



# Barstow Community College NON-INSTRUCTIONAL PROGRAM REVIEW

(Refer to the [Program Review Handbook](#) when completing this form)

SERVICE AREA/  
ADMINISTRATIVE UNIT:

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
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8. Prior Goals and Objectives
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## 1. Mission and Vision

### A. Service Area/Administrative Unit Mission

**No Change from 2014**

The mission of the Academic Affairs Department of Barstow Community College is to provide high level academic programs for students that optimize the educational and working environments of the college to enhance student learning and help students meet their educational goals.

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

**No Change from 2014**

The vision of Academic Affairs is to increase the efficiency of scheduling, curriculum development and professional development of faculty and staff within the classroom and throughout administration offices. This efficiency would lead to timely decision making so that students can achieve their academic and professional goals through educational planning while attending classes in traditional classroom settings, through distance education and while serving in the military

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

**How Academic Affairs aligns to the BCC Mission Statement:**

Academic Affairs oversees and constantly strives to improve in "access" to students (live offerings, "distance education," and "military" schedules). The programs overseen by Academic Affairs include transfer degree, CTE certificates and degrees for students' "personal goals and professional growth." By offering continued training and mentorship to faculty we seek to "enhance student success" through improved pedagogies and equity in the classroom and outside the classrooms.

**How Academic Affairs aligns to the BCC Vision Statement:**

Through quality education and faculty training, Academic Affairs strives to ensure students receive the tools they need to succeed. These tools include education, and student driven pedagogies and offerings. The Office of Academic Affairs oversees program, course, and schedule creation and curriculum updates that meet state regulations and student needs.

**BCC Mission Statement: (Draft 03.17.2014)**

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the College offers traditional and 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.

**BCC Vision Statement:**

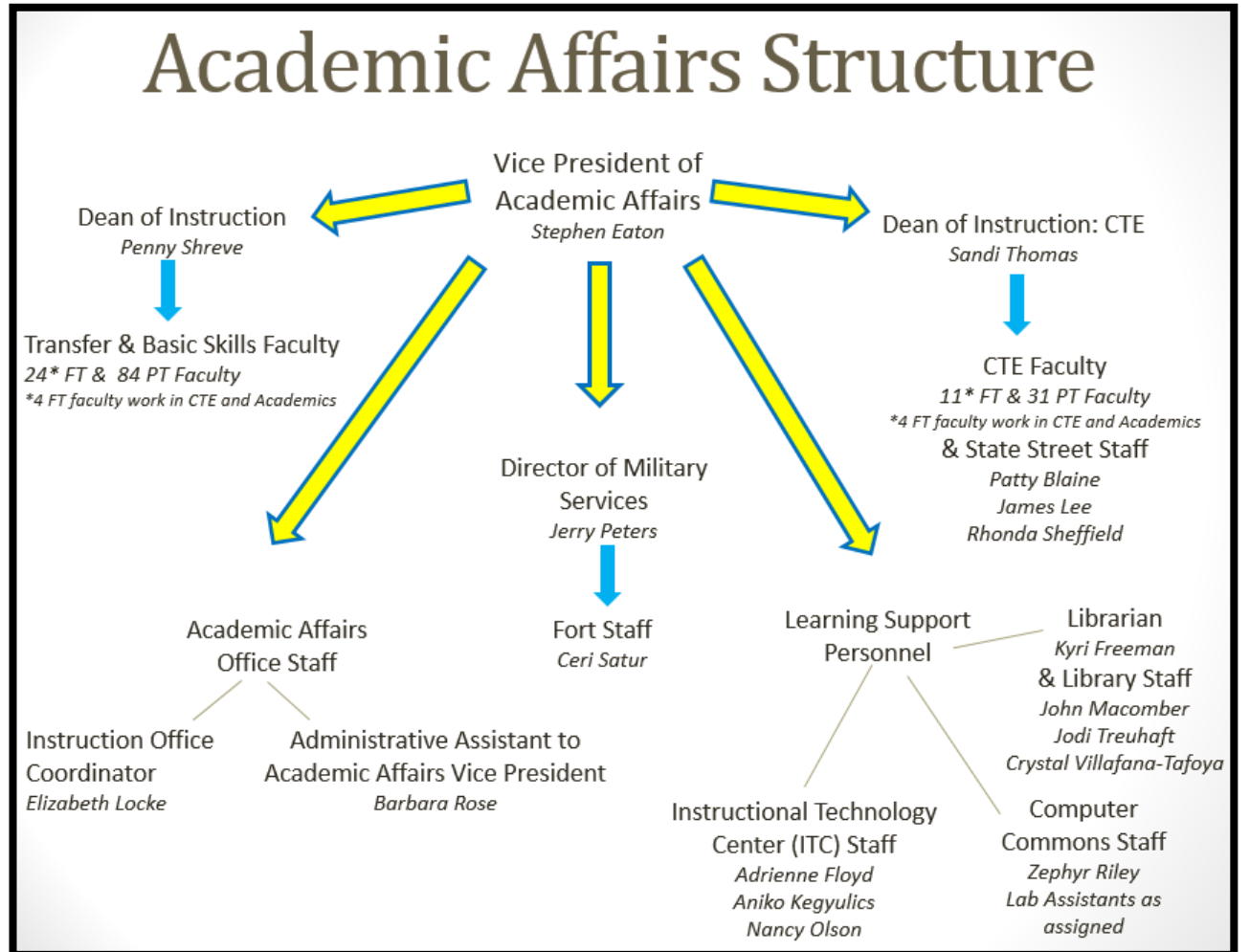
"Empowering Students to Achieve Their Personal Best Through Excellence in Education"

