ACCREDITATION MIDTERM REPORT

MARCH 1, 2015
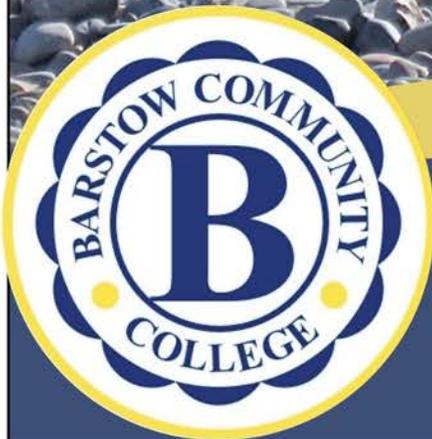
Empowering Students to Achieve Their Personal Best Through Excellence in Education

BARSTOW COMMUNITY COLLEGE

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Accreditation Midterm Report

Submitted by:

BARSTOW COMMUNITY COLLEGE

2700 BARSTOW ROAD

BARSTOW, CA 92311

Submitted to:

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

March 1, 2015

Date: March 1, 2015

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 92327

I hereby certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.
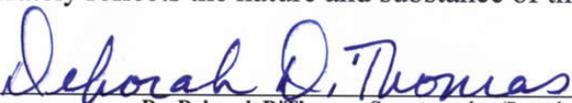
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Dr. Deborah DiThomas, *Superintendent/President*   Date
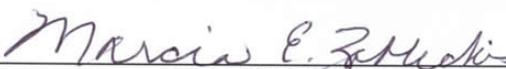
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Marcia Zableckis, *President*, Governing Board   Date

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Charles R. Johnston, *President*, Academic Senate   Date
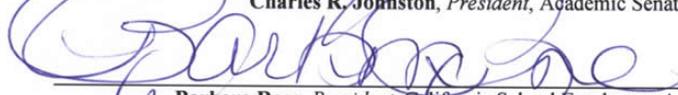
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Barbara Rose, *President*, California School Employees Association   Date
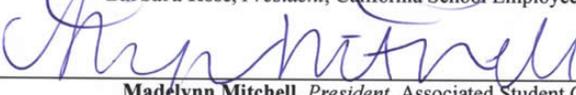
_____   2/27/15
Madelynn Mitchell, *President*, Associated Student Government   Date

_____   02.20.15
Stephen B. Eaton, Ed.S., *Accreditation Liaison Officer*   Date

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Preparation for writing this Midterm Report began shortly after the ACCJC's reaffirmation of accreditation in July of 2014. Barstow Community College was placed on "Warning" for the number and variety of Recommendations from the 2012 Self-Evaluation and the follow-up visit in April of 2013. Faculty members, staff and students worked diligently for two years to address the Recommendations by putting into place processes and evaluation procedures that addressed the concerns of the follow-up reports. This hard work culminated in the ACCJC letter dated July 3, 2014 that states: "The Commission took action to remove Warning and reaffirm accreditation."

The Institutional Effectiveness Committee (IEC) met on August 27, 2014 to discuss the focus and the process of writing the Midterm Report due March 15, 2015. 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 IEC take the lead in these efforts. Some of the most important committees that were an integral part of addressing sustainability were: Academic Senate, President's Cabinet, Distance Education Committee, Student Learning Outcomes Assessment Committee (SLOAC), Program Review Committee, and Staff Development and Excellence Recognition Committee.

The IEC and the ALO developed a timeline and action plans for the completion of the Midterm Report and stressed that broad participation was needed from constituent groups to complete Section 5 (Response to Team Recommendations and the Commission Action Letter) and Section 6 (Response to Self-Identified Issues). Key individuals who were instrumental in writing and/or reviewing major parts of this document include: Stephen Eaton (Vice President of Academic Affairs), Clint Dougherty (Associate Vice President of Human Resources), Carl Yuan (Dean of Research, Development and Planning), Penny Shreve (Dean of Instruction), Nancy Olson (Webmaster), Nance Nunes-Gill (SLO Coordinator), and President Debbie DiThomas. Each committee or individual charged with addressing specific areas of the Recommendations met with the ALO to discuss progress and sustainability of the processes recently implemented.

The initial draft of the Midterm Report was developed from reports from committee chairpersons who detailed progress and sustainability. Beginning in November of 2014, drafts of the Report were distributed to key individuals and committees for review. Follow-up drafts were resubmitted with final approval coming from the Academic Senate, the President's Shared Governance Council and Board of Trustees in February.

The following describes the work the College has done to sustain the progress that was validated by the visiting team's second visit. It also answers the remaining concerns after that visit. The narrative details the College's work to resolve the identified deficiencies and provides ample evidence that Barstow Community College has resolved the deficiencies identified in the External Evaluation Team Report; that the institution meets the Eligibility Requirements, Accreditation Standards and Commission policies; and that the changes/ improvements have been sustained. (EVIDENCE: 2013 Accreditation Follow-Up Report; 2013 Visiting Team Evaluation Report; 2014 Accreditation Follow-Up Report; 2014 Visiting Team Evaluation Report.)

