



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:

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1. Mission and Vision

A. Service Area/Administrative Unit Mission

The office of the president in partnership with the elected board of trustees, provides the leadership necessary to guarantee educational quality, promote student success and engagement, maintain fiscal solvency, and develop and nurture useful community, regional, state, and national relationships.

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

Achieving student success and community vitality.
 Contributing to the vitality of our community by sustaining an environment of student success and equity.

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

By providing the leadership that enables all segments of the institution to ensure that service to the community and all students remains the highest priority.

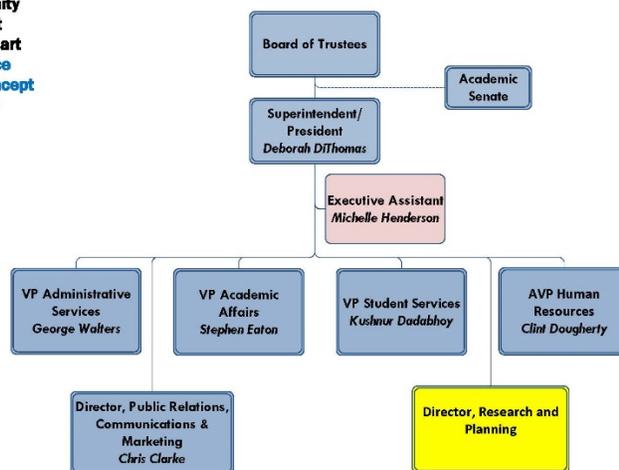
2. Service Area/Administrative Unit Description and Overview

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

Staffing in the President's Office consists of two (2) full-time positions, the Superintendent/President of the College and the Executive Assistant to the President. The Superintendent/President reports directly to the District Board of Trustees and is the only employee to do so. The Executive Assistant to the President reports directly to the Superintendent/President and assists the Superintendent/President in supporting the Board of Trustees. The following Administrative level managers report directly to the Superintendent/President: 1) VP of Administrative Services; 2) VP Academic Affairs; 3) VP Student Services; 4) Associate VP Human Resources; 5) Director Public Relations, Communications & Marketing; and 6) Director Research and Planning.

**Barstow Community
 College District
 Organizational Chart
 President's Office
 Reorganization Concept
 As of 6-1-2015**



B. Who do you service (including demographics)?

The Office of the President serves the entire college; managers, faculty, staff and students; the community; and the Board of Trustees. In addition, the President's Office is the liaison to federal, state and local governmental agencies; ACCJC and the California Community College Chancellor's Office.

C. What kind of services does your unit provide?

Responsible for and oversees all operations of the college, carries out the directives and implements policies adopted by the elected Board of Trustees. Provides information, recommendations and advice to support to the Trustees. In addition the Superintendent/President develops and supports relationships with partner organizations and represents the College at community functions and on community groups (such as Chamber of Commerce Economic Development Group and Military Affairs Committee). The Executive Assistant provides support to all of the previously mentioned services and, in addition, provides clerical support to the Trustees.

D. How do you provide them?

Communicating internally with the Board of Trustees and the entire college as well as externally on a local, regional, state and national level. Ensures the District's Participatory governance and Communication Process is followed, chairs meetings, policy and procedure review, provides leadership and direction directly to Cabinet level administrative staff and both directly and indirectly to the College as a whole. Services are also provided by ensuring that the College personnel has access to professional development opportunities.

3. Data

A. SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

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

Last year when we updated the PR we set the following goals in this area.
Goal # 1: Meet the training needs of local business and industry partners.
Goal # 2: Ensure the accuracy of data and use of data in integrated planning efforts.
Goal #3: Work with appropriate community and city agencies to develop an operation plan for the PAC.

After PR training, with a better understanding of the need to set overarching Service Area Outcomes, we have established the following:
SAO 1: Ensure a united vision between the Board and District is maintained.
SAO 2: Ensure BCCD operates effectively to achieve student success and equity.
SAO 3: Develop and maintain partnerships with stakeholders to respond to community needs.

