ACCREDITATION FOLLOW-UP REPORT

FEBRUARY 28, 2014

Empowering Students to Achieve Their Personal Best Through Excellence in Education

BARSTOW COMMUNITY COLLEGE

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Certification of the Follow-Up Report
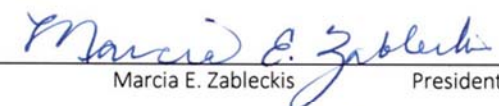
Date: February 28, 2014

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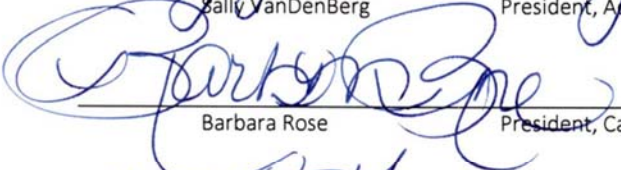Western Association of Schools and Colleges

From: Dr. Deborah DiThomas
Barstow Community College
2700 Barstow Road
Barstow, CA 92311

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

Signed:

Signature	Name	Title	Date
	Dr. Deborah DiThomas	Superintendent/President	2/20/14
	Marcia E. Zableckis	President, Governing Board	2/19/2014
	Sally VanDenBerg	President, Academic Senate	2/24/2014
	Barbara Rose	President, California School Employees Association	2.21.14
	Kenyetta Grayer	President, Associated Student Government	2.21.14
	Stephen B. Eaton, Ed.S.	Accreditation Liaison Officer	2/20/14

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Executive Summary

Barstow Community College offers a comprehensive schedule of classes and a variety of degree, certificate and pathway options for students. The College's programs are focused on cultivating a regional pipeline of skilled individuals prepared for transfer or career/technical jobs in emerging and high growth employment sectors. After the ACCJC Team Visit in March 2013 to review the College's progress on eleven of the thirteen recommendations made in the summer of 2012, the College community worked to address the Commission's concerns and to further develop and enhance the institution's internal processes and conceptual models.

Due to the considerable amount of effort and time by all constituencies of the institution, the visiting team reported to the ACCJC that "Barstow College has made great strides in a very short period of time in an effort to address the recommendations and meet the standards." The Evaluation Report of April 2013 went on to say:

> The team was impressed with the campus-wide commitment to meeting the standards and how much progress was made on so many aspects of the eleven recommendations. It was also not just the progress made that impressed the team, but how fundamentally their actions were rooted and becoming embedded in their campus culture.

Ultimately, the Commission decided more work was needed on four of the eleven recommendations. Although, Recommendations #6 and #9 had a response deadline of March 2015, the College chose to address the ACCJC's concerns along with the other recommendations. The Visiting Team did not address those responses. The ACCJC was contacted in January of 2014 and asked that the Team review those responses during their spring 2014 visit so that both the College and the ACCJC could resolve any concerns prior to the mid-term report due in March of 2015. The Commission agreed and the responses to those recommendations are included in this document.

The College's key constituencies (e.g., Administrators, Faculty, Management, Support Staff, and Students), joined forces to improve procedures to move the College toward sustainable quality improvement with the four remaining recommendations. The strategies taken by the institution were developed with

the goal of increasing student success by imbedding systematic planning and program review into the culture of Barstow Community College.

The response to the remaining recommendations focuses on four major strategies:

(1) Enhance the scope of the current curriculum and services to students through updating and continued assessment of Student Learning Outcomes for all courses and programs offered;

(2) Increase student access and learning through continued and sustained support and investment in our online eLearning (Distance Education) infrastructure;

(3) Further alignment and codifying of the relationship between assessment data and decision making through the development of an enhanced and workable Program Review process and dialogue across the college; and

(4) Embrace a spirit of consistent and continuous improvement through the development of assessment, planning, and communication strategies. These strategies will be evaluated and assessed annually, leading to sustainable continuous quality improvement for both Instructional and Non-Instructional areas within the institution.

Through the work described in this document, Barstow Community College has emerged as a stronger institution, much more self-aware of its strengths and opportunities. The completion of all planning documents and the establishment of clear communication and approval pathways has been a milestone for the College. This journey has established clarity to a complex system of interconnected processes which needed monitoring and planned interventions in order to reach sustainable continuous quality improvement.

We strongly believe that upon review, the ACCJC will agree that we have achieved the standards the Commission has set for us, but more so, we have achieved the goals we have set for ourselves. Barstow Community College has addressed all of the Recommendations and meets the Standards.

Summary of Report Preparation

After the accrediting team's visit in March 2013, four remaining Recommendations needed to be addressed. Although the visiting team reported that the members of Barstow Community College constituency groups had made "significant progress and meets the standards now," the ACCJC determined that four of eleven recommendations still needed further work. This document outlines the steps taken to address and rectify all of the Commission's concerns as stated in the remaining recommendations given to the institution.

Newly installed President DiThomas led the conversation with members of the Cabinet about the timeline, responsible parties, review process and resource support needed in preparation of this Follow-Up Report. Consensus was that the process developed to respond to the original set of recommendations be followed and that the Accreditation Liaison Officer (ALO), Vice President of Academic Affairs Stephen Eaton and the Institutional Effectiveness Committee (IEC), take the lead in these efforts. Some of the most important committees that were an integral part of addressing the remaining Recommendations and writing the report include: Academic Senate, President's Cabinet, Distance Education Committee, Student Learning Outcomes Assessment Committee (SLOAC), and Staff Development and Excellence Recognition Committee.

Key individuals who were instrumental in writing major parts of this document include: Stephen Eaton (Vice President of Academic Affairs), Trinda Best (Vice President of Human Resources), Maureen Stokes (Director of Public Information), Carl Yuan (Dean of Research, Development and Planning), Penny Shreve (Dean of Instruction), Nancy Olson (Webmaster), James Daniels (Vice President of Student Services), and President Debbie DiThomas.

As part of the preparation, the IEC nominated Champions to address key Recommendations. The IEC developed action plans and timelines for the completion of the Follow-Up Report and stressed that broad participation was needed from constituent groups. Members of the IEC reported to other committees that information was being gathered, discussed processes that needed to be established and requested participation in identifying evidence that the College was sustaining quality programs and procedures.

The initial draft of the Follow-Up Report was developed by the Champions working with the ALO and the various committees or departments who were most impacted by the recommendations. The recommendations were read carefully and evidence was identified or new processes were discussed to be able to answer the concerns of the visiting team.

The draft was then distributed to the College's governance committees for feedback. The ALO attended department and committee meetings to present the draft and asked for input to assist in identifying evidence and clarify descriptions of processes. Throughout January and February, updated drafts of the Follow-Up report were sent out from the Office of Institutional Effectiveness to the President's Cabinet, Academic Senate, Management Council and President's Shared Governance Council for their input. The Board of Trustees approved the final version at their February 2014 meeting.

Responses to the Recommendations

Recommendation #2:

In order to fully meet the standards and address the previous recommendation, and to meet U.S.D.E. regulatory requirements for distance education, the team recommends that the college move towards a fully interactive distance education platform that includes regular and effective instructor contact, and documentation of that contact (II.A.1.b, II.A.2.d).

Preparation Summary

This recommendation focuses on a previous 2006 recommendation that the College has been pursuing vigorously since that time. Professor Sona Vartanian (Distance Education Coordinator) and Ms. Nancy Olson (Webmaster) were chosen the "Champions" for the area. Also heavily involved was the Distance Education Committee. The committee membership includes representatives from various areas: Instructional Technology Center (ITC) Representative, Instructional Administrator, Academic Senate (appointed division representative for each division), Counselor, MIS Representative, Distance Education Coordinator, and Adjunct Faculty Representative.

The College has been in the process of completing the move from its "home-grown" platform to a stable Moodle platform hosted by the College. It is also working with CampusEAI to finalize and stabilize a Moodle platform interface with the College's Banner system, which will create efficiencies in uploading student and faculty information. Once CampusEAI's Moodle platform is stabilized, all instructors, both online and on campus, will automatically have a course shell created and users populated for all classes. The project implementation for CampusEAI Moodle is in its final phase and instruction is occurring on this Moodle platform in order to identify and correct the remaining issues. Meanwhile comprehensive Moodle trainings are ongoing (Moodle Training Site), and the college is on track to host all online and hybrid sections on a stable Moodle platform starting with the final 9-week Spring 2014 session.

The Visiting Team stated in their conclusion to the 2013 response to Recommendation #2:

> The team reviewed a number of courses and found ongoing discussions between students and instructors. The college's system for assessing regular and effective contact in online courses has had a positive impact on the quality of online instruction. The College has made significant progress toward addressing concerns related to student contact."

The concern remained that the College had not entirely completed the implementation of a fully interactive third party distance education platform which would stabilize the delivery system and standardize the method for regular and effective faculty/student interaction. Although the Commission acknowledged that: "The courses that the team reviewed showed that there was indeed regular contact between students and instructors, even using the homegrown system."

Action Steps

The College realized the migration to the new platform would not be complete by Fall 2013. To insure a smooth transition to CampusEAI Moodle, the College launched its own Moodle platform (BCC Moodle) to assure that students and faculty would be exposed to Moodle and be fully adept with Moodle once the CampuEAI version was completely operational. The success of these efforts was validated by the fact that 52% of all online and hybrid classes were delivered on the College's Moodle platform during the Fall 2013 semester. Faculty volunteered to work with the CampusEAI Moodle platform in the fall and one fully online class and two hybrids were successfully offered on that platform. In addition, two full time instructors are using the CampusEAI for online sessions which began in January. Forty-nine instructors had taken some form of Moodle training (Moodle Training List).

Results and Analysis

Due to the successful delivery of the test pilot sections in CampusEAI Moodle in the fall, the College chose to offer two additional fully online sections on that platform in the first nine-week session in Spring 2014. In addition, two full time instructors are using the CampusEAI Moodle platform for supplemental support to their live sections. The Instructional Technology Center, working with CampusEAI, has made great strides toward completing the remotely hosted

Moodle platform; moreover, as the College has its own stable Moodle platform, all online and hybrid sections will be offered in the BCC Moodle platform in the Spring semester 2014, thus completing the conversion to Moodle (Spring 2014 Online Schedule).

The College has chosen to continue to allow the public to preview the syllabus, "About the Instructor," copyright and Proctor Form pages on its oldest existing domain, BCC Online, and has moved links to all public features, as well as all lessons and the interactive features of each class, to the stable Moodle platform. By placing the original syllabus in the public area, and having instructors create syllabus amendments within the Moodle system, changes can be easily tracked after the students accessed it, thus ensuring fair and equitable resolutions can occur in the event of a grading/syllabus challenge.

The Visiting Team noted that the College's system for assessing regular and effective contact in online courses has had positive impact on the quality of online instruction. Still, the College reviewed its process for informing online faculty of expectations and updated the Faculty Handbook and Web Guidelines and Procedures to emphasize this important issue. In coordination with the Academic Affairs Office, the Instructional Technology Center (ITC) created a rubric detailing expectations of student and instructor interaction to assess how well contact was being maintained and its quality. The Regular and Effective Contact Rubric measures contact from "*Excellent*" to "*Needs Improvement*" by counting the number of assignments that require small group interaction, use of Early Alert System for counseling and tutoring, the number of faculty posts in discussion groups, the number of faculty responses to frequently asked questions, the timeliness of returned assignments, the level of detail in faculty feedback, and the use of various communication tools. Faculty evaluations now make reference to the robustness of that contact. Improvement Plans were put into action for several adjunct faculty members to assist them in enhancing their student interaction, and at least one adjunct faculty member was not rehired due to lack of improvement (Adjunct Faculty Evaluations).

Planning Agenda/Next Steps

Distance Education will remain a major initiative at Barstow Community College as evidenced in the College's Mission and Strategic Priorities, and thus its quality is imperative to the College's reputation. The professional development of faculty, ease of use of the platform, and the monitoring of regular and effective contact

by instructors will remain a high priority. As Barstow Community College is committed to sustainable quality improvement in its Distance Education program, it will continue to monitor the satisfaction level of students/faculty using both the publically available portion of the class (BCCOnline), and the interactive portion of the class (Student Surveys). The College has addressed Recommendation #2 and is in compliance by demonstrating it has reached the sustainable and continuous quality improvement standard.

