

Accreditation Focused Midterm Report

Submitted to the

**ACCREDITING COMMISSION OF COMMUNITY AND JUNIOR COLLEGES
OF THE
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

MARCH 15, 2009



Barstow Community College

BOARD OF TRUSTEES APPROVAL
February 18, 2009

Barstow Community College • 2700 Barstow Road • Barstow, CA 92311



Barstow Community College

March 1, 2009

Dr. Barbara Beno, President
Accrediting Commission for Community and Junior Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949

Re: Focused Midterm Report for Barstow Community College

Dear Dr. Beno:

On behalf of the students, faculty, staff, administration and Board of Trustees of Barstow Community College (BCC), it is my pleasure to submit the 2009 Focused Midterm Report. The Report represents the College's efforts to examine and evaluate our own performance and to meet the Commissions' expectations set forth in the Action Letter dated June 29, 2006.

As background, I became the Interim Superintendent/President of BCC in January 2009, following the successful tenure of Dr. Clifford Brock who retired from the College last December. In late 2006, the College created an ad hoc committee to examine the evaluation report and to develop action plans to complete the Midterm Report. In summer 2007, the committee established a time line and assigned specific tasks to appropriate personnel. Work has been accomplished on the recommendations and self-identified issues on an ongoing basis since that time. In December 2008, the College contacted the Commission about a planned Substantive Change Proposal, and the Midterm Report provides an update on that process.

It is my sincere belief that BCC has made a committed, diligent effort to meet the Commission's expectations and I trust that the enclosed report will describe in requisite detail our efforts to assure quality higher education for our students and the high desert communities we serve.

In compliance with ACCJC requirements, enclosed are three copies of the report to the Commission along with an electronic version. An e-version of the Report has also been posted on the College's accreditation webpage.

If you have any questions regarding the 2009 Focused Midterm Report, or any of the supporting evidence, please do not hesitate to contact me.

Respectfully submitted,

Richard Jones, Ed.D.
Interim President/Superintendent



Table of Contents

Cover Letter from President Richard A. Jones, Ed.D.	i
Statement of Report Preparation	4
Response to Commission Recommendations:	
Response to Recommendation One (<i>Longer Range Planning</i>)	5
Response to Recommendation Two (<i>Online Education</i>)	14
Response to Recommendation Three (<i>Increased Research Capacity</i>) .	23
Response to Recommendation Four (<i>SLO Assessment Plan</i>)	33
Response to Recommendation Five (<i>Faculty Diversity</i>)	41
Response to Self-Identified Issues in 2006 Self-Study Report	
Standard I Institutional Effectiveness	
Standard IA	47
Standard IB	53
Standard II Student Programs	
Standard IIA	59
Standard IIB	80
Standard IIC.....	89
Standard III Resources	
Standard IIIA	95
Standard IIIB	103
Standard IIIC.....	107
Standard IIID.....	112
Standard IV Leadership and Governance	
Standard IVA	117
Standard IVB	120
Update on Substantive Change Proposals	124
Documented Evidence (<i>Actual Documents Placed on the Disk in the Interest of the Environment</i>)	



Statement of Report Preparation

The College received the Action Letter from the Commission in June 2006. Later that same year, the College created a committee to review the evaluation report in detail and began initial steps to prepare the Midterm Report. In summer 2007, the committee established a time line and assigned specific tasks to appropriate personnel. Work began on the recommendations and self-identified issues on a continuing basis since that time. Importantly, the college created an interactive document on the College intranet that served as the single location to help centralize the reporting efforts. Training occurred in person and via Camtasia on the methods of creating hyperlinks and scanning evidence.

Work on the evidence for the Focused Midterm Report and the responses to the recommendations and self-identified issues were performed by a number of faculty, staff and administration including: the campus webmaster, the chair of the distance education committee (faculty), the chair of the Strategic Planning and Budget Development and Review Committee, the chair of the Basic Skills Committee (faculty), the institutional researcher, the human resources director, the public information officer, the Ft. Irwin coordinator, the manager of admissions and records and financial aid, the matriculation coordinator, counselors, the vice president of student services, the vice president of academic affairs, the vice president of administrative affairs, the college librarian and the SLO coordinator (faculty). The academic senate was briefed on the progress of the Midterm Report three times during 2008 by the Accreditation Liaison Officer who also serves as an academic senator.

The Accreditation Liaison Officer updated the Board of Trustees on the progress on the Midterm Report in Spring 2008. In February 2009, the Focused Midterm Report was finalized and was reviewed and approved by the Board of Trustees at the February 18, 2009 meeting. The Focused Midterm Report has been placed on the accreditation page of the College's website for public review.

Richard Jones, Ed.D.
Interim President/Superintendent



Response to June, 2006 AACJC Visiting Team Recommendations

Recommendation 1

The College improve its planning process by taking a longer range approach to develop a solid future for the College by incorporating community data; developing strategies to acquire the resources necessary for growth, including increased staffing and additional facilities; examining strategic advantages that arise from the collaboration with the military; and advocating for additional instructional space at Fort Irwin to meet specific student services and curricular needs. (*Standards IA.1, IB.4, IIA.1.b, IIIA.6, IIIB.1.a, IIIB.1.b, IIIB.2.a, IIIB.2.b, IIIC.1.a, IIIC.1.b, IIIC.1.c, IIIC.1.d, IIIC.2, IIID.1.a, IIID.1.b, IIID.1.c*)

I. Progress

Introduction

The first recommendation of the Commission addresses the need of Barstow Community College to extend and expand its planning process to better prepare for the institution's projected student growth and future development. The recommendation speaks to the College's: 1) institutional mission and effectiveness; 2) student learning programs and services; and 3) the allocation and commitment of resources. Specifically, the recommendation cites the standards related to the:

- alignment of student learning programs and services (*IA.1*) and lesson delivery systems (*IB.4*) with the College purpose and character and the nature of the student population, regardless of the location or method of delivery (*IIA.1.b*);
- integration of human resources planning and institutional planning (*IIIA.6*);
- development and maintenance of physical resources (*IIIB.1.a*) in a safe and healthful environment (*IIIB.1.b*);
- connection of capital plans with instructional improvement and assessment and evaluation of effectiveness (*IIIB.2.a; IIIB.2.b*);
- support of technological services (*IIIC.1.a*), training (*IIIC.1.b*), infrastructure (*IIIC.1.c*) and resources support (*IIIC.1.d*); and
- reliance of the College on its mission and goals for financial planning (*IIID.1.a*), availability of financial resources (*IIID.1.b*) and financial stability (*IIID.1.c*).



In the Evaluation Report (the “Report”), the visiting team noted that there was an adequate relationship between planning and resource allocation at the College (*Report, p. 13*). Further, the visiting team concluded that planning processes in place were broad based (*p. 14*). Importantly, the team found that planning at BCC was effectively linked to resource allocation (*p. 14*). Moreover, the team found that the goals set forth in the College’s mission statement did guide the objectives contained in the 2004 Educational Master Plan (*p. 13*). In their findings, the team suggested that the institution integrate the Master Plan and Strategic plan at the next regularly scheduled review and update the Educational Master Plan scheduled for 2006 (*p. 7*).

The team did observe that the rise in the demand for online instruction and increase in the projected enrollment for BCC dictate that the College take a longer range view of resource allocation and technical support in the critical area of distance education (*p. 14*). Also, the visiting team indicated that the College needed to re-examine the planning process to increase effective dialogue, especially in the area of staff and faculty hiring needs (*p. 27*). Critically, the team identified that the College’s own projected growth would likely strain existing physical and technological resources (*pp. 29, 31*) and suggested seeking voter approval for a general bond to meet this imminent problem (*p. 29*). Finally, the visiting team stated that institutional planning and implementation demonstrated sufficient evaluation of resources for the short term, but that a more long-range plan was needed (*p. 31*).

*Longer Range Approach to Develop a Solid Future,
Incorporating Community Data*

In 2006, the College adopted its second comprehensive Master Plan to help direct the institution over the next five years and beyond. A Strategic Planning, Budget Development and Review (SPBD&R) Committee, consisting of members of all representative campus groups, was established to complete the task. The Master Plan was based on the goals set forth in the Mission Statement and is designed to drive other plans adopted on the campus. In turn, the attendant plans established under the Educational Master Plan will be used to establish the priorities that drive future decisions as part of the budget development process.

Importantly, the Master Plan includes a schematic map to chart out the planning process under the new Plan. The College incorporated the suggestion of the



visiting team in the evaluation report to integrate the Strategic Plan with the Master Plan. Thus, the new Master Plan combined the elements of the previous Strategic Plan and Educational Master Plan. This decision was based on the SPBD&R Committee's observation that many of the components in the two plans were redundant. Consequently, the decision was made to synthesize the plans into a single, unified document that will serve as the Master Plan for the entire college operations and programs.

The SPBD&R committee met over an eight month period of time and initiated numerous thoughtful amendments to the way the College approached planning. The Committee used the Accreditation Standards, the Commission's findings and recommendations and the College's own goals contained in the Mission Statement as the foundations for the new Master Plan. Specifically, the newly adopted plan identifies five overarching goals:

- 1) Provide learning programs and an environment that ensure student success;
- 2) Support and promote local economic growth and community development;
- 3) Promote awareness, interest and access;
- 4) Create an effective work environment; and
- 5) Improve College programs through systematic evaluation.

The SPBD&R crafted Goals One, Three and Four to address the observations, findings and conclusions that support Recommendation 1 contained in the Evaluation Report.

Each goal in the Master Plan includes an analysis, identified objectives with stated outcomes, action plans, responsible parties and a timeline for completion. Objectives were drafted to directly meet the findings contained in the evaluation report with respect to Recommendation 1. Specifically, objectives were outlined to:

- Provide modern facilities and classrooms with integrated technologies to support evolving learning programs and accommodate projected student growth (*Objective 1.6*);
- Ensure students from all sites, including distance learners, have equal access to student support systems (*Objective 3.4*);



- Develop annual budgets and long-range financial plans that provide the resources to meet strategic goals and objectives, and effectively support emerging programs, capital projects, and retiree obligations. (*Objective 4.4*)
- Integrate modern technologies into college operations to improve effectiveness and efficiency (*Objective 4.5*); and
- Enhance college-wide dialogue and develop a more effective link between departmental and institutional goals. (*Objective 4.1*)

Importantly, the Master Plan was a compilation of the program reviews from the instruction and student services areas. The new Master Plan incorporates objectives designed to ensure integration of program review with measurable outcomes. Also, through the program review process, institutional goals have been designed to guide efforts at the departmental level. The results of program review will also serve as a major source of information for the annual Master Plan Assessment Report. Long range enrollment projections have been analyzed in developing future plans for facility projects, enabling the Master Site Plan to be updated to include potential facilities projects through 2025.

Finally, to integrate the visiting team's recommendation for the College to more effectively use community and external data, the SPBD&R directed the research office to conduct an environmental scan to assist the committee to examine the exogenous factors that affect the College. The scan included summaries in six general categories: 1) demographics; 2) economic and employment outlook; 3) educational trends in the United States, California, and the Barstow area; 4) public policy; 5) technology; and 6) social trends. The implications from the environmental scan helped identify and support many of the actions in the Master Plan, including planning beyond 2007-2011. Evidence-based results have been emphasized in the outcomes throughout the document, and an assessment of these results will be an important component in the annual reviews.

*Developing Strategies to Acquire the Resources for Growth,
Including Increased Staffing and Additional Facilities*

Another step the College took to improve its longer range planning process was to hold a Workforce Summit in December 2006. The development of a community needs assessment to determine workforce training needs and professional development for area employers was included in the Master Plan



(Objective 2.1) The survey was developed and conducted in Barstow from April to June 2007 and was made available online. In September 2007, a needs assessment at Fort Irwin was also conducted, followed by a similar assessment in October at the Marine Corps Logistics Base (MCLB) in Barstow. Another Workforce Summit was held in fall 2007. The assessments provided feedback on business and labor trends, course offerings, labor market responsiveness, and resource development. The feedback received from these surveys has enabled the College to incorporate community data into their planning processes. The College can now be expected to plan, build, maintain, upgrade or replace its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services (*IIIB.1.a*).

In addressing the financial planning issues, BCC has explored several avenues for growth and financial sourcing. Expansion in career and technical education (CTE) has prompted alliances with the Veteran's Home, MCLB, and local high schools for teaching career and technical, allied health, and physical education classes (*IIID.1.a – c*). CTE mini-grants have been secured since June 2007. The College is continuing to review options such as a general bond election, certificates of participation, and other financial possibilities that will increase revenue sources. Preliminary research was completed for a possible bond issue and/or certificates of participation. However, the College determined not to pursue these financial measures because the district has met its existing obligations for an ambitious capital project program without external financing.

In 2006, a Director of Vocational Programs position was created and filled to dedicate financial and physical resources to the career and technical education needs of the current workforce in the area. Over the next five years, a recently-secured CTE collaboration grant worth \$1.5 million will provide an improved Career Center and interim opportunities for the CTE students. A grant administration assistant has been hired to better implement the grant funding on the campus.

A Distance Education Strategic Plan was approved in spring 2008 that speaks to both marketing and improving online curricula that coincides with growth potential noted by the evaluation team. This Plan also addressed the increasing percentage of course and programs that may be taken online or in electronic format and also guided the College's decision to request a substantive change proposal discussed in more detail later in this Report. Finally, a Technology Plan



was also created in association with the Master Plan to prepare for the increased growth projections.

The work plan for 2007-2008 specifically addresses staffing needs and the report was presented to the College in December 2007 and updated in May 2008. Recent hiring has taken place to address the Master Plan goals including a web services technician, database analyst, and groundskeeper. In spring 2008, the College submitted to the Board a request to create and develop a Director of Research and Development position. The position was evaluated over the summer of 2008 to determine the College's financial ability to support the position. In September 2008, the position was advertised and the successful candidate was selected by the President and approved by the Board of Trustees in February 2009. The College has decided to postpone pursuing positions for Director of Arts & Sciences and Technical Education Director until the economic condition makes such hiring decisions more feasible. Agreements with the Veteran's Home and Central High School have provided additional classroom and lab facilities for courses. These steps demonstrate positive actions to integrate human resource planning with institutional planning. The effective use of human resources is currently being systematically assessed and the results of the evaluation are used as the basis for staffing improvement. (*Standard IIIA.6*)

Planning was also instrumental in the remodel and conversion of the Norman Smith Center into a new one-stop student services center completed in the fall of 2008. Financial Aid, Counseling, EOPS and DSPS offices are now housed in a single location to permit easier access. This audacious effort is the result of a \$2.5 million modernization project on the campus.

*Collaboration with the Military;
Additional Instructional Space at Fort Irwin*

A current alliance is in place at the Irwin location with military contractors including Northrop-Grumman and Raytheon. Computers were placed in the lobby of the Ft. Irwin facility in May 2007 to accommodate registration and financial aid access and an additional computer has since been added. In December 2008, new computers were installed in the computer lab.

The addition of hybrid classes has allowed an array of cohorts to be served, along with a diverse curriculum seldom offered at Ft. Irwin, to include humanities and ESL classes (*IA.1*). In April 2008, the College determined that there was not a current space issue, although a potential need for a science lab and an



expanded computer lab was identified (*IIA.1.b*). Future changes in military needs may require additional space options. As a result, the College will continue to work with Ft. Irwin representatives to ensure adequate space is available for instructional and student service programs.

The College has approved alternative course offering options for the Ft. Irwin students and other military students referred to as education via alternative resources (EVAR) which will permit the students to take self-contained course packages that meet the time and scheduling demands of the Army personnel who are deployed and do not have internet access. Portable projectors have been added to the classrooms to improve the lesson delivery of faculty at the Ft. Irwin site. Additional morning and afternoon classes have been established at the Ft. Irwin site based on interviews with students regarding scheduling needs. The College continues to employ a counselor expressly dedicated to working with military students.

In fall 2008, the College videotaped and produced an online orientation using students to help guide off-site and distance education students through the matriculation process. In summer 2007, a counselor on the main campus was reassigned as Ft. Irwin Program Coordinator to provide better outreach to the military students and their families. A memorandum of understanding has been entered into between the College and the United States Marine Corps to use space at the Logistics Base in Barstow for fire technology and automotive repair classes.

II. Analysis of Results Achieved to Date

An assessment of our progress on the Master Plan is scheduled for each year and the results will be reported to the Board of Trustees. Continual review and evaluation of the progress made in reaching stated objectives, completing identified action plans, and achieving recognized outcomes will be significant challenges for the College. Capacity to conduct ongoing and systematic investigations, manage data, and share resources and research results are taxed until the College establishes an independent, fully-functioning research and planning department (*See Response to Recommendation 3*). Until the department is established, evaluation must come from existing capacity structures. The recent hiring of the full-time director of research, development and planning will be a major first step in the augmentation consistent and systematic planning operation at the College.



The anticipated completion of the first planning cycle has pointed out some weaknesses in the new process and is prompting modifications to the procedures. The Student Services Division examined the Master Plan when the program review model was restructured. The Division managers uncovered that a number of the learning outcomes created for the service departments could not be connected to any existing goal or objectives under the Master Plan. The Division's effort to use the Master Plan revealed the gap in the planning process. The College researcher disclosed the problem to the chair of the SPBD&R Committee for methods to amend the Master Plan so that the outcomes could be expressly connected. It was agreed that the annual reports would be utilized to revisit the Plan and make any changes or additions as appropriate. Importantly, the attempt to connect program review to the planning process did reveal flaws in the system which can now be better addressed.

Finally, the Master Plan was based upon the Mission Statement in existence at the College during the last cycle. In the fall 2008, the College re-examined and updated the Mission Statement. The SPBD&R Committee will need to evaluate the plan to assure that all goals of the new Mission Statement are included in the Master Plan during the next cycle.

The College has begun to examine the ACCJC rubric in planning to guide the decision making process on the campus. The College has also used the program review rubric to help guide development. The SPBD&R Committee must systematically evaluate the planning and budget process to ensure that the college exhibits continuous sustainable improvement. The Committee must outreach to the departments to increase the dialogue about institutional effectiveness. The Director or Research, Development and Planning must make institutional quality a main concern in all planning mechanisms and processes.

Also, the College must also expand the use of the ACCJC rubric in program review. The student services division has had great success using the rubric to help discover templates and mechanisms to conduct ongoing practices to improve student learning and achievement. The College must continue to review and refine the program review processes to improve institutional quality.



III. Additional Plans That Have Been Developed

The College has made significant progress on the recommendation and additional plans have been developed to ensure that the recommendation is fully met by the time of the next self-study. Specifically, the College will:

- Continue to use internal and external data to analyze progress in the planning and budgeting process;
- Continue to develop long range plans and consider alternative funding options for sustainable energy projects;
- Investigate staffing and space options at Ft. Irwin and in Barstow in light of the potential increased enrollments in career and technical education;
- Monitor closely the Ft. Irwin location for changing student needs;
- Identify potential outcomes indicators to better explain progress on Master Plan goals and objectives;
- Implement more consistently the ACCJC rubric to assess progress on program review to incorporate the components of the rubric in the daily operations of the programs and departments;
- Improve the use of the ACCJC rubric for planning to integrate the components of the rubric in the planning processes and structures;
- Maintain and develop program review mechanisms, especially in the student services division to better connect resource allocation to planning needs; and
- Utilize student learning outcomes as a direct measure of student achievement and success to assist in planning changes.

