BARSTOW COMMUNITY COLLEGE

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

2017

Institutional Self-Evaluation Report – Certification

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

From: **Dr. Eva Bagg, Superintendent/President**
Barstow Community College
2700 Barstow Road
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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 hereby certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Eva Bagg, Superintendent/President

Philip M. Harris, Board of Trustees President

David Morse, Accreditation Liaison Officer

Nancy Nunes-gill, Academic Senate President

Lewis Goldstein, Barstow College Faculty Association

Robbie Evans, California School Employees Association

for Sui

Sui Motufau, Associated Student Government President

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Introduction

History of Barstow Community College

Barstow Community College ("BCC," "the college," "the institution," and "the district") is an open access, public, two-year institution located in the high desert region of California. The college is part of the California Community Colleges System of higher education and serves the communities of Barstow, Lenwood, Newberry Springs, Daggett, Yermo, Hinkley, Ludlow, and Baker. Geographically large, the BCC service area encompasses an expansive region from the Nevada border on the east to Kern County on the west and from Inyo County in the north to the San Bernardino Mountains in the south, in total 9,200 square miles. (IN.1)

The Barstow Community College District was chartered in September of 1959 by the citizens of the upper high desert region of southern California. Evening classes began the following year at Barstow High School, followed by the first day classes in fall 1962 at Barstow First Methodist Church. Two years later, the college built the main core of its campus on Barstow Road at the edge of the city limits.

The main campus of the institution sits just off Interstate Highway 15, equidistant from the Los Angeles, California and Las Vegas, Nevada metropolitan areas. In addition to the main campus, the college operates at the United States Army National Training Center at Fort Irwin 45 miles to the north, providing onsite instructional programs and support services to military personnel and their families.

In 2011, the college celebrated its fiftieth anniversary of the first graduating class with year-long golden jubilee activities, culminating in the graduation ceremonies in May 2011. As BCC begins its second half century of instruction in the Mojave region of California, the institution looks to continue its pledge of academic quality in all instructional programs and student support services.

Campus Growth and Development

The initial core of buildings consisted of a $3 million, six-building complex, and classes began there in February 1965. Over the next decade, additional campus structures were completed, including a technical building in 1967, an administration building in 1975, and an automotive laboratory in spring 1978. The automotive laboratory was converted into a physical fitness center in 2000.

In 2005, many campus facilities underwent a remodel for efficiency project, a two-phase improvement project that renovated and updated the K Building, the S Building, and the Norman Smith Center. Phase one included the renovation of the K Building (the old library) into the Interim Performing Arts Center (IPAC) which was primarily an open space used by the Performing Arts Department. During this phase, the building was updated with technical lighting, projection equipment, and classrooms used for theatre productions, meetings, events, and performing arts courses such as piano, choral, string and percussion. The S Building was also updated to be more efficient in use as a co-laboratory by the science department for courses that are offered on the Barstow campus. Phase Two of the improvement project transformed the Norman Smith Center

into a single-stop services center for students that includes admissions and records, financial aid, counseling services, the transfer center, the student lounge, the cafeteria, and the Associated Student Government. The new Norman Smith Student Services Center is the central location where students congregate and can find all services associated with their academic and career life at BCC conveniently in one location.

In 2004, the college added the Learning Resource Center to the campus buildings, which provided the institution with a computer commons, a tutorial center, and a library that continues to expand as the institution grows. In 2007, the cosmetology department found a new home in the D Building, having been located off campus for several years. The building was fully renovated to meet State of California Board Certification for cosmetology approval, offers several practicum and theory classrooms, and is also home to the Viking Bookstore.

The main campus continues to expand to meet the changing needs of students through new construction, replacement, or renovation of existing structures. In October 2010, ground was broken on construction for the 750seat Performing Arts Center. The project was completed five years later, in October of 2015. In 2011, the Wellness Center, a new fitness classroom and lab, was constructed as an addition to the back of the existing gymnasium building. The Wellness Center was finalized in January of 2016. The college added a 3,500-square foot Workforce and Economic Development Building which was completed in fall 2011. As the college planned the expansion of its career technical education offerings, it leased an additional property on State Street in Barstow. This lease provided the college with the opportunity to enter into a partnership with a local charter school, which later added a building adjacent to the leased 22,000-square foot industrial building at the State Street location.

In addition to the main campus, the college has been a pioneer in online education, first for those serving in the armed services and then to the public at large. The online offerings at BCC have grown over time to be approximately fifty percent of the total educational offerings. Online education is an important means for the college to meet the needs of the district's diverse population and the expansive rural region (See DE Supplement).

The Programs and the Future

BCC is committed to the following ideals:

- nurturing open access to its curriculum and services; and
- fostering learning for all students regardless of ability level or stated educational objective.

To this end, BCC offers a wide-range of instructional pathways for its unique community that includes the following:

1) providing the first two years of a baccalaureate study;
2) offering associate degrees and certificates as terminal milestones in both non-occupational and career technical education areas of study;
3) providing vocational training for immediate entry-level employment, wage gain, and job advancement;

4) extending contract education opportunities for local businesses and employers;
5) delivering pre-collegiate basic skills education for the large number of students who enroll at the institution underprepared to produce collegiate level work; and
6) offering noncredit and community education services, such as lifelong learning and second language acquisition.

To prepare for the coming decade, the college completed a new Comprehensive Master Plan in 2017 (IN.2) after a yearlong self-evaluation of its mission, purpose, and goals. The college continues to expand its use of data to guide decisions and allocate resources to meet evolving student and community needs.

Fact Book

Every year, the Office of Institutional Research prepares a Fact Book (IN.3) to track various trends over a five-year period. The most recently published Fact Book covers the period 2011-12 through 2015-16 and was used to support the data needs for this institutional self-evaluation report. The Fact Book offers data, graphics, and analysis and includes the following sections:

- Introduction (includes Service Area information) (pp. 6-15)
- Student Headcount and Student Characteristics (pp. 16-36)
- Enrollments (pp. 38-46)
- Student Outcomes (pp. 48-70)
- Faculty and Staff (pp. 72-75)

When available, data from 2016-17 was added to the following analysis.

Description of Service Area Population

Briefly stated, the following facts describe the college's service area population: The largest racial group in the BCC official service area was White, Non-Hispanic at 44.1% as of the 2010 Census. Hispanic residents made up 37.7% of the population followed by African American residents at 9.8%. The official service area includes the towns of Barstow, Lenwood, Daggett, Ft. Irwin, Hinkley, Newberry Springs, Ludlow, Baker, Nipton, and Yermo.

Official Service Area 2010 Population and Fall 2016 Headcount by Ethnicity

Ethnicity	Service Area	BCC Fall 2016
African-American	9.8%	13.2%
American Indian/Alaskan Native	1.2%	0.7%
Asian/Filipino	2.7%	3.8%
Hispanic	37.7%	43.8%
Pacific Islander	1.0%	1.0%
Some other race	0.2%	0.9%
Two or more races	3.5%	5.7%
White Non-Hispanic	44.1%	31.0%

Based on a comparison of the ethnicity distribution of the 2010 service area population with the ethnicity distribution of the fall 2016 BCC student population, only two ethnic groups are enrolling at a lower rate than their representation in the community: American Indian/Alaskan Native and White, Non-Hispanic.

As part of the process for creating the new integrated plan for the Student Success and Support Program, Student Equity, and Basic Skills, a disproportionate impact study was completed in 2017. Using the 80-percent index method and enrollment data from fall 2015, the analysis revealed an equity gap in access for African-American, American Indian/Alaskan Native, Hispanic, Pacific Islander and White student groups.

Disproportionate Impact Analysis – Access/Ethnicity – 80% Index

Ethnicity	Local Population	Enrolled-Fall 2015	Enrolled Rate	80-Percent Index
African-American	3,525	410	0.116	0.788
American Indian/Alaskan Native	384	20	0.052	0.353
Asian/Filipino	820	105	0.128	0.867
Hispanic	13,457	1,213	0.090	0.611
Multi-Ethnicity	**1111**	**164**	**0.148**	**1.000**
Pacific Islander	308	23	0.075	0.506
Unknown	29	49	1.690	11.446
White Non-Hispanic	12,260	972	0.079	0.537

Excluding the population in the district's official service area who are younger than 15 years old, the largest age group is 50 years or older at 32.8%. The 40-49 age group makes up 15.6%. The 15 to 24 age group (career choice) and the 25 to 34 age group (career start) combined make up 43.2% of the area's population.

Official Service Area 2010 Population and Fall 2016 Headcount by Age

Age	Service Area	BCC Fall 2016
15 to 19	10.0%	21.1%
20 to 24	12.3%	31.1%
25 to 29	11.6%	17.1%
30 to 34	9.3%	9.9%
35 to 39	8.3%	7.2%
40-49	15.6%	8.1%
50+	32.8%	5.6%

A comparison of the age distribution of the 2010 service area population with the age distribution of the fall 2016 BCC student population shows that ages 35+ are enrolling at the college at a lower rate than they are represented in the community.

Again, the disproportionate impact study compared the population of the official service area to the students who enrolled in fall 2015. Analysis of the ages of the population of Barstow compared to the ages of BCC's enrolled students in fall 2015 uncovered that only one age group is not disproportionately impacted: the 20 to 24 group.

Disproportionate Impact Analysis – Access/Age – 80% Index

Age Group	Local Population	Enrolled-Fall 2015	Enrolled Rate	80-Percent Index
19 or Less	2,633	622	0.236	0.608
20 to 24	**2,331**	**906**	**0.389**	**1.000**
25 to 29	2,315	482	0.208	0.536
30 to 34	1,936	304	0.157	0.404
35 to 39	1,791	231	0.129	0.332
40 to 49	4,094	245	0.060	0.154
50 +	9,058	166	0.018	0.047

The Barstow area population is approximately 50% male and 50% female. A comparison of the gender distribution of the 2010 service area population with the gender distribution of the fall 2016 BCC student population shows that males are enrolling at a much lower rate.

Official Service Area 2010 Population and Fall 2016 Headcount by Gender

Gender	Service Area	BCC Fall 2016
Male	49.8%	35.7%
Female	50.2%	63.2%
Unknown	0.0%	1.1%

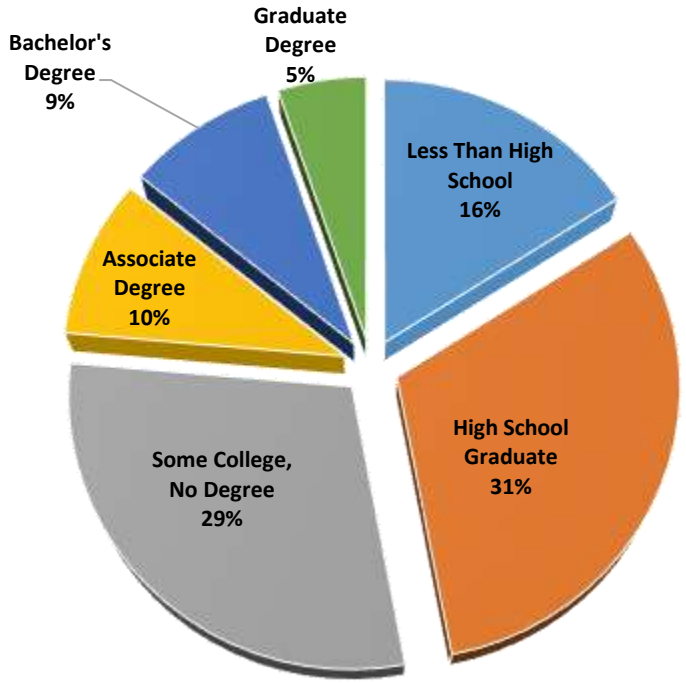
In fall 2015, 37.8% of the students enrolled were male, while 61.5% were female. An analysis using the 80-percent index method to determine equity gaps in access identified males as disproportionately impacted.

Disproportionate Impact Analysis – Access/Gender – 80% Index

Gender	Local Population	Enrolled-Fall 2015	Enrolled Rate	80-Percent Index
Male	16,007	1,117	0.070	0.610
Female	**15,887**	**1,818**	**0.114**	**1.000**
Unknown	0	21	N/A	N/A

Residents age 25 and older living within the district's official service area have varying levels of educational attainment: 31% of this population are high school graduates while another 16% have less than a 12th grade education. Additionally, 29% have some college but no degree while 24% have a college degree.

Official Service Area, Educational Attainment in 2015 for Adults Age 25 or Older



Source: Environmental Systems Research Institute, Market Profile; analysis by Cambridge West Partnership, LLC

The census place locations within the district's official service area have different adult educational attainment distributions. The Nipton, Baker, and Ludlow area has the largest portion of adults with less than a high school diploma. Fort Irwin reported the smallest portion of adult population as having less than high school completion. The Barstow Area Consortium for Adult Education (BACAE), which consists of local K-12 and community college partners, is working to address adult education issues. In 2017, the BACAE refocused and is working to develop a new vision for local adult education. Through this renewed effort and new college leadership, BCC is taking a more active role in the adult education conversation.

Official Service Area, Educational Attainment in 2015 for Adults Age 25 or Older by City

Educational Attainment	Barstow	Fort Irwin	Newberry Springs & Daggett	Hinkley	Nipton, Baker & Ludlow
Less Than High School	17.9%	0.9%	19.6%	19.5%	31.7%
High School Graduate	33.6%	21.5%	28.8%	24.3%	37.2%
Some College, No Degree	27.6%	41.3%	28.4%	27.9%	11.3%
Associate Degree	9.5%	10.0%	10.2%	5.3%	10.5%
Bachelor's Degree	6.8%	18.1%	7.0%	19.3%	2.4%
Graduate Degree	4.6%	8.2%	5.9%	3.6%	6.9%

Source: Environmental Systems Research Institute, Market Profile; analysis by Cambridge West Partnership, LLC

Compared to San Bernardino County, the district's official service area contains many more low-income and far fewer middle class households. The Nipton, Baker, and Ludlow area and the Newberry Springs and Daggett area have the highest proportion of households reporting an annual income of less than $35,000 at 49% each.

Official Service Area 2015 Household Income Distributions

Household Income	San Bernardino County	Hinkley	Barstow	Newberry Springs & Daggett	Ft. Irwin	Nipton, Baker, Ludlow
<$15000	**11.10%**	22.50%	16.70%	16.30%	4.00%	22.20%
$15-24,999	**7.50%**	14.80%	13.70%	15.70%	21.50%	10.60%
$25-34,999	**8.90%**	9.20%	10.50%	16.70%	16.80%	16.10%
$35-49,999	**13.30%**	15.10%	14.00%	17.30%	8.30%	17.00%
$50-74,999	**18.00%**	17.10%	18.90%	16.90%	21.40%	31.60%
$75-99,999	**15.30%**	9.90%	12.10%	8.80%	15.90%	1.80%
$100-149,999	**14.90%**	7.70%	10.90%	6.70%	9.00%	0.30%
$150-199,999	**6.50%**	2.60%	2.20%	1.20%	2.30%	0.30%
$200,000 +	**4.40%**	1.10%	0.90%	0.30%	0.70%	0.00%

Source: Environmental Systems Research Institute, *Demographic and Income Profile*; analysis by Cambridge West Partnership, LLC

In fall 2015, 76.8% of enrolled students were identified as economically disadvantaged. Because of this large population, economically disadvantaged students were not identified as disproportionately impacted in the 2017 disproportionate impact analysis.

Student Headcount and Characteristics

Hispanic, white, and African-American students make up the three largest ethnic groups on campus, 88% of the entire student population in fall 2016. These three groups have experienced growth over the past six fall terms with the Hispanic population seeing the largest increase at 70.1%.

Headcount Trends by Ethnicity

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
African-American	403	476	406	463	410	409	1.5%
American Indian/Alaskan Native	25	16	27	30	20	23	-8.0%
Asian/Filipino	64	109	101	118	105	116	81.3%
Hispanic	795	1,138	1,140	1,260	1,213	1,352	70.1%
Multi-Ethnicity	99	134	139	175	164	175	76.8%
Pacific Islander	32	25	21	29	23	30	-6.3%
Unknown	136	98	82	52	49	27	-80.1%
White Non-Hispanic	735	1,055	1,080	1,056	972	958	30.3%

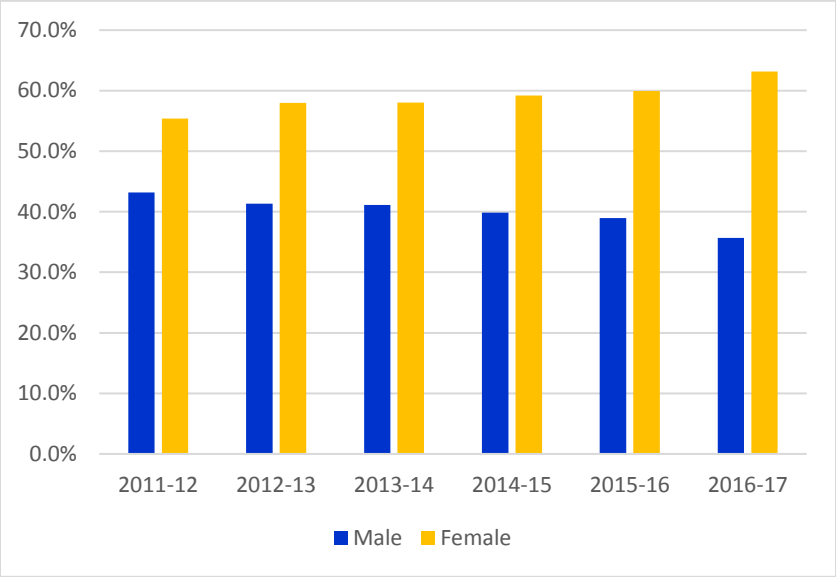
While the 20 to 24 age group has been the largest proportion of the student population on average for the past six fall terms at 28.8%, students 19 years of age or younger are a close second at 23.1%. Students aged 20 to 24 saw the greatest increase in unduplicated headcount over the five-year period at 52.1%, while students 19 or less experienced only a 3.5% increase over the same period.

Headcount Trends by Age Group

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	6 Year Avg.	Avg. %	% Change
19 or Less	629	728	708	718	622	651	676	23.1%	3.5%
20 to 24	631	808	810	946	906	960	844	28.8%	52.1%
25 to 29	352	500	479	513	482	529	476	16.2%	50.3%
30 to 34	206	346	316	342	304	306	303	10.4%	48.5%
35 to 39	147	223	230	227	231	221	213	7.3%	50.3%
40 to 49	203	294	287	275	245	251	259	8.8%	23.6%
50 +	119	152	164	162	166	172	156	5.3%	44.5%

Female students represented 54.6% of the student population in the fall of 2011. By the fall of 2016, the female student population had increased to 63.2%, while the male student population only reached 35.7%, resulting in a difference of 27.5 percentage points.

Headcount Trends by Gender



The number of students in certain special populations who are accessing instruction is steadily increasing. The number of students with verified disabilities has increased 56.8% since fall 2012. The number of foster youth students enrolled at BCC has risen from 6 students in fall 2012 to 89 in fall 2016. First-generation students increased from 410 to 1021 between fall 2015 and fall 2016. Finally, the number of active duty military and veteran students has fluctuated each year; 381 veteran students enrolled in fall 2016, up 30 from fall 2015. Analysis of the data for equity gaps in access for special populations determined both veteran students and students with disabilities to be disproportionately impacted.

Headcount Trends by Special Population

Special Characteristic	Fall 2012	Fall 2015	Fall 2016
Disabled Students	88	125	138
Foster Youth	6	48	89
Military/Veteran	416	351	381
First Generation	N/A	410	1021

First-time transfer students and returning students saw the greatest increases over the last six fall terms at 195.3% and 107.6% respectively. Because of a change in policy regarding concurrent students, the number of special admit students experienced a decline of 54.7% over the same time period.

Headcount Trends by Enrollment Status

Enrollment Status	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
First-Time Student	521	608	526	540	413	590	13.2%
First-Time Transfer Student	193	375	403	433	422	570	195.3%
Returning Student	236	310	328	339	446	490	107.6%
Continuing Student	1,138	1,596	1,615	1,713	1,611	1,349	18.5%
Special Admit Student	201	162	124	158	64	91	-54.7%

The majority of students at Barstow Community College live within the service area, 54.3% in fall 2016. Students living in other areas of San Bernardino County make up the second largest group at 27.1%. The number of students living in California but outside of San Bernardino County increased dramatically over the last six fall terms from 61 students in fall 2011 to 397 students in fall 2016, an increase of 550.8%.

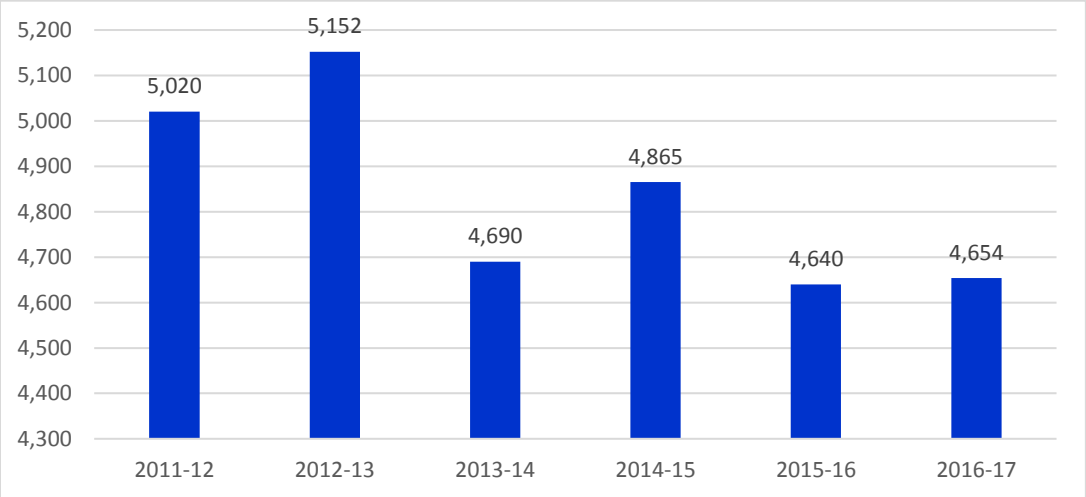
Headcount Trends by Residency

Residency	Fall 2011	Fall 2016	% Change
In District Service Area	1634	1679	2.8%
San Bernardino County	496	838	69.0%
California	61	397	550.8%
Out of State	56	67	19.6%
Unknown/Other	42	109	159.5%

Enrollment Trend Data

Barstow's annual unduplicated student headcount declined from 5,020 to 4,640, a 7.6% decline, from 2011-12 to 2015-16. The unduplicated headcount rose slightly to 4,654 in 2016-17.

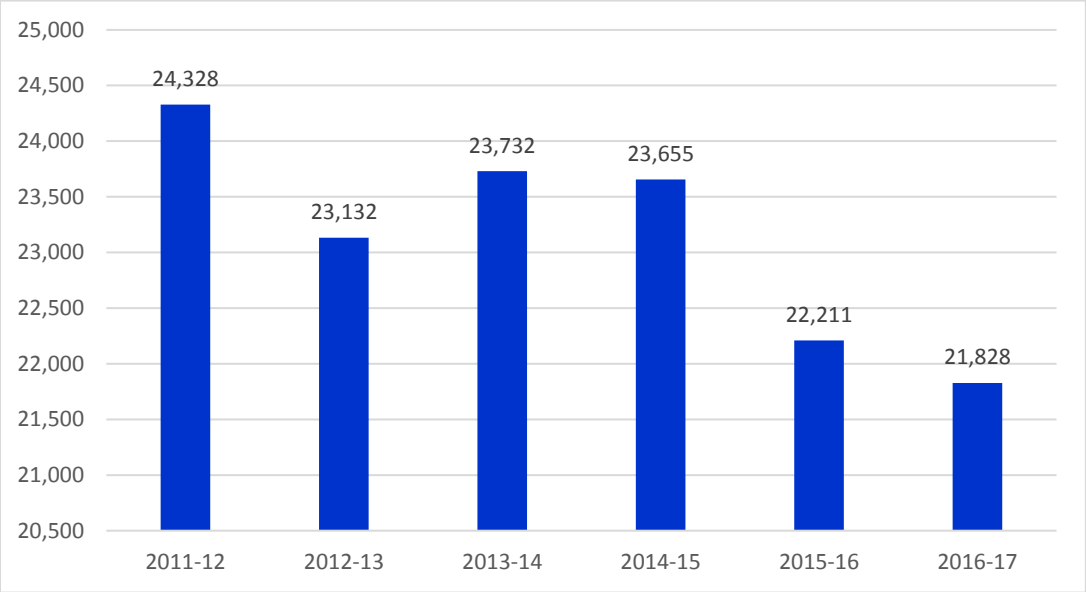
Unduplicated Headcount



On average, just over 94% of BCC's total annual unduplicated student population enrolls in at least one credit course during the academic year.

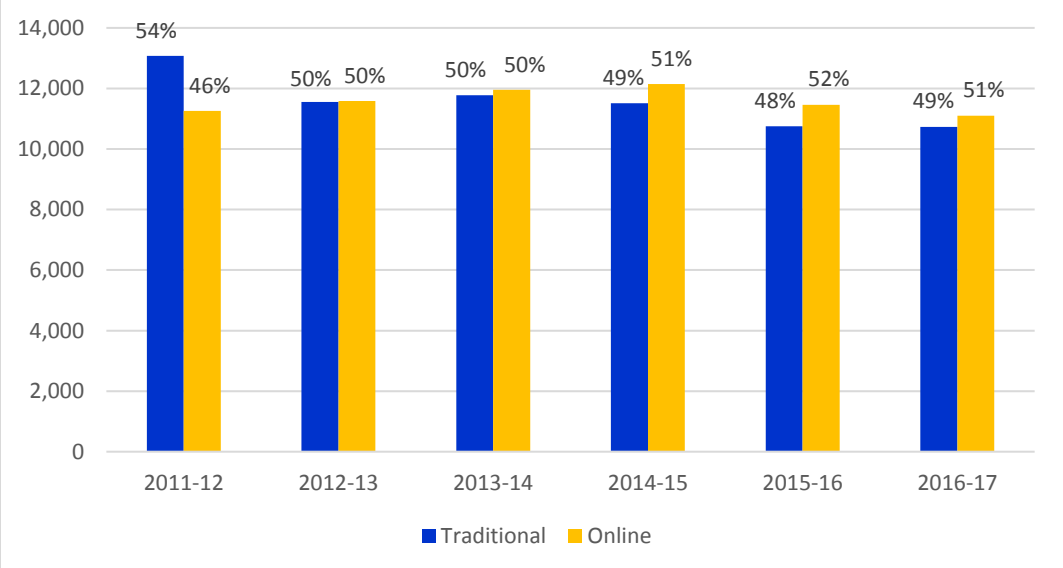
The total number of enrollments declined from 24,328 in 2011-12 to 22,211 in 2015-16, an 8.7% decline. Enrollments fell further in 2016-17 to 21,828, a 1.7% decline from the previous year.

Enrollment Counts



Online enrollments, on average, account for 50% of all BCC's enrollments. In 2011-12, online enrollments accounted for 46%; that number increased to 51% in 2016-17.

Enrollment Counts – Traditional vs. Online



A majority of the student population, approximately 60% on average, have enrolled on a part-time basis over the past six fall terms; however, that number has been steadily declining as the number

of students enrolling full-time increases. In fall 2011, only 20.4% of BCC students were enrolled full-time; in fall 2015, that number increased to 41.8%. However, the number dropped to 38.5% in fall 2016.

Enrollments – Full-time, Part-time and Non-credit

Unit Load	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Full-Time	20.4%	34.3%	38.6%	38.3%	41.8%	38.5%
Part-Time	73.4%	59.8%	58.2%	58.4%	55.2%	58.9%
Non-Credit	6.2%	6.0%	3.2%	3.4%	3.0%	2.6%

The percentage of students attempting 0.1 to 5.9 units has steadily declined over the past six fall terms, while students attempting 6.0-8.9 units has remained steady. The percentages of students attempting 12.0-14.9 units and 15+ units have increased 9.7 and 8.4 percentage points, respectively.

Enrollments by Unit Load

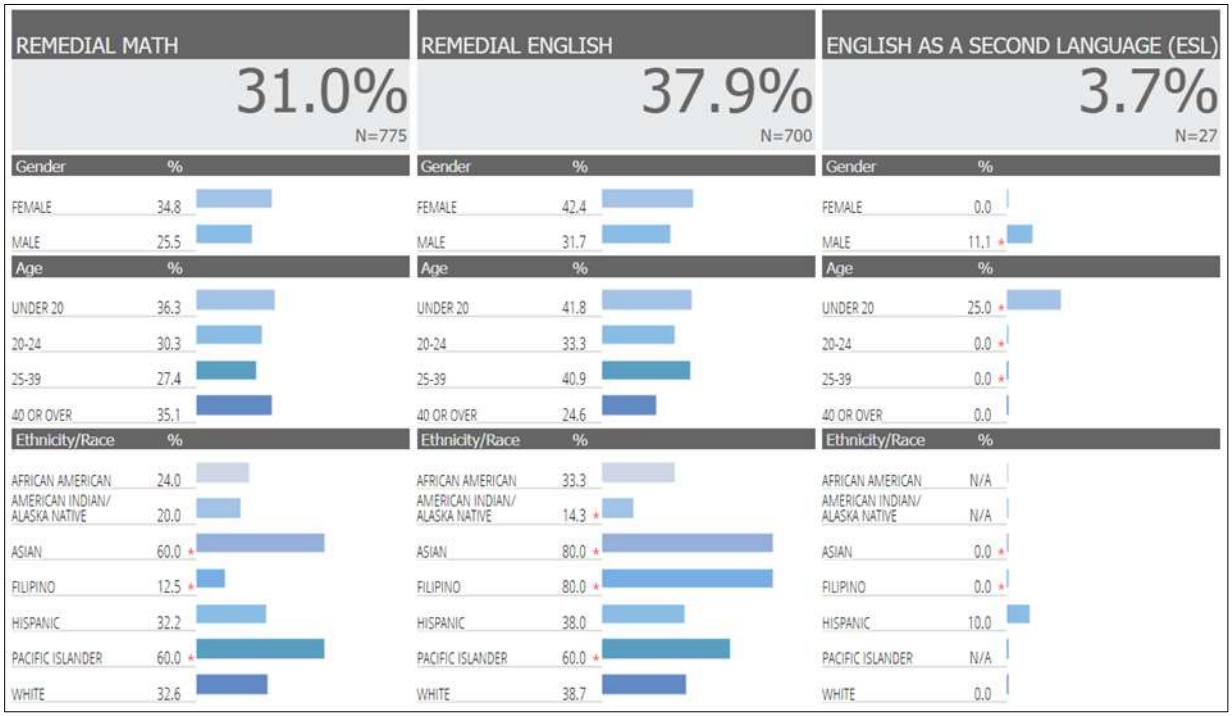
Units	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
0.1 - 2.9	6.6%	3.5%	2.1%	2.0%	1.6%	1.2%
3.0 - 5.9	30.1%	22.1%	21.0%	20.2%	21.1%	22.0%
6.0 - 8.9	20.3%	18.9%	19.9%	20.0%	18.7%	20.4%
9.0 - 11.9	16.3%	15.2%	15.3%	16.2%	13.8%	15.3%
12.0 -14.9	16.9%	24.9%	27.9%	27.8%	29.4%	26.6%
15 +	3.5%	9.3%	10.7%	10.5%	12.4%	12.0%
Non-Credit	6.2%	6.0%	3.2%	3.4%	3.0%	2.6%

Student Outcomes

The college measures student outcomes using various metrics. The Student Success Scorecard provides much of the data used to evaluate how well students are accomplishing their goals. A brief description of BCC's 2017 Scorecard results is provided below along with outcomes data from the CCCCO's Data Mart.

The percentage of credit students who first enrolled in a remedial math course during 2010-11 and completed a college-level math course by 2015-16 was 31.0%. The previous cohort had a remedial completion rate of 29.7%. The percentage of students who first enrolled in a remedial English course in 2010-11 and completed transfer-level English by 2015-16 was 37.9%, also an increase over the previous cohort that experienced a 35.3% completion rate. Because of the low numbers of students enrolling in ESL courses in previous years, the 2017 Scorecard was the first time the number was large enough to be reported. Of the 27 students who first enrolled in an ESL course in 2010-11, only 3.7% completed a transfer-level English course by 2015-16.

Remedial Math, English and ESL Completion

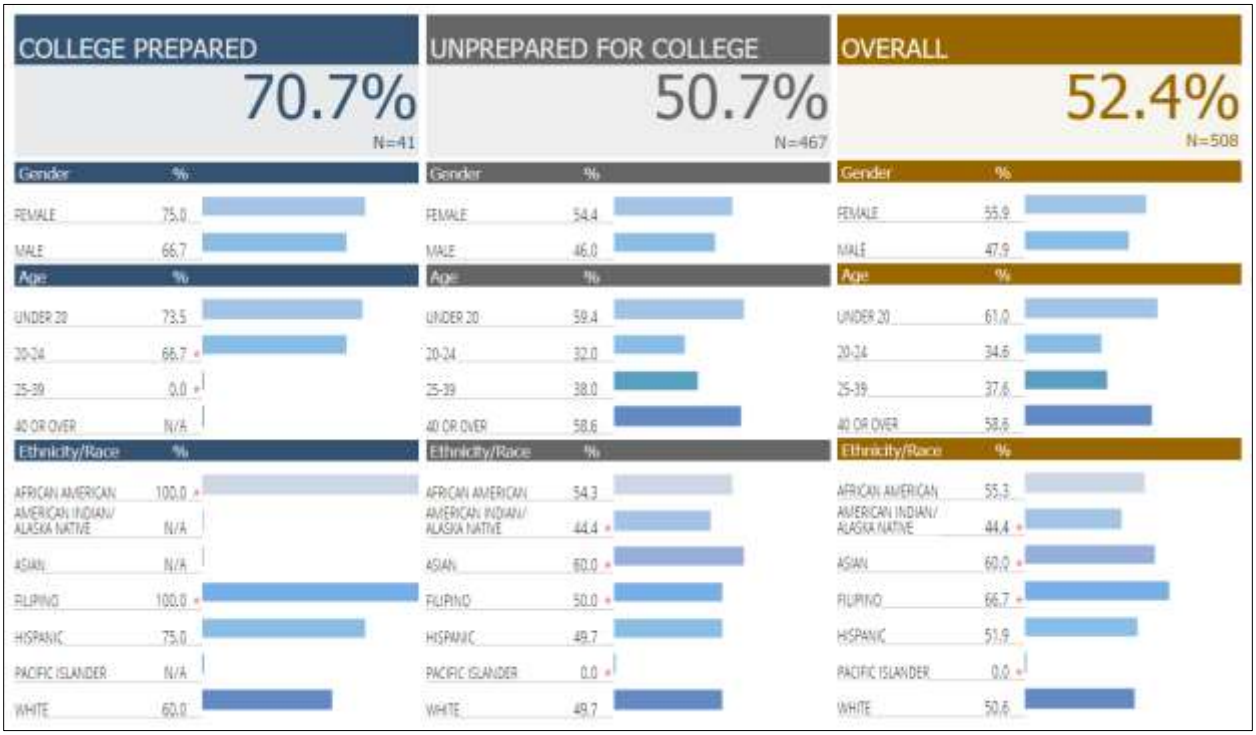


Of the students who first enrolled in 2010-11 and continued for the first three consecutive terms, those who enrolled directly into transfer level courses (college prepared) had a higher persistence rate than those who first enrolled in a remedial course (unprepared for college). The college prepared students had a persistence rate of 58.5%, while the students who were unprepared for college had a persistence rate of 49.0%.

Persistence Rate – College Prepared vs. Unprepared for College

Of the college prepared students who enrolled for the first time in 2010-11, 70.7% completed at least 30 units in six years, while only 50.7% of students who were unprepared for college met this goal. Overall, only 52.4% completed at least 30 units in the six-year timeframe. Of the 508 students in this cohort, only 8.1% were considered college prepared when first enrolling at BCC.

30 Units Rate – College Prepared vs. Unprepared for College

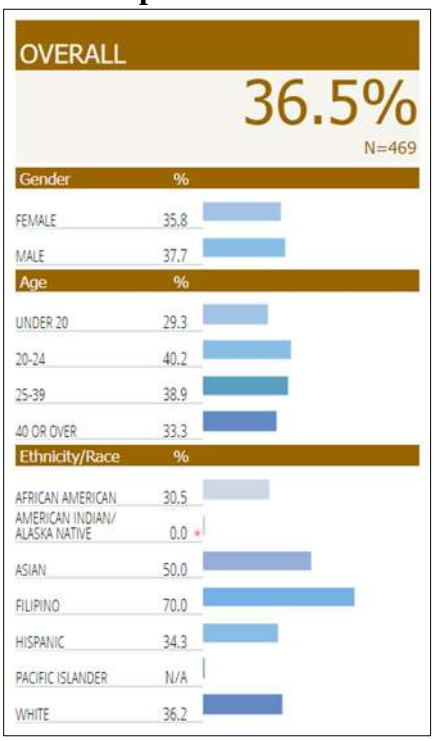


Of the college prepared students who enrolled for the first time in 2010-11, 61.0% completed a degree or certificate, transferred to a university, or completed transfer-level requirements within six years. Only 34.9% of students who were unprepared for college met one of these completion goals.

Completion Rate – College Prepared vs. Unprepared for College

A total of 469 students enrolled for the first time in 2010-11 and completed more than eight units in a single CTE discipline. Of these students, 36.5% completed a degree, certificate, or transfer-related outcomes within six years. This number is down from 44.7% from the 2009-10 cohort.

CTE Completion Rate

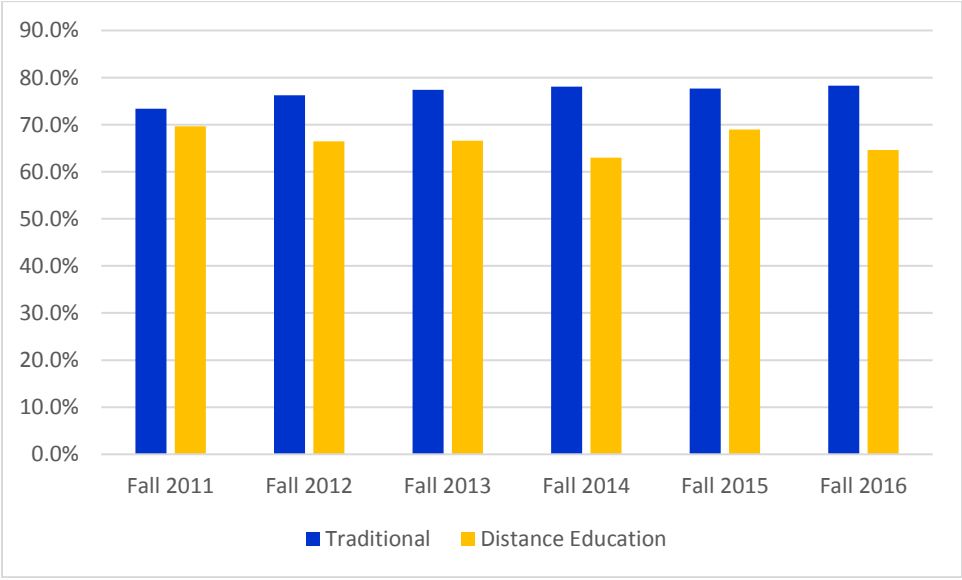


The Skills Builder metric demonstrates that BCC students who enrolled in higher level CTE courses in 2013-14 but left the college system without completing a certificate or degree or transferring experienced a median percentage change in wages of 20.4%. This number is an increase over the previous cohort, which was reported in the 2016 Scorecard with a 13.1% median percentage change in wages. Students enrolling in business administration and welding technology courses experienced the largest changes in wages at 77.9% and 91.4% respectively.

Skills Builder

Historically, success rates for online courses have been lower than the success rates for traditional courses. On average over the last six fall terms, the success rate for traditional courses was 76.8% while the success rate for online courses was 66.5%.

Success Rates – Traditional vs. Online



Because BCC has such a large number of students enrolled in online courses, a separate equity gap analysis was completed for this group. Compared to the equity gap analysis completed for traditional students, which revealed only African-American students as disproportionately impacted in terms of course completions, the analysis of online course completions resulted in five groups being identified as impacted: 18 and 19-year-old students, 20 to 24-year-old students, African-Americans, American Indian/Alaskan Natives, and Pacific Islanders.

Disproportionate Impact Analysis – DE Course Completion/Age – 80% Index

Age Group	Enrollment Count	Success Count	Success Rate	80-Percent Index
1 to 17	**103**	**88**	**0.854**	**1.000**
18 & 19	600	395	0.658	0.771
20 to 24	1,359	889	0.654	0.766
25 to 29	802	556	0.693	0.811
30 to 34	533	369	0.692	0.810
35 to 39	374	275	0.735	0.861
40 to 49	366	273	0.746	0.873
50 +	194	141	0.727	0.851

Disproportionate Impact Analysis – DE Course Completion/Gender – 80% Index

Ethnicity	Enrollment Count	Success Count	Success Rate	80-Percent Index
African-American	718	409	0.570	0.757
American Indian/Alaskan Native	33	18	0.545	0.725
Asian/Filipino	137	100	0.730	0.970
Hispanic	1,644	1,128	0.686	0.912
Multi-Ethnicity	251	175	0.697	0.927
Pacific Islander	37	17	0.459	0.611
Unknown	12	11	0.917	1.218
White Non-Hispanic	**1,499**	**1,128**	**0.753**	**1.000**

The number of degrees and certificates awarded has remained steady over the past six years. With the introduction of Associate Degrees for Transfer into the program offerings, BCC has experienced a decline in the number of Associate of Science degrees awarded. The number of students completing transfer degrees continues to climb each year.

Program Awards

Award Type	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
A.S.-T				1	12	33
A.A.-T		3	6	9	8	46
A.S.	171	103	139	102	104	107
A.A.	174	138	163	166	168	167
Certificate	13	10	14	25	45	17
Total	**358**	**254**	**322**	**303**	**337**	**370**

The number of students transferring to four-year universities has fluctuated. Between 2011-12 and 2015-16, the number of students who transferred fell 13.2%. Historically, the majority of students who transfer from BCC attend out-of-state institutions. In 2015-16, 61.4% transferred to out-of-state institutions. Of those students, 16.1% attended the University of Phoenix or Park University. Park University has a space on site at the Barstow Community College main campus.

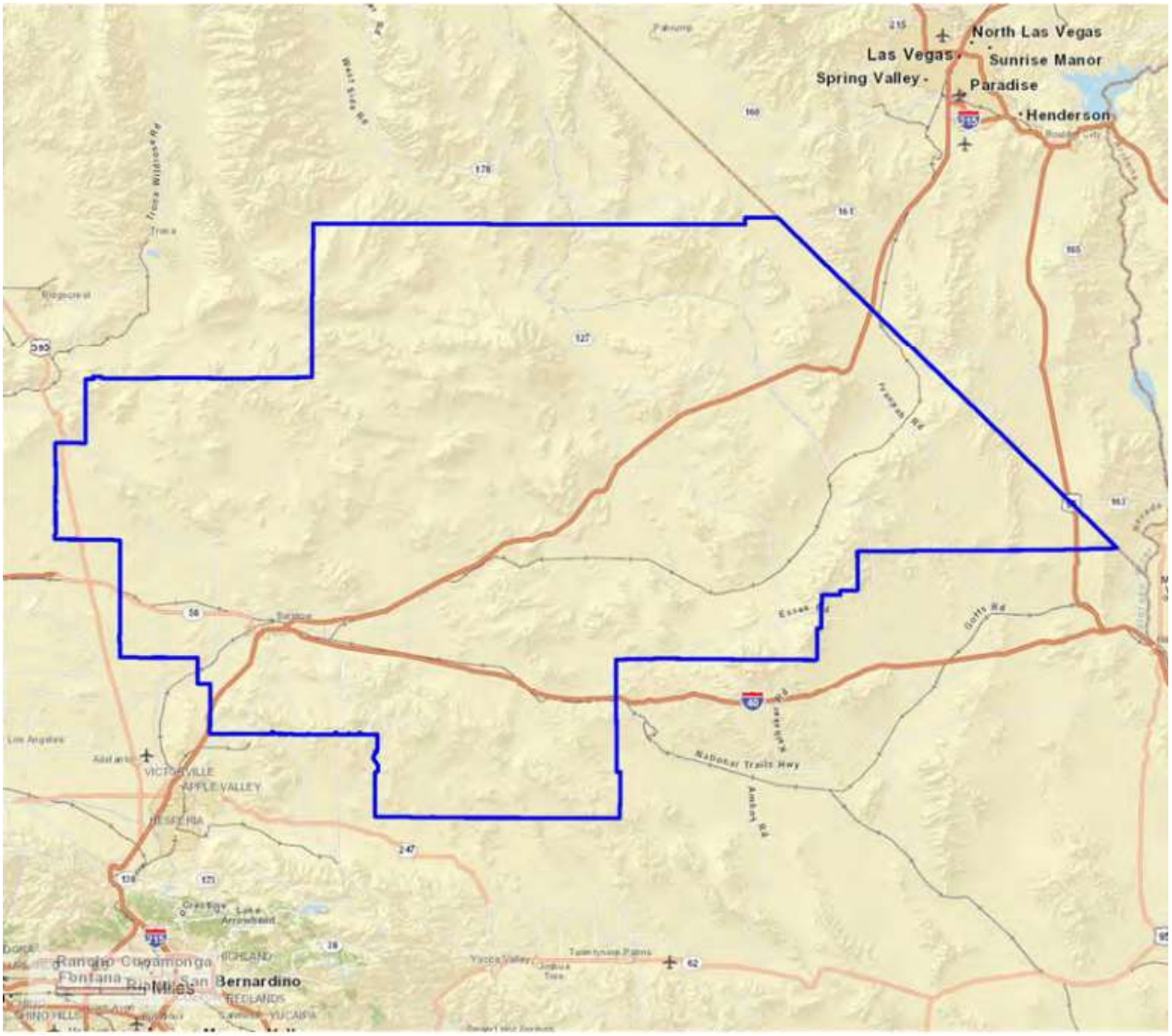
Transfers to Four-Year Universities

Institution	2011-12	2012-13	2013-14	2014-15	2015-16
Out-of-State	151	157	171	123	137
In-State Private	61	46	56	37	31
CSU	35	19	38	41	47
UC	10	3	9	8	8
Total	**257**	**225**	**274**	**209**	**223**

The 2017 disproportionate impact analysis revealed that students who are younger than 35, American Indian/Alaskan Native, Hispanic, Multi-Ethnic, and White/Non-Hispanic are disproportionately impacted in terms of certificate and degree completion. In comparison, all ages except the 35 to 39 age group and all ethnicity groups except Asian/Filipino students are disproportionately impacted in terms of transfer. Students identified as foster youth are impacted in both certificate and degree completion and transfer.

District Locations

Official BCCD District Boundaries



Source: Environmental Systems Research Institute; analysis by Cambridge West Partnership, LLC

The College's main campus is located in Barstow:

Barstow Community College
Main Campus
2700 Barstow Road
Barstow, CA 92311

The College has an off-campus facility dedicated to Career and Technical Education:

Barstow Community College
Career Education and
Workforce Development Center
1501 State Street
Barstow, CA 92311

The College offers classes and services at the Army's National Training Center:

Barstow Community College National Training Center - Fort Irwin
Bldg. 285 Barstow Road
Fort Irwin, CA 92310

Organization of the College

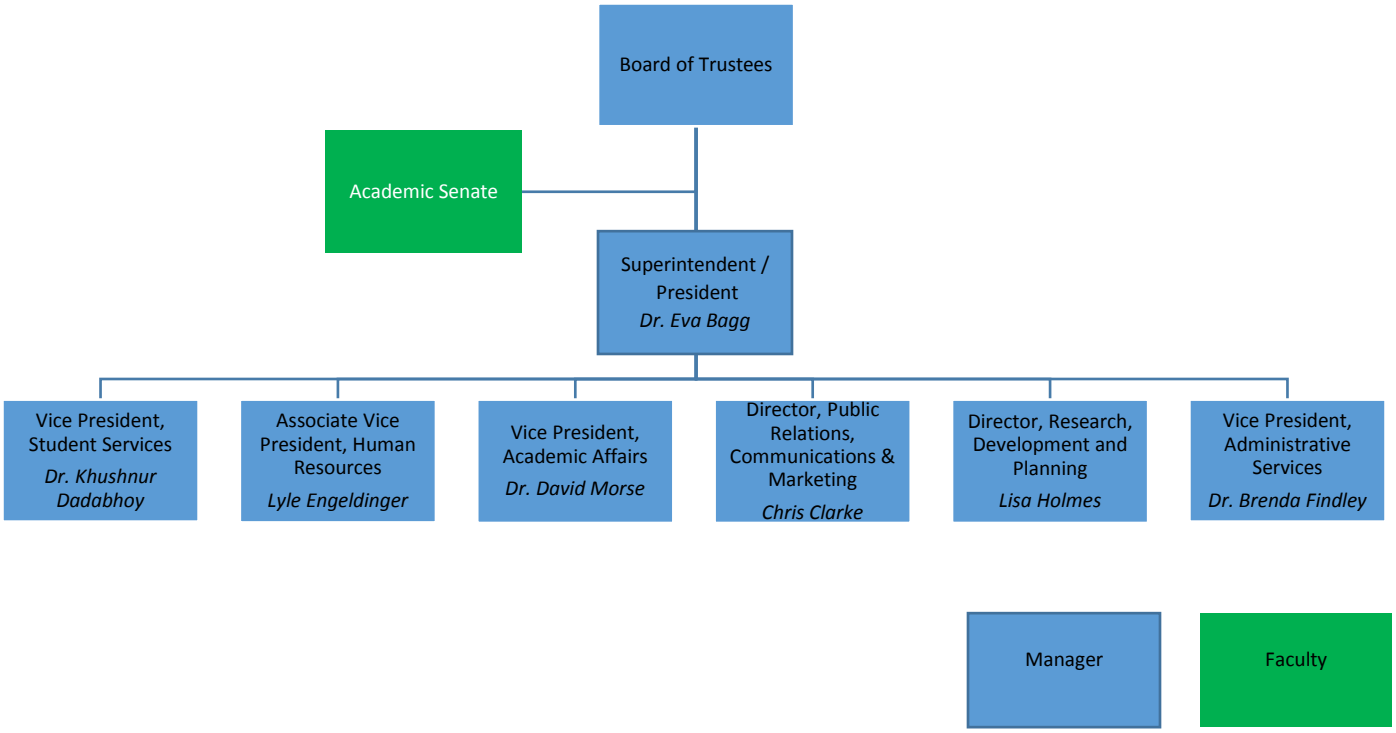
Student Trustee 17-18
Vaa Motufau

Organization Information

Barstow Community College District Organizational Chart

President's Office

As of 07.03.2017

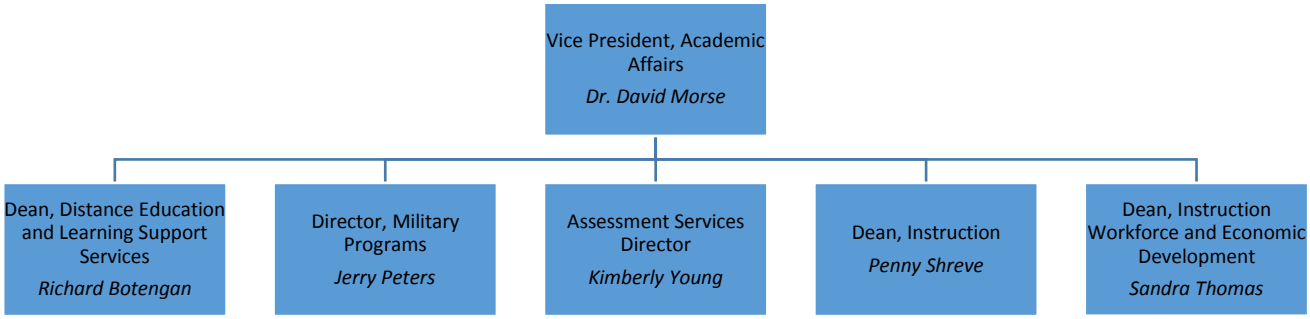


Organization Information

Barstow Community College District Organizational Chart

Academic Affairs

As of 08.19.2017

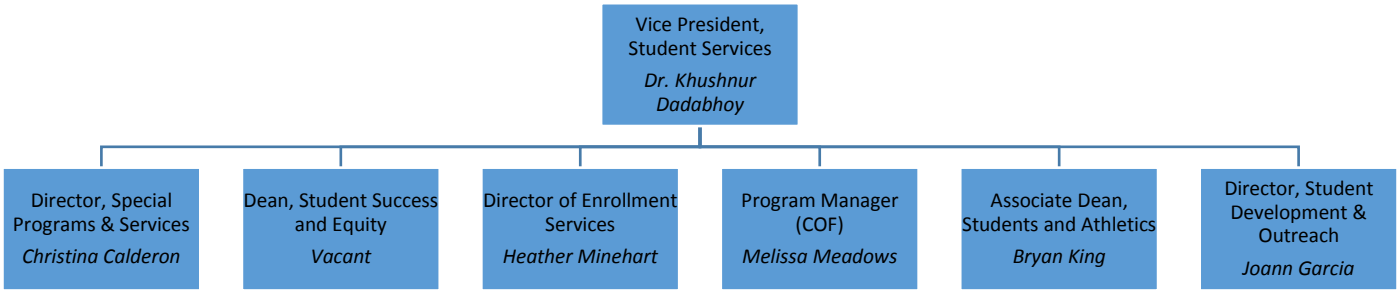


Organization Information

Barstow Community College District Organizational Chart

Student Services

As of 07.01.2017

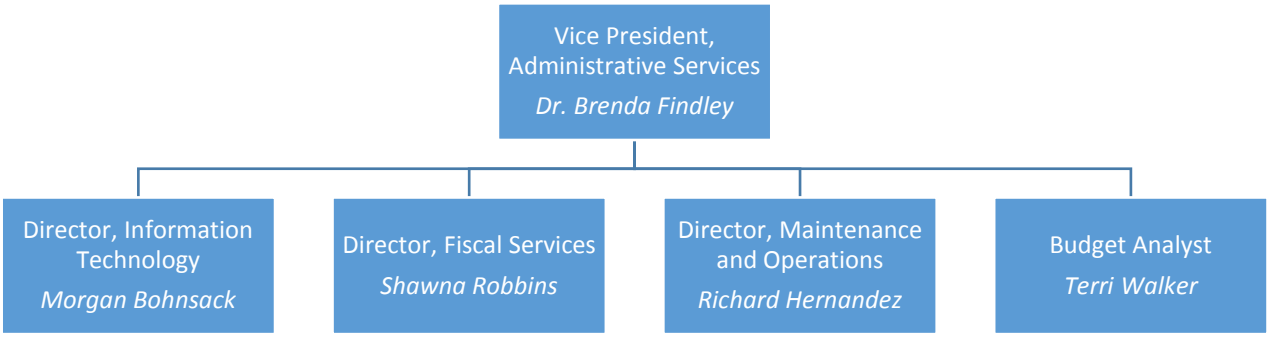


Organization Information

Barstow Community College District Organizational Chart

Administrative Services

As of 07.01.2017

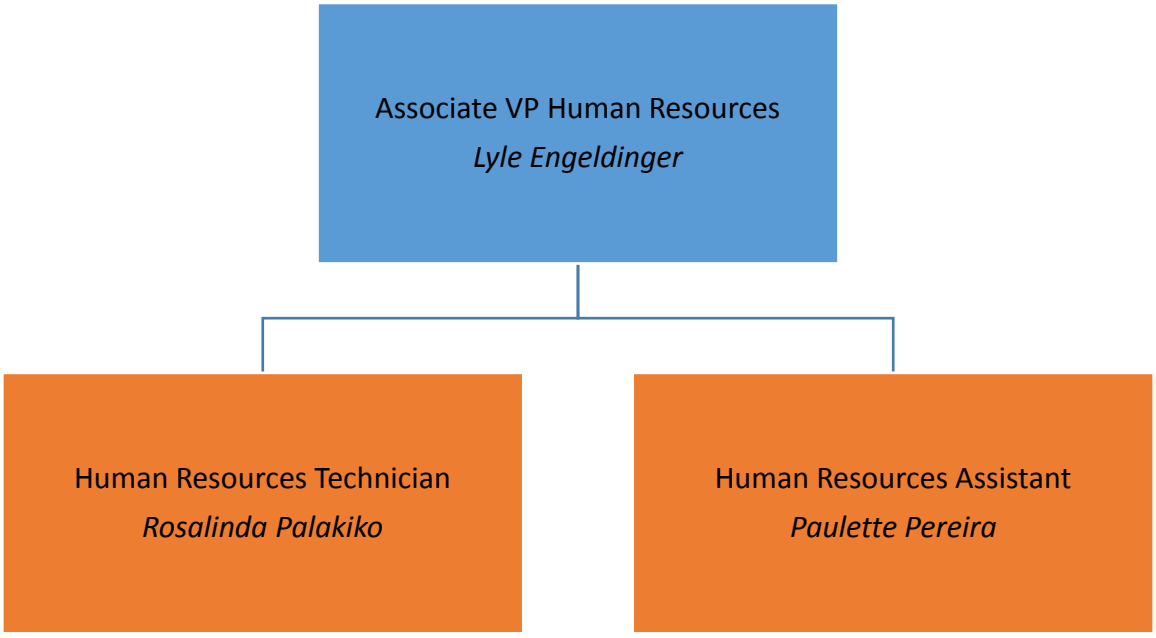


Organization Information

Barstow Community College District Organizational Chart

Human Resources

As of 01.03.2017



Manager

Confidential

Strategic Planning and Participatory Governance Committees

Business and Finance Committee
Chair, Brenda Findley, Vice President of Administrative Services

Calendar Committee
Chair, David Morse, Vice President of Academic Affairs

Commencement Committee
Chair, Khushnur Dadabhoy, Vice President of Student Services

Curriculum Committee
Chair, Kyri Freeman, Faculty

EEO and Diversity Committee
Chair, Lyle Engeldinger, Associate Vice President of Human Resources

Health and Welfare Benefits Committee
Chair, Lyle Engeldinger, Associate Vice President of Human Resources

Institutional Effectiveness Committee
Co-Chairs: David Morse, Vice President of Academic Affairs and Lisa Holmes, Director of Research, Development, and Planning

President's Shared Governance Council
Chair, Eva Bagg, Superintendent/President

Professional Development and Recognition Committee
Chair, Lyle Engeldinger, Associate Vice President of Human Resources

Safety Committee
Co-Chairs: Brenda Findley, Vice President of Administrative Services and Rick Hernandez, Director of Maintenance and Operations

Scholarship Committee
Chair, Khushnur Dadabhoy, Vice President of Student Services

Student Success and Equity Committee
Interim Co-Chairs, Khushnur Dadabhoy, Vice President of Student Services and Melissa Meadows, Program Director, Barstow College Promise

Technology Committee
Chair, Morgan Bohnsack, Director of Information Technology

List of Contracts with Third-Party Providers and Non-Regionally Accredited Organizations

The complete list of Third-Party Providers for the 2017-2018 academic year can be found here (IN.4).

Organization of the Self-Evaluation Process

The Institutional Self-Evaluation Report process at Barstow Community College began in spring 2016 when Superintendent/President Debbie DiThomas identified Stephen Eaton, Vice President of Academic Affairs, as the Accreditation Liaison Officer (ALO). Mr. Eaton previously served as the district's ALO and participated in yearly ACCJC accreditation workshops between 2013 and 2017. The superintendent/president and the ALO then identified chair assignments for each of the standards. The Accreditation Steering Committee would be co-chaired by the ALO and the Academic Senate President, and the standard co-chairs would serve as the steering committee members.

The Steering Committee held its first meeting on April 14, 2016 to discuss chair responsibilities, the standards, the QFE, gathering evidence, and the development of a draft timeline in preparation for committee work to begin in fall 2016.

The steering committee met again on September 21, 2016 to identify committee members and finalize a timeline for completion of the ISER. The committee met on several additional occasions during the 2016-2017 academic year in order to receive updates from the standard chairs and monitor progress. The standard sub-committees met as needed during the fall 2016 and spring 2017 semesters to complete their drafts, which were forwarded to the standard chairs in May 2017. Regular updates regarding accreditation progress were presented by the ALO at the monthly All College meetings as well as the monthly Board of Trustees meetings.

The district experienced significant administrative turnover between the spring and fall 2017 terms, resulting in assignment changes to the ALO, Steering Committee membership, and standard chairs. The CBO left the district effective April 14, 2017, and the permanent replacement, Dr. Brenda Findley, arrived April 17, 2017. The ALO/VP of Academic Affairs left the district effective May 25, 2017, and an interim served in this capacity from June 01, 2017 through August 27, 2017 until the permanent replacement, Dr. David Morse, arrived on August 28, 2017. The Associate VP of Human Resources left the district effective June 22, 2017, and the interim replacement, Lyle Engeldinger, arrived July 24, 2017 and was confirmed as the permanent AVP on November 15, 2017. The superintendent/ president left the district effective June 30, 2017, and the permanent replacement, Dr. Eva Bagg, arrived on July 01, 2017.

During the summer 2017 term, the interim ALO/VP of Academic Affairs, Dr. Sherrie Guerrero, worked with the Steering Committee and standard chairs to continue reviewing the draft and gathering evidence. The Steering Committee, under the leadership of the new permanent ALO/VP of Academic Affairs, resumed meetings in fall 2017. Standard chairs continued with final revisions and edits, gathering of evidence, and finalizing the QFE.

