



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

PROGRAM:

Academic Year:  FULL PROGRAM REVIEW Date Submitted:

Academic Year:  ANNUAL UPDATE #1 Date Submitted:

Academic Year:  ANNUAL UPDATE #2 Date Submitted:

**By:**

Lead:

Members:

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## 1. Mission and Vision

### A. Service Area/Administrative Unit Mission

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

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

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

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

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

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## 2. Service Area/Administrative Unit Description and Overview

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

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

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

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

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

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

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

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

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

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

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### 3. Data

#### A. ASSESSMENT DATA

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

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

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

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

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

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

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

- 2) Summarize the results of these measures.

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

**B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES**

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

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan\* to implement, as a result of your analysis of these measures? (\*List any resources required for planned implementation in #10: Resources.)

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

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**4. Policies & Processes**

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

Layoffs

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

Quality of service

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

Proctoring procedures and academic use per Title 5.

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

### A. Strengths

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

### B. Weaknesses

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

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

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

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

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

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

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

### A. Opportunities

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

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

### B. Threats

As the local and regional economies improves, the retention of qualified temporary staff diminishes.

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

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## 7. Continuing Education/Professional Development

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

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

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## 8. Prior Goals/Objectives

Briefly summarize the progress your program/unit has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

This is the first PR for this area.

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## 9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's [Strategic Priorities](#).
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This provides space for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include



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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<br><a href="#">BCC STRATEGIC PRIORITIES</a><br><small>(click link for list of Strategic Priorities)</small> | OBJECTIVE            | ACTIONS/TASKS REQUIRED<br>TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES,<br>and ASSESSMENT |
| <b>#1</b>                      | Improve the level of service in Open Computer Lab            | <i>List all that apply:</i><br>1.a, 1.b<br>2. b<br>3. b  | #1                   |  |                                       |
|                                |  |  | #2                   |  |                                       |
|                                |  |  | #3                   |  |                                       |
| <i>Additional Information:</i> |  |  |                      |  |                                       |
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| <b>#2</b>                      | Improve staffing of Open Computer Lab and Proctored Testing. | <i>List all that apply:</i><br>1.a, 1.b<br>2.b.<br>3.a, 3.b<br>5a. 5b<br>6.a   | #1                   |  |                                       |
|                                |  |  | #2                   |  |                                       |
|                                |  |  | #3                   |  |                                       |
| <i>Additional Information:</i> |  |  |                      |  |                                       |
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| <b>#3</b>                      | Improve the efficiency and security of test proctoring.      | <i>List all that apply:</i><br>1.a, 1.b<br>2.b.<br>3.a, 3.b  | #1                   |  |                                       |
|                                |  |  | #2                   |  |                                       |
|                                |  |  | #3                   |  |                                       |
| <i>Additional Information:</i> |  |  |                      |  |                                       |
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| ACTION PLAN |  |           |  |                                       |
|-------------|--|-----------|--|---------------------------------------|
| GOAL        | ALIGNMENT WITH<br><a href="#">BCC STRATEGIC PRIORITIES</a><br><small>(click link for list of Strategic Priorities)</small> | OBJECTIVE | ACTIONS/TASKS REQUIRED<br>TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES,<br>and ASSESSMENT |
|             |  |           |  |                                       |
|             |  |           |  |                                       |

## 10. Resources Required

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

Also list any resources required to implement planned improvements noted in 3.C.

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

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