



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:

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 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.

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

Empowering customers to achieve their personal best by providing excellent technical support, instructional design and training.

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

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

DATE: 9/18/2013

#### ANNUAL UPDATE #1:

The mission and vision of the ITC will remain the same for the 2013/2014 school year. The college is in the midst of moving to new platforms for all web content. The ITC will continue to review our Mission and Vision Statement throughout this process to ensure our statements continue to closely align with and contribute to the college's Mission and Vision Statements.

DATE: 10/2/2014

**ANNUAL UPDATE #2:** Although the ITC mission statement remained the same, the Barstow Community College mission statement changed. However, the ITC and College mission still closely align with each other, as the ultimate goal of both the college and the ITC is to provide the students, community and military population with the educational tools to achieve personal goals and professional growth. Specifically, the ITC focuses on distance education courses, programs and pathways designed to enhance student success, leadership development and career opportunities, enabling all in the community to thrive in a changing global society.

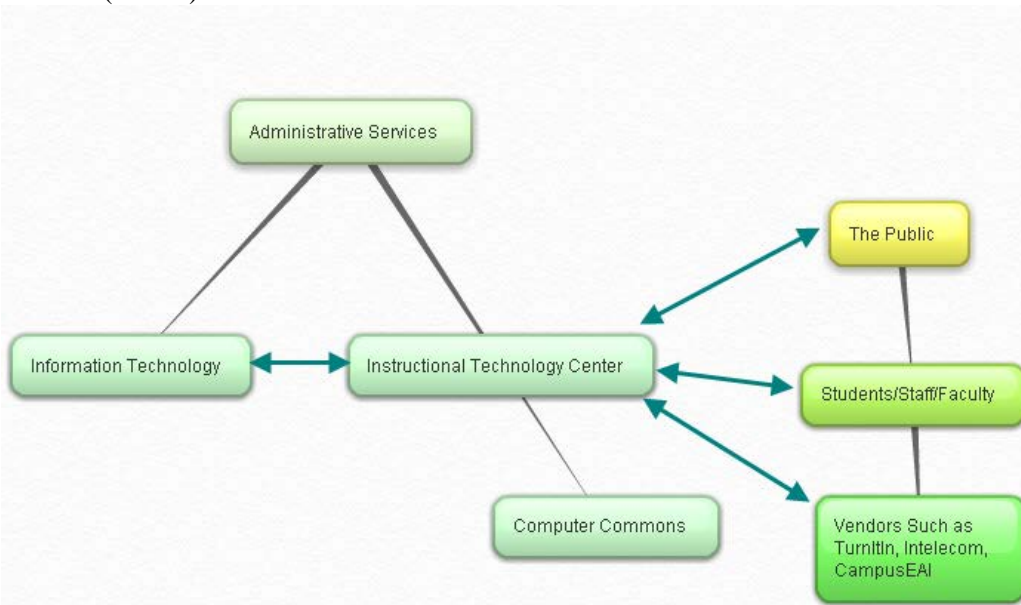
It is important to note the ITC staff also ensures accreditation guidelines are met by providing final decisions on remote potential proctors and by serving as the line of last resort for proctoring issues during final exam weeks.

## 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 and B (Visual).



B. The ITC 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:**

53 classified employees, 17 administrators, directors, managers and confidential employees, 115 adjuncts, 34 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.

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

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](mailto:nolson@bcconline.com) email account.