## 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

**Organization:**



### B. Who do you service (including demographics)?

**Who is served:**

- **Faculty:** Full-time and Adjunct
- **Students:** Basic Skills, Transfer, Lifelong Learners, Military, Vocational. Athletes, Seniors, and Concurrent Enrolled High School Students
- **Community:** Through use of library and indirectly through Academic Affairs supported community events orchestrated by faculty and clubs

C. What kind of services does your unit provide?

**Services provided:**

**State and External Entities**

- Provide official information to the state in related areas of Curriculum and student success,
- Document publication and building: catalog and semester course schedules to general public,
- Assist in articulation to four year universities
- Local K-12: Transitional College, CTE
- CTE: Contract Education to local companies

**Faculty:**

- Training on best practices and state regulations
- Teaching load compliance, teaching assignments, training, evaluations, guidance and direction for compliance in regulations and state policies
- Syllabi compliance procedures and review
- Communication channel between faculty and students by use of student dropping of items in faculty mailboxes, posting class changes, sharing office hours, etc.
- Faculty handbook in coordination with Academic Senate and BCFA
- Faculty support regarding scheduling, teaching load, absences, facilities requests, substitutes, assistance with course material reproduction services, facilities requests,
- Involved in creating and refining BCFA contract language to clarify and guide procedures
- Orientation of New faculty (currently an informal procedure)
- Guide on Curriculum development trends
- Evaluation feedback
- Dean of Instruction taking over the role of acting as facilitator and record student academic honesty concerns

**Students:**

- Create effective schedules and programs
- Scheduling that serves online, campus, and Fort Irwin students
- Contact in student complaints and grievance process related to faculty and instruction
- Provide timely information regarding class schedules and finals calendar
- Oversee instructional support areas such as library and DE
- Contact point for students regarding faculty concerns, contacting faculty if necessary including mail boxes, email or other appropriate method.

D. How do you provide them?

**Faculty Training:**

- Adjunct mentoring/support
- Saturday training
- Best Practice / All-Division
- In-service –informal In-service
- Review and discussion on schedules, program reviews, and evaluation feedback

**Faculty & Community:**

- Dinner and Dialogue with local High Schools (started in Fall 2013)
- Transitional College Program
- Concurrent enrollment to eligible students
- CTE Articulation agreements

**Students:**

- Foster and Kinship Care Education.

### 3. Data

#### A. SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

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

Academic Affairs MUST Create Program Outcomes

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

Academic Affairs has created new Outcomes in 2015 with assessment plans for the future. (need to do this)

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?*

We learned that the Academic Affairs need a more formalized outcome plan including PLOs Assessment methods, and an assessment plan.

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

Create a formalized outcome and assessment plan

*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.)

Academic Affairs is leading the efforts to establish an effective Enrollment Management process to create efficiencies, solidify pathways for student success and provide scheduling that promotes fiscal responsibility.

#### B. OTHER ASSESSMENT DATA

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

Students Success and Trends:

- Course Retention
- Student GPA
- Student Course Completion
- Graduation rates

Other data metrics used

- Course Fill Rates
- Faculty Training (Attendance and Conference Presentations)
- FTES & Efficiency
- Proctored test in the Computer Commons

2) Summarize the results of these measures.

Data from the last three academic year (Fall 2012-Spring 2015) Show Academic Offerings are consistent with sections and enrollment in all areas except offerings at the fort.