See:

- *Master Plan*
- *Master Site Plan*
- *Technology Plan*
- *Distance Education Strategic Plan*
- *Job Description for Director of Research, Development and Planning*
- *Job Description for Director of Vocational Programs*
- *Curriculum Packets*
- *Ft. Irwin Survey; Educational Needs Assessment*
- *MCLB Needs Assessment*
- *VTEA Gender Equity*
- *Curriculum Packets*
- *Ft. Irwin Educational Needs Assessment*
- *Environmental Scan*
- *Database Analyst Job Description*
- *CTE Grant Manager Job Description*



Recommendation 2

The College develop a plan to address the future of online instruction at Barstow Community College. This plan should ensure the integration of the assessment of student learning outcomes into the online environment, include sufficient professional development for full and part-time faculty who teach online, consider the opportunities that are presented by technological advances that go beyond text-based online platforms, and involve the financing of future development of online course support.

(Standards IB.1, IB.2, IB.5, IIA.1.a, IIA.1.b, IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.c, IIA.2.d, IIA.2.e, IIB.1, IIB.3.a, IIB.3.c, IIB.4, IIC.1.c, IIIA.5.a, IIIA.5.b, IIIC.1.a, IIIC.1.b, IIIC.1.c, IIID.1.a, IIID.1.b)

I. Progress

Introduction

The second recommendation of the Commission concerns the need of Barstow Community College to draft and develop a distance education plan to prepare for the future of online education at the institution. The recommendation addresses the College's: 1) institutional mission and effectiveness; 2) student learning programs and services; and 3) the allocation and commitment of resources.

In particular, the recommendation identifies the standards related to the:

- maintenance of ongoing, collegial and self-reflective dialogue (*IB.1*), effective goal setting (*IB.2*), and utilization of reliable and valid assessment results to guide decision-making (*IB.5*);
- implementation of lesson delivery systems that meets the needs of the students (*IIA.1.a*), uses appropriate instruction modes (*IIA.1.b*), and identifies and assesses student learning outcomes at all relevant levels (*IIA.1.c*);
- quality and improvement of courses and programs relying on thorough evaluation (*IIA.2.a*), faculty input (*IIA.2.b*), appropriate breadth and depth of coverage (*IIA.2.c*), and recognized teaching methodologies and pedagogies (*IIA.2.d*);
- quality of support services regardless of location or means of delivery (*IIB.1*), including equitable access (*IIB.3.a*), appropriate resource allocation (*IIIC.1.a*), training (*IIIC.1.b*) and upgrade (*IIIC.1.c*) of technology,



- effective counseling (*II.B.3.c*), library services (*II.C.1.c*) guided by appropriate evaluation of all services provided (*II.B.4*);
- providing of adequate professional development (*IIIA.5.a*) and implementation of effective practices learned (*IIIA.5.b*); and
 - financial planning (*IIID.1.a*) and resource availability (*IIID.1.b*).

In response to Recommendation Two from the Commission, the College specifically reviewed the findings contained in the Evaluation Report (“Report”) generated in June 2006 as a result of the March 21-26, 2006 accreditation team visit. In the Evaluation Report, the accreditation visiting team specifically noted the College’s long history in providing online instruction; however, the team also found that BCC is facing strategic opportunities in the area of online education (*Report, p. 12*). In addition, the team encouraged the College to examine resource allocation for online instruction, especially in light of the large percentage of students enrolled in some form of distance education at the institution.

Given the rapid rise of this type of instruction and the growth opportunities that appear to be part of the future, the team concluded that the College should take a longer range view of resource allocation and technical support for the online lesson delivery systems (*p. 15*). In particular, the visiting team highlighted the need of the College to:

- 1) offer professional development opportunities for the part-time instructors who teach online courses (*pp. 16, 26*);
- 2) engage the adjunct instructors in the evaluation of online education, especially in the areas of assessment and program improvement (*p. 16*); and
- 3) maintain the quality of instruction in this method of lesson delivery (*pp. 16, 18*).

The College recognizes that it has been a leader in the development and delivery of online and distance education courses. Moreover, the College acknowledges that the online course delivery comprises a significant portion of the total course offerings and the viability of the College depends upon a practicable program offering meaningful courses in a learner friendly delivery system.



Online Education Plan

The College has addressed the elements of Recommendation 3 in three through three distinct approaches. First, the College expressly incorporated elements of the recommendation into the goals, objectives, outcomes and action plans of the newly adopted Master Plan. Second, the College created, under the Master Plan, an ad hoc Distance Education Strategy Planning Committee (DESPC) which generated a Distance Education Report containing recommendations to the College for curriculum and program development. Finally, the College initiated steps to expand professional development opportunities and employ technological advances to improve lesson delivery.

The College incorporated the pledge to expand and augment its online education program through three of the overarching goals of the new Master Plan. Specifically, the College will:

- 1) Provide learning programs and an environment that ensure student success; (*Goal One*)
- 2) Promote awareness, interest and access; (*Goal Three*) and
- 3) Improve College programs through systematic evaluation. (*Goal Five*)

The Strategic Planning, Budget Development and Review (SPBD&R) Committee discussed the findings and suggestions contained in the Evaluation Report and crafted four district objectives to address the development of online instruction at the College. In particular, objectives addressing the curriculum development, resource allocation and financial stability of online instruction were included to:

- Expand and/or revise the curriculum to meet the dynamic needs of students and the community (*Objective 1.1*);
- Include to ensure students from all sites, including distance learners, have equal access to student support systems (*Objective 3.4*);
- Develop annual budgets and long-range financial plans that provide the resources to meet strategic goals and objectives, and effectively support emerging programs, capital projects, and retiree obligations. (*Objective 4.4*);
- Improve student learning outcomes assessment as a College-wide, systematic and integrated process (*Objective 5.3*);



- Integrate modern technologies into College operations to improve effectiveness and efficiency (*Objective 4.5*);

The bases for the stated online objectives were supported by the data from the environmental scan as well as the College's online faculty surveys and student interviews conducted to uncover the attitudes and perceptions of the individuals who utilize the online environment. Action plans were generated under the Master Plan to:

- Determine most effective options for improving features and capabilities of the distance learning (*Action Plan 1.1*);
- Include SLO assessment for online courses (including course, program and College-level assessment at all stages of assessment and intervention) (*Action Plan 5.3*);
- Provide training to faculty and staff on technology-based resources for program delivery both in live classrooms and with distance education programs, and implement the recommended changes (*1.6*); and
- Develop and publish a distance education policy that addresses remote access to student service and support (*3.4*).

In fall 2007, the Distance Education Strategy Planning Committee (DESPC) was formed to study online instruction at the College. The DESPC was comprised of faculty experienced teaching online classes, web and management information services personnel and a student representative. Additional support was provided by the College librarian and Director of Vocational Programs (CTE). The DESPC was chaired by a faculty member. The committee was charged to:

- 1) Establish a strategic plan for distance education at the College;
- 2) Assess the current performance of the distance education programs at the College; and
- 3) Generate recommendations for improvement and expansion.

To reach these stated objectives, the committee divided the purposes into curriculum (current and future), certification and online degree programs, delivery methods and marketing. The committee spent the academic year identifying the critical components of a Distance Education Master Plan. Appropriate Cabinet members helped discern resources, direction, and support. Marketing plans and options for the online program were discussed at a meeting between faculty and



administration in November 2007. An initial draft of the Distance Education Strategic Plan was developed and broadly shared with all interested parties including critical governance committees. Based on this broad-based input, the Distance Education Plan was finalized and forwarded to the College President. The Plan was shared with all constituencies of the College and formally adopted by the College in the spring of 2008.

Recommendations from the Committee include the:

- Development of New Courses that Complete Existing Programs;
- Implementation of EVAR Courses as a new method of Distance Education
- Hiring of an assistant for the Director of Vocational Programs to help expand career and technical education;
- Development of practical equivalencies for Instructors for the Vocational Trades courses.
- Appointment of a permanent, Online Research and Development Committee;
- Creation of a document highlighting expectations for good practice in online teaching
- Development of a set of workshops/presentations that provide faculty with hands-on experience in ways to implement good practice (including video delivery);
- Inclusion of counseling, matriculation and articulation support;
- Addition of staff including a web technician to assist in the improvement of online offerings; and
- Continuation and expansion of marketing of the online program with the military, local businesses, and private and state universities.

The ad hoc committee has completed its review of the current levels of performance in the various aspects of online education at the institution.

Assessment of Student Learning Outcomes into the Online Environment

In conjunction with the growth envisioned by the Distance Education Plan, the Board approved an SLO Steering Committee in September 2007. Faculty training on SLOs was provided several times in 2007 and in 2008. In July 2008, eLumen software models for SLO data management were presented for consideration. At the August adjunct faculty orientation, the SLO Coordinator stressed the



importance of SLO assessment, followed by a training later that month. She also uploaded the information to the BCC website for ease of access by instructors who teach online or were unable to attend the training. The SLO coordinator provided training on SLOs at the in service at the beginning of the 2008 academic year and has provided support throughout.

Sufficient Professional Development for Faculty

In addition to providing SLO training access on the College's website, the Instructional Technology Office offered ten professional development courses for full and part-time instructors during the fall 2007 semester. Eleven courses were offered during the same time frame in 2008. The 2008 courses were offered in both classroom and online settings. These courses focused on enhancing online teaching techniques (*IIIA.5.a, b.*)

Opportunities Presented by Technological Advances Beyond Text-based Online Platforms,

Supporting the development of the Distance Education Plan, the Instructional Technology Office created its own Master Plan. The Instructional Technology Center (ITC) has implemented the majority of tasks in the Technology Master Plan, enabling online instructors and students to have greater access to each other. These include streaming audio/video capabilities and online grading. Mini-lecture taping began in fall 2007 with audio support equipment ordered in September 2007.

INTELECOM is available as a mini-lectures inventory for online classes with training in its use attended by thirty-three faculty members in August 2008. During that same month, the College incorporated technology and ensuing video streaming training for faculty, available to all on the College's intranet. The College webmaster continues to conduct an annual review of emerging accreditation standards for online instruction. The Instructional Technology Center (ITC) has begun delivering streaming video training to adjunct and full time faculty, using both Camtasia and Jing.

To enhance the students' educational experience, the library is adding new electronic databases, journals, and other media for online access needs (*IIC.1.c.*). The hiring of a web services specialist allows BCC to review and redesign the layout within the framework of the existing platform (*IIIC.1.a – c.*). In fall 2008, an online orientation was videotaped and produced with



implementation beginning in spring 2009. This method of delivery will make the access to curriculum, support services and facilities more available to online and distance education students.

Financing

In order to facilitate the future development of online course support, financing becomes vital. The Distance Education Strategic plan and budget development have monies allocated. Applicable to this venue, the Block Grant and Basic Skills Grant monies have been used to develop this support. Improvements for the online program are included in the Master Plan (*IIID.1.a*). Budget requests based on goals in the Master Plan are part of the budget development process.

II. Analysis of Results Achieved to Date

While the College was one of the first in the state to offer online courses, it cannot afford to depend on past successes to provide impetus for current and future opportunities. With the establishment of the Distance Education Strategic Planning Committee and the SLO Committee, the institution has begun researching and analyzing critical information in order to effectively identify student learning needs.

However, the DESPC was an ad hoc committee. The College will convert the committee into a standing committee at the institution to ensure that the recommendations presented are followed. This procedure will be led by the academic senate and will improve achievement for online students. A viable committee will allow for more rapid modifications in the distance education program as needed. Faculty input on the online program is critical to help identify competency levels, create measurable SLOs, and evaluate instructional quality. (*IA.1.a; IIA.2.a – e*) Through the College's approval of the Distance Education Strategic Plan, it has acknowledged the need for providing and assessing the quality of student support services regardless of location or means of delivery (*IIB.1, IIB.3.a, IIB.3.c, and IIB.4.*)

Online counseling services will be addressed with a counselor dedicated to online students. The technological capabilities of the College have been and are continuing to be upgraded which will increase accessibility to more programs and services for all students. Additional courses are slated to be added to the online



program enabling more students to take advantage of the distance education program.

Finally, the College is incorporating financial resourcing for the distance education program into the overall BCC Master Plan. While some monies for the distance education program come from Basic Skills and Block Grants, these are not endless. Searching for additional sources of funding may be prudent to continue the progress that has been made in developing the distance education program. (*IIID.1.a, b.*)

III. Additional Plans That Have Been Developed

Significant progress has been made on the recommendation and a Plan has indeed been crafted to help plot the future direction of online and distance education at the College. The approved Distance Education Master Plan has been disseminated and will now be implemented in a more sustainable form. Primary follow-up for the Plan's implementation should come from the Academic Senate in conjunction with the College's Information Technology Governance committee. The College's SPBD&R Planning Committee will exercise oversight to the implementation and ensure its inclusion in the College's strategic planning processes. Continuing effort will be made to engage the part-time faculty in assessing and improving programs. Training opportunities for online instructors will need to be further developed by the webmaster.

Once the SLOs are established for each of the online courses and online instructors have completed training, a method of assuring course quality assessment will be augmented. This will ensure a more complete feedback loop for further program development. Data will continue to be collected from the students utilizing the online environment to gather student perceptions about the system's quality.

Specifically, the College will:

- Implement the online orientation for all students, especially distance and online students;
- Continue to conduct data collection from faculty and students as to the efficacy of the online program;
- Use the campus climate survey results for the online students to gather student perceptions as to the viability of the distance education program;
- Review staffing needs in the technology department to guarantee adequate course offerings and delivery methods;



- Offer additional professional development to online instructors to make available the most current methodologies in distance education;
- Investigate staffing technology alternatives at Ft Irwin and the Barstow campus in light of the potential increased enrollments in career and technical education;
- Pursue a substantive change proposal to address the growing course offerings in programs at the college;
- Closely examine the student enrollment trends to uncover changing needs;
- Identify potential outcomes indicators to better predict student success in online courses;
- Ensure the accurate identification of students in courses;
- Conduct program review using student learning outcomes to better evaluate online effectiveness; and
- Include online faculty in the student learning outcomes development and assessment cycle.

See:

- *Intellicom Presentation*
- *Distance Education Plan*
- *Fall Online Training 2007*
- *Fall Online Training 2008*
- *Web Services Technician Job Description*
- *Distance Education Report to Board*
- *Comparative Review of Online Accreditation Standards*
- *Research Report on BCC Online*
- *Master Plan*



Recommendation 3

The College enhances its commitment to institutional research and data collection, ensuring adequate staff, availability of data across the College, collection of external data, and ongoing assessment of student learning outcomes. (*Standards IB.2, IB.3, IB.5, IIA.2.a, IIA.2.b, IIA.2.f, IIC.2, IIIA.2, IVA.5*)

I. Progress:

Introduction

The third recommendation of the Commission centers on the capacity of the College to conduct institutional research and use reliable and valid data to inform College-wide decision making. The recommendation speaks to the College's: 1) institutional mission and effectiveness; 2) student learning programs and services; 3) the allocation and commitment of resources; and 4) College leadership and governance. Specifically, the recommendation cites the standards related to the:

- Improvement of institutional effectiveness through effective goal setting (*Standard IB.2*);
- Assessment the progress to the stated goals of the College (*IB.3*);
- The utilization and dissemination of assessment results for College-wide consumption (*IB.5*);
- Implementation of effective procedures to design and assess student learning outcomes (*IIA.2.a*);
- Systematic and continuous evaluation of student achievement (*IIA.2.b*);
- Commitment to adequately staff the research department (*IIA.2*); and
- review and evaluation the College's governance and decision-making structures. (*IVA.5*)

In the Evaluation Report, the team expressly identified the wide dissemination of the follow up research conducted on the institutional indicators contained in the Educational Master Plan (*Report, p. 13*). The team also took note of the surveys and focus group work done to support the continuous assessment at the department level (*p. 14*). In the area of student learning programs and services, the report indicates that the College does rely on research and analysis to



identify student learning needs and assesses progress toward achieving stated learning outcomes (p. 17). The site team also identified the research work completed on the Student Equity Plan, the revalidation of assessment cut scores and the analysis success rates in basic skills math reading and writing courses (p. 17). The College noted the inclusion of the institutional researcher on the President's Advisory Committee (PAC) (p. 35)

The team did highlight the College's need to use external information available through environmental scans to guide program review processes (p. 17). The team also recognized the College's requirement to increase resource allocation to the commitment to research and data-driven decision making. The team pointed out that the College will need to survey community businesses to determine needs for the growing career and technical degrees and certificates related to the growth projected at the institution (p. 21). The team also directed the College to timely produce fact books and other publications on which the community can reasonably rely for Barstow College services and programs (p. 21.)

Importantly, the team underscored that access to institutional research for student services was limited (p. 23) and that the feedback loop in the area of student services program review was unclear (p. 23). Importantly, the team recognized the limited viability of the research being conducted by a reassigned faculty member and separation of information technology responsibilities into the MIS department (p. 27). Of particular importance, the team felt that the College needed to research possible strategies to enhance future revenues to handle the anticipated growth in the coming decade (p. 33) and pointed out the College's plans to upgrade the program review process for student services and supports in the coming years.

The team concluded that the College will augment its institutional capacity and data collection to:

- ensure adequate staffing;
- increase the availability of data for all College departments and programs;
- utilize the use of external data, such as environmental scans;
- complete ongoing assessment of student learning outcomes (pp. 15, 26, and 33).



Enhanced Commitment to Institutional Research and Data Collection

The College reaffirmed the commitment to increase its capacity by including the need to use proactive, data-driven decision making as part of its institutional fabric in two critical documents: 1) the Master Plan and 2) newly-adopted Mission Statement.

The new Master Plan includes a College goal to improve College programs through systematic evaluation (*Goal 5*). Under the goals of the Master Plan, specific objectives were written to direct the College to increase its ability to collect and interpret data including:

- Determine the effectiveness of CTE education and training provided; (*Objective 2.3*)
- Increase public awareness of, and interest in, College offerings, including degree and certificate programs, lifelong learning and extra-curricular activities; (*3.1*)
- Improve integrated assessment of institutional outcomes and use of assessment results to foster improvements in institutional effectiveness; (*5.1*)
- Improve student learning outcomes assessment as a College-wide, systematic and integrated process; (*5.3*)
- Improve the validity and reliability of data used for College decision-making; (*5.4*) and
- Improve the integration of College's surveying and other assessment efforts. (*5.5*)

In the fall 2008, the College engaged in an institution-wide dialogue on the development of a new Mission Statement which was formally adopted by the Board in November 2008. The new Mission Statement expressly includes the objective to use data-driven decision making as part of the College's goals.

The College continued the same model for conducting institutional research at the institution until the fall of 2007. At that time, the College suffered a setback when the existing faculty researcher accepted a dean of institutional effectiveness position at a major community college in the Los Angeles area. In January 2008, the College then reassigned another faculty member who pursuing doctoral studies in educational accountability to take over the role in the spring of 2008.



