

Substantive Change Proposal

**To Offer More than Fifty Percent of
Course Units for Programs, Degrees and Certificates
through Distance Education**



Submitted to the

**ACCREDITING COMMISSION OF COMMUNITY AND JUNIOR COLLEGES
OF THE
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

Prepared by: **Accreditation Task Force**
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Submitted: MARCH 12, 2010



Barstow Community College

BOARD OF TRUSTEES APPROVAL
February 24, 2010

Barstow Community College • 2700 Barstow Road • Barstow, CA 92311

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Barstow Community College

March 10, 2010

Dr. Barbara Beno, President
Dr. Susan Clifford, Vice President
Accrediting Commission for Community and Junior colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949

Re: Substantive Change Proposal

Dear Drs. Beno and Clifford:

On behalf of the students, faculty, staff, administration and board of trustees of Barstow Community College (BCC), I am submitting a tender our Substantive Change Proposal in order to permit our institution to offer programs, degrees and certificates with fifty percent or more of the courses delivered through distance learning.

BCC has a long history in the field of distance education and we take great pride in the extensiveness of the courses offerings and the quality of education that we offer to our students. The Substantive Change Proposal submitted herewith is the culmination of twelve month's work by the institution on implementation of this important part of our institution's mission. Our Accreditation Task Force, consisting of members of all of the institution's constituencies, oversaw the creation of the final proposal.

It is my sincere belief that BCC has made a committed, diligent effort to meet the Commission's expectations, and I trust that the Proposal and the supporting evidence verifies quality distance education for the high desert communities we serve, in our country's armed forces, and for our online students around the world.

In compliance with ACCJC requirements, enclosed are three copies of the Proposal to the Commission, along with an electronic version. An e-version of the Report has also been posted on the college's accreditation webpage and a hard copy has been included in our library collections.

If you have any questions regarding the Substantive Change Proposal or any of the supporting documentation, please do not hesitate to contact me.

Respectfully submitted,

Thom M. Armstrong, Ph.D.
President/Superintendent
Enc.

Substantive Change Proposal to Offer More than Fifty Percent of Course Units for Programs, Degrees and Certificates through Distance Education

A. Description of Substantive Change and Reasons for the Proposal

Description of the Change

Barstow Community College (“BCC”) is an open-access, comprehensive two-year institution serving a diverse student population in the Mojave region of San Bernardino County, California. The college’s campus is located in the City of Barstow, California, situated in California’s high desert, equidistant between Los Angeles, California and Las Vegas, Nevada.

Established in 1959, the Barstow Community College District (BCCD) encompasses a vast service area, stretching from the Nevada border on the East to Kern County on the West, and from Inyo County in the North to the San Bernardino Mountain range in the South. BCCD serves the communities of Barstow, Lenwood, Newberry Springs, Daggett, Yermo, Hinkley, Ludlow and Baker. Importantly, the institution also maintains a learning center at the U.S. Army National Training Center in Ft. Irwin, California which serves approximately 4,500 military personnel and their families.

Principally, BCC provides the first two years of college or university study as part of the California State Community college System of Higher Education. The college’s educational programs include lower-division college course work and general education offerings for transfer to baccalaureate degree institutions. In addition, the college offers an extensive range of pre-collegiate basic skills courses in mathematics, reading and English to serve the increasing number of students who need additional academic support before matriculating into a regular college program, degree or certificate. Importantly, the college offers a number of career and technical degrees and certificates designed to prepare students for entry into the workforce in such fields as cosmetology, child development and welding. Service learning and self-enrichment classes are also offered to the community to help foster an appreciation of life-long learning.

Barstow Community College first began offering distance education courses in the online method of instructional delivery back in 1997. In many respects, BCC has been a pioneer in distance higher education. In fact, the college’s long history in providing online instruction has been recognized by the Accrediting Commission

of Community and Junior colleges (ACCJC) in evaluation reports generated as a result of the college's applications for reaccreditation. The growth in the institution's online program over the years has been measureable and constant.

BCC's expertise in online education was born out of the necessity to effectively serve the unique needs of students in our service area. Many of the college's distance education students come from far outlying areas of the Mojave Desert where they would have little or no chance for a higher education except through the college's online instructional course offerings. Numerous other students pursuing baccalaureate degrees in other geographical areas take courses in our online programs as a way to expedite the completion of their degrees. Further, the online instruction delivery system has been very effective in making educational opportunities available for more of the military personnel and their families at the Ft. Irwin center and at other military locations around the country and abroad.

Expansion of the Online Program at BCC

Currently, the distance education program offers approximately 425 online courses to over 1,500 full-time equivalent students in over 15 states and 10 countries around the world. The dramatic expansion of the distance education program at our institution parallels the worldwide growth in online course offerings at both two and four-year institutions. While the college was one of the first in the state to offer online collegiate courses, it has long recognized that it cannot afford to depend upon past successes to provide impetus for current and future opportunities. In 2008, the college formed a Distance Education Committee whose primary purpose was to establish a distance education plan. The Distance Education Strategic Plan now provides a framework within which the college can operate to evaluate and improve its distance education program. Although begun as an ad hoc committee, the Distance Education Committee has since become a standing committee at the institution.

As the demand for online courses continued to expand at the institution, the college rapidly and effectively developed new curriculum to meet the increased student needs for distance-based learning. However, it became readily apparent that the added course offerings, once viewed only in isolation, were in fact transforming new and varied pathways for students to meet their educational objectives. Importantly, the de facto pathways were not expressly identified in the Barstow Community College General Catalog nor were they being independently evaluated and analyzed for effectiveness and quality. Discussions with leaders at other peer institutions in the state disclosed that this phenomenon was not uncommon at many of the two-year institutions, especially those reliant on distance

education for a significant percentage of their apportionment revenue. Thus, it became imperative for BCC to examine the implications of adding online and distance course offerings at our institution. Merely adding online sections to an already-existing class schedule would no longer suffice to meet requirement of assuring academic quality and rigor.