RECOMMENDATION #1

In order to fully meet the standards, the team recommends that the College further define and clarify in sufficient operational detail the conceptual planning models to include responsible positions and parties, timelines, linkages, and ongoing and systematic evaluation of its planning processes (I.A.3, I.B.4, I.B.6, I.B.7).

Background: The team who visited the College in April of 2013 found that the College had addressed this recommendation and met the standards. They wrote: "The College is clearly engaged in evaluating and enhancing this process. These facts, combined with the Board's stated commitment to an integrated system of planning, ensure that the College's efforts in this area will continue." In fact, not only have the College's efforts continued, they have been enhanced.

Sustainability: The year after the more clearly defined planning model was put into place, the College determined that further clarification was needed and additional processes should be included in the participatory governance cycle. The Participatory Governance Handbook was analyzed and each committee was charged to review its name, mission and membership. Each committee reported its recommended updates to the newly formed President's Shared Governance Council (Council). Names of committees were changed to more clearly reflect their mission: Budget and Finance was changed to Business and Finance; Equity was changed to Equal Employment Opportunity and Diversity; Staff Development and Excellence was changed to Professional Development and Recognition; Facilities and Safety was changed to Safety. The planning model no

longer identifies standing committees that are not a part of the strategic planning and/or participatory governance process. After extensive review, the Council recommended to the President's Cabinet an updated Strategic Planning and Communication Process. The Board of Trustees received as information the process at the October 16, 2013 meeting. This process was complete with the publication of the Participatory Governance Handbook in September 2014. (EVIDENCE: Board of Trustees Meeting Minutes: 10/16/13, 7/16/14; Strategic Planning & Communication Process; Program Review Cycle; Participatory Governance Handbook.)

To assure "ongoing and systematic evaluations of its planning processes," the College has published review dates for all planning documents in the Strategic Planning and Communication Process model. The participatory governance committee charged with leading major planning efforts reports on the plan's progress annually to the Council. To assure the viability of the planning processes, members of each committee are surveyed to determine the quality of the committee's efforts and the level of participation of the members. In the spring of 2014, the committees were charged to review survey results and respond accordingly with improvement efforts. The committees discussed improvement plans, committee structures and processes to address concerns. (EVIDENCE: President's Shared Governance Council Meeting Minutes, 8/27/14; Technology Committee Meeting Minutes, 5/15/14; SLOAC Meeting Minutes, 10/03/14.)

Next Steps: Each spring, the committees charged with spearheading the various planning documents will continue to be surveyed to determine the value of their activities during the academic year. Results of the surveys will be communicated to the individual members and then discussed at the final meeting of the year.

In Spring 2014, the Institutional Effectiveness Committee (IEC) piloted this survey project, and results were shared with committee members and the Council. Responses were minimal to robust depending on the committee, so a renewed campaign of training and communication will take place in Spring 2015 to assure complete participation and utilization of results to improve processes.(EVIDENCE: Strategic Planning Process Evaluation Survey.)

Surveys have gone out for Spring 2015 and committees' improvement plans will be brought to the Council. Committee chairs will present their committee's background and progress on a rotating basis at All College meetings to enhance sustainable improvements.

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).

Background: The Visiting Team in April 2014 wrote that "the College has successfully implemented a sophisticated and fully interactive learning management system that enables regular and effective contact between distance education faculty and their students. This new platform also provides reporting and monitoring tools to compile data to assess the levels of faculty and student interaction." Since the team visit, the Instructional Technology Center (ITC) staff, the Distance Education Committee, and the Academic Affairs/Instruction Office continue to work with each other and distance education faculty to improve regular and effective contact through professional development and evaluation of course sections. (EVIDENCE: Moodle Training; Course Contact Evaluations.)

Sustainability: As a subcommittee of the Academic Senate, the Distance Education Committee reviewed the Regular and Effective Contact Rubric, discussed improvements and recommended to the Academic Senate changes to the form to more fully document faculty excellence or need of improvement regarding regular and effective contact. (EVIDENCE: Academic Senate Meeting Minutes, 4/03/14.) The visiting team concluded that "Based on the evidence of all that the College has done over the last year the team believes that the College has fully addressed this recommendation and now meets this standard." The College continues to support professional development to enhance regular and effective contact, has analyzed and implemented its evaluation rubric, and continues to meet this standard. Student evaluations support that regular and effective contact is occurring. (EVIDENCE: Student Surveys.)

A team of staff and faculty attended a workshop sponsored by Victor Valley College focusing on the State's Online Education Initiative and course design. As a matter of course, the Chair of the Distance Education Committee regularly participates in the monthly webinar on Distance Education sponsored by the Chancellor's Office. She has also been a presenter at the 2014 Online Teaching Conference in June in San Diego. Distance Education issues are regularly discussed at the monthly faculty Best Practices meetings.