Sections and Enrollment Offered at Main Sites (\* Percent of all enrolled does not include CTE enrollment)

	Term	% of all BCC sections		Census Enrl & % enrolled*	Reflections – Over the past 3 years ....
Main Campus	201207	54%	245 sections	4825 (48%)	<b>Sections:</b> Percentage has decreased, though number of sections has increased.
Main Campus	201503	49%	260 sections	4118 (39%)	<b>Enrollment:</b> Has dropped 8% <b>Analysis Summary:</b> Enrollment drop correlates with section decrease, but a lower min. enrollment and one semester of low enrolled classes to meet 50% rule need to be considered. Thus the difference is minimal
Fort Irwin	201207	11%	51 sections	911 (9%)	<b>Sections:</b> Sections have decreased 4% overall, but fort sections have reduced 8%.
Fort Irwin	201503	8%	47 sections	509 (5%)	<b>Enrollment:</b> Enrollment dropped over 40%. <b>Analysis Summary:</b> Offerings have reduced, but not enough to justify enrollment reductions. Causes: A. Lower min. class size from 12- 10, but overall, classes at fort have been running in some cases with 60% of required min. B. Repetitive offerings of based on instructors willing to take the fort site classes also C. Main cause may be due to the 9 week BCC schedule in conflict with military rotation and increase of military taking online classes.
Online	201207	25%	115 sections	4023 (40%)	<b>Sections:</b> Pattern of increased online offerings sections
Online	201503	31%	164 sections	5340 (51%)	<b>Enrollment:</b> Increased enrollment by 32% <b>Analysis Summary:</b> Increased enrollment and sections seem to be comparable

GPA, W and retentions at Main Sites (excluding relatively new CTE site)

Site	Term	Retention EOT/ Census	EOT GPA	W	Reflections – Over the past 3 years ....
Main Campus	201207	75%	2.72	7%	GPA, W, and retention no noticeable difference
Main Campus	201503	78%	2.78	7%	
Fort Irwin	201207	72%	2.92	7%	Significant improvement in GPA and Retention and assigning W
Fort Irwin	201503	83%	3.11	3%	
Online	201207	66%	2.55	10%	GPA and retention no noticeable difference Minor increase in W
Online	201503	68%	2.54	12%	

**Data for test proctoring - Only using Fall semesters**

Term	POT 2	POT 3	POT 4	POT 5	TTL sections
2010-07	50	28	37	64	179
2011-07	37	23	15	45	124
2012-07	35	24	21	35	115
2013-07	42	25	16	61	144
2014-07	56	9	30	65	160
2015-07	50	0	43	76	169
POT TTLS	270	109	162	346	891
AVG	45	18.16667	27	57.66667	148.5
% of TTL OL sections	30%	12%	18%	39%	

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?*

**Grade and Retention**

- Reflections are in the summary column above

**Data for test proctoring - Only using Fall semesters**

- Online class offerings have been increasing over last 5 years.
- BCC proctoring center (Computer Commons) proctors all tests for students within a 50 mile radius,
- Students have access to technology such as smart phones, smart watches, e-books, etc.
- Companies offer online proctoring through video and synchronous remote computer screen access that are equipped to monitor smaller numbers of students test takers (up to 4-10) at a time.
- BCC proctoring center may need to monitor 40 plus test takers at a time.
- Proctors have limited view of screens and students areas due to the desk and row set up.
- To ensure BCC’s integrity in proctoring tests, new proctoring software and /or monitoring systems should be considered
- Off-Site Proctor criteria has been updated to be more stringent

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

**Grade and Retention**

- W in Online classes: Academic Affairs has worked closely with A&R to help reduce enrollment at census of non-participating students. Also a clear policy on substantive participation has been defined and implemented.
- Fort Enrollment: A Fort two year plan has been created and maintained for the most part. ESL has impacted success and enrollment in the English classes – so ESL has been offered, but the classes are not consistent or sequenced at this time
- CTE: We hold advisory committee meetings and build advisory committees for each CTE programs that help inform instructors and staff of industry changes that direct our programs. Advisories include industry partners. We plan to ensure these meetings are held as required.

**Data for test proctoring -**

BCC has increased staff during test taking windows  
 BCC proctor center has included more specific security measures such as clear open book guidelines from instructors and locking up items including phones and Apple watches

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.)

**Grade and Retention**

- Work more closely with Fort leadership to improve scheduling times and offerings.
- Continue working with A&R and online office to reduce non-participating students before census count
- CTE: Continue advisory committee meetings that will direct our programs.

**Data for test proctoring -**

- Continue working with online faculty to understand difficulties with open book policies when considering e-book users
- Work with faculty to make them aware of other options than a test during finals week to have ID verification – if appropriate for a class that may not normally have a final exam or comprehensive final.
- Gather finals week data regarding time of most impact for better staffing
- Look into purchasing other software options to improve monitoring via student screens and cameras



## 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)

Academic Affairs has participated in and will be impacted by the updating policies and procedure in our department and/or impacting our department

