

Barstow Community College

2024



Institutional Self-Evaluation Report of Educational
Quality and Institutional Effectiveness in Support of
Reaffirmation of Accreditation



Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

**Barstow Community College
2700 Barstow Rd.
Barstow, CA 92311**

to

Accrediting Commission for Community and Junior Colleges

August 2024

Certification



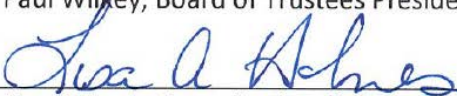
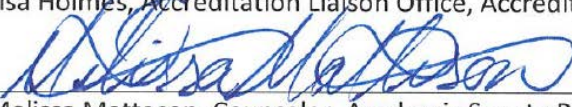




To: Accrediting Commission for Community and Junior Colleges (ACCJC)

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

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community. I believe the Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies.

Signatures:

| | |
|--|--------------------|
|  Dr. Eva Bagg, Superintendent-President | 6/20/2024 Date |
|  Paul Wilkey, Board of Trustees President | 6/20/2024 Date |
|  Lisa Holmes, Accreditation Liaison Office, Accreditation Tri-Chair | 5/23/24 Date |
|  Melissa Matteson, Counselor, Academic Senate President, Accreditation Tri-Chair | 5/29/24 Date |
|  Courtney Quenga, Classified Professional, Accreditation Tri-Chair | 5/29/24 Date |
|  Sakiya Davis, Associated Student Government President, Student Trustee | 5/14/24 Date |
|  Dr. Beverly Ranney, Barstow College Faculty Association President | 06/28/2024 Date |
|  Melissa Church, California School Employees Association President | 6/16/2024 Date |

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Forward to the Institutional Self-Evaluation Report

As the final step in this self-evaluation process, the Accreditation Steering Committee came together to reflect on the experience and to provide a brief summary of high-level themes and findings that emerged organically from this exercise. What we have realized is how proud we are that we have accomplished what we have despite a period filled with unimaginable hurdles, both globally and locally. During the past seven years, we submitted an ISER, followed by 3.5 years of revamping all aspects of curriculum (see *“Curriculum Reset” in the Introduction*), which overlapped with the beginning of a 3.5-year period of a pandemic and its aftermath, and concluded with the submission of this ISER. All of this while experiencing a high volume of turnover in executive leadership positions. When looking at the parts of this time period as a whole, it was quite eye-opening and allowed us to fully realize what we have achieved.

This evaluation cycle was about building and rebuilding, repairing, and strengthening foundations, surviving while thriving, and creating structures that will withstand disruptions. We have accomplished much and continue to do so. In the past few years, we have experienced stability in the position of the Vice President of Administrative Services and with that stability has come clean audits, a financial reserve of 25%, and a new building fully funded with capital outlay dollars. Through Academic Affairs and Student Services, we have quality curriculum including courses, and programs, that students and transferring institutions can trust and we continue to support students in all aspects, not only for their education but for their physical and emotional well-being through additional and enhanced support services including mental health counseling, food distribution, and housing assistance.

Although we can celebrate our achievements, we also recognize areas that need strengthening. Although the Curriculum Reset allowed the institution to greatly improve its courses, programs, outcomes, and program review processes, the implementation is not fully complete in some areas. For example, although program review has been back in full swing for three years, and continues to be improved after each cycle, there are still pockets of quality reflection and action, and pockets of little to no reflection or action. The same could be said for outcomes assessment where the technical and compliance aspects are in place however quality reflection and action is not occurring across the board. Dialogue may be occurring; however, documentation of those conversations is lacking because they are often had in an informal setting as Barstow Community College (BCC) does not have a Flexible Calendar or formal “Departments” where these conversations usually occur. The Vice President of Academic Affairs and the Academic Senate President are currently in the process of gathering information with the intent to implement Flex Days that we believe will correct this issue and get us past compliance and into thoughtful and meaningful reflection and action.

The College also recognizes that while we have made significant strides in promoting equity and social justice, we realize that our progress on an intentional and comprehensive approach to review and reflect on our processes and practices has been delayed. Our efforts are evident in the development of a new mission statement that aligns with our commitment to equity, the incorporation of cultural competencies within the ILOs, the creation of Ethnic Studies courses and Social Justice programs, and in the adoption of low-cost and no-cost textbooks. The College is poised and committed to assist and encourage all employees to reflect upon their own biases to drive real change, and to review all policies, procedures, and structures from an equity lens to address systemic bias and eradicate educational inequities. These commitments will be at the forefront of our continued efforts toward equitable outcomes for all.

A. Introduction: Institutional Context

Brief History of Barstow Community College

Barstow Community College (BCC) is an open access, public, two-year college located in the high desert region of Southern California. Located in the city of Barstow, California in San Bernardino County, the College service area reaches from Kern County to the west, the Nevada border to the east, Inyo County to the north and the San Bernardino Mountains to the south; a total geographic area of 9,200 square miles. The Institution serves the communities of Barstow, Lenwood, Newberry Springs, Daggett, Yermo, Fort Irwin, Hinkley, Ludlow, and Baker.

The College began holding evening classes in 1960 on the Barstow High School campus. Classes were expanded to offer daytime options in the fall of 1962 at the Barstow First Methodist Church. The College campus was built in 1964 on Barstow Road (Highway 247), at the outer edge of the Barstow city limits, where it sits today. The original campus included a six-building complex, all of which still exist, though repurposed over the years as the campus design changed. Over the last 60 years, the campus has added several buildings with the most recent including a 750-seat Performing Arts Center (PAC) in 2015, a Wellness Center in 2016, and a new Career & Technical Education (CTE) Complex, which opened for classes in spring 2023. Before the new CTE Complex, the College was leasing an off-site industrial building for CTE classes for about 10 years. The College also boasts an onsite observatory, built in 2009 and used for both Astronomy classes and for community star-gazing events.

The city of Barstow is familiar to most as a stop on the way to Las Vegas, as an off-road, desert racing playground, and home to the original Del Taco restaurant. While the high desert region of Southern California has grown exponentially over the past several years with people migrating up from the more expensive locations of Los Angeles and Orange Counties, the population of Barstow has remained stagnant at approximately 25,000 people. The population boom has benefited neighboring Victor Valley College in the Victorville area but has yet to reach the boundaries of the Barstow Community College District (BCCD).

The residents of Barstow are more economically disadvantaged and have a lower percentage of educated people than the state of California. In fact, while the poverty rate in the state of California is 12.3%, the poverty rate in Barstow is 29.8%. The average median household income for Californians is 75% higher than those in Barstow. In terms of educational attainment, while 35.9% of Californians aged 25 or older hold a bachelor's degree or higher, only 10.4% of Barstow residents have achieved this. Barstow is also more diverse than the state; 13% of the residents are Black/African American, 52% are Hispanic, and 21% are white. In contrast, the state of California is 5% Black/African American, 40% Hispanic, and 36% white. BCC is a designated Hispanic-Serving Institution (HSI).

BCC and the Military

From its inception, BCC has maintained a close working relationship with America's military, including offering courses on the Fort Irwin Military Base, located approximately 40 miles northeast of Barstow. The College's first valedictorian was a United States Marine, Chief Warrant Officer Edwin J. Fix, one of five military men in the inaugural graduating class. The College was also approved for training military veterans under the provisions of federal Title 38, Chapter 33, the GI Bill of Rights.

In 1971, Fort Irwin was deactivated and placed on maintenance status. When the post closed, the class offerings to soldiers ended as well. Fort Irwin was reactivated in 1980 and restored to full operational status in 1981 as the Department of the Army's National Training Center. Barstow College resumed its teaching relationship with the Fort and has maintained it ever since. The College has delivered educational offerings to service members stationed at Fort Irwin for decades, both on site in a dedicated set of buildings on the Fort Irwin installation and through its significant online educational offerings.

In addition to serving active-duty military personnel, BCC also supports Veterans. In 1992, the BCCD Board of Trustees granted land to the California State Department of Veterans Affairs for the purpose of constructing a Southern California Veterans Home. The Veterans Home of California – Barstow, still stands as BCC's neighbor today.

BCC continues its mission to offer cultural and educational enrichment opportunities for residents of the Veterans Home and military personnel throughout the region.

- The College maintains a successful Basic Skills Education Program (BSEP) for active-duty service members to obtain the qualifications needed to advance in various positions within the military.
- In 2013, BCC continued its mission to meet Veterans' needs more effectively through the creation of the Veterans Resource Center and the Student Veterans Organization, dedicating resources in educational counseling and benefit certification programs to serve regional military personnel, both active duty and retired.
- In 2018, the College won a competitive grant from the California Community Colleges Chancellor's Office (CCCCO) to enhance its Veterans Resource Center, which provides a holistic program that supports transition from the military coupled with academic support, education planning, and incentivized participation. It used the Navy's "Life After Service" curriculum, augmented with other lessons, to help veterans transition to civilian life while building student success skills.
- During the same year, BCC partnered with the High Desert Vet Center to provide mental health and rehabilitation counseling to help mitigate transportation issues for services that were only available outside the immediate region. The following year, the College won a competitive grant from the CCCCCO and was among only fourteen community colleges in the state to receive funding to hire a full-time licensed mental health counselor to provide services in Barstow, to all students.
- BCC participates in a regional collaboration that supports articulation of college courses and programs with the skills and knowledge gained by military personnel in order to significantly increase the awarding of "credit for prior learning," thereby accelerating the time needed for active-duty soldiers and veterans to complete college degrees and certificates.
- In fall 2022, as a way to maintain the strong relationship between active and veteran military affiliated students and better coordinate services to support them, BCC created a Military and Veterans Programs department and moved it under Academic Affairs.

The 2019-2024 Barstow Community College Strategic Plan for Transformational Improvement ([Intro-1](#)) includes these commitments to advance the College's partnership with the military in support of soldiers and their families:

- Work in cooperation with military leaders to develop appropriate pathways and supports for educational attainment for soldier students.
- Identify facilities and equipment resources that can be leveraged from our military partners to expand credit, noncredit, and contract education offerings.

BCC – A Leader in Distance Education

The College has been a pioneer in distance education, offering online courses since 1997. These courses were initially intended for those serving in the armed forces and students in the greater service area that did not have the resources to travel to the main campus. The distance education offerings at BCC have grown over time to be greater than 50% of course offerings and greater than 50% of enrollment, with this distribution of distance education to traditional offerings in place nearly 20 years prior to the COVID pandemic. Distance education now includes not only online but interactive television, hybrid, web conferencing, and Hyflex, and is an important means for the College to meet the needs of the District’s diverse population and the expansive rural region.

Barstow Community College – The Hub of the Community

BCC strives to be a driving force in uplifting and supporting the community and acts as a source of stability in a constantly changing society. Throughout the years, BCC has acted as partner, host, and sometimes hero to city organizations, local business and industry, and residents. From health and wellness advocates, to economic development partners, to community supporters, the College has been present in many ways, as evidenced by a handful of examples from the time since the previous self-evaluation.

In 2018, BCC, in partnership with local area health organizations and physicians, held the first annual “B Well Health & Fitness Fair” in the PAC ([Intro-2](#)). This event was open to all students, employees, and community members, and provided an opportunity to receive health information and free medical services. This inaugural event brought over 250 attendees to the campus with just over 100 from the community. The health fair was paused during the pandemic but returned in spring 2023 for its third year.

In the early days of the COVID pandemic, Barstow Community Hospital reached out to BCC in search of N95 masks, as they were desperately low and unable to acquire more through the normal means. The College’s Career Education and Workforce Development department, in collaboration with the Regional Director of the CCCC’s Business & Entrepreneurship pathway, worked to print a prototype of a face shield using a 3D-printer in the College’s Makerspace ([Intro-3](#)). The prototype was approved by the Hospital’s Infection Control Director and through donated and sponsored funding the Hospital ordered 5,000 face shields.

In June of 2020, the College took a stand, alongside the rest of the Barstow community, to stop the slated closure of the local Barstow Veteran’s Home; the closure was to be an answer to balancing the State budget which was looking at a budget shortfall in 2020-21 ([Intro-4](#)). The Home, founded in 1996 and home to approximately 200 veterans, is a neighbor and partner of the College. The Board of Trustees unanimously passed a resolution in support of the Home. The Governor’s proposal to close the facility was ultimately rejected and the Home is still in operation today.

In fall 2021, the BCC PAC reopened to the community after being closed for over a year due to the

pandemic. The College brought community friendly and focused events for the public to bring them back to social settings and community living. The initial event, “In the Arts! Healing Our Community Through Sight and Sound,” provided entertainment in a safe environment, to “bolster enrollment, increase community engagement, spark economic growth, attract visitors to the region, and improve the quality of life for area residents” ([Intro-5](#)). During this initial event COVID protocols were followed including mask mandates, social distanced seating, hand sanitation stations, and temperature monitoring. Free COVID testing and vaccinations were also available for the public.

The College’s Wellness Center, which opened in 2015, has recently become a hotspot for local area residents. In spring of 2020, the College introduced the Kinesiology (KINA) 150 course, Fitness and Wellness Lab. This course allows enrollees to utilize any of the features of the Wellness Center including gym equipment, indoor courts, and the indoor walking/running track. In the first semester, the course had 55 enrollments. In fall of 2023, there were 459 enrollments. Many of these students are senior citizens who come to the Center in droves to play pickleball.

CTE, Workforce and Economic Development, and Adult Education

The College has built a strong and healthy relationship with local area business and industry partners as the Institution realizes it has an important role to play in the local economy. For the past several years, the Chamber of Commerce’s Economic Development Committee has been co-chaired by the Superintendent-President, followed by BCC’s Executive Dean of Workforce and Economic Development. This work allows BCC to better understand and respond to community and employer needs.

The campus has been used as a location to host community forums including those held for the development of the Burlington Northern Santa Fe Railway (BNSF) Barstow International Gateway (BIG) Project. The BIG Project is a \$1.5 billion project that will bring a 4500-acre rail facility to the city of Barstow, and thousands of jobs to the high desert, for the purpose of reducing shipping congestion on the highways and in the ports. This project is a catalyst for preparing for increased contract education, and developing CTE training that will support the anticipated growth in Logistics and Clean Energy.

In 2018, BCC entered into a 5-year contract with BNSF to provide customized training in Welding for its Barstow employees, saving time and resources to ensure its workers are trained and qualified to comply with federal railroad safety laws. BCC and BNSF recently extended this contract for another three years, attracting employees not only from Barstow, but other BNSF railway locations.

Building on current training programs in logistics, warehousing, industrial electrical, and instrumentation maintenance, the College is developing new workforce training programs that support a clean and efficient energy ecosystem in the region. Its goal is to diversify the economies of the region, support access to good union jobs, and ensure access to these economic benefits to Barstow and other underserved communities in the region.

BCC is currently developing partnerships with renewable energy companies and networks. Noteworthy among these include NextEra Energy, the world’s largest generator of renewable energy from both wind and solar sources. BCC is working with NextEra to launch a Renewable Energy Trainer Boot Camp for high school students beginning summer 2024. BCC is also working with Inland Regional Energy Network (I-REN), part of a collaborative effort among several energy efficiency program administrators in California, as the College explores opportunities for program development in renewable energy

industries.

Over the past several years, the Adult Education program has gained new life at BCC. After being a non-participating member of the Barstow Area Consortium for Adult Education (BACAE) and receiving no funding, BCC is now the fiscal agent and employs the Consortium Director as our Director of Adult Education. Noncredit offerings are being expanded, providing CDCP noncredit classes to service students and optimize apportionment revenue.

Highlights Since the Previous Comprehensive Review

Noted in the previous Institutional Self-Evaluation Report (ISER), BCC had experienced turnover at the administrative level for many years. This is still an issue today as the Superintendent-President, Dr. Eva Bagg, is the only cabinet-level administrator still employed that was present during the last comprehensive review. Since that time, the College has, on average, had five different people holding each of the four Vice President positions over the past seven years. In recent years, solid leadership for Administrative Services has been established, and the newly hired Vice Presidents of Academic Affairs and Student Services are making swift strides to expand dual enrollment opportunities for high school students in our service area, increase economic and workforce development relationships to build programming, and implement efforts to advance the success of disproportionately impacted groups.

Curriculum Reset

In 2018, during the College's efforts to address an ACCJC recommendation regarding program learning outcomes following the comprehensive review, it became evident that there were serious problems with the College's curriculum and processes. Deficiencies in curriculum forms, approval processes, record keeping, and articulation alignment were discovered. The result of these discoveries was a complete and comprehensive review and revision of the Institution's curriculum; every course and every program were reviewed, revised, and sent back through the entire approval process, from peer review, technical review, Curriculum Committee approval, Chancellor's Office approval, and articulation approval. Additionally, the forms, processes, review cycle including peer review, record-keeping procedures, and training were completely overhauled. This time in the Institution's history is now known as "The Great Curriculum Reset" and although a very dark time, the result is quality curriculum that benefits the students and reestablishes the trust that they have in the Institution. Additionally, data shows that the curriculum improvements have positively affected student success. For example, the average number of units for all associate degree earners at BCC has been reduced by 11%, from 82 units prior to the reset, to 73 units in 2021-22. The statewide average in 2021-22 was 82 units.

The curriculum reset also had a domino effect on learning outcomes assessment and program review. The initial plan, prior to finding the deficiencies in the curriculum, was to migrate all curriculum and outcomes assessment into a new management system, eLumen, that the College purchased in 2017. This plan was paused so that the curriculum could be cleaned before being moved. Additionally, outcomes assessment was paused until outcomes associated with those courses and programs could also be reviewed and revised as part of the process. And finally, as courses are foundational to programs, and programs foundational to program review, the program review process was paused until the reset was complete. While the curriculum reset was taking place, the outcomes assessment, and program review processes were also overhauled. The previous Student Learning Outcomes and Assessment Committee (SLOAC) was revised and renamed to become the Outcomes Assessment

Committee (OAC) and now reports directly to the Academic Senate. The Program Review Committee (PRC) is now the Program Review Subcommittee (PRSC) that reports to the Institutional Effectiveness Committee (IEC). Like Curriculum, the program review forms, processes, and timelines were revised, and the cycle continued back up during the 2021-22 academic year. The Institution just completed its third full year of program review since being reestablished and continues to make improvements each year.

When Assembly Bill (AB) 705 was introduced in 2018, BCC faculty did not hesitate to act. Math and English faculty immediately began the process of removing all remedial level classes that were creating barriers for students in the completion of transfer-level math and English courses. They also created non-credit courses that students could opt in to take alongside the transfer-level course if they needed or wanted extra support. In addition, activities such as tutoring, faculty-led workshops, and other supports were introduced through the Teaching and Learning Support Center (TLSC). The College and faculty have received numerous accolades for these efforts. In September 2021, the College was recognized by the Board of Governors of the CCCC, for winning the Dr. John W. Rice Award for Student Success. The College achieved this award for its “overall increase of 29% of students completing transfer-level English and math courses within one year of their first attempt.” In May 2023, the College received the Excellence in Placement Award for ensuring that 100% of students are supported to enroll directly into transfer-level English and Math, and 100% of Latinx and Black/African American students are supported to enroll directly into transfer-level English. In addition, 77% of Latinx students that enrolled in a transfer-level Math course successfully completed within one year of their initial enrollment, “the highest success rate for this metric among all California community colleges, and a full 10.6 percentage points higher than the second highest college.”

Financial Stability

The Institution prides itself on being financially sound. The Board of Trustees at BCC have always taken a strong stance on having a healthy financial reserve in case of emergencies. In fact, while the CCCC requires all colleges to have a 5% reserve, Trustees acted to set Board Policy at 10% although historically, the Institution’s reserves have held steady at 15%, on average. During the COVID pandemic, due to the influx of one-time funds, the reserve grew to 43.9%. In November 2021, the Board of Trustees acted to revise policy and adjusted the reserve from 10% to 25% to ensure financial stability in the future.

Additionally, in 2009, the Board acted to set up the California Employers’ Retiree Benefit Trust (CERBT) to ensure the ability to fund future retirement health benefit obligations, known as Other Post-Employment Benefits (OPEB). The Institution’s current net position is at 214% of the total OPEB liability.

The Institution has regularly moved money into capital outlay to fund large projects including new buildings, deferred maintenance, and emergency repairs. The Board of Trustees has taken a stance to not pursue bonds, as Trustees are aware of the level of poverty in the service area and have purposely avoided adding any additional financial burden to members of the community. Apart from the bond that helped build the college in the 1960’s, the District has never gone out for a bond; all non-state funded projects have been paid by the District through money that has been intentionally set aside for such purposes. Most recently, the District built the new CTE Complex to move all CTE courses from an off-site leased location to the main campus. This building was fully funded using capital outlay dollars.

Innovative Projects and Initiatives

In 2018, the Institution applied for, and was awarded, the Mental Health Services Grant, a competitive grant administered by the CCCCCO. The grant provided half a million dollars to the College to provide mental health services to BCC students, the need for which was tremendous. The community of Barstow has a high level of poverty and drug abuse with little to no mental health resources in the immediate area. Those who seek assistance must find transportation to the Victorville area, almost 40 miles away, and sometimes farther. These same conditions were unsurprisingly mirrored in the BCC students, many of whom were expressing their emotional distress negatively, resulting in a remarkably high number of student conduct issues. Through this grant, the College hired full-time Mental Health Counselor, Dr. Christa Banton, in 2020 and created a safe space to hold counseling sessions and activities, known as The Mindful Space. Because of the work of Dr. Banton and The Mindful Space, BCC was awarded the 2022 Active Minds Healthy Campus Award, a national award that recognizes the healthiest college campuses in the country. Barstow was one of five higher education institutes, and the only community college, to win the award in 2022. In 2023, the Board of Trustees acted to absorb the Mental Health Counselor into the General Fund budget, permanently securing the future of mental wellness at BCC.

In spring 2019, BCC participated in the administration of the #RealCollege Survey to students. The results of the survey indicated that 19% of students who responded had been homeless within the last year, and 68% considered themselves housing insecure. Based on this need, BCC applied and was one of 13 colleges approved to participate in the Housing and Homeless Insecurity Program (HHIP) state grant. This program is helping students stay in school and achieve their academic goals by helping with locating and funding housing for those that are housing insecure.

BCC's strategic efforts to establish a culture of innovation and to cultivate an entrepreneurial ecosystem have been strategic and multiple. The 2019-2024 Barstow Community College Strategic Plan for Transformational Improvement includes four major strategic priorities, one of which is to "Ignite a Culture of Learning and Innovation," with a commitment to "transform the community by leading strategic partnership development and action to achieve collective impact." In 2018, in support of this priority, the College leveraged California Adult Education Program funding to commission a community development researcher to study the educational needs of various groups served by BCC ([Intro-6](#)). The research study included inquiry into the needs of military personnel and veterans which culminated in the recommendation to establish a center of entrepreneurship that would harness the skills, knowledge, and experiences of the families of active servicemembers as well as that of the local veteran population.

At the same time, BCC intensified its participation as a key member of the Mountain Desert Economic Partnership (MDEP) — Mountain Desert Career Pathways (mdcareerpathways.com), a collaborative, collective impact organization aiming to transform the economic landscape of the High Desert ([Intro-7](#)). MDEP consists of industry, government, education, and community representatives, and focuses on building a sustainable culture of high-quality, local employees surrounded by an engaging and attractive community. BCC emerged as one of the leaders in establishing the first Center for Innovation and Entrepreneurship in the region. In 2021, the BCCD Board of Trustees approved funding to support the establishment of the College's first Center for Innovation and Entrepreneurship, a project that entails collaboration with neighboring Victor Valley College, that is also working to establish an Entrepreneurship Center. Together, the two community colleges seek to accelerate the work of both colleges and to build a robust regional ecosystem. The pandemic interrupted the development of the

Innovation and Entrepreneurship Center, but a Makerspace was launched on the BCC campus which is poised for further development to serve adult learners, entrepreneurs, and as a launchpad for makers in multiple career pathways offered at the College.

BCC was among four organizations and the only community college in the Inland Empire to win the 2020 Growing Inland Achievement (GIA) Innovation Award for its “Creative Confidence” project. The purpose of this program was to envelope 8th grade African American boys with hands-on skill development, innovation, mentorship, brotherhood, and leadership to help them build confidence, provide them with a sense of belonging on the College campus, and to better engage them in the educational experience. At the root, this program was intended to reach these students at an earlier age so that they could break through the typical barriers they will likely experience as they progress through their educational journey. At BCC, African American students have been disproportionately impacted in all student success outcomes metrics over the past several years and Black/African American males are the group that the Student Equity & Achievement Plan has targeted for interventions in persistence and completion.

In 2020, BCC won the Pitch for the Trades Innovation Award from the National Association of Community Colleges Entrepreneurship (NACCE); a program designed to empower job creation and entrepreneurs in the local region. The following year, BCC was named by NACCE among the first of a cohort of 15 community colleges across the nation as an Entrepreneurial College of the Future.

Laying the Groundwork for the Future

In spring 2023, the Institution contracted with an outside consultant to assist in the creation of an updated Comprehensive Educational and Facilities Master Plan. After gathering input from stakeholders, including students and the community, the consultant drafted the Comprehensive Master Plan which provides a blueprint of the future of the Institution including facilities, and establishes five new strategic goals and accompanying strategies. These goals include: 1) Become a Dynamic Community Hub of Innovation; 2) Implement Equitable Pathways to Student Completion; 3) Provide Flexible, High-Quality Programs & Services; 4) Ensure Effective Stewardship of College Resources; and 5) Create an Engaged Vibrant Community.

During this same time, the consultants gathered input to help the College draft new Mission, Vision, and Values statements. These new statements provide a glimpse into the focus of BCC and who we are: a group of faculty, classified professionals, administrators, and trustees who are committed to the uplifting of our students, near and far, and our community. We have a **V**ision for the Future, embody **I**nnovation and Collaboration, exemplify **K**indness and Integrity, strive for **I**nclusivity and Equity-minded Action, demonstrate a **N**urturing Community, endeavor for **G**rowth and Improvement, and proudly offer **S**uperior Service and Support! We are **VIKINGS**!

“Barstow Community College is committed to providing an equitable, accessible, and affordable education to its diverse student body, including local, military, distance education, and historically marginalized student populations. Through a variety of high-quality and comprehensive degree, certificate, and job skills training programs, we provide holistic student support with clear and diverse educational pathways that provide students with life-long learning and networking opportunities, critical thinking skills, and success in a globalized world.” Barstow Community College Mission, 2023.

Evidence

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|--------------------------------|---|
| <u>Intro-1</u> | <u>Strategic Plan 2019-2024</u> |
| <u>Intro-2</u> | <u>B Well Fair Webpage</u> |
| <u>Intro-3</u> | <u>Innovation in Action - COVID Face Shields</u> |
| <u>Intro-4</u> | <u>Resolution in Opposition to Closure of Veterans Home</u> |
| <u>Intro-5</u> | <u>In the Arts</u> |
| <u>Intro-6</u> | <u>Adult Education Community Research Report</u> |
| <u>Intro-7</u> | <u>MDEP Website</u> |

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to assuring equitable educational opportunities and outcomes for all students. (ER 6)**

Barstow Community College (BCC) has a clearly defined mission that appropriately reflects its character, values, structure, and unique demographics. The current mission statement reads: "Barstow Community College is committed to providing an equitable, accessible, and affordable education to its diverse student body, including local, military, distance education, and historically marginalized student populations. Through a variety of high-quality and comprehensive degree, certificate, and job skills training programs, we provide holistic student support with clear and diverse educational pathways that provide students with life-long learning and networking opportunities, critical thinking skills, and success in a globalized world."

With recent major events in the world and in our country, that have shifted who we are, what we value, and how we operate, it was necessary to capture these changes so that they are reflected in our various purpose statements, including our mission. Who are we as an institution post pandemic? How did our student body shift? How do we create equitable student outcomes for our current student body considering the post-pandemic climate? What have we learned and how do we apply that to our path forward? Additionally, how does BCC see itself in shaping the future in terms of an equitable and just society? In 2020, after Chancellor Oakley's "Call to Action," ([1.1-1](#)) the College Board of Trustees (BOT) and the Academic Senate authored resolutions affirming their commitment to assuring equitable educational opportunities and outcomes for all students ([1.1-2](#); [1.1-3](#)). In response to the aforementioned and ACCJC's new Social Justice Policy ([1.1-4](#)), the Institution deemed it necessary to develop new mission, vision, and values statements that honor these commitments.

In October of 2022, the College contracted with Gensler, Inc. ([1.1-5](#)) to assist with the creation of a new Educational and Facilities Master Plan/Comprehensive Master Plan (CMP). It was determined that this was the ideal time to review and update the College's mission, vision, and values so that they would guide and align with the new plan. Through various avenues and settings, Gensler gathered information to support both projects. The firm held focus groups with students, sent surveys campus-wide as well as community-wide, and held forums on campus and at our Fort Irwin location ([1.1-6](#)). Presentations were held during the Institutional Effectiveness Committee (IEC), College Governance Council (CGC), and All College meetings ([1.1-7](#); [1.1-8](#); [1.1-9](#)). Those present at each were asked to participate in an interactive poll asking what they thought were the values of BCC. Gensler took the information gathered through those various venues and drafted two possible mission statements and two possible vision statements. These were presented at In-Service ([1.1-10](#)) where participants chose

which they preferred and explained why they chose those, what they would change, and what was missing if anything. That feedback was gathered by Gensler in an effort to refine the draft mission, vision, and values statements before presenting drafts to IEC in September 2023 ([1.1-11](#)) for final development.

Between the September 2023 and October 2023 IEC meetings, an email was sent to IEC members reviewing several options for mission, vision, and value statements that were put together using information provided by Gensler. Members reviewed the options, made recommendations for changes, and added some additional options. Final versions then went back out to the members for a vote via email. The top selected mission, vision, and value statements were announced to the committee via email ([1.1-12](#)) and then sent to Academic Senate for input at their October 2023 meeting. The statements were approved at Academic Senate ([1.1-13](#)) and sent back to IEC with input from Senate for final approval ([1.1-14](#)). Finally, the new statements were approved by CGC ([1.1-15](#)) and the BOT ([1.1-16](#)). The new mission, vision, and values statements are now posted on the College's website ([1.1-17](#)) and will replace older versions that may be posted or published in other locations. At the time of this writing, the new statements are still being incorporated into existing planning documents; the new CMP is slated to be approved by the BOT in February 2024.

The mission, vision, and values serve as a guide and reminder of who we are as an institution, who we serve, and what our purpose is. They are used as a central guide for institutional plans, beginning with the CMP ([1.1-18](#)). The mission statement is also a focal point in program review ensuring that all instructional programs, administrative units, and service areas are aligned with and support the Institution's mission and vision. Both Instructional and Non-Instructional Program Review templates ask the questions, "What is the area/program mission and how does it support the institutional mission?" and "What is the area/program vision and how does it support the institutional vision?" ([1.1-19](#); [1.1-20](#)). Program review evaluators provide feedback via a rubric that scores how well the program or department explains how their mission and vision support the institutional mission and vision ([1.1-21](#)). The resource allocation process is also tied to the mission statement, as the Resource Request Prioritization Rubric includes an opportunity to provide a score if the program or department's request aligns with the Institution's mission statement ([1.1-22](#)).

The Board Policies (BP) and Administrative Procedures (AP) regarding the mission statement were reviewed during this evaluation cycle. BP 1200, "District Mission," ([1.1-23](#)) stated that "the mission is evaluated and revised on a regular basis." AP 1200, "Mission," ([1.1-24](#)) stated that the "District Mission will be evaluated for revision annually." It was determined during this review that it would be more appropriate to update the mission, vision, and values "at least once during an accreditation cycle," so that the Institution can focus and plan with a consistent path forward rather than one that could possibly change annually. The BP and AP were revised to reflect this change ([1.1-25](#); [1.1-26](#)).

Evidence

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|-----------------------|---|
| 1.1-1 | CCCCO Call to Action 2020 |
| 1.1-2 | Board of Trustees DEI Resolution 06.21.2021 |
| 1.1-3 | Academic Senate Resolution 09.03.2020 |
| 1.1-4 | ACCJC Policy on Social Justice |
| 1.1-5 | Gensler Contract Agreement Addendum |
| 1.1-6 | Gensler Planning Timeline 05.09.2023 |
| 1.1-7 | IEC Minutes 04.18.2023 |

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| <u>1.1-8</u> | <u>CGC Agenda 04.26.2023</u> |
| <u>1.1-9</u> | <u>All College Agenda 05.02.2023</u> |
| <u>1.1-10</u> | <u>Fall 2023 Inservice Agenda</u> |
| <u>1.1-11</u> | <u>IEC Minutes 09.19.2023</u> |
| <u>1.1-12</u> | <u>IEC Final Results Email - Mission, Vision, Values</u> |
| <u>1.1-13</u> | <u>Academic Senate Minutes 10.05.2023</u> |
| <u>1.1-14</u> | <u>IEC Minutes 10.17.2023</u> |
| <u>1.1-15</u> | <u>CGC Minutes 10.25.2023</u> |
| <u>1.1-16</u> | <u>Board of Trustees Minutes 12.20.2023</u> |
| <u>1.1-17</u> | <u>Mission Statement Webpage</u> |
| <u>1.1-18</u> | <u>Comprehensive Master Plan 2017</u> |
| <u>1.1-19</u> | <u>Instructional Program Review Template</u> |
| <u>1.1-20</u> | <u>2023-2024 Business Office Program Review</u> |
| <u>1.1-21</u> | <u>2023-2024 Business Office Program Review Feedback Rubric</u> |
| <u>1.1-22</u> | <u>Resource Request Prioritization Rubric</u> |
| <u>1.1-23</u> | <u>Board Policy 1200</u> |
| <u>1.1-24</u> | <u>Administrative Procedure 1200</u> |
| <u>1.1-25</u> | <u>Board Policy 1200 Revised 2023</u> |
| <u>1.1-26</u> | <u>Administrative Procedure 1200 Revised 2023</u> |

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

The Institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes in several different venues from institution-wide, Institution-set Standards, and Vision for Success (VFS) goals, to department and program goals, as evidenced by program review.

The Institution-set Standards are reviewed every spring by IEC. During this meeting, the committee reviews the trend data for course completion rates, certificate completion, associate degree completion, transfer, licensure examination pass rates for cosmetology, and job placement rates along with the final report submitted to ACCJC ([1.2-1](#)). Discussions take place regarding how the Institution's trends compare to each standard (floor) and stretch (aspirational) goal. The committee also discusses the appropriateness of the floor and stretch goal to determine whether changes should be made. For the past several years, because of the volatile nature of enrollment during and right after the pandemic, the committee agreed to leave all goals status quo ([1.2-2](#)). It should be noted that during this self-evaluation process the Institution discovered that it had not been tracking examination pass rates for the Emergency Medical Technical (EMT) program. The Director of Institutional Research is currently working with the Dean of Career and Technical Education (CTE) and the EMT faculty to gain regular access to these test results for future inclusion in outcomes tracking for accreditation and program review.

During Fall 2023, IEC revisited the Institution-set Standards using the most recent data available, through Spring 2023. The committee reviewed trend data for the past three years, the current floor

and stretch goals for each metric, and the proposed new floor and stretch goals. These proposed new goals were based on the three-year average as a floor, and the three-year average plus one standard deviation as the stretch goal, as a starting point for the discussion ([1.2-3](#)). Following this meeting, IEC recommendations were presented to the Academic Senate for further discussion and approval ([1.2-4](#); [1.2-5](#)). The Senate recommendations were sent back to IEC for final approval ([1.2-6](#)) and then sent to CGC and the Student Equity and Achievement (SEA) committee as an information item ([1.2-7](#); [1.2-8](#)). They were also shared with the BOT as an information item in an Office of Institutional Research (OIR) Monthly Board Report ([1.2-9](#)). Updated Institution-set Standards were posted to the website where they will be utilized for program review during next year's evaluation cycle ([1.2-10](#)).

Programs and departments are asked to establish goals as part of their full program reviews and provide a progress report during their annual updates. Goals are to be determined based on the evaluation process and what the data, SWOT analysis, and other sections of the program review point to. For example, the program review for the Biology Associate Degree for Transfer (ADT) has set a goal to "Increase by 10% over the next three years the success rates of disproportionately impacted (DI) student groups" ([1.2-11](#)). The Enrollment Services Department has set a goal to "Increase number of students receiving CCPG and financial aid disbursements" ([1.2-12](#)). The Special Programs and Services (SPS) Department and the English program annual updates include progress towards their respective goals from the previous year's full program reviews ([1.2-13](#); [1.2-14](#)).

In 2022-2023, CGC began requesting that every participatory governance committee complete and submit annually, a "Committee Goals" form "to focus on their objectives" and to "help CGC monitor committee progress and create a sense of accountability" ([1.2-15](#); [1.2-16](#)). This process was created in direct response to the CGC Committee Effectiveness Survey results ([1.2-17](#); [1.2-18](#)). Committees set goals and indicate which strategic priority and/or accreditation standard each goal aligns with ([1.2-19](#); [1.2-20](#)). At the completion of the academic year, each committee is tasked with reporting back to CGC on progress made towards goals and to set new goals if necessary. This opportunity to review, reflect, and revise or add new goals has helped committees refocus on the charge but also consider how they can impact the Institution as a whole. IEC, for example, has struggled at times, to understand its role and purpose, which has contributed to some confusion on the part of its members. Setting manageable, measurable goals like updating the College mission, vision, and values, has led to a clearer understanding of expectations as well as an increase in member engagement ([1.2-3](#); [1.2-21](#); [1.2-22](#)).

The College also set goals in alignment with the California Community Colleges Chancellor's Office (CCCCO) VFS initiative in 2019. These goals were linked directly to the College's 2019-2024 Strategic Plan ([1.2-23](#); [1.2-24](#)) and were discussed and voted upon at IEC ([1.2-25](#)). They were shared with members of the Barstow College Faculty Association (BCFA) and the California School Employees Association (CSEA) via email ([1.2-26](#)) and presented and discussed at Academic Senate ([1.2-27](#)). These goals were also presented to the BOT ([1.2-28](#); [1.2-29](#)).

The Institution is currently in the process of updating its CMP with a team of consultants from Gensler. Along with the plan, the Institution also revisited the mission, vision, and values statements ([1.2-30](#)). In Spring 2024, the College will begin the process of creating a new Strategic Plan based on the new mission, vision, and values statements as well as the priorities set forth in the new CMP; the current Strategic Plan is set to expire at the end of the 2023-24 academic year.

In addition to directly linking to the Strategic Plan, the VFS goals are the Superintendent-President's goals ([1.2-31](#)). The BOT includes mention of the VFS goals as well as the Institution-set Standards in

their annual goals ([1.2-32](#)) and these goals are posted to the Board’s webpage ([1.2-33](#)).

