

OFFICE OF INSTITUTIONAL RESEARCH



Our Mission: The Office of Institutional Research (OIR) provides timely, relevant, and accurate information to the college community for the purpose of making data-informed decisions, facilitating continuous improvement and fulfilling the College’s mission of ensuring equitable student success.

APRIL 2023

NO. 3

Hello from the Office of Institutional Research!

As we are wrapping up the Spring 2023 semester, we hope everyone gets a chance to take a deep breath and proudly reflect on all of the great work that has been accomplished this year at Barstow Community College.

As part of our own reflection, we wanted to share out what we have been doing this past year to help support the institution and forward the mission of continued quality improvement. We realize much of the information included in this newsletter has been shared out already in different committee meetings but we wanted to ensure that the entire campus community has access to the information they need.

First and foremost, work cannot move forward without good people in place. To that, we would like to introduce you to our newest staff members, Annie Andriese, Research Analyst, and Courtney Quenga, Institutional Effectiveness Specialist.

“I love learning more and more about our institution, its processes, and how we can improve to further our mission and priorities. What I find most impactful, is the student story and I hope through my role, I am able to hear and share more of those stories.”

Courtney Quenga, Institutional Effectiveness Specialist

“My favorite part of this job is being hands on with the data, and analyzing trends to help answer how our institution is successfully educating our students. I love that in this job I am given the opportunity to learn and grow constantly. I like knowing that everything we do in the IR office makes a difference.”

Annie Andriese, Research Analyst

If you have not already met them, we welcome you to call or come by for a visit.

Highlights:

- ACCJC Annual Reports
- Professional Development Survey Summary
- PPG-1 Impact by Instructional Method
- Research Requests—Things to Consider
- New Institutional Learning Outcomes
- Updates
- Looking Forward

ACCJC Annual Reports

The ACCJC Annual Reports have been submitted. The Annual Report regarding student success metrics and institution-set standards, and the Fiscal Report were presented to the Institutional Effectiveness Committee (IEC) on April 18, 2023. You can access each of the reports by clicking the separate images below.

The Annual Report presentation displays three-year trends for the different metrics we track and compares how we did in comparison to our institution-set standards and stretch goals. The trends show that we not only experienced a decline in enrollment during the pandemic but also in our success metrics. We fell below our standard in course completion, certificate completion and transfer. We saw a decline in degree completion however, we did not fall below the standard. Cosmetology licensure examination pass rates increased to 70%, hitting the standard for the first time in the past three years.

During program review, instructional and non-instructional programs will be prompted to address any institution-set standards that apply to their areas and determine actions that they can take to improve our student outcomes.

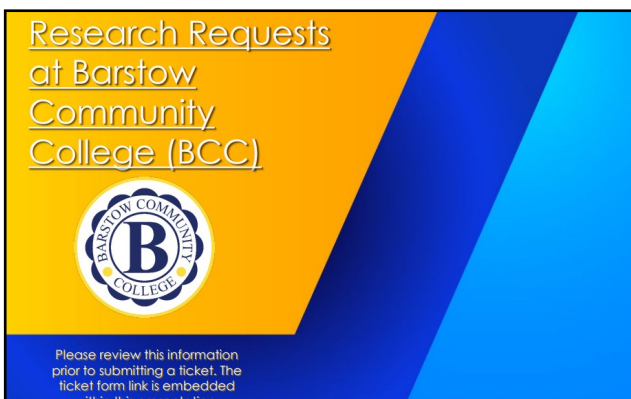
Institution-set standards for 2023-24 will be set at the August 2023 IEC meeting with the most recent year’s data (2022-23) and will be shared institution-wide.



Research Requests: Things to Consider

The OIR has created a guide to share detailed information about things to consider when submitting a research request. It can be accessed by clicking the image below.

The guide includes important data request considerations, and detailed information about surveys and the survey process. In order to best serve you and help our institution commit to actionable change we ask that you review the guide prior to submitting your requests.



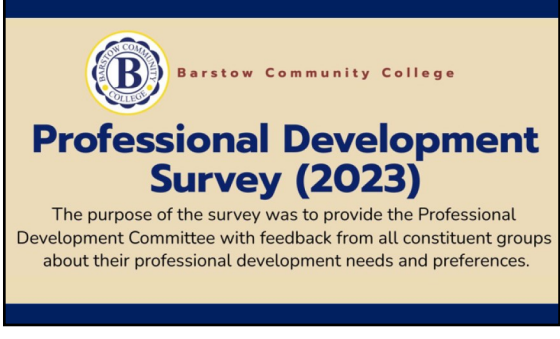
Professional Development Survey

In spring 2023, the OIR administered a Professional Development Survey in collaboration with, and at the request of, the Professional Development Committee. The goal of the survey was to gather feedback from all constituent groups about their professional development needs and preferences to help inform and guide the committee in future professional development decisions and opportunities. Responses were collected from the 76 employees who chose to participate and the results were combined into an infographic and shared with the Professional Development Committee.