**POLICY:** AP and BP have been updated using CCLC

**Procedure:** what WE do to make it happen

#### **RECENT changed policies:**

- Chancellor's Office –
  - Basic Skills report (not new, but continuing and changed reports)
  - C-ID Descriptor process and alignment (not new, but continuing)
  - Transfer degrees (not new, but continuing)
  - OEI Pilot and Virtual College Start up (not new, but continuing and new LMS Adoption)
- **Legislation:**
  - Student Success Initiative
  - Assembly Bill 288 - Changes to Concurrent Enrollment
  - AB 86 – Adult Education
  - Title IX mandatory reporting
  - **SB 1440** – continuation – To add feasible Transfer degrees
- **ACCJC**—New expectation based on ACCJC recommendations 2014
  - TBA
- **Local**
  - BCC BPs and Aps are being updated – some impact Academic Affairs more than others - BP 4231 and AP 5530 are regarding the grade change/grievance process. The changes are minor, but still need to be reviewed and used regularly.
  - BCFA contract changes – Most relevant to impact office in any changes in faculty evaluation, load, or scheduling. Minor changes have been made to improve evaluations regarding members not able to complete the process and clarification in office hours. Both will impact the office in a positive way.
  - TracDat – New version release
  - Program Review Process - Discipline
  - Faculty Handbook (not new, but needs to be updated)
  - HR – Changes to new adjuncts Hire process (new forms) and timelines
  - HR – New hiring EEO and training commitment
  - New Bookstore management
  - Technology and Wellness Center Usage Agreements
  - A&R Late Add Petition (Not new, but needs more training)
  - Online Finals week Change – Thursday – Thursday
  - Online Proctoring changes – ProctorU options – no clergy and stricter educational criteria for off-site proctors.

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

**Description of the Effects of These Changes**

Chancellor's Office –

- **Basic Skills report** (not new, but continuing and changed reports)
  - Basic Skills has a relatively new Coordinator and the need to have a more focused consistent plan and dialogue as well as training and support for the coordinator.
- **C-ID Descriptor process and alignment** (not new, but continuing)
  - Continued collaboration with articulation officer and faculty to align BCC curriculum with C-ID courses.
- **Transfer degrees** (not new, but continuing)
  - Ensure courses in the ADTs align with C-ID for articulation
  - Review local degrees and organize more effectively with ADTs
  - Monitor new ADT finalized TMCs, and faculty dialogue as to feasible Transfer degrees at BCC
- **OEI Pilot and Virtual College Start up** (not new, but continuing and renewed involvement)
  - Requested approval for Canvas implementation (DE Committee, Academic Affairs, etc.)
  - Plan for implementation of Canvas – including state assistance in transition of courses
  - Determine Canvas training expectations for online facility

**Legislation:**

- **Student Success Initiative**
  - Tutoring has moved to Students Services under Students Success Coordinator
  - New data metrics to assess student success
- **Assembly Bill 288 - Changes to Concurrent Enrollment**
  - Discussions regarding possible BCC offerings at the High School location
  - Impact on Existing Transitional college
  - Appropriate resources at High School locations for CTE or lab courses
- **AB 86 – Adult Education**
  - Smooth pathway for students
  - College wide knowledge of AB 86 pathways and resources
- **SB 1440 – continuation – To add feasible Transfer degrees – BCC added 9 transfer degrees in past 2 years that need to be added into the schedule to ensure completion.**

**ACCJC—New expectation based on ACCJC recommendations 2014**

- TBD

**Local**

- BCC Board Policies (BP#)
- BCC Administration Procedures (AP #)
- **TracDat New Version**
  - Impact is minimal since BCC is not fully integrated into the software
  - Accreditation/IE assistant (new Jayne) will be part of formalizing the process, so project is pending until hire and prioritizing of goals for that position
- **Faculty Handbook** (not new, but needs to be updated)
  - New technology should be included
  - Collaborate with Academic Affairs to update handbook
- **HR – Changes to new adjuncts Hire process** (new forms) and timelines
  - More concentrated efforts to avoid January FT hires
  - Knowledge of PT hire timelines,
  - more training from HR on forms and timeline
- **Technology and Wellness Center Usage Agreements**
  - Work with Student Services, HR, and Ad for Wellness center policy
  - Inform and orient wellness center users

- Ensure technology agreements are up-to-date with all staff and faculty in Academic Affairs area
- **A&R Late Add Petition:**
  - The impact in time and tracking of requests has become time-consuming and for short term classes the couple of days to communicate with instructor (if needed) is detrimental to the student for online classes.
  - SUGGESTIONS - Making this an online automatic process (like Grade changes or ....) would make follow up easier. This would also ensure the form was the correct one every time. Also the impact is the recognition lack of training on completing form and no existing late add petition criteria.
- **Online Testing:**
  - Online Finals week Change – Thursday – Thursday – improve grade submissions in Summer 2015 – reduced number of missing grades in POT 2 and 4 for Fall 2015.
  - Online Proctoring changes – reduce proctor options – no clergy and stricter educational criteria. Adding slight increase in need for proctor verification or use of ProctorU.

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?

