STANDARD II

STUDENT LEARNING PROGRAMS AND SERVICES
**STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

**Co-Chairs:** Bill Orr, Ed.D., Administration  
Cal Brinkerhoff, Administration

**Standard II A: Instructional Programs**

**Sub-Chair:** Penny Shreve, Faculty  
**Sub-Chair:** David Grossman, Administration  
Lewis Goldstein, Faculty  
Elizabeth Locke, Classified  
Sally VanDenBerg, Faculty  
Linda Yuhas-Bedell, Adjunct Faculty  
Olivia Zdanczewicz, Associated Student Body

**Standard II B: Student Support Services**

**Sub-Chair:** Heather Caldon, Management  
Randy Christensen, Counselor  
Danielle Cordova, Classified  
Joann Garcia, Management  
Phil Harris, Board of Trustees  
Lynna Heiden, Counselor  
Wendy Packer, Classified  
Wanema Yniguez, Classified

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

**Sub-Chair:** Kyri Freeman, Faculty/Librarian  
Christie Firtha, Ph.D., Faculty  
Peggy Greeno, Counselor  
Melissa Meadows, Classified  
Jill Murphy, Faculty  
Nancy Nunes-Gill, Faculty
STANDARD II A: INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Introduction

In the 2006 Final Evaluation Report, the accreditation team concluded that the College had substantially met the provisions of this standard. The College has continued to work on the full implementation of the student learning outcomes assessment process. The College has met the Final Evaluation Report’s Recommendation #4 with the development of a comprehensive assessment plan for the course, program, and institutional levels (see: 2006 Final Evaluation Report, p. 4). In addition, the Academic Senate approved an SLO Handbook to institutionalize and operationalize the expectations of faculty/staff with the assessment process.

The Final Evaluation Report indicated that program reviews for instructional programs had been completed and included in the Educational Master Plan (see: 2006 Final Evaluation Report, p. 25). BCC has been undertaking program review in career and technical education on a two-year cycle since the 2006 Final Evaluation Report. The college had developed and implemented program review as defined by Title 5 regulations. These reviews were completed within disciplines and departments.

At an All-Division meeting in November 2009, the former vice president of academic affairs presented to the faculty a new discipline/department program review template. During this particular meeting and at a subsequent meeting, the college researcher reviewed the Academic Senate for California Community Colleges white paper Program Review: Setting a Standard and the ACCJC’s Rubric for Evaluating Institutional Effectiveness – Part I: Program Review. This presentation sparked a debate on what is the definition of an educational program that meets the Commission’s expectations and accreditation standards (see: Program Review Presentation, p. 4). Subsequently, the College met with some faculty resistance to changing their perspective on the BCC program review process.
The Student Learning Outcomes Assessment Committee analyzed the Commission’s Program Review and Student Learning Outcome rubrics to determine the level of campus engagement in the program review and student learning outcomes process. The committee determined that to enhance the process, the college needed to look at degrees, certificates, and pathways. The college hired faculty members as degree, certificate, and pathway (DCP) coordinators to facilitate educational program review and program level assessment. This innovative concept has enhanced the engagement among faculty at the course, program, and institutional levels.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Barstow Community College instructional programs are of high quality, consistent with the mission of the institution, and uphold the College’s integrity at all locations where classes are offered and through all means of lesson delivery. The mission requires the College to provide:

- Comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.
- Career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace; and
- Basic skills instruction to assist all students in meeting their educational goals (see: BCC Mission Statement).
The College provides courses at a variety of locations closer to some students’ work and home lives, including Fort Irwin Education Center, Barstow High School, Central High School, Silver Valley High School, Career Education and Workforce Development Center (fall 2011), Excelsior Charter School (Victorville), and Silverado High School (Victorville) (see: MOU with Excelsior). Moreover, the College offers grant supported online courses in automotive technology with rural high schools.

**Transfer Function**

All programs and certificates include a review and approval of course and program outlines by the College’s technical review committee, vice president of instruction, and the Academic Senate’s curriculum committee. The information provided by these outlines include course objectives, student learning outcomes, course topics, requirements for critical thinking, expected writing assignments, and assignments that may be used to illustrate student learning. The general education pathway is designed to meet the transfer function of the College mission. Some programs include courses that are articulated with four-year institutions and others incorporate learning communities to provide extra support for successful completion of required coursework.

The variety of degrees and pathways reflect the College’s effort to meet students’ educational goals, which are reflected in the college’s educational pathways (Basic Skills, General Education, Transfer, Career Technical Education, Humanities, Social Science, Natural Science/Math, Physical Education, Psychology AA-T, and Sociology AA-T). As of the writing of the college’s self evaluation, the courses that transfer to the California State University System and/or the University of California System are so designated with the following description: UC – Transfer to University of California System; CSU – Transfer to California State University System; UC/CSU – Transfer to both systems (see: BCC catalog p. 70). Barstow Community College has articulation agreements with the UC/CSU systems and the agreements can be accessed through ASSIST (Articulation System Stimulating Inter-institutional Student Transfer). The counseling office maintains the articulation agreements with numerous private four-year institutions. To ensure the transferability, the college hired an articulation counselor as part of the Basic Skills Initiative (BSI).

**Career and Technical Education Mission**

Career and technical education programs assist students in gaining and upgrading their skills to meet industry standards. Some of these also provide preparation for transfer to higher level degrees in the same area of study. Career technical programs include (see BCC Catalog, pp. 50–55 and pp. 59–68):
II.A.1. Programs of Study

- Accounting (AS, Certificate)
- Administration of Justice (AS, Certificate)
- Automotive Technology (AS, Certificate)
- Blueprint Reading (Certificate)
- Business (AS)
- Business Information Systems – Computer Application Specialist (Certificate)
- Business Information Systems – Administrative Assistant (Certificate)
- Business Information Systems – Computer Office Specialist Certificate of Career Preparation (Certificate)
- Child Development (AS, Certificate)
- Computer Information Systems (Certificate)
- Cosmetology (AS, Certificate)
- Diesel Technology (AS, Certificate)
- Electronics Technology (AS, Certificate)
- Logistics/Warehousing (Certificate)
- Emergency Management (Certificate)
- Family Day Care (Certificate)
- Fire Technology (AS)
- Management Information Systems (Certificate)
- Management (AS, Certificate)
- Photography (AS, Certificate)
- Residential Carpentry – Rough (Certificate)
- Residential Electrical (AS, Certificate)
- Webmaster (Certificate)
- Welding (AS, Certificate)

These programs provide opportunities for students to join the regional workforce through entry-level and other jobs, obtain licensure, and pass certification exams. Career and technical education programs consist of work experience components. Career and technical education programs have advisory committees that work to ensure that programs are current, meet industry or professional standards, and prepare students to work successfully in the careers they pursue.

Basic Skills Instruction

A BSI Committee was created and developed under a statewide Basic Skills Initiative. Each year, the institution examined evidence and developed actions to implement interventions based on identified student needs.
In spring 2009, the vice president of academic affairs and the Academic Senate appointed a math instructor as the BSI coordinator. Monthly BSI meetings were scheduled to discuss matriculation support, tutorial coordination, ESL program development, and exploration of further needs. Support for developing the ESL program became the major initiative and the primary focus. A credit and noncredit program for ESL were created and approved by qualified faculty, and are now part of the established college curriculum.

A number of successful changes have occurred at the institution as a result of this committee’s efforts. For example, in 2009, the college restructured the reading curriculum and hired a full-time ESL/reading instructor. Additionally, an articulation officer position was carved out of existing counselor duties to increase the transfer function. Numerous technological improvements were implemented including a web-based tutorial software, speech to text applications and mind-mapping software. In two separate semesters, learning communities were established by linking high enrollment basic skills courses with additional faculty and counselor support. The college basic skills coordinator was selected to be a part of the statewide committee on basic skills education and brought back numerous pedagogical and methodological improvements to course instruction. Perhaps the greatest accomplishment of the BSI Committee was the creation of a Universal Learning Design classroom which was recognized as an Innovation of the Year by the League for Innovation.

Self Evaluation

All of the instructional programs in place and under development at BCC are based on the College mission statement and support the multi-function purposes of the institution, including transfer, career and technical education, basic skills instruction and terminal associate degrees and certificates.

The College meets this Standard.

Planning Agenda

None.
II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

BCC seeks to identify student needs through programs consistent with educational preparation for its communities. Additionally, the College relies on the analysis of data to identify student needs while assessing progress of stated learning outcomes. The institution serves diverse students in a wide variety of credit, noncredit, and career and technical education programs. The major college-wide vehicle for determining students’ needs and assessing the changing demographics of the community is the Educational Master Plan. Barstow Community College developed the Educational Master Plan through an intensive analysis of wide-ranging data, from internal data on the College’s offerings and student success rates, to external data on service area demographics, San Bernardino County’s demographics and employment trends (see BCC Educational Master Plan pp. 11–32).

Barstow Community College, as a public, state-funded postsecondary institution gives high priority to the ideals student equity, open access and success for all student groups, especially for traditionally underrepresented groups. In order to ensure equal access to the full range of educational opportunities at Barstow Community College, the Student Equity Committee has developed, and will implement and monitor, the College’s Student Equity Plan. The purpose of the Educational Master Plan is “to provide the necessary data and foundation upon which the instructional program and support service needs can be addressed and met in the next 15 years.”

In response to the June, 2006 Commission Recommendation #3 and to ensure that research and analysis are used to identify student learning needs and assess progress towards achieving stated learning outcomes, the College reaffirmed the commitment to enhancing a culture of evidence by including the need to use proactive, data-driven decision making as part of its institutional fabric in two critical documents: 1) the Educational Master Plan and 2) the mission statement (see: 2006 Final Evaluation Report). The 2011 Educational Master Plan confers the creation of a full-time dean of research, development and planning as a substantial advance towards meeting the criteria set forth in this recommendation. The College community has recently participated in surveys measuring institutional priorities, student satisfaction and student engagement. Moreover, the College is part of a pilot
study for measuring online student engagement. Research capacity has been increased and a Fact Book was developed in fall 2010. A consultant has been hired to assist in developing standard metrics for the program review process. Additionally, the College has applied for a Title 3 grant to further increase its data capacity.

