

Non-Instructional Program Review Template

What is a Non-Instructional Program?

Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Non-Instructional Program Name

Please indicate the program name: Military & Veterans Programs

Academic Year: 2024-2025

Name(s) of Submitter(s): Michelle Bond

I. Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the area mission and how does it support the institutional mission?

The mission of BCC Military & Veterans Programs is to provide comprehensive support and resources for military service members, veterans, and their families. We aim to facilitate their successful transition and academic success by offering tailored services, fostering a supportive community, and ensuring access to educational and career opportunities.

This supports the college's mission to provide equitable, accessible, and affordable education to its diverse student body, specifically our local, military, and historically marginalized student populations.

B. What is the area vision and how does it support the institutional vision?

The vision of Military & Veterans Programs is to be a leading model of excellence in supporting military service members, veterans, and their families. We strive to create an inclusive and empowering environment where our students thrive academically, personally, and professionally at BCC. By fostering a community of growth, respect, and understanding, we aim to enhance their overall educational experience and ensure they achieve their full potential. We seek to further the college's vision of being the hub of innovation and educational excellence for all military-affiliated students.

C. Please provide a short area description:

Since 2022, our services have been offered across three key locations: the Fort Irwin campus, the Veterans Resource Center at BCC Main, and our office at the Fort Irwin Education Center. Our dedicated and highly trained support staff is committed to meeting the unique needs of our military and veteran student populations.

We provide a comprehensive array of academic and student services tailored specifically for them, including admissions, counseling, financial aid, tutoring, testing/proctoring services, a food pantry and basic needs assistance, mental health services, library and computer lab access, and a specialized Veterans Resource Center. Our goal is to ensure that our service-connected students receive the support they need to thrive academically and personally.

D. How does your area align to and/or support one or more of the following BCC Strategic Priorities?

BCC Military & Veterans Programs support Barstow Community College's strategic priorities as follows:

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1. Innovate to Achieve Equitable Student Success: We offer personalized support—such as counseling, financial aid, and tutoring—to meet the unique needs of military and veteran students. By focusing on their ultimate goals and designing solutions with their needs in mind, we ensure equitable access to resources and provide the robust support necessary for their success.

2. Ignite a Culture of Learning and Innovation: By integrating innovative support strategies and leveraging technology, we foster a culture of continuous learning and professional development for our military and veteran students. We cultivate an environment where internal stakeholders feel included, valued, and empowered to achieve their goals.

3. Build Community: MVP integrates innovative support strategies and leverages technology to foster continuous learning and professional development for our military and veteran students. At Fort Irwin, we host monthly community events to outreach to potential students, build relationships with leadership, and support the Army's mission. We've expanded these efforts to Marine Corps Logistics Base (MCLB) and Edwards Air Force Base (AFB) where we continue to cultivate relationships, diversify our outreach through education fairs and community events, and provide tailored support to meet the needs of military and veteran students.

4. Achieve Sustainable Excellence in All Operations: We focus on operational excellence through regular program assessments and staff development, ensuring our services are effective, efficient, and aligned with BCC's goals. We also cultivate an environment where internal stakeholders feel included, valued, and empowered, encouraging ownership of goals and performance to ensure that everyone is recognized and actively engaged.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

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Customers

Demographics of internal and external customers – who do you serve?

Internal Customers: The internal customers of BCC Military & Veterans Programs are the Barstow Community College staff and departments, including Academic Affairs and Student Services, who depend on our programs to support military and veteran students.

External Customers: Our external customers include the broader Barstow community, specifically veterans, active-duty military members, and their dependents. We also serve civilians and contractors at Fort Irwin and MCLB, as well as child dependents in K-12 schools on base. Additionally, we engage with Education Centers, community partners supporting military families, and local and federal government departments and officials.

Policies and Process Response

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; guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.

There have been no significant changes to local policies recently affecting us. However, we continue to operate under the guidelines of the Army Education Center, Department of Defense, Department of Veterans Affairs, and the California State Approving Agency. These policies are regularly updated and specific to our area.

In the past year, we completed a VA Compliance Survey, updated our MOU with the DoD, and are currently participating in the DoD's Institutional Compliance Program. These efforts have helped us evaluate our operations, identify strengths, and target areas for improvement, particularly in outreach and recruitment of military-connected students and veterans.

We also comply with guidance from both the CCCC and Congress, including VRC Minimum Standards, Principles of Excellence, the Veterans 8 Keys to Success, Vision for Success, and the new Vision Aligned Reporting (VAR) requirement.

What in-house policies, procedures, and processes need to be updated, created, or deleted?

As a result of both the DoD Institutional Compliance Program (ICP), Department of Veterans Affairs (VA), and reas for Improvement/Remediation:

Policy on Recruitment Practices: As a result of the DoD Institutional Compliance Program (ICP) and Department of Veterans Affairs (VA), the college must establish and adopt a recruitment policy explicitly prohibiting unethical practices related to the recruitment of military-connected and veteran students.

