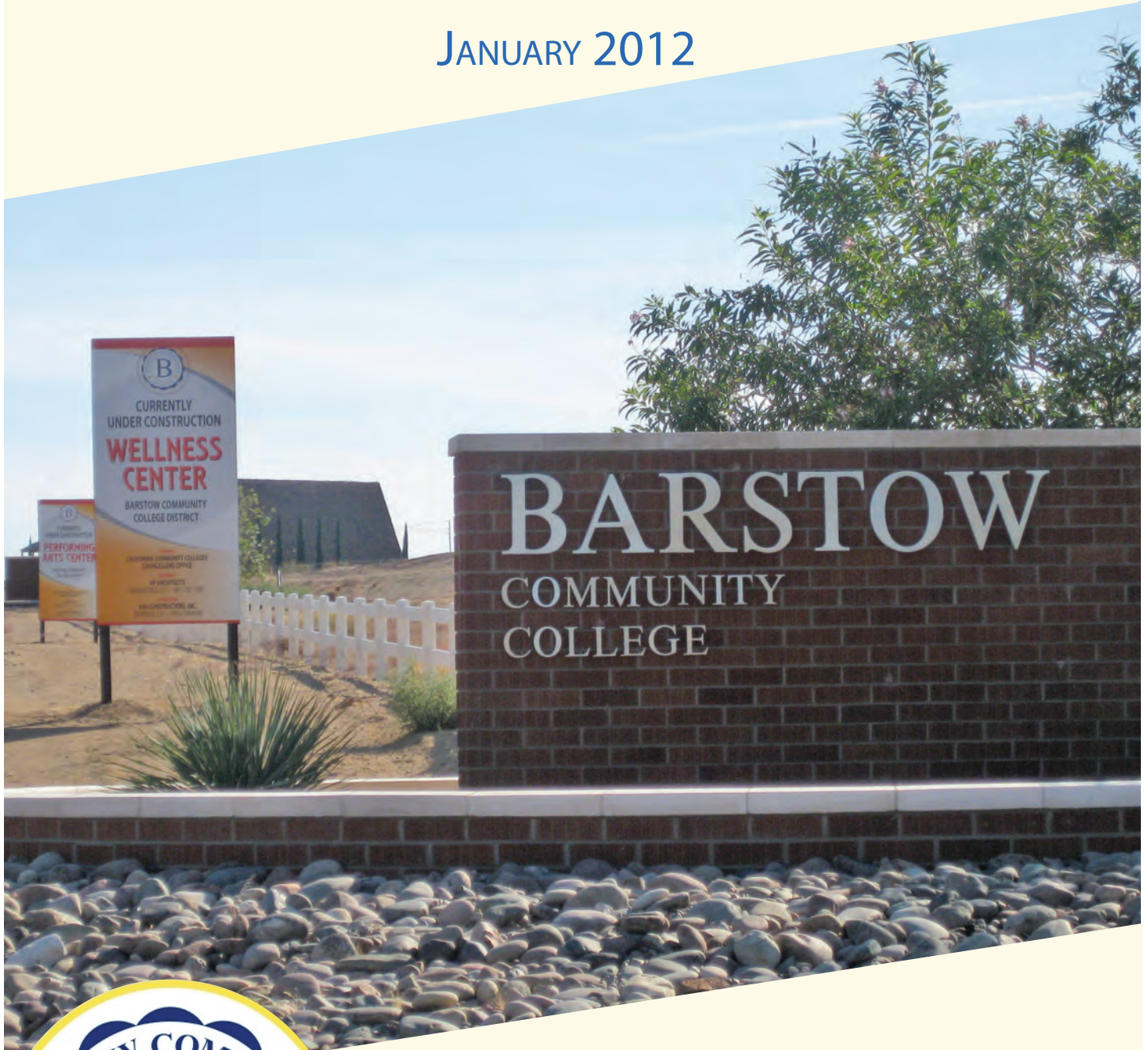


# INSTITUTIONAL SELF EVALUATION

JANUARY 2012



*Empowering Students to Achieve Their Personal Best Through Excellence in Education*



BARSTOW COMMUNITY COLLEGE

# BARSTOW COMMUNITY COLLEGE

## INSTITUTIONAL SELF EVALUATION REPORT

IN SUPPORT OF

## REAFFIRMATION OF ACCREDITATION

SUBMITTED BY:

Barstow Community College  
2700 Barstow Road  
Barstow, CA 92311

SUBMITTED TO:

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

JANUARY 2012



# CERTIFICATION OF THE INSTITUTIONAL SELF EVALUATION REPORT

*Date:* January 2012

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

*From:* Thom M. Armstrong, Ph.D.  
Barstow Community College  
2700 Barstow Road  
Barstow, CA 92311

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

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

*Signed:*

  
\_\_\_\_\_  
Thom M. Armstrong, Ph.D. President/Superintendent

# CERTIFICATION OF THE INSTITUTIONAL SELF EVALUATION REPORT

*Date:* January 2012

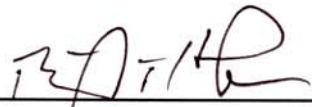
*To:* Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

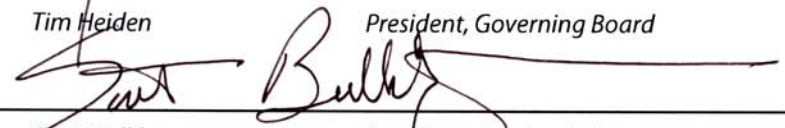
*From:* Thom M. Armstrong, Ph.D.  
Barstow Community College  
2700 Barstow Road  
Barstow, CA 92311

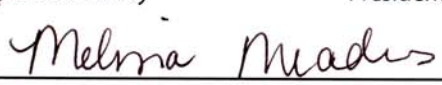
This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

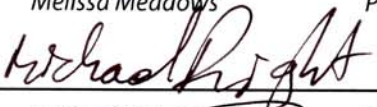
We certify that we read the final Institutional Self Evaluation Report and that we were involved in the self evaluation process.

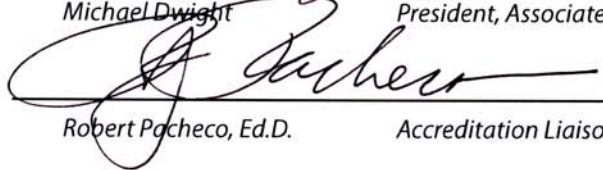
*Signed:*

  
\_\_\_\_\_  
Tim Heiden President, Governing Board

  
\_\_\_\_\_  
Scott Bulkley President, Academic Senate

  
\_\_\_\_\_  
Melissa Meadows President, California School Employees Association

  
\_\_\_\_\_  
Michael Dwight President, Associated Student Body

  
\_\_\_\_\_  
Robert Pacheco, Ed.D. Accreditation Liaison Officer



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# INTRODUCTION



# DESCRIPTION AND HISTORY OF THE INSTITUTION

## Introduction and Beginnings

Barstow Community College (“BCC,” “the College,” “the institution,” and “the organization”) is an open access, public, two-year institution located in the high desert region of California. The College is part of the California Community Colleges System of Higher Education, and serves the communities of Barstow, Lenwood, Newberry Springs, Daggett, Yermo, Hinkley, Ludlow and Baker. Geographically large, the BCC service area encompasses an expansive area from the Nevada border on the east to Kern County on the west, and from Inyo County in the north to the San Bernardino Mountains in the south.

The Barstow Community College District was chartered in September of 1959 by the citizens of the upper High Desert region of southern California. Evening classes began the following year at Barstow High School, followed by the first day classes in fall 1962 at Barstow First Methodist Church. Two years later, the College built the main core of its campus on Barstow Road at the edge of the city limits.

The main campus of the institution sits just off Interstate Highway 15, equidistant from the Los Angeles, California and Las Vegas, Nevada metropolitan areas. In addition to the main campus, the College operates at United States Army National Training Center at Fort Irwin, 45 miles to the north, providing onsite instructional programs and support services to military personnel and their families.

In 2011, the College celebrated its fiftieth anniversary of the first graduating class with year-long golden jubilee activities, culminating in the graduation ceremonies in May 2011. As BCC begins the second half century of instruction in the Mojave region of California, the institution looks to continue its pledge of academic quality in all of instructional programs and student support services.



## Campus Growth and Development

The initial core of buildings consisted of a \$3 million, six-building complex, and classes began there in February 1965. Over the next decade, additional campus structures were completed including a technical building in 1967, an administration building in 1975, and an automotive laboratory in spring 1978. The automotive laboratory was converted into a physical fitness center in 2000.

In 2005 many campus facilities underwent a remodel for efficiency project, a two-phase improvement project that renovated and updated the K Building, S Building, and the Norman Smith Center. Phase one included the renovation of the K Building (the old Library) into the Interim Performing Arts Center (IPAC) which is an open space used primarily by the Performing Arts Department. It has been updated with technical lighting, projection equipment and classrooms used for theatre productions, meetings, events and performing arts courses such as piano, choral, string and percussion. The S Building was updated to be more efficient in use as a co-laboratory by the science department for courses that are offered on the Barstow campus.

Phase Two of the improvement project transformed the Norman Smith Center into a single-stop services center for students that includes admissions and records, financial aid, counseling services, the Transfer Center, the student lounge, the cafeteria, and the Associated Student Body. The new Norman Smith Student Services Center is the central location where students congregate and can find all services associated with their academic and career life at BCC conveniently in one location.

In 2004, the College added the Learning Resource Center (LRC) to the campus buildings which provided the institution with a computer commons, tutorial center and library that continues to expand as the institution itself grows. In 2007 the cosmetology department found a new home in the D Building, having been located off campus for several years. The building was fully renovated to meet State of California Board Certification for Cosmetology approval, offers several practicum and theory classrooms and also is home to the Viking Bookstore.

The main campus continues to expand to meet the changing needs of students through new construction or the replacement or renovation of existing structures. In October 2010, ground was broken on construction for the 750-seat Performing Arts Center. The facility which is currently fifty percent complete is scheduled for completion in late spring 2012. In 2011, the Wellness Center, a new fitness, classroom and lab center, was started behind the current gymnasium with construction scheduled to be completed in late





2012. A 3,500 square foot Workforce and Economic Development Center was completed in fall 2011. On the horizon, the College has entered into a partnership with a local charter school to offer courses at a 22,000 square foot industrial building at the central intersection between Interstate Highway 15 and Main Street in Barstow.

In addition to the main campus, the College has been a pioneer in online education, first for those serving in the armed services and then to the public at large. In fact, over half of the student enrollment at the institution is from distance education. The College's flexible scheduling and innovative design in distance education has made it a leader in online post-secondary education.

## The Programs and the Future

BCC is committed to an ideal that:

- nurtures open access to its curriculum and services for all community members to the maximum extent possible, and
- fosters learning for all students regardless of ability level or stated educational objective.

To this end, BCC offers a wide-range of instructional pathways for its unique community that includes: 1) providing the first two years of a baccalaureate study; 2) offering associates degrees and certificates as terminal milestones in both non-occupational and career and technical education areas of study; 3) providing vocational training for immediate entry level employment, wage gain and job advancement; 4) extending contract education opportunities for local businesses and employers; 5) delivering pre-collegiate, basic skills education for the large number of students who enroll at the institution unprepared to produce collegiate level work; and 6) offering noncredit and community education services, such as lifelong learning and second language acquisition.

To prepare for the coming decade, the College completed a new Educational Master Plan in 2011 after a year-long self-evaluation of its mission, its purpose and its goals. The College continues to expand its use of data to guide its decisions and allocate resources to meet evolving student needs. The future holds many new challenges for the institution, but BCC remains poised to meet the challenges as it anticipates the new century.



## DEMOGRAPHIC INFORMATION

The following information provides detailed demographic data about the College and the community that we serve. Additional information can be retrieved from the Institutional Effectiveness page located on the Barstow Community College website. The BCC service area encompasses a vast geographical area from the Nevada border to Kern County and from Inyo County to the San Bernardino Mountains. United States Census Bureau data on the rural areas located within the service area is included to the maximum extent possible.

### Service Area Demographic Data

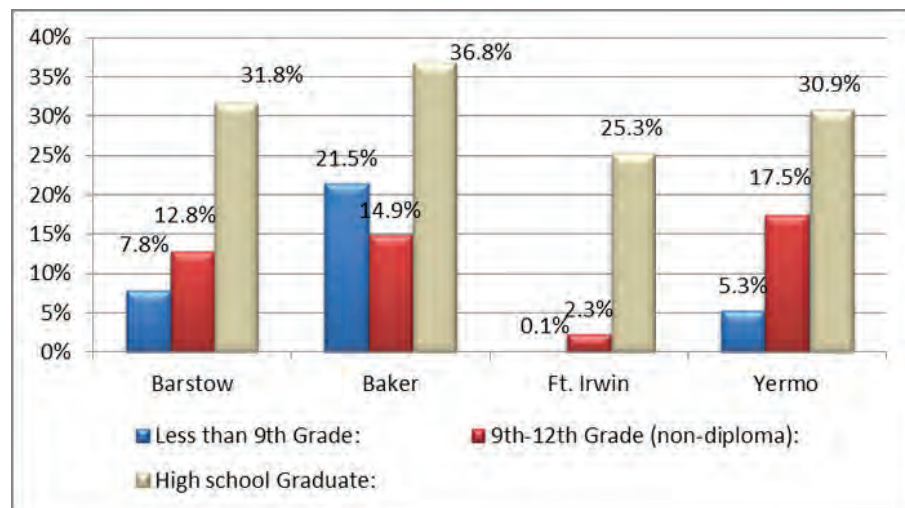


Figure DI.1. Educational Achievement of Largest Service Area Cities

Educational Achievement (among people 25 years or older)									
City	Less than 9th Grade	9th-12th Grade (non-diploma)	High School Graduate	Some College	Associate Degree	Bachelors Degree	High School or Higher	Bachelors or Higher	Graduate or Professional
<b>Barstow</b>	7.80%	12.80%	31.80%	27.40%	10.40%	6.40%	79.40%	9.80%	3.40%
<b>Baker</b>	21.50%	14.90%	36.80%	20.20%	2.30%	2.90%	63.60%	4.30%	1.40%
<b>Fort Irwin</b>	0.10%	2.30%	25.30%	33.10%	12.50%	18.90%	97.50%	26.70%	7.80%
<b>Yermo</b>	5.30%	17.50%	30.90%	30.80%	10.90%	3.60%	77.20%	4.50%	0.90%

Table DI.1. Educational Achievement of Largest Service Area Cities

One in five Barstow residents do not possess a high school diploma. Additionally, over 90 percent of the residents of the city of Barstow do not have a bachelor’s degree or higher. Compared to Barstow residents, the Fort Irwin area residents show significantly higher levels of educational attainment.

### Ethnic and Racial Population

At Barstow Community College, Caucasians continue to be the majority racial subgroup, but the Hispanic population continues to increase in number and as a percentage of the entire population. Specifically, Caucasians comprise about one half of the population and roughly one third of the population is Hispanic. African-Americans make up about ten percent of the population of Barstow, but only .3 percent of the residents of Fort Irwin. All other racial or ethnic groups represented in the community population are below six percent.

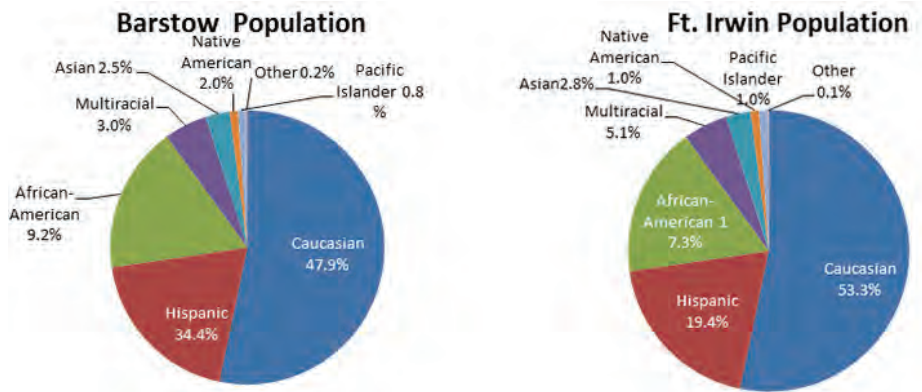


Figure DI.1, Race and Ethnicity Population of Two Largest Service Area Cities



Barstow Population (Metro)		
Race or Ethnicity	Population	Percent of Population
Caucasian	14980	47.90%
Hispanic	10758	34.40%
African-American	2877	9.20%
Multiracial	938	3.00%
Asian	782	2.50%
Native American	625	2.00%
Pacific Islander	250	0.80%
Other	63	0.20%
<b>Total</b>	<b>31273</b>	<b>100.00%</b>

Fort Irwin Population (Metro)		
Race or Ethnicity	Population	Percent of Population
Caucasian	5042	53.30%
Hispanic	1835	19.40%
African-American	1637	17.30%
Multiracial	482	5.10%
Asian	265	2.83%
Native American	95	1.00%
Pacific Islander	95	1.00%
Other	9	0.10%
<b>Total</b>	<b>9460</b>	<b>100.00%</b>

Table DI.2, Race and Ethnicity Population of Two Largest Service Area Cities

### Population by Age

Barstow Population (Metro)		
Age Group	Population	Percent of Population
0–9 years:	5285	16.90%
10–19 years:	5254	16.80%
20–29 years:	4191	13.40%
30–39 years:	4316	13.80%
40–49 years:	4503	14.40%
50–59 years:	3002	9.60%
60–69 years:	2220	7.10%
70–79 years:	1720	5.50%
80+ years:	782	2.50%
<b>Total</b>	<b>31273</b>	<b>100.00%</b>
<b>Median Age</b>	<b>32.4</b>	

Fort Irwin Population (Metro)		
Age Group	Population	Percent of Population
0–9 years:	2488	26.30%
10–19 years:	1164	12.30%
20–29 years:	3283	34.70%
30–39 years:	2006	21.20%
40–49 years:	426	4.50%
50–59 years:	57	0.60%
60–69 years:	28	0.30%
70–79 years:	9	0.10%
80+ years:	0	0%
<b>Total</b>	<b>9460</b>	<b>100.00%</b>
<b>Median Age</b>	<b>22.9</b>	

Table DI.3, Population by Age for Two Largest Service Area Cities

The median age of residents for Barstow is approximately 32 years of age while the median age for residents at Fort Irwin is approximately 23 years of age.





### Population by Gender

Barstow Population (2000)		
Gender	Population	Percent
Male	10536	49.9%
Female	10583	50.1%
Total	21119	100.0%

Barstow Population (2010)		
Gender	Population	Percent of Population
Male	11296	49.90%
Female	11343	50.10%
Total	22639	100.00%

Fort Irwin Population (2000)		
Gender	Population	Percent of Population
Male	5421	57.30%
Female	4039	42.70%
Total	9460	100.00%

Fort Irwin Population (2010)		
Gender	Population	Percent of Population
Male	5034	56.91%
Female	3811	43.09%
Total	8845	100.00%

Table DI.4, Gender Population for Two Largest Service Area Cities, 2000 v. 2010

Males comprise about half of the population of the city of Barstow; 57 percent of the population at Fort Irwin.

## Student Demographics

### Enrollment by Ethnicity

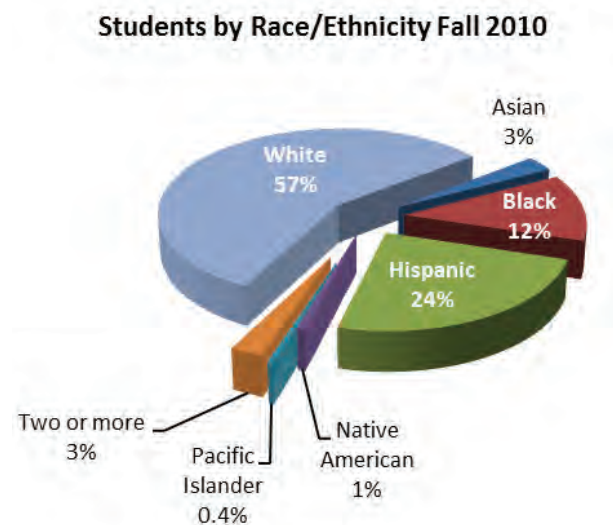


Figure DI.5, Enrollment by Race and Ethnicity



Enrollment By Ethnicity						
Ethnicity	Fall 2010		Fall 2008		Fall 2006	
	Students	Percent	Students	Percent	Students	Percent
Asian	145	2.84%	121	2.98%	101	2.97%
Black	637	12.46%	522	12.87%	396	11.63%
Hispanic	1,240	24.25%	1,029	25.38%	851	25.00%
Native American	34	0.66%	20	0.49%	15	0.44%
Pacific Islander	22	0.43%	14	0.35%	15	0.44%
Two or more	131	2.56%	96	2.37%	75	2.20%
White	2,905	56.80%	2,253	55.56%	1,951	57.31%
<b>Total</b>	<b>5,114</b>	<b>100.00%</b>	<b>4,055</b>	<b>100.00%</b>	<b>3,404</b>	<b>100.00%</b>

Table DI.5 Enrollment by Race and Ethnicity

### Enrollment by Gender

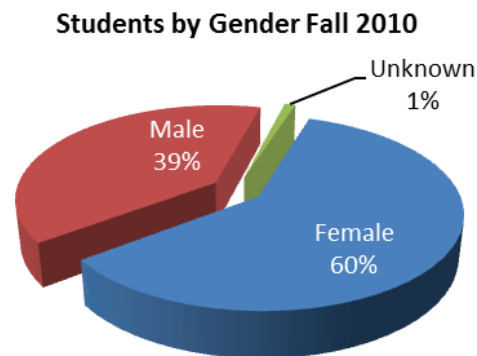


Figure and Table DI.6, Enrollment by Gender

Enrollment By Gender						
Gender	Fall 2010		Fall 2008		Fall 2006	
	Students	Percent	Students	Percent	Students	Percent
Male	2,006	39.63%	1,822	45.02%	1,582	45.78%
Female	3,056	60.37%	2,225	54.98%	1,874	54.22%
<b>Total</b>	<b>5,062</b>	<b>100.00%</b>	<b>4,047</b>	<b>100.00%</b>	<b>3,456</b>	<b>100.00%</b>



## Enrollment by Age

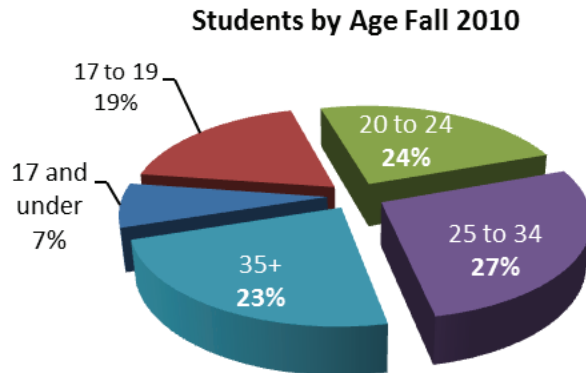


Figure and Table DI.7, Enrollment by Age

Enrollment By Age						
Age	Fall 2010		Fall 2008		Fall 2006	
	Students	Percent	Students	Percent	Students	Percent
17 and under	373	7.30%	307	7.60%	225	6.70%
17 to 19	939	18.40%	694	17.19%	502	14.96%
20 to 24	1,218	23.80%	923	22.86%	904	26.94%
25 to 34	1,397	27.30%	1128	27.93%	804	23.96%
35+	1,185	23.20%	986	24.42%	921	27.44%
<b>Total</b>	<b>5,112</b>	<b>100.00%</b>	<b>4,038</b>	<b>100.00%</b>	<b>3,356</b>	<b>100.00%</b>

## Feeder High School College Matriculation

According to the California Postsecondary Education Commission, students from the College's service area display a college-going rate (51 percent) which approximates the state of California average of 47.1 percent, and above San Bernardino County's average (30 percent). The College's location in the city of Barstow and the active outreach programs possibly explain this phenomenon. The table below shows the number of feeder high school graduates who enroll at Barstow Community College the fall following high school graduation. The district monitors these rates on a regular basis to ensure the appropriate outreach is being provided regional high schools. As the number of students from more highly populated areas just outside of the College service area transportation appear to be growing barriers to the graduates outside the Barstow city limits.



Last High School Attended			
Last High School Attended	Number of Students		
	2010	2008	2006
District/ High School	2010	2008	2006
Barstow Unified	524	487	467
Barstow High	429	401	386
Central High	95	86	81
Victor Valley Union	90	78	44
Excelsior Education Center	14	11	10
Goodwill High	5	4	3
Silverado High	46	41	10
Victor Valley High	25	22	21
Silver Valley Unified	69	63	64
Calico Continuation	3	1	2
Ironwood Christian Academy	2	2	1
Silver Valley High	64	60	61
Apple Valley Unified	41	40	37
Academy for Excellence	5	5	4
Apple Valley Christian	1	2	1
Apple Valley High	17	16	16
Granite Hills High	12	12	11
Willow Park High	6	5	5
Hesperia Unified	34	30	27
Hesperia Christian	3	3	2
Hesperia High	13	14	12
Mojave High	3	2	2
Sultana High	15	11	11
All Others Reporting	364	358	351
<b>Total Reported</b>	<b>1122</b>	<b>1056</b>	<b>990</b>

Table DI.8. Population by Age for Two Largest Service Area Cities

The vast majority of students who are from the service area reside in the city of Barstow or at Fort Irwin. The College has begun to attract more students from the cities and towns between our institution and the Victor Valley College.





Enrollment By Residence City						
City	2010		2008		2006	
	Students	Percent	Students	Percent	Students	Percent
Baker	9	0.30%	8	0.30%	5	0.30%
Daggett	24	0.90%	20	0.90%	12	0.80%
Hinkley	61	2.30%	40	2.20%	15	2.30%
Fort Irwin	559	21.50%	495	21.80%	450	22.50%
Barstow/Lenwood	1824	69.90%	1550	70.10%	1378	69.40%
Newberry Springs	78	3.00%	62	2.80%	44	2.80%
Ludlow	1	0.00%	2	0.10%	1	0.00%
Yermo	54	2.10%	34	1.80%	25	1.90%
<b>Total</b>	<b>2610</b>	<b>100.00%</b>	<b>2211</b>	<b>100.00%</b>	<b>1930</b>	<b>100.00%</b>

Table DI.9, Enrollment by Residence Largest Service Area Cities

The College enrolls students from around the country primarily as a result of the significant number of military students from Fort Irwin and other armed forces who take courses at BCC through outreach to soldiers, sailors and marines.

Students By Residence State			
State	F2010	F2008	F2006
Alabama	3	2	1
APO	1	3	1
Arizona	3	2	1
California	4,837	3,864	3,286
Colorado	1	0	1
Florida	6	5	2
Georgia	4	3	2
Hawaii	8	7	4
Idaho	1	1	0
Illinois	3	2	2
Kentucky	2	2	1
Louisiana	3	2	2
Michigan	1	1	0
Mississippi	1	1	1
North Carolina	5	4	3
North Dakota	1	1	0
Nevada	23	21	11
New York	3	1	1
Ohio	2	1	2
Oregon	2	3	1
Pennsylvania	1	1	0
South Carolina	6	4	4
Tennessee	5	4	4
Texas	14	12	6
Virginia	4	3	2
West Virginia	6	5	4
Wisconsin	2	2	1
Unknown	167	101	75
<b>Total</b>	<b>5115</b>	<b>4058</b>	<b>3418</b>

Table DI.10, Enrollment by State



## Enrollment Trends

The enrollment of students at Barstow Community College has increased significantly over the past five academic years. The prior projections for continued increases will likely be tempered by the reduction in class sections caused by the reduced apportionment reimbursement from the state of California. Planned elimination of sections as a result of reduced state funding will likely further restrain enrollment growth. As part of our 2011 Educational Master Plan (EMP), the College will complete a comprehensive enrollment management plan to address the enrollment changes over the coming decade. Increasing instructional efficiency is a major outcome of the new EMP. The growth in demand for courses at BCC is expected to continue its upward trend, making rationing and a reexamination of our mission major priorities of the institution.

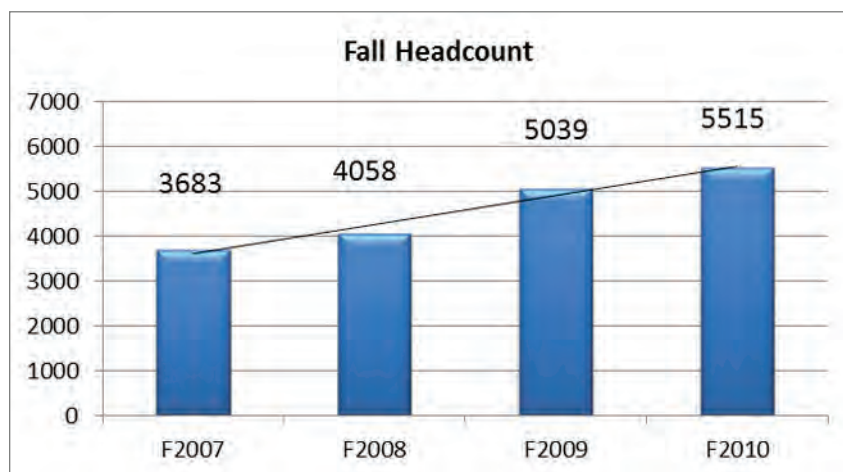


Figure DI.11, Fall Headcount, 2007–2010

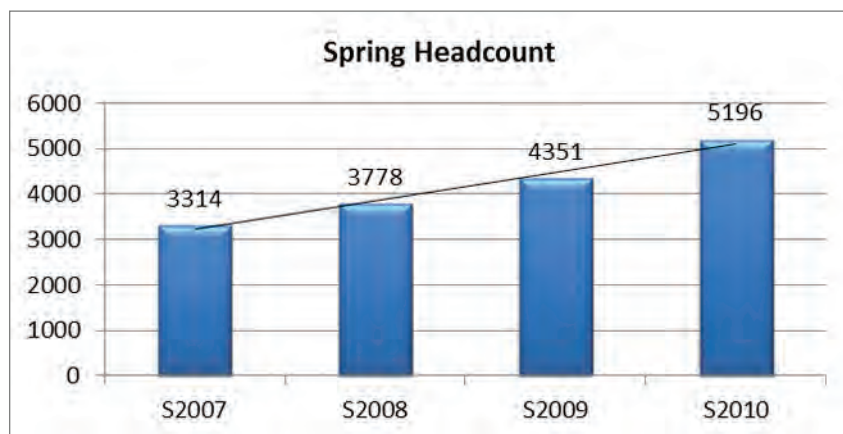


Figure DI.12 Spring Headcount, 2007–2010



### Trends in Full-Time Equivalent Status

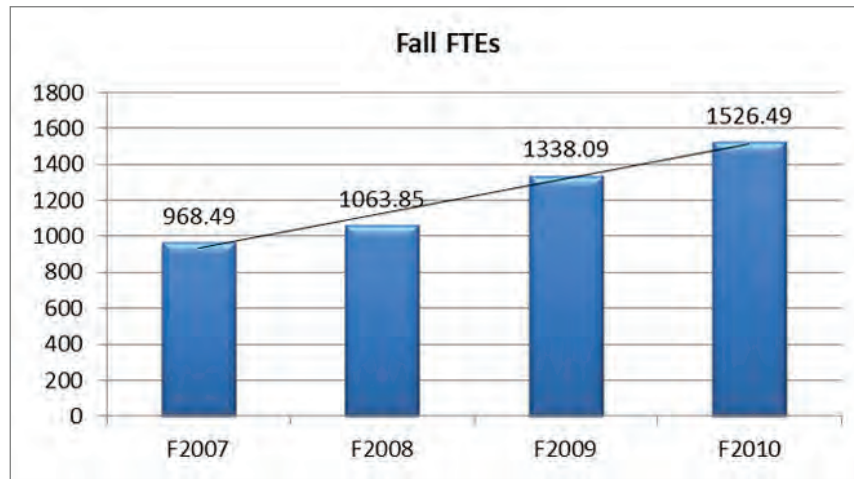


Figure DI.13 Fall FTEs 2007–2010

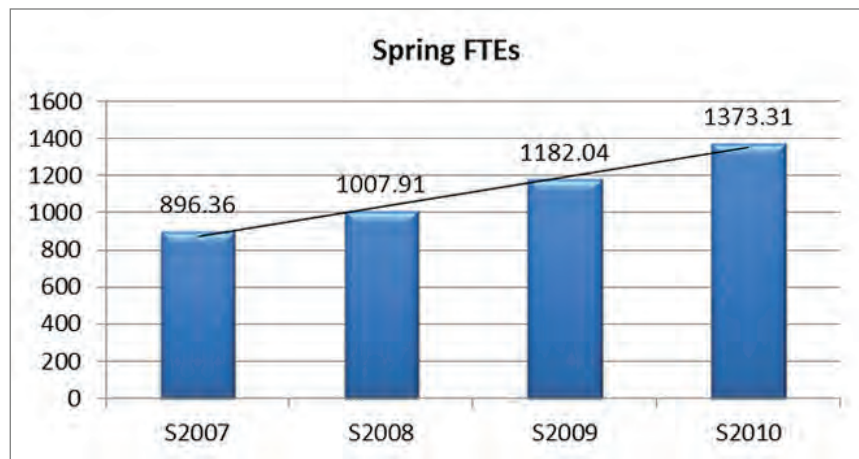


Figure DI.14 Spring FTEs 2007–2010



### Student Enrollment by Learning Location/Delivery System

Fall Enrollment Principal Campus Location						
City	2010		2008		2006	
	Students	Percent	Students	Percent	Students	Percent
Fort Irwin	559	21.40%	495	21.80%	450	22.50%
Barstow/Lenwood	1824	69.90%	1550	70.10%	1378	69.40%
Total Barstow College Service Area	2610	47.33%	2211	54.48%	1930	56.47%
Online (Outside Service Area)	2905	52.67%	1847	45.52%	1488	43.53%

Table DI.15 Fall Enrollment by Location, 2006, 2008, 2010

An analysis of the enrollment by campus location reveals that almost half of the students enrolled at the College are from outside the service area. Most of these students take courses in our distance education program, but the high school enrollment data also show that more students are attending BCC from within a 40 minute drive of the main campus.

### Time of Day Enrollments

Over the past four academic years there has been a steady increase in the number of enrollments during the day. This upward trend is likely the result of the outreach efforts of the College to recruit local first-time generation students for matriculation to the institution. Similar increases in enrollments have also been experienced in the evening classes as well. Online enrollment continues to represent about half of the total enrollment at the College. Over the coming decade, the College will examine the need to balance serving local students with a viable curriculum to meet educational goals and continue to offer the varied online offerings which have been a hallmark of the institution.

Students By Day/Evening Status						
Time	Fall 2010		Fall 2008		Fall 2006	
	Students	Percent	Students	Percent	Students	Percent
Day	1779	34.78%	1572	38.74%	1368	40.02%
Night	571	11.16%	511	12.59%	402	11.76%
Other	2765	54.06%	1975	48.67%	1648	48.22%
Total	5115	100.00%	4058	100.00%	3418	100.00%

DI.16, Students by Day/Evening Status, 2006, 2008, 2010





### Full Time and Part Time Student Enrollment

Over the past five year period, approximately two-thirds (69 percent) of the students take classes on a part-time basis. Importantly, a segmentation study by the institutional research office discovered that about one-third (34.6 percent) take less than two courses per term.

Students By Units Taken						
Units Attempted	Fall 2010		Fall 2008		Fall 2006	
	Students	Percent	Students	Percent	Students	Percent
Fewer than 3	215	4.20%	151	4.20%	127	4.20%
3-5.9	1,555	30.40%	1,158	30.40%	966	30.40%
6-8.9	1,069	20.90%	804	20.90%	612	20.90%
9-11.9	685	13.39%	476	13.39%	360	13.39%
12-14.9	1,071	20.94%	1,071	20.94%	1,071	20.94%
15 or more	383	7.49%	278	7.49%	192	7.49%
Noncredit	137	2.68%	120	2.68%	90	2.68%
<b>Total</b>	<b>5,115</b>	<b>100.00%</b>	<b>4,058</b>	<b>100.00%</b>	<b>3,418</b>	<b>100.00%</b>

Table DI.17 Fall Enrollment by Units Taken, 2006, 2008, 2010

Students By Full- or Part-Time Status						
Units Attempted	Fall 2010		Fall 2008		Fall 2006	
	Students	Percent	Students	Percent	Students	Percent
Part-Time	3524	68.89%	2589	63.80%	2065	60.42%
Full-Time	1,454	28.43%	1,349	33.24%	1,263	36.95%
Noncredit	137	2.68%	120	2.96%	90	2.63%
<b>Total</b>	<b>5,115</b>	<b>100.00%</b>	<b>4,058</b>	<b>100.00%</b>	<b>3,418</b>	<b>100.00%</b>

Table DI.18. Fall Enrollment by Location, 2006, 2008, 2010



### Enrollment by Educational Objective

Students By Stated Educational Objective						
Goal	F2010		F2008		F2006	
	Students	Percent	Students	Percent	Students	Percent
AA	528	10.32%	448	11.04%	355	10.54%
Transfer	1730	33.82%	1454	35.83%	1244	36.94%
Vocational	678	13.26%	475	11.71%	425	12.62%
Transitional	319	6.24%	268	6.60%	214	6.35%
University Require- ments	427	8.35%	356	8.77%	284	8.43%
Personal Enrich- ment	185	3.62%	137	3.38%	101	3.00%
Undecided	773	15.11%	582	14.34%	491	14.58%
Unreported	475	9.29%	338	8.33%	254	7.54%
<b>Total</b>	<b>5115</b>	<b>100.00%</b>	<b>4058</b>	<b>100.00%</b>	<b>3368</b>	<b>100.00%</b>

Table DI.19, Fall Enrollment by Educational Objective

### Distance Education Student Enrollment

BCC continues its role as a leader in the delivery of post-secondary distance education to the military and students throughout California. Restriction in funding has limited the ability to construct new classroom space to meet the growing student need for on campus courses. As a means to increase access to education, BCC will continue to offer online courses as an option for students around the country and for armed service personnel and their families.

Students By Day/Evening Status						
Time	F2010		F2008		F2006	
	Students	Percent	Students	Percent	Students	Percent
Campus	2,350	45.94%	2083	51.33%	1770	51.78%
Distance Education	2,765	54.06%	1975	48.67%	1648	48.22%
<b>Total</b>	<b>5,115</b>	<b>100.00%</b>	<b>4058</b>	<b>100.00%</b>	<b>3418</b>	<b>100.00%</b>

Table DI.20. Fall Enrollment Day/Evening/Online Status 2006, 2008, 2010



## Assessment and Academic Placement

Academic placement data show that the College continues to make assessment in reading, writing and mathematics a priority at the institution. This component of the matriculation process is vital given the demographic composition of our community and learning needs of our students. In 2009–2010 academic year, over two-thirds of the students at BCC assessed at the pre-collegiate level in math, reading and English. Specifically, reading remains the most impacted area with approximately 75 percent of the students assessed not college ready in this area. The College’s hiring of a full-time reading/ESL instructor in 2008 is expected to meet the increased demand for developmental courses at the College, but the reality of the number of unprepared students will challenge the course development efforts at the institution.

Academic Placement Test Results: Reading		
Reading Placement Level	Count	Percent
Reading Proficient	745	25.99%
Not College Ready	2122	74.02%
Total	2867	100.00%

Academic Placement Test Results: Reading

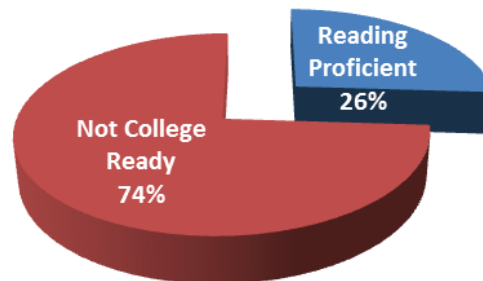


Table and Figure DI.21, Academic Placement: Reading

Academic Placement Test Results: English		
English Placement Level	Count	Percent
Transfer Level Ready	345	12.22%
Associate Degree Ready	857	30.36%
Not College Ready	1621	57.42%
Totals	2823	100.00%

Academic Placement Test Results: English

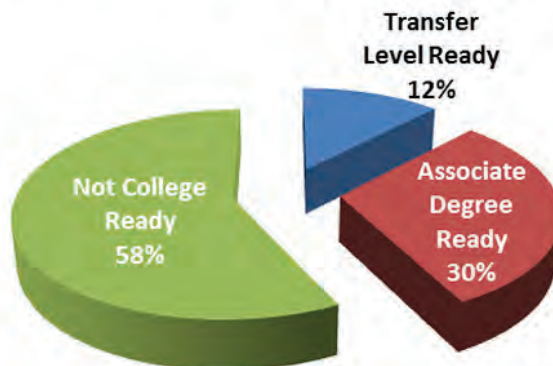


Table and Figure DI.22, Academic Placement: English



Academic Placement Test Results: Math		
Math Placement Level	Count	Percent
Transfer Level Ready	20	1%
Associate Degree Ready	936	45%
Not College Ready	1782	65%
<b>Total</b>	<b>2738</b>	<b>100.00%</b>

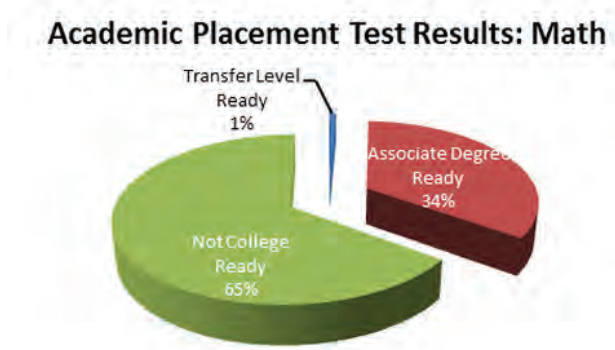


Table and Figure DI.23, Academic Placement: Math

Student Academic Placement Tests Results 06/30/2009 - 06/30/2010							
Language		Math					Totals
Reading	English	Not Tested	Test Incomplete	Not College Ready	Associate Degree Ready	Transfer Level Ready	
Not Tested	Not Tested	129	5	71	100	6	311
Not College Ready	Not Tested	36	0	0	1	0	37
Reading Proficient	Not Tested	7	0	0	0	0	7
Not College Ready	Not College Ready	130	5	1180	275	4	1594
Reading Proficient	Not College Ready	2	0	21	4	0	27
Not College Ready	Associate Degree Ready	56	0	249	173	1	479
Reading Proficient	Associate Degree Ready	34	1	187	156	0	378
Not College Ready	Transfer Level Ready	2	0	3	7	0	12
Reading Proficient	Transfer Level Ready	33	0	71	220	9	333
<b>Totals</b>		<b>429</b>	<b>11</b>	<b>1782</b>	<b>936</b>	<b>20</b>	<b>3178</b>

Table DI.24, Academic Placement: All Areas





## Faculty and Staff Demographics

Demographic data on the College employees show that the demographic composition of the classified staff reflects the demographics of the local region primarily because the College employs classified workers from the community itself. Most faculty members, on the other hand, reside outside of the BCC service area and the College continues outreach efforts to recruit a more diverse faculty. Growing administrators from within the College personnel has also become a major priority. The College has also begun a Presidential Leadership Academy whose principal goal is to train and elevate current staff and faculty to more senior positions at the institution.



Table and Figure DI.25, Faculty and Staff by Gender

Employees by Category by Gender: Fall 2010				
Category	Female	Percent	Male	Percent
Administration	3	30%	7	70%
Classified	42	69%	19	31%
Adjunct Faculty	45	41%	65	59%
Full-Time (Tenured) Faculty	7	30%	16	70%
Full-Time (Tenure-Track) Faculty	10	63%	6	38%
<b>Total</b>	<b>107</b>	<b>49%</b>	<b>113</b>	<b>51%</b>

Employees by Occupational Activity by Gender: Fall 2010				
Occupational Activity	Female	Percent	Male	Percent
Executive, Administrative, Managerial	11	58%	8	42%
Faculty	62	42%	87	58%
Clerical/Secretarial	25	89%	3	11%
Technical/Paraprofessional	9	64%	5	36%
Skilled Crafts	0	0%	0	0%
Service/Maintenance	0	0%	10	100%
<b>Total</b>	<b>107</b>	<b>49%</b>	<b>113</b>	<b>51%</b>

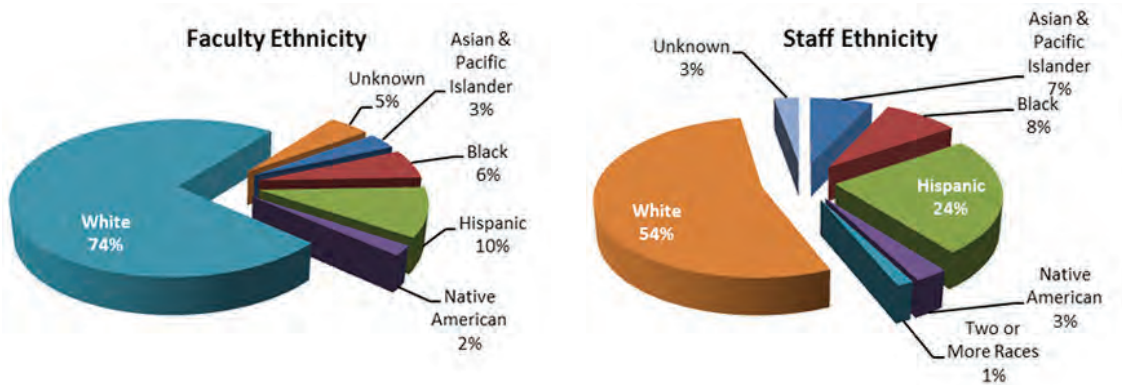


Table and Figure DI.26, Faculty and Staff by Ethnicity

Employees by Occupational Activity by Race/Ethnicity Fall 2010							
Occupational Activity	Asian & Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Executive, Administrative, Managerial	0	3	2	0	1	12	1
Faculty	5	9	15	3	0	110	7
Clerical/Secretarial	2	2	10	1	0	13	0
Technical/Paraprofessional	3	0	1	1	0	8	1
Skilled Crafts	0	0	0	0	0	0	0
Service/Maintenance	0	1	4	0	0	5	0
<b>Total</b>	<b>10</b>	<b>15</b>	<b>32</b>	<b>5</b>	<b>1</b>	<b>148</b>	<b>9</b>

Employees by Occupational Activity by Race/Ethnicity Fall 2010 (Percent)							
Occupational Activity	Asian & Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Unknown
Executive, Admin, Managerial	0%	1.36%	0.91%	0%	0.45%	5.45%	0.45%
Faculty	2.27%	4.09%	6.82%	1.36%	0%	50.0%	3.18%
Clerical/Secretarial	0.91%	0.91%	4.55%	0.45%	0%	5.91%	0.00%
Technical/ Paraprofessional	1.36%	0%	0.45%	0.45%	0%	3.64%	0.45%
Skilled Crafts	0%	0%	0%	0%	0%	0%	0%
Service/Maintenance	0%	0.45%	1.82%	0%	0%	2.27%	0%
<b>Total</b>	<b>4.55%</b>	<b>6.82%</b>	<b>14.5%</b>	<b>2.27%</b>	<b>0.45%</b>	<b>67.3%</b>	<b>4.09%</b>



## Full-Time Faculty

Full Time Faculty by Area of Study by Gender Fall 2010				
Area of Study	Female	Percent	Male	Percent
Basic Skills	0.4	100.0%	0.0	0.0%
Counseling	0.0	0.0%	0.2	100.0%
Humanities	3.9	60.7%	2.5	39.3%
Natural Science, Math & PE	1.8	17.1%	8.7	82.9%
Occupational	5.4	56.2%	4.2	43.8%
Social Science	1.8	55.6%	1.4	44.4%
<b>Total</b>	<b>13.2</b>	<b>43.7%</b>	<b>17.0</b>	<b>56.3%</b>

Full Time Faculty FTE by Area of Study by Race/Ethnicity Fall 2010							
Area of Study	Asian	Black	Hispanic	Native American	Two or More Races	White	Unknown
Basic Skills	0.0	0.0	0.0	0.0	0.0	0.4	0.0
Counseling	0.0	0.0	0.0	0.0	0.0	0.2	0.0
Humanities	0.0	0.0	0.0	0.0	0.0	5.4	1.0
Natural Science, Math & PE	0.7	0.0	0.0	0.0	0.0	9.4	0.4
Occupational	0.3	2.0	2.2	0.0	0.0	4.5	0.6
Social Science	0.0	0.0	0.8	0.0	0.0	2.4	0.0
<b>Total</b>	<b>1.0</b>	<b>2.0</b>	<b>3.0</b>	<b>0.0</b>	<b>0.0</b>	<b>22.2</b>	<b>2.0</b>

Full Time Faculty by Area of Study by Race/Ethnicity (Percent) Fall 2010							
Area of Study	Asian	Black	Hispanic	Native American	Two or More Races	White	Unknown
Basic Skills	0%	0%	0%	0%	0%	1.3%	0%
Counseling	0%	0%	0%	0%	0%	0.7%	0%
Humanities	0%	0%	0%	0%	0%	17.7%	3.3%
Natural Science, Math & PE	2.4%	0%	0%	0%	0%	30.9%	1.4%
Occupational	0.9%	6.7%	7.3%	0%	0%	15.0%	1.9%
Social Science	0%	0%	2.6%	0%	0%	7.8%	0%
<b>Total</b>	<b>3.3%</b>	<b>6.7%</b>	<b>9.9%</b>	<b>0%</b>	<b>0%</b>	<b>73.4%</b>	<b>6.6%</b>



## Adjunct Faculty

Adjunct Faculty by Area of Study by Gender Fall 2010				
Area of Study	Female FTEF	Percent	Male FTEF	Percent
Basic Skills	1.1	100.0%	0.0	0.0%
Counseling	0.4	100.0%	0.0	0.0%
Humanities	5.2	39.7%	7.9	60.3%
Natural Science, Math & PE	2.2	20.7%	8.3	79.3%
Occupational	14.4	57.5%	10.7	42.5%
Social Science	4.7	35.6%	8.4	64.4%
<b>Total</b>	<b>28.0</b>	<b>44.2%</b>	<b>35.3</b>	<b>55.8%</b>

Adjunct Faculty by Area of Study by Race/Ethnicity Fall 2010							
Area of Study	Asian	Black	Hispanic	Native American	Two or More Races	White	Unknown
Basic Skills	0	0	0	0	1.1	0	0
Counseling	0	0	0	0	0.4	0	0
Humanities	0.2	0	1.3	0.6	10.4	0.6	0
Natural Science, Math & PE	1.1	0.9	1.0	0	7.4	0.1	0
Occupational	0	3.1	3.3	0	18.0	0.7	0
Social Science	0	0.0	1.2	0.4	10.1	1.4	0
<b>Total</b>	<b>1.3</b>	<b>4.0</b>	<b>6.8</b>	<b>1.0</b>	<b>47.4</b>	<b>2.8</b>	<b>0</b>

Adjunct Faculty by Area of Study by Race/Ethnicity (Percent) Fall 2010							
Area of Study	Asian	Black	Hispanic	Native American	Two or More Races	White	Unknown
Basic Skills	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	0.0%
Counseling	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%
Humanities	0.3%	0.0%	2.0%	0.9%	16.5%	0.9%	0.0%
Natural Science, Math & PE	1.7%	1.4%	1.7%	0.0%	11.7%	0.2%	0.0%
Occupational	0.0%	4.9%	5.2%	0.0%	28.4%	1.2%	0.0%
Social Science	0.0%	0.0%	1.9%	0.6%	15.9%	2.2%	0.0%
<b>Total</b>	<b>2.0%</b>	<b>6.3%</b>	<b>10.8%</b>	<b>1.6%</b>	<b>74.9%</b>	<b>4.5%</b>	<b>0.0%</b>



## EVIDENCE OF STUDENT ACHIEVEMENT

Barstow Community College longitudinal student achievement data includes information on student success including retention rates (all courses, basic skills, transfer and distance education), student progress and achievement rates, persistence rates, thirty-unit achievement, licensure passage rates, number and rate of transfer to baccalaureate institutions, number of degrees and certificates awarded and success after transfer. Where relevant, the data has been disaggregated to demonstrate the outcomes for traditionally underrepresented groups.

### Student Retention and Success Rates

Student success is defined as the percentage of students who received a passing grade of A, B, C, CR or Pass at the end of the semester. (Success grades are divided by the total number of students receiving an A, B, C, D, F, FW, NC, NP or W.)

Student Retention is defined as the students retained in a class at the end of the semester. (Students with of A, B, C, D, F, FW, NC, and NP are divided by the number of students receiving an A, B, C, D, F, FW, NC, NP, W or I).

Student success rates are a prime focus of the College because the metric identifies the percentage of students who have completed the course with satisfactory grades.

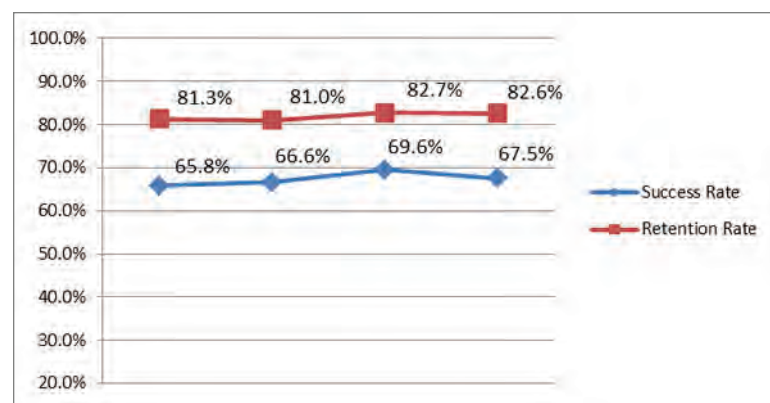


Figure and Table SA.1. Student Success and Retention Rates for All Classes

Success Rate and Retention Rate (All Classes)				
Metric	2006-2007	2007-2008	2008-2009	2009-2010
Success Rate	65.78%	66.58%	69.55%	67.48%
Retention Rate	81.29%	81.02%	82.69%	82.55%

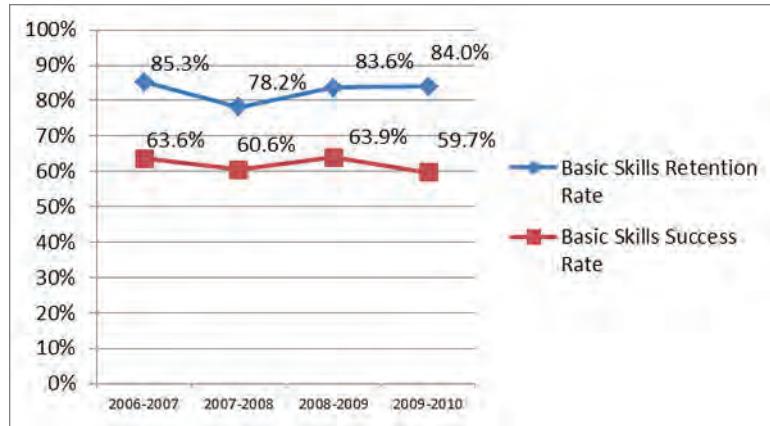


Figure and Table SA.2. Success and Retention for Basic Skills Courses

Retention Rate and Success Rate by Time Period by Basic Skills Status					
Metric		2006-2007	2007-2008	2008-2009	2009-2010
Basic Skills	Retention Rate	85.3%	78.2%	83.6%	84.0%
	Success Rate	63.6%	60.6%	63.9%	59.7%

As expected, successful course completion rates for basic skills courses lag behind success rates for non-basic skills courses.

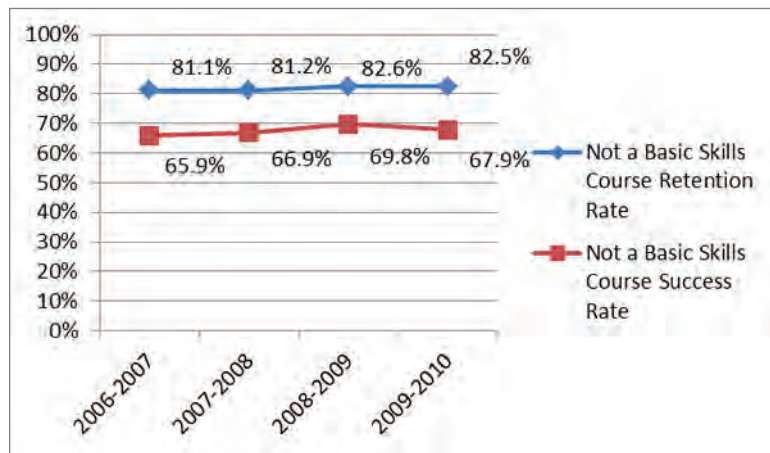


Figure and Table SA.3. Success and Retention for Non-Basic Skills Courses

Retention Rate and Success Rate by Time Period by Basic Skills Status					
Metric		2006-2007	2007-2008	2008-2009	2009-2010
Not a Basic Skills Course	Retention Rate	81.1%	81.2%	82.6%	82.5%
	Success Rate	65.9%	66.9%	69.8%	67.9%





### Success Rate by Gender

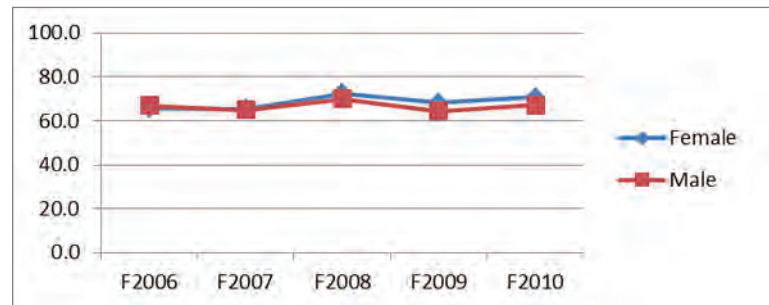


Figure and Table SA.4, Success and Retention for Gender

Success Rate Percentage (Gender)						
Gender	F2006	F2007	F2008	F2009	F2010	Average
Female	65.63	65.44	72.37	68.22	70.79	68.49
Male	66.91	64.83	69.93	64.43	67.13	66.65

Success rates for males are slightly lower than success rates for females at the College.

### Success Rate by Ethnicity

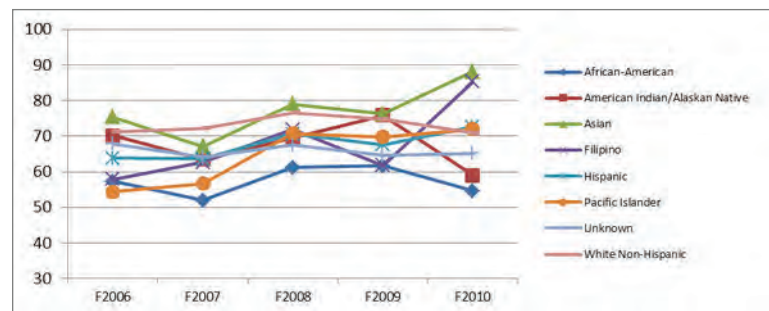


Figure and Table SA.5, Success and Retention, Race and Ethnicity

Success Rate Percentage (Ethnicity)						
	F2006	F2007	F2008	F2009	F2010	Average
African-American	57.27	51.93	61.13	61.64	54.66	57.33
American Indian/Alaskan Native	70.16	63.43	69.43	75.79	59.02	67.57
Asian	75.37	67.11	78.97	76.19	88.1	77.15
Filipino	57.84	62.62	71.90	61.76	85.29	67.88
Hispanic	63.8	63.56	70.57	67.57	72.62	67.62
Pacific Islander	54.44	56.67	70.73	69.81	71.98	64.73
White Non-Hispanic	71.23	72.2	76.54	74.76	70.82	73.11

Success rates for traditionally underrepresented groups, particularly African-American students, remain lower than for the College average.



### Success Rate by Age

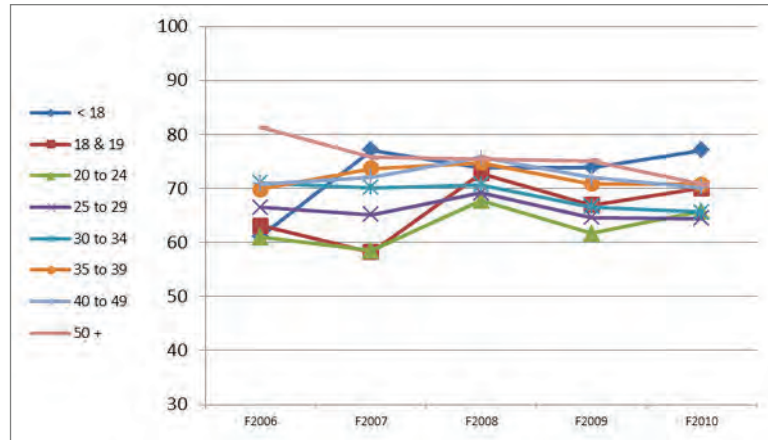


Figure and Table SA.6, Success and Retention for Non-Basic Skills Courses

Success Rate Percentage (Age)						
	F2006	F2007	F2008	F2009	F2010	Average
< 18	61.11	77.06	73.88	73.86	77.12	72.61
18 & 19	63.14	58.16	72.85	66.93	70.06	66.23
20 to 24	60.92	58.46	67.71	61.68	65.78	62.91
25 to 29	66.49	65.12	69.19	64.65	64.4	65.97
30 to 34	70.99	70.11	70.69	66.6	65.57	68.79
35 to 39	69.84	73.69	74.73	70.84	70.8	71.98
40 to 49	70.84	72.11	75.79	72.02	70.18	72.19
50 +	81.25	75.76	75.48	75.16	70.79	75.69

Success rates for students between the age of 20 and 30 are slightly lower than for other age groups and the College average.

### Success Rate by Credit Status

Success Rate (Credit Status)						
Status	F2006	F2007	F2008	F2009	F2010	Average
Credit - Degree Applicable	66.87	65.05	71.43	67.17	68.53	67.81
Credit - Not Degree Applicable	56.78	69.54	70.26	59.06	73.39	65.81
Difference	10.09	-4.49	1.17	8.11	-4.86	2.00

Table SA.7. Success and Retention, Credit Status



## Success Rate by Distance v. Non-Distance Education

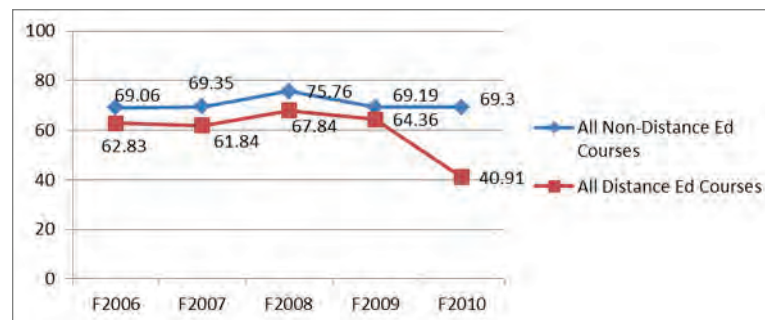


Figure and Table SA.8, Success Rate, Distance v. Non-Distance Education

Success Rate (Distance Education v. Non-distance Education)						
	F2006	F2007	F2008	F2009	F2010	Average
All Non-Distance Ed Courses	69.06	69.35	75.76	69.19	69.30	70.53
All Distance Ed Courses	62.83	61.84	67.84	64.36	40.91	59.56
Difference	6.23	7.51	7.92	4.83	28.39	10.98

Success rates for online students are lower than for students enrolled in traditional face-to-face classes.

## Success Rate By Top Code

Retention Rate by Time Period by TOP Code					
Area of Study	F2006	F2007	F2008	F2009	F2010
Biological Sciences	79.79%	86.33%	86.84%	84.53%	84.64%
Business and Management	77.14%	79.57%	76.14%	80.03%	78.12%
Commercial Services	91.36%	100.00%	89.47%	93.17%	86.52%
Education	84.30%	84.94%	88.58%	91.30%	90.30%
Engineering/Industrial Tech	75.90%	73.15%	92.55%	78.40%	77.72%
Family and Consumer Sciences	76.61%	79.04%	79.39%	81.72%	76.51%
Fine and Applied Arts	74.29%	83.29%	81.19%	80.82%	83.54%
Foreign Language	66.67%	72.73%	58.06%	63.33%	74.19%
Health	86.43%	86.28%	85.85%	93.14%	85.49%
Humanities (Letters)	79.66%	79.40%	77.65%	82.57%	83.30%
Information Technology	88.25%	80.71%	81.79%	84.98%	80.49%
Interdisciplinary Studies	83.41%	80.41%	79.45%	82.92%	78.15%
Mathematics	76.95%	76.90%	72.39%	82.81%	85.08%
Physical Sciences	75.71%	73.91%	72.08%	66.92%	67.63%
Psychology	81.44%	79.43%	80.22%	86.82%	84.04%
Public and Protective Services	88.05%	91.94%	84.95%	91.24%	84.36%
Social Sciences	79.16%	81.49%	81.04%	80.53%	79.26%

Table SA.9, Success Rate By TOP Code



## Student Progress and Achievement Rate

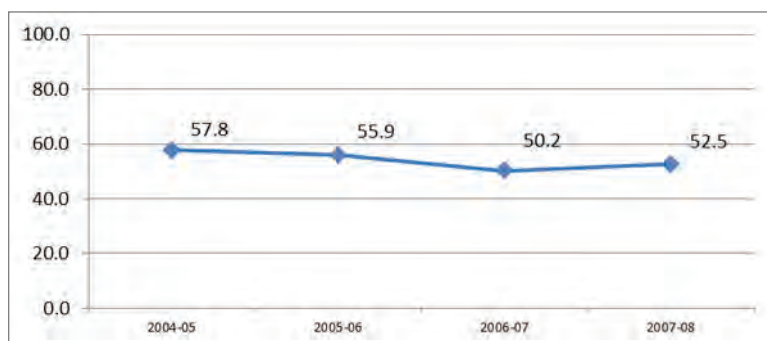


Figure and Table SA.10, SPAR Rate, 2004–2008 Cohorts.

Student Progress and Achievement (SPAR)				
Metric	2000–6 Cohort	2001–7 Cohort	2002–8 Cohort	2003–9 Cohort
SPAR	57.8	55.9	50.2	52.5

The Student Progress and Achievement Rate (SPAR) performance indicator is calculated as a percentage of a cohort of first-time students who earn a minimum of 12 units who have attempted a degree, certificate, or transfer threshold course within six years of entry and who achieve any of the following successful outcomes:

- (a) earned an associate’s degree or certificate,
- (b) actual transfer to a four-year institution after enrollment in the California community college,
- (c) achieved “transfer directed” status, or
- (d) achieved “transfer prepared” status.

For purposes of this indicator, “transfer directed” means successful completion of both transfer-level math **and** English courses. “Transfer prepared” for the SPAR indicator includes successful completion of sixty (60) University of California (UC) or California State University (CSU) transferable units with a grade point average in excess of 2.0. The determination of whether a student transferred to a four-year institution is determined using databases of the CCCCCO that includes non-state school as well as UC and CSU transfers. Thus, a cohort of first time students from 2001–2002 would be expected to achieve triggering outcomes by the 2006–2007 academic year. This indicator is, in essence, a global metric of student completion of educational objective while enrolled at a community college.



## Persistence Rate

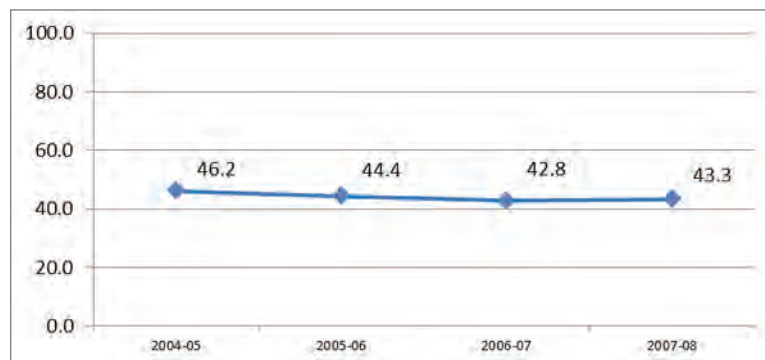


Figure and Table SA.11, Persistence Rate 2004-2008 Cohorts

Persistence Fall to Fall				
Rate	2004-05	2005-06	2006-07	2007-08
Persistence	46.2	44.4	42.8	43.3

The Persistence Rate performance indicator is calculated as a percentage of a cohort of first-time students with a minimum of six units earned in their first fall term who return and reenroll in the subsequent Fall term anywhere in the California Community College system.

Thus, a student enrolled in the fall 2006 term with the requisite six units earned would be measured by their enrollment in the fall 2007 term. This performance indicator measures the retention of the student in the system from year to year as an indicator of likelihood of future completion of an educational objective.



## Thirty-Units Achieved

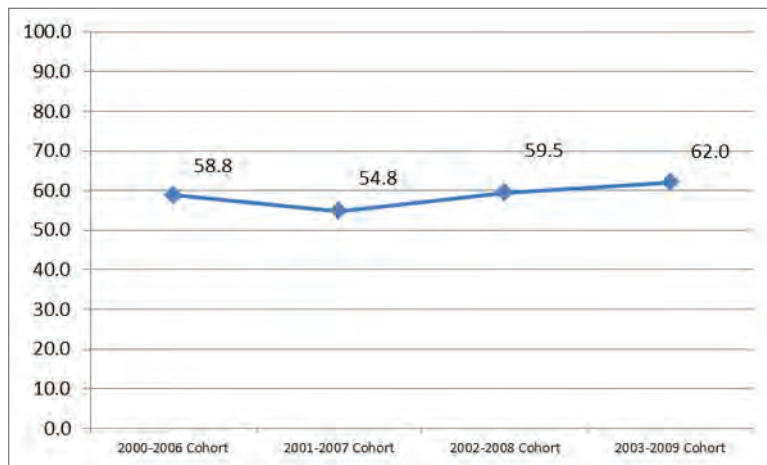


Figure and Table SA.12, Thirty Units Achieved, 2000–2009 Cohorts

Thirty Units Achieved				
Rate	2000–2006 Cohort	2001–2007 Cohort	2002–2008 Cohort	2003–2009 Cohort
Thirty Units Achieved	58.8	54.8	59.5	62.0

The Thirty-Units Achieved performance indicator is calculated as a percentage of a cohort of first-time students with a minimum of 12 units who have attempted a degree, certificate, or transfer threshold course within **six** years of entry and who:

- (a) earn at least of 30 units while in the CCC system,
- (b) in courses identified to be “value-added” to the student as defined in wage analysis as having a positive effect on future earnings.

The value-added threshold of units as operationalized by the CCCCO are courses determined in wage studies as having a positive effective on the future earnings potential of the student. As with the SPAR performance indicator, the 30-Unit Threshold indicator, the cohort of first time students from 2001-2002 would be expected to achieve triggering outcomes by the 2006-2007 academic year. This indicator is an indicator of wage gain associated with coursework taken at community colleges.





## Number of Awards Conferred

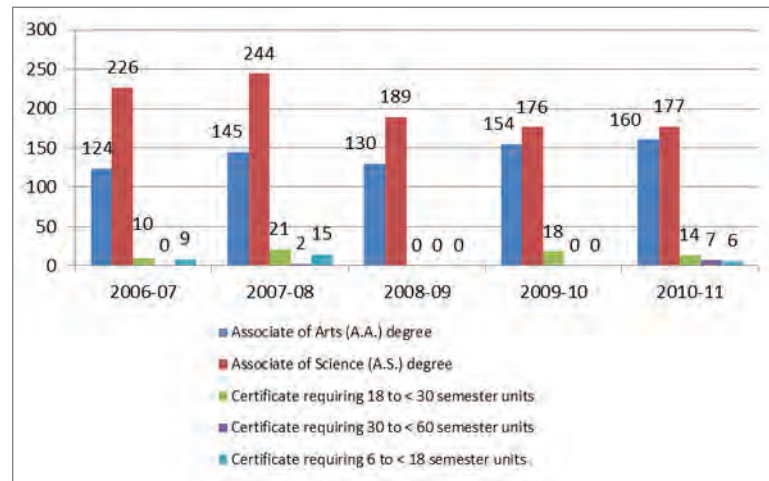


Figure and Table SA.13. Number of Degrees Awarded, 2006–2010

Academic Year Award Count						
	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	Average
Associate of Arts (A.A.) degree	124	145	130	154	160	143
Associate of Science (A.S.) degree	226	244	189	176	177	202
Certificate requiring 18 to < 30 semester units	10	21	0	18	14	16
Certificate requiring 30 to < 60 semester units	0	2	0	0	7	5
Certificate requiring 6 to < 18 semester units	9	15	0	0	6	10
<b>Total</b>	<b>369</b>	<b>427</b>	<b>319</b>	<b>348</b>	<b>364</b>	<b>365</b>

The number of annual associates of arts degrees has increased by 29% for 2010–2011 compared to 2006–2007. The number of associates of science degrees has decreased by 22 percent for 2010–2011 compared 2006–2007. The total number of awards remains relatively stable.

## Licensure Pass Rates

Cosmetology Licensure Passage Rates		
Year	No. Taken	Passage Rate
2009–2010	17	54.80%
2010–2011	21	77.70%



## Transfer

### Number and Rate of Transfer to Baccalaureate Institutions

Four-Year Institution	Distance	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010
University of California, Berkeley	358 mi	1	1	1	0
University of California, Davis	365 mi	0	0	0	1
University of California, Irvine	98 mi	0	0	2	1
University of California, Los Angeles	98 mi	1	0	0	0
University of California, Riverside	65 mi	2	3	4	4
<b>UC Total</b>		<b>4</b>	<b>4</b>	<b>7</b>	<b>6</b>

Table SA.14a. Transfers to UC Institutions, 2006–2010

Four-Year Institution	Distance	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010
Cal Poly, Pomona	73 mi	6	4	3	0
CSU - Bakersfield	123 mi	0	1	0	1
CSU – Channel Islands	123 mi	0	1	0	0
CSU - Chico	428 mi	5	0	0	3
CSU - Dominguez Hills	99 mi	3	0	5	2
CSU - East Bay	341 mi	0	1	0	0
Fresno State	204 mi	1	1	0	1
CSU - Fullerton	85 mi	0	3	2	0
Long Beach State	98 mi	4	3	0	0
CSU - Los Angeles	86 mi	0	1	0	2
CSU -Monterey Bay	296 mi	1	2	0	0
CSU - Northridge	97 mi	1	2	1	1
Sacramento State	354 mi	0	1	3	2
CSU - San Bernardino	52 mi	27	25	22	11
CSU - San Marcos	121 mi	1	0	0	0
CSU - Stanislaus	282 mi	1	1	3	0
Humboldt State	566 mi	2	3	0	0
San Diego State	146 mi	1	2	3	0
San Francisco State	362 mi	0	0	2	0
San Jose State University	321 mi	2	0	0	1
<b>Total To CSU</b>		<b>55</b>	<b>51</b>	<b>44</b>	<b>24</b>

Table SA.14b. Transfers to CSU Institutions, 2006-2010



Four-Year Institution	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010
Biola University		1		1
California Baptist University		1	1	2
Chapman University			1	1
La Sierra University	2	4	1	7
Loma Linda University			1	1
Mount Saint Mary's College	1			1
National University			7	7
The Master's College		1		1
University of La Verne	1			1
University of Redlands		1		1
University of San Diego		1		1
University of Southern California		1		1
Westmont College		1		1
<b>Total</b>	<b>4</b>	<b>11</b>	<b>11</b>	<b>26</b>

Table SA.14c. Transfers to In State Private Institutions, 2006-2010

### Transfer Velocity

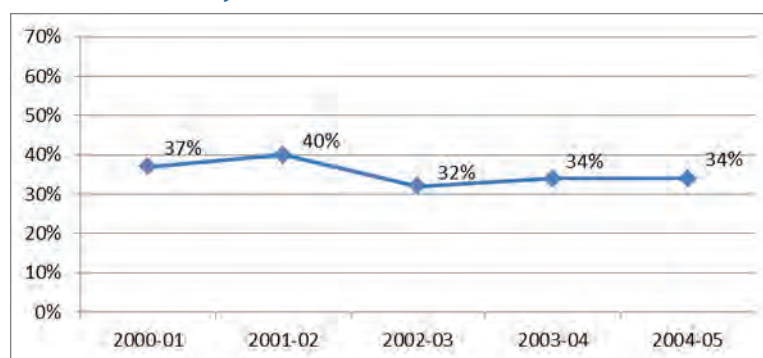


Figure and Table SA.15. Transfer Velocity, 2000-2005 (Six-Year Cohorts)

Barstow College Transfer Velocity						
Ethnicity	2000-01	2001-02	2002-03	2003-04	2004-05	Average
African-American Non-Hispanic	41%	46%	36%	36%	39%	40%
American Indian - Alaskan Native	20%	33%	0%	43%	0%	19%
Asian	47%	30%	27%	50%	50%	41%
Filipino/Pacific Islander	33%	57%	33%	50%	17%	38%
Hispanic	42%	34%	25%	27%	30%	32%
White Non-Hispanic	33%	40%	35%	34%	33%	35%
Unknown/Non-Respondent/Declined	0%	56%	36%	38%	58%	38%
<b>College Rate</b>	<b>37%</b>	<b>40%</b>	<b>32%</b>	<b>34%</b>	<b>34%</b>	<b>35%</b>



### Success after Transfer

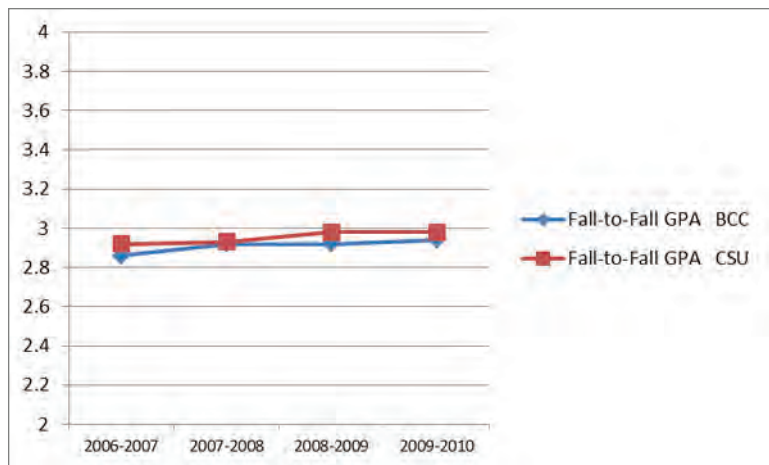


Figure and Table SA.17. Success after Transfer, CSU Institutions

Barstow Community College After Transfer Success				
Year	Pre-Admission GPA		Fall-to-Fall GPA After Transfer	
	BCC	CSU System	BCC	CSU System
2006-2007	3.29	2.91	2.86	2.92
2007-2008	3.00	2.99	2.92	2.93
2008-2009	2.82	3.03	2.92	2.98
2009-2010	3.07	3.00	2.94	2.98

Barstow Community College students are as successful as other students after transfer to the California State University System.



# PROGRESS ON SELF IDENTIFIED ISSUES IN THE 2006 SELF STUDY

## Standard I A: Institutional Mission and Effectiveness

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 regular and systematic reporting to the California Community College Chancellor's Office of all course information with annual reports and updates as required and appropriate.

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 adopted a multi-leveled assessment plan and is assessing student learning at the course, program and institutional level and in student services.

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)*

Multiple partnerships between the dean of research, development and planning and student services personnel have been established to assess student success, achievement and learning. Efforts include the Student Success Initiative, the creation of an outcomes assessment template, outcomes assessment tracking system, and the creation of program review templates for student services.

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 vocational 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 dean of workforce development and the dean of research, development and planning have conducted numerous surveys, needs assessments and other instruments to collect data for the development and expansion of the vocational programs at the College.



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 Community College District service area. (Standard I.A.1)*

External scans were used as part of the 2007–2011 Master Plan and as part of the 2011 Educational Master Plan. Needs assessments have been given to both local military installations. Local business needs identified at workforce summits held on campus.

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 to the present. Mission statements are publicly displayed in a wide range of formats and digitally on the web.

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

Yearly board retreats continued with professional consultants as leaders.

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 I.A.3)*

Review of the mission statement drives the creation of the Presidential Goals and Board Goals.

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 I.A.4)*

Outcomes progress at the College has been constant and deliberate. Institutional Research has focused on the integrity and use of assessment results to create greater buy-in across the institution. Outcomes reports will result when the process is more fully institutionalized.

## Standard I B: Improving Institutional Effectiveness

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 I.B.1)*

Dialogue about student learning occurs at the Student Learning Outcomes Assessment Committee meetings, degree level meetings, the annual in-service, monthly all-division meetings and at the President's Advisory Council.



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 I.B.1)*

Online discussions and meetings have taken place in the Career and Technical Education division with use of teleconferencing and video archiving.

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 I.B.1)*

The general education outcomes, renamed “core competencies,” are fully implemented, displayed in digital format and on banners across the campus, and are included in course, program and student services analysis. The banners are hung in the student services lobby and the core competencies are displayed on the digital kiosks and television screen.

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 I.B.2)*

Goals, objectives and expected outcomes are included in the 2007–2011 Master Plan and new Strategic Priorities were identified pursuant to the new Educational Master Plan for 2011.

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 I.B.2)*

Connection of program review outcomes and institutional outcomes are in place in the new information flow cycle of the College. Program level outcomes feed into meeting the Priorities and Strategies.

15. *The College’s institutional researcher will continue serving as a member of the President’s Advisory Council (PAC) so that data needs and the reporting of data are linked to the goals and objectives outlined in key planning documents. (Standard I.B.3)*

The dean of research, development and planning is a member of PAC and the President’s Cabinet.

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

The Participatory Governance Handbook was updated in 2011.





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)*

Progress on outcomes assessment is completed by the SLO coordinator and timely reported to the Commission in the Annual Report.

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)*

Fact Books have been completed for 2009, 2010 and 2011 academic years. The latest is posted on the web for interactive engagement with the data.

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.

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. This model was changed on advice of the planning consultants and the documents were more clearly defined to begin the 2011 Planning Cycle.

21. *As the College continues to set for itself strategic goals at institutional 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. (Standard I.B.6)*

The goals, objectives, outcomes and action plans have been included in the 2007–2011 Master Plan and are now closed. New Strategic Priorities have been set for the new cycle and action plans are being drafted.

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. (Standard I.B.7)*

Student services managers have worked with the dean of research, development and planning extensively in the creation of a program review template, an outcomes assessment template and inquiry driven student services program review template.



## Standard II A: Instructional Programs

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.

The College has redefined programs as Degrees, Certificates and Pathways (DCP) and assessment was completed in the 2010–11 Academic Year and program reviews drafted in the fall of 2011.

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 consistent and ongoing.

25. *Counselors will work with instruction and the coordinator of DSPTS 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 College has an early alert system and counselor dedicated to at-risk students and students with disabilities. The Disabled Students Programs and Services (DSPTS) department has been renamed Office of Student Support (OSS) to remove the adverse consequences of labeling a student as disabled. The focus is now on the academic intervention, not the handicapping condition.

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 DSPTS 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)*

Outcomes progress at the College has been constant and deliberate. Research has focused on the integrity and use of the results and to create buy-in across the institution. Outcomes reports will result when the process is more fully institutionalized.

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. (Standard II.A.1.a)*

The director of vocational programs was hired in 2006 and the position was elevated to dean in 2011.



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. (Standard II.A.1.a)*

A director of military education was assigned to Fort Irwin to outreach to the military personnel and their families.

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)*

A faculty coordinator now supervises distance education and a distance education committee formed under the Academic Senate monitors progress.

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)*

The Distance Education Committee and coordinator interact with online faculty.

31. *Additional focus groups with students will be conducted to obtain feedback regarding issues specific to online education and overall student learning needs. (Standard II.A.1.b)*

The faculty researcher completed the focus groups and reported to the board of trustees on student and faculty perceptions in August 2007. Evidence gathered since has been by survey with open ended responses.

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. Forms and processing have been modernized.

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)*

Student learning outcomes assessment continues at the course, program, and institutional levels and for student services. Administrative unit outcomes are now identified in all service areas with assessment beginning in 2011 for the first cohort of departments.



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

Trainings for adjunct instructors have occurred with stipends paid for completion of the work in career and technical education. Teleconferencing has also taken place for out of state part-time faculty members.

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 body for the review of all new courses and programs.

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)*

Fort Irwin and MCLB community needs assessment completed. Efforts will continue to evaluate business and work force needs for the high desert area in odd numbered years.

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 and the position was elevated to dean in 2011.

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. (Standard II.A.2)*

The campus climate survey was conducted in the spring of 2008 and evaluation was conducted in fall 2008. The Community College Survey of Student Engagement, Student Satisfaction Inventory and Institutional Priorities Survey were completed in 2011.

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, programs, degrees, certificates and pathways.



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 and has since been renamed the Student Learning Outcomes Assessment Committee to reflect the College's progress in institutionalizing the feedback loop.

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)*

The review of the general education curriculum is ongoing and steps have been taken to create two certificates of achievement in Intersegmental General Education Transfer Curriculum (IGETC) and California State University (CSU) Breadth to meet the board's goal of increased completion rates.

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

Outcomes progress at the College has been constant and deliberate. Institutional Research has focused on the integrity and use of assessment results to create greater buy-in across the institution. Outcomes reports will result when the process is more fully institutionalized.

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 have begun with one cycle having been completed.

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)*

Advisory committees meet on a regular basis to advise career and technical education programming efforts.

45. *Faculty Evaluations will continue in accordance with Barstow College Faculty Association (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.



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)*

The Curriculum Committee remains a vibrant and successful body for course and program evaluation.

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)*

Two year scheduling has begun at the College, but progress has been slow.

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)*

The improvement of teaching process is an area of focus in outcomes assessment improvements.

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 and continue each academic year.

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 has been finished and is currently in use. A new computer-driven astronomical observatory has been purchased and constructed and has been in service since fall 2008.

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)*

Program reviews have been conducted for the disciplines regularly. Program reviews for degrees, certificates and pathways in transfer and basic skills are now also part of the regular cycle.



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 consistently evaluated by the Curriculum Committee.

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

Common prompts were used as part of some of the degree, certificate and pathway analysis but department wide examinations have been disapproved by faculty.

54. *The College will continue to monitor learning outcomes and measurements to ensure they remain an effective and relevant 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.

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)*

The degrees, certificates and pathways in transfer and basic skills are now included in the outcomes assessment loop.

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 has been developed in the core competencies analysis.

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 Assessment Committee exists and monitors progress using the ACCJC Institutional Effectiveness rubric.

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) are being mapped with course and program outcomes. Department outcomes have, in some disciplines, improved and aligned.





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)*

General education outcomes, called core competencies, are evaluated and assessment results are being analyzed.

60. *The College will continue regular review, at all appropriate levels of student learning outcomes that pertain to skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical and analytic thinking. (Standard II.A.3.b)*

The core competencies include student development in communication, critical thinking, personal development and global awareness.

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. (Standard II.A.3.b)*

Lifelong learning is a core competency and assessment is planned in a future cycle.

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

The curriculum committee has reviewed 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 has yet to add this component to the core competencies.

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)*

The Curriculum Committee, on advice of content experts, examines and approves new and emerging concentrations.

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)*

Success on vocational education occurs through program review and a specifically identified Accountability Reporting for the Community Colleges (ARCC) metric.

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)*

Success on vocational education occurs through program review and a specifically identified ARCC metric.



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)*

Student learning outcomes are included course outlines of record and course syllabi.

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 Basic Skills Initiative funds to hire an articulation officer to monitor transfer matters at the institution.

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)*

The College has used Basic Skills Initiative funds to hire an articulation officer to monitor transfer matters at the institution.

70. *The College will do the following: (Standard II.A.6.b)*

- *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 follows procedures to evaluate program viability and effectiveness.

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 College catalog is now provided online as are all board policies and administrative procedures.

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.



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. (Standard II.A.7)*

Standards of student conduct and academic freedom are regularly and systematically reviewed.

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

The Faculty Handbook is currently updated and includes the College policy on 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 session on the issue of personal conviction and professionally accepted views in a discipline in the classroom and online was conducted in spring 2008 and supervised 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.

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 taken place at all-division meetings.

79. *Instructors will be encouraged in the faculty handbook to add information about plagiarism and other forms of academic dishonesty in their syllabi. (Standard II.A.7.b)*

The faculty handbook was updated with this information in 2011.



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)*

The board policies are updated and regularly reviewed for currency and relevance.

- *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 management 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 senate and classified staff to discuss policies and procedures concerning standards of conduct.

## Standard II B: Student Support Services

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

Program reviews are completed regularly in student services with a new template that incorporates outcomes assessment, and qualitative and quantitative data.

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 College has a matriculation officer.

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

The College has a video driven online orientation for all locations.

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 and updated annually and posted on the web and disseminated to all appropriate parties.



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)*

The College adopted a Distance Education Plan.

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)*

The 2007–2011 Master Plan has now closed and was updated annually with full reports to the Board.

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)*

Research over the past cycle has focused on student learning and achievement, including two student success projects in 2009–10 and 2010–11.

88. *The College will continue to make adjustments to Fort 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 Fort Irwin and class schedules and programs have been modified to better align with military rotations.

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

Counselor schedules are reviewed and assignments allocated based on student demands.

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)*

Civic events including the Lights of Learning, Annual Art Show, theatrical productions, guest speakers and athletic events are regular College events.

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 is an active body on the campus with on-campus and outreach events to the community.

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.