Next Steps: The College continues to work with vendor CampusEAI to enhance Moodle capabilities. Distance education faculty leaders will continue to attend conferences and webinars to stay in the forefront of pedagogy and technology. Online offerings continue to expand through enhanced hybrid offerings and the College works closely with K–12 districts to enhance educational opportunities in concurrent enrollment and adult education through alternative delivery methods. Moodle training for students has been written and tested. Additional information/tutorials are being developed for all online students. Advanced Moodle training will be in place by Fall 2015.

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.*

Background: After reviewing all of the evidence provided that supports the College's activity in response to Recommendation #3, the visiting team wrote, "Although the institution has resolved this recommendation, it has not had adequate time nor cycle iterations to evaluate or assess its processes and practices to ensure effectiveness. The team is confident that the College will continue to sustain these continuous quality improvement efforts in the future given the commitment and dedication by the institution, its leadership, faculty and staff."

Sustainability: SLO assessment data continues to be loaded into TracDat to automate the College's ability to document improvements in student learning and to inform budget allocation decisions. (EVIDENCE: Reports from TracDat; Selected Budget Allocation Proposals.) After analyzing submitted forms, the Student Learning Outcomes Assessment Committee (SLOAC) worked with faculty and received approval from the Academic Senate to adjust the SLO reporting form to more fully match TracDat data entry screens. (EVIDENCE: Course Level Student Learning Outcomes Assessment Report.) This has made entering results into the software easier for faculty when the system is completely vetted.

As the program review process matures, more and more enrollment and success data is becoming easily available to faculty. In the past, departments had to request this information from various offices, but as of Fall 2014, the Dean of Research, Development and Planning automatically supplied aggregated data to the various departments. This improvement alone has made a tremendous positive impact on the program review process. (EVIDENCE: Instructional Program Review Data 2014.)

Additional data has to be entered into TracDat before longitudinal information can be used, but as Student Learning Outcomes, Administrative Unit Outcomes and Service Area Outcomes are uploaded, all departments will be provided with success information approximately one month prior to program review submission deadlines.

During program review training throughout the summer of 2014, moderators reviewed Service Area Outcomes and Administrative Unit Outcomes, so that non-instructional offices could build and track outcomes for their areas. As an educational institution, we believe that all offices, especially those directly serving students, should implement opportunities for student learning. With this goal, learning objectives are being established. For example, the Admissions and Records office has established the following Service Area Outcomes: 1) Students will successfully utilize their online accounts to access registration, grades, academic standing, and account balances; 2) Students will successfully utilize their generated college email address; 3) Students will demonstrate knowledge of Admissions & Records deadlines. (EVIDENCE: Admissions & Records Program Review 2014.)

As it became more apparent that outcomes assessments were more than assessments regarding classroom activities and were to be measured across the campus in all departments, SLOAC made the recommendation that since its work was more campus-wide, its purpose would be better served as a sub-committee of the IEC rather than a sub-committee of the Academic Senate. At its September meeting, the Academic Senate concurred and the work of SLOAC is now overseen by IEC. (EVIDENCE: Academic Senate Meeting Minutes, 9/18/14.)

Next Steps: SLOAC, the IEC and the Program Review Committee (PRC) will continue to review their processes and reporting forms to assure that staff, faculty and administration are afforded the most efficient and reflective processes to support and assess their work. For example, the Program Review Committee surveyed departments to request ideas on improving the program review process. After analyzing spring survey results, the committee will study its strengths and weaknesses, assess its forms and templates, and make appropriate adjustments as needed. (EVIDENCE: PRC Process Survey.)

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).

Background: The four plans listed in Recommendation #4 have been completed and reviewed in the past year. The visiting team wrote: "The College is on the verge of the first complete annual assessment cycle of the plans. It is clear that the College is committed to evaluating and assessing their planning processes. The College's commitment to an integrated system of planning and evaluation and assessment of their plans guarantee that the College's efforts in this area will continue." The team urged the College to continue its progress towards closing-the-loop on all processes and plans.

Sustainability: The current Strategic Plan expires at the end of the 2014–2015 academic year. At this writing, the IEC has updated the annual assessment of the status of the Strategic Priorities and the subsequent goals, and has created a process to involve all constituency groups in the formation of new Strategic Priorities and new goals to address those priorities. After reviewing the program reviews and Budget Allocation Proposals (BAPs), as well as the mission, vision, Presidential Goals, and the goals of the Board of Trustees, the IEC assembled potential areas to be addressed as priorities. A college-wide retreat is being planned for March 27, 2015 to determine Strategic Priorities and supporting goals for the next two to three years. The proposed priorities and goals will go through the communication and approval process and eventually be presented to the Board of Trustees by the end of the academic year.

Under the new Associate Vice President of Human Resources, the newly formed Equal Employment Opportunity and Diversity Committee reviewed the existing Staffing Plan and noted several areas to be updated. The committee is also focusing on the necessity to compile and analyze data to assure diversity across work-groups campus-wide. (EVIDENCE: EEO and Staff Diversity Committee Meeting Minutes, 9/25/14; 10/30/14.) A draft of an updated plan is in the final stages of completion as of this writing and will be in place before the end of the academic year.

