

BARSTOW COMMUNITY COLLEGE INSTITUTIONAL SELF STUDY



BARSTOW COMMUNITY COLLEGE
LEARNING RESOURCE CENTER

JANUARY 2006

BARSTOW COMMUNITY COLLEGE

INSTITUTIONAL SELF STUDY REPORT

IN SUPPORT OF

REAFFIRMATION OF ACCREDITATION

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

JANUARY 2006

CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT



DATE: January 2006

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

FROM: Barstow Community College
2700 Barstow Road
Barstow, CA 92311

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

SIGNED:

Handwritten signature of Clifford M. Brock in black ink.

Clifford M. Brock, Ph.D. District President

Handwritten signature of Fernando R. Baca in black ink.

Fernando R. Baca President, Governing Board

Handwritten signature of Scott Bulkley in black ink.

Scott Bulkley President, Academic Senate

Handwritten signature of Lillian Justice in black ink.

Lillian Justice President, California School Employees Association

Handwritten signature of Cheryl Bossiter in black ink.

Cheryl Bossiter President, Associated Student Body

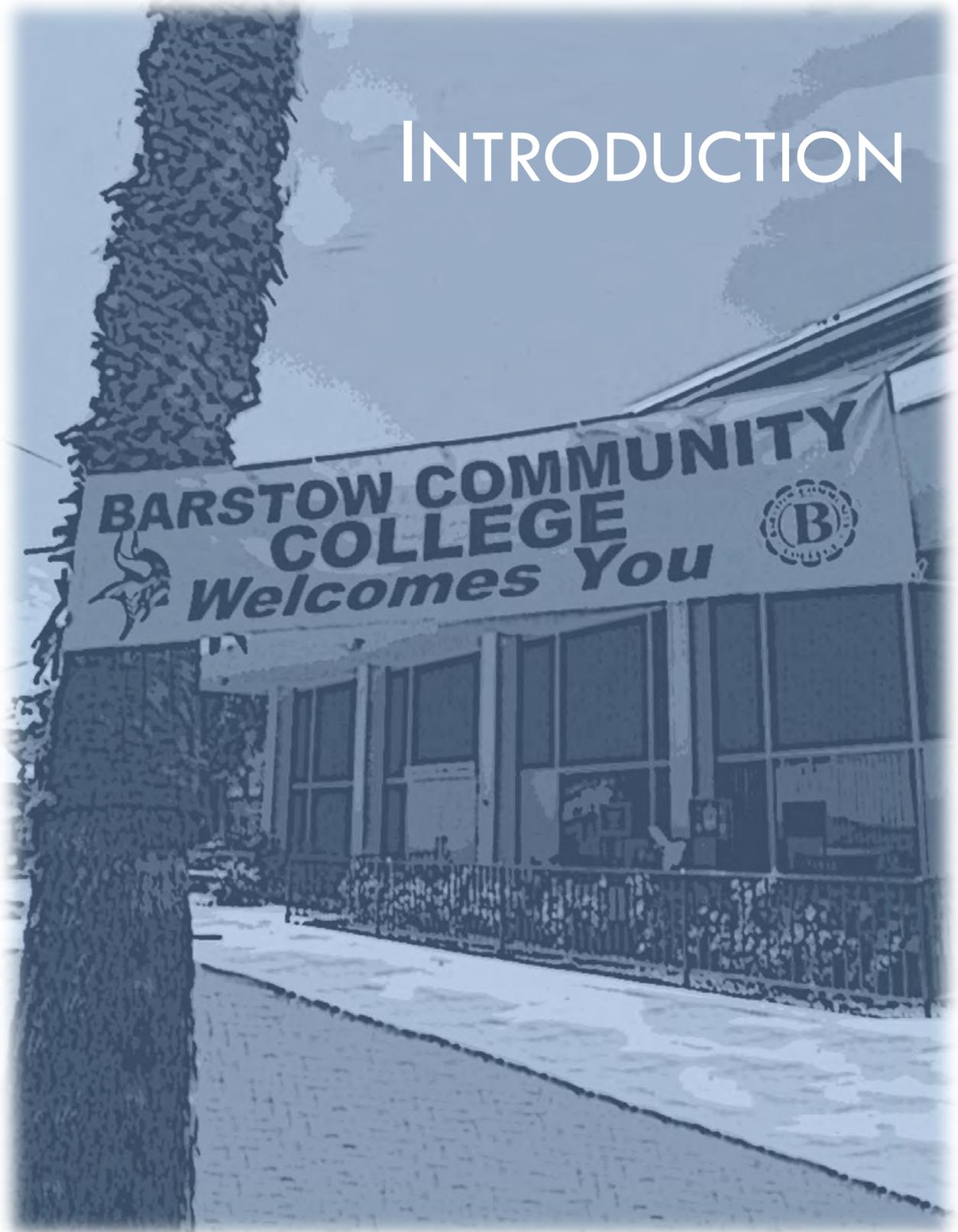
Handwritten signature of Eva Bagg in black ink.

Eva Bagg, Ph.D. Accreditation Liaison Officer

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INTRODUCTION



DESCRIPTION AND HISTORY OF THE INSTITUTION

Barstow Community College is located on Interstate 15 in the Mojave region of San Bernardino County, California, approximately 120 miles from both Los Angeles, California and Las Vegas, Nevada. The college district encompasses a vast area from the Nevada border on the east to Kern County on the west, and from Inyo County in the north to the San Bernardino Mountains. The college serves the communities of Barstow, Lenwood, Newberry Springs, Daggett, Yermo, Hinkley, Ludlow and Baker. Two college centers provide on-site programs to military personnel at the U.S. Army National Training Center, Ft. Irwin and Marine Corps Air Station, Miramar.

An open-admission, public institution, the college serves more than 3,200 students in degree and certificate programs with approximately 100 full-time employees and a \$14 million budget. It provides the first two years of college or university study as part of the California State Community College System of Higher Education.

The college's educational program includes lower-division course work, general education offerings, and vocational courses for transfer to baccalaureate degree institutions; the college offers a number of occupational programs designed to prepare students for entry into the workforce. Service learning and self-enrichment classes are also offered to the community.

The Barstow Community College District was established in September 1959 by the citizens of the upper High Desert region of southern California. Evening classes began the next year at Barstow High School, followed by the first day classes in Fall 1962 at Barstow First Methodist Church. Two years later, a \$3 million, six-building complex was constructed at the present location on Barstow Road, and classes began there in February 1965. There followed a technical building in 1967, an administration building in 1975, and an automotive laboratory in Spring 1978. The automotive laboratory was converted into a physical fitness center in 2000.



Significant Developments Since the Last Site Visit

Since the last site visit in 2000, Barstow Community College has undergone many significant changes. These changes can be summarized in six key areas: capital construction and campus improvements, organization, personnel, student services, academic affairs and resource development.

CAPITAL CONSTRUCTION AND CAMPUS IMPROVEMENTS

Some of the most significant and visible changes at Barstow Community College since 2000 are the improvements made to the facilities. Many projects have been successfully completed and a remodel project is currently underway. A few of these projects are described below.

An interactive science co-laboratory was established in the Technical Building. The lab is equipped with computer workstations to enable students to complete both computer simulations and actual experiments. This concept has been well-received by students and faculty, and construction of a second co-laboratory is in progress as part of the Remodel for Efficiency (RFE) project.

The bookstore, cafeteria, and a number of classrooms were successfully remodeled. The layouts for these facilities are more modern and efficient, and the environments are more inviting for students. A student lounge area has also been created. In addition, the college renovated the gym and locker rooms, including developing modern training rooms, replacing plumbing, adding team rooms, and replacing the gym floor.

The college opened its 28,000-square-foot, state-of-the-art Learning Resource Center (LRC) in Fall 2004. The LRC houses all of the college's library, audio-visual, distance learning, curriculum development, and tutorial/basic skills services. It features a 56-station computer commons, multi-media-equipped study carrels, group study rooms, and a public conference room equipped with teleconferencing and distance learning equipment. The LRC gives students more access to electronic media, computers, reference materials, and the internet; faculty have access to the latest technology for developing curriculum and class materials in a multimedia-equipped instructional technology center.

Many technology improvements have also been implemented to improve department and campus operations. For example, the college phone system was successfully upgraded to a Voice-over-Internet Protocol (VoIP) digital network system, which includes the ability to broadcast emergency messages and other campus-wide information. The college

data network has been upgraded to include gigabit connectivity to each campus building and a T1 (1.544 megabit/second) data connection to off-campus locations. Other improvements include new servers with greater capabilities and storage, voice and video teleconferencing, enhanced back-up and security features, wireless access points, automated library management systems, and an enhanced data reporting system.

The RFE project mentioned previously began in Fall 2005. Besides the construction of a second science co-laboratory, the project will renovate classrooms, administrative offices, and the old library. A Student Services Modernization project has also been approved, with construction expected to start in late 2006. This project will create a one-stop student services center.

In 2005 the college also resolved a dispute with the bank that provided financing to a private vendor for a child-care building. The dispute resolution resulted in an additional building being available for educational programs and services.

Safety and security features have also been addressed. Parking lot, entryway and walkway lighting throughout the campus has been significantly improved. "Code Blue" stations that immediately dial 911 in the event of emergencies have been installed in several parking lots, with plans to add more stations. Video surveillance cameras have been installed in strategic locations both on the interior and exterior of buildings throughout the campus.

This ambitious capital improvement program is continuing. A new performing arts facility has been included on the list of approved projects for the next state bond issue. Four other capital projects are proposed in the college's construction plans, including wellness and vocational centers, upgrades to the sports fields, and another modernization project.

ORGANIZATION

Since the last site visit, the college has made significant strides in important organizational areas. It has refined its mission, established a general education philosophy statement, and the Board of Trustees has developed Board Imperatives. These documents now serve as the foundation for the college's value system.



Additionally, the college has developed a Strategic Plan and an Educational Master Plan to guide its work. These plans are tied to the mission and imperatives. Also important was the development of the Participatory Governance Handbook, which established a formal structure for shared decision-making at the college.

PERSONNEL

The college has also experienced changes in leadership since the last site visit. President James Meznik left the college in August 2004. Following his departure, Curt Mitchell, vice president for Administrative Services, served as interim president for seven months until the current president, Clifford Brock, was hired in March 2005.

Trustee Bryant Davis resigned from the Board of Trustees in February 2005; his replacement, Ted Baca, joined the board following the general election in November 2005.

Other significant changes in leadership include the retirement of Joseph Clark, vice president for Student Affairs in Fall 2004 and the resignation of Gaither Loewenstein, vice president for academic and student success, in Summer 2005. Paul de Dios, formerly the director of Special Programs and Services now serves as dean of Student Affairs, and the new vice president for Academic Affairs, Mark Meadows, joined the college in January 2006.

During 2002 the college filled three important management positions. A public information officer was hired, filling a position that had been vacant for more than two years; a director of human resources was hired, making permanent a function that had been carried out by consultants for three years; and an institutional researcher joined the team.

New contracts were successfully negotiated twice with both the faculty and classified bargaining units, and a classification study was successfully implemented in 2003.

Since the last accreditation site visit, Barstow Community College has undergone two significant administrative reorganizations. In 2004, factors such as proposed state budget cuts, possible funding reductions from proposed equalization initiatives, potential enrollment declines from state-mandated tuition hikes, administrative inefficiencies, and excessive management costs led the college to make changes in staffing.

This reorganization resulted in fewer administrators; the elimination of four division chairs, two faculty coordinator positions, one computer science instructor and three classified positions; and a reduction in hours for three other classified positions.

In Fall 2005 the second reorganization was undertaken to correct problems created when student services and instruction were both placed under one vice president. Student Services was separated from Instruction with its own leader and advocate, the dean of Student Affairs.

STUDENT SERVICES

The college has made strides in improving student satisfaction. Results of a follow-up campus climate survey completed in Fall 2004 are indicative of across-the-board improvement in student satisfaction with course content, quality of instruction, student services, the openness of the campus environment concerning diversity, and the overall attention being given to student needs.

The college has also launched successful outreach campaigns, which have increased the number of local high school students attending BCC each of the past five years. In 2003 and 2005, the district executed a targeted outreach program to recruit local Hispanic students to the college. The efforts resulted in a slightly higher percentage of Hispanic students enrolled at the college and additional English as a second language classes on the schedule.

In 2005 the college saw record numbers of students participating in its EOPS program. In four years the number of EOPS students increased from 283 to 500.

The graduating class of 2005 was the largest class ever to graduate from Barstow Community College with 631 associate degree and certificate candidates.

ACADEMIC AFFAIRS

Since the last site visit, the college took action to improve instructional quality, and progress has been made in fulfilling the objectives laid out in the Educational Master Plan. For example, the college established a schedule for program review, which was successfully implemented for all courses. Student learning outcomes have been adopted at the course,



program and college-level; efforts have been initiated to measure the extent to which the identified outcomes are being achieved. College-wide student learning outcomes and institutional performance measures have been incorporated into the Educational Master Plan.

Student retention has increased steadily, and the district's retention from census to end-of-term now exceeds the statewide average. Additionally, the "gap" between live and online student retention has reduced significantly.

Faculty productivity has increased. Weekly student contact hours (WSCH) per full-time equivalent faculty member (FTEF) from Fall 2001 to Fall 2003 increased by 27.2 percent while WSCH:FTEF increased by 44.1 percent from Spring 2002 to Spring 2004. As a result, the average class size has also increased in both live and online courses. For example, the average size of live classes increased by nearly 30 percent from Fall 2002 to Fall 2003, and the average online class size doubled in the same period.

The college has made numerous efforts to ensure that the quality of its online courses is on a par with that of its traditional classes. All online offerings are reviewed on an ongoing basis; minimum standards have been established for online course syllabi, lesson content, and discussion groups; student evaluation surveys for online classes have been developed and implemented; and on-campus and off-site training has been provided for online instructors. As a result of these efforts, all of the college's online offerings now meet minimum content standards.

Computer-assisted instruction increased since the last site visit. Examples include the science co-lab and geology lab, "smart classrooms" in lecture rooms B-1 and S-1, the shift from Plato to Skill Builder in developmental English classes, computer-based software used in chemistry and geology classes, and mobile laptops housed in room L-12 of the Learning Resource Center.

A Workforce Development Summit was held in December 2004 as a means of identifying the training needs of area employers. The new Customer Service Academy was created as a result of this summit.

In response to a growing concern over textbook costs, the college created an ad hoc textbook task force to identify ways the college could help students save money. At least one copy of every textbook used at the college is now put on reserve at the library for student use, and common textbooks are used by all instructors in most departments with full-time faculty members, thus enabling students to buy and sell used textbooks at reduced prices.

RESOURCE DEVELOPMENT

Annual foundation fundraising has doubled since 2001 as a result of efforts such as the Festival of Lights and Learning and the newly created Honor Wall campaign. In addition, the foundation has awarded more scholarship money to students. The scholarship total for 2005 was a quadruple increase over the total awarded in 2003.

The college has also been awarded resources through a grant from the Mojave Water Agency. Now in its third year, the goal of this collaboration is to increase understanding and awareness for the need to conserve water. The college receives grant money to provide instruction and to expand the desert demonstration garden. The grant more than doubled from \$10,000 in the first year of the project to \$24,000 in year three.



DEMOGRAPHIC INFORMATION

Barstow Community College District Service Area¹

The Barstow Community College District has served the educational needs of the high desert region for over four decades. Communities in the district's service area include the following: Barstow, Yermo, Lenwood, Newberry Springs, Daggett, Hinkley, Helendale, Ft. Irwin and Baker. The total population of these communities is over 60,000 residents, with 23,575 reported in 2005 for the city of Barstow. This marks a 11.6 percent population growth for Barstow between 2000 and 2005. The city itself is projected to grow by nearly 3000 residents, or by 12.7 percent, over the next five years. The overall population growth for the United States is estimated to grow by 4.8 percent during the same time period.

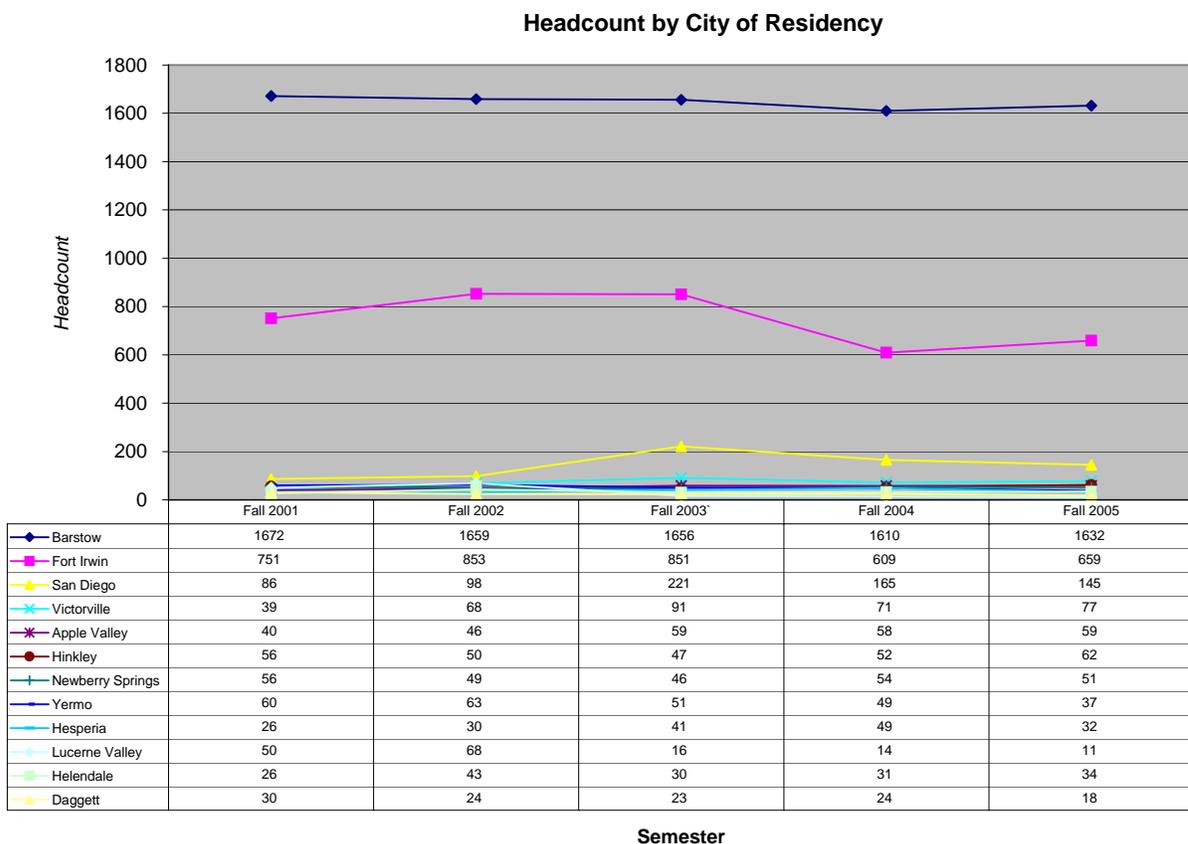
The average household income in the area is estimated to be \$44,832 for the year 2005, compared to the estimated average household income for the United States of \$63,301. Household income for the area is projected to increase just 6.4 percent over the next five years, while the average household income for the United States is projected to increase by 13.3 percent. With regard to employment, 37.9 percent of the area's population is estimated to be employed at age 16 and over for the year 2005. For the United States, 46.6 percent of this population group is employed. The employment status of the area's labor force is as follows: 1.8 percent are in the Armed Forces, 51.6 percent are employed civilians, 5.9 percent are unemployed civilians, and 40.7 percent are not in the labor force. Comparable figures for the United States are as follows: 0.5 percent are in the Armed Forces, 59.9 percent are employed civilians, 3.6 percent are unemployed civilians, and 35.9 percent are not in the labor force.

Census data from 2000 show that the ethnic composition for Barstow city is as follows: 51.1 percent are white, 32.7 percent are Latino or Hispanic, 10.4 percent are African-American, 2.8 percent are Asian, 2.2 percent are American Indian or Alaskan, and 0.8 percent are Native Hawaiian and Other.

1. The source of data reported on the district's service area is the Economic Development Demographics page on the City of Barstow website (www.barstowca.org).

For the Barstow and outlying areas including Yermo, Hinkley and Newberry Springs, the educational status in 2005 of residents twenty-five years and older is as follows: 8.4 percent have completed elementary school (grade 0 through 8); 17.0 percent have some high school education (grades 9 through 11); 35.1 percent are high school graduates; 22.6 percent have completed some college; 7.2 percent have an earned associate degree only; 6.1 percent have an earned bachelor degree only; and 3.7 percent have a post-graduate degree.

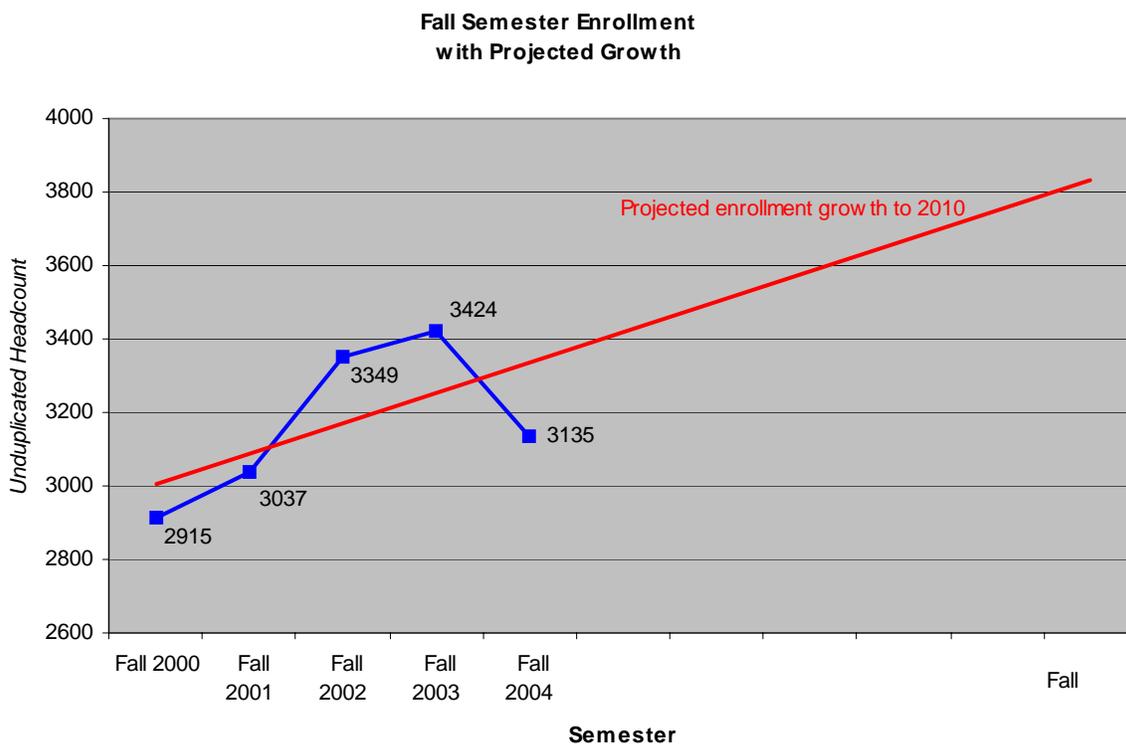
The top twelve Barstow Community College enrollment figures by city of residency are shown in the graph below.





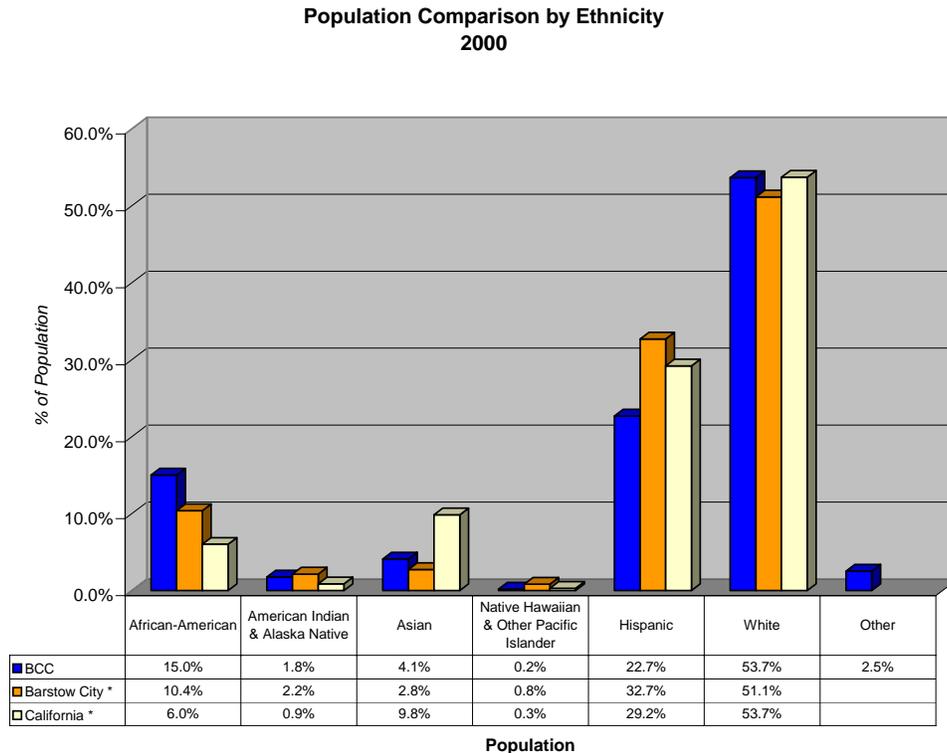
Barstow Community College Student Profile¹

Unduplicated headcount for the Fall 2000 semester at Barstow Community College was 2915. Enrollments steadily increased over the next three years with an unduplicated headcount of 3424 students the Fall of 2003. Enrollments declined the following fall to 3135. This 8.4 percent decrease in enrollment between Fall 2003 and Fall 2004 is attributed mostly to state tuition increases and wartime deployment of Ft. Irwin troops to Iraq. On average the college has grown its enrollments more than five times the annual growth of Barstow city's population. Barstow Community College enrollment projections suggest that the college needs to prepare for an increased headcount of at least 400 students by the year 2010.



1. All student profile data reported here reflect the college's official reporting to the California Community Colleges Management Information System Office.

The extent to which the college's student enrollment represents the community it serves in terms of ethnic diversity is shown in the graph below.

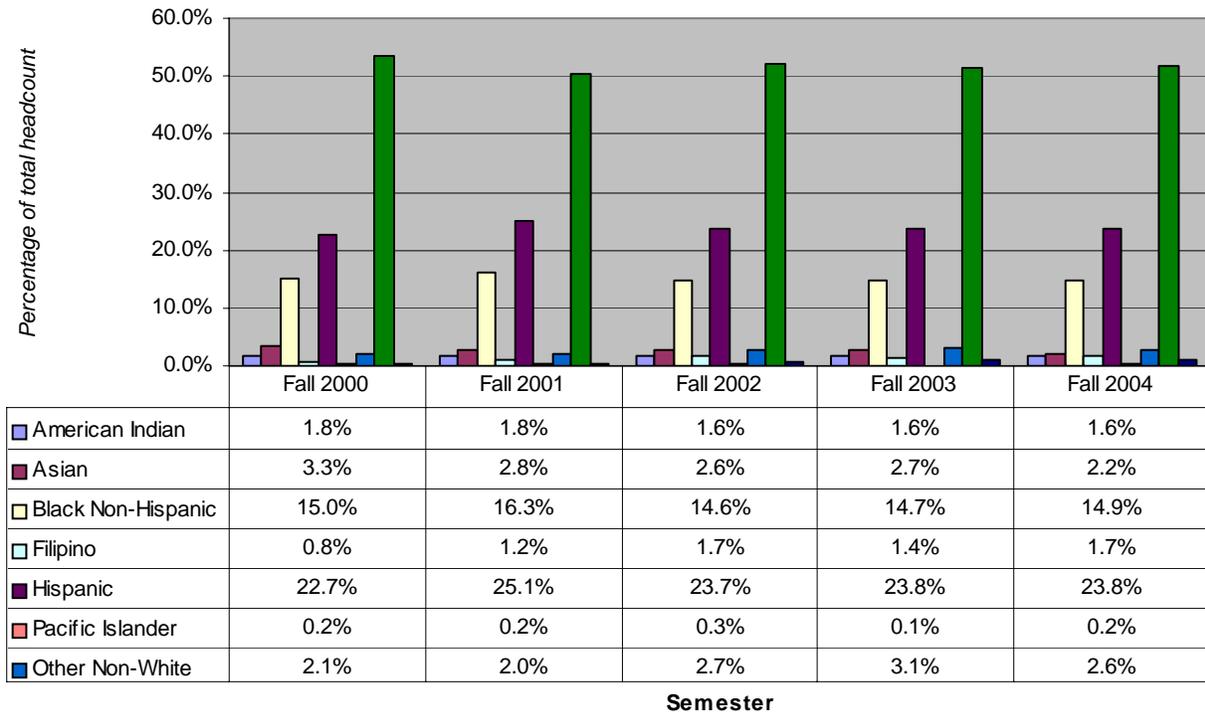


As this graph shows, Barstow Community College has near representative enrollments in most ethnic groups except Latino or Hispanic. In 2000 the gap between the proportions of Latino or Hispanic comprising Barstow city was 10 percent higher than the proportion of Latino or Hispanic enrolled at Barstow Community College.

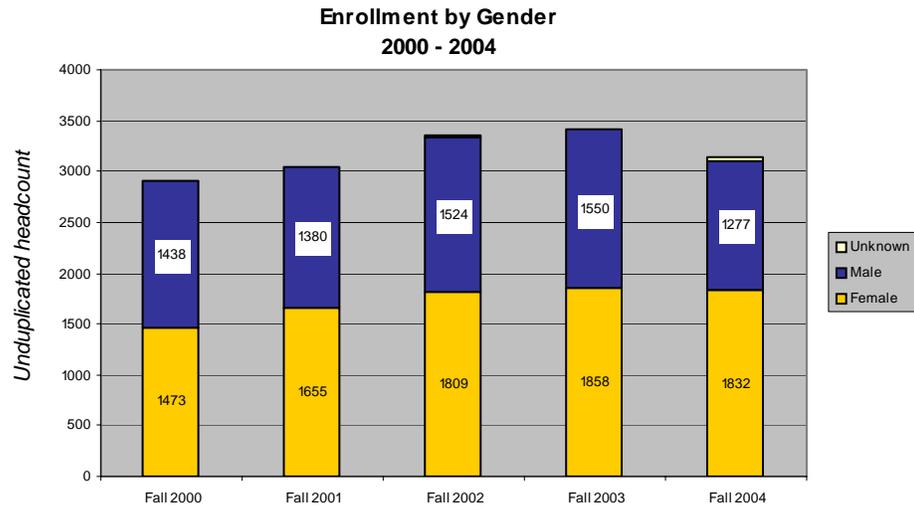


Improvements, however, have been made during this evaluation period toward increasing Latino or Hispanic enrollments at the college. The graph below shows that in 2000 Latino or Hispanics represented 22.7 percent of the college's enrollments whereas in 2004 this group made up 23.8 percent of the total enrollment.

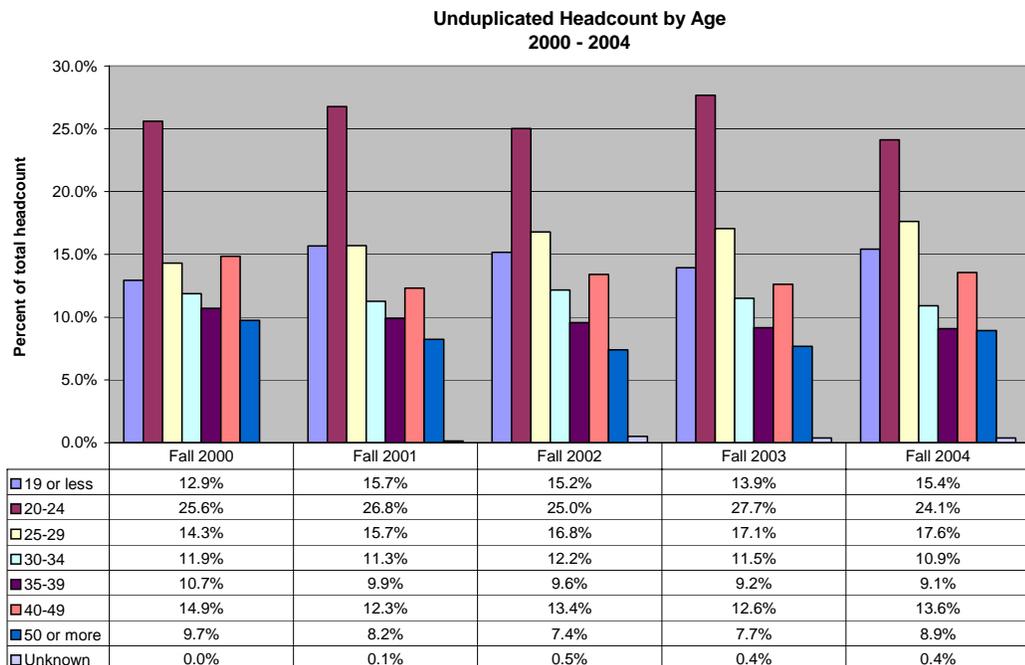
**Percent Unduplicated Headcount by Ethnicity
2000 - 2004**



Student enrollments at Barstow Community College have shifted with regard to gender. In Fall 2000, 50.6 percent of the students were female and 49.4 percent were male compared to 58.9 percent females and 41.1 percent males in Fall 2004.

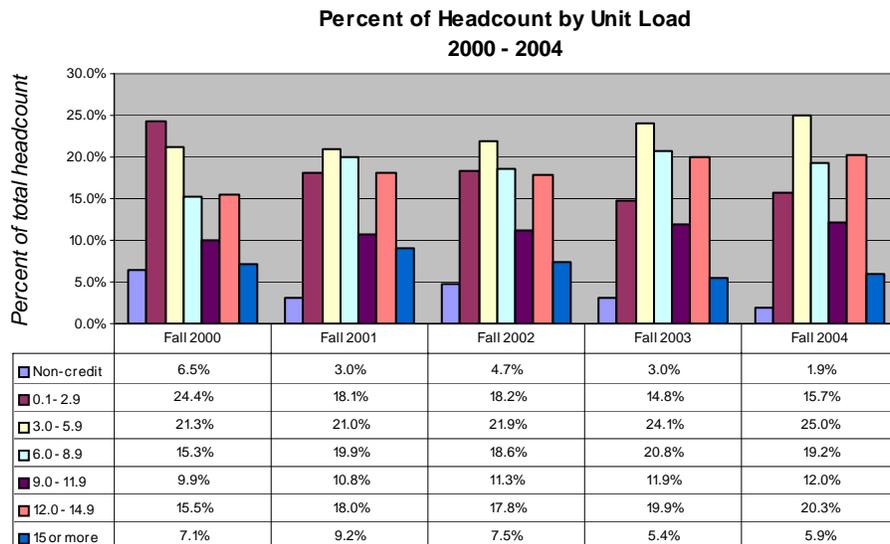


Students between the ages of 20 and 24 have consistently ranked as the largest cohort of the Barstow Community College student population between Fall 2000 and Fall 2004. A distribution of all student age groups for this evaluation period appears in the graph below.

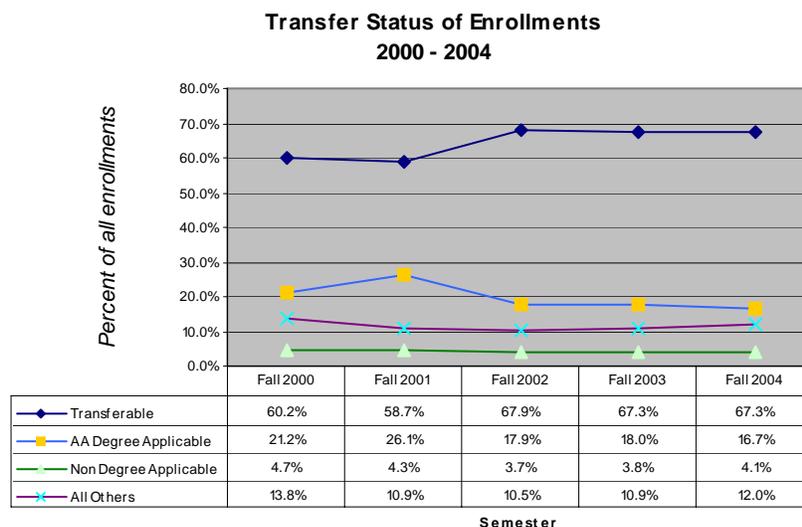




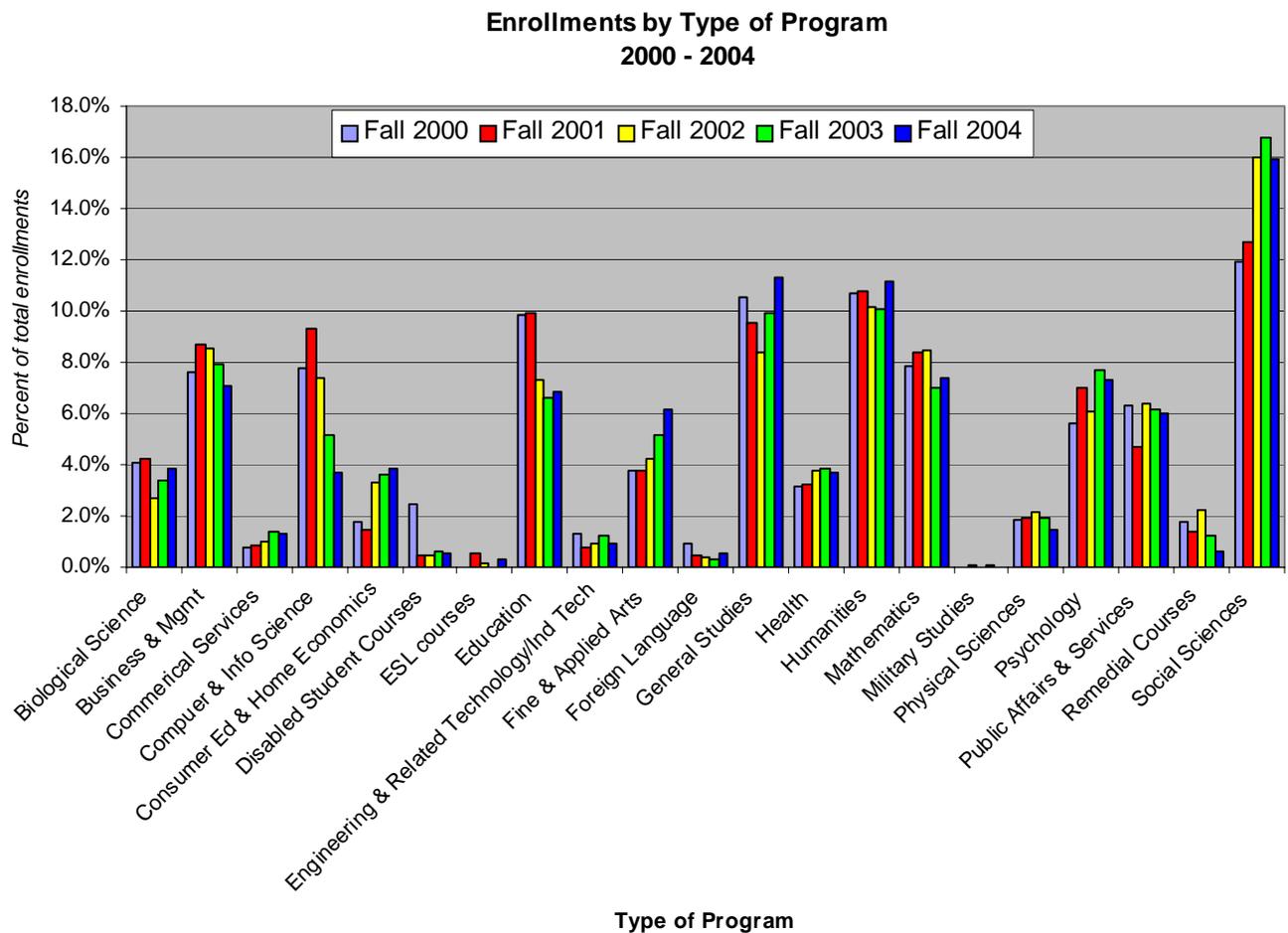
The unit load for students shows a shift during this evaluation cycle. The number of non-credit and below 3.0 unit enrollments has decreased while higher unit loads below 15.0 units have increased. The graph below illustrates these changes in unit load.



The transfer status of enrollments shows a moderate change over this evaluation period. The percentage of transferable units has increased while the percentage of Associate of Arts degree applicable enrollments has decreased slightly.



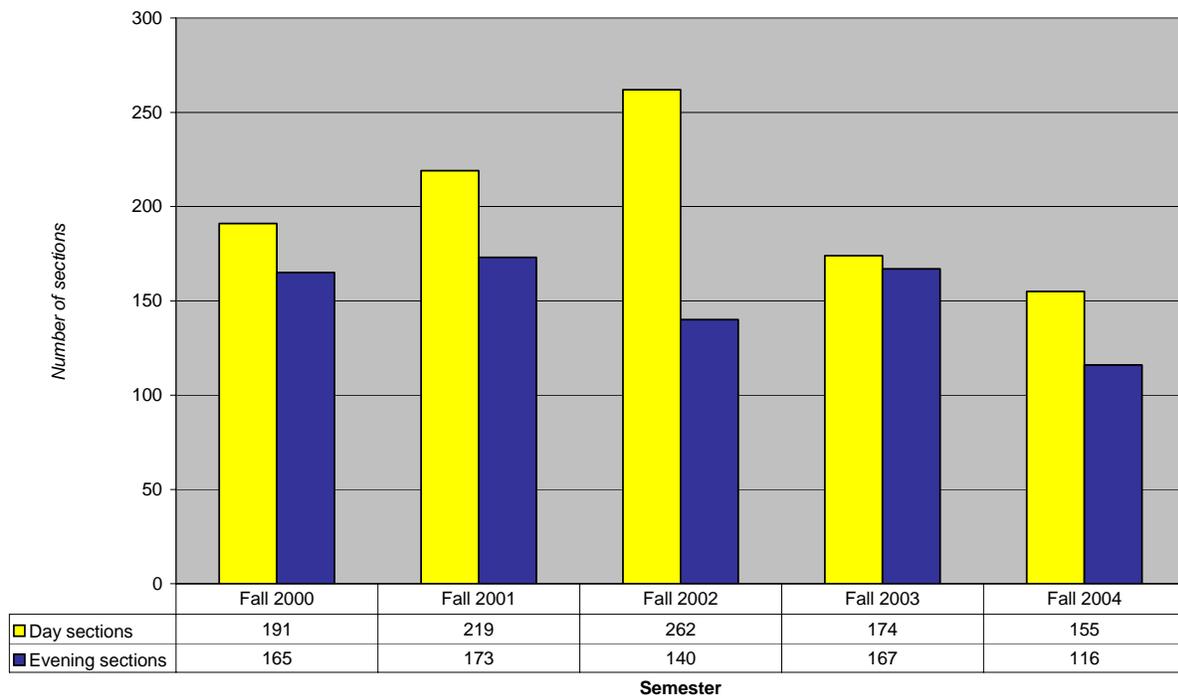
With regard to enrollments by type of program, social sciences has experienced the most growth among all the programs, and it has consistently captured the highest percentage of total enrollments over this evaluation period. The graph below shows trends for enrollments for all program types offered at Barstow Community College.





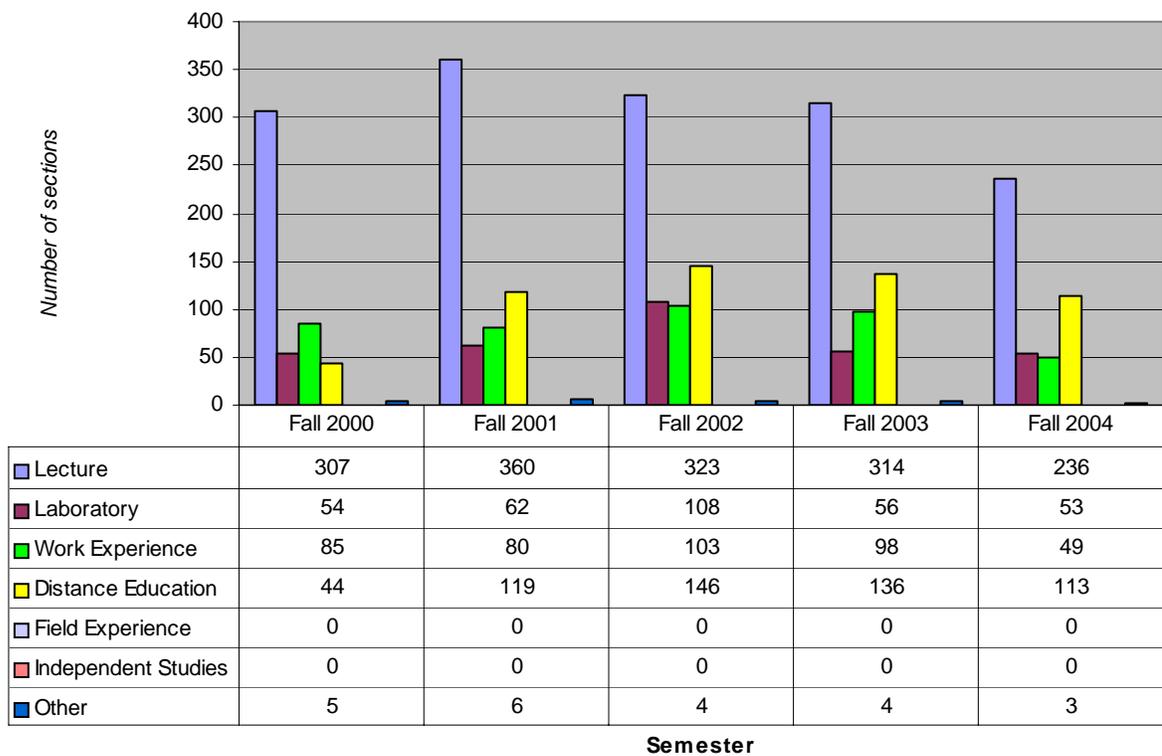
The number of day and evening sections offered by the college reflects student enrollment. Although the total number of section offerings has decreased over the evaluation period, there have been near equivalent evening section offerings as day section offerings for most semesters.

**Day / Evening Sections Offered
2000 - 2004**



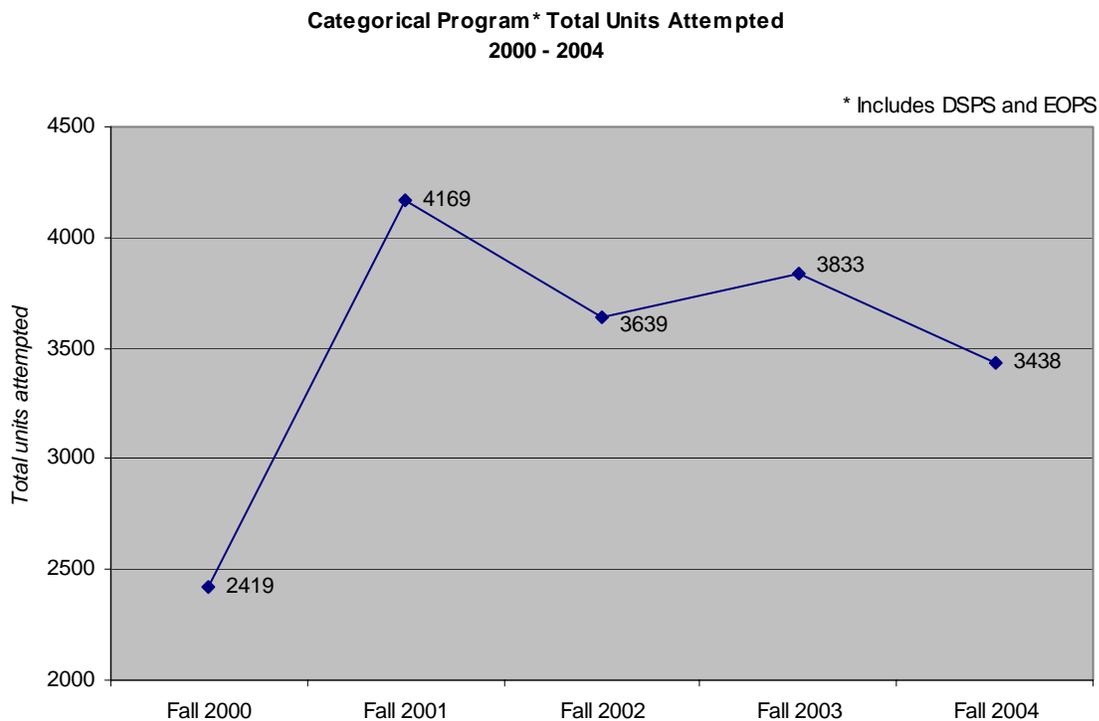
Barstow Community College students are increasingly enrolling in distance education sections. In Fall 2000 the college offered 44 distance education sections; this number nearly tripled for Fall 2004 when 113 distance education sections were offered. The graph below shows changes in the distribution of all sections offered by instructional method between Fall 2000 and Fall 2004.

**Sections Offered by Instructional Method
2000 - 2004**





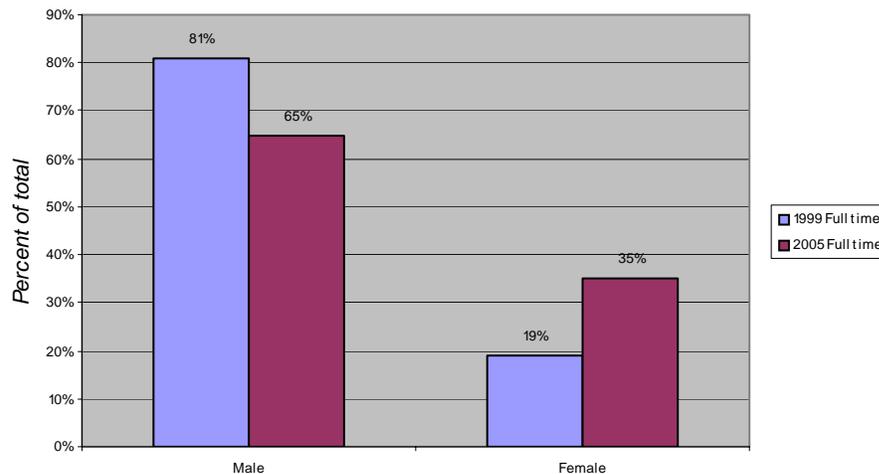
Enrollments in programs with categorical funding (including DSPS and EOPS) have significantly increased during this evaluation cycle. The total units attempted for categorical programs increased over 42 percent from Fall 2000 to Fall 2004.



Staff Profile

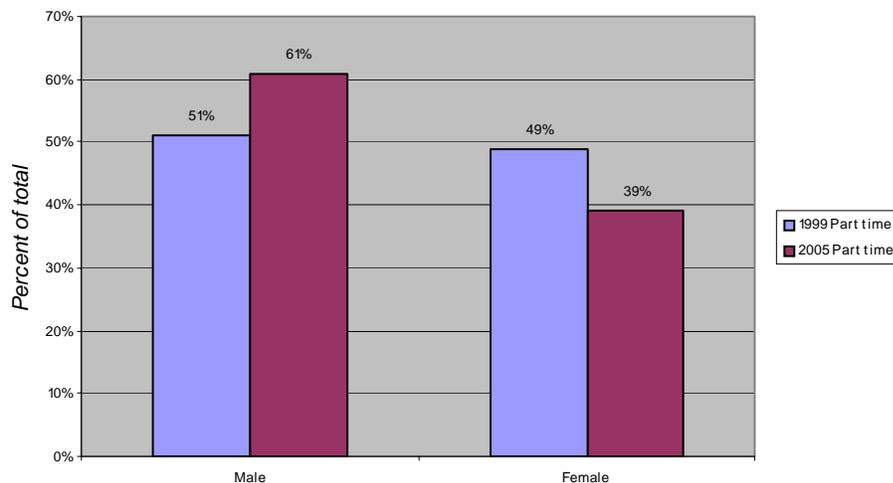
The composition of the Barstow Community College faculty has changed significantly since the last evaluation, especially in terms of gender and age. The disparity between male and female full-time faculty has lessened significantly; over 80 percent of full-time faculty were men in 1999, and 65 percent are currently men.

**Full-Time Faculty Gender Comparison
1999 vs. 2005**



Interestingly the gender gap among part-time faculty has actually increased somewhat over this evaluation cycle; the percentage of men went from 51 percent in 1999 to 61 percent in 2005.

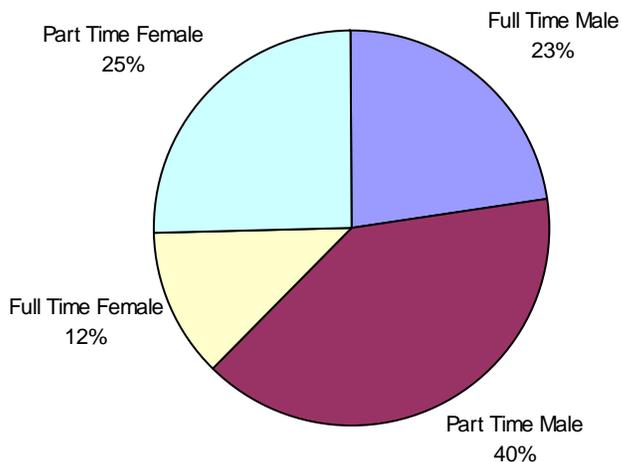
**Part-Time Faculty Gender Comparison
1999 vs. 2005**





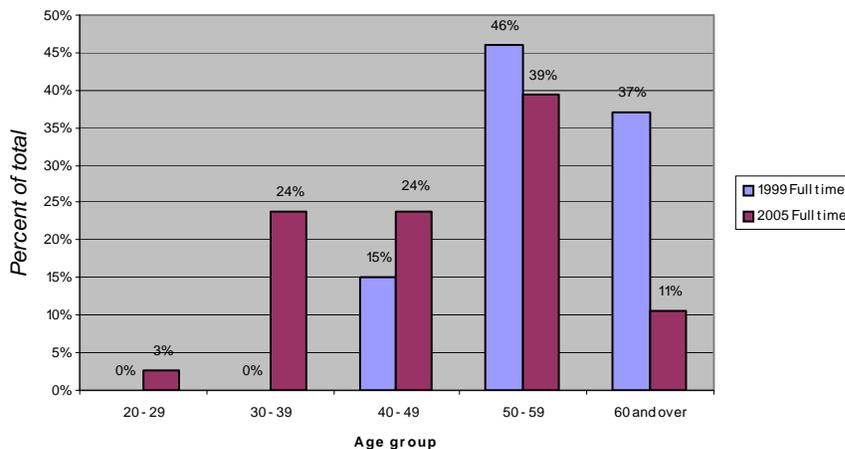
Relative numbers of full- and part-time faculty by gender for the current year are shown in the graph below.

**Full- and Part-Time Faculty by Gender
2005**



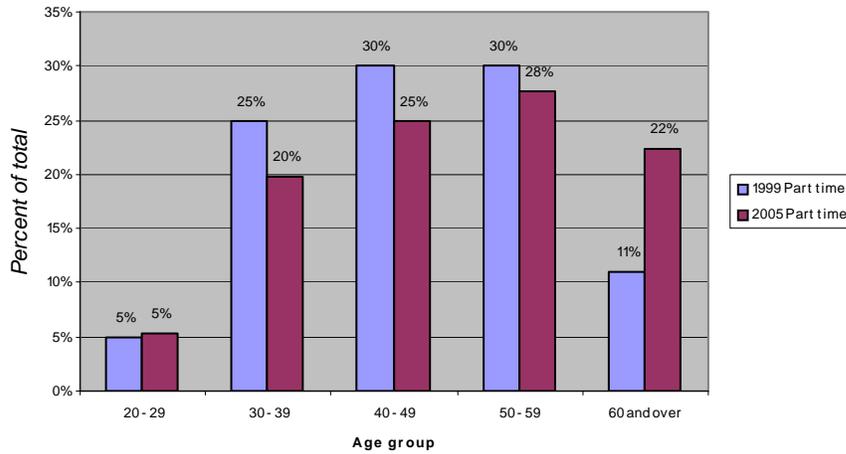
The current full-time faculty is significantly younger than in 1999, although the largest age group has remained those between the ages of 50 and 59.

**Full-Time Faculty Age Comparison
1999 vs. 2005**



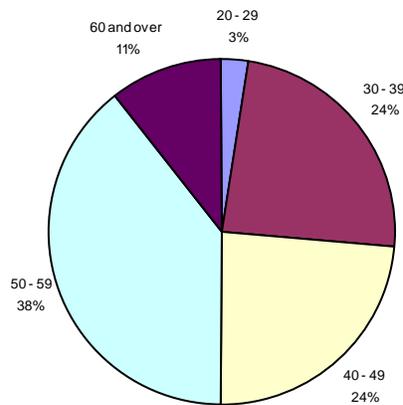
The age of part-time faculty has increased over the evaluation period, with the percentage of instructors 60 years and older increasing from 11 percent in 1999 to 22 percent in 2005.

**Part-Time Faculty Age Comparison
1999 vs. 2005**



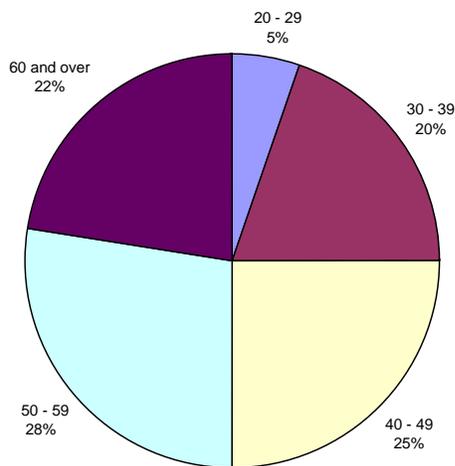
Charts showing the ages of full-time and part-time faculty during the current year appear below.

**Full-Time Faculty by Age Group
2005**



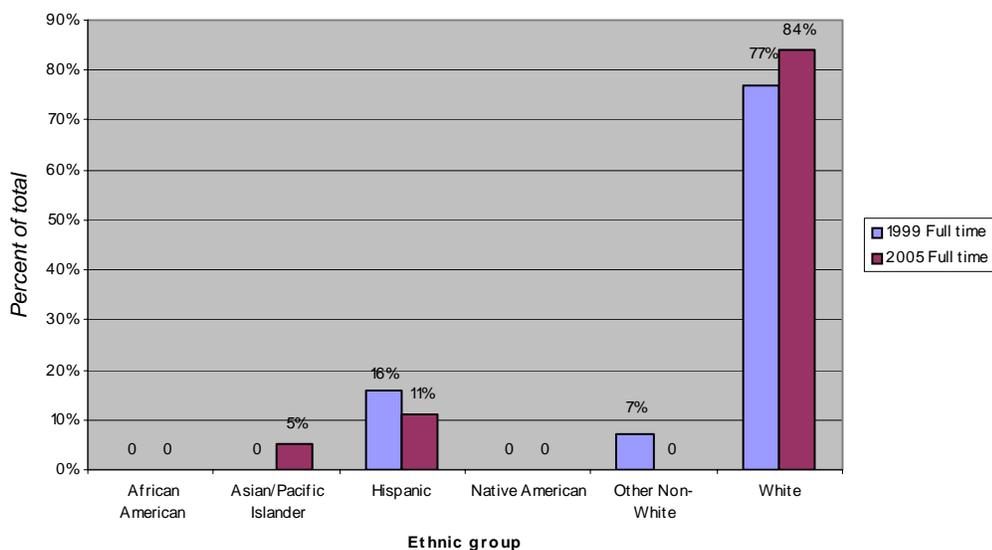


Part-Time Faculty by Age Group
2005



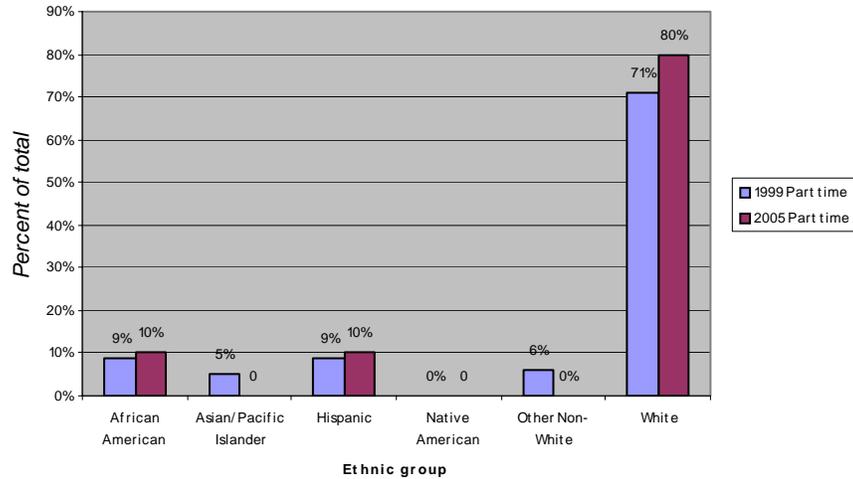
With regard to the ethnicity of full-time faculty, the college has actually become less diverse in 2005 than it was in 1999. The percentage of white full time instructors went from 77 percent to 84 percent during this time.

Full-Time Faculty Ethnicity Comparison
1999 vs. 2005



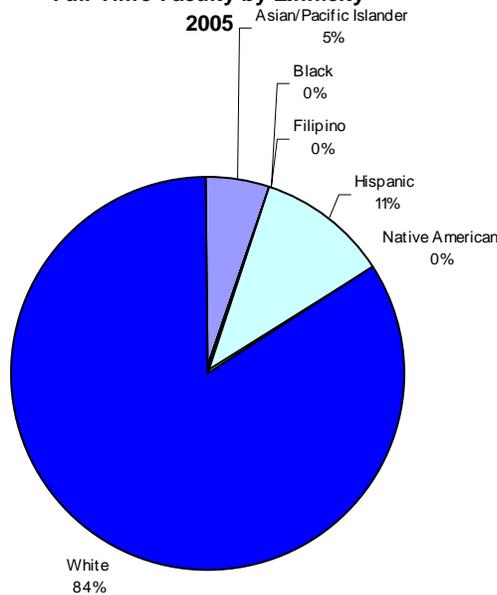
While percentages of African American and Hispanic part-time faculty increased slightly, the percentage of white part-time instructors increased from 71 percent to 80 percent.