Evidence

Moodle Training Site

Moodle Training List

Spring 2014 Online Schedule

Faculty Handbook

Web Guidelines and Procedures

Regular and Effective Contact Rubric

Adjunct Faculty Evaluations

BCC Mission Statement

Strategic Priorities

Student Surveys

Recommendation #3:

In order to fully meet the standard and achieve the commission's requirements for implementation of learning outcomes assessment for 2012, the team recommends that the College must act immediately to:

a. *Complete and document all student learning outcomes (SLOs) for all courses and programs (II.A.1.c, II.A.2.a, II.A.2.e, II.B.4)*
b. *Distribute the student learning outcomes (SLOs) to students (II.A.6)*
c. *Distribute the student learning outcomes (SLOs) to adjunct faculty (I.B.5)*
d. *Document assessment at all levels of outcomes, including course, program, core competencies (I.B.7, II.A.2.a, II.A.2.a,II.A.2.e, II.B.4)*
e. *Document improvements in student learning (II.A.1.c, II.B.4)*
f. *Link evidence of student learning outcome (SLO) assessment to planning and resource allocation (I.B, I.B.3, I.B.4, I.B.6, III.D.3).*

Preparation Summary

The original 2012 Recommendation included six bulleted recommendations. The Visiting Team reported that the College met the first four bullets and that bullets five and six needed additional work. Further, the team noted:

Bullet One – the College had updated all course outlines to include student learning outcomes and that every course and program that is taught at the college has documented SLOs;

Bullet Two – the team reviewed a number of syllabi, including syllabi for online courses, and found evidence that SLOs are indeed distributed to students;

Bullet Three – Adjunct faculty receive copies of the course outlines of record, which include SLOs, upon being given a teaching assignment;

Bullet Four – SLOs are assessed at all levels: course level, program level and institutional core competencies. This information is collected on nearly every course during a semester;

Bullet Five – The College has published three semesters of assessment data from fall 2011 – to fall 2012, including data for courses that have been taught every

semester. The College has the capability to track whether course improvements have led to increased student learning of the SLOs;

Bullet Six – The College's program review document attempts to link SLO assessment data to planning and resource allocation.

In their conclusion, the Visiting Team stated the College continues to make progress and improvements on its cyclical implementation of SLOs and assessment. Additionally, they reported that the College has increased the number of faculty both full-time and part-time who participate in SLOs and assessment. However, the team encouraged the College to continue collection of data to enable further analysis. The IEC determined that Professor Nance Nunes-Gill and Dean of Instruction Penny Shreve would champion the response to the conclusions made by the Team.

Action Steps

The Student Learning Outcome and Assessment Committee (SLOAC) reviewed the Visiting Team's conclusion that the College "has increased the number of faculty both full-time and part-time who participate in SLOs and assessment." SLOAC confirmed that 100% of full- and part-time faculty are participating in SLO assessment. The Committee also reviewed the Team's statement that the College has "moved toward full compliance in having all courses and programs identify student learning outcomes." SLOAC confirmed that all courses and programs have identified SLOs as of Fall 2012 (2013 College Status Report on SLO Implementation).

Mentoring for SLO assessment continues throughout the year and at faculty-wide meetings to improve student learning (Dialog & Training Archive). Also, the Program Review Committee completed work on updating and clarifying the Program Review templates (Instructional Program Review Template; Non-Instructional Program Review Template). A Program Review Handbook was completed in the summer of 2013 to assist faculty in identifying measures and outcomes as either strengths or weaknesses in their programs. Also described in the Handbook is how to use assessment results to identify needs within the department and promote budget allocation for new instructional equipment/technology, personnel, and/or facility needs. Thus, any requests for additional resources are to be informed by results associated with assessments (Budget Allocation Proposal Form, Question #2.b.).

The timeline for submission of Program Review was lengthened to insure that the Vice Presidents could assist in the strengthening of linkages to Strategic Priorities and to provide expanded narratives to heighten understanding. Vice Presidents now had time to work with individuals during the process which improved the review and the Budget Allocation Proposals. If departments determined that new money was needed to accomplish their goals, a Budget Allocation Proposal was to be submitted detailing how the request was linked to the strengthening of student success and/or other Strategic Priorities. The Institutional Effectiveness Committee then ranked the proposal on the strength of the association between Student Learning Outcomes or Administrative Unit Outcomes (AUOs) assessment and the budget increase request. That ranking was passed on to the Budget and Finance Committee for consideration. The commitment to fund requests from Program Reviews and SLOs/AUOs has been reinforced.

To address institution-wide planning through compiled assessment results, TracDat outcomes assessment software is being populated with assessment results to assist the College with documenting improvement in student learning and conduct trend analysis (TracDat Report). Currently, the IEC and the Vice President are identifying trends without the aid of technology as the complete upload of information is occurring in TracDat. A pilot was conducted in Fall 2013 with various faculty and divisions to help determine changes in reporting or TracDat infrastructure.

Results and Analysis

The Vice President of Academic Affairs confirmed through reading all instructional program reviews that SLO assessment was utilized as part of the annual updates and/or full program reviews. Also, through an improved timeline, the Vice President was able to return the reviews to the authors for clarification and improved linkages before submission to the IEC. The Program Review Committee also provided workshops prior to the submission deadline to assist faculty in using assessment results to enhance their proposals for new budget allocations. The results of these efforts were increased dialogue on assessment results and focus on linkages between planning and funding for most programs.

Due to feedback from Program Reviews and the SLOAC Committee, faculty have made changes in their syllabi, instruction, and assessment methods as a result of analyzing SLO assessment results. Discussions at Best Practice meetings and Saturday mentoring sessions have brought to light how SLO assessment can lead

to positive change in student achievement. The Administration of Justice program reported:

> Additional support/ mentorship to students who have difficulty with research and writing is being provided and there has been much success in overall student achievement as a result.

The Management program reported:

> These results reveal the students are in need of instructor help to assist them with career choices which would ultimately improve certification awards.

The Natural Science/MATH/Physical Education program reported:

> In the PLO program analysis we also checked a number of other factors: 80% of the students did read the text and reviewed lecture notes/slides regularly; 70% studied in a study group; only 50% attended any tutoring sessions; most got help from a classmate or friend (78%); and the factor that contributed to most problems was work (72%). The instructors are encouraging the use of faculty office hours, the tutoring center, and the use of study groups. "Time management skills look to be a major factor in the successful student."

Planning Agenda/Next Steps

Student Learning Outcomes and their assessment will remain a major initiative at Barstow Community College. The professional development of faculty will remain a priority. The use of TracDat will continue to guide the Vice President's decision-making in the way of budgeting and programming. The President will close the budgeting process by reinforcing that Program Reviews, linkages and SLO/AUO assessment drive allocation. The College has addressed Recommendation #3 and is in compliance with the Standards.

Evidence

2013 College Status Report on SLO Implementation
Dialog & Training Archive
Instructional Program Review Template
Non-Instructional Program Review Template
Program Review Handbook
Budget Allocation Proposal Form, Question #2.b.
TracDat Report

Recommendation #4:

In order to fully meet the standards, the team recommends that the institution develop appropriate planning documents to integrate institutional planning efforts: a) Strategic Plan; b) Human Resources Staffing Plan; c) Facilities Master Plan; d) Professional Development Plan (I.B.3, III.A.5a, III.A.5.b, III.A.6, III.B).

Preparation Summary

The Visiting Team in spring 2013 commented that the College has completed its strategic plan which is linked implicitly to the Mission and the Educational Master Plan through the Mission/Goals crosswalk. However, the Visiting Team also noted there is currently no process to identify and reallocate existing space to meet needs identified through the program review process. They also stated there are currently no plans to develop an interim Professional Development schedule prior to the completion of the existing plan. Finally, the Team recommended that existing planning diagrams detailing institutional plans be updated and show anticipated completion dates of plans under development. In addition, the Team concluded that "there is still a need to communicate the relationships between the broader college-wide plans to complement the Program Review and Planning diagram and the Mission/Goals Mapping documentation."

The IEC chose Vice Presidents Stephen Eaton and Trinda Best to champion this response and bring together the various committees that lead the efforts with regards to the Strategic Plan, the Human Resources Staffing Plan, the Facilities Master Plan and the Professional Development Plan.

Action Steps

Examination of the various planning documents by the incoming President led to the conclusion that an even more integrated approach to institution-wide planning was required by the College. Beginning with a review of the Strategic Plan and Program Review timelines, it was determined that a flow chart be created to include not only the communication/approval/decision-making path, but also the College's main planning documents. This was to include which committee took the lead in implementing and monitoring those plans.

1. **Strategic Plan**

   The IEC has been charged with monitoring and assessing the Strategic Plan. Each spring the committee will assess movement toward achieving the College goals and report to the President's Shared Governance Council (The Council) the amount of progress being made.

2. **Facilities Master Plan**

   To address the need for a process to identify and reallocate existing space to meet the needs identified through the program review process, the IEC amended the Budget Allocation Proposal form to include an area to identify such needs, and a "Space Allocation/Redesign Request" form was developed to capture appropriate information regarding space needs for review by the Facilities & Safety Committee.

   Due to the eventual opening of two new facilities on campus, facilities plans have been updated to address the two vacant spaces soon to be available for use. The reuse of the space now occupied by the Fitness Center, that will become vacant upon the opening of the new Wellness Center, was originally listed in the College's next capitol project supported by the state. However, due to the age of the request and new ideas for more efficient use of space, the Facilities Committee updated the plan which was approved and submitted to the state. The changes were in answer to requests made by various departments in the Administration Building due to growth.

   The opening of the new Performing Arts Center (PAC) will mean the vacating of the K Building, currently known as the Interim Performing Arts Center (IPAC). For the past several years, many suggestions have been made for how the building should be repurposed. To make sure all voices were heard and that thoughtful consideration was made, it was determined to begin the discussion at an All College meeting where a brainstorming session could result in suggestions for the use of the IPAC. An Affinity Diagram was created using ideas from the meeting attendees. This same exercise was then held at an Associate Student Government meeting. Results were then given to the Facilities Committee for analysis and next steps (Affinity Diagram Results).

   The discussion was then broadened to consider factors through several lenses such as cost, grants, and the College's mission and goals. Also taken into

consideration was student usage, existing mandates such as the Student Success Act and Student Equity, and the national completion agenda.

The approach being taken to plan the opening of the PAC, staffing of the facility and its ongoing operation addresses both Recommendations 4 and 13. Initially, the former president called together an ad hoc committee of College and community members to address the opening of the PAC. Because that committee became inactive, the new president established a new committee with broad community and college representation. At the first meeting the committee divided itself into three subcommittees to focus on operations, fundraising, and performance scheduling. This new President's Advisory Group (PAG) combines the forces of faculty, administration (including the Director of Maintenance and Operations), community leaders, the Board of Trustees, and the College's Foundation (President's Advisory Group Roster).

Recommendations from the PAG will be presented to the President's Cabinet and The Council. The President's final recommendation will be taken to the Board of Trustees for approval. For example, the PAG sent forth a recommendation on naming rights and rental rates to the Board of Trustees at the February 19, 2014 meeting, and the Board approved the recommendation.

3. Professional Development Plan

The Staff Development and Excellence Recognition Committee (SDERC) has met to review the offerings first identified by the Professional Development Survey conducted in January of 2013. These year-long offerings continue to be well-attended and well-received. Best Practices and All Division meetings continue for faculty to share ideas and provide insight to administration about future needs for improvement. Also, to enable the departments to make requests, the IEC rewrote the Professional Development area of the Program Review which clearly invites a review of the year's continuing education and/or professional development activities that individuals participated in and a question asking what professional development plans are slated for the upcoming cycle. That information will be passed on to the SDERC for consideration and review (Program Review Template, Question #7).

The SDERC also completed a Professional Development Plan, thus ensuring all employees have opportunities for personal and professional growth. The plan reflects the needs of the entire College, as well as each division of the College:

Academic Affairs, Student Services, Administrative Services, Human Resources, Public Information Office, and President's Office. The Board of Trustees and the President believe that the district's employees are its greatest asset and encourage professional development activities in and outside of the district for staff, management and faculty to increase effectiveness of programs and services.

The SDERC discovered that many professional development activities were taking place on campus and employees were traveling to conferences and workshops. It was determined that a mechanism was needed to track and house this critical information. A Professional Development Activity Tracking Form and repository have been created to capture the necessary information to assist in monitoring the fulfillment of the Professional Development Plan.

The Professional Development Plan was presented to The Council for first reading at their January 2014 meeting and the second reading took place in February 2014. The President and Cabinet reviewed the recommendations and the President forwarded it to the Board for their approval. The Board of Trustees approved the plan on February 19, 2014.

4. Human Resources Staffing Plan

Although the College had an informal process to identify, prioritize and approve the recruitment for faculty, staff and management positions, it had not captured this practice in a formal process and long-range staffing plan. The SDERC viewed several sample plans from other colleges and created a plan that captured the College's best practices. The BCC Human Resources Staffing Plan includes trend data and clearly identifies processes to be followed in the creation of new positions and the filling of vacated positions. It also details how staffing fits into the strategic planning process of the College.

The initial draft was presented to The Council for a first reading at the January 2014 meeting, and the second reading took place in February 2014. The President and Cabinet reviewed the recommendations and the President forwarded it the Board for approval. The Board of Trustees approved the plan on February 19, 2014 (Board Agenda, February 19, 2014).

Results and Analysis

The College has established a Professional Development Plan and Human Resources Staffing Plan, which both went through the integrated planning process. The Program Review process now includes a section to identify space needs by all departments. Those needs are ranked during the prioritization process. As space becomes available, this prioritization is taken into consideration.

The Strategic, Facilities, Professional Development and Staffing Plans are now listed on the Strategic Planning and Communication Process flow chart under the committee responsible for their review and updating. Also identified is the time of year the review is to be completed and reported to The Council. The Strategic Planning and Communication Process flow chart fully details and documents relationships between and among the College's major plans and the overall strategic planning process.