Discussions surrounding equity data are embedded throughout the goal setting processes already discussed. Committees may set tasks that specifically address equitable outcomes such as CGC’s Objective/Task 3, “Communicate with SEA committee to assist with the review of BPs/APs to eliminate racist/discriminatory language and processes that create barriers for DI populations” ([1.2-20](#)). The program review process allows for discussions within departments regarding equity issues that arise during the evaluation and prompts for discussion on how they may help address any gaps ([1.2-34](#); [1.2-35](#)). The “Student Equity Course Data” section of the Instructional Program Review template allows faculty to indicate what equitable practices are being performed in their courses and programs ([1.2-36](#)). The SEA committee is specifically charged with ensuring the Institution is focused on DEI in all aspects of operations. The SEA Plan focuses on setting goals for five metrics and implementing effective strategies designed specifically for the Institution’s populations that are DI for each metric ([1.2-37](#); [1.2-38](#); [1.2-39](#)).

Evidence

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|------------------------|---|
| 1.2-1 | 2023 ACCJC Annual Report |
| 1.2-2 | IEC Minutes 03.09.2021 |
| 1.2-3 | IEC Minutes 08.15.2023 |
| 1.2-4 | Academic Senate Minutes 09.07.2023 |
| 1.2-5 | Academic Senate Minutes 10.05.2023 |
| 1.2-6 | IEC Minutes 10.17.2023 |
| 1.2-7 | CGC Minutes 10.25.2023 |
| 1.2-8 | SEA Minutes 11.13.2023 |
| 1.2-9 | OIR Board of Trustees Report - October 2023 |
| 1.2-10 | Institution-set Standards Webpage |
| 1.2-11 | 2023-24 Biology AST Program Review |
| 1.2-12 | 2023-24 Enrollment Services Program Review |
| 1.2-13 | 2023-24 Special Programs and Services Annual Update |
| 1.2-14 | 2023-24 English Annual Update |
| 1.2-15 | CGC Minutes 03.30.2022 |
| 1.2-16 | CGC Committee Goals Form |
| 1.2-17 | CGC Survey Results 2020-21 |
| 1.2-18 | CGC Completed Feedback Form 2020-21 |
| 1.2-19 | CGC Minutes 11.30.2022 |
| 1.2-20 | CGC Completed Goals Form |
| 1.2-21 | IEC Completed Goals Form |
| 1.2-22 | IEC New Goals |
| 1.2-23 | Strategic Plan 2019-2024 |
| 1.2-24 | Goals Crosswalk |
| 1.2-25 | IEC Minutes 04.16.2019 |
| 1.2-26 | VFS Goals Email to BCFA-CSEA-AS 04.24.2019 |
| 1.2-27 | Academic Senate Agenda 05.02.2019 |
| 1.2-28 | BOT Minutes 05.15.2019 |
| 1.2-29 | VFS Board of Trustees Presentation 05.15.2019 |

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| 1.2-30 | Gensler Scope of Work |
| 1.2-31 | 2019-2020 President's Goals |
| 1.2-32 | 2023-24 BCCD Board Goals |
| 1.2-33 | Board Goals Webpage |
| 1.2-34 | Transfer Center Program Review |
| 1.2-35 | Customer Service Program Review |
| 1.2-36 | Instructional Program Review Template |
| 1.2-37 | 2022-2025 SEA Plan |
| 1.2-38 | SEA Committee Charge |
| 1.2-39 | SEA Minutes 01.09.2023 |

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

The Institution has multiple Key Performance Indicators (KPIs) that help measure the effectiveness of how it is achieving its mission. These institution wide KPIs are developed by the appropriate committees and vetted through the participatory governance process.

The Institution has established and published a set of Institution-set Standards in accordance with commission policy. These standards are initially discussed and agreed upon by the IEC ([1.3-1](#)) and then shared, discussed, and voted on by Academic Senate ([1.3-2](#)) before final approval at IEC ([1.3-3](#)). The standards are approved by CGC and shared with SEA as an information item ([1.3-4](#); [1.3-5](#)) and then posted to the website ([1.3-6](#)). The metrics are reviewed annually with three years of trend data and submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) in the ACCJC Annual Report ([1.3-7](#)). The report and results are shared and discussed at IEC ([1.3-8](#); [1.3-9](#)). The presentation is shared institution-wide via the OIR newsletter and posted to the website ([1.3-10](#); [1.3-11](#)).

Program review templates prompt all programs, service areas, and administrative units to reflect on how they are supporting the Institution in meeting the Institution-set Standards ([1.3-12](#); [1.3-13](#)). Program review training sessions include Institution-set Standards as a topic. Slideshows include prompts for each of the metrics for both instructional program reviews and non-instructional program reviews ([1.3-14](#); [1.3-15](#)). Although authors are prompted to reflect on Institution-set Standards, the templates do not prompt the authors to discuss possible corrective actions they could take if they fall below. As a result, the templates will be changed to include this missing element beginning in the 2024-2025 cycle and beyond. The program review feedback rubrics ([1.3-16](#); [1.3-17](#); [1.3-18](#)) allow reviewers to score a program review submission on the inclusion of information regarding Institution-set Standards and how the area supports any of the standards. Reviewers can also comment on the score and provide suggestions for improvement. All program reviews are posted to the program review website ([1.3-19](#)), and the trends report, ([1.3-20](#)) which includes a slide regarding Institution-set Standards ([1.3-21](#)), is presented to the Program Review Subcommittee (PRSC) and IEC ([1.3-22](#); [1.3-8](#)).

Faculty completing these instructional program reviews utilize three Tableau data dashboards that can be disaggregated based by program ([1.3-23](#); [1.3-24](#); [1.3-25](#)). The data and awards dashboards are now

in their third year and are continually evolving. The course success and retention data are disaggregated by ethnicity, race, and gender as are the awards and declared programs data. Additionally, the data dashboard disaggregates by course, mode of instruction, time of day, part-time and full-time faculty status, and faculty member. The Program Level Outcomes (PLO) Dashboard also allows for disaggregation by PLO, age, gender, race/ethnicity, and term. Faculty can utilize all of this data to speak to their programs' effectiveness and to compare the data to the Institution-set Standards.

The Institution also set goals in alignment with the CCCCO VFS goals and has tied those goals to the Strategic Plan ([1.3-26](#); [1.3-27](#)). The Strategic Plan sets the College on a path towards achieving its mission. By reviewing the VFS metrics that are linked to the plan, the Institution can regularly assess if it is heading in the right direction. Strategic Plan activities and progress towards VFS goals are discussed at IEC ([1.3-28](#)) and in the President's Cabinet ([1.3-29](#)) for presentation to CGC and the BOT ([1.3-30](#); [1.3-31](#); [1.3-32](#)). The Superintendent-President's goals and the Board goals are also in direct alignment with the VFS goals. A Vision for Success/President's Goals Tableau dashboard is available through a link on the OIR website ([1.3-33](#)) which is updated annually following the release of Student Success Metrics data from the CCCCO in late spring or early summer. Progress towards the VFS goals is taken into account during the Superintendent-President's evaluation ([1.3-34](#)) and during the evaluation of the BOT ([1.3-35](#)).

Deeper discussions of disaggregated data and equity gaps take place at SEA committee meetings where equity specific institutional goals that are directly aimed at closing equity gaps and increasing success for DI populations have been set ([1.3-36](#)). For example, while the Institution has set a standard for the number of transfers per year overall, SEA has set a goal for the transfer of economically disadvantaged students specifically ([1.3-37](#); [1.3-38](#)). The first year of the SEA plan allowed for time to dive deeper into each of the metrics and DI populations to help determine root cause so that appropriate activities and strategies could be implemented; a year of inquiry. In this first year, the Dean of Counseling, Executive Director of Research, Development and Planning, and consultant, Hasani X, held a focus group with students who had graduated from BCC and successfully transferred to a four-year institution to ascertain what challenges they had to overcome on their transfer journey. The notes from that focus group ([1.3-39](#)) were shared with SEA as part of a larger transfer presentation ([1.3-40](#)) to assist with implementing strategies and activities that may help students with transferring, in the hopes of closing the equity gaps for economically disadvantaged students who transfer.

The new student-centered funding formula is focused on similar student success metrics. While at the time of this writing, specific goals have not been set, the Enrollment Management Committee (EMC) is in the process of drafting the Enrollment Management Plan and will use these metrics to set targets ([1.3-41](#); [1.3-42](#)). Enrollment studies have also been done in more informal settings to allow for quick and flexible responses. For example, during the beginning of the COVID pandemic, enrollment was disaggregated to determine how many local students were enrolled and where they lived. This helped inform decisions that determined where to best set up Wi-Fi hotspots within the service area. Additionally, enrolled students were eligible to borrow laptops to use for their online classes ([1.3-43](#)).

AB705 required the Institution to do a deep dive on transfer-level math and English success rates. The math and English faculty came together and in the best interest of the students, agreed to remove all below-transfer-level math and English courses. This move earned BCC the "Excellence in Placement" recognition by the Campaign for College Opportunity ([1.3-44](#)) in May of 2023. The award was for the following accomplishments:

- 100% of BCC students are supported to enroll directly in transfer-level English
- 100% of BCC students are supported to enroll directly in transfer-level math
- 100% of BCC Latinx and Black/African American students are supported to enroll directly into transfer-level English
- 77% of BCC Latinx students enrolled in a transfer-level math course successfully completed it within 1 year of their initial enrollment. This is the highest success rate for this metric among all California Community Colleges, and a full 10.6 percentage points higher than the second highest college.

Additional information is available regarding disaggregated data through dashboards. The Fact Book, which is in the process of being converted from a pdf to an interactive dashboard, includes chapters on student headcount and details, retention and success rates, student award data, athletics, and VFS goals. Each chapter includes several charts, most of which can be filtered to allow for a deeper dive ([1.3-45](#)). The Disproportionate Impact dashboard looks at success and retention by race/ethnicity, gender, age, and term and includes calculations that visually highlight groups that are considered DI depending on the filters that are selected ([1.3-46](#)).

The Institution recognizes the need to bring all of the KPIs into one location and is working towards that goal. The IEC has set a goal for 2023-2024 to “Create a review cycle for institutional success metrics” so that the process is more organized, purposeful, and integrated. This goal is directly tied to accreditation standard 1.3 ([1.3-47](#)).

Evidence

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|------------------------|---|
| 1.3-1 | IEC Minutes 08.15.2023 |
| 1.3-2 | Academic Senate Minutes 10.05.2023 |
| 1.3-3 | IEC Minutes 10.17.2023 |
| 1.3-4 | SEA Minutes 11.13.2023 |
| 1.3-5 | CGC Minutes 10.25.2023 |
| 1.3-6 | Institution-set Standards Webpage |
| 1.3-7 | 2023 ACCJC Annual Report |
| 1.3-8 | IEC Minutes 04.18.2023 |
| 1.3-9 | 2023 ACCJC Annual Report Presentation |
| 1.3-10 | Office of Institutional Research Newsletter - Issue 3 |
| 1.3-11 | Research and Evaluation Webpage |
| 1.3-12 | 2023-2024 Business Office Program Review |
| 1.3-13 | 2023-2024 Kinesiology AAT Program Review |
| 1.3-14 | Instructional Program Review Training |
| 1.3-15 | Noninstructional Program Review Training |
| 1.3-16 | Noninstructional Program Review Feedback Rubric |
| 1.3-17 | Instructional Program Review Feedback Rubric |
| 1.3-18 | 2023-2024 Customer Service Program Review Feedback |
| 1.3-19 | Program Review Webpage |
| 1.3-20 | 2022-2023 Program Review Trends Presentation |
| 1.3-21 | 2022-2023 Trend Presentation for Program Review - Institution Set Standards |

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| <u>1.3-22</u> | <u>PRSC Minutes 04.10.2023</u> |
| <u>1.3-23</u> | <u>Program Review Data Dashboard</u> |
| <u>1.3-24</u> | <u>Program Review Awards Dashboard</u> |
| <u>1.3-25</u> | <u>Program Review PSLO Dashboard - Accounting Example</u> |
| <u>1.3-26</u> | <u>Strategic Plan 2019-2024</u> |
| <u>1.3-27</u> | <u>Goals Crosswalk</u> |
| <u>1.3-28</u> | <u>IEC Minutes 04.19.2022</u> |
| <u>1.3-29</u> | <u>Cabinet Notes 04.19.2022</u> |
| <u>1.3-30</u> | <u>Strategic Priority 1 Presentation</u> |
| <u>1.3-31</u> | <u>CGC Minutes 04.27.2022</u> |
| <u>1.3-32</u> | <u>BOT Minutes 05.18.2022</u> |
| <u>1.3-33</u> | <u>Vision for Success/President's Goals Dashboard</u> |
| <u>1.3-34</u> | <u>Superintendent-President Evaluation</u> |
| <u>1.3-35</u> | <u>BOT Minutes 11.06.2023</u> |
| <u>1.3-36</u> | <u>2022-2025 SEA Plan</u> |
| <u>1.3-37</u> | <u>SEA Minutes 01.09.2023</u> |
| <u>1.3-38</u> | <u>SEA Minutes 01.23.2023</u> |
| <u>1.3-39</u> | <u>Transfer Challenges Focus Group 08.23.2023 - Meeting Summary</u> |
| <u>1.3-40</u> | <u>SEA Transfer Presentation 11.13.2023</u> |
| <u>1.3-41</u> | <u>EMC Minutes 04.20.2022</u> |
| <u>1.3-42</u> | <u>SEMP Metrics</u> |
| <u>1.3-43</u> | <u>Barstow Community Connection Press Release</u> |
| <u>1.3-44</u> | <u>Excellence in Placement Award</u> |
| <u>1.3-45</u> | <u>BCC Fact Book Webpage</u> |
| <u>1.3-46</u> | <u>Disproportionate Impact Dashboard</u> |
| <u>1.3-47</u> | <u>IEC Goals 2023-2024</u> |

1.4. The institution’s mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

The Strategic Planning and Communication Process flowchart ([1.4-1](#)) is a visual representation of the integrated planning process at BCC. It shows the relationship of plans to committees and the hierarchy of committees for decision-making and communication. This structure also demonstrates the link from the mission, vision, values, strategic priorities, and CMP to the institutional plans and participatory governance committees ([1.4-2](#)).

The institutional planning process is integrated within the participatory governance structure and processes. The Participatory Governance Handbook ([1.4-3](#)) establishes that the “College’s planning process is a collaborative effort to connect the fiscal, physical, human and technological resources of the College to improve student learning and achievement and meet community needs.” Additionally, the planning processes and documents “are built upon the Mission and Strategic Priorities of the College and are systematically reviewed and assessed.”

Program review is the main vehicle the Institution uses to inform resource allocation, decision-making, and short- and long-term operational planning. All instructional programs, administrative units, and service areas participate in a full program review every three years with annual updates completed during the two years between. CTE programs participate in a full program review every two years with an annual update in the year between per California Education Code 78016 ([1.4-4](#)).

The program review process, including forms, training, and timeline, went through an entire review and revision process since the last accreditation report and visit. Following the 2018 site visit, the College discovered major deficiencies in the College's curriculum. Although the courses being offered were quality, the approval processes were not being appropriately ensured which led to curriculum inconsistencies. This prompted the review, revision, and ultimate resubmission of every course and program, through the entire curriculum approval process and led to more articulation oversight throughout the process. During this time, it was determined that all focus would be placed on this curriculum reset and the program review process would be paused until the curriculum work was complete. In the meantime, the program review process went through its own reset, and a shortened process for requesting resources was implemented through the creation of an Out-of-Cycle Budget Allocation Proposal (BAP) form ([1.4-5](#)). Allowing programs and departments to complete this form during the pause and as they waited to cycle back into the process helped to ensure the resource allocation process continued. The program review process was re-established in 2021-2022 and, at the time of this writing, recently completed the submission and feedback portion for the third year (2023-2024).

Each year, after the submission and feedback portion of the cycle, the PRSC surveys all program review participants to ascertain what worked, what did not work, and gather suggestions for improvements ([1.4-6](#); [1.4-7](#)). PRSC members discuss the results of the survey and their own experiences throughout the process then make revisions where appropriate ([1.4-8](#); [1.4-9](#)). For example, in direct response to feedback, the committee implemented "Program Review Support Days" in Fall 2023 for all who needed additional assistance completing their program reviews ([1.4-10](#)).

Each program, department and service area are expected to use their own program review process to ensure that their mission aligns with the Institution's mission and that their program or department is working to support accomplishment of the mission. Outcomes and goals must be linked to the strategic priorities that were created to achieve the mission. Data is collected to determine if the program or department is reaching those goals and outcomes. Resources requested must be used to support or improve those goals and outcomes ([1.4-11](#); [1.4-12](#)).

The PRSC ensures that the program review process is followed and occurs regularly. The PRSC is a subcommittee of IEC; both participatory governance committees are made up of members from every constituent group ([1.4-13](#); [1.4-14](#)). The PRSC follows a tri-chair model that consists of an Academic Senate member, a classified professional, and an administrator.

Resources requested through the program review process are reviewed, scored, and prioritized at the Dean and Vice President level first ([1.4-15](#)), then at the President's Cabinet ([1.4-16](#)) for funding. A rubric is used for fair and unbiased scoring ([1.4-17](#)). Scores are based on demonstrated need, alignment with institutional plans, goals and mission, measurable outcomes, and departmental and/or institutional benefit including student success. Final decisions are communicated college-wide through an email from the Superintendent-President ([1.4-18](#)).

Through the utilization of the program review process within the Institution's planning system, numerous improvements have emerged for instructional programs, support systems, and operational functions. The Kinesiology program, for example, requested resources for the resurfacing of the tennis courts ([1.4-19](#); [1.4-20](#)). In addition, the Teaching & Learning Support Center (TLSC) requested language software for student use ([1.4-21](#)), and the Maintenance & Operations (M&O) department requested funds to update equipment ([1.4-22](#)). All these requests were part of the program review and resource request process, were prioritized, and funded.

During this accreditation evaluation process, it was determined that the program review templates should allow authors to reflect on how funds received through the program review and budget allocation process in the previous year affected their program or department. Did the funding and ultimate purchase of the resource requested have the positive change they were looking for? This suggestion will be forwarded to the PRSC.

Evidence

| | |
|------------------------|--|
| 1.4-1 | Planning Process Graphic |
| 1.4-2 | Comprehensive Master Plan 2023 |
| 1.4-3 | Participatory Governance Handbook |
| 1.4-4 | Program Review Cycle |
| 1.4-5 | Out-of Cycle BAP |
| 1.4-6 | 2021-22 PRSC Survey Results |
| 1.4-7 | 2022-23 PRSC Survey Results |
| 1.4-8 | PRSC Minutes 01.24.2022 |
| 1.4-9 | PRSC Minutes 05.08.2023 |
| 1.4-10 | PR Support Days Flyer |
| 1.4-11 | Completed Instructional Program Review |
| 1.4-12 | Completed Non-instructional Program Review |
| 1.4-13 | PRSC Committee List |
| 1.4-14 | IEC Committee List |
| 1.4-15 | Initial BAP Prioritization |
| 1.4-16 | Final BAP Prioritization |
| 1.4-17 | BAP Rubric |
| 1.4-18 | Close the Loop Email |
| 1.4-19 | Kinesiology BAP |
| 1.4-20 | Tennis Courts Picture |
| 1.4-21 | TLSC BAP |
| 1.4-22 | M&O BAP |

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

The Institution regularly communicates the results of progress on Institution-set Standards, VFS goals,

enrollment data, yearly institutional data, and a variety of student success metrics. This communication is largely through the use of public facing dashboards, presentations to various committees, and publications such as fact sheets and newsletters that are shared institution-wide via email and posted to the website ([1.5-1](#)).

To ensure that the Institution is serving its diverse student body as stated in the mission ([1.5-2](#)), dashboard data is disaggregated appropriate to its purpose. The daily enrollment dashboard disaggregates by campus where classes are offered, method of instruction, student race/ethnicity, age, and gender, student's home campus and location of residency to ensure course scheduling meets the needs of all students ([1.5-3](#)). This dashboard is updated daily during the semester until final census and published to the website, available to anyone. Additionally, every Monday, the OIR emails a summary of enrollment changes with dashboard links to a distribution list of managers and classified professionals ([1.5-4](#)).

The program review data and awards dashboards include success and retention data disaggregated by program, course, method of instruction, time of day, faculty part-time or full-time status, faculty member, student gender, race/ethnicity, and age ([1.5-5](#); [1.5-6](#)). These dashboards are publicly available on the research and evaluation webpage ([1.5-1](#)) and are used by faculty to complete their program reviews. Program reviews, both instructional and non-instructional, describe progress towards goals and outcomes and include a strengths, weaknesses, opportunities, and threats (SWOT) analysis ([1.5-7](#); [1.5-8](#)). The program reviews are also posted to the website and are publicly available ([1.5-9](#)). In addition, the PRSC presents a Program Review Trends Report at various meetings ([1.5-10](#); [1.5-11](#)); the presentation is also posted to the web ([1.5-12](#)).

The Program Review process is the driving force behind resource allocation in that progress towards the mission and goals is documented and resources necessary to ensure continued progress are requested ([1.5-13](#); [1.5-14](#)). Rubrics are utilized to assist authors in completing their reviews ensuring quality submissions; these same rubrics are utilized by members of the PRSC to provide feedback to authors for areas they may be able to improve upon or provide more information for ([1.5-15](#); [1.5-16](#)). Additionally, resource requests are prioritized by area deans, vice presidents, and the Superintendent-President utilizing institutional priorities as a guide ([1.5-17](#)). All requests must be linked directly to the institutional mission and strategic priorities to be considered for funding ([1.5-18](#)). Final funding determinations are communicated institution-wide via email from the Superintendent-President ([1.5-19](#); [1.5-20](#)).

Additional public facing dashboards have been created that delve into very specific information. For example, the Fort Irwin dashboard looks at data specific to Fort Irwin students and Fort Irwin course offerings ([1.5-21](#)). The Disproportionate Impact dashboard allows people to view student groups, based on race/ethnicity, gender, and age, who are DI in success and retention metrics ([1.5-22](#)). The BCC Fact Book is also now publicly available in an interactive dashboard format rather than a static document. Each chapter communicates various metrics including student information, success and retention, awards, athletics, and VFS goals ([1.5-23](#); [1.5-24](#)). Data is disaggregated where appropriate.

Progress towards Institution-set Standards are communicated annually to ACCJC ([1.5-25](#); [1.5-26](#)) and presented and discussed with members of the IEC to share with their various constituent groups ([1.5-11](#); [1.5-27](#)). This presentation is also posted to the research and evaluation webpage ([1.5-1](#)). In addition, when setting new standards, discussions regarding progress occur at both IEC and Academic Senate before new standards are agreed upon ([1.5-28](#); [1.5-29](#)).

Another means of communicating progress towards the mission and goals occur in the form of newsletters. The OIR newsletters include information and links for awards, success and retention, enrollment including DI analysis, results from various institution-wide surveys, program review trends, and ACCJC annual report presentations ([1.5-30](#); [1.5-31](#); [1.5-32](#)). Additionally, the Public Information Office (PIO) published an “Area Highlights” newsletter for Fall 2023 In-Service Day ([1.5-33](#)).

Departments also communicate progress towards goals that are directly related to their efforts. For example, the Transfer and Career Center provided transfer data during the February 2023 All College meeting to inform the entire college community about the types of four-year institutions BCC students tend to transfer to such as California State University (CSU), University of California (UC), in-state private institutions, and out-of-state institutions ([1.5-34](#)). Additionally, the PIO publishes press releases informing the public of positive progress towards institutional goals. In September 2021, the College was recognized by the Board of Governors of the California Community Colleges, for winning the Dr. John W. Rice Award for Student Success. The College achieved this award for its “overall increase of 29% of students completing transfer-level English and math courses within one year of their first attempt” ([1.5-35](#)). In May 2023, the College also received the Excellence in Placement Award (see Standard 1.3) ([1.5-36](#)).

The BOT has taken an active role in understanding institutional data and setting goals. In August 2020, Superintendent-President Dr. Eva Bagg and Trustee Paul Wilkey held a study session during the monthly Board meeting, “Supporting a College-Wide Student Success Agenda,” that was informed by “participation in the California Community Colleges Trustee Fellowship program sponsored by the California Community College, The Foundation for California Community Colleges, and The Aspen Institute College Excellence Program” [1.5-37](#)). The purpose of the presentation was to educate members of the Board on how Trustees can support institutional change through understanding BCC data, goal setting, and aligning Board and CEO goals with institution-wide goals.

The Superintendent-President’s goals, which align with the VFS goals, are presented to the Institution and the public via a dashboard that is shared on the research and evaluation webpage ([1.5-38](#)). Progress towards these goals are included in the Superintendent-President’s evaluation and are presented to the BOT as part of that process ([1.5-39](#)). Additionally, as the VFS Goals were directly linked to the 2019-2024 Strategic Plan, IEC and the BOT are updated on progress as part of the Strategic Plan updates ([1.5-40](#)). Beginning in the 2023-2024 academic year, the BOT implemented a presentation calendar that will ensure consistent reporting of various topics including progress towards the mission and goals ([1.5-41](#)).

Throughout the past few years, the Institution realized the strategic priorities set in 2019 were not conducive to goal setting or tracking outcomes ([1.5-42](#)). This realization was confirmed through the current institutional self-evaluation process. Current strategic priorities are too numerous and too vague, institutional priorities are difficult to set, and efforts to attain goals often lack focus and/or are siloed and therefore diluted. It is the intent of the Institution to adopt and utilize the College goals and priorities from the new CMP as the new Strategic Plan beginning in Fall 2024. This streamlines the focus to five goals that have three related priorities each. The new master plan along with the new goals, priorities, mission, vision, and values was created with the assistance of a consultant, Gensler, who gathered input from all constituent groups through surveys, focus groups, and institution-wide meetings. In Spring 2024, the existing planning taskforce will discuss and decide upon appropriate metrics to monitor these goals and inform the Institution how it is progressing in their achievement

(1.5-43). These new goals and priorities will allow the Institution to be more intentional, precise, and focused when setting institutional priorities and making choices about investing resources.

Evidence

| | |
|-------------------------------|--|
| <u>1.5-1</u> | <u>Research and Evaluation Webpage</u> |
| <u>1.5-2</u> | <u>Mission Statement Webpage</u> |
| <u>1.5-3</u> | <u>Fall 2023 Daily FTES Report</u> |
| <u>1.5-4</u> | <u>Monday Enrollment Email</u> |
| <u>1.5-5</u> | <u>PR Data Dashboard</u> |
| <u>1.5-6</u> | <u>PR Awards Dashboard</u> |
| <u>1.5-7</u> | <u>OIR Program Review Annual Update</u> |
| <u>1.5-8</u> | <u>Art History ADT Program Review</u> |
| <u>1.5-9</u> | <u>Program Review Schedule</u> |
| <u>1.5-10</u> | <u>PR Trends Presentation</u> |
| <u>1.5-11</u> | <u>IEC Minutes 04.18.2023</u> |
| <u>1.5-12</u> | <u>Program Review Webpage</u> |
| <u>1.5-13</u> | <u>Instructional Program Review Template</u> |
| <u>1.5-14</u> | <u>Non-instructional Program Review Template</u> |
| <u>1.5-15</u> | <u>Instructional Program Review Rubric</u> |
| <u>1.5-16</u> | <u>Non-instructional Program Review Rubric</u> |
| <u>1.5-17</u> | <u>Priority List</u> |
| <u>1.5-18</u> | <u>BAP Form</u> |
| <u>1.5-19</u> | <u>Close the Loop Email</u> |
| <u>1.5-20</u> | <u>2021-22 BAPs Chart</u> |
| <u>1.5-21</u> | <u>Fort Irwin Dashboard</u> |
| <u>1.5-22</u> | <u>Disproportionate Impact Dashboard</u> |
| <u>1.5-23</u> | <u>BCC Fact Book Webpage</u> |
| <u>1.5-24</u> | <u>BCC Fact Book-Chapter 1</u> |
| <u>1.5-25</u> | <u>2023 ACCJC Annual Report</u> |
| <u>1.5-26</u> | <u>2023 ACCJC Annual Fiscal Report</u> |
| <u>1.5-27</u> | <u>ACCJC Annual Report Presentation</u> |
| <u>1.5-28</u> | <u>IEC Minutes 08.15.2023</u> |
| <u>1.5-29</u> | <u>Academic Senate Minutes 10.05.2023</u> |
| <u>1.5-30</u> | <u>Office of Institutional Research Newsletter - Issue 1</u> |
| <u>1.5-31</u> | <u>Office of Institutional Research Newsletter - Issue 2</u> |
| <u>1.5-32</u> | <u>Office of Institutional Research Newsletter - Issue 3</u> |
| <u>1.5-33</u> | <u>Inservice Newsletter</u> |
| <u>1.5-34</u> | <u>All College Agenda 02.07.2023</u> |
| <u>1.5-35</u> | <u>John W. Rice Award Press Release</u> |
| <u>1.5-36</u> | <u>Champion for Excellence Award Press Release</u> |
| <u>1.5-37</u> | <u>BOT Presentation 08.19.2020</u> |
| <u>1.5-38</u> | <u>Vision for Success/President's Goals Dashboard</u> |
| <u>1.5-39</u> | <u>Superintendent-President Evaluation</u> |

| | |
|-------------------------------|--|
| <u>1.5-40</u> | <u>Strategic Plan Update</u> |
| <u>1.5-41</u> | <u>Board Presentation Calendar</u> |
| <u>1.5-42</u> | <u>Strategic Plan 2019-2024</u> |
| <u>1.5-43</u> | <u>BOT Presentation 10.18.2023</u> |

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

BCC's processes for curriculum design, development, and review ensure all academic programs are offered in fields of study that align with the Institution's mission, reflect generally accepted practices in higher education for ensuring breadth, depth, rigor, and expected learning outcomes appropriate to the level of instruction and across all modalities, and are structured to lead to degrees, certificates, transfer, employment, or other similar credentials. These processes are supported through established participatory governance and BPs ([2.1-1](#), [2.1-2](#), [2.1-3](#)). Programs of study are presented in the Institution's college catalog in a way that illustrates the relationship between pathway, discipline cluster, degree or certificate, and PLOs. In addition, specific major, general education, and elective courses that lead to completion are clearly outlined for students. Two representative program examples from the catalog that highlight these relationships as well as PLOs are the Associate of Arts Degree for Transfer, Art History and the Associate of Science Degree for Transfer, Business Administration 2.0 ([2.1-4](#); [2.1-5](#)).

As a subcommittee of Academic Senate, the purpose of the Curriculum Committee is to evaluate new, modified, and updated programs and courses for accuracy and for compliance with both internal and external policies and procedures ([2.1-6](#)). The Curriculum Committee follows the curriculum development process and timelines as outlined in the BCC Curriculum Handbook ([2.1-7](#)). Curriculum submission guidelines along with a checklist for new credit or noncredit courses, existing course revisions, new programs, and modifications for existing programs are also available online and as a downloadable pdf on the Curriculum Committee homepage on the BCC website ([2.1-8](#), [2.1-9](#)).

Before new courses, programs, and modifications are brought to the Curriculum Committee, they are submitted to the Technical Review Committee, a subcommittee of Curriculum that is responsible for the review of submissions, which include checking for completeness, errors, or other potential issues that may stall moving the item forward to Curriculum. The review process is highlighted in the Technical Review Committee agenda and Technical Review minutes from April 21, 2023 ([2.1-10](#); [2.1-11](#)).

One example of a course sent back to the faculty author was Student Development 161 (SDEV 161), a noncredit course that was revised to become part of a College Development and College Preparation (CDCP) certificate. The Basic Skills Education Program (BSEP) had consisted of one course taught over an intensive 3-week period, targeting our active military-affiliated students. Students who completed the course wanted more substantial evidence of completing this rigorous course and the College was looking for ways create impactful certificates that also capture completions, which led to the concept of creating a CDCP certificate; however, in order to create the certificate, two courses were needed. Since the original SDEV 160 combined intensive mathematics and intensive reading/vocabulary/grammar, the two disciplines were pulled apart, creating two separate courses for

the non-credit certificate. SDEV 161 went through modifications to ensure the integrity of the course content ([2.1-12](#)).

Routine Course Review is another facet of the curriculum process with an emphasis on currency, quality, relevance, and rigor. Course outlines are reviewed in a six-year cycle ([2.1-13](#)) as part of the Institution's program review process ([2.1-14](#)). The quality described in a course outline of record is evidence that the Institution's local standards meet the CCCCCO comprehensive guidelines ([2.1-3](#)).

To address increased student demand for distance education (DE) offerings, the College has implemented a variety of modalities that include asynchronous fully online, synchronous online, hybrid, and, most recently, a new Hyflex modality that enables both virtual and in-person options for students. Regardless of modality, all courses adhere to the same curriculum development standards, course outlines, student learning outcomes (SLOs), and include a DE Proposal Form that aligns with the Course Outline of Record (COR) ([2.1-15](#)). Equally important is the fact that BCC courses offered fully online, hybrid, Hyflex, and web-enhanced utilizing the Canvas Learning Management System (LMS) exceed minimum standards of online modalities as a result of following the Chancellor's Office California Virtual Campus-Online Education Initiative (CVC-OEI) course design rubric, meeting the highest level of design standards to support online student success. The OEI course design rubric was adapted for BCC and approved for adoption by the Distance Education and Instructional Technology Committee (DEITC) on October 24, 2017, and by Academic Senate on December 7, 2017.

Evidence

| | |
|------------------------|---|
| 2.1-1 | Participatory Governance Guidelines |
| 2.1-2 | Board Policy 4020 |
| 2.1-3 | Administrative Procedure 4020 |
| 2.1-4 | Art History AAT |
| 2.1-5 | Business Administration 2.0 AST |
| 2.1-6 | Curriculum Committee Purpose Statement |
| 2.1-7 | Curriculum Development Timeline and Workflow |
| 2.1-8 | Submission Guidelines and Checklist |
| 2.1-9 | Curriculum Committee Webpage |
| 2.1-10 | Technical Review Agenda 04.21.2023 |
| 2.1-11 | Technical Review Minutes 04.21.2023 |
| 2.1-12 | SDEV 161 - Course Modification |
| 2.1-13 | Routine Peer Review-Six Year Cycle |
| 2.1-14 | Program Review Institutional Processes Flow - Instructional |
| 2.1-15 | DE Proposal Form |

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

BCC relies on its Strategic Planning and communication process ([2.2-1](#)), involving various faculty-led participatory governance committees, to ensure curriculum design and development processes include

appropriate faculty oversight for ongoing review, monitoring, and revision of programs. This faculty oversight ensures that academic programs reflect relevant discipline and industry standards and supports equitable attainment of learning outcomes and achievement of educational goals. Faculty-led or co-led committees include Curriculum ([2.2-2](#)) and Technical Review, OAC ([2.2-3](#)), Distance Education and Instructional Technology Committee (DEITC) ([2.2-4](#)), PRSC ([2.2-5](#)), and Academic Senate ([2.2-6](#)).

The College has a clear commitment to excellence and continuous improvement through its program review process and takes a thoughtful approach to program assessment and development. Peer review via a feedback rubric from PRSC members, and self-evaluation, which is reflected as a narrative throughout program review templates, helps identify areas for improvement including PLOs and Institution-set Standards ([2.2-7](#); [2.2-8](#); [2.2-9](#); [2.2-10](#); [2.2-11](#)). PRSC and OAC have begun to work more collaboratively to improve and strengthen the instructional program review process. One example is the development of a rubric designed to address in more detail, PLO data results through a series of guiding prompts including: “summarize the data; discuss future plans based on data; discuss changes/actions since previous program review to improve outcomes; reflecting on PLO data, what actions are needed for student-centered growth/improvement?; discuss program actions planned to support equitable outcomes.” These draft rubrics were brought to the March 18, 2024 PRSC meeting to review and discuss ([2.2-12](#); [2.2-13](#); [2.2-14](#)).

In addition, relevant, well-defined course SLOs are provided to students via course syllabi ([2.2-15](#)), and correspond to course outlines ([2.2-16](#)). The course catalog also provides students with PLOs and requirements for degree, and certificate programs in which they can enroll ([2.2-17](#)).

Career Technical Education (CTE) programs, specifically, monitor licensure and employment rates and also use CTE Advisory Board input and labor market data to help guide decisions related to program viability ([2.2-18](#); [2.2-19](#)). Local and regional data in the form of feedback from industry and workforce partners also inform the development of learning outcomes that align with instructional programs and the Institution’s mission, vision, and values.

What follows are three examples of the CTE curriculum, program review, and revision process in action:

- (1) Cosmetology (credit degree and certificate): The Cosmetology program in the Business and Entrepreneurship Pathway has responded to recent California legislation ([2.2-20](#)), which reduced the minimum required hours for a Cosmetology program (from 1600 to 1000), and advisory input ([2.2-21](#), [2.2-22](#)), by modifying Cosmetology curriculum ([2.2-23](#); [2.2-24](#)) and redesigning the structure ([2.2-25](#)). The Accrediting Commission for Community and Junior Colleges (ACCJC) approved this substantive change ([2.2-26](#)). With financial aid implications that may impact student retention and completion of the certificate and degree, program faculty and deans are conducting a further examination of the program structure and outcomes to ensure students will be able to successfully complete the program and be prepared to pass the State Board licensure exam for Cosmetology.
- (2) Welding (credit degree and certificates): The Welding program in the Trades and Applied Technology Pathway used advisory input ([2.2-27](#)) to discuss currency of and ability to expand the program, to inform the renewal of the contract with industry partner Burlington Northern Santa Fe (BNSF) Railway, and also utilized Welding program review data ([2.2-28](#)) and the resource request process to illustrate the need for a full-time, tenure-track Welding instructor ([2.2-29](#)) to anchor this program and provide a stronger foundation for growth to meet the

needs of students and the surrounding community.

- (3) Customer Service (Non-Credit Career Development and College Preparation (CDCP) certificate): The Customer Service program in the Business and Entrepreneurship Pathway is another example of curriculum development informed by CTE Advisory meeting input that identified the need for soft skills, in this case from multiple sources ([2.2-30](#); [2.2-31](#); [2.2-32](#)). In addition, regional guidance from Mountain Desert Economic Partnership (MDEP) outlining a detailed set of essential skills in the workplace was used as a foundation for this curriculum ([2.2-33](#)). As a result, a Non-Credit (CDCP) Certificate of Completion, Customer Service and Digital Literacy ([2.2-34](#)) comprised of the following courses: CUST 100: Essential Skills ([2.2-35](#)), CUST 110: Customer Service and Sales ([2.2-36](#)), and CBIS 101: Digital Literacy ([2.2-37](#)) was created, taken through the curriculum process ([2.2-38](#)), submitted to the BOT ([2.2-39](#)), and approved by the CCCCO ([2.2-40](#)). Through a partnership with San Bernardino County Probation Department, this certificate program has been provided to probation students. These six-week courses are taught by BCC faculty in the Business and Entrepreneurship Pathway and an awards ceremony is held regularly for program completers.