The Impact of the Increase in Online Students

To determine a more accurate impact of the observed growth in distance education offerings at Barstow Community College, the institutional researcher conducted a preliminary review of enrollment trends at BCC. While data exists for enrollment from the inception of the online program, the focus in this proposal concentrates on trends since the last accreditation cycle which began in 2006. Data from the most recent three-year period demonstrate the measured growth and strength of the online program. Since the last accreditation site visit, online enrollment at the college has increased by 59%. *(The enrollment trends for the college are detailed in Table 1 in this proposal.)*

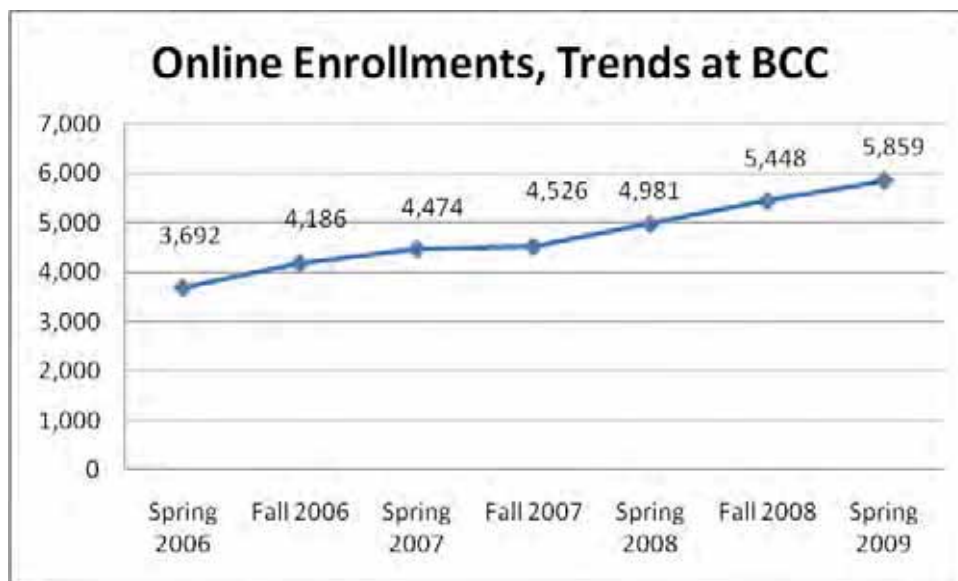
Table 1. Online Enrollments, Trends at Barstow Community College

**Online Enrollments, Trends at Barstow Community College
from the Period of 2006 to 2009**

Dist. Ed. Term	Enrollment	Retained	Retention Rate	Success Rate
Spring 2006	3,692	3,183	86.21	62%
Fall 2006	4,186	3,539	84.54	63%
Spring 2007	4,474	3,787	84.64	64%
Fall 2007	4,526	3,789	83.72	68%
Spring 2008	4,981	4,258	85.48	65%
Fall 2008	5,448	4,741	87%	68%
Spring 2009	5,859	5,043	86.07	65%

An important aspect of the enrollment data is the high retention rates of the online BCC students. From 2006 to 2009, nearly 7 out of 8 Barstow Community College students retain until the end of the semester. Additionally, success rates over the same period show that consistently, 2 out of every 3 BCC distance education students receive an A, B, C or Pass in their online credit courses. The high retention and success rates for the online course students reflect the commitment that the distance education students demonstrate towards the online environment for their learning. *(The enrollment trend data are graphically displayed in Chart 1 of this proposal.)*

Chart 1. Graphic Display of Online Enrollments, Trends 2006 -2009

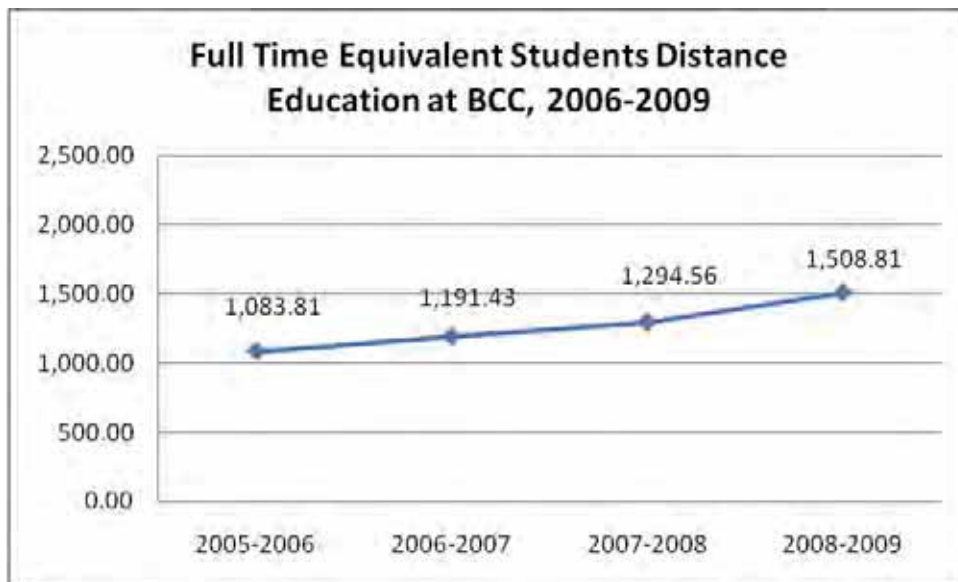


The addition of enrollment in the online program fuels the number of full-time equivalent (FTEs) students at the institution, as well. The number of FTEs determines the amount of apportionment that the institution receives from the State of California to finance the operations and capital growth of the college. There was a 39% growth in credit FTEs attributable to online education at the college from 2006 to 2009. Thus, the revenue that the college generates has become more and more reliant on the increase in the number of online students enrolling at the institution. *(The growth in FTEs in the online program over the same three year cycle is detailed in Table 2 of this proposal. The growth trend in FTEs attributable to distance education is graphically represented in Chart 2 of this proposal.)*