The final draft of the ISER was reviewed by the Academic Senate at its December 7, 2017 meeting and the President's Shared Governance Council at its November 29, 2017 meeting prior to being forwarded to the Board of Trustees for final approval at the December 13, 2017 Board Meeting. Following final Board approval, the ISER was posted to the website and sent to the commission and visiting team in advance of the site visit.

The following list identifies the Steering Committee, standard chairs, and team members responsible for drafting and completion of the ISER:

Superintendent/President
Dr. Eva Bagg – effective 7/01/2017
Dr. Debbie DiThomas – through 6/30/2017

Accreditation Liaison Officer
Dr. David Morse – effective August 28, 2017
Dr. Sherrie Guerrero – June 01, 2017 through August 27, 2017
Stephen Eaton – through May 25, 2017

Steering Committee
Dr. David Morse – Co-chair (Management)
Scott Bulkley – Co-chair (Faculty)
Nance Nunes-Gill (Faculty)
Lisa Holmes (Management)
Dr. Khushnur Dadabhoy (Management)
Penny Shreve (Management)
Kyri Freeman (Faculty)
Dr. Brenda Findley (replaced former CBO George Walters) (Management)
Ramon Vasconcellos (Faculty)
Lyle Engeldinger (replaced former AVPHR Clint Dougherty) (Management)
Michelle Henderson (Confidential)
Kim Young (Management)

Standard I – Mission, Academic Quality and Institutional Effectiveness and Integrity
Nance Nunes-Gill – Co-chair (Faculty)
Lisa Holmes – Co-chair (Management)
Kim Young (Management)
Sandi Thomas (Management)
Jill Murphy (Faculty)
Beverly Ranney (Faculty)
Paul Courtney (Faculty)
Taylor Puryear (Faculty)
Melissa Cunningham (Faculty)
Roland O'Neil (Faculty)
Denise Pasley (Faculty)
Nancy Olson (Classified)
Aniko Kegyulics (Classified)

Jessica Tainatongo (Classified)
Michael Karpel (Faculty)
Jaime Rodriguez (Faculty)

Standard II – Student Learning Programs and Support Services
Khushnur Dadabhoy – Co-chair (Management)
Penny Shreve – Co-chair (Management)
Kyri Freeman – Co-chair (Faculty)
Kim Young (Management)
Susan Nylander (Faculty)
Christie Firtha (Faculty)
Emily Spencer (Faculty)
Allen Norton (Faculty)
Wendy Packer (Classified)
Christina Calderon (Management)
Tonia Teresh (Management)
Joann Garcia (Management)
Amy Ross (Faculty)
Ibrahim Aboud (Faculty)
Carole Blake (Faculty)
Tanesha Young (Faculty)

Standard III - Resources
Dr. Brenda Findley – Co-chair (Management)
Ramon Vasconcellos – Co-chair (Faculty)
Heather Minehart (Management)
Maureen Davis (Management)
Rick Hernandez (Management)
Clint Dougherty (Management)
Shawna Robbins (Management)
Zephyr Riley (Classified)
Dennis Conrad (Faculty)
Bret Sage (Faculty)
Gustavo Bento (Faculty)
Eric Blaine (Faculty)
Randy Christiansen (Faculty)
Peggy Greeno (Faculty)
John Macias (Faculty)
Elsa Greenlee (Faculty)

Standard IV – Leadership and Governance
Lyle Engeldinger – Co-chair (Management)
Michelle Henderson – Co-chair (Confidential)
Dr. Debbie DiThomas (Management)
Dr. Ted Baca (Trustee)
Chris Clarke (Management)

James Lee (Management)
Lewis Goldstein (Faculty)
Alec Bawden (Faculty)
Claire Benson (Faculty)
Rudolfo Duque (Faculty)
Jacob Batarseh (Faculty)
Dawn Howey (Faculty)
Sally Van Den Berg (Faculty)
Zhenying Jiang (Faculty)
Apineru Lealofi (Faculty)
Gene Low (Faculty)
Sona Vartanian (Faculty)
Eduardo Vasquez (Faculty)

Presentation of Student Achievement Data and Institution-Set Standards

Barstow Community College establishes Institution-Set Standards per ACCJC requirements as well as short and long-term student achievement goals as part of the IEPI Framework of Indicators. Based on ACCJC evaluation criteria for ER11, which states "the metrics both monitor and challenge institutional performance," the college determined that the institution-set standards are intended to be a metric to reach for and therefore should align with the IEPI Framework of Indicators Year-One goals when possible.

The Institution-Set Standards and IEPI goals are established annually and, beginning in 2017, in conjunction with each other using a three-year average plus one standard deviation calculation as a starting point. These tentative metrics were brought forth to the Student Success and Equity Committee for discussion. The committee reviewed the progress made toward the previous year's goals, discussed the appropriateness of the new tentative goals, made adjustments as necessary, and were to use these goals to provide guidance in developing strategies needed to improve student achievement. Once finalized at the Student Success and Equity Committee, the standards and goals were sent through the participatory governance process for discussion and approval.

The following tables display the most recently established Institution-Set Standards as well as historical goals and achievement outcomes. Institution-Set Standards that align with the IEPI Framework of Indicators Goals are marked with an asterisk (*).

Institution-Set Standards

Institution Set-Standards				17-18 ISS

ISS Successful Course Completion*	Fall 2014	Fall 2015	Fall 2016	
Institution-Set Standard	70.0%	70.0%	70.0%	
Actual:	70.4%	73.6%	72.1%	**73%**

ISS Degree Completion*	13-14	14-15	15-16	
Institution-Set Standard	233	234	234	
Actual:	308	278	292	**305**

ISS Certificate Completion*	13-14	14-15	15-16	
Institution-Set Standard	N/A	7	7	
Actual:	14	25	45	**45**

ISS Students Transfer to 4-Yr*	13-14	14-15	15-16	
Institution-Set Standard	151	151	151	
Actual:	276	211	223	**251**

ISS Licensure Passage Rate				
Institution-Set Standard	12-13	13-14	14-15	
Goal:	70.0%	70.0%	70.0%	
Actual:	59.3%	60.0%	83.9%	**79%**

ISS Job Placement Rates				
	12-13	13-14	14-15	
Institution-Set Standard	N/A	N/A	N/A	
Actual:	N/A	N/A	N/A	**24%**

As further described in Standard I.B.3, these metrics were discussed in detail at several committees to determine appropriateness. As a result of the dialog, the college determined that revisions to the college's certificates to bring them into alignment with their corresponding degrees was necessary. The reason for the low certificate completion numbers is believed to be caused by the fact that many of the certificates are not approved for financial aid. The college saw a small spike in certificate completions in the most recent year, due mainly to an outreach effort by student services to contact students who had met all of the requirements for a certificate but had not petitioned to graduate.

BCC has one CTE program for which students must pass a licensure examination in order to work in their field of study: cosmetology. The institution has set a standard for examination passage rate of 79%. As required by the ACCJC Annual Report, the examination pass rates are reported "where there were at least 10 students who completed the program in the designated year." 2014-15 was the only year in the past five years that saw more than 10 completers in cosmetology.

In 2011-12, the annual report indicated that the college set a job placement target of 25% and had an actual placement rate of 24%. The college has not been able to determine how this information was gathered, as it has not been gathered or reported since that year. BCC decided to set an overall placement goal for 2017-18 based on that rate but agreed that job placement tracking activities

need to be a focus of conversation in the future. At this time, BCC can set job placement rates has no mechanism in place to track placement and thus no way to assess progress toward the goals set. Again, as required by the ACCJC Annual report, job placement rates are reported only "where reliable data is available and where there were at least 10 students who completed the program in the designated year." Reliable job placement data has been unavailable. Discussions regarding this issue are occurring in pockets, and possible solutions that need further investigation include Perkins Core Indicators and the CTE Outcomes Survey in which BCC has agreed to participate.

IEPI Framework of Indicators Required Goals

Required IEPI Student Success Goals					**1-Year Goal**	**6-Year Goal**
Cohort Year	08-09	09-10	10-11	11-12	12-13	17-18
Report/Goal Year	13-14	14-15	15-16	16-17	17-18	22-23
Successful Course Completion (Datamart) (Required)						
Goal:			**72.0%**	**72.9%**	**73%**	**76%**
Actual:	72.1%	70.4%	73.6%	72.1%		
(#11) Completion Rate (Scorecard) - Unprepared for College (Optional)						
Goal:			**40.8%**	**41.6%**	**39%**	**44%**
Actual:	40.5%	29.5%	34.9%			
(#13) Remedial Rate (Scorecard) - Math (Optional)						
Goal:			**32.2%**	**32.7%**	**32%**	**33%**
Actual:	31.9%	30.2%	31.0%			
(#14) Remedial Rate (Scorecard) - English (Optional)						
Goal:			**37.1%**	**39.4%**	**38%**	**39%**
Actual:	36.0%	35.8%	37.9%			
(#15) Remedial Rate (Scorecard) - ESL (Optional)						
Goal:			**0.0%**	**0.8%**	**4%**	**5%**
Actual:	N/A	N/A	3.7%			

IEPI Framework of Indicators Optional Goals

Optional IEPI Student Success Goals					1-Year Goal	6-Year Goal
Cohort	08-09	09-10	10-11	11-12	12-13	17-18
Report/Goal Year	13-14	14-15	15-16	16-17	17-18	22-23
Completion Rate (Scorecard) - College Prepared (Optional)						
Goal:			**60.0%**	**61.4%**	**62%**	**64%**
Actual:	59.3%	56.7%	61.0%			
Completion Rate (Scorecard) - Overall (Optional)						
Goal:			**44.0%**	**44.7%**	**42%**	**47%**
Actual:	43.7%	32.4%	37.0%			
Career Technical Education Rate (Scorecard) (Optional)						
Goal:			**40.2%**	**40.9%**	**40%**	**43%**
Actual:	40.1%	43.5%	36.5%			
Completion of Degrees (Datamart) (Optional)						
Goal:			**318**	**317**	**305**	**317**
Actual:	308	278	292			
Completion of Certificates (Datamart) (Optional)						
Goal:			**15**	**14**	**45**	**54**
Actual:	14	25	45			
Transfers to 4-year Institutions (Datamart) (Optional)						
Goal:					**251**	**265**
Actual:	276	211	223			

Over the past two years, the institution has been involved in a Banner revitalization project to examine and correct data and business processes to ensure data accuracy and reliance. Along with the improved data and access to information, the college has begun discussing, across committees, the utilization of metrics, goal setting, and activities institution-wide and within programs. With the integration of the Student Success and Support Program, Student Equity, and Basic Skills plans, activities are now being planned with more focus on reaching institution-wide goals. Early discussions include implementing Guided Pathways, which will assist students in completion and transfer, and revising placement processes to include multiple measures that will allow students to move through remedial courses to transfer-level at a faster pace, assisting more students in successfully achieving their intended outcomes.

Certification of Continued College Compliance with Eligibility Requirements

1. Authority

Barstow Community College is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Barstow Community College District as stipulated in Board Policy 1100, the Barstow Community College District. The Barstow Community College District was formed and approved by local voters in 1959. The college was first accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges in 1962 and has been fully accredited since that time. The college has the authority to award degrees and certificates under the auspices of the California Community Colleges Board of Governors.

Evidence
IN.5 Chancellor's Office – List of Colleges
IN.6 Board Policy 1100
IN.7 ACCJC List of Accredited Colleges

Conclusion
The college has continually complied with Eligibility Requirement 1, Authority. The college is authorized to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

2. Operational Status

Barstow Community College was approved by local voters in 1959 and opened its doors in 1962. The college has operated continuously since that time, providing quality services to the surrounding communities. The college was first accredited in 1962 and has maintained continuous accredited status since that time. Students are enrolled full- and part-time in credit programs. All courses offered on the main campus, the State Street Center, Ft. Irwin Regional Training Center, and online are posted on the college's website.

Evidence
IN.3 Fact Book 2015-16
- o Enrollment (pp. 38-46)
- o Student Outcomes (pp. 48-70)

IN.8 BCC Catalog 2017-18
IN.9 Fall 2017 Schedule of Classes

Conclusion
The college has continually complied with Eligibility Requirement 2, Operational Status. The college is operational, with students actively pursuing its degree and certificate programs.

3. Degrees

As of fall 2017, the college has four academic and 13 career technical program areas that lead to degree and certificate completion. The college also offers nine Associate Degrees for Transfer. The college catalog lists all requirements for the Associate Degrees—including Associate of Arts, Associate of Science, and Associate Degrees for Transfer—in the Degrees & Transfer Programs section beginning on page 61. All degrees require at least 60 units and include a general education component as well as concentration within a major (see Standard II.A.5). A student enrolled full-time can complete the requirements for a degree in two academic years. Details on graduation unit requirements, scholarship, competency, residence, and course descriptions are also included in the catalog. Additional information regarding transfer, major departmental requirements, and California State General Education-Breadth and the Intersegmental General Education Transfer Curriculum courses that satisfy lower-division general education requirements at any California State University and University of California are also listed.

Evidence
IN.3 Fact Book 2015-16
- Enrollment (pp. 38-46)

IN.8 BCC Catalog 2017-18

Conclusion
The college has continually complied with Eligibility Requirement 3, Degrees. A substantial portion of the college's educational offerings are programs that lead to degrees, and a significant portion of its students are enrolled in them. Most degree programs are two-academic years in length.

4. Chief Executive Officer

The governing board hires the superintendent/president as a full-time employee of the college. Board Policy 2430, Delegation of Authority to the Superintendent/President, and the job description for the superintendent/president establish that the president has the requisite authority to administer board policies. The Barstow Community College District Board of Trustees appointed the current superintendent/president, Dr. Eva Bagg, on July 1, 2017. Prior to that, Dr. Deborah DiThomas served as superintendent/president from July 2013 through the end of June 2017. From March 2013 until July 2013, William Studt served as interim president. Prior to William Studt, Dr. Thom Armstrong led the college from June 2009 through February 2013.

Evidence
IN.10 Dr. Eva Bagg - Biographical Information
IN.11 Board Policy 2430
IN.12 Job Description, Superintendent/President

Conclusion
The college has continually complied with Eligibility Requirement 4, Chief Executive Officer. The college has a chief executive officer appointed by the Board of Trustees whose full-time responsibility is to the institution and who possesses the requisite authority to administer board

policies. The superintendent/president may not serve as chair of the Board of Trustees. The college informs the commission immediately when the college changes its chief executive officer.

5. Financial Accountability

Each year, Barstow Community College undergoes an external financial audit performed by a certified public accountant. The audit firm conducts the audit using generally accepted accounting principles. The college's audit report is presented annually to the governing board. The annual audit includes an audit of internal controls and state and federal compliance, and the audits are submitted to the Chancellor's Office for additional oversight. Additionally, the college's internal auditor monitors and reviews internal control mechanisms to ensure continuous compliance (see Standards III.D.5, III.D.6, and III.D.7).

Financial records for BCC are maintained and processed through the San Bernardino County Superintendent of Schools (SBCSS). SBCSS processes all payments and conducts random audits of those payments. SBCSS requires BCC to submit back-up documentation to substantiate any payment held for audit.

Evidence
IN.13 District Audit 13-14
IN.14 District Audit 14-15
IN.15 District Audit 15-16

Conclusion
The college has continually complied with Eligibility Requirement 5, Financial Accountability. Independent certified public accountants conduct annual audits. The college also has an internal auditor who routinely checks and monitors internal control systems. The college has maintained continuous compliance with all Title IV requirements.

Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Barstow Community College, as part of the self-evaluation process, evaluated its continued compliance with the ACCJC policies aligned with Federal Regulations as well as those embedded within the standards. The college focused on the policies specific to the college's mission and activities. As part of its due diligence, the college reviewed the *Accreditation Reference Handbook*, the *Manual for Institutional Self Evaluation*, and the *Guidebook for Evaluating and Improving Institutions* as well as commission correspondence concerning existing policies and the development of new policies.

For policies embedded in the standards, the college has provided evidence of compliance within the Evidence of Meeting the Standard sections of the Institutional Self-Evaluation Report and the Analysis and Evaluation section for each relevant standard. For policies relevant to the accreditation process, the college similarly noted compliance. Finally, for policies requiring separate coverage, the college has prepared the following section to demonstrate both continued policy compliance and evidence of meeting the requirements of the Commission Checklist.

Public Notification of an Evaluation Team Visit and Third Party Comment

[Regulation Citation: 602.23(b)]

The institution has made an appropriate and timely effort to solicit third-party comment in advance of a comprehensive evaluation visit.

- Barstow Community College provided individuals the opportunity to make third-party comments about the evaluation visit through three key delivery methods: online, in writing, and verbally.
- Interested Parties have been encouraged to file their comments in writing, signed, and accompanied by affiliation with a return address and telephone number.
- *See response to Standards I.C.5 and I.C.12.*
- *Eligibility Requirement 21*

The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.

- The college has not received any notification of third-party comments and remains poised to work with the visiting team and with the commission should any third-party comments of concern come to light.
- *See response to Standards I.C.5 and I.C.12.*
- *Eligibility Requirement 21*

The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment.

- Barstow Community College has provided the correct link (IN.16) to the college community and to the public so that third-party comment (IN.17) can meet commission requirements.
- The superintendent/president has led in meeting this expectation to inform the public in ample time for adequate comment before the commission (five weeks before the scheduled commission consideration).
- *See response to Standards I.C.5 and I.C.12.*
- *Eligibility Requirement 21*

Conclusion

The college complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment. The college has reviewed the elements of this checklist and has found it meets the commission's requirements.

Standards and Performance with Respect to Student Achievement

[Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]

The college has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

- The college has established Institution-Set Standards at the college level.
- The Institution-Set Standards were established as part of the participatory governance process.
- Successful course completion is one of the measures of analysis and is also a target under the California Institutional Effectiveness Partnership Initiative (IEPI).
- The college has also set standards of institutional performance for degrees and certificates awarded and transfer to four-year colleges and universities.
- *See response to Standard I.B.3*
- *Eligibility Requirement 11*

The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers and, for programs in fields where licensure is required, the licensure examination passage rates for program completers.

- Institution-Set Standards are established for the cosmetology program, the only BCC program for which students must pass licensure examinations in order to work in their field.
- The standard for the cosmetology licensure passage rate was established using a three-year average plus one standard deviation calculation and was approved through the participatory governance process.
- Institution-Set Standards for job placement rates have not been consistently established due to the lack of reliable job placement data.

- *See response to Standard I.B.3.*
- *Eligibility Requirement 11*

The Institution-Set Standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement. The defined elements and expected performance levels are appropriate within higher education. The results are reported regularly across the campus, and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources, and to make improvements.

- The college evaluates progress in fulfilling its mission and meeting the goals and outcomes of its Strategic Plan.
- The college's performance on the goals and outcomes is reviewed and discussed at various committees, including the Student Success and Equity Committee and the Institutional Effectiveness Committee.
- Student performance metrics are included in program review, and programs are required to analyze the data and reflect on changes that should be made or have been made in response to that analysis.
- *See response to Standards I.B.3, I.B.5.*
- *Eligibility Requirement 11*

The institution analyzes its performance as to the Institution-Set Standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level.

- Student performance metrics are included in program review.
- Programs are evaluated on the extent to which they have aligned with the college's strategic plan, analyzed student performance, and used the results of learning assessment for programmatic improvement.
- *See response to Standards I.B.3, I.B.5.*
- *Eligibility Requirement 11*

Conclusion

The college complies with the Commission Policy on Standards and Performance with Respect to Student Achievement. The college has reviewed the elements of this checklist and has found it meets the commission's requirements.

Credits, Program Length, and Tuition

[Regulation Citation: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)]

Credit-hour assignments and degree program lengths are within the range of good practice in higher education.

- The college conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree.

- Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its Program and Course Approval Handbook.
- The college has in place written policies and procedures for determining a credit hour that meet commonly accepted academic expectations (IN.18).
- All programs and courses are approved under the California Education Code and administrative regulations promulgated thereunder. The college Academic Senate has established a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid.
- The college's Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet the minimum 60-unit requirement.
- *See response to Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12.*
- *Eligibility Requirements 9, 10, and 12*

The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, and distance education courses and for courses that involve clinical practice (if applicable to the institution).

- The college conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree.
- All programs and courses are approved under the California Education Code and administrative regulations promulgated thereunder. The college Academic Senate has established a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid.
- The college's Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet the minimum unit requirement.
- *See response to Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12.*
- *Eligibility Requirements 9, 10, and 12*

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

- Tuition at BCC is a uniform rate per unit with additional fees for labs where relevant or appropriate, including instructional materials fees required for First Aid and CPR courses. Otherwise, tuition is consistent.
- *See response to Standards I.C.2, I.C.6.*
- *Eligibility Requirement 11*

Any clock-hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

- The college does not offer clock-hour based courses.
- *See response to Standard II.A.9.*

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

- The college conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree.
- Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its Program and Course Approval Handbook.
- The college has in place written policies and procedures for determining a credit hour that meet commonly accepted academic expectations (IN.18).
- All programs and courses are approved under the California Education Code and administrative regulations promulgated thereunder. The college Academic Senate has established a curriculum approval process that takes into consideration the federal regulations and Title IV expectations for financial aid.
- The college's Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement.
- *See response to Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12.*
- *Eligibility Requirements 9, 10, and 12*

Conclusion

The college complies with the Commission Policy on Institutional Degrees and Credits. The college has reviewed the elements of this checklist and has found it meets the commission's requirements.

Transfer Policies

Transfer policies are appropriately disclosed to students and to the public.

- Policies and procedures on the transfer of credit are available on page 50 of the College catalog (IN.8).
- The college catalog describes the transcript evaluation process and the necessary forms to complete the process.
- The College website (IN.19) provides students with the Request for Transcript Evaluation Form. Students are encouraged at every stage in the process to meet with a counselor and transcript evaluators for evaluation.
- *See response to Standard II.A.10.*
- *Eligibility Requirement 20*

Policies contain information about the criteria the institution uses to accept credits for transfer.

- College policies require all transcripts to be evaluated to come from a regionally accredited institution.
- The college catalog includes criteria for the transfer and award of credit between the college and other institutions of higher learning and defines the guidelines for acceptance of degree-applicable coursework for military service transfer credit.

- *See response to Standard II.A.10.*
- *Eligibility Requirement 20*

The institution demonstrates compliance with the Commission Policy on Transfer of Credit.

- To evaluate and grant transfer credit, college faculty, counselors, students, and staff use a common articulation system (ASSIST) to determine course-to-course articulation for general education and major requirements.
- The California State Chancellor's Office Course Identification Numbering System (C-ID) is used to articulate the college's courses with the California State University system and to streamline transfer among institutions.
- College counselors and transcript evaluators use the Transfer Evaluation System (TES) database for coursework taken within institutions of higher education in the United States.
- *See response to Standard II.A.10.*
- *Eligibility Requirement 20*

Conclusion

The college complies with the Commission Policy on Transfer of Credit. The college has reviewed the elements of this checklist and has found it meets the commission's requirements.

Distance Education and Correspondence Education

[Regulation Citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38]

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

- The college employs a Dean of Distance Education and Learning Support Services who oversees and supports online instructional programs and support services, including online, hybrid, and web-enhanced instruction.
- The college has an authentication process through the learning management system which maps to the college's LDAP directory and requires students to input a unique user name and password.
- The dean supports professional development for the college's learning management system (Canvas) and effective strategies in online learning.
- All of the college's class offerings, regardless of delivery, follow the same course outlines of record.
- Discipline faculty in academic programs complete program review, which includes success and enrollment metrics disaggregated for online as well as face-to-face modes of delivery.
- *See responses to Standards II.A, II.B, and II.C in the Distance Education Supplement of the self-evaluation report.*
- *Eligibility Requirements 9, 15, and 17*

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade).

- All class offerings, regardless of delivery mode, follow the same course outlines of record.
- Discipline faculty in academic programs complete program review regardless of modality.
- Dialog about success in online courses takes place during faculty meetings, in discussions between deans and the Vice President of Academic Affairs, and in the Distance Education Committee (IN.20).
- *See responses to Standards II.A, II.B, and II.C in the Distance Education Supplement of the self-evaluation report.*
- *Eligibility Requirements 9, 15, and 17*

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

- The college uses Canvas as its learning management system for all online and hybrid courses. Canvas provides secure login for both faculty and students.
- The college has an authentication process through Canvas which maps to the college's LDAP directory and requires students to input unique user names and passwords.
- In addition to unique user names and passwords for Canvas, all fully-online courses require at least one proctored exam, which requires students to prove identity before being allowed to access their online exams.
- *See responses to Standards II.A, II.B, and II.C in the Distance Education Supplement of the self-evaluation report.*
- *Eligibility Requirements 9, 15, and 17*

The technology infrastructure is sufficient to maintain and sustain the distance education.

- The college has an interactive web presence, a student information system (Banner), and learning management system (Canvas) that assure that the online infrastructure, financial, student, and academic support are present and ready for future needs and advancements.
- Most recently, the college has implemented a single sign-on system, allowing students access to online courses, resources, and services via a single sign-on process.
- *See responses to Standards II.A, II.B, and II.C in the Distance Education Supplement of the self-evaluation report.*
- *Eligibility Requirements 9, 15, and 17*

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

- The college employs a Dean of Distance Education and Learning Support Services who oversees and supports online instructional programs and support services, including online and hybrid.
- The dean supports professional development for the college's learning management system (Canvas) and effective strategies in online learning.
- All of the college's class offerings, regardless of delivery, follow the same course outlines of record.

- *See responses to Standards II.A, II.B, and II.C in the Distance Education Supplement of the self-evaluation report.*
- *Eligibility Requirements 9, 15, and 17*

Conclusion

The college complies with Commission Policy on Distance Education. The college has reviewed the elements of this checklist and has found it meets the commission's requirements.

Student Complaints

[Regulation Citations: 602.1(a)(1)(ix); 668.43]

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

- Board policies and administrative procedures are accessible on the college's website under the Board of Trustees link (IN.21).
- Board Policy 5500 (IN.22), Standards of Conduct, Administrative Procedure 5520 (IN.23), Student Discipline, and Administrative Procedure 5530 (IN.24), Student Rights and Grievances define key terms for the complaint process and use terms under federal and state laws and the categories of discrimination. In addition to prohibited discrimination, other student complaints and grievances are described in administrative procedures promulgated under the rules which are available online at the college's website.
- *Eligibility Requirement 21*

The student complaint files are available; the files demonstrate accurate implementation of the complaint policies and procedures.

- The student complaint files are available in the Office of the Vice President of Student Services for the team to review.
- *Eligibility Requirement 21*

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any accreditation standards.

- The college stands prepared for any questions that the team members may have about the complaint files, procedures, or policies.
- *Eligibility Requirement 21*

The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

- The college lists all of the required information from the ACCJC on the college's main accreditation webpage (IN.16).

- The college lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution and identifies links for any student complaints.
- *Eligibility Requirement 21*

The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

- Board policies and administrative procedures are accessible on the college's website under the Board of Trustees link (IN.21).
- Board Policy 5500 (IN.22), Standards of Conduct, Administrative Procedure 5520 (IN.23), Student Discipline, and Administrative Procedure 5530 (IN.24), Student Rights and Grievances define key terms for the complaint process and use terms under federal and state laws and the categories of discrimination. In addition to prohibited discrimination, other student complaints and grievances are described in administrative procedures promulgated under the rules which are available online at the college's website.
- *Eligibility Requirement 21*

Conclusion

The college complies with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions. The college has reviewed the elements of this checklist has found that it meets the commission's requirements.

Institutional Disclosure and Advertising and Recruitment Materials

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- BCC assures integrity through having multiple individuals and departments across the college review major documents such as the catalog and class schedule. Catalog review is initiated by the Office of Academic Affairs, with requests for input on specific areas sent to recipients such as human resources, marketing, admissions and records, the articulation officer, and the campus bookstore (IN.25). Subject matter experts review publications and advertising pertaining to specific areas.
- The College catalog (IN.8) accurately provides the college's official name, addresses, telephone numbers, and website addresses. The catalog also provides the college mission statement, purpose and objectives, and entrance requirements and procedures. Entrance requirements and procedures can also be found on the Admissions and Records webpages (IN.26).
- The catalog is revised and reissued every year, and the class schedule is published each semester (fall, spring, and summer). Inaccuracies and ambiguities are corrected promptly with addenda.
- College staff and faculty who are well versed in the college admissions procedures and programs handle student recruitment.
- *See response to Standard I.C.2.*
- *Eligibility Requirement 21*

The institution demonstrates compliance with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

- The college ensures all publications and advertising disseminated to the public are clear, accurate, and free of any misrepresentations. All documents and webpages are reviewed for accuracy and completeness.
- The use of the term "accredited" is used only in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation on Accredited Status. It is stated accurately and fully in a comprehensive statement that identifies the accrediting body by name. No program is referred to as "accredited" unless it has a specific accreditation.
- *See response to Standard I.C.1, I.C.5, I.C.13.*
- *Eligibility Requirement 21*

The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

- The college lists all of the required information from the ACCJC on the college's main accreditation page.
- The college lists all of the programmatic accreditors and organizations that accredit, approve, or license the institution and identifies a link (IN.16) for any student complaints.
- *See response to Standard I.C.12.*
- *Eligibility Requirement 21*

Conclusion

The college complies with the Commission Policy on Institutional Disclosure and Advertising and Recruitment Materials. The college has reviewed the elements of this checklist and has found it meets the commission's requirements.

Title IV Compliance

[Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15;668.16; 668.17 et seq]

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

- The college ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.
- The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education's Federal Student Aid Assessment Guide. Financial Aid Office staff also attend regular conferences, workshops, and web trainings offered by the US Department of Education and Professional Financial Aid Associations to ensure the college complies with current Title IV financial aid regulations.
- For fiscal years 2011-12 through 2016-17, the college received an unmodified opinion over federal awards. The Student Financial Aid Assistance Cluster (Title IV) was selected as

the major program tested by auditors in each of these years. No material weaknesses or significant deficiencies were identified in the results of those audits (IN.27).
- *See response to Standard III.D.15.*
- *Eligibility Requirement 5*

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

- The USDE has not identified any issues with the college's financial responsibility, including student financial aid responsibility.
- *See response to Standard III.D.15.*
- *Eligibility Requirement 5*

The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

- The institution does not offer student loans.

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

- The college's contractual relationships to offer and receive educational, library, and student support services are appropriate for an institution of higher education. The college purchases subscriptions from the Community College Library Consortium of California, and the college renews formal membership agreements on an annual basis.
- Contracting practices and agreements support the college mission, goals, and priorities and are in compliance with board policies and administrative regulations.
- College polices ensure the integrity of such agreements.
- Purchasing practices are reviewed as part of the annual audit and program review processes.
- This review includes statistical testing of expenditures for contracts. No exceptions have been cited for contractual agreements with external agencies.
- *See response to Standards I.B.5, III.D.16.*
- *Eligibility Requirement 5*

The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

- The college ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.

- For fiscal years 2011-12 through 2016-17, the college received an unmodified opinion over federal awards. The Student Financial Aid Assistance Cluster (Title IV) was selected as the major program tested by auditors in each of these years. No material weaknesses or significant deficiencies were identified in the results of those audits.
- The college has designated personnel with signing authority for contracts, and such contracts include details regarding the work to be performed or the services to be provided, the period of the agreement, and responsibilities for the college and the contracted organization.
- *See response to Standards III.D.15, III.D.16.*
- *Eligibility Requirement 5*

Conclusion

The college complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. The college has reviewed the elements of this checklist and has found meets the commission's requirements.

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Eligibility Requirement 6 – Mission: The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1; see Standard I.A.4 for adoption and publishing aspects)

Evidence of Meeting the Standard

The mission, vision, and shared values of Barstow Community College define the institution's focus and clarify its purpose, student population, and educational offerings. Each of these tenets are reinforced in the organization's institutional planning documents (IA1.1 (p.13), IA1.2 (p.6)). As foundational principles, they underpin organizational support for and commitment to student success, planning and evaluation (IA1.3).

Vision Statement

The Board-approved Vision Statement at Barstow Community College reads, "Empowering students to achieve their personal best through excellence in education." The vision statement establishes the college's institutional aspirations and purpose. This overarching vision guides institutional planning and commitment to student success by serving as a foundational basis for the mission statement and values.

Mission of the College

"Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society" (IA1.4).

BCC is committed to providing higher education opportunities to current and future students, including two-year degrees, transfer pathways, skill building, professional growth, and certificates of achievement through career and technical education. To meet the needs of its community, BCC offers educational programs in a variety of modalities in an effort to reach its students, including the military population. The college accomplishes this purpose through face-to-face classes at the main campus, in the CTE building at the State Street location, and at the local military base as well as through online, interactive-television, and hybrid course offerings. The college has developed a strong distance education program that allows military students to continue online after they leave the direct service area. Academic offerings and student support services are centered around enhancing student success, leadership development, and career and workforce opportunities (IA1.5, IA1.6, IA1.7, IA1.8, IA1.9, IA1.10).

The mission of the college supports and is supported by the college's vision and shared values.

Shared Values

Through a collegial process involving all constituency groups, the college adopted Barstow Community College C.A.R.E.S., a list of values shared by all employees at BCC. The college's shared C.A.R.E.S values are as follows:

Communicating consistently with others respectfully and professionally.
Accountability to our stakeholders as demonstrated through integrity and ethical behavior.
Reaching balance in the full appreciation for the institution as a whole.
Embracing a breadth and depth of perspectives.
Supporting our students and each other as we serve the educational needs of the community.

The discussion regarding these values occurred during several All College meetings beginning with a discussion on what it means to work and serve students and each other. A small work group began identifying what it means to care and brought this information back to the attendees at All College. Eventually, C.A.R.E.S. was adopted and posted throughout the college (IA1.11, IA1.12, IA1.13). These shared values guide the institution in upholding the vision and mission of BCC.

Analysis and Evaluation

Since the institution's inception, the mission of Barstow Community College has centered on providing quality education to the community. The college commitment is embodied in instructional programs both onsite and online, student services, and co-curricular activities (IA1.14) that support learning and achievement. To meet the needs of the community and military students, the college provides basic skills education, career and technical training (IA1.15), and transfer-level programs, onsite and online, and prepares students for upper-level courses at universities. BCC offers associate degrees, associate degrees for transfer, and certificate programs.

The current mission statement was approved by the Board of Trustees in February 2017. The college vision and values were Board approved in December 2011 (IA1.16) and November 2013, respectively (IA1.17). The mission statement and vision are stated in every catalog (IA1.5, p.11) and are published on the college's website (IA1.18).

Ultimately the mission, vision, and shared values are the core institutional tenets that do the following:

- Define the college's purpose, service population, and degree offerings.
- Demonstrate institutional support of student learning and achievement.
- Provide a basis for research and integrated planning.
- Fulfill the state legislated requirements of California Community Colleges per California Education Code section 66010.4 (a).

Evidence

IA1.1 Comprehensive Master Plan 2017
IA1.2 Strategic Plan 2015-18
IA1.3 Mission, Vision and Values Statements
IA1.4 Board Minutes 2-15-2017
IA1.5 BCC Catalog 2017-18
IA1.6 Student Success Plan 2015-16
IA1.7 Student Life Leadership Agenda
IA1.8 SLOs Physical Science
IA1.9 PLOs
IA1.10 ILOs/Core Competencies
IA1.11 All College Meeting Minutes 9-3-2013
IA1.12 All College Meeting Minutes 10-1-2013
IA1.13 All College Meeting Minutes 11-5-2013
IA1.14 Cosmetology Article
IA1.15 Living Wage Article
IA1.16 Board Agenda 12-14-2011
IA1.17 Board Minutes 11-20-2013
IA1.18 About BCC Webpage

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The mission serves as the cornerstone of BCC's planning process; all institutional plans are aligned with the mission, including the Educational Master Plan, Facilities Master Plan, and the Strategic Plan (IA2.1, IA2.2). The Strategic Priorities, a key component of the Strategic Plan, are directly connected to the mission; for example, Strategic Priority One, "Educational Success," connects with the mission in that its goal is to "measurably advance student equity, completion and attainment of educational goals." Strategic Priority Six, "Evidence-Based Decision Making," is to "enhance and further an evidence-based framework that supports the institution's decision-making process." The Educational Master Plan aligns with the Strategic Plan and Priorities along with the mission and guides the development of the Facilities Master Plan.

BCC utilizes external and internal data to determine how effectively the college is accomplishing its mission and whether the college follows institutional priorities in meeting the educational needs of students. These data elements serve to drive the planning process of the college and were foundational in developing the Strategic Plan for 2015-2018. The 2015 strategic planning session (IA2.3, IA2.4, IA2.5, IA2.6, IA2.7, IA2.8, IA2.9) focused attention on data used for Institution-Set Standards and later for the Institutional Effectiveness Partnership Initiative to clarify data definitions and differences in criteria as well as establishment of thresholds. Regional and local data was analyzed from a number of sources to identify those factors that are impacting the college

or are likely to impact or influence the college's future. Analysis resulted in the development of Strategic Priorities (IA2.10).

The utilization of data at the institution, administrative, department, and programmatic levels serves to inform and assess the effectiveness of the college in meeting the needs of students and the community. Regular analysis and evaluation occurs through reports such as the Scorecard (IA2.11), Fact Book (IA2.12), Institutional-Set Standards (IA2.13), IEPI Framework of Indicators (IA2.14) and surveys such as the Community College Survey of Student Engagement (CCSSE) (IA2.15). Further data is made available through the annual program review process, which includes learning outcomes, enrollment, success and retention, and fill-rate data (IA2.16, IA2.17, IA2.18). Data analysis leads to resource requests in the program reviews, which lead to improvements in carrying out the college mission. For example, instructional equipment requests are derived from program reviews, are prioritized primarily on how critical they are to achieving the mission of the college including student learning and success, and are funded based on the priority order (IA2.19, IA2.20). Institutional demands for other data reports are provided upon request to participatory governance committees and departments (IA2.21, IA2.22, IA2.23).

In 2014, the college renewed its commitment to data integrity. After numerous discussions, the Data Integrity Team was developed to look at college data streams for accuracy, availability, and transparency. This process was important to improving and expanding the role data plays in evaluating and reporting institutional effectiveness. After significant review, in 2015 the college applied for and was awarded an Institutional Effectiveness Partnership Initiative (IEPI) grant (IA2.24). The grant has allowed the college to evaluate, assess, and implement the revitalization of a variety of processes, many of which were related to the Banner Student Information System. Revitalization has been key to improving data integrity and continues to cultivate greater institutional research, evaluation, and reporting.

As the Data Integrity/Banner Revitalization Project continues, the college will be able to further incorporate data analysis into the decision-making processes and evaluation of the organization's effectiveness in accomplishing its mission. The newly formed Data Governance Group, which began meeting in spring 2016, was created as a result of the revitalization project and meets bimonthly to accomplish its mission of accuracy, availability, and transparency of institutional data. The group membership consists of key stakeholders from every major department on campus (IA2.25). Examples of improvements resulting from the work of the Data Governance Group include reduction in submission errors, correction of DataMart data, and validation of the 320 report (IA2.26). The group is also developing a Data Governance Manual (IA2.27) that will guide the institution in data accuracy, availability, transparency, and security.

Analysis and Evaluation

Barstow Community College uses data to determine how effectively the college is accomplishing its mission. Data is used to set and track progress of institutional goals in regard to student learning and achievement, including Institution-Set Standards and IEPI Framework of Indicators. Data is also used at the program and department level to determine effectiveness through the program review process. Resources are requested and allocated based on their connection to the mission, institutional plans, and strategic priorities. The mission is the cornerstone of and directs

institutional plans and strategic priorities in meeting the educational needs of students. Continued efforts to ensure data integrity and quality will increase confidence in the data used for college planning and decision making and thus will improve the effectiveness of those processes.

Evidence

IA2.1 Comprehensive Master Plan 2017
IA2.2 Strategic Plan 2015-18
IA2.3 Strategic Planning Agenda 2015.03.27
IA2.4 Strategic Planning Email
IA2.5 Strategic Planning Facilitators
IA2.6 Strategic Planning Handout
IA2.7 Strategic Planning Sign-In Sheet
IA2.8 Strategic Planning Worksheet
IA2.9 Strategic Planning Presentation 2015.03.27
IA2.10 Strategic Planning Certificate of Minutes 2016.02.17
IA2.11 2016 Student Success Scorecard
IA2.12 Fact Book 2015-16
IA2.13 2017 ACCJC Annual Report
IA2.14 IEPI Goals 2017-18
IA2.15 CCSEE Cohort Data Overview
IA2.16 Fill Rate for Program Review
IA2.17 Efficiency for Program Review
IA2.18 Faculty Load for Program Review
IA2.19 BAP 2016-17 Results Memo
IA2.20 2016-17 BAP Submission List by Category Ranking
IA2.21 Fort Irwin & Military Study
IA2.22 14-15 and 15-16 DE Success & Retention
IA2.23 Arithmetic Placement Study
IA2.24 IEPI Agreement Barstow 2015-16 Signed Final
IA2.25 Data Governance Minutes 9-18-17
IA2.26 Data Integrity Project
IA2.27 Data Governance Manual – Draft 11/27/17

I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Programs and services are aligned with the mission statement, which defines the college's commitment to providing students with two-year degrees, transfer pathways, skill building, professional growth, and certificates of achievement through career and technical education. As part of the annual program review cycle (IA3.1), all programs and services define their program mission statement and how it relates to the college mission (IA3.2). Services for students must also be aligned with the college mission. For example, student service programs such as the Bridge to

College Success aim to assist students in below-level math and English classes and provide them with the "educational tools to achieve personal goals and professional growth" (IA3.3).

At the heart of the BCC planning process is a commitment to diversity, success and equity for all constituency groups, and the financial stability of the college. All planning documents are built on the mission and strategic priorities of the college. Integral for success is the interrelationship of the plans and how they support each other. The Educational Master Plan, the Strategic Plan, and the Facilities Master Plan all align with each other and the mission of the college. These three institutional plans act as resources for and inform the college's functional plans and vice-versa. The integrated nature of college planning and decision-making organizational structure is illustrated by the Barstow Community College Annual Strategic Planning and Communication Process and the Barstow Community College Program Review and Funding Cycle (IA3.4, IA3.5).

To ensure institutional support, budget increase requests utilize the budget allocation proposal (BAP) process as outlined in the strategic planning process (IA3.6). Each year, instructional programs and administrative units may submit BAPs as part of the program review process. These proposals are scored separately by the Institutional Effectiveness Committee and Business and Finance Committee and are ranked according to predetermined criteria. Requests for full-time faculty personnel are also reviewed and ranked by the Academic Senate. The rankings are then forwarded to the President's Cabinet for final approval and are funded based on final budget allocations (IA3.7, IA3.8, IA3.9).

The Institutional Effectiveness Committee (IEC) scores and ranks the BAPs based in part on whether the BAP is connected to the mission statement, program plans, assessment results, and other key planning documents. Separate from the program review process and the IEC scoring and ranking process, the Business and Finance Committee ranks each BAP according to predetermined criteria based on risk management factors (IA3.10).

The college sets targets and goals for student learning and achievement, including the institution-set standards, an accreditation requirement, and the IEPI Framework of Indicator goals mandated by state legislation. These goals and targets are based on historical trend data from the Scorecard and MIS data and are set as aspirational goals. The Student Success and Equity Committee agrees on these targets, and many of the college's support activities are based on these goals. Once approved by the Student Success and Equity committee, the goals are sent through the participatory governance process for institution-wide adoption. The mission of the college is to help students achieve their educational goals and professional growth and to enhance student success. Pursuing the institution-set standards and framework of indicator goals and assessing how the College is meeting these targets ensures that the college effectively accomplishes the mission (IA3.11).

Analysis and Evaluation

Barstow Community College's programs and services are aligned with its mission (IA3.12). As part of the annual program review cycle, all programs and services define their relationship to the concepts and goals of the college's mission and vision. The mission guides institutional decision making, planning, and resource allocation. The Educational Master Plan, the Facilities Master Plan, and the Strategic Plan all align with each other and the mission of the college. Resource

requests are allocated based on program and department alignment with the mission, institutional plans, and strategic priorities. The mission informs institutional goals and is the foundation of student learning and achievement, establishing broad-based guidance for institutional planning and goal-setting.

Evidence

IA3.1 Program Review Schedule
IA3.2 Program Review Handbook
IA3.3 Bridge to College Success
IA3.4 Strategic Planning and Communications Process
IA3.5 Program Review Cycle
IA3.6 Board Policy 6200
IA3.7 Close the Loop Letter, 2013-14
IA3.8 Close the Loop Letter, 2014-15
IA3.9 Close the Loop Letter, 2015-16
IA3.10 BAP Scoring Rubric
IA3.11 Institutional Set Standards/IEPI Board Presentation
IA3.12 Program Review Evaluation Rubric

I.A.4 The institution articulates its mission in a widely-published statement approved by the governing board. The mission is periodically reviewed and updated as necessary.

Eligibility Requirement 6 – Mission: The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.4; see Standard I.A.1 for relevance to a degree-granting institution and commitment to student learning and achievement aspects)

Evidence of Meeting the Standard

The BCCD Board of Trustees approved the latest version of the mission statement in February of 2017 as part of the communication and strategic planning process. BCC's mission is posted on the college website, included in the college catalog, printed in publications and brochures, and displayed on posters throughout campus buildings (IA4.1, IA4.2). BCC's mission, vision, and values drive its planning processes and are the foundation for all planning documents including the Comprehensive Master Plan (IA4.3).

Barstow Community College's mission statement is evaluated and revised on a regular basis, as required by Board Policy (IA4.4), to ensure the district's commitment to serving all students regardless of their location or the modality used to deliver learning opportunities.

Acknowledging the diverse needs of the community in the 9,200-square mile district while aligning with the mission of the California Community Colleges drives the structure of the mission. The BCCD Board of Trustees' latest review of the current mission statement occurred on

February 17, 2017 and resulted in a small revision to include "workforce" to better capture the district's community.

The mission review process is conducted in a manner that ensures all campus interests are represented. At the President's Shared Governance Council on October 26, 2016, the mission statement was reviewed and constituent groups were asked to bring feedback to the November 30, 2016 meeting (IA4.5, IA4.6). Revisions were brought to the meeting by the Academic Senate (IA4.7), and the changes were approved and then sent before the board.

As required by Eligibility Requirement 6 (Mission), the college's mission is adopted and published by the governing board consistent with its legal authorization (IA4.8, IA4.9).

Analysis and Evaluation

Barstow Community College articulates its mission in a widely-published statement approved by the governing board. The mission statement is posted on the college website, included in the college catalog, printed in publications and brochures, and displayed on posters throughout campus buildings. Board Policy 1200 calls for the mission statement to be "evaluated and revised on a regular basis." The mission has been revised twice since the 2012 accreditation visit, in April 2014 (IA4.8) and February 2017 (IA4.9).

Evidence

IA4.1 Mission, Vision & Values Statements
IA4.2 BCC Catalog 2017-18
IA4.3 Comprehensive Master Plan 2017
IA4.4 Board Policy 1200
IA4.5 President's Shared Governance Council Agenda 10-26-16
IA4.6 President's Shared Governance Council Agenda 11-30-2016
IA4.7 Academic Senate Minutes 11-29-16
IA4.8 Board Minutes 4-16-14
IA4.9 Board Agenda 2-15-17

Standard I.A Plans for Future Action

Planned Action	Timeline
Continue implementation of Data Integrity/Banner Revitalization Project to increase integrity of and confidence in data. (I.A.2)	No later than Fall 2018
Complete and publish Data Governance Manual. (I.A.2)	Spring 2018

I.B.1 The institution demonstrates a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous quality improvement takes place in a number of forums throughout the college.

Student Outcomes

The discussion regarding student learning outcomes begins with curriculum development. All courses and programs are required to include learning outcomes. Programs and courses are sent through the curriculum review process in CurricUNET. The information in CurricUNET undergoes multiple reviews including a review by the Service and Learning Outcomes Coordinator. The coordinator reviews, comments, and ultimately approves the learning outcomes (IB1.1). A similar process is followed for revisions of the learning outcomes. The Curriculum Committee reviews all new and revised courses and programs.

The SLOAC developed the long-range schedule for the assessment of the institutional learning outcomes (ILOs) described as core competencies. BCC has four ILOs. Each year one ILO is assessed (IB1.2) as part of a four-year assessment cycle. The college is in the process of reviewing and updating the Assessment Plan (IB1.3), which describes a philosophy, goals, and guidelines for assessment work as well as levels of assessment (classroom, degree/certificate/pathway, and general education core competencies). Learning outcomes assessment work is integrated with comprehensive program reviews where faculty members report on their assessment activities.

Through spring 2017, student learning outcomes have been assessed for every section offered every semester (IB1.4). Faculty provide student learning assessment data (IB1.5) to the SLOAC coordinator. Feedback is provided by the SLO Coordinator and is returned to the faculty for improvement considerations (IB1.6). The college is currently developing a cycle for assessment of course-level student learning outcomes that will ensure that all outcomes are assessed on a consistent and regular basis without assessing all outcomes every semester (IB1.3).

Program level outcomes (PLOs) and administrative unit outcomes (AUOs)/service area outcomes (SAOs) are assessed annually through the program review process, which calls for a full review every three years and an annual update (IB1.3, IB1.7, IB1.8, IB1.9). Career technical education (CTE) instructional programs are reviewed on a two-year cycle with annual updates on off years (IB1.10). The Program Review Committee reviews the learning outcomes as part of the feedback loop; the program review template and evaluation rubric address the learning outcomes (IB1.11, IB1.12, IB1.13, IB1.14). Like SLOs at the course level, PLOs and AUOs/SAOs are also reviewed by the SLOAC committee based on a separate rubric (IB1.15). Feedback is returned to the program review initiator for improvement considerations (IB1.16).

Within the SLOAC and program review processes for reviewing learning outcomes, all assessments are reviewed by a team of at least two committee members. In SLOAC, each team

then reports out to the committee as a whole, where discussion and further feedback and clarification is captured for inclusion in the feedback report to the initiator.

The SLOAC is chaired by a faculty Service and Learning Outcomes Coordinator with reassigned time. A new, clearly defined job description and reporting structure for this position were agreed upon by administration and the Academic Senate and formally approved by the Academic Senate in Fall 2017 (IB1.17, IB1.18).

Student Equity

Over the last six years, many state and local changes to student equity have occurred. The increased attention to student equity through state initiatives allowed colleges to further develop organizational awareness on equity issues and to introspectively evaluate their institutions through the disproportionate impact study. The additional commitment to equity through increased state funding allowed colleges to address local equity issues and increased the opportunities for training and dialog throughout the state. Opportunities for training and increased funding were particularly important to improving broader campus dialog, awareness, and planning at a small rural institution like BCC. This expansion of dialog, awareness, and planning led the college to better outcomes for students.

The Student Equity Plan (SEP) outlines the college's intent to improve student outcomes related to five student success indicators. These success indicators are evaluated based on the college's disproportionate impact study. The purpose of applying the disproportionate impact study to the success indicators was to look for institutional disparities with regard to race and ethnicity, gender, age, disability, economic circumstances, and veteran or foster youth status that may create an inequity in educational opportunity. The five student success indicators evaluated in the plan were access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer (IB1.19).

Dialog on the state-required components of the SEP and the disproportionate impact initially took place at the Student Success and Equity Committee (SSEC) (IB1.20). The SSEC is the largest committee on campus and encompasses a unique cross-section of college staff, faculty, administration, and students. The SSEC is made up of both constituent representatives and key personnel. Discussions on student equity, diversity, and the SEP plan were significant enough to impact the planning and discussion of the Strategic Priorities and Strategic Plan (IB1.21). Because of the institutional significance of both the SEP and the Strategic Priorities and Strategic Plan, both were discussed throughout the Strategic Planning and Communications Process (Equity: IB1.22, IB1.23, IB1.24, IB1.25, IB1.26; IB1.27, IB1.28; Strategic Plan: IB1.29, IB1.30, IB1.31, IB1.32, IB1.33, IB1.34).

All of this discussion prompted other dialog on student equity that was part of other activities, such as faculty in-service (IB1.35, IB1.36). Further, the SSEC developed workgroups that focused on particular areas of the Student Success Support Program (SSSP) and Student Equity Plan. The work groups added members to the discussion that were not all part of the core committee in 2015-16. One group focused on equity, one on SSSP, and one on integrating components of equity

deeper into the planning process. This effort was important to the campus expansion of dialog on student equity (IB1.37)

Academic Quality

Through the curriculum approval process, the Curriculum Committee and the Technical Review Committee, both subcommittees of the Academic Senate, and the Service and Learning Outcomes Assessment Committee (SLOAC) provide curriculum oversight for academic quality. Every new and revised course is submitted via CurricUNET and undergoes a rigorous review process in line with Board Policy (IB1.38) and Administrative Procedure 4020 (IB1.39). New and revised programs follow the same review and approval process. The CurricUNET system allows for the review and approval by multiple committees and individuals and tracks those approvals and comments by the reviewers. The Curriculum Manual provides guidance to all members involved in the curriculum development process regarding the processes to be followed and the duties and responsibilities of each committee and its members (IB1.40). For example, the Technical Review Committee is responsible for reviewing all course and program proposals for completeness, accuracy, and compliance with Title 5 Standards. Courses intended to be taught via distance education are also reviewed to ensure that content and quality are equal to that of courses taught in traditional formats (IB1.41).

Conversations about academic quality continue as part of the program review process. The program review process allows all departments to review and assess the effectiveness of their programs and allows faculty to review the quality of their curriculum as it relates to student learning and achievement. Course completion and retention rates are analyzed for both traditional and online students to ensure academic quality regardless of mode of instruction. Course and program level outcomes are analyzed, and instructors are required to reflect on the analysis and discuss the need for changes to the program or course curriculum (IB1.42). Dialogue regarding the program review findings takes place among faculty and within committee meetings as part of the review and feedback loop. Both the SLOAC and Program Review Committee play a part in that review process; committee members review the submissions, discuss findings, and provide feedback to the initiator of each program review (IB1.43, IB1.44).

Comprehensive program reviews and annual updates assess and document academic quality and resource needs associated with student outcomes and student achievement. Resource needs are reviewed for accuracy and appropriateness by the appropriate vice president and are then reviewed and prioritized by the Institutional Effectiveness Committee, Business and Finance Committee, Academic Senate, and President's Cabinet as part of the planning and resource allocation process (IB1.8).

Emphasis on academic quality with regard to distance learning has been a focus for the college for over a decade. The Distance Education Committee has provided ongoing dialogue on topics such as effective contact, student success and retention, the distance learning success gap, and adoption of a new course management platform (Canvas) (IB1.45, IB1.46, IB1.47). In fall 2016, a new Dean of Distance Education and Learning Support Services was hired to further the dialog, provide guidance, and enhance the academic quality and support services of the Distance Education program. The college also plans to develop and create a faculty Distance Learning and

Instructional Technology Coordinator position with reassigned time to help support distance learning and other technology-supported instruction.

Institutional Effectiveness

The Institutional Effectiveness Committee (IEC) takes a leadership role in moving data into action to achieve sustainable, continuous quality improvement. The committee reviews program assessment results in light of college-wide strategic goals to recommend a set of institutional priorities for inclusion into integrated planning and resource allocation. The goal of the committee is to help the college maximize fiscal, physical, human, and technological resources to improve student learning and achievement. Through the work of the Program Review Committee, program review submissions are analyzed and evaluated for common themes, trends, and best practices (IB1.48).

The IEC guides dialogue around institutional effectiveness through the college's participatory governance committees. BCC's Strategic Planning and Communication Process details how policies, procedures and initiatives, and related processes flow through communication channels to assure all constituent groups have input and are aware of relevant data concerning student success outcomes and overall institutional effectiveness (IB1.49). Each constituency member is urged to return to his or her respective group and report out what is taking place in the committee on which the or she serves (IB1.50).

Continuous Improvement of Student Learning and Achievement

The examples of evaluation cycles and communication shared above show how all constituencies work to provide opportunities for faculty, staff, students, and administrators to participate in supporting and increasing student learning and achievement.

Institutional practices such as the program review process and assessing student learning outcomes help to institutionalize dialog leading to improved student learning and achievement. The evaluation of institutional set standards, as well as SLOs, PLOs, and ILOs, provides a basis for dialog grounded in data that aids in developing institutional direction and accountability (IB1.51, IB1.52). These cycles of evaluation allow for continuous quality improvement.

Analysis and Evaluation

Barstow Community College has policies and procedures that focus on building sustainable, institutionalized practices that promote continuous and collegial dialogue on student outcomes and equity, academic quality, institutional effectiveness, and quality improvement. All constituent groups are included appropriately in this process. Outcomes assessment and analysis for both instructional and non-instructional programs and departments is an integral aspect of college planning and dialog regarding student success and achievement. Discussions of equity among all student populations have been integrated into all aspects of the planning and assessment process as well as other college activities. The college's Institutional Effectiveness Committee takes a leadership role in ensuring that discussions of outcomes assessment, equity, and all other aspects

of student achievement are grounded in data that can lead to sustainable, continuous quality improvement.

Evidence

IB1.1 CurricUNET IMMT Example
IB1.2 2015-16 ILO Report
IB1.3 BCC Assessment Plan May 2017
IB1.4 SLO Report Fall 2015
IB1.5 SLO Report ACSK 150 Example
IB1.6 SLO Feedback ACSK 150 Example
IB1.7 Program Review Handbook
IB1.8 Program Review Cycle
IB1.9 Program Review Evaluation Rubric
IB1.10 Outcomes Assessment Webpage
IB1.11 Instructional Program Review Template
IB1.12 Instructional Program Review Update Template
IB1.13 Non-Instructional Program Review Template
IB1.14 Non-Instructional Program Review Update Template
IB1.15 SLO Feedback Report Rubric
IB1.16 English 1A SLO Completed Rubric
IB1.17 Academic Senate Minutes October 31, 2017
IB1.18 FSLO Coordinator Job Description
IB1.19 Student Equity Plan
IB1.20 Student Equity Data Discussion SSEC
IB1.21 Strategic Plan
IB1.22 2015_16 Student Equity PowerPoint
IB1.23 SSEC Meeting Minutes November 19, 2015 & December 3, 2015
IB1.24 Academic Senate Agenda December 10, 2015
IB1.25 Academic Senate Agenda November 5, 2015
IB1.26 PSGC Minutes December 9, 2015
IB1.27 Board Approval of Equity Plan
IB1.28 Equity PowerPoint for All College Meeting February 2015
IB1.29 All College Meeting April 2015
IB1.30 IEC Minutes August 27, 2015
IB1.31 Budget & Finance Minutes October 2015
IB1.32 SSEC Meeting Minutes September 10, 2015
IB1.33 PSGC Approval of Strategic Plan
IB1.34 Strategic Planning Board Certification
IB1.35 Equity Training Faculty In-Service 2015
IB1.36 Equity Training Outline In-Service 2015
IB1.37 SSEC Minutes January 25, 2016
IB1.38 BP 4020
IB1.39 AP 4020
IB1.40 Curriculum Manual
IB1.41 DE Proposal Form

IB1.42 Earth Science Program Review
IB1.43 Program Review Evaluation Earth Science
IB1.44 SLO Assessment Feedback Physical Science
IB1.45 DE Minutes May 20, 2014
IB1.46 DE Minutes January 17, 2013
IB1.47 DE Agenda February 23, 2016
IB1.48 IEC Minutes December 11, 2013
IB1.49 Strategic Planning & Communications Process
IB1.50 Management Council Agenda May 23, 2017
IB1.51 Participatory Governance Responsibilities
IB1.52 Institution-Set Standards

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student learning and support services.

Eligibility Requirement 11 – Student Learning and Student Achievement: The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

Evidence of Meeting the Standard

Barstow Community College has established student learning outcomes (SLOs) for each course, program level outcomes (PLOs) for each certificate and degree, and institutional level outcomes (ILOs) known as core competencies. Instructional departments are expected to map their course outcomes to PLOs to the core competencies. Through spring 2017, SLOs were assessed every semester for every course section. The college is currently developing a cycle for assessment of course-level student learning outcomes that will ensure that all outcomes are assessed on a consistent and regular basis without assessing all outcomes every semester (IB2.1).

Instructional PLOs are published in the college catalog, as are the core competencies (PLO: IB2.2; ILO: IB2.3). PLOs are assessed as part of the program review process (See Standards I.B.1, I.B.5). Outcomes for administrative units (AUOs) and service areas (SAOs) have been developed (IB2.4, IB2.5), and training and assistance in assessment is offered on an annual basis to all departments (IB2.6, IB2.7, IB2.8). Program review takes place on a three-year cycle, with annual updates in off years. CTE program reviews follow a two-year cycle with annual updates in off years.

The Service and Learning Outcomes Assessment Committee (SLOAC) provides a Student Learning Outcome Handbook, and committee leadership provides training and assistance upon request to help develop outcomes and assessment measures (IB2.9, IB2.10, IB2.11). Membership in SLOAC reaches across the disciplines and includes administrative personnel (IB2.12). The Service and Learning Outcomes Assessment Coordinator reviews each course section SLO assessment submission and reports back to the originator with feedback (IB2.13, IB2.14, IB2.15).

The focus of the evaluation is to determine if the SLO and assessment information is "manageable, meaningful, and measurable."

The Service and Learning Outcomes Coordinator is a faculty position with reassigned time. A new, clearly defined job description and reporting structure for this position were agreed upon by administration and the Academic Senate and formally approved by the Academic Senate in Fall 2017 (IB2.16, IB2.17).

