EVALUATION REPORT

BARSTOW COMMUNITY COLLEGE

2700 Barstow Road
Barstow, CA 92311

A Confidential Report Prepared for the Accrediting Commission
for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Barstow Community College on March 21-23, 2006

Dr. Casey Crabill, Team Chair

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SUMMARY OF THE EVALUATION REPORT

INSTITUTION: Barstow Community College

DATES OF VISIT: March 21-23, 2006

TEAM CHAIR: Dr. Casey Crabill
President/Superintendent, College of the Redwoods

An eight-member accreditation team visited Barstow Community College from
March 21-23, 2006, for purposes of conducting a comprehensive evaluation visit to:

- Determine whether the institution continues to meet accreditation standards
- Evaluate how well the college is achieving its stated purposes/mission
- Analyze how the college is meeting the commission standards
- Provide recommendations for quality assurance and institutional improvement
- Submit recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the college

In preparation for the visit, all members of the team attended a full-day team training workshop conducted by ACCJC, reviewed the Commission handbooks for evaluators, thoroughly reviewed the College's self study report (including all reports and recommendations relating to the previous comprehensive evaluation in 2000), and reviewed a significant amount of documentary evidence provided to team members in advance by Barstow Community College. In addition, each team member, prior to the visit, was assigned a particular area of focus, ensuring that each standard received careful attention. Furthermore, each team member submitted a written assignment assessing the self study report and identified individuals with whom to meet and evidence to review during the visit. Prior to the initial on-campus meeting, the team convened for a pre-visit meeting to review the self study report and to finalize preliminary questions and issues to be addressed during the visit.

During the time on campus, the team members met individually and in groups with faculty, students, staff, and board members; visited a small number of classes; and observed the operations and facilities at both the main campus and the site at Fort Irwin. Additionally, the team held two open meetings on campus, which were well attended. The team appreciated the willingness, availability, and candidness of the members of the college community.

The team found that, in general, the self study report was complete, well organized, easy to read, and addressed all items required. The report took great care to present statistical evidence in both narrative and visual formats. In addition, the college provided a well organized collection of documentary evidence in CD format along with the self study report

and a carefully organized set of physical documents in the team room. Throughout the visit, the college responded promptly to all requests for information, documentation, and meetings.

Major Findings and Recommendations of the 2006 Visiting Team

The following five recommendations are made as a result of the March 21-23 visit:

It is recommended that:

Recommendation 1
The college improve its planning process by taking a longer range approach to develop a solid future for the college by incorporating community data; developing strategies to acquire the resources necessary for growth, including increased staffing and additional facilities; examining strategic advantages that arise from the collaboration with the military; and advocating for additional instructional space at Fort Irwin to meet specific student services and curricular needs. (Standards IA.1, IB.4, IIA.1.b, IIIA.6, IIIB.1.a, IIIB.1.b, IIIB.2.a, IIIB.2.b, IIIC.1.a, IIIC.1.b, IIIC.1.c, IIIC.1.d, IIIC.2, IIID.1.a, IIID.1.b, IIID.1.c)

Recommendation 2
The college develop a plan to address the future of online instruction at Barstow Community College. This plan should ensure the integration of the assessment of student learning outcomes into the online environment, include sufficient professional development for full and part-time faculty who teach online, consider the opportunities that are presented by technological advances that go beyond text-based online platforms, and involve the financing of future development of online course support. (Standards IB.1, IB.2, IB.5, IIA.1.a, IIA.1.b, IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.c, IIA.2.d, IIA.2.e, IIB.1, IIB.3.a, IIB.3.c, IIB.4, IIC.1.c, IIIA.5.a, IIIA.5.b, IIIC.1.a, IIIC.1.b, IIIC.1.c, IIID.1.a, IIID.1.b)

Recommendation 3
The college enhance its commitment to institutional research and data collection, ensuring adequate staff, availability of data across the college, collection of external data, and ongoing assessment of student learning outcomes. (Standards IB.2, IB.3, IB.5, IIA.2.a, IIA.2.b, IIA.2.f, IIC.2, IIIA.2, IVA.5)

Recommendation 4
The college advance its progress on student learning outcomes by implementing, at multiple levels, a comprehensive, formalized assessment plan that is grounded in a shared philosophy, involves full and part-time faculty, includes online and face-to-face instruction, fully engages student services in relevant program review, and leads to ongoing improvement of instructional programs and learning support services. (Standards IIA.2.a, IIA.2.b, IIA.2.e, IIA.2.f, IIA.5, IIB.3.a, IIB.3.c, IIB.4)

Recommendation 5
The Board of Trustees and the leadership throughout the college exercise their authority to meet their stated commitment by implementing specific strategies that result in successful

hiring of a more diverse faculty and staff. (Standards IIB.3.d, IIIA.2, IIIA.4.a, IIIA.4.b, IVB.1.a, IVB.1.b, IVB.1.e, IVB.2.a)

**ACCREDITATION EVALUATION REPORT FOR
BARSTOW COMMUNTIY COLLEGE**

**Comprehensive Evaluation Visit
March 21-23, 2006**

<u>INTRODUCTION</u>
Barstow Community College is located on Interstate 15 in the Mojave region of San Bernardino County, California, approximately 120 miles from both Los Angeles, California and Las Vegas, Nevada. The college district encompasses a vast area 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. The college serves the communities of Barstow, Lenwood, Newberry Springs, Daggett, Yermo, Hinkley, Ludlow, and Baker. The college operates a center with programs for military personnel and dependents at the U.S. Army National Training Center at Fort Irwin. The college has also operated a center at the Marine Corps Air Station at Miramar; however, the Memorandum of Understanding for the operation of that center has recently been cancelled by the Marine Corps.

The Barstow Community College District was established in September 1959 by the citizens of the upper High Desert region of southern California. Evening classes began the next year at Barstow High School, followed by the first day classes in fall 1962 at Barstow First Methodist Church. Two years later, a $3 million, six-building complex was constructed at the present location on Barstow Road, and classes began there in February 1965.

The college serves more than 3,200 students in degree and certificate programs with approximately 100 full-time employees and a $14 million budget. It provides the first two years of college or university study as part of the California State Community College system. The college's educational program includes vocational courses, general education offerings, and lower-division coursework for transfer to baccalaureate degree institutions. The college offers a number of occupational programs designed to prepare students for entry into the workforce.

Barstow Community College has undergone some significant changes since the comprehensive evaluation visit in 2000. Facilities have been improved, including the development of a science co-laboratory, renovation of classrooms and student activity space, and the opening of a 28,000 square foot Learning Resource Center. The visiting team noted that work on campus facilities continues. Barstow Community College has also refined much of its organizational structure, leading to enhanced dialogue. Significant leadership changes include a new president, a new member of the Board of Trustees, and a nearly entirely new senior management team, in the context of two reorganizations of staff.

Barstow Community College began this accreditation self study process in spring 2004, with the appointment of standard chairs. The full process, conducted from November 2004 through January 2006, was broadly inclusive.

The following commendations are presented as a result of the comprehensive evaluation visit:

Commendations
The team believes that Barstow Community College should be commended for the size, the scope, and the positive outcomes of the work the college has completed since the last comprehensive evaluation visit, creating a stronger institution with a more collegial climate and active dialogue.

The team found that the college's facilities and campus are well-maintained and display institutional pride. The LRC building is a wonderful addition to the campus, and the building's layout and services demonstrate the college's commitment to learning.

The team commends Barstow Community College's active, new commitment to student life and development, along with its comprehensive approach to student services.

RESPONSES TO RECOMMENDATIONS OF THE PREVIOUS EVALUATION TEAM (2000)

The last comprehensive accreditation in March 2000 resulted in seven recommendations. Following that visit the college was placed on warning status, focusing on five of those recommendations. The commission issued one recommendation–develop a comprehensive mission statement–and the evaluation team issued four recommendations related to planning, collegial and professional behavior, general education philosophy, and program review. Barstow Community College responded successfully and expeditiously to each of these recommendations. The college prepared a complete self study and provided an organized set of evidence.

Commission Recommendation – The Commission recommends that the college complete the development of a mission statement that defines the institution, its educational purposes, its students, its place in the higher education community, and which guides instructional planning and decision-making.

The Board of Trustees drafted a new mission statement in July 2000. After review by college constituent groups, the new mission statement was adopted in October 2000. The mission statement is reviewed annually during the Board planning retreats. The team believes that this recommendation was addressed.

Team Recommendation 1 – The team recommends that the college complete and implement a comprehensive educational master plan, based on the college mission statement. The educational master plan will set priorities that systematically drive

decisions on budgeting, staffing, facilities, economic development, institutional research, and staff development.