The newly reorganized Professional Development and Recognition Committee, also under the leadership of the new Associate Vice President of Human Resources, has analyzed the Professional Development Plan, is solidifying the process to collect data and will be reporting its progress to the Council in May. Due to new leadership this plan is also under review as to its effectiveness in fulfilling the needs of faculty, staff and administration.

The Facilities Master Plan was reviewed by the Business and Finance Committee and the decision was made to include water mitigation and solar panel installation. After much research, it was determined that both projects were vital to the College's attempt to reduce utility costs and be a leader in reduced energy and water use in the high desert. Water mitigation is already underway and savings will be reported to the Council and Board of Trustees as data is collected. A Request For Proposals will be issued this spring and installation of solar panels will begin in Spring 2016. (EVIDENCE: Facilities Master Plan 2014 Update.)

RECOMMENDATION #5

In order to fully meet the standards, the team recommends that the College establish a systematic evaluation process to generate data that will inform opportunities for improvement in all governance structures, institutional processes, and practices (I.B.7, IV.A.5).

Background: The visiting team in spring of 2013 concluded that the College had addressed this recommendation by establishing a program review process and cycle for the evaluation of all college programs and shared governance processes and structures. Since their visit, the College has implemented an evaluation cycle and revised its program review process, handbook and evaluation procedures, as well as improved its shared governance structure and practices.

Sustainability: As reported for the spring 2014 follow-up visit, the Program Review Committee updated their handbook and modified the program review reporting forms. Due to these updates, the IEC was able to clarify the committee's ranking rubric to align more closely with the Budget Allocation Proposal (BAP) form so that departments could more fully complete their reviews using data to support their goals and action plans. (EVIDENCE: Instructional Program Review Template; Non-Instructional Program Review Template; Program Review Handbook; BAP Rubric.)

Next Steps: At the conclusion of the Fall 2014 review cycle, the Program Review Committee will once again assess the outcomes of the process. With input from the departments, the committee is working on improvements to the forms and rubrics to increase clarity, alignment and efficiencies.

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)

Background: The visiting team in March of 2012 found that the College's Board policies and administrative procedures had not been systematically reviewed. In fact, they found that updates only occurred on an as-needed basis due to mandated legal changes. Several policies and procedures were outdated and the recommendation was to have the College address this concern in this Midterm Report. The College chose, however, to address this issue immediately. At its November 28, 2012 meeting the Board of Trustees accepted as information Administrative Procedure 5013, which details the cycle in which Board policies and procedures will be reviewed. The April 2014 visiting team reported: "…the College has addressed this Recommendation and now meets the standards. The College has established a cycle to systematically review and update Board policies and administrative procedures."

Sustainability: The College is now in its third year of the cycle and is currently reviewing and updating as necessary the sections covering Business and Fiscal Affairs and Human Resources. The College continues to update out-of-sequence policies and procedures due to legislative mandates or Community College League of California (CCLC) requirements or suggestions. Divisions within the College who are most affected by specific Board policies (BPs) and administrative procedures (APs) are charged with reviewing CCLC language and proposing changes to the Vice Presidents. If changes are suggested, the Vice President forwards the updated language to the Council where it is reviewed, and if no further changes are required, the new language is forwarded to the Board of Trustees for action. The Board of Trustees believed that the continuous update of policies and procedures was important enough to set this issue as a Board goal. (EVIDENCE: Board Goals 2014–2015.)

Next Steps: Currently, there are no proposed changes to the process described above and the cycle will proceed as supported.

RECOMMENDATION #7

In order to fully meet the standards, the team recommends that the College refine and fully implement the process which clearly links resource allocation with integrated institutional planning. The team also recommends that the resource allocation and planning process include setting priorities for funding institutional improvements (III.D, III.D.1, III.D.1.a, III.D.1.d).

Background: The April 2013 visiting team concluded that the College had addressed this recommendation and now meets the standards. They wrote: "The College has identified their strategic priorities which link resource allocation to integrated planning." Since that time, the College continues to improve linkages by modifying for clarity the Budget Allocation Proposal (BAP) form to more closely align with program reviews. Also, the Institutional Effectiveness Committee (IEC) modified its rating rubric to indicate to departments the level of importance of certain data and/or narrative elements.

Sustainability: To improve submissions, the Program Review Committee held workshops throughout the summer and early fall of 2014 to provide professional development so departments could thoroughly and honestly indicate where their programs and budget requests connect with the College's stated priorities. Once all BAPs were submitted, the IEC, consisting of members from all constituency groups, ranked each request with how well the corresponding program review demonstrated a need. Also considered is how well the proposal aligns with institutional plans and goals, whether assessment outcomes were discussed, the viability of the action plan describing the implementation of the proposal, and the level of creativity/innovation shown in problem solving. (EVIDENCE: BAP Rubric.)

Each BAP is assigned to five committee members for evaluation. The members individually review and score their assigned BAPs and the scores are tallied. A meeting of the committee is convened to review the overall scores and discuss the outcome. To mitigate bias and the potential influences of superior persuasive writing abilities, the committee as a whole discusses the initial ranking. This is to determine whether investing in the top ranked proposals would assist the College in addressing its priorities. If lower ranked proposals are viewed as potentially more effective in addressing the College's priorities, they are moved higher on the list through consensus. (EVIDENCE: 2014 Prioritized Budget Allocation Proposals from IEC.)