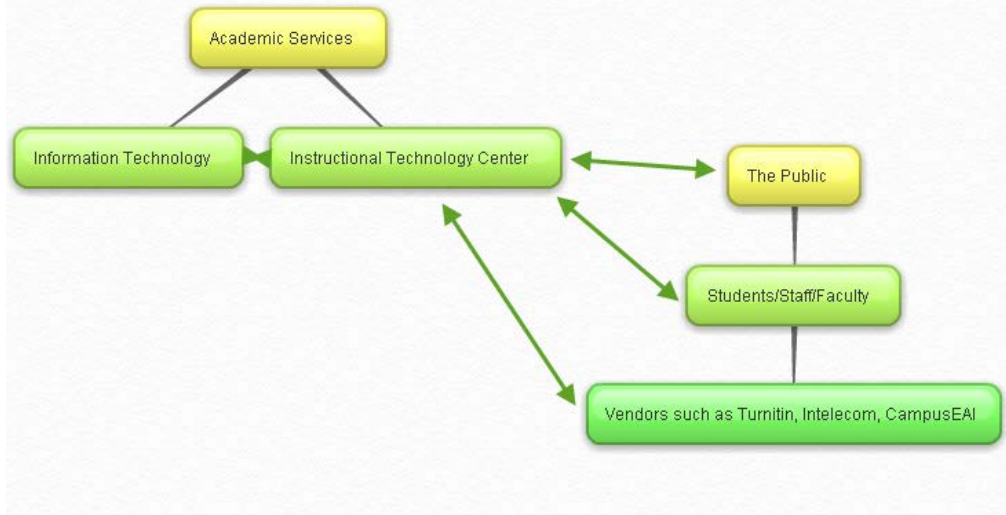
DATE: 9/18/2013

**ANNUAL UPDATE #1:**

In the summer of 2013, the ITC's management department was transferred from Administrative Services to Academic Affairs and the Computer Commons was designated as its own department.

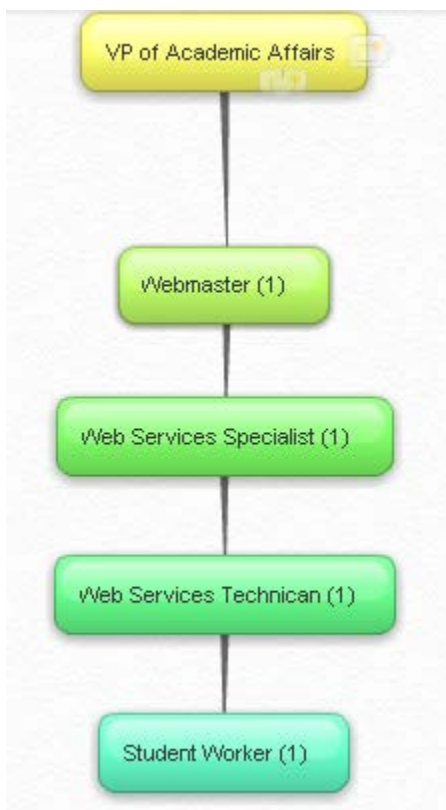
**ITC's Service Area**

The chart below shows the new configuration of the ITC in relation to the college as a whole as well as the public/vendors. In order for the ITC to be successful, it must maintain excellent working relationships with all departments/personnel within the college, with the public and with vendors.



### ITC Staffing Structure

The ITC's office structure consists of the VP of Academic Affairs, a webmaster, a web services specialist, a web services technician and a student worker. The structure is built using a career ladder with internal cross training within the department ensuring should one position become vacant the office will still be able to run efficiently by replacing a vacant position with a lower position on the ladder and then hiring the bottom position. As the ITC positions require extensive technical and interpersonal skill, and as Barstow is located in a geographically remote and economically disadvantaged area, the existence of this career ladder ensures the distance education courses and web presence of the college will continue to function efficiently during a staffing turnover.



### ITC Statistics

Updated Statistics for 2012 school year. Please note the numbers of students served, sections built, and geographical area covered has increased from the last program review.

Summer 2012 -- 1196 online students, 25 instructors, 29 sections  
Fall 2012 – 4969 online students, 63 instructors, 115 sections  
Spring 2012 – 6161 online students, 72 instructors, 171 sections

In Spring Semester 2012 of the students listed above we served 413 students in 45 states (excluding California.) We also have a strong military presence and served students in the following countries: Belize, South Korea, Armed Forces Other (AE -- Europe), Armed Forces Pacific (AP). Note: The Armed Forces cover all of Europe, Africa, Southeast Asia and the Pacific Islands.

**ITC Services**

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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

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](mailto:nolson@bcconline.com) email account.

DATE: 10/2014

**ANNUAL UPDATE #2: ITC Statistics**

Updated Statistics for 2013 school year. Please note the numbers of students served, sections built, and geographical area covered has increased from the last program review.