Table 2. Full-Time Equivalent Student (FTEs) from Distance Education at Barstow Community College 2006-2009

Academic Year	Credit FTES
2005-2006	1,083.81
2006-2007	1,191.43
2007-2008	1,294.56
2008-2009	1,508.81

Chart 2. FTEs Trends at Barstow Community College, 2006-2009

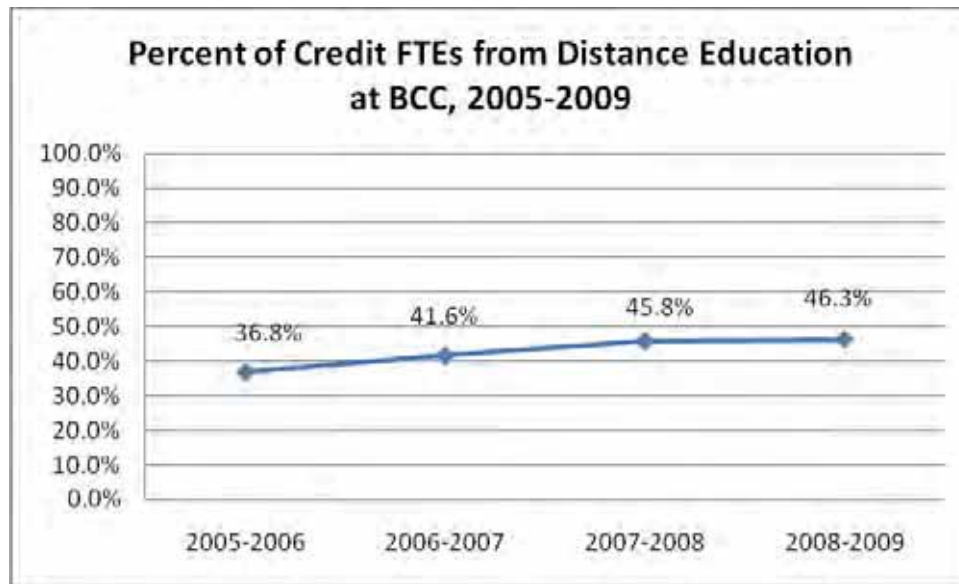


Finally, the college examined the ratio of FTEs from distance education to the total FTEs of the college over the period since the last accreditation by the ACCJC. There percentage of credit FTEs from distance education to total FTEs at the college increased from approximately 37% to 46%. *(The change in the percentage of the credit FTEs from distance education to the total FTEs generated is detailed in Table 3 of this proposal. The increase in percentage of FTEs attributable to distance education to the total FTEs generated is graphically represented in Chart 3 of this proposal.)*

Table 3. The Number of Credit FTEs from Distance Education to Total FTEs, 2005-2009

Credit FTEs from Distance Education to Total FTEs			
Academic Year	Percentage	Credit FTEs from Distance Education	Total Credit FTEs
2005-2006	36.8%	1,083.81	2,948.03
2006-2007	41.6%	1,191.43	2,866.63
2007-2008	45.8%	1,294.56	2,827.00
2008-2009	46.3%	1,508.81	3,255.65

Chart 3. Graphic Representation of the Ratio of Credit FTEs from Distance Education to Total FTEs Generated, 2005-2009



Without question, the distance education program has become a primary life blood of the Barstow Community College and a major force in meeting the day-to-day operational costs of the college, in the capital expansion that has occurred on

the campus as well as the in the augmentation of the degrees, certificates and programs open to its students. The refocus of the federal government in the re-authorization of the Higher Education Act in 2008 to require institutions to secure approval of the programs as a condition to receiving continued approval for financial aid disbursements to its students addresses the move to online education on a national level.

The Substantive Change

Barstow Community College is requesting a substantive change to permit the institution to offer existing degrees, programs and certificates wherein 50% or more of the course units may be taken by distance or online education. Specifically, the substantive change proposal applies to the:

1. Associate of Arts in Humanities
2. Associate of Arts Social Science
3. Associate of Science in Natural Science/Math
4. Associate of Arts Occupational (*Accounting, Administration of Justice, Allied Health, Automotive Technology, Business, Child Development, Computer Science, Cosmetology, Electronics Technology, Fire Technology, Management, Medical Assistant, Photography, Residential Electrical, and Welding*)
5. Certificate Programs (*Accounting, Administration of Justice, Automotive Technology, Blueprint Reading, Business Informations Systems/Administrative Assistant, Business Informations Systems/Office Services, Child Development, Computer Information Systems, Cosmetology, Diesel Technology, Electronics Technology, Emergency Management, Family Daycare, Information Systems Management, Management, Manicuring, Medical Assistant, Network Administrator, Photography, Residential Electrical, Webmaster and Welding.*)
6. General Education Transfer Requirements
7. Inter-segmental General Education Transfer Curriculum to University of California or the California State University.

The college has, in its annual reports, updated the commission on the programs, degrees and certificates which may be completed with greater than 50% of the course units through distance education. Importantly, the list of degrees, certificates and programs includes the college's core general education course series as well as the Inter-segmental General Education Transfer Curriculum

(IGETC) to the University of California and the California State University System. ([See, course, degree and program list.](#))

The Substantive Change Proposal seeks formal permission from the Commission to offer already-existing the degrees, programs and certificates but in course units exceeding the 50% online threshold. The proposal reflects BCC's ongoing augmentation of the electronic delivery of courses to meet the ever-changing educational needs of our students.

Evidence of a Clear Relationship to the Institution's Stated Mission

The offering of the online programs, degrees and certificates wherein 50% of the course units are attributable to distance education is not a significant variation from the college's ongoing mission and goals. The institution does not seek to offer any new programs, degrees and certificates nor is the college pursuing a new area of curriculum. Rather, the college seeks to offer its existing programs, degrees and certificates with a greater percentage through the distance education environment. (*ACCJC Distance Education & Correspondence Education Manual, p. 2*)

The online education program at Barstow Community College was detailed in most recent self-study prepared in 2005 and reviewed by the commission in 2006. The college has notified the ACCJC in the annual reports, the programs, degrees and certificates that have crossed the 50% online education threshold. In the Commission Evaluation Report as part of the most recent site visit, the ACCJC highlighted BCC's distance education program, but noted the institution's need to create a formalized distance education plan to meet the rapidly expanding demand.

