



Follow-Up Report

Submitted by

Barstow Community College
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to

Accrediting Commission for Community and Junior Colleges

October 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Eva Bagg
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This Follow-Up Report is submitted to ACCJC for the purpose of demonstrating resolution of deficiencies cited by the Commission in the action letter dated June 27, 2025. The Follow-Up Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

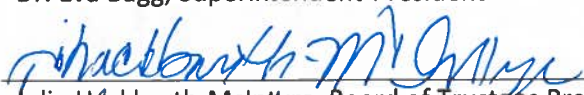
Signatures:



Dr. Eva Bagg, Superintendent-President

9/30/2026

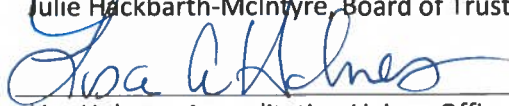
Date



Julie Hackbarth-McIntyre, Board of Trustees President

9/30/2026

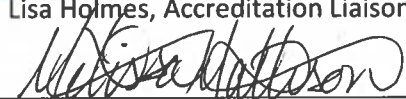
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Lisa Holmes, Accreditation Liaison Officer, Accreditation Tri-Chair

9/30/2026

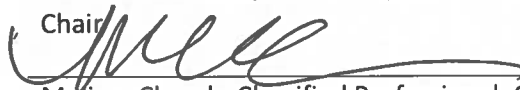
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Melissa Matteson, Counselor, Academic Senate President, Accreditation Tri-Chair

9/30/26

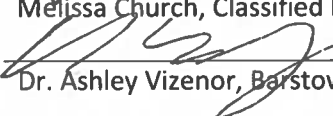
Date



Melissa Church, Classified Professional, CSEA President

9/30/2026

Date



Dr. Ashley Vizenor, Barstow College Faculty Association President

9/30/26

Date

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Response to Identified Compliance Requirements

Barstow Community College Requirement #1 – Standard 2.6

Standard 2.6, and Commission Policy on Distance Education and Correspondence Education (Requirement #1): In order to meet the Standard, the Commission requires the College ensures regular and substantive interaction is occurring in all its distance education courses.

Background and Context

In August of 2024, Barstow Community College (BCC) submitted its Institutional Self-Evaluation Report (ISER) to the Accrediting Commission for Community and Junior Colleges (ACCJC) ([ISER 2024](#)). In addition to the ISER, a random sample of 15 fully online, distance education sections from the spring 2024 schedule was submitted to be reviewed for Regular and Substantive Interaction (RSI) by the accreditation peer review team.

On October 1, 2024, a Virtual Open Forum was held with the peer review team and college constituencies. The peer review team then met on October 17, 2024, to review the ISER, review the random sample for RSI, and to determine if there were any core inquiries that required follow up with the College prior to the site visit. The team opened two core inquiries, one of which was regarding RSI in distance education (DE) courses (Standard 2.6) ([Core Inquiry Report 10.17.2024](#)). The team found that a substantial number of the 15 reviewed sections lacked evidence of RSI and requested a second sample from the fall 2024 schedule be submitted by January 15, 2025.

In December 2024, in response to the core inquiry finding on RSI, the Academic Senate began working on revising the local Distance Education Instructor/Student Contact Policy to incorporate clearer RSI language ([DE Instructor/Student Contact Policy](#)). This work continued through the beginning of the spring 2025 semester with official Senate approval in March 2025 ([Academic Senate Minutes 03.06.2025](#)). In early spring 2025, the Vice President of Academic Affairs assigned the work of reviewing and updating Board Policy (BP) and Administrative Procedures (AP) 4105, “Distance Education,” to the Director of Distance Education and Instructional Technology (DEIT) and to the faculty DE Coordinator ([Board Policy 4105](#); [Administrative Procedures 4105](#)). That work is continuing and is scheduled to be finalized and approved in fall 2026 with oversight by the new faculty DE Coordinator who was appointed in spring 2026 for the 2026-2027 academic year.

On January 8, 2025, a second random sample of fully online, distance education sections was submitted to ACCJC from the fall 2024 schedule. The College then submitted the Update on Core Inquiries to ACCJC on February 4, 2025 ([College Update on Core Inquiries Report 02.04.2025](#)). At the time, the Distance Education Policy was still being revised, one refresher training on RSI had been held for faculty at their January 2025 Best Practice meeting ([January 2025 Best Practice Accreditation & RSI Presentation](#)), and although the faculty evaluation forms allowed for evaluation of RSI, it was minimal. On February 18-19, 2025, the College hosted the peer review team for the Focused Site Visit and on February 19, 2025, the team met with the campus community to deliver the exit report.

