

Stephen Eaton

From: support@accjc.org
Sent: Tuesday, April 15, 2014 5:02 PM
To: Deborah Brown Dithomas
Cc: Stephen Eaton
Subject: ACCJC - 2014 Annual Report Submission

This confirms that your 2012-2013 Annual Report to ACCJC was submitted by Dr. Deborah DiThomas <ddiThomas@barstow.edu> on 04/15/2014.

Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



2014 Annual Report Final Submission

04/15/2014

Barstow Community College
2700 Barstow Road
Barstow, CA 92311

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Stephen B. Eaton
3.	Phone number of person preparing report:	760-252-2411, ext. 7224
4.	E-mail of person preparing report:	seaton@barstow.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.barstow.edu/Academics/catalog/13/catalog13.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.bcconline.com/
6.	Total unduplicated headcount enrollment:	Fall 2013: 3,373 Fall 2012: 3,051 Fall 2011: 2,289
7.	Total unduplicated headcount	3,154

	enrollment in degree applicable credit courses for fall 2013:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,032
9.	Number of courses offered via distance education:	Fall 2013: 107 Fall 2012: 115 Fall 2011: 124
10.	Number of programs offered via distance education:	2
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 2,082 Fall 2012: 1,736 Fall 2011: 1,927
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: n/a Fall 2011: n/a
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	Yes

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	64%									
14b.	Successful student course completion rate for the fall 2013 semester:	68.2%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>0</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>50</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>20</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	0	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	50	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	20
a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	0									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	50									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	20									
16a.	Number of students (unduplicated) who received a	254									

	certificate or degree in the 2012-2013 academic year:				
16b.	Number of students who received a degree in the 2012-2013 academic year:		244		
16c.	Number of students who received a certificate in the 2012-2013 academic year:		10		
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?		50		
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:		193		
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?		No		
18b.	If yes, please identify them:		n/a		
19a.	Number of career-technical education (CTE) certificates and degrees:		13		
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:		1		
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:		1		
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:		1		
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
	Cosmetology	12.04	state	75 %	72 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	
	Cosmetology	12.04	25 %	24 %	
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard	
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).				

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	336
	b. Number of college courses with ongoing assessment of learning outcomes	336
	Auto-calculated field: percentage of total:	100
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	41
	b. Number of college programs with ongoing assessment of learning outcomes	41
	Auto-calculated field: percentage of total:	100
26.	Courses	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	28
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	24
	Auto-calculated field: percentage of total:	85.7
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	http://www.barstow.edu/outcomes/default.htm
28.	Number of courses identified as part of the GE program:	45
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	45
32.	Number of Institutional Student Learning Outcomes defined:	4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning	100%

	Outcomes mapped to those programs (courses) and activities (student and learning support activities).	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).	

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).	
	As Barstow Community College matures with SLO, PLO, and ILO alignment, we are learning to aggregate and analyze. Alignment efforts have resulted in enhanced tutorial services and increased distance education enhanced modules in face-to-face pedagogy.	

37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).	
	Assessment results are posted on the website, discussed at faculty All Division and Best Practice meetings, analyzed at Saturday workshops and used in Program Reviews to determine budget allocations. Faculty use results to enhance or change their syllabi and pedagogy and to influence activities at the Tutoring Center.	

38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).	
	As previously stated, assessment results are embedded in Program Review and must align with Budget Allocation Proposals.	

39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).	
	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.”

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: n/a 2010-11: n/a
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Mission/Objectives Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	We are currently reviewing the College's Mission, and contemplating additional programs.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Fort Irwin, CA
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC
10 Commercial Blvd., Suite 204
Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234
to click an embedded link.