



Barstow Community College NON-INSTRUCTIONAL PROGRAM REVIEW

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

SERVICE AREA/
ADMINISTRATIVE UNIT:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

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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

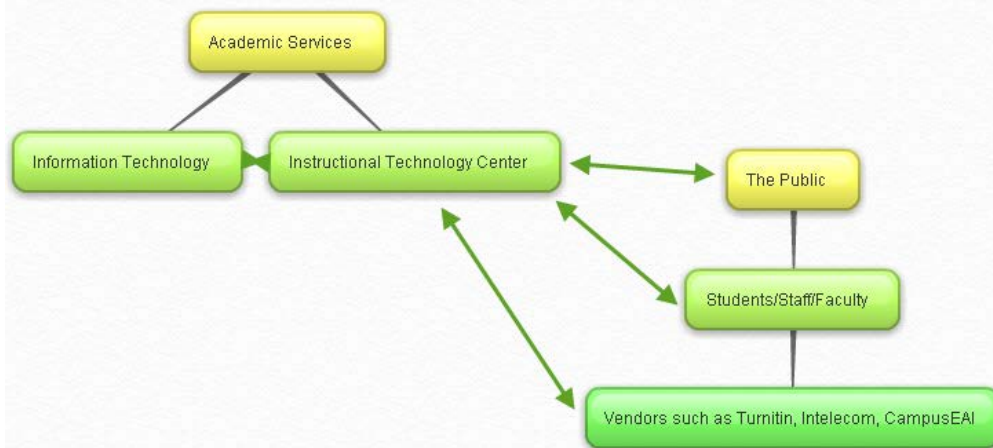
The ITC and College mission closely align with each other, as the ultimate goal of both the college and the ITC is to provide the students, community and military population with the educational tools to achieve personal goals and professional growth. Specifically, the ITC is responsible for the Barstow College websites and for all training occurring in this area. ITC also 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.

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

The chart below shows the new configuration of the ITC in relation to the college as a whole as well as the public/vendors.



A new vendor, Proctor U, was chosen for remote proctoring during the 2014-15 year, and the ITC staff work closely with this vendor to ensure student and faculty satisfaction is maintained.

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graph TD
    A[VP of Academic Affairs] --- B[Webmaster]
    B --- C[Web Services Specialist]
    C --- D[Web Services Technician]
    D --- E[Student Workers]
            
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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 two student workers. 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 skills, 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.

B. Who do you service (including demographics)?

ITC Statistics

Updated Statistics for 2014 school year. Please note the numbers of students served, sections built, and geographical area covered has increased from the last program review.

Summer 2014 -- 1446 online students, 34 instructors, 48 sections
 Fall 2014 – 4386 online students, 74 instructors, 160 sections
 Spring 2015 – 4530 online students, 73 instructors, 164 sections

In Fiscal Year 2014-15 (Summer 2014, Fall 2014, Spring 2015) of the students listed above we served students in 37 states (excluding California.) We also have a strong military presence and served students in the following countries: Ecuador, 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.

C. What kind of services does your unit provide?

ITC Services

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. How do you provide them?

D. Services are provided in the following formats: Person to Person, Email, Phone, Mail, Internet ITC hours are Monday through Friday 8:00 am to 5:00 pm Weekends Email only via nolson@bcconline.com email account.

3. Data**A. SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES****1) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:**

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

2) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

1. The ITC has implemented both the Chancellor's office free tutoring and the Chancellor's office Quest for Online Success/Online Readiness to every DE course.
2. The ITC has begun the work of fixing the Barstow College Website. This work will involve: fixing errors such as broken links and images, adding specific titles to each page, and working with each department to ensure accurate information is presented.
3. The ITC has created a training course for students in Moodle:

moodle.bcconline.us/course/view.php?id=318

3) Describe any improvements made by your unit as a result of the outcomes assessment process:**a. What did you learn from your evaluation of these measures?**

The students are not responding as hoped to the Chancellor's office's free resources. Out of 2,247 DE students, with 5,020 individual enrollments, there are 46 total student enrollments in the Quest for Online Success/Online Readiness course. Two of those enrollments are a faculty member and the webmaster. Seven total assessments were completed by the three students. The other forty-one students gave up within the first twenty pages of a 170 page site. **Students need more of an incentive to complete what is essentially an additional course in student readiness.**

The Barstow College website has errors that need to be fixed. Amongst these errors are missing/broken links/pictures, incorrect information and identical nomenclature for the title of the web pages. **This will be a major task that will need to be completed by all ITC members during the upcoming year. This project has already been started.**

The Moodle Training for Students course is having a similar issue to the Quest for Online Success/Online Readiness course. Out of 2,247 DE students, with 5,020 individual enrollments, there are 33 total views for the Moodle Training for Students. This course was not designed to allow student assignment submission; however, clearly the site needs to be advertised more in order for it to become a useful student resource. **The ITC needs the Academic Affairs and Student Services Departments assistance in advertising this valuable resource.**

b. What improvements have you implemented as a result of your analysis of these measures?

