



BARSTOW COMMUNITY COLLEGE

ACCREDITATION FOLLOW-UP REPORT

OCTOBER 1, 2019



BARSTOW COMMUNITY COLLEGE ACCREDITATION FOLLOW-UP REPORT

SUBMITTED BY:

Barstow Community College

2700 Barstow Road

Barstow, CA 92311

SUBMITTED TO:

Accrediting Commission for Community and Junior Colleges, Western
Association of Schools and Colleges

OCTOBER 1, 2019

CERTIFICATION OF THE FOLLOW-UP REPORT


Date: October 1, 2019

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Eva Bagg
Barstow Community College
2700 Barstow Road
Barstow, CA 92311

We certify there was broad participation by the campus community in the development of this Report and we believe this Report accurately reflects the nature and substance of this institution.

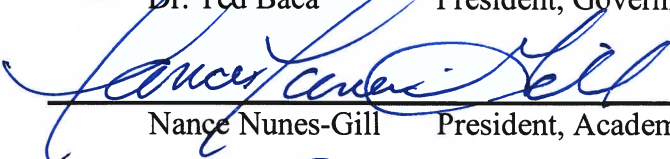
Signed:

 9/20/19

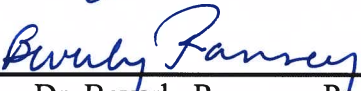
Dr. Eva Bagg Superintendent/President Date

 9/23/19

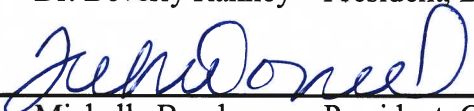
Dr. Ted Baca President, Governing Board Date

 09/19/19

Nance Nunes-Gill President, Academic Senate Date

 09/19/19

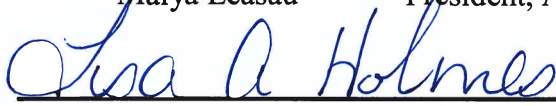
Dr. Beverly Ranney President, Barstow College Faculty Association Date

 9/20/19

Michelle Bond President, California School Employees Association Date

 9/24/19

Maiya Leasau President, Associated Student Government Date

 9/19/19

Lisa Holmes Accreditation Liaison Officer Date

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REPORT PREPARATION

In June 2018, following the site visit from the ACCJC evaluation team in March, the college received the ACCJC action letter ([RP.1](#)). Upon receiving the letter, the Superintendent/President and Academic Senate President drafted a joint memo addressed to the faculty, staff and administrators of the college summarizing the four recommendations included in the action letter. The memo was sent via email to all college employees along with a copy of the action letter ([RP.2](#)). This email served as the initial notification to the college community as to the recommendations made by the ACCJC as a result of the evaluation team's visit and findings.

At the time of the evaluation team visit, the Vice President of Academic Affairs also served as the Accreditation Liaison Officer (ALO). Shortly after receipt of the action letter, the individual in those roles left the college. An interim Vice President of Academic Affairs was hired and the role of ALO was reassigned to the Director of Research, Development and Planning. These two individuals co-chair the Institutional Effectiveness Committee (IEC); the IEC is responsible for leading the accreditation process.

During the fall 2018 semester, the college entered into an all-hands-on-deck mode to address major issues with curriculum that was discovered by the college after the team visit. These curriculum issues directly affected the ability to address recommendation #1. This caused a delay in addressing the recommendations of the ACCJC by one semester but was foundational in ensuring that the college could resolve deficiencies in an authentic and sustainable way.

In the spring of 2019, the IEC committee met to discuss the plan forward with the accreditation follow-up report. A timeline was created to set dates for review of the report at the various participatory governance committees including Management Council, President's Shared Governance Council (PSGC), Associate Student Government (ASG), Academic Senate, Barstow College Faculty Association (BCFA), and California School Employees Association (CSEA). Final review and approval by the Board of Trustees was scheduled for the September 18, 2019 meeting.

The committee discussed each recommendation and determined which college departments were best equipped to address the recommendations. Based on these discussions, each of the four recommendations were assigned to a workgroup lead by the appropriate area administrator or employee. Recommendation 1, Program Learning Outcomes, was assigned to the IEC chairs and the Academic Senate President. Recommendation 2, Employee Evaluations, was assigned to Human Resources. Recommendation 3, Code of Ethics, was assigned to the President's Office. Recommendation 4, Total Cost of Ownership, was assigned to Administrative Services. Additionally, members of the IEC committee volunteered or were assigned to each recommendation workgroup to assist with writing the narratives and collecting evidence and to serve as a liaison between the workgroup and the IEC committee ([RP.3](#)). The workgroups invited the faculty and staff necessary to address the deficiencies.

Following this meeting, an email was sent by the ALO to the area administrator and IEC representative assigned to each recommendation workgroup outlining the decisions made by the IEC ([RP.4](#)). Each team was then emailed separately with OneDrive folders that housed resources including the college's ISER, the action letter, ACCJC guidelines for the follow-up report and folders to collect and store evidence ([RP.5](#)).