The College is also taking steps to incorporate equity into its curriculum design and development. This includes the adaptation of Peralta Community College's online equity rubric ([2.2-41](#)) to create a BCC online equity rubric ([2.2-42](#)) by the DEITC, which complements the California Community Colleges - Online Education Initiative (OEI) Course Design Rubric for courses using the Canvas Learning Management System (LMS). The online equity rubric addresses several facets of the online student experience including student access to resources and support, universal design for learning principles, images and representation, human bias, content meaning, connections, and a sense of belonging. The online equity rubric became a working item on the DEITC agenda starting in October 2020, a time when community colleges had moved all courses online due to the pandemic, ([2.2-43](#), [2.2-44](#), [2.2-45](#)), then went to Academic Senate in May 2022 ([2.2-46](#)). Additionally, an equity syllabus statement ([2.2-47](#)) was developed by the DEITC, approved by Academic Senate ([2.2-48](#)), and incorporated into all course syllabi in Fall 2022.

Along these lines, the DEITC, Curriculum Committee, Academic Senate ([2.2-49](#)), and Academic Support Committee have championed a movement to increase the use of Open Educational Resources (OER) ([2.2-50](#)) and develop Zero Textbook Cost (ZTC) programs to address student access and affordability needs ([2.2-51](#)). In a recent conversation with faculty leadership, it became clear that student access to OER and ZTC course materials were a primary equity focus of faculty at large, related to concerns about students' socioeconomic backgrounds ([2.2-52](#)).

Furthermore, BCC took the lead as one of the first colleges in the California Community College (CCC) system to develop, acquire CCCCO approval, and offer Ethnic Studies ([2.2-53](#)) to meet the CSU GE Area F requirement and move towards creating more inclusive curriculum through a lens of DEI. BCC now offers three Ethnic Studies (ETHN) courses: ETHN 1: Introduction to Ethnic Studies ([2.2-54](#); [2.2-55](#)), ETHN 5: Introduction to the Latinx Experience ([2.2-56](#); [2.2-57](#)), and ETHN 6: Introduction to African American Studies ([2.2-58](#); [2.2-59](#)). The development of these additional ethnic studies courses is also in alignment with the Institution's mission, vision, and values – emphasizing the importance of DEI and learning outcomes that emphasize the ability to engage diverse perspectives and creating a sense of belonging for students.

Through this self-evaluation process and discussions surrounding strengths and weaknesses, we realize that there is more to be done to advance the equity work. As the majority of BCC students are

considered economically disadvantaged, it is natural to focus much of the equity work on breaking down financial barriers to access, persistence, and completion. However, we recognize that other factors exist and are committed to having those hard conversations in order to ensure the success of all our students.

Evidence

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|-------------------------------|--|
| <u>2.2-1</u> | <u>Strategic Planning and Communication Flowchart</u> |
| <u>2.2-2</u> | <u>Curriculum Committee Membership</u> |
| <u>2.2-3</u> | <u>Outcomes Assessment Committee Membership</u> |
| <u>2.2-4</u> | <u>DEIT Committee Membership</u> |
| <u>2.2-5</u> | <u>Program Review Subcommittee Membership</u> |
| <u>2.2-6</u> | <u>Academic Senate Roster</u> |
| <u>2.2-7</u> | <u>IPR Feedback Rubric Template</u> |
| <u>2.2-8</u> | <u>Complete Feedback Rubric - Communication Studies</u> |
| <u>2.2-9</u> | <u>Draft Full Program Review- Communication Studies Pre-Feedback</u> |
| <u>2.2-10</u> | <u>Final Full Program Review - Communication Studies</u> |
| <u>2.2-11</u> | <u>IPR Template - Institution-set Standards</u> |
| <u>2.2-12</u> | <u>OAC Program Review Rubric Draft</u> |
| <u>2.2-13</u> | <u>OAC Program Review Rubric Draft with feedback</u> |
| <u>2.2-14</u> | <u>OAC Meeting Minutes 02.27.2023</u> |
| <u>2.2-15</u> | <u>Course Syllabus - BADM 5</u> |
| <u>2.2-16</u> | <u>SLOs on COR - BADM 5</u> |
| <u>2.2-17</u> | <u>BCC Course Catalog 2023-24</u> |
| <u>2.2-18</u> | <u>Regional Data - Cosmetology</u> |
| <u>2.2-19</u> | <u>Occupational Outlook - Barbers, hairstylists, cosmetologists</u> |
| <u>2.2-20</u> | <u>Senate Bill 803, Roth</u> |
| <u>2.2-21</u> | <u>Cosmetology Advisory Minutes 04.07.2022</u> |
| <u>2.2-22</u> | <u>Cosmetology Advisory Minutes 05.02.2023</u> |
| <u>2.2-23</u> | <u>Curriculum Consent Agenda 04.22.2022</u> |
| <u>2.2-24</u> | <u>Curriculum Consent Agenda Approval 04.22.2022</u> |
| <u>2.2-25</u> | <u>Cosmetology Educational Plan</u> |
| <u>2.2-26</u> | <u>ACCJC Approval Letter 02.27.2023- Cosmetology</u> |
| <u>2.2-27</u> | <u>Welding Advisory Minutes 05.02.2023</u> |
| <u>2.2-28</u> | <u>Welding Program Review</u> |
| <u>2.2-29</u> | <u>Welding Instructor BOT Approval 06.21.2023</u> |
| <u>2.2-30</u> | <u>Automotive and Diesel Advisory Minutes 04.06.2022</u> |
| <u>2.2-31</u> | <u>Public Services Advisory Minutes 04.07.2022</u> |
| <u>2.2-32</u> | <u>Welding Advisory Minutes 04.05.2022</u> |
| <u>2.2-33</u> | <u>MDEP Essential Skills</u> |
| <u>2.2-34</u> | <u>Customer Service and Digital Literacy Certificate</u> |
| <u>2.2-35</u> | <u>CUST 100 COR</u> |
| <u>2.2-36</u> | <u>CUST 110 COR</u> |
| <u>2.2-37</u> | <u>CBIS 101 COR</u> |

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| 2.2-38 | Curriculum Committee Minutes 03.05.2021 |
| 2.2-39 | BOT Approval 04.21.2021 - Customer Service and Digital Literacy Certificate |
| 2.2-40 | Chancellor's Office Approval 04.30.2021 - Customer Service and Digital Literacy Certificate |
| 2.2-41 | Online Equity Rubric - Peralta Community College |
| 2.2-42 | Online Equity Rubric - Barstow Community College |
| 2.2-43 | DEITC Minutes 10.27.2020 |
| 2.2-44 | DEITC Minutes 02.23.2021 |
| 2.2-45 | DEITC Minutes 03.23.2021 |
| 2.2-46 | Academic Senate Minutes 05.05.2022 |
| 2.2-47 | Equity Syllabus Statement - COMM 1 |
| 2.2-48 | Academic Senate Minutes 08.12.2022 |
| 2.2-49 | Academic Senate Agenda 09.07.2023 |
| 2.2-50 | OER Eligible Course List |
| 2.2-51 | ZTC Acceleration Grant Award Notification - Chemistry ADT |
| 2.2-52 | Faculty Equity Conversation 03.28.2024 - Transcript |
| 2.2-53 | Course Descriptions - Ethnic Studies |
| 2.2-54 | ETHN 1 COR |
| 2.2-55 | ETHN 1 Syllabus |
| 2.2-56 | ETHN 5 COR |
| 2.2-57 | ETHN 5 Syllabus |
| 2.2-58 | ETHN 6 COR |
| 2.2-59 | ETHN 6 Syllabus |

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

BCC has a rationale for general education that serves as the basis for inclusion of courses in general education and is listed in the catalog ([2.3-1](#)). The College's general education philosophy is also described in BP 4025: Philosophy and Criteria for Associate Degree and General Education ([2.3-2](#)) while the related AP 4025 ([2.3-3](#)) separates the policy into several key areas that emphasize program and institutional alignment: how general education coursework is designed to lead students to understanding one's self in relation to cultural diversity and the modern world; the development of SLOs to meet general education objectives; and shared governance committees involvement in the support of general education objectives, namely, the Curriculum Committee and Academic Senate. Ethnic Studies (ETHN) is one example of this process in action, which began with Assembly Bill 1460, Weber ([2.3-4](#)). This bill, which was signed into law in August 2020, requires California State University (CSU) to adopt ethnic studies as a graduation requirement. The CCCC followed with guidance regarding the course review and approval process for Area F: ethnic studies, which is a lower-division CSU general education breadth requirement ([2.3-5](#)). While BCC had created ETHN 1: Introduction to Ethnic Studies in 2019, course modifications were necessary in order to meet the CSU core competencies and ensure SLOs met general education objectives ([2.3-6](#)). Part-time faculty made the necessary course revisions that were then approved at Curriculum and the BOT ([2.3-7](#)). At the end of

April 2021, BCC's Articulation Officer, confirmed that the revisions made to ETHN 1 were approved for Area F.

In addition, core competencies, which are integral to the general education philosophy, are represented as BCC's Institutional Learning Outcomes (ILOs): Communication Competency, Information Competency and Technical Skills, Critical Thinking and Analytic Inquiry, Cultural Awareness and Civic Engagement, and Personal and Professional Development. ILOs can be found in the catalog as well as on the BCC website ([2.3-8](#)). These ILOs were recently revised based on college-wide input and were approved by the IEC and accepted by the OAC in January 2023 ([2.3-9](#)). The revised ILOs were then presented at Academic Senate in February 2023 for a first read. A follow-up email communication from the Academic Senate was sent to faculty senators ([2.3-10](#)) to elicit additional faculty input in preparation for a second read in March where they were reviewed and ultimately approved ([2.3-11](#)).

The College's general education philosophy also reflects its degree requirements and is consistent with expected norms in higher education for lower division coursework. Specifically, degree requirements are aligned with transfer to public, in-state four-year institutions (California State University and University of California) and local degree requirements as outlined in the catalog. Examples of degrees that highlight General Education requirements and PLOs include: Associate of Arts Degree for Transfer, Art History ([2.3-12](#)) and Associate of Science Degree for Transfer, Mathematics ([2.3-13](#)). The Curriculum Committee website ([2.3-14](#)) provides links to resources that outline the curriculum development process. Examples include documents used to create new ([2.3-15](#)) and modify existing courses ([2.3-16](#)), and steps/timeline ([2.3-17](#)).

Additionally, BCC's general education offerings provide numerous opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences in specific courses, programs, pathways, and academic learning support. Course outlines ([2.3-18](#)) highlight learning outcomes and objectives along with detailed outlines of content knowledge, skills, and competencies.

Evidence

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| 2.3-1 | BCC General Education Philosophy |
| 2.3-2 | Board Policy 4025 |
| 2.3-3 | Administrative Procedures 4025 |
| 2.3-4 | Assembly Bill 1460 |
| 2.3-5 | Ethnic Studies Guidance Memo |
| 2.3-6 | COR Alignment Communication 10.06.23 - Ethnic Studies |
| 2.3-7 | BOT Agenda 12.16.2020 |
| 2.3-8 | ILOs Webpage |
| 2.3-9 | ILO Revision Approval Dates |
| 2.3-10 | Academic Senate Communication - ILOs |
| 2.3-11 | Academic Senate Minutes 03.02.2023 |
| 2.3-12 | PLOs - Art History, AAT |
| 2.3-13 | PLOs - Mathematics, AST |
| 2.3-14 | Curriculum Committee Webpage |
| 2.3-15 | New Course Approval Form Template |
| 2.3-16 | Course Modification Form Template |
| 2.3-17 | Course and Program Submission Guidelines and Checklist |

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

The BCC catalog showcases associate and certificate degree programs, including non-credit offerings such as basic skills, in recognized fields of study. Examples include the Welding Technology Associate of Science Degree and the Certificate of Achievement ([2.4-1](#)) that address the needs of students planning to enter directly into the workforce and the non-credit Basic Skills Education Program (BSEP) Certificate of Completion ([2.4-2](#)) that is designed to assist military students take advantage of promotion opportunities. BCC articulates the requirements for every degree and certificate program and communicates course prerequisites and corequisites, course numbers, names, units, and descriptive program information, including expected PLOs within the catalog. Additionally, the catalog provides information about student support services, learning support services, institutional policies and procedures, and resources ([2.4-3](#)).

The catalog also describes the community college courses that transfer to four-year postsecondary institutions through the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) ([2.4-4](#)). ASSIST is the official California statewide database listing a selection of campus-approved transfer agreements, general education requirements, and information on University of California (UC) and California State University (CSU) transferable courses and major preparation.

The Institution reviews and publishes the college catalog along with any addendums on the college website each year ([2.4-5](#)). Class schedules are posted electronically each academic term. Along with the catalog and class schedules, the college website ([2.4-6](#)) regularly provides students and the general public with the programs, pathways, academic supports, services, and resources that foster success in students' unique educational journeys ([2.4-7](#); [2.4-8](#)). In addition, access to public-facing course outlines is available on the Curriculum Committee webpage under "eLumen Public View (Final CORs)" which links to the eLumen Public View where students, employees, and the general public may view course outlines, SLOs, and PLOs by specific instructional program ([2.4-9](#)).

The Canvas Learning Management System (LMS) provides another entry point for students to access SLOs for their course ([2.4-10](#)). In addition, prominently linked on each class homepage are two Peer Online Course Review (POCR) recommended resource pages: Technical Support, and BCC Services and Resources to Support Learning ([2.4-11](#); [2.4-12](#)). Tutorials and the BCC Resource Hub are also part of a network of supports provided to students in Canvas ([2.4-13](#)). Furthermore, the Global Canvas Announcement System is used to communicate with both students and faculty. The announcements appear on the course dashboard for all Canvas users. Everything from course advertisements to virtual and on-campus events at Barstow and Fort Irwin are promoted via Canvas ([2.4-14](#)).

In addition to Canvas, the BCC App, BCC email communications, and the BCC website provide students, faculty, and staff access to a variety of campus resources, including student clubs, the Mindful Space, SPS, Academic Support, and Athletics along with access to the Viking Portal, Canvas, Admissions and Records, Financial Aid, and campus events ([2.4-15](#); [2.4-16](#); [2.4-17](#); [2.4-18](#)). Aside from being communicated in multiple modalities, communications for events are often created to reach students from various language backgrounds ([2.4-19](#)).

Student and community events put on by Adult Education and Career Technical Education (CTE) have also been presented in multiple languages. One example is the Virtual Open House hosted by Adult Education in collaboration with Student Services and Academic Affairs that highlighted the ESL program, academic counseling, BCC services and resources, GED preparation, the DACA/Dreamer program, and non-credit certificates. The entire open house was presented in Spanish ([2.4-20](#)).

Furthermore, BCC counselors refer students to available specialized support services, including financial aid, transfer services, tutorial services, basic needs, and mental health services, and SPS. When working with students, counselors also reference BCC Guided Pathways (GP) which have been integrated into the college catalog and the college website ([2.4-7](#)), so students have a visual representation of how programs and outcomes connect to clusters and pathways.

BCC regularly works with a marketing and communication consultant, *Lead Your Story*, to offer expertise, support, and guidance in establishing and implementing a multidimensional enrollment and retention marketing campaign. In collaboration with and under the leadership of the PIO, communications are customized and built across multiple communication plans, fostering and promoting students' educational journeys throughout the academic year ([2.4-21](#)). Additionally, the District strengthened its structure to communicate to former, current, and prospective students regarding the Institution's various academic and student services. In fact, a software application called *Active Campaign* was implemented to provide targeted communications to students.

BCC regularly communicates and meets with school districts, high schools, regional partners, four-year colleges, and universities to promote career and educational pathways, communication, cohesion, and partnerships that prepare and advance student's unique interests. The importance of both outward communication to institutional partners and the surrounding community, coupled with inward communication processes and policies, is reinforced through PIO Program Review goals that focus specifically on effective external and internal communication processes and policies ([2.4-22](#)).

Evidence

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|------------------------|--|
| 2.4-1 | Welding Technology AS Degree and Certificate |
| 2.4-2 | Basic Skills Education Program Certificate |
| 2.4-3 | Catalog Contents |
| 2.4-4 | www.assist.org |
| 2.4-5 | BCC Catalog Webpage |
| 2.4-6 | BCC Homepage |
| 2.4-7 | Guided Pathways Webpage |
| 2.4-8 | Teaching and Learning Support Center Webpage |
| 2.4-9 | Curriculum Committee Webpage (live link) |
| 2.4-10 | WELD 50A: Introduction to Welding Syllabus |
| 2.4-11 | BCC Services and Resources to Support Learning |
| 2.4-12 | Getting Technical Support |
| 2.4-13 | BCC Resource Hub Webpage |
| 2.4-14 | Canvas Announcements |
| 2.4-15 | Student and Academic Services Webpages |
| 2.4-16 | BCC App Navigation |
| 2.4-17 | Canvas BCC Resource Hub |

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| 2.4-18 | Event Communication in Multiple Modalities |
| 2.4-19 | Multiple Language Event Communications |
| 2.4-20 | BCC ESL Virtual Open House Agenda 02.19.2021 |
| 2.4-21 | Student Communications |
| 2.4-22 | PIO Annual Update 2023-24 |

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

BCC takes a student-centered approach to scheduling classes to ensure timely completion of programs. With the implementation of and adherence to a data-driven Master Two Year Schedule ([2.5-1](#)), which was created in collaboration among faculty, administration, and the OIR, the College has continued to provide a solid foundation for structuring its academic program offerings leading to clearer pathways to transfer, employment, and goal attainment. The use of time blocks also contributes to more efficient and effective scheduling ([2.5-2](#)). With the high proportion of first nine and second nine-week classes scheduled within the 18-week semester, students have been able to accelerate completion (73 units to completion on average in 2021-22) while maintaining solid success rates (71.2% on average in 2022-23).

In addition, the College committed to full implementation of Assembly Bill 705, the landmark placement policy reform mandating direct enrollment into transfer-level English and math with academic support to help students to be successful, leading the way in breaking down barriers to student success. By fully embracing the spirit of AB705, BCC has provided students with the opportunity to succeed at the highest level.

As a result of these achievements, BCC received an invitation to attend the annual installation ceremony: *Excellence in Placement: Honoring Community Colleges Excelling in Equitable Course Placement for Students* ([2.5-3](#)), which was held at the California Endowment in downtown Los Angeles on May 31, 2023 (see Standard 1.3). These remarkable accomplishments would not have been possible without the tireless and dedicated efforts of the BCC faculty and staff.

In evaluating the degree to which scheduling facilitates timely completion of degrees, certificates, and transfer, BCC regularly employs several practices and related strategies. One such practice involves the coordination of scheduling meetings among faculty, deans, counselors, and the Executive Director of Research, Development, and Planning. These meetings provide space and time for review and discussion of and adjustments to the Master Two Year Schedule, which is informed by related enrollment data in Tableau, including day, time, modality, format (18-wk, 12-wk, 9-wk) and trends ([2.5-1](#); [2.5-4](#)). In addition, the Distance Education and Instructional Technology (DEIT) Department produces and maintains a spreadsheet that tracks Associate Degrees for Transfer (ADTs) and Certificates of Achievement (COAs) in the online-only modality to ensure that DE students can complete their chosen goals on time ([2.5-5](#); [2.5-6](#)). Moreover, special attention is given to more flexible scheduling at the Fort Irwin site where military rotations impact students' availability to enroll and participate in courses ([2.5-7](#); [2.5-8](#); [2.5-9](#); [2.5-10](#)).

Another practice the College utilizes is the big-picture view of scheduling that maximizes enrollment

management strategies. With a return to pre-pandemic enrollment levels coupled with unfunded growth, BCC has adopted more efficiency-based enrollment targets. Most recently, managers have participated in professional development centered on enrollment management principles and guidelines, including the Student-Centered Funding Formula (SCFF) ([2.5-11](#)). These and other opportunities have helped faculty, staff, and managers develop a deeper understanding of the interconnectedness between scheduling, enrollment, and successful completion.

In addition, marketing and outreach have been more targeted—promoting open sections, reaching out to students in specific majors, and adding 12-weeks sections that start six weeks into the semester. One example of targeted outreach is the “15 to Finish” campaign that encouraged students to enroll full-time in 15 units a semester to graduate on time, save money, and achieve better grades ([2.5-12](#); [2.5-13](#)).

Furthermore, Enrollment Services is moving forward with the implementation of Ellucian Degree Works, locally branded as ‘Compass,’ to facilitate auto awarding of certificates and gathering data for targeted outreach to students to complete programs. This will foster improvements in the SCFF supplemental allocations. Degree Works was included as a resource request in the 2023 Enrollment Services program review ([2.5-14](#)).

The program review process encourages review and analysis of student achievement and course data with a focus on metrics that include course success rates, retention rates, award counts, Institution-set Standards, and guided pathways planning, collaboration, and integration—the key metrics highlighted on the instructional program review template ([2.5-15](#)). As this process has continued to evolve, several key areas of focus have been identified as needing more attention, training, and improvement including data interpretation, development of clear goals and objectives along with meaningful, manageable, and measurable outcomes, and cohort tracking, specifically, average number of units to complete a degree at the program level.

The OIR is currently developing definitions and methodology for tracking time to completion at the program level. Two methods being explored for piloting are cohort tracking looking forward to completion, and award completers tracking backwards. The goal is to have at least one of these methods in place for the next cycle of program review beginning in Fall 2024 ([2.5-16](#)).

Evidence

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|------------------------|--|
| 2.5-1 | Master Two-Year Course Schedule |
| 2.5-2 | Scheduling Time Blocks |
| 2.5-3 | Excellence in Placement Award |
| 2.5-4 | Tableau Dashboards |
| 2.5-5 | ADJU ADT Online-Only Tracker |
| 2.5-6 | ADJU COAs Online-Only Tracker |
| 2.5-7 | Fort Irwin Rotational Planning Email |
| 2.5-8 | Fort Irwin Rotational Calendar |
| 2.5-9 | BSEP Proposed Rotational Schedule |
| 2.5-10 | Fort Irwin Summer Classes Flyer |
| 2.5-11 | Enrollment Management Professional Development Sessions 2023 |
| 2.5-12 | 15 to Finish Flyer |

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| 2.5-13 | Complete College America Intensity Brief |
| 2.5-14 | DegreeWorks Scribing BAP |
| 2.5-15 | IMEI AS Program Review 2023-24 |
| 2.5-16 | Draft Program Review Dashboard |

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

To support equitable student learning and achievement, BCC consistently evaluates the effectiveness of its instructional delivery modes and methodologies in several ways. Through the cyclical program review process, instructional program data at the course level is broken out by a variety of elements that include delivery mode; an area outlined on the instructional program review template. Student equity course data is also highlighted on the template in Section II with a set of equitable practices listed that faculty may choose from. Additional guiding questions provide the opportunity to discuss specific equity gaps that have surfaced in the data along with what innovative plans or projects will help close these gaps ([2.6-1](#); [2.6-2](#)).

These aforementioned data elements from instructional program reviews along with a review of trends, student demand, classroom technology, and external demands such as transfer institution modality requirements, are used to inform class schedule build meetings with the faculty which, in turn, lead to adjustments in not only course offerings but also shifts in modality—in person, online, hybrid, or Hyflex ([2.6-3](#); [2.6-4](#)).

Faculty forums, such as Best Practice and All Division, offer space for sharing equitable teaching methodologies, technological tools, and learning support resources along with time to discuss their application in multiple modalities ([2.6-5](#); [2.6-6](#)). Much like the schedule build meetings, these faculty forums also provide a space for discussing challenges and brainstorming solutions.

The DEIT department provides faculty professional development and training that addresses not only topics on teaching online but also ADA compliance and culturally responsive instructional practices ([2.6-7](#)), which aligns with the CCCC guidance on the DEI Integration Plan and DEI competencies ([2.6-8](#)). While these DEI competencies are designed to be embedded within the faculty evaluation process, there is also specific language related to pedagogy and curriculum outlined as well ([2.6-9](#)).

The Academic Senate President and the Director of the DEIT department completed the Academic Senate for California Community Colleges (ASCCC) Creative Commons Certificate Bootcamp in December 2023 to develop a working knowledge of Creative Commons licenses to become an expert in open licensing and the global, shared commons ([2.6-10](#)). This training supports ongoing efforts to utilize OER in courses as well as the development of ZTC program pathways to provide students with more equitable access to course materials. Textbook and course materials as they relate to equity are also discussed during scheduling meetings ([2.6-11](#)).

BCC shared governance committees provide recommendations and guidance on equitable policies and practices, promoting equitable student learning and achievement ([2.6-12](#); [2.6-13](#); [2.6-14](#)).

In addition to BP and AP 4105 ([2.6-15](#); [2.6-16](#)) which govern procedures regarding DE, the College has

the following practices in place to ensure ongoing alignment with federal requirements for distance education, as defined in ACCJC's Policy on Distance Education and on Correspondence Education ([2.6-17](#)).

Along with meeting minimum qualifications to teach in a specified discipline as established by the CCCCCO and outlined in the Minimum Qualifications Handbook, instructors must also meet the qualifications for teaching online, hybrid, and Hyflex courses as outlined in Article 7 of the BCFA Collective Bargaining Agreement. Specific articles include Article 7.2.8, "Online/Hybrid: District-approved training shall be required of all faculty prior to teaching online/hybrid," and Article 7.2.9, "Hyflex: District approved training shall be required of all faculty prior to teaching Hyflex" ([2.6-18](#)).

BCC policy and practices follow recent guidance from the CCCCCO regarding a change in Title 5 regulations concerning student contact as outlined in a memorandum dated April 18, 2023. *In Section 55204(a) "substantive interaction" replaced "effective contact" and added details regarding what those interactions may be. Section 55204(a) also adds specificity around "regular interaction" and introduces the importance of "academic engagement"* ([2.6-19](#)).

Moreover, all courses adhere to the BCC DE Policies and Guidelines Packet which addresses the following elements: course design template and policy, course design rubric, regular and substantive interaction policy and checklist, DE student authentication policy, BCC online attendance policy, exam proctoring guidelines, and the standard online syllabus template ([2.6-20](#)).

Current institutional DE developments, which are aligned with the California Virtual Campus – Online Education Initiative ([2.6-21](#)) include:

- Being a member of the CVC-OEI Consortium and listed as a Home College on the CVC Course Exchange Dashboard,
- Finishing the steps, including the implementation of eTranscripts, to become a Teaching College,
- Having a team of faculty and staff complete Peer Online Course Review (POCR) training in order to create a local POCR process, which focuses on quality badging, equitable teaching and learning practices, and ADA compliance.

Evidence

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|------------------------|--|
| 2.6-1 | CSIS Program Review Data Analysis |
| 2.6-2 | IMEI Program Review Data Analysis |
| 2.6-3 | PSYC SOCI Scheduling Meeting Transcript |
| 2.6-4 | ARTS Spring 2023 Scheduling Meeting Minutes |
| 2.6-5 | Best Practice Minutes 08.13.2022 |
| 2.6-6 | All Division Minutes 08.25.2022 |
| 2.6-7 | DEITD Two-Year Professional Development Schedule |
| 2.6-8 | DEI Integration Plan |
| 2.6-9 | DEI Competencies and Criteria |
| 2.6-10 | ASCCC Creative Commons Bootcamp |
| 2.6-11 | OER Canvas Shell |
| 2.6-12 | SEA Goals and Metrics |

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| 2.6-13 | Academic Senate Minutes 05.05.2022 |
| 2.6-14 | DEITC Minutes 03.22.2022 |
| 2.6-15 | Board Policy 4105 |
| 2.6-16 | Administrative Procedures 4105 |
| 2.6-17 | ACCJC Policy on Distance Education |
| 2.6-18 | BCFA CBA-Training for Teaching Online |
| 2.6-19 | Guidance for Distance Education Regulation Changes |
| 2.6-20 | DE Policies and Guidelines Packet |
| 2.6-21 | CVC-OEI Website |

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

BCC has taken a proactive approach in designing, delivering, and assessing effective processes that cater to a variety of student needs encompassing academic, non-academic, personal wellness, and basic needs. Program design is based primarily on the identification of student needs. One avenue that helps BCC identify needs and create equitable programs and services is the administration of student surveys. An example of this is the CARES Assessment Survey that was conducted in Spring 2020 ([2.7-1](#)) which was used as a primary tool for identifying students' personal wellness needs during the beginning of the COVID pandemic outbreak. As a result of the survey, the Institution utilized Higher Education Emergency Relief Funds (HEERF) to support students financially, continued to have food pantry services during campus closure, and provided free Wi-Fi hotspots to students ([2.7-2](#)).

The Basic Needs Survey was designed to gauge how food pantry and produce market services could best support students and if students were facing any barriers in receiving these services. The survey identified a need to better support Fort Irwin students and in response, SPS worked with the Director of Military Programs to provide more regular food services to that location ([2.7-3](#)). Basic needs services have since expanded and include daily breakfast and lunch, a weekly food pantry, and a monthly produce market for all registered students including those at the Fort Irwin location ([2.7-4](#)). The Basic Needs Center also provides free hygiene items, a clothing closet, help with CalFresh applications, and connections to essential community resources. Because of the program expansion and the growing amount of students who participate in basic needs services, the College recently created the Basic Needs Center Director position ([2.7-5](#)) to strengthen support, further expand services, and provide more direct oversight to efficiently serve students.

In addition to surveys, campus staff identify student needs and work to find innovative ways to support them. One example of this is collaboration between the TLSC and Information Technology Office (IT). The TLSC identified a need to better support students who were struggling in their courses and collaborated with IT to create a dashboard that allows them to pull any student with a current grade of C or lower in any Canvas course as an early intervention method. Outreach is then conducted to provide those students with information about tutoring and other academic support services ([2.7-6](#)).

BCC implements a structured approach in designing, delivering, and assessing its intake and onboarding of students. The Institution employs Student Success Advisors ([2.7-7](#)) dedicated to the Welcome Center which provides services to new and current students. Services include assistance with the application process, orientation, assessment, registration, financial aid application, and connection to student activities and other student academic and support services. In addition to the Student Success Advisors (SSAs) in the Welcome Center, other SSAs are embedded throughout campus service programs and help with procuring books, basic needs assistance, transportation, job placement, college-to-career and academic services, and other related services for student success and equity ([2.7-8](#); [2.7-9](#); [2.7-10](#); [2.7-11](#); [2.7-12](#); [2.7-13](#); [2.7-14](#); [2.7-15](#); [2.7-16](#); [2.7-17](#)).

The Office of Financial Aid delivers regular financial aid workshops face-to-face and online, hosts financial aid nights at local high schools, participates in community and outreach events, and provides comprehensive training to high school and community college counselors ([2.7-18](#); [2.7-19](#)). BCC also creates financial aid workshops for undocumented students who can benefit from California Dream Act state resources and free legal services, designed for Dreamers on their path to U.S. citizenship ([2.7-20](#); [2.7-21](#)). The design of financial aid workshops, including those tailored explicitly for undocumented students, is part of BCC's strategy to provide comprehensive and inclusive financial support information.

In addition to intake and onboarding services, BCC demonstrates its dedication to diverse learning support services through innovative library services, student success centers, comprehensive tutoring programs, and effective technology integration.

The library offers a wide range of both digital and traditional services including research assistance, academic and multimedia materials, online databases, eBooks, journal articles, an online catalog, and LibGuides ([2.7-22](#)). The College has integrated librarians and tutors into various class formats, including online, Hyflex, and traditional modalities. Since Fall 2020, 246 courses have featured embedded faculty librarians, and 206 courses have incorporated embedded peer tutors. An embedded librarian is available to answer student questions about resources and research as they arise, and to inform students of the resources and support available to them. This allows support services to proactively engage with students. The librarian can also create supplemental pages, guides, assignments, and other materials to support student success ([2.7-23](#)). Embedded peer tutors share their availability with students, can participate in student discussions, answer student questions, and work with students on problems.

In Fall 2022 the College launched new Writing and Math Centers, accessible both in-person (located within the TLSC) and online via the LMS ([2.7-24](#); [2.7-25](#)). These centers offer Directed Learning Activities (DLAs), blending online resources and personalized tutoring to support various learning styles and encourage independent thinking. In addition, faculty-led workshops, in alignment with AB 705 and AB 1705, are aimed to maximize the probability that students will enter and complete transfer-level math and English ([2.7-26](#); [2.7-27](#)). Topics for these workshops are chosen by the respective faculty member who bases the workshop information off common topics they see students struggling with and are available in-person, and in Hyflex formats ([2.7-26](#)). Tutoring is offered in a wide range of modalities including in-person, online, and NetTutor (for after hours) and can be scheduled via phone, email, walk-in or online drop-in ([2.7-28](#); [2.7-29](#); [2.7-30](#)).

These academic supports in conjunction with instruction has led BCC to receive two awards for the placement and successful completion of students into transfer level math and English, the John W.

Rice award (2021) and the Champion for Excellence Award (2023) (see Standards 1.3 and 1.5) ([2.7-31](#); [2.7-32](#)).

Counselors specialize in different areas and programs including support for students with disabilities, Extended Opportunities for Programs and Services (EOPS), transfer and career guidance, and athletics, enabling students to receive guidance tailored for them from faculty experts to enhance their educational and career prospects. This design aims to meet the diverse educational and career planning needs of students across different backgrounds, with services available in-person at both the Fort Irwin and Barstow campuses, telephone appointments, and virtual sessions.

The Dean of Counseling and Student Success oversees these appointments and uses the SARS system to evaluate the need for drop-in appointments during peak registration periods and how students are scheduling counseling appointments ([2.7-33](#)). eSARS data showed many students self-scheduling their appointments using the system. In response, a flyer with a QR code and a link for students to make a counseling appointment was created and added to the counseling website so more students would be aware of the self-schedule option and the trend would continue to grow ([2.7-34](#)).

The Dean of Counseling and Student Success remains up to date with state and federal regulations and ensures counselors receive ongoing monthly training and professional development, aiming to meet program or institutional outcomes ([2.7-35](#); [2.7-36](#)). The Dean also ensures counseling faculty are completing the California Community College Equity-Centered Counseling Foundations professional development module and discusses the Student-Centered Funding Formula (SCFF) and other regulatory changes occurring while orientating new counseling faculty and strengthening the knowledge among seasoned counselors ([2.7-37](#); [2.7-38](#)).

The Mindful Space offers dedicated services to support the mental and emotional well-being of its students, addressing the non-academic challenges that can impact student success. The Mindful Space Mental Health Counselor visits the Fort Irwin campus weekly to support active military and veterans. Additionally, The Mindful Space delivers support groups for scholar-athletes, lesbian, gay, bisexual, and transgender student populations, and students who want to speak to a certified therapist with behavioral and mental health training ([2.7-39](#); [2.7-40](#); [2.7-41](#); [2.7-42](#); [2.7-43](#); [2.7-44](#); [2.7-45](#); [2.7-46](#)). Students can choose to meet the Mental Health Counselor in The Mindful Space location, which is in a private area designed to address their personal wellness and well-being, or online via Zoom ([2.7-47](#); [2.7-48](#)).

In Spring 2019, BCC participated in the administration of the #RealCollege Survey to students. The results of the survey indicated that 19% of students who responded had been homeless within the last year, and 68% considered themselves housing insecure. Based on this need, BCC applied and was one of 13 colleges approved to participate in the Housing and Homeless Insecurity Program (HHIP) state grant ([2.7-49](#); [2.7-50](#)). This program is instrumental in helping students facing housing challenges or homelessness to remain in school and achieve their academic goals.

The Institution recently adopted and implemented a transfer plan for 2023-2025 ([2.7-51](#)). The comprehensive plan incorporates metrics and institution-set benchmarks for increasing transfer success; the institution-set standard for 2023-2024 is to have 210 students transfer into a four-year postsecondary institution ([2.7-52](#)). The plan provides strategic communication and educational workshops to prepare students to transfer. The 2023-25 Transfer Plan was expanded to include collaboration with Historically Black Colleges and Universities (HBCUs), identifying and partnering with

state and regional Hispanic Serving Institutions (HSIs), and to provide more financial support for low-income students to have their admission application costs paid up to \$320. Students also receive assistance applying to the University of California (UC) and California State University (CSU) systems and are provided free trips to visit many college campuses ([2.47-53](#); [2.7-54](#)).

Job opportunities are shared with students and posted to the BCC website ([2.7-55](#); [2.7-56](#)). For direct hiring and information sessions pertaining to specific programs, students are directly marketed to, depending on their program of study. They can also participate in wrap-around services that include resume workshops, mock interviews, and career readiness information ([2.7-57](#); [2.7-58](#); [2.7-59](#)). Large events such as job fairs are marketed on various platforms and shared with the public ([2.7-60](#)). Looking toward the future, an internship program has already been funded and is planned to be piloted by Spring 2025.

The Institution regularly updates its website, college apps, (i.e., My BCC App/Viking Portal), and the Canvas LMS. It communicates with students about changes in the catalog, class schedule, instructional and student support services program eligibility, and regulatory changes ([2.7-61](#); [2.7-62](#); [2.7-63](#); [2.7-64](#)). Most importantly, the Graduate Experience Survey revealed that over 91% of the respondents thought the frequency of communication received from BCC was just right. A second survey question asked, “How would you rate the value of information received from BCC?” The average responded with a 4.7 rating, indicating that graduating students rate institution communication favorably ([2.7-65](#)).

Feedback from students about services, appointment tracking, and other disaggregated data analysis are used to gauge successful completion of program goals. Program data and goals are reviewed and discussed during the program review process which takes place for all non-instructional programs every three years with two updates in between ([2.7-66](#); [2.7-67](#); [2.7-68](#); [2.7-69](#); [2.7-70](#); [2.7-71](#); [2.7-72](#); [2.7-73](#)).

Both academic and non-academic needs are addressed by reviewing program and student service metrics and analyzing institutional data through the Enrollment Management (EMC) ([2.7-74](#)) and SEA committees. Data is disaggregated and presented, to address the diverse needs of students, ensuring their success ([2.7-75](#); [2.7-76](#)). Additionally, the SEA plan and committee focuses on DI student groups, such as racial and ethnic minorities, low-income students, foster youth, and veterans, among others ([2.7-77](#); [2.7-78](#)). Most recently, SEA committee sponsored staff and employees to attend the Nandi Symposium, a professional development conference that focuses on the lived experiences of African American women. Staff presented their individual and collective learning experiences ([2.7-79](#)) to the committee. Currently, the College is investigating the possibility of bringing the Puente Program to the campus to assist underrepresented students through English, counseling, and mentoring supports. Additionally, a team from BCC will be participating in the 2024 Student Equity Planning Institute (SEPI). This two-day workshop will focus on Black Student Success and Wellness, and Latinx Student Equity.

