Non-Instructional Program Review Template

What is a Non-Instructional Program?
Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Non-Instructional Program Name

Please indicate the program name: Enrollment Services
Academic Year: 2022-23
Name(s) of Submitter(s): Heather Minehart & Wendy Packer

I. Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the area mission and how does it support the institutional mission?

Enrollment Services advocates for students; enhances educational experiences through provided services; foster success; and promotes growth and development through partnerships within the College and in the community.

Enrollment Services mission directly supports the College's Mission and Vision by providing quality customer service to students, the community, and military populations. The Welcome Center, as well as Admissions & Records, are the direct line of contact for incoming students, while Financial Aid provides monetary support to ensure the students are successful.

B. What is the area vision and how does it support the institutional vision?

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

C.   Please provide a short area description:
Enrollment Services consists of three Departments: Admissions & Records, Financial Aid, and the Welcome Center.

Admissions and Records assists students with the application process, makes residency determinations, and conducts registration. A&R also processes all academic exceptions, such as late withdrawal petitions, repeat petitions, reinstatement after dismissal, etc. A&R processes degree petitons and diplomas and issues transcripts and enrollment verifications.

Financial Aid assists students with applying for federal and state aid as well as scholarships. Collects paperwork, verifies required financial aid information, awards and disburses federal and state aid and scholarships, conducts reconciliation on grants and loans, oversees the work study program, determines eligibility for the Chafee Grant and awards per grant guidelines, and conducts outreach (both on and off campus).

The Welcome Center is the first line of contact for new, returning, and continuing students. The Welcome Center staff act as an information depot providing information about the campus, programs,

and services. The staff assists students with completing the admission application, financial aid application, registering for classes, accessing Canvas, refers students other departments, and assists students with making counseling appointments. The Welcome Center oversee the Promise Program, assist students with meeting the requirements for the Program, maintaining eligibility, and organizes events for the students of the Promise Program. Campus tours are also the responsibility of the Welcome Center staff and they participate in both on and off campus outreach events. Every spring the Welcome Center staff go to local feeder high schools and assist the senior students with the matriculation process for the upcoming fall semester. A Welcome Center staff member is the Dreamer Liaison who assists Dreamers by providing personalized assistance with the matriculation process and completing the Dream Act application. The Dreamer Resource Liasion also refers students to agencies and services outside of the College as well.

D. How does your area align to and/or support one or more of the following BCC Strategic Priorities? Innovative to Achievable Equitable Student Success: Enrollment Services supports this priority by working with feeder schools in promoting dual enrollment and the Promise Program as well as providing enrollment support for the Transitional College. Enrollment Services staff conduct in- and outreach for students to articulate financial aid opportunites to students and to assist students through the process. Admissions and Records has begun the process of auto-awarding certificates to eligible students upon completion to increase the number of students who earn credentials and increase SCFF supplemental funding to the College.

Ignite a Culture of Learning and Innovation: Enrollment Services supports this priority by participating in the CVC-OEI financial aid consortium and working with students attending multiple colleges at once to ensure financial aid is disbursed appropriately. In addition, the Dean of Enrollment Management and Services has been working with IT to implement e-Transcripts to finalize the process of becoming a teaching college.

The Enrollment Services staff worked with other College staff to host the following community events to elevate awareness fo what the College has to offer the community: Scare Fair (October 2022/2023; Winter Wonderland (December 2022); B Well Health and Fitness Fair (April 2023).

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

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For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

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Customers

Demographics of internal and external customers – who do you serve?

Enrollment Services serves all current, continuing, and returning students. This also includes Dual Enrollment students (K-12) and International students. Welcome Center also serves prospective students as well as the community through outreach efforts.

The Welcome Center provides initial support to new students enquiring about the College as well as matriculation support, such as application assistance, orientation, portal access and registration assistance, and recommendation of support services. The Welcome Center also houses the Promise Program and the Dreamer Resource Center and provides specialized services and events for these students. The staff in the Welcome Center organize and support the Week of Welcome event for students at the start of each fall and spring semester an are integral in supporting many other key events on campus. Staff are also responsible for participating in community wide outreach events, campus tours, and Dual Enrollment application and registration assistance. In addition, staff are responsible for matriculating high school seniors and assisting first time college students in completing steps necessary to becoming a Promise Program participant.