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

Evaluation of last year's goals:
Goal # 1: Meet the training needs of local business and industry partners.
To achieve this goal, the Superintendent/President participated in and supported the development of specific programs to meet the needs of soldiers at Ft. Irwin at times that are compatible with military operations. In addition, she participated in various advisory committee meetings and advisory groups with business leaders in our CTE areas; has encouraged college and Barstow USD participation in regional grant opportunities; has supported continued collaboration with K12 districts to create pathways for student transition to college; and regularly participates in the Chamber Economic Development Committee meetings. The Superintendent/President has begun the process of working with both K12 and CSUSB leadership to create a teacher preparation program in the high desert to meet the workforce needs of high desert educational institutions.

Goal # 2: Ensure the accuracy of data and use of data in integrated planning efforts.

Over the past year, although we have made significant progress toward this goal, the effort is ongoing. Progress made to date:

- There is widespread recognition, from the trustees to the entire institution of the need to improve the accuracy of our data;
- Superintendent/President established a data integrity committee that has been meeting consistently and has identified several major issues that need to be addressed;
- Superintendent/President applied for and received a grant through the Institutional Effectiveness department of the State Chancellor's Office. This IEPI grant provides funding and technical assistance to assist colleges with identified needs. We identified data integrity and enrollment management as areas of need. Through the 3 site visits and the sharing of the team's expertise, and the additional funding that the IEPI Grant brings to the District, we can make great progress in achieving our goals in these two areas over the next year.

Goal #3: Work with appropriate community and city agencies to develop an operation plan for the PAC. The President's Advisory Group for the PAC continued to meet and develop operational recommendations for the PAC. Due to the resignation of the PAC administrator, we did not make as much progress over the past year in the development of an operational plan which included PAC policies and procedures. Since the resignation, we have formed an internal ad-hoc committee to develop these procedures and the work is ongoing.

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?

Upon reviewing last year's SAO's we realized a revision needed to take place. Last year's SAO's were actually more like goals (too specific). We've developed new SAO's that are broad, over-arching and a more representative picture of ongoing outcome efforts of our department. This will allow us the opportunity to create goals in support of our outcomes. Goals that can evolve over time as they are met or as priorities change. We also learned that we have significant work to do in our data integrity efforts and that this work affects every area of the District.

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

We continually assessed throughout the year and made adjustments in our efforts to address any concerns. For example, as a result of learning of the high need for teachers, the Superintendent/President met with local K12 Superintendents and CSUSB leadership to begin the development of the high desert teacher preparation program. Another example was that as the College Data Integrity committee analyzed the extent of our data integrity issues, the Superintendent/President applied for and received an IEPI Grant and identified Data Integrity and Enrollment Management as the two needs of the District.

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.)

We are continuing our efforts to improve data integrity through implementation of the recommendations that we and the IEPI team agreed to:

1. Provide technical assistance in making sure important data and reports such as CCFS 320 are quality tested and correct prior to submission/use
2. Hire expertise in the area of CCC Banner to assist in reimplementation of data, training staff, and take advantage of CCC specific configuration and reports
3. Implement and facilitate data users group

We are finalizing PAC policies and procedures and will hire a new PAC administrator as soon as they are complete.

In addition, we are writing true SAO's in this new PR.

B. OTHER ASSESSMENT DATA

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

1. Feedback from Educational and Business and Industry Partners
2. Feedback from our students, staff and the public through program reviews and planning efforts
3. Board action Items, presentations and discussions that address SAO's and goals,
4. Analysis of productions in the PAC
5. Student Success Measures
6. Employee Collaboration and Civility
7. Board Effectiveness
8. Institutional Effectiveness

2) Summarize the results of these measures.