Updated Website Information: Another remediation requested by the DoD ICP includes updating our website to ensure it provides current, relevant, and easily accessible information for military and veteran students, including all necessary details for DoD and VA. Students should be able to easily access information about their Financial Aid, degree path, career opportunities, and instructions to use tuition assistance, VA, and Vocational Readiness and Employment benefits.

Pre-Certification Advising Process: To comply with VA requirements, we must enhance our pre-enrollment and pre-certification advising. This should include individualized details on program length and cost, financial aid options, and job/career data for the chosen major.

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Specialized Counseling Services: In line with CCCC minimum standards for Veterans Resource Centers, we need to expand our tailored counseling services to better support military and veteran students. This includes evaluating JST and CPL credits in their first semester, offering dedicated counseling within the Veterans Resource Center, and providing transfer and career counseling for transitioning service members.

Articulating Military Experience and CPL: To meet VA requirements, we must evaluate all prior transcripts and JSTs in the first semester. Additionally, CCCC encourages developing processes that support MAP/CPL, improving the evaluation and recognition of military experience and prior learning for academic credit.

Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why? Please provide examples of collaborating with other areas on projects, process improvement, etc.

To ensure we offer appropriate courses, provide excellent academic support, and utilize faculty effectively, we rely on Academic Affairs for essential administrative support. This includes help with scheduling, programming, faculty hiring, and evaluating educational outcomes. Critical to our success are collaborations with CTE, Adult Education, the Teaching & Learning Support Center, and the Distance Education/Online Office.

Given the breadth of services we provide, especially at our remote locations, we depend on strong communication with Admissions & Records, Financial Aid, and Counseling to deliver outstanding student services. We also work closely with Basic Needs, the Mindful Space, the Transfer Center, and Special Programs & Services to offer targeted support to our students.

Examples: Barber events at Fort Irwin (CTE), MOU with CYS Fort Irwin (CTE), BSEP Program (Adult Ed), Fort Irwin Food Pantry & Produce Market (Basic Needs), End of Year Celebrations (SPS), The Mindful Space at Fort Irwin (TMS), Workshops/Small Groups/Panel Discussions (TLSC, TMS, TCC, Faculty), CodeBoxx Cadet Program (CTE/Academic Affairs), etc.

What other areas have you worked with? Please provide examples of collaborating with other areas on projects, process improvement, etc.

For projects, processes, and compliance reviews, we rely heavily on the Dean of Enrollment Services, Dean of Instruction, and Dean of Counseling. We also rely on multiple departments including PIO, Enrollment Services, Financial Aid, Counseling, CTE, and the Institutional Research Departments.

What other areas do you want or need to work with more and why?

Recognizing the challenges of transitioning, we need to partner more with campus partners including Academic Affairs, CTE, DEITC, TLSC, Student Services, Counseling, and PIO as each area is instrumental in providing supports to our collective student body.

Enhancing partnerships with community organizations such as the Chancellor's office, MAP/CPL Initiative Team, Education Centers for Fort Irwin and MCLB, the Barstow Chamber of Commerce, Barstow Veterans Home, the Association of the US Army, CalVet, the High Desert Vet Center, and various non-profit agencies. These collaborations help provide the comprehensive community support our students need to succeed academically and personally.

Staffing

Area Organization – state any changes in past few years

In 2022, Military Programs and Veterans Services combined to create Military & Veterans Programs (MVP) reorganized under Academic Affairs. At the time, the two areas operated under different

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departments and directors. Each had their own staff:

Military Programs Director-> Student Services Specialist-> Learning Support Specialist -> Student Success Advisor (.5 FTE) -> 2 Tutors -> 1 Student Worker (+ 2 FTE Counselors, 1 PT Counselor)

Veterans Services (Director of SPS)-> Student Support Services Coordinator-> Student Success Advisor -> Student Worker (+ 1PT Counselor)

Services in both areas were also supported by additional staff from outside areas to varying degrees.

The new structure includes: 1 FTE Director of Military & Veterans Programs-> 1 FTE Coordinator -> 1 FTE Student Services Specialist -> 1FTE Learning Support Specialist -> 1 FTE (vacant) Student Success Advisor -> 3 Student Workers (+ 1 FTE Counselor and 1PT Counselor at Fort Irwin)

Please list any professional development that staff has participated in (Standard 3.2)

Staff is encouraged to seek the equivalent of 1 hour of Professional Development each week. This includes modules from the Vision Resource Center, LinkedIn, Keenan Safe Colleges, CCCC webinars, the VA Training Portal, or other campus/community trainings.

In addition to several online modules, the staff completed Mental Health First Aid Training, attended the Fentanyl Symposium, Suicide Prevention, 10 hour VA Certifying Official Training, Army IgnitEd, Sexual Harrassment Prevention, and numerous DEI trainings.