The prioritized list is then forwarded to the Business and Finance Committee. This committee has identified four criteria in reviewing BAPs: 1) Is the BAP a onetime expense or an ongoing cost to the College; 2) Does it support the numerator of the 50% law calculation; 3) Does it support the College's mission, strategic priorities and student success; 4) other. These designations are added to the IEC's spreadsheet of rankings and forwarded to the President's Cabinet for further discussion. (EVIDENCE: 2014 BAP Funding Update from Business and Finance Committee.)

If funds are identified prior to the end of the fiscal year, BAPs requesting one-time expenditures are reviewed for possible purchase. Otherwise, BAPs are considered for inclusion during the spring budget building process.

Next Steps: As with all committees, both the IEC and Business and Finance Committees will review their processes in the spring and report to the Council their progress in sustaining continuous quality improvement. Both committees make adjustments as needed.

RECOMMENDATON #8

In order to fully meet the standards, the team recommends that the College establish funding priorities that clearly links to the institutional goals, strategic priorities and mission statement. The team also recommends that items which impact student learning are given funding priority. (I.B, I.B.3, I.B.4, I.B.6, III.D.3, III.D.l, III.D.l.a, III.D.l.b).

Background: At the conclusion of their April 2013 visit, the team wrote: "The team believes that the College has addressed this Recommendation and as a result meets the standards. The College has established funding priorities that clearly links [sic] to the institutional goals, strategic priorities and mission statement." The team went on to write that the College has made tremendous progress in this area. Closely related to Recommendation #7, the College embedded in the program review, institutional planning and budget allocation process, ways to clearly identify linkages between requests, strategic priorities and budget allocations.

Sustainability: In the spring of 2014, the Business and Finance Committee clarified its process in identifying funding priorities by establishing four areas of review: 1) one-time funding; 2) support of classroom instruction impacting the numerator of the 50% obligations; 3) supports student success; 4) other. These identifiers, as well as other efforts to establish systematic processes makes it "clear that the College has made tremendous progress in this area and that this process will continue to be enhanced and improved." (EVIDENCE: Budget and Finance Committee Meeting Minutes, 2/5/14; 2014 BAP Funding Update from Business and Finance Committee.)

Next Steps: As stated in the next steps for Recommendation #7, the Business and Finance Committee will evaluate the effectiveness of its efforts each spring. The committee, made up of faculty, administration, classified staff and one student, meets regularly to help guide the college in remaining true to its mission and goals as it also considers its financial health.

RECOMMENDATON #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).

Background: The College asked the April 2014 visiting team to review progress made on this Recommendation even though the ACCJC required a response from the College in this Mid-Term Report. The visiting team reviewed the checklist used to evaluate contracts and wrote: "The checklist requires that each contract demonstrates alignment with the mission statement and to at least one of the Board goals and one strategic priority." In the conclusion, they wrote: "The team believes that the College has addressed this Recommendation and now meets the standards. The College has established a procedure to ensure that all contracts are in alignment with the College's mission and goals."

Sustainability: The College decided to expand this contract review process to also include the review of grants. With the growing complexity of contracts and grants, it was decided that an expanded checklist was necessary to assure that the acceptance of certain contracts and grants did not have an unmanageable impact on various operations across campus. The new checklist includes signature requirements from the business services, maintenance and operations, and information technology departments. This assures that hidden costs and workloads are identified prior to acceptance of any grant or contract. (EVIDENCE: Grant/Contract Assessment Form.)

Next Steps: The College will apply the Contract/Grant Checklist to each contract and grant under consideration. Once the checklist is completed, the Cabinet will advise the President about potential impacts, positive or negative, on the institution.

RECOMMENDATON #10

In order to fully meet the standards, the team recommends that the College clarify institutional priorities and streamline the budget process to insure that the result of program reviews are closely aligned with all institutional goals (I.B, I.B.3, I.B.4, I.B.6, III.D.3).

Background: The College reviewed its Strategic Priorities, established goals to achieve those priorities, and established linkages in the program review process to assure that budget allocations supported those priorities and goals. After reviewing the College's new processes and interviewing various personnel, the team wrote: "The team believes that the College has addressed this Recommendation and now meets the standards. The College has clarified its institutional priorities in their strategic plan. The College's Planning and Program Review Cycle insures that the program reviews are aligned with the strategic plan is [sic] which in turn links planning to resource allocation incorporated into the annual budget cycle. The College is committed to evaluating and refining this process as the cycle is completed and assessed." The College's commitment to an integrated system of planning guarantees that the College's efforts in this area will continue. (EVIDENCE: Instructional Program Review Template; Non-Instructional Program Review Template.)