On June 27, 2025, the official ACCJC Action Letter and ACCJC Peer Review Team Report were delivered to BCC following the Commission hearing on June 4-5, 2025 ([ACCJC Action Letter 06.27.2025](#); [ACCJC Peer Review Team Report 06.2025](#)). The College failed to meet standard 2.6 and a Compliance Requirement was issued: “In order to meet the Standard, the Commission requires the College ensures regular and substantive interaction is occurring in all its distance education courses.” The Commission required a Follow-Up Report due October 1, 2026, followed by a 2nd peer review team visit.

Actions Following Final Team Report and Action Letter

Since the official Action Letter and Peer Review Team Report in June 2025, the College has continued working towards improving RSI in distance education courses with the goal of resolving the recommendation regarding

standard 2.6 while focusing on improving the learning experience for distance education students. The following sections organize that work into three questions: 1) What did we do to address the issue? 2) How will we sustain it? and 3) How do we ensure faculty follow it?

What did we do to address the issue?

The local Distance Education Instructor/Student Contact Policy was revised and fully approved by the Academic Senate in March 2025 ([DE Instructor/Student Contact Policy](#)). Following its approval, the Academic Senate developed an online Canvas training course specifically focused on RSI, designed to ensure faculty understand the distinction between RSI, recognize which instructional practices do and do not constitute RSI, and know how to intentionally incorporate RSI into their online courses ([Original RSI Faculty Training Module](#)). The course was rolled out in fall 2025. Faculty were required to complete and pass the training during the first nine-week session of fall 2025 to remain eligible to teach DE courses during the second nine-week session and beyond. One hundred percent of DE faculty successfully completed and passed the required RSI training.

Building on this initial training, the DEIT department and BCC faculty developed RSI26, an enhanced RSI training module in Canvas informed by concepts and practices shared at a pre-conference workshop at the June 2026 Online Teaching Conference ([Enhanced RSI Faculty Training Module RSI26](#)). RSI26 was redesigned to move beyond topic-based instruction and focus more intentionally on faculty understanding, applying, and evaluating RSI within their own distance education courses. The training progresses through three primary areas including *Understanding RSI*, *RSI in Practice*, and *Applying RSI*, with learning outcomes and meaningful learning checks aligned to the course content. Faculty engage with practical examples, templates, and self-review opportunities designed to help them examine how RSI is incorporated into their own courses and identify opportunities for improvement.

As an applied outcome of the RSI26 training, faculty will develop a student-facing Communication Plan that clearly explains how regular and substantive communication and interaction will occur in their distance education courses. Faculty are provided guidance for creating the Communication Plan as a course page, linking it throughout the course for easy student access, and identifying recommended locations for linking the plan, including from the course syllabus. RSI26 also includes a separate Resources section that provides faculty with additional examples, tools, templates, and guidance without extending the required instructional content beyond the one-hour training period ([Canvas Commons Shared Templates](#)). RSI26 is a required component of the Teaching Online with Instructional Design (TOWID) course for all new faculty preparing to teach online and is being rolled out to existing full-time and part-time faculty during the fall 2026 semester. All full-time faculty are required to complete the training by October 21, 2026, with the training fulfilling one hour of the eight professional development hours required under the faculty collective bargaining agreement. Part-time faculty are also required to complete the training by the same deadline and will be compensated for one hour to complete the self-paced training. Successful completion of the required learning activities is required for faculty to continue teaching distance education courses.

In spring 2026, BCC purchased Pronto, a Canvas tool specifically meant to help faculty facilitate communication between instructors and students within their courses ([Pronto Overview](#)). Faculty members identified and recommended Pronto after encountering it at various conferences. Seven faculty members piloted the tool in summer 2026 and will be reporting back to Academic Senate in the fall 2026 semester with their experiences and recommendations for a faculty-wide implementation plan. Other tools frequently used in the Canvas environment to assist with various forms of RSI include the discussion boards, Turnitin, announcements, SpeedGrader, and Perusall, a social annotation tool that allows students and instructors to jointly discuss and annotate videos, audio, and text-based files directly in the Canvas class shell.