Team members also completed annual certification/recertification for proctoring services offered through Pearson Vue, CLEP, DssT, TABE, and CASAs.

Team members have attended conferences including the College Council of Military Educators (CCME), Western Association of Veterans Education Specialists (WAVES), CCCC Veterans Symposium, the CCC CPL Summit, The Breakthrough Coach administrator training, and more.

Please list any professional development staff would benefit from (Standard 3.2)

Additional training is needed in the following areas:

Army IgnitEd/AI Portal, Vision Aligned Reporting, and MAP/CPL: We require further training to effectively utilize these systems and comply with their requirements.

VA Certifying Official and Proctoring Services: Annual training is necessary for VA Certifying Officials and all proctoring staff to ensure up-to-date knowledge and effective service delivery.

Military Culture and Inclusivity: Campus-wide training on military culture and inclusivity for veterans is essential to enhance understanding and support for our military-connected students.

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.
YES.

All classified staff assigned to MVP were evaluated by the Director of Military & Veterans Programs. The director was evaluated by the VP of Academic Affairs
Counselors were evaluated by the Dean of Counseling and other faculty.
Faculty evaluations were completed by the Dean of Instruction and other faculty.

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?

Due to the department's reorganization, it's physical infrastructure, and increased workload, all team

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members are working at or above capacity. Insufficient staffing is a critical concern and poses a significant risk to delivering consistent customer support.

Although we continue to receive high praise from students for the service and support provided, our ability to expand is limited. Currently, we have only enough classified staff to assign one person to each physical location, which hampers our growth potential.

Area Effectiveness Data and Analysis

Satisfaction Surveys

No data currently available but survey in progress

Audits, project tracking, etc.

We use a spreadsheet and Banner to track data for the VETS Program, SARS to monitor student contacts and reason codes by location and person, ARGOS to monitor VA benefits, Tableau for FTES data, DataMart for historical data, and other program as need arises

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

Equity gaps have emerged in the level of services available to students at the Fort Irwin location. Due to its remote setting and the nature of living on an installation, many students cannot access classes and services at the Barstow Main Campus.

To address this issue, we have extended several key services to Fort Irwin, including Basic Needs, Mental Health Services, Tutoring, and Career Assessment. Departments such as The Mindful Space, the Transfer and Career Center, and Special Programs and Services visit Fort Irwin on a rotational basis (1-2 times a month) to support military students. We would like to see the number of support days increased to better serve students participating in these programs.

Additionally, we have established a textbook lending library to assist students while they wait for their textbooks to arrive. Recognizing the challenges with technology and internet access for many active-duty members, we provide laptop checkouts and a limited number of hotspots. We hope to increase the number of these devices on hand to serve the need of our students (particularly during BSEP and/or rotation).

Our Veterans Education and Transitional Support (VETS) Program offers academic and psychosocial support to transitioning veterans. We are now looking to extend this program to include active-duty service members who are preparing for transition, aiming to enhance their success both academically and personally.

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Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

The Military & Veterans Programs department assists Barstow Community College (BCC) in reaching institutional set standards and stretch goals through several key initiatives:

1. **Enhanced Support Services:** By offering tailored support such as specialized counseling, tutoring, and career services at Fort Irwin and other remote locations, we ensure military and veteran students receive equitable access to resources, aligning with BCC's commitment to student success and equity.
2. **Streamlined Processes:** Implementing and refining processes for pre-certification advising and credit evaluations helps maintain compliance with VA requirements and CCCCCO standards, supporting BCC's goal of operational excellence.
3. **Community Engagement:** Collaborating with local and national organizations, including the Education Centers for Fort Irwin and MCLB, helps build strong community relationships and enhances our outreach and recruitment efforts, contributing to BCC's goal of community engagement and growth.
4. **Technological Integration:** Developing innovative solutions such as a textbook lending library and providing technology resources (laptops and hotspots) addresses gaps in access and supports student success, aligning with BCC's focus on providing robust student support services.
5. **Virtual Workshops and Small Groups:** Expanding our workshops and small groups to include virtual attendance provides equitable access and flexibility for students facing barriers to in-person attendance.
6. **Innovative Scheduling of Classes:** To align with Fort Irwin's training schedules and maximize student attendance, we schedule Fort Irwin classes during lunch hours or in the evening. In summer, we use a split schedule to accommodate service members' annual block leave, ensuring they don't miss valuable instruction time.