The recommendation teams worked on their respective sections which were then brought together in the final report. The report was then reviewed at IEC ([PR.6](#)), PSGC, and Academic Senate and was provided to BCFA, CSEA, ASG and Management Council leaders to share with their constituents. Recommended changes brought forward at, or as a result of these meetings, were incorporated into the document. The final report was reviewed and approved by the Board of Trustees on September 18, 2019 ([RP.7](#)).

RESPONSE TO THE COMMISSION ACTION LETTER

Recommendation #1: In order to meet the standard, the team recommends that the College assess program level outcomes for all instructional programs to assure currency, improve teaching and learning strategies, and promote student success. (I.B.2, II.A.3)

Evidence of Meeting the Standard

Since the Accrediting Team visited Barstow Community College in the spring of 2018, several changes have occurred and discoveries made regarding curriculum, curriculum processes, course student learning outcomes and program learning outcomes, that are viewed by faculty and administrative leadership as foundational work that necessarily precedes and supports the assessment of PLOs, the improvement of teaching and learning strategies, and student success.

Since the Self-Study was written in 2017, the college has had four (4) different employees serve as Vice President of Academic Affairs. Additionally, the college changed executive leadership with a new Superintendent/President in July 2017; appointed a new Articulation Officer in October 2017; replaced the Academic Senate President in the middle of fall 2017; removed a Curriculum and Scheduling Specialist in fall 2018 and replaced that position with two new Curriculum and Scheduling Specialists in spring 2019; and elected a new Barstow College Faculty Association (BCFA) President in spring 2018.

When the initial report was written, it appears that all affected employees agreed upon stated processes and procedures regarding Standards I.B.2 and II.A.3. and felt that these processes were functioning as reported. Indeed, many of the processes for course student learning outcomes, reporting and collection of data (I.B.1; I.B.7) were followed and accurately portrayed in the Self-Study.

As the Self-Study conveyed, the college was regularly conducting Program Review following the process outlined in the Program Review Handbook (1.1). However, because faculty at BCC are not grouped into “departments” but rather represent disciplines, broad-based agreements on what constitutes a program had not been reached (1.2; 1.3; 1.4).

While student learning outcomes were evident and listed on most Course Outlines of Record (COR) and faculty routinely conducted assessments and gathered evidence, (1.5; 1.6) it seems there was minimal understanding of how student learning outcomes would inform program learning outcomes.

July 2018

The Interim Vice President of Academic Affairs, who was appointed in July 2018, immediately prioritized addressing the ACCJC recommendation regarding program learning outcomes. She began to work with faculty and faculty leadership to ensure clarity regarding what was necessary to resolve the deficiencies identified by the visiting team. She also met with Academic Affairs staff to better understand the work of the Curriculum and Program Review committees. She

conducted meetings with the Articulation Officer and heard frustration and complaints from faculty about how they had been waiting months and years for "approvals" from the Chancellor's Office of courses and programs that had been submitted. She also heard from counselors and students that courses were not articulating with receiving institutions. The knowledge that she uncovered through this process of inquiry and study made it evident that serious problems existed. Additionally, when looking at the curriculum and processes in Curricunet, it was determined that moving the curriculum to eLumen in fall 2018 as the college hoped to do, was not a possibility or reality because of the many deficiencies discovered with Course Outline of Record forms, articulation alignment, and issues caused by the lack of regular course review.

Discoveries made in mid-to-late July were that the college had not placed courses on a routine cycle of review or conducted course review for several years. It was noted, understood and supported by former Vice Presidents, that the classified employee serving as the Curriculum and Scheduling Specialist had become primarily responsible for the curriculum. No agendas or minutes from the curriculum committee were available. The curriculum committee was not functioning efficiently or well, and the committee had not gone through the required training meeting at the beginning of each academic year, for many years. The new Articulation Officer correctly noted that many courses did not articulate. Course SLOs were tacked onto the bottom of substandard CORs. Even though Program Learning Outcomes were noted in the College Catalog ([1.7](#)) they were not viewed by most faculty as relevant, did not align to course level outcomes and appeared in many cases to not be manageable or measurable. If any data was collected, it seemed to have little meaning to the improvement of the program.

This was all discovered and uncovered by the latter part of July 2018. Based upon the scope of the issues and the extent to which compliance with state law was questionable, the Superintendent/President acted immediately. In late July 2018, the Superintendent/President notified Chancellor Eloy Ortiz Oakley of the curriculum situation. The Chancellor asked about the recent college accreditation visit in March 2018, and it was reported that the visiting team did not note anything unusual or concerning about the curriculum or curriculum processes but did give a recommendation to the college to work on the assessment of Program Learning Outcomes.