**Part-Time Faculty Ethnicity Comparison
1999 vs. 2005**



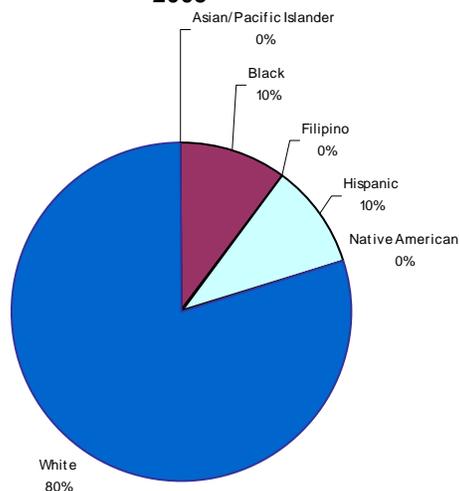
Percentages of full- and part-time faculty by ethnicity for the current year appear in the charts below.

Full-Time Faculty by Ethnicity



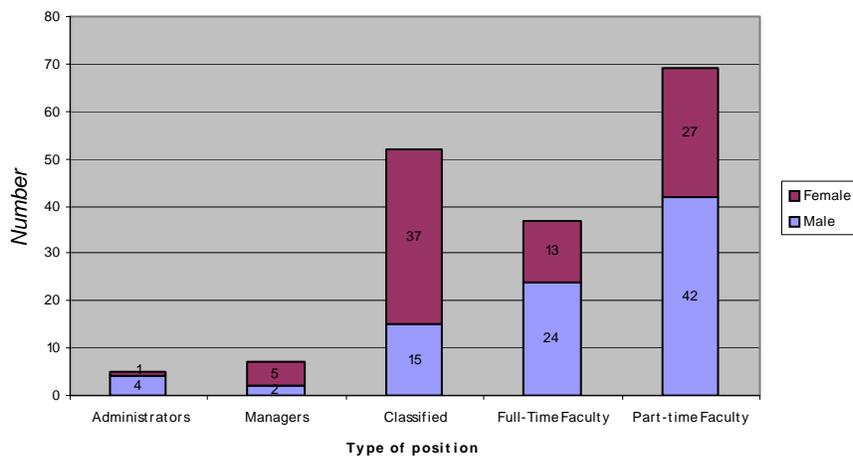


Part-Time Faculty by Ethnicity 2005



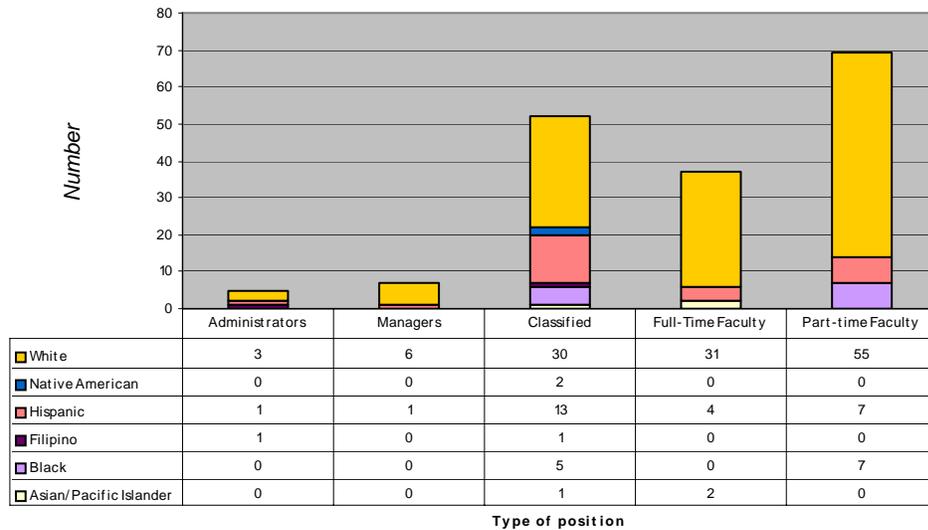
During the current year classified and management positions are filled mostly by women, while most administrators are male.

All Employees by Gender 2005



The ethnic distribution of the college's employees as a whole is primarily white, although classified staff is relatively more diverse with 40 percent comprised of non-whites.

**All Employees by Ethnicity
2005**

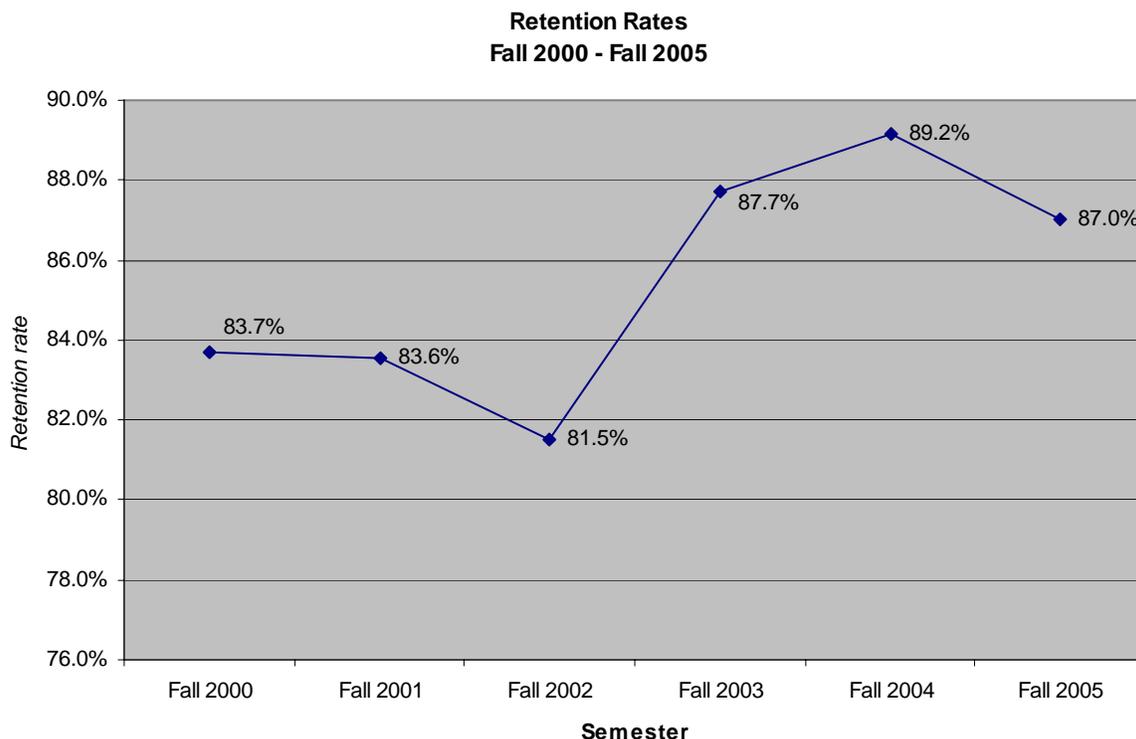




EVIDENCE OF STUDENT ACHIEVEMENT

The Educational Master Plan Update of June 2004 identifies seventeen institutional outcomes for which the college has set standards for performance that it strives to achieve. Eleven of these outcomes address student achievement. Data have been collected and analyzed for eight of these eleven outcomes, and plans have been developed for collection of data on the remaining outcomes.

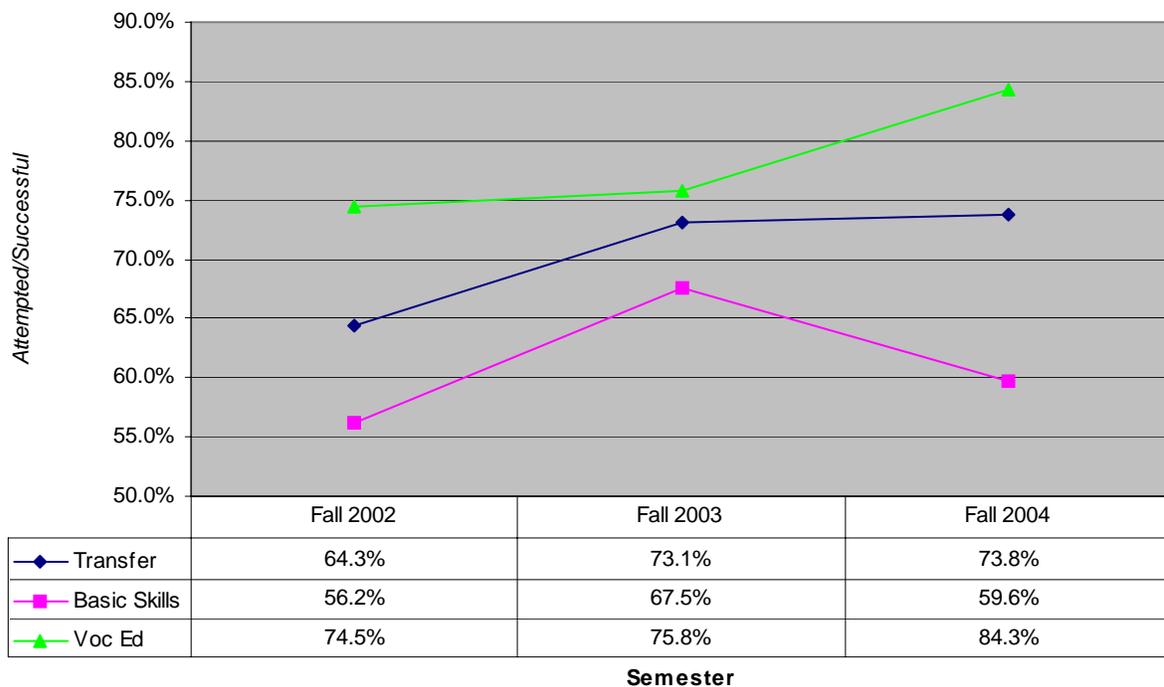
Student retention is among the key institutional outcomes the college examines to monitor student success. The rate of retention is defined as the percent of students retained in courses until the end of term out of the total enrolled at first census. The rate of student retention rose from 83.7 percent in Fall 2000 to 87.0 percent in Fall 2005.¹



1. The source of this data is the Barstow Community College's MIS Student Database.

Based on data submitted to the Chancellor's Office, successful course completion rates for transfer, vocational education, and basic skills enrollments are shown in the graph below. Data reporting for these measures began Fall 2002. Successful course completion is defined here as enrollments in credit courses that result in grades of "A," "B," "C," or "CR."

Successful Course Completions
Fall 2002 - Fall 2004





These rates of successful course completion are disaggregated by departments for transfer, vocational education, and basic skills in the tables below.

Successful Course Completion for Transfer Enrollments by Department

	Fall 2002 Successful	Fall 2002 Attempted	Fall 2002 Success rate	Fall 2003 Successful	Fall 2003 Attempted	Fall 2003 Success rate	Fall 2004 Successful	Fall 2004 Attempted	Fall 2004 Success rate
Biological Sciences	159	253	62.8%	243	319	76.2%	268	353	75.9%
Business and Management	378	639	59.2%	398	561	70.9%	359	502	71.5%
Computer Science	373	566	65.9%	253	362	69.9%	165	221	74.7%
Education	361	609	59.3%	358	478	74.9%	438	546	80.2%
Engineering/Related Tech	28	53	52.8%	32	55	58.2%	24	35	68.6%
Fine/Applied Arts	284	398	71.4%	378	483	78.3%	414	558	74.2%
Foreign Language	24	40	60.0%	25	30	83.3%	34	50	68.0%
Health	161	220	73.2%	167	242	69.0%	212	237	89.5%
Consumer Ed/Home Ec	220	310	71.0%	226	341	66.3%	239	338	70.7%
Humanities	401	593	67.6%	482	607	79.4%	519	662	78.4%
Mathematics	91	174	52.3%	131	174	75.3%	90	123	73.2%
Physical Sciences	136	200	68.0%	151	184	82.1%	98	134	73.1%
Psychology	393	565	69.6%	552	737	74.9%	463	670	69.1%
Public Affairs/Srvcs	216	300	72.0%	232	291	79.7%	177	250	70.8%
Social Sciences	874	1452	60.2%	1093	1590	68.7%	1008	1428	70.6%
Average Success Rate	4099	6372	64.3%	4721	6454	73.1%	4508	6107	73.8%

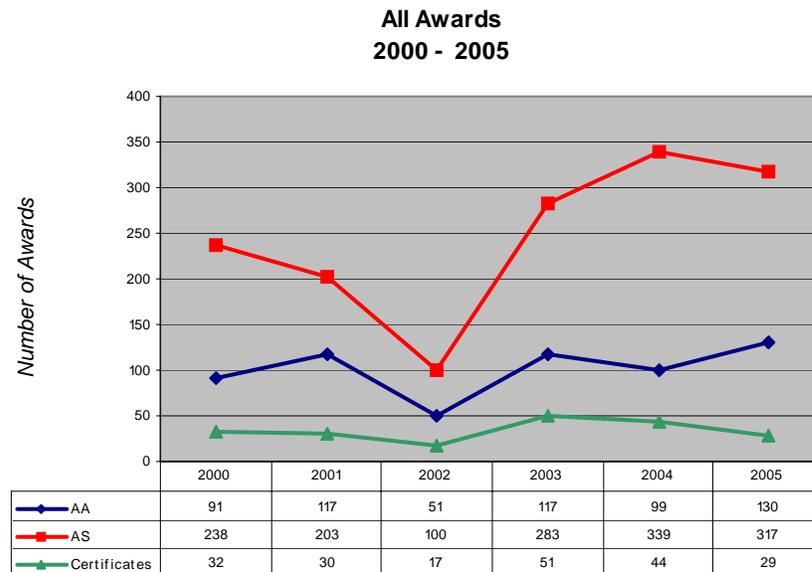
Successful Course Completion Vocational Education Enrollments by Department

	Fall 2002 Successful	Fall 2002 Attempted	Fall 2002 Success rate	Fall 2003 Successful	Fall 2003 Attempted	Fall 2003 Success rate	Fall 2004 Successful	Fall 2004 Attempted	Fall 2004 Success rate
Business & Mgmt	121	166	72.9%	139	201	69.2%	88	137	64.2%
Computer Science	n/a	n/a	n/a	4	7	57.1%	39	39	100.0%
Engineering/Related Tech	29	38	76.3%	56	64	87.5%	44	53	83.0%
Health	88	116	75.9%	83	110	75.5%	48	63	76.2%
Consumer Ed/Home Ec	n/a	n/a	n/a	7	8	87.5%	6	11	54.5%
Humanities	10	13	76.9%	n/a	n/a	n/a	n/a	n/a	n/a
Military Studies	n/a	n/a	n/a	4	4	100.0%	1	1	100.0%
Psychology	9	9	100.0%	n/a	n/a	n/a	n/a	n/a	n/a
Public Affrs/Srvcs	301	302	99.7%	296	301	98.3%	300	300	100.0%
Commercial Services	50	94	53.2%	38	132	28.8%	84	120	70.0%
Total	248	333	74.5%	627	827	75.8%	610	724	84.3%

Successful Course Completions for Basic Skills Enrollments by Department

	Fall 2002 Successful	Fall 2002 Attempted	Fall 2002 Success rate	Fall 2003 Successful	Fall 2003 Attempted	Fall 2003 Success rate	Fall 2004 Successful	Fall 2004 Attempted	Fall 2004 Success rate
Humanities	79	129	61.2%	90	137	65.7%	57	107	53.3%
Mathematics	76	152	50.0%	102	137	74.5%	105	159	66.0%
Interdisc Studies	40	66	60.6%	49	83	59.0%	30	56	53.6%
Total	195	347	56.2%	241	357	67.5%	192	322	59.6%

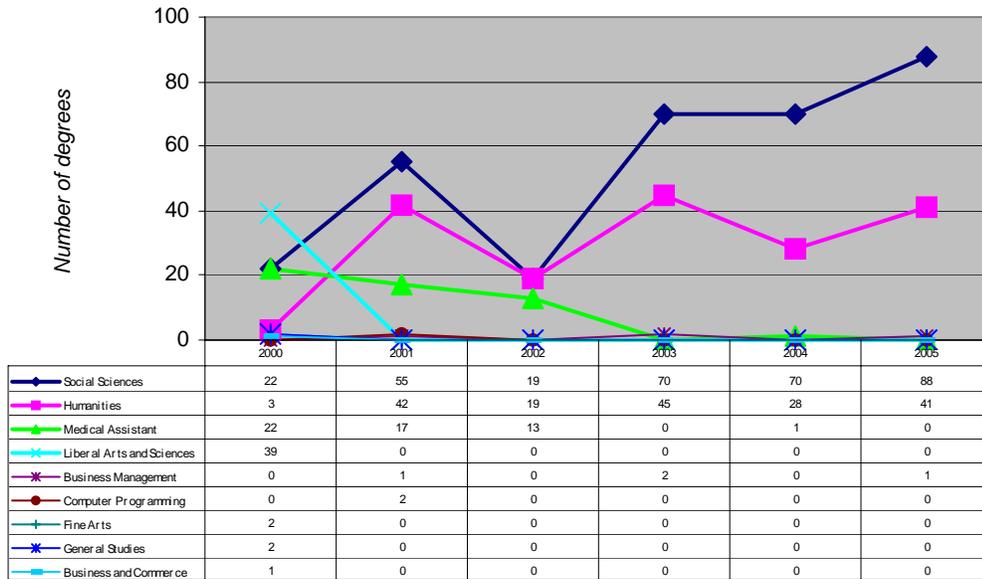
The number of Associate of Arts and Associate of Sciences degrees awarded during the evaluation cycle has increased while the number of certificates awarded has been relatively flat. These data are shown in the graph below.



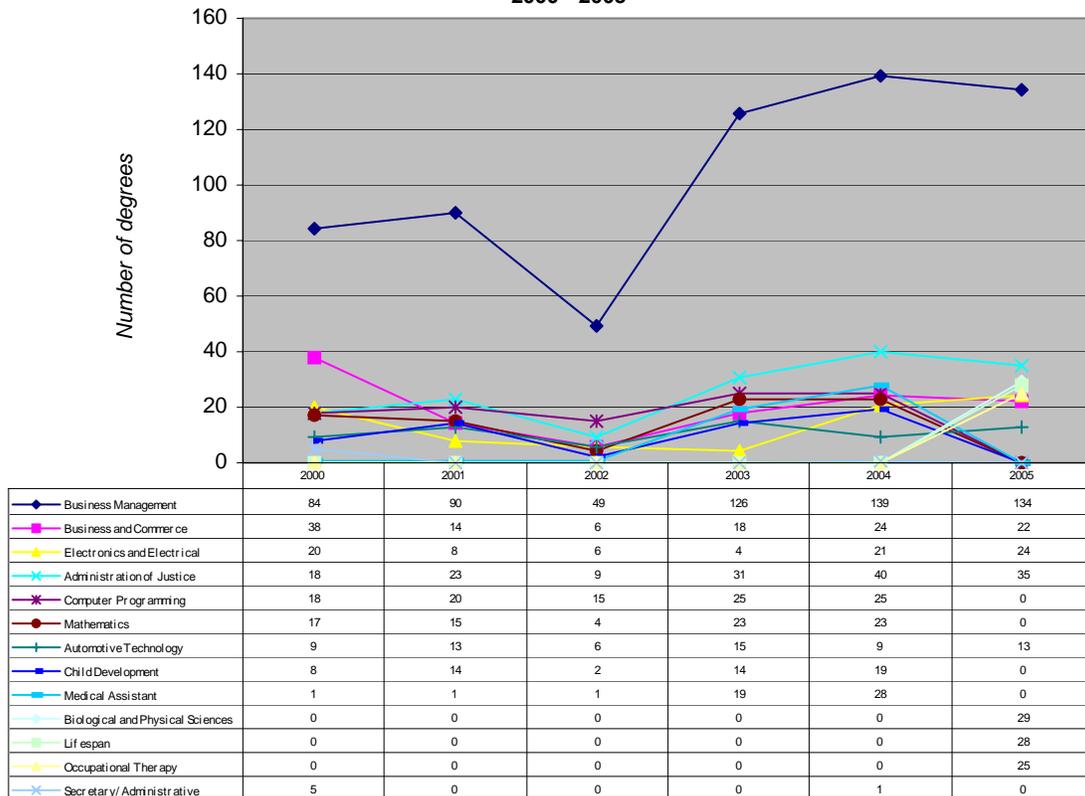
A breakdown of the Associate of Arts and Associate of Sciences degrees by major for the period between 2000 and 2005 are shown in the following graphs.



Associate of Arts Degrees Awarded 2000 - 2005

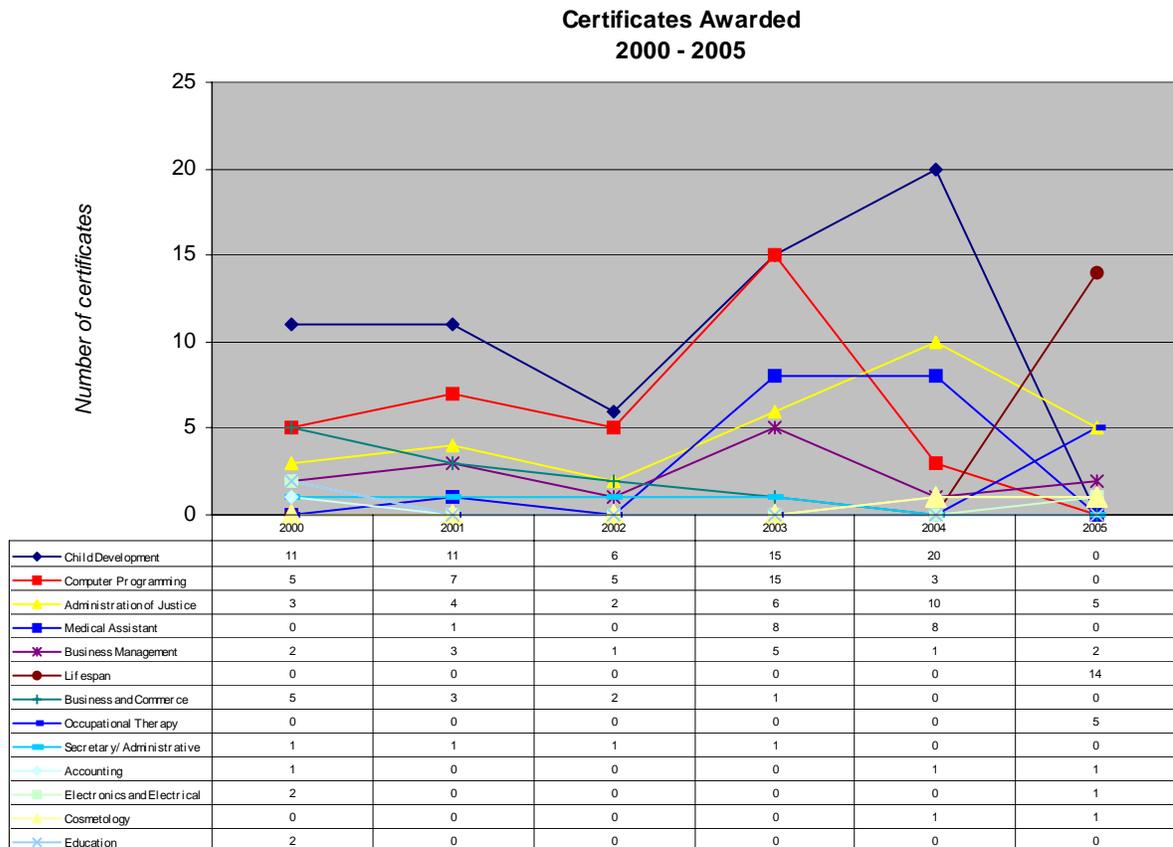


Associate of Sciences Degrees Awarded * 2000 - 2005



*Majors with less than 5 degrees awarded in any given year are not shown on this graph.

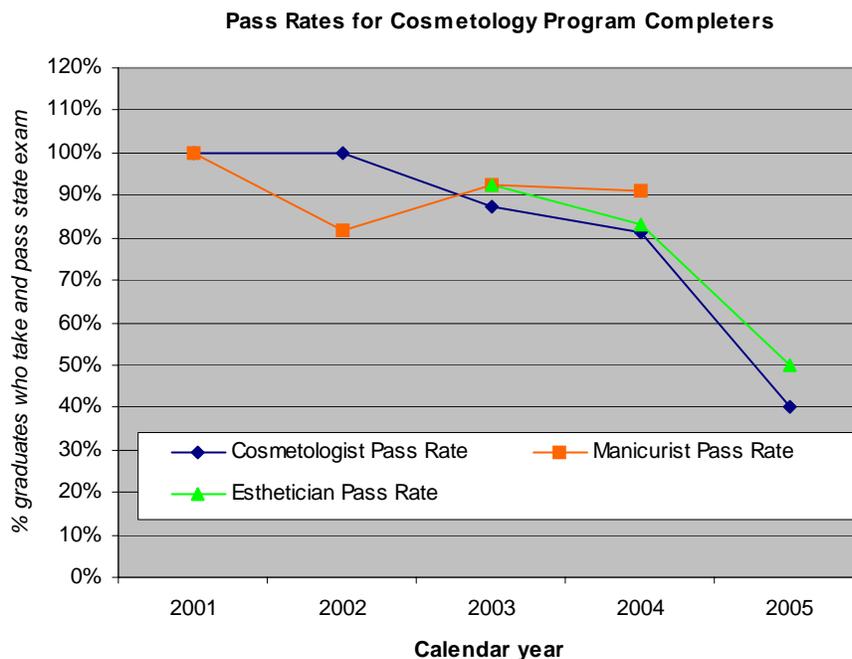
The programs for which certificates were awarded between 2000 and 2005 are shown below.



The college has not been consistent in tracking the number of students it matriculates who go on to acquire licenses in their fields of study. Data are available for most fields since 2002, and with the emphasis on annual reporting of institutional-level outcomes since 2004, this component of student achievement should be complete with future reporting. The college measures not only the number of students who get licensed in the field for which they studied at the college, but also the percentage of program completers who passed their licensing exam on the first try. For the Nursing Assistant program, 65 percent of program completers from Spring 2002 passed the state examination for licensure on the first try. All of those students who did not pass the licensing examination on their first try did so on either their second or third try, which ultimately culminated in a 100 percent licensure rate for this program. The first-time pass rate increased to 100 percent in four of the five semesters during the remaining evaluation period.



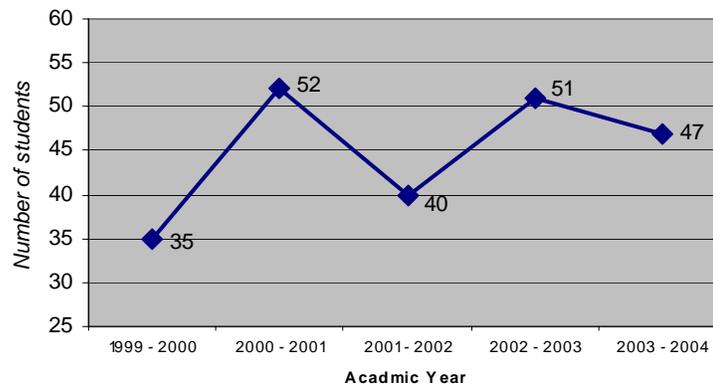
First-time pass rates for completers of the Cosmetology, Manicurist and Esthetician programs are shown in the graph below. The recent decline in performance of Manicurist and Esthetician program completers has been addressed by the administration, and improvements in the examination pass rates for these areas will be carefully scrutinized during the summer of 2006 when all institutional outcomes are again studied.



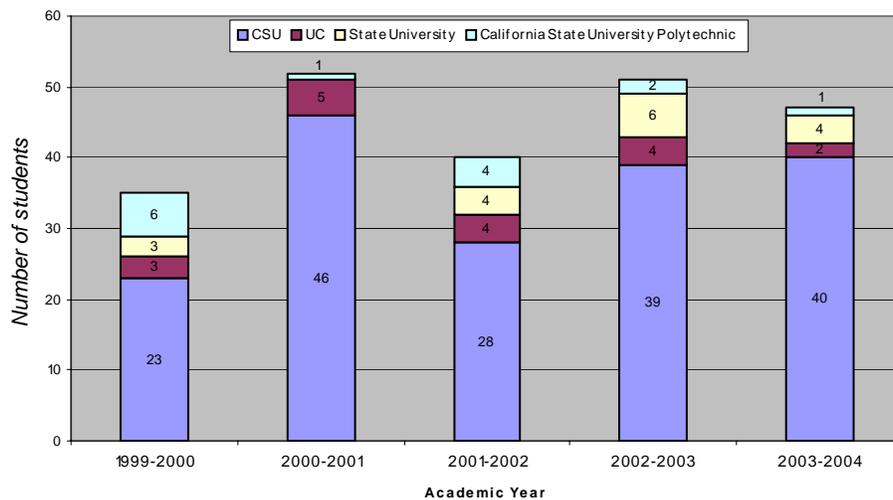
Students who completed the Emergency Medical Technician (EMT) program are thought to have 100 percent pass rates on the licensing examination. The commitment to formally track this data is found in the Spring 2005 program review for this program.

The number of students who have transferred from Barstow Community College to four-year institutions in the state of California has increased by 34 percent during this evaluation cycle.

Transfers to California Four-Year Institutions



**Barstow Community College Transfers
by Type of California Four-year Institution**



The total number of students who transfer from Barstow Community College to any four-year institution, including public, private, in-state and out-of-state, is estimated to be nearly twice as many as those reported by the Chancellor's Office. The college conducted a local study in 2003 which validated this number (*see Report on Institutional Outcomes, Barstow Community College 2000–2005, pages 8–9*).



PROGRESS ASSESSING STUDENT LEARNING OUTCOMES

Barstow Community College began its student learning outcomes (SLO) assessment work in Summer 2002. Although learning objectives had always been a focal concern among faculty, the shift toward student-centered learning and the deliberate articulation of measurable learning outcomes was new to the college. For this reason college employees seized numerous opportunities for external training on SLO assessment over the past several years. Small groups of administrators, faculty, and staff attended workshops in the summer of 2002 and the winter of 2003. The institutional researcher participated in additional training in June 2002 provided by the Research and Planning Group of California. Individual instructors have also attended special workshops on SLO assessment when they were made available as part of conference offerings.

Internal training has been provided to both faculty and student support staff. The college's researcher conducted the first introductory workshop for faculty during inservice at the beginning of the 2002–2003 academic year. In August of 2004 she held another inservice workshop for faculty that focused on the implementation of SLO assessment. This workshop launched efforts by faculty to complete the publication of student learning outcomes for all official course outlines and to begin the process of measuring some of those SLOs. A workshop on SLO assessment designed especially for Student Affairs staff was conducted in October of 2004. Although Academic Affairs has made greater progress to date on SLO assessment than has Student Affairs, all college employees understand that demonstrating student learning will become increasingly important as the college responds to ever more demanding accountability requirements.

Academic Affairs

Faculty members worked closely together during the initial step of identifying SLOs for their courses. This was especially true for colleagues in the same department who held special meetings, both formal and informal, to discuss and agree upon key SLOs for their disciplines and to share experiences regarding methods for measuring SLOs that proved most successful and easiest to implement. Virtually all full-time faculty met either in groups or individually with the institutional researcher to discuss ways of developing SLOs, measuring them, devising sustainable plans for managing the collection of data, and, probably most importantly, using that data to guide changes in teaching strategies and techniques that lead to improved student learning. A matrix was developed and used by faculty to assist in launching the effort. By the end of Spring 2003, all full-time faculty had identified SLOs for the course level and had articulated a plan for measuring at least two SLOs in at least two different courses. By the end of the following spring semester, all faculty reported their course-level SLO measures and had identified program-level SLOs that they planned to measure the following year.

The evidence of faculty efforts to date on SLO assessment can be found primarily in program reviews for all instructional departments that were completed at the end of Spring 2004 and 2005. Close examination of these program reviews reveals considerable progress and points to areas of needed improvement as the faculty continues to develop SLO assessment. Some of the vocational programs show clear articulation of demonstrable skills that graduates require to pass final examinations and state certifying examinations (*see Nursing Assistant Program Review, Spring 2005*). Others acknowledge that although instructors have informally learned that nearly all of their students successfully pass certifying exams, the college's focus on SLO assessment has led them to commit to formal tracking of outcome measures in the future (*see Emergency Medical Technician program review, spring 2005*). Program reviews for general education programs such as Geology/Astronomy/ Oceanography and Anthropology/Archaeology include data that allows instructors to identify specific learning outcomes for which teaching pedagogies have been relatively successful and unsuccessful. Instructors have begun the process of reflecting on possible explanations for varying student performance on different SLOs and to plan for changes in the classroom. The Computer Business and Information Systems (CBIS) program instructors comment that the process of SLO assessment in their courses led them to identify the need for improving how they assess students' hands-on skills. The English department program review demonstrates a high degree of interaction among instructors to integrate SLOs across a sequence of coursework as well as reflection on how to modify SLO measurement tools themselves. The Math department program review demonstrates excellent progress



in SLO data analysis and interpretation. This department measures student performance in thinking with mathematical concepts, solving problems, and in overcoming the anxiety that often afflicts students in mathematics courses. The Performing Arts department program review shows a creative use of video to measure SLOs and to help students participate in the process of assessing their own learning.

Program reviews written by faculty reveal areas for further SLO assessment training. For example, many instructors have relied primarily on pre-test and post-test score comparisons to measure evidence of student learning. While this may be an appropriate technique for demonstrating certain kinds of knowledge, other methods for measuring outcomes should be explored especially for performance-based learning and affective changes in students that potentially result from class and coursework experiences. Further, some departments have presented data on their SLO measures without providing substantive analysis or relating the findings to possible changes in teaching strategies or methods. While some departments have been very inventive in developing specific measures of performance, for example the “achievement index” developed by the math department, others have not conducted any standard analyses that support formative assessment from semester to semester.

Although there is ample evidence of the faculty’s progress in assessing SLOs, especially at the course level, faculty themselves are anxious to develop more effective and comprehensive means of assessing program-level learning outcomes. During Spring 2005 members of the Humanities Division began discussions about developing capstone courses that would provide students with opportunities to demonstrate their mastery of different domains of knowledge and skills considered key to specific disciplines. Although most courses have been evaluated by the Curriculum Committee to include general education learning outcomes, the faculty as a whole has not yet linked these specifically with its SLO assessment. Finally, faculty have yet to formally integrate their SLO assessments at the course and program levels with the institution-level outcomes that were developed in June of 2004 (*see Educational Master Plan Update, June 2004*). Only SLOs for certain vocational programs have been measured at the level of the institution.

The Barstow Community College faculty faces several challenges as it continues to develop its SLO assessment program. First, it needs to refine and expand the methods it uses in measuring SLOs to ensure that valid measures of genuine student learning are collected. Assessment measures must be rigorously analyzed and discussed in a manner that leads to actual changes in classroom delivery. Faculty must continue to own SLO

assessment because they find value in the endeavor as a reliable means of demonstrating student learning and targeting areas of relative strength and weakness in their design of pedagogy and delivery of instruction. It must also ensure that whatever assessment activities it continues are sustainable in terms of manageability of data and time required to conduct the assessment. Faculty must embrace SLO assessment throughout the entire cycle of SLO identification, evaluation, change and reevaluation and as well as at multiple levels, including the course, program and degree levels. Finally, although part-time faculty are expected to follow official course outlines for the courses they teach, which now include student learning outcomes, a plan for ensuring their participation in formal SLO assessment has not yet been developed. If the intensity of engagement in discussing SLO assessment that has ensued during division, Academic Senate, and Curriculum Committee meetings continues, then the outlook for future success of the endeavor at Barstow Community College is extremely promising.

Student Affairs

Representatives from all student affairs departments attended a workshop on SLO assessment for Student Affairs in October of 2004. This workshop was facilitated by the college researcher and allowed staff to begin the process of identifying measurable student learning outcomes pertinent to the services they provide to students. Due to administrative retirement and turnover, Student Affairs has achieved less progress in SLO assessment than have instructional departments. Nonetheless, there have been early adopters of a student learning outcomes approach to improving some student services departments (*see Tutorial Services, Program Review, Spring 2005*). New leadership in Student Affairs promises to spearhead efforts in student learning outcomes assessment beginning in 2006. Building on initial efforts to identify SLOs for Student Affairs departments in program reviews for Spring 2005, the dean of Student Affairs will work with department managers and the newly formed SLO Steering Committee to ensure that all departments understand and are committed to key SLOs for their respective support areas. Early adopters of SLO assessment will be called upon to provide examples of how SLO assessment has begun to guide process and practice changes in their departments. Administration acknowledges that most Student Affairs staff understands the importance of data to demonstrate the effectiveness of their programs; much of the data collection, however, is driven by a usage model rather than a learning outcomes approach. Further, many of the student surveys conducted have been aimed at measuring student satisfaction without fully acknowledging that satisfaction often does not equate to appropriate levels and kinds of learning that lead to student success.



The Institution

At the end of Spring 2004, an ad hoc committee was formed to develop institution-level student learning outcomes. This committee was comprised of the vice president of Academic Affairs, the institutional researcher and several faculty members from most departments. The committee agreed upon seventeen measurable institutional outcomes that were published in the Educational Master Plan Update of June 2004. Institutional research was charged with measuring these outcomes during the Spring and Summer of 2005. The findings were published in August in the Report on Institutional Outcomes, which shows how the college has performed over the previous five years with respect to standards set for each of the seventeen outcomes. The institutional researcher presented highlights of the report to the President's Advisory Council and to the Board of Trustees in late August 2005. The findings point to clear successes in areas such as transfer rates, degrees and certificates awarded, student satisfaction, faculty productivity, community service, among others. With respect to other outcomes, such as student retention, the college met the performance standard during certain points in the assessment period and not in others.

Areas of particular concern were discussed by the President's Advisory Council in Fall 2005 and decisions were made to further research student learning among developmental students, especially those in English basic skills courses. Some of the institutional outcomes themselves were determined to require refinement in terms of how they are measured. For example, PAC agreed that with future institutional outcomes assessments success and retention should be defined in a manner fully consistent with the Chancellor's Office definitions in order to support comparative analyses. Some of the outcomes have yet to be measured, especially regarding employer satisfaction with graduates and the success of graduates in securing employment relevant to their education at Barstow Community College. These measurement needs have been given strategic importance as the college proceeds with its SLO assessment work.

While the course and program-level SLOs developed and measured by faculty largely drive many of the institution-level outcomes, the college needs to systematically integrate all levels of learning outcomes. This need was identified in Summer 2005 and led the president to form a Student Learning Outcomes Steering Committee that is charged with developing an integrated plan. This committee is chaired by the institutional researcher and has members from administration, faculty and staff. Student representatives must still be identified to participate on this committee. In fact, focus group research with students in the Spring of 2005 revealed that students are mostly unaware of the college's increased

efforts to measure student learning. More importantly many students are not fully aligned with the student learning outcomes goals that they see printed in their course syllabi. There are some important exceptions, however, where instructors have successfully integrated SLO measurement with student learning activities inside and outside of the classroom. One example is the use of student portfolios in classes of the Disable Students Programs and Services (DSPS) department. Students make use of these portfolios to document and understand their own progress in mastering specific skills and areas of knowledge in their writing and mathematics courses. Students in performing arts classes also utilize the same outcomes measures as their instructors do in assessing their own learning. Facilitating the full participation of students in the process of monitoring and assessing the progress of their own learning will be a critical aspect of the college's SLO assessment in the future.

The college continues to steadily move forward with SLO assessment. Progress has been made at all levels of assessment. Faculty especially are looking forward to building on the work they have done to articulate and measure SLOs at the course and program levels to experiment, in a deliberate and focused manner, with modifying teaching methodologies in order to continuously improve student learning. Student Affairs will benefit from the experiences gained by faculty as the division begins the full process of SLO assessment for its departments. Under the guidance of the SLO Steering Committee, the college will develop a plan that ensures systematic integration of all levels of SLO assessment over the next several years.



OFF-CAMPUS SITES AND DISTANCE LEARNING

Barstow Community College offers an array of off-campus and online instruction to meet the varied needs of students. The college uses a variety of methods to assure students of the high quality of facilities and instruction, irrespective of location or mode of delivery. Classes are offered at one of two off-campus locations, the U.S. Army National Training Center at Ft. Irwin and the Marine Corps Air Station Miramar (San Diego). Additionally, the college offers distance courses through an extensive online program. Each offers similarities and differences. All three programs grew during this accreditation period, although military participation dropped significantly in the 2004–2005 academic year as troops were deployed overseas.

These programs have the following characteristics:

- All faculty are evaluated at all sites on the same faculty evaluation schedule;
- All distance education sites have high speed connectivity (T-1 lines);
- Faculty teaching all distant courses meet the same standards as faculty teaching on the Barstow campus;
- Financial aid, counseling and other services are delivered by college staff, by full-time staff at Ft. Irwin and part-time staff at Miramar. Online service is provided by telephone, web and email;
- Facilities are comparable at off-campus sites to those found on the Barstow campus. In fact, physical facilities at both Ft. Irwin and MCAS Miramar have both been remodeled recently;
- All online faculty meet one of the following requirements that other faculty need not meet: They must complete a course in online course development, have taught online previously, or take the Barstow Community College introductory course on online classes;
- Student satisfaction with distant classes is comparable to satisfaction of classes taught on the Barstow campus. A review of 7178 student evaluations (for Spring Semester 2005 through Fall Semester 2005) found that more than 96 percent of students reported their instructors (faculty who were less than full-time) were “Satisfactory” or “Excellent.” Fewer than four percent rated instruction “Unsatisfactory” or said it “Needs Improvement.”

The Miramar site was evaluated externally in 2001 by Department of Defense American Council of Education in a Military Installation Voluntary Education Review (MIVER). The MIVER report cited commendations in several areas, including college innovation in online course development and writing across the curriculum, among others. That same evaluation recommended that faculty teaching online courses provide feedback regarding assignments submitted and that BCC establish a computer lab on the installation. Online faculty are now evaluated, at least in part, on feedback from students and the lab is established and running.

Online and off-campus instruction has been an area of focus for several years at the college. Then vice president of Academic Affairs (VPAA) reported extensively on retention and quality in both areas (*see memo to President Meznik and Vice President Clark, July 23, 2003 and Online Content Analysis: A Summary of Results*).

The VPAA outlined the following recommendations to improve student success and ensure the highest quality instruction in online efforts:

- Implement and continue rigorous oversight of online course content;
- Assign online sections only to those instructors with the highest student ratings;
- Offer more live sections, especially to those students with lower academic skills;
- Enlist counselors in the effort to sign new and high risk students into live sections;
- Implement further study with a larger sample.

The oversight of course content was implemented and is ongoing. The other recommendations have also been applied to varying degrees. Although the VPAA has since resigned, the office of instruction and the institutional research office will continue to integrate these recommendations in the online program.

Instruction at off-campus sites has consistently tracked the same as on-campus courses. Faculty qualifications and course content are monitored exactly the same. An analysis of teaching evaluations in the Fall 2005 semester found that student satisfaction with full-time and part-time faculty were virtually identical (*see Barstow Community College Student Evaluations*).



Although the Miramar program grew steadily until Fall 2004, enrollments have since declined progressively. No live sections were scheduled for the first nine week period of the Spring 2006 semester, and the new VPAA will assess the situation. The district may elect to continue the program, at which time the college will add staff in counseling and management or develop a plan to allow current students to finish their programs prior to a shutdown of college operations at Miramar.

ABSTRACT OF THE REPORT

Institutional Commitments

Barstow Community College's mission statement makes clear that the institution is committed to providing high quality education and to supporting both student learning and success. The college strives to understand the challenges that its diverse student population faces and has designed its educational programs, support services, and class schedules in order to meet student needs and to fulfill the goals of the mission statement.

The Board of Trustees Imperatives give central focus to student success and further reinforce the importance of maintaining and strengthening the college's relations with community organizations and industries in the area the district serves.

The college's commitment to student learning is evident at all levels of the institution. The Curriculum Committee ensures congruence between all instructional offerings and the stated mission. It also evaluates all courses and programs with respect to their quality, currency, and identification of appropriate and measurable student learning outcomes. The college's program review process ensures that all instructional and student support departments establish goals and that achievement of those goals are regularly assessed and modified as needed. Ongoing development and assessment of the Student Equity Plan is focused on improving student access and increasing rates of successful course, degree, and certificate completion.

Further institutional commitment to student learning is apparent by the creation of an institution-wide Student Learning Outcomes Steering Committee that will oversee ongoing learning assessment efforts.

Evaluation, Planning and Improvement

Barstow Community College is committed to employing a successful planning and evaluation process in order to address the needs of students and the community and to promoting the highest levels of student learning. This comprehensive process is diagrammed in the Planning and Budget Process section of the Participatory Governance Handbook. College-wide objectives for all aspects of operation (Academic Affairs, Student Affairs, Business Services, Maintenance and Operations and Management Information Systems) are documented in the Strategic Plan.



For each of these objectives action plans are delineated in order to ensure that the objectives are met. Assessments of the college's progress in meeting the stated objectives have been regularly conducted and communicated widely (see *Strategic Plan Assessment Report, June 2004* and *Strategic Plan Assessment Report, May 2005*). Additional objectives are set forth in departmental program reviews and in the Educational Master Plan and its update, which was approved by the Board of Trustees in July of 2004. This update contains a comprehensive assessment of the college's performance with regard to the goals established in the educational plan.

Regular assessment of student perception of campus climate and the myriad support services offered by college staff also takes place. Most importantly, assessment results have led to the development of action plans, implementation of those plans, and subsequent re-evaluation of student perception. Notable improvements are reported in A Formative Study of Campus Climate at Barstow Community College and include positive changes with respect to students' overall evaluation of the institution's effectiveness in meeting their educational needs, the quality of their interactions with college employees, the quality of instruction and the content of courses, especially with regard to diverse perspectives and the extent to which a variety of college programs, services, and resources have effectively helped students accomplish their educational goals.

The ongoing cycle of evaluation, planning and change for improvement happens for every course and program offered by Barstow Community College, regardless of location or delivery method. Student evaluations of their experiences are collected for all courses every semester. Instructors have begun the process of measuring student learning outcomes for their courses and for the programs in which they teach. The college is fully committed to the continued development and refinement of the process of SLO assessment.

Student Learning Outcomes

Over the past three academic years, the college has concentrated much of its efforts on identifying student learning outcomes for courses, programs, certificates, degrees, and the institution as a whole. The Curriculum Committee has been especially productive with evaluating and approving course-level SLOs. Existing course outlines for over 95 percent of the courses in the college catalog were updated with student learning outcomes that were carefully formulated through faculty reflection and dialogue.

Student Affairs departments have been introduced to a student learning outcomes assessment approach for the services they provide. Some departments have already begun to measure SLOs, have made program changes based on those measures, and have collected quantitative and qualitative data showing improvements in learning due to student use of their services and resources. Other Student Affairs departments have been assessing their programs regularly through the process of program review and will begin to integrate a student learning outcomes approach into the process of ongoing assessment and improvement with which they are familiar.

Even departments normally assumed to have only indirect impact on student learning have begun to re-conceptualize their services in terms of student learning outcomes. Members of the Management Information Systems (MIS) staff are notable examples. In Spring 2005 they participated in a brainstorming session designed to consider all forms of technology with which students interact from the user's perspective. This session led to the undeniable acknowledgement that although the technology may exist, if students are unaware of its existence and of the potential uses that it serves, then its value in supporting student learning is rendered useless. The brainstorming session is just one example demonstrating the cultural shift that has begun to take hold at Barstow Community College where employees are increasingly identifying the student learning that they directly support, both inside and outside the classroom, and which ultimately impacts student success.

Although the college has always tracked its performance in terms of increasing numbers of degrees and certificates awarded each year, beginning with the June 2004 publication of the Educational Master Plan Update, the process of performance evaluation in terms of learning outcomes has become comprehensive and robust. Annual reporting of institutional outcome measures will contribute significantly to ongoing planning and strategic change efforts as the college adapts to a growing and ever-changing student population and community.

Organization

Since the Barstow Community College's last self study, the Board of Trustees adopted a set of four imperatives that all place student learning as the central focus for the district's board members, administrators, faculty and staff. These imperatives include the following: student success, community connections, workforce development, and organizational development. The last imperative reflects the board's commitment to ensuring that the district "fosters cooperative, respectful, competent and accountable working relationships."



The college has also developed and has continued to refine its Participatory Governance Handbook. This manual is used as a guide for all those individuals responsible to the college for providing well-informed recommendations, making decisions and delivering results through professional communication and participation within a structure of shared governance.

The Participatory Governance Handbook identifies three major processes that function within the college. The administrative/management process ensures that the college operates within established policies and procedures and oversees planning and evaluation activities. The collective bargaining process addresses matters relating to wages, hours, and other terms and conditions of employment as they relate to the Educational Employment Relations Act. The participatory governance process reviews, develops, and recommends policies, regulations, and college priorities to the president for consideration by the Board of Trustees.

The constituent groups involved in decision-making at Barstow Community College include the Associated Student Body (ASB), administration and managers, the Academic Senate, the Barstow College Faculty Association (BCFA), and the California School Employees Association (CSEA). The President's Advisory Council (PAC) is the body charged with ensuring that policies and procedures are followed and with promoting coordination among committees so that the goals, objectives and action plans of the various committees and departments are integrated into both short-term objectives and long-range plans. There are fifteen standing college committees, all of which are described in the Participatory Governance Handbook. In addition, the college has four advisory committees. There are also provisions for the creation of ad hoc / temporary task forces designed to address specific college-wide issues in an efficient and effective manner.

All committees and task forces are comprised of representatives from all constituent groups. All committees and groups are concerned either directly or indirectly with promoting student learning and success. The Curriculum Committee and the Equity Committee are obvious examples of formal groups that are responsible for developing and reviewing courses and programs that facilitate specific and measurable student learning and for creating services that promote access to opportunities for learning among all student groups. The Facilities and Safety Committee is less directly involved with student learning, but at Barstow Community College this body makes important contributions to the design of classrooms and service areas that reflect a primary awareness of student need. The MIS staff at Barstow Community College is unique in the

extent to which it interacts with faculty and participates in Curriculum Committee and Academic Senate meetings to make faculty aware of new and emerging technologies that are well-supported resources at the college.

All college staff is allowed participation in the setting of goals relevant to their department through the process of program review. Minutes are taken at all committee meetings and most are made easily accessible from the college's shared network drive. The college's key planning documents are also available electronically to all college staff. Faculty participate in division, Curriculum Committee, Academic Senate and BCFA meetings. All College meetings are now held monthly during the lunch hour so that all staff, faculty and students may attend. These meetings originally served as an effective means for the administration to broadly disseminate information about important events and college-wide issues, but they have more recently taken on a more open, dialogue-driven atmosphere where problem-solving, especially as it relates to student learning and success, takes place. One example is a presentation made by the Financial Aid Officer when she shared with meeting participants the challenges her department faces in helping students to understand what they need to know and do in order to apply for financial aid within federal and college guidelines and policies.

Students provide input to the decision-making process through their ASB representation in all college committees. In addition, the Student Trustee, while not a voting member, provides student representative input at all board meetings.

Dialogue

One of the most striking transformations that the college has undergone during the past evaluation cycle is the extent to which authentic dialogue occurs within and across virtually every organizational function. The Academic Senate serves as a prime example of a body that has redefined itself and engages in serious and productive conversations about academic and professional matters. The relationship between administration and the Academic Senate has greatly improved in recent years to become more collegial and cooperative.

As the college organized itself for the process of self study for accreditation, the conduct at meetings of the Steering Committee and Sub-Standard Committees was facilitated to allow for open dialogue as well as task-oriented discussions. Members were so energized by dialogues that had evolved during some of these initial meetings that the decision was made to create an online discussion board where all college employees, students, and Board of Trustees could provide their viewpoints with



regard to those questions designed for organizational self-reflection. The forum proved extremely popular and successful; hundreds of thoughtful postings on the questions posed in the ACCJC Guide to Evaluating Institutions resulted. Further, the Curriculum Committee and Academic Senate have expressed the desire to utilize the same forum in order to achieve the same level and quality of discussion about their respective concerns as the committees serving the accreditation self study achieved.

The quality of communication between students and college employees has also recently reached a new level. The student focus groups that were conducted in Spring 2005 at the Barstow campus and Ft. Irwin site provided students the opportunity to discuss topics of their own choosing about their educational experiences at the college. This forum also allowed college staff the opportunity to hear more in-depth explanations from students regarding those aspects of the college that was effectively fostering learning and supporting achievement of their educational goals and those that were actually hindering their intentions. Equally as important, college decision-makers and educators received the student input, both positive and constructive, from these focus groups in an open-minded, non-defensive manner and actually implemented changes based on the student comments.

Institutional Integrity

The Board Imperative regarding organizational development directs the college to “establish and expect high standards of personal and professional competence and conduct from board members, employees, and students.” This statement represents a guiding light for the integrity of the college in all of its affairs. Barstow Community College’s focus on integrity, ethics, and high professional standards is demonstrated through its statement of mission, is documented in numerous policies and handbooks, and is lived in daily practice.

Board policy clearly states the responsibility that faculty and administration accept in maintaining an atmosphere of academic freedom. The college catalog, schedule of classes, and student handbook all include a statement concerning expectations from students regarding academic honesty. The Academic Senate created a new section in its Constitution and Bylaws outlining its commitment to academic freedom according to Title 5. The college has systematically assessed the extent to which faculty effectively makes the distinction between personal conviction and professionally accepted views through campus climate surveys.

The institution has thoroughly examined its employment and hiring processes and certifies that all faculty possess the requisite degrees from appropriately accredited institutions. Negotiations among the administration and the collective bargaining units are conducted with civility and a sincere desire to reach mutually satisfying agreements that ultimately serve the interests of the institution as a whole and the students and community the college serves. Two contracts with each collective bargaining unit have been successfully negotiated during the last evaluation period.

The college strives to facilitate open communication among its internal constituencies through a variety of formats. Information about the college is made public largely at board meetings where decisions affecting the entire college are documented for public record and presentations are made regarding budgeting, staffing, and the college's performance with respect to learning outcomes and student achievement. Information is shared and discussed at All College meetings and at numerous committee meetings where all constituent groups are represented. Needed improvements in communication to both internal and external groups have been identified through this process of self study, but the cause of deficiencies in communication have been due to staffing limitations and lapses in facilitating ease of access to information rather than to purposeful non-disclosure of any pertinent information. Throughout this process of self study, the college has been diligent in its work to honestly assess its strengths and weaknesses with regard to the standards and to present its findings directly and in a spirit of constructive improvement.



ORGANIZATION FOR THE SELF STUDY

Early in the Spring 2004 semester, Barstow Community College's Accreditation Liaison Officer, Joseph Clark, who had served as ALO during and since the college's previous self study, informed college staff of the self study workshop to be conducted later in the spring by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. This marks initial efforts for the institutional self study on which this document reports.

Members of the Accreditation Steering Committee were identified by Mr. Clark, in consultation with the president's cabinet. On May 18, 2004, all of the standard and sub-standard chairs were informed of their appointment. Most of these members had attended the ACCJC/WASC self study workshop the previous month. Materials were distributed to all members of the Accreditation Steering Committee on October 15, 2004. Mr. Clark retired on October 31, 2004, and Mr. Curt Mitchell, interim president, appointed Dr. Eva Bagg, institutional researcher and faculty, to assume the role of Accreditation Liaison Officer.

On November 19, 2004, the Steering Committee met to conduct its first dialogue on the process of institutional self study. On December 3 a kick-off meeting was held in the college's new Learning Resource Center where nearly all sixty members from all eleven sub-committees met to prepare for the work ahead. All committees worked diligently throughout the Spring 2005 semester. Standard chairs reported their progress to the Steering Committee each month until the end of the semester. This period marked a time of great collaboration and committee members participated in genuine dialogue around the questions pertinent to their respective sub-standards. An online discussion board had been launched the end of the previous semester and nearly six hundred postings had been made regarding issues raised by the self study when the initial drafts for each subcommittee were submitted.

Revisions to the drafts were begun at the end of the Spring 2005 semester. Work continued over the summer and in August 2005 the Accreditation Liaison Officer, who had reported on a quarterly basis to the Board of Trustees regarding the status of the self study, began reporting monthly to the Board of Trustees on progress of the self study report itself. By November the standard chairs began presenting revised drafts of the report to the President's Advisory Council (PAC). This work continued through the beginning of January 2006 until the final draft was approved by PAC and sent on to the Board of Trustees for adoption and submission to the Commission.

