs that were purchased will support this program and meet industry requests for more on-hands training.

DATE:

ANNUAL UPDATE #2: 3. A. 2. Summarize results of measures.

CTE/WEDD credit-based class retention remains steady at 81.8% while our success rate continues to increase (53.3% for FY 13/14).

CTE/WEDD issued 41 certificates during FY 13/14 and 37% of the college's degrees were in vocational classes.

CTE/WEDD credit-based classes brought in 34.2% of the FTES for the college.

For the 13/14 year the Foster and Kinship Care Education (FKCE) Program provided 604 hours of training to 567 participants.

3. B. 1. Summarize the progress made on SAO/AUO measures.

Goal #1

The CTE/WEDD department has completed two year plans for all programs and are in the approval stages to be used by counselors and other BCC staff. Their development has been key in scheduling of classes and in keeping with our two

year schedules and providing students the courses needed for completion and student success.

The IMMT program has been developed completely and is just waiting for final approval from the Chancellor's Office. This includes the AS Degrees and Certificate of Achievements in both pathways of the program including Industrial Maintenance Mechanic and Industrial Maintenance Electrical and Instrumentation. A full-time instructor was hired for this program and we are scheduled to begin offering classes in the spring 2015 semester. This program will meet the need of industry partners and provide students with a career path in a growing and high-demand field in this region.

FKCE continues to grow their participants and number of hours. A new FKCE program specialist was hired and she continues to work to expand this program throughout their service area.

Goal #2

The state-of-the-art training simulators have been installed and simulation software has been purchased. The newly hired IMMT instructor as well as other instructors from related programs will be trained on these simulators and software and is scheduled to be implemented during the spring 2015 semester.

Goal #3

With the hiring of the permanent Dean we were able to continue to seek external funding from additional grants in collaboration with other regional colleges. New funding from additional grants in collaboration with other regional colleges are also in the application process. We have been granted two cohorts each of two separate customized trainings from the Workforce Investment Board (WIB). We have also had several donations from industry partners to improve and expand programs to continue to offer training and credit based courses to help meet their workforce needs and increase trainee and student success.

3. B. 2. Describe any improvements made by your unit as a result of the outcomes assessment process.

We continue to hold advisory committee meetings and build advisory committees for each of our programs that help inform our instructors and staff of industry changes that will direct our programs. These advisories include industry partners that will drive our direction/goals. We plan to ensure these meetings are held as required.

The CTE/WEDD department has completed two year plans for all programs and are in the approval stages to be used by counselors and other BCC staff. Their development has been key in scheduling of classes and in keeping with our two year schedules and providing students the courses needed for completion and success.

While some major electrical and internet work has been completed to support the IMMT program and the training simulators we are still needing additional electrical and internet improvements to support student success and growth.

We hired a full time IMMT instructor in order to meet the needs of industry partners and provide a quality program that meets industry standards and brings additional revenue to the college through contract training. The hands-on simulation equipment and software programs that were purchased will support this program and meet industry requests for more on-hands training. This program is scheduled to begin in the spring 2015 semester and we are currently recruiting for two contract education training programs to bring in additional revenue to the CTE/WEDD department to help with sustainability and to the college.

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

Procedure for obtaining signature/approval of requisitions, staffing requisitions, purchase orders, contracts, financial reports, etc. are lengthy and can take weeks or months.

No clear written policy exists to recruit, retain, and fairly compensate high quality contract trainers.

The inability to obtain timely approval of contracts, requisitions, purchase orders, financial reports, staffing requests, etc. affects WEDD's ability to meet demands in a timely manner.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Due to no changes or updates in policies, WEDD continues to experience delays in work flow and therefore changes and updates do need to be made. For example, an email sent in September was not responded to until November 26.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

The procedure for certifying reports to the Chancellor should be changed from the Budget Analyst to the WEDD Accounting Assistant or the WEDD Dean.

Procedure for obtaining all other paperwork should be expedited and should not exceed the deadlines.

A written policy should be in place that allows WEDD to recruit, retain, and fairly compensate high quality contract trainers.

DATE:

ANNUAL UPDATE #1:

A. Timelines are still crucial for our department and there have been some improvements. We have obtained verbal approvals to meet our contract training timeline demands. However, program 310-10/11 and program 323 final reports to the chancellor have not been certified by the administrative office. These reports were due 4/30/13. This may delay fund receivables and affect the cash flow of the college.

B. The procedure for certifying reports to the Chancellor has not been changed from the Budget Analyst to the WEDD Accounting Assistant or the WEDD Dean. Most of the time the quarterly reports have been certified by the administrative office in a timely manner.

Procedure for obtaining some paperwork has not been expedited and has exceeded the deadlines. For example, an invoice for the State St. lease has been in the administrative office for over two months pending a decision on payment. This could affect the relationships with our partners and success of our students.

DATE:

ANNUAL UPDATE #2:

5. Internal Factors (see Handbook for worksheet)

A. Strengths

Staff and Faculty. WEDD staff and faculty have developed and maintained a cohesive partnership structure with open communication and collaboration.

Facilities. Adequate space provides the ability to procure the tools, equipment, and updated technology to continue to expand our offerings to students and partners.

Distance Education. Classes are offered online, hybrid, and through video conferencing.

Curriculum. Some programs have been developed to meet professional and industry Standards through the National Center for Construction Education and Research (NCCER), American Welding Society (AWS), and the Division of Apprenticeship Standards (DAS).

B. Weaknesses

Insufficient Staffing. In order to meet external funding requirements and because of the rapid growth of WEDD, a reorganization and additional staff are desperately needed. Many current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. See reorganization chart Attachment D.

Distance Education. An updated, interactive website needs to be developed. Improvement in the internet capacity at the Career Education & Workforce Development Center is needed in order to meet the demands of new and emerging technology and to run programs and offices efficiently.

Instruction. The lack of full-time faculty to meet the program curriculum and paperwork demands in a timely manner. Lack of flexibility to obtain contract trainers at market rates and with the requisite skills and certificates to meet training demands

BCC Processes. The inability to obtain timely approval of contracts, requisitions, purchase orders, financial reports, staffing requests, etc. affects WEDD's ability to meet demands in a timely manner.

DATE:

ANNUAL UPDATE #1:

A. STRENGTHS:

Staff and Faculty. With the departure of the Dean of WEDD, our team has developed a new perspective and a renewed commitment to the college’s goals of integrity, respect and open communication with each other, the college, and the community.

One Full-time faculty position was hired for Automotive Program.

Facilities & Equipment. We improved our facilities by purchasing training simulators (waiting for installation), increased network capabilities and Wi-Fi, installed SMART Boards and an additional computer lab for use with the training simulators once installed.

Distance Education. Purchased simulation software to be used online when IMMT program is approved.

Curriculum. Industrial Maintenance Mechanic Technology (IMMT) courses have gone through the curriculum committee and an advisory committee must be held before approval by the Chancellor’s Office.

All CTE faculty members have identified Student Learning Outcomes (SLOs) and method of instruction to CTE courses.

Barstow Community College completed a survey at Fort Irwin and based off the results the three most desired programs are ADJU, CHLD, and MGMT.

Meeting Grant and Program Deliverables. WEDD continually meets grant deliverables and timelines on multiple grants.

- Perkins Title 1C Grant (program 0318): The intent of this grant is to develop the academic, career and technical skills of students who enroll in CTE vocational programs. WEDD will meet these fund requirements by:

Professional Development (faculty)
 Develop, improve, and expand use of technology in CTE programs
 Work-based Learning Experiences for Students
 Assessing Needs of Special Populations
 Improve quality of CTE Programs

- SB70 Grant (program 0310): The intent of this grant is to align and strengthen K-12 Career Technical Education (CTE) with community college programs organized around future labor market and industry needs. This grant funding will end in November 2014. WEDD has identified the following Pathway Sectors as the focus of the current grant cycle 1) Energy & Utilities (Electrical, HVAC, Environmental Tech) and 2) Transportation (Auto, Diesel, Logistics). WEDD’s plan to meet these goals includes the following:

Career Exploration beginning in middle schools
 CTE Pathway Development
 Internships with Industry
 Professional Development
 Career Fairs
 Strengthening Instruction through new technology and equipment
 Local and Regional Partnerships to increase sustainability
 Recruitment Efforts

- CTE Transitions: The intent of this grant is to facilitate the transition of CTE students from secondary to postsecondary to high skill, high wage, and high demand occupations. These annual funds are expected to continue until the Perkins Tech Prep program is reinstated. WEDD plans for use of these funds include:

Outreach/Career Exploration
Professional Development
Consortia Meetings
Articulation
Support for concurrent enrollment
Support for coordination of work-based learning/internships/placement at the postsecondary level.
- Rural School (program 0308): The WEDD delivered the requirements of this grant by outreaching to California rural high schools and providing them the opportunity to attend online course offerings at Barstow College since these resources are not available in their locations. We also provided participating schools funding for textbook purchases and tutoring/computer lab support. We assisted the school counselors and students in the admissions, concurrent enrollment, registration and other student services processes.
- CDTC Grant (program 0304): Child Development Training Consortium (CDTC) – we receive 200 units which equals \$5,000.00 that is to be used for our students who are currently working in the field of early childhood education. The grant is an incentive for students to get their permits and degrees in ECE. We have had this program for 4 years and have earned all the units each year. Last year we assisted 20 students.
- CEC Mentor Grant (program 0305): High Desert Regional - Mentor Program – Barstow College and Victor Valley College have collaborated to offer the Mentor Program for our students. This program is designed to provide quality mentors for our Practicum Students. The Mentor Program pays the Mentors a stipend for each student they mentor. The Mentors provide 108 hours of mentoring.
- Foster and Kinship Care Education (FKCE) Program:

The mission of the Foster and Kinship Education Program is to provide quality education and support opportunities to caregivers of children and youth in out-of-home care, so that these providers may meet the foster children’s educational, emotional, behavioral, and developmental needs.

In 2011-12 FKCE served 242 participants and in 2012-13 they served 484 participants which is a 100% increase.

In 2011-12 FKCE provided 441.5 hours of training and in 2012-13 they provided 604 hours of training which is an increase of 37%.

B. WEAKNESSES

External Funding: Due to the departure of the WEDD Dean, the transition period has affected our external funding. The departure causes a delay in writing and obtaining new grants and changes in management causes partnerships to be reestablished. Funding is also affected because we were unable to proceed with offering the IMMT curriculum and training on a regional and national level due to delays in electrical upgrades and an instructor to assist in the development of the program.

Insufficient Staffing: In order to meet external funding requirements and because of the rapid growth of WEDD, a reorganization and additional staff are desperately needed. Many current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. *See updated reorganization chart, Attachment A 12.13.*

Based on the results of the survey at Fort Irwin we need additional full-time faculty to meet military families' educational needs.

Need a full-time instructor for IMMT courses.

Facilities and Equipment: Electrical infrastructure and updating of internet capacity for training simulators not being completed has forced cancellation of classes and contract training.

Distance Education: Due to re-evaluating the direction of CTE this project has been put on hold.

Curriculum: Need to develop an advisory committee for the IMMT program for implementing credit based and contract training classes/programs.

All courses requiring pre-requisites need to be reviewed and submitted to tech review by October 1, 2013.

BCC Processes: Continues to be a work in process.

DATE: October 6, 2014

ANNUAL UPDATE #2:

A. STRENGTHS:

Staff and Faculty:

With the hiring of the full-time Dean of Instruction- CTE/ Workforce & Economic Development we have had the ability to continue to develop a new perspective and a renewed commitment to the college's goals of integrity, respect and open communication with each other, the college, and the community.

One full-time instructor was hired for our Industrial Maintenance Mechanic Technology (IMMT) program.

Facilities & Equipment:

The training simulators have been installed and will be utilized in future credit based and contract education training offerings. Additional equipment has been purchased for the automotive/diesel programs, welding, photography, IMMT/IM E&I, Child Development, and advanced computer software.

Distance Education:

All CTE/WEDD Instructors teaching online courses successfully completed Moodle training through the online office.

Barstow Community College developed a new program designed for the Department of Defense (DoD) aimed at out-of-state students. CTE/WEDD is working in collaboration with academics in creating a two-year pathway in Management/Business and looking at expanding the program to offer Administration of Justice.

Sandi Thomas and Nance Nunes-Gill are part of the Distance Education Committee at BCC.

Curriculum:

Industrial Maintenance Mechanic Technology (IMMT) courses have gone through the curriculum committee and approved by the Desert Regional Consortium and is pending approval with the Chancellor's Office. The 60 and 70 series levels of classes and several Certificates of Career Preparation have been approved. We are scheduled to offer this program during the spring 2015 semester.

Two-year plans have been developed for each CTE credit based program to provide students the opportunity to complete any CTE core courses within two-years leading to student success and ease in scheduling courses for the Dean of Instruction for CTE/WEDD.

Reviews of several programs within the CTE department have been completed to ensure they are staying current with industry trends and students success. Changes are being made to Logistics/Warehousing, Photography, Automotive/Diesel, and Child Development, and Electrical.

Meeting Grant and Program Deliverables:

WEDD continually meets grant deliverables and timelines on multiple grants.

SB70 Grant (program 0310): Funding expires in November. The deliverables for this fiscal year will be purchasing supplies and equipment for approved programs to provide higher quality educational offerings leading to program completion and student retention/success.

Rural School (program 0308): This program was a pilot program and we fulfilled the deliverables. The program was closed.

Ramp-up: This grant will focus on improving alignment of regional curriculum to streamline the educational path for students and promoting student engagement through workplace experiences and career technical student organizations.

Barstow Community College is collaborating with Mt. San Jacinto College in obtaining SB1070 grant approval. A two-year implementation plan for projected high school articulation activities is being developed.

Local area and regional business partners continue to seek customized and specialized training from Barstow College.

In 2012-13 FKCE served 484 participants and in 2013-14 they served 567 participants which is a 17% increase.

In 2012-13 FKCE provided 600 hours of training and in 2013-14 they provided 604.5 hours.

B. Weaknesses

We are trying to strengthen our relationships with our college and K-12 counselors to be able to provide both student populations with CTE degree and training opportunities. We feel counselors are ideal to provide information on our programs and opportunities since they sometimes are the first point-of-contact for students.

Insufficient Staffing:

Since the last annual update the Dean of Workforce and Economic Development position has been changed to Dean of Instruction- CTE/Workforce & Economic Development and is held by Sandi Thomas. **The Director, Career & Technical Education has been eliminated.**

Due to the elimination of the Director, Career & Technical Education the CTE/WEDD department has the need for a Program/Office Coordinator to assist and help facilitate the programs and programming. Without these additional duties being covered, the department would not be able to meet the needs of contract training, obtain additional grants, unable to meet deliverables of grants, and meet curriculum and articulation needs of the CTE/WEDD department due to the additional workload and reduced staffing.

Based on the results of the survey at Fort Irwin we need additional full-time faculty to meet military families’ educational needs.

We are in need of full-time faculty in the following areas: Business/Management, Administration of Justice, Child Development, and Welding. All areas except Child Development only have adjunct faculty, have high enrollment numbers, and having a full-time faculty member in these areas would help increase enrollment and build the program. Full-time faculty in these areas would be able to update curriculum, complete SLO’s and PLO’s, program reviews, build and strengthen advisory committees and explore internship and employment opportunities for students leading to students success, retention, and the transition into employment.

Facilities and Equipment:

In order to serve our students and trainees to the best of our abilities we still need additional electrical work in several of our bays at the State St. facility. Also, because of high enrollment in the Welding Program additional electrical infrastructure needs to be upgraded in order to install more welding machines to meet the needs of students and trainees. Adding additional electrical and increasing internet capabilities would help increase enrollment and growth in the programs. Updating the internet capabilities continues to be a weakness because it doesn’t efficiently serve our staff, students, and trainees.

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Partnerships. WEDD’s ability to respond rapidly to partnership needs results in a supportive collaboration and continues to expand the number of partnerships through customer satisfaction.

External Funding. WEDD has established prudent fiscal policies and procedures to ensure maximum utilization of external funding obtained through grants, contracts, and donations/support from partners.

B. Threats

- Funding availability, WEDD is dependent upon ability to obtain external funding, such as grants and contracts.
- Instructor availability, challenge to obtain qualified instructors and trainers who can meet specific requirements for the contract deliverables is further challenged by our remote location, timeframes for deliverables, and an inability to obtain qualified instructors at an equitable pay structure.
- Alignment with TMC transfer with some credit-based programs.
- Workforce Investment Board policies and procedures for contract training cause significant challenges, such as placement requirements for training participants and delays in issuing Purchase Orders and receiving payment for services.

DATE: October 1, 2013

ANNUAL UPDATE #1:

A. OPPORTUNITIES

Partnerships.

Excelsior Charter Schools Barstow Campus will be re-locating their campus onto the vocational training facility at State Street.

External Funding.

Exploring Employment Training Panel (ETP), FEDBID, and Grants.gov to find future funding to replace expiring grants.

An additional FY grant application for Southern California Edison (SCE) was submitted.

Contacting partners to consider additional Workforce Investment Board (WIB) funding for contract training.

Resources:

Having the Career Education and Workforce Development Center, qualified instructors and staff, and tools and equipment provides us an opportunity to meet our partner’s needs effectively.

B. THREATS

- With departure of the Dean position in the WEDD, we face challenges while the hiring process is conducted, staff is shortened, and employees are taking on new roles like identifying and writing grants to sustain our area.
- Still experiencing threats with Instructor availability, challenge to obtain qualified instructors and trainers who can meet specific requirements for the contract deliverables is further challenged by our remote location, timeframes for deliverables, and an inability to obtain qualified instructors at an equitable pay structure.

Meeting grant requirements and partner’s needs can be difficult with deadlines, policies, and procedures. Workforce Investment Board policies and procedures for contract training cause significant challenges, such as placement requirements for training participants and delays in issuing Purchase Orders and receiving payment for services.

DATE: October 6, 2014

ANNUAL UPDATE #2: A. OPPORTUNITIES

Partnerships

The opportunity exists to build upon the partnerships already established with area educational institutions and local business and industry. This will allow BCC to increase funding and future enrollments as well as fulfill the college’s mission to promote local economic development. **EVERYTHING BELOW IS SUPER STUFF, BUT YOU’RE WRITING WAY TOO MUCH. IF READERS OF YOUR PROGRAM REVIEW WANT DETAILS, LET THEM ASK.**

~~Excelsior Charter School’s Barstow Campus has relocated to Barstow College’s Off-Campus Site–The Career Education and Workforce Development Center located at 1501 State St. Barstow, CA 92311. This provides their students the opportunity to provide an easy transition to the post-secondary options available at BCC and opportunities for course articulation and students receiving dual credit.~~

~~Continued the partnership with California Steel Industries on their summer internship program providing Welding students and trainees completing our IMM related contract training education programs with paid summer internships and an opportunity to be retained as a full-time employee upon successful completion of the internship program.~~

~~Southern California Edison (SCE) has partnered with us for the Edison Scholar’s Scholarship program which provides scholarships to qualified students.~~

~~Several industry partners have made donations to the CTE/WEDD department to continue to improve our programs and services to meet some of their hiring needs.~~

~~Partnered with several local partners in making programs successful including the annual CTE Summer Youth Program and other career exploration and outreach events to increase awareness of CTE/WEDD programs and services.~~

CTE/WEDD provides skilled workforce programs and training to meet partner's hiring needs, providing incumbent worker training to increase skills of their human resources. Currently provide Diesel Technology courses to active military members at Fort Irwin to increase their skills needed for their current occupation and to provide more employment opportunities upon transitioning out of the military.

External Funding

Received ETP funding for two cohorts each of two different specialized contract education training programs from the Workforce Investment Board. New funding from additional grants in collaboration with other regional colleges are also in the application process.

Additional grant and contract training funding opportunities are continually being explored to provide funding to continue to offer programs and services to students, K-12 partners, and the public.

Partner donations, internship opportunities, and scholarship funding has been a great opportunity for the CTE/WEDD department to provide our service populations additional opportunities, new equipment and improved facilities, and assistance with their educational pursuits. JUST USE THESE TWO PARAGRAPHS AND YOU'VE WRITTEN ALL YOU NEED TO.

Resources

The College has the opportunity to continued investing into our programs has that provided us with a competitive advantage in the high desert. We by having a state-of-the-art facility equipped with training simulators and training simulator software. The State St. facility is a National Center for Construction Education and Research (NCCER) Accredited Training and Education Facility (ATEF) and many of our instructors are certified craft instructors which gives us an opportunity to provide industry recognized certification which are nationally recognized. We have the ability to provide American Welding Society (AWS) certifications for students enrolled in the welding program. All of these recent improvements and abilities provide us the opportunity to provide our students and trainees the best educational and training opportunities and meet the needs of our partner's effectively.

B. THREATS

With the hiring of the full-time Dean of Instruction- CTE/ Workforce & Economic Development we have had the ability to continue to develop a new perspective and a renewed commitment to the college's goals of integrity, respect and open communication with each other, the college, and the community.

However, due to the elimination of the Director, Career & Technical Education the CTE/WEDD department has the need for a Program/Office Coordinator to assist and help facilitate the programs and programming. Without these additional duties being covered, the department would not be able to meet the needs of contract training, obtain additional

grants, unable to meet deliverables of grants, and meet curriculum and articulation needs of the CTE/WEDD department due to the additional workload caused by reduced staffing.

We are in need of full-time faculty in the following areas: Business/Management, Administration of Justice, Child Development, and Welding. All areas except Child Development only have adjunct faculty, have high enrollment numbers, and having a full-time faculty member in these areas would help increase enrollment and build the program. Full-time faculty in these areas would be able to update curriculum, complete SLO's and PLO's, program reviews, build and strengthen advisory committees and internship opportunities for students and other required paperwork. THREATS ARE USUALLY FROM OUTSIDE THE INSTITUTION THAT THE INSTITUTION HAS NO CONTROL OVER. THE ADMINISTRATION DOES HAVE CONTROL OVER THIS. SO... I'M THINKING THAT THE RESULT OF NOT HAVE A DIRECTOR CAUSES "WEAKNESSES" AND/OR "OPPORTUNITIES" – WHICH YOU HAVE ALREADY ADDRESSED. THE THREAT I SEE IS INCREASED PRESSURE TO ADDRESS MANDATES FROM THE STATE AND FEDS FORCING AND/OR DRIVING IMPLEMENTATION OF PROCESS AND THE HIRING OF PERSONNEL NOT CURRENTLY PART OF OUR STRATEGIC PRIORITIES AND/OR MISSION.

7. Continuing Education/Professional Development

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

New program review item for 13/14, no previous information submitted.

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

New program review item for 13/14, no previous information submitted.

DATE: October 1, 2013

ANNUAL UPDATE #1:

A.

The Dean and Director of the WEDD have regularly attended meetings throughout the year at the local, regional, county, and state levels. Advisory meetings with instructors and related community/industry members are scheduled regularly. Furthermore, the Dean and Director have attended a variety of conferences, workshops, trainings, and been involved in other professional development activities throughout the 12/13 year such as future grants, regional consortium meetings, and upcoming sector navigators for the region.

B.

Management, Faculty, and Staff will continue to attend professional development training as recommended. This includes the continuing with the monthly Saturday CTE faculty meetings (covering program reviews and SLOs), conferences, workshops, institutional training and development meetings and workshops and other forms of professional development determined to assist in personnel

PROGRAM REVIEW:

development to better meet the WEDD's and Barstow College's mission and vision statements. A focus on cross-training of staff to better serve students and trainees. Some specific professional development areas we will be focusing on are ASE certification, grant writing development, AWS certification, exploring various electrical and HVAC certifications, OSHA certification, and NCCER certification. Staff development will also include communicating with tact and diplomacy, Moodle and website development, articulation development, and Access training to develop an inventory system.

DATE: October 6, 2014

ANNUAL UPDATE #2:

A.

Continuing education/professional development continued as described in the previous annual update for faculty, staff, and management in the CTE/WEDD department. CTE faculty meetings were provided through the 13/14 year in support of instructors and completion of required instructional paperwork. Articulation is moving forward with local K-12 districts and are in collaboration with representatives from the San Bernardino County Superintendent of Schools. All instructors teaching online courses for the CTE/WEDD have successfully completed Moodle training.

B.

CTE faculty meetings have resumed and been scheduled for the 14/15 year to provide instructional support. We are moving forward with NCCER certification, our site is currently an approved NCCER Accredited Training and Education Facility (ATEF) and with the hiring of the full-time IMMT instructor we will be sending him for NCCER Master Certification which will enable him to train our instructors reducing costs for re-certification of our instructors. With the shorter staff due to the elimination of the Director position CTE/WEDD staff continue to take on new roles and cross-train to meet the needs of the populations we service.

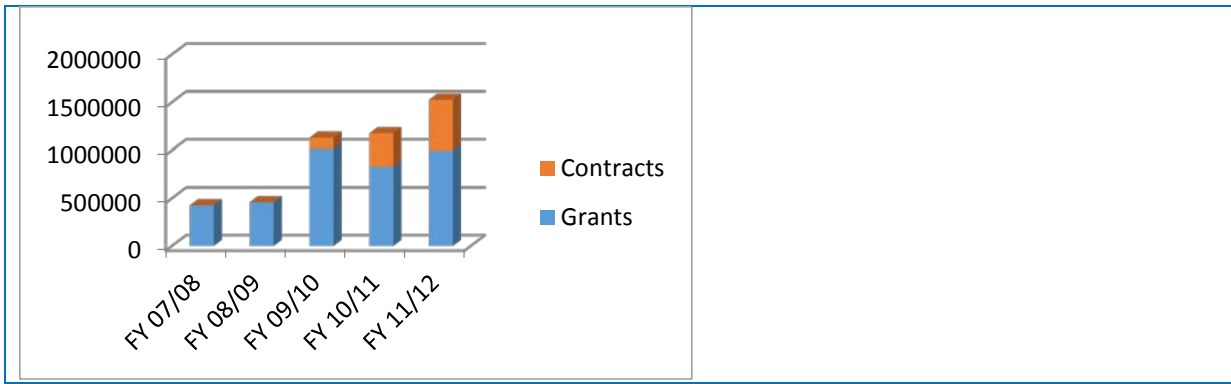
8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)

See Attachment C: PLO chart for prior year goals and objectives for FY 10/11 and 11/12.

WEDD has shown progress and rapid growth. External funding has steadily increased: \$2,701,123 in contracts and grants over this two-year period (see chart below). We have expanded the program to include contract training. We have obtained a career and technical education center and modernized the facility with equipment and technology.

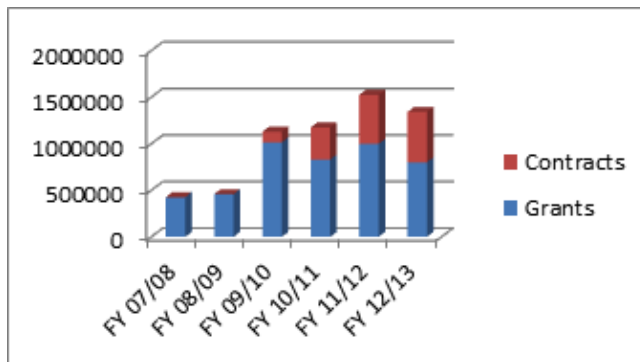
PROGRAM REVIEW:



DATE:

ANNUAL UPDATE #1:

Although Grants have decreased the WEDD continues to move forward with grant funding available while looking at new grant options. The WEDD continues to modernize the Career Education and Workforce Development Center including the purchase of training simulators and software. We continue to provide quality education and training to meet the needs of employers in a timely and efficient manner. To further meet their needs we also have built the IMMT program which will utilize the training simulators and software once installed. To most effectively implement the IMMT program a full-time instructor would be needed.



Grants decreased because:

- Rural grant gone \$75,000
- SB 70 decreased \$15,000

Supplemental gone \$130,000

DATE:

ANNUAL UPDATE #2:

Due to the change in management, contract training went down to \$3800 for FY 13/14. Grants also decreased to \$316,436 as funding from SB70 is completed and new funding applications for SB1070 are submitted to replace it. New funding from additional grants in collaboration with other regional colleges are also in the application process.

With funding available from the Workforce Investment Board (WIB) for customized contract education programs we are in the recruitment process for two trainings: 1) Industrial Maintenance Electrical and Instrumentation and 2) Supply Chain Management. We were approved for two cohorts of both of these trainings due to the demand and need for workers in these areas.

We continue to provide quality education and training to meet the needs of employers in a timely and efficient manner. To further meet their needs we also have built the IMMT credit based program which will utilize the training simulators and software. A full-time IMMT instructor was hired and all of the training simulators and simulation software have been installed. This will help better serve our service populations and meet our industry partner's needs.