Planning Agenda/Next Steps

Each year, the above plans will be reviewed and progress will be reported to the President's Shared Governance Council. Each plan may be modified as necessary to reflect the needed changes to ensure that they remain reflective of the College's priorities. The College has addressed Recommendation #4 and is in compliance with the Standards.

Evidence

Space Allocation/Redesign Request
Affinity Diagram Results
President's Advisory Group Roster
Program Review Template, Question #7
Professional Development Plan
Professional Development Activity Tracking Form
BCC Human Resources Staffing Plan
Board Agenda, February 19, 2014
Strategic Planning and Communication Process

Recommendation #6:

In order to fully meet the standard, the team recommends that the College establish a cycle to systematically review and update Board policies and administrative procedures. (IV.A, IV.B)

Preparation Summary

The visiting team noted in March of 2012 that "appropriate policies are in place that establish the Board as an independent decision-making body that acts as a whole once it reaches a decision." Although review and revision have been taking place regularly, it has been on an "as needed" basis in response to regulation changes and legally-recommended updates suggested by the Community College League of California to which the College subscribes. The team further noted that a "Review of Board Policy revealed that some were quite outdated and further updates were needed to maintain policy currency." Consequently, in making Recommendation #6, the team called upon the district to "establish a cycle to systematically review and update Board policies and administrative procedures." Although the Commission, in its Action Letter dated July 2, 2012, did not require that the district address Recommendation #6 until the time of its Midterm Report that is due in March 2015, the district, with the leadership of then President Armstrong, nevertheless moved quickly to satisfy this recommendation and to meet the Standards.

President Armstrong met with the Cabinet and discussed the need to begin immediately a thorough review of all policies and procedures using the League's Policy and Procedure subscription service as a guide, which also incorporated recent legal updates and useful templates as models (Cabinet Agendas). He also stated that an ongoing cycle for systematic review of all policies and procedures would be developed and implemented.

Action Steps

A Cabinet Retreat was held September 14, 2012, at which time the review of all policies and procedures began in earnest. Administrators were assigned primary responsibility for specific chapters and were provided copies of the Community College League of California (CCLC) Policy and Procedure templates as models.

They were asked to compare the College's existing documents with the league templates and revise them as needed and as appropriate.

Vice Presidents were encouraged to seek the input of faculty, staff, and administrators as appropriate. As drafts were developed the documents were then forwarded to the President's Office to be typed and formatted by the President's Executive Assistant. These documents were then processed through the governance structure for constituent input, namely, placement on the agenda for the President's Advisory Council (PAC), the primary participatory governance committee of the College at that time, for a first reading and review (PAC Agendas/Notes). Constituent group representatives on PAC solicited input from their respective groups (e.g., Academic Senate), and a second reading, reflecting recommended changes, occurred at the following PAC meeting. At this point, PAC agreements on the recommended policy revisions were given as recommendations to the President, who then forwarded them to the Board of Trustees for two readings and approval. The first completed administrative procedure for Board information was placed on the October 17, 2012, Regular Board Agenda, with more following on the November 28, 2012, December 19, 2012, and January 16, 2013 agendas (Board Agendas). This same process is continuing through 2013–2014. To date, the College is current with its established cycle.

Concurrently, a draft review cycle was developed that outlined a three-year review cycle, with Chapters 1–3 being reviewed in year one, Chapters 4 and 5 in year two, and Chapters 6 and 7 in year three (Draft Review Cycle). The draft cycle was discussed at the August 14, 2012, President's Cabinet meeting, and by the President's Advisory Council (PAC) on September 12, 2012 (PAC Notes, September 12, 2012). The Board of Trustees reviewed the draft cycle at its annual Board Planning Session (Board Retreat) on September 27, 2012 (BOT Agenda/Minutes, September 27, 2012). Following review and discussion by all constituent groups as per the participatory governance process, the cycle was incorporated into Administrative Procedure 2410. Revised AP 2410 was presented to the Board on October 17, 2012, as an information item, which included a chart outlining the review cycle which commenced in the fall of 2013.

Incoming President Dr. DiThomas determined that year one of the cycle had already taken place and that a thorough review of Chapters 1, 2, and 3 had already been completed. To insure a timely and thorough review of the remaining

chapters, she proposed amending the cycle to start in year two (2013–2014 academic year). After discussion with the Cabinet and with support of the President's Shared Governance Council, this revision to Administrative Procedure 2410 was presented to the Board of Trustees as an information item. The President reiterated to The Council and the Cabinet that policies should match or closely follow the recommendations made by the Community College League of California (CCLC). When the CCLC refers to Education Code and Title 5, administrators are encouraged to go to those sources to gain a thorough understanding of the reasoning behind the policies and procedures. It was also decided that as issues arise, policies and procedures need to be reexamined outside of the prescribed cycle. All suggested revisions are sent to committee and council members prior to the meeting so individuals are prepared to discuss any changes.

The revised Administrative Procedure 2410 prescribes the process for the review of Board Policies and Administrative Procedures. That process starts with the administrator responsible for the area impacted. With appropriate staff, the administrator reviews the existing policy and compares it to the CCLC recommendation. Concurrently, the corresponding administrative procedure is reviewed for potential updates. The proposed changes to a policy are discussed with the President and with the Cabinet. If no, or minor, changes are suggested, it is taken to The Council for one reading and then taken to the Board of Trustees for consideration. If substantial changes are advised, it is taken to The Council for two readings before being taken to the Board. Both Board Policies and Administrative Procedures follow the same approval path with Policies needing Board approval and Administrative Procedures presented as information items. As revisions are approved, electronic public files are updated on both the internal network drives and the internet. With the recent implementation of BoardDocs, an electronic database library, the efficiency of the policy and procedure review process will increase by eliminating the email distribution of multiple electronic copies, and enabling better tracking of documentation progress throughout the entire review process. The electronic database allows for establishing the review cycle dates, assigning primary and secondary responsibilities, tracking progress, and automatic publication on the web following Board approval.

Results and Analysis

The College has established a cycle for systematic review of Board policies and administrative procedures. Year one of the cycle has been completed. Year two of the cycle will be completed by the end of the 2013–2014 academic year. Year three of the cycle has already begun and will be officially completed during the 2014–2015 academic year. Administrative Procedure 2410 has been revised to include the newly developed review cycle outlining the schedule to be followed for the regular and timely review of all policies and procedures.

Increased institutional knowledge by management of Board policy, California Education Code and Title 5 is one of the President's annual goals (Presidential Goals 2013–2014). The process of reviewing and updating Board policy and administrative procedures is accomplishing this goal through participation of a variety of individuals and the research necessary to recommend comprehensive and viable policies and procedures.

The monitoring of this process, and the ability to store and retrieve changes to policies, has become more efficient through the use of BoardDocs. The College has addressed Recommendation #6 and is in compliance with the Standards.

Planning Agenda/Next Steps

The comprehensive review of all policies and procedures will be completed by the end of May 2015. Revised policies and procedures will continue to be converted from existing electronic documents into the new electronic database.

Evidence

Cabinet Agendas
PAC Agendas/Notes
Board Agendas
Draft Review Cycle
PAC Notes, September 12, 2012
BOT Agenda/Minutes, September 27, 2012
Administrative Procedure 2410
BoardDocs
Presidential Goals 2013–2014

Recommendation #9:

In order to fully meet the standards, the team recommends that the College review all contracts to ensure that they are in alignment with the College's mission and goals (III.D.2.f).

Preparation Summary

Recommendation #9 addresses the lack of evidence that the contracts the College enters into are in alignment with the College's mission and goals. Even though the ACCJC requires the College to fully address this issue by the time of the Midterm Report due in March 2015, former President Armstrong directed the IEC to address it immediately. Many of the College's contracts are generated through the Office of Workforce and Economic Development, and all contracts are screened and approved by the Vice President of Administrative Services. The IEC asked the Vice President of Administrative Services and the Dean of Workforce and Economic Development to champion the response to this recommendation.

Action Steps

A meeting took place with the Vice President of Academic Affairs, the Vice President of Administrative Services and the Dean of Workforce and Economic Development to determine the best way to assure that the contracts the College enters into are aligned with its mission and goals. They determined that a simple form should be created that would indicate which mission, goal and/or strategic priority was being addressed with each contract.

This is similar to the approach undertaken to support the inclusion and reinforcement of linkages into both instructional and non-instructional program reviews, as well as the Budget Allocation Proposal (Instructional Program Review Template; Non-Instructional Program Review Template; Budget Allocation Proposal). The form was presented to the IEC which suggested changes and was then presented to the President's Cabinet which approved adoption of the new form.

Results and Analysis

The Contract Checklist has been created and its use has been made a part of the contract signing process (Signed Contracts). The checklist requires that any contract applies to the College's mission statement, applies to at least one of the Board goals, and also applies to at least one of the Strategic Priorities. The checklist must be signed by the individual requesting the contract and the Vice President of Administrative Services. The College has addressed Recommendation #9 and is in compliance with the Standards.

Planning Agenda/Next Steps

The College will continue to review each contract for alignment with the mission, goals and strategic priorities. The Contract Checklist will be revised as needed as goals and priorities are updated. The Checklist will be filled out and signed by the appropriate College authorities. If it is discovered that the contract does not promote any College goal or priority, it will not be signed, and thus the contract will not be entered into.

Evidence

Instructional Program Review Template
Non-Instructional Program Review Template
Budget Allocation Proposal
Contract Checklist
Signed Contracts

Recommendation #13:

In order to fully meet the standards, the team recommends that the College strengthen its ability to implement, document, and evaluate its plans to support ongoing and systematic dialogue about institutional effectiveness (I.B.2, I.B.3, I.B.4, I.B.5).

Preparation Summary

The Visiting Team reported that the College has developed and/or modified structures to enhance dialog about institutional effectiveness. After reviewing agendas and minutes they found that meetings do provide systematic opportunities for dialog about institutional effectiveness. However, the Team wrote:

> Although there are clearly defined mechanisms in place to ensure that the College will implement, document and evaluate many of its plans, this clarity does not exist for all of its planning processes. Now that the infrastructure of its planning processes has been established, the College may wish to create a matrix to represent the timelines, responsible parties and the communication strategy for the evaluation of its plans to the College and greater community.

The IEC chose Maureen Stokes, Public Information Officer, and President DiThomas to champion this response due to their heavy involvement in communication efforts across the campus and community. Also, President DiThomas' guidance in establishing a more participatory approach to decision-making has been integral in improving the College's ability to plan, implement and communicate its processes.

Action Steps

Upon her arrival as the new President, Dr. DiThomas felt that an enhanced effort needed to be made to strengthen participation and communication across the campus. She came to the conclusion due to concerns expressed to her at individual meetings and at events such as All College meetings. She determined that the information flow and decision-making process was not well defined. Through participation at all levels of the institution and input from all

constituency groups, a new Strategic Planning and Communication Process was discussed within all participatory governance committees.

Also, Dr. DiThomas asked each participatory governance committee to review its purpose statement and committee description and revise as necessary. This was to provide a fuller description of the workings of each committee. Each committee was also asked to review the make-up of its membership to ensure appropriate constituency representation.

The President's Advisory Council undertook the same process. Through this process it was decided that since the Vice Presidents served on the President's Cabinet, their service on the President's Advisory Council should be as non-voting advisors. Also, management level staff who are supervised by the Vice Presidents expressed that they did not have a voice on the Council. To increase participation by the various constituency groups and enhance communication among these groups and the larger college community, it was agreed to have three faculty members (Academic Senate President, Barstow College Faculty Association President, and an at-large appointee); three members of the classified staff (Classified School Employees Association President, Vice-President, and an at-large appointee); three middle-managers (from different departments); and three students (Associated Student Government President, the Student Trustee and one at-large appointee). If appointed representatives are unable to attend any of the monthly meetings, they are to send a substitute in their place. With this new membership arrangement, it was determined that the name should be changed to President's Shared Governance Council (The Council). In addition, to assure that communication of ideas, planning, and decisions are shared in a consistent manner, constituency groups are encouraged to place time for reports from Council members and/or for members serving on other committees across the College on their meeting agendas (Constituent Group Meeting Agendas).

Also, through the leadership of President DiThomas, the All College monthly meetings have been re-tooled to be a part of the decision-making process, as opposed to the traditional information-sharing format. Major decisions affecting the College are discussed and voted on in these meetings before being passed on as recommendations to the President and Cabinet and then the Board of Trustees. A key component for the All College meetings is also professional development. These have included technology training, emergency response training, communication enhancement and values building (All College Meeting Agendas).

With the changes above, a need was established to create a new strategic planning process flow chart to communicate how ideas move throughout the College and eventually find approval and are implemented. A more comprehensive flow chart was created to provide clarity regarding the timelines for review of plans, responsible parties, and the communication strategy for the evaluation of those plans (Strategic Planning & Communication Process). To make the communication flow complete, a timetable to submit information and recommendations to the Board of Trustees was established (BOT Submission Calendar).