Evidence

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| 2.7-1 | CARES Assessment Survey Results |
| 2.7-2 | Food Pantry and Laptop Distribution 2020 |
| 2.7-3 | OIR Newsletter - Issue 01 |
| 2.7-4 | Food Pantry and Basic Needs Webpage |
| 2.7-5 | Basic Needs Center Director Job Description |
| 2.7-6 | Student Outreach - C or Lower Grades |

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| <u>2.7-7</u> | <u>SSA Job Description</u> |
| <u>2.7-8</u> | <u>EOPS Orientation</u> |
| <u>2.7-9</u> | <u>Welcome to Promise Email</u> |
| <u>2.7-10</u> | <u>Welcome Center Flyer</u> |
| <u>2.7-11</u> | <u>End of the Year EOPS Success Celebration</u> |
| <u>2.7-12</u> | <u>College Promise Overview Invitation</u> |
| <u>2.7-13</u> | <u>College Promise Initiative</u> |
| <u>2.7-14</u> | <u>Tools for Success for New Students</u> |
| <u>2.7-15</u> | <u>Job Opportunities with CalWORKs</u> |
| <u>2.7-16</u> | <u>Smart Shopping Workshop</u> |
| <u>2.7-17</u> | <u>College to Careers in Science and Technology</u> |
| <u>2.7-18</u> | <u>Financial Aid 101 Spanish</u> |
| <u>2.7-19</u> | <u>Financial Aid for AB 540 - Students Workshop</u> |
| <u>2.7-20</u> | <u>Undocumented Student Action Week 2023</u> |
| <u>2.7-21</u> | <u>DACA and Legal Services Workshop Spanish</u> |
| <u>2.7-22</u> | <u>Library Webpage</u> |
| <u>2.7-23</u> | <u>LibGuides Webpage</u> |
| <u>2.7-24</u> | <u>Writing Center Webpage</u> |
| <u>2.7-25</u> | <u>Math Center Webpage</u> |
| <u>2.7-26</u> | <u>Faculty-Led Workshop Flyer</u> |
| <u>2.7-27</u> | <u>Directed Learning Activity Example</u> |
| <u>2.7-28</u> | <u>TLSC webpage</u> |
| <u>2.7-29</u> | <u>Drop-in Tutoring Flyer</u> |
| <u>2.7-30</u> | <u>TLSC/Library SARS Usage Report - September 2023</u> |
| <u>2.7-31</u> | <u>John W. Rice Award Press Release</u> |
| <u>2.7-32</u> | <u>Champion for Excellence Award Press Release</u> |
| <u>2.7-33</u> | <u>EMC Minutes 11.16.2023</u> |
| <u>2.7-34</u> | <u>Student Quick Guide - 1st Edition</u> |
| <u>2.7-35</u> | <u>AICCA Counselor Conference</u> |
| <u>2.7-36</u> | <u>2023 Systems Webinar</u> |
| <u>2.7-37</u> | <u>Counselor Corner 01.22.2024</u> |
| <u>2.7-38</u> | <u>Professional Development Certificate</u> |
| <u>2.7-39</u> | <u>Student Support Groups</u> |
| <u>2.7-40</u> | <u>TMS Suicide Prevention</u> |
| <u>2.7-41</u> | <u>TMS Trafficking 101</u> |
| <u>2.7-42</u> | <u>QPR Training</u> |
| <u>2.7-43</u> | <u>Mental Health First Aid Training</u> |
| <u>2.7-44</u> | <u>Diversity is Beautiful</u> |
| <u>2.7-45</u> | <u>The Mindful Space Webpage</u> |
| <u>2.7-46</u> | <u>Viking Wellness Sessions</u> |
| <u>2.7-47</u> | <u>Real Talk Support Group</u> |
| <u>2.7-48</u> | <u>National Eating Disorder Awareness Week</u> |
| <u>2.7-49</u> | <u>HHIP Assistance Email</u> |

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| <u>2.7-50</u> | <u>HHIP Flyer</u> |
| <u>2.7-51</u> | <u>2023-25 Transfer Center Plan</u> |
| <u>2.7-52</u> | <u>Institution-Set Standards Webpage</u> |
| <u>2.7-53</u> | <u>Transfer Center Webpage</u> |
| <u>2.7-54</u> | <u>Campus Trips Flyers</u> |
| <u>2.7-55</u> | <u>CTE Webpage</u> |
| <u>2.7-56</u> | <u>Job Flyer with QR Code</u> |
| <u>2.7-57</u> | <u>Resume Workshop Flyer</u> |
| <u>2.7-58</u> | <u>Interview Skills Flyer</u> |
| <u>2.7-59</u> | <u>Career Readiness Presentation</u> |
| <u>2.7-60</u> | <u>Job Fair Flyer</u> |
| <u>2.7-61</u> | <u>Priority Registration Email Examples</u> |
| <u>2.7-62</u> | <u>Letter to Students - Spring 2022</u> |
| <u>2.7-63</u> | <u>FERPA and Privacy Rights of Students Webpage</u> |
| <u>2.7-64</u> | <u>BCC Catalog - Page 3</u> |
| <u>2.7-65</u> | <u>The Graduate Experience Survey</u> |
| <u>2.7-66</u> | <u>Student Survey for Mental Health Counselor</u> |
| <u>2.7-67</u> | <u>The Mindful Space Data 2023-24 Infographic</u> |
| <u>2.7-68</u> | <u>Mental Health Appointments Tracking Chart</u> |
| <u>2.7-69</u> | <u>Appointment Frequency Chart</u> |
| <u>2.7-70</u> | <u>Mental Health Strategic Plan</u> |
| <u>2.7-71</u> | <u>Counseling Program Review Update 2022-23</u> |
| <u>2.7-72</u> | <u>Special Programs and Services Program Review 2023-24</u> |
| <u>2.7-73</u> | <u>Enrollment Services Program Review 2022-23</u> |
| <u>2.7-74</u> | <u>EMC Minutes 01.18.2024</u> |
| <u>2.7-75</u> | <u>SEA - DI Focused Presentation</u> |
| <u>2.7-76</u> | <u>Student Equity and Achievement for African American and Black Students January 2024</u> |
| <u>2.7-77</u> | <u>Student Equity and Achievement Plan 2022-25</u> |
| <u>2.7-78</u> | <u>SEA Committee Goals 2023-24</u> |
| <u>2.7-79</u> | <u>2023 SEA Nandi Report Out</u> |

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

BCC is firmly committed to fostering a sense of belonging and community that reflects the varied needs of the student population as well as its employees and the community. BCC offers vibrant and active formal and informal in-person, online, and hybrid learning and co-curricular opportunities for students to connect and engage in programs, services, and activities. At the beginning of each academic term, BCC provides Week of Welcome (WOW) events on the Barstow and Fort Irwin campuses. These WOW events focus on creating a welcoming, inclusive, and caring atmosphere for new and current students to ask questions, feel supported, and connect with individuals and campus

departments to help them successfully navigate the college campus ([2.8-1](#)).

Student Life, the Associated Student Government (ASG), student clubs and organizations, athletics, academic support, and student support services provide regular, robust events, activities, career workshops, and festivals. A sampling of those opportunities includes Hispanic Heritage Festivals ([2.8-2](#)), Pride Festivals ([2.8-3](#)), Resume Workshops ([2.8-4](#)), Hiring Events ([2.8-5](#)), a Women's History Brunch ([2.8-6](#)), Teen Appreciation Night ([2.8-7](#)), and Sophomore Appreciation Night ([2.8-8](#)).

Student clubs allow current students to connect with their peers and participate in cultural, academic, ethnicity-based engagement, intramural sports, and other activities. The current list of student clubs and organizations include: (1) Active Minds, (2) Phi Theta Kappa Honor Society, (3) Collegiate Entrepreneurs Organization, (4) Cosmetology, (5) Hispanic Club, (6) Pacific Islands Association, (7) True to You, (8) Veterans Club, and (9) BRASS. One example of a club sponsored activity was the 2023 Pride Day event, "*Butterfly: Una Transformación* [English translation to *Butterfly: A Transformation*]," which centered on healing and transformation with themes of release, renewal, and rebirth for queer and black, indigenous, and people of color ([2.8-9](#)). This event was supported by the True to You student club.

The College has also offered a variety of government and leadership-related events and activities. For instance, Student Life hosted a lunch and debate entitled Constitution Day, which included faculty members who spoke on the commemoration of the forming and signing of the U.S. Constitution ([2.8-10](#)). Student Life, in collaboration with ASG, also promoted voter registration among BCC students ([2.8-11](#)). Moreover, ASG provides student leaders and leadership development through the Leadership Academy, where participants learn about the Brown Act, Robert's Rules of Order, and shared governance principles ([2.8-12](#)).

BCC offers numerous student engagement activities to address the needs of students and the community. For instance, BCC hosted Juneteenth activities to commemorate the freedom of Black and African American slaves who learned of their freedom two years after the Emancipation Proclamation in 1863, executed by President Abraham Lincoln ([2.8-13](#)). In January 2024, ASG student leaders hosted a Dr. Martin Luther King, Jr. faculty speaking engagement that centered on the life and impact of the civil rights leader ([2.8-14](#)).

BCC also partnered with SolveCC, which focuses on solving community challenges and calls upon students, faculty, and administrators to focus on local, impact-driven projects that address and solve problems ([2.8-15](#)). SolveCC's vision focuses on creating a sense of belonging and engaging and connecting in communities to "inspire and empower promising innovators to collaborate and engage in impact-driven projects that build the skills, confidence, and connections to shape the future of their communities" ([2.8-16](#)).

In addition, Student Life and ASG hosted a student essay contest encouraging students to reflect on their unique educational journeys, their career plans with their degrees, and their obstacles and accomplishments at BCC ([2.8-17](#)). One student noted in her reflection essay how the campus staff embodied a sense of care; "At every turn, in every corner and crevice at BCC, there are staff that are full of nothing but the desire to help students succeed. I was always made to feel like my academic journey was as important to the school as it was to me ([2.8-18](#))." Another student, A U.S. veteran who returned to start his community college journey, reflected on the support he received from his counselor, who also provided campus resources to aid his transition back to college. "She was so kind

and helpful she shared with me all the resources that the school has to offer for veterans. I felt confident enough that I went home and enrolled at BCC that afternoon ([2.8-19](#)).”

The Institution also actively fosters a sense of belonging to undocumented students who attend BCC and live in the service area. Undocumented Student Action Week activities provide educational information sessions to students, parents, high school counselors, and peer-to-peer support. Through Undocumented Week, BCC offers legal aid and immigration assistance with resources for students on the path of citizenship or interested in learning about enrolling at the College ([2.8-20](#)).

Regarding students’ needs, BCC provides a richness of self-care, mental health, and basic needs programming that provides students with campus resources that foster a sense of belonging and greater cohesion and connection to peers, faculty, staff, and professional community organizations. The Mindful Space is a place where students can receive health services from a mental health counselor ([2.8-21](#)). Services, which are provided in person and virtually on the Barstow and Fort Irwin campuses, are tailored to meet the needs of each individual and are provided free to students. In addition, The Mindful Space hosts workshops and events like Mindful Mondays, an online event dedicated to mental health and well-being ([2.8-22](#); [2.8-23](#)). The Mindful Space also collaborates with other areas on campus. For instance, the Mental Health Counselor teamed up with the Athletic Director/Associate Dean of Kinesiology and Athletics to create the Viking Wellness Support Group for student athletes ([2.8-24](#)).

It is also important to note that the elected Student Body President of ASG is involved in creating opportunities for the students to discuss their concerns about campus life, classes, and better ways to advocate and enrich student belonging and connections to BCC. The ASG President, who also serves as the Student Trustee, promoted “The President’s Huddle” monthly meetings to connect, interact, and listen to student issues and concerns ([2.8-25](#)).

In October 2023, ASG and DOA Creations, a community-based organization, hosted its inaugural “House of the Dead Haunted House” ([2.8-26](#)). The first annual event attracted over 300 participants at its campus haunted house, where DOA donated all proceeds to support and increase student engagement funds for ASG. Dia de Los Muertos is also an event that provides examples of the types of student success and retention initiatives centered on promoting events and activities that support Latinx students and employees at BCC ([2.8-27](#)).

The Director of Student Life and Conduct administered a survey in the fall of 2022, which showed that 72.7% of the students surveyed attended the events provided by ASG. The survey responses indicated that students attended events like the Day of the Dead, Los Angeles Museum Excursion, and movie nights hosted in September and October 2022. For the Haunted House event sponsored by ASG, the post-event survey respondents indicated that they thought the event was spooky and scary and that the chainsaw scared them. Since fall 2023, ASG and Student Life allowed participants to complete a satisfaction survey after each event ([2.8-28](#)). Past student equity events have also produced post-event survey data; the collected data is discussed and disseminated to inform future direction, guidance, and satisfaction with co-curricular activities ([2.8-29](#)). For example, in the “Financial Literacy: Creating Generational Wealth” event for Black History Month, the survey revealed that the participants were satisfied with the quality of the event. One participant noted, “I am grateful that our school cares enough about the black students to host events that pertain to our betterment.” One additional participant shared, “Just thank you for putting this together. I look forward to more thought-provoking events in the future!”

Non-instructional program reviews have also been used to assess the quality of programs and assess the effectiveness of related activities. For example, The Mindful Space Program Review Update for 2023-2024 discusses how they are measuring their program goals—tracking participation in, and access of, mental health services being provided at the Barstow and Fort Irwin campuses to ensure they are meeting student demand ([2.8-30](#)).

In addition, the non-instructional program review update for SPS includes a goal-related discussion centered on a three-year average student headcount growth contrasted with a concerning downward trend in EOPS program success and retention. Several factors are being explored including “the Pandemic’s lasting effects on students’ academic preparedness and socio-emotional well-being” along with increased enrollment and its impact on limited resources ([2.8-31](#)).

Evidence

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| 2.8-1 | 2nd 9 Weeks - Week of Welcome Flyer |
| 2.8-2 | Hispanic Heritage Festival Flyer |
| 2.8-3 | Pride Festival Flyer |
| 2.8-4 | Resume Workshop Flyer |
| 2.8-5 | NASA Hiring Event Flyer |
| 2.8-6 | Women's History Brunch Flyer |
| 2.8-7 | Teen Night Flyer |
| 2.8-8 | Sophomore Appreciation Night Flyer |
| 2.8-9 | Pride Day 2023 Flyer |
| 2.8-10 | Constitution Day Flyer |
| 2.8-11 | Voter Registration Flyer |
| 2.8-12 | Leadership Academy Flyer |
| 2.8-13 | Juneteenth Webpage |
| 2.8-14 | MLK Day Event Flyer |
| 2.8-15 | SolveCC Webpage |
| 2.8-16 | SolveCC Mission |
| 2.8-17 | Student Essay Contest Flyer |
| 2.8-18 | Essay Contest ID12 |
| 2.8-19 | Essay Contest ID13 |
| 2.8-20 | Undocumented Student Action Week Flyer |
| 2.8-21 | The Mindful Space Webpage |
| 2.8-22 | Mindful Mondays Flyer 2023 |
| 2.8-23 | Mindful Mondays Flyer Summer 2022 |
| 2.8-24 | Viking Wellness Flyer |
| 2.8-25 | President's Huddle Flyer |
| 2.8-26 | Haunted House Flyer |
| 2.8-27 | Dia De Los Muertos Flyer |
| 2.8-28 | Post-Event Survey |
| 2.8-29 | Black History Month Event Survey |
| 2.8-30 | The Mindful Space PR Update 2023-24 |

2.9. The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

BCC approaches the analysis of student learning and achievement data through several established processes. When examining student learning, the OAC provides support and guidance to faculty, facilitating the development, implementation, and evaluation of CSLOs ([2.9-1](#)). As illustrated in the OAC Handbook, CSLO assessment follows a 5-step cycle ([2.9-2](#)):

1. *Develop/Review Outcomes* ([2.9-3](#)).
2. *Assess Outcomes* ([2.9-4](#); [2.9-5](#)).
3. *Analyze & Reflect*
4. *Report Assessment Results* ([2.9-6](#); [2.9-7](#); [2.9-8](#)).
5. *Use Results to Improve Student Success* ([2.9-9](#)).

A prime example of outcomes assessment review, reflection, and adjustment took place within the context of the 2023-2024 instructional program review annual update for the Corrections Certificate of Achievement. Administration of Justice (ADJU) faculty members discussed that, initially, the ADJU degrees and certificates shared the same PLOs but after conducting a comprehensive program review the previous year, they identified that the Certificate of Achievement in Corrections would be better served by having its own set of PLOs ([2.9-10](#); [2.9-11](#); [2.9-12](#)). The ADJU faculty are currently in the process of incorporating these new PLOs through the curriculum process with a goal of including them in the Fall 2024 catalog. The new PLOs will be mapped to course SLOs for assessment in conjunction with approval of the curriculum changes.

ADJU PLO assessment data was also discussed in relation to equity gaps, specifically for Pacific Islander and African American students. ADJU faculty introduced the use of academic support tools such as Grammarly, NetTutor, and Hypothesis via Canvas along with OER and embedded tutors to provide additional learning support for these students, in the areas of writing and reading comprehension ([2.9-13](#)).

Faculty are asked to reflect on student assessment scores at the CSLO level upon completing scoring of their students in eLumen ([2.9-14](#); [2.9-15](#)). CSLO assessment data feeds into PLO data at the program level; this data is available in eLumen and in the program review PSLO dashboard in Tableau ([2.9-16](#)). While there are dedicated sections within the instructional program review template that focus on both CSLO and PLO reflections ([2.9-17](#)), review and discussion, when occurring, has been in a less formal context during department meetings or via individual reflection responses by faculty and not necessarily included, or minimally discussed, in the narrative in program review ([2.9-18](#)). As a result, it became clear that some of the transferrable non-major courses, while being discussed during informal meetings, were not being examined in more depth, and conversations were not being documented, which has helped us as an institution recognize the need to capture both formal and informal conversations and reflections intentionally. For instance, a conversation about the benefits of using a common assessment for COUN 5 recently came to light; faculty involved in the conversation were asked to provide a written summary and outcome of the conversation—an example of capturing an informal conversation between two counselors who teach the same course but use different assessments ([2.9-19](#)).

The College is committed to creating a CSLO dashboard to work in synergy with the PSLO dashboard to ensure programs can adequately discuss both levels of data within the program review process beginning the 2024-25 cycle year. In addition, Academic Affairs and Academic Senate along with the Calendar Committee are working in partnership to research the steps necessary to implement a Flexible Calendar program, which could provide dedicated space and time for pathway divisions and departments to review and reflect upon PLO and CSLO data through a more structured, guided process that leads to informed improvements, closing the loop.

The ILOs were revised in 2023 ([2.9-20](#)) (see Standard 4.3) and placed on a new cycle of evaluation so that each of the five ILOs would be assessed, and results reviewed, twice within a four-year cycle, beginning in 2023-24 ([2.9-21](#)). Assessment information is collected in two ways:

- 1) The Student Graduate Experience Survey which is distributed to all graduates each year, asks students to rate their confidence in different areas found within the BCC ILOs ([2.9-22](#)). The first survey was disseminated to the graduating class of 2023 and the survey results showed at least 95% of respondents were confident or very confident in all self-assessed ILO categories ([2.9-23](#)).
- 2) Instructional faculty map, or link, appropriate course SLOs to appropriate ILOs; one ILO could be linked to multiple course SLOs and the collective assessment data for those SLOs helps determine if students are successfully mastering the ILO, and if not, which courses might be creating barriers. In fall 2023, faculty piloted this process for assessing ILOs by linking SLOs to the two ILOs up for review ([2.9-24](#); [2.9-25](#)): Communication Competency, and Information Competency and Technical Skills. Assessment results were exported from eLumen for faculty discussion ([2.9-26](#); [2.9-27](#); [2.9-28](#)).

Throughout the outcomes assessment process, we have seen the need for time and guidance intentionally set aside for reflection and conversation and the need to take a closer look at assessment tools and data collection all for the purpose of closing the loop in a meaningful way for all student learning outcomes. The Academic Senate, with support of OAC and our faculty, has noticed an area of opportunity to reconstruct the OAC structure, membership, and focus to ensure that all learning outcomes are written, assessed, and thoughtfully reflected upon to ensure curriculum and teaching methods are purposefully revised based on data so that all students can successfully complete their courses and programs of study ([2.9-29](#)).

Program review is a regular process that all instructional and non-instructional programs go through on a three-year cycle with an exception for programs that fall under Career & Technical Education (CTE), which follow a two-year cycle per Education Code §78016. Annual updates submitted in between full review years allow programs and departments to reflect on progress in achieving their goals ([2.9-30](#)).

Non-instructional program templates prompt reflection on a wide variety of program and service areas to ensure the most effective support of students and use of resources ([2.9-31](#)). After reflection, departments are prompted to create goals and outcomes based on their comprehensive review of the program ([2.9-32](#); [2.9-33](#)). These goals are supported by actions and strategies for implementation, and a narrative on how achievement will be measured. The process helps departments to focus on key projects and initiatives for improvement and innovation while also allowing them to reflect on their progress toward achieving effective solutions and forward movement.

Instructional program templates also prompt reflection on a wide variety of program areas including course, degree, and certificate completions along with program viability. The Program Review Data dashboard provides instructional program faculty with the ability to disaggregate data, looking at success rates of specific programs by core courses in the program, mode of instruction, time of day, faculty status, faculty member, and student gender, race/ethnicity, and age ([2.9-34](#)).

When completing an instructional program review, faculty have an opportunity to speak to course and program data as well as space to examine the data within the context of student equity. For example, in the 2023-24 Industrial Maintenance Electrical and Instrumentation (IMEI) program review, equity gaps surfaced, showing that Black/African American students had low enrollment and were not meeting program expectations. Actions identified included: targeted outreach to African American students, eliciting success stories from African American students who completed the program, and developing additional assistance to support African American students enrolled in the program. ([2.9-35](#)). In addition, the program review process encourages review and analysis of student achievement and course data with a focus on metrics that include course success rates, retention rates, award counts, Institution-set Standards, and guided pathways planning, collaboration, and integration. Faculty members in the Trades and Applied Technology Pathway, which includes IMEI, Welding, and IMMT, discuss the importance of collaboration across the programs since there is overlap not only in courses sitting in multiple programs but also instructors teaching in them ([2.9-36](#)).

BCC consistently evaluates the effectiveness of its instructional delivery modes and methodologies within the context of equitable student learning and achievement. Through the cyclical program review process, instructional program data at the course level is separated by a variety of elements that include delivery mode. Student equity course data is also highlighted on the template in Section II with a set of equitable practices listed that faculty may choose from ([2.9-37](#)). Additional guiding questions provide the opportunity to discuss specific equity gaps that have surfaced in the data along with identifying what innovative plans or projects will help close these gaps ([2.9-38](#); [2.9-39](#)).

Best Practice and All Division faculty meetings have offered space for discussions around equitable teaching methodologies, technological tools, and learning support resources and their application in multiple modalities ([2.9-40](#); [2.9-41](#)). Most recently, we have transitioned to utilizing faculty-led Scholarship of Teaching Workshops to facilitate in-house professional development and dialogue around equitable practices and resources ([2.9-42](#); [2.9-43](#)).

The PRSC facilitated Program Review Support Days; a time for faculty to engage in conversation with committee members about program data while helping them work on their instructional program review template ([2.9-44](#)). In addition, a presentation related to Institution-set Standards presented to Academic Senate generated faculty-led dialogue resulting in changes to the Institution-set Standards ([2.9-45](#)).

OAC, the PRSC, and the Curriculum Committee work in concert to move courses and programs from development and implementation to assessment, reflection, and redevelopment or, in some cases, discontinuance. For example, the discontinuance of the Photography program illustrates the importance of faculty and staff discussions. Conversations regarding Photography began in Fall 2021 around concerns about program viability, structural limitations that were impacting course offerings, student equity gaps, and low student completion. As a result, the discontinuance process was started for the program in Fall 2023 at the November 17, 2023 Curriculum Committee meeting with a first read of a program discontinuance proposal. A second read and recommendation to approve

discontinuance of the Photography program took place during the December 8, 2023 Curriculum Committee meeting ([2.9-46](#); [2.9-47](#); [2.9-48](#)).

Through ongoing conversations and review of outcomes data, the SEA established goals and metrics to address student equity gaps and institutional barriers impacting the following student subpopulations: Black or African American Females and Males, First Generation, and Economically Disadvantaged in the areas of Successful Enrollment, Completion of Transfer-Level Math and English, First Primary Term to Secondary Term Persistence, Transfer, and Completion. In addition, the SEA Committee drafted and submitted the 2022-2025 SEA Plan, which includes the goals and metrics along with institutional friction points and activities to address them. SEA Plan input was elicited not only from committee members but also institution wide. Within the 2022-2025 SEA Plan, activities in each target area were identified. First, to support successful enrollment in the first year, activities included: expansion of the use of OEF across the disciplines and expansion of non-credit courses. Second, activities identified to support completion of transfer-level math and English included: direct access to transfer-level math and English courses per AB705, creating writing center and math center in TLSC to students enrolled in math and English courses, and scheduling first and second nine-week sections of math and English to accelerate completion. Third, activities identified to support retention included: offering counseling and mental health services both in-person and virtually and piloting the Hyflex modality to create live connection to students in person and virtually. Fourth, activities identified to support transfer included: the creation of 21 ADTs with guaranteed transfer to the CSU System as well as articulation agreements with private colleges and universities to address the needs of our military affiliated students who often transition out of California. Finally, activities identified to support completion included: implementation of Auto Grad software to gather data of students who are close to completion for outreach efforts and the expansion of CDCP certificates to help students gain skills and employment more quickly ([2.9-49](#); [2.9-50](#); [2.9-51](#)).

Evidence

| | |
|------------------------|---|
| 2.9-1 | Course Level Outcomes Assessment - OAC Handbook |
| 2.9-2 | 5-step Outcomes Assessment Cycle Graphic |
| 2.9-3 | The 3 M's - OAC Handbook |
| 2.9-4 | Spring 2023 SLO Assessment List |
| 2.9-5 | SLO Rubric Example - OAC Handbook |
| 2.9-6 | OAC Open House - Support for Faculty |
| 2.9-7 | Inputting SLO Results Training Video |
| 2.9-8 | OAC Minutes 11.27.2023 |
| 2.9-9 | 2023-24 IMEI AS Program Review - PLO & Equity Example |
| 2.9-10 | Corrections Certificate CSLO to PLO Mapping |
| 2.9-11 | Corrections Certificate ILO Mapping |
| 2.9-12 | OAC Minutes 11.13.2023 |
| 2.9-13 | Corrections COA Program Review Update |
| 2.9-14 | Math 1A Reflections |
| 2.9-15 | English 1A Reflections |
| 2.9-16 | PLO Dashboard |
| 2.9-17 | IPR Template PLO section |
| 2.9-18 | 2022-23 English AAT PR Observation Data |
| 2.9-19 | Assessment Discussion COUN 5 - Spring 2023 |

| | |
|-------------------------------|---|
| <u>2.9-20</u> | <u>Institutional Learning Outcomes</u> |
| <u>2.9-21</u> | <u>ILO Evaluation Cycle</u> |
| <u>2.9-22</u> | <u>Graduate Experience Survey</u> |
| <u>2.9-23</u> | <u>Graduate Experience Survey - ILO Results</u> |
| <u>2.9-24</u> | <u>English SLO to ILO mapping</u> |
| <u>2.9-25</u> | <u>CBIS 19 SLO to ILO mapping</u> |
| <u>2.9-26</u> | <u>ILO Assessment Results - Communication Competency</u> |
| <u>2.9-27</u> | <u>ILO Assessment Results - Information Competency and Technical Skills</u> |
| <u>2.9-28</u> | <u>English Faculty ILO Discussion Transcript 04.04.2024</u> |
| <u>2.9-29</u> | <u>OAC Reconstruction - Information Request Email</u> |
| <u>2.9-30</u> | <u>Program Review Schedule</u> |
| <u>2.9-31</u> | <u>NIPR Template</u> |
| <u>2.9-32</u> | <u>CTE Program Review</u> |
| <u>2.9-33</u> | <u>Enrollment Services Program Review</u> |
| <u>2.9-34</u> | <u>Program Review Dashboard - Political Science Example</u> |
| <u>2.9-35</u> | <u>2023-24 IMEI AS Program Review - Equity Data</u> |
| <u>2.9-36</u> | <u>2023-24 IMEI AS Program Review - Metrics</u> |
| <u>2.9-37</u> | <u>IPR Template - Student Equity Course Data</u> |
| <u>2.9-38</u> | <u>2023-24 CSIS Program Review - Data Analysis</u> |
| <u>2.9-39</u> | <u>2023-24 Elementary Education Program Review - Student Equity</u> |
| <u>2.9-40</u> | <u>Best Practice Minutes 08.13.2022</u> |
| <u>2.9-41</u> | <u>All Division Notes 08.25.2022</u> |
| <u>2.9-42</u> | <u>Syllabus Equity Redesign Workshop Invite</u> |
| <u>2.9-43</u> | <u>Canvas Studio Workshop Reminder</u> |
| <u>2.9-44</u> | <u>Program Review Support Days Flyer</u> |
| <u>2.9-45</u> | <u>Academic Senate Minutes 10.05.2023</u> |
| <u>2.9-46</u> | <u>Program Discontinuance Proposal - Photography</u> |
| <u>2.9-47</u> | <u>Curriculum Committee Minutes 11.17.2023</u> |
| <u>2.9-48</u> | <u>Curriculum Committee Minutes 12.08.2023</u> |
| <u>2.9-49</u> | <u>SEA Goals and Metrics</u> |
| <u>2.9-50</u> | <u>SEA Input for DI Student Groups</u> |
| <u>2.9-51</u> | <u>2022-2025 SEA Plan</u> |

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

The Institution has a process to determine the staffing levels and organizational structure it needs to support its mission, educational programs, and operations as a part of the cyclical program review process ([3.1-1](#)). This ongoing process is used to maintain and improve the effectiveness of every college program and service, and of the Institution, and allows BCC to focus available resources including staff, budget, technology, and space, on the achievement of goals and objectives intended to maintain or improve effectiveness. As a part of the program review process, programs may request funding to be allocated for new or additional positions as illustrated in the attached budget request packet for the Database Analyst I ([3.1-2](#)), which was requested and approved through this process.

The Institution continuously reviews program needs and has established a formal process through which all requested position allocations are presented and considered by the Superintendent-President's Cabinet. When an existing position becomes vacant, consideration is given to funding and necessity. Cabinet reviews the current funding sources to determine if they are still appropriate and if there is sufficient funding in the identified source to maintain the position as an ongoing expense. If both are found to be true then Cabinet determines if the need for the requested position remains as currently approved, or if a restructuring or reallocation of the Full-time Equivalent (FTE) employee load is warranted. An example of how this process is used to ensure the staffing levels are appropriate to meet the Institution's mission and goals is the resulting decision in 2021 to combine two 0.5 FTE Library Technician positions into one full-time FTE Library Technician ([3.1-3](#)).

Another example of a restructuring as a result of continuous review is the Memorandum of Understanding (MOU) ratified by the BOT on September 21, 2022 ([3.1-4](#)). Through this MOU the California School Employee Association (CSEA) agreed to the Institution's decision to modify the Athletics Specialist job description, reclassify a vacant Financial Aid Technician I, Range 14 to a Financial Aid Specialist, Range 18, and reclassify a vacant Student Success Advisor, Range 17, to a Mental Health Coordinator, Range 21. These changes were made outside of the scheduled program review cycle to ensure that the three affected departments had the appropriate staffing to meet student and program needs as the needs were identified as a result of the Institution's commitment to ongoing evaluation of the staffing levels and structure.

The Institution is committed to ensuring that all qualified individuals have a full and fair opportunity to compete for hiring and promotion. To guarantee this, Human Resources (HR) runs each vacant position as a nationwide recruitment originating from posting on the College's online applicant tracking system. Each recruitment is clearly posted on the College's website in a manner that ensures easy and open access for all ([3.1-5](#)). The District also utilizes the California Community College Registry ([3.1-6](#)), and

Caljobs.gov. Flyers ([3.1-7](#)) are used to post positions locally and are distributed via career fairs attended by HR personnel throughout the year, including the annual California Community College Registry job fair. Job Elephant ([3.1-8](#)) is the advertising service the Institution employs to post job opportunities to national organizations and diversity-focused publications. In accordance with the Education Code and Title 5 Legislation, all existing classified vacancies have an internal recruitment of five days to allow for transfers and reemployment opportunities ([3.1-9](#)).

All job postings include essential job duties, job qualifications, knowledge, skills and abilities requirements, salary and benefits, and equal opportunity and diversity statements. Faculty job descriptions include the responsibility for teaching and learning, curriculum oversight, and the assessment of SLOs ([3.1-10](#)). Recruiting strategies are fully described in the Equal Employment Opportunity (EEO) and Staff Diversity Plan and include an analysis of the District's progress in meeting hiring goals and objectives ([3.1-11](#)).

The recruitment and applicant screening processes comply with BP 7120 and AP 7120, and with the District's Commitment to Diversity as described in BP 7100 and AP 7100 ([3.1-12](#); [3.1-13](#); [3.1-14](#); [3.1-15](#)). Each application for employment is carefully screened for minimum qualifications by trained HR personnel and by the trained and qualified members of the screening committee. Training for the screening committees is provided prior to each screening process in accordance with the EEO Plan ([3.1-16](#); [3.1-17](#)). The screening committee members review qualified applicants and rate the application according to the degree to which the applicant meets the job duties and job qualifications set forth in the job description. In accordance with AP 7120, if a hiring pool for a position has fewer than five qualified candidates, the screening committee chair and the Vice President of HR may extend the application deadline for the recruitment search or close the search and reopen a new search at a later date ([3.1-13](#)).

The District reviews its policies and procedures on a seven-year cycle. Both BP 7120 and AP 7120 were last revised in Fall 2020, however both are currently under review through the shared governance process. BP 7100 is also currently under review through the shared governance process while AP 7100 was last updated in the Spring 2023.

Job applicants for administrator or faculty positions who do not meet minimum qualification requirements may request a degree equivalency review. Equivalency requests for faculty positions are submitted with the application. HR staff ensures that the faculty equivalency application is completed correctly, and the form is forwarded to the College's Academic Senate. The Academic Senate appoints an equivalency committee in accordance with AP 7211 ([3.1-18](#)). The equivalency committee reviews the equivalency request, decides whether the equivalency has been met, and then makes a recommendation to the Academic Senate. The Academic Senate presents its recommendation directly to the BOT.

Applicants with foreign transcripts are considered on the same criteria as all other candidates. To ensure consistency in qualifications, and remove any potential bias, international transcripts must be accompanied by proof that the transcripts have been evaluated for U.S. equivalency by one of the pre-approved third-party agencies:

Association of International Credential Evaluators, Inc. (AICE) ([3.1-19](#))
National Association of Credential Evaluation Services (NACES) ([3.1-20](#))
American Education Research Corporation (AERC) ([3.1-21](#))

Educational Records Evaluation Service (ERES) ([3.1-22](#))
International Education Research Foundation (IERF) ([3.1-23](#))

The Vice President of HR is responsible for establishing and monitoring job classifications and job descriptions ([3.1-24](#)). Every job description clearly defines minimum qualifications. Minimum educational requirements, experience, knowledge, skills, and abilities are determined by using the CCCCCO Minimum Qualifications for Faculty and Administrators Handbook and a comprehensive job analysis method for managers and staff. In addition to ensuring internal equity, data is gathered from multiple external sources including the Department of Labor database, O*NET Website, and reviewing organizational structures and job descriptions from comparable California Community Colleges ([3.1-25](#)). When determining comparability, college FTES and location are taken into consideration.

In accordance with the EEO plan, the Institution annually reviews records on equity and diversity and reports the data in the Integrated Postsecondary Education Data System (IPEDS) reporting system ([3.1-26](#)). The new 2023 EEO and Staff Diversity plan ([3.1-27](#)) commits to analyzing applicant and hiring data, sharing out to the BOT ([3.1-28](#)) and adjusting in cases where we are not satisfied with the diversity of applicant pools. We have recognized an opportunity to go beyond simply reporting about the diversity of hires, have laid the groundwork for the changes we are committed to, and will be sharing data publicly and assessing to make positive change for better outcomes in the future.

Evidence

| | |
|------------------------|---|
| 3.1-1 | Program Review Webpage |
| 3.1-2 | Position Requisition Packet - Database Analyst I |
| 3.1-3 | BOT Minutes 05.18.22 |
| 3.1-4 | BOT Minutes 09.21.22 |
| 3.1-5 | Employment Opportunities Webpage |
| 3.1-6 | BCC Employment List- CCC Registry |
| 3.1-7 | Recruitment Flyer - Master Barbers |
| 3.1-8 | BCC Job Postings - Job Elephant |
| 3.1-9 | Title 5 - 53021 |
| 3.1-10 | Job Bulletin - Examples |
| 3.1-11 | Equal Employment Opportunity and Staff Diversity Plan - Fall 2023 |
| 3.1-12 | Board Policy 7120 |
| 3.1-13 | Administrative Procedures 7120 |
| 3.1-14 | Board Policy 7100 |
| 3.1-15 | Administrative Procedures 7100 |
| 3.1-16 | Screening and Selection Committee Training |
| 3.1-17 | Committee Screening and Interview Guidelines |
| 3.1-18 | Administrative Procedures 7211 |
| 3.1-19 | AICE - Association of International Credential Evaluators, Inc. |
| 3.1-20 | NACES - National Association of Credential Evaluation Services |
| 3.1-21 | AERC - American Education Research Corporation |
| 3.1-22 | ERES - Educational Records Evaluation Service |
| 3.1-23 | IERF - International Education Research Foundation |
| 3.1-24 | Job Descriptions Webpage |

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|------------------------|--|
| 3.1-25 | O*NET webpage |
| 3.1-26 | IPEDS Human Resources Survey 2022-23 |
| 3.1-27 | 2023 EEO and Staff Diversity Plan |
| 3.1-28 | BOT Presentation 04.2024 |

3.2. The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

BCC values institutional and individual growth and strives to provide all staff members with professional development opportunities.

For full-time faculty, professional development is included as a key component of their weekly professional duties ([3.2-1](#)) and may be assessed during faculty evaluations ([3.2-2](#)). Faculty members may request to attend district-approved professional conventions, workshops, or similar training ([3.2-3](#)) and have made these requests through the program review process. As a response to a significant number of funding requests via program review, a budget of \$20,000 was established in Academic Affairs to meet the professional development needs of faculty ([3.2-4](#)). Professional Development occurs during In-Service Day at the beginning of the fall semester which is mandatory for all employees. The In-Service agenda ([3.2-5](#)) continues to be planned in collaboration between the VPAA and the Academic Senate and is set by mutual agreement between the District and Academic Senate as codified in AP 7160 ([3.2-6](#)).

In addition, Academic Affairs, Academic Senate, and the Calendar Committee have begun initial research, review of Chancellor's Office requirements and reporting, and discussion of what a Flexible Calendar Program would look like at BCC. This project involves working collaboratively across the College, especially with the Professional Development Committee, since Flex days include professional development opportunities for faculty, classified professionals, and managers. An abbreviated informational presentation on the Flex Calendar Program created by the Chancellor's Office was shared during the February 14, 2024 Calendar Committee meeting to inform the discussion ([3.2-7](#); [3.2-8](#)).