August 2018

Upon the advice of Chancellor Oakley, the Superintendent/President and Interim Vice President of Academic Affairs arranged a conference call with then Executive Vice Chancellor of Educational Services and Support, Laura Hope, and Vice Chancellor of Academic Affairs, Alice Perez. By the time of the conference call, an aggressive plan had been developed to correct curriculum and curriculum process irregularities, and to begin the work of addressing the visiting team's recommendation for assessment of program learning outcomes. Both Laura Hope and Alice Perez listened, agreed to the plan, and gave the support of the Chancellor's Office to help in any way possible. The college pledged to do the following in the fall 2018 semester:

1. Hire a faculty curriculum consultant to work with the curriculum committee and faculty. The consultant would help to develop new curriculum forms that maintain standards as set forth by the statewide Academic Senate for approved COR elements, ([1.8](#); [1.9](#)) as

well as develop other curriculum forms for course development and work with the curriculum committee and senate for approvals ([1.10](#)). The consultant would also conduct training for the Curriculum Committee, the Technical Review Committee and Peer Reviewers, and provide all training materials.

2. Establish and work through a complete course curriculum reset by the end of fall 2018. This meant placing every course taught in fall 2018 on the new Course Outline of Record (COR) form, while updating and reviewing each course thoroughly before going through the process for approval. The college committed to also do the same for all courses that would be taught in spring 2019. Laura Hope agreed that the college could “back-date” all courses that went through the fall reset to August 13, 2018, so students taking the courses in fall were not hurt by old, non-articulating coursework.

To accomplish this the college would:

1. Conduct three, 3-hour workshops for all faculty to learn the basics of COR development; faculty were to attend one of the workshops, yet many elected to attend all three ([1.11](#)).
2. Develop and train 12 faculty to be peer and technical reviewers. These faculty members then reviewed each newly updated course before it went to the curriculum committee ([1.12](#)).
3. Trained the curriculum committee and developed a Technical Review Committee ([1.13](#); [1.14](#)).
4. Devoted every faculty meeting to curriculum information and updates on faculty work.
5. Identified and hired one FT Temporary faculty to work primarily on the curriculum reset ([1.15](#)).
6. Provided intensive training for the Articulation Officer ([1.16](#)).
7. Identified classified employees to help with the curriculum process and cross-trained them in curriculum work.
8. Invited the Chancellor’s Office to Barstow Community College to conduct a workshop in late October on submission to the Chancellor’s Office Curriculum Inventory (COCI) and other relevant curriculum matters ([1.17](#)).
9. The college hired and trained two new Curriculum and Scheduling Specialists. One will work primarily with the schedule, while the other will work primarily with the faculty with curriculum ([1.18](#); [1.19](#)).
10. Because the college was no longer utilizing Curricunet and was not ready to move to eLumen, a process for curriculum flow was developed and taught ([1.20](#)).
11. The College created a Memorandum of Understanding (MOU) with the faculty to provide compensation for training, course reset work and program realignment and development ([1.21](#)).
12. The Program Review process was placed on hold while the courses were reset. While on hold, a committee met regularly to look at existing BCC processes and recommend changes for improvement.

This work began in late August 2018. Once the faculty realized the gravity of the situation, they worked tirelessly to correct the situation. The Academic Senate President and BCFA President worked together to motivate and remind faculty of their rights and responsibilities with curriculum, which served to strengthen the faculty as they learned together through the process. Classified employees and management supported the work of the faculty and came to understand their role in the “break-down” of the system. By late January 2019 more than 300 courses had gone through the complete approval process and were loaded correctly to the COCI.

This completed the work the college told the Chancellors Office would be accomplished in fall 2018. At the time of the August phone call, Laura Hope said the Chancellor’s Office would, upon successful completion of the work, provide a letter outlining the college’s process and agreement to provide evidence for ACCJC ([1.22](#)).

Spring/Summer 2019

While the college completed the foundational curriculum work promised to the Chancellor’s Office for the reset, work continued through the spring semester 2019 to be able to begin addressing the needs of a solid Instructional Program Review process with appropriate program outcomes. The college is diligently working to be on track to finish a complete reset of curriculum, with the realignment of programs and the development of new courses and programs by spring 2020 ([1.23](#); [1.24](#); [1.25](#); [1.26](#); [1.27](#); [1.28](#); [1.29](#)).

The college is reviewing and updating courses in the COCI and had inactivated close to 200 courses by the end of spring 2019 ([1.27](#); [1.28](#)).

While all courses were reset, reviewed and updated in the 2018-19 academic year, courses will be placed on a regular cycle for routine Review beginning spring 2020.

While resetting the curriculum, care has been given to align course student learning outcomes to updated course content and new assessment plans are being developed.

As programs are developed or realigned and reviewed during the approval process, care is taken to teach Program Learning Outcome development and guidelines as outlined in the Program Course and Approval Handbook (PCAH).

Discussions over what constitutes a “program” have taken place as the college works to revamp a process for both Planning and Instructional Program Review ([1.30](#)).

The college appointed faculty to be Guided Pathways Facilitators in late fall 2018, and faculty facilitators are discussing working through Pathways to reinforce stronger program learning outcomes that align with potential career-focused skills and abilities as emphasized in the Guided Pathways framework ([1.31](#)).

The Academic Senate President has combined the SLO and PLO committees and appointed two new faculty members to co-chair the committee. To address the recommendation from ACCJC, faculty are working to create meaningful, manageable and measurable program learning outcomes and assessment plans for the new or newly realigned instructional programs.