The commitment to distance education is closely linked to the college's Mission Statement. Pursuant to the elements of Standard I, the college reviewed the mission for currency and accuracy in the fall of 2008. Input was secured from the entire BCC community at numerous all college meetings. In the mission, Barstow Community College expressly identifies itself as an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services. The college also identifies the core institutional competencies and the broad goals of the institution in the mission.

In preparing this Substantive Change Proposal, the Accreditation Task Force discovered that while the BCC Mission Statement discusses the role of access for all students, the institution must make manifest its plain commitment to distance education. The college webmaster, in the Barstow Community College Instruction Technology Report generated in 2007, made a similar recommendation that the

college revisit the Mission Statement and insert express language with respect to distance education. While the college mission refers, in general terms, to the wide variety of lesson delivery options, the college must expressly state the important role that distance education plays at our institution. As a result, the Accreditation Task Force recommended that the college correct this omission, using the newly-formed Distance Education Strategic Planning Committee (DESPC) to spearhead the endeavor. In September 2009, the DESPC reviewed the mission statement and began the process to improve the language.

In October 2009, the DESPC met and discussed the mission statement and crafted an additional element to the document to expressly identify the college's commitment to online education. The accreditation liaison officer presented the new language to the President's Advisory Council, the Academic Senate as part of the regular meetings and to the entire community at an all-college meeting. Suggestions and modifications were proposed and debated as part of the participatory governance process, and a new element was written based on the comments from the college faculty and staff. In February 2010, the Academic Senate voted to approve the mission statement change. Finally, the Board of Trustees reviewed the amendment in an open study session and subsequently approved the change. Appropriately, the college now makes, as part of its prime mission, its commitment to its community by "increasing access to all students by continuing to promote and develop our extensive distance education program." As a result, the college's mission has been explicitly aligned to the proposed change to reflect the importance of distance education at the institution. ([See, Mission Statement](#))

Rationale for the Change

The reason for the Substantive Change is patently clear in light of the dramatic increase in distance education enrollment in the nation in general and at Barstow College in particular. BCC students are a part of the growing wave of learners the world over who are turning to distance education to initiate, finish or enhance their educational experiences. The college must evolve to meet the demand of the new generation of students driven to balance work and family demands, face economic challenges, and constantly refine their skill sets through continued education. BCC was an early trendsetter in this field and must now assure that the latest technology and supports are implemented while not sacrificing our own expectations for academic quality and the Commission's standards for institutional effectiveness.

As part of an environmental scan conducted by the college, it was discovered that over 1.6 million college students enrolled in at least one online

course during the fall of 2004 and over one-third of these same students took all of their courses online. Higher education institutions are increasingly investing in the development and delivery of distance learning courses and programs. The same scan by the college revealed a significant need for professional development for instructors who teach online. These two trends reveal some of the difficulties that arise as colleges try to supply of higher education course offerings to meet an ever0increasing demand. ([See, Master Plan, Appendix 1, Environmental Scan](#))

There is no sign that the demand for distance education will wane. In fact, analysis by the Federal and California Departments of Education reveal that distance education will continue to expand in the coming decades. While BCC's online program has earned a solid reputation for quality and consistency, the institution must seek better ways to improve its offerings. The novel and evolving mode of lesson delivery and the increased demand for its access represent a clear substantive change warranting review by the Commission for quality and excellence.

B. The Planning Process Which Led to the Request for the Change

The Relation of the Change to the Planning Process

The college began to assess its role as a leader in online lesson delivery as part of its planning process at the commencement of the most recent planning process cycle back in 2006. The college has addressed the importance of distance education in four critical ways. First, the institution expressly incorporated distance education into the goals, objectives, outcomes and action plans of the 2007-2011 Master Plan. Second, BCC created, under the Master Plan, an ad hoc Distance Education Strategy Planning Committee (DESPC) which in turn generated a Distance Education Strategic Plan containing recommendations to the college for curriculum and program development. Third, the institution created and implemented, as part of its planning process, a Technology Plan and a Technology Committee. Finally, the college has initiated steps to expand professional development opportunities and utilize technological advances to improve lesson delivery. ([See, Technology Plan](#)) The college incorporated the pledge to expand and augment its online education program through three of the overarching goals of the new Master Plan. ([See, Master Plan](#)).

Specifically, the college will:

- 1) Provide learning programs and an environment that ensure student success; (*Goal One*)
- 2) Promote awareness, interest and access; (*Goal Three*) and
- 3) Improve college programs through systematic evaluation. (*Goal Five*)

The Strategic Planning, Budget Development and Review (SPBD&R) Committee has crafted four distinct objectives to address the development of online instruction at the college. In particular, objectives addressing the curriculum development, resource allocation and financial stability of online instruction were included to:

- Expand and/or revise the curriculum to meet the dynamic needs of students and the community (*Objective 1.1*);
- Include to ensure students from all sites, including distance learners, have equal access to student support systems (*Objective 3.4*);
- Develop annual budgets and long-range financial plans that provide the resources to meet strategic goals and objectives, and effectively support emerging programs, capital projects, and retiree obligations. (*Objective 4.4*);
- Improve student learning outcomes assessment as a college-wide, systematic and integrated process (*Objective 5.3*);
- Integrate modern technologies into college operations to improve effectiveness and efficiency (*Objective 4.5*). ([See, Master Plan](#))

The bases for the stated online objectives were supported by the data from an environmental scan as well as the college's online faculty surveys and student interviews conducted to uncover the attitudes and perceptions of the individuals who utilize the online environment. This use of data to drive the decision-making process has been critical in assessing, evaluating and improving the online programs at the college. (*See online surveys and board presentations accompanying this proposal.*)