Sustainability: Each year, the various constituent committees review their involvement in planning, their focus on the College's goals and mission, and their own committee goals and communication. (EVIDENCE: Strategic Planning Process Evaluation Survey.) During the 2013–2014 academic year, the College reinforced its commitment to integrated planning by enhancing its participatory governance and communication model. This model now clearly shows the process in which various plans are reviewed and suggested changes are taken through the governance groups. As described earlier, program review forms, Budget Allocation Proposals and rating rubrics have enhanced the connection between institutional goals and the budget process. This streamlined approach allows the Business and Finance Committee to efficiently move budget requests forward to the Cabinet and President. (EVIDENCE: Strategic Planning & Communication Process.)

Next Steps: As with all processes and committee work, the work described above is reviewed annually by the various committees and changes are proposed and go through the approval process.

RECOMMENDATION #11

In order to meet the standards and address the previous recommendation, the team recommends that the College develop a method that provides a direct linkage in the planning process to the resource allocation process for technology and distance education, and secure an identifiable, stable and ongoing budget for those activities (III.C .l.a, III.C.l.d).

Background: As established through addressing concerns in other areas, the College has also put into action assurances that direct linkages are in place in the planning process to enhance technology and distance education. The visiting team wrote: "The College has identified an annual set aside amount for technology and distance education. The college recognizes that a majority of their class offerings are online and has dedicated support for that infrastructure. They have made a great deal of movement towards a systematic schedule to replace outdated technological equipment."

Sustainability: The College continues to review its Technology Plan as evidenced by the Technology Committee's annual review of the plan. The Director of Information Technology, a position that has been vacant for ten years, has focused the committee and staff on the College's infrastructure and security. An analysis of the vulnerabilities in our system was conducted with the help of reports from a security test by the Chancellor's Office and a "Heartbleed Test" of our network. At their September and October meetings, the Committee reviewed several intrusion detection systems and chose Check Point to recommend for purchase. (EVIDENCE: Technology Committee Meeting Minutes, 9/25/14; 10/30/14.)

The Distance Education Committee meets monthly to review issues in distance education, and the Instructional Technology Center performs an annual program review to assure continuous quality improvement and to request equipment, software and professional development. The strength of the College's Distance Education program is evidenced by acceptance into the Chancellor's Office Online Education Initiative (OEI). (EVIDENCE: Acceptance Letter for OEI.)

The Academic Affairs Office reviewed program reviews and conducted informal surveys and determined that technology in the classroom needed upgrading. Instructional Equipment money continues to be used to replace aging computers.

Next Steps: The College's commitment to the review initiatives is well established and an integral part of the culture. Growing collaborations with other colleges' Career and Technical Education programs and with local K–12 school districts to fulfill initiatives of the California Community College Chancellor's Office demand that technology and distance education programs be current and well supported. The establishment of the Grant/Contract Assessment Form aids in the needs assessment of emerging programs.

RECOMMENDATION #12

In order to fully meet the standards, the team recommends that all College units develop systems to completely implement and sustain program review across the institution resulting in appropriate improvements in student achievement and learning (I.B.3, I.B.7, II.A.1, II.A.1.a, II.A.1.b, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.1, IV.A.5, IV.B.2.b).

Background: After the April 2013 visit, the team wrote: "The team believes the college has addressed this recommendation and now meets the standards. There is a Program Review Template for all College Programs, almost all College Programs have an up-to-date program review, and there is a mechanism in place for ensuring that the College's work in this area will continue." The continuing work to which the team references is led by the Institutional Effectiveness Committee (IEC). Meeting bi-weekly or weekly as needed, the IEC reviews its processes. These processes include scheduled training, providing feedback, making suggestions in areas needing further review and instruction on enhancing linkages to the College's priorities and mission.

Sustainability: Through the work of the IEC's program review sub-committee, the IEC tracks trends affecting the entire college and reports these trends to the President's Shared Government Council and President's Cabinet. The IEC also reviews requests for new budget allocations, (Budget Allocation Proposals [BAPs]), and ranks them according to the stated linkages to the College's priorities and mission. This ranking is then forwarded to the Business and Finance Committee for their input as described under Recommendation #8. This process, as well as others described in this report, indicates how well the College has progressed in its creation of programs and procedures, and on-going improvement strategies that sustain quality improvement. (EVIDENCE: IEC General Observations Report 2014; 2014 BAP Funding Update from Business and Finance Committee.)

Next Steps: The College remains committed and enthusiastic about the processes for improvement that have been established in the last several years. New initiatives are under the supervision of established committees and will receive the same scrutiny as any other program on campus.

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 dialog about institutional effectiveness (I.B.2, I.B.3, I.B.4, I.B.5).

Background: Over the two years that the College has been addressing this recommendation and reviewing its strategic and communication processes, all committees and constituency groups have worked hard to renew involvement, strengthen reporting structures, and increase participation in college-wide meetings and other events that improve the effectiveness of dialogue regarding who we are and what we do.

The visiting team in April of 2014 wrote: "Based on evidence and interviews, it is clear that the institution is utilizing focused and strategic opportunities to encourage dialog regarding institutional effectiveness. In particular, the use of all-college meetings that are held monthly aim to create an institutional forum for faculty, staff, and classified participation in discussions regarding planning, professional development, and trainings." In an atmosphere of sustained continuous quality improvement, the President's Shared Governance Council (Council) continues to use a bottom-up approach as they recommend to the President agenda items that garner excitement and enthusiasm.