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Provide quality education and training to meet the needs of employers in a timely and efficient manner.	#1 Provide certificate and degree programs	<p>a.) Review programs regularly to ensure they meet required standards. Provide 2- and 4-semester scheduling that allows students to complete a certificate in a 2-semester format.</p> <p>b.) Obtain ability to provide industry certifications that allow us to provide students and trainees with nationally-recognized skills.</p> <p>c.) Hold annual CTE advisory committee meetings to review credit-based programs to ensure they meet industry standards and needs.</p>	<p>100% of all programs will meet required standards.</p> <p>Will provide NCCER, AWS, and other industry-recognized certifications.</p> <p>Hold annual CTE advisory committee meetings and implement their recommendations where feasible.</p> <p>Hire Data Collection Clerk to collect data for assessment.</p>
		#2 Provide quality instruction and training.	<p>a.) Hire and compensate highly skilled contract trainers and full-time faculty.</p> <p>b.) Ensure students/trainees are equipped with the workforce skills necessary to obtain and retain employment. Continue to work with advisory committees to ensure we are meeting workforce skill needs.</p> <p>c.) Ensure instructors are completing the assessment required to meet college, State, and industry requirements.</p>	<p>Develop a new BCC policy that allows flexibility for recruitment and compensation of highly skilled contract trainers. Hire at least 4 new full-time faculty over the next 3 years in IMMT, MGMT, ADJU, and CHLD.</p> <p>90% of students/trainees enrolled in nationally-recognized industry-standardized programs will obtain certification.</p> <p>Develop and implement an employer and student satisfaction survey. Obtain a 90% satisfaction rate and a 75% hire rate. Hire a Data Collection Clerk to collect and track data. Hold annual</p>

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
				<p>advisory committee meetings and follow their recommendations.</p> <p>100% of CTE instructors will comply with the assessment process and with State and industry standards.</p>
		#3 Provide quality contract training.	<p>a.) Attain a hire rate of 75% for trainees completing the program.</p> <p>b.) Access and evaluate employer and trainee satisfaction.</p>	<p>Develop and implement an employer and trainee satisfaction survey. Obtain a 90% satisfaction rate and a 75% hire rate for contract trainees. Hire a Data Collection Clerk to collect data.</p>
	<i>Additional Information:</i>	<p>In order to meet external funding requirements and due to rapid growth of WEDD, a reorganization and additional staff are desperately needed. As a major revenue source, WEDD should be involved in the decision making of the college and participate in Cabinet. Some current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. This will allow for continued growth and expansion of all programs locally, statewide, nationally, and globally.</p>		
	DATE: <input type="text" value="OCTOBER 1, 2013"/>	ANNUAL UPDATE #1:	<p>Need to look into the status of NCCER certifications through Barstow College since changeover of leadership (Dean position) to fulfill the goal of 90% of students/trainees enrolled in nationally-recognized industry-standardized programs will obtain certification.</p>	
	DATE: <input type="text" value="OCTOBER 6, 2014"/>	ANNUAL UPDATE #2:	<p>NCCER Certification has been reviewed and our site was approved as a NCCER Accredited Training and Education Facility (ATEF) and with the hiring of the full-time IMMT instructor we will be sending him for NCCER Master Certification which will enable him to train our instructors reducing costs for re-certification of our instructors. This will allow us to fulfill the goal of 90% of students/trainees enrolled in nationally-recognized industry-standardized programs will obtain certification upon successful completion.</p> <p>We are in need of full-time faculty in the following areas: Business/Management, Administration of Justice, Child Development, and Welding. All areas except Child Development only have adjunct faculty, have high enrollment numbers, and having a full-time faculty member in these areas would help increase enrollment and build the program. Full-time faculty in these areas would be able to update curriculum, complete SLO's and PLO's, program reviews, build and strengthen advisory committees and internship opportunities for students and other required paperwork.</p>	
#2	Provide state-of-the-art technology and other instructional equipment and	<i>List all that apply:</i>	#1 Continue to Increase instructional technical capacity.	<p>a.) Provide additional hands-on skill development equipment and training simulators.</p> <p>Research and purchase simulation equipment and software for 1-2 programs.</p>

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
tools that will enhance student learning	1. Foster innovative learning environment 2. Provide successful college learning experience 3. Promote and support students engagement 4. Cultivate and enhance local partnerships 5. Attract/ develop excellent employees 6. Strengthen college planning/ decision making		b.) Provide simulation software	
		#2 Increase internet capacity to support high-tech labs.	Research and add additional equipment necessary to improve internet capacity.	Ensure that the career and technical education center internet connectivity runs efficiently in all areas of the facility
		#3 Embed simulation software and equipment in instruction.	Utilize simulation software and equipment in training/instruction.	Instructors will be trained in the use of new technology. All instructors in these programs will utilize the simulation software and equipment in their training/instruction.
<i>Additional Information:</i>				
DATE: OCTOBER 1, 2013	ANNUAL UPDATE #1:	The WEDD has met part of this goal by implementing some of the instructional equipment at the State St. facility including SMART Boards, secure Wi-Fi capabilities, increased internet connectivity (additional T1 line), and an additional computer lab. We have purchased the training simulators but are still waiting on approvals for the necessary electrical upgrades at the facility. This has delayed part of the goal in being completed in regards to providing additional hands-on skill development equipment and training simulators, training WEDD instructors/trainers on this equipment and utilizing the software and equipment in training/instruction.		
DATE: OCTOBER 6, 2014	ANNUAL UPDATE #2:	<p>The CTE/WEDD has completed the majority of this goal by getting the upgrades mentioned in last year's update and then completing the electrical upgrades required for installation of the training simulators and the purchase of the training simulation software to go along with the hand-on training simulators. This equipment and software is scheduled to be implemented during the spring 2015 semester along with the launch of the IMM/IME&I credit based programs.</p> <p>To continue to meet this goal and support growth and expansion of programs and to increase student success there are additional electrical requests for the welding department, increased internet speed, and some minor electrical work to correct overloaded circuits which cause interruptions to class when overloaded circuits cause the breakers to trip. These requests have been submitted in Budget Allocation Proposals.</p>		
#3 Obtain external funds to meet the workforce needs of employers.	<i>List all that apply:</i>	#1 Constantly review RFAs and RFPs for available funds.	a.) Apply for available funding.	Obtain sufficient funds to sustain growth of program, including increases in

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	1. Foster innovative learning environment 2. Provide successful college learning experience 3. Promote and support students engagement 4. Cultivate and enhance local partnerships 5. Attract/ develop excellent employees 6. Strengthen college planning/ decision making		b.) Maintain financial stability to be self-sustaining.	personnel, lease of facility, improvements in instructional equipment and technological advancement.
		#2 Establish and maintain partnerships locally, regionally, and statewide.	a.) Hire an Associate Dean to establish and maintain partnerships. b.) Attend and network at conferences and seminars for workforce development and attend regional and statewide meetings for workforce and economic development.	Hire an Associate Dean. Maintain current partnerships. Add 2 new partnerships through networking. Work with local K-12 partners to increase enrollment.
		#3 Write proposals for grants and contract training.	a.) Hire an Associate Dean so that time can be allotted to applying for additional grants and proposals for contract training. b.) Maintain a one-year salary reserve (currently, approximately \$850,000).	Sufficient grants and contracting training proposals will be obtained to continue financial stability for all WEDD programs.
	<i>Additional Information:</i>	In order to meet external funding requirements and due to rapid growth of WEDD, a reorganization and additional staff are desperately needed. As a major revenue source, WEDD should be involved in the decision making of the college and participate in Cabinet. Some current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. This will allow for continued growth and expansion of all programs locally, statewide, nationally, and globally.		
	DATE: OCTOBER 1, 2013	ANNUAL UPDATE #1:	Due to the departure of the WEDD Dean, the transition period has affected our external funding. The departure causes a delay in writing and obtaining new grants and changes in management causes partnerships to be reestablished. Funding is also affected because we were unable to proceed with offering the IMMT curriculum and training on a regional and national level due to delays in electrical upgrades. Due to external grants expiring, an aggressive approach to obtaining new funding needs to take place.	
	DATE: OCTOBER 6, 2014	ANNUAL UPDATE #2:	With the hiring of the full-time Dean of Instruction- CTE/ Workforce & Economic Development we have had the ability to continue to develop a new perspective and a renewed commitment to the college's goals of integrity, respect and open communication with each other, the college, and the community. This also provided the CTE/WEDD department the ability to continue to pursue obtaining external funds to meet the workforce needs of employers.	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			<p>We have Received ETP funding for two cohorts each of two different specialized contract education training programs from the Workforce Investment Board (WIB). There is also new funding from additional grants we have applied for in collaboration with other regional colleges are also in the application process.</p> <p>Additional grant and contract training fund opportunities are continually being explored to provide funding to continue to offer programs and services to students, K-12 partners, and the public.</p> <p>Partner donations, internship opportunities, and scholarship funding has been a great opportunity for the CTE/WEDD department to provide our service populations additional opportunities, new equipment and improved facilities, and assistance with their educational pursuits.</p> <p>However, due to the elimination of the Director, Career & Technical Education the CTE/WEDD department has the need for a Program/Office Coordinator to assist and help facilitate the programs and programming. Without these additional duties being covered, the department would not be able to meet the needs of contract training, obtain additional grants, unable to meet deliverables of grants, and meet curriculum and articulation needs of the CTE/WEDD department due to the additional workload and reduced staffing.</p>	
#4		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#5		<i>List all that apply:</i>	#1	
			#2	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#3		
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#6		<i>List all that apply:</i>	#1	
			#2	
			#3	
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1-3	All	Reorganization & Additional Personnel: Vice President, Workforce Development Associate Dean, BWD Associate Dean, WED Administrative Assistant Data Collection Clerk	In order to meet external funding requirements and due to rapid growth of WEDD, a reorganization and additional staff are desperately needed. As a major revenue source, WEDD should be involved in the decision making of the college and participate in Cabinet. Some current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. This will allow for continued growth and expansion of all programs locally, statewide, nationally, and globally.		\$300,000 (WEDD-funded)
1	2	BCC policy that allows flexibility for recruitment and compensation of contract trainers.	Allows for hiring of contract trainers that are not available locally.		None
1	2	Four new full-time faculty for BWD programs: <ul style="list-style-type: none"> IMMT instructor 	\$100,00 each position for a total of \$400,000	YES	

PROGRAM REVIEW:

		<ul style="list-style-type: none"> • MGMT instructor • ADJU instructor • CHLD instructor 	<p>RATIONALE: 13.6% of BWD faculty is full time. We need full time faculty in these disciplines to ensure state and industry standards are met and to fully invest in assessment and other requirements. Full time faculty in these positions will help the programs continue to grow and better meet the needs of our students in the areas of retention and success.</p>		
2	1-2	Purchase simulation software and equipment. Purchase equipment necessary to increase internet capacity at career and technical center. Obtain a WEDD website.	Enhance student learning and allow for global expansion		\$500,000 (WEDD-funded)
1-3	All	Cooperation from BCC Administration in establishing and implementing new policies and procedures for WEDD processes. A reasonable/timely response time from BCC Administration in processing WEDD requests and transactions.	An ability to process transactions and establish policies that will allow WEDD to meet the rapid demands of employers is essential to the success of the department.		None

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1-3	All	Reorganization & Additional Personnel: Associate Dean Office Coordinator Part-time Data Collector See proposed organizational chart, Attachment A 12.13.	In order to meet external funding requirements and due to rapid growth of WEDD, a reorganization and additional staff are desperately needed. As a major revenue source, WEDD should be involved in the decision making of the college and participate in Cabinet. Some current staff positions	No	\$400,000 (WEDD-funded)

PROGRAM REVIEW:

			need to be upgraded to reflect the increased responsibilities and duties they are currently providing. This will allow for continued growth and expansion of all programs locally, statewide, nationally, and globally		
1	2	Still seeking BCC policy that allows flexibility for recruitment and compensation of contract trainers.	Allows for hiring of contract trainers that are not available locally.	No	None
1	2	Four new full-time faculty for BWD programs. Have received one full-time position-automotive, seeking for 4 additional including a full-time IMMT instructor for once curriculum is implemented. Three additional instructors for future growth in the BWD. Four new full-time faculty for BWD programs: <ul style="list-style-type: none"> • IMMT instructor • MGMT instructor • ADJU instructor CHLD instructor	\$100,00 each position for a total of \$400,000 RATIONALE: 13.6% of BWD faculty is full time. We need full time faculty in these disciplines to ensure state and industry standards are met and to fully invest in assessment and other requirements. Full time faculty in these positions will help the programs continue to grow and better meet the needs of our students in the areas of retention and success.	Yes	\$400,000
2	1-2	We purchased simulation software and equipment for approximately \$225,000. The equipment to improve the internet capacity for the new simulation equipment is still pending. We have installed an additional T1 line to increase internet capabilities and a secure Wi-Fi connection. Current plans to obtain a WEDD website have been put on hold.		No	\$150,000 (WEDD-funded)
1-3	All	Still in need of cooperation from BCC Administration in establishing and implementing new policies and procedures for WEDD processes. A reasonable/timely response time from BCC Administration in processing WEDD requests and transactions. We are optimistic of these processes being improved with changes in new administration.	An ability to process transactions and establish policies that will allow WEDD to meet the rapid demands of employers is essential to the success of the department.	No	None

ANNUAL UPDATE #2:

DATE: October 6, 2014

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1-3	All	<p>Changes to personnel: Add a CTE Office/Program Coordinator.</p> <p>Rationale: Due to the elimination of the Director, Career & Technical Education the CTE/WEDD department has the need for a Program/Office Coordinator to assist and help facilitate the programs and programming. Without these additional duties being covered, the department would not be able to meet the needs of contract training, obtain additional grants, unable to meet deliverables of grants, and meet curriculum and articulation needs of the CTE/WEDD department due to the additional workload. Additional information is provided on BAP.</p>	\$61,000	Yes	CTE/WEDD Grants and Contract Training Funds.
1	2	<p>BCC policy that allows flexibility for recruitment and compensation of contract trainers. I DON'T SEE HOW THIS IS A RESOURCE REQUEST. CAN'T THIS BE AN OPPORTUNITY OR WEAKNESS?</p> <p>Allows for hiring of contract trainers that are not available locally.</p>	N/A	No	N/A
1	2	<p>Four new full-time faculty for the following CTE/WEDD programs:</p> <ul style="list-style-type: none"> • Management/Business • Welding • Administration of Justice • Child Development <p>Rationale: Our request is for four additional full-time instructors that would require ongoing funding. The requests are being made to enhance and support programs offered through CTE that will promote student success and retention.</p> <p>As our programs continue to grow, these are areas being identified that we need additional support in order to</p>	\$400,000	Yes	

PROGRAM REVIEW:

		better meet the needs of our students and create a learning environment that provides them with the opportunity to be successful. These areas were identified in review: course offerings/student learning outcomes assessment, retention and success, and successfully meeting the needs of our students.			
1-2	Goal #1: 1-3 Goal #2: 1-3	Our request is to increase the internet capacity at the State St. site in order to effectively serve students, trainees, and staff to foster program growth and students success. Also, to continue to meet the goals and objectives outlined in our original action plan.	\$60,000	Yes	CTE/WEDD Grants and Contract Training Funds
1-2	Goal #1: 1-3 Goal # 2 1,3	Our request is for additional electrical infrastructure primarily in the welding department and minor electrical work in some of the bays at State St. This will help with growth of the Welding department which is over capacity currently. This will help with student success by allowing the department to grow and more students can take advantage of the welding program. The minor electrical work needs to be completed to effectively run the programs we offer here without interruption due to circuits being overloaded an breakers tripping causing an interruption to the class.	\$50,000	Yes	CTE/WEDD Grants and Contract Training Funds

PLOs – Workforce & Economic Development Department
FY 10/11 & 11/12

GOAL	OBJECTIVE	ACTION/TASK	END RESULTS
Provide quality education and training to meet the needs of employers in a timely and efficient manner.	Provide Certificate and degree programs	Review programs regularly to ensure that it meets required standards and is offered sequentially. Hold annual advisory meetings to review curriculum, ensuring it meets industry needs.	Developed 2-year plan for all BWD programs and completed 20% of the program reviews (low rate due to lack of full time faculty). Held monthly CTE instructor training sessions on instruction and assessment processes. Provided 1 Instructor Craft Training Program to allow instructors to certify students (BWD & CTEWD). Held annual Advisory Committee

PROGRAM REVIEW:

			meeting in spring 2012 (BWD & CTEWD). A 4-year series schedule has been developed to meet the two-year cycle (BWD).
	Provide quality instruction and training	<p>Obtain and fairly compensate highly qualified trainers and full-time faculty.</p> <p>Ensure training meets employer standards.</p> <p>Ensure students/trainees are equipped with the workforce skills necessary to obtain and retain employment.</p> <p>Ensure instructors are assessing SLOs to continually develop program instruction.</p>	CTEWD brought on additional trainers to meet workforce training needs. Have recruited outside of our demographic area to obtain highly skilled trainers. We have requested additional full time faculty for BWD classes. Consistent communication with employers and Advisory and monthly MEAC meetings were held. Consistently working with employers and Advisory committee members to meet the needs of employers, national certification, and State requirements. 100% of the full time faculty are assessing their SLOs.
	Provide quality contract training	Attain a hire rate of 75% for trainees completing the program.	We obtained a 50% success rate on employment.
Provide a career and technical education facility that utilizes state of the art technology and other instructional equipment and tools that will enhance student learning.	Obtain career and technical education facility that will provide ample space for growth.	<p>Search for facility</p> <p>Network</p> <p>Establish partnerships</p>	A new career and technical education facility was obtained through partnership with Excelsior Schools.
GOAL	OBJECTIVE	ACTION/TASK	END RESULTS
	Obtain equipment and instructional tools and technology that will engage students/trainees and improve learning.	<p>Update technology</p> <p>Continue to obtain instructional tools and equipment.</p> <p>Obtain donations.</p>	Additional student tables and chairs were purchased, computers, whiteboards, etc. Increased the instructional equipment in each training bay. Obtained donations (cash and equipment) from partnerships (Santa Fe Railroad, Molycorp, Southern California Edison, Verla Stark, College of the Desert) and Southwest Gas).
Obtain external funds to meet the workforce needs of employers.	<p>Constantly review RFAs and RFPs for available funding.</p> <p>Establish and maintain partnerships locally, regionally, and state-wide.</p>	<p>Apply for available funding</p> <p>Financially self-sustaining.</p>	\$1,828,064 in grants \$871,959 in contracts was obtained during this period. WEDD was self-sustaining during this period.

PROGRAM REVIEW:

	Establish and maintain partnerships locally, regionally, and state-wide.		Our pricing structure was designed to cover increases in staffing needs and provide adequate compensation for existing staff with increased responsibility and duties due to rapid growth.
	Write proposal for grants and contract training.		Adequate funding was obtained.

ATTACHMENT C



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

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

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

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

Fort Irwin provides opportunities for personal growth, educational achievement and career preparation in an environment that accepts and promotes diversity through professionalism for the Active Duty Soldiers and family members. Student Services advocates for students; enhances educational experiences through provided services; fosters success and promotes student growth and development through partnerships within the college and in the Fort Irwin community.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

Fort Irwin will provide and maintain quality academic and student services programs that will meet or exceed 90% customer satisfaction. Provide learning programs and create an environment that will ensure student success. This will be done by promoting awareness, interest and greater access to a more diverse academic curriculum and support services.

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

The Fort Irwin campus mission and vision is the same as the Barstow College main campus. We are one college regardless of distance. We follow the same policy and procedures and provide the same programs and services as the main campus to promote critical thinking, communications, personal and professional responsibility, and global awareness.

DATE: 10/16/13

ANNUAL UPDATE #1: No changes

DATE: 10/07/14

ANNUAL UPDATE #2: We have incorporated the Barstow Community values into the Mission and Vision of our unit.

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

Barstow College – Ft. Irwin has a Director of Military Programs and is supported with two A & R specialist that work in the area enrollment management, financial aid and provide additional support and services when needed. In addition, we have one full-time counselor and two part-time counselors who assist students and develop their education plans while attending the college to insure student success and retention. We have two tenured full-time faculty assigned to the campus that help and support the dozens of adjunct-faculty assigned here through out the academic year. Recently, a tutor has been hired and assigned to Fort Irwin to provide academic support for students needing help with their course work. All of personnel report to the Director who in turn reports to the VP of Student Services. Our clientele is primarily active duty service members, dependents and contractors stationed at Ft. Irwin.

We provide the same services as the main campus. This includes enrollment management, financial aid, business, counseling, tutoring and instructional support. Our business hours are from 07:30 to 17:30 Monday through Friday. Residential classes run from 11:30 to 21:50 Monday through Thursday and we offer at least one rotational class per semester. In addition, we do offer hybrid and online classes and services to our clientele.

DATE: 10/16/13

ANNUAL UPDATE #1: Barstow College – Ft. Irwin has a Director of Military Programs and is supported with one Student Services specialist that work in the area of enrollment management, financial aid, instructional and counseling support, marketing/recruitment and provide additional support and services when needed. In addition, we have one full-time counselor and two part-time counselors who assist students and develop their education plans while attending the college to insure student success and retention. We have two tenured full-time faculty assigned to the campus that help and support the dozens of adjunct-faculty assigned here through out the academic year. A tutor has been assigned to Fort Irwin to provide academic support for students needing help with their course work. All personnel report to the Director who in turn reports to the VP of Academic Affairs. Our clientele is primarily active duty service members, dependents and contractors stationed at Ft. Irwin.

We provide the same services as the main campus. This includes enrollment management, financial aid, business, counseling, tutoring and instructional support. Our business hours are from 07:30 to 17:30 Monday through Friday. Residential classes run from 11:30 to 21:50 Monday through Thursday and we offer at least one rotational class per semester. In addition, we do offer hybrid and online classes and services to our clientele.

DATE: 10/07/14

ANNUAL UPDATE #2: We have reduced the part-counselors on site by one.

3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Satisfaction survey through base survey and ICE comments. Student contacts

- 2) Summarize the results of these measures.

Through the base survey students gave Barstow a 98.9% positive response to our programs and services. Student contacts tend to be negative often concerning faculty. I am implementing a student evaluation for all faculty and courses offered at the Ft. Irwin campus.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

- 1) a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.
- b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

We have developed a new assessment tool for student evaluation of faculty and course work. Increased service hours by 20% for our student body. Expanded the Desert University offerings to meet General Farrell's education initiative. We continuously assess and evaluate data and feedback provided by the students, faculty and staff to improve services and programs we offer at this site location.

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

Improved accuracy of the financial aid process through electronic submission. Cross-trained all staff members to become certified PearsonVu, Dantes and CLEP proctors to insure consistent and regular scheduled testing dates. Cross-trained staff in GOARMY.ED to insure timely service for active duty service members. More diverse course offerings.

DATE: 10/16/13

ANNUAL UPDATE #1: No change.

DATE:

ANNUAL UPDATE #2: No Change.

4. Policies & Processes

- A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

We adhere to the same policies and procedures as the main campus and consider them a part of our routine business practices.

- B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

None

- C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

The catalog needs to be current.

DATE: 10/16/13

ANNUAL UPDATE #1: No change.

DATE: 10/07/14

ANNUAL UPDATE #2: Minimal effect.

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

The Fort Irwin Campus is doing well. We have a committed faculty and staff providing excellent class instruction and services. We have developed a culture of servant leadership towards the students. That is why our last student survey gave us a 98.9% customer satisfaction rating.

B. Weaknesses

Communications between the main campus and our site could be better. Not all information is relayed to our site from the different departments at the main campus.

DATE: 10/16/13

ANNUAL UPDATE #1: No change.

DATE: 10/07/14

ANNUAL UPDATE #2: I have attended more meetings on the main campus which has allowed for better communication concerning new processes and procedures

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

At this time we have few budget constraints, this campus is run in a very efficient manner. We have been provided adequate resources to meet the college's academic and student service objectives. We have received a 90% + customer satisfaction rating over the past year.

We are the only community college on base, so there is little or no competition.

Barstow College has an articulation agreement with Park College which allow our students to transfer directly to their program. In addition, we provide AA-T and an AS-T degree that is accepted by the Cal State system.

Meeting requirements, policies and standards imposed by the Dept of Ed, DoD, SOC, VA, State of California and the base are just part of doing business.

Ft. Irwin is very isolated and for the most part our customers are already employed by the DoD. However, we do try to keep up with employment trends and job requirements.

B. Threats

Meeting requirements, policies and standards imposed by the Dept of Ed, DoD, SOC, VA, State of California and the base are just part of doing business.

Ft. Irwin is very isolated and for the most part our customers are already employed by the DoD. However, we do try to keep up with employment trends and job requirements.

DATE: 10/16/13

ANNUAL UPDATE #1: No change.

DATE: 10/07/14

ANNUAL UPDATE #2: We have worked with CTE and established an automotive program on base. However, the ESO is looking at other community colleges to provide other education programs that we do not offer. Currently, the ESO is working with Victor Valley Community College to provide a LVN program.

7. Continuing Education/Professional Development

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

This questions was not in original PR.

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

Attend CCME to keep current on all DoD initiatives related to education

DATE: 10/16/13

ANNUAL UPDATE #1: No change.

DATE: 10/07/14

ANNUAL UPDATE #2: This year Jaime Rodriquez was sent to Dallas, TX to attend the national VA conference.

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)

No original response.

DATE:	10/16/13
ANNUAL UPDATE #1:	No change.
DATE:	10/07/14
ANNUAL UPDATE #2:	Attend new comers briefings every Friday to increase awareness with the soldiers and dependents

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Provide excellent customer service	<i>List all that apply:</i> 1, 3, 5	#1 Training	<ul style="list-style-type: none"> Identify training needs Schedule 	Monthly training program
			#2 Improve customer satisfaction	<ul style="list-style-type: none"> Identify appropriate conference or workshops to attend Provide time and resources for employees 	Attend conferences or workshops
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text" value="10/07/14"/>	ANNUAL UPDATE #2:	<input type="text" value="Ceri, Jaime and Randy have been attending workshop and training at the main campus on a regular basis."/>		
#2	Promote awareness, interest and access.	<i>List all that apply:</i> 1, 2, 3, 4	#1 Market & Advertise	<ul style="list-style-type: none"> New brochure Radio production Place advertisement 	Increased enrollment
			#2 Community Outreach	Newcomers Briefing	Community awareness
			#3 Availability	Flex schedule	Increase operational hours
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text" value="10/07/14"/>	ANNUAL UPDATE #2:	<input type="text" value="We have developed a new marketing brochure for the Fort Irwin program, we have done more outreach with dependents and have expanded our operational hours"/>		
#3	Improve college programs through systematic evaluations	<i>List all that apply:</i> 1, 3, 6	#1 Planning	<ul style="list-style-type: none"> ICE comments Ft Irwin Ed Survey 	2-year schedule
			#2 Quality faculty	<ul style="list-style-type: none"> Identify needs through assessment Provide expert trainer 	Adjunct faculty training

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			<ul style="list-style-type: none"> Schedule training 	
		#3		
<i>Additional Information:</i>				
	DATE: <input type="text" value="10/16/13"/>	ANNUAL UPDATE #1:	Objective #3: Assessment Actions Tasks: Continuous program review Outcome: Services and educational products	
	DATE: <input type="text" value="10/0714"/>	ANNUAL UPDATE #2:	No Changes	
#4		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#5		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#6		<i>List all that apply:</i>	#1	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#2		
		#3		
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
#1	#1	Time and Travel	\$500.00 annually		
#1	#2	Money	\$4,800.00 annually		
#2	#1	New brochure	\$1,000		
#3	#2	Training	\$2,000		

ANNUAL UPDATE #1:

DATE: 10/16/13

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
#1	#1	Time and Travel	\$1,000 annually	no	
#1	#1	Two CPUs	\$2,400		
#1	#2	Money	\$7,200 annually		
#2	#1	New brochure	\$1,000	no	
#3	#2	Training	\$2,000		

ANNUAL UPDATE #2:

DATE: 10/07/14

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
#2	#3	Video Conference Unit	9,048.00	Yes	



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

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

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

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

The mission of the HR Department is to recruit, employ and retain a highly qualified and diverse workforce; facilitate an environment for positive labor and employee relations; provide quality customer service for employees, students and the public; and to provide employees a safe and healthy work environment.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

The vision of the HR Department is to have increased efficiencies and effectiveness of services provided thru the improvement and incorporation of technology in automating existing processes, to have in place updated procedures, and to have new processes in place which provide a higher, more accurate and quicker level of service.

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

HR Department's mission and vision aligns and contributes with the college's mission and vision by recruiting, employing and retaining a highly qualified and diverse workforce and providing them with a positive work environment which reduces stress and distractions resulting in a better prepared and focused workforce to carry out the college's mission and vision.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

The Human Resources Department consists of the Associate Vice President of Human Resources, Human Resource Technician, and Human Resource Assistant.

The Associate Vice President (AVP) serves as the Chief Human Resource Officer who reports directly to the Superintendent/President. The AVP is responsible for all operations which fall under human resources which include advising the Superintendent/President on personnel matters, recruitment and screening, negotiation of labor contracts, labor relations, handling grievances, employee complaints, handling sexual harassment & discrimination cases, personnel policies and procedures, employee professional development and training, employee recognition, employee evaluation scheduling and tracking, employment, handling discipline cases, administering layoffs and reorganizations, and leave tracking.

The Human Resource Technician provides technical expertise and assistance in administering employee benefits, health & welfare benefits, workers compensation, recruitment and selection, preparation of Board reports, labor negotiations recorder, drafting official correspondence and letters, and customer service.

The Human Resource Assistant provides customer service, processes employment documentation, processes faculty and management contracts, tracks evaluations, labor negotiations recorder, filing and record keeping, and inputs employee absences.

Human Resources primary customer are the employees of the district. HR also provides services to the public though permanent and temporary job opportunities. Human Resources provides services to students through the student worker programs and in handling any sexual harassment or discrimination complaints.

Human Resources provides service through contact with our customers via face to face, phone, email, fax, and letter. These services are provided by use of phone, computer, copier, fax, printer, and scanner operations. Services are also provided through several human resource information systems (HRIS) such as the employee leave and tracking systems (ELTS), Microsoft excel for evaluation tracking, Employee Position Information Collaborative System (EPICS) for position control, (Best net) for employee self-service, (KICKs) for dental benefits, and (VSP) for vision benefits.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

- Time required for recruitment and selection
- Retention rate
- Employee demographics (diversity measurement)
- Evaluation completeness rate
- # of grievances submitted/resolved
- # of sexual harassment/discrimination complaints
- # of workers compensation cases
- Customer survey of HR services
- Accuracy of HR Reports
- Accuracy of HR Data
- Timeliness of in-putting data

2) Summarize the results of these measures.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

- 1) a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.
- b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

DATE:	
ANNUAL UPDATE #1:	
DATE:	
ANNUAL UPDATE #2:	

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

- 1. Revised position requisition process and forms
 - 2. Revised temporary agreement process and form for hiring temp hourly and professional experts.
 - 3. Revised process of processing time cards, absences, and overtime.
 - 4. Review and improvements to recruitment and screening process

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

- 1. The process change is relatively new and has not been fully evaluated. The change has required several hours of management training on how to complete and route the forms. The process has provided a path for the proper request of a new or replacement position and better tracking.
 - 2. The process change is relatively new and has not been fully evaluated. The process has allowed for better documentation and tracking of all of our temporary employees. This new process also allows us an improved method to ensure compliance with employment law under education code.

- 3. This is a change in work flow which better allows HR to track employment compliance and proper use of leaves. It has/will significantly increase the work load in HR but no data has been obtained at this point.
- 4. Revising/updating the recruitment and screening process will enhance the level of our qualified applicant pools, ensure compliance to Title 5 and EEO regulations, and ensure we have a well-qualified and diverse work force.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

Several "in house" processes need reviewed and updated as necessary to ensure compliance with law, regulations, Board policies, and CBA agreements. We need to review how we schedule and track employee evaluations, improve onboarding procedures and record keeping, eliminate unnecessary processes, review timecard requirements for salary personnel, improve leave tracking and accountability, implement technology to stream line processes and improve tracking and reporting capabilities.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

Customer service, HR knowledge, planning, experienced staff, handling complaints and employee issues, repore with faculty and staff.

B. Weaknesses

Ability to provide timely and accurate reports, organization, appropriate level of staffing for workload, too many manual processes, outdated or lack of policies and procedures, lack of automated processes and data, data integrity, tracking of employee certifications, evaluations, training, leave and absences, lack of access to faculty assignments, faculty assignments not fully automated and inaccurate. Lack of records in regard to employee and safety training/certifications.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Available software for applicant tracking, on-boarding, evaluations, and HRIS core system.
Training opportunities for HR staff at ACHRO, WRIPAC job analysis, NEOGOV clients, ACHRO Leadership Academy, BCC Leadership Academy.
Opportunity for cost savings in exploring internal LiveScan services

B. Threats

Inadequate staffing for maintaining current workload and for making necessary improvements in HR processes and systems.
Inadequate staffing to provide mandatory safety compliance, programs, and training.
Timely implementation of software systems
Current budget level for HR
Unexpected and unpredictable legal and investigative services

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

ACHRO Conference, ACHRO Leadership Academy, Liebert, Cassidy, and Whitmore Legal Consortium Training, Management Training, HR Staff Training.

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

ACHRO Conference, ACHRO Leadership Academy, Liebert, Cassidy, and Whitmore Legal Consortium Training (monthly), WRIPAC Job Analysis, NEOGOV Client Conference, Management Training, HR Staff Training.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

N/A – goals or objectives identified on previous program review incorporated into this full program review, previous program review was incomplete.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	To have a fully automated system which allows for on-line application submission and tracking through the recruitment and screening process. Greatly increasing the efficiency of the process and attracting a larger, more qualified, and diverse pool.	<i>List all that apply: Directly: Priority #5 and #6 Indirectly: All</i>	#1 Populate applicant tracking system	Manually import classifications, position information, job descriptions, etc...	System fully populated and ready to test.
			#2 Test run applicant tracking system	Run several trial postings and test applications in training mode.	Successful trial runs without errors.
			#3 Implement applicant tracking system (go live)	Evaluate testing phase. Post first live announcement	Successful recruitment and screening using new applicant tracking system.
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	For employees to have access to an accurate “real time” sick and vacation leave balance which is accurate.	<i>List all that apply: Priority #3 and #6</i>	#1 Transfer absence information into the employee leave and tracking system	Manually import absence information from 2013/14 FY into ELTS	Absence data fully entered into ELTS
			#2 Establish process for receiving employee absences and entering into ELTS	Write process and develop forms for accurate tracking and inputting of absence data. Communicate and train staff on process.	Process and forms in place. Staff fully trained on process and forms. Absences being accurately tracked and entered.
			#3 Eliminate time cards for salary personnel	Process for submitting and inputting absences implemented.	Employee absences being accurately tracked. HR-payroll interface in place.
<i>Additional Information:</i>					
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ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	All Board Policies and Procedures under chapter 7 (HR) provide	<i>List all that apply:</i> <i>All</i> <i>BOT Goal #IV</i>	#1 Update all Board Policies and corresponding Administrative procedures related to HR.	Review Board Policies and Administrative procedures, make recommended edits/changes as needed.	# of Policies and Procedures reviewed and updated.
			#2 Take recommendations thru participatory governance and Board of Trustees.	Submit recommendations to Admin Cabinet, PSGC, and other contingency groups as necessary. Submit to Board for approval.	# of Policies and Procedures submitted to participatory governance and the Board. # of Policies and Procedures approved by the Board
			#3 Implement updated policies and procedures.	Communicate to staff as appropriate new policies and procedures.	# of reviewed/updated Policies and Procedures implemented.
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
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#4	Implement an HRIS which negates the necessity of several software systems and manual tracking, and provides reporting functions.	<i>List all that apply:</i> <i>BOT Goal #VIII</i> <i>President's Goal #10</i>	#1 Complete training phase of HRIS implementation	Complete training modules for NEOGOV HRIS core system.	# of training sessions completed
			#2 Complete input of data and run test.	Input all personnel and position information.	Amount or percentage of data entered.
			#3 Implement HRIS	Evaluate test run and make adjustments as required.	# of successful test results compared to # of failed test results. System implement.
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#5	Implement onboarding software and evaluation	<i>List all that apply:</i>	#1 Completed training phase of NEOGOV	Conduct implementation training sessions for	# of training sessions completed.