Admissions and Records is responsible for assisting students with all student records including admission applications; residency; student information upates such as name and address; changes to educational goal and program of study; incomplete grades; independent study registration; credit by exam processing; changes of grade; processing of student exceptions (course repeats, maximum unit increase, reinstatement after dismissal, excused withdrawals, time overlap contracts); pass/no pass petitions; late add petitions; and prerequisite clearance. Admissions and Records staff process international students for receipt of I20 and monitor for continued eligibility to attend as an F1 student. The Admissions and Records Evaluator works with the Counseling Department and faculty to evaluate all incoming transcripts and post received transfer credit, as well as process CSU GE and IGETC Certifications. The Admissions and Records staff process all incoming graduation petitions and work with the Counseling Department to determine eligibility to post certificates and degrees at the end of each term and print and process diplomas for students. Admissions and Records staff also serve current and fomer students by processing records requests for enrollment verifications and unofficial/official transcripts. During the 2022 calendar year (1/1/2022-12/31/2022), more than 5,400 transcripts were processed by Admissions and Records.

The demographics for the College's students for 2021-22 amd 2022-23:

	Annual 2021-2022 Student Count	Annual 2021-2022 Student Count (%)	Annual 2022-2023 Student Count	Annual 2022-2023 Student Count (%)
Barstow CCD Total	4,340	100.00 %	5,261	100.00 %
African-American	678	15.62 %	913	17.35 %
American Indian/Alaskan Native	27	0.62 %	30	0.57 %
Asian	109	2.51 %	203	3.86 %
Filipino	72	1.66 %	91	1.73 %
Hispanic	1,993	45.92 %	2,364	44.93 %
Multi-Ethnicity	288	6.64 %	298	5.66 %
Pacific Islander	57	1.31 %	54	1.03 %

	Unknown	90	2.07 %	88	1.67 %
	White Non-Hispanic	1,026	23.64 %	1,220	23.19 %

In addition, Admissions and Records works with faculty for class rosters, add authorization codes, census, and grades, as well as processing faculty grade changes and late add petitions. The demographics for faculty for Fall 2022:

			Fall 2022 Employee Employee Count	Fall 2022 Employee Employee Count (%)
Barstow CCD Total			236	100.00 %
Academic, Tenured/Tenure Track		Total	40	16.95 %
	African-American		3	7.50 %
	Asian		2	5.00 %
	Hispanic		8	20.00 %
	Pacific Islander		1	2.50 %
	Unknown		8	20.00 %
	White Non-Hispanic		18	45.00 %
Academic, Temporary		Total	108	45.76 %
	African-American		11	10.19 %
	American Indian/Alaskan Native		1	0.93 %
	Asian		7	6.48 %
	Hispanic		22	20.37 %
	Multi-Ethnicity		3	2.78 %
	Unknown		15	13.89 %
	White Non-Hispanic		49	45.37 %

The Financial Aid Office assists students through the financial aid process beginning with outreach and inreach to let students now of financial aid opportunities available, walking students through the application and verification process, and disbursing aid to students.

Data is submitted to the Chancellor's Office an annual basis in October so the Financial Aid Office reviewed data from 2021-2022. A little more than 60% of students received the California College Promise Grant (fee waiver) and slightly more than 38% of students were disbursed Pell Grant. Both of these sources of funding are not only important for students, but also for BCC as they represent a supplemental allocation through the Student Centered Funding Formula. In comparing to pre-pandemic levels, there is definite room for improvement in both of these areas. In 2018-2019, 69.76% of students received the CCPG and 44.09% were disbured Pell Grant. The Financial Aid office has identified both of these areas as a Goal for the 2023-2024 year.