Summer 2013 -- 1448 online students, 33 instructors, 52 sections  
Fall 2013 – 5106 online students, 73 instructors, 155 sections  
Spring 2013 – 6118 online students, 76 instructors, 194 sections

In Fiscal Year 2013-14 (Summer 2013, Fall 2013, Spring 2014) of the students listed above we served 411 students in 43 states (excluding California.) We also have a strong military presence and served students in the following countries: Ecuador, South Korea, Armed Forces Other (AE -- Europe), Armed Forces Pacific (AP). Note: The Armed Forces cover all of Europe, Africa, Southeast Asia and the Pacific Islands.

**ITC Services**

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1. Technical Support for Distance Education (DE) Program and College Websites

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3. Training for Faculty/Staff/Students as it pertains to all aspects of the Internet

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](mailto:nolson@bcconline.com) email account.

### 3. Data

#### A. ASSESSMENT DATA

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

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

- 2) Summarize the results of these measures.

The Instructional Technology Center continues to provide outstanding support in an ever-expanding program. With approximately half of the courses at the college online, the ITC takes pride in providing an excellent educational program for the students, as is evidenced by the low incidence of student/faculty/staff complaints and the ever increasing responsibilities of the ITC.

#### 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.

Please see attached two page statistical data results summary.

- 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.)

- 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.

DATE: 10/1/2013

**ANNUAL UPDATE #1:** The ITC took a leadership position in the development of a template to be used for all child webs within the new Barstow Community College portal position, thus ensuring a consistent look and feel for internal customers. The ITC is working cooperatively with the Public Information Office to ensure the newly redesigned public facing website will also maintain a consistent look and feel for external customers.

During the Fall 2013 semester, the ITC has focused on converting courses to the Moodle platform to meet the 50% requirement necessary to meet the Accrediting Team’s recommendation. The webmaster has worked diligently to grade the first level Moodle Training, and anticipates Moodle certificates being sent to the DE faculty during the month of November.

**DATE:** 10/2014

**ANNUAL UPDATE #2:** The ITC met the Action Plan #1 for the 2012-13 year. Working with the DE committee did cause the process to move more slowly, but the final draft of the survey was completed at the September 30, 2014 DE meeting and will now move to the Academic Senate for final approval before dissemination.

Action Plan #2 was developed for the Computer Commons, which has been split from the ITC. Therefore this action plan will need to be updated by the computer commons staff.

Action Plan #3 was changed during the second year of the program review, from tracking low student retention to working with new online instructors. All new online instructors have been given extensive training.

Action Plan #4 All courses were converted to Moodle in Spring.

Action Plan #5 CampusEAI Moodle is still not implemented; however, it has been updated with the newest versions of Moodle and PHP. Support tickets are in to change the format of the class shells to a more usable format. Once this is completed the ITC will host several fully online courses on it to test the upgrades.

Action Plan #6 The portal has been reassigned to the new Director of IT to implement, at which point it will be returned to the ITC staff.

#### 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)*

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

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. 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?**

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

DATE: 10/1/2013

**ANNUAL UPDATE #1:** The ITC has developed a rubric for Regular and Effective contact between the faculty and students. The ITC has also developed a set of guidelines and procedures for the web at Barstow Community College. The rubric and the guidelines and procedures for the web are moving through the approval process, so they can be implemented in Spring of 2014.

DATE: 10/2014

**ANNUAL UPDATE #2:** The rubric for Regular and Effective Contact has been approved and implemented. The guidelines for the Web are still moving through the approval process.

The guidelines for proctoring have been updated and are moving through the approval process. Changes include removing clergy as acceptable proctors and adding K-12 teachers. The rules for local proctoring were tightened and the special exemptions for teachers was removed.

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

**A. Strengths**

- 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. Weaknesses**

- 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.

DATE: 10/1/2013

**ANNUAL UPDATE #1:**

- Progress is going well with implementing Moodle. During the last year the ITC has created a Moodle instance here: <http://moodle.bconline.us>. This system is hosting half of the online courses in Fall 2013.
- The old platform continues to operate without error and has had no outages in the last year.
- The portal training was a success, and the ITC played a leadership role in developing a standard portal template.