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
tracking which will enhance our HRIS.	<i>BOT Goal #VIII</i> <i>President's Goal #10</i>	onboarding and evaluation modules. Procure LiveScan equipment and software	NEOGOV on-boarding and evaluations. Research and process purchasing of LiveScan equipment. Obtain LiveScan certs. Conduct training of LiveScan equipment. Submit BAP for LiveScan equipment and software.	LiveScan equipment identified and purchased. LiveScan certificates completed.
		#2 Systems uploaded with applicable forms. Evaluation schedules for each employee group entered into system.	Update/edit on-boarding forms. Upload forms into on-boarding and evaluation modules. Input evaluation history and schedule for each employee group.	# of evaluation and on-boarding forms uploaded. # of employee evaluations entered into system.
		#3 Onboarding and evaluation modules fully implemented.	Conduct test run of on-boarding, LiveScan, and evaluation software. Communicate out to staff and conduct necessary staff training.	# of successful test runs On-Boarding and Evaluation Tracking fully implemented. Evaluation schedule in system accuracy.
<i>Additional Information:</i>				
DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#6	Increase staffing to maintain an acceptable	<i>List all that apply:</i>	#1 BAP submitted to increase HR Staffing	Fill out and submit BAP Completed BAP

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	level of HR operations and improvements and to fill a void in safety compliance, training, and accident prevention.	<i>BOT Goal #IX</i> <i>President's Goal #9</i>	#2 Upon BAP approval and Admin Cabinet approval submit position requisition and justification.	Fill out and submit Position Requisition and Justification for new position.	BAP Approval. Admin Cabinet Approval. Board Approval. Incorporated into District Staffing Plan.
			#3 Recruit and select new HR/Safety Specialist.	Post and recruit for position. Screen applications and conduct interviews. Hire for new position.	Position posted. # of applicants # of candidates Successful hire.
<i>Additional Information:</i>					
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	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. (Click the link to access the form.)

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1,2,3	NEOGOV "Insight"		No	Already funded
2	1,2,3	ELTS		No	Provided by County
4	1,2,3	NEOGOV		No	Already funded
5	1,2,3	LiveScan equipment/software	\$3,100 one time, \$720 on-going	Yes	01-0000-0-0700-0000-5804-000-6730
6	1,2,3	HR/Safety Specialist	\$65,000	Yes	01-0000-0-0700-0000-2102-000-6730

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

"The Office of Institutional Effectiveness fosters student learning and pursues institutional excellence by providing leadership and assistance in developing and overseeing the institutional processes for planning, assessment, and evaluation, using credible evidence to make informed decisions for continuous improvement to fulfill the College's mission and strategic priorities."

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

"College planning does not rest in a series of documents, but rather in specific actions, directions and processes that foster student learning and pursue institutional excellence."

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

The BCC Mission Statement specifically addresses the institutional research component of the OIE by stating its commitment to "Using institutional research to further develop courses, programs, and services."

In addition, the OIE mission statement speaks to fulfilling "...the College's mission and strategic priorities" by providing evidence for informed decision-making.

The OIE vision illustrates how "planning" should not be an end unto itself, but the pathway to advancing student learning and institutional excellence. Both mission and vision encourage a culture of continuous improvement.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

The Office of Institutional Effectiveness (OIE) presently consists of two positions: a Dean of Research, Development and Planning, and one support staff, currently pending development of appropriate job title and description. The dean position has been vacant three times over the past two-year period, and the essential responsibility for accreditation activities has been assumed by the Vice President of Academic Affairs. A candidate for the dean position has recently been selected

and is expected to begin in October, 2013.

The OIE provides information about the college by extracting and reporting data for compliance and comparative purposes to agencies and organizations such as the Chancellor's Office, USDE, IPEDS.

The OIE responds to data requests from the campus community regarding counts of students, employees, degrees, classes, applicants, retention and graduation, and many additional characteristics of the college and its environment. Requestors need this data for a variety of reasons, including specific reporting requirements, accreditation reports, program review, grant applications or reports, enrollment management, budgeting, planning, and policy development or revision.

The OIE conducts analyses, research, assessment and evaluation, and provides applicable reports and presentations to communicate the results.

In addition, the OIE provides leadership and support across the college for the assessment of learning outcomes.

DATE: September 22, 2014

ANNUAL UPDATE #1: The OIE shall continue its service to the College by providing data-based research support, assisting in program development, and long-range planning via existing reporting requirements and creating new research projects that address the College's changing needs and priorities.

DATE:

ANNUAL UPDATE #2:

3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Unfortunately, assessment data has not been collected and analyzed. This can be attributed to a combination of: repeated turnover in the dean position, and three successive years of accreditation reporting requirements.

- 2) Summarize the results of these measures.

Summary is not applicable.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

- 1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

The Office of Institutional Effectiveness has developed the following administrative unit outcome (AUO) statements:

1. Organize key processes to meet our pledge of quality assurance to our community.

2. Provide information to improve decision making at all areas of the college.
3. Facilitate thoughtful reflection and dialogue on student learning and institutional excellence and encourage on-going review and improvement.
4. Encourage and nurture a culture of inquiry that uses data and evidence to identify and cultivate new opportunities.

While direct measurement has not taken place, the OIE has significantly contributed to the organization of key college processes (#1), and contributed on varying levels to the college community by providing information, facilitating dialogue and reflection, and encouraging a culture of enquiry (#2, 3, 4).

The upcoming year promises to be considerably more productive in both 1) fulfilling the outcome statements, and 2) applying appropriate measures to assess outcome achievement. Two significant differences are anticipated: a new dean will address the areas that have been neglected, and it is expected that current accreditation reporting requirements will be fulfilled.

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

DATE:

ANNUAL UPDATE #1: With the arrival of the new Dean in October 2013, the assessment of the effectiveness of OIE lies in three areas:

1. Number of production reports and publications
2. Incidents of missed deadlines
3. Turnaround time for data requests

Currently, there are FIVE reports on a regular production schedule:

- Evaluation of Strategic Planning Process (Annual/Spring)
- Fact Book (Annual/Fall)
- BCC Fact Sheet (Semi-Annual/Spring-Fall)
- Instruction Program Review Data (Annual/Summer)
- Institution Set Standards (Annual/Fall)

There has been ZERO incidents of missed deadlines.
Data request turnaround time is set at a standard of 72 HOURS – this excludes major production reports and projects.

DATE:

ANNUAL UPDATE #2:

4. Policies & Processes

- A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

Not applicable at this time.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Not applicable at this time.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

Several new processes will need to be created and several existing process will need to be updated to implement expected departmental productivity. Arrival of a new dean will facilitate both identification of the exact processes, and the resulting implementation.

DATE: September 22, 2014

ANNUAL UPDATE #1:

It has been mandated that policies and processes should be the results of data-based research. The Office of Institutional Effectiveness has made it a priority and improved on its data and statistical analysis capacity. Any data reported are accompanied by detailed descriptions of principles and methodologies. Reports and publications are now placed in a regular production schedule (such as annual, bi-annual, etc) to ensure frequent and up-to-date information is disseminated.

DATE:

ANNUAL UPDATE #2:

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

- Consistency of support staff: current staff member has been acting in this capacity for three years, resulting in continuity of institutional knowledge.
- Also during this time period the college has made significant progress in constructing the foundation for emerging institutional effectiveness processes. The OIE, through its participation in this college-wide progression, has gained valuable understanding regarding the needs of the college.
- The OIE has provided institutional support for accreditation reporting requirements, beginning with the preparation for the 2012 self-study process. The support has continued throughout the production of the 2012 Self-Evaluation report, the preparation and production of the 2013 Follow-Up Report, and the preparation for production of the 2014 Follow-Up Report.
- The OIE has demonstrated considerable flexibility in its ability to respond to a variety of shifting college needs, both ad hoc and continuing. While this can at times diminish productivity on specific projects, providing for those needs has emerged as a departmental strength.

B. Weaknesses

- Repeated turnover in the Dean of Research, Development, and Planning position has resulted in several lengthy vacancies and service interruptions.
- The department description and position within the organization lacks solidity, which at times

negatively impacts its credibility and productivity.

- Stakeholders are not aware of potential services available within the department, which is understandable due to the inconsistency with which they are available.
- Department goals and objectives, both implicit and explicit, are not stable. This undermines productivity levels as directives fade and lose clarity.
- Budget development for OIE does not receive appropriate attention when the dean position is vacant. This, combined with declining state revenues, results in a steadily decreasing budget to cover steadily increasing needs.

DATE: September 22, 2014

ANNUAL UPDATE #1:

The new Dean started in October 2013 and has strengthened the research and data analysis capabilities and as a result remedied most of the stated weaknesses. Specifically in the following areas:

1. Research Studies

- **Study Design** - Surveys custom designed to elicit information, address issues, and answer specific questions. Discussion will be focused on translating open ended questions into quantitative responses that can be easily analyzed.
- **Implementation Strategies** – Would this be an experiment or observational study? Would we be conducting interviews, emailing surveys, or distributing forms? Would we target entire populations, an appropriate sample, or small focus groups? These questions will be answered here.
- **Statistical Analysis** – This would include data cleaning, integrity checks, and using the right methodologies to convert data into meaningful information.
- **Drawing Conclusions** – Inferences will be drawn from data analysis to obtain suitable conclusions, where appropriate next steps will be discussed.

2. MIS Data Reporting and Statistical Analysis

- **Data Reporting** - Up-to-date data as collected and published by California Community College Chancellor's Office are archived and readily available for use to analyze on many different metrics, including student headcount, enrollment, degree awards and other outcomes, as well as courses and faculty.
- **Data Integrity Check** – Monitoring reports will be developed and run on a regular production schedule to insure data submitted to CCCCCO are complete, consistent, and correct.

3. Multi-System Interface

- **External Data Sources** – Identify and obtain access to external databases from different systems (such as SARS), government agencies (such as Census Bureau and County departments), national clearinghouses (such as Transfers to UC/CSU and wage tracker), affiliated school districts and other relevant sources that would enable the development of “complete student profiles” of their experiences before, during and after their stay at Barstow Community College.
- **Interface to other Data Systems** – Extract, transfer and merge external databases to MIS and other College data to build student profiles and track more complete pathways of student success.

DATE:

ANNUAL UPDATE #2:

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

- A new Dean of Research, Development & Planning will be in place in October, 2013. Permanently filling this vacancy will begin the process of strengthening the position of the Office of Institutional Effectiveness within the college.
- Industry trends are reflecting the increase in demand for research and other institutional effectiveness functions in higher education as ACCJC (and other accrediting bodies) are requiring institutions to embrace the concepts of integrated planning and data driven decision-making.
- Opportunities for increasing the value of operations in the OIE include:
 - The Data and Decisions Academy, hosted by the Association for Institutional Research (AIR). This online professional development opportunity includes seven courses, such as: “Foundational Statistics for Decision Support” and “Student Success Through the Lens of Data.”
 - Humboldt State University is introducing a new (spring, 2014) online program culminating with a graduate certificate in institutional research.
 - Other professional organizations and networking groups offer literature, webinars, and list-serve discussions regarding current issues in institutional effectiveness.

B. Threats

- State budget climate is ALWAYS a potential threat, especially to a department that has been operating behind the scenes; budget development tends to reduce rather than augment the less visible areas of the institution.
- The repeated vacancy of the dean position has left the department without strong and consistent direction and without means of clearly representing departmental needs and circumstances to decision-making bodies.
- Accreditation reporting requirements have recurred for three consecutive years. While the ultimate responsibility of the Accreditation Liaison Officer (ALO) designation has been transferred to the Vice President of Academic Affairs, continued support for accreditation activities is provided by the OIE. It is anticipated that the 2014 Follow-Up Report will resolve immediate deficiencies requiring special reports to the commission; however, the regularly scheduled Mid-Term report will be due in 2015, resulting in the fourth consecutive year of reporting.

DATE:

ANNUAL UPDATE #1:

student success. Another proposal involves using additional data sources for placement in hopes of more accurate results.

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

On-site professional development activities include training sessions for CampusEAI myBarstow Portal, and TracDat implementation training.

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

While many opportunities exist for professional development in the field of institutional effectiveness, other departmental weaknesses (referred to earlier), along with continuing budget concerns, have precluded staff from taking advantage of those opportunities.

It is anticipated that having a dean in position will increase the ability of OIE staff to strengthen professional knowledge and increase applicable skillsets. (See 6.A.: Opportunities for additional details.)

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

Departmental goals have not previously been codified within a Program Review. However, informal goals and objectives that have been addressed include:

- Creation of web presence for presentation of:
 - 2011–12 Accreditation activities
 - Research and Planning resources
 - Outcomes Assessment results
- Production and web presentation of:

- BCC Fact Book
- Campus based research component of the BCC Equity Report
- Survey administration and web presentation of results and analysis:
 - Community College Survey of Student Engagement (CCSSE)
 - Noel-Levitz Student Satisfaction Inventory
 - Noel-Levitz Institutional Priorities Survey
- Preparation and production of:
 - 2012 Institutional Self-Evaluation (and accompanying evidence)
 - 2013 Accreditation Follow-Up Report (and accompanying evidence)
- Identification of appropriate SLO tracking software for purchase recommendation
 - TracDat implementation

DATE:

ANNUAL UPDATE #1:

Since the new Dean arrived in October 2013, the Office of Institutional Effectiveness has completed the following reports:

- 2014 Evaluation of Strategic Planning Process
- 2014 Update of Strategic Priorities
- Research Plan
- 2012-13 Fact Book
- Spring 2014 BCC Fact Sheet
- Instructional Program Review Data
- Institution Set Standards

The following reports and projects have been planned or proposed for the 2014-15 academic year:

- Data Integrity Monitoring Report
- Student Success Metrics Audit
- 2013-14 Fact Book
- Fall 2014 & Spring 2015 BCC Fact Sheets
- 2015 Evaluation of Strategic Planning Process
- 2015-19 BCC Strategic Priorities
- The BCC Annual Report
- The BCC Student Success Profile

This would be in addition to providing continuous data and analysis support to the College.

DATE:

ANNUAL UPDATE #2:

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Create “strategic plan” to clearly articulate OIE mission, goals, objectives, and assessment measures	<i>List all that apply:</i> Strategic Priority #6: Strengthen College planning and informed decision making.	#1 Mission	Revisit OIE mission to assure currency and applicability	Define desired outcomes and create outcome statements and appropriate assessment measures; evaluate status and achievement; incorporate findings into OIE work strategy.
			#2 Goals	Define OIE goals in collaboration with administrative leadership	
			#3 Objectives	Determine applicable objectives to achieve OIE goals;	
	<i>Additional Information:</i>	The “plan” should also clearly define the scope of expected departmental projects and services and become the foundation for OIE direction and resulting activities. This definition will support the OIE in responding to requests and demands which fall under its scope.			
	DATE: <input type="text" value="SEPTEMBER 22, 2014"/>	ANNUAL UPDATE #1:	OIE Missions, Goals and Objectives have been reviewed. In addition to planned publications and production projects, OIE will provide ongoing and comprehensive data support to the College as well as continue to acquire new information to be added to student data to build comprehensive student profiles to better understand and predict student success and challenges.		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	Provide the college with appropriate <i>analytical</i> reports for converting statistical data into understandable, actionable, information.	<i>List all that apply:</i> Strategic Priority #6: Strengthen College planning and informed decision making.	#1 Establish work plan of analytical reports for development each academic year	Determine appropriate reports; create timeline for development; construct standardized templates to facilitate report production	Define desired outcomes and create outcome statements and appropriate assessment measures; evaluate status and achievement; incorporate findings into OIE work strategy.
			#2 Develop key performance indicators to measure effectiveness compared to	Determine applicable peer institutions and national and/or state standards for comparison; decide appropriate methodologies for	

ACTION PLAN

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
		peers/national standards	measurement; identify best and most appropriate data source(s) for each indicator		
		#3 Communicate findings of analytical reports to key decision-makers and campus community	Determine appropriate "audience(s)" for each report; request agenda item for various committees, as applicable, for presentation of findings; distribute reports and presentations via email and on web.		
	<i>Additional Information:</i>	While the reporting of data and statistics through spreadsheets, graphs, and/or PowerPoint presentations is a vital component of institutional research, key decision-makers and college constituencies also require reports which include in-depth statistical analyses.			
	DATE: <input type="text" value="September 22, 2014"/>	ANNUAL UPDATE #1:	The new Dean started in October 2013 and immediately acquired SAS data management and analysis software to complement the new Dean's 25 years of data management and analysis experience to fully dissect and mine useful information and report it to the College community. A Research Plan is on file with the President's Office. OIE Reports include sections on background, principles and methodology to ensure that the analyses are sound and in line with other Community Colleges.		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#3	Provide high exceptional level of service in responding to various institutional data requirements	<i>List all that apply:</i> Strategic Priority #6: Strengthen College planning and informed decision making.	#1 Develop OIE yearly activity calendar	Determine steps and timeline to produce annual updates to: Fact Book, Equity Report, Institutional Effectiveness Report, etc.; determine steps and timeline for internal analytical reports; determine external data reporting requirements and applicable dates.	Define desired outcomes and create outcome statements and appropriate assessment measures; evaluate status and achievement; incorporate findings into OIE work strategy.

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#2 Develop tracking system for ad hoc data requests	Determine elements required for operable system; define appropriate parameters for various elements, such as response time, priority level assignment, methodology/request type, etc.; decide optimal format for operating the system and implement accordingly; create standardized request form for stakeholder use and communicate appropriate instructions and descriptions to college community.	
		#3 Assist campus departments in the development of assessment plans	Provide institutional and unit-level data to support assessment; organize systematic professional development to address: a) introduction to electronic assessment tracking system (TracDat); b) writing program/unit outcomes; c) determining viable direct and indirect assessment measures; d) developing rubrics for assessment; e) making improvements based on assessment (closing the loop)	
<i>Additional Information:</i>	The OIE strives to provide both accurate and timely responses to varying requests and college requirements.			

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	Implementation of the goals and objectives listed in this section will provide a framework for fulfilling the increasing expectations of the department.			
DATE: <input type="text" value="September 22, 2014"/>	ANNUAL UPDATE #1:	The new Dean started in October 2013 and immediately made it a priority to complete all projects, reports and requests for information in a timely manner. Deadlines are always met, and data request turnaround is usually within 72 hours, and as quick as 2 hours. A data request and tracking system will be implemented within the 2014-15 academic year. Instructional Program Review data was published and distributed at Faculty In-Service. A Research Plan with proposed projects and timeline was submitted to the President's Office in June 2014.		
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
2	1	SAS Version 9.3	\$750	No	Research software

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

The Instructional Technology Center (ITC) provides support for online learning and maintains the websites, in order to promote faculty and student engagement in the learning process and promotes internal and external communication by ongoing development and maintenance of the college's websites.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

Empowering customers to achieve their personal best by providing excellent technical support, instructional design and training.

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

The ITC and College mission closely align with each other, as the ultimate goal of both the college and the ITC is to:

- Promote critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services.
- Foster an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.
- Promote student engagement and retention through caring customer service, and strong student support services.
- Use institutional research to further develop courses, programs, and services.
- Increase access to all students by continuing to promote and develop our extensive distance education program.

The ITC and College vision also closely align with each other. It is the goal of the ITC staff to empower customers to achieve their personal best by providing excellent technical support, instructional design and training. The ITC staff is the first line of response for students and faculty. We work to resolve issues with solutions that work for both sides. We empower students/faculty and staff by training them to use our system more efficiently, and assisting them when they are unable to do so themselves. The ITC staff develops and implements technically advanced websites, while still meeting the requirements of all students regardless of disability, individual background, ability and culture. The CC staff ensures accreditation guidelines are met by operating an efficient proctoring system.

DATE: 9/18/2013

ANNUAL UPDATE #1:

The mission and vision of the ITC will remain the same for the 2013/2014 school year. The college is in the midst of moving to new platforms for all web content. The ITC will continue to review our Mission and Vision Statement throughout this process to ensure our statements continue to closely align with and contribute to the college's Mission and Vision Statements.

DATE: 10/2/2014

ANNUAL UPDATE #2: Although the ITC mission statement remained the same, the Barstow Community College mission statement changed. However, the ITC and College mission still closely align with each other, as the ultimate goal of both the college and the ITC is to provide the students, community and military population with the educational tools to achieve personal goals and professional growth. Specifically, the ITC focuses on 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.

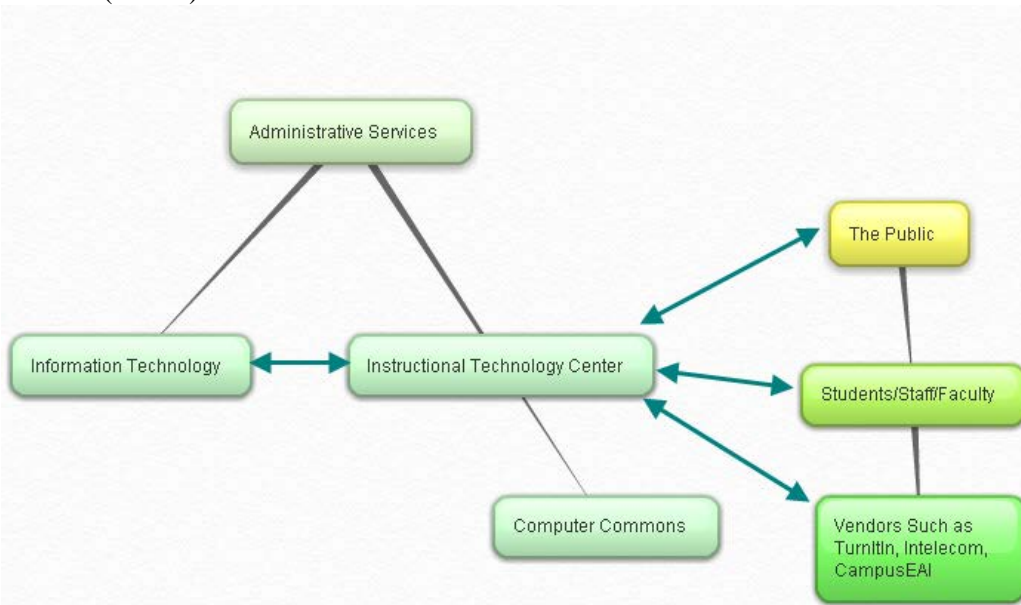
It is important to note the ITC staff also ensures accreditation guidelines are met by providing final decisions on remote potential proctors and by serving as the line of last resort for proctoring issues during final exam weeks.

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

A and B (Visual).



B. The ITC serves the public, the students/staff/faculty/administrators and works cooperatively with vendors such as TurnItIn, Intelecom and CampusEAI. A one year snapshot of our customers:

The Public:

Unknown number of customers (website trackers cannot differentiate between the public and vested users).

Students/Faculty (duplicated headcount):

Summer 2011 -- 1012 online students, 26 instructors, 28 sections

Fall 2011 – 4165 online students, 69 instructors, 124 sections

Spring 2012 – 4904 online students, 70 instructors, 173 sections

Staff/Faculty/Administrators:

53 classified employees, 17 administrators, directors, managers and confidential employees, 115 adjuncts, 34 full time faculty, including counselors & librarian.

Geographical Area:

In Spring Semester 2012 of the students listed above we served 459 students in 43 states (excluding California.) We also have a strong military presence and served students in the following countries: Afghanistan, China, Iraq, and Germany.

C. The Instructional Technology Center (ITC) has three major functions:

1. Technical Support for Distance Education (DE) Program and College Websites
2. Instructional Design/Research/Development of the DE Program and College Websites
3. Training for Faculty/Staff/Students as it pertains to all aspects of the Internet

D. Services are provided in the following formats: Person to Person, Email, Phone, Mail, Internet
ITC hours are Monday through Friday 7:30 am to 5:00 pm Weekends Email only via nolson@bcconline.com email account.

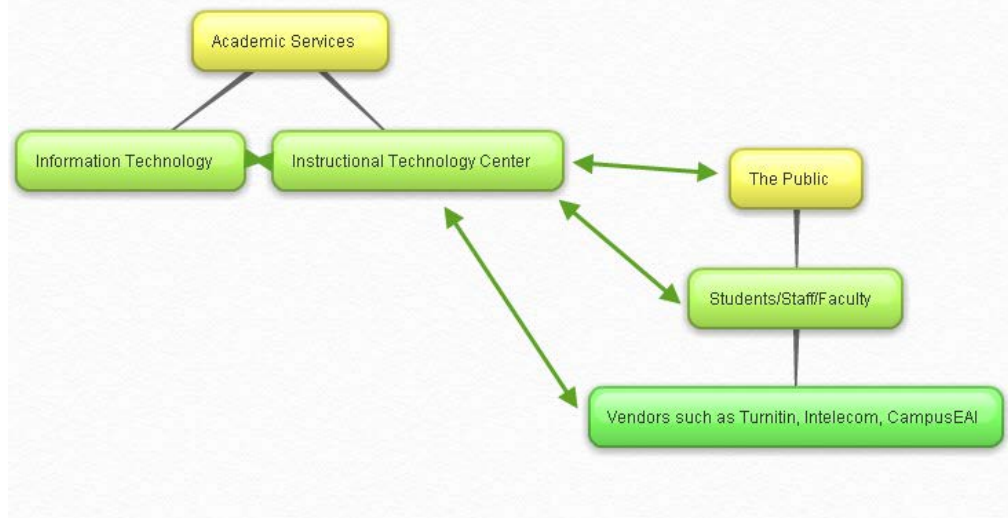
DATE: 9/18/2013

ANNUAL UPDATE #1:

In the summer of 2013, the ITC's management department was transferred from Administrative Services to Academic Affairs and the Computer Commons was designated as its own department.

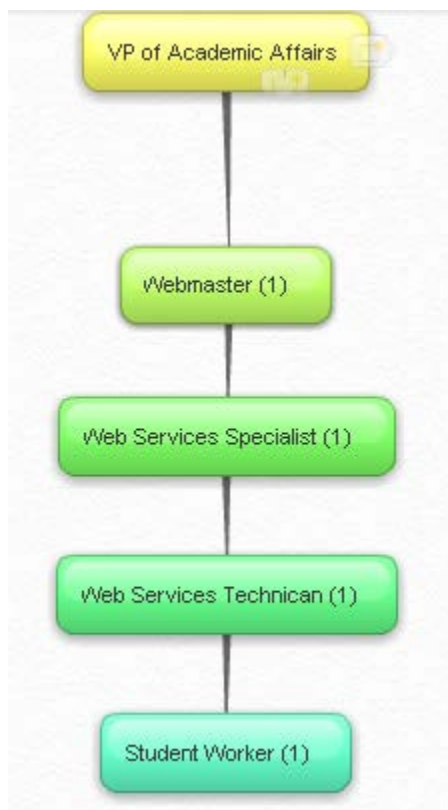
ITC's Service Area

The chart below shows the new configuration of the ITC in relation to the college as a whole as well as the public/vendors. In order for the ITC to be successful, it must maintain excellent working relationships with all departments/personnel within the college, with the public and with vendors.



ITC Staffing Structure

The ITC's office structure consists of the VP of Academic Affairs, a webmaster, a web services specialist, a web services technician and a student worker. The structure is built using a career ladder with internal cross training within the department ensuring should one position become vacant the office will still be able to run efficiently by replacing a vacant position with a lower position on the ladder and then hiring the bottom position. As the ITC positions require extensive technical and interpersonal skill, and as Barstow is located in a geographically remote and economically disadvantaged area, the existence of this career ladder ensures the distance education courses and web presence of the college will continue to function efficiently during a staffing turnover.



ITC Statistics

Updated Statistics for 2012 school year. Please note the numbers of students served, sections built, and geographical area covered has increased from the last program review.

Summer 2012 -- 1196 online students, 25 instructors, 29 sections
Fall 2012 – 4969 online students, 63 instructors, 115 sections
Spring 2012 – 6161 online students, 72 instructors, 171 sections

In Spring Semester 2012 of the students listed above we served 413 students in 45 states (excluding California.) We also have a strong military presence and served students in the following countries: Belize, South Korea, Armed Forces Other (AE -- Europe), Armed Forces Pacific (AP). Note: The Armed Forces cover all of Europe, Africa, Southeast Asia and the Pacific Islands.

ITC Services

C. The Instructional Technology Center (ITC) has three major functions:

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2. Instructional Design/Research/Development of the DE Program and College Websites
3. Training for Faculty/Staff/Students as it pertains to all aspects of the Internet

D. Services are provided in the following formats: Person to Person, Email, Phone, Mail, Internet ITC hours are Monday through Friday 7:30 am to 5:00 pm
Weekends Email only via nolson@bcconline.com email account.

DATE: 10/2014

ANNUAL UPDATE #2: ITC Statistics

Updated Statistics for 2013 school year. Please note the numbers of students served, sections built, and geographical area covered has increased from the last program review.

Summer 2013 -- 1448 online students, 33 instructors, 52 sections
Fall 2013 – 5106 online students, 73 instructors, 155 sections
Spring 2013 – 6118 online students, 76 instructors, 194 sections

In Fiscal Year 2013-14 (Summer 2013, Fall 2013, Spring 2014) of the students listed above we served 411 students in 43 states (excluding California.) We also have a strong military presence and served students in the following countries: Eucador, South Korea, Armed Forces Other (AE -- Europe), Armed Forces Pacific (AP). Note: The Armed Forces cover all of Europe, Africa, Southeast Asia and the Pacific Islands.

ITC Services

C. The Instructional Technology Center (ITC) has three major functions:

1. Technical Support for Distance Education (DE) Program and College Websites

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D. Services are provided in the following formats: Person to Person, Email, Phone, Mail, Internet ITC hours are Monday through Friday 7:30 am to 5:00 pm Weekends Email only via nolson@bcconline.com email account.

3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

- Website Data Analysis tools
- Campus Data Tool
- Student Surveys
- Email/phone calls
- IT Department

- 2) Summarize the results of these measures.

The Instructional Technology Center continues to provide outstanding support in an ever-expanding program. With approximately half of the courses at the college online, the ITC takes pride in providing an excellent educational program for the students, as is evidenced by the low incidence of student/faculty/staff complaints and the ever increasing responsibilities of the ITC.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

- 1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

Please see attached two page statistical data results summary.

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

- The ITC/CC staff will develop and implement a three question survey to be sent to students/faculty/staff after they have received technical support from our office.
- The following report in Campus Data Tool (Instruction Office → Campus Retention by Term) measures student retention by instructor. The results of this report will be used by the ITC staff to help determine instructors who may need additional assistance in course development.

The CC will begin compiling a list of instructor's FAQ and will work with the ITC to develop a new section of the online Faculty Resource Area to place the resultant FAQ and training materials.

DATE: 10/1/2013

ANNUAL UPDATE #1: The ITC took a leadership position in the development of a template to be used for all child webs within the new Barstow Community College portal position, thus ensuring a consistent look and feel for internal customers. The ITC is working cooperatively with the Public Information Office to ensure the newly redesigned public facing website will also maintain a consistent look and feel for external customers.

During the Fall 2013 semester, the ITC has focused on converting courses to the Moodle platform to meet the 50% requirement necessary to meet the Accrediting Team’s recommendation. The webmaster has worked diligently to grade the first level Moodle Training, and anticipates Moodle certificates being sent to the DE faculty during the month of November.

DATE: 10/2014

ANNUAL UPDATE #2: The ITC met the Action Plan #1 for the 2012-13 year. Working with the DE committee did cause the process to move more slowly, but the final draft of the survey was completed at the September 30, 2014 DE meeting and will now move to the Academic Senate for final approval before dissemination.