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	Annual 2021-2022			
	Student Count	Percent of Students Awarded by Ethnicity	Award Count	Aid Amount
CCPG				
African-American	486	71.68%	798	$355,626
American Indian/Alaskan Native	14	51.85%	22	$9,246
Asian	29	26.61%	45	$20,194
Filipino	34	47.22%	51	$19,826
Hispanic	1,229	61.67%	2,004	$853,185
Multi-Ethnicity	168	58.33%	269	$113,712
Pacific Islander	34	59.65%	61	$26,059
Unknown	38	42.22%	60	$29,256
White Non-Hispanic	606	59.06%	979	$406,111
Totals CCPG	2,638	60.78%	4,289	$1,833,215
Pell Grant				
African-American	372	54.87%	633	$1,413,156
American Indian/Alaskan Native	10	37.04%	18	$32,874
Asian	17	15.60%	34	$64,513
Filipino	18	25.00%	26	$40,554
Hispanic	780	39.14%	1,343	$2,846,172
Multi-Ethnicity	101	35.07%	180	$388,008
Pacific Islander	22	38.60%	37	$69,019
Unknown	23	25.56%	44	$108,776
White Non-Hispanic	338	32.94%	600	$1,251,622
Totals Pell Grant	1,681	38.73%	2,915	$6,214,694

Policies and Process Response

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; guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.

The following assembly bills have resulted in changes to business practices in Admissions and Records and needed updates to BP/APs:

AB288 California Ban on Scholarship Displacment Act of 2021 – BCC was already in compliance with this legislation it will only require an update to BP/AP 5031.

AB1232 (McCarty) Community colleges: nonresident tuition fees: English as a second lanauge (ESL) courses: This bill allows a nonresident tuition exemption for credit ESL courses only for students who are a recent immigrant, refugee, or a person who has been granted asylum by the U.S. and upon entering the U.S. settled in California, and have resided less that one year in California. The tuition exemption applies only to credit ESL courses. BCC is not authorized to claim apportionment until the student is classified as a resident.

AB1998: (Smith) Community colleges: nonresident tuition fees: Western Undergraduate Exchange (WUE): This bill will allow BCC to become a part of the WUE exchange and therefore allow WUE students to be charged a reduced tuition amount of $69 and BCC will be able to claim up to 100 FTES annually.

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AB2881: (Berman) Public postsecondary education: students with dependent children: This bill required changes to exisiting priority registration to allow students who have a child under 18 years of age who will receive more than half of their support from the student to receive priority registration.

In addition, there were legislative changes impacting pass-no pass regualtions, excused withdrawal, and, withholding of students transcripts for nonpayment of fees.

What in-house policies, procedures, and processes need to be updated, created, or deleted?
The following BP/APs have all been updated to meet new legislative requirements and will be brought through the appropriate channels beginning fall 2023.

ACADEMIC CALENDAR	AP 4010
ADMISSIONS AND CONCURRENT ENROLLMENT	BP 5010
COURSE ADDS AND DROPS	AP 5075
FEES	BP 5030
FEES	AP 5030
FINANCIAL AID	BP 5130
FINANCIAL AID	AP 5130
GRADING AND ACADEMIC RECORD SYMBOLS	AP 4230
NONRESIDENT TUITION	BP 5020
NONRESIDENT TUITION	AP 5020
PASS-NO PASS	AP 4232
PROBATION	AP 4250
RESIDENCE DETERMINATION	BP 5015
RESIDENCE DETERMINATION	AP 5015
STUDENT RECORDS, DIRECTORY INFO., AND PRIVACY	BP 5040
STUDENT RECORDS, DIRECTORY INFO., AND PRIVACY	AP 5040
STUDENTS IN THE MILITARY	AP 5013
WITHOLDING OF STUDENT RECORDS	BP 5035
WITHOLDING OF STUDENT RECORDS	AP 5035

In addition to the BP/AP updates the following changes have been made:
-Priority registration updated for students with dependent children, including a mechanism for students to answer the question and provide updates online in the student portal.
-Changes to Dual Enrollment to allow students to enroll in noncredit KINA 150.
-Changes to pass-no pass to allow students to request it until the last day of the class.
-Changes to holds on student accounts to not withhold grades and transcripts for outstanding account balances.

Upcoming changes:
-Admissions and Records is implementing a form for ESL credit students who meet requirements to have nonresident tuition waived.
-The Dean of Enrollment Management and Services is working with WUE to create an MOA to enter the exchange and update BP/AP 5030 Fees to allow for a WUE rate of $69 and collection of up to 100 FTES annually.