- NEW NEEDED/PROPOSED PROCEDURES or PROCESSES:**
- COR Textbook Update:** As per the last Program Review asking for a system to easily approve textbooks through curriculum, we created a faster approval process in CurricUNET, but the origination still relies on faculty and being informed and motivation on COR text dates. A system that connects the bookstore texts and compares with CO texts, or at least a simple pathway of information and accountability would help.
- Student Incomplete Petitions:** Discussion on requiring Dean approval has not moved forward, this may be revisited in upcoming year. The goal would be to reduce inappropriate incomplete requests by training and intervention when faculty submit petition
- Curriculum Process Post Local Approval: This is still a process that need to be discussed and if feasible agreed upon – Last Update Comments:** When a submission is returned from the chancellor’s office for missing information or errors, delegating these items to the area deans ensures ownership of programs and better training and awareness of common errors to ensure less errors in future submissions. The push to have this process more faculty driven may mean more coordination with faculty chair as more active in post local committee approval as well.
- BCFA contract** – In the evaluation process/form having a clearer use of data such as record keeping (Census, grades, SLO) submissions should be included as these fit the area on the form as record keeping, but not named in the process. These should be closer aligned to avoid misinterpretation. NOTE: Only the timeliness and reporting mechanisms is appropriate – not a judgment of these submissions.
- Attendance at Mandatory Meetings** - Accountability process for mandatory faculty meetings – a process internal to Academic Affairs that fairly makes mandatory meeting accountable in systematic language and form.

## 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.*

### **Internal Factors A. Strengths**

#### **Academic Affairs Overview:**

Academic Affairs is continuing its focus on a creating a culture using the Core Values - The Barstow Way (pride, connection, and caring about students and institution)

Strong BCC history (30+ years combined experience at BCC in main Academic Affairs Campus office)

#### **Open door policy and Communication:**

- The VP and Deans have an open door policy that allows for more dialogue opportunities.
- Regular Communication: Due to open door policy, VPAA visits with Deans and representatives from committees and groups regularly: Academic Senate, BCFA, Basic Skills, etc.
- Fort – Regular visits to the fort and meeting with director of Military services
- Strive to involve constituents in dialogue regularly
- Practice of post-conference presentations from faculty during mandatory faculty meeting
- Saturday Faculty trainings

#### **Enrollment/Scheduling**

- Solid presence on Enrollment Management Committee (5 Academic Affairs members on committee)
- Enrollment Management Grant approval and state support visits and speakers (working with Academic Affairs area directly)
- Schedules more prepped with counselors and adjunct agreement of classes – fewer surprises.
- Regular monitoring FTES with Business office – allowing for smaller tweaks in mid semester – Since 2013 – no last minute classes were add in large groups to meet 50% or FTES
- CTE two year plans in place
- Enrollment in core classes remains steady. Some areas are growing enrollment.
- Nine New Transfer degrees to offer more options for students and guaranteed transfer.
- New Virtual classroom technology allows for one classroom and instructor to serve more than one site and student population.

#### **Catalog/Programs/Curriculum**

- New catalog format – to simplify catalog creation (as we do not print catalog any more)
- Added ADT degrees to catalog
- Worked with Articulation and A&R on adding more formal pathways: CSU, IGETC, and Biological Sciences Certificates
- IOC has worked with and continues to work with state curriculum representatives to improve BCC curriculum and curriculum processes

#### **Academic**

- Summer Bridge to College Success program (BCS)
- Improved orientation of new faculty
- Transitional College: Academic - first cohort completed in spring 15. Two staggered cohorts in place for 2014-2016 & 2015-2017
- Teacher Cohort Prep for CSU- SB starting Spring 2016
- New Wellness Center opening – Adding new non-Credit senior classes for community and Vet's home
- Academic Basic Skills Options:
  - New Non-Credit Math and English courses to prepare and authentically assess students
  - Accelerated ENGL option – ENGL 50X

**CTE/WEDD**

- Grants and deliverables
- Summer junior high summer programs
- CTE New Transitional College cohort start up 2015-2016
- New equipment including 3-D printer
- Highly qualified and motivated faculty in industry of WELD, AUTO, etc.
- New Smart boards with trained faculty and personnel
- Strong leadership from FT faculty to assist all part-time areas (which are numerous)

**Other:**

- Improved off-site proctoring criteria for test integrity
- Improved coverage in during finals weeks on site proctoring center
- Training of faculty live and via CCConfer for improving teaching including online test taking strategies to ensure integrity of tests