Course outlines of record in CurricUNET prominently display learning outcomes and course requirements including objectives, content, and methods of instruction and evaluation regardless of modality of instruction (IB2.18). The assessment process for courses is identical for live, hybrid, and online courses. SLOs for each course section are published in each syllabus and are to be reviewed with students at the beginning of each course (IB2.19).

As part of the ACCJC Annual Report, BCC establishes institution-set standards for student achievement. Additionally, one-year and six-year goals for student performance and outcomes are set annually as part of the IEPI Framework of Indicator goals (IB2.20). As part of the process of establishing these standards and goals each year, the institution assesses its performance against the previous year's targets. Performance assessment data is discussed and utilized in establishing the next year's targets. See Standard I.B.3 for more information regarding the methodology used and processes followed in establishing institution-set standards and IEPI goals.

Analysis and Evaluation

Barstow Community College identifies and assesses student learning outcomes and administrative unit outcomes through sustained, regularly scheduled, and comprehensive program reviews. Academic instructional program reviews are on a three-year cycle, career technical educational instructional program reviews are on a two-year cycle, and administrative and student support service departments are on a three-year cycle (IB2.21, IB2.22, IB2.23). All college departments complete annual updates. Regular and systematic assessment is an integrated part of the program review process. Student learning outcomes are identified in the course outlines of record and are a core part of course syllabi so that all constituents, especially students, are aware of and have access to course goals. The college defines standards for student achievement by establishing institution-set standards and IEPI goals annually. As part of the process of establishing these targets, the college assesses its performance against the previously set standards and goals.

Evidence

IB2.1 Outcomes Assessment Webpage
IB2.2 AS Supply Chain Management BCC Catalog
IB2.3 BCC Catalog Core Competencies
IB2.4 Non-Instructional Program Review Template
IB2.5 Webpage Non-Instructional Program Review
IB2.6 2014 Program Review Training
IB2.7 2015 Program Review Training
IB2.8 2016 Program Review Training

IB2.9 SLO September 15, 2012 Training
IB2.10 SLOAC Handbook
IB2.11 SLO Updates November 21, 2013
IB2.12 SLOAC Minutes February 16, 2016
IB2.13 Feedback Report ENGL 1A
IB2.14 SLO Email
IB2.15 Student Learning Outcomes
IB2.16 SLO Coordinator Job Description
IB2.17 Academic Senate Minutes 10-21-17
IB2.18 CSIS COR
IB2.19 English IA Fall 2017 Syllabus
IB2.20 2017-18 IEPI Goals
IB2.21 Program Review Handbook
IB2.22 A&R and Financial Aid - SAOs
IB2.23 SPS Program Review

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

Eligibility Requirement 11 – Student Learning and Student Achievement: The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

Evidence of Meeting the Standard

Each year, as part of the ACCJC Annual Report, BCC establishes institution-set standards (ISS) for student achievement. In 2014, ISS were established by "calculating 95% confidence intervals for the respective rates, or proportions, using the five-year average data as the denominator." The resulting number provided the "minimum acceptable standard," which BCC agreed at the time was the intention of the institution-set standards. This methodology for establishing the standards carried forward to 2015 (IB3.1). In 2016, because of turnover in the Office of Institutional Research and the institution-wide concern that data was incorrect, BCC adopted the same standards used in 2015 without revising the methodology or running the calculations with new data.

In the spring 2017 semester, with new personnel in the Office of Institutional Research and after much work by the college to ensure data integrity through the Banner Revitalization Project, the methodology for establishing ISS was revised. First, the college determined that the intended definition of institution-set standards by the ACCJC is not a minimum acceptable standard but is intended to both "monitor and challenge institutional performance" and that colleges should "achieve and exceed institution-set standards" (IB3.2). In addition to changing the mindset of BCC

regarding the intended purpose of ISS, the methodology for calculating and establishing the standards was simplified for greater institution-wide understanding. As a starting point for each metric, BCC used a three-year average with targets set above the average.

The Director of Research, Development, and Planning ran calculations for each of the six required ISS targets and provided to the Student Success and Equity Committee the three-year averages, the three-year averages plus one standard deviation, and five years of historical data of goals and performance where available (IB3.3). The committee addressed each of the six targets with the understanding that this committee would play a key role in creating activities to reach the targets.

The committee determined that the three-year average plus one standard deviation was appropriate for three of the six goals. The committee agreed that the target for student transfers should be set lower at ½ standard deviation. A lengthy discussion took place regarding certificate completion trends and the goals that should be set. Historically, certificate completions have been very low at BCC. In the 2015-16 year, a number of efforts were undertaken to address this issue, including outreach efforts to students as well as curriculum revisions to better align the certificate programs with federal financial aid requirements. These efforts resulted in an 80% increase in the number of certificate completions over the previous year but still only accounted for 45 certificates awarded. The three-year average plus one standard deviation method resulted in a goal of 41 completions. While the committee agreed that setting a target for 2017-18 that was less than the actual number of completers in 2015-16 was not acceptable, the committee also felt reluctance setting it higher for fear that the 45 completions was an anomaly because of the extra outreach efforts. The committee ultimately agreed to set the target at 45 and revisit it the following year when 2016-17 award data becomes available.

One area of weakness that came to light during this process was the college's lack of job placement data. In 2011-12, the annual report indicated that the college set a target of 25% and had an actual placement rate of 24%. The college could not identify how this information was gathered, as it has not been gathered or reported since that year. BCC decided to set the 2017-18 placement goal based on that rate but agreed that job placement tracking activities need to be a focus of conversation in the future. Discussions have occurred recently regarding available tools that the college can use such as the LaunchBoard, Perkins Core Indicators, and the CTE Outcomes Survey that BCC plans to participate in. At this time, BCC can set job placement rates but has no mechanism in place to track placement, and thus the college has no way to assess progress toward the goals set.

After discussion and approval of the institution-set standards at the Student Success and Equity Committee (SSEC), the goals along with notes from the SSEC were presented for discussion to the President's Cabinet, the President's Shared Governance Council (IB3.4), the Academic Senate, the Institutional Effectiveness Committee (IB3.5) and finally the Board of Trustees (IB3.6).

Institution-set standards are posted to the BCC website as part of the ACCJC Annual Reports and are included in the college's annual Fact Book (IB3.7, IB3.8).

	Institution Set Standard	Performance 2015-16	Result
Student Course Completion Rate (Item 12)	70.0%	72.7%	Standard Met
Student Degree Completion Rate/Count (Item 13)	234	292	Standard Met
Student Certificate Completion Rate/Count (Item 14)	7	45	Standard Met
Student Transfer Rate/Count (Item 15)	151	223	Standard Met
Examination Pass Rates Cosmetology (Item 18)	70%	83.9%	Standard Met

For the 2017 IEPI Framework of Indicator requirements, one-year and six-year goals were established using the same methodology and process as the institution-set standards and were established at the same time and in conjunction with the ISS. Because four of the six ISS overlap with the IEPI goals, the college determined that establishing them together would better display the connections between BCC's goals and the activities needed to reach them. The one-year IEPI goals established for the Successful Course Completion, Degree Completion, Certificate Completion, and the Transfers to Four-Year Institutions are the same as the institution-set standards established for those metrics. For example, the 2017-18 institution-set standard for Successful Course Completion is 73%. The one-year IEPI goal for Successful Course Completion is 73%, and the six-year goal is 76%.

Analysis and Evaluation

Barstow Community College establishes institution-set standards for achievement appropriate to its mission. Institution-set standards and IEPI Framework of Indicator goals are established initially by the Student Success and Equity Committee and then discussed and adopted institution-wide through the participatory governance process. Progress toward these standards and goals is assessed and discussed annually as part of the goal-setting process. Institution-set standards are published on the college website as part of the ACCJC Annual Report and are included in the college's annually published Fact Book. The IEPI Framework of Indicators goals and progress are published on the website as required by the CCC Chancellor's Office. The college notes that a lack of reliable job placement data has been available to set and track progress toward goals. Discussions regarding how to remedy this issue are in the beginning stages.

Evidence

IB3.1 2014 Institutional Set Standards
IB3.2 Guide to Evaluating and Improving Institutions
IB3.3 2017-18 ISS Board Presentation
IB3.4 PSGC Minutes 4/26/17
IB3.5 IEC Minutes 5/4/17
IB3.6 Board Meeting Minutes 5/17/17
IB3.7 Institution-Set Standards
IB3.8 2015-16 Fact Book

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The college supports student learning and student achievement through the establishment of processes and assessment that guide the institution in accomplishing its mission. To this end, the following examples are offered:

- ***Research and data*:** BCC has invested a significant amount of time and money in improving the accuracy, availability, and transparency of institutional data (IB4.1).
- ***The College Fact Book and Institutional Set Standards*:** The college produces a Fact Book as well as Institutional Set Standards that provide the basis for college planning and evaluation (IB4.2, IB4.3, IB4.4, IB4.5).
- ***Student Success and Support Program & Equity Plans*:** BCC reviews the components of the matriculation process, disproportionate impact, and other relevant student information to strengthen student success and support (IB4.6, IB4.7).
- ***Assessment & Basic Skills*:** The Basic Skills Committee discusses a variety of issues related to success and completion. The committee looks at assessment data and other information related to student coursework in math, English, and ESL (IB4.8). The participants continue to have discussions related to acceleration and other curricular revisions, course sequencing, and assessment, including multiple measures.
- ***SLO/PLO/ILO*:** Student learning outcomes (SLO), program level outcomes (PLO), and institutional learning outcomes (ILO) are regularly reviewed and assessed (IB4.9, IB4.10).
- ***Distance Learning (DE)*:** Campus dialog on distance learning, including success rates, and the significant numbers of students at BCC enrolled in online courses led the campus to hire a new Dean of Distance Education and Learning Support Services. The Student Success and Equity Committee, through the review of the disproportionate impact study, highlighted the significance of DE to the overall success of students but in particular the importance of improving online education and support services for the success of students from disproportionately impacted groups. The new dean is important to focusing campus efforts in distance education and demonstrating an institutional commitment to online student learning support and achievement (IB4.7).).

These examples demonstrate that Barstow Community College uses the institution's governance structures, processes, and assessment to support the mission of the College. These processes encourage dialog that focuses the institution on student learning and achievement.

Analysis and Evaluation

Barstow Community College uses assessment data to improve institutional effectiveness through integrated processes that support student learning and success. The college has established processes that support dialog regarding student learning and student success through committees, institutional planning, and comprehensive program review. Improved data regarding basic skills and student success will help to inform plans to enhance support services for all student populations.

Evidence

IB4.1 Data Governance Minutes
IB4.2 2015-16 Institution-Set Standards
IB4.3 2015-16 Fact Book
IB4.4 2015-18 Strategic Plan
IB4.5 2017-18 ISS/IEPI Board Presentation
IB4.6 2015-16 Student Success Plan
IB4.7 2015-16 Equity Plan
IB4.8 Arithmetic Placement Study
IB4.9 Program Review Cycle
IB4.10 Outcomes Assessment Webpage

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The BCC Institutional Effectiveness Committee (IEC) directs and monitors the program review process to ensure that all instructional programs, service areas, and administrative units place their focus of operations and planning on the mission and strategic goals and objectives of the college through the analysis and evaluation of data regarding learning outcomes and student achievement.

The Program Review Committee (PRC), a subcommittee of the IEC, provides assistance throughout the program review process to program review submitters. The PRC provides mentoring and training, reviews submissions, provides feedback, and submits results to the IEC. The PRC also publishes the Program Review Handbook (IB5.1) for the following purposes:

- To provide background information on the program review process.
- To provide timetables.
- To answer frequently asked questions.

- To provide explanations of each of the review areas.
- To provide examples of appropriate responses.
- To guide reviewers to appropriate individuals for assistance.

All instructional programs, administrative units, and service areas participate in the program review process, with a full review every three years and an annual update in off-cycle years. Career technical education programs undergo a full review every two years with an annual update in off-cycle years. The Program Review Schedule (IB5.2) informs all areas which year their full program reviews are due.

Four program review templates are used in the process, two for instructional program reviews (one for a comprehensive review and one for an update) and two for non-instructional program reviews (one for a comprehensive review and one for an update). The following list describes the information that is collected in each template:

- Instructional Program Review Template (IB5.3)
    - Mission and Vision – PR submitters explain the program's mission and vision and describe how the program mission and vision align with and contribute to the college's mission and vision.
    - Description and Overview – PR submitters describe the organizational structure and staffing of the program, the demographic served, services provided and how they are provided, and the certificates and degrees offered by the program.
    - Program Data – PR submitters provide program performance data, progress on program level outcomes (PLOs) and student learning outcomes (SLOs), and assessment data. Performance data includes the full-time/part-time faculty ratio as well as the course completion rate, course success rate, efficiency by full-time and part-time faculty, and course fill-rate, all disaggregated by mode of delivery. PLOs are listed, progress on PLOs and SLOs are summarized, and changes to program, courses or instruction due to outcomes assessment are described. Additional measures not included in the template are reported, and CTE specific information such as employment opportunities and fiscal viability are reported. Submitters are required to provide the program's two-year scheduling plan, reflect on changes to the two-year plan since the last review, and report on the effectiveness of the plan in regard to student completions. Submitters are to reflect on the data they provided in the report and describe future changes they plan to implement based on the program review.
    - Curriculum – PR submitters are to list any new courses or program changes since the last program review, including changes to prerequisites and corequisites, and reflect on revised courses. Submitters are to verify that all transfer level courses are aligned for transfer and that all course outlines are up to date and to list any courses not in full compliance with all appropriate guidelines.
    - Internal Factors – PR submitters reflect on the strengths and weaknesses of the program.
    - External Factors – PR submitters reflect on the opportunities for and threats against the program.

    - Continuing Education and Professional Development – PR submitters describe any professional development activities they participated in during the current cycle, reflect on the program benefits gained from the activity, and discuss plans for participating in future activities.
    - Prior Goals and Objectives – PR submitters summarize progress made toward the goals and objectives established in their previous program review or update.
    - Action Plan: Goals/Objectives/Actions – PR submitters establish goals to maintain program strengths or address weaknesses, align each goal with the college's strategic priorities, define objectives for reaching each goal, create steps to achieve each objective, state the intended outcome for each objective, and explain how progress will be assessed and measured.
    - Resources – PR submitters list any additional resources needed to achieve the goals and objectives. If additional funding is required, a budget allocation proposal (BAP) (IB5.4) is also completed and submitted along with the program review. The program review serves as justification for the BAP and is used in conjunction with the BAP rubric (IB5.5) by the IEC and Business and Finance Committee during the BAP ranking process.
- Instructional Program Review Update Template (IB5.6)
    - Submitters report progress made on PLOs, SLOs, goals, and objectives since their last review. Submitters also list any resources needed. These resources may have been listed in the previous review but not funded, or they may be new requests that the submitters deemed necessary during the update cycle. PR submitters follow the same processes for resource requests during the update as they would during a full review.
- Non-Instructional Program Review Template (IB5.7)
    - This template requires the collection of the same information as the Instructional Program Review Template with changes to the Data and Policies & Processes sections.
    - Data – PR submitters list the service area outcomes (SAOs) or administrative unit outcomes (AUOs), summarize the progress made toward those outcomes since the last review, describe improvements made to the department as a result of outcomes assessment, and discuss planned improvements for the future. The PR submitter also has an opportunity to list any other quantitative and qualitative measures used to assess effectiveness, summarize the results of those assessments, and list improvements made and improvements planned as a result of those assessments.
    - Policies & Processes – PR submitters list changes in policies, procedures, and processes that have impacted or will impact the department, describe the effect of those changes on the department, and reflect on institutional policies, procedures, and processes that need to be updated, created, or deleted.
- Non-Instructional Program Review Update Template (IB5.8)
    - This template requires the collection of the same information as the Instructional Program Review Update Template.

Analysis and Evaluation

The BCC program review process is the primary instrument through which the college assesses accomplishment of its mission through evaluation of goals and objectives, student learning outcomes, and student achievement. The Institutional Effectiveness Committee directs and monitors the program review process to ensure that all instructional programs, service areas, and administrative units place their focus of operations and planning on the mission and strategic goals of the college. The Program Review Committee, a sub-committee of the IEC, facilitates the process, reviews submissions, and reports back to the IEC. The program review templates ensure that programs and departments are assessing goals and objectives, student learning outcomes, and student achievement. The program review process results in identification of resources needed to support and meet the goals and objectives of the programs and departments. Data is used in assessment and evaluation and is disaggregated by program type and mode of delivery (IB5.9).

Evidence

IB5.1 Program Review Handbook
IB5.2 Program Review Schedule
IB5.3 Instructional Program Review Template
IB5.4 Budget Allocation Proposal (BAP)
IB5.5 BAP Scoring Rubric
IB5.6 Instructional Program Review Update
IB5.7 Non-Instructional Program Review Template
IB5.8 Non-Instructional Program Review Update
IB5.9 Program Review Data

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Under the new direction from the state, the college conducted a disproportionate impact study as part of the new equity guidelines (IB6.1). This analysis allowed the college to identify equity gaps with regard to student achievement. As part of the new plan, activities were identified to address these equity gaps. This process included developing student activity groups for foster youth and African American males. In addition to the required groups for the equity report, the college chose to review course completion by disaggregating this area by traditional and online modality (IB6.2). A review of this information, with consideration of the college's strong commitment to online education, led the college to create a new position and hire a Dean of Distance Education and Learning Support Services. In order to evaluate and assess improvement, the college completed a new disproportionate impact analysis in 2017 (IB6.3). This new data will help inform the creation of the integrated Basic Skills, Equity, and Student Success Support Plan.

The college also disaggregates student learning outcomes and student achievement data by subpopulations of students as evidenced in the program reviews. An example of this practice is the effort to disaggregate student learning outcomes by modality, including traditional (e.g., face-to-face students) and online students (IB6.4).

At present, the college has no systematic collection of disaggregated outcomes assessment data that is disseminated to programs for reflection in program reviews. Programs may include additional assessment information that includes disaggregated data as support for their programs. The college is beginning to consider what the data means and how to define success as data is evaluated.

The Student Success Scorecard (IB6.5) disaggregates achievement based on gender, age, and ethnicity. The disaggregation of student learning outcomes (SLO) and program level outcomes (PLOs) based on subpopulations outlined in the Student Success Scorecard has the potential for institutional programs to reveal equity gaps in the acquisition of program and course competencies.

Additional subpopulations for college consideration are those identified by Voight, Long, Huelsman, and Engle (2014) (IB6.6) and by information collected in the Integrated Postsecondary Education Data System (IPEDS): how many part-time, adult, military, remedial, and Pell grant students are successfully completing their degrees and/or certificates? Further dialog that identifies other disaggregation of SLO and PLO data would be useful and meaningful to the college. The Program Review Committee looks forward to discussion and guidance from Academic Senate in this area (IB6.7).

The assessment of course level student learning outcomes is embedded in the culture of the college. SLO achievement data is submitted to the Service and Learning Outcomes Assessment Committee (SLOAC) by faculty for review and feedback. The evaluation of SLO feedback garnered by this process has resulted in modifications to course SLOs. These changes led to instructional improvements that provide a deeper understanding of course content and pedagogy (IB6.8).

At BCC, faculty are at various levels of competence with reporting student outcomes. The SLOAC committee reviews and provides commendations and recommendations to faculty. This practice occurs at the end of the semester and is provided for each course submitted. At this time, the college has no process in place to monitor whether faculty heed the recommendations of SLOAC. However, the majority of the faculty make a genuine effort to reflect, evaluate, and implement change based on information from student learning outcomes.

Analysis and Evaluation

The college disaggregates and reviews learning outcomes and achievement for subpopulations of students. Campus dialog on this disaggregation has led the college to identify some subpopulations and to make improvements based on the information garnered. The college acknowledges that although some progress has been made in the disaggregation of learning outcomes and achievement, more work is needed.

Evidence

IB6.1 Student Equity Plan
IB6.2 Completion Success Rates for PR
IB6.3 2017 DI Analysis
IB6.4 SLO Assessment Report Form
IB6.5 BCC Score Card
IB6.6 Voight Reference Information
IB6.7 Academic Senate Minutes April 2017
IB6.8 Email Discussion Amy Ross SLO's

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resources management, and governance processes to assure their effectiveness in supporting academic quality and achievement of mission.

Evidence of Meeting the Standard

Barstow Community College regularly evaluates its policies and procedures in the areas of instructional programs, student and learning support services, resource management, and governance processes in support of the college mission and student success.

Board Policy

The college has established a regular cycle for reviewing Board policy and procedure. BCC also subscribes to the Community College League of California (CCLC) Policy Service and utilizes CCLC recommendations for board policy language. This service assists the college in maintaining compliance with state and federal requirements (IB7.1).

Participatory Governance Processes

BCC has outlined the participatory governance structure through the Participatory Governance Handbook and the Strategic Planning and Communications Process. The governance process is evaluated for effectiveness at the end of each spring term and provided to each committee chairperson for his or her committee to review, discuss, and recommend changes as needed (IB7.2, IB7.3, IB7.4).

Program Review Process & Resource Allocation

Program review is one of the primary processes for evaluating and assessing instructional programs and administrative or service units. The program review process is designed to promote reflective evaluation and forward planning. This process is outlined in detail in Standard I.B.5.

The Program review process is outlined in the Program Review Handbook. The process is overseen by the Program Review Committee, a sub-committee of the Institutional Effectiveness Committee (IEC) (IB7.5).

The IEC reviews all funding requests, also known as budget allocation proposals (BAPs), that are requested through the program review process. A rubric guides scoring and connects the funding request to the college mission and key planning documents (IB7.6). Requests from faculty disciplines for additional faculty positions are reviewed and ranked by the Academic Senate (IB7.7). Both the IEC and Academic Senate ranking is forwarded to the Budget and Finance Committee for discussion and ranking. The Budget and Finance Committee also ranks the BAPs, considering the type of resource requested such as physical, human, technical, and financial (IB7.8). The recommendations are forwarded to the President's Cabinet for further discussion and review.

This process has broad constituency participation and allows funding requests to be reviewed from a number of institutional perspectives before being funded. Both the IEC and Budget and Finance Committee have discussions about cycle improvements throughout the process, often leading to improvements for the next funding year. The dialog on the changes was not always captured in committee minutes, but the evolution of the documents over time demonstrates the college's development in this area (IB7.9, IB7.10, IB7.11, IB7.12, IB7.13).

Academic Senate/Curriculum Committee

The Curriculum Committee is a sub-committee of the Academic Senate. The Curriculum Committee reviews all new and revised courses and programs. The two committees work together as peer bodies to oversee the curriculum and provide guidance in support of academic quality. Curriculum processes are developed and evaluated by the Curriculum Committee.

Student Learning Outcomes (SLO)/Program Level Outcomes (PLO)/Institutional Outcomes (ILO)

The process of evaluating student learning outcomes, program level outcomes and institutional outcomes is described in detail in Standard I.B.1. Program level outcomes are integrated into the program review process. All of the outcomes are reviewed by the Service and Learning Outcomes Assessment Committee (IB7.14).

Student Success & Equity

The matriculation process is reviewed as part of the new Student Success and Support Program Plan. A review of student participation in the services that are part of the matriculation process is reflectively evaluated through the plan (IB7.15).

The Equity Plan allows the college to review Scorecard measures for disparities with regard to ethnicity, gender, and foster youth or veterans' status. This information allows the college to review success for these groups and make adjustments or develop new interventions for the identified disproportionate groups (IB7.16).

Program plans for student success and equity are another method of measuring student achievement and success.

Analysis and Evaluation

Barstow Community College uses a variety of evaluation mechanisms to review its instructional programs, student and learning support services, resources management, and governance processes. The broad means by which this evaluation is accomplished supports academic quality and the institutional mission.

Evidence

IB7.1 Administrative Procedure 2410
IB7.2 IEC Minutes September 14, 2017
IB7.3 Participatory Governance Handbook
IB7.4 Strategic Planning and Communications Process
IB7.5 Program Review Handbook
IB7.6 BAP Scoring Rubric
IB7.7 Academic Senate Minutes 10-20-16
IB7.8 2016-17 Budget & Finance Ranking
IB7.9 Program Review Cycle
IB7.10 Program Review Academic Affairs 2012
IB7.11 Program Review Academic Affairs 2013
IB7.12 Program Review Academic Affairs 2015
IB7.13 Program Review Academic Affairs 2016
IB7.14 Outcomes Assessment Webpage
IB7.15 Student Success and Support Plan
IB7.16 Student Equity Plan

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Barstow Community College communicates assessment results to the campus community on the following information:

Scorecard

The BCC Scorecard is accessible from the college webpage (IB8.1). Scorecard data informs a number of institutional documents and processes including the Fact Book, Institutional Set Standards, institutional effectiveness, and equity targets. Each year the Director of Institutional Research presents the Scorecard to the Board of Trustees (IB8.2).

Institutional Set Standards (ISS)

Updates on Institutional Set Standards and revisions to the standards are reviewed and discussed each year. The ISS go through the participatory governance process and are ultimately posted to the college website as part of the ACCJC annual report. The ISS are widely used in institutional planning, as well as published in the college Fact Book (See Standard I.B.3).

Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators

The IEPI Framework of Indicator goals are evaluated and set through the participatory governance process. The indicators are then posted to the college website (See Standard I.B.3).

Strategic Planning

During the strategic planning cycle, the college engaged in broad dialog about a number of institutional metrics including local demographics and scorecard data (IB8.3). This information was reviewed and considered in setting the Strategic Plan and Strategic Priorities. Key participatory governance committees were assigned to assist in identifying actions and outcomes for each of the Strategic Priorities. This process involved the campus broadly and contributed to shared understanding.

SLO/PLO/ILO

SLO/PLO/ILO data is integrated by process into curriculum and program review. This practice creates opportunities for dialog in a variety of contexts. SLO/PLO/ILO information is discussed in the Service and Learning Outcomes Assessment Committee and published to the college website. This practice is further discussed in Standards I.B.1 and I.B.2.

Program Review

Program review starts at the department level. Program reviews are reviewed by the area vice president and forwarded to the IEC, who then sends them to the Program Review Committee. This process allows for multiple layers of dialog and review. At the end of the process, all program reviews are posted to the college website and available for anyone to review. Program review processes are discussed in more detail in Standard I.B.5.

Analysis and Evaluation

The college has developed a planning structure that facilitates the communication of assessment and evaluation information within its participatory governance and Strategic Planning and Communications processes. Planning processes include the review and consideration of assessment results in a variety of venues, and information is published and made available to the college community. Although BCC has sufficient processes in place for communication regarding assessment and evaluation activities, the college has determined through the process of this Institutional Self-Evaluation Report that dissemination of information should be a focus for further dialog and discussion in the future.

Evidence

IB8.1 Website Homepage
IB8.2 BOT 2016 Scorecard Presentation
IB8.3 Strategic Planning PowerPoint

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resources allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Eligibility Requirement 19 – Institutional Planning and Evaluation: The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, and resource allocation, implementation, and re-evaluation. (Standard IB.9 and I.C.3)

Evidence of Meeting the Standard

Since the last accreditation cycle, BCC has made significant improvements to the college's integrated planning processes. These continual improvements have been made to templates, handbooks, and planning cycles, all of which strengthened the process, improving institutional effectiveness and academic quality.

- The Strategic Planning and Communication process outlines the integrated planning process, including the governance structure and the institutional planning roles assigned to each committee (IB9.1).
- Program review, program level outcomes, and resource allocation are linked together through the planning process (IB9.2).
- Institutional planning is directly linked to the college mission (See Standard I.A.3).
- Resource allocation has a multilevel ranking process and includes human, physical, technology, and financial resources (IB9.3).
- Short and long-term planning occurs through program review and core plans such as the Strategic Plan/Strategic Priorities, Educational Master Plan, Facilities Master Plan, and Technology Plan (Standard I.A.2).

In accordance with the progress that has already occurred, the college continues to strive for continuous quality improvement to further enhance institutional planning leading to improved effectiveness and academic quality.

Analysis and Evaluation

Barstow Community College has an integrated planning process that supports institutional planning and effectiveness. Planning and resource allocation are connected to the mission and lead the college to develop plans that support student learning and academic quality.

Evidence

IB9.1 Strategic Planning and Communications Process
IB9.2 Program Review Cycle
IB9.3 2016-17 Budget & Finance BAP Ranking

Standard I.B Plans for Future Action

Planned Action	Timeline
Complete development of BCC Outcomes Assessment Handbook. (I.B.1)	No later than Spring 2018
Develop and implement cycle for assessment of course-level student learning outcomes that ensures all outcomes are assessed on a consistent and regular basis without assessing all outcomes every semester. (I.B.1, I.B.2)	Develop in 2017-18 Implement on 2018-19
Develop and create a faculty Distance Learning and Instructional Technology Coordinator Position with reassigned time. (I.B.1)	Develop in Spring 2018 Implement in Fall 2018
Determine appropriate student job placement goals and job tracking activities. (I.B.3)	Spring-Fall 2018
Research, analyze, and develop a more systematic process for disaggregation and analysis of outcomes data, dissemination of information, and accountability for use of this information. (I.B.6)	Spring 2018-Spring 2019
Examine and define planning and governance processes to enhance effectiveness and to better communicate the results of the institution's evaluation and assessment. (I.B.8, I.B.9)	Spring 2018-Fall 2020

1.C.I. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Eligibility Requirement 20 – Integrity in Communication with the Public: The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:…(Standard I.C.2)

Evidence of Meeting the Standard

Since 2010, Barstow Community College has relied primarily on web-based content to provide information to students, prospective students, college personnel, the public, and other organizations regarding its mission, learning outcomes, educational programs, student support services, and accreditation status. The website is an effective way to communicate throughout the 9,157-square mile district and provide information to distance learning students.

The mission, vision, and values statements can be found on the college website on the About BCC webpage (IC1.1). Current information about the college's accreditation status is accessible online through the accreditation link located under the About BCC tab (IC1.2). All reports filed with the ACCJC and letters from the ACCJC are found on the Documents & Reports webpage under the Accreditation tab (IC1.3). This tab is updated to communicate accurate information regarding BCC's accreditation status.

The college catalog, available online only, includes the mission statement, program level outcomes, a complete list of degrees and certificates, course descriptions, admission and graduation requirements, and information about student policies (IC1.4). Working with the Office of Student Services, the Office of Academic Affairs coordinates the review and update of the catalog each year for the purpose of publication. All of the catalog elements listed in Eligibility Requirement 20 are checked for accuracy at that time. Appropriate departments within the campus community are asked to review, update, and revise information related to their areas (IC1.5).

Student outcomes data including the Student Success Scorecard and Institution-Set Standard progress can be found in the annual Fact Book, located on the Research and Evaluation tab of the Institutional Effectiveness webpage (IC1.6). The IEPI Framework of Indicators reports are located on the same site and are available for public viewing. The Institution-Set Standards are part of the ACCJC Annual Reports, which are posted on the college's accreditation webpage (IC1.3).

Students and the community can access information regarding student support programs and services on the college website under the Student Services tab. The information available includes Admissions and Records forms pertaining to admission, graduation, fees, records, and registration (IC1.7). Counseling, tutoring, transfer services, veterans, athletics, and many other departments and programs publish important information on the website as well.

Analysis and Evaluation

For all of the college's various communication channels, BCC departments work together in an effort to ensure the clarity, currency, and accuracy of the information the college presents to all its constituencies. Efforts to improve data integrity will help to ensure the reliability of the data and information provided to students and used in institutional review and planning.

Evidence

IC1.1 About BCC Webpage
IC1.2 BCC Accreditation Webpage
IC1.3 Accreditation Documents & Reports Webpage
IC1.4 BCC Catalog 2017-18
IC1.5 Catalog Prep Email
IC1.6 Research and Evaluation Webpage
IC1.7 A&R Forms

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."

Eligibility Requirement 20 – Integrity in Communication with the Public: The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

Evidence of Meeting the Standard

Barstow Community College provides an online catalog for students and prospective students with current information on facts, requirements, policies, and procedures. Required information regarding the mission statement, admission requirements and procedures, campus rules, academic programs and courses, services available to students, and other important topics is available on the district's website and catalogs (IC2.1, IC2.2, IC2.3). The college catalog is published annually and produced by the Office of Academic Affairs with assistance from the Office of Student Services and the Public Information Office. Input and content is provided by various college programs and departments. Catalog addendums (IC2.4) are produced and published when necessary revisions occur between catalog publications. All college policies, procedures, programs, and courses in the catalog are reviewed annually.

General Information

- Official Name, Addresses, Telephone Numbers, and Website Address of the Institution (17-18 Catalog, pages 2 and 5)
- Educational Mission (17-18 Catalog, page 11)
- Representation of Accredited Status with ACCJC and with Programmatic Accreditors (17-18 Catalog, page 10)
- Course, Program, and Degree Offerings (17-18 Catalog, pages 60-196)
- Student Learning Outcomes for Programs and Degrees (17-18 Catalog, pages 64-110)

- Academic Calendar and Program Length (17-18 Catalog, page 6)
- Academic Freedom Statement (17-18 Catalog, page 47)
- Available Student Financial Aid (17-18 Catalog, page 33-41)
- Available Learning Resources (17-18 Catalog, page 27-31)
- Names and Degrees of Administrators and Faculty (17-18 Catalog, pages 7-9)
- Names of Governing Board Members (17-18 Catalog, page 2)

Requirements

- Admissions (17-18 Catalog, page 15-24)
- Student Fees and Other Financial Obligations (17-18 Catalog, pages 25-27)
- Degrees, Certificates, Graduation and Transfer (17-18 Catalog, pages 60-110)

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty (17-18 Catalog, pages 47-59)
- Nondiscrimination (17-18 Catalog, page 42)
- Acceptance and Transfer of Credits (17-18 Catalog, page 50)
- Transcripts (17-18 Catalog, page 56)
- Grievance and Complaint Procedures (17-18 Catalog, page 45-46)
- Sexual Harassment (17-18 Catalog, page 43)
- Refund of Fees (17-18 Catalog, pages 26-27)

Locations or Publications Where Other Policies may be Found

- Schedule of Classes Webpage (IC2.5)
- Student Handbook (IC2.6)
- Board Policies and Administrative Procedures (IC2.7)

Analysis and Evaluation

The Barstow Community College catalog is available online. The catalog is reviewed annually and contains all of the required elements for integrity in communication with students, prospective students, and the public.

Evidence

IC2.1 BCC Catalog 2016-17
IC2.2 BCC Catalog 2017-18
IC2.3 BCC Website
IC2.4 BCC Addendum 2016-17
IC2.5 Schedule of Classes Webpage
IC2.6 Student Handbook
IC2.7 Board Policies and Administrative Procedures

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Eligibility Requirement 19 – Institutional Planning and Evaluation: The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides

evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Evidence of Meeting the Standard

The college documents assessment of student learning and evaluation of student achievement to inform current and prospective students and the public. Student achievement data, including retention and success rates, degrees and certificates, and transfer rates, are made public through the BCC Fact Book, which is updated annually and posted on the public website (IC3.1).

The statewide Student Success Scorecard has a link on the BCC website (IC3.2). The public also has access to the major planning documents of the college through the public Institutional Effectiveness webpage (IC3.3). The 2017 Comprehensive Master Plan has information on student performance as well as planning goals (IC3.4).

Through the Office of Institutional Research and the CCCCO Data Mart website, faculty, staff and administrators access information including enrollment numbers, student success data, and degree and certificate completion to use in program review (IC3.5) and enrollment management (IC3.6) and for other purposes (IC3.7).

At BCC, student learning outcomes (SLOs) are assessed at the course, program, and institutional levels for both academic programs and student services (See Standard I.B.1). Through spring 2017, every SLO for every course section has been assessed annually, and results can be viewed by the public on the college's website (IC3.8).

Institutional learning outcomes, or core competencies, are reviewed on an annual basis; one core competency is assessed annually, completing the full cycle every four years (IC3.9). Results are documented and are available to the campus, prospective students, and the public in an institutional assessment report (IC3.10).

The annual adopted budget is available to the public and students through the public website. The largest part of the unrestricted budget goes to certificated salaries, evidence that the district is placing a high priority on instruction (IC3.11).

Resource requests for program improvements are attached to program reviews or annual program review updates (See Standard I.B.5). The results of resource requests are detailed in the superintendent/president's annual "Closing the Loop" letter, which describes the process and identifies newly funded initiatives or purchases (IC3.12).

Measures of student achievement and student success goals are regularly presented during meetings of the Board of Trustees (IC3.13, IC3.14, IC3.15, IC3.16, IC3.17). The goal of these presentations is to keep the trustees as informed as possible.

The Public Information Office also produces publications to share stories and measures of success with the general public. The Career Focus magazine (IC3.18) and Annual Report (IC3.19) are mailed to every household in the district to increase awareness in the community.

The superintendent/president makes several presentations throughout the year in the community to educate constituents about the state of the college and programs. For example, in November 2015, the superintendent/president addressed the local Area Chamber of Commerce on the importance of CTE programs (IC3.20). The superintendent/president regularly attends local monthly meetings, representing BCC.

Analysis and Evaluation

Barstow Community College has a number of methods to measure and document student learning and achievement and the overall instructional and fiscal performance of the institution. The college publicizes measures of academic quality to all appropriate constituencies. Allocations support instruction and priorities are established through program review, and this information is made public through a variety of methods.

Evidence

IC3.1 Fact Book 2015-16
IC3.2 BCC Website
IC3.3 Institutional Effectiveness Webpage
IC3.4 Comprehensive Master Plan 2017
IC3.5 Program Review Data
IC3.6 Enrollment Management Report
IC3.7 CCCCO Data Mart
IC3.8 Outcomes Webpage
IC3.9 CC Assessment Plan
IC3.10 CC Assessment Report 2016-17
IC3.11 Adopted Budget 2016-17
IC3.12 Close the Loop Letter 2015-16
IC3.13 BOT 2016 Scorecard Presentation
IC3.14 BOT 2016-17 IEPI Goals Presentation
IC3.15 Scorecard 2016
IC3.16 Framework of Indicators 2017-18
IC3.17 ISS & IEPI Board Presentation 2017-18
IC3.18 BCC Career Focus, Spring 2017, Volume 3 – Issue 1
IC3.19 BCC Annual Report 2014-15
IC3.20 Chamber CTE Article

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

All degrees and certificates offered through Barstow Community College are described completely in the annual catalog (IC4.1) and catalog addenda. The catalog is available on the college website under the Academic Affairs tab.

The section on each certificate or degree includes four consistent characteristics:

- A statement of purpose or what type of student the program will serve. For example, the Associates in Science in Business Administration for Transfer Degree states that it "is intended for students who plan to complete a bachelor's degree in Business Administration at a California State University campus" (IC4.2).
- A general description of the content. For an A.S. in Automotive Technology, the catalog states, "Designed to teach the student entry level knowledge and understanding of the tools, techniques, and procedures used in automotive repair" (IC4.3).
- A list of course requirements, including the units required, course numbers, and course titles.
- Learning outcomes listed under the general description for each degree or certificate.

Program information can also be found on the college website (IC4.4), at various locations on the main campus, and at the State Street site where brochures describing programs and contact information are available for students (IC4.5).

Analysis and Evaluation

The annual college catalog contains a comprehensive description for every certificate and degree offered at Barstow Community College, including the purpose, content, course requirements, and learning outcomes for each award.

Evidence

IC4.1 Degree and Transfer Programs
IC4.2 A.S. Business Administration for Transfer
IC4.3 A.S. Automotive Technology
IC4.4 Programs of Study
IC4.5 Automotive Technology Brochure

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs and services.

Evidence of Meeting the Standard

The college mission is reviewed on a regular basis pursuant to Board Policy 1200 (IC5.1), District Mission. The mission statement is made widely available on the BCC website, in the college catalog, and in the Fact Book (IC5.2, IC5.3, IC5.4).

Board policies and administrative procedures may be adopted, revised, added to, or amended at any regular board meeting by a majority vote. Proposed changes or additions are introduced not less than one regular meeting prior to the meeting at which action is recommended. The Board regularly assesses its policies for effectiveness in fulfilling the district's mission (IC5.5). A comprehensive review of all board policies and administrative procedures is conducted on a five-year cycle per Administrative Procedure 2410 (IC5.6).

Board Policies / Administrative Procedures					
	Year 1 (16/17)	Year 2 (17/18)	Year 3 (18/19)	Year 4 (19/20)	Year 5 (20/21)
Ch 1	1100-1200				
Ch 2	2010-2220	2305-2345	2350-2431	2432-2716	2717-2750
Ch 3	3100-3300	3310-3500	3505-3520	3530-3600	3710-3820
Ch 4	4010-4025	4030-4050	4060-4110	4220-4300-	4400-4232
Ch 5	5010-5030	5031-5055	5070-5150	5205-5520	5530-5800
Ch 6	6100-6300	6305-6322	6325-6370	6400-6550	6600-6900
Ch 7	7100-7130	7140-7240	7250-7330	7335-7366	7370-7600

During its creation or revision phase, the college catalog is sent to key faculty, staff, and administrators by the Office of Academic Affairs requesting corrections before publication on the college website, as is the schedule of classes (IC5.7). Additional college publications are vetted through the Public Information Office for accuracy and clarity.

Analysis and Evaluation

Barstow Community College has several layers of institutional review to assure integrity in all representations of its mission, programs, and services. Board policies and administrative procedures are reviewed on a five-year cycle per board policy. The college catalog is reviewed and updated annually through a process that involves input from all relevant areas of the college. The class schedule is prepared through a similarly inclusive process.

Evidence

IC5.1 Board Policy 1200
IC5.2 Mission Statement (Web)
IC5.3 Mission Statement (p. 11-Catalog)
IC5.4 Fact Book 2015-16
IC5.5 Board Policy 2410
IC5.6 Administrative Procedure 2410
IC5.7 Catalog Email Threads

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Barstow Community College accurately informs and publicizes the costs related to classes, including tuition, fees, books, and other instructional materials, primarily through the BCC online catalog, the bookstore website, Net Price Calculator, Gainful Employment templates, and outreach materials (IC6.1).

The online bookstore site provides rental, new, and used textbooks for college classes. The Viking Bookstore also makes public the costs of instructional materials and offers digital course materials (IC6.2).

Tuition costs are posted to the BCC website on the Fees/Refunds page under the Student Services tab (IC6.3). Tuition costs are broken down into various categories such as enrollment fee and materials fee. Tuition costs are also identified and itemized when a student registers and receives a printout of courses and fees. Information for the Net Price Calculator is also available to students to assist with planning their personal budgets (IC6.4).

The Financial Aid Office visits local feeder high schools (Barstow, Central High, Silver Valley, and Baker) to discuss financial aid (programs, processes, etc.) during the fall semester to coincide with the opening of the FAFSA application on October 1. Junior and senior students and their parents are invited to attend. While these workshops have previously only been available in English, the addition of a new bi-lingual staff member in the Financial Aid Office will allow the workshops to be offered in Spanish in the future (IC6.5).

FAFSA workshops are offered by the Financial Aid Office during the academic year on campus as well. These workshops are open to all prospective and current students (IC6.6).

Analysis and Evaluation

Barstow Community College informs current and prospective students on the total cost of education at the college through multiple information channels, including the College website, workshops, and outreach materials. Assistance is provided to current and prospective students regarding financial aid resources through workshops both on-campus and at local high schools.

Evidence

IC6.1 Fees and Refunds-Catalog
IC6.2 Viking Bookstore Website
IC6.3 Fees and Refunds-Website
IC6.4 Net Price Calculator
IC6.5 Financial Aid Brochure
IC6.6 Financial Aid Workshop

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge,

and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Eligibility Requirement 13 – Academic Freedom: The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

Evidence of Meeting the Standard

BCCD Board Policy 4030 clearly states the district's commitment to academic freedom and responsibility as "essential to the mission of higher education, which is to allow and promote free inquiry into the environment of human endeavor" (IC7.1). This policy is published in the BCC College Catalog (IC7.2).

The BCC Academic Senate's Bylaws and Constitution reflect and restate the faculty commitment to academic freedom as an organization "whose primary function is, as the representative of faculty, to make recommendations to the administration of the college and to the governing board with respect to academic and professional matters and academic freedom" (IC7.3).

BCC also publishes a list of shared values that relate to academic integrity and academic freedom (IC7.4).

Students echo the importance of academic freedom through the Student Code of Conduct Statement (IC7.5).

Analysis and Evaluation

The BCCD Board of Trustees, the Academic Senate, and the Associated Student Government adhere to clearly stated and published policies that support an atmosphere of freedom for all constituencies in the pursuit and dissemination of knowledge throughout the district.

Evidence

IC7.1 Board Policy 4030
IC7.2 Academic Freedom-Catalog
IC7.3 Academic Senate Bylaws and Constitution
IC7.4 BCC Values (C.A.R.E.S.)
IC7.5 Student Code of Conduct

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Evidence of Meeting the Standard

All constituencies at Barstow Community College are expected to promote academic honesty and integrity. A core document is the Institutional Code of Ethics, which states that BCC employees will "demonstrate personal and professional integrity in supporting the mission of the college" (IC8.1). The Board of Trustees follows a specific code of ethics as defined in board policy (IC8.2). Integrity and responsibility are also part of the board policy on academic freedom and responsibility, which is particularly applicable to faculty (IC8.3).

Students are made aware of academic honesty through the college catalog, which is available on the BCC website (IC8.4). As spelled out in the catalog, "Academic honesty is expected from all students at Barstow Community College. Cheating, plagiarism, or knowingly furnishing false information to the college, or in the classroom, are all grounds for discipline" (IC8.5). The Student Code of Conduct is published in the Student Handbook and is a topic covered at student orientation (IC8.6, IC8.7). In addition, many instructors include academic honesty guidelines in their syllabi and course content (IC8.8).

Analysis and Evaluation

Barstow Community College has established policies and procedures promoting honesty, responsibility, and integrity with processes in place for violations that occur. The policies and procedures apply to all constituent groups. Published policies include guidelines for student conduct and academic honesty.

Evidence

IC8.1 Administrative Procedures 3050
IC8.2 Board Policy 2715
IC8.3 Board Policy 4030
IC8.4 Academic Honesty-Catalog
IC8.5 Student Conduct-Catalog
IC8.6 Online Orientation
IC8.7 Code of Conduct-Orientation
IC8.8 Syllabi Guidelines and Considerations

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Faculty standards for professional integrity at Barstow Community College are described in Board Policy 4030, Academic Freedom: "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" (IC9.1).

The Faculty Handbook contains a detailed section on faculty duties and responsibilities: "The major duty of an instructor shall be to instruct students in accordance with the Mission Statement, General Education Philosophy, objectives, policies of the District, approved curriculum of the college, provisions of the Education Code, and the rules and regulations of the Board of Governors of the California Community Colleges" (IC9.2). In addition, all employees of the college, including faculty, are subject to the Administrative Procedure 3050, the Institutional Code of Ethics, which states that employees are "fair and respectful in all interactions with colleagues, students and the public." Faculty also "avoid forcing personal values, beliefs, and behaviors on others" (IC9.3).

The Student Evaluation of Instructor form allows students the opportunity to provide their opinions regarding whether a faculty member "considers various viewpoints in subject area" (IC9.4).

Analysis and Evaluation

BCC has policies in place to ensure that faculty and other employees act in a fair, objective, and ethical manner. However, maintaining an atmosphere of collegiality and respect for all is an ongoing obligation for any institution. The college will work to infuse cultural competence and appreciation of diversity into all aspects of its culture as noted in the Quality Focus Essay.

Evidence

IC9.1 Board Policy 4030
IC9.2 Faculty Handbook 2013-14
IC9.3 Administrative Procedures 3050
IC9.4 Student Evaluation of Instructor, Form

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear, prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Barstow Community College is a public, open-access community college that does not require conformity to specific codes of conduct that seek to instill specific beliefs or world views.

Analysis and Evaluation

No specific beliefs or world views are promoted or required by Barstow Community College.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Barstow Community College does not operate in foreign locations.

Analysis and Evaluation

Barstow Community College does not operate in foreign locations.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Eligibility Requirement 21 – Integrity in Relations with the Accrediting Commission: The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and I.C.13)

Evidence of Meeting the Standard

BCC complies with all ACCJC standards, requirements, policies, and guidelines. The college maintains an accreditation webpage (IC12.1) one mouse click away from the homepage, as directed by the commission. The public accreditation web page contains all reports, communications, substantive changes, and other documents necessary for complete and honest disclosure. Since its last evaluation in 2012, BCC has met commission requirements through the submission of follow-up reports in 2013 (IC12.2) and 2014 (IC12.3), a midterm report in 2015 (IC12.4), and annual reports in 2013, 2014, 2015, 2016 and 2017 (IC12.5).

All annual reports and other required documents for institutional reporting are submitted to the commission as directed and in a timely manner. Accreditation at BCC is an ongoing process, and the college makes every effort to keep current with accreditation requirements.

Analysis and Evaluation

Barstow Community College has complied with all commission requirements since it became accredited and continues to act as directed within identified time frames. The superintendent-president and accreditation liaison officer work together to keep the Board of Trustees and the entire college community informed and responsive in staying in compliance with the commission.

Evidence

IC12.1 Accreditation Webpage
IC12.2 Follow Up Report, 2013
IC12.3 Follow Up Report, 2014
IC12.4 Midterm Report, 2015
IC12.5 Documents & Reports Webpage

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Eligibility Requirement 21 – Integrity in Relations with the Accrediting Commission: The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and I.C.13)

Evidence of Meeting the Standard

External program accreditation is addressed by BCCD Board Policy and Administrative Procedures 3200, Accreditation (IC13.1, IC13.2). The administrative procedures outline in detail the accreditation process and the relationship between BCC and its accreditor or accreditors. External agency review and program licensure or certification occur per agency requirements.

BCC is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The college has been continuously accredited since 1962, and the latest accreditation report is available for review on the BCC website (IC13.3).

The college maintains a relationship with the California Community College Athletic Association and complies with its constitution and by-laws and the rules and regulations of the Western State Conference (IC13.4, IC13.5, IC13.6).

Barstow Community College does not currently offer any courses or programs that require outside accreditation or certification.

Analysis and Evaluation

Barstow Community College acts with honesty and integrity in its relationships with all external bodies, including ACCJC, and has been continuously accredited since 1962. The college has board policy and procedure that address the relationship between the college and its accreditors and direct

the district's compliance with all accreditation requirements. At this time, BCC does not offer any courses or programs that require outside accreditation by any organization other than ACCJC.

Evidence

IC13.1 Board Policy 3200
IC13.2 Administrative Procedure 3200
IC13.3 Accreditation Webpage
IC13.4 Statement of In-Service Training (Form R-2)
IC13.5 Statement of Compliance of Title IX Gender Equity (Form R-4)
IC13.6 Equity in Athletics Disclosure Act Completion Certificate

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The mission statement of the BCCD states, "Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society" (IC14.1). All of the college's integrated plans begin with this mission, and the largest and most significant direction in the BCC Strategic Plan is "Strategic Priorities" (IC14.2). The number one strategic priority, also listed in the BCC Educational Master Plan 2016, is "Educational Success" (IC14.3), which is annually reviewed to substantiate continuous improvement.

High quality education begins with dedicated, highly trained faculty. BCC provides a substantial list of professional development opportunities to faculty every academic year. In addition, many faculty choose to attend conferences in their discipline areas, at least partially funded by the college (IC14.4).

As a public institution and single-college district, BCC does not contribute to a parent organization, nor does it generate financial returns for investors or support external interests. The annual district budget shows that the largest allocation of resources goes to support instruction (IC14.5).

Analysis and Evaluation

Barstow Community College demonstrates commitment to high quality education, student achievement, and student learning through its mission, vision, and values, through integrated planning focused on student learning, through high quality student support services, and through faculty professional development. The college does not generate financial returns for investors, support external interests, or contribute to a parent organization.

Evidence

IC14.1 About BCC Webpage
IC14.2 Strategic Plan 2015-18
IC14.3 Comprehensive Master Plan 2017
IC14.4 Professional Development Plan 2014
IC14.5 Adopted Budget 2016-17

Standard I.C Plans for Future Action

Planned Action	Timeline
Implement plans to improve data quality and confidence. (I.C.1)	See QFE
Develop and implement strategies to further infuse cultural competence and appreciation of diversity into the college culture, including inclusion of these topics as an aspect of employee evaluations. (I.C.9)	Spring 2018-Fall 2020

STANDARD II: STUDENT LEARNING AND SUPPORT PROGRAMS

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Eligibility Requirement 9 – Educational Programs: The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

Eligibility Requirement 11 – Student Learning and Student Achievement: The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard 1B.2, 1.B.3, and II.A.1)

Evidence of Meeting the Standard

Barstow Community College is "committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth" (IIA1.1). The mission of the college also states, "The college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society."

BCC offers courses that lead to occupational certificates in several areas and to the Associate Degree for Transfer (AAT), Associate of Arts (AA) and Associate of Science (AS) degrees (IIA1.2). Many of the courses apply toward Bachelor's Degrees at four-year colleges and universities. Career technical education offerings prepare students for the following:

- A vocation.
- Transfer to an upper division college or university.
- Gaining a general education.
- Exploring areas of personal interest.

Classes are offered both in-person at the college's main campus and other sites and online. The quality of the content and academic requirements are the same regardless of the location at which courses are offered or the modality (See I.B1 Academic Quality).

AA degrees at BCC are offered in the social science and the humanities disciplines. AS degrees are offered in the natural science, math, and physical education disciplines. The college offers ADTs in the following fields: administration of justice, art history, business administration, early childhood education, English, history, political science, psychology, and sociology. The

occupational CTE program offers certificates in accounting, administration of justice, automotive technology, business, child development, cosmetology, diesel technology, electronics technology, management, photography, residential electrical, warehouse/logistics, and welding. All degree programs have program level outcomes listed in the catalog (IIA1.2).

Courses at the college are provided live at the main campus, at satellite locations, and online. Career technical education courses are offered at the main campus and at the nearby facility on State Street. ESL courses serve non-native speakers in the community at both the main campus and at a neighboring church. All areas of study follow specific student learning outcomes (SLOs) and program level outcomes (PLOs). SLOs are embedded in the courses (IIA1.3). PLOs are identified in the college catalog (IIA1.4). Regardless of the location at which the course is offered, the course is subject to the same processes of approval, oversight, and evaluation. Course offerings and curricula are reviewed for the following:

- UC/CSU transferability and articulation.
- industry and business needs.
- quality academic standards.
- compliance.

New offerings and changes to curriculum are subject to review and approval by faculty, the Curriculum Committee, and the state (IIA1.5). All courses and programs are submitted to the Chancellor's Office for approval. This process assists the college in maintaining academic quality and compliance.

Program reviews are submitted for instructional and non-instructional programs. The program review process requires the program to demonstrate how it aligns with the college mission statement. Program reviews are developed in full every three years, are subject to annual updates in off years, and are reviewed by the Program Review Committee. The program review process provides an opportunity for faculty to evaluate their programs' effectiveness and compliance. Additionally, the Service and Learning Outcomes Assessment Committee reviews student learning outcomes, provides feedback, and reports on findings. This process also assists the institution in maintaining compliance and ensuring academic quality (See also Standard I.B.1, Student Outcomes, and I.B.5, Program Review).

Analysis and Evaluation

Barstow Community College's programs are consistent with its mission, are appropriate to higher education, culminate in student attainment of personal and academic goals, and have identified learning outcomes that lead to certificates, degrees, employment, or transfer. The college offers a variety of associate degrees and certificates that serve a wide range of student needs. Courses are held to the same quality standards no matter the location at which or the modality through which they are offered. The consistency and quality of courses are ensured through the efforts of the Curriculum Committee and the program review process.

Evidence

IIA1.1 Mission, Vision, Values Statements
IIA1.2 BCC Catalog
IIA1.3 Syllabus English 1A Fall 2017
IIA1.4 Catalog PLO Supply Chain Management
IIA1.5 Curriculum Manual

II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

The faculty of Barstow Community College ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations by following the guidelines of the California Community College Chancellor's Office, BCC Board policies and procedures (IIA2.1, IIA2.2), and the guidelines set forth by the BCC Curriculum Committee under the auspices of the BCC Academic Senate (IIA2.3, IIA2.4).

BCC guidelines designate the requirements of the course outline of record (COR). Each course outline of record shall specify the unit value, co-requisites or advisories, the catalog description, objectives, and content in terms of a specific body of knowledge. Also included in the guidelines are instructional methodology and evaluation methods for determining whether the stated objectives have been met by students (IIA2.3, IIA2.4).

The college has reviewed guidance provided by the Online Education Initiative and Distance Education Accessibility Guidelines, with the leadership of the BCC Distance Education Committee and the college's Curriculum Committee, to help inform decisions related to mode of delivery. The college requires that courses proposed to be taught in a format such as online or hybrid include with their proposal a completely and substantively filled out Course Distance Education Form. The form, which is found on CurricUNET, outlines the following expectations to ensure that the course is up-to-date and will meet course expectations in the following areas, as stated on the official COR and in accordance with Title 5 requirements:

1. Methods of evaluation, outcomes, assessments, and assignments are equivalent to those used in traditional course delivery.
2. Distance learning sections will maintain the rigor of the traditional sections.
3. The course will fulfill the "effective contact between faculty and students" requirements stipulated in Title 5 Section 55376. Specific examples of types and frequency of contact are required.

Before teaching online, faculty members must attend training, supply evidence of previous training, or demonstrate prior experience in online instruction (IIA2.5, IIA2.6).

Faculty discuss the relationship between teaching methodologies and student performance through submission of student learning outcomes (IIA2.7) as well as the feedback given on the SLOs (IIA2.8) and program reviews. Discussion and learning opportunities also take place within Best Practice Meetings and All Division Meetings (IIA2.9, IIA2.10).

Faculty members are held accountable for good practice and improvement through administrative, peer, student, and self-evaluation. The approved process for these evaluations can be found in the Barstow College Faculty Association Contract (IIA2.11).

Course section syllabi are reviewed to assure that each section taught follows the course outline of record. Instruction Office staff, under the direction and oversight of the Dean of Instruction, review syllabi for alignment to the COR. Reviewers look for alignment to student learning outcomes, the course description from the catalog, and course content (IIA2.12).

Evaluation observation forms for online classes and live classes differ to reflect the different demands of those delivery modes (IIA2.13, IIA2.14).

Criteria used in program review include relevance, appropriateness, achievement of learning outcomes, currency, and planning for the future. This process is consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.). This practice can be seen in program reviews college-wide (IIA2.15).

The Educational Master Plan and Strategic Plan both include faculty input and provide a framework for program planning and dialog. The relevance of a program is also determined by the Academic Senate, by the Curriculum Committee, and through the departments themselves, especially in career technical education (CTE) with the input of advisory committees made up of professionals from local business and industry (IIA2.16). The CTE division also relies on the expertise of college members from Region 9 for input and guidance.

Results of program reviews are used not only for departmental self-reflection but also in institutional planning. Changes and improvements in programs have occurred as a result of the consideration of program reviews, which can be seen through budget allocations in regard to infrastructure, renovation, and hiring (IIA2.17).

Oversight of the curriculum is the primary charge of Curriculum Committee, which is a sub-committee of the Academic Senate. The committee is comprised of 11 voting faculty members and advisory positions, including faculty, deans, counselors, the articulation officer, the Vice President of Academic Affairs, and a curriculum and scheduling specialist. This broad participation of campus members and comprehensive review process ensures that content and methods of instruction meet generally accepted and current academic and professional standards.

New curricular proposals or updates are submitted in CurricUNET's workflow system (IIA2.18). They are reviewed in CurricUNET by Curriculum Committee members. The committee members participating in the review process include those faculty members with division, discipline, or instructional expertise, the articulation officer, the Student Learning Outcomes Coordinator, the Dean of Distance Education when the course is proposed for online or hybrid format, the Basic

Skills Coordinator when the course is basic skills, the Technical Review Committee acting as a subcommittee of Curriculum, the Curriculum Committee chair, the Vice President of Academic Affairs, and the curriculum specialist. Courses proposed to be offered as distance learning undergo additional scrutiny by the Dean of Distance Education and faculty Distance Education Coordinator to ensure regular substantive contact with students is evident in the proposal (IIA2.19, IIA2.20).

Recommendations made by reviewers are documented and proposals are either returned to the submitter for modifications or sent forward to the committee as a whole for review and approval. Upon approval by the Curriculum Committee, the proposal may be placed, as appropriate, on an upcoming Board agenda for review and approval. Not all curriculum actions require Board approval.

Once developed and approved, courses are reviewed, revised, and updated as needed and determined by the program review process and by discipline faculty. Prerequisites and corequisites are validated and changed as needed every six years for most courses and every two years for CTE courses (IIA2.21, IIA2.22).

The Curriculum Committee regularly holds training sessions and includes agenda items that assure the college's regulatory compliance. Examples include prerequisite training, training in local systems and requirements, and presentations, discussions, and training on guided pathways, C-ID, ADT degrees, and other similar initiatives and regulatory requirements (IIA2.23).

To maintain quality courses and programs that deliver expected outcomes, courses have learning outcomes mapped to program outcomes and are regularly assessed to ensure effective teaching and achievement of learning outcomes. Where an analysis of the assessment data indicates that expectations are not being met, faculty report changes in lesson plans, which are reported to the Service and Learning Outcomes Assessment Committee for recording. If modification to the content or outcomes of the course is needed, faculty submit changes to the Curriculum Committee for approval (IIA2.24).