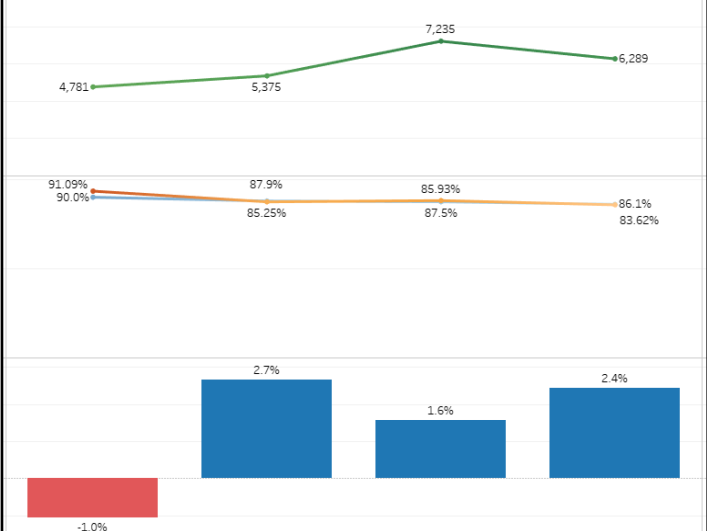
High-level Findings for All Employees:

- Employees are least confident in their **technical skills** (26%), **leadership skills** (15%), and their **equity and inclusion knowledge/skills** (12%).
- Most employees are interested in training on **diversity, equity & inclusion** (77%), and dealing with **difficult people/situations** (75%).
- The top three “impactful” practices used in professional development opportunities: 1) **Networking/Collaboration**, 2) **Relevance**, and 3) **Immediate applicable take-aways**.

To view the findings in their entirety, including results of the college’s SWOT analysis as determined by survey respondents, and preferred training days, times, formats, etc., click on the image below.



Disproportionate Impact Dashboard: Success & Retention



**Disproportionate Impact.** You have heard the words, but what do they mean? Is understanding disproportionate impact and working to create more equitable outcomes important to you? Are you interested in knowing more about success and retention by student groups at BCC? Would you like to see how instructional methods affect the rate of success and retention for various student groups? The OIR has made a dashboard just for you!

The PPG-1 Disproportionate Impact Dashboard is disaggregated by ethnicity, gender, age group, and instructional method. We will be holding an open house early in the fall semester (time and date to be determined) where we will explain disproportionate impact and how it is calculated and invite you to come and ask any questions specific to this dashboard. Check it out, and let us know what you think.

New Institutional Learning Outcomes (ILOs)

- Communication Competency
- Information Competency and Technical Skills
- Critical Thinking and Analytic Inquiry
- Cultural Awareness and Civic Engagement
- Personal & Professional Development

official process of ILO evaluation will begin in Fall of 2023 with the review of results taking place in Spring 2024. The ILO evaluation cycle and approved ILOs can be found on the website which can be accessed by clicking on the image above.

Updates

Program Review

The 2022-23 program review cycle included 17 full instructional program reviews and five full non-instructional program reviews. The committee tri-chairs created a findings and trends presentation based on the full reviews. You can view the Program Review trends presentation by clicking the image below.



For 2023-24, the committee has agreed to do training via collaborative working sessions. These working sessions will take place in July for non-instructional programs and in August for instructional programs. You can view the Program Review Timeline by [clicking here](#).

Outcomes Assessment

Beginning in Fall 2022, all faculty began completing assessments electronically via eLumen. 93% of assessments scheduled for Fall 2022 were completed. Spring 2023 assessments, and planning for fall 2023, are currently underway.

New enhancements were recently made to the eLumen system. These updates included a faculty inbox that is more streamlined and intuitive than the previous assessment page. These new updates will be dropped into the production site over the Summer and will be available for faculty use beginning in Fall 2023.

CONTACT US

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[Research Request Submission Link](#)

Accreditation

The Accreditation Steering Committee, co-chaired by Courtney Quenga, Melissa Matteson and Lisa Holmes, began meeting regularly during the spring semester to get started on the next Institutional Self-Evaluation Report (ISER). The report is due to the Accrediting Commission for Community and Junior Colleges (ACCJC) on August 1, 2024. The site visit is scheduled for spring 2025.

The college has opted for following the new accreditation standards that will be officially adopted by the Commission at it’s June 2023 meeting. Changes include streamlining the standards (from 127 to 30 statements), removing the Quality Focus Essay (QFE) requirement, and placing a greater emphasis on outcomes, equity, and innovation. Work has already begun to collect evidence including “required documentation” and to list points of strengths and weaknesses for each standard.

Curriculum

“The curriculum committee continues to support faculty in developing new courses and programs. We have worked to refine processes and have worked with an eLumen specialist to see how those processes work within the system. We also successfully completed our annual Routine Peer review.”

Jennafer Worland, Curriculum Chair

In the Next Issue (Fall 2023):

- 2022-2023 Enrollment Report
- Vision for Success Goals—Update
- Data Coaching Workshops
- Accreditation Update
- Institution-set Standards/Targets for 2023-24
- Program Review Update
- Fact Book