**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.*

**Internal Factors B. Weaknesses**

**Academic Affairs Overview:**

- Need better orientation of FT faculty and staff new hires in that does not rely on on-site attendance or voluntary involvement
- Still need to integrate more data driven enrollment management
- The opportunities for dialogue have increased, but still need to be standardize – monthly Academic Affairs meetings (Deans, Fort, VP) and include opportunities for all office staff.
- Improve hiring and planning process for adjuncts and FT faculty
- Still working on improving catalog timeline (related to curriculum and other time lines) by maintaining the more stringent timeline for curriculum items for catalog to be completed in fall. This has been implemented, but even so, most items come in late in the process, sometimes requiring an additional read in March.
- Severe need to improve schedule building process.
- Website - still need to work with webmaster on including all programs of student or faculty resources
- Need to have two year plans in academic programs transparent
- Efficient room plan as part of the presented course schedule (either by “rented” room concept, or otherwise planned during scheduling – incorporating other room use that is already known (Park, etc.)
- Need to add new Transfer degree course requirement into evolving two year plan and room usage
- Only one Virtual classroom set up

**Academics:**

- Some departments without FT lead or one FT faculty as lead over multiple disciplines.
- Better information flow in the Academic Affairs office
- Accountability for faculty turning in census and grades late
- Still many late add petitions that show continued need for training of faculty
- Consistent coverage in AA office at times of need and during the work day – All the members in the office are critical to many committees and meetings, so often many members are out at the same time. While a student workers helps cover these times, student workers are limited in hours and schedule around classes
- Need to update classrooms to include more cutting edge technology including smart boards, better sound systems, and overhead readers (read a written paper and project overhead)
- Limited rooms impact scheduling – the block schedule (8am, 10am, 1pm,3pm, etc.) has improved ease of plugging in classes, but also often leave a room fallow for up an hour in the morning and afternoon
- Need accurate data to determine efficiency and FTES capture - a researcher who would gather data on scheduling, FTES, enrollment, and usage to improve FTES efficiency.

**WEDD**

- Location - Off Site

- CTE FT Faculty - Despite new hires in BADM/MGMT and ADJU, the CTE programs have few FT faculty to support programs which results in an over-reliance on adjuncts who though motivated, are not in a position to complete many program, objectives.
- Student program completion – Course completion is high, but program completion rates are lower than they should be

**Other:**

- Only one employee in Computer commons others are temp staff.
- Even with increased staff during finals week, proctoring tests with for college level integrity is not reasonably secure considering proctor center layout, open book/e-book options, more miniaturized technology, and teacher training that includes not having answers immediately sent to students on completion of final exams.
- Off-site proctoring verification often not done with due diligence by faculty. Even with training, often faculty do not attend training, or do not ask for assistance. The online office cannot take on all proctoring requests as it can be very time intensive.
- Office support dedicated for Dean of Instruction tasks
- New contact and processes for Academic Honesty going through Dean of Instruction and recording procedures.

**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.

**Online Education Initiative (OEI)** – including pilots and free implementation for Canvas and other state wide shared cost resources during the pilot program

**Grant** - Enrollment Management and data integrity grant

**Grant** – Submission to Edison for Scholarships and Summer camp – cross your fingers!

**AB 86** - Adult Ed resources for students not ready or interested in college at this time

**Military MOU** – agreeing that military personnel who are enrolled in a class can be released to attend the classes at Desert U and evening classes

**Technology** – Virtual labs, teleconferencing, turnitin.com, Skype,

**Common Assessment Pilot:** BCC has requested to be in the pilot for the Common Assessment Pilot

**ProctorU** – a company that proctors students from off-site with detailed security policies and software that are reasonably secure protocols – remembering that no test taking can be 100% secure.

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.

**6. External Factors B. Threats**

**Academic Affairs Overview:**

- Student Success Initiative Requirements and funding –
  - Requirements are time consuming and often reports are expected with little time to respond.
  - Funding requires tracking and enforcing assessment test and online orientation are related to computer commons duties –
- C-ID Descriptor process and alignment – courses are still be finalized and not all courses fit BCC courses or BCC goals at this time
- Change in military Rotations – Has impact student attendance, registration, and completion
- Rural small population social and economic status – impact on students may include trouble with day care, textbook purchases, health, homelessness, etc.
- Isolated area – fewer local resources in mental health and other support resources
- Legislative threat – SSI; transfer degree; student equity (diverse offerings)
- New BSI coordinator – Still new to BCC and Basic Skills Coordinator
- 50% law – hiring and scheduling impact

- SSSP - Based funding - Tracking and enforcing assessment test and online orientation are related to computer commons duties –
- Aging faculty and admin
- Possible threats to campus security – growing concerns over active shooter scenarios
- No Dean of Research

## 7. Continuing Education/Professional Development

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

### **Vice President of Academic Affairs:**

- Student Support (re)Defined - 2015
- CIO State Conference – 2015 & 2014

### **Dean of Instruction:**

- Curriculum Institute 2015
- California Acceleration Program Informational Presentation – 2015
- Non Credit Informational Presentation 2015
- Supplemental Instruction 2015
- Distance Education Academy VVC 2015 & 2014
- Equity 2015 = I3 – 2015
- Math Science Dean regional meeting 2014
- AB 86 Summit – 2014
- Legal Workshops (with HR) – 2014