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

Counselor professional development for faculty continues with on-campus and conference trainings.

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 evaluates counselors for 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)*

Student services conduct program review to evaluate department effectiveness.

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 uses a flexible schedule and online setting to outreach to our students.

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)*

The learning disabilities training and certification was completed in October 2006.

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 and in 2011, the College administered Community College Survey on Student Engagement and the Noel-Levitz Institutional Priorities Survey and Student Satisfaction Inventory.

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 with the assistance of a professional consultant.

100. *The institutional researcher will conduct another Accuplacer validation study in three years as required. (Standard II.B.3.d)*

The assessment revalidation and disproportionate impact student was completed by a professional consultant.



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 assessment revalidation and disproportionate impact student was completed by a professional consultant. The new ESL faculty hired has leveled the noncredit and credit ESL course sequence.

102. *The Financial Aid department will continue to scan their records into the laser fiche system. The Admissions and Records department 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)*

Scanning of records has been completed and ongoing.

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 completed in the spring of 2008, and in 2011 the College administered the Community College Survey on Student Engagement and the Noel-Levitz Institutional Priorities Survey and Student Satisfaction Inventory.

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 been completed.

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 use of student generated identification numbers has replaced the practice of assigning social security numbers to track students.

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 2007–2011 Master Plan has closed and a new cycle has begun with the 2011 Educational Master Plan and Strategic Priorities.

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 are identified, assessed and the loop closed for the student services departments.





## Standard II C: Library and Learning Support Services

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 faculty and librarian collaborate on the selection of new texts and digital and media services. Weeding of outdated materials and items is done in consultation with discipline faculty.

- *Continue to expand the collection and other library materials. (Standard II.C.1.a)*

Continuous.

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

The print and e-book collections continue to expand and the College also continued to add print materials.

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

Customer satisfaction surveys are conducted each semester.

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

The College has expanded the e-book and electronic database collection.

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

Tutorial has been moved to its own location in the Solarium to provide more dedicated service.

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

The student learning outcomes have been identified, assessed and a loop closed. The Basic Skills Coordinator advises the tutorial center staff.

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.

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

Library Student Learning Outcomes are identified and assessed.



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

Outcomes in the computer commons have been identified and are being assessed. 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.

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 regularly.

- *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.

- *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)*

Schedules have been reviewed and updated to meet student needs.

111. *The College will do the following:*

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

Video cameras are now installed in campus pods, in parking lot areas and in high traffic open space areas.

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

Tracking systems for alarms and for tracking checked items are in place.

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 and holdings.



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

This resource is available to our students, faculty and staff.

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)*

Program reviews for the library are regularly conducted.

- *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 measures including outcomes assessment results and student satisfaction surveys.

- *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 and the loop closed.

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

The student learning outcomes loop has been closed and a new cycle opened in tutorial services.

## Standard III A: Human Resources

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)*

Advertising for positions use well-established online and print resources.

- *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 diverse staff and faculty.

- *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)*

Full presentations have been made for key positions such as dean of research, development and planning, dean of instruction, vice president and president positions.



- *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)*

Interviewing processes have been more formalized with participation from all stakeholder groups and campus constituencies.

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. (Standard III.A.1.b)*

The evaluation form has been revised, a cycle for evaluation established and all reviews are now current and on time table for systematic review. Faculty evaluations have been completed regularly and submitted in faculty employment files.

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. (Standard III.A.1.c)*

This item has not been completed due to faculty concerns, but a clause exists in the contract that indicates that faculty will participate in the process.

117. *The College will do the following:*

- *Continue to stress ethical behavior in all aspects of employee and board performance. (Standard II.A.1.d)*

Ongoing at the campus.

- *Review the need for identifying specific actions if ethical standards are violated. (Standard III.A.1.d)*

Ongoing at the campus.

- *Determine whether the Academic Senate should create a faculty ethics committee to address instructional issues. (Standard III.A.1.d)*

Ongoing at the campus.

- *Work closely with the Associated Student Body to emphasize ethical behavior by all students. (Standard III.A.1.d)*

Ongoing at the campus.



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.)*

New positions have been added in reading, ESL, and Career and Technical Education (CTE) disciplines.

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

CTE positions have been added in faculty slots and staff to meet the growing needs of the community.

- *Determine whether some staffing reductions should be restored to maintain and improve service levels in affected departments. (Standard III.A.2)*

Efforts are ongoing to evaluate staffing reductions.

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 and checked for currency and relevance.

- *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 and verified for currency and relevance.

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

Ongoing at the campus.

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

Ongoing at the campus.

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

Ongoing at the campus.



121. *The College will do the following:*

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

The campus climate survey was conducted in the spring of 2008 and evaluation was conducted in fall 2008. The Community College Survey of Student Engagement and Student Satisfaction and Institutional Priorities surveys were completed in 2011.

- *Analyze data regarding actual performance and success of students in conjunction with the data collected in campus climate studies. (Standard III.A.4.a)*

The campus climate survey was conducted in the spring of 2008 and evaluation was conducted in fall 2008. The Community College Survey of Student Engagement and Student Satisfaction and Institutional Priorities surveys were completed in 2011.

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

Student Services programs continually outreach to first generation students, students with disabilities and the military personnel and their families.

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

The Equity Plan is currently being revised.

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 complies with California Proposition 209.

123. *The College will do the following:*

- *Continue to adhere to established policies and procedures to maintain a professional working and learning environment.*

Ongoing at the College.

- *Implement new elements in the employee recognition program.*

Employees are recognized annually and in the President's Leadership Academy.

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

The campus climate survey was conducted in the spring of 2008 and evaluation was conducted in fall 2008. The Community College Survey of Student Engagement and Student Satisfaction and Institutional Priorities surveys were completed in 2011.



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, CCCConfer teleconferencing and other media are used to conduct campus meetings. Video conferencing is used between Fort Irwin and the main campus. Adjunct instructors in CTE are updated on Saturday teleconferences with archiving.

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

The College has postponed this item.

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

Finance management training occurs each spring as part of the budget development process.

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

Budget managers include training needs in annual budgets and program reviews.

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, release time for masters and doctoral programs and on-campus and webinar conferences.

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.

## Standard III B: Physical Resources

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 Maintenance and Operations Department conducts program review and evaluation and integrates departmental planning into institutional level planning.





- *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 has closed with annual updates and a new cycle has begun with the 2011 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)*

The College has implemented traffic and other modifications to minimize interruptions in construction projects and recent emergency events including electrical outages, a natural gas leak and water contamination in the city.

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

The College continues to use its own conservative management of funds to handle projects due to the current business cycle difficulties and the region's slow economic recovery.

128. *The College will do the following (Standard III.B.1.b):*

- *Add more "Code Blue" emergency phones in campus parking lots.*

Phones have been added to the campus at key high traffic areas and parking lots.

- *Continue to add more safety and security features throughout the campus as needed.*

Surveillance cameras have been added over recent academic 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 to cover weekend hours.

- *Continue to improve the accessibility of all facilities by implementing the necessary modifications identified in the ADA transition plan and by the advisory committee.*

On campus facilities are ADA compliant and reviewed periodically by Maintenance and Operations compliance with open access regulations.

- *Continue to conduct safety inspections and ergonomic reviews, and provide safety-related training.*

Ongoing at the College.

129. *The College will do the following (Standard III.B.2.a):*

- *Continue to develop capital plans that support the goals and objectives in the Master Planning documents.*

The College completed a Facilities Master Plan in 2006. A new facilities master plan is proposed under the 2011 Educational Master Plan.



- *Continue to account for the “total cost of ownership” for new facilities and programs.*  
Anticipated costs for utilities, furniture, etc. are included in budget forecasts.
- *Develop additional revenue sources to fund future capital improvements.*  
The College continues to use its own conservative management of funds to handle projects due to the current business cycle difficulties and the region’s slow economic recovery.
- *Continue to assess the effectiveness of existing facilities.*  
The analysis of department relocations for capital outlay projects, remodeling etc. are ongoing.

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 is submitted in the California Community College Facility Utilization Space Inventory Option Net (FUSION) system.

## Standard III C: Technology Resources

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 regular processes to upgrade computer equipment, hardware, technology and furniture.

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)*

A second database analyst position was created and a web services specialist was also approved to help meet increased needs for distance education.

- *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 have been completed in online settings.
- *Improve communications with faculty and staff concerning current technology capabilities and ideas for future improvements. (Standard III.C.1.a)*  
Camtasia, CCConfer and Moodle are the primary communication software packages used at the campus to improve communications with faculty, staff and students.



- *Continue to survey staff on the effectiveness of technology support. (Standard III.C.1.a)*  
Ongoing at the College.
- *Continue to analyze the potential of using commercial platforms for the distance learning program. (Standard III.C.1.a)*  
The College has moved to the Moodle platform for online instruction.

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)*  
Ongoing at the College
- *Develop new surveys, studies, observations, and outcome-based measurements to evaluate the effectiveness of technology use by students. (Standard III.C.1.b)*  
Ongoing at the College.
- *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 continues as needed.
- *Determine the most effective processes for providing on-campus training to staff during the academic year. (Standard III.C.1.a)*  
Ongoing at the College.

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)*  
Ongoing at the College.
- *Continue to replace computers on a three-to-four-year cycle. (Standard III.C.1.c)*  
Ongoing at the College.
- *Evaluate options for establishing an off-site data back-up storage process.*  
The College continues to use on-campus servers although the use of cloud technology is becoming a viable option for the institution.
- *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.



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 exist across the campus. A virtual private network exists to permit administration and faculty to telecommute. In addition, the Voice-over-Internet Protocol system was extended to include the Fort 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.

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.

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 was completed in 2006 and again in the 2011–2012 academic year. The Technology Committee will review the plan regularly and make updates as necessary. The Technology Committee will review the plan regularly and make updates as necessary.

## Standard III D: Financial Resources

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.

- *Develop a stronger link between resource allocation and staff development planning. (Standard III.D.1.a)*

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. (Standard III.D.1.a)*

Training sessions are planned for the current academic term.



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. (Standard III.D.1.b)*

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

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. (Standard III.D.1.c)*

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.

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)*

Training is completed on a regular basis.

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.

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. (Standard III.D.2.b)*

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.

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](#).



145. *The College will do the following (Standard III.D.2.c):*

- *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.*

Reserves have been solid over the past accreditation cycle period.

- *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.](#)

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. (Standard III.D.2.d)*

The bankcard system was successfully implemented.

147. *The College will continue to seek improvements in the Viking Shop inventory control system. (Standard II.D.2.e)*

The Viking Shop and business office continue to work closely; transactions are jointly reviewed and corrections made as needed.

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. (Standard III.D.2.f)*

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.

150. *The College will do the following (Standard III.D.2.g):*

- *Continue to monitor revenues, expenses, and changing financial conditions throughout the year.*

Monthly budget reports are provided to all budget managers and Cabinet members.



- Improve communication concerning the strategic plan assessment reports.*

Progress is reviewed by all stakeholders represented on the SPBD&R committee and the new Finance and Budget Committee.
- Determine the feasibility of establishing more formal measurements of existing business processes, and identify and prioritize opportunities for improving financial controls.*

Several processes have already been implemented through the database system used at the campus.

## Standard IV A: Decision-Making Roles and Processes

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. (Standard IV.A.1)*

New faculty and staff are introduced to the participatory 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. (Standard IV.A.1)*

Minutes are taken of the Board retreats and made available to the College for review.

153. *In order to increase awareness, board agendas will be made available to all employees. (Standard V.A.2.a)*

Board agendas are made available to the College at large in advance of meetings.

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. (Standard IV.A.2.b.)*

Academic Senate is the lead organization for program development and improvement.

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. (Standard IV.A.3)*

The Public Information Officer continues to implement a wide range of television, radio, print and electronic means to communicate campus events to 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. (Standard IV.A.3)*

Minutes are posted for public access.

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. (Standard IV.A.4.)*

Completed by the College.

158. *To increase employee awareness, PAC meeting agendas and minutes shall be posted on the public drive to make them accessible by all employees. Standard IV.A.5.*

All PAC agendas and meeting notes are posted to the College Intranet.

## Standard IV B: Board and Administrative Organization

159. *The board will continue board development, especially for the newest member. (Standard IV.B.1.a)*

The governing board members participate on statewide committees and attend professional development opportunities regularly.

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. (Standard IV.B.1.b)*

Board Goals, the new method through which the governing board sets College policy are shared digitally and in print.

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. (Standard IV.B.1.c.)*

The governing board members participate on statewide committees and attend professional development opportunities regularly.

162. *The College will make Board Policies and Administrative Procedures available on the shared network drive and communicate their location to all employees. (Standard IV.B.1.d)*

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



161. *The College will continue to review and revise policies and procedures on a regular basis. (Standard V.B.1.e)*

The policies and procedures are reviewed and revised annually, and as needed.

162. *The College will continue board development. (Standard IV.B.1.f)*

The governing board meets in yearly retreat. During this time, a professional consultant has worked with the board for professional development and goal setting

163. *The board will continue to assess its performance through the self-evaluation process stipulated in board procedures. (Standard IV.B.1.g)*

The Board self-evaluates annually.

164. *Using the 2000 Trustee Handbook as a guide, the board will develop a process for handling behavior that violates its code of ethics. (Standard IV.B.1.h.)*

Ethics policy has been added in spring 2006 and reviewed once since that time.

165. *The board will continue to review and meet the needs of accreditation. Standard IV.B.1.i.*

The board will continue to attend training conferences on accreditation, governance and ethics in statewide and national venues.

166. *The College will employ a coordinator of off-campus programs. (Standard IV.B.2.a)*

A director was assigned to Fort Irwin to outreach to the military personnel and their families.

167. *The College will continue to incorporate institutional research into planning. (Standard IV.B.2.b)*

Research and planning efforts at the College have expanded greatly over the past four years.

168. *The president will continue to encourage a collegial environment. (Standard IV.B.2.c)*

The president encourages collegiality and a civil participatory governance structure.

169. *The president will continue with his personal development and training, and he will continue to ensure that policies, procedures and regulations are followed. (Standard IV.B.2.c)*

The president attends AACC and Community College League training sessions annually.

170. *The College will continue its processes for controlling its budget and expenditures. (Standard IV.B.2.d)*

The College is fiscally sound.

171. *The president will continue to develop and strengthen effective relationships with the communities served by the College. (Standard IV.B.2.e)*

The president and cabinet members are members and office holders of local public, civic and benevolent organizations.



# INTEGRATED PLANNING AND PROGRAM REVIEW

## Introduction

Over the past five years Barstow Community College has made significant progress in the integration of outcomes assessment results, student success indicators, unit level data and planning information into program review, institutional planning and resource allocation.

Driven in part by a Commission recommendation in the last Evaluation Report that the College take a longer range view of planning, BCC has increased its institutional effectiveness through augmented access and use of research findings and the commitment of human, financial and physical resources to foster an evolving culture of inquiry at the College.

Since the last self study, the College reinvented, implemented and closed a full planning cycle as part of the 2007–2011 Master Plan. In 2010, BCC conducted a year-long study of our future and completed the 2011 Educational Master Plan, using both qualitative and quantitative data from the faculty, staff, students, military, and local government, civic and business leaders. In the summer of 2011, the institution created a set of Strategic Priorities based on the recommendations contained in the 2011 Educational Master Plan. The Priorities were adopted by the Academic Senate and the governing board in fall 2011. The Strategic Plan is scheduled for completion in spring 2012. Importantly, the College has approved a *beta* version of a new decision-making, information flow process and planning cycle. The objective during this year of transition between plans is to work out difficulties in the processes as the College begins a more concerted effort to look at evidence to inform decision making at all levels of the institution.

Critical in completion of these steps was the creation of the dean of research, development and planning position in winter 2011. The dean position elevated the director level slot that was created in 2009. The Office of Institutional Research has been located centrally at the Learning Resource Center and has been provided the support services of a planning and accreditation assistant for the 2010–11 and 2011–12 academic years, with plans to make the position a permanent one thereafter. At the time of the last site visit, research and accreditation work was completed by a faculty member with twenty percent released time to complete the tasks, in addition to regular teaching duties. Another critical step for the College has been the creation of an Institutional Effectiveness Committee (IEC) as part of the participatory governance structure. The role of the IEC will be to convert program level priorities to institutional level priorities. The new Finance and



Budget committee (previously the Strategic Planning, Budget Development and Review committee) will evaluate the fiscal viability of the identified priorities. The final institutional priorities will be reviewed by the President's Advisory Council (PAC) for recommendation to the president and ultimate submission to the governing board for approval. Most importantly, the board-approved institutional priorities will be presented to the managers to drive decision making when the budget development process begins each March.

The evolution of integrated planning and resource allocation processes at the College can be explained in nine essential stages:

- 1) The Review of the 2006 Evaluation Report
- 2) The 2007–2011 Planning Cycle
- 3) The Use of the ACCJC Rubrics for Institutional Effectiveness
- 4) Professional Development and Training
- 5) The 2011 Educational Master Plan
- 6) The 2011 Strategic Priorities
- 7) The Integrated Planning Cycle
- 8) The Decision-Making Process
- 9) The Emerging Strategic Plan

## The Review of the 2006 Evaluation Report

The College took seriously the recommendations, suggestions and comments made by of the visiting team in the 2006 Evaluation Report. The institution immediately reviewed the findings of the team in 2006 and began an action plan to address the areas covered in the report.

In 2007, the Strategic Planning Budget Development and Review committee (SPBD&R), a participatory governance committee, was established. The committee reviewed the Evaluation Report and used the analysis as a basis for the creation of the 2007–2011 Master Plan. The SPBD&R committee was certainly pleased with the team's finding that there was adequate connection between planning and resource allocation at the College (Report, p. 13) and that the processes were broad based and (p. 14) and comprehensive. While the SPBD&R committee agreed with the team that planning at the College was effectively linked to resource allocation (p. 14), the committee also recognized the merit of the team's recommendation that the College take a longer range view on planning. Increasing dialogue about decision making was also an agreed-to area of improvement (p. 27). Finally, the committee acknowledged that the use of evidence, both qualitative and quantitative,



needed to be expanded as well. The use of a faculty member to conduct research and accreditation work as part of teaching load would no longer suffice to answer the increased call for public accountability. A dedication of resources and hiring of a full-time person were needed.

## The 2007–2011 Planning Cycle

As a result, the College, through the leadership of the SPBD&R committee, created and closed one complete 5-year planning cycle from 2007–2011. The plan was fully implemented with annual updates to the college, the Academic Senate and the governing body, and a better integration of program review and outcomes assessment results into decision making under the model.

Upon recommendation of the site team, the College merged the Strategic Plan with the Educational Master Plan to create one unified, less redundant document. The plan consisted of five overarching goals:

*Goal #1: Provide learning programs and an environment that ensure student success*

*Goal #2: Actively support and promote local economic growth and community development*

*Goal #3: Promote awareness, interest and access*

*Goal #4: Create an effective work environment*

*Goal #5: Improve college programs through systematic evaluation.*

Each goal contained objectives with action plans, measurable outcomes, identification of lead personnel and timelines for completion. The Master Plan included an environmental scan of the local economy and demographic data (another recommendation by the site team), and a clearly defined flow chart identifying the connection of the planning documents, committees and decision making.



## BARSTOW COMMUNITY COLLEGE PLANNING PROCESS

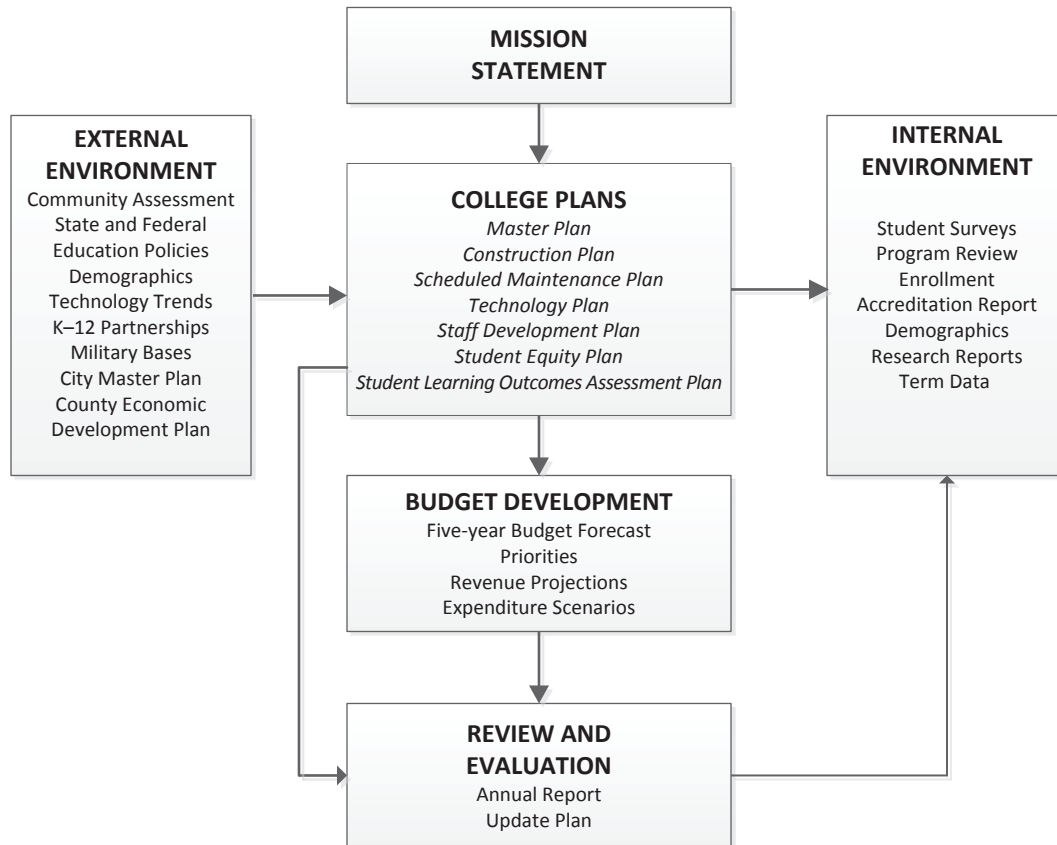


Figure IP.1, Barstow Community College Planning and Resource Allocation Process, 2007–2011

The stages of the planning process during that cycle followed the same four-step process in place at the time of the 2006 self study:

- 1) Formulation
- 2) Adoption
- 3) Implementation
- 4) Evaluation

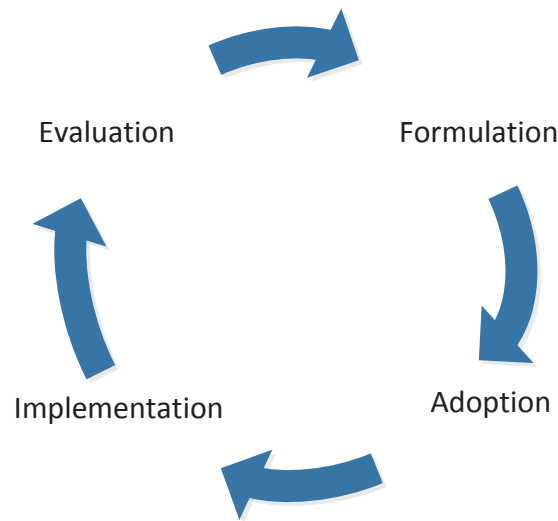


Figure IP.2, Stages of Planning Process

During the *formulation* stage, goals and outcomes are set and program review objectives are established. This stage includes the quality assurance review at the program level that is regularly assessed on an annual basis to evaluate the best use of resources and progress toward the instructional and support goals of the programs. In turn, college-wide instructional, student services and service area (administrative unit) outcomes were established and included in the Educational Master Plan. College-wide outcomes for all aspects of operation (Instruction, Student Services, Service Area and the President's Office) are documented in the Strategic Plan.

The second step in the planning and resource allocation process is the *adoption* stage. The board of trustees adopts the annual budget, reviews the annual progress on the Master Plan goals, and considers recommendations from the district president. These recommendations are derived through consultation in cabinet and shared at PAC and with the Academic Senate, who have analyzed their respective departments' program reviews and related planning documents. This is the stage at which planning and budgeting are integrated.

The third stage is *implementation*, where plans are carried out and budgets are created by the various faculty members, staff, managers and administrators. This is an annual process with adjustments taking place as apportionment allocations from the state fluctuate during the fiscal year.

Finally, in the *evaluation* stage, the district assesses its processes and procedures using all available institutional, unit and student success data. Examples of data that are analyzed in assessing institutional effectiveness





include retention and student success data, ARCC performance metrics, equity data, program review results and locally created metrics. Evaluative assessments are included in program reviews and college-level Master Plan updates. The results of these evaluations establish the bases of the decisions that inform the adoption stage which starts the process in a continuous loop.

In anticipation of the close of the planning cycle the College in 2010 began an updated planning process resulting in the creation of a new Educational Master Plan in the spring of 2011. In the summer of 2011 the College through a joint project of the Academic Senate, classified staff and the dean of research, development and planning, crafted a set of Strategic Priorities. The Strategic Priorities were ratified by the Academic Senate and by the board in fall 2011.

## The Use of the ACCJC Rubrics for Institutional Effectiveness

In March 2009, the researcher presented the ACCJC Rubric for Institutional Effectiveness, Student Learning Outcomes, Program Review and Planning to the SPBD&R committee for review. Since the current planning cycle would end in 2011, the committee decided to look at the rubric for analysis in the 2010 academic year as a way to re-examine the existing plan. In March 2010, the SPBD&R committee examined the rubric again and agreed to apply the rubric to the current processes at the College and create an action plan to make improvements. In the April and May meetings, the SPBD&R committee defined the elements of the rubric, determined what the exemplary behaviors would look like at our institution, and then developed an action plan. The application of the rubric was a new endeavor for the committee and there was solid discussion about the processes at the College.

The committee found elements of the rubric that the College met at all levels (development, awareness, proficiency and sustainable continuous quality improvement), but could not come up with a conclusive summative decision about where the College was on the rubric. As a result, the committee identified a set of actions which needed to be done to assure that the College met the Commission expectations for planning. In the action plan, individuals were assigned tasks and a timeline created. Findings were reported to the cabinet, Academic Senate and the SLO committee. Specifically, the committee recommended to the College:



- 1) Hire an outside consultant to assist the College to create a new Educational Master Plan that used qualitative and quantitative data and an internal and external scan.
- 2) Share the rubric findings with the SLO Committee to better incorporate outcomes assessment results into program review.
- 3) Define what a program is at the College, focusing instead on pathways rather than disciplines or departments
- 4) Spend the 2010–2011 academic year working with a consultant to take a broader perspective on planning and increase the College’s capacity for the access and use of evidence.

As a result of the 2010 rubric recommendations, bids were solicited for the creation of the Educational Master Plan, the SLO committee created the Degree, Certificates and Pathway (DCP) facilitator program, and the College engaged in a year-long dialogue on the future goals of the institution.

In May 2011, the SPBD&R committee applied the institutional effectiveness rubric once again for planning and found that the College was making solid progress, but continued to experience difficulty mapping the rubric elements to the standards and determining a summative assessment. Elements at all levels were found, so the committee took the most conservative approach and continued to establish action plans. As with the previous year, the committee found that the better process was to develop an action plan to keep satisfying the exemplary elements of the rubric. Findings were again reported to the cabinet, Academic Senate and the SLO committee. For 2011, the SPBD&R committee recommended that the College:

- 1) Form a participatory governance team to create a simpler set of College goals that was less detailed than the previous Master Plan.
- 2) Create a better flow chart that explains how the planning and resource allocation process will work.
- 3) Develop a more formal planning cycle that is predictable, established and institutionalized.
- 4) More fully communicate the plan to the College constituencies.

As a result of the 2011 rubric analysis, a team of designated representatives of all constituent groups established a set of Strategic Priorities, designed a flow chart and decision-making cycle and planned the August in-service day event.



## Professional Development and Training

After working with the professional consultants and using the rubric, it was plain to the dean of research, development and planning that more professional development was needed for staff. The dean then enrolled in the Society of College and University Planning (SCUP) new planners institute in Washington, D.C. and staff members were sent to the WASC Assessment retreats, the WASC Assessment Leadership Academy, the Student Success Conference and the Claremont Graduate University's Program Evaluation Institute.

## The 2011 Educational Master Plan

The culmination of the year-long self-reflection was the 2011 Educational Master Plan. The driving force behind the creation of the plan and the use of professionals to assist the institution was to access skills, resources and capacity that outside professionals could provide. The College was improving the culture of inquiry at the institution, but resources were not present to do both the self evaluation and the master plan in the same academic year.

The 2011 Educational Master Plan provides a guide for integrated planning and resource allocation, and also facilitates the creation and update of other important College plans including technology, facilities (capital expenditures), budget/finance and personnel. Unlike prior planning documents at the College, the 2011 Educational Master Plan is seen as a more dynamic and pliable document, to be reviewed as student needs change, and new educational developments arise. Importantly, the document looks beyond the traditional five-year cycle, which was the past practice of the College.

The foundational data questions for BCC under the 2011 Educational Master Plan are: who are the new BCC students, what are their needs, what is the present level of service the College provides to meet the identified needs, where are the performance gaps, and how does the College identify emerging and evolving community needs in the new information-based century.

## The 2011 Strategic Priorities

The College did not want to lose traction on the recommendations of the 2011 Educational Master Plan that occurred in the spring. The SPBD&R committee formed a participatory team representing the stakeholders at the College to work over the summer of 2011 to draft and then share the new



goals of the College. Based on current best practices the institution decided to identify the goals as “priorities” for BCC. Secondly, the College felt that quality over quantity should drive the creation of the priorities.

The planning team created six overarching and succinctly written priorities based on the College mission and the board and presidential goals. Each priority was given two strategies to guide progress. The priorities were shared with the entire College at the August in-service with interactive events including the creation of a College “values quilt” and individually created key chains which many staff members use to link their job responsibilities to the College priorities. The Strategic Priorities were approved by the Academic Senate, the PAC and the board in the fall of 2011.



## Our Strategic Priorities

1. Foster an innovative learning environment that respects diversity.

### Strategies

- a. Offer programs and services for emerging student populations that are appropriate to and in support of individual student needs.
- b. Advance a culture of inclusion that respects and appreciates the human condition.

2. Provide students a successful college learning experience.

### Strategies

- a. Plan and implement instructional programs based upon student learning needs and career paths.
- b. Augment current and emerging technologies to foster student learning in on-campus and alternative learning modalities.

3. Promote and support student engagement.

### Strategies

- a. Facilitate student growth and development by assisting students to set, monitor and evaluate educational goals.
- b. Expand and sustain an efficient, attractive and welcoming campus environment that supports teaching and learning.

4. Cultivate and enhance local partnerships.

### Strategies

- a. Market and enhance the college image in high desert region and on the world wide web.
- b. Promote positive community and economic growth through greater outreach to local schools, business and industry, governments, service organizations and the military.

5. Attract, retain, and develop excellent employees.

### Strategies

- a. Implement practices to attract a diverse pool of highly qualified applicants for employment opportunities.
- b. Provide employees with a wide range of training and development opportunities to foster their professional growth.

6. Strengthen college planning and informed decision making

### Strategies

- a. Maximize physical, human, fiscal and technological resources using program review and outcomes assessment results.
- b. Expand interactions and collaborations among faculty and staff using data and evidence.

*Barstow Community College is an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services.*



## The Integrated Planning Cycle

The College also knew that while good choices were being made at the institution, the timetable for decision making had to become more clear and predictable. The final product is the BCC Planning and Program Review Cycle, which follows the academic year. In the fall semester assessment results from the previous spring are collected, analyzed and incorporated into program review. Program level data is also supplied and in the winter season each program establishes a set of program priorities.

The priorities are incorporated into plans which are submitted to the College's new Institutional Effectiveness Committee (IEC). The IEC converts the program priorities into institution-wide priorities which are forwarded to the Finance and Budget Committee for determination of fiscal viability. Approved priorities are shared with the President's Advisory Council and submitted to the governing board for approval. In the spring, the institutional priorities inform the budget development process and managers and leaders craft the next year's outcomes based on the progress made on the priorities. Over the summer, the tentative budget is formed and the new fiscal year begins. In the fall of the following academic year, the process starts anew.

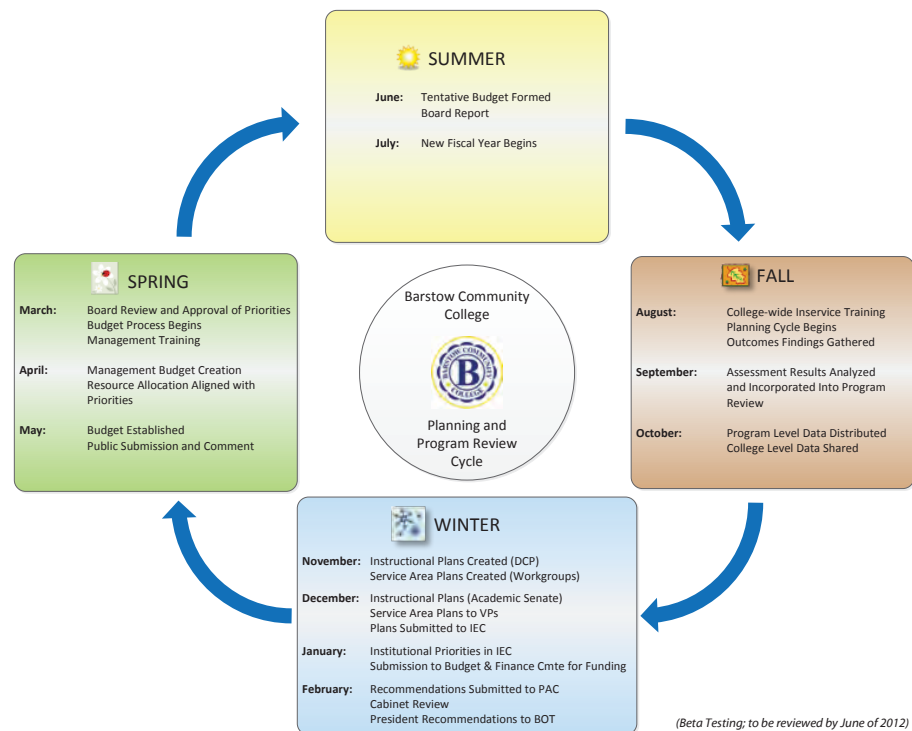


Figure IP.4, BCC Planning and Program Review Cycle



## The Planning Process

The College also wanted to memorialize the planning process in a formal flow chart which visually represents the way decisions will be made and resources allocated to improve student success. The institution's small size does impede its ability to use the economies of scale to create more elaborate handbooks and manuals and a complex structure of operation. The once acceptable charm of small college discussions over goals and plans would no longer be sufficient to capture the good decision making and planning taking place at the College. BCC had to strike a balance between the informality of a small institution and the hierarchy of a large comprehensive organization. The result was the new decision-making process which is in beta form during the 2011–2012 academic year.

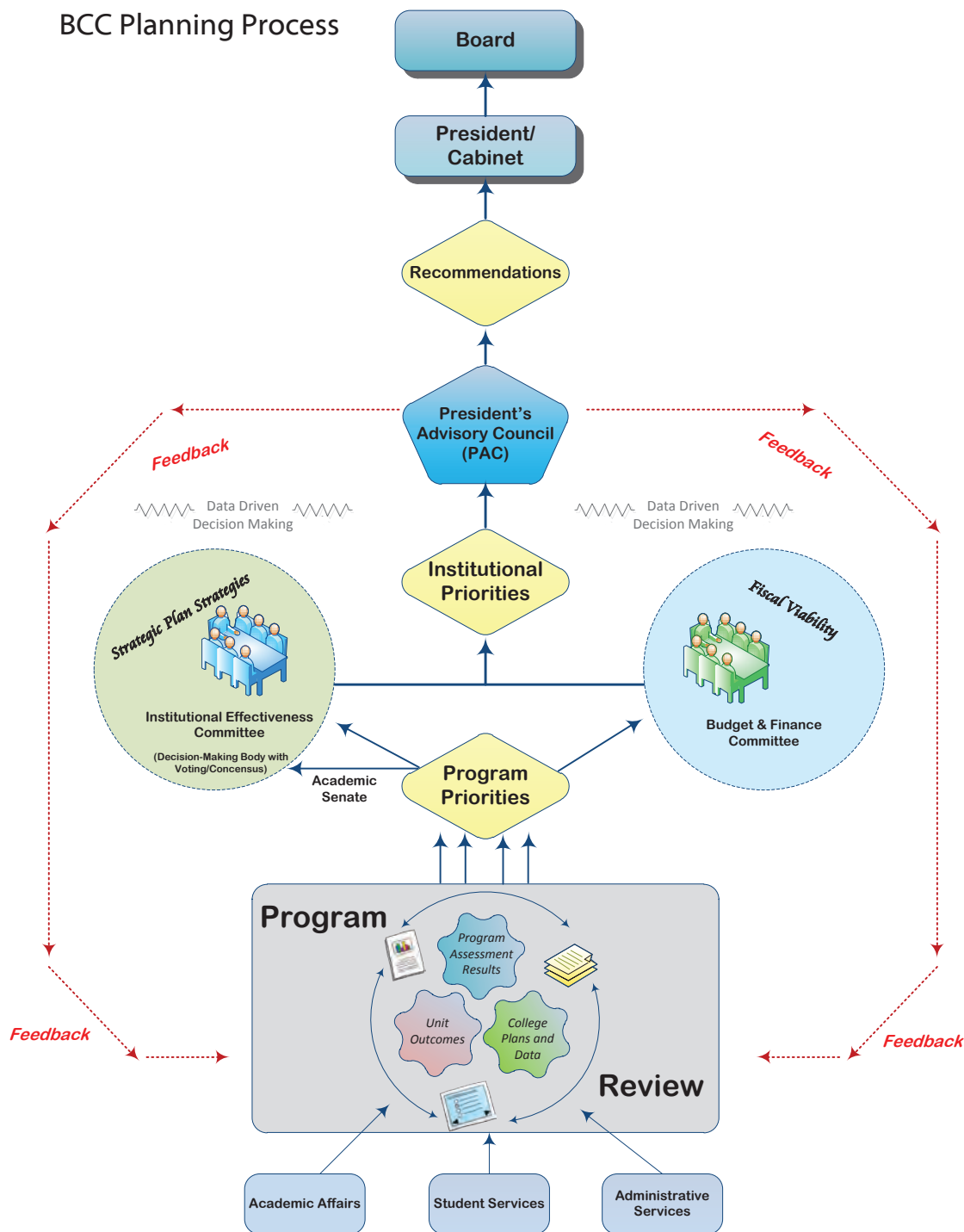
In summary, the decision-making process starts at the grass roots level of the institution: the program review. The College now links program review outcomes directly to meeting the new priorities and strategies. In the past, the Master Plan had the impact of being a separate and distinct process than program review. The processes had to become better connected. Under the new model, program level outcomes connect specifically to the priorities and strategies using student learning results and achievement data, unit plan data, college-level performance indicators, and information from College plans. The program review priorities then move to the participatory governance committees for prioritization and fiscal viability analysis. The recommendations are given to PAC and the feedback loop takes the results to close performance and organizational gaps. At the heart of the process is the College mission which remains the principal for the priorities, strategies and program level outcomes.

Importantly, the program reviews are completed and reviewed by the content experts and professionals most closely connected to the departments. The program reviews include a thorough analysis of each academic, student services and service area program. The priorities and outcomes results will inform the progress evaluation of the Educational Master Plan recommendations. As a result, the long-term and short-term plans reciprocally inform one another.

Under the decision-making process, resources are allocated based on the program plans, better ensuring BCC's forward movement to continuous quality improvement.



### BCC Planning Process



(Beta Testing; to be reviewed by June of 2012)





## PROGRESS ASSESSING STUDENT LEARNING OUTCOMES

### Overview

In the last six years, Barstow Community College has created a culture of progress towards proficiency in student learning outcomes assessment at all levels. This culture has resulted in the identification of course, program, student services and institutional level assessments, dialogue on assessment, gathering data and discussing results. The greatest accomplishment has been at the program level (degree, certificates, and pathway) which has resulted in a redefinition of the concept of program at the institution. Progress has been made in institutionalizing and developing systems for dialogue, training and assessment cycle completion at non-instruction areas including student services and administrative units.

The College has incorporated its pledge to identify, assess and evaluate student learning through outcomes assessment in two essential planning documents:

- ♦ the Educational Master Plan and
- ♦ the mission statement.

The 2007–2011 Master Plan expressly directed the College to:

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

Student learning outcomes remain at the heart of the College's new Educational Master Plan and Strategic Priorities.

### From SLOC to SLOAC

An SLO Steering Committee was established in 2005 and became a standing committee under the Academic Senate in 2007, composed of members from all departments and leadership levels from the campus.

The committee met monthly throughout the year to help develop assessment strategies. In 2010, the SLO Committee changed its name to SLO Assessment Committee (SLOAC) to reflect the maturation of outcomes assessment at the College. The SLOAC continues to meet regularly.



In 2007, guidelines were established to support campus outcome assessment efforts. Resources were provided to help SLOAC accomplish its job. The SLO faculty coordinator was given 40 percent release time. The vice president of academic affairs supported the efforts of the SLOAC by giving members time during many of the mandatory Best Practice meetings for training and dialogue. In addition, SLO training and dialogue were given precedence at in-service meetings. As approved by Academic Senate and vice president of academic affairs, the SLO coordinator is a full-time faculty member during the academic year and in summers supports faculty with the development of student learning outcomes and assessment plans. The SLOAC has representation from all areas of the campus: administration, staff, students, Academic Senate, faculty, and Student Services.

The SLOAC coordinator and committee have completed the following tasks:

- developed a webpage for sharing course level SLOs
- published student learning outcome and assessment data
- met with and trained faculty/departments on student learning outcome and assessment practices
- presented assessment information during the in-service and monthly training
- created common culture of assessment through campus interactions such as adjunct meetings at in-service and SLOW Fridays
- completed SLO annual reports
- developed an SLO Glossary
- outreached adjuncts
- facilitated and supervised DCP progress and provided assistance regarding resources
- assisted in outcome reporting at all levels
- created guidelines for SLOs and facilitated the approval process and implementation
- provided additional support and participation which included faculty and staff

The College has supported training of the SLOAC coordinator and SLOAC committee members:

- ACCJC workshops 2010
- Strengthening Student Success Conference - RP Group (2009 and 2010) (coordinator and additional members from SLOAC)



- SLO Workshop (2009)
- Accreditation Institute 2010
- SLO Regional Meetings 2010
- SLO Institutes 2008 and 2009
- WASC Assessment Leadership Retreats
- Curriculum Institute 2009, 2010 and 2011

## Faculty Training

### Campus

Starting in 2008, SLOW Fridays were open dialogue sessions and trainings on SLO items, including writing administrative and student life organization SLOs and creating plans for closing the loop on outcomes. During the 2010 in-service day, a leading SLO pioneer came to the College to help move the process along at the institution. Starting in 2009, career and technical education (CTE) adjuncts (the largest percentage of adjuncts) were paid for monthly training including learning and preparing outcomes and assessment at course and program level in addition to writing mission statements. In 2008–2009, many monthly Best Practices and All-Division meetings were set aside for SLO training, development, and dialogue.

### Inclusion of Adjuncts

The large number of adjunct instructors employed at the institution makes the expansion of outcomes assessment to all courses and programs a true challenge. The constant rollover that naturally occurs with an adjunct pool continues to pose problems in developing a consistency in measuring learning in the courses taught by part-time faculty. Nevertheless, the College has taken steps to include adjuncts in outcomes assessment to the maximum extent possible.

In 2008–2009, adjuncts were paid for training and work on writing SLOs in their areas. Training included sessions on writing SLOs and the difference between outcomes and objectives. In the fall of 2009 and 2010, the CTE faculty were trained using video and state Chancellor's Office software.

## Instructional Outcomes and Assessment

### Course Level

Like many campuses, BCC started looking at SLOs at the course level. SLOs are mandatory in all syllabi. Training on writing SLOs and understanding



the unique nature of SLOs as distinct from objectives was part of training. Each course was required to have a total of three student learning outcomes to assess. SLO data and cycle information at the course level was required in the annual Program Review Updates (done by departments).

In 2010, SLOW Fridays included training on mapping course outcomes to program outcomes. In 2011, course outcomes were mapped to program outcomes as part of the DCP benchmarks. The Curriculum Committee revised the curriculum process to include not only a clear section identifying SLOs on the COR, but also the assessment methods. While some improvements in student learning at the course level have occurred, all faculty need to continue the process of SLO assessment cycle. In addition, part-time faculty have begun participating in student learning outcomes assessment. All new courses include SLOs and assessment methods and may include assignments used to illustrate student learning. New courses are also mapped to BCC's core competencies. These courses are reviewed by the technical review committee, vice president of academic affairs, and the Academic Senate's Curriculum Committee. Part of the last cycle of discipline/department reviews, faculty was responsible for reviewing all course outlines for currency of SLOs and mapping them to the discipline/department outcomes.

### Program Level: DCP/Programs

In 2009, an assessment plan was created that would include existing practices with department program reviews, but would be followed by an inclusive degree, certificate, and pathway review.

With the input of the SLOAC, a new, more fully developed, instructional program review form was created in 2009 that added extensive course and department SLO level data. In 2010, the form was approved by the Academic Senate and implemented. SLOAC created a feedback loop where two faculty (one inside the division area of the departments and one outside the division) reviewed the course level SLOs. In fall 2010, feedback from the SLOAC review groups was returned to departments for review, dialogue, and as basis for improvement in reporting data. At the next annual update, these feedback items were to be addressed. A shift in administration resulted in a change in this cycle. While the annual updates were still requested in May 2011, the timeline for this was limited. There is significant discussion on further streamlining the assessment data collection in the program review cycle.

In the past, programs were defined as discipline/departments as was a common practice at most California community colleges; however, in 2011, the College redefined programs as degrees, certificates and pathways. This



has been a significant paradigm shift for the institution. As DCP coordinators implemented this new re-visioning of programs they were given resources, including stipends for each step of accomplished tasks, meetings for dialogue and training with SLOAC coordinator and other resource people with dedicated meeting times with their area faculty. The degree, certificate, and pathway coordinators met with faculty to develop degree, certificate, and pathway mission statements and program level outcomes. A common assessment tool was developed and administered in the spring 2011. The faculty in the degree, certificate, and pathway areas collaborated on the results at the fall 2011 College in-service. All degrees and certificates created now have outcomes approved by the curriculum committee and placed in the College catalogue.

The DCP model was presented to the president of the College, then approved at the President's Cabinet. Next, the District and the Barstow College Faculty Association (BCFA) signed a memorandum of understanding (MOU) to pay a specific number of faculty to facilitate program level assessment and review. The College temporarily adjusted the SLO coordinator's position to reflect a slight decrease in release time in 2010–2011. This was to assist in allotting resources for the DCP coordinators. Since the implementation of DCPs, the degree/certificate/pathway coordinators have met with faculty to develop mission statements and program level outcomes, and work on the benchmarks for the assessment process

Benchmarks include the following:

- Program SLOs
- Assessment Plan
- Gathering assessment results
- Facilitating and evidence of dialogue
- Mapping courses to program outcomes
- Facilitating program review

The faculty in the DCP areas collaborated on the results at the fall 2011 College in-service. Faculty, facilitated by the DCP coordinators, continue to develop action plans based on the results in order to implement necessary changes to enhance the quality of instruction and student learning. To further facilitate the DCP process and connect results across campus, a common assessment tool was developed and administered in the spring 2011.

Through the curriculum process, all new programs (degrees and certificates) include SLOs. New programs are also mapped to BCC's core competencies.



These are reviewed by the technical review committee, the vice president of academic affairs, and the Academic Senate's curriculum committee.

Faculty began developing program-level student learning outcomes in 2003–2004. Achievement of these outcomes will serve as another basis for determining the issuance of degrees and certificates. Discussion has taken place among faculty members at their respective division meetings regarding the possibility of creating specific “capstone” courses to serve as a measure of successful completion prior to issuing a degree or certificate. Designation of specific courses within a program to serve as the “capstone” course is another option. Though many options have been explored to date, relevance of the data and sustainability have been recurrent issues. A concerted effort between administration and faculty, through the SLOAC committee, was instituted to help develop the program-level SLOs for all degrees and pathways at the College. These currently include degrees in humanities, social science, natural science and math, physical education, general education, basic skills, and CTE. Much progress is being made and the College is looking forward to its first assessment cycle using the new method for assessing programs and pathways to take place fall 2011.

In the case of some vocational programs, occupational certification exams may be regarded as valid measures of program-level student learning outcome achievement. Instructors have been encouraged to continue discussing these options among their department members and to be prepared to discuss this further at the administrative level in order to begin the development and implementation phases.

Departments and degrees are mapping course outcomes to program outcomes. Greater success in aligning outcomes has occurred in career and technical education because occupational faculty demonstrate greater buy in to the process and the pathways exhibit greater verticality in curriculum. Faculty in traditional academic fields are more resistant to the outcomes process and the degree course series are far more dispersed than in traditional vocational programs.

### **Institutional-Level (Core Competencies)**

In January 2008, the Academic Senate approved general education outcomes (GEOs) to provide a framework for program-, discipline-, degree and certificate-, and course-level SLOs. They are listed below



- ♦ Critical thinking
- ♦ Communication.
- ♦ Global Awareness
- ♦ Personal and Professional Development

In 2010, SLOAC recognized the need to revise the GEOs and rename to ensure the assessment language at BCC was in keeping with state vocabulary. The Academic Senate passed the revision of the general education outcomes to core competencies in fall. The main areas remained the same, but revisions within each area allows for easier use and mapping. The four core competencies are:

- ♦ Communication
- ♦ Critical thinking and questioning
- ♦ Global awareness
- ♦ Personal and professional development

### **Core Competencies Integration Other Levels**

In 2008, the GEOs (later to be renamed to the current nomenclature “core competencies”) were integrated into course-level outcomes by linking course level outcomes to the core competencies on the original SLO documentation forms and later to the curriculum SLO forms. In addition, some academic degrees utilized some or all of the core competencies as the basis for their program-level outcomes. Depending on the degree or certificate, these may be direct or indirect.

### **Assessing Core Competencies**

Also in fall 2010, a Core Competency Assessment Plan was developed and approved by the Academic Senate. The plan called for a four year cycle of assessment of the core competencies in which the data would be gathered in the fall semester and analyzed in the spring semester. Among other things, the assessment plan included assessment forms and the order of core competency assessments. As set forth by the assessment plan the core competency assessment began in fall 2010 on the first scheduled competency: communication. Data was gathered from various courses based on a portfolio type assessment across disciplines. Mixtures of live and online courses were assessed with one of the courses being taught by an adjunct faculty member. The courses selected map directly to the College’s mission statement. After data was gathered, a faculty led committee discussed the findings, analyzed, and made suggestions for change to improve student core competency skills. From the results of the annual core competency assessment, a report will be





created and sent to the dean of research, development and planning, the dean of instruction, the vice president of academic affairs, and the vice president of student services. The report will be shared with the faculty and campus at standing meetings such as All-Division, Best Practice, In-Service, All-College, and other appropriate venues.

## Non-Instructional Areas and Outcomes and Assessments

### Student Services

Mission statements, student learning outcomes, and an assessment plan for completing the assessment cycle have been created in all Student Services departments. In addition, student learning outcomes for each of the Student Services departments have been linked to the division Student Services outcomes and the institution's general education outcomes (core competencies). As part of the new program review process, all outcomes must be directly tied to the College Strategic Priorities. Early Student Services SLO data was submitted using the Nichols 5-stage method, and the Student Services division has continued to refine the model in its new program review form.

In 2005, a program review template was adopted by the Student Services division. However, it soon became apparent that it would not meet the needs of the division. In 2007, the division began reviewing templates from other institutions to develop a more effective model. Over the next two years, a new program review template was designed and put into use. All departments in the Student Services division will use the new template. A program review timeline has been developed to ensure that each department undergoes program review every three years with annual updates. Each year department level student learning outcomes are assessed and changes made to ensure that the services provided contribute to the achievement of students. Student services Office of Student Support presented at SLOW Friday, reporting on progress and working with other student service areas to refine and continue each department's assessment cycle.

### Instructional Support

Tutorial and library services and computer commons, as supplemental instruction areas, have a unique role in student success. Their outcomes are more difficult to assess authentically.



### **Library Services**

Library services have submitted program reviews including program outcomes.

The library has student learning outcomes and a mission statement which support the educational mission of Barstow Community College and to assist in meeting student needs. Student learning outcomes are assessed as possible. However, because of the “one-shot” nature of library tutorials, it is difficult to track the influence of the library on students’ overall success. The library conducts regular program reviews and tracks usage and other statistics on a regular basis. Library services has worked diligently with faculty to create authentic outcomes and assessment based on actual research and application.

### **Tutorial Services**

The Tutorial Services is currently developing an appropriate program review procedure to reflect its unique role. In 2009, Tutorial Services updated course level outcomes and assessed EDUC 151 and EDUC 150. Again, much of the outcome assessments were based on working with faculty to get authentic results in more real world applications. Instructors assessed tutoring effectiveness based on the record of tutorial interaction and student end results on the assignment tutored on. Tutorial Services consist of two courses: Education 150, an open-entry, open-exit lab; and Education 151, the tutor training course. Education 150 currently has no SLOs on the official course outline of record. There is no basis for evaluating student performance. However, the tutorial services specialist keeps track of subjects covered, students served, the time they spend in the lab, and the tutors who assist them. Education 151 has a formal course catalog description and a list of logical objectives, though currently no SLOs are recorded on the official course outline of record. Student tutors are evaluated via writing assignments and objective exams, but the course is offered as non-credit, which means no grades are assigned to the course. Student tutors were evaluated in terms of the two existing SLOs in 2009, and the evaluation forms incorporated information filled out by the tutor, the tutee, and the instructor who referred the student for tutoring.

### **Administration**

During 2009–2011, SLOW Fridays often were focused on administrative unit and student services assessment training. These included writing outcomes, understanding and implementing the assessment cycle, and dialoguing with colleagues.



## ABSTRACT OF THE SELF EVALUATION REPORT

Since the last accreditation self study, Barstow Community College has made considerable progress in systemizing student learning outcomes assessment, integrating planning and resource allocation to results, and using data to inform decision-making.

In 2010, the College spent an entire year looking at internal and external evidence to forge a new Educational Master Plan upon the closing of the 2007–2011 Master Plan cycle. New Strategic Priorities, planning cycle and decision-making process have been established. New buildings have been, and continue to be, constructed on the campus, including a workforce development center, performing arts center and wellness center—almost 70,000 square feet of additional educational use space.

At the center of the College operations are the BCC vision and mission statement, which define our goals and our purpose. While the College has made significant gains over the past six years, the cycle of continuous improvement continues. Processes are in place to maximize performance, identify shortfalls, and provide for a mechanism to design improvements. In this way, the College continues its pledge of quality assurance to the community we serve.

### Standard I A: Mission

Barstow Community College is a comprehensive two-year institution, dedicated to the well-established, multi-function mission that has become the hallmark of public community colleges in the twenty-first century.

BCC remains committed to an ideal that:

- nurtures open access to its curriculum and services for all community members to the maximum extent possible, and
- fosters learning for all students regardless of ability level or stated educational objective.

The College mission statement acts as the seminal document from which all plans, program reviews and institutional effectiveness documents draw their existence. Importantly, the mission statement incorporates all of the educational purposes that BCC seeks to attain as the primary postsecondary institution in the rural high desert region of California. The purposes contained in our mission are appropriate and relevant to the community we



serve in light of its location and unique population. Finally, the College uses evidence, both qualitative and quantitative, to evaluate, timely update and implement the mission and as a way to meet our pledge of academic quality to the residents of the region and our online students around the world.

## Standard I B: Institutional Effectiveness

Over the past five years, Barstow Community College has taken plain and deliberate steps to refine and improve its existing processes to better allocate resources to improve the educational outcomes of our students.

Since the last self study, the College reinvented, implemented and closed a full five-year planning cycle as part of the 2007–2011 Master Plan. In 2010, BCC conducted a year-long college-wide study taking a longer range view of the future of the institution. At the conclusion of the review, the College developed the 2011 Educational Master Plan which examined the College's role in the high desert in the next decade, using both qualitative and quantitative data garnered from the faculty, staff, students, military, local governmental, civic and business leaders.

Barstow Community College systematically establishes goals and priorities to improve its institutional effectiveness consistent with its multi-function purpose as a comprehensive two-year postsecondary institution. BCC assesses progress towards reaching goals and makes decisions that improve College processes based on a review of the evidence and an evaluation of program effectiveness. The BCC planning processes are broad-based, using the governance committees, academic senate, and service area departments.

Barstow Community College collects and analyzes data at all levels and from a wide variety of resources. Student engagement, student satisfaction, student achievement, student success and disparate results for traditionally underserved groups. Finally, the College conducts larger data projects that cover cross or multidivisional interests of the institution. Information about the results is provided to the entire College for consideration.

## Standard II A: Instructional Programs

Barstow Community College instructional programs are of high quality, consistent with the mission of the institution, and uphold the College's integrity at all locations where classes are offered and through all means of lesson delivery. BCC seeks to identify student needs through programs consistent with educational preparation for its communities.



Barstow Community College employs modes of instructional delivery compatible with curriculum objectives and appropriate to the needs of its students. The College has worked on identifying student learning outcomes for courses, programs, certificates, degrees, and the College as a whole. Barstow Community College offers collegiate courses and programs, developmental and basic skills courses in math, English and English as a second language, career-technical courses and programs, and contract education and community education courses at a variety of locations. BCC has established procedures to design, implement, and evaluate learning outcomes for degrees, certificates, and programs.

BCC relies on faculty expertise and advisory committees in identifying competency levels and measurable learning outcomes for all degrees, certificates, and programs. Advisory committees review curriculum for currency and relevance, comment on industry trends, changes in technology, and discuss the skills, knowledge, and abilities that are necessary for successful employment. The College integrates delivery modes and pedagogical methodologies that reflect the diverse needs of its students. Barstow Community College issues credit to students upon their successful completion of courses.

The District's general education philosophy ensures a coherent, interdisciplinary approach in the overall undergraduate curriculum. Students are provided with the breadth and intellectual challenges which stimulate discovery in a world full of different kinds of knowledge and social structures.

## Standard II B: Student Support Services

Barstow Community College recruits and enrolls a diverse student population, offering programs for those interested in earning degrees, seeking transfer, pursuing career and technical education, seeking basic skills enhancement, or considering lifelong learning.

Barstow Community College assures the quality of student support services and demonstrates that the services support student learning and enhance achievement of the mission of the institution regardless of location or means of delivery.

Barstow Community College is committed to providing students access to programs and services that offer quality in assistance and support. The institution strives to ensure equitable access to the entire student population,



regardless of service method or location, by maintaining a well-trained and effective cadre of staff members.

Barstow Community College maintains appropriate programs, practices, and services that enhance student understanding and appreciation for diversity.

### Standard II C: Library and Learning Support Services

Barstow Community College supports the excellence of its instructional degrees and certificates by providing quality library and learning support services that meet the needs of students at all locations and in all modes of lesson delivery. There is an appropriate coverage, relevance, depth, and assortment of print, electronic and digital resources to facilitate educational offerings in all of the College's programs.

### Standard III A: Human Resources

Barstow Community College maintains the veracity and quality of its programs and services by only employing instructors and staff that possess suitable education, training and experience related to the programs and services they are assigned to support. Barstow Community College assures the progress and continued success of its employees by evaluating all personnel at systemically generated intervals.

### Standard III B: Physical Resources

Barstow Community College provides safe, clean, secure and well-maintained buildings, grounds, and equipment that help sustain and guarantee the excellence of its academic programs and support services at all campus locations and centers. In addition, there is sufficient physical infrastructure to support the ever-expanding online learning environment.

The College has continued to effectively upgrade and modernize the physical resources that support its programs and services.



### Standard III C: Technology Resources

The technological infrastructure at Barstow Community College is intended to meet student learning needs and to support the operations of the College systems now and in the future. Technological resources are integrated into the planning processes at the College through the creation of express goals in the Master Plan and priorities in the new planning process being designed at the College for the next cycle. In addition to inclusion in stated goals, technological resources are addressed in a formal technology plan and through a committee structure designed to implement the larger College goals. Operationally, the goals are implemented through an Information Technology Department and an Instructional Technology Center under the supervision of the vice president of administrative services.

### Standard III D: Financial Resources

The fiscal state of the College is solid and the budget is conservatively managed. Financial planning begins in the office of the vice president of administrative services, which produces tentative and adoption budgets founded on accurate projections and effective fiscal management. The College systematically consistently meets its obligations and maintains a solid reserve to assure long-range financial stability. Budget documents are made available to all planning bodies and the College as a whole. Integration of planning and budget processes has been effectively completed through the College's participatory governance processes. The decision-making process has been refined and improved based on thoughtful discussion and ample College input.

### Standard IV A: Decision-Making Roles and Processes

Barstow Community College has long recognized that principled and efficient leadership at all levels of the institution empowers the College to identify critical values, establish a clear purpose, launch and meet institutional goals and create objectives and benchmarks to measure progress. Barstow Community College has an established written policy providing for faculty, staff, administrator, and student participation in decision-making processes housed in two key documents: 1) the Participatory Governance Handbook and 2) the Board Policies and Administrative Procedures.

Evaluation of the College's governance and decision-making structures is the responsibility of the President's Advisory Council (PAC). The PAC is composed of representatives from each of the College's constituent groups.





This group reviews and updates policies and procedures regularly and makes appropriate recommendations to the board of trustees. The Academic Senate annually examines its processes to improve efficiency. Administration evaluates program effectiveness at monthly Management Council meetings.

## Standard IV B: Board and Administrative Organization

The Barstow Community College Board of Trustees has plainly defined policies and procedures to make sure that it acts in the public's best interest, and maintains its status as an independent policy-making body. Moreover, the governing board acts as a single governing body, keeping paramount the College's best interest and assuring that BCC remains a free and independent organization.

The Barstow Community College Board of Trustees has definite and clear policies to make certain that it acts in a way consistent with the mission statement to ensure the quality and integrity of its educational programs and services.

The Barstow Community College Board of Trustees has established board policies and procedures that are lucid and transparent. These policies and procedures are made available to all district employees.

The Barstow Community College Board of Trustees has a long history of acting in accordance with its established policies and procedures and for evaluating and revising its policies as necessary.



# ORGANIZATION OF THE SELF EVALUATION PROCESS

## Initial Stage

Initial planning for the 2012 self evaluation began in the fall of 2009, when Barstow Community College's accreditation liaison officer (ALO) served as visiting site team member during that semester. At that time, the ALO updated the faculty and College leadership about the new expectations for self study, especially the increased rigor of evaluation of distance education. An Accreditation Task Force was created in the fall of 2009 to discuss the submission of a substantive change proposal for approval to offer programs where 50 percent or more of courses are in an online setting, and to begin discussions and preparation for the 2012 self evaluation. The ALO notified the College leadership of the upcoming self evaluation training provided by the Commission scheduled for the following spring semester.

In the winter of 2009, the Accreditation Task Force members developed a list of duties to complete the self evaluation. The essential leaders from the task force included the Academic Senate president, the ALO and the College's chief executive officer. Faculty and administrative co-chairs for the self evaluation were appointed at that time. In March 2010, the essential members of the steering committee team attended the workshop provided by the ACCJC in Los Angeles. Materials for completion of the self evaluation were gathered at the training in both hard copy and digital formats and were distributed to the entire self evaluation team in April 2010.

In the spring of 2010, the steering committee for the self evaluation met to conduct its first dialogue on the process of institutional self evaluation and developed a work timeline, identified materials the committees might need, and engaged with the Research, Development and Planning Office to assist in the process. The chairs began to identify and recruit members and co-chairs for the various committees. The Academic Senate appointed all faculty members to the chair and member slots. The co-chairs also developed a plan for a kickoff meeting in fall 2010 for prospective members of the committees and interested campus community members.

During the summer of 2010, Standard chairs met to review the manuals as well as exemplary self-studies to form an action plan for this endeavor. After conversations with the College president and Academic Senate representative, the co-chairs decided to use a sub-committee structure similar to the one used for the previous accreditation cycle. Subcommittees were co-chaired by individuals representing a balance of faculty, staff, and administration, and wherever possible included individuals knowledgeable



about specific areas relevant to standards. Student representation was solicited by the Associated Student Body and students attended as possible. Eleven committees were formed with over 60 faculty members, staff, and administrators. Almost half of the College personnel were part of the process.

In fall 2010, an all-college kick-off meeting was held where nearly 60 members from all eleven sub-committees conferred to prepare for the tasks ahead. Monthly all self-study team meetings continued through the spring of 2011. All committees worked diligently throughout the summer of 2011. Standard chairs reported their progress to the entire team each month until the end of the semester. This period marked a time of significant dialogue and learning and committee members participated collaboratively around the issues relevant to their respective sub-standards. As with the previous accreditation cycle, an online discussion board was launched at the beginning of the process with hundreds of posts and responses being made regarding the standards, evidence and Commission policies.

## The Use of Surveys

As an improvement to the 2006 accreditation self-study process, the Research, Development and Planning Office administered two accreditation surveys; one at the outset of the process and one at the conclusion of the writing portion of the process.

The goal of the surveys was to gather faculty, staff, administration, board and student perceptions on the College's performance relative to the standards and to inform the self-evaluation process.

The entire College community was asked to review the questions and provide feedback on them so that issues related to their standards would be addressed. The survey contained questions on all four accreditation standards: Institutional Mission and Effectiveness; Student Learning Programs and Services; Resources; and Leadership and Governance.

Results of both surveys were distributed in the summer of 2011, and were used by the sub-committee chairs and the Standards chairs for inclusion in the content of the report where relevant.

## Writing and Editing Stage

The sub-committees began work on their respective standards in earnest after the fall 2010 kick-off meeting, with most committees meeting bi-monthly in addition to the monthly all college meeting. The self evaluation co-chairs met



with the committees, or kept in close contact with the committee members using technology including email and the discussion board to ensure that the questions asked and issues raised were properly addressed so that meaningful writing could take place.

As the standard committees wrote the narrative and gathered the relevant evidence, they produced summaries for the all-college sessions and even presented progress reports to the whole team. The main committee continued to meet through the spring of 2011 to discuss updates on the progress of the drafts and confirm that the project stayed within the timeline expectations.

All committees completed their drafts by the summer 2011. Over the summer, the self evaluation co-chairs revised, edited, and completed the drafts for the standards. By the beginning of fall 2011, a great deal of progress had been made on the final document. The co-chairs brought the revised drafts back to the committees and standard chairs, who continued the writing and editing process.

Further revisions to the drafts were made in the fall of 2011. Work continued over the semester and the accreditation liaison officer, who had reported on a quarterly basis to the board of trustees regarding the status of the self evaluation, began reporting monthly to the governing board on progress of the self evaluation report itself. By November, the standard chairs concluded their final edits through the beginning of January 2012, until the final draft was approved by PAC and sent on to the governing board for adoption and submission to the Commission.

As part of the writing process, the committees were asked to provide separate folders where live links to the evidence could be provided on the internet for the visiting team, the Commission, and the public at large.

## Final Production and Board Approval Stage

After the self evaluation co-chairs indicated that the drafts were complete, the document was merged and edited and proofread by the accreditation team members and by the chief executive officer. A formatted, proofread version of the complete draft was then made available to the College in December in time for review before the board in January 2012. After feedback from the constituent members, the self evaluation team finalized the document for submission to the board. The final document was tendered to ACCJC in January 2012.



## Accreditation Steering Committee

### Self Evaluation Co-Chairs

Robert Stinson, Ph.D., Faculty  
Robert Pacheco, Ed.D., Accreditation Liaison Officer

#### STANDARD I

##### Chair, Standard I

Robert Pacheco, Ed.D., Dean of Research, Development and Planning

Sub-Chair, Standard I A

Dawn Howey, Faculty, Sociology

Sub-Chair, Standard I B

Bret Sage, Faculty, Biology

#### STANDARD II

##### Co-Chair, Standard II

Bill Orr, Ed.D., Vice President Academic Affairs (Interim)

##### Co-Chair, Standard II

Cal Brinkerhoff, Vice President, Student Services

Sub-Chair, Standard II A

Penny Shreve, Faculty, English

Sub-Chair, Standard II A

David Grossman, Dean of Instruction

Sub-Chair, Standard II B

Heather Caldon, Management

Sub-Chair, Standard II C

Kyri Freeman, Faculty/Librarian

#### STANDARD III

##### Co-Chair, Standard III

Virgil Stanford, Vice President, Administrative Services

##### Co-Chair, Standard III

Rich Johnston, Faculty, Counseling

Sub-Chair, Standard III A

Trinda Best, Vice President, Human Resources

Sub-Chair, Standard III B

Dwight Calloway, Management

Sub-Chair, Standard III C

Gloria Henderson, Faculty, Business

Sub-Chair, Standard III C

Carl Delzell, Classified

Sub-Chair, Standard III D

Kim Young, Management

#### STANDARD IV

##### Co-Chair, Standard IV

Thom Armstrong, Ph.D., President/Superintendent

##### Co-Chair, Standard IV

Robert Stinson, Ph.D., Faculty, Biology

Sub-Chair, Standard IV A

Joann Jelly, Ed.D., Faculty, Psychology

Sub-Chair, Standard IV B

Scott Bulkley, Faculty, Geology/Astronomy



## TIMELINE FOR THE 2012 SELF EVALUATION

### FALL 2009

- October 2010 Accreditation Liaison Officer (ALO) becomes member of visiting site team, attends training.
- November 2010 ALO distributes self evaluation materials to Cabinet and Academic Senate.
- November 2010 Accreditation Task Force tracks progress of Substantive Change Proposal and begins discussions on needs for self evaluation.

### SPRING 2010

- March 2010 Substantive Change Proposal submitted; Commission training of self-evaluation team.
- March 31, 2011 Documents distributed to Chairs electronically and in hard copy formats.
- April – May Committees formed.

### SUMMER 2010

- July – August 2011 Chairs review materials and exemplary self-studies.

### FALL 2010

- August 2010 Presentation on new accreditation standards for self evaluation chairs and ALO.
- August 2010 ALO redistributes self-evaluation materials to Steering Committee (Chairs).
- September 2010 ALO meets with President and Chairs to dialogue on process of self evaluation and confirms timeline.
- October 2010 Kick-off meeting for all members of self evaluation standard and sub-standard committees.
- November 2010 Online discussion board for self evaluation committee members launched and made available to all College employees, students, and Board of Trustees.
- December 2010 First outlines completed; target areas for improvement identified and action plans drafted.



## SPRING 2011

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|--------------------|---|
| January – May 2011 | Self evaluation committees dialogue, prepare sub-standard drafts of report. |
| March 31, 2011     | Second drafts from all standard sub-chairs submitted to standard chairs.    |
| April 15, 2011     | Standard sub-chairs submit third drafts to standard chairs.                 |
| June 30, 2011      | Final drafts to standard chairs.  |

## SUMMER 2011

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| July – August 2011 | ALO and report editors perform standard draft revisions. |
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## FALL 2011

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|---------------|--|
| October 2011  | Standard chairs submit report drafts for review and recommendations for revisions. |
| December 2011 | President's Advisory Council approves final draft of self evaluation report        |
| January 2012  | Final draft of self study report adopted by Board of Trustees                      |

## SPRING 2012

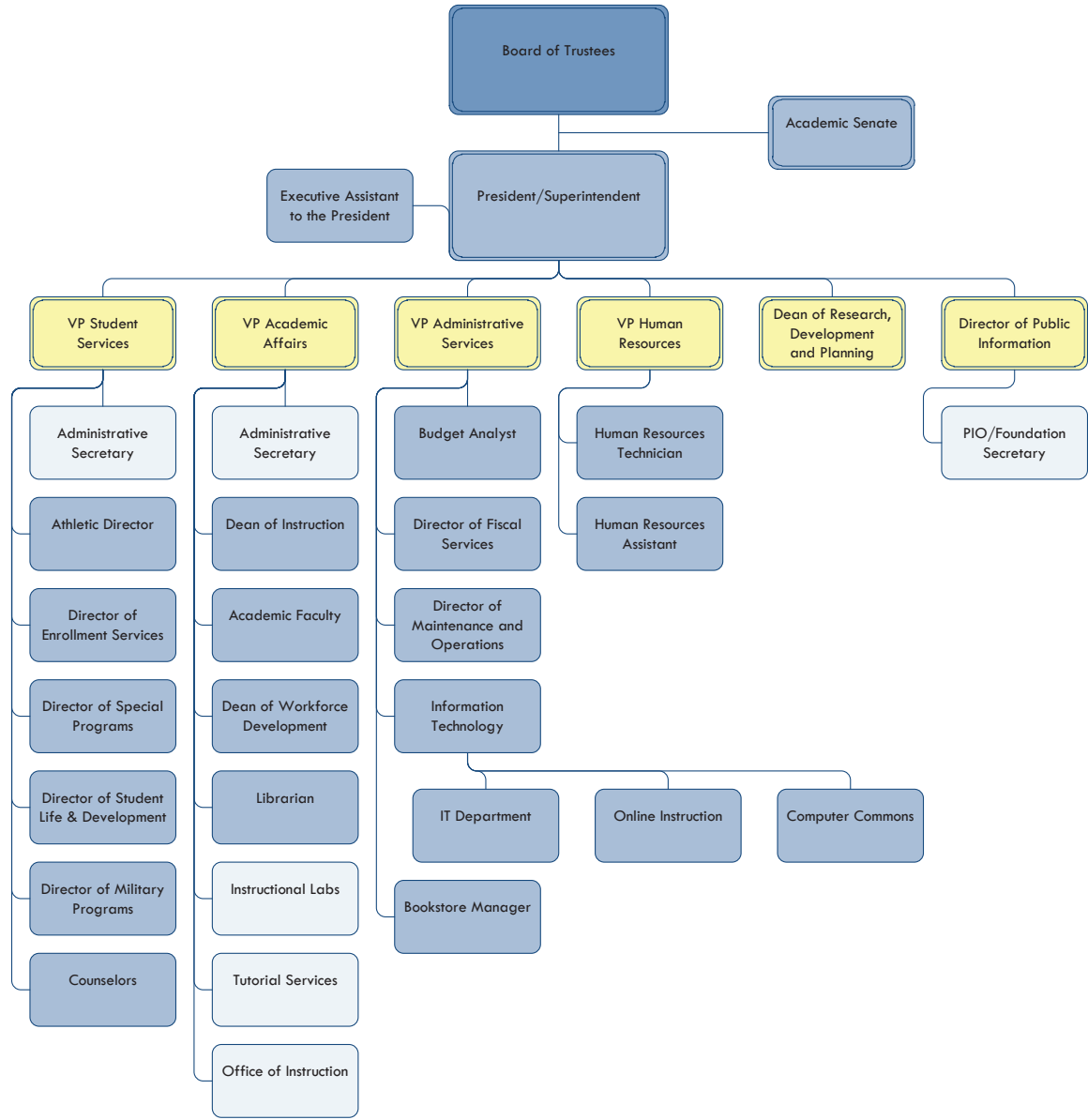
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| January 2012 | Documents and presentation materials to ACCJC/WASC. |
| March 2012   | Site Visit.   |



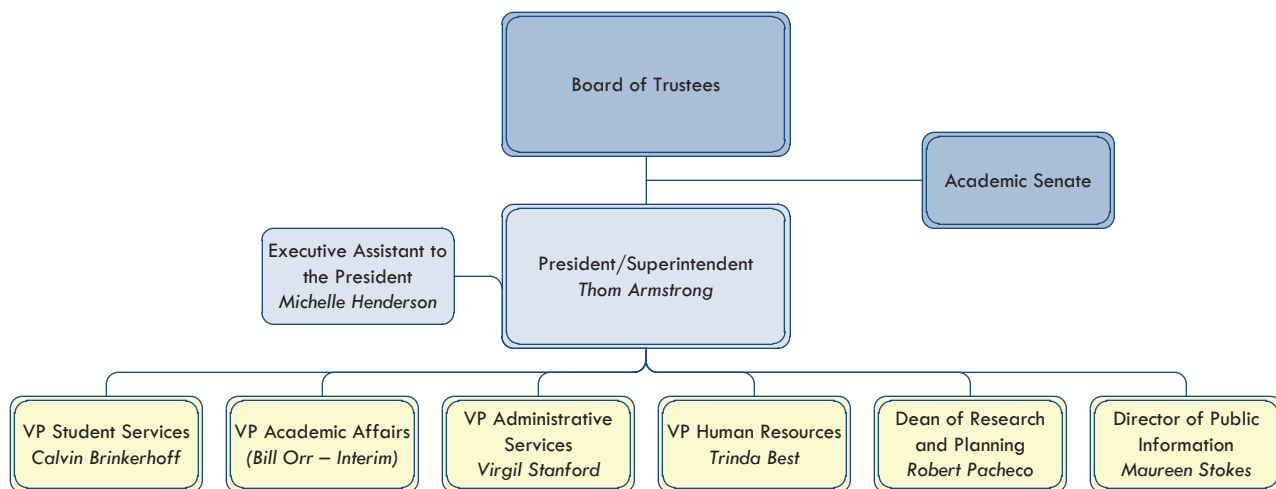
# ORGANIZATION OF THE INSTITUTION

## Barstow Community College Organizational Structure

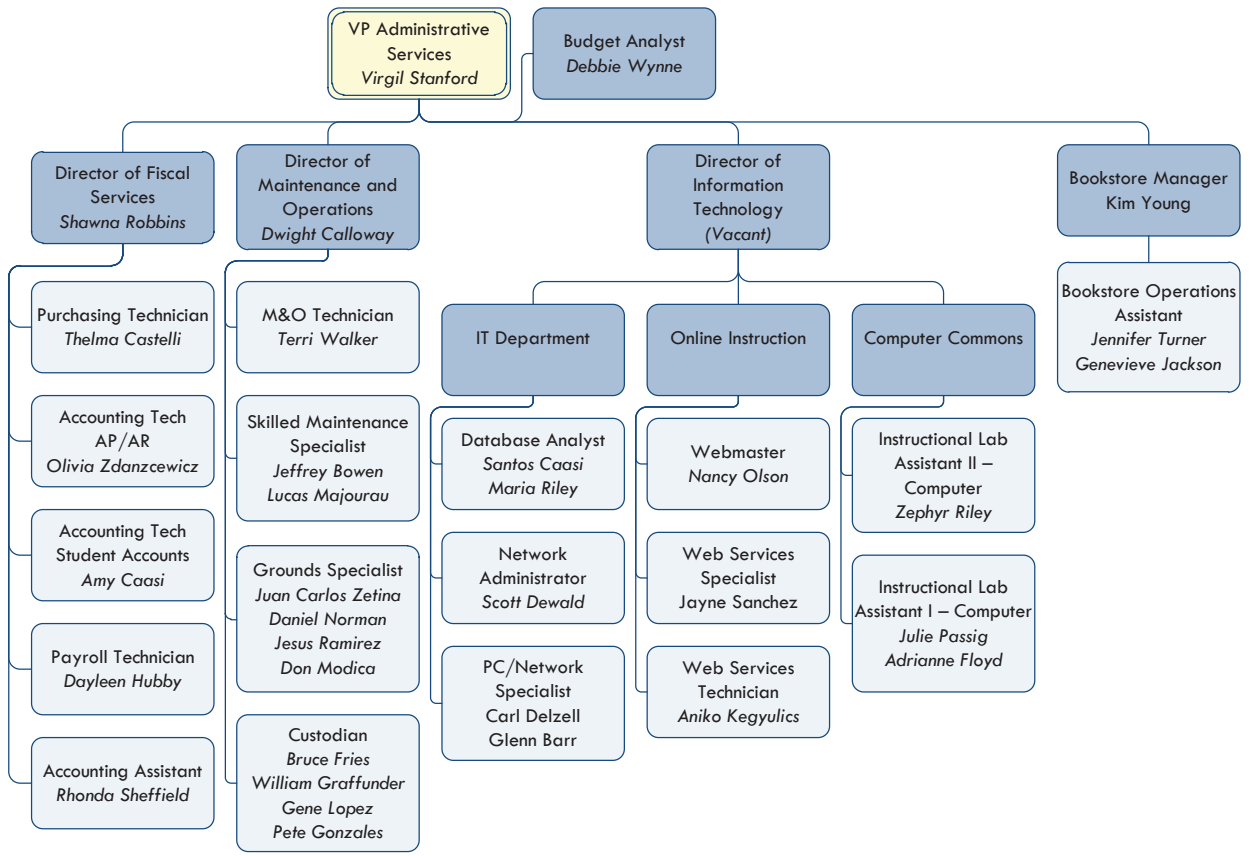




## President's Office

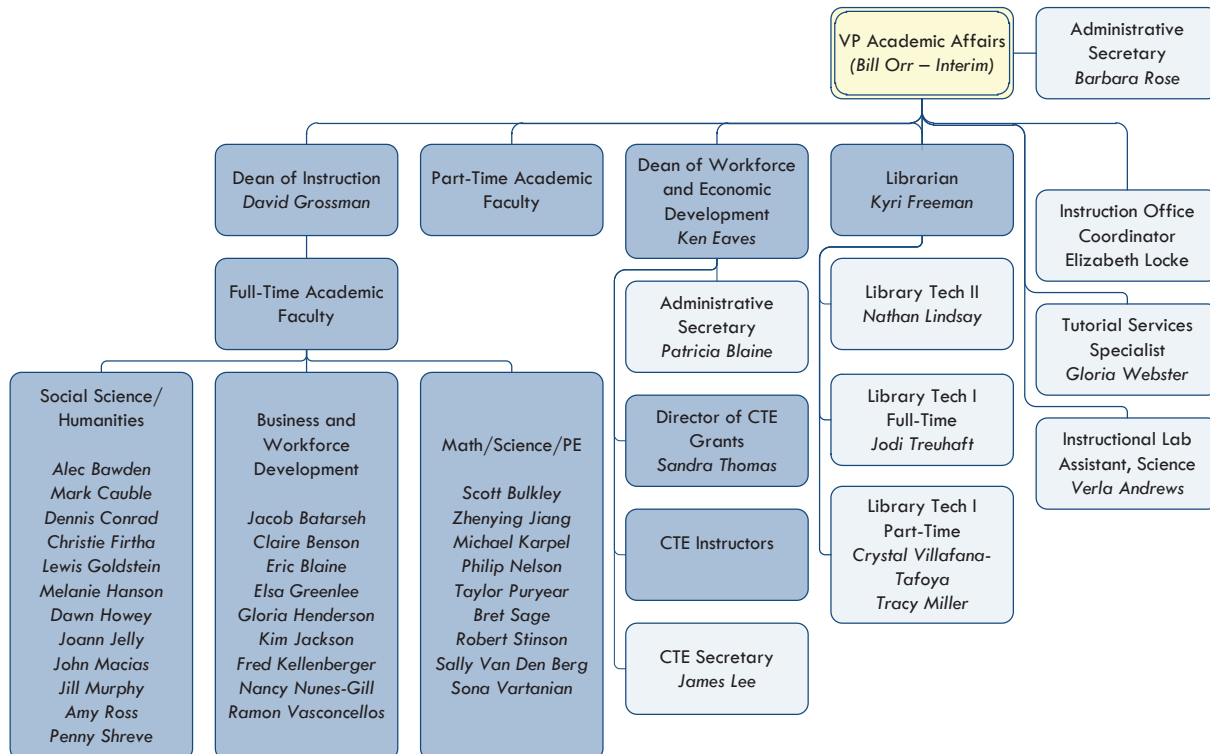


## Administrative Services

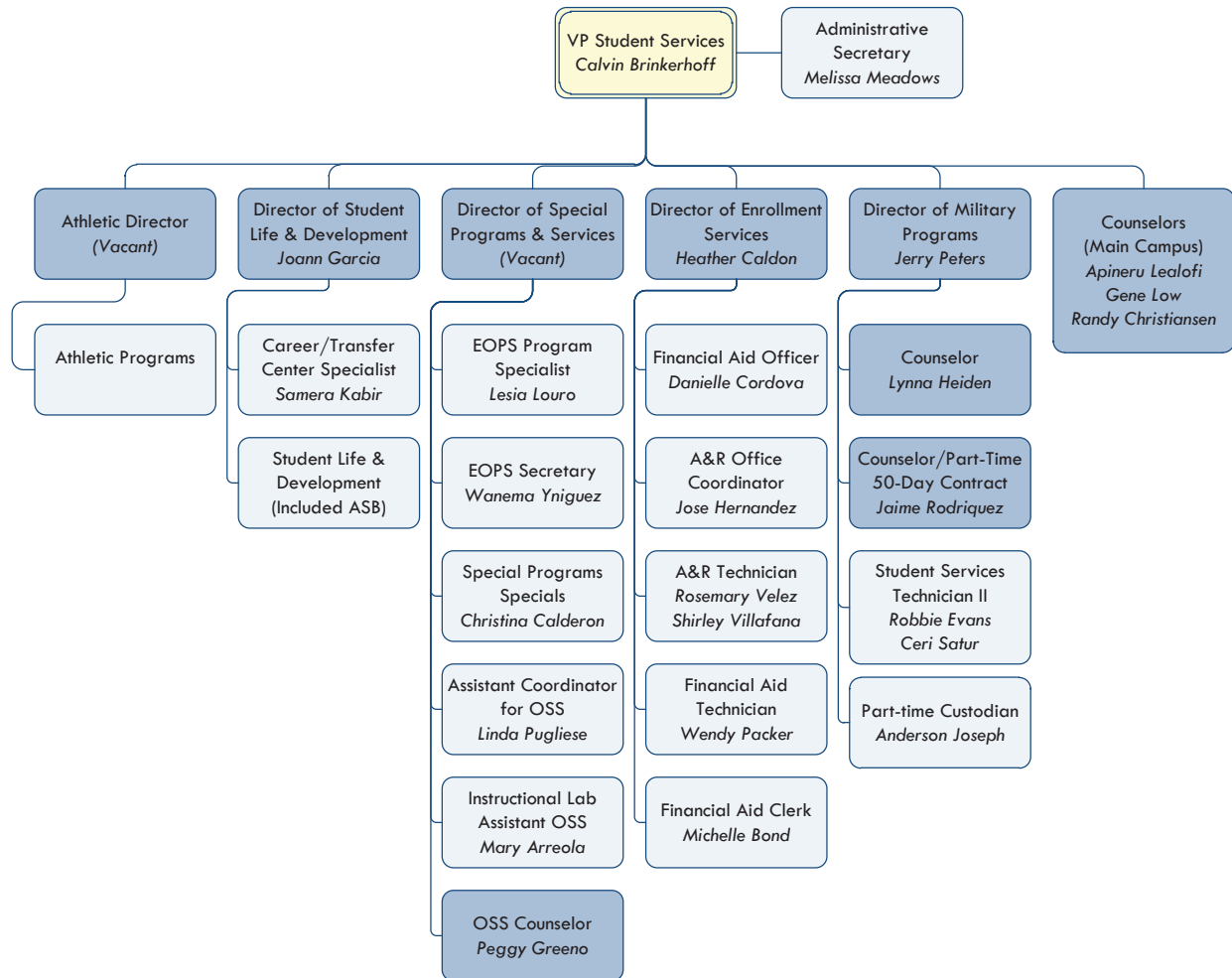




## Academic Affairs



## Student Services





## CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

An institution approved by the Accrediting Commission of the Community and Junior Colleges of the Western Association of Schools and Colleges must demonstrate in its initial application for candidacy that it completely meets all of the Eligibility Requirements for Accreditation. Moreover, institutions that have achieved status of good standing are expected at the time of re-accreditation to include in their institutional self-evaluation report, information and related evidence that demonstrates continuous compliance with the eligibility requirements. The following section provides the requisite certification and evidentiary support of Barstow Community College's fulfillment of this Commission expectation.

### 1. Authority

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

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Barstow Community College is a public two-year institution as part of the California State Community College System of Higher Education. The College is an institution in good standing with the California Community College Chancellor's Office. Since its inception as an authorized degree-granting institution fifty years ago, BCC has been continually accredited by the ACCJC of the Western Association of Schools and Colleges, the institutional accrediting body for two-year institutions recognized by the Commission of Recognition of Postsecondary Accreditation and the United States Department of Education. Information about the College's authority and license to operate is displayed in the official college catalog, on the campus itself and on the institution's official website.



## 2. Mission

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

The Barstow Community College mission is memorialized in an official statement, duly approved by the governing board. The mission is aligned with the mission of the California Community Colleges Chancellor's office and is deliberately comprehensive to address multi-functions of two-year institutions in California including transfer to baccalaureate institutions, career and technical education and basic skills instruction. The mission statement has been timely reviewed and updated and is published in the College catalog, the official website of the institution and in essential operational and public documents. Importantly, the mission statement has been the driving force behind the College's new Educational Master Plan, Strategic Priorities and Strategies and the Core Indicators of Institutional Effectiveness. The most recent version of the mission statement was approved in 2010 by the Barstow Community College Board of Trustees upon recommendation by the President after full-review of the amendments by the institution's participatory governance bodies.

## 3. Governing Board

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

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.



A five-member board governs Barstow Community College as a single college district. Trustees are elected to the Governing Board for four-year terms from across the Barstow Community College service area. The Board of Trustees operates under an approved set of Board Policies available in print to the public on the College website. Importantly, the Board adheres to a Conflict of Interest Policy and Procedure with disclosure statements submitted on a regular basis. The terms of the Trustees are staggered to provide leadership continuity and sufficient institutional memory to decision-making. The student body elects a student trustee who serves a one-year term on the board. The governing board holds open, public and regularly scheduled monthly meetings with notices and itemized agendas widely posted on the website and in public places at the College. As part of the regular board agenda, the trustees entertain open comment from the community and the college Academic Senate, the faculty union, classified union, and College division supervisors provide reports to the board.