Action Plan #2 was developed for the Computer Commons, which has been split from the ITC. Therefore this action plan will need to be updated by the computer commons staff.

Action Plan #3 was changed during the second year of the program review, from tracking low student retention to working with new online instructors. All new online instructors have been given extensive training.

Action Plan #4 All courses were converted to Moodle in Spring.

Action Plan #5 CampusEAI Moodle is still not implemented; however, it has been updated with the newest versions of Moodle and PHP. Support tickets are in to change the format of the class shells to a more usable format. Once this is completed the ITC will host several fully online courses on it to test the upgrades.

Action Plan #6 The portal has been reassigned to the new Director of IT to implement, at which point it will be returned to the ITC staff.

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

A. The ITC/CC deals with the following mandates every day:

- [Section 508 American with Disabilities Compliancy checklist](#)
- Federal requirements pertaining to Distance Education
- [State Accreditation Guidelines Distance Education](#)

The ITC/CC has no control over the below requirements but we still must be aware of them and follow them:

- [Faculty Contract](#)

[Board of Trustees Policies Pertaining to Distance Education](#)

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

The Board Policies and Procedures must be followed by all employees at Barstow Community College. The ITC/CC staff is familiar with the Board Policies and Procedures that pertain to our areas, and when the policies and procedures are updated or modified the ITC/CC staff amend their policies and procedures to remain in accord with the Board Policies and Procedures.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

ITC Area: Several departments send emails to Distance Education Faculty regarding changes in procedures/ policies/requirements without notifying the ITC of the changes. As the ITC is the primary department working with faculty to create/implement online courses, this change in procedure will eventually result in faculty being given incorrect information by the ITC staff.

CC Area: N/A

DATE: 10/1/2013

ANNUAL UPDATE #1:

The ITC has developed a rubric for Regular and Effective contact between the faculty and students. The ITC has also developed a set of guidelines and procedures for the web at Barstow Community College. The rubric and the guidelines and procedures for the web are moving through the approval process, so they can be implemented in Spring of 2014.

DATE: 10/2014

ANNUAL UPDATE #2:

The rubric for Regular and Effective Contact has been approved and implemented. The guidelines for the Web are still moving through the approval process.

The guidelines for proctoring have been updated and are moving through the approval process. Changes include removing clergy as acceptable proctors and adding K-12 teachers. The rules for local proctoring were tightened and the special exemptions for teachers was removed.

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

- Progress towards implementing Moodle, the new courseware system is going fairly well, with four pilot courses: CHLD 19C, EDUC 151, BIOL 2 and 5.
- CHLD 19C CRN 20347 is a hybrid course so students are still able to seek on campus assistance if necessary.
- EDUC 151 CRN 20016 is a course developed to train our tutors, and the tutors will be able to seek on campus assistance if necessary.
- BIOL 2 CRN 20059 and BIOL 5 CRN 20600 are on campus classes so students can also seek on campus assistance if necessary.
- The current online platform has been working without error and has had no outages in the fall semester.
- The Portal will have an anticipated soft launch (no advertising) in December of 2012 and the ITC/CC have been participating in the implementation calls. The Portal will have the capability to create communities and community moderators. If the college chooses to enable this function, individual departments will be able to update their content using the three-tier permission structure found at many colleges: content

creator, administrative approval, technical approval. Once this process is implemented, the college will be better able to maintain an up-to-date and accurate website.

- Student email responses indicate the ITC/CC is still performing its Technical support desk function well; however, to gather better data, the ITC/CC will develop a short three question survey to send to students after they have been assisted via email/phone.
- The Distance Education Committee developed a Distance Education Plan which has just been approved by the Academic Senate.

B. Weaknesses

- Better data gathering methods need to be developed in the area of ITC/CC technical support for students/staff/faculty.
- The password suite for the Portal must be completed and tested before a larger number of online classes can be placed in Moodle. The anticipated date for completing the password suite is December 2012.
- Staffing in the ITC has been a concern this semester with one staff member requiring time off to care for a sick mother and the other trained staff member resigning from the college. The ITC replaced the lost staff member with a CC employee.
- The college has determined internal candidates are a better choice for replacing ITC staff and as the CC is so closely aligned with the ITC, replacements for ITC staff are often chosen from the CC; therefore, the CC has had staffing concerns this semester as well. The CC is currently operating with two long term substitutes and one permanent CSEA member. The vacant CC position will need to be replaced soon.
- The implementation of the Portal and Moodle will strain already overburdened ITC staff members with additional work that must be performed while still maintaining the current infrastructure.
- The Portal will have the capability to create communities and community moderators. If the college chooses to enable this function, individual departments will be able to update their content using the three tier permission structure found at many colleges: content creator, administrative approval, technical approval. Once this process is put into place, more training must occur and technical oversight must still be maintained in order for our websites to be successful.
- Content must be moved from the six existing websites to new platforms. It is important to keep in mind the magnitude of this task. For instance, the smallest website, barstow.edu, has a total size of 12.98 gigabytes, with a total number of folders on the mirrored local website (webmaster computer) of 1,393 and a total number of files on mirrored local website (webmaster computer) of 58,790.

DATE: 10/1/2013

ANNUAL UPDATE #1:

- Progress is going well with implementing Moodle. During the last year the ITC has created a Moodle instance here: <http://moodle.bconline.us>. This system is hosting half of the online courses in Fall 2013.
- The old platform continues to operate without error and has had no outages in the last year.
- The portal training was a success, and the ITC played a leadership role in developing a standard portal template.

- The ITC has continued to work with CampusEAI staff to eliminate the remaining issues with the CampusEAI Moodle instance. The CampusEAI Moodle instance hosted several hybrid courses in session one.
- A helpdesk request was sent to ITS to correct the campus data script for success/retention rates. This request has not yet been completed.
- The implementation of the Portal/New Public Facing Website/Moodle has strained the resources of the ITC. Thankfully a short term worker is in place through November 15 and an extension will be asked for in the Program Review through April 2014.
- Training modules still need to be developed: Advanced Moodle Training (instructors), Beginning Moodle Training (students).

DATE: 10/2014

ANNUAL UPDATE #2:

- The ITC has created a Moodle instance here: <http://moodle.bcconline.us>. This system is hosting the online courses in Spring 2014, Summer 2014 and Fall 2014.
- The first level Moodle training was a success, and the ITC is currently developing the first level training for students. It is approximately one half way through to completion.
- The ITC has continued to work with CampusEAI staff to eliminate the remaining issues with the CampusEAI Moodle instance. The CampusEAI Moodle instance hosted several online courses in Spring 2014. The webmaster had determined how best to move the courses to the CampusEAI Moodle system with workarounds for the errors; however, the ITS director decided to upgrade Moodle and PHP. The system is now being checked for major issues with one on campus class in Fall 2014.
- A helpdesk request was sent to ITS to correct the campus data script for success/retention rates. This request has not yet been completed.
- The implementation of the Portal/New Public Facing Website/Moodle has been given to the new IT director to complete.
- Advanced Moodle Training for instructors still needs to be developed.
- Proctoring guidelines have been strengthened; however, a spreadsheet of approved proctors needs to be created by the ITC to both reduce plagiarism and increase the security of online proctoring.

6. External Factors *(see Handbook for worksheet)*

A.Opportunities

- A. CampusEAI offered a grant of \$1,027,500 to the college to switch to a portal system. The IT department has been working collaboratively with the CampusEAI personnel for over two years to implement the portal. The portal has an anticipated soft launch in December 2012. Once the portal launches the ITC department will need to move content over to communities, to train employees to maintain communities; to monitor and approve technical aspects of pages created by community managers, and to develop new systems and forms to replace existing processes. The CC will need to train students/faculty in the use of the portal/Moodle. College funding by the state has been decreasing since 2008. The college is exploring the

opportunity to offer online courses to the military in states where in state tuition is higher than our out of state tuition. If implemented this opportunity would once again expand the role of distance education at Barstow College and would thus expand the workload of the ITC by a percentage equal to the growth of the new program.

B. Barstow College offers a strong online program and as a result, the ITC/CC area deals with students who are taking bachelor’s degrees and just want to take one or two general education classes to complete their bachelor’s degree.

The CC is also impacted in this area, as the college offers free proctoring to students attending other institutions, and as we are the only institution in the High Desert that offers free typing tests. The CC needs to begin tracking and regularly reporting how many students from outside institutions are proctored per semester. The college administration will then be able to determine whether a fee should be charged for outside proctoring.

C. The ITC/CC deals with the following mandates every day:

- [Section 508 American with Disabilities Compliancy checklist](#)
- Federal/State requirements pertaining to Distance Education

The ITC/CC has no control over the below requirements but we still must be aware of them and follow them:

- [Faculty Contract](#)
- [Board of Trustees Policies Pertaining to Distance Education](#)

N/A

B.Threats

A. CampusEAI offered a grant of \$1,027,500 to the college to switch to a portal system. The IT department has been working collaboratively with the CampusEAI personnel for over two years to implement the portal. The portal has an anticipated soft launch in December 2012. Once the portal launches the ITC department will need to move content over to communities, to train employees to maintain communities; to monitor and approve technical aspects of pages created by community managers, and to develop new systems and forms to replace existing processes. The CC will need to train students/faculty in the use of the portal/Moodle.

College funding by the state has been decreasing since 2008. The college is exploring the opportunity to offer online courses to the military in states where in state tuition is higher than our out of state tuition. If implemented this opportunity would once again expand the role of distance education at Barstow College and would thus expand the workload of the ITC by a percentage equal to the growth of the new program.

DATE:	10/1/2013
ANNUAL UPDATE #1:	With the advent of a new courseware system, Moodle, the ITC has the opportunity to train all instructors and students on proper procedures and pedagogy so as to enhance and improve our Distance Education platform and presence. The inverse of this opportunity is a lack of staffing makes it difficult to take on more duties and obligations. Fortunately, a short term employee has been hired to assist with the tasks at hand.
DATE:	10/2014

ANNUAL UPDATE #2: Over 80% of all DE faculty are now trained in Moodle. All new instructors must complete the in house Moodle training before beginning a DE class at the college.
The DODOnline program was not successful in its first attempt. Further attempts may be tried after adjusting the initial program.

7. Continuing Education/Professional Development

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

See Below. Item did not exist in first program review.

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

See Below. Item did not exist in first program review.

DATE: 10/1/2013

ANNUAL UPDATE #1: During the current cycle, the ITC has developed web guidelines and procedures document. The ITC have also participated and played a lead role in the Portal Training hosted by CampusEAI in July. The ITC has graded the majority of the first level Moodle Training and will be disseminating Moodle Certificates for level one by November 2013.

DATE: 10/2014

ANNUAL UPDATE #2: The webmaster is currently attending the college leadership academy. The ITC has sent out Moodle Certificates to all faculty who have completed Moodle Training Level I. The ITC staff were sent to a one day seminar hosted by a Southern California Community College for CampusEAI and brought back new concepts on how to implement the password suite in CampusEAI Portal and Moodle instance.

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

The ITC first conducted a program review in 2006. As a result of the initial program review:

- The college hired an additional staff member in the ITC department.
- The college's mission statement was amended to include the importance of distance education at the college.

DATE: 10/1/2013

ANNUAL UPDATE #1:	<ul style="list-style-type: none"> • The ITC has contacted the ITS and has requested a better script be developed to ascertain student success and retention rates for DE. • The ITC has been gathering input from the faculty in order to create an advanced Moodle Training course. • The ITC has begun gathering student’s frequently asked questions about Moodle in order to create a student oriented Moodle Training course. • The ITC has worked closely with new instructors to ensure the colleges guidelines and procedures as they pertain to distance education will be clearly understood and implemented. • The ITC has converted slightly over 50% (75/146) of the Fall classes to Moodle as required by the Accrediting Team report.
DATE: 10/2014	
ANNUAL UPDATE #2:	<ul style="list-style-type: none"> • The ITC has contacted the ITS and has requested a better script be developed to ascertain student success and retention rates for DE. • The ITC has been gathering input from the faculty in order to create an advanced Moodle Training course. • The ITC has begun creating a student oriented Moodle Training course. • The ITC has worked closely with new instructors to ensure the colleges guidelines and procedures as they pertain to distance education will be clearly understood and implemented. • The ITC has converted all of the DE courses to Moodle as required by the Accrediting Team report.

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Develop a system to gather both quantitative and qualitative data in the area of ITC/CC Technical Support.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> ■ 1. Foster innovative learning environment ■ 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 ■ 6. Strengthen college planning/ decision making 	#1 #1 The ITC/CC staff will work with the Distance Education (DE) Committee develop a three question objective technical support survey, so quantitative data can be gathered to determine the efficiency of technical support in the ITC area.	<p>The DE Committee will create the content of the three question survey.</p> <p>The webmaster will program a survey script showing the results of the three question survey as three bar graphs. The ITC/CC staff will monitor the bar graphs.</p>	The outcome of this objective will be accomplished when the survey has been developed and placed online.
		#2 The ITC/CC staff will disseminate the three question objective technical support survey.	<p>Every tenth technical support customer who calls will be offered an opportunity to take the survey.</p> <p>Every tenth technical support customer who emails will be offered an opportunity to take the survey.</p> <p>Should a technical support customer refuse to take the survey, the next technical support customer will be offered a chance to take the survey, to ensure a large representative sample is maintained.</p>	The outcome of this objective will be accomplished when the survey has been taken by at least one hundred technical support customers.

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
		#3 The ITC/CC staff and DE committee will create alternative solutions for the weakest area of technical support as determined by the three question objective bar graph.	<p>The DE committee and ITC staff will monitor the bar graphs at least once a semester.</p> <p>The DE committee and ITC/CC staff will work together to provide an alternative solution.</p> <p>The ITC/CC staff will implement the solution.</p>	The outcome of this objective will be accomplished when the applicable bar graph shows a measurable increase in satisfaction.	
<i>Additional Information:</i>					
	DATE: <input type="text" value="10/1/2013"/>	ANNUAL UPDATE #1:	<p>Note: Due several factors this goal is carried over from last year:</p> <ul style="list-style-type: none"> • conversion to Moodle • vacant Dean of Institutional Research • conversion to the Portal and new public facing website 		
	DATE: <input type="text" value="10/2014"/>	ANNUAL UPDATE #2:	The survey has been created and approved by the DE committee and will now be sent to the Academic Senate for final Approval. It will then be sent to all DE faculty. This action plan should be completed by the next full program review.		
#2	The CC will begin compiling a list of instructor's FAQ and will work with the ITC to develop a new section of the online Faculty Resource Area to place the resultant FAQ and training materials.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> ■ 1. Foster innovative learning environment ■ 2. Provide Successful college learning experience ■ 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees ■ 6. Strengthen college planning/ decision making 	#1 The CC staff will compile a list of instructor's frequently asked questions.	<p>The CC staff will begin compiling a list of common instructor questions.</p> <p>The CC staff will separate the questions into clearly organized categories.</p> <p>The CC staff will assign the organized categories to the appropriate staff member(s) to ensure an equal division</p>	The outcome of this objective will be accomplished when the CC department has determined the list of instructor's frequently asked questions.

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			of labor.	
		#2 The CC staff will create training materials to answer the instructor's frequently asked questions.	<p>The CC staff members will create training materials with appropriate supporting materials.</p> <p>The CC staff members will create custom screenshots as applicable to enhance the training materials.</p>	The outcome of this objective will be accomplished when the training materials have been created.
		#3 3 The CC staff will work cooperatively with the ITC staff to place the training materials on a new section of the Faculty Resource Website.	<p>The CC department will give the training materials to the ITC staff.</p> <p>The ITC staff will review the materials and suggest any needed modifications.</p> <p>The ITC department will place the materials online and the CC department will continue to monitor faculty questions and will create new training materials as needed.</p>	The outcome of this objective will be accomplished when a new area of the Faculty Resource websites contains the new training materials and monitoring for new questions has begun.
	<i>Additional Information:</i>			
	DATE: <input type="text" value="10/1/2013"/>	ANNUAL UPDATE #1:	As the computer commons is no longer a subsidiary of the ITC, the results of this goal will be delineated in the Computer Commons Program Review.	
	DATE: <input type="text" value="10/2014"/>	ANNUAL UPDATE #2:	As the computer commons is no longer a subsidiary of the ITC, the results of this goal will be delineated in the Computer Commons Program Review.	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3 The ITC department will track student retention by instructor in order to provide necessary technical support/training to enhance the instructor's online course(s) and thus improve the instructor's retention rates.	List all that apply: <ul style="list-style-type: none"> ■ 1. Foster innovative learning environment ■ 2. Provide Successful college learning experience □ 3. Promote and support student engagement □ 4. Cultivate and enhance local partnerships ■ 5. Attract/ develop excellent employees ■ 6. Strengthen college planning/ decision making 	#1 The ITC department will run the Campus Retention report at the beginning of each semester.	The ITC department will contact the five instructors with the lowest retention rates. The ITC department will work with the instructors to enhance their online courses. The ITC department will contact the instructors on a monthly basis to offer more support/training.	The outcome of this objective will be accomplished when a chosen instructor has received additional training and an enhanced course has been given to the students.
		#2 The ITC department will run the Campus Retention report at the end of each semester.	The ITC department will determine if the instructors' retention rates improved. If the retention rate did improve, the ITC department will determine which instructors now have the lowest retention rate and will begin a new cycle. If the retention rate did not improve, the ITC department will continue to work with the instructors.	The outcome of this objective will be accomplished an a chosen instructor's retention rate has improved.
		#3		
Additional Information:				
DATE: <input type="text" value="10/1/2013"/>	ANNUAL UPDATE #1:	Note: Due several factors this goal was modified last year to focus on all instructors: <ul style="list-style-type: none"> • conversion to Moodle • Moodle Training Level I 		

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
			The new courseware system and new training modules made it possible for the ITC to retrain/remind all instructors of Barstow Community Colleges guidelines and procedures as they pertain to Distance Education. The original goal will be implemented once the college has completely moved to the Moodle System in Spring of 2014.		
	DATE: <input type="text" value="10/2014"/>	ANNUAL UPDATE #2:	Due to a major illness in the staff member in charge of creating Campus Data Tool reports, the retention/success report was never corrected. Therefore this action plan has not yet been implemented. Once the ITS staff member returns the ITC will submit a reminder support ticket for the success/retention script.		
#4	Convert all DE courses to Moodle by Spring 2014	<i>List all that apply:</i> <ul style="list-style-type: none"> ■ 1. Foster innovative learning environment ■ 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships ■ 5. Attract/ develop excellent employees ■ 6. Strengthen college planning/ decision making 	#1 Convert all DE courses in Spring Session I	Train all instructors in Moodle. Convert all courses to Moodle format. Complete within three week timeframe.	DE course lessons will be contained within the Moodle platform.
			#2 Convert all DE courses in Spring Session II	Train all instructors in Moodle. Convert all courses to Moodle format. Complete within three week timeframe.	DE course lessons will be contained within the Moodle platform.
			#3 Convert all DE courses in Spring Session III	Train all instructors in Moodle. Convert all courses to Moodle format. Complete within three week timeframe.	DE course lessons will be contained within the Moodle platform.
			#4 Convert all DE courses in Spring Session IV	Train all instructors in Moodle. Convert all courses to Moodle format. Complete within three week timeframe.	DE course lessons will be contained within the Moodle platform.

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
<i>Additional Information:</i>					
DATE: <input type="text" value="10/2014"/>	ANNUAL UPDATE #1:	<input type="text" value="This action plan has been fully implemented and all DE courses are now hosted on Moodle."/>			
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>			
#5	Stabilize and begin to utilize the CampusEAI Moodle Instance.	<p>List all that apply:</p> <ul style="list-style-type: none"> ■ 1. Foster innovative learning environment ■ 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships ■ 5. Attract/ develop excellent employees ■ 6. Strengthen college planning/ decision aking 	#1 See if the CampusEAI Moodle instance is interacting correctly as it pertains to password requirements.	Direct a remote student to the CampusEAI Moodle instance to see if remote students can successfully access the systems.	Remote students will be able to set password questions without assistance.
			#2 See if the CampusEAI Portal instance is interacting correctly as it pertains to password requirements.	Direct a remote student to the portal to test password reset questions.	Remote students will be able to set password questions without assistance.
			#3 See if the CampusEAI Moodle instance is interacting correctly with the Portal as it pertains to password requirements.	Direct a remote student to the portal to test password reset questions/log on ability to the Moodle instance.	Remote student will be able to answer password questions and reset password on portal to gain access to Moodle instance.
<i>Additional Information:</i>					
DATE: <input type="text" value="10/2014"/>	ANNUAL UPDATE #1:	<input type="text" value="The webmaster spent the Spring semester 2014 recording CampusEAI Moodle issues and developing workarounds for those issues. The college chose to hire a IT director in spring 2014. As a result, support tickets must be sent through the IT director. The IT director also decided to upgrade moodle and PHP on the CampusEAI Moodle site. As a result, the testing for CampusEAI Moodle has reverted to level one: on campus testing of one class. The ITC will continue to work with the new IT director, in an attempt to implement the CampusEAI Moodle system."/>			
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>			
#6	Implement permission levels on Portal and Public Facing Website.	<p>List all that apply:</p> <ul style="list-style-type: none"> ■ 1. Foster innovative learning environment ■ 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student 	#1 Send web guidelines and procedure through approval process	Send to DE committee and then to Web Steering Committee for approval.	Web guidelines and procedures are approved.
			#2 Implement web permission levels	Create three tier permission process:	Permission process is in place and personnel are

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input checked="" type="checkbox"/> 5. Attract/ develop excellent employees <input checked="" type="checkbox"/> 6. Strengthen college planning/ decision aking		Content Creator Technical Editor Content Editor	assigned to all levels.
			#3 Train chosen personnel	Train content creators and content editors in appropriate roles.	Permission process is in place and web updates are proceeding smoothly.
<i>Additional Information:</i>					
DATE:	10/2014	ANNUAL UPDATE #1:	Implementation of the portal has been reassigned to the IT director. As a result the new action plan for the ITC department will be to create a spreadsheet of approved proctors to be placed online in the Fall of 2015.		
DATE:		ANNUAL UPDATE #2:			

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. (Click the link to access the form.)

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1, 2, and 3	All	Replace 5 year old existing ITC staff and faculty development computers A highly technical department needs equipment replaced on the five year cycle	\$15,000	Yes	1, 2, and 3
1, 2 and 3	All	Replace ITC department laser printers Printer is jamming and is at least 8 years old	\$3,000	Yes	1, 2 and 3

ANNUAL UPDATE #1:

DATE: 10/1/2013

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
4, 5, and 6	All objectives	Continue the short term contract employee for the time period of November 15 – April 11	\$14,900	Yes	

ANNUAL UPDATE #2:

DATE: 10/2014

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
		No additional resources requested at this time.			



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

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

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

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

The Mission of the Information Technology Department of Barstow Community College is to provide: training, equipment, internet connections, communication services and support needed by: the students, faculty, and staff to enhance and support student learning.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

Using technology and technological advances, the Information Technology Department strives to effectively support institutional efficiency, sustainability.

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

Through the use, development, and maintenance of technology, the IT Department enhances the open learning environment as referenced in the College's Mission statement. The department develops and uses technology to assist the students in achieving their personal best in education.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

The IT department provides direct and indirect technological support to: staff, faculty, and students: including a helpdesk; user and classroom support; network support, institutional and campus reporting; development and maintenance of multiple campus systems; process automation; communications; connectivity; maintenance of security systems; and other as needed support including audio visual at campus events and large community oriented events.

The IT Department is organized into three different functions. The first is handled by two (2) database analysts and when hired a temporary database analyst, who will handle the institutional and college reporting, systems/software and database management and system growth maintenance and expansion. One (1) network administrator handles the internet network, phone communications, campus wireless, and other campus connectivity. Two (2) PC/Network Specialists and a student worker support the help desk, provide: user and lab support, equipment maintenance, and audio/visual support. All three (3) area are involved in training in their various areas. The three (3) sites that are supported are: the Main Campus, CTE – State Street, and Ft. Irwin.

The department serves approximately 210 faculty and staff and approximately 5000 students (based on the last scorecard count). In addition support is provided to the Barstow College Board of Trustees, Barstow College Foundation, and for various community related events.

Services are provided eleven (11) hours a day five (5) days a week, with the exception of the summer months when the IT department goes on a modified schedule. The IT department does have the ability to be called into the office in the event of an emergency on the campus as needed. The staff provides a number of services in a variety of modalities, in person and virtually. The IT department is a service oriented area and the staff works very hard at encouraging the faculty, staff, and students of our campus to contact the IT department for training or service via: help desk ticket system, email, or phone.

The IT department maintains the following equipment: 613 personal computers (PC's), 93 laptops, 137 VDI (virtual data interface) and 1 Macintosh computer; 153 printers (of various types); 35 physical servers, 6 clusters and 62 virtual servers; 62 network devices; 23 wireless access points; 245 VoIP phones; 34 security cameras; 42 projectors; 2 video conference centers; 42 universal power source (UPS) battery back-ups; 23 software agreements; and 3 internet circuits through the county of San Bernardino Superintendent of Schools.

The IT department supports: Banner, Oracle, Forefront Identity Manager, and the SQL Server.

There are currently 38 Management Information Systems (MIS) reports submitted to the State each year. Internally there are dozens of reports that have to be maintained and modified, and new reports are continually being written. Current projects underway: the website, the web portal, Moodle, Forefront Identity Manager, DegreeWorks, SARS, ARGOS, OpenCCCApply, Intrusion Detection System (IDS), Emergency Alert System, 3CMeNow, Ramp-Up Technology, and Worldshare.

Finally there are 1000 plus work orders submitted to the IT office each year, and others that come over the phone and via email.

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3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Number of students that sign up and use the various applications.
Number of faculty, staff and students that use the word order system and contact the IT department.

2) Summarize the results of these measures.

Ticket system.
1,628 submitted and closed tickets submitted between January 1, 2013 through December 31, 2013. Out of the 1,628 tickets that were submitted: least amount of time spent: average time was: 0 minutes; Most amount of time: 42 hours 0 minutes; Average amount of time: 35.98 minutes. Phone Calls received: 8,091 made to extension 7000 during January 1, 2013 through December 31, 2013.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

- 1) a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.
b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

- Fully functional Web Portal. The portal has been completed to a certain level and is functional, but lacks content to be fully completed. The portal also needs to be actively used by the students, staff, and faculty. At the time two (2) projects were too time consuming, and this project was placed on a stand by state until the other project is completed.
- Establishments of Official Emails for all Students – The Active Directory has a listing of every student that is taking courses at Barstow Community College. The Office365 also has emails for all of the students, which is a part of the portal. Some of the student population is aware of the Office365, the rest of the student populous will be informed when the portal project is completed.
- Increase the number of persons using the ticketing system for working order – All of the students, staff, and faculty are aware of the help desk that the IT department has, and are using it regularly. Also the IT department staff are creating tickets as calls are received, and when the staff is stopped on the campus by members of the student populous, faculty, and staff. There has been a steady increase in the number of work orders over the past few years which would suggest that the work order system is functioning properly, and being used properly. There are some concerns about the priority levels in the work orders and work assignments, those issues are being addressed.

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.*)

- When the website is completed and certified to be deployed the web portal will be the next task to be accomplished. Re-training of the staff will need to take place on the content generation of the portal, as too much time has elapsed since it was developed.
- The students are locating the portal without assistance from the IT department, and are finding a way into the portal on their own. We have learned that by discouraging the students of the portal's existence it only strengthens their resolve to find the portal. We have also learned that there was a flaw in the portal's Office365 deployment, which required the IT department to acquire 15,000 additional licenses for the students.
- With the implementation of the work order system by the help desk we now have a way to use the FCAPS reference model more effectively, which can be applied to all aspects of the IT department. We have also learned that a better process needs to be developed to monitor all types of equipment that the IT department uses on the

campus at all sites.

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4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

- Privacy regulations promulgated by the Federal and State Government Administrative procedures for new employee entrance and exit into or from Barstow Community College.
- Changes to the Administrative Policies will make monitoring what types of equipment is needed to maintain the performance of the network for the campus.
- A need for a good working Technology Plan is needed to guide and direct the IT department in its operations both daily and long term.
- Guidelines for authorization of changes in technology equipment or software changes.
- Guidelines for determining employee access to accounts/drives.
- A need for improvement in guidelines for employees that check out equipment.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Prioritization has been improved for major campus initiatives. Statements of Work are now required for major initiatives that involve the Strata Group (SIG). Major initiatives have been identified such as DegreeWorks, SARS, ARGOS, RAVE, will need funding for maintenance for future initiatives. Projects are in the queue but will not begin until current projects are completed.

It IT department has made an effort to have the members of the campus: staff, faculty, and students, to make use of the ticket system for work orders by reminding them to use this process. Additional efforts are needed in this area to further improve the use of the ticketing system.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

- No clear administrative procedure for new employees entrance or employees exit.
- A need for improve guidelines for employee check out of equipment.
- A need to improve guidelines for determining employee access to accounts/drives and access.
- A need to improve guidelines for authorization of changes in technology equipment and/or software.
- Prioritizing process; prioritization process has been improved in some areas such as major campus initiatives. Day to day prioritization and scheduling of such things as new labs and day to day issues need a better prioritization system.

- Communication pathways; the process for communication upward through channels is unclear or restricted also communication down from the channels is sometimes delayed or incomplete.

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DATE:

ANNUAL UPDATE #2:

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

- The IT department is responsive and reactive to the ticketing system. As the IT department continues to record the results of each ticket a knowledgebase is being built, and can make some predictions on equipment replacement.
- High anecdotal support for one-on-one training and assistance, with the number of webinars that are available by many different organizations.

B. Weaknesses

- One-on-one training is costly in man hours - more group trainings are needed to reach larger number of users.
- Equipment tracking - it is difficult to track the number of items IT maintains. A better system is suggested to correct the problem.
- Ticket system is underutilized - but is not being used as a knowledgebase.
- Programming staff - there are currently no programmers employed by the College, which makes it difficult to complete projects internally, requiring the College to seek third parties for solutions, which can be quite expensive.
- Database Analysts - currently we do not have enough database analyst to keep up with the demand of the changes to the data and the reporting from the state.

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

B. Threats

- Expanding Federal and State mandates such as educational plans for all students, reporting for CTE programs, and the new student success initiative. Requirements for state MIS reporting seem to be expanding annually. These mandates almost always result in the need for expanded software and reporting.
- Continuing changes in software versions from third party vendors. This results in a significant amount of time needed to make changes and update software.
- Increasing cost for software, software licenses, and maintenance fees.
- County internet system linkages, processes, and circuits - HR and county communication system is still requiring IT support at times. When the county upgrades, we are required to upgrade/modify and in some cases downgrade our systems to communicate with the county.
- State funding has declined and buying power has declined with it, but other costs continue to increase, for example: Banner support increases by 10 percent a year.
- Our firewall that we have here at BCC has been present for nearly ten (10) years and is in need of replacing.

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7. Continuing Education/Professional Development

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

A number of the IT staff have attended a number of webinars throughout the year. The IT department received a number of notices from third-party vendors (some that we work with and some that are soliciting our business). Those vendors supply training sessions that IT personnel are able to attend from their desktops.

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

The IT department received a number of notices from third-party vendors (some that we work with and some that are soliciting our business). Those vendors supply training sessions that IT personnel are able to attend from their desktops.
In addition to training from vendors, training from the Director of IT who also doubles as a college professor and can teach the IT staff in many new areas of technology as they are introduced.

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8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

- Fully function web portal - a web portal has been created by CampusEAI, and is functional. However there is content missing for the portal to fully functional. Once the website has been completed this project will be completed without haste.
- Establishment of Official Emails for all Students - the establishment of official emails has been completed and every student has an entry in the Active Directory. The students have access to the Office365 which has been established in the portal. However there has not been an official statement that the Office365 exists until the portal is fully completed.
- The Ticket System - the ticket system is currently in place and appears to be functioning properly. There are some concerns about the priority level, which we are addressing. However there is a steady increase in the number of tickets being generated by both the faculty/staff/and students on the campus. A good knowledgebase is being developed by the IT department.
- Hire IT Director - a IT Director has been hired, and it using his IT expertise to create prioritized work agendas and streamline technology needs and align with strategic goals and mission.
- Improve training in technology on campus - the staff continue to update and educate themselves with a number of webinars that they attend. The staff continue to share their knowledge with the rest of the faculty/staff/students on the campus.
- Improve Data Gathering analysis and dissemination of data - the IT department continue to use the ticket system and encourage others to use the ticket system as well. As previously mentioned in the document there is still an issue with the priority system of the ticket system which is being resolved. The ticket system is a great source for a knowledgebase, and the IT staff is using the ticket system in that manner.