Through the program review process, faculty conduct regular reviews of instructional programs and courses, as well as related services. Instructional program reviews are scheduled on a three-year cycle, except for CTE programs which are on a two-year cycle (IIA2.25).

Analysis and Evaluation

Barstow Community College faculty ensure that the content and methods of instruction for al courses meet generally accepted standards. Faculty and other staff continuously improve instruction and services through systematic evaluation of programs and services. Requirements for course outlines of record are clearly defined, and syllabi are reviewed to ensure that faculty are faithful to the CORs. Distance education courses are reviewed to ensure regular effective contact and that online courses meet the same standards and provide the same content as face-to-face courses. Regular review of courses takes place through the program review process, thus ensuring that the curriculum remains current and maintains integrity and effectiveness.

Evidence

IIA2.1 BP 4020
IIA2.2 AP 4020
IIA2.3 Curriculum Manual Appendices
IIA2.4 Curriculum Manual
IIA2.5 Dawn Howey Canvas Certification
IIA2.6 Angela Cranon-Charles Online Certification
IIA2.7 SLO Evaluation Music
IIA2.8 SLO Feedback Sample ACSK 150
IIA2.9 All Division Meeting March 24, 2016
IIA2.10 Best Practices Meeting March 7, 2016
IIA2.11 BCFA Contract 2014-17
IIA2.12 Syllabi Checklist
IIA2.13 Live Observation Form
IIA2.14 Online Observation Form
IIA2.15 Earth Science Program Review 2015
IIA2.16 ADJU Advisory Agenda April 15, 2015
IIA2.17 2016-17 Budget & Finance Ranking
IIA2.18 CurricUNET New Course Process
IIA2.19 Online Faculty Expectations
IIA2.20 CurricUNET Barstow DE Form Biology 10
IIA2.21 CurricUNET Barstow TART Prerequisite Validation
IIA2.22 Curriculum Agenda Packet April 5, 2013
IIA2.23 Curriculum Agenda March 3, 2017
IIA2.24 Outcomes Assessment Webpage
IIA2.25 Program Review Schedule

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The Service and Learning Outcomes Assessment Committee (SLOAC) revised and approved the new SLOAC Handbook in spring 2017. The handbook not only provides helpful information on creating and assessing outcomes at the course and program level, but it also includes connections to mapping across the curriculum (IIA3.1).

The program review website includes clear information on course assessment schedules, program review schedules to include program level outcomes assessments, core competency reports, and schedules for future years (IIA3.2).

All instructional outcomes assessment is faculty driven. At the course level, faculty directly assess students' knowledge, skills, and abilities in meeting identified course level student learning outcomes that are documented in the course outline of record and communicated to students in course syllabi.

Syllabi are reviewed by the Academic Affairs Office in a review cycle and also during instructor evaluations. At such times, syllabi are closely evaluated by a syllabus checklist which includes SLOs matching the course outline of record (IIA3.3).

Course assessment information is reported to the SLO coordinator every semester for every class and every SLO. This information is to be entered into TracDat as the college works to bring the software and outcomes into alignment. Course level outcomes and assessment processes have helped improve curriculum and student learning (IIA3.4, IIA3.5).

Discussions leading to course outcomes being mapped to program outcomes have occurred. Course SLOs are being entered into TracDat for further analysis by departments and the Vice President of Academic Affairs and Instructional Deans.

Course level SLO reports include not only the data of the assessment but also a narrative that asks for analysis, plans for changes, and discussion of previous changes that were implemented and whether or not they were successful. All course level submissions receive feedback with the SLO checklist and narrative from SLOAC (IIA3.6, IIA3.7).

Full program review and the annual update forms and processes provide and document program level assessment. Expectations of data and documentation as well as narratives are included by providing program leads with a program review handbook, program review rubric, superstar examples, and training throughout the year (IIA3.8, IIA3.9, IIA3.10). Full program reviews happen once every three years with annual updates and require demonstrating progress on outcomes and assessment plans. Career technical education programs are on a two-year cycle with annual updates (IIA3.5).

During the program review process, faculty review programs and courses, documenting plans and improving outcomes. For instance, in the political science program review, feedback from SLOAC pointed out a concern with the program level outcomes. When the outcomes were discussed with active adjuncts, changes were made to better map course outcomes to program outcomes (IIA3.11, IIA3.12, IIA3.13).

Changes in SLOs or program outcomes go through the curriculum process. The process information is included in the curriculum manual with additional information provided in the course outline of record guidelines. In addition, review and approvals of outcomes at all levels are built into the approval process through CurricUNET (IIA3.14).

Analysis and Evaluation

Processes for the development and assessment of student learning outcomes are outlined in the SLOAC Handbook. SLO processes are faculty driven in terms of both development and

assessment. Course level learning outcomes are listed on syllabi and on the course outlines of record in CurricUNET. The college regularly assesses outcomes for courses, certificate programs, and degrees using formalized institutional procedures and cycles and analyzes that data through the program review process.

Evidence

IIA3.1 SLOAC Handbook
IIA3.2 Program Review Schedule
IIA3.3 Syllabus English 1A Fall 2017
IIA3.4 Program Review CHLD 2016
IIA3.5 Program Review Update TART 2016
IIA3.6 SLO Evaluation Music
IIA3.7 SLO Feedback Sample ACSK 150
IIA3.8 2014 Program Review Training
IIA3.9 2015 Program Review Training
IIA3.10 2016 Program Review Training
IIA3.11 SLO Assessment Political Science
IIA3.12 Program Review Update Political Science 2015-16
IIA3.13 Program Review Update Revisions 2015-16
IIA3.14 CurricUNET Barstow Course Approval Process

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Barstow Community College provides students with a solid foundation of academic skills development. This foundation is necessary for underprepared students to succeed in college level courses.

Basic skills courses include English, math, reading, and English as a Second Language (ESL). Basic skills courses at BCC are primarily offered for credit. Noncredit coursework is currently limited and primarily used to meet specific needs, such as the ESL 190-192 courses or the COMM 160 for military skills preparation. A limited number of basic skills courses are available online, but most are face-to-face. All basic skills courses are clearly defined as non-degree applicable in the catalog (IIA4.1). Students are limited to 30 semester units of remedial education except for students enrolled in ESL courses or who have a verified learning disability. Guidelines on remedial coursework are clearly outlined in the college catalog, and Admissions and Records monitors remedial units for compliance (IIA4.2).

The college catalog also outlines the course number process so that students can better understand the level of the coursework for which they register (IIA4.3):

- 50 through 99 meet associate degree and certificate program requirements. These courses may transfer based on institutional evaluation.
- 100 through 149 may meet associate degree requirements. These courses are generally non-transferable courses emphasizing remediation or specific community needs.
- 150 to 199 are defined as "non-transferable developmental courses." Courses that are specifically transferable to the California State University system and to the University of California system are noted as such in the course description (IIA4.4)..

Through the registration process, Banner ensures that students complete prerequisites that have been determined necessary for reasonable success in classes, whether they are sequential math or English or other content classes with verified levels of skills necessary (IIA4.5, IIA4.6, IIA4.7).

The Basic Skills Committee discusses issues pertaining to student success in English, math and ESL. Examples of discussions include acceleration, multiple measures, and learning support services (IIA4.8, IIA4.9). Additionally, the college reviews basic skills-related information through Scorecard and Data Mart data, the Basic Skills Plan (IIA4.10) submitted to the Chancellor's Office, and a basic skills program review (IIA4.11).

BCC's English department participated in the California Acceleration Project (CAP) in 2014 – 2015. The result of this participation was the creation of ENGL 50X (IIA4.12), which provides an accelerated pathway to move through three levels of developmental English in one class to reach transfer-level English. The department, along with adjuncts, continues at attend CAP workshops and training.

The math department has chosen a different path from remedial to transfer level. Math offers three levels of remedial education, which can take the most remedial of students two full years to complete. Remedial classes can be taken online in nine weeks, but for those students who have better success in face-to-face classes, in previous years the only choice was the 18-week semester. To address the acceleration project, the math department now offers Math 101, Math 50 and Math 55 in three sequential 9-week courses face-to-face (IIA4.13).

In support of these courses, the college provides a variety of workshops for students throughout the semester (IIA4.14). These workshops focus on topics, skills, and concepts. Some workshops are linked to concepts connected to a specific course. Students also have access to online, group, or one-to-one peer tutoring.

Analysis and Evaluation

The institution offers pre-collegiate level curriculum, distinguishing that curriculum from college-level curriculum in the catalog, and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level. A numbering system that differentiates levels of courses is included in the college catalog. Discussions of issues related to basic skills take place regularly in the Basic Skills Committee, and English and math faculty are increasingly involved in curricular revisions to shorten the length of the remedial sequences.

Evidence

IIA4.1 Communication 160 Catalog Example
IIA4.2 2017-18 Catalog Remedial Description
IIA4.3 2017-18 Catalog Course Numbering
IIA4.4 2017-18 Catalog UC/CSU Example
IIA4.5 2017-18 Prerequisite Example
IIA4.6 Biology Course Outline of Record
IIA4.7 2017-18 BCC Catalog
IIA4.8 Basic Skills Committee Meeting September 7, 2016
IIA4.9 Basic Skills Committee Meeting November 16, 2016
IIA4.10 2015-16 Basic Skills Plan
IIA4.11 Basic Skills Program Review
IIA4.12 2017-18 Catalog English 50X
IIA4.13 Math Schedule Fall 2017
IIA4.14 Workshop Flyer

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Eligibility Requirement 12 – General Education: The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

Evidence of Meeting the Standard

Quality, rigor, and other requirements are identified in the Curriculum Check List and Curriculum Manual (IIA5.1, IIA5.2). All programs when created must include a two-year plan that allows students to complete the degree or certificate. This plan is submitted to Curriculum Committee and goes through the curriculum process, including review by area faculty, the articulation officer, and Technical Review Committee. (IIA5.3)

BCC requires "a minimum of 60 semester units to include 18 units (Humanities/Social Science) - 20 units (Natural Science/Math) in the chosen program of study, specified units in general education, competency requirements, and any remaining units in elective course work," as stated in the 2017-18 College Catalog (IIA5.4). These requirements meet the accepted unit requirement common to American higher education practices. BCC does not offer any degrees at the baccalaureate level (IIA5.5).

As stated in BCC Board Policy 4020 (IIA5.6), "The programs and curricula… shall be of high quality… and evaluated regularly to ensure quality and currency." The Academic Senate and discipline faculty are involved in all processes regarding the curriculum, including regular review of courses and programs. Board Policy 4025 (IIA5.7) states, "In the establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems."

The BCC Curriculum Committee is comprised of a number of faculty members from various departments who approve new and revised courses and programs. The procedures followed by the Curriculum Committee are outlined in the Curriculum Manual (IIA5.1) and Appendices (IIA5.2), specifically Section V, Subsections A and B where general guidelines, course and degree proposals and revisions, and the development process are discussed. In addition, the Program Review Committee reviews all programs on a regular cycle to ensure every program offered continues to meet the standards and mission of the college (See Standard I.B.5).

Each course, along with its student learning outcomes, and each program, along with its program level outcomes, undergoes a thorough investigation by faculty in the discipline, the Dean of Instruction, the articulation officer, the SLOA Committee, the Curriculum Committee, and the Vice President of Academic Affairs before being submitted to the Board of Trustees for approval. This process ensures that each course and program offered by Barstow Community College is appropriate in length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning (IIA5.3).

Analysis and Evaluation

Degrees and programs offered at Barstow Community College follow practices common to American higher education as evidenced by specific board policies and the work of the Curriculum Committee. The Academic Senate, the Curriculum Committee, and discipline faculty take primary responsibility for ensuring the integrity and effectiveness of the curriculum. All courses and programs are reviewed for compliance with quality standards at the time of their creation and then on a regular schedule through the program review process.

Evidence

IIA5.1 Curriculum Manual
IIA5.2 Curriculum Manual Appendices
IIA5.3 CurricUNET New Course Process
IIA5.4 BCC Catalog
IIA5.5 2017-18 Degree Listing
IIA5.6 Board Policy 4020
IIA5.7 Board Policy 4025

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Eligibility Requirement 9 – Educational Programs: The Institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

Evidence of Meeting the Standard

Once programs are developed and approved at the local and state levels, they are added to the catalog and appropriate courses are scheduled. The degrees and certificates section of the catalog includes the program description, program level outcomes, and a list of all courses required (IIA6.1).

Upon state approval, each program is required to review its two-year plan as part of the instructional program review process. The instructional program review cycle includes a full review every three years for academic programs and two years for career technical education programs (See Standard I.B.5). The instructional program review template includes a review of the two-year schedule for the program and its effectiveness. These reviews include reflection on courses needed for degrees and certificates, including consideration of time to completion, delivery methods, scheduling, and student success. The program review process formalizes review of the two-year plans by including it in that process. (IIA6.2, IIA6.3, IIA6.4, IIA6.5, IIA6.6).

The instructional deans schedule courses so that students can complete certificate and degree programs within a period consistent with educational expectations. Scheduling is a collaborative effort between faculty and area deans with student services input. Most associate degrees are 60 units including the general education component. For degrees with more than 60 units, course sections are scheduled in a manner to offer classes in a two-year sequence (IIA6.1, IIA6.7, IIA6.8, IIA6.9).

Faculty and deans use two year plans to guide course offerings. A review of previous semesters guides effectiveness and efficiency of scheduling required courses and elective options (IIA6.7, IIA6.8, IIA6.9). If a two-year plan is altered based on review, low enrollment, or another unforeseen reason that may affect student completion, counselors work with students and Academic Affairs to find solutions for students. Prior term waitlists and enrollment trends also inform scheduling (IIA6.10, IIA6.11, IIA6.12).

Instructional deans regularly monitor the schedule and waitlist enrollment (IIA6.13, IIA6.14, IIA6.15). Adjustments to a schedule during enrollment may be warranted. Instructional deans work with Admissions and Records to ensure students receive communication about newly added classes or alternatives (IIA6.16, IIA6.17, IIA6.18, IIA6.19).

Students find certificate and degree pathways information online through the catalog and the Programs of Study tab on the website (IIA6.7). Among the information noted in the catalog course descriptions is a notation of online availability. This item assists counselors and online students in the development of schedules and education plans (IIA6.1).

While the current scheduling process has been successful in meeting student needs and allowing students to complete their programs of study in a timely manner, the process at this time is more reactive than proactive. The college would benefit from a comprehensive Enrollment Management Plan that includes consideration of enrollment trends, data analysis, enrollment targets, provision for support services, and other features that would lead to a more forward-looking and efficient schedule to assist students in achieving their goals.

The college is currently in the process of implementing Starfish, the State Chancellor's degree review system that will align with BCC's CurricUNET to pull needed course information. When fully implemented, Starfish will deliver real time progress toward degree completion and allow students to determine what courses are required to complete a degree.

Analysis and Evaluation

Barstow Community College schedules courses to allow students to complete degree and certificate programs within a reasonable time period that is consistent with educational expectations. Reports have been developed to schedule courses efficiently, and programs have been sequenced in two year plans. Courses are offered in compressed and full session sequences. Program and discipline sequencing information is published in the college catalog and course brochures, providing students with timelines for completion. Although the current scheduling process has been successful in meeting student needs, BCC plans to develop a comprehensive Enrollment Management Plan in Spring 2018.

Evidence

IIA6.1 BCC Catalog
IIA6.2 Program Review Handbook
IIA6.3 Instructional Program Review Template
IIA6.4 Program Review Child Development
IIA6.5 Program Review Schedule
IIA6.6 Program Review Evaluation Rubric
IIA6.7 BCC Programs of Study Webpage
IIA6.8 Two-Year Plan Accounting
IIA6.9 Two-Year Plan Administration of Justice
IIA6.10 Flyer: Open Fall Classes
IIA6.11 Student Notification of Cancelled Classes
IIA6.12 Student Notification for Students Waitlisted, Class not added
IIA6.13 Student Reminder for Course Waitlist 2nd Nine Weeks
IIA6.14 Student Notification of Waitlist Options
IIA6.15 Low Enrollment Waitlist
IIA6.16 Subsequent Course Notification (Outreach)
IIA6.17 Student Notification of Open Courses
IIA6.18 Student Reminder for Course Starting Second Nine Weeks
IIA6.19 Notification Course Added for Waitlisted Student

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

To address both differing learning styles and real-world constraints, such as jobs and family obligations that students face, BCC offers courses in a variety of delivery modes and formats. These options include credit, noncredit, fee based, face-to-face, hybrid, online, and satellite sections (IIA7.1, IIA7.2, IIA7.3). Courses are offered in a number of weekly formats to provide students with flexibility in balancing their work and personal lives as they pursue their academic goals.

The district's large geographic area (9200 square miles) and limits on public transportation can pose difficulties for some students in attending face-to-face classes. The college's distance education program provides these students the access, flexibility, and convenience to pursue their education. The college delivers more than 150 online course sections per semester (IIA7.3). The Distance Education Committee meets regularly to discuss appropriate methodologies to improve student learning online. Through the college's association with the Online Education Initiative, the Distance Education Committee has adopted matrices to assist faculty in improving teaching and learning (IIA7.4).

The college also provides hybrid course sections to assist students who need more face-to-face faculty contact than that provided by fully online courses (IIA7.5) Hybrid course sections are convenient for students who cannot travel to campus more than one day per week. Faculty place lecture material and other resources online while using classroom time to provide personal assistance, interactions, and group activities (IIA7.6).

In addition to the traditional and computer classrooms at the Fort Irwin site, a separate room is set aside with satellite connectivity to a room on the main campus. This arrangement provides soldiers and their dependents access to live classes that would often be cancelled due to low enrollment at the Fort. The low number of Fort Irwin enrollees can be combined with the enrollees on the main campus to improve educational opportunities for students. The satellite connection allows live conversations and visuals with the instructor and other students. In order to improve the student's connection and engagement with the instructor, faculty assigned to these courses periodically teach in both locations (IIA7.7). These satellite courses have been successful in serving Fort Irwin students, but evening classes suffer from a lack of technical support if connections fail. The college intends to remedy this situation by assigning support staff to Fort Irwin in the evening.

Course schedules and teaching methodologies can be changed in consultation with faculty in specific disciplines. Changes are usually connected to improving equity, student outcomes, or persistence. One example is the change in delivery to the English as a Second Language classes, which are scheduled in topical six-week modules to meet the needs of students (IIA7.8).

BCC English faculty have participated with the California Acceleration Project and created a new class, English 50X, which provides students a faster pathway to transfer level courses (IIA7.9).

BCC offers a variety of learning support services including tutoring both online and face-to-face, workshops, and library tutorials. ACCESS programs, equity workshops, and Bridge to College Success are geared toward improving outcomes for specific groups. These programs are designed to meet the diverse needs of students and are more fully described in Standard II.C. Computer labs are also available to students at all locations in order to support learning and success.

Analysis and Evaluation:

Barstow Community College effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students in support of equity in success for all students. However, additional support and training is needed in many areas in order to improve and extend services for students across all delivery modes, at all levels of learning, and from diverse backgrounds in all senses (ethnicity, age, gender identity, socio-economic, military, etc.). The college has committed to focusing on learning support as part of its next accreditation cycle as noted in the Quality Focus Essay.

Evidence

IIA7.1 Fall 2017 Schedule by Course
IIA7.2 Fall 2017 Schedule by Time and Campus
IIA7.3 Fall 2017 Online Course Schedule
IIA7.4 OEI Course Design Rubric
IIA7.5 Fall 2017 Hybrid Example
IIA7.6 SDEV 1 Syllabus
IIA7.7 Fall 2017 Video Course Example in Schedule
IIA7.8 Fall 2017 ESL Schedule Example
IIA7.9 Fall 2017 ENGL 50X Course Description and Schedule

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

As part of the college's commitment to streamlining and accelerating military student educational opportunity, BCC has incorporated the following:

Military Credit
Barstow Community College is part of the Servicemembers Opportunity College consortium. This partnership allows military students to transfer credits from other colleges through preapproved and evaluated course equivalencies (IIA8.1, IIA8.2, IIA8.3).

Joint Services Transcript
The American Council on Education has established and verified recommended credit for military experience and training. The college's counseling and instructional faculty collaborated to determine acceptable course equivalency within ACE recommendations (IIA8.4, IIA8.5).

CLEP & DANTES
CLEP and DANTES exams are provided at the Fort Irwin location to allow military students to earn course credit based on prior learning. Students demonstrate proficiency based on the exam and the predetermined grading criteria (IIA8.6, IIA8.7).

Auto 70 Diesel, Brake, Steering and Suspension System
An examination is available for credit in the Auto 70 course (IIA8.8). The exam is primarily available for military students in the Auto Diesel program who have received military training and can demonstrate proficiency via examination.

The college continues to work with the different military education agencies to identify and participate in developing educational opportunities for military students.

Analysis and Evaluation

BCC has no self-developed department or program-wide examinations. The college strives to provide opportunities for military students to validate prior learning. The college has worked with a variety of agencies and pre-defined criteria to establish opportunities for prior learning that can be quantified and applied to credit.

Evidence

IIA8.1 Proposed MOS to College Credit Presentation
IIA8.2 Military Credit Dialog via Email
IIA8.3 SOC Agreement Ed Plan
IIA8.4 ACE Joint Services Transcript Brochure
IIA8.5 Example of BCC JST Tracking
IIA8.6 CLEP Test Development Webpage
IIA8.7 2017-18 Catalog Page DANTES/CLEP
IIA8.8 2017-18 Auto 70 Catalog Page

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock to credit hour conversions.

Eligibility Requirement 10 – Academic Credit: The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Evidence of Meeting the Standard

Barstow Community College awards course credits, degrees, and certificates based on students' attainment of student learning outcomes (SLOs) as determined by faculty. Students must maintain a 2.0 grade point average to earn a degree or certificate. These procedures and policies apply equally to credits and degrees earned onsite or online (IIA9.1).

BCC awards units of credit consistent with institutional policies, such as Board Policies and Administrative Procedures 4100 and 4020, that follow generally accepted norms or equivalencies in higher education (IIA9.2, IIA9.3, IIA9.4, IIA9.5). The district's policies base the definition of a credit hour on federal regulations that comply with financial aid eligibility.

The BCC Curriculum Handbook is evidence that the college adheres to state and federal guidelines (IIA9.6, IIA9.7). In establishing units of credit, courses at BCC are in compliance with regulations and the parameters established by the California Community College Chancellor's Office for colleges operating on the semester system (IIA9.8). Calculations are based on the total number of learning hours in a semester, including lecture hours, lab hours or activity hours, and expected hours of study outside of class, with a minimum of 48 hours to a maximum of 54 hours for 1 unit of credit. As a matter of standard practice in higher education, one hour of lecture requires two hours of outside study.

SLOs are written based upon the course objectives that faculty deem salient to improvement of teaching methods and student learning. Program level outcomes (PLOs) are written based on the course objectives and SLOs. SLO assessments are usually embedded as part of the graded assignments and exams; thus, course credit and resulting degrees and certificates are tightly connected to learning outcomes. See Standard II.B.1 for more on SLO and PLO processes.

The college catalog provides information to students on the awarding of academic credit for degrees and certificates, including transfer of credit from other colleges and course substitutions as allowed per Administrative Procedure 4050, Articulated Courses (IIA9.9, IIA9.10).

Analysis and Evaluation

Barstow Community College's policies on the awarding of units of credit are based on generally accepted practices in degree-granting institutions in higher education. These policies and practices delineate consistent parameters for awarding units of credit and are in compliance with state and federal regulations. Awarding of credit is based on achievement of student learning outcomes as developed by discipline faculty. Information and resource materials are published in the college catalog and the Curriculum Handbook.

Evidence

IIA9.1 2017-18 Catalog Degree & Transfer Requirements
IIA9.2 Board Policy 4020
IIA9.3 Administrative Procedure 4020
IIA9.4 Board Policy 4100

IIA9.5 Administrative Procedure 4100
IIA9.6 Curriculum Manual
IIA9.7 Curriculum Manual Appendices
IIA9.8 Curriculum Meeting Agenda February 13, 2015
IIA9.9 Board Policy 4050
IIA9.10 Administrative Procedure 4050

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transfer courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Eligibility Requirement 10 – Academic Credit: The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Eligibility of Meeting the Standard

Transfer-of-credit policies are made available to BCC students upon entry to the college through the Student Success and Support Program, which includes new student orientation, counseling appointments, and the development of a student education plan for each student's major and intended transfer institutions. These policies are reviewed and updated regularly to assure currency and compliance with state guidelines and mandates. The institution verifies that students transferring to a campus of the California Community Colleges, the California State University, or the University of California meet or partially meet the general education requirements for that respective system (IIA10.1, IIA10.2, IIA10.3). BCC has multiple articulation agreements with campuses of the CSU and UC (IIA10.4).

BCC courses are listed on ASSIST (Articulation System Stimulating Interinstitutional Student Transfer), an online statewide articulation database that can be used by students, faculty, and staff to verify transferability of course offerings to public institutions in California (IIA10.4). New courses proposed to the Curriculum Committee must have prior review by the articulation officer to assure transferability. Because the statewide Course Identification Numbering System (C-ID) mandates course equivalencies, the Curriculum Committee requires that a comparable course be aligned with the C-ID descriptor and submitted to and approved by the C-ID system for official listing. The college relies on the discipline faculty's expertise for this process. Most recently, this process has included courses that are part of the Associate Degrees for Transfer (ADTs). If a course included in an ADT is not approved by C-ID, the college generally cannot offer the ADT with that course noted. Currently the college has 37 courses approved for C-ID. (IIA10.5). Many others are locally approved and waiting to go through the C-ID approval process.

BCC certifies that learning outcomes for transfer courses are comparable to learning outcomes of its own courses by utilizing C-ID where applicable. C-ID allows the CSU and community colleges to list a course offered at one of their respective campuses as equivalent in content to the same course taught at BCC or another institution even if it is numbered and titled differently. The C-ID system allows for ease of transfer and articulation to CSU campuses and community colleges throughout California (IIA10.6).

The institution accepts credits from regionally accredited colleges and universities, accepts nontraditional and test credit from military programs and experience, law enforcement training, the CSU English Equivalency Exam, courses from foreign colleges or universities when evaluated by an approved evaluation service and verified by an accompanying course syllabus, Advanced Placement Exams, and College-Level Examination Program exams. Students may also challenge selected courses through the approved credit by examination process (IIA10.7).

BCC develops articulation agreements in accordance with Board Policy and Administrative Procedure 4050 by assessing transfer patterns to other institutions via the CCCCO Data Mart for general transfer information, institutional self-reporting of BCC transfers to private institutions regionally, requests from BCC's academic divisions, and invitations to articulate from other institutions who have an interest in BCC students (IIA10.8, IIA10.9).

The articulation process is initiated through the articulation officer. Curricula and program information is exchanged with other institutions and examined. A determination of equivalency is made by appropriate discipline faculty members. The articulation and transfer program documentation is then verified by the division dean and forwarded to the articulation officer.

Once this process is completed, the articulation officer forwards the documentation to and consults with the articulation office of the institution of interest until an agreement is reached and finalized by all parties. The agreement is then signed by the articulation officer and the appropriate authority from the institution of interest. The new agreement is then announced and promulgated to all appropriate personnel at the college, who make it available to students. Articulation agreements are in place with several private institutions such as Park University (IIA10.10).

Analysis and Evaluation

Barstow Community College makes transfer-of-credit policies clearly accessible through its catalog. External mechanisms such as ASSIST and C-ID help to facilitate the transfer of credit and certify the comparability of transfer credit to BCC curriculum. Counselors work with students to facilitate mobility and ease transfer. Articulation agreements exist as part of the BCC mission to serve its diverse community.

Evidence

IIA10.1 2017-18 BCC Catalog Course Numbering
IIA10.2 2017-18 BCC Catalog CSU Transfer
IIA10.3 2017-18 BCC Catalog UC Transfer
IIA10.4 Assist Example IGETC

IIA10.5 CID Course List
IIA10.6 About CID
IIA10.7 2017-18 BCC Catalog AP/Dantes/CLEP
IIA10.8 Board Policy 4050
IIA10.9 Administrative Procedure 4050
IIA10.10 BCC Website Articulation

II.A. 11 The institution includes in all of its programs, student learning outcomes appropriate to the program level, in communication competency, analytic inquiry skills, ethical reasoning, the ability to engage in diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

BCC includes student learning outcomes appropriate to the program's level in all programs. The outcomes are listed in the BCC catalog description for each program (IIA11.1). All courses, including general education courses, link to the institutional learning outcomes (ILOs) labeled core competencies (IIA11.2). Discipline faculty determine which ILOs are encompassed in their program by mapping courses in the program to ILOs as well as developing additional program-specific outcomes (IIA11.3, See also I.B.2, I.B.5).See also I.B.2, I.B.5).

The college has defined core competencies/ILOs as Communication (Writing, Speaking, Reading), Critical Thinking and Questioning (Analyzing, Computing, Researching, Problem Solving), Global Awareness (Scientific Processes, Global Systems and Civics, Artistic Variety) and Personal and Professional Development (Self Awareness, Social and Physical Wellness, Workplace Skills) (IIA11.3, IIA11.4).

To measure student proficiency in ILOs, faculty mapped each course and student learning outcome to one ILO and one program level outcome, and the college has measured ILOs, one per year, by considering data and assessing appropriate courses mapped to the ILO (IIA11.5, IIA11.6). Some programs have assessed their program outcomes by reviewing mapped courses from that program to the ILOs (IIA11.7).

Every course submitted for approval to the Curriculum Committee must be mapped to at least one ILO. The SLO Coordinator approves all SLOs, assessment methods, and ILO mapping during the curriculum approval process (IIA11.8). Results and analysis are to be entered into TracDat for further analysis.

Analysis and Evaluation

Barstow Community College has established core competencies for all instructional programs in communication, critical thinking and questioning, global awareness, and personal and professional development. Course-level SLOs are mapped to program level outcomes and the core competencies, facilitating the assessment of the core competencies on a regular basis. These core competencies and program level outcomes are clearly published in the college catalog.

Evidence

IIA11.1 BCC Catalog
IIA11.2 ILO Webpage
IIA11.3 COR ILO ARTS 2 CurricUNET
IIA11.4 2017-18 Core Competencies
IIA11.5 Core Competency Summary Report
IIA11.6 COR ILO ARTS 2
IIA11.7 2016 Program Review Update POLI
IIA11.8 CurricUNET Barstow New Course Process

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Eligibility Requirement 12 - General Education: The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

Evidence of Meeting the Standard

The general education requirements for degree programs offered at Barstow Community College are listed on page 61 of the college catalog (IIA12.1). Each degree program requires a combination of general education classes to be completed to ensure that students graduating or transferring from BCC do so with a well-rounded education and wide range of knowledge (IIA12.2, IIA12.3).

The institution's core competencies, as stated in the catalog, are integrated in the learning outcomes of all courses, including those listed in general education courses (IIA12.4). Core competencies are also integrated with program level outcomes. These core competencies are a key component of developing inquisitive, socially and globally responsible lifelong learners. The core competencies are as follows:

- Communication;
- Critical thinking and questioning;

- Global awareness;
- Personal and professional development.

Through the college's integration of core competencies, students who earn a degree at BCC achieve the following results:

- They are prepared to participate in civil society.
- They have gained skills for lifelong learning.
- They know how to apply what they learn.
- They have a broad knowledge of multiple areas of study as a result of the general education requirements for each program (IIA12.5).

Board Policy 4025 outlines the college's philosophy regarding general education. The policy underpins curricular planning and development that supports a well-rounded student education (IIA12.6). The policy states:

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

The Curriculum Committee is responsible for determining general education requirements according to the Curriculum Committee Handbook. The committee relies on faculty expertise in determining the appropriateness of every course listed in the general education requirements, as faculty are responsible for the creation and revision of academic programs.

The Curriculum Committee follows Title 5 regulations and requirements and is compliant with the California Code of Regulations (IIA12.7, IIA12.8). All courses and programs include the appropriate core competencies for each of the student learning outcomes and program level outcomes (IIA12.9, IIA12.10). Program reviews show how the courses fit the institution's educational philosophy as outlined in Board policy. The quality and rigor of the classes for general education are consistent with the expectations of higher education, which is also evidenced and discussed in Standard II.A.5. In addition, general education courses are available online, making achieving a degree more accessible to the student body of BCC (IIA12.9).

Analysis and Evaluation

The college has captured and communicated its general education philosophy in Board Policy 4025 and communicated it to students via the college catalog. The philosophy communicates broad comprehension of knowledge and lifelong learning relative to participation in a civil society. The college has developed core competencies that support its educational philosophy in breadth of knowledge and intellectual inquiry. Led by the Curriculum Committee, faculty develop courses appropriate in content and rigor for inclusion in the general education curriculum.

Evidence

IIA12.1 2017-18 Catalog Degree Requirements
IIA12.2 2017-18 Catalog Degree Requirements Non-Occupational
IIA12.3 2017-18 Catalog Degree Requirements Occupational
IIA12.4 2017-18 Core Competencies
IIA12.5 Core Competencies Outline
IIA12.6 Board Policy 4025
IIA12.7 Curriculum Manual
IIA12.8 BCC Catalog
IIA12.9 BCC BIOL 10 Course Outline of Record (COR)
IIA12.10 Program Learning Outcomes by Discipline

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Barstow Community College offers occupational and non-occupational degrees (IIA13.1, IIA13.2). The college has four types of associate degrees: the Associate in Arts (AA), the Associate in Science (AS), the Associate in Arts for Transfer (AA-T), and the Associate in Science for Transfer (AS-T).

The Associate in Science occupational degree provides training for students who want to specifically focus on an occupational area with the goal of gaining employment skills in a particular field. Units of study that are required in the major vary, for example from 20 in diesel technology to 42 in cosmetology (IIA13.2, IIA13.3, IIA13.4).

Non-Occupational Associate Degrees also have a focused area of study, but the units specific to the program range from 18 for social sciences, humanities, and physical education to 20 units focused in the areas of natural science and math (IIA13.2, IIA13.3).

AA-T and AS-T degrees are designed for students wishing to earn a degree at a California State University (CSU) campus in the same or similar field. Students who successfully complete an AA-T or AS-T degree are guaranteed admission to a CSU campus, although not necessarily the campus of their choice, to finish a four-year degree. These students are exempt from locally determined BCC graduation requirements but must satisfy the CSU general education pattern (IIA13.5).

The college's degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Each degree offered by BCC requires completion of at least 18 units within a major, a minimum of 60 total units, and a grade of a C or better in each major course. A minimum of 12 units or 20% of required units in the major must be completed at BCC (IIA13.3).

All degree programs have program level outcomes (PLOs) that are printed in the college catalog (IIA13.2). Courses are mapped to degree program outcomes and institutional level outcomes (ILO) to measure mastery, and assessment data is submitted by faculty and reported to the Service and Learning Outcomes Assessment Committee (SLOAC) each semester (IIA13.6, IIA13.7, IIA13.8; See Standards I.B.1 and I.B.2). Program outcomes are updated each year (IIA13.9). Both of these submissions receive feedback. Course level outcome assessments receive feedback at the end of the semester (IIA13.10, IIA13.11). Program level outcomes and their assessments are submitted in the full program review and the annual updates. This information is also shared with SLOAC for specialized feedback on program level assessment progress.

The amount of focused study and program requirements are determined by faculty in each discipline. Program level outcomes that demonstrate mastery of competencies, theories, and practices are also faculty driven. Faculty revise and update programs to ensure mastery and attainment of outcomes as needed (IIA13.12).

Analysis and Evaluation

Barstow Community College offers degrees that focus on one area of inquiry or an interdisciplinary core. All courses and programs have established learning outcomes and assessments. Through outcomes assessment, faculty measure student mastery of key theories and practices within degree areas.

Evidence

IIA13.1 2017-18 BCC Catalog Degree & Transfer Programs
IIA13.2 BCC Catalog
IIA13.3 2017-18 Degree Transfer Requirements
IIA13.4 2017-18 BCC Catalog PLO Supply Chain Management
IIA13.5 2017-18 Catalog CSU Transfer
IIA13.6 BCC Webpage ILO's
IIA13.7 COR ARTS 2 ILO CurricUNET
IIA13.8 COR ARTS 2 ILO
IIA13.9 BCC Webpage PLO's
IIA13.10 BCC SLO Webpage
IIA13.11 SLO Assessment Feedback PHSC
IIA13.12 2016 Program Review CHLD

II.A.14. Graduates completing career technical certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Evidence of Meeting the Standard

BCC offers 107 career technical education (CTE) certificates, 54 CTE associate degrees, and five CTE associate degrees for transfer. Degrees and certificates are listed in the college catalog, on the

college CTE website, and through various brochures and advertising publications (IIA14.1, IIA14.2, IIA14.3).

BCC graduates completing CTE certificates and degrees demonstrate technical and professional competencies through a variety of methods. CTE programs in the college catalog list program level outcomes (PLOs), which are measurable through mapped course-level outcomes. Student learning outcomes and PLOs are established with the input of area business and industry leaders through the Perkins advisory committees (IIA14.4, IIA14.5).

BCC offers only one program that requires licensure for employment: cosmetology (IIA14.6). The program is designed in such a way that the successful clock hours required to take the State Cosmetology Licensure Exam are met within a two-year period. Once a student achieves the 1,600 hours, students can request to take the exam with the Board of Cosmetology.

Analysis and Evaluation

Barstow Community College graduates completing career technical education certificates and degrees demonstrate technical and professional competencies through a variety of methods. Graduates completing BCC career technical certificates and degrees demonstrate the competencies that meet employment and other applicable standards and are developed in consultation with area business and industry leaders. BCC graduates are also prepared for external licensure examinations as necessary.

Evidence

IIA14.1 2017-18 BCC Catalog Degree & Transfer Programs
IIA14.2 ADJU Two-Year Plan
IIA14.3 BCC Website CTE Programs
IIA14.4 2017 CTE Joint Advisory Letter
IIA14.5 2015 CTE Joint Advisory Minutes
IIA14.6 COSM Two-Year Plan

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Barstow Community College Administrative Procedure 4021 stipulates the conditions under which a program will be considered for discontinuance (IIA15.1). This administrative procedure delineates specific steps that involve first considering a plan for revitalizing the program and then, if revitalization is not feasible, development of a concrete plan for discontinuance. This process involves input from discipline faculty, the Vice President of Academic Affairs, the superintendent/president, and the Curriculum Committee, with the final decision on discontinuance made by the Board of Trustees. The process allows for assurances that affected

faculty will be offered opportunities for retraining and that affected students will be given an opportunity to complete the program in a reasonable and timely manner.

Since the previous accreditation cycle, BCC has discontinued a degree program in fire technology and a certificate program in culinary arts. In both cases, the discontinuance process took place without issue or complaint.

Analysis and Evaluation

The college has a viable and detailed discontinuance process as delineated in Administrative Procedure 4021 (IIA15.1). However, this procedure is in need of updating, and a corresponding board policy should be developed.

Evidence

IIA15.1 Administrative Procedure 4021

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Curriculum

The quality and currency of new courses and programs is reviewed through the Curriculum Committee, including collegiate and pre-collegiate courses and programs. All proposals undergo a rigorous approval process. Modifications designed to improve existing courses and programs must also be submitted for review and approval. Distance education courses go through an additional step in the review process via the Distance Education Proposal Form. (IIA16.1).

Prior to submission, new courses and revisions of courses and programs require dialogue at the discipline and administrative levels (IIA16.2). College committees and area experts contribute to quality assurance through the examination of proposals including but not limited to currency, how content is delivered, and meeting regular and effective contact for online courses (IIA16.3, IIA16.4, IIA16.5; See Standard II.A.2).

The approval process for new courses and major revisions to existing courses includes review by discipline faculty, the articulation officer, the Basic Skills Coordinator if the course is basic skills, the SLO coordinator, the curriculum and scheduling specialist, and the Dean of Instruction (IIA16.2). Proposals also go through a technical review before reaching the Curriculum Committee. The Curriculum Committee checks for compliance with Title 5 policy of prerequisite validations (every two years for vocational and every six years for academic classes). Courses to be offered in online or hybrid modalities also complete a distance education form explaining in

detail how regular and substantive contact will be met, as well as how the content will be presented effectively to students through technical and pedagogical standards expected by the college (IIA16.6). (See also DE Supplement)

BCC's complete conversion to CurricUNET will allow the Curriculum Committee to more effectively run reports and verify current updates in course review, prerequisite validation, textbook updates, and other areas to ensure academic quality.

Program Review

All educational programs are part of a program review cycle that includes a comprehensive program review every three years with annual updates (See Standard I.B.5). The three-year program review includes a section for an update on curriculum and currency. In course review, discipline faculty review course outlines of record for currency, appropriateness, prerequisites, co-requisites, advisories, articulation, and textbooks (IIA16.7).

Most academic programs are on the same cycle of program review, so every third year of the cycle, the Vice President of Academic Affairs ensures time is dedicated for faculty to work together with curriculum personnel to effectively complete the review process (IIA16.8, IIA16.9). In the off years of the program review cycle, all instructional programs submit an annual program review update. This process allows for ongoing collection and review of data to help identify teaching and learning strategies for student success, maintain currency and appropriateness of curriculum, and submit budget allocation proposals (BAPs) that need to link to their program review update (See Standard I.B.5).

The Office of Institutional Effectiveness provides data, training in the uses of data, and additional assistance as needed during the full program review cycle. Data includes student achievement, such as retention, and course and program completion (IIA16.10, IIA16.11, IIA16.12). Programs also review course level student learning outcomes, assessment data, ongoing progress and program outcome assessments, and any implementation of changes (See Standard I.B.5, II.A.2). Program reviews are reviewed by the Vice President of Academic Affairs and the Program Review Committee with the program review rubric. In addition, program level outcomes are also reviewed by the SLOAC for specific feedback on effectiveness and outcomes assessments and feedback for improvement.

CTE programs complete a full program review every two years. CTE programs respond to sections that include labor market information, effectiveness, and need for the program (See Standard II.A.14).

Non-Credit

BCC has very few noncredit courses, but these courses are evaluated in the same manner as credit courses. Non-Credit courses also go through program review to include course level outcomes and evaluation of instructors, including student surveys (See Standard II.A.2).

Analysis and Evaluation

BCC strives to improve learning outcomes and achievement for students through the evaluation of courses and programs, regardless of modality. The quality and currency of new programs as well as modifications to existing curriculum are reviewed. New programs are forwarded to the Board of Trustees for approval. The Program Review Handbook outlines the process for the review of all educational programs and services, including assessment of student learning and achievement outcomes. These processes ensure continuous review and improvement of courses and programs at all levels.

Evidence

IIA16.1 Curriculum Distance Education Form
IIA16.2 BCC Course Approval Process
IIA16.3 Curriculum Manual
IIA16.4 Curriculum Manual Appendices
IIA16.5 OEI Course Design Rubric
IIA16.6 CurricUNET DE Form Example
IIA16.7 2016 Program Review CHLD
IIA16.8 All Division Meeting Agenda September 22, 2016
IIA16.9 All Division Meeting Agenda September 28, 2017
IIA16.10 Program Review Data: Ratio & Efficiency
IIA16.11 Program Review Data: Success & Completion
IIA16.12 Program Review Data: Fill Rates

Standard II.A Plans for Future Action

Planned Action	Timeline
Develop and implement a comprehensive enrollment management plan that includes strategies for scheduling, data analysis, setting enrollment targets, and ensuring adequate support services. (II.A.6)	Develop Spring 2018 Implement Fall 2018
Implement the Starfish degree review system in alignment with CurricUNET. (II.A.6)	Spring-Fall 2018
Create staff position to provide technical support for Fort Irwin evening students. (II.A.7)	Spring 2018
Develop Board Policy and update administrative procedure 4021 regarding program discontinuance. (II.A.15)	Spring-Fall 2018

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Eligibility Requirement 17 – Information and Learning Support Services: The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4).

Evidence of Meeting the Standard

The Library **-** BCC provides library resources and services to both traditional and distance education students. Materials are selected by the faculty librarian with instructional faculty input. Services and resources are regularly evaluated, and the evaluations are used as the basis for improvements that are documented in the program review. The library's administrative unit outcomes have been established and analyzed through the program review process (IIB1.1). Faculty and students are regularly surveyed, and the results are used to improve the collection and services (IIB1.2, IIB1.3).

All BCC students, both traditional and online, as well as BCC faculty, staff, and administration are served by the library. Materials are provided for research and study, such as books, periodicals, DVDs, a journal database, e-books, and topical databases. Assistance is provided for reference materials and formal bibliographic/information literacy instruction. Wi-Fi, computer access, and study space is provided. The library also has a number of computers and adaptive workstations for student use. Library materials and services are provided face-to-face and remotely via electronic databases and e-books. Reference questions can be answered via email or telephone.

Tutoring Services - Tutorial services are available in many formats to serve BCC's geographically large service area and diverse student population. Services are offered face-to-face at the main campus and Fort Irwin locations. The college offers group and one-on-one peer tutoring. Online tutoring services are available through NetTutor, which is accessible through the Canvas Learning Management System. The NetTutor platform is available to students 24 hours per day. Additional tutorial services include access to NROC, the Kahn Academy, and other online tutoring help. The tutorial program monitors the services most commonly sought by students to ensure that appropriate assistance is available (IIB1.4).

Computer Commons – The Computer Commons is located in the Learning Resource Center. It houses 73 computers for student, staff, and faculty use. This facility is a multi-purpose computer lab, accessible to all students regardless of major. It provides students, staff, and faculty with a

wide range of computer applications, printing, and lab staff assistance. The Computer Commons has adaptive workstations that accommodate students with physical or learning disabilities.

The Computer Commons also serves as a campus proctoring center. A large majority of proctored exams are proctored finals for online courses. The hours of operation in the Computer Commons are extended during finals week to provide evening, working, and distance learning students with access to proctoring (IIB1.5).

Assessment services are also provided in the Computer Commons. Throughout the year, the lab provides local assessment testing. The campus uses Accuplacer math, English and ESL assessments. Online students who need to take an assessment at an alternate location due to their distance from campus can request an alternate proctor via the campus website (IIB1.6).

Distance Education (DE) – BCC has proactively engaged in the Online Education Initiative (OEI) as a pilot college. For a college that connects with nearly half of its students in an online format, OEI is a project of great importance. BCC's first engagement with OEI began with piloting the NetTutor product. Following the college's participation in NetTutor, the institution approved the adoption of the Canvas LMS (IIB1.7). The institution is currently transitioning from Moodle to the new platform. Campus planning and dialog on the implementation of other OEI service components continues. The products discussed include VeriCite, Cranium Café, and Course Exchange (IIB1.8).

In recognition and support of distance education, a Dean of Distance Education was hired in the fall of 2016 to lead DE efforts. (IIB1.9). The college also plans to develop and create a faculty Distance Learning and Instructional Technology Coordinator position with reassigned time to help support distance learning and other technology-supported instruction.

Currently, distance education students have access off-campus to the library's database services and WorldShare catalog of materials, tutorial support, counseling via phone or email, and proctoring via ProctorU.

Analysis and Evaluation

Barstow Community College supports student learning and achievement by providing on-campus and online library and learning support services to all students as well as faculty and staff. Tutoring services are available to students in a variety of formats both face-to-face and online. The Computer Commons offers proctoring, assessment, and open computer lab services with a sufficient number of workstations for the college's size. BCC demonstrates its commitment to serving online students through its participation in the Online Education Initiative and the creation of a new administrative position to oversee distance education services. As indicated in the Quality Focus Essay, the college is committed to expanding services for students across all delivery methods in order to develop a more comprehensive program for learning support.

Evidence

IIB1.1 Library Program Review-2016
IIB1.2 Fall 2017 Student Survey Assessment
IIB1.3 Staff Assessment – Library
IIB1.4 Tutorial Lab Attendance
IIB1.5 Proctoring Statistics
IIB1.6 BCC Proctoring Services Webpage
IIB1.7 Distance Ed Minutes – 10-25-16
IIB1.8 Distance Ed Minutes – 04-25-17
IIB1.9 Board of Trustees Meeting Minutes-07-20-16

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Educational equipment and materials that support student learning and enhance the achievement of BCC's mission are selected by the institution with the input of appropriate experts, including classroom faculty, librarians, and other learning support services professionals. Appropriate selection of materials and equipment is accomplished through several avenues including program review, advisory committees, and grant or categorical funding guidelines.

The library and the learning support services area, with input from instructional faculty, follow collection development and equipment prioritization processes to support student needs in accordance with the college mission. The librarian reaches out to subject-specific faculty for guidance and expertise on appropriate purchases in their areas. The librarian currently chairs the BCC Curriculum Committee and monitors textbook and additional materials selection. The library receives instructional equipment funds in addition to general fund monies. Through the program review process, the library staff monitors achievement of its service outcomes (IIB2.1).

The Distance Education Committee, a subcommittee of the Academic Senate, is primarily comprised of faculty and includes experts from areas related to distance education, including staff from the Instructional Technology Center. In 2015-16, the DE Committee worked with the Academic Senate to adopt Canvas as the learning management system to replace Moodle (IIB2.2). The DE Committee works with the Dean of Distance Education and Learning Support Services to guide improvements in DE such as support services including tutoring and online library services. The committee also guides campus participation in the Online Education Initiative (OEI). The college also plans to develop and create a faculty Distance Learning and Instructional Technology Coordinator position with reassigned time to help support distance learning and other technology-supported instruction.

BCC provides computer classroom environments specific to student learning needs. The Technology (T) Building has two labs geared toward facilitating learning in science disciplines. In the Science (S) Building, one lab environment is focused on ESL engagement. The Business (B)

Building has an additional four classroom environments with a more general learning purpose. The State Street and Fort Irwin locations have computer environments for teaching and learning. The main campus has two classrooms that connect via Interactive Television to two classrooms at the Fort Irwin location. The equipment was purchased to support learning for BCC's large geographic service area. These classrooms provide an important resource for supporting to the college's military students.

The college selects and maintains its educational equipment and materials with support and guidance from various offices on campus, including the Office of Information Technology (IT), the Instructional Technology Center (ITC), the Computer Commons, and student services. The IT staff work with faculty to provide the most current classroom technology and software. The ITC staff works with online faculty to provide quality online education and supports faculty as the college moves from the Moodle LMS to Canvas. Requests for updated equipment come through the program review process and faculty-led advisories.

Analysis and Evaluation

The college uses its integrated planning process, including program review and the committee structure, to engage faculty and appropriate experts in the selection and purchase of educational equipment and materials in support of student learning and achievement of the mission. The college librarian, the Distance Education Committee, the Dean of Distance Education and Learning Support Services, and other individuals and bodies rely on the appropriate expertise of faculty and staff in making decisions regarding the acquisition of instructional materials and equipment. College facilities offer a variety of learning environments geared toward technology-supported learning at a number of locations. The faculty will be directly involved, and will assume leadership roles, in all planning efforts regarding enhancement of support services for distance education and extension of student support services and resources.

Evidence

IIB2.1 Library Program Review-2016
IIB2.2 Senate Minutes 5-10-16

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The BCC library and other learning support services, including tutoring services, the Computer Commons, the Instructional Technology Center, and others, regularly evaluate and assess services and programs. These service areas complete a three-year program review with annual updates, with clearly identified and measurable administrative unit outcomes (AUOs) and service area outcomes (SAOs) (IIB3.1).

These AUOs and SAOs are discussed at meetings annually (IIB3.2) and are revised systematically in response to collected data and student feedback. Reflection and analysis of services can lead to budget requests through the Budget Allocation Proposal (BAP) process (IIB3.3). Non-budget related changes also occur through an analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT) that is embedded in the program review (IIB3.4).

Analysis and Evaluation

The BCC library has developed and regularly assesses outcomes as part of the comprehensive program review and annual update process. Tutoring services, the Computer Commons, the Instructional Technology Center, and other student support services also submit comprehensive program reviews and annual updates. The results of these evaluations are used to improve programs and services. Evaluation of learning support services through program review and other research efforts has led the college to determine a need for comprehensive plans regarding support for distance education courses and other support services and resources.

Evidence

IIB3.1 Library Program Review-2016
IIB3.2 Library SLOAC Feedback
IIB3.3 Program Review Handbook 2015-16
IIB3.4 SWOT Analysis Worksheet

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Eligibility Requirement 17 – Information and Learning Support Services: The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format and wherever they are offered. (Standard II.B.1 and II.B.4)

Evidence of Meeting the Standard

BCC has a limited number of learning support services for which a third-party contract is utilized. The two primary services are online tutoring through NetTutor and certain library databases.

In order to provide tutorial support for online students, the college has contracted with NetTutor to support DE classes. This contract is part of the state sponsored Online Education Initiative (OEI) for which BCC is a pilot college. Evaluation of the NetTutor product is ongoing as part of the development and implementation of this service through the initiative (IIB4.1).

The BCC Library contracts with the California Community College Chancellor's Office and WorldShare for the majority of its databases. All electronic resources are free of charge to students and employees of Barstow Community College. Per a standard vendor agreement, passwords are generated each semester to facilitate remote access. As part of the program review process, the library evaluates the contracts and services necessary to support student learning and success (IIB4.2).

Analysis and Evaluation

Third-party contracts for learning support services are limited. In cases where the need arises, BCC documents the contractual agreement. Reflection and evaluation related to the usefulness of these products and services is primarily part of the program review process.

Evidence

IIB4.1 MOU between BCCD and OEI
IIB4.2 Library Program Review 2016

Standard II.B Plans for Future Action

Planned Action	Timeline
Develop and create a faculty Distance Learning and Instructional Technology Coordinator Position with reassigned time. (II.B.1, II.B.2)	Develop in Spring 2018 Implement in Fall 2018
Develop comprehensive plans regarding tutoring, support for distance education courses, and other learning support services and resources. (II.B.2, II.B.3)	See QFE

II.C.1 The institution regularly evaluates the quality of support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Eligibility Requirement 15 – Student Support Services: The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Evidence of Meeting the Standard

Support services are provided to students regardless of location or means of delivery, including distance education and at the Fort Irwin and State Street locations. BCC does not provide correspondence education. In addition to the in-person services provided by each office, students may access services through the BCC website, by telephone, or by email (IIC1.1). A comprehensive description of services by location and delivery method is provided in Section II.C.3.

The college's commitment to providing quality support services is evidenced in the college mission and vision statements as well as the strategic priorities (IIC1.2, IIC1.3). Student Services programs are integrated into the college planning and evaluation process through representation on participatory governance committees (IIC1.4). Through this ongoing cycle of planning and evaluation, BCC is able to identify strengths and areas of growth in support programs (IIC1.5).

BCC regularly evaluates the quality of support services in order to demonstrate that these services meet student needs. Student Services departments are included in the college's annual program review cycle, with programs completing a comprehensive review every three years with annual updates (IIC1.6). Student learning outcomes (SLOs), service area outcomes (SAOs), and administrative unit outcomes (AUOs) are evaluated during the annual program review cycle. This systematic review of department goals, outcomes, plans, and needs ensures that support services align with the overall mission of the college and enhance institutional accomplishments.

Additional methods to review programs are provided through categorical program planning and reporting documents provided to the State Chancellor's Office. For example, the campus Student Success and Equity Committee (SSEC) is responsible for developing and executing the College's Student Success and Support Program (SSSP) Plan and Student Equity Plan, and both plans include an analysis of previous goals in order to determine updated goals and projected outcomes (IIC1.7, IIC1.8). The SSEC includes representation from the Academic Senate, the Barstow College Faculty Association, the California School Employees Association, management, students, and the community (IIC1.9). Plans and updates are vetted and approved through the college participatory governance process (IIC1.10). The wide-ranging perspectives gathered throughout the planning process ensure that plans are aligned with BCC's mission, vision, and goals. In Spring 2017, the committee began the process of working with the Basic Skills Committee in order to align planning as part of the statewide efforts to ensure that all plans and goals are both comprehensive and integrated (IIC1.11).

In addition to Student Equity and SSSP, programs such as Financial Aid, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and California Work Opportunity and Responsibility to Kids (CalWorks) are also evaluated annually through the Chancellor's Office. Utilizing this data, departments monitor services provided and ensure that expenditures are consistent with program guidelines (IIC1.12, IIC1.13, IIC1.14). This process provides an additional method of assessing program efficiency and delivery of services.

Student feedback is another essential component of evaluating BCC support services. The student survey utilized during the counselor evaluation process elicits responses from students regarding the quality of services provided and knowledge of the counselor (IIC1.15). To ensure that workshops meet student expectations and needs, and to demonstrate student learning, Student Services offices administer surveys at the end of each workshop session (IIC1.16). Feedback is then used to enhance future workshops. Student opinions and feedback on services are also obtained from department surveys (IIC1.17).

Additionally, BCC participated in the Community College Survey of Student Engagement during Spring 2017, and feedback will be communicated campus-wide to various work groups and committees for use in planning and goal setting (IIC1.18).

Assessment of support services also takes place through ongoing dialogue and communication among Student Services offices. Individual department meetings, Student Services Division meetings, and Student Services Leadership Team meetings provide opportunities for staff, managers, and counseling faculty to identify and discuss student needs (IIC1.19, IIC1.20, 11C1.21). These conversations result in the ongoing development and evaluation of strategies for providing excellent student support services.

Finally, collaboration among Student Services programs and sharing of resources allows for enhanced distribution and access to services. For example, the purchase of SARS GRID technology through SSSP funds not only allowed for more efficient scheduling of student counseling appointments and core matriculation services but also provided offices such as Financial Aid and Special Programs and Services with an effective means for scheduling student appointments and walk-in services (IIC1.22). Students can make appointments by telephone or in person. The use of reports generated through SARS data has also allowed offices to analyze student traffic and high-volume periods to adjust staffing and services as necessary (IIC1.23).

Analysis and Evaluation

BCC provides quality support services that assist students toward completion of their academic and career goals. Services are provided throughout the entire lifecycle of the BCC student experience, including outreach, admissions, assessment, orientation, educational planning and counseling, financial aid, and follow-up advising for at-risk students. Support programs are regularly evaluated through the program review process and through a variety of other means. Evaluation of support services and student need has led the college to commit to the development of comprehensive plans for enhancement of tutoring services, distance learning support, and other support services as indicated in the Quality Focus Essay.

Evidence

IIC1.1 Student Services Webpage
IIC1.2 BCC Strategic Plan 2015-18
IIC1.3 BCC Mission and Values
IIC1.4 Participatory Governance Handbook
IIC1.5 SLOAC Handbook
IIC1.6 Program Review Cycle
IIC1.7 Student Equity Plan
IIC1.8 Student Success and Support Program Plan
IIC1.9 Student Success and Equity Committee Description
IIC1.10 Student Success and Equity Committee Minutes 2015-16
IIC1.11 Student Success and Equity Committee Meeting Materials 03-27-17
IIC1.12 EOPS-CARE Report
IIC1.13 CalWORKs Report
IIC1.14 DSPS Report
IIC1.15 Counselor Evaluation Form
IIC1.16 Special Programs and Services Workshop Evaluation
IIC1.17 Tutorial Services/Student Success Center Survey
IIC1.18 CCSSE Classroom Administration
IIC1.19 Special Programs and Services Staff Meeting Minutes 01-30-17
IIC1.20 Student Services Leadership Agenda 06-13-17
11C1.21 Counseling Department Minutes 09-09-17
IIC1.22 SARS Grid Example
IIC1.23 SARS Usage Report

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The college identifies and assesses learning support outcomes for its student population by requiring every student support department and program to complete a comprehensive program review every three years (IIC2.1). Each program review addresses the service area outcomes (SAOs) or administrative unit outcomes (AUOs) for the individual department and program and measures the progress of each program every year with annual updates (IIC2.2, IIC2.3).

Review of SAOs and AUOs is done at the department level but is also done with input from all major constituent groups by the Service and Learning Outcomes Assessment Committee (SLOAC) and the Program Review Committee (PRC). The SLOAC's purpose is to support and guide all college constituents to develop, implement, and evaluate learning outcomes and assessments integrated with the institutional planning cycle (IIC2.4). All outcomes are evaluated and documented in program reviews. Action plans are developed and budget allocation proposals completed.

The SLOAC committee evaluates each individual department's SAOs or AUOs that were included in the department's program review and provides feedback (IIC2.5, IIC2.6). The committee determines whether the outcomes are listed, whether they are manageable, measurable, and meaningful, and whether progress has been made. It also rates how well the department reflected on its progress on SAOs or AUOs, what was learned from the assessment, and what the department has done and will continue to do to improve on its outcomes. Feedback is provided to the department.

The PRC's purpose is to work with the program review authors to provide mentoring and training. The committee is also tasked with reviewing the program review submissions and providing feedback to the authors (IIC2.7). A rubric is used to rate the effectiveness of the program review but also offers comments and suggestions to help the department improve its review process (IIC2.8). This form rates the programs on a 4-point scale: awareness, development, proficiency, and awesome. Due to the detail on the PRC rubric, departments can see where and why they fall at the rankings they are given but can also see what they should improve so that their rankings can be higher in the future. Once completed, the results are discussed and are submitted to the Institutional Effectiveness Committee (IEC).

The IEC charge is to evaluate program review and outcomes assessment results in light of college-wide strategic goals and to recommend a set of institutional priorities for inclusion into integrated planning and resource allocation (IIC2.7).

Analysis and Evaluation

The college identifies and assesses learning support outcomes for its student population through the efforts of the Service and Learning Outcomes Assessment Committee, the Program Review Committee, and Institutional Effectiveness Committee. Outcomes assessment is completed on an annual cycle and makes use of assessment data for program planning. Every student support department and program conducts a review and is provided with feedback that promotes future improvement.