#### 4. Chief Executive Officer

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive office nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

The chief executive officer of the institution is selected by the Governing Board. Thom Armstrong, Ph.D., Superintendent and President of Barstow Community College, serves as the institution's chief executive officer since his initial appointment in June 2009. The board of trustees, through Board Policy and Administrative Procedure, delegates to the Superintendent and President the executive responsibility for administering the policies adopted by the board and executing all decisions of the board of trustees requiring administrative action.

#### 5. Administrative Capacity

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

The administration is adequate in number, experience and qualifications to provide appropriate administrative oversight. The administrative hiring processes at the institution assures that BCC administrators meet or exceed the requisite degree requirements, experience and professional training to support the institution's mission and purpose. The President is guided by a six member cabinet which includes constituents from the academic affairs, student services, administrative services, public information, human resources and research and planning areas.





## 6. Operational Status

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

Barstow Community College has been fully operational for over a half century and currently enrolls over 5,000 students (unduplicated headcount), representing over 3,200 full-time equivalent students. Each year, the College graduates over 400 students in state-approved degrees and certificates and assists hundreds of students annually to matriculate to four-year baccalaureate institutions around the nation. Barstow Community College serves as a comprehensive two-year institution for the High Desert Region of California with career and technical education programs, transfer curriculum, a pre-collegiate program and noncredit offerings for life-long learning opportunities.

## 7. Degrees

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

Virtually all but a few of the Barstow Community College's course offerings are in pathways that lead to one of the twenty-six approved degrees and certificates programs at the institution. For the 2010-2011 academic year, the following educational objectives were identified by BCC students: attainment of an associate's degree, transfer to baccalaureate institutions, securing vocational certificates, and satisfaction of university requirements. Degree opportunities and transfer courses are clearly identified in the College Catalog and on the institution's website. All programs, degrees and certificates are consistent with the College mission and support the institution's purpose.

## 8. Educational Programs

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

All of the programs, degrees and certificates offered at Barstow Community College are aligned with the College mission and have program level learning outcomes which provide evidence of student learning that improves pedagogical practice, reviews curriculum design and implementation, assures our pledge of academic quality and form the basis of integrated planning and resource allocation. Degrees and certificates are approved by the California Community College Chancellor's Office, transfer credit is approved through articulation agreements with private institutions, the University of California and California State University.



## 9. Academic Credit

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

All academic credit is based on Section 55002.5 of the California Administrative Code. College policy on transfer and the awarding of credit for successful course completion is based on the Carnegie Unit which expects students to complete eighteen hours of work for one unit of semester credit. All courses are approved by a curriculum committee under the supervision of the Academic Senate which reviews course requirements for state approval. Course credit is awarded in the same method and amount regardless of the mode of lesson delivery or location.

## 10. Student Learning and Achievement

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

All College programs have established student learning outcomes crafted by faculty who teach in the academic area of study and are published in the course catalog under the degree or certificate for students to review in advance of enrolling in the educational pathway (See College Catalog). Barstow Community College has completed assessment and implementation of improvements based on the outcomes results for the degrees, certificates and the transfer pathway. Courses within the programs have outcomes as well to assess learning mapped to the learning expectations at the degree and certificate levels. Course and program level outcomes are reviewed at the curriculum committee and changes to the outcomes are duly included in the course outlines of record. The College has general education outcomes which serve as the institutional level learning that assesses the value added by the BCC collegiate experience. The core competencies, as the general education outcomes are called at this institution, are also published in the catalog and on the website.

## 11. General Education

*The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education.*



General education courses have the extensive breadth to promote intellectual inquiry, critical thinking, communication development and life-long learning. Specifically, BCC established patterns of general education courses: a General Education option for transfer to four-year institutions (private), the California State University Breadth Curriculum and the Inter-segmental General Education Transfer Credit (IGETC) pathway. Each course and its transferability is noted in the College catalog. Importantly, courses are taught in accordance with established course outlines of record and demonstrate learning in writing and computational skills, initial knowledge in content specific areas, global awareness, critical thinking and collegiate level communication skill development (Section 55806, California Administrative Code). The quality and rigor of these courses are consistent with the academic standards appropriate to higher education and are the same regardless of mode of lesson delivery. The general education component of programs is consistent with statewide community college standards.

## 12. Academic Freedom

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

Academic Freedom has been a mainstay of Barstow Community College as a learner-centered institution. The College has an established academic freedom policy and appears on the College website and catalog. The academic freedom policy is the same regardless of campus location or method of lesson delivery.

## 13. Faculty

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

Barstow Community College has 38 full-time instructors and 110 adjunct faculty teaching at the institution. The names, degrees, and years of employment of full-time faculty are listed in the College Catalog. All faculty meet the minimum qualifications set forth by the State of California as a condition to employment and equivalencies are approved by the academic senate and human resources department. Names of faculty assigned to teach courses are listed in the class schedule for students to review. Faculty responsibilities are established under a collective bargaining agreement, the California Education Code and the Statewide Academic Senate rules and procedures. According to California regulations, BCC should have a full-time faculty obligation figure of 27.5 FTF based on the College enrollment figures, yet employs 38 faculty, comfortably exceeding minimum state expectations.



## 14. Student Services

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

As a comprehensive two-year institution, Barstow Community College has long recognized its role as a primary gateway to postsecondary institution in the California High Desert Region. Many of the students come from traditionally underserved populations and are first-generation higher education students. Additionally, over 75% of the students come unable to complete college level work in reading, writing or mathematics. As a result, BCC provides a wide range of student support services for students and develops programs that meet the educational support needs of its diverse student population. The College provides services in the following areas: Admissions and Records, Career Planning/Job Placement, Articulation, Counseling, Extended Opportunities Programs and Services, Financial Aid and Scholarships, Transfer Center, Veterans and Military Education, Disabled Student Programs and Services (now called OSS), Matriculation, the Viking Bookstore, Campus Food Services, Inter-Collegiate Athletics, the Learning Resource Center (including Tutorial and Computer Commons), Library, Honor Societies, Theatre Group, and other Student Clubs and Organizations.

## 15. Admissions

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

Barstow Community College is an open-access, public two-year institution. The College's admissions policies are consistent with its mission as a comprehensive community college and conform to parameters outlined in state law and local college regulations (See Board Policy 5010 – Admissions). The admission requirements are published in the College Catalog, the Schedule of Classes, and on the Barstow Community College website. To enroll at Barstow Community College, a student must satisfy the published requirements.

## 16. Information and Learning Resources

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

Barstow Community College provides specific long-term access to information and learning resources and services to support its educational mission and academic degrees, certificate and programs. These resources and services are provided for and delivered in online and in-person venues.



The centerpiece of the learning support efforts at the College is the Learning Resource Center (LRC) which includes a 40,000 volume library, tutorial services center and computer commons. As part of the library, information sources are accessed by students from campus, home or overseas by military personnel who attend the College via distance learning. The College has a full-time librarian with support staff. The entire campus is Wi-Fi enabled to provide further access. There are online tutorial services provided using the California community college teleconferencing server and media software. Other labs exist on campus including and ESL and DSPTS/OSS universal learning lab.

## 17. Financial Resources

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

Barstow Community College's funding base is well-established, financial resources securely in place and future plans adequately projected to meet the anticipated needs of the institution for the coming master planning cycle. Annual budgets are prepared based upon State of California apportionment projections. Audits are timely and systematically generated and presented to the Governing Board, the State of California, the ACCJC and local community at Board of Trustees meetings. All funds coming to the College are carefully tracked and documented and submitted regularly to the ACCJC and state governmental agencies. The College maintains adequate reserve levels for contingencies and for expansion. The College maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future. All past and current budgets as well as fund balances are available from the office of the vice president of administrative services.

## 18. Financial Accountability

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



The College budget is audited on an annual basis by an independent audit firm with information submitted to the ACCJC, the appropriate governmental agencies and to the public at large upon request. The firm selected to evaluate the College is based on the scope of their experience, the size of the firm, and their ability to provide backup personnel, their knowledge of higher education finance, and a wide range of expertise. References are carefully evaluated by relevant administrative staff and approved by the governing board. The auditors use the Governmental Accounting Standards Board requirements for auditing publicly supported colleges and universities. The governing board reviews any audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm.

## 19. Institutional Planning and Evaluation

*The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.*

The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The Barstow Community College planning documents include the Mission Statement, Educational Master Plan, Strategic Priorities and Strategies, Institutional Effectiveness Report and Program Reviews. The College has established Board Goals, Presidential Goals and institutional level outcomes to guide the evaluation of institutional effectiveness. The College annually reviews master planning goals and reports progress to the Governing Board and publicly to the local community. College reports are typically reported in the local newspapers. The College also details progress on the statewide accountability report (ARCC) on six critical metrics each tied to a function in the community college mission including Student Progress and Achievement Rate (SPAR), Persistence Rate, Thirty-Unit Achievement, Basic Skills Success and Improvement, and Vocational Success Rate. In 2011, the College established an Institutional Effectiveness Committee as part of the participatory governance structure to be the center for establishing institutional priorities based upon program review findings (including student learning outcomes results, student achievement data, unit outcomes data and an examination of other college data).

Barstow Community College displays in writing and practice the model of institutional planning. The mission statement of the College is clearly articulated in the College's catalog as well as in the College Master Plan. The College Catalog, the Schedule of Classes and the College's website also provide the public with current information on: degrees and curricular offerings, student fees financial aid, refund policies, admissions policies, transfer requirements, hours of operation and appropriate contact information such as phone numbers





and specific web pages where needed. The College also does a great deal of direct mail to provide information and reminders about various activities (e.g. theatrical performances, sporting events, etc.) or important deadlines (e.g. priority and late registration, financial aid, etc.). The College also works with the local media to ensure publication of important dates and activities of interest in various community and media calendars (e.g. governing board meetings, accreditation public forums, lectures and workshops). The names and academic preparation of the faculty and administration are listed in the back of the catalog. The names of the governing board members are also listed.

## 20. Public Information

*The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the college, its requirements, major policies affecting students, and other relevant documentation.*

BCC produces an annual catalog which contains the Official Name, Address, Telephone Number(s), Web Site Address, Educational Mission, Course, Program, and Degree Offerings, Academic Calendar and Program Length, Academic Freedom Statement, Available Student Financial Aid, Available Learning Resources, the Names and Degrees of Administrators and Faculty, the Names of Governing Board Members and Admission Requirements, Student Fees and Other Financial Obligations, Major Policies Affecting Students, Academic Regulations, including Academic Honesty, Policy on Nondiscrimination, Acceptance of Transfer Credits, Grievance and Complaint Procedures, Sexual Harassment and Refund of Fees.

## 21. Relations with the Accrediting Commission

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

The Governing Board of Barstow Community College provides assurance to the public and to the Commission that the institution adheres to the eligibility requirements, Standards for Accreditation, and the policies of the Commission. The approval of accreditation is posted in the board of trustees public forum and information is published in relevant public documents and on the College website. A letter of the District's compliance is signed by the president and on file with the Commission.



# RESPONSES TO RECOMMENDATIONS FROM 2006 COMPREHENSIVE EVALUATION

## 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*)

## Resolution of the Recommendation

### Introduction

The Commission's first recommendation directed the institution to take a longer range view of its planning and resource allocation processes to better anticipate emerging trends and evolving in student and community needs. The recommendation addressed the College's:

- 1) mission and institutional effectiveness;
- 2) student learning programs and services; and
- 3) the use of evidence to inform resource decision making.

In the Evaluation Report the ("Report"), the visiting team noted that there was sufficient connection between planning and resource allocation at the institution ( p. 13). Further, the site team concluded that planning processes in place at BCC were broad based (p. 14) and comprehensive. Moreover, the team also found that the goals set forth in the College's mission statement did guide the goals and objectives of the master plan in place at that time (p. 13).

Specifically, the Report identified the rise in the demand for online instruction and the increases in the projected enrollment for BCC require that the College take a more long-term perspective with respect to allocation of technical support in the critical area of distance education (p. 14). Also, the Report directed the College to re-examine the planning process to increase





effective dialogue, especially in the area of staff and faculty hiring needs (p. 27). Critically, the site team found that the College's own projected growth targets would likely tax existing physical and technological resources (pp. 29, 31). The Report even recommended that the institution seek voter approval for a general bond to meet this imminent problem (p. 29). Importantly, the Report did find that institutional planning at the College demonstrated sufficient evaluation of resources for the short term, but that a more long-range outlook was needed (p. 31).

### **The College's Response**

Since the time of the last visit, the College has closed one complete five-year planning cycle (2007–2011) with full implementation of objectives, action plans, annual updates and integration of program review and outcomes assessment results into decision making under the model. In 2010, in anticipation of the close of the planning cycle, the College began an updated planning process resulting in a new Educational Master Plan, which was adopted in the spring of 2011. In the summer of 2011, the College through a joint project of the Academic Senate, classified personnel and the dean of research, development and planning, crafted a set of Strategic Priorities including a formal decision making cycle (with a visual representation of the flow of information), planning cycle, strategies and action plan. The Strategic Priorities were ratified by the Academic Senate and by the governing board in fall 2011.

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

#### *The 2007–2011 Planning Cycle*

In 2006, the College timely began the process to adopt a comprehensive Master Plan to help direct the institution over the next five year cycle. At that time, a Strategic Planning, Budget Development and Review (SPBD&R) Committee, consisting of members of all representative campus groups was integrated into the participatory governance model at the institution.

The Master Plan was based on the goals set forth in the mission statement and was designed to drive other College plans adopted on the campus. Under the 2007–2011 Master Plan, the attendant College plans were used to set institutional priorities to inform future decisions.

Importantly, the Master Plan included a schematic map to chart out the decision making process and flow of information. The College also expressly adopted the suggestion of the visiting team in the evaluation report to integrate the Strategic Plan with the Master Plan for that cycle. Thus, the 2007–2011 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 would serve as the global Master Plan for the entire College operations and programs.

Specifically, the plan identified five overarching goals:

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

Each goal under the 2007–2011 Master Plan included an analysis, identified objectives with stated outcomes, action plans, responsible parties and timelines for completion.

Objectives were specifically drafted to directly meet the findings of the evaluation report including:

- 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 2007–2011 Master Plan used the program review results from instruction, student services and some service areas (administrative units) to inform decision making. The Master Plan incorporated objectives designed to establish benchmarks with more measurable outcomes. The results of program reviews served as a major source of information for the annual Master Plan Assessment Report as well as in the decision making



incorporated in the formation of the College's annual budgets for the length of the plan. Enrollment projections were reviewed to forecast building and infrastructure needs, 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 Office of Research, Development and Planning conducted an environmental scan as part of the Master Plan to examine community and regional factors that impact the College programs and services. The scan included summaries in six general categories: 1) demographics; 2) economic and employment indicators; 3) educational demands in the United States, California, and the Barstow area; 4) public policy analysis reports; 5) technology; and 6) social trends. The implications from the environmental scan helped identify and support many of the actions in the Master Plan. Evidence-based results were highlighted in the Master Plan outcomes, and assessments of these results were components in the annual reviews.

#### *The 2011 to 2016 Planning Cycle*

While the institution's planning process was found satisfactory during the 2006 visit, it became abundantly clear to the College leadership that the status quo of doing planning and conducting inquiry at the institution in an informal manner were no longer going to meet the augmented call for accountability by the Commission and the state and federal governments. The College needed to come up with a way to balance the need to capture the decision making process at the institution with the College's limited staff. At the conclusion of the 2007–2011 planning cycle the College used the ACCJC "Rubric for Institutional Effectiveness Part II: Planning" to guide the formation of the new plan.

A major objective in the creation of the latest Educational Master Plan and in identification of the new Strategic Priorities was to incorporate the newly-infused and emerging culture of inquiry existing at the institution into decision making processes. The College has increased its ability to produce greater quantities of data, but the essential question remained at BCC: how is data produced that is meaningful, manageable and will make people take action. In other words, the mantra at the College became quality of the evidence over the quantity of the data.

The 2011 Educational Master Plan provides a roadmap for decision making and action-based research endeavors and also facilitates the creation and update of other important College plans, including technology, facilities (capital expenditures), budget/finance and personnel. Unlike past plans at the



College, the current Educational Master Plan is seen as a more dynamic and pliable document, to be reviewed as the community needs change, student needs evolve and new educational trends emerge, and looks at projection models at least a decade into the future.

The 2011 Strategic Priorities provide a framework for creating a model for the decision making and action based research to occur and also eases the use of program review data and results into the larger College outcomes. The Strategic Priorities have been streamlined, the language simplified for greater access, and the metrics more accessible to increase meaningful dialogue. Like the Educational Master Plan, the Strategic Priorities are seen as more proactive and malleable, reviewable as the student needs evolve, and new trends and information technology emerge.

The new planning efforts are rooted in a thorough data collection process that included greater amounts of quantitative and qualitative data. The 2011 Educational Master Plan used both an internal and external scan of data. The foundational data questions for Barstow Community College under the new planning cycle remain: who are the BCC students, what are their needs, what is the present level of service to meet the needs, how well does the College deliver the program of instruction, and what are the characteristics of the current and future community needs which will impact the College's operations over the coming decade. These questions reflect the College's goal to take a longer range, highly flexible look at planning.

Importantly, a formalized annual planning cycle was also adopted with an informational flow chart that describes how decisions are made in a simple and transparent manner. The College has implemented in the 2011–2012 academic year, a beta version of the cycle to work out some of the wrinkles in the model as the organization moves to a more systematic and integrated planning process. The College intends to use the Strategic Priorities to forge action plans to measure progress on the goals. The action plans are expected to be in place in spring 2012.

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

Another step the College has taken to improve its longer range planning processes has been to hold periodic Workforce Summits. The development of a community needs assessment to determine workforce training requirements and professional development for area employers were included in the 2007–2011 Master Plan (*Objective 2.1*).



Under the new Strategic Priorities, the College has couched the need to meet regional workforce needs as the building and sustaining of local partnerships with businesses, local governments and school districts.

Workforce surveys have been developed and conducted for the high desert region 2007. Needs assessments were conducted at Fort Irwin and at the Marine Corps Logistics Base (MCLB) during this cycle as well. The assessments provided feedback on business and labor trends, program curriculum, employment needs, and resource allocation. The responses received from these surveys and assessments have empowered the College to better incorporate community data into the planning processes.

In addressing the finance and budgetary issues, BCC has studied several possible pathways for growth and financial sourcing. Expansion in career and technical education (CTE) through a number of grants has prompted alliances with the Veteran's Home, MCLB, and local, regional, and statewide K-12 districts, providing pathways in career and technical education degrees and certificates. These efforts have led to the development of increased facilities for the advancement and modernization of programs.

A recently-secured CTE collaboration grant worth \$1.5 million has provided an improved career center and employment opportunities for the CTE students. The workforce division also hired a director of career and technical education and other staff positions to create greater verticality in the decision making in this emerging division.

The College has considered pursuing funding options such as a general bond election, certificates of participation, and other financial possibilities that will increase revenue sources. Preliminary research was completed for possible public finance instruments. 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 the need for external financing. More importantly, the Barstow and high desert regions remain adversely impacted as a result of the recent economic downturn. An added assessment on the properties in the district would unduly burden households and business in the service area at the present time. When the local and state economy recovers, the College will re-examine a public finance option for College expansion.

The College is in the middle of three large construction projects: the CTE office and classroom building, the Performing Arts Center and the Wellness Center. The facilities were built in response to goals of the 2007-2011 Master Plan and previous directives of the board to expand the College's role as a regional leader in cultural events and personal wellness.



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

A current alliance exists at Fort Irwin with military contractors including Raytheon and Northrop-Grumman. More computers have been installed at the Fort Irwin facility to accommodate registration, counselor and financial aid access. The Computer Commons was modernized to provide a similar learning environment at the Learning Resource Center on the main campus.

The addition of hybrid classes in the schedule has increased greater access to the curriculum for the soldier cohorts. Moreover, the curriculum has been expanded at Fort Irwin, including humanities and ESL classes for spouses and families. 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 an identified need area. The staff meets regularly with the fort education officer and three members of a space utilization analysis task force and have discussed BCC's move into a larger facility. After an extensive negotiating process, the end result was access to classrooms in an additional education building.

Contract training in welding began at the fort in the 2011 academic year in facilities provided by the base operations contractors. In 2011, the commanding general opened up video teleconferencing classrooms for College use. The Academic Senate has approved nontraditional course offering options for the fort and external military students commonly known as "education via alternative resources" (EVAR). Further, the commanding general now permits soldiers to attend classes while in rotational training. Finally, the military command at the base has authorized the increase in basic skills courses available for credit and has provided classrooms in the education center on an as needed basis.

Portable projectors have been installed in the classrooms to augment lesson delivery at the Fort Irwin site. Additional morning and afternoon classes have been scheduled based on focus groups and surveys regarding scheduling conflicts. BCC continues to place a counselor specifically assigned to work with military students and their dependents.

A memorandum of understanding has been entered into between the College and the United States Marine Corps to use space at the MCLB for fire technology and automotive repair classes.

In spring 2011 the College opened and filled a director of military education position to handle Fort Irwin operations and the extensive outreach to military personnel across the globe that enroll in Barstow Community College programs and certificates.



## Conclusion

BCC continues to incorporate internal and external data to assess effectiveness and to allocate resources. The College is confident that the 2011 Educational Master Plan, Planning Process and Decision Making Flow Chart will guide the institution through the next cycle and beyond. The new director of military education will bring a level of consistency to the fort and to the online education programs offered to deployed armed services personnel.

This recommendation has been duly addressed.

## 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*)

## Resolution to the Recommendation

### Introduction

The second recommendation of the Commission concerned 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.

The accreditation visiting team specifically applauded the College's long history as a pioneer in providing online instruction; however, the team found that BCC is facing strategic opportunities in the expansion area of online education (Report, p. 12). Moreover, the team encouraged BCC to investigate new ways to allocate resources 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 distance instruction and the growth opportunities, 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:

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

### **Response to the Recommendation**

The College has addressed the concerns voiced in Recommendation 2 through three separate initiatives. First, the College has incorporated online education into planning at all levels of the institution. Next, the institution has added a Distance Education Committee (DEC) led by a distance education faculty coordinator to improve practice and garner resources for online education. Finally, the College initiated steps to expand professional development opportunities and employ technological advances to elevate the distance education platform and to improve lesson delivery.

### **Increased Role of Online Education into College Planning**

The spring 2010, the College submitted a Substantive Change Proposal to offer more than fifty percent of course units in programs, degrees and certificates through distance education. The request was approved by the Commission in June 2009. The College integrated online education through three of the overarching goals of the 2007–2011 Master Plan.

In particular, BCC agreed to:

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





Under the 2007–2011 Master Plan, objectives were established to meet this recommendation:

- Expand and/or revise the curriculum to meet the dynamic needs of students and the community (*Objective 1.1*);
- 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 resources to meet strategic goals and objectives, and effectively support emerging programs and capital projects. (*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*).

Specifically, the 2007–2011 Master Plan included action plans 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 (*Action Plan 1.6*); and
- Develop and publish a distance education policy that addresses remote access to student service and support (*Action Plan 3.4*).

The 2011 Educational Master Plan recommendations also focus on online education as a primary source of apportionment for the institution and the need to shore the online infrastructure. The new Strategic Priorities include goals addressing online education, including:

- Augment current and emerging technologies to foster student learning in on-campus and alternative learning modalities
- Promote positive community and economic growth through greater outreach to local schools, business and industry, governments, service organizations and the military.

As a result, online education planning remains a priority at the institution.



## Distance Education Committee

In fall 2007, the Distance Education Strategy Planning Committee (DESPC) was created to study distance education at the institution. The DESPC was comprised of faculty experienced teaching distance education courses, internet and information technology personnel, and also included a student member on the committee.

The committee was charged to:

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

The committee met regularly over the academic year creating and sharing the critical components of the proposed Distance Education Master Plan. Administrative support was also provided to meet the goals and objectives of the committee. As a result of the efforts, the Distance Education Plan was completed and recommended to the President's Advisory Council for approval. The plan was shared with all stakeholders at the College and formally adopted by the governing board in the spring of 2008.

The Committee has since become a standing committee of the Academic Senate, meeting regularly to address online needs.

## Conclusion

BCC has established a Distance Education Plan, created a standing committee to implement the plan, augmented its technology and online platform, and placed a faculty member as coordinator of distance education. The College completed a substantive change for approval of its online degrees, certificates and programs.

This recommendation has been duly addressed.



## 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)

### Resolution of the Recommendation

#### Introduction

The third recommendation of the Commission addresses BCC's capacity to complete institutional research and use credible and trustworthy evidence to inform decision making and planning efforts.

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.

In the Evaluation Report, the team expressly noted the wide dissemination of research results conducted on the college level performance indicators contained in the Educational Master Plan in existence at that time (Report, p. 13) and surveys and focus group work done to support the continuous assessment at the discipline level (p. 14). In the area of student learning programs and services, the report states that the College depends on research and evaluation to recognize student learning needs and the institution 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 placement scores and the analysis of success rates in basic skills, math, reading, and English pathways (p. 17). The College acknowledged that the inclusion of the institutional researcher on the President's Advisory Committee (PAC) was a significant step for the College (p. 35).

The team recommended that the College augment its resource allocation to demonstrate a commitment to the use of evidence in improving practices. The report also stated that the College should 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 College services and programs (p. 21.)

Importantly, the team emphasized that the use of institutional research for student services area was restricted (p. 23) and that the feedback loop in the area of student services program review was uncertain (p. 23). In conclusion, the team highlighted the limited viability of the research being conducted by a reassigned faculty member and separation of information technology responsibilities into the Management Information Systems (MIS) department (p. 27). Specifically, the team felt that the College needed to investigate practical answers to secure alternative funding to address the projected increase in the data needs in the coming decade (p. 33).

### **Enhanced Commitment to Institutional Research and Data Collection**

The College acknowledged its pledge to increase its research capacity by:

- 1) creating and then elevating a full-time administrative position in research and planning at the College and
- 2) incorporating the use of data into the planning processes at the College.

In 2009, the College created a director of research, development and planning position to create a center point for gathering and disseminating evidence which previously was spread across the campus with uneven success. In the past, the institutional researcher was a faculty member on release time. The dean of research, development and planning created a data warehouse using state systems office referential files. The warehouse provides a foundational database to generate program review data reports, fact books, institutional effectiveness reports, and equity reports.

During this time, numerous instruments and reports were generated, disseminated and used to collect information about emerging issues at the College including the College Diversity Survey, the Basic Skills Inventory, the Barstow College Vision Survey, the College Pre- and Post-Accreditation Survey, the Bookstore Survey, the Early Retirement Incentive Investigation, the Former Student Study and the Title IX Gender Equity Report.

The director conducted numerous College trainings on student learning outcomes assessment, including establishing the monthly SLOW Fridays, Saturday outreach to the career and technical education faculty and adjunct instructors, annual all-college inservice day, and numerous all-division and all college meetings. Outcomes assessment research was conducted in



courses, program level (as part of the DCP program) and institutional level. The director gave timely updates to the board on the annual ARCC report and Master Plan updates. As a result, the director became the Accreditation Liaison Officer (ALO) of the institution and oversaw the filing of the College's Midterm Report and Substantive Change Proposal.

Based on the success of the director's efforts and the increased access to evidence, the College elevated the position from director to dean in 2010 and gave the dean a budget to perform studies on the campus and to retain consultant assistance to expand the College's capacity. This maximized the use of monetary, time and technology resources.

The dean authorized the institution's participation in the Community College Survey of Student Engagement (CCSSE), and the Student Satisfaction Inventory and Institutional Priorities Survey (published by Noel-Levitz) to inform faculty about student involvement and perceptions about the use, access and satisfaction with programs and services. Detailed reports on both instruments were generated to interpret the findings and present the information to the College as a whole. Resources have been continually redirected to maximize the use of evidence given the talents at the College and in research offices at community colleges in the region.

The dean worked closely with the research consultants hired to draft the new 2011 Educational Master Plan and generated all of the productivity, student success and student achievement data included in the document. Moreover, the dean was instrumental in the implementation of the new Strategic Priorities, the College's SLO database tracking system, and the college-wide multi-level assessment plan. The dean worked closely with the Academic Senate to establish the new information flow chart and annual planning cycle. Importantly, the dean has worked with the College in the use and implementation of all the three parts of the Institutional Effectiveness rubric from the Commission.

The dean of research, development and planning has led the self-study process on behalf of the entire College and was the leading person in the creation of the Profiles in Learning vignettes about SLO successes, currently located on the main College webpage.

In student services, the dean has worked with the vice president of student services and director of enrollment management to complete an analysis of all of the quantitative and qualitative data on the College's student success initiatives (2009–2010 and 2010–2011) and presented the evidence to the board of trustees for review. The dean conducted numerous outreach meetings with the student services division, resulting in the identification



of SLOs for each of the student services departments and the utilization of a Nichols 5-type matrix, through which to track progress on the assessment plan. A program review template for student services was crafted by the matriculation officer, director of enrollment management and the dean of research, development and planning.

In administrative services, the dean has created outcomes forms and a program review template for piloting in the various departments. An outcomes assessment tracking system was created through the joint efforts of the MIS department and the dean. The College has expanded the campus data tool, which affords campus-wide access to established reports. The Cal-Pass program review data tool is available to administration, student services and faculty, and an annual “data dump” is performed to bring the tool to the campus for easier access.

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 dean was co-chair of the Strategic Planning and Budget Development and Review Committee, and created the College’s first public arena for the conversion of program priorities to institutional priorities, the Institutional Effectiveness Committee.

The upcoming goal is to further the research efforts to create an institutional effectiveness department staffed with a database analyst and planning coordinator to better solidify the improvement efforts at the College.

### **Incorporation of Research into Planning and Assessment**

The 2007–2011 Master Plan included a College goal to improve programs and services through systematic evaluation (*Goal 5*). Under the 2007–2011 Master Plan, an external scan was created and used, applying community and state data to College needs. 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; (*Objective 3.1*)



- Improve integrated assessment of institutional outcomes and use of assessment results to foster improvements in institutional effectiveness; (*Objective 5.1*)
- Improve student learning outcomes assessment as a college-wide, systematic and integrated process; (*Objective 5.3*)
- Improve the validity and reliability of data used for College decision making; (*Objective 5.4*) and
- Improve the integration of College's surveying and other assessment efforts. (*Objective 5.5*)

Annual reports and updates on progress of the objectives, actions and outcomes were gathered and delivered to the governing board in open session, to the College as a whole at all-college meetings, and reported by the local newspaper.

### The 2011 Educational Master Plan

The new Educational Master Plan used both quantitative and qualitative data to set the College's course for the new decade. The quantitative data was collected from the College and outside governmental agencies and private organizations. The qualitative data was collected in several different ways including: 1) one-on-one and small group interviews with administrators, faculty, students and members of the community; 2) an online survey with open-ended responses and 3) review of College documents and reports.

The Strategic Priorities of the College under the new Educational Master Plan keep the use of evidence front and center of the College policies and practices. Specifically the Priorities include the goals to:

- Maximize physical, human, fiscal and technological resources using program review and outcomes assessment results.
- Expand interactions and collaborations among faculty and staff using data and evidence.

Importantly, the College has incorporated the idea of program evaluation to determine effectiveness, not just program review. Outcomes assessment data and student achievement results will be folded into the traditional efficiency and productivity measures used as a part of program study.

### Conclusion

The College has dedicated significant resources and effort to raise the level of inquiry and evidentiary analysis and the use of evidence across the campus, taken a longer range view at planning and integrated outcomes assessment results into program review.

This recommendation has been duly addressed.





## 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)

### 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. In the Evaluation 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 (p. 8). The team also found that the College was 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 noted 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 relies 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 also pointed 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 two critical documents:

- 1) the Master Plan and
- 2) newly-adopted Mission Statement.

The 2007–2011 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*).

In the 2007–2010 Master Plan, 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 Committee in 2007, comprised of members from all departments from the campus. The committee met monthly throughout this past year to help develop assessment strategies. In 2010, the SLO Committee changed its name to SLO Assessment Committee to reflect the maturation of outcomes assessment at the College. The SLOAC continues to meet regularly.



In 2008, 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 built statewide relationships with officials, the ACCJC and with researchers, SLO coordinators and accreditation liaison officers across the state. It has also brought good practices to the campus.

In 2010, the statewide Academic Senate selected another faculty member of Barstow Community College to replace the previous SLO Committee member who vacated his position to become Assessment Chair of the Research and Planning Group of California. The researcher has attended 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. This release time continues to today.

### **Implementation of a Comprehensive, Formalized Assessment Plan at Multiple Levels**

A formalized assessment plan for the core competencies, program (degree, certificate and pathway level), courses and student services is now in place and assessment of learning outcomes is occurring at all levels.

### **A Formalized Assessment Plan Grounded in a Shared Philosophy**

Dialogue has taken place concerning the assessment plan at the Academic Senate, SLOAC, all-division, all-college, PAC, Degree/Certificate/Pathway (DCP), cabinet and board meetings. Results from the assessments are now being included into program review. Core Competencies assessment is now beginning on the second general education outcome identified by the College. An SLO Handbook has been prepared and disseminated to the entire College.

In the student services division, extensive dialogue has occurred since 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, and 4) a new student services program review template. The division created a unified Nichols-5 matrix that all departments will use to assess their student learning outcomes.



### **Assessment Which Involves Full and Part-time Faculty**

Full-time faculty members have remained engaged in the outcomes assessment process. The SLO coordinator and dean of research, development and planning conducted Saturday meetings wherein adjuncts were compensated to attend. The meetings were held using CCCConfer teleconferencing software so that out of state faculty could be included.

The SLO coordinator has met with adjunct instructors at other paid trainings and presented at adjunct in-services and at in-service day in August. 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**

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

### **Assessment Which Includes Online and Face-to-Face Instruction**

Online faculty members are included in the student learning outcomes processes.

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**

In 2010 the SLO committee designated an SLO liaison to the student services departments. Furthermore, the student services departments met extensively to implement the 2008 program review template.

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 the entire College. Finally, the researcher assisted the Distance Education Committee to review assessment measures for SLOs in the electronic environment.

Faculty members have continued to attend SLO regional workshops and conferences on outcomes assessment. The College has used the ACCJC rubric to assess progress in the SLO feedback loop in two academic years and to integrate the components of the rubric in the daily operations of the programs and departments. The College has agreed to a consistent and clear definition of programs so that course level SLOs can be mapped into the larger assessment process. Moreover, the institution has identified assessment measures and analyzed critical thinking as part of the general education outcomes. In 2009 the College created a home grown outcomes assessment tracking system. Course level SLOs are being fully incorporated into instructional program review at the degree, certificate and pathway level. The institution has developed administrative unit outcomes in the service areas.

### Conclusion

The College has dedicated significant resources and efforts to develop an assessment plan and incorporate outcomes assessment and evidentiary analysis in examining student learning.

This recommendation has been duly addressed.

## 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).

### Introduction

The fifth recommendation addresses the need of the College to strengthen its commitment to achieve a more diverse workforce including faculty, staff and administration. Further, the recommendation directs the board and College leadership to exercise their authority to meet the stated commitment to recruit a more diverse faculty and staff.



Importantly, the site visitation team found that the College substantially complied with the Standards, but indicated that the College needed to address hurdles to achieving a diverse faculty and staff that support the mission and vision of the College. (Evaluation Report, p. 31)

The site team recommended that the College tackle the issue of diversity in three ways:

- 1) 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) 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); and
- 3) review its commitment to diversity at the institutional level.

### Board of Trustee and College Leadership

As a result of the recommendation of the site team, the Strategic Planning, Budget Development and Review (SPBD&R) Committee in 2006 began an evaluation of the mission statement and related planning documents for the role that diversity plays in the reaching of college level goals. In the 2007–2011 Master Plan, diversity of faculty, staff and students was expressly incorporated into the goals and objectives of the College. Specifically, the College indicated its goal 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 College mission statement, updated in the fall of 2008, broadened the concept of diversity and now includes diversity based on individual backgrounds, abilities, and cultures.

In 2011, the Educational Master Plan included an external scan of the BCC service area to assess the outreach and access of the College programs and services to all residents. The 2011 Strategic Priorities further broadened the concept of diversity and framed the commitment in two separate priorities. First, in the area of employment the College’s goal is to “Attract, Retain and Develop Excellent Employees.” Strategies under the priority include implementing practices that “attract a diverse pool of highly qualified



applicants” and professional development and employment opportunities for staff to foster growth.

In the area of student access, the College’s goal is to “Foster a Learning Environment that Respects Diversity.” Two strategies have been identified to help reach this goal. First, the College seeks to offer programs and services for emerging populations and support individual student needs. Second, the College desires to advance a culture of inclusion that respects and appreciates the human condition.

The College’s decidedly broadened approach to diversity came from the results of a college wide diversity survey conducted in 2009. Students, administration, faculty, staff and the board were asked about the definitions. The results from the survey revealed that needs areas were not necessarily associated with the classification based on traditional ethnic and racial categories. In fact, students from racial and ethnic sub-groups all reported satisfactory levels of College activities to support inclusion, such as on-campus events, discussions in class and on campus, and outreach in the community. Instead, the survey found that areas of concern focused on emerging, or cross-cutting aspects of diversity. For example, categories for consideration in diversity included first-generation enrollment in higher education, sexual choice, and the needs of military personnel returning from service in Afghanistan and Iraq. The needs transcended traditional categories of diversity and the College saw that broadening the definitions of diversity, focusing less on categorization and more on behavior and choice, seemed more in tune with what the College community identified as areas of concern.

The governing board has taken leadership in the area by establishing clear priorities that place increased diversity as a primary goal of the institution. The governing board has made a clear commitment to diversity (BP 7100), promoting mutual understanding and cultural awareness. Moreover, Board Policy 1200 formally adopted the new College mission statement with the augmented language about diversity. Institutional planning has made diversity a goal key of the institution (BP 3250). Further, equal employment opportunity is also a stated goal of the College fostering a climate of acceptance at the institution through Board Policy 3420. Through Board Policy 4025, diversity is a component of the general education pathway for associate’s degrees and transfers to baccalaureate institutions.

Administrative procedures are in place to implement the policies concerning diversity, including nondiscrimination in employment (AP 3410), the implementation of an equal opportunity plan (AP 3420), in the screening and selection of candidates, in educational programming (AP 4025) and



in student equity (AP 5300). Leadership at all levels has helped raise the awareness of diversity at the College and in the community.

### Strategies for Successful Hiring

The College plainly continues to struggle with attracting and retaining qualified candidates to come to the institution at the mid-level and upper level management positions and as well as for faculty. In fact, the entire region continues to grapple with securing strong applicant pools. The added expectation to make the pool more diverse has been taxing for the College. Staff employment remains relatively stable as applicants are generally drawn from the local community and once hired have a vested interest in the community.

Many of the management and faculty slots have been filled by out-of-state candidates seeking to relocate to California. The College has secured successful candidates for advertised positions with the institution only to see the personnel leave after a few years for more lucrative positions at other community colleges in more desirable areas. The College's remote location and the region's economic difficulties and general lack of cultural and artistic opportunities make attracting quality candidates a continuing challenge. In response, the College has tried to promote from within through programs like the President's Leadership Academy.

Novel advertising recruitment strategies have also been implemented. The human resources department personnel have directed attention to 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. Additional venues include the College website that has viewable and downloadable job applications and descriptions, salary schedules, and other human resources support material. The College has also attended the community college job fairs in Los Angeles and has posted all positions on websites targeted for the California Community Colleges and the nation as well.

Despite the hurdles to securing a more diverse staff, the College has successfully recruited minority applicants for critical positions on the campus, including three faculty positions, the director of maintenance and operations, the director of special programs and services (three times) and most recently, the vice president of academic affairs and the vice president of human resources.

Although the College continues to be in compliance with the Standards, its commitment to a more diverse workforce can be met by implementing





specific strategies that result in successful hiring of a more diverse faculty and staff. The College needs to do more strategic planning with regard to the challenges it will face in the immediate future. Specifically, a substantial number of faculty members are fast approaching retirement. A strategic plan regarding succession and diversification needs to be developed to address vacancies due to retirement and natural attrition.

Progress on the recommendation is ongoing and the College continues efforts to ensure practices, procedures and resources are in place to assist in the attainment of a diverse faculty and staff. The College will continue to find additional and alternative means to recruit qualified applicants to the high desert area. Specifically, the College intends to:

- Attend job fairs and events and increase advertising efforts to reach a broader qualified diverse pool of applicants.
- Raise the College's awareness of the benefits of hiring a more diverse faculty and staff.
- Advertise faculty positions earlier in the academic year so competitive qualified diverse candidates will still be in the job market when the screening/hiring process begins.
- Conduct research to determine which factors increase the likelihood for increasing the diversity within the applicant pools as well as retention factors that will encourage longevity with the College.
- Examine hiring procedures to identify any artificial barriers to any qualified individuals applying for employment with the College.
- Continue the distribution of job announcements to a broader pool of applicants.
- Continue to utilize technology to increase advertising efforts as well as increase ease of applicant's ability to apply for positions.

The College has substantially met this recommendation.



# STANDARD I



## INSTITUTIONAL MISSION AND EFFECTIVENESS



## STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

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

**Chair:** Robert Pacheco, *Ed.D., Administration*

### Standard I A: Mission

**Chair:** Dawn Howey, *Faculty*

Jessica Bettencourt, *Management*

Mark Cauble, *Faculty*

Tim Heiden, *Board of Trustees*

Michael Robb, *Associated Student Body*

Barbara Rose, *Classified*

Jayne Sanchez, *Classified*

### Standard I B: Improving Institutional Effectiveness

**Chair:** Bret Sage, *Faculty*

Santos Caasi, *Classified*

David Grossman, *Administration*

Jose Hernandez, *Classified*

Taylor Puryear, *Faculty*

Julian Robinson, *Associated Student Body*

## STANDARD I A: MISSION

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

### Descriptive Summary

Barstow Community College is a comprehensive, two-year institution dedicated to the well-established, multi-function mission that has become the hallmark of public community colleges in the twenty-first century.

Each diverse function of the institution occurs concurrently, if not independently of each other function, posing a challenge at times for the College to meet all of its broadly stated purposes, especially in an emerging era of governmental rationing and economic scarcity.

Nevertheless, BCC remains committed to an ideal that:

- nurtures open access to its curriculum and services for all community members to the maximum extent possible, and
- fosters learning for all students regardless of ability level or stated educational objective.

To this end, the BCC mission is memorialized in a formal written statement which acts as the lever to move all curricular, programmatic and student support efforts at the institution to help students meet their educational goals (see: [BCC Mission Statement](#)). Moreover, the mission statement serves as the seminal document from which all plans, program reviews and institutional effectiveness documents draw their existence.

Importantly, the mission statement incorporates all of the educational purposes that BCC seeks to attain as the primary postsecondary institution in the rural high desert region of California. The purposes contained in the mission are appropriate and relevant to the community served in light of our location and unique population. Finally, the College uses evidence, both qualitative and quantitative, to evaluate, update and implement the mission and as a way to meet its pledge of academic quality to the residents of the region and to our online students around the world.



The following sections of the self-evaluation discuss our broad educational purposes, the College's intended student population and our commitment to student learning and achievement. Additionally, there is a discussion about how the institution aligns its student learning programs and services with its broad educational purposes. Further, there is a discussion about how the College communicates, revises and integrates the mission itself into the programmatic and college level planning and resource allocation efforts. Each Standard is addressed in detail the relevant subsections; however, the goal of the self-evaluation is to weave the College's work with respect to its mission into one cohesive narrative.

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

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## Descriptive Summary

To meet the goals in the mission statement, the College has established educational pathways and built strategic partnerships with local governments, businesses, school districts and the armed services to better outreach to its students. The College's student learning programs and services are mapped to the pathways to guide students and provide support and feedback on student progress and achievement.

### **Our Broad Educational Purposes**

BCC's wide-ranging educational purposes embodied in the mission statement include: 1) providing the first two years of a baccalaureate study; 2) offering associates degrees and certificates as terminal milestones in both non-occupational and career and technical education areas of study; 3) providing vocational training for immediate entry level employment, wage gain and job advancement; 4) extending contract education opportunities for local businesses and employers; 5) delivering pre-collegiate, basic skills education for the large number of students who enroll at the institution unprepared to produce collegiate level work; and 6) offering noncredit and community education services, such as lifelong learning and second language acquisition. (see: [BCC Mission Statement](#)). Figure I.A.1, provides a visual representation of the curricular pathways established in the BCC Mission Statement.

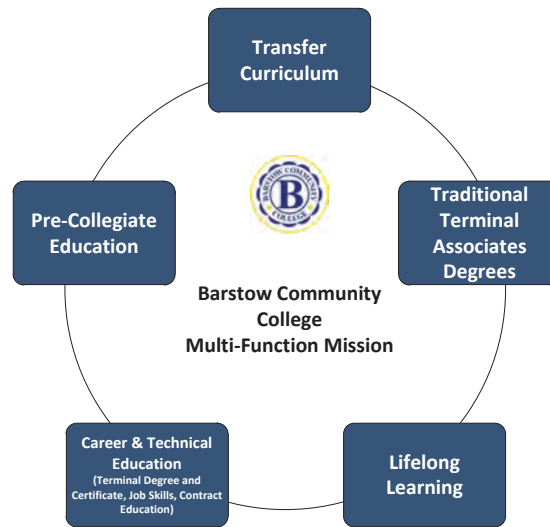


Figure I.A.1: Visual Representation of the Barstow College Curricular Pathways

The manner in which these stated goals are reached is tailored to the specifically identified needs of our students and the community we serve. The crafting of the mission statement and any amendments or changes to it are the result of a review of credible and trustworthy evidence, drawn from both external scans of the region, the state and the nation as well as from internal processes and program evaluation results (see: [Environmental Scan, Educational Master Plan 2007–2011](#); [Internal and External Scan, Educational Master Plan 2011](#)).

### **Our Intended Student Population**

As an open access, public post-secondary institution, the College’s intended population is the community as a whole; from recent high school graduates seeking general education curriculum to transfer to four-year colleges and universities, to students returning to school after raising families or long absences, to individuals retooling their skills for the new economy, to the military personnel or their families who desire to advance themselves to second language learners seeking functional and academic English skills, to community members looking to shore up their basic skills in reading, writing and math as an entry point to a postsecondary education.

### **Commitment to Student Achievement and Learning**

At the root of each educational pathway for our students is the solemn pledge that BCC will foster student learning through a commitment to open-access and quality courses, programs, and support services. Goal completion, success, retention and transfer rates are standard metrics used by the College to assess student progress. Student achievement is tracked using the State



of California's Accountability Report for Community Colleges (ARCC) performance indicators such as Student Progress and Achievement Rate (SPAR), Persistence and Thirty-Units Achieved. Other student success and retention data is also tracked using the Cal-Pass Program Review tool and the state Chancellor's Office DataMart. A complete discussion about the College's research efforts is set forth in full in Standard I B. Degree and certificate awards are also monitored. In addition to achievement measures, the College also examines student learning outcomes at the course, program and institutional level and in student services. A full and complete discussion of the College's student learning outcomes efforts for instructional and student support programs is set forth in Standard II A and II B, respectively. Administrative unit (service area) outcomes are now also being identified and assessed. To the maximum extent possible, the programs have begun to study the impact each service unit has on student success. A full and complete discussion about the College's unit outcomes efforts is set forth in Standards II C, III A, III B, III C and III D.

### **Diversity**

The respect for diversity is at the core of the mission statement. In 2009, BCC conducted a college-wide survey to discover the concept of diversity as it exists at our institution from students, faculty, administration, board and the community itself (see: [BCC Diversity Survey](#)). The degree of differing beliefs on issues such as theology, family, and personal choice became a year-long study at the College. Months during the year are dedicated to study and discuss the issues facing traditionally underserved populations as well as the academic and social contributions made by a wide-spectrum of residents. In 2008, the College brought back an alumnus, now a United States Congressperson to discuss with BCC students the value of two-year education, the chances for success available to Barstow residents, and the role lifelong learning plays in one's life. The presentation was made to the College and included students from middle and high schools in the area. New ideas of diversity such as first generation college attendance has altered the way the College looks at diversity and the way the new generation of students defines who they are.

Diversity at BCC does not just mean diversity in the composition of students, faculty and staff, but also diversity of thought. Thus, free pursuit of concepts is supported by the College's Board Policy on academic freedom to implement this directive (see: [BP 4030](#)).

Exposure to a diverse curriculum is also built into the College's general education requirements and implemented as part of our administrative procedures (see: [AP 4025](#)). Diversity is incorporated into the curriculum as





part of the Student Equity directive (see: AP 5300), and through the efforts of the Student Equity and Staff Diversity Committees under the organization's participatory governance structure.

### **Basic Skills**

The College recognizes the plain reality that many of the students who enroll at the College are unprepared to do college-level work. This phenomenon is not unique to Barstow Community College and parallels the evolving situation at most two-year institutions across California and the nation. As a result, the College includes as part of its mission a broad, pre-collegiate, basic skills program. According to the 2010 and 2011 College Fact Books, over three out of four first-time students test into a basic skills course in reading, math or English. The College has an established Basic Skills Coordinator and a committee to identify student gaps, examine best practices and allocate resources to close the deficits. Recent successes in this area include the creation of three learning communities, the establishment of an award-winning universal learning design lab and the creation of a new lab for ESL and Spanish courses.

In the Barstow area, a good number of community members need functional literacy support to become self-sufficient and secure basic work opportunities. To this end, BCC offers an academic skills program for students who were denied the opportunity to learn in their previous academic experience or whose disabilities impair their access to the standard curriculum. The academic skills discipline provides both essential literacy skills for employment as well as a bridge for those desiring and capable to further their education at this College or at other institutions (see: [BCC College Catalog](#)).

### **Transfer Function**

The transfer and general education pathway provides a fundamental avenue to meet the needs of our students who desire a baccalaureate degree. Without question, the transfer function at the College represents the largest sector of students at our institution. According to the 2009, 2010 and 2011 College Fact Books, approximately one-third of those enrolling at the institution identify transfer as their primary educational objective. Almost ten percent indicate that the completion of university requirements is the terminal goal. As a result, the College has a significant "reverse transfer" purpose as well. The College has articulation agreements with public and private institutions and students have left Barstow Community College and attended four-year institutions across the country, some pursuing masters and doctoral degrees.



The College transfer center and fully-staffed counseling center help both online and on campus students set educational plans and timelines for transfer. The College sports teams have sent numerous students to four-year institutions on athletic scholarships to further their learning. The College partners with four-year colleges with external campuses at Fort Irwin to facilitate matriculation from community college to four-year study.

### **Associates Degrees and Certificates/Career and Technical Education (CTE)**

Some associates degrees and certificates offered by the College are in the emerging career and technical education fields which the College has emphasized over the past five years. Importantly, the College has developed occupational programs for entry into the work force as well as for wage gain for seasoned workers. Recent areas of study include fire technology, child development, cosmetology and diesel mechanics (see: [BCC College Catalog](#)). In addition to the growing CTE offerings, the College offers degrees in traditional academic fields such as humanities, natural and social science and physical education.

To meet the evolving professional development needs of local and regional businesses, the College is now offering contract educational offerings tailored to the working professional and the unique demands of local businesses (see: [Agreement for Contract Services](#)).

### **Online Education**

For two decades, Barstow Community College has been a pioneer in distance education, first with the armed services and then with the public at large. Flexible scheduling and a solid curriculum keep the courses full and in solid demand. In 2010, the College changed its mission statement to include its important online function. In turn, the College applied for and received a substantive change proposal to offer programs in distance education where at least fifty percent of the classes can be taken online (see: [Substantive Change Proposal](#)). Over half of the courses offered at the institution are through distance education. A substantial portion of the state apportionment for the College is derived from the online program and the viability of the institution depends greatly on the distance education function in our mission.

### **Counseling and Other Support Services**

The College offers extensive, full-service student services for all students in all locations and regardless of manner of lesson delivery. The College provides a wide array of student supports including: tutorial services, Computer Commons (Main Campus, Fort Irwin, Remote High School Locations), library services, including information competency workshops





and tutorials, learning communities, concurrent enrollment, services for disabled students (DSPS), Extended Opportunity Programs & Services (EOPS), athletics, student clubs, student government, veterans and military education services, California Work Opportunity and Responsibility to Kids (CalWORKS), Transfer and Career Center, and financial aid services. The goal of all of the support services is to help students to meet their personal, professional and educational needs. A full and complete discussion about the College's student support services is set forth in Standard II B.

### **Partnership with Local Agencies, Businesses, Schools, and the Military**

Recognizing that the education of the adults in our community is not a sole venture, the institution has partnered with local high schools to provide concurrent enrollment opportunities for high school students capable of completing college level work and local charter schools to provide career and technical education in such fields as welding and automotive technology. The partnerships help pool resources and avoid duplication of services offered by other local post-secondary institutions and adult education schools.

### **Life-Long Learning**

Finally, the College understands its role as a center for lifelong learning in the region. The recent economic downturn has bridled the College's efforts to expand no cost, noncredit training. Nevertheless, the College continues to offer adult education curriculum in CPR, medical technician and English as a second language courses. The College offers theater productions, wellness courses, and science education outreach to local schools at no cost.

### **Commitment to the Mission**

To assess College perceptions about the dedication to its mission, the institution inquired about BCC's commitment to the mission (see: [BCC Pre-Accreditation Survey](#)). At the outset of the self-study process about 63 percent of the respondents from the College faculty, staff, administration and governing board believed the College had a strong commitment to the mission; 26 percent somewhat or strongly disagreed. While the College leadership was encouraged by the fact that two out of three respondents felt the institution's dedication to the mission was strong, the roughly one out of four that did not was less positive. Consequently, during the self-study period the College became committed to better publish and integrate the mission into all activities at the institution.



<i>BCC demonstrates a strong commitment to its mission.</i>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree	16.4%	10
Somewhat agree	45.9%	28
Somewhat disagree	24.6%	15
Strongly disagree	1.6%	1
Don't know	11.5%	7
Not applicable	0.0%	0

Table I.A.1, Demonstration of Commitment to Mission, Pre-Accreditation Survey

At the close of the self evaluation process, over 86 percent of the respondents strongly or somewhat agreed the College was strongly committed to the mission; only 14 percent strongly or somewhat disagreed with the College’s strong dedication to its mission. The self evaluation process did have a positive impact on the College’s perceptions about our commitment to our functions, purposes and goals.

<i>BCC demonstrates a strong commitment to its mission.</i>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree	37.8%	14
Somewhat agree	48.6%	18
Somewhat disagree	13.5%	5
Strongly disagree	0.0%	0
Don't know	0.0%	0
Not applicable	0.0%	0

Table I.A.2, Demonstration of Commitment to Mission, Post-Accreditation Survey

## Self Evaluation

The mission statement of the College is broad based, has student learning and achievement at its core, and its tenets are relevant to the community that the College serves based on an evaluation of relevant data and research from the community and through internal operations and an evaluation of student learning outcomes.

The College meets this Standard.



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## Planning Agenda

None. The College is confident that the new planning efforts will sustain the progress made in using the mission statement as the touchstone for continuous quality improvement.

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

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## Descriptive Summary

The Barstow Community College Board of Trustees considers and approves the College mission statement through formal resolution in open public session. Mission statement changes are submitted on the recommendation of the President after a formal review for currency and consistency using the institution's participatory governance process. Specifically, the board has adopted a formal policy for publication of the mission statement and process for periodic review (see: [BP 1200](#)).

In practice, the board reviews recommendations for changes, amendments or deletions in the mission statement upon: 1) changes in state laws or educational regulations impact college operations; 2) modifications to the Accreditation Standards and policies; 3) periodic college self-review led by the Academic Senate and the President's Advisory Council. A full and complete discussion about the College's efforts to reevaluate the mission is set forth in full in Standard I A.3.

BCC's current mission statement was amended and adopted by the College and approved by the board of trustees on February 24, 2010 (see: [Board of Trustees Minutes, February 24, 2010](#)).

Since the last institutional self study, the board has approved two critical revisions to the mission statement. First, in fall 2008, the college substantially revised the mission statement after a six month, all-college re-examination of institutional purpose led by the Academic Senate and completed by the College as a whole (see: [Mission Revision Documentation](#)). A second revision occurred in spring 2010 as part of the college's Substantive Change Proposal to offer more than fifty percent of course units for programs, degrees and certificates through distance education. (see: [Substantive Change Proposal](#)). A full and complete discussion about the College's efforts to re-evaluate the mission is set forth in Standard I.A.3.

The College shares its mission with the community it serves through a wide variety of ways and methods to assure connection of our stated purposes



with the local governments, businesses, civic organizations and educational institutions. The external communication of the mission attempts to unite the College to the region to align common goals and guide regional strategic planning efforts.

The preamble to the mission is posted front and center on the main College web page with an attendant hyperlink to the detailed statement (see: [Screen Capture of the Webpage](#)). To apprise motorists who pass by and visitors who enter the campus, the statement is also included in the main College electronic signs at each of the two College entrances. The mission statement is also published in the College catalog and course schedules for each academic term in both electronic and hard copy formats (see: [College Catalog](#); [Fall 2011 Schedule of Classes](#)). Moreover, the mission statement is included in literature to the public at the local libraries, business locations, and governmental agencies and through mass mailings to households in the College service area.

In addition to external efforts to publish and distribute the mission, the College also communicates its purpose internally to students, faculty and staff in all academic, administrative and service departments. Marbleized plaques containing the mission statement in both English and Spanish are strategically affixed to the walls of the buildings to maximize exposure. The statement is also posted in most campus meeting rooms and classrooms on the main campus, at the Fort Irwin location and the College's new CTE center in Barstow. The mission statement is distributed and reviewed each August at the annual all college in-service training. The mission statement is also reviewed by the chief executive and governing board at the annual retreat, and forms the basis of the annual presidential and board goals.

In addition to the public display on campus structures, the mission statement is published in important planning and institutional effectiveness documents including the Educational Master Plan, the Strategic Plan, the College Fact Book, the Institutional Effectiveness Report, and the Faculty Handbook.

A number of administrators have added the mission statement to their email signature.

To assess perceptions at the College about adequate communication and dissemination of the College goals through the mission, the institution inquired about the role that the mission statement played in guiding planning (see: [BCC Pre-Accreditation Survey](#)). At the beginning of the accreditation process 46 percent of the College faculty, staff and classified strongly or somewhat agreed that the mission statement was communicated well. Slightly over two in five strongly or somewhat disagreed.



<i>BCC communicates the goals and objectives of the mission well.</i>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree	11.5%	7
Somewhat agree	34.4%	21
Somewhat disagree	31.1%	19
Strongly disagree	13.1%	8
Don't know	9.8%	6
Not applicable	0.0%	0

Table I.A.3, Communication of Mission, Pre-Accreditation Survey

At the close of the self-study process, almost 75 percent of the respondents strongly or somewhat agreed that the mission statement goals were communicated well and led planning. However, still almost one in four strongly or somewhat disagreed (see: [BCC Post-Accreditation Survey](#)). The self evaluation process improved the perceptions, but the College will continue to make the publication of the mission and its goals a top priority.

<i>BCC communicates the goals and objectives of the mission well.</i>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree	27.0%	10
Somewhat agree	45.9%	17
Somewhat disagree	24.3%	9
Strongly disagree	2.7%	1
Don't know	0.0%	0
Not applicable	0.0%	0

Table I.A.4, Communication of Mission, Post-Accreditation Survey

## Self Evaluation

The College shares its mission with the community it serves through a variety of ways and methods to assure connection of our stated purposes with the local governments, businesses, civic organizations and educational institutions. This external communication of the mission unites the College with the service area to align common goals and guides regional strategic planning efforts.



Importantly, the College relates the mission to our students using a wide range of avenues and delivery methods to meet the needs of our unique student body who take classes on the main campus, at Fort Irwin, at the local and regional high schools and from around the world through our expansive online and distance educational offerings.

In addition to external efforts to publish and distribute the mission, the College also communicates its goals and objectives internally to all academic divisions and administrative and service departments.

The College meets this Standard.

## Planning Agenda

None. The College is confident that the new planning efforts will sustain the progress made in using the mission statement as the touchstone for continuous quality improvement.

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

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## Descriptive Summary

Over the past accreditation cycle, the College has made a clear and concerted effort to re-evaluate its mission statement and openly dialogue about its relevance and purpose among all key voices at the campus including faculty, staff, students, administration and board, as well as the community itself.

In practice, the College mission statement is re-examined upon three occurrences: 1) changes in Title V or other state legislative changes to academic requirements, 2) changes in accreditation requirements or requirements of the federal government and 3) periodic self-evaluation. Each of these methods of evaluation of the mission has been implemented over the past six year cycle. Figure I.A.2, provides a visual representation of the three processes through which the College re-examines the mission and considers revisions.

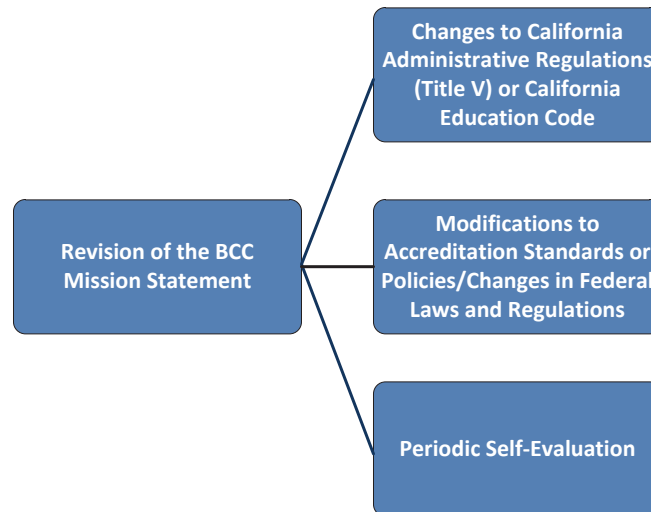


Fig. I.A.2, Visual Representation of the Processes for Mission Revisions.

### Periodic Self Evaluation

An extensive review of the mission occurred during the summer and fall of 2008, resulting in a substantially revised mission statement. The statement was divided into two parts: 1) a preamble and 2) a statement of commitments. The preamble states the overarching purpose of the institution as a learning environment that respects diversity of its students and diversity in thinking. The stated commitments address the identified purposes of the College as a two-year public institution in rural California. The preamble also added the College general education outcomes (called “core competencies” at this institution) to show stronger commitment to outcomes assessment at the College.

A participatory governance workshop sponsored by the Academic Senate was held September 23, 2008. All College community stakeholders were invited to participate in the workshop and representatives were specifically requested from all constituency groups, College organizations, and administrative departments (see: [Mission Revision Documentation](#)). The results of the workshop were reported to the Academic Senate on October 2, 2008 and reviewed by the governing board at their annual planning session on November 7, 2008. The board then approved the revised mission statement at their regular meeting on November 19, 2008 (see: [Board of Trustee Meeting Minutes, November 19, 2008](#)).

### Accreditation Modifications and Federal Regulation Changes

The College once again reviewed the mission statement in the fall of 2009 and spring of 2010. The institutional researcher/accreditation liaison



officer (ALO) was appointed to a site visit team and was notified at the training about changes in, and the reauthorization of, the Higher Education Act which placed greater emphasis on the integrity of distance education as part of a more rigorous federal policy. In light of the College's extensive online education program for the armed services personnel, their families and the public at large, the institution launched a semester-long study about the online programs offered at BCC.

It was discovered that not only were a number of the programs and certificates available with at least 50 percent of course units through distance education, but the College's general education pathways could be secured entirely online. This event happened gradually and unperceptively over time and in response to the growing demand for online courses. The College established an Accreditation Task Force which reviewed the Distance Education Manual and determined the College needed to apply for a substantive change. As part of the process, the College also determined that the mission should make clear to the community the important role that distance education plays at the institution. The Task Force recommended that the College correct the omission and assigned the project to the Distance Education Strategic Planning Committee (DESPC) with input and direction of the ALO.

In September 2009, the DESPC reviewed the mission statement and began the process to improve the language. The DESPC requested the College ALO lead the process and make the necessary improvement to the mission statement and submit the amendment to the board for approval. A DESPC staff member penned the language and the accreditation liaison officer presented new verbiage to the President's Advisory Council, the Academic Senate as part of regular meetings, and the entire College community at an all-college meeting. Suggestions and modifications were considered as part of the participatory governance process, and a final element was written based on comments from College faculty and staff. The proposed change was approved by the Academic Senate on February 4, 2010, by the President's Advisory Council on February 17, 2010, and by the Board of Trustees on February 24, 2010. The revised mission statement shows the College's commitment to its community by explicitly stating its intention of "increasing access to all students by continuing to promote and develop our extensive distance education program" (see: [Board of Trustee Meeting Minutes, February 24, 2010](#); [Substantive Change Proposal](#); [Academic Senate Minutes, February 4, 2010](#)).

Importantly, the change in the mission statement back in 2008 brought to the fore the increased role of student learning outcomes, especially the





institutional level learning outcomes also referred to as general education learning outcomes (GEOs) or core competencies. Each college culture is different and while “GEOs” was the original term used to refer to the institutional level learning outcomes, the College has found that greater traction would take place if the College faculty and staff used the term “core competencies”— skills, abilities and attitudes that all students should develop while at the College regardless of educational objective. The core competencies were also added to the mission statement.

### **Changes in Title V and State Regulations**

Finally, as part of the 2010 mission statement change, the College also looked at changes in Title V and state regulations and the general consensus that the term vocational education was obsolete and that career and technical education was the new, emerging term of art for occupational fields. The College, at that time, removed the language identifying workforce education as “vocational” and substituted instead the phrase “career and technical education.”

### **Continued Improvements to the College Purpose**

In 2010, the public information officer at the institution was writing a master’s thesis and related to the College that while we did indeed have a college mission, BCC needed a vision which guides the mission of the College. She did a presentation at President’s Cabinet of her thesis which resulted in an all-College meeting in the spring of 2011 which set into motion the establishment of a college vision. At the all-college in-service in August 2011, both faculty and staff spent the morning reviewing the College purpose and crafted various vision statements for consideration. The proposals were submitted to the President’s Advisory Council (PAC) which made a recommendation to the Cabinet. In November 2011, the PAC approved a vision statement for the College. The vision was submitted and approved by the board in December 2011. The Barstow College vision statement now reads:

*Empowering Students to Achieve Their Personal Best  
Through Excellence in Education*

The vision statement is now posted on the webpage and on other College documents.



## Self Evaluation

The College has systematically and with purpose reviewed the mission statement for state regulatory changes, modifications to federal laws, amendments to Accreditation Standards and policies and timely self-evaluation. The review has resulted in appropriate changes to the mission statement and the document is now current and relevant to the College goals and purposes.

The College meets this Standard.

## Planning Agenda

None. The College is confident that the new planning efforts will sustain the progress made in using the mission statement as the touchstone for continuous quality improvement.

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

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## Descriptive Summary

The College's mission statement has always been the seminal document for all institutional planning and decision-making. In the last accreditation evaluation report, the site team found that goals set forth in the College's mission statement did guide the goals and objectives of the master plan then in place (see: [2006 Evaluation Report, p. 13](#)). Following on that lead, the College used the mission statement as the beacon to guide the 2007–2011 Master Plan. In the nascent planning cycle for the College, the 2011 Educational Master Plan included the mission statement as the lead document. In the summer of 2011 the College crafted the new Strategic Priorities, all of which are derived from the mission statement. In fact, the Strategic Priorities consolidated the mission commitments in the new language to remove redundancy and verbosity.

Under the new planning decision-making processes at the College, the Institutional Effectiveness Committee (IEC) will review submitted program priorities and transform these goals into institutional priorities. The yardstick used to measure the validity of the program priorities will be the connectivity of the priority to the Strategic Priorities (see: [Strategic Priorities](#)). Since the Strategic Priorities act as a proxy for the mission statement, the goals drive the decision-making process.



Finally, the mission statement is reviewed at the beginning of each academic year during the governing board retreat. The mission statement forms the basis of the annual presidential and board goals.

To assess College perceptions about the connectivity of the mission to planning, the institution inquired about the role that the mission statement played in guiding planning (see: [BCC Pre-Accreditation Survey](#)). At the beginning of the accreditation process about one-half of the self-study team strongly or somewhat agreed that the mission statement drove planning. About one in eight did not know.

<i>BCC's mission is central to institutional planning and decision-making.</i>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree	21.3%	13
Somewhat agree	26.2%	16
Somewhat disagree	26.2%	16
Strongly disagree	13.1%	8
Don't know	13.1%	8
Not applicable	0.0%	0

Table I.A.5, Role of Mission in Planning, Pre-Accreditation Survey

At the close of the self-study process, just over 60 percent strongly or somewhat agreed that the mission statement led planning; only six percent did not know (see: [BCC Post-Accreditation Survey](#)). While the accreditation process improved awareness, the College intends to use this evidence to expand the appreciation of the role the mission plays in decision-making at the institution.

<i>BCC's mission is central to institutional planning and decision-making.</i>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree	36.1%	13
Somewhat agree	25.0%	9
Somewhat disagree	25.0%	9
Strongly disagree	8.3%	3
Don't know	5.6%	2
Not applicable	0.0%	0

Table I.A.6, Role of Mission in Planning, Post-Accreditation Survey



## Self Evaluation

The College's mission remains, as it did in previous accreditation cycles, central to institutional planning, specifically in terms of the development of the Educational Master Plan and as a starting point for the Strategic Priorities. The role of the mission in planning is seen as viable by most of the College faculty and staff according to the accreditation surveys conducted by the dean of research, development and planning.

The College meets this Standard.

## Planning Agenda

None. The College is confident that the new planning efforts will sustain the progress made in using the mission statement as the touchstone for continuous quality improvement.



## Standard I A: List of Evidence Cited

- 1-A-1 [BCC Mission Statement](#)
- 1-A-2 [Environmental Scan, Master Plan 2007–2011](#)
- 1-A-3 [Internal and External Scan, Educational Master Plan 2011](#)
- 1-A-4 [BCC Diversity Survey](#)
- 1-A-5 [BP 4030](#)
- 1-A-6 [AP 4025](#)
- 1-A-7 [AP 5300](#)
- 1-A-8 [BCC College Catalog](#)
- 1-A-9 [Agreement for Contract Services](#)
- 1-A-10 [Substantive Change Proposal](#)
- 1-A-11 [BCC Pre-Accreditation Survey](#)
- 1-A-12 [BP 1200](#)
- 1-A-13 [Board of Trustees Minutes, February 24, 2010](#)
- 1-A-14 [Mission Revision Documentation](#)
- 1-A-15 [Substantive Change Proposal](#)
- 1-A-16 [Screen Capture of the Webpage](#)
- 1-A-17 [College Catalog](#)
- 1-A-18 [Fall 2011 Schedule of Classes](#)
- 1-A-19 [BCC Post-Accreditation Survey](#)
- 1-A-20 [Board of Trustee Meeting Minutes, November 19, 2008](#)
- 1-A-21 [Substantive Change Proposal](#)
- 1-A-22 [Academic Senate Minutes, February 4, 2010](#)
- 1-A-23 [2006 Evaluation Report](#)
- 1-A-24 [Strategic Priorities](#)



## STANDARD I B: IMPROVING INSTITUTIONAL EFFECTIVENESS

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

### Introduction

Over the past five years, Barstow Community College has taken plain and deliberate steps to refine and improve its existing processes to better allocate resources to improve the educational outcomes of our students.

In this section of the self evaluation, the College describes its efforts to assess, evaluate and improve student learning, and as a result, improve academic quality. While each sub-standard is addressed individually, the goal of the narrative is to demonstrate BCC's institutional effectiveness by providing evidence of:

- 1) the evaluation of student learning outcomes and
- 2) ongoing and systematic evaluation of our institution and program performance.

Importantly, the analysis includes an evaluation of the findings, suggestions and recommendations of the visiting team during the last site visit and the conscious steps on the part of BCC personnel to use the evaluation team advice to systematize its core processes and integrate evidence into the short term and long term planning efforts of the College.

Since the last self study, the College reinvented, implemented and closed a full five-year planning cycle as part of the 2007–2011 Master Plan. In 2010, BCC conducted a year-long college-wide study taking a longer range view of the future of the institution. At the conclusion of the review, the College developed the 2011 Educational Master Plan which examined the College's role in the high desert in the next decade, using both qualitative



and quantitative data garnered from the faculty, staff, students, military, local governmental, civic and business leaders.

In the summer of 2011, the College created a set of Strategic Priorities based on the recommendations contained in the 2011 Educational Master Plan, the board goals, the presidential goals and the mission statement. The Strategic Priorities were adopted by the Academic Senate and the governing board in fall 2011 and now set the stage to forge a new Strategic Plan to implement the Educational Master Plan in spring 2012.

A complete discussion about the College's stages and steps in refining its institutional effectiveness processes is set forth in full in the [Integrated Planning and Program Review](#) section of the Self Evaluation. The manner in which the refined processes specifically address the Standards is set forth in detail in the descriptive summaries and self evaluation subsections that follow this introduction.

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

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## Descriptive Summary

BCC engages in continuous and reciprocal dialogue about the improvement of institutional processes and the achievement of student learning. Since the last self study, BCC has used discourse to:

- update the mission statement twice,
- create a director/dean of research, development and planning position to lead the efforts,
- establish and expand a Student Learning Outcomes Assessment Committee,
- craft a College vision statement,
- create and close one full planning cycle,
- adopt a new Educational Master Plan and begin another planning cycle,
- redefine the concept of program at the institution, and
- develop new Strategic Priorities to meet the future goals of the institution.

A discussion of the existence and degree of dialogue taking place at the College about improving institutional effectiveness starts with an analysis of the site team findings in the 2006 Final Evaluation Report ([see: Evaluation Report](#)).





## Review of the Prior Evaluation Report Findings

In March 2006, the visiting team examined the College self study and supporting evidence and concluded that Barstow Community College substantially complied with Standard I B (Report, p. 14–15). The team made special note of the College’s improvement in institutional effectiveness processes since the 2000 visit. The College received full reaccreditation by the Commission, but was given recommendations to strengthen its evidence and data collection mechanisms (p. 15) and to take a longer range view of planning to meet the College’s anticipated growth over the period of the next accreditation cycle (p. 15). A complete discussion about the College’s diligence to address the areas of improvement noted by the 2006 site team is set forth in full in the [Responses to Recommendations](#) section of the Self Evaluation.

Specifically, in the area of collegial dialogue, the 2006 site team found that BCC had taken significant steps to refine much of its organizational structures leading to enhanced dialogue about student learning and institutional improvement (p. 5). In fact, the College was commended by the team for the size, scope, and the positive outcomes of the work completed since the 2000 visit, resulting in a stronger institution with a more collegial climate and active dialogue (p. 6). The team found that the College made measurable improvements in the area of conducting meaningful dialogue, but noted that there was the need to augment evidence and data collection mechanisms (p. 13). The goal of increased dialogue, as suggested by the team, was to expand the internal audience for planning purposes (p. 15). The evaluation report did encourage the College to capture more consistently the discussions taking place in order to track improvement (p. 11). Indeed, the College lacks the economies of scale that exist at larger institutions to create an elaborate hierarchy of plans, committees and evidence capturing mechanisms. Nevertheless, the College began improvement efforts soon after receiving the June 2006 action letter from the Commission.

In the fall of 2006, the College activated the Strategic Planning Budget Development and Review (SPBD&R) Committee with the express charge to review the evaluation report and implement the Commission recommendations and commence the creation of a new Master Plan ([see: SPBD&R Notes 2006–2007](#)). The SPBD&R Committee is a participatory governance entity composed of members from all of the College constituencies. The Committee then set into motion the idea of using expanded dialogue, both *internal* and *external*, to trigger institutional improvement.



### Internal Dialogue at the College

Encouraged by the findings, the BCC leadership structured the forums and venues for *internal* dialogue along well-established lines of communication at the College. Face-to-face dialogue among College faculty, staff and administration occurs at Academic Senate and sub-committee meetings, during regularly scheduled participatory governance committee (ad hoc and standing) meetings, during faculty all-division events, through all-college meetings, at the annual in-service day gathering, and in workshops and professional development opportunities. Importantly, the College has diligently used the ACCJC Rubric for Institutional Effectiveness, Parts I, II and III (Program Review, Planning and Student Learning Outcomes) during the 2009–2010, 2010–2011 and 2011–2012 academic years to discuss progress on meeting the Standards. Figure I.B.1, provides a visual representation of the venues through which the College discusses student learning and institutional improvement.



Figure I.B.1, Venues for Internal Dialogue about Learning and Institutional Effectiveness at the College



### **Academic Senate and Senate Sub-Committee Meetings**

Faculty have met regularly on academic and professional matters including outcomes assessment, distance education, teaching pedagogies, the definition of a program, the efficacy of program review processes and the viability of existing curriculum (see: [Sample Academic Senate Meeting Notes](#)). The Senate meets monthly during the academic year to address issues at the College such as accreditation, curriculum, planning, outcomes assessment, student success metrics, the basic skills initiative and participatory governance matters. Sub-committees formed under Senate authority also conduct meetings to meet the specific charge of the group. For example, the Distance Education Committee crafted a college-wide online strategic plan (see: [Distance Education Committee Report](#)). Additionally, the SLOAC, consisting of faculty, research and administration members created Degree, Certificate and Pathway (DCP) programs to better assess the effectiveness of terminal milestones and established a multi-layered assessment plan to align course, program and institutional level outcomes (see: [SLO Comprehensive Assessment Plan](#); [SLO Handbook](#)). Further, the Curriculum Committee meets often to consider and approve additions, deletions or changes in all courses and instructional programs at the College. Importantly, the Academic Senate sub-committee chairs report back to and update the body on a regular basis and report progress and improvements.

### **Regularly Scheduled Participatory Governance Meetings**

The College has an established participatory governance structure involving all of the stakeholders at the College, embodying an express general philosophy that collegiality and professionalism as the primary elements of the process. Each fall, the stakeholder groups appoint members to the Committees (see: [Committee Member Lists](#)). The structure is memorialized in a Participatory Governance Handbook forged in the President's Advisory Council (PAC). The PGH identifies committee names, charges, chairs, membership composition and meeting schedules (see: [Participatory Governance Handbook](#)).

The structure includes standing and ad hoc committees, such as the Calendar Committee, Graduation Committee, Scholarship Committee, and Matriculation Committee. The flagship entity under the BCC participatory governance structure is the President's Advisory Council (PAC) where critical discussions take place about significant issues arising at the College. The group provides recommendations for submission to the president who forwards on proposed actions to the governing board for consideration and approval.



As a result of the dialogue using the ACCJC rubric and reviewing recommendations contained in the 2011 Educational Master Plan, the Participatory Governance Handbook was amended to include a new constituent committee for the regular and systematic evaluation of program review priorities, the Institutional Effectiveness Committee (IEC).

By definition, the IEC will act “as an open clearinghouse to dialogue and move data into action leading to continuous quality improvement.” The charge of the IEC is to transform program review and outcomes assessment results into college-wide strategic goals to recommend a set of institutional priorities for inclusion into integrated planning and resource allocation.

The recommendations of the IEC will be reviewed for fiscal viability by the newly-created Budget and Finance Committee. Ultimately, the President’s Advisory Council will review the proposed institutional priorities on to the president. The goal of the IEC is to help the College maximize fiscal, physical, human, and technological resources to improve organizational effectiveness.

Ad Hoc Committees are also created as needed. For example, the College created an Accreditation Task Force to address the issue of the submission of a substantive change proposal to offer more than fifty percent of course units for programs, degrees and certificates through distance education (see: [Accreditation Task Force Notes](#)).

### **Faculty All-Division and Degree Meetings**

In addition to the Academic Senate meetings, faculty members meet regularly in all-division events where instructors dialogue about program level outcomes, assessment results, and program review improvements. A notable contribution by the all-division meetings was the creation of the Degree, Certificate and Pathway (DCP) facilitator positions which has led to more rigorous assessment of outcomes at the program level. Degree teams now meet during some of the scheduled all-division events. A complete discussion about the Degree, Certificate and Pathway program is set forth in full in the Standard II A section of the Self Evaluation.

### **All-College Meetings**

In addition, dialogue about the various institutional processes takes place at the monthly All College meetings that are held during the free block of time. No classes are scheduled during this time period to permit all interested instructors, staff, and students to attend (see: [Sample All-College Agenda](#)). Importantly, the meetings have become very interactive over the past cycle using embedded video, realia and collaborative learning opportunities. Notice



of the All-College meetings are sent to the entire organization as a whole with established agendas for discussion.

Time is allotted at the end of the All-College meetings for more open-ended dialogue designed to spark wider participation and generate ideas that might not emerge through conventional means. For example, the College conducted a major study during the all-College meetings during the 2009–2010 and 2010–2011 academic years to create a college vision statement. Data included a college-wide survey, open interactive discussions with a debriefing session after the process was completed.

### **In Service Day**

At the beginning of each year, the College dedicates one day for the BCC employees to get together to discuss the goals and issues facing the institution. The 2010 in service day events focused on student learning outcomes and the creation of the new master plan. The 2011 in-service day event, the focus was on the Strategic Priorities, the new planning cycle and planning/decision-making process. Activities included making a college quilt identifying the roles personnel play in meeting the priorities and the creation of key chains with commitment words towards the College mission ([see: Fall 2011 Agenda](#)).

### **Workshops and Professional Development**

The College also conducts workshops and professional development opportunities in specific needs areas. In 2010, for example, the SLOAC created SLOW Fridays, which were times scheduled around meals and dedicated to outcomes assessment at all levels. The events were very well attended and included demonstrations by instructors, such as authentic assessment of karate course outcomes and physical education outcomes.

### **External Dialogue between the College and Community**

In addition to the dialogue which takes place within the groups and constituencies at the College, BCC communicates with the community groups and agencies to assess needs and to discuss emerging areas of concern or opportunity. Figure I.B.2, provides a visual representation of the dialogue which occurs between the College and community organizations, agencies and businesses.



Figure I.B.2, Method of External Dialogue Between the College and Community Organizations, Businesses and Agencies

### **Community**

Discussions between the College and community organizations in general occur through the Public Information Officer (PIO). As a cabinet level position, the PIO communicates with the local media about athletics, theatrical performances and other College events at the main campus and at Fort Irwin.

The PIO has been an integral part in the annual 9/11 event, the December Lights of Learning, the annual College art shows and the BCC Foundation events. The PIO also publishes the *Inside BCC* information brochure which covers events at the College. In 2010, the College constructed two large brick monuments at the main entrances of the campus. Each monument sign contains electric message boards for dissemination of information to passersby and visitors to the campus. The PIO includes relevant information on the rotating signs about important College happenings such as registration deadlines, campus events and road closures.





## **Military**

The College engages in discourse with military personnel at Fort Irwin about issues such as classroom and lab space, course scheduling and programs to support the educational progress of the soldiers at the fort. In 2007, a formal needs assessment was conducted for the Fort Irwin location to help guide instructional and support planning (see: [Fort Irwin needs assessment](#)). In addition to the efforts with the United States Army, the College also communicates with the United States Marines at the Logistics Base (MCLB) located in the city of Barstow. In 2007, a needs assessment was also conducted at the MCLB to coordinate career and technical education programs that could be provided to personnel stationed at the base (see: [MCLB needs assessment](#)). Regular communication also takes place with the armed forces educational professionals through the director of military education employed at BCC.

## **Local Governments**

Local government representatives were outreached through interviews and questionnaires as part of the development of the 2011 Educational Master Plan. The mayor of Barstow was a guest speaker at the President's Leadership Academy and discussed the impact of the College on the city region and the role emerging leaders can play to expand these connections.

## **Local Schools**

Regional school districts are part of an educational collaborative which brings together chief administrators from the local high schools with the chief executive officer (CEO) at BCC to address such issues as curriculum pathways, bridge programs, transition to post-secondary education and remediation of basic skills needs. The College has worked with a local charter school in the development of career and technical education programs. Mini grants have resulted in summer programs which have brought middle school students onto the campus for training in video production and sustainability of resources. In 2009, the College, through *Phi Theta Kappa* honor society outreached to local schools by offering a symposium on the value of education with a United States Congressperson (and Barstow Community College graduate) as the guest speaker. Subsequently, one of the local schools sent a team of students to Washington, D.C. and was given a guided tour of the Capitol by the congressperson and staff members.

## **Regional Businesses**

Local business and economic dialogue occurs through surveys and the biannual workforce summit which takes place at the College where local



business representatives are invited to the main campus for a meal and an opportunity to discuss evolving employment and related needs of the region. Workforce characteristics of the region have been addressed in the 2011 Educational Master Plan and the data will be shared with the local businesses at future employment summits (see: [Educational Master Plan, 2011](#)).

## Self Evaluation

Barstow Community College employees at all levels have an appreciation of the value of meaningful dialogue as a necessary component of institutional improvement and increased student learning. As evidenced in the descriptive summary, some of the most effective ideas for college wide improvement have come from dialogue, both internally at the College and externally with local agencies, businesses and organizations.

Dialogue has led to a better community of understanding of the meaning of data and research used in the evaluation of student learning. Faculty members are becoming more in step with the importance of credible evidence to support their decision making.

The College's small size does hamper the capture of the evidence of the formal and informal dialogue that provides the basis of the improvements being made at BCC. The College will face continued challenges to more effectively and consistently extend dialogue among constituencies across the College and find ways to memorialize the conversations as time is spent more on the discussions and action resulting from the discourse than the actual transcription of the discussions. The increased use of technology provides the best resource for the College in this endeavor.

The College meets this Standard.

## Planning Agenda

None. The College is confident that the new Institutional Effectiveness Committee (IEC) and the expanding staff scheduled to be dedicated to this area will incorporate and capture important dialogue about student learning and organizational improvement and assist BCC to meet its pledge of examining academic quality.





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

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## Descriptive Summary

Barstow Community College systematically establishes goals and priorities to improve its institutional effectiveness consistent with its multi-function purpose as a comprehensive two-year postsecondary institution as contained in the College mission statement. A complete discussion about the College's mission is set forth in full in [Standard I A](#).

Moreover, the objectives derived from the goals are stated in measurable terms so that progress can be assessed. In turn, performance gaps are identified and action plans instituted to reach stated benchmarks. The College leadership is aware of the plan components and has established work groups and teams to meet the goals.

### **Review of the Prior Evaluation Report Findings**

During the last site visit, the team examined the College self study and associated evidence and determined that BCC substantially complied with Standard I B (p. 14–15). With respect to goal setting and the establishment of measurable objectives, the team found evidence that continuous assessment is done at the department and discipline level through program reviews “where goal setting, objective identification, and evaluative activities are documented” (p. 13–14).

The team found that the College did have goals set for five year periods, but that the College needed to improve its planning processes by taking a longer range approach to develop a solid future for BCC, especially in the area of incorporating community data, developing strategies to acquire the necessary resources for expansion, examining partnerships with the military, and improving online education. A complete discussion about the College's diligence to address the areas of improvement noted by the 2006 site team is set forth in full in the [Responses to Recommendations](#) section of the Self Evaluation.

### **Goal Setting Consistent with Mission with Measurable Objectives**

Since the time of the last self study, the College has further refined its methods to set goals and establish measurable metrics to monitor progress



and identify performance gaps. In both the 2007–2011 Master Plan, the 2011 Educational Master Plan and 2011 Strategic Priorities, goal setting has been the driving principle in the creation of all of the planning documents. Figure I.B.3, provides a visual representation of goals developed over the past two planning cycles.



Figure I.B.3, 2007–2011 Master Plan Goals and 2011 Strategic Priorities

During the 2007–2011 Master Plan cycle, the College established five overarching goals which were based directly on the mission statement in effect at that time (see: [2007-2011 Master Plan](#)). In the introduction to the 2007–2011 Master Plan document, the College expressly stated that the primary purpose of the plan was to “further realize the expectations expressed in our mission statement.”

Each goal contained objectives with action plans, measurable outcomes, identification of lead personnel and timelines for completion. The 2007–2011 Master Plan included an environmental scan of the local economy and regional demographic data (another recommendation by the site team), and a clearly defined flow chart identifying the connection of the planning documents, committees and decision making processes.

Progress on reaching the goals was tracked and monitored by College leadership who updated the governing board annually (see: [Master Plan 2007 Progress](#), [Master Plan 2008 Progress](#), [Master Plan 2009 Progress](#)). Through the program review process, institutional goals guided efforts at the departmental and program level. Program review results served as a major source of information for the annual Master Plan progress report.



The 2011 Strategic Priorities were based on four primary sources: the mission statement, board goals, presidential goals and the recommendations of the Educational Master Plan (see: [Board Goals](#), [Presidential Goals](#), [Recommendations of the 2011 Educational Master Plan](#)). Figure I.B.4 provides a visual representation of sources of goal development for the Strategic Priorities.



Figure I.B.4, Sources of 2011 Strategic Priorities

At the time the objectives and metrics were established for the 2007–2011 Master Plan, the College made well-intentioned efforts to establish indicators by which to assess progress. The College lacked a full-time researcher to review the statistical and psychometric integrity of the performance indicators. In the spring of 2010 and spring of 2011, the College used the Rubric for Institutional Effectiveness (Planning) to determine the level of competency in the area of integrated planning and resource allocation. It was the opinion of the director of research, development and planning that the College reduce the number of objectives under the priorities and establish more direct links between the program level outcomes and the metrics used to measure progress on the College goals.

In doing so, the College began to focus on the processes in place at the College and more tailored indicators for success based on locally defined benchmarks and on College processes. The level of aggregation used in the 2007–2011 Master Plan metrics were at too high a level to draw meaningful conclusions about the causal inferences that could be made about the College actions and the results. As a result, the College decided to use the 2011–2012 academic year to establish more direct links between the metrics and the program review results. The indicators would be included in the 2012 Strategic Plan and provide more supple evidence than used in the past.