The Education Master Plan was completed in 2002 and updated in 2004. In the near future, the college will begin another cycle of updating the master plan and may consider integrating the Education Master Plan and the Strategic Plan. The team found evidence that the master plan is actively used in budgeting, staffing, and facilities development. The plan also is integrated with institutional research. The team believes that this recommendation was addressed.

Team Recommendation 2 – The team recommends that collegial and professional behavior must be demonstrated by faculty, administrators, and members of the Board to improve institutional effectiveness.

Board members have attended various development workshops and training, and the college has developed participatory governance processes and strategies. The team believes that the college has developed and implemented expectations of collegial and professional behavior.

Team Recommendation 3 – The team recommends that the entire college community must develop and support a strong philosophy and rationale for general education in order to identify anticipated learning outcomes. It should also establish criteria by which the appropriateness of each course in the general education component is determined.

The general education philosophy was approved by the Board of Trustees in 2000. The General Education Certification Worksheet was adopted by the Academic Senate and Curriculum Committee in 2001. The team believes that this recommendation has been addressed.

Team Recommendation 4 – The team recommends that the college must implement an inventory control system that provides valuation of inventory for insurance coverage, adheres to accounting standards, and assures systematic equipment replacement/repair and funding.

A fixed asset inventory control system was fully implemented in 2002-03 and remains operational. The team believes that this recommendation has been addressed.

Team Recommendation 5 – The team recommends that the program review process for both instructional and student service programs must be fully and continuously implemented, and must be integrated into the college's overall educational master plan.

A program review process was adopted in 2000 and is used for instructional and student services programs. A new template has recently been adopted and will be implemented in the near future. As the college considers integrating its Education Master Plan and its Strategic Plan, it may want to consider integrating its revised program review process with its

master planning processes. The team believes that the original substance of this recommendation from 2000 was addressed.

Team Recommendation 6 – The team recommends that the college must ensure that all faculty members have the qualifications to teach and are placed in teaching assignments for which they are qualified in order to protect the integrity of the instruction. Additionally, the college must review its equivalency process and develop an appropriate time frame for the completion of the equivalency review.

The college has reviewed faculty qualifications to ensure that faculty are teaching in areas in which they are qualified. Equivalency procedures were reviewed and revised in spring 2003; the new process requires that the equivalency committee must report its findings at the regular Academic Senate meeting immediately following awarding of the equivalency. The team believes that these structural developments have been fully implemented and meet the substance of this recommendation.

Team Recommendation 7 – Efforts to support a diverse student population must move beyond outreach and awareness events to assessment of campus climate and planning for implementation of any necessary corrective measures.

Two campus climate student surveys were conducted (2001 and 2004), with the second demonstrating improvement. The results of the 2004 survey led to recommendations in the 2005 Student Equity Plan. Beyond climate surveys that reach out to students, the college may want to consider engaging faculty and staff in climate assessments to ensure that the campus continues to improve in its capacity to support a diverse student population. The team believes the college addressed this recommendation.

ELIGIBILITY REQUIREMENTS

1.   AUTHORITY
Barstow Community College receives state authorization to operate as an educational institution and to award degrees, and it is accredited by the ACCJC of the Western Association of Schools and Colleges.

2.   MISSION
The team found evidence that the college has developed a mission statement adopted by the Board of Trustees, and that the mission is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement makes an explicit institutional commitment to student learning and success.

3.   GOVERNING BOARD
The team found evidence that the college has a five-member elected governing board and a non-voting student member. The board sets policy for the college in all appropriate areas.

4.   CHIEF EXECUTIVE OFFICER
The team found evidence that the college has a chief executive officer, appointed by the governing board, whose full-time responsibility is to the college. Board policy explicitly delegates authority to the chief executive officer to administer board policies. The chief administrator does not serve as the chair of the governing board.

5.   ADMINISTRATIVE CAPACITY
The team found that administrative staff have the appropriate preparations and experience to provide the administrative services necessary to support the college's mission, however, due to its size staff perform varied functions.

6.   OPERATIONAL STATUS
The team confirmed that Barstow Community College is operational, with students actively pursuing degree programs.

7.   DEGREES
The team found that the college's educational offerings support programs that lead to degrees and certificates.

8.   EDUCATIONAL PROGRAMS
The team found that the college's programs are congruent with the mission, generally recognized as appropriate fields for higher education, and are sufficient in length and content. The college has identified student learning outcomes for programs and is working to implement them.

9.   ACADEMIC CREDIT
The team confirmed that the college grants credits based on generally accepted practices in degree-granting institutions. Furthermore, the criteria for the granting of credit is expressly presented in the college's Curriculum Manual.

10.   STUDENT LEARNING AND ACHIEVEMENT
The team confirmed that the college has made progress on the identification of expected learning outcomes at the course and program level, although there is more work left to do in assessment and in the feedback loop from assessment to learning improvement. Learning outcomes are not published in the catalog, but are part of the course outline and some program review documents. Program level outcomes are also published in some program review documents. These documents, however, are internal and do not provide information to students or the public.

11.   GENERAL EDUCATION
General education is a component of all degree programs and appears to be at an appropriate level of quality and rigor. The team confirmed that the college has developed and published a general education philosophy. Criteria for including courses in the general education component are outlined on the General Education Certification Worksheet.

12.   ACADEMIC FREEDOM
The team confirmed that the college has a clearly stated policy supporting academic freedom.

13.   FACULTY
The team confirmed that the college has a core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. There is a clear statement of faculty responsibilities including curriculum development and review as well as the assessment of learning.

14.   STUDENT SERVICES
The team confirmed that the college provides appropriate student services.

15.   ADMISSIONS
The team confirmed that Barstow Community College has a set of adopted admissions policies consistent with the mission of the college. These policies specify qualifications of students appropriate for its programs.

16.   INFORMATION AND LEARNING RESOURCES
The team confirmed that Barstow Community College provides specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs

17.   FINANCIAL RESOURCES
The team confirmed that Barstow Community College documents a funding base, financial resources, and plans for supporting student learning programs and services, improving institutional effectiveness, and assuring financial stability.

18.   FINANCIAL ACCOUNTABILITY
The team confirmed that Barstow Community College annually undergoes and makes available an external financial audit by a certified public accountant. The college has had success in reducing the number of findings within their audits.

19.   INSTITUTIONAL PLANNING AND EVALUATION
The team confirmed that the college has engaged in both Education Master Planning and Strategic Planning and that there is active dialogue about bringing those two processes together with the ongoing work on the assessment of student learning outcomes. In addition, the team confirmed that the institution has identified a set of institution-level effectiveness measures that it intends to track as evidence of improvement and as a basis for institutional decision-making.

20.   PUBLIC INFORMATION
The team confirmed that the college provides a catalog that appears to be precise, accurate, and current. The catalog contains specific sections outlining policies, requirements, and course information.

21.   RELATIONS WITH ACCREDTING COMMISSION

The team confirmed that the college is aware of and complies with the requirements of the commission, describes itself in identical terms to all accrediting agencies, and discloses information required by the commission to carry out its accrediting responsibilities. The college itself noted one exception regarding the failure to submit a substantive change report regarding its name change, from Barstow College to Barstow Community College in October 2004. During the process of self study the college identified this oversight for itself and formally notified the Commission in a letter dated September 7, 2005. The Commission acknowledged receipt of this notification in a letter dated September 26, 2005. Since the college was engaged in self study at that time, initiation of the formal substantive change process was postponed. At the completion of the current evaluation cycle, the college will fulfill Commission requirements related to the name change.

ACCREDITATION THEMES

Dialogue

The visiting team noted the college's intentional creation of institutional dialogue over the past few years. Barstow Community College has tried some electronic formats in order to enhance the dialogue. In addition, they noted changes to their all-college meeting formats from a report-oriented format to a dialogue-centered format. The team further confirmed that staff, faculty, and administrators each understand their responsibility for the quality and the direction of the institutional dialogue. The college is encouraged to record more of the dialogue in order to track its development as well as the progress that results from it.

The team also noted that the college has not only increased its internal dialogue, but it has also increased its dialogue with students and with the community. Enhanced dialogue with the community has led to a workforce summit and to the identification of partnerships that can assist the college.

Institutional Integrity

The visiting team noted the prevalence of information that linked activities and courses to its mission statement and to the Board Imperatives. There was recognized consistency among plans and documents. In addition, the college, in its comprehensive self study report, was clear about what it has not done. The team noted, additionally, that the college has not expanded beyond its capabilities by trying to offer every service, such as health services.