Evidence

IIC2.1 Program Review Cycle
IIC2.2 Program Review-Full
IIC2.3 Program Review-Update
IIC2.4 SLOAC Mission Statement
IIC2.5 SLOAC Meeting Minutes-01-18-17
IIC2.6 SLO Evaluators
IIC2.7 Program Review Handbook
IIC2.8 Program Review Evaluation Rubric

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.

Eligibility Requirement 15 – Student Support Services: The institution provides for all of its students' appropriate student support services that foster student learning and development within the context of the institutional mission (Standard II.C.1 and II.C.3)

Evidence of Meeting the Standard

New students at BCC are required to participate in a new student orientation to ensure that they are knowledgeable about college policies, procedures, and support services. To ensure equitable service, the college provides an online new student orientation that can be accessed through the college website (IIC3.1). BCC has purchased a license for COMEVO, which is a platform for the new student orientation. This platform ensures that updates to the new student orientation can be made easily by college staff and guarantees that students are given the most current policy information (IIC3.2).

Additional support services and programs in Student Services have taken advantage of the multiple course modules that are available with COMEVO to support online and distance education students. The college supports ten online accessible modules including EOPS/CARE online orientation, academic standing and satisfactory academic progress workshops, and student worker orientation (IIC3.3). The college is also in the process of purchasing an additional subscription with COMEVO called Written Productions that will be able to translate the COMEVO modules into Spanish. COMEVO orientations will also be accessible on smart devices and phones for students wishing to utilize these devices (IIC3.4, IIC3.5).

A significant number of students attend courses through distance education. All Student Services departments provide online access to comprehensive program information, including a detailed description of services, hours, contact information, and, if applicable, important forms (IIC3.6). Students who are not able to physically visit campus can also get step-by-step assistance by utilizing online tutorials that will assist them with common requests such as help with accessing account information, obtaining registration information, and common financial aid issues (IIC3.7).

The college maintains an off-campus location at the National Training Center at Fort Irwin. The Fort Irwin site is a one-stop service location that offers military students and their families academic counseling and support services. Admissions, financial aid, test proctoring, and special programs application services are also provided at the Fort Irwin location. Fort Irwin is staffed with a full-time student services technician that specializes in admissions and records but also provides students with technical assistance and information about college services, programs, policies, and procedures and can also proctor exams and administer CLEP testing (IIC3.8).

Fort Irwin is also staffed with a full-time general counselor who provides counseling, career guidance, and advisement services to the military population (IIC3.9). Textbooks for courses taught at Fort Irwin can be ordered online through the college bookstore and can be picked up at the Fort Irwin Office.

Support programs are advertised at Fort Irwin, and staff host events at the Fort Irwin location to ensure that students are made aware of opportunities and are assisted in applying for services. Events at the Fort Irwin location include financial aid workshops and an open house event

highlighting the various programs that are offered, giving students additional assistance to learn about student services and the aid they can apply for **(**IIC3.8**)**.

The Barstow College main campus location is the primary location for students to obtain information and support services. The college maintains extended hours during the week to ensure equal access to services after the traditional working day. Student Services is open from 8:00 a.m. to 5:00 p.m. Mondays and Tuesdays, 8:00 a.m. to 6:00 p.m. Wednesdays and Thursdays, and 8:00 a.m. to 1:00 p.m. on Fridays. During the summer term, the campus is open extended hours during the week, 7:00 a.m. to 6:00 p.m., and is closed on Fridays (IIC3.10). Due to the high volume of students during crucial registration time periods, the college extends operating hours the week before classes begin and the first week of the semester (IIC3.11). Support for all Student Services operations is also available via email, telephone, or fax.

The college is committed to continuing the expansion of online support services to ensure that online students have equitable and easy access. The college provides an online student assistance area that is accessed directly from the college homepage (IIC3.12). This webpage has a link to the online course area, tutorials about becoming an online student and navigating the online portal, access to core services such as orientation, admissions, assessment, and registration information, and FAQs for online students. Starfish software was implemented in Fall 2017 and will enhance many counseling and student success services.

BCC recognizes the importance of utilizing social media to contact students and to disseminate pertinent information that affects their status at the college. BCC also showcases events and promotes various student life activities and clubs. The college is active on the three main prongs of social media—Facebook, Twitter, and Instagram (IIC3.13)—and also has a YouTube Channel and streams live events for students to watch off campus (IIC3.14).

The college has also implemented GradGuru (IIC3.15). This application sends push notifications to students each morning. GradGuru helps students keep track of academic and financial aid deadlines, guides them through critical milestones, and encourages and rewards them for behaviors proven to lead to academic success. In addition, Special Programs and Services and the CTE division have enrolled in a free text message service through Remind.com. This online service allows staff members to send text messages to students in specific programs to disseminate program specific information, alerts, and events to ensure all students are aware of program requirements and other important information (IIC3.16).

In addition to core support services offered on campus and online, the college purchased a subscription to a monthly student health magazine called Student Health 101 (IIC3.17). This magazine is sent electronically to students and includes information about improving physical and mental health. Students are also encouraged to sign up for the Viking Alert. This text messaging service sends students emergency notifications and timely warnings of situations that may affect them such as natural disasters (IIC3.18).

Along with offering equitable services to students, the college assesses the effectiveness and quality of its programs regularly. Student services are assessed every three years with a yearly update in the program review cycle (IIC3.19). These reviews and updates address areas that need

to be improved and identify measurable goals for service area outcomes and administrative unit outcomes to ensure the efficiency of the program and equitable access to services (IIC3.20).

Student Services also adheres to state and federal regulations assessing the efficiency and effectiveness of individual programs. This compliance is achieved by submitting yearly program and budgetary reports. Examples include EOPS/CARE (IIC3.21), CalWORKs (IIC3.22), DSPS (IIC3.23), Student Success and Support Program Plan (IIC3.24), Student Equity Plan (IIC3.25), and Financial Aid (IIC3.26).

Analysis and Evaluation

Barstow Community College provides equitable and reliable student access to a full range of student services regardless of location or mode of delivery. Comprehensive services are offered on the main campus, online, and at the Fort Irwin location. The college uses a variety of software programs and social media platforms to provide all students with broad access to information and services. Support programs are evaluated on a regular basis through the program review process. All student services are consistent with the college mission of enhancing student success.

Evidence

IIC3.1 New Student Online Orientation
IIC3.2 Student Services Tutorial
IIC3.3 Student Worker Orientation
IIC3.4 COMEVO
IIC3.5 Written Productions
IIC3.6 Student Services Homepage
IIC3.7 Distance Education Student Information
IIC3.8 Fort Irwin Services
IIC3.9 Fort Irwin Counseling Services
IIC3.10 Extended Summer Hours
IIC3.11 Extended Operating Hours
IIC3.12 Online Student Assistance Login
IIC3.13 Social Media Links
IIC3.14 BCC YouTube Channel
IIC3.15 Grad Guru
IIC3.16 Remind.com Data
IIC3.17 Student Health 101
IIC3.18 Viking Alert
IIC3.19 Program Review Cycle
IIC3.20 Admissions & Records & Financial Aid PR-2016
IIC3.21 EOPS-CARE Report
IIC3.22 CalWORKS Report
IIC3.23 DSPS Report
IIC3.24 Student Success and Support Program Plan
IIC3.25 Student Equity Plan
IIC3.26 BFAP SFAA Annual Report 2015-16

II.C.4. Co-curricular programs and athletic programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The Associated Student Government (ASG) is the center of co-curricular activities at Barstow Community College and participates in college governance through the college's participatory governance committee structure. Throughout the academic year, ASG sponsors events designed to contribute to the students' social and cultural education and to the vibrancy of student life (IIC4.1). Students have access to a wide variety of co-curricular activities, workshops, and experiences such as Breast Cancer Awareness Day, Veterans Awareness Day, International Day, Black History Month, Cinco de Mayo, and the food pantry. The culmination of the year is the Student Recognition Day (IIC4.2), a campus-wide event that recognizes student leaders, clubs, advisors, athletes, and coaches as well as transfer students (IIC4.3).

At the beginning of the fall semester, ASG provides an opportunity for all students to get to know the campus clubs and leaders through the Club Rush event (IIC4.4). ASG participates in the Annual Kiwanis Mardi Gras Parade with the City of Barstow. Students and community groups participate in this event, and the college is showcased on the BCC float.

ASG is managed by the Director of Student Life, who works in close collaboration with the Vice President of Student Services to offer co-curricular events, activities, leadership education, and workshops to all students. Leadership workshop outcomes include development of effective communication and planning skills, time management, self-awareness and cultural competence, and understanding Robert's Rules of Order (IIC4.5). ASG has twelve officers including the executive officers, senators, student trustee, and Region IX representative (IIC4.6). All members must have a GPA of 2.25 or higher and be enrolled in a minimum of 9 units.

The connection between student activities and student learning is strengthened by the integration of co-curricular activities and leadership opportunities to engage students through involvement, advocacy, and community. ASG students plan and manage events with the help of the Director of Student Life and their club advisor. Monthly event calendars are created and posted on the College website, social media, and GradGuru, the college's mobile application that guides students through and alerts them to critical milestones, activities, and events (IIC4.1).

All co-curricular activities follow state and college policies and procedures. This guidance includes California Community College regulations governing eligibility to hold a student government office as well as Board policies related to the ASG organization, election of officers and the student trustee, free speech, use of facilities, and student appointment to college councils and committees (IIC4.7). Students interested in creating a student club at Barstow Community College initially discuss the goals and objectives of the club with potential members. They then proceed to identify a faculty member willing to serve as the new club advisor. Upon approval, the club is eligible to assume status as an officially recognized organization and is granted all the rights of a Barstow

Community College club in good standing. In addition, the new club may be able to receive funding from ASG. Regardless of a club's mission, its membership is open to all students. BCC has over sixteen active clubs on campus.

ASG is funded through an optional $10 student activities fee that supports a wide range of student services, activities, and programs. Each semester when students register for classes, they are automatically assessed the student activities fee. The fee is non-refundable once paid unless the student's class is cancelled. If the student wishes to waive the fee, he or she must complete the Request for Waiver of Student Activities Fee, obtain the signature of the Director of Student Development and Outreach or the President of the Associated Student Government, and submit the form to Admissions and Records by the published deadline to pay fees each semester (IIC4.8).

BCC also has a student representation fee that supports students who lobby for legislative issues that benefit community college students or who participate in activities involving the Student Senate for California Community Colleges. Students may elect to waive the $1 fee for religious, political, financial, or moral reasons by completing the Request for Waiver of the Student Representation Fee, obtaining the signature of the Director of Student Development and Outreach or the President of the Associated Student Government, and submitting the form to Admissions and Records by the published deadline to pay fees each semester. The fee is non- refundable once paid unless the student's class is cancelled (IIC4.9).

A request for funding form is required for all expenditures, and funding requests must be submitted to the ASG Budget and Finance Committee. Once a recommendation to fund is submitted, the request is voted on by the full ASG membership and forwarded for approval to the Director of Student Life and the Vice President of Student Services for approval. Funding requests must be accompanied by supporting documentation including a description of the activity, the minutes of the ASG discussion, and the vote. The distribution of funds is managed through the college Business Office (IIC4.10).

Athletics

Barstow Community College currently fields teams for four intercollegiate programs, with a fifth set to begin in Fall 2017 but currently postponed. The four current teams are Men's and Women's Basketball, Men's Baseball, and Women's Softball, with Women's Soccer slated for creation. Combined, these teams allow nearly 100 student-athletes to represent the college as members of the Western States Athletic Conference. Athletics contributes to the mission of the college in several ways. Student-athletes graduate at a higher rate than the general student population (IIC4.11). In addition, participation in intercollegiate athletics develops leadership skills and places an emphasis on skills such as time management, goal setting and evaluation, teamwork, health and wellness management, and perseverance.

The Associate Dean of Students and Athletics oversees the department's compliance with the constitution and by-laws of the California Community Colleges Athletic Association (CCCAA) and guidelines of the Western States Conference. All head coaches, assistant coaches, support staff, administrators, and counselors are required to complete an annual compliance exam and participate in a compliance workshop discussing new rules, interpretations, and departmental

expectations. Compliance articles include the federal Equity in Athletics Disclosure Act report and the CCCAA R-2 and R-4 forms (IIC4.12, IIC4.13, IIC4.14).

The college-designated eligibility specialist conducts the certification process for all student athletes. This certification takes place prior to the start of each respective season and assures that all competitors have met the requirements of GPA and minimum units completed. Additionally, a weekly eligibility check is conducted to ensure that student athletes maintain enrollment in the minimum of 12 units (IIC4.15, IIC4.16).

Student-athletes are required to have an updated education plan on file with the athletics counselor and eligibility specialist. This plan requires students to meet with a counselor each semester to ensure that they are on the correct path to graduate and receive their degrees or transfer. The college is committed to assisting student-athletes in meeting their educational goals. Some of the services provided to student-athletes are academic services and procedures, monitoring the completion of general education requirements, checking progress toward an associate degree, and helping with transfer to a four-year institution.

The athletics counselor conducts academic progress reports for all student-athletes. This process requires each student-athlete to complete a form for each class in which he or she is enrolled. This form is signed by each professor on the respective student-athlete's schedule and is turned in to the athletics counselor, who then checks it against the student-athlete's schedule. The report allows the counselor, coaches, and the associate dean to monitor areas such as current grades, attendance, class participation, and attitude in the classroom (IIC4.17).

Athletes must maintain their CCCAA eligibility according to the CCCAA Bylaw 1.3.1. To be eligible for non-conference, conference, and post-conference competition, a student athlete must be continuously and actively enrolled and attending class in a minimum of 12 units during the season of sport. Students dropping below 12 units are not eligible for competition until they are once again actively enrolled and attending class in at least 12 units. Athletes must maintain eligibility for continuing competition according to the CCCAA Bylaw 1.6.1 (IIC4.18).

Once a student competes in any scheduled game, meet, or match, as defined in Bylaw 1.15, the student must complete and pass 24 semester units to be eligible for the second season of that sport (IIC4.18). A student-athlete must complete at least 6 semester units during the preceding academic term in which the student is enrolled as a full-time student with a cumulative 2.0 GPA beginning with his or her first semester of competition in that sport. The 24 semester unit count begins with and includes the units taken during the first semester of competition for that sport and must be successfully completed prior to the beginning of the semester of the second season of the sport. Of the 24 semester units to be completed, 18 units must in coursework counting toward remediation, career technical education certificate courses, associate degree requirements, transfer or general education, or lower division theoretical major preparation courses as defined by the college catalog or articulation agreements and be consistent with the student athlete's educational plan.

Analysis and Evaluation

Barstow Community College's co-curricular and athletic programs provide an environment that nurtures social responsibility and cultural appreciation. All co-curricular activities follow state and college policies and procedures. The Associated Student Government, under the guidance of the Director of Student Life, plans and organizes events that contribute to the vibrancy of student life. The college assess reasonable student fees to support these activities and allows students to request waivers of these fees if they so choose. The athletic program has four active teams with a fifth team planned for the near future. Student-athletes are held to strict academic standards in compliance with the provisions of the California Community Colleges Athletic Association and the Western States Athletic Conference. The college has full control of these programs, which are conducted with sound educational policy and standards of integrity.

Evidence

IIC4.1 ASG Student Life Calendar-October 2017
IIC4.2 Student Recognition Day
IIC4.3 Campus Clubs and Organizations
IIC4.4 Club Rush (ASG Minutes-070114)
IIC4.5 Leadership Workshop (ASG Minutes-092816)
IIC4.6 Associated Student Government Officers
IIC4.7 Board Policy (BP) 5400
IIC4.8 ASG Discounts and Benefits
IIC4.9 Student Representative Fee
IIC4.10 ASG Bylaws-2015
IIC4.11 Student Athlete Graduation Rate
IIC4.12 Equity in Athletics Disclosure Act Completion Certificate
IIC4.13 Statement of Compliance of Title IX Gender Equity (R-4)
IIC4.14 Statement of In-Service Training (R-2)
IIC4.15 Student Eligibility Report (Form 1)
IIC4.16 CCCAA Student-Athlete Transfer (Form 2)
IIC4.17 Grade Check-Athletes
IIC4.18 Student Athlete Eligibility

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The college's counseling department upholds the mission of Barstow Community College by supporting students in achieving their educational objectives and short- and long-term personal and academic goals. This purpose is accomplished primarily through academic counseling and

advising. The mission of BCC's counseling department is to promote student attainment of educational goals by providing a supportive environment where students can identify obstacles hindering educational success, develop strategies to overcome obstacles, and access resources that promote adherence to the students' educational plans, retention, degree and certificate completion, and transfer (IIC5.1).

Faculty Preparation for Counseling

All counselors hired by Barstow Community College meet or exceed the minimum qualifications for the discipline defined by California Education Code and the California Community Colleges Board of Governors (IIC5.2). Biweekly counseling meetings are dedicated to sharing information, discussing changes to certificate, degree, or transfer requirements, and conducting further professional trainings (IIC5.3). Counseling staff demonstrate multicultural awareness and sensitivity to diversity via participation in trainings, workshops, and on-campus professional development opportunities (IIC5.4). Counseling staff regularly attend UC, CSU, CTE, and other conferences that address transfer requirements and issues of concern for each system (IIC5.5).

To ensure high standards and quality counseling services, counselors undergo regular evaluations. These evaluations are designed to ascertain knowledge of effective counseling practices, counselors' demonstration of rapport with all students, and professional strengths (IIC5.6).

Counseling and Advising

BCC's counseling department consists of seven full-time counselors and five part-time counselors who either counsel, teach courses, or do a combination of both. Students access counselors via in-person student appointments, drop in visits, online counseling, email, or telephone appointments (IIC5.7). Counselors are available on the main campus, at the State Street facility, and at Fort Irwin. Counseling appointments are available throughout the year to assist students in career exploration, academic advising, and transfer preparation. All students can complete an online inquiry to counselors or advisors at any time. Students can use the "Contact a Counselor" link on the counseling website (IIC5.8) to complete the Counseling Intake Form (IIC5.9). Once the information is collected, advisors answer questions and provide general information, forward the inquiry to a counselor, or schedule a counseling appointment for the student (IIC5.10).

General counselors each have an assigned cohort or project for which they coordinate services: transfer, articulation, veterans, athletes, basic skills, probation, and Fort Irwin. Each counseling lead serves as the main point of contact for his or her population and provides information and training to the rest of counseling so that the entire department remains informed and capable of assisting students. Counselors are also embedded into Student Success and Equity programming to assist students with matriculation, probation counseling, and follow-up services.

Additionally, three full-time paraprofessional student success advisors assist counselors in aiding students with regard to outreach, matriculation, enrollment, and general advising questions. One advisor is assigned to each of the following programs: Student Success and Equity, Special Programs and Services, and Transfer and Career Planning (IIC5.11).

Advising assistance is provided in person, by telephone, and by email. Student success advisors primarily provide assistance with activities, workshops and events, triaging students to the appropriate counselors and programs, and scheduling appointments.

Counseling services include but are not limited to academic advising, new student orientation, development of both abbreviated and comprehensive educational plans, and educational workshops. In addition to the general counseling services provided to all students, BCC offers special services programs as well. Special Programs and Services is comprised of specialized programs such as Extended Opportunity Programs and Services/ Cooperative Agency Resources for Education (EOPS/CARE), CalWORKs, and Accessibility Coordination Center and Educational Support Services (ACCESS). ACCESS is BCC's equivalent to DSPS, a program that provides support services, specialized instruction, and educational accommodations to students with disabilities. To maintain eligibility in Special Programs and Services, students are required to meet with a counselor twice per semester.

More intrusive programming and practices are in place to address the counseling needs of at-risk students within these special programs. For example, the counseling department and Special Programs and Services offer online and in-person probation workshops aimed at providing students with valuable information necessary for college success (IIC5.12). BCC counseling and advising services provide access and support services to students aimed at promoting student success through independence and self-advocacy.

Counseling has multiple methods in which information about academic requirements and processes are provided to students. With the former matriculation process being enhanced by the Student Success and Support Program guidelines under the Student Success Act of 2012 (IIC5.13), Student Services and counselors have helped revise processes related to matriculating students into BCC. To receive priority registration, new students are required to participate in a comprehensive advising program that includes assessment, student orientation, and development of an educational plan (IIC5.14).

During 2016-17, counselors revised both the abbreviated and comprehensive student educational plans. Both plans clearly articulate the requirements needed to meet educational goals. The comprehensive education plan outlines various possible course combinations for students' majors, general education, and electives as well as the projected timeline of when a student will achieve his or her academic or career goal (IIC5.15). The new abbreviated educational plan provides students with essential first semester information such as assessment scores, notes, and next steps and course options for the first semester (IIC5.16). BCC counseling and advising services provide access and support services to students aimed at promoting student success through independence and self-advocacy.

Analysis and Evaluation

The counseling department at Barstow Community College provides a range of services to ensure student success. These services support both the mission of the college and student access to accurate information, timely services, and a myriad of resources. All counselors meet state-determined minimum qualifications. Counseling services are provided via in-person student

appointments, drop in visits, online counseling, email, or telephone appointments. In addition to general counseling, a variety of focused programs serve students with special situations or needs.

Evidence

IIC5.1 Counseling Department Mission Statement
IIC5.2 Counselor Job Description
IIC5.3 Counselor Department Meeting Agenda/Minutes
IIC5.4 Counselor Professional Development
IIC5.5 Counseling Conference Attendance
IIC5.6 Counselor Evaluation Form
IIC5.7 SARS Usage Report
IIC5.8 Contact a Counselor (Link on Website)
IIC5.9 Counseling Intake Form (BCounselor)
IIC5.10 Tally of Recent Sent Messages from BCounselor
IIC5.11 BCC Counselors Assignments
IIC5.12 EOPS Probation Workshop Presentation
IIC5.13 Student Success and Support Program Plan
IIC5.14 BCC New Student Checklist
IIC5.15 Comprehensive Educational Plan Example
IIC5.16 Abbreviated Educational Plan Example

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates and transfer goals.

Eligibility Requirement 16 – Admissions: The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

Evidence of Meeting the Standard

Barstow Community College is open to any student over the age of 18 who is capable of benefiting from the instruction offered. The college's admissions policies are consistent with its mission as a comprehensive community college (IIC6.1) and conform to parameters outlined in state law and local college regulations (IIC6.2). Students under the age of 18 can be accepted under the Admission and Concurrent Enrollment of High School and Other Young Students procedures (IIC6.3). The admissions requirements are published in the college catalog (IIC6.4) and on the Barstow Community College Website (IIC6.5).

BCC is committed to enhancing student success by ensuring that students are led down the correct paths according to each student's capabilities. The college requires that each student complete a placement process before he or she enrolls in math and English courses (IIC6.6).

The college has also set prerequisites and corequisites for courses to ensure students have successfully gained specific skills necessary to complete the courses. Prerequisites are set through a collaborative process with the faculty of the specific discipline and then approved by the college's Curriculum Committee. Prerequisites are listed in the course description both in the college catalog and on the schedule of classes available on the website (IIC6.7, IIC6.8).

Comprehensive educational plans are developed by counselors and students. During counseling sessions, students are made aware of the courses they need to complete in order to successfully progress toward their educational goals. Students in special programs or on probation are required to see academic counselors once or twice a semester to ensure their educational goals are up to date and they are progressing on clear paths.

The college is in the process of implementing Starfish, a degree and educational planning software tool. This software will allow students and counselors to track courses needed to complete educational goals and will also assist in course scheduling.

Analysis and Evaluation

Barstow Community College is an open-access, public, two-year institution. The college's admissions policies are consistent with its mission as a comprehensive community college and conform to parameters outlined in state law and local college regulations. The admissions requirements are publicly available through the college catalog and on the college website. BCC advises students on clear pathways to complete degrees, certificates, and transfer goals.

Evidence

IIC6.1 BCC Mission and Values
IIC6.2 AP 5010
IIC6.3 BP 5010
IIC6.4 Admissions Requirements (Catalog)
IIC6.5 Admissions and Records (Website)
IIC6.6 Assessment Placement Recommendations
IIC6.7 Prerequisite Information (Catalog)
IIC6.8 Prerequisite Information (Website)

II.C.7 The institution regularly evaluates admissions and placement instructions and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

BCC is an open access institution. Admissions practices are in compliance with Title 5 regulations and are identified in board policy and administrative procedures (IIC7.1, IIC7.2). The college utilizes the CCCApply admission application, which was developed and is maintained by the California Community Colleges Chancellor's Office (CCCCO). Assistance with completing an application for admission is provided in person and by telephone through the Admissions and Records Office, the Student Success and Equity Department, the State Street site, and Fort Irwin.

Staff and counselors also visit high schools in the college's local service area to provide graduating seniors with hands-on support for the admissions application, assessment testing, orientation, and educational planning.

The college adheres to CCCCO and Title 5 guidelines for assessment and course placement. BCC uses the Accuplacer product, which is a CCCCO-approved instrument. Accuplacer is used by the college to assess students for placement in math, English and English as a second language courses. The test meets the guidelines established by the state for reliability, bias, content, validity, and disproportionate impact.

California Community Colleges are required to validate the interpretation and use of assessment instruments for placement. BCC was scheduled as an early adopter of the CCCCO Common Assessment product in Fall 2016, but statewide development and implementation was discontinued in Fall 2017. Due to postponements in and the ultimate cancelation of the CCCAssess implementation, a delay occurred in BCC's evaluation and validation cycle. Once BCC became aware of the delay, the college made plans to move forward with the validation of the existing Accuplacer products. To ensure that Accuplacer remained a viable option during the uncertainty surrounding CCCAssess development, BCC began a validation study during Spring 2017 which will continue into 2017-18 (IIC7.3).

BCC also considers multiple measures in course placement advising. Counselors review a student's assessment score and provide holistic placement advice through multiple sources such as transcript evaluation. In Fall 2016, the college began consideration of the recommendations of the Multiple Measures Assessment Project (IIC7.4). The college has recently begun considering additional multiple methods such as the Early Assessment Program scores, with members of the Basic Skills Committee attending training and information sessions in Spring 2017 (IIC7.5). Additional conversations at Basic Skills Committee meetings during Spring 2017 focused on the potential use of SAT or ACT scores, which are approved by the CCCCO as multiple measures. The committee continued discussions during Fall 2017, gathering data so that instructional and counseling faculty could develop thresholds for using those measures and work through the participatory governance process for acceptance as multiple measures at BCC.

To ensure equitable access to assessment, the college provides accommodations for students with disabilities. Students may take an assessment test in the Computer Commons, in the ACCESS Office (BCC's disability support program), or via a proctor. Processes for on-campus and online proctoring are available so that students being served through any mode of delivery can access placement testing. Guidelines for assessment testing and proctoring are posted to the college's website (IIC7.6).

Dialogue regarding the college's assessment process takes place in the Basic Skills Committee (IIC7.7). Ongoing discussion and evaluation of college's admissions, enrollment, and assessment processes also takes place through the development of the BCC Student Success and Support Program (SSSP) Plan. Through the SSSP Plan, the college identifies student matriculation processes and evaluates the effectiveness of these methods (IIC7.8). Further, discussion on equitable access to the college also takes place through development and maintenance of the Student Equity Plan, which includes key success indicators for disproportionate impact regarding

access to college (IIC7.9). When information on requirements for the new Integrated Student Success/Student Equity/Basic Skills Plan was provide by the CCCCO in early Spring 2017, the Student Success and Equity Committee began discussing the planning process. During Fall 2017, this committee held joint meetings with the Basic Skills Committee to ensure that attention to assessment and course placement, admissions, and access are addressed.

BCC admissions and assessment processes are regularly evaluated through the College's program review cycle. Comprehensive program reviews of the Admissions and Records Office and the Computer Commons where assessment testing takes place are completed once every three years with annual updates (IIC7.10).

Analysis and Evaluation

Barstow Community College complies with state guidance on assessment and continues to monitor changes in this area to maintain compliance. Assessment services are provided to all students both on-campus and online, including accommodations for students with disabilities. Admissions and assessment services are regularly evaluated through the college's program review process. Further development of the college's assessment processes has been hindered by delays in and the ultimate cancelation of the CCCAssess project, but the college will continue to work toward the determination and implementation of locally chosen multiple measures for placement in the 2017-18 academic year.

Evidence

IIC7.1 BP 5010
IIC7.2 AP 5010
IIC7.3 Validation Study Scope
IIC7.4 MMAP Decision Rules
IIC7.5 Early Assessment Program Materials
IIC7.6 Exam Proctoring Guidelines (Website)
IIC7.7 Basic Skills Committee Meeting Minutes
IIC7.8 Student Success and Support Program Plan
IIC7.9 Student Equity Plan
IIC7.10 Program Review Cycle

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

BCCD Board Policy and Administrative Procedure 5040 outline the policies and processes maintained by the college regarding the integrity and confidentiality of student records (IIC8.1). Faculty, staff, and student employees who handle files containing grades, financial data of students or their parents, counseling information, assessment test scores, disciplinary records, and any other

sensitive information are required to comply with established board policies and administrative procedures and with Federal Educational Rights and Privacy Act (FERPA) standards for access and privacy (IIC8.2).

Students who wish to access their records can find details on the college's process for releasing student information in the current college catalog (IIC8.3). Students can also obtain information on how to amend their student records and what information can be released under the FERPA standards.

All Student Services files are maintained on the Banner Student Information System and are kept electronically on the Laserfiche electronic document repository (IIC8.4).

To ensure a secure backup of files, Banner is backed up nightly by the RMAN (Recovery Manager) Oracle system and is kept in a secure data location in the Administration Building. RMAN provides database backup, restore, and recovery capabilities addressing high availability and disaster recovery concerns. All files on Banner are archived every 5 to 15 minutes in the rare case that the secure server should be compromised. Laserfiche is fully backed up on the Amazon Web Services Cloud.

Financial Aid and Special Programs and Services scan student records yearly. Admissions and Records scans incoming documents on a daily basis.

Analysis and Evaluation

Barstow Community College maintains student records permanently, securely, and confidentially, with provision for secure backup of all electronic files through the guidelines of the established board policies and administrative procedures and with FERPA standards.

Evidence

IIC8.1 AP and BP 5040
IIC8.2 Federal Educational Rights and Privacy Act (FERPA)
IIC8.3 How to Access Student Records (Catalog)
IIC8.4 Laserfiche Electronic Document Repository

Standard II.C Plans for Future Action

Planned Action	Timeline
Implement the Starfish degree review system in alignment with CurricUNET. (II.C.3, II.C.6)	Fall 2019
Determine and implement locally chosen multiple measures for placement of students using resources such as but not limited to MMAP recommendations, local data, and EAP scores. (II.C.7)	Develop Spring 2018 Implement Fall 2018
Develop comprehensive plans regarding tutoring, support for distance education courses, and other learning support services and resources. (II.C.1, II.C.3)	See QFE

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Eligibility Requirement 13 – Financial Resources: The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

Evidence of Meeting the Standard

Human Resources annually assesses the scope, breadth, and effectiveness of all of its policies, procedures, practices, and outcomes. This statement is especially true when analyzing hiring practices, hiring outcomes, and diversity goals and objectives.

Human Resources assures the integrity and quality of all of its employment related programs and services by hiring, retaining, and supporting highly qualified, professional administrators, faculty, adjunct instructors, classified staff and temporary employees. All job announcements, postings, advertisements, and other public and internal communications clearly and fully describe position criteria, qualifications, and requirements as well as application, interview, and selection procedures. Job announcements and postings establish the district's commitment to hiring and supporting a qualified and diverse workforce. Each job description is specifically crafted to fully list all job duties and ways the specific job supports the college's mission, goals, and student success.

The Human Resources staff establishes and monitors job classifications and job descriptions in support of institutional planning (IIIA1.1) and (IIIA1.2), strategic priorities (IIIA1.3), and the college mission (IIIA1.4). Every job description clearly defines minimum qualifications. Minimum educational requirements, experience, knowledge, skills, and abilities are determined by using the California Community Colleges Chancellor's Office's *Minimum Qualifications for Faculty and Administrators* handbook and the Ewing and/or Jacobs job analysis method for managers and staff.

Each job classification and job description summarizes primary job duties and reporting structure, listing all essential job duties, knowledge, skills, abilities, and educational and experience requirements in addition to working conditions (IIIA1.5, IIIA1.6, IIIA1.7). Job descriptions for all vacant positions are evaluated for currency and relevance, including minimum qualifications, prior to reuse (IIIA1.8). Position descriptions that require updating go through a classification review and Board approval prior to recruitment (IIIA1.9). Changes to a salary or working condition for a bargaining unit job description are negotiated with the local bargaining unit.

Classified job descriptions, which are included in the collective bargaining agreement between the District and the CSEA, are newly created or updated in accord with the provisions of Article 14 of the bargaining agreement (IIIA1.10). Those provisions include the application of the Job Analysis Questionnaire (JAQ) form, which is used to collect the requisite information to create a new classified job description or to update an existing classified job description. The JAQ form is completed by the job classification supervisor and submitted to the Classification Review Committee (CRC) for review and initial approval. The CRC is comprised of bargaining unit representative and the district's chief human resource's officer. Recommended changes to existing classified job descriptions, including reclassifications and salary placements, and the newly created classified job descriptions, are subject to approval by the District's Board of Trustees (IIIA1.11).

All new and vacant positions are recruited through postings on the college's applicant tracking system (IIIA1.12). All job postings include essential job duties, job qualifications, knowledge, skills and abilities requirements, salary and benefits, and equal opportunity and diversity statements (IIIA1.13). Each recruitment is clearly posted on the college's website in a manner that ensures easy and open access for all. The district also utilizes Job Elephant and other advertising agencies to post job opportunities (IIIA1.14). Recruiting strategies are fully described in the Equal Opportunity and Diversity Plan (IIIA1.15), and include analysis of the district's progress in meeting hiring goals and objectives. The recruitment and applicant screening processes comply with board policy and administrative procedures (IIIA1.16, IIIA1.17). Each application for employment is carefully screened for minimum qualifications by trained Human Resources 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 Equal Employment Opportunity Plan, Administrative Policy 7120, and Title 5. The Screening Committee members rate the applicants according to the degree to which the applicant meets the job duties and job qualifications set forth in the job description. If a hiring pool for a position contains an insufficient number of qualified candidates, the screening committee chair and Associate Vice President of Human Resources may extend the application deadline for recruitment search or close the search and reopen a new search at a later date.

Job applicants for administrator or faculty positions who do not meet minimum qualification requirements may request a degree equivalency review (IIIA1.18). Equivalency requests for faculty positions are submitted with the application. Human Resources staff ensures that the equivalency application (IIIA1.19) is completed correctly and the form is forwarded to the college's Academic Senate. The Academic Senate appoints an equivalency committee in accordance with Administrative Procedure 7211 (IIIA1.18). The equivalency committee reviews the equivalency request and makes a determination regarding whether the equivalency has been met and then makes a recommendation to the Academic Senate. The Academic Senate presents its recommendation directly to the Board.

The Board approves all employment (IIIA1.20, IIIA1.21). Prior to a position being offered to a candidate, a thorough review and verification of references and documentation is completed, ensuring that all individuals employed by Barstow Community College meet all aspects of the job and associated hiring requirements. Official education transcripts are required as a condition for employment and are maintained in personnel files once received.

Analysis and Evaluation

The college engages in thoughtful, deliberative, and inclusive hiring practices to ensure the quality of its management, faculty, and staff. Faculty and administrators must confirm their eligibility for positions by meeting state-established minimum qualifications. Criteria and qualifications are stated clearly in published job announcements. The college also connects its recruitment and hiring practices to college planning and to EEO requirements and considerations.

Evidence

IIIA1.1 Library Program Review
IIIA1.2 BAP for Library Personnel
IIIA1.3 Strategic Plan 2015-18
IIIA1.4 Mission Statement
IIIA1.5 Job Description – Classified
IIIA1.6 Job Description – Management
IIIA1.7 Job Description – Faculty
IIIA1.8 Staffing Plan 2015-18
IIIA1.9 Board Minutes 1-21-15
IIIA1.10 CSEA Contract 2015-18
IIIA1.11 Job Analysis Questionnaire
IIIA1.12 GovernmentJobs.com
IIIA1.13 Online Job Posting
IIIA1.14 Sample Job Postings – Diversity
IIIA1.15 EEO and Staff Diversity Plan
IIIA1.16 Board Policy 7120
IIIA1.17 Administrative Procedures 7120
IIIA1.18 Administrative Procedures 7211
IIIA1.19 Equivalency Form
IIIA1.20 Board Minutes 1-18-17
IIIA1.21 Board Minutes 5-17-17

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the services to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Eligibility Requirement 14 – Faculty: The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

Evidence of Meeting the Standard

The college recruits and employs a diverse and qualified faculty. All college faculty meet or exceed education, experience, knowledge, and skills requirements necessary to achieve all college education standards, including student learning outcome assessment and measures of student success.

Faculty job descriptions are first developed and refined at the faculty level. Minimum qualifications are set according to the California Community Colleges Chancellor's Office's *Minimum Qualifications for Faculty and Administrators* handbook. Additional minimum or desired qualifications are established by faculty in concert with dean-level review and may include appropriate degrees, levels and types of requisite expertise, discipline expertise, level of assignment, and teaching skills.

The college requires that all faculty actively engage in professional growth for the purpose of remaining current in their respective fields (IIIA2.1). The professional growth and currency must be demonstrable and applicable to the subjects and courses assigned.

All faculty job descriptions include the requirement that faculty, through re-evaluation and redefinition of institutional objectives, participate in the development and review of curriculum as well as assessment of student learning outcomes (IIIA2.2).

Analysis and Evaluation

The college recruits and employs faculty who meet or exceed state-established minimum qualifications and who demonstrate subject-area knowledge as well as instructional skill. All faculty are contractually required to participate in curriculum development and learning assessment.

Evidence

IIIA2.1 Job Description – Faculty
IIIA2.2 BCFA Contract 2014-17

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

All employees in certificated positions at BCC possess the minimum qualifications stated for each area in the California Community College Chancellor's Office's *Minimum Qualifications for Faculty and Administrators* handbook or the equivalent as determined by the Academic Senate Equivalency Committee (IIIA3.1, IIIA3.2).

All faculty and administrator postings clearly identify the minimum qualifications and experience necessary to perform the duties of the position involved (IIIA3.3). Human Resources and screening committee members review applications for minimum qualifications (IIIA3.1). The district does not grant equivalency for educational administrators. All Educational Administrators are required to possess a Master's Degree.

Both minimum qualifications and the screening process emphasize attracting and selecting the most qualified person for each position (IIIA3.4). The Board of Trustees approves all job descriptions and the final employment decision of all employees (IIIA3.5).

Analysis and Evaluation

District board policies and college practices ensure that all certificated employees meet or exceed state-established minimum qualifications and possess the necessary skills and training for their positions. The college makes a concerted effort to attract the highest-quality and most effective candidates in all recruitments.

Evidence

IIIA3.1 Administrative Procedures 7120
IIIA3.2 Administrative Procedures 7211
IIIA3.3 Sample Job Posting
IIIA3.4 Strategic Plan 2015-18
IIIA3.5 Board Policy 7120

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Human Resources staff members verify that all required degrees possessed by faculty, administrators, and other employees are from institutions accredited by approved U.S. accrediting agencies. Job postings identify that all degrees must be from a regionally accredited institution of higher education and that official transcripts are required upon offer of employment (IIIA4.1). The Council for Higher Education Accreditation and the National Center for Education Statistics are sources for verifying accreditation.

All foreign transcripts require an evaluation by an accredited outside agency before being considered for minimum qualifications and salary placement on the faculty salary schedule (IIIA4.2).

Screening committees also review the transcripts of applicants as an additional check to ensure faculty meet the minimum qualifications and that the transcripts come from an acceptable accredited institution (IIIA4.3).

Analysis and Evaluation

All transcripts of prospective employees are verified by Human Resources staff and reviewed by screening committees to ensure that degrees have been granted by approved U.S. accrediting agencies or by non-U.S. institutions that have been deemed equivalent by an approved external accrediting agency.

Evidence

IIIA4.1 Sample Job Posting
IIIA4.2 BCFA Contract, Article VIII
IIIA4.3 Administrative Procedures 7120

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

To ensure the on-going effectiveness of college employees, employee evaluations are completed for all regular/permanent management, faculty, confidential, and classified employees and for all part-time faculty employees on a regular interval in accordance with relevant Board Policies and Procedures, collective bargaining agreements, and appropriate Education Code sections (IIIA5.1). Evaluations of the college president and Board of Trustees are conducted in compliance with Board policies and procedures (IIIA5.2, IIIA5.3). Human Resources staff members track employee evaluations and notify the appropriate administrators when evaluations are due (IIIA5.4). When evaluations are past due or incomplete, Human Resources follows up to ensure compliance.

Written criteria for full-time and part-time faculty are established in the faculty collective bargaining agreement and on the faculty evaluation forms (IIIA5.5). The faculty evaluation process and timeline is defined within Article 12 of the collective bargaining agreement. The current evaluation process and related forms are being negotiated with faculty to ensure that criteria and processes support student success and advance continual improvement.

Written evaluation criteria for administrators, managers, and confidential employees are defined on the management evaluation form (IIIA5.6). Management evaluations are completed annually by the appropriate vice president or by the superintendent/president. The management evaluation process and forms are currently being reviewed and updated.

Written criteria for classified employees are established in the CSEA collective bargaining agreement and included in the classified evaluation forms (IIIA5.7; IIIA5.8). The classified evaluation process, criteria, and forms were updated in recent negotiations. The revised criteria and form greatly enhance the effectiveness of the evaluation of employee job performance and

more clearly identify areas for improvement. Evaluations are completed for new hires at six and 11 months and annually for all other employees.

The evaluation process for all employees includes a debrief and an opportunity for the evaluator or evaluation team to provide timely feedback and suggestions for areas that need improvement and recognition of performance areas that meet or exceed performance expectations. The employee is also afforded an opportunity to provide a response to the evaluation. The evaluation process includes opportunities for a performance improvement plan to further assist the employee with improving performance (IIIA5.5).

Analysis and Evaluation

Evaluation processes for all employee groups are clearly defined in bargaining agreements and management forms. The evaluations are conducted at regular intervals in accordance with district board policies and procedures and are consistently documented. As an aspect of its staff development program described in the Quality Focus Essay, the college will work to connect evaluation directly to professional development by creating a system in which professional development activities are developed to address needs identified through the evaluation process. The college will also work to establish cultural competence and appreciation of diversity as an aspect of evaluations for all employee groups in order to improve the college atmosphere and better serve BCC's specific student populations.

Evidence

IIIA5.1 Administrative Procedures 7150
IIIA5.2 Administrative Procedures 2435
IIIA5.3 Board Policy 2435
IIIA5.4 Evaluation Tracking Sheet
IIIA5.5 BCFA Contract, Article XII
IIIA5.6 Management Evaluation Form
IIIA5.7 CSEA Contract, Article XVI
IIIA5.8 Performance Evaluation – Classified Employee

III.A.6 The evaluation of faculty, academic administrators and other personnel directly responsible for student learning includes, as a component of evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

The college includes the assessment of learning outcomes as an aspect of evaluation for employees who are directly responsible for student learning. Learning outcomes data is collected, shared, and analyzed through the program review process in which all college programs and departments participate, and individual employees are held responsible for their participation in this process.

The faculty bargaining agreement notes that an aspect of evaluation is the faculty member's "drafting, measuring and assessing student learning outcomes as determined by the course outlined of record" (IIIA6.1). Before each academic term, adjunct faculty are also required to sign a contract that states, "I know and understand that it is my responsibility to read the Faculty Handbook and submit final grades and SLO assessments within appropriate timelines. Failure to do so may result in the loss of future teaching assignments" (IIIA6.2). Failure to engage in learning outcome development and assessment has been cause for formal comment and critique in faculty evaluations, in some cases resulting in individual improvement plans related to SLO data submission (IIIA6.3, IIIA6.4).

The primary process by which the college evaluates and provides input to non-faculty employees who are directly responsible for student learning is the program review process. All programs and departments at the college take part in this process and discuss data, including achievement of program outcomes, in order to determine needs for improvement. The program review criteria for service area and administrative units requires that the programs "list the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit," "Summarize the progress your unit has made on the ASO/AUO measures since the last program review," and "Describe any improvements made by your unit as a result of the outcomes assessment process" (IIIA6.5). However, at this time learning outcomes data is not a specific aspect of non-faculty evaluations.

Analysis and Evaluation

The evaluation process and contractual obligations for full-time and part-time faculty contain a clear component of participation in learning outcomes development and assessment. However, the college needs to work to incorporate learning outcomes participation into management and staff evaluations.

Evidence

IIIA6.1 BCFA Contract, Article XII
IIIA6.2 Adjunct Contract
IIIA6.3 Evaluation – SLO IPP
IIIA6.4 Appendix C-1 Professional Development
IIIA6.5 Non-Instructional PR Template

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Eligibility Requirement 14 – Faculty: The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

Evidence of Meeting the Standard

The college employs well qualified faculty, both full-time and part-time, sufficient in number to fulfill faculty responsibilities and to achieve the institutional mission, including student learning outcome objectives. Faculty participate in shared governance, on committee assignments, and in other ways that support student and college success.

Determining how many faculty are required to sustain student success and achieve college goals is accomplished by, among other measures, tracking Full Time Equivalent Student numbers, weekly student contact hours, course selections, and environment growth objectives.

As of fall 2017, the college employed 155 faculty of which 40 are full time faculty and 115 are part time, accounting for 68% of the district's employee headcount. The college reported 40 Full Time Equivalency Faculty (FTEF) on the 2016 Full Time Faculty Obligation (FON) report, 9.7 over the obligation (IIIA7.1). No additional full time faculty were hired for the 2017-18 academic year. Of the 40 full-time faculty from fall of 2016, three have an associate's degree, two have a bachelor's degree, 32 have a master's degree, and three have a doctorate degree. The district is currently recruiting for a full-time computer business information systems instructor and a general counselor to maintain its current level of full time faculty (IIIA7.2, IIIA7.3).

Of the 115 part-time faculty, 13 have an associate's degree, one has a bachelor's degree, 92 have a master's degree, and 9 have a doctorate degree. The deans notify Human Resources when a need arises to establish an adjunct pool for specific disciplines, but open pools are not maintained throughout the year. The district is currently negotiating with faculty to establish the legislatively mandated faculty employment preference to ensure that the best qualified and most experienced instructors are available for improving student success.

All degrees received in the United States are confirmed to be from accredited institutions. The district recognizes foreign degrees only through an accredited foreign degree evaluation conducted by an accredited institution.

Analysis and Evaluation

The district employs a quality faculty workforce that is sufficient to fulfill faculty responsibilities. The number of full-time faculty significantly exceeds the state-determined full-time faculty obligation, and Human Resources helps to ensure that highly qualified adjunct faculty are available for part-time assignments. The district currently advertises for part-time faculty when a need is identified in a discipline, but discussions are underway to maintain open advertisements and pools for part-time faculty in some or all disciplines.

Evidence

IIIA7.1 Fall 2016 FON Report
IIIA7.2 CBIS Instructor Job Description
IIIA7.3 Counselor Job Description

III.A.8 An institution with part-time faculty has employment policies and practices which provide for their orientation, oversight and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The college recognizes and accounts for in its policies, procedures, and practices the need for the complete integration of part-time and adjunct faculty into the life and workings of the institution (IIIA8.1, IIIA8.2). Student success depends in large measure on fully integrated, qualified full-time and adjunct faculty who have shared common objectives.

Adjunct faculty must meet all minimum qualifications and standards and are subject to performance reviews, evaluations, self-evaluation, and performance improvement initiatives all tied to student success (IIIA8.3, IIIA8.4). In addition, adjunct faculty contribute to college governance through work on committees and special assignments and benefit from professional development training with full-time faculty. The college's Academic Senate has a designated seat for an adjunct faculty member and is currently considering the addition of two more seats for adjuncts (IIIA8.5). Adjuncts are included in college functions, are encouraged to participate in in-service days and other college activities, and are represented in the college planning processes (IIIA8.6).

The college faculty, full-time and adjunct, share common institutional goals and work together to achieve student success. Adjunct faculty are represented alongside full-time faculty in the bargaining process by the Barstow College Faculty Association.

Analysis and Evaluation

Adjunct faculty meet the same standards as full-time faculty in terms of both qualifications and evaluation of instructional performance. They are represented alongside full-time faculty in both governance activities and bargaining and are encouraged to participate in college meetings and events. Adjunct faculty will also be an explicit focus of the college's efforts to develop a robust and ambitious professional development program that can promote both professional quality and advancement.

Evidence

IIIA8.1 Administrative Procedure 7120
IIIA8.2 Administrative Procedure 7212
IIIA8.3 Administrative Procedure 7211
IIIA8.4 BCFA Contract 2014-17 Final
IIIA8.5 Academic Senate Constitution and Bylaws
IIIA8.6 Sign-in Sheet for Part-time at In-Service

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical and administrative operations of the institution.

Eligibility Requirement 8 – Administrative Capacity: The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Evidence of Meeting the Standard

The college employs an adequate number of classified and administrative staff to support the operations and primary objectives of the institution. Barstow Community College is a small institution supporting approximately 3,700 students. Larger community colleges have economies of scale advantages, but BCC's size requires the college to attract and retain employees who can function across disciplines when necessary. The college employs a total of 61 classified staff members, 21 managers and 3 confidential employees to meet all of the institution's operational and support staff needs. Initiatives are being developed that use cross-training of classified staff to improve pathways so all employees can obtain individual job growth goals and prepare employees to participate in planning and building the college of the future (IIIA9.1).

Attracting and retaining administrators has been a challenge, largely due to the differentials in salaries when compared to metropolitan area colleges and the remoteness of BCC's location (IIIA9.2). Despite these obstacles, the college has attracted highly qualified staff and administrators who provide the needed knowledge, skills, abilities and leadership to ensure the success of Barstow Community College (IIIA9.3).

Analysis and Evaluation

BCC's size, administrative pay scale, and location make maintaining a consistent workforce a challenge. However, the college employs a sufficient number of classified and management staff to meet the organization's needs.

Evidence

IIIA9.1 Professional Development Plan 2016-19
IIIA9.2 Management and Confidential Salary Schedule
IIIA9.3 Organizational Chart 2017-18

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institute's mission and purpose.

Eligibility Requirement 8 – Administrative Capacity: The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services. (Standard III.A.9 and III.A.10)

Evidence of Meeting the Standard

The college has an adequate number of highly qualified administrators with the requisite knowledge, skills, and abilities to lead the college now and in the future. All of the current administrators have extensive, multi-institutional experience in higher education. Although Barstow Community College has fewer students than some other California Community Colleges, the administrative leadership challenges for college administrators are equal to those of the larger colleges.

The college's organizational structure is established through a review process that includes faculty, staff, administrators, the superintendent-president, and the Board of Trustees (IIIA10.1). The college has in the recent past developed and implemented re-organization initiatives that, among other organizational improvements, added new administrative positions designed to support the institution's mission and purpose (IIIA10.2).

A challenge for BCC is retaining administrators. The college's compensation package and remote location are obstacles to employee retention, affecting continuity. Since the beginning of 2017, the institution has seen a change in its superintendent-president, three vice presidents, and several other administrators (IIIA10.1, IIIA10.3). However, aggressive recruiting timelines and efforts have helped to fill vacant positions quickly and maintain the capacity of the administrative leadership.

Analysis and Evaluation

The college's compensation package and remote location make retention of administrators a challenge, and the college has suffered significant administrative turnover. Nevertheless, the college maintains a capable and highly-qualified administrative workforce that is continues to support the institution's needs in fulfilling its mission and purpose.

Evidence

IIIA10.1 Organizational Chart 2017-18
IIIA10.2 Dean of Distance Education & Learning Support Services
IIIA10.3 Organizational Chart 2015-16

III.A.11 The institution establishes, publishes and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The college has a systematic, on-going process for the establishment, implementation, application, oversight, and periodic evaluation of written personnel policies and procedures. All college personnel policies are designed to meet rigorous fairness and equity standards established in law and mandated by the Board of Trustees. All district personnel policies are reviewed and approved by the Board of Trustees. All personnel policies have as core objectives enabling and supporting

diversity, promoting cultural awareness, developing mutual respect and understanding, and advancing employee and student success.

The Human Resources staff, in accordance with policy, review all written college personnel policies and procedures to ensure policy adequacy, fairness, and equity among other objectives. During the 2017 academic year, Human Resources reviewed six policies and recommended to the Board of Trustees updates to one personnel policy, which the Board approved (IIIA11.1, IIIA11.2).

All college HR policies are published and made available, through written and electronic means, to all employees and students. Further, all lawfully required state and federal policies, postings, and publications are provided and made available to all employees and students in accordance with applicable statutes (IIIA11.3).

As the college's personnel policies are applied and when a concern about the fairness or equity of a personnel policy is received, Human Resources staff reviews the policy. Should HR determine that the written personnel policy is unfair or inequitable in any respect, the policy is revised in accordance with the college fairness and equity standards.

Analysis and Evaluation

The district's personnel policies are published and made available to all employees and students. Policies are reviewed on a regular basis as well as when inequities or other issues are suggested.

Evidence

IIIA11.1 Board Minutes 4-19-17
IIIA11.2 Board Minutes 7-20-16
IIIA11.3 HR Policies Board Docs

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices and services that support its diverse personnel. The institution regularly asses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Through its policies, practices, and programs, the college creates, implements, and maintains on-going support for its diverse students and personnel. Effective demonstrations of the institution's EEO and diversity performance can be found in the Human Resources Department's Annual Program Review, the funding from the Equal Employment Opportunity (EEO) Multiple Methods Allocation Model Application, and on-going internal Human Resources EEO recruiting, hiring, and promotion reviews and statistical analysis (IIIA12.1).

Demographically, for most data categories the college employee population approximates the service area data. Gender distribution is over-represented in the following employment types: females in executive/administration, males in service and maintenance, and males in full-time

faculty. According to Chancellor's Office Datamart, the female student population at census (2016-2017) exceeded male enrollment by 27.5% percentage points.

Employee ethnicity categories that require focused recruiting are Black/African American and Hispanic/Latino. Ethnicity concentration occurs in Asian/Filipino/Pacific Islander and White/Caucasian. Employee applicants have the choice to self-non-identify their ethnicity. Approximately 7.6% percent of the college employees self-non-identify ethnicity, potentially having a significant influence on the actual college ethnicity data (IIIA12.1).

Regarding gender comparisons, 54.5% percent of the college's students are female while 51.6% of employees are female. Regarding comparison of white vs. non-white ethnicity, 70.1% percent of the students at census were identified as non-white and 40.4% of the college staff were self-identified as non-white (IIIA12.1).

Employee applicant pool data is unreliable for the purpose of measuring applicant ethnicity. The 2015-2016 applicant pool analysis reveals that 44.4% percent of all applicants (1,334/593) chose to non-self-identify ethnicity. The data is insufficient to complete a valid analysis of the applicant pool ethnicity.

To the extent possible given the applicant pool data, the college regularly assesses its record regarding employment equity, EEO, and diversity, which is consistent with its mission to hire staff and develop processes that support the goals of equal opportunity and diversity (IIIA12.2). Effective April 2017, the college implemented a new applicant tracking system to improve ethnicity data (IIIA12.3, IIIA12.1).

Supporting the diverse employee population is a major college goal (IIIA12.3). The major objectives of the college's employee support plan include the following:

- Policies that support diversity (IIIA12.4, IIIA12.5, IIIA12.6, IIIA12.7)
- Maintaining a workplace that is welcoming to individuals from all ethnic groups, promoting and supporting equal employment opportunities across all college initiatives and activities
- Establishment (October 2015) of the Equal Employment and Diversity Committee
- Publication of college diversity policies in college catalogues and class schedules, on the college website and to all college administrators, the Academic Senate, and other college leaders.

Beginning in 2018, the college will expand staff development offerings on equity, diversity, and all EEO related topics.

Analysis and Evaluation

The college supports its diverse personnel through inclusive policies and practices, professional development activities, and planning initiatives regarding equity and diversity. The institution's demographic data is regularly tracked and analyzed and shows substantial gender equity but some inequity regarding ethnicity. The college will continue its efforts to increase the ethnic diversity

of its workforce and will enhance its efforts to infuse cultural competence and appreciation for diversity into the institutional culture, as noted in the Quality Focus Essay.

Evidence

IIIA12.1 2016-17 EEO Multiple Measures Allocation Model
IIIA12.2 Board Policy 7100
IIIA12.3 Staffing Plan 2015-18
IIIA12.4 BP/AP 3410
IIIA12.5 BP/AP 3420
IIIA12.6 BP/AP 7100
IIIA12.7 BP/AP 7120

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

BCC has a written code of professional ethics for all employees (IIIA13.1). The College also has a written code of ethics for all members of the Board of Trustees (IIIA13.2).

The college upholds the ethics codes through a series of policies and procedures, employee education, and employee supervision. Employees who violate college policies are subject to discipline up to and including employment termination. New employees receive information during orientation about the ethics policy and the standards of conduct. Students have a procedure to file a complaint when ethical wrongdoing by a faculty or administrator has occurred (IIIA13.3).

All supervisors, managers and administrators attend mandatory training regarding discrimination, sexual harassment and other misconduct topics (IIIA13.4, IIIA13.5). Human Resources tracks attendance and certifies completion of the mandatory training (IIIA13.6). Ethical standards of behavior are included in the employee handbook (IIIA13.7). These policies are also reviewed during new employee orientation. The college provides FERPA and Title IX training for all employees and interested students.

Analysis and Evaluation

The college has policies and procedures that require professional and ethical conduct by all employees and the Board of Trustees. These requirements are communicated though regular trainings and in other forms and are enforced if issues should arise.

Evidence

IIIA13.1 Administrative Procedures 3050
IIIA13.2 Board Policy 2715
IIIA13.3 Incident Report Template
IIIA13.4 Discrimination Harassment Retaliation CCD CORE Workbook

IIIA13.5 Sexual Harassment Sign-in Agenda
IIIA13.6 Sexual Harassment Training Tracking
IIIA13.7 BCC Employee Handbook 6-28-17

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development consistent with the institutional mission and based on evolving pedagogy, technology and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The college's compliance with this standard is significantly incomplete. In its professional development plan 2016-2019, the college sets forth a well-conceived and broad reaching college-wide staff development strategy and implementation plan (IIIA14.1). The plan when implemented will result in the college's full compliance with this standard.

The task ahead is clear: fully implement the district's Staff Development Plan. The Human Resources department, as one of its major goals for 2017-2018, will implement all the provisions of the plan. A major objective will be the systematic evaluation of the plan and the use of the assessments to improve future results.

Analysis and Evaluation

Currently the college's compliance with this standard is not as strong as it might be. The college needs to implement its Staff Development Plan in order to be fully compliant. As indicated in the Quality Focus Essay, an ambitious collection of professional development initiatives is also anticipated to turn this area from a weakness into one of the college's strengths.

Evidence

IIIA14.1 Professional Development Plan 2016-19

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

All personnel records and files are maintained in the Human Resources Office in a secure location in accordance with Board Policies and Administrative Procedures 3300 and 3310 (IIIA15.1, IIIA15.2, IIIA15.3, IIIA15.4). The added precaution of lockable doors to enter the HR office further secures access. Payroll records are kept in the lockable Business Office file room in locked cabinets. The file room has a lockable door. To enter the Business Office requires a key and pin code door entry. Archived personnel records are boxed, sealed, and stored in a secure warehouse until the files are destroyed in accordance with record retention regulations and college policies. The district contracts with an external shredding agency to destroy confidential records (IIIA15.5).

Personnel and payroll records are removed from the Human Resource Office only by authority of the chief human resource officer. A copy of a personnel file may be provided at the request of the employee himself or herself or through court subpoena. Personnel and payroll records are accessible to employees upon written request (IIIA15.6). When a personnel file reviewed or accessed or a copy is made for anyone other than a Human Resources or Payroll Department employee, the action is logged to document the occurrence.

Human Resources and Payroll Department employees are periodically trained on the Public Records Act and related privacy acts to ensure strict and complete compliance with handling and access of personnel files.

Analysis and Evaluation

The district provides for the security and confidentiality of its personnel records through physical precautions that secure the locations in which files are stored and through training of employees regarding the Public Records Act and related privacy acts. All employees have access to their personnel records upon written request.

Evidence

IIIA15.1 Board Policy 3300
IIIA15.2 Administrative Procedure 3300
IIIA15.3 Board Policy 3310
IIIA15.4 Administrative Procedure 3310
IIIA15.5 Shredding Agency Contract
IIIA15.6 Personnel File Review Request

Standard III.A Plans for Future Action

Planned Action	Timeline
Connect evaluation directly to professional development by creating a system in which professional development activities are developed to address needs identified through the evaluation process. (III.A.5)	See QFE
Establish cultural competence and appreciation of diversity as an aspect of evaluations for all employee groups in order to improve the college atmosphere and better serve BCC's specific student populations. (III.A.5)	See QFE
Create professional development pathways and Promote personal development of employees through a comprehensive professional development plan for all employee groups. (III.A.5, III.A.7, III.A.8, III.A.14)	See QFE
Incorporate learning outcomes participation into management and staff evaluations. (III.A.6)	Spring 2018-Fall 2020
Through negotiations between BCCD and BCFA, establish legislatively mandated adjunct faculty employment preference to ensure that the best qualified and most experienced instructors are available for improving student success. (III.A.7)	Fall 2017-Fall 2018
Expand staff development course offerings on equity, diversity, and all EEO related topics. (II.A.12)	Spring 2018 and ongoing

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The main BCC campus consists of fourteen buildings. Eight of these buildings were constructed between 1965 and 1977. The most recent additions to the campus were a Workforce Building constructed in 2011, a Performing Arts Center constructed in 2014, a Wellness Center constructed in 2015, and a solar field that was installed in January, 2016.