Accreditation Steering Committee

STANDARD I

Chair, Standard I	Dr. Eva Bagg, <i>Institutional Researcher and Faculty, Anthropology/Archaeology</i>
Chair, Standard IA	Mark Cauble, <i>Faculty, History</i>
Chair, Standard IB	Gloria Henderson, <i>Faculty, Business</i>

STANDARD II

Chair, Standard II	Dr. Gaither Loewenstein, <i>Vice President of Academic and Student Success (resigned June 2005)</i> Dr. Clifford Brock, <i>President and Interim President of Academic Affairs (effective July 2005)</i>
Chair, Standard IIA	Scott Bulkley, <i>Faculty, Geology/Astronomy/Oceanography</i>
Chair, Standard IIB	Paul de Dios, <i>Director of Special Programs and Services (currently Dean of Student Affairs)</i>
Chair, Standard IIC	Suzanne Malek, <i>Library Technician II</i>

STANDARD III

Co-Chair, Standard III	Curt Mitchell, <i>Vice President of Administrative Services</i>
Co-Chair, Standard III	Dennis Conrad, <i>Faculty, Speech</i>
Chair, Standard IIIA	Michael Murrey, <i>Human Resources Director</i>
Chair, Standard IIIB	Rex Van Den Berg, <i>Maintenance and Operations Director</i>
Chair, Standard IIIC	Wendy Chisholm, <i>Faculty, Computer and Information Science (resigned October 2004)</i> Scott DeWald, <i>Network Administrator (effective October 2004)</i>
Chair, Standard IIID	Shawna Robbins, <i>Business Officer Manager</i>

STANDARD IV

Chair, Standard IV	Sue Jones, <i>Public Information Officer</i>
Chair, Standard IVA	John Macias, <i>Faculty, Political Science</i>
Chair, Standard IVB	Dale Jensen, <i>Faculty, Language Arts and Literature</i>

Accreditation Liaison Officer	Joseph Clark, <i>Vice President of Student Affairs (retired October 31, 2004)</i> Dr. Eva Bagg, <i>Institutional Researcher and Faculty (effective November 1, 2004)</i>
Editor of Self Study Report	Dale Jensen, <i>Faculty, Language Arts and Literature</i>
Academic Senate President	Dr. Joann Jelly, <i>Faculty, Psychology</i> Scott Bulkley, <i>Faculty, Geology/Astronomy/Oceanography (effective May 2005)</i>
Barstow College Faculty Association President	David Grossman, <i>Faculty, Health/Physical Education</i> John Macias, <i>Faculty, Political Science (effective May 2005)</i>
California School Employees Association President	Lillian Justice, <i>Financial Aid Officer</i>
Report Design and Publication	Jayne Wanner, <i>Instructional Lab Assistant</i>



Timeline for the Self Study

SPRING 2004

- April 2004 ACCJC/WASC Self Study Workshop conducted by Dr. Barbara Beno, Executive Director of ACCJC and Dr. Darlene Pacheco, Associate Director of ACCCJC
- May 2004 ALO, Joseph Clark, presents at All College Meeting Accreditation Steering Committee assignments

FALL 2004

- September 2004 Presentation on new accreditation standards for self study teams by Dr. Darlene Pacheco, Associate Director of ACCJC
- October 15, 2004 ALO, Joseph Clark, distributes self study materials to Steering Committee
- November 2004 Dr. Eva Bagg assumes role of ALO after Joseph Clark retires
- November 2004 Steering Committee meets to dialogue on process of self study and establishes timeline
- December 2004 Kick-off meeting for all members of self study standard and sub-standard committees
- December 2004 Online discussion board for self study committee members launched and made available to all college employees, students, and Board of Trustees

SPRING 2005

- January - March 2005 Self study committees dialogue, prepare sub-standard drafts of report
- March 31, 2005 Drafts from all sub-standard chairs submitted to standard chairs
- April 15, 2005 Standard chairs submit revised drafts to ALO

SUMMER 2005

ALO and report editor begin standard draft revisions

FALL 2005

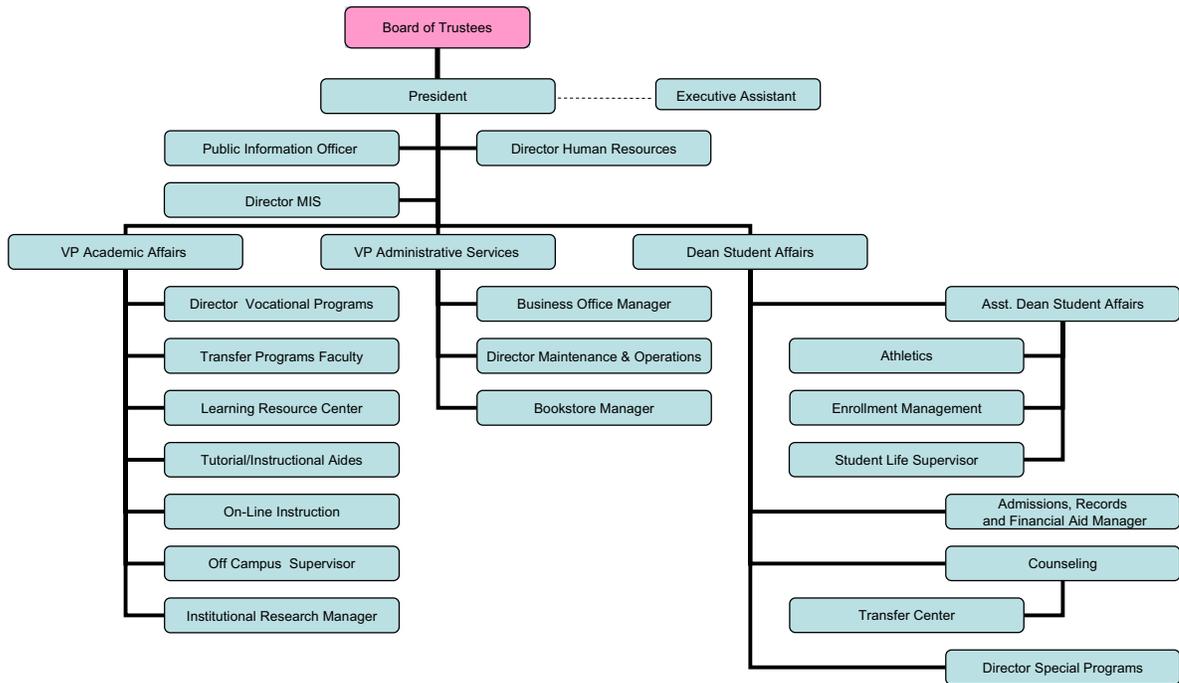
- August - September 2005 Revisions to self study report continued by ALO and standard chairs
- August – December 2005 ALO gives monthly updates on status of self study to the Board of Trustees
- November – January 2006 Standard chairs submit report drafts to President's Advisory Council for review and recommendations for revisions

SPRING 2006

- January 2006 President's Advisory Council approves final draft of self study report
- Final draft of self study report adopted by Board of Trustees for submission to ACCJC/WASC

ORGANIZATION OF THE INSTITUTION

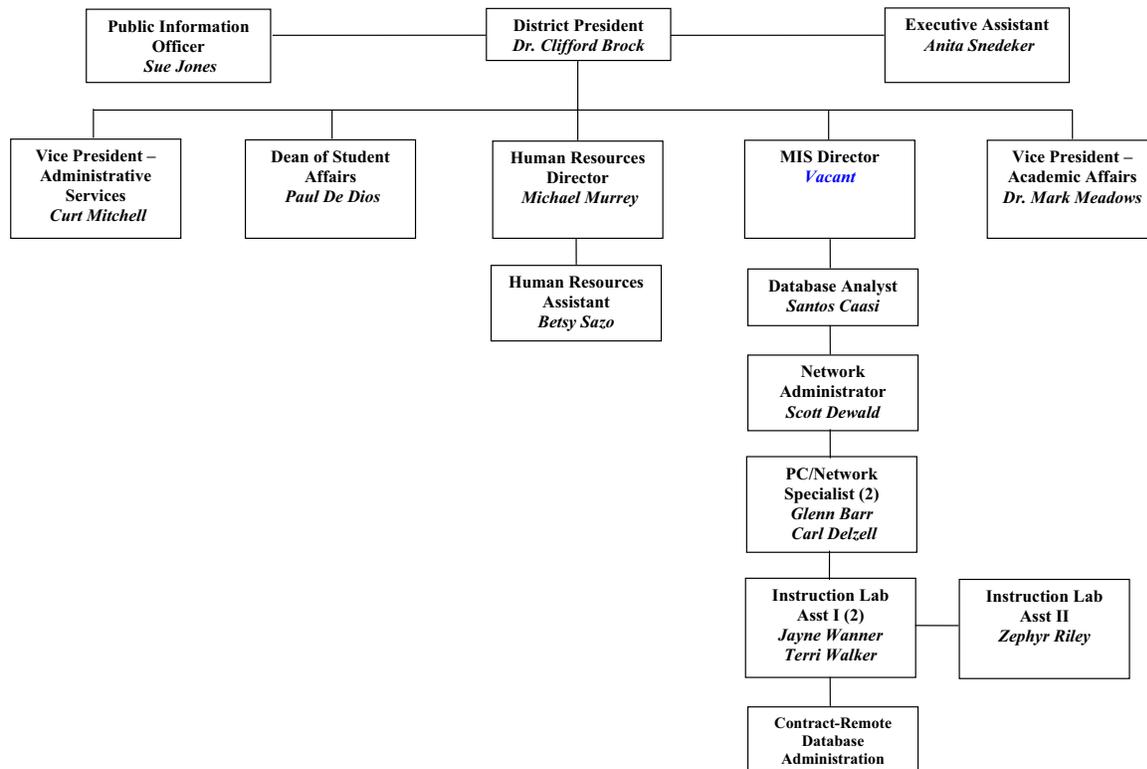
Barstow Community College Organizational Structure



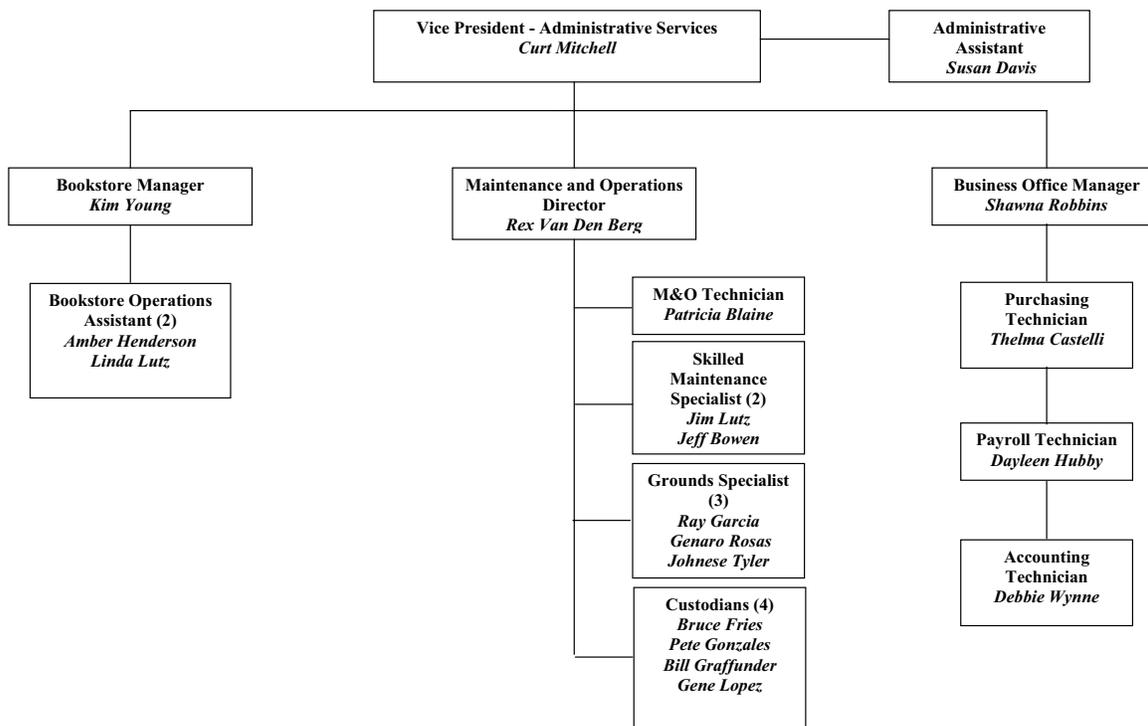
Board approved: 06/16/05



President's Office

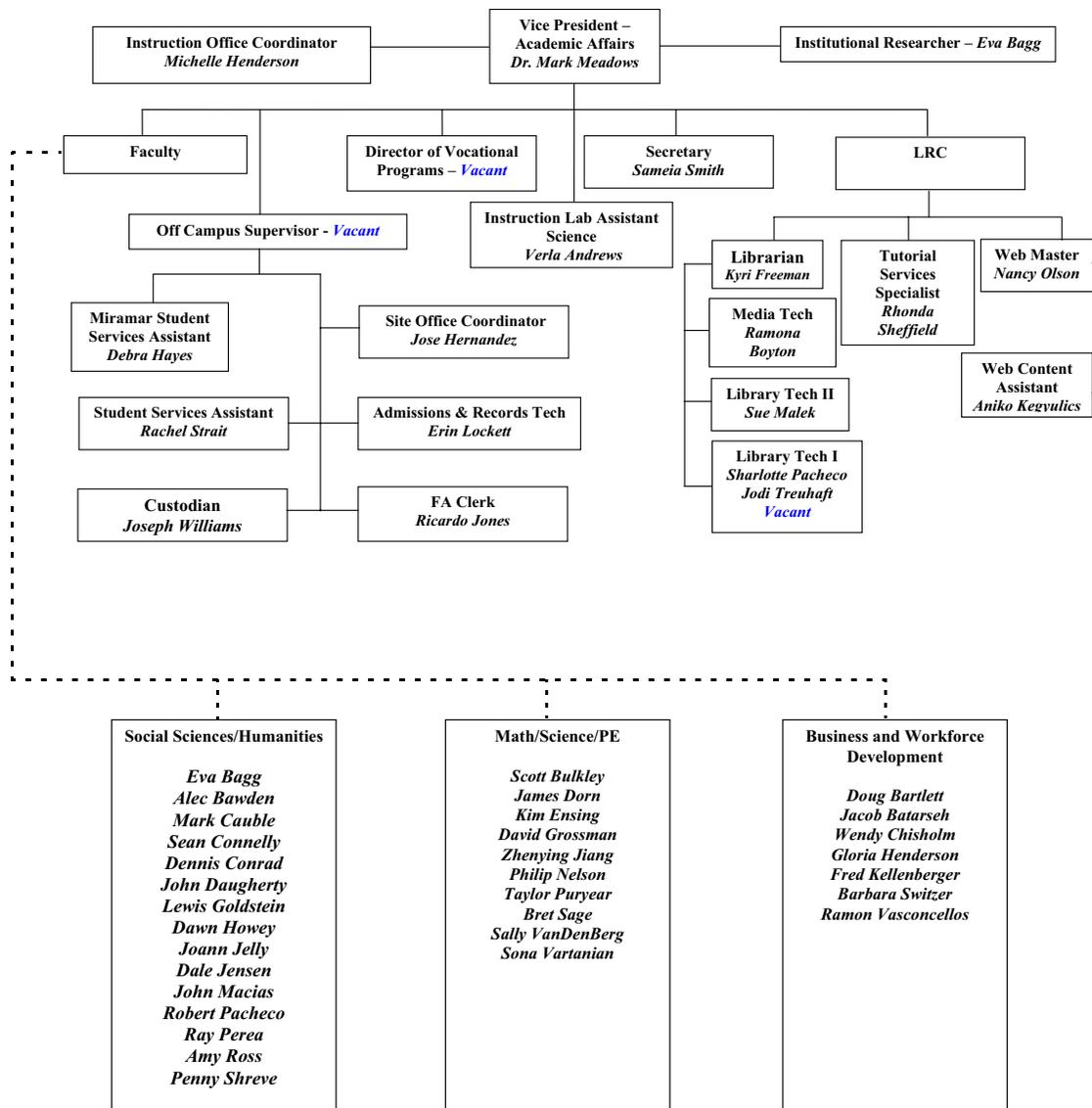


Administrative Services

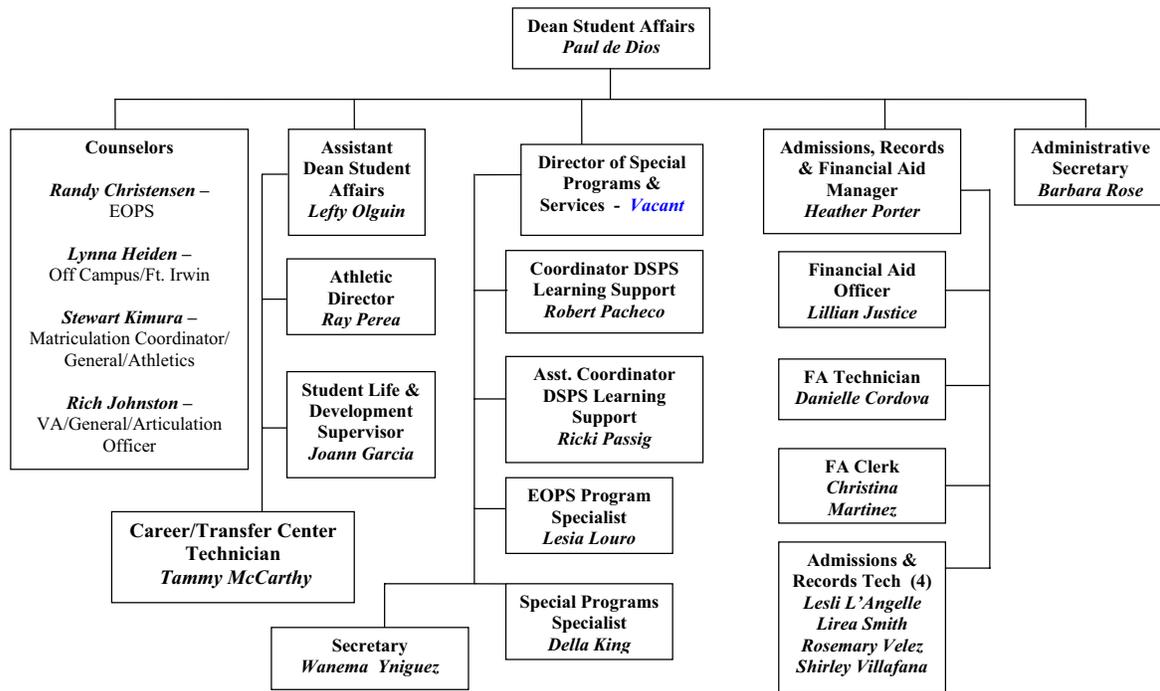




Academic Affairs



Student Affairs





CERTIFICATION OF COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Barstow Community College cites its operating authority on page eight of the college catalog:

Barstow Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, Novato, California 94949, (415) 506-0234, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The college mission is outlined in Board Policy 1200. The mission appears in all significant college publications and is reviewed annually.

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

Overall operation of the college is the responsibility of the elected Board of Trustees per Education Code Sections 72023, 72103 and 72104. The board sets policy for the college and its membership is defined in Board Policy 2010.

4. Chief Executive Officer

The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

The Board of Trustees appointed Dr. Clifford M. Brock president of the college on January 20, 2005, and he assumed the position March 1. The president's full-time responsibility is to the institution; Dr. Brock possesses the "requisite authority to administer board policies."

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

The college maintains an administrative staff sufficient to the operation of the college. Approximately 14 administrators, all hired through college hiring procedures, possess the administrative training, skills and experience to manage their units. All meet minimum qualifications for educational administrators.

6. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Barstow Community College is "operational, with students actively pursuing its degree programs." The college is also a vital part of the Barstow greater community.

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

The college offers the Associate of Arts-Humanities Degree, the Associate of Arts-Social Science Degree and the Associate of Science Degree (with a variety of occupational specialties).

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

All Barstow Community College degrees, certificates and courses are listed in the catalog. All are evaluated in terms of measurable student learning outcomes.



9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Barstow Community College follows Title 5, Sections 55002(a) and (b) in the manner it awards academic credits. The college catalog provides clear explanation of the awarding of credits and describes the formula used for calculating units of credit. The Curriculum Manual provides further detail on the awarding of academic credits.

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Student achievement, measured at the degree and certificate level, is regularly assessed and monitored. Student learning outcomes have been identified and measured at the course, program, and college levels.

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge.

General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education.

All general education requirements are outlined for students on page 39 of the college catalog. Additionally, the general education requirements for students transferring to the University of California or California State University systems, including the Intersegmental General Education Transfer requirements, are outlined specifically on pages 41–43 of the college catalog.

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

Intellectual free inquiry is prized at Barstow Community College. The Board of Trustees has incorporated that right in Board Policy 4030.

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

The college has a core of 37 full-time faculty who are qualified to conduct classes in their academic disciplines. All meet minimum qualifications for all sections they teach.

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

The college “provides for all of its students appropriate student services.” Those services are fully outlined in the college catalog.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The college admissions practices are consistent with the college mission and are fully reflected in the catalog.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The college provides learning resources through a state-of-the-art facility opened in 2004. Nearly 40,000 volumes are housed on site.

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

The operating budget is designed to meet the expectations identified in the mission statement that will enable college students to learn and succeed. Budget planning supports the goals and objectives identified in the college's institutional plans.



18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public account or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide, Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

All financial funds and processes are audited annually by an external accounting firm. This audit includes the financial records of the Barstow College Foundation, an auxiliary organization. The audit report includes an opinion on the financial statements of the district, and findings and recommendations for improving the internal control system and compliance with state and federal programs.

The district's financial statements successfully complied with the Government Accounting Standards Board (GASB) directives #34 and #35, effective with the 2002–2003 financial statements, as required.

The number of findings from the annual audits has decreased over the past four to five years, with minimal findings during the past two audits. Audit recommendations that were identified have been successfully implemented.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

The comprehensive planning process utilized at Barstow Community College is diagrammed in the Planning and Budget Process section of the Participatory Governance Handbook. The Strategic Plan and the Educational Master Plan are used by college administrators and managers to help fulfill the college mission and to establish priorities that drive the budget development process. The goals and objectives generated through program review at the department level are incorporated into these higher level planning documents.

The institution assesses progress toward achieving the stated goals and objectives articulated in the core planning documents and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

20. Public Information

The institution provides a catalog for its constituencies with precise, accurate, and current information about the college in general, requirements, major policies affecting students, and documentation.

A statement of accreditation appears in the college catalog. Additionally, all major college publications carry a statement recognizing accreditation status.

21. Relations with the Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution must comply with Commission requests, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

A statement of accreditation appears in the college catalog. Additionally, all major college publications carry a statement recognizing accreditation status.

The college has communicated fully and openly with the Accrediting Commission. The president sent a letter dated September 7, 2005, to the Executive Director of ACCJC explaining that the college had discovered through the process of self study that it had inadvertently failed to notify the Commission when in October 2004 it changed its name from Barstow College to Barstow Community College. The college awaits instruction from the ACCJC Substantive Change Committee regarding the status of the college's request for approval of the name change.



RESPONSES TO RECOMMENDATIONS 2000

Commission Recommendation

The Commission recommends that the college complete the development of a mission statement that defines the institution, its educational purposes, its students, its place in the higher education community, and which guides institutional planning and decision making.

Response:

The college sponsored a Board Planning Retreat in July 2000, and the activities included a review and revision of the mission statement. Representatives from all constituent groups helped draft a revised mission statement. This draft was then reviewed by the President's Advisory Council and was approved by the Academic Senate, the local California School Employees Association unit, and by the Associated Student Body government. It was also presented to all members of the college community.

The draft was also taken to a representative community committee who suggested some minor changes. As a result of these changes, the mission statement was once again submitted to all constituent groups for their final review and was subsequently approved by the Board of Trustees in October 2000. The mission statement has continued to be reviewed during each board planning retreat, most recently in November 2005.

The mission statement serves as the foundation for institutional planning documents such as the Strategic and Educational Master Plans. These plans help fulfill the mission statement and help establish the priorities that drive the budget development process.

Team Recommendations

Recommendation #1:

The Team recommends that the college complete and implement a comprehensive educational master plan, based on the college mission statement. The educational master plan will set priorities that systematically drive decisions on budgeting, staffing, facilities, economic development, institutional research, and staff development.

Response:

The college completed both an Educational Master Plan and a Strategic Plan in 2002. These plans were developed with input from all constituent groups, help fulfill the mission statement, serve as the drivers for other campus plans, and establish the priorities that drive the budget development process.

An important element in the college's planning process is a continual review and evaluation of the progress made in completing the identified actions. The Educational Master Plan was updated in 2004 and discussed the level of progress made in many areas, including enrollment, student retention, productivity, online program quality improvement, vocational courses and programs, and contract education. The update also described student learning outcomes at the course, program and college levels and modified previous goals and objectives to be more specific, measurable and outcome-oriented.

The Strategic Plan, Budget Development and Review (SPBD&R) Committee compiled Strategic Plan Assessment Reports in 2004 and 2005. Input on the progress for each action in the plan was provided by the department having responsibility for completing that action. Besides highlighting significant achievements, these assessment reports also help identify those areas that require additional effort.

The college has integrated financial and institutional planning. Resources have been provided to help enable the successful completion of most of the actions identified in the Strategic Plan. Budget managers are given an opportunity in the budget development process to identify resource needs to help them achieve the Strategic Plan actions. The SPBD&R Committee reviews the progress made in achieving stated objectives within stated timelines and uses this information to recommend funding allocations.

There is room for additional improvements. Many elements in the Strategic Plan and Educational Master Plan overlap; it may be more effective to combine these plans into one central document to drive the



other institutional planning processes. In addition, although communication about the district's financial status and planning has improved significantly through presentations at All College, Board of Trustees, committee, and other general meetings, more generalized staff training may be desirable.

Recommendation #2:

The Team recommends that collegial and professional behavior must be demonstrated by faculty, administrators, and members of the board to improve institutional effectiveness.

Response:

As a result of an increased emphasis on participatory governance, the college's constituent groups, including faculty, classified staff, administrators and students, actively participate in decision making and planning. As explained in the Participatory Governance Handbook, each group is represented on governance committees. The handbook also defines the roles of each group in the college's governance, including planning, budget development, and policy creation.

Board policies and procedures were also updated and revised through the participatory governance process. These policies and procedures further define the roles of each campus group.

The participatory governance structure allows constituent group leaders to bring ideas and concerns from their respective groups during monthly meetings of the President's Advisory Council (PAC). This council promotes coordination and interaction among committees, and ensures that district policies and procedures are followed. All employees and students have an opportunity to learn more and provide input about issues through the monthly All College meetings.

The Academic Senate updated and revised its constitution and bylaws, resulting in an improved governance structure. The faculty as a whole has taken a much more active role in discussing academic and professional matters during Academic Senate meetings.

Leaders from the Academic Senate, the faculty and classified bargaining units, and the Associated Student Body (ASB) also have opportunities to communicate on important issues with the Board of Trustees at each monthly meeting.

Members of the Board of Trustees have attended a number of training and improvement workshops sponsored by the Community College League of California and governing board organizations. The board also

reviewed the League's Trustee Handbook and attended a workshop on the Brown Act. In addition, the board room has a new layout resulting in a more formal and professional setting.

The result of these actions is increased collegiality and professionalism. As examples, since the last accreditation visit two contracts have been successfully negotiated with each bargaining unit and there is more participation in institutional planning.

Recommendation #3:

The Team recommends that the entire college community must develop and support a strong philosophy and rationale for general education in order to identify anticipated learning outcomes. It would also establish criteria by which the appropriateness of each course in the general education component is determined.

Response:

Representatives from constituent groups began work on a strong general education philosophy and rationale for general education at the Board of Trustees planning retreat in July 2000. This group defined the purpose of a general education philosophy, the hallmarks of an educated citizen, the role of the college in preparing its students for active participation in a democratic society, and the institution's general education undergraduate role as a member of the California State Post Secondary Education System. The group also reviewed and analyzed sample general education philosophies from other institutions and developed a preliminary document for institutional discussion.

The Academic Senate president and the dean of liberal arts and sciences revised this preliminary document into a format for review by campus groups, and it was presented and discussed at the college fall inservice workshop. All of the campus groups identified in the Participatory Governance Handbook then reviewed the document, and the new general education philosophy was approved by the Board of Trustees in September 2000.

The Curriculum Committee discussed the general education guidelines and developed a General Education Certification Worksheet. After further refinement, the Academic Senate passed the worksheet and the Curriculum Committee accepted it for use in its curricular review in late 2001. However, the follow-up analysis of the college's degree of compliance with the general education philosophy did not begin until the 2002-03 academic year because of continued discussion concerning the diversity outcomes component in the general education framework.



The Certification Worksheet is comprised of six components, including information competency, writing across the curriculum, linkages, general education outcomes, workplace skills outcomes, and diversity outcomes. The worksheet and the completed grid for nearly 100 of the college's courses are in electronic files for use by faculty, administrators, and others.

The college's general education degree program fully reflects the philosophy upon which it is based. The academic program leading to a general education degree includes a breadth of study in major fields of the humanities, social sciences, and the natural sciences. There are also requirements in English, communications, mathematics and courses on American institutions and ideals and United States history. Finally, the general education degree requirements include physical education and lifelong learning.

Each of the courses meeting the general education degree requirements now includes student learning outcomes in their outlines of record. In addition, many of the program and institution level student learning outcomes address general education as conceived by the college's general education philosophy.

Recommendation #4:

The Team recommends that the college must implement an inventory control system that provides valuation of inventory for insurance coverage, adheres to accounting standards, and assures systematic equipment replacement/repair and funding.

Response:

A fixed asset inventory control system was successfully established in 2002–2003, adhering to the new accounting standards required by the Government Accounting Standards Board (GASB) directives #34 and #35, including depreciated value and providing values for insurance coverage. District property valued at \$500 or more is affixed with a college property sticker and is counted annually for accountability and to verify equipment locations.

The college has been very successful in systematically upgrading and replacing equipment. Computers used by students, staff, and faculty have been replaced on a three-to-four-year cycle. Facility items such as carpeting and sidewalks have also been replaced on a cyclical basis. Classroom and ergonomic work station furnishings have been purchased. New equipment has been purchased for most instructional and student services programs. Audio-visual, maintenance, custodial, grounds, and office equipment have been added.

Recommendation #5:

The Team recommends that the program review process for both instructional and student service programs must be fully and continuously implemented, and must be integrated into the college's overall educational master plan.

Response:

Instructional program reviews were conducted in 1999-2001 for one division each year, including Vocational, Business and Computer Science, and Humanities and Social Sciences. By the 2002-2003 academic year, a process was established whereby all instructional programs that are staffed by full-time faculty members are reviewed annually. The Academic Senate is currently assessing the need for annual reviews in all programs.

Program reviews report the progress of each department with respect to departmental objectives, accomplishments, and, most recently, student learning outcomes at both the course and program levels. Faculty members are beginning to use these student learning outcome measures to implement changes in teaching strategies and methods to improve student learning. Program reviews also include requests for equipment, supplies and staffing, further linking planning to the budget allocation process. The 2004 update of the Educational Master Plan contains summaries of program reviews completed at the department level.

In 2000 program reviews were conducted for Admissions and Records, Counseling Services and the Tutorial Services Program. These reviews were grounded in research evidence and provided clear recommendations for improvements where program weaknesses were identified. Annual reviews were carried out annually beginning 2001 for all student affairs departments. A summary of these program reviews is contained in the June 2004 Educational Master Plan Update. While these reviews clearly link department goals and objectives to higher-level strategic goals contained in the college's Strategic Plan, assessment of the progress the departments made each year toward achieving those stated goals and objectives could be more robust. For the 2004–2005 academic year, the program review template used for instructional departments was adopted by the Student Affairs division. The new template has improved the quality of program reviews for Student Affairs departments by ensuring that assessment of progress in achieving previously stated goals are highlighted and that newly emerging needs are identified based on student need. In addition, the program review template ensures that departmental needs are coupled with staffing and capital outlay requests,



thereby strengthening the planning, resource allocation and evaluation process for Student Affairs. Furthermore, Student Affairs staff are beginning to include student learning outcomes into the program review process.

The library department completed a program review in June 2001 but not since, and outcomes-based measurements have not yet been developed. It is expected that the newly-hired librarian will reinstate the program review process, including outcomes measurements.

Recommendation #6:

The Team recommends that the college must ensure that all faculty members have the qualifications to teach and are placed in teaching assignments for which they are qualified in order to protect the integrity of the instruction. Additionally, the college must review its equivalency process and develop an appropriate time frame for the completion of the equivalency review.

Response:

Qualifications of all full-time faculty members were reviewed by Human Resources in 2002. As a result of this review, a few adjustments were made in teaching assignments.

Before a job offer is made to successful candidates for faculty positions, reference checking is completed to verify the accuracy of information submitted in the application and the interview process. Transcripts are submitted to Human Resources for evaluation and verification that all schools listed are accredited. Credentials and/or evidence of meeting minimum qualifications for faculty and administrators are also submitted and kept on file in personnel records.

Degrees and units earned from institutions outside the United States are evaluated by a committee of the Academic Senate on a case-by-case basis, using criteria to determine equivalency that is consistent with requirements and guidelines established by the Board of Governors and the state Academic Senate. Equivalency procedures were reviewed and revised in Spring 2003, resulting in a more streamlined and effective process. The new process requires that an equivalency committee is formed as needed in meetings of the Academic Senate. This committee must report its findings at the regular Academic Senate meeting that directly follows the meeting at which the committee was formed.

Recommendation #7:

Efforts to support a diverse student population must move beyond outreach and awareness events to assessment of campus climate and planning for implementation of any necessary corrective measures.

Response:

Two campus climate surveys were completed during this accreditation cycle. The first was conducted in 2001, and the same survey was completed again in 2004. The findings from the 2001 survey indicated a need for improving the extent to which students felt that their diverse perspectives and needs were being met. The college responded by seeking to increase instructor awareness of the need to respect diversity in the classroom and to instill diverse perspectives throughout the curriculum. The college's Special Programs and Services also enhanced support for students with special learning needs.

The results of the 2004 Campus Climate Survey provides substantial validation of the college's effectiveness in better supporting diversity related initiatives. For example, on the four survey questions pertaining to the openness of the environment to students' diverse backgrounds, abilities, cultures and interests, the average percentage of students rating the college as "good" or "excellent" increased from 67.6 percent in 2001 to 70.9 percent in 2004, while the proportion of students rating the college as "less than satisfactory" or "failing" declined from 4.3 percent to 2.8 percent. The proportion of students rating the college as "excellent" in this regard rose from 24.5 to 34.9 percent in 2004.

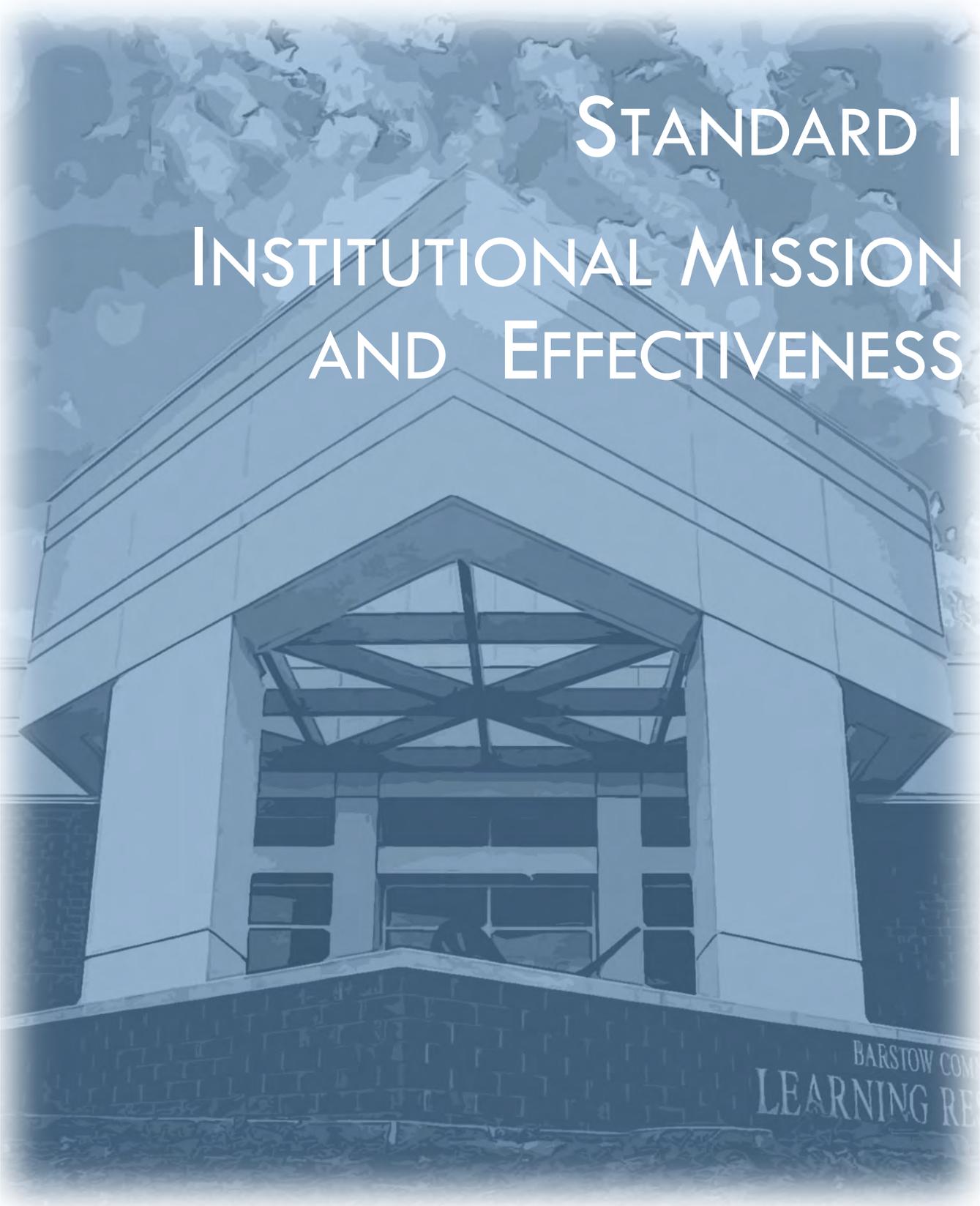
With specific reference to the "quality of courses with content specifically related to cultural/social diversity," 63.2 percent of the students in the 2004 survey rated the college as "excellent" or "good" compared to 48.9 percent in the 2001 survey. On the three campus climate survey questions related to instructor sensitivity to students' diverse learning needs and opinions and instructor encouragement of diverse opinions in the classroom, the proportion of "good" and "excellent" responses increased from 69.2 percent in 2001 to 76.5 percent in 2004. Overall, improvements were made on virtually all diversity-related survey items.

There is room for additional improvement. The results of the 2004 survey led to a number of recommendations which are identified in the 2005 Student Equity Plan. A future campus climate survey will assess the effectiveness of the actions taken to meet the objectives in the Student Equity Plan.



Introduction: List of Evidence

Barstow Community College Student Evaluations
Educational Master Plan Update, June 2004
Emergency Medical Technician program review, spring 2005
memo to President Meznek and Vice President Clark, July 23, 2003
Nursing Assistant Program Review, Spring 2005
Online Content Analysis: A Summary of Results
Strategic Plan Assessment Report, June 2004 and Strategic Plan Assessment Report,
May 2005
Tutorial Services, Program Review, Spring 2005



STANDARD I INSTITUTIONAL MISSION AND EFFECTIVENESS

BARSTOW COMMUNITY COLLEGE
LEARNING RESOURCE CENTER

STANDARD I:

INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Chair: Dr. Eva Bagg, *Faculty*

Standard I A: Mission

Chair: Mark Cauble, *Faculty*
Fernando Baca, *Board of Trustees*
Julian Gregorio, *Associated Student Body*
Barbara Rose, *Classified*
Jayne Wanner, *Classified*

Standard I B: Improving Institutional Effectiveness

Chair: Gloria Henderson, *Faculty*
Santos Caasi, *Classified*
David Grossman, *Faculty*
Jose Hernandez, *Classified*
Sean Lovejoy, *Associated Student Body*
Bret Sage, *Faculty*
Barbara Switzer, *Faculty*

STANDARD I A

MISSION

The institution has a statement of Mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Barstow Community College's mission statement is documented in board policy, which is accessible at the Learning Resource Center and on the college's shared network drive. It can be found on page eight of the 2004–2005 college catalog and is prominently displayed on plaques at numerous locations on campus. The mission statement addresses the college's key educational purposes through a description of what the college is and what it does. Barstow Community College is a two-year institution of higher education that:

- commits to both student learning and success
- fosters an innovative learning environment
- respects diversity of individual backgrounds, abilities, cultures and interests
- prepares students for transfer to four-year colleges and universities
- provides vocational education and training programs

Commitment to both student learning and success

Perhaps one of the best examples of the college's commitment to student learning is the manner in which the college has embraced the concepts and practice of student learning outcomes assessment. Beginning in 2002–2003, when nine faculty members and administrators attended a workshop at Riverside City College on outcomes sponsored by the state community college research and planning group, the college has systematically defined and begun measuring student learning outcomes at the course, program, and college level. During the 2004–2005 academic year, the mechanism for dialogue and collaboration on student learning outcomes has shifted from inservice workshops and department meetings to the division level, with extensive time during division meetings being devoted to sharing methods, ideas and results related to



student learning outcomes assessment. Many faculty members have begun to identify a direct relationship between their efforts to measure outcomes and improved student learning in the classroom (*see Course Outlines of Record, Program Reviews for Instruction Departments 2004 and 2005*). At the start of the Fall 2005 semester, the district president established a new committee, the Student Learning Outcomes Steering Committee, and charged it to develop a near- and long-term plan to systematize and integrate student learning outcome assessment at all levels of the institution and across Instruction and Student Services divisions.

Fosters an innovative learning environment

Barstow Community College enjoys the benefits of having a relatively small faculty and staff who work closely together to solve shared problems around student learning and success. The voluntary brown bag sessions initiated in 2002 are an example of how faculty and staff came together to discuss issues such as student retention and to brainstorm ways of sharing information across organizational boundaries to help the college better understand the reasons that students drop classes at certain points in the semester. Another example of innovation at Barstow Community College are the Techno Bytes lunch sessions where MIS staff members present to faculty a variety of technology-based tools that can be creatively utilized in the classroom. One of the most popular of these sessions provided opportunities for faculty using Smart Board technology to show other instructors how they use the technology and to allow interested instructors the opportunity to practice using templates and resources relevant to their own disciplines (*see Techno Bytes agendas, April 2005*).

Barstow Community College student population

The mission statement acknowledges the diversity of the college's student body, diversity in terms of culture, background, educational goals and level of preparedness for college work. There is considerable evidence that Barstow Community College's student population is different in important respects from student bodies in more urbanized, less impoverished areas. For example the percentage of students who come to the college under-prepared to succeed at college-level work is high; just over 80 percent of Barstow Community College students test into pre-collegiate English and math (*see Test Placement Trends*). This makes it especially important that the college designs its course schedules, educational programs, and support services to meet the needs of these students. Since Spring 2003, schedules were offered to meet the needs of pre-collegiate students, concentrating developmental English and math classes in certain time periods and scheduling complementary social

science, humanities, and computer science classes in compatible time slots to give these students the opportunity to take a full load of classes that will be conducive to their success. Counselors are encouraged to schedule pre-collegiate students in these time blocks; another advantage of this approach is that it creates quasi “learning communities,” whereby cohorts of students can take sets of classes together.

Prepares students for transfer to four-year colleges and universities...

In Fall 2005 just over 40 percent of Barstow Community College students indicated on their application for admission that their primary educational goal was to transfer to a four-year institution, either with or without completion of an associate’s degree. This percentage of students entering the college with the intent to transfer has risen by 10 percent since Fall 2001 when 30 percent of students stated that transferring was their primary goal (*see Barstow Community College Fact Book, 2005–2006*). The college maintains a Transfer/Career Planning Center (TCPC), operated under the direction of the assistant dean of Student Affairs and staffed with a 10-month contract Transfer Center technician and a part-time articulation officer. The TCPC is equipped with six computers with links to colleges throughout the United States. Also available are the ASSIST software, which enables students to determine transfer requirements at California State Universities and University of California institutions, and Eureka, a career and educational planning software tool. The Transfer/Career Planning Center also houses up-to-date catalogs from colleges in every state of the country. The college hosts an annual College and University Day when representatives from over 30 four-year institutions come to campus to provide information to students and to answer questions specific to their programs and transfer requirements. Additionally, representatives come through the year to offer face-to-face interaction with Barstow Community College students interested in transferring to their institutions. TCPC staff takes students to visit several University of California and California State Universities throughout the school year.

In the Educational Master Plan Update, the college set for itself the standard of five percent annual growth in the number of students who successfully transfer to a four-year institution. Since 2000 the college has met this standard with between 40 and 52 of its students transferring to a public California state four-year institution during an academic year. In addition, the college conducted a study to determine the total number of transfers to all four-year institutions, including private and out-of-state colleges and universities. This study shows that there were between 2000 and 2002 nearly three times as many total transfers from Barstow Community College as is reported to the California Community Colleges Chancellor’s Office (*see Report on Institutional Outcomes, August 2005*).



Provides vocational education and training programs

The mission statement says that the college “provides vocational education and training programs and courses that give students the knowledge, skills and certification necessary for entry through advanced level employment and career advancement.” This statement makes several explicit statements with regard to institutional purposes as they relate to student learning. First, it suggests that students will gain “knowledge, skills and certification.” It also refers to “advanced level employment and career advancement.” These are all student learning outcomes that can be measured at the program and college level. Preliminary reporting on the passing rates for licensure and certification for the college’s Nursing Assistant and Cosmetology programs are included in the Report on Institutional Outcomes. Measurement of other outcomes pertinent to vocational education and training programs is currently underway under the direction of the interim director of vocational education who was hired in August 2005.

Barstow Community College confers a number of Associate of Science degrees with occupational majors and these are listed in the college catalog and correspond with the Taxonomy of Programs (TOP) listing maintained by the Chancellor’s Office. These include Accounting, Administration of Justice, Allied Health, Automotive Technology, Business, Business Management, Child Development, Computer Science, Cosmetology, Drafting, Electronics Technology, Medical Assistant, Photography and Welding. The college also has certificate offerings in Accounting, Administration of Justice, Automotive Technology, Business Information Systems, Child Development, Computer Information Systems, Cosmetology, Customer Service Academy, Diesel Technology, Electronics, Family Day Care, Information Systems Management, Manicuring, Medical Assistant, Microsoft Office Specialist, Photography, and Welding. Acknowledging the need to better understand the vocational training needs of the population it serves, Barstow Community College hosted a Workforce Development Summit in December 2004. This led directly to the creation of a Customer Service Academy, an eight-part series of seminars for local business owners and employees. In addition, participants at the Summit volunteered to serve on advisory committees for specific vocational programs that the interim director of vocational Education is in the process of forming.

Provides life-long learning opportunities

The mission statement commits the college to offering life-long learning opportunities and continuing education for community members. The mission statement further describes the college as working “in partnership with military bases, local governments, agencies, businesses,

and schools to promote positive community development, economic growth, and change.” The college established partnerships with Ft. Irwin, Miramar and Bridgeport military bases beginning in the 1960s, and it continually strives to meet the ever-changing demands of soldiers and their dependents.

Self Evaluation

The educational aims of the mission statement are carried forward in the Educational Master Plan and have been put into effect as shown by the Student Equity Plan, the course diversity component, and the development of student learning objectives.

Recent changes in the course scheduling for pre-collegiate students have likely contributed to improved student success, although the college has only just begun to measure this in a comprehensive fashion. Preliminary findings show a positive trend in the success rates of students in developmental math and a negative trend in developmental English (*see Report on Institutional Outcomes, August 2005*). In October 2005 the President’s Advisory Council discussed the area of basic skills development and identified it as one of the institutional outcomes that demands further study and intervention (*see President’s Advisory Council meeting minutes, October 5, 2005*).

The college has looked to national level studies to help inform itself on the needs of its student population. The Pell Institute for the Study of Opportunity in Higher Education published a report in December 2004 titled Raising the Graduation Rates of Low-Income College Students, which could be of use in the college’s efforts to serve a broad segment of the college’s student population. The study examines twenty four-year institutions with high concentrations of low-income students and identifies differences between those with low graduation rates and those with higher ones. It identifies 12 common practices at institutions with high graduation rates. Of those twelve common practices, Barstow Community College appears to be relatively effective at seven or eight of them; the college has been especially diligent with regard to intentional academic planning, developmental education, establishment and achievement of institutional goals for student retention, and pursuit of a dedicated full-time faculty. Of the remaining practices, some, such as on-campus residence requirements, selectivity (the college is an open admissions institution by law), and shared values (an unlikely objective in light of the diversity of our student population) do not appear to be feasible or perhaps even desirable for the college to pursue. Others, however, such as educational innovation and financial aid for high achievers, are areas in which we have made some progress, but could possibly do more.



The two recent campus climate surveys, conducted in 2001 and 2004, provide valuable data concerning the extent to which students feel that the college is meeting their needs. Student evaluations of instructors, conducted as part of the performance evaluation process, are another means of assessing the effectiveness of instructional staff in meeting student needs. The findings from the 2001 survey indicated a need for improving the extent to which students felt that their diverse perspectives and needs were being met. The college responded by seeking to increase instructor awareness of the need to respect diversity in the classroom and to imbue into the curriculum diverse perspectives. The college's Special Programs Services also enhanced support for students with special learning needs. Evidence that these interventions were successful in improving the extent to which the college supports the diverse needs of its students is reflected in the results to the 2004 Campus Climate Survey. Improvements were made on virtually all diversity-related survey items (*see Barstow Community College District Equity Plan, 2005*).

The videotaped student focus groups, conducted in Spring 2005, provide additional insights. The advantage of the focus group format is that it was open-ended, inviting students simply to express themselves regarding things they like and dislike about the college. Freed from a survey format that asked specific questions, students were able to take the discussion in any direction they wished. This yielded important student concerns in a number of areas, particularly the quality of advising they receive from counselors. Based on this information, the college is already working with counselors to communicate these student concerns and to make them more aware of the students' need for consistency and accuracy in the advising they receive. The college is also working on procuring an online degree audit program that will provide greater accountability for counseling services and improved access for students to their educational plans.

Given the economic and employment opportunity indicators for the Barstow and San Bernardino County areas, the college needs to expand and continue to develop vocational offerings that serve current and prospective students. Although the Workforce Development Summit held in December 2004 provided some preliminary understanding of the needs of local employers, further communication with advisory committees for specific vocational programs is needed to improve current offering and to develop new ones.

In conjunction with community assessment efforts aimed at expanding needed vocation programs, the college needs to identify continuing education opportunities that will engage broader sectors of the community. In August 2005 the college hired a new full-time art

instructor who offers a variety of art courses, including new offerings in Basic Design and Introduction to Adobe Photoshop. New offerings are also anticipated for the Theatre Arts program, and a new Performing Arts Center has been one of the capital improvement projects approved in 2005 by the Chancellor's Office. These course offerings and the new facility should attract community members seeking enrichment courses. Basic computer skills workshops have been very popular, both as weekday and Saturday offerings. Basic computer skills workshops designed especially for seniors were offered in 2002 by the college's Club Technology. The college could, however, offer a wider array of continuing education and enrichment courses or workshops that will attract more members of the community.

Planning Agenda

The college will continue regular review of all its program and degree offerings to ensure consistency with Chancellor's Office Taxonomy of Programs (TOP) reporting for Barstow Community College.

The college will continue its outcomes assessment on an annual basis and will focus on "best practices" employed by colleges that have had success with low-income students.

Institutional Research and Academic Affairs and Student Affairs will be engaged in an organization-wide effort to further understand challenges to those students who have basic skills development needs.

The college will complete the process of surveying recent graduates of all vocational programs and employers of Barstow Community College graduates. This is the first step in identifying the vocational education needs of the area. The director of vocation education will be in place and will be charged with reforming current vocational education offerings and developing new programs that meet near and long-term workforce development needs of the community.

As part of its assessment of community needs, the college will seek to identify continuing education offerings that respond to the needs and desires of life-long learners in the Barstow district service area.



I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

The Barstow Community College Board of Trustees voted to accept the mission statement on October 11, 2000. The mission statement is found in Board Policy 1200 and is published in the college catalog. Board policy is available at the Learning Resource Center and on the college's shared network drive. The mission statement is also posted around the campus (*see Board Minutes, October 11, 2000*).

Self Evaluation

The mission statement is regularly evaluated and revised at yearly board retreats. These are special board meetings, and they have an agenda. However, minutes are not taken and there is no procedure that mandates the retreats (*see Board Policy 1200*).

Members of the Accreditation Steering Committee have discovered and noted that one of the most recent revisions to the mission statement, namely the addition of the sentence, "The College uses institutional research to advance its mission and its role in the community," was missing from the 2004–2005 college catalog and from some of the plaques displayed on campus. The 2005–2006 college catalog now includes the mission statement in its entirety. Some of the plaques, however, have not yet been updated.

Planning Agenda

Minutes will be taken at the yearly board retreats when the mission statement is reviewed. Also, review of the mission statement by the board will be formalized and documented in the Administrative Procedures. Those plaques on campus that do not reflect the most current mission statement will be updated.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

The creation of the college's present mission statement began at the July 17, 2000, board retreat. The retreat included all of the constituent groups. The President's Advisory Council (PAC) reviewed and revised the statement on August 2, 2000. The vice president of instruction and the Academic Senate president gave a presentation on the new statement to

the staff on August 11, 2000. The Senate approved the mission statement on August 29, 2000. The President's Advisory Council accepted the statement on August 30. Both the Associated Student Body and classified employees approved the new mission statement during September 2000. Student learning was an important part of all of these discussions. The representatives of constituent groups such as the Academic Senate, Barstow College Faculty Association, and California School Employees Association have been present at the board retreats at which the mission statement has been discussed. Discussions of the mission statement have occurred at the meetings of constituent groups. Also, the forms for the new course approval contain a required section dealing with the extent to which the proposed course addresses the college mission. Consequently, the mission statement and student learning are discussed each time a new course is brought before the Curriculum Committee (*see Report to the Board October 11, 2000, by Academic Senate president, audio recording of October 11, 2000 board meeting*).

Board Policy 1200 District Mission states, "The Mission is evaluated and revised on a regular basis." In fact this is true. The board holds a yearly retreat during which the mission is reviewed. Representatives from all of the college's constituent groups take part in this conference retreat.

All of the constituent groups took part in the development of the mission statement, and they are also involved in the yearly reviews. These forums have initiated a revision that will be the subject of the next board retreat.

The board decides when and where the retreats will take place, and all of the constituent groups are invited to attend.

Self Evaluation

While board retreats happen every year, there is no board procedure that sets out the process by which the Mission is reexamined in a consistent manner. The retreats have an agenda, but no minutes are taken. Consequently, there is no systematic dissemination of information from these meetings. While the board retreats have been the usual forum for reviewing the mission, in 2004 a retreat was not held. Instead, a special study session was conducted in preparation for the college's presidential search. (*Interview with Board Trustee F. Baca*).

Planning Agenda

The college will continue its yearly board retreats and the publication of the mission in the college catalog.

The discussion of the mission statement at board retreats will be formalized in college procedure. Minutes of these retreats will be taken and distributed to the constituent groups.



I.A.4. *The institution's Mission is central to institutional planning and decision making.*

Descriptive Summary

The best examples of institutional effectiveness assessment are the 2004 Educational Master Plan Update and the update of the 2002–2006 Strategic Plan. The Educational Master Plan is keyed to the mission statement. The June 2004 Educational Master Plan Update provided evidence of significant progress with regard to numerous issues since its adoption in July 2001, including enrollment, class size, student retention, faculty productivity, course scheduling, increased use of computer-assisted instruction, and online program quality improvement. The update also identified areas in which additional progress is needed, including short-term classes, vocational courses and programs, contract education, service learning, English as a second language, and student learning outcomes assessment. Since the adoption of the 2004 Educational Master Plan Update by the board in July 2004, additional progress has been made with respect to all of the above items.

The June 2004 update shows the progress that has been made in carrying out the principles that are put forward in the statement. A specific example is how the goal of diversity in the mission statement has led to institutional planning and decision making. The Strategic Plan listed diversity as a goal on page 38 and the Educational Master Plan said it was an instructional objective on page 76. Consequently, the Curriculum Committee required a diversity component in every general education course, which has been accomplished (*see Curriculum Committee General Education Form B Component 6: Diversity Outcomes and list of courses in compliance*). These all show how the mission statement acts as the driving force behind the college's research and planning.

Self Evaluation

The link between the mission statement, the Educational Master Plan and the college's implementation of these documents, for example the Student Equity Plan, show that the college has analyzed and systematically evaluated what needs to be done. It also reveals that the college has acted upon these conclusions.

Planning Agenda

Institutional Research will continue to conduct annually an institutional outcomes study and report the findings of these studies to the President's Advisory Council and to the Board of Trustees. The master planning documents will continue to use the mission statement as a central reference.

Standard IA List of Evidence

Board Policy 1200
Barstow Community College District Equity Plan, 2005
Barstow Community College Fact Book, 2005–2006
Board Minutes, October 11, 2000
Course Outlines of Record
Curriculum Committee General Education Form B Component 6: Diversity Outcomes
and list of courses in compliance
Interview with Board Trustee F. Baca
President's Advisory Committee meeting minutes, October 5, 2005
Program Reviews for Instruction Departments 2004 and 2005
Report on Institutional Outcomes, August 2005
Report to the Board October 11, 2000, by Academic Senate President, audio re-
cording of October 11, 2000 Board meeting
Techno Bytes agendas, April 2005
Test Placement Trends

STANDARD I B

IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

The college engages in dialogue on a variety of topics that are addressed in the mission statement and Educational Master Plan. In recent years, topics that the college has discussed most rigorously and intensively revolve around student learning outcomes: what are they, how can they be measured, and what are the benefits of defining and measuring student learning outcomes at the course, program, and college levels? Other topics that the college has discussed widely include the need to imbue the entire college curriculum with diversity, the need for new vocational courses and programs, and, with regard to student services, the need for improved customer service and the importance of understanding and appreciating individual differences among students, faculty and staff.

The college has structured its dialogue along a number of lines. Face-to-face dialogue among college faculty, staff and managers takes place on inservice days, at workshops devoted to a particular topic (faculty workshops on student learning outcomes and online teaching methodology, workshops for student services personnel on customer service and student services learning outcomes and college-wide workshops such as the “True Colors” program), during meetings of standing committees and ad hoc committees, such as the ad hoc Educational Master Plan Update



Committee (*see Presentations: Student Learning Outcomes and Assessment: Faculty Inservice, August 13, 2002; Implementing Student Learning Outcomes Assessment, Faculty Inservice, August 13, 2004; and Student Learning Outcomes: Student Support Services, October 8, 2004*).

In Academic Senate meetings and Curriculum Committee meetings, faculty and management extensively discuss institutional processes, such as curriculum, tenure, equivalencies, and other matters relating to academic affairs (*see Academic Senate and Curriculum Committee minutes*). In addition, dialogue regarding student learning outcomes, student success, and institutional processes occurs during meetings of standing committees, such as the Calendar Committee, Graduation Committee, Scholarship Committee, and Matriculation Committees. The Participatory Governance Handbook describes specific subjects and institutional processes dialogued through regular college committees, such as the Calendar, Graduation and Matriculation Committees, among others.

Mandatory meetings were held for faculty on a monthly basis in 2003–2004 covering the following topics: Participatory Governance Primer, Ensuring the Success of Developmental Students, Educational Master Plan/Student Learning Outcomes/Learning Resource Center, Participatory Governance Follow-up, Techniques for Improving Student Attendance and Retention, and Workshop on Educational Master Plan Revision Draft (*see faculty brown bag workshops schedule*). On September 8, 2003, students, faculty, and management met for a Round Table Discussion regarding tuition and other matters of concern to students.

Of their own volition, faculty and staff held brown bag meetings where volunteers made presentations on topics related to student learning. For example, the college's Education Access Specialist presented information on how to ensure accessibility and heightened sensitivity to handicapped students. Since these were voluntary and informal, no meeting minutes were taken.

In addition, dialogue about the various institutional processes takes place at the All College meetings that are held at noon on the third Tuesday of every month (*see All College meeting agendas, especially October 19, 2004, Item V. Academic & Student Success Report, and Division Chair Updates from September 2003 through May 2004*). The college has no classes scheduled on Tuesdays at noon and makes it possible for all instructors, staff, and students to attend. Historically these meetings were primarily informational, with administrators and managers reporting on current events and

initiatives to faculty, staff and students. Time at a recent All College meeting was devoted to considering ways to stimulate more discussion about issues of concern to all college constituents and to use the forum as an opportunity to consider collectively solutions to problems.

While many of the above vehicles for dialogue consist of formal meetings with defined agendas, more recently Barstow Community College has engaged in open-ended dialogue designed to stimulate broader participation and generate ideas that might not emerge through conventional means. As early as the Spring 2003 semester, administration invited faculty to a Division Chairs Meeting that was devoted to an open dialogue using a less structured format of discussion. During the Fall 2004 semester, each of the college's three divisions had meetings devoted to unstructured discussion of the district's staffing needs. In late Fall 2004 and early Spring 2005, the Accreditation Self Study Committee had unstructured dialogue sessions, both with the committee as a whole and in breakout sessions of the standard and sub-standard committees. Additional vehicles for open-ended dialogue include the college's web-based discussion board, the student focus groups for main campus and Ft. Irwin students, and a meeting for all Student Services staff (*see Student Services Meeting minutes for February 17, 2005*) that was devoted entirely to an unstructured dialogue concerning things the faculty and staff are doing well and things that can be improved.

Self Evaluation

Barstow Community College employees at all levels have begun to more fully appreciate the value of genuine dialogue. Staff had been familiar with meetings in which information was shared and directives given from the top down. Faculty and staff did not fully understand nor appreciate the benefits of opening up the dialogue for all to participate freely and to contribute from each of their unique perspectives. More recently some of the best ideas have come from dialoguing; namely the accreditation discussion board and the videotaped student focus groups conducted in 2005.

Although direct evidence showing how well the college embraces and understands the purpose of dialoguing is difficult to directly demonstrate, indirect evidence may be cited from the general findings that students in 2004 indicated greater satisfaction in virtually every dimension of their experience at the college than they did in 2001 (*see Barstow Community College District Student Equity Plan, Campus Based research*).

Extensive dialogue has had a positive impact on student learning. Faculty revised over 90 percent of the Barstow Community College course offerings and included student learning outcomes for each (*see Curriculum Committee meeting agendas and updated course outlines*). By conducting



online instructional workshops, extensively dialoguing about student learning outcomes, and then completely overhauling the college's curriculum, student retention data show an increase from 81.7percent retained at end of term from census date in Spring 2000 to over 88.1 percent retained in Spring 2005 (*see Report on Institutional Outcomes, August 2005, Appendix D*).

Dialogue has led to a collective understanding of the meaning of data and research used in the evaluation of student learning. Faculty members are far more attuned to the importance of research and data in assessing student learning than they were a few years ago, prior to the college's renewed emphasis on program review, student learning outcomes assessment, and sharing information with one another in pursuit of these objectives. Instructors increasingly use evaluation tools, such as student learning outcomes, to monitor student success, and they have begun changing teaching methodologies used in the classroom to enhance areas where student learning outcome data showed less than optimal student success (*see Faculty Division Meeting minutes, Student Learning Outcomes in Program Reviews, 2005*).

The next step the college faces will be to more effectively and consistently extend dialogue across organizational boundaries so that, for example, faculty and student services staff dialogue about their shared goal of improving student retention and develop collectively processes that lead to improvements of that outcome. In addition, the college needs to more deliberately support student and faculty dialogue on those student learning outcomes that are now published in course outlines and syllabi. Preliminary findings from one of the student focus groups conducted in Spring 2005 suggests that students are not fully aligned with faculty regarding the importance of those student learning outcomes nor do they fully equate their own success in terms of them.

Planning Agenda

The college will continue to enhance the open and college-wide dialogue process started in 2004–2005. Students will be more deliberately included in that dialogue, especially with regard to student learning outcomes at the course, program and institutional, levels.

The college plans to continue having online discussions for instructional and academic topics through the Academic Senate, as well as others that it decides to develop.

Focusing on institutional outcomes, the college will identify areas in which support services and instruction can dialogue on how the divisions will collaborate to achieve improved performance outcomes.

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- I.B.2.** *The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*
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Descriptive Summary

The mission statement and Board Imperatives establish the philosophical basis by which the institution develops its goals. Goals are broad statements of institutional priorities. The Barstow Community College District Strategic Plan for 2002–2006 sets forth twelve goals and contains numerous strategic objectives designed to reach each of the goals. Additional objectives are set forth in departmental program reviews and the Educational Master Plan and its Update, the latest which was approved by the board in July of 2004. This update contains a comprehensive assessment of the district’s performance with regard to board-established goals and objectives. Seventeen institutional outcomes are presented in the update. Each of these outcomes has performance standards that are expressed in measurable terms. For example, the performance standard for student retention is set at 70 percent of students initially enrolled and 85 percent of students enrolled at census (*see Educational Master Plan Update, June 2004, page 11*).

Criteria for goal setting are prioritized at the board level (for example, by identifying Strategic Plan objectives as “high,” “medium,” or “low” priority) and by administrators based upon their reading of program reviews. Capital equipment requests generated via program review are rated as “high,” “medium,” or “low” priority by the individuals and/or departments making the requests and are subsequently rated and ranked by administrators.

Each of the documents referred to above (the Strategic Plan, Educational Master Plan Update, and departmental program reviews), contains an evaluation of goals and objectives, along with, in many cases, a determination of their ongoing relevance. The Strategic Plan Update, for example, identifies a number of objectives that have been determined to be no longer of high priority due to changing institutional priorities or budgetary circumstances.

Representatives from all college constituent groups have input into the formation of the Strategic Plan, Educational Master Plan, as well as the mission statement.



Faculty and staff have input into the Strategic Plan by virtue of the participation of their representatives in the deliberations of the Strategic Planning and Budget Committee. The board has input by reviewing and approving the Plan. Faculty and staff have input into the Educational Master Plan by virtue of the participation of their representatives in the deliberations of the ad hoc Educational Master Plan Update Committee. Additional faculty input is derived via the review and approval of the draft planning documents by the Academic Senate.

In the case of the Educational Master Plan Update, time was set aside in an Academic Senate meeting for broad-based faculty participation and discussion concerning the college-level student learning outcomes and institutional performance measures listed on page 11 of the document, as well as the staffing needs listed on page 168 of the document. This faculty input led to modifications in both of these lists prior to submittal of the Educational Master Plan Update to the board for review and approval.

Faculty and staff have input into the mission statement through their representatives who attend the board retreats at which the mission statement is reviewed and revised. The board has direct input into the mission statement.

The board has affected the goals of the institution primarily through its adoption of the mission statement and Board Imperatives and secondarily through its review of the planning documents described above as well as its general oversight of institutional operations.

In recent years, the college has worked toward making objectives more specific, measurable and linked to the achievement of student learning outcomes. For example, the stated “objectives” in the 2002 program review for the anthropology department included items such as “replace retiring faculty member in 2002.” By contrast, the 2004 anthropology program review includes objectives such as “increase program enrollment through student awareness of anthropology in general and of the applied and research opportunities that the discipline affords.” This objective is more specific, measurable, and tied to broader district goals. This example illustrates the progress the college has made in refining its objectives in relation to its goals.

Self Evaluation

The college adopts clearly stated goals and objectives, periodically measures its progress against its stated objectives, and accomplishes the vast majority of its goals and objectives.

Program-level objectives contained in the existing Educational Master Plan have, in the past, been largely input oriented (e.g. replace retiring faculty members, more library resources, and the need for new faculty). In the current educational planning environment, the institution has begun to shift toward outcomes-oriented objectives such as increased student enrollment, retention, and success. This has been accompanied by measurable indicators of achievement such as degrees and certificates issued, transfer rates, and most notably student learning outcomes. With this in mind, the college's academic and student support departments have been directed and have begun to revisit and revise program-level objectives set forth in the Educational Master Plan and have re-focused on outcomes achievement. All departments are currently measuring student learning outcomes at both the course level and program level so that these outcomes can be evaluated and improved through changes in both the sequence and content of courses and the instruction and evaluation techniques used within these courses.