Innovative Projects to Address Deficiencies include:

1. **Create Mobile Support Units:** Establishing mobile units or pop-up services that periodically visit remote locations (such as MCLB) to deliver essential services directly to students, mitigating the challenges of accessing resources from distant campuses.
2. **Expand Counseling:** Expanding counseling services to include placing a counselor in the VRC with both in person and virtual appointments will provide flexible, accessible support for students, especially those facing barriers to in-person attendance at the Fort Irwin campus (where our Vets counselor is currently housed).
3. **Utilize Advanced Data Analytics:** Utilizing data analytics to track student progress and identify areas where additional support may be needed, allowing for targeted interventions and improved outcomes.
4. **Expand New and Existing Partnerships:** Strengthening partnerships with additional community organizations and non-profits to broaden the range of support services available to military and

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veteran students, enhancing their overall experience and success.

5. Apply for Grant Opportunities: The California Community Colleges Chancellor's Office (CCCCO) is inviting colleges to apply for the Mental Health Demonstration Grant. This grant provides \$150,000 over two years to support institutions that are implementing or planning innovative mental health initiatives for veterans. The grant encourages collaboration both on and off campus, involving key stakeholders such as mental health providers, non-profit organizations, and government agencies. The aim is to implement or expand services to reduce PTSD and veteran suicide rates, and to create welcoming spaces that promote wellness for veterans both on campus and in the broader community. The application deadline is September 20.

6. Develop the MAP/CPL Process: With the support of the MAP Initiative team and various campus stakeholders, we have the chance to establish a Campus CPL/MAP Strike Team. This team will bring together the expertise of counselors, instructional faculty, articulation specialists, evaluators, and Military & Veterans Programs to create a streamlined and effective process for awarding Credit for Prior Learning (CPL) to service members and veterans, as required by regulations. Additionally, this initiative aims to extend CPL opportunities to the general student body, potentially leading to increased enrollments, higher Full-Time Equivalent Students (FTES), and improved completion rates.

7. Develop a Military & Veteran Career Readiness Program(s): MVP acknowledges the difficulties transitioning service members and veterans face when entering the civilian workforce. While college education provides academic preparation, many veterans need help translating their military experience into civilian terms and may lack civilian work experience. Expanding career services on campus can address these challenges, enhancing student retention and success. We aim to implement innovative projects to support veteran career development and transition, including: Veteran Mentorship Program, CalTAP, Veteran Entrepreneurship Network, 50Strong Career Network, Civilian and Federal Service Internship Programs, etc. We seek to focus on these partnerships and collaborate to develop a comprehensive Career Readiness Program for our students.

These initiatives and projects help BCC achieve its institutional goals by addressing gaps in service, enhancing student support, and fostering a more inclusive and supportive educational environment for military and veteran students as we strive to become a hub of innovation and academic excellence for all students.

Other Supporting Data (Qualitative or Quantitative)

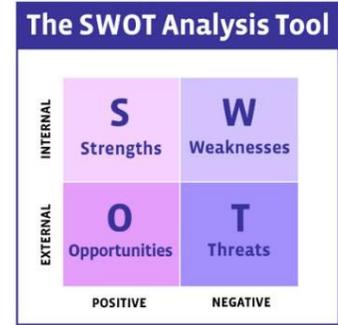
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SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Comprehensive support services; Dedicated staff; Innovative solutions; Strategic partnerships;	WEAKNESSES Limited staffing; Infrastructure challenges; Communication barriers
External	OPPORTUNITIES Enhancing virtual services; Broadening partnerships; Utilizing Data; Innovative program development	THREATS Frequent policy changes; Budgetary constraints; Remote location/Access; Staffing

III. Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)

The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle

You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.

As you develop goals and outcomes:

- formulate **two to three goals with an expected outcome for each** that will help maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).
- indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)
- indicate how each goal and outcome are **aligned** with the College's [Strategic Priorities](#).
- indicate how each goal and outcome are **aligned** with the [Pillars of Guided Pathways](#).
- List at least one **action/strategy** for each goal/outcome.
- Explain how you will **measure** the goal/outcome.
- List any **resources** that will be needed to achieve the goal/outcome

GOAL #1

Increase FTES at Fort Irwin location
 Barstow Community College

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Expected Service Area Outcome/Administrative Unit Outcome

By increasing FTES at the Fort Irwin location, we will secure more funding to support the site and enhance the success and sustainability of our programs. This approach promotes long-term growth and development. Utilizing innovative recruitment strategies, flexible course scheduling, and enhanced support services will boost program visibility, making it a more appealing choice for military-connected students and driving higher enrollment numbers.

A. This Goal/Outcome is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

B. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

C. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

D. Please list actions/strategies for achieving this goal/outcome.

Implement targeted recruitment strategies, including outreach events and partnerships with military units and organizations.

Offer flexible class schedules and programs tailored to the needs of Fort Irwin students, such as in person evening, weekend, and lunch-hour classes. Identify rotation schedule needs to best accommodate Active Duty students.

Create a marketing campaign to promote the benefits of attending the Fort Irwin location and success stories from current students.

E. Briefly explain how you will measure the goal/outcome.

To measure the outcome of our goals, we will begin by reviewing insights from the recent Fort Irwin needs assessment and rotational calendar to understand the specific needs of potential students.