The Institution emphasized a commitment to professional development for classified staff by including Article 27 in the collective bargaining agreement beginning in July of 2021. In this article, employees have opportunities for educational development ([3.2-9](#)) and professional growth ([3.2-10](#)). In the summer of 2023, the Department of DEIT offered the first gamified ADA compliance course focused on classified professionals: ACED it with LLLATCCH ([3.2-11](#)). This four week on campus course certified 13 classified professionals in Microsoft Office, Adobe Acrobat, Canvas ADA checkers, and the Canvas Studio streaming video with closed captioning system ([3.2-12](#)). The Institution supports the professional development of the classified staff by collaborating with CSEA representatives to create a robust week of development activities annually for Classified Employees Appreciation Week ([3.2-13](#); [3.2-14](#)).

Management employees participate in district-offered professional development at their annual retreat ([3.2-15](#)). There were no sessions held in 2020 and 2021 due to COVID, but online sessions were

resumed in 2022. The Institution provided a virtual Management Round-Up Series throughout the summer of 2022 which provided development in recruitment and hiring, the leave of absence process, collective bargaining agreements, onboarding versus orientation, and FRISK Training ([3.2-16](#); [3.2-17](#)). In 2023, the Institution returned to an in-person format which allowed for development, team building, and planning. Management also attends conferences and workshops related to their positions; participation is fully supported and funded by the District.

Beginning in November 2021, BCC joined the Student Equity Planning Institute (SEPI), which was a year-long professional learning series in collaboration with the Inland Empire/Desert Regional Student Equity Leads and SDSU CCHALES Research Collective ([3.2-18](#)). A team of representatives from Academic Affairs, Student Services, Institutional Research, and HR, including all constituent groups, participated in over seven training sessions focused on turning data into action regarding student equity and achievement. Using the tools gathered in this Institute, the 2022-25 SEA Plan was drafted ([3.2-19](#)) to address friction points and equity gaps in college programs, processes, and procedures for DI populations. Participation with this institute is scheduled to continue through 2025 as a part of the SEPI Collective.

The Institution provides ongoing development opportunities for all employees. In October 2021 Jimm Tamm, author of Radical Collaboration, was commissioned to engage with management and classified professionals regarding collaboration, communication, and organizational culture ([3.2-20](#)).

Keenan SafeColleges was implemented in Fall 2023 for compliance training and is located in the employee single-sign on portal for easy access ([3.2-21](#); [3.2-22](#)). Staff are notified when required training has been added to their SafeColleges account. One example of compliance training is state mandated sexual harassment training that ensures employees are aware of all aspects of harassment and are prepared if they are faced with an incident whether as a witness, confidant, or victim. Every two years non-supervisory employees are provided one hour of sexual harassment training, and supervisors receive two hours ([3.2-23](#); [3.2-24](#)).

Equal Employment Opportunity (EEO) Training is required per Title 5 (53024.1(c)) and the Institution ensures that District employees who participate in screening or selection committees, or who are involved in recruitment efforts, receive appropriate training. Following the EEO Plan, every employee who serves on a screening committee receives training in accordance with Component 8 ([3.2-25](#)).

The Professional Development Committee oversees the development of the Professional Development Plan criteria ([3.2-26](#)). In 2021-2022, the Professional Development Committee began updating the Professional Development Plan. Once completed, the plan went through the shared governance process for feedback and was then approved by Academic Senate and CGC ([3.2-27](#); [3.2-28](#); [3.2-29](#)). The plan revision process included the review of the Strategic Plan, prior accreditation Quality Focus Essay (QFE), and prior year surveys of the constituent groups regarding professional development. Focus groups of each constituent group were also held to get feedback for the plan. In addition, a focus group made up of prior Leadership Academy graduates also provided input. The components were codified into AP 7160, Professional Development, which was revised and approved by CGC on January 31, 2024 ([3.2-6](#); [3.2-30](#)).

Each department is responsible for determining employee development needs related to the specific area or job description. Through the program review process, programs and departments may identify professional development as a needed resource and submit a request via a BAP form ([3.2-31](#)). When

any training is completed, the employee is encouraged to submit proof via the Professional Development Tracking Form maintained in HR ([3.2-32](#)). Employees are regularly encouraged and/or assigned training via LinkedIn Learning and the Vision Resource Center (VRC). To make access to these resources readily available, the modules were added to the employee portal ([3.2-22](#)).

Evidence

| | |
|------------------------|---|
| 3.2-1 | BCFA Contract - Articles 7.2.1 and 7.3.4.1 |
| 3.2-2 | BCFA Contract - Article 12.5.2.2 |
| 3.2-3 | BCFA Contract - Article 7.4 |
| 3.2-4 | Closing the Loop Memo 2021-22 |
| 3.2-5 | In-Service Training 08.04.2023 |
| 3.2-6 | Administrative Procedures 7160 |
| 3.2-7 | Chancellor's Office Guidelines |
| 3.2-8 | Flex Calendar Program PPT |
| 3.2-9 | CSEA Contract Article 27.3 |
| 3.2-10 | CSEA Contract Article 27.4 |
| 3.2-11 | ADA Compliance in Educational Delivery with LLLATCCH |
| 3.2-12 | LLLATCCH Roster |
| 3.2-13 | CSEW Schedule 05.10.2022 |
| 3.2-14 | CSEW Schedule 05.11.2023 |
| 3.2-15 | Management Retreat Agenda 07.25.2019 |
| 3.2-16 | Management Roundup 06.22.2022 |
| 3.2-17 | Management Training Series - Leaves |
| 3.2-18 | SEPI Institute Agenda and Team Forming Guidance |
| 3.2-19 | Student Equity and Achievement Plan 2022-25 |
| 3.2-20 | Jim Tamm Professional Development Event - Email Invitation |
| 3.2-21 | Keenan SafeColleges Training - My Assignments |
| 3.2-22 | Employee Single Sign-On Portal |
| 3.2-23 | Sexual Harassment Prevention Training - Management |
| 3.2-24 | CSEW Schedule 05.11.2023 - Sexual Harassment Training |
| 3.2-25 | Equal Employment Opportunity and Staff Diversity Plan - Fall 2023 |
| 3.2-26 | Professional Development Committee Information |
| 3.2-27 | Professional Development Plan 2022-27 |
| 3.2-28 | CGC Minutes 11.29.2023 |
| 3.2-29 | Academic Senate Minutes 11.02.2023 |
| 3.2-30 | CGC Agenda 01.31.2024 - AP 7160 |
| 3.2-31 | OIR PR BAP - SQL Training |
| 3.2-32 | Professional Development Tracking Form |

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

Evaluation processes for all employee groups are clearly defined in AP 7150, faculty and classified

collective bargaining agreements, and administrator contracts. Evaluations are conducted regularly and in compliance with these documents. Frequent communication is shared with administrators and managers via email and at applicable meetings, to ensure that all managers at all levels are aware of upcoming and delinquent evaluations ([3.3-1](#); [3.3-2](#); [3.3-3](#); [3.3-4](#)).

All members of faculty evaluation teams take part in an evaluator training at the beginning of each yearly evaluation cycle to ensure they understand their role and the role evaluation plays in supporting the mission of the Institution. In response to changes to Title 5, section 53602, a training component has been added to the training on recognizing and overcoming implicit bias ([3.3-5](#); [3.3-6](#)). Additionally, the language in the collective bargaining agreement has been updated to reflect that instructors will be evaluated on a demonstration of cultural competence and responsiveness to diversity of students ([3.3-7](#)). The Institution is collaborating with the Academic Senate and the BCFA to create a procedure for incorporating this measure into current evaluation practices.

The frequency of faculty evaluation is monitored in accordance with established timelines in Article 12 of the collective bargaining agreement per faculty status: Regular/Tenured, Tenure Track, or Part-Time. Evaluations are tracked electronically in the Banner Enterprise Resource Planning system ([3.3-8](#); [3.3-9](#); [3.3-10](#)). At the beginning of each semester, the HR Specialist for certificated employees collaborates with the appropriate deans to confirm employee evaluations due in that semester are planned and completed. If an employee is unavailable to be evaluated due to a leave of absence, the evaluation will be completed in the semester in which the employee returns ([3.3-11](#)). The appropriate Vice President and the Superintendent-President conduct a final review of the evaluation to determine the employment status based on the recommendations and to approve the performance improvement plan if applicable ([3.3-12](#)).

To improve the efficiency of the classified staff evaluation process, in 2021 the Institution negotiated a change from annual evaluations on the employees' anniversary date to an evaluation period between April 1 and May 30 of each calendar year with an exception for employees on probation. The HR Specialist for classified employees provides supervisors with a list of all employees they must evaluate 30 days prior to the evaluation period and collaborates with them throughout the evaluation process. The District provides regular training to managers on how to write meaningful evaluations for their staff ([3.3-13](#)).

If an employee is unavailable for an evaluation due to a leave of absence, the supervisor will complete the evaluation form and rate it "not observed" with a statement of the reason. Also, if a new manager determines they have not had adequate time to observe subordinates they may opt to complete the evaluation form as "not observed" including documentation of the reason ([3.3-14](#); [3.3-15](#)). Per Article 15 of the classified professionals' collective bargaining agreement, any employee who rates "requires improvement" or "not satisfactory" is placed on an improvement plan ([3.3-16](#)). The manager consults with the Chief Human Resources Officer or designee to identify needs and development tools for the employee. The manager then meets with the employee to discuss the improvement plan and the timeline for completing the plan ([3.3-17](#)).

Administrators and management receive an annual evaluation per AP 7150 ([3.3-18](#)). The evaluation is conducted within 30 days of the employee's anniversary date unless otherwise stated in the administrator's contract. If underperformance is identified, the employee may be placed on a performance improvement plan. If an employee is unavailable for an evaluation due to a leave of absence, the supervisor will complete the evaluation form and rate it "not observed" with a statement

of the reason. If a new administrator determines they have not had adequate time to observe subordinates, the Superintendent-President will determine and assign an appropriate evaluator ([3.3-19](#)).

Evidence

| | |
|------------------------|---|
| 3.3-1 | Evaluations - Spring 2023 Status Email |
| 3.3-2 | Faculty Evaluation List - Spring 2023 Email |
| 3.3-3 | Updated Faculty Evaluation List - Fall 2023 Email |
| 3.3-4 | Email Notification - Classified Evaluations |
| 3.3-5 | BCFA Articles 12.3.4.1 and 12.3.4.2 |
| 3.3-6 | Faculty Evaluation Training Fall 2022 |
| 3.3-7 | BCFA Contract 12.5.2.1 |
| 3.3-8 | BCFA Article 12 |
| 3.3-9 | PT Evaluations Tracked |
| 3.3-10 | FT Evaluations Tracker |
| 3.3-11 | BCFA Contract 12.4.3 |
| 3.3-12 | BCFA Contract 12.3.9.14 |
| 3.3-13 | Management Training - The Art of Writing the Performance Evaluation |
| 3.3-14 | CSEA Article 15.3 |
| 3.3-15 | Classified Evaluations Tracker |
| 3.3-16 | CSEA Article 15.6 |
| 3.3-17 | Classified Professional Performance Improvement Plan |
| 3.3-18 | Administrative Procedures 7150 |
| 3.3-19 | Management Evaluation Tracker |

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

BP 6200 delineates the process in which the Institution develops the annual budget ([3.4-1](#)):

1. The annual budget shall support the District's various master plans, including Strategic and Educational, Facilities, and Technology.
2. Assumptions upon which the budget is based are presented to the Board for review ([3.4-2](#)).
3. A schedule is provided to the Board by the regularly scheduled March meeting of each year that includes dates for presentation of the tentative budget, required public hearing(s), Board study session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget ([3.4-3](#)).
4. Unrestricted general fund reserves should be maintained at a minimum of 25% of the total expenses in the unrestricted general fund to ensure fiscal stability and to respond to financial emergencies or unforeseen circumstances.
5. Changes in the assumptions upon which the budget was based shall be reported to the Board in a timely manner ([3.4-4](#); [3.4-5](#); [3.4-6](#)).

6. Budget projections address long-term goals and commitments ([3.4-7](#)).

The BOT at BCC has historically focused on financial stability, funding the immediate operations while considering the long-term sustainability of the Institution. For example, although the CCCC requires all colleges to have a 5% reserve, it was the policy of the Board to hold a 10% reserve while actually having, on average, a 15% reserve. For the last three years, the Institution has maintained an attentive budgeting process. The 2019-2020 general fund reserve was 25.33%, while the 2021-2022 general fund reserve grew to 43.89%. This percentage has increased due to the influx of one-time funds, mostly due to COVID-19 grants. In November 2021, the Institution increased the required minimum unrestricted general fund reserve level from 10% to 25% to ensure fiscal stability and to respond to financial emergencies or unforeseen circumstances. The Institution also opted into the Emergency Conditions Allowance that kept apportionment for FTES funding at the same level as 2019-2020 while the Institution suffered a loss in enrollment during the pandemic ([3.4-8](#)).

The Institution set up the California Employers' Retiree Benefit Trust (CERBT). This account is a Section 115 trust fund dedicated to prefunding Other Post-Employment Benefits (OPEB) for retiree health benefits. By investing an initial contribution in June 2009, the power of compound interest has maximized the plan's net position, as a percentage of total OPEB liability, to 214%. This means that BCC has more than enough money to pay out all of the retirement benefits it has promised to employees, according to actuarial recommendations. Funding this obligation also signals to the credit agencies that the Institution manages its unfunded liabilities which is one of the most significant unfunded liabilities on the balance sheet.

Additionally, the Institution regularly moves funds into capital outlay for large projects such as new buildings and deferred maintenance projects. One of the largest projects completed with the use of capital outlay funds was the Career Technical Education (CTE) Complex. This project consisted of two classrooms, one lab, an office building, and an automotive facility. In total, the project cost was approximately \$6.5 million ([3.4-9](#)).

In February 2022, the use of capital outlay funds also made it possible for the District to complete a renovation of new paint and flooring throughout the Fort Irwin location. This update enhanced the environment for staff and faculty, and for the student learning environment ([3.4-10](#)).

In 2018, the Institution also designated funds from capital outlay to provide a remodel solution for a new welding lab. This, roughly half a million-dollar project, enabled the College to repurpose the then Fitness Lab to create the Welding Lab. As part of the continuing commitment to creating innovative programs that meet the needs of local employers and employees for workforce development, BCC established a contract education program with BNSF Railway to provide welding instruction for BNSF employees. This training program is conducted by BCC welding instructors who are AWS Certified Welding Inspectors. This endeavor affirms the Institution's position regarding this program with BNSF and continues the commitment to expanding CTE opportunities in Barstow ([3.4-11](#)).

The Institution develops the annual budget in such a way that ensures both educational and operational functions at all locations are maintained, developed, and enhanced while working within the framework of the California Community College budgeting requirements ([3.4-12](#)). As required, the Institution ensures that at least 50% of the operational budget is spent on instructional activities ([3.4-13](#)). Instructional and operational budgets are allocated based on essential needs and are augmented or increased with one-time or ongoing funding through the program review process. Utilizing the

program review process ensures that financial resources are used in support of and to sustain the mission while also promoting equitable achievement of student success.

The budget development process is cyclical and overlapping in that before one cycle ends, another cycle begins, and runs parallel to the program review cycle. This is demonstrated in the Program Review and Budget Cycle diagram in the Program Review Handbook ([3.4-14](#)). As part of the program review process, instructional programs, administrative units, and service areas can request resources using a BAP form. These BAP forms are reviewed, scored, and prioritized for funding. A rubric is used for fair and unbiased scoring ([3.4-15](#)). Scores are based on demonstrated need, alignment with institutional plans, goals and mission, measurable outcomes, and departmental and/or institutional benefit including student success. Resource requests must be justified within the accompanying program review.

During the 2021-2022 program review cycle, faculty members responsible for the Kinesiology Associate Degree for Transfer submitted an annual update along with a BAP form ([3.4-16](#), [3.4-17](#)). The resource request was for funds to resurface the campus tennis courts. The request was prioritized as part of the prioritization process and ultimately funded ([3.4-18](#)). In 2023, the tennis courts were resurfaced ([3.4-19](#)). That same year, faculty in the Diesel Technology program submitted a full program review and an accompanying BAP, requesting funds for a CDX Learning System to enhance the program using virtual technology ([3.4-20](#), [3.4-21](#)). Again, the request was prioritized as part of the process and funded.

Evidence

| | |
|------------------------|--|
| 3.4-1 | Board Policy 6200 |
| 3.4-2 | 2023-2024 Adopted Budget Assumptions |
| 3.4-3 | Budget Development Calendar 2023-2024 |
| 3.4-4 | BOT Agenda Item 7.02 Strong Workforce Program Grant 01.18.2023 |
| 3.4-5 | BOT Agenda Item 7.05 GIA Barstow Reads Grant 10.18.2023 |
| 3.4-6 | BOT Agenda Item 8.06 RERP Grant 06.21.2023 |
| 3.4-7 | CERBT Account Update 09.30.2023 |
| 3.4-8 | COVID-19 Emergency Conditions Allowance Application |
| 3.4-9 | Facilities Update 02.15.2023 |
| 3.4-10 | Facilities Update 02.16.2022 |
| 3.4-11 | BOT Agenda Item 6.06 Bid Award - HJ Mechanical Contractor 04.18.2018 |
| 3.4-12 | 2023-2024 Adopted Budget |
| 3.4-13 | 2022-2023 - 50 Percent Law Report - CCFS-311 |
| 3.4-14 | Program Review Handbook Budget Cycle |
| 3.4-15 | BAP Prioritization Rubric |
| 3.4-16 | Kinesiology PR Update 2021-22 |
| 3.4-17 | Kinesiology BAP 2021-22 - Tennis Court Restoration |
| 3.4-18 | Final BAP Prioritization 2021-22 |
| 3.4-19 | Facilities Update 05.17.2023 |
| 3.4-20 | Diesel Technology PR 2021-22 |
| 3.4-21 | Diesel Technology BAP 2021-22 - CDX Learning Systems |

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

The mission and goals of BCC serves as the core and guiding principles for all financial decisions and strategies. The budget and planning process begins with the development of basic budget assumptions reflecting District goals and current state budget information. These assumptions adhere to Board-directed policies of adequate reserves and a balanced budget ([3.5-1](#)).

A budget calendar is developed each year indicating a time schedule for compiling various portions of the budget for financial planning and budget development. This calendar is an essential tool for the Institution to serve as a roadmap that outlines the budget components as information is disseminated by the state. The budget calendar also acts as a comprehensive guide that allows the Institution to break down the budgeting process into distinct phases ([3.5-2](#)).

The Institution's adopted budget for the 2023-2024 fiscal year includes unrestricted and restricted budgets. However, many letters of commitment and subsequent awards will be received in the months to follow because most federal grants are awarded in fall. These additional awards and any adjustments to awards are promptly reported to the Board. Sharing data, reports, and updates regarding the Institution's financial status, trends, and projections occurs regularly ([3.5-3](#); [3.5-4](#); [3.5-5](#)).

The College actively encourages input from various stakeholders. This involvement allows for a more collaborative and inclusive approach to developing financial plans and budgets. To ensure that institution-wide input into the decisions of the Business & Finance Committee is sufficient, funding requests from program reviews and the BAP process are also considered. The College ensures that relevant financial information is effectively communicated to stakeholders. After budget requests are approved, an email is sent out campus-wide letting them know of the approved budget items and the budget allocation amount ([3.5-6](#); [3.5-7](#)).

The Business & Finance Committee reviews the Institution's planning processes, revenue, and expenditures as a foundation for participating in the planning and budgeting process. The financial information provided is intended to help make informed decisions and formulate effective plans. This includes budget allocations, resource allocations, investment decisions, and other financial strategies. The Business and Finance committee ensures that annual planning, resource allocation, and budgeting are linked ([3.5-8](#); [3.5-9](#); [3.5-10](#)).

To maintain the fiscal integrity of the District, the BOT approved the revision of the minimum budget reserve to be 25%. This allows the Institution to maintain sufficient cash flow and reserves to maintain stability and realistic plans to meet financial emergencies and unforeseen occurrences ([3.5-11](#); [3.5-12](#)). In addition the Institution's OPEB liability is currently funded at a net position of 214% (see Standard 3.4) ([3.5-13](#)).

The Institution has demonstrated notable progress and commitment towards reinforcing its financial resources for future deferred maintenance repairs and pivotal projects through the diligent allocation of funds from the general fund into the capital outlay fund. This focused initiative demonstrates the Institution's forward-thinking approach, ensuring that critical infrastructural needs are met with efficiency and foresight. Additionally, the Institution has taken strides in earmarking substantial

resources towards the building of the Career and Technical Education (CTE) Complex. This investment signifies the dedication to enhancing the educational experience, providing additional facilities to offer programs in this essential workforce area ([3.5-14](#)). It also aligns with the College's strategic goals to support CTE, as well as the Superintendent-President and Board goals.

In accordance with BP 6400, the Institution conducts an external audit annually. Independent audits reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings and/or recommendations are comprehensive and timely ([3.5-15](#)). Audit reports are reported to the BOT and are posted to the BCC website.

The Institution realizes the Business and Finance Committee has become disconnected from the budget and planning process over the years due to leadership turnover in Administrative Services. This committee's responsibility should include participating in the analysis of past spending patterns and evaluating the repercussions of proposed budget reductions. The Institution intends to realign the budget planning process to involve more committee input. One idea is to create a joint planning task force comprising of the IEC, the College Governance Committee, and the Business and Finance Committee to focus on ways to integrate major institutional plans into the budget development process. For example, the Technology Plan may require significant resources that need to be planned for and set aside for ongoing phased investment in technology.

Evidence

| | |
|------------------------|--|
| 3.5-1 | 2023-2024 Adopted Budget |
| 3.5-2 | Budget Development Calendar 2023-2024 |
| 3.5-3 | BOT Agenda Item 7.02 Strong Workforce Program Grant 01.18.2023 |
| 3.5-4 | BOT Agenda Item 7.05 GIA Barstow Reads Grant 10.18.2023 |
| 3.5-5 | BOT Agenda Item 8.06 RERP Grant 06.21.2023 |
| 3.5-6 | BAP Form |
| 3.5-7 | Closing the Loop Memo 2021-22 |
| 3.5-8 | Business and Finance Minutes 02.22.2023 |
| 3.5-9 | Business and Finance Minutes 04.26.2023 |
| 3.5-10 | Business and Finance Minutes 09.27.2023 |
| 3.5-11 | Board Policy 6200 |
| 3.5-12 | Administrative Procedures 6200 |
| 3.5-13 | CERBT Account Update 09.30.2023 |
| 3.5-14 | 2023-2024 Adopted Budget Interfund Transfer |
| 3.5-15 | Board Policy 6400 |

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

The budgeting and financial planning process ensures the Institution develops an annual budget to outline planned expenditures and revenue sources. This process involves input from various departments and stakeholders to ensure that financial resources are allocated appropriately. Budget

Worksheets are given to grant managers to plan and outline their budget for the next fiscal year ([3.6-1](#); [3.6-2](#); [3.6-3](#)).

The BOT oversees the financial health of the Institution and provides guidance to ensure fiscal responsibility. They are given monthly financial statements that provide a transparent view of the Institution's financial performance. Trustees can review income, expenses, and overall financial trends to ensure that the Institution's finances are being managed effectively. Budget presentations are given to the BOT allowing them to review the latest fiscal outlook from the state and any budget updates from the CCCCCO. In addition, the presentation details the breakdown of how financial resources will be allocated across various departments, programs, and initiatives. Trustees can assess whether the proposed allocations align with the College's strategic priorities and educational mission ([3.6-4](#); [3.6-5](#); [3.6-6](#)).

The BOT is updated on all campus facility projects underway and upcoming to ensure deferred maintenance items are being prioritized, planned, and completed. Because the Institution does not regularly go out for a general obligation bond, it is imperative that funds are budgeted annually to be moved into the capital outlay fund to complete projects and cover any emergency repairs. In fiscal year 2023-24, deferred maintenance funds were allocated to the Institution in the amount of \$5.2 million. The Institution was later notified that the CCCCCO was taking back \$3.147 million of those funds. Since deferred maintenance funds are usually one of the first areas to be cut when state deficits occur, the Institution has been diligent about ensuring it is saving for ongoing and emergency repairs ([3.6-7](#); [3.6-8](#)).

The Annual Financial and Budget Report (CCFS-311) is submitted to the CCCCCO which summarizes and communicates the results of budgetary decisions and transactions of all governmental, proprietary, and fiduciary funds for each annual fiscal period. One area that is carefully monitored is compliance with the 50 percent law, as defined in Education Code Section 84362. The Institution has consistently met this requirement and continues to monitor it throughout the fiscal year ([3.6-9](#)).

The Institution creates written processes and procedures for the business office staff and campus departments for various transactions to ensure financial accuracy. This includes segregation of duties, regular financial reconciliations, and independent audits ([3.6-10](#); [3.6-11](#)).

As requisitions are requested for purchasing, the request goes through an approval path. The business office ensures the expense is allowable and has all of the proper documentation. The San Bernardino County Superintendent of Schools office, the Institution's fiscal agent, audits transactions as they happen to further ensure the integrity and responsible use of the financial resources. These transaction audits occur randomly as invoices are submitted for payments ([3.6-12](#)).

The Institution undergoes regular external audits conducted by independent auditing firms. These audits evaluate financial statements, internal controls, and compliance with regulatory requirements. In recent years there has been a considerable amount of leadership turnover in the role of the Vice President of Administrative Services which has contributed to decreased morale, productivity, gaps in processes, guidance, and loss of institutional knowledge. Current leadership in this area has been stable for the past two and a half years and committed to rectifying solutions. The Institution recognizes the need to implement processes and procedures to tighten controls based on significant audit findings in the prior four fiscal years. When there are audit findings, a corrective action plan is created to ensure that the Institution identifies the deficiency, and the finding does not recur. Due to

the increased and ongoing procedures implemented, the independent audit for fiscal year 2022-23 resulted in zero findings ([3.6-13](#); [3.6-14](#); [3.6-15](#); [3.6-16](#)). In addition, the auxiliary foundation also undergoes an independent audit and files a tax return annually ([3.6-17](#); [3.6-18](#)).

Information on budget, fiscal conditions, and audit results are communicated with stakeholders as appropriate to the Institution's mission and structure. BP and AP 6300 require financial statements and supplementary information be prepared and reported to the Board monthly. The Vice President of Administrative Services also provides quarterly updates to the BOT on budget and facility concerns. These updates are also provided to other audiences regularly, such as All-College meetings and the Business and Finance Committee meetings ([3.6-19](#); [3.6-6](#); [3.6-20](#); [3.6-21](#); [3.6-22](#); [3.6-23](#)).

Evidence

| | |
|------------------------|--|
| 3.6-1 | 2023-24 Adopted Budget |
| 3.6-2 | Budget Worksheet - General Fund Program 0300 |
| 3.6-3 | Budget Worksheet - Grant Fund Program 0516 |
| 3.6-4 | Fiscal Outlook Presentation 12.20.2023 |
| 3.6-5 | 2023-24 Adopted Budget Presentation 09.13.2023 |
| 3.6-6 | BOT Minutes 03.15.2023 - Business and Financial Reports |
| 3.6-7 | Facilities Update 11.15.2023 |
| 3.6-8 | 2023-24 Adopted Budget - Capital Outlay Transfer |
| 3.6-9 | 2022-23 Annual CCFS-311 |
| 3.6-10 | Campus Process - Requisition Submittals |
| 3.6-11 | Business Tip #1 - Rejected Requisitions |
| 3.6-12 | Audited Transmittal Sample |
| 3.6-13 | 2021-22 Annual Audit Corrective Action Plan |
| 3.6-14 | 2020-21 Corrective Action Plan Summary |
| 3.6-15 | 2021-22 Audit |
| 3.6-16 | 2022-23 Audit |
| 3.6-17 | 2021-22 Foundation Audit |
| 3.6-18 | Foundation 2022 Form 990 Tax Return |
| 3.6-19 | Administrative Procedure 6300 |
| 3.6-20 | All College Agenda 10.05.2021 |
| 3.6-21 | Budget Update Presentation 10.05.2021 |
| 3.6-22 | Business and Finance Minutes 10.25.2023 |
| 3.6-23 | BOT Minutes 02.15.2023 - Proposed Governor Budget Presentation |

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

The Institution reviews its past financial results as part of planning for current and future fiscal needs. During the budget development period, prior year expenses are evaluated to review trends and needed adjustments. Budget managers are given worksheets with prior year spending figures included to help plan future expenditures. In addition, new budget estimates from each grant or categorical

program are used to adjust the budget for the new fiscal year ([3.7-1](#); [3.7-2](#)).

The Institution uses the proposed Governor's budget and analysis from the CCCCCO to project the Institution's fiscal stability for the coming fiscal year and additional forecasted years. This ensures the Institution maintains unrestricted general fund reserves at a minimum of 25% of the total expenses to ensure fiscal stability and to respond to financial emergencies or unforeseen circumstances as directed by BP 6200 and AP 6200, Budget Preparation ([3.7-3](#); [3.7-4](#); [3.7-5](#); [3.7-6](#)).

The Institution continually monitors, evaluates, and adjusts its institutional budgets and cash management strategies to ensure both short-term and long-term financial solvency. An additional method of oversight is the Institution's contracts with the San Bernardino County Superintendent of Schools office who provides oversight as the fiscal agent. Financial 2000 is a suite of financial management applications provided by the county to monitor and manage funds for the Institution ([3.7-7](#)). Budget managers assist in this process by ensuring purchases are budgeted appropriately. Fiscal Services staff are tasked with ensuring purchases are permitted by the parameters of individual grants and generally accepted accounting practices as set by the California Community Colleges Budget and Accounting Manual ([3.7-8](#)).

Any changes to the BOT adopted budget are submitted to the BOT for approval. This may occur when additional funds are awarded through new grant awards or categorical award revisions, or when other changes requiring additional funding such as unforeseen construction or emergency repairs occur. For example, throughout the fiscal year the Institution may receive new funds; the award letter, along with the estimated budget, is reported to the BOT for approval since these funds are in addition to the budget previously approved by the Board. Some grants are sent to the Institution with little notice while other times a department submits a Grant Assessment Form to the Cabinet level. This allows the opportunity to review the funding, terms, and conditions of the grant, such as positions that will later need to be institutionalized ([3.7-9](#); [3.7-10](#); [3.7-11](#); [3.7-12](#); [3.7-13](#); [3.7-14](#); [3.7-15](#)).

Budget transfer requests occur when funds are originally budgeted in a specific account line but are later needed in a different account line. These requests are submitted by the budget manager to the Budget Analyst to make these changes. These budget transfer requests require Vice President approval and are submitted to the BOT with other financial report information ([3.7-16](#); [3.7-17](#); [3.7-18](#)).

The Institution plans for long-term liabilities and obligations. Health benefits and insurance costs are included in the annual budget planning process. The largest long-term liability obligations for the Institution are the other post-employment benefit (OPEB) expenses (see Standard 3.4). The Institution has a fully funded OPEB trust account with California Employers' Retiree Benefit Trust (CERBT) and contracts with Total Compensation Systems to complete an actuarial study to ensure for accurate long-term planning for meeting these obligations ([3.7-19](#); [3.7-20](#); [3.7-21](#)).

Each year during the budget development process, the Institution considers and approves the transfer of funds into the capital outlay fund for projects. This includes projects such as planning to pay for a new building, to having funds available for deferred maintenance projects. This practice has allowed the Institution to meet the District portion of state funded projects, complete upgrades and site improvements, and perform emergency repairs to include the aging hydronic loop and water infrastructure water loop system ([3.7-22](#)).

Currently, the Institution does not have any general obligation bonds or locally incurred debt. Through

careful planning and prudent spending, the Institution has been able to meet ongoing obligations without incurring any long-term debt.

Evidence

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|-------------------------------|---|
| <u>3.7-1</u> | <u>Budget Worksheet - General Fund Program 0300</u> |
| <u>3.7-2</u> | <u>Budget Worksheet - Grant Fund Program 0516</u> |
| <u>3.7-3</u> | <u>2023-24 Adopted Budget</u> |
| <u>3.7-4</u> | <u>2023-24 Apportionment Estimate</u> |
| <u>3.7-5</u> | <u>Board Policy 6200</u> |
| <u>3.7-6</u> | <u>Administrative Procedures 6200</u> |
| <u>3.7-7</u> | <u>Financial 2000</u> |
| <u>3.7-8</u> | <u>CCC Budget and Accounting Manual</u> |
| <u>3.7-9</u> | <u>GIA - Barstow Reads Contract Assessment Form</u> |
| <u>3.7-10</u> | <u>GIA - Barstow Reads Award Letter</u> |
| <u>3.7-11</u> | <u>GIA - Barstow Reads Board Agenda Item 7.05</u> |
| <u>3.7-12</u> | <u>BOT Minutes - Categorical Budget Revisions</u> |
| <u>3.7-13</u> | <u>BOT Minutes - Facility Needs Change Order</u> |
| <u>3.7-14</u> | <u>BOT Minutes - New Grant</u> |
| <u>3.7-15</u> | <u>BOT Minutes - Capital Outlay Transfer</u> |
| <u>3.7-16</u> | <u>Campus Process - Budget Transfers</u> |
| <u>3.7-17</u> | <u>Budget Transfer Request Form</u> |
| <u>3.7-18</u> | <u>BOT Agenda - Budget Transfer Report</u> |
| <u>3.7-19</u> | <u>BCCD 2022 Final Actuarial Report</u> |
| <u>3.7-20</u> | <u>2022-23 CERBT Annual Report</u> |
| <u>3.7-21</u> | <u>CERBT Quarterly Statement 09.30.2023</u> |
| <u>3.7-22</u> | <u>2023-24 Adopted Budget - Capital Outlay Transfer</u> |

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers courses, student services, and/or learning supports.

The Institution addresses facility and other physical resource needs by considering institutional priorities included in the CMP ([3.8-1](#)) and Strategic Plan ([3.8-2](#)), legal mandates concerning ADA compliance, and requests submitted as part of departmental or instructional program reviews. In addition, the Institution remains flexible and financially diligent, to ensure unexpected issues that arise can be rectified.

One major accomplishment since the previous accreditation report was the move of the Career and Technical Education (CTE) facilities from an off-site, leased location to a newly constructed, on-campus building. This move was included as a priority in the CMP. Another accomplishment was the creation of a lactation room in compliance with Assembly Bill 2785 which is of paramount importance for the College, reflecting a commitment to fostering a supportive and inclusive environment for all members of our community. Providing a lactation room sends a clear message that the Institution values diversity, respects the needs of its constituents, and is committed to creating a campus environment

that accommodates the various aspects of individuals' lives ([3.8-3](#)).

There have been several departmental relocations and building remodels completed within the last year to address the needs of programs and services. One such remodel created an Academic Affairs faculty development area. This new space is designed to improve collaboration between faculty members and encourage the sharing of discoveries and innovative ideas in education. A second project created "The Mindful Space," whose mission is to promote a positive and welcoming environment for students and to provide emotional health services in a safe and welcoming space and to reduce the stigma commonly related to student mental health. The relocation of the IT offices away from high traffic areas allows IT staff to effectively focus on tasks and frees up valuable working space within the Administration Building ([3.8-4](#)).

The Institution identifies deferred maintenance projects to be completed utilizing the Physical Plant and Instructional Support funds provided by the CCCCCO. Maintenance projects are identified and outlined in the FUSION software application ([3.8-5](#); [3.8-6](#)). Projects are prioritized by need such as known roof leaks, consistent HVAC failures, and noticeable tripping hazards caused by uneven or cracks in walkways. Unfortunately, the CCCCCO can and has reduced the amount allocated to the Institution thereby causing the Institution to use its capital outlay funds that the District has been saving each year. Most of the projects identified are typical projects associated with aging facilities. There are currently more buildings with a facility condition index of "High" that need attention, than there are in "Low" or good condition. Many of these buildings are more than 60 years old and have had no significant renovations or upgrades. Items such as roofs, HVAC and electrical are in major need of repair or replacement ([3.8-7](#)).

A complete and accurate space inventory is key and vital to accurately calculate the Institution's needs and update the five-year plan. This update is conducted annually by a third party who does a physical review of the campus space and inputs this data into the FUSION system ([3.8-8](#)). The update includes 100% controlled, owned, or leased space utilized by the Institution. As recommended by the CMP to replace aging facilities, and utilizing FUSION, an Initial Project Proposal (IPP) was submitted to the CCCCCO for consideration ([3.8-9](#)).

Another commitment to proactive safety measures is the annual property & liability inspection conducted by insurance carrier Keenan & Associates. The inspection's goal is to help the Institution identify conditions which may pose a risk of injury and/or property damage and to provide recommendations and/or suggestions to help mitigate risks ([3.8-10](#)). The Maintenance & Operations department (M&O) responds to high-level recommendations first, then works with each department where needed.

In support of the Institutional mission and the needs of the various programs provided by the College, the Institution strives to enhance the learning environment for all our students. Working with all areas of the College, M&O ensures that all work and teaching spaces are designed and maintained to provide an environment conducive to teaching and learning. M&O conducts maintenance, service, and repairs for safe operation of facilities and equipment. The M&O department uses Happy Fox as a tool for staff to submit work order requests. Using this method allows the department to prioritize work orders and better serve the Institution. Staff submits requests for any service-related need such as repairs, help with set-up for an event, relocation of furniture, heating, and air issues, or even security issues ([3.8-11](#); [3.8-12](#)). The M&O department performs daily cleaning services to ensure campus facilities remain clean, safe, and operational. Additionally, custodial services are maintained two times

per week at the Fort Irwin location. The grounds staff upkeeps the College grounds, tends to all greenways and landscaping, and makes sure walkways are clear of any types of hazards. They also maintain the athletic fields in accordance with industry practices for the athletic teams.

Additionally, the Institution is committed to providing a conducive learning environment for military students and staff at Fort Irwin. The College recognized the need to prioritize the improvement and modernization of the facilities at Fort Irwin and, in late 2021, received approval to update the interior of the building. By early 2022, the project to replace the flooring and paint the classrooms, computer labs and offices was completed ([3.8-13](#); [3.8-14](#)).

The key control system helps maintain the security of the Institution by ensuring that only authorized staff members have access to certain areas. The department is looking into key tracking software that would maintain data more efficiently. In addition, staff plan to conduct an audit of all keys held by every staff member to verify accuracy of records as well as turning in keys for those areas the employee no longer needs access to ([3.8-15](#)).

Office staff handles the shipping and receiving of goods by maintaining inventory in the fixed assets system in coordination with San Bernardino County Superintendent of Schools (SBCSS) Financial 2000 (Fin2K) application ([3.8-16](#)). Maintaining a fixed asset system for inventory is crucial for several reasons, primarily focused on fiscal management, compliance, and operational efficiency. The information is essential for preparing financial statements, including the balance sheet, which reflects the organization's financial position by listing its assets and liabilities and used to calculate depreciation. This fixed asset system allows for efficient tracking of the location of each asset. This tracking is essential for preventing loss, theft, or misplacement of valuable assets.