Action plans related to online lesson delivery have been generated under each of the Goals set forth in the Master Plan to:

- Determine most effective options for improving features and capabilities of the distance learning (*Action Plan 1.1*);

- Include SLO assessment for online courses (including course, program and college-level assessment at all stages of assessment and intervention) (*Action Plan 5.3*);
- Provide training to faculty and staff on technology-based resources for program delivery both in live classrooms and with distance education programs, and implement the recommended changes (*1.6*); and
- Develop and publish a distance education policy that addresses remote access to student service and support (*3.4*). ([See, Master Plan](#))

In fall 2007, the Distance Education Strategy Planning Committee (DESPC) was formed to study online instruction at the college. The DESPC was comprised of faculty experienced teaching online classes, web and management information services personnel and also a student representative. Additional support was provided by the college librarian and Director of Vocational Programs (CTE). The DESPC was chaired by a faculty member and was charged to:

- 1) Establish a strategic plan for distance education at the college;
- 2) Assess the current performance of the distance education programs at the college; and
- 3) Generate recommendations for improvement and expansion. ([See, Distance Education Strategic Plan](#))

To reach these stated objectives, the committee divided the purposes into curriculum (current and future), certification and online degree programs, delivery methods and marketing. The committee spent the academic year identifying the critical components of a Distance Education Master Plan. Appropriate Cabinet members helped discern resources, direction, and support necessary to implement the plan. Marketing plans and options for the online program were discussed at a meeting between faculty and administration in November 2007. An initial draft of the Distance Education Strategic Plan was developed and broadly shared with all interested parties including critical governance committees. Based on this broad-based input, the Distance Education Plan was finalized and forwarded to the college president. The Plan was shared with all constituencies of the college and formally adopted by the Board of Trustees in the spring of 2008. ([See, Distance Education Committee Board Presentation](#))

The Committee thoroughly reviewed the existing online program at the college and made significant recommendations including the:

- Development of New Courses that Complete Existing Programs

- Implementation of EVAR Courses as a new method of Distance Education
- Hiring of an assistant for the Director of Vocational Programs to help expand career and technical education
- Development of practical equivalencies for Instructors for the Vocational Trades courses
- Appointment of a permanent, Online Research and Development Committee
- Creation of a document highlighting expectations for good practice in online teaching
- Development of a set of workshops/presentations that provide faculty with hands-on experience in ways to implement good practice (including video delivery)
- Inclusion of counseling, matriculation and articulation support
- Addition of staff including a web technician to assist in the improvement of online offerings
- Continuation and expansion of marketing of the online program with the military, local businesses, and private and state universities.

However, the DESPC was an ad hoc committee scheduled for termination once the charge of creating the plan was completed. The college decided, as part of the participatory governance process, to convert the committee into a standing committee at the institution to ensure that the recommendations of the plan are acted on by the appropriate committees at the college. The chair of the DESPC is a faculty member and former academic senate president. The committee will allow for more rapid modifications in the distance education program as needed. Faculty input on the online program continues to play a critical role to help identify competency levels, create measurable SLOs, and evaluate instructional quality. Through the college's approval of the Distance Education Strategic Plan, it has acknowledged the need for providing and assessing the quality of student support services regardless of location or means of delivery.

Supporting the development of the Distance Education Plan, the Instructional Technology Office created its own Master Plan. ([See, Technology Plan](#)) The Instructional Technology Center (ITC) has implemented the majority of tasks in the Technology Master Plan, enabling online instructors and students to have greater access to each other. These include streaming audio/video capabilities and online grading. Mini-lecture taping began in fall 2007 with audio support equipment ordered in September 2007.

In conclusion, the distance education program has been thoroughly integrated into the planning process at the college. There are multiple plans being

implemented by multiple committees to assure academic quality in the distance education learning environment. ([See, Technology Goals](#))

The Assessment of Needs and Resources

Critical to the integration of distance and online education into the goals of the Master Plan is the critical assessment of the needs and resources to properly evaluate the program. Assessment of the online program occurs at three critical levels: institutional, program and course level.

In the master plan, clear outcomes with established criteria for success have been established for each of the online education goals. For example, to assure proper learning environments, the college has established that at least 75% of the recommended changes identified by online focus groups, online faculty survey and student interviews will be implemented in the distance learning program. Satisfaction rates of faculty and students using the distance education program have been set to exceed 90%. Rates of retention, successful course completion, and SLO measures for distance education courses are also targeting to increase at regular intervals. The master plan also has established benchmarks for SLO identification, assessment and implementation for online courses in anticipation of the full implementation of the 2002 Accreditation Standards at the next self study for the college in 2012.

At the program level, dramatic improvements have occurred at the college. In Spring 2009, the Student Services Division created a new template for program review that expressly looks at student learning outcomes and student service unit outcomes to improve performance. ([See, Student Services Program Review Template](#)). The template was forged as a result of co-presentations by Barstow College student services personnel with other community college professionals at the California Strengthening Student Success Conference. Assuring quality services regardless of method of lesson delivery is an important component of the template. The template was presented to and approved by the college academic senate in May of 2009. ([See, Student Services Assessment Plan Template.](#))

Influenced in large part by the efforts of the Student Services Division, the Academic Services Division revisited the template that was used by faculty to review disciplines and programs in fall 2009. After numerous all-division meetings, the instructional division revamped their program review template it had historically used to evaluate programs. Both templates provide a solid framework to improve

effectiveness of the distance programs. ([See, Instructional Program Review template.](#))

The final level of assessment is at the course level of instruction. Online courses undergo the same quality assurances as traditional classroom courses. The Curriculum Committee scrutinizes the course outlines and curriculum regardless of lesson delivery methods. ([See, Curriculum Committee Packet](#)) The online courses have developed student learning outcomes and methods of assessment have been established. Indeed, the college continues to examine what authentic assessment and triangulation of learning look like in online environments and struggles with the requirement to assure equal rigor regardless of method. Nevertheless, the mechanisms are in place to reach continuous quality improvement in both online and traditional learning environments. ([See, Instructional Division, Assessment Plan Template](#))