The faculty researcher's initial charge was to investigate the progress on the Commission's recommendation and to complete the annual report to the ACCJC on the progress of student learning outcomes. In addition, the researcher updated statistical software programs that facilitate the manipulation of specific institutional data thereby increasing information availability for institutional assessment, evaluation and improvement activities. Ongoing dialogue with the President's Cabinet and the Academic Senate has taken place over the past twelve months that the researcher has been in the position

As researcher on the campus, the researcher applied for and was elected as a board member of the Research and Planning Group (RP Group), the premier research organization for community Colleges in the State of California. This prestigious election has connected the College with statewide resources and raised the profile of the College in the research arena. As part of the RP Group, the current researcher was placed on the Small College Collaborative to investigate avenues for small and rural Colleges to increase research capacity to meet the increase accreditation and accountability demands. The researcher authored an article in the RP Group's periodical, *RP Perspectives* on difficulties that small Colleges face in this area.

As a board member, the researcher was selected to be a program coordinator of the California Student Success Conference, the annual symposium co-sponsored by the RP Group, Cal-Pass and the California Academic Senate. This position has further expanded the access to effective practices in the field, presentation opportunities and connections with research offices throughout California. In turn, the researcher has aggressively built partnerships with the Chancellor's office and recently co-presented at the Plenary Session of the State Academic Senate with the California Vice Chancellor for Research and Information on Resources on the issues of drilling down data at local sites to implement the Accountability Report for Community Colleges (ARCC), California's new accountability system for two-year Colleges.

As a faculty member, the researcher was selected to be a member of the California State Academic Senate Committee on Student Learning Outcomes and Accreditation. The researcher was part of a team that produced a white paper on the role of SLO Coordinators in the State of California. In his capacity as a committee member, the researcher has completing a follow-up study on what is working in the field of SLO Assessment set for publication by the California Academic Senate in the spring of 2009. The researcher on the



Committee has built relationships with officials and commissions of the ACCJC and with researchers, SLO coordinators and accreditation liaison officers across the state. The researcher has presented general sessions at the SLO Institute, Accreditation Institute and the Basic Skills Initiative sessions. His recent efforts have resulted in his being selected as an accreditation mentor at the Western Association of Schools and Colleges (WASC) Level I and II retreats in the fall of 2008 and winter 2009, working with two-year institutions on accreditation and research issues. These connections have put the College in the position of interacting with similar two-year institutions across the Western United States and Pacific Islands.

At the direction of the President's Cabinet, the researcher conducted an extensive examination of research and planning positions across the state to uncover a job description that would institutionalize the research position at Barstow Community College. In the spring 2008, the College proposed to the Board of Trustees the position of Director of Research, Planning and Development. However, the economic condition of the State of California became strained during this same period and the Board took the summer of 2008 to examine and assure that the financial stability of the College could support the additional administrative position. In August 2008, the Board of Trustees approved the position and authorized the advertisement of the job. The hiring process has proceeded and final selection of the Director position was completed in February 2009.

The Director position is a concerted effort by the College to take the recommendations of the Commission to enhance the research presence on the campus and to create a sustainable mechanism on the campus to create a culture of evidence and inquiry. While the decision to create the position is a positive, the onus remains on the institution to empower this position so that data-driven decision making can occur in all departments and programs at the institution. It is expected that at the time of the next self-study that the research and data collection efforts to support the production of the self-evaluation will be much improved over previous accreditation cycles.

In addition to the hiring of the Director of Research, Planning and Development, the College has also hired an additional database analyst to assist in the collection and dissemination of data. The analyst's work will result in an increase in the number of data reports available, and will review the potential for enhancing data query process.



Adequate Staff, Availability of Data across the College

The research office is more involved in the day-to-day operations of the College than it was at the time of the completion of the self-study. The researcher is a member of the Basic Skills Initiative (BSI) committee, the Distance Education Committee, the ARCC committee, the Strategic Planning and Budget Development and Review (SPBD&R) committee. The researcher remains a part of the President's Advisory Council (PAC) as well. Since the time of the last accreditation visit, the research office has been intricately involved in the:

- Expansion of the Student Learning Outcomes Assessment process for the Student Services division;
- Redevelopment of the Program Review Process for the Student Services Department;
- Review of the institutional performance indicators contained in the Accountability Report for Community College;
- Examination of the success rates of the concurrently enrolled high school students;
- Augmentation of the reading competency for graduation and the development of a Reading department and basic skills lab at the site;
- Completion of the Campus Climate Survey and preliminary re-examination of the College's Equity Plan;
- Completion of an environmental scan used to direct the College's new Master Plan;
- Administration of surveys and interviews to examine the status of online education at the institution;
- Support of the expansion activities in the career and technical education in partnership with the new Director of Vocational Programs;
- Completion of the College's Matriculation Plan; and
- Development of the College's institutional level student learning outcomes (general education outcomes).

The research office has presented the findings of surveys, focus groups, interviews and other data gathering methods to the Academic Senate, student services departments, the President's cabinet, and the Board of Trustees.

In spring 2008, the researcher and College webmaster designed and created: 1) a research site to provide a resource for faculty and the community on basic campus and College data and 2) an accreditation website with the relevant documentation in support of the College's efforts to provide quality higher education for the community.



In the Spring 2007, the researcher, Vice President of Academic Affairs and webmaster created a faculty resource webpage which was designed to provide faculty with the information necessary to complete including SLOs, grading and other related information.

Collection of External Data

To integrate the visiting team's recommendation for the College to more effectively use community and external data, the research office conducted an environmental scan to assist the committee to examine the outside factors that impact the operations of the College. The scan included synopses in six general areas of investigation: demographic trends; economic and employment outlook for the region and the state; educational trends in the United States, California, and Barstow areas; educational policy changes; technological advances and developments; and social conditions. The environmental scan helped identify and shore up many of decisions which formed the basis for the actions in the Master Plan over the next decade.

External investigations were also conducted as part of the development of a community needs assessment to determine workforce training needs and professional development for area employers was included in the Master Plan (*Objective 2.1*). In September 2007, a needs assessment at Fort Irwin was also conducted, followed by a similar assessment in October at the Marine Corps Logistics Base (MCLB) in Barstow. The assessments provided information on business and labor changes, course offerings, labor market needs, and resource development.

Ongoing Assessment of Student Learning Outcomes.

The researcher has worked extensively with the SLO Coordinator to help identify assessment methods for all of the courses on the campus. The Student Learning Outcomes Steering Committee became a standing SLO Assessment Committee in fall 2007. The researcher has taken assumed primary leadership roles with regards to assisting the College in the development of learning outcomes especially in the student services department.

The researcher and SLO coordinator conducted numerous outreach meetings with the student services department resulting in the identification of SLOs for each of the student services department and the utilization of a Nichols 5-type



matrix through which to track progress on the assessment plan. Three departments, DSPS, Admissions and Records and Financial Aid have now completed an assessment feedback loop which has resulted in improvements in service delivery in this department. The SLO assessment in DSPS resulted in the creation of two new courses which are designed to increase the ability of students with disabilities to understand their handicapping condition and to better advocate for accommodations designed to improve student success and access the course material in meaningful ways. The results were achieved by triangulated student self perception, staff observations and indirect data of student success.

The researcher was instrumental in the adoption of the institutional level outcomes in the spring of 2008. Assessment methods for the general education outcomes (GEOs) are being developed during the current academic year.

The researcher and the SLO coordinator have attended the annual SLO meeting as well as the regional meetings conducted throughout the state. In fact, the researcher was the panel's moderator for the entire day's activities. The researcher and SLO student services liaison presented a breakout session on program review development at the most recent student success conference.

With continued institutional support regarding resources and budget, the research team has continued to work diligently to assist the College in the establishment and assessment of learning outcomes at all relevant levels at the institution. The learning outcomes chair has worked closely with the research office, the administration, the academic senate, the departmental faculty, and student services units to increase the awareness of SLO assessment on the campus. The College reviewed all of the major software packages for monitoring SLO assessment and recommendations for the selected software is scheduled to go to the Academic Senate in February 2009.

The SLO coordinator and researcher have conducted numerous trainings and workshops with the faculty and student services personnel learning outcomes assessment workshops to assist faculty acquire valid, direct learning outcome data.



II. Analysis of results achieved to date

The inclusion of research goals and objectives in the Master Plan and Mission Statement and the hiring of a Director of Research, Development and Planning are major steps for the College to improve the inquiry based investigations at the institution.

However, the College must find ways to sustain the position and create mechanisms to permit the department to grow and outreach to the other departments and programs at the institution. Partnerships with similar schools and the pursuit of grants to help expand the efforts will be necessary.

The newly hired full-time researcher will need to make an immediate impact to encourage action research activities to take place at the department level to solve pressing problems that block student learning. The researcher will need to disaggregate the data to ensure adequate outcomes for all students, especially those from traditionally underserved populations.

III. Additional Plans That Have Been Developed

Significant progress has been made on the recommendation and the college has created a full-time planning and research position. The college still needs to make the researcher position a viable position on the campus and find ways to sustain the efforts to use data-driven decisions.

Specifically, the College will:

- Create and publish consistently annual fact books on the College's essential information and dissemination to the public;
- Report the updated institutional outcomes to the Board and the institution at large and integrate the outcomes into institutional effectiveness practices at the College;
- Investigate grant options to help develop the increased research presence on the campus and online;
- Implement more efficiently the ACCJC rubric to assess progress program review to integrate the components of the rubric in the daily operations of the programs and departments;
- Improve the use of the ACCJC rubric for planning to integrate the components of the rubric in the planning processes and structures;



- Interact with the SPBD&R committee to correctly identify the outcomes measures and collect reliable and valid data upon which the committee can rely for resource allocation;
- Act as a resource for the academic senate in the program review process;
- Continue efforts with student services to implement the new program review template;
- Institute action research endeavors to help immediately solve pressing problems for programs and departments;
- Create a culture of inquiry to tap into existing faculty and staff skill sets to conduct research investigations;
- Work with the Distance Education Committee to assure that the quality of education at the College exists in all lesson delivery formats;
- Continue to outreach to the RP Group and other research organizations that deal with community college assessment of learning and institutional effectiveness.
- Outreach to Ft. Irwin staff and personnel to ensure reliable evidence for program decisions;
- Work with the SLO Committee to make certain that reliable assessment measures are in place and that the information is reliable; and
- Continue to have researcher serve on the President's Advisory Committee (PAC) as a critical resource.

See:

- *Environmental Scan*
- *Research on Distance Education*
- *Community Needs Assessments*
- *Campus Climate Survey Results (Campus, Online, Ft. Irwin, College)*
- *Campus Climate Analysis*
- *Student Services Program Review Template*
- *ARCC Report to Board 2007*
- *ARCC Report to Board 2008*
- *Surveys*
- *Master Plan*
- *Director of Research, Development and Planning Job Description*



Recommendation 4

The College advance its progress on student learning outcomes by implementing, at multiple levels, a comprehensive, formalized assessment plan that is grounded in a shared philosophy, involves full and part-time faculty, includes online and face-to-face instruction, fully engages student services in relevant program review, and leads to ongoing improvement of instructional programs and learning support services. (*Standards IIA.2.a, IIA.2.b, IIA.2.e, IIA.2.f, IIA.5, IIB.3.a, IIB.3.c, IIB.4*)

I. Progress

Introduction

The fourth recommendation directs the College to widen its efforts with respect to student learning outcomes by developing and employing a structured assessment plan. The recommendation is grounded in Standard II of the Commission's Accreditation standards.

Specifically, the recommendation identifies the standards related to the:

- Identification of established procedures to implement student learning outcomes and the need to establish faculty in this central role (*Standard IIA.2.a*);
- Reliance on faculty and advisory committees and the need to assess student progress (*Standard IIA.2.b*);
- The implementation of on-going systematic review and evaluation (*Standard IIA.2.e*);
- The accuracy of achievement measures (*Standard IIA.2.f*);
- The inclusion of career and technical education students (*Standard IIA.5*);
- Equitable access of all students (*Standard IIB.3.a*)
- Counseling (*Standard IIB.3.c*); and
- Student Support Services (*Standard IIB.4*).

In the Evaluation Report ("Report"), the accreditation site team recognized the College's inclusion of student learning outcomes in the Mission Statement as evidence of the College's institutional commitment to outcomes assessment



(*Report, p. 8*). The team also found that the College is engaged in the process of identifying SLOs and working to implement them (*p. 8*). The team confirmed the College's efforts in the identification and implementation of SLOs but recognized the College's need to take greater steps to assess and implement the feedback loop (*p. 9*). The report also directed the College to begin dialogue in the institutional level outcomes (*p.11*). The Report does note that the student services division could benefit from professional development opportunities to increase its implementation efforts at the institution (*p. 12*).

The team did find that the College relies on research and analysis to measure student learning (*p. 17*). The College does rely on faculty for the creation and development of learning outcomes (*p. 18*). The team identified that the College needs to evaluate the depth and rigor of the courses offered (*p. 19*). More evaluation needs to be included in part of the planning process (*p. 19*). The access to the research office for assessment was viewed as limited in the student services division (*p. 19*). The report does also point out that the College has yet to create student learning outcomes for information competency through the library and learning support services (*p. 24*).

Advance Progress on Student Learning Outcomes

The College reaffirmed its commitment to identify, assess and evaluate student learning through outcomes assessment as part of its institutional framework in to two critical documents: 1) the Master Plan and 2) newly-adopted Mission Statement.

The Master Plan expressly states the College's goals are to:

- 1) Provide learning programs and an environment that ensure student success (*Goal One*) and
- 2) Improve College programs through systematic evaluation (*Goal Five*).

Objectives under these goals intend to use SLOs to:

- Expand and/or revise the curriculum to meet the dynamic needs of students and the community (Objective 1.1);
- Improve instructional delivery of basic skills in order to improve student learning Objective 1.2);
- Support flexible pedagogies designed to improve student learning and achievement (Objective 1.3);



- Establish CTE programs that meet educational and training needs of local employers (Objective 2.2);
- Increase the accessibility of assistive technology, alternate media, and learning design to all students. (Objective 3.3); and
- Improve student learning outcomes assessment as a College-wide, systematic and integrated process (Outcome 5.3).

The SLO Steering Committee became a standing SLO Assessment Committee comprising of members from all departments from the campus. The committee has met monthly throughout this past year to help develop assessment strategies.

The faculty researcher was selected to be a member of the California State Academic Senate Committee on Student Learning Outcomes and Accreditation. The researcher was part of a team that produced an analysis paper on the role of SLO Coordinators in the State of California. The position on the Committee has built relationships with officials and commissions of the ACCJC and with researchers, SLO coordinators and accreditation liaison officers across the state. The researcher has attended all regional SLO Coordinator meetings and acted as panel moderator for the statewide meeting of SLO Coordinators. This position has afforded the College the opportunity to interact with similar two-year institutions across the state. Finally, the College increased the reassigned time of the SLO coordinator from .2 to .4 of during spring 2008.

Implementation of a Comprehensive, Formalized Assessment Plan at Multiple Levels:

The SLO committee has accomplished the following objectives:

- 1) Presented to faculty and staff four learning outcomes at the College level: 1) Communication, 2) Critical Thinking and Questioning, 3) Global Awareness, and 4) Personal and Professional Responsibility) and had these outcomes recommended by the Academic Senate and adopted by the College in spring 2008;
- 2) Determined through several demonstrations and months of deliberation a recommendation for a software management system to more easily share student learning outcomes and use of shared assessment rubrics and tools (pending Academic Senate recommendation and then Instruction office purchase);



- 3) Determine the recommendation of an instruction wide rubric numbering system (when appropriate) for ease of documenting and using data, also ensuring a similar growth and differences in student accomplishment. The committee suggested a four point rubric (pending Academic Senate approval).

A Formalized Assessment Plan Grounded in a Shared Philosophy:

Dialogue has taken place at numerous faculty meetings such as “best practices” presentations and made certain that faculty voices have been part of creating a shared understanding and shared goals. In the student services division, extensive dialogue has occurred during 2008 as the College developed 1) a mission statement for the entire division; 2) separate mission statements for each of the departments; 3) a cohesive, unified SLO for the student services division that all departmental SLOs support. The student services division met numerous times and revamped the template through which they conduct program review to include student learning outcomes assessment, adequate research and connection to planning and budgeting. The division created a unified matrix that all departments will use to assess their student learning outcomes.

See:

- *Student Services SLOs*

Assessment Which Involves Full and Part-time Faculty.

Fulltime faculty members have remained fully engaged in the outcomes assessment process. The SLO coordinator has met with the following departments to monitor progress, listen to concerns and suggestions, and also to assist in understanding of campus goals. Individual departments have met with the SLO coordinator including Art, Theater Arts, English, Speech and Allied Health. Also dialoguing in faculty meetings and all division meetings practices have ensured that faculty voices have been part of creating a shared understanding and common goals. Specific meetings have been conducted on rubrics, student learning software management demonstrations, and applying the four campus level outcomes

Part-time faculty members have also increased their participation in the SLO assessment process. The SLO coordinator has met with adjunct instructors at paid trainings and presented at adjunct in-services and career technical training



sessions. These meetings have promoted understanding about the purpose of SLOS, the strategies when writing SLOs, the measurement of SLOs and time lines setting expectations for adjunct involvement in relation to SLOs.

Many adjuncts have spearheaded the creation of SLOs and SLO assessment methods, specifically in the following departments: Administration of Justice, Accounting, Air Conditioning, Automotive, Child Development, Communication - ESL, , Culinary Arts, Electrical, Geology, Management, and Welding.

Library and tutorial services have now identified SLOs and are assessing student learning at the College's Learning Resource Center.

See:

- *SLO Coordinator training sessions and PowerPoint*
- *Connection of SLOs to Data PowerPoint*
- *Use of Rubrics PowerPoint*

Assessment Which Includes Online and Face-to-Face Instruction

Currently, student learning assessment is suggested but not mandated in online courses, though most instructors are implementing and testing methods of assessment in the on-line environment including but not limited to Allied Health, English, and Biology.

Annual SLO reports have been timely submitted to the Commission identifying the College's progress in the identification, assessment and evaluation of student learning outcomes in instructional and student services divisions at all levels.

Assessment Fully Engages Student Services in relevant program review.

The SLO committee designated an SLO liaison to the student services departments. Additionally, the student services departments met extensively over the summer and fall of 2008 to re-examine the program review process and have created a viable, dynamic mechanism to gather and analyze student learning outcomes and success.

The DSPS Coordinator and the Manager of Admissions and Records and Financial Aid participated in a breakout at the Student Success Conference developing the concept of using a matrix for review of student progress on SLOs in the context of student support services.



The research office is helping the campus move toward collection and assessment of data for SLOs through four related efforts. First, the researcher has participated in the redevelopment of the student services program review process. Second, the researcher has worked as part of the SPBD&R committee to establish campus-wide outcomes that help the outcomes movement at the Institution. Third, the researcher has assisted in the presentation of SLO workshops with faculty on the difference between grading and assessment. Finally, the researcher assisted the Distance Education Committee to review assessment measures for SLOs in the electronic environment.

II. Analysis of Results Achieved to Date:

In fall 2008, the SLO Committee used the ACCJC rubric as a method to assess the College's progress on student learning outcomes. After much review of the bulleted elements of each stage of the rubric, the SLO committee determined that the College is currently at the developmental stage of SLO assessment development.

The College recognizes that the movement from SLO identification to SLO assessment is a difficult step for some faculty and departments. The SLO committee will need to continue to outreach to faculty and staff to bridge the process to the next stage in the loop. Moreover, the SLO committee will need to work with the researcher to make the data manageable and meaningful for faculty and staff. Finally, the SLO coordinator will need to create opportunities to share successes and setbacks as part of the evaluation process and instill a willingness to constantly self-evaluate our work to better increase student success.