-FAFSA simplification is changing how federal aid is processed. The most notable changes include the move from the Expected Family Contribution (EFC) to the Student Aid Index (SAI); new cost of attendance definitions; updates to consumer information that must be publicly available to applicants and families; many changes will impact the set up of our student information system; there will be a delay in the opening of the 2024-25 FAFSA/CADAA applications.

Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why? Please provide examples of collaborating with other areas on projects, process improvement, etc.

Financial Aid works closely with the Business Office for the disbursement/refunding of student financial aid as well as with the bookstore and IT for the book voucher/authorization process that allows students to use their aid in the bookstore and have it added to their student account for payment by financial aid or specific programs (EOPS, Promise, etc.). Financial Aid also works closely with IT on data integration for financial aid downloads and Cal Grant implementation. There is also close work with the Foundation in the development and awarding of scholarships and the Honors Day celebration. Financial Aid also collaborates with other areas on campus to ensure that aid is tracked appropriately as part of students financial aid package (HHIP, SPS, etc.)

Admissions and Records works closely with counseling and articulation for transcript evaluation and degree awarding. Admissions and Records also collaborates with Academic Affairs and faculty in regards to census, registration, grades, accessing Banner self service.

The Dean of Enrollment Management and Services and Curriculum and Scheduling Specialist collaborates with Academic Affairs and faculty in regards to scheduling but also workes closely with HR and the Business Office in regards to faculty load.

In general, Enrollment Services works closely with Counseling, TLSC, Special Progams, ACCESS, Transfer Center, CTE, Adult Education, and Fort Irwin in conducting events such as WOW week, resource fairs, outreach events (internal and external), recovery programs, workshops, program overviews, etc.

In addition, there is collaboration with outside agencies for visits to local feeder schools, campus tours, application assistance, on-site outreach, and community resource fairs.

What other areas have you worked with? Please provide examples of collaborating with other areas on projects, process improvement, etc.

The Dean of Enrollment Management and Services collaborates frequenty with the Office of Institutional Research and the Database Analysts from IT to ensure data integrity throughout Banner, as well as coordinating data projects such as implementation of new MIS data elements and how the data will be captured in Banner and changes to CCCApply data elements. The Dean also works closely with OIR and IT for MIS and IPEDS submissions throughout the year.

The Dean has worked closely with Academic Affairs and HR to develop much needed functionality that would allow the College to track faculty evaluations and other necessary data elements for part time faculty assignments in alignment with the BCFA contract. The Dean also developed a method for tracking degrees earned by faculty so that HR could track the information appropriately per the BCFA contract so that payroll could pay using the new Tiered method.

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The Dean worked with Administrative Services, including payroll, as well as HR and Academic Affairs to revamp how load is coded in Banner to ensure data integrity, accurate MIS submissions, and an easy to use report for payroll's use each month. This new tracking allow the Office of Institutional Research to provide data on faculty load based on load, overload, and noninstructional load.

The Dean worked with Academic Affairs to code the two year master schedule and house it in Banner so that it can be published in the Catalog. In addition, by changing how things were coded in Banner and working with IT to develop an report, the Course Catalog is not pulled directly from Banner rather than being manually maintained thus reducing errors. The Dean also developed the means of tracking OER courses in Banner so that data is readily available regarding implementation and use of OER.

The Dean worked with IT and consultants to fully implement an automated Cal Grant load and awarding process. This will help the College ensure that fewer mistakes are made awarding students as it will no longer be a manual process, but a rules based process.

The Dean worked with Follett and IT to develop a process to automated the bookstore authorization process using Banner rather than the old method of using paper requisitions.

What other areas do you want or need to work with more and why?
Financial Aid would like to work more closely with Special Program and believes that a realignment to have Special Program and Services report directly to the Dean of Enrollment Management and Services would be beneficial in a number of ways. Sharing leadership would foster better coordination and collaboration which would lead to improved communication, rescouce sharing, and more cohesive approach to student support. It will also help us ensure that students financial aid packages are accurate and do not go over their unmet need.

Staffing

Area Organization – state any changes in past few years
Since the last Program Review cycle the Director of Enrollment Services position was reclassed to the Dean of Enrollment Management and Services.

