



Barstow Community College

Program Review

Non-Instructional

Name of Service Area:

Department:

Academic Year: Date Submitted:

By:

Lead

Members

-
1. [Mission and Vision](#)
 2. [Description and Overview](#)
 3. [External Factors](#)
 4. [Policies and Processes](#)
 5. [Status](#)
 6. [Data](#)
 7. [Prior Goals/Objectives](#)
 8. [Goals/Objectives/Actions](#)
 9. [Resources](#)

1. Service Area Mission and Vision

A. Service Area **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.

The ITC works closely with its team department, the Computer Commons (CC), whose mission statement follows:

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 **Vision**

Both the ITC and the Computer Commons have the same Service Area Vision: Empowering customers to achieve their personal best by providing excellent technical support, instructional design and training.

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

The ITC/CC and College mission closely align with each other, as the ultimate goal of both the college and the ITC/CC 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/CC and College vision also closely align with each other. It is the goal of the ITC/CC staff to empower customers to achieve their personal best by providing excellent technical support, instructional design and training. The ITC/CC 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

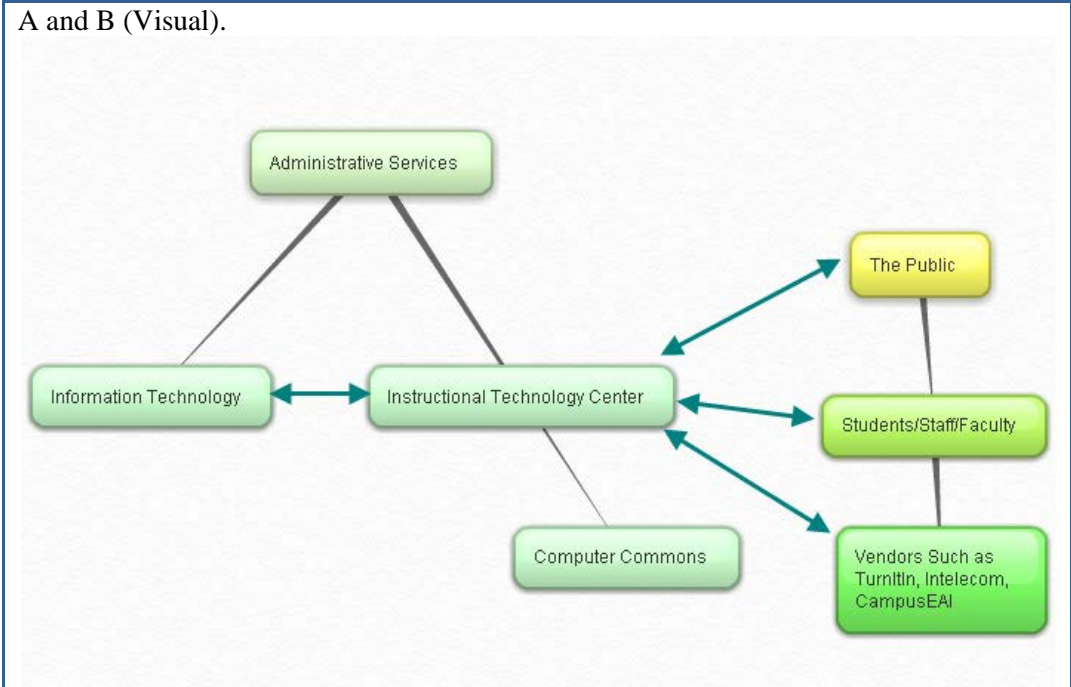
operating an efficient proctoring system.

2. Service Area Description and Overview

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

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

A and B (Visual).



B. The ITC/CC 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:

Fall 2012 -- 57 classified employees, 19 administrators, directors, managers and confidential employees, 107 adjuncts, 32 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. The Computer Commons assisted the students above with the remote proctoring of their assessment tests.

Testing (Computer Commons):

2,254 assessment tests, 945 midterms, finals, and other proctored exams, and 264 typing tests

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

C. The Computer Commons (CC) has three major functions:

1. Technical Support/Training for students/faculty using the Computer Commons
2. Instructional Design/Research/Development for in-class faculty instruction
3. Proctoring for Students using the Computer Commons

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. CC lab hours are Monday through Thursday 8:00 am to 7:45 pm and Friday 8:00 am to 3:45 pm. CC proctoring hours are Monday through Thursday 8:00 am to 5:45 pm and Friday 8:00 am to 3:45 pm.

3. External Factors

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

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

- 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](#)
- D. N/A

4. Service Area Policies & Processes

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

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

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

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

5. Service Area Status

A. What is going well and why?

- 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. What is not going well and why?

<ul style="list-style-type: none"> • 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.

6. Service Area Data

A. Performance Data

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

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

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

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. In Spring 2012 the retention rate for online courses at End of Term/Census was 83% and the retention rate for Main Campus at End of Term/Census was 88%. Although this is only a five percent discrepancy, the ITC staff need to implement a process to review the report at the beginning of each term in order to narrow the retention gap between main campus and online.