Additionally, we will analyze enrollment trends using data from DataMart and Tableau to make informed

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adjustments and respond effectively.

F. Please list resources (if any) that will be needed to achieve the goal/outcome.

Fort Irwin Needs Assessment results (requested)

Approved Rotational Calendar (requested)

MIS and enrollment data

GOAL #2

Increase staffing and supports

Expected Service Area Outcome/Administrative Unit Outcome

With increased staffing and better infrastructure, students at our remote location(s) will receive more consistent and comprehensive support along their educational journey leading to increase retention and success rates. This will allow us to streamline our operations and reduce logistical challenges of staffing multiple geographic locations. With this increase in operational efficiency and effectiveness, students will experience greater satisfaction and better overall experiences.

G. This Goal/Outcome is

New

Continued

Modified

If modified please list how and why.

Click or tap here to enter text.

H. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

Choose an item.

I. Relationship to Guided Pathways

Clarify the Path

Entering the Path

Staying on the Path

Support Learning

J. Please list actions/strategies for achieving this goal/outcome.

Assess staffing needs regularly to identify staffing gaps and future needs based on program growth

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and service demands.

Attract highly qualified and motivated individuals committed to improving the lives of our service members and veterans.

Continue to provide professional development and training to enhance staff skills and knowledge particularly in areas like military culture and specialized student needs.

Create a flexible staffing plan that allows for adjustments based on changing needs including temporary or part time hires.

Seek partnerships with other campus departments to fill gaps in coverage

K. Briefly explain how you will measure the goal/outcome.

Identify specific projects that can be coordinated by PT temp hires or short term contractors.

Identify areas of service that can be delivered by staff from other departments to maximize staff capacity and avoid burnout

Identify staff productivity and service delivery before and after to evaluate effectiveness.

Identify correlations in enrollment and service data to see if additional staffing is cost effective.

Continue to track student contacts and head counts by staff member to ensure equitable workload.

L. Please list resources (if any) that will be needed to achieve the goal/outcome.

Funds to cover cost of salary and possible benefits for possible hires

Interdepartmental collaboration to maximize services offered

Results of pending comp and classification study to identify potential changes in JD and expectations

GOAL #3

Improving Physical and Technical Infrastructure

Expected Service Area Outcome/Administrative Unit Outcome

While the Fort Irwin location has recently upgraded its classrooms with fresh paint and new desks and chairs, the offices and common student areas have not seen any updates in over a decade. The VRC, too, has not seen upgrades to the computers or facility in five years. Introducing new, modern furnishings in these areas will create a more welcoming and comfortable environment for students. These improvements will provide students with productive and collaborative spaces that enhance their learning experience. Upgrading the technology infrastructure will ensure seamless access to classes and services, further supporting students' academic success.

M. This Goal/Outcome is

New

Continued

Modified

If modified please list how and why.

Click or tap here to enter text.

N. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 2: Ignite a Culture of Learning and Innovation

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Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

O. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

P. Please list actions/strategies for achieving this goal/outcome.

Upgrade facilities to improve accessibility, functionality and comfort for student and staff.

Improve physical setups at remote locations to better support service delivery, including better technology and resources.

Expand technological resources including providing necessary tech resources to students like laptops, hotspots, and other interactive tools to enhance services and student engagement in courses.

Develop contingency plans for maintaining operations during infrastructure disruptions or emergencies to ensure continuity of services.

Continuously evaluate and upgrade infrastructure to meet evolving needs and standards.

Q. Briefly explain how you will measure the goal/outcome.

Click or tap here to enter text.

R. Please list resources (if any) that will be needed to achieve the goal/outcome.

Click or tap here to enter text.

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

Goal 1 Progress: Enhancing Military Student Engagement (Priorities 2 and 3)

Fort Irwin has expanded activities and events, but stronger partnerships with ASG/Student Life are needed for consistent student-led initiatives as outlined in Objective #1. There's untapped potential in partnering with organizations like SFL TAP, BOSS, and the Spouses Club. We've enhanced outreach through affiliations with AUSA, Military Affairs, MWR, and the Education Center.

To boost visibility, we've added new banners to our building and increased our marketing efforts, including a dedicated Fort Irwin Facebook page to engage the military community. Our focus remains on building relationships, coordinating activities, and developing on and off-campus partnerships to expand services and support for military-connected students.

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Goal 2 Progress: Creating and Enhancing Programs for Military Dependents (Priorities 1 and 3)

Fort Irwin has started hosting enrollment events for military and veteran families and, after nearly five years, we've resumed participation in newcomer's briefs to share BCC's programs and resources. We continue to seek ways to better support these students, with significant growth potential in serving active-duty and veteran families.

While we haven't yet expanded tutorial options for grades 6-12 as outlined in Objective 2, we have extended Fort Irwin TLSC hours to 6 pm, allowing access to tutoring after school and work.