In line with the commitment to proactively ensure safety measures, the Institution has recently engaged the services of a new security firm that brings expertise and innovation to security protocols. This new firm has increased the number of days security is on site from five to seven days a week. Hours were also increased to provide coverage from 7:00 am to 11:00 pm. The new security partner utilizes a security golf cart with prominent amber lights. This specialized vehicle is designed to increase security personnel visibility and enhance awareness across campus. This proactive measure aligns with ongoing efforts to prioritize the safety and well-being of the college community. Reminders are periodically sent out to remind staff how to access security and when to dial 911 ([3.8-17](#)). The information includes a reminder about the pre-programmed button on each phone that directly dials the security guard as well as the sticker on each phone that includes the security guard phone number. Any reportable incidents are included in the Jeanne Clery Disclosure Act report submitted and publicly posted on the College's website annually ([3.8-18](#)).

Working with the Safety Committee, M&O staff prepares, reviews, and maintains an Emergency Response Plan ([3.8-19](#)) that can be found posted in all departments and public areas across campus. This plan ensures that all college populations are prepared and can react appropriately regardless of the type of emergency that may occur. Recognizing the need to update the plan, the Safety Committee determined at its meeting in January 2024, that it will lead the charge of updating both the Emergency Response Plan and the Injury and Illness Prevention Plan ([3.8-20](#)).

Additionally, the College conducts various drills institution-wide that allows employees, students, and visitors an opportunity to practice in a life-like situation. In October of every year, the Institution participates in the California Great Shakeout Drill ([3.8-21](#)). This drill is based on a scenario earthquake

that could affect the area and allows the Institution to test its emergency preparedness and communication systems. Assigned “building safety officers” practice by going through the protocol and then discussing what worked, and what did not work, at a debrief session after the drill. The BCC Alert System is also tested during this time to ensure that text, phone, and computer desktop messages are received and timely ([3.8-22](#)). In April 2023, the Institution partnered with multiple agencies, including the City of Barstow Police Department, to hold an active shooter drill on campus. Preparation and debrief meetings were held between BCC management and police department personnel to discuss areas of concern ([3.8-23](#)).

Based on what was learned during these drills, the M&O department included a new goal in its latest program review to “Implement a schedule of regular emergency drills and training sessions to align with the requirements of the Emergency Preparedness Plan,” and requested funds to purchase additional handheld radios as there are currently not enough to give to each building safety officer ([3.8-15](#)). Building safety officers and alternates have been identified for every building ([3.8-24](#)). These employees are responsible for holding the building’s first aid backpack and serve as the person who leads their building to safety in case of an emergency ([3.8-25](#)). They are trained to use the handheld radio and what to do during drills ([3.8-26](#)).

Evidence

| | |
|------------------------|---|
| 3.8-1 | Comprehensive Master Plan 2017 |
| 3.8-2 | 2019-24 Strategic Priority 4 |
| 3.8-3 | Facilities Update 08.16.2023 |
| 3.8-4 | Facilities Update 08.16.2023 - Relocations |
| 3.8-5 | Deferred Maintenance 2022-23 |
| 3.8-6 | Deferred Maintenance 2023-24 |
| 3.8-7 | Facilities Condition Index |
| 3.8-8 | BCCD 2025-29 Five Year Capital Outlay Plan |
| 3.8-9 | BCCD New Classroom Building IPP 2026-27 |
| 3.8-10 | BCCD Exceptions |
| 3.8-11 | Example Work Order |
| 3.8-12 | Security Incident |
| 3.8-13 | Facilities Update 11.17.2021 |
| 3.8-14 | Facilities Update 02.16.2022 |
| 3.8-15 | 2023-24 M&O Program Review |
| 3.8-16 | Fixed Asset System Example |
| 3.8-17 | IMPORTANT REMINDER - Security Guard Contact Information Email |
| 3.8-18 | Jeanne Clery Disclosure Act Report 2023 |
| 3.8-19 | Emergency Response Plan 2016 |
| 3.8-20 | Safety Committee Minutes 01.16.2024 |
| 3.8-21 | Great Shakeout Drill Schedule |
| 3.8-22 | Facilities Update 11.15.2023 |
| 3.8-23 | Active Shooter Drill 04.27.2023 |
| 3.8-24 | Building Safety Officers 2023 |
| 3.8-25 | Great Shakeout Drill 10.19.2023 - BSO Email |
| 3.8-26 | Radio Use Tutorial |

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

The Institution aligns technology planning, implementation, and maintenance with the institutional mission and goals through the IT Strategic Plan ([3.9-1](#)). The Plan outlines the overarching vision, goals, objectives, and initiatives related to information technology and digital infrastructure within the institution. It serves as a roadmap to guide in the use of technology resources, investments, and initiatives to support the college's mission, objectives, and strategic priorities. Additionally, the College has a five-year technology plan ([3.9-2](#)), that provides a detailed subsidiary of goals and objectives on how the College will achieve its organizational goals.

The Technology Plan, Board approved in April 2017, is created by the Technology Committee, a participatory governance committee that consists of members from every constituent group ([3.9-3](#)). Although the plan is to be reviewed annually to "ensure that we are up-to-date and that this plan is in harmony with our Educational Master Plan and Strategic Priorities," the Institution realizes that this plan is outdated at the time of this writing. Unfortunately, due to administrative turnover in Administrative Services and IT, and due to the COVID pandemic that severely strained the IT department, the Technology Plan update was delayed. The Technology Committee began discussions on the review and revision of the plan in Fall 2023 ([3.9-4](#)); it was reviewed by the Technology Committee as a first read in March 2024 ([3.9-5](#); [3.9-6](#)) and will continue the review and approval process through the participatory governance structure to be completed and in place by Fall 2024.

In addition to the Technology Plan, the College has comprehensive policies and guidelines outlining the acceptable use of technology resources, including computers, networks, email, internet access, and software applications ([3.9-7](#); [3.9-8](#)). These documents detail expectations, responsibilities, prohibited activities, and consequences for violations. Online orientation sessions for new students and orientation packages for new employees are provided to familiarize them with technology-related policies, security best practices, and procedures. All new employees are provided a copy of BP and AP 3720 and are asked to sign the "Technology Use Agreement" provided by HR that aligns with AP 3720 ([3.9-9](#)). Information is offered to educate users about cybersecurity threats, data protection measures, and safe computing practices. IT maintains an easily accessible repository of resources, documentation, and FAQs related to technology usage and security, through the College's SSO helpdesk page ([3.9-10](#)). Information is also provided on password management, phishing awareness, malware prevention, and other relevant topics to empower users to protect themselves and the College's digital assets ([3.9-11](#); [3.9-12](#); [3.9-13](#)).

IT regularly communicates reminders and announcements via email, campus-wide bulletins, and internal communication platforms ([3.9-14](#); [3.9-15](#); [3.9-16](#); [3.9-17](#)). Additionally technology-related updates, policy changes, and cybersecurity awareness campaigns are shared with constituents ([3.9-18](#); [3.9-19](#); [3.9-13](#)). The Technology Committee is leveraged to organize collaborative workshops, seminars, or panel discussions involving IT staff, administrators, faculty members, and students to discuss emerging threats, trends, and best practices in technology and cybersecurity where participants are encouraged to have discussions, share knowledge, and problem-solve collaboratively.

In addition to the Technology Plan and the IT Strategic Plan, departments and programs will often identify needs in technology through the program review process ([3.9-20](#)). When departments and/or instructional programs request resources in this area, including hardware and software, a BAP will be

submitted along with the program review ([3.9-21](#)). During the program review pause (see Standard 1.4, paragraph 4), the Institution also accepted resource requests via an out-of-cycle BAP form ([3.9-22](#)). Additionally, for every technology related request, the program review author completes and submits a Technology Assessment Form (TAF) ([3.9-23](#); [3.9-24](#)). This form addresses the total cost of ownership for the purchase including resources needed to assist with implementation and training, costs of ongoing maintenance, one-time costs for implementation, and licensing agreements. In October of 2023, the Technology Committee discussed the need to add a section on the form to verify the requested technology meets Americans with Disabilities Act (ADA) requirements/Voluntary Product Accessibility Template (VPAT) Certification; that request was forwarded to the PRSC tri-chairs in Spring 2024 to address for the 2024-2025 program review cycle. These requests and supporting documents are prioritized as part of the Institution-wide budget request prioritization process ([3.9-25](#)). Additionally, all technology requests submitted through the Financial 2000 (Fin2K) software are mandated to be reviewed and approved by the Executive Director of IT to ensure hardware and software specifications are compliant with institutional standards ([3.9-26](#)).

During the COVID pandemic, classroom technology became a top priority, allowing classes to be offered in a variety of formats. An innovative format called Hyflex was implemented to allow flexibility for students who could not attend class in person and to ensure social distancing when students were allowed to come back to campus. A Hyflex classroom provides an in-person component and a virtual (Microsoft Teams or Zoom) component happening synchronously, creating a live class comprised of students on campus combined with students online in real time. During this time, the IT Department updated 17 classrooms and conference rooms to include Hyflex technology using Microsoft Teams. These upgraded classrooms now accommodate in-person students and students joining in on Teams, Zoom, or via television from a classroom at Fort Irwin. Currently, the Institution is piloting two new Zoom-based rooms based on faculty feedback regarding the Teams-based rooms. As the pilot instructors report their experiences with this technology, the College may convert the remaining rooms to Zoom as well.

The IT team ensures the college's network remains secure and reliable, by conducting regular security audits, vulnerability assessments, and penetration testing to identify weaknesses, misconfigurations, and potential security vulnerabilities in network infrastructure, systems, and applications. Identified issues are promptly remediated to mitigate risks and strengthen security posture. The Institution has entered a contractual partnership with *Forsyte* and have thus implemented robust firewall solutions and intrusion detection/prevention systems to monitor and control network traffic, identify potential threats, and block unauthorized access attempts ([3.9-27](#); [3.9-28](#)).

Using Microsoft Azure, strong access control policies are enforced, and multi-factor authentication mechanisms have been implemented to verify the identity of users and restrict access to sensitive systems and data, based on user roles and permissions. Encryption technologies are utilized, such as SSL/TLS for web traffic and AES for data storage, to protect data both in transit and at rest. Sensitive information is encrypted, including passwords, financial records, and personal identifiable information (PII), to prevent unauthorized access or interception.

A proactive patch management process has been implemented utilizing Active Directory group policies, to ensure that operating systems, applications, and firmware are regularly updated with the latest security patches and software updates. Critical vulnerabilities are promptly patched to reduce the risk of exploitation by cyber attackers. A comprehensive cybersecurity awareness and training

program is currently being developed to educate users about common security threats, social engineering techniques, phishing scams, and safe computing practices, which will empower users to recognize and report suspicious activities and security incidents promptly.

By implementing these best practices for communication, network security protocols, and data protection measures, BCC fosters a culture of cybersecurity awareness, resilience, and compliance among students, employees, and stakeholders.

Evidence

| | |
|-------------------------------|---|
| <u>3.9-1</u> | <u>Draft IT Strategic Plan</u> |
| <u>3.9-2</u> | <u>Technology Plan 2017-2022</u> |
| <u>3.9-3</u> | <u>Technology Committee Information 2023-24</u> |
| <u>3.9-4</u> | <u>Technology Committee Minutes 09.12.2023</u> |
| <u>3.9-5</u> | <u>Technology Committee Agenda 03.19.2024</u> |
| <u>3.9-6</u> | <u>Draft Technology Master Plan 2024-2028</u> |
| <u>3.9-7</u> | <u>BP 3720</u> |
| <u>3.9-8</u> | <u>AP 3720</u> |
| <u>3.9-9</u> | <u>Technology Use Agreement</u> |
| <u>3.9-10</u> | <u>Knowledge Base - MIS Helpdesk</u> |
| <u>3.9-11</u> | <u>Phishing Scam Email</u> |
| <u>3.9-12</u> | <u>Multi-Factor Authentication</u> |
| <u>3.9-13</u> | <u>Cybersecurity Awareness Emails</u> |
| <u>3.9-14</u> | <u>Out of Country Travel Email</u> |
| <u>3.9-15</u> | <u>Argos Network Outage Email</u> |
| <u>3.9-16</u> | <u>CENIC Internet Outage</u> |
| <u>3.9-17</u> | <u>SSO Maintenance Email</u> |
| <u>3.9-18</u> | <u>New Staff Landing Page</u> |
| <u>3.9-19</u> | <u>Banner 9 Update</u> |
| <u>3.9-13</u> | <u>Cybersecurity Awareness Emails</u> |
| <u>3.9-20</u> | <u>PIO PR Update 2022-23</u> |
| <u>3.9-21</u> | <u>PIO BAP Form 2022-23</u> |
| <u>3.9-22</u> | <u>A&R Out-of-Cycle BAP 2022-23</u> |
| <u>3.9-23</u> | <u>PIO Technology Assessment Form 2022-23</u> |
| <u>3.9-24</u> | <u>A&R Technology Assessment Form 2022-23</u> |
| <u>3.9-25</u> | <u>2022-23 BAPs - Prioritized Technology Requests</u> |
| <u>3.9-26</u> | <u>Director of IT Approval Rules - Fin2K</u> |
| <u>3.9-27</u> | <u>Forsyte Technology Assessment</u> |
| <u>3.9-28</u> | <u>Security Review Top Findings</u> |

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

In November 2021, the Institution revised BP and AP 6200 to increase the reserve minimum from 10% to 25% ([3.10-1](#); [3.10-2](#)). This minimum covers approximately three months of general expenses to ensure fiscal stability, respond in case of unforeseen circumstances, or cover a financial emergency.

The Institution was able to retain its funding through the loss of FTES as a result of the pandemic. This was done by opting into the Emergency Conditions Allowance that kept the apportionment funding at the same level as 2019-2020 while the Institution suffered a loss in enrollment during this time ([3.10-3](#)).

Additionally, the Institution regularly moves funds into the capital outlay fund. Historically, the Institution does not regularly go out for general obligation bonds therefore, being diligent at regularly budgeting funds into capital outlay has been imperative. These funds are used for all facility projects, but also to address any emergency repairs that may happen. This process has reduced the reliance on the general fund that would have negatively impacted its daily resources ([3.10-4](#)).

BP and AP 6800 address the creation of the Illness and Injury Prevention Plan and the Emergency Action Plan. These plans provide direction in the event of environmental or technological emergencies. It is also a proactive process to help the Institution find and fix workplace hazards before staff are hurt. The Safety Committee is currently in the process of updating these plans ([3.10-5](#); [3.10-6](#); [3.10-7](#); [3.10-8](#); [3.10-9](#)).

The Institution uses Keenan & Associates as the insurance broker who provides innovative insurance solutions. One area of solution they provide is integrated loss control and safety solutions. For example, they work with the Institution to conduct ergonomic evaluations for employees who are complaining of back, neck, etc. pain due to their workstation. A representative will come out and meet with the employee and provide a report and recommendation to try and resolve the issue ([3.10-10](#)). Another area of loss control service offered by Keenan is the Hazardous Materials Compliance Program. This service includes a specialist who visits the Institution and identifies and inventories all hazardous materials. The specialist may attach a unique bar code label to some hazardous materials containers. These unique labels increase the efficiency and accuracy of the inventory and reconciliation process. They will also provide their findings and recommendations related to any hazardous conditions observed during the inventory, organized by priority (i.e., immediate, high, medium, or low) ([3.10-11](#)).

Another area of protection is the cyber liability coverage with \$2 million in coverage. This is vital protection today where cyber-attacks have increased by 90% from 2022 to 2023 ([3.10-12](#)). Additionally, the College has recently hired an IT consultant to review the Institution's IT infrastructure including updating, revising, and in some cases, creating policies and procedures pertaining to the department. Currently this consultant is in the process of creating a Backup and Restoration Policy, a Disaster Recovery Plan, and Disaster Recovery Procedures.

Effective July 2022, the Institution moved to Statewide Association of Community Colleges (SWACC) JPA for Property and Liability coverage and Protected Insurance Program for Schools and Community College Districts (PIPS) for workers' compensation coverage. This decision was made as a result of a review of current insurance coverage. Making this change saved the Institution money while providing services that tailor specifically to California community colleges ([3.10-13](#)).

In April 2022, the BOT approved a resolution to establish a self-insurance fund (Fund 61). This fund's

purpose is to pay premiums and handle settlement claim payouts not covered by insurance ([3.10-14](#)).

The Institution has redundant leased fiber 10GB connections with two different Internet service providers (ISP). This ensures the College remains operational and connected to the internet in the event of physical disconnection. These circuits connect the College to the Internet through CENIC connections in Tustin (Spectrum) and LAX (Frontier). The Institution provides disaster recovery through multiple means, such as providing for redundant power (e.g., the Administration building Data Center). Additional use of building UPS units are provided for consistent network and short-term phone communications in the event of a power outage or emergency.

On-premise college data is stored on redundant Network Attached Storage. Each server is backed up nightly to a system that duplicates the data on-site and is regularly backed up to alternative buildings. The Institution is currently researching longer-term off-site storage. Production servers are all virtualized and regularly backed up via Veeam and additionally, critical files such as production databases are backed up separately.

The Institution and a majority of college services are migrating to cloud-based models, where hosting of the services is located off-campus at vendor-maintained data locations. This ensures 24/7 access to the entire college population. This encourages cost savings as the vendor takes on administration, maintenance, and redundancy costs instead of on-campus staff and infrastructure costs.

Evidence

| | |
|-------------------------|---|
| 3.10-1 | Board Policy 6200 |
| 3.10-2 | Administrative Procedure 6200 |
| 3.10-3 | COVID-19 Emergency Conditions Allowance Application |
| 3.10-4 | 2023-24 Adopted Budget - Capital Outlay Transfer |
| 3.10-5 | Board Policy 6800 |
| 3.10-6 | Administrative Procedures 6800 |
| 3.10-7 | Injury and Illness Prevention Plan |
| 3.10-8 | Emergency Response Plan 2016 |
| 3.10-9 | Safety Committee Minutes 01.16.2024 |
| 3.10-10 | Staff Ergonomics Evaluation 02.06.2023 |
| 3.10-11 | Loss Control Services Agreement |
| 3.10-12 | 2023-24 SWACC Proforma |
| 3.10-13 | PIPS-SWACC Deck |
| 3.10-14 | BOT Minutes 04.20.2022 |

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

“Academic Freedom is essential to the mission of higher education, which is to allow and promote free inquiry into the environment of human endeavor. The faculty and administration of Barstow Community College jointly accept the responsibility for maintaining an atmosphere in which scholars may freely teach, conduct research, publish, and engage in other scholarly activities.” The aforementioned statements taken from the College catalog, Board Policy, and the Academic Senate Bylaws and Constitution reflect the Institution’s commitment to the principles of academic freedom and freedom of inquiry ([4.1-1](#); [4.1-2](#); [4.1-3](#)).

One example of upholding academic freedom is the selection of the book *There There* by Tommy Orange for the Barstow Reads project, which highlights a variety of events and activities throughout the College and Barstow community around the reading of one common book. This novel, which has been included on challenged and banned book lists, focuses on the lives and experiences of Native Americans living in and around the Oakland, California area and was chosen for its down to earth writing, compelling characters, and real world challenges including racism and domestic violence ([4.1-4](#)).

Another example of the College’s commitment to academic freedom and freedom of inquiry, was an incident in Fall 2020 that involved the use of a book that included references to middle eastern cultural practices that a student felt was in opposition to their religious beliefs. The student was not open to other viewpoints but instead became argumentative with classmates and the instructor, shutting down discussion forum dialog and engagement. Concerns were addressed, and the instructor’s right to continue using the course materials was upheld on the grounds of academic freedom and in support of fostering a learning environment that provides all students access to multiple viewpoints, cultures, and experiences.

Expectations for academic integrity and academic honesty are discussed in all course syllabi, the student handbook, BP 5500 ([4.1-5](#)), and Administrative Policy (AP) 5520 ([4.1-6](#)). Every course syllabus includes a section titled Academic Honesty listed under Academic Standards & Ethics that includes seven bullet points. Five of those bullet points are either definitions of plagiarism or examples of plagiarism. The final bullet point states: “Academic Honesty is expected from all students at Barstow College. Dishonesty in the classroom or laboratory, cheating, plagiarism or knowingly furnishing false information to the College are all grounds for discipline” ([4.1-7](#)). The student handbook ([4.1-8](#)) also explains that academic dishonesty is subject to disciplinary action and refers students to the Student Conduct section in the catalog ([4.1-9](#)). Procedures for addressing instances of academic dishonesty and violations are discussed in AP 5520: Student Discipline.

In Fall 2023, the Institution implemented Symplicity Advocate, a software solution that allows for

reporting and managing student conduct issues including cases of academic dishonesty. When violations occur, the software follows a four-step communication process with the student and appropriate employees regarding academic integrity issues ([4.1-10](#)).

During the self-evaluation process, the Institution identified opportunities for improvement in this area. BP 4030 was last reviewed and updated in 2019; the Academic Senate has committed to reviewing and updating this policy around academic freedom and freedom of inquiry to verify it is as robust as possible, including consequences and processes for violating principles of academic freedom and freedom of inquiry. Updated policies and procedures will be communicated to all stakeholders, including students ([4.1-2](#)).

Evidence

| | |
|------------------------|---|
| 4.1-1 | 2023-24 BCC Catalog - Page 3 |
| 4.1-2 | Board Policy 4030 |
| 4.1-3 | Academic Senate Bylaws and Constitution - Section 3 |
| 4.1-4 | Barstow Reads Flyer 2024 |
| 4.1-5 | Board Policy 5500 |
| 4.1-6 | Administrative Procedures 5520 |
| 4.1-7 | Course Syllabus Template |
| 4.1-8 | Student Handbook - Student Conduct |
| 4.1-9 | BCC Catalog - Pages 43-44 |
| 4.1-10 | Simplicity Advocate Process |

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution's character.

Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the Institution. BP and AP 2510 ([4.2-1](#); [4.2-2](#)) explicitly state the roles, responsibilities and authority given to all constituent groups including the BOT, Superintendent-President, Associated Student Government (ASG), administrators, Academic Senate, BCFA, and CSEA. AP 2510 references the District's obligation to rely primarily upon the advice of the Academic Senate regarding items that fall under the 10+1. Three committees that are related to 10+1, Curriculum, OAC, and DEITC, report directly to the Academic Senate. This AP also calls for the Institution to provide opportunities for students to participate "in formulation and development of College policies and issues" that fall under the 9+1. At least one student representative is a voting member of all participatory governance committees. Additionally, there is one Student Trustee on the Governing Board. In June of 2023, the BOT passed a resolution giving the Student Trustee the right to cast an advisory vote "on issues impacting students" affording "the students with the opportunity to have their position recorded as part of the historical record" ([4.2-3](#); [4.2-4](#)).

The CGC is the body that is "designated to assist in the governance of the District," and membership includes representatives from each constituent group ([4.2-5](#)). CGC is also responsible for the creation and maintenance of the Participatory Governance Handbook which further delineates the roles of each constituent group and each participatory governance committee ([4.2-6](#)). All participatory governance committees report directly to CGC ([4.2-7](#)). BPs and committee information such as

purpose, description, membership, agendas, and minutes are publicly available through BoardDocs ([4.2-8](#)). The handbook and flowchart are available on the participatory governance webpage ([4.2-9](#)).

Evidence of the Institution's decision-making structure and processes at work are made apparent through examples such as the approval of BPs and APs, the Academic Calendar, and institutional plans, as described in the following paragraphs.

AP 7211, "Faculty Service Areas, Minimum Qualifications and Equivalencies," was first brought to CGC as a first read ([4.2-10](#)). It was then brought to Academic Senate for discussion and approval ([4.2-11](#)). After Senate approval it was brought back to CGC for a second read and final approval ([4.2-12](#)) before being presented as an information item to the BOT ([4.2-13](#)).

The Calendar Committee, which consists of representatives from every constituent group, meets annually to create the Academic Calendar ([4.2-14](#)). Decisions that need to be made, such as when to hold In-Service Day, are discussed at the committee and then brought to constituent groups for input before representatives cast final votes ([4.2-15](#)). The Academic Calendar is brought to the BOT for final approval ([4.2-16](#)).

Institutional Plans, which are overseen by committees, are also taken through the participatory governance process. The most recent Professional Development Plan ([4.2-17](#)), for example, was developed by the Professional Development & Recognition Committee (PDRC) which consists of representatives from each constituency group ([4.2-18](#)). The plan, once finalized through the committee's process ([4.2-19](#)), was brought to CGC for review ([4.2-20](#)). The plan was presented to Academic Senate on September 7, 2023, October 5, 2023, and November 2, 2023 ([4.2-21](#); [4.2-22](#); [4.2-23](#)). After final review and approval at Academic Senate, the plan was given final approval by CGC on November 29, 2023 ([4.2-24](#)).

The GP ([4.2-25](#)) and SEA ([4.2-26](#)) plans were developed by the SEA Committee as both plans had a clear, overarching focus on equitable student outcomes. The SEA Committee, whose purpose is to "ensure student access and success in an environment that fosters equity and diversity" consists of representatives from each constituent group ([4.2-27](#)). The GP and SEA plans were both presented to Academic Senate for input ([4.2-28](#); [4.2-29](#)) and to CGC for approval ([4.2-30](#); [4.2-20](#)). The Academic Senate provided a 13-page document ([4.2-31](#)) with feedback for the GP Plan that was incorporated into the plan before submission to the CCCCCO.

Evidence

| | |
|------------------------|---|
| 4.2-1 | Board Policy 2510 |
| 4.2-2 | Administrative Procedure 2510 |
| 4.2-3 | BOT Minutes 06.21.2023 |
| 4.2-4 | Student Trustee Rights Resolution |
| 4.2-5 | CGC Committee Information |
| 4.2-6 | Participatory Governance Handbook |
| 4.2-7 | Committee Flowchart |
| 4.2-8 | List of Committees |
| 4.2-9 | Participatory Governance Committees Webpage |
| 4.2-10 | CGC Minutes 11.24.2021 |

| | |
|------------------------|--|
| 4.2-11 | AS Minutes 12.02.2021 |
| 4.2-12 | CGC Minutes 01.26.2022 |
| 4.2-13 | BOT Minutes 02.16.2022 |
| 4.2-14 | Calendar Committee Information |
| 4.2-15 | Calendar Committee Minutes 09.13.2023 |
| 4.2-16 | BOT Minutes 02.15.2023 |
| 4.2-17 | Professional Development Plan Update 04.24.2023 |
| 4.2-18 | PDRC Committee Information |
| 4.2-19 | PDRC Agenda 02.27.2023 |
| 4.2-20 | CGC Minutes 04.26.2023 |
| 4.2-21 | AS Minutes 09.07.2023 |
| 4.2-22 | AS Minutes 10.05.2023 |
| 4.2-23 | AS Minutes 11.02.2023 |
| 4.2-24 | CGC Minutes 11.29.2023 |
| 4.2-25 | Guided Pathways Plan |
| 4.2-26 | Student Equity & Achievement Plan |
| 4.2-27 | Student Equity & Achievement Committee Information |
| 4.2-28 | AS Minutes 11.17.2022 |
| 4.2-29 | AS Minutes 05.04.2023 |
| 4.2-30 | CGC Minutes 11.30.2022 |
| 4.2-31 | AS Guided Pathways Plan Feedback |

4.3. The institution's decision-making structures and processes are used consistently and effectively to advance the mission and prioritize equitable student outcomes.

Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the Institution via BP and AP 2510 ([4.3-1](#); [4.3-2](#)) and the Participatory Governance Handbook ([4.3-3](#)). The decision-making structure takes shape through participatory governance committees ([4.3-4](#)) that consist of members from each constituent group and/or specific individuals based on their professional role ([4.3-5](#); [4.3-6](#)).

All participatory governance committees participate in an annual Committee Effectiveness Survey to evaluate their structure, process, purpose, and overall effectiveness ([4.3-7](#)). Each spring the OIR sends a survey link to each of the committee chairs and the chairs are asked to provide time during their April or May meeting so that members can complete the survey ([4.3-8](#)). At the beginning of the fall semester, the OIR sends survey results to each committee chair. The chairs are asked to review the results with the committee during the first meeting of the academic year ([4.3-9](#)). During this meeting, the committee memorializes the discussion, including actions to be taken, on the Committee Effectiveness Feedback form and submits the form to OIR ([4.3-10](#)). The OIR then summarizes the survey results and feedback of all committees into one infographic ([4.3-11](#)) that is shared and discussed at the IEC, along with the completed feedback forms ([4.3-12](#)). The infographic is also presented at CGC ([4.3-13](#); [4.3-14](#)).

Many changes have resulted from this committee effectiveness evaluation process. The EMC changed

their membership structure and purpose statement based on discussions regarding the survey results ([4.3-15](#); [4.3-16](#)). The CGC designed and implemented the new “Committee Goals” form based on discussions around their survey results which revealed concerns that some committee members were uncertain about the intended purpose of the committees they served on, and some were frustrated over the sense that some committees were not getting things done. ([4.3-17](#); [4.3-18](#)). Each participatory governance committee is tasked with setting annual goals using this form which is then sent to CGC. At the end of the academic year each committee then resubmits the form with a report out on progress made towards their goals ([4.3-19](#); [4.3-20](#)).

Several examples of effective use of the decision-making structures exist. In Fall 2022, the Associated Student Government (ASG) discussed the idea of the Student Trustee having an advisory vote at Board meetings ([4.3-21](#)). Existing BP 2015 called for “one (1) non-voting student member” on the BOT and allowed the Student Trustee the privilege of participating in discussions. ASG wanted the Student Trustee’s privileges to include the ability to vote and have that vote recorded in the minutes. ASG brought recommended policy changes and a formal resolution to CGC ([4.3-22](#); [4.3-23](#); [4.3-24](#); [4.3-25](#)) and to the BOT ([4.3-26](#); [4.3-27](#)). Since approval of the revised policy, the Student Trustee has been voting at Board of Trustee meetings, and those votes have been recorded in the official meeting minutes ([4.3-28](#); [4.3-29](#)).

The faculty hiring process is data-driven, initiated and justified through program review, and overseen by a taskforce that is composed of appropriate administrators, the Academic Senate President, and additional faculty that represent the Academic Senate ([4.3-30](#)). Programs and departments can request the hire of a new full-time faculty member via a BAP form as part of their program review ([4.3-31](#); [4.3-32](#)). All requests for faculty hires are reviewed, along with data for all programs ([4.3-33](#)), by the taskforce and prioritized for funding. The result, if funding is available, is the hiring of new full-time faculty members ([4.3-34](#)).

Institution-wide input was gathered during the Fall 2023 review and adoption of new ILOs. IEC began the process of reviewing and updating the ILOs; it had been several years since the previous review and with the changing social climate and the necessity to weave equity into all aspects of the Institution, it was determined to be the right time to undertake this project. IEC members brainstormed using Jamboard to list high level hard and soft skills that BCC students should gain from completing instructional programs or receiving services ([4.3-35](#); [4.3-36](#)). Insights were gathered and synthesized into five broad categories with examples and shared at All College where another brainstorming session took place with all employees in attendance ([4.3-37](#); [4.3-38](#)). The results of that session were again synthesized into a final list of five categories with one ILO each and several examples. This final, clean document was shared at IEC, OAC, Academic Senate ([4.3-39](#)) and CGC for input and final approval and adoption ([4.3-40](#); [4.3-41](#)). The final ILOs are now available on the Institution’s website ([4.3-42](#)).

Program review serves as the primary mechanism by which operational units of the College evaluate themselves and have the opportunity to identify needs to advance their goals that must align with the strategic priorities of the Institution. Governance committees and their oversight for the development of institutional plans and monitoring of progress toward meeting the goals outlined in those plans is the other primary means by which decisions are reached. Other important decisions have been made at BCC that have significantly advanced the mission of the College and have prioritized equitable student outcomes but that had not neatly fit within program review or reached through committee work. Here are two examples from the past accreditation cycle.

In 2018, the Vice President of Student Services at BCC requested institutional support to apply for the California Community College Mental Health Services Grant Program. The request was based on several factors. BCC is in the small town of Barstow, which is marked by intergenerational poverty, prevalent drug abuse, and few mental health resources. Some of the few mental health services available are in Victorville (32 miles away) or San Bernardino (71 miles away). For much of the low-income community who lack reliable transportation, this obstacle is insurmountable. At the same time, the Associate Dean of Students had reported that the most common student conduct matters (interpersonal conflict, economic stress, anger management) all relate to mental health issues and that many faculty and staff are not adequately trained to support students with mental health concerns in the classroom and, thus, refer them for conduct issues. Also, Barstow had recently been rocked by the suicides of two local high school students. These tragedies highlighted the urgent need to improve access to mental health care, suicide prevention, screening, and training for educators.

The Executive Cabinet of the College agreed to support BCC's application for the Mental Health Services Grant Program and in 2018 was informed by the CCCCCO that it was awarded \$500,000 to be expended over a three-year period. In 2019, the BCCD Board established a full-time Mental Health counselor position which was filled in 2020 by Dr. Christa Banton ([4.3-43](#); [4.3-44](#)). Under Dr. Banton's leadership, the College established The Mindful Space, and, in the Fall 2022, BCC was announced as a winner of the 2022 Active Minds Healthy Campus Award and recognized as one of the healthiest college campuses in the nation. The prestigious award, then in its sixth year, celebrates U.S. colleges and universities that provide access to quality healthcare and not only serve students' physical health but give equal priority and investment to mental health ([4.3-45](#)).

In 2023, the BCCD Board continued to support and prioritize students' mental wellness by absorbing the Mental Health Counselor salary into the District's General Fund budget ([4.3-46](#)). As the College continues to evolve its strategies and support especially for the historically marginalized and underserved students, mental wellness support is becoming increasingly recognized as a primary student retention strategy and pillar upon which equitable student outcomes can be realized.

Another example that highlights how the College's decision-making practices support a climate of collaboration and innovation that advances its mission and prioritizes equitable student outcomes was its decision in 2020 to pursue an unexpected grant opportunity from Growing Inland Achievement (GIA). GIA is a bi-county, educational collaborative in the Inland Empire that brings together leaders in education, civic, and business sectors for an innovation grant opportunity. GIA requested proposals from organizations seeking to place equity at the forefront of their programs to ensure student success. BCC's "Creative Confidence" project proposal was rooted in priorities of its Strategic Plan, leveraged existing partnerships with Barstow Unified School District, the Ministerial Association of Barstow, the Mountain Desert Economic Partnership, and Garner Holt's Education Through Imagination. BCC was among four organizations and the only community college in the Inland Empire to win the 2020 GIA Innovation Award. The "Creative Confidence" program was the first of its kind to target 8th grade African American boys through an innovative approach that centers on the assumption that all students bring culturally informed assets to their learning experiences. It also prioritized hands-on skill development, innovation, mentorship, brotherhood, and leadership ([4.3-47](#)).

Evidence

[4.3-1](#)

[Board Policy 2510](#)

[4.3-2](#)

[Administrative Procedures 2510](#)

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|-------------------------------|---|
| <u>4.3-3</u> | <u>Participatory Governance Handbook</u> |
| <u>4.3-4</u> | <u>Committee Flowchart</u> |
| <u>4.3-5</u> | <u>CGC Committee Information</u> |
| <u>4.3-6</u> | <u>EMC Committee Information</u> |
| <u>4.3-7</u> | <u>Committee Effectiveness Survey</u> |
| <u>4.3-8</u> | <u>PRSC Agenda 04.10.2023</u> |
| <u>4.3-9</u> | <u>PRSC Minutes 08.14.2023</u> |
| <u>4.3-10</u> | <u>Completed Feedback Form - PRSC</u> |
| <u>4.3-11</u> | <u>2022-23 Committee Effectiveness Survey - Feedback Presentation</u> |
| <u>4.3-12</u> | <u>Combined Committee Effectiveness Feedback Forms 2021-22</u> |
| <u>4.3-13</u> | <u>IEC Minutes 10.17.2023</u> |
| <u>4.3-14</u> | <u>CGC Minutes 10.25.2023</u> |
| <u>4.3-15</u> | <u>EMC Survey Results 2022-23</u> |
| <u>4.3-16</u> | <u>EMC Committee Effectiveness Feedback 2022-23</u> |
| <u>4.3-17</u> | <u>CGC Survey Results 2021-22</u> |
| <u>4.3-18</u> | <u>CGC Committee Effectiveness Feedback 2021-22</u> |
| <u>4.3-19</u> | <u>OAC Goals Form</u> |
| <u>4.3-20</u> | <u>IEC Goals Form</u> |
| <u>4.3-21</u> | <u>ASG Minutes 10.27.2022</u> |
| <u>4.3-22</u> | <u>CGC Minutes 10.26.2022</u> |
| <u>4.3-23</u> | <u>CGC Minutes 03.29.2023</u> |
| <u>4.3-24</u> | <u>Student Trustee Resolution</u> |
| <u>4.3-25</u> | <u>Board Policy 2015</u> |
| <u>4.3-26</u> | <u>BOT Minutes 03.15.2023</u> |
| <u>4.3-27</u> | <u>BOT Minutes 04.19.2023</u> |
| <u>4.3-28</u> | <u>BOT Minutes 07.19.2023</u> |
| <u>4.3-29</u> | <u>ASG Minutes 04.20.2023</u> |
| <u>4.3-30</u> | <u>Administrative Procedures 7120</u> |
| <u>4.3-31</u> | <u>Political Science PR 2022-23</u> |
| <u>4.3-32</u> | <u>Political Science BAP 2022-23</u> |
| <u>4.3-33</u> | <u>Faculty Hiring Data Fall 2022</u> |
| <u>4.3-34</u> | <u>BOT Minutes 06.21.2023-Lenerville Hire</u> |
| <u>4.3-35</u> | <u>IEC Minutes 11.15.2022-ILO Jamboard</u> |
| <u>4.3-36</u> | <u>IEC ILO Jamboard 11.15.2022</u> |
| <u>4.3-37</u> | <u>All College Agenda 12.06.2022-ILOs</u> |
| <u>4.3-38</u> | <u>All College ILO Jamboard 12.06.2022</u> |
| <u>4.3-39</u> | <u>AS Minutes 03.02.2023</u> |
| <u>4.3-40</u> | <u>CGC Minutes 03.29.2023-ILOs</u> |
| <u>4.3-41</u> | <u>Final ILOs - Approved April 2023</u> |
| <u>4.3-42</u> | <u>Institutional Learning Outcomes (ILOs) Webpage</u> |
| <u>4.3-43</u> | <u>BOT Mental Health Counselor Position Approval 02.20.2019</u> |
| <u>4.3-44</u> | <u>BOT Mental Health Counselor Hire 08.19.2020</u> |
| <u>4.3-45</u> | <u>Active Minds Healthy Campus Award Press Release 03.08.2022</u> |

[4.3-46](#) [BOT Mental Health Counselor General Fund Approval 08.16.2023](#)

[4.3-47](#) [Creative Confidence Showcase Press Release 05.18.2022](#)

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

BP 2200 – *Board Duties and Responsibilities* – delineates the responsibilities of the BOT. These include monitoring institutional performance and educational quality and assuring the fiscal health and stability of the Institution. The Board responsibilities listed in BP 2200 adopted in 2017 that most closely align to this standard include:

1. Represent the public interest
2. Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
5. Assure fiscal health and stability
6. Monitor institutional performance and educational quality
7. Advocate and protect the District

Through the process of the institutional self-evaluation, the College determined the need to update this policy to include the Board’s responsibility to monitor not only educational quality and institutional performance but to explicitly hold itself responsible to monitor the achievement of equitable student outcomes. This revision utilized the College’s policy and procedure review process so that this change was brought to CGC as an information item on March 27, 2024, and approved by the Board on April 17, 2024 ([4.4-1](#); [4.4-2](#); [4.4-3](#)).