### Institutional Understanding the College Goals

During the spring 2010 use of the ACCJC Institutional Effectiveness (Planning) Rubric, the SPBD&R Committee hypothesized that while the goals of the 2007–2011 Educational Master Plan were concisely written and known by most of the organization members at large, the measurable objectives were too numerous and not as well known by the employees. There was also the perception that departments and programs had lost some of the connectivity between program review results and the meeting of higher College objectives. Moreover, the institutional researcher and vice president of administrative services who led the creation of the 2007–2011 Master Plan had accepted higher positions with other organizations and the College lacked the institutional memory to meaningfully implement the goals of the plan. It seemed a better course of action to use the 2010–2011 academic year to complete a full study for a new Educational Master Plan and use the 2011–2012 academic year to develop a new planning cycle and process to close out the 2007–2011 Master Plan cycle.

To ferret out whether the hypotheses were correct, the dean of research, development and planning administered a pre and post accreditation survey as part of the self evaluation process. The College inquired about employee perceptions about the processes and the allocation of resources to make improvements. The educated guesses of the SPBD&R Committee members were substantiated in the survey results.

At the beginning of the self evaluation process, 43 percent of the employees taking the survey felt that the College organized its processes to allocate resources to improve student learning. Importantly, 48 percent of the respondents strongly or somewhat disagreed with this statement. This was a most concerning outcome.

<i>BCC organizes its key processes to allocate resources to improve student learning.</i>	
<b>Answer Options</b>	<b>Response Percent</b>
Strongly agree	11.7%
Somewhat agree	31.7%
Somewhat disagree	26.7%
Strongly disagree	21.7%
Don't know	6.7%
Not applicable	1.7%

Table I.B.1, Pre-Accreditation Survey, Key Processes to Allocate Resources



As a result, the SPBD&R Committee members believed that the process to create the 2011 Educational Master Plan which included interviews, surveys and discussions would heighten the organization's members awareness to the planning precesses at BCC.

At the end of the self evaluation process, almost two-thirds of the respondents (65.2 percent) agreed or strongly agreed that BCC organizes key processes to allocate resources to improve student learning. The percentage of respondents who disagreed with the statement fell to 30 percent. The SPBD&R Committee members were pleased with the movement, but not satisfied with the results. The team decided to make planning the central focus of the all College in-service and had participants make a College quilt and key chains with stated connections to the new Strategic Priorities (see: Fall 2011 Agenda). The SPBD&R Committee intends to reassess the perceptions of the BCC employees at the completion of the Strategic Plan in spring 2012.

<i>BCC organizes its key processes to allocate resources to improve student learning.</i>	
<b>Answer Options</b>	<b>Response Percent</b>
Strongly agree	13.5%
Somewhat agree	51.4%
Somewhat disagree	24.3%
Strongly disagree	5.4%
Don't know	5.4%
Not applicable	0.0%

Table I.B.2, Post-Accreditation Survey, Key Processes to Allocate Resources

In the spring of 2011, the College launched an institutional effectiveness webpage which contains all of the accreditation, planning and research information for the College and the community. For example, the site holds an interactive Fact Book and Equity Report. The College's first institutional effectiveness report in three years will be presented to the governing board and uploaded onto the institutional effectiveness website in January 2012. Previously, the College relied on the state-chancellor generated ARCC indicators as the way to examine institutional level outcomes.

In the summer of 2011, the President's Cabinet approved the centralization of the institutional effectiveness efforts into one central location in the Learning Resource Center. In December 2011, the dean of research, development and planning and a planning and accreditation assistant were relocated to



the LRC after the CTE staff members vacated the area to relocate to the new Workforce and Economic Development modular building.

### **Collaborative Work Toward Goal Achievement.**

The College constituencies have worked collaboratively in the creation of the 2011 Educational Master Plan and the 2011 Strategic Priorities ([see: Our Strategic Priorities](#)). For the 2011 Educational Master Plan, the evidence focused on identifying the future trends and needs influencing the long-range future of the College. The process began with input from all constituency groups at the College. Interviews, group forums, an online survey and posting draft chapters for general review and comment, were all tools utilized in this process. The consultants provided direct presentations to the College as a whole as well as to faculty in particular. The sessions were recorded and archived by the dean of research, development and planning, using the state chancellor's office teleconferencing website and software.

All of the inputs received were considered in the development of the plan and also referenced in forecasting curricular growth through the year 2025. The consultants who helped the College develop the plan found that “the extent to which the plan provides a vision and guide for the future of the instructional program and support services, is a tribute to, and result of, the contributions of many individuals and constituency groups.”

The 2011 Strategic Priorities were developed over the summer of 2011 by a team of leaders consisting of the dean of research, development and planning, two faculty representatives, the dean of instruction and a classified member re-assigned to assist with accreditation and planning efforts ([see: Our Strategic Priorities](#)). The team created the priorities, the planning cycle, and the planning decision making process flow chart. As discussed above, all three documents were presented at the in-service day events for the College and faculty. The documents were reviewed and amended in the President's Advisory Council. The Strategic Priorities were approved by the Academic Senate and the governing board in fall 2011. The beta versions of the other documents were approved by the constituency groups and implemented for testing during the 2011–2012 academic year.

## Self Evaluation

The College plainly states goals and objectives, annually measures its progress against its stated objectives, and accomplishes the majority of its goals and objectives. The College is poised to implement a new strategic





plan in the spring of 2012 that will further contain input from all College constituencies.

The College meets this Standard.

## Planning Agenda

The College continues to augment its commitment to improving institutional effectiveness by dedicating further human and financial resources to this function of the College.

The College considers the creation of a formal department of institutional effectiveness staffed with a planning assistant and research analyst to facilitate the use of outcomes assessment results and the implementation of program review results into college-wide processes.

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

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## Descriptive Summary

BCC assesses progress towards reaching goals and makes decisions that improve College processes based on a review of the evidence and an evaluation of program effectiveness.

### **Previous Evaluation Report Findings**

In March 2006, the visiting team reviewed the College self study and supporting evidence and concluded that Barstow Community College substantially complied with Standard I.B. (Report, p. 14-15). In the previous evaluation report, the visiting team found evidence that continuous assessment is done at the department level through program reviews, where goals were set, objectives identified and actions evaluated ( p. 14). The team recognized the surveys and focus groups conducted for these purposes, especially the class climate surveys conducted. The team did note that no faculty, staff, former-student, or employer surveys were conducted.

The College analyzed the maturation of these processes in two stages: the 2007–2011 Planning Cycle and the 2011 Educational Master Plan and Strategic Priorities.



### 2007-2011 Planning Cycle of Evaluation

The comprehensive planning process utilized at Barstow Community College during the 2007–2011 Master Plan cycle was diagrammed in Master Plan documents and in the in the “Planning and Budget Process” section of the Participatory Governance Handbook then in place. Figure I.B.5 provides a visual representation of the planning process at the College during the 2007–2011 Planning Cycle.

#### BARSTOW COMMUNITY COLLEGE PLANNING PROCESS

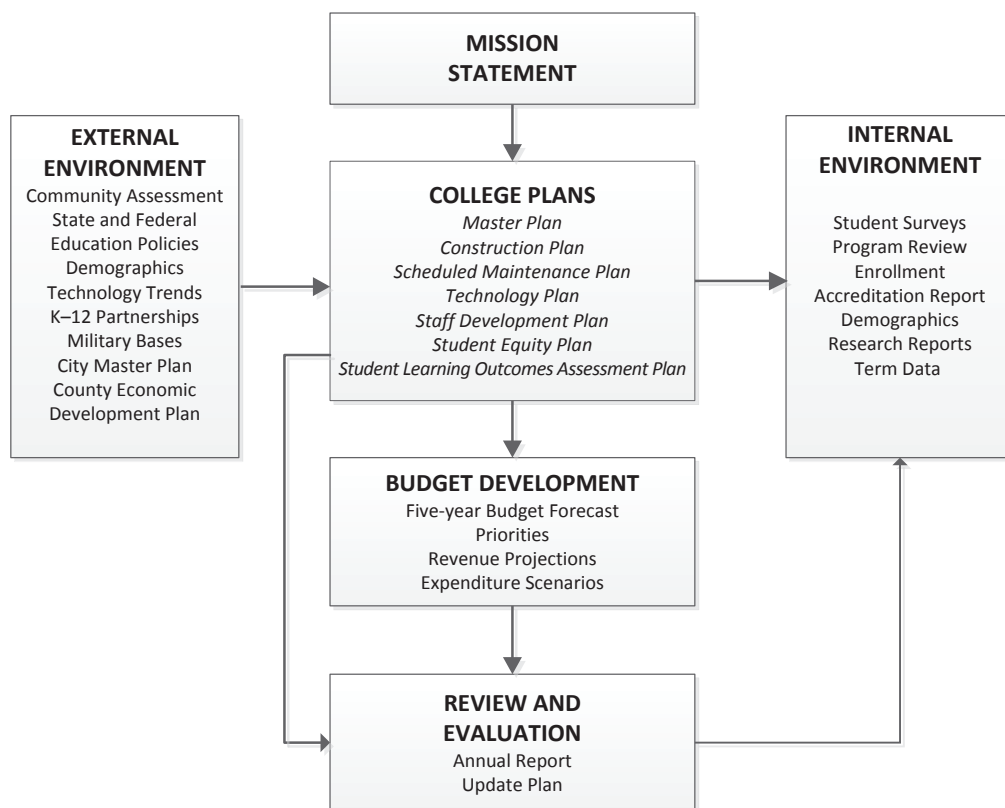


Figure I.B.5, 2007–2011 BCC Planning Process

The stages of the planning processes utilized during that 2007–2011 planning cycle followed the well-established four-step process employed by the College for over a decade:

- 1) Formulation
- 2) Adoption
- 3) Implementation
- 4) Evaluation





During the *formulation* stage, goals, measurable objectives, action plans are set into motion and program review outcomes established. This step in the process includes an effectiveness review at the program level that occurs on a regular basis to assess the most efficient utilization of resources and processes toward reaching the instructional and support objectives of the programs. Additionally, at this stage, institutional level academic, student support and administrative unit outcomes are established and included in the Master Plan. College-wide outcomes for all aspects of operation (Instruction, Student Services, Service Area and the President's Office) are documented in the 2007–2011 Master Plan.

The second step in the planning and resource allocation process is the *adoption* stage. During this period, the board of trustees adopts the annual budget, reviews the annual progress on the Master Plan goals, and considers recommendations from the district president. These recommendations are derived through consultation in cabinet and shared at PAC and with the Academic Senate. This is the stage at which planning and budgeting are integrated.

The third step is *implementation* stage, where plans are carried out and budgets are created by personnel including faculty members, staff, managers and administrators. The plan implementation is an annual process with adjustments taking place as apportionment allocations from the state vary during the fiscal year.

Finally, in the *evaluation* stage, the district assesses its processes and procedures using all available institutional, unit and student success data. Examples of data that are analyzed in assessing institutional effectiveness include retention and student success data, ARCC performance metrics, equity data, program review results and locally created metrics. Evaluative assessments are included in program reviews and college-level Master Plan updates (see: [Master Plan 2007 Progress](#), [Master Plan 2008 Progress](#), [Master Plan 2009 Progress](#)). The results of these evaluations establish the bases of the decisions that inform the adoption stage which starts the process in a continuous loop (see: [Master Plan Progress Report, 2008](#), [Master Plan Progress Report, 2010](#)).

### **2011 Educational Master Plan and 2011 Strategic Priorities**

In anticipation of the close of the 2007 Planning Cycle, the College in 2010 began an updated planning process culminating in the creation of a new Educational Master Plan in the spring of 2011. In the summer of 2011, through a joint project of the Academic Senate, classified staff and the dean of research, development and planning, the College established Strategic



Priorities. The Strategic Priorities were ratified by the Academic Senate and by the governing board in fall 2011.

The College intends to follow the same four step process as used in previous planning cycles but more formalize the procedures and timetables. The College examined and modified the existing planning process to consolidate a number of the plans and reduce bureaucratic hurdles in the process to create greater buy in to the planning efforts. Figure I.B.6, provides a visual representation of proposed changes to the planning processes that will be incorporated into the Strategic Plan.

**BARSTOW COMMUNITY COLLEGE PLANNING FLOW CHART**

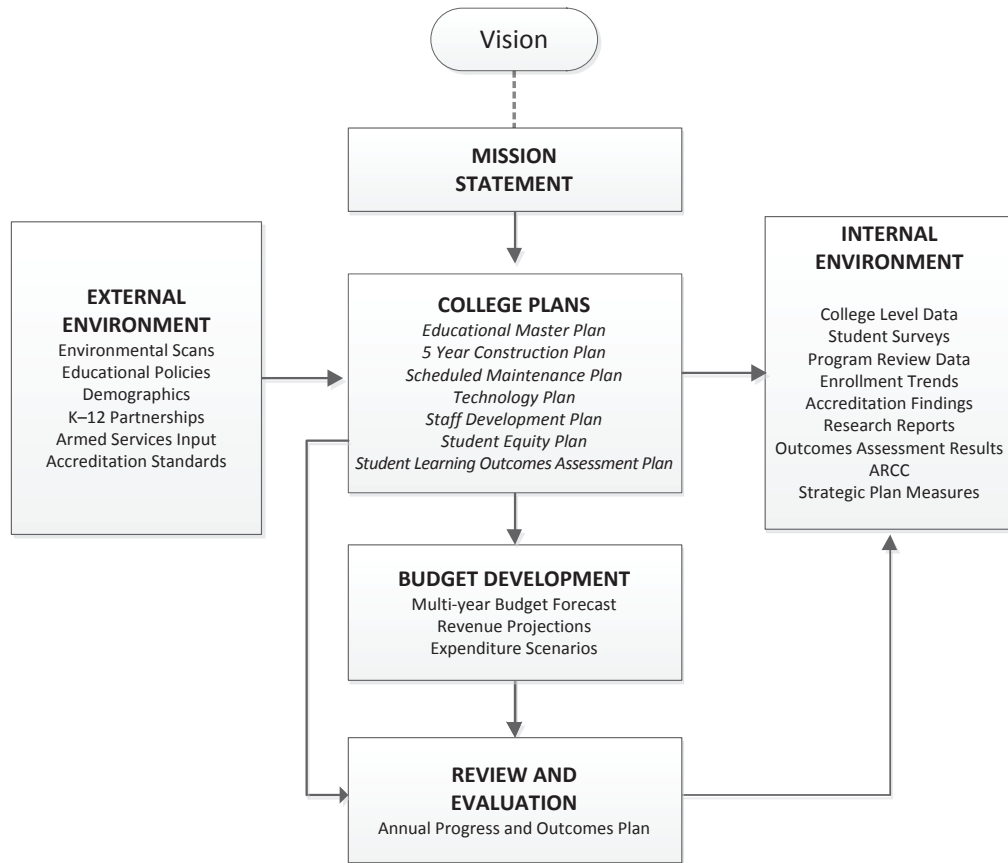


Figure I.B.6, BCC Planning Flow Chart



The team that crafted the Strategic Priorities over the summer of 2011 also saw the need for the creation of a planning cycle that was based on the academic year which provided personnel a more predictable timetable for activity which was lacking in earlier versions of the planning cycle. The team then created a beta version of the cycle and developed a visual graphic for easy review by the programs and departments at the College.

Figure I.B.7, provides a visual representation of the proposed annual planning cycle.

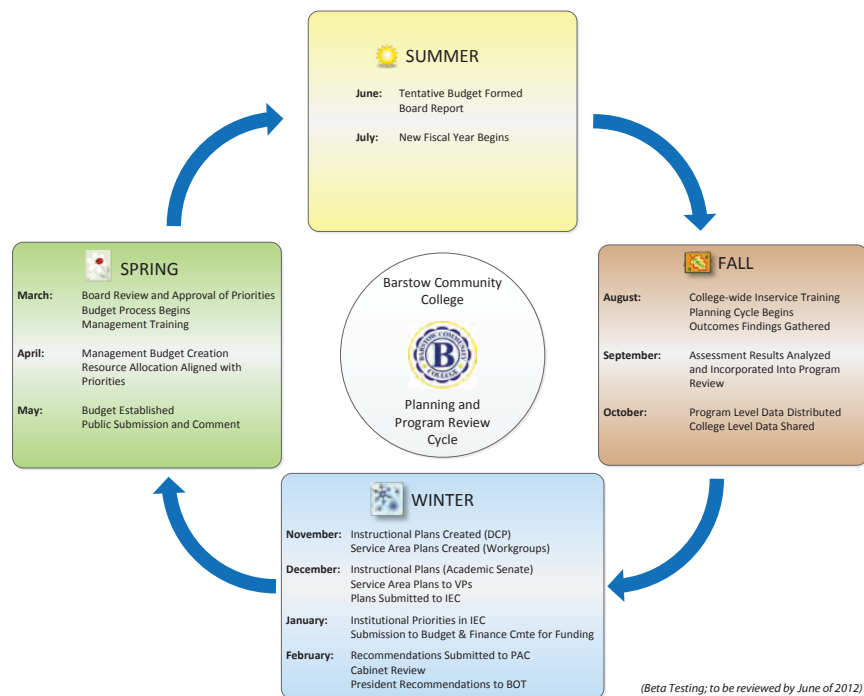


Figure I.B.7, BCC Planning and Program Review Cycle

Under the proposed model, the planning cycle will begin each fall at the annual in-service day in August. Part of the in-service day will be dedicated to the gathering of outcomes results by all programs. In September, the outcomes results collected in August will be analyzed and incorporated into the program review processes. The dean of research, development and planning created three critical tools to assist the College to implement this part of the cycle: a database tool to collect and house the evidence, a College data warehouse and a pivot table tool to produce standard program review metrics. Each October, the dean of research, development and planning and faculty program leads will extract a standard set of metrics to fold into program review using the Cal-Pass program review, pivot table and the BCC



Campus Data tools. These metrics will supplement the outcomes evidence generated each August by faculty and service area professionals.

In the winter months, instructional and service area plans will be drafted based on the outcomes results, the unit data and student success indicators. Programs linked to the same Strategic Priority will be brought together as workgroups to triangulate the attainment of the goal. In January of each year, the Institutional Effectiveness Committee will convert the program priorities into institutional priorities which will be forwarded to the Finance and Budget Committee for a determination about the fiscal viability of the priorities. Financially sound priorities will be submitted to the PAC each February for recommendation to the President.

The spring is the budget development season and the governing board will review, consider and approve the institutional priorities in March to initiate the process. Managers will use the institutional priorities to craft budgets for the following academic year. In May, the budget will be established with the new fiscal year beginning on July 1. The planning cycle begins once again when the College reconvenes at the next in-service day in August of the following academic year. The planning cycle provides a more systematic method to implement results into institutional improvements.

### **The Augmented Use of Data at the College**

With the hiring of a full-time researcher at the College, the access, dissemination and use of data has continued to expand. In 2009 and 2010, the College produced an Equity Report, Institutional Effectiveness Report and Fact Book, in traditional print and digital formats. With the assistance of research professionals at community colleges in the Los Angeles basin, BCC created a data warehouse using the state chancellor's office referential files. In 2010, the College used the Cal-Pass Program Review tool to generate a set of standard program review data elements. Faculty members were informed of the tool and those requesting data from the research office would provide a set of indicators ([see: Sample Program Review Metrics](#)).

In 2010, the College retained a noted professional in the field to systematize the creation of the metrics for program review at the degree and certificate level. The College has increased its capacity to access student perceptions and behavior with the administration of the Community College Survey of Student Engagement (CCSSE) and the Student Satisfaction Inventory (SSI). College employee perceptions were assessed through the Institutional Priorities Survey.



## Self Evaluation

BCC has a comprehensive, integrated set of processes in place to drive effective planning and guide College efforts to increase institutional effectiveness. The steps of the planning process are well-established and the components of the planning cycle are in effect and have been implemented during the 2007–2011 Master Plan cycle and are in place for the next cycle scheduled to begin in the spring of 2012. All phases of the planning cycle—especially the 2011 Educational Master Plan and the program reviews—rely on both quantitative and qualitative data to identify issues, understand student success achievement and learning. Community needs have been assessed through communications with the military, the local schools, regional governments and local businesses. External scans were completed to gather sufficient evidence.

The College meets this Standard.

## Planning Agenda

None. The College is confident that the new Institutional Effectiveness Committee (IEC) and the expanding staff to be dedicated to this area will incorporate and capture important dialogue about student learning and organizational improvement and assist BCC to meet its pledge of examining academic quality.

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

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## Descriptive Summary

The BCC planning processes are broad-based using the governance committees, academic senate, and service area departments.

### **Previous Evaluation Report Findings**

In March 2006, the visiting team reviewed the College self study and supporting evidence and concluded that Barstow Community College substantially complied with Standard I B (Report, p. 14–15). In the 2006 evaluation report, the visiting team confirmed that the planning processes are broad based at the institution with sufficient follow-up research on institutional indicators widely shared with the College constituencies (p. 14).



### **2007-2011 Master Plan Cycle**

Since the time of the last self study, the College has expanded the access of the planning process to the entire College community. The College has expanded the connection in both the 2007–2011 Planning Cycle and the 2011 Educational Master Plan and Strategic Priorities.

During the 2007–2011 Master Plan cycle, the governance committees involved directly in planning include the SPBD&R and the Technology Planning Committee. The PAC reviewed all plans and recommendations. Faculty, administration and classified representatives gave regular updates on governance committee activities during their meetings.

In addition, the College has provided release time for faculty members to perform student learning outcomes coordinator duties, the basic skills initiative functions, distance education coordination and the facilitation of degrees, certificates and pathway outcomes assessment. Summer stipends were paid to faculty to create a reading department and for outcomes assessment work. In 2010, the College allocated resources for the creation of a College Inquiry Group (CIG) to study the College's low performance on a state persistence indicator compared to peer institutions.

This support has ensured opportunity for faculty involvement in key aspects of research and planning, particularly as it relates to the definition of programs. Importantly, the College has examined traditional pathways of students not related to associate degree completion, including transfer and basic skills. The transfer analysis has resulted in the submission of new curriculum for a certificate of achievement in IGETC and CSU Breadth to address the de facto pathway that exists for students as they move to baccalaureate institutions for degree completion.

During the 2007–2011 Master Plan cycle program recommendations, including those that would require additional resources, were made at both the program review and budget development levels. The resource allocation process was designed to link program reviews. Each year during the budget development process, managers and administrators are trained in the budgetary processes and afforded the chance identify funding needs based on a review of operations, program review and outcomes results. Specific unit and program outcomes are identified in the program reviews and institutional planning documents, establishing the necessary integration of resource allocation and institutional and program improvement.



## The 2011 Educational Master Plan and Strategic Priorities

Building on the improvements in the 2007–2011 cycle, the College leadership wanted to make the process more explicit. Additionally, the College needed to make a better connection between the program level outcomes, strategic plan metrics and institutional level indicators. Figure I.B.8, provides a visual representation of the augmented integration of program review results, with strategic priorities and institutional level indicators.



Figure I.B.8, Integration of Program Review Results

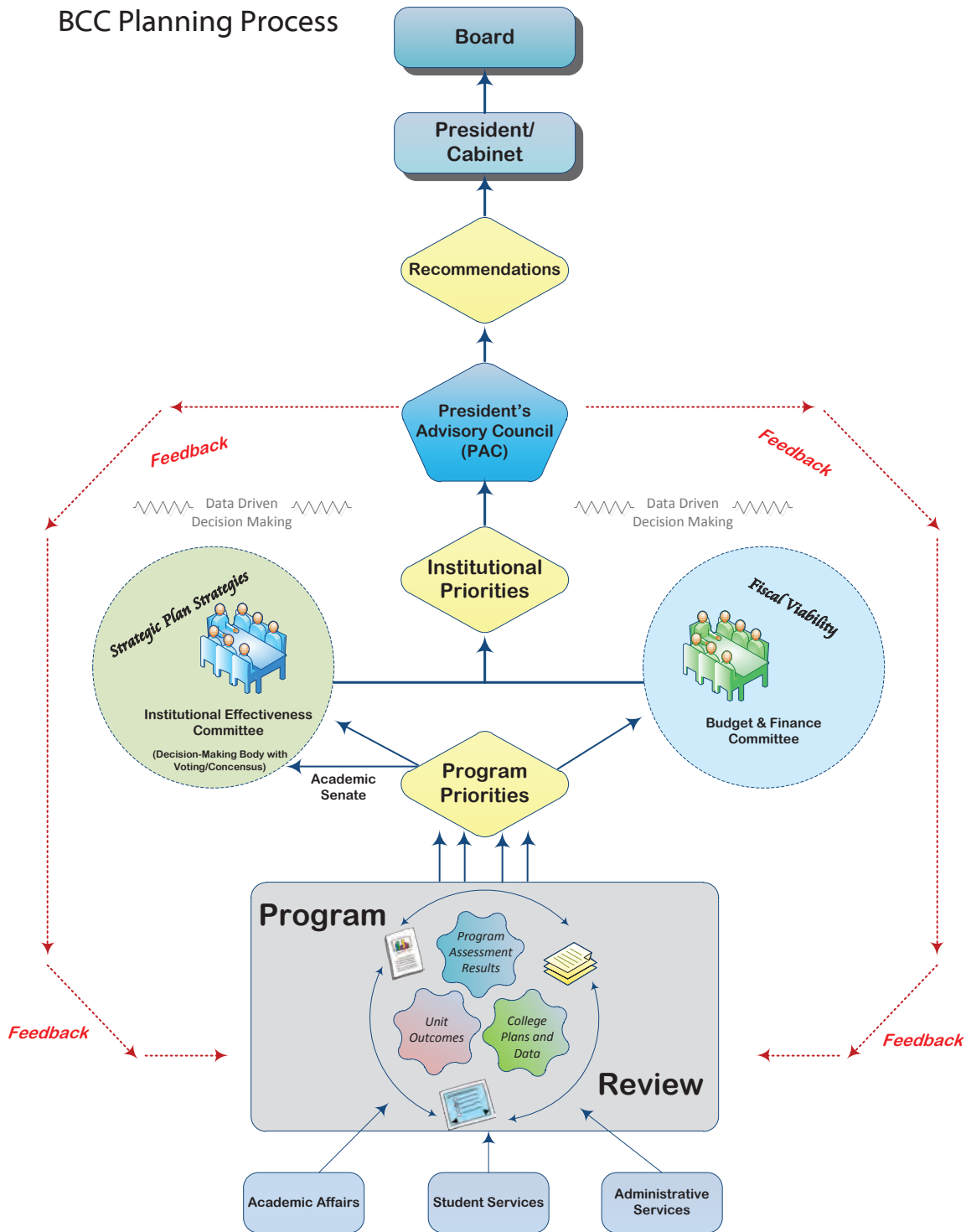
The Planning decision making process itself has also been reconstructed in visual terms to more clearly establish the participation of the constituent groups at all levels.

Under the proposed processes, data originates closest to the source: in the program review results. Three essential types of data will be included under the new model: student learning outcomes data, student achievement/unit results, and data the various plans and surveys. Student learning outcomes data will be generated for the courses within the programs as well as for the program level outcomes. Core competency results will also be reviewed. Student achievement data such as grades and completion data will also be gathered for consideration. In service areas, unit data including departmental processes evidence, will be folded into program review. The final evidence component will be the information collected from College plans (e.g. Equity Report and Fact Book) and student engagement and satisfaction (e.g. CCSSE, SSI and IPS)





### BCC Planning Process



(Beta Testing; to be reviewed by June of 2012)

Figure I.B.9, BCC Planning Process, Decision Flow Chart





The faculty members have a voice at four stages in the process: program review, the Institutional Effectiveness Committee, the Finance and Budget Committee and the President's Advisory Council. The College divided the tasks of determining the institutional priorities to the IEC and the determination of fiscal viability to the Finance and Budget Committee. It is believed that the group applying the institutional priorities to the Strategic Plan should not also determine the fiscal viability of the priorities.

## Self Evaluation

With traditional functioning and productive planning committees, wide dissemination of planning documents for feedback and input, and a beta version of the documents for the 2011–2012 academic year, the College has clearly expanded its planning process since the last accreditation cycle and has painstakingly made the process even more broad based. The 2011 Educational Master Plan provided the entire College community multiple opportunities for feedback on drafts of chapters and of the entire document at completion. Each constituency had a voice in the PAC for an additional opportunity for input before the plan was finally approved by the governing board. The planning process is being used effectively to set priorities and forward them through the proper channels for feedback and ratification.

The College meets this Standard.

## Planning Agenda

None. The College is confident that the new Institutional Effectiveness Committee and the expanding staff to be dedicated to this area will assure that planning processes are broad based and assist BCC to meet its pledge of examining academic quality.

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

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## Descriptive Summary

Barstow Community College collects and analyzes data at all levels and from a wide variety of resources. Table I.B.3 provides a summary of the college-level assessment data that has been completed over the past five years. Student engagement, student satisfaction, student achievement, student success and disparate results for traditionally underserved groups have been



at the forefront of the College examination (see: ARCC 2010, ARCC Report Board, 2008, ARCC Report Board, 2010).

Institutional-Level Data			
Area of Analysis	Type of Data	Instrument	Metrics
Student Engagement	Quantitative	CCSSE	Item Analysis
Student Satisfaction	Quantitative	2008 Campus Climate; 2011 Noel Levitz Student Satisfaction Inventory	Item Analysis
Student Achievement	Quantitative	2007-2011 ARCC Accountability Metrics; 2011 Institutional Effectiveness Report	College-Level Indicators for State Priorities and AACC Core Indicators
Employee Satisfaction	Quantitative	2011 Institutional Priorities Survey	Item Analysis
Accreditation Standards Perceptions	Quantitative	2010-2011 Pre and Post Accreditation Survey	Item Analysis
College Diversity	Quantitative and Qualitative	2009 Survey Closed and Open Response	Item Analysis
Student Success Initiative	Quantitative and Qualitative	2010, 2011 Data Analysis, Student Focus Group and Review of Records	Mixed Methods
Former Student Opinions	Quantitative	2011 Survey	Item Analysis
Gender Equity Survey	Quantitative	2009, 2010 Survey	Item Analysis
Strategic Goal Progress	Quantitative and Qualitative	Review of Programs	Mixed Methods
Regional Economic Analysis	Quantitative and Qualitative	2007 Environmental Scan, 2007 Workforce Summit, 2008 Military Needs Assessments	Macroeconomic Indicators
College Goals	Quantitative and Qualitative	Educational Master Plan	Mixed Methods
Educational Outcomes	Quantitative	Intitutional Effectiveness Report	College-Level Measures for State Priorities and AACC Core Indicators
College and Student Demographics	Quantitative	Fact Book	College-Level Indicators
Equitable Outcomes For All	Quantitative	Equity Report	College-Level Indicators Disaggregated for Analysis

Table I.B.3, Institutional-Level Data



Barstow Community College also collects and analyzes student learning outcomes results at all levels, including the course, program and general education level. Table I.B.4 provides a summary of the student learning outcomes data that has been completed over the past five years. Critical thinking, degree level outcomes and course improvement outcomes have been the primary focus of study to date. While still in the nascent stage, outcomes assessment continues to expand at the College.

Student Learning Outcomes Data			
Area of Analysis	Type of Data	Instrument	Metrics
Core Competencies	Quantitative and Qualitative	Course Embedded Assessments	Rubric Scored
Program Level Outcomes (Degrees, Certificates and Pathways)	Quantitative and Qualitative	Course Embedded Assessments, Common Writing Prompts, Common Assessment in Courses	Rubric and Item Analysis
Program Level Outcomes (Student Services)	Quantitative	Access, Use and Satisfaction Surveys	Item Analysis
Course Level	Quantitative and Qualitative	Course Embedded Assessments, Writing Prompts, Common Portfolios, Assessment in Courses	Varied

Table I.B.4, Student Learning Outcomes Data

Barstow Community College also collects and analyzes program review results for instructional, student services and now at the service area (administrative unit) area. Table I.B.5 provides a summary of the program review data that has been completed over the past five years. The College has created a home grown, Microsoft Office suite driven tool to collect the outcomes assessment evidence. Unit outcomes are also being developed for production and efficiency examination.



Program Review Data			
Area of Analysis	Type of Data	Instrument	Metrics
Student Services	Quantitative and Qualitative	Use, Access and Satisfaction	Item Analysis
Program Level Outcomes (Degrees, Certificates and Pathways)	Quantitative and Qualitative	Course Embedded Assessments, Common Writing Prompts, Common Assessment in Courses	Rubric and Item Analysis
Service Area Outcomes	Quantitative	Access, Use and Satisfaction Surveys	Item Analysis

Table I.B.5, Program Review Data

Finally, the College conducts larger data projects that cover cross or multi-divisional interests of the institution. Table I.B.6 provides a summary of the miscellaneous data collection efforts that has been completed over the past five years.

Miscellaneous Data			
Area of Analysis	Type of Data	Instrument	Metrics
Assessment and Placement	Quantitative	Analysis for Disproportionate Impact	Item Analysis
College Diversity	Quantitative	Survey	Item Analysis
Student Success Initiative	Quantitative and Qualitative	Integration of Early Alert and Educational Master Plan Development	Cross-divisional discussions

Table I.B.6, Miscellaneous Data

Information about the results is provided to the academic senate at meetings, all-division meetings, SLOAC events, PAC, all-college meetings and at SLOW Fridays. Information is housed on the College intranet, on the official College website on the Institutional Effectiveness page, the Outcomes



Assessment page and the Faculty Resource page, and the MS Access database software and the BCC Campus Data tool for easy extraction.

## Self Evaluation

The College documents its assessment results and communicates them clearly to both the campus community and the general public in a variety of traditional print, electronic and digital formats. The increase in the use of data and the creation of an emerging culture of inquiry is palpable at the institution. The key for the institution will be gathering and distilling the meaningful information that will inform action.

The College meets this Standard.

## Planning Agenda

None. The College is confident that the new Institutional Effectiveness Committee (IEC) and the expanding staff to be dedicated to this area will continue to keep the extraction and use of credible evidence to guide future College improvement efforts.

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

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## Descriptive Summary

BCC assures the effectiveness of its ongoing planning and resource allocation processes by thoroughly reviewing and modifying all parts of the cycle, including institutional and other research efforts.

The primary driving force for change and improvement in the planning processes has been the application and use of the ACCJC Rubrics for Institutional Effectiveness for Planning, Student Learning Outcomes and Program Review. The dean of research, development and planning presented along with Commission staff on the rubric at the WASC ARC Conference and the Student Learning Outcomes Institute. The dean brought the templates and materials used at the presentations back to the College for implementation at the institution.



### **ACCJC Planning Rubric**

In March 2009, the researcher presented the ACCJC Rubric for Institutional Effectiveness, Student Learning Outcomes, Program Review and Planning to the SPBD&R committee for review. Since the current planning cycle would end in 2011, the committee decided to look at the rubric for analysis in the 2010 academic year as a way to re-examine the existing plan. In March 2010, the SPBD&R committee examined the rubric again and agreed to apply the rubric to the current processes at the College and create an action plan to make improvements. In the April and May meetings, the SPBD&R committee defined the elements of the rubric, determined what the exemplary behaviors would look like at the institution, and then developed an action plan. The application of the rubric was a new endeavor for the committee and there was solid discussion about the processes at the College ([see: Rubric Analysis, SPBD&R Minutes](#)).

The committee found elements of the rubric that the College met at all levels (development, awareness, proficiency and sustainable continuous quality improvement), but could not come up with a conclusive summative decision about where the College was on the rubric. As a result, the committee identified a set of actions which needed to be done to assure that the College met the Commission expectations for planning.

In the action plan, individuals were assigned tasks and a timeline created. Findings were reported to the cabinet, Academic Senate and the SLO committee. Specifically, the committee recommended to the College:

- 1) Hire an outside consultant to assist the College to create a new Educational Master Plan that used qualitative and quantitative data and an internal and external scan.
- 2) Share the rubric findings with the SLO Committee to better incorporate outcomes assessment results into program review.
- 3) Define what a program is at the College, focusing instead on pathways rather than disciplines or departments
- 4) Spend the 2010–2011 academic year working with a consultant to take a broader perspective on planning and increase the College’s capacity for the access and use of evidence.

As a result of the 2010 rubric recommendations, bids were solicited for the creation of the Educational Master Plan, the SLO committee created the Degree, Certificates and Pathway (DCP) facilitator program, and the College engaged in a year-long dialogue on the future goals of the institution.



In May 2011, the SPBD&R Committee applied the institutional effectiveness rubric once again for planning and found that the College was making solid progress, but continued to experience difficulty mapping the rubric elements to the Standards and determining a summative assessment. Elements at all levels were found, so the committee took the most conservative approach and continued to establish action plans.

As with the previous year, the committee found that the better process was to develop an action plan to keep satisfying the exemplary elements of the rubric. Findings were again reported to the cabinet, Academic Senate and the SLO committee. For 2011, the SPBD&R committee recommended that the College:

- 1) Form a participatory governance team to create a simpler set of College goals that was less detailed than the previous Master Plan.
- 2) Create a better flow chart that explains how the planning and resource allocation process will work.
- 3) Develop a more formal planning cycle that is predictable, established and institutionalized.
- 4) More fully communicate the plan to the College constituencies.

As a result of the 2011 rubric analysis, a team of designated representatives of all constituent groups established a set of Strategic Priorities, designed a flow chart and decision-making cycle and planned the August in-service day event.

### **ACCJC Student Learning Outcomes Rubric**

The faculty members have used the ACCJC Rubric for Student Learning Outcomes in 2009, 2010 and 2011 (see: [SLO Rubric Analysis 2010](#); [SLO Rubric Analysis 2011](#)). For 2009, the SLOAC committee recommended that the College:

- 1) Change the name of the SLO Committee to the SLOAC Committee to reflect the maturation of the outcomes assessment processes at the College.
- 2) Increase the release time for the SLO Coordinator.
- 3) Create a series of forms for making the outcomes assessment analysis more systematize.

In 2010, the use of the rubric created the Degree, Certificate and Pathway facilitators to more accurately define program outcomes at the College. In 2011, the SLOAC used the rubric once again to recommend the institutionalization of the DCP program, the increased use of technology to



track outcomes and to work with the research office more to increase the rigor of the educational measurement principles.

### **ACCJC Program Review Rubric**

The SPBD&R Committee and the SLOAC worked together to bring the program review rubric to the instruction and student services divisions. Without question, the application of the rubric to existing program review practices has been the most daunting endeavor at the College. As is the common practice in most community colleges, programs were defined in terms of disciplines and catalogue prefixes than in actual student pathways. This tradition mirrors the state regulatory scheme that defines programs as a taxonomy or hierarchy of disciplines. The SLOAC and the SPBD&R committees reviewed the statewide Academic Senate position paper on program review and the ACCJC newsletter about what constitutes a program. The dean of research, development and planning and vice president of academic affairs provided a two-session analysis of the rubric with the faculty in an all-division setting. The sessions were entitled the Power to Change (see: [Program Review Rubric Presentation](#)).

The results of the rubric analysis was the creation of the Degree, Certificate and Pathway pilot program to look at the degree outcomes at the College and the two main pathways: basic skills and transfer to baccalaureate institutions. Program reviews, assessment reports and standard metrics have been proposed for the DCP programs and the Institutional Effectiveness Committee will use these results to inform resource allocation.

## Self Evaluation

The College has taken clear and deliberate steps to evaluate its institutional effectiveness processes which have resulted in improvements in the student learning outcomes, program review and planning processes.

The College meets the Standard.

## Planning Agenda

None. The College is confident that the new Institutional Effectiveness Committee (IEC) and the expanding staff scheduled to be dedicated to this area will continue to improve evaluation processes at the College.





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

## Descriptive Summary

Program review of instruction, student services and now service areas is the primary mechanism for gathering evidence about the effectiveness of instructional programs and support services. The purpose of program review is to measure each instructional and service component of the College regarding its organizational effectiveness in serving students and its contributions to achieving first the 2007–2011 Master Plan goals and the 2011 Educational Master Plan recommendations, board goals, president goals and Strategic Priorities.

The annual program review processes for all divisions involves the evaluation of quantitative and qualitative data about each academic program, student service or program, or service area unit plan. As part of the program review process, student access and success and College plan data are provided to broaden perspective.

Table I.B.7 identifies a sample of the improvements that have been made as a result of program review and outcomes assessment over the past accreditation cycle.

Sample Program Improvements Based on Outcomes Results and Student Achievement Data			
Program	Improvements	Program	Improvements
Transfer	The creation of a certificate of achievement in IGETC and CSU Breadth to better guide students to completion of educational objective.	Maintenance and Operations	Increased sustainability and water conservation efforts at the College.
Basic Skills	Better alignment of the Academic Skills Department with other basic skills pathways. The acceleration of students through the program to avoid stopping out.	Research	Creation of Dean position and expansion of support staff for planning and accreditation
DSPS	Change of the name of the department to reduce labeling of students as disabled. Creation of courses to directly instruct advocacy skills.	Counseling	Mandatory education plans for students to provide better direction, especially students determined to be at risk.
Admissions and Records	Movement to online application system and the elimination of paper and pencil applications.	Astronomy	Construction of observatory for course use.
Child Development	Addition of competency exit course to assess program level outcomes.	Physical Education	New equipment to replace outdated and obsolete equipment

Table I.B.7, Sample Program Improvements



Program review results have also made cross-divisional improvements to the College procedures and processes which have been most impressive in the last accreditation cycle. Table I.B.8 lists the larger, cross-divisional improvements completed at the College.

Cross-Divisional Improvements to the College Processes Informed by Program Review Results	
Action	Improvements
Norman Smith Center	Creation of a one-stop location for student services so that all departments are housed in a single building including student activities.
Performing Arts Center	New 700 seat location for performances and classroom instruction in the fine and theatrical arts.
Wellness Center	A multi-use center for classroom, athletic programs and college community use.
Workforce Development Center	Centralize contact education and occupational training at the College. The program had been in a temporary location in the LRC.
Distance Education Committee	Coordination of student services, instruction and administrative support of the use of technology to deliver online education.
Director of Military Education	Coordination of military activities at Fort Irwin and for veterans across the county.

Table I.B.8, Cross-Divisional College Improvements

The increased access to data and evidence has increased dramatically at the institution over the past four years. (see: [Accounting Quality Improvement Plan](#), [Accreditation II.A Data Report](#); [CCSSE II.A Data](#), [Accreditation II.B Data Report](#), [CCSSE Questions](#), [BCC Self Study, Part II](#), [Annual Learning Results Report](#), [Basic Skills by High School](#), [Student Persistence Report](#), [Transfer Degree Certificate](#))

Professional development for the faculty and the administration from the research office has increased significantly (see: [Assessment Presentation](#), [Assessment Plan Training](#), [Assessment Accreditation Activities](#), [Program Review Training](#), [Instructional Program Review Data](#), [Self Study Kick-Off, 2012](#), [Benchmarks of Effective Educational Practice](#), [Embedded Assessment](#), [Faculty Engagement Training](#)).



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## Self Evaluation

Program review is established as the primary method to evaluate program effectiveness. Priorities that emerge from these program reviews will be converted to institutional priorities submitted to the President's Advisory Council for recommendation on to the governing board for approval. While existing models have worked for the College, the new augmented system was needed and as the processes evolve, the depth and quality of data provided to the programs will improve.

The College meets this Standard.

## Planning Agenda

None. The College is confident that the new Institutional Effectiveness Committee (IEC) and the expanding staff scheduled to be dedicated to this area will continue to provide the use of evidence to the decision-making leaders at the College.



## Standard I B: List of Evidence Cited

- I-B-1 [2006 Final Evaluation Report](#)
- I-B-2 [SPBD&R Notes 2006-2007](#)
- I-B-3 [SLO Comprehensive Assessment Plan](#)
- I-B-4 [SLO Handbook](#)
- I-B-5 [Committee Member Lists](#)
- I-B-1 [Participatory Governance Handbook](#)
- I-B-7 [Accreditation Task Force Notes](#)
- I-B-8 [Sample All-College Agenda](#)
- I-B-9 [Fall2011 Agenda](#)
- I-B-10 [Fort Irwin needs assessment](#)
- I-B-11 [MCLB needs assessment](#)
- I-B-12 [Educational Master Plan, 2011](#)
- I-B-13 [2007-2011 Master Plan](#)
- I-B-14 [Master Plan 2007 Progress](#)
- I-B-15 [Master Plan 2008 Progress](#)
- I-B-16 [Master Plan 2009 Progress](#)
- I-B-17 [Board Goals](#)
- I-B-18 [Presidential Goals](#)
- I-B-19 [Recommendations of the 2011 Educational Master Plan](#)
- I-B-10 [Fall2011 Agenda](#)
- I-B-11 [Strategic Priorities](#)
- I-B-12 [Master Plan Progress Report, 2008](#)
- I-B-13 [Master Plan Progress Report, 2010.](#)
- I-B-14 [Sample Program Review Metrics](#)
- I-B-15 [Pivot Table Tool](#)
- I-B-16 [Access Tracking Tool](#)
- I-B-17 [Political Science Survey](#)
- I-B-18 [BCC Campus Climate](#)
- I-B-19 [BCC CCSSE Priorities](#)
- I-B-20 [BCC Diversity Survey](#)
- I-B-21 [ARCC 2010](#)
- I-B-22 [ARCC Report Board, 2008](#)
- I-B-23 [ARCC Report Board, 2010](#)
- I-B-24 [Rubric Analysis.](#)
- I-B-25 [SPBD&R Minutes](#)



- I-B-26 [SLO Rubric Analysis 2010](#)
- I-B-27 [SLO Rubric Analysis 2011](#)
- I-B-28 [Program Review Rubric Presentation](#)
- I-B-29 [Accounting Quality Improvement Plan](#)
- I-B-30 [Accreditation II.A Data Report](#)
- I-B-31 [CCSSE II.A Data](#)
- I-B-32 [Accreditation II.B Data Report](#)
- I-B-33 [CCSSE Questions](#)
- I-B-34 [BCC Self Study, Part II](#)
- I-B-35 [Annual Learning Results Report](#)
- I-B-36 [Basic Skills by High School](#)
- I-B-37 [Student Persistence Report](#)
- I-B-38 [Transfer Degree Certificate](#)
- I-B-39 [Assessment Presentation](#)
- I-B-40 [Assessment Plan Training](#)
- I-B-41 [Assessment Accreditation Activities](#)
- I-B-42 [Program Review Training](#)
- I-B-43 [Instructional Program Review Data](#)
- I-B-44 [Self Study Kick-Off, 2012](#)
- I-B-45 [Benchmarks of Effective Educational Practice](#)
- I-B-46 [Embedded Assessment](#)
- I-B-47 [Faculty Engagement Training](#)

# STANDARD II



## STUDENT LEARNING PROGRAMS AND SERVICES



## STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

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

**Co-Chairs:** Bill Orr, *Ed.D., Administration*  
Cal Brinkerhoff, *Administration*

### Standard II A: Instructional Programs

**Sub-Chair:** Penny Shreve, *Faculty*  
**Sub-Chair:** David Grossman, *Administration*  
Lewis Goldstein, *Faculty*  
Elizabeth Locke, *Classified*  
Sally VanDenBerg, *Faculty*  
Linda Yuhas-Bedell, *Adjunct Faculty*  
Olivia Zdanczewicz, *Associated Student Body*

### Standard II B: Student Support Services

**Sub-Chair:** Heather Caldon, *Management*  
Randy Christensen, *Counselor*  
Danielle Cordova, *Classified*  
Joann Garcia, *Management*  
Phil Harris, *Board of Trustees*  
Lynna Heiden, *Counselor*  
Wendy Packer, *Classified*  
Wanema Yniguez, *Classified*

### Standard II C: Library and Learning Support Services

**Sub-Chair:** Kyri Freeman, *Faculty/Librarian*  
Christie Firtha, Ph.D., *Faculty*  
Peggy Greeno, *Counselor*  
Melissa Meadows, *Classified*  
Jill Murphy, *Faculty*  
Nancy Nunes-Gill, *Faculty*



## STANDARD II A: INSTRUCTIONAL PROGRAMS

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

### Introduction

In the 2006 Final Evaluation Report, the accreditation team concluded that the College had substantially met the provisions of this standard. The College has continued to work on the full implementation of the student learning outcomes assessment process. The College has met the Final Evaluation Report's Recommendation #4 with the development of a comprehensive assessment plan for the course, program, and institutional levels (see: 2006 Final Evaluation Report, p. 4). In addition, the Academic Senate approved an SLO Handbook to institutionalize and operationalize the expectations of faculty/staff with the assessment process.

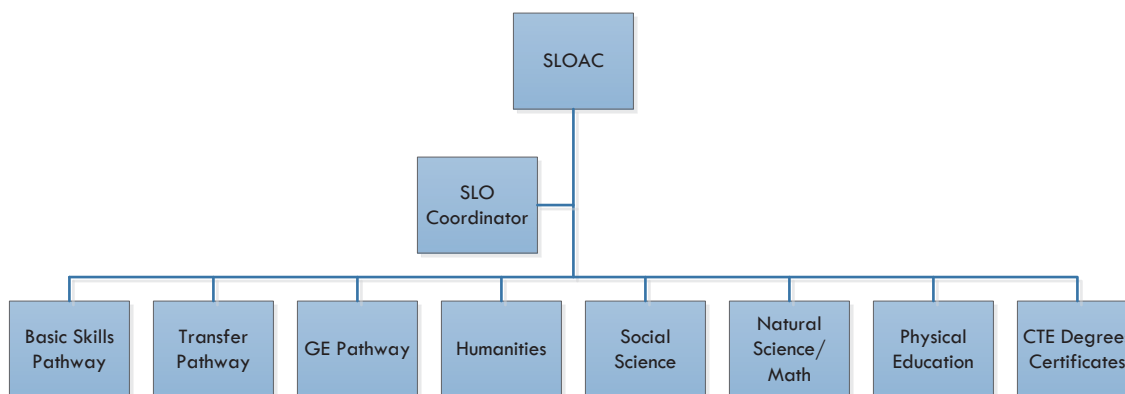
The Final Evaluation Report indicated that program reviews for instructional programs had been completed and included in the Educational Master Plan (see: 2006 Final Evaluation Report, p. 25). BCC has been undertaking program review in career and technical education on a two-year cycle since the 2006 Final Evaluation Report. The college had developed and implemented program review as defined by Title 5 regulations. These reviews were completed within disciplines and departments.

At an All-Division meeting in November 2009, the former vice president of academic affairs presented to the faculty a new discipline/department program review template. During this particular meeting and at a subsequent meeting, the college researcher reviewed the Academic Senate for California Community Colleges white paper *Program Review: Setting a Standard* and the ACCJC's Rubric for Evaluating Institutional Effectiveness – Part I: Program Review. This presentation sparked a debate on what is the definition of an educational program that meets the Commission's expectations and accreditation standards (see: Program Review Presentation, p. 4). Subsequently, the College met with some faculty resistance to changing their perspective on the BCC program review process.





The Student Learning Outcomes Assessment Committee analyzed the Commission’s Program Review and Student Learning Outcome rubrics to determine the level of campus engagement in the program review and student learning outcomes process. The committee determined that to enhance the process, the college needed to look at degrees, certificates, and pathways. The college hired faculty members as degree, certificate, and pathway (DCP) coordinators to facilitate educational program review and program level assessment. This innovative concept has enhanced the engagement among faculty at the course, program, and institutional levels.



### BCC Degrees, Certificates, Pathways

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

### Descriptive Summary

Barstow Community College instructional programs are of high quality, consistent with the mission of the institution, and uphold the College’s integrity at all locations where classes are offered and through all means of lesson delivery. The mission requires the College to provide:

- Comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.
- Career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace; and
- Basic skills instruction to assist all students in meeting their educational goals (see: [BCC Mission Statement](#)).



The College provides courses at a variety of locations closer to some students' work and home lives, including Fort Irwin Education Center, Barstow High School, Central High School, Silver Valley High School, Career Education and Workforce Development Center (fall 2011), Excelsior Charter School (Victorville), and Silverado High School (Victorville) ([see: MOU with Excelsior](#)). Moreover, the College offers grant supported online courses in automotive technology with rural high schools.

### **Transfer Function**

All programs and certificates include a review and approval of course and program outlines by the College's technical review committee, vice president of instruction, and the Academic Senate's curriculum committee. The information provided by these outlines include course objectives, student learning outcomes, course topics, requirements for critical thinking, expected writing assignments, and assignments that may be used to illustrate student learning. The general education pathway is designed to meet the transfer function of the College mission. Some programs include courses that are articulated with four-year institutions and others incorporate learning communities to provide extra support for successful completion of required coursework.

The variety of degrees and pathways reflect the College's effort to meet students' educational goals, which are reflected in the college's educational pathways (Basic Skills, General Education, Transfer, Career Technical Education, Humanities, Social Science, Natural Science/Math, Physical Education, Psychology AA-T, and Sociology AA-T). As of the writing of the college's self evaluation, the courses that transfer to the California State University System and/or the University of California System are so designated with the following description: UC – Transfer to University of California System; CSU – Transfer to California State University System; UC/CSU – Transfer to both systems ([see: BCC catalog p. 70](#)). Barstow Community College has articulation agreements with the UC/CSU systems and the agreements can be accessed through ASSIST (Articulation System Stimulating Inter-institutional Student Transfer). The counseling office maintains the articulation agreements with numerous private four-year institutions. To ensure the transferability, the college hired an articulation counselor as part of the Basic Skills Initiative (BSI).

### **Career and Technical Education Mission**

Career and technical education programs assist students in gaining and upgrading their skills to meet industry standards. Some of these also provide preparation for transfer to higher level degrees in the same area of study. Career technical programs include ([see BCC Catalog, pp. 50–55 and pp. 59–68](#)):



- Accounting (AS, Certificate)
- Administration of Justice (AS, Certificate)
- Automotive Technology (AS, Certificate)
- Blueprint Reading (Certificate)
- Business (AS)
- Business Information Systems – Computer Application Specialist (Certificate)
- Business Information Systems – Administrative Assistant (Certificate)
- Business Information Systems – Computer Office Specialist Certificate of Career Preparation (Certificate)
- Child Development (AS, Certificate)
- Computer Information Systems (Certificate)
- Cosmetology (AS, Certificate)
- Diesel Technology (AS, Certificate)
- Electronics Technology (AS, Certificate)
- Logistics/Warehousing (Certificate)
- Emergency Management (Certificate)
- Family Day Care (Certificate)
- Fire Technology (AS)
- Management Information Systems (Certificate)
- Management (AS, Certificate)
- Photography (AS, Certificate)
- Residential Carpentry – Rough (Certificate)
- Residential Electrical (AS, Certificate)
- Webmaster (Certificate)
- Welding (AS, Certificate)

These programs provide opportunities for students to join the regional workforce through entry-level and other jobs, obtain licensure, and pass certification exams. Career and technical education programs consist of work experience components. Career and technical education programs have advisory committees that work to ensure that programs are current, meet industry or professional standards, and prepare students to work successfully in the careers they pursue.

### **Basic Skills Instruction**

A BSI Committee was created and developed under a statewide Basic Skills Initiative. Each year, the institution examined evidence and developed actions to implement interventions based on identified student needs.



In spring 2009, the vice president of academic affairs and the Academic Senate appointed a math instructor as the BSI coordinator. Monthly BSI meetings were scheduled to discuss matriculation support, tutorial coordination, ESL program development, and exploration of further needs. Support for developing the ESL program became the major initiative and the primary focus. A credit and noncredit program for ESL were created and approved by qualified faculty, and are now part of the established college curriculum.

A number of successful changes have occurred at the institution as a result of this committee's efforts. For example, in 2009, the college restructured the reading curriculum and hired a full-time ESL/reading instructor. Additionally, an articulation officer position was carved out of existing counselor duties to increase the transfer function. Numerous technological improvements were implemented including a web-based tutorial software, speech to text applications and mind-mapping software. In two separate semesters, learning communities were established by linking high enrollment basic skills courses with additional faculty and counselor support. The college basic skills coordinator was selected to be a part of the statewide committee on basic skills education and brought back numerous pedagogical and methodological improvements to course instruction. Perhaps the greatest accomplishment of the BSI Committee was the creation of a Universal Learning Design classroom which was recognized as an Innovation of the Year by the League for Innovation.

## Self Evaluation

All of the instructional programs in place and under development at BCC are based on the College mission statement and support the multi-function purposes of the institution, including transfer, career and technical education, basic skills instruction and terminal associate degrees and certificates.

The College meets this Standard.

## Planning Agenda

None.



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

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## Descriptive Summary

BCC seeks to identify student needs through programs consistent with educational preparation for its communities. Additionally, the College relies on the analysis of data to identify student needs while assessing progress of stated learning outcomes. The institution serves diverse students in a wide variety of credit, noncredit, and career and technical education programs. The major college-wide vehicle for determining students' needs and assessing the changing demographics of the community is the Educational Master Plan. Barstow Community College developed the Educational Master Plan through an intensive analysis of wide-ranging data, from internal data on the College's offerings and student success rates, to external data on service area demographics, San Bernardino County's demographics and employment trends (see [BCC Educational Master Plan pp. 11–32](#)).

Barstow Community College, as a public, state-funded postsecondary institution gives high priority to the ideals student equity, open access and success for all student groups, especially for traditionally underrepresented groups. In order to ensure equal access to the full range of educational opportunities at Barstow Community College, the Student Equity Committee has developed, and will implement and monitor, the College's Student Equity Plan. The purpose of the Educational Master Plan is "to provide the necessary data and foundation upon which the instructional program and support service needs can be addressed and met in the next 15 years."

In response to the June, 2006 Commission Recommendation #3 and to ensure that research and analysis are used to identify student learning needs and assess progress towards achieving stated learning outcomes, the College reaffirmed the commitment to enhancing a culture of evidence by including the need to use proactive, data-driven decision making as part of its institutional fabric in two critical documents: 1) the Educational Master Plan and 2) the mission statement (see: [2006 Final Evaluation Report](#)). The 2011 Educational Master Plan confers the creation of a full-time dean of research, development and planning as a substantial advance towards meeting the criteria set forth in this recommendation. The College community has recently participated in surveys measuring institutional priorities, student satisfaction and student engagement. Moreover, the College is part of a pilot



study for measuring online student engagement. Research capacity has been increased and a Fact Book was developed in fall 2010. A consultant has been hired to assist in developing standard metrics for the program review process. Additionally, the College has applied for a Title 3 grant to further increase its data capacity.

In the spring 2010, the College's mission statement was revised and approved. The new mission statement expressly includes the objective of using institutional research to further develop courses, programs, and services. The Office of Research, Development, and Planning supports the mission of the College by providing timely, valid, and reliable information to respond to the research and planning needs of the College. The researcher engages in and supports the processes for determining and documenting the effectiveness of instruction, programs, and services and the institution as a whole.

The newly created Office of Institutional Effectiveness provides the College a broader framework for systematically gathering data regarding the student population, needs, and success. Some research data are gathered on campus and some are provided through the researcher's work with the Institutional Effectiveness Committee.

The College uses the Accountability Report for the California Community Colleges (ARCC) indicators, as well as other locally created metrics, to assess its institutional effectiveness. Based on a review of the results, the College implements strategies, makes changes in operations and processes, and reallocates resources to close gaps and make improvements. Raising student completion rates has been a major focus at our institution. Compared to its peer institutions, BCC is about average in the Student Progress and Achievement Rate (SPAR). Importantly, the College SPAR has remained relatively static over the past few years. To address this phenomenon, the College is reviewing the SPAR outcomes individually to improve degree and certificate completion and transfer readiness and preparedness. The College is also disaggregating the indicators to discover achievement gaps that may exist for historically disadvantaged groups. Increasing the persistence rate from fall-to-fall terms is seen as an additional way to increase the SPAR over time.

In addition, in the spring of 2011, the College administered the Community College Survey of Student Engagement (CCSSE), the Noel-Levitz Student Satisfaction Inventory, and a graduation survey asking student perceptions on the College's lesson delivery on the general education core competencies. Common signature prompts were also given to students in high impact general education pathway courses to assess skill levels in the core



competencies examined at the unit completion level. The results from these varied assessment methods were designed to triangulate the examination of the student learning at this institutional level and to provide multiple data points to prompt faculty dialogue.

Barstow Community College serves over 5000 students, each of whom attends with a variety of educational backgrounds and goals. In fall 2010, students reported their educational objectives as transfer (34 percent), undecided (15 percent), vocational (13 percent), and AA/AS (10 percent). In addition, the student population consisted of continuing students (45 percent), first time transfer (16 percent), first time students (15.5 percent), and returning students (11 percent). Of this group, 59 percent are high school graduates; 12 percent are high school students; 7.7 percent possess a GED/HS Equivalent/CA HS Proficiency; 10.4 percent have completed an AA degree or higher. Four percent have no high school diploma. Many of our students are underserved and underprepared for college work ([see: 2010 Fact Book](#)).

### **Student Services and Programs**

Based on institutional research and the assessed needs of students, the College offers the following student services programs:

***Cal WORKs:*** The California Community Colleges CalWORKs program is a state funded program that assists current welfare recipients in achieving long-term self-sufficiency through the attainment of higher education. At Barstow Community College, the CalWORKs program aims to assist students with educational and career planning, as well as serving as a liaison to the county. To assist CalWORKs students in obtaining their certificate and/or degree, our program provides support services such as academic counseling, work study opportunities, assistance meeting the 32/25 hour weekly activity requirement, school supplies, and career-themed workshops.

***Extended Opportunity Program and Services (EOPS):*** The primary goal of EOPS is to encourage the enrollment, retention and transfer of students disadvantaged by language, social, economic and educational barriers, and to facilitate the successful completion of their goals and objectives in college. EOPS offers priority registration, academic counseling, textbook assistance, specialized workshops and other support services. EOPS students that are single parents receiving cash aid are also eligible for additional services through the Cooperative Agencies Resources for Education (CARE) Program ([see: Special Program and Services Brochure](#)).





***Cooperative Agencies Resources for Education (CARE):*** The Cooperative Agencies Resources for Education CARE Program is geared for EOPS students who are single parents receiving CalWORKs/cash aid and have one or more children under the age of 14. The aim of CARE is to assist students to increase their educational skills, enhance their employability, become more confident and self-sufficient, and encourage success with the transition from cash aid to financial independence ([see Special Program and Services Brochure](#)).

***Office of Student Support (OSS):*** The program for students with disabilities strives to remove barriers that may prevent a student from accessing a classroom or college environment. The College provides reasonable accommodations that are geared toward an individual's illness or disability without changing the fundamental elements of the course ([see OSS Brochure](#)).

***Tutorial Services Center:*** This center provides free individual, group, and online tutoring; study groups; supplemental instruction; and workshops in writing, research, and basic skills ([see Tutorial Services reports](#)).

***Veteran's Assistance:*** Military service-connected benefits are available for eligible veterans and dependents ([see VA flier and BCC Catalog, p. 25–26](#)).

***Vocational and Technical Education Act (VTEA):*** The VTEA grant provides funding to support career technical education programs. The focus of the grant is on accountability and program improvement, increased coordination with career technical education and the community, stronger academic and technical integration, connections between secondary and postsecondary education, and a stronger focus on business and industry ([see: VTEA Brochure](#)).

***Learning Communities:*** Learning communities link classes and support for student success, including counseling and/or tutoring and activities for transfer. These communities link a variety of classes that are mutually beneficial such as developmental reading and writing sections ([see: Learning Communities Flier](#)).

***Basic Skills and College Preparatory Courses:*** Basic skills development and college preparatory courses are available in writing, reading, and mathematics. Most courses have advisories and/or prerequisites that identify recommended student preparation levels to support student success ([see: BCC Catalog, pp. 71–75](#)).





## Self Evaluation

Barstow Community College provides programs that address identified student needs, and relies on research and analysis to assess student progress toward meeting stated learning outcomes. The Equity Report data was presented to faculty to assist in the degree/certificate/pathway program review updates. In addition, the Equity Report data was used in the strategic priorities effort.

In 2011, the college administered the Noel-Levitz Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS). The results of the SSI and IPS, administered during spring 2011, support the assertion that Barstow College meets the needs of its students. Students feel that the quality of instruction is high and that their instructors are knowledgeable, caring, and available. This is evidenced by a satisfaction rating of 5.56 (out of 7) on the Noel-Levitz SSI scale “Instructional Effectiveness.” College employees support this perspective with an agreement rating of 5.17 (out of 7) on the IPS scale for “Instructional Effectiveness.” Also, students were positive in their assessment of campus services (library, computer labs, tutor and study areas) they use to accomplish their academic goals. They rendered a satisfaction rating of 5.66 (out of 7) on the Noel-Levitz SSI scale “Campus Services.” Employees reported an agreement rating of 5.60 (out of 7) on this same scale through the IPS ([see: Noel-Levitz SSI and IPS](#)).

The College meets this Standard.

## Planning Agenda

Administer locally developed questionnaires that will collect perceptions of students to determine their degree of satisfaction regarding the various methods of delivery and how effectively these methods of delivery meet students’ academic and support services needs unique to our institution. Incorporate questions regarding both on-campus and online delivery systems. Results collected from the questionnaires will be used to improve the delivery of existing programs and services, and add new instruction methods as such become available.



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

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## Descriptive Summary

Barstow Community College employs modes of instructional delivery compatible with curriculum objectives and appropriate to the needs of its students. The online method of instructional delivery is a strong component of Barstow Community College's open access and opportunity philosophy. Barstow Community College's online offerings have contributed to increased enrollments and degree completion rates. Most degrees can be completed online (see: [Substantive Change Proposal](#)). The community surrounding Barstow is rural and spread out over 30 miles. Often students come from the Mojave Desert area and they rely on the College's online instructional course offerings to meet their educational goals. In addition, the online instruction delivery system effectively offers educational opportunities for the military personnel at Fort Irwin and other military stations abroad. Moreover, the college offers grant supported distance education for rural high schools. The rural school grant provides high schools with textbook assistance for students enrolled in distance education classes. In addition, funds are provided to rural schools for tutorial and computer lab support, enrollment assistance, and CTE pathways developed for rural students.

The Curriculum Committee reviews all courses for quality, and specifically reviews online courses with an additional process to ensure comparative quality of online and face to face classes with regard to course content, student access, objectives, workload, and academic rigor, (see: [Curriculum Approval Workflow](#)).

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

Academic Affairs has a separate, but comparable process for online evaluations of instructors that focus specifically on online challenges or pitfalls.

### **Online Courses**

In response to the June, 2006 Commission Recommendation #2, the College put forth an effort to prioritize online education; a position has been established to provide a faculty member with a monthly stipend to focus



solely on online instruction. This position became effective as of spring 2011. The establishment of this position will provide the College the opportunity to have an individual dedicated to exploring the possibilities with respect to upgrading the current platform that is used. In spring 2011, the Academic Senate approved Moodle as its new learning management system (LMS)(see [Academic Senate Minutes- April 26, 2011 and May 17, 2011](#)). All current courses offered online will transition to Moodle for fall 2012. All online instructors will be certified to teach in the Moodle LMS through internal or external training. The College is also participating in a pilot program with CCSSE to measure student engagement for distance education students. With over 50 percent of enrollments generated through distance education, focusing efforts on this recommendation is essential to enabling BCC to continue to remain at the forefront of distance education. BCC submitted a proposal for a Substantive Change requesting to offer existing degrees, programs, and certificates wherein 50 percent or more of the course units may be taken by distance or online education. BCC gained approval from the ACCJC in June 2010 (see [Substantive Change Proposal](#)).

If an online delivery system is deemed appropriate by discipline faculty, it is indicated in the course proposal. The approval process requires review by the Curriculum Committee. The online offerings comply with the guidelines of the state Chancellor's Office for distance education. In 2009–10 academic year, the College offered 346 classes online. In 2010–11 academic year, the College offered 361 classes online.

### **Day and Evening On-Campus Classes**

A review of College class schedules show many on-campus day and evening courses to accommodate working students and those with family or personal responsibilities. In 2009–10 academic year, the College offered 882 classes. In 2010–11 academic year, the College offered 898 classes.

### **Learning Communities**

Learning communities were established and consisted of one content course (e.g. Sociology), one communication class, and one English class. Students were free to enroll in other classes such as orientation, math, or art. In addition, students were part of focus groups and given information regarding the Education 150 (Tutorial services) component of the community.



## Self Evaluation

BCC uses a wide variety of lesson delivery systems and informational technology to reach the varying motivational needs, learning styles, divergent ability levels of our students.

As current college students are media-oriented, it is significant to note that the Noel-Levitz SSI-IPS survey responses indicated a satisfaction rating of 5.58 (out of 7) when asked if *faculty used a variety of technology and media in the classroom*. Employees agree with a score of 5.31 on the IPS.

The College meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

The College has worked on identifying student learning outcomes for courses, programs, certificates, degrees, and the College as a whole. The systemic turnover in administration and faculty have made it difficult to maintain consistency in Academic Affairs. To address this issue, the College has instituted a number of programs that will hire and retain excellent employees. The Presidential Leadership Academy is one vehicle for current and future faculty to consider administrative leadership positions at the College. With the addition of the dean of instruction position that was filled with a BCC faculty member, the College has developed a Student Learning Outcomes Handbook, a comprehensive Assessment Plan, and has defined degrees, certificates, and pathways. Flexible scheduling has permitted faculty members to achieve additional graduate degrees and attend professional development opportunities around the state.

Course-level learning outcomes have been established, approved by the Curriculum Committee, and included in official course outlines of record. Program mission statements and outcomes have been approved by the Curriculum Committee, published in the catalog, and on the website ([see: BCC Catalog pp. 50-55 and 59-68; the Institutional Outcomes Assessment webpage](#)).



Over 90 percent of courses have identified outcomes and over 100 percent of degrees, certificates, and pathways have identified outcomes. Full-time faculty members have continued assessing SLOs at the course level. In addition, degrees, certificates, and pathways have a degree, certificate and pathway (DCP) coordinator to ensure programs complete an assessment cycle at the program level. General Education Outcomes (GEOs) were adopted in 2008 and integrated into the mission statement in 2009. In 2010, the GEOs were revised and renamed to Core Competencies, based on shared language and for clarity (see: [Academic Senate meeting Sept. 2, 2010](#)).

Since measurements of SLOs at the course-level began, faculty have engaged in dialogue about how to use assessment results to guide improvements of individual courses and programs. This dialogue has taken place primarily at instructional division meetings and through the web-based accreditation discussions. In addition, instructional division meetings have been used to work with programs and pathways.

The faculty provided updated information to demonstrate the progress they have made in achieving the Standards established by ACCJC. Each department has established student learning outcomes and developed corresponding assessments on a course level. Student learning outcomes have been established at the departmental level and assessments are currently in the process of being developed and utilized. Faculty members have created a department-wide dialogue to allow for a collaborative approach to establishing assessments. Individual departments are collaborating with assessment teams from other departments within the College in an effort to establish program level outcomes. As the College moves forward in the planning process, this will be a primary focus for the College.

In response to the Commission's June 2006 Recommendation #4, the College adjusted the SLO coordinator position to reflect a slight decrease in release time (see: [2006 Final Evaluation Report](#)). That decrease in release time was reallocated to hire faculty and allow them to facilitate in depth in the development of mission statements, program outcomes, and authentic assessments for degree, certificates, and pathways at the programmatic level. The SLO coordinator and faculty members are collaborating with the consultant retained by the College to create a new template for informing decision making at the College. Emphasis is being directed towards the establishment of program goals and outcomes. Common signature prompts were given to students in established degrees, certificates, and in high impact general education pathway courses to assess skill levels in the core competencies examined at the unit completion level. The results from these varied assessment methods were designed to triangulate the examination of



the student learning at the institutional level and to provide multiple data points to prompt faculty dialogue. Rubrics from the American Association of Colleges and Universities were used to score the assessment at the institutional level. At the end of the spring 2011 semester, the necessary data was gathered and by the scheduled accreditation visitation in the spring 2012, assessments at the program and institutional levels will have been completed.

At the institutional level, the General Education Outcomes were revised to Core Competencies (Communication, Critical Thinking and Questioning, Global Awareness, Personal and Professional Development). Each core competency will be assessed annually, completing the full cycle every four years. Data will be gathered in fall, and analyzed in spring of each year. The assessment will gather data from various courses at this time based on a portfolio type assessment across disciplines. After data is gathered, a committee based on the assessment instructors and other key personnel will discuss the findings, analyze, and make suggestions for change to improve student communication skills. A report will be created and sent to the dean of research, development and planning, the dean of instruction, the dean of workforce development, the vice president of academic affairs, and the vice president of student services. The report will be shared with the faculty and campus at standing meetings such as All-Division, Best Practice, In-Service, All-College, and other appropriate venues. The Core Competency Assessment plan was approved by the Academic Senate in fall 2010 ([see: Academic Senate meeting Sept. 2, 2010](#)). The pilot assessment plan in 2010–11 covered the Communication Core Competency using two courses from the three divisions. Mixtures of live and online courses were assessed with one of the courses being taught by an adjunct faculty member. The courses selected map directly to the College’s mission statement ([see: 2010 Core Competency Pilot Report](#)).

During the fall 2011 in-service, the faculty engaged in assessment dialogue and planning for the creation and implementation of assessment protocols ([see: Fall 2011 In-service Agenda](#)). More importantly, the session focused on building a collaborative environment to blend expertise in a way that enables the institution to improve its practices in the areas of learning outcome assessment and accreditation compliance.

## Self Evaluation

The College has identified, assessed, analyzed and made improvements based on student learning outcomes for courses, programs, certificates, and degrees. Processes are in place to further assess student achievement and improve



processes currently in place. The College is on course to meet the proficiency expectation in the fall of 2012.

The College meets the Standard.

## Planning Agenda

Continue to assist programs in developing and using assessment tools for course level and program-, degree-, and certificate level SLOs to ensure that all educational pathways use the results of their assessments to make improvements.

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

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## Descriptive Summary

As stated in the mission, the College is committed to “Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.” Further, in Board Policy it states that “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.” (see: Board Policy 4020).

Barstow Community College offers collegiate courses and programs, developmental and basic skills courses in math, English and English as a second language, career-technical courses and programs, and contract education and community education courses at a variety of locations. The College does not have a formal study abroad program although BCC partners with the Southern Foothill Consortium for Study Abroad, with Citrus College as the lead institution. These instructional courses and programs, whether credit or noncredit, go through a rigorous curriculum review process by the Curriculum Committee when they are first developed. All Title 5 requirements must be clearly delineated in the course outline of record (COR) and in the program development process, which ensure the quality of our instruction. All CORs contain measurable course objectives and course learning outcomes regardless of the method of instruction and





type of credit awarded, which helps ensure that our students receive a quality educational experience. As for course and/or program improvement, the program review procedures requires that approved courses and programs are evaluated every six years by discipline faculty, who make necessary revisions for improvement and submit them, again, to the Curriculum Committee for review.

The College relies on the expertise of discipline faculty to ensure the quality of all instructional courses and degrees, certificates, and pathways. The competence of the College's faculty is maintained through hiring, evaluation procedures, and professional development activities (see: [Board Policy 7100](#)).

As a faculty member, the dean of research, development and planning was selected to be a member of the Academic Senate for California Community Colleges (ASCCC) on the Student Learning Outcomes and Accreditation Committee, and was part of a team that produced an analysis paper on the role of SLO coordinators in the state of California. The researcher attended all regional SLO coordinator meetings and acted as panel moderator for the statewide meeting of SLO coordinators (see: [2009 Focused Midterm Report, p. 35](#)). The college's researcher was elected to the Research and Planning Group (RP) in 2007, then elevated to the assessment chair on the executive committee in 2009, and then became moderator of the assessment listserv in January 2010. In August 2010, the college was fortunate to have another faculty member selected to be a member of the ASCCC SLO and Accreditation Committee.

Contract faculty (tenure-track) evaluation and assessment of performance takes place at least once each academic calendar year. Once a faculty member achieves tenure, he/she is then evaluated every three years. The evaluation process for contract faculty is detailed in the Barstow College Faculty Association (BCFA) collective bargaining agreement (see: [BCFA Contract](#)). The evaluation team for full-time contract faculty will be the same throughout the tenure process, and will be composed of an instructional administrator, and two full-time certificated faculty members, one from the discipline in which the evaluatee teaches, or a closely related discipline, and one designated as an Academic Senate mentor. The evaluation process includes the following components: classroom observation by each member of the evaluation team, review of all teaching materials used, course outlines, classroom handouts and sample tests, examination of course textbook, a review of the instructor's grading patterns, and variety of teaching methods and techniques, including the integration of instructional technology, retention rates, student evaluations, and a self-evaluation. The evaluation





report may include formal recognition of areas of exemplary performance or suggestions for improvement on the part of the evaluated instructor.

Adjunct faculty must meet the same minimum qualifications as full-time faculty. They are evaluated during their first semester of employment, and at least once during every four semesters thereafter using a student and peer evaluation process. This includes student surveys and a classroom observation by a tenured faculty member in their discipline. Student evaluations are also conducted during each evaluation period.

Adjunct faculty members meet the same minimum qualifications for teaching in their disciplines as full-time faculty. They are paid to attend the adjunct in-service orientation at the beginning of each academic year ([see: Fall 2011 In-service Agenda](#)). The college faces a challenge with the proportion of classes being taught by adjunct faculty. Without full-time positions, adjunct faculty often juggle multiple assignments with several districts. There are times when last minute changes to faculty assignment occur. This requires emergency and rushed hiring of replacement adjunct faculty. Unfortunately, this may lead to hiring that does not reflect the expertise or diversity ultimately desired.

Barstow Community College relies on a rigorous curriculum approval and review process as well as discipline/department program review to ensure the high quality of all instructional courses and programs offered in the name of the college. After a thorough review of the ACCJC's Rubric for Evaluating Institutional Effectiveness, the college made a determination to specifically define what a program is and signed a memorandum of understanding (MOU) with the BCFA to pay a specific number of faculty to facilitate program level assessment and review ([see: DCP MOU](#)). The degree, certificate and pathway coordinators met with faculty to develop degree, certificate, and pathway mission statements and program level outcomes. A common assessment tool was developed and administered in the spring 2011 ([see: SLO Assessment Tool](#)). The faculty in the degree, certificate, and pathway areas collaborated on the results at the fall 2011 college in-service. The faculty will develop action plans based on the results in order to implement necessary changes to enhance the quality of instruction and student learning. The college ensures the quality of programs through its institutional commitment to a planning process that integrates instruction, student services and administrative services in an ongoing cycle of evaluation, planning, and improvement. The 2011 Educational Master Plan along with the 2011 Strategic Priorities will be the driving instruments to ensure that the college continues to offer high quality instructional courses and programs ([see: Strategic Priorities](#)).



## Self Evaluation

BCC consistently evaluates the quality of its academic courses and programs offered at all instructional levels and in noncredit and contract education regardless of delivery mode, or location.

Barstow Community College students believe that the *quality of instruction they receive in most classes is excellent* as they registered an impressive satisfaction level of 5.84 (out of 7) when asked this question. Employees agreed with a rating of 5.21 on the IPS. Students also appreciated the *timely feedback about their academic performance* with a satisfaction level of 5.38 (out of 7) while employees agreed with a score of 5.25 on this IPS question.

The College meets this Standard.

## Planning Agenda

Improve training opportunities for faculty to use CurricUNET and student learning outcomes tracking systems to better access assessment results for program and course improvement.

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

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## Descriptive Summary

BCC has established procedures to design, implement, and evaluate learning outcomes for degrees, certificates, and programs. Barstow Community College recognizes the faculty role in the quality and improvement of courses and programs. College faculty are central to establishing quality and improving instructional courses and programs. Each proposed course or revision is developed by a discipline faculty member and progresses through a faculty driven scrutiny process facilitated by the Curriculum Committee. Administrative Procedure 4020 asserts, “The development of academic programs and course curriculum falls under the authority of the board of trustees, which approves new programs and modifications of existing programs drawing primarily upon the advice of the Academic Senate.” (see: Board AP 4020).



Faculty primacy in the curriculum process is reflected in the composition of the Curriculum Committee and in every step of the approval process. The Curriculum Committee is a standing committee of the Academic Senate and is chaired by a faculty member. The committee includes the vice president of academic affairs, the articulation officer, a librarian, a counselor, and Senate-appointed faculty from the Humanities/Social Science division, the Math/Science/PE division, and the Business/Workforce Development division. Board policy 4020 mandates that “the district president will establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance. These procedures shall include the appropriate involvement of the faculty and Academic Senate in all processes, regular review and justification of programs and course descriptions, and opportunities for training for persons involved in aspects of curriculum development.”

The approval of each course or program must be appropriate to the mission of the community college and is subject to fulfilling a need at the institution, meeting quality standards, feasibility with respect to college resources, and being in compliance with all applicable federal and state laws. This review process relies on subject matter experts, discussion with and among faculty, relevant research in regard to common practice across the state, consultation with the vice president of academic affairs, community needs assessment, and articulation verification when necessary. It is also charged with recommending action on proposals for course additions, revisions, deletions, reactivation, proposed education programs, standards for course requisites, and other issues related to student preparation and success ([see: Curriculum Committee Packet](#)).

Discipline/departmental program review has provided a mechanism for faculty to assess the effectiveness and needs of their respective disciplines or departments. This process includes the primary venue for creation and revision of courses to match departmental missions, goals, and outcomes. Because all disciplines/departments have participated in the review process, the institution is able to ensure that all courses are current and of quality.

The evaluation process for faculty finishes the quality control mechanism with regard to course and program quality. All full-time faculty members are evaluated by both administration and peers through a clearly defined process. Adjunct faculty members are evaluated by the subject matter experts in that discipline. Additionally, there are regular evaluations of faculty by students through the student evaluation process. These evaluations of faculty performance provide the opportunity to ensure that presentation of the content is done in a quality and professional manner.



## Self-Evaluation

BCC employs established procedures to design, identify, assess and interpret learning outcomes. Additionally, processes are in place to approve, manage, deliver, and evaluate courses and programs. These processes are faculty-driven at BCC through the SLOAC and the Academic Senate. Board policies are in place at the College that recognize the faculty's role and delegates the authority accordingly. Evaluation procedures are in place for both adjunct and full-time faculty to assure the quality of lesson delivery.

The College meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

BCC relies on faculty expertise and advisory committees in identifying competency levels and measurable learning outcomes for all degrees, certificates, and programs. BCC assesses progress toward achievement of stated outcomes. Faculty members are responsible for creating, updating, and maintaining the integrity of all degrees, certificates, programs, and courses. Competency levels and measurable instructional student learning outcomes are determined and assessed by discipline faculty.

Advisory committees review curriculum for currency and relevance, comment on industry trends, changes in technology, and discuss the skills, knowledge, and abilities that are necessary for successful employment. Career Technical Education Advisory Committees include Administration of Justice, Child Development, Child Development Training Consortium (CDTC), Child Development Mentor Program, Computer and Business Information Systems, Cosmetology, Electronics, and Welding. These advisory committees help to establish learning outcomes for students in occupational programs (see: [Advisory Committee Information](#)).



## Curriculum

Programs and courses are submitted by faculty. They require a criteria page which includes specific requirements to ensure programs and courses are consistent with the needs of students and the communities (see: [Curriculum Committee Packet](#)).

## Program Level

At the discipline/department level, an expanded set of metrics was used during the 2009–2010 academic year which included demographics, success rates, outcomes and course update information (see: [Instructional Program Review template](#)). The previous annual update for SLOs for program review focused on course and individual instructor level. Currently the template includes program questions; this will be more clearly named and reported by degrees and certificates. Also in 2010, the College recognized all degrees, certificates, and pathways with learning outcomes approved by the Curriculum Committee and placed in the catalog (see: [BCC Catalog](#), pp. 46–49, 51–55, and 59–68). Most degrees and certificates also submitted assessment methods for the outcomes in fall 2010.

After a review of the ACCJC’s Rubric, the college was concerned about the process of assessments at the program level (see: [Rubric Analysis and Action Plan](#)). The SLOAC committee determined that the most efficient way to expedite program review and program level assessment was to have degree, certificate, and pathway coordinators to facilitate the process. The DCP model was presented to the president of the college. The model was presented and approved at the President’s Cabinet. The District and BCFA signed an MOU to pay specific faculty members to facilitate program level assessment and review. The degree, certificate and pathway coordinators met with faculty to develop degree, certificate and pathway mission statements and program level outcomes. The information can be accessed on the college’s Institutional Outcomes Assessment webpage. A common assessment tool was developed and administered in the spring 2011. The faculty in the degree, certificate, and pathway areas collaborated on the results at the fall 2011 college in-service. The faculty will develop action plans based on the results in order to implement necessary changes to enhance the quality of instruction and student learning.

Linkages between degrees, certificates, and pathways continue to be delineated throughout the College. Course level outcomes are mapped to the degree, certificate, and pathway level, which in turn, are mapped to the College’s core competencies. The mapping of courses will allow the college to more clearly communicate the path to meeting SLOs at all levels and identify areas in need of change in the curriculum.



## Self Evaluation

Faculty craft, design, and hone all student learning outcomes in academic areas. The College relies on appropriate advisory committees determining levels of proficiency for courses, certificates, and programs, especially in the transfer pathway and workforce curriculum. Student progress is measured in reaching educational outcomes, including most recently gainful employment.

The College meets the Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

The College incorporates the appropriate features of high quality instruction to demonstrate learning in all programs. Instruction at Barstow Community College includes appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning in all programs. The college demonstrates the quality of its instruction through the acceptance of its courses by transfer institutions, student evaluation and opinion surveys, faculty evaluation, SLO assessment, rigorous curriculum development, a systematic curriculum approval process, and discipline/departmental review, as well as review of degrees, certificates, and pathways.

Institutional dialogue to enhance understanding about the quality of programs occurs in the Curriculum Committee through California's Title 5 regulations. Academic Senate faculty within each department also address the quality of instruction and sequencing of courses in degrees, certificates, and pathways.

College faculty review course outlines and use specific criteria to evaluate the depth and rigor of courses. Specific criteria include the requirements for assignments, critical thinking activities, required reading, writing, and outside assignments. The outline of course content demonstrates the breadth and depth of course content. Students are required to study and engage in other learning activities outside of class time in order to meet the requirements of course rigor. Blooms taxonomy is used to write curriculum, ensuring appropriate higher-level thinking skills are included in the student learning outcomes. The skills increase in complexity as the student progresses in the degree, certificate, or pathway.



The Curriculum Committee reviews each proposal for breadth, depth, and rigor. The committee conducts a technical review of all course and program outlines, and then invites the faculty initiator of the proposal to a committee meeting to discuss the proposal and respond to any questions or concerns raised by members of the committee. During the Curriculum Committee meeting, curriculum initiators have the opportunity to provide clarification and the committee provides guidelines for revisions before the course is approved to continue through the district approval process.

Course sequencing is similarly reviewed by the Curriculum Committee. In addition, this committee determines the appropriateness of prerequisites and co-requisites based on a review of the course outline of record and its description of the knowledge and/or skills necessary for success in the course. Using course outlines of record, the Curriculum Committee reviews course sequencing and determine the appropriateness of the prerequisites and/or co-requisites for the course.

The breadth of degree programs is assured through the inclusion of general education requirements and district requirements. Synthesis of learning is assured through the inclusion of critical thinking as an institutional core competency, and the assessment of student learning.

The College addresses time to completion in a number of ways. For example, Administrative Procedure 4100, “ Graduation Requirements for Degrees and Certificates,” posits that educational objectives and intellectual interests of students working for an associate degree may differ. Therefore, the College grants degrees of associate of arts and associate of science to those students who have fulfilled the requirements listed in the administrative procedure (see: [BCC AP 4100](#)). The vice president of academic affairs works with faculty to schedule adequate course offerings, and the college offers courses at a variety of times, modes of delivery and at a number of off-campus sites to make them more accessible to students.

## Self Evaluation

The excellence of the institution’s instructional programs is maintained by well-qualified faculty through a rigorous curriculum development, review, and approval process. For some programs, licensure or certification standards of external agencies ensure the continuing value of the instructional programs. For career and technical programs, oversight by industry advisory committees and collaboration with area employers through summits, assure that students are well prepared to enter and succeed in the job market.





Students feel that the quality of instruction is high and that their instructors are knowledgeable, caring, and available. This is evidenced by a satisfaction rating of 5.56 (out of 7) on the Noel-Levitz SSI scale “Instructional Effectiveness.” College employees support this perspective with an agreement rating of 5.17 (out of 7) on the IPS scale for “Instructional Effectiveness.” Barstow College students believe that the *quality of instruction they receive in most classes is excellent* as they registered an impressive satisfaction level of 5.84 (out of 7) when asked this question. Employees agreed with a rating of 5.21 on the IPS. Students also appreciated the *timely feedback about their academic performance* with a satisfaction level of 5.38 (out of 7) while employees agreed with a score of 5.25 on this IPS question.

The College meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

The college integrates delivery modes and pedagogical methodologies that reflect the diverse needs of its students. Barstow Community College meets the varying needs and learning styles of its students through a variety of ways: courses are offered in many different scheduling patterns and alternative forms of delivery; courses require multiple modes of assessment as stated in the course outline of record; faculty use a variety of teaching techniques within the classroom; and specific courses are offered to students to promote the understanding of their own learning styles.

Most faculty use a variety of teaching techniques and technologies to meet the learning styles of their students. Faculty utilize collaborative learning strategies, research projects, group projects, activities, lab work, guest lecturers, field trips, the use of digital resources and smart classroom technologies, and participation in special events, as well as the traditional discussion/lecture teaching style. In addition, faculty work closely with the Office of Student Support (OSS) to accommodate and support students with disabilities. Accommodations include assistive equipment, electronic text, note taking assistance, readers and scribes, and testing accommodations.