Representatives from both Instructional and Non-Instructional Program Review areas are working on updating the handbook, creating new Program Review forms and re-teaching the college about the purpose and function of Instructional Program Review ([1.32](#); [1.33](#); [1.34](#); [1.35](#); [1.36](#)).

Six college employees attended the Curriculum Institute in July 2019 and will report publicly on their learning experience and relevance of new knowledge to the work of the college.

To ensure the college completes the required recommendation of the ACCJC for I.B.2 and II.A.3, and continues moving forward with course and program level work, the college is committed to the following Project Plan:

Fall 2019

1. The college will retain the faculty curriculum consultant and has hired an additional consultant for assistance in the CTE, Workforce and Economic Development area.
2. The faculty curriculum consultant will place emphasis on teaching Student Learning Outcome development, and assist faculty with the creation of assessment plans ([1.37](#)) and data collection for SLOs that are meaningful, manageable and measurable.
3. The faculty will continue to develop Instructional Program Learning Outcomes and assessment plans as they continue to update, realign and create new programs of study ([1.38](#)). The purpose, ties to SLOs and ILOs, and the collection of relevant artifacts and data for meaningful Program Review will be taught in faculty workshops. The faculty curriculum consultant will work with the newly combined SLO/PLO committee and help guide all faculty as they create new PLOs and plans for authentic assessments.
4. The college recently realigned the Deans and Directors in both Academic Affairs and Student Services ([1.39](#)). Curriculum and Scheduling Specialists will report to Deans instead of to the Vice President of Academic Affairs. Increased and more focused planning meetings for curriculum and scheduling will occur with the Deans and Curriculum and Scheduling Specialists and faculty curriculum co-chairs ([1.40](#)).
5. Instructional Deans will receive additional training in curriculum and curriculum processes, and in SLO and PLO collection of data and reporting ([1.41](#)).
6. Instructional Programs will be placed on a schedule for a 2 or 3-year cycle of Program Review. The college will prioritize ADTs and programs that affect the most students so that they are refined and assessed first.

Spring 2020

1. The faculty will collect and discuss meaningful course SLO data. Workshops will be conducted to make sure faculty understand the relevance of the SLO data collection and how to apply it to course review, program review, course, pedagogical, and student learning improvement.
2. Curriculum mapping will be taught.
3. Faculty will continue with Guided Pathway two-year plans and mapping course SLOs to Program Learning Outcomes and to Institutional Learning Outcomes.

Fall 2020

1. Faculty will begin assessing and collecting data for Program Learning Outcomes.
2. Faculty will have workshops to learn how to interpret Program Level Data and use it for meaningful Program Reviews.

Spring 2021

1. Faculty will continue assessing and collecting data for Program Learning Outcomes.
2. Faculty will create DRAFT Program Reviews.
3. Faculty will conduct peer evaluations for the DRAFT Reviews.
4. Faculty will have workshops to learn how to interpret Program Level Data and use it for meaningful Program Reviews.

Fall 2021

1. Faculty will complete Program Reviews and make the reports public.

Analysis and Evaluation

Barstow Community College is fully committed and now prepared to meet the required recommendations of the visiting team, and comply with the standard requiring assessment of program learning outcomes. The college is aggressively working to complete the curriculum reset and the subsequent implications of that work to course and program learning outcomes. As noted, many structural, personnel and organizational changes have been made. The faculty and faculty leadership are committed to ensuring that the institution's programs are conducted at levels of quality and rigor and that assessment and use of the results of Program Learning Outcomes will improve educational quality and institutional effectiveness. The college is committed to supporting the work of the faculty and will ensure that relevant and authentic learning outcomes for high demand programs are assessed first.

Evidence

- [1.1](#) Program Review Handbook
- [1.2](#) Program Review Minutes 2-27-18
- [1.3](#) SLOAC Minutes 2-4-19
- [1.4](#) SLOAC Minutes 3-4-19
- [1.5](#) SLO Webpage
- [1.6](#) Sample Assessment CHLD Spring 2017
- [1.7](#) Sample of PLOs – Catalog
- [1.8](#) COR Template – Credit
- [1.9](#) COR Template – Noncredit
- [1.10](#) Curriculum Website
- [1.11](#) COR Workshops
- [1.12](#) Technical and Peer Review Training
- [1.13](#) Curriculum Committee Training
- [1.14](#) Technical-Peer Review Groups
- [1.15](#) Board of Trustees Minutes 10-17-18 – T. Young