Review of the various minutes from the committees showed inconsistencies in detail, specifically in next steps and who would be leading efforts to implement decisions of the committees. The President's Office led the efforts in coming to a more uniform note-taking structure. A meeting was called for all of the committee minute-takers. A quick reference guide, sample agenda templates, and a minutes template were distributed (Committee Resources). It was determined that all agendas, minutes and attendance rosters were to be prepared to be posted on the College's website (Participatory Governance Committees webpage).

Results and Analysis

Starting with the IEC, a Strategic Planning and Communication Process flow chart was reviewed and edited. This process was continued through several governance committees and was adopted at the September 2013 All College meeting, then presented to the Board of Trustees at the October 2013 meeting (All College Agenda/Minutes, September 3, 2013; Board Agenda/Minutes, October 16, 2013).

This new flow chart clearly defines the approval path for any changes in College policy and for many procedures. For example, the College's Values had not been reviewed in some time and were only published in the Participatory Governance Handbook. The idea to review and reestablish the importance of the College's Values was brought to an All College meeting where a wide-ranging discussion took place. Several themes were identified, after which attendees were asked to help create an Affinity Diagram by writing down three values which were important to them. Those individual values were then correlated to the themes established earlier. An ad hoc committee was formed to review all of the input and present their progress to multiple Council and All College meetings for suggested additions, deletions and edits (Council Agendas: Core Values; All College Agendas: Core Values).

The themes that arose included communication, accountability, reaching balance, embracing various perspectives, and supporting each other. After several cross-constituency discussions, the All College attendees agreed that the new Barstow Community College Values would be **C.A.R.E.S.**: **C**ommunicating consistently with others respectfully and professionally; **A**ccountability to our stakeholders as demonstrated through integrity and ethical behavior; **R**eaching balance in the full appreciation for the institution as a whole; **E**mbracing a breadth and depth of perspectives; **S**upporting our students and each other as we serve the educational needs of the community. The agreed upon Barstow Community College Values were presented to the Board of Trustees at the November, 2013 meeting (Core Values Presentation; Board Agenda, November 20, 2013).

The result of this first attempt to use the new strategic and communication process was a major success. It increased understanding of the new approval process and improved communication among and between constituency groups regarding College policies, administrative procedures, and items such as values and priorities. A second example of increased understanding and communication was the review of and participation in the process creating and writing the Responses within this document. As each response was drafted, the narrative and evidence was distributed to departments, Management Council, the Academic Senate, the President's Shared Governance Council, and the Cabinet. As evidence was gathered and suggested changes in language were received, updated drafts were disbursed to these groups and the final draft was accepted.

To further clarify planning and communication, the Strategic Planning and Communication Process flow chart now includes operational plans, which committee initiates and monitors those plans, and the evaluation cycle of those plans. Governance committees will now be reporting to The Council the progress on achieving goals within the major planning documents. For example, towards the end of the academic year, the Institutional Effectiveness Committee will report to The Council the College's progress on reaching the strategic goals that support the Strategic Priorities.

Although it was determined not to demand a specific minute-taking format, meeting minutes are now more consistent in style and specify the progress of previous actions and remaining steps to be taken and by whom. Agendas, minutes and attendance rosters are forwarded to ITC office for posting on the College's website.

Planning Agenda/Next Steps

As of this writing, College committees are reporting back to the President and The Council with updated purpose statements and memberships. The Council will determine whether existing committees will be governance committees, non-governmental standing committees, or sub-committees. Concurrently, ad-hoc sub-committees of The Council are reviewing different sections of the Participatory Governance Handbook and bringing suggested changes back to The Council. Once all committee changes have been accepted and a review of the handbook narrative has been updated, a new Participatory Governance Handbook will be published and presented to the Board of Trustees as information. A timeline has been established with a completion date of May 2014. Distribution of the new handbook will begin in the summer of 2014 to include hard copies and posting to the College's website.

Commitment to living the College's new Values was expressed at All College meetings and therefore the marketing team is exploring options that show that commitment. Under consideration are new campus banners, business size cards for distribution, a page in the catalog devoted to the College's mission and values, and a prominent page on the new website.

The College will continue to monitor attendance at meetings and review meeting notes to assure communication between and among the constituency groups is robust and ongoing. The All College meetings will continue to be the place where major issues are addressed, defined and finalized by consensus. As per the minutes of the Board of Trustees' Retreat, the College's mission will undergo review and revision following the successful process that led to the revision of the College's Values (Board Minutes, September 21, 2013). The College's major plans are now on a published cycle for review and are identified with the committee taking the lead on their implementation. The College has addressed Recommendation #13 and is in compliance with the Standards.

Evidence

Constituent Group Meeting Agendas

All College Meeting Agendas

Strategic Planning & Communication Process

BOT Submission Calendar

Committee Resources

Participatory Governance Committees webpage

All College Agenda/Minutes, September 3, 2013

Board Agenda/Minutes, October 16, 2013

Council Agendas: Core Values

All College Agendas: Core Values

Core Values Presentation

Board Agenda, November 20, 2013

Board Minutes, September 21, 2013

List of Evidence Cited

2013 College Status Report on SLO Implementation

Adjunct Faculty Evaluations

Administrative Procedure 2410

Affinity Diagram Results

All College Agenda/Minutes, September 3, 2013

All College Agendas: Core Values

All College Meeting Agendas

BCC Human Resources Staffing Plan

BCC Mission Statement

Board Agenda, February 19, 2014

Board Agenda, November 20, 2013

Board Agenda/Minutes, October 16, 2013

Board Agendas

Board Minutes, September 21, 2013

BoardDocs

BOT Agenda/Minutes, September 27, 2012

BOT Submission Calendar

Budget Allocation Proposal

Budget Allocation Proposal Form, Question #2.b.

Cabinet Agendas

Committee Resources

Constituent Group Meeting Agendas

Contract Checklist

Core Values Presentation

Council Agendas: Core Values

Dialog & Training Archive

Draft Review Cycle

Faculty Handbook

Instructional Program Review Template

Instructional Program Review Template

Moodle Training List

Moodle Training Site

Non-Instructional Program Review Template

Non-Instructional Program Review Template

PAC Agendas/Notes

PAC Notes, September 12, 2012

Participatory Governance Committees webpage

President's Advisory Group Roster

Presidential Goals 2013–2014

Professional Development Activity Tracking Form

Professional Development Plan

Program Review Handbook

Program Review Template, Question #7

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BARSTOW COMMUNITY COLLEGE
STRATEGIC PLANNING &
COMMUNICATION PROCESS

BUDGET & FINANCE COMMITTEE

CALENDAR COMMITTEE

EQUITY COMMITTEE

FACILITIES PLAN

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FACILITIES & SAFETY COMMITTEE

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STRATEGIC PLAN

Spring Review

INSTITUTIONAL EFFECTIVENESS COMMITTEE

PROCESS REVIEW *Spring*

PROGRAM REVIEW COMMITTEE

MANAGEMENT COUNCIL

PRESIDENT'S SHARED GOVERNANCE COUNCIL

ALL COLLEGE

PRESIDENT & CABINET

BOARD OF TRUSTEES

ACADEMIC SENATE

INSURANCE COMMITTEE

HR STAFFING PLAN

Fall Review

MARKETING COMMITTEE

PROFESSIONAL DEVELOPMENT PLAN

Fall Review

STAFF DEVELOPMENT & RECOGNITION COMMITTEE

STUDENT SUCCESS COMMITTEE

CURRICULUM COMMITTEE

DISTANCE EDUCATION COMMITTEE

STUDENT LEARNING OUTCOMES ASSESSMENT COMMITTEE

TECHNOLOGY PLAN

Spring Review

TECHNOLOGY COMMITTEE

Barstow Community College
Regular and Effective Contact Rubric

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (1 point)	Not Applicable (0 points)
Instructor has created original content requiring students to interact with each other in small group settings	Several assignments (three or more) require students to interact in small groups	At least two assignments require students to interact in small groups.	One assignment requires students to interact in small groups	There are no small group assignments but some attempt has been made to form student groups	There are no small group assignments or attempts to form student groups.
Early Alert System (EAS) has been utilized by instructor to assist struggling students	Instructor has utilized EAS for counseling, tutoring and technical issues	Instructor has utilized EAS for at least two of the following three issues: counseling, tutoring, technical issues	Instructor has utilized EAS for one of the following three issues: counseling, tutoring, technical issues	Instructor has not utilized EAS but has contacted the Instructional Technology Center for assistance with student issues	Instructor has not attempted to assist struggling students by reaching out to college resources.
Instructor has posted to the discussion boards	Instructor has posted more than five times a week in the discussion group	Instructor has posted three times a week in the discussion group	Instructor has posted twice a week in the discussion group	Instructor has posted once a week in the discussion group	Instructor posts sporadically in the discussion group or only posts in the Instructor Posting Area/FAQ Area
Instructor responds to student emails containing issues/questions	Instructor consistently responds to student emails containing issues/questions within one day, including weekends.	Instructor consistently responds to student emails containing issues/questions within one business day.	Instructor consistently responds to student emails containing issues/questions within two business days.	Instructor consistently responds to student emails containing issues/questions within three business days.	Instructor does not respond within a consistent timeframe to student emails containing issues/questions.

Instructor returns successfully submitted assignments	Instructor consistently returns graded student assignments within three business days.	Instructor consistently returns graded student assignments within four business days.	Instructor consistently returns graded student assignments within five business days.	Instructor consistently returns graded student assignments within ten days.	Instructor does not respond within a consistent timeframe to successfully submitted assignments
Instructor provides detailed feedback on student assignments	Instructor utilizes rubrics which are clearly posted before assignments are due and provides detailed feedback for all assignments.	Instructor utilizes rubrics which are clearly posted before assignments are due and provides detailed feedback for assignments graded B or below.	Instructor utilizes rubrics which are clearly posted before assignments are due and provides detailed feedback for assignments graded C or below.	Instructor utilizes rubrics which are clearly posted before assignments are due and provides detailed feedback for assignments graded D or below.	Instructor does not utilize rubrics and/or does not provide detailed feedback
Instructor provides more than one contact method for students	Instructor utilizes email, phone and CCCConfer/other conferencing/screen sharing system and online chat and clearly posts contact information on syllabus and in instructor's posting area	Instructor utilizes at least three of the below options: email, phone, CCCConfer/other conferencing/screen sharing system and online chat and clearly posts contact information on syllabus and in instructor's posting area	Instructor utilizes at least two of the below options: email, phone, CCCConfer/other conferencing/screen sharing system and online chat and clearly posts contact information on syllabus and in instructor's posting area	Instructor utilizes one of the below options: email, phone, CCCConfer/other conferencing/screen sharing system and online chat and clearly posts contact information on syllabus and in instructor's posting area	Instructor does not clearly provide contact information, or does not provide in at least two locations.
Total for each column					
Overall Total					

28 to 35 points – Instructor is maintaining excellent regular and effective contact – no intervention needed

21-27 points – Instructor is doing a good job maintaining regular and effective contact but areas with low scores need training

14-20 points – Instructor is doing an adequate job of maintaining regular and effective contact but needs additional training/intervention

0-13 points – Instructor is not maintaining regular and effective contact. Training is required before instructor is placed on online schedule again

PROGRAM

REVIEW

HANDBOOK

2013–2014

Program Reviews due to
Vice Presidents:

October 2, 2013

BARSTOW COMMUNITY COLLEGE

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3. Qualitative vs. Quantitative Data

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9. Linking Goals, Action Plans & Outcomes Worksheet

Introduction

The purpose of Program Review at Barstow Community College District (BCC) is to assure that the College and all of its employees focus our day-to-day operation and planning on the core mission and goals of the College. The Program Review process focuses departmental planning, review and goal-setting on achieving our six Strategic Priorities. By doing so, the College will also be able to integrate plans with each other. One of our ultimate goals is to sustain continuous quality improvement in every department—instructional and non-instructional—thus improving our students' chances of success.

The purpose of the Program Review Handbook is to:

- Provide background information on the Program Review process
- Provide timetables
- Answer frequently asked questions
- Provide explanations of each of the Review areas
- Provide examples of appropriate responses
- Guide reviewers to appropriate individuals for assistance

Background

The Institutional Effectiveness Committee (IEC) directs and monitors the Program Review Process. As stated in BCC's Participatory Governance Handbook, the IEC's charge is:

> The institutional effectiveness committee acts as an open clearinghouse to dialogue and move data into action leading to continuous quality improvement. The committee's charge is to evaluate program review and outcomes assessment results in light of college-wide strategic goals to recommend a set of institutional priorities for inclusion into integrated planning and resource allocation. The recommendations are reviewed by the Budget & Finance Committee for fiscal viability and by the President's Advisory Council for implementation. The goal of the committee is to help the college maximize fiscal, physical, human, and technological resources to improve student learning and achievement.
>
> **Reports to:** District President
>
> **Chairperson:** Dean of Research, Development & Planning
>
> **Meetings:** Monthly, weekly during the evaluation cycle (November through February)
>
> **Members:** Dean of Instruction, SLO Coordinator, Academic Senate representative, (2) CSEA, (2) Management, (1) Student
>
> **Advisory:** Vice President of Administrative Services, Vice President of Academic Affairs, Vice President of Student Services, Academic Senate President

The Program Review Committee (PRC), a sub-committee of IEC, specifically works with Program Reviews and their authors—provides mentoring/training, reviews submissions, provides feedback, and submits results to the IEC.