The Welcome Center and Promise Program are now part of Enrollment Services and the staff report to the Dean of Enrollment Management and Services.

An Admissions & Records Evaluator and Financial Aid Specialist have been added to Enrollment Services and the Admissions and Records Technician have had a change in title to Student Services Technicians.

Enrollment Services has recently suffered due to staff turnover and staff working in other areas out of class. We have not been fully staffed in many years. This high staff turnover has created a unique situation in which most of the staff are brand new to their roles and do not have the depth of experience and knowledge that lends itself to excellent customer service.

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Please list any professional development that staff has participated in (Standard 3.2)
- All Director's Training (FA)
- CCCSFAAA Conference (FA)
- Federal Student Aid Conference
- Preparate 2023
- CISOA 2023 Technology Summit
- Region Meetings (FA)
- CACCRAO Region Meetings (A&R)
- CACCRAO Annual Conference
- Curriculum Institute
- FSA Web Based Trainings
- CSAC Virtual Trainings
- Personal Financial Aid Wellness Training
- SARS Trainings

Please list any professional development staff would benefit from (Standard 3.2)
- Ellucian Collobration Hub Trainings
- Ellucian Banner Financial Aid Workshops
- Higher Education Financial Wellness Summit
- CSAC College Affordability Summit
- AB 540 Regional Trainings
- Cross training within the departments and within the divison

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.
- Yes

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?

Enrollment Services is the first stop for all students matriculating to the College, whether by email, phone, or in-person. Handling the high volume of calls coming in has continued to be a problem with the limited amount of staff available, especially when staff are also responsible for outreach and in reach events and are not always in the office available to answer phones. Admissions and Records has recently started tracking inbound and outbound calls and the data shows that over 6,000 calls a month are being handled by Enrollment Services staff. Unfortunately, approximately 1,500 calls went unanswered during the same time frame and student complaints regarding unanswered calls remains an issue. It can be difficult to prioritize phone calls, emails, tickets, and in-person students, while also processing paperwork or completing projects. Enrollment Services has begun the implementation of Ocelot, a chatbot that will allow us to communicate 24/7 with students in an automated manner. Ocelot will also introduce the capability of live chat communication with students for more effective, streamlined customer assistance. If students interact with the Chatbot outside of business hours or when a team member is not available for live chat, the system will automatically create a ticket so staff can follow up. Unfortunately, the success of the functionality of live chat is directly tied to our ability to adequately staff the departments responsible for implementation. By adding full time support staff, customer satisfaction with the institution as a whole would improve as students and the public would have dedicated staff to contact. Currently the frequent complaint heard across campus is that no one answer the phones, but the reality is that staff are often tied up in meetings or staffing may be short in a particular area thus not allowing for a dedicated person to answer phones all day.

Area Effectiveness Data and Analysis

Satisfaction Surveys
No Satisfacton Surveys were conducted

Audits, project tracking, etc.

In January 2020 the Financial Aid Office began considering moving to CampusLogic to provide better customer service to students by removing barriers and easing the process of how outstanding financial aid paperwork could be submitted. Prior to the implementation of CampusLogic students had to fax or scan and email documents to the Financial Aid Office. These documents were then printed and placed in paper folders. CampusLogic allows students to use their phone or other devices to submit missing paperwork, including take photos and uploading hard documents, such as federal tax returns. This implementation became critical in March 2020 with the start of the pandemic when the College closed and staff began working remotely. The CampusLogic implementation was finished quickly and students were able to begin submitting missing documents without coming to campus.

The next big project the financial aid office tackled was an implementation to move from a completely manual data entry for Cal Grant awarding to a dataload and awarding process for Cal Grant through Ellucian. This implementation was conducted in fall 2022 and spring 2023 and has saved hours of work on the part of financial aid staff. It also ensures less chance of errors as the entries are no longer done manually be are loaded into Banner using rules.

In spring 2023, Admissons and Records and the Financial Aid Office implemented Happy Fox and retired the use of a shared email system. The ticketing system allows the offices to track questions and responses and streamline interactions with students. It also ensures that students are not communicating with multiple staff members at the same time so staff can provice the most direct, efficient, and effective customer service possible.