III. Additional Plans That Have Been Developed

Significant progress has been made on the recommendation and the college has moved consistently down the ACCJC rubric. The college must continue to use the rubric as a guide to move the college to proficiency by 2010 and continuous sustainable improvement.

Specifically, the College will:

- Continue to attend SLO regional workshops linking coordinators and researchers and peer institutions;



- Use the ACCJC rubric to assess progress in SLO feedback loop and to integrate the components of the rubric in the daily operations of the programs and departments;
- Come to a consistent and clear definition of programs so that course level SLOs can be integrated into the larger assessment process;
- Identify assessment measures and implement a critical thinking rubric for the general education outcomes;
- Develop model SLO practices for faculty and staff to observe;
- Continue to avail itself of the professional development events sponsored by WASC, the state academic senate and the RP Group;
- Investigate grant and other options to make SLO assessment a consistent budget item for the College;
- Integrate software models to facilitate the collection of student evidence;
- Incorporate course level SLOs fully into instructional program review;
- Continue efforts with student services to develop program review;
- Involve more online and part-time faculty into the SLO assessment process;
- Maintain outreach efforts with the Distance Education Committee to make certain that SLO development continues in the online environment;
- Develop administrative unit outcomes in the Administrative services departments; and
- Update the Board more regularly to create college-wide buy-in to the outcomes assessment perspective.

See:

- *Student Learning Outcomes Coordinator Job Description*
- *SLO assessment committee membership*
- *Student Services SLOs Sample*
- *Student Services Program Review Template*
- *SLO trainings*
- *Adjunct Instruction SLO trainings*
- *SLO Assessment timeline*
- *Best Practices*
- *SLO Assessment Philosophy*
- *SLO Coordinator Paper with Barstow College Staff as Co-author*
- *Student Learning Outcome Form*
- *GEO Form*
- *GEO Training Presentation*
- *SLO Committee Definition*
- *SLO Committee Roster*



Recommendation 5

The Board of Trustees and the leadership throughout the College exercise their authority to meet their stated commitment by implementing specific strategies that result in successful hiring of a more diverse faculty and staff. (Standards IIB.3.d, IIIA.2, IIIA.4.a, IIIA.4.b, IVB.1.a, IVB.1.b, IVB.1.e, IVB.2.a).

I. Progress

Introduction

The fifth recommendation identifies the College's responsibility to meet its declared commitment to use strategies that result in the hiring of a more diverse faculty and staff. The recommendation is based in Standards II, III and IV of the Commissions Accreditation Standards. Specifically, the recommendation to the College identifies the standards related to the:

- Design and maintenance of programs and practices that support and enhance student diversity (*IIB.3.d*);
- Hiring of faculty that are qualified and meet the College's mission and purpose (*IIIA.2*);
- Creation of a diverse staff (*IIIA.4.a*);
- Self-assessment of progress in employment practices encouraging diversity (*IIIA.4.b*);
- Independence of the Board (*IVB.1.a*);
- Board policies consistent with the College mission (*IVB.1.e*);
- Presidential oversight of the College's practices and policies *IVB.2.a*
- Evaluation of Board Policies (*IVB.1.a*).

In the Evaluation Report ("Report"), the site visitation team concluded that the College complies substantially with the standards; however, the team found that Barstow Community College needs to confront its growing challenges of diversity. A significant proportion of the faculty is at the brink of retirement, possibly resulting in the loss of nearly 50% of the College's members by the next decade. As a result, the team recommended that the College make efforts to ensure the required planning is completed to achieve a diverse faculty and staff that support the mission and vision of the College. (Evaluation Report, p. 31)



The visiting committee expressly suggested the following:

- 1) The College should examine its hiring and recruitment methods to eliminate any barriers to creating and maintaining a diverse pool of candidates and to benefit from diverse individuals who express willingness to locate in the area. (p. 32)
- 2) The College should evaluate the impact that the current staffing of the Office of Human Resources has on the planning and implementation of a diverse staff. (p. 32)
- 3) The College should review its commitment to diversity at the institutional level. There is no apparent inclusion of the commitment to diversity in the Board of Trustee's organizational imperatives, which, in effect, shapes the goals and objectives of the College. There also lacks a statement of respect for diversity in the College's values. (p. 32)

The Evaluation Team Final Report noted that opportunities for demonstrating leadership and a commitment to diversity exist at several levels (p. 32).

The College has continued to promote diversity awareness at all levels on the campus. In the new Master Plan, diversity of faculty, staff and students is now expressly incorporated into the goals and objectives of the College. Specifically, the College intends to:

- Increase student enrollment, including participation rates from under-represented groups (*Objective 3.2*);
- Increase diversity of faculty and staff and continue to offer enrichment programs that broaden students' understanding of diverse perspectives and experiences. (*Objective 4.3*)

In addition, the new Mission Statement for Barstow College updated in the fall of 2008 made respect the diversity of individual backgrounds, abilities, and cultures an institutional priority. This parallels a similar provision in the previous Mission Statement.

The library has increased its holdings to include an increasing number of multi-cultural and gender diverse library acquisitions, special programs, displays, lectures, services, workshops, and presentations. The home page of the College's website also evidences the College's augmented commitment to a



diverse study body and staff. Visitors to the College's site are greeted the words *"Welcome to Barstow College... an innovative learning environment that respects student diversity."*

New advertising recruitment strategies have been implemented. The human resources department has chosen to focus their resources on advertising in publications that yielded the most positive results. Direct mailings to minority colleges have been increased in an attempt to recruit a more diverse faculty. In July 2007, the human resources department noted that while their advertising costs were rising, the office was nevertheless going to increase advertising in minority service publications. Again, this effort was made to try to increase the number of diverse applicants for faculty and management positions.

Additional venues include the College website that has viewable and downloadable job descriptions, salary information, applications, and other human resources support material. The College has continued to recruit through a variety of markets. It has utilized and is continuing to use the CCCRegistry.org. The College also attended the CCC Registry 2008 Job Fair in Los Angeles, posting two career and technical instructor positions and two director openings.

While some progress has been made in targeting efforts to recruit a more diverse faculty, the progress has been modest. The College has successfully recruited minority applicants for critical positions on the campus including three faculty positions (English and Cosmetology (2)). In addition, the College successfully recruited ethnic minorities for the Director of Maintenance and Operations and Director of Special Programs and Services and most recently in the Vice President of Academic Affairs.

The College has been very successful in recruiting a classified staff that fairly represents the community at large; however, the College experiences a greater number of employee turnovers, especially among faculty and administrators. Thus, the College has had a difficulty retaining management personnel regardless of diversity considerations.

II. Analysis of Results Achieved to Date:

The efforts of the college to recruit a more diverse faculty and staff have had mixed results. Figure 1 provides a visual representation of the progress in classified staff since the time of the last accreditation visit.

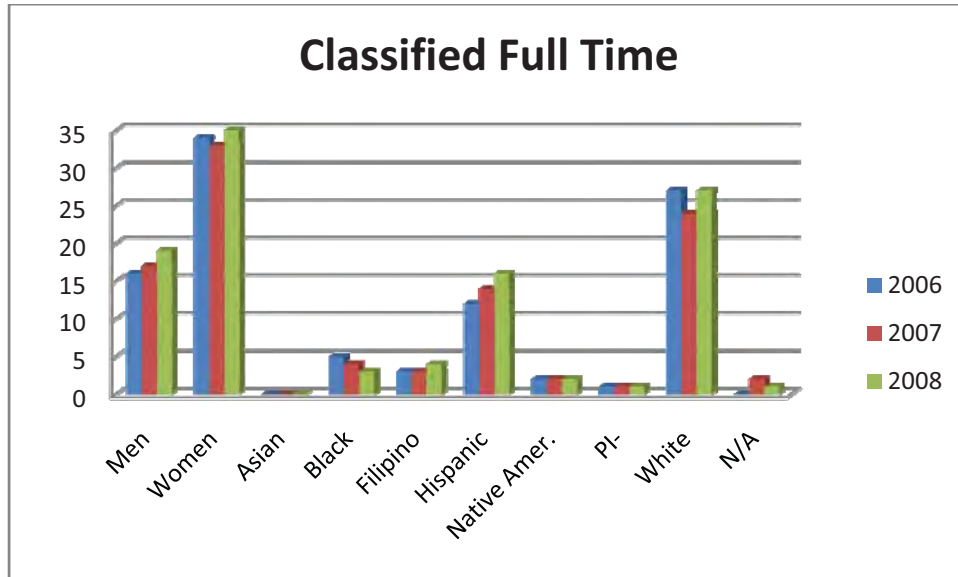
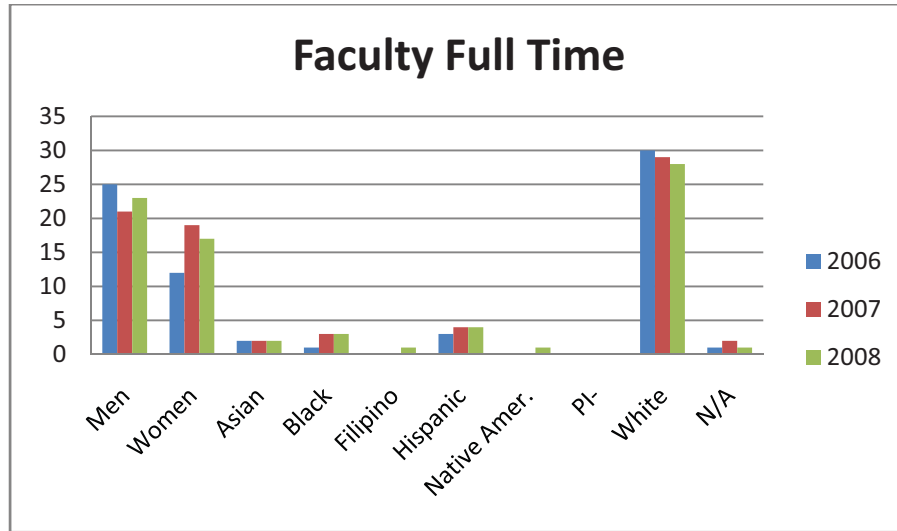


Figure 1. Numbers of Diverse Hires at the College

As can be seen from the data, the college has increased the number of hires for Hispanic-Americans, but has fallen in African-American classified employees. The number of successful female applicants has increased relative to males. Changes in the other categories have only shown modest changes. The classified percentages tend to accurately reflect the qualified applicant pool of the local community.

The movement in full-time faculty hires has been less successful. Figure 2 shows a visual representation of the progress in faculty since the time of the last accreditation visit.



The number of successful female candidates has increased and there have been slight increases in African-American, Hispanic and Native-American full-time instructors. With a small college, there are hazards in using a strict statistical analysis of the diversity successes because of the small sample size. A successful hire or loss in staff can reflect a large percentage change. The College must continue to investigate additional measures to determine progress on this recommendation.

While the College substantially complies with the Standards (page 29), more work needs to be done by the institution to recruit a more diverse faculty (*IIIA.2, IIIA.4.a, and b*). Some small progress has been made in making the faculty more diverse. Attempts are being made to work on diversity issues by various departments. Work on this pressing issue will be an ongoing effort for the College.

III. Additional Plans That Have Been Developed

Significant efforts have been made on the recommendation and progress is ongoing. The college must continue to investigate additional and alternative measures to actively recruit applicants to the high desert area.

Specifically, the College will:

- Continue to advertise and to attend SLO regional workshops linking coordinators and researchers and peer institutions;



- Involve more students in the process to help recruit, review and retain diverse faculty;
- Continue to distribute job announcements to candidates listed in the minority publications, directories and colleges
- Better utilize the web-based advertising to recruit candidates from other parts of the country to relocate to the high desert
- Continue professional development workshops to improve the application and interviewing skills of current adjunct faculty and local applicants
- Examine faculty hiring procedures to uncover any unintended barriers to application at the College;
- Encourage diversity in composition of the hiring committees whenever possible;
- Involve more faculty in the recruitment processes;
- Continue to raise the College's awareness of the benefits of hiring a more diverse faculty and staff;
- Advertise new faculty positions earlier in the academic year so competitive diverse candidates will still be in the job pool when the screening/hiring process begins.
- Involve the SPBD&R committee in the recruitment process;
- Disseminate the College Mission Statement to potential applicants;
- Further attend job fairs and events and to target advertising to specific colleges and universities with qualified diverse applicants;



- Investigate local and national professional organizations that serve ethnically diverse candidates;
- Develop new recruiting brochures and techniques;
- Establish partnerships with local graduate schools to encourage transition to the community college learning environment; and
- Conduct research inquiries to uncover the factors that increase the likelihood for diverse candidates to apply and remain at the College.

See:

- *Minority Advertising*
- *Employment Publications*
- *Job Fair Activities*
- *Recruitment Logs*
- *Diversity Presentation to the Board of Trustees*
- *Diversity Poster*
- *Cabinet Meeting Notes*
- *Faculty and Classified EEOC Report*
- *Fraternization Policy*



Response to Self-identified Issues In the 2006 Self-Study Report

STANDARD ONE: Institutional Mission and Effectiveness

STANDARD 1A: MISSION

Standard I.A.1

- 1. 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. (Standard I.A.1)**

The College has continued the regular and systematic reporting to the California Community College Systems Office of all course information with annual reports and updates as required and appropriate. There has been an ongoing and regular review of the Master Course file as well.

As part of its review of basic skills and English as a Second Language (ESL) course offerings, the College discovered a top code reporting error that exists at many Colleges across the state. The error resulted in the likely underreporting of college success rates in basic skills and ESL as well as the basic skills improvement rate performance indicators.

Campus meetings were conducted to rectify the reporting error. Participants at the meetings integrated a broad range of constituencies including MIS, Instruction, the Academic Senate and the Basic Skills Initiative (BSI) committee. Importantly, the endeavor revealed deficiencies in course offerings and support services for ESL students. Efforts are currently underway to create additional ESL courses as well as bridge courses for students interested in enrolling in college level English courses.

Continued progress is ongoing.

- 2. 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. (Standard I.A.1)**

The College has, through its BSI committee and outreach activities, instituted programs to help address the issues facing nontraditional and other students from historically underrepresented groups.



The BSI Committee chair at Barstow College also serves as a coordinator on the statewide Chancellor's Office Grant. The chair has been a part of the "effective practice" series, bringing researched-based pedagogies to the campus, including universal design, multi-modal instruction methodologies and learning communities. The efforts resulted in a 2007 Innovation Award by the League of Innovation for connecting technology in basic skills instruction to the cosmetology courses.

The outcomes assessment, however, has been limited as a result of the departure of the institutional researcher. The hiring of the new Director of Research, Development and Planning in the spring of 2009 will be a catalyst for the re-examination of the effective practices for historically underserved populations at the institution.

Progress is ongoing.

See:

- *Learning Community Flyers*
- *Learning Community Convention Participations*
- *PowerPoint Presentation of SLO Implementation*

3. 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. (Standard I.A.1)

The College has made a concerted effort to increase the resources committed to basic skills education. The College's faculty researcher also serves as the BSI coordinator at the College. The BSI committee has met regularly and has created action plans to locally implement the state initiative. Beginning fall 2007, the College initiated its first a learning community to help bridge students to College level learning expectations. The community connected a reading, English and Sociology course.

Research from the learning community revealed that student reading and writing levels were insufficient to assure success in a college level course. As a result, funds under the BSI grant were used to hire faculty over the summer to better link curriculum and courses. The second edition of the learning community instituted in fall 2008 connected a reading, English and college success course. Importantly, the learning community utilized a counselor as the instructor of student success course. All decisions were based on research conducted on the



campus and an examination of the effective practices contained in the literature review distributed by the California basic skills research team.

All faculty members participating in the learning community were sent to a national seminar on learning communities. With the implementation of the learning community bridge course for the fall semester, attempts are being made to expand the learning community concept to more advanced courses to help the students move vertically through the curriculum.

The BSI action plan was updated in the fall of 2008 and campus improvements based on the plan are ongoing. The BSI action plan also resulted in the hiring of an articulation officer and counselor at and the College. Moreover, funds from the BSI grant have been implemented to create a reading department and lab and the anticipated hiring of a reading and ESL teacher for fall 2009. The College is also in the process of augmenting the graduation competency in reading. Under current consideration by the committee is an early alert system that will help identify at-risk students and institute interventions to help improve student success.

The researcher and the Vice President of Student Services have reviewed and produced a report interpreting the campus climate survey administered last spring. The research office was involved also in the redevelopment of the College's matriculation plan and the revalidation of the schools assessment placement scores. All of the actions were done to help assist basic skills students at the college.

The College has seen improvements in both the basic skills success rates and improvement rates over the past three years as measured by the Accountability Report for Community Colleges (ARCC).

While research efforts have been conducted on the campus, the College needs to institutionalize the college-wide effort. Successes have been the result of concerted efforts of a number of critical constituencies at the institution, but the efforts will be expanded to acquire broader campus participation. The College expects that the new Director of Research, Development and Planning position will create more a broad based research agenda and institute more action research endeavors by more departments at the College.

Progress is ongoing.

See:

- *Early Warning Efforts*
- *Basic Skills Action Plan*



4. **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. (Standard I.A.1)**

The College hired a Director of Vocational Programs in 2006. The director has improved existing educational offerings and has worked with the curriculum committee to expand programs in fire science, construction and trades and vocational ESL programs. Program development has been based upon survey results to meet the community's near and long-term workforce development needs. The Cosmetology department has been relocated to the campus in new facilities. Additional adjunct instructors were hired in the cosmetology, construction trades and fire technology departments in the fall of 2007. Allied Health also has a full-time temporary instructor with classes moved to the adjacent Veteran's Home for improved lesson delivery and facilities utilization.

The Director of Vocational Programs and the Vice President of Academic Affairs attended a wind technology workshop on December 2007 and are reviewing the potential for alliances and program offerings in sustainable energy methods.

The College completed a Business Needs Survey in August 2007 to determine the educational needs of the community. A survey the recent vocational graduates will take place in future semesters when the research office is established and the vocational education grants are implemented.

Completion is expected in late 2010 by Director of Vocational Programs and researcher.

See:

- *Vocational Education Surveys*
- *Academic Senate Agendas and Curriculum Packets*



- 5. 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. (Standard I.A.1)**

In spring 2006, the College began to offer more continuing education and life-long learning courses including classes in drumming, scrapbooking, guitar, notary public training, calligraphy, landscaping and computers. Enrollment has varied with the course offerings (e.g. notary public (23), drumming (30) and ESL (15)). When enrollment fees were charged, enrollment declined measurably.

A review of the success rates for ESL students revealed that only 16.7% of the ESL students enroll in a high level ESL or college English course. The ARCC committee taken steps to expand the noncredit ESL course offerings at the campus to outreach to the community and create an avenue for students who desire to ultimately enroll in credit ESL courses.

Progress is ongoing.