Student Learning Outcomes

The team notes that Barstow Community College is moving ahead in the identification and assessment of student learning outcomes. The college has some procedures in place to ensure the identification of such outcomes at the course level and, in most cases, at the program level. At the institutional level, the college continues to work with indicators of institutional effectiveness (course completion rates, transfer rates, graduation rates), which are key indicators, but not specifically learning outcomes. The college should use its dialogue to establish degree-level learning outcomes that complement these measures of institutional effectiveness.

Student Services, which is in the process of identifying student learning outcomes, may benefit from additional professional development, along with part-time faculty who have not yet been integrated into the process. In addition, professional development related to assessment of learning outcome indicators may be useful.

Planning, Evaluation, and Improvement
The team confirmed that the college has nearly completed one cycle of education master planning, a process which had a five-year horizon. There was no evidence of longer range planning, from which the college might benefit, although there was evidence that the college is creating links with the community, a process which has some long-range intention. The college has already begun the discussion about tying its strategic and master planning processes together. The team believes that the college's effort to extend institutional dialogue will expand the internal audience for planning.

The team believes that the college is facing strategic opportunities in the areas of online instruction, growth, facilities, and community involvement. The college may want to consider expanding the planning horizon to take advantage of these opportunities.

Organization
The team noted some ongoing discussions about organization and confirmed that the dialogue regarding mid-level management in the instructional area is underway. The team noted the college's efforts in participatory governance, reflected in its Participatory Governance Handbook, and the team encourages the college to move ahead in this discussion with the solid groundwork that has been developed. The team notes that the college has solid leadership in place throughout the organization.

Institutional Commitments
Barstow Community College has developed a mission statement that is typically reviewed each year in a planning retreat with the Board of Trustees at which all constituencies are represented. The mission states an explicit commitment to learning and to student success. In addition to the mission, the Board of Trustees has established a set of Board Imperatives which are student success, community connections, workforce development, and organizational development. These imperatives, established at the 2001 annual planning retreat, create a framework for planning and decision making.

STANDARD I
Institutional Mission and Effectiveness

IA.   Mission

General Comments
The mission statement is well written and adequately published. There seems to have been broad participation in shaping the mission. The mission statement has not been formally reviewed since 2003, and the Strategic Plan (2002-06) is soon to be updated.

Course-level and program-level student learning outcomes have been identified for most courses and programs, and attempts to measure some of these have just started.

The relationship between planning and resource allocation is adequate. The college has strong technological resources: hardware, software, and support.

Findings and Evidence
The college has made an effort to ensure that, in its official documents, its programs align with its character: the mission statement acknowledges the diversity of the student body; a Transfer/Career Planning Center has been created to address the needs of transfer students; and surveys and focus groups have been conducted. A comparison with institutions with high graduation rates on 12 common practices has also been completed. (Standard IA.1)

The mission statement has been approved by the Board of Trustees and is prominently published in the catalog, in the schedule of classes, on the college's web site, and in a number of locations on campus. (Standard IA.2)

The mission is reviewed during annual board retreats. The last formal mission statement review was conducted in 2003. No mission review was made during the 2004 retreat. Instead, a special study session was conducted in preparation for the college's presidential search. In 2005, the retreat included board members and the new college president. That session was followed by an open forum, the "Visioning" session. No formal minutes were made available for the retreat, and, the president took personal notes of the Visioning session, these were subsequently released via email as the Workplan for Fiscal Year 2006. It has been reported by the president's office that the Visioning session was attended by representatives from the administration, faculty, staff, and the community at large, although there was no official record other than the meeting agenda to confirm this. (Standard IA.3)

The Education Master Plan is grounded in the mission statement, providing significant evidence that mission drives planning. (Standard IA.4)

IB.   Improving Institutional Effectiveness

General Comments
The college has worked to sustain dialogue about improvement, and much of this centers around student learning outcomes, their identification, and their assessment.

Findings and Evidence
In the Education Master Plan and its update, 17 institutional outcomes have been identified in measurable terms and benchmarks have been set for each one. The college has goals for each of these indicators. The college has collected performance data on 12 of the 17 outcomes. Three of the remaining five outcomes pertain to the college's vocational education program, and collection of that data was postponed until placement of the permanent Director of Vocational Education. The remaining two outcomes pertain

specifically to general education, and these have yet to be fully incorporated into the college's comprehensive student learning outcome assessment work. (Standard IB.2)

The team found evidence that continuous assessment is done at the department level through program reviews, where goal setting, objective identification, and evaluative activities are documented. A number of surveys and focus groups are also conducted for this purpose. Two student-climate surveys were conducted in 2001 and 2004, respectively, with the latter survey following up on some of the issues from the former survey. Two student focus groups were conducted in 2005. A distance-learning and a student-services survey were also conducted in 2003 and 2004, respectively. No faculty, staff, former-student, or employer surveys were conducted. An employer-needs survey was conducted in 2004 during a Workforce Development meeting. The college may want to consider a survey of employer satisfaction with the quality of the college graduates. (Standard IB.3)

The team confirmed that the planning processes are broad based. Follow-up research on institutional indicators is widely shared. (Standard IB.4)

At least nine different activities and documents were noted as evidence that Barstow Community College documents assessment results. One of the assessment criteria used at the college for instructors is the distribution of grades that the instructor assigns, with a focus on instructors who give high grades. The use of the instructor's grading practice by the previous Vice President for Academic Affairs, who followed up with instructors when relatively large numbers of students dropped out and withdrew, was not well received by the instructors. The practice followed by the current Vice President for Academic Affairs, who was hired in January 2006, consisting of asking faculty members who give relatively high grades to explain the reasons, does not seem to be an issue with instructors in general. The college should consider establishing a consensus on the applicability of this indicator, using its college dialogue as a vehicle for addressing this concern. (Standard IB.5)

Planning and resource allocation are effectively linked. Two-thirds of the 171 instructional objectives identified in planning have either been met or had significant progress made. Technological resources are noteworthy, both in terms of hardware, software, and support from the Management Information System (MIS) department.

The team found evidence that budget allocations at the departmental level are not currently being relayed to the faculty, limiting departments' ability to manage their annual allocation efficiently. The college is encouraged to review resource allocation for online instruction, which now accounts for over 40 percent of the college's instructional activities. Given the rapid rise of this type of instruction, and given the growth opportunities that appear to be part of the future of online instruction at Barstow, it is essential that a longer range view of resource allocation and technical support be incorporated into the planning process. (Standard IB.6)

The institution is in the process of assessing its evaluation mechanisms. (Standard IB.7)

Standard I – Conclusions
Barstow Community College substantially complies with Standard I. The College made notable improvement in this area since its last accreditation visit although there is a need to continue to strengthen its evidence and data collection mechanisms. The college's dialogue should continue to address the applicability and use of specific outcome indicators.

Standard I – Recommendations

Recommendation 1
The college improve its planning process by taking a longer range approach to develop a solid future for the college by incorporating community data; developing strategies to acquire the resources necessary for growth, including increased staffing and additional facilities; examining strategic advantages that arise from the collaboration with the military; and advocating for additional instructional space at Fort Irwin to meet specific student services and curricular needs. (Standards IA.1, IB.4, IIA.1.b, IIIA.6, IIIB.1.a, IIIB.1.b, IIIB.2.a, IIIB.2.b, IIIC.1.a, IIIC.1.b, IIIC.1.c, IIIC.1.d, IIIC.2, IIID.1.a, IIID.1.b, IIID.1.c)

Recommendation 2
The college develop a plan to address the future of online instruction at Barstow Community College. This plan should ensure the integration of the assessment of student learning outcomes into the online environment, include sufficient professional development for full and part-time faculty who teach online, consider the opportunities that are presented by technological advances that go beyond text-based online platforms, and involve the financing of future development of online course support. (Standards IB.1, IB.2, IB.5, IIA.1.a, IIA.1.b, IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.c, IIA.2.d, IIA.2.e, IIB.1, IIB.3.a, IIB.3.c, IIB.4, IIC.1.c, IIIA.5.a, IIIA.5.b, IIIC.1.a, IIIC.1.b, IIIC.1.c, IIID.1.a, IIID.1.b)

Recommendation 3
The college enhance its commitment to institutional research and data collection, ensuring adequate staff, availability of data across the college, collection of external data, and ongoing assessment of student learning outcomes. (Standards IB.2, IB.3, IB.5, IIA.2.a, IIA.2.b, IIA.2.f, IIC.2, IIIA.2, IVA.5)

STANDARD II
Student Learning Programs and Services

IIA.   Instructional Programs

General Comments
The college has worked to ensure that the quality of its educational programs continues. Even with a change of administrators, the college stayed on its planned course. As the college grows, more faculty will be hired and many more online sections offered and taught by part-time faculty that may live anywhere in the country. Professional development opportunities may be needed to ensure maintenance of the level of quality of the educational

programs. In addition, the college will have to determine how to engage faculty at a distance in activities such as assessment and program improvement. Quality of the teaching and the learning experience should continue to be the focus for the institution.