In the spring 2010, the College’s mission statement was revised and approved. The new mission statement expressly includes the objective of using institutional research to further develop courses, programs, and services. The Office of Research, Development, and Planning supports the mission of the College by providing timely, valid, and reliable information to respond to the research and planning needs of the College. The researcher engages in and supports the processes for determining and documenting the effectiveness of instruction, programs, and services and the institution as a whole.

The newly created Office of Institutional Effectiveness provides the College a broader framework for systematically gathering data regarding the student population, needs, and success. Some research data are gathered on campus and some are provided through the researcher’s work with the Institutional Effectiveness Committee.

The College uses the Accountability Report for the California Community Colleges (ARCC) indicators, as well as other locally created metrics, to assess its institutional effectiveness. Based on a review of the results, the College implements strategies, makes changes in operations and processes, and reallocates resources to close gaps and make improvements. Raising student completion rates has been a major focus at our institution. Compared to its peer institutions, BCC is about average in the Student Progress and Achievement Rate (SPAR). Importantly, the College SPAR has remained relatively static over the past few years. To address this phenomenon, the College is reviewing the SPAR outcomes individually to improve degree and certificate completion and transfer readiness and preparedness. The College is also disaggregating the indicators to discover achievement gaps that may exist for historically disadvantaged groups. Increasing the persistence rate from fall-to-fall terms is seen as an additional way to increase the SPAR over time.

In addition, in the spring of 2011, the College administered the Community College Survey of Student Engagement (CCSSE), the Noel-Levitz Student Satisfaction Inventory, and a graduation survey asking student perceptions on the College’s lesson delivery on the general education core competencies. Common signature prompts were also given to students in high impact general education pathway courses to assess skill levels in the core
competencies examined at the unit completion level. The results from these varied assessment methods were designed to triangulate the examination of the student learning at this institutional level and to provide multiple data points to prompt faculty dialogue.

Barstow Community College serves over 5000 students, each of whom attends with a variety of educational backgrounds and goals. In fall 2010, students reported their educational objectives as transfer (34 percent), undecided (15 percent), vocational (13 percent), and AA/AS (10 percent). In addition, the student population consisted of continuing students (45 percent), first time transfer (16 percent), first time students (15.5 percent), and returning students (11 percent). Of this group, 59 percent are high school graduates; 12 percent are high school students; 7.7 percent possess a GED/HS Equivalent/CA HS Proficiency; 10.4 percent have completed an AA degree or higher. Four percent have no high school diploma. Many of our students are underserved and underprepared for college work (see: 2010 Fact Book).

Student Services and Programs

Based on institutional research and the assessed needs of students, the College offers the following student services programs:

**Cal WORKs:** The California Community Colleges CalWORKs program is a state funded program that assists current welfare recipients in achieving long-term self-sufficiency through the attainment of higher education. At Barstow Community College, the CalWORKs program aims to assist students with educational and career planning, as well as serving as a liaison to the county. To assist CalWORKs students in obtaining their certificate and/or degree, our program provides support services such as academic counseling, work study opportunities, assistance meeting the 32/25 hour weekly activity requirement, school supplies, and career-themed workshops.

**Extended Opportunity Program and Services (EOPS):** The primary goal of EOPS is to encourage the enrollment, retention and transfer of students disadvantaged by language, social, economic and educational barriers, and to facilitate the successful completion of their goals and objectives in college. EOPS offers priority registration, academic counseling, textbook assistance, specialized workshops and other support services. EOPS students that are single parents receiving cash aid are also eligible for additional services through the Cooperative Agencies Resources for Education (CARE) Program (see: Special Program and Services Brochure).
Cooperative Agencies Resources for Education (CARE): The Cooperative Agencies Resources for Education CARE Program is geared for EOPS students who are single parents receiving CalWORKs/cash aid and have one or more children under the age of 14. The aim of CARE is to assist students to increase their educational skills, enhance their employability, become more confident and self-sufficient, and encourage success with the transition from cash aid to financial independence (see Special Program and Services Brochure).

Office of Student Support (OSS): The program for students with disabilities strives to remove barriers that may prevent a student from accessing a classroom or college environment. The College provides reasonable accommodations that are geared toward an individual’s illness or disability without changing the fundamental elements of the course (see OSS Brochure).

Tutorial Services Center: This center provides free individual, group, and online tutoring; study groups; supplemental instruction; and workshops in writing, research, and basic skills (see Tutorial Services reports).

Veteran’s Assistance: Military service-connected benefits are available for eligible veterans and dependents (see VA flier and BCC Catalog, p. 25–26).

Vocational and Technical Education Act (VTEA): The VTEA grant provides funding to support career technical education programs. The focus of the grant is on accountability and program improvement, increased coordination with career technical education and the community, stronger academic and technical integration, connections between secondary and postsecondary education, and a stronger focus on business and industry (see: VTEA Brochure).

Learning Communities: Learning communities link classes and support for student success, including counseling and/or tutoring and activities for transfer. These communities link a variety of classes that are mutually beneficial such as developmental reading and writing sections (see: Learning Communities Flier).

Basic Skills and College Preparatory Courses: Basic skills development and college preparatory courses are available in writing, reading, and mathematics. Most courses have advisories and/or prerequisites that identify recommended student preparation levels to support student success (see: BCC Catalog, pp. 71–75).
Self Evaluation

Barstow Community College provides programs that address identified student needs, and relies on research and analysis to assess student progress toward meeting stated learning outcomes. The Equity Report data was presented to faculty to assist in the degree/certificate/pathway program review updates. In addition, the Equity Report data was used in the strategic priorities effort.

In 2011, the college administered the Noel-Levitz Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS). The results of the SSI and IPS, administered during spring 2011, support the assertion that Barstow College meets the needs of its students. Students feel that the quality of instruction is high and that their instructors are knowledgeable, caring, and available. This is evidenced by a satisfaction rating of 5.56 (out of 7) on the Noel-Levitz SSI scale “Instructional Effectiveness.” College employees support this perspective with an agreement rating of 5.17 (out of 7) on the IPS scale for “Instructional Effectiveness.” Also, students were positive in their assessment of campus services (library, computer labs, tutor and study areas) they use to accomplish their academic goals. They rendered a satisfaction rating of 5.66 (out of 7) on the Noel-Levitz SSI scale “Campus Services.” Employees reported an agreement rating of 5.60 (out of 7) on this same scale through the IPS (see: Noel-Levitz SSI and IPS).

The College meets this Standard.

Planning Agenda

Administer locally developed questionnaires that will collect perceptions of students to determine their degree of satisfaction regarding the various methods of delivery and how effectively these methods of delivery meet students’ academic and support services needs unique to our institution. Incorporate questions regarding both on-campus and online delivery systems. Results collected from the questionnaires will be used to improve the delivery of existing programs and services, and add new instruction methods as such become available.
II.A.1.b. The institution uses delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Barstow Community College employs modes of instructional delivery compatible with curriculum objectives and appropriate to the needs of its students. The online method of instructional delivery is a strong component of Barstow Community College’s open access and opportunity philosophy. Barstow Community College’s online offerings have contributed to increased enrollments and degree completion rates. Most degrees can be completed online (see: Substantive Change Proposal). The community surrounding Barstow is rural and spread out over 30 miles. Often students come from the Mojave Desert area and they rely on the College’s online instructional course offerings to meet their educational goals. In addition, the online instruction delivery system effectively offers educational opportunities for the military personnel at Fort Irwin and other military stations abroad. Moreover, the college offers grant supported distance education for rural high schools. The rural school grant provides high schools with textbook assistance for students enrolled in distance education classes. In addition, funds are provided to rural schools for tutorial and computer lab support, enrollment assistance, and CTE pathways developed for rural students.

The Curriculum Committee reviews all courses for quality, and specifically reviews online courses with an additional process to ensure comparative quality of online and face to face classes with regard to course content, student access, objectives, workload, and academic rigor, (see: Curriculum Approval Workflow).

Part-time faculty members that teach online are subject to the same minimum-level qualification requirement as full-time instructors. In addition, they must meet the same training requirements for online teaching as their full-time counterparts.

Academic Affairs has a separate, but comparable process for online evaluations of instructors that focus specifically on online challenges or pitfalls.

Online Courses

In response to the June, 2006 Commission Recommendation #2, the College put forth an effort to prioritize online education; a position has been established to provide a faculty member with a monthly stipend to focus
solely on online instruction. This position became effective as of spring 2011. The establishment of this position will provide the College the opportunity to have an individual dedicated to exploring the possibilities with respect to upgrading the current platform that is used. In spring 2011, the Academic Senate approved Moodle as its new learning management system (LMS) (see Academic Senate Minutes- April 26, 2011 and May 17, 2011). All current courses offered online will transition to Moodle for fall 2012. All online instructors will be certified to teach in the Moodle LMS through internal or external training. The College is also participating in a pilot program with CCSSE to measure student engagement for distance education students. With over 50 percent of enrollments generated through distance education, focusing efforts on this recommendation is essential to enabling BCC to continue to remain at the forefront of distance education. BCC submitted a proposal for a Substantive Change requesting to offer existing degrees, programs, and certificates wherein 50 percent or more of the course units may be taken by distance or online education. BCC gained approval from the ACCJC in June 2010 (see Substantive Change Proposal).

If an online delivery system is deemed appropriate by discipline faculty, it is indicated in the course proposal. The approval process requires review by the Curriculum Committee. The online offerings comply with the guidelines of the state Chancellor’s Office for distance education. In 2009–10 academic year, the College offered 346 classes online. In 2010–11 academic year, the College offered 361 classes online.

**Day and Evening On-Campus Classes**

A review of College class schedules show many on-campus day and evening courses to accommodate working students and those with family or personal responsibilities. In 2009–10 academic year, the College offered 882 classes. In 2010–11 academic year, the College offered 898 classes.

**Learning Communities**

Learning communities were established and consisted of one content course (e.g. Sociology), one communication class, and one English class. Students were free to enroll in other classes such as orientation, math, or art. In addition, students were part of focus groups and given information regarding the Education 150 (Tutorial services) component of the community.
Self Evaluation

BCC uses a wide variety of lesson delivery systems and informational technology to reach the varying motivational needs, learning styles, divergent ability levels of our students.

As current college students are media-oriented, it is significant to note that the Noel-Levitz SSI-IPS survey responses indicated a satisfaction rating of 5.58 (out of 7) when asked if faculty used a variety of technology and media in the classroom. Employees agree with a score of 5.31 on the IPS.