We've also introduced web-based learning tools like Aztec Software for ESL students and families to improve English and Basic Skills.

We've replicated many VRC services at Fort Irwin, including free printing, book lending, study groups, special events, and community resources, enabling us to better serve students and their families while increasing outreach opportunities

In line with Outcome #3, we've expanded hybrid and Hyflex course options to increase engagement through flexible scheduling, with evening and Saturday options coming soon. The first live ESL 1A course at Fort Irwin is set to begin in October 2024, specifically supporting military spouses.

Goal 3 Progress: Enhancing Career Support for Active-Duty Military Members

Our SDEV courses have produced excellent results, with soldiers scoring up to 146 on the TABE post-test. We've offered multiple sections each semester in various formats, with the three-week live course being the most successful. In October, we'll introduce a four-week BSEP course and continue refining course lengths and modalities to meet soldiers' needs.

While more work is needed on Objective #2 for Credential Assistance and Army COOL, Fort Irwin offers testing through Pearson Vue, CLEP, and DSST to help soldiers and civilians earn certifications and credentials. We've added four more Pearson Vue testing stations and hosted Clep-A-Thon events at Fort Irwin and Edwards AFB, allowing candidates to take multiple CLEP tests in one day.

Initial discussions with SFL TAP and NTC agencies have begun to explore our role as a Community Service Partner (CSP) in the SkillBridge program, providing internships for transitioning service members. We're also building partnerships with MCLB and NTC to explore internship and job placement opportunities for our students.

Ongoing collaboration between CTE and the Army aims to provide contract education in high-demand fields like barbering and childhood education, especially for military spouses. Further discussions will address the Army's credentialing needs, presenting a unique growth opportunity for BCC.

We've resumed coordination with SFL-TAP and other agencies like CalTAP to advance our Military Pipeline initiative, enabling soldiers to start their education at BCC during active duty and continue through their transition, improving retention and success rates. Additionally, we're expanding our services to MCLB Barstow and Edwards AFB, reinforcing BCC's position as the premier college for military, veterans, and their dependents in the California High Desert.

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IV. Resource Requests

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

Additional staffing was requested but not received in last cycle(s).

What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- a. Personnel/Staffing
- b. Technology Resource
- c. Facilities Resource
- d. Professional Development
- e. Other

For all resource requests departments/areas should utilize the Budget Allocation Proposal form and submit with their program review.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
1-2	Personnel/Staffing: Site Office Coordinator	\$75,000 annually	Yes	Click or tap here to enter text.
1, 2	Personnel/Staffing: Student Services Specialist	\$65,000 annually	Yes	Click or tap here to enter text.
1, 3	Technology Resource: Computers and hot spots for staff	\$10,000 one time funding	Yes	Click or tap here to enter text.
1,3	Technology Resource: Computers, Hotspots, and chromebooks for student loaning	\$10,000 one-time funding	Yes	Click or tap here to enter text.

Non-Instructional Program Review Template

1, 3	Facilities Resource: Office, Reception, and VRC Furniture	\$40,000 one-time funding	Yes	Click or tap here to enter text.
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BUDGET ALLOCATION PROPOSAL

Date: <u>09/03/2024</u>	Originator: <u>Michelle Bond</u>		
Program or Department Name:	<u>Military & Veterans Programs</u>		
Dean/Vice President/Supervisor:	<u>Dr. Jennifer Rodden</u>		
What are you requesting? (<i>Brief</i>)	<u>New position(s)</u>		
Amount Requested: <u>140,000</u>	<input type="checkbox"/> One-time Funding	<input checked="" type="checkbox"/> Ongoing Funding	
Funding Source (if known):	<u></u>		
REQUEST TYPE:			
<input checked="" type="checkbox"/> Personnel/Staffing <small>Complete <i>Personnel/Staffing</i> section below</small> <input type="checkbox"/> OTHER	<input type="checkbox"/> Technology Resource <small>Complete <i>Technology</i> section below</small>	<input type="checkbox"/> Facilities Resource <small>Complete <i>Facilities</i> section below</small>	<input type="checkbox"/> Professional Development <small>Complete <i>Professional Development</i> section below</small>

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</u>
Is the position requested:	<input checked="" type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year _____ 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

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____	

1. Why is the request being made?

Fort Irwin currently operates with a minimal staff: just one Student Services Specialist and one Learning Support Specialist. This staffing level often leaves us without coverage during critical times, such as testing periods or unexpected absences. While we manage to handle the core workload, we lack the capacity to engage in essential activities such as outreach, networking, special events, and coordination of various programs.

To address these gaps, we need an additional staff member to manage and coordinate tasks across several areas, including VA services, Special Programs, Ed Center activities, the Food Pantry, and testing/proctoring. Effective management of these functions requires dedicated coordination and facilitation by an advisor.

