



Barstow Community College

Program Review

Non-Instructional

Name of Service Area:

Department:

Academic Year: Date Submitted:

By:

Lead

Members

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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**

Special Programs and Services provides access and support services to educationally disadvantaged students to overcome social, physical, and economic barriers and reach their academic, career, and personal goals by fostering an environment that promotes student success through independence and self-advocacy.

B. Service Area **Vision**

Supporting student to overcome barriers to succeed in their educational/career goals.

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

Special Programs and Services contributes to the goals of the colleges mission by:

Providing a learning environment regardless of individual backgrounds

Providing information and support services regardless of what their long term educational or career goal.

Providing outstanding customer service and student support through educational and personal accomodations so students can manage the challenges in their personal and educational lives.

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:

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

The Department of Special Programs and Services provides a variety of academic and student support services to educationally disadvantaged students at Barstow College. The Department is comprised of four categorical programs funded by the California Chancellor's Office: Extended Opportunity Programs & Services (EOPS), Cooperative Agencies Resources for Education (CARE), Disabled Student Programs & Services (DSPS) and the California Work Opportunity & Responsibility to Kids (CalWORKs).

3. External Factors

What external factors have a significant impact on the Service Area? Include the following, as applicable:

- A. Budgetary constraints or opportunities
- B. Competition from other institutions
- C. Requirements of four-year institutions
- D. Requirements imposed by regulations, policies, standards, and other mandates
- E. Job Market
 - Requirements of prospective employers
 - Developments in the field (both current and future)

- A. Shrinking California Budget
- B. Competition does not affect us
- C. Four Year institution continue to change their requirements hindering student to complete the necessary lower division requirements in two years time span.
- D. Changes to state minimum requirements for Math and English standards increase the students graduation completion time. Changes in the Federal Financial Aid regulations will prevent students from receiving aid when they do not receive a high school diploma.
- E. The economic downturn has reduced the job opportunities in the area.

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*)

ED CODE Section 69540-69656

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

Policies and Procedures have been updated as of September 12, 2012

5. Service Area Status

- A. What is going well and why?

- A. Enrollment Services- With the influx of students enrolling at Barstow Communit College class selections fill up quickly. Our students receive priority registration and are able to enroll in the classes the need to complete their educational goals.
- B. Orientation Process-SPS provides accomodations for students who do not live in the immediate service area in order to successfully meet state program requirements.

- C. State Funding- The state has consistently maintained categorical restricted funding for current year allowing the program to provide adequate services for students.
- D. Program Policy-Students are being held accountable for program requirements through probation dismissal and auto drop policies.
- E. Probation/Dismissal- Through the probation dismissal and auto drop policies students are realizing the consequences of program non-compliance.

B. What is not going well and why?

- A. Retention-Due to college wide circumstances, staffing/funding issues, SPS has a high turn-over rate and low completion rate.
- B. Leadership-SPS has not have a consistent director for more than four years.
- C. Counselor- No full time counselor to monitor student progress effectively.
- D. DSPS-Additional counseling and office staffing is needed to effectively service students.
- E. Space- SPS does not have sufficient space to accomodate staff, student and equipment.
- F. Safety- Unsafe working conditions in the department space.
- G. Security- The District has not provided sufficient security in the office.

6. Service Area Data

A. Performance Data

Discuss the area's performance on the specific data items listed below. *(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.)*

1) Completion Rate

In progress

2) Success/Retention Rate

In progress

3) Full-Time/Part-Time Service Professional ratio

In progress

4) FTES Targets

In progress

5) Student Engagement

Student engagement is excellent. The department engages in personalized services, the office has a professional and welcoming atmosphere.

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.

- A. The department routinely conduct regular staff meetings and in-service trainings.
- B. All staff evaluations were brought up to date.
- C. The department implimented comprehensive programming and services for the CalWORKs program to include career-based workshops, accountability for the students on the program, increased work study opportunities and a created a better working relationship with the county liaison.
- D. The department informed the students of the new priority registration schedule through email, mailings and phone calls to increase the usage of the priority registration time period for program students.
- E. The department also participated in outreach activities in local community and K-12 students.

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

An additional part time counselor was hired based on needs that were discussed during staff meetings.

Through effective staff evaluations each employee can assess individual performance.

The CalWORKS program is now in compliance with local, state and federal regulations.

Through the notification of priority registration status students are taking advantage of the registration time slot.

Additional recognition of the SPS programs among the local community, K-12 graduates and current college students who were not aware of the programs.

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

Reassessing the goals every year and tracking student progress to see if any changes need to be made to the procedures of the department.

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.)

In progress

- 2) Summarize the results of these measures

In progress

- 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.)

In progress

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 department routinely conduct regular staff meetings and in-service trainings.

All staff evaluations were brought up to date.

The department implimented comprehensive programming and services for the CalWORKs program to include career-based workshops, accountability for the students on the program, increased work study opportunities and a created a better working relationship with the county liaison.

The department informed the students of the new priority registration schedule through email, mailings and phone call to increase the usage of the priority registration time period for program students.

The department also participated in outreach activities in local community and K-12 students.

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. Develop **Outcome** statements and appropriate measures for each objective.
- E. Create a three-year **Action Plan** consisting of a coherent set of specific steps that must be taken to achieve each objective.

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	OUTCOMES/MEASURES	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	
#1	Plan and implement advisory board for all programs- Rollover from 2010. <input type="checkbox"/> 1. Foster innovative learning environment <input type="checkbox"/> 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees <input checked="" type="checkbox"/> 6. Strengthen college planning/ decision making	#1) Creating a knowledgeable board of advisors by providing inservice training	Portfolio Assessment: Evidence that demonstrates knowledge, skills and abilities regarding SPS.	a)	Board Selection Process
				b)	Invitational Process
				c)	Inservice training
		#2) Creating a systematic way to monitor services	Survey board of advisors about recommendations for improvement on services provided.	a)	Invitations to program events
				b)	Create the survey instrument
				c)	Create an assessment portfolio
		#3) Enter text	Enter text	a)	Enter text
				b)	Enter text
				c)	Enter text
#2	Commitment to data informed decision making and evaluation <input type="checkbox"/> 1. Foster innovative learning environment <input type="checkbox"/> 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees <input checked="" type="checkbox"/> 6. Strengthen college planning/ decision making	#1) Efficient data collection	Data tracking system	a)	Swipe Card Sign In
				b)	Technology Support
				c)	Equipment
		#2) Accurate data analysis	Data tracking system	a)	Quarterly report for board
				b)	Create system graduation tracking
				c)	Enter text
		#3) Enter text	Enter text	a)	Enter text
				b)	Enter text
				c)	Enter text
#3	Increase student success <input type="checkbox"/> 1. Foster innovative learning environment <input type="checkbox"/> 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees <input type="checkbox"/> 6. Strengthen college planning/ decision making	#1) Retention- Semester to Semester	% increase of retention rate	a)	Risk assessment- intervention
				b)	Stronger progress reporting system: Create attendance report
				c)	Enter text
		#2) Transfer	% increase transfer rate	a)	Create tracking for transfers
				b)	Link to transfer center
				c)	Enter text
		#3) Completion and Graduation	% increase graduation completion rate	a)	Counselor evaluate student are not following ed plan
				b)	Consequence for student who are not following ed plan: do not provide books for courses outside the ed plan
				c)	Training during orientation students on ed plan

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
2	1	Card Swipe Computer System	Accurate collection of data and time savings	\$5,000
3	1, 2, 3	Full time counselor	Consistent accessability to counseling needs/advisement for daytime students	\$50,000
<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>
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A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for EACH new resource requested.