Over the past year Admissions and Records has processed over 9,000 tickets.
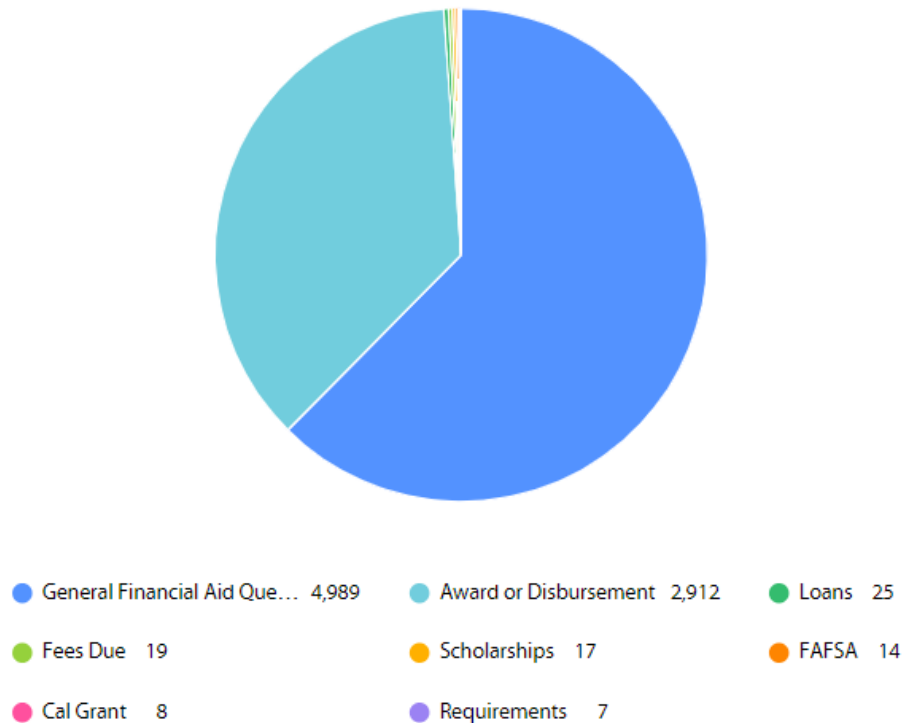
Admissions and Records
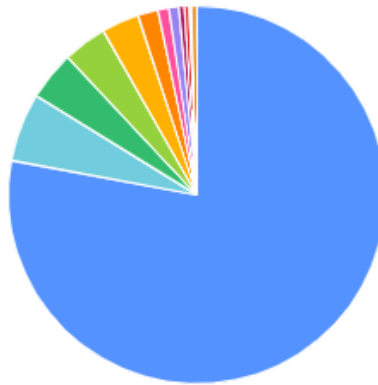
- General Admissions Quest... 7,564
- Application 569
- Password or PIN Reset 408
- Prerequisite 365
- Dual Enrollment 311
- Excused Withdrawal 169
- Transcripts - Send to othe... 90
- Graduation Petition 84
- Transcripts – Received at... 44
- Residency 39
- International Student 20
- Others 44

Over the past year, the Financial Aid Office has processed over 8,000 tickets.

Financial Aid Office

● General Financial Aid Que… 4,989	● Award or Disbursement 2,912	● Loans 25
● Fees Due 19	● Scholarships 17	● FAFSA 14
● Cal Grant 8	● Requirements 7	

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

Not applicable at this time as we are not currently assessing any outcomes yet.

Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

Admissions and Records has begun to autoaward certificates for those programs that are readily recongnizable as having been completed each semester. Most notably, Cosmetology, certificates in the Industrial Maintenance Cluster, and non-credit certificates. Admissions and Records is working with the Office of Institutional Research to identify other certificates that can easily be auto awarded each semester until such time as DegreeWorks has been fully implemented thus allowing autoawarding for all certificates. Supplemental funding is available to the College for the highest program award earned by the student each year. Therefore, it is crucial that students are

autoawarded earned certificates as soon as they are earned to attempt to maximize this supplemental funding.
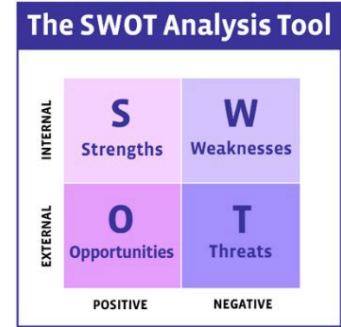
Other Supporting Data (Qualitative or Quantitative)

Click or tap here to enter text.