### **Dean of Instruction – CTE**

- CTE Counselor Conclaves –
- Advisory groups
- Region 9 meetings

### **Assistant to VP of Academic Affairs**

- CSEA Plenary

### **Instruction Office Coordinator**

- Curriculum Institute 2015

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

Some Professional development has had an immediate identifiable impact:

**California Acceleration Project** - resulted in BCC English department attending the project and creating an accelerated ENGL class (ENGL 50X)

**Curriculum Institute** – Instruction Office Coordinator worked directly with state curriculum experts to approve a program during the conference

**Non Credit Presentation** – Resulted in non-credit courses being created for ENGL and MATH

Others have been more indirect:

Increased networking and allowed the attendees to inform BCC constituent groups and participatory governance groups on state trends, initiatives, and changes.

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

### **VPAA**

- Attend CIO conferences

### **Dean Instruction**

- Attend January Science Dean regional meeting
- Continue attending other regional dean meetings and other helpful workshops
- Look at continuing education for certificate / degree in higher education (Ed.D)

### **Dean of Instruction – CTE**

- CTE Counselor Conclaves and advisory groups

### **Assistant to VP of Academic Affairs**

- Continue attending CSEA trainings

**Instruction Office Coordinator**

- Continue attending Curriculum Institute conferences



## 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.

2014 Update presented the following Goals:

1. Improve training and hiring process to allow more time for training and preparation
  - 2014 STATUS: Creation of informal January in-service (2013 and 2014) and purchase of Comevo orientation software (summer 2014) are steps in continuing improvement in this area
  - 2015 STATUS – Meeting with new FT hire cohort. HR has helped establish a recommended timeline for hiring.
  - PENDING: Comevo orientation still pending.
2. Improve timeliness of schedule building.
  - 2014 STATUS: Some improvements, but mostly through use of additional staff. One of the next steps will be on reflection on sustainable task distributions and timelines. CTE created two year plans for all CTE programs
  - 2015 STATUS: Working with disciplines to have a departmental; view of offerings; preparing a review of current timeline to improve and check for improvement points or tasks
  - PENDING: Still need to formalize Academic Two year plans, and have discussed creating a base schedule for entire academic year at the beginning of fall 2016; investigate other college's systems for enrollment management and schedule building. Hiring Temp help at critical times to assist in the data entry work might need to be reevaluated and either formalized or restructure for additional position
3. Improve curriculum approval submission process – STATUS:
  - 2014 STATUS: Time frame for submission was shortened to allow more time to complete non-local curriculum steps. However, late submissions to meet grants and state requirements kept those timelines from being maintained in 2013-2014.
  - 2015 STATUS – Time line was continued, and improvement was made, but the process is still necessarily held up by state response time.
  - PENDING: Academic Affairs will continue to review and try to improve the local approval and submissions. Hiring Temp help at critical times to assist in the data entry work.
4. **DONE** - Efficiently and effectively respond to the ACCJC and remove the College's Warning status.
  - 2014 STATUS: This was successfully **completed** in 2013-2014
5. **NEW Goal in 2014:** Keeping Academic Affairs up-to-date with changes nationally, state-wide, and locally of opportunities and programs that will improve and/or impact BCC.
  - 2014 STATUS: None listed (new 2014 goals)
  - 2015 STATUS: IOC and dean of Instruction went to Curriculum institute for Curriculum announcements and training. Require out of house training for faculty and online help positions (ITC and computer commons)
  - PENDING:
6. **NEW Goal in 2015** – Improve effectiveness and training of online faculty
7. PENDING: Train in new pending LMS and OEI rubrics on pedagogy; support @ONE training for FT online faculty –either reimbursement or requesting BCC training class from @ONE to train BCC faculty and online related positions at one time.
8. **NEW Goal in 2015** - Improve efficiency in Learning Resources hours and staffing
9. PENDING: consider student schedules and start times to best serve students at night and attending 8am classes.

**WEDD (from 2014)**

Due to the change in management, contract training went down to \$3800 for FY 13/14. Grants also decreased to \$316,436 as funding from SB70 is completed and new funding applications for SB1070 are submitted to replace it. New funding from additional grants in collaboration with other regional colleges are also in the application process.

Funding from the Workforce Investment Board (WIB) allowed for customized contract education programs. We are recruiting for two trainings:

- 1) Industrial Maintenance Electrical and Instrumentation and
- 2) Supply Chain Management.

Both trainings were approved to offer two cohorts to meet local worker need.

To meet local employer needs we have built the IMMT credit based program utilizing training simulators and software. A full-time IMMT instructor was hired and all of the training simulators and simulation software have been installed.