- The ITC has continued to work with CampusEAI staff to eliminate the remaining issues with the CampusEAI Moodle instance. The CampusEAI Moodle instance hosted several hybrid courses in session one.
- A helpdesk request was sent to ITS to correct the campus data script for success/retention rates. This request has not yet been completed.
- The implementation of the Portal/New Public Facing Website/Moodle has strained the resources of the ITC. Thankfully a short term worker is in place through November 15 and an extension will be asked for in the Program Review through April 2014.
- Training modules still need to be developed: Advanced Moodle Training (instructors), Beginning Moodle Training (students).

DATE: 10/2014

ANNUAL UPDATE #2:

- The ITC has created a Moodle instance here: <http://moodle.bcconline.us>. This system is hosting the online courses in Spring 2014, Summer 2014 and Fall 2014.
- The first level Moodle training was a success, and the ITC is currently developing the first level training for students. It is approximately one half way through to completion.
- The ITC has continued to work with CampusEAI staff to eliminate the remaining issues with the CampusEAI Moodle instance. The CampusEAI Moodle instance hosted several online courses in Spring 2014. The webmaster had determined how best to move the courses to the CampusEAI Moodle system with workarounds for the errors; however, the ITS director decided to upgrade Moodle and PHP. The system is now being checked for major issues with one on campus class in Fall 2014.
- A helpdesk request was sent to ITS to correct the campus data script for success/retention rates. This request has not yet been completed.
- The implementation of the Portal/New Public Facing Website/Moodle has been given to the new IT director to complete.
- Advanced Moodle Training for instructors still needs to be developed.
- Proctoring guidelines have been strengthened; however, a spreadsheet of approved proctors needs to be created by the ITC to both reduce plagiarism and increase the security of online proctoring.

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

### A.Opportunities

- 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](#)

N/A

**B.Threats**

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>DATE:</b>	10/1/2013
<b>ANNUAL UPDATE #1:</b>	With the advent of a new courseware system, Moodle, the ITC has the opportunity to train all instructors and students on proper procedures and pedagogy so as to enhance and improve our Distance Education platform and presence. The inverse of this opportunity is a lack of staffing makes it difficult to take on more duties and obligations. Fortunately, a short term employee has been hired to assist with the tasks at hand.
<b>DATE:</b>	10/2014

**ANNUAL UPDATE #2:** Over 80% of all DE faculty are now trained in Moodle. All new instructors must complete the in house Moodle training before beginning a DE class at the college.

The DODOnline program was not successful in its first attempt. Further attempts may be tried after adjusting the initial program.

## 7. Continuing Education/Professional Development

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

See Below. Item did not exist in first program review.

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

See Below. Item did not exist in first program review.

**DATE:** 10/1/2013

**ANNUAL UPDATE #1:** During the current cycle, the ITC has developed web guidelines and procedures document. The ITC have also participated and played a lead role in the Portal Training hosted by CampusEAI in July. The ITC has graded the majority of the first level Moodle Training and will be disseminating Moodle Certificates for level one by November 2013.

**DATE:** 10/2014

**ANNUAL UPDATE #2:** The webmaster is currently attending the college leadership academy. The ITC has sent out Moodle Certificates to all faculty who have completed Moodle Training Level I. The ITC staff were sent to a one day seminar hosted by a Southern California Community College for CampusEAI and brought back new concepts on how to implement the password suite in CampusEAI Portal and Moodle instance.

## 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.)*

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.

