



BARSTOW COMMUNITY COLLEGE

MIDTERM REPORT

MARCH 15, 2022

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



BARSTOW COMMUNITY COLLEGE ACCREDITATION MIDTERM REPORT

SUBMITTED BY:

Barstow Community College
2700 Barstow Road
Barstow, CA 92311

SUBMITTED TO:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

MARCH 15, 2022

CERTIFICATION OF THE 2022 MIDTERM REPORT

Date: March 15, 2022

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

From: Dr. Eva Bagg
Barstow Community College
2700 Barstow Road
Barstow, CA 92311

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

Signed:





 <small>Eva Bagg (Feb 17, 2022 16:15 PST)</small>		02/17/2022
Dr. Eva Bagg	Superintendent-President	Date
 <small>paul wilkey (Feb 17, 2022 16:33 PST)</small>		02/17/2022
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Dr. Rodolfo Duque, Jr.	President, Academic Senate	Date
Dr. Beverly Ranney	President, Barstow College Faculty Association	Date
<i>Jessica Tainatongo</i>		02/28/2022
Jessica Tainatongo	President, California School Employees Association	Date
 <small>Marlynne Hernandez (Mar 7, 2022 09:15 PST)</small>		03/07/2022
Marlynne Hernandez	Student Trustee, Governing Board	Date
<i>Lisa Holmes</i>		02/17/2022
Lisa Holmes	Accreditation Liaison Officer	Date

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REPORT PREPARATION

Barstow Community College submitted its Institutional Self-Evaluation Report (ISER) to the Accrediting Commission for Community and Junior Colleges (ACCJC) in advance of the site visit in March 2018 ([RP.1](#)). The Commission acted to Reaffirm Accreditation for 18 months and required a Follow-up Report due October 1, 2019 ([RP.2](#)). The Follow-up Report was to address four recommendations the Commission deemed necessary for the College to correct in order to meet compliance requirements. The College noted in the October 2019 Follow-up Report ([RP.3](#)) that while three of the four recommendations had been addressed, more time was needed to focus on Recommendation #1 which reads, “In order to meet the standard, the Commission requires that the College assess program level outcomes for all instructional programs to assure currency, improve teaching and learning strategies, and promote student success.”

In addition to the written October 2019 follow-up report, three individuals from the College, Dr. Eva Bagg, Superintendent-President, Karen Kane, Executive Vice President of Academic Affairs and Student Services, and Lisa Holmes, Accreditation Liaison Officer (ALO), attended the Commission meeting in January 2020 to address the Commission in order to better explain the situation and the College’s plan forward. On January 27, 2020, the College received the ACCJC Action Letter ([RP.4](#)) which granted the College a “Good Cause Extension” to address Recommendation #1 with a follow-up report due on November 15, 2020. The College provided the follow-up report ([RP.5](#)) addressing Recommendation #1 in November 2020 and on February 1, 2021 received the final Action Letter ([RP.6](#)) from the ACCJC which acted to “Reaffirm Accreditation for the Remainder of the Cycle” with the Midterm Report due March 15, 2022.

To prepare for the Midterm Report, the ALO established a timeline for approval of the report ([RP.7](#)) and shared it with the Institutional Effectiveness Committee (IEC), the committee responsible for leading and organizing campus-wide participation in all ACCJC requirements, at the April 20, 2021 IEC meeting ([RP.8](#)). The Midterm Report was drafted by the ALO in collaboration with a team of employees directly involved with the areas to be addressed. The following is a list of those involved in the collection of evidence and writing of the report:

Name	Title
Nora Aguayo	Special Programs Specialist
Bryan Asdel	Interim Director, Learning Support Services
Keiry Borruel	Institutional Effectiveness & Research Specialist
Tim Botengan	V.P. of Academic Affairs
Heather Brang	Curriculum & Scheduling Specialist
Jennifer Burchett	V.P. of Human Resources
Deedee Garcia	V.P. of Administrative Services
Aleah Jameson Goodvich	Transfer & Career Center Coordinator
Lisa Holmes	Director of Research, Development & Planning/ALO
Stephanie Ingalls	Research Analyst
James Lee	Director of CTE Grants
Felicia Martinez	Database Analyst II
Aviel Millan	Database Analyst I
Heather Minehart	Dean of Enrollment Management and Services
Crystal Nasio	Dean of Instruction, Economic & Workforce Development
Bryce Prutsos	Director of Information Technology
Linda Pugliese	ACCESS Coordinator
Jennifer Rodden	Dean of Instruction, Academic Support and Online Learning
Penny Shreve	English Faculty/Outcomes and Assessment Committee Chair
Eduardo Vasquez	Counselor/Curriculum Committee Chair
Kim Young	Director, HR Organizational Development & Performance Improvement
Tanessa Young	Dean of Counseling and Student Success

While writing the report, regular updates were reported to the IEC at their monthly meetings ([RP.8](#); [RP.9](#); [RP.10](#); [RP.11](#)). The draft report was shared with IEC ([RP.12](#)), College Governance Council (CGC) ([RP.13](#)), Academic Senate ([RP.14](#)) and the Board of Trustees ([RP.15](#)) for a 1st read and then again for a 2nd read and final approval ([RP.16](#); [RP.17](#); [RP.18](#); [RP.19](#)). The IEC and CGC are participatory governance committees consisting of members from each of the constituent groups including students, providing an opportunity for all groups to participate in the discussions regarding the Midterm Report. The draft and final reports were sent to the Associated Student Government (ASG), the Barstow College Faculty Association (BCFA) and the California School Employee Association (CSEA) ([RP.20](#); [RP.21](#)). Additionally, the ALO attended the November 23, 2021 ASG meeting ([RP.22](#)) to provide an overview of accreditation, the accreditation process and the Midterm Report to the students. This approval process facilitated college-wide review and input from all constituent groups.

PLANS ARISING OUT OF THE SELF EVALUATION PROCESS

Standard I.A Plans for Future Action

Planned Action	Timeline
Continue implementation of Data Integrity/Banner Revitalization Project to increase integrity of and confidence in data. (I.A.2)	No later than Fall 2018
Progress	
The implementation of Data Integrity/Banner Revitalization Project is 100% complete. Ongoing validation of data for MIS submissions and training on Banner data entry is continuous. See QFE #3 for more detailed information	
Planned Action	Timeline
Complete and publish Data Governance Manual. (I.A.2)	Spring 2018
Progress	
After a hiatus due to the COVID-19 pandemic, the Data Governance Group (DGG) began meeting again in November 2021. The DGG will be reviewing the DGG Manual and making any necessary revisions prior to forwarding to the Technology Committee for approval and adoption (PL.1). The Technology Committee will forward to CGC for final approval after which, the manual will be posted to the IT webpage. Estimated completion date is March 2022.	

Standard I.B Plans for Future Action

Planned Action	Timeline
Complete development of BCC Outcomes Assessment Handbook. (I.B.1)	No later than Spring 2018
Progress	
This planned action is 100% complete. The Student Learning Outcomes and Assessment Committee (SLOAC) was reimagined into the Outcomes Assessment Committee (OAC) during the 2018-19 academic year. After work on revising the committee charge and membership (PL.2), work began on updating the handbook (PL.3) and glossary (PL.4). To help this effort, OAC created subcommittees. The documents were approved by OAC in spring 2021 (PL.5) and Academic Senate in fall 2021 (PL.6).	
Planned Action	Timeline
Develop and implement a cycle for assessment of course-level student learning outcomes that ensures all outcomes are assessed on a consistent and regular basis without assessing all outcomes every semester. (I.B.1, I.B.2)	Develop in 2017-18 Implement in 2018-19

Progress	
The development and implementation of a cycle of assessment of course-level student learning outcomes is 100% complete. Faculty are gathering course-level outcomes on a two-year cycle (PL.7).	
Planned Action (I.B/II.B)	Timeline
Develop and create a faculty Distance Learning and Instructional Technology Coordinator Position with reassigned time. (I.B.1, II.B.2)	Develop in Spring 2018 Implement in Fall 2018
Progress	
The position was created (PL.8) however, negotiations with the Faculty Association are still ongoing regarding the amount of re-assigned time and/or stipend for this position. Expected completion is spring 2022.	
Planned Action	Timeline
Determine appropriate student job placement goals and job tracking activities. (I.B.3)	Spring-Fall 2018
Progress	
<p>The CTE Department serves approximately 36% of the total student population. This student population is seeking workforce and occupational skills through certificates, local degrees and transfer degrees. The students within the program are both non-traditional and traditional students with a focus on career outcomes and planning.</p> <p>Currently, the CCCC LaunchBoard Dashboard shows that our CTE students are receiving more CTE units per semester than the statewide average with an advantage of 4% (PL.9). Of the 1,710 students in CTE, 89.2% are economically disadvantaged (PL.10). In a review of gender proportions, 63.4% of the programs' students were female (PL.11). In relation to ethnicity, the student demographics are as follows: 45.2% Hispanic, 31.5% White, 18.6% Black/African American, 2.3% Asian, 1% Filipino, and 1% Hawaiian Pacific Islander (PL.12).</p> <p>The CTE Department has made focused efforts to meet employment needs in four ways: 1) creation of short-term Career Development and College Preparation (CDCP) programs for rapid employment and re-employment, 2) development of an interactive Canvas shell that provides all students with job postings, interview skills and resume help, 3) annual administration of an employment-seeking survey, and 4) collection of employment data using the regional CTE software Jobspeaker.</p> <p>First, in response to the employment needs of Barstow and a quicker economic recovery, CTE created three non-credit CDCP certificates that include an essential skills course in each certificate for the purpose of training and retraining community members for immediate job placement. These certificates include: 1) Customer Service & Digital Literacy, 2) Trades Technician, and 3) Forklift Professional. The programs were launched in fall 2021 (PL.13). The inaugural classes totaled 145 students.</p> <p>Second, the Project Career Technician created a central location using Canvas where all students can access free career resources, job opportunities, and announcements from college</p>	

partners ([PL.14](#)). This included numerous video tutorials and content to support career exploration in each CTE program area. Since the establishment of this resource center, all CTE and transfer degrees have been added to the Canvas shell and access has been opened to all BCC students. The Canvas shell analytics ([PL.15](#)) indicated that there had been 22,099-page views/participation from February 1, 2021 through November 1, 2021. This equates to 566 views/participation weekly.

Third, beginning in May 2021, the CTE department created a practice to survey all graduating students who may be looking for employment support post-graduation ([PL.16](#)). Of the 500+ graduates, 106 responses were received. Each student was contacted by both email and phone to offer one-on-one appointments, inform them of current job opportunities in our local and surrounding areas and share workshop recordings and information on finding a career path, creating resume and cover letters, and interview preparation. The following are highlights from the Student Success Report to Cabinet and the Board of Trustees based on the first month of survey results.

Highlighting the Student Success of:

- Mariana Ajumesi, Child Development major, was hired as a Child and Youth Services (CYS) Assistant at Fort Irwin. She was offered positions with Montessori Catholic School and Concordia Christian. BCC worked with her on job application assistance, interview preparation and resume update.
- Five students were interviewed with Premier Group. Kenieshay McKinney, Administration of Justice major, was offered the position. BCC helped her with her resume update and interview preparation.
- Jose Velasquez, Photography major, was hired as a Customer Service Representative after trying to find a job for over six months on his own. BCC helped him with job application assistance, resume and interview preparation, and assistance with professional references.
- Elizabeth Thompson, Welding major, was placed in the Pacific Gas and Electric (PG&E) Program after BCC helped her with professional references, resume update, social media guidance and interview preparation.
- Joseph Schwall, an active duty student stationed at Fort Irwin, was looking to transition from the military. BCC assisted with creating a professional online presence, resume, cover letter, and professional references. He was hired as a Manager in Training at his organization of choice.

Currently, the Project Career Technician keeps an excel sheet of job placement activity ([PL.17](#)).

Fourth, during the academic year 2021-2022, all Region 9 colleges are being trained to use Jobspeaker for tracking student employment. This web-based job tracking engine includes job postings, job applications, events, and reports. In addition, employer partners are given access to student resumes so they can fill vacancies. BCC CTE is looking forward to using

Jobspeaker so that they can track the job placements for their students within a 12-month period.	
Planned Action	Timeline
Research, analyze, and develop a more systematic process for disaggregation and analysis of outcomes data, dissemination of information, and accountability for use of this information. (I.B.6)	Spring 2018-Spring 2019
Progress	
Progress has been made in using disaggregated data analysis of outcomes and the dissemination of information. See QFE #3 for more detailed information.	
Planned Action	Timeline
Examine and define planning and governance processes to enhance effectiveness and to better communicate the results of the institution's evaluation and assessment. (I.B.8, I.B.9)	Spring 2018-Fall 2020
Progress	
The current planning and governance processes are outlined in the Participatory Governance Handbook (PL.18) which was reviewed, updated and approved in spring 2020. The participatory governance committees are responsible for the various institutional plans of the College. Links between plans and the communication process are documented in the BCC Strategic Planning & Communication Process which was last reviewed in fall 2021 (PL.19). Every committee is surveyed annually to analyze its effectiveness in reaching the goals and objectives of the institutional plans (PL.20). Results of the surveys are shared with the respective committees (PL.21) where members discuss the findings and determine what changes should be made to improve effectiveness. The committee chairs memorialize the discussion and actions to be taken on the Committee Effectiveness Feedback form (PL.22) which is forwarded to the Office of Institutional Research (IR). Beginning with the 2021-22 cycle, IR will provide an analysis of all committee results and feedback forms and provide the combined results to the Institutional Effectiveness Committee (IEC) and the College Governance Council (CGC) for review and discussion.	

Standard I.C Plans for Future Action

Planned Action	Timeline
Implement plans to improve data quality and confidence. (I.C.1)	See QFE
Progress	
Ongoing validation of data for MIS submissions and training on Banner data entry is continuous. Additionally, with the integration of Banner, eLumen and Canvas, the College has and will continue to see greater efficiency and decreased data entry errors. See QFE #3 for more detailed information.	

Planned Action (I.C/III.A)	Timeline
Develop and implement strategies to further infuse cultural competence and appreciation of diversity into the college culture, including inclusion of these topics as an aspect of employee evaluations. (I.C.9, III.A.5, III.A.12)	Spring 2018-Fall 2020
Progress	
Through the work of the Student Success & Equity Committee, professional development opportunities for diversity, equity and inclusion have been made available to all employees and students (PL.23). Additionally, the Distance Education and Instructional Technology Committee (DEITC) created and approved an Online Equity Rubric (PL.24) to assist in building equity into the online classroom (PL.25; PL.26).	