Significant and noteworthy progress is occurring among faculty primarily responsible for developing students' basic skills to appropriate levels that help ensure success in all other college level coursework. Instructors of math and English began collaborative efforts to this end through the process of identifying shared student learning outcomes in basic skills courses taught by different instructors. The new coordinator of Disabled Students Programs and Services (DSPP) learning and support is furthering efforts to prepare DSPP students for work in pre-collegiate courses in math and English. This work marks significant progress toward the development of a master rubric in basic mathematics, writing, and reading skills, as was identified in Barstow Community College's 2000 self study as an important planning agenda item.

In most cases goals identified at the highest level of the organization are communicated and known at lower levels of the organization. For example, student retention is one of the institutional outcomes listed in the Educational Master Plan Update. Retention is one of the factors that is considered in faculty evaluations. Faculty increasingly incorporate retention rates in their program reviews as evidence of improvements. Student services staff are well aware that improving retention is important for the college as a whole. Despite awareness of the goal, few college employees other than administrators could state the performance standard set with regard to this institutional outcome.



Although specific goals and the measures associated with them are well known at the program level, the college can work to ensure that institutional outcomes are more directly and explicitly linked to lower-level outcomes and that faculty and staff better understand how their work directly impacts college performance on specific institutional-level outcomes.

Planning Agenda

The college will continue stating college goals and objectives in core documents such as the Educational Master Plan and report regularly on progress made with respect to all of the stated goals and objectives.

The college will develop a mechanism by which all faculty and staff understand the direct relationship between their own goals and objectives and those set for the institution as a whole. Wherever possible the measurable impact that each department has toward achieving stated institutional goals should be communicated vertically through the organization.

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- I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.*
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Descriptive Summary

The comprehensive planning process utilized at Barstow Community College is diagrammed in the Planning and Budget Process section of the Participatory Governance Handbook (*see page 4*). The following is a summary of the various steps that the district takes in the planning and resource allocation processes.

The first step may be broadly defined as *formulation* which involves the setting of goals and objectives. This happens with program review where departmental objectives are established. This is the quality assurance review at the program level that is systematically assessed on an annual basis to evaluate the best use of resources and progress toward the instructional and support goals within each department. College-wide instructional and student services objectives are established and documented in the Educational Master Plan. College-wide objectives for all aspects of operation (Instruction, Student Services, Business Services, Maintenance and Operations, Management Information Systems, etc.) are documented in the Strategic Plan.

The next major step in the planning and resource allocation process is that of *adoption*. The Board of Trustees adopts the annual budget, the Strategic Plan and Educational Master Plan and their respective updates, based on recommendations from the district president. These recommendations are derived via consultation with the vice president of Administrative Services, the vice president of Academic Affairs and the dean of Student Affairs, who have analyzed their respective departments' program reviews and related planning documents. This is the stage at which planning and budgeting are integrated.

The next stage is *implementation* which is the point at which plans are carried out and budgets are executed by the various faculty, staff, managers and administrators.

Finally, the *evaluation* stage occurs. At this stage of the planning and resource allocation cycle the extent to which the district has met its stated objectives is rigorously assessed using all available institutional data. Examples of data that are analyzed in assessing institutional effectiveness include enrollment, retention, and student success data generated by the Management Information Systems (MIS) department, student surveys, such as the campus climate survey, focus groups of students and employers, and records of past expenditures in relation to budgets. Evaluative assessments are included in department-level program reviews and college-level Educational Master Plan and Strategic Plan updates. The results of these evaluations are then incorporated into the initial stage of the planning process, as objectives are reassessed and new goals and objectives formulated.

The Educational Master Plan 2001–2005 set forth a series of goals and objectives for the college as a whole. The Educational Master Plan Update of June 2004 provided input regarding progress toward meeting these college-wide issues. Among the issues discussed were the following: enrollment and productivity, the instructional delivery system, and the balance between live and online classes. Other goals brought forth included increasing short-term/high intensity courses, improved offerings in the area of workforce development and training, service learning courses, contract education, and English as a second language courses.

The Strategic Master Plan 2002–2006 compiled by the Strategic Planning, Budget Development and Review Committee set forth 224 specific actions to improve institutional effectiveness. The Strategic Plan Assessment Report (June 2004) indicated the progress that had occurred toward completing these actions and achieving progress in the areas of the twelve strategic goals set forth within the original document.



Barstow Community College administered a Campus Climate Survey in 2001 to gather quantitative data regarding student perceptions of the college's effectiveness in meeting their needs and in its overall operations. Recommendations from the findings of this survey led to focused efforts to increase student awareness of college policy and procedures, enhance course content in terms of culturally and socially diverse perspectives, and expand student activities (*see A Study of Campus Climate, 2001*). The same survey was administered in 2004 to a random sample of students and a report resulted which led to a number of recommendations that are set forth in the Barstow Community College District Student Equity Plan, January 2005 (*see pages 8 – 9*). This report resulted, in part, to the decision to hire a coordinator of DSPS learning and support (the position was filled in July 2005) and to increase and improve efforts at Ft. Irwin in support of more Student Life and Development activities and opportunities.

In Spring 2005 the college began efforts to supplement its quantitative data on student perception and student performance with qualitative data. The college's institutional researcher, trained and experienced in qualitative research methods, conducted two student focus groups, one at the Barstow campus and the other at the Ft. Irwin site. The sessions proved invaluable in gaining insights and a deeper understanding of the lived experiences of Barstow Community College students. The college learned a great deal about itself through conversation with students, about what is working well and where improvements are needed. Students provided thoughtful suggestions on course offerings, scheduling, online courses, and student support services. Administrators responded to student input at these focus groups by adding more nine-week classes to the schedule the following summer and fall and by purchasing a software module that supports the counseling function (*see Listening to Student Voices: Student Focus Group, Spring 2005, and Ft. Irwin Student Focus Group, Summary of Findings, March 2005*).

Self Evaluation

In the manner described above, Barstow Community College's planning, resource allocation, and evaluation processes are fully integrated and based upon both quantitative and qualitative data.

Conscientious work in the development of college-wide and instructional goals along with the periodic updates assessing progress toward reaching those goals demonstrates that the college provides an ongoing and dynamic process to evaluate institutional effectiveness.

Although the college has not consistently had a full-time institutional researcher during the past accreditation cycle, the Management Information Systems (MIS) department has worked closely with administrators and managers to develop custom reports. These reports are available on demand from managers' desktops using a locally developed Campus Data application. This software tool generates reports based on user-specified parameters. Departments that regularly use this reporting tool include Admissions and Records, Financial Aid, Instruction, Special Programs and Services, Off-Campus Programs and Special Projects, among others. The data contained in these custom reports are used in institutional planning and evaluation at the department level. In addition, MIS regularly submits data to the Chancellor's Office and to Integrated Postsecondary Education Data System (IPEDS).

As the college has earnestly initiated the process of student learning outcomes assessment at all levels, the institutional researcher has supported all aspects of this assessment initiative. This work began with faculty and, as it was later extended to Student Affairs and the institution as a whole, the institutional researcher was invited to serve as a member of the President's Advisory Council (PAC) to ensure that the data needs and the reporting of that data are linked to the goals and objectives understood at all levels of the college.

Planning Agenda

The college's institutional researcher will continue serving as a member of the President's Advisory Council so that data needs and the reporting of data are linked to the goals and objectives outlined in key planning documents.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness

Descriptive Summary

In the years leading to 2001, Barstow Community College recognized the need for a guide that would serve as the basis for intelligent communication, shared governance, participation, and decorum of individuals responsible for making recommendations and delivering results. The Participatory Governance Manual was developed as a result of this need. Its pages codify the conduct of the members of committee and planning teams established within the campus. The President's Advisory Council, which has been tasked to oversee the development and implementation of the Participatory Governance Manual, has been meeting on an on-



going basis to continuously improve this manual. The committees discussed in this section are described with regard to their key responsibilities and relationships with each other in the Participatory Governance Manual.

An example of broad involvement in the college's planning process is provided by the development of the Strategic Plan. The Strategic Planning, Budget Development and Review Committee (SPBDRC) drafted twelve goals and presented them to each constituent group on campus, asking them for comments and suggestions for changes. In addition, the drafted goals were presented at least once at an All College meeting (*see All College meeting agenda, October 19, 2004, Item II. Child Care America Update and Goals for the Year*), where all faculty, staff and students in attendance were given an opportunity to provide comments and input. Taking all comments and suggestions into consideration, the SPBDR Committee finalized the goals and presented them to the board for approval. Next the goals were discussed with department managers who then established objectives and specific actions to achieve the strategic goals. Each budget manager requests funding to accomplish objectives and actions set forth in the strategic plan. When completing their funding request, the managers reference specific objectives to help justify the funding. When the committee reviews the requests, it matches the requests to the strategic plan thereby allowing each department to fulfill its plans for the coming year.

Another example of broad involvement in the college's planning process was the development of the Educational Master Plan Update. An ad hoc Educational Master Plan Update Committee was formed and met several times in 2003–2004 and included representatives of faculty, classified staff and management. The Academic Senate reviewed the Educational Master Plan Update and made recommendations to the administration on staffing and other instructional priorities. The faculty was involved in compiling this list, and it reflects the needs of various instructional departments for new faculty and instructional support staff positions. Examples of resource allocation achieved through this process include a new astronomy observatory scheduled for Fall 2006, the hiring of an ESL instructor in Fall 2004, sending faculty to workshops on student learning outcomes, and capital equipment allocations for computer-assisted instruction.

Information from the planning and committee teams is disseminated to staff and faculty populations through memos, handbooks, manuals, meeting minutes and email communication. Input from staff, faculty, administrators, directors and students are expected to further refine the goals defined by the planning, committee or departmental team.

The effectiveness of these processes is evidenced in the Strategic Plan Assessment Report of June 2004, which reviewed progress on 224 specific actions. Of these, 165 designated outcomes had been met or exceeded. This is approximately a 75 percent success rate. Of the remaining actions, 25 actions are in progress, and 34 actions “remain to be accomplished” or will be eliminated as no longer feasible or desirable (*see Strategic Plan Assessment Report, June 2005*).

In the Educational Master Plan Update June 2004, progress toward achieving the goals cited in the Educational Master Plan 2001–2005 is noted. The college-wide issues regarding enrollment and productivity showed steady progress in meeting the goals. The faculty productivity ratio (Student Contact Hours: Full Time Equivalent Faculty) increased dramatically between Fall 2002 and Fall 2004, from 299 to 420 student contact hours per full-time faculty. Class size variance remains greater than anticipated between divisions with gradual improvement demonstrated. Course scheduling has changed from a primarily four day per week morning course plan to a six-day scheduling with more afternoon and two-tiered evening classes. This has contributed to a 15 percent increase in enrollment and a 40 percent increase in instructional productivity (*see Educational Master Plan Update June 2004, pages 4–6*).

Other areas reported on in the Educational Master Plan Update include the instructional delivery system. The document provides data showing the extent to which Barstow Community College has grown its computer assisted instruction offerings. Online enrollment as a percentage of total district enrollment increased from less than 20 percent in 1999–2000 to 46 percent in 2002–2003 (*see Educational Master Plan Update June 2004, pages 7–8*). While online enrollment increased, the college observed that retention was significantly lower in online courses compared to their live counterparts. This retention “gap” between online and live courses was as high as 19 percent in Fall 1999. In response to this outcome, online faculty workshops were provided for faculty at the beginning of the 2002–2003 academic year. The retention gap between online and live courses saw a subsequent narrowing to 9.5 percent in Fall 2003 (*see memo from VP of Academic Affairs entitled Follow-up on 7/23/03 Memo RE: Online Retention, dated August 13, 2003*).

Areas where “insufficient progress” is noted include the following: offering more short-term/higher intensity courses (e.g., nine week or weekends), workforce development and training programs, service learning courses and activities, contract education with local employers, and English as a second language.



In response to these findings, Barstow Community College's Academic Senate sponsored a Workforce Development Summit in December 2004 that was attended by fifty-five representatives of thirty-four local area employers to discuss needs regarding workforce and development courses that the college could offer as well as contract education programs for specific employers. In addition, progress is being made in the area of meeting the needs of students requiring English as a second language with the English Department adding a full-time instructor who is certified to develop and instruct English as a second language courses.

Self Evaluation

In 2004–2005, budget managers were given the opportunity to request funding to achieve specific strategic objectives. Because of the state budget difficulties during the two previous years, budget managers did not have as much flexibility to request additional resources. The college responded to budgeting constraints by making more effective use of available resources. As mentioned above, weekly student contact hours for full-time faculty increased by more than 40 percent from Fall 2002 to Fall 2004. This allows the college to effectively serve more students with the same amount of money. In addition, the selective hiring freeze implemented during the state budget difficulties helped the college to weather the funding reductions, and still accomplish strategic objectives. Essentially the college has maintained progress with fewer resources.

Planning Agenda

The college will continue providing broad-based participation in the planning process as provided by guidelines documented in the Participatory Governance Handbook.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Among the assessment data collected by the college are enrollment, retention, and a variety of student success indicators. As part of the faculty evaluation process, each faculty member is evaluated, in part, on data pertaining to class enrollment, retention and GPA for each course and section taught (*see Faculty Evaluation form*). Since Spring 2003 all instructional departments have reported in annual program reviews student learning outcomes identified at the course level. In Spring 2005 program reviews, faculty identified program-level student learning outcomes and reported on measures of course-level outcomes. Program reviews are submitted to the Instruction Office and are examined by the

vice president of Academic Affairs and the institutional researcher, who provide feedback to instructional departments either in division meetings or to individual departments. At the institution level, seventeen outcomes were identified in the Educational Master Plan Update of June 2004. In August of 2005, the Office of Institutional Research presented to the Board of Trustees a report on the college's performance with respect to each of these outcomes. Beginning in October of 2005, members of the President's Advisory Council (PAC) are working to prioritize those outcomes for which immediate institutional response will be initiated. Managers and representatives of key bodies will then communicate to their respective staff and members the areas of quality assurance that are identified for near and long term improvements.

Members of the Student Equity Committee utilized a variety of mechanisms to assess campus climate and to identify demographic trends in the student population. To assess campus climate, classroom surveys were administered to over 340 students in 40 class sections. Class sections were selected to ensure coverage of students who take live classes on the main campus, at Ft. Irwin, and online. Data was extracted from the college's student data management system and merged with the student survey responses. This information was presented to the institutional researcher for analysis. Additional data was collected from the Chancellor's Office DataMart system to compare Barstow Community College's course completion rates against neighboring community colleges. The resulting analysis assisted the Student Equity Committee in identifying areas of student perception in institutional effectiveness, quality of interaction with employees, course content and instruction, programs, services and resources, and student life. The results of the campus-based research and corresponding recommendations were documented in the Barstow Community College District Student Equity Plan and presented to the Academic Senate, the President's Advisory Council and the Board of Trustees in January 2005.

In an effort to gain a deeper understanding of student experience supplemental to that gleaned from the Campus Climate Survey, student focus groups were conducted at the main campus and the Ft. Irwin site. Results from the main campus focus group were reported at an Accreditation Steering Committee meeting (*see Accreditation Steering Committee meeting minutes, February 21, 2005*) and at an All College meeting (*see All College meeting agenda, February 15, 2005, Item V. Accreditation Update and Student Focus Group*). Findings from the Ft. Irwin focus group were communicated the following month at the All College meeting (*see All College meeting agenda, April 19, 2005, Item II. Accreditation Update and Ft. Irwin Focus Group*).



In 2004, the Matriculation Committee initiated a validation study of assessment test cut-scores. The college hired an outside consultant to develop a student questionnaire to gauge student opinion relating to their assessment scores and placement in classes. Management Information Systems staff extracted assessment scores, previous and current class enrollment, and grades of the surveyed students and presented them to the consultant. It was determined through the consultant's analysis that a slight adjustment in the range of assessment scores would be beneficial. This recommendation was communicated to the vice president of Academic Affairs and the Vice President of Student Services, who then informed counselors of the cut-score alterations.

In 2003 faculty members of the Computer and Business Information System (CBIS) department surveyed local employers about the kinds of training that they would value in prospective employees. Results from the survey led to a number of recommendations for modifications and additions to the CBIS departmental offerings (*see memo from Gaither Loewenstein, dated March 13, 2003*). Key recommendations were to develop a graphics/web building course, to offer shorter database design courses for end users rather than programmers, and, in general, to develop shorter courses that are offered at times when "nine to five" employees can attend. One outcome of these recommendations was the introduction of a series of course offerings, Introduction to Writing Web Pages (CBIS 29A), Advanced Web Development (CBIS 29B), and Multimedia and Graphics for Publishing on the Web (CBIS 29C) (*see Curriculum Committee meeting minutes, May 9, 2003*).

In 2004, transfer rates of Barstow Community College students were a concern. A validation study of the total number of transfers was initiated. Mail surveys were sent to four-year institutions where Barstow Community College students had requested official transcripts be sent. These colleges were asked to verify the enrollment status of those students who had graduated from Barstow Community College. The findings from this study showed that the number of students who transferred from Barstow Community College during the time period studied was, in fact, about 50 students more each year than had been reported to the Chancellor's Office. The counselor who directed the transfer validation study presented his finding to the Board of Trustees in May of 2004 and at an All College meeting (*see Board of Trustees Transfer Report, Board of Trustees Meeting minutes, May 13, 2004*).

In November 2002, the webmaster initiated a random survey of online students. A total of 133 student surveys were collected and analyzed. Of the students surveyed, 89 percent rated the effectiveness of their online learning as either “excellent” or “very good,” and 96 percent indicated they would take another online course (*see Online Course Statistics, November 14, 2002*). The webmaster presented the findings of the survey at a workshop for online instruction.

Graduation exit surveys are posted on the Barstow Community College website posing questions to graduating students such as transfer information, job placement, and student services utilized. Recently, the Technology Committee sent an email survey to faculty and staff to assess their satisfaction of technological services. Ninety-one percent of the respondents stated they were very satisfied with the services they received. The Management Information Systems staff was provided with the survey findings, which, although affirmative with regard to extent to which faculty and staff feel their technology needs are well supported, also provided input where even greater satisfaction could be achieved (*see Barstow College Technology Survey*). In addition, a brainstorming session was held during Spring 2005 inviting several college staff and faculty to discuss “Technology and Student Learning Outcomes.” This was a successful meeting that was intended to encourage staff to think of the college’s technological tools and services from the perspective of students and how they contribute to student learning and how learning how to effectively use technology constitutes an important student learning outcome in itself (*see Technology and Student Learning Outcomes meeting notes, March 4, 2005*).

The library staff voiced their concerns of data extraction by the library’s Voyager system, the library holdings web-based search tool. Reports pertaining to item collection, circulation transactions, and title listings were developed for the library staff to help assess their offerings to students.

Financial aid check disbursement is an important service to students. Accurate disbursement of funds to those in need is recognized by the college. Financial Aid and Business Office personnel tasked with disbursing and mailing financial aid checks to students agreed that this student service could be improved. Collaboration between the Business Office, Financial Aid Office and Management Information System (MIS) department has resulted in a much more streamlined process to move information from the Financial Aid to Business Office for the disbursement of funds.



At the department level, staff members keep spreadsheets, log-in/sign-in sheets, records of change, manuals, policies and procedures, documentation, workshop notes and email correspondence to assist in their daily needs to track students and streamline operations within their departments. At interdepartmental levels, dialogue and discussion among staff and supervisors is initiated to shed light on problems and bring forth solutions to improve effectiveness.

The MIS department submits data to county, state and national organizations. Term-end and annual reports are required submissions to the Chancellor's Office. All visitors of that site's DataMart system can query an assortment of reports consisting of Barstow Community College data and compare those results against other community colleges within California.

The district's Public Information Officer (PIO) disseminates information regarding quality assurance to the broader community. To give a recent example, the PIO arranged an interview with the vice president of Academic Affairs and the education reporter for the *Desert Dispatch*, the local newspaper. This interview resulted in a front-page article on February 1, 2005, that shares data on the college's student retention rate, which at the time of reporting was at 90 percent, a full eight percent above the statewide average (*see Barstow Community College press releases: "College Not Hurt Despite Possible Enrollment Decrease: Retention Rate Higher than State Average," Desert Dispatch, February 1, 2005*).

Self Evaluation

At the program level, the college communicates well quality assessment findings. Often department directors make their data and reporting needs known to the college's Database Analyst, who then creates customized reports that are used directly by those individuals who most need the information. The close working relationship among the MIS staff and department directors and other Campus Data application end-users allows for fine-tuned iterations of the reports ultimately generated, thereby assuring that the data produced is relevant and useful to those responsible for college operations (*see Campus Data application on the shared network drive*).

With the latest update to the Educational Master Plan and the subsequent study designed to determine how well the college performed with respect to seventeen identified institutional outcomes, the college has made significant strides in communicating more broadly these shared performance measures. The next key step will be to more consistently provide strategic focus for phased improvements and to make these planned improvements known and operational at the department levels.

More systematic and comprehensive reporting to the public on matters of quality assurance is desirable.

Planning Agenda

The college will develop a process chart that drives communication regarding institutional outcomes, performance measures and standards for each outcome, cyclic assessment results of college performance for each outcome, and strategic focus specifying those outcomes that will be targeted for improvement during that cycle of evaluation-assessment-change.

The college will prepare and distribute a current fact book and annual report to all college staff, the Board of Trustees and the community at large. In addition, it will make this information available on the college's website.

The college will continue to review existing processes for improvements.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The college's master planning documents set forth strategic goals and progress toward achieving those goals is assessed on a cyclic basis. Reports based on those assessments are disseminated at the cabinet and manager levels.

The college's Strategic Plan for 2002–2006 was adopted in 2001 and updated in May 2004; another update was presented as information to the Board of Trustees in May 2005. These updates give the board progress reports on all of the objectives set forth in the Strategic Plan.

The District's Educational Master Plan was adopted by the board in July 2001 and an update was approved by the board in July 2004. The update provided analysis of the college's progress in meeting "four factors that require additional review and assessment by the college" according to the plan. These factors were class size, faculty productivity, variation in average class sizes and the pattern by which classes are scheduled. Significant progress was documented in all four areas.



The Educational Master Plan Update reported that nearly two-thirds of the 171 instructional objectives identified in the plan had been either met (58 percent) or had had significant progress made (7 percent); 23 percent of the objectives had not been met and 12 percent had been reassessed or rejected as infeasible. Additionally, the update identified 132 new instructional program objectives.

With regard to student services, the Educational Master Plan Update reported that 70 percent of the objectives in the 2001 plan had been met or had had significant progress and that 31 percent had not been met.

The Educational Master Plan Update noted that more progress is needed with regard to short-term classes, vocational courses and programs, contract education, service learning, ESL, and student learning outcomes assessment.

The process described above, by which the college continually updates and revises its plans, illustrates its effectiveness in fostering improvement. The college continually measures its progress with regard to established planning objectives, develops new ones, and rejects some as infeasible in light of changing needs and priorities.

In October 2005, members of the President's Advisory Council began the process of reviewing the Report on Institutional Outcomes as presented to the Board of Trustees the previous August (*see Report on Institutional Outcomes, August 2005*). Part of that review entails evaluating the assessment process itself. The institutional researcher guided members of the council to assess each of the outcomes in terms of the following criteria: the validity of the institutional outcomes originally set forth in the Educational Master Plan Update, the reasonableness of the performance standard defined for each outcome, the method used to assess the outcome, and the level of priority the institution will assign to focusing efforts on improving performance for each outcome (*see President's Advisory Council meeting minutes, October 2005*). The process demonstrates how the institution is striving towards more deliberate and systematic evaluation of the effectiveness and value of its own assessment process.

Self Evaluation

At Barstow Community College the planning and resource allocation processes are thorough, participatory, continual, and closely integrated. There is, however, room for improvement. Elements in the Strategic and Educational Master Plan overlap, and it may be more effective to combine these two plans into one central planning document.

Although significant strides have been made in evaluating all parts of the planning and resource allocation process itself, especially with the recent evaluation of the institutional outcomes first published in the Educational Master Plan, such reflective review of the college's own evaluation processes needs to take place more systematically across all evaluation efforts.

Planning Agenda

The college will determine the feasibility of combining the Strategic and Educational Master Plans into one central document.

As the college continues to set for itself strategic goals at institution and program levels, it will include in the cyclic assessment process explicit criteria by which the evaluation process itself is assessed. For example, outcome measures, as well as the outcomes themselves, will be evaluated in terms of their validity in demonstrating improvements in student learning and success and in their ease of use in determining the extent to which improvements result from targeted interventions.

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- I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*
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Descriptive Summary

Program review is one of the primary means by which the college assesses the effectiveness of its programs and student support services. In recent years, administrators have emphasized the need for increased rigor and systematization in the collection and use of data to determine program and service effectiveness. This has been especially so for the Instruction Division where student learning outcomes have been identified and measured at the course and program levels. Faculty is beginning to use these student learning outcome measures to implement changes in teaching strategies and methods to improve student learning. Student services staff conduct program reviews and are beginning to incorporate student learning outcomes into their evaluation process. The library and support staff, for example, are moving beyond the collection of service and facility utilization counts to articulating how service offerings ideally translate into specific and measurable learning among students (*see Program Review 2005, Tutorial Services*).



Self Evaluation

In recent years, the college has become more cognizant about the need for assessing the effectiveness of its own evaluation mechanisms. For example, some of the strategic goals identified in 2001 were subsequently determined to be infeasible and replaced with goals that are more realistic. Faculty are in the process of evaluating the progress to date on their work with student learning outcomes in order to ensure that continuing efforts are both effective in achieving real and measurable improvements in student learning and sustainable for the long term.

Some of the performance measures for specific institutional outcomes identified in the Educational Master Plan point to needed areas of improvement, but further analysis will likely be required in order to develop targeted improvement plans. For example, global student retention and success rates do not provide administration and faculty with data disaggregated at program and course levels. Current outcomes do not systematically include student service inputs (such as those from Matriculation) to determine the extent to which such support services contribute to relative student success rates.

Planning Agenda

The dean of Student Affairs will work closely with the institutional researcher to develop further student learning outcomes assessment among student support services, and library and other learning support services. The Student Learning Outcomes Steering Committee will ensure that these efforts are integrated with the long-term and organization-wide student learning outcomes assessment plan.

Standard I B List of Evidence

A Study of Campus Climate, 2001
Academic Senate minutes
Accreditation Steering Committee meeting minutes, February 21, 2005
All College meeting agenda, April 19, 2005, Item II. Accreditation Update and Ft. Irwin Focus Group
All College meeting agenda, February 15, 2005, Item V. Accreditation Update and Student Focus Group
All College meeting agenda, October 19, 2004, Item II. Child Care America Update and Goals for the Year
All College meeting agendas, especially October 19, 2004, Item V. Academic & Student Success Report, and Division Chair Updates from September 2003 through May 2004
Barstow College Technology Survey
Barstow Community College District Student Equity Plan, Campus Based Research
Barstow Community College press releases: "College Not Hurt Despite Possible Enrollment Decrease: Retention Rate Higher than State Average," Desert Dispatch, February 1, 2005
Board of Trustees Transfer Report, Board of Trustees Meeting minutes, May 2004
Campus Data application on the shared network drive
Curriculum Committee meeting agendas
Curriculum Committee minutes
Educational Master Plan Update June 2004
Faculty Brown Bag Workshops Schedule
Faculty Division Meeting minutes
Faculty Evaluation form
Ft. Irwin Student Focus Group, Summary of Findings, March 2005
Listening to Student Voices: Student Focus Group, Spring 2005
Memo from Gaither Loewenstein, dated March 13, 2003
Memo from VP of Academic Affairs dated August 13, 2003 entitled Follow-up on 7/23/03 Memo RE: Online Retention
Online Course Statistics, November 14, 2002
Participatory Governance Handbook
Presentations: Student Learning Outcomes and Assessment: Faculty Inservice, August 13, 2002; Implementing Student Learning Outcomes Assessment, Faculty Inservice, August 13, 2004, and Student Learning Outcomes: Student Support Services, October 8, 20
President's Advisory Council meeting minutes, October 2005
Program Review 2005, Tutorial Services
Report on Institutional Outcomes, August 2005
Report on Institutional Outcomes, August 2005, Appendix D
Strategic Plan Assessment Report, June 2005
Student Equity Plan, January 2005, pages 8–9
Student Learning Outcomes in Program Reviews, 2005
Student Services Meeting minutes for February 17, 2005
Technology and Student Learning Outcomes meeting notes, March 4, 2005
Updated Course Outlines





STANDARD II STUDENT LEARNING PROGRAMS AND SERVICES

STANDARD II:

STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Chair: Dr. Gaither Loewenstein, *Administration*; Dr. Clifford Brock, *Administration*

Standard II A: Instructional Programs

Chair: Scott Bulkley, *Faculty*
Verla Andrews, *Classified*
Tim Heiden, *Board of Trustees*
Michelle Henderson, *Classified*
Christine Random, *Associated Student Body*
Amy Ross, *Faculty*
Penny Shreve, *Faculty*
Sally VanDenBerg, *Faculty*
Linda Yuhás-Bedell, *Adjunct Faculty*

Standard II B: Student Support Services

Chair: Paul de Dios, *Administration*
Kathi Brant, *Adjunct Counselor*
Healthier Caldon, *Management*
Randy Christenson, *Counselor*
Bryant Davis, *Board of Trustees*
Joanne Garcia, *Management*
Lynna Heiden, *Counselor*
Lesli L'Angelle, *Classified*
Michelle Lopez, *Adjunct Counselor*
Lefty Olguin, *Management*
Carolyn Robertson, *Associated Student Body*
Wanema Yniguez, *Classified*

Standard II C: Library and Learning Support Services

Chair: Suzanne Malek, *Classified*
Ramona Boyton, *Classified*
Sean Connelly, *Faculty*
Rich Johnston, *Counselor*
Tammy McCarthy, *Classified*
Michelle Olson, *Classified*
Ray Perea, *Faculty*
Chrystin Sponsler, *Associated Student Body*

STANDARD II A

INSTRUCTIONAL PROGRAMS

The institution offers high quality instructional programs in recognized and emerging fields of study that culminate in identified student learning outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

- II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*
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Descriptive Summary

Barstow Community College's mission statement makes it clear that the institution is committed to both student learning and success. The college's updated and revised mission statement emphasizes a revitalized focus by supporting student learning as its primary goal. The college ensures that all instructional offerings, regardless of location or means of delivery, fit the stated mission of the college in a number of ways.

In Fall 1999 the program review process began for the Vocational Division, and by 2002–2003 all departments had begun program review on a regular schedule. Each program was screened for adherence to the college mission statement and assessed with regard to quality, currency, and appropriateness. The process has been continued on an annual basis throughout the current accreditation cycle. Systematic program review allows faculty to identify needs for new courses, programs of instruction, staffing, supplies and equipment and to assess performance in relation to stated objectives, and, most recently, an opportunity to measure departmental performance with regard to student learning outcomes at both the course and program levels. The June 2004 update of the Educational Master Plan contains summaries of program reviews completed at the department level. In these program reviews each department has outlined its instructional relationship to the institutional mission, values, imperatives, and challenges (*see 2004 Educational Master Plan Update, pages 13–92*).



The college's Curriculum Committee, a subcommittee of the Academic Senate, oversees another approval process that ensures all instructional offerings fit the stated mission of the college. On the second page of the "New Course Proposal Packet" is a form dedicated to "approval criteria." The first criteria on this sheet requires a statement demonstrating "appropriateness to mission." Every new course that is approved by the Curriculum Committee must satisfy this requirement. Courses with documentation that fail to demonstrate that this criterion is met are not approved (*see Curriculum Committee meeting agendas and minutes 2000–2004*).

In the Spring 2004 an ad hoc committee convened to develop college-level student learning outcomes that were incorporated into the June 2004 Educational Master Plan Update. The task force ultimately identified seventeen student learning outcomes. Many of the outcomes are either directly or indirectly affected by instructional programming. These college-level outcomes include student enrollment; student retention; student success rates; success rates of students taking developmental courses; success rates of developmental students in subsequent college-level classes; employment rates of vocational program graduates; passing rates for licensure and certification among program graduates; the number of transfers to four-year institutions; the number of degrees and certificates issued annually; faculty productivity, student satisfaction (as determined from the campus climate survey); employer satisfaction with Barstow Community College graduates or program completers; business satisfaction with services provided by the college; reading, writing, computation, and critical thinking skills of associate degree recipients; and community service sponsored by the college or participated in by faculty or students. During the Spring and Summer 2005, the institutional researcher conducted a study to determine the extent to which the college has met, during the current evaluation cycle, the stated performance standards set for all those outcomes for which data was available. The results of the study were presented to the Board of Trustees in August, 2005 (*see Report on Institutional Outcomes, 2000–2005*).

Other means by which the college assesses its programs include advisory committees and public forums such as the December 2004 Workforce Development Summit. In Spring 2003 the Computer Science Department held several meetings of its advisory group and conducted a survey of employers. The input derived via these means led to a combining of the computer science and business information systems departments into a single department of computer and business information systems. The input also formed a basis for revising the office administration certificate

program and led the college to accelerate its efforts to provide contract education and more short-term, intensive, skills-based offerings (*see notes from CMIS/BUSI Advisory Committee meeting, by Gaither Loewenstein, March 13, 2003*).

Self Evaluation

The college has made significant progress in assuring the quality of its instructional programs through the program review process. The Academic Senate is currently addressing the schedule by which continued program reviews happen. Although SLOs have been identified and measured at the course and program levels, the effectiveness of changes implemented as a result of SLO assessment remains as a key next step for the instruction division. A Student Learning Outcomes Steering Committee was established in Fall 2005 to oversee this work and to develop a plan for integrating college-level SLOs with the SLO assessment taking place within the instruction and student affairs divisions.

The college has effectively evaluated the quality and rigor of all new courses by way of examination and approval by the Curriculum Committee. This scrutiny has extended to online courses and to hybrid courses as well, ensuring that all courses are comparable in quality and rigor to those taught in more traditional formats.

The use of advisory committees and public forums has resulted in some progress. The Workforce Development Summit in December 2004 led to a new Customer Service curriculum. In conjunction with the ongoing development of the vocational education and continuing education programs, the college needs to form additional advisory committees and to conduct a community needs assessment.

Planning Agenda

The college will continue the program review process which provides essential examination of all of the institution's programs in terms of alignment with the college's mission and measurable student learning outcomes.

The Curriculum Committee will continue to evaluate new courses and programs in terms of their appropriateness to the mission.



Student learning outcomes assessment will continue, with emphasis on using SLO measures already collected to inform changes, as needed, in teaching strategies and techniques at the course and program levels. Furthermore, the SLO assessment by instruction at the course and program levels will be systematically integrated with college-level outcomes.

The college will form additional advisory committees aimed at ensuring program quality, currency and appropriateness.

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- II.A.1.a. *The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*
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Descriptive Summary

Barstow Community College strives to provide open access and opportunity for educational success to all students from the community while taking into consideration their educational preparation, diversity, and socio-economic status. Included in the Barstow Community College District Student Equity Plan of 2005 are data comparing statewide course completion rates with those of the Barstow Community College student population as a whole. Further comparisons are presented highlighting the successful course completion rates of the college's Disabled Student Program Services (DSPS) population (*see Barstow Community College Student Equity Plan, pages 7 – 8*). The 2000–2005 Report on Institutional Outcomes provides data on student success rates in pre-collegiate courses and on the success rates of developmental students in subsequent college-level classes. This report also shows state board examination pass rates for students completing vocational programs in fields requiring examinations for licensure or certification.

Assessment tests are being used to place incoming students in English and math courses. These tests were validated in Fall 2004 by an outside consultant. Based on the results of the assessment tests over time, the college determined that over eighty percent of its incoming students lacked basic reading, writing, and computational skills (*see Test Placement Trends, 2005*). This led the college to intensify its efforts at scheduling courses to promote the success of pre-collegiate level students. Sections of social science, humanities, and computer science courses were offered in time slots that accommodate the schedules of students taking develop-

mental English and math. Counselors encourage incoming students with skill deficiencies to enroll in these courses where special scheduling has been provided. The college believes that these efforts will contribute toward improving the success of developmental students.

Another change precipitated by analysis of data concerning students' lack of preparation on entry to the college was the replacement in 2004 of the college's English and math tutorial software with SkillBuilder, a web-based application that students can use both within and outside the computer lab. Developmental English and math instructors consider SkillBuilder an improvement. Through student learning outcomes assessment by tutorial services and through institutional-level outcomes assessment, the college will determine the effectiveness of the new tutorial software.

In Spring 2005 members of an enrollment management task force discussed demographic and enrollment data and noted the disparity between the proportion of college Latino students and the proportion of Latinos in the city of Barstow and in the other communities the college district serves. This led to outreach efforts that resulted in a fifty-five percent increase in enrollments in the college's English as a second language classes between Spring 2005 and the following fall. The total number of students enrolled in ESL courses for Fall 2005 was 90.

The Workforce Development Summit held in December 2004 is another example of how the college has sought to identify the economically based needs of the community. Numerous business leaders, along with Barstow's Economic Development Director and members of the Barstow Community College Workforce Development Division faculty, discussed the current and future training needs of the local workforce. This event provides a foundation upon which the establishment of advisory committees will be based. Furthermore, in response to employer input at the Summit, the college developed a customer service training program which was launched in Fall 2005. Changes were also made to the computer science and business information systems programs; modifications to certificate programs in these areas and the provision of more short-term courses were made to meet the stated needs of employers in the area.

Self Evaluation

With regard to the college's goal of meeting the needs of the significant numbers of students who enter the college underprepared to succeed in college-level courses, there is quantifiable and anecdotal evidence that some students with skill deficiencies are still not receiving sufficient remediation or scheduling options that optimize their success. Results of the study on institutional outcomes showed that although the success rates for students in developmental math courses has improved during



the current accreditation cycle, the same measure for students in developmental English has actually declined during the same period. These findings have precipitated extensive dialogue among the President's Advisory Council, and continued research in the factors contributing to the results of the study are planned. The coordinator of DSPS learning and support has begun considerable effort to match learning outcomes for DSPS courses with expected basic skills competencies for the next level of pre-collegiate reading, writing and mathematics coursework. He has achieved this through numerous meetings with members of the English faculty. Course-level student learning outcomes will begin to show the effectiveness of this work, as will data on successful course completion rates for students who matriculate through the various levels of basic skills to collegiate-level English and mathematics. In addition, some online instructors have stated that they encounter a number of students enrolled who lack the basic skills necessary to succeed at online learning. Based on this feedback, the college has begun to offer only live sections of CBIS 84, Introduction to Online Learning, at the beginning of each term to better prepare students for success in online classes prior to their enrollment in them (*see Barstow Community College Accreditation Discussion Board, Gaither Loewenstein, February 22, 2005*).

The college has demonstrated effectiveness with regard to the annual increases in the number of transfer students it produces and in the total number of degrees and certificates its students complete each year. An average of 120 students per year between 2000 and 2002 were verified to have transferred from Barstow Community College to a four-year institution. This average number of transfers includes institutions that are both public and private and located inside and outside the state of California. The number of degrees that the college awards annually has also increased over time and in excess of the five percent annual growth goal that the college set in the June 2004 Educational Master Plan Update. In 2000–2001, 366 students earned an associate's degree from Barstow Community College. This measure increased from 347 to 473 between the 2001–2002 and 2004–2005 academic years. The total annual number of certificate completers rose sharply between 1999–2000 and 2002–2003 (from 33 to 54), but has sharply declined to only 30 in 2004–2005 (*see Report on Institutional Outcomes, appendices T–W*). This trend has alerted the college to carefully monitor its performance with regard to this outcome. In addition, the number of certificates awarded annually will be addressed as the college further develops its vocational training programs. The college has identified as a top priority the need to better understand the vocational and continuing education needs of the community it serves, and it has been seeking in earnest to fill the director of vocational education position.

The college evaluates the services it provides to military students and their dependents through the administration of the Campus Climate Survey, facilitation of student focus groups, and through updates to the Educational Master Plan. Evaluations of the Ft. Irwin and Miramar centers focus largely on enrollment trends, staffing, course scheduling and facilities needs. Results to the campus climate survey make comparisons of student perceptions based on location and means of delivery, but no survey was deliberately administered to Miramar students (*see Barstow Community College District Student Equity Plan, 2005, pages 18–19*). Since many of the students at Miramar enroll in the college's online courses, it is possible that some of the Miramar students taking online courses were surveyed, but this is not known for certain. More importantly, no focused study of student perception has been conducted for Miramar students. More rigorous and systematic evaluation comparing the different locations the college serves in terms of learning outcomes is needed.

Planning Agenda

Counselors will work with instruction and the coordinator of DSPP learning and support to develop advisement guidelines that encourage students to take those courses in which they have reasonable likelihood for success.

The college will conduct additional research to better understand the student learning outcome trends for its developmental students, especially those that are indicators of basic reading and writing skill competencies. In conjunction with this research, the coordinator of DSPP learning and support will continue to dialogue with faculty members in the English and mathematics departments to achieve full and consistent linkage in student learning outcomes across courses for each sequence of developmental programming.

The college will hire a full-time director of vocational education who will work with the institutional researcher to conduct a community needs assessment needed to better understand the vocational and continuing educational needs of the community. Additional surveys of local and regional employers and graduates of vocational programs will also be conducted under the supervision of the director of vocational education.

The college will hire a full-time off-campus supervisor who will work with the institutional researcher to ensure the implementation of systematic and comprehensive evaluation of student learning outcomes for all off-campus sites.



- II.A.1.b. *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*
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Descriptive Summary

The first of the Board of Trustees' Imperatives states that student learning is the primary focus of Barstow Community College (*see 2004–2005 College Catalog, page 9*). In order to facilitate this, the college has implemented a wide range of delivery systems employing many different modes of instruction to satisfy curriculum goals and meet the needs of the college's diverse student population.

The online method of instructional delivery began in 1997 at Barstow Community College and has contributed to increased enrollments and degree completion rates. Many of the college's distance education students come from far outlying areas of the Mojave Desert where they would have little or no chance for a higher education except through the college's online instructional course offerings. In addition, the online instruction delivery system has been very effective in making educational opportunities available for more of the military personnel at Ft. Irwin, Bridgeport, Miramar and other military stations abroad.

The Curriculum Committee is charged with the task of making sure that the objectives of each online class, including workload, course content, and level of academic rigor, meets the same high standards as those set for traditional, on-campus classes (*see Curriculum Committee meeting agendas and minutes, 2000–2004*).

Part-time faculty members who are hired only for online course instruction are subject to the same minimum-level qualification requirement as full-time instructors. In addition, they must meet the same training requirements for online teaching as their full-time counterparts.

Self Evaluation

A comprehensive assessment of online course content was conducted in 2002–2003. This assessment consisted of a review of every online class delivered in 2002–2003 and resulted in widespread improvements in course content and instructor participation in discussion groups. The results of the assessment were shared at two workshops for online instructors, who were given tips by exemplary online instructors on how to improve their courses. In a few cases, courses were removed from the online schedule until their content better fit the objectives of the course.

Online students are also required to fill out an evaluation questionnaire at the conclusion of each course that provides additional feedback concerning the program's effectiveness in meeting student needs. In this survey the students are asked to assess the value of the course components, quality of instruction and overall satisfaction with the program. (*Nancy Olson, 2005, Barstow Community College Online Office, Learning Resource Center*).

In addition, the vice president of Academic Affairs directed the institutional researcher to analyze data collected by the Chancellor's Office from the survey it had administered to students regarding their distance education experiences. Results based on the academic year 2003–2004 were summarized and presented to the board at the beginning of the 2004–2005 academic year. One of the key findings from the analysis was that students were enrolling in distance education courses through Barstow Community College for reasons of convenience and because the courses they needed were either not offered on campus or because on-campus sections for courses they needed were full. Students also reported high satisfaction levels with the quality of the instruction they received online as well as with the amount and quality of faculty interaction that they experienced with their online courses (*see Barstow College Distance Learning: Summary of Student Survey Results, Fall/Spring 2003–2004*).

Planning Agenda

Evaluation of the online program will continue through the Instruction Office. The online student survey is an essential ingredient for feedback on the effectiveness of the program and should be continued.

Additional dialogue will occur (possibly through a continuation of the online faculty/staff discussion board), so that instructors can continue to share their teaching experiences with the goal of improving overall online instruction.

Additional focus groups with students will be conducted to obtain feedback regarding issues specific to online education and overall student learning needs.



- II.A.1.c. *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*
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Descriptive Summary

Over the past three academic years, the college has concentrated on identifying student learning outcomes for courses, programs, certificates, degrees, and the college as a whole. Course-level learning outcomes have been established, approved by the Curriculum Committee, and included in all official course outlines of record. Over the past two years, student learning outcomes have been added to more than 90 percent of the Barstow Community College course offerings (*Educational Master Plan Update, page10*). The measurement of those course-level outcomes began in Fall 2004 when each full-time faculty member was charged with measuring one to two SLOs for one to two of their courses. Faculty continued to measure additional SLOs during the following semester. Faculty included in their Spring 2005 program reviews summaries of their course-level student learning outcomes measurements for the 2004–2005 academic year. These program reviews also include program-level student learning outcomes, which faculty began to measure in Spring 2005.

Requirements for the completion of certificates and degrees are delineated in the college catalog. These include specific courses that must be completed with a minimum 2.0 GPA. Conferral of certificates and degrees depends on student achievement of the learning outcomes that have been established and measured for each of the required courses.

Since measurements of SLOs at the course-level began, faculty have engaged in dialogue about how to use assessment results to guide improvements of individual courses and programs. These dialogues have taken place primarily at instructional division meetings and through the web-based accreditation discussions. In addition, the institutional researcher, who is also the chair for the Student Learning Outcomes Steering Committee, met with nearly all full-time faculty, either one-on-one or with department groups, to discuss the entire student learning outcomes assessment process.

Self Evaluation

The college has made significant progress with respect to implementing student learning outcomes assessment. The work of identifying and measuring SLOs at the course and program level has been comprehensive. The high degree of interaction among faculty, especially within

departments, that has resulted from collaborative efforts to identify SLOs has, in itself, proved extremely beneficial. Some instructors have expressed the value of SLO measurement in targeting specific areas of learning achievements and relative deficiencies. Some have begun to implement changes in course teaching methods based on findings from those measures. While the anecdotal evidence suggests some improvements in student learning have already begun, all faculty members need to continue the process of SLO measurement, change, and reevaluation. In addition, part-time faculty should also participate in student learning outcomes assessment. It is likely that many already do, by virtue of the fact that they follow the course outlines of record for the courses they teach, which now includes stated student learning outcomes. To date, however, no SLO measures from part-time instructors have been collected and analyzed.

Planning Agenda

The Curriculum Committee will continue the process of ensuring that all proposals for new courses include student learning outcomes.

All full-time faculty will continue the process of student learning outcomes assessment at the course and program levels. With guidance from the Student Learning Outcomes Steering Committee, a process will be developed to integrate relevant college-level outcome results with results collected through course and program-level assessment.

The college will develop a process that ensures part-time faculty participation in student learning outcomes assessment.

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- II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*
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Descriptive Summary

Barstow Community College assures the quality and improvement of all instructional courses and programs through periodic program reviews, Curriculum Committee review of new and modified courses, administrative evaluation of faculty performance and of program quality, student surveys, and advisory committee input from employer groups.



Faculty reviewed 17 programs and updated 220 course outlines over the past two academic years. The Curriculum Committee determines the appropriate credit type and delivery mode of the college's courses and programs. It is also charged with recommending action on proposals for course additions, revisions, deletions, reactivation, proposed education programs, standards for course requisites, and other issues related to student preparation and success. The Curriculum Committee review process requires discussion with faculty, relevant research, documentation in accordance with Title 5 standards, consultation with the vice president of Academic Affairs, and articulation verification, as applicable (*see Curriculum Committee manual, page 2*).

The location of course offerings is based on student need, which, at the off-site military locations, is largely determined by the military's training schedules.

The quality of the college's developmental courses has received special attention during recent years. Several of the institution-level learning outcomes identified in the Educational Master Plan address the effectiveness of these courses in preparing students for success in subsequent college-level work (*see Standard II.A.1.a*).

Development of the college's continuing and community education offerings has been rigorously encouraged by the institution in recent years. At several department meetings and at inservices, the administrator of instruction invited faculty to create viable community education classes. Examples of new community education classes include the recent Master Gardener class offered in Fall 2004, an art class for children aged 8–12 delivered at the Desert Discovery Center in Spring 2005, and an ongoing series of basic computing workshops.

The Vocational Cooperative Work Experience Education Program affords students the opportunity to earn credit for the learning that occurs on the job. Board Procedure AP 4103 outlines the responsibilities that Barstow Community College assumes for students enrolled in the Cooperative Work Experience Education Program. Some of these include assurance that students' on-the-job learning experiences are documented with written measurable learning objectives, that employers assist in the evaluation of students' learning experiences, and that the basis for awarding grades and credit is clearly described.

Barstow Community College currently does not offer a study abroad program.

Self Evaluation

Curriculum Committee review of all new and modified courses and programs has served as an effective mechanism for ensuring the quality and improvement of the college's instructional offerings. Divisions, working with the Curriculum Committee, are currently engaged in reviewing course prerequisites, a process that occurs every six years (*see Curriculum Committee agenda and notes, January 21, 2005*). Program review has been especially important in providing department level input on newly emerging student needs and a clearly defined set of objectives designed to meet those needs.

Through administrative evaluation of program review, a summary of program areas that have achieved insufficient progress are reported in the 2004 Educational Master Plan Update. These programs include contract education programs, short-term, higher-density classes, workforce development programs, and service learning (*see Educational Master Plan Update pages 8–9*).

Although short-term training needs have been identified by input received via employer surveys and focus groups, the college is aware of the need for a deeper and more comprehensive understanding of the vocational training needs of the community and for the subsequent development of the Vocational Education program.

Student input through satisfaction surveys has also been helpful in identifying strengths and weaknesses in course and program offerings. Results from the 2004 campus climate survey indicate improvements in student satisfaction with the quality of course content and instruction since the previous survey in 2001. Student responses indicating that course content and instruction were satisfactory or better rose from 92.7 percent in 2001 to 96.9 percent in 2004, a 4.2 percent increase in student satisfaction. Also, the percent of "excellent" ratings in this dimension was about three times greater in 2004 than in 2001. With specific reference to the "quality of courses with content specifically related to cultural/social diversity," 63.2 percent of students responding to the 2004 survey rated the college as "excellent" or "good", compared to 48.9 percent of the students responding to the 2001 survey who gave "excellent" or "good" ratings on this item (*see A Formative Study of Campus Climate at Barstow Community College*).

Further results of the campus climate survey show that students are somewhat dissatisfied with the extent to which their experiences at the college have impacted their career decisions and with the accountability of the college to the students and community it serves. Although the data do not indicate that these areas are highly problematic, they provide



targets for even further improvements and confirm the need for a community needs assessment. This study will inform vocational education development, as well as other programming such as continuing education.

Planning Agenda

The college will continue using the Curriculum Committee as the primary means for assuring quality of all new and modified courses and programs and will continue regular program reviews of all instructional departments in order to drive attention toward meeting current and anticipating future student needs.

The college will conduct a community needs assessment and use the findings as a foundation to build new course and program offerings and to revise current ones.

The college will hire a permanent director of vocational education to appropriately develop job training offerings to meet the needs of students and community stakeholders.

The college will continue to survey students regarding their satisfaction with course and program offerings, as well as with other aspects of their experiences at Barstow Community College.

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- II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*
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Descriptive Summary

Barstow Community College board policy and procedures assure that faculty members play a key role in the design and creation of courses and programs and in the established procedures in determining student learning outcomes, creating delivery methods, and evaluating quality of courses and programs (*see Board Policy 4020 and Administrative Procedure 4020*).

Faculty expertise is called upon in establishing and assessing quality in courses and programs by faculty driven course and program reviews. Although proposals presented to the Curriculum Committee may come from any source, they must be sponsored by a faculty member or an administrator and must include a recommendation for action by the appropriate administrator (*see Curriculum Committee Manual, page 4*).

Faculty defined program-level student learning outcomes and documented them in the Spring 2005 program reviews. Faculty are currently verifying that these program-level outcomes appropriately fit the previously identified course-level student learning outcomes. At division meetings in February 2005, instructors presented and discussed their analyses of course-level student learning outcomes and measurements.

The chairperson of the Student Learning Outcomes Steering Committee, who oversees the student learning outcome assessment at all levels of the institution, serves as both institutional researcher and faculty. Key members of this committee are faculty members, already experienced in developing and measuring student learning outcomes in their own courses and programs. In this way, faculty serve to anchor ongoing SLO efforts with practical experience, thereby promoting the development of feasible and sustainable SLO assessment for the college as a whole.

Self Evaluation

The college appropriately and effectively ensures the central role of faculty in establishing quality and improving instructional courses and programs, especially through the development and implementation of student learning outcomes assessment.

Planning Agenda

The college will continue to follow board policies and procedures that outline the approval and development process for courses and programs.

The Student Learning Outcomes Steering Committee will provide guidance to all levels of student learning outcomes assessment and will ensure that faculty continue to play a central role in the ongoing outcomes assessment.

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- II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*
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Descriptive Summary

The Barstow Community College catalog contains complete descriptions for the general education and occupational degree requirements. The general education degree requires that students successfully complete a range of courses in the humanities, social and natural sciences, mathe-



matics, English and communications. The occupational degree requires a breadth of study similar to that of the general education degree and also includes a computer literacy requirement (*see Barstow Community College catalog 2005–2006, pages 39–40*).

The faculty is essential in determining competency levels and measuring student learning outcomes at the course and program levels. The institutional researcher is charged with assessing on an annual basis progress toward achieving college-level outcomes, and the first reporting on those outcomes occurred in August 2005.

In 2002 the Computer Business Information Systems department faculty formed an advisory committee with local businesses and spearheaded an employer survey which resulted in course and program modifications. Some of the business leaders who participated in the December 2004 Workforce Development Summit volunteered to serve as future advisory committee members.

Self Evaluation

The measurement of general education learning outcomes needs fuller development. A General Education Certification Worksheet was developed and used during the 2001–2002 academic year that required faculty to identify those general education outcomes that each of their courses met. With the addition of new courses and new faculty, about fifty courses will require review against this certification worksheet. Currently, the faculty is incorporating some general education learning outcomes into their course- and program-level SLOs, but this has not yet happened systematically.

Little progress has been made in the recent formulation of advisory committees.

Planning Agenda

The college will continue to review and revise as needed its general education and occupational degree requirements as set forth in the college catalog.

The institutional researcher will provide annual reports on the achievement of institutional-level outcomes.

The Student Learning Outcomes Steering Committee will work with the Academic Senate and vice president of academic affairs to develop a process that ensures systematic and comprehensive measurement of general education outcomes at all levels. The college's general education

philosophy (*see Barstow Community College Catalog 2005–2006, page 9*) will serve as a guide for this development. The General Education Certification Worksheet used by the Curriculum Committee will be reviewed for continued use.

The director of vocational education will oversee the development of advisory committees and will ensure ongoing input from these committees in determining competency levels and measurable learning outcomes for those courses and programs as appropriate.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

The quality of instruction, academic rigor and learning effectiveness of all Barstow Community College courses and programs, regardless of location or method of instructional delivery, are addressed in a variety of ways, including the processes of faculty hiring and evaluation. All new full-time and part-time faculty are evaluated in their first semester of instruction. Tenured faculty are evaluated on a three-year rotation. Probationary faculty are evaluated annually until tenure is earned. Each evaluation team is required by Barstow College Faculty Association (BCFA) contract to be comprised of an administrator and two faculty peers, at least one from a related discipline. The evaluation consists of systematic review of syllabi, teaching materials, student retention, grade distribution, tests, class handouts, and student evaluation results. In addition, each instructor conducts a self evaluation which contributes to the entire evaluation process (*see Collective Bargaining Agreement Between BCFA and BCCD 2004–2006*).

Course quality is also assured by review of articulation agreements and California Articulation Number (CAN) status to ensure the curriculum corresponds to California college standards and to validate the course status listed in Barstow Community College catalog and schedules (*see Curriculum Committee Manual page 7*).

The Curriculum Committee is especially involved in promoting instructional quality. For example, the Curriculum Committee and the faculty as a whole have reviewed and adopted over 200 course content revisions created by the faculty between 2003 and 2005. It has provided guidance to instructors for imbuing their courses with content related to diversity and is currently conducting a college-wide assessment of course prerequisites. The Curriculum Committee is also involved in expanding the breadth of



course offerings. For example it recently reviewed and approved revisions to several of the college's history courses which now encompass women's roles and contributions in history (*see Curriculum Committee minutes, December 5, 2003*).

The Academic Senate has raised concern about the timing of course offerings and is currently discussing ways in which a two-year scheduling plan can be developed to help students complete their programs and degrees in a timely manner (*see Academic Senate meeting minutes, December 2005*).

Self Evaluation

The faculty evaluation process is effective in assuring the quality of instruction and in encouraging and directing continued improvement.

The Curriculum Committee is also an effective means of assuring the quality and rigor of courses, as well as the breadth of programs.

Enrollment patterns show that students have a strong desire for both online and live nine-week courses; this may be an indication that students are using short-term classes as a means to accelerate the time it takes to complete their programs and degrees. The college's MIS department has generated a report showing the number of years it has taken for all Barstow Community College students to complete their degrees and programs. This data, however, has not been thoroughly analyzed nor has a plan for reducing time to degree completion been developed, if such a need is determined from analysis of the data.

Planning Agenda

Faculty evaluations will continue in accordance with BCFA contract requirements.

The Curriculum Committee will continue to work with faculty to ensure the quality, rigor, and breadth of course offerings, as well as the appropriate sequencing of courses within a program or leading to a certificate or degree.

The Academic Senate will continue to discuss with faculty and appropriate administrative and support staff the feasibility of developing a two-year scheduling plan. The college will analyze relevant data showing the time it takes students to complete programs and degrees and incorporate this analysis into the possible development of a two-year plan.

II.A.2.d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Descriptive Summary

Considerable attention and dialogue has been devoted to various aspects of student learning styles in relation to instructional methodologies in recent years. Topics widely discussed and analyzed have included the appropriateness of online delivery to student learning needs and the effectiveness of varied teaching methods in meeting the increasingly visually-oriented learning styles of students.

The Curriculum Committee is charged with reviewing the delivery modes used for all courses. The use of online, live classroom and hybrid classes are determined in this manner. In addition, during Summer 2003 the Instruction Office conducted an extensive analysis of online student retention rates (*see memo to the district president and vice presidents, July 23, 2003*). The analysis centered on the retention “gap” between live and online classes and attributed these differences to two main causes:

- **Differences in online retention by subject area**
The retention gap between online and live courses was greater for math and English classes than for other subject areas.
- **Low online student retention on the part of individual instructors**
Some instructors had higher online retention rates than others; more importantly, the gap between the live and online retention rates of individual instructors varied significantly.

Based on this analysis, the following actions were taken:

- Mandatory workshops for online instructors were held in which instructors with strong online content and high retention rates shared their techniques with the online faculty as a whole.
- Some online instructors with chronically low retention rates were removed from the online schedule until they had upgraded their online course content and improved their teaching techniques.
- Greater care was taken (to the extent feasible, given staffing limitations) in assigning online courses in general and online math and English classes in particular to instructors with higher than average student retention rates.
- Attempts were made to educate counselors regarding the importance of scheduling students for success by encouraging marginal students to avoid online classes with high attrition rates.



These efforts have been successful in reducing the retention gap between online and live classes from 19 percent in Fall 1999 to five percent in Fall 2004 (*see Educational Master Plan Update, June 2004*).

Ongoing student learning outcomes assessment allows instructors to gather verifiable data on successful techniques and to reevaluate learning outcomes in terms of modified teaching methods. Instructors are increasingly utilizing teaching methodologies that promote student awareness of their own learning development. For example, some instructors are effectively using student portfolios to help students track their own learning progress and to understand the learning style that they typically or predominantly apply when making sense of new ideas (*see DSPS student portfolios, Fall 2005*). This, in effect, directly and actively involves students in the process of assessing their own learning outcomes and in making them more reflective about what works best to support their own learning. In addition, the college's tutors attend learning style conferences such as the Association of California Colleges for Tutoring and Learning Assistance (ACCTLA) to stay current with advancements in identifying and meeting diverse learning styles of students.

The college has also addressed the fit between teaching methodologies and student learning needs by equipping its faculty with advanced technologies suitable for delivering course content in innovative ways. Examples include the "smart" classrooms in B-1, S-1, and L-12; the computerized whiteboards purchased when the new LRC was built and demonstrated at the Fall 2004 inservice and at a later Academic Senate workshop; the new web-based tutorial software (SkillBuilder), which adapts to visual learners and has an audio option for aural learners that is now being employed in the tutorial computer labs; interactive chemistry software, and the science co-labs, one of which is operational and the other scheduled for completion in Fall 2006. In addition, most classrooms are equipped with video equipment, or it is made readily available to instructors by the Audio/Visual department. All of these resources have led many instructional departments to increase the use of methodologies that support visual learning styles.

DSPS provides resources used in the classroom that support the needs of students with learning disabilities. DSPS provides readers for students who need aural input, either because of physical or learning disabilities; additionally, the needs of visually impaired students are met by technology tools such as scanners, magnifiers, optical character reader software, Braille screen display, and enlarged class handouts. Other

resources available include the following: textbooks on tape, note takers, closed captioning of videotapes, and amplification systems (*see Disabled Students Programs & Services; Faculty and Staff Guide for Accommodating Students with Disabilities*).

Self Evaluation

The college demonstrates its commitment toward continually improving its effectiveness in meeting the diverse learning needs and styles of its students. Evidence of this commitment centers on increased use of online delivery, coupled with close scrutiny of the performance of students taking online courses as compared to their live counterparts and the provision of resources to instructors to optimize online course delivery. The acquisition and demonstration of innovative technologies for instructor use is further evidence of the college's commitment to providing resources that assist instructors in meeting multiple learning style needs of students.

Now that faculty has identified and begun measuring student learning outcomes for their courses and programs, increased attention will be devoted to trying new teaching methods and strategies in the effort to continually improve the learning outcomes for all students. This will undoubtedly entail increased dialogue among faculty about those methods and strategies that each find most effective in meeting this goal.

Planning Agenda

Student learning outcomes assessment will include increased emphasis on identifying and using those teaching methods, including technological innovations, that lead to improved learning outcomes for students with different learning styles.

Forums, such as brown bag sessions and division meeting discussion time on meeting the needs of students with different learning styles, will be promoted.

A second state-of-the-art science co-lab is currently being constructed and will provide even more opportunity for the utilization of computer technology in the classroom. A new computer-driven astronomical observatory has been purchased and is expected to be operational in Fall 2006.



