



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

**PROGRAM:**

**Academic Year:**

**Date Submitted:**

**By:**

*Lead:*

*Members:*

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

## 1. Mission and Vision

### A. Service Area/Administrative Unit Mission

The Mission of the Tutorial Center is to optimize student learning by providing them assistance with their studies in order to meet their educational goals and objectives.

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

The vision of the Tutorial Center is to expand into a larger area and eventually become known as the IDEA Center (Individual Development and Educational Assistance). This will enable the center the space to offer more services, i.e. Khan Korner, large study group ability, accommodate other programs on campus like the EOPS Probationary Program.

The office of Career Institute could have a permanent space in the center and it could become a one stop help a student center.

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

The mission of the college and the Tutorial Center are one and the same; to ensure that students succeed in meeting their educational goals.

The lab is one of the resources that is offered by the college to achieve this.

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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?

Organization of the Tutorial Center (from now on known as “the lab”); One 50 % Tutorial Services Specialist and nine (9) Tutors are available for assistance on the Barstow Campus. One (1) Tutor is available on the Ft. Irwin satellite campus.

The lab serves all BCC students, Park University students, and all area school children grades 6<sup>th</sup> – 12<sup>th</sup>.

We provide one-on-one tutorial assistance in all classes that are offered at BCC, to include online navigation. Numerous handouts for English and math. Information on Khan Academy, and other sites that offer tutorial assistance.

Services are provided in several ways. Students can walk-in for assistance, make appointments on the lab appointment book, call for an appointment, or send an e-mail. Tutors are available until 7 pm on two nights a week, Tuesday and Wednesday, to accommodate students who work or have late night classes.

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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.

Measurements will be taken at several points.

Number of students who have utilized the lab as required.

Total number of hours students spend in the lab.

Total number of students who pass the program.

Measurements will not be taken until the end of the semester.

- 2) Summarize the results of these measures.

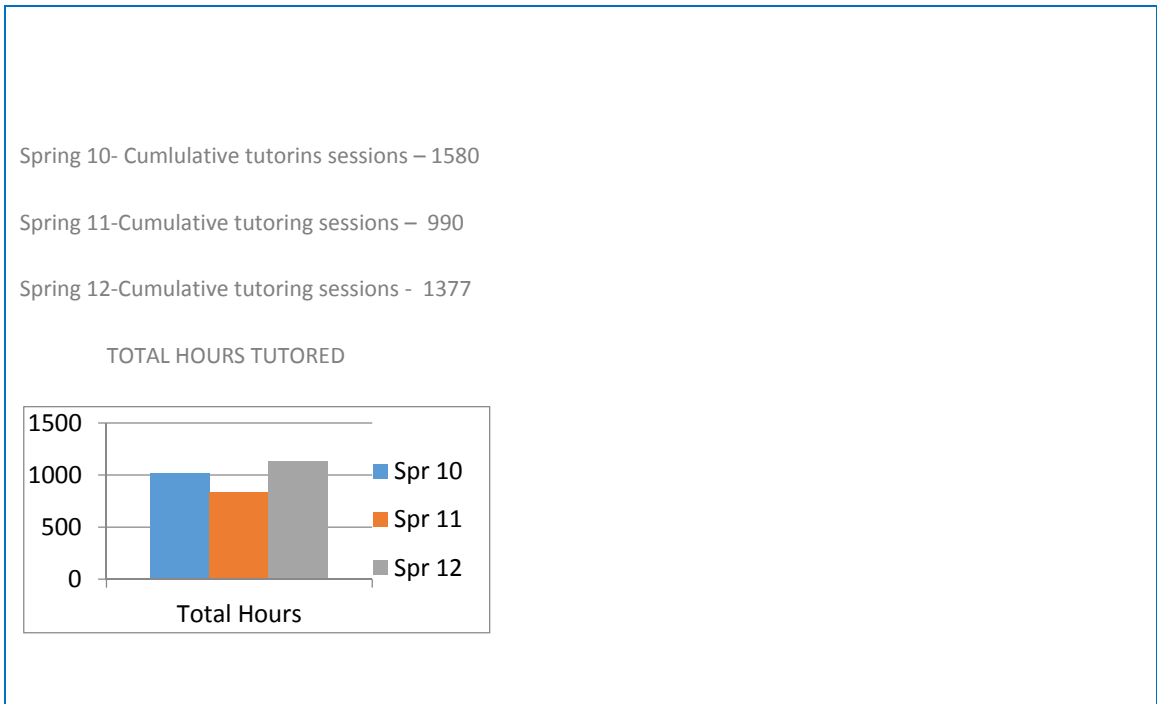
Fall 10 - Cumulative tutoring sessions – 1216

Fall 11 - Cumulative tutoring sessions – 1163

Fall 12 - Cumulative tutoring sessions - 1119

TOTAL HOURS TUTORED

Year	Total Hours
Fall 10	1050
Fall 11	1160
Fall 12	1030



**B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)**

- 1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

No data at this time.

- 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.)

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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)

The Specialist's position was reduced from full-time to a 50% position.

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

The tutors do not have constant supervision.

**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?**

The Specialist's position should be restored to full-time to more effectively operate the lab.

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

**A. Strengths**

Dedicated and trained tutors. Welcoming environment.

**B. Weaknesses**

Limited hours of operation. 50% Specialist assignment.

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

**A. Opportunities**

Expand hours. More faculty involvement. Restore full-time Specialist status.

**B. Threats**

The State budget

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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?

Tutors receive comprehensive training yearly.

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

Yearly tutor training.

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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.)*

n/a

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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 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 <a href="#">BCC STRATEGIC PRIORITIES</a> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
<b>#1</b>	Produce data to show the need to restore specialist to full-time status	<i>List all that apply:</i> <b>#1, #2, #3</b>	#1 Establish data gathering techniques	Record visits to the Lab	Detailed report that establishes the need to restore Specialist to full-time status
			#2 Compile data	Record classroom visits	
			#3 Survey faculty	Determine improved student success	
<i>Additional Information:</i>					
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<b>#2</b>		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
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<b>#3</b>		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					



## ACTION PLAN

GOAL	ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
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<b>#4</b>	<i>List all that apply:</i>	#1		
		#2		
		#3		
		<i>Additional Information:</i>		
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<b>#5</b>	<i>List all that apply:</i>	#1		
		#2		
		#3		
		<i>Additional Information:</i>		
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<b>#6</b>	<i>List all that apply:</i>	#1		
		#2		
		#3		
		<i>Additional Information:</i>		
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## ACTION PLAN

	GOAL	ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
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## 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