Standard II.A Plans for Future Action

Planned Action	Timeline
Develop and implement a comprehensive enrollment management plan that includes strategies for scheduling, data analysis, setting enrollment targets, and ensuring adequate support services. (II.A.6)	Develop Spring 2018 Implement Fall 2018
Progress	
The College developed a comprehensive enrollment management plan (PL.27) that includes time blocks, FTES and efficiency targets, and a course cancellation policy. Goals and strategies were included and aligned with the Guided Pathways pillars. Further work is continuing for the purpose of adding data and specific metrics for target, goal setting and measurement of effectiveness. The Enrollment Management Committee will update the plan for review and approval by the Board of Trustees in spring 2022.	
Planned Action (II.A/II.C)	Timeline
Implement the Starfish degree review system in alignment with CurricUNET. (II.A.6, II.C.3, II.C.6)	Spring-Fall 2018
Progress	
Both the Starfish degree review system and CurricUNET have been abandoned and replaced. Starfish was explored and piloted with mixed reviews. Ultimately, it was discontinued and was replaced partly with CraniumCafe (PL.28), which soft launched in summer 2021 and implemented in fall 2021, and partly with Ellucian Degree Works (PL.29). The implementation of Degree Works, an academic advising and degree audit tool, will assist counselors and students in ensuring that students take the courses they need in a timely and organized manner while also assisting the College in scheduling the courses that students need to complete. Degree Works will be launched in fall 2022. The College implemented eLumen to replace CurricUNET as the curriculum housing platform. The system is fully implemented and ready to use for curriculum processes, which will begin in spring 2022.	

<u>Planned Action</u>	<u>Timeline</u>
Create staff position to provide technical support for Fort Irwin evening students. (II.A.7)	Spring 2018
Progress	
<p>The College has discussed the need for this position but has not moved forward. It has become clear that the justification for the position needs to be incorporated into the Fort Irwin program review and resource request process. This item is on hold until the 2022-23 program review cycle.</p> <p>In order to enhance academic and technical support for students at the Fort Irwin campus, a plan was developed to create an extension of the Teaching and Learning Support Center (TLSC) to be physically located at Fort Irwin. With a TLSC extension, Fort Irwin students can walk-in and/or schedule appointments to get tutoring, technical assistance, and other student supports. In June of 2019, classroom space at the Fort Irwin campus was identified, and work was underway to convert it into a TLSC extension. Although not completely developed, the TLSC Fort Irwin extension became operational in October 2019. That same month, a Learning Support Services Specialist was hired (PL.30) to support the TLSC which allowed for a full-time support person to transfer to the Fort Irwin TLSC extension. With an additional support staff at the Fort Irwin campus, staff schedules were re-arranged to provide support to students in the evening.</p> <p>In March 2020, due to the COVID-19 global pandemic, the National Training Center at Fort Irwin was essentially closed off. Access to Fort Irwin was limited to residents, military personnel, and other essential personnel. For almost one year, the College was unable to hold classes or services at Fort Irwin. In summer of 2021, COVID-19 restrictions started to relax and by fall of 2021, the College was able to provide some in-person classes and services.</p> <p>In November 2021 the College hired a permanent Director of Military Programs who will be responsible for all military programs, including at Fort Irwin (PL.31). Previously, an interim manager had oversight of Fort Irwin. With a Director of Military Programs in place and being physically located at Fort Irwin, the College will be able to better assess the needs at Fort Irwin, including educational programs, services, and staffing.</p>	
<u>Planned Action</u>	<u>Timeline</u>
Develop Board Policy and update Administrative Procedure 4021 regarding program discontinuance. (II.A.15)	Spring-Fall 2018
Progress	
<p>The update of Administrative Procedure (AP) 4021 is 100% complete (PL.32). It was deemed unnecessary to create a Board Policy. After update and approval of AP 4021 through the shared governance process, it was approved by CGC on February 24, 2021 (PL.33) and was received as an information item by the Board of Trustees on March 17, 2021 (PL.34).</p>	

Standard II.B Plans for Future Action

Planned Action (II.B/II.C)	Timeline
Develop comprehensive plans regarding tutoring, support for distance education courses, and other learning support services and resources. (II.B.2, II.B.3, II.C.1, II.C.3)	See QFE
Progress	
<p>The TLSC, guided by the mission of the College, the goals of the Superintendent-President, the CCC Vision for Success, the BCC Strategic Plan, the ISER Quality Focus Essay (Area Focus 1: Learning Support Services), and Assembly Bill 705, has created guidelines and general plans (PL.35) regarding tutoring, support for distance education courses, and other learning support services and resources (PL.36). As a result, the following goals were set in fall 2018:</p> <p>Goal #1: Identify/develop physical space for the Teaching and Learning Support Center Goal #2: Fully staff the Teaching and Learning Support Center Goal #3: Develop initial skills development course offerings and scheduling patterns Goal #4: Increase awareness of Teaching and Learning Support Center programs and services Goal #5: Provide an initial and continuous professional development program for all Goal #6: Develop a plan for improving data collection</p> <p>In response to these goals, the College has identified, created, and developed formalized space for the TLSC as of spring 2019, at which time it was fully operational. New equipment, furniture, and other physical resources have been provided (PL.37). A finalized job description for the Director of Learning Support Services was created and the position filled with an interim in fall 2019 (PL.38), and a job description for a Faculty Learning Support Coordinator (PL.39) has been drafted. Faculty members were identified, hired, and scheduled to develop and teach zero-unit learning support courses to supplement gaps in student learning and appropriately prepare students to simultaneously and successfully complete transfer-level English and math courses (PL.40; PL.41). Faculty have also been encouraged to have scheduled office hours in the TLSC, including counselors, for consistent student academic support and engagement.</p> <p>Additionally, faculty, in collaboration with staff and administration, have developed learning support workshops ranging from basic skills to advanced mathematics which are held in the TLSC and remotely (PL.42; PL.43; PL.44). To increase awareness of these programs, direct emails and announcements on Canvas, social media accounts, and the college website have helped to promote academic support services (PL.45). To increase student retention and success rates, various systems for data collection, appointment scheduling, and early alert systems have been piloted, selected, and utilized. Academic support services have also been extended to and developed at Fort Irwin, with a formalized space set aside for tutorial services, and with the implementation of Cranium Café for remote tutoring appointments and technical skills assistance.</p> <p>As a direct result of the work completed by faculty to address AB705 and the supports offered via the TLSC to support students who are now directly placed into transfer-level</p>	

math and English courses, the College was honored to receive the 21st Annual Dr. John W. Rice award for Student Success in fall 2021. Per the press release, (PL.46) this recognition was due to the “myriad of efforts, including a vibrant Teaching and Learning Support Center, faculty-led workshops, enhanced tutoring and improved early alert tracking. All have contributed to an overall increase of 29% of students completing transfer-level English and math courses within one year of their first attempt.”

Through these developments, the TLSC is committed to student success and continues to be recognized by students and staff as a learning center of excellence in providing support to the college community. See QFE #1 for more detailed information.

Standard II.C Plans for Future Action

Planned Action	Timeline
Determine and implement locally chosen multiple measures for placement of students using resources such as but not limited to MMAP recommendations, local data, and EAP scores. (II.C.7)	Develop Spring 2018 Implement Fall 2018
Progress	
The College is utilizing CCCApply MMAP recommendations, which are automatically loaded into Banner, for placement of the majority of students. Multiple Measures Placement Services (MMPS), through the CCCApply standard application, facilitates the collection of verified high school transcript data, providing AB705 compliant recommendations in English and math and delivers the results directly to Banner. The MMPS reports placement recommendations based on a hierarchy of available student data as follows: California College Guidance Initiative (CCGI); CalPass Plus; California Department of Education (CDE); CCCApply student self-reported data. MMPS only includes students who attended a U.S. high school in the last 10 years. If the student indicates on the application that they attended high school outside of the U.S. or they attended high school more than 10 years ago, they are not presented with the placement questions. It is these students that the counselors assist through in-person guided self-placement if they do not have a CCCApply placement recommendation (PL.47). The College is currently working on implementing the OnCourse module of COMEVO so that any student who does not have a placement recommendation through CCCApply will receive an email that will include a link to an online guided self-placement tool (PL.48) which will be fully implemented in February 2022.	

Standard III.A Plans for Future Action

Planned Action	Timeline
Connect evaluation directly to professional development by creating a system in which professional development activities are developed to address needs identified through the evaluation process. (III.A.5)	See QFE

Progress	
Human Resources worked with managers to develop a performance improvement plan/professional development training plan to connect employee evaluations to professional development endeavors (PL.49). The enhanced use of the performance improvement plan/professional development training plan has also led to the expanded use of digital training platforms, also known as Learning Management Systems (LMS), including Everfi (PL.50). Negotiations with both classified professionals and faculty are underway and will address evaluation tools and processes. See QFE #2 for more detailed information.	
Planned Action	Timeline
Create professional development pathways and Promote personal development of employees through a comprehensive professional development plan for all employee groups. (III.A.5, III.A.7, III.A.8, III.A.14)	See QFE
Progress	
Human Resources, in conjunction with the Professional Development Committee, will work with an outside consultant to structure professional development pathways. Expected completion and implementation in 2023.	
Planned Action	Timeline
Incorporate learning outcomes participation into management and staff evaluations. (III.A.6)	Spring 2018-Fall 2020
Progress	
Per ACCJC, “Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.” (PL.51)	
Planned Action	Timeline
Through negotiations between BCCD and BCFA, establish legislatively mandated adjunct faculty employment preference to ensure that the best qualified and most experienced instructors are available for improving student success. (III.A.7)	Fall 2017-Fall 2018
Progress	
Article 7 of the 2017-2020 BCFA Collective Bargaining Agreement (CBA) (PL.52) included language that addressed adjunct faculty employment preference however, the District was unable to implement the process due to subjective language. Because of this language, the district and union took the article back to negotiations for clarification. In July 2021, the Board of Trustees approved a tentative agreement, creating a new Article in the CBA contract, Article 17, replacing prior language regarding the rehire preference process for part-time faculty (PL.53). Proposed tracking systems have been put in place and vetted in Banner for this purpose and are currently being used to ensure systems are working correctly and efficiently when the 2022-23 CBA is approved and signed.	

Standard III.B Plans for Future Action

Planned Action	Timeline
Analyze and address CTE facility needs, including viability of State Street Facility and possible construction of new CTE site. (III.B.2)	2018-2021
Progress	
<p>The BCC Career & Technical Education (CTE) faculty and staff, along with personnel from Maintenance and Operations (M&O), and Business Services met with the State Street facility property owner, Excelsior Academy, to discuss the viability of the site given that the building was not DSA approved. A plan was developed for the College to vacate the property by June 30, 2021. The CTE programs that were affected by the move were Automotive Technology (AUTO), Diesel Technology (DESL), Industrial Maintenance (IMMT) and Industrial Electrical (IMEI). The collective work of the CTE faculty and M&O cleared the space of all equipment and supplies between the end of the spring 2021 semester and June 1, 2021 so that no classes were disrupted. The equipment has been placed in secure storage in the Performing Arts Center (PAC) cargo bays. The AUTO, DESL, IMMT and IMEI courses are being held within open classroom space in the PAC through the spring 2022 semester. There has been no interruption in course scheduling. On January 20, 2021 the BCC Board of Trustees approved the bid of Silver Creek Industries in the amount of \$2,060,676.26 for four (4) DSA approved pre-fabricated modular buildings for the Interim CTE Complex (PL.54). This CTE Complex is in the planning and development phase with a projected completion date in late spring semester 2022. The Complex will include classroom and office space (PL.55; PL.56).</p>	

Standard III.C Plans for Future Action

Planned Action	Timeline
Complete Technological Infrastructure Project to upgrade college network, data storage, and telephone system. (III.C.1, III.C.2, III.C.3)	See QFE
Progress	
<p>The College identified critical milestones for each area of the technology infrastructure upgrade including telephone, network, and data storage. These milestones included implementation, configuration, testing, and adoption of each piece of enterprise hardware. After identifying the milestones, the College worked with vendor, ConvergeOne, to create a project management plan (PL.57). The infrastructure upgrade is complete. See QFE #3 for more information.</p>	
Planned Action	Timeline
Assess and expand efforts to address technology training and support needs through update of Strategic Technology Plan. (III.C.4)	Spring 2018-Spring 2019

Progress
The technology committee has discussed the need to review and update the technology master plan (PL.58). The projected timeline for completion of the plan is May 2022.

Standard III.D Plans for Future Action

Planned Action	Timeline
Complete Banner Revitalization Project to improve the flow of information between Admissions and Records, Financial Aid, and the Business Office and streamline processes related to Accounts Receivable and Financial Aid. (III.D.5)	Fall 2017-Spring 2019
Progress	
The revitalization project was completed for Admissions & Records and Financial Aid. There is ongoing work with the Business Office and their functions as they relate to Accounts Receivable and financial aid disbursements. This effort has been hindered due to staff turnover but there has been a renewed focus on correcting these processes.	

Standard IV.A Plans for Future Action

Planned Action	Timeline
Evaluate the College’s existing participatory governance structures in order to clarify roles and responsibilities among constituency groups, increase quantity and quality of conversations across the College about student learning that are based on evidence of learning and on student achievement toward their educational goals, and improve documentation of those conversations. (IV.A.6)	Spring 2018 and ongoing
Progress	
<p>At the beginning of each academic year, participatory governance committees are responsible for reviewing their committee’s purpose, charge, and membership structure. Any changes are sent to CGC for final approval and incorporation into the Participatory Governance Handbook (PL.18). Discussions take place regarding the results of the annual Committee Effectiveness Survey as well (PL.22). These discussions are, in most recent semesters, becoming more robust. Members are noting a need for training on the purpose and charge of the committee, the responsibility of committee members to share information to their constituent groups and the need to share information between committees, specifically how institutional plans including objectives, actions and progress towards goals relate to other plans (PL.59; PL.60; PL.61).</p> <p>Documentation of committee actions and discussions are now housed in BoardDocs (PL.62). This online repository has improved the documentation process allowing all constituent groups access to review the agendas, minutes, presentations and any supplemental materials of all participatory governance committees.</p>	

INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS

RESPONSE TO COLLEGE RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION #5

In order to improve institutional effectiveness, the College should review its integrated planning process as outlined in its Quality Focus Essay with an emphasis on formalizing and documenting College-level decisions and evaluation of policies and procedures (I.B.4, I.B.8, I.B.9, III.A.14, III.C.4, IV.A.6)

COLLEGE RESPONSE

The current integrated planning and governance processes are outlined in the Participatory Governance Handbook which was reviewed, updated and approved in spring 2020 ([R5.1](#)). The participatory governance committees are responsible for the various institutional plans of the College. Links between plans and the communication process are documented in the BCC Strategic Planning & Communication Process which was last reviewed in fall 2021 ([R5.2](#)).

