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2015 Annual Report REVIEW

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 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:	www.barstow.edu
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.barstow.edu/accredit.html
6.	Total unduplicated headcount enrollment:	Fall 2014: 3,845 Fall 2013: 3,373 Fall 2012: 3,051
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	2,869
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,044
9.	Number of courses offered via distance education:	Fall 2014: 107 Fall 2013: 107 Fall 2012: 115
10.	Number of programs which may be completed via distance education:	10
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 2,328 Fall 2013: 2,082 Fall 2012: 1,736
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer										
14a.	What is your Institution-set standard for successful student course completion?	70 %										
14b.	Successful student course completion rate for the fall 2014 semester:	74.2 %										
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. <i>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.</i></p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>233</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>0</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>0</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	233	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?	0	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?	0	
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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?	0										
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?	0										
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	322										
16b.	Number of students who received a degree in the 2013-2014 academic year:	308										
16c.	Number of students who received a certificate in the 2013-2014 academic year:	14										
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?	151										
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	175										
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:	16										
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:	0										
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0										
20.	<p>2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Cosmetology</td> <td>12.04</td> <td>state</td> <td>75 %</td> <td>72 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	Cosmetology	12.04	state	75 %	72 %
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Cosmetology	12.04	state	75 %	72 %								

21.	<p>2012-2013 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:</p> <table border="1" data-bbox="354 247 1344 373"> <thead> <tr> <th data-bbox="354 247 873 331">Program</th> <th data-bbox="873 247 1019 331">CIP Code 4 digits (##.##)</th> <th data-bbox="1019 247 1182 331">Institution set standard (%)</th> <th data-bbox="1182 247 1344 331">Job Placement Rate (%)</th> </tr> </thead> <tbody> <tr> <td data-bbox="354 331 873 373">Cosmetology</td> <td data-bbox="873 331 1019 373">12.04</td> <td data-bbox="1019 331 1182 373">25 %</td> <td data-bbox="1182 331 1344 373">24 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	Cosmetology	12.04	25 %	24 %
Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)						
Cosmetology	12.04	25 %	24 %						
22.	<p>Please list any other institution set standards at your college:</p> <table border="1" data-bbox="354 457 1344 583"> <thead> <tr> <th data-bbox="354 457 665 541">Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th data-bbox="665 457 1166 541">Definition</th> <th data-bbox="1166 457 1344 541">Institution set standard</th> </tr> </thead> <tbody> <tr> <td data-bbox="354 541 665 583">Student Course Retention</td> <td data-bbox="665 541 1166 583"></td> <td data-bbox="1166 541 1344 583">87.5</td> </tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	Student Course Retention		87.5		
Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard							
Student Course Retention		87.5							
23.	<p>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 (1,350 character limit, approximately 250 words).</p> <div data-bbox="354 741 1344 835" style="border: 1px solid black; padding: 5px;"> <p>Setting institution-set standards used five academic years of data. The means and standard deviations (SD) were calculated using: Standard Error or SE = SD/sqrt[n] where n is the sample size, or total of sections.</p> </div>								