The Anticipated Effect of the Proposed Change on the Institution

As discussed earlier in the proposal, the expansion of the online program has had dramatic impact on the college's enrollment, full-time equivalent students, capital expenditures and resource expansion. The increased revenue generated by the increased enrollment is clear. Online education remains a critical life blood of the institution. The change is, however, one of degree and not one of kind. That is, the change to augment the online delivery expands existing programs, degrees and certificates offered. The change does not create a new direction for the institution. Importantly, the change is not a divergence from the college's fundamental mission. Instead, the change is an attempt to deliver the college's already existing programs, degrees and certificates in novel and evolving ways.

The Intended Benefits that Will Result from the Change

The approval of the change will ratify the established commitment of the college to distance learning. The benefit will be an improved method to provide systemic program evaluation resulting in improved programs for our students.

Preparation and Planning for the Change

Work on the preparation of the content of the Substantive Change Proposal as well as the collection of the evidence to support the assertions made herein were performed by a number of faculty, staff and management including: the campus webmaster, the chair of the distance education committee (faculty), the chair of the Strategic Planning and Budget Development and Review Committee, the institutional researcher, the human resources director, the public information

officer, the manager of admissions and records and financial aid, the SLO coordinator, counselors, the Vice President of Student Services, the Vice President of Academic Services, the Academic Senate President, and the Vice President of Administrative Affairs. The college as a whole was briefed on the progress of the Substantive Change Proposal three times during 2009 and 2010 by the Accreditation Liaison Officer at all-college meetings.

In the Summer of 2009, the institution created an Accreditation Task Force headed by the college president to review the need for the submission, the gathering of the evidence to validate the proposal and the writing of the final document. The task force was composed of members from all of the college's constituencies and met twice as a group and more often in smaller teams to complete the necessary work to complete the proposal.

The Accreditation Liaison Officer updated the Board of Trustees on the content of the substantive change in Fall 2009. In January 2010, the Substantive Change Proposal was finalized and submitted to and approved by the Board of Trustees at the February 24, 2010 meeting.

C. Analysis of Adequate Human, Administrative, Financial, and Physical Resources and Institutional Processes

Steps to Initiate, Maintain, and Monitor the Substantive Change

All of the degrees, programs and certificates that are covered by this proposal are drawn from the college's existing offerings. The college has initiated the following processes and provides the following resources to support the online program:

Evidence of sufficient and qualified faculty, management, and support staffing

Administrative Services

As recommended by the Distance Education committee, a new position was added to support the online program. This position has helped allow the online staff to add new features such as streaming video, and provide additional training to faculty. Computers for faculty development have been replaced and upgraded in the Instructional Technology Center. The computer commons also has 72

computers for student use to help support distance education. In addition, additional budget requests to support Master Plan objectives for the online program can be made during the budget development process.

The Instructional Technology Center provides computers with latest versions of software for faculty members to assess new applications for inclusion in their courses. Training for new and experienced faculty in the online program is provided on a regular basis, including modules for new applications, specific requests, etc. Members of the online staff are available to answer any questions from students and provide assistance as needed. In the computer commons, students have access to all computers Monday through Saturday. Instructional lab assistants are available to provide assistance as needed. The computer commons has room for additional computers as needed to support enrollment growth. ([See, Instructional Office Report.](#))

Computers for both staff members and for faculty development are upgraded/replaced on a regular basis. New software applications are added as identified and requested by the staff and faculty. Greater storage capacity has been purchased from the vendor hosting the online program. Agreements for access to libraries for streaming video and other resources are also in place. The college continues to support additional equipment/software/materials as needed as the program continues to develop. The college has a dedicated website for the distance education students. <http://www.bcconline.com/>

The Distance Education Strategic plan and budget development plans have monies allocated for necessary software, hardware and other resources. All operating costs associated with the delivery of distance courses fall within the institutional budget for salaries and related expenditures. Applicable to this venue, the Block Grant and Basic Skills Grant monies have been used to develop additional support. Improvements for the online program are included in the Master Plan. Budget requests based on goals in the Master Plan are part of the budget development process. Finally, the college is incorporating financial resourcing for the distance education program into the overall BCC Master Plan. While some monies for the distance education program come from Basic Skills and Block Grants, these are not endless.

Student Services Support

Online counseling services have been addressed with a counselor dedicated to online students. (*ACCJC Distance Education & Correspondence Education Manual, p. 3*) The technological capabilities of the college have been and are

continuing to be upgraded which will increase accessibility to more programs and services for all students. http://www.elocallink.tv/vp2/vp3_show.php?cid=2031

In fall 2008, an online orientation was videotaped and produced with implementation beginning in spring 2009. This method of delivery will make the access to curriculum, support services and facilities more available to online and distance education students. All stages of the matriculation process can be completed online. <http://www.barstow.edu/StudentServices/Transfer/online.asp>

All on campus resources including admissions and records and financial aid are available in the online environment. Assessment testing is available through out of area proctoring. All forms are available in an online environment as well. Importantly, an online orientation is available for students.