Every committee is surveyed annually to analyze its effectiveness in reaching the goals and objectives of the institutional plans ([R5.3](#)). Results of the surveys are shared with the respective committees where members discuss the findings and determine what changes should be made to improve effectiveness ([R5.4](#)). The committee chairs memorialize the discussion and actions to be taken on the Committee Effectiveness Feedback form which is forwarded to the Office of Institutional Research (IR) ([R5.5](#)). Beginning with the 2021-22 cycle, IR will provide an analysis of all committee results and feedback forms and provide the combined results to the Institutional Effectiveness Committee (IEC) and the College Governance Council (CGC) for review and discussion.

At the beginning of each academic year, participatory governance committees are responsible for reviewing their committee's purpose, charge, and membership structure. Any changes are sent to CGC for final approval and incorporation into the Participatory Governance Handbook ([R5.1](#)). Discussions take place regarding the results of the annual Committee Effectiveness Survey as well ([R5.5](#)). These discussions are, in most recent semesters, becoming more robust. Members are noting a need for training on the purpose and charge of the committee, the responsibility of committee members to share information to their constituent groups and the need to share information between committees, specifically how institutional plans including objectives, actions and progress towards goals relate to other plans ([R5.6](#); [R5.7](#); [R5.8](#)).

Beginning in the 2022-2023 academic year, committees will also be asked to discuss and decide upon goals for the year at their first meeting. These goals will be expected to align with the Strategic Plan and the Vision for Success Goals ([R5.9](#); [R5.10](#)). Committee goals will be memorialized on the newly adopted CGC New Academic Year Committee Goals Form and will be submitted to CGC for review and discussion. At the final meeting of the academic year, each committee will complete the new CGC End of Year Committee Goals form to report on the

status of their annual goals. This process will allow the CGC to support the governance committees to prioritize goals and communicate their annual progress ([R5.11](#)).

As indicated in the College's November 2020 ACCJC follow-up report, the program review handbook, process and forms were recently revamped in an effort to allow for more meaningful reviews, and to create transparency and strengthen the relationship between the program review process and the budget allocation process ([R5.12](#)). The new process went into effect beginning in spring 2021 for the 2021-2022 review cycle. Trainings were held to assist with understanding the purpose and process of program review and how to complete the necessary documentation ([R5.13](#); [R5.14](#)). Faculty were trained how to use and analyze the new Program Review Data Dashboards as part of a three-part workshop provided by the RP Group on building a culture of inquiry ([R5.15](#); [R5.16](#)). At the time this report was written, the next step in the process includes the Deans and Vice Presidents summarizing their area's program reviews, identifying trends and prioritizing resource requests ([R5.17](#)). The prioritized resource requests will then be sent to the President's Cabinet for review and final prioritization for funding. Summaries, trends and resource allocation will be shared with the IEC, Business & Finance Committee, CGC and the Board of Trustees at various steps in the process throughout spring 2022.

Documentation of committee actions and discussions are now housed in BoardDocs ([R5.18](#)). This online repository has improved the documentation process creating access for all constituent groups to review the agendas, minutes, presentations and any supplemental materials of all participatory governance committees. Through the use of BoardDocs, the College has made improvements in documenting College-level decisions.

BoardDocs also houses all Board Policies (BP) and Administrative Procedures (AP). New and revised policies and procedures are reviewed and approved through the participatory governance process; they are presented to constituency groups and committees as applicable. Ultimate approval lies with CGC and the Board of Trustees. In April 2021, CGC discussed the need to create a temporary BP/AP Taskforce to establish a district-wide process for review and revision of Board Policy and Administrative Procedures ([R5.19](#); [R5.20](#)).

CONCLUSION

While progress has been made to improve institutional effectiveness through the integrated planning process including updating the program review and budget allocation processes, surveying participatory governance committees for effectiveness and documenting all meeting agendas, minutes and supplemental documents in BoardDocs, more work needs to be done. Communication between committees should be formalized so that goal setting, objectives, and activities are transparent, purposefully aligned and cohesive. Discussions are now taking place to determine the most effective ways to make this happen. To better support the governance committees to prioritize goals and communicate their annual progress, CGC is moving towards a more active role in institutional planning and will be more closely monitoring the currency, goals, objectives and progress for all committees and plans ([R5.11](#)). Each committee will be required to not only ensure that their plan is current but to also provide a report on their goals for the year and provide a summary of progress at the end of each year.

REFLECTION ON IMPROVING INSTITUTIONAL PERFORMANCE: STUDENT LEARNING OUTCOMES AND INSTITUTION SET STANDARDS

STUDENT LEARNING OUTCOMES (STANDARD I.B.2)

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”

COLLEGE RESPONSE

Reflection Question #1: What are the strengths of the process that help the college to improve teaching and learning?

Faculty are gathering course level outcomes on a two-year cycle ([SL.1](#)). These course-level student outcomes have been mapped to program-level outcomes by the discipline faculty ([SL.2](#)). The assessment of SLOs leads to the assessment of PLOs due to this mapping. eLumen has been fully implemented and now contains the complete catalog of courses and programs including approved SLOs and PLOs. All faculty must assess the same SLOs across courses. Prior to the March 2018 visit, this was not the case as there was no mechanism in place to ensure faculty were assessing the officially approved SLOs for the course.

PLOs are built into the program review template ([SL.3](#)). This allows for continuous review and reflection on outcomes assessment and provides a process for modifying teaching methods, curriculum or outcomes based on student performance. The reflection section in reporting assessments in eLumen ([SL.4](#)) allows instructors to indicate unique factors in course assessment and more depth on what they have learned ([SL.5](#)). It is this reflection that allows faculty to share within and across disciplines, specifically during the program review process. The eLumen system, although not yet set up to do so, will allow for the disaggregation of outcomes assessment results based on students’ demographic information.

Reflection Question #2: What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

The Outcomes and Assessment Committee (OAC) have realized the need for two areas of opportunity for growth to further refine its authentic culture of assessment. First, faculty need access to a repository of quality assessment resources. Second, training needs to occur to assist faculty with ensuring equity in outcomes assessment.

To address these two areas, OAC has formed two subcommittees to address resource needs and equitable assessment of student learning outcomes. One subcommittee will create a repository of useful materials on assessment which will be made available to all faculty via the committee’s webpage. The second subcommittee will work to increase awareness and action in equitable assessment through resource collection and training ([SL.6](#); [SL.7](#)).

The OAC committee as well as discipline faculty have led training on assessments and have shared experiences and best practices surrounding the assessment of SLOs. Information

acquired and discussed in OAC meetings is shared with the faculty at large and other constituent groups.

Reflection Question #3: Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

During program review, programs and departments must reflect on PLOs or service area outcomes and provide insight into changes made because of the outcomes assessment. The Instructional Technology Center (ITC) has provided, through their department's program review, examples of service improvements based on outcomes assessment data ([SL.8](#)). The Canvas course, "Teaching Online with Instructional Design," now allows time during the course for hands-on training leading to less stress. Faculty can now build their course during the Canvas training course rather than after the course is complete. A new course, "Canvas Integrations and Beginning ADA Compliance," was created to address accessibility concerns. Finally, the "Quest for Online Success" course was updated to "provide an accurate pathway to skills and abilities needed for students to succeed in distance education."

The Automotive Technology faculty have made program improvements and plan on additional improvements based on program learning outcomes assessment results ([SL.9](#)). They have incorporated comprehensive testing to "promote critical thinking" and "communication skills." Additionally, the department will investigate ways to track students' ASE certification examination results.

Reflection Question #4: In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

Course-level SLOs are assessed once every two years. This assessment schedule was initially created by faculty and then validated against the two-year course offering schedule to ensure alignment. If a course scheduled to be assessed is cancelled, then the two-year assessment cycle is reviewed and revised if necessary.

To support faculty in assessing course-level SLOs, OAC held numerous open houses ([SL.10](#)) to assist faculty with assessment and SLO to PLO mapping. Mapping the outcomes provides an opportunity for more robust assessment reports to be utilized during the program review process. Additionally, the Office of Institutional Research and Instructional Technology Center staff provide group trainings and individual trainings for faculty to assist with entering assessment data into eLumen and/or Canvas ([SL.11](#)).

There has been some hesitancy from faculty in entering assessment data into the eLumen system. During fall 2020, the first semester after implementation, 22.9% of the sections that were to be assessed were assessed using eLumen. During spring 2021, only 8.5% of the sections were assessed using eLumen. Due to the efforts of the OAC chair and committee, the use of the eLumen system increased in fall 2021. Of the 83 sections assessed, 48.2% were assessed using eLumen.

Term	# of Sections to be Assessed	# of sections assessed	Section Assessment Rate
Fall 2020	96	22	22.9%
Spring 2021	118	10	8.5%
Summer 2021	N/A	N/A	N/A
Fall 2021*	86	84	97.7%

*As of 2/15/2022

The faculty hesitancy to utilize eLumen is due to increased workload and the use of a new tool that requires not only training, but repetitive use. To address this the College will begin using the dedicated faculty meeting times for Best Practice and All Division to provide space for discussion and training on the use of eLumen. Additionally, discussions are taking place on how to better structure the eLumen support system at the College so that faculty feel more supported and less hesitant about using the platform.

INSTITUTION SET STANDARDS (STANDARD I.B.3)

ACCJC Standard I.B.3. states: “The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.”

COLLEGE RESPONSE

Barstow Community College establishes Institution-Set Standards, including floor and aspirational goals, per ACCJC Eligibility Requirement (ER) 11 and Accreditation Standards I.A.2 and I.B.3. In addition, the College has established student achievement goals as part of the California Community College Chancellor’s Office (CCCCO) Vision for Success Plan ([IS.1](#)). While there is some overlap in the relationship between these two sets of goals including certificate and degree completion and transfers, there is a difference in the methodologies used.

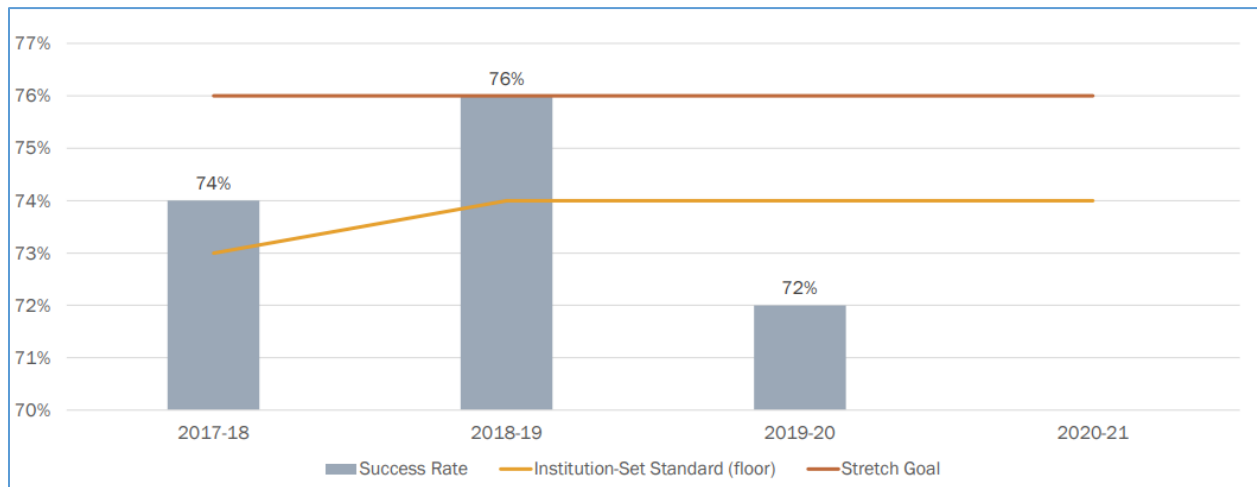
Each spring semester, IEC reviews the Institution-Set Standards that will be submitted to ACCJC in April. The committee reviews how the College is doing in relation to the floor and aspirational goals and discusses any necessary adjustments to those goals for the coming year. On March 9, 2021, IEC reviewed the progress made through 2019-2020 on the Institution-Set Standards and compared that progress against the previously set goals ([IS.2](#)). The COVID-19 pandemic had a largely negative impact on most metrics in 2019-2020. The committee discussed these trends and the very real possibility of continually low progress as the impact of the pandemic continued through the 2020-2021 year. Instead of using the previously established three-year average plus one standard deviation calculation as a starting point for adjusting goals, the committee decided that the floor and aspirational targets would stay status quo rather than adjusting goals downward. The College would focus on bringing enrollment and success metrics back to pre-pandemic levels. The Institution-Set Standards presentation was shared institution-wide through the Office of Institutional Research’s quarterly newsletter and via the Research & Evaluation webpage ([IS.3](#); [IS.4](#); [IS.5](#)). Additionally, the ACCJC Annual Reports are published to the college’s website ([IS.6](#)).

The Vision for Success goals were established in 2018-2019 and officially approved by the Board of Trustees on May 15, 2019 ([IS.7](#)). The Vision for Success Plan, published by the CCCCCO, calls for an increase in various student success metrics ([IS.1](#)). Each metric is to increase by a specified percentage rate by the year 2022. Barstow Community College applied these percentages to baseline data provided by the CCCCCO Student Success Metric Dashboard as a starting point to assist in setting the 2022 targets ([IS.8](#)). In addition, these specific metrics and targets were aligned with the 2019-2024 Strategic Plan that was created during the same timeframe ([IS.9](#); [IS.10](#)). The Vision for Success goals are directly reflected in the Superintendent/President’s goals and are also included in the Board of Trustees’ goals ([IS.11](#); [IS.12](#)). The initial presentation of the Vision for Success goals and the Tableau dashboard that is updated annually is available on the Research & Evaluation webpage ([IS.13](#); [IS.14](#); [IS.5](#)).