Board responsibilities are also published on page 9 of the *Barstow Community College Participatory Governance Handbook of Barstow Community College District 2020-2023*. As BP 2200 was revised to include the Board’s responsibility to monitor equitable student outcomes, this change was also applied to the language in the BCC Participatory Governance Handbook ([4.4-4](#)).

Throughout the past cycle of accreditation, the Barstow Community College District (BCCD) Board has regularly reviewed key indicators of student learning and achievement and institutional goals for improving academic quality and equitable outcomes through multiple mechanisms. Board goals have consistently included a long-term goal to “ensure that the College: a) aligns student success goals with the State’s Vision for Success, as required by legislation, b) monitors student performance data that includes disaggregated data by student groups, and c) provides action plans including Institution-set Standards, stretch goals, and timelines to improve student outcomes. Areas of focus include equitable access and outcomes, degree and certificate completion, transfer, job placement, and wage gains for CTE completers” ([4.4-5](#); [4.4-6](#)). As part of its annual self-evaluation, the Board assesses its effectiveness in monitoring this goal, among all the others that are reviewed and updated annually.

In 2023, the Board adopted a new goal, goal #7, which codifies its expectation for a set of regular reports including annual presentations on implementation of the Strategic Plan, Performance on the VFS goals, and performance in relation to Institution-set Standards ([4.4-6](#); [4.4-7](#)).

Through its annual evaluation of the Superintendent-President, the Board regularly monitors institutional performance and the achievement of equitable student outcomes, as the first section of

the Superintendent-President's goals delineates each of the CCCC VFS goals. Each year the Board is provided actual outcome results to review as it conducts an evaluation of the Superintendent-President's performance ([4.4-8](#); [4.4-9](#)).

The Executive Director of Research, Planning and Development regularly presents to the Board, outcomes for each of the VFS goals. She has also regularly presented to the Board, progress in implementing the *Barstow Community College 2019 - 2024 Strategic Plan for Transformational Improvement*, which prominently includes as the first of four strategic priorities to *Innovate to Achievable Equitable Student Success* with the concomitant commitment to "focus relentlessly on students' end goals and always design with the student in mind," and to "require high expectations and pair those with high support" ([4.4-10](#); [4.4-11](#)).

The BCCD Board has also consistently included in its annual goals a goal that upholds its commitment to ensure the financial stability of the Institution. BP 6200 – *Budget Preparation* – holds the Board responsible to ensure the fiscal stability of the District and the ability to respond to unforeseen circumstances and emergencies ([4.4-12](#)). In 2021, the Board decided to modify this policy by increasing the unrestricted general fund reserves to a minimum of 25% from what was previously required at "no less than 5 percent" but "above 10 percent." Goal #3 of the BCCD's "ongoing long-term goals" is to "fulfill the Board's responsibility to maintain the fiscal integrity of the District by expecting that the District finances are managed effectively, including maintaining a budget reserve of at least 25%" ([4.4-6](#)). This policy has been consistently upheld since the 2019-2020 budget year with actual audited reserves well above the new 25% minimum requirement. Over the last three years in ascending order reserves have been at 47.86%, 43.89%, and 34.24% ([4.4-13](#); [4.4-14](#)).

The Board regularly reviews key fiscal information and documents regarding the stability of the Institution. The Vice President of Administrative Services provides annual presentations of the tentative and adopted budgets as well as annual presentations on the results of the District's fiscal audit. Each of the audit reports presented to the Board are also published on the College's Administrative Services website ([4.4-15](#); [4.4-16](#); [4.4-17](#)).

BP 2410 - *Board Policies and Administrative Procedures* – establishes that all policies of the Board may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote. This policy ensures that proposed changes or additions are introduced not less than one regular meeting prior to the meeting at which action is recommended. This policy also requires that the Board regularly assesses its policies for effectiveness in fulfilling the District's mission ([4.4-18](#)). The Institution utilizes its governance structure, and the CGC is the body "responsible for ensuring that policies and procedures are reviewed and revised as necessary." Due to the significant number of policies and procedures guiding college operations, and challenges experienced with ensuring timely updates, CGC identified ways to streamline the process so that non-substantive changes to policy and procedure such as updates that reflect changes in titles of individuals, grammatical, or citation numbers, can be changed administratively without having to go through the entire process of review from key stakeholder groups, to Cabinet, to CGC, with the final review and approval to the Board. This change is reflected in BP and AP 2410 – *Board Policies and Administrative Procedures*, which was most recently revised in Fall 2023 ([4.4-19](#); [4.4-20](#); [4.4-21](#); [4.4-22](#)).

Evidence

[4.4-1](#)

[BP 2200 Revised](#)

[4.4-2](#)

[CGC Agenda 03.27.2024 - Item 4.01](#)

| | |
|------------------------|--|
| 4.4-3 | BOT Minutes 04.17.2024 |
| 4.4-4 | Participatory Governance Handbook 2020-2023 |
| 4.4-5 | Board Goals Webpage |
| 4.4-6 | Board Goals 2023-24 |
| 4.4-7 | Board Presentation Calendar 2023-24 |
| 4.4-8 | Superintendent-President's Goals |
| 4.4-9 | Superintendent-President's Evaluation |
| 4.4-10 | BCC Strategic Priority #1 |
| 4.4-11 | Strategic Priority 1 and VFS Board Presentation 05.18.2023 |
| 4.4-12 | Board Policy 6200 |
| 4.4-13 | 2021-22 Budget Reserves |
| 4.4-14 | 2022-23 Budget Reserves |
| 4.4-15 | Audits Webpage |
| 4.4-16 | Fiscal Presentation 02.15.2023 |
| 4.4-17 | Fiscal Presentation 06.21.2023 |
| 4.4-18 | BP-AP Tracker |
| 4.4-19 | Board Policy 2410 |
| 4.4-20 | Administrative Procedures 2410 |
| 4.4-21 | BOT Item 10.01 Approval 11.15.2023-AP 2410 |
| 4.4-22 | BOT Item 10.03 Approval 12.20.2023-BP 2410 |

4.5. The governing board selects the institution’s chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

As demonstrated in BP 2431, “President Selection,” the Governing Board selects the Chief Executive Officer (CEO), or Superintendent-President, after a fair and open search process to fill a vacancy ([4.5-1](#)). The most recent vacancy, selection process, and appointment was in May of 2017 when current Superintendent-President, Dr. Eva Bagg was appointed ([4.5-2](#); [4.5-3](#)).

Per BP 2430, “Delegation of Authority to District President,” the Governing Board, “delegates to the Superintendent-President, the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action” ([4.5-4](#)). This policy also states that the Superintendent-President is expected to fulfill the duties included in the job description ([4.5-5](#)) and “other responsibilities as may be determined in annual goal setting or evaluation sessions.”

The Superintendent-President is evaluated annually at the BOT Retreat ([4.5-6](#)), following BP and AP 2435 ([4.5-7](#); [4.5-8](#)). The evaluation process and criteria are agreed upon by the Board and the Superintendent-President and align with BP 2430, BP 2435, the Superintendent-President job description, and the contract of employment ([4.5-9](#)). The Superintendent-President's goals are directly aligned with the Institution’s VFS Goals ([4.5-10](#)).

Evidence

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|-----------------------|-----------------------------------|
| 4.5-1 | Board Policy 2431 |
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|------------------------|---|
| 4.5-2 | BOT Agenda 05.11.2017 |
| 4.5-3 | BOT Minutes 05.17.2017 |
| 4.5-4 | Board Policy 2430 |
| 4.5-5 | Superintendent-President's Job Description |
| 4.5-6 | BOT Retreat Minutes 08.31.2022 |
| 4.5-7 | Board Policy 2435 |
| 4.5-8 | Administrative Procedure 2435 |
| 4.5-9 | Superintendent-President Contract-Evaluation Criteria |
| 4.5-10 | President's Goals & Vision for Success Dashboard |

4.6. The governing board functions effectively as a collective entity to promote the institution’s values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Governing Board works as a collective unit to identify its duties and responsibilities. This includes establishing policies that 1) “define the institutional mission and set prudent, ethical and legal standards for college operations” ([4.6-1](#)), 2) set parameters for the annual organization of the Board regarding electing officers and setting the regular meeting schedule ([4.6-2](#); [4.6-3](#)), and 3) establish criteria for holding meetings, agenda preparation and voting in order to conduct the business of the Board ([4.6-4](#); [4.6-5](#); [4.6-6](#); [4.6-7](#); [4.6-8](#)).

The Board demonstrates its commitment to promoting the Institution’s values and mission. Through Board action, Trustee Paul Wilkey and Superintendent-President Dr. Eva Bagg attended the California Community Colleges Trustee Fellowship Program in 2020. Following the Fellowship Program, they shared & discussed information with the rest of the Board, during a study session at the August 19, 2020 Board Meeting, regarding how the Board can support change by Supporting a College-Wide Student Success Agenda ([4.6-9](#); [4.6-10](#)). Another example of the Board’s action is through the adoption of Resolution No. 09/2020-2021 ([4.6-11](#)), Affirming BCCD to DEI at the June 16, 2021, Board meeting ([4.6-12](#)). The Board also, with the assistance of legal counsel, conducted a comprehensive review and revision of its BP and AP (formerly BP/AP 5550) on Speech: Time, Place, Manner. The revisions moved the BP/AP from Chapter 5 Student Services to Chapter 3 General Institution and language was also added to further strengthen the District’s commitment to assuring that all persons may exercise their constitutional rights protected under the First Amendment to the United States Constitution and California Constitution ([4.6-13](#); [4.6-14](#); [4.6-15](#); [4.6-16](#)). After a thorough and collaborative process, the Board, at the December 20, 2023 Board Meeting, approved revisions to the District’s mission, vision & values ensuring a message of DEI are reflected ([4.6-17](#)).

The Board’s policies on Code of Ethics, Standards of Practice, and Conflict of Interest require that Board members maintain high standards of ethical conduct independent of undue influence, and the Board has shown their commitment to act accordingly ([4.6-18](#); [4.6-19](#)). On February 17, 2016, the Board adopted an opening statement to be read aloud at the beginning of each Board meeting and printed on each Board agenda. The statement confirms their commitment to behave according to their Code of Ethics and act in the public’s trust ([4.6-20](#); [4.6-21](#)). These policies were recently put into action when an employee of a long-standing business partner, Heftel Broadcasting, a local radio station used for advertising, was elected as a Trustee.

The Board had questions about whether this was a conflict of interest which might prevent the newly elected Trustee from taking office or if the District would be prevented from doing business with Heftel Broadcasting in the future. Per BP 2710 ([4.6-19](#)), they sought advice from legal counsel and were advised how to proceed to ensure transparency and compliance with the law. The Trustee is not involved in any discussion regarding Heftel Broadcasting in his role as a Trustee or in his role as an employee at the broadcasting company with regards to establishing contracts or payment of services. For each item of business that the Board acts on, with regards to this broadcasting company, a statement is listed on the Board agenda identifying the conflict and stating that the Trustee will recuse himself from this item and refrain from participating in the decision. During the meeting, the statement is read aloud, and the Trustee recuses himself from the discussion and the vote by leaving the boardroom. These steps are also recorded in the Board meeting minutes ([4.6-22](#)).

On an annual basis and in compliance with BP 2710 and AP 2712, ([4.6-19](#); [4.6-23](#)) Trustees complete and file their Form 700 Statements of Economic Interest, disclosing assets of income and preventing members from making or participating in Board decisions which may foreseeably have a material effect on their financial interest ([4.6-24](#)). The Board has also established, through BP 2715, the criteria and steps for censure when Trustee misconduct has occurred ([4.6-18](#)). There have been no instances of censure brought into question about any Board members.

The BOT has established communication protocols stating that as a Trustee they are advocates and ambassadors for the College and they will represent Board decisions and policies when interacting with the public. On May 15, 2019, in advance of the 2020 national, state, and local elections, the Board publicly posted a statement regarding their neutrality regarding measures & candidates, stating that as a Board they do not endorse individual candidates, campaigns or causes ([4.6-25](#)).

The Board often reaches a unanimous decision when voting. As a result of this voting consistency, their 2023 self-evaluation reflected a unanimous score of “strongly agree” for question 3 regarding Board members upholding the final majority decision of the Board ([4.6-26](#)).

The Governing Board’s commitment to Trustee education and ongoing professional development is stated in policy and mentions new Trustee orientation, reoccurring events, self-evaluation, study sessions, as well as providing access to reading materials ([4.6-27](#)). The Board has been very stable over the last 25 years with minimal Trustee turnover. Then in 2022, two Trustees sadly passed away and one Trustee retired, leaving three vacancies. On Wednesday, October 12, 2022, prior to all three seats being filled by appointment, an orientation for the candidates was held. All candidates were in attendance and were given an overview of the District, accreditation, student data, budget, facilities, instructional programs, teaching locations, and student services. Resources, such as the District’s Strategic Priorities, the Participatory Governance Handbook, a District organization chart, Chapters 6 and 7 from the Trustee Handbook, and information on upcoming professional development opportunities were also shared with candidates ([4.6-28](#); [4.6-29](#)). Internal and external documents, handbooks, and publications are kept in the library area of BoardDocs as resources for Board members and are easily accessible as needed ([4.6-30](#)).

The Board also participates in regular professional development. Trustees are provided with a schedule of upcoming annual conferences to choose from, ensuring Trustee participation is equitable, balanced and planned ([4.6-31](#); [4.6-32](#); [4.6-33](#)). In January 2023, the newly appointed Trustees, the Board President, and the Superintendent-President attended the Community College League of

California (CCLC) 2023 Effective Trustee Workshop and Annual Legislative Conference, held in Sacramento, California. New Trustees received education on topics such as The Brown Act, Ethics, Board/CEO Partnerships, the Student-Centered Funding Formula, and the Budget ([4.6-34](#)). The same group is registered to attend the Association of Community College Trustees (ACCT) 2024 National Legislative Summit in Washington DC in February 2024, regarding federal policy issues that impact post-secondary education and students ([4.6-35](#)).

The Board has documented, in policy, its commitment to assessing its own performance to identify its strengths and areas in which it may improve its functioning ([4.6-36](#)). Per this policy, the annual self-evaluation is conducted in the fall, prior to the annual retreat where the results are discussed in an open public meeting. In preparation for their 2023 self-evaluation, the Superintendent-President worked with the Board President to revise the evaluation instrument ensuring all requirements outlined in BP 2745 were included ([4.6-37](#); [4.6-38](#)). The annual Board retreat, held on November 6, 2023, provided additional professional development opportunities by including a presentation from the Academic Senate President regarding academic and professional matters, a tour of a newly adapted lab area containing a state-of-the-art anatomage table (3D virtual visualization system for anatomy and physiology education), and updates from various campus divisions. The Board also reviews progress toward their prior year goals and discusses new goals for the upcoming year during the annual retreat ([4.6-39](#)).

Evidence

| | |
|------------------------|--|
| 4.6-1 | Board Policy 2200 |
| 4.6-2 | Board Policy 2210 |
| 4.6-3 | Board Policy 2305 |
| 4.6-4 | Board Policy 2310 |
| 4.6-5 | Board Policy 2315 |
| 4.6-6 | Board Policy 2320 |
| 4.6-7 | Board Policy 2330 |
| 4.6-8 | Board Policy 2340 |
| 4.6-9 | BOT Presentation-Supporting a College Wide Student Success Agenda 08.19.2020 |
| 4.6-10 | BOT Minutes 08.19.2020 |
| 4.6-11 | Resolution 09/2020-2021 |
| 4.6-12 | BOT Minutes 06.16.2021 |
| 4.6-13 | Board Policy 3900 |
| 4.6-14 | Administrative Procedures 3900 |
| 4.6-15 | BOT Minutes 10.18.2023 |
| 4.6-16 | BOT Minutes 11.15.2023 – AP 3900 |
| 4.6-17 | BOT Minutes 12.20.2023 |
| 4.6-18 | Board Policy 2715 |
| 4.6-19 | Board Policy 2710 |
| 4.6-20 | BOT Certificate of Minutes 02.17.2016 |
| 4.6-21 | BOT Agenda 11.15.2023 |
| 4.6-22 | BOT Minutes 09.20.2023 |
| 4.6-23 | Administrative Procedures 2712 |
| 4.6-24 | Form 700 - Trustees |

| | |
|-------------------------------|--|
| <u>4.6-25</u> | <u>BOT Certificate of Minutes 05.15.2019</u> |
| <u>4.6-26</u> | <u>Board Self-Evaluation 2023</u> |
| <u>4.6-27</u> | <u>Board Policy 2740</u> |
| <u>4.6-28</u> | <u>Board Orientation-Welcome Letter</u> |
| <u>4.6-29</u> | <u>BOT Orientation Presentation-Accreditation and Students</u> |
| <u>4.6-30</u> | <u>BoardDocs Library Index</u> |
| <u>4.6-31</u> | <u>2023-24 Conference Schedule</u> |
| <u>4.6-32</u> | <u>Spring 2023 Conference Schedule</u> |
| <u>4.6-33</u> | <u>Spring 2022 Conference Schedule</u> |
| <u>4.6-34</u> | <u>Effective Trustee Workshop – Agenda and Registration</u> |
| <u>4.6-35</u> | <u>ACCT Conference 2024</u> |
| <u>4.6-36</u> | <u>Board Policy 2745</u> |
| <u>4.6-37</u> | <u>2022 Self-Evaluation Instrument</u> |
| <u>4.6-38</u> | <u>2023 Self-Evaluation Instrument</u> |
| <u>4.6-39</u> | <u>Board Retreat Minutes 11.06.2023</u> |

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

Standard 1: Mission and Institutional Effectiveness

| Required Item | Documentation |
|---|---|
| i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1) | CCCCO List of Colleges ; Board Policy 1100 ; ACCJC List of Accredited Colleges |
| ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution | Board Policy 1200 (see 1.1-23); Administrative Procedures 1200 (see 1.2-24) |
| iii. Documentation of the governing board's approval of the institutional mission (ER 6) | BOT Minutes 01.17.2024 ; Board of Trustees Minutes 12.20.2023 (see 1.1-16 , 4.6-17) |
| iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution | IEC Minutes 08.15.2023 (see 1.2-3 , 1.3-1 , 1.5-28) |
| v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11) | Institution-Set Standards Webpage (see 1.2-10 , 1.3-6 , 2.7-52); 2023 ACCJC Annual Report (see 1.2-1 , 1.3-7 , 1.5-25) |

Standard 2: Student Success

| Required Item | Documentation |
|---|---|
| <p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) <p>(See Commission Policy on Credit Hour, Clock Hour, and Academic Year)</p> | <p>2023-24 BCC Catalog (see 2.2-17, 2.4-3, 2.4-5, 2.7-64, 4.1-1, 4.1-9); Board Policy 4025 (see 2.3-2); Administrative Procedures 4025 (see 2.3-3); Board Policy 4020 (see 2.1-2); Administrative Procedures 4020 (see 2.1-3)</p> |
| <p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> Any established criteria the institution uses regarding the transfer of credit earned at another institution Any types of institutions or sources from which the institution will not accept credits A list of institutions with which the institution has established an articulation agreement Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See Policy on Transfer of Credit</p> | <p>Board Policy 4050; Administrative Procedures 4050; Board Policy 4235; Administrative Procedures 4235; BCC Catalog 2023-24 - Transfer of Credit (see 2.2-17, 2.4-3, 2.4-5, 2.7-64, 4.1-1, 4.1-9); List of Articulation Agreements</p> |
| <p>iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)</p> | <p>Administrative Procedures 5010; 2023-24 BCC Catalog (see 2.2-17, 2.4-3, 2.4-5, 2.7-64, 4.1-1, 4.1-9)</p> |
| <p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> Evidence that these policies/procedures are accessible to students in the catalog and online; Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs | <p>Board Policy 5500; (see 4.1-5); Administrative Procedures 5520 (see 4.1-6); Filing Complaints with ACCJC</p> |
| <p>v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating:</p> <ul style="list-style-type: none"> Accurate and consistent implementation of complaint policies and procedures No issues indicative of noncompliance with Standards | <p>No link required; to be verified by the team during in-person site visit</p> |
| <p>vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup</p> | <p>No link required; to be verified by the team during in-person site visit</p> |

| Required Item | Documentation |
|---|---|
| vii. Documentation of the institution's policies and/or practices for the release of student records | Board Policy 5040 ; Administrative Procedures 5040 |
| viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination | Board Policy 4020 (see 2.1-2); Administrative Procedures 4020 (see 2.1-3); Administrative Procedures 4021 |
| FOR TITLE IV PARTICIPANTS: | |
| ix. Documentation of institution's implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> Findings from any audits and program/other review activities by the U.S. Department of Education (ED) Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV | Board Policy 4020 (see 2.1-2); Administrative Procedures 4020 (see 2.1-3) Audit Example: 2021-22 Audit (see 3.6-15); 2021-22 Corrective Action Plan (see 3.6-13); 2021-22 Corrective Action Plan Summary (see 3.6-14) |
| FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION: | |
| x. Documentation of institution's : <ul style="list-style-type: none"> Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) Policies regarding protection of student privacy See Policy on Distance Education and on Correspondence Education | Board Policy 4105 (see 2.6-15); Administrative Procedures 4105 (see 2.6-16); DE Policies and Guidelines Packet (see 2.6-20); DE Substantive Change Application and Approval Letter – February 2024 |
| REQUIRED ONLY IF APPLICABLE | |
| xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum | 2023-24 BCC Catalog (see 2.2-17 , 2.4-3 , 2.4-5 , 2.7-64 , 4.1-1 , 4.1-9) |
| xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit | Board Policy 4235 ; Administrative Procedures 4235 ; 2023-24 BCC Catalog (see 2.2-17 , 2.4-3 , 2.4-5 , 2.7-64 , 4.1-1 , 4.1-9) |
| xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services | NetTutor Agreement ; Care Solace Agreement ; SenSource Agreement |

| Required Item | Documentation |
|--|--|
| xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs | Board Policy 5500 (see 4.1-5); Administrative Procedures 5530 ; Student Conduct Process ; Student Handbook- Student Conduct (see 4.1-8) <i>*BCC does not conform to any specific worldviews or beliefs</i> |

Standard 3: Infrastructure and Resources

| Checklist Item | Documentation |
|---|--|
| i. Written policies and procedures for human resources, including hiring procedures | Board Policy 7120 (see 3.1-12); Administrative Procedures 7120 (see 3.1-17 , 4.3-30) |
| ii. Employee handbooks or similar documents that communicate expectations to employees | BCFA CBA (see 2.6-18 , 3.2-1 , 3.2-2 , 3.2-3 , 3.3-5 , 3.3-7 , 3.3-8 , 3.3-11 , 3.3-12); CSEA CBA (see 3.2-9 , 3.2-10 , 3.3-14 , 3.3-16); Board Policy 3050 ; Administrative Procedures 3050 |
| iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5) | 2019-2020 Final Audit Report ; 2021 Final Financials ; 2022 Final Financial Statements ; Final Audit Report – June 30, 2023 ; 2021-22 Foundation Audit |
| iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems) | Board Policy 6200 (see 3.4-1 , 3.5-11 , 3.7-5 , 3.10-1 , 4.4-12); Administrative Procedures 6200 (see 3.5-12 , 3.7-6 , 3.10-2); Budget Development Calendar 2023-24 (see 3.4-3 , 3.5-2); Program Review & Budget Cycle – PR Handbook (see 3.4-14) |
| v. Policies guiding fiscal management (e.g., related to reserves, budget development) | Board Policy 6250 ; Administrative Procedures 6250 ; Board Policy 6300 ; Administrative Procedures 6300 (see 3.6-19) |
| vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems | Board Policy 3720 (see 3.9-7); Administrative Procedures 3720 (see 3.9-8) |
| FOR TITLE IV PARTICIPANTS: | |
| vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue | 2022-23 Financial Aid Policies & Procedures ; Contract: Educational Credit Management Corporation ; BCC Financial Aid Direct Loan Quality Assurance Process |

| REQUIRED ONLY IF APPLICABLE | |
|---|--|
| viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations | N/A |
| ix. Written code of professional ethics for all personnel including consequences for violations | Board Policy 3050: Administrative Procedures 3050 |

Standard 4: Governance and Decision-Making

| Checklist Item | Documentation |
|---|---|
| i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer | Board Policy 2431 (see 4.5-1); Board Policy 2435 (see 4.5-7); Administrative Procedures 2435 (see 4.5-8) |
| ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4) | Board Policy 2210 (see 4.6-2); BOT Minutes 12.21.2022 ; BOT Minutes 12.20.2023 (see 1.1-16 , 4.4-22 , 4.6-17) |
| iii. Governing board policies/procedures/bylaws related to Board Ethics | Board Policy 2715 (see 4.6-18) |
| iv. Governing board policies/procedures/bylaws related to conflict of interest | Board Policy 2710 ; (see 4.6-19); Administrative Procedures 2710 ; Administrative Procedures 2712 (see 4.6-23) |

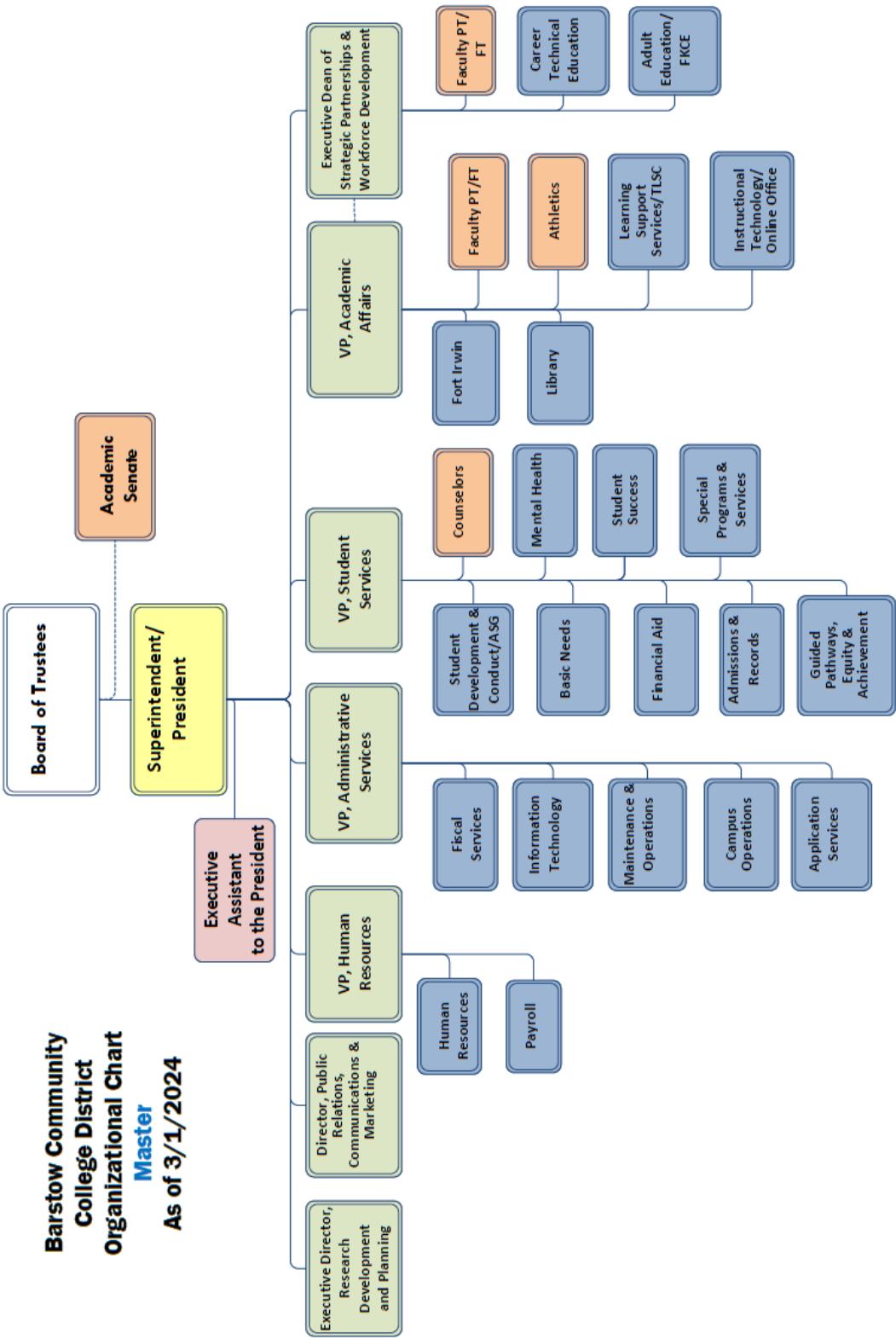
Other Federal Regulations and Related Commission Policies

| Checklist Item | Documentation: |
|--|---|
| i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions , Section D | Third Party Webpage and Hyperlink to ACCJC Form ; BOT Minutes 06.20.2024 |
| ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status | BCC Accreditation Webpage |

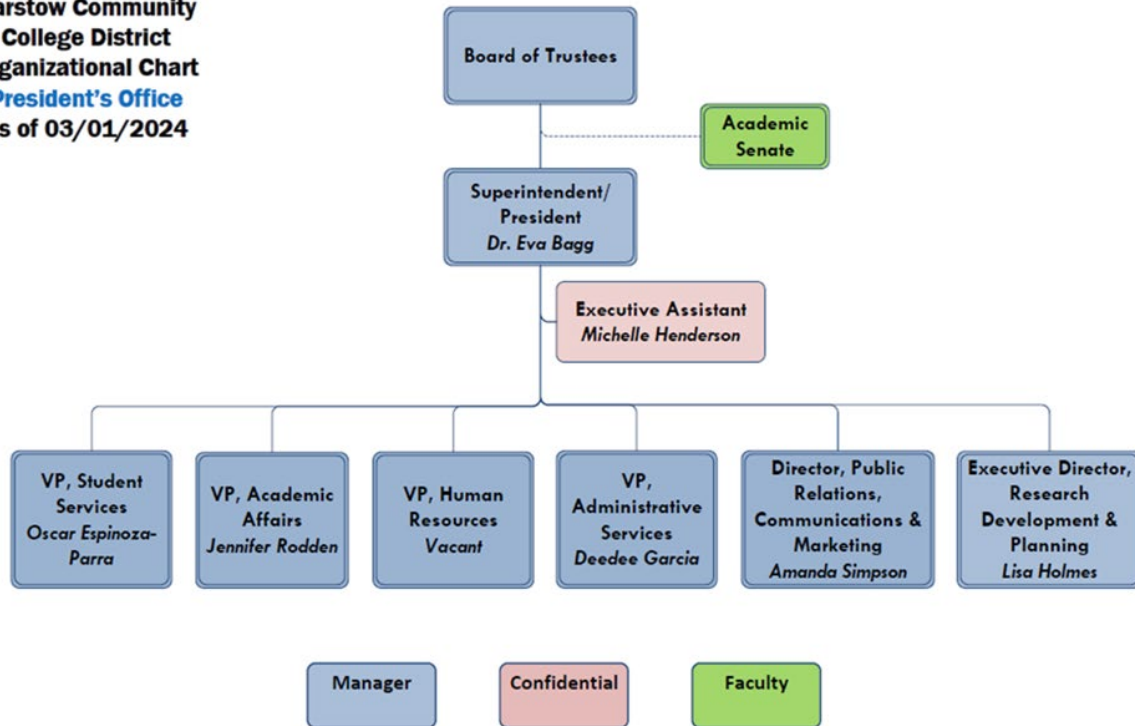
D. Appendix 1: Verification of Catalog Requirements (ER 20)

| REQUIRED ELEMENT | CATALOG LOCATION |
|---|--|
| General Information | |
| Official Name, Address(es), Telephone Number(s), and Website Address of the Institution | 1 |
| Educational Mission | 4 |
| Representation of accredited status with ACCJC, and with programmatic accreditors, if any | 3 |
| Course, Program, and Degree Offerings | 63-214 |
| Student Learning Outcomes of Programs and Degrees | 63-135 |
| Academic Calendar and Program Length | Academic Calendar: 1 Program Length: 53-55 |
| Academic Freedom Statement | 3 |
| Available Student Financial Aid | 18 |
| Available Learning Resources | 30 |
| Names and Degrees of Administrators and Faculty | 215-217 |
| Names of Governing Board Members | 2 |
| Requirements | |
| Admissions | 8 |
| Student Tuition, Fees, and Other Financial Obligations | 16 |
| Degrees, Certificates, Graduation and Transfer | Degrees & Certificates: 53-55 Graduation: 52 Transfer: 56-61 |
| Major Policies and Procedures Affecting Students | |
| Academic Regulations, including Academic Honesty | Academic Regulations: 31-44 Academic Honesty: 41 |
| Nondiscrimination | 3 |
| Acceptance and Transfer of Credits | 44-52 |
| Transcripts | 35-36 |
| Grievance and Complaint Procedures | 43 |
| Sexual Harassment | 42-43 |
| Refund of Fees | 17 |
| Locations or Publications Where Other Policies May be Found | |
| BoardDocs | BCC BoardDocs Link |

E. Appendix 2: Organizational Structure



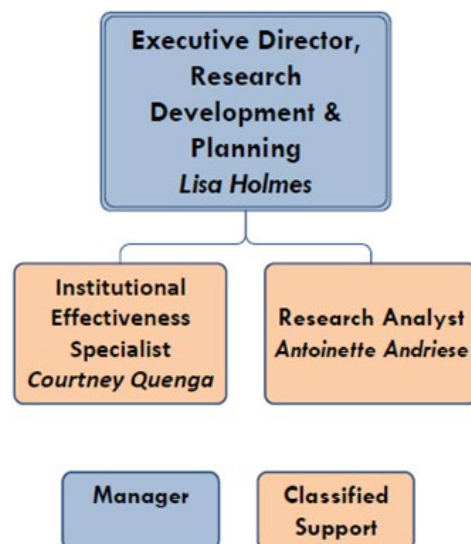
**Barstow Community
College District
Organizational Chart
President's Office
As of 03/01/2024**



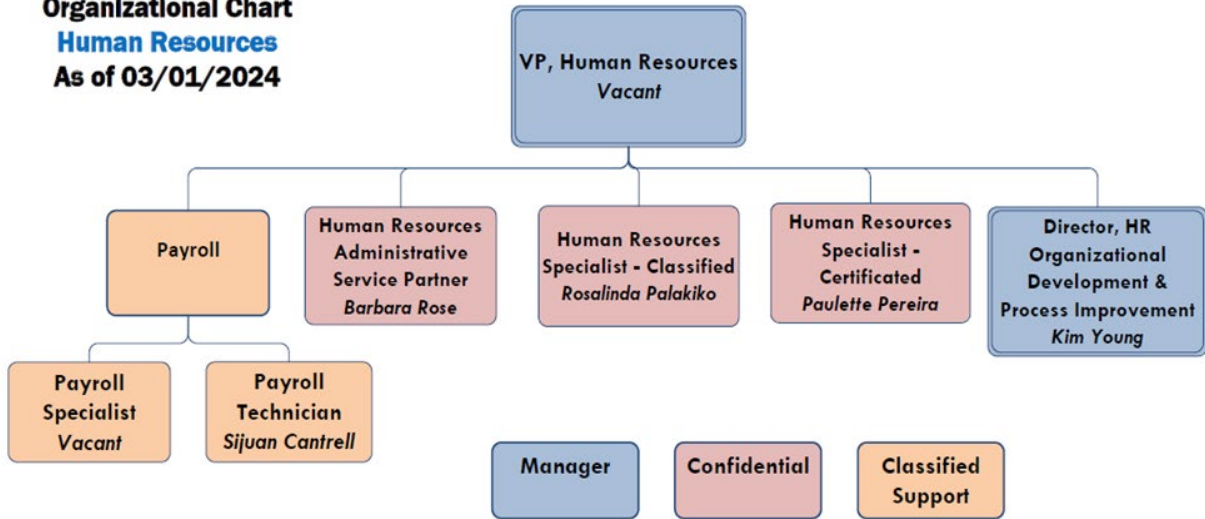
**Barstow Community
College District
Organizational Chart
Public Information
As of 03/1/2024**



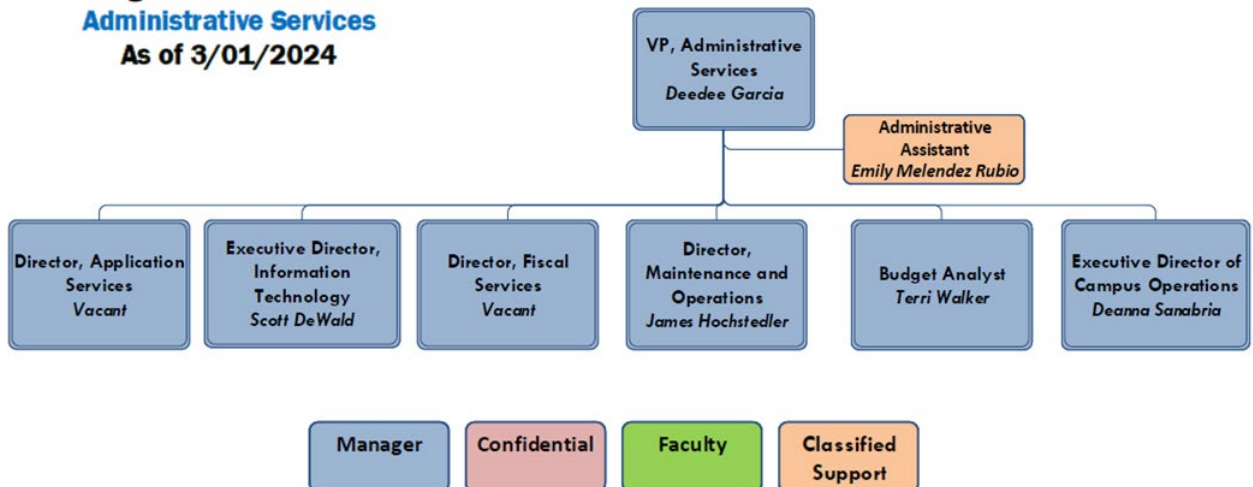
**Barstow Community
College District
Organizational Chart
Research and Planning
As of 03/01/2024**