In concluding their remarks for Recommendation #13, the team wrote: "The Team believes that the College has made significant progress regarding the implementation of this recommendation and now meets the standard. Given the time since the last follow up visit, the College provided ample evidence and support that the College has been committed to ensuring that institutional dialog is systematic and ongoing. The College continues to increase the opportunities for enhanced dialog about institutional effectiveness." The Team went on to express assurance that the College will be able to close-the-loop on this process to finalize a cycle of implementation. The visiting team wrote: "With the tremendous progress that has been made and by continuing to follow their established process and timelines for assessment activities the College has demonstrated that it has met this standard."

Sustainability: To close-the-loop on the communication process, the College surveyed all of the various committee members to evaluate their feelings on

whether substantial dialog took place to increase institutional effectiveness. Although the response rate for some committees was low, the Committees were charged with discussing the results to determine the current status of communication and participation and most importantly, present improvement strategies if needed. The survey results and meeting minutes will serve as a baseline for further discussions on the effectiveness of the College's communication strategies. (EVIDENCE: President's Shared Governance Council Meeting Minutes, 8/27/14; Technology Committee Meeting Minutes, 5/15/14; Student Learning Outcomes Assessment Committee Meeting Minutes, 10/3/14.)

Each member of the Council is charged with reporting back to their constituency group information discussed and decided upon at Council meetings. The members of the Council consist of three faculty members (the President of the Academic Senate, the President of the Barstow College Faculty Association and one at-large faculty member), three classified employees (the President of the Classified School Employees Association [CSEA], the Vice President of the CSEA, and one at-large employee), and three students (the Student Board of Trustees member, the President of the Associated Student Government and one at-large student member). The Superintendent/President chairs the Council and the members of the President's Cabinet serve as advisors.

The Council meets monthly to discuss items of importance that have impact on the entire College and makes recommendations to the President on matters to be taken to the Board of Trustees and procedures to be implemented to sustain quality improvement. Meetings are scheduled to precede All College meetings so timely input to the agenda and responses can be communicated to the wider College constituency groups. (EVIDENCE: All College Minutes; President's Shared Governance Council Meeting Minutes.)

Next Steps: The challenge of keeping All College meeting agendas participatory and not solely information sharing is ongoing. With widespread participation on committees, participation and information sharing can become redundant. When faced with the question of whether All College meetings were worthwhile, the Council unanimously agreed they should continue. The Council and Cabinet continue to explore agenda items that engage attendees so that attendance remains at high levels. At recent meetings, presenters have been asked to provide an activity for attendees that demonstrate actual elements of the processes people might encounter.

The work the College has performed in responding to the thirteen Recommendations identified by the visiting team thoroughly addresses the Improvement Plans (formerly Planning Agendas) detailed in the Self-Evaluation of 2012. Therefore, rather than listing separately each self-identified Improvement Plan, they are grouped by theme under the Standard in which they appeared. Each theme is then identified with the Recommendation and the College's improvement action.

Standard I – Institutional Mission and Effectiveness

The College wrote in 2012: "The College continues to augment its commitment to improving institutional effectiveness by dedicating further human and financial resources to this function of the College. The College considers the creation of a formal department of institutional effectiveness staffed with a planning assistant and research analyst to facilitate the use of outcomes assessment results and the implementation of program review results into college-wide processes."

The College's confidence that the implementation of an institutional effectiveness office would substantially improve effectiveness and program reviews did not fully mature until after the ACCJC visit. The responses to Recommendations 1, 4, 5, 7, 8, 9, 10, 11, 12 and 13 show that the College has put into place processes that sustain quality improvement. The College put into practice a new strategic planning and communication model, required linkages between outcomes assessment and budgeting, and improved the program review process, which includes all non-instructional departments. The College reassigned a member of the classified staff to assist the Dean of Research, Planning and Development and that position is in the process of being permanently added to the organization.

These new processes and the evidence of sustainability described in the responses to the Recommendations, led the visiting team to declare after their third visit that the College had addressed the Recommendations and was now meeting Standard I.

Standard II – Student Learning Programs and Services

The College listed nine Improvement Plans under Standard II. They are grouped in three areas: communication with students, curriculum alignment, and improved use of technology. All three areas have been addressed and processes have been embedded in the College's culture since the publication of the 2012 Self-Evaluation.

Communication with students listed three areas of concern: 1) student satisfaction with course delivery methods, 2) follow-up research on employment and licensure pass rates, and 3) expanded use of the website to improve communication. Although the College did not pursue improvement plans as detailed in the Self-Evaluation, it did move forward on addressing these concerns.

1. The College has created and approved the use of hybrid delivery to increase the number of ways course sections are offered to students. Hybrid sections have become popular and the number of disciplines offered continues to grow. Also, the faculty are actively pursuing additional technology to grow the number of courses delivered in two locations at once through satellite connections. Also, through the participation in the Ramp Up grant, the College is working with Victor Valley College and the Barstow Unified School District to create an "Immersion Classroom" which will connect the three locations to provide enhanced offerings in the Career and Technical Education field and concurrent enrollment.