The Tutorial Services Lab provides individual assistance to students to supplement classroom instruction (see: [Tutorial Services Reports](#)). The Curriculum Committee had discussions and determined that the following statement be placed on all course syllabi, “If you feel that you have a disability which may impact your success in this course, please notify me as soon as possible and contact the Disabled Students Programs and Services (DSPS) office to arrange any reasonable accommodations and supports to which you may be entitled.”

To assess student learning, faculty employ a variety of ways to evaluate student work and progress. As courses are developed, typical assessments and assignments are listed on the course outline of record. Assessments might include objective exams, but will also employ written work, possibly in the form of an essay, short answers, critique and discussion of a reading assignment, or classroom presentations. The assessment of student learning outcomes has encouraged discussion of student learning during departmental meetings.

The effectiveness of these various teaching strategies and delivery modalities is assessed through student learning outcome assessment as well as through data analysis of student retention, success, and persistence rates. Trend data for retention and success rates are made available to departments, allowing for the analysis of the trends within each discipline, as well as comparing online classes to on-site classes. From these evaluations of effectiveness, dialogue emerges.

## Self Evaluation

The College continuously assesses student needs in scheduling and methods of delivery, and provides a number of options for students. The present acting vice president of academic affairs determined that the current time blocks within the class schedule provided too many scheduling conflicts for students. Consequently for the spring 2012 class schedule, a new block schedule will be implemented in the hopes of eliminating scheduling conflicts. Suitability of a particular delivery mode is examined as part of the course development process (multiple measures in assessment of student learning are required). Students are encouraged to self-advocate by learning about their own leaning style though workshops and credit instruction. With the increased demand for online instruction, the training protocol for instructors wishing to teach online has become an important topic. Through the creation of distance learning manual for instructors, anticipated in spring of 2012, it is hoped that a more regular and effective system will be implemented to better serve the need of the online instructors in providing quality instruction in the online environment.



Students reported a satisfaction level of 5.69 (out of 7) when asked if *classes were scheduled at times that were convenient to them* and employees reported an agreement level of 5.00 on that same question. Students generated a satisfaction level of 5.55 (out of 7) when asked if they were *able to register for classes they needed with few conflicts* while employees had an agreement level of only 4.81 (out of 7). Barstow Community College students thought there *were sufficient courses within their program of study available each term* but they recorded a slightly lower satisfaction level of 5.16 (out of 7) to this question. This is a particularly noteworthy response in light of the severe revenue shortfalls visited upon the College in recent years due to reduced funding from the state.

The College meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

Barstow Community College has systematically evaluated all courses within discipline/departmental reviews. BCC Board Policy and Administrative Procedure 4020 provide a process regarding course and program development and review, and the procedures have been carried out with involvement from the faculty and the Academic Senate (see: BP 4020 and AP 4020). This process is achieved by internal reviews of courses and programs conducted by the Curriculum Committee and discipline/department reviews. The Curriculum Committee reviews courses and programs based on the Chancellor's Office Course and Program Approval Handbook. This includes ensuring new courses show appropriateness to mission, need, and compliance for course or program requirements. All courses follow the Title 5 requirements for prerequisite validation every six years. The articulation officer and another counselor are standing members of the Curriculum Committee to ensure current state requirements for degrees, certificates, and pathways. They review effectiveness of courses being integrated into programs as well as degree, certificate, and pathway requirements.



To maintain currency and accurate course listings, in the academic year 2009–2010 the Academic Affairs Office provided faculty with a list of courses that were not offered within the previous three years. Discipline faculty reviewed these courses for possible deletion or deactivation from the catalog if they were deemed no longer a vital part of the program ([see: Course Archive /Delete document](#)). In compliance with the Chancellor’s Office guidelines, transfer courses are reviewed and/or revised at least once every six years. Career and technical education courses must be reviewed and/or revised every two years. Career and Technical Education Advisory Committees, consisting of faculty, administration, and representatives from business and industry, meet at least yearly to review courses and programs for relevancy and currency.

The college has had ongoing systematic review at the discipline/department level since the 2006 accreditation visit. In the academic year 2009–2010, the College revised its discipline review template to incorporate course level student learning outcomes. Course level information is now a significant part of the new discipline review template that asks for updates for SLOs, prerequisites, and articulation information ([see: Biology Discipline Review document](#)).

After a review of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college was concerned about the process of assessments at the program level. The SLOAC committee determined that the most efficient way to expedite program review and program level assessment was to develop an institutional definition of instructional programs. The committee determined that educational programs are to be defined as degrees, certificates, and pathways. The committee developed the DCP model, which has specific faculty members facilitating the program review process. The DCP model was presented to the president of the college. The model was presented and approved at the President’s Cabinet. The District and BCFA signed an MOU to pay a specific number of faculty members to facilitate program level assessment and review. The degree, certificate, and pathway coordinators met with faculty to develop degree, certificate, and pathway mission statements and program level outcomes. A common assessment tool was developed and administered in the spring 2011. The faculty in the degree, certificate, and pathway areas collaborated on the results at the fall 2011 college in-service. The faculty developed action plans based on the results in order to implement necessary changes to enhance the quality of instruction and student learning.

In the program review process, program faculty are asked to develop and/or refine assessment plans for student learning outcomes and program



learning outcomes that enables them to examine the degree to which students have achieved the desired learning outcomes for a course, courses and/or programs. The degree, certificate, and pathway reports are made available online along with the planning flow chart that integrates program review and the planning process.

## Self Evaluation

Through faculty dialogue at division and degree meetings, BCC regularly evaluates all courses and programs based on currency of the curriculum, appropriateness to the College mission, degree and extent of student learning, and future community needs. In addition, the DCP coordinators facilitated a review of the Commission's Program Review Rubric to enhance the dialogue between faculty and administration so that the process remains continuous (see: [Program Review Rubric Analysis](#)).

The College meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

BCC participates in ongoing evaluation and planning to assure currency and achievement of learning outcomes for degree, certificates, and programs. The college strives for systematic improvement of outcomes and makes the results available to the community. By the end of the 2010–2011 academic year, a new Educational Master Plan with specific long-term recommendations was completed and approved by the board of trustees. A cyclical Integrated Planning model has been adopted in which the mission will inform the Educational Master Plan, which will inform the Strategic Plan, which program reviews will address. Both program review and Strategic Plans will drive resource allocation and the implementation of action plans (see: [Planning Cycle and Strategic Priorities](#)).



Since the 2006 accreditation visit, the college has been conducting reviews at the discipline level to assure currency and measure achievement of its stated student learning outcomes for courses. Career and technical education courses, certificates, and degrees engage in ongoing, systematic evaluation and integrated planning to assure currency.

The college instituted the current process for program review for degrees, certificates, and pathways in spring 2011. In the program review process, programs are asked to develop and/or refine an assessment plan for student learning outcomes and program learning outcomes that enable them to examine the degree to which students have achieved the desired learning outcomes for a course, courses and/or programs (see: [Institutional Outcomes Assessment webpage](#)). The degree, certificate, and pathway reports are made available online along with the planning flow chart that integrates program review and the planning process. The Institutional Effectiveness Committee will oversee the submission and distribution to committees of all program reviews from instructional programs and student services. Student Learning Outcomes (SLOs) will continue to be an integral part of program review, with programs using summaries and analyses of assessment as part of any justification for resources and staffing (see: [DCP reports](#)). Subsequent program reviews will report on successes and needs for improvement based on SLO assessment.

The BCC Academic Senate passed the revision of the general education outcomes to core competencies in fall 2010. A Core Competency Assessment Plan was developed and approved by the Academic Senate in the same semester. The plan called for a four year cycle of assessment of the core competencies where the data will be gathered in the fall semester and analyzed in the spring semester. Faculty will gather data from various courses at this time based on a portfolio type assessment across disciplines. After data is collected, a faculty committee will discuss the findings, analyze, and make suggestions for change to improve student core competency skills.

During the last cycle of discipline/department reviews, faculty went through a process for ensuring that all course outlines that had not been revised in at least five years would either be revised, deleted, or archived. Outdated course outlines that were not revised or deleted by the faculty would not be included in the BCC catalog, ensuring that students transferring to CSU or UC would have valid coursework.



## Self Evaluation

The use of the DCP benchmark analysis effectively incorporates student learning data into student success metrics to provide a more comprehensive analysis of teaching methodology, design and implementation of curriculum, academic quality and the allocation of human, physical, technological and financial resources to close performance gaps for courses, certificates, degrees programs and other pathways including general education, basic skills and transfer for baccalaureate institutions.

The College meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

In the fall of 2011, the College developed its Degree, Certificate and Pathway (DCP) model which looks at traditional and emerging avenues that students take to reach their educational objective.

In the basic skills pathway, a common assessment was created and administered to all English courses to determine whether rubric-scored writing prompts were aligned with current student assessment placement. In other academic areas, Barstow Community College does not widely use departmental course or program examinations because of the diverse manner in which faculty present learning material. Some career and technical programs (e.g., cosmetology) culminate in external board exams, but the institution does not create these assessments. Some programs have elected to utilize common final exams, or common exam questions, as part of the student learning outcome assessment process.

## Self Evaluation

Barstow Community College has implemented common assessments in some areas, particularly basic skills and career and technical education. The administration of common examinations in traditional transfer and general education curriculum has been less pervasive. Faculty, however, carefully





consider their choice of methods in measuring stated student learning outcomes.

The College meets the Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

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

The Curriculum Committee and the Academic Affairs Office are responsible for ensuring that course outlines are consistent with state guidelines and reflect generally accepted norms or equivalencies in higher education. The course outline of record for each course states the units for each course and what students need to accomplish in order to achieve the course's learning outcomes and objectives. The units of credit awarded are based on the weekly hours and learning activities that are required for successful completion of the stated learning outcomes. These standards are based upon state guidelines and accepted practices at transfer institutions. The degree of detail required and the need to accurately represent the rigor of the course through the outcomes, objectives, and assignments are described in the Curriculum Handbook. This handbook also provides definitions for units of credit for lecture, lab, and other activity courses.

Programs that include degrees and certificates have developed mission statements and program level outcomes that were approved by curriculum in spring 2010. Assessment cycles were planned during fall 2010. DCP coordinators have been appointed to continue the assessment cycle.



## Self Evaluation

All credit for courses are based on student work contained in the approved course outlines of record. The College continues to transition to the examination of student learning outcomes as the prime method to determine credit. The College fully expects to meet the proficiency expectation by the fall of 2012.

The College substantially meets this Standard.

## Planning Agenda

Institutionalize the degree, certificate and pathway program model to sustain progress on outcomes assessment.

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

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## Descriptive Summary

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

Discussion has taken place among faculty members at their respective division meetings regarding the possibility of creating specific "capstone" courses to serve as a measure of successful completion prior to issuing a degree or certificate. Designation of specific courses within a program to serve as the "capstone" course is another option. Though many options have been explored to date, relevance of the data and sustainability has been a recurring issue. A concerted effort between administration and faculty, through the SLOAC committee, was instituted to help develop the program-level SLOs for the all degrees and pathways at the college. These currently include: humanities, social science, natural science and math, physical



education, general education pathway, basic skills pathway, and CTE degrees and certificates. Much progress is being made and the College is looking forward to its first assessment cycle using the new method for assessing programs and pathways to take place fall 2011.

In the case of some vocational programs, occupational certification exams may be regarded as valid measures of program-level student learning outcome achievement. Instructors have been encouraged to continue discussing these options among their department members and to be prepared to discuss this further at the administrative level in order to begin the development and implementation phases.

## Self Evaluation

All credit for degrees and certificates are based on student work contained in the approved course outlines of record. The College continues to transition to the examination of student learning outcomes as the prime method to determine credit. The College fully expects to meet the proficiency expectation by the fall of 2012.

The College substantially meets this Standard.

## Planning Agenda

Align course level student learning outcomes with degree, certificate and pathway program level outcomes.

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

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## Descriptive Summary

The following faculty-developed general education philosophy can be found in the College catalog:

*Barstow Community College provides a general education for its students. The district seeks to develop the whole person where the individual is greater than the sum of his or her independent educational experiences;*



*a person who will understand the world within and the world without. Barstow Community College's general education philosophy serves to enhance creativity, reasoning, ethical behavior and human understanding, which are essential to the attainment of personal goals and effective participation in a rapidly changing society.*

The District's general education philosophy ensures a coherent, interdisciplinary approach in the overall undergraduate curriculum. Students are provided with the breadth and intellectual challenges which stimulate discovery in a world full of different kinds of knowledge and social structures. Students are given the opportunity to develop an integrated overview of the varied components of human knowledge. The college's general education philosophy calls for student exposure to natural science, technical literacy, health and wellness, citizenship-community involvement, social and behavioral science, arts-humanities, communications-language skills, analytic reasoning, and cultural-ethnic diversity. All of these are basic and necessary to participate in and contribute to a balanced life in a democratic society (see: [BCC Catalog](#), p. 9).

The College's general education degree program is fully aligned with this philosophy, requiring students to take a variety of courses satisfying a breadth of major fields. This is further evidenced by the recently revised college mission statement and in the board of trustees' goals. Courses that are to be included in the general education program must be approved by the Academic Senate through the Curriculum Committee. To ensure that classes meet the general education philosophy, the Curriculum Committee developed an outcome mapping tool that ensures the course outcomes integrate with the program and institutional level outcomes.

Finally, the College has adopted, via action by the Academic Senate, a set of institutional core competencies which reflect the goals of general education. These outcomes are in the areas of critical thinking; communication; global awareness; and personal and professional development (see [Academic Senate minutes](#), Sept. 2, 2010).

## Self Evaluation

The core components of the general education requirements for all academic and CTE degrees follow the established and approved curriculum for transfer to the California State University or the University of California. The general educational philosophy which forms the basis of the general education requirements follows pathways long recognized by the state Chancellor's Office. General education student learning outcomes in the form



of core competencies have been identified and are being assessed. There is an existing comprehensive assessment plan for the outcomes at all levels. All courses included in the general education pathway are evaluated by content faculty for inclusion in curriculum by examining the stated learning outcomes for the course.

The college meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

The basic content and methodology of traditional areas of knowledge in general education including the humanities and fine arts, the natural sciences, and the social sciences are determined by Title 5 of the California Code of Regulations and the District's board of trustees adopted procedure. (see: AP 4025).

As part of students associate degree requirements and the philosophy and rationale for each of the general education areas, students are required to successfully complete a minimum of 24 general education units in the following specified areas: natural sciences (3 units); social and behavioral sciences (3 units); humanities (3 units); language and communication (6 units); mathematics (4 units); physical education (2 units); and orientation (3 units).

The College requires a general education component in all of its associate degree programs. The rationale and general outcomes for general education are outlined in a general education philosophy statement, and made available to students and faculty in the College catalog. A rubric and discipline-based outcomes have been created as guidance to place courses into general education categories. The College is engaged in a review process to streamline general education as a program, and identify core course sequences for disciplines within each category. In addition, the College will develop certificate of achievements for Intersegmental General Education



Transfer Curriculum (IGETC) and California State University General Education (CSU GE) Breadth as alternatives for students who wish to transfer without a degree.

The college adopted, via action by the Academic Senate, a set of general education outcomes which are included in the BCC mission statement. These outcomes are in the areas of

- ♦ Communications
- ♦ Critical Thinking and Questioning
- ♦ Global Awareness
- ♦ Personal and Professional Development

The Academic Senate passed the revision of the general education outcomes to core competencies in fall 2010. A Core Competency Assessment Plan was developed and approved by the Academic Senate in the same semester. The plan calls for a four year cycle of assessment of the core competencies where the data will be gathered in the fall semester and analyzed in the spring semester. The assessment will gather data from various courses at this time based on a portfolio type assessment across disciplines. After data is gathered, a committee based on the assessment instructors and other key personnel will discuss the findings, analyze, and make suggestions for change to improve student core competency skills.

## Self Evaluation

At BCC, general education outcomes which cover critical thinking and questioning, communication, personal and professional development, and global awareness have been identified, posted on the College website and are contained in the catalog. In 2010–2011 academic year, the College assessed the first core competency and is creating a program review for this educational pathway. An improvement as a result of the analysis is the creation of certificates of achievement in transfer curriculum.

The College meets this Standard.

## Planning Agenda

None.



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

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## Descriptive Summary

Courses at Barstow Community College are designed in accordance with the standards outlined as requirements in Title 5, which include oral and written communication, scientific and quantitative reasoning, critical analysis, and logical thinking. Students must also demonstrate competency in three proficiency areas: reading, writing, and mathematics. The Curriculum Committee oversees the development and revisions of all courses taught at the college. Courses that are developed by faculty go through an extensive and detailed process. All courses are submitted on a COR form that indicates the course description, prerequisite requirements, objectives, content, methods of instructions and evaluation. Certificate and degree requirements are also under the purview of the committee and are developed and or revised utilizing the Chancellor's Office Program and Course Approval Handbook and Title 5 requirements.

The mission statement for Barstow Community College is "...an open-access learning environment that promotes critical thinking..." The skills that support the capability to be a productive individual and lifelong learner are addressed in a variety of ways. As indicated earlier, core competencies have been adopted in the areas of critical thinking; communication; global awareness; and personal and professional development. Further, the general education requirements for students and the standards by which courses are approved as general education are explicit and assure that students are exposed to the skills of oral and written communication, scientific and quantitative reasoning, and critical thinking/logical analysis.

## Self Evaluation

At BCC, general education outcomes which cover critical thinking and questioning, communication, personal and professional development, and global awareness have been identified, posted on the College website and are contained in the catalog. In 2010-2011 academic year, the college assessed the first core competency and is creating a program review for this educational pathway. An improvement as a result of the analysis is the creation of certificates of achievement in transfer curriculum.





The College meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

Administrative Procedure 4025, “Philosophy and Criteria for Associate Degree and General Education,” states that Barstow Community College provides a general education for its students. The institution seeks to develop the whole person where the individual is greater than the sum of his or her independent educational experiences; a person who will understand the world within and the world without. Barstow Community College’s general education philosophy serves to enhance creativity, reasoning, ethical behavior and human understanding, which are essential to the attainment of personal goals and effective participation in a rapidly changing society. The College’s general education philosophy ensures a coherent, interdisciplinary approach in the overall undergraduate curriculum. Students are provided with the breadth and intellectual challenge which stimulate discovery in a world full of different kinds of knowledge and social structures. Students are given the opportunity to develop an integrated overview of the varied components of human knowledge. The College’s general education philosophy calls for student exposure to natural science, technical literacy, health and wellness, citizenship-community involvement, social and behavioral science, arts, humanities, communications-language skills, analytic reasoning and cultural-ethnic diversity. All of these are basic and necessary to participate in and contribute to a balanced life in a democratic society.

With Administrative Procedure 4025, in establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.



As stated in the college's mission statement, Barstow Community College is an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services. Barstow Community College is committed to fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.

As previously discussed, ethics and effective citizenship concerns are addressed through the way in which the College philosophy is linked to the mission, which in turn, is linked to the program level outcomes and course level student learning outcomes.

## Self Evaluation

At BCC, general education outcomes which cover critical thinking and questioning, communication, personal and professional development, and global awareness have been identified, posted on the College website and are contained in the catalog. In 2010–2011 academic year, the college assessed the first core competency and is creating a program review for this educational pathway. An improvement as a result of the analysis is the creation of certificates of achievement in transfer curriculum.

The College meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

Barstow Community College Associate degree requirements (non-occupational) are designed for students who may plan to transfer. However, completion of an associate's degree does not guarantee admission into another college or university, and admissions requirements for intended receiving institutions may vary. Therefore, it is the student's responsibility to ensure that all requirements are fulfilled prior to transferring. It is critical to meet with a counselor to discuss educational goals early in a



student's academic career to select coursework that will help to achieve all stated goals. In general, adherence to the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSU GE) Breadth pattern is a good program to follow if intending to transfer into a baccalaureate program. (see: [BCC catalog](#), pp. 57–58).

In addition to the general education requirements, students are also required to complete a minimum of 18 units in the area of emphasis for the associate of arts in humanities or social science degrees and a minimum of 20 units in the area of emphasis for the associate of science in natural science/math degree. Additionally, a minimum of 21 units are required in the area of emphasis for the associate of science in physical education. (see: [BCC catalog](#), pp. 46–49).

With the passing of SB 1440, more specific degrees aimed at transfer to a regional California State University have been researched. As this self evaluation is being written, the college has approved the associate of arts degree in sociology for transfer and the associate of arts degree in psychology for transfer in compliance with the state mandate.

Barstow Community College associate degree requirements (occupational) are designed for the non-transfer, occupational major only. Under this plan, a student may earn an associate of science degree. For the associate of science degree in an occupational field of study, students must satisfactorily complete all required courses within the major along with the general education requirements (see: [BCC catalog](#), p. 50).

In other cases, major requirements prepare the student for one of several career options. Students have degree choices that are specific to individual needs while being flexible enough to meet a wide variety of needs. Since the hiring of the dean of workforce and economic development, the offering of occupational degrees has markedly increased. Our non-occupational associate degrees continue to serve our students well. They are broad enough for a smaller college to meet the needs of students. Students may personalize their programs of study under the umbrella of the appropriate degree.

## Self Evaluation

All currently approved academic degrees include focused study in at least one area including, humanities, social sciences, natural sciences and math, and physical education.



The college meets this standard.

## Planning Agenda

None.

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

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## Descriptive Summary

Consistent with its mission, the college offers a variety of career and technical education programs which lead to degrees and certificates. All academic degrees require completion of a general education component, as described above and many prepare students for external licensure and certification. Employment competencies are assured by the input of Advisory Committees, employment attainment and retention.

Barstow Community College offers certificates of achievement, certificates of achievement (low unit), and certificates of career preparation. Certificates of achievement are presented to students who satisfactorily complete certain business, vocational and technical programs (18 units or more that are part of the programs approved by the California Community Colleges Chancellor's Office). Certificates of achievement (low unit) are awarded by the division for programs of at least 12 units, but less than 18 units. The length of time and number of units required to complete a program varies. Certificates of career preparation are awarded for programs of at least three, but less than 12 units ([see: BCC Catalog, p. 59](#)).

### **State licensure for Cosmetology:**

Successful completion of COSM 50A, 50B, 50C, 51A, 51B, 51C and 52 will provide students with the knowledge and skills to pass the state test and obtain a license in cosmetology. There is no requirement to complete any of the certificate general education or occupational general education associates of science degree to achieve this licensure.

### **State certification for EMT:**

Successful completion of this course will qualify the student for National Registry of EMTs Testing Certification which is required by the state of California and the Inland Counties Emergency Medical Agency (ICEMA). 130 hours total. This includes a minimum of ten clinical hours. There is



no requirement to complete any of the certificate general education or occupational general education associates of science degree to achieve this licensure.

**Apprenticeship in Electrical:**

Barstow Community College is an approved educational training provider for the Division of Apprentice Standards (DAS) for the State of California. Students enrolled in ELECT and other industry courses are able to apply to for a fitness card issued by the DAS which allows them to legally work with contractors or other entities to obtain the required classroom hours and on the job hours to sit for their journeyman’s licensure. There is no requirement to complete any of the certificate general education or occupational general education associates of science degree to achieve this licensure.

**State licensure for Child Development:**

- The *Assistant Permit* requires 6 units of Early Childhood Education (ECE) or Child Development (CD). This permit requires no experience. This permit is not equivalent to anything currently offered at Barstow Community College.
- The *Associate Teacher Permit* requires 12 units of ECE or CD including core courses. The core courses being referred to at our college are: Child Development (CHLD 4), Child, Family, Community (CHLD 6), and Introduction to Curriculum (CHLD 9). This permit requires experience of 50 days of 3+ hours per day within 2 years. This can be done by volunteering in a program, completing the Practicum and Field Experience (CHLD 80) and/or if working as an Assistant Teacher. The Certificate Level I offered by Barstow Community College meets the academic requirement for the State – Child Development Associate Teacher Permit.
- The *Teacher Permit* requires 24 units of ECE or CD and 16 General Education (GE) units. In addition, this permit requires experience of 175 days of 3+ hours per day within 4 years. Refer to the Associate Teacher Permit for recommendations on acquiring experience. The Certificate Level II offered by Barstow Community College meets the academic requirements for the State – Child Development Teacher Permit.
- The *Master Teacher Permit* requires the same as the Teacher Permit with an additional 6 specialization units and 2 units in adult supervision. In addition this permit requires experience of 350 days of 3+ hours per day within 4 years. The Certificate Level III offered by Barstow Community College meets the academic requirements for the State – Child Development Master Teacher Permit.



- The *Site Supervisor Permit* requires an AA /AS (or 60 units) that includes 24 units in ECE/CD with core courses and an additional 6 administration units and 2 units in adult supervision. In addition, this permit requires experience of 350 days of 3+ hours per day within 4 years, including 100 days of supervising adults. The Certificate Level III offered by Barstow Community College meets the academic requirements for the State – Child Development Master Teacher Permit.

Advisory committees review curriculum for currency and relevance, comment on industry trends, changes in technology, and discuss the skills, knowledge, and abilities that are necessary for successful employment. Career and technical education advisory committees include Administration of Justice, Child Development, Child Development Training Consortium (CDTC), Child Development Mentor Program, Computer and Business Information Systems, Cosmetology, Electronics, and Welding. These advisory committees help to establish learning outcomes for students in occupational programs (see: [Advisory Committee Information](#)). Through discipline requirements and standards, students are prepared for licensure. These rigorous standards prepare students for certification by external agencies.

When developing or revising specific content for CTE courses, faculty members typically confer with their colleagues and the industry advisory committee that provides expertise in the relevant content area. The proposed/ revised course outlines are then submitted to the Curriculum Committee for review.

## Self Evaluation

At BCC, all students completing career and technical education certificates and degrees demonstrate practical and professional competencies through established program level outcomes and demonstrated licensure pass rates. Other students “job out” when skills are acquired as in automotive technology.

The College meets this Standard.

## Planning Agenda

Coordinate with the institutional research office the collection of meaningful employment data, including licensure pass rates and how well students are being appropriately prepared to meet current professional and industrial standards.



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

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## Descriptive Summary

The Barstow Community College Catalog clearly describes all programs, degrees, and certificates, as well as the transferability of all courses. The College catalog is available and accessible on the College's website. Counselors and students use this to guide the planning of their college coursework. Schedules are available electronically before the beginning of each semester. Every course outline of record approved by the Curriculum Committee must include a detailed description of the course and the expected student learning outcomes. Faculty members use the course outline of record to create syllabi and/or course materials to provide to every student enrolled in the course.

In the "Degree and Transfer Programs" section of the BCC 2011–13 Catalog, each program has a description of the degree and defined program level outcomes. The purpose of each type of degree or certificate is described with an explanation of how each degree or certificate may be earned, including the required courses and the recommended general education courses. The content of each course is described, and course prerequisites, co-requisites, and advisories are specified in the catalog. The catalog is reviewed and updated each year published prior to the beginning of the new academic year. For fall 2011, the college will start publishing a two-year catalog. Each semester, including summer, a new class schedule is developed and posted online.

Students are informed by a variety of sources of college program and degree requirements, including those pertaining to transfer into the UC/CSU and other academic institutions to continue their education. Channels of student information include the catalog, counseling appointments and workshops, Transfer and Career Planning Center (TCPC) appointments and workshops, and handouts that identify programs, degree, and certificate of achievement requirements. The articulation officer oversees currency and relevance of college and university transfer information, through counseling articulation updates, supervision of input for ASSIST, and by identifying changes in UC, CSU, general education, and college curricular handouts for students distributed by counseling staff ([see: BCC AP 4050](#)).





For every course offered, each instructor, regular or adjunct, must provide the class with a syllabus at the beginning of each semester. Copies of the syllabus are sent to the Academic Affairs Office by the end of the first week of classes for both live and online sections. The Barstow Community College Faculty Handbook was updated in summer 2011. The handbook provides information on writing a syllabus, specifying information that must be included in the syllabus. Among the compulsory contents are official course outline objectives/SLOs. Course syllabi are examined by faculty and instructional administrators as part of the faculty evaluation process (see: [Faculty Handbook](#)).

## Self Evaluation

BCC provides all courses of study, program level outcomes, degree requirements and other related information in the course catalog which is available online. Program brochures are available in physical education and career and technical pathways. Students are also apprised of degree requirements when completing educational plans. All courses have syllabi which outline the course requirements and learning expectations based on an established course outline of record.

The college meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

BCC, through its counseling department and Transfer and Career Planning Center (TCPC) staff, provides specific transfer-of-credit information. The TCPC arranges for UC, CSU, and independent university representatives to meet with prospective transfer students individually or in groups on the college campus to provide assistance in transfer-of-credit policies. Some



universities may offer instant admission to eligible transfer students while on campus, to simplify the transfer process by providing official transcript evaluation on site.

The Barstow Community College Catalog clearly states the policies regarding accepting course work from other institutions. Courses listed on official transcripts from regionally accredited colleges may be accepted for transfer to a degree or certificate program. Up to 30 units of credit may be granted on the basis of scores on Advanced Placement (AP), College-Level Examination Program (CLEP), and Defense Activity for Non-Traditional Education Support (DANTES). BCC is a member of Service Members Opportunity College (SOC) and agrees to accept credit for military service schools, consistent with the recommendations of the American Council on Education (ACE). Barstow Community College is a participant in the Tech Prep Education program. The articulation provides a means for students to get college credit for equivalent classes successfully completed at the secondary school, avoiding unnecessary repetition of course work (see: [BCC Catalog, p. 34-37](#)).

Course work completed at Barstow Community College may be transferred to four-year colleges and universities through a number of articulation agreements noted in the College catalog. The Intersegmental General Education Transfer Curriculum (IGETC) program allows a student to meet all the lower division general education requirements at either the California State University (CSU) system or at the University of California (UC) system (see: [BCC Catalog, p. 57-58](#)). Barstow Community College has transfer agreements with 23 California State University campuses through the General Education Breadth Requirements (CSUGEB) agreement, which assures that CSU lower division general education requirements have been met. The IGETC and CSUGEB courses included in these agreements are itemized in the college catalog. The college has TAG (Transfer Admission Guarantees) with UC Davis, UC Irvine, UC Merced, UC Riverside, UC San Diego, UC Santa Barbara, and UC Santa Cruz. BCC has Articulation Agreements with all 10 UC campuses and 23 CSU campuses. For a military student, it is advisable to write a SOC agreement, which is an intercollegiate agreement articulating course work to all SOC institutions so that when military students transfer, their course work transfers with them.

District transfer policies and articulation agreements are communicated to students in the college catalog and on the Student Services webpage. They also are available in the college Transfer and Career Planning Center and the counseling office.



## Self Evaluation

Policies and procedures for transfer of credit are clear and effective and are revised and/or updated to maintain currency. Transfer or award of credit units for prior college work or military service or training are timely evaluated. Prior college units must be secured from regionally accredited institutions or recognized foreign universities and colleges.

The college meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

Individual student rights and responsibilities are clearly indicated in the College's catalog and other institutional resources, such as the schedule of classes. If a student's major includes discontinued course work, the student must petition the Scholastic Standards Committee through a counselor for the authorization of course substitutions.

Barstow Community College's Board Policy 4020, "Program and Curriculum Development," discusses the procedure for program and curriculum modification or discontinuance. The procedure for program discontinuance is described in Administrative Procedure 4021 (see: BP 4020 and AP 4021).

All students affected by a program discontinuance decision will have access to counseling and will be provided with appropriate options for completing their programs, as needed. Historically, the College only had offered degrees in Humanities, Social Science, Natural Science/Math, and a limited number of CTE programs. Changes in degrees and certificates are made pursuant to modifications in curriculum and to the California Code of Regulations.

## Self Evaluation

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled



students may complete their education in a timely manner with a minimum of disruption.

The college meets this Standard.

## Planning Agenda

Analyze and revise the District policy and administrative procedure on program discontinuance. Align College and local practice on program status review to comply with anticipated District policy and administrative procedures.

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

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## Descriptive Summary

The College primarily represents itself to the public, prospective and current students, and College personnel through:

- ♦ The Barstow Community College Catalog (produced in electronic form).
- ♦ The Class Schedule, for fall, spring, and summer (produced in electronic form).
- ♦ Brochures, flyers, and reports on various programs and initiatives at the college.

All College publications are reviewed annually, or more often as required. The Academic Affairs Office oversees the production of the College Catalog and the class schedules in collaboration with the Student Services Office.

The College regularly reviews the institutional policies and procedures to insure they reflect current laws, codes and regulations, and college practice; and will update policies and procedures as communicated by the Community College League of California Policy Service.

On the BCC website, the “News and Events” page is maintained by the Public Information Officer (PIO). The PIO ensures that college publications maintain a standard of high quality. The PIO ensures that consistent



communication is delivered through media, community and public relations, creating and placing advertisements in local papers, publications, and promotional information for students, staff, and the community. The PIO works with almost every office, department, and division on campus to develop plans to promote BCC news, events, or programs; to generate ideas for reaching a target audience; to gather pertinent and accurate information; and to pursue an avenue to communicate the message through advertisements, publications, events or media releases.

## Self Evaluation

The College provides clear and accurate information on its website, in the schedule, the catalog and educational literature. The College fact book, equity report, and institutional effectiveness report are posted on the web for public view. All planning documents are posted on the web. The PIO produces press releases and public service announcements. All inaccurate information is removed and corrected upon discovery.

The College meets this Standard.

## Planning Agenda

People throughout the campus provide input on ways to expand utilization of the website. Campus e-mails and in-person meetings provide ways to share ideas. Continued events on campus showcase our facilities and people. Planning meetings in which the entire campus is invited need to continue.

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

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## Descriptive Summary

The board of trustees, faculty, and administration of the College accept the responsibility of maintaining an atmosphere of academic freedom and academic integrity. The adopted policies of the governing board of BCC are made available to the public via the Barstow Community College website.

Board Policy 4030 supports academic freedom and responsibility. Student academic honesty and student conduct is covered in Board Policy 5500.



Student's rights and grievances are covered in Administrative Procedure 5530. Student rights and responsibilities are presented in the college catalog and the class schedule, both of which can be access through the college website. In addition, student conduct, standards and discipline listed in the Faculty Handbook. Information about the college's academic freedom policy is published in the Faculty Handbook. (see: BP 4030, BP 5500, and AP 5530).

## Self Evaluation

The College's policies and procedures explicitly support academic freedom and honesty. These policies are published for the public, current and prospective students, and college faculty and staff.

The college meets this Standard

## Planning Agenda

None.

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

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## Descriptive Summary

The faculty at Barstow Community College distinguishes between personal conviction and professionally accepted views in their discipline by adhering to Board Policy 4030. The BCC catalog and the Faculty Handbook emphasize the board policy on academic freedom and demonstrates institutional commitment to the free pursuit and dissemination of knowledge. Board policy asserts that “the faculty and administration of Barstow Community College feel a responsibility to protect the right of each employee to express his or her personal opinion, but in doing so, employees have an obligation to avoid any action which purports to commit the institution to a position on any issue without appropriate approval”

Issues dealing with objectivity in faculty presentation of information are dealt with through the Academic Senate and in the context of department and discipline dialogue, if such matters arise.



## Self Evaluation

College faculty presents information fairly and objectively and adhere to widely accepted professional standards in their areas of study.

Students indicated that *faculty was judged to be fair and unbiased in their treatment of individual students* since the student satisfaction level was 5.66 (out of 7) for that item. Employees agreed with a score of 5.47 on that IPS question.

The college meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

Barstow Community College maintains an institutional commitment to inform students about academic honesty and enforcing it. As described in Board Policy 5500 and Administrative Procedure 5520, there are clear rules and measures in regards to student conduct, standards and discipline ([see: BP 5500 and AP 5520](#)).

In the College catalog, it is clearly stated under Student Conduct that cheating, plagiarism (including plagiarism in a student publication) or engaging in other academic dishonesty and dishonesty, forgery, alteration or misuse of College documents, records or identification, or knowingly furnishing false information to the District shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student ([see: BCC Catalog, p. 29](#)). These policies are reiterated in BCCD Board Policies, Chapter 5.

## Self Evaluation

While concerns regarding student awareness of standards of academic integrity continue to grow, especially as Internet sources of material become more accessible, the college's policies and procedures remain clear. The vice





president of academic affairs and the instructional deans assist faculty when issues of possible academic dishonesty arise.

The College meets this Standard.

## Planning Agenda

None.

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*II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

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## Descriptive Summary

Since Barstow Community College is a public, open access community college, there are no additional codes of conduct beyond those common to all public institutions dedicated to academic integrity and the pursuit and dissemination of knowledge, and to ordinary citizens.

The College maintains specific codes of conduct for staff, faculty, administrators, and students. The detailed conduct codes are present in the BCCD Board Policy and Administrative Procedures, the Faculty Handbook, the BCC Catalog, and the Classified School Employees Association (CSEA) collective bargaining agreement.

## Self Evaluation

There is an established code of conduct to which students, staff, faculty and administration must adhere.

The college meets this Standard.

## Planning Agenda

None.



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

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### Descriptive Summary

Not applicable to Barstow Community College.



## Standard II A: List of Evidence Cited

- II-A-1 [2006 Final Evaluation Report](#)
- II-A-2 [Program Review Presentation](#)
- II-A-3 [Mission Statement](#)
- II-A-4 [MOU with Excelsior](#)
- II-A-5 [BCC Catalog](#)
- II-A-6 [BCC Educational Master Plan](#)
- II-A-7 [Institutional Research webpage](#)
- II-A-8 [2010 Fact Book](#)
- II-A-9 [Special Programs Brochure](#)
- II-A-10 [OSS Brochure](#)
- II-A-11 [Tutorial Reports](#)
- II-A-12 [VA Flier](#)
- II-A-13 [VTEA Brochure](#)
- II-A-14 [Learning Communities Flier](#)
- II-A-15 [Noel-Levitz SSI-IPS](#)
- II-A-16 [Substantive Change Proposal](#)
- II-A-17 [Curriculum Approval Workflow](#)
- II-A-18 [Academic Senate Minutes- April 26, 2011 and May 17, 2011](#)
- II-A-19 [Institutional Outcomes Assessment webpage](#)
- II-A-20 [Academic Senate meeting Sept. 2, 2010](#)
- II-A-22 [2010 Core Competency Pilot Report](#)
- II-A-23 [Fall 2011 In-Service Agenda](#)
- II-A-24 [BP 4020](#)
- II-A-25 [BP 7100](#)
- II-A-26 [2009 Focused Midterm Report, p. 35](#)
- II-A-27 [BCFA Contract](#)
- II-A-28 [DCP MOU](#)
- II-A-29 [SLO Assessment Tool](#)
- II-A-30 [Strategic Priorities](#)
- II-A-31 [AP 4020](#)
- II-A-32 [Curriculum Committee Packet](#)
- II-A-33 [Advisory Committee Information](#)
- II-A-34 [Instructional Program Review Template](#)
- II-A-35 [Rubric Analysis and Action Plan](#)



- II-A-36 [AP 4100](#)
- II-A-37 [Tutorial Services Reports](#)
- II-A-38 [Course archive/delete document](#)
- II-A-39 [Biology Discipline Review document](#)
- II-A-40 [Program Review Rubric Analysis](#)
- II-A-41 [Planning Cycle and Strategic Priorities](#)
- II-A-42 [DCP reports](#)
- II-A-43 [AP 4230](#)
- II-A-44 [AP 4100](#)
- II-A-45 [BCC 2011-13 Catalog, p. 9](#)
- II-A-46 [AP 4025](#)
- II-A-47 [Advisory Committee Information](#)
- II-A-48 [AP 4050](#)
- II-A-49 [Faculty Handbook](#)
- II-A-50 [Board Policy 4020](#)
- II-A-51 [AP 4021](#)
- II-A-52 [BP 4030](#)
- II-A-53 [BP 5500](#)
- II-A-54 [AP 5530](#)
- II-A-55 [BP 5500](#) and [AP 5520](#)

## STANDARD II B: STUDENT SUPPORT SERVICES

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

### Descriptive Summary

Barstow Community College recruits and enrolls a diverse student population, offering programs for those interested in earning degrees, seeking transfer, pursuing career and technical education, seeking basic skills enhancement, or considering lifelong learning. The Student Services Division mission statement states:

*Student Services advocates for students, enhances educational experiences through provided services, fosters success, and promotes student growth and development through partnerships within the College and in the community.*

Each department in Student Services has developed a mission statement that articulates how it promotes student access and success and enhance a supportive learning environment (see: [Student Services Mission Statement](#)). As an institution, Barstow Community College is committed to “*promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities.*” In addition, bullet four states that Barstow Community College is committed to “*providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential.*”

To ensure that student support services are assessed in an appropriate manner, each area within the Student Services Division has established student learning outcomes and completes a program review on a three year cycle, with annual updates (see: [Student Services Student Learning Outcomes](#)). Student learning outcomes and program reviews have played a significant role in assuring effectiveness and efficiency to changes in procedures within various departments.



Critical to ensuring success and matriculation of BCC students is the timely identification of student learning needs of students employing comprehensive student support services. The support services provided at BCC are designed to provide the appropriate support needs to assist students in obtaining their academic, career, and personal/social goals.

Priority registration is provided for newly admitted students who complete the matriculation steps, including application, online orientation and academic placement. Pursuant to the findings of the recent Student Success Initiative, in fall 2012 students will also be required to have an education plan on file to receive priority registration. The BCC matriculation process is based upon a state designed system created to ensure student success. The online orientation provided to all students is designed to inform students of the programs and services offered by the College (see: [Online Orientation](#)). Academic placement exam results identify each student's level of ability for English and math and recommends the appropriate course level. Counselors utilize the results of the academic placement exam to assist students in developing an education plan, which is a road map of the courses needed to complete their program of study (see: [Education Plans 2011–2012](#)).

The College ensures open and equitable access for all students at the main campus as well as those served online and at Fort Irwin. The College offers a wide variety of services that support student learning while promoting access, progress, learning and success, including:

- Admissions and Records
- Counseling, including Matriculation and Articulation
- Financial Aid
- Special Programs and Services
  - ♦ California Work Opportunity and Responsibility to Kids (CalWORKS)
  - ♦ Cooperative Agencies Resources for Education (CARE)
  - ♦ Extended Opportunity Program and Services (EOPS)
  - ♦ Office of Student Support (OSS)—formerly known as Disabled Student Programs and Services (DSPS)
  - ♦ Vocational and Technical Education Act (VTEA)
- Student Life and Development
  - ♦ Associated Student Body
  - ♦ Inter Club Council
  - ♦ Student Activities
  - ♦ Transfer and Career Planning Center
- Veteran's Services



Several key groups and committees meet regularly or on an as-needed basis to dialogue and ensure that support services successfully deliver necessary access to create a supportive learning environment designed to promote progress, learning and success:

- Counselors
- Student Services Directors
- Basic Skills Committee
- Student Equity Committee
- Distance Education Committee
- Scholastic Standards Committee
- Student Learning Outcomes and Assessment Committee

## Self Evaluation

During spring 2010, the Institutional Research office conducted a diversity survey (see: [Diversity Survey](#)). The survey was administered via email to students, administration, faculty, staff, and the board of trustees. The purpose of the survey was to determine what diversity means to the different constituent groups. The initiators of the survey also wanted to determine if the college was representing, as well as initiating acceptance of, all minority groups. Based on the results of survey the college realized that there were minority groups that were underrepresented and three new clubs were started at the College: Gay/Straight Alliance, Multicultural Club and Native American Student Association.

In fall 2010, the College administration approved the purchase of both the Noel-Levitz Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS) (see: [Noel-Levitz SSI and IPS Results](#)). The surveys provided critical feedback on the level of satisfaction of students and personnel with a wide variety of instructional and student support services offered at the College. Overall, students indicated general satisfaction with the services received at the institution. The College personnel, while satisfied in general with the services offered, rated college services lower than students did on the items.

Two questions each from the SSI and IPS are related to the overall concepts of Standard II.B. The responses were particularly useful when linked to the specific college actions, policies, practices, initiatives or to general values and habits of the college workforce.





On the SSI, students were asked to rate the students' overall satisfaction with their present experiences and if they had to do it over would they enroll here again. Barstow students were of the opinion that these resources were adequate as their level of satisfaction was a score of 5.70 (out of 7). Employees, when asked the same questions on the IPS, thought that students were a little less satisfied with the experience and reported an average score of 5.51.

The ratings indicate that there is a contradiction between how students feel about the services provided and what the staff believes students feel about the services they receive. Overall, the slight difference in the two percentages is not large enough to be of great concern. According to the data collected, the institution is meeting the needs of its students.

The College meets the Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

Barstow Community College assures the quality of student support services and demonstrates that the services support student learning and enhance achievement of the mission of the institution regardless of location or means of delivery. The decision was made to no longer offer student support at the Miramar site. Student support services are embracing technology and continue to look for ways to improve the delivery of support services to students to ensure that services provided to students online is equivalent to those offered to students on campus.

Barstow Community College offers programs on the Barstow and Fort Irwin locations where staff is available to assist. Online students are assisted by staff at both the Barstow and Fort Irwin locations. Changes to the way services are offered to ensure that students are receiving comparable services regardless of location include online student access for application, orientation, registration, financial aid, probation workshops, and transcript



and verification ordering. In addition, the Student Services Division continues to investigate innovative ways of offering services to students.

Mission statements and student learning outcomes have been created in all Student Services departments to ensure that the mission of the College is being met and that student learning is occurring. The counseling department is now using imaged education plans so that all counselors have access to the files. This helps to ensure that students receive standard information regardless of which counselor provides the service. Departments have made strides to ensure that wait times for students are reduced and that technology is more available for student use.

In 2005, CCCApply was implemented to allow students to apply online. Prior to this students would complete an application online that was then printed by Admissions and Records staff and entered manually. This caused a delay in the processing of the application, especially over weekend and holidays. With the use of CCCApply the application is processed immediately and automatically.

In 2008, an online student orientation was implemented, which met a planning agenda item for the 2006 accreditation report. Prior to this, orientations were only offered once at the beginning of each fall and spring semester. The online orientation ensures that all students have access to orientation, including the College's 53 percent online population. In spring 2011, all-online registration was introduced. This reduced considerable wait times that students had previously experienced. There is a computer kiosk available in Admissions and Records for online applications and registration. In addition, students can use available computers in the Financial Aid FAFSA (Free Application for Federal Student Aid) Lab, Computer Commons, and the Transfer and Career Planning Center.

A pre-registration check was implemented in spring 2011 that forces students to review contact and account information, such as education goal, program of study, and VTEA information prior to registration each semester ([see: Pre-registration Check](#)).

A recent reorganization was conducted to ensure equitability. At the Barstow campus, the reorganization resulted in the promotion of two managers to director level positions. The previous admissions, records and financial aid manager is now the director of enrollment services, and the previous student life and development manager is now the director of student development and outreach. The newly created director of student development and outreach is now in charge of the Transfer and Career Planning Center, which has not previously had a full time director.



In addition, the College created a director of military programs position. The director of military programs is in charge of the operations at the Fort Irwin campus. Previously, there was an office coordinator at the Fort Irwin campus and a temporary position was created whereby a counselor acted as the director. To ensure that the institution's focus on military students is a priority, the permanent director position was created.

Prior to the reorganization, the dean of student services was upgraded to the vice president of student services. This illustrates the institution's commitment to and focus on providing effective and efficient services for students.

## Self Evaluation

To better enhance services to students, the College designed a "one stop shop" for student services, including Admissions and Records; Counseling; Financial Aid; the Transfer and Career Planning Center; Student Life and Development; and Special Programs and Services (EOPS: Extended Opportunity Programs and Services and OSS: Office of Student Support). In addition, in continuing efforts to ensure that distance education students receive the same quality of support as brick and mortar students, the College is in the process of implementing a system to generate student email addresses and a student portal. The email addresses will be used as the sole communication method between the institution and students. This will ensure a better line of communication as students have a poor track record of keeping contact information current.

Reported as an additional source of data that supported the College's evaluation of student support services, an Accreditation Survey (Pre and Post) was conducted. Critical to the operation of the student services is the quality of support students received at all locations. In assessing the perception of the College, only 17 percent of the respondents from the College faculty, staff, administration and governing board strongly agree the Fort Irwin campus provides quality student support services at that location. Less encouraging was the fact that 32 percent of respondents did not know the quality of support services offered at the Fort Irwin site.



<i>BCC offers quality student support services at the:</i>			
<b>Answer Options</b>	<b>Main Campus Response Percent</b>	<b>Fort Irwin Response Percent</b>	<b>Online Response Percent</b>
Strongly Agree	42.37%	17.24%	23.73%
Somewhat Agree	45.76%	36.21%	35.59%
Somewhat Disagree	6.78%	6.90%	15.25%
Strongly Disagree	1.69%	5.17%	8.47%
Don't Know	3.39%	32.76%	15.25%
Not Applicable	0%	1.72%	1.69%

Table II.B.1, Student Support Services, Pre Accreditation Survey

At the close of the self-evaluation process, over 30 percent strongly agreed that the College offered quality support services to the students utilizing the Fort Irwin site. The self-evaluation has had a positive impact on the College’s perception of the quality of services, but there is still a need to explore the reasons behind the high percentage of respondents who still do not know the services provided to the military personnel and their families at the Fort Irwin site.

<i>BCC offers quality student support services at the:</i>			
<b>Answer Options</b>	<b>Main Campus Response Percent</b>	<b>Fort Irwin Response Percent</b>	<b>Online Response Percent</b>
Strongly Agree	55.56%	30.56%	27.78%
Somewhat Agree	38.89%	27.78%	38.89%
Somewhat Disagree	0%	13.89%	13.89%
Strongly Disagree	2.78%	0%	5.56%
Don't Know	2.78%	27.78%	13.89%
Not Applicable	0%	0%	0%

Table II.B.2, Student Support Services, Post Accreditation Survey

Barstow Community College is committed to ensuring that all students receive the same level of support services. In an effort to promote this, beginning spring 2011, all registration is conducted online. Students are no longer registered by staff in Admissions and Records. This ensures registration equity between local and distance students.

Improvements to the registration system, effective academic year 2011–2012, include automated waitlist processing and “add authorization” codes for full classes. In the past, students have been moved from a waitlisted status to a registered status without notice. Now students will receive an email notifying



them of an opening in the class (see: [Waitlist Email Template](#)). Students will have a specified number of hours to register in the course or their name will be removed from the waitlist and the next student in line will be notified. All of this will be done automatically without Admissions and Records staff intervention, ensuring that processing occurs even over weekends and holidays. In addition, it requires students to register versus the passive method previously used.

“Add authorization” codes will allow faculty members to better assist students attempting to add closed classes. Currently, students email faculty members if a course is closed requesting permission to add. If the faculty member responds in the affirmative, the student must forward the email to Admissions and Records who then process the registration. With the new system, if an instructor is willing to allow a student to add the course, the faculty member will issue an “add authorization” code to the student who will login to the registration system and add the course using the code.

In April 2011, Admissions and Records went live with online transcript ordering through TranscriptsPlus. Prior to this time, students had to print an official transcript request form and fax or mail it to Admissions and Records for processing (see: [Transcript Request Form](#)). The entire process was manual and required an approximate wait time of five business days for processing. Now students can login online and submit an electronic request for transcripts which communicates directly with the Banner student database and communicates electronically with the student regarding the status of their transcript request. This has drastically shortened the processing time for official transcripts and ensures that students are aware of the status of their request. In addition, beginning January 2012, students will be able to request student enrollment verifications online through the National Student Clearinghouse. This will reduce the current ten-day wait time.

The College meets this Standard.

## Planning Agenda

None.



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

a. *General Information*

- *Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

b. *Requirements*

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

c. *Major Policies Affecting Students*

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

d. *Locations or publications where other policies may be found*

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## Descriptive Summary

The Barstow Community College catalog is comprehensive, accurate, and concise (see: [College Catalog 2011–2013](#)). The annual review process is coordinated by the Office of Academic Affairs. Sections of the catalog are provided to each department for review and updating. Once the editing is completed the catalog is reviewed by the director of enrollment services to ensure that the information provided is accurate and that all changes to policies and procedures have been updated. The articulation officer reviews changes to degree plans and updates as necessary after changes have been approved locally and/or at the state level. Academic Affairs staff ensures that



any changes to course offerings are made in the catalog. The catalog provides general information regarding accrediting agencies, the open enrollment policy, nondiscrimination policy, and student complaint procedures.

In the past, the catalog has been available in hard copy in Admissions and Records and the Office of Academic Affairs. In an effort to cut costs and go green, the decision was made to no longer print the catalog. The catalog is available in its entirety online. The table of contents, index, and headers make it easy for readers to locate important information. In addition, readers may search the document online to more quickly find information. The academic calendar presents important dates, including graduation petition deadlines (see: [Academic Calendar](#)). Beginning fall 2011, the catalog will be a two-year document, thus ensuring students know dates well in advance.

The following information is based on the Barstow Community College Catalog 2011–2013.

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*II.B.2.a. General Information*

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## Descriptive Summary

### **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution:**

The official name of the institution is Barstow Community College. The contact information for the institution can be found on cover of the catalog.

### **Educational Mission**

The complete mission statement of Barstow Community College is printed in the catalog. In addition to the campus wide efforts to align College activities with the mission, the Student Services Division has taken specific steps to apprise students of the College's purpose. In the main lobby of the Norman Smith Student Services building, an electronic display board showcases the College's mission statement, as well as each Student Services department's mission statement. Displayed in a prominent location of every Student Service's department is the College and department's mission statement.

See [Standard I A](#) for a detailed analysis of the Barstow Community College Mission Statement.



### **Course, Program, and Degree Offerings**

The catalog contains a list of all certificate, degree, and transfer programs. Each degree and certificate program is listed, including the necessary courses for completion and the program outcomes. In the Course Offerings section of the catalog, the long and abbreviated title of the course is available, along with information regarding the unit value of the course, the number of lecture and lab hours, a complete course description, grading modes available, degree-applicability, major-applicability, online availability, prerequisites, and transfer credit codes.

For a detailed analysis of the Course, Program, and Degree Offerings see [Standard II A](#).

### **Academic Calendar and Program Length**

Barstow Community College is organized on an 18 week semester basis. The academic calendar is available in the catalog and in the Schedule of Courses.

### **Academic Freedom Statement**

The catalog discusses academic freedom.

### **Available Student Financial Aid**

The catalog outlines general financial aid eligibility and provides a brief description of all financial aid programs available at the institution. Detailed information can be found online at the [Financial Aid website](#). Deadlines for filing for financial aid can be found on the Financial Aid website and in the current Schedule of Classes.

### **Available Learning Resources**

Learning resources at the institution, all of which are housed in the Learning Resource Center, are clearly noted in the catalog. Resources include the computer commons, the library, and tutorial services.

See [Standard II C](#) for a detailed analysis of computer, library, and tutorial services at Barstow Community College.

### **Names and Degrees of Administrators and Faculty**

The names of all administrators and their positions are listed in the catalog. All full-time faculty are listed, including their degree, institution where the degree was earned, and the department that they are assigned to.





### **Names of Governing Board Members**

The names of all members of the board of trustees are listed, including the student trustee.

## Self Evaluation

The College provides ample information about the institution for students to make an informed decision whether to attend and for the community to understand the role the College plays in the high desert region.

The College meets the Standard.

## Planning Agenda

None.

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### *II.B.2.b. Requirements*

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## Descriptive Summary

The College provides the following information online, in the catalog, and in relevant literature:

### **Admissions**

The catalog clearly outlines eligibility for admissions, how to apply, and the policies regarding concurrently enrolled students.

### **Student Fees and Other Financial Obligations**

The catalog clearly defines the fees students are required to pay, such as per unit enrollment fees (in state residents and Nevada reciprocity students) and tuition (out of state and international students). It also discusses instructional material fees, associated student body cards and representation fees, transcript, and auditing fees. Under Outstanding Financial Obligations, the catalog describes for students the services that will be withheld if the student does not pay their financial obligations.

### **Degree, Certificates, Graduation and Transfer**

The catalog contains detailed information regarding degrees, certificates, and transfer programs available at Barstow Community College. In addition, information regarding graduation requirements and the process for petitioning for graduation are included.



## Self Evaluation

The College provides ample information about the institution for students to make an informed decision whether to attend and for the community to understand the role the College plays in the high desert region.

The College meets the Standard.

## Planning Agenda

None.

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*II.B.2.c. Major Policies Affecting Students*

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## Self Evaluation

### **Academic Regulations, including Academic Honesty**

Academic regulations are detailed under Rights and Responsibilities and include regulations regarding computer use, drug and alcohol policy, smoking policy, and student conduct. In addition, the catalog outlines the academic honesty policy.

### **Nondiscrimination**

The nondiscrimination policy is listed in the catalog and refers students to the Human Resources Development Department for assistance.

### **Acceptance of Transfer Credits**

The catalog explains that students may submit official transcripts from regionally accredited institutions for evaluation and inclusion on Barstow Community College transcripts. It also explains procedures for inclusion of transcripts from foreign schools and how students may qualify for inclusion of service credit for military service.

### **Grievance and Complaint Procedures**

Information regarding student grievances is listed in the catalog and refers students to the Office of Student Services to retrieve a copy of Student Rights and Grievance Policy or for further information ([see: Student Rights and Grievance Policy](#)). Records involving student complaints/grievances are maintained in the Office of Student Services. The Human Resources Development Office maintains records involving other types of complaints/grievances.



### **Sexual Harassment**

The catalog outlines for students the Prohibition Harassment Policy, including a description of what constitutes harassment and refers students to the Vice President of Student Services for assistance.

### **Refund of Fees**

The catalog clearly explains when a student qualifies for a refund and the procedures for applying.

The College meets the Standard.

## Planning Agenda

None.

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*II.B.2.d. Locations or publications where other policies may be found*

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## Descriptive Summary

The College provides the following information online, in the catalog, and in relevant literature:

Information regarding policies and procedures affecting students can be found on the [Barstow Community College website](#) in the appropriate areas. In addition, many policies and procedures can also be found in the Schedule of Classes that is produced each semester. Beginning spring 2011, the Schedule of Classes will be available exclusively online.

Students are also able to access information regarding courses through the Banner self-service portal. Through the portal students can search by specific class characteristics, such as meeting days and times, location, open classes, etc. Detailed information about the course can also be viewed such as the instructor, room number, key dates, and prerequisites.

## Self Evaluation

The College provides ample information about the institution for students to make an informed decision whether to attend, and for the community to understand the role the College plays in the high desert region.

The College meets the Standard.



## Planning Agenda

None.

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

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## Descriptive Summary

Barstow Community College is committed to providing students access to programs and services that offer quality in assistance and support. The College researches and identifies learning support needs of its student population through program review (see: [Student Services Program Review 2009–2010](#)), Educational Master Plan efforts (see: [Educational Master Plan](#)), and discussion and analysis of student and program learning outcomes (see: [Student Services SLOs 2007–2008](#)). All programs are routinely assessed and refined through the program review process. The College provides appropriate services and programs to meet students' identified needs.

Recently, the firm of EIS Professionals was hired to create a new Educational Master Plan for the College. The process was completed in March 2011. Staff had the opportunity to provide input to the plan. A new institutional process will ensure that all program reviews are analyzed and requests for funding are tied to SLOs, strategic goals, and the plan. See [Standard III D](#) for a detailed analysis of the budget cycle.

The Student Services Division has created assessment plans for all departments. These assessment plans are the foundation for assessing student learning. Each department has devised student learning outcomes that can be measured and ensure that student learning support needs are identified and addressed.

Counseling surveys have been implemented, as discussed in detail in [II.B.3.c](#). In addition, the other Student Services departments are in the process of developing surveys to better understand the services and programs desired by students. Student Services plans to adopt online surveys that are routinely sent to students to evaluate services provided and needs of students.

In fall 2010, a pilot program, the Student Success Initiative, was instituted to look at the success rates of Barstow Community College students and how students are affected by frequent counselor contacts. The fall data was analyzed in January 2011 and a report was presented to the board of trustees in February 2011 (see: [Student Success Initiative Presentation](#)).



The initial cohort of students included all students who were registered in one to two courses below the transferable English course level. The data indicated that first time college students who had at least one counselor contact were more likely to complete the semester, maintain a 2.0 grade point average, and re-enroll the following semester. In addition, the data indicated that students who registered after the semester began were in danger of failing their courses and not returning the following semester. Based on these findings, the cohort for the spring semester was changed to only include those students who were first time Barstow Community College students or who registered after the semester had already started.

Students have been contacted frequently by a peer counselor. Peer counselors assisted students by orienting them to the college experience, including assisting them in applying for financial aid. The peer counselor also assisted the students who needed to complete their online student orientation, and scheduled appointments for those students who had not previously completed an education plan with a counselor. In May 2012, the data for the spring 2011 cohort will be analyzed. In addition, the cohort will be analyzed to look at demographic information and how it relates to the success of the students.

The Title IX survey was conducted to gain knowledge on what intercollegiate sports the student body would be interested in seeing at the college. The survey was sent out to 4,100 students by email inviting them to take part in the survey. Of that total, 401 students completed the survey, an 11.3 percent response rate. When asked to select intercollegiate sports that they would like to participate in but which are not currently offered at the College, the most common selections by female respondents were for volleyball (21 percent), soccer (16 percent) and track and field (13 percent). The most common selections by male respondents were football and soccer (16 percent each), and track (12 percent). This survey accurately reflects the proposal made several years ago by the athletic director to add volleyball, men's soccer and women's soccer. This proposal was approved several years ago, but implementation of these programs has stalled because of the current state of the College and state budgets.

## Self Evaluation

Historically, records were not kept for the students each counselor worked with; however, beginning with the 2009 academic year, this information has been collected and stored in the internal database system. The system has been refined recently to show to which cohort group the student belongs to: general counseling, athletics, VTEA, CalWORKS, veterans, CARE, OSS, financial aid, career and technical education, concurrent, EOPS, military,



student success initiative. In addition, the method of delivery (in person, via email or phone, or completion of paperwork for the student) is tracked along with the service provided.

Tracking this information will allow analysis of student success and how it correlates with counselor support. Beginning spring 2011 students who meet with a counselor are given a survey that will be used to collect data on the effectiveness of the counselors in all departments (see: [Counselor Survey](#)). To collect additional data, the survey will be sent to students who have met with a counselor over the past two semesters. As the survey was built using the Class Climate survey tool, the data will be stored electronically and can be analyzed per counselor, per department, or by a combination.

Each student support department has established a department mission statement that supports the mission of the institution, and created an assessment plan for student learning outcomes.

The College meets the Standard.

## Planning Agenda

The College continue to identify student populations, especially at Fort Irwin and in the online environment. The institution needs to investigate the purchase of tracking software for management of student support services.

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

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## Descriptive Summary

The institution strives to ensure equitable access to the entire student population, regardless of service method or location, by maintaining a well-trained and effective cadre of staff members. The institution maintains an off-campus service location at Fort Irwin. This “one stop” service location provides students with counseling services geared specifically toward the military student and family members. Furthermore, admissions, financial aid and test proctoring support are provided to the students at Fort Irwin. Textbooks for courses taught at Fort Irwin and online may be purchased online from the Viking Shop.



**College Mission Statement**

Barstow Community College is an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services.

Barstow Community College is committed to:

- Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.
- Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.
- Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities.
- Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential.
- Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.
- Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.
- Using institutional research to further develop courses, programs, and services.
- Increasing access to all students by continuing to promote and develop our extensive distance education program.

**Student Services Mission Statement**

Student Services advocates for students; enhances educational experiences through provided services; fosters success; and promotes student growth and development through partnerships within the college and in the community.

**Admissions and Records**

Admissions and Records provides professional, timely, student-centered customer service in an effort to simplify the admissions, registration, and records processes.

**Financial Aid**

Financial Aid assists students to obtain their academic, career, and personal goals by providing financial information and resources.

**Associated Student Body**

Associated Student Body (ASB) enriches social, professional, and organizational skills among student leaders through activities which promote student engagement and campus involvement for the betterment of every aspect of campus life.

**Fort Irwin**

Fort Irwin provides opportunities for personal growth, educational achievement, and career preparation in an environment that accepts and promotes diversity through professionalism for the Active Duty Soldier and family members.

**Athletics**

Athletics fosters a culture of integrity, sportsmanship, and self-efficacy, emphasizing skill development in the cognitive, affective, and psychomotor domains to ensure the holistic development of the student athlete through participation in competitive intercollegiate competition resulting in matriculation to four year institutions.

**Special Programs and Services**

Special Programs and Services provides access and support services to educationally disadvantaged students to overcome social, physical, and economic barriers and reach their academic, career, and personal goals by fostering an environment that promotes student success through independence and self-advocacy.

**Counseling**

Counseling promotes self-advocacy and critical thinking through empathetic interactions which effectively guide students towards their academic, career, and personal/ social goals.

**Transfer and Career Planning Center**

Transfer and Career Planning Center supports students through the transfer exploration process by providing the tools needed to obtain a knowledgeable perspective of their academic, career and personal/social goals.



The College had undergone a reorganization which resulted in the creation of a director of military operations at the Fort Irwin campus, the elimination of a full time financial aid clerk, and the creation of a second student services technician. In addition, an adjunct faculty member was hired in spring 2011 to teach English as second language (ESL) courses at Fort Irwin.

Beginning fall 2011, significant changes have been made to the structuring of the ESL program at the Fort Irwin site to ensure equitable access for the ESL learning students. These changes illustrate the commitment the College has to the programs and services offered at the off campus site.

An increase in space at the Fort Irwin site was provided by the United States Army. The institution now has four additional classrooms at the Fort Irwin site. Innovative class offerings include morning, lunch-time and evening classes. In addition, rotational classes are offered and the institution supports the Army's new "Desert University" initiative which allows active duty personnel to leave their assigned position from 1500 to 1800 hours, Monday through Thursday to attend college ([see: Desert University Initiative](#)).

The staff at the main campus provide support services to students in the general service area, including true distance learners via email and phone calls. Currently, there are generic email addresses for counselors, admissions and financial aid staff. These email addresses are screened and routed to the appropriate staff member for resolution as quickly as possible.

The Self-Service Banner (SSB) module has been incorporated into the institution's website. This allows students access to registration services from the SSB internet site at any time. In addition, students may order and/or print transcripts, as well as check financial aid status and awards. This information is of importance to students, particularly distance learners that are not within the local geographic area. The SSB ensures equitable registration for all students regardless of location.

## Self Evaluation

One of the issues facing the institution is budgetary cutbacks, an issue faced by all California community colleges. During the fall 2008 semester, the decision was made to temporarily freeze a student services technician position at Fort Irwin. This reduced the staff at that location to two classified positions. Although still able to provide student services support, this freeze at times created a stress to the daily operations of the Fort Irwin office.





Student Services Student Learning Outcomes	
<b>Admissions and Records</b>	<ul style="list-style-type: none"> <li>Students will successfully utilize their online accounts to access registration, grades, academic standing and account balances.</li> <li>Students will successfully utilize their generated college e-mail address.</li> <li>Students will demonstrate the knowledge of Admissions and Records deadlines.</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>Students who participate in an athletic program will demonstrate academic success that will allow matriculation to a four year institution.</li> <li>Student-athletes will demonstrate a high level of competency in cognitive, affective and psychomotor domains leading to superior proficiency in intercollegiate competition.</li> </ul>
<b>Counseling</b>	<ul style="list-style-type: none"> <li>By completing the matriculation steps prior to the completion of 24 units students will successfully declare a program of study.</li> <li>Students will successfully access support services recommended during counseling visits.</li> <li>Students will utilize their computer generated education plans to assist to register in the appropriate courses for their program of study.</li> </ul>
<b>Financial Aid</b>	<ul style="list-style-type: none"> <li>Students will demonstrate knowledge of Financial Aid deadlines.</li> <li>Students will be proficient in logging in and accessing their online accounts to view tracking requirements, award amounts and SAP status.</li> <li>Through the scholarship application process, students will demonstrate the ability to compare their personal and academic financial qualifications to scholarship requirements.</li> </ul>
<b>Special Programs and Services</b>	<ul style="list-style-type: none"> <li>Special Programs students will successfully complete 75% of the courses indicated on their Student Education Plan (SEP) each semester.</li> <li>Upon completion of individual program orientations, Special Programs students will be able to understand and articulate the program requirements and student responsibilities necessary to maintain program eligibility.</li> </ul>
<b>Transfer/Career Planning Center</b>	<ul style="list-style-type: none"> <li>Students will demonstrate an understanding of the transfer process.</li> <li>Students will become aware of transfer related specialized programs.</li> <li>Students will be able to use the appropriate resources to find employment and career opportunities.</li> </ul>
<b>Student Life and Development</b>	<ul style="list-style-type: none"> <li>Students who participate in ASB can effectively run a meeting using Robert's Rules of Order and adhering to the Brown Act.</li> <li>Through participation in ASB, students will demonstrate leadership through event planning and organization.</li> <li>ASB students will demonstrate the importance of being active.</li> </ul>



With two staff members available to proctor exams, it became difficult to effectively proctor students when one staff member was absent. The proctoring of exams at the off-campus location is vital to the institution as a whole, since the academic integrity of the extensive online offerings must be maintained. Regularly scheduled exam times now exist at Fort Irwin to improve upon the process.

During the fall 2010 semester, a decision was made to reorganize the off-campus site to streamline the reporting structure and ensure adequate staffing. The program director and office coordinator were reassigned to the main campus effective June 2010 and January 2011, respectively. The director of military programs position was created and filled. This director oversees the off-campus site and manages the day to day operations. Budget constraints have caused the College to analyze ways that it can be more efficient in providing services.

The College meets this Standard.

## Planning Agenda

None.

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

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## Descriptive Summary

Commitment to providing an environment that encourages personal and civic responsibility is evidenced in the opening lines of the mission statement:

*Barstow Community College is an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services.*

In addition, the College offers an array of courses, activities, and enrichment opportunities to encourage personal and civic responsibility, enhance personal development, and advance student cultural and aesthetic growth.



The scope of Student Life and Development includes the Summer Outreach Program, Student Government, Campus Clubs, Athletics, Transfer and Career Planning Center, and interactive community events. The students at Barstow Community College gain professional and organizational skills through engagement at community functions, campus events, shared governance committees on campus, and participation in professional conferences.

The district believes that participation in student government and activities enhance and enrich the student educational experience. To foster participation by students, two distinct and identifiable programs are offered: student government and student activities. Student government is represented by the Associated Student Body (ASB). The student population annually elects its own administrative officers and student senators, who are provided with practical leadership training and education. In addition, the student population elects its own student trustee to the District board of trustees.

The student senate offers a variety of opportunities to participate in various college-wide committees and task forces. ASB officers and senators in ASB serve as representatives for the students in various committees on campus including: Academic Calendar, Curriculum, Facilities and Safety, Graduation, Marketing and Special Events, Matriculation, Staff Diversity, Staff Excellence/Recognition, Strategic Planning, Budget Development and Review, Technology, and Student Learning Outcomes Assessment. All these activities serve to provide students with opportunities to participate in the decision and policy-making processes of the College.

Student government oversees the campus clubs and organizations ensuring that student needs are being met appropriately and not neglected. The InterClub Council encourages the development of new campus clubs and grants club charters, as well as supports co-sponsorship with student government. Campus clubs range from honor societies such as Phi-Theta Kappa (PTK) and Alpha Gamma Sigma (AGS), to culture-specific including Native American Student Association (NASA) and Gay Straight Alliance (GSA). The honor society groups recognize academic excellence and provide numerous opportunities for students to volunteer time in the community and on campus. With diverse clubs on campus, students have the ability to identify with a group with which they are comfortable.

The BCC Athletic Department is a member of the Foothill Conference of the California Community College Athletic Association (CCCAA) and provides athletes the opportunity to participate in intercollegiate sports programs on campus. Building character, discipline, teamwork, and sportsmanship engage athletes in deep learning experiences that go beyond traditional classroom instruction. The student athletes who are involved with basketball, baseball, cross country, and softball all engage in community events. Such events



include the Annual Mardi Gras Parade, United Way, Boys & Girls Club, the local homeless shelter Desert Manna, and the Barstow Police Activities League.

Community involvement allows the students to participate in leadership roles such as the scholarship fundraising event known as The Lights and Learning program held each year in December (see: [Lights and Learning announcement](#)). The students have the opportunity to be involved as college club sponsors in community activities such as the annual Christmas Cops and Kids Program, where volunteers deliver toys to children in Barstow during the holidays. The Police Activities League also sponsors an annual Thanksgiving meal program that serves dinner to local residents. Another organization in which the students are involved with is the Holiday Meals program where volunteers prepare and deliver meals to the homes of the elderly during the Thanksgiving and Christmas holidays.

Involvement with the community in leadership roles allows students to host events at the local City Council Chambers, such as Meet the Candidate Night. This event allows the ASB students to host a candidate night, which invites all local residents vying for elected school, college, and city positions. The students also have the opportunity to participate with the city clerk in hosting a Census Day on campus during which they register students to vote in upcoming elections.

Special awareness months are recognized with a community walk around the campus. Breast Cancer Awareness, Domestic Violence, AIDS Awareness, and the March of Dimes are all events that include the faculty, administration, students, staff, and the local community.

The Transfer and Career Planning Center offers a variety of activities that support and contribute to student development. The center provides services relating to transfer with an emphasis on long-range planning for career goals. Students are provided with instruction on how to use Project ASSIST (Articulation System Stimulating Inter-institutional Student Transfer), Eureka (a web based career information system), and other computer resources.

Students are also exposed to presentations by representatives from four-year institutions and workshops on transfer and career related subjects. Group visits are coordinated and hosted for California public and private universities. Assistance with four year college and university admissions applications and assessments of aptitude and career interests are available within the center.

Every semester workshops and events pertaining to transfer admission and career readiness are scheduled throughout the term. A monthly calendar of



events is then posted in the center and on the College website. Staff members from the Transfer and Career Planning Center encourage students to attend the scheduled workshops and events. Faculty supports the center by allowing the staff to schedule informative class presentations at the beginning of the fall and spring semesters.

The Foster and Kinship Care Education (FKCE) is dedicated to enriching the resources and knowledge for informal/formal foster, kinship, or adoptive parents. FKCE is committed to developing better communication and parenting skills in order to foster more responsibility among the local learning community in terms of parenting. Not only does FKCE promote stronger civic and family responsibility, but it also helps parents to develop in a more personal and intellectual way. This is achieved by providing diverse classes that reach parents in a unique and authentic manner.

## Self Evaluation

The College provides support for and emphasizes the role and function of the Associated Student Body in coordinating student activities, enhancing student life, and representing student views to the administration and the board of trustees. The Office of Research, Development and Planning provided additional information about faculty, staff and student behaviors that were predictors of subsequent student success and achievement. The Community College Survey of Student Engagement (CCSSE) research indicates that students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Though collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems. Student Life and Development supports are critical elements of the supports provided to students at the institution ([see: CCSSE Summary](#)).

Responses to seven questions on the CCSSE were used to develop a score against which the institution could compare performance with peer institutions. Students were asked to reflect on their experiences during the current school year and select how often they did a named activity. The score for our college exceeded comparable small colleges in the three-year cohort by 2.6 points. Our score is also ahead of the mean score for all schools in the 2011 cohort by 3.8 points. On this benchmark our full time students had a score of 65 while part-time students had a score of 50. This data, while promising, does reveal that the institution must direct its attention towards encouraging part time students to participate in extracurricular activities to enhance their civic responsibility and personal growth.

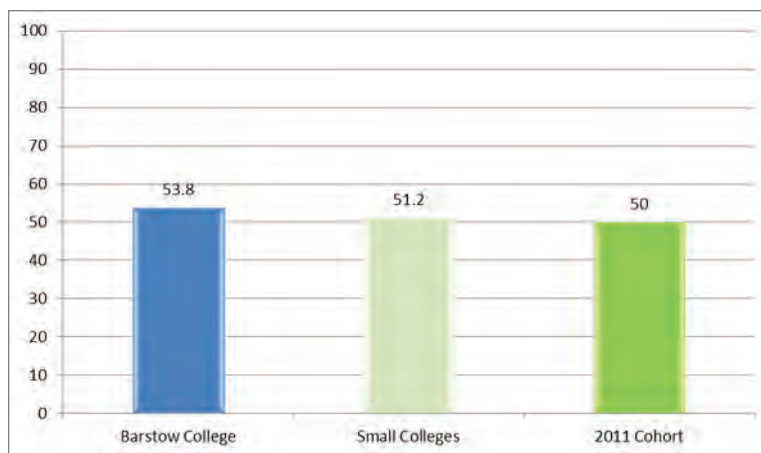


Figure II.B.3, Barstow College Support for Active and Collaborative Learning

In 2007, the College designated facilities where students can engage in social events. By providing facilities for the students, meetings for clubs are now possible on a regular basis and students now have a place to engage, socialize, and recruit other students to join clubs and activities, thus creating the opportunity to extend campus life.

Also included in those facilities is a student government office. The newly renovated facilities area offers services such as office space for the Associated Student Body officers, senators, members, and other club members to host regular meetings and plan events; a secure place to process student identification cards; a game room; a student lounge; and food court services.

The BCC Summer Outreach Program utilizes and hires peer counselors from the ranks of the student population. The success of the program was largely attributed to the practice of peer counselors visiting prospective students at their homes and bridging their transition to campus life.

EOPS, CARE and CalWORKs take a holistic approach to working with the “whole” student in relation to their academics. Workshops focus on both academic (study skills, career choice, proactive job searching) and personal topics (personal safety, sexual and reproductive health, and social media impression management). Workshops like “Thanksgiving on a Budget,” where students learn how to prepare a Thanksgiving meal easily and affordably, are particularly useful when the majority of students are economically disadvantaged (see: [Thanksgiving on a Budget](#)).

The College meets this Standard.

## Planning Agenda

None.



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

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## Descriptive Summary

Barstow Community College Student Services designs, maintains, and evaluates the counseling process that supports student development and success. The counseling department provides educational, career, and personal counseling, as well as student advocacy and crisis intervention services that enables students to achieve their educational goals. As stated in the Student Services Division mission, the division advocates for students, enhances educational experiences through provided services, fosters success, promotes student growth and development, and promotes self-advocacy and critical thinking through empathetic interactions which effectively guide students toward their academic, career, and personal/social goals.

To support student learning and success, the division employs six full-time counselors. While all counselors serve the general student population, one full time counselor is designated to counsel OSS students within the Special Programs and Services department, and another is assigned to the Fort Irwin site. The other four counselors are utilized for general counseling. In addition, there are four part-time counselors. Each of the part-time counselors has a 50-day contract.

The four general counselors have additional duties as well: one is the matriculation coordinator, one the articulation officer, one is responsible for counseling athletes and veterans, and one is designated to assist with transfer and outreach operations. Two of the part-time counselors provide services in general counseling and in Special Programs and Services (EOPS, CalWORKS, VTEA), one is assigned to work exclusively at Fort Irwin, and the other works in general counseling and the transfer center.

All counselors help students with access issues, goal setting, priority registration, development of education plans, course selection, and financial aid processes. Counselors have developed student learning outcomes ([see: Counseling SLOs 2009–2012](#)) for the department and are in the process of gathering the information to assess those outcomes.

Counselors seek to assist students in creating or revising education plans including military Servicemembers Opportunity Colleges (SOC) agreements ([see: SOC Agreement](#)), reviewing assessment scores and their impact on course selection, developing plans for degree/certificate completion or transfer, and





personal problem resolution. Students who need to develop an improved set of study strategies, need additional study skills, or are on academic probation are referred to tutorial services and/or encouraged to enroll in the Orientation 1 course, which focuses on developing student success skills. For example: The “Early Alert” program developed by the counseling department has met with some success within the instruction community:

Counselors dialogue with others on campus about the critical needs of students in their respective areas and disseminate ideas and information to their instructional colleagues primarily by serving on committees on campus. For example, as a member of the Basic Skills Committee, a counselor participates in the development of action plans and the evaluation of annual funding requests.

Counselors bring back information and training opportunities from the committees to their respective programs and services within the Student Services Division. Counselors are also a part of the dialogue and dissemination of information at the Academic Senate, the Equity Committee, the Enrollment Management Committee, as well as the Curriculum Committee. A counselor is also part of the Financial Aid Appeals Committee, the Scholastic Standards Committee and the Military Education Advisory Committee.

Counselors are in contact on an as needed basis with the tutorial services specialist and make referrals for academic support, tutoring and supplemental instruction. Counselors are in daily contact with each other, making referrals to special programs, financial aid, OSS, EOPS, and CalWORKS.

The vice president of student services meets with the counselors on a monthly basis. These meetings include Fort Irwin counselors, Special programs and Services counselors, as well as the general counselors ([see: Counselor Meeting Minutes](#)). Also included in meetings, when appropriate, are career and technical education representatives, a representative from the instruction office, the director of enrollment services, director of special programs and services, and other department representatives.

These meetings are conducted to convey information, discuss common issues and initiatives across programs, and to establish procedures relevant to the area. Items of concern include financial aid procedures and requirements, Veterans GI Bill changes and procedures, matriculation requirements, enrollment procedures, degree and certificate requirements, catalog revisions, and in general provide opportunity to coordinate and integrate efforts that may provide more support and address a student’s need. These meetings also serve as training sessions for all counselors.





Counselors who attend specific training, such as University of California and California State University generated workshops, provide information to all other counselors. The veterans counselor attends VA Regional meetings and returns with material that is shared with all counselors. The director of special programs and services shares information from state training and the DSPS counselor provides information dealing with that area.

The predominately military counselors provide information regarding evaluating military training, SOC requirements, and the Army's GoArmyEd portal for tuition assistance students. The military counselors have developed degree templates for different Military Occupational Specialties (MOS) and trained other counselors in their use. The military counselor attends the annual Council of College and Military Educators (CCME) conferences to keep abreast of educational programs and services for veterans, active duty military and their family members. This information is made available to the counseling staff.

Training is provided to support and enhance counselor effectiveness through the use of technology. This training includes the use of Banner, Banner upgrades, degree audit software, and electronic education plans. Training is provided in the use of College Source, a website that enhances the accuracy of evaluations and placement of transfer courses.

In addition to curricular changes and specific counseling and advisement issues, training is also provided in counseling support for online instruction, articulation and evaluation of transfer credit, and the use of technology to support and enhance counselor effectiveness. This has included the development and use of electronic education plans which meet Title 5 regulations.

The counselors also enhance student development and success by guiding students through many of the following processes:

- Developing and guiding a student through an education plan that leads to the completion of degrees and certificates;
- Assisting in the research needed for the development of transfer plans that will lead to the accomplishment of career goals;
- Assisting in the financial aid processes which leads to increased self-advocacy;
- Guiding students through the process for removal of academic or progress probation restoring good academic standing;



- Transcribing military training evaluations that lead to promotion potential, quicker degree completion, and greater employment opportunities after active duty completion;
- Explaining various programs and referring qualified students to available resources, e.g., EOPS, CARE, VTEA, CalWORKS, CALVET, GI Bill,

Counselors at Barstow Community College are often given the following types of evaluations by faculty members, demonstrating that counselor involvement in student success permeates the campus environment:

## Self Evaluation

During the past few months the College has been preparing for its accreditation visit. Results of the counseling department self-evaluation indicate that counseling is a dynamic component of student success. According to the counselor surveys received from students, they are generally satisfied with the counseling experience. According to the 2008 Campus Climate Survey, 85 percent of respondents rated counselors very high in sensitivity, responsiveness, receptivity, and accessibility.

Both the Student Satisfaction Inventory (SSI) and the Institutional Priorities Survey (IPS) included questions about the availability and program knowledge of the academic advisors at the College. Two questions each from the SSI and IPS are related to the general concepts of this standard. The responses were particularly useful when linked to the specific college actions, policies, practices, initiatives or to general values and habits of the college workforce.

On the SSI, students were asked if they perceived that academic advisors are available when students need help. Barstow students were of the opinion that these resources were adequate as their level of satisfaction was a score of 5.40 (out of 7). On the other hand, employees were not quite as confident as their agreement score was 5.03, when asked the same question on the IPS.

Counselors are involved in the student's progress from the admissions application through graduation. With the implementation of the online CCCApply admissions application, and the inclusion of the online orientation component as a part of the application process, the orientation component of matriculation is easily satisfied. In addition, the student has received initial information about the College and the matriculation process.

Students are also required to complete assessment testing prior to seeing a counselor. Thus the matriculation process has been streamlined, resulting in necessary data being available to the counselor for establishing and completing



a productive initial counseling session. All students leave the initial counseling session with an accurate education plan outlining his or her pathway to degree or certificate completion, which enhances the chances of success.

The following tables show that counselors are indeed meeting with and guiding students. Each visit is documented by the completion of the Counselor Contact Form (see: [Counselor Contact Form](#)). Information is recorded indicating the purpose and results of the visit, the email, or the phone call. These numbers are recorded in Banner and reported to the board of trustees on a monthly basis.

Degrees and Certificates Awarded				
Year	2007–2008	2008–2009	2009–2010	2010–2011
Total	411	346	367	367
Campus	291	247	298	297
Fort Irwin	120	99	69	70

Number of Counselor Contacts*			
2007–2008	2008–2009	2009–2010	2010–2011
19,345	13,529	11,315	17,857
*Includes Fort Irwin			

Number of Veteran Certifications			
2007–2008	2008–2009	2009–2010	2010–2011
366	426	490	456

Number of EOP&S Students Served			
2007–2008	2008–2009	2009–2010	2010–2011
757	696	954	625

Number of DSPS Students Served			
2007–2008	2008–2009	2009–2010	2010–2011
565	555	559	375

Table II.B.4, Counselor Contact Results

The counselor contact figures have and continue to be used to assess counseling staff productivity. Because of this self-evaluation of productivity



numbers, efforts are being made to tie these figures to relevant analysis which should lead to improved student service.

The number of students that sign in to see a counselor should be matched with the number of those not seen; indicating that increased staffing may be needed. Approximately fifteen percent of students who want to utilize counseling services are not seen. The length of time that students wait to see a counselor, the number of unanswered phone calls, and timeliness of answers to email, need to be tracked and analyzed, with plans for improvements following.

Longitudinal studies which match student goals with end product would be useful for improving how students and programs are matched. With current Banner limitations the College is not able to track information that would be useful in initiating improvement. A system such as SARS, a software program that tracks students utilizing support services, would be of immense value. Analysis of counseling data is used to meet the state matriculation reporting requirements. Analysis and use of this data for planning and decision making is limited.

The area that has most affected the counseling department is that of staffing. During the past three years the student population increased from 5,681 in 2005–2006 to 8,839 in 2009–2010. Much of this increase was distance learning students. This has resulted in an enormous increase in the emails and phone calls to the department. Even with this verifiable increase, staffing has been reduced. This reduction has resulted in increased wait times, untimely response to emails and to phone calls going unanswered. The condition of the budget and a cost containment measure was cited as the reason for the staff reduction; however other positions were created and staffed. Data needs to be better utilized in the making of decisions that will enhance productivity at a time of budgetary constraints. Access to the data has increased over the past two years due to efforts of the researcher, and this data will be used in the assessment of additional staffing needs.

## Planning Agenda

The College needs to enhance its means to collect data using current technology and software that is easily analyzed for students utilizing the departments in the division.



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

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## Descriptive Summary

Barstow Community College maintains appropriate programs, practices, and services that enhance student understanding and appreciation for diversity. The College accomplishes this through the Equity Committee, chaired by the Director of Special Programs and Services. The committee represents the institution's commitment to foster an environment in which diversity is embraced by reflecting the demographics of the student body and staff. The committee is also updates the College's Equity Plan ([see: Equity Plan](#)).

Student Activities programs at the College participate in the planning, development and implementation of educational, cultural, social and recreational activities. These activities, whether College-wide or sponsored by special interest clubs and organizations, provide the student opportunities for exploring and developing talents, making friends, realizing potential and experiencing a sense of community at the College.

As of the end of spring 2011, there are 16 established clubs complete with constitutions, by-laws, full student membership, club participation, and cultural events that celebrate diversity on campus. With the increased club participation and student enrollment, there are several events held on campus to facilitate interaction of cultural experiences and values. The following clubs promote and educate others on the issues of diversity:

- *Black Student Union:* The purpose of this club is to serve as an organization that fosters student development through diversity, academics, and social services.
- *Club 4 Christ:* The purpose of this club is to encourage Christian fellowship and to bring others into the knowledge of Jesus Christ through prayer and Bible study. Members will consist of Barstow Community College Students.
- *Gay Straight Alliance:* The purpose of this club is to create a safe environment in school for students to support each other and learn about homophobia, transphobia, and other oppressions, as well as to educate the school community about homophobia, transphobia, gender identity, and sexual orientation issues, and fight discrimination, harassment, and violence in schools.
- *Native American Student Association:* The purpose of this club is designed to keep the Native American culture alive by providing information to students about Native American history and sharing cultural rituals that have been around for hundreds of years.



## Self Evaluation

One of the continuing practices to ensure diversity at the institution is the continued growth and development of diversity programs within campus clubs and organizations. The Associated Student Body (ASB) provides students with the ability to participate as club officers, members, senators, and representatives. The Associated Student Body hosts a number of events that encourage personal development. Each year in February students participate in a Black History month celebration where faculty, staff and students are exposed to historical figures and facts relating to black history (see: [Black History Month](#)). Students are exposed to Mexican culture during the annual Cinco de Mayo celebration (see: [Cinco de Mayo](#)). The event includes traditional music, dancing and food, along with speeches of cultural significance.

The Native American Student Association had six regularly attending members last year. The club sponsored the Native American Literature reading in November 2010, as well as an Indian Taco Day in May 2011. For the Native American Heritage Presentation, the club secured the elected governor of the local Laguna nation to be the keynote speaker for the event.