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ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Safety and Security of the Network and Data of the College.	<i>List all that apply: 1, 2, 3, 5, 6</i>	#1 Purchase a new Intrusion Detection System (IDS)	a). Board approval (possible). b). Cabinet approval. c). Technology Committee performed research and approval. d). Funding.	Will allow the IT department to detect threats better on the campus from both internal and external sources. The IDS will prevent viruses such as CryptoKeeper from attacking PC's and drives on the campus as well as other threats.
			#2 Database Analyst	a). Board approval (possible). b). Cabinet approval. c). Technology Committee approval. d). Funding. e). Job announcement & hiring process.	Provide additional support to the database analysts that the College already has to ensure that the MIS reports are submitted to the state on a timelier basis and with added accuracy.
			#3 Data Integrity	a). Cabinet approval. b). Technology Committee approval. c). Funding.	A better process needs to be found to ensure that the data is correct when submitted reports to the state. Either by purchasing an application or creating of our own. The premise is that the data is entered correct, and should be sent correct.
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	Equipment changes and rotations. Equipment checking out system.	<i>List all that apply: 1, 2, 3, 4, 5, 6</i>	#1 A plan or guideline for the rotation of equipment.	a). Cabinet approval. b). Technology Committee developed and approval. c). Funding.	As the technology changes a plan, or/a guideline needs to be established for the rotation of all of the equipment on the campus.
			#2 Equipment surplus.	a). Cabinet approval. b). Technology Committee approval. c). Funding.	Have sufficient equipment for replacements when equipment fails or equipment is needed by members of the faculty and/or staff on the campus.
			#3 Form/policy is needed for the checking out of equipment.	a). Cabinet approval. b). Technology Committee development and approval.	As the faculty and staff check out equipment for various purposes on and off the campus a form/policy needs to be implemented for the safe return of the equipment.
<i>Additional Information:</i>					
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#3		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
DATE: <input style="width: 80%;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 100%;" type="text"/>		
#4		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
DATE: <input style="width: 80%;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 100%;" type="text"/>		
DATE: <input style="width: 80%;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 100%;" type="text"/>		
#5		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
DATE: <input style="width: 80%;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 100%;" type="text"/>		
DATE: <input style="width: 80%;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 100%;" type="text"/>		
#6		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
DATE: <input style="width: 80%;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 100%;" type="text"/>		
DATE: <input style="width: 80%;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 100%;" type="text"/>		

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

Barstow College Library is committed to serving the needs of our students, faculty, staff, and community patrons by striving to meet the following goals:

- Maintaining a diverse collection of materials to support the academic and vocational needs of our student body;
- Helping students develop skills essential to academic and occupational success by promoting information competency and critical thinking;
- Working with the faculty to ensure knowledge of the library's services and resources and providing training and support to incorporate them into curriculum;
- Providing resources and research assistance to enhance faculty research;
- Serving the diverse needs of all library patrons, including remote learners and those with special needs;
- Responding to changing technologies by providing resources in a variety of formats, both print and electronic, and maintaining a knowledgeable and skilled staff;
- Promoting lifelong learning and the value of the library in the campus environment.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

This is our five-year plan. We are now on the second year of this plan:

Barstow College Library 5-Year Plan

1. Collection
 - a. Finish backlog of weeding so that weeding is on a regular schedule as appropriate for all subjects – will take several years.
 - b. Continue to monitor technological change in the areas of e-books, other downloadable materials, and video streaming, to see if technological and business models are developed in these areas that would be available to us and useful to our students. Ongoing
 - c. Continue to purchase print and DVD resources. Ongoing
 - d. Explore the possibility of reducing print periodical subscriptions substantially starting in FY 2012-13. Immediate
 - e. Develop active strategies and procedures to increase use of all resources. Immediate and ongoing
 - f. Do as much as possible to ensure that funding for databases is maintained at a workable level. Immediate and ongoing
2. Physical library
 - a. Consider administration suggestion to add new computers. Where would they go? Who would pay for and maintain them? How could academic uses be specified, if possible?
 - b. How to improve collection security?
 - c. Receipt printers?
 - d. Maintain funding for security system service plan.
 - e. Identify how staff computer equipment and back-end technology (Voyager, Oracle) are to be paid for. If by the library, secure and maintain consistent adequate funding.
 - f. Get a better copy machine; also, encourage college to purchase a second copy machine to be kept either with the first or in some other central location on campus?
3. Personnel

- a. After researching job descriptions and compensation, submit requests to add one adjunct instruction/reference librarian and one classified front desk lead position to the library.
 - b. Extend one currently part-time Library Tech I position to full-time (subject to outside funding).
 - c. Return staff training funds to 2012-13 budget. Encourage and promote staff training.
4. Instruction and SLOs
- a. Complete quarterly cycle of assessment for all SLOs; develop better assessment methods for SLO 2.
 - b. Develop library tutorial materials for distance education students (requires help from other departments).
 - c. If required, develop credit library research courses (hopefully done by instruction librarian).
 - d. Develop and promote subject-specific information literacy assignments for students.
5. Policies and procedures
- a. Post correct mission statement (can be done ASAP)
 - b. After final discussion by staff, save book processing and periodical processing documents to the G drive where they can easily be accessed
 - c. Continue to examine policy/procedure on an ongoing basis to make sure we are using best practices
 - d. Continue enforcement of reasonable quiet, no food/drink, etc.
 - g. Continue active staff presence working in stacks where possible to deter theft.

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

BCC Mission:

Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures. **(Library supports by diverse collection and up-to-date technology)**

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. **(Library supports by having basic skills and vocational materials in collection as well as materials supporting transferable courses. Library tutorials offered to students in all classes)**

Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities. **(Strong customer service ethic, emphasis on customer service performance for library staff)**

Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential. **(Not as relevant to us, but we do offer materials on transfer, different schools, majors, careers)**

Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth. **(Library has an MOU with the local Veteran’s Home to allow veterans to check out books. More could be done here)**

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. **(Career and technical materials in collection. Especially see certification materials in Learning Express database)**

Using institutional research to further develop courses, programs, and services. **(Library keeps statistics on electronic database use, book, DVD and reserve item use, reference transactions, etc. SLOs exist, assessment is taking place this semester)**

Increasing access to all students by continuing to promote and develop our extensive distance education program. **(Databases, e-books, availability of reference services via email)**

DATE:

ANNUAL UPDATE #1: Most aspects of our five-year plan are ongoing and we have continued with these aspects. We did reduce our print periodicals by approximately 5 titles. A strategy of working with faculty to improve the quality of research assignments given to students has been developed and will be attempted to be implemented after the program reviews are turned in (when training time will hopefully become available); this will address 1e. We have not been able to add any personnel or extend any hours due to current institutional funding priorities, but will continue to repeat our requests. Staff training funds were added to the 2014-15 budget. SLO assessment has continued to be elusive, nor have I managed to address 4b, 4d (although I did update all the pathfinders) or 5a. Processing instructions are available to staff. After discussion and research, we decided to allow covered drinks and small snack items, and this has reduced conflict with students, although some of the library staff feel there has been an increase in mess. I requested several additional trash cans from Maintenance to help deal with that.

DATE:

ANNUAL UPDATE #2:

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?

D. How do you provide them?

Organization: managed by Librarian (faculty); one full-time Library Tech II, one full-time Library Tech I, one part-time Library Tech I (all classified).

We serve all BCC students (on-campus and distance education students alike) as well as BCC faculty and administration.

We provide materials for research and study such as books, periodicals, DVDs, a journal database, topical databases, etc. We also offer reference assistance (help with research questions). We provide a space for students to study and computer access.

Library materials and services are available both in the building and remotely (via electronic databases and e-books; reference questions can be answered via email or phone).

DATE: 10/6/14

ANNUAL UPDATE #1: No change.

DATE:

ANNUAL UPDATE #2:

3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

The library tracks statistics such as book and DVD circulation statistics, reserve textbook use, e-book use, hits on our electronic databases, patron traffic into the building, reference questions, number of library tutorials offered, number of items purchased, and number of outdated items removed from the collection. We also assess Student Learning Outcomes.

- 2) Summarize the results of these measures.

Library use in all areas has remained consistent throughout the assessment period. Based on these numbers, student engagement continues to be lower than desired.

To increase student engagement, we plan during the next assessment cycle to work with instructional faculty to create a range of assignments at different levels that require the use of library resources.

In the past, we have also attempted to increase student engagement by purchasing a wide range of materials, in print, electronic and DVD formats, for various reading levels/levels of expertise, emphasizing topics of apparent immediate interest and relevance to our students. This effort will continue.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

- 1) a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.
- b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

We are assessing two of our SLOs via assignments given to students in library tutorials. Our third SLO is assessed via circulation statistics. We have continued to assess these SLOs (SAOs?) since the last program review.

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

Evaluation tells us that students who take library tutorials do well on SLO #1, "Student uses library systems and procedures to accurately seek for and access information, whether for educational or personal needs". Efforts in this area will continue along existing lines.

We have limited opportunities to work with students on SLO #2, "Student uses critical thinking to compare and contrast different information sources, whether print, audiovisual or electronic, and chooses those that are most appropriate to an assignment or other information need". In the last program review, I mentioned wanting to hire an adjunct Instruction Librarian. I still feel that this would be important. However, given the current state of the budget, it is not immediately realistic, but it remains a goal for the future. Hiring this employee would allow us to develop a multi-tiered system of library tutorials or perhaps for-credit laboratories that would better address students' need for information literacy instruction.

Based on circulation statistics, SLO #3, "Student develops an appreciation for a diversity of literature and scholarship", is holding steady, but at a level lower than it should ideally be. Student use of the library is largely dependent on faculty giving them assignments that require meaningful engagement with library materials. We took a step toward addressing this by assigning students in lower-level English, Orientation, and Reading courses who take library tutorials a new assignment: to check out two books and provide a limited report on their reading. However, the instructor, Mr. Ian Caldon, who was most helpful in giving his students this assignment and assessing their performance on it has left for another position during the assessment period. It would be ideal if library assignments could be made consistent throughout all classes of a certain type rather than being dependent on the presence of specific "library-friendly" instructors.

DATE: 10/6/14

ANNUAL UPDATE #1:

It was discussed whether library Program Reviews and updates should include the spreadsheets where we keep our statistics, but there was no conclusive decision. These statistics can be added to this update if they are needed.

As far as working with faculty, while we have created assignments at different levels, it remains very difficult to get time in Best Practice and All Division meetings, which is the only way to reach out to large numbers of the faculty, and use of library materials/instruction in library and research-related skills remains completely at the individual faculty members' whim. Barstow College will really only

increase student engagement in the library if the institution as a whole both commits to information literacy, college-level research, and reading as meaningful goals for students, and identifies the library as the best source for students to learn relevant skills and access relevant materials. Information literacy, etc. need to be embedded in the curriculum, not matters of whether an individual faculty member wants students to use the library or not. It is difficult for the library as a single department to form a meaningful plan to address these issues.

DATE:

ANNUAL UPDATE #2:

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

Our in-house policies, procedures, and processes have not changed during the assessment period. However, we have documented them more effectively by creating a Circulation Staff guide to all policies and procedures, which is available to all staff on our G drive.

There is one significant change to an external policy that has affected the library. The Affordable Care Act dictates that staff working more than a specified number of hours per week must be provided health insurance by employers. Via Barstow College administration, the library has been required to limit the hours worked by substitute employees so as to prevent them qualifying for health insurance.

Externally, our budget procedures are determined by the Budget Office, our personnel procedures are determined by HR, and our cataloging procedures are determined by current industry standards. There has been one significant change in these areas. Due to the lapse of an MOU, the librarian is no longer considered the direct supervisor of library classified staff members for evaluation and hiring purposes. This change was only just made in Fall 2013, so its effects are yet to be evaluated.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Since we are short on staff already, the effects of the Affordable Health Care Act make it difficult to provide sufficient coverage. For example, one experienced staff member is not allowed to work 40 hours/week in the position for which she is currently substituting (“working out of class”) because her actual position is a 20 hour/week position. The remaining 20 hours needed to cover the vacant position thus must go to substitute employees, who have less experience and at times are less reliable.

The improved documentation of internal policies and procedures should make staff training easier and help us be consistent in the way we do things.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

I feel that we are doing well in this area in-house. We continue to examine our policies and procedures for quality and efficiency.

DATE:

ANNUAL UPDATE #1:

The staff member is no longer working out of class because we hired a permanent employee in the position, and we fired one unreliable substitute and added someone more professional. However, the basic issues remain the same. The only major internal policy change has been to allow limited food and drink items, as described above. We think this will make the library a more welcoming destination, and it is in keeping with common practice in other community college libraries. We also have clarified our computer use policy to specify that children under the age of 16 are not allowed to use the computers unless they are registered as BCC students, and have posted this policy; that was a recent change and it is too soon to assess the results. The change was made as an attempt to deter students from leaving their own children unattended in the library and to save our limited computer terminals for the student use for which they are intended.

DATE:

ANNUAL UPDATE #2:

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

We have a strong collection and some dedicated personnel. We are assessing our SLOs. Since the last program review, we have improved our collection by adding a subscription to ebrary, an e-book subscription service. This has increased the number of book-length items available electronically, accessible to students, via any computer with Internet access, by several hundred percent. These e-books are constantly updated so that the collection in this area does not go out of date.

B. Weaknesses

Due to the layoff of one of the part-time Library Tech 1 staff in 2013, the library is extremely short-staffed. This has led to a 20% reduction in the hours the library is available for student study and research. It also means that substitutes must be extensively used to cover absences rather than extending the hours of experienced employees. Work which makes items available to students, such as processing and shelving books and print periodicals, must now take place more slowly. The chance that a student will have to wait in line while someone else is helped has increased. We have already had student complaints about the reduced hours and about newspapers not being immediately available in the morning (because the one staff member on the desk could not leave the library unattended to go outside to the book drop for retrieve them). I have appended a BAP asking that the position be reinstated.

The library's Integrated Library System (ILS), the system that contains our online public access catalog and links with our electronic databases as well as maintaining data on circulation, student fines and fees, etc. is badly outdated and is in danger of becoming nonoperational. We could not only prevent loss of data but could improve student learning and streamline internal cataloging and related procedures by moving to a cloud-based system. Funding will be needed. I have appended a Technology Request form and a BAP.

The library's budget was cut significantly during the assessment period. The book budget was cut from 22,000.00 to 12,000.00. The DVD and CD budget was cut from 6,900.00 to 4,000.00. Also, since 2011, line items for travel and conference expenses, conference fees and staff training were removed from the library budget, leaving zero funding for staff training and professional development.

The library is underused because faculty do not assign students work that requires the use of library materials (and our students do not gravitate toward reading on their own). As stated above, we will be applying some strategies to try and improve this.

In last year's program review, I mentioned that we would benefit from hiring an Instruction Librarian as well as a front-desk lead position. These needs still exist, but have been tabled for the time being due to budgetary concerns.

DATE:

ANNUAL UPDATE #1: A BAP requesting that the staff member be reinstated was not granted, but is being renewed this year. The issues cited above in this area still apply. However, the ILS upgrade was granted and we are moving forward with that, expecting the new system to go live in spring 2015. Budgetary concerns still exist as above, although some staff training money was allocated and some extra funds have been forthcoming from the state.

DATE:

ANNUAL UPDATE #2:

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

We have the opportunity to improve our ILS and our personnel shortage via BAP requests.

B. Threats

We are constantly threatened by budget cuts and even layoffs, all of which are initiated outside the department. In addition, our usage statistics are largely dependent on faculty making the choice to require their students to engage with library materials.

DATE:

ANNUAL UPDATE #1: We are upgrading our ILS. The other information remains the same. We need a more comprehensive institutional commitment to library use but are not sure how to achieve this.

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

None, as no funding was available. The librarian does attend faculty Best Practice and All Division meetings, but these are generally not specific to our department.

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

We will research free webinars and other forms of professional development that don't cost anything. Staff will continue to attend on-campus trainings and meetings.

DATE: 10/6/14

ANNUAL UPDATE #1:

With some funding restored, we have identified some professional training opportunities for the next year. As of this point, one staff member has attended a conference on scholarly communication, and the librarian attended a State Academic Senate conference on curriculum (relevant to her role as Curriculum Chair) which was paid for by BCC's Academic Senate.

DATE:

ANNUAL UPDATE #2:

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)

1. **Maintain and improve library collection:** We have continued to purchase books and audiovisual items, but our biggest accomplishment has been adding our ebrary e-book subscription, as described above.
2. **Improve information literacy instruction, engage faculty:** These efforts continue but our statistics from tutorials and circulation statistics show that this is an area where we are holding steady rather than making large improvements.
3. **Maintain quality personnel.** We are doing poorly here. One Library Tech 1 was laid off, and our Library Tech II is leaving to pursue opportunities elsewhere. A BAP requesting that the Library Tech 1 position be reinstated is attached. The Library Tech II position will be filled, hopefully with an individual as good as the outgoing one, who has been a significant asset to the department.

Continue to seek out free or affordable conferences, webinars, and other training opportunities. These will now have to be free, since our training budget has been excised. I will put more energy into looking for free training opportunities.

DATE: 10/6/14

ANNUAL UPDATE #1:

We hired a new Library Tech II, and we had some training money reinstated. In other areas, efforts continue.

DATE:

ANNUAL UPDATE #2:

9. Goals/Objectives/Actions (ACTION PLAN)

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- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College’s [Strategic Priorities](#).
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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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Provide persuasive data via BAP and program review to ask that the Library Tech I position which was removed in Spring, 2013 should be reinstated. Help to students and work on periodicals, book processing, shelving, shelf-reading (re-ordering items that are in the wrong place) and other tasks would all take place more quickly and to a higher standard of quality since they would be performed by regular employees, not substitutes.	<i>List all that apply:</i> <i>Provide students a successful college learning experience</i> <i>Promote and support student engagement</i> <i>Attract, retain, and develop excellent employees</i>	#1BAP is approved by appropriate committees	Presidential, VPAA, HR, and BOT approval	Position is hired Library Tech 1 tasks are completed more rapidly and to a higher standard
			#2		
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text" value="10/6/14"/>	ANNUAL UPDATE #1:	<input type="text" value="We are once more requesting that this position be reinstated."/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	Maintain and improve library collection so as to improve student engagement and learning.	<i>List all that apply:</i> <i>Foster an innovative learning environment that respects diversity</i> <i>Provide students a successful college learning experience</i> <i>Promote and support student engagement</i>	#1 Continue purchasing appropriate print and audiovisual materials	#2 Maintain or improve budgetary support Continue to use appropriate collection development techniques.	Collection statistics show an increase in library use Budget numbers reflect more robust financial support

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	<i>Additional Information:</i>			
	DATE: <input type="text" value="10/6/14"/>	ANNUAL UPDATE #1:	We are continuing with this. We received some extra budgetary support from the state and are using it to upgrade our careers and current events collections.	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#3	Purchase a new ILS to improve stability, security, streamline internal procedures, generally modernize the library system while improving student access, engagement, and learning. The quality of the ILS we are considering (WorldShare) is vastly better than what we have now and would improve on all the ways that students currently interact with library data, as well as adding new pathways, such as enabling faculty to put electronic database articles on e-reserve for students. (Please note: While staff work will be streamlined, this will give staff, particularly Library Tech II, more time to work directly with students and on other tasks. It does NOT affect the need to replace the lost staff position.)	<i>List all that apply:</i> <i>Foster an innovative learning environment that respects diversity</i> <i>Provide students a successful college learning experience</i> <i>Promote and support student engagement</i>	#1 Choose the best of several vendor products via product representative demonstrations (we have done this and settled upon WorldShare)	BAP requires approval by various individuals and committees Installation and training by vendor New product is purchased and installed Collection statistics show an increase in library use Student research work shows more fluency in use of a variety of resources Faculty explore a wider variety of resources and tools, including e-reserves Library Tech II position is able to spend more time working on tasks that directly affect students rather than constantly struggling with an outdated ILS Risk of a total loss of system data no longer exists
			#3	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	<i>Additional Information:</i>			
	DATE: <input type="text" value="10/6/14"/>	ANNUAL UPDATE #1:	<input type="text" value="We have contracted with Worldshare and expect the new ILS to go live in spring 2015."/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#4		<i>List all that apply:</i>	#1	
			#2	
			#3	
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#5		<i>List all that apply:</i>	#1	
			#2	
			#3	
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#6		<i>List all that apply:</i>	#1	
			#2	
			#3	
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1	Library Tech 1	Total Projected cost \$22,993.00	Yes	

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1	Library Tech 1	Total Projected cost \$22,993.00	Yes	

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM: Maintenance & Operations

Academic Year: 2014–15 **FULL PROGRAM REVIEW** **Date Submitted:** 10/6/14

Academic Year: 2015–16 **ANNUAL UPDATE #1** **Date Submitted:**

Academic Year: 2016–17 **ANNUAL UPDATE #2** **Date Submitted:**

By:

Lead: Rick Hernandez

Members: Terri Walker, Ken Hernandez, Jeff Bowen, Luke Majourau, Carlos Zetina, Daniel Norman, Jesse Ramirez, Bruce Fries, Gene Lopez

1. Mission and Vision

A. Service Area/Administrative Unit Mission

Maintenance and Operations Department of Barstow Community College District provide services for the purpose of ensuring high quality learning, teaching and work environments for all who come in contact with the District, by maintaining all facilities and grounds, and provide a safe and clean interior set forth by District standards.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

The Maintenance and Operations department will continue to provide a safe, clean, and inviting campus to students, staff and the community.

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

The vision of Maintenance and Operations Department of Barstow Community College aligns itself by providing services for the purpose of ensuring high quality learning, teaching, and work environments. Our support to that common goal will provide an environment for a well-rounded student outcome within a safe environment

DATE:

ANNUAL UPDATE #1:

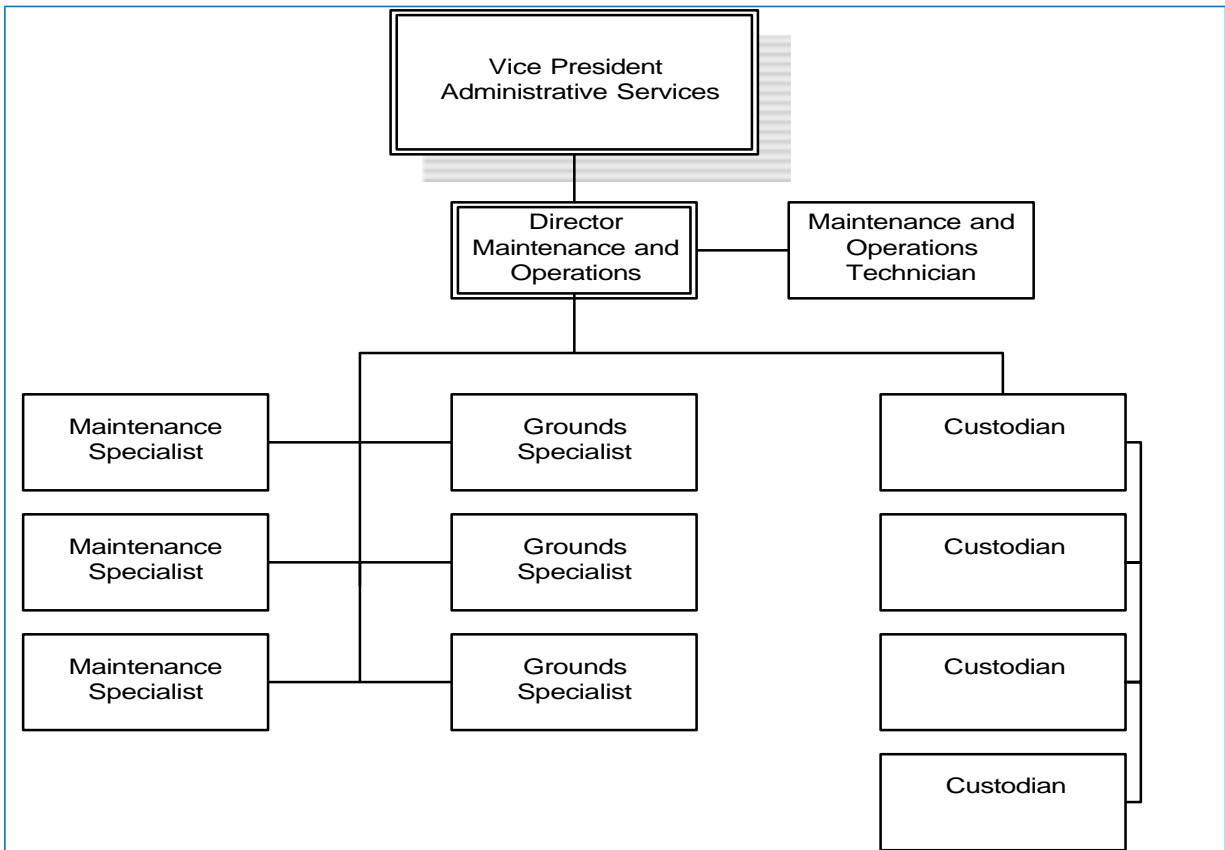
DATE:

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2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?



B. Maintenance and Operations services the Barstow College Campus, State St. CTE, and Fort Irwin sites.

C. Maintenance and Operations is a full service unit that will take care of all facilities need to include, but not limited to, Mechanical service, Electrical service, Plumbing service, Grounds service and Custodial services.

D. One full time Director, Maintenance Technician. M, E, and P are provided by 3 full time Skilled Maintenance personal, Ground services are provide by 3 full time staff and Custodial services are provided by 4 full time staff

E. Barstow Community College consists of 13 buildings with total assignable square footage (asf) of 120,338 (177,265 outside gross square footage (ogsf). 9 of the 13 buildings were built in 1957. Two current capital construction projects will increase the gross square footage by 50,000 sq ft. With this addition to our campus, the need for increased operational funds and the need for additional maintenance staff create a challenge. Staff/Faculty/Administrators for Fall 2012 - 57 classified employees, 19 administrators, directors, managers and confidential employees, 107 adjuncts, 32 full time faculty, including counselors & librarian.

The functions of our department are to provide:

- Continual preventive maintenance program throughout the campus
- Repair of any and all vandalism
- Repair or re-key of locks
- Respond to work orders and other needed calls
- Testing of all fire extinguishers

PROGRAM REVIEW: Maintenance & Operations

- Maintain student areas
- Comply with all regulations
- Maintain pathways and lighting
- Identify and correct safety issues
- Assist in construction specifications
- Mechanical maintenance
- Electrical maintenance
- Plumbing maintenance
- Paint
- Office moves

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3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Maintenance and Operations is an email work order driven operation that also provides preventive maintenance and reactive maintenance service. Work orders will be tracked to include total work orders, ranked by complexity, and time to resolution/completion. This will include all set ups and facilities use forms.

- 2) Summarize the results of these measures.

These measurements of these activities will begin this year for support documentation.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

- 1) a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.
- b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

No outcomes were listed in prior years.

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

No assessments were conducted in prior years.

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4. Policies & Processes

- A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

None at this time, The new buildings that will be online soon on campus may require update as to the use of the facilities.

- B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

- C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

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ANNUAL UPDATE
#2:

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

1. Cross trained employees
2. Efficiency of processes
3. Seasoned maintenance department staff
4. Performance and availability of department staff
5. Maintain and support the events in a timely manner
- 6.

B. Weaknesses

1. Turnover at key custodial and grounds positions.
2. Use of temporary employees
3. Availability of time to plan short term and long term
4. Need additional employees for growing District
- 5.

DATE:

ANNUAL UPDATE
#1:

DATE:

ANNUAL UPDATE
#2:

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

New buildings will justify additional staff. State Bond funding and Grants may be available to help offset costs of renovation and grounds improvements.

B. Threats

New buildings are going to increase the workload of the entire M&O staff. Trees have not been trimmed in several years and are beginning to create hazards and safety concerns. The pathways are lifting for overgrowth of tree roots and may cause an access issue in the future.

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7. Continuing Education/Professional Development

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

Maintenance and Operations department is providing professional development by bringing in qualified vendors to educate our different department units (maintenance, grounds and custodial) with up to date approaches on different applications of industry standards practice. Some of the training topics include: Wood floor refinishing sponsored by Waxie

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

The training scheduled this year includes; one maintenance staff member is participating in the district leadership academy and vendor sponsored cleanliness standards, blood borne pathogens awareness. These trainings will produce certificates for those who complete the end of training questionnaire.

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8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

Goals listed in previous years were vague and didn't reflect district needs. The department will reevaluate the needs and report progress.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

9. Goals/Objectives/Actions (ACTION PLAN)

- A. GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <u>BCC STRATEGIC PRIORITIES</u> (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Provide a clean campus for students, staff and the community.	List all that apply: Expand and sustain an efficient, attractive and welcoming campus environment that supports teaching and learning.	#1 Increase cleanliness of the facilities	Frequent monitoring documenting of facilities.	10% fewer complaints regarding cleanliness.
			#2 Increase cleanliness of the grounds	Cross training employees to attend immediate needs.	Fully staff existing positions with permanent employees
			#3	Create a tool to track cleanliness complaints.	
	Additional Information:				
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#2	Stay in compliance with the Chancellor’s office	List all that apply: Maximize physical, human, fiscal and technological resources using program review and outcomes assessment results.	#1 Improve timeliness of reports	Clearly outline the work needed to stay in compliance.	Fewer late notices and reminders for fusion reports.
			#2 Memorialize all planning in appropriate documents	Schedule meetings to meet the need of the project.	Meetings are scheduled and followed through with.
			#3 Provide documentation to use as evidence, such as meeting minutes.	Develop a timeline for work needed to complete the update in the time allowed.	Planning documents such as the facilities master plan and the 5 year construction plans are updated and submitted prior to the timelines outlined in our planning cycle.

ACTION PLAN

	GOAL	ALIGNMENT WITH <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	Additional Information:				
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 95%; height: 20px;" type="text"/>		
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 20px;" type="text"/>		
#3	Reduce water usage district wide.	List all that apply: Expand and sustain an efficient, attractive and welcoming campus environment that supports teaching and learning.	#1 reduce water usage by 20%	Create a plan to use less water.	Reduced water consumption district wide by 20%.
			#2	Provide guidance to the business and finance committee regarding water use data.	Develop a report to be used for internal and external use.
			#3	Implement a strategy to reduce water consumption.	Reflect the strategy on a map system to have tangible documents.
	Additional Information:				
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	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 20px;" type="text"/>		
#4	Reduce unscheduled shut downs and repairs.	List all that apply:	#1 to identify and document the causes of equipment failure and try to prevent or estimate the life cycles.		
			#2		
			#3		

ACTION PLAN

	GOAL	ALIGNMENT WITH <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	Additional Information:				
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 95%; height: 20px;" type="text"/>		
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 20px;" type="text"/>		
#5	District Facilities Standards	List all that apply:	#1 To create a document that records the standards for construction, i.e. lighting type and equipment.	Meet with professionals that will help determine the current standards and who can create a living document.	
			#2		
			#3		
	Additional Information:				
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 95%; height: 20px;" type="text"/>		
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 95%; height: 20px;" type="text"/>		
#6		List all that apply:	#1		
			#2		
			#3		
	Additional Information:				
	DATE: <input style="width: 80px;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 95%; height: 20px;" type="text"/>		
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ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	#2:			

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE

DATE:

#1:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE

DATE:

#2:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

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

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

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

The office of the president in partnership with the elected board of trustees, provides the leadership necessary to guarantee educational quality, promote student success and engagement, maintain fiscal solvency, and develop and nurture useful community, regional, state, and national relationships.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

Achieving student success and community vitality.