See, hyperlinks as evidence of student services support:

<http://www.barstow.edu/AdmissionsRecords/matriculation/default.asp>

http://www.cccapply.org/applications/CCCApply/apply/Barstow_Community_College.html

<http://www.barstow.edu/AdmissionsRecords/Forms/default.asp>

<http://www.barstow.edu/BCCorientation/index.html>

Faculty Support

INTELECOM is available to create mini-lectures for online classes with training. The college incorporated technology and video streaming training for faculty, available to all on the college's intranet. [\(See, *Intelecom*\)](#) The college webmaster continues to conduct an annual review of emerging accreditation standards for online instruction. The Instructional Technology Center (ITC) has begun delivering streaming video training to adjunct and full-time faculty, using both Camtasia and Jing. The hiring of a web services specialist has allowed BCC to review and redesign the layout within the framework of the existing platform. [\(See, *Web Specialist Job Description.*\)](#) Numerous training opportunities have been offered to faculty over the past five years. [\(See, *Faculty Training 1*\); \(See *Faculty Training II*\); \(See, *Faculty Training III*\)](#)

Technological Support

The college operates a website for distance education students with an orientation on how to navigate the site. <http://www.bcconline.com/orient/> Additional supports include FAQs <http://www.bcconline.com/orient/>, bookstore access for courses, major on campus events <http://www.bcconline.biz/dhwc/>, contacting a

counselor http://www.barstow.edu/Academics/Counseling/contact_a_counselor.asp and direct contact with the college webmaster.

See, Additional Links:

<http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?langId=-1&storeId=13803&demoKey=d&catalogId=10001> (Bookstore)

<http://www.bcconline.com/sched.htm> (Scheduling)

<http://www.bcconline.com/tutor/default.htm> (Tutorial sign-up)

<http://www.bcconline.com/schedule/admission.htm> (Financial aid)

http://www.bcconline.com/schedule/admission.htm#COLLEGE_SERVICES
(support services and activities)

<http://www.bcconline.com/schedule/admission.htm#FEES> (tuition and fees)

Library Support

To enhance the students' educational experience, the library is adding new electronic databases, journals, and other media for online access needs. ([See, computer commons link](#)) The college has dramatically expanded its access to online database and e-journals. ([See, Library links](#)); ([See, Tutorial Link](#)) (ACCJC *Distance Education & Correspondence Education Manual*, p. 4)

D. Evidence that the Institution Has Received All Necessary Internal or External Approvals

Faculty, Administrative, Governing Board, or Regulatory Agency Approvals

The offering of more than fifty percent of course units for programs, degrees and certificates through distance education has received all necessary internal approvals. The courses have received departmental and curriculum committee approval, and the academic senate and the board of trustees at BCC have approved all courses that are required for the degrees or certificates. Moreover, all relevant courses are cleared and approved through by the California Community college Chancellor's Office. All matters with respect to workplace conditions and

duties are addressed through the collective bargaining agreements by the Barstow College Faculty Association and the California School Employees Association.

Legal Requirements Met

There are no independent legal requirements to offer the courses other than described herein.

Governing Board Action to Approve the Change and Budget Support

The Substantive Change Proposal involves the offering of existing courses and programs and expands the modes of lesson delivery of already established curriculum. The Board has monitored the expansion of the online program and has approved the Master Plan, Technology Plan and the Distance Education Strategic Plan. The Board independently approved the tender of this proposal after review of the document and study session. The Board of Trustees approval occurred at the regular Board meeting on February 24, 2010.

E. Evidence that Each Eligibility Requirement will still be Fulfilled Related to the Change

The ACCJC found, in the evaluation for Barstow Community College report generated from the site visit from March 21-23, 2006, that the institution meets the eligibility requirements. A summary of the eligibility requirements are restated below.

1. Authority

Barstow Community College is authorized to offer degrees and certificates under the California State Community college System of Higher Education and is recognized by the Chancellor's Office of the California Community colleges. BCC is accredited by the Accrediting Commission for Community and Junior colleges of the Western Association of Schools and colleges, the institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

2. Mission

The college mission is outlined in Board Policy 1200. The mission appears in all significant college publications and is reviewed periodically for currency and completeness.

3. Governing Board

Overall operation of the college is the responsibility of the elected Board of Trustees under the California Education Code and appropriate Board Policies.

4. Chief Executive Officer

The Board of Trustees appointed Thom M. Armstrong, Ph.D. as President in July 2010 and assumed the position on August 1, 2010. Dr. Armstrong holds the “requisite authority to administer board policies.”

5. Administrative Capacity

The college maintains an administrative staff sufficient to the operation of the college. All administrators and managers are hired through college hiring procedures with established hiring qualifications. All administrators meet minimum qualifications for their positions.

6. Operational Status

The college is an integral part of the Barstow community and the high desert region.

7. Degrees

The college offers the Associate of Arts-Humanities Degree, the Associate of Arts-Social Science Degree, the Associate of Science-Natural Science/Math and the Associate of Science Degree (with a variety of occupational disciplines).

8. Educational Programs

All Barstow Community College degrees, certificates and courses are listed in the catalog which is produced in hard copy and electronic formats on the

institution's website. All are evaluated in terms of measurable student learning outcomes and student achievement indicators.

9. Academic Credit

Barstow Community College follows the relevant provisions of Title 5 as part of the California regulations and the California Education Code. The college catalog sets forth clear explanation of the awarding of credits and describes the formula used for calculating units of credit. The Curriculum Manual details the awarding of academic credits.

10. Student Learning and Achievement

Student achievement, measured at the degree and certificate level, is regularly assessed and monitored. Student learning outcomes have been identified and measured at the course, program, and college levels.

11. General Education

All general education requirements are outlined for students in the course catalog and counselors are available both online and in person to review student educational plans. Importantly, the general education requirements for students transferring to the University of California or California State University systems, including the Inter-segmental General Education Transfer requirements are also outlined in college documents including the general catalog.

12. Academic Freedom

Intellectual free inquiry is a critical element of inquiry at Barstow Community College. The Board of Trustees has incorporated the right to academic freedom in board policies.

13. Faculty

The college has approximately 40 full-time faculty who are qualified to conduct classes in their academic disciplines. All meet minimum qualifications for all sections they teach.

14. Student Services

The college “provides for all of its students appropriate student services.” Those services are fully explained in the college catalog.

15. Admissions

The college admissions practices are consistent with the college mission and are fully reflected in the catalog. The policies parallel the expectations of California public community colleges.

16. Information and Learning Resources

The college provides learning resources through a state-of-the-art facility opened in 2004. The library has ample resources for student inquiry in both hard copy and digital formats.