2. Research on employment of students after attending Barstow Community College and the tracking of licensure pass rates continues to be a challenge. The College works closely with Advisory committees and local business and industry to put into place strategies to capture this data. The Chancellor's Salary Surfer only captures ten or more completers, and like many small colleges, Barstow Community College does not graduate enough students to meet this requirement. In addition, many national certifying organizations do not share pass rates with colleges, only with students who must self-report. The College will work closely with the Chancellor and State agencies as new initiatives come forward.

3. The College's new website was launched in February of 2015. In coordination with the new website, a college portal will be introduced. The portal will offer student chat room, FAQs, discussion boards, and a myriad of options to allow students and staff to keep informed.

The second theme found in Improvement Plans in Standard II is curriculum alignment. This focuses on the alignment of course and program outcomes. The College's outcome assessment process has matured greatly in the past several years. Program Learning Outcomes have been reviewed and are reexamined as course Student Learning Outcomes are updated. The College has also been working with local K–12 school districts through various grants and with "Dinner and Dialogue" meetings to align curriculum between the College and the high schools. Also, in an effort to increase curriculum alignment, "Articulation of Curriculum for CTE" meetings have been held with local high schools and representatives from county social service agencies.

The remaining theme of improvement plans under Standard II is the increased use of technology. The College has invested a great deal of money in technology over the past several years to enable it to better track assessment and be more effective in serving students. As mentioned earlier, the new Director of Information Technology has been invaluable in coordinating efforts to upgrade security and install new software to increase the College's effectiveness. Outcomes assessments are now tracked and reported in TracDat. The College has also purchased SARS to assist counselors in scheduling and monitoring student educational plans. DegreeWorks has now been loaded and the College is working with consultants to populate all student and program fields to assist with educational plans and graduation audits.

Standard III – Resources

The College listed twenty-two Improvement Plans regarding resources. Three themes emerge: policy, planning, and increased professional development and staffing. As the College introduced processes to address the Recommendations from the visiting team, the plans listed in Standard III were resolved.

Three of the four sub-areas of Standard III: Human Resources and Financial Resources also mentioned the need to update Board policies and administrative procedures, which has been resolved through the work detailed under Recommendation #6. All Board policies and administrative procedures are on a review cycle – most of which have been reviewed or updated in the last two years.

Each area cited the need for increased planning to include the collection of data and the need to show linkages between suggested improvement and the College's priorities and goals. The fulfillment of these improvement plans is fully described in the responses to Recommendations 1, 5, 8, 10, 11 and 12. The College has implemented data and program review informed planning that demands linkages to institutional goals. Also of concern was the need to increase participation and communication during planning processes. The College has included in each proposed grant, program, or improvement proposal the need to communicate with staff from all departments that may be impacted by changes or increases in workload. The College also has begun a cycle of review for all College-wide plans as detailed in the Strategic Planning and Communication model.

Several Improvement Plans focused on the need for increased staffing and the professional development of current staff. The new program review process offers each department a way to include data and narrative to support the need for increased numbers of faculty and staff. The administration of the College is well aware of the lack of personnel in several departments. As funding becomes more available, the priority of which department receives additional support will be derived from input of the IEC, Business and Finance Committee and the President's Cabinet. The professional development of staff and faculty is addressed in the new Professional Development Plan described under Recommendation #4.

Standard IV – Leadership and Governance

The College listed four Improvement Plans in Standard IV. No theme emerges but each has been addressed either as a result of direction from a Recommendation or actions already taken.

The first stated Improvement Plan was to augment leadership channels by bringing best practices to the college and to cultivate new leaders from existing personnel. The current President has instituted a Leadership Academy to grow future leadership from within the College. The year-long academy which started in early fall 2014 meets monthly to instruct members of the faculty and staff in community relations, state and federal laws and regulations, district policies and procedures and leadership skills. Leaders from both outside the institution and from within present information on a wide variety of topics to inform attendees of the challenges and benefits of assuming a leadership position. Also, with the newly established Strategic Planning and Communication Plan, committee participation has increased and leaders are emerging to shepherd processes that are increasing efficiencies across the College.

The second Improvement Plan stated that the College would continue to explore implementing BoardDocs. Purchased in 2013, BoardDocs is now fully functional allowing approved members of the staff and Board of Trustees members to upload, store and download agendas and documents, saving time and duplication of effort.

As mentioned in other Standards, Leadership and Governance also indicated a need to review and update Board policies as needed. As described under Recommendation #6, a cycle of review has been established and is underway.

The final Improvement Plan listed in the 2012 Self-Evaluation is the implementation of a proposed staffing and reorganization plan as the budget allows. No large-scale reorganization has taken place. Budget restraints have kept staffing at minimal levels. With new leadership in place and the prospect of increased funding, the process has begun to examine current divisional organization charts and determine where services are lacking and, through the participatory governance process, propose changes.