- II.A.2.e. *The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*
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Descriptive Summary

Barstow Community College, in accordance with accreditation guidelines and California Education Code standards, evaluates all courses and programs on an ongoing basis. They are monitored for their relevance, appropriateness, achievement of learning outcomes, currency and future needs and plans. The Board of Trustees have approved policies and procedures regarding course and program development and review, and the procedures have been carried out with involvement from the faculty and Academic Senate. This process is achieved by internal reviews of courses and programs conducted by the Curriculum Committee, program reviews, as well as communication and feedback from instructors, students, and the community (*see Board Policy and Administrative Procedure #4020*).

The Curriculum Committee meets monthly to review courses and provide recommendations for possible changes. Courses are reviewed and processed based on standard criteria regardless of type of program or course. Nearly all courses have been reviewed for course content and the inclusion of student learning outcomes and their measurements. Courses are also evaluated for removal from the curriculum when they are no longer relevant (*see Curriculum Committee meeting notes and agendas*).

The college reinstated program review in Fall 1999 when the Vocational Division piloted the effort. Other departments were subsequently phased into the program review process. Since 2002 all institutional programs have conducted program reviews on an annual basis.

The program review template ensures that prior program objectives are addressed and that objectives for the coming review cycle are driven by a full description of newly emerging needs as they relate to curricular program development (*see Barstow College Program Review Template, Capital Outlay Request Form, and Staffing Request Form*). Increasingly, faculty include data on course and program enrollment trends, retention rates and job market trends to substantiate their claims about newly emerging program needs (*see for examples 2003–2004 and 2004–2005 program reviews for Allied Health, Anthropology, Mathematics, and Physical Education/Health/Athletics*). Faculty submit program reviews to administration so that specific needs for curricular development inform planning for future needs and goals as outlined in the Strategic Plan. The budget planning process utilizes these reviews in order to address future needs in areas such as staffing and

physical resources. Program reviews address student learning outcomes and, to date, include course and program-level SLOs and their measures. (see *Program Reviews, 2004–2005, and Participatory Governance Handbook, Budget Planning Process, pages 4–5*).

Self Evaluation

Through program review, the college meets this standard with the exception of including as part of the comprehensive review an evaluation of how each program fits into the overall college curriculum. To an extent, the Curriculum Committee includes this aspect of program evaluation into its discussions and reviews; however, its inclusion into the program review template would be beneficial.

Planning Agenda

The college will continue to review programs and courses on a continuous basis. Faculty will be encouraged to continue providing institutional and external market and demographic data to substantiate claims about newly emerging curricular needs. The program review template will be updated to ensure that each program is reviewed in terms of its role in the overall college curriculum.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Through guidance from the 2002–2006 Strategic and Educational Master plans, goals have been set and carried out on an ongoing basis by way of course revisions, program review and the implementation of student learning outcomes assessment (see *2002–2006 Strategic Plan; Curriculum Committee meeting agendas and notes, and Program Reviews*).

Institutional data are available from the MIS department on student demographics, enrollment, retention, grade distribution, and certificate and degree awards, among others. The MIS staff has developed a “campus data tool” which generates reports from users’ desktops, often in the form of easy-to-read graphs that highlight the significance of the data contained within the tables that are included in the reports. The Office of Institutional Research has produced reports based on analyses of numerous student satisfaction survey results and of most of the college-



level outcomes identified in the Educational Master Plan Update (*see A Formative Study of Campus Climate for Barstow Community College, Student Services Survey Report, 2004–2005, Report on Institutional Outcomes, 2000–2005*).

Institutional data are analyzed and interpreted at each level and reported through mechanisms such as program review, institutional reports, Strategic and Educational Master Plans, the accreditation discussion board, All College meetings, division meetings, President's Advisory Council, and email communication with faculty and staff.

The college budget and planning process is derived from the Strategic Plan and includes budget and planning parameters, assumptions, goals/actions, values and budget priorities. Budgeting for staffing, equipment, capital improvement, supplies and training development are taken into consideration for budget allocation as specified in departmental program reviews (*see Participatory Governance Handbook*).

Self Evaluation

During this evaluation cycle, Barstow Community College has adopted an integrated planning process that relies on institutional data that has been analyzed and widely communicated. The college recognizes, however, that the process is ongoing and dynamic and efforts need to continue to utilize data to discuss, among all constituent groups, measures of SLO achievement for courses, certificates, programs and degrees.

Planning Agenda

The college will continue ongoing evaluation and planning of courses, certificates and degrees and make improvements where necessary and appropriate. It will continue to keep lines of communication among constituent groups open through the distribution of minutes, electronic discussion board, email, and All College meetings.

II.A.2.g. If an institution uses departmental course and/or program examination, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Barstow Community College does not currently use department course and/or program examination. Faculty, however, carefully consider their choice of methods in measuring stated student learning outcomes.

Self Evaluation

Discussions about the validity of the measures derived have taken place mostly informally between individual faculty and the institutional researcher and among faculty who teach different sections of the same course. Comparisons of SLO measures have led to discussions about which measurement methods yield the most valid indicators of student learning.

As the college moves forward with its entire program of student learning outcomes assessment, it should formally provide mechanisms for validating the effectiveness of any course or program examination it may choose to administer. The validation of all measures of student learning outcomes should be addressed as well.

Planning Agenda

The college will determine whether course or program examination will be used.

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- II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*
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Descriptive Summary

Barstow Community College issues credit to students upon their successful completion of courses. The measurement of successful completion at the course level is based on student learning outcomes stated in the official course outline of record and the course syllabus. Credit for courses is then issued to students based on the policies adopted by the Board of Trustees in accordance with Title 5 guidelines (*see Administrative Procedure 4230*).

Self Evaluation

The college meets the standard by awarding credits that are based on achievement of student learning outcomes.

Planning Agenda

The college will continue to monitor learning outcomes and measurements to ensure they remain an effective and relevant basis for issuing credit in courses.



II.A.2.i. *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

Descriptive Summary

Barstow Community College uses student achievement as the basis for awarding degrees and certificates. Student learning outcomes are listed in the official course outline of record to identify the basis for successful completion of the course. Successful completion at the course level then provides the basis for successful completion at the certificate and degree level. Certificates and degrees are only issued upon the student's successful completion of all required courses within any given degree or certificate. "The awarding of the degree is based on the concept that students must achieve a defined minimum level of knowledge." "Students may be awarded a certificate of achievement upon successful completion of courses of study or curriculum for which the college offers a certificate" (*see Administrative Procedure 4100*).

Faculty began developing program-level student learning outcomes in 2003–2004. Achievement of these outcomes will serve as another basis for determining the issuance of degrees and certificates. Discussion has taken place among faculty members at their respective division meetings regarding the possibility of creating specific "capstone" courses to serve as a measure of successful completion prior to issuing a degree or certificate. Designation of specific courses within a program to serve as the "capstone" course is another option. In the case of some vocational programs, occupational certification exams may be regarded as valid measures of program-level student learning outcome achievement. Instructors have been encouraged to continue discussing these options among their department members and be prepared to discuss this further at the administrative level in order to begin the development and implementation phases (*see Division Meeting Notes*).

Self Evaluation

As discussed in II.A.1.a. and shown in the Report on Institutional Outcomes, the college has demonstrated effectiveness in increasing the number of degrees and certificates it awards annually.

Planning Agenda

The college will continue to monitor learning outcomes as they relate to awarding of degrees and certificates. The college will also continue with the development and implementation of capstone courses and other means of measuring student learning at the program level.

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- II.A.3. *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*
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Descriptive Summary

A faculty member stated the need for a philosophy of general education during a regular Curriculum Committee meeting (*see Curriculum Committee Meeting Notes, March 10, 2000*). In July 2000 representatives from all constituent groups began the work of defining the college's general education philosophy at the Board of Trustees planning retreat. A preliminary document resulted, which was revised by the Academic Senate president and the dean of liberal arts and sciences. All constituent groups reviewed the revised general education philosophy, which was presented and discussed at the Fall 2000 inservice. In 2001 the Curriculum Committee discussed the general education guidelines contained within the general education philosophy statement and developed the General Education Certification Worksheet (*see Curriculum Committee minutes, March 20, 2001*). After continued discussion and further refinement, the Academic Senate passed the worksheet and the Curriculum Committee accepted it for use in its curricular review (*see Curriculum Committee meeting minutes, December 7, 2001*). The Curriculum Committee reported in its February 2002 meeting that an administrator gave the division chairs a process to follow to implement the worksheet in their divisions (*see Curriculum Committee meeting minutes, February 1, 2002*). It was later presented to the Board of Trustees. Follow-up analysis of the college's degree of compliance with the general education philosophy occurred during the 2002–2003 academic year.

The adopted general education philosophy appears in the college catalog and states:

Barstow Community College provides a general education for its students. The district seeks to develop the whole person where the individual is greater than the sum of his or her independent educational experiences; a person who will understand the world within and the world without. Barstow Community College's general education philosophy serves to enhance creativity, reasoning, ethical behavior and human understanding, which are essential to the attainment of personal goals and effective participation in a rapidly changing society.



The district's general education philosophy ensures a coherent, interdisciplinary approach in the overall undergraduate curriculum. Students are provided with the breadth and intellectual challenges which stimulate discovery in a world full of different kinds of knowledge and social structures. Students are given the opportunity to develop an integrated overview of the varied components of human knowledge. The college's general education philosophy calls for student exposure to natural science, technical literacy, health and wellness, citizenship-community involvement, social and behavioral science, arts-humanities, communications-language skills, analytic reasoning and cultural-ethnic diversity. All of these are basic and necessary to participate in and contribute to a balanced life in a democratic society. (*See Barstow Community College Catalog, 2005–2006, page 9; Board Policy 4025 and Administrative Procedure 4025*).

The college's general education degree program fully reflects the philosophy upon which it is based. The academic program leading to a general education degree includes a breadth of study in major fields of the humanities, social sciences, and the natural sciences. There are also requirements in English, communications, mathematics and courses on American institutions and ideals and United States history. Finally, the general education degree requirements include physical education and lifelong learning (*see Barstow Community College Catalog, 2005–2006, page 39*).

All of the college's courses have been evaluated in terms of their contributions toward promoting the student's general education (*see general education matrix and review of courses based on matrix*). Each of the courses meeting the general education degree requirements now includes student learning outcomes in their outlines of record. In addition, many of the program- and institution-level student learning outcomes address general education, as conceived by the college's general education philosophy. For example, several of the program-level SLOs focus on the student's analytic reasoning and communications skills. The program of anthropology is committed to promoting in students an understanding of and appreciation for cross-cultural diversity. The institutional-level outcomes identified in the Educational Master Plan focus on basic skills in English and mathematics. In Summer 2003 the college conducted a review of commercially available standardized tests that measure students' general education knowledge and abilities. At that time it was determined that the college would not use these commercial tests, but would instead incorporate measures of general education competencies into its own SLO assessment program.

Self Evaluation

Barstow Community College's general education philosophy is faculty-driven, as is its inclusion into the general education degree requirements. The general education philosophy statement is reviewed continually, especially in discussions among faculty and administration. Nearly every discussion about courses includes reference to their potential effect on student learning. For example, when the revised Math 5 (The Ideas of Mathematics) course was on the agenda in the Curriculum Committee, its place in the general education requirements was one of the main concerns. This course may replace Math 3 (College Algebra) as the general education mathematics requirement for students planning to transfer to a four-year college to pursue a credential for teaching. There has been some discussion among mathematics instructors that the emphasis on reasoning and logic instead of algebraic manipulation may fit the philosophy for certain other majors as well.

As stated in II.A.2.b., the college should systematically incorporate general education learning outcomes into its course, program and institution level SLOs. Given the momentum that faculty have already created in the development and measurement of SLOs in their courses and programs, it will be a natural next step for them to expand those SLOs to more explicitly include general education learning outcomes in their assessment work.

Planning Agenda

The college will continue to review its general education philosophy. A faculty-driven plan for incorporating general education learning outcomes into student learning outcomes assessment will be developed.

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- II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*
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Descriptive Summary

As mentioned in II.A.3., the general education degree at Barstow Community College requires that students complete coursework in the natural sciences, social sciences and the humanities. The college relies on faculty expertise to ensure that students learn the basic content and methodology of the subject areas in which they teach. This happens primarily through student learning outcomes assessment. At Barstow Community College, the SLO assessment process began with careful examination of the learning objectives in each course outline. This often



involved extensive and prolonged dialogue among faculty teaching in the same department until consensus was reached concerning the identification of learning outcomes that are core and current for the respective discipline.

As faculty continue with the process of assessing program-level SLOs, they will likely identify improved methods for assessing the extent to which students actually achieve them. Some faculty, namely in the Humanities/Social Sciences division, have already begun to consider developing an entirely new course that will more fully address the methodologies upon which their disciplines rely; this will be a qualitative and quantitative research course.

Some instructors include project coursework designed to develop students' understanding of the relevance of their study to applications in business, non-profit work, or other significant life endeavors. Faculty has begun discussing the development of capstone courses that encourage students to apply what they have learned in a program of courses to real world applications (*see Humanities/Social Sciences division meetings, Spring 2005*).

Self Evaluation

The college has shown care in developing its general education degree requirements and has paid specific attention to inclusion of courses in the natural sciences, social sciences, humanities and fine arts.

Student learning outcomes assessment has promoted rigorous dialogue among faculty and administrators to ensure that the core content and methodology of the major disciplines included in the general education degree requirements represent the collective expertise of the faculty and is current with the advances in each respective discipline. The sheer amount of progress that the faculty has made with regard to the identification of student learning outcomes for nearly all of the college's course offerings is testament to the motivation with which faculty have approached this work. Most acknowledge the need to continue and refine student learning outcomes assessment at the course and especially the program level. These continuing efforts should regularly address basic content and methodology for the major fields of study outlined in the general education degree.

Faculty should continue to consider and develop new and innovative methods to determine how well students are equipped to apply course-level learning to subsequent coursework, especially that which culminates in completion of a program, and to their employment, community work, and personal and interpersonal growth.

Planning Agenda

The college will continue student learning outcomes assessment and systematically incorporate reviews of their currency and appropriateness for each of the major fields of study. This will entail periodic reviews of the design of the requirements of the general education degree.

Faculty will develop, as part of its ongoing student learning outcomes assessment, new methods for measuring how well students are able to apply their course- and program-level learning within the general education major fields of study to subsequent academic work, job-related performance, and other significant endeavors.

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- II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including a capability to be a productive individual and life long learner. Skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*
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Descriptive Summary

The Curriculum Committee review of course outline revisions entailed careful consideration of how well learning outcomes in sequential courses are integrated with lower-level skills achieved prior to advancement to enrollment in higher-level courses within the sequence. The most formal of this type of review began in Spring 2005 with a reassessment of all courses listed in the college catalog with prerequisite requirements. This work is continuing through Fall 2005 and is planned for completion by the end of Spring 2006. With regard to basic oral and written communication skills specifically, faculty have intensified collaboration to ensure that students completing lower level courses are sufficiently prepared to succeed at subsequent levels of coursework (*see email communications among coordinator of DSPP Learning and Support and English and mathematics instructors, Fall 2005*).

In Spring 2003 faculty used the General Education Certification Worksheet to evaluate general education courses. The following were included:

- **Component 1:** Information Competency
- **Component 2:** Writing Across the Curriculum
- **Component 3:** Linkages (Courses shall promote an appreciation for the interdisciplinary and interdependent nature of courses and their relevance to the work force.)



- **Component 4:** General Education Outcomes (Apply thinking skills, Apply quantitative skills, Apply communication skills, Learn throughout life, Adapt to change, Enhance personal values)
- **Component 5:** Workplace Skills Outcomes (Job specific technical, Foundation academics, Career exploration, Generic technical, Systems utilization, Work organization, Citizen education)
- **Component 6:** Diversity Outcomes

The full worksheet and the completed grid for nearly 100 of Barstow Community College's courses are in electronic files for use by faculty, administrators, and others (*see Barstow Community College General Education Certification Summary*).

Some faculty members have sought resources for supporting their efforts to develop students' critical and analytical thinking. One promising source is the series of primers published by Critical Thinking.org, which a faculty member has purchased and begun to use for pedagogical development.

As outlined in the college catalog, the requirements for the general education degree include three units of coursework in the "Lifelong Learning" area; students may choose among a variety of health, psychology, biology and sociology courses to complete this component of the general education requirement. The Barstow Community College occupational degree requirement includes a computer literacy requirement (*see Barstow Community College Catalog, 2005–2006, page 40*).

Self Evaluation

Although faculty completed the General Education Certification Worksheet in 2002–2003 for the general education courses they teach, new instructors hired since that time have not been trained on the significance of each of the components of general education.

Faculty and administrators who were members of the ad hoc Educational Master Plan Update committee discussed in late Spring 2004 the increasing importance of computer literacy as part of a student's general education. At the time it was decided not to elevate this area of competency to the level of institutional-level learning outcome, but to address it at lower level SLOs. In the future, the college may consider computer literacy for inclusion among the requirements for the general education degree, or it may decide upon other means to ensure that students who complete any program at the college achieve adequate information competency using computers or other tools.

Resources that prove effective in helping faculty improve student critical and analytical thinking should be discussed and utilized as deemed appropriate. These may include publications, training, or knowledge sharing among other educators at conferences and workshops.

Planning Agenda

The college will provide to faculty ongoing training on the significance of the components of general education as outlined in the Certification Worksheet.

The college will continue regular review, at all appropriate levels, of student learning outcomes that pertain to skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical and analytic thinking.

Faculty and instruction administrators will identify and use resources that prove effective in developing those skills that promote student development as productive lifelong learners with competencies in computer literacy, oral and written communication, and critical and analytic thinking.

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- II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including a recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally, and globally.*
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Descriptive Summary

Administrative Procedure 4025 states: “Barstow College’s general education philosophy serves to enhance creativity, reasoning, ethical behavior and human understanding, which are essential to the attainment of personal goals and effective participation in a rapidly changing society.” It expresses the importance of a general education that exposes students to “citizenship-community involvement” and “cultural-ethnic diversity.” The General Education Certificate Worksheet already mentioned addresses the learning outcomes specified in this standard.

Most of the college’s general education courses have been subject to review by the Curriculum Committee using the General Education Certification Worksheet introduced in Standard II.A.3. Components 4, 5, and 6 of the worksheet are pertinent to this standard, and each specifies learning outcomes.



Component 4 – general education outcomes include:

- Recognize interdependence of the world community
- Practice a proactive approach
- Participate as a team member
- Recognize environmental issues
- Develop a code of ethics/demonstrate work ethic

Component 5 – workplace skills outcomes include:

- Identify and comply with legal requirements
- Negotiate to arrive at a decision
- Exercise leadership

Component 6 – diversity-related outcomes include:

- Work effectively with persons from diverse populations
- Demonstrate respect for persons from diverse populations
- Apply knowledge of different cultures, abilities and lifestyles

Approximately 80 percent of all the college's general education courses have been reviewed using this worksheet. Some of the remaining courses contain student learning outcomes that address issues of cultural sensitivity and civic responsibility, even though they have not yet been reviewed against the general education worksheet.

The Barstow Community College Catalog gives information on student government and activities that help students develop skills necessary for effective citizenship at the college and in the broader community (*see Barstow Community College Catalog, 2005–2006, page 22*).

Also described in the college catalog are “Rights and Responsibilities” that apply to students as well as college employees. These rights and responsibilities guide behaviors in the context of college campus living that are legal, ethical and civic-minded. Various provisions are mentioned in schedules of classes and similar documents to help students learn ethical behavior.

Web-based discussions that were created as part of this self study led to discussions in Academic Senate that focused on issues pertaining to students' development as ethical and politically and socially responsible citizens. At one Curriculum Committee meeting in Spring 2005 faculty and the instruction administrator discussed the extent to which faculty model ethical behavior in classrooms and teach codes of ethics that their respective disciplines endorse.

Self Evaluation

The college's general education program strongly emphasizes the significance of ethical and effective citizenship. Use of the General Education Certification Worksheet has been an effective tool to ensure comprehensive inclusion of these aspects of a general education into most of the college's general education courses. Those courses that have not formally been reviewed using this worksheet have been identified and should be subject to this review process.

In addition to providing formal mechanisms and tools that ensure that these learning outcomes are included in its general education curriculum, the college provides many extra-curricular opportunities for students to participate in clubs and activities that promote community service. Faculty who serve as advisors to the various clubs and who participate in community service activities serve as role models for civic and social responsibility.

Planning Agenda

The Curriculum Committee will complete its review of the remaining general education courses.

The college will encourage faculty to continue dialogue on issues of ethics and continue to incorporate them into the student learning outcomes of their respective disciplines.

II.A.4. *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

Descriptive Summary

The Curriculum Committee and administration ensure that degree programs have focus as well as breadth. The Barstow Community College general education degree requires focused study in a humanities or social science core or in natural science/math (*see Barstow Community College Catalog, 2005–2006, page 39*). The occupational degree requires concentration in one of the following majors: Accounting, Administration of Justice, Allied Health, Automotive Technology, Business, Business Management, Child Development, Computer Science, Cosmetology, Drafting, Electronics Technology, Management, Medical Assistant, Photography or Welding (*see Barstow Community College Catalog, 2005–2006, page 40*).



In 2001, the Curriculum Committee changed the requirements for the major in an AA degree from 20 to 18 units. This was based on the usual three-unit courses in the social sciences and humanities, as opposed to the sciences, which typically require one or more four-unit courses. (*see Curriculum Committee Minutes, November 16, 2001*).

Capstone courses were discussed in division meetings in March 2005 (*see Division meeting minutes*). These and other methods of evaluating degree and certificate programs are intertwined with evaluating students' mastery of a major.

Self Evaluation

All of the college's degree programs include at least one area of focused study or interdisciplinary core.

As new courses are developed, additional majors may be added. There has been discussion in division meetings of adding specific science majors such as biology. Staffing increases in specific fields were made in Fall 2005 (*see Division meeting minutes, February and March 2005*). The mathematics or science degree versus a mathematics and science degree was also discussed and will be researched further. In the accreditation discussion board, there has been mention of interdisciplinary majors that may be useful to students.

Planning Agenda

As the college grows and new courses are added to the curriculum, they will be reviewed for inclusion into potentially new concentration options within the degree programs.

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- II.A.5. *Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*
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Descriptive Summary

Many of the courses that lead to vocational and occupational certificates and degrees include learning outcomes that prepare students for the workplace. Component five of the General Education Certification Worksheet contains seven areas that pertain to workplace skills outcomes including technical, analytical, and planning skills. The college measures these outcomes, as it does all other course- and program-level outcomes. In addition, students completing Barstow Community College vocational and occupational programs successfully demonstrate skills necessary for

the vocation by passing state exams and certifications. State licensing exam pass rates are among the college's seventeen institutional-level outcomes reported to the Board in August of 2005 (*see Report on Institutional Outcomes, Barstow Community College, 2000–2005*).

Barstow Community College has exit exams in the Nursing Assistant, Emergency Medical Technician (EMT) and Cosmetology programs; in each of these cases, the exam is actually a state certification test.

Self Evaluation

The Educational Master Plan Update of June 2004 sets the standard of a 90 percent pass rate for first-time testing on examinations that lead to licensure or vocational certification. While students completing Allied Health 54 (Nursing Assistant) between 2000 and 2005 had an average pass rate of 92.4 percent, the average pass rate for students completing courses in Cosmetology for the same period was below the standard at 82.8 percent (*see Report on Institutional Outcomes, pages 7–8 and Appendices N–S*). Immediately following public presentation of these data, administration initiated a more thorough review of the Cosmetology program in order to improve student performance on the state exams. Nearly 80 percent of students who completed the EMT program between Spring 2002 and Fall 2004 successfully qualified for state certification, and a total of 26 students are known to be currently employed in occupations utilizing their EMT skills (*see Program Review, 2004, EMT program*).

To date, data on successful certification of students who have completed other vocational programs have not been systematically collected and analyzed. In addition, employment information on vocational program graduates is mostly limited to anecdotal accounts.

Planning Agenda

The college will systematically collect data regarding the success of its vocational program graduates in acquiring certification in their respective fields. In addition, research will be conducted to determine the effectiveness of Barstow Community College's effectiveness in preparing students to secure employment or job advancement in related vocational fields.

The college will develop plans to improve student performance in vocational programs that have not met the 90 percent pass rate on state licensing or certification examinations.



- II.A.6. *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.*
-

Descriptive Summary

As stated in the District Board Imperative of Student Success, Barstow Community College is committed to providing clear and accurate information about degree and certificate programs, educational courses, and transfer policies.

The college catalog provides students with information about the purpose, content and requirements of its general education and occupational degrees as well as of its certificate programs. For example, the general education degree is described in the catalog as one designed for students “who do not necessarily plan to transfer to a UC or CSU campus.” Rather, it culminates in an Associate of Arts degree in Humanities or Social Science or an Associate Science in Natural Science/Math. The description goes on to direct students who plan to transfer to a four-year institution to “use the CSU, IGETC or other appropriate transfer option.” The Accounting Certificate of Achievement is said to “prepare students for entry level positions in industry and service occupations, such as payroll, accounts receivable, accounts payable, and management accounting.” A list of required courses for completion of the certificate follows this description (*see Barstow Community College Catalog, 2005–2006, page 45*). The Student Handbook also contains a summary description of the options that the college provides in support of student educational goals (*see Barstow Community College Student Handbook, 2005–2006, page 7*).

Per instructions in the Faculty Handbook, course syllabi are to be on file in the instruction office prior to the beginning of each semester the course is offered. Each syllabus includes a course description, the objectives and expected student learning outcomes. A syllabus is distributed to every student at the beginning of the course (*see Faculty Handbook 2004–2005, statements #5 and #6, page 23*). The faculty evaluation process is a means of ensuring that course syllabi are consistent with learning objectives specified in institutionally approved course outlines.

Self Evaluation

The college provides students with clear and current information about the purpose and content of its degree and certificate programs. Expected student learning outcomes are provided to students through course syllabi. The Office of Instruction ensures that, at the beginning of each semester, every faculty member has a syllabus on file for each of his or her courses. It has been assumed that there is consistency between the student learning outcomes recorded in course outlines and the corresponding syllabus, but this assumption has not been validated. Although the faculty handbook addresses this indirectly, it could be revised to more explicitly require faculty to include student learning outcomes in their syllabi to make them consistent with those listed in the official course outline (*see Faculty Handbook, 2005–2006, page 16*).

Planning Agenda

The college will revise the faculty handbook to expressly state that student learning outcomes in course syllabi must be consistent with the course outline.

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- II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*
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Descriptive Summary

Barstow Community College has established board policy assuring that a transfer center plan is implemented that complies with law and regulations and that is designed to increase the transfer applications of underrepresented students (*see Board Policy 5120*). The corresponding administrative procedure (*see AP 5120*) dictates that the Transfer Center director annually updates the plan and submits it to the Chancellor's Office as required. In addition, board policy assures that the district's educational programs are appropriately articulated with proximate high schools and baccalaureate institutions (*see Board Policy 4050*).

Administrative procedures outline how articulation requests are initiated, approved, denied and revised; these procedures apply to articulation agreements initiated by Barstow Community College or by other colleges and universities (*see Administrative Procedure 4050*). When patterns of student enrollment between institutions are identified, Barstow



Community College develops articulation agreements as appropriate to its mission. For example, the district is currently negotiating an articulation agreement with Park University, whose Ft. Irwin center enrolls many of the college's military transfer students.

Information regarding agreements with other institutions is published in the college catalog. California State University transfer degree requirements and general education breadth requirements are also outlined in the college catalog with appropriate qualifying statements that inform students that most, but not all, CSU campuses fully accept the breadth requirements listed. Intersegmental General Education Transfer Curriculum (IGETC) requirements for students transferring to a California State University or a University of California institution also appear in the college catalog (*see Barstow Community College Catalog, 2005–2006, page 43*). The Barstow Community College website (www.barstow.edu) also maintains a Transfer and Career Planning Center homepage which includes all of the requirements in the IGETC, a link to ASSIST, the website containing complete and official articulation agreements between all community colleges and the CSU and UC institutions, as well as other transfer related resources for students. At the main campus, the Transfer and Career Planning Center maintains all of this information in multiple formats.

Self Evaluation

The college's board policies and procedures adequately provide for the facilitation of student transfer. Information needed by students regarding transfer of credit policies is clearly stated and well publicized.

The college's articulation officer also provides general counseling and Veterans Administration counseling to students. He has identified the need to expand articulation agreements with some of the local colleges where Barstow Community College students transfer or indicate an interest in for transfer. In addition, maintaining articulation agreements in a timely manner has been difficult given the multiple duties that he fills.

Planning Agenda

The college will continue to follow administrative procedures regarding transfer planning and initiating and maintaining articulation agreements.

The college will review the status of all current and potential articulation agreements, especially those with relatively high numbers of Barstow Community College transfers, and develop a plan to improve and expand these as needed.

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- II.A.6.b.** *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*
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Descriptive Summary

The district's board policy, which addresses program and curriculum development, assures the provision of procedures for curricular discontinuance (*Board Policy 4020*). An entire administrative procedure is dedicated to outlining steps the college follows for determining and executing the discontinuance of academic and vocational programs. These steps include appropriate consultation with faculty and the Curriculum Committee. The board must approve all program deletions (*Administrative Procedure 4021*). Administrative Procedure 4020 addresses how the institution implements major changes to a program.

In the college catalog, students are encouraged to seek a counselor in the event that coursework required for their major is discontinued so that authorization for course substitutions can be obtained. Until 2003, counselors had sought direction from the division chairs to assist them in identifying substitute courses that are accepted by appropriate transfer institutions or that meet the requirements for certification. When division chairs were eliminated the vice president of Academic Affairs provided counselors with this information. Counselors work to ensure that students enrolled in programs affected by program elimination or altered requirements meet their overall educational goals with minimal disruption.

The Curriculum Committee strives to make changes in the curriculum while minimizing adverse effects on its students.

Self Evaluation

The college utilizes board policy and procedure for determining when program elimination is appropriate, and it follows steps outlined in board procedure for implementing program discontinuance. The student affairs division, in collaboration with instruction, should develop a set of guidelines for counselors to identify substitute courses for discontinued classes or programs.



Planning Agenda

The college will do the following:

- Continue regular review of board policy and procedure that address program elimination and substantive change.
- Develop a set of guidelines for counselors to identify substitute courses in the event of course or program elimination.

II.A.6.c. The institution represents itself clearly, accurately and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

Descriptive Summary

The college's mission statement, general education philosophy, and Board of Trustees Imperatives appear in the Barstow Community College Catalog. Accurate and detailed information regarding the college's enrollment and admissions procedures are also contained in the college catalog. The Curriculum Committee and administration carefully review this information, along with other policies, curricular programs, and educational resources on an annual basis. Their authorization is prerequisite to final publication of the college catalog and the schedule of classes. The college's website also provides students with virtual access to the catalog, schedule of classes, academic calendar, special events calendar, and other academic and program resources directories. Reviews of the information and links provided on the website are also reviewed annually and are initiated by requests from the college's webmaster to all webpage stakeholders. The administrators, again, assume responsibility for the regular review and updates of the website.

Board policies and procedures are reviewed and revised periodically by the President's Advisory Council, and these are sent to the Board of Trustees for approval and adoption.

Some information regarding student achievement, along with information about enrollment, facilities, and other general information about the college, was made available to the public in 2000–2001 and again in 2002 (*see Barstow College 2000–2001 Report to the Community and Barstow College, Vision 2002 Report to the Community*).

Self Evaluation

The college catalog, class schedule, and college website all represent the college with accuracy and consistency. Annual review of all of these key documents and information sources ensure currency of information.

The need for a fact book, which provides student demographic and enrollment data and especially information regarding student achievement, has been noted in the Strategic Plan 2002–2006, and the Strategic Plan Assessment Report of 2005 noted that this need had not yet been fulfilled. The institutional researcher has produced a preliminary fact book. In addition, the first report on institutional outcomes was prepared during Summer 2005, and although the information contained within was reported to campus constituent groups and to the Board of Trustees, it was not made available to the wider public.

Planning Agenda

The college will continue to review and update as needed all information provided to current and prospective students through its published documents and on its website. The President's Advisory Council will continue periodic review of board policies and procedures.

The institutional researcher will work with the Public Information Officer to develop a plan that ensures regular creation and dissemination of information to the public about the college, especially with respect to student achievement. The annual report on institutional outcomes produced by the Office of Institutional Research will be placed on the college's website.

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- II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*
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Descriptive Summary

Board policy clearly states the responsibility that faculty and administration of the college accept in maintaining an atmosphere of academic freedom (*Board Policy 4030*). This policy appears in the college catalog. Board policy also lists student behavior that is subject to disciplinary action (*Board Policy 5500*). The college catalog, schedule of classes, and student handbook all include a statement concerning expectations from



students regarding academic honesty: “Academic honesty is expected from all students at Barstow College. Dishonesty in the classroom or the laboratory, cheating, plagiarism or knowingly furnishing false information to the college are all grounds for discipline.”

Self Evaluation

The college makes available to the public, mostly through the college catalog, schedule of classes, and website, board-approved policies on academic freedom and student academic honesty.

Planning Agenda

The college will continue to review its board policies on academic freedom and standards of conduct and make them available to the public via core institutional documents and the college website.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The college demonstrates institutional commitment to the free pursuit and dissemination of knowledge primarily through its board policy on academic freedom. Board policy asserts that “the faculty and administration of Barstow Community College feel a responsibility to protect the right of each employee to express his or her personal opinion, but in doing so, employees have an obligation to avoid any action which purports to commit the institution to a position on any issue without appropriate approval” (*see Board Policy 4030*).

The Academic Senate created a new section in its constitution and bylaws outlining its commitment to academic freedom according to Title 5. Faculty have engaged in lively discussions about interpretations of the college’s policy on academic freedom in Curriculum Committee meetings and through the web-based discussion board created, in part, to facilitate this process of self study (*see Curriculum Committee Minutes: November 2, 2001 and May 9, 2003; and Barstow Community College online discussion board—Accreditation Committee, Standard IIA7a Academic Freedom/Responsibility*).

The college has systematically assessed the extent to which faculty effectively makes the distinction between personal conviction and professionally accepted views through the campus climate survey which was administered in 2001 and again in 2004.

Self Evaluation

Faculty at Barstow Community College understands the institution's commitment to maintaining an atmosphere where faculty may freely teach and examine controversial issues and have their expression protected.

During this evaluation cycle there is evidence that faculty have improved their effectiveness in presenting information to students in a fair and objective manner. The campus climate survey, which was administered to students in 2001 and again in 2004, asks two questions germane to this standard: students are asked to rate the "clarity of instructors in distinguishing between their own opinions and facts or theories," and the "fairness in how instructors represent diverse views in the classroom." In 2001, 64.3 percent of the respondents gave "good" or "excellent" ratings on the first question; 66.8 percent of the respondents gave "good" or "excellent" ratings on the second question. In 2004, the ratings increased to 71.5 percent "excellent" or "good" for the first question and 74.6 percent "excellent" or "good" for the second. Moreover, the percentage of students who gave a "failing" rating on these two items dropped from 2.0 percent and 1.2 percent in 2001 to 0.6 percent and zero in 2004 (*see Barstow Community College District Student Equity Plan, 2005*).

Despite these promising survey results, new faculty especially will need to be introduced to the college's policy on academic freedom. Although it appears in board policy and in the college catalog, it does not currently appear in the faculty handbook. Discussions have arisen in the Curriculum Committee, but communication between faculty and the administration with regard to the institution's policy on academic freedom and how it applies to the classroom setting should be periodically discussed at meetings of the Academic Senate, Curriculum Committee, and divisions, as well as at inservice presentations.

Planning Agenda

Board policy on academic freedom will be included in the faculty handbook.

The instructional administrators will work with faculty to ensure there is a clear understanding of the institution's expectation with regard to distinguishing between personal conviction and professionally accepted views in a discipline, both in the classroom and online.

The college will continue to survey students to assess how well instructors are meeting this expectation.



- II.A.7.b. *The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.*
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Descriptive Summary

Barstow Community College maintains an institutional commitment to inform students about academic honesty and enforcing it. As delineated in Board Policy 5500 and Administrative Procedure 5520, there are clear rules and measures in regards to student conduct, standards and discipline. A statement on the college's expectation from students on academic honesty appears in the college catalog, schedule of classes, and student handbook. This statement informs students that "dishonesty in the classroom or the laboratory, cheating, plagiarism or knowingly furnishing false information to the college are all grounds for discipline." (*Barstow Community College Catalog, 2005–2006, page 30; Student Handbook 2005–2006, page 39; and Schedule of Classes Spring 2006, page 18*). In addition, the board policy on student conduct appears in the college catalog and the student handbook. Item 12 makes specific reference to "cheating, plagiarism (including plagiarism in a student publication) or engaging in other academic dishonesty." This policy further specifies that such conduct, among others listed therein, "shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student." All online course syllabi include information on academic dishonesty and its consequences to students.

Faculty is made aware of this policy from the same sources that are provided to students. In addition, the faculty handbook directs instructors to include policies, some of which "are governed by school policy" in their course syllabi. Information on what constitutes plagiarism and how to enforce it was discussed at a mandatory meeting for faculty of online instruction, chaired by the vice president of Academic Affairs. Faculty members are informed that they must report all cases of academic dishonesty to the assistant dean of Student Affairs. Documented second offenders of the college's policies on academic honesty are suspended or expelled. Dialogue about this issue has also occurred at Curriculum Committee and Academic Senate meetings. (*Online Instruction Workshop, Spring 2003; Curriculum Meeting Minutes, October 19, 2001; Academic Senate Meeting Minutes, September 6, 2002*).

Self Evaluation

The college meets this standard with respect to informing students and faculty about understanding and enforcing its policies on academic honesty. The faculty handbook could be revised to contain an explicit statement about syllabi needing to include the policy on academic honesty.

Planning Agenda

The college will continue to publish in the college catalog, schedule of classes, and student and faculty handbooks information pertaining to board policy on academic honesty and administrative procedures on student conduct, including academic dishonesty.

The faculty will continue to receive training on board policy and procedure pertaining to academic honesty.

Instructors will be encouraged in the faculty handbook to add information about plagiarism and other forms of academic dishonesty in their syllabi.

II.A.7.c. The institution requires conformity to specific codes of conduct of staff, faculty, administrators, and students and such policies include statements in the catalog and appropriate faculty and student handbooks.

Descriptive Summary

As described in II.A.7.b., the college maintains board policy on standards of conduct for students. Twenty-nine forms of conduct that constitute cause for discipline are outlined in Board Policy 5500. These standards of conduct appear in the college catalog and student handbook. Board policies and procedures also address discipline and dismissal of academic and classified employees (*see Board Policy 7360 and 7365 and Administrative Procedure 7360 and 7365*). These clearly outline all those grounds upon which an employee shall be subject to disciplinary action, including dismissal. Another board policy prohibits employees from engaging in political activity during their working hours (*see Board Policy 7370*). The faculty handbook and the CSEA contract include sections on rules of conduct and misconduct (*see Faculty Handbook 2006, page 4; CSEA Collective Bargaining Agreement 2005–2008, Article 6.1.7*).

Barstow Community College, as a publicly funded institution, does not seek to instill specific beliefs or worldviews in students or faculty.



Self Evaluation

The college maintains board policies and procedures that clearly outline specific standards of conduct to which students, faculty, staff and administrators are required to conform.

Although updates on personnel issues are provided at All College meetings, communication on policies and procedures can be improved.

Planning Agenda

The college will do the following:

- Continue regular review of board policies and procedures that specify conformity to codes of conduct for all college employees and students.
- Continue to provide managers with training on understanding these codes of conduct and the administrative procedures for handling violations of conduct.
- Improve communication with faculty and staff regarding policies and procedures, particularly concerning standards of conduct.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

This part of the standard does not pertain to Barstow Community College.

Standard II A List of Evidence

2002–2006 Strategic Plan
 2003–2004 and 2004–2005 program reviews for Allied Health, Anthropology,
 Mathematics, and Physical Education/Health/Athletics
 2004 Educational Master Plan Update, pages 13–92
 A Formative Study of Campus Climate at Barstow Community College
 Academic Senate meeting minutes, December, 2005
 Academic Senate Meeting Minutes, September 6, 2002
 AP 4021 Academic Calendar
 AP 4025 Philosophy and Criteria for Associate Degree and General Education
 AP 4050 Probation
 AP 4230 Grading Symbols
 AP 5120 Transfer Center
 AP 7360 Discipline and Dismissal, Academic Employees
 AP 7365 Discipline and Dismissal, Classified Employees
 Barstow College 2000–2001 Report to the Community
 Barstow College Distance Learning: Summary of Student Survey Results, Fall/Spring
 2003–2004
 Barstow College Program Review Template
 Barstow College, Vision 2002 Report to the Community
 Barstow Community College Accreditation Discussion Board, Gaither Loewenstein,
 February 22, 2005
 Barstow Community College Catalog 2005–2006
 Barstow Community College District Student Equity Plan, 2005
 Barstow Community College General Education Certification Summary 140
 Barstow Community College online discussion board–Accreditation Committee,
 Standard IIA7a Academic Freedom/Responsibility
 Barstow Community College Student Equity Plan, pages 7 – 8
 Barstow Community College Student Handbook, 2005–2006, page 7
 BCFA Contract 2004–2006
 BP 4020 Program and Curriculum Development
 BP 4025 Philosophy and Criteria for Associate Degree and General Education
 BP 4030 Academic Freedom
 BP 5120 Transfer Center
 BP 5500 Standards of Conduct
 BP 7360 Discipline and Dismissal, Academic Employees
 BP 7365 Discipline and Dismissal, Classified Employees
 BP 7370 Political Activity
 Capital Outlay Request Form
 CSEA Collective Bargaining Agreement 2005–2008, Article 6.1.7
 Curriculum Committee Manual
 Curriculum Committee Meeting Agendas and Minutes 2000–2004
 Disabled Students Programs & Services; Faculty and Staff Guide for
 Accommodating Students with Disabilities 129
 Division meeting minutes
 DSPS student portfolios, fall 2005 129
 Educational Master Plan Update, June 2004
 Email communications among DSPS Coordinator of Student Learning and English and
 mathematics instructors, Fall 2005



Faculty Handbook 2004–2005, statements #5 and #6, page 23
Faculty Handbook 2006, page 4
Faculty Handbook 2005–2006, page 16
General Education Matrix and review of courses based on matrix
Humanities/Social Sciences division meetings, spring 2005
Memo to the District President and Vice Presidents, July 23, 2003
Nancy Olson, 2005, Barstow Community College Online Office, Learning Resource
Center
Notes from CMIS/BUSI Advisory Committee meeting, by Gaither Loewenstein,
March 13, 2003
Online Instruction Workshop, Spring 2003
Participatory Governance Handbook
Program Review, Instruction
Program Review, 2004, EMT program
Report on Institutional Outcomes, 2000–2005
Schedule of Classes Spring 2006, page 18
Staffing Request Form
Student Services Survey Report, 2004–2005
Test Placement Trends, 2005

STANDARD II B

STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

- II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning, and enhance achievement of the mission of the institution.*
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Descriptive Summary

A commitment to serving students is well articulated in the mission. The college demonstrates this commitment through the number of departments that serve students and the wider community. The college uses a variety of methods to assure the quality of the support services it provides. Program reviews were begun in 2000 for Admissions and Records, Counseling Services and Tutorial Services Program. Annual reviews were carried out annually beginning 2001 for the following departments: Admissions and Records; Athletics; CalWorks/Workforce Development; Counseling Services; Financial Aid Services; Matriculation Services; Special Programs and Services (including Disabled Student Programs and Services, Extended Opportunity Programs and Services, and Cooperative Agencies Resources for Education); Student Activities (currently Student Life and Development); Transfer, Career Planning and Articulation Services; and Tutorial Services Program. These reviews address the progress that each department made in achieving goals identified in previous reviews. A summary of these program reviews is contained in the June 2004 Educational Master Plan Update. A new program review template for Student Affairs departments was adopted in 2005, which more fully captures the "newly emerging needs" that drive the development of new department objectives. Student Affairs leaders periodically evaluate the appropriateness, adequacy, and utilization of programs and use the results of the evaluation as a basis for change.



In addition to program review, the college uses surveys to research student experiences as they relate to learning support services. The Campus Climate Survey, which was administered in 2001 and again in 2004, devotes three of five domains to querying students on aspects of their college experience that are directly impacted by the various Student Affairs departments. These domains include the following: quality of student interactions; programs, services and resources; and student life. A student perception survey was conducted in 2003 that focused on a range of services, from cafeteria to tutoring. Another Student Services survey was administered online at the end of 2004 to collect data specifically relating to students' experience with the Admissions and Records, Financial Aid and Counseling services. The student focus groups facilitated on the main campus and at the Ft. Irwin site in Spring 2005 also address learning support services. In addition, students are asked to complete an evaluation of the counseling services they receive. These counselor evaluations take place in accordance with the Barstow College Faculty Association contract.

Another means by which the quality of student support services is addressed is through institutional outcomes assessment. Student services contribute to numerous of the seventeen institutional outcomes identified in the Educational Master Plan Update of June 2004. Retention and success rates of students in developmental courses are two notable examples of institutional outcomes that are affected by student affairs as well as instruction.

In addition, the Special Services Program utilizes a variety of early warning mechanisms to flag students whose success is not satisfactory so that interventions can be provided to assist them in overcoming barriers to their success. For example, Extended Opportunity Programs and Services (EOPS) works with faculty to conduct progress reports for all EOPS students. Probationary letters are sent to all those EOPS students with unsatisfactory mid-term grades, and mandatory counseling appointments are set for them. In addition, students with GPA's below 2.0 are required to attend four compliance workshops each semester.

Financial Aid, EOPS, Admissions and Records, Veterans Affairs undergo external audits to ensure that each department operates according to state and federal guidelines.

The following student support services are available at the main campus in Barstow: Admissions and Records; Counseling; Financial Aid; Student Life and Development; Transfer and Career Planning; Special Programs and Services, which includes CalWORKs/Workforce Development,

Cooperative Agencies Resources for Education (CARE), Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS); placement testing; tutorial services; and the college bookstore.

The Ft. Irwin site, located approximately thirty-five miles northeast from Barstow at the Army National Training Center, provides the following support services: Admissions and Records, Counseling, Financial Aid, Student Life and Development, placement testing, proctoring for online classes, tutorial services, and the bookstore. EOPS staff makes periodic visits to Ft. Irwin throughout the year.

The Miramar site offers Admissions and Records services, counseling, placement testing, and proctoring for online classes. Bookstore services are available via telephone and, beginning Fall 2005, online.

Students who are enrolled in the college's distance education program have online access to Admissions and Records, Financial Aid, and the bookstore. Counseling, transfer, and tutoring are available through email communications.

The college has made significant progress during the current accreditation cycle to extend support services to all of its students via internet access. For example, registration functions, such as adding and dropping classes and fee payment, are available live and through telephone and online access. Students can view online the articulation agreements that Barstow Community College has with all eight University of California campuses, twenty-three California State Universities and three independent universities. Financial aid applications can be submitted via internet using computer labs on campus, at all centers, or from any other computer connected to the internet. Financial Aid has a dedicated space with six computers to assist current and prospective students in completing financial aid applications.

The matriculation process directs new and continuing students through the following services: admissions, orientation, assessment, counseling/advisement, program and course planning, and post-enrollment follow-up. New student orientations had not been offered since 1999 but were resumed on main campus in Fall 2005. A revised matriculation plan to ensure compliance with all guidelines provided by the Chancellor's Office was presented and approved by the Academic Senate in October 2005 and by the Board of Trustees in November.



Barstow Community College's intercollegiate athletic program consists of a combined four men's and women's varsity sport teams including baseball, women's softball, and men's and women's basketball. The college's commitment to athletic excellence is equaled by its commitment to academic success. The focus on a strong academic program is highlighted by the following: a mandatory study table program for all student athletes, an orientation class that is designed for student athlete success, the athletes' club, the Barstow Student Athlete Advisory Council (B-SAAC), a student athlete code of conduct, and an academic advisor.

Self Evaluation

Program reviews were completed for Admissions and Records, Counseling Services and Tutorial Services beginning 2000. Thorough analyses, based on survey and student enrollment data, were provided to demonstrate department effectiveness in achieving stated objectives for the year. Beginning in 2001, all Student Affairs departments began conducting reviews on an annual basis. While these reviews contain department objectives that are clearly driven by college-level strategic goals, assessments of the extent to which each year's goals were achieved are not consistent in terms of supporting data, both quantitative and qualitative. The new program review template adopted in 2005, which requires a statement of "newly emerging needs" and measurable student learning outcomes, should improve the effectiveness of the program review process for Student Affairs. Efforts should also be made to conduct more thorough comparative analyses of support services provided at main campus, at off-campus sites and online.

Since the last accreditation evaluation, the division has experienced an annual turnover of leadership in the dean of Student Affairs position. The division has, nonetheless, provided services from all its departments.

Increased efforts from departments such as Admissions and Records, EOPS, DSPS, Counseling, Financial Aid, Student Life and Development, Transfer and Career Planning Center, and Tutorial Services Program have been focused on ensuring equity of services at all campus locations.

Although special Financial Aid workshops are offered frequently on the main campus, at the Ft. Irwin site, at local high schools, and at community organizations, none has been offered at Miramar.

Although the college's matriculation plan has been updated and submitted to the Chancellor's Office, inservice training on various components of the plan are needed to ensure that each counselor understands and follows the matriculation guidelines.

New Student/Parent orientations are not currently conducted at the off-campus locations.

Planning Agenda

The college will continue annual program reviews for each of the Student Affairs departments.

Financial Aid workshops will be held at the Miramar location to assist students in completing necessary financial aid applications and paperwork.

The matriculation coordinator will review the application/assessment/registration process and implement any needed changes in order to ensure that the needs of each student are being met and that each counselor is following the established matriculation guidelines. Inservice training will be provided on an ongoing basis so that counselors continue to be up-to-date on matriculation goals and objectives.

New Student/Parent orientations will be piloted at the off-campus locations, beginning with the Ft. Irwin site in Fall 2006.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- *Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic calendar and program length*
- *Academic freedom statement*
- *Available student financial aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

b. Requirements

- *Admissions*
- *Student fees and other financial obligations*
- *Degrees, certificates, graduation, and transfer*

c. Major Policies Affecting Students

- *Academic regulations, including academic dishonesty*
- *Nondiscrimination*
- *Acceptance of transfer credits*
- *Grievance and complaint procedures*
- *Sexual harassment*
- *Refund of fees*

d. Locations or Publications Where Other Policies May Be Found



Descriptive Summary

The Barstow Community College Catalog is published annually and is available in hard copy, alternate formats to support special needs (i.e. Braille, enlarged text, etc.), or online through the college web site (www.barstow.edu). A complimentary copy is provided to all students who attend the New Student/Parent Orientation or who enroll in ORIE 1: College Success and PSYC 5: Career and Life Planning courses. In addition, students and community members may request a catalog at Admissions and Records, the Instruction Office, or the Viking Shop Bookstore.

The Barstow Community College Catalog includes a statement that identifies the college as an institution accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Pertinent and up-to-date information is provided for the following: Educational Mission; course, program, and degree offerings; academic calendar and program length; academic freedom statement; degrees available; student financial aid; available learning resources; the names of administrators and faculty; the names of the institutions from which faculty earned their degrees; and the names of governing board members. The catalog also provides clear information regarding requirements and policies that affect students. The Barstow Community College open-enrollment policy appears in the catalog, followed by eligibility for admissions requirements. Criteria for admission for minors and international students are also specified. A section on "Fees and Expenses" provides a complete description of fee assessment and the methods of payment accepted by the college. Nonresident tuition, Associated Student Body, student representation, and supplemental fees are also explained. Degree and transfer programs are fully described, with specific requirements delineated for the Barstow Community College General Education degree, the Barstow Community College Occupational degree, the California State University (CSU) transfer degree, the CSU General Education Breadth, and the Intersegmental General Education Transfer Curriculum (IGETC) for students transferring to a CSU or UC institution.

Major policies affecting students are clearly identified in the catalog and other printed resources such as the Student Handbook and Schedule of Classes. The college catalog and Student Handbook are updated annually, and the Schedule of Classes is updated every semester. These resources contain information on admissions, rights and responsibilities, important dates, tips for academic success, and course offerings. These are available to students in the Admissions and Records, Counseling, Transfer and

Career Planning, Special Programs and Services, and Student Life and Development departments. All three resources are also available at each of the off-campus centers and online through the Barstow Community College website.

Self Evaluation

The Instruction Office coordinator and the administrative assistant to the dean of Student Affairs coordinate annual reviews of the contents of the college catalog. The Curriculum Committee and counseling staff provide input. Each year departments submit any revisions necessary to the above persons by a given date prior to print. Actions taken by the Curriculum Committee and official Curriculum Committee meeting minutes are pulled, verified, and changes affecting the catalog or class schedules are made.

Administrative and staff turnover have presented some challenges in getting revisions submitted efficiently. These challenges have always been overcome and the deadlines for catalog publication met.

The college catalog contains information regarding its online courses (*see Barstow Community College Catalog 2005–2006, page 51*). Students are provided instructions regarding examinations for online courses and the various methods by which students interact with their online instructors. Although additional requirements for distance education instruction are included in the Barstow College Faculty Association contract (*see Collective Bargaining Agreement between BCFA and BCCD 2004–2006, Article 7.15 Online Classes*) and in various materials produced by the college's webmaster to support online instructors, the college needs to develop and publish a comprehensive distance education policy. A subcommittee of the Academic Senate was formed in October 2005 to initiate this process and to make recommendations to the administration regarding a distance education policy.

Planning Agenda

Annual review of the college catalog will continue. The college may consider establishing a committee represented by all constituent groups to review the catalog during the preparation of the draft.

Relying on recommendations from the Distance Education Subcommittee of the Academic Senate, the college will develop a distance education policy to be published in future college catalogs.



II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

As described in standard II.B.1., program reviews for each of the Student Affairs departments serves as the key mechanism for identifying student needs and for assessing the effectiveness of the various services and programs. These program reviews are used by department managers to submit annual updates to the Strategic and Educational Master Plans. Examples of additional or enhanced services that have resulted from the identification of learning support needs through program review include the following: implementation of web-based registration, redesign of the Financial Aid handbook, development of the CalGrant Outreach Program, expansion of articulation plans, increased course offerings at Ft. Irwin, and increased counseling and staff visits at Ft. Irwin (*see Student Affairs Strategic Plan Updates*).

During Spring 2003, a survey was administered to specifically assess students' perception of the support services they received at the college. The findings from this survey were presented at the November 2003 board meeting. Key recommendations that emerged from the survey results were to increase the number of tutors, increase the hours of tutorial service, enhance customer service, provide a variety of foods in the cafeteria with lower prices and faster service, and increase services for adult students (*see Student Perception Survey, 2003*). An exhaustive effort to address these recommendations was extended by the administration, such as providing customer service training for frontline employees, bringing a new cafeteria vendor with competitive prices and variety of foods for students, and recruiting more highly qualified tutors. Increasing services for adult student populations are absorbed by other student services programs.

During the Spring 2001 semester, members of the Student Equity Committee surveyed students on five major areas of campus climate, including institutional effectiveness, quality of interactions with employees, course content and instruction, programs, services and resources, and student life. The results of this 2001 survey were published under the title of A Study of Campus Climate. To establish a comparison,

the Student Equity Committee oversaw the administration of the same campus climate survey during the Fall 2004 semester. This comparative analysis showed overwhelming improvements in all of the domains studied.

Areas of potential improvements were identified and key recommendations were reported in the Student Equity Plan. These were to increase access services to males, Hispanic/Latino, American Indian/Native American, and students with disabilities; to survey a larger sample of Ft. Irwin students to better understand that group's need for student life and development opportunities; and to increase college partnerships with K–12 stakeholders.

At the end of the Fall 2004 semester, the Admissions and Records/Financial Aid Manager worked with the college researcher to develop a student survey designed to identify specific areas within student services that needed improvement. The survey was administered online, and two hundred students responded. The results of the survey showed that students were most satisfied with the ease of completing both the online application and the online registration processes and with the convenience of fee payment. Students indicated lowest satisfaction with the clarity of the registration procedures. Other areas with relatively low satisfaction levels were convenience of hours of operation, the timeliness of obtaining copies of student records, the availability of counseling, and the accuracy and timeliness of information from the Financial Aid office (*see Student Services Report 2004–2005*). Based on these findings, as well as input from students who participated in the student focus groups, a number of changes were implemented during the Spring 2005 semester. The hours of operation of the Financial Aid office were extended, a large map of the registration process was created and posted prominently at the entrance of the Admissions and Records office, additional training was provided to ensure consistent understanding and administration of Financial Aid policies and procedures. Full-time Financial Aid clerks were added in 2004 to the Barstow campus and the Ft. Irwin site. Enhancements were made to the online registration capabilities so students can now view at any time from any location open and closed classes.

In an attempt to supplement previous survey research on how well the college is meeting the needs of its students, in Spring 2005 the college conducted student focus groups on the Barstow campus and Ft. Irwin site (*see Listening to Student Voices—Student Focus Groups, Spring 2005 and Ft. Irwin Student Focus Group: Summary of Findings, March 2005*). Students described many concerns they have about the campus climate, student services, and



other campus issues. A summary of student compliments and concerns was presented at the February 25, 2005 Accreditation Steering Committee meeting and at All College meetings in Spring 2005, shortly after the focus groups were conducted.

The quality of the district's counseling services was among the more prominently mentioned aspects of the college's performance needing improvement by student participants in the focus group. Specifically, students expressed a desire for more consistent and reliable assistance in mapping out their education plans; timelier submittal of VA paperwork by counseling staff; and, in general, less of a sense that they are being rushed through the counseling process. These concerns were discussed with counseling staff. The student complaints led to a meeting with the counselors and the acquisition of the Curriculum, Advising, and Program Planning (CAPP) software module.

In late Spring 2005, members of an enrollment management task force discussed student demographic trends and identified disparity between the percentage of Latino students at the college compared to the proportion of the community population that this group represents. Census 2000 data showed that 32.7 percent of the population of Barstow was Latino while only 22.5 percent of this ethnic group was represented in the Barstow Community College student population. Although by Spring 2005 this percentage increased to 26.5 percent of Latino students, this group is still underrepresented on campus compared to its proportion in the community (*see Data for Enrollment Management Meeting, May 26, 2005*). This finding led to outreach efforts that targeted the Spanish-speaking community. College materials, such as financial aid booklets, were provided in Spanish and English. The college hired, on a short-term basis, a recent Latina valedictorian graduate to serve as liaison for these outreach activities.

In 2001 the Barstow Community College Summer Outreach Program was established to further recruit graduating seniors from the three local high schools. The program utilizes peer counselors recruited and hired from the ranks of the college student population. Success of the program is largely attributed to the practice whereby peer counselors visit prospective students at their homes and bridge their transition to campus, literally walking them through the entire application process to the first day of classes. The program has greatly increased the number of local high school graduates who enroll at the college the fall semester immediately following their high school graduation. Barstow High School graduates enrolled over 40 percent of their seniors at the college in Fall 2003. For the same term, Silver Valley enrolled 29 percent of its high

school graduates and Central High enrolled 25 percent. The 21 percent increase of Barstow High School graduates from 2001 to 2003 is dramatic (*see Summer Outreach Program Report 2003*). Additionally, staff visits to each are made throughout the academic year.

Off-campus enrollment declined significantly in 2004–2005 as a direct result of the deployment of troops to Iraq. The deployment affected not only the soldiers, but also family members. In addition to fewer enrollments, the Ft. Irwin site experienced changes in the kinds of delivery desired by the remaining troops and their dependents; namely there was expressed desire for more live courses instead of online courses. War-time obligations have also led the Department of the Army to make continual changes to the training schedule. This has presented a challenge to the college in trying to accommodate soldiers taking classes. With the support of staff and faculty, great flexibility has been demonstrated to meet the soldiers' needs.

The Ft. Irwin schedule has been expanded to include two nine-week sessions in the morning and afternoon. The courses are scheduled to mirror elementary school hours, so that parents can attend college classes while their elementary grade students are also in school. In addition, for Spring 2005 and Fall 2005 the college offers Friday night/Saturday morning classes, seven weekends in a row. For Fall 2005 the college offers both the Friday night/Saturday morning schedule, along with concentrated nine-week terms and rotation nine-week terms. The concentrated terms are scheduled when the troops are in the field while the rotation terms are scheduled when the troops are not in the field (*see class schedules Spring/ Fall 2005 and Spring 2006*).

Self Evaluation

Program review has been an effective means of identifying student needs, and the college has implemented numerous improvements based on the objectives outlined in program reviews for the various Student Affairs departments. In the Spring 2005 program review for Admissions and Records, one objective is to develop a performance measurement model that compares services provided on campus, at off-campus centers, and in non-traditional programs. This model has not yet been fully developed.

The college has extended considerable efforts to survey students regarding their experiences with the services and programs the college provides. The college has followed up on the findings from these studies and has made or begun to make significant changes. One example is acquisition of the Curriculum, Advising, and Program Planning (CAPP) software module designed to support counseling services.



Although the surveys have been effective in facilitating focused change, the extent to which they have revealed special needs at all satellite locations is not entirely clear. The 2004 Campus Climate Survey was deliberately administered to students who take classes at main campus, the Ft. Irwin site and online. The student focus groups were designed to understand the unique needs of the main campus and Ft. Irwin students. Although students who enroll through the Miramar site may have been surveyed through the various surveys administered through the college's website, no focused study of the students at Miramar has been conducted to date.

At present, only one counselor handles the job of maintaining Veterans Administration (VA), articulation, transfer and 30 percent general counseling. After extensive discussions, the dean of Student Affairs and the articulation officer agreed that due to expanding course by course articulation and institutional articulation agreements the current workload assignment is no longer manageable. An option to be considered is to assign the general counseling duties to another counselor, once the Student Affairs division is fully staffed.

The matriculation coordinator retired at the end of the 2004 calendar year, and the part-time counselor at Ft. Irwin assumed matriculation responsibilities for the remainder of the 2004–05 academic year. Counselors were rotated from the Barstow campus in an attempt to maintain the same levels of counseling success. However, based on a review of the counseling logs, some students did not receive requested counseling services during this transition period.

Planning Agenda

Program Reviews and updates to the Strategic Plan will be completed annually at the end of each academic year.

Future research should be designed to more adequately reveal any unique student needs that exist among populations at the different campus locations.

The college will continue to make adjustments to Ft. Irwin class schedules in an effort to meet the changing needs of its military students.