In the past, Barstow Community College relied heavily on state bonds for its capital construction and scheduled maintenance funding. Bond funding has become less reliable during the last decade, and recent capital projects, such as the Performing Arts Center, as well as scheduled maintenance projects have been funded through the college's annual operating budget. As funding is identified, the college enhances the physical resources required by academic programs through facility renovation, new construction, and equipment upgrades.

The physical resources of the district are maintained by the BCC Maintenance and Operations Department and contracted vendors as needed. The college employs a Director of Maintenance and Operations who plans and manages all functions related to building maintenance and repair, custodial responsibilities, and grounds maintenance (IIIB1.1). The Maintenance and Operations Department conducts periodic inspection of buildings and facilities to ensure compliance with applicable fire, safety, security, and sanitary codes and regulations. The director prioritizes all work assignments through meetings with facilities staff. Annual facility maintenance funding received from the California Community College Chancellor's Office supplements the facility maintenance funds identified by the college during its annual budgeting process.

The Maintenance and Operations Department consists of the director, a maintenance technician, and three divisions: grounds, custodial, and skilled maintenance. While separately staffed, the divisions work in conjunction with each other to ensure that the quality of life of students and staff is conducive to supporting a vibrant learning environment.

The grounds division oversees sixteen acres of the campus planted with a variety of grass or vegetation that requires regular care, including a desert demonstration garden, athletic fields, flood control drainage system, campus quad, rose garden, meditation garden, and open green space. All existing landscaping and xeriscaping are consistently maintained by college maintenance and operations grounds personnel (IIIB1.2). New college landscape projects are evaluated for cost of labor, equipment, and materials needed for additional workload. Requests for resources are submitted to the Vice President of Administrative Services or submitted as a BAP as part of the program review process.

The custodial division is responsible for cleaning more than 230,000 square feet of offices, classrooms, and common areas each day. Custodial staff provides sufficient service for the existing structures, but the crew is at maximum efficiency and at times college events strain staffing and

resources. The college has scheduled additional functions at the campus such as the annual 9/11 ceremony, high school and middle school graduations, the annual Festival of Lights & Learning, theatrical performances, and other events. For each function, the custodial staff has responded in an efficient and timely manner. The Maintenance and Operations Department has reviewed the total cost of ownership report and has submitted requisitions to administration for increased human resources and tools and equipment needed to meet the additional workload.

The maintenance division is responsible for repairing and renovating facilities, including classrooms, offices, conference rooms, public areas, and restrooms. At all times, the division staff is on-call and available by cell phone. The division maintains parking lots, sidewalks, water and sewer mains, heating and cooling equipment, and electrical and lighting systems. Maintenance also assists with set-ups for large events and many incidental tasks.

The college's unique location in the Mojave Desert exposes the campus to high winds and dust, extreme heat in the summer, and snow in the winter. In the past year, the college has experienced a number of water leaks due to the age and deteriorating condition of its existing systems (IIIB1.3). The college's new buildings were particularly hard hit by these leaks because of their high efficiency boilers, which do not have a high tolerance for water treatment imbalances or water starvation. The college contracted with American Leak Detection to identify the location of the leaks when two high efficiency boilers burned out and had to be replaced (IIIB1.4). At this time, most of the leaks have been repaired, but the maintenance staff continues to identify and respond to small leaks as they occur. Ultimately, the college will need to implement a long-term solution and replace its hot water infrastructure loop.

All capital construction projects are designed and constructed to meet with Division of the State Architect (DSA) approval for fire, life, and safety compliance and for structural integrity and compliance with the Americans with Disabilities Act (ADA). Examples of recent projects include the Water Conservation Project, ADA compliant parking lot upgrade, and the Administration Building's ADA-compliant door replacement (IIIB1.5).

Any employee of BCCD at any site in the district may report a safety hazard by either calling the Maintenance and Operations Department or by submitting a report via the campus website (IIIB1.6). Students and employees may also anonymously report any safety concern by submitting the Safety Hazardous/Suggestion Form (IIIB1.7). The CSEA Contract, Article 21, Work Place Safety, also encourages classified employees to report possible unsafe conditions (IIIB1.8).

The Director of Maintenance and Operations and the Vice President of Administrative Services co-chair the Safety Committee, which reviews, evaluates, and prioritizes safety issues that are not immediate hazards (IIIB1.9). M&O staff also identify, evaluate, and address safety hazards during the course of executing their job duties. M&O leadership stays informed about newly identified safety issues through the work order email system, radio communications, and telephone calls from the campus community.

The 2017 Comprehensive Master Plan uses enrollment projections, load ratios, future needs for facilities space, and available facilities space inventory to identify future facilities needs and

evaluate sufficiency. The district's Space Inventory Report identifies the available district owned or controlled facilities spaces (IIIB1.10).

Analysis and Evaluation

Barstow Community College provides safe, clean, secure, and well-maintained buildings, grounds, and equipment that help sustain and guarantee the excellence of its academic programs and support services at all campus locations and centers. The college takes a variety of proactive approaches to provide a healthful learning and working environment. The Comprehensive Master Plan helps guide the college to provide sufficient physical resources where it offers courses, programs, and services. Buildings are designed and constructed with Division of the State Architect oversite and approval to ensure fire, life, accessibility and safety.

Evidence

IIIB1.1 Director of M&O Job Description
IIIB1.2 Grounds Area Assignments
IIIB1.3 Invoice_12423 American Leak Detection
IIIB1.4 Invoice_SB00350 American Leak Detection
IIIB1.5 ADA Compliant Projects
IIIB1.6 Maintenance & Operations Forms Webpage
IIIB1.7 Safety Hazard Reporting Form
IIIB1.8 Safety CSEA Contract 2015-18
IIIB1.9 Safety Committee Minutes 3-21-17
IIIB1.10 District Space Inventory Report - FUSION

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Physical resources are crucial to meeting the college's mission of providing quality education opportunities that enhance student learning. BCC uses a variety of methods to plan, build, maintain, and use land, facilities, equipment, and other physical resources effectively. In the last ten years, building at the college has been funded through state bonds approved by voters (IIIB2.1). Building projects are prioritized by the Board of Trustees, with the actual planning and building overseen by the Vice President of Administrative Services (IIIB2.2) and the Director of Maintenance and Operations (IIIB2.3). No facilities are known to have physical deficiencies that inhibit the delivery of services required to meet the needs of students, faculty, or staff.

To help ensure coordination between BCC's academic programs and its physical resources, the 2017 Comprehensive Master Plan includes both an Educational Plan and a Facilities Master Plan. Once educational priorities were established, the facilities plan was built to support those priorities and create an environment that is poised for growth and improvement of services.

In addition to the main campus, the college leases a property at 1501 State Street located in the downtown portion of Barstow. The property is used to teach the trades and industry disciplines of the career technical education (CTE) programs of study offered by the college. However, the college may be forced to abandon this facility in three years due to the seismic safety restrictions imposed by the Field Act. HPI Architects has been contracted to assist the district with the design and construction of a possible facility that would allow the CTE program to return to the main campus in Barstow if a relocation of the programs from the State Street facility is determined to be necessary. At this time, however, the college has not made a definitive determination as to the viability of the State Street facility.

A small satellite center is operated at the National Training Center, Fort Irwin. The recent installation of a microwave transmitting tower on the roof of the Performing Arts Center provides high speed internet access to the Fort Irwin site, which significantly improves online service to that location.

The district maintains its facilities in a manner that supports programs and services. The Maintenance and Operations Department provides custodial service, campus grounds keeping, hazardous materials handling, and other necessary services. A review of the scheduled maintenance projects provides the college the ability to ensure that all facilities are adequately maintained and repaired.

To ensure that department needs are considered with planning for equipment replacement, program reviews and annual program review updates include facility and equipment requests (IIIB2.4). The equipment's function, program need, age, efficiency, availability of parts, and cost of repairs are analyzed to support informed decision making about whether to repair or replace a particular piece of equipment.

The Vice President of Administrative Services is responsible for the development of the Facilities component of the District's Comprehensive Master Plan and recommends priorities for capital projects (IIIB2.5). In addition, the Vice President of Administrative Services recommends board policy revisions related to physical spaces on campus, such as capital buildings and parking projects.

Analysis and Evaluation

The college plans for, acquires, maintains, and upgrades physical resources through a comprehensive planning process overseen by the Vice President of Administrative Services. At this time, the college has sufficient physical space for its programs. Equipment sufficiency, replacement needs, and upgrades are monitored and recommended through the college's program review and planning processes. The college will conduct an extensive investigation and analysis of the viability of the State Street facility and determine whether upgrades can be made that would allow the CTE programs to remain at State Street or whether a new facility to accommodate the CTE programs is needed.

Evidence

IIIB2.1 PAC Completion
IIIB2.2 VP of Administrative Services Job Description
IIIB2.3 Director of M&O Job Description
IIIB2.4 Program Review M&O 2015-16
IIIB2.5 Comprehensive Master Plan 2017

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The college operates and maintains all of its physical facilities in a way that serves the needs of its educational programs, support services, and other mission-related activities. BCC's physical resource planning is integrated with institutional planning, beginning with requests for additional or enhanced resources by campus departments through their annual program reviews (IIIB3.1). Program reviews are evaluated and scrutinized through several levels of constituent groups and management (See Standard I.B.5). Upon approval, requests are incorporated into the campus Comprehensive Master Plan (IIIB3.2), the primary document that outlines institutional planning at the college. This entire process adheres to decision-making guidelines that have been developed by representatives from staff, faculty, and administration.

All capital plans containing new construction or major renovations are reviewed and approved by the President's Cabinet, which includes all college vice presidents and the Associate Vice President of Human Resources. This integrated process is utilized to ensure that adequate facilities are available to support the college's offerings and that physical resources are effectively utilized.

Annually, BCC prepares a Five-Year Capital Outlay Plan that is submitted to the California Community Colleges Chancellor's Office. The Five-Year Capital Outlay Plan (IIIB3.3) includes all capital projects that are identified for proposed construction activities regardless of institutional funding source. During this same period, an (IIIB3.4) annual Maintenance Plan is prepared for major scheduled maintenance needs.

The Maintenance and Operations Department also partners with external vendors as needed to address extraordinary or time-consuming project work and repairs. As an example, during fiscal year 2017, Barstow Community College partnered with American Leak Detection to locate and repair significant leaks in the college's underground hot water loop, which was the result of aging infrastructure.

Analysis and Evaluation

The college assures the feasibility and effectiveness of physical resources by integrating physical resource planning with overall institutional planning. Needs for additional or enhanced physical

resources are processed through the program review process and, if approved, are integrated with the Comprehensive Master Plan. All areas of the college are involved in this process. The college also maintains a Five-Year Capital Outlay Plan that identifies all proposed construction activities.

Evidence

IIIB3.1 Program Review M&O 2015-16
IIIB3.2 Comprehensive Master Plan 2017
IIIB3.3 Five Year Capital Outlay Plan
IIIB3.4 Annual Maintenance Plan

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The college engages in an inclusive annual process to identify and plan major, long-term capital plans. Annual evaluations of campus facilities are made by the Director of Maintenance and Operations and the Vice President of Administrative Services. Needs for increased space are also identified through the Safety Committee (IIIB4.1). Instructional and student services program reviews provide long range direction in space and maintenance usage, including the creation of computing labs and smart classrooms that better reach learning outcomes. Faculty and classified staff generate resource needs that have been communicated to the lead administrator in each division. The justifications for the allocation requests are examined by the vice president in charge of the appropriate division, and decisions are made based on the quality of the data submitted supporting the request and the fiscal viability of the proposals.

Budget allocation proposals generated through the program review process are channeled through the Institutional Effectiveness Committee, which establishes institutional priorities and recommends them to the President's Shared Governance Council. The prioritized requests are then forwarded to the Superintendent-President for final approval. The fiscal viability of the requests is reviewed by the Business and Finance Committee. Institutional priorities are the driving factor used to prioritize the needs of programs and services when planning buildings, maintenance, upgrades, or needed replacements. Requests are scored on a rubric that ranks resource requests based on the proposal's connection to the college's mission, master plan, and strategic priorities (IIIB4.2). Approved requests are included in the Five-Year Capital Outlay Plan submitted to the state.

The Five Year Capital Outlay Plan (IIIB4.3) identifies building components, equipment, or fixtures that need to be replaced due to damage, age, or wear, and the Five-Year Capital Outlay Plan identifies facilities that need to be renovated, upgraded, or built to meet current or future program and service needs. A space inventory report is also developed to identify how efficiently available space is used (IIIB4.4).

The college plans scheduled maintenance projects using facility condition assessments. All of the components in long-range planning directly support the goals in the college's Comprehensive

Master Plan. This planning has allowed the college to modernize its physical resources and provide support for its academic programs and student services.

Analysis and Evaluation

BCC reviews long-term facilities needs on an annual basis, and approved projects are included in the Five-Year Capital Outlay Plan. The comprehensive and collaborative planning process ensures that long-range plans are based on institutional improvement goals and are fiscally reasonable and responsible.

Evidence

IIIB4.1 Safety Committee Minutes 3-21-17
IIIB4.2 BAP Scoring Rubric
IIIB4.3 Five Year Capital Outlay Plan
IIIB4.4 District Space Inventory Report-FUSION

Standard III.B Plans for Future Action

Planned Action	Timeline
Analyze and address CTE facility needs, including viability State Street Facility and possible construction of new CTE site. (III.B.2)	2018-2021

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Barstow Community College's Information Technology Department provides support for the college's network infrastructure, telephone system, computers, websites, and software for academic, management, and operational functions (IIIC1.1). In addition, the department is a service organization providing a technology environment to support the mission via a helpdesk that can be reached in person or online (IIIC1.2).

The foundation for technology applications and data processing at BCC is the Banner Enterprise Resource Planning system. The initial implementation of Banner included the following: Accounts Receivable, Financial Aid, Student, and Web Tailor. In 2014 the college added OpenCCCApply, and SARS. Two years later, in 2016, ARGOS Report Writer was added. The college's accounting, payroll, and human resources software is currently supported by the San Bernardino County Office of Education (IIIC1.1, pg. 9).

BCC utilizes several systems that are fully hosted by external application providers, including Canvas, which is an open source learning management system that will soon completely replace the dated Moodle platform (IIIC1.3, See DE Supplement). The Canvas application interfaces with the Banner system, which facilitates the synchronization of information and ensures that Banner data is reliable and current. The college also utilizes CurricUNET to facilitate curriculum development and maintenance and the Accuplacer testing system to support assessment testing (IIIC1.4, IIIC1.5).

To support the increasing demand for network and data support, BCC's information technology infrastructure has undergone two major overhauls. The first took place during the 2015-2016 academic year and involved the replacement of the college's primary internet circuit and network switches to provide gigabit speed throughout the campus (IIIC1.1, pg. 14). Network switches at the career technical education facility on State Street were also replaced, and the facility's internet connection was upgraded from two T-1 lines to a 50 mbps connection. During the summer of 2017, the college's Fort Irwin educational site received a similar upgrade in internet connectivity, with the installation of a 10 mbps microwave connection to replace an aging T-1 line, new network cabling, and new network switches. A second phase of technology improvement began in October of 2017 and is expected to be complete by January 2018 (IIIC1.6). The second phase includes replacing the college's aging servers with a new state-of-the-art chassis-based server system that will increase data processing speed exponentially. A PURE data storage unit is also being installed to provide dedicated support to the college's Banner database. These upgrades will improve data processing capability, as well as communication technology, through the installation of a completely new digital telephone system that can leverage the faster processing speeds and expanded bandwidth of the new server system (IIIC1.7). The new telephone system will replace the college's current patchwork telephone system, which consists of both analog and digital elements that do not work well together. In addition to improving the reliability of telephone communication on campus, the new phone system will pinpoint a caller's specific location on

campus when 911 is dialed. The system also supports Call Tree functionality that will help the college improve service by quickly routing callers to the appropriate campus office and informing them of their estimated wait time if all operators are busy. Callers who do not want to wait will have the option to leave a message and receive a call back.

Barstow Community College has also been focusing on network security with the replacement of a dated CISCO PIX 515 firewall with a Checkpoint Next Generation firewall. In addition, BCC recently implemented Office 365, and the college is utilizing the firewall protection that is included in that software as a secondary level of protection (IIIC1.1, pg. 16). VPN access has also been made more secure with the replacement of a CISCO Concentrator 3000 with a Checkpoint VPN in 2016.

Analysis and Evaluation

The technical infrastructure at the college is intended to meet student learning needs and to support the operations of the college now and in the future. Sufficient technology infrastructure is provided on the man campus, at the State Street facility, and at Fort Irwin. Technology supports multiple aspects of learning, teaching, and student support and provides the foundation and infrastructure for administrative and business processing. Numerous recent upgrades and planned updates have and will continue to increase functionality and improve service.

Evidence

IIIC1.1 2016 ITS Program Review and Updates
IIIC1.2 BCC Help Desk Webpage
IIIC1.3 BCC Canvas Contract
IIIC1.4 2012 In-service Training CurricUNET
IIIC1.5 BCC Accuplacer Assessment Webpage
IIIC1.6 Network & Data Storage Upgrade Project
IIIC1.7 Telephone Upgrade Project

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

To ensure that the technical support needs of the institution are met, the Technology Committee discusses the district's technology initiatives (IIIC2.1, IIIC2.2). Input is provided by multiple constituencies that are represented on the Technology Committee. Strategic Technology Planning is part of the integrated planning process at the college that includes the identification of resource needs through the program review process, development of the Strategic Technology Plan, and the development of the combined Education Master Plan and Facilities Master Plan. The shared-governance Technology Committee fostered the development of the new Strategic Technology Plan and has developed plan goals that are designed to integrate and align with other college plans (IIIC2.3). The committee's focus on integration is essential, as new facilities and programs

frequently require some form of technology support. In all cases, the process ties the need for technology resources back to the Strategic Technology Plan and other college plans.

Large-scale updating and technology replacement needs such as infrastructure and computer lab replacements are generally identified through the college's collaborative governance process. The Technology Committee is charged with assisting in this process by identifying equipment that is nearing the end of its useful life and identifying opportunities for improvements in the college's technology infrastructure (IIIC2.4). Updates to the new Strategic Technology Plan are based on technology advances and trends, as well as the combined input of the Technology Committee and the identification of technology needs through the program review process.

The Director of Information Technology maintains an annual project list to support the Technology Committee and District initiatives and the general infrastructure upgrades and support activities (IIIC2.1). When buildings are constructed or renovated, the Strategic Technology Plan is updated to include the total cost of ownership, which covers the plans for installation of the current network standard equipment, security systems, and emergency equipment.

Standards for office and lab computers are also identified in the Strategic Technology Plan (IIIC2.3). These standards are used when replacing or updating computing equipment to ensure that the college's infrastructure and the Information Technology Department are able to support all purchased devices. If an employee's office computer, printer, or scanner needs to be replaced, the employee submits a Helpdesk ticket for the equipment to be evaluated against the standard (IIIC2.5). If the equipment is determined to be below the minimum standard, a replacement is scheduled as soon as possible. The college currently has no established computer refresh cycle, but instead replacements are based upon functional needs and working order of the computer.

Analysis and Evaluation

The college plans for and maintains a technology infrastructure to support its mission, operations, and instructional programs. The Technology Committee meets regularly and provides an opportunity for inclusion of the college's various constituencies in developing recommendations for technology needs and initiatives. This planning process led to the major technology infrastructure upgrade currently underway to improve the college's network, data storage, and telephone systems.

Evidence

IIIC2.1 Technology Committee Minutes from October 12, 2017
IIIC2.2 Strategic Planning & Communication Committee List
IIIC2.3 2017 Strategic Technology Plan
IIIC2.4 Technology Committee Purpose & Charge
IIIC2.5 Sample IT Workorder

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The implementation and maintenance of technology resources at Barstow Community College are primarily the responsibility of the Information Technology Director and Information Technology Department staff. Technology resources are available at the main campus on Barstow Road, the State Street CTE facility, and at Fort Irwin facilities. The learning management system used for distance learning and course delivery, Canvas, is a program maintained by the State Chancellor's Office.

The Information Technology Department manages technology resources in accordance with the new Strategic Technology Plan to ensure reliability, security, and safety (IIIC3.1, IIIC3.2). The security and reliability of BCC's technology service is important whether a user is on campus or is using a personal device on or off campus. Keeping websites, data, networks, and computers secure and reliable requires constant vigilance and upgrades.

The Information Technology Department is responsible for ensuring that the college's technology resources are reliable and meet industry standards. The majority of Barstow Community College servers are now virtual, which reduces the opportunity for hardware-related service interruptions. Data storage is a combination of network area storage and storage area network. This combination prevents any single point of failure and enables quick configuration changes to meet changing needs.

All mission-critical systems that support programs and services are protected by a variety of measures including firewalls and SPAM filters. An old CISCO PIX 515 was replaced in 2015 by a next generation Checkpoint firewall with URL filtering, threat prevention, and sandbox. Because of the critical nature of this device in the district network, a second device was added in 2015. The firewall produces statistics that are used to track threats to the district network that have been blocked by the firewall. The Banner system is also monitored 24 hours per day by an outsourced database administration vendor (IIIC3.3, IIIC3.4 pg. 4).

Updates for college technology are controlled through a server managed by Information Technology staff. This practice prevents non-compatible changes or bad patches from being installed, while needed changes can be enabled quickly. Planned updates are scheduled for times with the least impact to students and employees (IIIC3.5).

For disaster recovery and in case of catastrophic failures, all critical data is backed up in another building located on campus. This backup storage area network (SAN) was deployed in 2016 replacing an existing SAN that was housed in the same building as the main servers. In addition to the new PURE storage component that will be installed in December, 2017, the college is exploring the use of the cloud to store backup copies of some of its data.

Physical security measures in place include a secure climate-controlled environment for switches, servers, and other network infrastructure, located on the Barstow Community College main campus. Power to the main data center on the BCC main campus is protected by an uninterruptible power supply. If a loss of electrical power occurs, the backup battery takes on the responsibility of the servers until power has been restored. The backup battery is designed to provide approximately

42 minutes of power. The Barstow Community College servers and the switches located in all the buildings are protected with small uninterruptible power supplies (IIIC3.4, pg.8).

Other measures include security cables as well as locked cabinets and carts in all open lab spaces and classrooms with computer and audio visual equipment.

All employees who need access to technology are given a network logon account, an email account, when they start working at the college. The password associated with these accounts is controlled through an account policy and must meet complexity requirements. A password policy has been drafted and vetted by the Technology Committee and the Vice President of Administrative Services (IIIC3.2). Next, the policy will be presented to the President's Shared Governance Council for review, with a target date of January, 2018 for implementation. In addition to the security provided by a strong password policy, access to all sensitive data and personally identifiable information (PII) is restricted. Access from outside the firewall to a server or desktop is tightly controlled through a VPN/Remote Access.

A replacement for the AlertU system was implemented in 2015 when the AlertU system was no longer available. The RAVE Mobile Safety system was selected and implemented in 2015. This system supports email, text messaging, and voice messaging. Students and employees can add and update email addresses and text phone numbers in the RAVE system to include others for emergency notifications (IIIC3.4, pg. 9).

Analysis and Evaluation

Technology resources that support programs and services at Barstow Community College have excellent access, safety, and security. Improvements to the network ensure that critical technology resources are available to students and employees when they are needed. All critical systems are monitored by Information Technology personnel, and the Banner system is monitored 24 hours per day by an outsourced database administration vendor. Any failures that occur are promptly corrected. The college is committed to ensuring that its technology infrastructure is upgraded and enhanced as needed. This commitment is demonstrated by the current project to upgrade servers, networks, data storage, and telecommunications as described in more detail in the Quality Focus Essay.

Evidence

IIIC3.1 2017 Strategic Technology Plan
IIIC3.2 Barstow Community College Password Policy (Draft)
IIIC3.3 Database Administration Contract
IIIC3.4 2016 ITS Program Review and Updates
IIIC3.5 Sample Banner System Upgrade Email

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Technology assistance is provided to faculty, staff, students, and administrators through various means to meet their needs. The technology used at BCC continues to evolve, and the assistance provided by the Information Technology (IT) Department continues to evolve (IIIC4.1). The importance of effective technology training and support for all constituencies district-wide is further addressed in the Strategic Technology Plan (IIIC4.2).

Training ranges from learning management system basics to effective online sources on how to use the district systems. Training classes are held when new technology is initially introduced (IIIC4.2, IIIC4.3). If additional training is needed, an additional class is scheduled. Training for new employees is provided by the functional area to which that employee is assigned (IIIC4.4).

When a new technology service or application is introduced, the vendor supplying the product is requested to provide training to college functional users as well as the Information Technology department staff (IIIC4.5).

Support for computers, network, phones, and software is provided district-wide to faculty, staff, and administrators at all facilities through a centralized Helpdesk and work order system managed by the IT Department (IIIC4.6, IIIC4.1, pg. 5). Support is available via telephone, email, and the work order system. The Helpdesk has a 24/7 line that receives messages during off-hours. The IT Department is minimally staffed, but the number of college devices and personal devices supported by the department has increased over time. As a result, the department's support response time has gradually increased. To address this situation, the college has implemented an automated password reset functionality that allows users to reset their own passwords without support from the IT Department (IIIC4.3, IIIC4.4). The IT Department continues to look for automated solutions and efficiencies, like the automated password reset, that will allow the department to focus its minimal human resources on technical problems that require human intervention.

Analysis and Evaluation

The college provides online and face-to-face technology training from both internal and external sources for employees and students. Technology support is offered through a centralized Helpdesk and work order system. Due to the evolving nature of technology, the institution needs to further address technology training and support needs in its Strategic Technology Plan.

Evidence

IIIC4.1 2016 ITS Program Review and Updates
IIIC4.2 2017 Strategic Technology Plan
IIIC4.3 Portal Guard Single Sign-On Training Information
IIIC4.4 Portal Guard Single Sign-On Training Announcement
IIIC4.5 San Bernardino County's Fin2K Financials System, Requisitions Training Information
IIIC4.6 BCC Help Desk Webpage

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Barstow Community College has implemented many policies and procedures to ensure the reliable, equitable, safe, and appropriate use of technology in the teaching and learning processes. Administrative Procedure 3720 governs computer and network use throughout the district (IIIC5.1). This procedure was updated in 2016 based upon recommendations from the Technology Committee and recommendations from the Information Technology Department. Because technology has changed significantly since the last update in 2003, this policy revision was a significant step in ensuring proper use of technology in teaching and learning processes (IIIC5.1).

BCC is also committed to compliance with state and federal statutes and initiatives such as the Family Education Rights and Privacy Act (FERPA) (IIIC5.2), Payment Card Industry (PCI) standards (IIIC5.3), Personal Identifiable Information (PII) (IIIC5.4), the Electronic Communications Privacy Act of 1986 (IIIC5.5), and the Digital Millennium Copyright Act of 1998 (IIIC5.6).

The college's wireless network has been segregated into multiple virtual networks to control access to resources by device type and authentication. This process has the added benefit of being able to control bandwidth usage by role, although this functionality is not currently used by the college because BCC currently has sufficient network bandwidth for all roles. The new network and data storage project should address any additional bandwidth needs for the next several years.

Social media is now an established channel for communication at Barstow Community College. Overseeing appropriate use of social media is the responsibility of the Public Information Office (IIIC5.7, IIIC5.8).

Academic freedom is extremely important at Barstow Community College (IIIC5.9). If technology safeguards, such as firewalls or SPAM filters, conflict with legitimate academic research by instructors, students, or staff, the situation is resolved in favor of academic freedom by the Information Technology Director.

Analysis and Evaluation

The Board Policy 3720 (Computer and Network Use) update was a major accomplishment in 2015-16. The changes were sponsored by the Technology Committee and vetted through the shared governance process. Use of technology in both learning and services is now the norm. Students, instructors, and staff expect access to be 24/7 from wherever they are using the devices of their choice. The college has policies and practices in place to provide this access and to ensure appropriate use. Protecting data and identity in this environment will require policies, safeguards, and technology be kept up to date.

Evidence

IIIC5.1 Administrative Procedure 3720
IIIC5.2 FERPA Webpage
IIIC5.3 PCI Standards Council Webpage
IIIC5.4 PII Privacy Act
IIIC5.5 Electronic Communications Privacy Act of 1986
IIIC5.6 Digital Millennium Copyright Act of 1998
IIIC5.7 PIO Email
IIIC5.8 Publicity Request
IIIC5.9 Board Policy 4030

Standard III.C Plans for Future Action

Planned Action	Timeline
Complete Technological Infrastructure Project to upgrade college network, data storage, and telephone system. (III.C.1, III.C.2, III.C.3)	See QFE
Assess and expand efforts to address technology training and support needs through update of Strategic Technology Plan. (III.C.4)	Spring 2018-Spring 2019

III.D.1 Financial Resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Eligibility Requirement 18 – Financial Resources: The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

Evidence of Meeting the Standard

In 2012, the Board of Trustees chose to adopt the requirement for a 15% unrestricted reserve instead of the state's minimum 5% so that BCC would have a reasonable rainy day fund to cover all events, including an unforeseen reduction of revenue due to a declining economy, unexpected major repair, or a natural disaster (IIID1.1). The adopted budget for the BCC unrestricted general fund in FY 2016-2017 was $20.2 million in total expenditures and other outgo. The 2015-2016 year was closed with a general fund unrestricted balance of $5.5 million, or 30.82% of expenditures. The budgeted unrestricted reserve for FY 2016-2017 is 15.95 percent (IIID1.2). This goal is consistent with BCC Strategic Priority 3: sustain and cultivate an environment that strengthens the district's long-term fiscal health. (IIID1.3). The final budget for FY 2016-17 was approved on September 14, 2016, as described in a budget overview presentation at the Board meeting (IIID1.4).

As is indicated in the table below, the budget development process is working. During each budget planning cycle, the institution has consistently budgeted for and met its long-range financial obligations (IIID1.5). This conclusion is evident based on the college maintaining an excellent reserve balance in the unrestricted fund. An objective process is in place that has resulted in meaningful assessment of financial resources. The college has demonstrated this process through its current efforts in using institutional and financial planning and in securing grants and partnerships.

Revenue/Expenditures for 2010-2016				
Year	Beginning Balance and Revenue	Expenditures and Other Outgo	Ending Balance	Percent Reserves
2015/2016	$23,732,730	$18,141,302	$5,591,428	30.82%
2014/2015	$21,084,117	$17,398,679	$3,685,439	21.18%
2013/2014	$20,057,925	$17,215,189	$2,842,736	16.51%
2012/2013	$18,950,128	$15,037,054	$3,913,074	26.02%
2011/2012	$19,362,189	$15,791,060	$3,571,129	22.61%
2010/2011	$20,064,396	$15,836,863	$4,227,533	26.69%

With increased state funding, Student Success and Support Program (SSSP) Plans and Student Equity Plans were implemented in FY 2014-2015 and FY 2015-2016. This funding has allowed BCC to add student support positions, expanding its student outreach efforts and increasing overall student success and support services consistent with Strategic Priority 1: Educational Success. The Student Equity and SSSP expenditures reports for FY 2015-2016 and FY 2016-2017 provide detail on the allocation of resources by category (IIID1.6, IIID1.7, IIID1.8, IIID1.9).

The November 2016 election provided additional stability to BCC's financial resources with the passage of Proposition 55. Proposition 30, a sales tax initiative for education, was set to sunset by 2018. Proposition 55 extended this tax indefinitely.

The Strategic Plan 2015-18 provides an overview of the annual planning and budget development process (IIID1.10). Program review is the key driver in the planning process (IIID1.11). All educational programs, student success and support services, and administrative departments are required to complete a comprehensive review every three years as well as annual updates (IIID1.12). Guidelines for the program review process are provided in the Program Review Handbook (IIID1.13).

Analysis and Evaluation

Barstow Community College has an institutional planning process that has resulted in the development of substantial reserves while supporting the programs of the college. As a result of conservative financial management, the college continues to have adequate resources to support educational improvements. The district's financial resources have provided a solid underpinning for the support and improvement of its instructional programs and services.

Through various grants and partnerships, BCC is expanding its capability to meet the program needs of the college and its students. Recent increases in categorical funding have been instrumental in increasing support for student success and support services, student outreach, and instructional equipment.

Evidence

IIID1.1 Board Goals 2016-17
IIID1.2 Budget 2016-17
IIID1.3 Strategic Priority 3 2015 Update
IIID1.4 Board Budget Presentation 9-14-16
IIID1.5 Board Policy 6200
IIID1.6 Student Equity Expenditures Report 2015-2016
IIID1.7 Student Success (Credit) Expenditures Report 2015-2016
IIID1.8 Student Equity Expenditures Budget 2016-2017
IIID1.9 Student Success (Credit) Expenditures Budget 2016-2017
IIID1.10 Strategic Plan 2015-18
IIID1.11 Program Review Cycle
IIID1.12 Program Review Schedule
IIID1.13 Program Review Handbook 2015-16

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Institutional planning is coordinated by the Institutional Effectiveness Committee (IEC) and the President's Shared Governance Committee (PSGC). Representatives of the Business and Finance Committee also serve on the IEC and the PSGC, linking financial planning with overall institutional planning. Each committee meets at least once per month during the academic year. Directives coming from these meetings are acted on within the structure provided by the committees in the budget development process. Resource requests and augmentations in funding require linkage to the institutional objectives identified in the strategic plan and are supported by the program review (IIID2.1).

Program reviews are used to determine faculty, classified, and administrative staffing needs and provide the basis for allocation of instructional supplies, equipment, and technology. Requests for these resources must identify the link to BCC's strategic directions to be considered for prioritization and subsequent funding. Contained within the program review process is the budget allocation proposal (BAP) (IIID2.2). The BAP is used if a department is requesting new funding to cover the cost of new equipment, technology, facilities, or personnel and must be in alignment with the program review and strategic priorities.

The program reviews and BAPs are reviewed by the vice president over each department to ensure they are appropriate, complete, and thorough and that the resources requested are not to be found elsewhere. Once the program reviews and BAPs meet the satisfaction of the vice president, they are forwarded to the Institutional Effectiveness Committee. Six different areas are used to rank how well the BAP is supported by the department's program review, how well it is aligned with

strategic priorities and goals, whether the department discusses measurable outcomes, whether the proposal discusses the benefit to the department and the college as a whole how detailed the action plan for implementation is, and whether the BAP employs creativity of problem solving with regard to departmental and institutional enhancement (IIID2.3).

The Business and Finance Committee establishes priorities related to the college mission and prioritizes BAPs based on one-time funding opportunities, legislative requirements such as the 50% law, and risk management related areas. In 2016, the priorities focused on safety, security, enrollment management, data integrity, and improving student engagement by enhancing the college environment (IIID2.4). The IEC and Business and Finance Committee rankings are presented to President's Cabinet for review before being presented to the President's Shared Governance Council for its consideration and a final recommendation to the superintendent/president. Based on the superintendent/president's approval, resource allocations are made in response to the prioritized list.

At the beginning of the fall semester, the president provides information about the proposals and projects that have been funded for the year. The tentative budget and final budget are approved by the Board of Trustees and available on the BCC website and in public postings (IIID2.5).

The district has three key board policies in place to ensure sound financial practices and stability. Board Policy 6250 addresses budget management and states that the budget shall be managed in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual (IIID2.6). Board Policy 6300 addresses Fiscal Management and states that the district will establish procedures to assure the district's fiscal management is in accordance with the principles contained in Title 5, section 58311 (IIID2.7). Board Policy 6400 states that an outside audit of all funds, books, and accounts shall be conducted in accordance with the regulations of Title 5 (IIID2.8). Administrative procedures for budget management, financial management, and audits provide more detail for processes as required by the board policies (IIID2.9, IIID2.10, IIID2.11).

Funds are spent in accordance with applicable board policies and administrative procedures, California Education Code, audit standards, county school guidelines, and state and federal mandates. All expenditures are justified and approved by authorized personnel.

The college provides information about the budget in several ways. Departments and or budget managers are able to view their online budgets during the year at any time. This access assists the departments in managing their budgets, providing information needed for program reviews, and preparing the budget for the following year. At the beginning of the budget development process, worksheets are distributed to the vice presidents to be distributed to the budget managers. (IIID2.12). Budget projections (IIID2.13) are discussed at one or more of the All College meetings and in cabinet meetings, and projections are made available to anyone desiring them. The results of the college's audit are presented at a meeting of the Board of Trustees, and copies are available upon request. The college budget and audit are available on the college website.

Analysis and Evaluation

The BCC strategic planning process adheres to the college mission and goals and provides the framework for financial planning. Board policies and administrative procedures are designed to ensure that financial planning supports the college mission and goals. The planning and program review processes determine budget priorities and provide mechanisms for communication of current program and service needs and anticipated funding needs.

Evidence

IIID2.1 Instructional Program Review Update Template
IIID2.2 Budget Allocation Proposal
IIID2.3 BAP Scoring Rubric
IIID2.4 Business & Finance Committee BAP Ranking 2016
IIID2.5 Budgets Webpage
IIID2.6 Board Policy 6250
IIID2.7 Board Policy 6300
IIID2.8 Board Policy 6400
IIID2.9 Administrative Procedure 6250
IIID2.10 Administrative Procedure 6300
IIID2.11 Administrative Procedure 6400
IIID2.12 Budget Funding Request Worksheet
IIID2.13 Three Year Budget Projection

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The planning and program review cycle is the springboard for the budget development cycle. Financial planning and the development of the budget begins with the building of assumptions that are informed by external impacts such as the state budget as well as internal impacts such as contractual obligations. The budget development calendar identifies operational and legal timeframes for district budget development, including tentative budget adoption prior to July 1 and final budget adoption by September 15 every year (IIID3.1). The calendar also includes planning and budget development milestones.

Program reviews and updates, along with the budget allocation proposals (BAPs), are received by the Institutional Effectiveness Committee (IEC) (IIID3.2). The IEC prioritizes the list of BAPs and forwards it to the Business and Finance Committee to review and prioritize based on decisions supported by budget assumptions and multi-year projections. The BAPs are then routed back to the IEC for review and are then forwarded to the President's Cabinet. The President's Cabinet, in conjunction with the superintendent/president, funds those requests that will deliver the greatest impact to the college to insure student success and meet technical and staffing needs (IIID3.3).

The BAPs are then incorporated into the relevant fund and program budgets for final input into the Budget Development computer program.

Budget worksheets from the budget level managers are entered in the budget development computer program (IIID3.4). The Vice President of Administrative Services attends budget workshops hosted by the Chancellor's Office in January and May, where the governor's proposed budgets are presented. The Vice President of Administrative Services estimates the revenue that will be received based on the proposed budgets and the Chancellor's Office formula of distribution. These estimates are entered into the budget development program. After all assumptions for the year are identified and entered, a tentative budget is created (IIID3.5).

The Business and Finance Committee reviews the tentative budget before it is submitted to the Board of Trustees for approval in June (IIID3.6, IIID3.7). The Business and Finance Committee is a participatory governance committee. Business and Finance Committee members include the Vice President of Administrative Services, representatives from the Academic Senate, the faculty union, the classified union, and the Associated Student Government, the Vice President of Academic Affairs, a member from mid-management, and the budget analyst, with the Director of Research, Development, and Planning serving as an advisory member. All of the other committees involved in the budget development process are outlined in the Participatory Governance Handbook (IIID3.8).

In keeping with the participatory governance process, both the tentative and adopted budget recommendations are shared with campus constituent groups through their Business and Finance Committee Representatives. This process concludes with a final recommendation to the superintendent/president by the Vice President of Administrative Services. When the superintendent/president accepts the recommendation, a public hearing is scheduled for the Board of Trustees meeting to be held before the trustees vote at the September Board Meeting (IIID3.9).

Analysis and Evaluation

The budget process is consistent with the annual planning process as currently defined and provides all constituencies the opportunity for active participation and feedback into the financial planning and budget development process. The program review process clearly outlines the college's yearly integrated planning and budget development process as described in Standard III.D.2. The planning process is stewarded by the Institutional Effectiveness Committee, which is a participatory governance group. The Vice President of Administrative Services and budget analyst are responsible for the financial planning and budget development process.

Evidence

IIID3.1 Budget Development Calendar
IIID3.2 Budget Allocation Proposal
IIID3.3 Close the Loop Letter 2015-16
IIID3.4 Budget Worksheet
IIID3.5 Tentative Budget 2016-17
IIID3.6 Board Agenda 6-15-16 Item 8.02

IIID3.7 Business and Finance Committee Minutes 8-24-16
IIID3.8 Participatory Governance Handbook
IIID3.9 Board Meeting Agenda 9-14-16 Item 6.03

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

As stated in BCCD BP 6200, the annual budget supports the district's strategic, educational, facilities, and technology plans. To ensure fiscal stability and to respond to financial emergencies or unforeseen circumstances, "Unrestricted general fund reserves should be maintained above 10%, but shall be no less than 5%" (IIID4.1).

The annual budget is developed based on a planning and program review cycle where all departments submit a full program review or annual update in the Fall. The purpose of the program review is to focus on departmental planning, assess current operations, and determine ways to improve effectiveness. If program review objectives require additional resources to cover the cost of equipment, technology, facilities, or personnel, they will also require a budget allocation proposal (BAP). Each department then forwards its program review to its vice president. The vice president screens the program reviews to ensure BAPs are necessary and forwards program reviews and BAPs to the Institutional Effectiveness Committee (IEC).

The IEC uses a rubric to evaluate and score the program reviews and ranks the BAPs according to the college's mission, strategic priorities, goals, and objectives (IIID4.2). The process of assessment, scoring and ranking involves representatives from the district's management, faculty, staff, students, and constituency groups. Once the IEC finalizes its recommendations, the BAPs are forwarded to the Business and Finance Committee (BFC) early in the spring semester for an independent ranking based on the district's risk management priorities (IIID4.3). The BFC priorities are based on safety, security, and enrollment management strategies designed to ensure student success and equity.

By the end of the spring term, the BAP rankings and the rationale that supported the rankings are given to President's Cabinet. The cabinet determines whether any existing funds are available to fund the highest ranked BAPs prior to the close of the fiscal year in June. Also taken into consideration by the cabinet are the release of the governor's annual budget in January, the faculty obligation number, cost of living adjustments, growth and restoration factors, deficit factors applied to state apportionment, contractual obligations, and any other pertinent information.

All remaining BAPs are considered again when the budget is finalized in September. Based on the superintendent/president's approval, resource allocations are made to fund the highest priority BAPs. Once that process is completed, the superintendent/president sends a "closing the loop" memo to the college community identifying approved BAPs (IIID4.4).

From a long-range standpoint, the college is meeting the Governmental Accounting Board Statements 43, 45, and 57, which concern funding long-term health benefits. In 2007, the Board

of Trustees set up an irrevocable trust with the Public Employee Retirement System and funded all accumulated liabilities. The fund has grown from $1.9 million to $3.6 million as of July 1, 2015. At this time, no additional direct contributions to the fund are expected, but biennial actuarial studies will continue to be made, which will inform the college if conditions change and if additional contributions are needed (IIID4.5). The California Employers' Retiree Benefit Trust report shows the performance of the trust and is reviewed by the Business and Finance Committee annually (IIID4.6).

Analysis and Evaluation

The BCC budget development process builds a realistic picture of available resources that is based on the identification of key budget assumptions and elements. The budget is closely aligned to planning through a conscious effort to build the connection between planning and budget. The annual planning and budget process has greatly improved the college's ability to consider planning needs and incorporate the results into budget development. Long-term obligations based on retirement benefits have been fully funded into the foreseeable future through an irrevocable trust.

Evidence

IIID4.1 Board Policy 6200
IIID4.2 BAP Scoring Rubric
IIID4.3 Business & Finance Committee BAP Ranking 2016
IIID4.4 Close the Loop Letter 2015-16
IIID4.5 OPEB Report 2015
IIID4.6 Annual CERBT Update 2017-18

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

BCCD BP 6300 requires that adequate internal fiscal controls exist. Budget reports, financial statements, purchase order listing, and payment reports are submitted to the Board monthly (IIID5.1). Also submitted to the Board is the Quarterly Financial Status Report CCFS-311Q (IIID5.2). Monthly budget reports are provided to all budget managers, who also have instant access to their budgets and individual account lines based on their areas of responsibility. The financial system provides instant access to budget, encumbrances, and expenditures to date.

State and federal funding is applied to the appropriate unrestricted or restricted accounts according to the Budgeting and Accounting Manual, the Chancellor's Office, and the Federal Office of Management and Budget (IIID5.3).

To ensure that the financial process has integrity, BCC utilizes the San Bernardino County Department of Education Consortium ERP system for budget management and internal control to ensure expenditures are classified appropriately and are within approved budget appropriations.

BCC has an agreement with the San Bernardino County Superintendent of Schools (SBCSS) to provide financial management systems to the college (IIIB5.4). This agreement includes the financial system, Reflections, which includes the general ledger, payroll system, and accounts payable and receivable. Purchasing, budget, and human resources are maintained in Financial 2000, which is linked to Reflections. The county is in the process of moving its records to the Financial 2000 system, which is web based software. In addition to the college's internal controls, the county provides additional financial controls and oversight. The country reviews accounts payable batches, audit payroll, and audit journal entries as well as the budget and the annual 311 Report to the Chancellor's Office. The college's financials are further reviewed by the County Controller's auditor. These review processes provide the college with appropriate control mechanisms. The system provides the college with the ability to disseminate accurate and timely financial information to ensure that information is available for making sound financial decisions. Reports disseminated include monthly budget reports to managers (IIID5.5), board reports (IIID5.6), and various state and federal reports.

The county does not have a system for maintaining student records. These records are maintained on the Banner system. Departments having access to this system include the Business Office, Financial Aid, Admissions and Records, and other student service areas as needed. Reports such as student fees are generated from Banner; this information is then entered into the general ledger. QuickBooks software is used by the Business Office to keep financial records for the Federal Loan Fund, Scholarships and Loans, the Barstow Community College Foundation, and the Associated Student Government. In general, these systems provide timely information for sound financial decision making.

A Banner revitalization project will be completed in 2017 and will improve the flow of information between Admissions and Records, Financial Aid, and the Business Office and streamline several processes related to accounts receivable and financial aid. Additionally, the Vice President of Administrative Services will, along with the budget analyst, continue to educate and monitor budget managers regarding efficient and timely use of their budgets.

The SBCSS has copies of the district's board policies and procedures pertaining to financial transactions. On a daily basis, any payment processed through the financial system may be randomly held for audit. Payments held for audit require documentation be submitted showing proper authorization and justification for each payment. Payments held for audit can be delayed for two weeks for SBCSS to complete the audit process. In addition, the San Bernardino County Controller's Office conducts an annual audit. Any recommendations for improvement to internal controls are implemented immediately.

Analysis and Evaluation

Through a combination of the San Bernardino County Superintendent of Schools system and Banner, the college maintains a financial record-keeping system that ensures the fiscal integrity of

the institution and allows for sound decision making and planning. Necessary information on finances and resources is provided to all budget managers and other parties for whom it is required. Both internal monitoring and audit information from the San Bernardino County Controller's Office enable evaluation and improvement of this system. This control structure is sufficient for the college's needs and is compliant with the accreditation standards, but it is cumbersome and the college can continue efforts to upgrade reports and processes in order to simplify information dissemination and better integrate the two primary information systems.

Evidence

IIID5.1 Board Agenda 5-17-17, Item 6.01
IIID5.2 Board Agenda 8-16-17, Item 6.01
IIID5.3 Adopted Budget 2016-17
IIIB5.4 Written Agreement with SBCSS
IIID5.5 Student Equity Expenditures Budget 2016-17
IIID5.6 Budget Report to Board 8-16-17

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

BCCD financial documents and budgets reflect appropriate allocation and use of financial resources. After the Board adopts the annual budget, the information is included in the Annual Budget and Financial Report (CCFS-311) and submitted to San Bernardino County Superintendent of Schools (SBCSS) to verify prior year expenses and the subsequent budget figures match information in the district's financial system (IIID6.1). The SBCSS is able to independently verify those records contained in their database. The budget is developed using budget assumptions which evolve from the college planning process (IIID6.2).

Annual audits include all district funds (IIID6.3). The district engages an independent audit firm to conduct annual audits and consults with them on recommendations for ways to improve upon internal controls. Any audit findings and recommendations are implemented immediately. The district has a credible track record of unmodified audit opinions as noted in district audits for fiscal years 2012-2013, 2013-2014, and 2014-2015 (IIID6.4; IIID6.5; IIID6.6). A separate audit report is issued for the Barstow College Foundation (IIID6.7). The financial records for the foundation are also maintained by district staff.

Analysis and Evaluation

The college's financial documents and processes ensure a high degree of credibility and integrity through annual audits as well as verification through the San Bernardino County Superintendent of Schools. The budget is developed through the Institution's collegial planning process, and thus appropriate support is ensured for student learning and services.

Evidence

IIID6.1 311 Report 2016-17
IIID6.2 Budget Assumptions
IIID6.3 District Audit 2015-16
IIID6.4 District Audit 2012-13
IIID6.5 District Audit 2013-14
IIID6.6 District Audit 2014-15
IIID6.7 Foundation Audit

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

An unqualified audit is an audit term that means the auditors did not have to list any audit exceptions, or "qualifications," as a result of their review. In addition, the auditors did not identify any deficiencies in internal control over compliance that the institution considers to be material weaknesses. This term does not mean that the auditors did not have findings or recommendations for improvement.

Barstow CCD has been receiving unqualified audit opinions for a number of years (IIID7.1, IIID7.2, IIID7.3). This record indicates that the auditors have not found material weaknesses or other reportable conditions in the audit. If an audit report includes any findings, it also includes recommendations from the auditor. To assure appropriate responses, the annual audit is reviewed with the Vice President of Administrative Services. If corrections or improvements are needed, the vice president will communicate with the appropriate department to come up with a corrective action plan.

The last audit finding received by Barstow CCD was in 2013-14 due to the Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) not having advisory committees. The audit report included a recommendation, and the corrective action plan was implemented immediately (IIID7.4).

Analysis and Evaluation

The Vice President of Administrative Services consistently reviews audit results and communicates with appropriate department to implement any needed corrections. No material findings have occurred since the college's last accreditation, and any audit findings have been communicated and addressed promptly.

Evidence

IIID7.1 District Audit 2013-14
IIID7.2 District Audit 2014-15

IIID7.3 District Audit 2015-16
IIID7.4 Corrective Action Plan for EOPS/CARE

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

BCC ensures the validity and effectiveness of its financial and internal control systems through careful adherence to its Board of Trustee business policies (IIID8.1, IIID8.2). In accordance with its policies, BCC makes every effort to ensure separation of duties in order that a single individual cannot both create and pay an institutional liability. Because BCC is a small institution, on some occasions the college must rely on a secondary review from a member of the Business Office or other qualified administrative personnel in order to assure the integrity of the transaction.

Additionally, BCC utilizes San Bernardino County Superintendent of Schools (SBCSS) software for all of its procurement activities, and all check requests are processed by San Bernardino County accounting personnel. In addition to the annual audit conducted by SBCSS, any BCC request for payment processing throughout the year is subject to random audit by SBCSS (IIID8.3, IIID8.4).

Analysis and Evaluation
BCC complies with this standard through its compliance with Board policy and procedures as well as oversight of its financial transactions by internal and external agencies. The district employs a careful process to ensure the integrity of individual transactions.

Evidence

IIID8.1 Board Policies Chapter 6 – Business and Fiscal Affairs
IIID8.2 Administrative Procedures Chapter 6 – Business and Fiscal Affairs
IIID8.3 Board Policy 6400
IIID8.4 District Audit 2015-16

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Through careful planning and fiscal management, BCCD has maintained a healthy fund balance and sufficient cash reserves. The Board of Trustees ensures compliance with Chancellor's Office requirements by stating that reserves should be at least 10% of the total expenses in the unrestricted general fund maintained to ensure fiscal stability and to respond to financial emergencies or unforeseen circumstances but shall be no less than 5% (IIID9.1). The district's ending balances in the general unrestricted fund for the last three years were as follows:

2015-16$ 5.6 million (IIID9.2)
2014-15$ 3.7 million (IIID9.3)
2013-14$ 5.3 million (IIID9.4)

The 2015-16 ending balance represents 30.8 percent of the general fund unrestricted budget which is 25.8 percent in excess of the recommended reserve requirement from Chancellor's Office. Included in the 30.8 percent is an interfund transfer for $2.6 million to capital outlay budget.

Analysis and Evaluation

BCCD maintains a fund balance and reserve that significantly exceed Chancellor's Office required minimums, thus providing fiscal stability and flexibility for emergency circumstances.

Evidence

IIID9.1 Board Policy 6200
IIID9.2 BCC FY17 Adopted Budget
IIID9.3 BCC FY16 Adopted Budget
IIID9.4 BCC FY15 Adopted Budget

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

BCCD's financial system is provided by the San Bernardino County Superintendent of Schools (SBCSS), and the district's funds are kept with the San Bernardino County Controllers Office (IIID10.1). Financial services provided by SBCSS include the following: Employee/Position Information Collaborative Systems (EPICS), Salary Analysis Management System (SAMS), budget development, budget, general ledger, payroll, purchasing, accounts look-up for instant budget and account access, accounts payable, accounts receivable, vendor application, fixed assets, Employee Leave Tracking System (ELTS), accounts look-up, EduReports, and configuration for individual users. The Director of Fiscal Services or budget analyst positions are responsible for setting up district budget managers and staff that require access to budgets and the purchasing system. Purchasing requisitions normally originate with classified staff, and through an electronic approval path they are then forwarded to the appropriate budget manager and then to purchasing, who reviews the purchases to ensure compliance with rules and regulations and then prints the purchase order. The orders are reviewed by the Director of Fiscal Services or the budget analyst before being signed by the Vice President of Administrative Services (IIID10.2, IIID10.3).

Financial aid, scholarships, student body funds, and the Barstow College Foundation (BCF) are also handled by Business Office staff but are maintained separately. Except for the BCF, all funds are included in the district's annual audit report (IIID10.4). The BCF receives a separate annual audit (IIID10.5). The district's financial aid program has not required review by the U.S.

Department of Education because of ongoing compliance. The district does not issue financial aid student loans.

Most of BCC's grants and contracts are related to the Career Technical Education program, which has an assigned grant director that ensures compliance with expenditure guidelines and submits expenditure reports to the Vice President of Administrative Services for approval prior to execution. The remainder of BCC's grants and contracts are monitored by the principal investigator or Business Office personnel.

Analysis and Evaluation

The college practices effective oversight of all finances through services provided by San Bernardino County Superintendent of Schools and the oversight of the Director of Financial Services and the budget analyst. Special funds such as financial aid and the Barstow College Foundation are maintained separately but monitored by the Business Office. Grant expenditure reports are monitored by the Vice President of Administrative Services, the principal investigator, Business Office personnel, or the Director of CTE Grants.

Evidence

IIID10.1 Written Agreement with SBCSS
IIID10.2 Database Administration Purchase Order
IIID10.3 Fin2K Workflow Screenshot
IIID10.4 District Audit 2015-16
IIID10.5 Foundation Audit

III. D. 11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-term financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

In the 2016-2017 adopted budget, the college estimated receiving over 85% of general fund revenues from the State of California (IIID11.1). Local sources account for approximately 15%, such as property tax. Since the majority of funding is received from the state, financial planning is centered on maximizing funded FTEs. Student enrollment projections and three-year budget projections, based on historical budget data, are reviewed and discussed by the Budget and Finance Committee.

The BCCD Board of Trustees requires a minimum budgetary reserve of 10% of the College's unrestricted general funds, with a preference for a reserve of 15% (IIID11.2; IIID11.3). The current unrestricted budget for BCC meets the Board's requirement, and projections for the next three years indicate that the institution will be able to meet the Board's 15% reserve preference without difficulty (IIID11.4, IIID11.5, IIID11.1).

Included in the college's annual budget are funds designated to cover any anticipated increases in employee benefits, retiree benefits, and retirement plan contributions to PERS and STRS. A separate fund is also designated for the cost of vacation payouts when employees separate from employment (IIID11.1).

The college has no other long-term liabilities.

Analysis and Evaluation

Careful budgeting and substantial reserves have contributed to the college's solid financial outlook regarding both short-term and long-term solvency. These practices allow for confident long-range planning while meeting immediate needs. Liabilities regarding employee and retiree benefits are fully funded for the present and for the foreseeable future.

Evidence

IIID11.1 Adopted Budget 2016-17
IIID11.2 Board Policy 6200
IIID11.3 Board Goals 2016-17
IIID11.4 Adopted Budget 2014-15
IIID11.5 Adopted Budget 2015-16

III.D.12 The institution plans for and allocates appropriate resources for the payment of future liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

A significant liability to the district is the obligation from Other Post-Employment Benefits (OPEB). Government Accounting Standards require employers to measure and report liabilities that are associated with post employee benefits. Actuarial studies are conducted in odd-numbered years to determine the annual required contribution and to identify deficiencies or excesses in past contributions. The study is conducted by Total Compensation Systems, an independent third party (IIID12.1).

In 2009, the district fully funded its OPEB obligation, and the obligation is currently funded at well over 100%. CalPERS provided an update on the college's funding levels in October 2017, and an updated study by Total Compensation Systems is scheduled for December 2017 (IIID12.2).

Analysis and Evaluation

The district meets this standard, having fully funded its OPEB obligation nearly a decade ago.

Evidence

IIID12.1 2015 OPEB Report
IIID12.2 2017 CalPERS Actuarial Study OPEB Report

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect he financial condition of the institution.

Evidence of Meeting the Standard

The institution has not incurred any local debt for several years and does not have any local debt at this time.

III.D.14 All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

BCCD is committed to using financial resources with integrity and for their intended purposes. For verification, the district contracts with an independent auditor who reviews the district's financial status and its federal programs and ensures compliance with applicable laws and regulations (IIID14.1). The auditor's final report is submitted to various agencies, as required.

The district has had no substantial findings for the last six years (IIID14.2; IIID14.3). District financial audits include restricted general funds, unrestricted general funds, federal grant funding, auxiliary funds, and the Barstow College Foundation's accounts. These audit reports are published on the Administrative Services web site (IIID14.4).

Analysis and Evaluation

BCCD has established board policies and procedures and internal controls. The district engages in annual external audits to ensure that its financial resources and the expenditures of its foundation and auxiliary organizations comply with federal and state guidelines and are used for their intended purpose. The district has had no substantial audit findings for the past six years.

Evidence

IIID14.1 District Audit 2015-16
IIID14.2 District Audit 2013-14
IIID14.3 District Audit 2014-15
IIID14.4 Budgets Webpage

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

BCCD does not participate in student loan programs.

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

BCCD enters into contracts with various outside agencies and individuals to support the mission and goals of the institution. These agreements are governed by institutional policies and include provisions to maintain institutional integrity and quality support of educational and institutional program, service, and operational requirements. Each contract is developed and approved with a Contract Approval Form to ensure that the contract supports the mission of the college. This form is completed and attached prior to signing (IIID16.1).

BCC maintains contractual relationships for a wide range of products and services to support the educational, operational, and facilities needs of the institution. These contracts may include joint powers agreements, consultant services, lease agreements, construction contracts, facility-use agreements, and the purchase of goods and services. Ensuring that contractual agreements are aligned with the mission and vision of the college is ultimately the responsibility of the Vice President of Administrative Services, and this consideration is a key factor in approval of contracts and agreements with external agencies.

Analysis and Evaluation

All contractual agreements into which BCCD enters are intended to support the mission and goals of the institution and are approved by the Vice President of Administrative Services or the superintendent/president only when such criteria is met. District policies have been developed to ensure that such agreements are consistent with institutional integrity and promote quality in educational programs, services, and operations.

Evidence

IIID16.1 BCC Contract Approval Checklist

Standard III.D Plans for Future Action

Planned Action	Timeline
Complete Banner Revitalization Project to improve the flow of information between Admissions and Records, Financial Aid, and the Business Office and streamline processes related to Accounts Receivable and Financial Aid. (III.D.5)	Fall 2017-Spring 2019

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

The Barstow Community College District supports and encourages innovation leading to institutional excellence. Board Policy 2510 states that the Board is committed to its obligation to ensure that appropriate members of the district participate in developing recommended policies and procedures (IVA1.1). Details of the commitment are outlined in the Participatory Governance Handbook. Governance processes at BCC are designed in accordance with the California Education Code (70902.stats.1988, c 973) and are intended to ensure that decisions are based on well-informed recommendations, support sound college functioning, and are made at the level and with the participation of those who can contribute to their effectiveness, efficiency, and implementation.

The BCC participatory governance process is designed to facilitate committee decision-making by clarifying the path decisions take or processes they follow. To ensure effective collaboration, the participatory governance process reinforces that each campus constituency is responsible for its role in decision making. All members of the college community are expected to be involved in setting the direction of the college for the future. The college community includes students, classified staff, faculty, and administrators. Committee members keep their constituency groups informed of committee developments (IVA1.2).

Evidence of systematic participatory processes assuring effective planning and implementation is notable throughout the Participatory Governance Handbook and is reflected in committee meeting notes housed on the BCC website (IVA1.3).

In addition to the formal committee structure with constituent representation, at times the college has come together in other ways to work collaboratively on a task or project. During Fall 2013, staff, faculty, and managers participated in creating organizational core values. Group discussions and collaboration took place at the monthly All College meetings between September and November 2013, with participants drafting and voting on BCC C.A.R.E.S (IVA1.4). The core values were then forwarded to the Board for approval on November 20, 2013 (IVA1.5). Pendants were made for display in campus offices, and the values are posted on the About BCC page of the BCC website (IVA1.6).