**DATE:** 10/1/2013

ANNUAL UPDATE #1:	<ul style="list-style-type: none"> <li>• The ITC has contacted the ITS and has requested a better script be developed to ascertain student success and retention rates for DE.</li> <li>• The ITC has been gathering input from the faculty in order to create an advanced Moodle Training course.</li> <li>• The ITC has begun gathering student’s frequently asked questions about Moodle in order to create a student oriented Moodle Training course.</li> <li>• The ITC has worked closely with new instructors to ensure the colleges guidelines and procedures as they pertain to distance education will be clearly understood and implemented.</li> <li>• The ITC has converted slightly over 50% (75/146) of the Fall classes to Moodle as required by the Accrediting Team report.</li> </ul>
DATE: 10/2014	
ANNUAL UPDATE #2:	<ul style="list-style-type: none"> <li>• The ITC has contacted the ITS and has requested a better script be developed to ascertain student success and retention rates for DE.</li> <li>• The ITC has been gathering input from the faculty in order to create an advanced Moodle Training course.</li> <li>• The ITC has begun creating a student oriented Moodle Training course.</li> <li>• The ITC has worked closely with new instructors to ensure the colleges guidelines and procedures as they pertain to distance education will be clearly understood and implemented.</li> <li>• The ITC has converted all of the DE courses to Moodle as required by the Accrediting Team report.</li> </ul>

## 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 <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Develop a system to gather both quantitative and qualitative data in the area of ITC/CC Technical Support.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> <li>■ 1. Foster innovative learning environment</li> <li>■ 2. Provide Successful college learning experience</li> <li><input type="checkbox"/> 3. Promote and support student engagement</li> <li><input type="checkbox"/> 4. Cultivate and enhance local partnerships</li> <li><input type="checkbox"/> 5. Attract/ develop excellent employees</li> <li>■ 6. Strengthen college planning/ decision making</li> </ul>	#1 #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.	<p>The DE Committee will create the content of the three question survey.</p> <p>The webmaster will program a survey script showing the results of the three question survey as three bar graphs. The ITC/CC staff will monitor the bar graphs.</p>	The outcome of this objective will be accomplished when the survey has been developed and placed online.
		#2 The ITC/CC staff will disseminate the three question objective technical support survey.	<p>Every tenth technical support customer who calls will be offered an opportunity to take the survey.</p> <p>Every tenth technical support customer who emails will be offered an opportunity to take the survey.</p> <p>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.</p>	The outcome of this objective will be accomplished when the survey has been taken by at least one hundred technical support customers.

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	
		#3 The ITC/CC staff and DE committee will create alternative solutions for the weakest area of technical support as determined by the three question objective bar graph.	<p>The DE committee and ITC staff will monitor the bar graphs at least once a semester.</p> <p>The DE committee and ITC/CC staff will work together to provide an alternative solution.</p> <p>The ITC/CC staff will implement the solution.</p>	The outcome of this objective will be accomplished when the applicable bar graph shows a measurable increase in satisfaction.	
<i>Additional Information:</i>					
	DATE: <input type="text" value="10/1/2013"/>	ANNUAL UPDATE #1:	<p>Note: Due several factors this goal is carried over from last year:</p> <ul style="list-style-type: none"> <li>• conversion to Moodle</li> <li>• vacant Dean of Institutional Research</li> <li>• conversion to the Portal and new public facing website</li> </ul>		
	DATE: <input type="text" value="10/2014"/>	ANNUAL UPDATE #2:	The survey has been created and approved by the DE committee and will now be sent to the Academic Senate for final Approval. It will then be sent to all DE faculty. This action plan should be completed by the next full program review.		
#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.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> <li>■ 1. Foster innovative learning environment</li> <li>■ 2. Provide Successful college learning experience</li> <li>■ 3. Promote and support student engagement</li> <li><input type="checkbox"/> 4. Cultivate and enhance local partnerships</li> <li><input type="checkbox"/> 5. Attract/ develop excellent employees</li> <li>■ 6. Strengthen college planning/ decision making</li> </ul>	#1 The CC staff will compile a list of instructor's frequently asked questions.	<p>The CC staff will begin compiling a list of common instructor questions.</p> <p>The CC staff will separate the questions into clearly organized categories.</p> <p>The CC staff will assign the organized categories to the appropriate staff member(s) to ensure an equal division</p>	The outcome of this objective will be accomplished when the CC department has determined the list of instructor's frequently asked questions.