The following charts display the data from the most recent ACCJC Institution-Set Standards Report, submitted in April 2021, as well as the progress made towards the Vision for Success goals ([IS.15](#)).

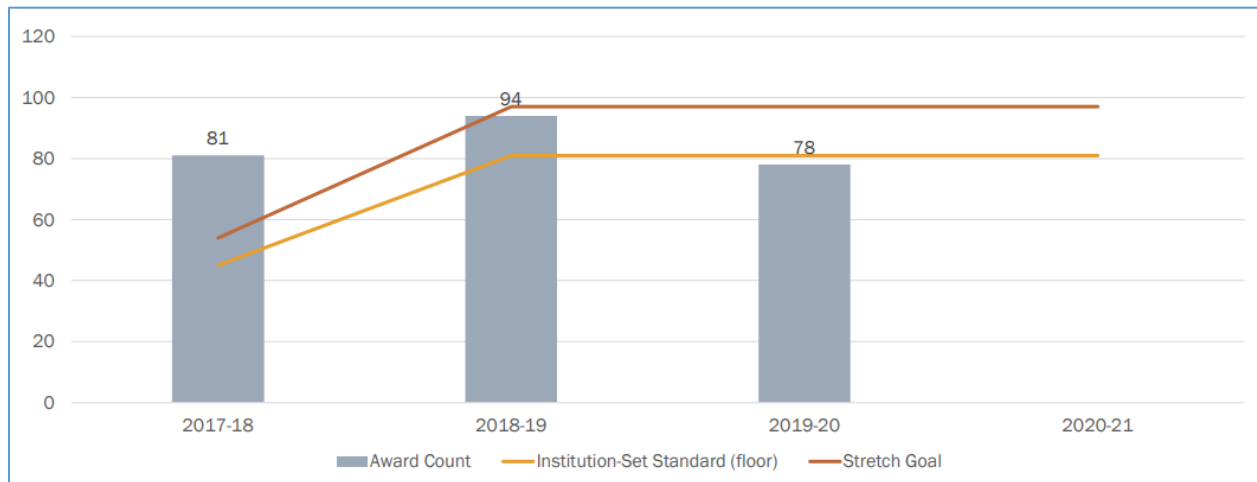
INSTITUTION-SET STANDARDS

Course Completion Rates



In spring 2020, due to the COVID-19 pandemic, many students opted to withdraw from classes taking advantage of the Emergency Withdraw (EW) grade. This grade allowed them to withdraw without any penalties. Colleges had the option of including or excluding these grades when calculating course success rates. Barstow Community College opted to include these grades, categorizing them as an unsuccessful grade to avoid falsely exaggerated success rates. Had the College decided to exclude EW grades, the overall course success rate for 2019-2020 would have been reported to be approximately 80%, instead of 72%.

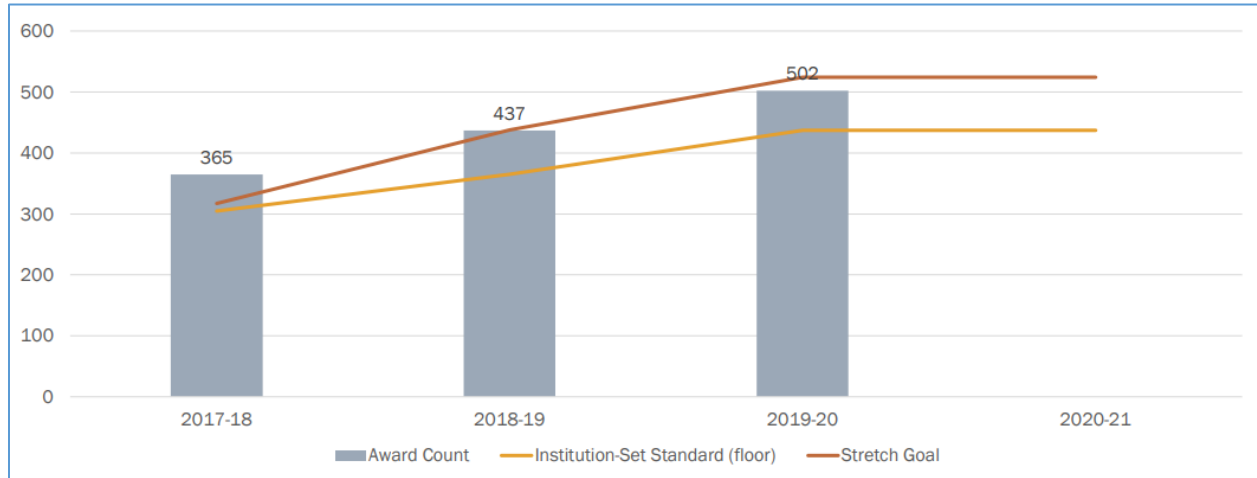
Certificate Completion



Certificate completions dropped by 16 awards (17%) between 2018-19 and 2019-20. Prior to this decrease, the College was seeing an upward trend in certificate completions; there was a 359% increase in certificate completions between 2016-17 and 2019-20 due to the massive curriculum and scheduling overhaul the College began in fall 2018. The 2019-20 decrease could also be attributed to the COVID-19 pandemic as all certificates are CTE related and the CTE schedule in

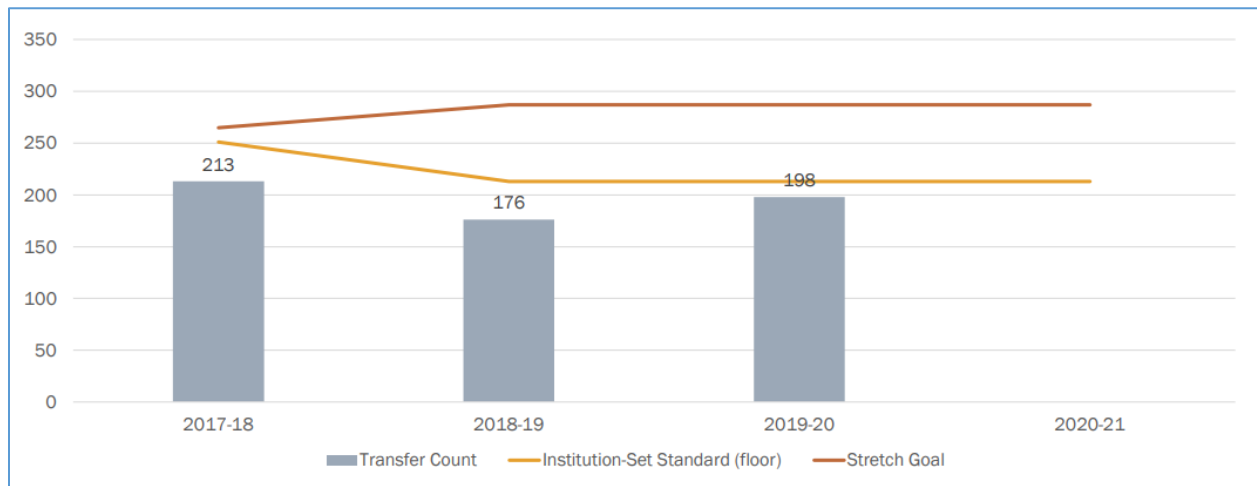
spring of 2020 was greatly impacted, hindering both enrollment and completion. The 2020-21 academic year saw 83 certificate completions; an increase over the previous year and just over the floor goal of 81 but not quite back to pre-pandemic levels.

Associate Degree Completion



The College continues to realize an upward trend of associate degree completions. Although the IEC chose not to increase the floor or stretch goals because of the uncertainty of COVID, the College had 571 associate degree completions in 2020-21.

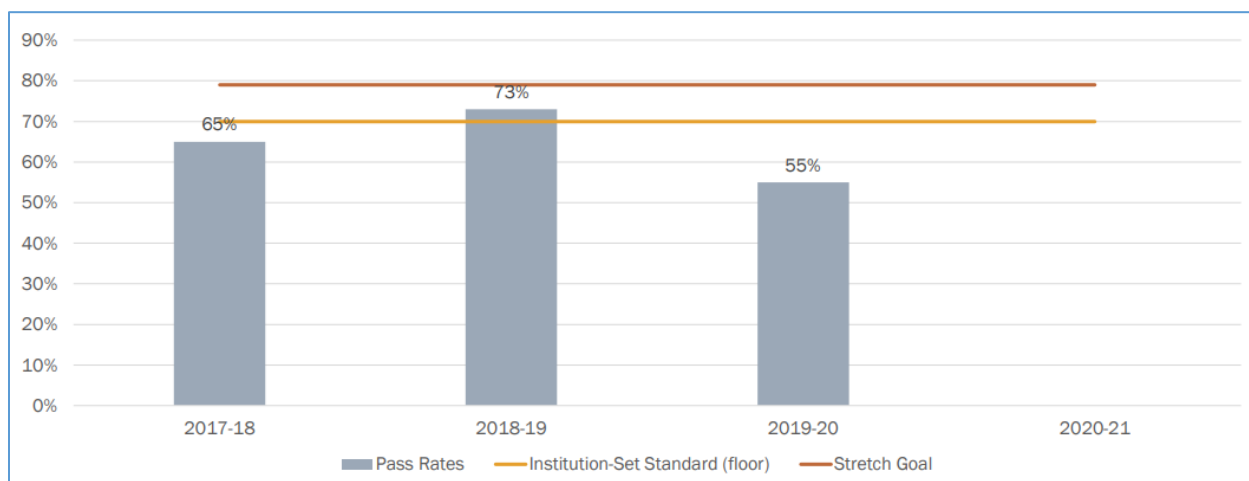
Transfers to a 4-year College/University



Transfer to a 4-year college/university continues to be an area the College needs to improve as indicated in the chart above. At the time of the team visit in March 2018, the College had a total of nine Associate Degrees for Transfer (ADT). As part of the curriculum reset the College focused on increasing the number of ADTs to help students complete, ensure students are not taking unnecessary units and to ensure students could transfer to the California State University (CSU) system. There are now 20 ADTs. Many transfer related events are offered to students including, but not limited to, virtual transfer fairs and transfer awareness week ([IS.16](#); [IS.17](#)).

The Office of Institutional Research recently conducted a transfer study analyzing ten years of National Student Clearinghouse (NSCH) data in an effort to understand students' paths after leaving the college. The IR staff presented transfer data for students who graduated from BCC at the December 2021 All College meeting ([IS.18](#)). The study will provide data for two more presentations scheduled in spring 2022, one analyzing transfers of non-degree completers and one analyzing transfers based on demographic information. This will help inform plans to improve future transfer rates and reach both the floor and aspirational targets. With all of the work to increase the number of ADTs from 9 to 20, as well as the numerous transfer related events to inform students, the College hopes to be able to increase the number of transfers and exceed our floor goal. Additional information on college initiatives to improve transfer outcomes can be found in Reflection Question #3 below.

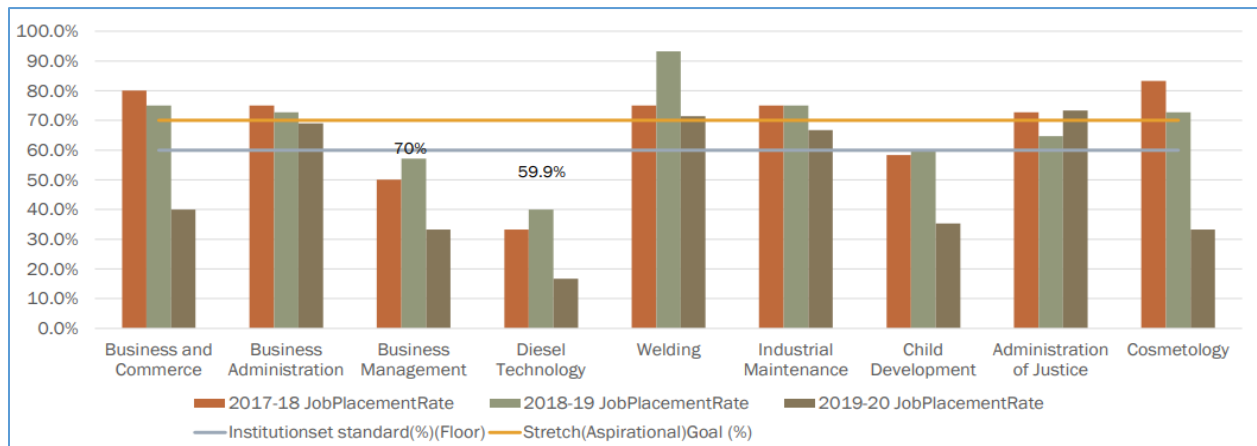
Licensure Examination Pass Rates



Due to the COVID-19 pandemic, examinations were placed on hold in 2020.

The chart above shows that the licensure examination passage rate for Cosmetology was trending upwards, even reaching the floor goal however, there was a decrease during the 2019-2020 year bringing the passage rate back down below standard. The 2020-21 academic year saw the exam passage rate increase to 63%; although better than 2019-20, still below standard. The cosmetology faculty are currently working towards updating the curriculum to align with the changes in the California Board of Barbering & Cosmetology curriculum. This was a result of the passage of Senate Bill (SB) 803 which will reduce the required number of hours for cosmetology programs from 1,600 to 1,000 hours. SB 803 also eliminates the practical examination for cosmetology students graduating after January 1, 2022. The College anticipates that these changes to program curriculum and testing requirements will lead to an increase in student licensure rates.