Student learning outcomes for courses, programs, degrees, certificates, general electives, and the institution were developed. The assessment cycle for course-level student learning outcomes has been reinstituted. The General Certification Worksheet was created and is being evaluated to determine its further use. The Curriculum Committee has continued to review new and revised course outlines in a timely manner. Course revisions included the addition of student learning outcomes and content as well as the review of course prerequisites.

Planning has been incorporated into the college's culture. The Education Master Plan was developed incorporating the instructional and student affairs program reviews. A Strategic Plan was completed. The college is now looking to merge the two plans into one to blend the college strategies to meet its goals.

The new Vice President of Academic Affairs is examining the scheduling of course offerings to improve enrollments and retention, as well as planning to develop a two-year course schedule to help students plan and complete their educational goals. Online, hybrid, face-to-face, short-term, and semester-long sections are offered to meet the diverse needs of the community.

The increase in online course offerings has allowed the college to increase its enrollments; however, student outreach during the summer has also increased the demand for face-to-face instruction on campus. The students have more choices and flexibility in choosing their schedule. To teach an online section, the faculty member is required to have either taken the training course on campus, or taken a similar course at another institution or taught online for another college. There is concern that faculty who teach online courses from a distance may not engage effectively with the college, and as this type of instruction increases, these concerns must be addressed.

At Fort Irwin's Army National Training Center, the college provides courses and educational opportunities to earn an AA degree in social science or humanities, an AS degree in natural science and math, AS occupational degrees, and a variety of certificates.

Findings and Evidence
The institution has demonstrated that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. Program reviews have been conducted on a yearly basis. Student surveys have verified that all instructional programs, regardless of location or means of delivery, address the mission and upholds it integrity.

Starting in 1999, the college conducted program reviews for vocational programs, and by 2002-03 all departments had begun yearly program reviews. The program review template

was developed and implemented for both instructional and student services programs. A new template has just been approved by the Academic Senate. Student Services may want to adapt this template to meet their needs more specifically. The program review timeline has also been altered to be accomplished in a three-year staggered schedule by divisions, with yearly updates including updated student learning outcomes, capital outlay, and staffing requests. The June 2004 update of the Education Master Plan contains summaries of program reviews completed as they relate to the institutional mission. (Standard IIA.1)

The college has identified and met the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. Barstow Community College offers face-to-face classes as well as hybrid and complete online classes. The wide variety of courses is available to meet the needs of the community. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. The Student Equity Plan of 2005 has data comparing statewide course completion rates with those of the Barstow Community College student population. The 2000-05 Report on Institutional Outcomes provides data on student success rates in pre-collegiate courses and on success rates of developmental students in subsequent college-level classes. Much research has been completed for English and math courses to validate the assessment tests used to assess incoming students lack of basic reading, writing, and computational skills. Review of the schedule for course offerings in these basic skill areas lead to special scheduling to accommodate these students. A new tutorial software package, SkillBuilder, was acquired to provide needed tutorial services.

The Workforce Development Summit, held in December 2004, assisted the college with identifying the economic needs of the community. Many business leaders participated, along with faculty, to discuss future training needs of the local workforce. A new Director of Vocational Education is currently being hired to continue this agenda. Changes in current certificates and course scheduling have already begun. Offering more short-term courses has been instituted. A community needs assessment is also being planned to continue the discussion and to plan for future community needs. Completion of this research should give the college good planning information regarding programs for meeting community needs. (Standard IIA.1.a)

The college has implemented a wide variety of delivery systems employing different modes of instruction to satisfy curriculum goals and meet the diverse needs of the students. Online sections were offered starting in 1997. Face-to-face and hybrid sections are also scheduled. Short-term, nine week courses have proven popular with online sections bringing more flexibility for the students. The Curriculum Committee ensures that online, hybrid, short-term, and face-to-face sections meet all of the same standards. To ensure teaching quality, online instructors, whether full-time or part-time, must demonstrate additional qualifications. The institution offers special training courses for future online instructors. Other modes of instruction appear not to have been considered, such as videoconferencing using classrooms in different locations on and off campus. All online courses use a standard, text-based format, which will ultimately prove limiting. (Standard IIA.1.b)

The institution has identified student learning outcomes for courses, programs, certificates, and degrees. Assessment for course level student learning outcomes began in 2004. With the change in administration, evaluation of the results was halted. In spring 2006, the Academic Senate, along with the new Vice President of Academic Affairs, reinstituted the process of assessment for course-level student learning outcomes. One student learning outcome in each course is being assessed this semester. Upon obtaining the results of the assessments, an evaluation process will begin. Assessment for programs, certificates, and degrees will be instituted upon completion of the first cycle of course-level student learning outcomes assessment. The college is presently conducting the cycle of course-level student learning outcomes assessment only with full-time faculty. A plan to include part-time faculty is being developed. Some departments have already begun to include part-time faculty. (Standard IIA.1.c)

The institution has worked to ensure the quality of all its instructional courses and programs through yearly program reviews. A new template has just been approved by the Academic Senate. The program review timeline has also been altered to be on a three-year staggered schedule by divisions, with yearly updates to include updated student learning outcomes, capital outlay, and staffing requests. The inclusion of external scans is being considered by the institutional researcher. Internal demographic data is available to faculty for inclusion on a volunteer basis.   The Curriculum Committee reviews all new courses and course revisions, which include new or revised student learning outcomes, and course prerequisites as well as ensure that course content is included in all course outlines. With the need for a new Education Master Plan in 2006, a review of all processes will be done. Combining the Education Master Plan with the Strategic Plan is also being considered. A student campus climate survey in 2004 showed improvements from the 2001 survey. A community needs assessment is also being discussed to assure the institution that it is offering adequate and quality education and programs. The college understands the need to increase its research, but it is challenged by a shortage of staff. (Standard IIA.2)

The Barstow Community College full-time faculty have developed student learning outcomes for all existing courses. The course outlines were approved by the Curriculum Committee. An assessment process was implemented in 2004, was discontinued and has been reinstituted as of spring 2006.   The full-time faculty is also involved on the Student Learning Outcomes Steering Committee to provide guidance. (Standard IIA.2.a)

The college relies on the expertise of full-time faculty for identifying competences and measurable student learning outcomes for courses, certificates, general and vocational education, and degrees.   The General Education Certification Worksheet was developed and implemented in 2001-02.   Assessment of the worksheet was not completed until 2003. The Academic Senate, with the new Vice President of Academic affairs, is going to be evaluating the worksheet to decide whether it needs to be revised or will be used in the future. With the hiring of a new Director of Vocational Education, advisory committees will be reinstituted to advise the vocational faculty and to examine the creation of new vocational programs. The Educational Student Learning Outcomes Steering Committee was formed to guide the faculty

in developing, assessing, and evaluating courses, programs, degrees, certificates, and institutional student learning outcomes. (Standard IIA.2.b)

In all programs, the quality of instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning need to be evaluated. Over 200 courses were reviewed for course content, rigor, sequencing, time to completion, and synthesis of learning between 2003 and 2005. Course revisions have included review of student learning outcomes, course prerequisites, and course content. The new Vice President of Academic Affairs is working with department faculty members to ensure that course sequences and time to completion is assured to meet the students' needs. A plan to develop a two-year course offering schedule is being implemented to inform students when specific courses will be offered to assure progress and degree or certificate completion. The full-time counselor at Fort Irwin creates the class schedule to ensure that military students and dependents are able to attend the scheduled classes. By consulting with military leadership, courses are scheduled in a manner that guarantees that the military student is available when sections are offered. Spouses can attend classes without childcare worries. (Standard IIA.2.c)

The college has been offering delivery modes and teaching methodologies that meet the diverse needs and learning styles of its students. Face-to-face, hybrid, online, short-term, and semester-long sections are offered each semester. Training for teaching online sections is now required.   The college offers training on campus. Faculty can also choose to enroll in off-campus college courses, or demonstrate previous experience teaching online courses to ensure that student success is encouraged. Some online instructors with low retention rates were removed and returned to face-to-face sections. Smart classrooms now available in campus classrooms allow for advanced technology to be available for delivery of course content in innovative ways. New tutorial software, SkillBuilder, is now available at the new Learning Resource Center. One state-of-the-art science co-lab is also available, with a second one being constructed. (Standard IIA.2.d)

Regular yearly program reviews, for instructional and student services, are being performed to evaluate their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. Student services may benefit from some professional development to assist with the full implementation of student learning outcomes. (Standard IIA.2.e)