See:

- *Course Flyers*

Standard I.A.2

- 6. 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. (Standard I.A.2)**

Full minutes of the meetings are taken at yearly board retreats and will be posted to campus intranet for fall 2008 and beyond. In fall 2008, the College mission statement was reviewed by the entire campus. The committee to examine the statement was led by two faculty members and included broad participation of campus constituencies, including Board of Trustee members. The committee proposed a new mission statement which was reviewed by the Board at the fall 2008 planning retreat. The new mission statement was approved by the Board in the subsequent month. The new mission statement will be placed in all relevant campus documents and locations. New plaques will be updated and displayed



around the campus in spring 2009. President has taken responsibility to post the plaques.

See:

- *Mission Statement*

Standard IA.3

7. The College will continue its yearly board retreats and the publication of the mission in the College catalog. (Standard IA.3)

Yearly board retreats continued with outside consultant coordination. The new mission was discussed at length in College-wide meetings as well as the Board retreat.

See:

- *Board Retreat Minutes*

8. 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. (Standard IA.3)

Discussion of the mission statement was accomplished in a number of public sessions in the fall 2008 with dissemination of the minutes on the campus intranet. The administrative procedures were modified in fall 2008 to establish procedure for the mission statement review.

See:

- *Mission Statement*

Standard IA.4

9. 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.4)



Institutional outcomes study has been postponed until the late summer 2009 when the new Director of Research, Development and Planning has been hired. The new Master Plan for the College used the existing mission statement as a basis for the goals and objectives. The Strategic Planning Budget Development and Review (SPBD&R) committee will re-examine the existing Master Plan to ensure that the goals are connected to the new Mission Statement and will amend the Master Plan as appropriate.

See:

- *Educational Master Plan*

STANDARD I B: IMPROVING INSTITUTIONAL EFFECTIVENESS

Standard IB.1

- 10. 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. (Standard IB.1)**

Students have been assigned to the SLO Steering Committee, the Basic Skills Initiative (BSI) Committee and the Distance Education Strategic Planning Committee.

In fall 2008, the College created an online orientation that was videotaped and edited for implementation in spring 2008. Students were consulted concerning the content and the method of information delivery in the online orientation. Importantly, the orientation uses students in the video presentations as the online guides for students to learn the concepts covered by the orientation including matriculation and support services.

The Associated Student Body (ASB) has, and will continue, to delegate students to all committees.

See:

- *Distance Education Committee Membership*
- *Committee Membership*



11. 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. (Standard IB.1)

Training for online and adjunct instructors took place in fall 2007 and spring 2008 in student learning outcomes development as well as basic skills instruction. The Distance Education Strategic Planning Committee was formed in September 2007 to consider professional development in distance education pedagogies. An online training session on the “Basics of Online Instruction” was offered in March 2008 for all faculty.

See:

- *Distance Education Committee Recommendations*
- *Best Practices*
- *Basic Skills Training*
- *Distance Education Report*

12. 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. (Standard IB.1)

The institutional outcomes were revisited by the researcher and the vice president of academic affairs and updated in meetings in September and October 2007. The researcher and vice president have secured positions at other community Colleges and the task will be taken on by the newly hired Vice President of Academic Affairs and Director of Research, Development and Planning.

A counselor was assigned to the College Success Circle Learning Community and taught one of the classes in fall 2008. Instruction and student affairs have worked collaboratively to begin an online orientation which was filmed and edited in fall 2008 and scheduled for implementation in spring 2009.

The tutorial services department has also expanded its outreach to support students especially in the area of basic skills.

See:

- *Learning Community Flyers*



Standard IB.2.

- 13. 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. (*Standard IB.2*)**

Goals, objectives and expected outcomes are included in the College's Master Plan. Assessments of progress on these goals and objectives are completed annually.

See:

- *Master Plan*
- *Assessment*
- *Progress*

- 14. 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. (*Standard IB.2*)**

The College recognized this as a specific need area and re-examined the existing planning structures on the campus. The College agreed that the existing model of a faculty reassigned researcher no longer met the College's growing need to collect and interpret data. The President's Advisory Council (PAC) recommended the creation of a new director position for research and planning which will centralize the data collection and planning efforts at the College.

The efforts have begun to produce positive results. For example, the student services department has created a new template for program review which uses student learning outcomes as a driving force for program change and links resource allocation to program objectives to college-wide goals and objectives contained in the Master Plan.

The College will expand the application to the instructional program review and administrative review in the near future.

See:

- *Program Review Template for Student Services*



Standard I.B.3

- 15. 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. (Standard IB.3)**

The faculty institutional researcher was added to the President's Advisory Council in fall 2005 and continues in that role. The new Director of Research, Development and Planning will assume this position effective July 2009. The delay in implementation is designed to permit the existing faculty researcher to complete his teaching duties this semester and assume full research activities at the conclusion of the semester.

See:

- *Job Description for Director of Research, Development and Planning*

Standard I.B.4

- 16. The College will continue providing broad-based participation in the planning process as provided by guidelines documented in the Participatory Governance Handbook. (Standard IB.4)**

The Strategic Planning, Budget Development and Review committee completed the 2007-2011 Master Plan, with input from each campus constituency. A review of whether expected outcomes are achieved will be included in annual Master Plan progress reports. The Participatory Governance Handbook is being updated in the spring 2009 semester.

See:

- *Educational Master Plan*

- 17. 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. (Standard I.B.5)**

The College directed its focus for institutional assessment on the Accountability Report for Community Colleges (ARCC) performance indicators. In 2007, the



institutional researcher provided a report to the academic senate and the Board on the purpose of the ARCC and the role that the performance indicators play in assessing success for each of the College's missions.

In summer 2007, an ad hoc task force was created to examine the ARCC performance indicators for the College and to institute an evaluation process to implement change on the campus to address the factors that impact the College's performance rates.

The task force's meetings resulted in the presentation of a thorough report using the assessment-evaluation model. The committee identified the trend of the indicator, proposed hypotheses for the reasons for the trend and then established action plans based on the educated guesses to improve the movement of the indicator over time. The report was presented to the Academic Senate and Board of Trustees in November 2008 and January 2009, respectively.

Regarding identified institutional outcomes, this process was last conducted in 2005 and updated in 2007; however, the lack of institutional capacity for implementing research and data collection has delayed the implementation until the summer 2009.

The new department of research, development and planning will remedy this situation and provide a regular mechanism for evaluation and assessment. In turn, the institutional outcomes and ARCC indicators will be reviewed in tandem to identify statewide priority areas and local outcomes of interest for the College.

See:

- *PowerPoint Report for ARCC 2007*
- *PowerPoint Report for ARCC 2008*

18. 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. (Standard I.B.5)

Completion of the fact book was not completed until February 2009 and resumption of the annual report will continue in fall 2010 by the new director of research, development and planning and the public information officer.



- 19. The College will continue to review existing processes for improvements. (Standard I.B.5)**

Overall efforts to improve processes that increase institutional effectiveness are ongoing.

Standard I.B.6.

- 20. The College will determine the feasibility of combining the Strategic and Educational Master Plans into one central document. (Standard I.B.6)**

The Strategic Plan and the Educational Master Plan were combined into one document in 2007.

See:

- *Educational Master Plan*

- 21. 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.**

The goals, objectives, outcomes and action plans have been included in the Master Plan, Presidential Cabinet Work Plan, and Institutional Outcomes documents. Importantly, a team of responsible parties for the work has been included in the Master Plan. Improved planning efforts are in place and ongoing at the College.

Standard I.B.7

- 22. 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.**



Student services managers attended a workshop conducted by the institutional researcher and student learning outcomes (SLO) coordinator on the identification and assessment of SLOs in these areas. Departmental and divisional SLOs were developed, reviewed and subsequently approved for all student services areas. The SLOs were submitted for inclusion in the College-wide SLO plan.

The College created a student services liaison to the SLO committee. This position gives the student services division a direct connection to the SLO committee. The position also allows the SLO coordinator to take a broader view of campus wide implementation of the learning outcomes perspective.

The librarian and tutorial department have drafted SLOs and begun assessment. Both are members of the SLO assessment committee.

The researcher and student service managers met during the fall 2008 semester and crafted a new template which implements the new student services SLOs into a working document that is connected to the Master Plan.

See,

- *Program Review Template for Student Services*
- *Sample Student Services SLOS*
-

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

Standard IIA: INSTRUCTIONAL PROGRAMS

Standard II.A.1

- 23. 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. (Standard II.A.1)**

Program reviews in the instructional division have been timely conducted and submitted and departments have been placed on a review cycle.

Work still needs to be accomplished with instructional departments linking program reviews with resource allocation under the Master Plan. Consistent and measurable SLOs will be refined as the SLO committee reviews data management infrastructure during the current academic year.



See:

- *CTE program development*
- *Student Service Program Review Template*

24. The Curriculum Committee will continue to evaluate new courses and programs in terms of their appropriateness to the mission. (Standard II.A.1)

The evaluation of new courses and programs is ongoing. During the fall 2006-2007 academic year, construction trades and culinary arts courses were developed.

See:

- *Sample Curriculum Actions*
-

Standard II.A.1.a

25. Counselors will work with instruction and the coordinator of DSPS learning and support to develop advisement guidelines that encourage students to take those courses in which they have reasonable likelihood for success. (Standard II.A.1.a)

The DSPS counselor and coordinator have met extensively to align the curriculum in the Academic Skills courses to assure accurate placement and fluid movement vertically into degree applicable courses. In addition, there has been a thorough review of education plans and disability verifications to insure that they are linked to accommodations needed in the classes to increase success. As a result, the reading competency is being upgraded and a recommendation has been made to develop a reading department to meet student demands.

As a result of the work between the counselor and the DSPS coordinator, the DSPS course series was renamed Academic Skills (ACSK) to remove the unfortunate labeling that occurs when students are identified as having a disability. Enrollment in the ACSK courses has tripled and classes have been added during the days, nights and now during summer session. Based on this ACSK success, student services renamed the DSPS department Other Student Services (OSS) to parallel the efforts in the instructional arm of the department to remove the unnecessary labeling of students.



The OSS department has completed the assessment loop addressing the SLO measuring ability of students to identify their disability and advocate for classroom accommodations and supports. As a result of surveys given to students and to OSS staff, it was determined that students needed additional supports to assist in these critical areas. Two additional ACSK courses were added to the curriculum to provide direct instruction to students with learning disabilities and students with other handicapping conditions on how to identify the 1) impact of their disabilities in the classroom and 2) the methods to approach faculty and staff for assistance.

In fall 2008, the OSS office began to place registration holds on student accounts to ensure that the students came to the office to update their progress with the OSS counselor.

Additional counselors have been hired in EOPS and a counselor remains dedicated to the military student who attends the College.

See:

- *DSPS and Counselor Efforts*
- *DSPS SLO*
- *DSPS Assessment Plan*

- 26. 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 DSPS 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. (Standard II.A.1.a)**

Individual SLOs have been prepared for each of the Academic Skills courses (reading, writing and mathematics) and data have been collected to complete the assessment loop. In addition, departmental SLOs have been created and data collected to measure: 1) student awareness of the disability; 2) student knowledge of available accommodations; and 3) student access of campus resources.

Vertical teaming has occurred with reading, writing and math teachers to link the success in higher degree and transfer level courses. Assessment and placement data and class success evidence has been collected and student progress



monitored. In addition, new curriculum is being designed for those students who are unable to take degree level courses.

See:

- *DSPS Efforts*

- 27. 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.**

The Director of Vocational Programs was hired in 2006. Surveys have been conducted of local and regional employers and graduates of vocational programs will also be conducted under the supervision of the director of vocational education.

In spring 2007, a community needs survey was done. The results of this survey were presented in December 2007 at the Workforce Summit held on campus.

See:

- *Director of Vocational Programs Job Description*
- *Surveys*

- 28. 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.**

In 2006, a program coordinator was assigned to the Ft. Irwin location. Work will continue to integrate this position into all of the student support areas.

Standard II.A.1.b.

- 29. 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. (*Standard II.A.1.b*)**

The College has evaluated the online program via the creation of an ad hoc committee that also addressed a recommendation of the accreditation visiting team. The distance education committee did create a series of



recommendations that were presented to the College. Surveys have been conducted of faculty and students on perceptions of program effectiveness. The College will convert the ad hoc committee into a standing committee to examine the online program at the institution.

See:

- *Research Results on Distance Education*

30. 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. (Standard II.A.1.b)

A distance education strategic planning committee has begun work in October 2007. Extensive training and outreach activities have been conducted by the Instructional Technology Office including ten professional development courses for full and part-time instructors during the fall 2007 semester. Eleven courses were offered during the same time frame in 2008. The 2008 courses were offered in both classroom and online settings. These courses focused on enhancing online teaching techniques.

See:

- *Distance Education Recommendations*
- *Online Interventions*
- *Best Practices*

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

The faculty researcher completed the focus groups and reported to the Board of Trustees on student and faculty perceptions in August 2007.

See:

- *Research Report on Distance Education*



Standard II.A.1.c

- 32. The Curriculum Committee will continue the process of ensuring that all proposals for new courses include student learning outcomes. (Standard II.A.1.c)**

The curriculum committee continues to make certain that new courses include student learning outcomes. New templates have been created to track the identification and assessment methods for SLOs in the newly adopted courses.

See:

- *Curriculum Agendas*

- 33. All full-time faculty members 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. (Standard II.A.1.c)**

College level outcomes were presented by the SLO steering committee and formally adopted by the Academic Senate in the spring of 2008. The general education/institutional level outcomes were included in the College's newly adopted mission statement in fall 2008.

The SLO coordinator release time was increased to 40% starting in spring 2008.

Annual reports prepared and submitted timely in the accrediting agencies for the 2006-2007 and 2007-2008 academic years.

- 34. The College will develop a process that ensures part-time faculty participation in student learning outcomes assessment. (Standard II.A.1.c)**

Training has taken place for adjunct instructors beginning spring 2008.



Standard II.A.2

- 35. 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. (Standard II.A.2)**

The curriculum committee remains the primary vehicle to make certain that all new and modified courses and programs have appropriate value. Program review has taken place for instructional departments although better efforts need to be implemented to link resource allocation to program needs. SLOs will be included in all instructional program review to help drive instructional improvement.

- 36. 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. (Standard II.A.2)**

Ft. Irwin community needs assessment is completed. Efforts will continue to evaluate business and work force needs for the high desert area.

See:

- *Ft. Irwin Survey*

- 37. 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. (Standard II.A.2)**

The Director of Vocational Programs was hired in July 2006.

- 38. 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.**

The campus climate survey was conducted in the spring of 2008 and evaluation was conducted in fall 2008. The results of the work will be included in the upgrade of the College's Equity Plan scheduled for the summer of 2009.

See:

- *Campus Climate Survey*



Standard II.A.2.a

- 39. The College will continue to follow board policies and procedures that outline the approval and development process for courses and programs. (Standard II.A.2.a)**

The College continues to follow board policies and procedures with respect to the development and approval of courses and programs.

See:

- *Stand Alone Training*

- 40. The Student Learning Outcomes Steering Committee will provide guidance to all levels of student learning outcomes assessment and will ensure that faculty members continue to play a central role in the ongoing outcomes assessment. (Standard II.A.2.a)**

A faculty led SLO assessment committee was approved by the College in September 2007. The steering committee's work concluded with the creation of the standing assessment committee. Faculty members have been given 2-3 training sessions (per term) for SLOs since fall 2007 in best practices sessions.

SLO coordinator and committee members have attended trainings in SLO assessment by the academic senate and the RP Group.

Institutional researcher was selected to the statewide Academic Senate Committee on SLOs and Accreditation.

See:

- *Trainings*



Standard II.A.2.b

41. The College will continue to review and revise as needed its general education and occupational degree requirements as set forth in the College catalog. (Standard II.A.2.b)

Efforts to evaluate and amend the general education and career and technical education degree requirements are ongoing.

See:

- *Degree Requirement Activities*

42. The institutional researcher will provide annual reports on the achievement of institutional-level outcomes. (Standard II.A.2.b)

The institutional researcher has focused on institutional assessment using the ARCC performance indicators. In 2007, the institutional researcher did provide a report to the academic senate and the Board on the purpose of the ARCC and the role that the indicators performance indicators play in assessing success for each of the College's missions.

The researcher headed a committee that presented a thorough report using the assessment-evaluation model. The committee identified the trend of the indicator, proposed hypotheses for the reasons for the trend and then established action plans based on the educated guesses to improve the trend of the indicator over time. The report was presented to the Academic Senate and Board of Trustees in November 2008 and January 2009, respectively.

Regarding identified institutional outcomes, this process was last conducted in 2005 and reviewed in 2007; however, the lack of institutional capacity for implementing research and data College has delayed the implementation.

It is expected that the new department of research, development and planning will remedy this situation and provide a regular mechanism for evaluation and assessment. In turn, the institutional outcomes and ARCC indicators will be reviewed in tandem to identify statewide priority areas and local outcomes of interest for the College.



- 43. 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. (Standard II.A.2.b)**

Efforts to assess and measure general education outcomes are ongoing.

- 44. 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. (Standard II.A.2.b)**

Efforts to use advisory committees are ongoing.

See:

- *CTE Efforts*

Standard II.A.2.c.

- 45. Faculty Evaluations will continue in accordance with BCFA contract requirements. (Standard II.A.2.c)**

Faculty evaluations are conducted in accordance with the collective bargaining agreement. Reviews have been timely submitted and the process has been streamlined.

See:

- *BCFA Contract*

- 46. 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. (Standard II.A.2.c)**

Efforts of the curriculum committee to guarantee quality, rigor and breadth of courses and programs are ongoing.



See:

- Sample Curriculum Efforts

- 47. 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. (Standard II.A.2.c)**

Initial steps to implement a two-year calendar were initiated in January 2007. Efforts continue to improve scheduling and course completion. Since summer 2007, student affairs division personnel have initiated more collaboration with academic affairs regarding class scheduling. Greater dialogue will take place between instruction and counseling departments. Curriculum and advising program planning is being implemented to better provide course sequencing and student completion. More efforts will be dedicated to perfecting the two-year course cycle.

See:

- *Two-Year Schedule*

Standard II.A.2.d.

- 48. 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. (Standard II.A.2.d)**

Effective practices training has occurred in each semester by representative faculty, the SLO coordinator and institutional researcher. The College has sent teams to the annual student success conference each fall.

This past term a student services team presented as part of a breakout on using an assessment plan matrix for student services departmental evaluation.

See:

- *Sample training*



- 49. Forums, such as brown bag sessions and division meeting discussion time on meeting the needs of students with different learning styles, will be promoted. (Standard II.A.2.d)**

Division meetings and best practices trainings have occurred for each semester beginning fall 2007. Efforts will continue in future academic years.

- 50. 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. (Standard II.A.2.d)**

The science lab was finished in Summer 2006 and is currently being used. A new computer-driven astronomical observatory has been purchased and constructed and put into service in fall 2008.

Standard II.A.2.e.

- 51. 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. (Standard II.A.2.e)**

The research office conducted an environmental scan to assist the committee to examine the outside factors that impact the operations of the College. The scan included synopses of demographic trends; economic and employment outlook for the region and the state; educational trends; educational policy changes; technological advances and developments; and social conditions.

External investigations were also conducted as part of the development of a community needs assessment to determine workforce training needs and professional development for area employers was included in the Master Plan. In September 2007, a needs assessment at Fort Irwin was also conducted, followed by a similar assessment in October at the Marine Corps Logistics Base (MCLB) in Barstow. The assessments provided information on business and labor changes, course offerings, labor market needs, and resource development.