Employment Rates for CTE Students



Rates from 2021-22 Fiscal Planning Year of Perkins Core 4 Indicator Reports (2016-17, 2017-18, 2018-19)

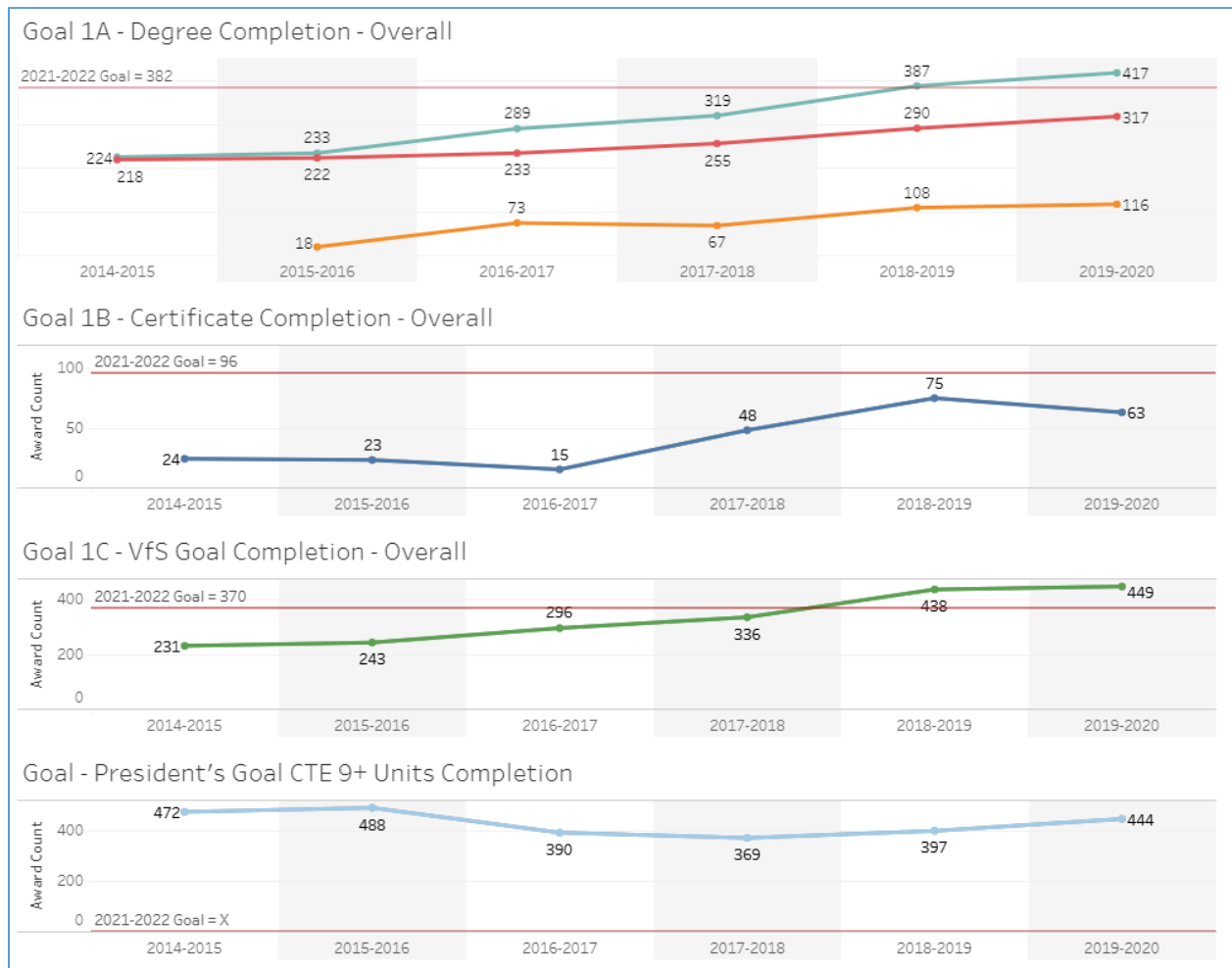
Employment rate decreases were observed in the majority of programs from 2018/2019 to 2019/2020. There is a correlation between these employment rates for CTE students with the State of California Employment Development Department (EDD) employment data trends during this period. The EDD’s website shows these statewide data trends including California unemployment rate, California payroll jobs, industry sector and labor force month and year-over change, and California unemployment insurance claims statewide and by county. Both the employment rate decreases observed with Barstow Community College CTE students and those statewide coincide with the COVID-19 pandemic and resulting impacts on the economy and employment.

Between December 2019 and December 2020, EDD data shows a decrease of over 1.4 million California payroll jobs and an increase in the California Unemployment Rate from 3.9% to 9.0%. When drilling down on the data, similar data trends can be seen between the College’s student employment rates and statewide industry data. For example, statewide year-over-year change rates for the construction industry showed an increase of +2,900 jobs from December 2019-December 2020. Two of the College’s construction related pathways also showed lower employment rates. Welding showed a decrease but remained above the institutional standard and stretch/aspirational goal. Industrial Maintenance showed slight decreases but still remained above institution standards and near the stretch/aspirational goal. Pathways and industries that were impacted more severely and had longer impacts such as cosmetology and child development showed more significant reductions in employment rates.

With the California economy recovering from impacts of the COVID-19 pandemic the College anticipates the employment rates for CTE students to increase. Data from the EDD website shows that the California unemployment rate has reduced from 10.6% in September 2020 to 7.5% in September 2021. Data also show that California payroll jobs increased from 15,874,100 in September 2020 to 16,669,900 in September of 2021. The state in total has regained 1,723,800 or 63.5 percent of the 2,714,800 jobs that were lost in March and April of 2020 due to the pandemic.

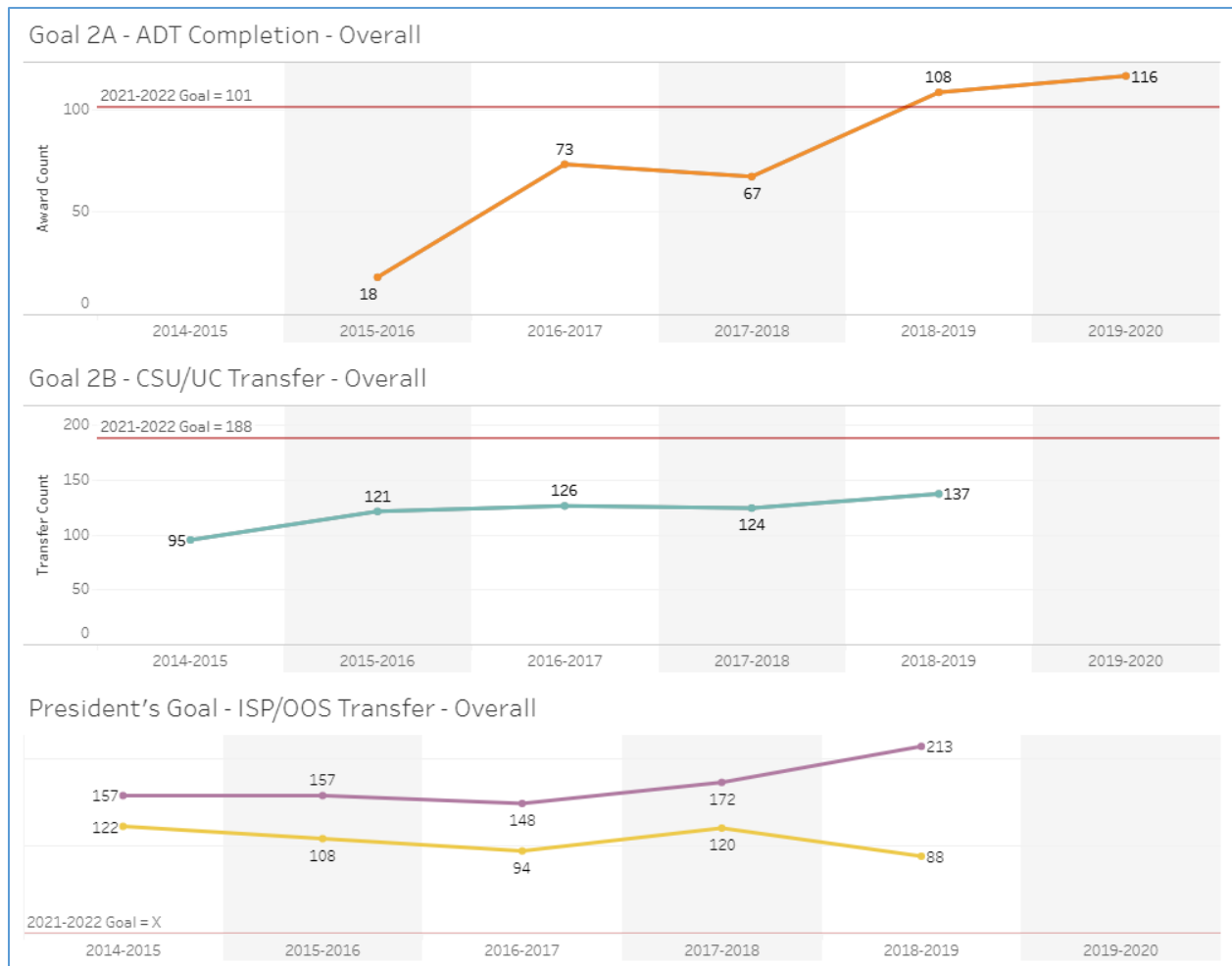
VISION FOR SUCCESS GOALS

Goal 1 - Completion



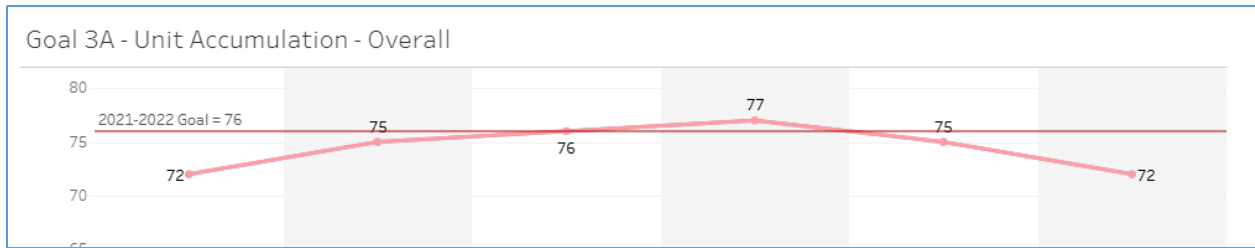
Similar to the Institution-Set Standards, the College did not reach the Vision for Success certificate completion goal in 2019-2020. The College believes however, that with all of the work already completed in updating and aligning the certificate programs to better meet the needs of students, certificate completions will begin to trend upwards again to a level that exceeds the goal of 96 completions by 2022.

Goal 2 – Transfer



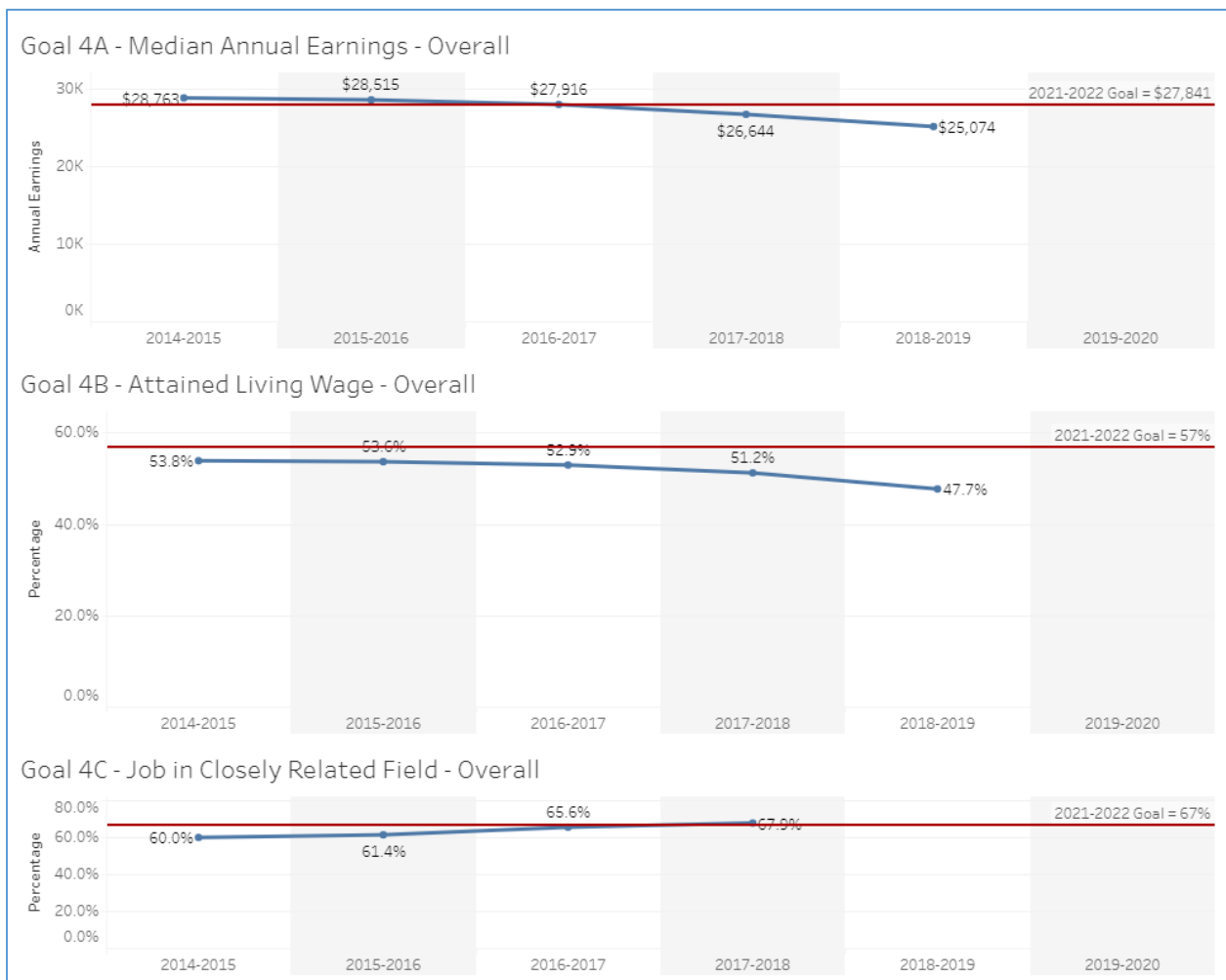
The progress towards the Vision for Success transfer goal is in line with the Institution-Set Standard; the College has not yet reached its goal. As previously stated, the College is working towards improvement in this area and believes that this work will increase the number of transfers to a level that exceeds the floor goal. Additional information on college initiatives to improve transfer outcomes can be found in Reflection Question #3 below.