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

By providing the leadership that enables all segments of the institution to ensure that service to the community and all students remains the highest priority.

DATE: Oct 16, 2013

ANNUAL UPDATE #1: Both mission and vision have been reviewed and are ok as is. No changes needed at this time.

DATE: October 01, 2014

ANNUAL UPDATE #2: Both the mission and vision have been reviewed and are ok as is. No changes are needed at this time.

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

Staffing consists of two (2) full-time positions, the President/Superintendent of the college and the Executive Assistant to the President. The Office of the President serves the entire college (staff and students) and carries out the directives of the elected Board of Trustees and oversees the operations of the college. The President's Office communicates both internally with the entire college and externally with the local community and on a regional, state and national level.

DATE: Oct 16, 2013

ANNUAL UPDATE #1: No changes needed.

DATE:

ANNUAL UPDATE #2:	<p>A - Staffing consists of two (2) full-time positions, the Superintendent/President of the college and the Executive Assistant to the President.</p> <p>B - The Office of the President serves the entire college: managers, faculty, staff and students; the community; and the Board of Trustees. In addition, the President's Office is the liaison to federal, state and local governmental agencies; ACCJC and the California Community College Chancellor's Office.</p> <p>C - Responsible for and oversees all operations of the college; carries out the directives and implements policies adopted by the elected Board of Trustees. In addition the Superintendent/President represents the College at community functions and on community groups (such as Chamber of Commerce Economic Development Group and Military Affairs Committee).</p> <p>D - Communicates internally with the entire college and externally with the local community and on a regional, state and national level. Ensures governance process is followed, chairs meetings, policy & procedure review, provides leadership and direction directly to Cabinet level administrative staff and both directly and indirectly to the College as a whole. Services are also provided by ensuring that the College personnel has access to professional development opportunities.</p>
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3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

With the arrival of a new Superintendent/President in July 2013, new goals were identified, previous goals were retired and measurements/assessments of newly defined goals will take place by update #2.

- 2) Summarize the results of these measures.

With the arrival of a new Superintendent/President in July 2013, new goals were identified, previous goals were retired and measurements/assessments of newly defined goals will take place by update #2.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

- 1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

With the arrival of a new Superintendent/President in July 2013, new goals were identified, previous goals were retired and measurements/assessments of newly defined goals will take place by update #2.

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)*

With the arrival of a new Superintendent/President in July 2013, new goals were identified, previous goals were retired and measurements/assessments of newly defined goals will take place by update #2.

DATE:

ANNUAL UPDATE #1: With the arrival of a new Superintendent/President in July 2013, new goals were identified, previous goals were retired and measurements/assessments of newly defined goals will take place by update #2.

DATE: June 26, 2014

ANNUAL UPDATE #2: Goal # 1: Meet the training needs of local business and industry partners. To achieve this goal, the Superintendent/President has participated in various advisory committee meetings with business leaders in our CTE areas; has encouraged college and Barstow USD participation in regional grant opportunities such as the VVC Pathways Trust Grant; has met with CTE and instructional leadership to determine best personnel structure for CTE; and regularly participates in the Chamber Economic Development Committee meetings. In addition, the President/Superintendent has visited the State Street facility on numerous occasions throughout the year and has encouraged the VP of Instruction to do the same.

Goal # 2: Ensure the accuracy of data and use of data in integrated planning efforts. The President's Office has held two large group meetings with all college personnel involved in data integrity efforts. The effort is ongoing, but initial steps have been taken to clean our data so that it can be trusted and used in planning efforts. One success is that prior to this effort, we were unable to collect apportionment for online labs—in 2014/15, due to the efforts of people who participated in these data integrity meetings, we will collect about 100 FTES for these labs. We have hired the Dean of Institutional Effectiveness and Research and the Director of Instructional Technology. Both of these positions have resulted in furtherance of efforts to use data in our integrated planning. The research dean provides data to all instructional departments for program reviews/SLO's and has worked with the administrative team under the leadership of the Superintendent/President to develop a fact sheet for the college. The IT Director has assisted in providing accurate data and information via our web-site and is working with the college on the implementation of a new web-site and college portal.

Goal #3: Work with appropriate community and city agencies to develop an operation plan for the PAC. The President developed an advisory group made largely of community members with college staff and Foundation representation. This advisory group met monthly during the 2013-2014 year to begin drafting various plans such as operations, fundraising, and programming. The fundraising plan was approved by the Board on April 16, 2015, May 21, 2014, and September 10, 2014 and the Fee Use structure was approved on February 19, 2014. The operations plan is in its final stages and was presented to the Board as a draft on July 22, 2014. On September 10, 2014, the Board approved the Staffing Plan for the Performing Arts Center and gave approval of the job description and to advertise and hire a Civic Center and College Event Manager.

4. Policies & Processes

- A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

The entire College is impacted by the changes in student success and equity program requirements. In addition, the federal focus on college completion, and Career Technical education, as well as the state legislative support of these goals will impact the future of our college.

- B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Additional responsibility for leadership and participatory governance opportunities have been the result of these changes in legislation. Also, these have resulted in additional mandatory reporting requirements such as student success and student equity plans, and MIS data element changes.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

Data integrity; data element changes; internal teams to write reports and implement goals and activities delineated in the reports.

DATE: Oct 16, 2013

ANNUAL UPDATE #1: Student Success Initiative, Restructuring of the Strategic Planning Process, Restructuring of the President's Shared Governance Council.

DATE: July 26, 2014

ANNUAL UPDATE #2: We have implemented Barstow College's response to the Student Success Initiative mandates to work closely with our feeder high school districts to ensure a smooth transition to college and to increase college success rates. This summer saw the first implementation of the Bridge to College Success program. We have used the college's shared governance process to revise the strategic planning and communication process as evidenced by the adoption of this new process at the all college meeting on September 03, 2013, and presented to the Board on October 08, 2013. The President's Shared Governance Council has also been restructured. Membership now includes three (3) representatives from each of the following areas: classified staff, faculty, students, and middle managers. The President and Cabinet level administrators are now advisory members with the President serving as the chair of the committee. The council approved this change on September 04, 2013. Throughout the 2013-2014 year the entire participatory governance handbook was reviewed. Each committee reviewed its membership, description, and drafted a purpose statement and forwarded their recommendations to the Council for consideration. The PSGC approved the revised Participatory Governance Handbook in May 2014 and submitted the final document to the Board for approval at the July 16, 2014, Board meeting.

5. Internal Factors (see Handbook for worksheet)

A. Strengths

Conversion to BoardDocs-which will help with reviewing and maintaining BP/AP's. 2) Effective and collegial relationship between the president and executive assistant. 3) Effective relationship between the president and the board of trustees

B. Weaknesses

Staff coverage during times of vacation or leave from the office. Limited staffing.

DATE: Oct 16, 2013

ANNUAL UPDATE #1:	<p>Strengths: Smooth BoardDocs conversion and substantial use of its features. Effective communication with Trustees. Positive response time to trustees and community. Positive communication with various college departments to support board objectives.</p> <p>Weakness: Inconsistencies in procedural expectations. Campus-wide communication challenges.</p>
DATE:	October 01, 2014
ANNUAL UPDATE #2:	<p>Strengths: 1) Increased communication through a commitment to participatory governance and institutional dialogue. Renewed culture of respect through college-wide participation in the collaborative development of college values; 2) College-wide commitment to data integrity and a culture of evidence; 3) Michelle's exceptional communication skills and professionalism when working with all constituency groups of the District</p>

6. External Factors (see Handbook for worksheet)

A. Opportunities

B. Threats

Accreditation, 2) State Budget, 3) Board of Trustee Elections, 4) Community Needs Assessments, 5) Reporting and accountability requirements of local, regional, state and federal organizations.

DATE:	Oct 16, 2013
ANNUAL UPDATE #1:	<p>Opportunities: Regular communication with the City of Barstow and business leaders. Positive presence within the community.</p> <p>Threats: Delayed construction efforts. Economic growth of community.</p>
DATE:	10/22/14
ANNUAL UPDATE #2:	<p>The President regularly attends Chamber Breakfast Meetings & Economic Development Meetings and other city meetings. She also has regularly scheduled meetings with the City Manager and other active leaders.</p> <p>Opportunities: Increase grant submissions—we are currently exploring entering into an agreement with a consulting firm to help us with the development and submission of federal grant applications; 2) Creating pathways to our College and through completion of skill acquisition, certificates, degrees and transfer requirements with our partners such as K12 districts, Military, and local industry.</p> <p>Threats: budget, increased reporting, limited staff, TIME.</p>

7. Continuing Education/Professional Development

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

Executive Assistant Workshop and Policy and Procedure Workshop sponsored by the Community College League of California.

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

Regular attendance at CEO workshops. Regular attendance at internal participatory governance committees. Regular participation with community organizations.

DATE: Oct 16, 2013

ANNUAL UPDATE #1: No changes needed.

DATE: October 1, 2014

ANNUAL UPDATE #2: Dr. DiThomas – ongoing participation at CEO workshops and community organizations.

Michelle – Participation in the 2014-2015 President's Leadership Academy.

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)

With the arrival of a new Superintendent/President in July 2013, new goals were identified, previous goals were retired and measurements/assessments of newly defined goals will take place by update #2.

DATE: Oct 16, 2013

ANNUAL UPDATE #1: The board met for its annual planning session in September and the following three goals (among others) were identified for the Superintendent/President for the 2013-2014 year:

- 1) Meet the training needs of local business and industry partners.
- 2) Ensure the accuracy of data and use of data in integrated planning efforts.
- 3) Work with appropriate community and city agencies to develop an operation plan for the PAC.

DATE: October 16, 2014

ANNUAL UPDATE #2: The Board approved the following President's Goals for 2014-1025 at their October 15, 2014, board reading:

1. The president will actively and professionally represent Barstow College within the Barstow College service area; and will participate in appropriate regional, state and national organizations and initiatives that support the college.

2. *The president will lead an effort amongst all constituency groups to ensure collaboration, encourage civility, and demonstrate behaviors that are congruent with Barstow College's ethics and values.*
3. *The president will establish an enrollment management committee to ensure the development of a comprehensive Enrollment Management Plan to attract, enroll, and increase success of BCC students.*
4. *The president will provide leadership in increasing student equity and success at Barstow College. This requires the development and implementation of student equity and success plans; continued collaboration with K12 Districts and higher education partners; involvement of Academic Senate; and a renewed focus on student equity and success as measured by the Scorecard.*
5. *The president will work with the Associate Vice President of Human Resources to develop and implement a BCC Leadership Academy, and other professional development opportunities.*
6. *The president will oversee the development and submission of BCC's accreditation midterm report by March 15, 2015; will ensure continued compliance with all accreditation standards; and will provide the Board with regular accreditation progress reports.*
7. *The president will promote and support efforts at developing and expanding transfer, career/technical education and basic skills programs intended to meet the educational, workforce, and economic needs of the greater Barstow region. The president will also support contract education efforts to meet the training needs of local business and industry partners.*
8. *The president, in conjunction with the vice president of administrative services, will bring impending construction projects to closure and work with appropriate community and city agencies to implement a board approved operation plan for the PAC.*
9. *The president, in conjunction with the college safety committee and local public safety agencies, will advance college emergency planning and preparedness efforts.*
10. *The president will lead a college-wide effort to improve data integrity, utilize data in integrated planning efforts, and ensure that funding allocations are tied to planning.*
11. *The president will effectively oversee the college's finances, seek ways of enhancing institutional revenues, implement utility saving programs, and maintain a budget reserve of at least 15%.*

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Meet the training needs of local business and industry partners.	#1 Foster an innovative learning environment that respects diversity #4 Cultivate and enhance local partnerships.	Meet the economic development needs of the community and increase the standard of living in the community.	Strengthen current relationships and develop new relationships with business and industry.	Participate in meetings with new business & industry and increase number of meetings with existing business & industry. Increase number of training opportunities in the community.
				Work closely with CTE staff.	Number of meetings with dean & VP of Academic Affairs.
					Increase number of site visits with staff.
<i>Additional Information:</i>					
DATE:					
DATE: Oct 16, 2014			To achieve this goal, the Superintendent/President has participated in various advisory committee meetings with business leaders in our CTE areas; has encouraged college and Barstow USD participation in regional grant opportunities such as the VVC Pathways Trust Grant; has met with CTE and instructional leadership to determine best personnel structure for CTE; and regularly participates in the Chamber Economic Development Committee meetings. In addition, the President/Superintendent has visited the State Street facility on numerous occasions throughout the year and has encouraged the VP of Instruction to do the same.		
#2	Ensure the accuracy of data and use of data in integrated planning efforts.	#6 Strengthen college planning and informed decision making.	To improve decision making.	Hiring of Dean of Research, Development & Planning	Work with Dean and IT Director to establish an action plan.
			To improve accuracy of reporting.	Hiring of IT Director	
				Collaborative work among departments.	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	DATE:			
	DATE: Oct 16, 2014		The President's Office has held two large group meetings with all college personnel involved in data integrity efforts. The effort is ongoing, but initial steps have been taken to clean our data so that it can be trusted and used in planning efforts. One success is that prior to this effort, we were unable to collect apportionment for online labs—in 2014/15, due to the efforts of people who participated in these data integrity meetings, we will collect about 100 FTES for these labs. We have hired the Dean of Institutional Effectiveness and Research and the Director of Instructional Technology. Both of these positions have resulted in furtherance of efforts to use data in our integrated planning. The research dean provides data to all instructional departments for program reviews/SLO's and has worked with the administrative team under the leadership of the Superintendent/President to develop a fact sheet for the college. The IT Director has assisted in providing accurate data and information via our web-site and is working with the college on the implementation of a new web-site and college portal.	
#3	Work with appropriate community and city agencies to develop an operation plan for the PAC.	#4 Cultivate and enhance local partnerships. #6 Strengthen college planning and informed decision making.	Completed operation plan for the PAC.	Formation of the President's Advisory Group for the PAC comprised of appropriate community and city leaders.
				Work with the VP of Admin and the Facilities Committee.
				Utilize the Advisory Group planning process to implement decisions.
				Final approved operations plan.
	<i>Additional Information:</i>			
	DATE:			
	DATE: Oct 16, 2014		The President developed an advisory group made largely of community members with college staff and Foundation representation. This advisory group met monthly during the 2013-2014 year to begin drafting various plans such as operations, fundraising, and programming. The fundraising plan was approved by the Board on April 16, 2015, May 21, 2014, and September 10, 2014 and the Fee Use structure was approved on February 19, 2014. The operations plan is in its final stages and was	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			presented to the Board as a draft on July 22, 2014. On September 10, 2014, the Board approved the Staffing Plan for the Performing Arts Center and gave approval of the job description and to advertise and hire a Civic Center and College Event Manager.	
#4				

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

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

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

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

Special Programs and Services provides access and support services to educationally disadvantaged students to overcome social, physical, and economic barriers to reach their academic, career, and personal goals by fostering an environment that promotes student success through independence and self-advocacy.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

Supporting students to overcome barriers to succeed in their educational /career goals.

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

Special Programs and Services contributes to the goals of the colleges mission by:
Providing a learning environment regardless of individual backgrounds
Providing information and support services regardless of what their long term educational or career goal.
Providing outstanding customer service and student support through educational and personal accommodations so students can manage the challenges in their personal and educational lives.
Special Programs and Services contributes Barstow College's vision by empowering disadvantaged students to reach their individual goals by providing support services to improve their academic success.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

The Department of Special Programs and Services provides a variety of academic and student support services to educationally disadvantaged students at Barstow College. The Department is comprised of four categorical programs funded by the California Chancellor's Office: Extended Opportunity Programs & Services (EOPS), Cooperative Agencies Resources for Education (CARE), Disabled Student Programs & Services (DSPS) and the California Work Opportunity & Responsibility to Kids (CalWORKs).

The staffing in EOPS, CARE and CalWORKS have two specialists, one secretary, two peer counselors, and two part-time academic counselors. DSPS is staffed with one Assistant Coordinator, one instructional aide, one full time academic counselor, and two student assistants. All programs are overseen by a director.

DSPS services students with disabilities that may impose on their educational abilities. DSPS provides support services through accommodations that are designed according to their specific disability. Services provided include: special classes, note taking, sign language interpreters, test taking assistance, assistive computer technology, mobility services and other accommodations as needed. Students must complete all necessary intake forms to show proof of their disabilities before services can be given.

EOPS and CARE services low income and educationally disadvantaged students. EOPS/CARE provides services that will help students be successful in completing their education. Services include: textbook loans, textbook vouchers, academic counseling, priority registration, tutorial assistance, transportation assistance, school supplies, and child care assistance. Students must complete all application requirements to be eligible for services.

CalWORKs services students who are currently on cash aid and have a desire to transition to long term employment. Services include textbook assistance, academic counseling, educational workshops, school supplies, and part time work study opportunities. Students must submit required documentation from their county worker, and through BCC to determine eligibility for the program.

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3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

The goal of EOPS/CARE is to help disadvantaged students to complete their educational goals by offering over and above supplies and services. This program offers counseling, priority registration, educational workshops, transportation assistance, meals, and many other services. These extras services have been proven to help disadvantaged students succeed in their academic endeavors. These services are not only given, but required of EOPS students at Barstow Community College. To measure the effectiveness of our program we first must ensure that each of our students understands the program, our services and how it can benefit them. Our program would not be successful if students did not understand the purpose of the program, the services we offered, and how those services helped them. To ensure each student is aware of this information, we give each student an anonymous quiz about the EOPS/CARE program requirements after they attend orientation the week before classes begin, or if they miss in on campus orientation after they complete the online orientation.

We understand the just knowing what the program requirements are is not enough. We also track how many students actually complete all of the program requirements on time and how many students maintain satisfactory academic progress.

The CalWORKs program at BCC did not previously track any data gauging the effectiveness of the program. In the next cycle CalWORKs will assess their students in a similar way to EOPS/CARE. Services should be clearly understood by students and must be completed in the time requirements. CalWORKs will also give an anonymous quiz after their orientation to measure how many students actually understood the purpose of the program and how it will impact success in their courses. CalWORKs will also track how many students actually complete their program requirements and maintain satisfactory academic progress.

DSPS also did not have a system to previously track their effectiveness as a program. DSPS offers counselling services and accommodations to students that have a verifiable physical or mental disability. To be effective, the DSPS services and accommodations should ensure that disabled students who were at a disadvantage in college courses would be brought up to a level field for learning. Students with accommodations should perform at the same level academically as other college students. To gauge this effectiveness, DSPS is in the process of implementing new program requirements to include a progress report each month of the semester. This will allow the DSPS program to see how the accommodations are helping students. At the end of each semester DSPS will also track students' academic progress to ensure the accommodations did help students perform at the same level academically as other college students.

2) Summarize the results of these measures.

In EOPS/CARE, 78% of our students understand all of our program requirements at orientation. The other 22% have a varying degree of knowledge about the EOPS/CARE program requirements. This data shows that orientation is somewhat successful at informing the students about the purpose of the program. There is room for improvement through. In the next cycle the quiz for orientation is going to be split and measured in two groups. One group for students who complete orientation online and those who do it on campus. This may be a reason for the disconnect. Online orientation, while it gives the program requirements, has no avenue for questions or clarifications. If we do find this disconnect, we can change our orientation to on campus alone. We can offer orientation more than once so as to accommodate all students. This may lead more students to understand our program and responsibilities. This may increase the success our students have on the program and in their courses. If this is not the disconnect we will need to survey students not only on the program requirements, but how we as staff relay this information and how it can be done more successfully.

In EOPS/CARE 67% of our students maintain their program/academic obligations for EOPS/CARE. The data shows that there is still a lot of room to improve the number of students that actually complete the program requirements. In the next cycle we are also going to assess this information separately. To see how successful we are in helping students succeed, we need to assess the academic progress of students who do their requirements and compare them to those who don't do their requirements. This will show us how our program is effective in student academic success.

Fall 2014 will be the first semester that CalWORKs data will be collected and analyzed.

Previously students did not have to submit progress reports, or attend workshops as a part of program requirements. Nor did this population have to maintain a GPA of 1.75 or better or have mandatory required counseling visits to participate in this program. This will dramatically

change participation and student commitment that can be measured at the end of the semester. Some students that are currently enrolled that are below the required GPA will be dropped from the program and will need to seek other avenues to satisfy the state's requirements for the student to receive state assistance from social services. DSPS is also in the process of changing their policies. This population will also have to submit progress reports each month and have at least one appointment with the counselor and at least one appointment with the Assistant coordinator to discuss accommodations for learning. This is another program that has not had any requirement previously, therefore making it difficult to measure the effectiveness of program assistance. Fall 14 will be the first semester that we will have to begin to collect data and view results.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

- 1) a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.
- b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

- A. The department routinely conduct regular staff meetings and in-service trainings.
- B. All staff evaluations were brought up to date.
- C. The department implemented comprehensive programming and services for the CalWORKs program to include career-based workshops, accountability for the students on the program, increased work study opportunities and a created a better working relationship with the county liaison.
- D. The department informed the students of the new priority registration schedule through email, mailings and phone calls to increase the usage of the priority registration time period for program students.
- E. The department also participated in outreach activities in local community and K-12 students.
- F. Develop SLO for each of our departments (EOPS/CARE, CalWORKs, and DSPS).

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.*)

The SPS department has weekly staff meeting to discuss program issues, updates, events, deadlines, and student successes. We also have Friday In-service trainings that inform us on the policies, procedures and new regulations in our department and in the other departments included in the Student Services Division.

All staff evaluations are up to date.

The CalWORKs program increased the work study opportunities and is currently seeking more off campus businesses that would be willing to employ students. Off campus businesses can increase the skills of a student in a real business setting to prepare them for long term employment. CalWORKs also provided educational workshops as part of their required hours for the county.

The EOPS/CARE program used emails, phone calls, and mailings to inform and remind students of all program requirements in addition to priority registration to ensure students completed their program requirements by the assigned deadlines.

The SPS program participated in the joined effort of Student Services Department to outreach to all of the local K-12 schools in the area. We also had outreach activities at different businesses and organizations in the area in addition to the local schools.

New SLO's for Special Programs and Services are as follows:

1. EOPS/CARE SLO's
 - a. Students will be able to follow through with deadlines and requirements as contracted in EOPS.
 - b. Students will be able to apply time management skills in priority registration.
 - c. Students will articulate short term and long term goals, and develop a semester by semester educational plan.
2. CalWORKs SLO's
 - a. Students will be able to identify major CalWORKs program requirements and services.
 - b. Students will be able to identify their individual needs.
 - c. Students will be able to articulate short and long term goals to develop their educational plan.
3. DSPS SLO's
 - a. Students will be able to request and use a disability accommodation in a timely manner.
 - b. Students will be able to identify accommodations that are related to his or her disability.
 - c. Students will be able to use the learning strategies recommended by the DSPS Counselor.

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ANNUAL UPDATE #1:

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ANNUAL UPDATE #2:

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

- A.
- In 2012-13, the Chancellor's Office recommended that the EOPS program distribute books to only those students who are following their education plans that are on file and courses that have been recommended by their EOPS Counselor.
 - The California Dream Act was enacted starting January 2013. Students previously not eligible for State funded services now were able to apply and receive services from EOPS/CARE.

- Students on the CalWORKs program are now required to attend an orientation and complete two educational workshops.
- The State also changed the number of years that a person could be on cash aid. Previously six years of aid were allowed, now a student can only have four years.
- The State was in the process of implementing a bill that would include CalWORKs in the protected group of students (i.e. EOPS/CARE, Veterans, Foster Youth, DSPS) that were legally mandated by Title V to receive priority registration. This bill was passed and will take effect in Spring 2014.

B.

- With the State mandated change in how EOPS/CARE issued textbooks, the workload in EOPS/CARE was impacted. Book distribution took an extended amount of time because staff was required to ensure each student had an updated, six semester educational plan, that each course was listed on this educational plan, and that all classes the student enrolled in were required to complete their educational goal/degree. The counseling staff in EOPS/CARE was also impacted because of this change. Students who needed updates or changes to their educational plan were required to see a counselor for updates before any services were rendered.
- In Spring 2013 the Dream Act was implemented. This impacted the EOPS/CARE program because students not previously eligible for the program became eligible. This increased the number of students applying for the EOPS/CARE program.
- In an effort to increase student completion and retention, the CalWORKs program required students to attend a mandatory orientation. This was to ensure students were aware of their responsibilities on the program at Barstow College, and also to guarantee they knew their requirements through the county office. This impacted the SPS office because of the increased coordination between our office and the county office. We needed to meet with the county regularly to verify that our services were not being duplicated and that students were given adequate services by both offices. CalWORKs also required each student to attend two educational workshops that would meet their required hours from the county office. These requirements increased the amount of paperwork that needed to be processed in our office.
- The State mandated cut in years allowed on cash aid impacted the program in a negative way because some of the students previously on cash aid timed out and were no longer eligible for the programs.
- CalWORKs students will now be eligible for priority registration. This will impact our counseling staff, they are required to complete or update IEP's every semester for CalWORKs students.

C.

- EOPS/CARE needed to have any early alert system with students who were not doing well in their classes. We implemented a new system for progress reports. Students are now required to submit a progress report every semester so we can track student's progress and intervene early if a student is having problems.
- EOPS/CARE wanted to have more contact with probationary students to help them maintain their satisfactory academic progress and to keep up with their program responsibilities and obligations. They now have to attend a mandatory probation workshop every month.
- We implemented a minimum initial GPA for students wishing to apply for the CalWORKs program. This will ensure that each student has the ability to benefit from the program and continue on in good standing with the college.
- DSPS implemented a progress reports and mandatory counselor and accommodations contacts for students in order to monitor students' progress. With this information will enable the staff to recommend additional support services to help the student succeed in their educational goals.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

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5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

Strengths:

We have two staff members that have been in the SPS department for over ten years, one over 35. Other staff members have been at BCC and in SPS for more than 5 years. Their knowledge of the programs and their dedication to the students are great assets to SPS. SPS and its programs need buy in from the staff because providing encouragement is a cornerstone of our mission. With staff that has been here an extended amount of time the program is able to thrive because they understand the student population and the program goals. Instead of high turn around and training time, more measures can be made to make the program more successful.

Attending college is not easy, students in SPS can get flustered and overwhelmed by all of the paperwork and requirements they have to complete before they even step foot in the door of a classroom. SPS staff has an advantage because members of the staff have great experience from other departments on campus, and from outside agencies that gives them unique knowledge that will help a student who may not understand the policies, procedures and other general information about their education. One goal of SPS is to help the whole student and give additional help when needed. When staff has knowledge of different departments such as Admissions and Records or Financial Aid, they can give the student even more help and guidance so they can be successful in getting the resources they need to complete their courses.

EOPS/CARE, TANF, and CalWORKS is funded categorically so all services, supplies, and salaries come from our state funding and not the general fund. This will help get much needed resources faster to

our students than other departments who may have to take additional measures to get funding for their needed resources.

With this funding EOPS/CARE, TANF, and CalWORKS is able to purchase and provide over and above supplies and services that students may need for their education. The goal of these programs is to provide much needed additional services to help students who may not be able to afford to attend college. Books, transportation assistance, and school supplies could be the difference in having a successful student and a student who drops because they can't afford their needed resources.

DSPS offers many accommodations that are over and above what is mandated by the state. This will help the disabled students to have even more resources to complete their classes successfully.

DSPS employs a part time instructional aide in the classroom to assist students in remedial level math and English classes. Students who are disabled may need additional help in their math/English classes to successfully complete them. With this part time aid, they can have an additional resource to assist them.

B. Weaknesses

Weaknesses:

None of our programs have adequate counseling staff for the amount of students we carry on our programs. Counseling staff that is experienced in assisting disadvantaged students is one of the main components of our SPS programs. Disadvantaged students are proven to succeed when they have caring, consistent help from counseling staff. Specialized counselling staff is written into title five regulations for EOPS/CARE/Cal Works and DSPS. Two to three consoling contacts are required for each student depending on the program. At minimum we carry 300 students on EOPS, 125 on CalWORKs, 50 on VTEA, and 150 on DSPS. Our part time counselors do not have adequate time to service all of our students the way they should according to title V regulations. Most counselling services are short and cannot adequately help the student succeed or gain memorable guidance. Our part time counselors are also pulled from our program to help with general counselling and this further decreases the services they can offer our students.

We have weak communication between the staff in DSPS. This hinders the program from moving forward to foster new ideas on how accommodate students and to better help DSPS students complete their classes.

We have a weak communication between other departments in student services. We do not effectively communicate changes in policies and procedures. This can be detrimental to our programs because students must have their admissions and financial aid paperwork completed before they can be eligible for our programs in SPS. If there are changes in policies from other departments, it can effect student eligibility on our program. If we do not have adequate commination about these changes, we cannot adequately help our students.

The Director of SPS has had a high turn around rate, and the last two to three years we have not had a full time director. This is detrimental for our program because our budget has not been properly monitored for many years. Each year we have had penalty cuts because our budget is not managed properly. This greatly impacts our programs because we cannot offer as many services or pay our staff with less money.

One full-time counselor for SPS department is needed, the vacancy by part-time counselor leaves large counseling gap for service to SPS students. Currently 261 EOPS and 170 CalWORKs students are being serviced by 2 temporary short-term part-time counselors. The hours that they are available are not enough to meet the Title V counseling contact requirements of the programs. According to Banner data, the 2 previous part-time counselors serviced 283 CalWORKs students, 1800 EOPS students, 1472 general students, 13 athletes, 12 veterans, and 86 VETA students. The Banner data collected includes Spring, Summer and Fall 2013 semesters, as well as present data for the current Spring 2014 semester. Because these two part-time counselors were spread so thin, only 24- 114 CalWORKs students per semester were serviced by SPS counselors. The enrollment of CalWORKs students during this time period ranged from 44 to 232 students per semester. EOPS enrollment also ranged from 79 to 319 per semester, with counselor contacts ranging from 204 to 739 per semester. This many cover up to two student contacts, but not a third contact with the student, we have had to use the peer contact for the third regular contact. Some semester that show a higher contact count are due to the increase in progress reports that require a counselor contact if a student is not passing his courses.

DATE:

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Opportunities:
Park University is now has an on campus office. We are able to easily transition our students into a four year degree program if they choose to go to Park University.

We have two military bases that can offer good long term career job opportunities for our students.

The CalWORKs program is aggressively pursuing outside businesses and organizations to provide part time job opportunities for students which could lead to full time employment.

Because of the lack of services at competing community colleges, DSPS students are favoring Barstow College because of the amount of accommodations that they provide.

B. Threats

Threats:
All SPS programs are state funded and this funding is always at risk with the current budget crisis in California.

Barstow has a lack of economic growth so even with an education it is difficult to find adequate work in town.

Barstow College cut 18 days from the full time counselor contracts. This has had a negative impact on SPS counseling staff because they have had to cover general counseling when there are no other counselors available. Our students are not receiving the benefits of a counselor in SPS when they are needed.

Because of the influx of students in the DSPS program, there may be a shortage in accommodations for all students.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

Chancellor's Office Training for EOPS/CARE, TANF, CALWORKs and DSPS. Each of these trainings gave valuable information about program policies, procedures, and new changes to state mandates. These are yearly trainings and staff will attend them in the upcoming years.

Staff attended the California Community College Extended Opportunity Programs and Services Association (CCCEOPSA) conference and the California Community Colleges CalWORKs Association to learn about any changes and updates within the EOPS/CARE, and CalWORKs programs. This is also a yearly training, staff will attend this training every year.

Staff attended the annual California Association of Post-Secondary Educators to learn about any changes in the laws regarding disabilities and will attend it every year.

Staff attends annual training at the High Tech Training Center Unit to learn assistive technology and alternate media to assist students with accommodations for their disabilities and will attend it every year.

All staff attended in house training to get any updates from other departments on campus. These trainings will be offered in the upcoming semester for further professional development.

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

DATE:

ANNUAL UPDATE #1:	<input style="width: 80%;" type="text"/>
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ANNUAL UPDATE #2:	<input style="width: 80%;" type="text"/>

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

The goal of EOPS/CARE is to help disadvantaged students to complete their educational goals by offering over and above supplies and services. By increasing counselor availability, SPS students will be able to have appropriate contact counts with SPS counselors. This will increase student success and retention in the SPS department.