Staff, faculty, management, trustees, and students were also invited to participate in a strategic planning session on March 27, 2015 (IVA1.7). An outside consultant oversaw the workshop, and individual breakout sessions were facilitated by staff. A rough draft of the strategic priorities and goals was developed by the end of the day, and the draft was then forwarded to the Institutional Effectiveness Committee for further development and finalization before being sent through the shared governance process and then final approval by the Board (IVA1.8).

The process of drafting and gathering evidence for the 2018 self-evaluation report also began as a college wide effort, with staff, faculty, and management representation on each of the standards. Teams were identified and began work in 2016, with the final product going through the shared governance process and then Board approval in fall 2017 (IVA1.9).

Analysis and Evaluation

Barstow Community College institutional leaders support administrators, faculty, staff, and students in taking initiative to improve practices, programs, and services in which they are involved. The college's participatory governance process is designed to facilitate collaborative decision-making. BCC Board policies, administrative procedures, and Shared Governance Council notes and reports are evidence of this practice. The college also periodically engages in additional collaborative decision-making activities that complement the formal participatory governance process.

Evidence

IVA1.1 Board Policy, BP 2510
IVA1.2 Participatory Governance Handbook
IVA1.3 Strategic Planning Committee Webpage
IVA1.4 All College Meeting Minutes
IVA1.5 Barstow College Board Agenda & Minutes-11.20.13
IVA1.6 About BCC Webpage
IVA1.7 Email to Staff re: Strategic Planning Retreat
IVA1.8 Strategic Planning Session Agenda Packet and Sign-in Sheets
IVA1.9 Self-Evaluation Committee List

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The governance philosophy of Barstow Community College involves inclusion and consideration of diverse perspectives. BCC is committed to administrator, faculty, and staff participation in decision-making processes and student participation in all matters in which students have a direct and reasonable interest. Board Policy 2510 states that the Board is committed to its philosophy to ensure that appropriate members of the district participate in developing recommended policies for board action and administrative procedures for president action under which the district is governed and administered (IVA2.1). Administrative Procedure 2510 provides direction for the role each constituent group plays in the governance process (IVA2.2). This information is also made available in the Participatory Governance Handbook (PGH) (IVA2.3). The PGH outlines the planning and participatory governance process for the district. It provides direction for the

planning and communication process, constituent roles and responsibilities, guidelines for participation, and a breakdown of each committee (purpose statement, description, and membership). The PGH is reviewed and revised as needed but not less than every three years by the President's Shared Governance Council. Internal policies, procedures, and handbooks are based on Title 5 and Government Code.

The participatory governance process includes each of the key constituencies, and their roles are defined as follows:

Faculty (Title 5 Sections 53200-53206) (IVA2.4):
The Academic Senate may represent the faculty and make recommendations to the administration and the Governing Board with respect to academic and professional matters, as long as the exercise of such functions does not conflict with lawful collective bargaining agreements. The district acknowledges the Barstow College Faculty Associations as the exclusive representative concerning employment conditions for all academic employees (Government Code Sections 3540 et seq.).

Classified Staff (Title 5 Section 51023.5) (IVA2.5):
Classified staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the classified staff will be given every reasonable consideration.

Students (Title 5 Section 51023.7) (IVA2.6):
The BCC Associated Student Government (ASG) shall be given an opportunity to participate effectively in the formulation and development of policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the BCC ASG will be given every reasonable consideration.

Administrators and Managers (IVA2.2)
Administrators, managers, and supervisors participate in the governance committees and are expected to provide effective leadership and support in the planning, implementation, and monitoring of college activities. They are accountable for uniform execution of District policies and procedures as well as making appropriate decisions within their respective areas of responsibility.

Faculty, staff, student, and administrative/management participation is integrated into the institution's strategic planning and communication process through involvement on the various committees, the President's Shared Governance Council, and attendance at the All-College meetings. Constituent representatives to the various committees are identified by each of the groups prior to the end of the year for the upcoming year. The President's Office updates and distributes the committee lists at the start of the fall term, allowing committees to begin meeting as early as possible (IVA2.7 and IVA2.8).

Any individual, constituent group, or committee can raise an issue for consideration and forward the topic, issue, or recommendation through the strategic planning and communication process to the President's Shared Governance Council, the President's Cabinet, and then the Board. The

President's Shared Governance Council may act or assign suggestions to committees for further study. Administrators may also submit requests through the President's Cabinet and faculty members through the Academic Senate (IVA2.9).

The mission statement, policy and procedure, and various district documents, plans, and reports flow through the Strategic Planning and Communication Process prior to board action.

An example of this process was the Strategic Planning Session held March 27, 2015, which included participation from management, staff, faculty, students, and trustees (IVA2.10). During this session, a draft of the district's strategic priorities, goals, and activities was identified and forwarded to the Institutional Effectiveness Committee for refinement prior to being given to the appropriate participatory governance committees for further review and discussion. The individual committees then forwarded their work to the President's Shared Governance Council for review and approval. The final draft of the 2015-2018 Strategic Plan was then forwarded to the Board for approval (IVA2.11 and IVA2.12).

An elected student trustee serves as the sixth member of the BCCD Board of Trustees (IVA2.13). The student trustee informs the Board of student views and, although not a voting member, may participate in discussion. The Associated Student Government serves as the active student voice in the operation of the college, including both shared governance and the management of student activities.

All constituent groups are given an opportunity to address the Board each month during the Board's regular meeting.

Analysis and Evaluation

Barstow Community College encourages and is committed to administrator, faculty, and staff participation in decision-making processes and student participation in all matters in which students have a direct and reasonable interest. Through established policy and procedures, the college outlines its process for strategic planning and communication. By encompassing all constituents, including students, in accordance with government code and accreditation standards, the college is in compliance with this standard.

Evidence

IVA2.1 Board Policy, BP 2510
IVA2.2 Administrative Procedure, AP 2510
IVA2.3 Participatory Governance Handbook
IVA2.4 Title 5 Section 53200
IVA2.5 Title 5 Section 51023.5
IVA2.6 Title 5 Section 50123.7
IVA2.7 Committee Assignments 2017-2018
IVA2.8 Email notification to Committee Chairs-08.22.17
IVA2.9 Strategic Planning & Communication Process Flow Chart
IVA2.10 Strategic Planning Retreat-03.27.15

IVA2.11 Certificate of Minutes-02.17.16
IVA2.12 Strategic Plan 2015-18
IVA2.13 Board Policy 2015

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Administrator and faculty roles and expectations are described in several Board Policies and Administrative Procedures, ensuring that they have a voice in their areas of responsibility and expertise.

- BP/AP 2410 Board Policies and Administrative Procedures (IVA3.1)
- BP/AP 2510 Participation in Local Decision Making (IVA3.2)
- BP/AP 3200 Accreditation (IVA3.3)
- BP/AP 3250 Institutional Planning (IVA3.4)
- BP/AP 4020 Program and Curriculum Development (IVA3.5)
- BP/AP 6300 Fiscal Management (IVA3.6)
- BP/AP 7120 Recruitment and Hiring (IVA3.7)

Administrators and managers serve as chairs of participatory governance committees as defined by the committee charge and membership within areas of their expertise. Faculty are appointed or elected to each committee through the Academic Senate and represent the faculty on academic and professional matters. The BCC Board of Trustees obligates itself to rely primarily upon the advice of the Academic Senate with regard to academic and professional matters (IVA3.3, IVA3.8 and IVA3.2).

The President's Shared Governance Council is a representative body designed to assist in governance of the district. Its authority is limited by the scope of collective bargaining, by the purview of the Academic Senate as defined in Title 5 and Education Code, and by the responsibilities of the superintendent/president. One function of the President's Shared Governance Council is to review recommendations from all other committees and make recommendations to the Superintendent/President prior to submission to the Board of Trustees. The PSGC includes equal representation from all constituent groups, including faculty, managers, classified staff, and students. Non-voting, advisory administrator members to the PSGC also serve on the President's Cabinet, where they have an active voice in planning prior to an item being presented to the Board (IVA3.9).

Board Policies and Administrative Procedures are also reviewed by the Academic Senate for input regarding revisions. An Academic Senate representative serves on the President's Shared Governance Council (IVA3.10).

Analysis and Evaluation

Barstow Community College administrators and faculty have clearly defined roles in institutional governance and provide input and advice for institutional policies, planning, and budget. Through participation in the President's Shared Governance Council, faculty and administrators take part in the highest level of college decision-making prior to recommendations being sent to the Board. BCC Board policies and administrative procedures, the Participatory Governance Handbook, and shared governance committee notes are evidence of this involvement.

Evidence

IVA3.1 BP/AP 2410 Board Policies and Administrative Procedures
IVA3.2 BP/AP 2510 Participation in Local Decision Making
IVA3.3 BP/AP 3200 Accreditation
IVA3.4 BP/AP 3250 Institutional Planning
IVA3.5 BP/AP 4020 Program and Curriculum Development
IVA3.6 BP/AP 6300 Fiscal Management
IVA3.7 BP/AP 7120 Recruitment and Hiring
IVA3.8 Committee Assignments 2017-18
IVA3.9 Participatory Governance Handbook, 2017-2020
IVA3.10 Participatory Governance Handbook, page 30

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The Barstow Community College Board of Trustees has ultimate responsibility for the academic programs of the district; however, the Board relies primarily on the advice of the Academic Senate in matters of curriculum (IVA4.1). The BCC Academic Senate has identified the Curriculum Committee as the main body to review and evaluate new and existing curricular material for accuracy and compliance with both internal and external policies and procedures (IVA4.2).

The Curriculum Committee is a standing committee and acts as a subcommittee of the Academic Senate (IVA4.3). Voting membership of the Curriculum Committee is exclusively faculty, and the committee's main responsibility is the review and recommendation of curriculum, adhering to academic and professional standards and state guidelines, prior to the curriculum being approved by the Board of Trustees (IVA4.4). Administrators, staff, and students also participate in Curriculum Committee discussions as non-voting members.

The following internal policies and procedures are in place to assure consistency in curriculum and student learning programs and services:

- AP 4021 Program Discontinuance (IVA4.5)
- BP/AP 4225 Course Repetition (IVA4.6)

- AP 4228 Course Repetition-Significant Lapse of Time (IVA4.7)
- BP/AP 4260 Pre-Requisites and Co-Requisites (IVA4.8)

Analysis and Evaluation

Barstow Community College has a defined structure for the development of curriculum and student learning programs that collaboratively involves faculty and administration. Faculty take the primary responsibility for curriculum development as is directed under California Education Code and Title 5 Regulations, but administrators also participate in discussions of the Curriculum Committee, and the Board of Trustees retains final decision-making authority.

Evidence

IVA4.1 BP/AP 4020 Program and Curriculum Development
IVA4.2 Participatory Governance Handbook, Page 27
IVA4.3 Strategic Planning and Communication Flowchart
IVA4.4 Membership of the Curriculum Committee
IVA4.5 AP 4021 Program Discontinuance
IVA4.6 BP/AP 4225 Course Repetition
IVA4.7 AP 4228 Course Repetition-Significant Lapse of Time
IVA4.8 BP/AP 4260 Pre-Requisites and Co-Requisites

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Governance processes at BCC are designed in accordance with the California Education Code (7902.stats.1988, c 973) and are intended to ensure that decisions are based on well-informed recommendations, support sound college functioning, and are made at the level and with the participation of those who can contribute to their effectiveness, efficiency, and implementation (IVA5.1).

Institutional governance at BCC starts with the Strategic Planning and Communication Process and is outlined in the Participatory Governance Handbook (IVA5.2).

Committees serve as general recommending bodies and rely on input from administration, faculty, staff, and students in making recommendations. As documented in the Strategic Planning and Communication Process, college plans are assigned to various committees that are responsible for monitoring progress and suggesting updates (IVA5.3). Relevant perspectives and expertise are obtained in committees, subcommittees, or work groups. Once recommendations are crafted at the committee level, committee chairpersons can then recommend the items continue through the governance process.

Analysis and Evaluation

Barstow Community College, through institutional governance, ensures appropriate consideration of relevant perspectives, aligns decision making with expertise and responsibility. All constituent groups are included in the Strategic Planning and Communication Process as is dictated by California Education Code and Title 5 Regulations. The process allows for thoughtful and inclusive yet responsive and timely decision-making processes.

Evidence

IVA5.1 Participatory Governance Handbook
IVA5.2 Participatory Governance Handbook, Page 7
IVA5.3 President's Shared Governance Council Meeting Agenda and Minutes- 03.29.17

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The Participatory Governance Handbook is the primary source for describing how decisions are made at Barstow Community College. The Strategic Planning and Communication Process is identified within the document, as well as each committee along with its description, purpose statement and membership (IVA6.1). Guidelines for participating in the governance process are outlined for team members, and expectations for committee operations are also identified (IVA6.2).

Each committee is expected to set a meeting schedule, assign a note taker, prepare meeting agendas, take attendance, and transcribe minutes for each of its meetings (IVA6.3). Committees such as the President's Shared Governance Council and Budget and Finance Committee post their minutes, agendas, and attendance records to the college's public website for accessibility and archiving (IVA6.4).

Monthly All-College meetings are used as a platform to share information, updates, and reports with the campus community. Attendance is open to all constituent groups, including students. For example, at the February 2, 2016 meeting, an update was given regarding the development of the district's Strategic Plan. At the April 5, 2016 meeting, a presentation on the Facilities Master Plan was given by the consultants working on the plan, and at the November 01, 2016 and February 7, 2017 meetings an update regarding the Barstow College Promise was presented (IVA6.5).

Constituent groups allow time during their regular meetings for committee representatives to give reports to the group. Representatives from each of the constituent groups that serve on committees are expected to provide updates to their respective groups as needed (IVA6.6).

Constituent leaders have one-on-one monthly meetings with the superintendent/president. These meetings take place during Board week and include questions and discussions regarding Board items as well as open dialogue regarding other topics relevant to the group and district.

College-wide emails are sent from the superintendent/president as needed to provide updates to the college community. "Closing the Loop" letters dated August 20, 2015 and September 09, 2016 were emailed college-wide explaining the budget allocation process and decisions that were made for the upcoming budget years (IVA6.7 and IVA6.8). An email dated May 19, 2016 was also sent college-wide from the superintendent/president and included a summary update and final report from the Partnership Resource Team (PRT) regarding the Institutional Effective Partnership Initiative (IEPI) (IVA6.9).

Analysis and Evaluation

Barstow Community College communicates decision-making processes and the resulting decisions across the institution. These communications take place verbally at meetings, in writing via email, and by posting meeting agendas and minutes on the public website. However, during the self-evaluation process, the college realized that while portions of its processes worked well, others needed additional clarification to improve shared understanding and transparency. The college would benefit from an evaluation of the existing participatory governance structures in order to clarify roles and responsibilities among constituency groups, increase quantity and quality of conversations across the college about student learning that based on evidence of learning and on student achievement toward their educational goals, and improve documentation of those conversations.

Evidence

IVA6.1 Strategic Planning and Communication Process Flowchart
IVA6.2 Participatory Governance Handbook, Pages 21-24
IVA6.3 Notification of Committee Responsibility
IVA6.4 Strategic Planning Committee Webpage
IVA6.5 All College Meeting Minutes- 02.02.16, 04.05.16, 11.01.16, 02.07.17
IVA6.6 Constituent Group Meeting Minutes/Agendas
IVA6.7 Close the Loop letter dated August 20, 2015
IVA6.8 Close the Loop letter dated September 9, 2016
IVA6.9 Email dated May 19, 2016 re: Project Resource Team (PRT) Report

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Barstow Community College regularly reviews its governance and decision-making structures, including procedures and processes in order to improve communication and effectiveness. Additional information on this topic can be found in Standards I.B.7 and I.B.8.

The Participatory Governance Handbook states that the "President's Shared Governance Council (PSGC) will meet annually to discuss the participatory governance process in order to continually

improve the recommendation-making processes at BCC" (IVA7.1). At the August 27, 2014 and August 26, 2015 PSGC meetings, the committee reviewed survey results from the PSGC committee and All-College surveys from spring of 2014 and 2015 (IVA7.2). The committee evaluated the process and role that All-College meetings played in the governance and planning process and identified the following goals: increase communication, provide an opportunity for people to participate actively, brainstorm, and allow for guest speakers. Discussion continued on this topic until a final decision was reached regarding All-College meetings being a good venue for communication and for the meetings to continue on a monthly basis with the PSGC taking responsibility for the content of the agenda.

On August 14 and September 04, 2013, the President's Shared Governance Council reviewed its own membership and purpose, recognizing a lack of middle management in the membership. Committee membership was restructured to include equal representation from each constituent group and for cabinet members to attend the meeting as advisory non-voting members (IVA7.3). All governance committees were asked to review their purposes. Recommended changes were forwarded to PSGC for review on May 07, 2014 (IVA7.4) and were incorporated into the revised Participatory Governance Handbook, which was distributed to committee members on August 27, 2014 and posted on the website as a public document (IVA7.5). Review of the Handbook began again in October 2016 with final approval taking place by the Board on April 19, 2017 (IVA7.6, IVA7.7).

The Policy and Procedure Review timeline (AP 2410) was recently reviewed and revised to incorporate a more efficient process. The review timeline was changed from a three to a five-year process with roughly 1/5 of each chapter being reviewed each year rather than an entire chapter being reviewed every three years (IVA7.8).

Analysis and Evaluation

The college utilizes its Strategic Planning and Communication process to evaluate and communicate institutional decision making and improvements. The President's Shared Governance Council takes the primary responsibility for oversight and communication regarding review of the college's governance and planning process. This review takes place annually and as necessary to ensure the effectiveness of college processes.

Evidence

IVA7.1 Participatory Governance Handbook, Page 24
IVA7.2 President's Shared Governance Council Minutes, 08.27.14 & 08.26.15
IVA7.3 President's Shared Governance Council Minutes, 08.14.13 & 09.04.13
IVA7.4 President's Shared Governance Council Minutes, 05.07.14
IVA7.5 President's Shared Governance Council Minutes, 08.27.14
IVA7.6 President's Shared Governance Council Minutes, 10.26.16, 03.01.17, 03.29.17
IVA7.7 Board of Trustee Minutes & Certification-04.19.17
IVA7.8 Administrative Procedures, AP 2410

Standard IV.A Plans for Future Action

Planned Action	Timeline
Evaluate the College's existing participatory governance structures in order to clarify roles and responsibilities among constituency groups, increase quantity and quality of conversations across the College about student learning that are based on evidence of learning and on student achievement toward their educational goals, and improve documentation of those conversations. (IV.A.6)	Spring 2018 and ongoing

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The Board, through Board Policy 2430, has delegated "executive responsibility for administering the policies adopted by the Board and executing all decisions of the board that require administrative action" to the superintendent/president (IVB1.1). Administrative Procedure 2510 states the "District President is responsible for the operation of the District." The superintendent/president serves as the secretary to the Governing Board with full signing authority regarding contracts, financial obligations, and attesting to Board action (IVB1.2).

Board Policy 3250 states, "The District President shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research" (IVB1.3).

One segment of the Strategic Planning and Communications Process is the Institutional Effectiveness Committee. "Through integrated planning, the Institutional Effectiveness Committee leads program review and accreditation processes to ensure that decision making is data driven and connected to the mission and Strategic Priorities of the institution" (IVB1.4). More information about the committee, processes, and roles can be found in Standard I.B.1, I.B.5, I.B.7, and I.B.9.

The Office of the President has a mission statement that states, "The office of the president, in partnership with the elected board of trustees, provides the leadership necessary to guarantee educational quality, promote student success and engagement, maintain fiscal solvency, and develop and nurture useful community, regional, state, and national relationships" (IVB1.5). This Mission Statement was created in May 2010 and is prominently placed in the President's Office. It is also posted on the webpage under the Office of the President (IVB1.6).

The superintendent/president oversees the governance process and chairs the President's Shared Governance Council (PSGC) that is made up of classified staff, faculty, students, managers, the President's Cabinet, and the Director of Research, Development, and Planning. The Participatory Governance Handbook states that the PSGC "through collaborative dialogue guides the goals, objectives and action plans of committees and departments through the Strategic Planning & Communication Process." The PSGC is also responsible for reviewing committee purpose statements, reviewing and revising policies and procedures, and suggesting items for the All-College meeting agenda (IVB1.7).

In 2013-2014 and 2017-2018, the superintendent/president, through the President's Shared Governance Council, led discussion to review and revise the district's planning and communication process. Committees were asked to develop purpose statements and descriptions and to review committee membership, ensuring appropriate representation to carry out their

purpose (IVB1.8). These changes were incorporated into the revised Participatory Governance Handbook, distributed to committee chairs, and posted to the web (IVB1.9). Also included in the Handbook is the district's Strategic Planning and Communication Process, which shows the reporting structure for each committee, the plans or documents each committee is responsible for, and the directional flow of information from committee level through to the Board (IVB1.10). The Participatory Governance Handbook is reviewed every three years and is also revised as needed. The most recent review and revision was conducted in 2016-2017.

The superintendent/president arranged for a subject matter expert to speak to BCC staff on June 14, 2017 regarding Guided Pathways. The purpose of the workshop was to introduce the concept of Guided Pathways, hear from a peer institution about the implementation process, and begin the planning stages of implementation at BCC (IVB1.11).

The superintendent/president leads planning and organization, budgeting, and personnel management and development to support institutional effectiveness in the following ways:

- Provides the State-of-the-College address at the annual All-College In-Service Day which focuses on continuing and upcoming initiatives (IVB1.12).
- Led the all-college strategic planning workshop (IVB1.13)
- Meets with cabinet members individually and through regular group meetings to promote sound budgeting, select personnel, and promote professional development, (IVB1.14).

Analysis and Evaluation

The superintendent/president of Barstow Community College (BCC) is the Chief Executive Officer (CEO) of the institution. The superintendent/president's primary responsibility is to maintain and improve the overall quality of the institution. The authority and responsibility to preside over the institution as CEO is described in Board policy.

Evidence

IVB1.1 Board Policy 2430 Delegation of Authority to District President
IVB1.2 Administrative Procedure 2510 Participation in Local Decision Making
IVB1.3 Board Policy 3250 Institutional Planning
IVB1.4 Participatory Governance Handbook, Page 29
IVB1.5 Mission Statement, Office of the President
IVB1.6 Office of the President, Webpage
IVB1.7 President's Shared Governance Council Membership
IVB1.8 President's Shared Governance Council Minutes, 08.14.13 & 09.04.13
IVB1.9 Board of Trustee Certificate of Minutes-04.19.17
IVB1.10 Strategic Planning & Communication Process Flow Chart
IVB1.11 Guided Pathways Workshop, 06.14.17
IVB1.12 All College In-Service Agendas, 08.11.17, 08.12.16 & 08.14.15
IVB1.13 All-College Strategic Planning Workshop Agenda & Documentation, 03.27.15
IVB1.14 Meeting Schedule, Cabinet & Individual Meeting

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Barstow Community College Board Policy 7110 assigns responsibility for creating and filling administrative positions to the superintendent/president (subject to confirmation by the Board), and Board Policy 7120 directs the superintendent/president to establish procedures for the recruitment and selection of employees meeting both internal and external regulations (IVB2.1 and IVB2.2). Authority is delegated to all administrators, as outlined in their job descriptions, and they are assessed through the evaluation process.

As the organization chart shows, President's Cabinet-level senior administrators are evaluated by the superintendent/president; cabinet members in turn evaluate managers in their areas (IVB2.3). All administrators participate in program reviews and annual updates in their areas, which provide details on accomplished activities.

In a variety of settings, administrators meet regularly to confer and conduct their duties. The President's Cabinet meets twice monthly (IVB2.4). Vice Presidents hold staff meetings with their deans and classified staff. The management team meets monthly (IVB2.5), and three elected members of the management team meet monthly with the CEO (IVB2.6).

Analysis and Evaluation

The BCCD superintendent/president is empowered by Board policy to plan, oversee, and evaluate the college's administrative structure. The superintendent/president takes primary responsibility for leadership of the institution and evaluates and directs the members of the President's Cabinet. The superintendent/president also delegates authority to the cabinet members, who in turn direct and delegate to other administrators as appropriate for their responsibilities. The overall structure is effective and appropriate for the institution's size and purposes.

Evidence

IVB2.1 Board Policy, BP 7110 Delegation
IVB2.2 Board Policy, BP 7120 Recruitment and Hiring
IVB2.3 Administrative Organization Chart
IVB2.4 Meeting Schedule for Cabinet
IVB2.5 Management Meeting Agendas
IVB2.6 Management Reps Monthly Meeting with President

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **Establishing a collegial process that sets values, goals and priorities;**
- **Ensuring the College sets institutional performance standards for student achievement;**
- **Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **Ensuring that the allocation of resources supports and improves learning and achievement; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The superintendent/president is responsible for ensuring institutional improvement at Barstow Community College in accordance with Board Policy and Administrative Procedure 3250 (IVB3.1). The superintendent/president also supports the mission, ensures fulfillment of goals and objectives, allocates resources effectively, fulfills state, federal, and accreditation requirements, anticipates future opportunities and trends, and encourages meaningful participation of faculty and staff.

Through the guidance and leadership of the CEO, the district has accomplished the following: 1) established a comprehensive Strategic Plan with college-wide input; 2) revised the Strategic Planning and Communication Process and aligned planning documents with the shared governance process; and 3) established district core values (IVB3.2, IVB3.3 and IVB3.4).

The Institution-Set Standards and Year Three Framework of Indicators goals were established through the shared governance process and presented to the Board in a public study session on May 17, 2017 (IVB3.5).

The CEO led efforts to obtain IEPI grant funding to revitalize the Banner system in order to accurately capture and report data. Through the IEPI process, the CEO established the college's Data Governance Group that verifies district processes and coding (IVB3.6).

The district's program review process is tied to funding and resource allocation. Departments are required to submit Budget Allocation Proposal (BAP) forms with their program reviews when requesting additional funding for items that fall outside of their existing budgets. The BAP requires the submitter to tie the funding request to a need within the program review, student success, and data and to show how the request aligns with the mission, strategic priorities, and district planning documents (IVB3.7).

Analysis and Evaluation

In accordance with Board policy, the superintendent/president ensures mechanisms are in place in order to guide institutional improvement of the teaching and learning environment. Multiple examples exist to demonstrate the effectiveness of this leadership. The guidance of the superintendent/president in this area supports the college mission and encourages meaningful participation of faculty and staff in data-driven and thoughtful planning and resource allocation.

Evidence

IVB3.1 BP/AP 3250 Institutional Planning
IVB3.2 Board of Trustee Minutes, 01.16.13 & 02.17.16 (re Strategic Plan)
IVB3.3 Strategic Planning & Communication Process and Board Minutes confirming approval
IVB3.4 Core Values
IVB3.5 Board of Trustee Certificate of Minutes-05.17.17 and President's Shared Governance Council Minutes-04.26.17
IVB3.6 IEPI Menu of Options Plan and Team Report
IVB3.7 Budget Allocation Proposal (BAP) Form

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Board Policy 3200 states that the superintendent/president ensures the district complies with accreditation processes and standards and keeps the Board informed and engaged, providing updates when necessary (IVB4.1). Administrative Procedure 3200 identifies the superintendent/president as the person who selects the self-study chairperson and the accreditation liaison officer (ALO). The superintendent/president also approves the standard co-chairs (IVB4.2).

Information regarding accreditation is posted on the district website. Also, Board policies and administrative procedures are tied directly to accreditation by citing the standards as part of the legal references when applicable.

By attending training sessions and staying up-to-date with commission publications, the CEO and accreditation liaison officer remain current on changes in eligibility requirements, accreditation standards, and commission policies (IVB4.3).

As part of an ongoing commitment to support accreditation, the college's ALO and CEO meet regularly to stay up-to-date on accreditation issues, annual reports, and the college's self-evaluation. Both the CEO and ALO attend workshops and have served on visiting teams (IVB4.4). The CEO and ALO lead the Self-Evaluation Steering Committee, which is co-chaired by an Academic Senate representative. The CEO and ALO encourage college-wide participation in the self-evaluation development process (IVB4.5).

The CEO also supports faculty and staff attendance at ACCJC conferences and workshops. The Academic Senate President attends State Academic Senate plenary sessions, and various faculty attend sponsored events that focus on accreditation.

The CEO and ALO report regularly to the Board with accreditation updates (IVB4.6).

Analysis and Evaluation

The superintendent/president assumes primary responsibility for accreditation activities at the college. The superintendent/president and the accreditation liaison officer remain informed regarding accreditation requirements and developments and offer regular updates to the Board of Trustees. College employees are encouraged to take part in external accreditation training. Through these efforts, the superintendent/president ensures that the college meets or exceeds all ACCJC requirements.

Evidence

IVB4.1 Board Policy, BP 3200 Accreditation
IVB4.2 Administrative Procedure, AP 3200 Accreditation
IVB4.3 Conference and Travel Paperwork for CEO and ALO
IVB4.4 Team Roster for Site Visit Team
IVB4.5 Steering Committee Organization Structure and Roster
IVB4.6 Board Meeting Minutes-01.18.17, 02.15.17 & 03.15.17

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Board Policy 2430 states the superintendent/president has been delegated the executive responsible for administering board policy, executing administrative action, and ensuring that all relevant laws and regulations are complied with and that required reports are submitted in a timely fashion (IVB5.1).

As a regular practice and to accomplish these responsibilities, the superintendent/president meets regularly with the President's Cabinet both as a group and individually with each vice president. Regular discussions at these meetings include keeping the superintendent/president informed regarding compliance with mandated statutes such as apportionment reporting, Faculty Obligation Number, the maintenance of the fiscal reserve, and required updates regarding policies and procedures as needed (IVB5.2).

Board policies and administrative procedures are reviewed in accordance with the cycle outlined in Administrative Procedure 2410. Additionally, new policy or revisions to existing policy are made based on regulatory changes or recommendations from the Community College League of California's policy and procedure service. The process for proposing new policy or changes to

existing policy is described in Administrative Procedure 2410 (IVB5.3). Policy and procedure are approved at the President's Shared Governance Council prior to being forwarded to the board (IVB5.4 and IVB5.5).

Board Policy 6300 directs the superintendent/president to establish procedures to assure that the district's fiscal management is in accordance with the principles contained in Title 5, section 58311, including the following:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

According to Administrative Procedure 6300, fiscal management of the district is primarily delegated to the Vice President of Administrative Services (VPAS). The VPAS is a member of the President's Cabinet, the chair of the Business and Finance Committee, and an advisory member to the President's Shared Governance Council (IVB5.6).

Analysis and Evaluation

The superintendent/president of Barstow Community College keeps abreast of changing federal and state statutes and regulations, regularly communicates this information to the Board of Trustees, and assures the implementation of the statutes and regulations. The superintendent/president communicates regularly with President's Cabinet members to remain informed regarding compliance in all areas of the college. In the specific area of fiscal management, the superintendent/president works with the Vice President of Administrative Services to ensure responsible and compliant operations.

Evidence

IVB5.1 Board Policy, BP 2430 Delegation of Authority to District President
IVB5.2 President's Office Meeting Schedule
IVB5.3 Administrative Procedure, AP 2410
IVB5.4 President's Shared Governance Council Minutes, 03.01.17
IVB5.5 Board of Trustee Certificate of Minutes, 03.15.17 and 05.17.17
IVB5.6 Board Policy, BP 6300 Fiscal Management

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The CEO works and communicates effectively with the communities served by Barstow Community College and seeks to increase recruitment efforts and expand relationships and partnerships by raising awareness of college programs and services.

Every fall semester, the superintendent/president hosts a "State of the College Address" at In-Service prior to the start of the fall semester (IVB6.1). In addition to college personnel, community partners and the public at large are invited to attend (IVB6.2). The report provides updates on all areas of the college such as accomplishments, personnel, resources, instruction, student services, partnerships, funding sources, construction projects, and goals for the year (IVB6.3).

The superintendent/president has presented to local clubs, groups, and organizations, including City Council, Kiwanis, Rotary, and the Chamber of Commerce (IVB6.4, IVB6.5 and IVB6.6). She also regularly attends the monthly Barstow Chamber of Commerce breakfasts and both the Military Affairs and the Economic Development sub-committees of the Chamber. The superintendent/president was also the commencement speaker for Silver Valley USD's Adult Education Commencement in 2015.

The CEO met monthly with the local K-12 superintendents from Barstow USD, Silver Valley USD, and Baker Valley USD. At the request of the BUSD Superintendent, she served on the task force to choose the architect for the new Fine Arts Academy for the K-12 District (IVB6.7). The CEO also started a tradition at the college to bring fifth graders from all of these feeder districts to a matinee performance of a college performing arts department production.

The superintendent/president also works closely with the BCC Foundation to meet the needs of the college through fundraising efforts and the needs of students through scholarship opportunities. She also participates in regular monthly meetings and annual retreats of the Foundation.

The superintendent/president ensures that information is available to the community through publications such as the "Career Focus Magazine" that is sent to each household in the district's boundaries, the annual report, press releases, flyers, and information published through Facebook, the BCC Website, and other social media avenues (IVB6.8).

The superintendent/president establishes community advisory groups as needed, such as the "President's Advisory Group for the PAC" (IVB6.9). This group met monthly for two years and assisted in developing several successful recommendations to the Board of Trustees.

The superintendent/president, Board of Trustees President, Barstow USD Superintendent, and the Mayor of Barstow attended the California Promise Conference August 2016, and then worked together to form a core team to implement the process of establishing the Barstow College Promise Program. These established partnerships led to BCCD being awarded one of the 14 College Promise Innovation Grants from the state Chancellor's Office (IVB6.10).

The superintendent/president also established a relationship between Barstow Community College District and Park University in order to provide students living in the high desert local access to a

four-year university. Park University currently rents space on the BCC campus and provides staff who assist BCC students interested in transferring. Park University is among BCC's top transfer institutions (IVB6.11).

Analysis and Evaluation

The superintendent/president works and communicates effectively with the community both in person and through written communication. The annual State of the College address is open to the public and is just one of many avenues of communication. The superintendent/president also makes personal appearances at the meetings of many local organizations. Publications are distributed both in print and electronically throughout the district.

Evidence

IVB6.1 In-Service Agenda re: State of the College Address, 2017, 2016 & 2015
IVB6.2 Invitation and Sample Invite List
IVB6.3 Newspaper Article re: In-Service, 08.12.16
IVB6.4 Email Confirming Rotary Presentation
IVB6.5 Presentation Confirming Presentation to City Council
IVB6.6 Newspaper article (11.05.15) Confirming Chamber of Commerce Presentation
IVB6.7 Email regarding Barstow Unified Fine Arts Academy
IVB6.8 Career Focus, Annual Report, Press Release, Flyer, Facebook, and Website
IVB6.9 Meeting Notes President's Advisory Group for the Performing Arts Center, 08.21.14 and 01.15.15
IVB6.10 College Promise Conference Flyer and Grant Fact Sheet
IVB6.11 Board Meeting Agenda, 06.15.16 re: MOU with Park University

Standard IV.B Plans for Future Action

The college has determined no necessary plans for future action regarding Standard IV.B at this time.

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Eligibility Requirement 7 – Governing Board: The Institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution's mission is achieved. The Board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

Evidence of Meeting the Standard

Per Board Policy 2200, the Board of Trustees governs on behalf of the citizens of the Barstow Community College District in accordance with the authority granted and duties defined in Education Code Section 70902 (IVC1.1). Board Policy 2010 and 2100 state that the Board is composed of five members elected at-large by the Barstow community on a staggered basis during even numbered years, with two positions elected in one election cycle and three in the other (IVC1.2 and IVC1.3). Three of the current members have served for at least 20 years and a fourth member for 12 years. The fifth board member was elected in 2016, replacing a previous trustee who served for 17 years before retiring. The Board is committed to fulfilling its responsibility to represent the public interest, establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, assure fiscal health and stability, and monitor institutional performance and educational quality (IVC1.1).

Board Policy 2015 authorizes the Board to include one non-voting student member, elected by the Associated Student Government, to serve a one-year term (IVC1.4). The student trustee keeps voting board members apprised of student priorities, concerns, and events in order to ensure students are adequately represented.

The Board meets annually and sets goals for the upcoming year and assesses the goals from the previous year through its annual self-evaluation. (IVC1.5 and IVC1.6). The Board's annual goals consistently include expectations in support of educational quality and fiscal stability that are at the heart of BCC's planning process (IVC1.7).

The Board enhances the planning process through a willingness to evaluate planning recommendations to guide institutional change and improvement. Through final approval of the Participatory Governance Handbook, the Board also ensures that the Strategic Planning and Communication Process meets policy guidelines and that all strategic planning efforts are directed toward the Board's adopted vision, mission, and values (IVC1.8). The Board, through BP/AP

3250, directs the superintendent/president to ensure that the district has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. The Board further directs the superintendent/president to submit the plans, where required by Title 5, to the Board for approval (IVC1.9). The district's Board Policies and Administrative Procedures are available publically on the college website (IVC1.10).

The Board holds a regular meeting every month to conduct the business of the district, at which time curriculum, academic, and financially related items are presented for approval prior to being revised or implemented. The Board also receives monthly fiscal monitoring reports confirming financial stability, annual draft budget planning and final budget presentations from the administration, and other various reports from faculty, staff, students, and the Foundation regarding district projects, events, and fiscal, academic, and student related matters (IVC1.11). An opening statement is read at the beginning of each meeting reaffirming the Board's commitment to "behaving in accordance with our code of ethics (IVC1.12). As elected officials, we are committed to 'Acting in the Public's Trust.' The phrase "In the Public's Trust" is also mounted on the wall in the Board Room.

Analysis and Evaluation

Barstow Community College's Board of Trustees exercises its authority over and responsibility for policies to assure the quality, integrity, and effectiveness of the college's instructional program and services through its own goal-setting and evaluation process and by monitoring the activities of the college. The Board ensures the financial stability of the institution by receiving regular reports regarding budget and fiscal matters. Board Policy, Administrative Procedures, and Board goals make explicit the Board's direction for the college.

Evidence

IVC1.1 Board Policy, BP 2200 Board Duties and Responsibilities
IVC1.2 Board Policy, BP 2010 Board Membership
IVC1.3 Board Policy, BP 2100 Board Elections
IVC1.4 Board Policy, BP 2015 Student Member
IVC1.5 Board Retreat Agenda, 09.23.17
IVC1.6 Board Retreat Minutes, 09.17.16
IVC1.7 Board Goals, 2016-17, 2015-16, 2014-15
IVC1.8 Certificate of Minutes regarding board approval of the Participatory Governance Handbook, 04.19.17
IVC1.9 BP/AP 3250 Institutional Planning
IVC1.10 Screen shot of website showing Policies and Procedures posted on web
IVC1.11 Board agendas, 04.20.16; 09.14.16; 05.17.17
IVC1.12 Board Policy, BP 2715 Code of Ethics / Standards of Practice

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees at BCC has been working cooperatively for many years, with all members abiding by and supporting the will of the majority. Board Policy 2715 states that members are responsible for exercising authority only as a board (IVC2.1). Communication protocols were adopted by the Board on November 18, 2015 and provide a basis for the Board working together in representing the district to members of the public. The communication protocols also state that "Governing Board members are advocates and ambassadors for the College. In that role, they will represent Board decisions and policies" (IVC2.2 and IVC2.3).

During Board Meetings, the Board rarely reaches a decision that is not unanimous, but in the event of a split vote all members support the decision of the majority. At the March 15, 2017 Board meeting, the Board voted 3-2 against the conceptual approval of a proposed re-organization plan. Although the motion failed with three trustees voting no and two trustees voting yes, the Board moved forward with one voice supporting the final decision (IVC2.4).

At its annual retreat, the Board discusses the area of communication and evaluates itself on the effectiveness of meeting this performance goal (IVC2.5).

Analysis and Evaluation

The Barstow Community College Board of Trustees works as a collective entity, and Board decisions are supported by all members. The Board has established communication protocols that help to clarify Board roles in terms of communication of positions and decisions and help to ensure that the Board exercises its purview as a unified body.

Evidence

IVC2.1 Board Policy, BP 2715 Code of Ethics/Standards of Practice
IVC2.2 Certificate of Minutes, 11.18.15, Approval of Communication Protocols
IVC2.3 Communication Protocol
IVC2.4 Board Meeting Minutes, 03.15.17
IVC2.5 Board Self-Evaluation notes, 09.17.16

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

Board Policy 2431 states that in the case of a superintendent/president vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations (IVC3.1). In both 2012 and 2017 the Board identified outside recruitment and hiring companies with extensive experience to ensure the fair and legal hiring of the CEO (IVC3.2). In both instances, screening committees were formed and comprised of representatives of every constituency of the college as well as community members from local schools and businesses. The committees met regularly to screen applications, determine questions and

procedures for interviews, choose qualified interviewees, and schedule interviews. Initial interviews were completed, and final candidates were forwarded to the Board for selection. In both instances, the Board conducted final interviews and took action to appoint the new superintendent/president for the district (IVC3.3).

The superintendent/president is evaluated at least annually as required by Board Policy 2435, which also states that "the criteria for evaluation shall be based on board policy, the Superintendent/President's job description, and performance goals and objectives developed in accordance with Board Policy 2430" (IVC3.4 and IVC3.5).

The superintendent/president completes a self-evaluation addressing progress toward completing each of her goals for the year. Trustees are given a copy of the self-evaluation for review and independently rate the superintendent/president according to the evaluation instrument mutually agreed upon (IVC3.6). Results of each evaluation are compiled and then reviewed with the superintendent/president during a closed session meeting (IVC3.7).

Analysis and Evaluation

The Barstow Community College Board of Trustees has clear policies for selection and evaluation of the superintendent/president. The selection policy is inclusive of both college constituencies and community representatives. Evaluations of the superintendent/president re conducted regularly and collegially.

Evidence

IVC3.1 BP 2431 President Selection
IVC3.2 Contract Agreements with CCSS, 2017 and 2012
IVC3.3 Board Agendas & Minutes, 05.15.13 & 05.17.17
IVC3.4 Board Policy, BP 2435 Evaluation of District President
IVC3.5 Board Policy, BP 2430 Delegation of Authority to District President
IVC3.6 CEO Evaluation Instrument, 2015-16; 2014-15
IVC3.7 Board Meeting Minutes, 10.19.16

IV.C.4 The governing board is an independent, policy-making body that reflects interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Eligibility Requirement 7 – Governing Board: The Institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution's mission is achieved. The Board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that

assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

Evidence of Meeting the Standard

The BCCD Board of Trustees carries out its independent, policy-making responsibility by adhering to its well defined policies and procedures. It defends the interest of the institution's educational quality and protects the college from undue political pressure by focusing on the district's mission and by acting as a single governing entity (IVC4.1).

Board Policy 2200 establishes that the Board of Trustees governs on behalf of the citizens of the Barstow Community College District and confirms the Board commitment to fulfilling the following responsibilities (IVC4.2):

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations
- Hire and evaluate the CEO
- Delegate power and authority to the chief executive to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the District

Serving as governance leaders, trustees encourage the college faculty and staff to undertake an annual review of the college mission in order to validate its effectiveness. Likewise, trustees have adopted a comprehensive college policy review cycle under which all Board policies and administrative procedures are examined using a five-year review cycle. Approximately 20 percent of the policies and procedures are analyzed each year using shared governance practices. Revisions are made as needed utilizing CCLC legal updates and district procedural changes (IVC4.3).

Board Policy and Administrative Procedure 2710 outline the district's conflict of interest policy and state the following expected aspects of Board member conduct (IVC4.4 and IVC4.5):

- Not be financially interested in any contract made by the Board.
- Disclose any interests that exist.
- Not engage in any employment or activity that is inconsistent with their Board duties.
- File statements of economic interest.
- Seek counsel in every case where a question arises.

Board Policy 2716 protects the district from undue influence or political pressure by prohibiting the Board's use of college resources for political purposes (IVC4.6).

The Board conducts its regular meeting as an open meeting to the public and allows for public comment at the start of every meeting as stated in Board Policy 2345 (IVC4.7, IVC4.8 and IVC4.9).

Analysis and Evaluation

The BCCD Board of Trustees protects and defends the institution acting in accordance with the Board policy that outlines its duties and responsibilities. Board policy demonstrates the Board's commitment to defending the public interests and pursuing the mission of the college. The Board prohibits use of college resources for political purposes and conducts meetings openly, inviting input from the public.

Evidence

IVC4.1 Board Policy, BP 1200 District Mission
IVC4.2 Board Policy, BP 2200 Board Duties and Responsibilities
IVC4.3 AP 2410 Board Policies and Administrative Procedures
IVC4.4 Board Policy, BP 2710 Conflict of Interest
IVC4.5 Administrative Procedure, AP 2710 Conflict of Interest
IVC4.6 Board Policy, BP 2716 Political Activity
IVC4.7 Board Policy, BP 2345 Public Participation at Board Meetings
IVC4.8 Public Comment Form
IVC4.9 Board Agenda, 10.19.16

IV.C.5 The governing board establishes policies consistent with the integrity and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Policies and procedures that relate solely to the function and governance of BCC are in place and are designed to ensure Board support of the district's mission, educational programs, and student support services (IVC5.1). The Board of Trustees acts as the ultimate decision-making authority in legal, fiscal, and educational matters and exercises its fiduciary responsibilities without influence from any other entity. The Board accepts input and participation from various campus constituencies and honors the roles of these groups as defined in Board Policy 2510 and the College Participatory Governance Handbook (IVC5.2).

The financial integrity and stability of the district are among the Board's highest priorities, as reflected in its goals (IVC5.3). Once a proposed budget is developed from broad campus input, a tentative budget is presented for Board approval during the June Board meeting and, pending adoption of the final state budget by the California Legislature, the Board publicly reviews and adopts its final proposed budget at its September board meeting (IVC5.4). In concert with the CEO, the Board works to align its strategic priorities with actions that will provide administrative direction for the coming year. With respect to budget, the Board seeks to fulfill its responsibility by ensuring the district's finances are managed effectively, including maintaining a budget reserve of at least 15%. District finances undergo an annual audit conducted by an outside agency. Results of the audit are presented to the Board during a public study session at an open meeting. The Board then takes action to accept the results of the audit (IVC5.5).

The Board supports the educational quality and effectiveness of the college mission statement with several clearly defined Board Policies. BP 3250 addresses institutional planning, BP 4020 addresses program and curriculum development, and BP 4025, "Philosophy and Criteria for Associate Degree and General Education," focuses on student learning expectations (IVC5.6, IVC5.7 and IVC5.8).

Legal matters are reviewed, discussed, and acted upon as necessary by the Board in closed session in consultation with legal counsel. Any action taken by the Board in closed session is reported out to the public in open session and recorded in the minutes (IVC5.9).

In addition, Board meetings often contain presentations on the academic integrity of new courses and programs, and the data from the College Student Success Score Card is annually presented for public review (IVC5.10).

Analysis and Evaluation

Board policies identify key roles of the Barstow Community College Board of Trustees. The Board appropriately monitors matters of educational quality, legal issues, and fiduciary responsibilities. The financial integrity and stability of the district are among the Board's highest priorities, and legal matters are addressed responsibly and effectively. The Board regularly receives reports regarding academic programs, achievement, and student success data, which allows the board to ensure the quality of educational services.

Evidence

IVC5.1 Board Policy, BP 2410 Board Policies and Administrative Procedures
IVC5.2 Board Policy, BP 2510 Participation in Local Decision Making
IVC5.3 Board Goals 2016-17 & 2015-16
IVC5.4 Board Agenda, 09.13.17
IVC5.5 Board Meeting Minutes, January 18, 2017
IVC5.6 Board Policy, BP 3250 Institutional Planning
IVC5.7 Board Policy, BP 4020 Program and Curriculum Development
IVC5.8 Board Policy, BP 4025 Philosophy & Criteria for Associate Degree & General Education
IVC5.9 Board Meeting Minutes, 02.15.17 and 08.16.17
IVC5.10 Board Meeting Minutes, 01.18.17 and 06.17.15

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Barstow Community College District Board of Trustees maintains Board policies specifying the Board's size, duties, responsibilities, structure, and operating procedures. These policies are published on the college's website via BoardDocs, making them available to the public (IVC6.1).

Chapter two of the Board policies outlines the Board's role, size, structure, and responsibilities. The individual policies are as follows:

- Board Membership BP 2010 (IVC6.2)
- Annual Organization Meeting BP 2305 (IVC6.3)
- Code of Ethics / Standards of Practice BP 2715 (IVC6.4)
- Board Elections BP 2100 (IVC6.5)
- Officers BP 2210 (IVC6.6)
- Board Policies and Administrative Procedures BP 2410 (IVC6.7)
- Regular Meetings of the Board BP 2310 (IVC6.8)
- Vacancies on the Board BP 2110 (IVC6.9)

Analysis and Evaluation

The Barstow Community College Board of Trustees publishes its bylaws and policies specifying the board's size, duties, responsibilities, structure and operating procedures.

Evidence

IVC6.1 BCC Board of Trustees Webpage
IVC6.2 Board Policy, BP 2010 Board Membership
IVC6.3 Board Policy, BP 2305 Annual Organization Meeting
IVC6.4 Board Policy, BP 2715 Code of Ethics / Standards of Practice
IVC6.5 Board Policy, BP 2100 Board Elections
IVC6.6 Board Policy, BP 2210 Officers
IVC6.7 Board Policy, BP 2410 Board Policies and Administrative Procedures
IVC6.8 Board Policy, BP 2310 Regular Meetings of the Board
IVC6.9 Board Policy, BP 2110 Vacancies on the Board

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

Board Policy 2200 states the Barstow Community College Board is committed to fulfilling its responsibility to establish policies that define the institution's mission and set prudent, ethical and legal standards for college operations (IVC7.1). Adopted policies of the Board include topics related to the district, Board and general institution, academic affairs, student services, business and fiscal affairs, and human resources. Chapter 1 includes the mission of the district and is evaluated and revised on a regular basis. Chapter 2 specifically contains policy related to the roles and responsibilities of the Board and includes BP/AP 2410, which speaks directly to the implementation, criteria, and review process/cycle of Board policy and administrative procedures (IVC7.2).

According to Administrative Procedure 2410, a comprehensive review of all Board policies and administrative procedures is conducted on a five-year cycle with a portion of each chapter (approximately 1/5) being evaluated each year of the cycle (IVC7.3).

In addition to the cyclical review and revision of all Board policies and administrative procedures, regular and on-going review and revision takes place as needed based on biannual CCLC legal updates, regulatory revisions, and district procedural changes (IVC7.4).

Analysis and Evaluation

The Board has established policies and procedures, acts accordingly. As outlined in Board policy, policies and administrative procedures are reviewed and revised on an ongoing and as-needed basis.

Evidence

IVC7.1 BP 2200 Board Duties and Responsibilities
IVC7.2 BP 2410 Board Policies and Administrative Procedures
IVC7.3 AP 2410 Board Policies and Administrative Procedures
IVC7.4 Certificate of Board Minutes Showing BP/AP Approval

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The BCC Board of Trustees receives information, presentations, and updates on key indicators of student learning and achievement. At the beginning of many Board of Trustees regular monthly meetings, presentations and verbal reports are made regarding student accomplishments and achievements (IVC8.1, IVC8.2, IVC8.3, IVC8.4, IVC8.5, IVC8.6, IVC8.7 and IVC8.8). Additional reports are submitted to the board monthly by each vice president, providing additional information about academic affairs, student services, finance, and campus construction. In addition to these reports, periodic mandated reports are also presented as part of board meetings (IVC8.9).

Student Success Scorecard and Institution-Set Standard information is presented regularly to the Board. At the January 18, 2017 meeting, the Board held a study session and received a presentation by the institutional researcher regarding the 2016 student success scorecard (IVC8.10). The 2015 scorecard data was presented to the Board at the June 17, 2015 Board meeting in the same manner (IVC8.11).

The Board held a public study session to review the Institution-Set Standards and Institutional Effectiveness Partnership Initiative (IEPI) Year Three Framework of Indicators as well as to discuss the Institution-Set Standards with analysis of results. The study session was presented by the institutional researcher (IVC8.12).

Major planning documents are presented to the Board for review and approval. Recent plans presented to the Board include the Strategic Plan, Educational & Facilities Master Plan, Technology Plan, Student Equity Plan, and the Equal Employment Opportunity and Staff Diversity Plan (IVC8.13). Plans are housed on the public website for ease of retrieval (IVC8.14).

Analysis and Evaluation

The BCCD Board of Trustees regularly reviews data on student learning and achievement through study sessions at regular Board meetings. The institutional researcher updates the board on Institution-Set Standards, Student Success Scorecard data, and other relevant information regarding student achievement and instructional quality. The Board also reviews and approves major planning documents and the data upon which they are based.

Evidence

IVC8.1 Certification of Board Minutes, 10.15.14 re: approval of Student Success & Support Program Plan
IVC8.2 Board Meeting Minutes-12.17.14 & PowerPoint Presentation re: Student Equity Plan / Report
IVC8.3 Board Meeting Minutes-05.20.15 & PowerPoint Presentation re: ASG
IVC8.4 Board Meeting Minutes-10.21.15 & PowerPoint Presentation re: Student Success & Support Program (SSSP)
IVC8.5 Board Meeting Minutes-02.17.16 & PowerPoint Presentation re: Student Services
IVC8.6 Board Meeting Minutes-04.20.16 re: ASG
IVC8.7 Board Meeting Minutes-11.16.16 re: Assessment Initiative Update
IVC8.8 Board Meeting Minutes-04.19.17 re: Athletic Recognition, ASG & Student Life
IVC8.9 Monthly Report to the Board from Student Services-Nov. 2015, Aug. 2016 & April 2017
IVC8.10 Board Meeting Minutes-01.18.17 and PowerPoint Presentation
IVC8.11 Board Meeting Minutes-06.17.15 and PowerPoint Presentation
IVC8.12 Board Meeting Minutes-05.17.17 and PowerPoint Presentation
IVC8.13 Certificate of Board Minutes-02.17.17, 02.15.17, 04.19.17, 12.17.14 & 01.20.16
IVC8.14 Screen shot of BCC website regarding posting of District plans

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

As per Board policies 2010 and 2110, the BCCD Board of Trustees consists of five members elected at large to four-year staggered terms commencing with the December board meeting. Elections take place every two years during even numbered years. The staggering of terms allows for continuity among Board members by ensuring roughly one half of the trustees will be selected at each election (IVC9.1 and IVC9.2).

Board Policy 2740 states that the Board is committed to its ongoing development as a board and to trustee education programs that include new trustee orientation (IVC9.3). To accomplish this goal, the board engages in study sessions and supports conference attendance.

The Board of Trustees participates in annual retreats as a planning and training opportunity. The annual retreats include topics such as team building, characteristics of an effective trustee or board, effective board/CEO relationships, the Board's role in accreditation, annual goal setting, and the annual Board self-evaluation. The retreats are facilitated by an outside expert (IVC9.4, IVC9.5 and IVC9.6).

The Board of Trustees also participates in ongoing training and development by attending various state and national conferences. The trustees are provided an annual conference schedule at which time the members identify the particular conferences they are interested in attending on behalf of the district (IVC9.7).

Newly elected Trustees attend the Effective Trustee Workshop conducted by the Community College League of California (CCLC) and receive training in areas such as the Brown Act, roles and responsibilities, effective trusteeship, the Board's role in fiscal policy, and the board/CEO partnership (IVC9.8).

Analysis and Evaluation

The Barstow Community College Board of Trustees has policy in place regarding continuity in membership. The Board also participates in annual workshops and trainings for board development. Newly elected trustees attend state-wide training regarding effective trusteeship.

Evidence

IVC9.1 BP 2010 Board Membership
IVC9.2 BP 2100 Board Election
IVC9.3 BP 2740 Board Education
IVC9.4 Board Meeting Minutes-09.17.16
IVC9.5 Board Meeting Minutes-09.29.15
IVC9.6 Board Meeting Minutes-07.22.14
IVC9.7 Conference Schedule Information 2014-15, 2015-16, 2017-18
IVC9.8 CCLC Effective Trustee Workshop Information

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy 2745 discusses the process for Board evaluation and expresses the Board's commitment to assessing its own performance as a Board (IVC10.1). The Board evaluation takes place during the annual Board Planning Retreat. Prior to the annual Planning Retreat, members complete the evaluation on an individual basis. The results are tallied and then discussed as a group during the retreat (IVC10.2).

The Board met on June 17, 2015 to set the date and plan the agenda for the 2015 annual retreat (IVC10.3). The annual retreat took place on September 29, 2015, and in addition to the self-evaluation and annual goals, topics covered at the retreat also included team building, communication, and CEO/Board support (IVC10.4). As a result of the evaluation, which identified communication as a key component to an effective CEO/Board relationship, the Board reviewed the communications protocol developed at the 2013 retreat and reaffirmed approval at the November 18, 2015 Board Meeting (IVC10.5).

At the September 17, 2016, retreat, the Board agreed on a new assessment tool based on the evaluation of its progress on the 2015-2016 Board goals and the Board/CEO relationship (IVC10.6). Board members rated on a scale of 1-5 how well they believed themselves to have met or made progress on each goal. The goals were aligned with the district's Strategic Priorities and tasks and actions were identified for each goal (IVC10.7).

The self-evaluation results are discussed during the Board Planning retreat, which is an open meeting, and a summary is posted in BoardDocs (IVC10.8).

Analysis and Evaluation

The Barstow Community College District has Board policies that establish a process for board evaluation. The Board conducts an annual self-evaluations, discusses the results, and makes the results public. A new assessment tool was adopted in 2016 in order to enhance the utility and effectiveness of Board evaluations.

Evidence

IVC10.1 Board Policy, BP 2745 Board Self-Evaluation
IVC10.2 BOT Self-Evaluation Form
IVC10.3 Board Meeting Minutes-06.17.15
IVC10.4 Annual Retreat Study Session Outline Materials-09.29.15
IVC10.5 Board Meeting Minutes-11.18.15
IVC10.6 Board Meeting Minutes-09.17.16
IVC10.7 Board Self-Evaluation Discussion-09.17.16 & 09.23.17
IVC10.8 Screenshot of BoardDocs Library page – Board Evaluation Results

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of

the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Eligibility Requirement 7 – Governing Board: The Institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution's mission is achieved. The Board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

Evidence of Meeting the Standard

Board Policy 2715, "Code of Ethics/Standards of Practice," outlines the high standards of ethical conduct expected of Board members. BP 2715 also explains in detail the process to investigate any charge or complaint of trustee misconduct. Minor violations may result in mentoring or coaching to prevent future violations. More serious or repetitive violations may result in Board approval of a censure resolution against the trustee. The Board will seek the advice of legal counsel for significant violations that constitute a possible violation of law. Acts determined to be a violation of law will be referred to the District Attorney or the State's Attorney General as provided by law (IVC11.1). In 2017 the Board experienced allegations of conflict of interest, but an investigation revealed no evidence of wrong-doing (IVC11.2).

Board members receive training in areas such as ethics and the Brown Act while attending Community College League of California conferences (IVC11.3 and IVC11.4). Also, topics such as trust, public interest, board roles, accreditation, budget, and code of ethics are discussed during the annual Board retreat held locally (IVC11.5).

Board Policy/Administrative Procedure 2710 prohibits Board members from having any financial interests with the district, and Administrative Procedure 2712, "Conflict of Interest Code," requires Board Members to disclose annually any financial interests (IVC11.6, IVC11.7, IVC11.8, IVC11.9).

Analysis and Evaluation

Barstow Community College has Board policies in place to ensure that all Board members maintain high standards of ethical conduct and disclose any possible conflicts of interest in business conducted by the Board, including financial interest. These policies include processes for

addressing possible conflicts or violations and various levels. However, the Board has experienced no conflicts or violations of this policy.

Evidence

IVC11.1 BP 2715 Code of Ethics / Standards of Practice
IVC11.2 Board Meeting Minutes-06.21.17
IVC11.3 CCLC Effective Trustee Workshop Schedule and Registration
IVC11.4 CCLC Annual Convention Schedule and Trustee Registration
IVC11.5 Board Retreat Agenda-09.17.16 and 09.29.15
IVC11.6 BP 2710 Conflict of Interest
IVC11.7 AP 2710 Conflict of Interest
IVC11.8 Form 700 – 2015
IVC11.9 Form 700 - 2016

IV.C. 12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Board Policy 2200 states that the Board is committed to fulfilling its responsibilities to delegate power and authority to the chief executive to effectively lead the district (IVC12.1). Board Policy 2430 confirms the Board's delegation of executive responsibility for administering and executing Board Policies to the district superintendent/president. The superintendent/president is responsible to the Board for the execution of the powers and duties even in the event she has chosen to delegate responsibilities to others (IVC12.2).

Per Board Policy 2435, the superintendent/president is held accountable through an annual evaluation process developed in mutual agreement with the Board (IVC12.3). At the September 17, 2016 annual Board Planning Retreat, the Board and CEO discussed the process and timeline for conducting evaluations, and they mutually agreed to use the same evaluation instrument for evaluation of the CEO as for the trustees (IVC12.4).

Beginning in 2015, the Board and CEO participated in discussions at the annual retreat to strengthen trust, communication, trustee roles, CEO authority, and the Board/CEO relationship. Both parties discussed their perceptions and concerns and identified a plan for improvement in moving forward. The Board members developed and approved communication protocols on November 18, 2015, where they confirmed their commitment to open and ongoing communication between the superintendent/president and trustees (IVC12.5). The 2016-2017 Board Goals also state that the Board will maintain and strengthen a sense of team, including positive and supportive communication between trustees and the CEO, in order to ensure Board effectiveness and a strong Board/CEO partnership (IVC12.6).