The College meets this Standard.

Planning Agenda

None.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assess student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

The College has worked on identifying student learning outcomes for courses, programs, certificates, degrees, and the College as a whole. The systemic turnover in administration and faculty have made it difficult to maintain consistency in Academic Affairs. To address this issue, the College has instituted a number of programs that will hire and retain excellent employees. The Presidential Leadership Academy is one vehicle for current and future faculty to consider administrative leadership positions at the College. With the addition of the dean of instruction position that was filled with a BCC faculty member, the College has developed a Student Learning Outcomes Handbook, a comprehensive Assessment Plan, and has defined degrees, certificates, and pathways. Flexible scheduling has permitted faculty members to achieve additional graduate degrees and attend professional development opportunities around the state.

Course-level learning outcomes have been established, approved by the Curriculum Committee, and included in official course outlines of record. Program mission statements and outcomes have been approved by the Curriculum Committee, published in the catalog, and on the website (see: BCC Catalog pp. 50-55 and 59-68; the Institutional Outcomes Assessment webpage).
Over 90 percent of courses have identified outcomes and over 100 percent of degrees, certificates, and pathways have identified outcomes. Full-time faculty members have continued assessing SLOs at the course level. In addition, degrees, certificates, and pathways have a degree, certificate and pathway (DCP) coordinator to ensure programs complete an assessment cycle at the program level. General Education Outcomes (GEOS) were adopted in 2008 and integrated into the mission statement in 2009. In 2010, the GEOS were revised and renamed to Core Competencies, based on shared language and for clarity (see: Academic Senate meeting Sept. 2, 2010).

Since measurements of SLOs at the course-level began, faculty have engaged in dialogue about how to use assessment results to guide improvements of individual courses and programs. This dialogue has taken place primarily at instructional division meetings and through the web-based accreditation discussions. In addition, instructional division meetings have been used to work with programs and pathways.

The faculty provided updated information to demonstrate the progress they have made in achieving the Standards established by ACCJC. Each department has established student learning outcomes and developed corresponding assessments on a course level. Student learning outcomes have been established at the departmental level and assessments are currently in the process of being developed and utilized. Faculty members have created a department-wide dialogue to allow for a collaborative approach to establishing assessments. Individual departments are collaborating with assessment teams from other departments within the College in an effort to establish program level outcomes. As the College moves forward in the planning process, this will be a primary focus for the College.

In response to the Commission’s June 2006 Recommendation #4, the College adjusted the SLO coordinator position to reflect a slight decrease in release time (see: 2006 Final Evaluation Report). That decrease in release time was reallocated to hire faculty and allow them to facilitate in depth in the development of mission statements, program outcomes, and authentic assessments for degree, certificates, and pathways at the programmatic level. The SLO coordinator and faculty members are collaborating with the consultant retained by the College to create a new template for informing decision making at the College. Emphasis is being directed towards the establishment of program goals and outcomes. Common signature prompts were given to students in established degrees, certificates, and in high impact general education pathway courses to assess skill levels in the core competencies examined at the unit completion level. The results from these varied assessment methods were designed to triangulate the examination of
the student learning at the institutional level and to provide multiple data points to prompt faculty dialogue. Rubrics from the American Association of Colleges and Universities were used to score the assessment at the institutional level. At the end of the spring 2011 semester, the necessary data was gathered and by the scheduled accreditation visitation in the spring 2012, assessments at the program and institutional levels will have been completed.

At the institutional level, the General Education Outcomes were revised to Core Competencies (Communication, Critical Thinking and Questioning, Global Awareness, Personal and Professional Development). Each core competency will be assessed annually, completing the full cycle every four years. Data will be gathered in fall, and analyzed in spring of each year. The assessment will gather data from various courses at this time based on a portfolio type assessment across disciplines. After data is gathered, a committee based on the assessment instructors and other key personnel will discuss the findings, analyze, and make suggestions for change to improve student communication skills. A report will be created and sent to the dean of research, development and planning, the dean of instruction, the dean of workforce development, the vice president of academic affairs, and the vice president of student services. The report will be shared with the faculty and campus at standing meetings such as All-Division, Best Practice, In-Service, All-College, and other appropriate venues. The Core Competency Assessment plan was approved by the Academic Senate in fall 2010 (see: Academic Senate meeting Sept. 2, 2010).

The pilot assessment plan in 2010–11 covered the Communication Core Competency using two courses from the three divisions. Mixtures of live and online courses were assessed with one of the courses being taught by an adjunct faculty member. The courses selected map directly to the College’s mission statement (see: 2010 Core Competency Pilot Report).

During the fall 2011 in-service, the faculty engaged in assessment dialogue and planning for the creation and implementation of assessment protocols (see: Fall 2011 In-service Agenda). More importantly, the session focused on building a collaborative environment to blend expertise in a way that enables the institution to improve its practices in the areas of learning outcome assessment and accreditation compliance.

Self Evaluation

The College has identified, assessed, analyzed and made improvements based on student learning outcomes for courses, programs, certificates, and degrees. Processes are in place to further assess student achievement and improve
processes currently in place. The College is on course to meet the proficiency expectation in the fall of 2012.

The College meets the Standard.

Planning Agenda

Continue to assist programs in developing and using assessment tools for course level and program-, degree-, and certificate level SLOs to ensure that all educational pathways use the results of their assessments to make improvements.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

As stated in the mission, the College is committed to “Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.” Further, in Board Policy it states that “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.” (see: Board Policy 4020).

Barstow Community College offers collegiate courses and programs, developmental and basic skills courses in math, English and English as a second language, career-technical courses and programs, and contract education and community education courses at a variety of locations. The College does not have a formal study abroad program although BCC partners with the Southern Foothill Consortium for Study Abroad, with Citrus College as the lead institution. These instructional courses and programs, whether credit or noncredit, go through a rigorous curriculum review process by the Curriculum Committee when they are first developed. All Title 5 requirements must be clearly delineated in the course outline of record (COR) and in the program development process, which ensure the quality of our instruction. All CORs contain measurable course objectives and course learning outcomes regardless of the method of instruction and
type of credit awarded, which helps ensure that our students receive a quality educational experience. As for course and/or program improvement, the program review procedures requires that approved courses and programs are evaluated every six years by discipline faculty, who make necessary revisions for improvement and submit them, again, to the Curriculum Committee for review.

The College relies on the expertise of discipline faculty to ensure the quality of all instructional courses and degrees, certificates, and pathways. The competence of the College’s faculty is maintained through hiring, evaluation procedures, and professional development activities (see: Board Policy 7100).

As a faculty member, the dean of research, development and planning was selected to be a member of the Academic Senate for California Community Colleges (ASCCC) on the Student Learning Outcomes and Accreditation Committee, and was part of a team that produced an analysis paper on the role of SLO coordinators in the state of California. The researcher attended all regional SLO coordinator meetings and acted as panel moderator for the statewide meeting of SLO coordinators (see: 2009 Focused Midterm Report, p. 35). The college’s researcher was elected to the Research and Planning Group (RP) in 2007, then elevated to the assessment chair on the executive committee in 2009, and then became moderator of the assessment listserv in January 2010. In August 2010, the college was fortunate to have another faculty member selected to be a member of the ASCCC SLO and Accreditation Committee.

Contract faculty (tenure-track) evaluation and assessment of performance takes place at least once each academic calendar year. Once a faculty member achieves tenure, he/she is then evaluated every three years. The evaluation process for contract faculty is detailed in the Barstow College Faculty Association (BCFA) collective bargaining agreement (see: BCFA Contract). The evaluation team for full-time contract faculty will be the same throughout the tenure process, and will be composed of an instructional administrator, and two full-time certificated faculty members, one from the discipline in which the evaluatee teaches, or a closely related discipline, and one designated as an Academic Senate mentor. The evaluation process includes the following components: classroom observation by each member of the evaluation team, review of all teaching materials used, course outlines, classroom handouts and sample tests, examination of course textbook, a review of the instructor’s grading patterns, and variety of teaching methods and techniques, including the integration of instructional technology, retention rates, student evaluations, and a self-evaluation. The evaluation
report may include formal recognition of areas of exemplary performance or suggestions for improvement on the part of the evaluated instructor.

Adjunct faculty must meet the same minimum qualifications as full-time faculty. They are evaluated during their first semester of employment, and at least once during every four semesters thereafter using a student and peer evaluation process. This includes student surveys and a classroom observation by a tenured faculty member in their discipline. Student evaluations are also conducted during each evaluation period.

Adjunct faculty members meet the same minimum qualifications for teaching in their disciplines as full-time faculty. They are paid to attend the adjunct in-service orientation at the beginning of each academic year (see: Fall 2011 In-service Agenda). The college faces a challenge with the proportion of classes being taught by adjunct faculty. Without full-time positions, adjunct faculty often juggle multiple assignments with several districts. There are times when last minute changes to faculty assignment occur. This requires emergency and rushed hiring of replacement adjunct faculty. Unfortunately, this may lead to hiring that does not reflect the expertise or diversity ultimately desired.

Barstow Community College relies on a rigorous curriculum approval and review process as well as discipline/department program review to ensure the high quality of all instructional courses and programs offered in the name of the college. After a thorough review of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college made a determination to specifically define what a program is and signed a memorandum of understanding (MOU) with the BCFA to pay a specific number of faculty to facilitate program level assessment and review (see: DCP MOU). The degree, certificate and pathway coordinators met with faculty to develop degree, certificate, and pathway mission statements and program level outcomes. A common assessment tool was developed and administered in the spring 2011 (see: SLO Assessment Tool). The faculty in the degree, certificate, and pathway areas collaborated on the results at the fall 2011 college in-service. The faculty will develop action plans based on the results in order to implement necessary changes to enhance the quality of instruction and student learning. The college ensures the quality of programs through its institutional commitment to a planning process that integrates instruction, student services and administrative services in an ongoing cycle of evaluation, planning, and improvement. The 2011 Educational Master Plan along with the 2011 Strategic Priorities will be the driving instruments to ensure that the college continues to offer high quality instructional courses and programs (see: Strategic Priorities).
Self Evaluation

BCC consistently evaluates the quality of its academic courses and programs offered at all instructional levels and in noncredit and contract education regardless of delivery mode, or location.