The college is planning to improve and streamline its planning agenda by combining its Education Master Plan with its Strategic Plan. With the cycle of assessment for the student learning outcomes ending in May 2006, more evaluation, planning, and changes may have to be integrated into the college planning process. (Standard IIA.2.f)

While developing the student learning outcome assessment processes, the full-time faculty have examined the methods being used to assess the student learning outcomes for each course. Once the first cycle of assessment is completed, the faculty should discuss the validity of the measures used with the institutional researcher. (Standard IIA.2.g)

Barstow Community College issues credit to students upon the successful completion of courses. The faculty, who created the student learning outcomes, are now assessing these outcomes as stated in the course outlines and course syllabi. Credit for courses successfully completed is issued to students based on the policies adopted by the Board of Trustees in accordance with state guidelines. (Standard IIA.2.h)

The institution awards degrees and certificates based on student achievement. The student learning outcomes for these degrees and certificates have yet to be assessed. The courses in degree and certificate programs have student learning outcomes, and they are being assessed this current semester. (Standard IIA.2.i)

In July 2000, representatives for all constituent groups met at a Board of Trustees planning retreat to plan the revision of the general education philosophy. After adoption of this philosophy, it was included in the college catalog. The faculty then created the General Education Certification Worksheet. Components included information competency, writing across the curriculum, linkages, general education outcomes, workplace competencies, and diversity outcomes. After adoption by the Academic Senate, implementation was initiated. By 2002-03, not only was the entire worksheet completed but analysis and compliance was accomplished. With the employment of a new Vice President of Academic Affairs, use of the worksheet was discontinued. With the employment of the current new Vice President of Academic Affairs, discussion has begun to reinstitute or revise the worksheet The Academic Senate will need to revisit the worksheet and evaluate its effectiveness. Course-level student learning outcomes have been created and need to be incorporated into the assessment of the general education program. (Standard IIA.2.j, IIA.3.b)

The general studies degree requires that students complete coursework in the natural sciences, social sciences, and the humanities. The courses in these areas have student learning outcomes, which are currently being assessed. The college's Student Learning Outcomes Steering Committee is guiding the process to ensure that not only are student learning outcomes assessed, but SLOs are also being evaluated. This cycle will continue with possible revisions of the student learning outcomes stated on the course outlines. (Standard IIA.3.a)

The Curriculum Committee and administration ensure that degree programs have focus as well as breadth. The college's general education degree requires at least one area of inquiry or in an established interdisciplinary core. In 2001, the Curriculum Committee changed the number of units needed for an Associate of Arts degree major from 20 to 18 units. Discussion has started regarding the creation of a required capstone course before the completion of coursework for the degrees. (Standard IIA.4)

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other standards and are prepared for external licensure and certification. The General Education Certification Worksheet includes five areas that pertain to workplace skills outcomes including technical, analytical, and planning skills. Courses were analyzed and deemed qualified as meeting not

only the general education requirements but workplace competencies. Data has not been collected regarding the success of vocational program graduates in acquiring certification in their areas of studies. The college expects that the hiring of a new Director of Vocational Education should assist with the coordination of courses, student placements, and employment opportunities. The institutional researcher is aware that a community survey of businesses regarding the competence of Barstow Community College's students in performing their jobs needs to be done. External examination results are available for nursing assistants, cosmetology, and the EMT programs. New programs and courses may need to be developed to ensure workplace preparedness. (Standard IIA.5)

The college catalog includes the programs offered, transfer policies, and degree and certificate requirements. The student learning outcomes are included in each course outline. Each faculty member prepares a course syllabus that is filed with the Vice President of Academic Affairs. Each student receives a syllabus that specifies learning outcomes consistent with the approved course outline. (Standard II.A.6)

The institution has the appropriate policies and procedures regarding transfer of credit. The board policy manual includes this policy (BP 5120) and the administrative procedure (AP 5120) that dictates that the Transfer Center Director annually updates the plan and submits it to the Chancellor's Office as required. The district also has established procedures for articulating new and revised courses. An articulation officer carries out the procedure. Information regarding these articulation agreements can be found in the college catalog. The articulation officer is currently a faculty member (a counselor), who sits on the Curriculum Committee, and who provides not only with general counseling but also Veterans Administration counseling. (Standard IIA.6.a)

With the cancellation of the contract for services at the Miramar site, the college is currently working to ensure that students will be able to complete their education goals. These students will still have the ability to enroll in online courses. Face-to-face courses will no longer be available, but the students will be able to transfer to their local community colleges without difficulties. A process exists for determining the discontinuance of academic and/or vocational programs. The Curriculum Committee must be included in the deletion of courses and programs. The Vice President of Academic Affairs works with the appropriate teaching faculty and counselors to assure a smooth transition. (Standard IIA.6.b)

The college continuously reviews and updates all of its information in catalogs, publications in print, as well as in electronic formats. The catalog is reviewed and revised on a yearly basis by the Instruction Office, Student Services Office and the Public Information Office. The institutional researcher meets regularly with the president to ensure that the dissemination of student achievement information is available. A fact book was recently completed and it will be available to the community in the very near future. Other college publications are also reviewed regularly to assure integrity. (Standard IIA.6.c)

The college's website makes the necessary information available. The webmaster reviews the content of the website annually. Information gathered for the college's accreditation self

study was made available to the public. Published reports will be placed on the college's website in the near future. The college plans to hire a new Public Information Officer. (Standard IIA.6.c)

Board policies clearly state the responsibility that the faculty and administrators accept for maintaining an atmosphere of academic freedom. This policy (BP 4030) appears in the college catalog. The college catalog, schedule of classes, and student handbook all include a statement concerning expectations regarding academic honesty. The website includes all of these documents and policies as well. (Standard IIA.7)

Board Policy 4030 secures the faculty's right to academic freedom. The Academic Senate includes a section in its constitution and bylaws outlining its commitment to academic freedom. The Curriculum Committee has had discussion regarding academic freedom during the self study. The discussion board for the self study was active. The campus climate survey administered to students in 2001 and 2004 asked whether the faculty presented data and information fairly and objectively. The results of these surveys showed that existing faculty meet this expectation but new faculty need to be introduced to the college's policy on academic freedom. (Standard IIA.7.a)

Academic honesty and the consequences for dishonesty appear in Board Policy 5500, in Administrative Procedure 5520, in the college catalog and the schedule of classes in print, as well as on the website. Student and faculty handbooks also include these policies and procedures. Many faculty include these policies and procedures in their course syllabi. (Standard IIA.7.b)

Standards for conduct of staff, faculty, administrators, and students are included in the college catalog, and faculty and student handbooks. Board Policy 5500 deals with student conduct and discipline. The faculty handbook and the CSEA Collective Bargaining Agreement 2005-2006, Article 6.1.7 both include rules of conduct and misconduct. (Standard IIA.7.c)

IIB.   Student Support Services

General Comments
The most significant change in student services since the last accreditation visit has been the creation of the Dean of Student Services. In the recent past, this position was part of the responsibilities of the Vice President for Instruction. This organizational change is positive; a sentiment echoed by a number of personnel interviewed, and, overall has established some continuity within the division. Personnel are optimistic that this change will benefit not only staff but ultimately students served.

A number of other positions, such as the Director of Admissions/Records/Financial Aid, Coordinator of DSPS Learning and Support, Student Life and Development Supervisor, and Assistant Dean of Student Services have been filled with committed team leaders dedicated to student success. Several processes for students have been streamlined and new procedures

have enhanced services to students. Customer service and diversity training workshops have been conducted within the division and have further enhanced the spirit of student service among all personnel. The newly created Coordinator of DSPS Learning and Support has enhanced offerings entitled "Academic Skills Success." These courses are developmental in nature and designed to increase retention of the DSPS population.

Since 2003, summer outreach programs conducted by the Supervisor of Student Life and Development and Peer Counselors have assisted in seamlessly transitioning over 300 high school seniors into the college environment. The EOPS Summer Readiness program has additionally enhanced student enrollment at the college. Counseling orientations were reinstituted in fall 2005, after a six year absence.