1. Continued meetings by the PAG and analysis of issues with PAC productions demonstrated the need to develop standard operating procedures and a sample standing contract for use of the PAC. This became a goal to complete prior to hiring a new Civic Center Manager.
2. Feedback from planning efforts led to the development of a budget that designated resources to meet needs and to the development of strategic priorities to guide planning efforts in the future.
3. Analysis of board action items and board self-evaluation demonstrated need to utilize the board retreat to address specific issues regarding roles and communication.
4. A college wide dialogue was initiated to address the goal of increased civility on campus. This dialogue resulted in the development of an institutional values statement: "BCC C.A.R.E.S"
5. Analysis of planning efforts and strategic priorities resulted in the realization that, in order to increase institutional effectiveness, there were two major areas of improvement needed—a) enrollment management, and b) data integrity. To assist in achieving improvement in these two areas, the college submitted and received an IEPI Grant.
6. Feedback from the BAP process demonstrated a need for improved communication.

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?

Institutionally, we needed to improve data integrity, enrollment management and communication.

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

1. Feedback from the BAP process demonstrated a need for improved communication, therefore we added steps to the process to ensure communication to the submitters from IEC, and the VP's prior to the "close the loop" letter from the Superintendent/President.
2. Feedback from the trustees demonstrated a need for increased communication from the Superintendent/President, therefore a semi monthly report was added. In addition, periodic updates are sent to trustees for time-sensitive issues.

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.)

1. Board will adopt communication protocols;
2. BAP process will continue to be revised to ensure communication with submitters;

3. Data will inform new Board and Superintendent/President goals;
4. As a result of IEPI funding, we are hiring consultants to help us improve in the two identified areas of enrollment management and data integrity.

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)

Student Success and Equity Legislation
Title IX Compliance Regulations
Mandatory Reporting
Emergency Management Legislative Changes

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

Increased workload, required changes to District BP/AP's; increased need for additional content in student orientation; increased accountability

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?

BP/AP 5300 – Student Equity
Concurrent Enrollment BP/AP
Facilities Use BP/AP
Development of an Enrollment Management Plan
Emergency Preparedness Plan
BP 3500, 3501, 3505, 3510, 6800
AP 3500, 3510, 6800

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.

Dedicated Staff – The Department (Superintendent/President, Executive Assistant) as well as the direct report managers are all dedicated to the College and its effectiveness, and to the success of our students.

Communication – Increased communication through a commitment to participatory governance and institutional dialogue.

Commitment – College-wide commitment to 1) data integrity and a culture of evidence, 2) strategic enrollment management and 3) emergency preparedness.

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.

Lack of Documented Standard Operating Procedures for President's Office.

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.*

The President regularly attends Chamber Breakfast Meetings & Economic Development Meetings and other city meetings. She also has regularly scheduled meetings with the City Manager and other active leaders.

Opportunities: Increase grant submissions—we are currently exploring entering into an agreement with a consulting firm to help us with the development and submission of federal grant applications; 2) Creating pathways to our College and through completion of skill acquisition, certificates, degrees and transfer requirements with our partners such as K12 districts, Military, and local industry, 3) utilize BoardDocs more effectively.

- 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.*

Accreditation changes
Increased reporting
Staff turnover
Institutional culture of mistrust, generational poverty and lack of college going culture in the community
Excessive litigation
Outdated District Emergency Plan
Emergency preparedness – coordination with local agencies, increase in incidents nation-wide
Lack of pathways to ensure attainment of certificates and degrees for local community.

7. Continuing Education/Professional Development

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

Superintendent/President participates in regional and statewide CEO meetings and trainings, ad-hoc regional meetings such as those for Workforce Development and Accreditation over the past year, and participated one National Conference “League of Innovation”
Superintendent/President worked with BUSD to offer a “Multiplier Effect” workshop to all managers and several members of the 2014-15 Leadership Academy.

Executive Assistant to the President participated in the Leadership Academy, Multiplier Effect Workshop and attended a national conference regarding BoardDocs.

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

Participation in these conferences and meetings allowed us to stay current on new legislation, increase capabilities in job specific duties, and collaboration with peers.

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

Continue to participate in regional and statewide CEO meetings and trainings, ad-hoc regional meetings and at least one national conference. In addition, the Superintendent/President has been selected to serve as the CEO representative for the State Scorecard Task Force.

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.

Our prior goals were listed as SAO's. They have been analyzed above.