Barstow Community College students believe that the quality of instruction they receive in most classes is excellent as they registered an impressive satisfaction level of 5.84 (out of 7) when asked this question. Employees agreed with a rating of 5.21 on the IPS. Students also appreciated the timely feedback about their academic performance with a satisfaction level of 5.38 (out of 7) while employees agreed with a score of 5.25 on this IPS question.

The College meets this Standard.

Planning Agenda

Improve training opportunities for faculty to use CurricUNET and student learning outcomes tracking systems to better access assessment results for program and course improvement.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

BCC has established procedures to design, implement, and evaluate learning outcomes for degrees, certificates, and programs. Barstow Community College recognizes the faculty role in the quality and improvement of courses and programs. College faculty are central to establishing quality and improving instructional courses and programs. Each proposed course or revision is developed by a discipline faculty member and progresses through a faculty driven scrutiny process facilitated by the Curriculum Committee. Administrative Procedure 4020 asserts, “The development of academic programs and course curriculum falls under the authority of the board of trustees, which approves new programs and modifications of existing programs drawing primarily upon the advice of the Academic Senate.” (see: Board AP 4020).
Faculty primacy in the curriculum process is reflected in the composition of the Curriculum Committee and in every step of the approval process. The Curriculum Committee is a standing committee of the Academic Senate and is chaired by a faculty member. The committee includes the vice president of academic affairs, the articulation officer, a librarian, a counselor, and Senate-appointed faculty from the Humanities/Social Science division, the Math/Science/PE division, and the Business/Workforce Development division. Board policy 4020 mandates that “the district president will establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance. These procedures shall include the appropriate involvement of the faculty and Academic Senate in all processes, regular review and justification of programs and course descriptions, and opportunities for training for persons involved in aspects of curriculum development.”

The approval of each course or program must be appropriate to the mission of the community college and is subject to fulfilling a need at the institution, meeting quality standards, feasibility with respect to college resources, and being in compliance with all applicable federal and state laws. This review process relies on subject matter experts, discussion with and among faculty, relevant research in regard to common practice across the state, consultation with the vice president of academic affairs, community needs assessment, and articulation verification when necessary. It is also charged with recommending action on proposals for course additions, revisions, deletions, reactivation, proposed education programs, standards for course requisites, and other issues related to student preparation and success (see: Curriculum Committee Packet).

Discipline/departmental program review has provided a mechanism for faculty to assess the effectiveness and needs of their respective disciplines or departments. This process includes the primary venue for creation and revision of courses to match departmental missions, goals, and outcomes. Because all disciplines/departments have participated in the review process, the institution is able to ensure that all courses are current and of quality.

The evaluation process for faculty finishes the quality control mechanism with regard to course and program quality. All full-time faculty members are evaluated by both administration and peers through a clearly defined process. Adjunct faculty members are evaluated by the subject matter experts in that discipline. Additionally, there are regular evaluations of faculty by students through the student evaluation process. These evaluations of faculty performance provide the opportunity to ensure that presentation of the content is done in a quality and professional manner.
Self-Evaluation

BCC employs established procedures to design, identify, assess and interpret learning outcomes. Additionally, processes are in place to approve, manage, deliver, and evaluate courses and programs. These processes are faculty-driven at BCC through the SLOAC and the Academic Senate. Board policies are in place at the College that recognize the faculty’s role and delegates the authority accordingly. Evaluation procedures are in place for both adjunct and full-time faculty to assure the quality of lesson delivery.

The College meets this Standard.

Planning Agenda

None.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

BCC relies on faculty expertise and advisory committees in identifying competency levels and measurable learning outcomes for all degrees, certificates, and programs. BCC assesses progress toward achievement of stated outcomes. Faculty members are responsible for creating, updating, and maintaining the integrity of all degrees, certificates, programs, and courses. Competency levels and measurable instructional student learning outcomes are determined and assessed by discipline faculty.

Advisory committees review curriculum for currency and relevance, comment on industry trends, changes in technology, and discuss the skills, knowledge, and abilities that are necessary for successful employment. Career Technical Education Advisory Committees include Administration of Justice, Child Development, Child Development Training Consortium (CDTC), Child Development Mentor Program, Computer and Business Information Systems, Cosmetology, Electronics, and Welding. These advisory committees help to establish learning outcomes for students in occupational programs (see: Advisory Committee Information).
Curriculum

Programs and courses are submitted by faculty. They require a criteria page which includes specific requirements to ensure programs and courses are consistent with the needs of students and the communities (see: Curriculum Committee Packet).

Program Level

At the discipline/department level, an expanded set of metrics was used during the 2009–2010 academic year which included demographics, success rates, outcomes and course update information (see: Instructional Program Review template). The previous annual update for SLOs for program review focused on course and individual instructor level. Currently the template includes program questions; this will be more clearly named and reported by degrees and certificates. Also in 2010, the College recognized all degrees, certificates, and pathways with learning outcomes approved by the Curriculum Committee and placed in the catalog (see: BCC Catalog, pp. 46–49, 51–55, and 59–68). Most degrees and certificates also submitted assessment methods for the outcomes in fall 2010.

After a review of the ACCJC’s Rubric, the college was concerned about the process of assessments at the program level (see: Rubric Analysis and Action Plan). The SLOAC committee determined that the most efficient way to expedite program review and program level assessment was to have degree, certificate, and pathway coordinators to facilitate the process. The DCP model was presented to the president of the college. The model was presented and approved at the President’s Cabinet. The District and BCFA signed an MOU to pay specific faculty members to facilitate program level assessment and review. The degree, certificate and pathway coordinators met with faculty to develop degree, certificate and pathway mission statements and program level outcomes. The information can be accessed on the college’s Institutional Outcomes Assessment webpage. A common assessment tool was developed and administered in the spring 2011. The faculty in the degree, certificate, and pathway areas collaborated on the results at the fall 2011 college in-service. The faculty will develop action plans based on the results in order to implement necessary changes to enhance the quality of instruction and student learning.

Linkages between degrees, certificates, and pathways continue to be delineated throughout the College. Course level outcomes are mapped to the degree, certificate, and pathway level, which in turn, are mapped to the College’s core competencies. The mapping of courses will allow the college to more clearly communicate the path to meeting SLOs at all levels and identify areas in need of change in the curriculum.
Self Evaluation

Faculty craft, design, and hone all student learning outcomes in academic areas. The College relies on appropriate advisory committees determining levels of proficiency for courses, certificates, and programs, especially in the transfer pathway and workforce curriculum. Student progress is measured in reaching educational outcomes, including most recently gainful employment.

The College meets the Standard.

Planning Agenda

None.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

The College incorporates the appropriate features of high quality instruction to demonstrate learning in all programs. Instruction at Barstow Community College includes appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning in all programs. The college demonstrates the quality of its instruction through the acceptance of its courses by transfer institutions, student evaluation and opinion surveys, faculty evaluation, SLO assessment, rigorous curriculum development, a systematic curriculum approval process, and discipline/departmental review, as well as review of degrees, certificates, and pathways.

Institutional dialogue to enhance understanding about the quality of programs occurs in the Curriculum Committee through California’s Title 5 regulations. Academic Senate faculty within each department also address the quality of instruction and sequencing of courses in degrees, certificates, and pathways.

College faculty review course outlines and use specific criteria to evaluate the depth and rigor of courses. Specific criteria include the requirements for assignments, critical thinking activities, required reading, writing, and outside assignments. The outline of course content demonstrates the breadth and depth of course content. Students are required to study and engage in other learning activities outside of class time in order to meet the requirements of course rigor. Blooms taxonomy is used to write curriculum, ensuring appropriate higher-level thinking skills are included in the student learning outcomes. The skills increase in complexity as the student progresses in the degree, certificate, or pathway.
The Curriculum Committee reviews each proposal for breadth, depth, and rigor. The committee conducts a technical review of all course and program outlines, and then invites the faculty initiator of the proposal to a committee meeting to discuss the proposal and respond to any questions or concerns raised by members of the committee. During the Curriculum Committee meeting, curriculum initiators have the opportunity to provide clarification and the committee provides guidelines for revisions before the course is approved to continue through the district approval process.

Course sequencing is similarly reviewed by the Curriculum Committee. In addition, this committee determines the appropriateness of prerequisites and co-requisites based on a review of the course outline of record and its description of the knowledge and/or skills necessary for success in the course. Using course outlines of record, the Curriculum Committee reviews course sequencing and determine the appropriateness of the prerequisites and/or co-requisites for the course.

The breadth of degree programs is assured through the inclusion of general education requirements and district requirements. Synthesis of learning is assured through the inclusion of critical thinking as an institutional core competency, and the assessment of student learning.

The College addresses time to completion in a number of ways. For example, Administrative Procedure 4100, “Graduation Requirements for Degrees and Certificates,” posits that educational objectives and intellectual interests of students working for an associate degree may differ. Therefore, the College grants degrees of associate of arts and associate of science to those students who have fulfilled the requirements listed in the administrative procedure (see: BCC AP 4100). The vice president of academic affairs works with faculty to schedule adequate course offerings, and the college offers courses at a variety of times, modes of delivery and at a number of off-campus sites to make them more accessible to students.

Self Evaluation

The excellence of the institution’s instructional programs is maintained by well-qualified faculty through a rigorous curriculum development, review, and approval process. For some programs, licensure or certification standards of external agencies ensure the continuing value of the instructional programs. For career and technical programs, oversight by industry advisory committees and collaboration with area employers through summits, assure that students are well prepared to enter and succeed in the job market.
Students feel that the quality of instruction is high and that their instructors are knowledgeable, caring, and available. This is evidenced by a satisfaction rating of 5.56 (out of 7) on the Noel-Levitz SSI scale “Instructional Effectiveness.” College employees support this perspective with an agreement rating of 5.17 (out of 7) on the IPS scale for “Instructional Effectiveness.” Barstow College students believe that the quality of instruction they receive in most classes is excellent as they registered an impressive satisfaction level of 5.84 (out of 7) when asked this question. Employees agreed with a rating of 5.21 on the IPS. Students also appreciated the timely feedback about their academic performance with a satisfaction level of 5.38 (out of 7) while employees agreed with a score of 5.25 on this IPS question.

The College meets this Standard.