In June of 2026, the Academic Senate President, the Barstow College Faculty Association (BCFA) President, and the newly elected Chair of the Distance Education and Instructional Technology Committee (DEITC), performed an internal review of faculty RSI in DE courses. A random sample of 15 fully online asynchronous sections from

the spring 2026 schedule, and the single fully online synchronous section, were reviewed using the same rubric that the peer review team utilizes to determine if sections meet the standard for RSI ([ACCJC DE Assessment Tool](#); [Faculty Internal Review of RSI Report Spring 2026](#)). To protect individual faculty from identification, findings were anonymized and compiled into an aggregate report rather than being tied to specific instructors or sections. While the faculty review team found that overall, “faculty consistently demonstrated Regular Interaction and Substantive Interaction across the majority of reviewed online courses from the random sample,” the findings showed that 30% of the courses still did not meet the expectations, most notably in the consistency of instructor facilitation within discussion boards and proactive, substantive feedback to struggling students. Recommendations going forward include expanding faculty professional development, modernizing online course design, increasing instructional technology capacity, fostering faculty collaboration, and building sustainable support.

In summer 2026, 18 faculty members, both part-time and full-time, participated in a voluntary summer learning institute titled, “Humanized Online Instruction & RSI.” Of those attendees, all 18 participated in a pre-institute survey and eight participated in a post-institute survey. Because the surveys were anonymous, direct links between pre- and post-survey responses by individual instructors could not be made, but the responses still show an improvement in the knowledge gained due to the instruction provided ([RSI Institute Pre- and Post- Survey Results](#)). Survey results indicated that 78% of pre-institute survey respondents agreed or strongly agreed that they understood what constitutes RSI, whereas 100% of post-institute survey respondents agreed or strongly agreed to the same question. Also, 61% of pre-institute survey respondents were confident or very confident in their ability to implement RSI in a meaningful and compliant way, whereas 100% of post-institute survey respondents were confident or very confident in this. In addition, one participant remarked that, “[the institute] helped me better understand how to communicate consistently and meaningfully with students to support their learning throughout the course...I will improve how I communicate with students by being more consistent and intentional with announcements, feedback, and check-ins.” As this Institute consisted of several intense hours of training which is difficult to implement during a regular primary term, the next version will likely include many of the same elements of the institute but not at the same rigor.

How will we sustain it?

In addition to the existing faculty onboarding training and the new revisions to that experience, there are other resources and opportunities now available to faculty. In spring 2026, a new faculty professional development Canvas hub was created to house several resources for faculty, including but not limited to resources for RSI ([Faculty Professional Development Hub](#)). On August 7, 2026, during the College’s Inservice Day, faculty received hands-on training regarding RSI, presented by the Academic Senate President ([Fall 2026 Inservice RSI Presentation 08.07.2026](#)). RSI will also be the topic of several faculty events and meetings in fall 2026 including Faculty Lunch & Learn days, and Academic Senate Town Hall meetings ([2026-27 Faculty Lunch & Learn Calendar](#); [Fall 2026 Academic Senate Town Hall Dates](#)).

Based on the work accomplished since the June 2025 report from ACCJC, there are several priorities that the College has outlined going forward. BP/AP 4105, “Distance Education,” will be completely updated and will include an agreed upon definition of RSI. The BP and AP are currently with the DEIT Committee, where a workgroup is finalizing updates to bring back to the committee at their September 22, 2026, meeting. Once approved, it will go to Academic Senate, the BP/AP Subcommittee, College Governance Council, and finally to the Board of Trustees for final approval and acceptance at their December 16, 2026, meeting. Once BP/AP 4105 is approved by the DEIT Committee, a DEITC workgroup will begin revisions to the local Distance Education Instructor/Student Contact Policy. The Academic Senate intends to turn this local policy into the Distance Education Handbook, using the newly updated BP/AP 4105, RSI26, and other online teaching resources to inform the content. The new handbook is expected to be approved by the Academic Senate by the end of the fall semester, and ready for distribution and use for spring 2027.

How do we ensure that faculty follow it?

Along with ongoing improvements to policies, procedures, and professional development, BCC strengthened its faculty evaluation process to provide a more comprehensive review of RSI in DE courses. In fall 2025, the BCC District and BCFA agreed to revisions to the faculty evaluation forms. The changes incorporated a more rigorous assessment of faculty implementation of RSI in DE. The revised forms “include language from BCC’s newly revised Distance Education policy to address concerns expressed during the Accreditation visit regarding regular and substantive interaction.” These changes were formalized through a Board of Trustees-approved Memorandum of Understanding (MOU) ([BCFA BCC 2023-2026 Original Evaluation Form](#); [Fall 2025 BCFA MOU-Revised Online Observation Form](#)). Specifically, the single classroom observation form was separated into three modality-specific forms, with the online and hybrid/hyflex versions incorporating explicit, separately defined criteria for regular and substantive interaction in place of a single general statement of contact expectations. Evaluators must now verify substantive interaction through observable criteria such as feedback on coursework, responses to content questions, or facilitation of group discussion. Regular interaction is evaluated through predictable, scheduled opportunities for engagement and ongoing monitoring of student progress, supported by concrete timeliness standards for email and grading responses. Faculty evaluation teams are now using the revised forms as part of the evaluation process.