Goal 3 – Units



The College’s goal for the average number of units a student completing an associate degree would earn was set to less than 76 units. The College experienced a slightly upward trend in units completed in 2016-2018. With the implementation of AB705 and the removal of remedial math and English courses from the schedule and improvements made to the schedule of courses including the implementation of two-year plans, students are now averaging 72 units upon completion; a downward trend that should continue.

Goal 4 – Employment



Both the median annual earnings and the living wage attainment metrics have been trending downwards; a trend that is largely driven by the economy. In an effort to address this, the College is working towards innovative strategies including offering short-term, non-credit certificates. These certificates will provide students opportunities to rapidly gain skills needed for wage gains in flexible offerings in a variety of pathways. Other efforts to increase median annual earnings include continued alignment of programs with industry trends and offering or preparing students with third party industry recognized credentialing which can provide students the knowledge or credentials to gain higher wages. Employment efforts to include employment pipelines with living wage or higher employers is an ongoing effort to increase job placement and attaining living wages. The College slightly exceeded 2017-18 goal of 67% for Goal 4C, “Jobs in Closely Related Field,” and will continue efforts of aligning programs with industry as well as working to increase employment opportunities for students to continue to meet and exceed this goal.

Reflection Question #1: Has the college met its floor standards?

Over the three years reviewed on the most recent ACCJC Annual Report ([IS.15](#)), all areas, with the exception of the number of transfers and the number of job placements in approximately half of the fields of study, experienced an increase between year one and year two. Year three, 2019-2020, saw decreases in course completion rates, certificate completion, licensure examination pass rates and job placements, presumably due to the COVID-19 pandemic. The College did not meet the floor standard in those areas in the 2019-2020 year. Additionally, although transfers did not decline in this year, the College did not quite meet its floor standard of 213; there were 198 transfers.

Reflection Question #2: Has the college achieved its stretch (aspirational) goals?

The College met its stretch goal for course completion and associate degree completion and just missed the stretch goal for certificate completion in 2018-2019. The stretch goal for associate degrees was adjusted upward for 2019-2020 due to the extensive work the College did over the previous few years to update courses and programs. In 2019-2020, the only area that met the stretch goal was job placement in administration of justice careers. Degree completions came close to meeting the stretch goal in 2019-2020; the stretch goal was 524 and there were 502 degree completions.

Reflection Question #3: What initiative(s) is the college undertaking to improve its outcomes?

Transfer Outcomes

The College is undertaking multiple initiatives to improve its transfer related outcomes. As previously noted, the faculty have added an additional 11 ADTs to the college catalog, for a total of 20. This will increase the students’ likelihood of transferring successfully with minimal excess units. The implementation of Ellucian Degree Works, an academic advising and degree audit tool, will assist counselors and students in making sure that students take the courses they need in a timely and organized manner while also assisting the College in scheduling the courses that

students need to complete ([IS.19](#)). In fall 2021, the College launched the “15 to Finish” campaign to inform students and employees of the benefits of completing 15 units each semester including finishing within two-years and saving money ([IS.20](#); [IS.21](#); [IS.22](#)).

In spring 2021, the Transfer and Career Center (TCC) website ([IS.23](#)) was updated to be a one-stop-shop for transfer and career related information that now provides easy access to resources for students, staff, and faculty. Transfer Services and Career Services now have their own specific web presence with updated and well-organized content including employment opportunities, access to events and workshops, forms and tutorials, steps for transfer, appointment scheduling, and many other resources ([IS.24](#); [IS.25](#)). The TCC hosted over 40 transfer workshops in spring and fall 2021 ([IS.26](#); [IS.27](#)). Additionally, the TCC participates in the Week of Welcome (WOW) event every fall semester, bringing in speakers from transfer institutions ([IS.28](#)).

TCC employees attend the Region 9 Transfer & Career Center Directors monthly meetings to network with other college’s regarding transfer best practices. Additionally, the TCC communicates with students via email, Canvas posts and the BCC mobile app on a weekly basis on transfer related topics such as deadlines and upcoming events/workshops ([IS.29](#)).

Employment Outcomes

One of the most significant approaches to improving employment outcomes is through the Strong Workforce Program. The overall goal of leveraging this funding is to develop more workforce opportunities and increase upward mobility of low-wage workers into living-wage jobs. This program aligns with and supports Vision for Success, Guided Pathways, Board of Governor’s Taskforce on Workforce, and K14+ pathways. Goals include building better infrastructure to build long term pipelines of students to the workforce in living-wage jobs. This effort is a collaborative effort amongst the 12 community colleges in the Inland Empire/Desert Regional Consortium. With these efforts, students have mobility options for education and employment opportunities throughout the region.

Specific local efforts include: 1) creation of short-term Career Development and College Preparation (CDCP) programs for rapid re-employment, 2) development of an interactive Canvas shell that provides all students with job postings, interview skills and resume help, 3) annual administration of an employment-seeking survey and, 4) collection of employment data using the regional CTE software JobSpeaker. By having a dedicated Career Project Technician who works directly with employers and students on job placement activities, the College has increased the number of students gaining employment and employers filling positions in their organizations. Annual industry advisory meetings with employers and other stakeholders provides an opportunity to hear directly from employers what their needs are and gives the College an opportunity for further alignment of programs with industry needs.

Reflection Question #4: How does the college inform its constituents of this information?

The Institution-set Standards and Vision for Success Goals, along with progress made towards targets, are presented annually to IEC for review, discussion and adjustment. The IEC is a

participatory governance committee with members appointed by each constituent group. Members are responsible for sharing the information to their respective groups. Additionally, the Institution-Set Standards presentation is shared institution-wide through the Office of Institutional Research ([IS.3](#)). Most recently, the IR office began sharing the presentation through its quarterly newsletter and via the Research & Evaluation webpage ([IS.4](#); [IS.5](#)). Additionally, the ACCJC Annual Reports are published to the College's website ([IS.6](#)). The Vision for Success goals are presented to the Board of Trustees each year as part of the Superintendent-Presidents Goals. A Vision for Success/President's Goals Tableau dashboard is updated annually and is available to the entire college and the public via the Research & Evaluation webpage ([IS.14](#); [IS.5](#)).

REPORT ON THE OUTCOMES OF THE QUALITY FOCUS PROJECTS

AREA OF FOCUS 1: LEARNING SUPPORT SERVICES

The College, upon completion of the ISER in 2017 and in relation to academic support services, committed itself to the following strategies:

- A comprehensive tutoring program with enhanced services and improved training for tutors
- Development of a college writing center
- Enhancement of support services for online instruction
- Extension of support services for all locations and students

Additionally, more specific efforts were planned in the creation of the faculty-led Learning Resource Center, specifically a Teaching and Learning Support Center (TLSC) in which the following is planned or has occurred:

- Certified general tutoring support (e.g., College Reading & Learning Association, <https://www.crla.net>)
- Expertise in Reading Apprenticeship
- Supplemental Instruction
- Workshops on time management, learning styles, information literacy, and other academic skills
- Writing Center to support writing instruction across the curriculum
- Math Center to support instruction in computation and quantitative reasoning across the curriculum

Measurable outcomes for this area of focus include:

- Creation of coherent and well-calculated plans for tutoring services, online instruction, a writing center, and expansion of learning services. Each of these plans will contain detailed and measurable outcomes.
- Implementation and realization of planning efforts, with sufficient resource support for each.
- Enhancement of student satisfaction and success throughout the curriculum and at all locations, as measured by analysis of success data, student surveys, and employee participant feedback.

PROGRESS

Barstow Community College's commitment to the development and improvement of its learning support services has been demonstrated in a multitude of projects since the ISER was submitted in 2017. The hiring of a Dean of Instruction, Academic Support and Online Learning in July 2020 ([Q1.1](#); [Q1.2](#)) was accompanied by the creation of two Director positions beneath the Dean to supplement administrative support. Both of these positions, the Director of Instructional Technology and Online Learning ([Q1.3](#); [Q1.4](#)), and the Director of Learning Support Services

([Q1.5](#); [Q1.6](#)), serve as examples of the College's tangible efforts to enhance student learning support services. While the former Director is responsible for faculty instructional technology development and LMS student support, the Director of Learning Support Services oversees the College's tutoring program, computer lab, and library.

Comprehensive Tutoring Program with Enhanced Services and Improved Training for Tutors

Faculty have worked with student-tutors on a monthly basis to provide professional development and skills training as part of tutor-training program development ([Q1.7](#); [Q1.8](#)). Additionally, the College purchased Tutorlingo ([Q1.9](#)) in 2018 to enhance student-tutor onboarding. Future improvement of the academic support services at the College will include the continued development of our College Reading & Learning Association (CRLA) Certification Program for tutors ([Q1.10](#)). The Director of Learning Support Services, in collaboration with faculty, is currently working to develop a CRLA Certification Training Program for peer-tutors, with an expected certification date of spring 2023.

The College has also developed its tutorial program by founding and increasing the size of its embedded tutoring program. The Academic Support Services team, consisting of faculty, staff, and peer-tutors, has worked to embed over 200 courses with a tutor or a librarian to assist students in the classroom ([Q1.11](#)). Since the summer 2020 semester, the Librarian has been embedded in approximately 30 online courses each primary term. In an environment where over 70% of the class offerings are still currently online due to the COVID pandemic, tutors are embedded in the Canvas course shell which allows them to be available to assist students with guidance from the instructor. Online embedded tutors assist students in technological challenges they face working remotely, they participate in class discussions, assist students with academic challenges, and help guide them by providing a peer role model. The Librarian has participated in academic courses on an ongoing basis, teaching information literacy skills to students in both a remote and face-to-face environment. Both of these programs move the College into the 21st century as far as having academic support services immediately available to students in a variety of modalities. It also moves the College forward in terms of compliance with Guided Pathways by providing more structured and revamped support for students in achieving their college completion goals.

Development of a College Writing Center

The College has created and continues to implement new and innovative ideas in the TLSC, formerly the computer lab, where both the Writing Center and Math Lab are currently located and undergoing further development with faculty support. Since the inception of the TLSC in 2018, the College has continuously hired faculty each semester to provide additional support to students, with emphasis in the employment of math and English faculty. Faculty have provided subject-specific study skills and career skills workshops to students in both face-to-face and remote formats. Designating separate but connected space for the Math and Writing Centers is currently in progress ([Q1.12](#)). Space has already been provided, as well as furniture and teaching

materials, to L-13 in the TLSC (Q1.13). This is the anticipated location where the Math and Writing Center will physically open and operate as a distinct but related operation from the general tutoring program in the connected rooms; this is contingent upon the return of faculty to the physical campus and BCFA memorandums and contract negotiations currently ongoing.

Enhancement of Support Services for Online Instruction

Another success has been the creation and adoption of online resources. The launch of the BCC Resource Hub on Canvas in fall 2020, the creation of a faculty-led workshop library for students in spring 2020, and a new online appointment scheduling and meeting platform, Cranium Café, adopted in summer 2021, have all contributed to a newly revamped and improved remote student experience. The BCC Resource Hub is a one-stop Canvas shell which is ADA compliant, and provides access to and contact with several service areas across campus, including the TLSC, Library, Homeless and Housing Insecurity Program, Food Pantry, and much more (Q1.14). Students can find department announcements here and access information on individual programs and areas. The faculty-led workshop library for students, which contains videos on a variety of subjects ranging from math to English, ESL, study skills, time management and more, has reached over 100 videos and is embedded into the BCC Resource Hub Canvas shell (Q1.15). Cranium Café is a virtual platform that connects students with staff and faculty at the College in a matter of minutes (Q1.16). Features include face-to-face video conferencing, screen share, interactive whiteboard and document sharing, as well as appointment scheduling for both face-to-face and remote meetings.

In an effort to collaborate with faculty and improve instruction in face-to-face and online formats, the “Scholarship of Teaching Series” was created (Q1.17). This series of workshops is hosted by the TLSC and is led by faculty, for faculty, on a semi-monthly basis. Topics are wide-ranging but have included subjects such as content creation, using Canvas tools to improve teaching, and understanding diversity, equity and inclusion in and out of the classroom. In December 2019, math faculty member, Dr. Peter Esperanza, helped to pilot the series by being the first to present on “Taking Online Content to the Classroom.” This workshop demonstrated how to create one-take video lessons as well as publishing instructor-created content in online and face-to-face settings. Renee Gurley, part-time English faculty, presented on “5 Tips to Make Canvas Work for You.” This workshop was geared towards the use of Canvas tools to improve online student interaction and engagement. Susan Nylander, full-time English faculty, led a conversation on “Implicit Bias and Microaggressions” in the public sphere and classroom. This workshop addressed the everyday slights and indignities that persons of color and marginalized groups experience on a daily basis, and how faculty can be more aware of and avoid them. One goal of the workshop series moving forward is to provide more faculty support and development in the implementation of “Reading Apprenticeship” across all disciplines.

These efforts to enhance support services for online instruction also assisted in the implementation of AB705 and had a large impact on students’ success in transfer-level math and English. As a direct result of the work done by faculty to address AB705 and the supports

offered via the TLSC to support students who are now directly placed into transfer-level math and English courses, the College was honored to receive the 21st Annual Dr. John W. Rice award for Student Success in fall 2021. Per the press release ([Q1.18](#)), this recognition was due to the “myriad of efforts, including a vibrant Teaching and Learning Support Center, faculty-led workshops, enhanced tutoring and improved early alert tracking. All have contributed to an overall increase of 29% of students completing transfer-level English and math courses within one year of their first attempt.”

Extension of Support Services for all Locations and Students

In an effort to better serve the students and increase support, the operating hours of the TLSC and Library were extended. The TLSC, now open 8:00AM-7:00PM, Monday through Thursday, and 8:00AM-5:00PM on Fridays, also extended its availability to the weekend pre-COVID and during the pandemic. Students could receive tutoring and reference support between the hours of 8:00AM-2:00PM on Saturdays. As enrollments and need declined, Saturday hours were removed however, it is the intention to reintroduce them when enrollments return to pre-pandemic levels. The Fort Irwin academic support services also reopened post-pandemic with extended hours, with tutoring and academic support available between 8:00AM-6:00PM, Monday through Thursday, and 8:00AM-12:00PM on Fridays. This schedule was determined on the basis of extended conversations with military leadership who recommended and surveyed the Fort Irwin BCC student population to create an optimized schedule which met military students' needs and availability.