Previously, Fort Irwin had a coordinator who effectively managed office workflow, organized events and activities, and provided support to the Director. Additionally, there was a full-time advisor responsible for meeting the student services needs of the office and conducting outreach efforts at the education center, as requested by the Army and ESO. Restoring these roles is crucial for maintaining a well-functioning and responsive office.

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).

To optimize our program review goals (Goals 1-3) and foster growth at Fort Irwin, it is essential to add both a Coordinator and a Student Services Specialist. The Coordinator would play a crucial role in enhancing outreach, organizing events, managing schedules, and supporting career readiness. This position would also provide vital assistance to the front counter and TLSC staff.

A full-time Student Services Specialist would further strengthen our capabilities by handling key functions such as outreach, enrollment, financial aid, and counseling. Additionally, this Specialist would support the expansion of the VETS program or similar initiatives for Active Duty members, develop programs for dependents and spouses, and enhance our basic needs services for all military-affiliated students.

Together, these roles are vital for achieving our goals and ensuring the continued success and growth of the Fort Irwin site.

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).

Data indicates that military and veteran students frequently struggle to access vital support services and career readiness resources, affecting their academic performance and civilian transition. Our current staffing is inadequate for managing outreach and service delivery, especially for the VETS program, basic needs services, and support for dependents and spouses. This shortfall impacts the quality and effectiveness of our military and veterans programs.

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Administrative assessments reveal that existing staff are overburdened, resulting in inefficiencies in managing office operations, coordinating events, and supporting students.

To address these issues, adding a Coordinator would enhance outreach and career readiness tailored to military and veteran students. This role would also oversee program activities and manage events more effectively. A full-time Student Services Specialist would provide personalized support, address specific needs like enrollment and financial aid, and improve overall student outcomes.

In summary, the addition of a Coordinator and a Student Services Specialist is essential. These roles will bridge identified gaps, improve service delivery, and enhance the effectiveness of Barstow Community College's Military and Veterans Programs.

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

Goal #2 Increase staffing and supports: With increased staffing and better infrastructure, students at our remote location(s) will receive more consistent and comprehensive support along their educational journey leading to increase retention and success rates. This will allow us to streamline our operations and reduce logistical challenges of staffing multiple geographic locations. With this increase in operational efficiency and effectiveness, students will experience greater satisfaction and better overall experiences.

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.)

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

Adding a Coordinator and a Student Services Specialist at Barstow Community College will markedly enhance both student success and institutional services. The Student Services Specialist will provide dedicated, personalized support, including tailored counseling and financial aid guidance, addressing individual student needs and fostering better academic performance. Meanwhile, the Coordinator will focus on career readiness, offering targeted workshops and resources that help students transition smoothly to civilian careers.

Increased staffing will improve accessibility to essential support services, leading to greater student engagement and higher retention rates. By enhancing outreach efforts, the Coordinator will ensure that more students are aware of and can benefit from available resources and programs.

On the institutional side, the new Coordinator will streamline program management and enhance service delivery, ensuring effective execution of military and veteran programs. This will reduce the burden on current staff, leading to more efficient office operations and allowing existing employees to focus on their core responsibilities. Additionally, the expanded staff will

BUDGET ALLOCATION PROPOSAL

support the growth of existing programs and the development of new initiatives, such as those for dependents and spouses, thereby broadening the scope and quality of services offered.

Overall, the addition of these roles will significantly contribute to student success by providing more comprehensive support and improving institutional efficiency and service delivery.

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

To demonstrate the effectiveness of adding more staff, we will analyze several key data points. We will track student performance metrics, such as GPA, course completion rates, and graduation rates, to assess improvements in academic achievements. Additionally, we will monitor career outcomes, including employment rates and career progression, to evaluate the impact of enhanced career readiness resources.

Service utilization data will be crucial, including metrics on access to support services like counseling and financial aid, as well as participation rates in our activities, the VETS Program, and outreach events. We will also assess student satisfaction through surveys and feedback forms to gauge the perceived quality and accessibility of these services.

Operational efficiency will be measured by examining changes in staff workload and productivity, alongside improvements in event and program management. We will also track enrollment and retention rates to determine if the additional support leads to increased enrollment and better student persistence.

The Chancellor's Office new Vision Aligned Reporting (VAR) tool will play a pivotal role in this process. It will help us capture and track much of this data efficiently, providing a comprehensive overview of the impact of the additional staff. The VAR tool's capabilities will be instrumental in ensuring accurate and insightful reporting, enabling us to clearly demonstrate the benefits of the new staffing additions.

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](#)

Requesting additional staff for Military and Veterans Programs directly aligns with Barstow Community College's mission to provide equitable, accessible, and affordable education to our diverse student body. This includes local, military, distance education, and historically marginalized students.

By enhancing our Military and Veterans Programs with more staff, we will:

Advance Equity and Access: Additional staff will increase our capacity to deliver personalized support, ensuring military and veteran students can overcome obstacles and succeed. This directly supports our mission to serve all student populations effectively.