- [1.16](#) Articulation Officer Training
- [1.17](#) COCI Training with CCCCCO
- [1.18](#) Board of Trustees Minutes 9-19-18 – H. Brang
- [1.19](#) Board of Trustees Minutes 2-20-19 – J. Tainatongo
- [1.20](#) Curriculum Processes – Flowcharts
- [1.21](#) MOU with BCFA – Fall 2018
- [1.22](#) Letter from CCCCCO
- [1.23](#) Board of Trustees Minutes 10-17-18 – Curriculum
- [1.24](#) Board of Trustees Minutes 11-21-18 – Curriculum
- [1.25](#) Board of Trustees Minutes 12-19-18 – Curriculum
- [1.26](#) Board of Trustees Minutes 3-20-19 – Curriculum
- [1.27](#) Board of Trustees Minutes 4-17-19 – Curriculum
- [1.28](#) Board of Trustees Minutes 5-15-19 – Curriculum
- [1.29](#) Board of Trustees Agenda 8-21-19 – Curriculum
- [1.30](#) Program Definition
- [1.31](#) Faculty Retreat Agenda January 2019
- [1.32](#) Non-Instructional PRC Meeting Invite 10-10-18
- [1.33](#) Non-Instructional PRC Meeting Invite 3-8-19
- [1.34](#) Instructional & Non-Instructional PRC Meeting Invite 3-28-19
- [1.35](#) Non-Instructional PRC Meeting Invite 8-1-19
- [1.36](#) Planning Meeting Invite 9-3-19
- [1.37](#) Course Assessment Plan
- [1.38](#) Program Assessment Plan
- [1.39](#) AA_SS Organizational Chart
- [1.40](#) Curriculum Planning Meetings
- [1.41](#) Management Training Agendas June & August 2019

Recommendation #2: In order to meet the standard, the team recommends that the College systematically evaluate employees at stated intervals. (III.A.5)

Evidence of Meeting the Standard

Barstow Community College has well-established and long-standing procedures for the systematic evaluation of employees. These are outlined in the College's Administrative Procedure 7150 (2.1) and in the Barstow College Faculty Association (BCFA) and California School Employees Association (CSEA) contracts (2.2, 2.3). During the visit, it was identified that there was a departure from the District's clearly outlined policies on conducting evaluations. The College took immediate action to establish a plan for compliance and outlined the steps immediately necessary to address these deficiencies (2.4). This first action was used to quickly propel the College toward compliance.

In support of Recommendation #2 regarding the systematic evaluation of employees, the College developed a four-part approach to support a sustained solution:

1. **Training:** Training was provided to the management team to support the effective evaluation of employees. This also provided the opportunity for robust discussion with the management team regarding the importance of improving the use and effectiveness of the evaluation process. This was a multi-part training addressing a variety of ways that the evaluation process can be used effectively (2.5; 2.6; 2.7; 2.8).
2. **Notification:** The Human Resources Department provided managers the due dates of their employee evaluations and sent reminders as needed (2.9).
3. **Tracking:** The Human Resources Department tracked employee evaluations for compliance. Notifications of delinquent evaluations were sent to the Vice Presidents for follow-up (2.10).
4. **Reflection:** Reflection and discussion on the evaluation process was an important part of the negotiations with both the classified and faculty bargaining units. This allowed for the district to identify ways to build upon the current process and to begin to discuss ways that the evaluation process can be more meaningful for managers and bargaining unit members. In the case of classified employee evaluations, dialog on evaluations and professional development is on-going.

The reflection and evaluation of college processes lead the College to take additional steps to improve the process and ensure compliance.

The first step was to determine where the process breakdown was occurring. It was identified that there was not necessarily a systemic breakdown of the process, but a few outliers that were out of compliance. Human Resources identified the areas of improvement and worked with those outliers to bring the evaluations in their areas up-to-date. Because of this effort, except for special circumstances including pending evaluations for those on leave or otherwise postponed due to employment matters, the majority of the evaluations in all job categories are now current.

The District has successfully transitioned from systemic underperformance evaluating employee job performance in all job categories to compliance with applicable Accreditation Standards and associated District policies. The 41 full-time faculty job performance evaluations are current,

except for the pending evaluations for those on leave or otherwise postponed due to employment matters. The 130 adjunct faculty job performance evaluations are current, except one evaluation which was postponed due to an employment matter. The 66 classified job performance evaluations are current, except for pending evaluations for those on leave or otherwise postponed due to change in supervision. The 23 management job performance evaluations are current, except where a change in supervision postponed the employee's evaluation or in one instance the evaluator did not complete the evaluations in a timely manner. In the last instance, corrective action has been taken to secure the evaluations ([2.11](#)).

The next step was to explore software solutions. As a result, the College is in the process of implementing *Perform*, which is a “full-featured employee evaluation software” ([2.12](#)). *Perform* will assist in the capture of employee performance for the review process, leading to improved organizational effectiveness.

As an additional step, the college worked diligently to add the tracking of faculty evaluations in the Banner information system. The evaluation date, last term of evaluation and the outcome of their last evaluation is now coded in Banner. The Database Analyst has created an Argos report tied directly to the information. The Deans now have the ability to query this information to insure that evaluations are completed at regular and consistent intervals and to assist with the assignment of part-time faculty to sections in a manner that is in alignment with the BCFA contract ([2.13](#)).

Finally, the college will maintain compliance by including the completion or non-completion of classified and faculty evaluations as part of the evaluation process for management team members ([2.14](#)). This will provide a way for the college to discuss and remedy issues of non-compliance with department managers. To-date, the majority of the manager evaluations are current except where a change in supervision occurred. In one case, the evaluating manager did not complete the evaluations in a timely manner; corrective action has been taken to address the issue and secure the evaluations.