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
			of labor.	
		#2 The CC staff will create training materials to answer the instructor's frequently asked questions.	<p>The CC staff members will create training materials with appropriate supporting materials.</p> <p>The CC staff members will create custom screenshots as applicable to enhance the training materials.</p>	The outcome of this objective will be accomplished when the training materials have been created.
		#3 3 The CC staff will work cooperatively with the ITC staff to place the training materials on a new section of the Faculty Resource Website.	<p>The CC department will give the training materials to the ITC staff.</p> <p>The ITC staff will review the materials and suggest any needed modifications.</p> <p>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.</p>	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 has begun.
	<i>Additional Information:</i>			
	DATE: 10/1/2013	ANNUAL UPDATE #1:	As the computer commons is no longer a subsidiary of the ITC, the results of this goal will be delineated in the Computer Commons Program Review.	
	DATE: 10/2014	ANNUAL UPDATE #2:	As the computer commons is no longer a subsidiary of the ITC, the results of this goal will be delineated in the Computer Commons Program Review.	

**ACTION PLAN**

GOAL	ALIGNMENT WITH <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<p><b>#3</b> 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.</p>	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> <li>■ 1. Foster innovative learning environment</li> <li>■ 2. Provide Successful college learning experience</li> <li>□ 3. Promote and support student engagement</li> <li>□ 4. Cultivate and enhance local partnerships</li> <li>■ 5. Attract/ develop excellent employees</li> <li>■ 6. Strengthen college planning/ decision making</li> </ul>	<p>#1 The ITC department will run the Campus Retention report at the beginning of each semester.</p>	<p>The ITC department will contact the five instructors with the lowest retention rates. The ITC department will work with the instructors to enhance their online courses.</p> <p>The ITC department will contact the instructors on a monthly basis to offer more support/training.</p>	<p>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.</p>
		<p>#2 The ITC department will run the Campus Retention report at the end of each semester.</p>	<p>The ITC department will determine if the instructors' retention rates improved. 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.</p> <p>If the retention rate did not improve, the ITC department will continue to work with the instructors.</p>	<p>The outcome of this objective will be accomplished an a chosen instructor's retention rate has improved.</p>
		<p>#3</p>		
<p><i>Additional Information:</i></p>				
<p>DATE: <input type="text" value="10/1/2013"/></p>	<p>ANNUAL UPDATE #1:</p>	<p>Note: Due several factors this goal was modified last year to focus on all instructors:</p> <ul style="list-style-type: none"> <li>• conversion to Moodle</li> <li>• Moodle Training Level I</li> </ul>		

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	
			The new courseware system and new training modules made it possible for the ITC to retrain/remind all instructors of Barstow Community Colleges guidelines and procedures as they pertain to Distance Education. The original goal will be implemented once the college has completely moved to the Moodle System in Spring of 2014.		
	DATE: <input type="text" value="10/2014"/>	ANNUAL UPDATE #2:	Due to a major illness in the staff member in charge of creating Campus Data Tool reports, the retention/success report was never corrected. Therefore this action plan has not yet been implemented. Once the ITS staff member returns the ITC will submit a reminder support ticket for the success/retention script.		
#4	Convert all DE courses to Moodle by Spring 2014	<i>List all that apply:</i> <ul style="list-style-type: none"> <li>■ 1. Foster innovative learning environment</li> <li>■ 2. Provide Successful college learning experience</li> <li><input type="checkbox"/> 3. Promote and support student engagement</li> <li><input type="checkbox"/> 4. Cultivate and enhance local partnerships</li> <li>■ 5. Attract/ develop excellent employees</li> <li>■ 6. Strengthen college planning/ decision making</li> </ul>	#1 Convert all DE courses in Spring Session I	Train all instructors in Moodle. Convert all courses to Moodle format. Complete within three week timeframe.	DE course lessons will be contained within the Moodle platform.
			#2 Convert all DE courses in Spring Session II	Train all instructors in Moodle. Convert all courses to Moodle format. Complete within three week timeframe.	DE course lessons will be contained within the Moodle platform.
			#3 Convert all DE courses in Spring Session III	Train all instructors in Moodle. Convert all courses to Moodle format. Complete within three week timeframe.	DE course lessons will be contained within the Moodle platform.
			#4 Convert all DE courses in Spring Session IV	Train all instructors in Moodle. Convert all courses to Moodle format. Complete within three week timeframe.	DE course lessons will be contained within the Moodle platform.