Planning Agenda

None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The college integrates delivery modes and pedagogical methodologies that reflect the diverse needs of its students. Barstow Community College meets the varying needs and learning styles of its students through a variety of ways: courses are offered in many different scheduling patterns and alternative forms of delivery; courses require multiple modes of assessment as stated in the course outline of record; faculty use a variety of teaching techniques within the classroom; and specific courses are offered to students to promote the understanding of their own learning styles.

Most faculty use a variety of teaching techniques and technologies to meet the learning styles of their students. Faculty utilize collaborative learning strategies, research projects, group projects, activities, lab work, guest lecturers, field trips, the use of digital resources and smart classroom technologies, and participation in special events, as well as the traditional discussion/lecture teaching style. In addition, faculty work closely with the Office of Student Support (OSS) to accommodate and support students with disabilities. Accommodations include assistive equipment, electronic text, note taking assistance, readers and scribes, and testing accommodations.
The Tutorial Services Lab provides individual assistance to students to supplement classroom instruction (see: Tutorial Services Reports). The Curriculum Committee had discussions and determined that the following statement be placed on all course syllabi, “If you feel that you have a disability which may impact your success in this course, please notify me as soon as possible and contact the Disabled Students Programs and Services (DSPS) office to arrange any reasonable accommodations and supports to which you may be entitled.”

To assess student learning, faculty employ a variety of ways to evaluate student work and progress. As courses are developed, typical assessments and assignments are listed on the course outline of record. Assessments might include objective exams, but will also employ written work, possibly in the form of an essay, short answers, critique and discussion of a reading assignment, or classroom presentations. The assessment of student learning outcomes has encouraged discussion of student learning during departmental meetings.

The effectiveness of these various teaching strategies and delivery modalities is assessed through student learning outcome assessment as well as through data analysis of student retention, success, and persistence rates. Trend data for retention and success rates are made available to departments, allowing for the analysis of the trends within each discipline, as well as comparing online classes to on-site classes. From these evaluations of effectiveness, dialogue emerges.

Self Evaluation

The College continuously assesses student needs in scheduling and methods of delivery, and provides a number of options for students. The present acting vice president of academic affairs determined that the current time blocks within the class schedule provided too many scheduling conflicts for students. Consequently for the spring 2012 class schedule, a new block schedule will be implemented in the hopes of eliminating scheduling conflicts. Suitability of a particular delivery mode is examined as part of the course development process (multiple measures in assessment of student learning are required). Students are encouraged to self-advocate by learning about their own leaning style though workshops and credit instruction. With the increased demand for online instruction, the training protocol for instructors wishing to teach online has become an important topic. Through the creation of distance learning manual for instructors, anticipated in spring of 2012, it is hoped that a more regular and effective system will be implemented to better serve the need of the online instructors in providing quality instruction in the online environment.
Students reported a satisfaction level of 5.69 (out of 7) when asked if classes were scheduled at times that were convenient to them and employees reported an agreement level of 5.00 on that same question. Students generated a satisfaction level of 5.55 (out of 7) when asked if they were able to register for classes they needed with few conflicts while employees had an agreement level of only 4.81 (out of 7). Barstow Community College students thought there were sufficient courses within their program of study available each term but they recorded a slightly lower satisfaction level of 5.16 (out of 7) to this question. This is a particularly noteworthy response in light of the severe revenue shortfalls visited upon the College in recent years due to reduced funding from the state.

The College meets this Standard.

Planning Agenda

None.

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

Barstow Community College has systematically evaluated all courses within discipline/departmental reviews. BCC Board Policy and Administrative Procedure 4020 provide a process regarding course and program development and review, and the procedures have been carried out with involvement from the faculty and the Academic Senate (see: BP 4020 and AP 4020). This process is achieved by internal reviews of courses and programs conducted by the Curriculum Committee and discipline/department reviews. The Curriculum Committee reviews courses and programs based on the Chancellor’s Office Course and Program Approval Handbook. This includes ensuring new courses show appropriateness to mission, need, and compliance for course or program requirements. All courses follow the Title 5 requirements for prerequisite validation every six years. The articulation officer and another counselor are standing members of the Curriculum Committee to ensure current state requirements for degrees, certificates, and pathways. They review effectiveness of courses being integrated into programs as well as degree, certificate, and pathway requirements.
To maintain currency and accurate course listings, in the academic year 2009–2010 the Academic Affairs Office provided faculty with a list of courses that were not offered within the previous three years. Discipline faculty reviewed these courses for possible deletion or deactivation from the catalog if they were deemed no longer a vital part of the program (see: Course Archive /Delete document). In compliance with the Chancellor’s Office guidelines, transfer courses are reviewed and/or revised at least once every six years. Career and technical education courses must be reviewed and/or revised every two years. Career and Technical Education Advisory Committees, consisting of faculty, administration, and representatives from business and industry, meet at least yearly to review courses and programs for relevancy and currency.

The college has had ongoing systematic review at the discipline/department level since the 2006 accreditation visit. In the academic year 2009–2010, the College revised its discipline review template to incorporate course level student learning outcomes. Course level information is now a significant part of the new discipline review template that asks for updates for SLOs, prerequisites, and articulation information (see: Biology Discipline Review document).

After a review of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college was concerned about the process of assessments at the program level. The SLOAC committee determined that the most efficient way to expedite program review and program level assessment was to develop an institutional definition of instructional programs. The committee determined that educational programs are to be defined as degrees, certificates, and pathways. The committee developed the DCP model, which has specific faculty members facilitating the program review process. The DCP model was presented to the president of the college. The model was presented and approved at the President’s Cabinet. The District and BCFA signed an MOU to pay a specific number of faculty members to facilitate program level assessment and review. The degree, certificate, and pathway coordinators met with faculty to develop degree, certificate, and pathway mission statements and program level outcomes. A common assessment tool was developed and administered in the spring 2011. The faculty in the degree, certificate, and pathway areas collaborated on the results at the fall 2011 college in-service. The faculty developed action plans based on the results in order to implement necessary changes to enhance the quality of instruction and student learning.

In the program review process, program faculty are asked to develop and/or refine assessment plans for student learning outcomes and program
learning outcomes that enables them to examine the degree to which students have achieved the desired learning outcomes for a course, courses and/or programs. The degree, certificate, and pathway reports are made available online along with the planning flow chart that integrates program review and the planning process.

**Self Evaluation**

Through faculty dialogue at division and degree meetings, BCC regularly evaluates all courses and programs based on currency of the curriculum, appropriateness to the College mission, degree and extent of student learning, and future community needs. In addition, the DCP coordinators facilitated a review of the Commission’s Program Review Rubric to enhance the dialogue between faculty and administration so that the process remains continuous (see: Program Review Rubric Analysis).

The College meets this Standard.

**Planning Agenda**

None.

**II.A.2.f.** The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

**Descriptive Summary**

BCC participates in ongoing evaluation and planning to assure currency and achievement of learning outcomes for degree, certificates, and programs. The college strives for systematic improvement of outcomes and makes the results available to the community. By the end of the 2010–2011 academic year, a new Educational Master Plan with specific long-term recommendations was completed and approved by the board of trustees. A cyclical Integrated Planning model has been adopted in which the mission will inform the Educational Master Plan, which will inform the Strategic Plan, which program reviews will address. Both program review and Strategic Plans will drive resource allocation and the implementation of action plans (see: Planning Cycle and Strategic Priorities).
Since the 2006 accreditation visit, the college has been conducting reviews at the discipline level to assure currency and measure achievement of its stated student learning outcomes for courses. Career and technical education courses, certificates, and degrees engage in ongoing, systematic evaluation and integrated planning to assure currency.

The college instituted the current process for program review for degrees, certificates, and pathways in spring 2011. In the program review process, programs are asked to develop and/or refine an assessment plan for student learning outcomes and program learning outcomes that enable them to examine the degree to which students have achieved the desired learning outcomes for a course, courses and/or programs (see: Institutional Outcomes Assessment webpage). The degree, certificate, and pathway reports are made available online along with the planning flow chart that integrates program review and the planning process. The Institutional Effectiveness Committee will oversee the submission and distribution to committees of all program reviews from instructional programs and student services. Student Learning Outcomes (SLOs) will continue to be an integral part of program review, with programs using summaries and analyses of assessment as part of any justification for resources and staffing (see: DCP reports). Subsequent program reviews will report on successes and needs for improvement based on SLO assessment.

The BCC Academic Senate passed the revision of the general education outcomes to core competencies in fall 2010. A Core Competency Assessment Plan was developed and approved by the Academic Senate in the same semester. The plan called for a four year cycle of assessment of the core competencies where the data will be gathered in the fall semester and analyzed in the spring semester. Faculty will gather data from various courses at this time based on a portfolio type assessment across disciplines. After data is collected, a faculty committee will discuss the findings, analyze, and make suggestions for change to improve student core competency skills.

During the last cycle of discipline/department reviews, faculty went through a process for ensuring that all course outlines that had not been revised in at least five years would either be revised, deleted, or archived. Outdated course outlines that were not revised or deleted by the faculty would not be included in the BCC catalog, ensuring that students transferring to CSU or UC would have valid coursework.
Self Evaluation

The use of the DCP benchmark analysis effectively incorporates student learning data into student success metrics to provide a more comprehensive analysis of teaching methodology, design and implementation of curriculum, academic quality and the allocation of human, physical, technological and financial resources to close performance gaps for courses, certificates, degrees programs and other pathways including general education, basic skills and transfer for baccalaureate institutions.

The College meets this Standard.

Planning Agenda

None.

II.A.2.g. If an institution uses departmental course and/or program examinations; it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

In the fall of 2011, the College developed its Degree, Certificate and Pathway (DCP) model which looks at traditional and emerging avenues that students take to reach their educational objective.

In the basic skills pathway, a common assessment was created and administered to all English courses to determine whether rubric-scored writing prompts were aligned with current student assessment placement. In other academic areas, Barstow Community College does not widely use departmental course or program examinations because of the diverse manner in which faculty present learning material. Some career and technical programs (e.g., cosmetology) culminate in external board exams, but the institution does not create these assessments. Some programs have elected to utilize common final exams, or common exam questions, as part of the student learning outcome assessment process.