Analysis and Evaluation

The Board has established policy acknowledging its delegation of authority to the superintendent/president and holds the CEO accountable through annual evaluation.

Evidence

IVC12.1 Board Policy, BP 2200 Board Duties and Responsibilities
IVC12.2 Board Policy, BP 2430 Delegation of Authority to District President
IVC12.3 Board Policy, BP 2435 Evaluation of District President
IVC12.4 Board Meeting Minutes-09.17.16
IVC12.5 Board Meeting Minutes-11.18.15
IVC12.6 Board Goals, 2016-17

IV.C.13 The Governing Board is informed about the Eligibility Requirements, the Accreditation Standards, Commission Policies, accreditation processes and the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The BCC Board fully complies with Board Policy 3200 on accreditation by receiving written monthly accreditation updates from the superintendent/president (IVC13.1 and IVC13.2). Furthermore, the accreditation liaison officer regularly briefs the Board on accreditation issues at monthly board meetings (IVC13.3).

To ensure BCC was properly acquainted with the new accreditation standards, the superintendent/president and other staff participated in a regional training session (IVC13.4). The superintendent/president also voluntarily chaired an accreditation team visit to a sister college and actively shared the knowledge she gained with the Board and college personnel (IVC13.5).

During its annual retreat in September 2016, the Board members reviewed the ACCJC Eligibility Requirements, the Accreditation Standards, commission policies, and accreditation processes. The Board also publicly assessed its own performance and examined the progress made on its previous year's goals (IVC13.6). The Board Vice President is a working member of the team charged with writing a draft of accreditation standard IV.C (IVC13.7).

The Institutional Self-Assessment Report will be forwarded to the Board for a first and second read in November and December, 2017, prior to it being forwarded to the commission.

Analysis and Evaluation

Barstow Community College Board Members are aware of accreditation requirements and take an active role in review and approval of ACCJC reports.

Evidence

IVC13.1 Board Policy, BP 3200 Accreditation
IVC13.2 Written Board Report-August 2017
IVC13.3 Board Meeting Minutes-03.15.17 and 05.17.17
IVC13.4 ACCJC Training Workshop, April 4-6, 2017
IVC13.5 Evaluation Team Roster-September 2016
IVC13.6 Board Meeting Minutes-09.17.16
IVC13.7 Agenda/Sign-In-Sheet, Accreditation IV.C Committee-01.19.17 & 02.01.17

Standard IV.C Plans for Future Action

The college has determined no necessary plans for future action regarding Standard IV.C at this time.

DISTANCE EDUCATION SUPPLEMENT

Barstow Community College
Distance Education Supplement

Introduction

Barstow Community College recognizes the increasing role that distance education plays in postsecondary education. The college has designed this Distance Education (DE) Supplement to highlight the efforts that have been made in meeting the standards and eligibility requirements regardless of instructional modality. In this supplement, each standard is separately addressed and relevant references to the eligibility requirements are also noted. The sections of the Distance Education Supplement follow the same structure as the institutional self-evaluation report, identifying the Evidence of Meeting the Standard and Analysis and Evaluation sections.

Distance Education at Barstow Community College

The Barstow Community College distance education program was first conceived as an activity under a Title III grant. Training for the first seven online courses began in the Fall of 1996, and the courses were first offered in Spring 1997. By the Fall 2001 Semester, the college had determined the best format for online courses was a nine week session, and a full-time webmaster was assigned to the Instructional Technology Center. With the advent of this new timeframe and with dedicated assistance, the online course program immediately grew from 42 sections in Spring 2001 to 82 sections in Fall 2001. In Spring 2003, a second classified position, web services technician, was added to the Instructional Technology Center.

By the 2007-2008 academic year, the college was carefully scheduling classes to ensure the online program did not exceed fifty percent of total enrollment. A third classified position, web services specialist, was added during this timeframe. In 2011, a stipend-based Faculty DE coordinator position was created. In the Fall of 2016, an additional position related to distance education was added when a Dean of Distance Education and Learning Support Services was hired.

In comparison to other colleges of comparable size, the BCC's distance education program is large and continues to grow. The five-year average (2011-2016) for annual face-to-face and online enrollments are almost identical. During this period, face-to-face enrollment came in at 50.1% and online enrollment at 49.9%. Although face-to-face enrollment was higher than online enrollment in 2011-12, overall face-to-face enrollment has seen a decline of 17.8% during the full five-year period. Online enrollments during the same five year period saw a smaller 1.8% increase in enrollments (DE.01).

As in many other colleges with distance education programs, BCC noted significant differences in the success rates of students in online versus face-to-face courses. During the period from 2014 through 2017, the average online success rate was 66.05% while the face-to-face success rate was 78.8%, and the average overall success rate was 72.4% (DE.02). With such a large distance education program that continues to grow and with the recognition of a significant difference between online and face-to-face success rates, the college has made a commitment to work even harder to make improvements in its distance education program.

In 2013, the California Community Colleges Chancellor's Office issued a call to all community colleges to participate in the Online Education Initiative (OEI). As stated on its website, the Online Education Initiative "represents a comprehensive and collaborative program that leverages best practices and technology to significantly increase the opportunity for higher education degree attainment in California." OEI demonstrates the collaborative effort among California community colleges to increase both student access and success in high-quality online courses. The OEI Consortium is tasked to provide guidance and recommendations to OEI with a focus on the development of the OEI Course Exchange. The Course Exchange program will further increase student access to education by providing a system where a student at one college can seamlessly cross-enroll in a course at another participating college.

To improve its distance education program and gain access to resources, BCC sought to participate in OEI. In 2015, the OEI Consortium, composed of representatives of 24 pilot colleges, was launched, and Barstow Community College was selected for the pilot. In May 2016, with full support of faculty and the Academic Senate, BCC formally adopted Canvas as its learning management system (DE.03 and DE.04). Also, in July 2016, the BCC Board of Trustees approved the recommendation of the BCC Superintendent/President to hire a Dean of Distance Education and Learning Support Services to oversee and support online instructional programs and support services, including online and hybrid (DE.05). The new dean's responsibilities include serving as the college's primary distance education contact and the management of the college's participation in the Online Education Initiative (DE.06).

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I.A: Mission

Evidence of Meeting the Standard

As described in Standard I.A in the self-evaluation, Barstow Community College revised its mission statement in 2017 to reflect the following (DE.07):

> Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.

BCC encompasses a vast service area, stretching from the Nevada border on the east to Kern County to the west and from Inyo county in the north to the San Bernardino Mountain range in the south. It is the third largest community college service area in California. Some of the communities that BCCD serves include Barstow, Lenwood, Newberry Springs, Daggett, Yermo, Hinkley, Ludlow, and Baker. The institution also maintains a satellite learning center at the U.S. Army National Training Center in Fort Irwin, California, which serves military personnel and their families. The college's distance education program ensures that students in such a vast and diverse area have access to higher education through fully online and hybrid learning.

BCC maintains a specific focus on its geographical boundaries and has not marketed its offerings beyond district boundaries. In 2015-16, BCC service area students made up the largest group of online students at 37.2%. Students in the Victory Valley College service area made up the second highest group of online students with 34.5% of enrollments.

The Office of Institutional Research provides analyses of the college's distance education program. Examples include the following:

- Annual Enrollments: Face-to-face vs Online (DE.01)
- Face-to-face/Online Enrollment by Residence (DE.01)
- Retention and success rates for online students 2014-17 (DE.02)
- DI Analysis (DE.18)

The Distance Education Committee reviews the information and data provided and engages in dialog about improvement to ensure that the distance education program remains aligned with the college mission (DE.09, DE.10, DE.11, DE.12, DE.13). Although hybrid learning is included as part of the college's distance education program, a review of its practices will not be included in this supplement since, according to ACCJC, hybrid learning is not included in the definition of distance education.

Analysis and Evaluation

Barstow Community College meets the distance education component of the standard. Since its inception, the mission of BCC has centered on providing quality education to the community. The college's mission accurately describes the role of distance education in meeting the college's educational purposes, its intended student population, types of degrees and certificates offered, and its commitment to student learning and achievement (I.A.1). Data is used to assess and evaluate the current and emerging role of distance education in the college mission (I.A.2). The programs and support services particular to distance education in both instructional pedagogy and methodology as well as the learning support services are aligned with the mission (I.A.3). The governing board has approved the institutional mission including the role of distance education. Thus, when the mission is reviewed for currency and relevance, distance education is considered (DE.07). BCC articulates its mission in a widely-published statement as approved by the governing board. The mission is posted on the college website, included in the college catalog, printed in publications and brochures, and displayed on posters throughout campus buildings (I.A.4).

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

Evidence of Meeting Standard

The Distance Education (DE) Committee, in conjunction with the Curriculum Committee and the Academic Senate, is responsible for leading the college's dialog regarding equity, quality, effectiveness, and achievement. The DE Committee consists of faculty, classified, and administrative representation dedicated to the support and improvement of distance learning at the college. The role of this committee has evolved over time. Members are actively engaged in developing recommendations and procedures affecting distance education.

BCC has demonstrated a commitment to supporting and improving the college's distance education program. This commitment is evidenced by the recent hiring of a Dean of Distance Education and Learning Support Services who oversees and supports online instruction and support services (I.B.1).

Assuring Quality

The discussion regarding student learning outcomes (SLOs) begins with the curriculum committee. All courses and programs, regardless of modality, are required to include learning outcomes. Through the curriculum approval process, the Curriculum Committee and the Technical Review Committee, both subcommittees of the Academic Senate, and the Service and Learning Outcomes Committee (SLOAC) provide oversight of academic quality. The Curriculum Committee requires that faculty initiate a separate approval for distance education through an addendum to the original course outline of record. This addendum requires the faculty to explain how the course content and course objectives in the online course will be equivalent to the traditional course delivery. The addendum also requires faculty to describe how the student learning outcomes in the online course will be assessed equivalently to the traditional course. Additionally, the addendum requires faculty to describe how the methods of evaluation in the online course will be equivalent to those in the traditional course. Finally, the addendum requires faculty to describe how regular effective contact will be met in the online course and to give specific examples of how "effective contact between faculty and students" requirements stipulated in Title 5 Section 55376 will be met (DE.08) (I.B.2).

Emphasis on academic quality with regard to distance learning has been a focus of the college for a decade. The Distance Education Committee has provided leadership and ongoing dialogue on topics such as effective contact, student success and retention, the distance learning success gap, and adoption of a new learning management system. In August of 2016, a new Dean of Distance Education and Learning Support Services was hired to further support the dialog, provide guidance, and enhance the academic quality and support services of the Distance Education Program (DE.09, DE.10, DE.11, DE.12, DE.13).

In 2013, the college shifted from a home-grown course management system to Moodle. In May of 2016, with the recommendation of the Distance Education Committee, the Academic Senate approved adoption of Canvas. With the adoption of a new learning management system, training and support became a priority. As a pilot college and member of the OEI Consortium, BCC took full advantage of the faculty training resources provided by OEI through @ONE. Faculty members teaching online courses completed Canvas training provided by @ONE. To ensure that all faculty teaching online courses received training, BCC also provided Canvas training based on the training provided by @ONE (DE.14, DE.15).

Each year, as part of the ACCJC Annual Report, BCC establishes Institution-Set Standards for student achievement regardless of modality. Institution-Set Standards are posted to the BCC website as part of the ACCJC Annual Reports and are included in the college's annual Fact Book (DE.01). The Student Success and Equity Committee, through review of the disproportionate impact study, highlighted the significance of DE to the overall success of students but, in particular, the importance of improving online education and support services for the success of students of

disproportionately impacted groups. Campus dialog on distance learning, including the significant numbers of students at BCC enrolled in online courses, led the campus to hire a new Dean of Distance Education and Learning Support Services. The new dean has been important in focusing campus efforts in distance education and demonstrating institutional commitment to online student learning support and achievement (DE.16) (I.B.3, I.B.4).

Program Review and Evaluation of Goals and Objectives

Under the new equity guidelines from the state, the college did a disproportionate impact study (DE.17). This analysis allowed the college to identify equity gaps with regard to student achievement. In addition to the required groups for the equity report, the college chose to review course completion by disaggregating this area by traditional and online modality. As noted earlier, the review of this information led the college to create a new position and hire a Dean of Distance Education and Learning Support Services. In order to evaluate and assess improvement, the college completed a new disproportionate impact analysis in 2017. Further, the college also disaggregated student achievement data by modality (face-to-face and online) for review (DE.18).

Administrative Procedure 4105 requires that "each course proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education." Further, the review and approval of new and existing distance education courses follow the same curriculum approval procedures as all other courses (DE.19) (I.B.7).

The representative nature of the Distance Education Committee ensures that the recommendations and discussions are broadly communicated. Minutes of each meeting are distributed to all members and are also digitally stored where they are easily available and shared. Additionally, the DE Committee Chair makes reports to the Academic Senate for further discussion, and the Dean of Distance Education and Learning Support Services, who supervises the DE program, also visits the Academic Senate where he can clarify any discussion that faculty may be having regarding distance education. In addition, the dean is an advisory member of the Curriculum Committee (DE.20 and DE.21) (I.B.8).

Analysis and Evaluation

Collegial dialogue about student outcomes, equity, quality, and continuous improvement of student learning and achievement for distance education students takes place as part of the systematic assessment and evaluation processes at the college (I.B.1). The identification and assessment of student learning outcomes are accomplished through regularly scheduled program reviews (I.B.2). Assessment data is used to improve institutional effectiveness through integrated processes that support student learning and success (I.B.4). Distance education programs and courses are included in program review and form the basis for resource allocation decisions (I.B.5). Distance education learning outcomes are examined and included in the feedback loop.

Standard I.C: Institutional Integrity

Evidence of Meeting Standard

Barstow Community College relies primarily on web-based content to inform students, prospective students, college personnel, the public, and other organizations regarding its mission, learning outcomes, educational programs, student support services, and accreditation status. The website is an effective way to communicate throughout the 9,157 square mile district and provide information to distance learning students. Students can readily identify online and hybrid offerings from the schedule of classes that is published on the college website (DE.22) (I.C.1, I.C.2).

The college's responses to Standards I.C.3 through I.C.13 with respect to distance education are the same as face-to-face courses and, thus, are not discussed here.

Analysis and Evaluation

The college meets the distance education component of this standard. Information about distance education courses and programs is made available to students in catalogs readily accessible on the college's website. Various methods for measuring student learning and achievement are used. This data is made public through the BCC Fact Book, which is updated annually and posted on the college's website (DE.01) (I.C.1, I.C.2, I.C.3).

Standard II: Instructional Programs, Library and Learning Support Services, and Student Support Services

Standard II.A: Instructional Programs

Evidence of Meeting Standard

All of the courses and programs of study offered in distance learning are connected to fields of study approved and offered at the college. Online courses are considered the same as their face-to-face counterparts in content and expectations; only the mode of delivery is different. Online courses meet the standards of same rigor, approval processes, and reviews as all other programming (II.A.1). The college requires all online courses to be proposed via a form called the Barstow Community College Distance Education Form (DE.08). The form clearly outlines the expectations of an online course and specifically states the following:

A. All approved courses offered as distance education shall include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study session, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail or other activities.

B. All distance education courses shall be delivered consistent with guidelines issued by the Chancellor pursuant to Section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to Title 5, Section 53200.

New course offerings or updates are submitted in CurricUNET's workflow system and are reviewed by committee members with technical expertise, the articulation officer, the divisional dean, the Curriculum Committee Chair, the Vice President of Academic Affairs, and the curriculum specialist. Courses proposed as distance education offerings undergo additional scrutiny via the Distance Education Proposal Form, ensuring that the distance learning modality is appropriate and that regular effective contact with students is evident in the proposed course.

The college has adopted the OEI's Course Design Rubric. This rubric provides online faculty and instructional designers a consistent guideline and best practice for designing online courses in Canvas (DE.12). Additionally, with the recent adoption of Canvas as the college LMS, online faculty must provide evidence of training in Canvas or complete the college's "Introduction to Teaching with Canvas" training course. In this training course, faculty are introduced to the Canvas platform and learn how to use the various communication tools available to effectively engage their students (DE.15) (II.A.2).

All students receive a copy of the syllabus for each course in which they enroll. For an online course, students have access to the syllabus in Canvas, which can also easily be printed. All syllabi are collected and reviewed by the Academic Affairs Office in a review cycle, and also during the instructor evaluations (DE.23).

The college's responses to Standards II.A.4, II.A.5, and II.A.6 for distance education are the same as noted for face-to-face instruction and, thus, not discussed here.

The district's large geographic area (9200 square miles) and lack of public transportation can make it difficult for some students to attend class. The distance education program provides these students the access, flexibility, and convenience to pursue their educational goals. The college delivers more than 150 online course sections per semester, and all general education courses can be completed online (DE.22). The Distance Education Committee meets regularly to discuss appropriate methodologies to improve student learning online. As noted earlier, the college has adopted OEI's Course Design Rubric to provide faculty and instructional designers a consistent guideline and best practice for designing online courses. Discussions regarding the course design rubric have been ongoing in the Distance Education Committee, culminating in the committee's unanimous decision to recommend to the Academic Senate the adoption of OEI's Course Design Rubric (DE.03, DE.12, DE.24). Also, with the recent adoption of Canvas, faculty are beginning to experiment with new ways to deliver material and provide feedback. For example, Canvas has a feature that enables faculty to audio or video record instructional content and feedback that their students can hear or see. This additional method of delivering instructional material could improve the learning environment for online and hybrid courses (II.A.7).

The college's responses to Standards II.A.8 through II.A.15 for distance education are the same as noted for face-to-face instruction and, thus, not discussed here.

The quality and currency of new courses and programs is reviewed through the Curriculum Committee. All proposals undergo a rigorous approval process and distance education courses go through an additional step in the review process via the Distance Education Proposal Form. In this form, faculty explain in detail how regular effective contact will be met, as well as how the content will be presented effectively to students through technical and pedagogical standards expected by the college. Additionally, instructional designers assist faculty in creating their online courses using the OEI Course Design Rubric adopted by the college. This rubric provides guidelines and best practices in online course design with respect to content presentation, interaction, assessment, and accessibility (DE.25). Furthermore, the college is aggressively pursuing the main objective of OEI, which is the implementation of the Course Exchange (DE.26). For online courses to be approved to be in the Course Exchange, they must go through an extensive review process to ensure that these online courses meet all the criteria in the OEI Course Design Rubric (DE.27). In Fall 2017, the college's first online course was deemed to be Course Exchange ready, and two more online courses are currently going through the review process and pending approval (II.A.16).

Analysis and Evaluation

The college's distance education programs are conducted at levels of quality and rigor appropriate for higher education and are on par with the face-to-face and other learning modalities (II.A.1, II.A.2, II.A.3, and II.A.4). The institution assesses its educational quality through methods accepted in higher education and makes the results of its distance education programs available to the public as part of its regular reports and plans (II.A.5, II.A.6, and II.A.7). The college uses the results to improve student learning, achievement, educational quality, and institutional effectiveness (II.A.8, II.A.9, and II.A.10). All programs are mapped from course to program to institutional learning outcomes (II.A.11). Degree programs have a substantial component in general education, and many general education courses are available online, making achieving a degree more accessible to the student body at BCC (II.A.12). Online courses are major component of degrees, and these courses are evaluated for student learning and achievement (II.A.13). Career technical education courses are also offered in the online learning environment, which maximizes access and success for licensure passage and employment (II.A.14). The college regularly evaluates and improves the quality and currency of distance education programs and courses.

Standard II.B: Library and Learning Support Services

Evidence of Meeting Standard

As noted in the Quality Focus Essay, the college has an obligation to provide effective and sufficient learning support to all students. With approximately 50% of the college's enrollment participating in online education, attention to learning support for distance learning students is critical.

Barstow Community College is committed to enhancing student learning support services for online students. This institutional commitment is demonstrated by the college's hiring in August 2016 of a Dean of Distance Education and Learning Support Services who oversees online instructional programs and student learning support services. Currently, the library, learning

resources center, and Distance Education Office work in tandem to assure that students enrolled in online courses receive comparable services to those for students who are taking face-to-face courses.

Library

BCC provides library resources and services to both traditional and distance education students. Materials are selected by the faculty librarian with instructional faculty input. All students, on campus and distance education students alike, as well as faculty and administration are served.

Currently, the BCC Library has 16 computers available to students on a first come, first served basis, and Wi-Fi access is available throughout the library. Computer access on campus is especially important for students taking online or hybrid courses who may not have computers at home. The BCC librarian is Canvas-certified in order to provide service to distance learners and faculty (DE.28).

Library materials and services are available remotely via electronic databases and e-books. Reference questions can be answered via email or phone. With the recent adoption of Canvas, the library is experimenting in the use of this learning management system to deliver library services and resources to all students, no matter where they may be. In the Fall 2017 semester, the library developed and began piloting a library Canvas shell. This shell allows students to remotely access the various services and resources that the library offers. This service is ideal for online students who may have difficulty coming to campus. By using the various communication tools in Canvas, the librarian and any of the library staff can remotely assist students via discussion, chat, and even video conferencing (DE.29) (II.B.1, II.B.2).

Tutoring Services

As the college prepares to begin dialog and discussions on improving tutoring services, the Tutorial Center continues to serve students. As noted on the college website, the Tutorial Center provides the following specific services for online students (DE.30):

- Free Tutorial Services for nearly all classes offered at BCC
- "Live" tutoring online for Math and English classes
- Online navigation tutoring to help you with the nuts & bolts of taking online class
- An online Tutorial Discussion Board
- Help links for immediate assistance with Math and English

As noted earlier, BCC is a member and pilot college of the Online Education Initiative. OEI has partnered with Link-Systems International (LSI) to "offer tutoring resources that augment local college tutoring services" (DE.31). In Fall 2015, BCC began experimenting with an online tutoring service by LSI called NetTutor. Through the availability of LSI's NetTutor, students at BCC are provided access to "online, on-demand services to meet with live online tutors, submit questions, and review essays." To ensure easier access for online students to NetTutor, BCC enabled the NetTutor LTI to be integrated into Canvas. Additionally, a Tutorial Center Canvas shell was developed as a means to further augment tutorial services, including access to NetTutor. With a

Tutorial Center Canvas shell that can be accessed remotely, online students who do not ordinarily come on campus can be served. As more and more online courses were migrated from Moodle to Canvas and a Tutorial Center Canvas shell was provided to students, the use of NetTutor by students increased significantly (DE.32). Additional tutorial services include access to NROC, the Kahn Academy, and other tutoring online help (II.B.1, II.B.2).

Computer Commons

The Computer Commons is located in the Learning Resource Center and houses 73 computers, a printer, and adaptive workstations available to students and faculty. This multi-purpose computer lab also serves as a campus proctoring center. A large majority of the proctored exams are proctored finals for online courses. The hours of operation in the Computer Commons are extended during finals to provide evening, working, and online students with access to computers and proctoring (DE.33).

Assessment services are also provided in the Computer Commons. Distance education students who need to take assessment at an alternate location due to their distance from campus can request an alternate proctor or make use of ProctorU, a remote proctoring service approved by BCC (DE.34 and DE.35).

In order to support students, the Computer Commons staff are encouraged to use the Professional Learning Network to improve their knowledge, skills and abilities. In April 2017, a campus training was provided for staff on disability sensitivity, Kurzweil, Canvas, ProctorU, and Microsoft Office 365 (DE.36). Additional Canvas training is also being provided to the staff to better assist students and faculty with the LMS (DE.37).

Distance Education

As noted earlier, BCC sought participation in and has proactively engaged in the Online Education Initiative as a pilot college. For a small rural college that engages nearly half of its students in an online format, OEI is an important project. In recognition and support of distance education, a Dean of Distance Education was added to lead DE efforts in the fall of 2016 (DE.05 and DE.06). The new dean is supported by the Instructional Technology Center staff, composed of three instructional designers who also assist faculty and students.

The college's first engagement with the initiative began by piloting the NetTutor product and an online student readiness product called Quest for Online Success. Following the college's participation with NetTutor and Quest for Online Success, the institution approved the adoption of the Canvas LMS in May 2016 (DE.03 and DE.04). The institution is currently transitioning from Moodle to Canvas. Campus planning and dialog on the implementation of other OEI service components continues. The products/services being discussed or being piloted include Quest for Online Success, VeriCite, Cranium Café, Starfish, CCC ConferZoom, WWWhiteboard, and Tutoring Network (DE.38, DE.12, DE.39, and DE.40). Additionally, various student support and student services areas all across the campus are working with the Distance Education Office to develop their own Canvas services shell to enhance the delivery of their services to all students. All students have or will have access to these services shells on their Canvas Dashboards or via

the Canvas Help button (DE.41). To date, the following Canvas service shells have been developed or are being developed:

- Tutorial Center
- Special Programs and Services
- Transfer and Career Planning
- Library
- Counseling and Advising

As BCC has pushed forward on the implementation of online services in conjunction with the OEI product development, it has run into some infrastructure issues to overcome. The college continues to support and address the needs of DE (II.B.1, II.B.2).

The college's responses to Standards II.B.3 and II.B.4 are the same for distance education as noted in the face-to-face instruction and, thus, not discussed here.

Analysis and Evaluation

The college supports student learning and achievement in the online environment by providing to students library and other learning support services that offer access to the curriculum and support course and program success. These services are sufficient in quantity, currency, depth, and variety to support educational programs for distance education through the use of online tutoring and access to learning support services via Canvas service shells.

Standard II.C: Student Support Services

Evidence of Meeting the Standard

All students, including those enrolled in distance education, can access the majority of needed services online. For example, the college provides an online New Student Orientation (COMEVO) that can be accessed through the college website (IIC3.4). Additional support services and programs in student services have taken advantage of the multiple course modules that are available with COMEVO to support their online students. The college supports ten online accessible modules including EOPS/CARE online orientation, Academic Standing and Satisfactory Academic Progress workshops, and Student Worker Orientation (IIC3.3). Textbooks for all classes can be ordered online through the college bookstore (IC6.2).

All student services departments provide online access to comprehensive program information, including a detailed description of services, hours, contact information, and, if applicable, important forms (IIC3.2). Students who are not able to physically visit campus can also get step-by-step assistance by utilizing online tutorials that will assist them with common questions such as help accessing account information and obtaining information on registration and common financial aid issues (IIC3.1) (IIC3.2). The college provides an online student assistance area that is accessed directly from the website homepage (DE.42). This webpage has a link to the online course area, tutorials about becoming an online student and navigating the online portal, access to

core services such as orientation, admissions, assessment, registration information, and FAQs for online students.

The college is committed to continuing the expansion of online support services. As noted earlier, the Distance Education Office is working with student services departments to experiment with Canvas to enhance online access to student services (DE.41). Plans are also underway to implement Starfish software, which will better connect students to counseling, including degree audit, and other student success services. College discussions continue on various OEI-recommended products and services such as Cranium Café, WorldWideWhiteboard, and CCC ConferZoom (II.C.1).

The college's responses to Standards II.C.2 through II.C.3 are the same for distance education as noted for face-to-face instruction and, thus, not discussed here.

Online counseling is available for any student via phone call or email. All students can complete an online inquiry to counselors or advisors at any time. Students can use the "Contact a Counselor" link on the Counseling website (IIC5.8) to complete the Counselor Intake form (IIC5.9). More intrusive programming and practices are in place to address the counseling needs of at-risk students within these special programs. For example, the counseling department and Special Programs and Services offer online and in-person probation workshops aimed at providing students with valuable information necessary for college success (IIC5.12). The counseling department is planning to use Canvas to enhance online student access to services (DE.41).

The college's responses to Standards II.C.6 through II.C.8 are the same for distance education as noted for face-to-face instruction and, thus, not discussed here.

Analysis and Evaluation

Learning support for online students is an area of focus in the college's Quality Focus Essay. Support for this area was added in 2016 when the Dean of Distance Education and Learning Support Services was added. Counseling, assessment, and other services are offered to students through the college's website, and experimentation is underway to enhance access to these services via Canvas (II.C.2, II.C.3, II.C.4, and II.C.5).

Standard III: Resources

Standard III.A: Human Resources

Evidence of Meeting Standard

In order to teach in the distance education program, faculty must meet training standards outlined by the college and the Distance Education Committee.

In 2013, when the college adopted Moodle as its learning management system, all faculty teaching online courses were required to have completed a Moodle training course provided by the college's Instructional Technology Center. In 2016, when the Distance Education Committee recommended

the adoption of Canvas as the official learning management system, the DE Committee also recommended that all faculty teaching in the new LMS would be required to receive Canvas training or provide evidence of Canvas experience. In Spring 2016, some staff in the Instructional Technology Center, as well as faculty members, took Canvas training through @ONE For Training, an OEI partner (DE.03, DE.43, and DE.44). Recognizing the need for more faculty training in Canvas, the college developed an online Canvas training course based on the @ONE Canvas training course, "Introduction to Teaching with Canvas" (DE.15). To date, three sessions of "Introduction to Teaching with Canvas" have been provided to faculty—one in Spring 2017 (22 faculty completed), another in Summer 2017 (18), and one in Fall 2017 (11). With these three Canvas training sessions, 51 more faculty members were able to complete Canvas training for a combined overall total of 86 Canvas-trained faculty members (DE.14). The Dean of Distance Education and Learning Support Services continues to work closely with the Distance Education staff and Distance Education Committee to develop and provide additional training for online instructors (III.A.1 and III.A.2).

The college's responses to Standards III.A.3 through III.A.15 are the same for distance education as noted in face-to-face instruction and, thus, are not discussed here.

Analysis and Evaluation

Faculty and support staff are selected based on their experience or distance education training. Faculty are provided with appropriate training (III.A.1 and III.A.2).

Standard III.B: Physical Resources

The college's response to Standard III.B is the same for distance education as noted for face-to-face instruction and, thus, not discussed here.

Standard III.C: Technology Resources

The college's Information Technology Center and the Distance Education office work collaboratively to ensure that students and faculty are well-served. The Distance Education office works directly with Instructure, the college's Canvas vendor, to support the administrative infrastructure leading to reliable and effective learning management. Specifically, the Dean of Distance Education and Learning Support Services and the Instructional Technology Center staff work closely with the college's Information Technology Department to continuously improve the integration of Banner and Canvas. This integration is critically important in ensuring that the registration of students into their online courses, including add/drop activity, is conducted effectively and seamlessly. The Information Technology Department has implemented a single sign-on process that enables students and faculty to access their email, Office 365, and Canvas via a single sign-on portal (DE.45).

A Canvas shell is being currently developed to house the various resources available to online faculty. By providing this information in Canvas, the college will allow all faculty to access the resources whenever and wherever they are. This access is especially convenient for online faculty who are located a considerable distance from the college (III.C.1 and III.C.3).

The college's responses to Standard III.C.2, III.C.4, and III.C.5 are the same for distance education as noted for face-to-face instruction and, thus, are not discussed here.

Analysis and Evaluation

The college provides platforms and systems that offer the most fluid learning experience for online students (III.C.1 and III.C.2). Student information is kept secure and safe, and backup systems ensure that critical student data is protected and not subject to loss. Student confidential information is protected.

Standard III.D: Financial Resources

Evidence of Meeting Standard

With respect to planning and resource allocation, the Instructional Technology Center participates in the college's program review process to ensure that the needs of the program are incorporated into budget development and planning. With a newly hired Dean of Distance Education to oversee the Instructional Technology Center and distance learning in general, a more comprehensive review of the distance education program, including technology needs, will be conducted.

A major technology cost in distance education is the learning management system (LMS). In 2016, BCC adopted Canvas as its LMS and began transitioning from Moodle to Canvas. As a member of OEI Consortium and an OEI pilot college, the cost of Canvas is fully subsidized by OEI, and all indications are that OEI will continue to subsidize the cost of Canvas indefinitely. Additionally, OEI will continue to fully or partially subsidize technology related to enhancing online student support services and online faculty resources. The Dean of Distance Education will continue to work with the Information Technology Department to ensure that the technology infrastructure is sufficient to support the distance education program. The Dean of Distance Education is also a member of the college's Technology Committee (DE.46) (III.D.1).

The college's responses to Standards III.D.2 through III.D.16 are the same for distance education as noted for face-to-face instruction and, thus, not discussed here.

Analysis and Evaluation

Sufficient financial resources are purposed for the role of distance education at the college (III.D.1, III.D.2, and III.D.3). New allocations are linked to program review and prioritized based on the college's mission. The college's financial resources have provided a solid underpinning for the support and improvement of its online instructional programs and services. Additionally, through various grants and partnerships and in particular the college's participation in OEI, the college is expanding its capability to meet the program needs of the community and students (III.D.4 and III.D.5).

Standard IV: Leadership and Governance

Standard IV.A: Decision-Making Roles and Procedures

Evidence of Meeting the Standard

Distance Education at the college is governed by input from the Distance Education Committee, the Academic Senate, the Curriculum Committee, and the Instructional Technology Center under the supervision of the Dean of Distance Education and Learning Support Services. Each month the Distance Education Committee, with representation from faculty, staff, and administration, meets to discuss, decide, and implement programmatic improvements and continuously nurture an aspirational environment for learning (DE.10, DE.11, DE.13, DE.47, DE.48, DE.03, DE.38, DE.12, and DE.39) (IV.A.1 and IV.A.2).

The college's responses to Standards IV.A.3 through IV.A.7 are the same for distance education as noted for face-to-face instruction and, thus, are not discussed here.

The college's responses to Standards IV.B through IV.C are the same for distance education as noted for face-to-face instruction and, thus, are not discussed here.

Analysis and Evaluation

The role of distance education at the college is governed by a Distance Education Committee with membership from all constituent groups (IV.A.1 and IV.A.2). Distance education is a relevant topic in faculty, administrative, and classified dialog.

Evidence

DE.01 BCC Fact Book 2015-16
DE.02 Online Success and Retention Rates
DE.03 DE Committee Minutes 04-26-16
DE.04 Academic Senate Committee Minutes 05-10-16
DE.05 BCCD Board Minutes 07-20-16
DE.06 Dean of DE and LSS Job Description
DE.07 BCCD Board Minutes 02-15-17
DE.08 DE Proposal Form
DE.09 DE Committee Minutes 03-31-15
DE.10 DE Committee Minutes 05-19-15
DE.11 DE Committee Minutes 10-27-15
DE.12 DE Committee Minutes 02-28-17
DE.13 DE Committee Minutes 11-24-15
DE.14 Canvas Trained Faculty
DE.15 Intro to Canvas Course Guide
DE.16 Student Success and Equity Plan
DE.17 Student Success and Equity Plan
DE.18 Disproportionate Impact Analysis

DE.19 Administrative Procedure 4105
DE.20 Academic Senate Agenda 11-03-16
DE.21 Curriculum Committee Minutes 10-07-16
DE.22 Fall 2017 Schedule of Classes
DE.23 Syllabus Checklist
DE.24 DE Committee Agenda 1-30-17
DE.25 OEI Course Design Rubric
DE.26 OEI Course Exchange
DE.27 OEI Course Review Process
DE.28 Kyri Freeman Canvas Certificate
DE.29 Library Canvas Shell Screenshot
DE.30 Tutorial Services Webpage
DE.31 OEI Tutoring
DE.32 NetTutor Statistics
DE.33 Proctoring Statistics
DE.34 Proctoring Services Webpage
DE.35 Assessment Test Proctor Form for Remote Students
DE.36 Computer Commons Training Agenda April 2017
DE.37 Canvas Training Certificate Example
DE.38 DE Committee Minutes 10-25-16
DE.39 DE Committee Minutes 04-25-17
DE.40 VeriCite Presentation
DE.41 Student Services Canvas Shell Screenshots
DE.42 BCC Homepage
DE.43 @One Training
DE.44 @One Training Grade Report
DE.45 Single Sign-On Screenshot
DE.46 Technology Committee Webpage
DE.47 DE Committee Minutes 12-09-15
DE.48 DE Committee Minutes 03-29-16

QUALITY FOCUS ESSAY

Continuous quality improvement is a mark of institutional effectiveness. As an institution evaluates its programs and services in the continuous cycle of data analysis, planning, resource allocation, and evaluation, it examines its effectiveness in accomplishing its mission in the context of student learning and student achievement. During that examination, it identifies areas of needed change, development, institutionalization, and expansion. Within the accreditation focus on continuous quality improvement, the institution will identify two or three areas coming out of the institutional self-evaluation on which the institution has decided to act (action projects), and which will have significance in improving student learning and student achievement over a multi-year period. These will be described in a Quality Focus Essay (QFE). The Essay will have a 5,000 word limit and will discuss in detail approaches to improving student learning and student achievement, including responsible parties, timeline, and anticipated outcomes. The projects described in the QFE should be realistic and culminate in a set of observable and measurable outcomes. The Essay should be consistent in its factual basis and analysis with the other portions of the college's Self-Evaluation Report. It will provide the institution with multi-year, long-term directions for improvement of student learning and student achievement and demonstrate the institution's commitment to excellence. The areas identified in the Essay will become critical focal points for the institution's Midterm Report. Evaluation teams and the Commission will comment on the institution's QFE and may offer constructive advice or assistance.

Barstow Community College Quality Focus Essay

Development of the Quality Focus Essay

Barstow Community College developed its Quality Focus Essay for the current accreditation cycle over the course of several months. The first step in this development was identification of specific areas on which to focus. Once these areas were finalized, specific strategies, details, and timelines were determined by workgroups formed by the Accreditation Steering Committee.

Work on the BCC Institutional Self-Evaluation Report began in Spring 2017 under the guidance of an Accreditation Steering Committee composed of representatives from administration, faculty, and staff. However, the development of both the ISER and the QFE was inhibited by changes in administrative leadership: the initial Steering Committee Co-Chair, who was also the Vice President of Academic Affairs, left the college in spring 2017. An interim vice president assumed the leadership of the college's accreditation efforts through the summer months, with a new permanent Vice President of Academic Affairs coming on board in late August. Thus, the Steering Committee was faced with two changes of its administrative co-chair within a matter if six months. In addition, a new superintendent/president joined the college in summer 2017, and two more vice presidents who had initially served as co-chairs for Standards III and IV of the ISER also left and were replaced. These numerous changes upset the continuity of the institution's accreditation efforts and delayed the completion of both the ISER and the QFE.

An initial draft of the QFE was composed in summer of 2017. This draft identified five different areas in which the college would focus on improvement based on an analysis of the needs and areas for development indicated in the first complete draft of the ISER. In September 2017, the Steering Committee reviewed this draft and concluded that some of the areas identified, while important to the college overall, were too broad and did not connect clearly or directly to the QFE's expected focus on student learning and achievement. The draft as of September also had not been fleshed out to indicate clear timelines and workplans for the designated areas of focus.

Based on this discussion, and with a specific consideration of needs with a direct impact on student learning and achievement, the Steering Committee narrowed the scope of the QFE to three specific areas of focus. The committee then formed three workgroups, one for each area, to develop detailed plans and timelines to address these major areas of need. The workgroups were led by Steering Committee members but also included members of administration, faculty, and staff with expertise or interest in the specific areas under consideration.

Through this process, the college determined that it will pursue specific and comprehensive improvement efforts in the following areas of focus:

1. Learning support services
2. Professional development
3. Information technology infrastructure and data quality

AREA OF FOCUS 1: LEARNING SUPPORT SERVICES

Introduction

The college has an obligation to provide effective and sufficient learning support to all students. This obligation includes all delivery modes, including online, as well as all locations and all student demographic groups. Currently, the college does have defined areas of academic support for students, such as the tutoring program, but support services of all types need to be increased and diversified. Doing so will enhance students' experience in the classroom and online and will lead to improved student success.

Rationale

Over the last decade, the importance of learning support services has been recognized to an increasing degree throughout the world of higher education. ACCJC Accreditation Standard II.B.1 states, "The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support." In the current educational environment of California, student completion and continuing progress toward academic goals are constantly stressed through initiatives and movements such as basic skills curriculum revision and innovation and guided pathways discussions. These emphases make effective and sufficient learning support services essential to increasing student success.

Barstow Community College is committed to enhancing student learning support services. This institutional commitment is demonstrated by the college's hiring in August 2016 of a Dean of Distance Education and Learning Support Services who oversees online instructional programs and student learning support services.

BCC's specific location and student populations create additional challenges and opportunities in this area. With approximately half of the college's student enrollment coming through online education, attention to support for distance learning is critical. The college's relationship with the military population at Fort Irwin and in the community also provides unique demands that the college has both a practical and an ethical obligation to meet.

While student learning support services do exist at the college, such services would benefit from a full review that could lead to expansion and enhancement in terms of both resources and programmatic development. Such a process would ultimately provide greater learning support for all college locations and delivery methods and thus for all of the college's diverse student populations.

Strategies

The college will engage in a comprehensive planning effort that will lead to the development of a deliberate and thoughtful learning services program and assurance of sufficient resources to support the program. The specific plans to be developed and strategies employed may include but will not be limited to the following:

- A comprehensive tutoring program with enhanced services and improved training for tutors
- Development of a college writing center

- Enhancement of support services for online instruction
- Extension of support services for all locations and students

More specific aspects of each of these planning efforts are detailed on the matrix below. All activities that impact collective bargaining agreements will be negotiated with BCFA or CSEA as appropriate.

One ultimate result of the combination and synthesis of these planning efforts may be a faculty-led Learning Resource Center in which the following occurs:

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

Resources
Sufficient resources will be essential for the realization of efforts to enhance student learning support. Such resource allocation will take place through the established college planning and program review processes and will be championed by both the student services and academic affairs divisions.

Measurable Outcomes
The expected overall outcomes for this area of focus are as follows:

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

AREA OF FOCUS 1: LEARNING SUPPORT SERVICES

Major Activity	Timeline	Goals Action Steps
Develop a comprehensive tutoring program that will support all students regardless of learning modality (face-to-face, online, hybrid) Standards I.B.4 II.A.7 II.B.1 II.C.1	Fall 2017-Summer 2018	**Develop and implement a comprehensive plan to improve tutoring services** • Identify a tutorial services team of faculty, staff, and students to begin dialog, discussion, gathering of data, and research in order to develop a plan. This plan will include identification of specific services, funding sources, logistics, and staffing. • Formally move oversight of tutorial services from Student Services to Academic Affairs (November 2017). • Physical move of tutoring to the Learning Resource Center (October 2017).
	Fall 2018-2020	**Provide and ensure training for tutors** • Ensure that all tutors, including student tutors, are certified. • Develop a training program for tutors leading to tutor certification. • Develop specialized training for ESL and DSPS tutors.
	Fall 2018-2020	**Create or expand tutoring services** • Embed tutoring program for high DFW classes. • Integrate library support and resources into tutoring program. • Develop mechanism to encourage and guide faculty in participating in instructor-generated direct instruction activities that support what is happening in the classroom.
	Fall 2018-2020	**Increase and encourage faculty participation in tutoring program** • Prepare existing faculty to participate in tutoring. • Develop faculty trainers. • All faculty activities that impact contract parameters will be bargained with BCFA as appropriate.

Develop a writing center that is a part of tutorial services
 	
Standard II.B.1
	2017-18	**Create a plan for development of a writing center**
		• Identify team of faculty--mostly English faculty--to create a plan for a writing center. This team will collaborate with the overall tutoring program team. The plan will include the following:
		  • Services provided
		  • Overall coordination with tutorial services and other learning support services
		  • Location
		  • Staffing
		  • Funding
		  • Needed technology and other resources

	2018-ongoing	**Implement plan to create a writing center as a part of tutorial services**
		• Services will include the following:
		  • Permanent space for walk-ins, workshops, and one-on-one appointments
		  • Integrated library support and resources
		  • Librarian-led workshops on research
		  • Instructor generated direct instruction activities that support what is happening in the classroom
		• As part of tutorial services, the Dean of Distance Education and Learning Support Services will provide oversight
		• Although staffing may include managers and classified staff, the writing center, like tutorial services, will be faculty driven and therefore will heavily involve faculty. All faculty activities that impact contract parameters will be bargained with BCFA as appropriate.

	2017-2018	**Leverage currently available technology options to the greatest possible advantage** • Continue to explore/pilot the use of the Canvas LMS as a tool for delivering/enhancing online services.

Enhance student support services for distance education	Plan developed by Fall 2018. Imple-mented 2019-2020	**Research options and develop a comprehensive plan to enhance support services for online instruction.** • Review current student support services available to online students and make recommendations for improvement. • With the new single sign-on, explore possibilities of providing services through a student portal. Encourage the institution to develop a culture of "always thinking about online students whenever programs, services, resources, marketing, etc. are discussed and implemented."
Standards I.B.1 II.A.7 II.B.1 II.B.2 II.B.3 II.C.1		• Explore the possibility of making the online readiness orientation/workshop mandatory for first-time online students. • Explore other technology and services to enhance online services (i.e. Cranium Café for counseling, video conferencing to assist remote students, proctoring network, VeriCite to replace Turnitin, accessibility tools, Starfish, etc.). • Continue to explore less costly or free textbook to student programs (Open Educational Resources, Zero-cost-textbook programs).

Extend access to student support services and resources
 	
Standards
II.A.7
II.B.1
II.B.2
II.B.3
II.C.1
	Plan completed by Fall 2018.
	
	Plan imple-mented 2018-2020
		Develop a comprehensive plan for extension of support services and resources
		• Possible aspects of the plan may include but are not limited to the following:
		  • Extended hours, physical and online, at LRC/Library, Ft. Irwin, and State Street locations.
		  • Enhance the textbook loan program in the library.
		  • Explore equipment rental, lease, or purchase of laptops through financial aid as part of the bookstore service.
		  • Technology-related equipment/teaching.
		  • Noncredit technology classes (computer literacy, internet basics).
		  • Explore options for student support curriculum.
		  • Coordinate student support services with class schedule.
		  • Develop and establish a math center.

AREA OF FOCUS 2: PROFESSIONAL DEVELOPMENT

Introduction

Organized, effective professional development is necessary for the success of any organization. Proper ongoing training, including preparation and opportunities for advancement, should be available to all employee groups. At an educational institution, professional development directly impacts student learning and advancement because a well-trained and effective workforce is essential for student success.

Rationale

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

Barstow Community College has worked to make professional development opportunities available to its employees and has sponsored conference travel, a leadership academy, and other opportunities involving the California Acceleration Project, supplemental instruction, events presented by the Academic Senate for California Community Colleges, and others. However, opportunities have not always been well-coordinated or made available equitably for all employee groups. The college needs a systemic, well-developed professional development plan that is appropriately staffed and funded. This plan should accomplish the following:

- Be applicable to all employee groups, including full-time and part-time faculty, classified staff, administration and management, and student workers.
- Focus professional development on the improvement of student learning and institutional effectiveness. Opportunities should be created for employees to work together across boundaries such as faculty disciplines and work assignments to define and support clear, relevant learning outcomes in every educational pathway.
- Provide for the personal and professional development of the college's employees in support of institutional priorities.
- Address inequity in funding for professional development opportunities.
- Take advantage of available resources provided by the Chancellor's Office and other organizations in order to create the greatest possible breadth of opportunities.
- Provide multiple methods of professional development in addition to conference attendance so that employees are empowered to apply what they learn to their routine work.
- Allow for the improvement and advancement of individual employees in ways that benefit the instructional program and the college as a whole.
- Address immediate professional development needs while also developing a clear future vision for professional development at the college.
- Evaluate and report the impact of professional development efforts at individual, unit, and institutional levels.

Such a comprehensive and inclusive approach to professional development is consistent with the recommendations of the 2013 California Community Colleges Student Success Initiative Professional Development Committee, which itself was an offshoot of the 2011 California Community Colleges Student Success Task Force.

Strategies

In order to provide useful, relevant, equitable, and engaging professional development for all employee groups, the college will employ the following primary strategies:

- Construct and implement a professional development needs assessment that can be used to develop and enhance a professional development plan as well as to identify and address current needs.
- Create and implement a comprehensive professional development plan that will offer pathways for improvement and advancement to all employee groups. This plan will include recruitment at local schools and in the community in order to bring qualified and promising new employees into the college's workforce.
- Use both existing and newly developed or acquired resources to promote the personal development of all employee groups. Such resources will involve those offered through organizations such as @One, the Chancellor's Office Professional Learning Network, and the Academic Senate for California Community Colleges' Professional Development College. Opportunities will include as one major focus development and reinforcement of cultural competence in order to better serve the college's specific student populations and diversity in all senses.
- Connect professional development to employee evaluations by making areas for improvement a required aspect of evaluations and using information from those evaluations to structure the professional development program.
- Address immediate professional development needs for current or upcoming initiatives such as guided pathways and basic adult education as well as programs and opportunities that promote and enhance collegiality and professionalism among the college's workforce.

More specific aspects of each of these strategies are detailed on the matrix below.

Resources

Several anticipated areas of the professional development plan and program may be eligible for grant funding. The college's Professional Development Committee will identify appropriate grant opportunities and work in conjunction with the various divisions of the college to pursue them. However, successful implementation of a professional development plan will require a commitment of both personnel and financial resources on the part of the district.

Measurable Outcomes

The expected overall outcomes for this area of focus are as follows:

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

AREA OF FOCUS 2: PROFESSIONAL DEVELOPMENT

Major Activity	Timeline	Goals Action Steps
Create professional development pathways Standards III.A.8 III.A.14	Spring 2018-Fall 2018	**Develop vision for PD pathways** • Construct and implement a professional development needs assessment, including research to develop a vision toward current trends in education that can be used in creation of pathways.
	Spring 2019-Spring 2020	**Establish PD pathways for all employee groups** • Create pathway plans for staff to higher placement, management, or faculty positions. • Create pathways for faculty to leadership or administration. • Create pathways for adjunct faculty to full-time positions. • Create pathways for management and administration to higher positions. • Create pathways for student workers to enter the college's permanent workforce.
	Begin in 2019-2020	**Create PD education plans for employees** • Establish system for creation of individual employee plans for advancement. • Adapt position descriptions to allow for training and advancement.
	Begin in 2020	**Bring employment and development pathways to schools and community** • Outreach to local schools and community to advertise positions and career possibilities in order to extend pathways before employment, including positons as student workers.

Promote personal development of employees Standards I.C.9 II.A.7 III.A.5	Spring 2018-Fall 2018	**Research and promote available resources** • Compile and publish information on available PD resources including @One, PLN, and others. • Establish and organize location, possibly online, through which employees can easily access selected resources.
	2018-2020 and ongoing	**Use BCC Curriculum for Professional Development** • Seek grant funding to support curricular efforts for PD. • Make existing curriculum available to employees at reduced rates or no charge.
III.A.12 III.A.14		• Develop new curriculum, including online modules, as needed for PD needs. Incentivize staff to take advantage of curricular opportunities through payscale. • Develop curricular opportunities for student workers that can help to qualify them for the college's permanent workforce.
	2018 and ongoing	**Infuse cultural competence and diversity awareness into PD program on a continuing basis** • Establish cultural competence and appreciation of diversity as an aspect of evaluations for all employee groups through contract negotiations with BCFA and CSEA and through agreement with management and administration. • Develop PD activities specifically focused on serving the BCC student population to recognize diversity in all aspects (ethnicity, age, gender identity, socio-economic, military, etc.).
Connect professional development to evaluations for all employee groups Standards III.A.5 III.A.8 III.A.14	2017-2019	**Negotiate required areas of improvement into all evaluations** • Negotiate into BCFA Contract (2017-18). • Negotiate into CSEA contract (2018-19). • Incorporate into management evaluations.
	2019-ongoing	**Use areas for improvement from evaluations to develop PD program.** • Establish structure and funding to support PD activities. • On an ongoing basis, compile and analyze areas for improvement identified in evaluations to establish PD needs. • Create or identify internal and external resources for PD activities based on identified needs.

		Establish resources and structure to address immediate PD needs
Address immediate PD needs Standards II.A.7 III.A.12 III.A.14	2018-2020	• Develop and implement PD program for guided pathways. • Develop and implement PD program through BAE Grant. • Create activities to enhance and promote collegiality and professionalism in order to foster enthusiasm and a sense of community for all employee groups.

AREA OF FOCUS 3: INFORMATION TECHNOLOGY INFRASTRUCTURE AND DATA QUALITY

Introduction

As a multi-site institution, the Barstow Community College District uses a variety of technologies at each site and between sites to provide access to data and other academic resources. The BCCD network infrastructure is supported with uninterruptible power supplies to improve reliability of service. The college is currently evaluating the need for generators to provide power in the event of an extended power outage. Additional service resiliency will be implemented as part of a telephone, network, and data storage improvement project recently approved by the BCC Board of Trustees. As early as June 2015, the college engaged the California Community College System's Institutional Effectiveness Partnership Initiative as part of its ongoing, institution-wide effort to improve data integrity. In spring 2016, a Banner Revitalization/Data Integrity Project, with support from SIS and data integration experts, was initiated, and components of that project continue to be implemented through 2017-18. These upgrades and improvements will lead to greater data quality and reliability, thus allowing the college to develop a more data-driven culture for decision-making and to engage in increasingly constructive dialog to promote student success.

Rationale

Confidence in the college's ability to communicate and effectively use data through a reliable computer network and a reliable telephone system is essential to the success of the students and the college. Confidence in the quality of data is paramount. A system that provides reliable and accurate data in an accessible manner will promote more effective discussion of ways to enhance instruction, student services, and student success, therefore making a direct impact on student learning and achievement.

Strategies

The college will employ the following broad strategies in order to improve its technology infrastructure and data quality:

- **Implementation of Technology Infrastructure Upgrade**
  BCC's Technology Infrastructure Upgrade will be accomplished through the combined efforts of the BCC Information Technology department and an outsourced vendor, ConvergeOne, which has significant experience in the implementation of technology upgrades throughout the California Community College System. Work will begin on this project in October 2017 and will start with the identification of project milestones and the development of a project management plan. The current target for project completion is during the Spring of 2018.

  When the college has completed this project, users of BCC's data network will see a significant improvement in response time due to the installation of a CISCO UCS server system that has forty times the bandwidth of the current servers. This new "chassis-style" system will also increase communication speed between data applications and servers, which will improve processing time. By replacing the currently underperforming Banner servers and General servers, the college will see a ten-fold increase in its data storage, will be able to implement full support for Test, Development, and Production versions of the

Banner database, and will have the ability to fully implement Virtual Desktop Infrastructure software (VDI) across campus.

This upgrade will offer reliable data and network capacity for the next sixty to seventy-two months. Because this resource will exceed current needs, the college will have the ability to expand its server capacity as needed for the next several years at a minimal cost. Cost savings will also be seen due to reduced power consumption and thermal reduction due to the improved efficiency of the new hardware.

The new telephone system that will be installed will replace the current telephone system, which consists of both digital and analog equipment. Converting to a fully digital system will allow the college to establish a full-service call center, improve caller messaging options, and permit voicemail transfer to email as a .wav file. The college will also be able to implement a telephone paging system for emergency broadcasts as well as a telephone locator system that will allow emergency responders to pinpoint the specific building and room from which a call originated.

In addition to these improvements, the upgraded servers associated with the telephone, network, and data storage improvement project will support a "Video Point to Point" system, which will permit the college to implement real-time interaction between a classroom and a student's computer at any location, similar to a Skype method of video communication. This kind of flexibility in the delivery of live classroom instruction will allow the college to effectively serve students who are place-bound and who might not otherwise be able to fully participate in a "face-to-face" classroom experience.

In addition to its classroom application, the new Video Point to Point system will improve the college's video conferencing capability, which will reduce the cost and the investment of time currently required for meetings between personnel at our main campus and those at our remote instructional sites.

- **Improvement of Data Quality**

  As the college upgrades its technology infrastructure, it is also mindful of the importance of data quality. While preparing for next year's conversion to Banner 9, the college became aware of limitations in its current utilization of Banner as well as concerns about the quality of data. To address these concerns, BCC implemented a Banner Revitalization/Data Integrity Project. While substantial work has already been completed to address concerns about the quality of existing data, additional work is needed to ensure the reliability of future data. To accomplish this process, BCC needs to implement a schedule of annual training that will ensure that data is entered into the college's databases in a consistent manner. While technology upgrades will allow the college to improve the reliability and response time of its network and its ability to store data, the accuracy and reliability of the data is essential if the college is to be successful in planning, evaluating, and reporting activities.

  A self-reflective institution must analyze the data it has collected and scrutinize its own processes to be confident in the integrity of that data. Accurate data is vital to the ability to

derive meaningful conclusions for the continuous and systematic evaluation, planning, implementation, and improvement of quality of educational programs and services (Standard I.A.2). In addition, the college must be able to assure the accuracy and integrity of information given to current students, prospective students, and all organizational personnel (Standard I.C.1). In pursuit of this goal, BCC must carefully appraise the accuracy of existing data and where it is compromised and will need to implement structured parameters for the collecting, entering, processing, and managing of data.

Standard I.A.2 emphasizes the use of data to evaluate effectiveness in accomplishing the mission and whether the mission directs priorities in meeting students' educational needs. In order to increase the quality of the data collected, the college must make a conscious effort to implement regularly scheduled training and to provide easy access to guidance for day-to-day data entry and reporting activities. Increasing users' proficiency in interfacing with the databases used by the college will decrease confusion and errors in data entry as well as providing an agreed-upon understanding of what that data indicates. The BCC Data Governance Committee will have primary responsibility for establishing the required training sessions and the associated data entry/data dictionary reference materials.

- **Communication, Dialog, and the Use of Data to Drive Institutional Processes**
  Decision-making regarding institutional priorities and processes should be informed by objective evidence. BCC departments will be provided with access to the data they need to make informed decisions and perform their respective duties. This process will be accomplished through training and through narrowly defined direct access to the appropriate databases or tailored reporting that can be run on demand. In addition, certain departments with division-level responsibility will have the ability to run reports for departments within their division as needed.

Resources

Most of the resources necessary for the technology infrastructure upgrade have already been approved by the Board of Trustees. Additional resources for ongoing training and additional aspects of the project will require allocation from the college budget, whether through general fund dollars or funding earmarked specifically for infrastructure.

Measurable Outcomes

The expected overall outcomes for this area of focus are as follows:

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

AREA OF FOCUS 3: INFORMATION TECHNOLOGY INFRASTRUCTURE AND DATA QUALITY

Major Activity	Timeline	Goals / Action Steps
Improvement of technology infrastructure Standards III.C.1 III.C.2 III.C.3	Fall 2017	**Telephone/Network/Data Storage Project implementation**
		• Identify Telephone/Network/Data Storage Project milestones. • Develop project management plan. • Install new servers. • Upgrade/supplement existing network cabling.
	Spring 2018	**Data storage/network testing**
		• Perform testing to ensure that network and data storage is fully functional and reliable.
	Spring 2018	**Telephone system upgrade**
		• Remove existing telephones and replace with new equipment. • Establish protocols for call center roll-forward and automated attendant. • Conduct testing to ensure that call center is functioning as desired. • Compile a report of all telephone locations by building and room number. • Implement emergency locator functionality • Conduct testing to ensure that telephone locations are appropriately identified.
	Spring 2018 – Fall 2018	**Implement Video Point-To-Point**
		• Implement Point-To-Point software. • Conduct testing to ensure full functionality.
	Fall 2017	**Ensure appropriate constituent group access to data**

Improvement of data quality Standards I.A.2 I.C.1		• Utilize Argos reports to provide controlled access to appropriate data. • Provide training in how to run and read Argos reports.
		Continuous review of data
		• Institutional research and enrollment management personnel evaluate the integrity of existing data. • Data Governance Committee conducts annual review of Banner access by employee position. • Data Governance Committee performs annual review of the BCCD Data Governance Manual.
	2017-2018	**Integrate Banner with Support Technologies**
		• Integrate Banner with new and existing support technologies (Canvas, Starfish, TracDat) for effective and efficient use of demographic and characteristic student data for the purposes of data disaggregation. • Provide training to faculty, staff and administrators in the use of existing support technologies and new technologies as they are implemented.
	2017-2018	**Disaggregate Data for the Analysis of Equity Gaps**
		• Determine the student populations that will be analyzed for equity gaps with input from the Academic Senate.
	Spring 2018	**Develop data entry guidelines**
		• Provide training on Data Governance Manual topics. • Create a shared Banner data dictionary for use across departments. • Create department-specific data dictionaries.
	Spring 2018	**Develop Enrollment Management Resources**
		• Determine data and reports needed for continuous oversight of enrollment management. • Design Argos reports and a Dashboard for enrollment management (FTES, enrollment counts, headcount, fill-rates, efficiency). • Provide training to key personnel regarding enrollment management best practices.
	Spring 2018	**Enhance Strategic Planning and Institutional Effectiveness**
		• Establish key performance indicators for strategic planning and institutional effectiveness. • Based on established metrics/key performance indicators, develop a timeline for review and analysis of progress.
		Develop Additional Metrics for Student Success and Achievement

	Spring 2018	• Establish metrics used to evaluate student success and achievement above and beyond current requirements under the ACCJC Annual Report Requirements and the IEPI Framework of Indicators.
	Fall 2018	**Establish Training Schedule for Data Entry**
		• Create a calendar of data entry training dates during each fiscal year. • Review data dictionaries with all personnel who perform data entry into a BCCD database.
	Fall 2018-Ongoing	**Develop and Provide Standard Sets of Data**
		• Develop and provide to departments and programs standard sets of disaggregated data that align with the institution-level metrics. • Establish additional metrics to examine progress toward intended outcomes. • Establish benchmarks and metrics to evaluate guided pathways progress and disaggregate data to focus on and promote equity. • Utilize data visualization tools/software to provide access to user-friendly data queries and reports.