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SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Having a supervisor who oversees both Admissions and Records and Financial Aid. Strong reliance on technological processes and data. 24 hour response time during non-peak times. Customer service orientated staff. Having Admissions & Records, Financial Aid, and the Welcome Center all centrally located in one area. The teamwork amongst the staff of all three departments, and the willingness to help one another out.	WEAKNESSES No mid-level manager under the Dean of Enrollment Management and Services. Volume of phone calls per number of staff members. Not possible to keep up with 24 hour response time during peak times (i.e. the beginning of the semester). No proper signage for the Welcome Center. Issues with the computer kiosks in the Enrollment Services department.
External	OPPORTUNITIES Re-implementation of SARS. Upcoming Ocelot-Chatbot implementation. Electronic transcript and diploma processing.	THREATS The FAFSA Simplification Act and the changes to the 2024-25 FAFSA. Opening of the 2024-25 FAFSA application pushed back to December 2023.

	Implementation of Banner graduation petition	End of the Student Loan repayment pause.
	Implementation of DegreeWorks to facilitate autoawarding of certificates and data gathering for targeted outreach to students to complete programs. This will foster improvements in the Student Centered Funding Formula supplemental allocations.	Sudden procedure/process changes without prior or proper training for the staff. The general state of the country (i.e. COVID, the state of the economy, active shootings, safety for LGBTQ+ students, future of DACA) Complaints from students regarding unanswered phone calls across campus.

III. Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)

The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle
You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.
As you develop goals and outcomes:

    a. *formulate **two to three goals with an expected outcome for each** that will help maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).*
    b. *indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)*
    c. *indicate how each goal and outcome are **aligned** with the College's Strategic Priorities.*
    d. *indicate how each goal and outcome are **aligned** with the Pillars of Guided Pathways.*
    e. *List at least one **action/strategy** for each goal/outcome.*
    f. *Explain how you will **measure** the goal/outcome.*
    g. *List any **resources** that will be needed to achieve the goal/outcome*

GOAL #1
Improve the graduation process for students.

    Expected Service Area Outcome/Administrative Unit Outcome
    1. Students will receive their diploma more quickly at the end of each semester.
    2. Students will be autoawarded all relevant certificates in the semester they are earned.

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A. This Goal/Outcome is

☒ New

☐ Continued

☐ Modified

If modified please list how and why.
Click or tap here to enter text.

B. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

Choose an item.

C. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☐ Staying on the Path

☒ Support Learning

D. Please list actions/strategies for achieving this goal/outcome.
1. Scribing of catalog
2. Finalize implementation of DegreeWorks
3. Investigate use of Banner baseline online graduation petition

E. Briefly explain how you will measure the goal/outcome.
Implementation of DegreeWorks and how well the audit process is working.

F. Please list resources (if any) that will be needed to achieve the goal/outcome.
Funding to support revitalization of scribing work with Banner for DegreeWorks as well as ongoing funding to support scribing for annual updates.

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GOAL #2
Increase number of students receiving CCPG and financial aid disbursements

Expected Service Area Outcome/Administrative Unit Outcome
1. Students will have less out of pocket expenses while attending college.
2. The College will increase the amount of supplemental funding received from SCFF.

Non-Instructional Program Review Template

G. This Goal/Outcome is

☒ New

☐ Continued

☐ Modified

If modified please list how and why.
Click or tap here to enter text.

H. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

Choose an item.

I. Relationship to Guided Pathways

☒ Clarify the Path

☐ Entering the Path

☒ Staying on the Path

☐ Support Learning

J. Please list actions/strategies for achieving this goal/outcome.
Targeted outreach to enrolled students who:
1. have not submitted a FAFSA/CADAA
2. are potential California residents to submit necessary documentation to correct residency issues
3. have missing financial aid requiremetns preventing disbursement.