Self Evaluation

Barstow Community College has implemented common assessments in some areas, particularly basic skills and career and technical education. The administration of common examinations in traditional transfer and general education curriculum has been less pervasive. Faculty, however, carefully
consider their choice of methods in measuring stated student learning outcomes.

The College meets the Standard.

Planning Agenda

None.

Descriptive Summary

Barstow Community College issues credit to students upon their successful completion of courses. The measurement of successful completion at the course level is based on student learning outcomes stated in the official course outline of record and the course syllabus. Credit for courses is then issued to students based on the policies adopted by the board of trustees in accordance with Title 5 guidelines (see: AP 4230).

The Curriculum Committee and the Academic Affairs Office are responsible for ensuring that course outlines are consistent with state guidelines and reflect generally accepted norms or equivalencies in higher education. The course outline of record for each course states the units for each course and what students need to accomplish in order to achieve the course’s learning outcomes and objectives. The units of credit awarded are based on the weekly hours and learning activities that are required for successful completion of the stated learning outcomes. These standards are based upon state guidelines and accepted practices at transfer institutions. The degree of detail required and the need to accurately represent the rigor of the course through the outcomes, objectives, and assignments are described in the Curriculum Handbook. This handbook also provides definitions for units of credit for lecture, lab, and other activity courses.

Programs that include degrees and certificates have developed mission statements and program level outcomes that were approved by curriculum in spring 2010. Assessment cycles were planned during fall 2010. DCP coordinators have been appointed to continue the assessment cycle.
Self Evaluation

All credit for courses are based on student work contained in the approved course outlines of record. The College continues to transition to the examination of student learning outcomes as the prime method to determine credit. The College fully expects to meet the proficiency expectation by the fall of 2012.

The College substantially meets this Standard.

Planning Agenda

Institutionalize the degree, certificate and pathway program model to sustain progress on outcomes assessment.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary

Barstow Community College uses student achievement as the basis for awarding degrees and certificates. Student learning outcomes are listed in the official course outline of record to identify the basis for successful completion of the course. Successful completion at the course level then provides the basis for successful completion at the certificate and degree level. Certificates and degrees are only issued upon the student’s successful completion of all required courses within any given degree or certificate. The awarding of the degree is based on the concept that students must achieve a defined minimum level of knowledge. Students may be awarded a certificate of achievement upon successful completion of courses of study or curriculum for which the college offers a certificate (see: AP 4100).

Discussion has taken place among faculty members at their respective division meetings regarding the possibility of creating specific “capstone” courses to serve as a measure of successful completion prior to issuing a degree or certificate. Designation of specific courses within a program to serve as the “capstone” course is another option. Though many options have been explored to date, relevance of the data and sustainability has been a recurring issue. A concerted effort between administration and faculty, through the SLOAC committee, was instituted to help develop the program-level SLOs for the all degrees and pathways at the college. These currently include: humanities, social science, natural science and math, physical
II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The following faculty-developed general education philosophy can be found in the College catalog:

"Barstow Community College provides a general education for its students. The district seeks to develop the whole person where the individual is greater than the sum of his or her independent educational experiences;"
a person who will understand the world within and the world without.
Barstow Community College’s general education philosophy serves to
enhance creativity, reasoning, ethical behavior and human understanding,
which are essential to the attainment of personal goals and effective
participation in a rapidly changing society.

The District’s general education philosophy ensures a coherent,
interdisciplinary approach in the overall undergraduate curriculum. Students
are provided with the breadth and intellectual challenges which stimulate
discovery in a world full of different kinds of knowledge and social
structures. Students are given the opportunity to develop an integrated
overview of the varied components of human knowledge. The college’s
general education philosophy calls for student exposure to natural science,
technical literacy, health and wellness, citizenship-community involvement,
social and behavioral science, arts-humanities, communications-language
skills, analytic reasoning, and cultural-ethnic diversity. All of these are
basic and necessary to participate in and contribute to a balanced life in a
democratic society (see: BCC Catalog, p. 9).

The College’s general education degree program is fully aligned with this
philosophy, requiring students to take a variety of courses satisfying a
breadth of major fields. This is further evidenced by the recently revised
college mission statement and in the board of trustees’ goals. Courses that
are to be included in the general education program must be approved by the
Academic Senate through the Curriculum Committee. To ensure that classes
meet the general education philosophy, the Curriculum Committee developed
an outcome mapping tool that ensures the course outcomes integrate with the
program and institutional level outcomes.

Finally, the College has adopted, via action by the Academic Senate, a set of
institutional core competencies which reflect the goals of general education.
These outcomes are in the areas of critical thinking; communication; global
awareness; and personal and professional development (see Academic Senate
minutes, Sept. 2, 2010).

Self Evaluation

The core components of the general education requirements for all academic
and CTE degrees follow the established and approved curriculum for
transfer to the California State University or the University of California.
The general educational philosophy which forms the basis of the general
education requirements follows pathways long recognized by the state
Chancellor’s Office. General education student learning outcomes in the form
of core competencies have been identified and are being assessed. There is an existing comprehensive assessment plan for the outcomes at all levels. All courses included in the general education pathway are evaluated by content faculty for inclusion in curriculum by examining the stated learning outcomes for the course.

The college meets this Standard.

Planning Agenda

None.

II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

The basic content and methodology of traditional areas of knowledge in general education including the humanities and fine arts, the natural sciences, and the social sciences are determined by Title 5 of the California Code of Regulations and the District's board of trustees adopted procedure. (see: AP 4025).

As part of students associate degree requirements and the philosophy and rationale for each of the general education areas, students are required to successfully complete a minimum of 24 general education units in the following specified areas: natural sciences (3 units); social and behavioral sciences (3 units); humanities (3 units); language and communication (6 units); mathematics (4 units); physical education (2 units); and orientation (3 units).

The College requires a general education component in all of its associate degree programs. The rationale and general outcomes for general education are outlined in a general education philosophy statement, and made available to students and faculty in the College catalog. A rubric and discipline-based outcomes have been created as guidance to place courses into general education categories. The College is engaged in a review process to streamline general education as a program, and identify core course sequences for disciplines within each category. In addition, the College will develop certificate of achievements for Intersegmental General Education
Transfer Curriculum (IGETC) and California State University General Education (CSU GE) Breadth as alternatives for students who wish to transfer without a degree.

The college adopted, via action by the Academic Senate, a set of general education outcomes which are included in the BCC mission statement. These outcomes are in the areas of

- Communications
- Critical Thinking and Questioning
- Global Awareness
- Personal and Professional Development

The Academic Senate passed the revision of the general education outcomes to core competencies in fall 2010. A Core Competency Assessment Plan was developed and approved by the Academic Senate in the same semester. The plan calls for a four year cycle of assessment of the core competencies where the data will be gathered in the fall semester and analyzed in the spring semester. The assessment will gather data from various courses at this time based on a portfolio type assessment across disciplines. After data is gathered, a committee based on the assessment instructors and other key personnel will discuss the findings, analyze, and make suggestions for change to improve student core competency skills.

Self Evaluation

At BCC, general education outcomes which cover critical thinking and questioning, communication, personal and professional development, and global awareness have been identified, posted on the College website and are contained in the catalog. In 2010–2011 academic year, the College assessed the first core competency and is creating a program review for this educational pathway. An improvement as a result of the analysis is the creation of certificates of achievement in transfer curriculum.

The College meets this Standard.

Planning Agenda

None.
II.A.3.b. General education has comprehensive outcomes for the students who complete it, including the following: A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

Courses at Barstow Community College are designed in accordance with the standards outlined as requirements in Title 5, which include oral and written communication, scientific and quantitative reasoning, critical analysis, and logical thinking. Students must also demonstrate competency in three proficiency areas: reading, writing, and mathematics. The Curriculum Committee oversees the development and revisions of all courses taught at the college. Courses that are developed by faculty go through an extensive and detailed process. All courses are submitted on a COR form that indicates the course description, prerequisite requirements, objectives, content, methods of instructions and evaluation. Certificate and degree requirements are also under the purview of the committee and are developed and or revised utilizing the Chancellor’s Office Program and Course Approval Handbook and Title 5 requirements.

The mission statement for Barstow Community College is “…an open-access learning environment that promotes critical thinking…” The skills that support the capability to be a productive individual and lifelong learner are addressed in a variety of ways. As indicated earlier, core competencies have been adopted in the areas of critical thinking; communication; global awareness; and personal and professional development. Further, the general education requirements for students and the standards by which courses are approved as general education are explicit and assure that students are exposed to the skills of oral and written communication, scientific and quantitative reasoning, and critical thinking/logical analysis.

Self Evaluation

At BCC, general education outcomes which cover critical thinking and questioning, communication, personal and professional development, and global awareness have been identified, posted on the College website and are contained in the catalog. In 2010-2011 academic year, the college assessed the first core competency and is creating a program review for this educational pathway. An improvement as a result of the analysis is the creation of certificates of achievement in transfer curriculum.
The College meets this Standard.

Planning Agenda

None.

II.A.3.c. General Education has comprehensive outcomes for the students who complete it, including recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

Administrative Procedure 4025, “Philosophy and Criteria for Associate Degree and General Education,” states that Barstow Community College provides a general education for its students. The institution seeks to develop the whole person where the individual is greater than the sum of his or her independent educational experiences; a person who will understand the world within and the world without. Barstow Community College’s general education philosophy serves to enhance creativity, reasoning, ethical behavior and human understanding, which are essential to the attainment of personal goals and effective participation in a rapidly changing society. The College’s general education philosophy ensures a coherent, interdisciplinary approach in the overall undergraduate curriculum. Students are provided with the breadth and intellectual challenge which stimulate discovery in a world full of different kinds of knowledge and social structures. Students are given the opportunity to develop an integrated overview of the varied components of human knowledge. The College’s general education philosophy calls for student exposure to natural science, technical literacy, health and wellness, citizenship-community involvement, social and behavioral science, arts, humanities, communications-language skills, analytic reasoning and cultural-ethnic diversity. All of these are basic and necessary to participate in and contribute to a balanced life in a democratic society.

With Administrative Procedure 4025, in establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.
As stated in the college’s mission statement, Barstow Community College is an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services. Barstow Community College is committed to fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.

As previously discussed, ethics and effective citizenship concerns are addressed through the way in which the College philosophy is linked to the mission, which in turn, is linked to the program level outcomes and course level student learning outcomes.