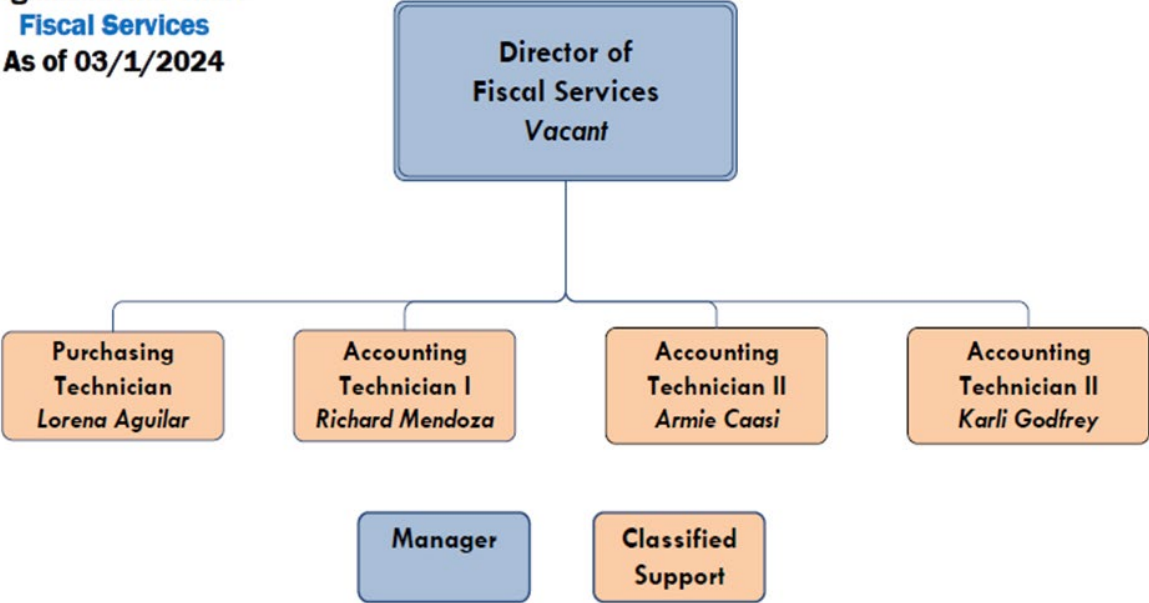
**Barstow Community
College District
Organizational Chart
Human Resources
As of 03/01/2024**



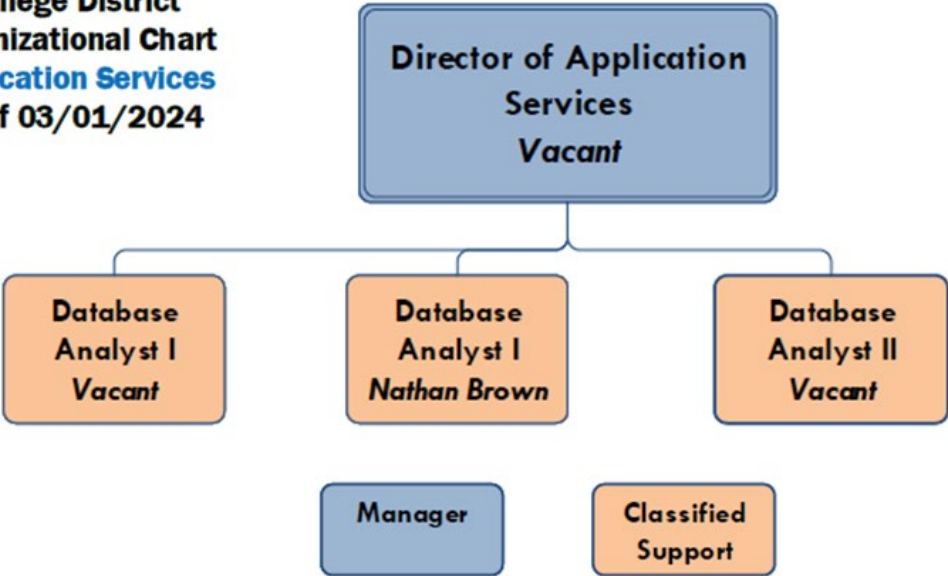
**Barstow Community
College District
Organizational Chart
Administrative Services
As of 3/01/2024**



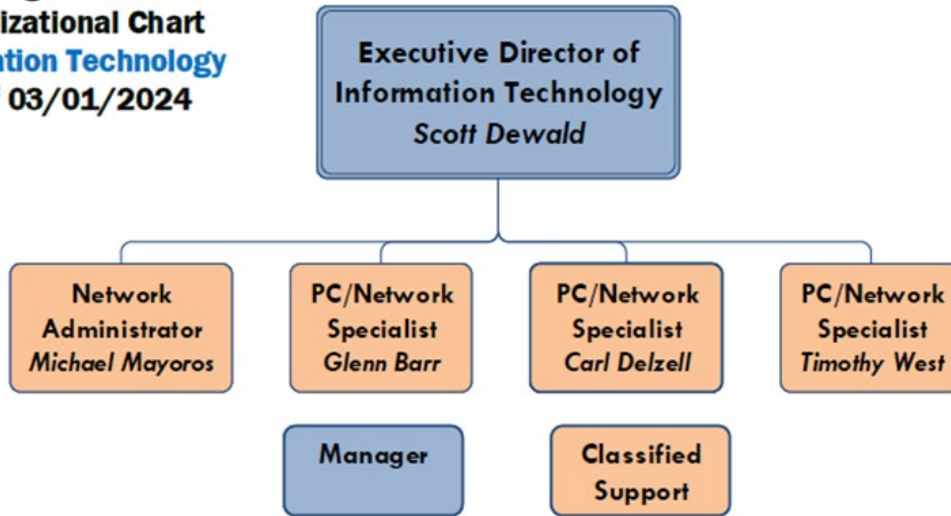
Barstow Community
College District
Organizational Chart
Fiscal Services
As of 03/1/2024



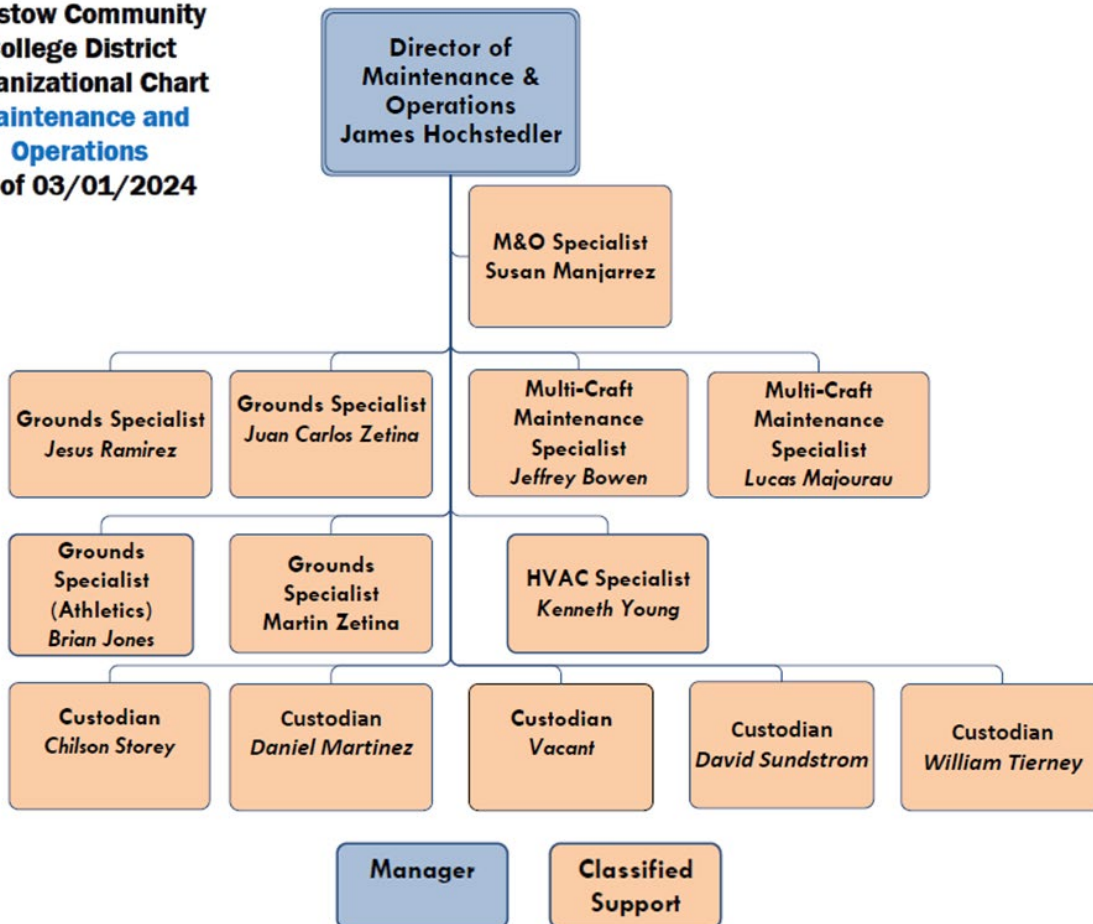
Barstow Community
College District
Organizational Chart
Application Services
As of 03/01/2024



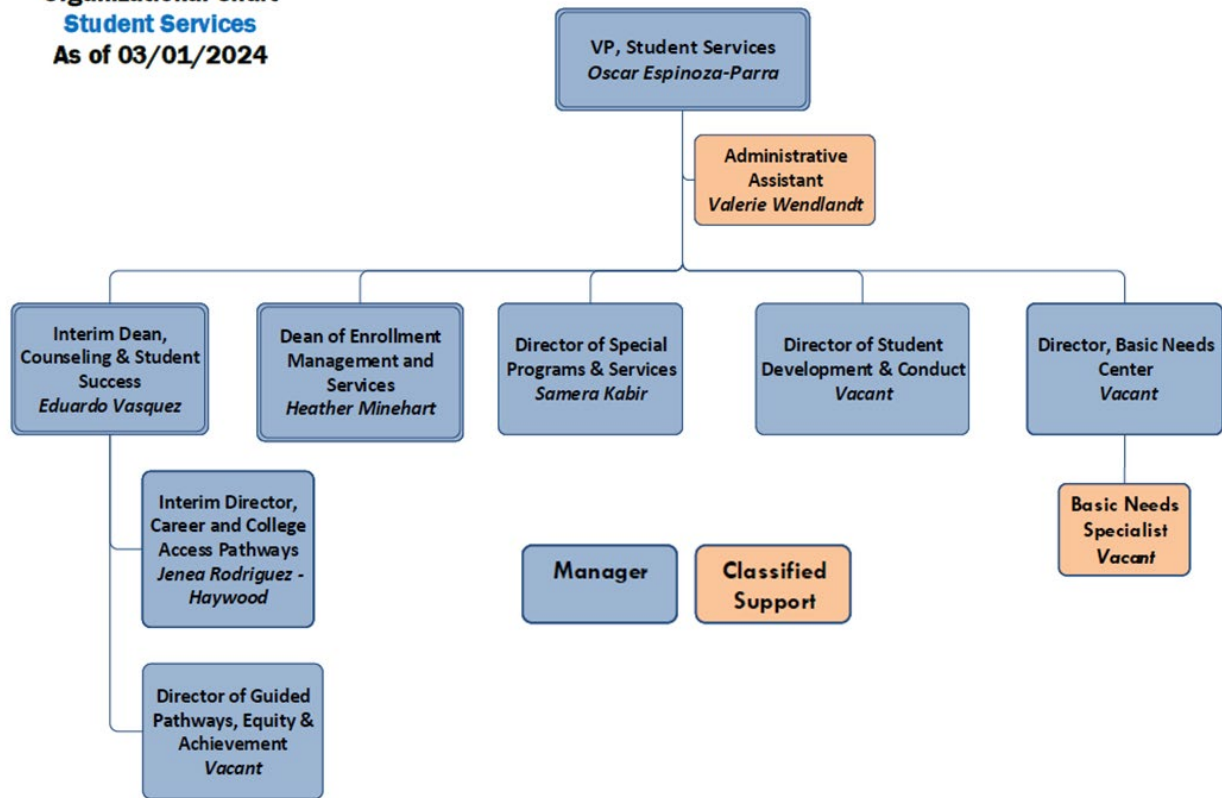
**Barstow Community
College District
Organizational Chart
Information Technology
As of 03/01/2024**



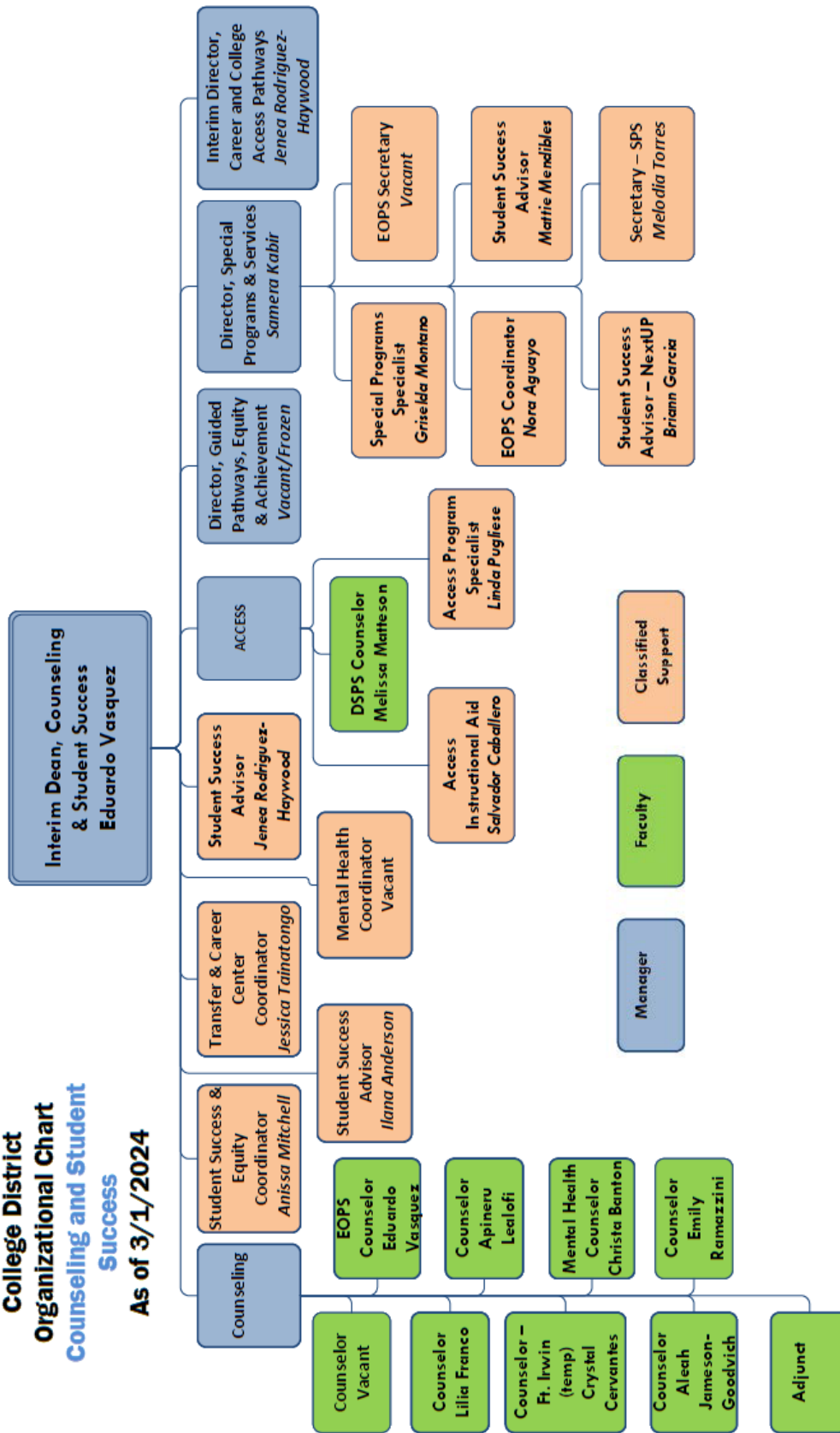
**Barstow Community
College District
Organizational Chart
Maintenance and
Operations
As of 03/01/2024**



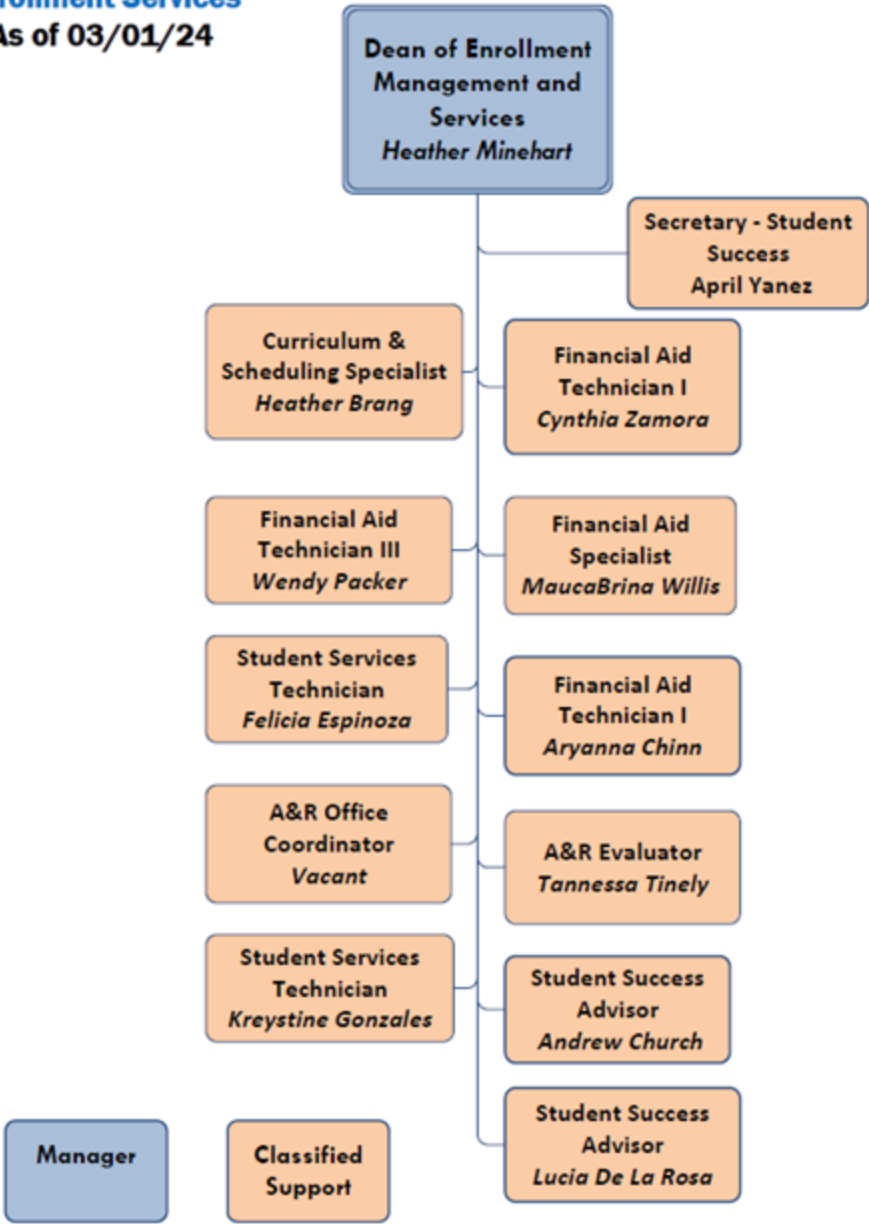
**Barstow Community
College District
Organizational Chart
Student Services
As of 03/01/2024**



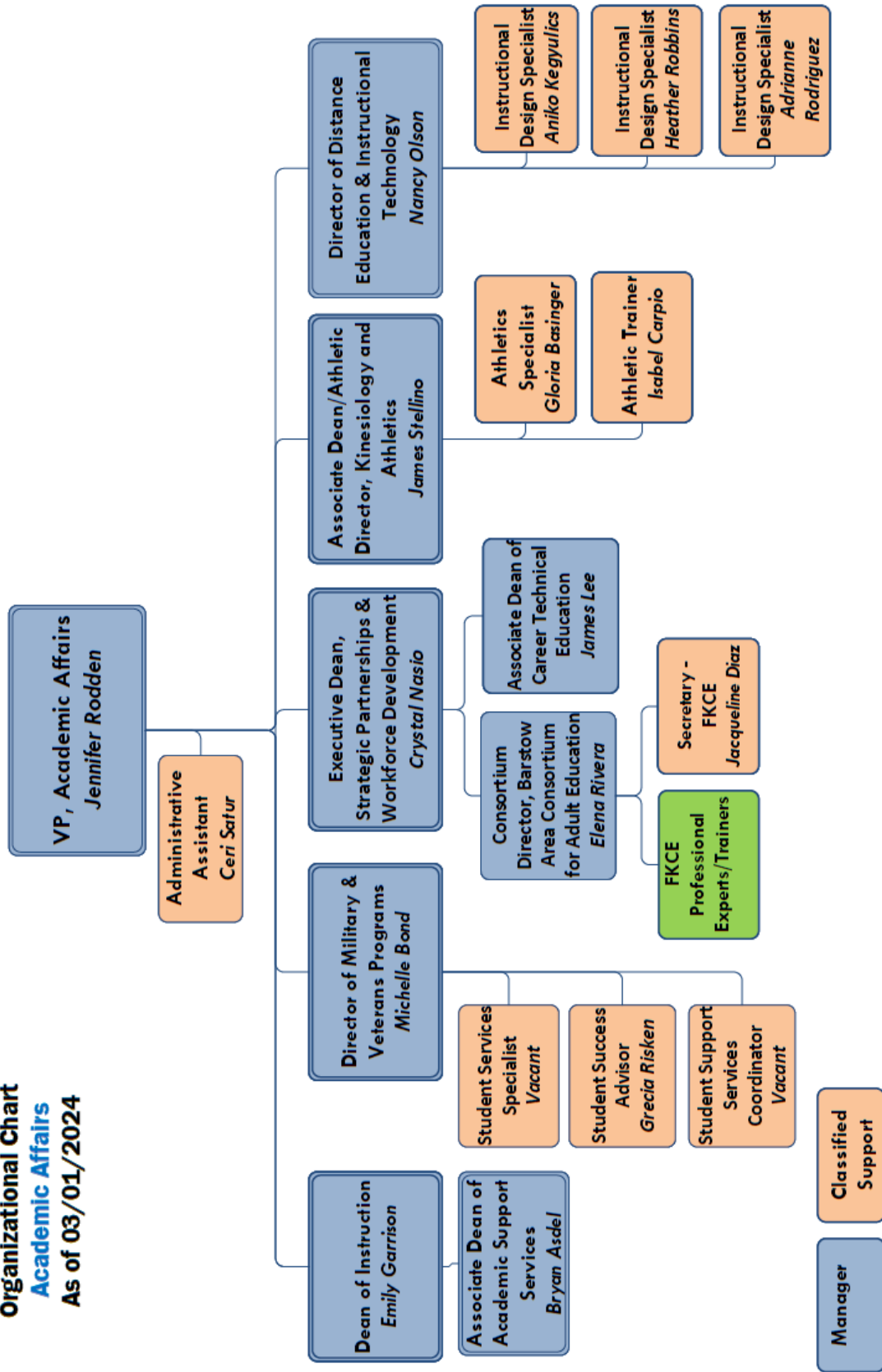
**Barstow Community
College District
Organizational Chart
Counseling and Student
Success**
As of 3/1/2024



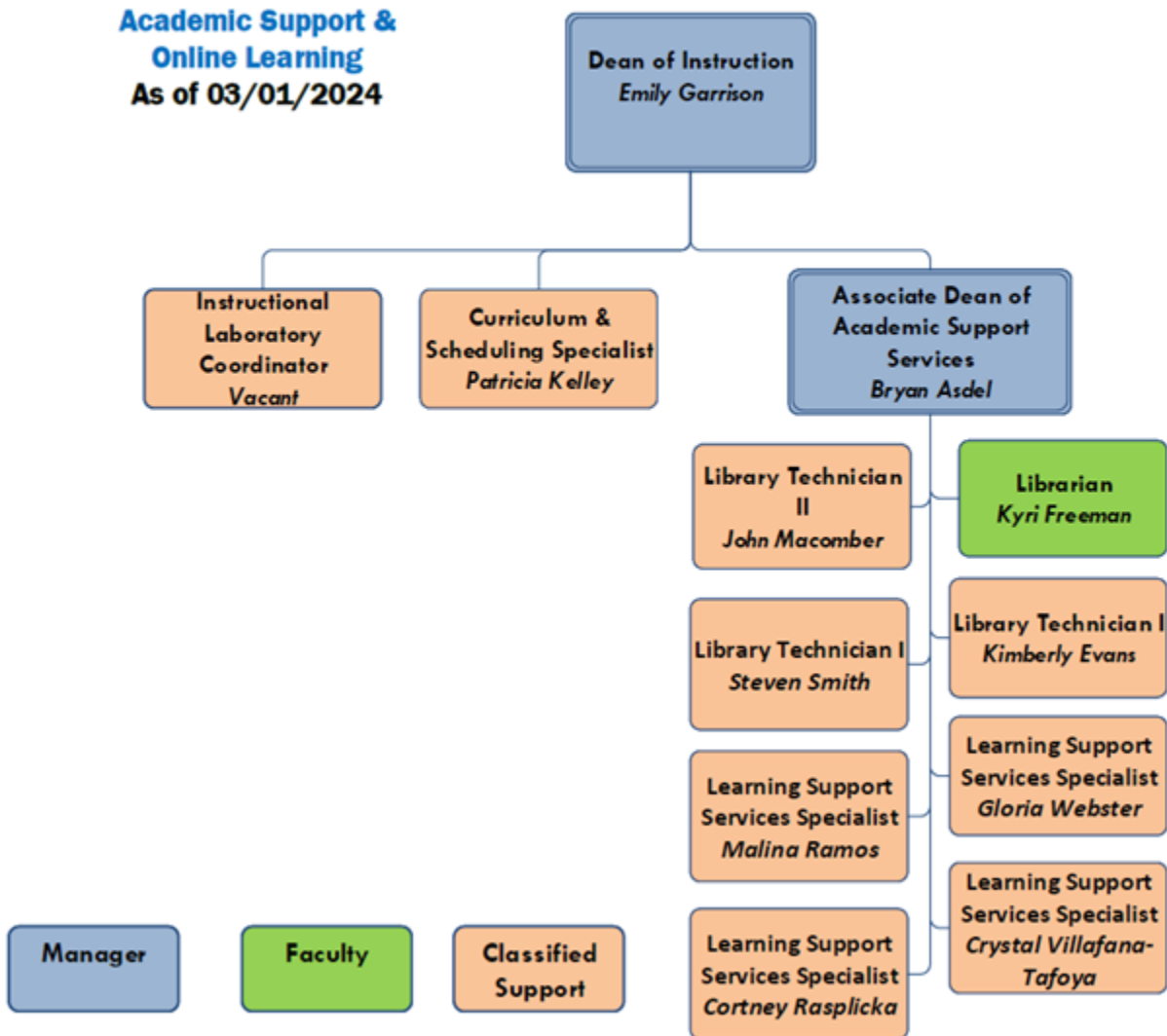
**Barstow Community
College District
Organizational Chart
Enrollment Services
As of 03/01/24**



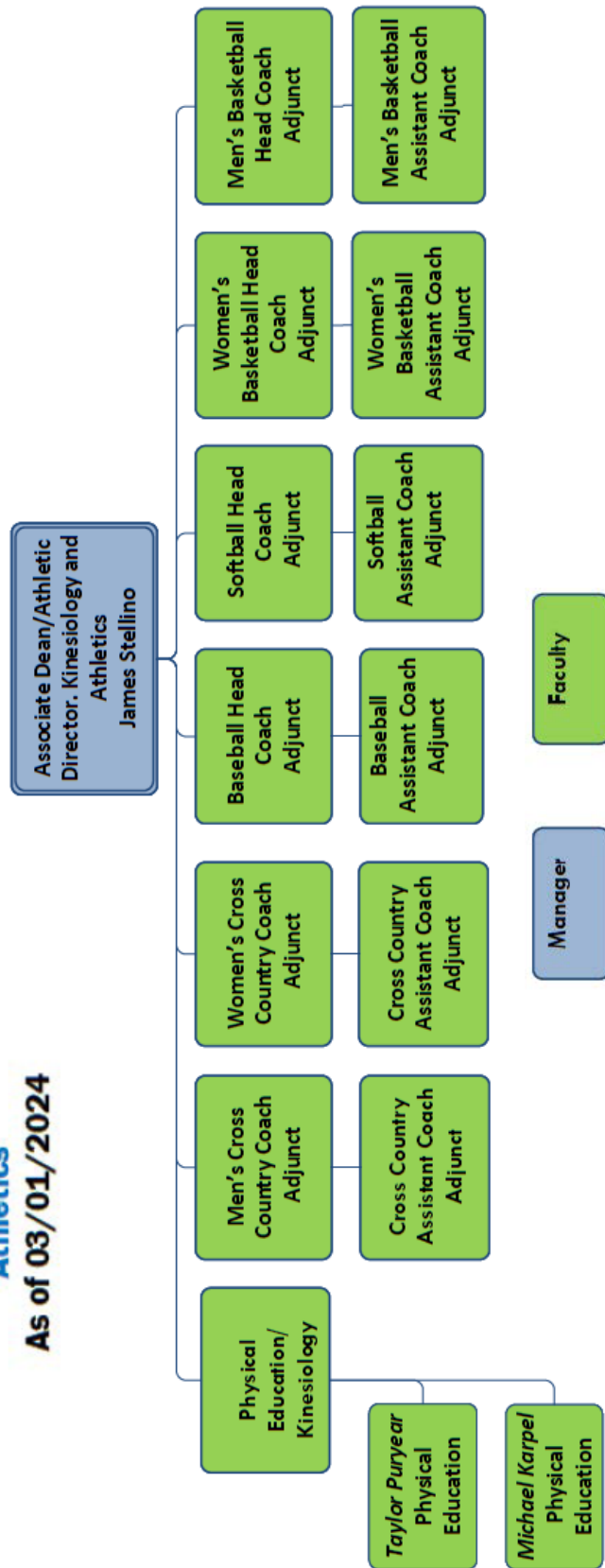
**Barstow Community
College District
Organizational Chart
Academic Affairs
As of 03/01/2024**



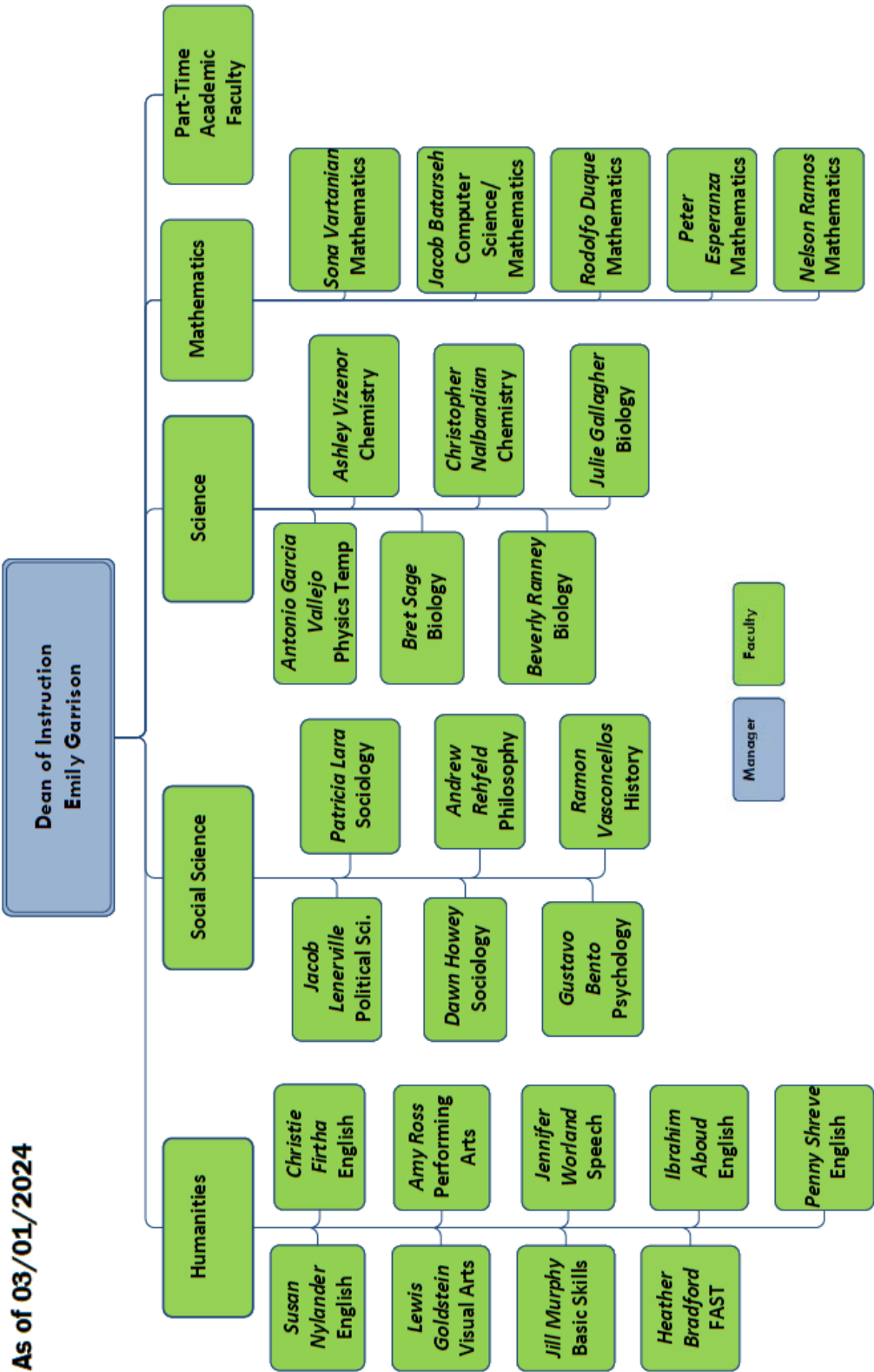
**Barstow Community
College District
Organizational Chart
Academic Affairs
Academic Support &
Online Learning
As of 03/01/2024**



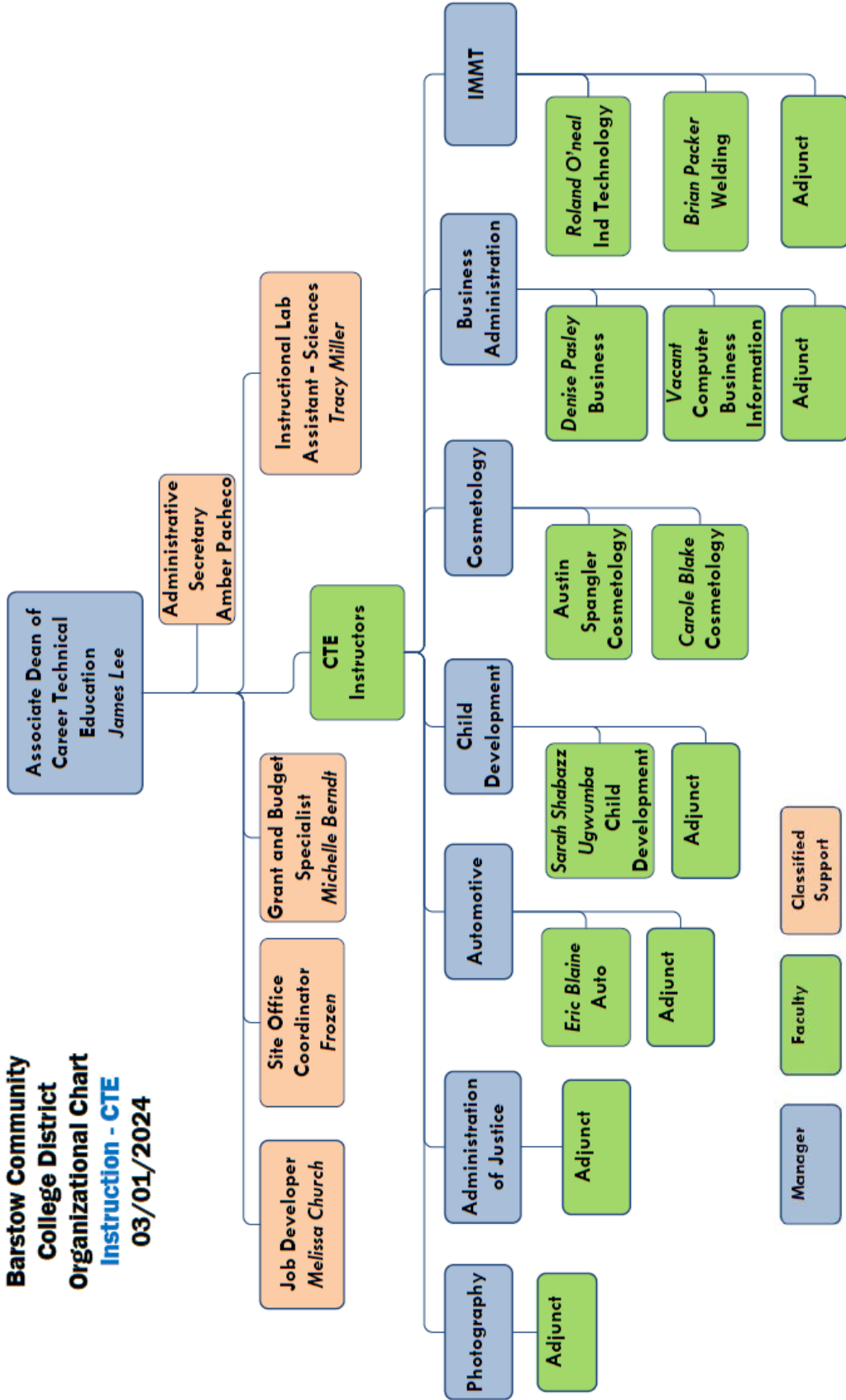
**Barstow Community
College District
Organizational Chart**
Athletics
As of 03/01/2024



**Barstow Community
College District
Organizational Chart
Instruction**
As of 03/01/2024



**Barstow Community
College District
Organizational Chart
Instruction - CTE
03/01/2024**



F. Appendix 3: Approved Locations

Students may complete 50% or more of a degree or certificate program at the following locations:

Barstow Community College – Fort Irwin Campus

National Training Center – Fort Irwin

Bldg. 285, Barstow Rd, Fort Irwin, CA 92310