17. Financial Resources

The college’s operating budget is designed to meet the expectations identified in the mission statement that will enable college students to learn and succeed. Budget planning supports the goals and objectives identified in the college’s institutional plans.

18. Financial Accountability

All financial funds and processes are audited annually by an external accounting firm. This audit includes the financial records of the Barstow College Foundation, an auxiliary organization. The audit report includes an opinion on the financial statements of the district, and findings and recommendations for improving the internal control system and compliance with state and federal programs. The district’s financial statements successfully complied with the Government Accounting Standards Board (GASB) directives, effective with the 2002–2003 financial statements, as required.

19. Institutional Planning and Evaluation

The comprehensive planning process utilized at Barstow Community College is diagrammed in the Planning and Budget Process section of the Participatory

Governance Handbook. The college has combined the Strategic Plan and the Educational Master Plan into one cohesive Master Plan for the institution.

20. Public Information

A statement of accreditation appears in the college catalog and at the institution's campus, as well

21. Relations with the Accrediting Commission

A statement of accreditation appears in the college catalog. Additionally, all major college publications carry a statement recognizing accreditation status.

The Commission reaffirmed the accreditation of Barstow Community College in the 2006 Accreditation Evaluation Report that the college is in compliance with the Standards for Accreditation. A summary of the college's efforts are restated below in greater detail.

F. Evidence That Each Accreditation Standard Will Still Be Fulfilled Related to the Change

Commission Policies

The college immediately initiated the process of applying for the substantive change after the Commissions site team training in Fall 2008. The college then operated under its existing structures and procedures to produce the proposal. The College President, members of the Accreditation Task Force, the Academic Senate President and the Vice President of Academic Services have reviewed the manual extensively for compliance.

The curriculum and instruction components are met because the curriculum committee applies the same standards for approval of online courses as they do in person classes. The institutional context and commitment components are met because of the alignment to the mission and integration of the master plan. Learning resources in the form of capital, human, physical and financial are properly allocated to the distance education program. Student Services provide adequate support to the students throughout the entire matriculation process. There is plainly a commitment to support the continued growth of the program.

Analysis of Standards

Standard I: Institutional Mission and Effectiveness

Specifically, the evaluation team found that Barstow Community College substantially complies with Standard I. The team recognized the college's notable improvement in this area since its last accreditation visit. The team found that there was a need to continue to strengthen its evidence and data collection mechanisms. The team recommended that the college augment 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.

Since the time of the visit, the college prepared a focused midterm report detailing the efforts in meeting this recommendation and the elements of Standard One. The Commission accepted the focused midterm report and did not ask for an update on progress in this area. The college has adopted a master plan and created a position of Director of Research, Development and Planning to oversee improvement in this area. The master plan has express goals and objectives and includes specific action plans that are designed to improve institutional effectiveness and to guide the allocation of resources.

The college also has at least three related plans: Facilities Site Plan, Technology Plan and Distance Education Strategic Plan to review distance education. The expansion of the online offerings enhances and will not alter the ability of the institution to meet this standard.

Mission

The BCC Mission Statement is specifically aligned with the delivery of courses in an online environment. In keeping with the college's mission of open access to all students, online and distance education courses provide distance learning opportunities for students particular to the community that the institution serves. (See discussion above.)

Improving Institutional Effectiveness

The research office has completed studies of the online and distance education programs at the institution. ([See, Research on Distance Education Board Presentation](#)) The Director of Research, Development and Planning has begun to produce systematic research reports that outline student achievement on various student success indicators and publish other reports in response to other institutional needs as. The college diversity survey was included for online and live environments to discover differences between the learning environments.

<https://www.surveymonkey.com/s/bccdiversitysurvey>

Standard II: Student Learning Programs

The Evaluation Team at the most recent site visit concluded that the college meets this accreditation standard

Instructional Programs

The college continues to offer quality instructional programs in established and evolving fields of study that culminate implementing identified student learning outcomes and achievement indicators leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with the college mission.

Instructional programs are systematically evaluated to make certain that the programs are up to date. The college has plans to fully implement student learning outcomes as a method to measure, analyze, and improve student learning and achievement.

The evaluation team did recognize the size and scope of the online program at the institution. Specifically, the team recommended that the college develop a plan to address the anticipated growth in online enrollment.

Student Support Services

Barstow Community College offers a full spectrum of services to support student success. Staff and administrators are committed to student success and acknowledge the importance of services for students. The Student Services received a commendation from the site visit team for the commitment to students. (See, full discussion above.)

Library and Learning Support Services

The BCC Learning Resource Center and Library offer many of the same services for online students. Access to research databases and educational resources is available over the web and are constantly being augmented based on data collected from student and faculty satisfaction surveys. The Computer Commons houses a state-of-the-art technology center for students to complete online work. (See full discussion above.)

The site visit team did recommend that 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. The detailed efforts to meet this recommendation were explained in the focused midterm report which was accepted by the commission without the need for additional follow-up before the next site visit.

Standard III Resources

The Evaluation Team concluded at the most recent visit that the college substantially complies with this standard. BCC utilizes its human, physical, technological, and financial resources to reach the broad educational purposes contained in the mission.

The expansion of online offerings enhances and will not alter the ability of the institution to meet this standard.

Standard IV Leadership and Governance

In 2006, the site visit team determined that Barstow Community College is in compliance with Standard IV. The college has worked diligently to develop clear guidelines for effective governance and to ensure active leadership throughout the organization.

The Commission reaffirmed the accreditation of Barstow Community College in the 2006 Accreditation Evaluation Report that the college is in compliance with the Standards for Accreditation.

Process Monitoring

The evaluation of the distance education will be monitored in three ways. First, the progress will be reviewed as part of the measured progress on goals under the college's Master Plan. Second, progress will be evaluated as part of the program review process in both student services and instructional divisions. Finally, the course level student learning outcomes will provide analysis of student learning in the varied modes of delivery.