The Committee is co-chaired by one instructional and one non-instructional member of the IEC. Its membership includes faculty, classified staff, management, and students. The Committee archives are maintained by the Office of Institutional Effectiveness.

Planning and Program Review: Purposes, Scope, and Structure

Purposes

The fundamental purpose of ongoing, integrated planning and program review is to maintain—and if possible improve—the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of integrated planning and program review are our students and the community we serve.

A secondary purpose of the process is to focus available resources—staff time, budget, technology, space—on the achievement of goals and objectives intended to maintain or improve effectiveness. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.

Scope

The planning and program review process applies to every unit in the College. That includes all units in Academic Affairs, Student Services, Administrative Services, and the President's Area.

Structure

The Program Review Committee (PRC) coordinates the planning and program review process from each year. The PRC will:

▸ Provide documentation and training on the process.

▸ Document and communicate the schedule, as determined by the IEC, to the campus community.

▸ Review submitted Program Review documents and provide structured feedback on them.

▸ Prepare a Report to the IEC, including commendations, recommendations, and identification of trends.

▸ In conjunction with IEC, the PRC will annually evaluate the forms and rubrics used in the process, all documentation, and the implementation of the process itself, and will make recommendations for continual improvement.

▸ The appropriate vice president is charged with ensuring that the unit's program review process is completed properly and in a timely manner.

Planning and Program Review Cycle: Overview

Program Review is a three-year cycle, with a full program review due in year one, and annual updates due in years two and three. (Some departments, such as CTE, will utilize a two-year cycle, as prescribed by other departmental governing documents, requirements, and state reporting. If unclear, please direct your question to the area vice president.)

Program Review Schedule for Academic Programs							
	Year 1 2012–13	Year 2 2013–14	Year 3 2014–15	Year 4 2015–16	Year 5 2016–17	Year 6 2017–18	Year 7 2018–19
Math/Natural Science	X			X			X
Humanities/Social Science	X			X			X
Basic Skills		X			X		
GE and Transfer			X			X	
CTE		X		X		X	
X: Indicates full Program Review; Annual Updates are submitted in all years without an X.							

Program Review Schedule for Non-Instructional Service Areas and Administrative Units							
	Year 1 2012–13	Year 2 2013–14	Year 3 2014–15	Year 4 2015–16	Year 5 2016–17	Year 6 2017–18	Year 7 2018–19
Academic Affairs Office	X			X			X
Administrative Services Office		X			X		
Admissions & Records/Financial Aid	X		X			X	
Associated Student Government	X			X			X
Athletics		X			X		
Bookstore/Viking Shop	X		X			X	
Business Office	X			X			X
Computer Commons		X			X		
Counseling	X		X			X	
Fort Irwin	X			X			X
Human Resources	X		X			X	
Information Technology Services (ITS)	X		X			X	
Institutional Research/Institutional Effectiveness		X			X		
Instructional Technology Center (ITC)	X			X			X
Library	X	X			X		
Maintenance & Operations	X		X			X	
President's Office	X			X			X
Public Information Office		X			X		
Special Programs & Services (EOP&S, CARE, CalWORKS, ACCESS)	X		X			X	
Student Affairs Office		X			X		
Transfer & Career Planning Center (TCPC)	X			X			X
Tutorial Services	X	X			X		
Workforce and Economic Development Office	X			X			X
Program Review's Program Review (Overall Effectiveness of PR)				X			
X: Indicates full Program Review; Annual Updates are submitted in all years without an X.							

Action Plans—with goals, objectives, actions, assessment measures, and resource requests (where applicable)—are generated with the full Program Review, and updated each year. Each unit implements any necessary improvements that it has identified, then assesses its progress, and the cycle continues. See the "Completing the Form" section for detailed information on document contents.

Preparing for the Process

Properly done, planning and program review require thoughtful, thorough consideration of all aspects of your program. Beginning several months before the program review or annual update deadline, and ideally on a continuing basis, your program or unit should engage in a series of discussions related to the questions you will be responding to (which are shown in the "Completing the Form" section below).

Following are some ideas on the topics that those preparatory discussions might involve:

DISCUSSION CATEGORIES	SPECIFIC TOPICS
SLO/SAO/AUO CYCLE AND RESULTS	▪ Current progress in the cycle ▪ Observations, interpretations, and lessons from the assessment ▪ Areas that are going well based on assessment ▪ Areas that are not going well based on assessment ▪ Plan for improvement: Maintaining strengths and mitigating problem areas ▪ Plan for subsequent reassessment
REPRESENTATIVENESS OF POPULATION SERVED	▪ Demographics of population served compared to College-wide and service area ▪ Participation in outreach and/or marketing activities to reach targeted students, businesses, community members, etc. ▪ Unit plans to improve representativeness with outreach and/or marketing activities
PARTNERSHIPS	▪ Both internal and external partnerships—with whom do you work inside the College and/or with whom do you work outside the College? ▪ How these partnerships contribute, or fail to contribute, to effectiveness and success ▪ New partnerships that need to be developed
BEST PRACTICES	▪ Examples of best practices in the unit and how those are contributing to effectiveness and student success ▪ Customer service status and improvements
EFFICIENCY IN OPERATIONS	▪ Examples of streamlining processes to reduce time spent or resources used ▪ Reducing duplication of effort ▪ Cross-training to minimize disruption of service due to absences or departures
EFFICIENCY IN RESOURCE USE	▪ How existing resources are being used more efficiently (e.g., supplies going further by changes in operations) ▪ The impact of fewer resources and how that is being addressed
STAFFING	▪ Impact of professional development on staff competencies/talents ▪ Distribution of workload ▪ Trends and patterns in full-time/part-time faculty ratio, WSCH per FTEF, fill rate
SHARED GOVERNANCE	▪ Extent to which unit members participate in shared-governance activities and committees ▪ Satisfaction with participation in planning and decision-making
GROUP DYNAMICS	▪ Examples of teamwork, communication, decision-making, etc., that are contributing to effectiveness and success ▪ Examples of dysfunction that are negatively affecting results, morale, etc.
INNOVATION	▪ Processes, practices, and/or products that have been introduced in the unit since the last program review to improve functions or services
COMPLIANCE WITH MANDATES	▪ Nature and extent of mandates that apply to the unit (laws, regulations, policies, standards, and other requirements) ▪ Trends or variations in the number or complexity of mandates
EXTERNAL FACTORS	▪ Budgetary and other constraints and opportunities ▪ Impact of economic swings, the job market, competition from other programs ▪ Developments in the field

Discussion Guides adapted from Crafton Hills College, Integrated Planning & Program Review Handbook

Preparing for the Process

DISCUSSION CATEGORIES	SPECIFIC TOPICS: INSTRUCTION	SPECIFIC TOPICS: STUDENT SERVICES	SPECIFIC TOPICS: ADMINISTRATIVE SERVICES AND PRESIDENT'S AREA
STUDENT PERFORMANCE AND THE COLLEGE EXPERIENCE	▸ Student retention, success, persistence, licensure pass rates, employment rates, performance after transfer, awards, etc. ▸ How and why these measures reflect on the unit's effectiveness in positive or negative ways	▸ Student retention, success, program completion, persistence, employment rates, special awards, etc. ▸ How and why these measures reflect on the unit's effectiveness in positive or negative ways	▸ Timely availability of textbooks Access to food services ▸ Student opinions of classroom condition, campus safety, etc.
CURRICULUM	▸ Decisions made about curriculum and rationale for those decisions ▸ New courses or programs and why they were added ▸ Courses or programs that were deleted and why ▸ Status of courses due for revision ▸ Involvement in Learning Communities and other alternative learning strategies, with possible implications ▸ Relationship to other courses and programs ▸ Student preparation, remediation, placement	▸ Decisions made about curriculum and rationale for those decisions ▸ New programs or courses and why they were added ▸ Programs or courses that were deleted and why ▸ Involvement in Learning Communities and other alternative learning strategies, with possible implications ▸ Relationship to other departments ▸ Involvement in placement, remediation	▸ Facilities modifications to accommodate curricular and pedagogical changes ▸ Number and nature of service failures (e.g., network connectivity, electrical outages) that require cancellation of classes
SCHEDULING	▸ The program's scheduling matrix—plans for course offerings over a three-year period with appropriate rationale ▸ Any cancelled courses, along with reasons and solutions for future offerings ▸ Trends in evening, weekend offerings ▸ Trends in online offerings	▸ Trends in evening, weekend services ▸ Trends in online services	▸ Coordination of services to avoid unnecessary conflicts ▸ Scheduling use of study rooms, conference rooms, and other facilities
ALTERNATIVE MODES OF DELIVERY	▸ Student performance results in courses offered online or as hybrids, compared to traditional modes of delivery ▸ Plans for future alternative course modes	▸ Outcomes of and student satisfaction with alternative service modes ▸ Plans for future alternative service modes	▸ Client satisfaction with newly streamlined or automated processes ▸ Plans for automation of manual processes

Completing the Forms

The Program Review forms, both Instructional and Non-Instructional, have been revised to incorporate two "Annual Updates." The intent is to make available, in a single document, all Program Review material needed for analysis and evaluation. The full Program Review will be completed in the designated year, followed by the Annual Update(s) in subsequent year(s).

The forms themselves have been created to accommodate as much or as little text as the originator needs to appropriately address the section. Each text-entry area will expand as necessary, so users should not feel constrained by the apparent "size of the box."

This section describes and explains the information requested on the Program Review forms. Much of the requested information is the same for both Instructional programs and Non-Instructional areas, and the forms have been designed accordingly. However, #3, which requests data information, is constructed differently for Instructional and Non-Instructional areas, and these will be addressed separately. In addition, #4 requests information regarding Curriculum for Instructional programs, while looking at Policies & Processes for Non-Instructional areas.

The information presented below consists of the actual "questions" from the Program Review forms (numbered and shown in bold-face type), followed by descriptive material, if applicable, for each question.

Additional informational worksheets and handouts have been included in the appendices, and are referenced throughout the narrative of this section.

1. Program Mission and Vision

    A. Program Mission
    B. Program Vision

Programs/departments should summarize their goals and objectives in their mission and vision statements. Each serves a different purpose, but they are often confused with each other. While a mission statement describes what the program/department wants **now**, the vision statement describes what the program/department wants to be in the **future**. *(See* Mission-Vision Comparison Chart *for additional information and suggestions.)*

Each area should have current mission and vision statements. These are established as overarching statements of guidance for your areas and should remain consistent over long periods of time. However, as the campus climate changes due to internal and external factors, these statements may warrant review. In this section please state your current mission statement (which can be found in your most recent program review) and if warranted, suggest changes.

    C. Describe how the Mission and Vision align with and contribute to the College's Mission and Vision

In this section explain how the concepts outlined in your mission and vision align with the concepts and goals of the BCC Mission and Vision.

2. Description and Overview

Assume the reader does not know anything about the program or department (unit). Describe the unit, including—but not limited to—the following:

A. Organization, including staffing and structure

This is your opportunity to describe your unit's organizational structure; for example, how many people work in the unit, how is it arranged?

B. Who do you serve (including demographics)?

Examples – students (identify cohorts or special populations, i.e., EOP&S or student athletes; military; distance), staff, faculty, or community, perhaps specific community organizations.

C. What kind of services does your program/unit provide?

Ask yourself, what do you contribute to the institution? I help how? My staff helps how?

D. How do you provide them? *(Including alternative modes and schedules of delivery; for example, online, hybrid, early morning, evening classes.)*

Think about *how* you do what you do. Is it face-to-face, via email, phone, web, or a combination? Is it direct or indirect contact with students or other campus constituencies?

3-I. Program Data (Instructional)

A. Performance Data

Discuss the program's performance on the specific data items listed below:
1) Full-Time/Part-Time Faculty Ratio
2) Course Completion Rate

	Traditional	**Online**
a) Full-Time		
b) Part-Time		

3) Course Success/Retention Rate

	Traditional	**Online**
a) Full-Time		
b) Part-Time		

4) WSCH/FTEF Ratio

	Traditional	**Online**
a) Full-Time		
b) Part-Time		

5) Fill Rate

	Traditional	**Online**
a) Full-Time		
b) Part-Time		

B. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes:

    1) Summarize the progress your program has made on program and/or course level SLO measures. (Include the "Outcome Statements" in this summary.)

The summary might include outcomes and/or data from course level SLO reports and use of course and/or program level rubrics.

    2) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

For example, you re-wrote the syllabus, added audio/visual, added online components, or implemented discipline- or program-wide discussion and dialogue.

    3) Reflecting on the responses for #1 and #2, what will you implement for the next assessment cycle?