Faculty plays an integral role in providing programs that augment diversity. For instance, during the 2010 –2011 school year, the English department participated in the organizing of the literature presentations for events celebrating Native American Heritage Month, Black History Month, Women’s History Month, and National Poetry Month. The music department at the College celebrated cultures, ethnicities, and religions of all kinds with concert selections included music from Zimbabwe, Zambia, Russia, France, and Germany as well as Spanish selections and early American black spirituals (see: [Concert Band](#)).

Special Programs and Services students are naturally a very diverse group, coming from various cultural, socioeconomic, age, and disability groups. EOPS and CARE offer a variety of workshops. The department promotes and encourages students to attend cultural presentations and celebrations on campus, especially those put on by the student organizations.

The College meets this Standard.

## Planning Agenda

None.



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

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## Descriptive Summary

Each year the Admissions and Records department reviews the College's admissions instrument and analyzes data collected from applications to determine if the information meets California Community College Chancellor's Office standards, new Management Information Systems (MIS) data elements, and College data needs.

Assessment testing is reviewed annually for compliance with the Chancellor's list of approved testing instruments. Cut scores are reviewed and discussed at counseling department meetings and by the Matriculation Committee to ensure appropriate placement in classes, and validation studies occur in a three-year rotating cycle to minimize biases and for monitoring in math, English, and reading ([see: Matriculation Plan](#)).

The College uses the Chancellor's Office sponsored CCCApply application as its primary admissions instrument. The CCCApply application enables the College to collect basic demographic information about students, including state-mandated residency information, directory information, MIS reporting, and data for Integrated Postsecondary Education Data System (IPEDS) reporting.

The College uses the Accuplacer assessment instrument, a computer-adaptive college placement system for evaluating student skill development in the areas of reading comprehension, English composition, and mathematics, as well as English language proficiency for non-native English students (ESL). Accuplacer is an approved assessment instrument per the Chancellor's Office. As outlined in the California Community College Chancellor's Office guidelines titled *Standards, Policies and Procedures for the Self Evaluation of Assessment Instruments Used in the California Community Colleges* (4th Edition, Revised March 2001), "second party test developers must provide documentation addressing freedom from cultural/linguistic bias, insensitivity and offensiveness" as part of the process of becoming an approved assessment instrument for the California Community Colleges.

## Self Evaluation

In 2008, the Accuplacer assessment instrument was revalidated. The revalidation process included analyzing data regarding the correlation of cut scores and the success rates of students in the classes. During the revalidation





process, the matriculation coordinator surveyed both students and faculty members to determine the students' readiness level when entering the class and the students' success rates. The revalidation resulted in changes to the cut scores. In addition, multiple measures were added to the assessment instrument via a student survey that gives points based on answers to questions regarding the length of time since a student has taken a math or English class, and what level the student was at in math and English when in high school. The multiple measures also takes into account the student's self-professed study habits. In 2009, English as a second language cut scores were added to the assessment validation.

The College meets this Standard.

## Planning Agenda

None.

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*II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

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## Descriptive Summary

Barstow Community College maintains student records permanently, securely, and confidentially, with provisions for secure backup of all electronic files through the guidelines of established Board Policies and Administrative Procedures. In addition, the institution publishes and follows established policies for the release of student records.

Faculty, staff, and student employees who handle files containing grades, financial data of students or their parents, counseling information, assessment test scores, disciplinary records, and any other sensitive information are required to comply with established Board Policies and Administrative Procedures and the Federal Educational Rights and Privacy Act (FERPA) standards for access and privacy. Access to confidential information is on a need to know basis only.

Board Policy (BP) and Administrative Procedure (AP) 5040, "Student Records and Directory Information," ensure that students' records are maintained in compliance with applicable federal and state laws related to the privacy of student records. In addition, BP 5040 indicates that only





defined directory information will be provided without the written consent of the student, unless the information is requested pursuant to a court order or lawfully issued subpoena (see: [Board Policy 4050](#) and [Administrative Procedure 4050](#)). A student's right to privacy is published in the catalog.

According to the catalog, pursuant to FERPA and California Education Code, "a student may request to inspect all official school records, files, and related data that are classified as student record . . . if information is inaccurate, misleading, or inappropriate, a student may request removal of the information or include a statement disputing the material that is challenged."

## Self Evaluation

In September 2008, the institution contracted with ViaTRON to have all Student Services archived records scanned and added to the Laserfiche electronic document repository. The project was completed in March 2010 and training was given to all Student Services staff regarding scanning and retrieving documents. Training is offered at intervals to ensure that staff is adequately trained. In addition, a user manual was created for use by staff (see: [Laserfiche User Manual](#)). All Financial Aid records are scanned on a yearly basis. Admissions and Records scans all new incoming documents on a daily basis and is working on scanning a small backlog of records that was created once records were sent for scanning before Admissions and Records was scanning on a daily basis.

In January 2011, the College began issuing generated student identification numbers, commonly referred to as B Numbers. This is to ensure that social security numbers are not used a means of identification for students.

The College meets this Standard.

## Planning Agenda

None.



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*II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

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## Descriptive Summary

Barstow Community College ensures that all student support services are evaluated to ensure that identified student needs are met adequately through the program review process and assessment of student learning outcomes. In 2005 a program review template was adopted by the Student Services Division. At the time staff believed that the template would be adequate for the needs of the division. However, after using the template, it became apparent that it would not adequately meet the needs of the division.

Beginning in 2007, the division began reviewing templates from other institutions to begin developing a more adequate model. Over the next two years a new program review template was designed and put into use (see: [Program Review Template](#)). All departments in the Student Services Division will use the new template. A program review timeline has been developed to ensure that each department undergoes program review every three years with updates annually (see: [Program Review Timeline](#)).

Each year department level student learning outcomes are assessed and changes made to ensure that the services provided contribute to the achievement of students.

The Student Services Division has created a mission statement that supports the institutional mission. In addition, each department has created a mission statement that supports the division's mission. These mission statements are prominently displayed in each department.

Per a 2006 planning agenda item, student learning outcomes for each of the Student Services departments have been linked to the Student Services Division outcomes and the institution's general education outcomes. All departments will address how those outcomes support the Educational Master Plan when writing program reviews and completing the annual updates.

In response to a 2006 planning agenda item that discusses tracking transfer students, the College has signed an agreement with National Student Clearing House. This agreement will serve a dual purpose of allowing Admissions and Records to outsource their degree and enrollment verifications, and allow the College to track information about all of its students.



## Self Evaluation

### **Admissions and Records**

For 2007–2008, Admissions and Records assessed students' use of technology to apply using an online admissions application. After it was determined that the majority of students were successfully applying online, the decision was made to make applying online a requirement and Admissions and Records ceased accepting paper applications.

Beginning 2008–2009, Admissions and Records began focusing on transitioning students from registering in person to registering online. The initial data indicated that in 2008–2009, 45 percent of students were registering in at least one class online, while 33 percent were registering solely online. In 2009–2010, this dropped to only 35 percent registering in at least one class online and 24 percent solely online. Beginning spring 2011, Admissions and Records began requiring students to register solely online. This caused an increase from the 2009–2010 year to 51 percent in at least one class and 35 percent solely online. The spring 2011 semester peaked at 64 percent of students registering in at least one class online and 41 percent solely online.

In assessing the data it was determined that those students not registering online were predominantly being registered through the waitlist process or after the class had begun. Both instances required manual overrides. To facilitate students registering solely online, Admissions and Records introduced “add authorization” codes for fall 2011, and will be instituting a waitlist process that allows students to register online for spring 2012. This should cause a significant decrease in the number of students registering in person.

### **Athletics**

Through the assistance of counselors, coaches and athletic administration, transcripts and education plans were gathered for all athletes to evaluate athletic departmental SLOs. It was discovered that 60 out of 71 student-athletes made satisfactory progress towards transfer, an 84 percent success rate. Baseball and softball had a 90–95 percent rating and men's and women's basketball had a 68–70 percent success rate. Plans to improve success rates include better monitoring and communication with the counseling department regarding students' completion of education plans early in their first semester.



## **Counseling**

The counseling department has focused on matriculation steps as a means of promoting student success. In 2007–2008 and 2008–2009, less than 350 students completed the orientation, which was only offered on the Barstow campus. Based on this, the counseling department had an online orientation created. In 2009–2010, the number of students completing their orientation drastically increased to 2,004.

In an effort to further increase students' use of the online orientation, it was added as a component to the priority registration system. New students wishing to gain priority registration must complete all matriculation steps, including the online orientation. This increased the number of students completing the online orientation to 2,680 students for the 2010–2011 academic year.

In 2007–2008, it was determined that better tracking regarding the completion of education plans needed to be conducted as the College's records only indicated that 236 students had an education plan created. For 2008–2009, better documentation was put in place to ensure proper tracking of students requesting education plans; this created an increase to 697 students. In 2009–2010, only 233 new students requested an education plan.

To ensure more students had an education plan created, assessment testing was added as a priority registration component and the Student Success Initiative specifically reached out to all new students to make appointments with counselors for the creation of education plans. This increased the number of education plans for new students to 852.

Plans to implement students having an education plan on file as a priority registration component are underway for the fall 2012 semester. Once student participation in the matriculation steps is acceptable, the counseling department will begin to analyze the effects of the matriculation steps on student decision making regarding program of study.

## **Financial Aid**

In 2007–08, the Financial Aid (FA) department assessed data regarding the number of students applying for financial aid prior to the first deadline and determined that only 43 percent of students applied prior to the first day of class. At that time, the FA department began sending email and postcard reminders to students to apply early for financial aid, conducted workshops on Free Application for Federal Student Aid (FAFSA), and hung posters in various Student Services offices. These changes did not have a positive effect on students applying early. Only 43 percent of students for 2008–2009 applied for financial aid before the start of the fall semester.



Based on the assessed data, the department began including deadlines for financial aid check runs in the each semester's Schedule of Classes. This did have a positive effect, and 44 percent of students applied for aid before the start of classes in 2009–2010. In 2010–2011, the FA department sent multiple reminders, conducted multiple FAFSA workshops, held financial aid awareness events, and published the deadlines in the Schedule of Classes; these changes resulted in an increase to 55 percent.

For 2010–2011, the peer counselor for the Student Success Initiative called to remind students to apply for aid, and the FA department will be hosting focus groups to determine why students are waiting to apply for aid until after the semester begins.

In addition, the FA department will now be issuing bookstore authorizations for students to utilize their financial aid funds in the campus bookstore the week before classes begin through the second week of the semester. Students will not be issued a financial aid check until the third week. It is hoped that this change will also result in students applying early.

### **Special Programs and Services**

The Special Programs and Services Department has focused on SLO #1 (Ed Plan Course completion) and SLO #2 (Program Requirements and Responsibilities). Course completion was analyzed and it was discovered that OSS Students have the lowest completion rate; however, they are the leading group in taking courses recommended on the Student Education Plan. EOPS, CARE, and CalWORKs participants have decent completion rates, but are taking less than 50 percent of what is recommended to them on the Student Education Plan. Conclusions regarding the data are that 1) students are not being monitored closely enough, and 2) consequences for non-performance have not been enforced.

At the conclusion of the fall 2010 semester, the assessment data led to changes in the determination of EOPS program probation or dismissal, to include student performance. A large number of students were dismissed, and a large number were placed on probation. OSS is not a program that is set up to "dismiss" students, unless they are dismissed from the College or grossly violate student conduct policies. CalWORKs students are only dismissed if they are no longer eligible for county services or college enrollment.

The large number of EOPS probation/dismissal notices in 2010–2011 was largely tied to program non-compliance, which is addressed in SLO #2 and students' comprehension and later execution of program requirements. Because students seem to exhibit comprehension of the requirements, but lack consistent execution of the requirements, clearer guidelines for the requirements were created in summer 2011 to be implemented in 2011–2012.



For example, deadlines were set for counseling appointments so that the first appointment occurs within the first half of the semester and the second appointment occurs after the midway point of the semester. This prevents students from completing their two required counseling appointments in a short time frame. In addition, missing one counseling appointment results in program probation and missing both results in dismissal. Also, “rewards” for students that are meeting program requirements were implemented, such as an increased maximum book voucher amount (probationary students receive a lesser amount). In addition, a policy was created to not issue book vouchers (only loans from the book library) to new EOPS students until after they have successfully completed one semester in the program.

### **Transfer and Career Planning Center**

In response to SLO #1, in 2008 the Transfer and Career Planning Center (TCPC) created a two part transfer related survey that was distributed before class visits, new student orientation, special programs orientations, and at any transfer related activity hosted by the center. The first part of the survey asked questions that pertained to students’ current knowledge of the resources found within the TCPC and their knowledge of the transfer eligibility requirements.

After the workshop or activity the student was asked to fill out the second section of the survey which asked questions based on the information they received during the session and how that information related to their particular transfer situation. After reviewing the surveys, it came to the attention of the TCPC that the students are on different levels of transfer readiness.

In fall 2008, based on the data received, the TCPC began to maintain a contact list of students based on their majors, number of units and location. This allowed for the TCPC to target certain students who would need information on workshops, transfer updates and transfer related activities that pertained to their particular transfer goals.

The College meets the Standard.

## **Planning Agenda**

The College will evaluate the effectiveness of the student services program review template.



## Standard II B: List of Evidence Cited

- II-B-1 [Student Services Mission Statements](#)
- II-B-2 [Student Services Student Learning Outcomes](#)
- II-B-3 [Online Orientation](#)
- II-B-4 [Education Plans 2011–2012](#)
- II-B-5 [Diversity Survey](#)
- II-B-6 [Noel-Levitz SSI and IPS Results](#)
- II-B-7 [Pre-registration Check](#)
- II-B-8 [Waitlist Email Template](#)
- II-B-9 [Transcript Request Form](#)
- II-B-10 [College Catalog 2011–2013](#)
- II-B-11 [Academic Calendar 2011–2013](#)
- II-B-12 [Financial Aid website](#)
- II-B-13 [Student Rights and Grievance Policy](#)
- II-B-14 [Barstow Community College website](#)
- II-B-15 [Student Services Program Review 2009–2010](#)
- II-B-16 [Educational Master Plan](#)
- II-B-17 [Student Services SLOs 2007–2008](#)
- II-B-18 [Student Success Initiative Presentation](#)
- II-B-19 [Counselor Survey](#)
- II-B-20 [Desert University Initiative](#)
- II-B-21 [Lights and Learning](#)
- II-B-22 [CCSSE Summary](#)
- II-B-23 [Thanksgiving on a Budget](#)
- II-B-24 [Counseling SLOs 2009–2012](#)
- II-B-25 [SOC Agreement](#)
- II-B-26 [Counselor Meeting Minutes](#)
- II-B-27 [Counselor Contact Form](#)
- II-B-28 [Equity Plan](#)
- II-B-29 [Black History Month](#)
- II-B-30 [Cinco de Mayo](#)
- II-B-31 [Concert Band](#)
- II-B-32 [Matriculation Plan](#)
- II-B-33 [Board Policy 4050](#)
- II-B-34 [Administrative Procedure 4050](#)
- II-B-35 [Laserfiche User Manual](#)
- II-B-36 [Program Review Template](#)
- II-B-37 [Program Review Timeline](#)

## STANDARD II C: LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

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*II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

*II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*

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### Descriptive Summary

#### **Learning Resource Center**

Barstow Community College supports the excellence of its instructional degrees and certificates by providing quality library and learning support services that meet the needs of students at all locations and in all modes of lesson delivery. There is an appropriate coverage, relevance, depth, and assortment of print, electronic and digital resources to facilitate educational offerings in all of the colleges programs.

Importantly, the College relies on relevant expertise of content faculty, our full-time librarian and assistants, as well as other learning professionals on campus and in the adjunct ranks to choose and sustain the educational resources, equipment and materials to support student learning and enhance student achievement and increase institutional effectiveness.





The centerpiece of the library and learning support services is the Learning Resource Center (LRC), which is centrally located and symbolically placed at the main entrance of the campus. The LRC was completed on the Barstow Community College Campus in the spring of 2004. In many ways, the LRC is the architectural centerpiece of the campus. The LRC has become the essential learning environment for the students at the college both on and off campus, supporting departmental and college missions by promoting student engagement and retention through reliable customer service and strong student support services. The library is the central component of the LRC and serves the College's students and faculty as well as the community at large. The library comprises 28,000 square feet with seven study rooms (35 seats), 200 seats total, and 23 computer workstations and is Wi-Fi enabled. In addition to the library, the LRC also contains a Computer Commons area and the Tutorial Services Lab (TSL). There is also computer laboratory at the Fort Irwin satellite campus that parallels the same functions as the Computer Commons on the main campus for Fort Irwin students.

### **Library**

The library provides educational equipment, software and materials to support student learning and enhance student achievement by maintaining adequate print, electronic, digital and physical resources used as part of course and program curriculum. While the College has traditionally focused on the print resources as the primary educational resource for students, electronic and digital resources, accessible to online and on-campus students twenty-four hours a day, seven days a week, are playing an ever more critical role as the College continues to redefine what it means to be a college library in the twenty-first century.

The library uses a cyclical model to evaluate its effectiveness using student learning outcomes results, student achievement data, faculty and student satisfaction surveys, as well as unit outcomes to make improvements. Data from the campus climate survey, the student engagement survey, as well as departmental surveys, indicate that the students are satisfied with the level of services provided by the library; however, anticipating and meeting evolving student needs is a primary goal of the library staff.

In terms of print materials, the library contains approximately 40,000 print titles, including reference books, monographs, and works of literature. Each year, a budget is prepared to anticipate the academic year needs for print and other materials which is included as part of the program review for subsequent year cost projects. The 2010–11 budget for books was \$22,010 (see: [Library Budgets](#)).



Most books are individually selected by the librarian and library staff based on professional expertise and on review sources such as *Library Journal* and *Booklist*. Faculty, administration, and staff book requests are actively solicited (see: [Materials Request Form](#)) and are always honored. Student requests are taken via a drop box and are honored as appropriate. Importantly, the library has continuation orders on several series, particularly “At Issue” and “Opposing Viewpoints,” as well as some reference materials. The automatic purchase of sequence or series materials facilitates purchasing procedures and assures the currency of the library holdings.

Book selection is primarily based on curricular support: items are selected to support College courses and to support specific assignments in career and technical education, transfer based courses, and for pre-collegiate courses. Items are also selected based on the unique demographic needs of the BCC service area. For example, several books offer life skills and reference assistance to military veterans and their families. Items that support basic skills education, such as a topical collection of e-books, are consistently added to the collection. Relevant award-winning, significant, and outstandingly reviewed books are also purchased (see: [Collection Policy](#)). Book gifts are often received, and most of the leisure reading available in the library has been donated. Obsolete and unsound materials are regularly weeded from the library’s holdings. The periodic discarding of incorrect, irrelevant or rarely used books is a regular practice of the library staff based on timeliness, usage, physical condition, and reliability of the item. Weeded materials are surplus and disposed of per established College policy (see: [Weeding Policy](#)).

The library subscribes to 34 journals/magazines, as well as several newspapers. Periodicals are selected based on curricular support and on providing a wide range of current events coverage. Selection is primarily done by the librarian, with faculty, administration, and staff requests being honored as the budget allows. The college resources are taxed given the reduction in budgetary support for new materials. Particularly, the library continues to toil to find ways to meet the ever-expanding demand for e-resources and digital media. Materials are secured by a Checkpoint system, but the library continues to expend measurable sums to replace lost or nonreturned items. For example, in spring 2011, replacement for nonreturned items was nearly \$10,000. (see: [Lost Items Report](#)).

Library review of institutional data contained in the Fact Book revealed that a high percentage of BCC courses (over fifty percent) are offered online. The library maintains subscriptions to substantial electronic resources. The library subscribes to one journal database, *Ebscohost*, which also provides



some targeted student database material. It also subscribes to two WilsonWeb current issues databases and Learning Express, which provides basic skills tutorials, vocational testing/licensing preparation, and careers/job-hunting materials. Databases accessed by the library for free currently include CountryWatch, RAND California and In the First Person. The library also subscribes to nine e-book collections, including NetLibrary and collections focusing on current events and career preparation, which can be accessed via the electronic resources page. Some titles also appear in the Online Public Access Catalog (OPAC). Hundreds of titles are available. (see: [Master Renewal Form](#)).

It is anticipated that in 2011–12 the cost for the electronic resources specifically will be slightly less than the previous academic year, allowing for the removal of the Learning Express Computer Skills Tutorial and a renewal fee for some of the subscription e-books. However, the reduction in outside sources of funding for various electronic subscriptions and systems has forced the department to make difficult decisions to support this area, which covers electronic resources (databases, e-books, etc.), the OPAC system provider account (Voyager), print periodicals and newspapers, and the account with Online Computer Library Center (OCLC), which provides technical cataloging information. Budget transfer requests have been made in the past to address the shortages and it is uncertain whether such interventions will be available given the likely reduction in apportionment from the state in the coming fiscal year. Sustainability of the current level of services will be a significant challenge for the library staff.

Per agreement with library vendors, electronic resources require passwords for off-campus access to ensure that only students and College employees have use of the materials. Passwords are provided to students on request and are also sent to instructors at the beginning of each semester. Students receive instruction in how to use the electronic resources during library tutorials and individual reference sessions; distance education students are also sent a handout on using library resources when they request passwords. Students can use the OPAC to check their accounts and renew/request materials.

The library's website gives access to the OPAC, the electronic resources, library handbook, hours and contact information, selected Internet resources, etc. The OPAC system, Voyager, was upgraded in the summer of 2009 from a version that was no longer supported by the vendor. This has updated the system's look and feel and enhanced search functionality.

In addition to supporting the traditional academic pursuits of our students, the LRC is the center for intellectual, aesthetic, and cultural events. The LRC is home of the biannual student art shows where patrons and visitors



are free to walk among the student work including sculptures, ceramics, photography, oil and water colored paintings and etching work. Additionally, the LRC is the main location of the yearly Lights of Learning celebration where the college opens its doors to children and families to celebrate the holiday season and outreach to the community members in need. Lectures by faculty and visiting scholars have also occurred at the LRC. In 2008, the California Poet Laureate stopped at the LRC to perform readings and meet with students. The Honor Society uses the LRC for the annual book and literacy drive and brought a United States Congressperson (and Barstow Community College graduate) to speak to the college students and to visiting children from the local middle and high schools about the value of a college education.

Cultural and aesthetic perspectives are also considered in resource selection. The library makes a specific effort to collect books on African, African-American, Native American and Chicano/Latino art and literature, as well as graphic novels, books of art photography, and works on modern music and cinematography. Novels that win major literary awards are generally purchased. Displays of new and topical materials can be seen throughout the library, to increase awareness of our resources as well as add visual interest.

The library also has a large collection of DVDs, which is being actively developed, and includes classic movies as well as major theatrical releases (depending on quality) and many documentaries. While some libraries employ a streaming service rather than purchasing DVDs, research has shown that many copyright and technical problems are encountered with these services. The library has chosen not to go in this direction for now; however, as service and technology improves, it will likely move toward an all-electronic platform for this material.

### **Tutorial Services**

The second component of the learning support services at BCC is the Tutorial Services Lab (TSL). Relying on the expertise of faculty and other learning support services professionals, BCC's Tutorial Services Lab supports student learning and enhances the achievement of the institutional mission. The primary goal of Tutorial Services is to help students strengthen their academic skills in pre-collegiate courses, career and technical education and college transfer content areas. The TSL is centrally located in the library solarium for easy access to student traffic flow in a well-lit, inviting and open room. Work centers, dry erase boards and study tables allow interaction between the tutorial staff and students, but the facilities are at full capacity. Students may enter the tutorial center on a walk-in basis or by appointment.



The department uses the assessment loop and program review cycle to make improvements to the services that it offers to students and faculty. Assessment results in prior years have increased the level of training provided to tutors and the manner in which timely feedback is provided to faculty and students.

Data from the campus climate survey, the student engagement survey, as well as departmental surveys, indicate that the students are satisfied with the level of services provided by the TSL. This is a source of pride for the department since the lack of staff makes it difficult to meet both the number of hours and days which the center is open and the on-demand needs that come from distance education students.

The quality and quantity of equipment and resources at the TSL appears adequate to meet the current needs of students. Specifically, eight computer stations allow students to externally access web-based materials when working on coursework or research. The computer work stations contain software for student use including basic skills support and universal access to text. Importantly, the portable whiteboards inside the tutorial center permit the tutors to perform small group and one-on-one direct instruction to explain concepts. The space is additionally equipped with a set of reference texts and two magazine kiosks filled with reference handouts for English and mathematics courses. The handout offerings for writing and mathematics are sufficient in quantity, but handouts for other subjects are not represented at this time.

The subjects currently being tutored are multidisciplinary: math and English at a variety of levels, as well as psychology, biology, chemistry, computer and business information systems (CBIS), economics, political science, history and health. Tutorial support is accessible Monday, 9–5 p.m., Tuesday and Wednesday, 9–7 p.m., Thursday, 9–5 p.m., and Friday, 9–12 p.m. The library and tutorial services are closed on Saturdays and Sundays ([see: Tutorial Services Schedule](#)). In spring 2010, Tutorial Services conducted 1,296 tutoring sessions; in fall 2010, there were 1,216 sessions. The vast majority of sessions covered English, math, and chemistry. That averages approximately 70 hours of tutorial sessions per week being tutored throughout the semester ([see: Tutorial Services Board Reports](#)). There is a tutorial computer station set up with phone access for remote tutoring. This station is a laptop equipped with the software programs required to make remote tutoring available. Another station serves as the entry point where students sign in for Education 150, which allows the institution to track and monitor student use of the learning lab. The tutor in charge aids students signing in for access to the center and concurrently works with a student remotely using CCC Confer. This latter



resource is primarily used by the College's online and distance education students.

Tutorial Services has historically been supervised by administration and classified staff rather than faculty. Recognizing the importance of securing faculty expertise, the college has reassigned the basic skills coordinator as the faculty lead in tutorial. This has been a much needed improvement to tutorial operations, as previously instructors were only peripherally involved in tutorial services. An important area of focus in the coming academic years is increasing the ability of faculty to address the currency, relevance and validity of materials and services offered in the TSL. Additionally, the program review for the Tutorial Services calls for greater faculty presence at the TSL, especially in the pre-collegiate disciplines. Greater interaction between tutorial staff and faculty has set the stage to more actively recruit students for assistance rather than wait for the student to initiate contact. The rationale for the institutional cooperation is to identify and encourage the reluctant and reticent students who would not of their own volition come to the center.

### **Computer Commons**

The third component of the learning support services at BCC is the Computer Commons. The Computer Commons supports student learning and enhances the achievement of the mission of the institution by providing students with access to the virtual resources they need to be successful in their educational endeavors. The Commons replaced three separate computer labs and is available for students to complete classroom assignments, take assessment tests, and have course exams proctored. The Computer Commons is located inside the Learning Resource Center on the Barstow campus with a sister facility at the Fort Irwin location. The Commons functions as an open-entry/open-exit computer lab, an assessment center, and a testing center that proctors tests across disciplines. Currently, it houses 72 regular computer stations and two special access computer stations to accommodate individual student needs, including vision assistance. The quantity of computer stations is currently determined by feasibility (space available) and student use. The Fort Irwin computer lab has 24 student workstation computers, one faculty workstation, and one proctor observer workstation computer; the front office area has three student workstation computers for online registration, financial aid applications, etc.

The Commons has identified student learning outcomes for the department and for the courses offered through the computer lab. The department is now in the process of closing the assessment feedback loop for the 2011–2012





academic year with student competency in the use of the software programs a major learning outcome.

Accuplacer, the assessment tool offered in the Computer Commons, is a crucial vehicle to determine the appropriate placement of students in English, math, reading, and English as a second language (ESL) courses. Assessment scores have been aligned and revalidated pursuant to state matriculation requirements through psychometric evaluation and consultation with faculty.

Currently, the Computer Commons offers stations that run on Windows 7 operating system and current versions of the MS Office Suite. The software is installed on the computer stations based on faculty (CBIS) input and advice, instructor request (for discipline specific software), and information from the Management Information Systems (MIS) department. Software installation is subject to license restrictions. Also, the Computer Commons personnel work closely with the distance education program to proctor tests for distance education classes. The Commons reviews student usage through a computer student tracking system utilizing school identification cards.

### **The Augmented Use of Evidence to Inform College Decision Making in Learning Support Services**

The dean of research, development and planning led the College with the administration of four key surveys which help inform the analysis of the College's alignment with the expectations of Standard II-C:

- 1) The Noel Levitz Student Satisfaction Inventory
- 2) The Noel Levitz Institutional Priorities Survey
- 3) The Community College Survey of Student Engagement
- 4) The Accreditation Survey (pre and post)

A full and complete discussion about the College's increased use of evidence to inform decision making is set forth in the Standard I.B and Institutional Planning and Program Review sections of the self evaluation.

### **The Student Satisfaction Inventory and the Institutional Priorities Survey**

Both the Student Satisfaction Inventory (SSI) and the Institutional Priorities Survey (IPS) included questions about the quality of the library and tutorial services provided at the College, however, there were too few questions to build a scale around the library and learning support services concepts individually.



Nevertheless, two questions each from the SSI and IPS (Form B) are related to the general concepts of Standard II-C. The responses were particularly useful when linked to the specific college actions, policies, practices, and initiatives, or to general values and habits of the college workforce. On the SSI, students were asked if they felt *Library resources and services were adequate*. Barstow students were of the opinion that these resources were adequate, as their level of satisfaction was a score of 5.75 (out of 7). Employees, when asked the same question on the IPS, were also reporting agreement with an average score of 5.62.

Tutoring services have become a very significant asset to students attending BCC. On the SSI, Barstow students were satisfied that tutoring services were readily available, as their average satisfaction score was 5.61 (out of 7). Employees also shared that opinion, as their average agreement score was 5.83 when asked the same question ([see: SSI and IPS Summary](#)).

### Community College Survey of Student Engagement

The Office of Research, Development and Planning provided additional information about faculty, staff and student behaviors that were predictors of subsequent student success and achievement. The CCSSE research indicates that students perform better and are more satisfied at colleges that provided important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success. Library, tutorial and computer commons support are critical elements of the supports provided to students at the institution ([see: CCSSE Summary](#)).

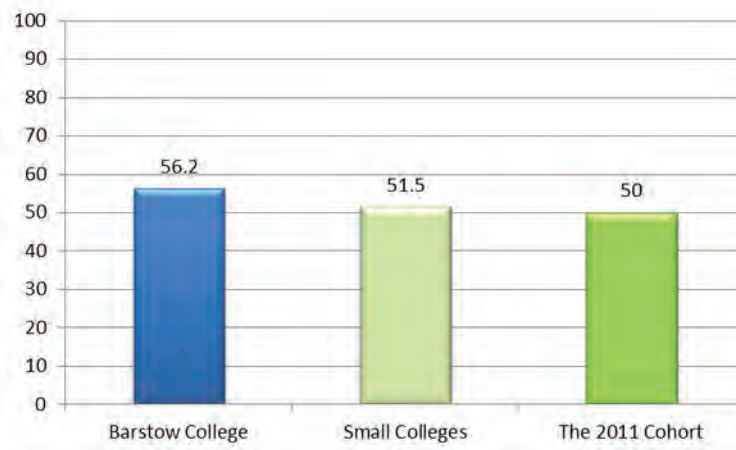


Figure II.C.1, Barstow College Support for Student Learners





Responses to seven questions on the CCSSE were used to develop a score against which the institution could compare performance with peer institutions. In five of those questions students were asked to reflect on their experiences during the current school year with respect to support services and commitment to student success. The score for BCC exceeded comparable small colleges in the three-year cohort by 4.7 points. BCC score is also ahead of the mean score for all schools in the 2011 cohort by 6.2 points. On this benchmark full-time students at BCC had a score of 65, while part-time students had a score of 52. This data, while promising, does reveal that the institution must direct its attention to part time students, since according to the Fact Book about one-third of the students at BCC take less than 6 units per term and over two-thirds take less than twelve units (see: [BCC Fact Book](#)).

### The Accreditation Survey (Pre and Post)

BCC assessed College perceptions about the role learning support services play in supporting student learning. At the beginning of the self evaluation process, almost 70 percent of the respondents from the College faculty, staff, administration and governing board believed the College learning support services supported the attainment of student learning outcomes; 12 percent somewhat or strongly disagreed. While the College leadership was satisfied with these results, the fact that about one in six did not know about this important role was less encouraging. During the self evaluation period the College examined this phenomenon.

<i>The Library and other learning support services support the achievement of student learning outcomes.</i>	
<b>Answer Options</b>	<b>Response Percent</b>
Strongly agree	25.90%
Somewhat agree	44.80%
Somewhat disagree	8.60%
Strongly disagree	3.40%
Don't know	17.20%
Not applicable	0.00%

Table II.C.2, Learning Support for Student Learning Outcomes, Post Accreditation Survey

At the close of the self evaluation process, over 90 percent of the respondents strongly or somewhat agreed the College library and learning support services support achievement of student learning outcomes; no one disagreed, but nine percent did not know enough to answer the question. The self evaluation process has had a positive impact on the College's perceptions about the impact of the library and learning support services.



*The Library and other learning support services support the achievement of student learning outcomes.*

Answer Options	Response Percent	Response Count
Strongly agree	52.9%	18
Somewhat agree	38.2%	13
Somewhat disagree	0.0%	0
Strongly disagree	0.0%	0
Don't know	8.8%	3
Not applicable	0.0%	0

Table II.C.3, Learning Support for Student Learning Outcomes, Post Accreditation Survey

## Self Evaluation

### Library

The library, given the budgetary constraints, contains an impressive collection of print and digital materials of high quality and relevance. Current events, careers, test preparation/study skills, life skills, ethnic studies and history are all strong points. However, the library staff use creativity and ingenuity to assist students to find the most current editions of texts and materials. Staff workload demands tax the staff's ability to meet the multiple mission functions of the library.

In terms of updating the collection, an active effort has been made to increase faculty participation in selecting materials. However, participation could always be higher. Although the book budget has been constrained and in some instances reduced, the College to date has been able to meet the students' curricular needs. However, further reductions in the budget or increased enrollment could significantly affect our ability to provide our students with the best possible resources.

The most significant challenge for the library in the coming cycle is to match the evolving use needs and the reduction in the use of print media as the primary method to complete student research. College classes, including humanities classes, generally focus on textbooks to the exclusion of other reading material, and students tend to go to less reliable web-based sources for their research needs. This is addressed by notifying faculty of new materials (see: [New Material Announcement](#)) and promoting good research behaviors in library tutorials and reference transactions. Faculty members in the English department have also started offering book club events to get students reading selected books. However, in the final analysis, course



content, assignments, and reading lists are the purview of teaching faculty and cannot be controlled by the librarian.

The move to fund all electronic resources solely out of the library's budget has been a difficult adjustment, and several database subscriptions were terminated in 2009 when this change became effective. The College enrolls many distance education students and is required to provide them with materials of equal quality to what in-seat students can access, so continued support for the library's electronic resources remains a top priority. Finding the requisite balance between meeting the emerging student needs and facing fiscal reality will a still point for the College in the next accreditation cycle.

The journal and other databases are fairly well used. However, e-books have not seen the use hoped (see: [Library Statistics](#)). Students offered e-books often ask for "a real book" or "something they can take with them," even though e-books are available to students with Internet access, via passwords or the creation of a free account on an on-campus computer (the librarian creates accounts for students who cannot come to campus). Some aspect of the e-book interface seems to be unattractive to the students. E-books continue to be promoted, but for now there are no plans to expand the collection in this area.

The website is generally complete and accurate with the exception of some minor updates, but increasing the fluidity, readability and ease of use is an outcome for the library staff. Offering courses that provide direction, instruction in research techniques, and informational literacy is also currently planned to secure increased student learning in these critical areas.

### **Tutorial Services**

The College meets the needs of students; however, Tutorial Services will assess the continued viability of the LRC solarium as the principal place for tutorial support to take place. In addition, Tutorial Services plans to investigate partnerships with other support areas on the campus such as OSS and the Computer Commons. As budget cuts become more serious, the TSL is examining departmental priorities to maintain effective and efficient tutorial services with its limited staff and resources. The department has great hope in the college's new strategic plan and priorities, which make the availability of cutting edge educational technology an institutional priority.

Another consideration is the limitation of available equipment. Adequacy of equipment and materials becomes an issue when there are only eight computer work stations and one tutor station for remote access support, particularly as nearly 50 percent of BCC course offerings are taught online.



It is also a concern that faculty have limited involvement in the selection of equipment and materials for the TSL. This service is an extension and support of classroom instruction offered to promote student success, and in a recent faculty survey, when asked whether the TSL equipment and software support student learning in particular disciplines, 63.6 percent of faculty respondents said either “No” or “Not Sure.” Faculty needs to be more involved in the planning and offerings of the Tutorial Services Lab.

### **Computer Commons**

There are no concerns about assessment, as the College uses Accuplacer, which is commonly used around the state to place students in English, reading, math, and ESL. Instead, the concerns with the Computer Commons center on available software and the software selection process. The Computer Commons is working cooperatively with CBIS faculty to select software for student use. However, many faculty from other disciplines do not know that they can also request software be available for student use in the Computer Commons. There is also concern about software currency, as the Computer Commons uses Office 2007, which is not the latest version of this competitive and widely used software. The use of this version of the software is functional because it correlates to the version of the software currently being used in CBIS courses. The currency of other software is unknown at this time, particularly because it is generally discipline/course specific and installed in response to individual instructor request, subject to license restrictions. Also, there is a concern about software variety. For example, the Computer Commons offers four different web browsers to encourage development of information competency, but no variety in operating system. Since it runs exclusively on Windows 7, the Computer Commons offers only limited support to users who seek to use Mac products.

The College meets the Standard.

## **Planning Agenda**

The College is confident that current efforts and directions in professional development and program review processes will continue to identify areas of improvement and the College’s strategic planning process will keep the needs of the library, tutorial center and computer commons a priority. There is no need for new planning efforts.



*II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their locations or means of delivery.*

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## Descriptive Summary

### Library

The library provides continuing training and other learning support services for its users so that students are able to develop skills in information literacy and is an extension of the classroom and online experiences. Bibliographic and information literacy instruction is provided by the librarian (a full-time faculty member) to classes on request. Library tutorials are assignment-focused and teach students how to use the OPAC and electronic resources, as well as providing some basic research and information literacy skills.

The library employs one full-time faculty member (the librarian), and four classified staff members. There is one full-time library technician II and one full-time library technician I, in addition to two part-time library technician I's. Vacations and illnesses are covered by substitute workers. Every effort is made to prevent the library ever being staffed by only one employee at a time, though occasionally this does occur due to absences when a substitute is not available. The hiring of the librarian was as a result of a recommendation of the 2000 site visit and the addition of this position has yielded a significant improvement in the quality of the services offered to students at the college.

Up until early 2010, the library also employed a library media technician, but the duties of this position have been incorporated into other work of library staff and other technologically demanding tasks were moved to the MIS department which was a more natural fit for the duties.

The library also had two student workers in the past. Funding cuts resulted in only one student worker being employed from 2008 onward. In 2010, the decision was made to terminate student worker use in the library.

The library offers students, the public, faculty, staff and administrators accountable for student learning programs and services sufficient access to the library and other learning support services in both face-to-face and online environments. The library is open and staffed 8 a.m.–8 p.m. Monday through Thursday and 8 a.m.–4 p.m. on Friday. Formerly, the library was open 10 a.m.–2 p.m. on Saturday during fall and spring semesters, but over



the summer of 2011 the College decided to terminate Saturday hours because few classes are being offered on Saturdays. No student complaints have been received as a result of this change, so it appears to have had little, if any, negative effect. Staff hours were readjusted accordingly. Even with the Saturday closure, this still reflects an increase in open hours from the last accreditation cycle, in which the hours were 8 a.m.–8 p.m. Monday through Thursday and closed the rest of the time.

The College enrolls many distance education students and it strives to provide them with materials of equal quality to what in-seat students can access. As mentioned above (see: II.C.1.a.), the library subscribes to *Ebscohost*, two *WilsonWeb* current issues databases, *Learning Express* and *CountryWatch*, as well as nine e-book collections, including *NetLibrary*. Hundreds of titles are available. These can be accessed remotely 24/7 via the electronic resources page; some titles also appear in the OPAC. Per agreement with our vendors, electronic resources require passwords for off-campus access. Passwords are provided to students on request and are also sent to instructors at the beginning of each semester. Students receive instruction in how to use the electronic resources during library tutorials and individual reference sessions; distance education students are also sent a handout on using library resources when they request passwords. Students can use the OPAC to check their accounts and request or renew materials.

Reference service is available via phone and e-mail during open hours and a link to library resources is embedded in online course material.

The library building is ADA compliant. A print enlarger for visually handicapped students is available, as are large print books. All DVDs are closed captioned. In addition, one of the study rooms is equipped with a computer that offers voice and character recognition software.

### **Tutorial Services**

Tutorial Services provides ongoing learning support services so that students are able to develop the necessary skills and knowledge to be successful in their educational objectives. Peer tutors are selected by competency in subject matter, an interview process, and recommendation by instructor so that competent tutoring in a variety of subjects/disciplines is offered.

Tutor training is conducted through Education 151. In this course, tutors are trained to support students in their learning processes. Education 151, currently taught as a video training course with eight modules, “combines the study of methods and materials necessary for tutoring with supervised practice in applying these concepts through the process of conducting



individual and small-group tutorial sessions. Emphasis on tutoring students from a wide variety of backgrounds with diverse learning styles, orientation to materials and resources, and development of effective interpersonal skills.” (see: [EDUC 150 Course Outline](#)) However, this course was submitted to curriculum by a classified staff member, and no faculty member was involved in teaching this course prior to Fall 2011. This situation is in the process of being changed. Education 151 was taught by a faculty member in Fall 2011, and the curriculum is currently being revised.

There are currently no regularly scheduled workshops offered by faculty and this intervention remains an area of improvement for the college. English faculty and a counseling representative have been meeting to discuss potential workshops to offer in Tutorial Services that would promote student success.

The tutorial services specialist communicates with faculty via email regarding the needs of individual students, especially if tutors are not trained to work with students in particular subjects, and the specialist makes a habit of soliciting faculty participation when students require assistance.

The Tutorial Services Lab provides learning support services to BCC students, regardless of their locations or means of delivery. Currently, the lab occupies the solarium inside the library. The space is almost 1000 square feet. Both the external wall and the opposite internal wall are glass and leave the space open to both light and other influences from outside and from inside the library itself. Hours of operation are 9 a.m.–5 p.m. Monday and Thursday, 9 a.m.–7 p.m. on Tuesday and Wednesday, and 9 a.m.–12 p.m. Friday. Summer hours are 10 a.m.–4 p.m. Monday to Thursday to match the hours of operation for the entire college

In terms of physical access, the doors meet ADA requirements. The aisles may not be wide enough inside the space to allow for all students and personnel to move freely through the space, but tables and chairs can be easily moved. However, the computer stations cannot be moved.

Also, in terms of instructional/student support access, for students who require accommodations, the Office of Student Support (OSS) (formerly known as DSPS) maintains a computer station area in the TSL specifically designed for students with special needs, so disabled students have access to materials that would support their learning.

To facilitate distance education student needs, Tutorial Services offers remote tutoring via phone/computer for students who are taking online courses. Remote tutoring is offered at the same times that face-to-face tutoring is





available. There is only one remote access computer station staffed by a tutor, but this meets current student demand.

### **Computer Commons**

The role of the Computer Commons is to facilitate instruction by providing students with access to computers in support of their coursework and with assistance in developing information competency skills. The Commons also offers formal assessment for course placement and test proctoring. The general roles of the Computer Commons staff are technical support, assisting students with the computers, and test proctoring. In the Computer Commons, information technology assistance is offered when students request assistance with using the technologies necessary for completing the course work they are doing inside the Computer Commons. The staff are very familiar with the software offerings in the Commons and are knowledgeable in assisting students. Currently, the Computer Commons staff consists of three employees: two instructional lab assistants I-computer, and one instructional lab assistant II-computer, all of whom also act as college proctors. Computer Commons staff is also available per faculty request to provide computer orientations in classroom settings.

Proctoring is available in the Computer Commons Monday through Thursday 8:00 a.m.–5:45 p.m. and Friday 8:00 a.m. – 3:45 p.m. Proctoring is also available at Fort Irwin Monday through Friday, with the hours varying according to class schedules. The Fort Irwin computer lab staff offers the same proctoring services as the main campus; the Fort Irwin lab is also a national test center for College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST) and PearsonVue Certification exams.

The Computer Commons on the main campus of the College and the computer lab at Fort Irwin are accessible to and able to support the learning requirements of our students both on site and at partnered institutions. The Commons on the main campus is open Monday through Thursday 8 a.m.–7:45 p.m. and Friday 8 a.m.–3:45 p.m. The lab at Fort Irwin is open Monday through Friday 8 a.m.–11 a.m. and 1 p.m.–5 p.m. In both locations, the physical space and access doors meet code, and aisles are wide enough to allow students and personnel easy movement through the space. Additionally, there are two OSS computer stations in the Computer Commons equipped with assistive/adaptive software available to students and staff, while the computer lab at Fort Irwin has one computer with adaptive software. In addition, computer support services are provided by the partnered institutions where BCC offers classes, including Barstow Unified School District and Excelsior Charter School.



Additionally, Barstow Community College, a leader in online and distance education, has received a grant to allow rural high school students to get an early start on a Career and Technical Education (CTE) degree or certificate in automotive technology.

## Self Evaluation

Barstow Community College meets its objective to provide a solid teaching and learning support for faculty and students. Information competency workshops, one-on-one interaction, and small group instruction provide the basis for student learning support. The three components of the LRC are a viable extension of the learning that occurs in the classroom, online and in the opportunities for social interaction at the College.

### **Library**

The library tutorials do a satisfactory job of teaching students how to use the library systems and introducing them to research. However, because students at varying levels of ability and experience are often in the same class together, it has been difficult to provide the requisite differentiated instruction needed. As a result, the library intends to offer course credit in library research techniques that will provide direct instruction at multiple levels of competency. The high needs of the BCC students is further evidence of the need for this augmented and direct form of intervention.

Staffing levels in the library are currently adequate. The library technician II position was vacant for over a year due to difficulties in recruitment, but has now been filled by a qualified candidate.

Termination of student worker use has led to less, rather than more, workload for library staff and has not had a negative impact on services to students. Student workers required intensive supervision and were not qualified to work alone; errors in their work, such as incorrect shelving, meant more work for permanent employees.

The library's hours of operation are adequate, especially since the library's electronic resources and e-books are available 24/7 to all students via passwords and free accounts, and give distance learning students access to quality research and instructional materials. In the library there are some large-print books, a variety of audiovisual items (all DVDs are closed captioned as required by ADA), a computer with voice-recognition software, and a magnifying reader. Doors meet ADA specifications. While the library generally meets access requirements, it would be valuable to explore more reading-assistance and similar programs.



### **Tutorial Services**

The Tutorial Services Lab offers solid support for online and campus students, but the ability to augment those services is hampered by a deepening reduction in apportionment resources and difficulty in accessing qualified personnel to help support the department's efforts. The availability of subject specific tutoring needs to be examined so that tutors are available to students studying a range of subjects. Communication between Tutorial Services and faculty is currently limited but potentially beneficial (see: [Tutorial Faculty Survey](#)).

The physical space is small and provides access for a small number of students at a time. Currently, the number of students utilizing the TSL can be accommodated. However, the location will not support growth if more students elect to make use of student support services. The availability of remote access is a benefit. As well as the materials available within the lab, OSS students have access to adaptive software provided through the Office of Student Support.

Additionally, in past years, there was a proposal for the creation of a lifelong learning lab, which would allow students, particularly in basic skills classes, to access math, reading and ESL support materials and software both in and outside class time. The plan received interest but lost traction when the senior administration in academic affairs changed. Currently, basic skills faculty are exploring potential plans to revive some aspects of the above plan and expand the plan to serve a wider range of subjects so that students are served across disciplines.

### **Computer Commons**

The Computer Commons is a central location for student use of technology and access to courses offered at the College. The new student learning outcomes and assessment loop in place should provide a viable mechanism to identify gaps in performance where resource allocations can be marshaled to make necessary improvements.

Currently, there is adequate access in terms of physical space, hours of operation, and OSS station and adaptive software availability at both locations. (There is an insignificant demand for adaptive software at Fort Irwin.)

The College meets this Standard.



## Planning Agenda

The College will reevaluate the current curriculum and augment existing course offerings, or alternatively, create new credit courses in information literacy to better meet the growing student needs for information literacy and critical thinking.

The College is confident that the planning cycle using program review that incorporates student learning outcomes, student achievement data, evidence from college plans and college wide metrics will provide the necessary planning environment to foster continuous quality improvement. No further planning efforts needed.

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*II.C.1.c. The institution provides effective maintenance and security for its library and other learning support services.*

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## Descriptive Summary

### **Library, Computer Commons, and Tutorial Services**

The LRC is a modern facility that is well-maintained and adequately secure to perform the requisite duties. On the main campus, during regular hours, there is no formal security presence, but there are multiple employees, administrators and staff on site for support. Evening coverage is provided by the security guard and the night administrator. There are monitoring security cameras on campus, and a roving security guard on campus in the evening and on the weekends. Employees can call for assistance. Cameras are not monitored in real time and instead provide a video of events for review. At Fort Irwin, security is provided by the Military Police.

In the library, theft, both in the form of deliberate pilferage and of failure to return materials, has become a growing problem. Library staff are often the first point of contact when addressing any incidents when the Checkpoint security system goes off or when issues arise with students. This policy is under review.

Building maintenance occurs regularly and the LRC is very clean given the level of student and faculty usage.

## Self Evaluation

The increased number and percentage of younger students at the college have dramatically altered the composition of the on campus student body



and issues of safety across the main campus have arisen especially at key high traffic hubs of student traffic such as the LRC and the student center. The investment in campus based security during the day is an outcome that the college is currently contemplating. Fort Irwin facilities have adequate coverage from military security personnel.

The College meets this Standard.

## Planning Agenda

The College is confident that the planning cycle using program review that incorporates student learning outcomes, student achievement data, evidence from college plans and college wide metrics will provide the necessary planning environment to foster continuous quality improvement. No further planning efforts needed.

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*II.C.1.d. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

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## Descriptive Summary

### **Library**

The library regularly cooperates with other schools, colleges and educational institutions as part of the Inland Empire Academic Libraries Cooperative (IEALC) consortium, which allows students to check out materials from a variety of academic libraries. There is also a memorandum of understanding allowing members of the Barstow Veteran's Home to obtain library cards, and alumni can get cards as well. The College does not offer interlibrary loan services due to lack of budget and personnel. Since the local public library has an excellent interlibrary loan program, this does not seem to have had a serious negative effect on students. Community members can use library books and periodicals within the library, and two computer stations are reserved for public users. Community members cannot use items such as study rooms or audiovisual materials that require check-out, although this policy may be waived at the librarian's discretion.



### **Tutorial Services**

Not applicable

### **Computer Commons**

The Computer Commons collaborates informally with other institutions. Since BCC utilizes Accuplacer, a common software for course placement, our staff will also serve as proctor for other institutions on a case-by-case basis. The Fort Irwin computer lab staff also proctor all exams for BCC, along with exams for other academic institutions when requested. These arrangements are documented via email, and no formal contract or payment is exchanged. The test proctoring is usually done at no expense to the student, although if the other institution has a fee they usually pay to proctors, the College will bill the other institution for their standard fee. BCC also proctors other types of exams for students enrolled in other institutions (see: [Proctoring Institutions](#)). The College, in turn, allows distance education students to utilize off-campus proctors. The reliability of the institutions at which exams are proctored is determined by individual BCC instructors. Each instructor approves every proctor and personally distributes codes for access to exams to approved proctors. In addition, Fort Irwin also proctors exams not offered on the main campus and some proctors for particular exams are required to have special training, certification, or degrees. Thus, the Fort Irwin computer lab is also a national test center for CLEP, DSST and PearsonVue Certification exams.

## **Self Evaluation**

### **Library**

Interlibrary loan is not realistic for the college at this time. However, the library will continue our membership in IEALC and seek new ways to offer access to community groups.

### **Computer Commons**

Proctoring service is offered to multiple institutions and is done under informal agreements. It is done in good faith, and such institutions reciprocate as a rule. It does not impact staffing. The Fort Irwin lab currently has adequate staffing for the specialized exams. There are currently no changes that need to be made.

The College meets this Standard.



## Planning Agenda

The College is confident that the planning cycle using program review that incorporates student learning outcomes, student achievement data, evidence from college plans and college wide metrics will provide the necessary planning environment to foster continuous quality improvement. No further planning efforts needed.

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*II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

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## Descriptive Summary

### **Library**

The library has student learning outcomes and a mission statement which support the educational mission of Barstow College and assure its adequacy in meeting identified student needs (see: [Library Mission and SLOs](#)). In fall 2011, outcomes are being assessed within library tutorials as well as by having faculty members whose students have attended tutorials complete surveys (see: [Library SLO #1 Assessment](#)); the answers on the surveys will then be correlated with the students' grades on their major research project, with the option available to assign students code names or numbers for privacy. Three full-time faculty members will be surveying two classes each, or about 240 students. All are English instructors.

The library conducts regular program reviews and tracks usage and other statistics on a regular basis.

### **Tutorial Services**

Tutorial Services is evaluating itself in order to better identify student needs and improve its contribution to the achievement of student learning outcomes. A program review is currently being developed, and the two courses connected to Tutorial Services are being revised.

Education 150 is an open-entry, open-exit lab in which students (tutees) log in and hours are recorded for the time they spend in Tutorial Services. This non-credit class has a course description and a list of logical objectives, though it currently has no student learning outcomes (SLOs) on the official course outline of record. There is no current basis for evaluating student performance. The Tutorial Services specialist keeps track of subjects covered,





students served, the time they spend in the lab, and the tutors who assist them.

Education 151 is the tutor training course. This course also has a formal course description and a list of logical objectives, though currently no student learning outcomes are recorded on the official course outline of record (see: [EDUC 151 Course Outline](#)). Student tutors are evaluated via writing assignments and objective exams, but the course is offered as non-credit, which means no grades are assigned. Student tutors were evaluated in terms of the two existing SLOs in 2009, and the evaluation forms incorporated information filled out by the tutor, the tutee, and the instructor who referred the student for tutoring. (see: [Record of Student Tutoring Completed](#)).

The Tutorial Services Lab was an early starter in the outcomes assessment activities at the College. The TSL has closed the assessment loop and made a number of critical improvements to operations as a result of examining the results. An annual assessment plan was conducted in 2007, 2008 and 2009 by the previous tutorial services specialist. Data was collected for the SLOs designed to measure student access and use of the service, and satisfaction of faculty with the work students brought back to the courses.

For Education 150, which addresses the needs of the students using the TSL, the overarching administrative outcome was for students to receive the assistance they need in a positive environment that accommodates campus, walk-in, online, distance, and working student schedules. In addition, there were two student learning outcomes that examined students' ability to work with tutors, (i.e. participate actively in the learning session) and students' subsequent ability to use the information learned in class. Utilizing surveys of students, tutors, and instructors, and rubrics assessing the degree of interaction, the conclusion drawn was that 90 percent of students agreed the Tutorial Services Lab was a positive learning environment, and 87 percent of students were seen as being able to use their tutorial experiences to increase their success in class. However, some work remained to build instructor response to the surveys measuring tutorial performance.

Education 151, the tutor training component, was also assessed in 2009. The desired outcomes focused on the tutors' ability to communicate concepts and ideas clearly and accurately to ensure student understanding of content material to increase productivity and efficiency. The results revealed that the tutors received an average of 3.83 score on the rubric for the first SLO and a 3.8 on the second SLO. The tutorial services specialist concluded that the tutors evaluated were providing strong service to the students they assisted.



In addition, the recommendation was to continue working on instructor ratings (see: EDUC 150/151 SLOs). The tutor evaluation forms were compiled

### **Computer Commons**

Currently, there are no SLOs for the Computer Commons on the main campus or the Computer Lab at Fort Irwin (except for specialized exams) since they are open-entry, open-exit facilities. However, the Commons is in the process of creating SLOs and a program review process to assure adequacy in meeting identified student needs and contributing to the achievement of student learning outcomes. The Commons does keep usage data, but it is not analyzed regularly. The Fort Irwin Computer Lab does not collect usage data.

## **Self Evaluation**

### **Library**

While outcomes assessment has begun at the library, the main objective is to systematize the process to provide departmental priorities that can be evaluated to make necessary improvements to practice, allocate resources and improve student learning.

As the outcomes assessment process matures at the College, this process of continuous quality improvement will become a regular course of operations for the library.

### **Tutorial Services**

Since the two education courses are supervised by classified staff rather than faculty, course content, instructional methodology, and evaluation procedures need to be further explored. A faculty member will be analyzing existing requirements and working on a new program review in addition to revising the Education 150 and 151 courses. New student learning outcomes will be incorporated into the course outline of records, and tutor training will be conducted by a faculty member rather than a video series.

Research into common practices in other community colleges around the state has revealed that faculty representatives are generally more involved in Tutorial Services than they are at BCC. It is clear that faculty must take a more active role in Tutorial Services and participate in the outcomes process from creation to the closing of the assessment loop on a regular and consistent basis.



### **Computer Commons**

Currently, the Computer Commons keeps usage data and has initiated the outcomes process. In the future, the Commons plans to analyze usage trends to determine quantitatively if changes need to be made to such things as operating hours, but there is currently no formalized feedback system in place for students to communicate their needs and their perceptions of the quality of the support they receive here. Also, currently, the Fort Irwin lab does not keep usage data.

The College meets this Standard.

### **Planning Agenda**

The College is confident that the planning cycle using program review that incorporates student learning outcomes, student achievement data, evidence from college plans and college wide metrics will provide the necessary planning environment to foster continuous quality improvement. No further planning efforts needed.



## Standard II C: List of Evidence Cited

- II-C-1 [Library Budgets](#)
- II-C-2 [Materials Request Form](#)
- II-C-3 [Collection Policy](#)
- II-C-4 [Weeding Policy](#)
- II-C-5 [Lost Items Report](#)
- II-C-6 [Master Renewal Form](#)
- II-C-7 [Tutorial Services Schedule](#)
- II-C-8 [Tutorial Board Reports May 2010](#)
- II-C-9 [SSI and IPS Summary](#)
- II-C-10 [CCSSE Summary](#)
- II-C-11 [BCC Fact Book 2010](#)
- II-C-12 [New Material Announcement](#)
- II-C-13 [Library Statistics](#)
- II-C-14 [EDUC 150 Course Outline](#)
- II-C-15 [Tutorial Faculty Survey](#)
- II-C-16 [Proctoring Institutions](#)
- II-C-17 [Library Mission and SLOs](#)
- II-C-18 [Library SLO #1 Assessment](#)
- II-C-19 [EDUC 151 Course Outline](#)
- II-C-20 [Record of Student Tutoring](#)
- II-C-21 [EDUC 150/151 SLOs](#)

# STANDARD III



## RESOURCES



## STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

**Co-Chairs:** Virgil Stanford, *Administration*  
Rich Johnston, *Faculty*

### Standard III A: Human Resources

**Sub-Chair:** Trinda Best, *Administration*  
Ted Baca, Ph.D., *Board of Trustees*  
Dayleen Hubby, *Classified*  
Amy Norris, *Confidential*  
Paulette Pereira, *Confidential*  
Amy Ross, *Faculty*  
Sona Vartanian, *Faculty*

### Standard III B: Physical Resources

**Sub-Chair:** Dwight Calloway, *Management*  
Fred Baca, *Board of Trustees*  
Alec Bawden, *Faculty*  
Phil Nelson, *Faculty*  
Zephyr Riley, *Classified*  
Terri Walker, *Classified*

### Standard III C: Technical Resources

**Sub-Chair:** Gloria Henderson, *Faculty*  
**Sub-Chair:** Carl Delzell, *Classified*  
Jacob Batarseh, *Faculty*  
Patti Blaine, *Classified*  
Ken Eaves, *Management*  
Aniko Kegyulics, *Classified*  
Nancy Olson, *Classified*

### Standard III D: Financial Resources

**Sub-Chair:** Kim Young, *Management*  
Thelma Castelli, *Classified*  
Shawna Robbins, *Management*  
Rhonda Sheffield, *Classified*  
Ramon Vasconcellos, *Faculty*  
Grace Viera, *Associated Student Body*  
Debbie Wynne, *Management*



## STANDARD III A: HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

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*III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

*III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in the selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

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### Descriptive Summary

Barstow Community College maintains the veracity and quality of its programs and services by only employing instructors and staff that possess suitable education, training and experience related to the programs and services they are assigned to support.

#### **Criteria, Qualifications, and Procedures**

The human resources efforts at the College are led by the vice president of human resources, a cabinet level position, who oversees operations and examines board policies and procedures for the recruiting and hiring of personnel at all levels: faculty, administration and staff. The Human





Resources (HR) staff work with the Academic Senate, Academic Affairs Office and Business Office to facilitate daily operations of the department. Importantly, all prospective positions are presented to the President's Cabinet to assess hiring need and the available of funding before deciding whether to open positions for hire.

The criteria, minimum qualifications and procedures the College uses to hire employees are based upon board policies and procedures, California and federal law, and sound employment practice. The requirements are clearly published in an assortment of public venues including the BCC website and intranet (see: [BCC Website](#), [BCC Board Policies and Administrative Procedures, Articles 7120](#), [CCCCO Faculty Minimum Qualifications, Title 5 CCR 53021 Recruitment, and Job Descriptions](#)). Importantly, qualifications for faculty and administrators are taken from the Education Code Faculty Minimum Qualifications and the state chancellor's listings of minimum qualifications, and are posted on each faculty/administrative job announcement (see: [Ed Code](#), [Faculty Minimum Qualifications and CCCCCO Faculty Minimum Qualifications](#)). The College consults with Academic Senate representatives and examines program review priorities when deciding the opening and closing of faculty positions.

BCC's job descriptions are constructed with the assistance of committees that assure institutional missions and goals are directly tied to the core functions of the position (see: [Classification and Reclassification Files](#)). The positions are advertised on the College website, at employment conferences and through classification review process ensures that all job descriptions accurately reflect the duties, responsibilities, and scope of the position (See: [BCCD CSEA Collective Bargaining Agreement, Article XV](#)).

### **Criteria for Selection of Faculty**

The criteria for hiring faculty include mandated display of subject matter or service provision area knowledge, and are verified by individuals with expertise in the selected discipline under consideration. During the hiring process at BCC, full-time and adjunct faculty are evaluated in areas of teaching effectiveness, scholarly pursuits and institutional contributions to the mission and goals to the College. BCC faculty plays a vital role in this selection process of new faculty (see: [Hiring Files](#)). Screening committees review and dialogue about candidate qualifications and, as a rule, submit multiple names to the president or designee for final approval.

All faculty hires are screened for minimum educational requirements as set forth by the California Community Colleges Chancellor's Office. All degrees and transcripts submitted by faculty new hires are verified for institutional



accreditation and completion (see: [Personnel Files and Hiring Files](#)). Those faculty members that submit transcripts posting foreign degrees are only accepted if the degrees have been granted equivalency to a degree from a regionally accredited U.S. Institution (see: [Personnel Files](#)).

## Self Evaluation

The College's current hiring processes are in compliance with Title 5, the Equal Opportunity Employment Commission (EEOC), the Department of Fair Employment and Housing (DFEH), and the Education Code on equal employment opportunity (see: [Title V CCR 53021 Recruitment, EEOC, DFEH and Ed Code EEO HIRING](#)). HR constantly reviews and screens applications submitted from a variety of sources, including a multitude of online resources. HR has made great strides in reaching the digital age. However, it has also been determined that a means of electronic screening in the form of applicant tracking software would greatly improve the efficiency of the screening/hiring process.

Currently, the review and print method to locate candidates has become not only antiquated, but also time consuming and labor intensive for staff serving on hiring committees. This method is costly to BCC in terms of time, equipment, and supplies required to be used in handling recruitments in this manner. In order to improve the process for applicants as well as staff, HR has purchased a digital applicant tracking service to help remedy this issue and had has begun training on the program in order to bring it on line in the next few months (see: [NEO GOV Purchase Order](#)). Additional technology and software purchases would also help further clear bureaucratic hurdles to successful hiring of personnel.

We have determined that more clearly defined written hiring procedures should be more clearly drafted in support of viable staff and faculty recruitment. While adequate policies and procedures in this area certainly do exist, a more clearly defined HR department procedure manual should be developed.

Quality instructors, administrators and classified employees are recruited from a broad professional pool that is both diverse and geographically expansive. Job openings are posted in both electronic and paper publication form. All job recruitment postings clearly state the minimum qualifications and required education (see: [Recruitment Folders](#)). Continual file audits are conducted in HR in order to assure appropriate documentation for faculty minimum qualifications are current (see: [Personnel Files](#)).



All faculty applicants are screened for minimum qualifications as set out by the state chancellor's office. Each qualified candidate selected by a hiring committee must perform a mock teaching session before a panel of committee members that include faculty as part of the hire procedures. All faculty hiring committees include a minimum of two current faculty members. All hiring committee members receive a briefing and EEO training prior to performing their duties as a hiring committee (see: [Recruitment Folders and Personnel files](#)).

Before a position is offered to a candidate that has completed a successful hiring process, a thorough review and verification of references and documentation is conducted to ensure that all individuals employed by Barstow Community College meet all eligibility requirements. Official transcripts are also requested as a condition of employment with BCC and are kept in personnel files once received (see: [Personnel Files and Job Announcements](#)). Foreign degrees are only accepted after review by a degree clearing house that provides regional accreditation equivalencies.

The College meets this Standard.

## Planning Agenda

The College allocate resources to facilitate increase the quality, quantity and diversity of its applicant pool by allocating financial resources to purchase software, technology and other recruitment tools.

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*III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

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## Descriptive Summary

Barstow Community College assures the progress and continued success of its employees by evaluating all personnel at systemically generated intervals. BCC evaluates its personnel using written criteria that include the overall performance of assigned duties, as well as the achievement of participating



in institutional responsibilities and other activities that would coincide with their assigned position and field of expertise (see: [Evaluation Forms](#)).

The BCC evaluation process is designed to measure the effectiveness of personnel and facilitate improvement whenever possible. Measures made after an evaluation are formalized in a documented, timely manner (see: [Personnel Files](#)).

Barstow Community College has an evaluation process for every classification of employee, including part-time and full-time faculty, part-time and full-time classified personnel, managers, supervisors, administrators the District president and the governing board of trustees (see: [Evaluation Procedures for All Employees](#)).

Faculty evaluations and the evaluation process are outlined in the negotiated BCC/Barstow College Faculty Association (BCFA) board approved contracts and contain the written criteria that serve as a basis for evaluation for part-time and full-time instructors and part-time and full-time counselors, as well as the full-time librarian. Tenure track instructors are to be evaluated every year until their tenure review. Faculty members are evaluated once every three years after obtaining tenure. Part-time faculty members are evaluated during their first semester of employment, and then at least once every four semesters thereafter. The evaluation process for faculty includes a peer panel evaluation, and administrative evaluation and a self-evaluation component.

The administrative, management and confidential employee evaluation process also contains a self-evaluation component, but does not have a peer review component. The evaluations are designed to assess current progress and performance in areas of work quality and quantity, judgment, professional bearing and relationships with others.

The process for classified evaluations is outlined in the California School Employee Association (CSEA) Collective Bargaining Agreement and is conducted in appropriate departments by the individual employee's supervisor. New classified employees have a one year probation period where evaluations are to be given at the three, seven, and 11 month intervals (see: [Evaluation Procedures for All Employees](#)).

All evaluations, and any of their components, may contain examples of exemplary performance or areas of suggested improvement. Evaluations for probationary employees, tenure-track instructors, at will administrators, and adjunct instructors are used to determine the continuation of their employment with Barstow Community College.



While HR does track and maintain evaluations, it is the responsibility of the administrator, manager, or supervisor to ensure that evaluations are completed in a timely manner. HR tracks and stores those evaluations in accordance with proper record keeping procedures ([see: Personnel Files](#)).

In sum, tenure for faculty is granted through an established process that includes student evaluations, peer review and administrator evaluation. Recommendations of the hiring committee are forwarded to the academic senate and to the President's Advisory Council (PAC) and to the President's Cabinet. Ultimate recommendations come from the president and are reviewed by the governing board.

## Self Evaluation

While HR has always tracked and notified administrators and managers of the status of evaluations for classified staff, management and administrators, for the past few years faculty evaluation tracking has been done by the Academic Affairs Office for instructors and Student Services Office for counselors. This was originally done in an attempt to improve the timeliness of faculty evaluations. The end result was not as hoped and the change, in some situations, actually increased the delay in receiving evaluations in a timely manner.

As a result, all evaluation tracking has been moved back to the office of HR. Classified evaluations are typically done in a timely matter with very few oversights. Management and administrative evaluations still show room for improvement regarding timeliness.

HR had a digital tracking system for evaluations, but it was antiquated and left room for possible oversights. Better methods of both notification and document tracking regarding evaluations were determined to be a necessity and, as a result, BCC HR purchased an online evaluation tracking and processing system to better assist in both the timeliness and tracking of employee evaluations ([see: NEOGOV Purchase Order](#)).

HR recently coordinated a training session presented by a representative from BCC's legal counsel regarding conducting employee evaluations. HR has also begun developing additional training programs featuring the use and administration of evaluations ([see: Training Sign-In Sheet Rosters](#)).

The College meets this Standard.



## Planning Agenda

The College provide more regular training for managers, administrators and supervisors including the implementation of a digital system and training on effective evaluation writing.

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*III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

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## Descriptive Summary

BCC ensures that faculty and staff that are directly responsible for student progress toward achieving stated student learning outcomes are evaluated on their effectiveness in producing those learning outcomes.

Section 12.3.6.10.1 of the BCFA contract states that as part of self-evaluation, faculty will self-evaluate Improvement of instruction including course revisions, improvement in teaching technique and procedures and contributions to department and program development

## Self Evaluation

While BCC does stress the importance of SLOs which are incorporated in every step of the curriculum process, and the College has provisions in the contract for the improvement of instruction as a component of self-evaluation, the language in the contract could be clearer. Some of the faculty resistance to outcomes assessment at the College could be rectified with a provision that more clearly states the role faculty and other staff play in producing student learning outcomes. The need for an evaluation form that has a section dedicated to the effective development of SLOs has been recognized. This is a negotiable item and, therefore, an updated form will be presented during the upcoming negotiation sessions with BCFA in order to improve upon this.

The College partially meets the Standard.



## Planning Agenda

The College will draft clearer language to make the evaluation of faculty and staff in the production of student learning outcomes as a standard component of the contract.

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*III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.*

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## Descriptive Summary

Barstow Community College has a written code of professional ethics for each classification of employee (see: [AP 3050 Institutional Code of Ethics](#)). The board of trustees for BCCD has also developed a code of ethics tailored to the goals and objectives of a productive governing board and takes time to review them at their annual board retreats (see: [BP 2715 Code of Ethics/Standards of Practice](#)). BCC ensures that all employees adhere to their institutional code of ethics, using training and campus culture to reinforce the principles set behind the written code of ethics for all employees.

## Self Evaluation

While BCC does have a code of ethics and a code of conduct for faculty, HR does not provide a full copy of these items during new hire orientations. HR also has not created a separate document that would address a single standard of ethics for all employees, but rather has the code of ethical behavior outlined in separate documents to include the negotiated contracts.

The College meets this Standard.

## Planning Agenda

Provide the code of ethics to personnel as a single document in web accessible electronic form.





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*III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*

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### Descriptive Summary

BCC maintains an ample staff of qualified, full-time, tenure-track track instructors that have set and specific responsibilities to the College. BCC also employs an adequate number of classified and administrative staff with a wealth of position appropriate education and experience (see: [Personnel Files](#)). BCC utilizes its employees' experience and education in a focused effort to provide the services necessary to support the institution's mission and purpose.

On December 15, 2010, the board of trustees approved a new re-organizational plan recommended to it by the College president. The plan reflected a lot of input and analysis of the whole institutional organization on how best to meet institutional staffing needs in light of budgetary constraints, and in an effort to achieve greater organizational efficiency and effectiveness. For example, a dean of instruction position was deemed essential for support of faculty and the vice president of academic affairs. A director of military programs was created to oversee military education. A re-titling of a number of administrative positions also occurred in order to make this more accurately reflect their job responsibilities, and to bring them into alignment with the typical titles of administrative positions across the state. For example, several managers became directors; the director of career and technical education became the dean of workforce and economic development; and the director of human resources became the vice president of human resources. In conjunction with the classified employee union, some positions were eliminated or their job descriptions modified or new positions were created. As positions become vacant, those positions are evaluated on a case-by-case basis for re-filling based upon institutional need and budgetary concerns. The hiring of full-time faculty is determined through a prioritization process involving the Academic Senate and administrative review, relying upon program review data. Given the statewide budgetary situation, two teaching faculty and one counselor position have not been refilled.

All staffing requests are processed through HR, to the president's cabinet and on to the Strategic Planning, Budget Development and Review committee for review based upon institutional planning and effectiveness data, with recommendations then being made to the president, who then recommends hiring to the board.



## Self Evaluation

BCC is a small college and yet has the same requirements of a larger college with more resources. This lack of economies of scale places additional workload, especially given the statewide budget situation, on current staff, and generates the need for more cross-over training than what might take place in a larger institution.

There is also an issue with high administrative turn over, due in large part to our isolated location and lower comparable salaries. Additionally, the stringent guidelines set out in the 50 percent law make hiring additional support staff extremely difficult, even when there is funding for such positions available.

As a way of developing leadership from within, and to retain leadership, the president, with the help of a well-known consultant in the field, developed the President's Leadership Academy, an intensive three-day workshop involving seventeen administrators, faculty, and classified staff. Further, faculty, staff, and administration have been supported in attending various leadership workshops and training programs.

The College meets this Standard.

## Planning Agenda

None.

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*III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

*III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

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## Descriptive Summary

BCC HR, through regular program review, has established written policies for recruitment and employment procedures designed to ensure fairness and equity throughout the employment process. In addition to the hiring practices already clearly regulated by the U.S. Equal Employment Opportunity Commission (EEOC), the California Department of Fair Employment and Housing (DFEH), the California Code of Regulations, and the California



Education Code, there are also specific processes outlined in both the Barstow College Faculty Association Collective Bargaining Agreement and the California School Employee Association Collective Bargaining Agreement (see: EEOC, DFEH, Title V CCR 53021 Recruitment, ED CODE 87100 to 87108, ED CODE 87350 to 87360, BCC BCFA Collective Bargaining Agreement 2008–2011 Article 8.4, and BCC CSEA Collective Bargaining Agreement 2008–2011 Article XVIII).

These policies are consistently administered with hiring committees through regular briefings and trainings conducted for each and every recruitment event.

### Self Evaluation

BCC HR uses personnel policies and procedures and subscribes to a service which assists in the revision and creation of new and existing operations

The College meets this Standard.

### Planning Agenda

HR will make review all current hiring policies and procedures and update and/or rewrite them as needed or where appropriate.

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*III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

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### Descriptive Summary

BCC provides a secure place for personnel records and ensures that all personnel records are kept confidential and in accordance with law. All personnel records are kept in locked, fire-proof safes in a separate room inside the HR office. HR's doors cannot be opened by the master key, and the keys are not issued to custodial or maintenance staff (see: [Personnel File Room](#)).



## Self Evaluation

HR adheres to all personnel filing laws and regulations including the Health Insurance Portability and Accountability Act (HIPAA). Medical files, complaint files, and training files are all kept separately from personnel files in locked and secure cabinets. Additionally, HR conducts periodic reviews of the files to ensure that all documents have been filed in the appropriate manner (see: [File Cabinets](#)).

The College meets this Standard.

## Planning Agenda

None.

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*III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

*III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

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## Descriptive Summary

Based on the recommendation of the Commission from the last accreditation cycle, the College made diversity a main objective in the master plan and College operations. The College completed a college-wide diversity survey as to what diversity means at the College. The College is in compliance with all state and federal laws with respect to diversity in hiring.

BCC has policies, procedures and practices that promote a deep understanding and concern for the issues of equity and diversity (see: [BP and AP 7100 Commitment to Diversity](#)). BCC has a wide array of programs that support a very diverse group of employees and students.

HR is charged with the delicate balance of promoting diversity while adhering to the legal stipulations set forward in California Proposition 209, which made it absolutely illegal to make any protected status a consideration in the hiring procedures and process. BCCD's isolated geographic location creates challenges in the recruitment of a diversified staff (see: [California Proposition 209](#)).



## Self Evaluation

BCC has made great strides in finding unconventional ways to promote diversity without creating inequity or violating laws. Two HR staff members spearhead the EEO Hiring committee and the Campus Equity Committee, leading the way for equity and diversity (see: [Committee Listing 2011-2012](#)). HR also has a staff member that is a co-advisor for the Gay Straight Alliance (GSA) student group on campus.

HR also advertises for job openings in places most likely to attract a diverse pool of applicants and has seen an increase in the diversity of applicants as a result.

HRDO has also used campus surveys to determine campus culture and climate as a way of determining training and resource needs for both current and prospective employees.

The College meets this Standard.

## Planning Agenda

The College continue to outreach to diverse populations with recruitment efforts.

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*III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

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## Descriptive Summary

BCC consistently reviews its policies and practices in the areas of employment equity and diversity and insures that they tie in with the goals set forward for those areas in the master plan. BCC does so while adhering to all employment laws including Title V and California Proposition 209 (see: [Title V CCR 53021 Recruitment](#), [California Proposition 209](#), and [File reviews](#)).

## Self Evaluation

While classified and confidential employees are fully representative of its student population, and despite improvements in diversity, BCCD continues to struggle with employing faculty and administrators that accurately reflect its student population (see: [Staff EEO Roster](#)). This is attributed more to the institution's remote geographic location and a non-competitive salary



structure rather than to inequitable hiring procedures, as the same procedures are used for all three employment groups. This is further compounded with the inability to make any special considerations of protected status during the hiring process per California Proposition 209 (see: [Proposition 209](#)).

The College meets this Standard.

## Planning Agenda

The College continue to outreach to diverse populations with recruitment efforts.

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*III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

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## Descriptive Summary

BCC exhibits integrity and equity in its treatment of administration, staff, faculty and students. BCC strives to promote a culture of learning and integrity campus wide. The College has well-established policies and procedures, as well as contractual provisions generated as part of the collective bargaining process, that specifically address the issues of integrity with respect to personnel.

The College's catalog provides students with clear information about institutional policies and student code of conduct. The College has an established equity plan that examines disparate outcomes for traditionally underrepresented groups.

## Self Evaluation

HR works diligently to promote integrity as a form of campus culture and treats any complaints of unfairness, inappropriate, or unprofessional behavior, with gravity in a timely and confidential manner. HR has identified training needs in the areas of morale and team building that need to be addressed.

The College meets this Standard.

## Planning Agenda

None.



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*III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

*III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.*

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## Descriptive Summary

Barstow Community College strives to provide all staff members with development opportunities. The College has sent several faculty members on trainings and conferences in an effort to provide personnel with avenues for continued professional development in order to better support the District and its institutional mission. These avenues for continued professional development are tied directly to SLOs and the learning needs of BCC students.

In addition to sending several faculty and staff to professionally enriching conferences and trainings at the request of the employees themselves, BCC plans and creates professional development activities to meet the needs of its personnel. In March of 2011, the president, in conjunction with HR, established the President's Leadership Academy, which was a hosted training and professional development conference wherein personnel from all facets of the College, faculty, classified, and management, were invited to attend. Attendees had the opportunity to hear presentations from and engage with top leaders in the community college system, as well as leaders from local government agencies. Members of the Leadership Academy also participated in activities that foster innovative approaches to learning and developing leadership abilities. This program was an opportunity to develop and promote leadership across the campus, and to "grow one's own" as a way of mitigating some of the challenges associated with leadership attrition and stability.

## Self Evaluation

BCC has instituted a wide variety of training opportunities for its staff, spending over \$10,000 in staff training and conference events for employees in the last year and a half. HR has assisted in faculty sabbaticals, faculty senate conventions, and professional development conferences for classified and management staff. HR also recently assisted in the first annual President's Leadership Academy. HR also takes monthly opportunities to provide training to management at the monthly management meetings.

While BCC has taken great strides to meet the development needs of personnel, there is still room for improvement. BCC should look into





creating campus wide an overall systemic and individualized training and professional development plan for BCC employees' needs. Greater emphasis should be made for management training in the area of personnel issues, such as enhanced training in personnel evaluations.

The College meets this Standard.

## Planning Agenda

None.

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*III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

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## Descriptive Summary

BCC HR continually evaluates training needs for employees, using the feedback of management and administration, as well as faculty and staff campus wide. Professional development strategies are modified and improved with the assistance and input of its employees.

## Self Evaluation

Improvements as an institution have been made in regards to staff development; however, a systemic training program that clearly ties in with BCCD missions and goals needs to be created on an institutional level.

The College meets this Standard.

## Planning Agenda

None.

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*III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

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## Descriptive Summary

The 2007–2011 Master Plan incorporated human resource outcomes as specific areas of focus for integrating human resource management with college-wide planning. Goal 4 under the plan was developed to create an



effective work environment (see: 2007 Master Plan). Two separately identified objectives tasked the HR department to:

- ♦ Improve staffing, training, evaluation, and employee recognition processes.
- ♦ Increase diversity of faculty and staff and continue to offer enrichment programs.

Under the 2011 Strategic Priorities created under the 2011 Educational Master Plan, the hiring and retaining of excellent priorities remains a major goal of the institution.

## Self Evaluation

The department achieved successes under the former Master Plan in three critical areas. First, the College centralized notification and tracking of faculty and staff evaluations. This accomplishment has resulted in more timely and meaningful evaluations, identifying individuals who were having difficulty passing probationary periods, and the more immediate identification of improvement pathways for employees to meet their job expectations.

Second, the department has implemented new elements in the employee recognition program. The implementation of these new elements has also assisted in the revising the evaluation processes, and ensure all personnel are effectively evaluated at stated intervals.

And finally, while the College did experience some successes under the plan, due to limited staff and resources, the department was challenged to complete other aspirational outcomes. The department desired a more fluid pathway for connecting departmental data and evidence to higher management decision-making. As a result, the department reviewed the recommendations of the new Educational Master Plan, and is striving to ensure that the outcomes under the new strategic plan will be more meaningful, manageable and measurable. The new Institutional Effectiveness Committee will be a viable forum for the inclusion of human resources needs as part of institutional planning.

The College meets this Standard.

## Planning Agenda

None.



## Standard IIIA: List of Evidence Cited

- III-A-1 [BP 7120 and AP 7120 Recruitment and Hiring](#)
- III-A-2 [BCC Website](#)
- III-A-3 [CCCCO Faculty Minimum Qualifications](#)
- III-A-4 [Title 5 CCR 53021 Recruitment](#)
- III-A-5 [Job Descriptions](#)
- III-A-6 [ED CODE 87350 to 87360 Faculty Minimum Qualifications](#)
- III-A-7 [Classification and Reclassification Files](#)
- III-A-8 [BCCD CSEA Collective Bargaining Agreement 2008–2011 ARTICLE XV](#)
- III-A-9 [Hiring Files](#)
- III-A-10 [Personnel Files](#)
- III-A-11 [EEOC](#)
- III-A-12 [DFEH](#)
- III-A-13 [ED CODE 87100 to 87108 EEO HIRING](#)
- III-A-14 [NEO GOV Purchase Order](#)
- III-A-15 [Recruitment Folders](#)
- III-A-16 [Job Announcements](#)
- III-A-17 [Evaluation Forms](#)
- III-A-18 [Evaluation Procedures for All Employees](#)
- III-A-19 [Training Sign In Rosters](#)
- III-A-20 [AP 3050 Institutional Code of Ethics](#)
- III-A-21 [BP 2715 Code of Ethics Standards of Practice](#)
- III-A-22 [BCCD BCFA Collective Bargaining Agreement 2008–2011 ARTICLE 8.4](#)
- III-A-23 [BCCD CSEA Collective Bargaining Agreement 2008–2011 ARTICLE XVIII](#)
- III-A-24 [BP and AP 7100 Commitment to Diversity](#)
- III-A-25 [California Proposition 209](#)
- III-A-26 [Staff EEO Roster](#)
- III-A-27 [Committee Listing 2011–2012](#)
- III-A-28 [2007 Master Plan](#)

## STANDARD III B: PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

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*III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

*III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

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### Descriptive Summary

Barstow Community College provides safe, clean, secure and well-maintained buildings, grounds, and equipment (vehicular and facilities) that help sustain and guarantee the excellence of its academic programs and support services at all campus locations and centers. In addition, there is sufficient physical infrastructure to support the ever-expanding online learning environment. A full and complete discussion about the College's technology supports is set forth in full in Standard III.C .

Currently, BCC consists of a 165-acre main campus, a Fort Irwin location, and partnerships for classroom instruction at local and California high schools, primarily for career and technical education. The College is now constructing three major campus buildings: a 40,000 square foot Performing Arts Center (PAC); a 24,000 square foot Wellness Center; and a 3,500 square foot Workforce and Economic Development Office and classroom facility, adjacent to the existing cosmetology building.

The off-campus location at the fort is managed and maintained by the United States Army pursuant to a memorandum of understanding (MOU) between the military and the college (see: [Fort Irwin MOU](#)). The high school locations are managed by staff personnel and provide physical resources to the college under memorandums of understanding, also (see: [Barstow Unified School District MOU 2009–2014](#)).



In fall 2011, BCC began a new partnership with a local charter school for the location of a Career and Technical Education (CTE) center where the College will offer welding and automotive technology programs (see: [Excelsior MOU 2011–2021](#)).

### The Organizational Structure of Physical Resources Support

The physical resources for the college are supervised by Administrative Services division, led by the vice president of administrative services, who oversees the large capital outlay projects, integrates physical resources planning and departmental planning into college-wide planning, and interacts on behalf of the College with architects, contractors and governmental agency representatives. Daily operations concerning the functionality and effectiveness of the physical resources are handled by the Maintenance and Operations (M & O) Department, which is led by a director and is divided into four divisions: maintenance technician, grounds, custodial and skilled maintenance. Each division is tasked to meet the specific support needs of the college (see Figure III.B.1: Maintenance and Operations Organizational Chart). While separately staffed, the divisions work in conjunction with each other to ensure that the quality of life of our students and our staff are conducive to supporting a vibrant learning environment.

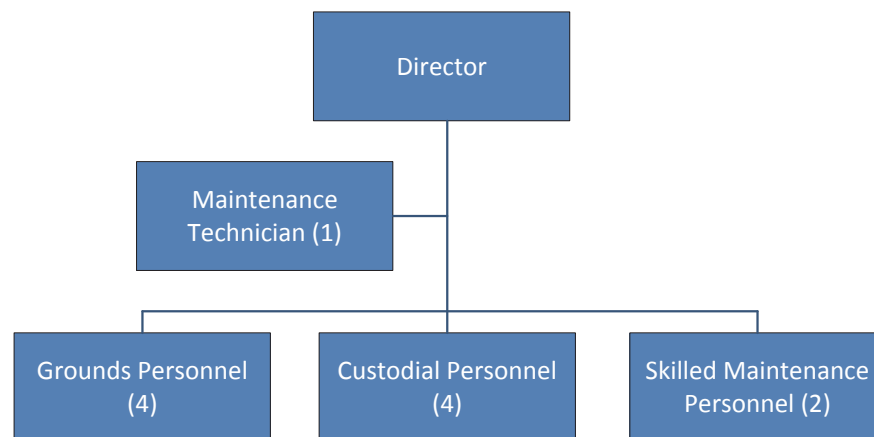


Figure III.B.1: Maintenance and Operations Organizational Chart

Four years ago the M & O Department created a mission statement and established program goals to help give focus to the efforts for resource development and management (see: [M & O Departmental Mission](#)). Importantly, the M & O department tied its mission statement to the college-wide mission because of the important support function the department plays in assuring that physical resources support student learning programs and services. Moreover, the connection between missions ensures that department members know their roles and overall responsibilities to the College. In this



way, the department knows its role within the organization and the services it provides. Equally important, the College knows the department's purpose and can set reasonable expectations for service needs.

The M & O Department director and staff take their jobs on the campus seriously and are well-known for their attention to customer service and satisfaction.

### **The Grounds Division**

The grounds division maintains the college's main campus, consisting of a 165-acre parcel of land located on rolling desert hills southeast of the central city of Barstow. The grounds division proudly sees their initial daily job as 'waking up the campus.' This entails disarming security systems, opening the quad for public access, and preparing the campus for student and staff arrival. As part of the daily landscaping and land maintenance tasks, the grounds division oversees sixteen acres of the campus, planted with a variety of grass or vegetation that requires regular care, including a desert demonstration garden, athletic fields, flood control drainage system, campus quad, rose garden, meditation garden, and open green space. All existing landscaping and xeriscaping are consistently maintained on a regularly scheduled basis by college maintenance and operations grounds personnel. New College landscape projects are evaluated for increased cost of labor, equipment and materials needed for additional workload. Requisitions are submitted to the vice president for administrative services for increased resources to meet the identified needs.

For example, three years ago, the college added women's softball as an intercollegiate sports program; this addition required extensive renovation and upgrade of outdated and obsolete facilities. Work included bringing in fresh soil, installing a new irrigation system, reseeding the entire outfield and assuring that National College Athletic Association (NCAA) standards concerning striping, fencing, dugouts and bleachers were met.