DATE:	<input style="width: 50%;" type="text"/>
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ANNUAL UPDATE #2:	<input style="width: 80%;" type="text"/>

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Plan and Implement advisory board for all programs	<i>List all that apply:</i>	#1 Creating a knowledgeable board of advisors by providing in-service training	Board Selection Process. Invitational Process In-service Training	Portfolio Assessment, evidence that demonstrates knowledge, skills and abilities regarding SPS.
			#2 Creating a systematic way to monitor services	Invitation for program events Create a survey instrument Create an assessment Portfolio	Survey Board of Advisors about recommendations for improvement on services provided.
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	Commitment to data informed decision making and evaluation.	<i>List all that apply:</i>	#1 Efficient data collection	Swipe card sign in Technology support Equipment	Data tracking system
			#2 Accurate data analysis	Swipe card sign in Technology support Equipment	Data tracking system
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#3	Increase student success	<i>List all that apply:</i>	#1 Retention semester to semester	Risk assessment/intervention Stronger progress reporting system	Increase of retention rate
			#2 Transfer	Create tracking for transfers Link to transfer center	Increase of transfer rate
			#3 #3 Completion and graduation	Counselor evaluation of students who are not following their ed plans Consequences for student who are not following their ed plans including not provide book services for courses not on their ed plans. Training during orientations about how to read an ed plan.	Increase of graduation completion rate.
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#4	Addition of Full time SPS counselor	<i>List all that apply:</i>	#1 Increase counselor availability	Approval by V.P. Eaton, President DiThomas, Cabinet and Board of Trustees to open this position for application process. A contribution of \$6108,77 per year is requestd from the general	Increased counselor contacts, and progress reports review.

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			fund towards the benefits of this position. The remaining benefits and salary for this position are paid through categorical funds from EOPS and CalWORKS.	
		#2 Increase student retention		Increasing student retention and success helps the department and the college to meet requirements of the Student Success Initiative.
		#3 Increase student success		The goal of EOPS/CARE is to help disadvantaged students to complete their educational goals by offering over and above supplies and services. By increasing counselor availability, SPS students will be able to have appropriate contact counts with SPS counselors. This will increase student success and retention in the SPS department.
	<i>Additional Information:</i>	The Yearly Salary for the position of Full-time Counselor for SPS is as follows: Salary: \$72,100.00 STRS: \$5948.25 M/C: \$1,074.29 H & W: \$16,331.49 UI: \$36.05 W?C: \$1,074.29		

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
		The Categorical funds: CalWORKs: 75% EOPS: 25% General Fund Contribution requested towards benefits: \$6,108.77			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#5	Permanent PT clerk for DSPS	<i>List all that apply:</i>	#1 To increase the efficiency of file management, tracking counselor and service contacts via data Input.	Approval by V.P. Eaton, President DiThomas, Cabinet and Board of Trustees to open this position for application process. This position will be paid out of categorical funds; 75% from DSPS and 25% from EOPS.	Reduced file backlog for ACCESS, and data input that can be tracked in SARs for counselor contacts, accommodations, and type of disabilities we service.
			#2 to assist with high tech center	same	Additional person to work and train students on high tech accomodations
			#3		
	<i>Additional Information:</i>	The Yearly Salary for the position of permanent part-time clerk (25 hr. wk.) is as follows: Salary: \$19,860.00 PERS: \$1231.32 M/C: \$287.97 H & W: \$0 UI: \$9.93 W?C: \$295.91 The Categorical funds: DSPS: 75% EOPS: 25%			

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	General Fund Contribution requested towards benefits: \$0			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#6		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**
Annual Update #2

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

The Associated Student Government (ASG) Mission Statement: Enriches social, professional and organizational skills among student leaders through activities, which promote student engagement and campus involvement for the betterment of every aspect of campus life.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

At Barstow Community College (BCC) Student Life addresses the Associated Student Government (ASG) mission statement by providing critical thinking, personal, and professional growth, and communication and global awareness. The students at BCC gain professional and organizational skills through shared governance committees on campus, participation in professional conferences, and engagement at community functions and campus events.

In three years, the goal and mission of the ASG Organization is to ensure all students continue to serve on shared governance committees, have the opportunity to access leadership workshops on campus, transfer to a four year university, and gain the skills necessary for their desired degree or certificate.

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

Communication:

Students directly engage organizational and professional skills by utilizing the computers to disseminate information throughout campus and community. Students also create flyers, which relate to all pertinent information for any given event. Students also communicate and collaborate with other departments to make arrangements for their scheduled events. The development of their agendas and by-laws allow them the opportunity to communicate on a one-to-one basis in a group setting to help establish other club by-laws.

Critical Thinking:

Planning events from beginning to end requires organizational and critical thinking skills. Students rely on each other for support to plan detailed activities and generate innovative ideas for their successful programs.

Global Awareness:

Student Government participates in leadership conferences at other colleges and hosts meetings on campus for other colleges. These conference strategies create global awareness for all the students as they travel to other colleges and venues for professional development.

Professional Development:

Specific Professional Development workshops are held for the students to gain the skills they will need as leaders of their specific clubs.

DATE: 10/10/2013

ANNUAL UPDATE #1: The Associated Student Government (ASG) complies with the college Mission and Vision

DATE: 9/30/2014

ANNUAL UPDATE #2: Spring 2014, Barstow Community College ASG continues to comply with the college Mission and Vision. BCC ASG endorsed the following Mission Statement: Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society.

Describe how mission and vision align with and contribute to the College's [Mission](#) and [Vision](#)

As stated above, the BCC Mission Statement is committed to providing students the opportunity to open access with tools for students to achieve both academic and personal goals and professional growth.

BCC ASG's mission and vision contributes to the BCC mission by offering leadership workshops on campus. Workshops are advertised online, campus electronic boards, and the local newspaper for the campus student population and staff. Students gain valuable professional and leadership knowledge by attending the workshops presented by administration and guest speakers for Student Success. The information obtained allows them to interact on a higher educational level with professionals. Students leave the workshops with career knowledge and pathways that create options with higher learning possibilities.

Students have open access to join campus clubs and are a viable part of shared governance by participating in campus committees. Students achieve professional growth by attending and receiving information at the committee meetings.

Barstow Community College vision aligns our students with the Mission Statement, thus providing our students with educational tools to achieve their goals.

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?

C. What kind of services does your unit provide?

D. How do you provide them?

- A. The area of Student Life and Development/Outreach encompasses Outreach, Student Life, and the Associated Student Government. There is one full-time director and one fifteen-hour a week District Work Study Student. The department provides on-campus, off-campus, and community support services. ASG students support and coordinate all the events and all the programs involved in student life.
- B. The service of Student Life includes the demographic cohorts of the Fort Irwin Students, the main college campus students, and students from the five feeder-schools: Barstow, Central, Silver Valley, Excelsior, and Baker high schools
- C. The department serves students in multiple capacities. ASG students contribute to the campus by processing student identification cards for all students, are responsible for organizing campus clubs, serve as the leaders for the Associated Student Government, are student guides for campus tours, serve as student representatives at the annual College and University Day Event, assist with the annual College Student Success Recruitment event as tour guides, and participate with all Outreach Events in the community, Fort Irwin Military Base, and local high schools. ASG students serve on campus shared-governance committees, the Student Trustee serves as the voice of the students and gives a monthly student report at the monthly college school board meetings, and the ASG President gives a monthly report of student events at board meeting as well.
- D. Services are provided on campus. Student Identification Cards are processed in the Admissions and Records Office, weekly club meetings are scheduled in the Game Room, approval of agendas are stamped by the ASG President, Clubs receive Use of Facility support by the Director of Student Life for booking events, Purchase Orders are processed through the ASG office before sending to the Business Office for processing, the ASG provide financial support to all clubs for events, ASG sponsor Faculty Speech and Art Contests. ASG financially supports the Outreach Program with lunch assistance and tours of the campus when the seniors from the local feeder-schools attend Barstow Community College.

When called upon by the community, the ASG performs community outreach events by providing various services during the holidays. The ASG participates in the annual toy and meal delivery at Thanksgiving, and the Toy community delivery with the *Christmas, Cops, and Kids* program.

DATE: 10/10/2013

ANNUAL UPDATE #1: Student Life continues to have no full-or-part-time staff hired for the area.

DATE: 9/30/2014

ANNUAL UPDATE #2: The area of Student Life and Development/Outreach encompasses a full-time Director, one paid District Work Student, and the district recently approved additional funds to provide support for Student Life. The Director of Enrollment Services provides support with the development of student workshops and has provided direct guidance with the new 2014 ASG Constitution and By-Laws. The

Director of Enrollment Services is the liaison between the College President and the Associated Student Government. This support has enhanced the support for a multi-task area for Student Life, Outreach, and the ASG events and programs.

A new service to the community is the ASG will participate with new services to the community by serving lunch at the soup kitchen for a local community church, and participate at the Senior Citizen Center to give a hands-on demonstration with phone-texting, photos, and e-mail.

The ASG is venturing into reaching-out to our Veterans Organization by hosting a Veteran Student Mixer and a Student Radio Broadcasting Show. The ASG also supported an Advisors' Workshop by providing materials and lunch.

The ASG has developed a Year Calendar of Events for the year, which was approved in the fall of 2014 by the Student Success and Equity Committee. Their programs are planned in time with purchase orders submitted early enough to be processed by the business office. In addition, all clubs must now submit their purchase orders to the Director of Student Life for validation before submission to the Business Office.

The Student Identification machine is now located in the Admissions and Records Office.

All Campus Clubs have their weekly/monthly meetings in the Student Game Room.

Students now have ASG Senator Committees which they serve on and have a voice: Senator of Student Services, Senator of Student Health & Environment, Senator of Academic Affairs, Senator of Fort Irwin, Senator of Arts and Humanities, Senator of Communications, Senator of Athletics, Senator of Career Technical Education.

Students now serve on Shared Governance Committees: Curriculum, EEO and Diversity, Institutional Effectiveness, Professional Development and Recognition, Safety, Student Success and Equity, Technology, calendar, President's Shared Governance Council, Graduation, Business, and Finance committees.

3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

ASG schedules bi-weekly meetings in the Student Game Room. Their ASG Agenda contains the ASG Officers and ASG Senator Positions on the agenda for roll call purposes. Members of the association are President, Vice President, Treasurer, Secretary, Region IX Representative, and Student Trustee, and eight Senators.

Roll call is taken and documented for the minutes of the scheduled meeting. This quantitative measure gives the ASG the numbers of participants attending the meetings and how many are involved in vote issues and discussions.

2) **Summarize the results of these measures.**

For the purpose of roll call, the ASG is able to document which members are attending and reporting on their Senator information to the campus community. In the 2014 Constitution, ASG members are up for dismissal with a vote of 2/3 of the senate.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

1) **Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.**

Attendance at each meeting was 100% attendance by initiating the roll call component for each member.

2) **Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)**

Students gained self-confidence and a sense of responsibility as they had a voice at the meetings to report on their committee assignments, and showcase their leadership role to other students in attendance. Implementing the roll call at meetings, required the students to be accountable for the position they were elected to carry out.

DATE: 10/10/2013

ANNUAL UPDATE #1: Roll call at ASG Meetings was implemented for ASG Student accountability.

DATE: 9/30/2014

ANNUAL UPDATE #2: **Constitution:** The adoption of the new ASG Constitution October 2014 to the Board of Trustees.
ASG By-Laws: The by-laws are work in progress with the ASG President, Vice-President and guidance from the Director of Enrollment Management.
Club Meeting Venue: The most improvement of ASG was to turn the Student Game Room in to a Club Meeting Place for all students to host their meetings. Students on campus can now see a list of clubs and when they meet. By having everyone in one central location, students can meet other students and engage in the many possibilities of Student Success.
Leadership Workshops:
November 16, 2013- ASG Leadership Workshop, Hampton Inn from 8:00 AM to 5:00 PM. Presenters were Dr. DiThomas; President of BCC, James Daniels; Vice-President of Student Services, Joann Garcia; Director of Student Life/Outreach, Api Lealofi; BCC Counselor, Gen Low; BCC Counselors, and ASG officers, members, and club presidents. The workshop included: Communication Interactivity, Marketing, Keirseley Temperament Inventory, Conflict Resolution, Responsibility of Leadership, and a discussion of the *Lights of Learning* program.

July 28, 2014-ASG Leadership Conference in the LRC Conference Room on main campus from 8:00 AM to 5:00 PM. Presenters were: Dr. DiThomas, President; Stephen Eaton, Vice –President of Academic Affairs; Clint Daugherty, Human Resources Director; Maureen Stokes, Public Information Officer; Shawna Robbins, Director of Business Services; Heather Caldon, Director of Enrollment Services; Joann Garcia, Director of Student Life and Development/Outreach. The Leadership Included: Leadership 101: Leading and Following, 102 Conflict Resolutions, Scheduling and Planning Events, Business Office Procedures, Roles of Students in Shared Governance, ASG Constitution, and the ASG Calendar of Events.

October 10, 2014-Leadership Reloaded: Skills for Effective ASG and Campus Club Leaders in the Learning Resource Center Conference Room on main campus from 9:30 AM to 2:00 PM, Presenter is Dimitrios Synodinos, ASNC Faculty Advisor. The Leadership Included: Parliamentary Procedures, Robert’s Rules, Brown Act, Student Government Leadership, Role of Student Trustee, and Shared Governance.

Debit Card: The ASG and Club Debit is checked out only to the Vice President of Student Services and the Director of Student Life.

Student Activity Fee was raised from \$5 to \$7 per student.

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)
ASB adheres to the Policies and Procedures of the college and abides by the California Education Code.

B. Describe the effect the changes or updates in policies and processes in 4. A have had on the unit.

The ASG continues to abide by the policies and procedures set forth by the BCC BP/and AP on all areas of processes for campus and club business. ASG has not been affected by changes in policy and procedures.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

ASG has updated college administration procedures.

DATE: 10/10/2013

ANNUAL UPDATE #1: The ASG continues to abide by the BCC BP/and AP on all areas of the college.

DATE: 9/30/2014

ANNUAL UPDATE #2:

- A. ASG adheres to the Policies and Procedures of the college and abides by the California Education Code. Change in administration in the last year has mandated adjustments.
- B. The ASG continues to abide by the policies and procedures set forth by the BCC BP/and AP on all areas of processes for campus and club business. ASG has been affected by policy and procedures and is now cohesive and focused.
- C. ASG has had an effect with recent change to Policy 5420

9/30/2014

Recent changes to Administrative Procedure 5420:

With the Associated Student Government approval, the ASG debit card can be checked out by the Student Activities Supervisor, as well as the Vice President of Student Services. Under no circumstances can the debit card be used by students. This was board approved July 2014. In the past, club advisors and club members were able to check out the credit card for their club events.

This change has had a positive effect, because the Student Activities Supervisor is responsible for going shopping with the clubs, charging the merchandise, and turning in the receipts to the business office. Receipts are no longer misplaced and the staff bookkeepers now have receipts to match club invoices that have been turned in.

Another policy that has changed. The college has enacted a Student Activity Fee increase initiated during the Spring 2014 from \$5 to \$7 per student. This fee supports a wide range of student activities and programs. The fee is automatically assessed each semester upon registration. Students must submit the waiver no later than the published fee payment or within one week of registering for classes if registering in late starting classes. The fee cannot be waived once paid or after these deadlines.

The increase of the ASG Student Activity Fees have significantly increased revenues from one fiscal year to the next. Now students can plan professional events that require funds to host quality events.

Anticipated Revenue:

FY 12/13	ASG cards	\$29,065.21
FY 13/14	ASG cards & student activity fees	\$42,032.19

Section 1 of the ASG Constitution: The Membership of this organization shall consist of all registered students who have paid the Students Activities fees:

Section 2 of the Constitution: Active and Non-Active Membership

- a. Active Membership:
All registered students, who pay the Student Activities fee, are accorded active membership.
- b. Non-Active Membership
All other students who do not pay the Student Activities fee are accorded non-active membership.

Section 3 of the Constitution: Active membership entitles individuals to

- a. Vote in all ASG regular and special elections.
- b. Hold an ASG office, if otherwise eligible.
- c. Discounts established by the ASG.
- d. Participation in ASG sponsored organizations, clubs, events, programs, and activities.

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

ASG Students must be enrolled in (6) units while holding a leadership position. In the past, students were required to be enrolled in twelve (12) units.

B. Weaknesses

ASG students are not required to be enrolled in twelve 12 units but now find themselves taking on other leadership roles in other clubs, thus creating less time to dedicate to the leadership role in which they were elected.

DATE: 10/10/2013

ANNUAL UPDATE #1: Fall 2013 school year, the ASG members now carry fewer units, thus allowing them more time to engage and plan accordingly with the campus calendar of events.

DATE: 9/30/2014

ANNUAL UPDATE #2: With the adoption of the new 2014 Constitution, the ASG has required that all ASG officers and senators be enrolled in twelve (12) Units. The strength of this law has them on campus and spending more time with each other in the ASG conference room. This had created teamwork and camaraderie. The weakness includes students having the stigma of past leadership irresponsibility of their respective student ASG roles.

6 External Factors *(see Handbook for worksheet)*

A Opportunities

Students have the opportunities to engage in campus committees, join diverse groups of campus clubs such as: Alpha Gama Sigma Honor Society, Phi Theta Kappa Honor Society, Asian Pacific, Black Student Union, Callboard Performing Arts, Club 4 Christ, Cosmetology, Career Technical, Gay, Straight Alliance, Native American, Science and Technology, Veterans, and now a Radio Broadcasting Program on campus. They can participate with staff in leadership opportunities such as trying out for a campus drama play, act as tour guides for ribbon cutting ceremonies such as the Performing Arts Center, and participate in fundraising efforts for the Barstow College Foundation BBQ Scholarship Fundraiser, and the annual *Lights of Learning* program each year.

ASG students had the opportunity to participate with the Student Success and Outreach Recruitment of all local high schools and the 2014 graduating senior class. The Outreach Component in the Spring 2014 recruiting event which consisted of inviting five local high schools to the college for assessment, orientation, and abbreviated Ed Plans. The outreach activity recruited students and assisted counselors with Ed. Plans for these students and campus tours. Furthermore, Outreach arranged live entertainment and paid for and served lunch to all visiting students in order to make the event memorable and the campus more inviting.

The ASG students will have the opportunity to participate with the Meet the Candidate Night Event at City Hall. They will ask the city and school district questions regarding their service area.

B Threats

ASG Members try to persuade students to purchase the ASG Card. The threat is that the potential student does not fully understand the benefit of the card, thus making the student vulnerable to being an inactive member of the college.

DATE: 10/10/2013

ANNUAL UPDATE #1: The Student Ambassadors will provide information to the local high school seniors regarding the campus leadership opportunities at the college when they enroll in the fall of 2014.

DATE: 9/30/2014

ANNUAL UPDATE #2: The new 2014 Constitution, enrollment of ASG Officers in twelve (12) Units, and a year Calendar of Events adopted, has made the ASG organized and efficient with their planning. Responsibilities are identified and aligned with campus responsibilities. They now can link with Faculty Chairs for campus committees.

7. Continuing Education/Professional Development

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

2012-Student Government Leadership Workshop-Participants were ASG students, BCC administrators and board members at a local establishment.

2012-ASG Students participate with the Police Activities League with a community toy drive. This

creates the opportunity for the students to exhibit leadership skills and gain experience with law enforcement agencies.

2012-Sponsored Constitution Day involving faculty as speakers

2012-American Student Government Association Membership

2012-The ASG sponsors a scholarship fundraiser with the Barstow College Foundation each Christmas

2012-The ASG President attends all Board of Trustees Meetings and presents a monthly report

2012- The Student Trustee presents monthly reports at all monthly Board of Trustee Meetings

2013-March on March in Sacramento

2013-Workshops on the development of a new ASG Constitution

2013-Leadership Webinar "Stroke the Fire: 7 Ways to Maximize your Leadership Potential

2013-Commitment to the Organization-Workshop on leader responsibilities

2013-Sponsored Constitution Day involving 2 faculty and one community member from the City of Barstow

2013-ASG Students participate with the Police Activities League with a community toy drive. This creates the opportunity for the students to exhibit leadership skills and gain experience with law enforcement agencies

2013-ASG have established campus committees in which they will now serve on and represent. Committees formed are: Senator of Student Services, Senator of Student Health and Environment, Senator of Academic Affairs, Senator of Fort Irwin, Senator of Arts and Humanities, Senator of Communications, Senator of Athletics, Senator of Career Technical Education.

2013- The ASG sponsors a scholarship fundraiser with the Barstow College Foundation each Christmas

2013- The ASG President attends all Board of Trustees Meetings and presents a monthly report

2013-The Student Trustee presents monthly reports at all monthly Board of Trustee Meetings

2013-The Role of the Student Trustee and the ASG Members

2012-Community College League of California Student Trustee Workshop-Sacramento

2013-Community College League of California Student Trustee Workshop-Anaheim

2013-Region 9 Student Representative attended a Regional Conference at Mammoth, CA

2013-Region 9 Student Representative attends all Region 9 Member meetings

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

2013-Winter Leadership Workshops to include faculty, administration, club advisors, and students on Parliamentary Procedures

2013-Region 9 Student Representative will attend the Regional Conference at Monterey with the Student Services Vice President

2014-March on March in Sacramento

2014-Advisor Workshops

2014-ASG Members will serve as Barstow College Student Ambassadors and participate at many high school and community functions

2014- The ASG President attends all Board of Trustees Meetings and presents a monthly reports

2014-Roberts Rule of Order Workshop

DATE: 10/10/2013

ANNUAL UPDATE #1: The ASG is planning a Winter Leadership Retreat this fall and 3 more in the Spring of 2014.

DATE: 9/30/2014

ANNUAL UPDATE #2:

A. Professional Development: November 16, 2013, ASG Leadership Workshop at the Hampton Inn in Lenwood. Unit members consisted of the ASG 2014/2015 Executive ASG Board and Senators, and Club Members. Administrators presenting were BCC College President, BCC Counselor, and the Director of Student Life and Development.

2014- July 29 ASG Leadership Workshop at Barstow Community College- Presenting were staff administrators and the College President- Presenting was the College President and the Vice-President of Student Services- Unit members were the BCC Cabinet and ASG Officers And Senators.

2014- October 10 ASG Leadership Reloaded at Barstow Community College- presenting was guest speaker Dimitrios Synodinos, Student Activities Coordinator/ASNC Faculty Advisor. Unit members participating were all ASG officers and senators, all campus club presidents and their membership, Director of Student Life And Development. Attend the 2014 Foundation Scholarship Fundraiser on BCC campus. Students participated in tours for the event. Coordinate the Meet the Candidate Night Forum at City Hall for all City and School Boards.

Attend the 2014 Ribbon Cutting of the Performance Art Center to give tours to the staff and community.

Alpha Gamma Sigma Honors Conference 2014
PTK Honors Conference 2015

Plan a Faculty Advisory Workshop

2014- August 8th and 9th Student Trustee Workshop- San Francisco-Red Roof Inn. Unit members were the Student Trustee and the Director of Student Life and Development.

State of the City- 2014 at the Performing Arts Center

B. Continuing Education:
Plan all biweekly ASG Meetings
Attend all ASG Senator Campus Committees
Student Trustee to attend all Board of Trustee Meetings
ASG President to attend all Board of Trustee Meetings
ASG Student Trustee, ASG President and ASG Student to attend the President's Shared Governance Council.
March on March 2015 Sacramento

	<p>Lead the 2015 ASG Student Elections</p> <p>Attend the Humanitarian Award Event at the Hampton Inn in October 2014. Students were nominated for a Humanitarian Awards.</p> <p>Visit other community colleges to gain knowledge of other student government organization structure.</p> <p>Participate and be tour guides for the College and University Day held each October 2014.</p> <p>Participate with the Student Success Program in the areas of tour guides of the college campus to the visiting high school seniors, and provide lunch.</p> <p>Plan the ASG Year Calendar of events which consist of the following events: Club Rush, Constitution Day, Lunch with Student Government, Advisor Workshop, Meet the Candidate, College and University Day, Blood Drive, Kiwanis Annual Mardi Gras Parade, Lights of Learning, Getty Museum Trip, March on March State Capital, Student Recognition Day, Election of 2015/2016 ASG Officers, Cinco de Mayo, New Mexico Chili Cook-off, and Graduation Day.</p>

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

The ASG students organize committees to carry out their calendar of events. Students volunteer to be the chair of events and plan accordingly. This innovative way of creating student committees has helped them meet their goals and objectives. Workshops were planned with advisors to rewrite and update the ASG Constitution. Planned events have avoided conflicts with student's class work and class schedules.

DATE: 10/10/2013

ANNUAL UPDATE #1: The fall 2013 and spring 2014 will give the students the opportunities to engage in leadership roles on various campus committees.

DATE: 9/30/2014

ANNUAL UPDATE #2: The ASG has created Senator campus committees and have implemented them in their Constitution. In addition, they serve on Shared Governance Council.

The students followed with their plan to organize and participate in Leadership Workshops in the year 2013/2014. A winter workshop was implemented and directed by the College President and the Vice-President of Student Services. The college president planned a Leadership Workshop in July 2014 for the ASG members.

Their Calendar of Events included Leadership Workshops. The workshop helped them to understand the planning of events, attending committees, and the importance of rewriting the Constitution. Today, they have all attended their meetings, and have executed and carried out every activity with planned Use

of Facility Forms, Purchase Orders, and scheduled marketing for successful events and meetings.

At this point, their goals have been met with all phases of the ASG processes and procedures. Meetings are attended with ASG present at all campus committees.

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 or each outcome.
- F. **ADDITIONAL INFORMATION:** This provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Plan and organize campus events on the main campus and on the Fort Irwin campus.	<i>List all that apply:</i> Strategic priority 1	#1 Sponsor monthly events with faculty and staff	Development of flyers, Emails to staff, PIO assistance	Successful participation from students and staff
			#2 In 2012/2013 the ASG scheduled a faculty and student softball game at the college.	Students coordinated with the college PIO to advertise and market the event. In addition the ASG appointed a student committee to organize the event with the students and staff. The ASG President and Student Life Director developed flyers and e-mailed staff regarding the event.	The softball event was very successful, as classified from all areas of the campus participated. The MIS, counseling, maintenance, student club members, and administration joined in all the fun. There were approximately 40 or more participating.
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text" value="10/10/2012"/>	ANNUAL UPDATE #1:	10/10/201 –The ASG members have developed their calendar of events in the summer of 2013 and implemented a budget for the semester. They continue to work with the college PIO staff member for publicity for the college population, as well as the community.		
DATE:	<input type="text" value="9/30/2014"/>	ANNUAL UPDATE #2:	The ASG met their goal by following their planned calendar of events for the Annual Staff Softball game which was held at the BCC baseball field. There were over 50 faculty, classified, students, and administrators who put on their gear and had a great time of college family engagement.		
#2	Interactive Community Events	<i>List all that apply:</i> Strategic priority 1	#1 Assist Police Activities League with annual Thanksgiving dinner and the distribution of toys for families in the area for Christmas	Organize meeting with the organization leaders to comprise a meeting to plan. Secure sponsorship to host program. Plan advertising the event	Community involvement and participation at the events.
			#2 Assist Holiday Meals with the assembling of dinner plates and	Notify the public of the details of the event	

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
		distribution to needy families in the community			
		#3 Co-sponsor the homeless shelter with community distribution of services from agencies in the community	November 2013, the ASG will participate with the distribution of meals for the less fortunate. In addition the student leaders will have a coat drive on campus and deliver the coats to the local shelter.		
	<i>Additional Information:</i>				
	DATE: <input type="text" value="10/10/2014"/>	ANNUAL UPDATE #1:	10/10/2013-The ASG has planned to work with the Police Activities League for meal distribution, as well as toy distribution to the less fortunate in the community the winter of 2013.		
	DATE: <input type="text" value="9/30/2014"/>	ANNUAL UPDATE #2:	The Barstow College President and ASG Students participated with the delivery of meals to many Barstow residents successfully. With fundraising efforts, the Police Activities Committee were able to deliver over 1,000 meals.		
#3	Students will enhance leadership skills through social responsibilities and leadership workshops	<i>List all that apply:</i> Strategic priority 1	#1 Write the bylaws and constitution that governs the Associated Student Government.	Plan an ASG Student Government Workshop with the college advisors to develop a plan for college by-laws, constitution, and leadership planning for conferences.	All students will have the opportunity to join campus clubs where diversity and cultural awareness is blended with students and the community involvement. Students who engage in campus clubs and student life events gain social skills, personal development, communicate, and have a sense of responsibility and pride when they commit themselves to a program of their choosing.

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
				<p>Students who choose to join campus clubs will have the opportunity to serve in an official capacity, such as officers, of their selected club or to participate as club members. This engagement allows them to make decisions as a group and plan events for the campus. Working together as a team allows them to communicate with other faculty members and staff.</p> <p>Enrolled college students have the freedom to connect with other students in the activities center. This engagement allows the students to gain study buddies, seek tutorial assistance from other classmates who are in the same class, join in on games with others in the center and have a break from their class. The implementation of the game room is a source of retention as the students have a place to call their own. Social skills are developed as well as</p>

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
				communication.
		#2		
		#3		
<i>Additional Information:</i>				
	DATE: <input type="text" value="10/10/2013"/>	ANNUAL UPDATE #1:	10/10/2013 Fall 2013, the ASG has implemented new By-Laws and a Constitution. Several Workshops were held in which all members were invited to have input with the advisors. Faculty advisors are required for all clubs.	
	DATE: <input type="text" value="9/30/2014"/>	ANNUAL UPDATE #2:	Fall 2014 the ASG reconstructed their Constitution, and is now working on their By-Laws. The 2013 ASG Members did not meet their goal of developing a Constitution, due to many programs and events. They did have the time and made a choice to let the incoming 2014 ASG implement a Constitution for the Student Government. In addition, they were able to plan two leadership workshop the fall 2014 for all student government and campus clubs. They are successful because they planned a year calendar in advance and were able to select their courses accordingly to comply with the desired calendar for the campus.	
#4		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#5		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
DATE: <input style="width: 80%;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 100%;" type="text"/>		
DATE: <input style="width: 80%;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 100%;" type="text"/>		
#6		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
DATE: <input style="width: 80%;" type="text"/>	ANNUAL UPDATE #1:	<input style="width: 100%;" type="text"/>		
DATE: <input style="width: 80%;" type="text"/>	ANNUAL UPDATE #2:	<input style="width: 100%;" type="text"/>		

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

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

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

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

The office of the Vice President of Student Services is to oversee and support the student services in campus and online, the student services personnel and provide outstanding support services for all of the student services; student activities, student events, college faculty and all the service office of the college.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

The vision of the office of the Vice President of Student Services is continual improvement of communications, stronger online and on ground student services for students, and a more integrated service structure with faculty, students and staff.

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

The office of the Vice President of Student Services supports the excellence in education and helping students achieve their educational goals and promotes responsible students, faculty, staff and administrators. We are a support office for all of student services and students on or off campus.

DATE: August 2014

ANNUAL UPDATE #1:

The office of the Vice President of Student Services continues to support student services and students on and off campus. With additional funding through the Student Success Initiative and Student Equity the office has been able to work with the various student services areas, faculty and students to provide adequate services to ensure student success.

DATE: August 2015

ANNUAL UPDATE #2:

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

A

The organization consists of 1 vice president of student services, 1 fantastic administrative assistant who knows everything and a little bit more, and some so ...so student assistants

B

The office provides services to student, staff, faculty and administrators. In addition we interact with local high schools, community organizations, the city of Barstow, and local business.

C

The office provides personnel support for all personnel services: evaluations, time card, leave slips, attendance, staffing and work load.

The office provides administrative support for all of the student services offices; athletic paperwork, state and federal communications and reporting, college communications within and outside, College to university communications, and provide assistances and guidance on a daily bases to all of the units in Student Services

The office provides direct support service to students in helping them navigate the college environment.

The office oversee the “Student Code of Conduct”, disciplinary actions, and student sanctions.

D

The office provides the majority of our services in person, face to face and by technology.

