Barstow Community College

NON-INSTRUCTIONAL PROGRAM REVIEW

(Refer to the **Program Review Handbook** *when completing this form)*

SERVICE AREA/ ADMINISTRATIVE UNIT: Administrative Services

Academic Year: 2015-16   FULL PROGRAM REVIEW   Date Submitted: 10/9/15

Academic Year: ANNUAL UPDATE #1   Date Submitted:

Academic Year: ANNUAL UPDATE #2   Date Submitted:

By:

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Members: **VP Administrative Services, Budget Analyst**

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1. Mission and Vision

A. Service Area/Administrative Unit Mission

The Mission of the Administrative Services Department of Barstow Community College is to provide leadership in the planning, implementation, and evaluation of the financial and business activities.

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

The Administrative Services vision is to have an environment of integrity, and inclusiveness that promotes department stability and an attitude of teamwork.

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

Administrative Services provides administrative direction for the Business Office, Maintenance & Operations, and IT. Administrative Services enables program managers, faculty and staff to carry out their respective roles in an effective manner by evaluating various programs, services, activities and staff to ensure they are adequately funded and that goals and objectives are being met with excellence.

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

The Administrative Services Department consists of the Vice President of Administrative Services and the Budget Analyst. Also reporting to the Vice President of Administrative Services is the Director of Fiscal Services, Director of Maintenance & Operations, Director of Information Services, and the Civic Center and College Events Manager. Each of the managers submit program reviews for their designated areas.

B. Who do you service (including demographics)?

The Administrative Services Department services the Barstow Community College main campus, State Street Career and Technical Education Campus, Fort Irwin Campus, Barstow College Foundation, students, outside agencies, and the community.

C. What kind of services does your unit provide?

The Vice President of Administrative Services provides administrative leadership in the planning, implementation, and evaluation of the District's financial and business activities.

The Budget Analyst conducts complex and technical budget analysis functions; performs administrative work; provides budget and financial studies and makes recommendations based on findings; serves as a resource for staff in obtaining reports and information from county financial systems; coordinates annual inventory of all property and equipment owned by the District; serves as executive assistant to the Vice President of Administrative Services.

Services provided to internal and external customers are, but are not limited to, formulation and monitoring of annual and projected budgets; monitor revenue and investments; assist staff with internal financial budget management concerns; coordinate annual audit of financial activities; supervise risk management activities; provide advice on risk management policies and decisions; prepare District, State and Federal reports; monitor and maintain internal controls over financial processes; conduct internal financial reviews; keep the District apprised of related legislation, code, policies, and procedures and necessary changes; provide assistance to departments in determining costs for future needs, budget allocations, mandated state financial reports, and recommend corrective action for departmental budgets; represent the District as a member of executive boards for property, liability, and workers' compensation joint powers authorities; represent the District on local, regional and state agencies and organizations; administer Cal-Card purchasing program; maintains District Chart of Accounts; prepares annual inventory

> reports; provide financial data for collective bargaining negotiations; provide with reports and information from the county financial system; and provide directional guidance to students and the public.

D. How do you provide them?

> These services are carried out through interactions with College administrative staff, faculty, and staff, students, county staff, and the public one on one, in meetings, on the phone, via mail, and via email.

3. Data

A. SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

1) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

> On an annual basis we will improve staff understanding in the area of budget development and management by 10%.
>
> On a monthly basis we will evaluate our positioning as it relates to the 50% Law.
>
> Throughout the year, we will attend specific budget development training opportunities to help develop a more accurate District budget at adoption.

2) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

3) Describe any improvements made by your unit as a result of the outcomes assessment process:

a. What did you learn from your evaluation of these measures?

b. What improvements have you implemented as a result of your analysis of these measures?

> .

c. What improvements do you plan* to implement as a result of your analysis of these measures?
(*List any resources required for planned implementation in #10: Resources.)

B. OTHER ASSESSMENT DATA

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

> The effectiveness of the first goal (9-1) will be shown by the reduction in the number of budget questions coming in to the department as a result of individualized training for budget managers. The effectiveness of the second goal (9-2) will be shown by having to make fewer adjustments to spending at the end of the year to stay in compliance. Lastly, the effectiveness of the third goal (9-3) will be the ability to develop the fiscal budget more accurately over time and help minimize risk to the College.

2) Summarize the results of these measures.