The college will review counseling workload to ensure that all campuses are effectively served.

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- II.B.3.b. *The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*
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Descriptive Summary

Barstow Community College supports curricular programs that promote personal and civic responsibility at local and global levels. For example, the anthropology and archaeology program identified in its 2004 program review the following student learning outcomes: “Students should have a working understanding of the anthropological concept of culture and be able to relate it to cross-cultural communication and issues of diversity in complex societies,” and [students] “should be aware of some of the most common applications of each of the sub-fields [of anthropology] to challenges that face local and global societies” (*see Program Review, Anthropology and Archaeology, Spring 2004*).

The college’s commitment to curricular programs that promote intellectual and aesthetic development is demonstrated by the fact that during the current accreditation evaluation cycle two full-time fine arts instructors have been hired, one who teaches theatre arts and choir and another who offers drawing, painting, computer graphics courses, among others. In Fall 2005 the new art instructor has launched, for the first time in several years at the college, a student art show which displays the work created in some of the art classes. Students enrolled in theatre arts classes, along with actors from the community, produce and perform in fall and spring productions which have become very popular over the past few years with audiences filling current facilities to capacity. The development of these programs and events has greatly enhanced opportunities for students and community members to broaden their aesthetic sensibilities and has reinforced the college’s place in the community as a focal point for intellectual and artistic development opportunities.

The college’s curriculum supports students’ personal development as well. For example, in 2001 a new course entitled Health and Body Image was offered to introduce students to diverse cultural standards of beauty and to guide them through activities that promote self awareness as it relates to a healthy personal body image. Introduction to Career and Life Planning provides students with practical tools designed to assess their own skills, interests, values and motivation that are needed in making career and life decisions.



Student Life and Development is a center for co-curricular activities on campus. To foster participation by students, two distinct and identifiable programs are offered, Student Government and Student Activities. Students utilize many opportunities to participate in institutional governance, and Barstow Community College recognizes that student government is an active and vital part of the campus community. Many students involved in student government volunteer to serve on institutional committees. The Associated Student Body (ASB) includes, as members, all students who are enrolled at all on and off campus locations. In addition to the main campus student senators, there are currently two senators who represent Ft. Irwin and one senator who represents Miramar. Senators may take part in leadership retreats, state legislative lobby efforts, leadership conferences, workshops, and seminars. Because Barstow Community College recognizes the importance of the student voice at the highest level of governance, the Student Trustee, while not a voting member of the board, is a member of the Board of Trustees and sits at the board table for meetings. The Student Senate also participates in policy-making college-wide committees and task force decision-making (*see meeting minutes from Curriculum Committee, Academic Senate, Accreditation Standards Committees, Matriculation Committee, and Marketing and Special Events Committee.*)

At Barstow Community College, the ASB is highly active in sponsoring a variety of events that promote student development of civic responsibility. Among the most significant links with the community is ASB's involvement with various community based organizations that work with student leaders to involve students in organized community service as part of their educational experience. Some examples include the following: Hurricane Relief Fundraiser; Police Activities League annual Community Thanksgiving Dinner for underprivileged children and their families; Christmas, Cops and Kids; the annual Toys for Tots Golf Tournament; and Safety Awareness Day. A complete list of events appears on the Associated Student Body Calendar of Events poster, which is published and posted annually.

Since 1998, student clubs and organizations have steadily increased. The Associated Student Body (ASB) now includes representatives from over eleven clubs and organizations. The ASB-sponsored clubs are active in fundraisers and activities that benefit the college and the community. The Call Board Club supported performances that promoted awareness of the problem of domestic violence in the local community. Club Technology sponsored basic computer skills workshops designed especially for senior members of the community. Alpha Gamma Sigma has submitted a proposal to ASB to sponsor an annual Run for Excellence event on

campus that will invite children and adults from the community to participate in activities that promote health and that generate scholarships for college students and funds for purchasing books to be donated to local elementary schools.

Special events are sponsored in connection with monthly celebratory themes, such as black history and women's history months. Local middle school students have made special field trips to the college to attend some of the special lecture series. Tenth graders from Barstow High School were invited on campus to learn about various student services available, while some faculty shared tips for college success. A Student Recognition Day is held in May that honors and recognizes Barstow Community College students and staff who participate in college clubs and activities. An Honors Day presentation, also held in May and coordinated by the Barstow Community College Foundation, recognizes recipients of scholarships and academic honors.

Special Programs and Services educates and supports students in academic, career, and personal development through counseling, assessment, and self-improvement activities. The EOPS peer counseling program supports the intellectual and personal development of student peer counselors by making them responsible for understanding program policies and procedures so that they can effectively and responsibly assist other students for whom they provide counseling. The program helps the EOPS peer counselors by requiring them to interact with other Special Programs that directly affect EOPS. Special Programs and Services also provides orientation for new and current students, assisting returning adult and special-needs students, and coordinating student success workshops. Workshop topics have included academic probation, diversity, nutrition, parenting, assistive technology for students with disabilities, and child safety seat awareness.

Overall, the college's commitment to community service is demonstrated by the fact that one of the seventeen institutional outcomes the college uses to assess its performance pertains to its development of community service functions and events held on campus or participated in by faculty and students. A five percent annual growth is the performance standard set for this outcome. In the Report on Institutional Outcomes, over sixty events are listed that the college has sponsored either alone or in partnership with a community-based organization to provide service and educational opportunities for the community at large (*see Report on Institutional Outcomes, Barstow Community College, 2000–2005, Appendix AA*).



Self Evaluation

The college is increasing its development of curricular programs that support the intellectual, aesthetic, and personal development of its students. More continuing educational offerings could be developed toward this end as well.

The 2001 Campus Climate Survey reflected the need for greater visibility and activities on campus. Student Life increased its programming to the off-campus centers and distributed a yearly calendar to promote events. As noted in the Barstow Community College District Student Equity Plan (2004), students perceive an enhancement in student life opportunities since 2001. In all, 38.5 percent of the students surveyed in 2004 as compared to 31.6 percent in 2001 say they have attended or participated in events or activities sponsored by student clubs. A positive and unexpected finding with regard to student life is a dramatic increase in participation among older students. In 2001 only 22.5 percent of 40 to 49 year-olds and 27.3 percent of students 50 years and older said they had participated in activities sponsored by Barstow Community College clubs. In 2004 these percentages jumped to 40.7 and 42.1 respectively. In both years surveyed, however, the age group indicating the most participation in student life is the 19 years and younger group. In 2001, 43.2 percent of this cohort said they participated in student life, and in 2004, 47 percent of these students said they had. In 2004, African American non-Hispanics, Hispanic/Latinos and White Non-Hispanics indicated, in this order, the highest participation in student activities. By comparison in 2001, the top three most active ethnic groups were Other Non-Whites, Native Alaskan/American Indian, and Asian/Pacific Islanders.

Although student life at the college has improved measurably in recent years, there is room for additional improvement. Visitors and newcomers to the campus frequently comment on the relatively small numbers of students they observe. One measure taken during Summer 2005 by the Student Affairs division to address this concern and to increase student social interaction was to move the Student Center adjacent to the cafeteria and to create a student lounge area and gaming room.

With respect to the Ft. Irwin center, the college's recent attempt to target military dependents in formulating its course schedules should be accompanied by efforts to determine how the social, educational and leadership development needs of these students might be addressed through the provision of student activities programming. Recently, Alpha Gamma Sigma honors club established a constituency at Ft. Irwin, and opportunities for remote communication with main campus during club meetings are now supported by telephones with conferencing capabilities.

Planning Agenda

The college will continue to promote curricular programs that promote civic responsibility and encourage the intellectual, aesthetic, and personal development of its students. In addition, it will develop more continuing education programs that support these goals.

The Associated Student Body will continue to sponsor events and activities that provide service to the community.

The college will continue to increase student participation in college activities.

II.B.3.c. The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Counseling services are provided by the following departments on campus: Athletics, Financial Aid, General Counseling, Off-Campus Programs, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resource for Education (CARE), Disabled Students Programs and Services (DSPS), CalWORKs, and Transfer and Career Planning Center. These counseling units offer services to assist students in making effective academic, personal, and career decisions. A variety of counseling options are offered to students: appointment, walk-in, telephone, and web-based email communication.

Counselors are trained through a variety of methods. A new counselor shadows a seasoned counselor for one week. Counseling related paperwork and student information systems in SCT Banner are covered as part of training. Other methods include regional or Chancellor's Office training, conferences and workshops such as Ensuring Transfer Success, UC and CSU Conferences, Learning Disabilities Eligibility Training, Coordinators training for new Matriculation, EOPS/CARE, DSPS, and Transfer Directors, bi-weekly Special Programs and Services, and bi-weekly general counseling meetings with the first part of each meeting consisting of an inservice topic selected by the counselors. This format supports the need for counselors to be cross-trained in other areas.

The new coordinator of DSPS Learning and Support is currently receiving Learning Disability Eligibility Training that will culminate in a license qualifying him to certify student learning disabilities.



Within the Barstow Community College District, most counselors are full-time, permanent, board-approved faculty members. Counselors are evaluated according to the evaluation guidelines, which are defined in the Collective Bargaining Agreement with the Barstow College Faculty Association (BCFA). The intent of faculty evaluations is to concentrate on improved performance and to acknowledge effective counseling service.

The college uses a variety of methods to evaluate counseling. For temporary part-time counselors, the immediate supervisor performs an evaluation, while tenure track counselors are evaluated by a review committee consisting of faculty peers and administrators. Counselors have an opportunity to address and make necessary adjustments based on the recommendations as detailed in their evaluations prior to the next evaluation period. Part of the evaluation includes conducting student surveys (*see Student Surveys*).

On the main campus there are three full-time counselors who support the following services: EOPS, Matriculation and VA/Transfer Center. There are three part-time counselors who are contracted for 50 days per semester, and they serve DSPS, EOPS and Financial Aid. The Ft. Irwin site has a full-time counselor and a part-time counselor, who was hired prior to the start of the Fall 2005 semester. In July 2005, the part-time counselor at Miramar resigned and the college is currently seeking a replacement. The Financial Aid counselor is currently serving both the main campus and Miramar sites. In addition to their general counseling, several full-time counselors have multiple areas of responsibility.

Self Evaluation

Staffing adequacy within the counseling department should be evaluated once the college completes the process of replacing the part-time counseling position at Miramar. The college is uncertain that the current arrangement whereby some counselors carry multiple areas of responsibility, for example, Veterans Administration, articulation and general counseling being handled by one counselor, is adequate in terms of fully meeting student needs.

As the college focuses on further development of its outreach program, the time available for counselors to visit high schools in support of this effort may be limited under the district's existing staffing levels. Peer counselors visiting local schools have partially met this need. Efforts to retain students could also be adversely affected, although it should be noted that student retention has increased significantly in recent years, even as the level of counseling staffing has declined.

Counselor accountability is an important issue as it relates to student satisfaction, retention and success. Unless enrolled in a specific program such as EOPS and DSPPS, students are not assigned to a specific counselor. Students are likely to see a series of counselors throughout enrollment at Barstow Community College. The CAPP software is designed to assist counselors in providing consistent information to each student.

At Ft. Irwin, the required Education Plans/SOC Agreements for each military student have been entered electronically since Spring 2004. This has enabled counselors to easily access an Education Plan/SOC Agreement quickly without having to reinitiate the plan.

Planning Agenda

Counselors will continue to receive on-going training through multiple methods.

Student Affairs will continue to utilize student evaluations in order to determine if the counseling faculty is meeting the needs of students, both on and off-campus.

The college will continue to monitor the adequacy of counseling and other student services at all campus locations.

The counseling department will continue its efforts to increase counseling hours, but it will need to restructure to provide quality services to students.

The coordinator of DSPPS Learning and Support will complete the Learning Disability Eligibility Training that will culminate in a license qualifying him to certify student learning disabilities.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

The Barstow Community College mission statement speaks to the college's commitment to create learning environments that promote and respond to matters of diversity. This environment is manifested through programs and services, as well as through the attitudes and perspectives that infuse the college community.



Diversity is perceived as broader than ethnicity, gender, age, disability and lifestyle—it is also about the diversity of thoughts and ideas. Inclusiveness of ideas is necessary but not sufficient, and numerous programs and services are designed to address the rich diversity of ethnicity, gender, age, disability, and lifestyle in the college community. The college is keenly aware that students must be prepared to live and succeed in a diverse world, to understand differing points of view, and to appreciate the perspectives of the global community. Thus, diversity is recognized and addressed in the college strategic plan, the curriculum, the student assessment program, the hiring process, professional development opportunities, and a number of specialized programs and services. Some of the most relevant examples are as follows:

- Associated Student Body (ASB) hosts a series of workshops to develop and enhance leadership skills
- Special Programs and Services Student Development hosts a series of workshops for targeted student populations
- Faculty conducts a series of lectures illustrating the significant impact of African-Americans, women and other groups of people
- Associated Student Body hosts a series of special monthly celebrations throughout the year
- Learning Resource Center (LRC) staff displays publications honoring special months throughout the year.
- During this accreditation cycle, DSPS implemented and coordinated disability awareness activities during Disability Awareness Month.

Self Evaluation

Barstow Community College promotes programs, practices, and services such as the workshops mentioned above, that support and enhance student understanding and appreciation of diversity. The Campus Climate Student Survey, first administered in 2001 and replicated in the Fall 2004 semester, provides substantial validation of the district's effectiveness in better supporting diversity related initiatives. For example, on the four survey questions pertaining to the openness of the environment to students' diverse backgrounds, abilities, cultures and interests, the average percentage of students rating the college as "good" or "excellent" increased from 67.6 percent in 2001 to 70.9 percent in 2004, while the proportion of students rating the college as "less than satisfactory" or "failing" declined from 4.3 percent to 2.8 percent. The proportion of students rating the college as "excellent" in this regard rose from 24.5

percent in 2001 to 34.9 percent in 2004. While there continues to be room for improvement, it is clear that measurable progress has been made with respect to the diversity of the Barstow Community College campus climate (*see Barstow Community College District Student Equity Plan*).

Planning Agenda

The college will continue to periodically administer the Campus Climate Student Survey and update the Student Equity Plan as needed to assess the institution's progress regarding diversity. The college will also continue to offer workshops and presentations that celebrate diversity.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

It is required that all first-time college students take academic placement tests in math and English (*see Barstow Community College Catalog 2005–2006, Academic Placement Testing, page 12*). These tests are the primary means by which the college measures student skills and determines initial placement into college classes. The placement test instrument currently in use is ACCUPLACER, one of the instruments approved for placement testing by the Chancellor's Office. This instrument was first implemented at Barstow Community College in Summer 2002 and a study was conducted by a professional research firm to locally validate placement cut scores and to assess for disproportionate impact on the basis of cultural identity (*see ACCUPLACER Validation Study 2004*).

Self Evaluation

Through the ACCUPLACER Validation Study, Barstow Community College has taken measures to meet compliance with this standard by establishing cut scores appropriate for placement into corresponding reading, English composition, and math courses. In addition, the validation study showed that the disproportional placement of students was a function of academic preparedness and not of test instrument bias. However, due to the small sample size available for many of the courses under review, the researchers who conducted the study suggest that a follow-up analysis of the recommended cut scores be conducted within the next two to three years to validate their accuracy against end of course grades.



Planning Agenda

The college will conduct a follow-up analysis that correlates ACCUPLACER placement cut scores with end of course grades in order to improve placement effectiveness.

The institutional researcher will conduct another ACCUPLACER Validation Study in three years as required.

During the Spring 2006 semester, the LOEP (ESL) cut scores will be validated as required in the Non-Credit Matriculation Plan submitted in Fall 2005 (*see Matriculation Plan: Credit and Non-Credit*).

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Regardless of location, academic records are accurate, secure, and comprehensive; all permanent records are stored on microfilm in a fireproof vault. Comprehensive records include records for each term of attendance, course numbers and titles, grades earned, and indication of credit or non-credit classes. In some departments, records are kept permanently with no expiration date while others are destroyed once a student has not been active in the department/college for more than seven years. The following departments follow the Federal Education Rights and Privacy Act (FERPA) of 1974 regulations relating to student academic records: Admissions and Records, Financial Aid, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), CalWORKs, and Off-Campus Programs.

A computer-based document imaging system has been implemented and will ultimately replace the current “hard copy” archival systems. Training on the document imaging system was conducted during the Fall 2005 semester for all Admissions and Records and Financial Aid staff.

The district is developing a plan to replace social security numbers as an identifier on all student records and by the end of 2006 will use a system assigned student identification number.

Self Evaluation

Barstow Community College's commitment to maintaining secure student records is a top priority. There are district policies and procedures that ensure proper handling and access of student records. Staff members are trained on basic FERPA regulations. The student information system called SCT Banner is regularly updated and is maintained by the Management Information System and Admissions and Records and Financial Aid staff to ensure security of student records.

Since 2001 all student financial aid records, with the exception of the present school year's records, have been scanned onto Laserfiche, a computer-based archival system which enables all financial aid personnel the ability to research information more efficiently.

Student Affairs supports expanding the use of focus groups to gain qualitative feedback on the publicizing and delivery of its services, especially with regard to perceptions of how well the college protects individual student confidentiality.

Planning Agenda

Financial Aid will continue to scan their records into the Laserfiche system. Admissions and Records will scan all prior years' files and develop a strategy to ensure that all files are current and scanned in a timely manner.

Working with the institutional researcher, Student Affairs will ensure inclusion of a student survey item that addresses student perception regarding the effectiveness of the college in protecting individual student confidentiality.

Staff members in other departments who have access to student records will be trained in order to utilize the document imaging system.

The district will implement its plan to replace social security numbers as an identifier on all student records.



- II.B.4. *The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*
-

Descriptive Summary

Barstow Community College periodically and systematically evaluates the appropriateness, adequacy, and utilization of student services and programs and uses the results of the evaluation as a basis for change. The college utilizes annual program reviews to track the effectiveness of its student services. In addition, campus climate surveys and student focus groups allow departments and units to systematically engage in the annual evaluation of their own goals and achievements at the point of impact, and build from year to year on that information. The departmental program reviews are also the basis for college-wide resource allocation and planning.

The Strategic Plan, Educational Master Plan, and Student Equity Plan and updates are also used for planning and evaluation of student services goals. Part of the campus-based research that was conducted in support of preparing the Barstow Community College Student Equity Plan compares the course completion rates of the college's DSPS students to the completion rates of the student population as a whole. Declining success rates among DSPS students in recent years led to the recommendation to modify the course scheduling for DSPS students and to hire a full-time coordinator of DSPS Learning and Support. This position was filled the beginning of Fall 2005.

A special workshop on Student Learning Outcomes for Student Services was held in October 2004. At this workshop staff from all Student Affairs departments began the work of identifying student learning outcomes for their own departments. Some departments began to incorporate student learning outcomes into their program reviews and to measure those outcomes.

Tutorial Services was one of the Student Affairs departments that began early adoption of student learning outcomes assessment. In the Spring 2005, four student learning outcomes were identified in the Tutorial Services program review. They included student enrollment, success (defined as earning a passing grade in the subject for which tutoring is provided), retention, and satisfaction. Performance standards for each outcome were also established (*see Program Review, Spring 2005, Tutorial Services*). Measurements of these student learning outcomes also began in

Spring 2005. The findings show that Tutorial Services is exceeding the performance standards set for itself for all three of the student learning outcomes for which data were collected (*see Tutorial Lab Analysis, Spring 2005*).

The effectiveness of the Fall 2005 new student orientation was evaluated using a learning outcomes approach. Each participant was asked to complete a “survey” which was designed to assess whether or not they had acquired sufficient knowledge about college processes and procedures that the orientation was designed to deliver. Findings from the first orientation session survey led to immediate modifications to the presentation of material in the second session. The student learning outcomes assessment approach was effective as students who participated in the second session subsequently performed better on the survey than did those who attended the first session.

Self Evaluation

Although Student Affairs has not comprehensively evaluated itself in terms of student learning outcomes, all Student Affairs departments have been introduced to the approach (*see Student Learning Outcomes: Student Support Services, October 8, 2004*). Follow up workshops will be needed to support ongoing efforts, especially with regard to appropriately measuring the student learning outcomes already identified. As described, Tutorial Services was an early adopter of student learning outcomes assessment and provides a model to other Student Affairs departments as the assessment approach is fully implemented in the division.

Planning Agenda

The district shall continue to update the Strategic, Educational Master, and Student Equity Plans and continue annual program review as required.

Student learning outcomes will be identified and measured for each Student Affairs department commencing with the submittal of 2005–2006 departmental program reviews. Early adopters of the student learning outcomes assessment approach will model for other departments the full cycle of assessment, change, and reevaluation that are prescribed by the approach.



Standard II B List of Evidence

ACCUPLACER Validation Study 2004
Barstow Community College Catalog 2005-2006, page 51
Barstow Community College Catalog and Announcement of Courses 2005-2006,
Academic Placement Testing, page 12
Barstow Community College District Student Equity Plan
Class Schedules Spring/ Fall 2005 and Spring 2006
Collective Bargaining Agreement between BCFA and BCCD 2004 – 2006, Article
7.15 Online Classes
Data for Enrollment Management Meeting, May 26, 2005
Ft. Irwin Student Focus Group: Summary of Findings, March 2005
Listening to Student Voices – Student Focus Groups, Spring 2005 and Ft. Irwin
Student Focus Group: Summary of Findings, March 2005
Matriculation Plan: Credit and Non-Credit
Meeting minutes from Curriculum Committee, Academic Senate, Accreditation
Standards Committees, Matriculation Committee, and Marketing and Special
Events Committee
Program Review, Anthropology and Archaeology, Spring, 2004
Program Review, Spring 2005, Tutorial Services
Report on Institutional Outcomes, Barstow Community College, 2000–2005,
Appendix AA
Student Affairs Strategic Plan Updates
Student Learning Outcomes: Student Support Services, October 8, 2004
Student Perception Survey, 2003
Student Services Program Reviews
Student Services Report 2004-2005
Student Surveys
Summer Outreach Program Report 2003
Tutorial Lab Analysis, Spring 2005

STANDARD II C

LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and tutoring to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

- II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*
- II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support service professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievements of the mission of the institution.*
-

Descriptive Summary

A new 28,000 sq. ft. Learning Resource Center (LRC) was completed in 2004. The library is the central component and serves the college's students and faculty as well as students attending other colleges, elementary and high school students, and the community at large, including residents of the nearby Barstow Veteran's Home. In addition to a library, the LRC also contains a computer commons area and a Tutorial Services Program (TSP). The computer commons replaced three separate computer labs and is available for students to complete classroom assignments, take assessment tests, and have course exams proctored. Tutorial services help students strengthen their academic skills in specific subject areas.



The library collection includes approximately 37,000 books and serials, 200 current periodical subscriptions, 1,000 video recordings (these are titles, not volumes) including instructional television holdings, 160 audio recordings (titles), and 6 electronic subscription databases. The library's collection includes several notable strengths, including Native American history, financial aid resources, American history, and general history. The library maintains a printed listing of the periodical subscriptions and a printed listing of the video/audio collection.

Endeavor Information Systems' Voyager integrated library management system was successfully implemented, including modules for circulation, cataloging, online public access cataloging, reports, and system administration.

The library also received all new equipment, including audio-visual, as a result of its relocation to the LRC. An under-floor electrical grid provides flexibility to move resources as needed. The new library provides seven group study rooms for students and 10 individual workstations compliant with ADA requirements. The high-tech multipurpose classroom in room L-12 holds 30 portable laptop computers for students, as well as multimedia and interactive display technology for the instructor.

The audio-visual (A/V) services department maintains approximately 2,500 pieces of multimedia across the disciplines. Faculty can request delivery or check out media and equipment for any scheduled classes. Students can view or listen to media with a headset in any of the media carrels located behind the circulation desk in the library. New video conferencing equipment was purchased and this service is available in the LRC conference room.

The library strives to meet the college's institutional goals and support its instructional objectives by providing access to appropriate educational materials and equipment reflective of the curricular mission. Materials are selected for library acquisition in a variety of formats based on relevancy to curriculum, currency, diverse viewpoints, existing collections, and recommended reviews in library periodicals. Materials and equipment are selected by the librarian in conjunction with library staff based, in part, on suggestions derived from faculty and library collection surveys, curriculum proposal library statement forms, individual face-to-face advisement, and an open suggestion box for curriculum suggestions from students and community members.

A library web page contains links to online catalogs, electronic resources, online reference resources, and homework assistance and enables students to email questions to the library reference staff. In addition, recent book arrivals are announced on the library web page.

The collection is routinely “weeded” in an effort to eliminate outdated material and make additional space available for future acquisitions. The collection is also constantly expanded to meet the needs of students and faculty and to support new programs. An emphasis on new acquisitions has been to support courses taught by recently hired faculty, such as children’s literature, anthropology, history and economics.

Computer commons staff work closely with the faculty to determine what services will be offered each semester. Software is updated or discontinued based on the input received. Some computer workstations are motorized and have specialty software to improve access and accommodate individual student needs, including vision assistance.

The Tutorial Services Program contains two kiosks with 80 different tutorial handouts and written study guides; one kiosk is dedicated to math, the other to English. Dictionaries and other discipline-related references are available for student use. Computer stations provide additional student skills support and tutorials. Two dedicated computer stations are used by tutors for online tutorial discussion boards. The tutors offer support and expertise in approximately 30 subjects.

Self Evaluation

In accordance with the library’s collection-development policy, acquisitions support the curriculum related to courses, programs, and degree options. Library staff and their supervisors work closely with faculty in the curriculum development process, ensuring the library collection will support new and ongoing academic, occupational, and vocational programs. Faculty, student, and staff recommendations in support of specific study areas are solicited and considered in the acquisition of new materials. However, based on comments in the accreditation online discussion forum and the Strategic Plan Assessment Report, faculty participation in the collection must still be improved.

With the Voyager system, library patrons may access the library collection, full-text periodical database, and other electronic resources from any computer with internet access. The library and MIS staffs coordinate effectively to implement all upgrades on the Voyager software.



The library staff uses a variety of methods to acquaint students, faculty, and administrators with library resources, including conducting informational tours or general library orientations upon request. Specialized bibliographies have been compiled pertinent to specific subject areas and multi-cultural and gender diversity. These bibliographies are updated annually. The Library Handbook, which contains information about the collection, hours of operation, loan policies, and other relevant information, is updated yearly and disseminated to all faculty members. The library web site has information about the library and its related services, including instructional media, instructional television, and tutorial services.

The library subscribes to six online resource databases. All of the databases are available to current students and staff members from off-campus through the internet. Because many of the magazines and journals accessible through the InfoTrac database contain full-text articles, the library has modified paper subscriptions to these periodicals. The subscriptions to these databases have been funded by the library portion of the Telecommunications and Technology Infrastructure Program (TTIP). Since other components of the TTIP program have been eliminated, there is concern that the library portion may also be eliminated. Regardless, the college will need to continue these subscriptions to ensure student access to many different types of library resources.

The library has conducted several different user surveys in the past few years. Results of these surveys have led to expanded library hours of operation, improved communication to students regarding remote access to the library's subscription data bases, and increased requests from instructors for library staff to provide students with tours and demonstrations on technology assisted searches. The A/V department continues to provide multimedia equipment and support across the campus. Faculty members assist A/V services in the selection of multimedia by requesting media and recommending purchases of equipment for classroom instruction. There is an increasing demand for new technology and multimedia support and services. The A/V department strives to meet those demands with its limited staff but at times must rely on the help of the M&O and/or MIS staff.

The computer commons and tutorial services are co-located in a large room in the LRC and share the same furniture and computers. There are two concerns with this arrangement. First, by its nature, tutoring is sometimes noisy, which can make it difficult for some students to concentrate on tests or assigned work. Second, although the current

number of computers adequately supports both programs, this may not be the case as student use increases. Better use of space, additional computers, changing the furniture and equipment layout, or other options may alleviate these concerns.

As explained in Standard II.B.4, tutorial services has developed student learning outcomes and has begun measuring these outcomes. The program is exceeding the performance standards set for each of the outcomes for which data was collected.

Planning Agenda

The college will do the following:

- Establish processes that will result in greater faculty involvement in developing the library collection.
- Continue to expand the collection and other library materials. Ensure the college continues to subscribe to online library databases.
- Continue to conduct surveys on a regular basis to ensure library services are meeting student needs.
- Determine the most effective option for meeting the increased demand for media support of new technology.
- Implement processes to improve the effectiveness of the co-location arrangement for the computer commons and tutorial services.
- Continue to develop and measure student learning outcomes in tutorial services.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

The institution strives to teach information competency as defined by the Academic Senate for California Community Colleges in 1998:

...the ability to recognize the need for information and to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research method, and technological literacy. Information competency includes consideration of ethical and legal implications of information use and requires the application of both critical thinking and communication skills.



The library staff conducts general and assignment-oriented library tours by request of the faculty that help students to find, evaluate, use, and communicate information in all its various formats. The faculty holds instruction hours in the library to guide students in researching material appropriate for the curriculum.

Prominently displayed throughout the library and also included in the library website and the library handbook are appropriate copyright notices to inform students about ethical and legal implications of information use. The library also provides handouts which outline these ethical and legal implications.

The computer commons staff assists students on a one-to-one basis to develop computer, word processing, and internet skills such as accessing instructor web pages, setting up email accounts, and navigating online course web pages. The staff also assists students in understanding and accessing information for completing course assignments.

Tutors are trained to assist students with their immediate problems, encourage improved study skills, identify and help students with potential learning problems, and work with individuals and groups. Tutors visit classrooms to inform students and instructors of tutorial services and their availability and location.

Self Evaluation

The library has not had a full-time librarian during most of this accreditation cycle; an administrator with a Master of Library Science degree was responsible for library operations for most of this time. Three separate recruiting efforts were not successful. However, a librarian has recently been selected and begins in January 2006.

The lack of a certificated librarian has made it difficult to fully assess the effectiveness of teaching information competency. While two members of the library staff have completed their Master of Library and Information Science degrees and work closely with students one-on-one and in groups when classes are brought in for orientation tours, students can receive more focused library competency training in more formal instructional settings. A certificated librarian can also work more closely with the faculty to integrate information competency in the curriculum. Outcomes-based assessments of library literacy have not yet been developed.

While statistics reflect increased student use of the computer commons, an outcomes-based assessment of technology literacy improvement has also not yet been developed.

The institution provides ongoing instruction for users of the tutorial lab so that students are able to develop skills in information competency. The tutorial services technician visits classrooms to inform students of services available to assist in improvement of information competency skills. These services include a walk-in tutoring center, one-on-one tutoring, group study, a study hall, and online tutoring. Tutors are required to participate in a rigorous hiring process and meet strict eligibility requirements, which include in part, a four-part video tape series on becoming an effective tutor. However, these tapes are out-of-date.

Planning Agenda

The college will do the following:

- Provide library literacy training in more formal instructional settings.
- Develop outcomes-based assessment of library literacy, and integrate these assessments throughout the curriculum.
- Develop outcomes-based assessments for technology competency in the computer commons.
- Update tutor training processes.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The library is open sixty-one hours per week during the fall and spring semesters, and thirty-six hours during the summer sessions, including evening and weekend hours. The hours of operation during the Fall and Spring semesters are from 8 a.m.– 8:30 p.m. Monday through Thursday, 8 a.m.–4 p.m. Friday, and from 10 a.m.–1 p.m. on Saturdays. For the Summer sessions, the hours are from 10:00–7:00 Monday through Thursday; the campus is closed Friday–Sunday.

Both distance learning and traditional students, whether on main campus, at an off-campus site, or at home, have access to the Online Public Access Catalog (OPAC) and all library subscription databases through the internet. Reference and research questions can be asked to library staff in person or remotely via the library website home page. Off-campus access requires a password, which is available from the library. These passwords are changed each semester in accordance with subscription database license agreements.



Writing, research, reference, and formatting assistance tools, including Modern Language Association, American Psychological Association, Chicago, and Turabian guidelines are available online as links from the library web page and in paper handout media in the library.

The computer commons has similar hours to the library during the Fall and Spring semesters, but closes one-half hour earlier Monday through Thursday, and is open one hour earlier on Saturdays. The Ft. Irwin computer lab is open until 5 p.m. Monday through Thursday and until 1:30 on Fridays.

Tutors in math and English are available Monday through Wednesday 8:00 a.m.–5:00 p.m., Thursday 8:00 a.m.–7:00 p.m., and Friday 9:00 a.m.–1:00 p.m. Summer hours vary depending on the number of courses offered. Tutoring service via the college's online discussion board was recently initiated. Online tutoring is also available. Students can be instructed on how to use online tutoring through a link provided on the Barstow Community College website.

Self Evaluation

According to the most recent student survey taken in Fall 2004 shortly after the opening of the new library, operating hours are satisfactory and material holdings are sufficient to meet students' study needs. Other findings were that students are not sufficiently aware of technology equipment that can benefit their studies, the library needs to increase student access to scholarly materials, and students need more awareness of the 24-hour availability of remote access to all library subscription databases. These surveys, along with textbook use statistics, indicate that students make frequent use of the reserve textbook program which allows students in-library access to course textbooks free of charge (*see results of Library Surveys*).

Statistics indicate most use of the subscription databases comes from within the college communication network, rather than from remote access. For example, the InfoTrac Magazine and Journal database indicates that during the first six months of 2005, approximately ten percent of the subscriber use was through remote access. These statistics seem to support the findings of the surveys mentioned above (*see Library Subscription Database Statistics*).

The hiring of a certificated librarian is expected to increase access to library facilities and resources through specialized instruction of for-credit library skills classes, collaboration with faculty on discipline-based collection development, in-class demonstrations of assignment-based research tasks, and updating the library website to reflect advances in technology.

The library has work stations, wide stack aisles, and restrooms that accommodate disabled students. Library entry doors, although ADA compliant, still pose accessibility problems for disabled students. Disabled students reported that the doors are difficult to open, enter, and exit. Automated doors that will correct this problem are expected to be installed in early 2006. One other access issue is that not all media materials are in closed captioned format; the library staff is working with the DSPS office to resolve this situation.

Since a few evening classes do not end until 10 p.m., there is some concern that the computer commons does not remain open late enough in the evening. In addition, students at Ft. Irwin have indicated a need for the computer lab there to have extended hours of operation (*see Ft. Irwin Student Focus Group Summary Report*).

The same concern for operating hours also applies to tutorial services. In addition, despite the availability of online tutoring, more tutoring services may be needed at the off-campus locations.

Planning Agenda

The college will do the following:

- Continue to survey students on a regular basis to help ensure the library meets their study needs.
- Develop plans, including updating the library web page, to increase student awareness of available technology equipment for studies and 24-hour access to library databases.
- Work with the DSPS office to make all media available in a closed captioning format.
- Determine whether operating hours for the computer commons, Ft. Irwin computer lab, and tutorial services effectively meet the needs of all students.



II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The library relies heavily upon the MIS staff for most computer maintenance and network needs. All computers and 12 multimedia stations are locked down with security cables to prevent theft.

Library materials are protected by the CheckPoint theft detection system. This system at the entrance of the library signals an alarm when library materials have not been properly checked out. Surveillance cameras continuously monitor the premises, including areas that cannot be seen from the front desk. Emergency exits are equipped with alarms. The main doors into the library can be controlled electronically, and are programmed to open and lock at specified times. Should a power failure occur, the doors remain locked until they are opened manually.

All computers in the tutorial services and computer commons area are locked down with security cables to prevent theft. The emergency exit door is alarmed, and surveillance cameras monitor the area continuously.

Self Evaluation

The theft detection system provides an effective means of reducing theft; the library staff stops patrons who trigger the alarm at the main exit. However, at times the alarm sounds without any patron passing through. The surveillance system provides increased security for students and school property and is operated in accordance with board policy. The library staff believes security could be strengthened even more by having direct access to the camera feeds; however, this does not comply with board policy except in limited situations.

The programming of the main doors to open at a specified time can create a security risk if no employees are on the premises. However, this risk was minimized by allowing the employees to open the doors manually upon their arrival in the morning.

In an effort to minimize damage to library periodicals and institutional copies of media such as video home system (VHS) cassettes and digital video discs (DVD), a new policy was implemented in 2004 that took these materials out of circulation. These items are now available for use in the library only.

The security features in place for the computer commons and tutorial services area are effective. Although there are three entrances to the area, only one is accessible to students to provide added protection of the space and equipment.

Planning Agenda

The college will do the following:

- Continue to review security features for improvements, including video surveillance policy.
- Continue to work with CheckPoint to resolve false library material alarms.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The college is a member of the Inland Empire Academic Library Cooperative (IEALC) which allows students to have library privileges at 19 other public and private colleges throughout San Bernardino, Riverside, and Los Angeles counties. The library participates in the Community College Library Consortium for purchasing online databases. The consortium, a partnership between the Council of Chief Librarians and the Community College League of California, works on behalf of community college libraries to negotiate contracts for electronic resources. Also, Barstow Community College library staff and local public librarians often collaborate on referring users to local professional information resources.

The computer commons staff proctors tests for other colleges and universities. In addition to academic testing, the staff will also proctor typing, placement, and online traffic school tests for the community.

The tutorial program provides services to local K–12 students, provided a concurrent enrollment agreement is signed by the students' parents and school.



Self Evaluation

Only a small number of IEALC cards are issued each calendar year. Since the college is located in a relatively isolated geographic area, the distance may be too great for most students to travel and exercise their privileges at other colleges covered under the IEALC program.

As a result of the formal agreement with the Community College Library Consortium, students can access all six electronic subscription databases from on or off-campus, twenty-four hours a day and seven days a week. All of the databases that are offered through the Community College Library Consortium are screened and evaluated via free trial offers for usability and reliability based on each institution's individual needs. Library staff and supervising administrators review statistics monthly to determine how often these databases are used by both on and off-campus students.

The computer commons staff adheres to test proctoring instructions from Barstow Community College instructors and from other colleges and agencies.

Planning Agenda

The college will do the following:

- Continue to work with the Community College Consortium to expand access to library subscription databases.
- Develop ideas for increasing use of the IEALC program.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

An assessment of how well the district is achieving stated library-related objectives and actions in the Strategic Plan is one of the methods used to identify areas of improvement. The library department also reviews the progress made on objectives identified in the Educational Master Plan. A variety of other processes are also used to evaluate the adequacy and effectiveness of the library's learning and information resources. These include the following: statistical data on use of the online catalog, subscription databases, other electronic resources, the textbook reserve

program, and library orientation tours; feedback from faculty throughout the curriculum development process to ensure the collection will meet the needs of new academic programs; faculty requests regarding specific books and media; and student and staff surveys.

The computer commons staff receives continuous input from faculty and students to help identify areas for improvement. Faculty members are asked each semester what software programs are needed to support student learning in their respective classes. Students provide feedback daily because there is so much one-on-one interaction. Student and staff surveys also provide valuable information.

The tutorial services program also receives continuous feedback on its effectiveness; students and tutors work together to help students achieve success in the classroom. Program reviews and student and staff surveys are actively used to assess effectiveness.

Self Evaluation

The library staff has effectively used the results of its evaluation processes to help improve services. For example, the web page was updated so that library staff could answer reference questions. This helps not only the faculty but distance education students as well. Another example is the creation of a new “large print” book section for the visually impaired. These books are across the curriculum and can be checked out for reading at home. A third example is the recent purchase of electronic books; these books will be available online in January 2006 and are accessible at any time.

According to the latest student satisfaction survey conducted in Fall 2004, 95 percent of responding patrons were satisfied with the library’s hours of operation, 98 percent of the responding patrons found the library’s materials to be sufficient to meet their study needs, and 97 percent felt that the new library increased their access to scholarly materials to assist in their education (*see results of Library Patron Survey*). A staff survey recently circulated by the MIS department revealed that 91 percent of those responding rated their satisfaction with technology services (which included the library and media center) as either “Very Satisfied” or “Perfect.”

Overall, the library has effectively integrated technology into its programs; most services are available through the internet to all students, regardless of location or time of day. The use of technology enhances the library’s services and helps students succeed in the classroom.



Despite these improvements, the evaluation processes can be improved. A formal program review has not been completed for the library since June 2001, and outcomes-based measurements have not yet been developed.

The continuous evaluation in the computer labs (and now computer commons) has resulted in improved and more consistent operations. The staff tracks any reported problems and resolves these issues as quickly as possible. As a result, almost all computers are available for student use at any given time. Here again, however, outcomes-based measurements have not been developed.

Program review in tutorial services determined that the program was viewed by both students and staff as making a positive impact on students' ability, desire and motivation to learn. Data analysis revealed that the more hours students use tutorial services, the higher their grade point averages (*see Educational Master Plan, page 164*). The tutorial services program has also developed student learning outcomes and has begun measuring these outcomes. The program is exceeding the performance standards set for each of the outcomes for which data was collected.

Planning Agenda

The college will do the following:

- Complete a program review to formally evaluate whether the library is meeting student needs.
- Continue to use a variety of other processes to help assess library services.
- Develop outcomes-based measurements for both the library and computer commons.
- Continue to develop and measure learning outcomes in tutorial services.

Standard II C List of Evidence

A Selected Reading List of Novels, Essays and Short Stories Available at the Barstow College Library by Chicano & Latino Writers
 Asian American Bibliography, Barstow College Library Collection, 2005
 Assessment Placement Recommendations
 Barstow Community College Learning Resource Center Library Handbook, Policies and Procedures, 2004/2005
 Barstow College Catalog 2004-2005
 Barstow College Library Circulation Statistics (Summary)
 Barstow College Library Circulation Transactions by Dewey Decimal System
 Barstow College Tutorial Services Program brochure
 Barstow Community College Computer Use Policy Contract
 Barstow Community College Curriculum Proposal Library Statement form
 Breakdown of Reference Questions for 2001-2002, 2002-2003, 2003-2004
 Brochure: "Can I Renew my Library Books From Home?"
 Brochure: "Plagiarism: What it is and How to Recognize and Avoid It"
 Citing Internet Sources (APA)
 Citing Internet Sources (MLA)
 Commonly Asked For Definitions of Literary Terms
 Computer Commons Proctoring Log
 Computer Commons Student Computer Workstations Software Load list
 Computer Commons Usage Statistics, 8/01/2004 to 1/27/2005
 Educational Master Plan 2001 - 2005
 Financial Aid Bibliography
 Ft. Irwin proctoring statistics 2001-2004
 IEALC Handout
 Learning Resource Center (LRC) Fact Sheet
 Library Items added between 1/1/00 to 3/1/05
 Library Tour & Study Usage for 2001-2002, 2002-2003, 2003-2004, 2004-2005
 Library Tour by class title break down
 List of Library Reserves
 Online Subscription Database Usage Statistics: Britannica Online, Country Watch, Infotrac, Newsbank, RAND
 Patron gate counts August 2001-May 2004
 Product Usage from 8/01/04 to 1/27/05
 Questions answered by library staff by category breakdown 2004-2005
 Reference and Research Materials in Support of Composition Courses
 Reference assistance statistics for 2001-2005
 Reserve Textbook Usage Stats for Fall 2002-2004
 Results of Library Patron Survey, Fall 2000, Spring 2004, Fall 2004
 Site Usage from 8/01/04 to 1/27/05
 Student focus group summary: "Listening to Student Voices"
 Test Proctoring Rules form
 Textbook Program Usage Stats for Fall 2003-Spring 2005
 The History of Barstow and Surrounding Area, A Non-annotated Bibliography
 Total Testing breakdown statistics 2002-2005
 Tutorial Services Math Help Sheets/Handouts
 Tutorial Services Program Training Manual, Tutorial Services Specialist
 Tutorial Services Reference Help Sheets/Handouts
 Tutorial Services Science Help Sheets/Handouts



STANDARD III

RESOURCES

STANDARD III:

RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Co-Chairs: Curt Mitchell, *Administration*; Dennis Conrad, *Faculty*

Standard III A: Human Resources

Chair: Michael Murrey, *Management*
Carl Delzell, *Classified*
Dayleen Hubby, *Classified*
Melissa Olegario, *Associated Student Body*
Betsy Sazo, *Confidential*
Mfon Umoren, *Adjunct Faculty*
Shirley Villafana, *Classified*
Kim Young, *Management*

Standard III B: Physical Resources

Chair: Rex VenDenBerg, *Management*
Sam Cohoon, *Associated Student Body*
Kim Ensing, *Faculty*
Della King, *Classified*
Jim Lutz, *Classified*
Phil Nelson, *Faculty*
Zephyr Riley, *Classified*
Terri Walker, *Classified*

Standard III C: Technical Resources

Chair: Scott DeWald, *Classified*; Wendy Chisholm, *Faculty*
Jacob Batarseh, *Faculty*
Fred Kellenberger, *Faculty*
Aniko Kegyulics, *Classified*
Nancy Olson, *Classified*

Standard III D: Financial Resources

Chair: Shawna Robbins, *Management*
Thelma Castelli, *Classified*
Susan Davis, *Management*
Phil Harris, *Board of Trustees*
Lesia Louro, *Classified*
Mia Marquez, *Associated Student Body*
Tracy Tuttle, *Faculty*
Ramon Vasconcellos, *Faculty*
Debbie Wynne, *Classified*

STANDARD III A

HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, and evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The criteria for the employment of classified, certificated, and administrative staff are found in district policies and procedures, and were reviewed and revised by the President's Advisory Council (PAC), which consists of representatives from each campus group. These policies and procedures were established to ensure the hiring process yields positions that match personnel needs and hiring priorities and that those personnel are qualified for the positions held.



Job descriptions for each classified and administrative position are kept on file in the Human Resources (HR) Department. When staff vacancies occur, positions are evaluated to determine the need to rehire and to examine needed skills against the existing position description. As a result, a new position description may be developed and reviewed with the respective bargaining unit.

As negotiated by the district and the California School Employees Association (CSEA), Chapter 176, a reclassification study of existing positions was completed and implemented in 2003. Job descriptions were revised as recommended, and a new salary structure was adopted. As agreed in the 2005–2008 collective bargaining agreement, a new process was created to allow employees to request a reclassification review in even-numbered years based on a permanent change in job duties (*see CSEA Collective Bargaining Agreement 2005-2008*).

Job openings are advertised widely, both in electronic and printed forms through:

- Newspaper ads
- California Community College Registry online
- Human Resources mailings
- Barstow Community College web site
- Chronicle of Higher Education
- Other Educational Journals

All job postings clearly state minimum and desired qualifications. The selection process involves both paper screening and oral interviews. Representatives from constituent groups participate in screening committees to recommend finalists to the responsible administrator or manager for each position. Subject to approval by the district president, each group recommends a representative(s) as needed to serve on these committees. The Academic Senate recommends the faculty members to serve on screening committees for new faculty (*see BP 7120 Recruitment and Hiring, AP 7120 Recruitment and Hiring*).

Committee members attend an orientation facilitated by HR staff. The committee then establishes paper-screening criteria based on the job announcement. All applicants are screened using the same criteria. During the paper screening process, the hiring committee reviews the application and other materials submitted and rates applicants against stated job notice criteria. The HR office uses these rankings to identify applicants for the interview process. This process may also include written assignments and oral presentations.

In addition, the committee develops interview questions and written assignments when appropriate. A typical interview question may ask candidates to describe how they might contribute to the college mission, or describe significant accomplishments in their recent positions to promote student success. All candidates are asked the same questions and given the same written assignments

As stated in each job posting, faculty applications are evaluated taking into account the breadth and depth of relevant education, experience, skills, knowledge and abilities. Teaching demonstrations are required, wherein samples of lecture/activities are presented. All candidates complete the teaching demonstration, which is conducted in a classroom, and includes students as participants in the evaluation. These practices help enable the screening committee to better evaluate the candidate's potential classroom effectiveness.

Besides screening committees, faculty members are also involved in the selection of new faculty through the program review process and the Academic Senate. Program review identifies those departments where additional faculty and classified positions to support the program may be needed because of growth in that area. In consultation with the Academic Senate, a list of recommended positions was developed and is included in the Educational Master Plan (*see Educational Master Plan Update, June 2004*).

Before a job offer is made to successful candidates, reference checking is completed to verify the accuracy of information submitted in the application and the interview process. Transcripts are submitted to HR for evaluation and verification that all schools listed are accredited. Credentials and/or evidence of meeting minimum qualifications for faculty and administrators are also submitted and kept on file in personnel records. Degrees and units earned from institutions outside the United States are evaluated by a committee of the Academic Senate on a case-by-case basis, using criteria to determine equivalency that is consistent with requirements and guidelines established by the Board of Governors and the state Academic Senate (*see AP 7125 Verification of Eligibility for Employment, AP 7126 Applicant Background Checks, AP 7212 Part time Temporary Faculty: Screening, Handbook: Minimum Qualifications for Faculty and Administrators in California Community Colleges*).



Self Evaluation

Hiring processes are in compliance with Title 5, the Education Code, and California Labor Law. The HR office continuously reviews and revises the application package to be submitted by job applicants. This includes making the application package available online, resulting in increased accessibility and a streamlined process for applicants outside of the immediate area. Brochures and job descriptions for each open position are also available online.

HR has also evaluated and streamlined its recruiting methods, including reducing the number of ads in non-productive markets and increasing the size and number of ads in publications that have produced positive results. Advertising has increased through the internet and direct mailing efforts implemented in key areas such as minority colleges to help improve the diversity of the applicant pool. However, further efforts are needed to help improve the overall quality, quantity and diversity of the applicant pools. Also, in the past year, HR has distributed a weekly recruitment log to keep administrators, managers and supervisors apprised of the status of the recruiting process for each open position (*see sample HR Recruitment Log*).

An HR representative meets with each screening committee to review the selection process, helping ensure consistency and fairness for all applicants. Although representatives from campus groups have continued to participate in screening committees, CSEA and the district disagreed on how classified representatives should be selected and whether screening committees are considered part of the shared governance process. A memorandum of understanding (MOU) was eventually signed by both parties, and the relevant wording was included in the 2005–2008 collective bargaining agreement (*see CSEA Collective Bargaining Agreement, Article 18, page 33*).

Job descriptions for classified and management positions are current due to the recent reclassification study and a review and revision of management positions, and accurately reflect job responsibilities. Classified employees can also submit requests for reclassifications based on a gradual accretion of duties; the newly negotiated process is expected to result in more efficient and timely reviews of these requests (*see CSEA Collective Bargaining Agreement, Appendix E Reclassification, page 62*).

Administrators and full-time and part-time faculty meet or exceed the minimum qualifications established by the Chancellor's Office. In 2002 the qualifications of all full-time faculty members were reviewed by Human Resources. A few adjustments were made to teaching assignments as a result of this review. Human Resources maintains a

record of the degrees granted to currently employed faculty and whether or not the institution granting the degree was accredited at the time the degree was issued. Faculty equivalency procedures were reviewed and revised in Spring 2003, resulting in a more effective process. In a few instances, part-time faculty equivalencies have been delayed, primarily because the applicant did not submit all required materials. Full-time faculty qualifications were reviewed by HR in Fall 2002; some adjustments were made in teaching assignments as a result of this review (*see HR Faculty Degree Log*).

The inclusion of a list of recommended faculty and classified positions for instruction and student services in the Educational Master Plan is a valuable resource and has been used to hire new faculty members. The administration and Academic Senate do not necessarily agree on which positions should be added at a particular point in time, but the jointly developed list based on student demand and program growth helps provide a systematic process for prioritizing staffing requests (*see Educational Master Plan Update, June 2004*).

Planning Agenda

The college will do the following:

- Continue to evaluate the resources and publications used for recruitment to help increase the quality, quantity and diversity of the applicant pool.
- Improve the recruitment process so that it is friendlier and more welcoming for candidates to help make the environment more appealing and representative of the work atmosphere that the college is striving to achieve.
- Continue to enhance existing interview processes such as adding presentations for key administrative position candidates, tours of campus facilities and the community, and increased use of video conferencing when appropriate.
- Continue to review and revise as needed hiring policies and procedures on a regular basis. The district is currently developing a plan to ensure consistency and enhance existing interview processes.



- III.A.1.b. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*
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Descriptive Summary

Barstow Community College has evaluation processes in place for all employee classifications, including full and part-time faculty, full and part-time classified employees, administrators, managers and supervisors. For the faculty, written criteria have been established for the evaluation and assessment of performance of instructors and counselors. These criteria are mutually agreed upon by the faculty and administration and are documented in the collective bargaining agreement between the Barstow College Faculty Association (BCFA) and the district.

The evaluation process, including the composition of the evaluation teams, is described in the collective bargaining agreement. A self-evaluation is included in the process, primarily to improve instruction through the conscientious and thoughtful examination of accomplishments, plans, goals, strengths and weaknesses. Regular faculty members are evaluated once every three years, and contract faculty at least once each school year. Temporary/hourly faculty employees are evaluated during their first semester of employment and at least once during every four semesters thereafter (*see AP 7150 Evaluations*).

It is the responsibility of the appropriate administrator to ensure that faculty evaluation activities and follow-up are formal, timely, and documented. All faculty evaluations may include formal recognition of areas of exemplary performance or suggestions for improvements. In the case of non-tenured faculty members, the evaluation serves as the basis for contract renewal recommendations to the Board of Trustees (*see Instructor Evaluation Form*).

Administrative, management, supervisory and confidential staff are evaluated annually by their immediate supervisor. The evaluation is comprised of twenty criteria and is expected to assess how employees are carrying out their assigned duties as well as indicating how they can improve their performance in the future. Prior to being formally evaluated, each individual is encouraged to submit a self evaluation, which helps serve as a basis for a candid discussion of performance with

the supervisor. A satisfactory evaluation is required to advance on the salary schedule, and advancement to steps 5 through 7 requires approval by the board (*see sample Supervisor Evaluation, Certificated/Classified Management Evaluation, AP 7150 Evaluations*).

The district president is evaluated annually in accordance with a process established in contract through the mutual consent of the president and the board. As described in policy, the board has also established a process for an annual self evaluation to assess its own performance in order to identify its strengths and areas in which it may improve its functioning (*see AP 2435 Evaluation of District President, BP 3745 Board Self Evaluation*).

Regular classified employees are evaluated annually on their anniversary date by their immediate supervisor as described in the collective bargaining agreement between CSEA and the district. Classified employees with a one-year probationary period are evaluated at the end of the 3rd, 7th and 11th month of employment, and at other times during the year if needed. These evaluations serve as the basis for a recommendation to grant regular status, or to recommend release and termination, to the board (*see CSEA Collective Bargaining Agreement, Article 16, page 29*).

All classified employees are evaluated using the performance evaluation form in the collective bargaining agreement. The mutually-agreed criteria include quality and quantity of work, work habits and attitudes, personal qualities including judgment, initiative and adaptability, and relationships with others. All criteria are directly related to the effectiveness of employees in completing assigned duties. Suggestions for improvements can be included for each measure evaluated (*see CSEA Collective Bargaining Agreement, Appendix C Performance Evaluation Form*).

Self Evaluation

Evaluation of the full-time faculty has been completed in accordance with the collective bargaining agreements. Regular faculty members were evaluated once every two years under the terms of the 2000–2002 agreement. However, in part because evaluations and follow-up activities were consistently completed, it was agreed to change the time period back to three years in the successor agreement. The evaluation forms for instructors and counselors were revised and took effect with the ratification of the 2004–2006 agreement. The consistency in evaluating part-time faculty members has continued to improve, particularly during the past three to four years. Concern has been expressed that the recent elimination of division chairs will make it difficult to maintain faculty evaluations in a timely manner; however, all faculty evaluations are currently up to date.



The consistency in evaluations leads to improved instruction because each of the criteria reviewed has a direct impact on student learning. Any areas needing improvement are reviewed during the subsequent evaluation, helping maintain accountability for student learning. The consistent observations of online classes as part of the evaluation process also help ensure that these classes facilitate student learning at or above the level achievable through conventional, live instruction.

The evaluation of administrators, managers, supervisors and confidential employees has also been completed regularly, but timeliness can be improved. The evaluation forms for this group have not been revised. There are a number of criteria that are redundant, and the form should be revised to ensure a thorough but meaningful evaluation.

Performance evaluation training has been provided biennially to managers. This training was designed to teach managers how to maximize employee performance and other benefits of employee evaluations and has resulted in a more effective evaluation process for their assigned employees.

The district president has been evaluated annually by the board, with the exception of 2005 when the president submitted his resignation, and an interim president was named. Besides evaluating the president's overall performance, the board also sets goals that are expected to be completed during the coming year to help improve institutional effectiveness. The president extends these goals and objectives to the responsible administrators and managers, and reviews the progress made as part of their evaluation.

The board has completed a self evaluation each year in accordance with its stated policy. Results from the self study have been used to help improve decision and policy-making processes, and presidential, employee, community, and trustee working relationships (*see BP 2745 Board Self Evaluation*).

The evaluation of classified employees has improved significantly during this accreditation cycle, but timeliness can continue to be improved. Minor revisions have been made to the evaluation form, but a more thorough review is still needed. Overall, the improvements in the evaluations have provided employees with more direct feedback and opportunities to improve individual and department performance. Due to management turnover, some recent evaluations have not fully assessed the employees' performances.

Planning Agenda

The college will revise the evaluation form for administrators, managers, supervisors and confidential employees. As described in the collective bargaining agreement with CSEA, it will establish a committee to review the existing evaluation form for classified employees and make recommendations for improvements. Any such revisions, including those that result from future negotiations with BCFA, should include an assessment of achieving institutional goals, and other institutional measures such as effectiveness in producing stated student learning outcomes.

The college will also determine whether the current instructional organization structure is sufficient to maintain the timely completion of the faculty evaluation process. It will continue to provide evaluation training on a biennial basis to managers. The administration will reemphasize the need to complete evaluations as scheduled, ensure employee performance is fully assessed, and provide notification to the manager's immediate supervisor if evaluations are past due to help encourage timeliness.

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- III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*
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Descriptive Summary

Over the past few years, Barstow Community College has developed student learning outcomes (SLOs) at the course, program and college level. Over 90 percent of the college's courses have been modified to include the definition and measurement of SLOs. At the program level, SLOs are now included in all program reviews. College-level SLOs and institutional performance measures were adopted by the board as part of the Educational Master Plan update in July 2004 (*see Educational Master Plan Update June, 2004*).

The faculty has actively participated in the implementation of learning outcomes in their course curriculum. As evidenced by postings on the Accreditation Discussion Board, instructors have provided examples of how student learning outcomes have guided and improved their teaching methodology. Instructors are using evaluation tools such as SLOs to monitor student success, and are changing teaching methodologies used in the classroom to enhance areas where students were lacking success based on SLO data (*see sample postings on Accreditation Discussion Board*).



The current evaluation forms for faculty, classified employees, and managers do not include a specific component assessing the effectiveness of producing SLOs.

Self Evaluation

Outcome-oriented objectives and SLOs have become established in the campus culture. This is demonstrated by the goals and objectives in institutional planning documents such as the Strategic Plan and the updated Educational Master Plan and the implementation of SLOs throughout the college curriculum.

Many of the goals and objectives in the Strategic and Educational Master Plans have been accomplished in large part because of the focused efforts by the faculty and other staff members responsible for the achievement of those objectives. Since many of these achievements require continuous improvement and/or excellence in the criteria used to assess job performance, the evaluation process accounts for the effectiveness in producing those outcomes. Nonetheless, the revision of the evaluation form(s) to include a specific component for assessing that effectiveness has not yet been completed.

Planning Agenda

As part of the revision of the evaluation forms described in the planning agenda under Standard III.A.1.b, the college will include a specific component to assess the effectiveness in producing stated SLOs.

III.A.1.d. *The institution upholds a written code of professional ethics for all of its personnel.*

Descriptive Summary

An Institutional Code of Ethics for all employees was developed by the PAC and is included in the board procedures. This development took place over several months with representatives from each constituent group reviewing the proposed code with their members and making a number of modifications. Rules of conduct are also included in the Faculty Handbook, and the collective bargaining agreement between CSEA and the district contains wording to promote constructive working relationships (*see AP 3060 Institutional Code of Ethics*).

The Board of Trustees also established a Code of Ethics/Standards of Practice, and it is part of the board policies (*see BP 7215 Code of Ethics/Standard of Practice*).

Self Evaluation

The Code of Ethics includes a commitment by all employees to provide a high quality learning environment to help students successfully achieve their educational goals and objectives. The specific standards address a wide range of behaviors and circumstances. Other policies and procedures such as Intellectual Property and Copyright and Computer and Network Use also address expected professional behavior. Although not specifically addressed in the Code of Ethics, most violations would be covered under the discipline sections of the collective bargaining agreement and/or Education Code (*see BP 3710 Intellectual Property and Copyright, BP 3720 Computer Use*).

The board's Code of Ethics helps ensure it acts in the public's trust. In addition, policies and procedures such as Conflict of Interest (for board members and designated employees), Political Activity, Personal Use of Public Resources, and Communications among Board Members illustrate this same commitment to act in the public's trust. Currently, there are no specific actions listed if a board member violates the Code of Ethics.

Planning Agenda

The college will do the following:

- Continue to stress ethical behavior in all aspects of employee and board performance.
- Review the need for identifying specific actions if ethical standards are violated.
- Determine whether the Academic Senate should create a faculty ethics committee to address instructional issues.
- Work closely with the Associated Student Body to emphasize ethical behavior by all students.



- III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*
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Descriptive Summary

Staffing needs in instruction and student services have been identified and filled through both formal and informal processes, including program review, the Educational Master Plan, and appeals to decision-makers by individuals and groups. A list of instructor and counseling positions identified through formal processes is provided in the Educational Master Plan. The district has primarily based its decisions on instructional and student services staffing from these identified needs.

Over half of the current full-time instructors and counselors have been hired during this accreditation period. A significant portion of these hires were because of retirements (identified in the Educational Plan), and a few resignations. New faculty members were also hired from the recommendations in the Educational Plan, based on identified program growth and changes. These new faculty members meet or exceed the minimum qualifications for their positions and bring new ideas and approaches to student learning.

There are also a significant number of new hires on the classified staff, primarily because of retirements and resignations, but also due to new positions. Approximately 25 percent of the full-time classified employees have been hired over the last two years. The new positions were based on the needs identified in the Educational Plan, and a substantial augmentation in the state-funded Student Financial Aid Administration Program.

The district has continued to be proactive in improving productivity and efficiency. To this end, management positions and one classified position were consolidated or eliminated in the CalWORKS, Maintenance and Operations (M&O), and Management Information Systems (MIS) departments. Besides improving efficiencies and productivity, the ongoing uncertainty in the state budget during 2002–2004 resulted in a number of other actions taken to achieve cost savings and/or improve productivity. These actions included a selective hiring freeze, and an administrative reorganization that resulted in fewer administrators, the elimination of division chairs, two faculty coordinator positions, one computer science instructor and three classified positions, and a reduction in hours for three other classified positions.