## 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
<b>#1</b>	Post a complete semester schedule one month prior to registration.	<i>List all that apply:</i> #1 Educational Success	<b>#1</b> Create a work flow that enables staff to work efficiently building the schedule in Banner.	Faculty will work with the Instructional Deans and the Enrollment Management Committee to recommend a semester schedule six months in advance of registration.	Work flow will be established by the Instruction Office Coordinator, the Instructional Deans and VP.
			<b>#2</b> Work with consultants to discover efficiencies. Establish a calendar of deadlines and hold to them.	VP will notify faculty and staff of deadlines and the fact that there will be no exceptions.	Faculty and staff will meet deadlines.
			<b>#3</b> Restrict changes to those initiated by management to meet unforeseen circumstances.	Only managers will request schedule changes after April 1 for fall terms, and September 1 for spring terms.	A complete semester schedule will be posted one month prior to registration.
<i>Additional Information:</i>					
<b>#2</b>	Establish an enrollment management plan with FTES goals that leads to the establishment of a one-year schedule of classes.	<i>List all that apply:</i> #1 Educational Success	<b>#1</b> Allow faculty and students to plan a year in advance.	Complete elements of an enrollment management plan. Faculty to create one and two-year plans for their disciplines.	The publishing of a one-year schedule in spring of each year.
			<b>#2</b> Allow Business and Finance to make fiscal projections.	Complete elements of an enrollment management plan.	The publishing of a one-year schedule in spring of each year.
			<b>#3</b> More efficient use of rooms and room usage	- Convert unused area in S Building to classroom - Include in schedule planning room schedule, not classes to offer (but plan out rooms for most efficiency	Planned out space, less short term or chunks of time in rooms unused Fall 2016
<i>Additional Information:</i>					

ACTION PLAN							
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
<b>#3</b>	Post upcoming year College Catalog in June of prior academic year.	<i>List all that apply:</i> #1 Educational Success	#1	Create a work flow that enables faculty and staff to complete the approval process in a timely fashion	Establish deadlines, enhance Tech Committee thoroughness, more fully utilize CurricuNet, work with Chancellor's Office to verify currency of offerings.	The College catalog will be complete and posted in June each year.	
			#2				
			#3				
<i>Additional Information:</i>							
ACTION PLAN							
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
<b>#4</b>	Improve policies and training in online strategies for improving effective contact, use of new technology, and retain test integrity	<i>List all that apply:</i> #1 Educational Success	#1	Training for best online pedagogies	Clear understanding of proctoring, new technology, and better student success	Faculty attendance, improved online testing policy statements, online success and retention	
			#2	Use existing or new test technology for improved integrity (considering changes in e-books, and other possible proctoring vulnerabilities)	Look at and adopt any appropriate software for testing integrity and train more faculty using randomized quiz/test options	Less impact on proctoring and improved test integrity	
			#3	Regularly review policies for off-site and on-site proctoring	Review policies, take to appropriate groups for input, change if needed	Up-to-date policies with campus input	
<i>Additional Information:</i>							
<b>#5</b>	VP to improve FTES forecasting to increase reliability in scheduling and budgeting.	<i>List all that apply:</i> #1 Educational Success #3 Fiscal Health #6 Evidence-based Decision Making	#1	Provide reliable FTES forecasting.	Purchase/install efficient software and receive training in software use.	Efficient use of data to drive scheduling in advance of schedule building.	
			#2	Use comprehensive software to extract reliable data.	Use data to fill out spreadsheet to discover areas of needed enrollment growth	Compare forecast with Census enrollment.	

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			#3 Decrease the number of schedule changes during registration	Use data to correctly project enrollment needs in advance of schedule publication.	Few schedule changes.
	<i>Additional Information:</i>				

## 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
4	123	Computer Commons cameras and computer monitor for testing upgrade	\$15,000?	Yes	
1 & 3	1 & 1	Additional position/help in instruction - Dean Assistant	\$50,000 annually	Yes	
		FT Faculty out of house Canvas training reimbursement – through @ONE or other (if needed beyond OEI training “coupons”	\$3,000	No	
		Mentoring/Training new hires	\$2,000	No	
		ACCCA Mentor Program (BAP pending)	\$2,000	Yes	
		<b>ACCCA Great Deans Program</b>	\$1,500	Yes	
		Equity Speaker	\$5,000	NO	Equity budget?
		S rooms Conversion – S-10 and storage rooms		Yes	
		Wellness Center Cubby or Lockers at front lobby area		No	
		Reoccurring temp help or additional student worker for 2014-2015 for schedule building and	\$5,000 annually	No	

<b>Annual Update #1</b>	Academic Year: <input style="width: 90%;" type="text"/>
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**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
<b>#1</b>		#1			
		#2			
		#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
<b>#2</b>		#1			
		#2			
		#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		#1		
		#2		
		#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



<b>Annual Update #2</b>	Academic Year: <input style="width: 90%;" type="text"/>
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**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
<b>#1</b>		#1			
		#2			
		#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
<b>#2</b>		#1			
		#2			
		#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		#1		
		#2		
		#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