Two years ago, BCC, in partnership with the Mojave Water Agency, transformed the existing desert garden from a botanical garden to a true demonstration garden providing full access for students and the public at large for quiet walks, reflection, relaxation and appreciation of the desert vegetation. Through grant funding, dozens of new desert plants and trees were purchased and planted around themes to provide visitors a more enriched environment. Additionally, existing trees and plants were relocated and transplanted in these garden themes. Importantly, the grounds staff installed synthetic grass and mulch to minimize water usage and to meet the department's stated goal of increased sustainability. In addition, the



department is removing all cafeteria compostable waste and placing it in the demonstration garden for fertilizer and soil enrichment. The M & O Department director has presented annual reviews to the governing board as well as conducted classes for local elementary school children on the importance of water conservation and waste management (see: [Maintenance Department Fiscal Years 08–10 Presentations to Board](#)).

The grounds crew and staff are sufficient to meet the landscaping and other campus open space needs based on current College needs.

### **The Custodial Division**

The custodial division is responsible for cleaning over 155,869 square feet of offices, classrooms, and common areas each day. While the grounds division opens the campus each day, the custodial staff ‘puts the campus to bed.’ Alarms are set, security is checked and the College is closed and secured for the night with the cycle beginning again with the grounds crew on the next business day.

The custodial staff provides sufficient service for the existing structures, but the crew is at maximum efficiency and productivity. Upon completion of the current construction projects, the total square footage will exceed 230,000. The added space, including classroom, work-out facilities and large auditorium for public events, will likely strain existing staffing and resources. The College will need to include in the new facilities plan called for under the 2011 Educational Master Plan, an operations plan which reasonably addresses the physical resource demands of the new buildings and facilities (see: [2011 Educational Master Plan](#)). In the interim, the M & O Department has reviewed the total cost of ownership report for the new PAC and the Wellness Center and has submitted requisitions to administration for increased human resources and tools and equipment needed to meet the additional workload.

The shift tour of duty is from 3:00 p.m. to 12:00 a.m. Monday through Friday. The custodians work around the campus completing specific duties such as cleaning classrooms (white boards, desks, and labs), removing trash from campus receptacles, servicing all of the restrooms (which includes cleaning and stocking supplies), washing windows and replacing light bulbs, vacuuming offices and wiping and mopping cafeteria and break rooms and assisting with set-ups for campus events.

The custodians are each assigned to a specific area for a period of six months to one year and then are rotated to balance the staff to provide maximum flexibility to meet the multiple needs of the campus. Each





custodian is currently responsible for an area of approximately 38,970 square feet. Finally, each custodian has the responsibility to ensure that equipment is operating properly and to report malfunctioning equipment to the supervisor for repair.

The College has made attempts to hold additional community events at the campus including an annual 9/11 ceremony, high school and middle school graduations, social events, concerts, sporting events, the annual Festival of Lights & Learning at the holiday season, annual search and rescue training, theatrical performances, and student club events. For each event, the custodial staff has responded efficiently and timely. In addition to these tasks, the custodial division remains responsible for their regular custodial duties.

The custodial staff and resources meet the current needs of the College.

### **The Skilled Maintenance Division**

The maintenance division is responsible for repairing and renovating facilities, including classrooms, offices, conference rooms, public areas, and restrooms. To assure maximum coverage, the maintenance division operates two shifts of duty: Monday through Friday, 8:00 a.m. to 5:00 p.m. and Tuesday through Saturday 7:00 a.m. to 3:30 p.m. At all times, the division staff is on-call and available by cell phone. The division maintains parking lots, sidewalks, water and sewer mains, heating and cooling equipment, electrical and lighting systems. Maintenance also assists with set-ups for large events and many incidental tasks.

The College's unique location in the Mojave Desert exposes the campus to high winds and dust, extreme heat in the summer and snow in the winter. In 2009, the high desert experienced an unusual snowstorm which closed the campus and many public facilities, but the maintenance and operation department remained open for snow removal, roof and drain inspection, and the removal of downed tree limbs.

In addition, the College, in the past 24 months, has experienced a number of natural gas leaks and high voltage electrical outages due to the age and deteriorating condition of the existing systems. The maintenance department addressed the issue in two stages: 1) initial emergency response and temporary repair and 2) permanent repair. In the emergency response period, the M & O Department ensured the safety of personnel and students by securing the system, evacuating the facilities, securing building breakers ("dropping the load") and working in conjunction with local gas and electric companies to bring the systems back on line. In the permanent repair stage, the department assessed the material, labor and equipment required to



perform the needed repair and estimated the cost of completion. To minimize campus disruption, the department scheduled repairs on the weekends and over campus holidays. The added demands generated by the new campus facilities currently under construction will tax existing skilled maintenance staff and resources.

The skilled maintenance staff and resources meet the current needs of the College.

### **Maintenance Technician**

The final component of the physical resource team at the College is the maintenance technician, whose job it is to see that the coordination of efforts is smooth, ensure warehouse and storage of equipment and materials are in good order and update the director on developments, issues and concerns emerging at the college.

Importantly, the maintenance technician acts as a key communication agent and liaison between the department and the college on routine but important matters such as room and use requests, lost and found items, radio communication with the staff and management in the field, coordination of schedules and coverage for absent staff and other related matters ([see: Maintenance & Operations Technician Job Description](#)).

The maintenance technician position meets the current needs of the College.

### **Sufficiency of Physical Resources**

The campus is located in a rural area of Barstow at the outskirts of an expanded residential area. The College is bordered by the Bureau of Land Management Facility to the east, residences to the north, a Veterans Home to the west and open space to the south ([see: College Map](#)).

There are two main entrances to the campus on Barstow Road and a temporary paved entrance off Veterans Parkway, south of the campus.

The following permanent structures, with more than 155,000 square feet of instructional and support service facilities, are currently part of the main campus:

- Administration Building
- Norman Smith Student Service Center
- Learning Resources Center
- Business Building
- Science Building



- Cafeteria
- Gym
- Campus Directional Signage
- Fitness Building
- Technical Building
- Co-labs
- Maintenance Warehouse
- Cosmetology Building
- Workforce and Economic Development
- Observatory
- Interim Performing Arts Center
- Performing Arts Center (Currently under construction)
- Wellness Center (Currently under construction)
- Entry way message boards
- Athletic field electronic scoreboards

The facility at Fort Irwin has classroom space, a Computer Lab, offices and a front reception area. The M & O Department does not maintain or supervise the physical resources at the Fort Irwin site. Maintenance and operations at that facility is governed by the memorandum of understanding with the Army (see: [Fort Irwin MOU](#)). The fort plans to add a new facility within the next five years which will provide the opportunity to add laboratory space, additional classroom space and a computer lab.

The new CTE facility has classrooms, laboratories, open bays and offices for CTE operations. The M & O Department does not maintain or supervise the physical resources at the CTE center. Maintenance and operations at that facility is governed by the memorandum of understanding between the College and the charter school (see: [Excelsior MOU 2011–2021](#)).

### **New Facilities In Progress**

All projects for campus buildings follow board policy for bidding and contracts (see: [BP 6340](#)). In addition, there is an administrative procedure which implements the policy regarding capital projects (see: [AP 6340](#)).

The College is over 50 percent complete on a new Performing Arts Center. The development of this project was made possible due to a grant obtained through the state of California. The state is funding 95 percent of the project



and BCC is responsible for funding the remaining five percent of the project cost.

The modular Workforce and Economic Development building, fully funded by the District, has been brought on campus and faculty, staff, administrators are moving into the location at the time of printing. Some classes for CTE programs will continue to be held at other off-campus locations.

The Wellness Center started with the development of a project proposal submitted to the California Community Colleges Chancellor's Office back in 2003. The project was approved and supported by funding approved by the California voters in 2006. The design team was made up of Barstow College and AP Architects. The Wellness Center project entails the development of a 24,413 square foot educational facility as well as a 1,425 square foot field house building to support associated outdoor athletic sports. The Wellness Center will be a two story building with a second floor running track approximately 1/10 of a mile in length. The second floor also includes two divisible rooms for physical educational and lecture. The first floor entails a large open multifunctional space that can support indoor volleyball, tennis, badminton and basketball. The balance of the first floor area is dedicated to state of the art exercise machines, free weights, offices, restrooms and a therapy pool. Funding is from the state of California and Barstow Community College.

Barstow Community College, in partnership with a local charter school, will begin offering classes in a new 22,000 square-foot facility for a number of degree and certificated programs. The center has five fully-equipped bays for theory and practical education for students, including a computer lab/classroom space, an electrical/alternative energy lab; a welding lab and an auto/diesel lab; and an HVAC/PLC/electronic lab. The facility will be managed by the College as a sub-leasee, and legal responsibilities are governed by a memorandum of understanding between the college and school (see: [Excelsior MOU 2011–2021](#)).

To meet the concerns stated in the 2011 Educational Master Plan about the utility infrastructure for the College, BCC has begun upgrading the high voltage electrical system, including cables, transformers and switch gears. Potable water remains an area of upgrade for the College in the coming decade (see: [2011 Educational Master Plan](#)).



## Self Evaluation

The College has continued to effectively upgrade and modernize the physical resources that support its programs and services. Many projects have been successfully completed. A partial list includes the following: entryway monument signs; student services modernization; observatory site work; Cosmetology modernization; Workforce and Economic Development building and site work; high voltage transformer replacement; baseball and softball scoreboard site work and scoreboards. Construction on a “remodel for efficiency” project included a new laboratory in the Technical building; upgrade classrooms in the Science building, and Human Resources Development Office (HRDO) and Management Information Systems (MIS) offices in the Administration building.

The College is continuing an ambitious capital improvement program. Construction has begun on a new performing arts facility and wellness center. State funding for scheduled maintenance and technology projects has been drastically reduced; the College must fund the maintenance and upgrade of the facility and technology infrastructures. New revenue sources will be needed to help meet these future obligations ([see: Five Year Scheduled Maintenance Plan](#)).

Facility items such as carpeting and sidewalks have been replaced on a cyclical basis. New equipment has been purchased for maintenance, custodial, grounds and office equipment. The M & O Department has developed a procedures manual describing routine, preventive, and scheduled maintenance processes to ensure extended equipment operation and life.

The College meets this Standard.

## Planning Agenda

The College will augment the role of the M & O Department in the dialogue with the new Institutional Effectiveness Committee and the Finance and Budget Committee, and use technology to expand the already established methods of communication of safety and college maintenance, grounds and facilities’ needs.



*III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

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## Descriptive Summary

### **The Importance of Safety at the College**

The director of maintenance and operations oversees the overall safety of the main campus and reports to the vice president of administrative services. The College consults with Southern California Schools Risk Management (SCSRM) to assist with liability, insurance, personal injuries, property damages, human resources, emergency operations and the dissemination of safety literature.

Federal, state and local agencies have specific safety standards the Barstow Community College District must abide by, which include mandated air quality levels in buildings, inspection of boilers and compressors, operation and inspection of automatic devices and storage of hazardous material. The facilities safety standards by California Occupational Safety and Health Act (Cal OSHA) regulate machinery and workplace conditions. Building fire sprinklers and fire alarms are designed to meet National Fire Protection Association recommendations and Uniform Building Code standards. State agencies regulate light, fire escape procedures, earthquake preparedness, exit doors, and fire extinguisher inspection. Federally mandated regulations through the Americans with Disabilities Act (ADA) are applied to Barstow Community College District facilities.

Safety and accessibility of facilities, classrooms and open space remain a dedicated priority of the college. The main campus location where classes or events are offered is owned and maintained by the district and evaluated by many processes using the California Building Code, Uniform Electric Code, International Fire Code, and other applicable regulations as the guide for standards of care. The Fort Irwin location is on a major military installation at which the United States Army maintains strict safety and building compliance.

In addition, board policies have been adopted which address the issues related to safety and operations including BP 6500, “Property Management”; BP 6520, “Security for District Property”; BP 6540, “Insurance”; BP 6550, “Disposal of Property”; BP 6600, “Capital Construction”; BP 6700, “Use of District Facilities”; BP 6750, “Parking”; and BP 6800, “Safety” (see: [Board Policies](#)). Administrative Procedures are in place to implement the policies including AP 6500, “Property Management”; AP 6520, “Security for



District Property”; AP 6530, “District Vehicles”; AP 6535, “Use of District Equipment”; AP 6540, “Insurance”; AP 6550, “Disposal of Property”; AP 6600, “Capital Construction”; AP 6750, “Parking”; AP 6800, “Safety”; and AP 6850, “Hazardous Materials” ([see Administrative Procedures](#)).

The Facilities and Safety Committee is a college standing committee with shared governance representation and chaired by the director of maintenance and operations. Members of this committee are appointed from various departments to maximize campus representation. The committee works to ensure that local, state and federal laws and regulations are met. The committee also considers periodic inspections of facilities and work sites. This committee meets monthly and reports to the vice president of administrative services.

Recent agenda items include exterior signage on campus and renovation of HRDO and Instruction offices. The committee, with input from the M & O Department, considers privacy/confidentiality issues, sufficient working space, central location to related offices, ADA and parking access, communications and computer access and file space ([see: Safety Committee Minutes](#)).

On an as needed basis, the M & O director offers safety training opportunities for the college faculty and staff. Procedures pertaining to theft, vandalism, security, and emergency management are in place. With the growing number of traditional-aged students attending BCC, the College has experienced a growing number of incidents on the college, particularly graffiti, damage in the rest rooms, etc., and these matters have been handled expeditiously by the existing staff. Indeed, increased enrollment of younger students will tax existing support structures and personnel and resources will need to be redirected to these areas. Currently, however, the needs are being sufficiently addressed by existing staff and resources. Examples of security measures implemented at the College since the last accreditation cycle include detection systems, alarm systems, video surveillance, security patrol, and increased lighting on paths and in parking areas ([see: BP 3505, “Video Surveillance Policy”](#)).

Individual door keys are issued to staff and faculty for their own areas and classrooms. Campus master or building master keys are not issued with the exception of selected administrators who serve as night duty administrators and other cabinet level management. Individual key assignment is logged and monitored regularly and generally; staff is limited to one key per room or area. The exchanging or lending of keys between faculty and staff is prohibited. The College key authorization forms, which includes signatures and dates on issuance and return, are in good order. Lost or stolen keys must





be reported to M & O upon discovery and procedures are in place to re-key locks affected by the event.

Safety assessments and evaluations are performed by relevant government agencies including periodic inspections that include fire extinguishers, fire sprinklers, fire alarm systems, laboratories, water systems, HVAC filters (indoor air quality), and ground safety inspections. All buildings are approved by the California Division of State Architects.

Computers, equipment and other high dollar items are affixed with a label advising the College's ownership ID numbers as a deterrent to theft or damage. Computers and other technology hardware are cabled to an available permanent infrastructure within proximity of the equipment.

Barstow Community College District has a contract with Universal Protection Service for security guard service for the main campus. Contracted hours are Monday through Friday 4:00 p.m. to 12:00 am and Saturday and Sunday 1:00 p.m. to 5:00 p.m.. Administrative staff is assigned as Night Duty Administrator Monday through Thursday 5:00 p.m. to 9:00 p.m. and Saturday 9:00 am to 1:00 p.m.. The night duty station has a binder of standard operating procedures and radio communication between the M & O base, staff in the field and administration is in full working order ([see: Night Duty Administrators Duty Manual](#)). If necessary, major support can be obtained very quickly from Barstow Police Department. Fort Irwin relies on military police and the other off-campus locations rely on their District policies and local law enforcement authorities.

BCC regularly plans, acquires, maintains, and upgrades or replaces infrastructure and equipment to meet institutional needs. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services (See Standard III C for detail). The director meets with the vice president of administrative services on a weekly basis and with the president, as needed. In addition, the director also dialogues with the vice president of student affairs with respect to the completion and reporting of all criminal incidents on the campus.

In the event of emergency replacement of equipment, critical requests are not processed through standard resource allocation processes. Instead, replacements are made through the area vice presidents and forwarded to the President's Cabinet for immediate action. The College has responded exceptionally well to three recent district and community emergencies: local water contamination, high voltage electrical replacement, and the natural gas leak/replacement of underground system. Cabinet and the M & O



Department worked with great care in these circumstances to evaluate the need for replacement and coordination of services to the city and region.

### **The Use of Evidence to Inform Physical Resources Allocations**

As a source of data to help the College evaluate the use of physical resources, the College administered three key survey instruments; the Noel-Levitz Student Satisfaction Inventory (SSI), the Noel-Levitz Institutional Priorities Survey (IPS), and an Accreditation Survey (pre and post).

The results of the SSI and IPS administered during spring 2011 support the assertion that Barstow Community College is responsive to the safety and security needs of our students. Students feel that the campus facilities and security provided are effective (5.41 out of 7) on the Noel-Levitz SSI Safety and Security Scale. College employees support this perspective with an agreement rating of 5.29 (out of 7) on the IPS for the same scale.

Another area of assessment was sufficient and convenient parking, a common problem area at many college campus locations. The students appear to be satisfied with the number and placement of spaces because the satisfaction level was 5.52 (out of 7). Employees were in much stronger agreement with an average score of 6.35. In a related question, students were also asked whether parking lots were well-lighted and secure. Students were satisfied with parking security (5.42 out of 7). Employees reported a lower, but positive average agreement score of 5.09 on this same item.

Students also responded to a more general safety question when asked whether the campus was safe and secure for all students. Their average satisfaction rating on this item was 5.65 (out of 7). Employees, when asked the same question on the IPS, responded with a lower average agreement score of 5.16.

In a summative way, students were asked about the maintenance of the College facilities as a whole. Students were plainly satisfied with the maintenance of the College facilities (5.87 out of 7). Employees recorded an equally strong score of 5.83 on this question, one of the higher agreement scores of all items administered under the instruments.

As part of the self evaluation process, the College inquired about perceptions from the personnel and students regarding the impact that physical resources have on improving the quality of what the institution brings to the community. At the beginning of the self evaluation process, over half of the employees felt that the College's use of facilities, equipment, land and other assets improved the academic quality at the College.



*The following physical resources improve institutional effectiveness:*

Answer Options	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
Facilities	33.33%	40.35%	12.28%	5.26%	5.26%
Equipment	27.59%	37.93%	18.97%	5.17%	5.17%
Land	33.93%	35.71%	1.79%	21.43%	21.43%
Other assets	20.69%	36.21%	6.90%	29.31%	29.31%

At the end of the self evaluation process, over two-thirds of the respondents agreed or strongly agreed that facilities, equipment, land and other assets improved institutional effectiveness.

*The following physical resources improve institutional effectiveness:*

Answer Options	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
Facilities	58.82%	32.35%	0.00%	0.00%	0.00%
Equipment	58.82%	32.35%	0.00%	0.00%	0.00%
Land	52.94%	32.35%	0.00%	2.94%	2.94%
Other assets	31.25%	34.38%	0.00%	15.63%	9.38%

## Self Evaluation

The M & O Department is able to handle safety concerns in a timely manner. Requests that are not emergencies or do not pose an immediate threat to safety are then prioritized and completed when staff becomes available. Although the staff is not as large as it should be, the department is able to prioritize the work so all the safety concerns and other maintenance needs of the campus are completed to the satisfaction of the faculty and staff. Understaffing is an issue and the department is unable to complete some of the necessary scheduled maintenance tasks. Under these budget circumstances, the facilities personnel do the best possible job to ensure a safe and clean campus and to ensure the integrity of the academic programs and staff needs of the college.

During this cycle the College experienced a problem with natural gas system. The system had deteriorated to a point that Southwest Gas Company had to secure the gas to the campus. Without interrupting classes, the College was able to completely repair the system by slip-lining the old system with new polyvinyl ethylene pipe. This project was complete from start to finish in less than two weeks. The College's prompt and efficient response to the



emergency conditions reflects the effectiveness of the current system in place.

The College meets this Standard.

## Planning Agenda

The College should expand its operations to include a comprehensive assessment of safety and emergency communications and address safety and access issues related to facilities.

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*III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

*III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

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## Descriptive Summary

The 2007–2011 Master Plan, the 2011 Educational Master Plan and the 2011 Strategic Priorities are the driving documents for physical resources planning (see: [2007–2011 Master Plan](#), [the 2011 Educational Master Plan](#) and [the 2011 Strategic Priorities](#)). Historically, the master plans have broadly set forth the direction of the college needs and facilitated the development of the institution. Importantly, the 2011 Educational Master Plan has developed recommendations, based on growth projections, to include space needs and other relevant expansion projections

In lieu of the formally adopted Facilities Master Plan, the College follows the Five-year Facilities Construction Plan and the Annual Space Inventory Report which include the capacity/load ratios, which are based on the current and projected enrollments. These figures are developed in FUSION (Facility Utilization, Space Inventory Options Net), which is a framework designed for the California Community Colleges (CCC). FUSION is a web-based system that streamlines the CCC's current facilities planning process and works in conjunction with the California State Department of Finance. The statistics in the plan show evidence of available square footage compared to utilization. The College's architectural team of AP Architects updates these plans yearly.



Annually, BCC submits the Five-Year Construction Plan to the California Community College Chancellor's Office. The Five-Year Construction Plan is a summary of current projects in place and also proposed capital outlay projects. The College Five Year Construction Plan also demonstrates the organization's productivity in using current facilities at our campus and supports requests for additional capital outlay projects (see: [Five Year Construction Plan](#)).

Due to the region's economic condition, the College has not completed a general obligation bond and minimal funding is available for state approved projects. The College has had to use its own ingenuity and fiscal conservatism to build out the three critical projects on the main campus: the Performing Arts Center, the Wellness Center and the Workforce and Economic Development classroom/office modular building. To the extent possible, the College has used the most efficient methods to maximize space including installing modular classrooms and temporary buildings as well as redesigning existing buildings. Since the last cycle, the Science and Technology buildings have been extensively remodeled to adapt to the College's changing needs. The new Norman Smith Student Services Center is now a one-stop-shop for all student services needs which were previously housed at available locations around campus.

Annual evaluations of campus facilities are made by the director of maintenance and operations and the vice president of administrative services and recommendations for priorities and funding for the scheduled maintenance of existing buildings and grounds are presented to the Strategic Planning, Budget Development & Review Committee. Current facilities needs include:

- Campus lighting and other safety related issues
- Continued maintenance of the landscaping and trees
- Flooring upkeep and maintenance
- Roofing repairs campus wide.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. Due to the current budget situation in the state, the College has received insufficient funding for these purposes over the last few years. However, working together, the administration, committees, and Academic Senate have been able to approve funds to upgrade computers for students, staff and faculty.



Instructional and student services program reviews provide long range direction in space and maintenance usage, including the creation of co-labs, a new observatory and smart classrooms that better reach learning outcomes. Faculty and classified staff generate resource needs which have been communicated to the lead administrator in the division. Review of the bases for the allocation requests are examined by the vice president in charge of the division and appropriate decisions are made based on the quality of the data submitted supporting the request.

Under the College's new planning model, all program review requests will be channeled through the new Institutional Effectiveness Committee with institutional priorities established and recommended to the President's Advisory Council (PAC) for approval. The fiscal viability of the requests will be reviewed by the new Finance and Budget Committee. The institutional priorities will be the essential vehicles used by the College to prioritize the needs of programs and services when planning buildings, maintenance, upgrades, or needed replacements. Requests will be scored on a rubric that ranks resource requests based on the proposal's connection to the college mission, master plan and strategic priorities.

The College relies upon college-level plans completed by the appropriate participatory governance committee to evaluate and assess how effectively facilities and equipment meet the needs of programs and services. This integrated planning approach allows the district to decide and allocate resources for capital improvement, scheduled maintenance, and routine operations.

### **College Projects Since Last Cycle**

During this accreditation cycle, the College has done upgrades on various areas and locations throughout the campus. For instance, the softball field was renovated to facilitate women's sports, entryway signage built to enhance and provide easy recognition of the campus, partnerships were established with the Mojave Water District to create what is referred to as the Desert Demonstration Garden. Courses are offered at the Fort Irwin location and at a number of high school locations and all operations are governed by relevant agreements for resources and facilities (see: [Fort Irwin MOU](#) and [Barstow Unified School District MOU 2009–2014](#)). The College has just entered into an agreement with Excelsior Schools for a CTE Center for the region. Board approved contractual arrangements reviewed by legal counsel and recommended by the president govern these arrangements. BCC's extensive distance learning programs are offered through a main center and server housed on the main campus.



Barstow Community College uses facility and equipment condition assessments, program reviews and committee participation to determine facility and equipment needs. These processes determine needs and evaluate effectiveness for all of its programs, regardless of location or method of delivery.

The Five Year Scheduled Maintenance Plan identifies building components, equipment, or fixtures that need to be replaced due to damage, age or wear, and the Five Year Construction Plan identifies facilities that need to be renovated, upgraded, or built to meet current or future program and service needs (see: [Five Year Scheduled Maintenance Plan](#) and [Five Year Construction Plan](#)). A space inventory report is also developed to identify how efficiently available space is used (see: [Space Inventory Report](#)).

Facilities are maintained, constructed, or renovated according to the Americans with Disabilities Act (ADA), which assure full and fair access to the college facilities. Ample parking is provided and recent construction projects have had minimal interruption into daily college affairs.

The college maintains insurance and conducts annual property liability inspections and workplace and safety training for its employees to guarantee that facilities are maintained at a standard level of safety and accessibility. The M & O Department utilizes an email driven response system to track equipment, building, and facility maintenance requests, preventative maintenance, asset management, inventory tracking, purchasing, scheduling, and service requests. Work orders are in turn generated for maintenance and facilities services at all learning sites, including off-site facilities.

Additionally, there are mechanisms for faculty, staff and students to report problems with safety, lighting, and cleanliness to the Maintenance and Operations Department. An online email work order can be generated and is evaluated immediately to determine a course of action. An Injury and Illness Prevention Plan states the administrators and managers are responsible for on-going site inspections in their respective work areas (see: [Injury and Illness Prevention Plan](#)).

The College has an Emergency Action Plan to respond to a wide range of scenarios including bomb threats, earthquakes, fire, flooding, utility outages and hazardous material incidents (see: [Emergency Action Plan](#)). The College uses a digital video management system at various locations through-out the campus. The company is named ONSSI with the software client being Oculars.





There are two committees that play a vital role in determining facility needs and unsafe conditions and effectiveness. The Facilities and Safety Committee, which meets monthly, provides recommendations regarding replacement of floor coverings, damaged sidewalks, leaking roofs and other areas of concern. The committee also provides recommendations to the Strategic Planning, Budget Development and Review Committee regarding scheduled maintenance and construction projects (see: [Safety Committee Minutes](#)). The Technology Committee evaluates the use of technology to achieve instructional goals and recommends improvements to the telecommunications and technological infrastructure (see: [Technology Committee Notes](#)).

The Barstow Community College District reviews its facilities needs on an annual basis through facilities and planning and development. Requests for increased space or repair of existing facilities are considered during this process. One of the avenues for identifying needs for increased space is through the Facilities and Safety Committee. Approved requests are included in the Five-Year Facilities Construction Plan submitted to the state. The latest version was submitted on June 27, 2008.

## Self Evaluation

The College has improved its planning process by taking a longer range approach to develop a solid future for the College. Specifically, the College has incorporated community data, developed strategies to acquire the resources necessary for growth, and increased staffing and additional facilities. Moreover, the college has examined strategic advantages with the military by increasing classroom space at Fort Irwin.

The College has successfully completed the student services modernization project. All scheduled maintenance and hazardous material projects have also been completed. The college continuously reviews whether its facilities are used effectively and efficiently. An important component is the Space Inventory Report. In addition, each semester the M & O Department and Academic Affairs office reviews the class schedule to ensure classrooms and labs are available to meet student and faculty needs. The M & O Department also effectively coordinates with all departments to identify and complete minor modifications, adjustments, and other maintenance items. This process helps meet many facilities and equipment needs immediately, helping improve programs and services.

The College plans scheduled maintenance projects using facility condition assessments. All of the components in long-range planning have directly



supported the goals in the College's master plans. This planning has allowed the College to modernize its physical resources, provide new buildings such as the student services modernization, Performing Arts Center, Observatory and the Wellness Center.

The College meets this Standard.

## Planning Agenda

None.

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*III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

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## Descriptive Summary

### **Departmental Planning Integration into College Planning**

The M & O Department was incorporated into two critical college planning goals as part of the 2007–2011 Master Plan ([see: 2007–2011 Master Plan](#)). Specifically, the department was integrated into **Goal 1:** Provide Learning Programs and an Environment that Supports Student Learning, and **Goal 4:** Create an Effective Work Environment. Specific objectives under each goal were identified that included physical resource development and allocation as critical components. In particular, Objective 1.6 addressed the maintenance of facilities for course use, Objective 4.4 dealt with capital outlays for maintenance of resources and regularly scheduled upkeep for campus projects. Annual updates were provided to the vice president of administrative services during this cycle and regularly scheduled dialogue with the senior management occurred. The department used data to evaluate its program effectiveness during this cycle to make improvements to existing processes ([see: M & O Program Review](#)).

In the new Educational Master Plan, maintenance and operations was a focus of the report ([see: 2011 Educational Master Plan](#)).

Specifically, the consulting team recommended that the College:

- 1) Consider sustainability in all decisions and planning for campus facilities.



- 2) Develop a comprehensive plan for energy conservation and alternative energy generation. Consider options such as solar and wind power in an effort to reduce operational costs on-campus.
- 3) Develop a facilities master plan for the College that is based upon the space needs identified in this plan.
- 4) Include Total Cost of Ownership analysis in all facilities development evolving learning programs and accommodate projected student growth.

Importantly, in the fall of 2011, the M & O Department reviewed the College's new Strategic Priorities to assure alignment of efforts and connection to the new direction of the institution (see: [2011 Strategic Priorities](#)). The department determined that Strategic Priorities 3.b. and 6.a. would be the focus for the next program review cycle. While the new cycle is still in its infancy, the department has begun to consider the larger planning efforts for the College in departmental planning.

In addition to the mission, the M & O Department has established outcomes and goals and assesses its progress towards reaching the departmental objectives. The department uses data to evaluate its program effectiveness and to make improvements to existing processes. This process will continue and be augmented in the new cycle with the presence of a full time researcher at the institution.

Physical resource planning begins at the department or program level with identification of physical resource needs. Departments and programs plan for their physical resource needs through unit planning and annual budget planning. Under the new planning process, the Barstow Community College has augmented its analysis of physical resource needs through a Facilities Program created by the vice president of administrative services. Requests for increased space or repair of existing facilities are considered during this process. The needs for increased space are identified and included in the Five Year Construction Plan submitted to the state. The latest version was submitted on June 1, 2006. Recommendations of priorities and funding for the scheduled maintenance of existing buildings at Barstow Community College should be presented to the president after the vice president of administrative services and the director of maintenance and operations complete an annual evaluation.

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

After examining the 2011 Educational Master Plan recommendations, the vice president of academic affairs and the architects took the fall 2011



semester to create the BCC Facilities Program which synthesizes many documents into one unified resource. The document provides easy portability and use by the maintenance and operations department, the Facilities Committee and other planning leaders (see: [BCC Facilities Program](#)).

The College's physical resource planning is now more fully integrated with institutional planning practices, processes, and policies. Over the past thirty-six months, the college has worked tirelessly to ensure that the new Educational Master Plan and Strategic Priorities were adopted and put into place. The completion of a new Facilities Master Plan is a major recommendation of the Educational Master Plan and this process has already begun.

Stakeholders throughout the district have a voice in how projects are planned, designed, and constructed through all-division, all-college and President's Advisory Council meetings. The district welcomes the collegial, collaborative process for planning and allocating facilities for programs and services.

## Self Evaluation

The institution bases its physical resource decisions on program and service needs as evidenced by the buildings recently constructed and those in planning stages for construction. Many of these facilities had been previously identified in the Master Plan. The effective use of physical resources, at least in terms of scheduling classes, is done through the Academic Affairs Office. Upon reflection it seems that some facilities development and maintenance decisions have been made primarily at the senior staff level without much consultation with faculty and staff. A revised participatory governance model should be established to include a Facilities Planning Committee, which should facilitate a more inclusive discussion of facilities planning, ensure the integration of physical resource and institutional planning, and assess the effective use of physical resources.

The College is confident that the new planning documents and processes will adequately address the institution's needs.

The College meets this Standard.

## Planning Agenda

None.



## Standard III B: List of Evidence Cited

- III-B-1 [Fort Irwin MOU](#)
- III-B-2 [Barstow Unified School District MOU 2009–2014](#)
- III-B-3 [Excelsior MOU 2011–2021](#)
- III-B-4 [M & O Departmental Mission](#)
- III-B-5 [Maintenance Department Fiscal Years 08–10 Board Presentations](#)
- III-B-6 [2011 Educational Master Plan](#)
- III-B-7 [M & O Technician Job Description](#)
- III-B-8 [College Map](#)
- III-B-9 [BP 6340, “Contracts”](#)
- III-B-10 [AP 6340, “Bids & Contracts”](#)
- III-B-11 [Five Year Scheduled Maintenance Plan](#)
- III-B-12 [Board Policies](#)
- III-B-13 [Administrative Procedures](#)
- III-B-14 [Safety Committee Minutes](#)
- III-B-15 [BP 3505, “Video Surveillance Policy”](#)
- III-B-16 [Night Duty Administrators Duty Manual](#)
- III-B-17 [2007–2011 Master Plan](#)
- III-B-18 [2011 Strategic Priorities](#)
- III-B-19 [Five Year Construction Plan](#)
- III-B-20 [Space Inventory Report](#)
- III-B-21 [Injury and Illness Prevention Plan](#)
- III-B-22 [Emergency Action Plan](#)
- III-B-23 [Technology Committee Notes](#)
- III-B-24 [M & O Program Review](#)
- III-B-25 [BCC Facilities Program](#)

## STANDARD III C: TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

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*III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

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### Descriptive Summary

The technological infrastructure at Barstow Community College is intended to meet student learning needs and to support the operations of the College systems now and in the future.

Technological resources are integrated into the planning processes at the College through the creation of express goals in the Educational Master Plan and priorities in the new planning process being designed at the College for the next cycle. In addition to inclusion in stated goals, technological resources are addressed in a formal technology plan and through a committee structure designed to implement the larger College goals.

Operational management for technology resources is centralized in three areas: the information technology (management information systems) department (IT), the instructional technology center (ITC) and the computer commons (CC). The IT, the ITC and the CC areas are supervised by the vice president of administrative services.

A Technology Committee, composed of members from each constituent group, supports College planning efforts and meets to discuss present and future technology needs identified by individual stakeholders. The group is organized to meet regularly to evaluate and prioritize specific requests made from administrative, instructional and student services programs. There is also a Banner Planning Team, led by the vice president of administrative services that also addresses data software issues.

Under the 2007–2011 Master Plan model, recommendations were made by the committee through the technology plan which were shared with department, instructional and program leads to implement the necessary changes. Under the 2011 Educational Master Plan model, the information



from the technology plan will be included as part of the direct evidence used by programs when creating priorities. The rationale for the movement of the use of the evidence is to reduce the hierarchical and bureaucratic hurdles that come from a top down planning structure and get the needed information closer to the end users of the data (see: [Technology Plan 2006 and Technology Strategic Plan 2011](#)).

The new Technology Strategic Plan was approved by the Technology Committee in December 2011 meeting. It was decided to take a new approach to the technology plan in order to increase the College's flexibility in meeting student needs in a world in which technology changes rapidly. The Plan is an overarching document designed to support the development and maintenance of technology through a set of goals and strategies. The appendix is designed to address specific policies, procedures and resources of the College related to technology. The Technology Committee will develop and recommend specific policies, plans and procedures to carry out the goals and strategies identified in the plan.

### **Learning Needs**

Technological support for student learning needs is integrated into college level planning. In the 2007–2011 Master Plan, specific objectives were created to place technology at the center of student achievement. For example, Objective 1.6 of the plan directed the College to provide modern facilities and classrooms with integrated technologies that support evolving learning programs and accommodate projected student growth. Further, the College strategies included the objective to increase the accessibility of assistive technology, alternate media, and learning design to all students (Objective 3.3). Technological trends were a critical component of the 2007 environmental scan.

Under the 2011 Strategic Priorities, learning needs are a stated priority to augment current and emerging technologies to foster student learning in on-campus and alternative learning modalities. Specific needs will be identified through the program level outcomes specifically linked to the college level strategies (see: [Distance Education Committee Recommendations](#)).

Woven through the fabric of the technological resource structure at the College is the extensive work needed to operate the online education offerings at the institution. The work related to distance education is performed by a faculty distance education coordinator, a distance education committee, and the vice president of academic affairs.

All of the classrooms at BCC contain teacher computers, internet access, projectors, and media capabilities. The College has three labs that have





extensive software for text recognition, optical character recognition and visual learning. IT and ITC department personnel are in continual contact with faculty and the Instruction Office to provide support of each other for both traditional classroom instruction as well as distributed or distance education (see: [ITC Report](#)). The Distance Education Committee includes faculty, administration, and the webmaster. These committees are the primary vehicle for identifying present and future institutional technology needs (see: [Sample IT Survey](#)).

Evidence of resource effectiveness is gathered through various methods. DE evidence is gathered through student surveys (online and classroom), student emails, phone calls and through faculty, student, staff, and administrators' anecdotal comments (see: [Sample Student Survey](#)).

### **College-Wide Communications**

College-wide communications, both internally and externally, are provided through two separate servers using the [www.barstow.edu](http://www.barstow.edu) and [www.bcconline.com](http://www.bcconline.com) web addresses. The *Barstow.edu* address handles all operational information about the College and is the main portal through which it communicates to the public and holds information related to the College programs and support services. The *BCConline* address is the off-campus server which houses the online and distance education operations at the College. In addition to the web presence, the College communicates with the public through an integrated internet webmail and telephone system. All communication systems have backup capacity in the event of electrical or other technological outages.

### **Research**

Research efforts at the campus are supported by IT efforts through the use of the Campus Data tool, which generates on-demand reports for departmental needs. Difficulties have arisen with the timely delivery of needed data because of the taxed resources in the IT department to provide needed information. Also, the College plainly faces challenges in maintaining data integrity at times during the academic year because technological resources are being fully allocated to answer other information tasks.

In 2011, the dean of research, development and planning created a separate data warehouse to hold relevant student information for the generation of systematic reports using Chancellor's Office referential files. The cooperation with researchers at other community colleges has resulted in the creation of a set of standardized scripts which can be used to run reports using the uniform data system housed at the state Chancellor's Office. The research, development and planning office has also created a pivot table tool which provides information for program review using the warehouse data elements.



## College Operations

Technological support for College operations is integrated into college level planning and identified in program review. In the 2007–2011 Master Plan, specific objectives were created to place technology at the center of College operations. For instance, Objective 4.4 directed the College to develop a plan for technological infrastructure needs. An examination of technological trends was included in the environmental scan used to design the 2007 Master Plan.

Under the new Strategic Priorities, the College has identified a goal to strengthen College planning and informed decision making and an express strategy to maximize physical, human, fiscal and technological resources using program review and outcomes assessment results.

Technological support for college-wide operations comes from program review and management leadership. IT evidence is collected by staff, faculty, and administration requests, primarily through consultation with departmental managers and through Help Desk requests, which were instituted in April, 2008. As with classroom and student needs, staff and administrative needs are constantly reviewed and upgraded as more effective or efficient technology becomes available and as funds allow. The needs of the institutional staff are identified largely by discussions between the various departments and the technology personnel.

## Self Evaluation

District and College governance and operational structures are in place and meeting essential technology needs. Overarching needs are deliberated and prioritized at management level; academic, services, and operational unit needs are analyzed, requested, and met through the annual program review process. The structure and processes are clear for analysis and decision making regarding resource allocation, and the evaluation of effectiveness after resources are applied. Technology needs for the College are being met satisfactorily to meet program and services needs. Added demands for information may further tax existing resource capabilities.

The College substantially meets this Standard.

## Planning Agenda

The College allocate resources to hire further support in the IT area to meet expanding demands for information.



The College investigate software to facilitate the processing of information at the College in the area of business services, human resources and access to student data.

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*III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

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## Descriptive Summary

The operation and effectiveness of the institution has become increasingly reliant on technological resources. Discovering, implementing and maintaining the latest software and hardware to meet increasing demands has become a concern for College leadership.

The College routinely updates important technological services, such as the registration system, Banner SCT, and is continually working to provide new and improved technological services, such as the soon to be released, My Campus Web Portal and Moodle.

Professional support for technology has expanded to help meet the need. The following departments all offer technical support for faculty, staff, administration and students: Informational Technology (IT) Management Information Systems (MIS), Instructional Technology Center (ITC), Computer Commons (CC), Tutorial Services (TS), and the office that supports students with special needs (Office of Student Support - OSS). More professional development training opportunities would enhance taking better advantage of evolving technologies.

In the past, the College has analyzed the benefits of off-campus hosting of vital software and data, and made the determination to maintain a remotely hosted distance education platform. The interactive portions of the distance education platform have been extremely stable and time tested. The quiz programs are created individually for each instructor, to minimize any data loss that may occur. Backups of the exams are maintained by the Instructional Technology Center office. The student data for quizzes is also well preserved.

The quiz results are sent to the instructor and the student via email as well as being maintained on the server. The discussion group data is placed outside the publicly accessible area of the website. Postings have a triple redundancy. Information sent through forms has a triple redundancy. Students are required to create work to be submitted on the DE forms in their word processor and to save a copy to their hard drives. They are also required to print a copy of



the form results after they have submitted their form. Instructors are sent a copy of all form results via email and are directed to save these copies for a minimum of two semesters. The College is under contract with CampusEAI (Cleveland, OH) to establish and maintain the Moodle program.

The Instructional Technology Center has adopted a standardized username and password system for logging into the DE course area in order to secure the students' identities. The passwords for the DE instructors are randomly generated and periodically checked, and if any unusual activity has occurred the instructor is contacted. If necessary, the password is then changed. Passwords consist of randomly generated letters and numbers. Student names are only posted inside the password protected area of the discussion group. In all other areas, no identifiable information is retained by the system.

In light of the recent fiscal constraints, the determination was made to move to a paid open source courseware system, to be hosted remotely. This courseware system will have a fully integrated grade book. The Moodle system is the current platform that fulfills the recommendations of the Commission's 2006 evaluation report. The College plainly recognizes the need for the allocation of greater resources in this area, but fiscal restraints have placed these goals temporarily on hold.

Backup processes have been put into place to ensure better integrity, dependability, and system-failure recovery on College servers. A co-located building separation archive has been established to which active data and information is transferred. Data is housed on a network attached storage (NAS) device. BackupExec, a software application that backs up the College's servers, was upgraded to improve ability to recover data and systems, including emails and file servers.

College network security is maintained by the division and distribution of the BCC network into several distinct virtual networks (VLANs). College and student usage and functions are separated in the VLANs. Policy permissions are in place at all levels of campus users for added integrity. Student, faculty, staff, and management are all subject to these protections, which limit the permissions and abilities of the user to modify or change computing environments, yet still permits shared access to information among groups. Processes and policies are in place to protect and secure the district information system including VLANs, Active Directory Policies, third party appliances, and computer use polices (see: [Technology Plan 2006](#) and [Technology Strategic Plan 2011](#)).

For consistency and improved service, the College integrated main campus technology with the satellite locations. In July of 2008, the College leased



increased capacity on the Verizon line to Fort Irwin. Telephone, network, and video conference capabilities were extended to Fort Irwin via expanded T-1 connection. In spring 2011, the systems at CTE satellite facilities were integrated with campus technology systems. A fiber optic cable was installed to support phone, network, and video surveillance at the Observatory in October of 2008 and for the D-Building in September of 2011. The new PAC and Wellness Center will also be connected to the campus via fiber optic cable service. In October of 2008, the College expanded wireless coverage to several additional buildings, including Cosmetology, Gymnasium, Interim Performing Arts Center, and Student Services. With the completion of this project, the campus now has wireless coverage in all of the buildings and in many outdoor areas.

Hardware and software expansion, upgrades, and licensing have been responsive to campus needs. In August of 2009 the College upgraded the Voyager hardware and software in the library. The upgrade to version 7.1.0 offers students enhanced search functionality. The new interface is more intuitive and makes print materials and e-resources more available.

On September 20, 2010, the campus IT department deployed Microsoft Forefront to the campus as a replacement for McAfee in an effort to reduce costs and simplify management. In the spring of 2011 the College upgraded the software and hardware that houses Cisco Unity and Call Manager Publisher and Subscriber. The new hardware and software are covered by a five year maintenance agreement.

Quickbooks was upgraded to the new 2010 version to maintain compatibility with Windows 7 in the Business Office. Reflections software was upgraded to version 14 to maintain compatibility with the HP 3000 county system.

In March of 2011, the IT office undertook a pilot project to test feasibility of the use of thin client computing products to lower costs and improve long term maintainability. Ten units were purchased to place in the student services area. Success in that pilot project was followed by the replacement of lab computers in two classrooms with thin clients at substantial savings over purchasing new standard computers.

Barstow Community College has incorporated a dedicated Computer Commons for students and a dedicated training facility for faculty. New computers were installed in the commons in December 2007, and the number was expanded from 56 to 72. The 16 learning and internet research stations in the library were also replaced. The College also created dedicated offices that can be used by adjunct and online faculty at any time. These offices have computers and printers to allow faculty to check their email for messages



from students and other staff or faculty, and to check their websites and discussion groups as well. Telephones are also available in these dedicated offices so faculty can check their voice mail from students and other staff or faculty.

The current technology requisition process for small purchases has been streamlined to the following process. Steps for review and oversight are limited to a few involved individuals: requestor provides information and justification for the required service or equipment; vice president of academic affairs or department manager provides confirmation; business office verifies that funds are available; financial officer confirms that purchase follows budget committee guidelines; business office personnel contact vendor(s) and make the purchase.

## Self Evaluation

In balance, the institution provides adequate support, services, materials and software to maintain College operations and effectiveness.

However, there needs to be a concerted effort to examine alternative ways for funding for technological infrastructure. The decision-making process has been streamlined and improved, but it remains to be seen whether the movement of information closer to the end users will provide better and more meaningful usage of technological resources. The Technology Committee, the Distance Education Committee, and the Academic Senate are becoming much more heavily involved in the planning for and distribution of technological resources

## Self Evaluation

IT and ITC are effective areas and responsive to campus needs, however, standard operation procedures and documentation are limited in places and need to become more systematic.

The College substantially meets the Standard.

## Planning Agenda

The College allocate resources to hire further support in the IT area to meet expanding demands for information as funds become available.



The College investigate software to facilitate the processing of information in the area of business services, human resources and access to student data.

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*III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.*

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## Descriptive Summary

Barstow Community College provides adequate training in the effective application of its information technology to students and personnel. BCC has had sufficient training opportunities for College personnel: structured workshops, webinars, one-to-one training, self-paced curriculum (both computer based and off-campus through @one and the California Virtual Campus) and contractor based training. Students are invited to attend all training sessions, and once the faculty are trained, they can help their students. The majority of training is done with the use of personal over-the-shoulder or small group guidance. Due to the limited staff size, often one or two individuals are assigned a project requiring training. IT staff are either self-taught or sent to an outside training provider. Time and limited staff resources constrain the technology staff's ability to train College personnel using traditional classroom methods; the career and technical education (CTE) dean has received funding to train staff in technology.

Periodic group training sessions are available with time for individual support. The DE Committee is a subcommittee of the Academic Senate and reports regularly to the Senate. In addition, the ITC staff compiles DE faculty requests for technology training. These requests are researched and implemented whenever feasible.

Other areas where training was offered include the in-service training in Campus Data in 2009, the in-service Portal training in 2011, DE organized sessions 2008–2010, and one-on-one training. Responding to and assisting small group trainings including SEERs and Curriculum Committee.

In the summer 2009, the IT department offered Tech Week in cooperation with the SLO coordinator, student services liaison, and Academic Affairs department. Tech Week responded to survey analysis, IT observations, and staff and faculty requests. The training included recurring training on CCConfer, Campus Data Tool, contact hours, Outlook, multimedia tools, electronic gradebooks, Web4Faculty, and other miscellaneous technology needs (see: [Tech Week 2009](#)).





Experienced staff in the ITC are available to provide one-on-one and small-group instruction. Training for common technical questions pertaining to the DE program is available for students via a dedicated orientation and tutorial website. This area also contains two student surveys: “Are Online Courses Right for You?” and “Test Your Computer Skills!” Students are directed to take further actions depending upon the answers to these surveys. Next year with the introduction of the Moodle platform, a 24/7 help desk will be available for students, faculty and staff.

In order to address the second portion of recommendation two of the 2006 accreditation cycle, a fully functional DE faculty training course has been created by the ITC staff and can be found at [www.bcconline.com/faculty](http://www.bcconline.com/faculty).

Streaming videos, SimNet, and SimGrader were added to the online curriculum in order to support and enhance student learners. The SimGrader program, designed to give students immediate feedback on their written assignments based on the rubric for each task, created more confusion than feedback for students, and it was necessary to discontinue SimGrader after one semester. The data input (keyboarding) software that supports the keyboarding and document preparation curriculum was moved from the campus server to an online publisher site to make the software more accessible to students at any work station. It is working well.

The College has also purchased Intelcom, a database of professionally developed streaming videos for use in the DE program. This database has been well received and is in extensive use among the DE courses. In addition, numerous streaming audio and video workshops have been held. The College has also purchased five Flip Video camcorders, which can be checked out from the ITC and used by faculty to create videos for their courses. At the present time, at least 75 percent of the College’s DE courses contain audio or video components. In addition web based PowerPoint presentations have become a popular feature of the DE platform. The CTE dean has purchased extensive multimedia equipment and software to be used by the CTE division and other areas.

The College has also invested in TurnItIn—an anti-plagiarism service which can be used by all College faculty. This service not only assists in bringing the College’s DE technology beyond text-based, it also addresses one of the major concerns of a DE program: plagiarism. The College also purchased audio recorders, which could be used to produce audio streaming files. These recorders are also extremely easy to use. The ITC center also contains Camtasia software which can be used to create videos which incorporate the content of the screen with the instructor’s voice. The CTE dean has expanded



the use of video conferencing equipment, has purchased mobile labs, and has purchased faculty tablet laptops for use the in the CTE area.

Annual fall semester in-service technology sessions are also provided to full-time faculty members. During these sessions new technologies are introduced and invitations for research and innovative opportunities are expounded upon. Additional formalized training opportunities need to be implemented with the full backing of administration, so faculty and staff will attend the training.

## Self Evaluation

Training is provided to students, faculty, staff and administration, but the professional development is largely ad hoc and thus lacks the systematicity needed to regularly and predictably identify and meet information needs.

The College substantially meets this Standard.

## Planning Agenda

The College develop a formal professional development plan where needs can be identified and anticipated in a more regular fashion as part of the College-wide planning efforts.

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*III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

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## Descriptive Summary

Barstow Community College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. BCC has in place an acquisition plan for hardware to meet the needs of the institution. All computers are recycled every five years or more often if necessary. The only computers which are not recycled regularly are those that have been requested not to be replaced. Of course, budgetary constraints have always been a test for the College. The current state budget difficulties have exacerbated the situation.

The College maintains a highly qualified and dedicated professional team to assist in the maintenance and operation of its technological infrastructure and equipment. However, staff members' times are taxed to meet day to day demands and making solid traction on larger, long range issues has



become challenging. New equipment purchases have included extended service warranties whenever possible. The institution also contracts with outside agencies to provide additional support with upgrades, training, and maintenance of the Banner system.

In the spring of 2011, the College upgraded the software and hardware that houses Cisco Unity and Call Manager Publisher and Subscriber. The new hardware and software is covered by a five-year maintenance agreement.

The IT department has established a collection of management tools to provide in-house solutions for common problems, such as network monitoring systems, intrusion detection, virus prevention and email security at several levels within the College infrastructure.

A Network Attached Storage (NAS) device is used to ensure the preservation of data on all production servers. With the advancement of technology, network usage has become more prevalent and, in turn, this has increased the amount of data hosted on College servers. Full server backups are not possible in the small window of opportunity given by nightly closure of the College. This lack of time has led to staggered backup schedules where the frequency of the archive is neglected in favor of the sizes involved, which in turn, means data backups can be up to a week old.

In spring 2010, the College moved to a VMware platform with 8TB SAN and migrated most of the primary servers to the two new servers housing the VMware. This project was begun as a replacement for the HP hardware that housed Banner. However, with all of the expanded capabilities available, other servers were also virtualized and the available hardware repurposed.

A ghost server has been established to maintain timely capture of student and staff workstation information in the event of a system failure or other user invoked action. The software used for this process requires adaptation to work successfully with the Windows 7 operating system. As a consequence IT is in the process of researching updated technology for this procedure.

## Self Evaluation

Upgrades occur on a regular basis to meet the basic and essential demands of the faculty, staff and administration.

The College meets this Standard.



## Planning Agenda

The College institutionalize the new technology plan and incorporate the findings as a part of program review decision-making.

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*III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

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## Descriptive Summary

Decision-making in this area begins with the department and program heads. The College technical infrastructure is satisfactory. Acquisition of equipment and support of Information Technology is carried out by the IT Department based on user requests.

The allocation of technology resources is driven by the needs of College programs and services, and is guided by standards and timelines documented in College plans. The Technology Plans ensures all distribution and utilization of technology flows across the campus.

The College's IT department evaluates the purchase of all IT equipment and software and its utilization and maintenance.

## Self Evaluation

The development, the maintenance, and the enhancement of the College's programs and services are met through the effective distribution and utilization of technology resources.

The College meets this Standard.

## Planning Agenda

The College allocate resources to hire further support in the IT area to meet expanding demands for information.

The College investigate software to facilitate the processing of information at the College in the area of business services, human resources and access to student data.



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*III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

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## Descriptive Summary

A technology plan is included in the 2007-2011 Master Plan Cycle and for the 2011 Educational Master Plan. The Strategic Priorities will be more closely linked to program review results, and information from the plans will be incorporated into the evidence uses to make technology resource decisions (see: [Technology Plan 2006](#); [Technology Plan 2011](#)).

The 2007–2011 Master Plan and the 2011 Educational Master Plan are the drivers for all other planning documents and for the budget development process. Technology is a critical part in the College programs and services. Consequently, technology support is included in goals and objectives throughout the College’s planning documents and decision-making scheme.

## Self Evaluation

Technology planning has been sufficiently integrated with institutional planning. The technology departments and technology committee have identified the goals and priorities in the Technology Plan through an assessment of operational processes. These groups evaluate effectiveness on the identified goals and either make adjustments or changes as needed.

The successful integration of technology and institutional planning has resulted in a solid technological infrastructure for the College.

The new planning processes that have been adopted will provide a more balanced and efficient method to connect technology to the greater College needs.

The College meets the Standard.

## Planning Agenda

None.



## Standard III C: List of Evidence Cited

- III-C-1 [Technology Plan 2006](#)
- III-C-2 [Technology Strategic Plan 2011](#)
- III-C-3 [Distance Education Committee Recommendations](#)
- III-C-4 [ITC Report](#)
- III-C-5 [Sample IT Survey](#)
- III-C-6 [Sample Student Survey](#)
- III-C-7 [Tech Week 2009](#)

## STANDARD III D: FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

### Descriptive Summary

Barstow Community College (BCC), as a result of prudent fiscal management over a number of years, has been able to maintain reserves in excess of 10 percent (see: [BCC Financial Trends](#)). Board Policy 6200 indicates that reserves should be maintained at ten percent, but not less than five percent. Further, the board goals for Fiscal Year (FY) 2012 recommend that the reserves should be maintained at 15 percent (see: [Board Goals 2012](#) and [Board Policy 6200](#)). From FY 2007 through FY 2011 the average reserve was 29.58 percent. This prudent approach to fiscal management has ensured financial stability through the recent difficult economic conditions, which has included reduced funding from the state.

In fiscal year 2010–11, the total Barstow Community College budget was \$37,094,510. The unrestricted general fund was \$16,913,519, the restricted general fund was \$2,765,174, and the capital projects fund was \$17,416,017. A considerable portion of the capital projects fund came through the State Capital Outlay budget for the Performing Arts Center. The 2011–12 total budget is \$45,450,177. Of this \$16,663,849 is for the unrestricted general fund, \$2,889,520 for the restricted general fund, and \$25,896,808 for capital projects. The fiscal year 2010–11 unrestricted general fund budget exceeded revenues by \$552,000. The 2011–12 general fund budget is expected to exceed revenues by \$1.7 million. Even at this level, the reserve will be 14.9 percent (see: [2011–2012 Budget](#)). Four years of no Cost of Living Allowance (COLA) and increasing costs will result in the need for spending cuts in future years. In the spring of 2011, the multi-year budget projections indicating future trends were presented to the campus at the all campus meeting (see: [BCC Financial Trends](#)). For FY 2011–12 the Chancellor's Office waived annual and any mid-year cuts for the nine smallest community





college districts. This has helped provide additional financial stability. As a result of conservative financial management, the College continues to have adequate resources to support educational improvements. The District's financial resources have provided a solid underpinning for the support and improvement of its instructional programs and services.

A decidedly proactive approach to meeting current and emerging fiscal and budgetary demands has been taken in the face of significant state budget difficulties. As a result, the College has retained an effective approach to revenues and expenses while still funding four significant capital improvement projects: the transformation of the Norman Smith Center into a Single-Stop Services Center for students; renovation of the cosmetology and book store building; the additions of the 750-seat Performing Arts Center, Wellness Center and the Workforce and Economic Development Center. The College is also partnering with a local charter school to offer courses and provide contract training at a 22,000 square foot industrial building at a main intersection in central Barstow.

Each year during the budget development process, managers and administrators are trained in the budgetary processes. This affords the opportunity to identify funding needs based on a review of operations, program review and outcomes results. Specific unit and program outcomes are identified in the program review and institutional planning documents, establishing the necessary integration of resource allocation and institutional and program improvement.

The budgetary process includes all constituents: faculty, classified staff, administrators, and students. Members from these groups participate through various college participatory governance committees including the Strategic Planning, Budget Development and Review (SPBD&R) Committee, Insurance Committee, Technology Committee, and Facilities and Safety Committee. Additionally, all constituent groups are invited to participate in the All College meetings and at the board of trustees public hearings for the annual budget. Managers also receive budget information at the Management Council Meetings.

During the 2007–2011 academic years, the College significantly improved its planning and the use of evidence to guide decision making. As part of continual improvement, the College has, with its 2011 Educational Master Plan and the new 2011 Strategic Priorities, worked to enhance these processes (see: [Educational Master Plan and Strategic Priorities](#)). It is expected by linking resource allocation with the connectivity of outcomes, results and evidence, it will strengthen the College's overall standard operating procedure.



In addition to the capital improvements discussed above, important instructional and program improvements have also taken place since the last self-evaluation, including expansion of career and technical education degrees and certificates, the increased outreach of student organizations on campus and in the community, the establishment of a home grown outcomes assessment data tool, improvement of college curriculum and alignment of student learning outcomes, and the maintenance of sufficient funding to meet current and future needs including retiree health benefit liabilities.

The College will continue to be challenged in locating new, outside revenue sources to fund recommendations in the 2011 Educational Master Plan for facilities expansion and infrastructure support. Existing state plans for educational expansion, including matched funding incentives, will likely be reduced in the coming decade as the state and national economy recovers. As operating and capital costs continue to escalate, the College will need to become more proactive and flexible in the delivery of instructional programs and services.

Over the last two years, the College has had the resources to serve about a 1000 more full time equivalent students (FTES) than for which it was being funded. In the 2011–2012 academic year, course sections are being reduced and the College is expected to serve 2500 to 2600 FTES. This dramatic change of section reductions has been necessary in order to reduce cost.

## Self Evaluation

Based on the evaluation of Barstow Community College's financial resources and its annual audits, the College's budget process appears sound as evidenced by its ability to manage state financial challenges to this point, while maintaining funds to support educational improvements. The completion of the educational master plan, the strategic priorities and strategic plan and the updating of the technology and facilities plans will enable the district to improve upon the integrated planning and budget allocating processes.

The College meets this Standard.

## Planning Agenda

Separate the Strategic Planning, Budget Development and Review Committee into two distinct committees: the Institutional Effectiveness Committee, which will be responsible for institutional planning and priority



setting; and the Budget and Finance Committee, which will be responsible for budgetary and financial planning. This will strengthen both areas and promote more effective integration of planning for the campus.

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*III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.*

*III.D.1.a. Financial planning is integrated with and supports all institutional planning.*

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## Descriptive Summary

Fiscal planning begins annually with the development or annual updating of program reviews. Each department develops their program reviews considering Barstow Community College's mission statement and goals, and the Strategic Priorities (see: [Mission Statement and Strategic Priorities](#)). Financial resources are based on these reviews and prioritized by the Institutional Effectiveness Committee. The priorities considered include requests for equipment, new classified, faculty, and administrative positions, technology needs, library acquisitions, etc. The process includes student learning outcomes.

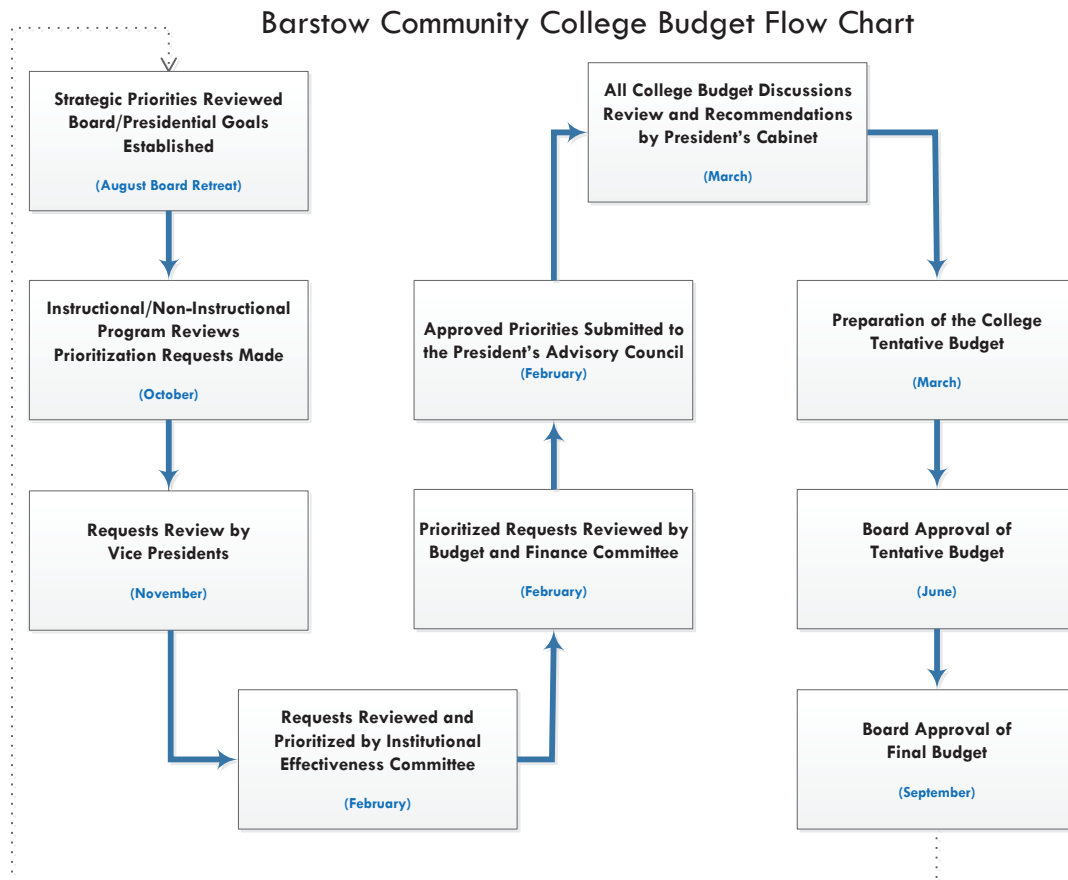
### **Master Planning and Financial Planning**

Since the last self study, the College created, implemented and closed a full planning cycle as part of the 2007–2011 Master Plan. In 2010, the College conducted a study of its future, resulting in the 2011 Educational Master Plan. In the summer of 2011, the institution created a set of Strategic Priorities based on the recommendations contained in the 2011 Educational Master Plan. The Priorities were adopted by the Academic Senate and the governing board in fall 2011. The Strategic Plan is scheduled for completion in spring 2012. Importantly, for the analysis of the financial resources at the institution, BCC has approved a *beta* version of a new decision-making, information flow process and planning cycle. The objective during this year of transition between plans is to work out difficulties in the processes as the College begins a more concerted effort to look at evidence to inform integrated planning and resource allocation.

Under the 2007–2011 Master Plan, Barstow Community College used the College mission statement as an integral part of financial planning. The mission statement has been updated regularly and reviewed by the governing board at its annual planning and self-evaluation retreat. At this meeting, the governing board and the college president establish annual goals, which are subsequently adopted at a board meeting and communicated to the college constituencies. A complete discussion about the College's stages and steps

in refining its institutional effectiveness processes is set forth in full in the [Integrated Planning and Program Review](#) section of the self evaluation.

Financial planning has long been integrated with the annual budget process. This includes the projection of future revenues and expenditures, which was linked to the 2007–2011 Master Plan and the 2011 Educational Master Plan and 2011 Strategic Priorities.



During the 2007–2011 Master Plan cycle, the Strategic Planning, Budget Development and Review (SPD&R) Committee, a participatory governance committee, reviewed the mission statement and college goals. The annual plan was composed of actions necessary to achieve stated goals as set forth in the mission statement. Under the proposed planning cycle, the Strategic Priorities embodied in a new strategic plan, based upon the mission statement, board and presidential goals and Educational Master Plan recommendations, will be the foundation for College’s financial decisions.



Importantly, under the proposed model, the Strategic Planning, Budget Development and Review Committee will be divided into separate committees with distinct charges. The Institutional Effectiveness Committee (IEC) will transform program priorities into institutional priorities. The Budget and Finance Committee will examine the fiscal viability of the priorities. The approved priorities will be sent on to the President's Advisory Council (PAC).

Under the existing model, the annual budget planning process and the meetings of the Strategic Planning, Budget Development and Review Committee allowed the institution to plan and manage its financial affairs with integrity and in a manner that ensures financial stability. Additionally, fiscal accountability is provided at the monthly meeting of the board of trustees, where financial reports are provided to the trustees.

Numerous plans are in place to support the larger, overarching plans of the College. For example, the Campus Technology Plan has recently been updated ([see: Campus Technology Plan](#)). The previous plan was completed in 2006. Since the inception of the 2006 plan, most of the significant objectives have been met. Some of the major achievements of the technology plan include: two upgrades to the Banner information program; web for faculty Banner was installed in 2008; campus computers have been continually up-graded; and the phone system has been upgraded. A list of completed projects can be found in the new technology plan.

The Five Year Construction Plan projects that have been completed or are underway include the remodel for efficiency, student services modernization, and the Performing Arts Center and the Wellness Center ([see: Five Year Construction Plan](#)).

The Five Year Scheduled Maintenance Plan is updated annually. Maintenance Plan projects include: the entry way improvement project; miscellaneous electrical and plumbing; gas line replacement; high voltage electrical service; replacement of T12 fluorescent lighting; occupancy sensors; baseball and softball score board replacement projects; and the upgrade of the campus transformers ([see: Five Year Scheduled Maintenance Plan](#)). Other local projects include the observatory, cosmetology modernization,



campus directories upgrades, room evacuation signage, and the addition of the D Wing relocatable building. All of these projects supported and often improved the student learning environment on campus, relative to the college's mission and goals.

In 2009 a plan was adopted to fund the past employee benefit liability, and the plan was set up in an irrevocable trust with CalPERS (see: [PERS Agreement](#)).

Further, the board of trustees receives updates on the achievements made as the College progresses through the various plans. Annual budget presentations and monthly board reports are made throughout the process. In addition to the board of trustees, other institutional leaders receive information on progress through the Strategic Planning, Budget Development and Review Committee and the President's Advisory Council.

## Self Evaluation

Barstow Community College does rely on its mission and goals for sound financial planning, while also recognizing that the process can be improved and strengthened. Work is currently underway to link program review more closely with the budget allocation process. The current process has allowed the college to remain relatively financially strong through the current state budget crisis. Current efforts are being undertaken that will more closely integrate budget allocations with the new Educational Master Plan. For example, the college has created an office of institutional planning and research about two and one-half years ago. Also, the previous Strategic Planning, Budget Development and Review Committee was recently split into two separate committees: the Budget and Finance Committee and the Institutional Effectiveness Committee.

The College meets these Standards.

## Planning Agenda

Strengthen the integrated planning process by creating a separate committee, the Institutional Effectiveness Committee, that will focus on institutional planning, and revise the Strategic Planning, Budget Development and Review Committee to focus on financial planning. These changes, which are underway, will allow for improved integration of institutional planning and financial planning. This revised, more bottom up approach, will more closely link program reviews with the College goals and strategic plan.



*III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

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## Descriptive Summary

Institutional financial planning takes place through the Strategic Planning and Budget Development and Review committee (SPBD&R). The committee has developed Strategic Priorities that link the goals of the Educational Master Plan with the multi-year budget forecasts, the Five Year Construction Plan and Five Year Scheduled Maintenance Plan, the Technology Plan, and the annual budgeting process (see: [Strategic Priorities](#), [Educational Master Plan](#), [BCC Financial Trends](#), [Five-Year Construction Plan](#), and [Five Year Scheduled Maintenance Plan](#)). As part of the budgeting process, the committee evaluates budget requests, and makes recommendations to the vice president of administrative services. The SPBD&R committee has also been reviewing the Accountability Report for Community Colleges (ARCC). The ARCC Assembly Bill (AB 1417) is the Accountability Bill that requires reports on six different measures of community college performance indicators and a self-assessment.

Barstow Community College's financial resources come primarily from state apportionment. During the past few years, the adopted budget has included expenditures in excess of revenues. Until FY 2011, expenditures came in at less than revenues. The budget now needs to be reduced in order to keep it balanced. For the budget to balance over the next few years, it will be necessary to reduce expenditures and to use a portion of the one-time reserves. This will allow for budget reductions to be spread over several years. Currently, the board has a policy of maintaining a 10 percent reserve but has an adopted goal of trying to keep the reserves at 15 percent where feasible (see: [Board Policy 6200](#)). The present challenge is to meet these requirements, while reducing expenditures and ensuring continued quality in education and services for our students. The College has had meetings to discuss areas for potential cuts, while at the same time considering the institutional mission and goals.

A projection of future year budgets was presented to the College to allow the campus and community to see what impacts the state budget reductions were having on the institution. Suggestions on reducing expenditures or increasing revenues were submitted to the Public Information Office. There was a follow-up discussion on the meeting's outcome at the Strategic Planning, Budget Development and Review Committee meeting. Further, the College received a reprieve from the Chancellor's Office for FY 2012, along with eight other small college districts, thus allowing the College





more time to work to develop future strategies. Even though the College's state appropriation was not cut this year, continuing cost increases, and the fact that there has been no COLA for four years is a concern, as it has been for all California community colleges. As there presently appears to be no foreseeable end to the current crisis, Barstow Community College will have to continue to look for reduction in costs, as well as seek out other sources of revenue such as enhanced contract training and grants. While the state crisis continues, the College is committed to continuing to support its core mission and goals.

Every year budget development materials are provided to budget managers for budget requests in the 4000–6000 object codes and a listing of fixed costs for their programs. Employee salaries and benefit costs are calculated based on current staffing levels. Managers are provided additional funding request forms. The forms were used to identify hourly and overtime personnel needs and requests for funding to support a specific goal as identified in the College Master Plan that cannot be funded entirely from their departmental budget. Below is a history of the approach taken for the last several years for the districts unrestricted funds:

**2006–07 Tentative Budget:** The tentative budget did not assume any growth. Estimated apportionment revenue was determined by using the prior year base, adding 5.92 COLA and deducting the estimated property taxes and enrollment fees. Adjustments were made once projections from the state were received. All requests for 4000–6000 were all filled with a 6-8 percent increase from 2005–06. The budget included a transfer of \$700,000 from the general fund to the capital outlay fund and \$200,000 to the retiree benefits fund (see: [2007–2008 Budget](#)).

**2007–08 Tentative Budget:** Expenditure requests for supplies, services and equipment were met for all program managers. Due to an increase in health and welfare benefits, a PERS increase, Workers Comp estimated reduction of 8 percent, a transfer of \$1.3 million to the Capital Outlay Fund, the District would have approximately \$3.4 million projected in reserves (see: [2007–2008 Budget](#)).

**2008–09 Tentative Budget:** Revenues were expected to be about the same as they were in 2007–08. To meet the challenge of potential state budget reductions, budget managers were asked to reduce supplies, services, and equipment categories by 10 percent from the 2007–08 levels. If funding was required to achieve a specific action in the Master Plan during that year, reference to that action was required on the funding request. There was an estimated reduction in the ending balance of \$177,236 leaving \$3.8 million in reserves (see: [2008–2009 Budget](#)).



**2009–10 Tentative Budget:** Budget managers were allowed to maintain the 4000–6000 budget account categories at the current levels. Depending on information received from the Chancellor’s Office, revisions may be requested at a later date. Again, if funding was received to achieve a specific action during the year, reference to that action was required on the funding request (see: [2009–2010 Budget](#)).

**2010–11 Tentative Budget:** The Governor said there would be no cuts to education; however, based on the state’s ever increasing shortfalls, budget managers were required to once again reduce budgets by 10 percent. There were no salary decreases, layoffs, or hiring freeze. It should be noted in this report that the reserves were projected to go from \$4.7 (31.54 percent) in 2009/10 to \$2.1 million (12.60 percent) in 2010–11 (see: [2010–2011 Budget](#)).

**Capital Outlay:** Despite funding concerns from the state, the College has been able to acquire significant funding from the state for capital outlay projects. During the last ten years the College has built a new Learning Resource Center, undertaken the Remodel for Efficiency project, remodeled the D-Building for the Cosmetology program and the College bookstore, and completed the Student Services Modernization project, Observatory site work project, and Campus Monument signage at both entrances to the College. Further, the College received advanced funding from the state to build a \$17.9 million Performing Arts Center. When the 2009–10 capital outlay budget was adopted, it included the district match of \$1,362,000 for the Performing Arts Center (PAC) and \$1,033,000 for the Wellness Center. Construction on the PAC started in October 2010, and is expected to be completed in July of 2012 (see: [Five Year Construction Plan](#)).

**Retiree Benefit Fund:** In June 2009, the board approved placing \$1.9 million from the Retiree Benefits Fund into an irrevocable trust with CalPERS. Doing so exceeded the requirement needed to meet the actuarial accrued liability for Other Post Employee Benefits (OPEB). The College is required to complete an actuarial study every two years and, if necessary, the College will add to the retirement fund and transfer funding as necessary to the trust (see: [PERS Agreement](#)).

**Financial Resources/Partnerships:** During such difficult economic times, it is necessary to look beyond state appropriations in order to continue to carry out the mission of the College. Currently, the college does not have a specific department responsible for applying for grants for the college; however, the Career and Technical Education (CTE) department has been very successful in obtaining grants to expand services in technical education (see: [2007–2008 Grant List](#), and [2009–2010 Grant List](#)). These programs are very much needed to provide educational opportunities for students seeking jobs in these areas.



Most recently, a partnership was established with Excelsior Charter School. In conjunction with Excelsior, the College has leased a building in town that will allow for the expansion of CTE programs, both credit and contract education. It is hoped that expansion of these programs will eventually result in additional revenue for the College, while at the same time meeting the needs of students and the community. At this point the programs have continued to expand, which has placed pressure on the Business Office to handle more contracts, journal entries, budgets and payroll, without the funds necessary to expand the department staff.

In 2011, it was determined that the College is eligible for Title III and V grants for institutional improvement and to serve Hispanic students. The department of institutional research planned to apply for one of these grants, however no applications were being accepted by the U.S. Department of Education until 2012.

The Barstow Community College Foundation has been working very hard to obtain funds for scholarships for students, and has been very successful in doing so. Most recently, the foundation raised \$90,000 to match an equal amount as part of the Foundation for California Community Colleges Osher grant program to increase student scholarships. As a result of the reductions in available state funds, there is a need to provide support for college programs. The College is working with the foundation to address college needs in areas other than scholarships. An operational plan/maintenance plan is being developed.

As previously mentioned, the College's new Performing Arts Center will be completed by the end of this year. In order to raise funds to support the operation of the center, the College is considering plans to raise funds by asking for donations for which the donor will receive a name placed on one of the 700 seats in the theater. Other donor-naming opportunities are also being considered. The college president has established a PAC advisory committee to help strategize on ways to make the best use of the PAC in the community and to raise revenue to support its operation.

## Self Evaluation

Barstow Community College has an institutional planning process that has resulted in the development of substantial reserves, while supporting the programs of the College; implementing the 2006 technology plan; expanding career and technical education; providing matching funds for capital outlay projects; providing scholarship opportunities for students; and providing funding for its long range OPEB's liability. This reflects the care and thought that have gone into the College's financial and institutional planning.



Through the various grants and partnerships, BCC is expanding its capability to meet the program needs of the College and its students.

As indicated in the table below, the budget development process is working. This is evident based on the College maintaining an excellent reserve balance in the unrestricted fund. Currently, the institution has not implemented lay-offs or furloughs. Furthermore, the College has been able to pursue an aggressive capital outlay plan and meet requirements for funding post-retirement benefits on an actuarial basis.

Revenue/Expenditures for 2006–2011				
Year	Beginning Balance and Revenue	Expenditures and Other Outgo	Ending Balance	Percent Reserves
2010/2011	\$20,064,396	\$15,836,863	\$4,227,533	26.69%
2009/2010	\$19,936,248	\$15,155,876	\$4,780,372	31.54%
2008/2009	\$20,437,849	\$15,707,495	\$4,730,354	30.12%
2007/2008	\$18,963,974	\$14,585,129	\$4,378,845	30.02%
2006/2007	\$17,726,978	\$13,685,333	\$4,041,645	29.53%

The College has demonstrated that its current efforts in using institutional and financial planning, and in securing grants and partnerships, provide that there has been an objective process in place that has resulted in meaningful assessment of financial resources. To this point, it is clear that the College is fiscally sound. Clearly, more planning will be necessary to maintain fiscal stability.

The college meets this Standard.

## Planning Agenda

The college will aggressively pursue external sources of funding such as grants. The college will greatly expand its contract training programs to better meet the workforce and economic development needs of the community, as well as to augment college resources. Additional and improved planning will be necessary to ensure that the college has adequate staff to support expanding programs.

Consideration should be given to:

- ♦ Adequate staffing
- ♦ Impact of facilities
- ♦ Grant management
- ♦ Increased communication
- ♦ Allocation of resources



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*III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

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## Descriptive Summary

Strategies for achieving long-term and short-term liabilities are carefully planned. During the 2007–2011 Planning Cycle, long-term planning was based on the master plan with annual progress reports on goal progress. For the proposed planning cycle, financial planning will be based on the Education Master Plan, the Strategic Priorities, Strategic Plan, and the Five Year Capital Outlay Plan. Short-term plans are impacted by the continuing instability of state appropriations. Currently, short-range priorities are reduced as funding is shrinking and thus, expenses must also be reduced. Although all planning is impacted by the uncertainty of state funds, Barstow Community College has remained fiscally sound. The College has a three-year budget projection; however, it will be important to modify the projections pending bargaining unit negotiations occurring in FY 2012. The duration of the state’s current fiscal crisis is unknown ([see: BCC Financial Trends](#)).

During each budget financial planning cycle, the institution has consistently budgeted for and met its long-range financial obligations. Barstow Community College’s planning for both the short-term and long-term has resulted in its remaining fiscally sound during the current state budget crisis. The board’s policy of having at least a ten percent reserve has been maintained ([see: Board Policy 6200](#)). In addition, the board has adopted a goal of maintaining a 15 percent reserve, where feasible ([see: Board Goals 2012](#)). Currently, all bargaining unit contract obligations are being met.

Presently, the College budget has adequate funds to pay for health benefits, insurance costs, and building maintenance costs. Two additional buildings, the Performing Arts Center and the Health and Wellness Center, are under construction. The Performing Arts Center will come on line in 2012–13, and the Wellness Center in 2013–14. Plans are now being developed for the operations of these buildings. With the completion of the Educational Master Plan, the college is in the process of developing a facilities master plan. The College does currently have a document that incorporates facilities, the Five Year Construction Plan, Five Year Scheduled Maintenance Plan, and Campus Accessibility Plan ([see: Five Year Construction Plan, and Five Year Scheduled Maintenance Plan](#)). Integration and alignment of these plans with the new Educational Master Plan is important and is being done ([see: Educational Master Plan](#)).



From a long-range standpoint, the College is meeting the Governmental Accounting Boards statements 43 and 45, which have to do with funding long-term health benefits. In 2007, the board of trustees set up an irrevocable trust with the Public Employee Retirement System and funded all accumulated liabilities. The fund has grown from 1.9 million to 2.7 million as of June 30, 2011. At this time, no additional direct contributions to the fund are expected, however the biannual actuarial studies will continue to be made which will inform the College if conditions change and if additional contributions are needed (see: [Actuarial 040711](#), [Actuarial 060809](#), and [Actuarial 052506](#)).

The College's financial operating plan, the budget, includes estimates of the annual cost of ongoing operations and obligations of the College. It includes the prior year budget, as well as the actual revenues and expenditures for the prior year. After consideration of actual expenditures and revenues, a review is conducted to identify the means necessary for maintaining a 10 percent reserve. Then, a financial operating plan is developed and adopted by the board.

State capital outlay projects are being matched with local funding. Current operations are beginning to draw on and reduce reserves. If the College is to continue matching state funds at the current level, new sources of match revenue may need to be found.

## Self Evaluation

Barstow Community College continues to plan for both the long term and short term. It has remained fiscally sound. The board policy of maintaining a ten percent reserve has been met. Continuing to meet this reserve standard may be difficult as the fiscal crisis goes forward. If for some reason the ten percent reserve cannot be maintained, it could result in the College needing to borrow money. This is a concern, in light of the state's continued delay in distributing appropriations, which may be delayed into the next fiscal year.

An OPEB trust has been established that will ensure that post-retirement benefits are protected. The continued match for future state capital outlay projects may not be available. It may be necessary to ask the voters for a bond to support future projects.

The College meets the Standard.



## Planning Agenda

Continue to plan and evaluate long-range goals with respect to anticipated revenue cuts and adjust as necessary.

Ensure that funds are available to finance any bargaining unit contracts.

Develop a facilities/campus master plan that expands beyond the current five year capital outlay plan.

Continue to obtain alternate sources of revenue such as grants and contracts.

Consider alternative energy sources, i.e., photovoltaic or wind generation to cut future utility costs.

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*III.D.1.d The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

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## Descriptive Summary

The College's institutional guidelines for budget planning and development are largely defined via Board Policies and Administrative Procedures.

The Participatory Governance Handbook outlines campus-wide participation by committee involvement. All constituencies have an opportunity to have representation in the committee process. Under the 2007–2011 Master Plan, the College's Strategic Planning and Budget Development Committee reports to the president and is responsible, and has been the primary planning body for Barstow Community College. Currently, the College is in the process of reorganizing committees, to segregate the institutional planning portion from the financial planning. At this time the committee continues to be responsible for developing, recommending, and evaluating both policies and procedures related to all aspects of the College's finances and planning ([see: Participatory Governance Handbook](#)).

Board Policy 6200 indicates that the budget will be prepared in accordance with Title 5, 58300 et. seq ([see: Board Policy 6200](#)). Further, it indicates that the budget shall support the District's strategic and educational plans, along with ensuring budget projections address long-term goals and commitments. Additionally, it indicates that budget reserves should be maintained above ten percent but not less than five percent. As outlined in the California Code of Regulations, Title 5 requires the board of trustees to adopt a tentative budget before July 1 of each year, and a final budget by September 15th.





Board Policy 6200 provides a budget schedule that includes a timeline for the tentative budget, required public hearings, board study session, and formal approval of the final budget.

All budget managers are invited to attend a budget development workshop where they are provided with guidelines and training. In recent years, budget managers have participated in tough discussions as cuts at the state level have trickled down to departments and programs.

College budgets and budget issues are reviewed periodically at All-College Meetings. This has been important during the last few years, due to the continual budget flux at the state level. The president and cabinet review and discuss the budget and budgetary issues prior to submitting the final budget proposal to the board of trustees.

## Self Evaluation

The College's various constituencies all have access to the budget process and the opportunity to participate in that process. Planning and budgeting processes consider the College's strategic and educational plans. Recommendations for budget adoption are made by the president to the board of trustees.

The College meets the Standard.

## Planning Agenda

The college has recently approved a new process by creating an Institutional Effectiveness committee and removing general planning from the Strategic Planning, Budget Development and Review committee. This will allow the Budget and Finance committee to focus on the financial and budgetary aspects of the College's operations.

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*III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

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## Descriptive Summary

Barstow Community College has an agreement with the San Bernardino County Superintendent of Schools to provide financial management systems to the College. This includes the financial system, Reflections,



which includes the general ledger, payroll system, and accounts payable and receivable. Purchasing, budget and human resources are maintained in Financial 2000, which is linked to Reflections. The county is in the process of moving everything to the Finance 2000 system which is web based software. In addition to the College's internal controls, the county provides additional financial controls and oversight. They review accounts payable batches, audit payroll, and audit journal entries, as well as the budget and annual 311 Report to the Chancellor's Office (see: 311Q) . The college's financials are further reviewed by the County Controller's auditor. This provides the College with appropriate control mechanisms. This system provides the College with the ability to disseminate accurate and timely financial information to the College to ensure that information is available for making sound financial decisions. Reports disseminated include monthly budget reports to managers, board reports, and to various state and federal agencies.

The County does not have a system for maintaining student records. These records are maintained on the Banner system. Departments having access to this system include the Business Office, Financial Aid, Admissions and Records, and other student service areas as needed. Reports are generated from Banner, such as student fees; this information is then entered into the general ledger. Quick Books software is used by the Business Office to keep financial records for the federal loan fund, Viking Shop (bookstore), scholarships and loans, Barstow Community College Foundation, and Associated Student Body (ASB). In general, these systems provide timely information for sound financial decision making.

## Self Evaluation

The systems now in place with the County of San Bernardino, the Banner student system and the Quick Books systems, are providing the College with resources that assure financial integrity of the institution, appropriate control mechanisms and the ability to provide information for timely financial decision making.

The College meets the Standard

## Planning Agenda

As BCC moves forward and as funds become available, the College needs to look at replacing the Quick Books software with Banner Financials. Quick Books has functioned adequately but does require more manual work in areas such as financial aid. The county's current system does not provide the



College with information on cash flow to the level that the College needs, and again this results in additional manual work. The county assures us that the new system, when fully implemented within two or three years, will provide this information.

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*III.D.2.a. Financial documents including the budget and independent audit reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated.*

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## Descriptive Summary

Colleges are required by Title 5 regulations to have an annual audit performed by an independent auditor. The auditor must be a Certified Public Accountant and perform an audit of all of the College's financial records. The audit has to be performed within the requirements of the Governmental Accounting Standards Board. The auditor is required to review and test records and systems and to provide reasonable assurance that there are no material misstatements in the College's financial report.

Barstow Community College has been receiving unqualified audit opinions for a number of years. This indicates that the auditors have not found material weaknesses or other reportable conditions in the audit. The audit report may include some findings and make recommendations. All findings have been relatively minor. Findings are responded to by management and an action plan to address them is developed. The annual audit report is presented to the board of trustees. Responses to any audit findings are also available ([see: Audit 2010](#)).

Appropriate allocations are evidenced by the Funding Request Form submitted by each budget manager at the beginning of the fiscal year. Managers include staffing salaries and benefits and anticipated expenses in the 4000–6000 categories. Funds are spent in accordance with applicable board policies and administrative procedures, Education Codes, Audit Standards, County School Guidelines, state and federal mandates. All expenditures are justified and approved by the authorized personnel.

A Budget Transfer Form is used to track movement of funds from its original allocation to another expenditure category. Block grant funds are restricted and are only expended in accordance with the guidelines from the California Community Colleges SB77. Student financial aid is disbursed in accordance with the federal award guidelines.



Capital outlays are mostly state funded. The College has built a new Learning Resource Center, undertaken the Remodel for Efficiency project, a remodel of the D-Building for the Cosmetology program and the College bookstore, the Student Services Modernization project, the Observatory site work project, and Campus Monument signage at both entrances to the College.

When the 2009–10 capital outlay budget was adopted it included the district match of \$1,362,000 for the Performing Arts Center and \$1,033,000 for the Wellness Center. The College received advanced funding from the state to build a \$17.9 million Performing Arts Center. Construction is in progress and is expected to be completed around July of 2012 (see table of Revenue/Expenditures for 2006–2011 in III.D.1.b).

## Self Evaluation

Barstow Community College has continued to receive an unqualified audit opinion and findings have been very few and of a minor nature. The few findings have been appropriately addressed. The audited financial statements are on the College intranet with findings and responses to findings.

The college meets the Standard.

## Planning Agenda

None

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*III.D.2.b. Appropriate financial information is provided throughout the institution.*

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## Descriptive Summary

The College provides information about the budget in several ways. Departments and or budget managers are able to view their on line budgets during the year at any time they need. This assists the departments in managing their budgets, providing information needed for program reviews, and in preparing the budget for the following year. At the beginning of the budget development process, worksheets are distributed to the various departments. There is a workshop held each spring to discuss the budget process and provide information on any special requirements. These work sheets are returned to the business office for input by the budget analyst.

Budget projections are discussed at one or more of the All-College Meetings, and in cabinet, and projections are made available to anyone desiring them.



The results of the College's audit are presented at a meeting of the board of trustees and copies are available up on request. The CCFS 311Q Quarterly Financial report is submitted to the board of trustees and the Chancellor's Office (see: 311Q). Information in this report includes budget totals for unrestricted and restricted revenues and expenditures. Upon completion of the Annual Financial report, CCFS-311, it is made available to the constituent groups. The Budget, 311 audit and actuarial study are available on the college intranet.