The District's actions, combined with progress has laid a framework for continuous and sustainable improvement.

Analysis and Evaluation

The majority of evaluations in all job categories are now current except for those with special circumstances; those instances are being managed on a case by case basis. The college has strengthened its evaluations process and carries on this work through continued dialog with the management team and bargaining units. Implementation of software solutions will improve District tracking. Linking the completion of the evaluations to manager evaluations will dramatically improve compliance and accountability. The College is committed to continued long term progress and sustainability in this area.

Evidence

[2.1](#) AP 7150 Evaluation

[2.2](#) BCFA Contract

- [2.3](#) CSEA Contract
- [2.4](#) Memo to ACCJC Visiting Team – March 7, 2018
- [2.5](#) Memo to Managers – Professional Development Series
- [2.6](#) Professional Development Series – Dates and Topics
- [2.7](#) Training Documentation – The Art of Writing Performance Evaluations
- [2.8](#) Training Documentation – Academic and Classified Evaluations and Discipline
- [2.9](#) Reminder Emails to Manager Example
- [2.10](#) Notification Email to Vice President Example
- [2.11](#) HR Summary of Findings August 2019
- [2.12](#) Perform Website
- [2.13](#) Argos Instructor Eligibility Report Screenshot
- [2.14](#) Management Evaluation Form

Recommendation #3: In order to meet the standard, the team recommends that the College update the code of ethics for personnel to include the consequences for violation. (III.A.13)

Evidence of Meeting the Standard

Barstow Community College has an “Institutional Code of Ethics” for all employees (AP 3050). Per this administrative procedure, employees are expected to adhere to a list of “standards of ethical and professional behavior related to their duties.” At the time of the visit, there was not a corresponding Board Policy 3050. The visiting team noted in the Evaluation Report the following observations and findings:

“The College has a written code of conduct that is included in its employee handbook as well Administrative Procedures 3050: Institutional Code of Ethics; however, the Institutional Code of Ethics does not delineate consequences for violations. AP 3430: Sexual Harassment does state that “Disciplinary actions...will conform to all relevant statutes, regulations, personnel policies, including the provisions of any applicable collective bargaining agreements” in relation to chargers of sexual harassment.”

A workgroup consisting of the Associate Vice President of Human Resources, three Human Resources Service Partners and an Institutional Effectiveness Committee Representative was created to address the concerns of the visiting team. The workgroup also invited the district’s attorney to review the current Administrative Procedures 3050 to provide legal guidance. The following is the list of recommendations provided by the workgroup and actions taken to fully comply with ACCJC Standard III.A.13:

1. Board Policy 3050, Institutional Code of Ethics - The workgroup drafted a new Board Policy 3050 to complement Administrative Procedure 3050 (3.1).
2. Administrative Procedures 3050, Institutional Code of Ethics – The workgroup made the following revisions (3.2):
 - a. Accreditation Standard III.A.13 was added to the “Reference” section, replacing Accreditation Standard III.A.1.d;
 - b. An operational definition of ethics was added to memorialize a common understanding of ethics;
 - c. In addition to the current broad expectations presently listed as bullet points, the workgroup added specific conduct that would give rise to potential ethical violations such as harassment, nepotism and discrimination.
 - i. In this regard, the workgroup also revised Administrative Procedures 3430 “Prohibition of Harassment” to provide that intimate relationships between faculty and students is strictly prohibited if the student is enrolled in or auditing the instructor’s course. Supervisor/subordinate romantic or physical relationships are prohibited as is nepotism. Board Policy and Administrative Procedures 3430 were both updated to add interns and volunteers to those covered under the policies. The term “harassment” was clarified to include more than sexual harassment and added best practices recommended by the District’s legal advisor. Further, The Community

College League of California (CCLC) sets forth its complaint and investigation procedures for discrimination and harassment in a separate procedure (AP 3435). BCC did not follow the CCLC policy and will continue to combine the policies and the complaint and investigation procedures under Administrative Procedures 3430. Combining the policies and procedures communicates in one document the entirety of the policy and investigation procedures forming a cohesive process for responding to harassment in the workplace (3.3, 3.4).

- ii. Regarding nepotism, the workgroup revised Board Policy 7310, “Nepotism,” prohibiting nepotism as defined by Government Code Sections 12920, 1090, and Family Code Section 297, both family and certain non-familial relationships (3.5). The revisions to the policy language has clarified the definition of nepotism, including registered domestic partners and romantic relationships within the workplace context. The workgroup determined that the revised policy was sufficient and that the existing Administrative Procedures 7310 was repetitive and unnecessary therefore, the workgroup recommended the procedures be deleted (3.6).
 - d. In compliance with Accreditation Standard III.A.13, the workgroup added consequences up to and including employment termination for violating the college’s Code of Ethics policy and for behavior that also may be in violation of law.
3. Part of a broader inclusion in an ethics policy are the Whistleblower statutes. For this reason, and because the district did not have a board policy or administrative procedures that addresses whistleblower protections for employees, the workgroup prepared Board Policy and Administrative Procedures 7700 “Whistleblower Protection” (3.7, 3.8).

The revised Board Policies and Administrative Procedures were presented to the President’s Shared Governance Council (PSGC) on August 28, 2019 where they were reviewed and approved. PSGC includes representation from the Associated Student Government, Academic Senate, Barstow College Faculty Association, California School Employees Association and representatives from management. The Administrative Procedures were reviewed by the Board of Trustees on August 21, 2019; the Board Policies were reviewed and approved by the Board of Trustees on September 18, 2019.

Analysis and Evaluation

Barstow Community College revised Administrative Procedures 3050, Institutional Code of Ethics, to include consequences for violations. To compliment these procedures, a new Board Policy 3050, Institutional Code of Ethics, was created and adopted. During this exercise, the College determined that several related Board Policies and Administrative Procedures should be created, updated and/or deleted. Board Policy and Administrative Procedures 3430 and Board Policy 7310, Prohibition of Harassment and Nepotism respectively, were revised to update and clarify language. Administrative Procedures 7310, Nepotism, was deleted. Finally, the College

determined that it was necessary to create and adopt Board Policy and Administrative Procedures 7700, Whistleblower Protection, to ensure the District had a complete set of policies and procedures in place to cover the areas of ethics, consequences, and employee protections.

Evidence

- [3.1](#) BP 3050 Institutional Code of Ethics
- [3.2](#) AP 3050 Institutional Code of Ethics
- [3.3](#) BP 3430 Prohibition of Harassment
- [3.4](#) AP 3430 Prohibition of Harassment
- [3.5](#) BP 7310 Nepotism
- [3.6](#) AP 7310 Nepotism
- [3.7](#) BP 7700 Whistleblower Protection
- [3.8](#) AP 7700 Whistleblower Protection

Recommendation #4: In order to meet the standard, the team recommends that the College address the total cost of ownership for physical and technological resources in support of the Colleges’ mission, operation, programs, and services. (III.B.4, III.C.2)

Evidence of Meeting the Standard

In an effort to bring the College into compliance with III.B.4 and III.C.2, and because of the turnover in the position of Vice President of Administrative Services, the College contracted with Cambridge West Partnership (CWP) consulting services to assist with addressing the total cost of ownership for physical resources. CWP was tasked with developing a total cost of ownership formula for capital facilities to include maintenance, grounds, and capital expenses. With the assistance of Barstow Community College’s Interim Vice President of Administrative Services, the Director of Maintenance and Operations and the Budget Analyst, CWP created an inventory of existing space, and based off of past and current costs for building and maintaining this space, created a total cost of ownership formula that the College can use going forward when building new spaces or renovating current spaces (4.1). The total cost of ownership for facilities will be used in conjunction with the Comprehensive Master Plan (4.2) to determine total cost of ownership for feasibility for all future facility and grounds projects.

To address the total cost of ownership for technological resources, the college chose to adopt the existing form used when the college is applying for grants. This form is included as part of existing Board Policy and Administrative Procedures 3280, “Grants,” (4.3; 4.4) and is completed by the initiator of the grant application and then sent to all major departments to determine feasibility in terms of budget considerations, and capacity; does the college have the financial and human resources to support the grant and does the grant directly support the mission of the college.

For the purpose of technology resources, the spirit and format of the grant form was adopted and revised to help determine feasibility and capacity for future technology purchases to include equipment and software (4.5). The form will be incorporated into the Program Review and Budget Allocation Process (4.6). When a program or administrative unit determines through the Program Review process that the purchase of software or technology equipment is necessary, they will complete the Budget Allocation Proposal form which requests the funds and will complete the Technology Assessment form that will provide the District with the Total Cost of Ownership information. All submitted Technology Assessment forms will be reviewed and approved by the Director of Information Technology and the Vice President of Administrative Services for completeness and accuracy. During the Budget Allocation process, when requested funds are prioritized, the total cost of ownership information will be available and used when considering funding.

Analysis and Evaluation

To bring Barstow Community College into compliance with Accreditation Standard III.B.4 and III.C.2, the college took a two-part approach; one for capital facilities including maintenance, grounds and capital expenses and one for technology. The college contracted with an outside consultant to develop a total cost of ownership formula for capital facilities. An inventory of

existing space along with cost information for building, maintaining, renovating and replacing these spaces, was developed. This information also included future costs based on inflation. The final product, a Total Cost of Ownership Program, will be used in conjunction with the Comprehensive Master Plan to determine total cost of ownership for feasibility for all future facility and grounds projects.

To address the total cost of ownership for technological resources, a new Technology Assessment Form was created to determine the total cost of ownership for future software and equipment purchases. Future purchases of all technological resources, including software and equipment, will be part of the existing Program Review and Budget Allocation Request process. During the program review process, if an administrative unit or program determines there is a need for technology, the initiator will complete a Budget Allocation Proposal form requesting the funds and will also complete the new Technology Assessment form that will provide the District with the Total Cost of Ownership information. All submitted Technology Assessment forms will be reviewed and approved by the Director of Information Technology and the Vice President of Administrative Services for completeness and accuracy. The total cost of ownership information will be available and used during the funding prioritization process.