Additional Academic Support Services

The TLSC now offers the Technology Loan Program ([Q1.19](#)), which was established in collaboration with the IT department during the COVID-19 pandemic to provide technology hardware to faculty, staff and students. Over the past year, the College has loaned out over 650 Chromebooks and 150 hotspots to students to provide the necessary resources for them to complete their courses. Additionally, the College implemented the “Barstow Community Connection” program, working with business partners throughout Barstow and the surrounding area ([Q1.20](#); [Q1.21](#)). This program allowed for the installation of Wi-Fi hotspots at 10 businesses in the service area. Students were able to access the internet at locations closer to their homes rather than driving to the College parking lot. Even as students and employees return to campus, the College continues to provide this service to students and faculty with ease and transparency by publicizing the program through targeted mediums such as the college website, Facebook, and word-of-mouth, among others. Students simply need to come to the TLSC and fill out a form in less than five minutes, and can receive technology to assist them in the completion of their degree or certificates.

In addition to hiring two new staff members in both the Library ([Q1.22](#); [Q1.23](#)) and TLSC each ([Q1.24](#); [Q1.25](#)), the College reopened the Learning Resource Center (LRC) as of August 2, 2021, and has provided service to thousands of students since, in both remote and face-to-face

format. Staff also made thousands of calls to students to assess student needs over the past year. In a joint effort during the early fall of 2020, Student Services and the TLSC coordinated a student outreach initiative, calling over 3,000 students who were enrolled in fall 2019 and spring 2020, but not enrolled in the fall 2020 semester. In doing so, staff and peer-tutors were able to establish and assess various reasons students were unable to attend school during the COVID-19 pandemic and link them to support services and resources at the College to help them get back on track toward their degree.

AREA OF FOCUS 2: PROFESSIONAL DEVELOPMENT

Barstow Community College identified Professional Development as Area of Focus 2 in the Quality Focus Essay. This stems from a commitment from the College at all levels, to broaden professional development opportunities and institutionalize a culture of continuous improvement.

Rationale:

ACCJC Accreditation Standard III.A.14 states, “The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs.” Likewise, the 2011 California Community Colleges Student Success Task Force Recommendation 6.1 noted that colleges should “create a continuum of strategic professional development opportunities, for all faculty, staff, and administrators to be better prepared to respond to the evolving student needs and measures of student success.” (ISER, 2018)

Outcomes:

- Completion and analysis of a professional development needs assessment.
- Development and implementation of a comprehensive professional development plan, including pathways for advancement for all employee groups.
- Inclusion of cultural competence and diversity and of areas for future development as an aspect of all employee evaluations.

PROGRESS

Create Professional Development Pathways

Just prior to the COVID-19 pandemic the College’s Office of Institutional Research worked with the Professional Development Committee to survey college employees regarding professional development interests. Results were completed near the end of February of 2020, but the campus went remote in March of 2020 which held off discussions on the results until late fall of 2020 ([Q2.1](#); [Q2.2](#); [Q2.3](#); [Q2.4](#); [Q2.5](#)).

The information from these surveys was then used in the development of a robust remote professional development offering for Classified School Employee’s Week, observed May 24th through May 27th, 2021 ([Q2.6](#)).

The Professional Development Committee in conjunction with Human Resources is revising the Professional Development Plan in the 2021-2022 academic year ([Q2.7](#); [Q2.8](#)). Human Resources will be working with a consultant on a needs assessment and the development of a pathways design beginning 2022.

Promote Personal Development of Employees

In 2020 Human Resources began working with several area managers to more broadly use professional development for employee improvement in conjunction with the evaluation process. When two or more areas needed improvement in a classified evaluation, Human Resources worked with managers to develop a performance improvement plan or professional development training plan to connect employee evaluations to professional development endeavors, which increases employee effectiveness (Q2.9). This work is ongoing and will be further explored as the campus implements the electronic evaluation tool, NEOgov Perform (Q2.10). These efforts, in conjunction with increased management training and available support tools create a comprehensive approach to effective evaluation practices.

The enhanced use of the performance improvement plan and the professional development training plan has also led to the expanded use of digital training platforms, also known as Learning Management Systems (LMS), such as Everfi (Q2.11), Vector Solutions (Q2.12) and the Vision Resource Center (Q2.13). These platforms allow for the district to provide immediate and diversified training solutions. Each LMS offers a catalog of options for managers to utilize in supporting staff.

Classified Employees are provided an opportunity within their Collective Bargaining Agreement (CBA) to receive a stipend by electing to participate in professional development options, including those available outside of the College. Per the CBA (Q2.14), the employee must submit a training plan to the Professional Development Committee for consideration of eligibility for the stipend (Q2.15).

The College is committed to efforts in developing a “pathway” approach surrounding professional development. A clearly identified roadmap for movement to reach the desired growth of the individual is a focus (Q2.7; Q2.8).

Connect Professional Development to Evaluations

NEOgov Perform will be piloted first with the management team in 2022. This process will create a number of potential opportunities to seek feedback that allow insight into performance. This information can be used to create an individualized professional development plan.

Classified negotiations are underway for the 2021-2024 collective bargaining agreement. As part of this process, a tentative agreement has been reached regarding the participation of the classified staff in an electronic evaluation pilot (Q2.16). This process will invite opportunities for more dialogue on employee professional development.

Faculty negotiations for the 2020-2023 collective bargaining agreement are underway. Article 12, allows for the consideration of both the tools and the process to be reviewed and agreed upon.

Address Immediate Professional Development Needs

In 2021-2022 the Professional Development Committee will work with the Public Information Office to add a calendar to the webpage that will provide a location to act as a repository for professional development activities on campus. Departments have access to or can provide professional development on key initiatives for their areas. This allows for a tool to broaden the accessibility of the information available in real-time to all campus stakeholders.

In fall of 2021, BCC hosted a professional development kick-off event featuring renowned speaker Jim Tamm to work with a cross-section of the campus on communication, collaboration, and organizational culture ([Q2.17](#)). These areas were identified by multiple groups as areas of interest for professional development.

The College continues to seek new ideas around improving professional development opportunities for the campus. The forward momentum of the Professional Development Committee remains important to cross-constituent collaboration in this area.

AREA OF FOCUS 3: INFORMATION TECHNOLOGY INFRASTRUCTURE AND DATA QUALITY

The College identified Information Technology Infrastructure and Data Quality as an area of importance that required improvement to enhance academic quality and institutional effectiveness.

Rationale:

“Confidence in the College’s ability to communicate and effectively use data through a reliable computer network and a reliable telephone system is essential to the success of the students and the College. Confidence in the quality of data is paramount. A system that provides reliable and accurate data in an accessible manner will promote more effective discussion of ways to enhance instruction, student services, and student success, therefore making a direct impact on student learning and achievement.” ([Q3.1](#))

Outcomes:

- Complete server and technology infrastructure upgrade.
- Complete telephone system upgrade.
- Fully implement Video Point to Point.
- Implement training schedule for data management by employees.
- Integration of student outcome metrics into major college plans and program and service evaluations.

To achieve these outcomes, three main strategies were implemented:

- Implementation of Technology Infrastructure Upgrade
- Improvement of Data Quality
- Communication, Dialog, and the Use of Data to Drive Institutional Processes

PROGRESS

Implementation of Technology Infrastructure Upgrade

The College identified critical milestones for each area of the technology infrastructure upgrade including telephone, network, and data storage. These milestones included implementation, configuration, testing, and adoption of each piece of enterprise hardware. After identifying the milestones, the College worked with vendor, ConvergeOne, to create a project management plan ([Q3.2](#); [Q3.3](#)).

It was determined that the link between the Storage Area Network (SAN) and servers for the data storage project was not fast enough. Storage has been upgraded from a spinning disk Storage Area Network (SAN) to a full flash to mitigate this.

The College has updated the network by upgrading to dual 10-gigabit links in failover mode from building to building. The upgrade allows for faster communication between each building while protecting against any downtime with the failover aspect. The remote Fort Irwin campus has been switched over from a satellite link to a 200/200 fiber link, providing a faster and more stable connection between the main campus and the remote campus ([Q3.4](#)).

Additionally, the College has set up redundant backups for each virtual machine (VM) and tests those backups monthly for performance and accuracy. IT staff are currently rotating one month's worth of incremental backups.

BCC has implemented two call centers for the Financial Aid and Admissions & Records departments. These call centers include functionality such as call waiting, round-robin forwarding, and calling analytics. The College also implemented an automated attendant that can point an outside caller to any department on campus. Each department was part of the design and testing phase of the automated attendant and call center implications. An updated report of technology in the reach room, including phones, has been created, kept up to date, and is audited yearly. Due to the COVID-19 pandemic and the move to remote work and learning, the emergency locator functionality has not been fully implemented. Testing to ensure phone locations will be conducted once implementation is complete ([Q3.5](#)).

The Point-to-Point software was successfully installed in 2018 however, due to the COVID-19 pandemic and the move to remote services, the software was abandoned. The functionality was replaced with Zoom and Microsoft Teams. The replacement software allows for video and audio connection and conferencing between employees and students while working and studying remotely.

Improvement of Data Quality

The Information Technology Department (IT), Office of Institutional Research (IR), and Enrollment Services personnel have created several reports and processes that allow for continuous review of data. MIS data is reviewed during the upload process to the California Community College's Chancellor's Office (CCCCO), and after upload by key personnel through the Data Mart website ([Q3.6](#)). The MIS files are extracted from Banner and uploaded to the CCCCCO by the IT department. When errors occur, IT is notified by the CCCCCO. IT then notifies Enrollment Services personnel and IR ([Q3.7](#)). Errors are corrected and the files are resubmitted by IT. Once all files are successfully uploaded, the data appears on the Data Mart website. Staff from IR, Enrollment Services, Human Resources, and Special Programs & Services review the data for any anomalies in trend data; this allows for a secondary review of the data from an alternate perspective ([Q3.8](#); [Q3.9](#); [Q3.10](#)). Anomalies are researched and if errors are found, the appropriate data is corrected at the source and the submission process begins again ([Q3.11](#)). In fall 2014, prior to the Banner Revitalization/Data Integrity Project, the College submitted its term files 134 times. In fall 2020, the College submitted its term files 15 times; an 89% decrease in submissions.

During the course of data validation for MIS submission, problem areas were identified where data entry was causing errors. Department and individual trainings took place to ensure staff members understood the information they were entering and the overall affect that data entry had on the institution and its processes. As departments and individuals were trained, Standard Operating Procedures (SOP) were created. These SOPs are now housed in a shared folder for easy access and use in training new employees during onboarding ([Q3.12](#)). These SOPs ensure data entry is correct, consistent and continual regardless of employee turnover.

The Data Governance Group (DGG) determined that an established schedule for data entry training was not necessary after initial cleanup of processes and the creation of department SOPs. Training will be done as part of the onboarding process for new employees. SOPs are reviewed and updated by the primary functional user on a regular cycle based on usage.

The QFE stated that DGG would conduct an annual review of Banner access by employee position. After the initial review of access by all positions, DGG determined that going forward, access would be determined on a case by case basis as new access is requested by an employee or their supervisor. Access is either granted, denied or modified after a conversation between the employee, supervisor and IT.

DGG was annually reviewing the Data Governance Manual however, the group did not meet during the COVID-19 pandemic when all employees and students were remote as all efforts were focused on the technology needs to ensure a smooth initial transition and ongoing support needs. DGG will be reviewing the DGG Manual and making any necessary revisions prior to forwarding to the Technology Committee for approval and adoption. ([Q3.13](#)). The Technology Committee will forward to CGC for final approval after which, the manual will be posted to the IT webpage. Estimated completion date is March 2022. Training on Data Governance Manual topics will take place after final approval, adoption and publication of the manual on an as needed basis.

Communication, Dialog, and the Use of Data to Drive Institutional Processes

Since the March 2018 visit, numerous reports and dashboards have been created for continuous oversight of enrollment management. Additionally, enrollment management and best practices have been the topic of numerous trainings. Enrollment Management training was provided to members of the Enrollment Management Committee and to the faculty during All Division meetings. The basics of enrollment management training was provided to the faculty on January 28, 2021 ([Q3.14](#)). On February 17, 2021 and April 21, 2021, the Enrollment management Committee received training on enrollment management and efficiency ([Q3.15](#); [Q3.16](#)).

The Daily FTES Report dashboard is updated daily beginning with the first day of registration and ending just after the final census date ([Q3.17](#)). This dashboard includes estimated resident FTES and projected resident FTES by campus and instructional method. It also allows the users to view FTES trend data based on key registration dates. Current waitlist counts allow deans to add classes where needed and the enrollment efficiency tab allows for daily tracking of enrollment, waitlists, fill-rates and efficiency. The Point-in-Time Enrollment Comparison dashboard allows users to view the current total FTES by the same point-in-time to the previous

like term. This report is updated at each key registration date and weekly, until census, thereafter [\(Q3.18\)](#).

The FTES Tracker dashboard provides the Superintendent-President's Cabinet with FTES data by term for the current year and the previous three years so that trends can be easily viewed [\(Q3.19\)](#). This data is provided by pathway and by campus. It is updated weekly. The Fort Irwin dashboard provides Fort Irwin personnel access to review enrollment information for Fort Irwin students as well as enrollment and course offering data for Fort Irwin sections. It is updated at the end of each semester [\(Q3.20\)](#). There are a number of reports in Argos that are also available to assist with oversight of enrollment. The Course Offering OLAP report provides current and historical section counts, enrollment counts and fill-rates by course and term [\(Q3.21\)](#). The Schedule of Classes with Class Type by Time and Campus report is used by the Vice President of Academic Affairs and the two instructional deans to monitor the schedule and enrollment. This report can be exported to a banded report or to a csv file for easy manipulation [\(Q3.22\)](#).

Prior to the Banner Revitalization/Data Integrity Project, employees retrieved data reports using Campus Data. The reports in Campus Data were outdated and, with the many modifications made to Banner over the years, were oftentimes not accurate or valid. In addition, security was lax as access was open to all. As part of the project, necessary reports were rebuilt in Argos and appropriate access was granted based on employee position. There are now approximately 330 accurate and validated reports available within Argos [\(Q3.23\)](#). Training on the running of reports occurs when the employee is given access.