As a result of these actions, the total number of administrators and managers has been reduced. Most of the administrators have been in their positions for one year or less but have the necessary experience and expertise to continue to improve the services in their respective areas of responsibility. Most of the managers have been employed by the college for more than five years and are committed to continuously improve their departments and the institution.

Self Evaluation

The district has successfully met its full-time faculty obligation each year, and has maintained and grown its instructional programs despite the retirement of a significant percentage of faculty members. The list of recommended faculty hires in the Educational Master Plan will be used to prioritize requests for more faculty positions. This list may also be revised depending on whether new vocational programs are offered.

The addition of two new classified positions has resulted in a higher level of services for the students at the Ft. Irwin location because of immediate support for financial aid and other student service issues, such as test proctoring. Although the staffing reductions made during the state budget difficulties achieved substantial cost savings, there is considerable concern that these reductions are making it increasingly difficult to provide the expected high quality of services for the affected departments. Under the direction of the new president, some changes have already been made to the administration organizational structure. An ongoing review of the effectiveness of each department with current staffing levels will determine whether some of these positions should be restored.

Planning Agenda

The college will do the following:

- Continue to add new faculty positions as needed to meet identified program growth and demand.
- Revise the list of new positions if required based on the addition of new vocational programs.
- Determine whether some staffing reductions should be restored to maintain and improve service levels in affected departments.



III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The policy and procedure manual has recently been updated and revised through the participatory governance process. The PAC, consisting of representatives from each campus group, completed the revision using the Board Policy and Administrative Procedure Service provided to subscribers by the Community College League of California as a reference. Template policies and procedures were modified to fit the needs of the college. Updates are provided by the service twice a year and will be used for continuous review of the manual and revision as needed. The board approved the revised policies and has reviewed all administrative procedures as information items.

Policies and procedures are posted electronically and are accessible by all employees through the college's internal network. Copies are also on file and available in the HR office.

The established personnel policies are compliant with current laws including Title 5 of the California Code of Regulations and the Education Code. HR also reviews legislative updates provided by a variety of sources to ensure that policies remain compliant with any changes made to existing regulations.

Much of the language in the personnel policies and procedures is also part of the collective bargaining agreements between the district and the bargaining units. If the agreements are inconsistent with existing policies, the agreement becomes the controlling document.

Managers are trained on the provisions in the collective bargaining agreements upon ratification, and on personnel policies and procedures, to help ensure they act consistently and fairly with all employees.

Self Evaluation

The revision of the policy and procedures manual was long overdue and helped create a more consistent environment related to all district operations. However, some aspects related to personnel administration were not included in the revision. A review of previous board policies and procedures and updates to the current manual as needed is planned and will help make the revised manual complete.

The availability of the policies and procedures electronically helps employees find answers immediately if they have specific questions. It seems that few employees, aside from administrators, possess a working knowledge of the policies and procedures. Updates on personnel issues are provided at All College meetings to help keep employees informed of any changes.

Although managers are more knowledgeable about the terms of the collective bargaining agreements, at times employees may feel the contract has not been properly applied to a given situation. A grievance process has been developed as part of both bargaining unit agreements to help resolve any disagreements (*see BCFA and CSEA Contracts*).

Planning Agenda

The college will do the following:

- Keep the electronic posting of the policies and procedures manual current.
- Review previous board policies and procedures, and update the current manual as needed to ensure all aspects of personnel administration are sufficiently addressed.
- Review and revise the policies and procedures manual and provide training to all employees on a regular basis.
- Continue to provide training to managers regularly. Continue to provide updates on personnel issues that affect all employees.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

The confidentiality of employee information is controlled by HR. Personnel records of all employees are maintained in locked files located in the HR office, which is also locked whenever HR staff is away. Employees wishing to examine their own files may gain access upon



request in accordance with the collective bargaining agreement. Supervisors and administrators may also access the files of those employees in their departments. In either case, an HR staff member is present while a file is reviewed (*see AP 7145 Personnel Files*).

Self Evaluation

Sufficient safeguards are in place to protect the personnel files and ensure privacy. Access is restricted in accordance with law. Security of the files is maintained at all times, and the records are stored in fireproof filing cabinets.

Planning Agenda

The college will continue to ensure the security and confidentiality of personnel records.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices and services that support its diverse personnel.

Descriptive Summary

The mission statement reflects the college's commitment to diversity, and one of the goals in the strategic plan directly supports that obligation. The stated goal is to provide a campus environment that encourages appreciation of diverse cultures, backgrounds, abilities, and interest. This can be achieved in many different ways.

Changes throughout the curriculum have been made to emphasize diversity. A matrix identifying the diversity components in the general education model was presented to the board in 2002. As part of a comprehensive review of college courses, diversity components have been added to many of the revised courses, including the entire history curriculum, anthropology, music, and theatre appreciation. In addition, more English as a second language (ESL) classes are offered. In Fall 2005 semester 90 students were enrolled in ESL classes (*see BP 7100 Commitment to Diversity, AP 7100 Commitment to Diversity*).

The Student Equity Committee developed and implemented a student equity plan with a stated purpose to create an environment that celebrates and exhibits an awareness of and respect for diversity. In conjunction with the Educational Master Plan, the goals of the plan are to address student

equity issues in five indicator areas, including access, course completion, degree and certificate completion, ESL and basic skills completion, and transfer rate for all student groups (*see Barstow Community College District Student Equity Plan January 31, 2005*).

Most campus facilities comply with the Americans with Disabilities Act (ADA), and the Remodel for Efficiency construction project now underway will help eliminate remaining deficiencies. Distance learning courses and web page links comply with access requirements. A workshop was also conducted during the Fall 2004 faculty inservice that reviewed requirements for ensuring students with disabilities have full access to online classes and services. Technologies to assist disabled students have been installed in the computer commons area in the Learning Resource Center (LRC) and are available in the Disabled Student Programs and Services (DSPS) office.

Many Associated Student Body club activities are designed to promote multiculturalism and diversity. Faculty members have also developed and presented programs and lectures to the public during celebrations of multi-cultural histories.

Self Evaluation

Campus climate surveys were conducted in 2001 and again in 2004, and the comparison results are very encouraging. For the four survey questions pertaining to openness of the environment to students' diverse backgrounds, abilities, cultures and interests, the percentage of students rating the college as "good" or "excellent" increased significantly, while the proportion of students rating the college as "less than satisfactory" or "failing" declined by almost half.

With specific reference to the quality of courses with content specifically related to cultural/social diversity, the percentage of students rating the college as "good" or "excellent" increased by almost 15 percentage points. Also, on the three survey questions related to instructor sensitivity to students' diverse learning needs and opinions and instructor encouragement of diverse opinions in the classroom, the proportion of "good" and "excellent" responses again increased significantly. The percentage of students rating the college as "less than satisfactory" or "failing" declined by more than half (*see Barstow Community College District Student Equity Plan January 31, 2005*).

These results indicate that the college has made considerable strides in improving the content of its courses, the demeanor of its instructors and the overall openness of the campus environment with respect to diversity. However, additional work remains. Data analysis of Fall 2002 student



demographics discussed in the Student Equity Plan determined that there are disparities among males, Hispanic/Latino, American Indian/Native American, and students with disabilities cohorts. This analysis resulted in a recommendation to increase access services to these groups.

In addition, the Student Equity Plan also recommends an analysis of the data regarding actual performance and success of students be analyzed in conjunction with the data collected in the Campus Climate Survey. This will provide a better assessment of student learning and the quality of service provided by the college.

Planning Agenda

The college will do the following:

- Continue to assess the campus climate on a regular basis.
- Analyze data regarding actual performance and success of students in conjunction with the data collected in campus climate studies.
- Increase access services to under-represented student demographic groups.
- Continue to work toward achieving the goals identified in the Student Equity Plan.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The board has adopted nondiscrimination, equal employment opportunity, and commitment to diversity policy statements in accordance with Title 5 and Education Code regulations. All employment procedures are written to promote equal opportunity for all persons. A complaint procedure has also been developed to ensure compliance with the policies.

The HR office is aware of the importance of having a diverse staff and faculty. A more widespread approach to recruiting is part of the ongoing efforts to improve the diversity of applicant pools. This approach includes advertising in publications which target underrepresented groups. For example, HR also solicits applicants through direct mailings of employment announcements and brochures to Historically Black Universities and Colleges (HBUCs).

Self Evaluation

The district adheres to equal opportunity for all applicants by its consistent application of established policies and procedures for all vacancies. In addition, the district continues to seek diversity in its workforce while identifying the best qualified individuals based on the required qualifications given in the job descriptions.

The more widespread approach in advertising job vacancies has resulted in a moderate increase in the total number of applicants for vacant positions in the past three years. However, the diversity of the applicant pools has not increased appreciably, except for the Hispanic and female demographic groups. Further analysis of this data may provide insight into the effectiveness of particular advertising methods.

Overall, staff diversity has not noticeably increased during the past five years, except in the areas of age and gender, and is not representative of the demographics in the Barstow area. Here also, further analysis of the applicant pools may identify opportunities to help improve employment equity (*see Staff Ethnicity Log*).

Planning Agenda

The college will complete a thorough analysis of the demographic data from applicant pools for job openings and develop new ideas and approaches to help improve employment equity.

III.A.4.c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

Descriptive Summary

Policies and procedures have been developed to ensure that administration, faculty, staff and students are treated with fairness and respect. Among these policies are nondiscrimination, prohibition of harassment, campus safety, computer use, commitment to diversity, and nepotism. Inherent in the policies is a respect for the rights of others. Codes of ethics have been established for board members and all employees, and standards of conduct also exist for students. In addition, due process procedures are in place to ensure fairness to both employees and students if disciplinary actions are taken (*see AP 7310 Nepotism, Harassment policy Student Handbook, AP 6800 Safety, AP 3500 Campus Safety, AP 3720 Computer and Network Use, BP 7100 Commitment to Diversity*).



The collective bargaining agreements also contain a grievance procedure in the event that the terms of the agreement have been misapplied. Other documents such as the Student and Faculty Handbooks also address expected behavior.

Two collective bargaining agreements have been successfully negotiated between the district and both CSEA and BCFA during this accreditation period. To promote positive labor relations, a clause is included that allows the parties to meet over issues arising from interpretation and application of the agreement.

There are other examples of helping create a positive and professional working environment. Training workshops for managers were held to improve their knowledge and understanding of workplace-related issues. The safety office developed and updated the emergency action plan and provides periodic staff training. Safety orientation training is provided to all new employees, and safety training is provided to individual departments upon request (*see training workshop sign-in sheets and sample training materials*).

Several components comprise an employee recognition program. The president annually recognizes employees that have provided exceptional service to students, the college, and community. An award program has been established based on years of service. The vice president of academic affairs recently implemented a faculty recognition program at the end of the academic year. Retirees are recognized through board proclamation and a reception in their honor, and deceased employees are memorialized by planting trees or bushes on the campus.

Self Evaluation

The established policies help create a professional working and learning environment. The codes of ethics for board members and employees and the standards of conduct for students outline expected behavior. All constituent groups actively participated in the formulation of the code of ethics, helping ensure its acceptance by the employees.

Although negotiations were sometimes difficult, the ratified collective bargaining agreements were viewed positively by all parties. Salary increases were included, even during the state budget uncertainties.

Managers are continuing to become more knowledgeable of workplace-related issues, allowing them to be more effective in dealing with employee and departmental concerns.

The employee recognition program has several important components, but the addition of other elements can help improve the program and the overall working environment. The HR office is currently investigating other ideas to recognize staff excellence.

Planning Agenda

The college will do the following:

- Continue to adhere to established policies and procedures to maintain a professional working and learning environment.
- Implement new elements in the employee recognition program.
- Continue to assess the campus climate, including surveys from the employees' perspective.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The HR office has coordinated a number of training opportunities for managers and employees. For all employees, this training included workshops to better understand working relationships and to improve customer service, communications, and the working environment. Sexual harassment and workplace violence workshops have also been provided. Managers have received training in a variety of areas to increase their knowledge and understanding of workplace issues, including performance evaluations, privacy issues, promoting safety, sexual harassment, and employee discipline (*see training workshop sign-in sheets and sample training materials*).

Within budget constraints, faculty and staff are provided opportunities to attend conferences, workshops, and other professional development programs in order to maintain currency in their respective fields. For example, technical support staff have attended numerous seminars and workshops to strengthen their collective knowledge of network administration and security, Banner software, database administration, developing data reports, server applications, PC troubleshooting and repair, and other related areas.



A group of administrators and faculty members attended a series of SLO seminars sponsored by the Research and Planning (RP) group of the California Community College system. In addition, a workshop on SLOs was provided to the faculty as a whole. This training helped enable the implementation of SLOs at the course, program and college level, and related institutional performance measures as well.

Self Evaluation

The training for all employees and managers on a number of workplace-related topics has helped create a professional working environment. During the past two years, the HR office has accelerated the pace that these training opportunities have occurred, including programs through video-conferencing technology. Since staff members from off-campus sites are not always able to attend training events at the main campus, video conferencing may provide additional opportunities for their participation. The HR office plans to develop an ongoing district-wide training program.

The SLO seminars were an important building block in the development and implementation of SLOs throughout the college. Performance measures and learning outcomes have become part of the campus dialogue and culture. Further understanding and development of these essential institutional features is expected to occur rapidly.

Despite the elimination of staff development funding and the HR technology training component in the Telecommunications and Technology Infrastructure Program (TTIP), training opportunities have continued to be available for all employees and departments. Many faculty members, technical support staff, and other employees have continued their professional development. However, in part because this categorical-type funding was eliminated during the state budget difficulties, a perception exists that training funding is not available. As a result, some departments may not be requesting enough staff development funding to meet their employees' needs.

Planning Agenda

The college will do the following:

- Expand the use of video conferencing for training programs to help minimize costs and time away from the workplace.
- Develop an ongoing district-wide training program.
- Clear any misconceptions about availability of funding.
- Encourage budget managers to identify training needs in their annual budget requests.

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- III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*
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Descriptive Summary

With the publication of the Participatory Governance Handbook, the staff development committee was tasked with the specific responsibility to assess individual and organizational needs for professional growth, develop an integrated plan to meet those needs, and evaluate the effectiveness of the program. This committee, comprised of representatives from the faculty and classified staff, met regularly to review employee requests for training using the state-provided staff development funding.

Previously, the committee had not developed a thorough process for assessing individual and organizational needs and evaluating the effectiveness of the program. Rather, each request was reviewed separately instead of determining whether it helped achieve common goals. As a result, the committee began the development of an integrated program, and was nearing completion when staff development funding was eliminated from the community college system budget. The committee became inactive, and professional development was left to individual departments, and/or the college as a whole.

Currently, the HR office develops general training programs for all employees to help improve the work environment, and provides training for managers to increase their knowledge and understanding of workplace issues. Participants are asked for feedback on the effectiveness of the programs, and HR makes adjustments as identified to improve future training.

Technology support staff also provides technology training to both students and employees. Currently, the most frequently used assessment tool for identifying training needs for these groups is a specific request by a student or employee. Similar to the training coordinated by HR described above, evaluations of the technology training consist of assessments by those in attendance. These assessments are reviewed and needed improvements are implemented for future training.

The managers of the departments work with employees to identify training needs specific for their areas of responsibility. These needs may be based on different factors, including new developments in their areas of expertise, new technologies, increasing job knowledge, or other aspects related to their job description. At the completion of a professional



development event, the employee is expected to complete a report describing the training received and assessing the value to the individual and to the college. The information or knowledge gained is routinely shared with staff members within the department as needed.

Self Evaluation

The HR office has done an effective job in coordinating training opportunities related to the workplace for employees and managers. Training provided by the technical support staff has helped employees and students further their knowledge of technology and its applications. Many faculty members, technical support staff, and other employees have continued their professional development. In all of these instances, the participants have evaluated the training provided, and those assessments have been used to improve the process for the future. However, a systematic approach to identify specific training needs and to evaluate professional development programs designed to meet those needs is not in place.

A process is needed to assess individual and organizational needs for professional growth, develop an integrated plan to meet those needs, and evaluate the effectiveness of the program. Such a process should be developed for both the institutional and departmental levels.

This concept becomes increasingly important as the college further integrates SLOs and performance measures throughout the curriculum. For example, through professional development, more faculty members have significantly increased their knowledge of technology applications. They are comfortable using those technologies in the classroom. The college will need to establish a connection between professional development activities and student learning and accurately assess how those activities have improved student learning.

Planning Agenda

The college will develop a systematic approach to assess individual and organizational needs for professional growth, develop an integrated plan to meet those needs, and evaluate the effectiveness of the program.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

HR planning is an important element within institutional planning. The Strategic and Educational Master Plans are the drivers for all other planning documents, and for the budget development process. HR planning is integrated with both of these master planning documents. For example, goals #7 and #8 in the Strategic Plan and corresponding objectives and actions were specifically included because of needs identified by the HR office through its own departmental reviews.

Institutional staffing needs are based on student demand and growth of instructional and student service programs identified in the Educational Master Plan and on planned facility or technology improvements requiring additional support staff. These projected staffing changes are then included in the five-year budget forecast. HR also analyzes and evaluates other staffing-related data such as faculty productivity reports to help identify staffing needs.

Besides program reviews described in the Educational Master Plan, another evaluation process includes the Strategic Plan Assessment Report. This report evaluates how well the district is achieving the stated objectives and impacts from any changes in the environment, thereby helping change priorities in resource allocation. Through its own departmental review, the HR office evaluates progress on those objectives and actions in the Strategic Plan for which it has responsibility.

Self Evaluation

HR planning has been effectively integrated with institutional planning. The HR office, through its assessment of departmental processes, identifies goals and objectives that are included in the institution's strategic planning documents. HR then evaluates the progress toward achieving the stated objectives and makes changes as needed based on the results of that assessment.

Program reviews have been a valuable tool in identifying staffing needs in instruction and student services, and subsequent reviews help determine the effectiveness of staffing changes. Other classified staffing requests have been identified through reviews of workload, categorical program funding augmentations, planned facility and technology additions or changes, and other informal processes.



There is room for improvement in the classified staffing processes. Although some standards are used, such as the Total Cost of Ownership (TCO) model for technology support staff, the district does not have specific service level measures to help identify classified and management staffing requirements in administrative departments.

HR is also concerned with the relatively high level of staffing turnover during the past few years. A thoughtful analysis is underway to help identify specific reasons and take corrective action where indicated.

Planning Agenda

The college will develop service level measures to help identify classified and management staffing needs. It will also develop plan to reduce staff turnover, and retain quality employees.

Standard III A List of Evidence

Annual Evaluations
 AP 2435 Evaluation of District President
 AP 3050 Institutional Code of Ethics
 AP 3500 Campus Safety
 AP 3720 Computer and Network Use
 AP 6800 Safety
 AP 7100 Commitment to Diversity
 AP 7120 Recruitment and Hiring
 AP 7125 Verification of Eligibility for Employment
 AP 7126 Applicant background Checks
 AP 7145 Personnel Files
 AP 7150 Evaluations
 AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
 AP 7212 Part time Temporary Faculty: Screening
 AP 7310 Nepotism
 Barstow Community College District Student Equity Plan January 31, 2005
 BCFA Collective Bargaining Agreement 2004-2006
 BP 2715 Code of Ethics/Standard of Practice
 BP 2745 Board Self Evaluation
 BP 3710 Intellectual Property and Copyright
 BP 3720 Computer Use
 BP 7100 Commitment to Diversity
 BP 7120 Recruitment and Hiring
 BP 7360 Discipline and Dismissals – Academic Employees
 BP 7365 Discipline and Dismissals – Classified Employees
 CSEA Collective Bargaining Agreement 2005-2008
 CSEA Collective Bargaining Agreement, Appendix C Performance Evaluation Form
 CSEA Collective Bargaining Agreement, Article 16, page 34
 CSEA Collective Bargaining Agreement, Article 18, page 38
 Diversity Training News Article
 Educational Code 87732
 Educational Master Plan Update, June 2004
 Handbook: Minimum qualifications for Faculty and Administrators in California
 Community Colleges
 Harassment policy, Student Handbook
 HR Faculty Degree Log
 Instructor Evaluation Form
 Salary Schedule – Administration, Management, Supervisors and Confidential
 Sample HR Recruitment Log
 Sample Job Announcement
 Sample Job Description
 Sample postings on Accreditation Discussion Board
 Sample Student Life and Development Brochure
 Sample Supervisor Evaluation, Certificated/Classified Management Self-
 Evaluation
 Staff Ethnicity Log
 Training workshop sign-in sheets and sample training material

STANDARD III B

PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The district offers programs and services both in a classroom setting and through an extensive distance learning program. The main campus consists of eleven buildings containing over 150,000 gross square feet of space. A broad schedule of classes is provided at Ft. Irwin and a limited number of classes are offered at the Marine Corps Air Station (MCAS) Miramar. Distance learning courses are offered online. The district also has a contract education program with the Bridges Academy of Beauty.

During this accreditation cycle, Barstow Community College has continued an aggressive approach in updating and enhancing the physical resources that support its programs and services. The quality of the classrooms, offices, cafeteria, sports facilities, library, computer areas, bookstore, and infrastructure has continued to improve and helps ensure that modern facilities are provided for students, faculty, and staff.

Barstow Community College uses the same processes to determine facility and equipment needs and evaluate effectiveness for all of its programs, regardless of location or method of delivery. These processes include institutional planning documents, facility condition assessments, program reviews, and committee participation. The Educational Master Plan and Strategic Plan are the drivers for other plans, which include the scheduled maintenance, construction and technology plans. These plans help set the priorities in budget development and help identify future physical resource needs.



The district and its architects use the Facility Utilization Space Inventory Option Net (FUSION), a software program offered by the Foundation for California Community Colleges, for facilities assessment and planning of scheduled maintenance and construction projects. The Scheduled Maintenance Plan identifies building components, equipment, or fixtures that need to be replaced due to damage, age, or wear, and the Five-Year Construction Plan identifies facilities that need to be renovated, upgraded, or built to meet current or future program and service needs. A space inventory report is also developed to identify how efficiently available space is used.

Program reviews provide an important role in determining, reviewing and evaluating facilities and equipment, especially in the classrooms, lecture halls, and laboratories. The program reviews identify current and emerging needs and help make it possible to allocate resources to meet those needs.

Committees also play an important role in determining facility needs and evaluating effectiveness. The Facilities and Safety Committee provides recommendations regarding scheduled maintenance and construction projects, and the cyclical replacement of carpets, roofs, sidewalks, maintenance equipment, etc. Issues and concerns are brought forward by committee members and are discussed to determine ideas and resolutions. The technology committee evaluates the use of technology to achieve instructional goals and recommends improvements in equipment and the telecommunications infrastructure. An ad hoc security committee was established to review existing security policies and practices and make recommendations for improvements, including those for facilities and equipment.

Self Evaluation

The district has continued to effectively upgrade and modernize the physical resources that support its programs and services. Many projects have been successfully completed. A partial list includes the following: constructing a new Learning Resource Center (LRC) that contains a computer commons and tutorial services area; creating a computer-assisted, interactive science co-laboratory; renovating the gym and locker rooms, including developing modern training rooms; remodeling the cafeteria, bookstore, and a number of classrooms; upgrading both the technology and facilities infrastructure; and creating a student lounge. All scheduled maintenance and hazardous materials projects approved and funded by the Chancellor's Office have been successfully completed.

Construction on a Remodel for Efficiency project is in progress and will result in a second science co-laboratory and renovations of classrooms, administrative offices, and the old library. A Student Services Modernization project has been approved, with construction expected to start sometime in 2006. This project will create a one-stop student services center. A major challenge during both of these projects is to minimize interruptions to college operations. Some staff will need to be relocated, and classes moved during various phases of the projects.

The district is continuing an ambitious capital improvement program. Besides the projects mentioned above, a new performing arts facility has been included on the list of approved projects for the next state bond issue. Four other projects are included in the district's construction plans. Each of these projects will require a local funding match. In addition, because state funding for scheduled maintenance and technology projects has been drastically reduced, the district must also fund the maintenance and upgrade of the facility and technology infrastructures. New revenue sources will be needed to help meet these future obligations.

Barstow Community College has successfully used its planning documents to determine needs and evaluate resources. The Educational Master Plan has been updated and assessment reports on the progress of the Strategic Plan have been regularly completed. The scheduled maintenance and construction plans have been updated annually. The space inventory report has also been updated annually and helps identify under-utilized space, inadequate space for certain activities, need for increased capacity, and needed class scheduling changes. These plans have been used to identify facility strengths, weaknesses, and needs. Changes in facility planning have also been made based on these ongoing reviews. For example, as proposals to develop a performing arts center were approved, it was decided not to add a stage to the campus amphitheatre as described in the strategic plan.

New equipment needs have been identified in program reviews. As an example, a physical education program review called for the exercise equipment in the fitness lab to be placed on a replacement cycle. The instruction office implemented this recommendation, replacing some equipment each year to avoid having to replace it all at once.

Committee and staff participation are used to ensure facilities meet the needs of the institution. The committees review plans for proposed renovations and additions and offer suggestions for changes. Meetings are held with affected departments to review facilities plans and receive feedback concerning whether those plans will meet department needs (*see Facilities and Safety Committee meeting agendas and minutes, September 7, 2000 through May 4, 2005*).



These processes are also used to ensure modern equipment and facilities are available at off-campus sites. Since these sites are on military bases, the college is somewhat limited in its facilities options but makes effective use of the spaces provided. Classes are coordinated to meet the scheduling needs of the military personnel. Communication links supporting 1.544 megabits/second data rates (T-1) have also been installed. At Ft. Irwin, a computer lab was established; the software is the same as that on the main campus, and the equipment has been replaced on the same cycle as campus computers. In addition, the facilities at Ft. Irwin were repainted, new carpeting was installed, and new furniture was installed in classrooms and offices as needed. A computer lab is shared with other institutions at Miramar; for Barstow Community College students, the operating software is the same as that on the main campus.

A new owner of the beauty academy remodeled the facility, including adding new equipment. The facility has been effectively maintained. The district's maintenance and operations (M&O) director inspects the facility annually and follows up to ensure any deficiencies noted are corrected.

An instructional technology center (ITC) was included in the new LRC, sustained by the distance learning support staff. This center contains the latest hardware and software to enable faculty and staff to increase their technology skills and to test new methods for instruction that can be used in the online program or for classroom instruction.

The college has been very successful in upgrading and replacing equipment at all locations. Computers used by students, staff and faculty have been replaced on a three to four year cycle. Facility items such as carpeting and sidewalks have also been replaced on a cyclical basis. Classroom and ergonomic work station furnishings have been purchased. New equipment has been purchased for most instructional and student services programs. Audio-visual, maintenance, custodial, grounds, and office equipment has been added. The M&O department has also developed a procedures manual describing routine, preventive, and scheduled maintenance processes to ensure extended equipment operation (*see Maintenance and Operations Department Manual*).

Planning Agenda

The college will do the following:

- Continue to upgrade and modernize facilities and equipment at all program locations.
- Continue to use planning documents, program reviews, committee participation, and other processes to ensure facility needs are met, and make changes as needed.
- Develop plans to minimize interruptions to college operations during the Remodel for Efficiency and Student Services Modernization projects.
- Determine new revenue sources to help meet future capital outlay obligations.

III.B.1.b. The institution assures that physical resources, at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Barstow Community College uses a variety of methods to provide its students, faculty, staff, and the community with safe, secure, accessible, quality facilities and equipment. The Maintenance and Operations Department monitors the physical resources at all locations to assure they are maintained in a clean and safe condition. Committees discuss safety and security issues and concerns and make recommendations for improvements.

The college has developed safety-related plans including an Injury, Illness and Prevention Plan (IIPP), Emergency Response Plan, and Laboratory Safety Plan. The M&O director, acting as the safety officer, completes inspections at all sites on a periodic basis, and as needed. Safety representatives from the Southern California Schools Risk Management (SCSRM) and the Joint Powers Agency (JPA) conduct ergonomic reviews of workstations and make recommendations for improvement. The safety officer also meets with the SCSRM risk control committee and county schools safety officers on a regular basis to discuss safety-related issues.

A fixed asset inventory control system has been established, adhering to new accounting standards including depreciated value. District property having a value of \$500 or greater is affixed with a college property sticker, and is counted annually for accountability and to verify equipment locations.



The M&O director meets with the Disabled Students Programs and Services (DSPS) office periodically to discuss issues and concerns regarding current student needs. The DSPS Advisory Committee provides input on accessibility and special needs for students, faculty, staff, and visitors and makes recommendations for improvements. An Americans with Disabilities Act (ADA) transition plan has been developed that describes the physical resource modifications required to comply with ADA standards (*see ADA Transition Plan*).

Self Evaluation

Safety and security issues have been aggressively addressed during the past five years. Parking lot, entryway, and walkway lighting throughout the campus has been significantly improved. “Code Blue” stations that immediately dial 911 in the event of emergencies have been installed in several parking lots, with plans to add more stations. An emergency broadcast system to all phone locations, including all classrooms, was implemented. Video surveillance cameras have been installed in strategic locations both on the interior and exterior of buildings throughout the campus.

Two specific safety questions on the campus climate surveys administered in 2001 and 2004 pertained to campus safety. The first asked about the safety of students on campus during the day, and the other asked about the safety of students on campus during evening classes. A comparison of the data in the two surveys indicates improvement in student perceptions of safety. For example, the proportion of students rating daytime campus safety as “excellent” rose from 38.7 percent in 2001 to 43.3 percent in 2004 while the percentage of students rating the college “less than satisfactory” or “failing” declined slightly from 1.2 to 1.1 percent. The percentage of students rating campus safety during evening classes “excellent” or “good” rose from 54.7 percent in 2001 to 57.8 percent in 2004 while the percentage of students assigning “less than satisfactory” or “failing” ratings for evening classes declined from 8.4 to 6 percent. These results suggest that the implemented safety and security measures had a positive impact on student perceptions of campus safety.

The Injury, Illness and Prevention Plan was revised in 2001 and the Facilities and Safety committee is in the process of a new revision. This effort is scheduled for completion in 2006. The Emergency Response Plan was revised in 2001 and again in 2004. Safety and emergency response training is provided to all employees during inservice programs. Safety training is provided to new employees and to departments and offices upon request. Faculty members, including those in the science and photography departments, also provide laboratory training to students on the proper use of equipment and chemicals.

The district ensures the safe operation of its equipment through the M&O preventive maintenance procedures. The safety officer inspects the equipment for wear and tear, as well as proper maintenance and adjustment, and trains the operators on the proper use of safety shields and guards and personal protective equipment.

The off-campus sites at Ft. Irwin and Miramar have been maintained effectively, as described in Standard III.B.1.a. Since these sites are on military bases, if problems arise with the facility infrastructure, the military is immediately contacted to resolve the problem. The college's safety officer inspects the beauty academy annually to ensure the facilities are maintained in good condition.

Most campus facilities comply with ADA regulations. The Remodel for Efficiency project will help eliminate the remaining deficiencies. Distance learning courses and web pages also comply with access requirements.

Planning Agenda

The college will do the following:

- Add more “Code Blue” emergency phones in campus parking lots.
- Continue to add more safety and security features throughout the campus as needed.
- Continue to improve the accessibility of all facilities by implementing the necessary modifications identified in the ADA transition plan and by the advisory committee.
- Continue to conduct safety inspections and ergonomic reviews, and provide safety-related training.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The Educational Master Plan and Strategic Plan are the drivers for all other institutional planning documents and are designed to help fulfill the expectations expressed in the mission statement. Long-range capital plans are identified in the Construction and Scheduled Maintenance Plans and support the goals and objectives identified in the master plans.



Estimated costs for project planning and construction are included in the long-range capital plans and are taken into account when long-range budget forecasts are developed. Equipment costs are also identified for construction of new buildings. Other aspects of the “total cost of ownership” for new construction include staffing, utilities, supplies and other services; these are all considered when developing budget forecasts.

Self Evaluation

The college has successfully completed a number of capital projects that were identified in the Master Plans, including the new LRC and the science co-laboratory. All scheduled maintenance and hazardous material projects have also been completed. For all of these projects, the district has successfully accounted for the total cost of ownership. For example, it was determined that additional library staff would be needed once the LRC was completed. Funding was set aside in the library portion of the TTIP program to account for the expected staffing increases. Increased costs for utilities were estimated on a square foot basis and identified in the five-year budget forecast. The increased costs for replacing the additional computers in the LRC and the science co-laboratory have also been taken into account. Since the state eliminated the total cost of ownership portion of the TTIP grant, the college has set aside funding in the capital outlay fund each year to continue the cyclical replacement of computers.

However, the district will be expected to provide an increased local match for future capital projects such as the Performing Arts Center. In addition, the state has not provided separate funding for scheduled maintenance projects for the past few years. The district will be challenged to find additional revenue sources if it expects to continue its excellent record in implementing capital and scheduled maintenance projects.

The college continuously reviews whether its facilities are used effectively and efficiently. An important component is the space inventory report. In addition, each semester the M&O and Instruction offices review the class schedule to ensure classrooms and labs are available to meet student and faculty needs. The M&O department also effectively coordinates with all departments to identify and complete minor modifications, adjustments, or other maintenance items. This continuous evaluation process helps meet many facilities and equipment needs immediately, helping improve programs and services.

The college plans scheduled maintenance projects using facility condition assessments. Besides staffing needs, program reviews help identify equipment, facility, and other “total cost of ownership” needs based on program and enrollment growth. All of the components in long-range

capital planning have directly supported the goals in the college's master plans. This planning has allowed the college to modernize its physical resources, provide new buildings such as the Learning Resource Center, integrate new technology into its classrooms and offices, and plan for new programs and services.

Planning Agenda

The college will do the following:

- Continue to develop capital plans that support the goals and objectives in the master planning documents.
- Continue to account for the “total cost of ownership” for new facilities and programs.
- Develop additional revenue sources to fund future capital improvements.
- Continue to assess the effectiveness of existing facilities.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Facility plans, including the Scheduled Maintenance and Construction Plans, are important elements in the college's planning process. The Strategic and Educational Master Plans are the drivers for all other planning documents and for the budget development process. Physical resources are fundamental components in almost all of the district programs and services. As a result, the Strategic and Educational plans contain many references to physical resources.

One of the processes used to evaluate achievement in physical resources is an assessment of how the district achieves stated objectives in the master plans. Program reviews help identify the effectiveness of existing facilities for instructional and student service programs and specify future needs. Facility condition assessments are used to develop capital plans, and the space inventory report determines how efficiently available space is used. Facilities-related committees also review the effectiveness of physical resources and project plans and make recommendations for improvement.



Self Evaluation

Capital plans have been updated on an annual basis and directly support the goals and objectives of the master plans. Each of the evaluation processes has been used to refine and revise facilities planning as needed. These plans help set the priorities in budget development; budget managers have an opportunity to request additional resources to accomplish the objectives identified in the master planning documents.

Physical resource planning has been effectively integrated with institutional planning. This successful integration has resulted in many facility and institutional improvements. Most of the actions related to physical resources identified in the Strategic Plan have been successfully completed. Those that have not are either in progress, such as the construction of an astronomical observatory, or, through continuous evaluation, have been determined not to be needed. Many other physical resource improvements have been successfully implemented and future plans are ambitious. These enhancements and upgrades have contributed greatly to the continued improvement and effectiveness of the institution.

Planning Agenda

The college will continue to integrate physical resource planning with institutional planning. It will also continue to update physical resource plans regularly and make updates as necessary.

Standard III B List of Evidence

ADA Transition Plan
Beauty Academy Inspections
BCCD 2002–2006 Five Year Construction Plan
BCCD 2004–2008 Five Year Construction Plan
BCCD 2005–2009 Five Year Construction Plan
BCCD 2006–2010 Five Year Construction Plan
BCC Space Inventory 2001, 2002, 2003, 2004
Campus Climate Surveys
Chemical Hygiene Plan for BCC Science Laboratory, January 2003
Educational Master Plan 2001–2005
Emergency Action Plan, Reviewed and Revised July 2001
Facilities and Safety Committee meeting agendas and minutes, September 2000
through May 2005
Fixed Asset Inventory Control system (software program)
Injury and Illness and Prevention Program, Reviewed and Revised April 2001
Laboratory Asset Plan
Maintenance and Operations Department Manual
Scheduled Maintenance Plan
Security Committee meeting notes
Strategic Plan 2002–2006
Technology Committee meeting notes

STANDARD III C

TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Barstow Community College strives to use technology to achieve institutional goals for student success and provide a modern telecommunication infrastructure for college staff. The Technology Committee, comprised of members from each constituent group, develops the Technology Plan and meets to discuss and make recommendations regarding present and future technology needs. Many technology decisions are also based on Management Information Systems (MIS) department personnel's advice and departmental or staff discussions. For example, the MIS staff recommended that the institution implement a Voice-Over-Internet Protocol telephony system in order to provide greater levels of safety, security, and reliability and to allow for more effective maintenance.

MIS and Instructional Technology Center (ITC) representatives conduct group training sessions and are available and open for questions and comments at all faculty and staff orientations (*see Techno Bites, Summer Session, June 2005*). MIS representatives meet with the Academic Senate as requested, but at least once each semester. The ITC staff reviews requests from online faculty, and implements those suggestions whenever feasible. Communications to and from the various constituent groups are also relayed through email, phone, questionnaires, surveys, and memorandum. The MIS and ITC Departments work closely with department heads and administrators to anticipate and prepare for future



needs. Staff and faculty are encouraged to bring new ideas and options to the attention of administrators, their Technology Committee representative, individual technology staff members, and the group or individuals who might benefit from their ideas.

As with classroom and student needs, administrative needs are continually reviewed and upgraded as more effective or efficient technology becomes available and as funds allow. The needs of the instructional staff are identified largely through discussions between the various departments and technology personnel. Other needs are independently identified by the technology staff, as in the case of tighter internet and server security.

Distance learning support is also designed to meet the learning and teaching needs of students and faculty. At the current time, the online course websites are hosted off campus by Earthlink. The online websites are stored on CD as well as on the hard drives of the ITC staff, so they can be reloaded in the event of a system failure.

The interactive portions of the online websites (surveys, discussion groups, forms, quizzes) are Common Gateway Interface (CGI) scripts written in the PERL scripting language. CGI and PERL were chosen as they are extremely stable and time tested. The quiz programs are created individually for each instructor so as to minimize any data loss that may occur. Backups of the quizzes themselves are maintained by the Instructional Technology Center office. The student data for quizzes has a triple redundancy.

The discussion group data are placed outside the publicly accessible area of the website. Postings and information sent through forms also have a triple redundancy. Backups of the discussion group data are done at least four times a semester. Students are required to save copies of all postings and other assignments in case of a systems failure. They are also required to print a copy of the form results after they have submitted their form. Instructors are sent a copy of all form results via email and are directed to save these copies for a minimum of two semesters. Surveys have the least redundancy. The survey results are stored in an area of the website that is not publicly accessible. The comment sections of the survey forms are sent via email to the Instructional Technology Center. All survey results are downloaded once a semester and then archived.

In order to secure the students' identities, the ITC office has adopted a standardized username and password for logging into those online courses for which they are enrolled. Although all students know the format of the username and password, no usernames and passwords are

posted in any publicly accessible spot. The passwords for the online instructors are periodically checked, and if any unusual activity has occurred the instructor is contacted. If necessary, the password is then changed. Student names are only posted inside the password protected area of the discussion group. In all other areas, no identifiable information is retained by the system.

The district's technology support staff consists of an acting MIS manager, a network administrator, a database analyst, a contracted remote database administrator, two PC/network specialists, and three computer lab assistants in the MIS department, with a webmaster and a web content assistant from the instructional department. Each person is committed to helping students and staff succeed, and each demonstrates a high level of professionalism and initiative. Training has been provided to enhance skills, develop a better and more thorough understanding of emerging technologies, and remain current in technology practices.

Technology effectiveness is evaluated in a number of ways, including surveys (online and classroom), student emails and phone calls, and through faculty, staff, and administrators' comments. This information is compared with the goals of the institutional planning documents and program reviews.

Self Evaluation

The district strives to upgrade facilities, hardware, and software to improve department and campus operations. Many improvements have been implemented, including a new Voice-Over-IP (VOIP) phone system, an enhanced network infrastructure, a DS3 internet data connection through the Corporations for Education Network Initiatives in California (CENIC), T1 data connections to off-campus locations, new servers with greater capabilities and storage, voice and video teleconferencing, enhanced web services, document imaging, gigabit connection links between campus buildings, enhanced back-up and security features, wireless access points, upgrades to new software versions, an inventory management system, automated library management systems, and an enhanced data reporting system. The implemented upgrades and enhanced processes have resulted in technology systems that are more reliable, easier to maintain and easier to recover in the event of failure. They also provide greater security and safety features, have greater capabilities, and significantly improve the effectiveness of the organization.

Overall, despite a high rate of staff turnover, technology support has effectively met the needs of the district. In response to a questionnaire recently circulated throughout the faculty and staff, 91 percent of respondents (37 employees) rated their satisfaction with the overall



technology services they received as either “very satisfied” or “perfect” (defined as wouldn’t change a thing). Sixty-eight percent of respondents rated the technology support they have received in the past three years as having improved or greatly improved. Twenty-one percent rated the service as having stayed the same, but of that number, three percent added comments indicating they have always had excellent service from the technology staff. This questionnaire specified it included technology services from MIS, ITS, DSPS, Library, and the Media Center (*see Barstow College Technology Survey, March 4, 2005*).

While the technology support staff performs in an exemplary manner, the level of staffing support may be insufficient; the district is below levels based on the TTIP/Total Cost of Ownership (TCO) model released in February 2002 (*see Technology Plan 2002–2003*). Although web content assistant and PC/network specialist positions were added, a planned help desk position was not added because of the TTIP and state budget reductions, one of the computer lab assistant positions was reduced to ten months, and the web content assistant was reduced to eleven months. In addition, as the district continues to enhance its technology capabilities, it may be desirable to add a position(s) with different types of skills than currently exists.

Effective training for staff members has helped enable the implementation of many of the described upgrades, particularly in the areas of network security, system failure recovery, and the enhanced data reporting system. However, the technology staff can do a better job explaining current capabilities to students and staff, as well as communicating with faculty and staff to identify areas that may need further improvements.

With regard to distance learning support, the evaluations that students complete at the end of each online class are indicative of extremely high levels of satisfaction with online instructors and the delivery platform (consistently over 90 percent satisfaction rate). The existing online system is reliable, and effective provisions for disaster recovery, privacy, and security are in place.

The college studied the possibility of moving to an outside commercially marketed course platform; however, besides cost factors, it was determined the existing system provides at least a comparable level of service. The current system has a user friendly environment and is compatible with all web browsers and internet providers. Also, through constant monitoring and revision when necessary by the DSPS assistant coordinator, the district’s system complies with ADA requirements; other commercial platforms may not. In addition, although it has not been

verified, it is possible that online students may have difficulty connecting to commercial platforms. The online program has taken all of these things into consideration and has established a product that effectively serves the district's online students. Nevertheless, in order to ensure continued effectiveness in meeting student needs, the district will continue to analyze the potential for commercial platforms to provide greater benefits.

Planning Agenda

The college will do the following:

- Continue to upgrade equipment, software, and network security, and streamline processes in response to technology advances.
- Review staffing to ensure adequate support and skills exist to meet the expanding and changing technology needs of our students and staff.
- Continue to provide focused training to ensure the technology staff fully supports the district's technological needs.
- Improve communications with faculty and staff concerning current technology capabilities and ideas for future improvements.
- Continue to survey staff on the effectiveness of technology support.
- Continue to analyze the potential of using commercial platforms for the distance learning program.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Student technological training is provided at multiple levels and by a mixture of staff members. In the classroom arena, the instructor is the primary resource and point of assistance, providing course specific guidance. Computer lab assistants, library assistants, tutorial support, and other support staff also provide assistance for the individual student. The ITC department provides telephone and email support to all online students.

The computer technology curriculum has been revised, including the development of certificates and new courses that emphasize software applications for the workplace and web-based applications, a merger of the computer science and business information systems departments, and a phasing out of some programming and hardware-oriented courses.



Numerous training opportunities are available to college employees: structured workshops, one-to-one training, and self-paced curriculum (both computer-based training and off-campus through @One and the California Virtual Campus [CVC]) and contractor-based training. Due to the size of the staff and the responsibility distribution, often one or two individuals are assigned a project requiring training. In these cases, the staff member or members are either self-taught or sent to an outside training venue. In many cases the need for training is dictated by a change in environment or by major software revisions.

Technology sessions are also provided to full-time faculty members. During these sessions, new technologies are introduced and invitations for opportunities to research other instructional technologies are extended. Brown-bag lunch sessions covering a variety of technology topics have recently been offered to faculty and staff.

SCT Banner training is provided in several ways. Department representatives attend SCT Banner training courses, seminars, and/or conferences; they then train other SCT Banner users upon their return. In addition, consultants with SCT Banner expertise in specific areas provide both one-on-one training and group training as needed. Each department has also created standard operating procedures to help train new employees and to adhere to existing processes.

The new LRC has incorporated a dedicated ITC. This college resource was established in the hopes of developing a true “train the trainer” environment. By polling the academic staff, the latest hardware and software was acquired to enable staff to increase their technology skills using this resource. Experienced staff is available to provide one-on-one and small-group instruction. The ITC department also has a faculty tutorial website to address the common technical training needed by online instructors. Training for online instructors also occurs via email, telephone and traditional mail (in the form of training booklets.)

There are two online instruction workshops held each year, one in the fall and one in the spring. The ITC and MIS departments have offered extensive workshops during faculty inservice. During the 2004–2005 school year, the Academic Senate sponsored a technology forum that was designed to educate and spark interest in the technology that is available. One instructor sought ways of facilitating video analysis of student research, and the technology staff responded by providing tools to support the capture and editing of video.

The most frequently used assessment tool for identifying technology training needs for both students and personnel has been specific requests from either students or personnel, mostly through one-on-one conversations. Since this is a new area for review within the accreditation process, the Technology Committee, with the assistance of the institutional researcher, will be creating a more quantifiable way of assessing institutional training needs.

Self Evaluation

These varied types of training have been effective for many students and staff. A number of instructors have obtained training on distance learning instruction through the California Virtual Campus. This training, combined with the online instruction workshops, has resulted in an increase in qualified online instructors proportional to the number of online classes offered. Technology support staff members have increasingly used the @One training opportunities. Attendance at the brown-bag lunch sessions and other campus training opportunities is not always strong. However, those who do attend have expressed that their time is well spent, and the information obtained is valuable.

Although SCT Banner training can undoubtedly be improved, it has also been effective. Departments have accepted full responsibility for the data originated from their area. Representatives validate the accuracy of reported data and make corrections as needed. Department managers are increasingly using data to determine courses of action and identify areas for improvement. Even with a relatively high turnover rate in positions requiring SCT Banner expertise, operations have continued because of training provided by consultants and familiarity with existing procedures and processes.

As technology literacy and computer use by students, faculty and staff continue to grow, so do training needs. This includes training in both emerging technologies and refresher training on existing capabilities. Measurements of appropriateness and effectiveness are essential to ensure quality training is provided. Currently, evaluations of training effectiveness for students consist of attendee assessments. Follow-ups and improvements are then judged and implemented on a case-by-case basis.

However, the district can improve in evaluating specific student needs regarding technology. As examples, the district should identify the level of student awareness of available technology, any unmet technology needs for its educational programs, and unmet training needs for technology applications. Outcome measurements may be a more practical way to evaluate the effectiveness of student technology use.



Planning Agenda

The college will do the following:

- Continue to provide technology training opportunities for faculty and staff, despite the elimination of state-funded staff development and TTIP technology training programs.
- Develop new surveys, studies, observations, and outcome-based measurements to evaluate the effectiveness of technology use by students.
- Review options for providing more effective SCT Banner training in specific subject areas.
- Determine the most effective processes for providing on-campus training to staff during the academic year.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Annual maintenance contracts are in place for most major hardware, software, and service portals used by the district. In addition, new equipment purchases have included three-year service warranties whenever possible. The institution also contracts with outside agencies to provide additional support with upgrades, training, and maintenance of the SCT Banner system.

The college employs a staff of qualified professionals to assist in the management, maintenance and operation of its technological infrastructure and equipment. The staff has established a collection of management tools to provide in-house solutions for common problems. These include network monitoring systems, intrusion detection, virus prevention, and email security at several levels within the college infrastructure.

The district strives to keep its instructional computing resources current for both students and faculty. Although the state budget difficulties in recent years have been a challenge, the college has been able to maintain a viable replacement cycle for students and staff computers. An initial three-year replacement cycle was established in 2000; this was subsequently revised to a four-year cycle to accommodate the increased number of computers created by adding many classroom computers to better serve our students (*see Technology Plan 2002–2003*).

Extensive backup processes have been established to ensure data integrity, reliability, and system-failure recovery on all of our production servers. While a true off-site retention archive has not been implemented, an alternate system has been established. Data is stored on a network attached storage (NAS) device. The first NAS is then replicated onto another duplicate NAS housed in a different building. This process provides the campus with server backup in two separate locations to safeguard against the destruction of more than one machine.

A ghost server has been established to ensure timely recovery of student workstations in the event of a system failure or other user invoked action. This process can have a computer reloaded and operational within one hour of the initial problem report.

Network security is ensured by the division and distribution of the campus computer network into several distinct virtual networks (VLAN). These VLANs separate student functions and usage from those of faculty, staff, and administration/management functions; faculty access and functionality is separated from that of staff; staff access is separated from administration, etc. The structured system of policy permissions has been established at all levels of campus users. Student, faculty, staff, and management are all subject to these controls, which limit the permissions and abilities of the user to make modifications or radical changes to their computing environment while still allowing for the sharing of information between the various groups and protecting privacy and sensitive documents from outside intruders.

Self Evaluation

The maintenance agreements and three-year warranties for new equipment have improved technology effectiveness. As examples, software programs are routinely upgraded to the latest versions, and problems with existing equipment are quickly repaired under the terms of the agreements.

A contract with an outside agency for remote database administration of the SCT Banner system, and other SCT Banner support when needed, has also improved technology effectiveness. The SCT Banner software modules are upgraded regularly, and any reported problems are successfully coordinated and resolved immediately by the remote database administrator and MIS staff. In addition, training of appropriate staff on specific SCT Banner features has resulted in end-users taking greater responsibility for data generated and available within the system.



Despite the state budget difficulties in the early 2000s, the district has met its goal of replacing computers on a three-to-four-year cycle. Given the reductions in TTIP and other revenues during the state budget difficulties, this is a significant accomplishment. Additionally, part-time and online instructors have on-campus access to modern equipment.

The district has significantly improved its data back-up capabilities. New equipment has been purchased, and processes revised, to provide quicker and more reliable recoveries from equipment failure. Although an off-site retention archive has not yet been developed, the established system is a reasonable alternative to help safeguard data against catastrophic events. The district has also purchased uninterruptible power supplies to keep critical systems operational during short power outages.

The structured system of policy permission has reduced the number and frequency of system crashes due to untested and unauthorized software invading or interfering with institutional server function. Some members of the staff and faculty have expressed frustration at being denied permission to install software independently; however, individuals may request the installation of software on their office machine. Once verification of proper licensing is completed, the installation is tested in the MIS office and then installed on the individual's work station computer. The result has been that the college has experienced far fewer attacks from outside virus software, and the college is protected from the installation and use of pirated or unlicensed software, thereby protecting it from both damage and litigation.

Planning Agenda

The college will do the following:

- Continue to purchase maintenance agreements and extended warranties, where practical, for technology equipment and related software.
- Continue to replace computers on a three-to-four-year cycle.
- Evaluate options for establishing an off-site data back-up storage process.
- Update and maintain the network security systems to ensure continued safety to equipment and infrastructure.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Ongoing upgrades are consistently increasing the availability of technology to students and staff. All the main campus classrooms are now internet capable and have audio/visual resources when requested. The college hosts two high-tech lecture halls which contain instructor podiums allowing an instructor to use internet, video, audio, computer based tutorials, and a document camera. In addition, a portable system containing 30 laptop computers can be used to support instructional programs in different locations.

All technology support staff members, including MIS, ITC and Library Media Services, respond as quickly as possible when called or otherwise notified to repair or replace equipment or software. As part of the new IP telephony system, telephones have been placed in all classrooms, enabling faculty and students to have immediate access to assistance, technical support, and emergency services. The MIS department has established a work order system to help track the status of any reported problems; all employees can request assistance via email or telephone.

The computer instructional lab assistants provide technical and instructional assistance, and assessment test and proctoring services, for all students that use the computer commons in the LRC. Prior to the implementation of the computer commons, the lab assistants established a tracking system for technical problems in the computer labs to help improve reliability and access for students.

Software updates, virus updates, patches, and security releases are routinely automated to ensure a stable and consistent computing environment. Major updates are scheduled for low-use periods, weekends, and/or during breaks in instructional delivery.

The hardware replacement cycle has been established. It ensures all computer labs featuring student computers, together with faculty and administration computer stations are replaced every three to four years. This replacement cycle also ensures students have access to current equipment for both classroom and online program assignments. In addition, the ITC maintains the latest hardware and software to enable faculty and staff to increase their technology skills and to test new methods for instruction that can be used in the classroom or for the online program.



The district also strives to maintain this replacement cycle for equipment at off-site locations. The Ft. Irwin computer lab has the same software as the main campus and is included in the upgrade rotation of computers. Instructors at off-site locations and those who teach online courses are provided with office computer software, virus software, and support for both. DSPS technology is available at both Ft. Irwin and on the main campus.

The MIS department and Technology Committee review proposals and make recommendations when campus-wide changes are suggested. Other changes are reviewed and implemented at the vice president or management level.

Self Evaluation

The district has successfully implemented planned technology improvements to existing programs and services. Equipment and software are current for all programs and services, including distance learning, helping create a more reliable technology environment.

The MIS work order system has been effective; employees have a record of existing problems and are able to document the resolution of each problem. Although this system is effective, improved services may be possible through a combined work order/help desk system. The help desk would solve minor problems when first contacted and direct more complex problems to the appropriate department or staff member. Such a position was proposed and tentatively approved but was placed on hold during the state budget difficulties and has not been reconsidered.

The tracking system used in the computer labs also has resulted in improved reliability. The lab assistants know which computers exhibit problems and are able to direct students to other computers as needed. Problems are quickly resolved, resulting in a minimal number of computers being unavailable to students at any time.

The automated software and virus updates, patches and security releases have minimized interruptions to services for students and staff. Major upgrades, such as the IP telephony system and SCT Banner software versions, have also successfully been implemented with minimal interruptions for students and staff.

Despite not having assigned technology support personnel at the off-site locations, the MIS department schedules regular visits to service and upgrade equipment, resolve reported problems, and provide other assistance. This process helps maintain successful operations, but immediate response to reported problems is not always possible.

Planning Agenda

The college will continue to plan and implement technology upgrades and improvements, with minimal interruptions to services.

It will determine whether additional technology support staff is needed to improve the quality of service, including at off-site locations.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Technology plans are included in the master planning documents, as outlined in the 2002–2006 Strategic Plan. The Strategic and Educational Master Plans are the drivers for all other planning documents and for the budget development process. Technology is a fundamental component in almost all of the district programs and services. As a result, technology support is included in goals and objectives throughout the Strategic and Educational Plans.

An assessment of how well the district is achieving stated technology objectives and actions in the Strategic Plan is one of the methods used to identify areas of improvement. The MIS department and Technology Committee also reviews the progress made on objectives identified in the Technology Plan. Technology effectiveness is evaluated using other methods as well, including online and classroom surveys, student emails/phone calls, and comments by faculty, staff, and administrators.

Self Evaluation

Technology planning has been effectively integrated with institutional planning. The technology departments and Technology Committee identified the objectives in the Technology Plan through an assessment of operational processes. These groups also review the progress made on the identified objectives and make adjustments as needed. Most of the technology objectives identified in the planning documents have been successfully completed.

The successful integration of technology and institutional planning has resulted in many technological improvements throughout the district. These improvements have been described above throughout this standard. The use of technology to enhance programs and services for students continues to grow.



Despite these notable achievements, technology planning can continue to be improved. Due to management and staff turnover, the Technology Committee did not meet regularly for an extended period. As a result, only the technology departments were regularly reviewing the progress on stated objectives.

After again meeting on a regular basis, the Technology Committee decided in Fall 2004 to revise the campus Technology Plan. The new plan is scheduled for completion in late 2005/early 2006, and will provide descriptions of current capabilities, and expected future needs and technological developments.

Planning Agenda

The college will continue to integrate technology planning with institutional planning.

An updated Technology Plan will be completed in 2006. The Technology Committee will review the plan regularly and make updates as necessary.

Standard III C List of Evidence

Barstow College Technology Survey, March 2005
Technology Plan 2002–2005
Technology Committee meeting notes
Online satisfaction surveys
Total Cost of Ownership Model (included in Technology Plan)
Fall Inservice technology sessions (inservice agendas)
MIS Work-Order System (available through network)

STANDARD III D

FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

The district's financial resources have provided a strong foundation for the operation and enhancement of its educational programs and services. Despite the limited revenue growth in 2002–2003 and 2003–2004 from the state's budget difficulties, the district has maintained a reserve balance above 18 percent throughout the current accreditation cycle and projects this balance to remain above 15 percent through the 2009–2010 fiscal year. The proactive actions taken in response to the state budget difficulties have enabled the district to maintain an effective balance between revenues and expenses while still providing funding to complete over 75 percent of the actions identified in the 2002–2006 strategic plan.

Including the unrestricted and restricted funds, the operating budget is now approximately \$14 million. During the budget development process, budget managers have an opportunity to identify funding needs to help achieve specific objectives in institutional planning documents, creating an effective link between resource allocation and enhancement of programs and services. Although the district has shown significant improvement in this area over the past five years, the cohesiveness between planning processes and resource allocation can, and should, get even better.

Some of the program improvements that have resulted from the district's effective allocation of resources include developing the following: a computer-assisted, interactive science laboratory; construction of a new Learning Resource Center (LRC); establishment of a computer commons area in the LRC; increased student activities on campus and at off-campus locations; development of a continuing student recruitment program; a review and revision of the college curriculum, including the addition of student learning outcomes components; and setting aside funding to meet retiree health benefit liabilities.



Despite the strong foundation provided by the district's financial resources, it is expected that new revenue sources will be needed in the future to help fund an ambitious capital improvement program. Over \$50 million dollars in capital projects have been approved or submitted, and should state funding be provided, a local match will be required to help make these projects become realities. As construction costs continue to escalate, even more funding may be required than is currently planned. The district has set aside funding to help complete the first two ventures: a Remodel for Efficiency project that will begin in late 2005 and a Student Services Modernization project that is anticipated to begin in 2006. However, additional funding will be required to complete the remaining projects, including a Performing Arts Center.

In addition, there are continuing pressures on fixed costs (health benefits, utilities, and insurances), ongoing struggles to fund education at the state level, and persisting difficulties associated with being a small college in a rural area. All of these factors require the district to maintain constant vigilance in order to preserve its strong financial foundation.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

As outlined in the 2002–2006 Strategic Plan, financial planning is linked to the master planning documents. These plans include the Educational Master, Strategic, Construction, Scheduled Maintenance, Technology and Staff Development Plans. The Strategic and Educational Master Plans are the drivers for all of the other plans and for the budget development process. An assessment of how well the college is achieving the stated objectives and impacts from any changes in the environment is used to help change priorities in resource allocation.

Through participation in the Strategic Planning, Budget Development and Review (SPBD&R) committee, all campus groups receive information about fiscal planning and its links to the institutional planning documents. Fiscal information is also provided regularly during scheduled All College meetings and in presentations to the Board of Trustees.

Self Evaluation

The district has made notable improvement in linking financial and institutional planning. Resources have been provided to help enable the successful completion of over 75 percent of the actions identified in the Strategic Plan. Budget managers are given an opportunity in the budget development process to identify resource needs to help them achieve the Strategic Plan actions. The SPBD&R committee reviews the progress made in achieving stated objectives within stated timelines and uses this information to recommend funding allocations.

However, there is room for additional improvement. Many elements in the Strategic and Educational Master Plan overlap; it may be more effective to combine these two plans into one central document to drive the other institutional planning processes. In addition, since funding for staff development previously provided through categorical programs was eliminated, the link from resource allocation to staff development has weakened. Although funds continue to be provided for training opportunities, closer coordination between resource allocation and both departmental and institutional staff development programs is needed.

Also, although communication about the district's financial status and planning has improved significantly through presentations at All College, Board of Trustees, committee, and other general meetings, more staff training is desirable.

Planning Agenda

The college will do the following:

- Determine the feasibility of combining the Strategic and Educational Master Plans into one central document.
- Develop a stronger link between resource allocation and staff development planning.
- Provide more training opportunities for staff members to understand the budget development process in regard to supporting the institutional planning documents.



III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The five-year budget forecast continues to provide a baseline for ongoing institutional and financial planning. This forecast is adjusted as needed based on revisions in state funding, enrollment projections, staffing obligations, and other factors that may affect institutional planning. Expenses for long-term obligations, including retiree health benefit liabilities and capital projects, are included in the forecast.

Budget managers and institutional planners are provided information on anticipated funding and expense obligations during the budget development process and use this information to develop funding requests to achieve their specific goals and objectives. Budget managers generally prioritize their specific funding requests for the next fiscal year. The Board of Trustees also prioritizes goals for the college during its annual planning sessions which are attended by administrators, representatives from campus constituencies, and community representatives.

Self Evaluation

The financial planning process has been very effective. Funding has been provided to help enable the achievement of many of the objectives identified in the Strategic and Educational Master Plans, while still maintaining a reserve balance above 15 percent. Enhancing student learning has been a main priority, as evidenced by the completion of a new LRC including a computer commons area, an interactive science laboratory, remodeling of classrooms, and a review and revision of the curriculum including establishing student learning outcomes. Other priorities may change from year to year, depending on what has already been achieved, estimated available funding, and potential new initiatives.

Despite this effectiveness, the process can continue to be improved. Currently, there are no reports that identify specific amounts spent on each goal; it may be worthwhile to compile data that reflects the amount expended.

Planning Agenda

The college will continue to refine the budget model for long-range planning. This will include determining the feasibility and benefit of reporting specific amounts spent on goals identified in the planning documents.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The five-year budget forecast identifies long-range financial priorities, including funding for retiree health benefits, capital projects, long-term debt such as annual payments for an energy management system, projected increases in fixed costs and staffing levels, and other costs based on institutional planning documents. Current obligations are included in the annual budget development process to help ensure ongoing fiscal stability.