Self Evaluation

At BCC, general education outcomes which cover critical thinking and questioning, communication, personal and professional development, and global awareness have been identified, posted on the College website and are contained in the catalog. In 2010–2011 academic year, the college assessed the first core competency and is creating a program review for this educational pathway. An improvement as a result of the analysis is the creation of certificates of achievement in transfer curriculum.

The College meets this Standard.

Planning Agenda

None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

Barstow Community College Associate degree requirements (non-occupational) are designed for students who may plan to transfer. However, completion of an associate’s degree does not guarantee admission into another college or university, and admissions requirements for intended receiving institutions may vary. Therefore, it is the student’s responsibility to ensure that all requirements are fulfilled prior to transferring. It is critical to meet with a counselor to discuss educational goals early in a
student’s academic career to select coursework that will help to achieve all stated goals. In general, adherence to the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSU GE) Breadth pattern is a good program to follow if intending to transfer into a baccalaureate program. (see: BCC catalog, pp. 57–58).

In addition to the general education requirements, students are also required to complete a minimum of 18 units in the area of emphasis for the associate of arts in humanities or social science degrees and a minimum of 20 units in the area of emphasis for the associate of science in natural science/math degree. Additionally, a minimum of 21 units are required in the area of emphasis for the associate of science in physical education. (see: BCC catalog, pp. 46–49).

With the passing of SB 1440, more specific degrees aimed at transfer to a regional California State University have been researched. As this self evaluation is being written, the college has approved the associate of arts degree in sociology for transfer and the associate of arts degree in psychology for transfer in compliance with the state mandate.

Barstow Community College associate degree requirements (occupational) are designed for the non-transfer, occupational major only. Under this plan, a student may earn an associate of science degree. For the associate of science degree in an occupational field of study, students must satisfactorily complete all required courses within the major along with the general education requirements (see: BCC catalog, p. 50).

In other cases, major requirements prepare the student for one of several career options. Students have degree choices that are specific to individual needs while being flexible enough to meet a wide variety of needs. Since the hiring of the dean of workforce and economic development, the offering of occupational degrees has markedly increased. Our non-occupational associate degrees continue to serve our students well. They are broad enough for a smaller college to meet the needs of students. Students may personalize their programs of study under the umbrella of the appropriate degree.

Self Evaluation

All currently approved academic degrees include focused study in at least one area including, humanities, social sciences, natural sciences and math, and physical education.
The college meets this standard.

Planning Agenda

None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Consistent with its mission, the college offers a variety of career and technical education programs which lead to degrees and certificates. All academic degrees require completion of a general education component, as described above and many prepare students for external licensure and certification. Employment competencies are assured by the input of Advisory Committees, employment attainment and retention.

Barstow Community College offers certificates of achievement, certificates of achievement (low unit), and certificates of career preparation. Certificates of achievement are presented to students who satisfactorily complete certain business, vocational and technical programs (18 units or more that are part of the programs approved by the California Community Colleges Chancellor’s Office). Certificates of achievement (low unit) are awarded by the division for programs of at least 12 units, but less than 18 units. The length of time and number of units required to complete a program varies. Certificates of career preparation are awarded for programs of at least three, but less than 12 units (see: BCC Catalog, p. 59).

State licensure for Cosmetology:
Successful completion of COSM 50A, 50B, 50C, 51A, 51B, 51C and 52 will provide students with the knowledge and skills to pass the state test and obtain a license in cosmetology. There is no requirement to complete any of the certificate general education or occupational general education associates of science degree to achieve this licensure.

State certification for EMT:
Successful completion of this course will qualify the student for National Registry of EMTs Testing Certification which is required by the state of California and the Inland Counties Emergency Medical Agency (ICEMA). 130 hours total. This includes a minimum of ten clinical hours. There is
no requirement to complete any of the certificate general education or occupational general education associates of science degree to achieve this licensure.

**Apprenticeship in Electrical:**
Barstow Community College is an approved educational training provider for the Division of Apprentice Standards (DAS) for the State of California. Students enrolled in ELECT and other industry courses are able to apply to for a fitness card issued by the DAS which allows them to legally work with contractors or other entities to obtain the required classroom hours and on the job hours to sit for their journeyman’s licensure. There is no requirement to complete any of the certificate general education or occupational general education associates of science degree to achieve this licensure.

**State licensure for Child Development:**

- The *Assistant Permit* requires 6 units of Early Childhood Education (ECE) or Child Development (CD). This permit requires no experience. This permit is not equivalent to anything currently offered at Barstow Community College.

- The *Associate Teacher Permit* requires 12 units of ECE or CD including core courses. The core courses being referred to at our college are: Child Development (CHLD 4), Child, Family, Community (CHLD 6), and Introduction to Curriculum (CHLD 9). This permit requires experience of 50 days of 3+ hours per day within 2 years. This can be done by volunteering in a program, completing the Practicum and Field Experience (CHLD 80) and/or if working as an Assistant Teacher. The Certificate Level I offered by Barstow Community College meets the academic requirement for the State – Child Development Associate Teacher Permit.

- The *Teacher Permit* requires 24 units of ECE or CD and 16 General Education (GE) units. In addition, this permit requires experience of 175 days of 3+ hours per day within 4 years. Refer to the Associate Teacher Permit for recommendations on acquiring experience. The Certificate Level II offered by Barstow Community College meets the academic requirements for the State – Child Development Teacher Permit.

- The *Master Teacher Permit* requires the same as the Teacher Permit with an additional 6 specialization units and 2 units in adult supervision. In addition this permit requires experience of 350 days of 3+ hours per day within 4 years. The Certificate Level III offered by Barstow Community College meets the academic requirements for the State – Child Development Master Teacher Permit.
• The **Site Supervisor Permit** requires an AA /AS (or 60 units) that includes 24 units in ECE/CD with core courses and an additional 6 administration units and 2 units in adult supervision. In addition, this permit requires experience of 350 days of 3+ hours per day within 4 years, including 100 days of supervising adults. The Certificate Level III offered by Barstow Community College meets the academic requirements for the State – Child Development Master Teacher Permit.

Advisory committees review curriculum for currency and relevance, comment on industry trends, changes in technology, and discuss the skills, knowledge, and abilities that are necessary for successful employment. Career and technical education advisory committees include Administration of Justice, Child Development, Child Development Training Consortium (CDTC), Child Development Mentor Program, Computer and Business Information Systems, Cosmetology, Electronics, and Welding. These advisory committees help to establish learning outcomes for students in occupational programs *(see: Advisory Committee Information)*. Through discipline requirements and standards, students are prepared for licensure. These rigorous standards prepare students for certification by external agencies.

When developing or revising specific content for CTE courses, faculty members typically confer with their colleagues and the industry advisory committee that provides expertise in the relevant content area. The proposed/revised course outlines are then submitted to the Curriculum Committee for review.

**Self Evaluation**

At BCC, all students completing career and technical education certificates and degrees demonstrate practical and professional competencies through established program level outcomes and demonstrated licensure pass rates. Other students “job out” when skills are acquired as in automotive technology.

The College meets this Standard.

**Planning Agenda**

Coordinate with the institutional research office the collection of meaningful employment data, including licensure pass rates and how well students are being appropriately prepared to meet current professional and industrial standards.
II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institutions officially approved course outline.

Descriptive Summary

The Barstow Community College Catalog clearly describes all programs, degrees, and certificates, as well as the transferability of all courses. The College catalog is available and accessible on the College’s website. Counselors and students use this to guide the planning of their college coursework. Schedules are available electronically before the beginning of each semester. Every course outline of record approved by the Curriculum Committee must include a detailed description of the course and the expected student learning outcomes. Faculty members use the course outline of record to create syllabi and/or course materials to provide to every student enrolled in the course.

In the “Degree and Transfer Programs” section of the BCC 2011–13 Catalog, each program has a description of the degree and defined program level outcomes. The purpose of each type of degree or certificate is described with an explanation of how each degree or certificate may be earned, including the required courses and the recommended general education courses. The content of each course is described, and course prerequisites, co-requisites, and advisories are specified in the catalog. The catalog is reviewed and updated each year published prior to the beginning of the new academic year. For fall 2011, the college will start publishing a two-year catalog. Each semester, including summer, a new class schedule is developed and posted online.

Students are informed by a variety of sources of college program and degree requirements, including those pertaining to transfer into the UC/CSU and other academic institutions to continue their education. Channels of student information include the catalog, counseling appointments and workshops, Transfer and Career Planning Center (TCPC) appointments and workshops, and handouts that identify programs, degree, and certificate of achievement requirements. The articulation officer oversees currency and relevance of college and university transfer information, through counseling articulation updates, supervision of input for ASSIST, and by identifying changes in UC, CSU, general education, and college curricular handouts for students distributed by counseling staff (see: BCC AP 4050).
For every course offered, each instructor, regular or adjunct, must provide the class with a syllabus at the beginning of each semester. Copies of the syllabus are sent to the Academic Affairs Office by the end of the first week of classes for both live and online sections. The Barstow Community College Faculty Handbook was updated in summer 2011. The handbook provides information on writing a syllabus, specifying information that must be included in the syllabus. Among the compulsory contents are official course outline objectives/SLOs. Course syllabi are examined by faculty and instructional administrators as part of the faculty evaluation process (see: Faculty Handbook).

Self Evaluation

BCC provides all courses of study, program level outcomes, degree requirements and other related information in the course catalog which is available online. Program brochures are available in physical education and career and technical pathways. Students are also apprised of degree requirements when completing educational plans. All courses have syllabi which outline the course requirements and learning expectations based on an established course outline of record.

The college meets this Standard.

Planning Agenda

None.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

BCC, through its counseling department and Transfer and Career Planning Center (TCPC) staff, provides specific transfer-of-credit information. The TCPC arranges for UC, CSU, and independent university representatives to meet with prospective transfer students individually or in groups on the college campus to provide assistance in transfer-of-credit policies. Some
universities may offer instant admission to eligible transfer students while on campus, to simplify the transfer process by providing official transcript evaluation on site.

The Barstow Community College Catalog clearly states the policies regarding accepting course work from other institutions. Courses listed on official transcripts from regionally accredited colleges may be accepted for transfer to a degree or certificate program. Up to 30 units of credit may be granted on the basis of scores on Advanced Placement (AP), College-Level Examination Program (CLEP), and Defense Activity for Non-Traditional Education Support (DANTES). BCC is a member of Service Members Opportunity College (SOC) and agrees to accept credit for military service schools, consistent with the recommendations of the American Council on Education (ACE). Barstow Community College is a participant in the Tech Prep Education program. The articulation provides a means for students to get college credit for equivalent classes successfully completed at the secondary school, avoiding unnecessary repetition of course work (see: BCC Catalog, p. 34-37).

Course work completed at Barstow Community College may be transferred to four-year colleges and universities through a number of articulation agreements noted in the College catalog. The Intersegmental General Education Transfer Curriculum (IGETC) program allows a student to meet all the lower division general education requirements at either the California State University (CSU) system or at the University of California (UC) system (see: BCC Catalog, p. 57–58). Barstow Community College has transfer agreements with 23 California State University campuses through the General Education Breadth Requirements (CSUGEB) agreement, which assures that CSU lower division general education requirements have been met. The IGETC and CSUGEB courses included in these agreements are itemized in the college catalog. The college has TAG (Transfer Admission Guarantees) with UC Davis, UC Irvine, UC Merced, UC Riverside, UC San Diego, UC Santa Barbara, and UC Santa Cruz. BCC has Articulation Agreements with all 10 UC campuses and 23 CSU campuses. For a military student, it is advisable to write a SOC agreement, which is an intercollegiate agreement articulating course work to all SOC institutions so that when military students transfer, their course work transfers with them.

District transfer policies and articulation agreements are communicated to students in the college catalog and on the Student Services webpage. They also are available in the college Transfer and Career Planning Center and the counseling office.
Self Evaluation

Policies and procedures for transfer of credit are clear and effective and are revised and/or updated to maintain currency. Transfer or award of credit units for prior college work or military service or training are timely evaluated. Prior college units must be secured from regionally accredited institutions or recognized foreign universities and colleges.

The college meets this Standard.

Planning Agenda

None.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Individual student rights and responsibilities are clearly indicated in the College’s catalog and other institutional resources, such as the schedule of classes. If a student’s major includes discontinued course work, the student must petition the Scholastic Standards Committee through a counselor for the authorization of course substitutions.

Barstow Community College’s Board Policy 4020, “Program and Curriculum Development,” discusses the procedure for program and curriculum modification or discontinuance. The procedure for program discontinuance is described in Administrative Procedure 4021 (see: BP 4020 and AP 4021).

All students affected by a program discontinuance decision will have access to counseling and will be provided with appropriate options for completing their programs, as needed. Historically, the College only had offered degrees in Humanities, Social Science, Natural Science/Math, and a limited number of CTE programs. Changes in degrees and certificates are made pursuant to modifications in curriculum and to the California Code of Regulations.

Self Evaluation

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled
students may complete their education in a timely manner with a minimum of disruption.

The college meets this Standard.

Planning Agenda

Analyze and revise the District policy and administrative procedure on program discontinuance. Align College and local practice on program status review to comply with anticipated District policy and administrative procedures.

**II.A.6.c.** The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The College primarily represents itself to the public, prospective and current students, and College personnel through:

- The Barstow Community College Catalog (produced in electronic form).
- The Class Schedule, for fall, spring, and summer (produced in electronic form).
- Brochures, flyers, and reports on various programs and initiatives at the college.

All College publications are reviewed annually, or more often as required. The Academic Affairs Office oversees the production of the College Catalog and the class schedules in collaboration with the Student Services Office.

The College regularly reviews the institutional policies and procedures to insure they reflect current laws, codes and regulations, and college practice; and will update policies and procedures as communicated by the Community College League of California Policy Service.

On the BCC website, the “News and Events” page is maintained by the Public Information Officer (PIO). The PIO ensures that college publications maintain a standard of high quality. The PIO ensures that consistent
communication is delivered through media, community and public relations, creating and placing advertisements in local papers, publications, and promotional information for students, staff, and the community. The PIO works with almost every office, department, and division on campus to develop plans to promote BCC news, events, or programs; to generate ideas for reaching a target audience; to gather pertinent and accurate information; and to pursue an avenue to communicate the message through advertisements, publications, events or media releases.

Self Evaluation

The College provides clear and accurate information on its website, in the schedule, the catalog and educational literature. The College fact book, equity report, and institutional effectiveness report are posted on the web for public view. All planning documents are posted on the web. The PIO produces press releases and public service announcements. All inaccurate information is removed and corrected upon discovery.

The College meets this Standard.

Planning Agenda

People throughout the campus provide input on ways to expand utilization of the website. Campus e-mails and in-person meetings provide ways to share ideas. Continued events on campus showcase our facilities and people. Planning meetings in which the entire campus is invited need to continue.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

The board of trustees, faculty, and administration of the College accept the responsibility of maintaining an atmosphere of academic freedom and academic integrity. The adopted policies of the governing board of BCC are made available to the public via the Barstow Community College website.

Board Policy 4030 supports academic freedom and responsibility. Student academic honesty and student conduct is covered in Board Policy 5500.
Student’s rights and grievances are covered in Administrative Procedure 5530. Student rights and responsibilities are presented in the college catalog and the class schedule, both of which can be accessed through the college website. In addition, student conduct, standards and discipline listed in the Faculty Handbook. Information about the college’s academic freedom policy is published in the Faculty Handbook. (see: BP 4030, BP 5500, and AP 5530).

Self Evaluation

The College’s policies and procedures explicitly support academic freedom and honesty. These policies are published for the public, current and prospective students, and college faculty and staff.

The college meets this Standard

Planning Agenda

None.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The faculty at Barstow Community College distinguishes between personal conviction and professionally accepted views in their discipline by adhering to Board Policy 4030. The BCC catalog and the Faculty Handbook emphasize the board policy on academic freedom and demonstrates institutional commitment to the free pursuit and dissemination of knowledge. Board policy asserts that “the faculty and administration of Barstow Community College feel a responsibility to protect the right of each employee to express his or her personal opinion, but in doing so, employees have an obligation to avoid any action which purports to commit the institution to a position on any issue without appropriate approval.”

Issues dealing with objectivity in faculty presentation of information are dealt with through the Academic Senate and in the context of department and discipline dialogue, if such matters arise.
Self Evaluation

College faculty presents information fairly and objectively and adhere to widely accepted professional standards in their areas of study.

Students indicated that faculty was judged to be fair and unbiased in their treatment of individual students since the student satisfaction level was 5.66 (out of 7) for that item. Employees agreed with a score of 5.47 on that IPS question.

The college meets this Standard.

Planning Agenda

None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

Barstow Community College maintains an institutional commitment to inform students about academic honesty and enforcing it. As described in Board Policy 5500 and Administrative Procedure 5520, there are clear rules and measures in regards to student conduct, standards and discipline (see: BP 5500 and AP 5520).

In the College catalog, it is clearly stated under Student Conduct that cheating, plagiarism (including plagiarism in a student publication) or engaging in other academic dishonesty and dishonesty, forgery, alteration or misuse of College documents, records or identification, or knowingly furnishing false information to the District shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student (see: BCC Catalog, p. 29). These policies are reiterated in BCCD Board Policies, Chapter 5.

Self Evaluation

While concerns regarding student awareness of standards of academic integrity continue to grow, especially as Internet sources of material become more accessible, the college’s policies and procedures remain clear. The vice
president of academic affairs and the instructional deans assist faculty when issues of possible academic dishonesty arise.

The College meets this Standard.

Planning Agenda

None.

\textit{II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.}

Descriptive Summary

Since Barstow Community College is a public, open access community college, there are no additional codes of conduct beyond those common to all public institutions dedicated to academic integrity and the pursuit and dissemination of knowledge, and to ordinary citizens.

The College maintains specific codes of conduct for staff, faculty, administrators, and students. The detailed conduct codes are present in the BCCD Board Policy and Administrative Procedures, the Faculty Handbook, the BCC Catalog, and the Classified School Employees Association (CSEA) collective bargaining agreement.

Self Evaluation

There is an established code of conduct to which students, staff, faculty and administration must adhere.

The college meets this Standard.

Planning Agenda

None.
II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

Not applicable to Barstow Community College.
Standard II A: List of Evidence Cited

II-A-2 Program Review Presentation
II-A-3 Mission Statement
II-A-4 MOU with Excelsior
II-A-5 BCC Catalog
II-A-6 BCC Educational Master Plan
II-A-7 Institutional Research webpage
II-A-8 2010 Fact Book
II-A-9 Special Programs Brochure
II-A-10 OSS Brochure
II-A-11 Tutorial Reports
II-A-12 VA Flier
II-A-13 VTEA Brochure
II-A-14 Learning Communities Flier
II-A-15 Noel-Levitz SSI-IPS
II-A-16 Substantive Change Proposal
II-A-17 Curriculum Approval Workflow
II-A-19 Institutional Outcomes Assessment webpage
II-A-20 Academic Senate meeting Sept. 2, 2010
II-A-22 2010 Core Competency Pilot Report
II-A-23 Fall 2011 In-Service Agenda
II-A-24 BP 4020
II-A-25 BP 7100
II-A-26 2009 Focused Midterm Report, p. 35
II-A-27 BCFA Contract
II-A-28 DCP MOU
II-A-29 SLO Assessment Tool
II-A-30 Strategic Priorities
II-A-31 AP 4020
II-A-32 Curriculum Committee Packet
II-A-33 Advisory Committee Information
II-A-34 Instructional Program Review Template
II-A-35 Rubric Analysis and Action Plan
II-A-36  AP 4100
II-A-37  Tutorial Services Reports
II-A-38  Course archive/delete document
II-A-39  Biology Discipline Review document
II-A-40  Program Review Rubric Analysis
II-A-41  Planning Cycle and Strategic Priorities
II-A-42  DCP reports
II-A-43  AP 4230
II-A-44  AP 4100
II-A-45  BCC 2011-13 Catalog, p. 9
II-A-46  AP 4025
II-A-47  Advisory Committee Information
II-A-48  AP 4050
II-A-49  Faculty Handbook
II-A-50  Board Policy 4020
II-A-51  AP 4021
II-A-52  BP 4030
II-A-53  BP 5500
II-A-54  AP 5530
II-A-55  BP 5500 and AP 5520