K. Briefly explain how you will measure the goal/outcome.
Percentage increase in number of students receiving:
1. California College Promise Grants
2. Pell disbursements.

L. Please list resources (if any) that will be needed to achieve the goal/outcome.
Phone assistants to free up Enrollment Services staff to conduct targeted outreach to enrolled students. Hiring Director of Enrollment Services to assist in staff coordination and oversight.

··

GOAL #3
Click or tap here to enter text.

Non-Instructional Program Review Template

Expected Service Area Outcome/Administrative Unit Outcome

Click or tap here to enter text.

M. This Goal/Outcome is

☐ New

☐ Continued

☐ Modified

If modified please list how and why.
Click or tap here to enter text.

N. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Choose an item.

Choose an item.

Choose an item.

Choose an item.

O. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☐ Staying on the Path

☐ Support Learning

P. Please list actions/strategies for achieving this goal/outcome.
Targeted outreach to enrolled students who have missing financial aid requirements preventing disbursement

Q. Briefly explain how you will measure the goal/outcome.
Percentage increase in number of students receiving aid

R. Please list resources (if any) that will be needed to achieve the goal/outcome.
Click or tap here to enter text.

....

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.
No previous goals/outcomes as this is the first program review.

Non-Instructional Program Review Template

IV. Resource Requests

What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

   a.   *Personnel/Staffing*
   b.   *Technology Resource*
   c.   *Facilities Resource*
   d.   *Professional Development*
   e.   *Other*

For all resource requests departments/areas should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
Goal 1	DegreeWorks Scribing	25,000	Yes	Click or tap here to enter text.
Goal 2	Phone Assistants (2)	89, 452	Yes	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

BUDGET ALLOCATION PROPOSAL

Date: 9/19/2023	**Originator:**	Heather Minehart	
Program or Department Name:		Enrollment Services	
Dean/Vice President/Supervisor:		Dr. Espinoza-Parra	

What are you requesting? *(Brief)*   Phone Assistants

Amount Requested: 89,452   ☐ One-time Funding   ☒ Ongoing Funding

Funding Source (if known) :

REQUEST TYPE:

☒ Personnel/Staffing	☐ Technology Resource	☐ Facilities Resource	☐ OTHER
Complete Personnel/Staffing section below	*Complete Technology section below*	*Complete Facilities section below*	

PERSONNEL/STAFFING REQUEST

Is the position request for: ☐ Faculty   ☒ Classified   ☐ Management/Confidential

Is the position requested: ☐ A new classification   (Attach *proposed* job description, or *detailed* list of proposed duties)

☒ An existing classification   *Official Job Title:*   Secretary

Is the position requested: ☒ Full Time   ☐ Part Time: 12   Months/Year   40   Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is training required?   ☐ No   ☐ Yes   Explain:

How will it be secured?   ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required?   ☐ No   ☐ Yes   Explain:

BUDGET ALLOCATION PROPOSAL

Date: 9/19/2023	Originator: Heather Minehart
Program or Department Name:	Enrollment Services
Dean/Vice President/Supervisor:	Dr. Espinoza-Parra

What are you requesting? *(Brief)*	DegreeWorks Scribing
Amount Requested: 25,000	☐ One-time Funding ☒ Ongoing Funding
Funding Source (if known) :	

REQUEST TYPE:

☐ Personnel/Staffing	☒ Technology Resource	☐ Facilities Resource	☐ OTHER
Complete Personnel/Staffing section below	*Complete Technology section below*	*Complete Facilities section below*	

PERSONNEL/STAFFING REQUEST

Is the position request for: ☐ Faculty   ☐ Classified   ☐ Management/Confidential

Is the position requested: ☐ A new classification (Attach *proposed* job description, or *detailed* list of proposed duties)

☐ An existing classification   *Official Job Title:*

Is the position requested: ☐ Full Time   ☐ Part Time: _____ Months/Year   _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☒ License/Maintenance

Indicate the intended users: ☒ Students   ☒ Faculty   ☒ Staff   ☐ Other

Is training required?   ☒ No   ☐ Yes   Explain:

How will it be secured?   ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required?   ☐ No   ☐ Yes   Explain: