

Non-Instructional Program Review – Annual Update Template

Service Area/Administrative Unit

Service Area/Administrative Unit Name: Fort Irwin

Submitter: Michelle Bond, Emily Garrison, Dr. Crystal Nasio, and Dr. Jennifer Rodden

Academic Year: 2023-24

Annual Update #1 #2

An Annual Update must be submitted each year that a Program Review is not submitted.

I. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs)

- A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:
(These should be carried forward from your full Program Review, or from your Annual Update #1 if revised since your full Program Review)

SAO #1: Expand Desert University class offerings

SAO #2: Increase residential class population by 20%

SAO #3: Increase persistence rates for students with military ties.

SAO #4: Implement Student Success Program

SAO #5: Rotational Schedule

- B) Summarize the progress your unit has made on SAO/AUO measures over the past year:

The significance of the COVID-19 Pandemic cannot be overstated as Fort Irwin was on lockdown for a period of time. No on-campus courses were offered on the Installation during Fall 2020 and Spring 2021. However, course offerings saw a return to pre-Pandemic numbers with Spring 2022 at 19 courses which matched Spring 2020. In addition, the number of course sections increased slightly with 29 sections offered in Spring 2022 as compared to 24 sections offered in Spring 2020. Through it all, retention rates increased from 84% in Spring 2020 to 94.7% in Spring 2022, and success rates increased from 75% in Spring 2020 to 78.8% in Spring 2022, which illustrates positive movement towards the achievement of the four existing SAOs.

- 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?

Tracking of military and veteran student enrollment and installation “traffic” data are vital to understanding the needs of these student populations, so Tableau dashboards for Fort Irwin, specifically, were created. In addition, we are exploring other technologies that can help us better track visits to our BCC location on Fort Irwin. Counseling support to increase enrollment, an examination of rotational schedules, expansion of student support services, including basic needs, articulation agreements with college partners, and collaboration with Education Center staff are also a focus of ongoing work.

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

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We have added a temporary student success advisor (30hr) to the staff in addition to the full-time Student Services Specialist and Learning Support Specialists assigned here. Recently, a full-time CTE staff has been assigned at Fort Irwin and members of the M&O department, Special Programs and Services, Mindful Space, Veterans Resource Center, and Transfer Center are spending time at Fort Irwin on a rotational (weekly, biweekly, monthly) basis to serve student needs. The Fort Irwin campus now boasts many activities to serve student needs including providing daily food pantry services, monthly produce markets, registration events, faculty-led tutorials, and various workshops. The building has been renovated to be more welcoming and now hosts a Teaching and Learning Support Center (TLSC), a Career Technical Education (CTE) Office, Veterans Education and Transitional Support (VETS) Office, and Food Pantry.

- 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 Section III “Resource Requests”*)

With a new Director of Military and Veterans Programs coming onboard, we are re-examining the structure, roles, programs—both CTE and non-CTE, and support services that we offer military students and their families with the intention of supporting students academic, career, and transition roles—from active military to transition out to veteran and beyond. We have also identified articulation partnerships, dual enrollment, mental health services, Veterans resources, and expansion of the non-credit Basic Skills Education Program (BSEP) by partnering with recruiters as ongoing services and projects to develop. Further collaboration and planning for staff are needed with the TLSC to cover proctoring and tutoring needs as well as Associated Student Government (ASG) for student life activities. Additional full-time staff members are needed to deliver a high level of service to our military-affiliated student population. In the upcoming year, we are planning on coordinating additional workshops focused on career planning and transfer opportunities, small groups for veteran and military populations, mental health awareness events, as well as club and student life activities. Combining the Military and Veterans Programs together presents a great opportunity BCC to build a pipeline for servicemembers to start with BCC as active duty and complete their programs as a veteran utilizing one support team throughout their journey. Having a single POC throughout has proven to be successful with many cohorts. To accomplish this, however, it would be best to encumber the staff located in the VRC, including the Coordinator and Advisor, assigned there. This would allow one team with one mission which is achievable through collaboration.

II. Progress towards Achieving Goals

For Existing Goals, copy and paste each goal from your Program Review, or from your Annual Update #1 if revised since your full Program Review.

Existing Goal 1

Increase student life activities at Fort Irwin-

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Progress

While Fort Irwin continues to increase the numbers of activities and events we host, there is still a lot of work to be done in this arena. Specifically, in partnering with ASG/Student Life to have regular student led events as outlined in Objective #1.

Additional opportunities exist in building partnerships with outside organizations such as BOSS, Spouses Club, USAA, etc. but these have not yet been explored due to the overturn experienced with Fort Irwin leadership. However, we have recently made changes which will allow for more outreach to these groups through affiliations with AUSA, Military Affairs, MWR, and the Education Center.

We will increase our marketing efforts through the creation of flyers, brochures, banners, and more which will highlight our position as a Military Friendly school, the many supports we offer students and our commitment to serving all military-connected individuals and their families with a level of excellence.

Over the next year, under new leadership of the Military & Veterans Program Director and a new, more robust team, Fort Irwin will focus its efforts on building relationships, coordinating activities, and developing strong partnerships with on and off campus entities which will allow us to increase our services, supports, and activities for all military connected students.

Resource Requested?

Yes

Existing Goal 2

Create and enhance programs that support Military Dependents (Priorities 1 and 3)

Progress

Fort Irwin campus has recently started hosting enrollment events targeting our military and veterans as well as their families. Both active-duty family members and veteran dependents (using benefits) are eligible for priority registration allowing them to enroll before others. We have attended newcomer's briefs in the past but not recently. This is a practice we would like to resume. In fact, there are several ways we could do better to support these potential students and there continues to be a great opportunity for growth and expansion when it comes to serving the families of our active duty and veteran students.

Expanding the tutorial options for grades 6-12 (specifically at SVUSD), as outlined in Objective 2, has not yet been implemented but we did extend the hours of the Fort Irwin TLSC to 6 pm which provides students and family members with the opportunity to use tutoring at later times (after school/work).

We are also currently working on installing additional web-based learning software, such as Aztec Software, which can be used by ESL students and families to build their English skills and/or work on Basic Skills as needed.

We would like to duplicate some of the VRC offerings at Fort Irwin (perhaps in the TLSC) such as free printing, book lending, study groups, special events, community resources, etc. This would enable us to serve our students and their families in a more robust way at Fort Irwin while also providing an opportunity for outreach/engagement.

With regards to Outcome #3, Fort Irwin is offering Hyflex option for ESL students allowing them to better engage in ESL courses offered at Main Campus. This has been a successful endeavor with good outcomes. Further work is needed with outreach to our ESL population including recruitment and marketing.

Resource Requested?

Yes

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Existing Goal 3

Enhance and/or create programs that support career growth for active duty military members

Progress

SDEV courses have shown exemplary results over the past year with soldiers scoring as high as 146 on the TABE post-test. Six different sections of this course have been offered each semester in different formats including 2,3, and 9-week lengths. To date, the nine-week course has not had very high enrollments and the two-week length has been very condensed. The best results have been seen in the three-week course offering and the Army is seeking to duplicate this effort at other installations due to its high success. We will continue to adjust as needed to fit the demands of soldiers and the ed center so participants can continue to have career growth opportunities.

Further attention is needed for Objective #2 with regards to Credential Assistance and Army COOL, but Fort Irwin is delivering testing for credentialing through the Pearson Vue, CLEP, and DSST platforms. This assists our soldiers and civilians to attain certification(s) and credentialing in their specific careers. Collaboration is happening between CTE and the Army to provide contract education courses, specifically in barbering and childhood education. Both are high-demand career fields, specifically for spouses. Further conversations are warranted to address the needs of the Army as it relates to credentialing, and this provides our campus with a unique opportunity to grow.

Coordination efforts with SFL TAP have occurred in the past but not as of late. Our intention is to resume these conversations with SFL-TAP and other agencies (CalTAP, for example) to further promote our idea of the Military Pipeline where soldiers can start their education at BCC during active-duty service and continue to and through their transition, resulting in higher retention and success rates for our service-connected students.

Resource Requested?

Choose an item.

Existing Goal 4

Click or tap here to enter text.

Progress

Click or tap here to enter text.

Resource Requested?

Choose an item.

Existing Goal 5

Click or tap here to enter text.

Progress

Click or tap here to enter text.

Resource Requested?

Choose an item.

For New Goals, complete the below information.

New Goal #1

Click or tap here to enter text.

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Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

New Goal #2

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

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Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

New Goal #3

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

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Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

New Goal #4

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

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New Goal #5

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

III. Resource Requests: What does the area need to meet its goals and objectives?

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.

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1-3	1-3	Additional staff: 1. Site Office Coordinator 2. Student Success Advisor	\$70,000 \$60,000	Yes	Click or tap here to enter text.
1-3	1-3	Events/Outreach Budget Allocation	\$10,000	No	VRC Funding
1-3	1-3	Operational Budget (Supplies, Travel, Purchasing)	\$30,000	No	VRC Funding
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Fort Irwin Program Review Narrative

Updated: 11.27.22

The Fort Irwin campus has experienced many challenges over the last year including a high turnover in leadership and staffing. To address this, and to stabilize the Fort Irwin campus, BCC has recently combined roles and created the Director of Military and Veteran's Programs position. By doing so, it's hoped that Fort Irwin's outcomes and goals can be achieved in the upcoming year. Specifically, we can look at expanding Desert University course offerings and integrating a rotational schedule that better serves the needs of our active-duty students who are often challenged with completing courses/degrees successfully while training out in 'the box'.

As the population of students seeking live courses at Fort Irwin, we will increase the number and diversity of courses offered at this satellite campus and will implement student success program(s) to serve their students' needs.

We have added a temporary student success advisor (30hr) to the staff in addition to the full-time Student Services Specialist and Learning Support Specialists assigned here. Recently, a full-time CTE staff has been assigned at Fort Irwin and members of the M&O department, Special Programs and Services, Mindful Space, Veterans Resource Center, and Transfer Center are spending time at Fort Irwin on a rotational (weekly, biweekly, monthly) basis to serve student needs.

However, further collaboration and planning for staff are needed with the TLSC to cover proctoring and tutoring needs as well as Associated Student Government (ASG) for student life activities. Additional full-time staff members are needed to deliver a high level of service to our military-affiliated student population.

The Fort Irwin campus now boasts many activities to serve student needs including providing daily food pantry services, monthly produce markets, registration events, faculty-led tutorials, and various workshops.

In the upcoming year, we are planning on coordinating additional workshops focused on career planning and transfer opportunities, small groups for veteran and military populations, mental health awareness events, as well as club and student life activities.

The building has been renovated to be more welcoming and now hosts a Teaching and Learning Support Center (TLSC), a Career Technical Education (CTE) Office, Veterans Education and Transitional Support (VETS) Office, and Food Pantry.

- The TLSC provides students with tutoring, web-based learning software, book lending, laptop giveaways, and additional resources.
- Our CTE office helps with outreach efforts, job/career resources and opportunities, and one-on-one assistance with the Job Developer.
- The VETS Office provides eligible students with school supplies, transportation assistance, textbook vouchers, advice on courses, assistance with VA Educational benefits, and assistance leveraging campus and community resources.
- To best serve the basic needs of our students, the Food Pantry at Fort Irwin provides daily breakfast, lunch and snack options as well as weekly pantry items. Our monthly Produce Market

provides students with access to fresh fruits and vegetables, meat, dairy products, and bread in addition to their pantry items. Students can also receive free personal care and hygiene items.

In the next year, we hope to expand the services of each of these areas to include:

- Teaching and Learning Support Center: Hosting workshops and events focused on study habits, training on different technologies, communication, and developing interpersonal skills will lead to greater student success rates. Carving out an area for a “High Tech Vet Center” where military students can come to lounge, study, or collaborate will make the campus an inclusive, inviting place for service members, veterans, and family members to learn. Utilizing existing software such as CASAS and Aztec Software in the TLSC and lab will allow us to better serve our ESL student population. Scheduling faculty to host additional tutoring hours or academic workshops will lead to greater course completion and success rates. More structured testing/proctoring procedures and hours will also alleviate pressures expressed by employees and students. This will also help us to better serve the needs of the Ed Center and the US Army.
- Career Technical Education: CTE’s role at Fort Irwin is vital to its success as most of our student population is seeking CTE degrees. Many students can benefit from targeted outreach and events. Transitioning soldiers, and their families, can benefit from career exploration, resume assistance, connections to employers, and job placement. There are many opportunities to develop Contract Education partnerships with the military and its contractors. This will provide OJT training opportunities and may provide necessary certification(s) for students to advance professionally while meeting the needs of the military and various potential employers.
- Veterans Education and Transitional Support Program: The VETS Program should be expanded to include degree-seeking service members, particularly those who may be transitioning out of the military soon. Providing VETS services at Fort Irwin will allow a greater number of eligible students to receive the support they need and will mitigate some of the challenges students face as veterans or transitioning soldiers. Duplicating supports like small groups, VRC events, and access to community partners will make the program more inclusive and accessible for Fort Irwin students. (Further research is needed to determine how to best serve military family members and provide adequate support services to them. This could be done through existing Programs or through the implementation of a new targeted program.)
- The demand for the Food Pantry continues to grow at Fort Irwin. Expanding services to include additional produce markets, providing a greater selection of food, offering baby/children’s items, and building a warm clothing closet will better serve our students’ basic needs. (This may require additional staff or student worker(s) to maintain).
- Additional supports and services:
 - The Mindful Space has begun scheduling dates to be at Fort Irwin in order to provide mental health counseling and resources to students as needed. Having additional dates will allow us to plan workshops, group counseling, and more. As mental health, relationship health, and risk for suicide/suicidal ideation are concerns for many service members, Mental Health counseling may be critical in this location. (Potential challenges include fear of stigma, lack of advertising, and hours of availability).
 - Transfer and Career Center is committed to attending on a biweekly basis to provide students with college and career exploration, application assistance, interview

techniques, etc. May host workshops and meet students one-on-one. (Potential challenges: May need more than biweekly during peak periods).

- IT-Technical support currently visits Fort Irwin as needed. On testing days there are often processes that require IT support so it may be a good idea to schedule IT or TLSC staff to come on testing dates for additional support. Maybe IT can have a more rotational presence at Fort Irwin to repair, maintain, or install hardware/software on a regular basis.
- Financial Aid-
- Student Life/Student government-

Resources Needed:

-

Goal 1 Progress

Increase Military student engagement with student life activities. (Priorities 2 and 3).

While Fort Irwin continues to increase the numbers of activities and events we host, there is still a lot of work to be done in this arena. Specifically, in partnering with ASG/Student Life to have regular student led events as outlined in Objective #1.

Additional opportunities exist in building partnerships with outside organizations such as BOSS, Spouses Club, USAA, etc. but these have not yet been explored due to the overturn experienced with Fort Irwin leadership. However, we have recently made changes which will allow for more outreach to these groups through affiliations with AUSA, Military Affairs, MWR, and the Education Center.

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Goal 2 Progress

Create and/or Enhance programs that support Military Dependents (Priorities 1 and 3).

Fort Irwin campus has recently started hosting enrollment events targeting our military and veterans as well as their families. Both active-duty family members and veteran dependents (using benefits) are eligible for priority registration allowing them to enroll before others. We have attended newcomer's briefs in the past but not recently. This is a practice we would like to resume. In fact, there are several ways we could do better to support these potential students and there continues to be a great opportunity for growth and expansion when it comes to serving the families of our active duty and veteran students.

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Goal #3 Progress

Enhance and/or create programs that support career growth for active-duty military members.

SDEV courses have shown exemplary results over the past year with soldiers scoring as high as 146 on the TABE post-test. Six different sections of this course have been offered each semester in different formats including 2,3, and 9-week lengths. To date, the nine-week course has not had very high enrollments and the two-week length has been very condensed. The best results have been seen in the three-week course offering and the Army is seeking to duplicate this effort at other installations due to its high success. We will continue to adjust as needed to fit the demands of soldiers and the ed center so participants can continue to have career growth opportunities.

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BUDGET ALLOCATION PROPOSAL

Date: <u>11.27.22</u>	Originator: <u>Michelle Bond</u>		
Program or Department Name:	<u>Fort Irwin Site- Academic Affairs</u>		
Dean/Vice President/Supervisor:	<u>Dr. Jennifer Rodden</u>		
What are you requesting? (<i>Brief</i>)	<u>New position(s)- restoring former position</u>		
Amount Requested: <u>\$130,000</u>	<input type="checkbox"/> One-time Funding	<input checked="" type="checkbox"/> Ongoing Funding	
Funding Source (if known):	<u>CTE? SEA? Basic Needs?</u>		
REQUEST TYPE:			
<input checked="" type="checkbox"/> Personnel/Staffing <small>Complete Personnel/Staffing section below</small>	<input type="checkbox"/> Technology Resource <small>Complete Technology section below</small>	<input type="checkbox"/> Facilities Resource <small>Complete Facilities section below</small>	<input type="checkbox"/> OTHER

PERSONNEL/STAFFING REQUEST			
Is the position request for:	<input type="checkbox"/> Faculty	<input checked="" type="checkbox"/> Classified	<input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties)		
	<input checked="" type="checkbox"/> An existing classification	Official Job Title:	<u>Site Office Coordinator & Student Success Advisor</u>
Is the position requested:	<input checked="" type="checkbox"/> Full Time	<input type="checkbox"/> Part Time:	<u>12</u> Months/Year <u>40</u> Hours/Week

TECHNOLOGY RESOURCE REQUEST			
Indicate the category of the request:			
<input type="checkbox"/> Hardware	<input type="checkbox"/> Software	<input type="checkbox"/> Printer/Copier	<input type="checkbox"/> Network
<input type="checkbox"/> Audio-Visual	<input type="checkbox"/> License/Maintenance		
Indicate the intended users:			
<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Is training required? <input type="checkbox"/> No <input type="checkbox"/> Yes Explain: _____			
How will it be secured? <input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password			
Have you completed and attached the Technology Assessment Form ?			

FACILITIES RESOURCE REQUEST			
Indicate the intended users:			
<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Is maintenance required? <input type="checkbox"/> No <input type="checkbox"/> Yes Explain: _____			

BUDGET ALLOCATION PROPOSAL

1. Why is the request being made?

Fort Irwin is staffed with the bare minimum to include only one Student Services Specialist and one Learning Support Specialist. As such, there are often times where we have no coverage if there is testing happening and/or somebody calls out. The workload is met but nothing more can be done to include, but not limited to: outreach, networking, special events, coordination of activities, etc. We need to have a person doing this work in addition to VA, Special Programs and Services, Ed Center activities, Food Pantry (Basic Needs), testing/proctoring, and more. All of these things require coordination and an advisor to facilitate. In the past, Fort Irwin has had a coordinator who ensured the workflow in the office, coordinated events and activities, and provided support to the Director as needed. There was also a full time advisor assigned to cover the student services needs of the office as well as conduct outreach efforts at the education center as requested by the Army and ESO.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

All areas of program review (Goals 1-3) would benefit from having an additional staff at Fort Irwin, specifically a Coordinator and Advisor. If we are to perform at our best level and grow the Fort Irwin site, a coordinator is critical to our success. This person can help with outreach, events, scheduling, career readiness, as well as provide additional support to the front counter and TLSC staff currently assigned to Fort. An advisor (FT) would provide additional support with all student services functions including outreach, enrollment, financial aid, scheduling counseling, etc. In addition, they will provide the additional support needed for expansion of the VETS program or similar program for Active Duty, creation of a program for dependents and spouses, and help to expand our basic needs services to all military affiliated students.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

Our outcomes in the 2021-2022 Program Review focus on increasing student enrollment and classroom population as well as implementing a Student Success Program and building a rotational schedule. Our goals include increasing student engagement and activities, creating a program to support military dependents, and creating programs that support career growth for our active duty military. All of these require additional staffing to achieve as there is currently not enough staff to even have full time coverage let alone to coordinate these additional events and programs.

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

Goals 1-3

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

(This question is not required for Personnel/Staffing requests.)

BUDGET ALLOCATION PROPOSAL

4. a) How will this resource improve student success or institutional services?

- b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

- 5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. [Mission Statement](#)

The Mission Statement for BCC states we are committed to providing our military population with the educational tools to achieve personal goals and professional growth. With a large student population and small support staff, we need additional personnel to deliver a high level of services.

2. [Strategic Priorities / Strategic Goals](#)

Adding staff to Fort Irwin supports strategic priorities 1-3:

1. Adding staff helps us to clarify the path, enter the path, stay on the path, and ensures their learning through high touch services offered by a robust, committed staff.
2. With additional staff we can further strengthen and expand our educational offerings by creating innovative and strategic partnerships with community, government, and military agencies.
3. Adding additional staff would help us to create a mutually supportive and caring environment for our students and the staff. Continuing to operate with a small staff is creating additional stress for the team and is resulting in lower productivity.

3. [Educational Master Plan](#)

Priorities 1, 2, 4, and 7 of the Educational Master Plan: Adding staff would help us to meet Strategic Priority 1, Goal #2 (pg 14) which states we will promote improvement in the success of underprepared and/or at-risk students through instructional support and college services. Expanding our outreach efforts using additional staff would meet Strategic Priority #2 with regards to Marketing and Outreach. Improving campus culture through student engagement and staff involvement in the college and community is addressed in Priority 4 (pg 18-19) and can be achieved by provided adequate staff levels. Lastly, Strategic Priority #7 is addressed through the recruitment/retention of an excellent, diverse, and highly skilled workforce. Additional staff would alleviate the burden and growing stress on current Fort Irwin employees

BUDGET ALLOCATION PROPOSAL

who have to wear multiple hats to serve the more than 800 students at Fort Irwin. If we are to see this number grow, and our program success, hiring more personnel is key.

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

BUDGET ALLOCATION PROPOSAL

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
(This section MUST be completed)

Budget Program Number: _____ Restricted Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____

Barstow Community College

Position Description

Position: Site Office Coordinator	Salary Grade: 19
Department: Off Campus	FLSA: Non-exempt

Summary

Provides a variety of administrative and technical support duties in order to deliver academic and student services to a branch campus or other remote instructional site. Provides partial office leadership to a small team of support staff.

Essential Duties and Responsibilities

- Coordinates, schedules, oversees, monitors, and participates in all levels of support service for a large off-campus site. Schedules classrooms, labs, meeting rooms and other facilities used for education.
- With direction from an appropriate administrator coordinate activities dealing with credit based courses, contract training, and grant deliverables.
- Participates in organizing, coordinating and overseeing events including but not limited to K-12 outreach events both on-site and off campus locations, advisory meetings, infrastructure and other improvements and upgrades on-site.
- Assist in program review and curriculum development.
- Participates in Establishing and maintaining communications between the College and community organizations to coordinate use of facilities and to determine community needs.
- Develops and distributes materials to publicize the College in the community or locale. Distributes information in writing or by speech to individuals and groups with high propensity to use College services.
- Participates in developing class schedules to be compatible with available staffing, student demographics and availability and District-wide schedules and timelines. Prepares and updates schedules, lists, and other materials.
- Provides administrative support to one or more administrators. Composes correspondence, reports, and other materials.
- Creates and maintains files and filing systems related to unique educational plans or criteria.
- Instructs students on the correct ways to complete forms and applications. Explains the applications, requirements and restrictions. Reviews completed forms for accuracy and completeness.
- Oversees and participates in processing of application forms, reviewing student records for changes in status. Forwards records and other information to appropriate personnel. Analyzes and determines the status of applications and forms, referring problems or unique

situation to the appropriate department for assistance and resolution. Notifies students of need for additional information.

- For students with special circumstances enters application data onto a computerized student information system.
- Processes registration and enrollment changes; forwards information for posting of student drops; assures accurate accounting through computer entry of enrollment changes and fees collected or owed.
- Receives and forwards financial aid applications, reviewing documents for accuracy. Receives questions from students regarding financial aid, referring difficult or involved explanations to others.
- Provides orientation and other information for faculty, coordinating and monitoring grade reporting and attendance accounting.
- For new students, arranges for and/or provides orientation for appropriate division and programs. Arranges for specialized assessment services for students.
- Ensures that audio-visual equipment is in proper working order. Oversees work-study students that provide assistance to students.
- Serves as an authorized testing administrator as required for certain exams. Takes attendance and prepares reports for testing sources. Ensures adequate and suitable testing facilities.
- Maintains up-to-date student files that include educational agreements, applications, registrations, and other materials for partnering organizations.
- Participates in community activities that enhance the College's presence in the community or locale.
- Provides training and oversees work activities of assigned staff, including student workers.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ **Knowledge and Skills**

This position requires an in-depth knowledge of credit based and contract training programs. The position requires in-depth knowledge of admissions, registrar functions, and financial aid. Requires a working knowledge of the demographics in the community. Requires a working knowledge of the College's functions, both academic and administrative. Requires basic knowledge of the special provisions required for providing higher education. Requires thorough knowledge of modern office practices, procedures, equipment, filing systems, reception and telephone techniques, and letter and report writing. Requires a working knowledge of the software used on campus computers and of hardware to resolve basic problems. Requires well-developed knowledge of and skill at using proper English grammar, spelling and punctuation. Requires well-developed human

relations skills to influence others to attend courses on a one-on-one basis, convey technical concepts, and build trust in the community. Requires math skills to monitor a budget. Requires professional writing skills sufficient to prepare marketing-oriented materials and correspondence. .

▪ **Abilities**

Requires the ability to carry out all activities of the position. Requires the ability to assure smooth flow of information to, from and within the campus. Requires the ability to process admissions, student data, and administrative data on a timely basis. Requires the ability to learn and become qualified to proctor college course exams. Requires the ability to interpret and explain policies and procedures. Requires the ability to communicate with faculty, staff, students and the public using patience and courtesy, and in a manner that reflects positively on the college. May require the ability to perform work assignments at all College locations.

▪ **Physical Abilities**

Requires the ability to move to varying locations. Requires ambulatory ability to operate a personal computer keyboard and audio-visual presentation equipment. Requires occasional lifting of light weight materials. Requires visual acuity to drive a car and to read words and numbers. Requires auditory ability to carry on conversations and speak to small groups.

▪ **Education and Experience**

The position requires an Associate's Degree and six years of experience preferably in educational clerical/customer support to include admissions, financial aid, and administrative support to the delivery of instruction. Additional higher education may substitute for some experience.

▪ **Licenses and Certificates**

A valid driver's license. Test proctoring certificates as required.

▪ **Working Conditions**

Work is performed indoors where some minimal considerations exist.

This job/class description, describes the general nature of the work performed, representative duties as well as the typical qualifications needed for acceptable performance. It is not intended to be a complete list of all responsibilities, duties, work steps, and skills required of the job.

BARSTOW COMMUNITY COLLEGE DISTRICT

JOB DESCRIPTION

POSITION: Student Success Advisor

BASIC FUNCTION

Under the direction of an assigned supervisor, coordinate and provide a variety of services in support of student success and equity program(s). Provide services to students designed to improve retention, completion, graduation, and/or transfer rates. Perform general administrative duties in support of student success and equity program(s).

REPRESENTATIVE DUTIES

1. Provide student success support services to students and potential students of the college including, but not limited to, assistance with; orientation, assessment, registration, academic advising, catalog, schedule, website interpretation, transfer information, financial aid application, and connections to student activities and outreach services.
2. Assist with the implementation of Student Success and Equity Plans and programs by providing a variety of paraprofessional career and academic advising and placement services to new and continuing students including the development of educational plans such as general education requirements, major, transfer and college requirements.
3. Works with admissions, counselors, and financial aid staff to provide students with the resources and knowledge needed to make matriculation decisions.
4. Schedules students for appointments with counselors, assessment and orientation sessions, and other support services as appropriate.
5. Answers inquiries, makes appointments and provides information to students, faculty, staff and administration. Takes messages and refers calls as appropriate.
6. Maintain a positive image of the department to staff, students and the public, which includes planning, developing and conducting related outreach, career fairs, and college visitations.
7. Performs clerical and administrative duties including technical formatting, building and submitting reports. Provide clerical support for meetings as assigned.

8. Record, monitor and report program budget expenditures according to established procedures. Assist with budget preparation and on-going monitoring.
9. Performs a variety of secretarial duties for the counseling staff, transfer center, and Student Success and Equity programs.
10. Coordinate and provide services to students which include assistance with procuring books, meals, transportation, and providing other related services in support of student success and equity.
11. Assist students in completing enrollment and eligibility forms.
12. Maintain student files and other files or documents related to student success and equity activities.
13. Prepare, maintain and submit work requests, time cards, mileage reimbursement, meals, requisitions, media requests and other expense claim forms.
14. Assist faculty and staff with various program/department activities in support of student success and equity.
15. Assist in organizing and participate in student cultural and social activities conducive to student success and equity.
16. Assist Student Services in providing guidance, support, and assistance to students concerning class schedules, career goals, instructors, and academic progress. Assist students in developing life skills and communication techniques which will enhance their chance of success.
17. Input student success data and provide follow up with students as needed. Verifies, compiles, interprets, and records a wide variety of data and information.
18. Coordinate with administration, faculty, and staff of student services and Academic Affairs to exchange information and coordinate services and activities related to student success and equity.
19. Refer students to outside community resources as appropriate.
20. Perform other work related duties as assigned.

KNOWLEDGE AND ABILITIES

Knowledge of :

- State funded programs and resources encompassing at risk groups, including socially and economically disadvantaged students.
- Working knowledge of higher education certificate and degree requirements that accommodate disadvantaged students.
- Social and cultural programs that can enhance student retention and success.
- Funding sources, requirements and services available to students from other agencies.
- Student support services.
- Community College and Transfer program requirements.
- Sufficient language and writing skills to prepare reports and correspondence.
- Working knowledge of common office productivity software such as student databases, word processing, spreadsheets, and presentation graphics.
- Math skills sufficient to maintain financial and statistical records.
- Computer software applications including Microsoft Office
- Laws, regulations, policies and procedures required to perform the duties of this position.

Ability to:

- Carry out all aspects of the position.
- Maintain confidentiality when appropriate or required
- Implement programs and services.
- Demonstrate sensitivity to diverse populations.
- Follow program guidelines and determine student eligibility.
- Perform work at all College locations.
- Hand-eye-arm coordination.
- Use a personal computer.
- Sufficiently hear and carry out auditory conversations in one-on-one and group settings, including presentations.
- Read printed materials.
- Follow written and oral instructions.

EDUCATION & EXPERIENCE

Associate degree in psychology, sociology or related field and two years of related experience in student advisement.

LICENSE & CERTIFICATES

Requires a valid driver's license.

WORKING CONDITIONS

Environment:

Office and other locations on the main campus as well as other sites which the District serves. Some travel to outlying sites may be required. Work is mostly performed indoors where minimal safety considerations exist.

Physical Abilities:

Sitting or standing for extended periods of time.

CONDITIONS OF EMPLOYMENT

A full-time, 12-month, classified position. Indexed to placement on the Classified Salary Schedule at a Range 17. This position is subject to occasional evening hours.

Board approved: 5/20/15