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Strengthen Holistic Support: With more staff, we can offer comprehensive academic advising, career readiness, and transition services. This holistic approach will help military and veteran students navigate their educational paths, fulfilling our commitment to providing high-quality support.

Expand Program Reach and Effectiveness: Additional personnel will enhance our ability to manage and grow programs such as the VETS Program and initiatives for dependents and spouses. This supports our goal of offering diverse educational pathways and job skills training.

Promote Lifelong Learning and Career Success: By improving support services, we will better equip military and veteran students with critical thinking skills and career readiness resources. This preparation is key to their success in a globalized world and aligns with our mission to foster lifelong learning and professional growth.

In summary, increasing staff for Military and Veterans Programs will help Barstow Community College fulfill its mission by ensuring that all students receive the support they need to achieve academic and career success.

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

Requesting more staff for Military & Veterans Programs (MVP) at Barstow Community College directly supports the college's strategic priorities while enhancing its effectiveness in serving veterans and military students.

Strategic Priority #1: Innovate to Achieve Equitable Student Success

- Focus on Student End Goals: More staff means personalized support, helping veterans and military students overcome challenges and achieve better outcomes.
- High Expectations with High Support: An expanded team allows for tailored services, ensuring students meet high expectations with the necessary support.

Strategic Priority #2: Ignite a Culture of Learning and Innovation

- Strategic Partnership Development: Additional staff enables MVP to engage more effectively with community partners, creating opportunities like internships and job placements.
- Collective Impact: Increased staffing strengthens MVP's participation in community initiatives, driving broader transformation through strategic partnerships.

Strategic Priority #3: Build Community

- Inclusive and Empowering Climate: More staff fosters an inclusive environment, empowering veterans and military students with the resources they need. It also supports a more collaborative campus culture.
- Ownership of Goals and Performance: A larger team enhances MVP's ability to track and improve student success through effective goal-setting and performance monitoring.

Strategic Priority #4: Achieve Sustainable Excellence in all Operations

- Support Transformation: By investing in MVP staffing, the college ensures its structures and practices are aligned with transforming the student experience, leading to sustainable excellence in operations

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3. [Educational Master Plan](#)

Adding staff to Military & Veterans Programs directly supports Barstow Community College's Educational Master Plan by addressing several key priorities:

Strategic Priority 1, Goal #2 (pg. 14): This goal emphasizes promoting the success of underprepared and at-risk students through enhanced instructional support and college services. Additional staff would enable us to better serve veterans and military students, providing the targeted support they need to succeed.

Strategic Priority #2: Expanding our outreach efforts with more staff aligns with this priority, particularly in terms of Marketing and Outreach. Increased personnel would allow for broader and more effective engagement with prospective students, particularly those from Fort Irwin.

Strategic Priority #4 (pgs. 18-19): Improving campus culture through enhanced student engagement and greater staff involvement in both the college and community is a key focus. Adequate staffing is essential to achieving this, ensuring that our programs are vibrant and our community connections strong.

Strategic Priority #7: This priority is about recruiting and retaining an excellent, diverse, and highly skilled workforce. Hiring additional staff would help alleviate the burden on current Fort Irwin employees, who are stretched thin by the demands of serving hundreds of students. To support program growth and success, increasing personnel is crucial.

By aligning with these priorities, the request for more staff is essential to enhancing student support, expanding outreach, improving campus culture, and building a strong, effective workforce at Barstow Community College.

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

The request for additional staff in Military & Veterans Programs (MVP) supports Barstow Community College's HR Staffing Plan by addressing critical needs, enhancing recruitment and retention, promoting employee well-being, ensuring operational efficiency, and fostering professional development.

Addressing Workforce Gaps

- Meeting Critical Needs: The HR Staffing Plan ensures departments are adequately staffed. Adding personnel to MVP addresses workforce gaps, particularly at Fort Irwin, where current staff are overextended serving hundreds of students.

Enhancing Recruitment and Retention

- Strategic Recruitment: The HR Staffing Plan prioritizes recruiting skilled, diverse personnel. Expanding the MVP team helps attract and retain professionals with the expertise needed to effectively support veterans and military students.

Supporting Employee Well-Being and Morale

- Reducing Burnout: Increasing staff in MVP reduces the workload on current employees, preventing burnout and fostering a healthier work environment, which improves job satisfaction and retention rates.

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Aligning with Strategic Priorities

- Operational Efficiency: Adequate staffing in MVP ensures the college can operate efficiently, delivering high-quality services that align with its strategic goals related to student success and institutional effectiveness.

Fostering Professional Development

- Growth Opportunities: More staff in MVP creates greater opportunities for professional development, enhancing the skills of existing employees and positioning the college as an employer of choice for talented professionals.

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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: _____