C. Supporting Assessment Data

    1) Provide a list of any additional measures *(not included in 3.A.)* **that you have chosen to gauge your program's effectiveness** *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)*

Data used in this area may include information obtained from a variety of sources, such as anecdotal evidence, focus groups, or student surveys. Also consider data from the Student Success Scorecard, such as Program Completion Rate, etc.

Refer to the Qualitative vs. Quantitative Data handout located in the Appendices for additional information regarding data sources.

    2) Summarize the results of these measures

    3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #10: Resources.)*

    4) Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.

D. Two-Year Scheduling Plan

    1) What is the program's Two-Year Plan? What changes, if any, have been made since the last Program Review?

This should be a comprehensive two-year plan.

    2) How effective has the Two-Year Plan been in meeting student needs and educational goals?

    3) Reflecting on these results, what are the goals for the next assessment cycle?

Please provide a thorough response, which includes thoughtful reflection as well as concrete and measurable goals.

Completing the Forms

3-NI. Data (Non-Instructional)

A. **Assessment Data**

1) **List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.**

2) **Summarize the results of these measures**

Refer to the Qualitative vs. Quantitative Data handout located in the Appendices for additional information regarding data sources.

B. **Progress on Service Area/Administrative Unit Outcomes**

1) **Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review**

2) **Describe any improvements made by your unit as a result of the outcomes assessment process. What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures?** *(*List any resources required for planned implementation in #10: Resources.)*

Consider in this area things that are important and affect what you do. How many customers do you serve? Is this increasing or decreasing? Or, do you need to set outcomes and measures for this area? For example, the number of financial aid checks sent out.

Are there processes you need to refine, and what data do you have that tells you those processes need refining? Did you identify something in the SWOT analysis (see question numbers 5 and 6) that you have data for, or would like data for, in order to identify or develop outcomes?

4-I. Curriculum (Instructional)

A. **List any new courses or program changes since the last program review. Be sure to list any newly approved prerequisites or corequisites.**

B. **Explain the current evaluation process. How and when was the curriculum last evaluated?** *(Appropriateness, archiving, deleting, revising, etc.)*

C. **List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years** *(see Curriculum Manual for additional information, if necessary)*.

D. **Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum** *(including all modes of delivery)*?

Ask yourself if the courses are part of the two-year plan, what is the frequency of offering, what time(s) are they offered, are they transferable, and are they aligned with program or pathways. Have you considered prerequisites for any or all courses? Are there plans to create a family of courses? Since the last program review, how often have classes been cancelled?

4-NI.   Policies & Processes (Non-Instructional)

A.   What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit *(BCC BP/AP; Federal, State & local regulations; departmental guidelines)*

Be as detailed as possible in describing the changes.

B.   Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

▸   Discuss how changes listed in 4-A have impacted the workflow of your unit or other elements.

▸   Discuss how you anticipate the new changes to impact the workflow or other elements.

C.   In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

▸   Indicate what BCC Board Policy and/or Administrative Procedure updates need to be made to comply with the outside regulatory policies discussed in 4.A.

▸   Indicate what departmental or workflow processes will need to be updated to ensure compliance with required policies and regulations.

5.   Internal Factors (see SWOT Analysis Worksheet)

A.   Strengths
B.   Weaknesses

Strengths: Use this area to highlight data from 3.A. that is a positive reflection of your discipline or department and other data assessment or program highlights.

Weaknesses: Use this section to critically think about your program or department and identify areas for further development. Give this thoughtful consideration. *As the old saying goes, "you are only as strong as your weakest link."*

6.   External Factors (see SWOT Analysis Worksheet)

A.   Opportunities
B.   Threats

To assist you in completing this section, a SWOT Analysis Worksheet is provided to guide you through the process. While the worksheet is not required, it is intended to provide you a means of analysis and reflection.

7.   Continuing Education/Professional Development

A.   What continuing education and/or professional development have unit members participated in during the current cycle?

Include conferences, special training, workshops, career organizations, inservice or other campus-based training that was attended. Explain the benefit/impact/effect of this professional development to your unit.

B. What are the continuing education and/or professional development plans for the upcoming cycle?

Explain plans for upcoming training. If your area has a professional development/training plan, please include it here.

8. Prior Goals/Objectives

Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

9. Goals/Objectives/Actions (Action Plan)

Reflect on the responses to all the previous questions.

A. GOALS

Formulate Program or Unit Goals to maintain or enhance program strengths, or to address identified weaknesses. (Refer to the SWOT analysis.)

During the annual update process, determine if a goal set during the full program review has been met, and if so, a new goal must be set. This is important, as some goals may be smaller and/or easier to achieve than others. Space is provided here for new goals to be added, if needed.

The evaluation process is dynamic, and intended to be fluid and adaptable. Consider your individual program needs, and develop goals as appropriate. Good goals lead to good progress, and your program will benefit from this thoughtful reflection.

(See Goal Setting Worksheet)

B. ALIGNMENT: Indicate how each Goal is aligned with the College's Strategic Priorities.

List all Strategic Priorities that apply to the particular goal.

C. OBJECTIVES: Define Objectives for reaching each goal.

During the annual update process, determine if a goal set during the full program review has been met, and if so, a new goal must be set. This is important, as some goals may be smaller and/or easier to achieve than others. Space is provided here for new goals to be added, if needed.

> **ALIGNMENT WITH**
> **BCC STRATEGIC PRIORITIES**
> (click link for list of Strategic Priorities)
> *List all that apply:*
>
> 1a; 2a; 3b; 6b

The evaluation process is dynamic, and intended to be fluid and adaptable. Consider your individual program needs, and develop goals as appropriate. Good goals lead to good progress, and your program will benefit from this thoughtful reflection.

D. ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE

Create an coherent set of specific steps (Actions/Tasks) that must be taken to achieve each objective.

E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

In this section, consider your goal's purpose and select measure and assessment methods that will describe or support whether or not you have achieved your stated outcome.

F. **Additional Information:**

This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc.

10. Resources Required:

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.B or 3.C.

This area will show at a glance, and provide a summary of, what resources your department or program is requesting. In addition, as noted on the form itself, a **SEPARATE** Budget Allocation Proposal **MUST ALSO** be completed for **EACH** resource requested, and if applicable, an Annual Department Technology Request. This is where we link the "what" and "how" of what we do with the financial and technical resources to complete the process and support Action Plans.

1. Mission/Vision Comparison Chart

2. BCC Mission & Vision

3. Qualitative vs. Quantitative Data

4. SWOT Analysis Worksheet

5. BCC Strategic Priorities

6. Goals & Outcomes

7. Goal Setting Worksheet

8. Objectives Worksheet

9. Linking Goals, Action Plans & Outcomes Worksheet

1. Mission/Vision Comparison Chart

	Mission Statement	Vision Statement
About:	A Mission statement talks about HOW you will get to where you want to be. It defines the purpose and primary objectives.	A Vision statement outlines where you want to be. Communicates both the purpose and values of your program/department.
Answer:	It answers the question, "What do we do?"	It answers the question, "Why are we here?"
Time:	A mission statement talks about the present leading to its future.	A vision statement talks about your future.
Function:	It lists the broad goals for which the organization is formed. Its prime function is internal, to define the key measure or measures of the organization's success and its prime audience is the leadership team and stockholders.	It lists where you see yourself some years from now. It inspires you to give your best. It shapes your understanding of why are you working here
Change:	Your mission statement may change, but it should still tie back to your core values and vision.	Your vision should remain intact, even if the market changes dramatically, because it speaks to what you represent, not just what you do.
Developing a statement:	What do we do today? For whom do we do it? What is the benefit?	What do we want to do going forward? When do we want to do it? How do we want to do it?
Features of an effective statement:	• Purpose and values of the organization • Which business the organization wants to be in (products or services, market) or who are the organization's primary "clients" (stakeholders) Which are the responsibilities of the organization towards the	• Clarity and lack of ambiguity • Paint a vivid and clear picture, not ambiguous • Describing a bright future (hope) • Memorable and engaging expression • Realistic aspirations, achievable Alignment with organizational values and culture

Adapted from: http://www.diffen.com/difference/Mission_Statement_vs_Vision_Statement

Appendices

2. BCC Mission & Vision

BARSTOW COMMUNITY 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.

BARSTOW COMMUNITY COLLEGE VISION STATEMENT

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

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3. Qualitative vs. Quantitative Data

	Qualitative Data	Quantitative Data
Overview:	• Deals with descriptions. • Data can be observed but not measured. • Colors, textures, smells, tastes, appearance, beauty, etc. • **Qualit**ative → **Qualit**y	• Deals with numbers. • Data which can be measured. • Length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc. • **Quantit**ative → **Quantit**y
Example 1: Oil Painting 	**Qualitative data:** • blue/green color, gold frame • smells old and musty • texture shows brush strokes of oil paint • peaceful scene of the country • masterful brush strokes	**Quantitative data:** • picture is 10" by 14" • with frame 14" by 18" • weighs 8.5 pounds • surface area of painting is 140 sq. in. • cost $300
Example 2: Latte 	**Qualitative data:** • robust aroma • frothy appearance • strong taste • burgundy cup	**Quantitative data:** • 12 ounces of latte • serving temperature 150º F. • serving cup 7 inches in height • cost $4.95
Example 3: Freshman Class 	**Qualitative data:** • friendly demeanors • civic minded • environmentalists • positive school spirit	**Quantitative data:** • 672 students • 394 girls, 278 boys • 68% on honor roll • 150 students accelerated in mathematics

Adapted from: http://www.regentsprep.org/Regents/math/ALGEBRA/AD1/qualquant.htm

4. SWOT Analysis Worksheet

The SWOT ANALYSIS provides a process of examining and integrating both internal and external environments into the strategic-planning process. The analysis centers on four dimensions: **strengths, weaknesses, opportunities and threats**. Reviewing these four dimensions helps strategic thinkers and planners reveal emerging issues and trends that may affect the current and future state of the organization, and then develop responses or strategies that proactively prepare for these issues. The Program Review Process helps to develop, support and evaluate the overall planning for the institution. It is imperative that every department and program clearly understand its internal **strengths** and **weaknesses** and the **opportunities** and **threats** in its external environment. Understanding these four elements creates an effective foundation for planning.

INTERNAL ENVIRONMENT

Strengths: Current aspects of the department or program that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.

Ask the following questions about your department or program: What advantages do we have? What do we do better than anyone else? What unique resources do we have access to? What do those outside the department or program see as our strengths?

Examples of department or program strengths may include (but are not limited to) the following:

- Training, educational background, and experience of faculty or staff
- Advantages of existing resources (technological, facilities, location, etc.)
- Established rapport/reputation with clients
- Efficiency of processes
- Unique services provided to the campus and community
- Service capacity

Weaknesses: The program or department's internal vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the program or department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.

Ask the following questions about your department or program: What could we improve? What should we avoid? What do those outside the department or program see as our strengths?
Examples of department weaknesses may include (but are not limited to) the following:

- Structural and functional gaps
- Lack of necessary staff training
- Service capacity limitations
- Unrealistic timelines for projects
- Lack of client/stakeholder awareness of unit services
- Limited reliability of equipment/technological resources

Internal organizational dimensions that can end up on **either or both** the strengths and weaknesses lists include (but are not limited to) communication, performance management, goal setting, teamwork and levels of interpersonal and interdepartmental trust, relationships between labor and management, process improvement systems, information technology (for internal uses), organizational planning (including strategic), internal and external customer service, and new product development.

Please fill in the table below with the top three strengths and weaknesses of your department:

Strengths	Weaknesses
1.	1.
2.	2.
3.	3.

EXTERNAL ENVIRONMENT

Opportunities: Current trends and events occurring outside the department or program that, if taken advantage of, are likely to have a positive effect on its long-term success. Although opportunities may be gifts from the external environment, the department or program must be assertive, or even aggressive, in pursuing and taking advantage of them. Ask the following questions about your department or program: What are the good opportunities facing you? What are the interesting trends that may impact you?

- Examples of opportunities may include (but are not limited to) the following:
- Realistic training opportunities
- Industry trends
- Lowered cost for needed equipment or technology
- Revenue-generation opportunities
- Development of new tools/technology to help manage workload

Threats: Current trends and events occurring outside the department or program that could jeopardize its success represent potential threats. Identifying emerging issues that might have a negative effect may help mitigate those negative influences—or perhaps even convert the threat into an opportunity.

Ask the following questions about your department or program: What obstacles do you face? What is happening in similar departments/other colleges that is worrisome? Are laws and/or regulations governing your department changing?

Examples of threats may include (but are not limited to) the following:

- State, regional, or institutional economic/budget climate
- Loss of key staff
- Seasonal fluctuations in workload
- Loss of support services (from vendors or other campus departments)

External environmental factors that can end up on **either or both** of the **opportunities** and **threats** lists include (but are not limited to): changes in customer demographics; market competition; the local economy; web-based product and service delivery; the labor marker; political changes (locally and nationally); changing customer preferences/expectations; and federal, state, and local laws, rules, and policies.

Please fill in the table below with the top three opportunities and threats of your department:

Opportunities	Threats
1.	1.
2.	2.
3.	3.