The ITC staff has begun working with college departments to correct Barstow.edu. The ITC staff are continually updating the information on the Moodle Training for Students course to make it a better resource. The ITC staff has linked the Online Readiness course to every class section.

c. What improvements 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 staff will continue to work with various departments to fix Barstow.edu. The ITC staff will reach out to Student Services and the Tutorial Department in order to get wider usage of the Moodle Training for Students area.

B. OTHER ASSESSMENT DATA

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

One of the ITC staff's primary method of contact with its end users is via email.

An analysis of the Webmaster position's sent mail folder for the 2014 year shows 7,144 emails were sent by this position.

An analysis of the Web Services Specialist position's sent mail folder shows 3,946 emails were sent by this position.

An analysis of the Web Services Technician position's sent mail folder shows over 3,000 emails were sent by this position

(Please note due to the current issues with the @barstow.edu email system, the number of emails sent could be greater than reported, but is not less than reported).

2) Summarize the results of these measures.

The above data shows in addition to all other assigned duties, the ITC staff routinely answer between twelve and thirty emails a day. The majority of these emails require complex reasoning skills, as intricate issues must be first examined and then an appropriate solution determined. These solutions then must be successfully transmitted to an audience of end users with varying degrees of technical skill. The ITC staff complete these processes with no student/faculty complaints.

3) Describe any improvements made by your unit as a result of other assessment data listed in #1:

a. What did you learn from your evaluation of these measures?

The ITC staff answers a lot of email.

b. What improvements have you implemented as a result of your analysis of these measures?

The ITC staff has developed a system whereby each staff member works with specific instructors to provide instructional design support. Due to the prominence of the webmaster's email account, greater amounts of email are sent to this account, and some of these emails are then forwarded to other staff members for completion.

All three positions serve as instructional designers and have regular email correspondence with their assigned instructors. Much of this correspondence concerns technical training, course design concepts, and important announcements from both the Academic Affairs and Student Services Departments.

c. What improvements 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 email distribution system is working at this time. In order to reduce the number of repeated requests, all email sent to students will contain the Moodle Training for Students link at the bottom of the email.

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 Chancellor's office is implementing the Online Education Initiative (OEI). As the result of this new initiative the following items will come under intense scrutiny or will be completely changed/added:

- The courseware management system
- The DE Tutorial program
- The Online Student Success/Online Readiness Course

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

At this point, the ITC team has attended on training on the new CMS system Canvas. The webmaster has attended two workshops. The tutorial program and Online Student Success/Online Readiness course have been added to all the classes. Initial planning for the implementation of Canvas is occurring.

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?

n/a

5. Internal Factors (see Handbook for additional information)

A. Strengths: Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.

The ITC department functions very well as a team, with its many responsibilities and duties split amongst the three staff members. Due to the highly interactive and collaborative environment of the ITC, deadlines are consistently met, processes are continually improved and complaints concerning the ITC staff are non-existent. For instance, the ITC staff routinely meets 7 major deadlines a year, placing over 350 classes online each year.

B. Weaknesses: The program or department's *internal* vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.

The college is currently planning to reorganize the ITC staff positions, with little to no input from the impacted positions as to the real duties and responsibilities of the positions. The ITC staff positions are currently on the right side of the 50% law. The preliminary meeting with HR did not go well, and changes suggested could well move two positions to the wrong side of the 50% law, with less than full time duties, while one position would assume the work of at least two positions. The college is currently on the wrong side of the 50% law, and these changes will worsen the situation.

In addition, the very nature of DE requires technically literate staff members, yet the original proposal calls for removing technology from the ITC staff positions.

6. External Factors (see Handbook for additional information)

A. Opportunities: Current trends and events occurring *outside* the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.

With the advent of OEI, all California community colleges will be able to have a stable, low cost DE courseware management system (CMS). One prong of the OEI initiative concerns having low enrollment or

highly impacted courses on a statewide CMS. This would open enrollment to a broader audience for those courses.

An administrator training for Canvas will be given in October 2015.

B. Threats: *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

Currently, the California Community College system uses many different DE courseware management systems and has varying levels of commitment to DE. As the fact a low cost CMS and supporting staff are cheaper than maintaining satellite locations is realized, more community colleges will commit to a larger DE program. Once this occurs, Barstow Community College will be in active competition to retain its DE enrollment.

7. Continuing Education/Professional Development

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

The college webmaster was sent to a one day DE seminar at Victor Valley College. The webmaster also attended the Online Teaching Conference.

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

The college was able to send one individual to gather information on OEI, and that information was then distributed to every DE faculty member.

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

The webmaster will again attend the Victor Valley College one day DE seminar and the Online Teaching Conference if they are offered and if the Vice President of Academic Affairs chooses to send her.

The ITC staff will request two staff members attend at least one of the above trainings so professional development is not limited to one position within the office.

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.)*

If the department does not have prior goals and objectives, please explain.

All DE courses were converted to Moodle as scheduled.
The Campus EAI Moodle instance was never implemented due to the inability of CampusEAI to fix the issues.
The Portal project is no longer being implemented.