See:

- *Samples of Internal and External Data*

Standard II.A.2.f.

- 52. 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. (Standard II.A.2.f)**

Program improvements are evaluated by the curriculum committee. Program review is ongoing in the instructional departments.

See:

- *Sample Efforts*

Standard II.A.2.g.

- 53. The College will determine whether course or program examination will be used. (Standard II.A.2.g)**

No current efforts are being considered to use department wide examinations at this time. The best method of assessment will be reevaluated in the coming academic year.

Standard II.A.2.h.

- 54. The College will continue to monitor learning outcomes and measurements to ensure they remain an effective and relevance basis for issuing credit in courses. (Standard II.A.2.h)**

The efforts to monitor learning outcomes at the course, program and institutional level are an ongoing part of the SLO assessment committee. The SLO coordinator is on the curriculum committee discussions to discern course



relevance and currency. The curriculum committee assures that SLOs in the syllabi match those on course outline of record. SLOs are reviewed at curriculum committee to assure relevancy.

Standard II.A.2.i.

- 55. 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. (Standard II.A.2.i)**

SLO committee has assumed responsibility of monitoring of learning outcomes with respect to degrees and certificates. SLO identification and assessment has focus on the course level and institutional levels. The College is defining program level outcomes for the institution and has begun the mapping process to connect learning outcomes at all levels.

Standard II.A.3.

- 56. The College will continue to review its general education philosophy. (Standard II.A.3)**

A faculty-driven plan for incorporating general education learning outcomes into student learning outcomes assessment will be developed. Current plans include the development a campus-wide critical thinking rubric to assess this competency. Efforts on these endeavors are at the developmental stage.

Standard II.A.3.a.

- 57. 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. (Standard II.A.3)**

The SLO committee is currently reviewing outcomes assessment measures. Course assessment measures have been identified and assessment of the student learning outcomes has begun in most courses.



- 58. 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. (Standard II.A.3)**

General education outcomes (institutional level) have been developed and approved by the academic senate in April 2008. Alignment with course, program and institutional outcomes still a work in progress. College data management systems have been reviewed and proposed software options are being approved by the academic senate and the College in spring 2009.

See:

- *SLO Data Management Efforts*

Standard II.A.3.b.

- 59. The College will provide to faculty ongoing training on the significance of the components of general education as outlined in the Certification Worksheet. (Standard II.A.3.b)**

Efforts on this planning agenda item will begin after the SLO committee evaluates the general education outcomes approved by the College. The committee is selecting the assessment method and artifacts to be used to examine the progress on the general education outcomes.

- 60. The College will continue, 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. (Standard II.A.3.b)**

In spring 2008, the College formally approved the institutional level (general education outcomes) for the College. Included in the four over-arching competencies are critical thinking, communication, global awareness and personal and professional development. The GEOs were included in the SLO assessment template implemented by the College and faculty members have been asked to identify whether the course SLOs connect to the institutional outcomes. Results from this examination will be used to identify the GEO most



commonly connected and develop a mechanism of College-wide assessment. Over time, all institutional level outcomes will be assessed and evaluated for improvement in practice.

- 61. Faculty and instruction administrators will identify and use resources that prove effective in developing those skills that promote student development as productive lifelong learners**

This agenda item has yet to be implemented at the College

Standard II.A.3.c.

- 62. The Curriculum Committee will complete its review of the remaining general education courses. (Standard II.A.3.c)**

The curriculum committee is reviewing general education courses.

- 63. 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. (Standard II.A.3.c)**

The College will work to increase dialogue on ethics now that a permanent Vice President of Academic Affairs has been hired for the institution.

Standard II.A.4.

- 64. 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. (Standard II.A.4)**

New certificates and programs have been added in the career and technical education fields. Specific attention is being paid to the requisite mathematics, reading and writing skills necessary for success in the workplace. The College has added courses and now attempting to embed basic skills instruction into the courses to help remediate necessary skills for direct and immediate application in the work place. Discussion at the site has focused on the requisite skill level and training necessary for instructors in these fields and the College continues to examine ways to balance the need to provide direct instruction in basic skills to vocational students with the need to ensure the quality instruction.



See:

- *Vocational Skills Certificates*

Standard II.A.5.

- 65. 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. (Standard II.A.5)**

Research has begun to collect success data in career and technical education; however the College has struggled with the current limited institutional capacity to collect data. It is expected that the recent hiring for the director of research, development and planning will alleviate this problem.

Importantly, the director of vocational programs has secured CTE collaboration grant worth \$1.5 million will allow the provision of improved Career Center and interim opportunities for the CTE students. A grant administration assistant has been hired to better implement the process.

See:

- *Advisory Committee*
- *Surveys*

- 66. 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. (Standard II.A.5)**

Efforts are underway to improve student performance in Allied Health (CNA) and Cosmetology. The first cosmetology class after the return of the program to campus facilities graduates in fall 2008. Baseline data will be collected and analyzed. Other career and technical education programs will be added and evaluated each semester thereafter.

See:

- *Student Performance Evaluation*



Standard II.A.6.

- 67. The College will revise the faculty handbook to expressly state that student learning outcomes in course syllabi must be consistent with the course outline. (Standard II.A.6)**

The SLO Committee has been addressing this issue over the past year and the Faculty Handbook is currently being updated to indicate the location of SLOs and the consistency that needs to exist between the course syllabi, course outline and the instruction delivered to the student.

Standard II.A.6.a.

- 68. The College will continue to follow administrative procedures regarding transfer planning and initiating and maintaining articulation agreements. (Standard II.A.6.a)**

The College has used funds from the Basic Skills Initiative to hire a new articulation officer at the institution. New articulation agreements are being developed with neighboring private and public institutions as well as all independent Colleges and universities onsite at Fort Irwin. Since a significant number of our enrollments are in non-traditional programs, the College will also explore articulation agreements with what are currently considered predominantly non-traditional regionally accredited universities and other institutions with large online degree programs. These efforts have assumed these responsibilities.

See:

- *Articulation Efforts*
- *Early Warning*

- 69. 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. (Standard II.A.6.a)**

In 2008, categorical funds were pooled were pooled together, including funds from the BSI, to support a new counseling position to deal with articulation and transfer matters as well as to develop an “Early Warning” system.

See:

- *Early Warning System*



Standard II.A.6.b.

70. 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.**

The College has only recently begun to implement efforts to create a fixed traditional and online two-year schedule. It has been difficult for counselors to develop standardized guidelines for alternative courses to meet student needs in the event of course cancellation, program elimination, or non-scheduling of required courses for the major or for a certificate. Until the two-year schedule becomes institutionalized, each student's need is individually analyzed and alternatives posed as needed.

Standard II.A.6.c.

71. 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. (Standard II.A.6.c)

The catalog is available on the College's website along with a master schedule and semester schedules of classes.

Policies and procedures are reviewed by the President's Advisory Council as recommended language in regulations is amended. In addition, reviews occur on a regular basis when issues arise that may have an impact on existing Board policies and procedures.

See:

- *Board Policy Regarding Title V Changes*



- 72. 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. (Standard II.A.6.c)**

The annual report on institutional outcomes produced by the Office of Institutional Research has been placed on the College's website. Efforts to disseminate the information to the public will become more systematic by efforts of the new director of research, development and planning and the public information officer.

Standard II.A.7.

- 73. 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.**

Standards of student conduct are in the contained College catalog and placed on the website in July 2008.

See:

- *Standards of Conduct*

Standard II.A.7.a.

- 74. Board policy on academic freedom will be included in the faculty handbook. (Standard II.A.7)**

The Faculty Handbook is currently being updated at the institution to include the issue of academic freedom.

- 75. 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. (Standard II.A.7)**

A training on the issue of personal conviction and professional accepted views in a discipline in the classroom and online was conducted in Spring 2008 and moderated by the vice president of academic affairs.



- 76. The College will continue to survey students to assess how well instructors are meeting this expectation. (Standard II.A.7)**

This survey has yet to be conducted at the institution.

Standard II.A.7.b.

- 77. 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. (Standard II.A.7.b)**

The Board policy on academic honesty and administrative procedures on student conduct are consistently included in the catalog and class schedules

- 78. The faculty will continue to receive training on board policy and procedure pertaining to academic honesty. (Standard II.A.7.b)**

Training of faculty on the Board policy as to academic honesty has not yet taken place. Expectation is that this item will be completed by Spring 2010.

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

Faculty members have been presented trainings on academic honesty in the Fall 2008 and will be implemented in the faculty handbook that is currently being updated.

Standard II.A.7.c.

- 80. 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. (Standard II.A.7.c)**

Policies and procedures are being reviewed to ensure compliance with existing laws and regulations. Recommended verbiage changes are sent to the district from the state legal counsel and are reviewed and discussed at the President's



cabinet regularly. In addition, reviews occur on a regular basis as needed on existing Board policies and procedures that may impact codes of conduct.

See:

- *Cabinet Meeting Notes*
- **Continue to provide managers with training on understanding these codes of conduct and the administrative procedures for handling violations of conduct.** (*Standard II.A.7.c*)

Changes are discussed at the managers' council meetings as appropriate.

- **Improve communication with faculty and staff regarding policies and procedures, particularly concerning standards of conduct.** (*Standard II.A.7.c*)

Meetings occur on a regular basis with appropriate unions and staff to discuss policies and procedures particularly those concerning standards of conduct.

Standard II.A.8.

This part of the standard does not pertain to Barstow Community College as there are no international programs offered at the institution.

STANDARD II B: STUDENT SUPPORT SERVICES

Standard II.B.1.

81. The College will continue annual program reviews for each of the Student Affairs departments. (*Standard II.B.1*)

Program reviews are conducted in the student affairs departments. In the fall 2008, the student affairs division revamped the program review process and developed a new program review template that connects student learning outcomes and the educational Master Plan. Implementation of the new template will begin in the spring 2009 semester.

See:

- *Student services program review template*



- 82. 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. (Standard II.B.1)**

The institutional matriculation plan and matriculation guidelines and regulations were reviewed in Fall 2008 and updated by the matriculation committee. The matriculation coordinator updated and submitted the plan for institutional review in preparation for submittal to the Board of Trustees and the State Chancellor's Office. As a result of the current efforts, the Student Counseling Services evaluation form, last updated in 2000, was revised and will be incorporated into the program review process effective 12/01/2007. The previous coordinator reviewed the plan annually (2005, 2006). The coordinator advised counselors on all updates and revisions on a monthly basis and insured that counselors were following correct procedures and adhering to the guidelines.

In-service training will be provided on an ongoing basis so that counselors continue to be up-to-date on matriculation goals and objectives.

The matriculation coordinator met with counselors on a monthly basis throughout 2005, 2006, and the Spring Semester 2007. In-service topics included the Matriculation Plan, the review of assessment procedures, course repeat policy and procedures, recording counselor contacts, introduction to the CAPP, evaluation of transcripts, SLOs, etc. Principal topic for in-service during 2007-2008 year centered on the implementation of CAPP.

The matriculation coordinator was selected to be a part of a state site visit team for matriculation and implemented many of the aspects of the training and lessons from the site visit and applied them to the current matriculation plan at the institution.

See:

- *Matriculation Plan*

- 83. New Student/Parent orientations will be piloted at the off-campus locations, beginning with the Ft. Irwin site in Fall 2006. (Standard II.B.1)**



The orientations have not yet been implemented. In the interim a College representative attends all unit Family Readiness Group meetings on a monthly basis providing general orientations including academic and financial aid information. Expectation is that this item will be completed by early 2011.

The College did conduct off campus orientations at local high schools in Spring 2008 and at Ft. Irwin. The new online orientation will further assist the outreach to off-campus and for distance education students.

Standard II.B.2.

- 84. 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.**
(Standard II.B.2)

The catalog is reviewed annually and sent out to appropriate parties to review draft and return to instruction office. Updating and revising the annual catalog is coordinated out of the Instruction Office. Appropriate departments provide input for necessary revisions and review changes for accuracy.

- 85. 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.**
(Standard II.B.2)

In fall 2007, the Distance Education Strategy Planning Committee (DESPC) was formed to study online instruction at the College. The DESPC was comprised of faculty experienced teaching online classes, web and management information services personnel and a student representative.

The committee identified the critical components of a Distance Education Master Plan. The Plan was shared with all constituencies of the College and formally adopted by the College in the Spring of 2008. The ad hoc committee will become a standing committee on the campus and will develop a distance education policy.

Standard II.B.3.a.



- 86. Program Reviews and updates to the Strategic Plan will be completed annually at the end of each academic year. (Standard II.B.3.a)**

Instructional program review was completed for workforce development completed in May 2007. Mathematics, Science and Physical Education program review was completed in May 2008. Social Sciences and Humanities will complete in May 2009. Student services program reviews are being updated in 2009 using the new program review template.

The first update for the 2007-2011 Master Plan was completed in February 2008. Updates will continue annually as provided in the plan.

See:

- *Master Plan*

- 87. Future research should be designed to more adequately reveal any unique student needs that exist among populations at the different campus locations. (Standard II.B.3.a)**

The campus climate survey was completed in the Spring 2008. Surveys were conducted giving a campus-wide summary, distance education summary and campus-based summary. The information is being disaggregated to address the unique student needs that exist in among populations in different campus locations and lesson delivery systems.

- 88. The College will continue to make adjustments to Ft. Irwin class schedules in an effort to meet the changing needs of its military students. (Standard II.B.3.a)**

The College conducted a needs assessment at Ft. Irwin and assigned a program coordinator to Ft. Irwin. Recent improvements include additional morning and afternoon courses, ESL courses on-site, allocation of additional financial resources to the site. Portable projectors have been included in the classrooms to improve lesson delivery.

- 89. The College will review counseling workload to ensure that all campuses are effectively served. (Standard II.B.3.a)**



A tenure track counselor has been employed using EOPS categorical funds to serve the needs of that expanded program. A counselor was reassigned as matriculation coordinator. A counselor continues to serve the veteran's community. There is still the need for two additional hourly counselors to assist in outreach functions and web phone counseling which will be implemented in future semesters.

See:

- *Counselor job allocations*

Standard II.B.3.b.

90. The College will continue to promote curricular programs that promote civic responsibility and encourage the intellectual, aesthetic, and personal development of its students. (Standard II.B.3.b)

History instructor presents civic responsibility events each fall term. A book fair was held in Spring 2007 by the honor society on campus. A set of public readings was held at the student center in spring 2008. Additional programs include: a drug and alcohol presentation was held in October 2007, a Harry Potter day held in Spring 2008, National Poetry Month reading in Spring 2008, and a Women's History Month presentation in Spring 2006, 2007 and 2008.

91. The Associated Student Body will continue to sponsor events and activities that provide service to the community. (Standard II.B.3.b)

The Associated Student Body developed a full Fall Semester Activities Calendar and is currently in the process of implementing numerous programs, a number of which have been of significant import to the community as a whole. Included among these were: A Day of Remembrance in honor of September 11; Veteran's Recognition Day; Constitution Day; and Police Activities League Thanksgiving Dinner. These activities have included students, faculty, staff, as well as dignitaries from the County of San Bernardino and the City of Barstow. The Spring Semester Activities Calendar will be published in late December.

In fall 2007, the honor society invited an alumni who is currently a United States Congressman to speak to students about civic duty and the role of a community College in future success. In spring 2007, the California Poet Laureate came to speak to the College and conducted a poetry reading event.



92. The College will continue to increase student participation in College activities. (Standard II.B.3.b)

Upcoming activities are vigorously advertised throughout campus, including classrooms and at off-campus sites. Some of these activities are specifically geared to students at Fort Irwin.

Standard II.B.3.c.

93. Counselors will continue to receive on-going training through multiple methods. (Standard II.B.3.c)

During the past two years, members of the full-time counseling staff have attended the annual CSU and UC transfer training conferences, the student services conference and the student success conference. In addition, both Fort Irwin counselors attended the specialized military educator's conference in 2006, 2007 and 2008. This year the new EOPS counselor attended the State EOPS conference as well as Region IX quarterly conferences, The newly-assigned Transfer Center counselor attended a State conference for new Transfer Center Directors as well as quarterly Region IX articulation and transfer center meetings. The VA counselor attended a Region IX training session. One of the counselors received detailed training in the use of the Banner system; several counselors received more in-depth specialized CAPP/Banner training related to counseling services.

The coordinator of matriculation attended a workshop for new matriculation coordinators and also attended the Southern California conference on Title V updates as it relates to student services. The two new counselors were allowed to shadow an experienced counselor and are now undergoing specialized training in creating educational plans, evaluating incoming transcripts, EOPS processes, using ASSIST.org, and the IGETC/CSU breadth certifications. In addition to these items, all counselors will be attending in-house workshops on: matriculation; dealing with students in turmoil; military evaluations; the transfer process; and developing student learning outcomes.

Counselor meetings are regularly held and topics of common interest to all are discussed. The vice president of student services also meets with individual counselors on a weekly basis to monitor progress, provide advice and guidance, and resolve issues.



- 94. 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. (Standard II.B.3.c)**

The department has not used evaluations to date, but has developed a new form in 2007 to address program effectiveness.

- 95. The College will continue to monitor the adequacy of counseling and other student services at all campus locations. (Standard II.B.3.c)**

The department is now designing and field testing an evaluation instrument.

- 96. The counseling department will continue its efforts to increase counseling hours, but it will need to restructure to provide quality services to students. (Standard II.B.3.c)**

The counseling department was restructured in November in order to better serve the needs of all its student clients. A need still exists for two additional adjunct counselors to assist in outreach and cohort advising and guidance.

See:

- *Counselor job allocations*

- 97. The coordinator of DSPS Learning and Support will complete the Learning Disability Eligibility Training that will culminate in a license qualifying him to certify student learning disabilities. (Standard II.B.3.c)**

This was completed in October 2006 and the coordinator is now certified to determine eligibility for accommodations based on learning disabilities. Assessment has continued since that time.

Standard II.B.3.d.

- 98. 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. (Standard II.B.3.d)

The Campus Climate Survey was completed in the Spring of 2008, evaluated in the fall of 2008 and will be used to develop the College's Equity Plan by the Summer of 2009.

Standard II.B.3.e.

99. 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. (Standard II.B.3.d)

Assessment evaluation was conducted by the Matriculation Coordinator and the researcher. An outside firm was used to complete the revalidation and numerous meetings were conducted to discuss cut-off placement scores and course development. The new revalidation scores will be implemented effective fall 2009. Multiple measures were implemented to better place students in basic skills courses. Reading cut-off scores will be evaluated on implementation of the new department. ESL cut-off scores will be evaluated with the hiring of the new ESL instructor.

100. The institutional researcher will conduct another ACCUPLACER Validation Study in three years as required. (Standard II.B.3.d)

Assessment evaluation was conducted by the Matriculation Coordinator and the researcher. An outside firm was used to complete the revalidation and numerous meetings were conducted to discuss cut-off placement scores and course development. The new revalidation scores will be implemented effective fall 2009. Multiple measures were implemented to better place students in basic skills courses. Reading cut-off scores will be evaluated on implementation of the new department. ESL cut-off scores will be evaluated with the hiring of the new ESL instructor.

101. 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. (Standard II.B.3.d)

The cut-off scores could not be implemented at the institution due to small sample size and limited number of course offerings. The Basic Skills Initiative committee has established ESL as a College priority and a new instructor for both credit and noncredit ESL has been recommended by the committee. Upon



hiring of the ESL instructor, the cut scores will be established. An ESL course curriculum is being submitted to the curriculum committee in spring 2009.