Findings and Evidence
A variety of comprehensive student services are offered at both the main campus and Fort Irwin. This is impressive given the relative size of the institution. Fort Irwin has a number of innovative course offerings taking into account the uniqueness of the population it serves. Rotational course offerings (i.e. noon, Friday/Saturday) that accommodate military personnel are impressive and illuminate the commitment to this student segment. Services at Miramar have recently been terminated by options within the military contract. During this transition, counselors have continued to serve Miramar twice a month to offer students guidance and to ensure a graceful exit from this partnership. (Standard IIB.I)

The team found evidence that program review began in 2000 in Student Services, although the process seems inconsistent across units. Program review appears to be the vehicle that allows for thoughtful analysis of student services and in-depth dialogue about program processes, capital outlay, staffing, and budget, and student learning outcomes. To complete the current program review template, several sections require data generated through the Research and Planning Office. The opportunity to access intuitional research for student services appears limited. Furthermore, the template does not fully accommodate non-instructional programs. The program review process for student services, its linkages to the organizational structure, and the feedback loop are unclear. A new program review process is scheduled to begin April 2006 and will be jointly conducted by the institutional researcher and all student services departments. A Student Learning Outcomes workshop was provided to Student Services in October 2004. Division meeting minutes, Strategic Plan updates, and an overview of the Student Learning Outcomes workshop were reviewed. A number of Student Services personnel were interviewed, which included administration, faculty, classified staff, and associated student body senators. (Standards IIB.1, IIB.4)

The team found evidence that substantiated service delivery that supports quality student services. Of particular interest were documents available to students: the catalog, the class schedule, and the student application. (Standard IIB.2).

To obtain a sense of student interest and satisfaction, student focus groups, campus climate, student services, and student perception surveys were conducted. These efforts led to positive changes in delivery of DSPS instructional support, seamless admissions and records,

and financial aid operations, and the purchase of CAPP software for curriculum, advising, educational planning, and tutorial services. (Standards IIB.3, IIB.3.a, IIB.3.c, IIB.3.f)

Opportunities for students to develop leadership through personal and civic responsibilities have been greatly enhanced recently through the Associated Student Body (ASB) with multiple opportunities to serve the campus and community along with a concerted effort through the athletics program as well. Student life in general has improved tremendously in the past six years with a new student center, ASB meeting room, cafeteria, vending machines, and an electronic marquee placed in the bookstore promoting a variety of college events. Plans for a One Stop Student Services building are underway, which will be an improvement in streamlined services for students. (Standard IIB.3.b)

A concerted effort to develop and support students understanding of diversity has improved over the last few years. ASB hosts Black History Month, Women's History Month, and, in conjunction with DSPS, Disability Awareness Month. In addition, faculty have made a conscious effort to blend diversity related materials into the curriculum. (Standard IIB.3.d)

The team found evidence that the placement instrument in use, ACCUPLACER, will be validated every three years. (Standard IIB.3.e)

IIC.   Library and Learning Support Services

General Comments
Barstow Community College opened a new Learning Resource Center in fall 2004 that is open for 61 hours each week during fall and spring semesters and 36 hours weekly during summer sessions. The library has developed processes for serving the large proportion of online students including online solutions of contracted databases available to registered students, as well as, mailing resources to students.

The college functioned for a long period of time without a full-time librarian. This has recently changed with a full-time librarian beginning work in January 2006. The librarian has already completed a program review of the library, an undertaking that was projected in the college's planning agenda for this standard.

The college's Tutorial Services, also housed in the new Learning Resource Center, provides a number of tutoring services for students including walk-in tutoring. Tutorial services are provided for students in the Learning Resource Center and through online tutoring.

Student learning outcomes in the area of information competency have not been developed.

Findings and Evidence
The team confirmed that the library is staffed by a full-time librarian, as of January 2006, and four classified staff members consisting of three Library Technician I's (two part-time and one full-time) and one Library/Instructional Media Technician. The library's resources include six electronic subscription databases, which are also available to students in online

courses through remote access passwords that are changed each semester. The library's web page provides clear access to resources and information. (Standard IIC.1)

A program review has recently been completed by the newly hired librarian and incorporates much of the planning agenda from the self study report. One primary activity is the engagement of faculty in the development of library resources to support the curriculum. This work has begun; however, the program review notes a small response on the part of full-time faculty. The engagement of faculty in this area has been identified as important by the college, in its self study report, and by the library in its program review. Work needs to continue in this area. (Standard IIC.1.a)

The team confirmed that orientation sessions are provided at the request of faculty either for general or assignment-specific reasons. (Standard IIC.1.b)

The team confirmed that the library provides resources for both distance and traditional students through the Online Public Access Catalog. Passwords are changed each semester in accordance with subscription database license agreements. In addition, the web page provides a means for students to ask a reference question. (Standard IIIC.1.c)

Standard II – Conclusions

Barstow Community College meets many of the standards in Standard II. The college offers quality instructional programs in recognized and emerging fields of study that culminate in identified student learning outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to ensure currency, improve teaching and learning strategies, and achieve stated learning outcomes. The college has substantially met the provisions of this standard and has clear plans in place to continue working on the full implementation of identifying, measuring, analyzing, and improving student learning outcomes.

Barstow Community College faculty have clearly engaged in substantial and important work dealing with student learning outcomes from the course to the institution levels. Within three years, course-level student learning outcomes were identified, assessed at least once, and are being assessed again during the spring 2006 semester. Institutional student learning outcomes have also been identified and assessed.

The institution has all of the necessary board policies and administrative procedures to guarantee academic freedom and integrity, guide student conduct and honesty, and standards of conduct for the entire staff. Even with the high turn-over rate of top level administrators, the policies and procedures were reviewed and evenly applied.

Program reviews for all instructional and student services areas were completed and included in the new Education Master Plan. The Academic Senate revised the program review templates and created a new schedule for conducting these reviews. The Education Master

Plan was updated and plans to begin a new review cycle are being made. The merging of the Education Master Plan with the Strategic Plan is being planned for the immediate future.

The college community's ability to deal with the continuous expansion of online courses for meeting the educational needs of the diverse student population is noteworthy. The creation of an online course template has facilitated the expansion of online course offerings. Meeting the needs of the military students as deployments continuously cause changes in course scheduling is to be commended. A community needs assessment would ensure that the right courses are offered in a timely manner. Presently, only existing face-to-face courses are converted to online courses. The student survey indicates that many students enroll in online course sections because face-to-face course scheduling may not work for them. Approximately 30 percent of the students enroll only in online sections; and 30 percent of the students enroll only in face-to-face sections. The remaining 40 percent are enrolled in both online and face-to-face course sections.

With so many online sections taught more and more by part-time faculty, the college needs to assure the community that the quality and integrity of the educational programs will continue. Professional development opportunities need to be offered to help maintain and/or improve the quality of the teaching and learning experiences.

Barstow Community College offers a vast array of services to support student success. This was observed by not only team members but also echoed by students in a number of venues during the visit. Faculty, staff, and administrators are committed to student success and acknowledge the importance of services for students. This was evidenced in reinstituting the Dean of Student Services position. There is a sense that Student Services has been "left-out" in past years. Recently, outreach efforts by Student Services has resulted in an increased number of recent high school graduates enrolling   Student Services should be commended for these efforts and their commitment to students.

Enrollment management efforts to reduce disparity between the percentages of Latino students at the college compared to the community population needs to continue. Full-time counselors perform multiple functions other than providing academic counseling. Workload distributions need to be on the forefront in order to balance direct services to students with administrative tasks. Again, the array of services for students is excellent and quite an undertaking for a small, rural college. Finally, it may be worthy to explore housing scholarships in the Financial Aid Office as the combination of the two in one location would effectively streamline opportunities for students.

Standard II – Recommendations

See Recommendations 2 and 3.

Recommendation 4
The college advance its progress on student learning outcomes by implementing, at multiple levels, a comprehensive, formalized assessment plan that is grounded in a shared philosophy,

involves full and part-time faculty, includes online and face-to-face instruction, fully engages student services in relevant program review, and leads to ongoing improvement of instructional programs and learning support services. (Standards IIA.2.a, IIA.2.b, IIA.2.e, IIA.2.f, IIA.5, IIB.3.a, IIB.3.c, IIB.4)

STANDARD III
Resources

IIIA. Human Resources

General Comments
The college notes that sufficiency of staff is established less by numbers of staff and more by the quality of the individuals and their work ethic in the various positions. With multiple areas of responsibilities, many faculty and staff work long hours and weekends. Counseling faculty have multiple areas of specialty. The Vice President of Academic Affairs attends to many types of responsibilities, as there are currently no positions between the Vice President position and the faculty as a whole. The institutional researcher also serves as a faculty member and the information technology responsibilities are maintained by MIS programmers. The Human Resources Office is staffed with a director and an assistant who are responsible for the full range of human resource services.

In the last report, the college was encouraged to increase the level of staffing in the Office of Human Resources so they could effectively meet the multiple demands placed upon their services. A staff position was added then ultimately eliminated before the completion of the self study report. As the college plans for the projected growth, attention should be given to the ability of the Office of Human Resources to meet the demands in services in the areas of recruitment, professional development, orientation, evaluations, benefits, and employee contracts.