The CC staff works directly with on campus instructors to assist them in learning better technical skills, but has not yet begun gathering a list of instructor’s frequently asked questions/problems. 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.

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

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

n/a

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

- 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.

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

Data to answer the assessment cycle will be collected each semester in order to better distribute the workload the assessment cycle requires.

C. Supporting Assessment Data

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

- Website Data Analysis tools
- Campus Data Tool
- Student Surveys
- Email/phone calls
- IT Department

2) Summarize the results of these measures

Please see attached two page statistical data results summary.

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #9: Resources.)

- 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.

7. Prior Goals/Objectives

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

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.

8. Goals/Objectives/Actions

Reflect on the responses to all the previous questions.

A. Formulate Service Area **Goals** to maintain or enhance program strengths, or to address identified weaknesses.

- B. Indicate how each Goal is **Aligned** with the College's **Strategic Priorities**.
- C. Identify explicit **Objectives** for reaching each goal.
- D. Create a three-year **Action Plan** consisting of a coherent set of specific steps that must be taken to achieve each objective.
- E. Develop **Outcome** statements and appropriate measures for each objective.
- F. The **Comments** area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to **Institutional Planning**. This may include references to other institutional documents, such as **governing or compliance documents** (*i.e. Board Policy, BAM, Title V*), **institutional planning documents** (*i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan*), or **Board, Presidential, Supervisory or Departmental recommendations or goals, etc.**

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

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

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

Action Plan					
GOAL	ALIGNMENT	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE		OUTCOMES/MEASURES
#1	<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/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.	a)	The DE Committee will create the content of the three question survey.	The outcome of this objective will be accomplished when the survey has been developed and placed online.
			b)	The webmaster will program a survey script showing the results of the three question survey as three bar graphs.	
			c)	The ITC/CC staff will monitor the bar graphs.	
		#2 The ITC/CC staff will disseminate the three question objective technical support survey.	a)	Every tenth technical support customer who calls will be offered an opportunity to take the survey.	The outcome of this objective will be accomplished when the survey has been taken by at least one hundred technical support customers.
			b)	Every tenth technical support customer who emails will be offered an opportunity to take the survey.	
			c)	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.	
#3 The ITC/CC staff and DE committee will create alternative solutions for the weakest area of	a)	The DE committee and ITC staff will monitor the bar graphs at least once a semester.	The outcome of this objective will be accomplished when the applicable bar graph shows a measurable increase in		

			technical support as determined by the three question objective bar graph.	b)	The DE committee and ITC/CC staff will work together to provide an alternative solution.	satisfaction.	
				c)	The ITC/CC staff will implement the solution.		
	<i>Comments:</i>	<i>Enter text</i>					
#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.	<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 CC staff will compile a list of instructor’s frequently asked questions.	a)	The CC staff will begin compiling a list of common instructor questions.	The outcome of this objective will be accomplished when the CC department has determined the list of instructor’s frequently asked questions.	
				b)	The CC staff will separate the questions into clearly organized categories.		
				c)	The CC staff will assign the organized categories to the appropriate staff member(s) to ensure an equal division of labor.		
				#2 The CC staff will create training materials to answer the instructor’s frequently asked questions.	a)	The CC staff members will create training materials with appropriate supporting materials.	The outcome of this objective will be accomplished when the training materials have been created.
					b)	The CC staff members will create custom screenshots as applicable to enhance the training materials.	
					c)		
	#3 The CC staff will work cooperatively with the ITC staff to place the training materials on a new section of the Faculty Resource	a)	The CC department will give the training materials to the ITC staff.	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			
		b)	The ITC staff will review the materials and suggest any needed modifications.				

			Website.	c)	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.	has begun.
	<i>Comments:</i>					
#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.	<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 The ITC department will run the Campus Retention report at the beginning of each semester.	a)	The ITC department will contact the five instructors with the lowest retention rates.	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.
				b)	The ITC department will work with the instructors to enhance their online courses.	
				c)	The ITC department will contact the instructors on a monthly basis to offer more support/training.	
			#2 The ITC department will run the Campus Retention report at the end of each semester.	a)	The ITC department will determine if the instructors' retention rates improved.	The outcome of this objective will be accomplished an a chosen instructor's retention rate has improved.
				b)	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.	
				c)	If the retention rate did not improve, the ITC department will continue to work with the instructors.	
			#3	a)	<i>Enter text</i>	<i>Enter text</i>
	b)	<i>Enter text</i>				
	c)	<i>Enter text</i>				
<i>Comments:</i>		<i>Enter text</i>				

9. Resources Required

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

Also list any resources required to implement planned improvements noted in 6.C.

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

Goal #	Objective #	Resource Required	Rationale*	Estimated Cost
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
1, 2 and 3	All	Replace ITC department laser printers	Printer is jamming and is at least 8 years old	\$3,000
<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>
<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>
<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>	<i>Enter text</i>

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