5. BCC Strategic Priorities

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 students' 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 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.

BOT Approved 12/14/11

6. Goals & Outcomes

- An organization's (or department's) **intended or expected outcomes** will be derived directly from its mission.

- The organization's **actual outcomes** (results) will depend on how well the goals and objectives were formulated in relation to the expected outcomes, and how well the tasks were carried out.

- An expected outcome IS NOT a Goal Statement, nor is it an objective. A goal typically describes the output (product or service) a department is planning to achieve through its organized activities.

- An objective typically describes the accomplishment of a task or series of tasks.

- In contrast, an expected outcome describes the benefit or change that a department hopes to effect for the customer or university as a result of that output (i.e., the impact on the customer).

Example of a Goal Statement:
To provide accurate and timely reports to university administrators.

Example of an Objective Statement:
To produce 4 quarterly reports and 2 annual reports.

Example of an Outcome Statement:
College Administrators have the financial information they need to make decisions effectively.

Adapted from GSU Institutional Effectiveness Overview: Outcomes Assessment for Administrative Units, May 2008

7. Goal Setting Worksheet

Goal-Setting Worksheet

Goals help organizations envision, describe, achieve and measure success. Goals should be specific to each program or unit, and all members of the program or unit should be part of the goal-setting process.

Why Set Goals?

- To direct your time, effort and ideas
- To provide a common direction for your group
- To motivate members by providing clear direction and roles
- To help leaders and members address issues in a timely manner
- To help organizations plan ahead and be prepared
- To help organizations measure their success

Goal-Setting Can Allow:

- Clear and specific roles and responsibilities for members and officers
- Better communication
- A common ground for all members
- Easy and fair evaluation of the success of the organization
- Better morale within the organization

DEVELOPING GOALS: The Process

1 BRAINSTORMING:

- Include all members in brainstorming
- Start by discussing what each person wants the group to accomplish
- Record all the ideas suggested during the brainstorming session

2 EXPLORE THE COMPONENTS OF A GOAL:

After a complete brainstorming session, describe the following components to members to begin narrowing down your goals. Goals should be:

- Realistic, attainable and feasible, but should provide challenge and growth
- Clear, specific and understandable
- Meaningful and relevant
- Flexible, with more than one method of attainment

3 PRIORITIZE GOALS:

- Place goals in order of importance
- Include all members in this process (even though it may be time consuming)
- Select a few important goals to which the group can commit to (as opposed to a long list of to-do's)
- Methods to assist prioritization:
  - Have a discussion in which each member voices his/her opinion
  - Ask members to rank the goals on their own and share ideas with the group
  - Break into small groups to prioritize goals

4 CREATE AN ACTION PLAN:

Identify the following items to take action steps toward achieving your goal:

- Decide **WHAT** actions/critical steps need to occur for each goal
- Determine **WHO** will help to implement the plan (individuals, committees, etc.)
- Decide **WHEN** each action will be completed by creating a timeline
- Identify **WHAT RESOURCES** (people, time, money, etc.) are needed to complete the next steps
- Decide how you will **MEASURE SUCCESS**

Keeping Your Goals Alive

It is important that the organization members and officers are reminded of the organization's goals on a regular basis. Here are some tips that might help:

- Post them in common spaces (meeting room, office, house, etc.)
- Give a copy to every member
- Discuss them at meetings
- Include them on meeting agendas
- Include them in newsletters and related materials sent to the organization
- Revisit and evaluate the goals frequently (end of semester or end of the year)

Adapted from: http://deanofstudents.utexas.edu/lei/downloads/GoalSettingWrkshtFall2012.pdf

8. Objectives Worksheet

"Planning Wheel" Objectives Worksheet

There are three semesters in the academic year. List one or two major capacity-building projects your program or department must accomplish in each of the next three semesters in order to implement your strategies and achieve your goals.

Summer

Fall

Spring
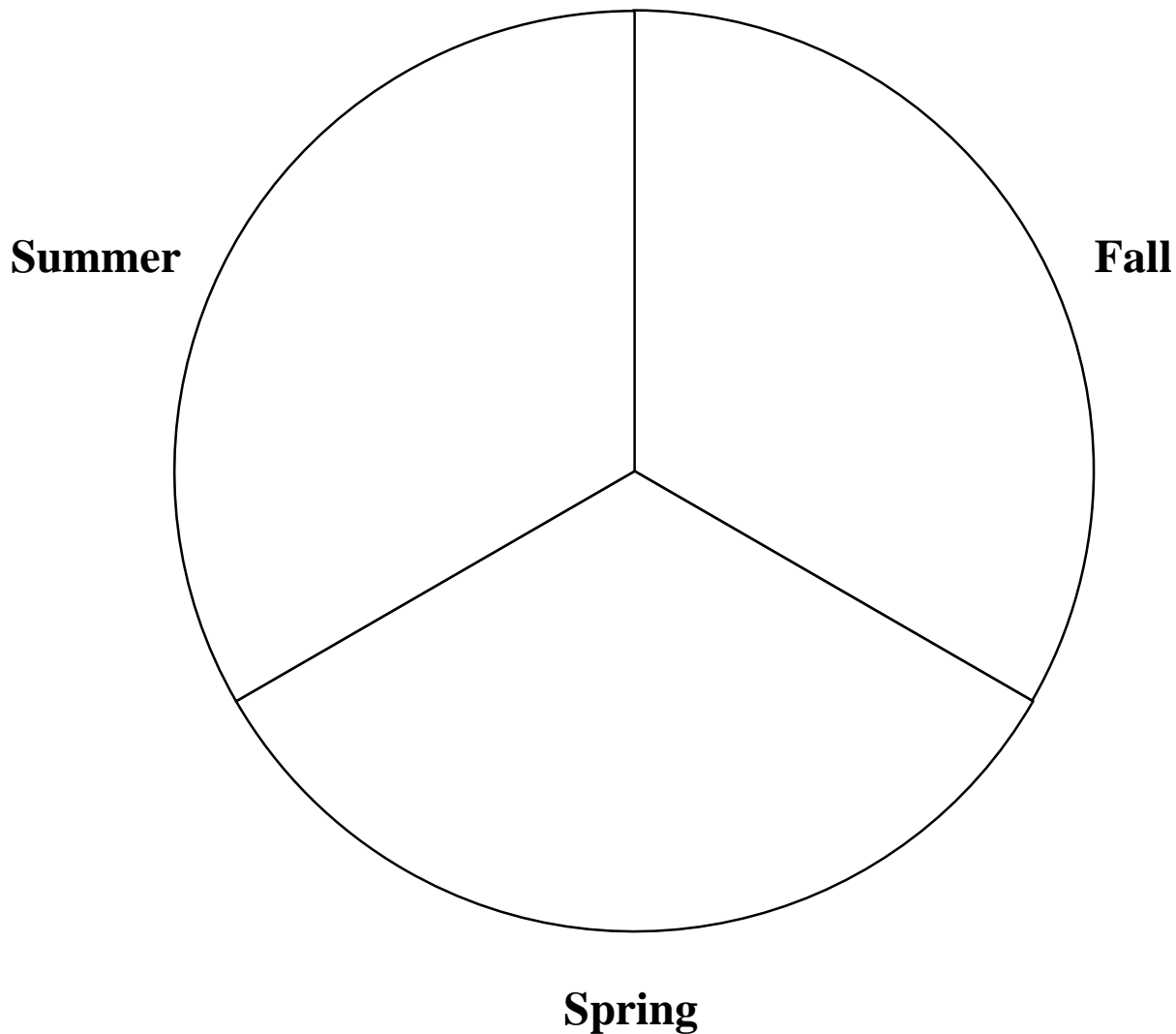
Remember…Time exists so that everything does not have to happen at once!

Adapted from: http://www.onepagebusinessplan.com/resources/Planning_wheel.pdf

9. Linking Goals, Action Plans & Outcomes Worksheet

Linking Goals, Action Plans & Outcomes

After determining Program or Unit GOALS, then identify the key projects and tasks necessary to actually implement the GOALS. Next, step back and determine how you can measure progress to know if your implementation is actually working.

When you have completed this worksheet, you can type the Goals, Action Plans and Outcomes directly into your Program Review template.

Goal	Action Plan	Outcomes
What will make this department or program successful over time? What are the success measures?	What are the projects and programs we must implement to successfully achieve the goal?	What will we measure to know if you implementations are successful?

Acknowledgements

We would especially like to thank Crafton Hills College: the basic structure of both the program review templates, and this handbook, were borrowed from materials available from "Planning and Program Review Resources" at the Crafton Hills College website

(http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review).

Other materials and resources in this handbook have been adapted from a variety of sources, most of which have been noted along with the material.

Space Allocation/Redesign Request

Date: _____ Originator: _____

Program or Department Name: _____

Dean/Vice President/Supervisor: _____

Estimated Cost: _____

Funding Source (if known) : _____

REQUESTED SPACE TYPE:					
☐ Lecture	☐ Lab	☐ Library	☐ Office	☐ AVTV	☐ OTHER

1) Justification for request (provide evidence):

2) Secondary Effect (if any):

3) Space Inventory/Load Ratios Impact:

4) What is the impact on the Facilities Master Plan?

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

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Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

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Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
(This section MUST be completed)

Budget Program Number: _____ ☐ Restricted ☐ Unrestricted

Signature: _____ Date: _____

Professional Development Activity Tracking Form

To assist in the identification of professional development activities that are occurring both on and off campus, please complete this form after you have **attended** any off-site professional development activity, OR if you have **facilitated** any on-campus professional development activity.

Please attach an activity description handout. Facilitators, please also attach a copy of the activity sign-in sheet, agenda, and handouts.

Name: _____

Discipline/Department: _____

Date of Activity: _____

Title of Activity: _____

Type of Professional Development Activity:

☐ Conference   ☐ Workshop   ☐ Other Training

Location of Activity: ☐ Off-Campus   ☐ On-Campus

Please provide brief summary of activity (or attach descriptive material):

[ ]

» Submit

Contract Checklist

Instructions:
Check all boxes to which this contract applies

Mission Statement *(must apply)*	
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.	☐
Board Goals *(check all that apply)*	
Within ACCJC/WASC standards?	☐
Maintains fiscal integrity?	☐
Provides excellent customer service?	☐
Promotes employee involvement in activities associated with professional responsibilities to increase student engagement and student success?	☐
Promotes Workforce and Economic Development within the local community, the District and region?	☐
Strategic Priorities *(must apply to at least 1)*	
Fosters an innovative learning environment that respects diversity?	☐
Provides students with a successful college learning experience?	☐
Promotes and supports student engagement?	☐
Cultivates and enhances local partnerships?	☐
Attracts, retains, and develops excellent employees?	☐
Strengthens college planning and informed decision-making?	☐

Department Signature:_____Date:_____

Vice President Signature: _____ Date:_____

Comments:_____

_____

_____

Barstow Community College

Professional Development Plan

February, 2014

INTRODUCTION

Barstow Community College (BCC) considers the employees of the district its greatest asset. This is demonstrated by the College's Strategic Priority 5 which states that the College will strive to attract, retain and develop excellent employees. To that end, Strategic Goal X supports that priority by stating that the College will provide employees with a wide range of training and development opportunities to foster their professional growth:

A) By the end of 2014–2015 academic year, the College will have in place a systematic Staff Development Plan that accommodates the College's dynamic mission;

B) By the beginning of the 2014–2015 academic year, the College will have in place evaluation software that will track the timeliness of evaluations.

Because of the College's commitment to professional growth, BCC administrative leadership will consistently budget professional development activities. Participation takes many forms: administration directs, employees request, activities are held on campus, and/or travel is approved. The College encourages all employees to engage in activities that raise the level of expertise and professionalism. The purpose of the BCC Professional Development Plan is to provide and support activities and opportunities which will enhance personal growth, job performance, and social interaction among all constituency groups, thereby developing a sense of campus community and retaining quality employees. Every employee is encouraged to pursue his or her professional goals, and to that end, the College works to support those goals so that each department and the College improve as a whole. In addition, individual travel requests are reviewed and approved or denied depending on the needs of the College. Administrators, staff and managers are directed and/or encouraged to become active with regional and state-wide peers and list-serves to remain current on relevant topics and best practices. Participation in statewide leadership organizations remains a vital role of BCC's administration. There is an expectation that information gathered at any professional development activity will be shared with the College community.

The following identifies the process by which the Staff Development and Excellence Recognition Committee (SDERC) and divisions within the College coordinate efforts to provide and/or facilitate workshops and other opportunities for professional improvement. An annual report by the SDERC on professional development activities will be given to the President's Shared Governance Council and to the Board of Trustees each fall.

COLLEGE-WIDE

1. The SDERC surveys the college community each spring to determine professional development needs and compile suggestions. A schedule of workshops/events is published with a goal of having one event each month.

2. At each workshop/event attendees are asked to evaluate the session and the SDERC will review the evaluation forms from the past year's workshops/events and determine whether repeat offerings are necessary, and whether presenters were adequate in sharing information based on learning outcomes established at the beginning of the session.