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	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Meet all deadlines for the DE program	<i>List all that apply:</i> <i>4b: Moodle platform in place</i>	#1 Meet deadlines for Fall DE courses	Continue to work with instructors to ensure all classes have sound instructional design, are on time, and are equivalent to on campus courses.	DE classes will be completed by the Friday before class begins.
			#2 Meet deadlines for Spring DE courses	Continue to work with instructors to ensure all classes have sound instructional design, are on time, and are equivalent to on campus courses.	DE classes will be completed by the Friday before class begins.
			#3 Meet Deadlines for Summer DE courses	Continue to work with instructors to ensure all classes have sound instructional design, are on time, and are equivalent to on campus courses.	DE classes will be completed by the Friday before class begins.
<i>Additional Information:</i>					
#2	Three courses will be implemented in Canvas	<i>List all that apply:</i> <i>4b: Moodle platform in place</i>	#1 ECON 1 Vasconcellos	Continue to work with instructors to ensure all classes have sound instructional design, are on time, and are equivalent to on campus courses.	DE classes will be implemented in Canvas and will be monitored by ITC staff.
			#2 ADJU 1 Beshears	Continue to work with instructors to ensure all classes have sound instructional design, are on time, and are equivalent to on campus courses.	DE classes will be implemented in Canvas and will be monitored by ITC staff.
			#3 MATH 2 Vartanian	Continue to work with instructors to ensure all classes have sound	DE classes will be implemented in Canvas and

ACTION PLAN						
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
				instructional design, are on time, and are equivalent to on campus courses.	will be monitored by ITC staff.	
	<i>Additional Information:</i>					
#3	ITC staff will attend Canvas Administration Training.	<i>List all that apply: 4b: Moodle platform in place</i>	#1	Attend new CMS training	Attend CMS training via teleconference	Three DE classes will be successfully hosted on Canvas.
			#2	Complete CMS training	Complete CMS training via teleconference	Three DE classes will be successfully hosted on Canvas.
			#3	Implement CMS training	Implement CMS training on new CMS	Three DE classes will be successfully hosted on Canvas.
	<i>Additional Information:</i>					

10. Resources Required

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

Also list any resources required to implement planned improvements noted in 3.A.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
		N/A			

Annual Update #1	Academic Year: <input style="width: 90%;" type="text"/>
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1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

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 since the last program review:

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

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan to implement as a result of your analysis of these measures?*

*(*List any resources required for planned implementation in #3: Resources.)*

2. GOALS AND OBJECTIVES *(Taken From #9--Action Plan--of FULL Program Review)*

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Meet all deadlines for the DE program	#1	Meet deadlines for Fall DE courses	Continue to work with instructors to ensure all classes have sound instructional design, are on time, and are equivalent to on campus courses.	DE classes will be completed by the Friday before class begins.
		#2	Meet deadlines for Spring DE courses		
		#3	Meet Deadlines for Summer DE courses		

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

(Type the update for Goal #1 in this box)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Three courses will be implemented in Canvas	#1	ECON 1 Vasconcellos	Error! No text of specified style in document.	DE classes will be implemented in Canvas and will be monitored by ITC staff.
		#2	ADJU 1 Beshears	Error! No text of specified style in document.	
		#3	MATH 2 Vartanian	Error! No text of specified style in document.	

Goal #2 Annual Update: (Assess progress made toward goal attainment)
<i>(Type the update for Goal #2 in this box)</i>

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	ITC staff will attend Canvas Administration Training.	#1 Attend new CMS training	Attend CMS training via teleconference	Three DE classes will be successfully hosted on Canvas.
		#2 Complete CMS training	Complete CMS training via teleconference	
		#3 Implement CMS training	Implement CMS training on new CMS	

Goal #3 Annual Update: (Assess progress made toward goal attainment)
<i>(Type the update for Goal #3 in this box)</i>

3. Resources Required

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

Also list any resources required to implement planned improvements.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

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

Annual Update #2	Academic Year: <input style="width: 90%;" type="text"/>
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1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

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 since the last program review:

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

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan to implement as a result of your analysis of these measures?*

*(*List any resources required for planned implementation in #3: Resources.)*

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Meet all deadlines for the DE program	#1	Meet deadlines for Fall DE courses	Continue to work with instructors to ensure all classes have sound instructional design, are on time, and are equivalent to on campus courses.	DE classes will be completed by the Friday before class begins.
		#2	Meet deadlines for Spring DE courses		
		#3	Meet Deadlines for Summer DE courses		

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

(Type the update for Goal #1 in this box)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Three courses will be implemented in Canvas	#1	ECON 1 Vasconcellos	Error! No text of specified style in document.	DE classes will be implemented in Canvas and will be monitored by ITC staff.
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		#3	MATH 2 Vartanian	Error! No text of specified style in document.	

Goal #2 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #2 in this box)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	ITC staff will attend Canvas Administration Training.	#1 Attend new CMS training	Attend CMS training via teleconference	Three DE classes will be successfully hosted on Canvas.
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Goal #3 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #3 in this box)

3. Resources Required

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

Also list any resources required to implement planned improvements.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested.

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