Standard II.B.3.f.

102. 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. (Standard II.B.3.f)

Laserfiche training has begun in the Fall of 2008 and departments have begun to convert files in the Spring 2009.

103. 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. (Standard II.B.3.f)

The campus climate survey was conducted in the spring of 2008 and evaluation was conducted in fall 2008. The results of the work will be included in the upgrade of the College's Equity Plan scheduled for the summer of 2009.

See:

- *Campus Climate Survey*

104. Staff members in other departments who have access to student records will be trained in order to utilize the document imaging system. (Standard II.B.3.f)

Training has begun in the Fall of 2008 and departments have begun to convert files in the Spring 2009.

105. The district will implement its plan to replace social security numbers as an identifier on all student records. (Standard II.B.3.f)

The MIS Department is currently working on assigning random student identification numbers.

Standard II.B.4.



- 106. The district shall continue to update the Strategic, Educational Master, and Student Equity Plans and continue annual program review as required. (Standard II.B.4)**

The Strategic Plan has been updated annually. The 2007-2011 Master Plan combined the Strategic and Educational Master Plans in one document.

See:

- *Educational Master Plan*

- 107. Student learning outcomes will be identified and measured for each Student Affairs department commencing with the submittal of 2005–2006 departmental program reviews. (Standard II.B.4)**

Student learning outcomes have been identified for each of the student services departments. Methods of assessment have been determined for all departments and data collection is being conducted in all departments. Four departments (DSPS, counselor, admissions and financial aid) have completed the assessment loop for one full cycle.

STANDARD II C LIBRARY AND LEARNING SUPPORT SERVICES

Standard II.C.1.a.

- 108. The College will do the following:**

- **Establish processes that will result in greater faculty involvement in developing the library collection. (Standard II.C.1.a)**

The College continues to encourage faculty to participate in developing the collection. Faculty are asked for recommendations, which are then made an acquisitions priority. Publishers' catalogs are passed on to faculty so that they can look for items they would like the library to acquire. In addition, faculty are involved in weeding, in that they are given veto power over items proposed for weeding (thus keeping those items on the shelf). In practice, some faculty members are active in recommending materials while others almost never do.

See:

- *Library collections samples*
- **Continue to expand the collection and other library materials.**



Ensure the College continues to subscribe to online library databases. (*Standard II.C.1.a*)

The print and e-book collections continue to expand. The library recently completed a new e-book purchase that will add a set of e-books on controversial topics, such as are heavily used by English and Orientation classes, to the collection. Since the 2006 Self Study, subscriptions to five new electronic databases have been added. The College also continued to add print materials.

See:

- *Library collections samples*
- **Continue to conduct surveys on a regular basis to ensure library services are meeting student needs.** (*Standard II.C.1.a*)

Surveys are conducted each semester.

See:

- *Library Surveys*
- **Determine the most effective option for meeting the increased demand for media support of new technology.** (*Standard II.C.1a*)

Several measures are being taken to update Library technology. For example, as of fall 2007, analog audio-visual materials are actively being replaced with digital (DVD, etc.) formats. Online learning is supported by e-books and electronic databases (see above) and by the creation and dissemination of a document explaining library services and resources to online students and instructors.

- **Implement processes to improve the effectiveness of the co-location arrangement for the computer commons and tutorial services.** (*Standard II.C.1.a*)

After reviewing potential options, the College decided to relocate Tutorial Services to improve the effectiveness of both programs. Since the relocation, Tutorial Services data indicate an increase in use and student satisfaction, and a slight improvement in tutored students' grades.

See:

- *Tutorial Services*



- **Continue to develop and measure student learning outcomes in tutorial services.** (*Standard II.C.1.a*)

The student learning outcomes have been identified and the tutorial services director is currently on SLO committee.

Standard II.C.1.b.

109. The College will do the following:

- **Provide library literacy training in more formal instructional settings.** (*Standard II.C.1.b*)

Library literacy training takes place via tutorials held in the library. In spring 2007, library assignments, both general and subject-focused, were created by the Librarian and given to students who attended tutorials. In addition, students receive instructional handouts. It would be advisable to create an online tutorial for the use of distance students.

A prototype online library tutorial was created in Spring 2008, but yet to be implemented.

See:

- *Library resources*
- **Develop outcomes-based assessment of library literacy, and integrate these assessments throughout the curriculum.** (*Standard II.C.1.b*)

Library Student Learning Outcomes were created in Spring, 2007 and approved by the SLO Coordinator in Spring, 2008. We are working on a strategy for integrating these outcomes throughout the curriculum.

See:

- *Library resources*
- **Develop outcomes-based assessments for technology competency in the computer commons.** (*Standard II.C.1.b*)



Technology competency is included in the existing student learning outcomes framework.

- **Update tutor training processes.** (*Standard II.C.1.b*)

This takes place at the beginning of each academic term. Recent trainings include information processing theory, motivation analysis and learning styles.

Standard II.C.1.c.

110. The College will do the following:

- **Continue to survey students on a regular basis to help ensure the library meets their study needs.** (*Standard II.C.1.b*)

Students are surveyed twice a year beginning spring 2007.

- **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.** (*Standard II.C.1.b*)

The library web page was updated subsequent to the Self Study. This update included information on databases and technology. In addition, material on library resources and services is actively sent to online students and instructors, most recently in August 2008. Web page updates are effectively limited by limitations on library staff access.

In the summer of 2008, the library web page was updated again to reflect changes and additions to our electronic database offerings.

See:

- *Library Resources*
- **Work with the DSPS office to make all media available in a closed captioning format.** (*Standard II.C.1.b*)

The closed captioning for old media is completed either on-site or using the state community College facility. New materials are disabilities compliant and the work of the department focuses primarily on updated media produced before implementation of the disabilities regulations.



- **Determine whether operating hours for the computer commons, Ft. Irwin computer lab, and tutorial services effectively meet the needs of all students.** (*Standard II.C.1.b*)

Tutorial services are offered at Irwin based upon student needs.

Fort Irwin computer commons hours are currently adequate. The facility is open Monday through Friday, 0800-1800 hours. Hours of operation may be subject to change depending on future enrollment trends.

Standard II.C.1.d.

111. The College will do the following:

- **Continue to review security features for improvements, including video surveillance policy.** (*Standard II.C.1.d*)

In Spring 2007, an Internet Café system was instituted, requiring photo ID and a login procedure for all computer users and limiting computer sessions to one hour for students (renewable). This solved an ongoing security problem caused by students and others congregating around the computers to view explicit material.

See:

- *Library Resources*
- **Continue to work with CheckPoint to resolve false library material alarms.** (*Standard II.C.1.d*)

The vendor made repeated trips to resolve the problems. As a result of these efforts, library staff members reported the number of false alarms was minimal during the 2007-2008 year.

See:

- *CheckPoint service agreement*

Standard II.C.1.e.



112. The College will do the following:

- **Continue to work with the Community College Consortium to expand access to library subscription databases. (Standard II.C.1.e)**

The library has continued to work with the Consortium to expand databases.

See:

- *Library Resources*
- **Develop ideas for increasing use of the IEALC program. (Standard II.C.1.e)**

This resource is not heavily used by our students. Brochures are provided and discussed during tutorials.

See:

- *Library Resources*

Standard II.C.2.

113. The College will do the following:

- **Complete a program review to formally evaluate whether the library is meeting student needs. (Standard II.C.2)**

A review was completed in spring 2006 and spring 2008.

See:

- *Library Resources*
- **Continue to use a variety of other processes to help assess library services. (Standard II.C.2)**



Library services are assessed by a variety of statistics, such as circulation numbers, patron count, and number of tutorials per semester, as well as by survey results and comments from faculty, administration and students.

See:

- *Library resources*
- **Develop outcomes-based measurements for both the library and computer commons.** (*Standard II.C.2*)

Student learning outcomes for the library have been developed and assessment measures identified. Assessment is currently in progress.

Student Learning Outcomes are currently implemented in library tutorials.

See:

- *Student Learning Outcomes*
- **Continue to develop and measure learning outcomes in tutorial services.** (*Standard II.C.2*)

The student learning outcomes efforts are ongoing and the tutorial manager is part of the SLO assessment committee.

STANDARD III A: HUMAN RESOURCES

Standard III.A.1.a.

114. 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.** (*Standard III.A.1.a*)

Report on progress of increasing the quality, quantity and diversity of applicant pools is presented annually to the Board each Spring. Weekly reports are given to the President's cabinet on diversity recruitment efforts and the human resources director provides a regular review of advertising efforts including advertisements in minority publications.



- **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. (Standard III.A.1.a)**

The human resources department continues to improve the recruitment process to create a more inviting atmosphere for candidates.

- **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. (Standard III.A.1.a)**

Key administrative candidate presently conduct on campus presentations. Currently, presentations are not well attended. The human resources office will start advertising and inviting more employees and the public to candidate presentations. Video conferencing for candidates has not begun yet.

- **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. (Standard III.A.1.a)**

Continuing to review and make changes when needed.

Standard III.A.1.b.

115. **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 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.

Since Spring 2006, all faculty evaluations have been turned in according to the timeline set in the contract.

Standard III.A.1.c.

116. 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. /

Progress and engagement forms have been approved for faculty that will specifically require the specific, stated SLOs they will use in their classes.

Status of SLOs has also become a component of the program reviews

See:

- *Program Review*

During negotiations, it was agreed that under the "reports" line item of the Final Performance Evaluation form, that this area would address both progress and engagement of faculty in the SLO process.

The effectiveness of Student Services Departmental SLOs will be assessed during the program review process. Further, individual manager evaluations will also include an assessment of the effectiveness of their stated department SLOs.

Standard III.A.1.d.

117. The College will do the following:

- **Continue to stress ethical behavior in all aspects of employee and board performance.** (*Standard III.A.1.d*)
- **Review the need for identifying specific actions if ethical standards are violated.** (*Standard III.A.1.d*)



- **Determine whether the Academic Senate should create a faculty ethics committee to address instructional issues.** (*Standard III.A.1.d*)
- **Work closely with the Associated Student Body to emphasize ethical behavior by all students.** (*Standard III.A.1.d*)

The ASB undergo pre-service training prior to assuming office which includes specific topics dealing with ethics and ethical behavior. Moreover, the ASB advisor continually stresses this trait throughout each semester, especially prior to each scheduled trip. The Assistant Dean and Vice President also address the ASB in regards to this topic.

Efforts to expand the efforts to the academic senate and other employee performance will continue in future semesters.

Standard III.A.2.

118. The College will do the following:

- **Continue to add new faculty positions as needed to meet identified program growth and demand.** (*Standard III.A.2.*)

Faculty positions are reviewed. Two new faculty positions were added in September 2007 to address increased enrollment in cosmetology and construction trades. The Cabinet work plan for 2007-2008 requires a December and May report from Ft. Irwin to discern staffing needs. In January 2008, full-time hires for Allied Health and Cosmetology were advertised. The first is a replacement and the second is based upon need for a second Cosmetology instructor. Full-time positions are being developed for the new reading department, ESL and academic skills instructor.

- **Revise the list of new positions if required based on the addition of new vocational programs.** (*Standard III.A.2.*)



Ongoing and based upon program reviews, enrollment trends, and other data that discern these staffing needs.

- **Determine whether some staffing reductions should be restored to maintain and improve service levels in affected departments.**

Efforts are ongoing to evaluate staffing reductions.

Standard III.A.3.a.

119. The College will do the following:

- **Keep the electronic posting of the policies and procedures manual current.** (*Standard III.A.3.a*)

All policies and procedures are reviewed regularly and posted to the intranet

- **Review previous board policies and procedures, and update the current manual as needed to ensure all aspects of personnel administration are sufficiently addressed.** (*Standard III.A.3.a*)

Policies and procedures are reviewed and updated.

- **Review and revise the policies and procedures manual and provide training to all employees on a regular basis.** (*Standard III.A.3.a*)

Work began on the manual in March 2008 and continues.

- **Continue to provide training to managers regularly. Continue to provide updates on personnel issues that affect all employees.** (*Standard III.A.3.a*)

Training occurs a regular basis.

Standard III.A.3.b.

120. The College will continue to ensure the security and confidentiality of personnel records. (*Standard III.A.3.a*)



Efforts to ensure file security are ongoing.

Standard III.A.4.a.

121. The College will do the following:

- **Continue to assess the campus climate on a regular basis.** (*Standard III.A.4.a*)

Completed in the spring 2008.

See:

- *Campus Climate Survey*
- **Analyze data regarding actual performance and success of students in conjunction with the data collected in campus climate studies.** (*Standard III.A.3.a*)

Completed in the fall of 2008.

See:

- *Campus Climate Survey Analysis*
- **Increase access services to under-represented student demographic groups.** (*Standard III.A.3.a*)

At all division meetings, faculty members have been given presentations by various student support services personnel to make them aware of services that they can convey to their students. Outreach to underrepresented groups has occurred the ASB outreach, EOPS and DSPS.

See:

- *In-services*
- **Continue to work toward achieving the goals identified in the Student Equity Plan.** (*Standard III.A.3.a*)



Work is ongoing. The campus climate survey will be used to update the Equity Plan in the spring and summer of 2009.

Standard III.A.4.b.

- 122. 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. (Standard III.A.4.b)**

The human resources department tracks the applicants and successful hires and disaggregates the data based on gender, minority and ethnicity status to help identify areas of improvement. More further discussion in Response to Recommendation 5.

Standard III.A.4.c.

- 123. The College will do the following:**

- **Continue to adhere to established policies and procedures to maintain a professional working and learning environment. (Standard III.A.4.c)**

Efforts to maintain professional working and learning environment are ongoing.

- **Implement new elements in the employee recognition program. (Standard III.A.4.c)**

The new employee recognition program was completed in Fall 2007 and implemented.

- **Continue to assess the campus climate, including surveys from the employees' perspective. (Standard III.A.4.c)**

Completed in the Spring of 2008.



Standard III.A.5.a.

124. 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.** (*Standard III.A.5.a*)

Camtasia training was completed for Midterm Report evidence gathering. Curriculum committee trainings occur via videoconferencing. Efforts are being expanded in cooperation with the MIS department.

- **Develop an ongoing district-wide training program.** (*Standard III.A.5.a*)

This action has yet to begin.

- **Clear any misconceptions about availability of funding.** (*Standard III.A.5.a*)

Budget managers were encouraged to submit funding requests for all anticipated needs. Each request in object codes 4000-6000 was approved. Budget for travel, conference fees and staff training increased each year from 2003-04 – 2007-08. In light of the expected state budget difficulties for 2008-09, budget managers were asked to reduce all discretionary expenses by 10%. Even with this reduction, budgeted funding for training is still over 140% of 2003-04 levels.

See:

- *Budget trainings*
- **Encourage budget managers to identify training needs in their annual budget requests.** (*Standard III.A.5.a*)

Budget managers were encouraged to submit funding requests for all anticipated needs. Each request in object codes 4000-6000 was approved. Budget for travel, conference fees and staff training increased each year from 2003-04 – 2007-08. In light of the expected state budget difficulties for 2008-09, budget managers were asked to reduce all discretionary expenses by 10%. Even with this reduction, budgeted funding for training is still over 140% of 2003-04 levels.

See:

- Budget trainings



Standard III.A.5.b.

- 125. 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. (Standard III.A.5.b)**

Professional growth has been approached by the academic senate for training opportunities at statewide trainings in student learning outcomes, accreditation, assessment, plenary sessions and curriculum.

The BSI committee has sent faculty to learning community faculty to conferences and student services personnel to the student success conference. Military education conferences have been attended by counselors and staff serving Ft. Irwin.

A more systematic approach will be expanded to include all personnel in future semesters.

Standard III.A.6.

- 126. 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.5.b)**

Staffing needs are regularly reviewed and considered; however the college needs to develop and plan to deal with the measurable amount of staff turnover in upper management and counselor areas.

STANDARD III B: PHYSICAL RESOURCES

Standard III.B.1.a.

- 127. The College will do the following:**

- **Continue to upgrade and modernize facilities and equipment at all program locations. (Standard III.B.1.a)**



The Remodel for Efficiency and Cosmetology Modernization projects were completed in 2007, and the Student Services Modernization project was completed in fall 2008.

- **Continue to use planning documents, program reviews, committee participation, and other processes to ensure facility needs are met, and make changes as needed.** (*Standard III.B.1.a*)

The Master Plan 2007-2011 connects program review to address facilities needs are addressed.

See:

- *Educational Master Plan*
- **Develop plans to minimize interruptions to College operations during the Remodel for Efficiency and Student Services Modernization projects.** (*Standard III.B.1.b*)

Classes normally held in affected classrooms were relocated to other buildings, including the former Child Care (“D”) building while the Remodel for Efficiency project was completed. Two modular buildings were added to temporarily house student services departments while the Student Services Modernization project is completed. The bookstore was relocated to the “D” building, and EOPS was relocated to the Learning Resource Center. The student services center is now complete and offices have been relocated to a one-stop location in the former Norman Smith Center.

- **Determine new revenue sources to help meet future capital outlay obligations.** (*Standard III.B.1.b*)

The College is continuing to review options such as a general bond election, certificates of participation, and other financial possibilities that will increase revenue sources. Preliminary research was completed for a possible bond issue and/or certificates of participation. However, the College determined not to pursue these financial measures because the district has met its existing obligations for an ambitious capital project program without external financing.

The financial stability of the college will be regularly evaluated to consider public financing of college facilities needs.



Standard III.B.1.b.

128. The College will do the following:

- **Add more “Code Blue” emergency phones in campus parking lots.** (*Standard III.B.1.b*)

At least two additional phones will be added by the end of 2009.

- **Continue to add more safety and security features throughout the campus as needed.** (*Standard III.B.1.b*)

An additional four surveillance cameras have been added during the past two years, bringing the total number of cameras to twenty-four. The system is being reviewed for effectiveness, potential operational improvements, and the need for additional cameras. Security guard hours have been extended. The Emergency Action Plan is being revised to provide additional details, and comply with National Incident Management System (NIMS) requirements. Simulated training will be scheduled once the revision is completed.

The President’s cabinet reviews campus safety monthly. The M&O Director, Vice President of Student Services and the President attended a campus safety training session (Fall 2007).

- **Continue to improve the accessibility of all facilities by implementing the necessary modifications identified in the ADA transition plan and by the advisory committee.** (*Standard III.B.1.b*)

On campus facilities are ADA compliant and reviewed periodically by Maintenance and Operations and DSPS for access issues. There have been several student complaints reported in regards to accessibility issues at our classroom at the Veterans Home. This issue is in the process of being resolved as the Veteran’s Home exercises authority and control of the facilities there.

- **Continue to conduct safety inspections and ergonomic reviews, and provide safety-related training.** (*Standard III.B.1.b*)

Standard III.B.2.a.

129. The College will do the following:



- **Continue to develop capital plans that support the goals and objectives in the Master Planning documents.** (*Standard III.B.2.a*)

The College completed a Facilities Master Plan in 2006; it is reviewed regularly and updated.

- **Continue to account for the “total cost of ownership” for new facilities and programs.** (*Standard III.B.2.a*)

Expected costs for utilities, furniture, etc. are included in budget forecasts.