DATE:	August 2014
ANNUAL UPDATE #1:	<ul style="list-style-type: none">a. Currently the Student Services Office consist of one administrative assistant and a student worker. The department in currently being overseen by the VP of Academic Affairs. The VPSS position is currently vacant. The Athletic Department has taken up residence in the student services office, since their area is currently under construction. A part-time athletic director has undertaken student discipline responsibility, a task that previously carried out by the VPSS.b. The office still provides services and support to all the student service areas, students, faculty, local high schools, community organizations, the city of Barstow, and local businesses.c. The office provides personnel support to include but not limited to processing paperwork, booking travel, athletic eligibility, creation of forms and documents, marketing student service programs and events and assist in the coordination of events related to student services including graduation, honors day and student success outreach.d. The office provides the majority of our services in person, face to face, through committee meetings and by technology.
DATE:	
ANNUAL UPDATE #2:	

3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Communications of information, gathering of information and implementation of information and directives. Training and cross training of staff and student assistance. Improve the admissions, registration, probation & dismissal follow up interventions, and graduation process

Measures: By students ability to understand the principles and become self-reliant as measured by number of online registrations, prepared for counseling sessions, the number of drop errors, number of complaints and the wait time for services.

Measure the understanding of student’s understanding of SB1456. The student success act. As measured by the number of Orientations, assessments, Pre. Ed. plans and Ed. Plans Also longitudinal data such as retention and graduation.

2) Summarize the results of these measures.

Staff will be able to communicate clearly the objectives of the student success initiative as well as understand the data collection and success markers of the initiative. Students will move through the student services seamlessly and quickly. Staff will all be knowledgeable on the basics of all of the services in student services, thus promoting the on stop shop. And finally our data will reflect higher retention, higher graduations, and higher student satisfactory scores. The unit will also work more efficiently; no overtime, less absenteeism, and better services.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

No review has been done in the past

2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

The student Success Initiative SB1456 will bring a broad sweeping changes in the unit. Changes in staffing at the Fort Irwin, will impact the services on the main campus

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

To meet the change of the student success initiative we will need the following: a student tracking software, swipe machines to record activities, computer hardware support and computer staffing support. Purchase a tracking system and the equipment to collect student success data. A support person to handle machines, software, processing reports, and maintenance of the system.

To meet the staffing change at Fort Irwin we will need more cross training, personnel trained to administer testing, main campus staff traveling from the main campus to the Fort Irwin. Additional trained substitute for the front desk. An additional person who is flexible in their knowledge skills and abilities, higher skilled in army protocols and reporting, and can work both campuses.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

The student services section of the AP Chapter 5; 5010 to 5700, the student code of conduct, student handbook, and Student Services Web pages

DATE:	August 2014
ANNUAL UPDATE #1:	Through student success initiative funding the department was able to purchase SARS, COMEVO, Degreeworks and ARGOS. All programs and software that will assist in providing the correct data needed to meet the requirements of the Student Success Initiative (SB1456)
DATE:	
ANNUAL UPDATE #2:	

5. Internal Factors (see Handbook for worksheet)

A. Strengths

Personnel/ people are our strengths in student services all of them are awesome There is no weakness in my staffing, either on the Student service floor, office or my office

Melissa is an asset that cannot be measured in mere mortal terms, it can only be measured in quantum measure of "Awesomeness".

My directors are solid except for one and that is being addressed

B. Weaknesses

Outdate software, hardware, and technical knowledge. The outdated Californian Education Code. Not enough staff in Financial Aid and A&R. or I need to reorganize the unit and put people where I need them- staffing in the wrong places. We NEED more people.

New infrastructure is needed: And

DATE:	August 2014
ANNUAL UPDATE #1:	The department has begun to update the software with the purchase of SARS, COMEVO, Degreeworks and ARGOS. The Director of Enrollment Services was able to review and negotiate changes to job descriptions in financial aid to reflect the actual duties the positions were performing. She was also able to reinstate a full time position bring the department back to full staff.
DATE:	
ANNUAL UPDATE #2:	None

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

The Student Success initiative SB1456 will be a great opportunity to move forward in a strategic manner.

”

New President is an opportunity to move forward

New President will be a great opportunity for the college to reinvent itself.

B. Threats

Weak orientation and tracking will be measured in student failure.

Most importantly we will not be able to track the high school students coming through external sources. Such as BHS, Silver valley or through CTE. It is essential that a new orientation is produced and software tracking is obtained to insure success. Our Orientation Process is a threat to our success.

Weak software scheduling and tracking students, student needs, and early alert is almost nonexistent and in some areas we are still doing paper. Our ability to track our students mean we loose student in the cracks and we never have a chance to see them succeed.

DATE:	August 2014
ANNUAL UPDATE #1:	<p>In spring 2014 the office assisted in the coordination of a high school senior outreach program. This allowed the district to assess and market the college to local high school seniors early and to provide information about the summer bridge program. The summer bridge program allows seniors who assess into remedial math and English courses to receive extra assistance and move towards taking college level math and English courses in the fall. Students who attended the program were also moved up on the priority registration list and received priority 2 instead of priority 4.</p> <p>The college also purchased Comevo, which is an online orientation platform. This program will allow the college to update online orientation information and to better track students who have taken the orientation.</p>

The purchase of SARS will assist in the early alert process. The program has a dedicated software for early alert, which will help the department track students who maybe at risk.

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

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

Training Schedule for Student Service Spring 2013
3:000 4:30
Student Service Training area

Banner Training I
 Customer Services
 Student Assistant Training
 Admission and Record training
 Special Programs and Services
 DSP and Access
 Advising New Student I
 Financial 101 the Basics
 Advising New Student I
 Advising New Student II
 CTE
 Campus Security
 Student Service 101

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

Training Schedule for Student Service Fall 2013
3:000 4:30
Student Service Training area

Sept. 6	Banner Training I
Sept 13	Banner Training II
Sept. 20	Banner Training III
Sept. 27	Admission and Record training “understanding the rules”
Oct. 4	Special Programs and Services
Oct. 11	DSP and Access “ A different kind of student” Faculty and Staff
Oct. 18	Advising New Student I Faculty and staff
Oct. 25	Financial 101 the Basics Faculty and Staff
Nov. 1	Advising New Student I Faculty and Staff

Nov. 8	Advising New Student II Faculty and Staff
Nov. 15	CTE and You! Faculty and Staff
Nov. 29	Campus Security / Angry students
Dec. 6	Student Service in Review How did we do (Evaluation)

DATE:	<input type="text" value="August 2014"/>
ANNUAL UPDATE #1:	<input type="text" value="The department continued with its Friday afternoon training session to include: customer service skills, understanding FIRPA, SLO, and student success data implementation sessions."/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

DATE:	<input type="text" value="August 2014"/>
ANNUAL UPDATE #1:	<input type="text" value="The unit has made progress towards meeting the needs of the student success initiative by making software purchases and receiving training on their implementation."/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Communicate and insure the guidelines, data, and process for the Student Success Initiative SB1456 are understood, implemented, and evaluated.	<i>List all that apply:</i>	#1 Communicate the Student Success Initiative	Include information SSI in training, IEC, all College Meeting, Mgmt. Meeting , PAC, college meetings as request, and the counselor to counselor.	Staff when asked should be able to articulate the SSI to students or anyone who asks. Activities and meetings reflect an understanding of the SSI. Task forces will be set to implement the SSI
			#2 Communicated the SSI in Development Training	Dedicate a training session to the SSI: setting collecting data, collect data, and insure good data	Data will be collected and analyzed. New programs will be based upon the data
			#3 Communicate evaluation criteria and rubric which will be used to evaluated services	Set an evaluation criteria and create a rubric that reflects the SSI.	Evaluate all student services units in regards to the SSI and report the data out to administration
<i>Additional Information:</i>					
DATE: <input type="text" value="AUGUST 2014"/>	ANNUAL UPDATE #1:	The student success initiative has been communicated through training, meetings and a committee which is overseeing the projects that are involved in the efforts to bring understanding of success at BCC. Training sessions were set up for new data implementation elements with the staff and counseling. The former “Green Sheets” were replaced with new data collecting sheets to ensure the district is reporting the correct information for submission purposes. SARS, Dreamworks and ARGOS were also purchased to help with the data collection process. The implementation process is still taking place with the hope of having the new system in place and being used by spring 2015. The department has not begun to assess this goal.			
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>			
#2	Increase student services to online students and increase the online services for on ground students. <i>This is a support service for the A&R, Fin Aid and</i>	<i>List all that apply:</i>	#1 Increase and offer more online student service to online Students to match the on campus services.	Purchase desktop cameras for student services and offer “Skype” student services In addition purchase document cameras. Increase web based workshops for	Fully Schedule online conference, information, workshop, orientation and all student services to online students and improved and flexible

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
<p><i>Counseling department and the student success SBG1456</i></p> <p><i>Provide a coordinator to oversee the student success implementation, data gathering, evaluation and reporting.</i></p>			probation and dismissed students. General workshops. In addition produce a "New online Orientation that integrates with banner	service to the on ground services. New Orientation produced	
		#2 Increase online services to on ground students	The above technology plus New online orientation, admissions instruction, registration instruction First year student advising.	Fully Schedule online conference, information, workshop, orientation and all student services to online students and improved and flexible service to the on ground services.	
		#3 Hire a new student services staff person, coordinator	Develop a Job description Place on the Strategic Planning Process, get approval and hire a coordinator of Student Success.	A person is hired.	
<i>Additional Information:</i>					
DATE: <input type="text" value="AUGUST 2014"/>	ANNUAL UPDATE #1:	The department purchased cameras and headsets to provide better online services but only uses them for a few services including one on one probation workshops. The department will need to explore what other services the technology can be used for going forward. COMEVO was purchased to produce a new online orientation the program also can be integrated with BANNER to allow a better tracking system for participation. A Manager of Student Success position was created and filled on an interim basis for the 2014-15 school year.			
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>			
#3	Purchase and train the campus on the use of a Student Tracking system and evaluated the effectiveness of the system	<i>List all that apply:</i>	#1 research and choose a system- schedule demos	#1Purchase a student tracking system (SARS)	Install and get user feedback
				#2Purchase card swipe system and machines	Reviews reports and insure they meet the guideline of the SSI

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			#3 ½ time person for IT to support the system run documents and reports	Review the work of the ½ person and their support to the system, quality of the documents and reports
<i>Additional Information:</i>				
	DATE: <input type="text" value="AUGUST 2014"/>	ANNUAL UPDATE #1:	SARS was purchased and staff received training. The department is currently waiting on full implementation. A card swipe system and a ½ time person for IT was not reviewed this year.	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#4		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#5		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#6		<i>List all that apply:</i>	#1	

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			#2		
			#3		
	<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

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.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested. (Click the link to access the form.)

Budget request below are reflective of the needs for stronger student services: communication with students at the fort, or online or who cannot make it to the campus. Our ability to meet the "Orientation" requirement of the SB 1456, and our funding depends on our ability to meet all the requirements as well as demonstrate success. More importantly SARs will help us track, collect Data, and meet the requirements of SB1456 in the area of reporting, providing data and tracking success. And finally the last request is the support the Special Programs in Services by establishing a full time counselor who can service on a daily bases EOPS, Care, and Cal Work's students. Student Success is everybody's job. My request will assist us in meeting requirements for SB1456 but also Accreditation in that services provided for on campus students should be provided to off campus students.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
2	2	4 Desktop camera	\$500 est.	no	Department budget
		4 Document Camera	\$800 est.	no	Department Budget
		Production of an Integrated online Orientation program for online students	\$20,000 est.	Yes	
3	3	SARS software and instillation and equipment	\$75,000	no	First Year Student Success Money
		Support person full time	\$50,000	Yes	

ANNUAL UPDATE #1:

DATE: August 2014

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
		N/A			

ANNUAL UPDATE #2:

DATE:

PROGRAM REVIEW: Office of the Vice President of Student Services

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

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

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

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

Transfer driven campus that supports students through the transfer exploration process by providing the tools needed to obtain a knowledgeable perspective of their academic, career and personal/social goals.

B. Service Area/Administrative Unit Vision (*Where would you like the Program to be three years from now?*)

Students will be aware of the basic transfer requirements. In collaboration with BCC counselors, four-year colleges and universities, and partners in K-12 education, the Transfer and Career Planning Center aim to foster a seamless transfer process to enhance student success in academic and career goals.

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

The TCPC's mission and vision reinforces the College's mission and vision by reinforcing the ideology of an "innovative learning environment that respects the diverse backgrounds." The TCPC also prepares, counsels, and engage students through caring customer service and programs to assist students' in achieving their goals.

DATE: 10/2/13

ANNUAL UPDATE #1: No update

DATE: 9/30/14

ANNUAL UPDATE #2: No update

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

The Barstow Community College is devoted to the democratic idea of making transfer and career opportunities accessible to all students. This is accomplish by providing quality information, services, guidance, and support, which directly assist potential transfer students preparing for a four-year institution and wishing to gain educational work experience in their majors. The center has a strong commitment to providing a dynamic learning environment and to achieving the goals of student equity by providing a center climate conducive to the elimination of barriers to student success. It offers a designated place where students can access valuable resources to help them facilitate a smooth and successful transfer.

Transfer Services:

The Transfer Center is committed to providing services, which directly assist potential transfer students in preparing for upper division work at a four-year college or university. This important resource center is staffed by a Transfer Counselor and Transfer Program Specialist that are committed to working with students on long range goals as they prepare to transition from Barstow Community College to a four-year institution or directly into a career field. The BCC Transfer & Career Planning Center (TCPC) also works closely with many four-year institutions to facilitate the transfer process.

Services available in the Transfer & Career Center includes:

- Academic preparation of an educational plan that leads to successful transfer.
- Advising sessions with UC, CSU, and Private University Representatives.

Transfer workshops: Transfer Admission Agreement/Guarantees (TAA/TAG)

- Online Applications, UC & CSU Information, Personal Statement and others.
- Transfer Day - Fall Semester (October) – 40+ colleges and universities participate each year.
- Assistance with Transfer admissions procedures and academic planning.
- Transfer Applications for admission assistance.
- Preparation of Transfer Admission Agreements/Guarantees (TAA/TAG).
 - To various UC, CSU, and Private 4-year colleges and universities.
- Campus tours and Field trips to Universities.
- Transfer Students Recognition Reception.
- Transfer Center Open House – First Month of Fall (September) and Spring (February).
- Internships and Employment Opportunities (Placement is not guaranteed).
- Online career assessment through Eureka.
- Eureka Searches (computerized career information).
- Career Guidance workshops on Resume Writing, Interviewing Skills
 - How to Get a Job
 - Changing Careers.
- Career Fairs

Demographics:

- Potential Transfer Students:
- EOPS, Military, Veterans, ACCESS (DSPS), Athletes, Adult Re-entry, First-time freshmen, Reverse Transfer, and Leisure/Personal growth students.
- Any Other Groups (?)

Resources Available in the Center

- College/University catalogs, BCC Course schedules & catalogs, Transfer Articulation Agreements, Scholarship information, Career and Transfer Reference books, Computer software programs, Computers and a printer, ASSIST.org (computerized student-transfer information system), and Transfer informational brochures

List of Staff and Titles:

Samera Kabir – Career & Transfer Center Specialist
Apineru Lealofi – Counselor/Articulation officer

DATE:	10/2/13
ANNUAL UPDATE #1:	No update
DATE:	9/30/14
ANNUAL UPDATE #2:	2C.) Career & Transfer Research Tool Change: Replaced Eureka with Kuder Journey. The new research tool allows more accessibility to more students (2500 vs. 500) and allows students to track the educational & career interest and goals. 2C.) Career Research Tool Implementation: www.glassdoor.com 2D.) Computer Lab Upgrade: Replacing the six computers utilized in the Transfer & Career Center's student lab.

3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

No data have been gathered as of yet.

- 2) Summarize the results of these measures.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

- 1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

DATE:	10/2/13
Annual Update #1:	Students who utilize the Transfer Center will have confidence in their knowledge to navigate the transfer process including knowledge about major preparation and general education requirements. Students who utilize the services of the Transfer Center will apply to, be admitted to, and enroll in public and/or independent universities.

No measures yet but we would like to develop an instrument or survey that will measure the results above.

DATE: 9/30/14

ANNUAL UPDATE #2: Tracking Kuder Journey effectiveness toward student's educational and career goals.

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines) Ed Code Section 66720-66744

Title V Section 51027

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

None

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

None

DATE: 10/2/13

ANNUAL UPDATE #1: No update

DATE: 9/30/14

ANNUAL UPDATE #2: 1) Career Component: Researching new ways, ideas, and resources to inform students of career opportunities.
2) Transfer Component: Articulation of courses to UCs/CSUs and private institutions.

5. Internal Factors (see Handbook for worksheet)

A. Strengths

Transfer and Career Center is devoted to the democratic idea of making transfer and career opportunities accessible to all students. This is accomplished by providing quality information, services, guidance, and support, which directly assist potential transfer students preparing for a four-year institution and wishing to gain educational work experience in their majors. The center has a strong commitment to providing a dynamic learning environment and to achieving the goals of student equity by providing a center climate conducive to the elimination of barriers to student success. It offers a designated place where students can access valuable resources to help them facilitate a smooth and successful transfer.

Besides transferring the students to four-year schools, we also help students to make successful resume and provide resources to land a job.

B. Weaknesses

As the center is close in the Summer (June & July) but physical presence required to plan, coordinate, facilitate, and oversee a variety of student activities including outreach (Summer Fast Track), transfer events, career fairs, scheduling college and university representative visit on campus.

In order to serve the students on priority in summer time (June 1st to July 31st) We could not assist student in the four-year college Spring & Winter enrollment process by utilizing database resources of California State University (CSU) Mentor and the University of California (UC) website database.

Most of the organization offers summer internship for college students. We could able to find more internship on summer time and help students to get more on hand training.

DATE: 10/2/13

ANNUAL UPDATE #1: No update

DATE: 9/30/14

ANNUAL UPDATE #2: No update

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Improve and expand Transfer Admission Guaranteed Agreement (TAG) advising and results

Use students feedback/survey to improve program quality

Develop a marketing plan to engage students to join Transfer Center related activities.

Increase articulated programs with four-year colleges

Increase career services for students

B. Threats

CSU and UC Winter and Spring application deadlines are June 1st through August 30th. Due to statewide financial situation, universities are no longer accepting transfer students during spring and winter semesters unless they have an AAT/AST. Students remain out of touch with major online data systems, resources and guidance since there is no service provided by transfer center from June 1st - July 31st.

Coming back to work on August 1st, there is one month left for only CSU spring application date line. Between students are not served for UC Winter, Spring and CSU Winter date line. Its takes time to get the information of transfer ready students from MIS and reach to those

students. In that case many applications paper work turned on incomplete due to lack of time and process.

DATE: 10/2/13

ANNUAL UPDATE #1: No update

DATE: 9/30/14

ANNUAL UPDATE #2: Working with Career Institute and the College Researcher, Carl Yuan to promote the Transfer/Career Center relates workshop and activities.

7. Continuing Education/Professional Development

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

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

DATE: 10/2/13

ANNUAL UPDATE #1: No update

DATE: 9/30/14

ANNUAL UPDATE #2:

- A. CSU Counselor Conference, ETS (UC) Conference, CIAC Conference, and AS-T & AA-T Workshop.
- B. Anticipating to attend the CSU Counselor Conference, ETS (UC) Conference, CIAC Conference, and monthly Transfer Director meeting.

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

Transfer & Career Planning Center supports students through the transfer exploration process by providing the tools needed to obtain a knowledgeable perspective of their academic, career and personal/social goals.

Departmental Learning Objectives (DLO) have been established. We will work with the Institutional Researcher (vacant position) to develop and implement a way to measure the DLOs.

DATE: 10/2/13

ANNUAL UPDATE #1:

No update

DATE: 9/30/14

ANNUAL UPDATE #2:

No update

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Increase Transfer Awareness	<i>List all that apply:</i>	#1 Create marketing Strategies	PIO and the TCPC will collaborate on creating a strategic plan for disseminating information to students, faculty and staff. Create a cohort of students who are in their first semester and student who tested into lower Math and English courses Order giveaways to transfer center information on them	
			#2 Increase Outreach	Gather and analyze data on students who have achieved 45 transferable units and or have completed certain courses on IGETC or CSU Breath. Enhance transfer based workshops according to the needs of 45+ units cohort.	
			#3 Increasing staff and faculty knowledge		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#3		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#4		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#5		<i>List all that apply:</i>	#1	
			#2	
			#3	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#6		<i>List all that apply:</i>	#1	
			#2	
			#3	
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Other:

Students receive personal assistance with a smooth transition to university life by providing services, information, and assistance. A variety of services such as university appointments, transfer fairs, admissions workshops, and university tours are available to them.

Do not offer a wide range of AAT or AST degrees.

BCC does not offer many lower division transfer required courses student need for their transfer pathways.

Tracking transfer students (The utilization of SARS would be a great

Gathering correct personal information on students to make contact about events or transfer related items that may apply to them.



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

The Viking Shop mission is to:

- Develop programs and services that support the learning environment.
- Find innovative ways to increase community awareness of Barstow College through programs and services that develop the Barstow Community College brand.

B. Service Area/Administrative Unit Vision (Where would you like the Program to be three years from now?)

The Viking Shop will be a leading learning support service for Barstow College, pursuing excellence in customer service and innovation.

C. Describe how mission and vision align with and contribute to the College’s [Mission](#) and [Vision](#)

In 2013-14 the College Mission statement was revised as follows:
Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society.

The Viking Shop mission and vision focus on contributing to the learning environment, and student success. As a support service, it is important that we align ourselves with the college mission, and enhance the educational environment for our students, faculty and staff.

The Viking Shop aligns specifically with Barstow Community College’s mission in the following ways:

1. Offering textbook services to all segments of our campus including: campus, online, military, and contract training.
2. Assisting with the learning environment by making textbooks and other classroom materials available to students in a timely manner.
3. Helping students be successful in the classroom by offering financial aid in the bookstore prior to financial aid distribution.
4. Students gain work experience through student worker positions in the bookstore.
5. Providing faculty with textbook and material options that support classroom goals.

DATE:	<input type="text"/>
ANNUAL UPDATE #1:	<input type="text"/>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

2. Service Area/Administrative Unit Description and Overview

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

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

Administrative Unit Functions:

As provided under the most recent adoption of the Higher Education Opportunities Act (HEOA), the bookstore is the primary dissemination point for textbook information on campus. Once textbook information has been submitted by faculty, and reviewed for edition changes and availability by the bookstore staff, the information is made available to the public. This is done via our bookstore website; the online course catalog via a tool created by Follett Higher Education; and by phone or in person by bookstore staff.

Faculty textbook services are available such as:

1. Assisting faculty with publisher contact information.
2. Researching publishers for textbook content for a particular course.
3. Answering questions on institutional guidelines for selecting textbooks and its methodology.
4. Support for other required materials such as calculators, art supplies, ancillary reading, cosmetology items, etc.

Other services include:

- Financial Aid book vouchers for Pell, and other books service programs.
- Special order services (primarily for books and supplies).
- Convenience items including food and drink items.
- Spirit wear/Clothing.
- Gift items.
- Graduation regalia for students.

The Viking Shop bookstore supports campus activities such as Lights and Learning, which is a Barstow College Foundation activity. Such involvement not only supports the college event, and supporting organization, but develops exposure and awareness of our department.

DATE:

ANNUAL UPDATE #1:

DATE:

ANNUAL UPDATE #2:

3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

The following measures will be assessed:

1. Monitor sales statistics compared to previous year.
2. Review and evaluate physical inventory. Maintain inventory discrepancies between Business Office and Viking Shop (bookstore) below three percent of sales.
3. Monitor usage of the Financial Aid Credit in the bookstore. Use statistical information such number of participants and dollars spent by participants to gage program effectiveness.
4. Departmental sales changes for increases or decreases as it relates to planning.

- 2) Summarize the results of these measures.

1. Sales Statistics:
In 2013-14, sales increased 10%. This was due to two key initiatives:
 1. A key buying arrangement with Cengage Learning assisted in better sell-through in their titles.
 2. Campus efforts were geared toward increasing institutional/departmental supply purchasing through the bookstore.
2. Physical Inventory:
The 2013-14 physical inventory presented some challenges. There were a number of technical issues that are still unresolved with regard to the inventory. As a percent of sales the inventory difference was approximately 1.5%. As a percent of inventory, it was approximately 1.8%. The goal was to keep the discrepancy below three percent and that target was met.
3. Financial Aid Credit:
 - Sales for students using the bookstore credit increased by 17%.
 - The overall percentage of students who used the bookstore credit increased by 18%.

One area of concern for this program is when a student purchases their books on the bookstore credit and then becomes ineligible for financial aid. While this happens with a very limited number of students, it does happen. Financial aid, as well as the accounting technician work diligently to collect as much of this as possible. However, this is still liability taken on by the bookstore. With that in mind:

 - The yearly liability for 2013-14 was \$2000.28. This is down 23% from the year before.
4. Departmental Sales Changes:
Backpacks: +91%
Clothing: +30%
Food: -19%
Gifts: +77%
Graduation: -3%
Health & Beauty: -70%
New Textbooks: +17%

Supplies: +14%
 Used Textbooks: -12%

In looking at the departmental sales changes, you can see improvements in the categories that should be affected by the two initiatives in #1; Backpacks, clothing, gift items, and supplies were all increased in part, to departmental purchases. New textbooks were increased due to the partnership with Cengage Learning.

Changes in the cosmetology program impacted the sales:

- The program did not run classes for summer 2014, which meant that there were no sales of cosmetology kits, products or services for that term.
- In spring 2014, there was a problem getting cosmetology kits from the vendor, and this also hurt sales. Some students bought kits elsewhere because we were unable to get them in a timely manner.

Often when there is an increase in one textbook department, then there is a decrease in the other. So in the case of this year, students took advantage of the new book pricing we had negotiated. This means that the used book was not available, because the pricing would not be attractive due to the negotiated rate for the new book. Further, in some cases where editions of a book change there can be a reduction in the used books available, and this also affects sales in the used book department.

The graduation department was only down slightly, at a negative 3%. There is no known explanation for the decrease at this time.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

- 1) a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.
- b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

SAO/AUO Measures:

1. Support student learning and success through on time purchasing and receiving of course materials. For all textbook orders submitted on time, 90% of those titles will be in stock by the first day of class.
2. Improve employee knowledge of the following key areas:
 - A). Customer Service
 - B). Inventory Control/Loss Prevention
 - C). Merchandising

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. 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.)

Implementation of #1:

- Work with faculty to improve the number of faculty who turn in their adoptions on-time.
- Orders for on-time adoptions will occur first. All subsequent adoptions will happen after on-time adoptions, but as soon as possible.
- Work with the Instruction Office to get access to the course schedule as soon as possible.

Implementation of #2:

Conduct training on the areas identified. A quiz will be provided at the end of each training. Training may be live, via reading material, or other methods as necessary.

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4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

In 2013-14, the following impacted our area:

- Under new leadership, campus departments began purchasing supplies through the bookstore, rather than outside resources such as Quill.
- Cosmetology changed their hours so that they became a Monday thru Thursday program, rather than Monday thru Friday.
- The bookstore needs to update its textbook adoption policy. A revised policy was tabled by the Academic Senate, pending further review. This policy is important in maintaining timely textbook purchasing and information for students.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Campus department supply purchasing: Sales in supplies increased. However, so did the overall workload for the store.

Cosmetology hours change: Sales and overall foot traffic in the store decreased significantly on Friday's as a result of this change.

Bookstore Textbook Adoption Policy: There are several areas in our current textbook adoption policy that are unaddressed. These tend to present challenges for both the bookstore, and students. Correcting this would increase on-time textbook adoptions and store stock; decrease conflict on textbook adoptions; increase book buy back and result in more used textbooks available.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

- In 2013-14, we added to our departmental employee guidelines. These should be reviewed and updated yearly.
- Efforts to update the Bookstore Textbook Adoption Policy should continue.
- Expansion of the Bookstore Credit to mid-term start courses should be pursued.
- Efforts to work with campus constituencies for greater support of bookstore operations should also continue.

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5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

Customer Service: The bookstore staff genuinely engage customers and want to help.
Fiscal Integrity: The staff take inventory control and cash handling seriously. Overages & shortages of cash are minimal; Inventory differences between the bookstore and the business office are also carefully monitored.

B. Weaknesses

Staffing: The store operates with one full-time Bookstore Manager; two part-time (20 hour) Bookstore Operations Assistants; and 3-4 student workers (15-20 hours per week each). This staffing model limits communication, and ties the Bookstore Manager to the store as part of the overall staffing. Services have increased, but staffing has not, and this is putting a strain on staff.
Location: The store is away from student and staff foot traffic, and this reduces sales opportunities.
Campus size: Limits selection and service offerings.

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Sales (campus): There are opportunities for more departmental campus sales, through increased support by cabinet level administration. This support has turned around over the last couple of years, and department sales are growing. However, we have only begun to see the results from the turn around.
Sales (financial aid): Sales opportunities exist in the expansion of the financial aid credit to the mid-term class starts (9 week). Sales continue to grow in this area, however an additional sales opportunity of \$80,000-\$100,000 per year still exists in this area by tapping into the mid-term starts.

B. Threats

Industry environment: The textbook industry is in transition, and this makes it very difficult to navigate. Online competition, ebooks/electronic resources, rental books, and a reduction in used book wholesalers are all issues facing college bookstores.

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7. Continuing Education/Professional Development

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

Department Meetings: Department meetings were not as frequent as hoped, they did offer the opportunity for us to discuss training, and training opportunities. This includes covering areas that staff were not understanding, or that they had questions about.

Staff Meeting: A minimum of one staff meeting is held per year. This includes all staff, including student workers. This is a time where we can discuss issues, and make plans for the next year.

All College Meetings: Campus issues are discussed, and relevant campus topics are presented.

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

Currently, efforts to continue department meetings, staff meetings, and All College meetings will proceed. Professional practice workshops will be encouraged, but are not mandatory.

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8. Prior Goals/Objectives

Briefly summarize the progress your program/unit 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.)*

Goals for 2011-12/2013-14:

In the previous three year cycle, two of the goals were on-going, and while they are still monitored, they were met for those years. They were to monitor sales by department and make recommendations, and to maintain PCI compliance.

A goal was set to continue to improve the program review and the program review cycle for the bookstore. Some work was done in this area, but not as much as was hoped or intended. The program review should be written in such a way that it acts as a guide for the program for the evaluation period. While great strides have been made in this area, continued use of the program review, as a reflective and continual planning tool should continue to be implemented.

The bookstore worked with M&O to develop a method of disposal of district property. This was tested and implemented. The process is currently under review. The bookstore’s role in this process is perhaps not the most effective way to accomplish this task.

Goals for next cycle (starting 2014-15):

1. Monitor Sales by department: This is an ongoing goal that is important to maintaining good decision making of store products and services.
2. Maintain PCI Compliance: This is also an ongoing goal that mitigates the stores risk for credit card charges.
3. Develop a timeline for program review evaluation and update, which makes the evaluation process more effective and relevant.
4. Develop training for staff to improve customer service.

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9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit 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 provides space 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 <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Use department sales as a criteria to develop a product sales, and service strategy	<i>List all that apply:</i> 6	#1Improve and maintain inventory that reflects department sales.	Monitor department sales monthly to determine trends; identify problems and areas of opportunity.	Use monthly department sales as gage/measure. Purchases could be used as an evaluation tool, as well as customer feedback.
			#2Improve and maintain services related to sales for effectiveness.		
			#3		
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#2	Maintain PCI Compliance	<i>List all that apply:</i> 6	#1Mitigate risk associated with credit card acceptance.		
			#2		
			#3		
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#3	Improve department level program review processes	<i>List all that apply:</i> 6	#1Make program review process more meaningful.	Develop timeline for review and evaluation.	Timely and informed submission of program review. Increase in evaluation and data use for decision making.

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
		#2			
		#3			
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#4	Improve staff to customer interactions	<i>List all that apply:</i> 1-5 (all)	#1 Improve store customer service.	Staff training.	Develop customer feedback tool (survey or comment card).
			#2 Develop staff awareness of the relationship between their customer interactions and store sales	Staff training.	Contests, quizzes & other demonstrations of competency.
			#3		
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#5		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
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ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#6		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
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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.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source