> Budget Managers will be able to effectively develop and manage their budgets so as to decrease the number of budget transfers needed each year. This will help in developing a budget for the coming year(s) that will distribute the designated funds to areas that are most beneficial to the students. The Vice

President of Administrative Services will be able to estimate the District's revenue within 3% of actual receipts. This aids long range planning and risk assessment for ongoing and new programs and services. The Administrative Services Department will be able to monitor the District's position in reference to the 50% Law throughout the fiscal year so adjustments in the District's spending can be implemented early on.

3) Describe any improvements made by your unit as a result of other assessment data listed in #1:

a. What did you learn from your evaluation of these measures?

There are budget managers and their assistants that do not fully understand the impact of improper budget management on the College. Those areas that do not utilize categorical funds do not realize that how the budget is developed and utilized will have an impact on the College for future funding whether it be not meeting the 50% law or improperly utilizing apportionment and tax revenues.

b. What improvements have you implemented as a result of your analysis of these measures?

The identification of budget managers, and their assistants, that need additional training on developing and managing budgets has begun. Additional training has been given to those identified to date.

c. What improvements 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 Budget Analyst and Vice President of Administrative Services will closely monitor budgets to continue needed training. A system is being set up to evaluate the College's position in relation to the 50% Law and to monitor revenue trends so that future revenues can be estimated to be much closer to what is actually received.

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)*

It could be said that all Board Policies and Administrative Policies impact the Administrative Services department as the department has to keep track of the College's position with the 50% Law however, to be more specific, Chapter Six of the Board Policies and Chapter Six of the Administrative Procedures pertain specifically to business and fiscal affairs. Of the state and federal regulations, the Administrative Services department must be especially mindful of Title V regulations, state Education Code (Ed Code), and the federal Education Department General Administrative Regulations (EDGAR).

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

Changes and updates in policies and processes have helped to streamline the workflow in the Administrative Services area and, in some cases, lightened the work load by holding other departments more accountable for documents submitted. By holding other departments more accountable for their documentation, there will be brief times where workload will be slightly increased while training is given to those departments that need direction on what is required.

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?

All policies and procedures impacting Administrative Services (Chapter 6 of the Board Policies and Chapter 6 of the Administrative Policies) are being reviewed and updated. Processes and procedures are being written for the Performing Arts Center to include, but not limited to, rental of facilities, college productions (both instructional and non-instructional), volunteers, and purchasing.

5. Internal Factors *(see Handbook for additional information)*

A. **Strengths:** *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

Since coming to the College in January, 2014, the Vice President of Administrative Services has been working to update processes and procedures to bring them in line with current State and Federal regulations, streamline workloads, and hold departments accountable. The Budget Analyst position was vacant from February, 2015 to July, 2015. The new Budget Analyst worked with the Professional Expert to finish the 2015-2016 budget which was submitted on time. The shared governance processes are keeping the updates and changes transparent to the rest of the College. The department is known for monitoring departmental budgets and College finances and trying to make sure the College is not in violation of any governing regulations. Those individuals that find themselves in need of guidance rarely hesitate in asking the department for help with their budgets or processes.

B. Weaknesses: *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

The Administrative Services department continues to struggle with obtaining accurate data. Without accurate data the District may not be able to adjust quickly and accurately enough for future changes in the state's revenue.

6. External Factors *(see Handbook for additional information)*

A. Opportunities: *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

Regulations, policies, standards and other mandates are viewed by the Administrative Services department as a way to help control how the money is spent. With properly documented requirements, the Administrative Services department can educate other departments on how they can best utilize their allotted annual funds. Of course, keeping up with the constant changes is, in itself, a challenge. Both the Vice President and Budget Analyst have to carefully read all announcements and attend various meetings and conferences to make sure they understand the changes as well as find the best way to implement any procedural changes to conform to the new regulations.

B. Threats: *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

Grants and categorical funding create more work for the department in the form of certifying quarterly results and reviewing expenditures to make sure those coded to the grants and categorical funds are allowed expenses. There is an inherent risk to the general fund when grants expire as costs that were covered by the grant have to be absorbed by the general fund. There is much more reporting that has to be done to the state and federal governments as well as the Chancellor's office and fiscal planning can become a challenge as funding expires.

7. Continuing Education/Professional Development

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

The Budget Analyst has begun working on a Master's degree in Accounting and has completed the Presidents Leadership Academy. The Vice President of Administration has attended conferences, seminars, and meetings to keep up to date on regulations and happenings at the state and federal levels.

B. How did this benefit your department and the College?

The activities in 7A have given the Budget Analyst further insight into how the College functions overall as well as increasing her knowledge of accounting, management, and financial competencies. These activities have also enabled the Vice President of Administrative Services to stay up to date on information needed to produce and maintain a balanced budget for the College.