Since spring 2024, nine faculty members, both part-time and full-time, have been placed on a Performance Improvement Plan (PIP) as a direct result of not meeting the RSI expectations in distance education classes. When faculty do not meet expectations, their evaluation support team provides clear guidance on what needs to be improved, suggestions on how to meet the expectations, and RSI resources. As part of the evaluation process, once placed on a PIP, the faculty member is re-evaluated during the following semester and action is taken depending on several factors including their part-time/full-time status, and whether they teach face-to-face courses in addition to DE courses. Of the nine faculty members placed on PIPs, three had contracts that were not renewed, one is no longer eligible to teach DE courses, two met the expectations during their re-evaluation, and three are up for re-evaluation in fall 2026 ([Faculty Evaluations RSI](#)). BCC’s evaluation cycle will ensure all faculty members have gone through the updated and more rigorous evaluation process over the next three years.

Evaluations of faculty will continue per the BCFA Collective Bargaining Agreement (CBA) and related MOU(s) addressing any deficiencies in RSI for DE courses on an ongoing basis, allowing for additional training to those placed on a PIP, and providing one additional opportunity for improvement. Faculty who do not meet the expectations at the end of the process will no longer be allowed to teach DE courses and in some cases, will not have their contract renewed with BCC.

The college continues working to improve professional development in RSI, and the evidence shows that the College and faculty are in agreement regarding the importance of RSI. Tools have been created that not only provide resources and allow for improvement but also provide the District an avenue to ensure that RSI is occurring in all distance education courses. In addition, consequences for faculty who do not meet expectations and standards are in place and used as needed.

In Summary

What did we do to address the issue? The College revised its local DE Instructor/Student Contact Policy, built a robust RSI training module into onboarding that is required of all faculty teaching DE courses, delivered a voluntary summer institute that measurably improved faculty confidence and understanding of RSI, and conducted an anonymous, aggregate self-audit of DE sections to establish a baseline understanding of where RSI was and was not occurring.

How will we sustain it? RSI training is now a permanent part of DE faculty onboarding rather than a one-time response, BP/AP 4105 will be updated through participatory governance to formalize a shared definition of

RSI, the local DE Instructor/Student Contact Policy will be revised again and converted into a formal Distance Education Handbook, and ongoing resources and events keep RSI visible to faculty on a recurring basis.

How do we ensure that faculty follow it? The faculty evaluation process was formally strengthened through a Board-approved MOU to assess RSI implementation more rigorously; faculty who do not meet expectations are placed on a PIP with defined support and a defined re-evaluation timeline. Faculty who still do not meet expectations after that process are no longer permitted to teach distance education courses, and in some cases are not renewed. This evaluation process is the mechanism that holds individual faculty accountable.

Evidence

[ISER 2024](#)

[Core Inquiry Report 10.17.2024](#)

[DE Instructor/Student Contact Policy](#)

[Academic Senate Minutes 03.06.2025](#)

[Board Policy 4105](#)

[Administrative Procedures 4105](#)

[College Update on Core Inquiries Report 02.04.2025](#)

[January 2025 Best Practice Accreditation & RSI Presentation](#)

[ACCJC Action Letter 06.27.2025](#)

[ACCJC Peer Review Team Report 06.2025](#)

[Original RSI Faculty Training Module](#)

[Enhanced RSI Faculty Training Module RSI26](#)

[Canvas Commons Shared Templates](#)

[Pronto Overview](#)

[ACCJC DE Assessment Tool](#)

[Faculty Internal Review of RSI Report Spring 2026](#)

[RSI Institute Pre- and Post- Survey Results](#)

[Faculty Professional Development Hub](#)

[Fall 2026 Inservice RSI Presentation 08.07.2026](#)

[2026-27 Faculty Lunch & Learn Calendar](#)

[Fall 2026 Academic Senate Town Hall Dates](#)

[BCFA_BCC_2023-2026 Original Evaluation Form](#)

[Fall 2025 BCFA MOU-Revised Online Observation Form](#)

[Faculty Evaluations RSI](#)