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	
<i>Additional Information:</i>					
DATE: <input type="text" value="10/2014"/>	ANNUAL UPDATE #1:	<input type="text" value="This action plan has been fully implemented and all DE courses are now hosted on Moodle."/>			
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>			
#5	Stabilize and begin to utilize the CampusEAI Moodle Instance.	<p><b>List all that apply:</b></p> <ul style="list-style-type: none"> <li>■ 1. Foster innovative learning environment</li> <li>■ 2. Provide Successful college learning experience</li> <li><input type="checkbox"/> 3. Promote and support student engagement</li> <li><input type="checkbox"/> 4. Cultivate and enhance local partnerships</li> <li>■ 5. Attract/ develop excellent employees</li> <li>■ 6. Strengthen college planning/ decision aking</li> </ul>	#1 See if the CampusEAI Moodle instance is interacting correctly as it pertains to password requirements.	Direct a remote student to the CampusEAI Moodle instance to see if remote students can successfully access the systems.	Remote students will be able to set password questions without assistance.
			#2 See if the CampusEAI Portal instance is interacting correctly as it pertains to password requirements.	Direct a remote student to the portal to test password reset questions.	Remote students will be able to set password questions without assistance.
			#3 See if the CampusEAI Moodle instance is interacting correctly with the Portal as it pertains to password requirements.	Direct a remote student to the portal to test password reset questions/log on ability to the Moodle instance.	Remote student will be able to answer password questions and reset password on portal to gain access to Moodle instance.
<i>Additional Information:</i>					
DATE: <input type="text" value="10/2014"/>	ANNUAL UPDATE #1:	<input type="text" value="The webmaster spent the Spring semester 2014 recording CampusEAI Moodle issues and developing workarounds for those issues. The college chose to hire a IT director in spring 2014. As a result, support tickets must be sent through the IT director. The IT director also decided to upgrade moodle and PHP on the CampusEAI Moodle site. As a result, the testing for CampusEAI Moodle has reverted to level one: on campus testing of one class. The ITC will continue to work with the new IT director, in an attempt to implement the CampusEAI Moodle system."/>			
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>			
#6	Implement permission levels on Portal and Public Facing Website.	<p><b>List all that apply:</b></p> <ul style="list-style-type: none"> <li>■ 1. Foster innovative learning environment</li> <li>■ 2. Provide Successful college learning experience</li> <li><input type="checkbox"/> 3. Promote and support student</li> </ul>	#1 Send web guidelines and procedure through approval process	Send to DE committee and then to Web Steering Committee for approval.	Web guidelines and procedures are approved.
			#2 Implement web permission levels	Create three tier permission process:	Permission process is in place and personnel are

ACTION PLAN					
GOAL		ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input checked="" type="checkbox"/> 5. Attract/ develop excellent employees <input checked="" type="checkbox"/> 6. Strengthen college planning/ decision aking		Content Creator Technical Editor Content Editor	assigned to all levels.
			#3 Train chosen personnel	Train content creators and content editors in appropriate roles.	Permission process is in place and web updates are proceeding smoothly.
<i>Additional Information:</i>					
DATE:	10/2014	ANNUAL UPDATE #1:	Implementation of the portal has been reassigned to the IT director. As a result the new action plan for the ITC department will be to create a spreadsheet of approved proctors to be placed online in the Fall of 2015.		
DATE:		ANNUAL UPDATE #2:			

## 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
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	Yes	1, 2, and 3
1, 2 and 3	All	Replace ITC department laser printers  Printer is jamming and is at least 8 years old	\$3,000	Yes	1, 2 and 3

ANNUAL UPDATE #1:

DATE: 10/1/2013

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
4, 5, and 6	All objectives	Continue the short term contract employee for the time period of November 15 – April 11	\$14,900	Yes	

ANNUAL UPDATE #2:

DATE: 10/2014

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
		No additional resources requested at this time.			