The college uses the staffing needs established in the Education Master Plan to determine what faculty and staff positions should be hired. There is no annual planning process or procedure that triggers a dialogue about which positions within the plan should be hired or whether changes have occurred that would prompt the college to have to make modifications to the faculty and staffing priorities established in the master plan. Consequently, tensions between the Academic Senate and the administration over what positions should be hired exist. Given the length of the planning horizon (five years) for the master plan, the college should consider whether a more regular opportunity to address staffing needs would improve institutional effectiveness.

Faculty effectiveness in helping students meet student learning outcomes are not a part of the evaluation process. However, the faculty grading patterns do impact the faculty evaluation. The college should analyze whether considering grading patterns in the evaluation process jeopardizes the integrity of grades given.

The administration and board members expressed the difficulty in attracting minority candidates because of the rural nature of the college location, although the District Performance Report for 2005-2006 showed that of 20 to 40 percent of the candidates for the various faculty positions were candidates from cultures historically underrepresented in higher education. Five of the six processes completed resulted in the hiring of a faculty who would classify themselves as white.

<u>Findings and Evidence</u>
Over the past three and a half years, processes and procedures for hiring qualified personnel have been improved. Job announcements accurately reflect the duties of the position and the state disciplines list is used to establish minimum qualifications necessary for faculty positions. Both full-time and part-time faculty qualifications are scrutinized using a Human Resources Faculty Degree Log that lists every faculty member, the disciplines in which the faculty are qualified to teach, the undergraduate and graduate degrees attained, the college or university attended, along with the accrediting agency of the college or university. (Standard IIIA.1)

In the event that faculty do not meet the minimum qualifications required to teach in a discipline, the Academic Senate and the Office of Human Resources have implemented an equivalency process that provides a decision on the equivalency within the semester. The Equivalency Committee typically acts within a month of the request. In the event of an emergency, the Vice President of Academic Affairs may waive the requirement while the faculty member awaits an equivalency decision for one semester. (Standard IIIA.1)

As the number of candidates with foreign degrees has increased, the Office of Human Resources is establishing a requirement that foreign transcripts be evaluated using one of the agencies accredited by the Commission for Foreign Transcript Evaluation as published by the State of California Commission on Teacher Credentialing. (Standard III.A.1)

The Office of Human Resources annually triggers the evaluation of certificated and classified management or confidential employee evaluations to be completed by the immediate supervisor.   The president is evaluated by the Board of Trustees. The Vice President of Academic Affairs maintains an evaluation schedule that displays the status of the evaluation for both full-time and part-time faculty. All of the processes are current. The team did not find evidence that evaluation has incorporated student learning outcomes for college personnel. (Standards IIIA.1.b, IIIA.1.c)

The mission statement of the college explicitly indicates a respect for diversity of individual backgrounds, abilities, cultures, and interests. The vision statement states that Barstow Community College is guided by the diverse expectations, values, cultures, and ethics of the students, faculty, staff, trustees, and community who define it. At the same time, the college has actually lost ground in their attempts to ensure an ethnically diverse faculty and staff. Since the last visit the percentage of full-time and part-time faculty who are Caucasian increased from 77 per cent to 84 percent, and from 71 percent to 80 percent, respectively. (Standards IIIA.4.a, IIIA.4.b)

The college has two committees with a charge related to equity and diversity. The Equity Committee has a charge to represent the institution's commitment to provide a hospitable and student-centered environment, which exhibits an awareness of and respect for, ethnic and cultural diversity. One of the things the committee seeks to ensure is that the student body and staff reflect community demographics. The Staff Diversity Committee reviews and revises the Staff Diversity Plan and monitors the institution's progress in achieving the goals of the plan and provides recommendations to Human Resources. The Staff Diversity Committee met in February 2004 and more recently in March 2006. Individuals responsible for the leadership of the committees changed. No other evidence of activity on the part of either committee was available. The college has an Equal Employment Opportunity (EEO) Plan which is intended to reflect the district's commitment to diversity and equal employment opportunity. (Standards IIIA.4.a, IIIA.4.b).

The elimination of state professional development funds led to the elimination of formal faculty and staff development programs. The Office of Human Resources periodically offers workshops for faculty and staff. Faculty and staff participating on hiring committees receive an orientation from Human Resources. If a faculty member wants to attend a conference or professional development activity, a request is made to the Vice President of Academic Affairs. The academic calendar does not include any specific faculty development days other than the fall in service day, which offers development for both faculty and classified staff. (Standards IIIA.5.a, IIIa.5.b)

Human Resources planning related to faculty and student services staffing needs is integrated in the program review and educational master planning process. Service level measures for administrative and classified staff are not yet developed but are part of the college's planning agenda. (Standard IIIA.6)

IIIB.   Physical Resources

General Comments

The college's planning includes a projection for significant growth which will put a strain on its physical resources. A longer range planning effort could identify a range of financial resources to assist such as seeking voter approval of a general obligation bond.

Findings and Evidence
There are adequate physical resources at the main campus and at Fort Irwin to support the college's current curriculum and student population. The college has provided up-to-date technology resources. (Standard IIIB.1.a)

Although the college's physical resource are being met, the visiting team found an emphasis on immediate short-term needs, rather than on longer term needs. For example, the Five Year Construction Plan does not include a discussion of enrollment growth and the

concomitant classroom space needed to accommodate the growing student population. (Standards IIIB.1.b, IIIB.2.a, IIIB.2.b)

The college has a memorandum of understanding with the United States Army for services at Fort Irwin's Army National Training Center, which specifies that:

> The NTC will provide, at no cost to Barstow Community College, adequate class space to accommodate all students enrolled in Barstow Community College's on-post academic programs.....Barstow Community College and the ESO will jointly determine the adequacy of these facilities.

During a site visit, the visiting team observed three dedicated classrooms for Barstow Community College's on-post academic programs. One classroom had a student seating capacity of 20, a second classroom had a seating capacity of 30, and a third classroom served as an open computer lab. When additional classroom space is needed, meeting space is made available by NTC on an "as available" basis.   (Standard IIIB.2.b)

IIIC.   Technology Resources

General Comments
The MIS department has primary responsibility for providing the leadership and support for the technological infrastructure of the college.   The distance learning program that serves almost half of the college's enrollment is supported by one full-time and one 11-month classified staff, both of whom are housed in the college's Instructional Technology Center.

Findings and Evidence
The department uses multiple methods to communicate with college constituent and student users of the college's technology. Communications through questionnaires, surveys, e-mail, and memoranda provide the MIS department with the opportunity to support faculty and staff in planning for future technology needs. A survey conducted in March 2005 sought information on user satisfaction, frequency, level of use, and resources used for technological support. The results were distributed to the entire college. (Standard IIIC.1.a)

Faculty and staff development related to the technological systems, hardware, and software are provided by the MIS department. The new Information Technology Center is a primary college resource for technological training and support. The MIS department provided a weekly series of techno-bites (lunch time learning) workshops. Faculty and staff throughout the college were invited to attend. Students receive training and support in the classroom, computer labs, library, and tutorial center. Online students also receive e-mail support that functions as a helpdesk. (Standard IIIC.1.b)

The Technology Committee was not active for a period of time due to management and staff turnover. After reconvening, the committee decided to update the Technology Plan. The updated Technology Plan includes the comprehensive technological infrastructure and

standards. The Technology Plan is integrated in the institutional planning process and supports the Strategic Plan and Education Master Plan. (Standard IIIC.1.c)

Contracts, maintenance agreements, and warranties are maintained. Multiple back-up processes are used to support the reliability of the overall data management system. The online component of the college resides on an external server that is contracted by the college. The contract includes security, support, and maintenance. (Standard IIIC.1.c)

The college has a rotation plan for the cycling of computers through the institution as new computers are purchased. (Standard IIIC.1.d)

IIID.   Financial Resources

General Comments

Barstow Community College has done a laudable job of managing and stretching its limited financial resources. The college's budget development process is linked to mission and goals and is widely understood. Institutional planning and implementation demonstrates appropriate assessment of financial resources in the short-term. The college has not yet developed longer range plans that take into account the anticipated growth and its impact on current resources, particularly facilities and technology

Findings and Evidence

The college has made some progress toward its largest future liability, which is retiree health benefit liability, by committing to paying current costs or active retirees; however, the college should move quickly to calculate future obligations and make appropriate budget allocations to ensure that adequate funds are set aside in a timely manner. (Standard IIID.2.c)

The team found evidence that members of the college community are aware of the budget development process and have opportunities to participate in the process. (Standard IIID.2.d)

Audit reports and financial reports show that the college is in good financial health. The lone caution might be that the current reserves would not be as strong if the college were attending to the future health care costs for retirees or the anticipated costs related to growth. (Standards IIID.2.a, IIID.2.b, IIID.2.c, IIID.2.d)

Standard III – Conclusions

The college complies substantially with Standard III. In the area of human resources, the college has a significant opportunity to address its challenges of diversity. In 2005, 50 percent of the faculty will be over the age of 50 and will likely be retiring within the next decade. Simultaneously, the college is projecting an increased demand in programs and services and an anticipated 6500 new homes developed in the surrounding community. The college should take steps to ensure the necessary dialogue and planning related to achieving a diverse faculty and staff that supports the mission and vision of the college.