3. Through the Human Resources Development Office, the SDERC requests funds to provide enhanced workshops/events.

4. In preparation for annual performance evaluations, the SDERC works with the Management Council each fall to provide training on appropriate and helpful performance evaluations. Overall, performance evaluations are to follow contractual guidelines; however, within those guidelines are opportunities to identify areas where good work can be turned into exceptional work, and areas needing improvement can be identified and suggestions for improvement can be made. Performance evaluations are also to be used to note areas where an employee is doing exceptional work, in order to both praise the high level of work being done, and to acknowledge to the employee that exceptional work does exist and should be maintained. Additionally, the SDERC provides training if needed for the Management Council each fall on appropriate and helpful performance improvement plans for individual employees. Each plan is designed to clearly identify specific performance areas where improvement is needed and specific actions are listed to help the employee achieve satisfactory performance.

5. The College supports institutional memberships in organizations that support understanding and professional growth in areas deemed essential to institutional viability.

6. To further enhance professional development for hourly employees, the District may fill a position with a current bargaining unit member for up to one year when a position is vacated (and is not due to a leave of absence) or a new position is created.

ACADEMIC AFFAIRS

1. Each month the Academic Affairs Office holds a mandatory All Division meeting with full-time faculty and available adjunct faculty. These meetings discuss College business that directly impacts the operation of the academic side of the College. The information discussed assists faculty with understanding the workings of the College to improve student learning in the areas through Program Review, Student Learning Outcomes, Basic Skills Initiative, and the Student Success Act. Additional meetings/workshops are held on specific topics to improve more in-depth understanding of program reviews, student learning outcomes, etc. sponsored by various committees that have taken leadership in these areas.

2. Each month the Academic Affairs Office holds a mandatory Best Practices meeting with full-time and available adjunct faculty. These meetings are a forum to discuss ways to improve student learning, student engagement, and new ideas to help students persist.

3. The Academic Affairs Office sponsors and encourages attendance at events to increase collaboration with and understanding of the College's K–12 feeder districts.

4. Workforce and Economic Development Department-Career Technical Education (CTE) provides monthly Saturday workshops for full- and part-time faculty to attend live or in conjunction with CCC Confer webinars. The workshops focus on Student Learning Outcomes, Assessment, Program Reviews, and Student Success/Retention.

5. Monthly Mentor Training workshops are held on Saturdays to assist full- and part-time faculty with support and guidance pertaining to Student Learning Outcomes, Assessment, Student Success/Retention, and other paperwork, policies, and procedures of the College.

6. An In-Service day is scheduled for faculty prior to the beginning of the fall semester. The day is divided into large group sessions for general announcements and a message from the President, and break-out sessions to enhance knowledge in various topics to improve teaching and learning. There is also an evening In-Service for adjunct faculty at the beginning of the fall semester. An additional In-Service event is scheduled before the beginning of the spring semester especially for new adjuncts to orient them on the workings of the College and to share best practices.

7. The Instructional Technology Center (ITC) provides both online and hands-on training to students/faculty/staff. The ITC monitors internet and distance education issues and will create new training materials as needed.

STUDENT SERVICES

1. The Student Services Office provides cross-training meetings one Friday afternoon each month to insure that a wide range of staff can service students in a variety of areas. These sessions cover enrollment, financial aid, advising, Banner training, categorical services and other vital areas.

2. The Vice President of Student Services utilizes local experts to provide in-house training to staff regarding local resources, social agencies, and business.

ADMINISTRATIVE SERVICES

1. Administrative Services holds trainings and cross-trainings as needed when new procedures are implemented to assure accuracy in accounting and budgeting. Staff and managers are directed and/or encouraged to become active with regional peers and list-serves to remain current on relevant topics and best practices.

2. On an ongoing basis Administrative Services staff attend trainings provided by San Bernardino County Superintendent of Schools. The county is in the process of rewriting all areas of the financial (including payroll) software used by staff. In addition, when various laws or regulations change the county ensures the College is in compliance.

3. Maintenance and Operations management and staff attend regional sponsored workshops and networking opportunities.

4. Informational Technology personnel participate in CCC related training as well as business specific services and networking conferences.

5. Staff offers training opportunities to the campus community in areas of budgeting, purchasing, safety, and use of technology.

6. Administrative Services provides training to all managers regarding the financial health of the institution and the impact uninformed decisions regarding purchasing, travel, etc. can have on everyone's budget.

HUMAN RESOURCES

1. In coordination with the Staff Development and Excellence Recognition Committee, the Human Resources Development Office provides workshops/events as described in the College-Wide category above.

2. The Human Resources Development Office identifies opportunities provided by JPAs (Joint Powers Authorities) to educate employees on health care, labor and case laws and brings those workshops to campus.

3. The Human Resources Development Office, in conjunction with the Cabinet, supports half-day mini retreats on topics that can enhance employee performance and growth.

PUBLIC INFORMATION OFFICE

1. The Director of Public Information regularly budgets for, attends and participates in local, regional and state-sponsored public information and communication conferences to remain current on public information and communications trends and strategies.

2. The Director consistently participates in the Public Information Officer list-serve established through the State Chancellor's Office for relevant and emerging information that will have impact on BCC, and shares that information with the Cabinet and committees on which the Public Information Officer serves.

3. The Director periodically trains staff on press relations (i.e., media interviews) and producing quality printed media that protects the brand image of the institution.

4. The Director trains the Associated Student Government and other clubs in the following areas: media relations, special event planning, social media and communication.

PRESIDENT'S OFFICE

1. The President's Office consistently budgets funds to support leadership training in support of the College's Strategic Priorities. These funds are available to bring experts to campus or to underwrite opportunities not supported by other budgets.

2. The President actively engages with other community college presidents/superintendents through regional meetings and statewide conferences to remain current on relevant topics and best practices.

3. The President's Office holds a monthly All College meeting to provide opportunities for all employees and students to participate in the leadership of the College.

4. The President's Office supports the Board of Trustees' annual retreat to strengthen the leadership of the College.

5. In coordination with the Board of Trustees, the President's Office arranges study sessions for the Board to increase its knowledge and understanding of local political and socio-economic issues that impact the mission of the District.

BARSTOW COMMUNITY COLLEGE

HUMAN RESOURCES STAFFING PLAN

FEBRUARY, 2014

INTRODUCTION

FOLLOWING YEARS of financial hardship and labor attrition, the Barstow Community College District has finalized its Human Resources Staffing Plan. This plan will be the first step in rebuilding all levels of staff to meet the most compelling needs of the College. The following identifies the current processes used by the College to identify, prioritize, and approve the recruitment for faculty, staff and management positions. Programmatic requirements, such as in EOP&S, CARE, and other state, federal and private grants, may provide restricted funds that impact the established procedures detailed in this plan.

Barstow Community College is committed to diversity in its staffing and its recruitment processes. Strategic Priority 5 states that the College will strive to attract, retain and develop excellent employees. To that end, Strategic Goal IX supports that priority by stating that the College will implement practices to attract a diverse pool of highly qualified applicants for employment opportunities:

A) The College will continue to advertise in a multitude of internet and paper-based publications that are accessible to a diverse pool of potential applicants at the state, national and global levels while still complying with the conditions set out in Proposition 209;

B) The College will continue to require diversity statements from all applicants that seek a position with the College;

C) For 2013–2014 Human Resources will explore new ways to advertise open positions that will draw a wider, more diverse pool of applicants.

The College takes diversity seriously and members of search committees thoroughly screen applicants with a particular focus on the diversity statements which are a required part of the application process. The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and professional development processes that support the goals of equal opportunity, diversity and provide equal consideration for all qualified candidates. (BOARD POLICY 7100.)

FACULTY PROCESS

During the Program Review process, academic divisions identify and request new positions and/or replacement positions based on program needs. The Institutional Effectiveness Committee (IEC) reviews all Budget Allocations Proposals (BAPs) and develops a ranked list for consideration by the Budget and Finance Committee. The ranking is determined by how well the department uses qualitative and quantitative data to align its request with the district's mission and strategic priorities. The IEC also forwards the list to the Academic Senate for its consideration and recommendation. The Academic Senate reviews recent enrollment numbers and related data before finalizing its recommendation. All three recommendations are then forwarded to the President's Cabinet for further review. The Cabinet discusses the recommendations and also considers the 50% law, the Faculty Obligation Number, the budget and the College's priorities. The President then makes a recommendation to the Board of Trustees.

FACULTY		
Year	Total Authorized Positions	% Difference from Prior Year
2008–09	40	–
2009–10	40	0.00%
2010–11	39	-2.50%
2011–12	37	-5.13%
2012–13	34	-8.11%

PART-TIME FACULTY PROCESS

Student need assessed by placement results, fill ratios, wait-lists, student declared goals, counselor observation, graduation requirements, and budgetary factors are the primary drivers in determining the number and type of course sections offered each semester. After analysis of these data, the course sections are recommended by the deans to the vice president. The vice president reviews and approves the number of sections to be offered in each discipline. The course sections, in turn, drive the number of adjunct faculty hired for the semester. After consultation with lead full-time faculty, adjunct faculty are assigned. If additional adjunct faculty are needed, positions are posted and candidates interviewed.

CLASSIFIED/CONFIDENTIAL PROCESS

Vacated Positions

When a position becomes vacant, the area vice president determines whether it is in the best interest of the program/service to fill the position, or to use those funds to establish a different position. The President enters into a discussion with the vice president which considers all relevant data before taking the issue to the Cabinet for further review. The President's final recommendation is taken to the Board of Trustees.

Proposed New Positions

During the Program Review process, departments identify and request new positions based on program/service area needs. The IEC then develops a ranked list that is determined by how well the department uses qualitative and quantitative data to align its request with the district's mission and strategic priorities. The ranking is then forwarded to the Budget and Finance Committee to determine available funds. Results are forwarded to the President's Cabinet to consider additional data. After the Cabinet completes its deliberations, the President presents his/her recommendation to the President's Shared Governance Council. The Council makes its recommendation to the President who in turn makes a recommendation to the Board of Trustees.

CLASSIFIED STAFF		
Year	Total Authorized Positions	% Difference from Prior Year
2008–09	53	–
2009–10	50	-5.66%
2010–11	54	8.00%
2011–12	54	0.00%
2012–13	57	5.56%

MANAGEMENT PROCESS

Vacated Position

When a position becomes vacant, the area vice president collects data as to whether it is in the best interest of the department to fill the position, or to use those funds to establish another position. The data is discussed with the President who considers all relevant information before moving the discussion to the Cabinet. The President takes his/her final recommendation to the Board of Trustees.

Proposed New Position

During the Program Review process, departments identify and request new positions based on program or service needs. The IEC then develops a ranked list (described above) for consideration by the Budget and Finance Committee to determine available funds. Results are forwarded to the President's Cabinet to consider additional data. After the Cabinet completes its deliberations, the information is passed on to the President's Shared Governance Council. The Council makes its recommendation to the President who in turn makes a recommendation to the Board of Trustees.

MANAGEMENT		
Year	Total Authorized Positions	% Difference from Prior Year
2008–09	20	–
2009–10	18	-10.00%
2010–11	17	-5.56%
2011–12	22	29.41%
2012–13	19	-13.63%

The College participates in and monitors the Lake Tahoe Community College District study of small college administrative staffing trends. This data is used to determine if Barstow Community College is within the norms established by the study. This data is used along with other considerations in the decision-making process.

MODIFIED PROCESS DUE TO ECONOMIC DOWNTURNS

When a vacancy occurs, the area vice president discusses with the President whether the position needs to be filled. If the decision is to temporarily leave the position vacant, the vice president and President discuss how to cover the duties without replacing the position:

Option 1: Work is reassigned to another area/employee under the scope of the vice president;

Option 2: Work is completed by a short-term professional expert for a period not to exceed 170 days within a fiscal year for management positions. For classified vacancies, contract language must be followed which states that vacant positions can use substitutes for either 90 or 120 days depending on who fills the position. (See CSEA contract language, Article 18.1.1);

Option 3: Work is discontinued;

Option 4: Work is filled by a permanent part-time employee.

Due to College's inability to meet the requirements of the 50% law in 2012–2013, Barstow Community College realizes it is imperative to be proactive in the management of enrollment and to follow closely the District's budgeting process.

STAFFING PLAN REVIEW

The Staff Development & Excellence Recognition Committee will evaluate the Staffing Plan each fall to ensure that it accurately reflects the shared governance process, and appropriate data is considered in hiring any position. Moreover, the Committee will monitor whether procedures are meeting the goals and strategic priorities of the District. The Committee receives from the Institutional Effectiveness Committee trends in staffing and staffing requests from the annual Program Reviews and uses this information in considering recommendations. Also, the review will identify the strengths and weaknesses of the plan and the committee will recommend appropriate adjustments. If changes are recommended, they will be brought forth to the strategic planning process.

NOTES

The approval of the Board of Trustees must precede the recruitment and hiring of any new personnel, per Board Policies 7110 and 7120. A Staffing Requisition form must be completed and have the appropriate approval signatures before proceeding with the recruitment process. The posting of vacant positions does not need Board approval.