Standard sets of data are now provided to faculty for program review. This data is available on the Program Review website and aligns with the agreed upon program review metrics including success, retention, enrollment, course offerings, efficiency and awards. The data can be filtered on several attributes including student gender, ethnicity and age. Equity gaps based on overall averages are displayed for success and retention [\(Q3.24\)](#). The IR staff are currently working on adding additional attributes including veterans, foster youth, economically disadvantaged and others as well as adding calculations that will automatically display disproportionate impact information depending on filters.

The student populations that BCC analyzes for equity gaps were determined as part of the 2017-2019 Student Equity Plan [\(Q3.25\)](#). This plan was created with the assistance of all constituent groups and was approved through the participatory governance process with Board approval in January 2018. Data for the plan was disaggregated by the following attributes: Age, gender, ethnicity, ACCESS, foster youth, veterans, economically disadvantaged. The metrics for the plan are updated annually [\(Q3.26\)](#). Instructional Program Review data is now disaggregated by ethnicity, gender and age with plans to add the remaining attributes prior to the next review cycle which will begin in spring of 2022 [\(Q3.24\)](#).

BCC utilizes the ACCJC Institution-Set Standards and the Vision for Success Goals as key performance indicators [\(Q3.27\)](#). The IEC initially set the targets for each of the metrics and reviews progress annually in the spring semester [\(Q3.28\)](#). The IEC determines if targets should be adjusted for the next year. The Strategic Plan is aligned directly to the Vision for Success

Goals and progress achieved towards each metric helps determine the institution's success on implementation of the strategic plan. The Student Equity and Achievement (SEA) plan is currently in development and will be finalized by June 30, 2022. New metrics will be developed for this plan. The IR office updates the Guided Pathways KPI metrics annually ([Q3.29](#)). The next step is to create a user-friendly dashboard for easy access. This will be completed by June 30, 2022.

Several support technologies have been integrated with Banner since the March 2018 visit. SARS and Starfish were implemented however, those have recently been replaced with Cranium Café ([Q3.30](#)). Cranium Café is fully integrated with Banner and provides supports to students including tutoring, setting appointments with counselors, and speaking with a librarian and other support staff. The eLumen software is integrated through a data upload process ([Q3.31](#)). Information such as section and student level data are extracted from Banner and uploaded into eLumen which allows faculty to assess SLOs. Data disaggregation is a major goal of implementation of both platforms however, that has not yet occurred. Cranium Café is new and training needs to occur to determine what data is available to analyze. eLumen is fully implemented however, implementation and use is being phased in. Once full utilization occurs, student attributes will be included in the data upload so the disaggregation can occur. Additional integrations include Banner Document Management, Degree Works, Zoom, Microsoft Teams, and Comevo. Training occurs as software and platforms are implemented.

FISCAL REPORTING

The most recent ACCJC Annual Fiscal Report submitted in April 2021 is still an accurate report however, because of the ongoing COVID-19 pandemic, there are conditions that have changed our projected outlook ([FR.1](#)).

The District ended Fiscal Year (FY) 2020-2021 strong with an ending reserve of 47.86% (unaudited). This increase is thought to be in line with the reduction in purchasing, as the district was mostly working virtually and many areas of expense categories were not utilized during this time.

For FY 2021-2022, the District opted into the COVID Emergency Allowance Conditions Hold Harmless protection. This allowed the District to be funded for the 667 FTES that were lost in FY 2020-2021 due to the pandemic and loss of student enrollments. With this, the District adopted the budget with a projected ending fund balance reserve of 32.57%.

Assuming the COVID Emergency Allowance protection will not continue in FY 2022-2023, the District will need to begin relying on its reserves to cover the projected ongoing expenditures. Using this methodology, the District projects an ending reserve balance of 27.51% for 2022-2023 and 17.60% for 2023-2024. Fortunately, the District has been very careful in recent years to begin to build this reserve and the Board of Trustees is currently discussing revising Board Policy 6200 to increase the minimum reserve level ([FR.2](#)).

The District as a whole is working expeditiously to increase enrollment as quickly as possible to gain back any lost apportionment revenue that we have to assume will happen in the FY 2022-2023 year.

APPENDIX A – LIST OF SUPPORTING EVIDENCE

Report Preparation

- [RP.1](#) 2018 Institutional Self-Evaluation Report
- [RP.2](#) 2018 ACCJC Action Letter
- [RP.3](#) 2019 Follow-up Report
- [RP.4](#) 2020 ACCJC Action Letter
- [RP.5](#) 2020 Follow-up Report
- [RP.6](#) 2021 ACCJC Action Letter
- [RP.7](#) Midterm Report Approval Timeline
- [RP.8](#) IEC Minutes 4/20/2021
- [RP.9](#) IEC Minutes 5/18/2021
- [RP.10](#) IEC Minutes 9/21/2021
- [RP.11](#) IEC Minutes 10/19/2021
- [RP.12](#) IEC Agenda Item 11/16/2021
- [RP.13](#) CGC Agenda Item 11/24/2021
- [RP.14](#) Academic Senate Agenda Item 12/2/2021
- [RP.15](#) Board of Trustees Agenda 1/19/2022
- [RP.16](#) IEC Agenda 1/18/2022
- [RP.17](#) CGC Agenda 1/26/2022
- [RP.18](#) Academic Senate Agenda 2/3/2022
- [RP.19](#) Board of Trustees Agenda 2/16/2022
- [RP.20](#) 1st Read Email to Constituent Leaders 11/15/2021
- [RP.21](#) 2nd Read Email to Constituent Leaders 1/21/2022
- [RP.22](#) ASG Agenda 11/23/2021

Plans Arising out of the Self Evaluation Process

- [PL.1](#) Data Governance Manual
- [PL.2](#) OAC Charge & Membership
- [PL.3](#) OAC Handbook
- [PL.4](#) OAC Glossary
- [PL.5](#) OAC Minutes 4/26/2021
- [PL.6](#) Academic Senate Minutes 8/13/2021
- [PL.7](#) Two-Year SLO Assessment Cycle
- [PL.8](#) Distance Education and Instructional Technology Coordinator Job Description
- [PL.9](#) Launchboard CTE Units Data
- [PL.10](#) Launchboard CTE Economically Disadvantaged Data
- [PL.11](#) Launchboard CTE Gender Data

PL.12	Launchboard CTE Ethnicity Data
PL.13	CDCP Certificates
PL.14	CTE Canvas Shell
PL.15	CTE Canvas Shell Analytics Report
PL.16	CTE Graduate Employment Needs Survey
PL.17	CTE Job Placement Activity Tracker
PL.18	Participatory Governance Handbook
PL.19	BCC Strategic Planning & Communication Process
PL.20	Committee Effectiveness Survey Example
PL.21	Committee Effectiveness Survey Results Example
PL.22	Committee Effectiveness Feedback Form Example
PL.23	Guided Pathways and Equity Presentations
PL.24	Online Equity Rubric
PL.25	DEITC Minutes 3/23/2021
PL.26	DEITC Minutes 4/27/2021
PL.27	Enrollment Management Plan
PL.28	BCC Cranium Café Student Guide
PL.29	Ellucian Degree Works
PL.30	BOT Minutes 10/16/2019
PL.31	Director of Military Programs Hire
PL.32	Administrative Procedure 4021
PL.33	CGC Approval of AP4021 2/24/2021
PL.34	BOT Agenda Item AP4021 3/17/2021
PL.35	TLSC Plan
PL.36	Tutor Levels and Services at TLSC
PL.37	TLSC Construction Summary
PL.38	Interim Director of Learning Support Services Hire
PL.39	Academic Support Coordinator Job Description
PL.40	ENGL 194 Course Outline
PL.41	MATH 194 Course Outline
PL.42	English TLSC Workshops
PL.43	Math TLSC Workshops
PL.44	TLSC In-person Workshops
PL.45	TLSC Workshops Email
PL.46	John W. Rice Award Press Release
PL.47	Multiple Measures Placement Service (MMPS) Implementation Guide
PL.48	Guided Placement Module for Math and English
PL.49	Performance Development and Improvement Plan Form
PL.50	Everfi Example
PL.51	ACCJC Standard III.A.6 Deletion
PL.52	BCFA Collective Bargaining Agreement 2017-2020

- [PL.53](#) BCFA CBA Article 17 Tentative Agreement
- [PL.54](#) CTE Complex Bid BOT Approval 1/20/2021
- [PL.55](#) CTE Complex Classroom Space
- [PL.56](#) CTE Complex Office Space
- [PL.57](#) ConvergeOne Project Management Plan
- [PL.58](#) Technology Committee Minutes 2/9/2021
- [PL.59](#) IEC Minutes 9/21/2021
- [PL.60](#) IEC Minutes 10/19/2021
- [PL.61](#) CGC Minutes 9/29/2021
- [PL.62](#) Screenshot of BoardDocs

Recommendation #5

- [R5.1](#) Participatory Governance Handbook
- [R5.2](#) BCC Strategic Planning & Communication Process
- [R5.3](#) Committee Effectiveness Survey Example
- [R5.4](#) Committee Effectiveness Survey Results Example
- [R5.5](#) Committee Effectiveness Feedback Form Example
- [R5.6](#) IEC Minutes 9/21/21
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- [R5.8](#) CGC Minutes 9/29/2021
- [R5.9](#) Vision for Success/Strategic Plan Crosswalk
- [R5.10](#) 2019-2024 Strategic Plan
- [R5.11](#) CGC Committee Goals Form
- [R5.12](#) Program Review Handbook
- [R5.13](#) Program Review Training March 2021
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- [R5.17](#) Draft Prioritization of Resource Requests 2021-2022
- [R5.18](#) BoardDocs Screenshot
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- [SL.2](#) SLO-PLO Mapping AAT Psychology Example
- [SL.3](#) Instructional Program Review Template
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- [SL.6](#) OAC Agenda 10/11/2021
- [SL.7](#) OAC Agenda 11/8/2021
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- [SL.11](#) IR Newsletter Issue 01

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- [IS.1](#) Vision for Success Plan
- [IS.2](#) IEC Minutes 3/9/2021
- [IS.3](#) Institution-Set Standards Presentation
- [IS.4](#) IR Newsletter Issue 01
- [IS.5](#) Research & Evaluation Webpage
- [IS.6](#) BCC ACCJC Annual Report Webpage
- [IS.7](#) BOT Agenda 5/15/2019
- [IS.8](#) CalPass Student Success Metrics Dashboard
- [IS.9](#) Vision for Success/Strategic Plan Crosswalk
- [IS.10](#) 2019-2024 Strategic Plan
- [IS.11](#) Superintendent-President's Goals
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- [IS.13](#) Vision for Success Presentation
- [IS.14](#) Vision for Success Tableau Dashboard
- [IS.15](#) 2021 ACCJC Annual Report
- [IS.16](#) Virtual Transfer Fair Flyer
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- [IS.18](#) Transfer Data All College Presentation
- [IS.19](#) Ellucian Degree Works
- [IS.20](#) 15 to Finish Flyer
- [IS.21](#) 15 to Finish Student Email
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- [IS.23](#) Transfer and Career Center Website
- [IS.24](#) Transfer Services Webpage
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- [IS.26](#) Spring 2021 Transfer and Career Workshops
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- [Q1.2](#) Dean of Instruction, Academic Support and Online Learning Hire
- [Q1.3](#) Director Instructional Technology and Online Learning Job Description
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- [Q1.7](#) Technical Skills Tutor-Training
- [Q1.8](#) Policies and Procedures Tutor-Training
- [Q1.9](#) Tutorlingo Fact Sheet
- [Q1.10](#) College Reading and Learning Association (CRLA) Commitment Statement
- [Q1.11](#) 2019-2020 Tutor/Librarian Embedded Sections
- [Q1.12](#) Math and Writing Center Brainstorm Notes
- [Q1.13](#) Math and Writing Center Space Layout L13
- [Q1.14](#) BCC Resource Hub Canvas Tile
- [Q1.15](#) BCC Resource Hub Library Canvas Tile
- [Q1.16](#) BCC Cranium Café Student Guide
- [Q1.17](#) Scholarship of Teaching Workshop Series Email
- [Q1.18](#) John W. Rice Award Press Release
- [Q1.19](#) Technology Loan Program Flyer
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- [Q1.22](#) Library Technician I Hire - Evans
- [Q1.23](#) Library Technician I Hire - Smith
- [Q1.24](#) Learning Support Services Specialist Hire - Quenga
- [Q1.25](#) Learning Support Services Specialist Hire - Rasplicka

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- [Q2.1](#) Professional Development Survey Example
- [Q2.2](#) Professional Development Survey Results Summary
- [Q2.3](#) Professional Development Survey Results - Faculty
- [Q2.4](#) Professional Development Survey Results - Classified Professionals
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- [Q2.11](#) Everfi Example
- [Q2.12](#) Vector Solutions Course Catalog
- [Q2.13](#) Vision Resource Center January 2022 Event Calendar
- [Q2.14](#) CSEA Collective Bargaining Agreement 2018-2021
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- [Q3.1](#) 2018 Institutional Self-Evaluation Report
- [Q3.2](#) ConvergeOne Project Management Plan
- [Q3.3](#) UCS-VMware Project Kickoff
- [Q3.4](#) Catalyst 9500 Core Upgrade Statement of Work
- [Q3.5](#) Cisco Technical Design Document
- [Q3.6](#) CCCCCO Data Mart Website
- [Q3.7](#) MIS Submission Error Notification Email from IT
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- [Q3.12](#) Department Standard Operating Procedures Repository
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- [Q3.14](#) Basics of Enrollment Management Training - All Division
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- [Q3.17](#) Daily Enrollment Reports Tableau Dashboard
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- [Q3.21](#) Course Offering OLAP Argos Report
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- [Q3.24](#) Program Review Data Tableau Dashboard
- [Q3.25](#) 2017-2019 Student Equity Plan
- [Q3.26](#) Disproportionate Impact Analysis Spreadsheet - Course Completion
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- [Q3.28](#) IEC Minutes 3/9/2021
- [Q3.29](#) Guided Pathways KPI Metrics Spreadsheet
- [Q3.30](#) BCC Cranium Café Student Guide
- [Q3.31](#) eLumen Data Load

Fiscal Reporting

[FR.1](#) 2021 ACCJC Annual Fiscal Report

[FR.2](#) Board Policy 6200