See:

- *Budget Projections*
- **Develop additional revenue sources to fund future capital improvements.** (*Standard III.B.2.a*)

The College has explored COPS, a bond measure and other external funding mechanisms. The Director of Vocational Programs has secured grants to expand the career center. The College is continuing to review options such as a general bond election, certificates of participation, and other financial possibilities that will increase revenue sources. Preliminary research was completed for a possible bond issue and/or certificates of participation. However, the College determined not to pursue these financial measures because the district has met its existing obligations for an ambitious capital project program without external financing. The financial stability of the college will be regularly evaluated to consider public financing of college facilities needs.

- **Continue to assess the effectiveness of existing facilities.** (*Standard III.B.2.a*)

The analysis of department relocations for capital outlay projects, remodeling etc. are ongoing. Cosmetology facility completed for the 2008-2009 academic year.

Standard III.B.2.b.

- 130. 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.2.b*)



Five year facilities plans are updated annually, and project information continues to be submitted in the California Community College Facility Utilization Space Inventory Option Net (FUSION) system. Facilities are also included in the Master Plan.

See:

- *Strategic Plan*

STANDARD III C TECHNOLOGY RESOURCES

Standard III.C.1.a.

131. The College will do the following:

- **Continue to upgrade equipment, software, and network security, and streamline processes in response to technology advances.** (*Standard III.C.1.a*)

The College has continued to upgrade computer equipment within a four-five year replacement cycle. Older computer equipment has been used for additional classroom computer labs as needed. The Student File Server was updated to increase access speed and additional storage space. The Document Imaging server was upgraded to provide additional storage and performance increases.

See:

- *Computer Updates*

132. Review staffing to ensure adequate support and skills exist to meet the expanding and changing technology needs of our students and staff. (*Standard III.C.1.a*)

In light of ever-increasing data requirements, a second database analyst position was approved by the Board. A web services specialist was also approved to help meet increased needs for the online program.

See:

- *Board Approval of Database Analyst and Web Specialist*



- **Continue to provide focused training to ensure the technology staff fully supports the district's technological needs.** (*Standard III.C.1.a*)

Organized training sessions for staff have been limited, in part because of lack of staff participation and staff schedules. Local archive copies of various @One classes, Adobe Acrobat, Outlook, and other presentations are available for individualized viewing schedules. Microsoft Office 2007 training sessions have been, and, are being, developed and offered to College staff. A variety of training programs covering many components of the online program continue to be offered for distance education faculty.

See:

- *Training Options*
- **Improve communications with faculty and staff concerning current technology capabilities and ideas for future improvements.** (*Standard III.C.1.a*)

Tablet PC technology was implemented into the S-building lecture hall podium. The College has also acquired Scantrons Class Climate survey that can be used for classroom surveys as well as instructor questionnaires to review student learning and retention. Training on Camtasia and self-service video offerings was provided during the fall 2008 in-service sessions. A Distance Education Strategic Plan to identify potential improvements was developed in 2008 with primary input from faculty and staff.

See:

- *In-service agenda*
- **Continue to survey staff on the effectiveness of technology support.** (*Standard III.C.1.a*)

Most inquiries have been face-to-face confirmations, or via e-mails, of services provided. The need for more formal methods will be reviewed.

- **Continue to analyze the potential of using commercial platforms for the distance learning program.** (*Standard III.C.1.a*)

In February 2007, a commercial vendor visited to make a presentation on their product. Various constituencies were in attendance. Both audio and video streaming are available to faculty for online, class implementation.



eLumen training took place in July 2008 and video captured for faculty and staff unable to attend. Video streaming for online classes began in Fall 2008. INTELECOM software provides inventory of mini-lectures for online classes

See:

- *Trainings*

Standard III.C.1.b.

133. 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.** (*Standard III.C.1.b*)

See the Response to Standard III.C.1.a

- **Develop new surveys, studies, observations, and outcome-based measurements to evaluate the effectiveness of technology use by students.** (*Standard III.C.1.b*)

The College has implemented student learning outcomes at the institutional, program and course level. Several faculty members and departments are reviewing their current effectiveness. The Class Climate application has been used to develop new survey assessment tools, such as the Community needs assessment, Student Learning Outcomes pre- and post-test student surveys, and Ft. Irwin interest survey.

See:

- *Survey Evidence*
- **Review options for providing more effective SCT Banner training in specific subject areas.** (*Standard III.C.1.a*)

Training for faculty and specific departments in a number of Banner applications has been provided by consultants during the past few years, including the Curriculum, Advising and Program Planning module; Web for Faculty; and Banner processes affecting the business office.



The database analyst has continually offered Banner and Campus Data application classes to individuals, and during the 2007 fall in-service. As more staff members requested specialty reports and access to Banner data, the Campus Data application was made a part of the standard software load for computers.

See:

- *Training Opportunities*
- **Determine the most effective processes for providing on-campus training to staff during the academic year.** (*Standard III.C.1.a*)

Scheduling conflicts and physical distance make it difficult to provide consistent training. However, the new online position includes multimedia applications for the online program, and could include distance education for faculty and staff as well. Video captures of on-campus training sessions are being archived for on-demand viewing at the staff member's leisure.

See:

- *Training Opportunities*

Standard III.C.1.c.

134. The College will do the following:

- **Continue to purchase maintenance agreements and extended warranties, where practical, for technology equipment and related software.** (*Standard III.C.1.c*)

All MIS-generated computer requisitions have 4-year maintenance agreements included. Annual maintenance agreements have been purchased as needed to support current software applications.

See:

- *Maintenance Agreements*
- **Continue to replace computers on a three-to-four-year cycle.** (*Standard III.C.1.c*)



The College has successfully replaced most computers on a four-year replacement cycle as the number of computers has continued to increase. To meet growing academic needs, many computers that have been replaced in their original location have been relocated to other classrooms that previously did not require computer access. This ongoing growth in the academic area may stretch the planned replacement cycles in future years.

See:

- *Computer Expenses*
- **Evaluate options for establishing an off-site data back-up storage process.**

Preliminary research has been conducted, but off-site storage has not yet been implemented. Expectation is that this item will be completed by early 2010.

- **Update and maintain the network security systems to ensure continued safety to equipment and infrastructure.** (*Standard III.C.1.c*)

All student accessible computer stations have been physically secured by locks. Campus-wide network security has remained at the current level for the past few years. Additional research for improvements, including laptop security protocols and recovery procedures, will be undertaken.

Standard III.C.1.d.

135. The College will continue to plan and implement technology upgrades and improvements, with minimal interruptions to services.
(*Standard III.C.1.d*)

Wireless capabilities have been successfully implemented for approximately 85% of the campus. This project should be completed by the end of the 2008 calendar year. In addition, the Voice- over- Internet Protocol system was extended to include the Ft. Irwin off-campus location in the summer of 2008. An added benefit of this implementation was the installation of a full T-1 circuit to increase network access speeds to and from the main campus. Scheduled upgrades and maintenance are completed at times that minimize impacts on student and staff activities.

See:

- *Wireless Plan*



- 136. It will determine whether additional technology support staff is needed to improve the quality of service, including at off-site locations. (Standard III.C.1.c)**

See Response to Standard III.C.1.a.

Standard III.C.2.

- 137. The College will continue to integrate technology planning with institutional planning. (Standard III.C.1.c)**

Technology planning has continued to be an important part of the institutional planning process.

An updated Technology Plan will be completed in 2006. The Technology Committee will review the plan regularly and make updates as necessary.

The Technology Plan was completed in 2006. The Technology committee met several times during the 2007-08 academic year, but did not update the Technology Plan.

See:

- *Technology Plan*

STANDARD III D FINANCIAL RESOURCES

Standard III.D.1.a.

- 138. The College will do the following:**

- **Determine the feasibility of combining the Strategic and Educational Master Plans into one central document. (Standard III.D.1.a)**

This was finished in Spring 2007 with the resulting Master Plan combining both documents.

See:



- *Master Plan*
- **Develop a stronger link between resource allocation and staff development planning.**

See Response to Standard III.A.5.a

- **Provide more training opportunities for staff members to understand the budget development process in regard to supporting the institutional planning documents.**

Training sessions are planned for the current academic term.

Standard III.D.1.b.

- 139. 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.**

The budget model is updated regularly. Nothing specific has been included for reporting specific amounts on goals in the planning documents.

See:

- *Budget Projections*

Standard III.D.1.c.

- 140. 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.**

A preliminary study was completed in 2006. A study required to comply with GASB requirements was completed in summer 2008, and will be used in the financial statements for the 2008-09 fiscal year.



See:

- *Draft Report*

Standard III.D.1.d.

141. 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. (Standard III.D.1.d)

See Response to Standard III.D.1.a.

Standard III.D.2.a.

142. 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. (Standard III.D.2.a)

Annual inventories have been completed. All items were accounted for in the 2007 inventory. Although the number of audit findings increased from three in 2004-05 fiscal year to six in the 2005-06 fiscal year, corrective action was taken and the number of findings was reduced to two for the 2006-07 fiscal year.

See:

- *Fixed Assets*
- *Audit Findings*

Standard III.D.2.b.

143. The College will review information currently provided to board and staff members for potential changes that can improve the overall level of financial understanding.

New formats for the financial reports have been provided during the past two years. Additional reports may be available with new programs developed by San Bernardino County Superintendent of Schools



See:

- *Financial Reports*

144. The Business Office will provide training on budget fundamentals on a regular basis. (Standard III.D.2.b)

See Response to Standard III.D.1.a.

Standard III.D.2.c.

145. 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. (Standard III.D.2.c)**

The College closed Fiscal Year 2006 and Fiscal Year 2007 with reserves of 23 percent and 29 percent, respectively.

See:

- *Budget*
- **Determine the feasibility of a local bond issue and/or other potential revenue sources to help fund capital improvement projects.**

Postponed because the college is meeting current financial needs without the need for external financing.

- **Review insurance options to maintain cost-effective levels of risk management.**

Current insurance programs have been effective. The total cost of property, liability, student and workers compensation insurance has decreased substantially from the 2004-05 to the 2007-08 fiscal year, while maintaining effective risk management.

- **Continue to add equipment and programs to improve safety and security throughout the district.**



See Response to Standard IIIB.1.b.

Standard III.D.2.d.

146. The Business Office will continue to review internal control processes and revise as needed. The Business Office will continue to work with San Bernardino County to help resolve problems with the new purchasing system.

The bankcard system was successfully implemented, with twenty-five current cardholders. Although the system is working overall, difficulties remain in getting cardholders to successfully reconcile statements with required documentation. This problem is being addressed, and is expected to be fully resolved during the 2008-09 fiscal year.

Standard III.D.2.e.

147. The College will continue to seek improvements in the Viking Shop inventory control system.

The Viking Shop and business office continue to work closely; transactions are jointly reviewed and corrections made as needed. The 2006-07 inventory resulted in total discrepancies between the Viking Shop and business office determined numbers of less than 1%.

See:

- *Inventory adjustment*

Standard III.D.2.f.

148. 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.



Board policies are being updated during the 2008-09 fiscal year. Contracting processes are continually monitored; a few minor revisions are expected when the financial policies are revised in 2008-09.

Standard III.D.2.g.

150. The College will do the following:

- **Continue to monitor revenues, expenses, and changing financial conditions throughout the year. (*Standard III.D.2.g*)**

Monthly budget reports are provided to all budget managers. Changes in financial conditions, either at the program, local or state level are addressed as needed.

- **Improve communication concerning the strategic plan assessment reports.**

Progress is reviewed by all constituencies represented on the SPBD&R committee. Progress presentations are made annually to the Board of Trustees.

- **Determine the feasibility of establishing more formal measurements of existing business processes, and identify and prioritize opportunities for improving financial controls.**

Preliminary research is underway. Several processes have already been improved through the Banner system. These include accounts receivable, refunds, and converting manual to automated processes.

See:

- *Banner Business Report*

STANDARD IV LEADERSHIP AND GOVERNANCE

STANDARD IVA: DECISION-MAKING ROLES AND PROCESSES

Standard IV.A.I.



- 151. 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.**

New faculty and staff are introduced to the shared governance structure at the College.

- 152. 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.**

Minutes are taken of the Board retreats and made available to the College at large.

Standard IV.A.2.a.

- 153. In order to increase awareness, board agendas will be made available to all employees.**

Board agendas are made available to the College at large.

Standard IV.A.2.b.

- 154. 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.**

Requests to speak to Academic Senate about these issues have been in order due to the growth in Vocational Education programs, on and off campus. Director of Vocational Programs has made several presentations to the academic senate. Members of the academic community are invited to participate in activities, committees, programs and services as they apply.

Standard IV.A.3.



- 155. 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 Public Information Officer has used a wide variety of television, radio, print and electronic means to communicate campus events to the college and the public at large.

- 156. 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.**

Minutes are posted for public access.

Standard IV.A.4.

- 157. 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.**

The work on the role of self-study and accreditation is in the beginning stages and will be completed in coming semesters.

Standard IV.A.5.

- 158. To increase employee awareness, PAC meeting agendas and minutes shall be posted on the public drive to make them accessible by all employees.**

All PAC agendas and meeting notes are posted to the P:/ drive effective September 2007.



STANDARD IV B: BOARD AND ADMINISTRATIVE ORGANIZATION

Standard IV.B.1.a.

159. The board will continue board development, especially for the newest member.

The board meets in retreat annually for development. Each board member presented a chapter(s) from the League's Effective Trusteeship as part of their board development. Three Board members attended the California Community College League Legislative Day in February 2008. New board members have participated in the new trustees' workshop presented by the League.

Standard IV.B.1.b.

160. 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 in-service training for all employees.

Board minutes are posted to the College intranet and the President's Executive assistant notifies the campus.

Standard IV.B.1.c.

161. The district will continue to follow established policies and procedures that outline the Board of Trustees' authority in leading the College. Board of Trustee development will continue.

See Response to Standard IV.B.1.b.



Standard IV.B.1.d.

162. The College will make Board Policies and Administrative Procedures available on the shared network drive and communicate their location to all employees.

Board Policies and Administrative Procedures are located on the campus intranet.

Standard IV.B.1.e.

161. The College will continue to review and revise policies and procedures on a regular basis.

The policies and procedures are reviewed and revised annually.

Standard IV.B.1.f.

162. The College will continue board development.

The board meets in yearly retreat. During this time, an external facilitator works with the board in development

See:

- *Sample Board Retreat*

During the winter of 2008, each board member assumed leadership for board development using the California Community College League *Trustee Handbook* as their guide.

Standard IV.B.1.g.

163. The board will continue to assess its performance through the self evaluation process stipulated in board procedures.

The Board self-evaluates annually.



Standard IV.B.1.h.

- 164. Using the 2000 Trustee Handbook as a guide, the board will develop a process for handling behavior that violates its code of ethics.**

Ethics policy added Spring 2006.

Standard IV.B.1.i.

- 165. The board will continue to review and meet the needs of accreditation.**

The board will continue to attend training conferences on accreditation, including Trustee training in Trustee statewide and national training as well in open board meetings by the accreditation liaison officer.

Standard IV.B.2.a.

- 166. The College will employ a coordinator of off-campus programs.**

A coordinator was assigned to Ft. Irwin to outreach to the military personnel and their families.

Standard IV.B.2.b.

- 167. The College will continue to incorporate institutional research into planning.**

See Response to Recommendation Three.

- 168. The president will continue to encourage a collegial environment**

The president encouraged collegiality. Legal expenses for the College have been reduced. The College has gone 36 months (as of December 2008) without a grievance going to the board of trustees.



Standard IV.B.2.c.

169. The president will continue with his personal development and training, and he will continue to ensure that policies, procedures and regulations are followed.

The president attends AACC and League training sessions annually and CCLC conference. President was a member of small college president collaborative.

See:

- *AACC Documentation*

Standard IV.B.2.d.

170. The College will continue its processes for controlling its budget and expenditures.

See:

- *Budget and expenditures well controlled at the College.*

Standard IV.B.2.e.

170. The president will continue to develop and strengthen effective relationships with the communities served by the College.

The Barstow Collaborative is a joint meeting of the boards of trustees from BCC and the local school districts. The Collaborative was initiated by College president. The College also has a military education advisory committee which was also commenced by the College president. Finally, the College president served as president of local chamber of commerce (additionally, vice president, chair of education committee, member of economic development committee). The President was an active member of Rotary International.

See:

- *Barstow Collaborative*





Updates on Substantive Change Proposals in Progress, Pending or Planned

Introduction

A College that contemplates a significant change at the institution will seek prior approval of the change with the Accrediting Commission of the Community and Junior Colleges (ACCJC). The substantive change review process affords the ACCJC a means to make certain that a College maintains the educational quality and integrity of its programs and services. Moreover, the Commission ensures that the substantive change is consistent with the institutional mission of the College. [*Substantive Change Manual (2008) (the 'Manual'), p. 4*]

The ACCJC has set forth seven circumstances which require the submission of a request for substantive change:

- 1) Change in Mission, Scope, or Name of the Institution;
- 2) Change in the Nature of the Constituency Served;
- 3) Change in the Location or Geographical Area Served;
- 4) Change in the Control of the Institution;
- 5) Change in Courses or Programs or their Mode of Delivery that Represents a Significant Departure from Current Practice;
- 6) Change in Credit Awarded; and
- 7) Any Other Significant Change.

In particular, a change in mode of delivery includes situations when an institution offers courses that make up 50% or more of the credits required for a program through an instructional delivery that is new for the College. (*Manual, p. 4*) More specifically, a substantive change occurs when 50% or more of a program or offered at a distance or through electronic delivery. [*Substantive Policy (2004), p. 1*] Importantly, distance education should be consistent with and a central part of the institutions mission. [*Distance Education Manual ('DE Manual'), p. 4*]. The modes of delivery for the courses must be appropriate for the content of the course. The College will assure that the quality of education and the level of programs and support services are at least equal to on campus lesson delivery models.

Planned Substantive Change at Barstow Community College

The online program at Barstow Community College continues to expand. Over the past The percentage of FTEs at the College has increased from 2% in 1997 to almost 50% in 2007. It has become readily apparent that the College, in the



near future, will consistently offer courses wherein 50% or more of programs will be consistently offered through online or electronic delivery.

The College's accreditation liaison officer attended a site team training offered by the ACCJC and information was presented by Susan Clifford, Ph.D. of the need for Colleges to address the issue of growing online programs prudentially and to advise the Commission in advance of the substantive change. The ALO reported the information to the College's cabinet and the vice president of academic affairs was assigned to work with the ALO to initiate the substantive change procedure.

In December 2008, the College initiated the first step to begin the process of substantive change review when the vice president of academic affairs notified that ACCJC via standard mail of the College's approach of the percentage threshold for distance education lesson delivery. On January 5, the Commission instructed the College to delivery all paperwork necessary for the substantive change by March 17, 2009 and arranged for a conference call for April 17, 2009, the next day that the ACCJC's committee meets to review substantive changes.

The College communicated to the Commission that it would like to have a window of time to complete the substantive change report in light of the hiring of the new Vice President of Academic Affairs. The Commission indicated that the college could produce the report for the Fall 2009 substantive change meeting dates. The College has begun collecting the information to complete the substantive change proposal and will tender the information to the Commission by the deadline. The College will then proceed with the substantive change as directed by the Commission.