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

The Budget Analyst is continuing her education and is attending any conferences and seminars that will help her learn more about the Budget Analyst role in the College. The Vice President of Administrative Services will continue to attend meetings, conferences, and seminars to stay up to date on information needed to continue to keep the College's budget realistic and balanced.

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.)*

If the department does not have prior goals and objectives, please explain.

Because of past goals being so vague (see 3.2 paragraph 1), there isn't anything to report on performance in completing these goals. A complete program review is being done this year to set new, measurable, meaningful, and obtainable goals.

Prior goals and the results are as follows: The implementation of an electronic method for disbursing financial aid is no longer being addressed by Administrative Services. The goal of additional staff to assist in Administrative Services and the Business Office is no longer being addressed by Administrative Services. Having the M&O Director take over the building inventory and manage the state fusion program is no longer a valid goal. Adopting Argos as a replacement for Crystal reports is no longer a valid goal.

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 BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Well trained staff in the area of budget management.	*List all that apply:* Strengthen college planning/decision making. Attract/develop excellent employees	#1 More accurate accounting of expenditures	Create Log for questions	Tracking form
			#2 More realistic budgets developed for categorical funds	Provide training for those in need.	Fewer errors
			#3		
	Additional Information:				
#2	Improved tracking of the 50% Law calculation throughout the year.	*List all that apply:* Strengthen college planning/decision making. Attract/develop excellent employees	#1 Stay in compliance with Education Code	Develop a process to efficiently track the calculation on a monthly basis.	Spend 50% + 1 on the numerator.
			#2	Track the actual budget spending for a period of years	311 Report
			#3		
	Additional Information:				
#3	Develop a more accurate District budget.	*List all that apply:* Strengthen college planning/decision making	#1 Estimate District revenue within 3% of actual receipts	Track actual revenue trends over a period of year.	Accurate annual budget
			#2	Obtain budget development training focused on revenue estimations.	Comparison from adopted budget and actual receipts.
			#3		
	Additional Information:				

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.A.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

Annual Update #1	Academic Year:

1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

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 since the last program review:

C) Describe any improvements made by your unit as a result of the outcomes assessment process:

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan* to implement as a result of your analysis of these measures?
(*List any resources required for planned implementation in #3: Resources.)

2.	GOALS AND OBJECTIVES *(Taken From #9--Action Plan--of FULL Program Review)*			
	GOAL	**OBJECTIVE**	**ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE**	**OUTCOMES, MEASURES, and ASSESSMENT**
#1	Well trained staff in the area of budget management.	**#1** More accurate accounting of expenditures	Create Log for questions	Tracking form
		#2 More realistic budgets developed for categorical funds	Provide training for those in need.	Fewer errors
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #1 in this box)

	GOAL	**OBJECTIVE**	**ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE**	**OUTCOMES, MEASURES, and ASSESSMENT**
#2	Improved tracking of the 50% Law calculation throughout the year.	**#1** Stay in compliance with Education Code	Develop a process to efficiently track the calculation on a monthly basis.	
		#2	Track the actual budget spending for a period of years	Fewer errors
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #2 in this box)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Develop a more accurate District budget.	#1	Estimate District revenue within 3% of actual receipts	Track actual revenue trends over a period of year.	Accurate annual budget
		#2		Obtain budget development training focused on revenue estimations.	Comparison from adopted budget and actual receipts.
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #3 in this box)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.

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

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

Annual Update #2	Academic Year:

1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

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 since the last program review:

C) Describe any improvements made by your unit as a result of the outcomes assessment process:

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan* to implement as a result of your analysis of these measures?
(*List any resources required for planned implementation in #3: Resources.)

2.	GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)			
	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Well trained staff in the area of budget management.	#1 More accurate accounting of expenditures	Create Log for questions	Tracking form
		#2 More realistic budgets developed for categorical funds	Provide training for those in need.	Fewer errors
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #1 in this box)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Improved tracking of the 50% Law calculation throughout the year.	#1 Stay in compliance with Education Code	Develop a process to efficiently track the calculation on a monthly basis.	
		#2	Track the actual budget spending for a period of years	Fewer errors
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #2 in this box)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Develop a more accurate District budget.	#1	Estimate District revenue within 3% of actual receipts	Track actual revenue trends over a period of year.	Accurate annual budget
		#2		Obtain budget development training focused on revenue estimations.	Comparison from adopted budget and actual receipts.
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #3 in this box)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.

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

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