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. 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. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer									
24.	<p>Courses</p> <table border="1" data-bbox="289 1276 1282 1407"> <tr> <td data-bbox="289 1276 341 1323">a.</td> <td data-bbox="341 1276 1128 1323">Total number of college courses:</td> <td data-bbox="1128 1276 1282 1323">336</td> </tr> <tr> <td data-bbox="289 1323 341 1369">b.</td> <td data-bbox="341 1323 1128 1369">Number of college courses with ongoing assessment of learning outcomes</td> <td data-bbox="1128 1323 1282 1369">336</td> </tr> <tr> <td data-bbox="289 1369 341 1407"></td> <td data-bbox="341 1369 1128 1407">Auto-calculated field: percentage of total:</td> <td data-bbox="1128 1369 1282 1407">100</td> </tr> </table>	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	
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25.	<p>Programs</p> <table border="1" data-bbox="289 1491 1282 1669"> <tr> <td data-bbox="289 1491 341 1564">a.</td> <td data-bbox="341 1491 1128 1564">Total number of college programs (all certificates and degrees, and other programs as defined by college):</td> <td data-bbox="1128 1491 1282 1564">34</td> </tr> <tr> <td data-bbox="289 1564 341 1627">b.</td> <td data-bbox="341 1564 1128 1627">Number of college programs with ongoing assessment of learning outcomes</td> <td data-bbox="1128 1564 1282 1627">34</td> </tr> <tr> <td data-bbox="289 1627 341 1669"></td> <td data-bbox="341 1627 1128 1669">Auto-calculated field: percentage of total:</td> <td data-bbox="1128 1627 1282 1669">100</td> </tr> </table>	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	34	b.	Number of college programs with ongoing assessment of learning outcomes	34		Auto-calculated field: percentage of total:	100	
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b.	Number of college programs with ongoing assessment of learning outcomes	34									
	Auto-calculated field: percentage of total:	100									
26.	<p>Student and Learning Support Activities</p> <table border="1" data-bbox="289 1759 1282 1938"> <tr> <td data-bbox="289 1759 341 1827">a.</td> <td data-bbox="341 1759 1128 1827">Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):</td> <td data-bbox="1128 1759 1282 1827">28</td> </tr> <tr> <td data-bbox="289 1827 341 1894">b.</td> <td data-bbox="341 1827 1128 1894">Number of student and learning support activities with ongoing assessment of learning outcomes:</td> <td data-bbox="1128 1827 1282 1894">24</td> </tr> <tr> <td data-bbox="289 1894 341 1938"></td> <td data-bbox="341 1894 1128 1938">Auto-calculated field: percentage of total:</td> <td data-bbox="1128 1894 1282 1938">85.7</td> </tr> </table>	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	
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 instructional programs:	http://www.barstow.edu/institutional_effectiveness.html
28.	Number of courses identified as part of the general education (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 <i>Student Learning Outcomes</i> :	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 Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %
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 (1,350 character limit, approximately 250 words).	
<p>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.</p>		
36.	<p>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 (1,350 character limit, approximately 250 words).</p>	<p>The process of aggregating and analyzing outcomes is reaching maturity but still in a development stage. Outcomes are now imbedded in departmental program reviews and clearly linked to budget allocations.</p>
37.	<p>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 (1,350 character limit, approximately 250 words).</p>	<p>Assessment results are posted on the website, discussed at faculty meetings, analyzed at Saturday workshops and used in Program Reviews. Faculty use results to enhance or change their syllabi and pedagogy which is evident in Program Reviews.</p>
	<p>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</p>	

38.	<p>reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>As previously, stated, assessment results are embedded in Program Reviews which include non-instructional departments. Workshops for Program Review construction as well as analysis of data occur year-round.</p> </div>
39.	<p>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 (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>There were 28 degrees awarded in Natural Science and Mathematics in 2012]2013. The faculty member responsible for gathering and analyzing PLO data accepted a new position prior to the start of Fall 2013. The new faculty member has been unable to find the PLO data for 2012]2013. It is recommended that the Natural Science and Mathematics program faculty discuss as soon as possible and no later than by the end of the Fall 2013 how future PLO data will be gathered, analyzed, and stored. The goals for the next assessment cycle include continuing to assess the needs of the students to best provide opportunities for success. Biology faculty have been asked to help pilot TracDat. The data gathered should help faculty better understand the dynamic needs of students, continuously gather assessment data, and better align program goals with institutional goals. In reflection of student learning outcomes for courses that were offered we are demonstrating a slight decrease of understanding of SLOs #1 and #3 for CHLD 4 by 4% and 5% respectfully, maintaining 100% for SLO #2. For CHLD 6 we had a slight decrease of 2% for SLO #1, and increase of 6% for SLO #2 and increase of 1% for SLO #3. For the following courses: CHLD 9, 11A, 14, 20, 25 and 80 (49) the students are dem</p> </div>

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:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

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:	Ft. Irwin, CA
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

Go To Question #: 2 ▼

REVIEW/EDIT

The Annual Report must be certified as complete and accurate by the CEO (Dr. Deborah DiThomas). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for

certification.

Only the CEO may submit the final Annual Report.

Send e-mail Notification to CEO to certify report

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