## Self Evaluation

Currently, Barstow Community College is working to implement online website access for financial reports. Through consultation of previously compiled master planning data, the College has maintained a significant level of transparency in reporting its financial data, relying on the appropriate accounting methodology acceptable by GASB for non-profit and university recording. The institution has adopted an effective, understandable means of financial communication as depicted by its spreadsheets, budgetary reports, and internal financial statements. The board of trustees also has access to financial information. Furthermore, the vice president of administrative services updates the College on the institution's current financial position at All-College meetings.

The College meets the Standard.

## Planning Agenda

It is expected that financial reports will be available on the website in the near future and this work should be completed as quickly as possible.

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*III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*

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## Descriptive Summary

Even during the current difficult budget times, the College has been able to maintain ending balances adequate for meeting emergency needs. For the last three years the balances have been as follows:

- Fiscal year 2011, \$4.2 million, or 26.7 percent of expenditures
- Fiscal year 2010, \$4.8 million, or 31.0 percent of expenditures
- Fiscal year 2009 \$4.7 million, or 30.0 percent of expenditures



Cash flow is one of the most common challenges for an educational institution. Prudent cash flow analysis and management can help ensure that the College will be able to weather emergencies and unforeseen occurrences. For a number of years the College has maintained sufficient reserves to ensure that adequate cash is available to fund operations and maintain reserves. Beginning in the spring of 2011, Barstow Community College began to monitor cash flows on a monthly basis. As a result of good fiscal management and sound board policy, which encourages that unrestricted fund reserves should be maintained at ten percent, cash has been available without the need to borrow internally or externally.

Cash balances are being impacted by several factors including, no COLAs for the last four years and, more importantly, by the continued increase in the deferral of state apportionment funds. Additionally, the Viking Shop Bookstore has had cash flow issues that impact the general fund, and the increase in grants and contracts which often require expenditure in advance of payment. Approximately 30 percent of the estimated apportionment from the state is not received until after the fiscal year ends. This makes June the low cash month. So far there has not been a need to borrow cash. The College does have limited funds in its capital outlay program which could be borrowed on a short term basis, or if necessary, the College could borrow using tax revenue anticipation notes, commonly referred to as a TRAN.

The College participates in several joint powers agreement (JPA) agencies in order to provide appropriate insurance coverage for the College. Primary coverage for property, general liability and workman's compensation is provided through SCS, Southern California Schools Risk Management. Umbrella liability coverage comes through the SELF JPA.

Additionally, Barstow Community College has a safety committee. Forms are provided for managers to prepare accident reports for employees and for students. Accident insurance is provided for students, including athletes, though the Student Insurance Company.

The College participates in the annual Great California Shake Out as a part of earthquake preparedness program. The Emergency Preparedness Plan for the College was prepared by Emergency Management Consultants. Barstow Community College does not maintain a campus security department; however, the College contracts with a private firm to provide limited weekend and evening security for the campus. To enhance communication during emergencies, the College has added the Alert U system that will provide text messages during emergencies to all faculty, staff and students that have signed up for the program. This system was most recently tested during the Great California Shake Out and was found to be doing the job intended.



## Self Evaluation

At the end of each fiscal year, the College's reserves have been maintained above the board recommended ten percent, as well as above the five percent the Chancellor's Office likes to see, which is based on a combination of general fund restricted and unrestricted funds. In present years, the low point in cash flow normally occurs in June, while the College is waiting for revenues from State appropriations, which are received in July. Now through state budget appropriations changes, a portion will be delayed to October of the following fiscal year. Should it become necessary to do so, the college could borrow from its capital outlay fund, or through a TRAN.

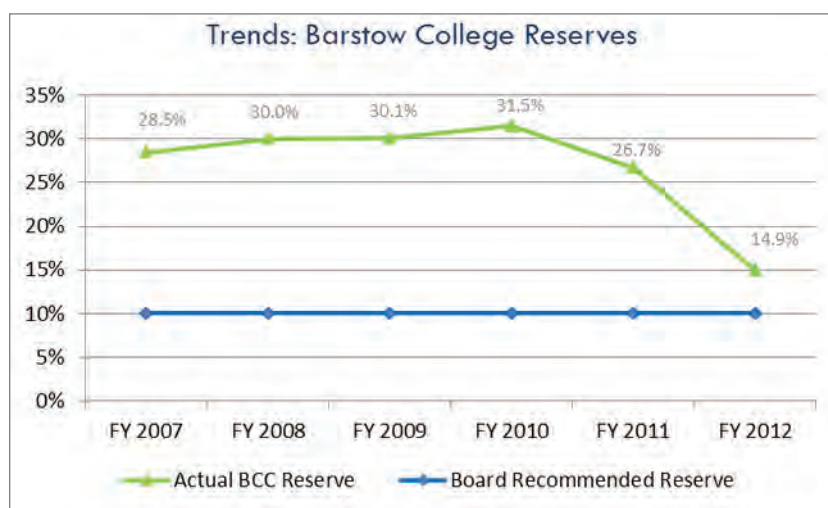


Figure III.D.1, Trends; Barstow College Reserves

Risk management programs for Barstow Community College are adequate to meet the needs of the College. Crime has historically not been a significant problem on campus. The emergency operations plan should be updated and additional training needs to be held.

The College meets the Standard.

## Planning Agenda

College officials will remain vigilant as the state's budget situation continues to be in a state of flux from year to year. The College is waiting on improvements in the county's financial system that will ease the burden of monitoring cash flows.

The Emergency Action Plan should be updated and additional staff training held (see: [Emergency Action Plan](#)).





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*III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

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## Descriptive Summary

The College's Business Office is responsible for maintaining the various funds of the College including proper recording of fund activity, establishing internal controls, and ensuring that the rules, policies, regulations and state laws are followed as appropriate. These efforts are validated by the annual audit, carried out by an independent auditor, in accordance with the requirements of the Governmental Accounting Standards Board. In order to ensure effective oversight and management of the College's financial resources, the Business Office follows the California Community College Budget and Accounting Manual. This manual, which is required by Education Code Section 84030, provides uniform accounting codes throughout the community college system so that data between colleges is comparable. Financial statements must be prepared in accordance with generally accepted accounting principles promulgated by the Governmental Accounting Standards Board and with the State's Budget and Accounting Manual. The College has received Unqualified Audit Opinions on the audited financial statements for the last six years. This is the highest level of assurance that can be provided in audit opinion.

The annual audit is presented to the board of trustees each year, including a presentation by the independent auditor. Each month the Business Office reviews the financial reports that are transmitted to the board of trustees. Quarterly 311 reports are prepared, reviewed and transmitted to the Chancellor's Office and to the board of trustees for their review (see: 311 Q).

The Business Office has established internal controls which are periodically reviewed. Internal controls have to be established considering the type of internal control and the cost benefit of the internal control. Further, it is important to evaluate the materiality of the resource that is being protected. Small organizations are not always able to implement the breadth and depth of internal controls found in a large organization, due to the limited resources necessary to do so. Barstow Community College is fortunate in that the San Bernardino County Education Department provides us with additional review of transactions submitted through the financial system. They provide random audits of transactions, and this helps the College ensure that its controls are working properly. If their audits find an issue with a transaction, the Business Office reviews the transaction to determine whether its internal controls are working properly, or whether additional internal controls are warranted.



Some programs of the College are funded from external sources that have specific restrictions as to how the funds may be spent. Such programs include financial aid, grants, and contracts. Because these programs have restrictions, they are maintained in separate funds. This is a widely supported practice, and is required by generally accepted accounting principles and the state's Budget and Accounting Manual for Community Colleges. Grants and contracts have grown significantly over the past few years, especially in the area of career and technical education and in student financial aid (see: [2007-2008 Grant List](#), [2009-2010 Grant List](#), and [Financial Aid Disbursements](#)). This has resulted in a significant challenge for the Business Office, due to declining resources at the state level; staff size has not grown with the increase in work load for the department.

Currently the Viking Shop (Bookstore) is the only auxiliary service maintained by Barstow Community College. Financial records are maintained by the College's Business Office.

The Barstow College Foundation is an independent 501 (c) (3) with its own board. One member of the Barstow Community College Board of Trustees is the designated ex-officio liaison to the board of the Foundation. Three members of the College administration are also ex-officio members of the foundation board. Accounting records are maintained by the Business Office. The primary purpose of the Foundation is raise funds for student scholarships and to support the College in general.

Institutional investments are maintained by the County of San Bernardino. Barstow Community College maintains a schedule of all institutional assets and the system seems to be working well.

## Self Evaluation

Barstow Community College provides adequate oversight of finances, including financial aid, grants, contracts, foundations and auxiliary organizations. The growth of financial aid, as well as grants and contracts has created a need for additional staff in the Business Office as resources become available and/or greater efficiencies can be attained. The College is able to evaluate its investments and institutional assets. Currently the College does not have any long term debt. The College's post-retirement benefits have been set up in an irrevocable trust managed by CalPERS. All annual obligations are being met. The College does not participate in any student loan programs and therefore has no default rate issues.

The College meets the Standard.



## Planning Agenda

The College needs to continue to monitor the growth of financial aid, grants, contracts, and growth of the College Foundation, in order to ensure that resources are available for managing these financial obligations in the Business Office, and greater efficiencies can be attained.

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*III. D. 2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*

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## Descriptive Summary

All of Barstow Community College's funds are included in the annual independent audit. This is carried out by a third party independent auditor in accordance with generally accepted accounting principles promulgated by the Governmental Accounting Standards Board. The Barstow Community College Foundation's funds are also audited in accordance with generally accepted accounting principles under the Financial Accounting Standards Board for non-profit organizations. All audits have unqualified opinions and there have been a few minor findings and these have been addressed.

District funds are maintained in accordance with the California Community College's Budget and Accounting Manual (BAM). These funds include the General Fund, Barstow Community College Foundation, associated students, financial aid, scholarships and loans, bookstore, capital outlay projects, and retiree benefits. All of these funds are audited as part of the annual district audit.

Since the last accreditation visit in 2006, significant efforts to pursue a variety of grants for the institution have been made. As a result, the department of Career and Technical Education (CTE) was developed. CTE is responsible for grant administration. CTE primarily works with the institution to develop educational programs that enhance learning for community segments as prescribed by each grant. The funds for each of the acquired grants are also part of the annual district audit.

Clearly, many of these funds assist in accomplishing the mission and goals of the institution.



## Self Evaluation

Overall Barstow Community College has good fund accountability and addresses any audit findings in a timely manner. In the last several years, the Viking Shop Bookstore and the Business Office have worked diligently to reduce reconciled differences and shrinkage. In recent years, the un-reconciled difference has been under one percent. This is an accomplishment about which both departments are proud.

There has been significant growth in many of the funds. With a growth in student enrollment, both the financial aid and scholarship and loan fund have seen significant increases. The Barstow Community College Foundation has raised funds to match funds provided through the Foundation for California Community Colleges' Osher student scholarships. The Barstow Community College Foundation raised \$90,000 in matching funds for Osher and these funds are in a trust account in accordance with the established agreement between Osher and the Barstow Community College Foundation.

Additionally, as a result of the continued efforts of Career and Technical Education (CTE) the numbers of grants and contract have grown, increasing the opportunities for job training for students in the District.

Continued growth of grants, contracts and related programs significantly increases the workload for the Business Office, as well as other departments which support these programs. Growth of grant and contract programs without increases in support staff is a concern, and will continue to be monitored.

Barstow Community College has procedures in place which ensure that auxiliary, fund-raising efforts and grants are used with integrity and that they are consistent with the mission and goals of the College.

The College meets the Standard.

## Planning Agenda

Review increased Business Office workload and identify and fund necessary staffing changes and seek ways of increasing efficiencies. Review the oversight process of grant administration as the number of grants expands.



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*III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

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## Descriptive Summary

Barstow Community College has appropriate policies and procedures in place to ensure that contracts of various types are appropriate, safeguard the College, and maintain the integrity of the institution (see: BP 6340). Contracts are consistent with the College’s mission. The Business Office oversees the issuing of college contracts. Currently the president, vice president of administrative services, vice president of academic affairs and the vice president of student services have authority to execute contracts and related documents at amounts authorized by the board of trustees upon hiring. Administrative procedures address bidding limits for purchasing in accordance with board policies, the Education Code, and Public Contract Code (see: Administrative Procedures 6330 to 6370). In order to protect the College, contracts have indemnification clauses and termination clauses. The board reviews all purchase orders for contracts on a monthly basis. Contracts in excess of the limits of the Public Contract code, \$15,000 for construction projects and \$78,900 for equipment, materials, supplies and services as of January 1, 2011, must go through a formal bidding process. The amount required for bidding equipment, materials, and services changes each year based on adjustments to inflation. The College is notified by the San Bernardino County Superintendent of Schools each year as to what this adjustment is.

In order to save money and increase efficiency the College purchases from other governmental contracts such as the California Multiple Award Schedules, which provide prices for a number of commodities and technology related items.

The conflict of interest provision in Administrative Procedure 6330, “Purchasing,” prohibits contracts with firms that have an employee with an interest in the business or members of their families (see: Administrative Procedures 6330 to 6370).

Grants in progress consist of: SB 70 2009–10 CTE Collaborative for \$310,000; Perkins/VTEA for \$194,294; 2011–12 academic years’ include Perkins award for \$169,083; Tech Prep of \$20,000; Child Development Grant and rural high schools of \$55,875 and \$99,996, respectively. The CTE department was also awarded a collaborative grant for \$400,000, and a supplemental of \$130,000. The budget analyst monitors distribution of funds



in conjunction with the Business Office. Proper coding and classification of fund projects are done by CTE with Business Office approval. Quarterly reports are provided by the department; also, CTE is monitored by state and county project monitors for compliance purposes.

Contract Training includes—but is not limited to—the following learning modules:

Completion of Electrical for Green Technology Fundamentals.

Second of three cohorts of Logistical/Warehousing training with San Bernardino Valley Community College District finalized.

CTE will commence with Safety, Health, and Environmental Safety training under contract with San Bernardino County Workforce Development in May of 2011. Additionally, 900 hours of training for Northrop Grumman mechanics in military vehicle A/C systems will begin in May of 2011.

CTE is currently preparing a proposal for diesel and welding training for Chaffey College, which is contracted with BCC for providing of 114.5 hours of Logistics and Warehouse training for Diamond Pacific Tool, a local company.

## Self Evaluation

The College manages and enters into contracts in accordance with board policies, administrative polices and state regulations. The Business Office ensures that procedures are followed and documented so that the College's integrity is protected. Although College administrative procedures and board polices meet requirements, a number of them are in need of review and updating.

The College meets the Standard

## Planning Agenda

A review of board policies and administrative procedures pertaining to the college's business and financial practices and processes will be initiated by the vice president of administrative services.

Monitor the increased workload of the Business Office commensurate with an increase in the number of grants and contracts and strategize on ways to secure funding for needed position and increase efficiency.



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*III.D.2.g. The institution regularly evaluates its financial management processes and the results of the evaluation are used to improve financial management systems.*

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## Descriptive Summary

Barstow Community College has an annual audit prepared by an independent CPA firm. This audit provides the College with feedback on its processes. In addition, the San Bernardino County Education Department randomly audits various requests for payments to ensure that the requests are consistent with the College's processes and state requirements. This provides an additional check for the College's financial processes. The College reviews the effectiveness of past fiscal planning. The annual budget document includes information on the prior year budget and prior year expenditures as well as available balances. From this information, the institution is able to tell whether or not current and future fiscal needs are being adequately planned.

Barstow Community College's Business Office is involved in the ongoing evaluation of the financial management processes, and uses the evaluation process to improve financial management. During the past 18 months, a number of initiatives have taken place to improve management of financial resources. All financial aid checks required two signatures and they were all being signed by two managers. A modification was made to the system to allow for electronic signatures and appropriate internal controls were put in place to ensure the protection of financial assets. The Business Office began monitoring cash flows given the continued pressure on resources as a result of the continuing state budget situation. Monthly analysis of unrestricted cash flows is now prepared to provide data and improve planning for any possible shortages. During the development of the process for monitoring cash flows, the way in which information was received from the county system was in need of improvement. The county indicated that it was in the process of improving the system, but that might be as much as two years from now. The director of fiscal services volunteered to be on the county's BestNet Software committee in order to better represent the community colleges' issues related to the county's software.

Requisitions are mostly prepared and processed on paper. In order to improve efficiency, the Business office began an initiative to convert departments to online requisitions. Several departments have begun this process and we expect all departments to be online within two years. Evaluation of checking accounts indicated that the College's clearing account was not receiving interest. The bank agreed to begin paying interest on the account. Another improvement was the changing of the policy on payments at the Fort Irwin site. The College decided to discontinue the receiving of cash payments at the site and allow debit and credit cards only. This eliminated the need to





process two deposits a week from Fort Irwin. Financial management was improved in Student Services by instituting an online system for ordering and paying for transcripts. In the coming year the Business Office is planning on instituting debit cards for financial aid disbursements. This will speed up the process and eliminate the need for so many checks. As part of the program for continuously reviewing and improving financial systems, the Business Office periodically brings in a consultant from the Strata Information Group to evaluate any identified issues. Some of the key activities that have been reviewed, analyzed and modified include fee assessment, daily processes, VA payments, and applications of payments and detail codes.

The Viking Shop (Bookstore) began several initiatives during the past year to improve services to students and to improve the financial picture for the bookstore. The first initiative involved adding a component/tool to the bookstore website to allow students to purchase books from the bookstore or from other vendors such as Amazon.com. As 50 percent of the College's students are online students, a great many of them purchase their books online. The new component/tool added to the website allows them to purchase from their vendor of choice; however the bookstore benefits by receiving a percentage of the sales from other vendors. This project has only recently been implemented and it will take some time to determine whether or not it has been successful. In another recent initiative involving the bookstore and student services, a program has been developed that will allow students that are receiving financial aid to charge their books at the bookstore without waiting for their check. This will ensure that they have books on the first day of class. It is expected that this process will be in place in the spring of 2012.

Currently the College disposes of all surplus equipment through an auction. This results in equipment setting in the warehouse sometimes for more than a year. During that year the value of the equipment is declining. The College is in the process of developing the ability to sell surplus equipment online or through online websites. It is expected that this project will be ready for implementation in the spring of 2012. This will have several benefits including freeing up warehouse space and obtaining a better price on surplus equipment, which will generate some additional revenues.

## Self Evaluation

Barstow Community College continues to review and evaluate its financial management practices and processes. Current projects to improve the financial management systems are underway, including implementation of online requisitions, debit cards for financial aid disbursements, and providing



financial aid students with the ability to purchase books at the bookstore without waiting for the financial aid disbursement to take place.

The College meets the Standard.

## Planning Agenda

None.

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*III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

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## Descriptive Summary

Annual revenues and expenses are scrutinized regularly throughout the fiscal year. The vice president of administrative services and the Business Office review the annual budget for all operating funds. Changes in funding by the state during the fiscal year are closely monitored by the vice president of administrative services for their impact on College operations. Monthly budget reports are generated and disseminated to the managers to assist in tracking financial data related to their programs, and decisions are made to adjust practices based on the evidence reviewed. Each year, financial data are generated and the governing board is updated regularly. Five-year budget forecasts are made. From 2007–2011, the Master Plan was reviewed each year for progress on goals and objectives with updates provided to the governing board. The fiscal viability of existing goals is reviewed by the division vice presidents for reporting on the specific programs.

The new planning cycle at the College calls for the creation of institutional priorities by the Institutional Effectiveness Committee which will be submitted to the Budget and Finance Committee for evaluation and approval. The approved priorities will be sent to PAC and the Cabinet prior to being sent to the governing board. It is expected that the institutional priorities will clarify and streamline the budget processes as program review results are more closely aligned with college-level goals.

During the 2007–2011 planning cycle, the SPBD&R committee conducted monthly meetings to discuss budgetary matters and to consider the implications on planning and improvement. Under the new plan, the efforts will be coordinated by the Institutional Effectiveness Committee and the Budget and Finance Committee. Annual reports have been generated to the College which affords all departments the opportunity to identify existing and emerging needs areas. Adjustments are made to the plans accordingly.



The annual external audit serves as the critical evaluation method for the financial management system and processes. Historically, Barstow Community College has had minimal findings in the audit. The College plainly has a budget development process for allocating and monitoring resources. Barstow Community College recognizes that the overall uncertainty in the state's fiscal policy will continue to direct the institution to be diligent in the way it balances revenues and expenses in the coming decade.

## Self Evaluation

Barstow Community College's overall history of financial stability has enabled it to sustain itself without outside help, such as bank loans. The economic environment in the state has forced other institutions to explore such options.

Certainly budget development is used to develop institutional accountability by department. Each department has been responsible for taking cuts wherever possible, with a minimum reduction of ten percent.

In December of 2010, a reallocation of labor was taken to the board of trustees. The reorganization of that labor was intended to redistribute labor in a way as to better use financial resources and human resources collaboratively.

As a result of the state budget crisis, BCC hosted a Budget Summit. Employees were invited to provide input and ideas on how to decrease costs and increase revenues. In response, the Strategic Planning, Budget Development and Review Committee will meet over the summer to review the suggestions and hone some of the suggestions that make the most sense for the College. The top ten suggestions will be examined.

The College meets the Standard.

## Planning Agenda

Continue the process of strengthening the linkage of planning to the budget. Launch the Institutional Effectiveness Committee and establish clearly its role in the participatory planning and governance structure. Communicate this revised process to college constituents.

Look for additional ways to encourage input regarding cost savings and revenue enhancements by college personnel.



## Standard III D: List of Evidence Cited

- IIID-1 [BCC Financial Trends](#)
- IIID-2 [Board Goals 2012](#)
- IIID-3 [Board Policy 6200](#)
- IIID-4 [2011-2012 Budget](#)
- IIID-5 [Educational Master Plan](#)
- IIID-6 [Strategic Priorities](#)
- IIID-7 [Mission Statement](#)
- IIID-8 [Campus Technology Plan](#)
- IIID-9 [Five Year Construction Plan](#)
- IIID-10 [Five Year Scheduled Maintenance Plan](#)
- IIID-11 [PERS Agreement](#)
- IIID-12 [2007-2008 Budget](#)
- IIID-13 [2008-2009 Budget](#)
- IIID-14 [2009-2010 Budget](#)
- IIID-15 [2010-2011 Budget](#)
- IIID-16 [2007-2008 Grant List](#)
- IIID-17 [2009-10 Grant List](#)
- IIID-18 [Actuarial 040711](#)
- IIID-19 [Actuarial 060809](#)
- IIID-20 [Actuarial 052506](#)
- IIID-21 [Participatory Governance Handbook](#)
- IIID-22 [311Q](#)
- IIID-23 [Audit 2010](#)
- IIID-24 [Emergency Action Plan](#)
- IIID-25 [Financial Aid Disbursements](#)
- IIID-26 [BP 6340](#)
- IIID-27 [Administrative Procedures 6330–6370](#)

# STANDARD IV



# LEADERSHIP AND GOVERNANCE



## STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

**Co-Chairs:** Thom Armstrong, Ph.D., *Administration*  
Robert Stinson, Ph.D., *Faculty*

### Standard IV A: Decisin Making Roles and Processes

**Sub-Chair:** Joann Jelly, Ed.D., *Faculty*  
Robbie Evans, *Associated Student Body*  
Zhening Jiang, Ph.D., *Faculty*  
Gene Low, *Faculty*  
Apineru Lealofi, *Faculty*  
Sandra Thomas, *Management*

### Standard IV B: Board and Administrative Organization

**Sub-Chair:** Scott Bulkley, *Faculty*  
Mary Arreola, *Classified*  
Zeinat Awoniyi, *Associated Student Body*  
Dennis Conrad, *Faculty*  
Michael Karpel, Ph.D., *Faculty*  
Linda Pugliese, *Classified*  
Marcia Zableckis, *Board of Trustees*

## STANDARD IV A: DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values set and achieve goals, learn, and improve.

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*IV.A.1. Institutional leaders create an environment for empowerment, innovation, and excellence. Faculty, staff, administrators, and students, are encouraged to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.*

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### Descriptive Summary

Barstow Community College has long recognized that principled and efficient leadership at all levels of the institution empowers the College to identify critical values, establish a clear purpose, launch and meet institutional goals and create objectives and benchmarks to measure progress. The College sees itself not only as a learner-centered institution, but as a learning organization itself that examines evidence as a method to continually improve. The learning organization model described by Adrienne Kezar in her 2007 treatise was the subject of discussion in doctoral programs in educational leadership attended by BCC personnel, the Academic Senate Accreditation Institutes, the Student Learning Outcomes Regionals, the WASC/ACCJC Assessment Retreats, and WASC Assessment Leadership Academy. The model sees organizations as learners who explore, self-regulate behavior to change outcomes, and use the learning process to continuously improve. The idea of a learning organization is new and challenging to the institution, but the creation of a culture of inquiry at BCC has begun to take hold.

### **The Leadership Structure**

BCC has an established vision statement, mission statement, board and presidential goals, and strategic priorities with outcomes measures to assess progress. (For a more detailed discussion, see [Standard IA: Mission](#) and [Standard IB: Institutional Effectiveness](#).) These planning and success documents work in tandem to form the core of the College's value structure. The central focus of each document is the plain and direct commitment to fostering student learning, augmenting achievement, improving institutional





effectiveness and meeting our pledge of academic quality to the communities we serve. Revisions are made to meet the changing needs of the region and the College strives to keep pace.

Specifically, the Barstow Community College Board of Trustees has set a course for continued organizational change, renewal, and growth. Student learning and commitment to excellence remain at the forefront of College efforts to assure our students reach their educational objectives. In fulfilling this responsibility, the last two years the governing body has established a set of board goals which set the direction of policies and procedures of the College to meet the mission (see: [Board Goals, 2010–2011](#) and [Board Goals, 2011–2012](#)). The annual establishment of board goals replaces the previous practice of identifying “board imperatives.” The new process redirects the focus of the College as a goal-driven organization that recognizes the role of the chief executive and governing board, but which also gives due attention to the “lead from the middle” organizational models emerging across the state and the nation in post-secondary institutions.

In addition to creation of board goals, the chief executive officer at the College establishes presidential goals, administrative directives to his office to help meet the board goals (see: [Presidential Goals, 2010–2011](#) and [Presidential Goals, 2011–2012](#)). Both the board and presidential goals are the result of annual retreats with a reflection on the College’s mission (see: [Board Planning Workshop Agendas 2006–2011](#)). The annual board planning retreat has been a productive venue for the leadership to re-evaluate its purpose. Occurring each fall at the start of the academic year, the board retreat has also been valuable in addressing the College’s previous Master Plan and the creation of the new Educational Master Plan 2011–2016. The College has hired a well-known consultant to facilitate the board planning retreat and self evaluation, the president’s evaluation, and goal setting. The result of this meeting details specific goals for the College to accomplish during the next academic period and serves as a unifying catalyst for the College’s many stakeholders (see: [Strategic Plan, 2002–2006](#) and [Master Plan, 2007–2011](#)). The current board and presidential goals were drafted at the September 10, 2011 special board meeting. The mission statement is prominently displayed across campus, on critical planning and public documents, and on the College’s main webpage. The board goals and presidential goals are located on the College website for the public to review and are shared to the College constituencies as a whole.

The College has an established participatory governance process memorialized in a participatory governance handbook which establishes the names and charges of the committees and the requisite constituent membership of teams. The most recent participatory handbook was crafted



over an 18-month cycle. The College has a President’s Advisory Council (PAC) which acts as the central body for the voicing of differing opinions and concerns. The PAC ultimately makes recommendations to the president and helps establish institutional priorities through program review.

PAC is “a representative body designed to assist in governance of the district” (see: [Participatory Governance Handbook](#)). PAC promotes coordination among the various committees, ensures that district policies and procedures are reviewed and followed, and verifies that the goals and action plans of the representative committees are included in the short- and long-range plans of the district.

The College mission itself is the lead document for the organization which acts as a beacon for all decision-making at the institution. The Barstow Community College mission statement, which embodies the College’s general purpose and function, has been regularly reviewed and updated to reflect the changing needs of the community. For example, on November 19, 2008, the College mission was revised to incorporate the four institutional learning outcomes: critical thinking, communication, global awareness, and personal/professional development. The College acknowledged the emerging role that student learning outcomes at all levels were beginning to play and thought it best to make the core competencies which it expects all students to reach the centerpiece of the College’s mission (see: [Mission, 2008 and Board Minutes, November 19, 2008](#)). The decision to explicitly embrace the general education outcomes into the organizational purpose came after a college-wide review of the mission and critical input from the student learning outcomes coordinator and the then director (now dean) of research, planning and development.

The mission and board and presidential goals form the basis of the College’s new Strategic Priorities, crafted as a result of the year-long creation of a new Educational Master Plan. The previous Master Plan, drafted in response to the Commission’s 2006 recommendation that the College take a longer view linking planning to operations, used the College mission and board imperatives from which to derive the relevant College level goals and objectives (see: [Master Plan, 2007–2011](#)). Progress on the Master Plan goals was publicly shared with the board annually and with the College at All-College meetings and, specifically, with the academic senate and all-division meetings.

The College’s new Educational Master Plan, drafted from spring 2010 through spring of 2011, picked up where the old Master Plan left off to guide the College in the coming decade. The College recognized its limited capacity to complete a new master plan and prepare for reaccreditation,



so it retained a recognized leadership consulting team to conduct a year-long college-wide effort to craft the plan. It was the best use of funds and resources to get the most traction for improvement. All College constituencies and the local community, including the military, local businesses, regional governmental bodies and school districts, were involved in helping the College set a proper heading for the next planning cycle.

The College's goals, general education philosophy, mission, Educational Master Plan, and Strategic Priorities were born from a renewed emphasis on participatory governance. The governance structure allows the College's constituent groups—staff, faculty, administrators, and students—appropriate opportunity for participation in decision making and planning. For example, stakeholders are represented on 13 participatory governance committees whose purposes range from budget management to campus safety (see: [Participatory Governance Handbook](#)). See also the invitation from the College president to hold an all employee Budget Planning Summit on April 1, 2011 (see: [Email invitation from Dr. Armstrong](#)).

While the participatory governance structure provides the formal arrangement to College participation in decision-making, BCC also allows staff to contribute through the monthly All College meetings. These campus-wide gatherings provide every employee and student the opportunity to learn about major events at the College, and future ideas, projects, and emerging issues. Regular All College meeting agendas include updates on budgetary matters, reports on student enrollment, research results, special events, new construction and facilities improvements, and organizational matters. While the meetings are largely informational in nature, the College integrates, as appropriate, interactive sessions affording the attendees to collaborate and discuss. Recent interactive sessions involved the forging of the College vision and role and purpose of the accreditation process (see: [All College meeting agendas, 2011](#)).

### **Leadership for Improvement**

Effective leadership must create a college environment to foster innovation for all personnel at the organization: faculty, staff, administrators, and students. Identifying centers of excellence and initiative and, in turn, providing opportunities to improve the practices, programs, and services is the essential charge of this component of this Standard. Ideas with the best chance for College improvement should be identified and implemented to assure effective discussion, planning, and implementation.

Like all higher education institutions, Barstow Community College faces its share of unique challenges based on its specific location and mission,



as well as the more ubiquitous hurdles shared by all higher education institutions. Three success stories exemplify how the College leadership has provided direction in critical needs areas: 1) turnover in administration and faculty; 2) the growing issue of sustainability; and 3) the acquisition and implementation of new knowledge in best practices in increasing student success.

### **Faculty and Administrative Turnover**

Like many rural colleges in high impact areas, Barstow Community College has experienced a significant challenge in attracting and retaining qualified personnel to come to the high desert due to its remote location. Competition for exemplary administrators and faculty has proven particularly keen for the institution because the area lacks the cultural and educational opportunities found in the Los Angeles basin, San Diego and Orange County. While a few hours drive to many southern California attractions, the Barstow area remains an impacted region for economic growth.

Without question, the College offers an excellent opportunity for committed self-starters to grab a wealth of experience in higher education. The College's small size requires many leaders to wear multiple hats, especially in the natural science instructional fields and student support services. At times, it seems that the College has become a veritable proving ground for budding administrative and faculty leaders to learn and hone their crafts, but who then take their knowledge and skills gained from being at the College to higher, more lucrative positions with community colleges in seemingly more desirable areas to live. Since the last accreditation cycle, former Barstow Community College leaders have become lead faculty, deans, vice-presidents, a president and even a chancellor in other community college districts.

Two years ago, the College faculty, board and administrative leadership decided to tackle the vexing problem of leadership attrition. Historically, Barstow Community College looked to large urban areas outside the Mojave region through traditional online and print employment venues to locate leaders for vacant management and instruction slots. While the College certainly continues to recruit in these areas, it has started to rethink that home-grown and local talent can, with proper professional development and training, add much to the College environment and more importantly, stay at the institution.

One program created to address the problem of finding and cultivating good leadership has been the new Presidential Leadership Academy, an executive led and board driven intervention to give current personnel



a chance to move up in the College leadership structure. The president invited and encouraged select individuals to participate in the three day event for faculty, classified and mid-level administrators. The president felt that leadership and empowerment at all levels would provide personal and professional development throughout the College, as well as a way of promoting employee stability (see: [President's Leadership Academy Agenda](#)). The academy was facilitated by a professional consultant, included required professional reading and texts, and was led by college and civic leaders from around southern California. Three graduates of the academy include the dean of instruction (from faculty ranks), the new SLO coordinator (from faculty ranks), and the dean of research, development and planning (elevated from a director's position).

Two other leadership initiatives have been created to address the issue of leadership turnover. First, a new strategic priority of the College has expressly been created to bring this issue to the fore: "Attract, Hire and Retain Excellent Employees." Benchmarks are being created to measure progress on closing leadership gaps. Additionally, in spring 2011, the College management was re-organized to create more verticality in the management structure (see: [Organizational Charts](#)). A scan of the employment practices of peer institutions by the vice president of human resources revealed that BCC management structure was too flat, causing salary compression and creating a disincentive to apply for higher positions which bring attendant long hours and management decision-making pressures. While the issue of leadership turnover will likely continue to challenge the College, these interventions will mitigate the adverse impacts of employee attrition.

### **Increased Sustainability**

Another challenge to the College has been the need to control cost and reduce the unnecessary use of energy. The College leadership has taken great strides to oversee the construction of a new compost area at the College, the separation of trash into separate recyclable and non-recyclable waste receptacles, water conservation efforts, and training in sustainability efforts to the College and to the community as a whole (see detail, [Standard III B Physical Resources](#)). Additionally, the schedule of classes and catalog have all gone non-print and are housed on the web. Copies were available for students in individual departments and at the Learning Resource Center. The 2009–2010 catalog was the last printed version; the catalog is now only available electronically. Previously, the College would send a course schedule and registration flyers to each resident in Barstow through postal delivery. Additionally, the College orientation is now a video-driven, self-paced course for students to complete, and further reflects the commitment of the institution to become more "green." Future efforts on the distant horizon



include the installation of a photo-voltaic field in the parking area and the use of wind resources to generate self-sustaining electricity at the main campus.

### **Acquisition of New Knowledge**

The College location and distance from major urban centers has made the acquisition of best practices difficult. In the past three years, the College has implemented flexible scheduling and the incorporation of graduate degree pursuits into daily College operations as priorities. One mid-level manager recently received a doctoral degree and another is currently enrolled in a program. Two directors secured masters degrees using College practices as the bases for graduate theses. A cabinet member's master's thesis became the foundation for the College's new vision statement begun in spring of 2011 and approved by the governing board in the fall of 2011.

The increased flexibility has also brought key practices to the College and also produced positive exposure for the institution on a statewide basis. Despite its small size, Barstow Community College has placed two individuals on statewide academic senate committees, an ACCJC outcomes assessment task force, an executive on the California Basic Skills Initiative, and a board member elected to a position on the statewide trustees organization, the Community College League of California (CCLC). The College president is serving on a national committee of the American Association of Community Colleges (AACC). In 2009, BCC approved a college-wide team of seven members to attend the well-recognized Strengthening Student Success Conference in San Jose, and since that time the College has produced multiple presentations at senate and student success events. All of these accomplishments have been as a result of changed policies allowing greater leave from the institution to bring more varied information back to the College. This was a remarkably tentative step by the institution leadership that has proven to be a wellspring of new ideas.

### **Varied Constituent Voice**

The College's key stakeholders have an opportunity to address the board of trustees during the monthly board meetings. Leaders from the Academic Senate, the faculty union, classified employee union, and Associated Student Body all have designated time on the agenda to provide reports and comments to the board. This allows those groups, in a public setting, to communicate with the board and discuss issues important to them and the College.

The stakeholders also bring forth ideas and feedback from their constituent groups during monthly meetings of the President's Advisory Council (PAC). The Participatory Governance Handbook describes PAC as "a representative





body designed to assist in governance of the District.” The PAC promotes coordination among committees, ensures that District policies and procedures are followed, and verifies that the goals and plans of the various committees are integrated into the larger District plans. A revision of the Participatory Governance Handbook recently occurred reflecting a refinement of the participatory committee process and an improvement in the membership and function of the committees.

While the participatory governance structure allows formal employee participation in decision making, the College allows input through the monthly All College meetings. These meetings provide every employee and student the opportunity to learn about major happenings on campus, as well as future plans, successes, and issues of concern. Typical All-College meeting agendas include updates on the state budget, reports on student recruitment efforts and enrollment, special events, new construction and facilities improvements (see: [All College meeting agendas, 2011](#)). Efforts have been made to promote two-way communication between the College administration and employees at these meetings.

### **The Use of Evidence to Inform Leadership Practice**

As a source of data to help the College’s evaluation of the leadership roles at the institution, BCC completed a pre and post accreditation survey. At the beginning of the self evaluation process, only about one-third of the respondents from the College faculty, staff, administration and governing board agreed that the College leadership roles were clear. Importantly, almost two-thirds strongly or somewhat disagreed with the statement that leadership roles were clear. This evidence provided a forum for improvement on which the self evaluation process could have a positive effect.

<i>The leadership and role responsibilities at the college are clear.</i>	
<b>Answer Options</b>	<b>Response Percent</b>
Strongly agree	5.30%
Somewhat agree	29.80%
Somewhat disagree	36.80%
Strongly disagree	26.30%
Don't know	1.80%
Not applicable	0.00%

Interestingly, at the end of the self evaluation process, over 72 percent of the respondents strongly or somewhat agreed the College leadership roles





were clear. No respondent indicated strong disagreement that the roles were clear. The self evaluation process has had a positive impact on the College's perceptions about the clarity of leadership roles at the institution.

*The leadership and role responsibilities at the college are clear.*

Answer Options	Response Percent
Strongly agree	30.3%
Somewhat agree	42.4%
Somewhat disagree	27.3%
Strongly disagree	0.0%
Don't know	0.0%
Not applicable	0.0%

## Self Evaluation

Both formal and informal structures encourage the entire college community to participate in district decision making processes. The Participatory Governance Handbook clearly articulates the means by which employees and students share in decision making and bring forth ideas for improvement. Staff, faculty, and students have a multitude of venues available to them for communicating their ideas to College leadership and for actively participating in goal setting and planning.

The agenda and minutes of the board of trustee meetings are readily available for all College constituents. Easy access allows for a better understanding and communication between board actions and final decisions. The agendas are posted on the front window of the administration building, in the library and copy room, and electronically on the College website and intranet. The entire packet for the meeting is available for view in the library and in the board room. Since 2009, all agendas and minutes are also available from the board of trustee and president links on the College website. The current environment at Barstow Community College provides an appropriate milieu to address governance challenges and collegial and civil forum once missing at the site and a previous concern of the Commission.

The College meets this Standard.



## Planning Agenda

The College further augment the leadership channels and growth opportunities to 1) bring best practices and emerging ideas to the College and 2) cultivate new leaders from existing personnel.

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*IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. This policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.*

*IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

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## Descriptive Summary

Barstow Community College has an established written policy providing for faculty, staff, administrator, and student participation in decision-making processes housed in two key documents: 1) the Participatory Governance Handbook and 2) the Board Policies and Administrative Procedures.

The Participatory Governance Handbook spells out the manner in which individuals bring forward ideas and concerns from the stakeholder groups. Moreover, the constituents cooperate on appropriate policy, planning, and ad hoc teams. At the heart of the document is the collective voice of representative groups of the college in the production of the final work. Varied and sometimes-conflicting voices on issues facing the College are based on appropriate areas of responsibility and expertise. Students and staff are also a critical part of the decision-making groups. The document does embody the important and marked roles faculty and administrators play in the College governance process.

The Participatory Governance Handbook was first adopted by the Governing Board in October 2000 and has been updated and revised as needed. The most recent update occurred in the fall of 2011 and was submitted to the board for approval. It outlines a structure by which every constituent group at the College can participate in College decision-making. Importantly, the latest version of the Participatory Governance Handbook includes the creation of a new Institutional Effectiveness Committee, which will review



the program priorities and be the forum where institutional priorities are established. The Finance and Budget Committee was excised from the Strategic Planning and Budget Development and Review Committee to bring the College's focus to the fiscal constraints that loom large over the coming decade in the state of California and the nation. Other committees were consolidated to provide better coverage of the expanding issues at the College given the small size of the work staff (see: [Participatory Governance Handbook](#)).

The roles of various groups in participatory governance are further defined in the College's policies and procedures. For example, Board Policy (BP) 2510, "Participation in Local Decision Making," acknowledges that the board of trustees is the ultimate decision making body in areas assigned to it by state laws and regulations, but it also acknowledges the board's commitment to ensuring that members of the District participate in developing policies and procedures. Furthermore, it defines the three stakeholders who shall participate in decision making—Academic Senate, staff, and students—as stipulated in Title V.

BP 2510 also states that the administration will consult with the Academic Senate in matters regarding academic and professional issues and that classified staff shall be provided the opportunity to participate on matters having a significant effect on them. The Associated Student Body is given an opportunity to participate in matters regarding the formation of District policies that affect students. A student trustee holds a non-voting seat at all board meetings.

BP 2510 additionally defines the roles of the President's Advisory Council, the District president, administrators and managers, the Barstow College Faculty Association, and the California School Employees Association in local decision making. Administrative Procedure (AP) 7211 states that the board will rely primarily upon the advice and judgment of the Academic Senate in determining equivalency, as required by Education Code, Section 87359.

Each of the College's stakeholders has representation on the President's Advisory Council, at the annual board planning workshop, and on the varied participatory governance committees. As stated above, the individual charges of these committees range from health insurance to public safety to student learning to faculty and staff recognition. These committees meet regularly, and updates are submitted to the board of trustees.

With regard to program and curriculum development, AP 4020 gives authority for new program development and program modifications to



the board of trustees with advice drawn from the Academic Senate and its subcommittee on curriculum. AP 6200 describes how the Strategic Planning, Budget Development and Review Committee, which is composed of representatives from all campus groups, evaluates requests based on goals and objectives from each program. This committee makes recommendations to the chief business officer for inclusion in the budget. A public hearing regarding the proposed budget is held before the budget is adopted by the board of trustees (see: [Board Agendas, 2007–2011](#)). There has been a large expansion in the College's career and technical education offerings which has been a priority for the president and governing board.

## Self Evaluation

With a long standing Participatory Governance Handbook and procedures, Barstow Community College has a well-defined participatory governance structure, which clearly defines faculty, staff, administrator, and student roles in the institution's governance. This includes the institution's planning, budget development, and policy creation. Committee notes and minutes, monthly board reports, and President's Advisory Council meeting notes and minutes included in every board agenda packet show that the College's shared governance structure is active. The complete agenda packet is available for viewing prior to the board meetings. It is placed in the library and in the board room in the administration building approximately one week prior to the meeting. The agenda for the board meetings is sent out electronically to all College constituents the Friday before the Wednesday meeting. The agenda is also placed on the secure intranet drive and on the College website under both the board and president's links. This process has been in place since 2009.

Stakeholder roles in governance are further defined in the College's policies and procedures with leadership designations specifically matched to each group's specialties. For example, the Academic Senate role in determining equivalency and the role of the Strategic Planning, Budget Development and Review Committee in drafting the College's budget are specified in the policies and procedures. The Academic Senate was requested by the president to prioritize a list for hiring faculty (see: [Email from Dr. Armstrong, February 23, 2009](#) and [Academic Senate Agenda, April 02, 2009](#)). This also evidences a collegiality within the Barstow Community College environment.



## Planning Agenda

None.

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*IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

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## Descriptive Summary

In accordance with Title V of the California Code of Regulations, Barstow Community College relies on its Academic Senate and academic leaders for recommendations regarding learning programs and services. The Academic Senate and academic leader roles in educational matters are clearly defined in several documents, including the College's policies and procedures, Academic Senate Constitution and Bylaws, Participatory Governance Handbook, Curriculum Manual, and Faculty Handbook. Board Policy 4020 and Administrative Procedure 4020, "Program and Curriculum Development," give authority for developing new programs to the board of trustees with advice from the Academic Senate.

Recommendations for learning programs and courses come directly from the faculty to the vice president for academic affairs, and then to the Curriculum Committee, which is a subcommittee of the Academic Senate. Faculty submit their recommendations on a "Curriculum Action Summary Form." Counselors also make recommendations, particularly when articulation is involved. After approval by the Academic Senate, proposals for new programs are submitted to the vice-president of academic affairs, the president, and ultimately, the board of trustees for approval. This process is further and more completely defined in the College's Curriculum Manual (see: Curriculum Manual, 2003).

The Academic Senate meets monthly to discuss professional matters related to teaching and learning, and matters under Assembly Bill (AB) 1725. Membership in the Academic Senate consists of individuals employed by the College who meet the definition of "faculty" as specified in AB 1725. Faculty includes, but is not limited to, instructors, librarians, and counselors. The voting members include the elected president of the Senate, the president-elect, three faculty members elected as division representatives from each of the academic divisions, and one senator at-large (see: Academic Senate Constitution and Bylaws, Article IV, Section 1). Any member of the faculty



is welcome to attend as a non-voting member and has the right to speak on any question at hand.

The monthly academic division meetings are an additional setting where faculty meet to discuss educational programs and services. These meetings allow the faculty of each division and the vice-president of academic affairs a time to discuss and assess the essentials for innovative educational programs and services.

To help spread the responsibility to assist in College level decision-making, the Academic Senate has created a number of task teams to address issues. For example, over the summer of 2011, the Academic Senate appointed a team of two faculty to help forge the new Strategic Priorities in time for the new academic year. The Academic Senate also created the Student Learning Outcomes Assessment Committee (SLOAC) to handle outcomes assessment. The Academic Senate also created a Distance Education subcommittee to address the recommendation by the Commission at the last cycle that the College create a plan to handle its burgeoning online program.

Barstow Community College faculty organize program reviews at the departmental level (see: [Instructional Program Review Template](#)). Faculty are given the opportunity to present evidence for new programs, certificates, and courses. The latest initiative has been to organize program review at the degree, pathway, and program level.

## Self Evaluation

The College's policies and procedures, manuals, and handbooks all authorize the Academic Senate full participation in program review, planning, curriculum development and all academic and professional matters.

The College meets this Standard.

## Planning Agenda

None.



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*IV.A.3. Through established participatory governance, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*

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## Descriptive Summary

As previously mentioned, faculty, staff, administrators, students, and the governing board roles are clearly defined in the Barstow Community College Participatory Governance Handbook, Board Policies and Administrative Procedures. The participatory governance structure at the College encourages communication among the various constituents at the College and leads to joint decision making.

Discussion about important decisions takes place in many venues, for example, the President's Advisory Council, Cabinet, the annual board planning workshop, and meetings of the many participatory governance committees on campus. Constituent members of these various committees and decision-making bodies are encouraged to bring forth input from their respective groups and report back discussions and decisions made.

The Academic Senate has recommended a new Student Handbook be developed and made available, especially in online format, for students to identify and consult as a result of several faculty, student, and staff requests (see: [Academic Senate Minutes, Jan 28 and Feb 04, 2010](#)). It should be noted that the material contained in the Student Handbook is available in the current and several previous catalogs.

Barstow Community College strives to have clear and effective communication with all constituents. Communication is fluid, needing continuous attention, modification, and/or improvement. The College has been having regular Student Learning Outcome meetings (SLOW Fridays) on the last Friday of each month during the 2010–2011 academic year. It is the goal of these meetings to have everyone verbalize their interpretation of SLOs and their overall relationship to the College mission. Staff are especially encouraged to express and share their plans for achieving their department's goals concerning SLOs. The College constituents know essential information about institutional efforts to achieve goals and improve learning. There are annual faculty meetings (in-service) prior to the beginning of the fall semester at which instructors are reminded of their need to visit/revisit educational outcomes for ongoing courses and new courses to be proposed. During the academic year the College holds both All Division meetings and All College meetings to help open communication lines, hopefully in all directions, from the top down and the bottom up.





Faculty attend the All Division meetings and students, staff, faculty, and administration may attend the All College meetings. Each of these meetings is held once a month during the academic year. None of these meetings are held in the summer sessions.

For obtaining feedback, several of our departments have utilized Survey Monkey. For example, the librarian has used it for feedback concerning library services. Additionally, Admissions and Records has used focus groups of students to discuss matriculation hurdles, online services, and other supports and needs. The College researcher has utilized a number of information gathering methods to increase dialog about programs and services including facilitated discussions, electronic surveys, and review of student archives.

## Self Evaluation

The College is continuously working on ways to improve communication. Although the College has had continued turnover in major leadership areas (president and vice-presidents), all of them multiple times since the last accreditation visit, there is a strong middle management group that participates in and with a strong central core of faculty and staff. The creation of the President's Leadership Academy will train these individuals for leadership roles at the College. It is hoped that this will help reduce turnover by "growing our own leaders." These groups, coupled with meaningful, and often, insightful student input from student organizations and student trustees, has led to a sense of stability, and to some recommendations and changes for future consideration. The College is striving to have a stable administration and a stable sense of belonging.

The College meets this Standard.

## Planning Agenda

None.



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*IV.A.4. The institution advocates and demonstrates honesty and integrity in all its relationships. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

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### Descriptive Summary

Documentation shows a history of integrity and responsiveness in Barstow Community College's relationship with the Commission. In the last evaluation report, the Commission requested the College to respond to five recommendations. The recommendations concerned the following: longer range planning, online education, increased research capacity, SLO assessment plan, and faculty diversity. The College sought to answer these recommendations in the Focused Mid-Term Report in 2009. This report was accepted by the Commission. The recommendations have been implemented and incorporated into the College operations. In 2009, the College realized, after reviewing the amendments to the Higher Education Act, that the institution needed to secure formal approval of its programs and certificates that could be obtained by taking over half of the courses through online instruction. The College submitted a Substantive Change Proposal to the Commission; this report was also accepted by the Commission and programs are now approved.

### Self Evaluation

Wide-based participation in the current self study has significantly increased and deepened the institution's collective understanding of the Standards against which it is measured. The accreditation self study is a reminder that the institution benefits from keeping the ideals of accreditation continually at the forefront of its operation.

The College meets this Standard.

### Planning Agenda

None.



*IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

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## Descriptive Summary

Evaluation of the College's governance and decision-making structures is the responsibility of the President's Advisory Council (PAC) (see: [Participatory Governance Handbook](#)). PAC is composed of representatives from each of the College's constituent groups. This group reviews and updates policies and procedures regularly and makes appropriate recommendations to the board of trustees. The Academic Senate annually examines its processes to improve efficiency. Administration evaluates program effectiveness at monthly Management Council meetings.

## Self Evaluation

The College has a governance committee designated to evaluate the leadership and governance structures of Barstow Community College. The President's Advisory Council (PAC) is an active group with broad representation from all of the College's key stakeholders. This group regularly evaluates and updates board policies and procedures and the Participatory Governance Handbook. The PAC meetings are properly noticed throughout the campus. The president also uses the All College meetings to announce actions and decisions made at the PAC meetings. The minutes of the PAC meetings are distributed campus-wide electronically and are available to all constituents on the "I" drive under the President's Office folder. The new Educational Master Plan is also available on the "I" drive under the Master Plan folder, as well as on the College website.

The College meets this Standard.

## Planning Agenda

None.



## Standard IV A: List of Evidence Cited

- IV-A-1 [Board Goals, 2010–2011](#)
- IV-A-2 [Board Goals, 2011–2012](#)
- IV-A-3 [Presidential Goals, 2010–2011](#)
- IV-A-4 [Presidential Goals, 2011–2012](#)
- IV-A-5 [Board Planning Workshop Agendas, 2006–2011](#)
- IV-A-6 [Strategic Plan, 2002–2006](#)
- IV-A-7 [Master Plan, 2007–2011](#)
- IV-A-8 [Participatory Governance Handbook](#)
- IV-A-9 [Mission, 2008](#)
- IV-A-10 [Board Minutes, November 19, 2008](#)
- IV-A-11 [Email invitation from Dr. Armstrong](#)
- IV-A-12 [All College Meeting Agendas, 2011](#)
- IV-A-13 [President’s Leadership Academy Agenda](#)
- IV-A-14 [Organizational Charts](#)
- IV-A-15 [Board Agendas, 2007–2011](#)
- IV-A-16 [Email from Dr. Armstrong, February 23, 2009 and Academic Senate Agenda, April 02, 2009](#)
- IV-A-17 [Curriculum Manual, 2003](#)
- IV-A-18 [Academic Senate Constitution and Bylaws, Article IV, Section 1](#)
- IV-A-19 [Instructional Program Review Template](#)
- IV-A-20 [Academic Senate Minutes, Jan 28 and Feb 04, 2010](#)

## STANDARD IV B: BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

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*IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or district/system.*

*IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence and pressure.*

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### Descriptive Summary

The Barstow Community College Board of Trustees has plainly defined policies and procedures to make sure that it acts in the public's best interest, and maintains its status as an independent policy-making body. Moreover, the board of trustees acts as a single governing body, keeping paramount the College's best interest and assuring that BCC remains a free and independent organization.

Board Policy (BP) 2715 clearly outlines a code of ethics and standards of practice for the board, while BP 2710 expressly forbids members of the board from having a financial interest in the College or any contract they approve in their capacity as a member of the governing board (see: [BCC Board Policies](#)). This policy also requires board members to disclose any interest they may have in College contracts. The Administrative Procedures (AP) implementing these policies, AP 2710 and AP 2712, define conflict of interest, outline the regulatory code and law, and have provisions for addressing violations of the code of conduct (see: [BCC Administrative Procedures](#)). In the College's boardroom is a sign that reads: "In the public trust." This sign serves as a visible reminder to the board of their responsibility to act on behalf of the community.



Members of the board of trustees attend yearly board development workshops hosted by such organizations as the Association of Governing Boards, Association of Community College Trustees (ACCT), Community College League of California (CCLC), and the American Association of Community Colleges (AACC). New members to the board receive training from the Community College League of California in January at the annual CCLC conference. This training helps the trustees to keep the interests of the community in mind with respect to all board activities and decisions, and to help them understand their roles and responsibilities as a board, and the roles and responsibilities of the president. The board of trustees also engages in continuous professional development through an annual retreat facilitated by a professional consultant. In fact, a board member attended the ACCJC self study team training, the only governing board member in the audience. Each of the five board members participated on a self study Standard committee. The board is currently comprised of five members. Serving on the board are a principal of a charter middle school, a police detective, two local business owners and a retired college educator. Each brings varied experience and perspective to the board. This composition is representative of the Barstow community. The board possesses great civic pride and takes their responsibilities as governing board members very seriously. They actively attend College functions and represent the College in a very positive manner at the local, state, and national levels.

## Self Evaluation

Through the creation and implementation of policies and procedures, the board of trustees functions well as an independent policy-making body that serves the community interest. Board policies are in place for the selection and evaluation of the college Chief Executive Officer (CEO). The board receives regular written updates on student programs and learning, and college services, as well as regular presentations at board meetings. There is unusual consistency on the current board of trustees as four of the five members have served together since December 1999. All minutes of board meetings reflect that the board generally works well together and that there is no undue friction or dissension among its members. Once decisions of the board are made, all board members support these decisions.

The College meets these Standards.

## Planning Agenda

None



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*IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

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## Descriptive Summary

The Barstow Community College Board of Trustees has definite and clear policies to make certain that it acts in a way consistent with the mission statement to ensure the quality and integrity of its educational programs and services. The board requests presentations at its board meetings on subjects related to student success data, program review, and the effectiveness of various College programs, as well as written reports and documentation.

A commitment to institutional integrity, student success, and the effectiveness of the College's educational and learning programs are clearly articulated in Barstow Community College's mission statement, policy manual, Educational Master Plan, Strategic Plan, Participatory Governance Manual, and other important documents.

Board Policy (BP) 1200 "District Mission," BP 3200 "Accreditation," BP 3250 "Institutional Planning," BP 4020 "Program and Curriculum Development," and BP 4025 "Philosophy and Criteria for Associate Degree and General Education" all contain sections about the effectiveness, quality and integrity of the College's educational programs and services ([see: BCC Board Policies](#)).

Most importantly, however, the board articulates a commitment to quality, integrity, and effectiveness in the mission statement that is annually reviewed, and the yearly-adopted board goals which are evaluated and reviewed for progress toward achieving them at board meetings. ([see: Mission Statement, 2010](#)). The College mission statement is the main guiding document for the board's decisions and actions. With careful and thorough input from all constituent groups on campus, the mission statement was recently revised in 2010, and now reflects additional commitments to the quality, integrity and improvement of career and technical education, the college's core competencies and online instruction.

The mission statement also guides the development of the College's major planning document—the BCC Educational Master Plan, as well as the recently established Strategic Priorities that will be the cornerstone of a new Strategic Plan to be completed in spring 2012 ([see: Educational Master Plan, April 20, 2011](#)).





## Self Evaluation

The mission statement is at the core of the board's decisions and actions. The board's commitment to quality, integrity and effectiveness of learning programs is clearly articulated in the board goals, Board Policies, Administrative Procedures, and planning documents. The mission statement is printed in every catalog and schedule and other planning and public documents. It is also posted online by the College, and is displayed on the College campus and off-campus sites, and the BCC website. The last two mission statements have been published in English and Spanish, reflecting the two most commonly spoken languages at the College.

The College meets this Standard.

## Planning Agenda

None.

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*IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

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## Descriptive Summary

According to Board Policy 2510, the Barstow Community College Board of Trustees has the ultimate fiduciary responsibility and authority regarding all the decision-making for the educational quality, legal matters, and financial integrity affecting Barstow Community College, as assigned to it by state and federal laws and regulations (see: [BCC Board Policies](#)). However, the board of trustees acknowledges the importance and desirability of enabling input and participation from various constituents of the institution. Furthermore, the Academic Senate, administration, staff, and students are valued as participative members in the development of policies and procedures for Barstow Community College as required by Title 5 Regulations. The board of trustees' role, and the role of other constituents, are also clearly defined in the College's Participatory Governance Handbook where participatory governance committees and their functions, along with membership, are identified. The Participatory Governance Handbook, which was under revision for a couple of years, was last updated in 2011. It was approved by and recommended to the college president by the President's Advisory Council (PAC), the primary participatory governance committee of the college, in November 2011. The college president then submitted the revised



manual to the board of trustees, who approved it at the December 2011, board meeting.

In regards to the financial procedures to ensure financial sustainability and integrity, these procedures are clearly outlined in chapter six of the College's Administrative Procedures. The board has an adopted policy for a ten percent reserve and a board goal to retain a 15 percent reserve, if feasible. Traditionally, Barstow Community College has maintained a healthy reserve relative to most California community colleges. However, due to these challenging economic times, the percentage of the reserve has decreased over the past two years, and projections are for continued statewide reductions over the foreseeable future; however, the board is committed to maintaining the fiscal health of the institution.

It appears that the College's leadership demonstrates a commitment to financial integrity and well-planned budgeting. Across the board, department budgets have been cut approximately ten percent for the past two years to help weather the present economic challenge. Each year, the vice president of administrative services presents a proposed tentative budget to the board of trustees during the June board meeting. The proposed budget is developed by broad campus input in the prioritizing of needs under the direction of the College's Strategic Planning, Budget Development & Review Committee. In addition, each year the proposed budget is also presented to the President's Advisory Council for review, comment, and feedback. The proposed budget is reviewed annually by the President's Cabinet and then recommended for adoption by the president to the board of trustees.

After the final state budget is adopted by the California Legislature and signed by the governor (post July 1), the board of trustees invites the public to a hearing to review the proposed final budget at its September board meeting. After all input is considered, the board of trustees takes action to finalize and adopt the annual budget, and the approved budget is then reported to the Chancellor's Office no later than September 30 for each fiscal year unless another state-approved deadline extension has been authorized.

## Self Evaluation

The College's board of trustees clearly has the ultimate decision-making authority for the College and is not subject to the actions of any other group or entity. The College is confident that the board will continue to be diligent in following established policies and procedures that outline the board of trustees' authority in leading the College. Furthermore, board of trustee



development will continue on an ongoing basis based on the overarching needs of the College and the communities it serves.

The College meets this Standard.

## Planning Agenda

None.

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*IV.B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

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## Descriptive Summary

The Barstow Community College Board of Trustees has established board policies and procedures that are lucid and transparent. These policies and procedures are made available to all district employees (classified and certificated) and are available on the College's shared network drive and on the College website under the board of trustees link.

Chapter two of the board policies outlines the board's role, size, structure, and responsibilities. According to BP 2010, the board of trustees shall consist of five members elected by qualified voters of the community college's service district. BP 2015 defines the parameters of the student trustee position on the board of trustees. This position is a one-year term and is non-voting in nature. BP 2220 outlines the subcommittees of the board which include: Budget and Planning, Programs and Services, Personnel and Policy, Legislative Relations, and Facilities and Grounds. These subcommittees are designated for assignments at the annual organizing meeting, although make-up of the committees has been fairly stable for a number of years, which is held within the first two weeks of December as governed by BP 2305 (see: [BCC Board Policies](#)).

## Self Evaluation

The board publishes the Board Policies and Administrative Procedures and they are available for review to all members of the College community and groups it serves. All members of Barstow Community College have access to the policies and procedures via the shared network drive and from the BCC website. Copies of board agendas and minutes are posted on campus, emailed campus wide, available on the shared network drive, and accessible via a link



on the BCC website. The College is continually looking for ways to make documents and relevant information readily accessible, such as exploring the usefulness and feasibility of acquiring the Board Docs management system for preparation, distribution, tracking, and archiving of board agendas, minutes, policies and procedures.

The College meets this Standard.

## Planning Agenda

Continue to explore the option of acquiring and implementing Board Docs.

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*IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

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## Descriptive Summary:

The Barstow Community College Board of Trustees has a long history of acting in accordance with its established policies and procedures and for evaluating and revising its policies as necessary.

The policies and bylaws are followed faithfully by the board. The agenda is developed a week before the regular board meeting, although recommendations to revise the agenda may occur in PAC, or between the college president and the board president when finalizing the agenda. The minutes are also included in the agenda. At least seventy-two hours before the actual board meeting, the agenda is posted for everyone to see and distributed appropriately, in compliance with state disclosure laws and regulations.

Evidence of Board Policies are posted on Barstow Community College's website. Chapter two of the board policies and procedures lists evidence of how the board operates. Policies are revised as needed and are reviewed by the department to which the policy or the procedure relates. The district subscribes to CCLC's model policy subscription service. At its annual evaluation and goal-setting retreat in 2011, the board adopted as one of its goals to systematically undertake a review of all policies.

Board minutes and actions show that the board takes steps on matters within its area of responsibility, such as adopting the budget each September, hiring employees, adopting policy, and approving expenditures and contracts.



Although BP 2410 outlines the board’s authority for establishing policy, it delegates responsibility for developing administrative procedures to the College president in AP 2410 (see: [BCC Administrative Procedures](#)).

The College president draws on advice and input from the President’s Advisory Council and the cabinet to recommend updates and changes to the college’s policies and procedures. PAC is a broad-based participatory governance advisory group composed of representatives from all of the key constituent groups on campus. Although this is not currently required in board policy, it is standard practice for PAC to review policies and procedures on an ongoing basis. Also, the vice presidents have been charged by the district president to review existing board policies and bring forward recommendations for change.

Recommendations are made by PAC to the president, and any revisions are taken to the board of trustees. The board takes action to adopt or change policy during its regular board meetings by a majority vote. BP 2410 also stipulates that the board must be given proposed changes not less than one regular meeting prior to the meeting at which action is recommended.

Because the board has delegated responsibility for procedure development to the president, revisions to Administrative Procedures are taken to the board as information items and not for adoption. Administrative Procedures are statements of methods to be used in implementing board policy.

BP 2510, “Participation in Local Decision Making” provides for broader employee participation in developing policies and procedures. Namely, the College’s Academic Senate, staff, administration, and students are granted the ability to participate in policy and procedure development as required by Title 5 (see: [BCC Board Policies](#)). The College’s participatory governance committees provide employees a structure to bring forth their recommendations, and they can also share recommendations through their representatives to the President’s Advisory Council.

### **The Use of Evidence to Inform Board Practice**

To provide evidence on the Board’s effectiveness with the mission and functions of the institution, BCC completed a pre and post accreditation survey. At the outset of the self evaluation process about half of the respondents from the College faculty, staff, administration and governing board agreed that the Board provides effective services for the College to meet its mission; about 28 percent disagreed with the statement. Almost 23 percent stated that they did not know whether the board provided effective services to help the College meet its mission.



*The Board provides effective services that support the mission and functions of the college.*

Answer Options	Response Percent
Strongly agree	19.3%
Somewhat agree	29.8%
Somewhat disagree	12.3%
Strongly disagree	15.8%
Don't know	22.8%
Not applicable	0.0%

At the close of the self evaluation process, however, 71 percent of the respondents strongly or somewhat agreed the board provided effective services for the College to meet its functions; the percent who disagreed fell to 21 percent. The self evaluation process did assist College perceptions about the clarity of leadership roles at the institution. The percent who did not know whether the board provided effective services also fell to 9 percent of the respondents.

*The Board provides effective services that support the mission and functions of the college.*

Answer Options	Response Percent
Strongly agree	39.4%
Somewhat agree	30.3%
Somewhat disagree	18.2%
Strongly disagree	3.0%
Don't know	9.1%
Not applicable	0.0%

## Self Evaluation

The board follows its established policies and procedures and has a process by which these policies and procedures are reviewed and revised on an ongoing and as-needed basis. The College is confident that the board will continue to review and revise its policies and procedures on a regular basis.

The College meets this Standard.



## Planning Agenda

As a goal adopted by the board of trustees for 2011–2012, the Personnel and Policy subcommittee of the board will work with the college president to systematically review all board policies for currency and relevance.

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*IV.B.1.f. The governing board has a program of board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

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## Descriptive Summary

As outlined in BP 2740, the Barstow Community College Board of Trustees is committed to ongoing development of board members. All members of the board strive to attend those conferences and meetings that will assist them in gaining information, remaining current of educational trends, and expectations, and seeking to influence state and national higher education policy. These meetings and/or conferences include attendance at the annual Community College League of California (CCLC) trustee and legislative conference, American Association of Community Colleges (AACC) Annual Conference, Association of Community College Trustees (ACCT) Congress, workshops of the Association of Governing Boards (AGB), among others. One board member is an elected member of the California Community Colleges Trustees board, an affiliate of CCLC. New board members attend a new board member orientation sponsored by the Community College League of California.

Each year, the president of the College in conjunction with the vice president of human resources, organizes a retreat in which all board members attend. At this retreat, they discuss the budget, goals, accreditation, mission of the College, goal-setting for the year, board/CEO relations, and engage in their own self evaluation as well as the evaluation of the president. The board has for a number of years employed well-respected consultants in the field to facilitate the evaluation and training retreat, which dealt with board/CEO relations/duties, board and CEO evaluations, and board/CEO goals for the year.

The board also holds study sessions, reviews education trade journals, and invites guests to speak on various topics of interest during board meetings throughout the year. Sample presentation topics include a status report on the College's memorandum of understanding with the Mojave Water Agency to provide conservation learning programs, annual updates on the





College's strategic plan, a presentation on the academic success of student athletes, updates on the College's Student Success Initiative, college wide performance indicators contained in the Accountability Report for Community Colleges, and the status of career & technical education and contract training opportunities among others.

With respect to the accreditation process, the BCC board has taken a proactive role. Each board member volunteered for, and was a part of, one Accreditation Standard committee. At the board's 2011 planning retreat, it adopted as one of its goals moving forward the college's self-study process to prepare the institution for a March 2012, site team visit. Additionally, the board has requested a report on accreditation at each regular board meeting. Periodically, board members have attended accreditation workshops hosted by the accrediting commission, and all board members have taken an active role in the self-study process by serving on Standards committees, as stated previously. At least one board member has served on an accreditation site visit team, and several have submitted applications to ACCJC to serve on site teams.

Continuity of the board plays an important role in the development of the board. Board Policy 2100, "Board Elections," provides for continuing membership on the board by requiring that trustee terms be staggered ([see: BCC Board Policies](#)). Elections are held every two years in even-numbered years, and no more than half of the trustees are elected during any given election. In 2011, two of the board members ran unopposed. They were automatically sworn in for the next four years.

## Self Evaluation

The board has a system by which new members participate in orientation and learning activities and experienced board members are engaged in on-going professional development. The board has a mechanism for continuing membership through staggered terms of office.

The College meets this Standard.

## Planning Agenda:

None.



*IV.B.1.g. The governing board's self evaluation processes for assessing board performance are clearly defined, implemented and published in its policies or bylaws.*

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## Descriptive Summary

A process for board self evaluation is clearly defined in BP 2745. The process calls for the president of the board to each year distribute a board self evaluation form to all voting members two weeks prior to the March board meeting. The board self evaluation form addresses trustee annual performance in organization/leadership, policy, community relations/advocating for the College, and board meeting. According to the BP 2745, there is a schedule for this evaluation whereby “Each board member will independently complete and sign the evaluation form and submit it to the board president during the May board meeting.” (see: [BCC Board Policies](#))

## Self Evaluation

The process for the self evaluation is clearly defined in board policy. The board has adopted the ACCT instrument used in the past two years. This procedure is regularly implemented. The stated policy calls for the form to be submitted to the board president during the May board meeting. The evaluations are given to the Human Resources Development Office (HRDO) and the vice president of human resources compiles the information and shares the findings with the board during a board meeting, or during the special planning and evaluating retreat that has been held the past three years in late summer or early fall. Moreover, the results of the self evaluation and an update on board goals were discussed during the March 2011 board of trustees' meeting.

The board discloses its self evaluation as an agenda item to comply with board policy. Board policy reflects the procedure of giving the self evaluations to HRDO, and that they are compiled by the vice president and/or revealed to the board at its annual retreat.

The College meets this Standard.

## Planning Agenda

None.



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*IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

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### Descriptive Summary

The board's code of ethics and standards of practice are found in BP 2715. BP 2710 defines and explains conflict of interest. Administrative Procedure 7212 articulates in detail reporting requirements and prohibitions of conflict of interest by board members. BP 2715 has a statement of purpose and the Trustee Censure Policy ([see: BCC Board Policies](#)).

### Self Evaluation

A process for dealing with ethical infractions by board members has been updated since the last accreditation site visit. The Conflict of Interest Code (AP 2712) was revised by the board of trustees on December 15, 2010, to show a list of Barstow Community College-specific titles, including the Board of Trustees (Section 13) and outlines a policy for dealing with behavior that violates the code of ethics ([see: BCC Administrative Procedures](#)). This was in compliance to required reporting and Accreditation Standards. Hard copies of the annually revised Trustees Handbook, where the policy is outlined, are in the president's office. Board policies and administrative procedures may be found on the website, shared network drive, and a hard copy is available in the president's office. The College is confident that the board will continue to update and revise the code of ethics as needs arise.

The College meets this Standard.

### Planning Agenda

None.

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*IV.B.1.i. The governing board is informed about and involved in the accreditation process.*

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### Descriptive Summary

The board has asked for continual updates on accreditation. On May 10, 2007, the board received an update on the Accrediting Commission Reporting Requirements and Student Learning Outcomes Assessment. On September 13, 2007, the board was presented with the Student Learning Outcome Assessment Committee. The College needed to have more



diversity in staff, and the board was presented on November 8, 2007, with a presentation of our current staff diversity numbers. At the board meeting on March 13, 2008, the board had a presentation on the WASC Midterm Program Report. At the planning session on November 7, 2008, the board discussed the changes they needed to consider from the 2006 accreditation visit. The board was given a midterm accreditation report at the board meeting on February 18, 2009. On November 18, 2009, there was again a presentation of accreditation at the board meeting. At the board meeting on February 24, 2010, there was a presentation done on a diversity survey, update on the recommendations of ACCJC, and a study session on the proposed changes to the mission statement. As the college has prepared for its upcoming site visit in March 2012, the board had requested an update and/or presentation on the accreditation process on a monthly basis. (See: [Board Minutes, 2007](#); [Board Minutes, 2008](#)); [Board Planning Session, November 7, 2008](#); [Board Minutes, 2009](#); [Board Minutes, 2010](#); [Board Agenda, November 09, 2011](#) and [December 14, 2011](#).)

The board also approved a substantive change proposal in 2010 to permit the offering of degrees wherein more than 50 percent of the courses could be secured through distance education.

On March 12, 2010, one of the board members was part of the team sent to the Self Study Workshop in Los Angeles. One of our faculty members was part of an accreditation site visit team from March 15–18, 2011. The dean of research, development and planning also served on an accreditation site visit team on March 8–11, 2011. The College president did two follow-up visits for accreditation on November 9, 2009, and November 1–2, 2010, and chaired a comprehensive evaluation site visit team in October, 2011. It was suggested by one of the board members that the board consider serving on an accreditation site visit team. Each board member is serving on a different Standard for this accreditation year.

The board has made support of the College's reaccreditation efforts an expressed board goal and high priority.

## Self Evaluation

All of the governing board members have attended professional development opportunities. Each of the trustees was a Standard team member for both the current and 2006 self study reports. One of the board members is on the state of California trustees board, receiving updates on accreditation and other higher education matters.



The College is confident that the board will continue to place academic quality as the primary goal of our institutional efforts.

The College meets this Standard.

## Planning Agenda

None.

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*IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

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## Descriptive Summary

The district has selected a new president within the past three years. Board Policy 2431 and Administrative Procedure 7120 were followed closely (see: [BCC Board Policies and BCC Administrative Procedures](#)). At the board meeting on July 17, 2008, there was a study session to discuss the direction they would follow in selecting the new president (see: [Board Minutes, 2008](#)). On August 21, 2008, the board was given a presentation by Professional Personnel Leasing, Inc. (PPL) on their successes in finding the right CEO for the campus. After discussing the positives, the board chose to hire PPL to handle the initial recruitment campaign at the September 30, 2008, meeting to find worthy candidates for president. After this, the board asked that a selection committee be formed that could evaluate all candidates and provide those that would be the closest matches for our campus. The committee included representation from all constituent groups on the campus, members of the community, and members of the military. The final four candidates met before the campus, prior to being interviewed by the board, and presented their vision to faculty, classified staff, administration, and students. Those that watched the presentations evaluated them and shared their thoughts with the board. The board interviewed these final candidates, and through much deliberation, selected the current president. Reports on the search were given to the board on September 18, October 16, and November 19, 2008. Prior to the selection of a new president, the board had discussed naming an interim president in closed sessions on September 30, 2008, and October 16, 2008.



On November 19, 2008, the board selected Dr. Richard Jones as the interim president (see: [Board Minutes, 2008](#)).

Board policies are voted on by the board, but the president ensures that the policies are followed. It is not the responsibility or the direction of the board to run the College. The board hires an administrator to do this. It is board responsibility to ensure that the president is directing the College and making effective operational decisions. Board Policy 2430 states that the president administers policies of the board. There is a retreat at least once a year where the board evaluates the president and works with the president to establish goals and priorities for the coming year. Administrative Policy (AP 2435) and Board Policy (BP 2435) mention that evaluation is done once a year, usually by June. The board also evaluates itself yearly according to the board policy (BP 2745). This is done at the same time as they evaluate the president. The information on this can be found in the minutes of the retreat from August 28, 2010. The board then leaves to the president and the administration the flexibility to determine appropriate means for achieving the goals. The board does an official evaluation once a year, but the board receives monthly unofficial updates on the plan (see: [BCC Board Policies](#); [BCC Administrative Procedures](#); and [Board Minutes, 2010](#)).

## Self Evaluation

The board successfully selected the current president at the board meeting on June 22, 2009 (see: [Board Minutes, 2009](#)). The board is a seasoned board and follows the Board Policies and Administrative Procedures. The board operates in an atmosphere of mutual respect. The board ensures that all constituencies are involved in the process of the selection of the new president. They listened to the desires of the staff and considered their input when making the selection of the new president. Board policy and administrative procedures were followed in the selection of the new president. The board takes this selection very seriously. The board hires the president, but empowers the president to be responsible for running the College.

The College is confident that the board will continue to follow the Board Policies and Administrative Procedures. They will continue to direct the president to run the College. When selecting a president, the board will ensure that they follow all policies.



## Planning Agenda

None.

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*IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

*IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

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## Descriptive Summary

Board Policy 3250 gives responsibility to the District president for ensuring that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research (see: [BCC Board Policies](#)).

Board Policy 3100 gives responsibility for establishing the College's organizational structure to the president. In addition, BP 2430 gives the president authority to delegate responsibilities entrusted to him or her by the board to administrators and others, consistent with their responsibilities as appropriate (see: [BCC Board Policies](#)).

Barstow Community College has undergone three significant administrative reorganizations. The first significant reorganization was in spring 2004. At the time, many factors caused the administration to look for ways to save money and to increase organizational efficiency. For example, the College was facing proposed budget cuts from the state, possible negative effects of proposed equalization funding initiatives, and potential enrollment declines as a result of state-mandated tuition hikes. Also, several inefficiencies with the administrative reporting structure were identified, such as blurred reporting relationships and inadequate attention devoted to excessive management costs in instruction.

As a result of these conclusions, the president, in agreement with the College's senior leadership team, proposed an administrative re-organization that was approved by the board of trustees. The reorganization resulted in fewer administrators: the elimination of four division chairs, two faculty





coordinator positions, one computer science instructor, three classified positions, and a reduction in hours for three other classified positions.

The second significant reorganization took place in fall 2005, shortly after the College's new president arrived. This second reorganization was undertaken to correct problems created when student services and academic affairs had been placed under one vice president. This position was titled the vice president of academic and student success. It was created when the vice president of student services position became vacant. The president determined that student services needed to be separated from instruction with its own leader and advocate.

The third reorganization occurred in fall 2010 under President Thom Armstrong. He explained that the academic affairs vice president simply could not effectively provide faculty support and handle the many responsibilities of the position without another academic affairs administrator. For this reason, the College created the dean of instruction position. Also, a part of this final reorganization was the creation of a director of military programs, revising the Career and Technical Education ultra-structure, and the re-titling of some positions. This was done to create greater efficiency under the current budgetary restraints, especially at a time of record enrollment. The complete reorganizational plan will be implemented in phases as funding is available.

## Self Evaluation

Recent reorganizations demonstrate the president's commitment to an organizational structure that is most effective for the College and a willingness to make changes and improvements when necessary.

## Planning Agenda

Implement other proposed staffing and reorganizational changes in phases as the budget and other factors allow.



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*IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:*

- *Establishing a collegial process that sets values, goals, and priorities;*
- *Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *Establishing procedures to evaluate overall institutional planning and implementation efforts.*

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## Descriptive Summary

The chief executive officer utilizes the President’s Advisory Council (PAC) to communicate institutional values and goals (see: [President’s Advisory Council meeting agendas and minutes 2006–2011](#)). The president also uses the All College Meetings, the annual in-service day and commencement as additional venues for communicating values and goals. The president has opened communication channels with many key community groups in town including the Marine Corps Logistics Base, Army National Training Center at Fort Irwin, city leaders, K–12 school district personnel, local employers, business leaders, and others (see: [Community Communication](#)).

The former president began preliminary discussions with the National Aeronautics and Space Administration (NASA) to locate a NASA visitors museum/science tech building, observatory and planetarium on campus that could house the Pioneer Antenna, an historic artifact. The original goal was to break ground sometime between 2012–2014, and to complete construction around 2017 (see: [Desert Dispatch, March 30, 2009](#)). Lack of identified funding and the state’s economic condition likely will delay construction. The president also completed a memorandum of understanding with the County Job Development Service.

During the next two years there will be a transformation of the campus as the College completes construction of two major projects: the Performing Arts Center that will establish Barstow Community College as the cultural center of the greater Barstow area; and the Fitness and Wellness Center that will enable greater opportunities for members of the community to engage in activities that promote health and fitness. As the College constructs new buildings and remodels existing ones, the board of trustees is committed to moving the College in the direction of low-impact “green” technology and construction. BCC is situated in a region of the country that positions it to become a leader in green technology and alternative energy. The College will



be moving forward to identify and put in place various alternative energy technology training programs to meet the needs of society in this area, as well as to provide viable career options for students ([see: President's Letter, BCC Website](#)). Recently, the college entered into a lease agreement with a public charter school to acquire use of a 22,000 square-foot metal building for promoting career and technical education, and for engaging in workforce and economic development training.

A consulting firm was hired in 2010 to help develop a new Educational Master Plan. With extensive College and community input, this plan was approved by the board of trustees at its April, 2011 meeting. The Educational Master Plan identifies recommendations for institutional direction. A new director of research, development and planning was hired in 2008 by the District to promote, among other things, reliable assessment instruments and to analyze programmatic and institutional data. The director became a dean in 2009 and is a member of the President's Cabinet and President's Advisory Council (PAC). The dean is also performing a leadership role in helping College departments identify and assess measurable outcomes.

This year, the dean reported out to the cabinet weekly and to the board the College's progress in meeting the performance measures.

The Strategic Priorities, Educational Master Plan, and Banner reports are mechanisms that the administration put in place to link institutional research, research on student learning, institutional planning processes, and resource allocation processes. The College has had a planning process which ties together institutional objectives and plans and institutional research. The College's Strategic Priorities, Educational Master Plan and Campus Climate Survey are examples of how research is woven into planning. Also, under the board's direction, the College established institutional performance measures and the Educational Master Plan.

The president established the Accreditation Task Force composed of constituent group representatives to move forward the institution's establishment of student learning outcomes and assessment in keeping with ACCJC Standards.

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies ([see: Board Policy and Administrative Procedure 2410](#)). The president effectively controls budget and expenditures ([see: Administrative Procedure 6200](#)). The president works and communicates effectively with the communities served by the institution.



## Self Evaluation

The Strategic Priorities, Educational Master Plan, and Banner reports are all mechanisms that the administration put in place to link institutional research on student learning, institutional planning processes, and resource allocation processes. The president added the dean of research, development, and planning to the President's Cabinet, which encourages a greater connection between research and College decision making and planning.

The College is confident that the institution will continue to incorporate and augment institutional research efforts into planning. The president will continue to encourage a collegial environment.

The College meets this Standard.

## Planning Agenda

None.

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*IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

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## Descriptive Summary

The governing board of trustees has ultimate decision-making authority for the College as stipulated in BP 2510; however the board acknowledges the importance of enabling input and participation from various constituents of the institution (see: [Board Policy 2510](#)). The Academic Senate, classified staff, students, and administration are participative members in the development of policies and procedures for the College, as required by Title V.

The president educates himself about statutes and regulations by attending training workshops and meetings sponsored by the Community College League of California, American Association of Community Colleges, ACCJC, and the Association of California Community College Administrators (ACCCA), among others. He attends some of these meetings with the board of trustees. The president encourages employees to attend staff development workshops as a way to improve their understanding of state statutes and regulations, and the College will host training sessions on such topics as sexual harassment and employee evaluation and discipline. The College maintains subscriptions for the Board Policy and Procedure



Service of the Community College League of California and the Council for Higher Education Accreditation, among others.

The College also retains legal counsel to ensure that the College observes statutes and regulations. This counsel is consulted frequently on important matters.

State statutes and regulations are referenced throughout the College's policies and procedures. This is an effective reminder to all employees of the important rules and regulations that govern community college operations (see: [BCC Board Policies and BCC Administrative Procedures](#)).

The president uses the President's Advisory Council and President's Cabinet to review board policies and procedures and to ensure that they are consistent with the College mission. This review takes place on a continuous basis (see: [President's Advisory Council Meeting Agendas and Minutes, 2006-2011](#)).

## Self Evaluation

When the College put in place its participatory governance structure and created the President's Advisory Council, it implemented a mechanism for the president to ensure that Board Policies and Administrative Procedures were consistent with the institutional mission based on input from a cross-section of College constituents.

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

The College meets this Standard.

## Planning Agenda

None.

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*IV.B.2.d. The president effectively controls budget and expenditures.*

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## Descriptive Summary

The president manages the College's fiscal condition with the assistance of the vice president of administrative services and the Strategic Planning, Budget Development and Review Committee. Managers submit budget



requests to this committee annually, and the committee makes budget recommendations based on the College's Strategic Priorities, Educational Master Plan, program review, institutional effectiveness data, board and presidential goals, and review by the president and cabinet. The board of trustees is responsible for approving the tentative and final district budgets (see: [Strategic Planning Minutes, 2006–2011](#)).

## Self Evaluation

The College president effectively controls budget and expenditure as evidenced by the institution's strong fiscal position and reserve. The president has in place an effective budget planning process overseen by the vice president of administrative services and the Strategic Planning, Budget Development and Review Committee that is tied to the College's Strategic Priorities and Educational Master Plan. Work is currently underway to improve upon the integrated planning process that is linked to the budget and supports institutional priorities. At a special meeting of PAC on November 28, 2011, a revised Participatory Governance Manual was approved, and in so doing, the establishment of an Institutional Effectiveness Committee (IEC) was authorized. The newly approved IEC, along with the newly minted Budget and Finance Committee, will enhance the planning process.

The College is confident that the institution will continue its processes for controlling its budget and expenditures, continue to refine the integrated planning process, and will make operational the Institutional Effectiveness Committee.

The College meets this Standard.

## Planning Agenda

None.

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*IV.B.2.e. The president works and communicates effectively with the communities served by the institution.*

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## Descriptive Summary

Over the past six years each of the College presidents has strongly encouraged senior leadership to serve and be active in the community. Since joining the College in June 2009, the College's current president has



demonstrated a desire to forge strong relationships with the community the College serves. Within six months he became a member of Optimist's International and the Mojave River Valley Museum. The previous president was an active member of the Barstow Area Chamber of Commerce and served on its Economic Development Committee.

The president has opened communication channels with many key community groups in town. For example, he communicates effectively with the education liaison officers at Fort Irwin, city leaders, K–12 school district personnel, and local business leaders (see: [Desert Dispatch, February 27, 2011](#)). Cabinet members have traveled several times to Fort Irwin to meet with officials such the Education Liaison Officer and the Commanding Generals (February 10, 2011, December 13, 2010, February 05, 2010, December 17, 2009). The president attended Silver Valley Unified School District's planning meeting on March 29, 2011, and Excelsior Charter School's planning meeting on March 30, 2011. Moreover, the president attended the Higher Education Vision for San Bernardino County meeting on January 27, 2011, at the California State University, San Bernardino campus. Regularly, the president attends the quarterly Barstow Association of Governments meetings and plans to attend the Economic Hub meeting sponsored by the Barstow Area Chamber of Commerce and City of Barstow (meetings scheduled for April 20, 2011, June 16, 2011, September 15, 2011, and November 17, 2011). Monthly meetings of the Military Education Advisory Committee are held on our campus. City officials and local K–12 school district officials were invited and did participate in the development of the College's new Educational Master Plan. A community wide "Workforce Development Summit" that met on the campus occurred on December 5, 2007, and was hosted by the previous president. The board held an open forum during its 2009–2010 board retreat and invited the public to provide comments and input, which was part of the board's annual planning process.

One of the most exciting developments is the partnership between BCC and Excelsior Charter School to acquire a large commercial building in order to promote career and technical educational programs, as well as to provide contract training. The administration has begun preliminary discussions with NASA to locate a NASA visitor's museum/science tech building, observatory and planetarium on campus which could house the Pioneer Antenna. The current president has continued to meet with the citizens' committee. This project hopes to break ground sometime between 2012 and 2014, and to complete construction around 2017, assuming funding is identified (see: [Desert Dispatch, March 20, 2009](#)). The president has also completed a memorandum of understanding with the County Job Development Service.





## Self Evaluation

Since the last accreditation site visit, both presidents have been active and visible in the community. The president has demonstrated a commitment to working and communicating effectively with the communities served by the College, and in promoting the workforce and economic development of the region.

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

The College meets this Standard.

## Planning Agenda

None.



## Standard IV B: List of Evidence Cited

- IV-B-1 [BCC Board Policies](#)
- IV-B-2 [BCC Administrative Procedures](#)
- IV-B-3 [Mission, 2010](#)
- IV-B-4 [Master Plan, April 20, 2011](#)
- IV-B-5 [Board Minutes, 2007](#)
- IV-B-6 [Board Minutes, 2008](#)
- IV-B-7 [Board Planning Session, November 7, 2008](#)
- IV-B-8 [Board Minutes, 2009](#)
- IV-B-9 [Board Minutes, 2010](#)
- IV-B-10 [Board Agenda, November 09, 2011 and December 14, 2011](#)
- IV-B-11 [President's Advisory Council Meeting Agendas and Minutes, 2006–2011](#)
- IV-B-12 [Community Communication](#)
- IV-B-13 [Desert Dispatch, March 30, 2009](#)
- IV-B-14 [President's Letter, BCC Website](#)
- IV-B-15 [Board Policy and Administrative Procedure 2410](#)
- IV-B-16 [Administrative Procedure 6200](#)
- IV-B-17 [Board Policy 2510](#)
- IV-B-18 [Strategic Planning Minutes, 2006–2011](#)