Evidence

- [4.1](#) Total Cost of Ownership - Facilities
- [4.2](#) Comprehensive Master Plan 2017
- [4.3](#) BP 3280 Grants
- [4.4](#) AP 3280 Grants
- [4.5](#) Technology Assessment Form
- [4.6](#) Program Review Cycle

APPENDIX A – LIST OF SUPPORTING EVIDENCE

Report Summary

- [RP.1](#) 2017 ACCJC Letter
- [RP.2](#) Action Letter Email
- [RP.3](#) IEC Minutes 3-19-19
- [RP.4](#) ACCJC Follow-up Report Email 5-10-19
- [RP.5](#) Recommendation Teams – Emails
- [RP.6](#) IEC Minutes 8-20-19
- [RP.7](#) Board of Trustees Minutes 9-18-19

Recommendation 1

- [1.1](#) Program Review Handbook
- [1.2](#) Program Review Minutes 2-27-18
- [1.3](#) SLOAC Minutes 2-4-19
- [1.4](#) SLOAC Minutes 3-4-19
- [1.5](#) SLO Webpage
- [1.6](#) Sample Assessment CHLD Spring 2017
- [1.7](#) Sample of PLOs – Catalog
- [1.8](#) COR Template – Credit
- [1.9](#) COR Template – Noncredit
- [1.10](#) Curriculum Website
- [1.11](#) COR Workshops
- [1.12](#) Technical and Peer Review Training
- [1.13](#) Curriculum Committee Training
- [1.14](#) Technical-Peer Review Groups
- [1.15](#) Board of Trustees Minutes 10-17-18 – T. Young
- [1.16](#) Articulation Officer Training
- [1.17](#) COCI Training with CCCCCO
- [1.18](#) Board of Trustees Minutes 9-19-18 – H. Brang
- [1.19](#) Board of Trustees Minutes 2-20-19 – J. Tainatongo
- [1.20](#) Curriculum Processes – Flowcharts
- [1.21](#) MOU with BCFA – Fall 2018
- [1.22](#) Letter from CCCCCO
- [1.23](#) Board of Trustees Minutes 10-17-18 – Curriculum
- [1.24](#) Board of Trustees Minutes 11-21-18 – Curriculum
- [1.25](#) Board of Trustees Minutes 12-19-18 – Curriculum
- [1.26](#) Board of Trustees Minutes 3-20-19 – Curriculum
- [1.27](#) Board of Trustees Minutes 4-17-19 – Curriculum
- [1.28](#) Board of Trustees Minutes 5-15-19 – Curriculum
- [1.29](#) Board of Trustees Agenda 8-21-19 – Curriculum
- [1.30](#) Program Definition

- [1.31](#) Faculty Retreat Agenda January 2019
- [1.32](#) Non-Instructional PRC Meeting Invite 10-10-18
- [1.33](#) Non-Instructional PRC Meeting Invite 3-8-19
- [1.34](#) Instructional & Non-Instructional PRC Meeting Invite 3-28-19
- [1.35](#) Non-Instructional PRC Meeting Invite 8-1-19
- [1.36](#) Planning Meeting Invite 9-3-19
- [1.37](#) Course Assessment Plan
- [1.38](#) Program Assessment Plan
- [1.39](#) AA_SS Organizational Chart
- [1.40](#) Curriculum Planning Meetings
- [1.41](#) Management Training Agendas June & August 2019

Recommendation 2

- [2.1](#) AP 7150 Evaluation
- [2.2](#) BCFA Contract
- [2.3](#) CSEA Contract
- [2.4](#) Memo to ACCJC Visiting Team – March 7, 2018
- [2.5](#) Memo to Managers – Professional Development Series
- [2.6](#) Professional Development Series – Dates and Topics
- [2.7](#) Training Documentation – The Art of Writing Performance Evaluations
- [2.8](#) Training Documentation – Academic and Classified Evaluations and Discipline
- [2.9](#) Reminder Emails to Manager Example
- [2.10](#) Notification Email to Vice President Example
- [2.11](#) HR Summary of Findings Aug 2019
- [2.12](#) Perform Website
- [2.13](#) Argos Instructor Eligibility Report Screenshot
- [2.14](#) Management Evaluation Form

Recommendation 3

- [3.1](#) BP 3050 Institutional Code of Ethics
- [3.2](#) AP 3050 Institutional Code of Ethics
- [3.3](#) BP 3430 Prohibition of Harassment
- [3.4](#) AP 3430 Prohibition of Harassment
- [3.5](#) BP 7310 Nepotism
- [3.6](#) AP 7310 Nepotism
- [3.7](#) BP 7700 Whistleblower Protection
- [3.8](#) AP 7700 Whistleblower Protection

Recommendation 4

- [4.1](#) Total Cost of Ownership - Facilities
- [4.2](#) Comprehensive Master Plan 2017
- [4.3](#) BP 3280 Grants

- [4.4](#) AP 3280 Grants
- [4.5](#) Technology Assessment Form
- [4.6](#) Program Review Cycle