The college should examine its hiring and recruitment processes to determine if there are unintended barriers to creating and maintaining a diverse pool of candidates. A deeper analysis of the processes and candidates applying may inform recruitment and hiring procedures to better take advantage of the diverse candidates who have already indicated a willingness to locate in the area by virtue of their application.

The college should evaluate the extent to which the current level of staffing in the Office of Human Resources affects the ability of Human Resources to provide leadership in the development and implementation of a staff diversity plan and engage in the various fair and effective hiring practices leading to a diverse faculty.

Opportunities to provide leadership and demonstrate a commitment to diversity exist at several levels. While the Board of Trustees expresses a commitment to diversity, that commitment is not expressed as part of the Board's four organizational imperatives that shape the goals and objectives of the president and his staff and ultimately impacts the direction of the institution, thus making the values, vision, and mission a reality. At the institutional level, the commitment to diversity or a statement of respect for diversity is not a part of the values of the college. At the Academic Senate level, there is no evidence of active senate dialogue or explicit resolutions related to the commitment to a diverse faculty and staff in support of excellence.

Physical resources, which are adequate for now, will likely pose a future challenge. Barstow Community College anticipates growth in the near future and should begin to find specifically dedicated financial resources to support the need for future classroom and lab space.   The current situation at Fort Irwin seems to work for the current student enrollment, but the visiting team would urge Barstow Community College to immediately enter into discussions with NTC to:

- begin planning for the needs for future classroom space
- explore the possibilities expanding the range of available AS degrees by investing in the construction or acquisition of additional classroom/science labs
- expand the availability of library/learning resources and services

As part of these discussions, Barstow Community College may find it financially advantageous to offer a token lease fee to NTC, which could actually assist the district in drawing additional funds to the college.

There are opportunities to improve likelihood of long range fiscal health for Barstow Community College, which entails strategic thinking and strategic action. Regarding known long-range financial liabilities, Barstow Community College should take strategic action to determine the unfunded liability for health insurance costs for current employees, who will be eligible for post-retirement benefits. The college has already taken steps to establish a Retiree Benefits Fund, and has committed financial resources to cover the ongoing cost of

health insurance premiums for eligible employees who have already retired. The college should conduct an actuarial study to determine the future costs of health benefits for future retirees and begin making necessary additional budget allocations into the Retiree Benefits Fund to ensure adequate resources to meet this rapidly accruing liability.

The college should research and consider some possible strategies available to enhance future revenues to ensure that the college is able to handle anticipated growth. These might include revenue enhancements for leased space, such as the space at Fort Irwin; a general obligation bond or other financing options for increasing physical space; strategic local partnerships; or leveraging the college's strengths in distance education to expand student enrollment. Barstow Community College has already positioned itself to benefit from this strategy because it is part of the military's Centralized Tuition Assistance Management System, which is an internet based system enabling military personnel to obtain tuition assistance.

Standard III – Recommendations

See Recommendations 1 and 2.

Recommendation 5
The Board of Trustees and the leadership throughout the college exercise their authority to meet their stated commitment by implementing specific strategies that result in successful hiring of a more diverse faculty and staff. (Standards IIB.3.d, IIIA.2, IIIA.4.a, IIIA.4.b, IVB.1.a, IVB.1.b, IVB.1.e, IVB.2.a)

STANDARD IV
Leadership and Governance

IVA. Decision-Making Roles and Processes

General Comments
Barstow Community College is a small rural college which encourages and empowers its staff, faculty, and administrators as participants in continual improvement. The Participatory Governance Handbook describes the philosophical bases and implementation strategies for college governance. The President's Advisory Council is the representative body designed to assist in the governance of the district.

The Board of Trustees is stable, composed of committed and knowledgeable individuals. The Board participates in board development activities through workshops and conferences, and evaluates itself annually. At the annual planning retreat, college constituent groups are invited to participate in discussions about the mission, board imperatives, and strategic directions.

Findings and Evidence
The Participatory Governance Handbook was created in 2001. It establishes the philosophical and legal bases for Barstow Community College's shared governance

processes, includes descriptions of the roles of each major constituent group, and lists college committees. The roles of the academic senate and the Curriculum Committee are clearly defined. (Standards IVA.2. IVA.2.a., IVa.2.b)

The President's Advisory Council (PAC) includes representatives from the Academic Senate, both bargaining units, management, and students. The PAC receives recommendations from college committees, updates the Participatory Governance Handbook, and reviews and recommends updates to board policies and administrative procedures. (Standard IVA.1)

All College meetings are conducted on a monthly basis and provide a venue for enhanced communication. Recent modifications in meeting formats have made them more interactive and open to increased dialogue. (Standard IVa.3)

IVB.   Board and Administrative Organization

General Comments
The college has a fairly new administration and one new board member. There is a high degree of expectation that this group can and will work together effectively.

Findings and Evidence
Barstow Community College has a five-member elected Board of Trustees with all positions filled. The board has a complete set of policies under which it operates, and those policies include the policy for selecting the president of the college. (Standard IVB.1)

The team found that the board has developed a set of "Board Imperatives" that serve as a framework for their college. This framework directly supports the mission. In addition, each year the board holds a planning retreat that begins with a mission review and involves representatives from throughout the college. (Standard IVB.1.b)

The team found evidence that the board holds ultimate responsibility for educational quality, legal matters, and financial integrity. The board's relationship with the Academic Senate, staff, and students, as regards participatory governance, is clearly outlined in the Participatory Governance Handbook. (Standard IVB.1.c) The board reviews the budget on a regular calendar, including the review of the tentative budget at the June Board meeting and the adoption of the annual budget at the September board meeting. (Standard IVB.1.c)

The board has a published set of bylaws and policies that are available in print form in the library and on the college's shared network drive. (Standard IVB.1.d)

Policy revisions are delegated to the President/Superintendent who draws advice and input from the President's Advisory Council, a broad-based advisory group comprised of representatives from all key constituent groups on campus. Board Policy 2510 recognizes participation from the Academic Senate, staff, and students in the development and revision of policy.

The board has focused on using relevant conferences for board development. They have the expectation that those who attend workshops information to those who did not attend. (Standard IVB.1.f)

The team found evidence that the board conducts an annual self-evaluation and uses that evaluation to improve their work together. (Standard IVB.1.g) The team also confirmed that the board has a code of ethics; however, they do not have a clearly defined policy for dealing with violations to that code. (Standard IVB.1.h)

The team notes that the board was fully informed about the accreditation process and that there was board involvement both on some of the standard teams and in review of drafts. (Standard IVB.1.i)

The governing board's policies delegate the authority to the President/Superintendent to implement and administer board policies. Additionally, there is an annual timeline for evaluation of the chief administrator. The evaluation is based on goals that are mutually developed by the president and the board. The board does not yet have a formally adopted process for conducting a presidential search. (Standard IVB. 1.j)

The college has had a significant amount of administrative turnover in the recent past, including the arrival of a new president in 2005. There is a college policy that assigns the president the authority and the responsibility for the operation of the institution and the quality of its programs and services. (Standard IVB.2) Given that the new president came at a time when the college is working to foster a positive, collegial campus climate, there are high expectations.

The team found evidence that the president has taken an active role in organizing the administrative functions of the college, delegating authority and responsibility where possible. The president's concern for providing student affairs with its own leadership resulted in a reorganization shortly after his arrival. (Standard IVB.2.a)

The team also found evidence that the president has worked to use collegial processes to set values, goals, and priorities. To integrate data into planning, the president added the institutional researcher to the President's Advisory Council, which meets monthly. Barstow Community College has worked hard since the previous accreditation visit in 2000 to develop and implement collegial processes. The Participatory Governance Handbook provides guidelines for the important roles for the many constituencies of the college. This clarity has helped the college begin to practice collegial processes and has created a platform for dialogue and involvement. The college is looking to the new president to enhance communication and involvement through the practice of these shared governance roles. (Standard IVB.2.b)

Standard IV – Conclusions
Barstow Community College is in compliance with Standard IV. The college has worked hard to develop clear guidelines for effective governance and to ensure active leadership

throughout the organization. The college has experienced significant administrative turnover; however, the college is optimistic about the new administration's capacity to move the college forward and improve on those things already accomplished.