Self Evaluation

The district has effectively identified long-range financial obligations in developing annual budgets and planning for future expenses. This planning has enabled the district to meet its obligations and provide funding for new initiatives and/or programs while still maintaining a strong financial position.

A number of accomplishments related to long-term financial planning have occurred. The final payment on the lone long-term debt obligation will be made in the fall of 2006. Funding has been set aside that exceeds the health benefits liability for current retirees, but an actuarial study is needed to determine the total obligation for both retirees and current employees. In addition, the district has provided the local match for all scheduled maintenance projects and has set aside local match funding for two capital outlay projects scheduled to begin in 2005 and 2006.

Nevertheless, additional capital outlay projects are now awaiting funding at the state level. Should this funding be provided, the district will have difficulty meeting all its local match requirements. In addition, because of the state budget difficulties in recent years, funding for scheduled maintenance and technology projects has been drastically reduced. As a result, the district must look for alternate ways to maintain the existing facility and technology infrastructures. The district must identify potential new revenue sources to help meet these future obligations.

Planning Agenda

The college will complete an actuarial study to determine the total retiree obligation, including future costs for current employees. The college will also determine sources of new revenue to help meet the local match contributions of anticipated capital outlay projects, and to pay for maintenance of the existing facilities and technology infrastructures.



III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Budget planning and development are clearly defined in board policies and procedures, and an outline of the institutional planning process is provided in the Participatory Governance Handbook. All staff members have access to the policies and procedures via the shared network drive. All campus groups have an opportunity to develop plans and budgets through representation on all standing committees, including SPBD&R, facilities, and technology. In addition, interested staff members can be apprised of the district's fiscal status and plans through attendance at the All College meetings.

Self Evaluation

Budget preparation and development were reviewed and revised as needed during the review of all board policies and procedures. The district continues to conform to the guidelines given in these policies and procedures.

The SPBD&R also plays a much more significant role in the budget development and institutional planning process. Committee members have a much better understanding of the budget and planning processes and have been active contributors in the development of associated documents.

In addition, all budget managers are given extensive information concerning budget development and planning processes during an annual workshop to help them prepare their requests for the coming fiscal year. These managers have completed requests using a zero-based review of their departmental needs and have determined expenses from a fixed allocation during the state budget difficulties in recent years.

However, despite improvements in communicating fiscal developments and/or status to staff members as a whole, only limited training has been provided. A general training session on budget fundamentals has been postponed several times, and is currently scheduled for early 2006.

Planning Agenda

The college will provide training sessions on budget fundamentals and planning processes for all interested staff. Additional training will be provided as needed on topics identified in the general sessions.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated properly.

Descriptive Summary

The annual budget is developed using conservative estimates of anticipated revenues and identifying ongoing expenses and long-term obligations. These estimates provide the framework for budget managers to develop budget requests in support of stated goals and priorities that will enhance programs and services and improve the student learning experience. All budget documents are reviewed and approved by the board.

All financial funds and processes are audited annually by an external accounting firm. This audit includes the financial records of the Barstow Community College Foundation, an auxiliary organization. The audit report includes an opinion on the financial statements of the district and findings and recommendations for improving the internal control system and compliance with state regulations. An internal audit process has also been implemented to help verify financial records.

Self Evaluation

Annual budgets are developed that provide a level of resources, within state budget constraints, and allow each department to meet stated goals and objectives. This is reflected in the high percentage of objectives that have been attained as identified in the Strategic Plan Assessment Reports.

The number of findings from the annual audits has decreased over the past four to five years with minimal findings during the past two audits. Audit recommendations that were identified have been successfully implemented. The internal audit process has helped minimize audit findings, but it is difficult to conduct frequent counts and audits of cash boxes given staffing constraints.



Effective with the 2002–2003 financial statements, the district’s financial statements successfully complied with the Government Accounting Standards Board (GASB) directives #34 and #35, as required. A fixed asset inventory control system was established in 2002–2003, adhering to the new accounting standards, including depreciated value and providing values for insurance coverage.

Planning Agenda

The college will continue to conduct annual inventories for accountability, and to verify equipment locations. It will continue to improve internal processes to minimize the number of audit findings.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Financial information is provided in a number of ways. Budget managers receive reports at the beginning of the month listing all expenses for their particular program. All financial payments are provided to the Board of Trustees at each meeting, with current balances given for each fund. Discussions of fiscal information are held in committee meetings, particularly the SPBD&R, Insurance, and other planning committees.

Budget updates are provided on a regular basis at All College meetings for interested staff, and current information is given to all managers and budget committee members at the beginning of the annual budget development process. Budget updates are also presented to the board, and, particularly during the recent state budget difficulties, contingency plans are presented for discussion and direction.

Findings are provided to the board at the completion of each audit. The report includes the district’s response to any recommendations and whether the recommendation has been implemented.

Self Evaluation

The amount of financial information distributed throughout the campus has increased significantly during the past five years. Interested staff members are given the opportunity to stay current on the district’s financial condition, including any projected changes in revenues or expenses. Budget managers are able to monitor expenses throughout the year and adjust plans accordingly, if needed.

The board has been regularly briefed on financial conditions, and potential changes that could affect the district. Additional information has been provided in monthly reports, particularly concerning current fund balances. Discussions of the impacts of the state budget difficulties and corresponding contingency plans helped establish direction and enabled the district to maintain its sound financial condition.

Despite this increase in financial information, training on budget fundamentals for other interested staff members can potentially result in a better general understanding of financial and institutional planning among staff members.

Planning Agenda

The college will review information currently provided to board and staff members for potential changes that can improve the overall level of financial understanding.

The Business Office will provide training on budget fundamentals on a regular basis.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Board policy dictates a targeted reserve of at least ten percent with a minimum reserve of five percent. In anticipation of reductions in recent state funding, the board expressed a desire to maintain a higher reserve level to help minimize potential impacts on programs, services and staff. The five-year budget forecast model is an important tool in annual budget development and for future planning to help the district meet the desired reserves.

Risk management currently includes obtaining property, general liability, automobile and workers' compensation insurance through a risk pooling Joint Powers Agreement (JPA) with the Southern California Schools Risk Management Association (SCSRMA). Student insurance is purchased from the private sector. Employee benefits are funded through the Southern California Schools Employee Benefit Association (SCSEBA) JPA. The district also has an Illness and Injury Prevention Plan (IIPP) and an Emergency Response Plan.



Self Evaluation

The district has maintained a reserve balance above 15 percent throughout the current accreditation cycle. This strong financial condition has provided sufficient cash flow to effectively withstand limited revenue growth, categorical funding reductions, and payment deferrals at the state level. Proactive operational actions taken in response to the state budget difficulties enabled the district to maintain an effective balance between revenue and expenses while still providing adequate funding to complete most of the actions identified in the Strategic Plan.

Besides effectively meeting the challenges of the state budget difficulties, the district's strong financial condition allowed it to effectively resolve a dispute with the bank that provided financing to a private vendor for a child care building. Child care services for students and the community were provided by the vendor in an agreement with the district. The dispute resolution has significantly reduced the potential liability from this issue to the district and created an additional building for educational programs and services without incurring long-term debt or greatly affecting the district's financial condition.

During planning for resolving the child care building issue described above, the district also explored the potential for obtaining long-term loans and/or leases. In light of the likely need for additional revenues to help fund future capital construction projects and maintaining/upgrading the facilities and technology infrastructures described previously, other potential revenue sources such as a local bond issue will need to be considered. Tax Revenue Anticipation Notes (TRANS) have not been needed to enhance cash flow but remain an option should the need arise.

Participation in the Joint Powers Agency (JPA) for insurance and health benefits has been an effective risk management strategy. Although health benefits have risen significantly in recent years, the district has reduced the impact of future large cost increases through strong cooperation from employee groups. Agreements were reached to accept JPA underwriting guidelines that have helped reduce cost increases and for sharing increased costs between the district and employees.

However, concerns have recently been raised concerning liability coverage through the JPA. As a result, other options should be reviewed to ensure appropriate risk levels are maintained and are cost-effective.

The district has also improved many safety and security features as part of its risk management program. Lighting throughout the campus has been significantly improved. "Code Blue" stations that immediately dial 911 in the event of emergencies have been installed in several parking lots, and

more stations are planned. An emergency broadcast system to all phone locations, including all classrooms, was implemented. Video surveillance cameras have been installed in strategic locations throughout the campus.

Also, all approved scheduled maintenance and hazardous-materials projects have been completed, resulting in reduced risk of future problems. However, the reduction in state funding for scheduled maintenance projects over the past few years will make it difficult for the district to continue making improvements without additional revenue sources.

Planning Agenda

The college will do the following:

- Maintain a reserve balance of at least 10 percent or preferably higher to help minimize negative impacts of changing conditions such as enrollment drops, funding reductions, and/or operating cost increases.
- Determine the feasibility of a local bond issue and/or other potential revenue sources to help fund capital improvement projects.
- Review insurance options to maintain cost-effective levels of risk management.
- Continue to add equipment and programs to improve safety and security throughout the district.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The Business Office oversees the financial transactions for all district programs, including financial aid and externally funded programs. It monitors all transactions within departments and maintains all financial documentation. All books are balanced monthly, and financial statements are presented to the board.

As stated previously, all financial funds and processes are audited annually by an external accounting firm. This audit includes the financial records of the Barstow Community College Foundation, an auxiliary organization. The San Bernardino County controller's office also



conducts audits of the Business Office processes on a regular basis. In addition, while there has been no formal financial program reviews, existing processes are reviewed on an ongoing basis to determine if they can be improved.

Responsibility for the Barstow Community College Foundation's accounting was transferred to the Business Office during the 2002–2003 fiscal year. Its operating funds are held in a local bank, and endowment funds are placed with an investment firm. Processes concerning the relationship between the college and foundation are outlined in board policy and procedure. The foundation also operates within its director-approved bylaws.

General, Capital Projects, and Internal Service funds for the district are maintained in the San Bernardino County treasury. The county invests the treasury funds in accordance with established guidelines, and the district receives interest from these investments. Special revenue and trust funds, as well as revolving cash and cash clearing accounts, are maintained in local bank accounts. As a result of an agreement with the financial institution signed in 2002, amounts in excess of the federal insurance limit have been collateralized.

Self Evaluation

The Business Office has continued to provide effective oversight of the district programs. Financial statements are presented monthly to the board for review and approval. The findings from the annual audits have been minimal over the past few years with no material weaknesses noted throughout this accreditation cycle. Audits completed by the San Bernardino County controller's office have revealed only minor problems. In addition, a Chancellor's Office review of a categorical program determined all financial transactions for that program were completed in accordance with program guidelines.

Since the district assumed responsibility for the foundation's accounting, financial information is more readily available. A financial update is provided to the Barstow Community College Foundation Board of Directors on a monthly basis, and financial statements are provided quarterly. The annual audit of the foundation is current with no reported findings.

The Business Office has made a number of improvements in existing processes to better serve district staff, including a pilot bankcard purchasing system. This system is in place for much of the main campus, but the full implementation has not yet been completed. Departments

currently using the card are receiving goods sooner, and vendors receive payment immediately. The Business Office also successfully implemented a new county payroll system, and the transition was transparent to district employees.

San Bernardino County also has a new online purchasing system which has been implemented, but several major flaws require extra time and intervention by Business Office personnel to successfully complete the purchasing process.

Planning Agenda

The Business Office will continue to review internal control processes and revise as needed. Full implementation of the bankcard system will be completed. The Business Office will continue to work with San Bernardino County to help resolve problems with the new purchasing system.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

Besides the general fund, the district maintains special revenue, capital projects, internal service, and trust funds. These funds include the bookstore, capital outlay projects, retiree benefits, associated students, student representation fee, scholarship and loan, and student financial aid. These funds are operated in accordance with the California Community Colleges Budget and Accounting Manual (BAM).

Since the 2002–2003 fiscal year, the district has also maintained the accounting for the Barstow Community College Foundation, an auxiliary organization. The foundation conducts fund-raising activities and receives gifts and donations from individuals, corporate entities, and organizations in support of college-related programs and services. A board of directors governs the activities of the organization.

Each fund and the foundation's accounts are audited annually as part of the district's audit, and any audit findings are reviewed and resolved.



Self Evaluation

All of these funds, including the foundation's accounts, help contribute to improving student learning and success. Funds are available for the following: to improve facilities and the learning environment, including student activities; to provide access to financial aid; and to provide student scholarships.

The district has continued to work on improving financial management practices, resulting in a minimal number of findings during the past few years. Recommendations from the annual audits have been successfully implemented.

A planned software interface for the Viking Shop point-of-sale system was not developed by the vendor. In fact, several problems were discovered with a version update of the point-of-sale system, resulting in a significant underestimate of cost of sales during the 2002–2003 fiscal year. Although the defects have since been corrected, the Viking Shop has continued to monitor the accuracy of reported values and improved processes to control inventory. In addition, more stringent stock controls have been implemented at off-campus locations. These actions have resulted in a significant reduction of the annual inventory discrepancies.

The foundation now has assets over \$400,000, consisting of cash in a bank account and investments in money market accounts, stocks and mutual funds, and corporate bonds. The Board of Directors plans to review its established financial investment guidelines during the 2005–2006 fiscal year to ensure these guidelines accurately reflect current industry investment practices.

The foundation has significantly increased the amount provided for student scholarships during the past few years, resulting in more scholarships and for higher amounts. In addition, the foundation has also provided funding for more college activities. It has also taken a more aggressive fund-raising role, including the creation of an honor wall for those donors making larger contributions.

Planning Agenda

The college will continue to seek improvements in the Viking Shop inventory control system.

It will work closely with the foundation to review established financial investment guidelines and to develop mutually agreeable goals and objectives.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

The processes used to award contracts to external entities are clearly defined in board policy and procedures. These policies and procedures list criteria and responsibilities related to purchasing, soliciting bids, and contracts for goods and services, construction and personal services.

The district also has memoranda of agreement and/or contracts with external entities for mutually beneficial programs. These agreements are reviewed by the participating department and the chief business officer before implementation. In addition, in most cases, they are reviewed by the district's attorneys to ensure legal compliance.

Self Evaluation

Board policies and procedures related to contracts were successfully revised as part of the district's implementation of new policies and procedures based on the Community College League model. These new policies and procedures have been placed on the shared network drive for easy access and will be reviewed regularly to ensure compliance with new regulations and processes.

The district effectively manages the bidding and contracting process. This includes verifying funds that are budgeted and are available, adhering to policies and procedures, and submitting bids to the board for approval when specified. Awarded contracts include provisions that protect the district's interest. Memoranda of agreement with external agencies also contain provisions to protect the district's interest, including termination clauses.

The district has successfully completed numerous capital outlay projects during this accreditation cycle, including scheduled maintenance and hazardous materials projects, as well as the construction of the LRC. The district and its architect coordinate the management of these projects and



have established an effective process to ensure all required documentation has been received and approved before a notice to proceed is issued. Status, charges, and change orders and all project reports are coordinated between the architect and Business Office. In addition, project audit spreadsheets are maintained by the district to track project funding, including reimbursement from the state.

Planning Agenda

The college will do review financial-related board policies and procedures on regular basis to ensure compliance with new regulations and processes. It will continue to monitor contracting processes for potential improvements.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

Revenues and expenses are monitored throughout the year by the Business Office for comparison with the annual budget for all operating funds. Budget reports are provided monthly to budget managers to help track financial data specific to their programs. Annual financial data is compiled, and updates are provided to the board throughout the year. Annual data is also used to help update the five-year budget forecast.

The Strategic Plan is reviewed regularly to assess progress on stated goals, objectives, and actions. Managers responsible for specific actions provide an update, and the SPBD&R committee prepares the assessment report. This report provides an opportunity for each department to identify areas that may need improvement and to adjust plans accordingly.

Existing business processes are continually reviewed for potential improvements. In addition, the annual audit also serves as an evaluation of the financial management system and processes. Any findings and recommendations provide an opportunity for improving current processes.

Self Evaluation

The continual monitoring of budget developments and projections, including negative events such as the mid-year reductions during the state financial difficulties, has enabled the district to take proactive steps and maintain a strong financial position. The five-year budget forecast and projected annual balances are updated and based on a continual review of existing financial conditions.

The Strategic Plan Assessment Report is a valuable tool for determining whether each department is making progress toward stated goals and identifying areas that can be improved. However, not all staff members may be aware of the information provided in the report. Improved communication about the strategic process may be warranted.

Although no formal review process is in place for existing business practices, most processes have been documented and are used for daily operations and cross-training of other employees when needed. The Business Office has made a number of improvements in existing processes to better serve district staff, as described in Standard III.D.2.d. above. Further improvement may be possible through more formal techniques such as developing benchmarks for services, obtaining process feedback, and establishing performance indicators, although actual measurements may be difficult given current staffing constraints.

The district has also implemented the recommendations from the annual audits, resulting in additional improvements in the financial control system.

Planning Agenda

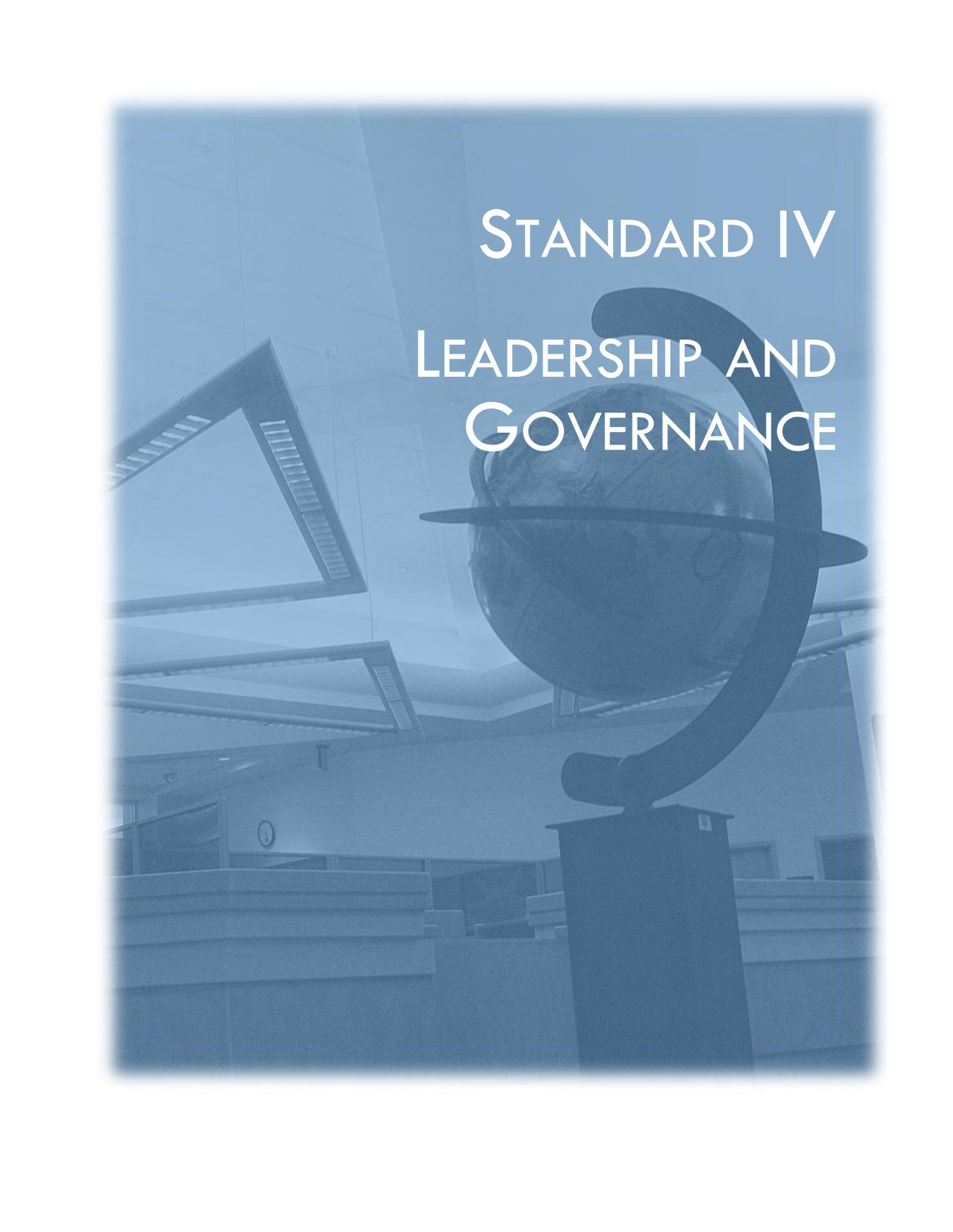
The college will do the following:

- Continue to monitor revenues, expenses, and changing financial conditions throughout the year.
- Improve communication concerning the strategic plan assessment reports.
- Determine the feasibility of establishing more formal measurements of existing business processes, and identify and prioritize opportunities for improving financial controls.



Standard III D List of Evidence

Administrative Procedures, Chapter 6: Business and Fiscal Affairs
Audits
Board Policies, Chapter 6: Business and Fiscal Affairs
Budget and Accounting Manual
Budget Development documents
Five-year forecasts
JPA agreements
Monthly budget reports
Participatory Governance Handbook
Quarterly Financial Reports
Strategic Plan 2002–2006
Strategic Plan Assessment Report, June 2004
Strategic Plan Assessment Report, May 2005
Strategic Planning, Budget Development and Review Committee meeting notes

A blue-tinted photograph of a school hallway. In the foreground, a large globe is mounted on a dark stand. The globe is positioned in the center-right of the frame. The hallway extends into the background, showing a ceiling with recessed lighting fixtures and a wall with a door. The overall atmosphere is professional and educational.

STANDARD IV

LEADERSHIP AND GOVERNANCE

STANDARD IV:

LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Chair: Sue Jones, *Management*

Standard IV A: Decision-Making Roles and Processes

Chair: John Macias, *Faculty*
Alec Bawden, *Faculty*
Dr. Zhenying Jiang, *Faculty*
Jaime Larios, *Associated Student Body*
Ricki Passig, *Classified*
Rhonda Sheffield, *Classified*

Standard IV B: Board and Administrative Organization

Chair: Dale Jensen, *Faculty*
James Dorn, *Faculty*
Dr. Joann Jelly, *Faculty*
Laura Johnson, *Associated Student Body*
Lillian Justice, *Classified*
Kathy Keating, *Classified*
Rosemary Velez, *Classified*
Marcia Zableckis, *Board of Trustees*

STANDARD IV A

DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.I. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Since the last accreditation visit, the Barstow Community College leadership established a mission statement, general education philosophy statement and new imperatives (*See Board of Trustees meeting agendas and minutes September and October 2000 and September 2002*). Together these three documents form the core of the college's value structure. Each communicates a clear commitment to student learning, community service, skills development, and excellence.

The Board Imperatives—student success, community connections, workforce development, and organizational development—were established at the 2001 annual board planning workshop/retreat with representation from all of the college's internal stakeholders and representatives from the community. These imperatives create the value structure for the college and drive decision making and planning.

The mission statement, general education philosophy and Board Imperatives are clearly articulated and distributed broadly in the college catalog. The mission and Board Imperatives are also printed in the class schedule, while the mission is additionally posted prominently on signs throughout campus (*see Barstow Community College Catalog and Class Schedule*).



As the college evolves, its core values must evolve to keep pace. For this reason, the mission statement and imperatives are reviewed at the board planning workshop annually and revised as necessary to meet the changing needs of Barstow Community College, its students, and the community it serves (*see Annual Board Planning Workshop agendas 2000–2005*).

The annual board planning workshop has also been a helpful venue for establishing the college's strategic plan. This document details specific goals for the college to accomplish during a four-year period and serves as a unifying catalyst for the college's many stakeholders (*see Strategic Plan, 2002–2006*).

The college's goals, general education philosophy, mission and strategic plan were born from a renewed emphasis on participatory governance. This governance structure allows the college's constituent groups—staff, faculty, administrators and students—adequate participation in decision making and planning. For example, these stakeholders are represented on thirteen shared governance committees whose purposes range from budget management to campus safety (*see Participatory Governance Handbook*).

The college's key stakeholders also have an opportunity to address the Board of Trustees during their monthly board meetings. Leaders from the Academic Senate, faculty union, classified employee union, and the Associated Student Body all have time on the agenda to provide reports to the board. This gives these various groups the opportunity, in a formal setting, to communicate with the Board of Trustees and discuss important issues.

These stakeholders also bring forth ideas and feedback from their constituent groups during monthly meetings of the President's Advisory Council (PAC). PAC is "a representative body designed to assist in governance of the district" (*see Participatory Governance Handbook*). PAC promotes coordination among committees, ensures that district policies and procedures are followed and verifies that the goals and plans of the various committees are integrated in the short- and long-range plans of the district.

While the participatory governance structure allows formal employee participation in decision making, the college also allows staff to provide input through the monthly All College meetings. These meetings provide every employee and student the opportunity to learn about major happenings on campus, as well as future plans, successes, and issues of

concern. Typical All College meeting agendas include updates on the state budget, reports on student recruitment efforts and enrollment, special events, new construction and facilities improvements, and organizational efficiencies (*see All College meeting agendas*).

In the past, these meetings tended to have one-way communication from the college administration to employees, but efforts have been made to make these meetings more interactive, allowing for more employee input and discussion (*See All College meeting agendas for March 15, 2005 and April 19, 2005*).

Self Evaluation

Barstow Community College meets this standard. Formal and informal structures encourage employees and students from all levels of the organization adequate participation in district decision making. The Participatory Governance Handbook clearly articulates the means by which employees participate in decision making and bring forth ideas for improvement. Staff, faculty, and students have a multitude of venues available to them for communicating their ideas to the college leadership and for actively participating in goalsetting and planning.

In the past, the representative from each constituent group was asked to report the results of the board planning workshop to his or her group, but there is not ample evidence that this reporting was communicated evenly throughout the organization. The topics are so important that they warrant broad communication among all of the college's constituents.

Planning Agenda

The college can do a better job of introducing new employees to the college's shared governance structure. A new employee orientation will be developed to further encourage participation in decision making.

Also, because the annual board planning workshop is the primary vehicle for establishing and reviewing the college mission, imperatives, and master plan, this information should be better communicated to all employees. Even though the Brown Act does not require that minutes be taken at this planning meeting, an informal record of this discussion will be taken and distributed to all employees to increase employee awareness and participation.



IV.A.2. *The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.*

IV.A.2.a. *Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

Descriptive Summary

Barstow Community College faculty, administrators, staff, and students have clearly defined roles in college governance as outlined in the college's Participatory Governance Handbook and board policies and procedures.

The Barstow Community College Participatory Governance Handbook, which was first adopted by the Board of Trustees in October 2000, outlines a structure by which every constituent at the college can participate in college decision making (*see Participatory Governance Handbook and Board of Trustees meeting agendas and minutes, October 2000*). All of the constituent groups are invited to participate in key activities like President's Advisory Committee (PAC), shared governance committees, selection committees, and annual goal setting workshops. The shared governance structure at Barstow Community College has strengthened since adoption of the Participatory Governance Handbook.

The roles of various groups in shared governance are further defined in the college's policies and procedures. For example, Board Policy (BP) 2510, "Participation in Local Decision Making," acknowledges that the Board of Trustees is the ultimate decision maker in areas assigned to it by state and federal laws, but it also acknowledges the board's commitment to ensuring that members of the district participate in developing policies and procedures. BP 2510 defines the three stakeholders who shall participate in decision-making—Academic Senate, staff and students—as stipulated in Title 5.

BP 2510 states that the administration will consult with the Academic Senate in matters regarding academic and professional matters. It also states that classified staff shall be provided the opportunity to participate on matters having a significant effect on staff. The Associated Student Body is given an opportunity to participate in matters regarding the formation of district policies that affect students.

Administration Procedure (AP) 2510 additionally defines the roles of the President's Advisory Council, the district president, administrators and managers, the Barstow College Faculty Association, and the California School Employees Association in local decision making.

Each of the college's stakeholders has representation on the President's Advisory Council, at the annual board planning workshop, and on thirteen shared governance committees. The focus of these committees range from health insurance to public safety. These committees are required to meet, and minutes are submitted to the Board of Trustees.

With regard to program and curriculum development, AP 4020 gives authority for new program development and program modifications to the Board of Trustees with advice drawn primarily from the Academic Senate and its subcomponent, the Curriculum Committee.

AP 6200 describes how the Strategic Planning, Budget Development and Review Committee, which is comprised of representatives from all campus groups, evaluates requests based on goals and objectives from each program. This committee makes recommendations to the Chief Business Officer for inclusion in the budget. A public hearing regarding the proposed budget is held before the budget is adopted by the Board of Trustees.

AP 7211 states that the board will rely primarily upon the advice and judgment of the Academic Senate in determining equivalency, as required by Education Code Section 87359.

Self Evaluation

By establishing a Participatory Governance Handbook, Barstow Community College put in place a shared governance structure, which clearly defines faculty, staff, administrator, and student roles in the institution's governance, including the institution's planning, budget development, and policy creation. Committee notes, monthly board reports, and PAC meeting notes included in every board agenda packet show that the college's shared governance structure is active.

Although the board agendas are posted at the entrance of the Administration building at the Barstow campus, not all employees know this, and, therefore, only members of PAC are consistently aware of the items presented to the Board of Trustees at board meetings.



Stakeholder roles in governance are further defined in the college's policies and procedures with leadership designations specifically matched to each group's specialties. For example, the Academic Senate's role in determining equivalency and the Budget Planning and Development Committee's role in drafting the college's budget are specified in the policies and procedures.

Planning Agenda

In order to increase awareness, board agendas will be made available to all employees.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and the academic administrators for recommendations about student learning programs and services.

Descriptive Summary

In accordance with Title 5, Barstow Community College relies on its Academic Senate and academic leaders for recommendations regarding learning programs and services. The Academic Senate and academic leader roles in educational matters are clearly defined in several documents, including the college's policies and procedures, Academic Senate Constitution and Bylaws, Participatory Governance Handbook, Curriculum Manual, and Faculty Handbook. BP 4020 and AP 4020, "Program and Curriculum Development," give authority for developing new programs to the Board of Trustees with advice from the Academic Senate.

Recommendations for learning programs and courses come directly from the faculty to the vice president of academic affairs and then to the Curriculum Committee, which is a subcommittee of the Academic Senate. Faculty submit their recommendations on a Curriculum Action Summary Form. Counselors also make recommendations, particularly when articulation is involved. After Academic Senate approval, proposals for new programs are submitted to the vice president of academic affairs, the president and ultimately, the Board of Trustees for approval. This process is further defined in the college's Curriculum Manual.

The Academic Senate meets monthly to discuss professional matters related to teaching and learning. Members in the Academic Senate consist of individuals employed by the district who meet the definition of "faculty" as specified in AB 1725. Faculty includes, but is not limited to, instructors, librarians, and counselors. The voting members include the elected president of the senate, the president-elect, four faculty members

elected as division representatives from each of the academic divisions, and one at-large senator (*see Barstow Community College District Academic Senate Constitution and By-Laws, Article IV, Section I*). Any member of the faculty is welcome to attend as a non-voting member and has the right to speak on the question at hand.

The monthly academic division meetings are another venue where learning programs and services are discussed. These meetings are held each month with the vice president for academic affairs and serve as a time for faculty in each division to evaluate the need for new learning programs and services.

At the department level, faculty conduct program reviews that allow for input on “newly emerging needs” (*see Instruction Program Review template*). This section in the program review allows department faculty the opportunity to provide evidence of need for new programs, certificates and courses, as well as a planning outline for addressing the newly emerging needs of students and the district’s community.

Self Evaluation

The college’s policies and procedures, manuals, and handbooks all empower the Academic Senate and academic leaders as the advising body with regard to academic matters, including learning programs and services. The Academic Senate’s adoption of a new constitution and bylaws in 2005 lends renewed structure and credibility to the important work of this group and addresses concerns expressed during previous accreditations.

Planning Agenda

The college will continue to ensure that faculty, academic administrators, and the Academic Senate play an active role in recommending and developing learning programs and services.



- IV.A.3. *Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*
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Descriptive Summary

As mentioned previously in this standard, faculty, staff, administrator, student, and governing board roles are clearly defined in the Barstow Community College Participatory Governance Handbook and board policies and procedures (*see AP/BP 2510, "Participation in Local Decision Making"*). The shared governance structure at the college encourages communication among the various constituents at the college and leads to joint decision making.

Discussion about important decisions takes place in many venues as arranged by the shared governance structure. The Participatory Governance Handbook affords every constituent group on campus—students, Academic Senate, administration, faculty union and classified staff union—representation at the President's Advisory Council, the annual board planning workshop with the Board of Trustees, and meetings of the more than thirteen shared governance committees on campus. Constituent members of these various committees and decision-making bodies are encouraged to bring forth input from their respective groups and report back discussions and decisions made.

This dialogue results in actual improvement at the college. For example, goals and objectives established at the annual board planning workshops in July 2000 and June 2001 became the foundation of the institution's strategic plan (*see Annual Board Planning Workshop agendas July 2000 and June 2001*).

Participation on the web-based discussion board for the current self study demonstrates the interest and commitment of students, faculty, staff and administration to deeply consider virtually every standard and substandard for which the institution is accountable. More than five hundred postings were made on this discussion board, and the tone of these postings reveals a genuine concern for the best interests of students and for ongoing improvement by the institution in serving those interests (*see Barstow College: A Dialogue, 2005 Accreditation Self Study Discussion Board Archive*).

Additionally, important information is disseminated to all staff in a variety of ways. As mentioned previously in the descriptive summary for standard IV.B.1., All College meetings are held monthly and provide an additional channel for disseminating information regarding important issues, events, new policies, and new programs. Beginning Spring 2005, the format of these meetings was opened to allow for increased dialogue among all participants on issues important to the institution as a whole.

The college also disseminates a periodic college newsletter, “BCC Connections” and a weekly email update, “BCC Update,” to keep employees informed of major happenings.

Self Evaluation

All of the shared governance committees are required to submit minutes and attendance records from their meetings to the Board of Trustees as a means of keeping the board informed of working committee progress; however, these minutes are not disseminated to all employees.

Although the creation of the print and email communiques “BCC Connections” and “BCC Update” have helped with information dissemination to employees, more could be done in this area. Board agendas and meeting minutes could be posted on the shared network drive, so that they could be accessible to all employees. Right now, board agendas and meeting minutes are disseminated to board members and members of the President’s Cabinet. Posting the agendas and minutes on the college’s public drive would make this information available to all employees with no duplication costs. Included in the board agenda are meeting notes of all the shared governance committees, so this information could be accessible to employees in one easy posting.

Planning Agenda

The Marketing and Special Events committee, which is chaired by the college’s Public Information Officer, will task itself to identify new and innovative means of communicating information to employees and students.

The administrative assistant to the district president will, upon completion of the board meeting minutes, post these minutes to the college’s shared network drive so that all employees will have access to them.



- IV.A.4. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*
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Descriptive Summary

Documentation shows a history of integrity and responsiveness in Barstow Community College's relationship with the Commission.

Following its last comprehensive accreditation site visit in February/ March 2000, Barstow Community College was placed on warning status by the Commission (*see Letter from David B. Wolf to Dr. James M. Meznik, June 16, 2000*). At that time, the Commission issued one recommendation to the college—develop a comprehensive mission statement—and the evaluation team issued the following four recommendations:

- Complete a comprehensive master plan.
- Collegial and professional behavior must be demonstrated by faculty, administrators, and members of the board.
- Develop and support a strong philosophy and rationale for general education and establish criteria for determining the appropriateness for each course in the general educational component.
- Implement a continuous and comprehensive program review process for both instructional and student services programs.

The Commission asked the college to address these recommendations in an Interim Report to be submitted by November 1, 2000. Barstow Community College submitted its Interim Report on October 11, 2000, and an interim visit was conducted November 15, 2000. Additionally, a Progress Report was submitted to the Commission on April 1, 2001, which was followed by a Progress Report Visit on April 24, 2001.

A review of these documents shows a concerted effort by the entire college community to address the concerns raised by the Commission and the Evaluation Team and to address the recommendations in a timely manner. In fact, a college mission statement and general education philosophy statement were developed collegially with input from the college community and adopted by the Board of Trustees just four months after the warning was issued (*see board agendas and minutes from September 2000 and October 2000*).

The vice president of Administrative Services led development of a comprehensive strategic plan, and the dean of liberal arts and sciences led development of an Educational Master Plan. Consequently, the Educational Master Plan was adopted by the Board of Trustees on February 14, 2002, and the Strategic Plan for 2002-2006 was adopted on June 17, 2002 (*see Board of Trustees agendas and minutes for February 14, 2002 and June 17, 2002*).

Collegiality among college groups also improved. The Board of Trustees participated in training from the Community College League, the district president began meeting weekly with the Academic Senate president, and the college adopted a Participatory Governance Handbook in October 2000 to better guide the various roles in local decision making (*see Interim Report 2000, Board of Trustees agendas and minutes from October 2000*).

Finally, by the conclusion of the Spring 2000 semester, a program review process was instituted, and the Computer Science and Business Departments had completed initial program reviews. The program review process has been completed by all remaining academic disciplines and by student services departments as well. While lack of an institutional researcher hindered progress on this effort initially, Barstow Community College had fully implemented its program review process by Spring 2002. Annual program reviews have been conducted since that time.

Self Evaluation

Wide-based participation in the current self study has significantly increased and deepened the institution's collective understanding of the standards against which it is measured. Although accreditation evaluation is cyclical, the ideals set forth in the accreditation standards are constant. This accreditation self study is a reminder that the institution benefits from keeping the ideals of accreditation continually at the forefront of its operation.

Planning Agenda

A description of the process of institutional self study and of the accreditation standards will be included in new employee orientation. This will instill in new employees an appreciation for accreditation and a common ideal for excellence. It will also make new employees more effective members of the accreditation team and more effective team members as the institution works together for continual improvement.



- IV.A.5. *The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*
-

Descriptive Summary

Evaluation of the college's governance and decision-making structures is the responsibility of the President's Advisory Council (PAC) (*see Participatory Governance Handbook, p. 22*). PAC is comprised of representatives from each of the college's constituent groups—administration, Academic Senate, Barstow College Faculty Association, California School Employees Association, and students. This group reviews and updates board policies and procedures regularly. For example, between January 2004 and June 2005, PAC reviewed all seven chapters of the college's board policies and procedures (*PAC Notes January 2004 – June 2005*).

This group also reviews and updates the Participatory Governance Handbook. In fact, PAC reviewed and updated the Participatory Governance Handbook during the Spring and Summer 2005 semesters. For example, the group made changes to the leadership, membership, and goals of various shared governance committees. Committees that were no longer needed were eliminated from the handbook. The most recent version of the handbook was completed Fall 2005 and presented to the Board of Trustees in January of 2006.

PAC members are asked to seek input from the members of their respective constituent groups in an effort to bring broad insight and perspective to the decisions of this advisory group. Likewise, PAC members are asked to communicate the results of PAC meetings to their respective membership to keep employees informed of the decisions regarding leadership and governance.

Self Evaluation

Barstow Community College meets this standard. The college has a governance committee designated to evaluate the leadership and governance structures of Barstow Community College. The President's Advisory Council is an active group with broad representation from all of the college's key stakeholders. This group regularly evaluates and updates board policies and procedures and the Participatory Governance Handbook.

Although PAC is comprised of representatives from each of the college's constituent groups, information dissemination to all employees cannot be substantiated. Anecdotal comments from staff at all levels of the college organizational structure indicate that at least some employees are not well informed of the important decisions made at PAC Meetings.

Planning Agenda

To increase employee awareness, PAC meeting agendas and minutes shall be posted on the public drive to make them accessible by all employees.



Standard IV A List of Evidence

Academic Division Meeting Minutes/Agendas
All College Meeting Agendas for March 15, 2005 and April 19, 2005
Annual Board Planning Workshop Agendas 2000-2005
AP 6200 Budget Preparation
AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
AP/BP 2510 Participation in Local Decision Making
AP/BP 4020 Program and Curriculum Development
Barstow College: A Dialog, 2005 Accreditation Self Study Discussion Board Archive
Barstow Community College Board Imperatives
Barstow Community College Catalog and Class Schedule
Barstow Community College District Academic Senate Constitution and By-Laws,
Article IV, Section I
Barstow Community College E-Mail Update, "BCC Update"
Barstow Community College Mission Statement
Barstow Community College Newsletter, "BCC Connections"
Board Agenda Packets, October 2000 to Present
Board of Trustees Meeting Minutes for February 2002, June 2002, September
2000, October 2000, September 2002
Curriculum Action Summary Form
Curriculum Manual
Educational Master Plan
General Education Philosophy Statement
Interim Report 2000
Letter from David B. Wolf to Dr. James M. Meznik, June 16, 2000
President's Advisory Council Notes, January 2004-June 2005
Participatory Governance Handbook
Program Reviews - All Academic Departments and Student Services
Program Review Template
Progress Report 2001
Strategic Plan 2002-2006

STANDARD IV B

BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence and pressure.

Descriptive Summary

The Barstow Community College Board of Trustees has clearly defined policies to ensure that it acts in the public interest. Board Policy (BP) 2715 clearly outlines a code of ethics and standards of practice for the board, while BP 2710 expressly forbids members of the board from having a financial interest in the college or any contract they approve in their capacity as a member of the board. This policy also requires board members to disclose any interest they may have in college contracts. The corresponding procedures, Administrative Procedure (AP) 2710 and AP 2712 define conflict of interest and outline the regulatory code and law. In the college's board room is a sign that reads, "In the public's trust." This sign serves as a visible reminder to the board of their responsibility to act on behalf of the community.



Also, the Board of Trustees attend yearly board development workshops hosted by the Association of Governing Boards yearly, and new members receive the new board member training from the Community College League of California. This training helps the trustees stay mindful of their roles and responsibilities as stewards of the community.

The board is currently comprised of five members. Serving on the board are one school teacher, a police detective, two small business owners and a retired educator. This composition is representative of the Barstow community.

Self Evaluation

Through the creation and implementation of policies and procedures, the Board of Trustees functions well as an independent policy-making body that serves the community interest.

Four of the five members of the Board of Trustees have served together since December 1999, and they appear to have a good working relationship. There is no visible dissension among the members. When a decision is cast, the board members work together and provide a united front to the public.

Planning Agenda

The board will continue board development, especially for the newest member.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

A commitment to institutional integrity, student success, and the effectiveness of the college's education and learning programs are clearly articulated in Barstow Community College's mission statement, policy manual and other important documents.

For example, a review of BP 1200 "District Mission," BP 3200 "Accreditation," BP 3250 "Institutional Planning," BP 4020 "Program and Curriculum Development," and BP 4025 "Philosophy and Criteria for Associate Degree and General Education" reveal statements about effectiveness, quality and integrity. These core ideals are also articulated in the Educational Philosophy Statement, Strategic Plan and Educational Master Plan.

Most importantly, however, the board articulates a commitment to quality, integrity, and effectiveness in its imperatives. The Board Imperatives—student success, community connections, workforce development and organizational development—are reviewed yearly at the board’s goal setting workshop at the same time the mission is reviewed.

The mission statement and Board Imperatives are printed in every catalog and schedule produced by the college. As stated in the explanation of the imperatives, the Board Imperatives, “place student learning as our central focus and imply a consistent commitment to excellence and service in order to best serve our constituents.”

The mission statement and Board Imperatives also guided the development of the college’s strategic planning documents—the Strategic Plan and the Educational Master Plan.

Self Evaluation

The mission statement is at the core of the board’s decisions and actions. The board’s commitment to quality, integrity and effectiveness of learning programs is clearly articulated in the college’s value statements, policies and procedures, and planning documents.

Although the board’s imperatives are very well understood by the college’s senior leaders, these values could be more clearly communicated with all employees.

Planning Agenda

Information regarding the Board Imperatives will be communicated to all staff in the form of minutes from the board’s annual goal setting workshop. Additionally, these minutes will be posted on the college’s shared network drive, and all staff will be notified by email when and how to access the minutes on that drive. These imperatives will also be communicated to all staff during the annual inservice training for all employees.



IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

As stipulated in BP 2510, the Barstow Community College Board of Trustees has ultimate decision-making authority for the college in the areas assigned to it by state and federal laws and regulations. However, the board acknowledges the importance of enabling input and participation from various constituents of the institution. To this end, the board outlines the role of the Academic Senate, staff and students as participative members in the development of policies and procedures for the college, as required by Title 5. The board's role and the role of other constituents are also clearly defined in the college's Participatory Governance Handbook.

Financial procedures are outlined in Chapter 6 of the college's Administrative Procedures. With its significant financial reserve, the college leadership demonstrates a commitment to financial integrity.

Every year the vice president for administrative services presents a proposed tentative budget to the Board of Trustees during the June board meeting. The proposed budget is developed with broad campus input under the direction of the college's Budget and Strategic Planning Committee. The proposed budget is also presented to the President's Advisory Council for review and comment.

After the final state budget is adopted by the state legislature, the Board of Trustees invites the public to a hearing to review the proposed final budget at its September board meeting. After all questions are answered, the Board of Trustees takes action to adopt the annual budget, and the budget is reported to the Chancellor's Office by September 30.

Self Evaluation

The college's Board of Trustees clearly has ultimate decision-making authority for the college and is not subject to the actions of any other group.

Planning Agenda

The district will do continue to follow established policies and procedures that outline the Board of Trustees' authority in leading the college.

Board of Trustee development will continue.

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- IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*
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Descriptive Summary

The Barstow Community College Board of Trustees have established board policies and procedures that are made available to all employees in print format in the library and on the college's shared network drive. Chapter Two outlines the board's role, its structure, size, and responsibilities. For example, BP 2010 specifies that the Board of Trustees will be five members elected by qualified voters of the district. BP 2015 defines the student trustee position on the board of trustees. BP 2220 outlines the subcommittees of the board, which are established during the board's annual organizing meeting as governed by BP 2305.

Self Evaluation

The board publishes its policies and procedures and makes them available to all members of the college community and groups it serves. It could, however, do a better job of improving accessibility in print format and through the shared network.

Planning Agenda

The college will make Board Policies and Administrative Procedures available on the shared network drive and communicate their location to all employees.

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- IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*
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Descriptive Summary

The Barstow Community College Board of Trustees has a history of acting in accordance with its established policies and procedures and for evaluating and revising its policies as necessary.

Board minutes and actions show that the board acts on matters within its area of responsibility such as adopting the budget each September, hiring employees, adopting policy, and approving expenditures and contracts.

Although BP 2410 outlines the board's authority for establishing policy, it delegates authority for developing policy to the college president in AP 2410.



The college president draws on advice and input from the President's Advisory Council (PAC) to recommend updates and changes to the college's policies and procedures. PAC is a broad-based advisory group comprised of representatives from all of the key constituent groups on campus.

It has become standard practice for PAC to review policies and procedures on an ongoing basis, but this is not currently required in board policy.

Recommendations are made by PAC and any revisions are taken to the Board of Trustees. The board takes action to adopt policy during its regular board meetings by a majority vote. BP 2410 also stipulates that the board must be given proposed changes not less than one regular meeting prior to the meeting at which action is recommended.

Because the board has delegated responsibility for procedure development to the president, revisions to college procedures are taken to the board as information items and not for adoption. Procedures are statements of method to be used in implementing board policy.

BP 2510 "Participation in Local Decision Making" provides for broader employee participation in developing policies and procedures. Namely, the college's Academic Senate, staff and students are granted the ability to participate in policy and procedure development as required by Title 5. The college's shared governance committees provide employees a structure to bring forth their recommendations, and they can also share recommendations through their representative to the President's Advisory Council.

Self Evaluation

The college meets this standard. The board follows its established policies and procedures and has a procedure by which these policies and procedures are reviewed and revised on an ongoing basis

Planning Agenda

The college will continue to review and revise policies and procedures on a regular basis.

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- IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*
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Descriptive Summary

As outlined in BP 2740, the Barstow Community College Board of Trustees is committed to ongoing development of board members. All board members attend an annual training workshop hosted by the Association of Governing Boards or similar organizations; and new members attend a new board member orientation sponsored by the Community College League of California.

The board also holds study sessions, reviews education trade journals, and invites guests to speak on various topics of interest during board meetings throughout the year. Sample presentation topics include a status report on the college's memorandum of understanding with the Mojave Water Agency to provide conservation learning programs, annual updates on the college's strategic plan, and a presentation on the academic success of student athletes. For more presentation topics, see the college's Board of Trustees meeting agendas.

Largely, the responsibility for training the board about accreditation has fallen to the college president, as stipulated in BP 3200. The president meets with board members to discuss the accreditation standards and to keep the members informed of the college's progress toward meeting the standards. Periodically, the board members have attended accreditation workshops hosted by the accrediting commission, and some board members have taken an active role in the self study process serving on standards committees. Many of the board policies and procedures make direct reference to the associated accreditation standards.

Continuity of the board plays an important role in the development of the board. BP 2100, "Board Elections," provides for continuing membership on the board by requiring that trustee terms be staggered. Elections are held every two years in odd-numbered years, and no more than half of the trustees are elected during any given election.

Self Evaluation

The board has a system by which new members participate in orientation and learning activities, and the board has a mechanism for continuing membership through staggered terms of office.

Planning Agenda

The college will continue board development.



IV.B.1.g. *The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

Descriptive Summary

A process for board self evaluation is defined in BP 2745. Each year the president distributes a Board Self Evaluation form to all voting board members two weeks prior to the March board meeting (*see Barstow Community College District Board Evaluation, Form B*).

The Board Self Evaluation form addresses trustee annual performance in the areas of policy and decision making, president relationships, employee relationships, educational and student programs, community relationships, financial management, and trustee working relationships. The self evaluation also addresses progress and/or completion of board planning imperatives.

Each board member independently completes and signs the Evaluation Form and submits it to the board president during the May board meeting. The evaluation materials are then compiled into a Board Self Evaluation Summary document. The average value for the distribution of trustee responses are given for each assessment item, and a listing of all evaluator comments are included in the summary document. The board evaluation takes place at the June board meeting during a closed session of the board.

The process stated in board policy calls for self evaluations to take place once annually through self evaluation forms distributed by the president of the board. These evaluations are regularly conducted and kept in the president's office.

Self Evaluation

The process for self evaluation is clearly defined in board policy. This procedure is regularly implemented and followed.

Planning Agenda

The board will continue to assess its performance through the self evaluation process stipulated in board procedures.

- IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*
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Descriptive Summary

The board's code of ethics is found in BP 2715 of the Barstow Community College Policies and Procedures. Also, BP 2710 and BP 2712 prohibit any conflict of interest by board members.

There does not appear to be an accompanying procedure for how a violation of the code will be handled. However, in the California Community College Trustees training manual 2000 Trustee Handbook, section 3, page 77, there is a paragraph dealing with consequences of unethical conduct which serves as the district's guide in handling an infraction.

Self Evaluation

The district is fortunate that in the past there has been no violation of its code of ethics. A process for dealing with ethical infractions by board members needs to be established.

Planning Agenda

Using the 2000 Trustee Handbook as a guide, the board will develop a process for handling behavior that violates its code of ethics.

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- IV.B.1.i. The governing board is informed about and involved in the accreditation process.*
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Descriptive Summary

The district president informs the board of the accreditation process as described in BP 3200, 3250 and AP 3200, 3250. Most recently, the accreditation liaison officer has been asked to give monthly status reports to the Board of Trustees during their monthly board meetings. This is part of a broader reporting structure whereby the Board of Trustees are given regular updates on the college's Strategic Plan, the Education Master Plan and the college's progress on several performance measures. The board also attends training workshops on the accreditation process and the accreditation standards so they can be effective participants in accreditation. Some trustees served on committees during the current self study.



Self Evaluation

Members of the Barstow Community College Board of Trustees are informed of and involved in the accreditation process.

Planning Agenda

The board will continue to review and meet the needs of accreditation. The board will continue to attend training conferences on accreditation.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policy without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.

Descriptive Summary

The college's board policies give authority for presidential searches and evaluations of the president to the Board of Trustees.

With the departure of the college president in August 2004, the Barstow Community College Board of Trustees launched its first presidential search in more than six years.

As indicated in the college's Board Policy 2431, the board has the authority to establish a search process following a presidential vacancy. After President James Meznik announced his plans to resign, the Board of Trustees held a study session on June 25, 2004, to establish the presidential search and selection process.

During this study session, the board reviewed recommendations and best practices for conducting an effective presidential search from various sources, including the Association of Governing Boards and the California Community College League.

Using this information, the board established its goals for the search and the process to be followed. The board chose to hire an outside consultant to work with the human resources director to conduct the search under its direction. The board also decided to use a broad-based search committee of 14 people, which included representatives from all the constituent groups on campus as well as members of the community. The human resources director chaired the search committee.

The search was to be completed within six to eight months, and the board assigned the human resources director to produce a search brochure in collaboration with the public information officer. The remainder of this study session focused on the information to be included in the search brochure, such as the qualifications for the job, the board's expectations, and attributes about the district.

The board also met in closed session on June 25 to revise the president's duty statement and to interview in-house candidates who might serve as interim president until a permanent successor could be hired.

The board decided to hire Curt Mitchell, vice president for administrative services as the interim president. Mr. Mitchell served as the interim president from August 23, 2004, to February 28, 2005, when the new president, Dr. Clifford Brock, officially joined the college.

The Board of Trustees formally delegates authority to the president in Board Policy 2430. This policy clearly defines the president's power and authority. This policy was last revised and adopted by the Board of Trustees in July 2004.

In September 2001, the college subscribed to the California Community College League's Policy Service Manual and Guide, which has been an instrumental resource in helping the college ensure that its policies and procedures fulfill legal requirements, requirements for accreditation, items that are legally advised, and items that are suggested as good practice.

Following subscription to this service in 2001, the President's Advisory Council began the work of updating the college's policies and procedures, a task that had not occurred in several years. In May 2002, the entire policy manual had been updated and adopted by the board. Since this time, all policies and procedures are reviewed by the President's Advisory Council on an on-going basis, so that they remain current and up-to-date. All policies and procedures are adopted by the Board of Trustees.



As stipulated in BP 2435, the Board of Trustees shall conduct an evaluation of the president at least annually. Since 1999, the president has been evaluated annually during the Board of Trustees' Annual Board Workshop/Retreat.

The president and the Board of Trustees meet in a closed session to evaluate the president's performance in the following key areas: policy, planning, and decision making; relationship with the board; employee relationships; education and student services; community relationships; business, financial, and physical plant management; and leadership. The board also uses this time to set the president's goals and objectives for the coming year.

This evaluation process was established years ago with the assistance of Cindra Smith from the California Community College League.

Self Evaluation

Although board policy gives authority for the presidential search to the Board of Trustees, there is no set procedure for how the board will select the chief executive. All other aspects of this standard, including delegation of authority to the president and evaluations of the president, are met by Barstow Community College.

When the district president announced his resignation, the Board of Trustees had to act quickly to establish a process for the presidential search. Current policy gave the board authority to establish the search process, but the process was not formally written. Though the board was able to establish an effective search process in a short timeframe, it would be beneficial for the college to write a guide to assist them with the next presidential search.

Planning Agenda

Because much effort and care was put into the presidential search in 2004, capturing the knowledge gained through this effort in a written guide will prove very beneficial in subsequent searches, and this guide could become the basis for board procedure.

IV.B.2. The president has primary responsibilities for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

BP 3100 gives responsibility for establishing the college's organizational structure to the president. In addition, BP 2430 gives the president authority to delegate responsibilities entrusted to him or her by the board to administrators and others consistent with their responsibilities, as appropriate.

Since the last accreditation site visit, Barstow Community College has undergone two significant administrative reorganizations. The most significant was undertaken in Spring 2004. At the time, many factors caused the administration to look for ways to save money and to increase organizational efficiency. For example, the college was facing proposed budget cuts from the state, possible negative effects of proposed equalization funding initiatives, and potential enrollment declines as a result of state-mandated tuition hikes. Also, several inefficiencies with the administrative reporting structure were identified such as blurred reporting relationships, inadequate attention devoted to vocational programs, and excessive management costs in instruction.

As a result of these conclusions, the president, in agreement with the college's senior leadership team, proposed an administrative reorganization that was approved by the Board of Trustees. The reorganization resulted in fewer administrators; the elimination of four division chairs, two faculty coordinator positions, one computer science instructor and three classified positions; and a reduction in hours for three other classified positions.

The second significant reorganization took place in Fall 2005, shortly after the college's new president arrived. This second reorganization was undertaken to correct problems created when student services and instruction were both placed under one vice president. This position was titled the vice president of academic and student success. It was created when the vice president of student services retired.



The president determined that student services needed to be separated from instruction with its own leader and advocate. He explained that the instructional vice president was simply spread too thin and that it was ineffective for one manager to have responsibility for 75 percent of the college's budget and personnel. For this reason, the college created the dean of Student Affairs position. The dean now has responsibility for all of student services.

Self Evaluation

Recent reorganizations demonstrate the president's commitment to an organizational structure that is most effective for the college and a willingness to make changes and improvements when necessary.

Although changes have been made to return emphasis to student services, the existing organizational structure lacks leadership coordination for off-campus programs. The college has been unable to attract quality candidates to fulfill the off-campus coordinator position.

Planning Agenda

The college will employ a coordinator of off-campus programs.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional and implementation efforts.

Descriptive Summary

The president utilizes several different means to communicate institutional values, goals, and directions. PAC is the President's Advisory Council which meets monthly. PAC is comprised of a cross-section of the college's constituent groups and actively discusses issues of importance such as policies and procedures.

The president can also use the All College meeting as a venue for communicating values and goals to employees. The All College meeting has traditionally been an information dissemination vehicle, but our new president has asked that this meeting become more interactive and participatory.

Barstow Community College has been without an institutional researcher at various times throughout the past six years. Over a year ago, the college decided to make the researcher half-time, so the researcher splits her time half on research and half on instruction. This limits the amount of research that can be produced for the institution, and the research priorities were dictated by the vice president of Academic Affairs, until recently.

In the eight months that he has been here, the president has begun to outline the kind of institutional data needed to make more effective planning decisions. For example, he worked with the MIS department to create a data analysis tool that filters data in such a way to make important comparisons such as current enrollment to previous enrollment in specific courses.

For at least six years, the college has had a planning process which ties together institutional objectives and plans and institutional research. The college's Strategic Plan, Educational Master Plan and Campus Climate Survey are examples of how research is woven into planning. Also, under the board's direction, the college established institutional performance measures in the Educational Master Plan. This year, the institutional researcher reported to the board the college's progress in meeting the performance measures, and she is consulting with the President's Advisory Council to set priorities for additional research into why the college is performing as it is.

Self Evaluation

The Strategic Master Plan, Educational Master Plan, and Banner reports are all mechanisms that the administration put in place to link institutional research, research on student learning, institutional planning processes, and resource allocation processes. Since he arrived, the new president added the institutional researcher to the President's Advisory Council, which encourages a greater connection between research and college decision making and planning.

Planning Agenda

The college will continue to incorporate institutional research into planning. The president will continue to encourage a collegial environment.



IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The president educates himself about statutes and regulations by attending training workshops sponsored by the Community College League of California and the Association of Governing Boards. He attends these meetings with the Board of Trustees. The president encourages employees to attend staff development workshops as a way to improve their understanding of state statutes and regulations.

The college maintains subscriptions for the Policy and Procedure Service of the Community College League of California and the Council for Higher Education Accreditation, among others.

The college also retains legal counsel to ensure that the college observes statutes and regulations. This counsel is consulted frequently on important matters.

State statutes and regulations are referenced throughout the college's policies and procedures. This is an effective reminder to all employees of the important rules and regulations that govern community college operations.

The president uses PAC, the President's Advisory Council, to review board policies and procedures and to ensure that they are consistent with the college mission. This review takes place on a continuous basis.

Self Evaluation

When the college put in place its shared governance structure and created the President's Advisory Council, it implemented a mechanism for the president to ensure that board policies and procedures were consistent with the institutional mission based on input from a cross-section of college constituents.

Planning Agenda

The president will continue with his personal development and training, and he will continue to ensure that policies, procedures and regulations are followed.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

Barstow Community College is in strong fiscal condition with a reserve of more than 15 percent. This strong reserve is the result of a priority established by the Board of Trustees and carried out by the president.

The president manages the college's fiscal condition with the assistance of the vice president of administrative services and his Budget and Strategic Planning Committee. Employees submit budget requests to this committee annually, and the committee makes budget decisions based on the college's strategic plan.

Self Evaluation

The college president effectively controls budget and expenditures as evidenced by the institution's strong fiscal position and reserve. The president has in place an effective budget planning process overseen by the vice president of administrative services and the Budget and Strategic Planning Committee that is tied to the college's strategic plan.

Planning Agenda

The college will continue its processes for controlling its budget and expenditures.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

Over the past six years each of the college presidents have strongly encouraged senior leadership to serve the community. Since joining the college in March 2005, the college's current president has expressed a sincere desire to forge strong relationships with the community the college serves. Within six months he has become an active member of the Barstow Area Chamber of Commerce and serves on its Economic Development Committee. He has also become a member of the local Rotary service organization and is active in the Police Activities League.

The president has opened communication channels with many key community groups in town. For example, he has conducted planning and goal-setting meetings with the education liaison officers at the Marine Corps Logistics Base and Ft. Irwin, city leaders, K-12 school district



personnel, local employment services agencies, business leaders and many others. He has also presented to several community services organizations such as Soroptimist International, Rotary, and the Optimist Club.

Recently, the president has begun preliminary discussions with NASA to locate a NASA visitors' museum on campus. He has also met with the National Park Service to consider collaborative development of a regional information research center. The president has also completed a memorandum of understanding with the County Job Development Service to provide placement services for the community in the college's D Building.

The president's actions demonstrate a commitment to working and communicating effectively with the college's community interests.

Self Evaluation

Although the president is fairly new to the college, he has shown a commitment to working and communicating effectively with the college's community interests.

Planning Agenda

The president will continue to develop and strengthen effective relationships with the communities served by the college.

Standard IV B List of Evidence

Administrative Procedures Chapter Two: Board of Trustees
Administrative Procedures Chapter Six: Business & Fiscal Affairs
Association of Governing Boards Training Conference Agendas
Annual Board Planning Workshop Agendas
AP/BP 2410 Policy and Administrative Procedures
AP/BP 2710 Conflict of Interest
AP/BP 2715 Code of Ethics/Standards of Practice
AP/BP 3200 Accreditation
AP/BP 3250 Institutional Planning
Barstow Community College Board Imperatives
Barstow Community College Catalog
Barstow Community College District Board Evaluation, Form B
Barstow Community College Mission Statement
Barstow Community College General Education Philosophy Statement
Barstow Community College Schedule
Board of Trustees Agendas and Minutes
Board of Trustees Agenda and Minutes, July 2004
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