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	<p>Create pathways for BCCD and other high desert students to become teachers.</p> <p><i>List all that apply:</i></p> <p>This goal will help us achieve our #3 SAO and is aligned with the following Strategic Priorities:</p> <p>#1 – Educational Success</p> <p>#2 – Marketing & Outreach</p>	#1 Expect the creation of an Elementary Teacher Education Transfer Major (ADT).	Work with Instruction Office to ensure that the ADT is created to begin cohort in fall 2015.	ADT Completed.
		#2 Develop and implement a high desert teacher education program	<ol style="list-style-type: none"> 1. Meet with K12, VVC and CSUSB to plan program. 2. Offer Credential Programs in high desert. 3. Schedule courses for Associate's degree in liberal studies. 4. Recruit local para-educators into program. 	<ol style="list-style-type: none"> 1. Meetings occur. 2. Credential programs offered in high desert by fall, 2016. 3. Courses scheduled. 4. Paraprofessionals attend introductory session.
		#3 Ensure that paraprofessionals are eligible to begin classes.	<ol style="list-style-type: none"> 1. Implement application, orientation, assessment, counseling sessions for cohort. 2. Conduct FA training. 3. Assist with priority enrollment. 	<ol style="list-style-type: none"> 1. Paraprofessionals complete applications, orientations, assessment, and counseling. 2. Paraprofessionals complete FAFSA applications 3. Paraprofessionals enroll in cohort classes.
		#2		

ACTION PLAN						
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#2	Begin the process of documenting SOP's for the President's Office.		Create SOP for BoardDocs and provide training to appropriate staff.	Compile info provided by BoardDoc Merge with internal district procedures Provide user training for appropriate staff.	Decrease in errors	
	Explore expanded use of BoardDocs		Increase accuracy and efficiency of Board Docs to create Board Agendas	Explore best practices Identify more efficient workflow Implement new workflow	Decrease in submission of board items after deadline; Decrease in changes to board agenda at board meeting.	
	<i>Additional Information:</i>					
#3	Advance college emergency planning and preparedness.	<i>List all that apply:</i> #4 – Safety for All	#1	Revise the District's Emergency Plan.	1) Meet with the Chair of the Safety Committee. 2) Meet with local Police and Fire representatives. 3) PSGC approval of Emergency Plan. 4) Present the revised Emergency Plan to the Board.	Emergency Plan Approved by Board
			#2	Develop emergency preparedness training for college personnel.	1) Collaborate with local Police and Fire. 2) Identify & develop training scenario	Emergency training offered in 2015/16 and annually after that.

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: <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
#1	Develop and implement a high desert teacher education program.	#1	Identify what is needed for the program. 2)	#4 – Safety for All
		#2	3) Recruit local para-educators into program.	
		#3		Error! No text of specified style in document.

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	Advance college emergency planning and preparedness.	#1	Revise the District's Emergency Plan.	Error! No text of specified style in document.
		#2	Develop emergency preparedness training for college personnel.	
		#3	Personnel trained in emergency preparedness.	2) Personnel to complete NIMS/SIMS training.

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	Improve institutional data integrity.	#1 Identify areas for improvement and create best practices.	Work with IEP team.	
		#2 Continued dialogue and accountability of data integrity.	Establish college data integrity team.	
		#3 Reduce reporting errors.		

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: <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
#1	Develop and implement a high desert teacher education program.	#1 Identify what is needed for the program. 2)	#4 – Safety for All	
		#2 3) Recruit local para-educators into program.		
		#3	Error! No text of specified style in document.	

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	Advance college emergency planning and preparedness.	#1 Revise the District's Emergency Plan.		
		#2 Develop emergency preparedness training for college personnel.	Error! No text of specified style in document.	
		#3 Personnel trained in emergency preparedness.	2) Personnel to complete NIMS/SIMS training.	

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	Improve institutional data integrity.	#1 Identify areas for improvement and create best practices.	Work with IEP team.	
		#2 Continued dialogue and accountability of data integrity.	Establish college data integrity team.	
		#3 Reduce reporting errors.		

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