EVALUATION REPORT

BARSTOW COMMUNITY COLLEGE

2700 Barstow Road
Barstow, California 92311
www.barstow.edu

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

The report represents the findings of the evaluation team that visited
Barstow Community College from March 19-22, 2012

Dr. Roger W. Schultz, Chair

BARSTOW COMMUNITY COLLEGE
COMPREHENSIVE EVALUATION VISIT TEAM

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Barstow Community College

DATE OF VISIT: March 19 -22, 2012

TEAM CHAIR: Roger W. Schultz, Ph.D.
Superintendent/President
Mt. San Jacinto Community College District

A ten-member accreditation team visited Barstow Community College from March 19 - 22, 2012, for the purpose of evaluating how well the College is achieving its stated purposes, analyzing how well the College is meeting the Accrediting Commission for Community and Junior College's (ACCJC) four standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the ACCJC regarding the accredited status of the College.

In preparation for the visit, the team chair attended a Team Chair Workshop conducted by Dr. Barbara Beno, ACCJC President on December 6, 2011. On Tuesday, January 10, 2012 all members of the team, except one, attended an all-day team training session conducted by ACCJC Vice Presidents Jack Pond, Dr. Susan Clifford, and Krista Johns. During the training session, team members were instructed how to conduct an institutional evaluation in accordance with ACCJC standards. After the group training, a new team member was identified and trained.

A month prior to the team's visit, the team chair and the team assistant conducted a pre-visit to the College to discuss expectations and logistics. Initial requests from team members were shared with the President. Findings from the visit served as updates to information provided in the previously completed self study report. These updates were sent to the team members for their consideration in completing their initial reviews of the self study report. Team members were divided into four committees, one for each standard. A team member was designated as the lead for each standard and coordinated the review of each standard. The team prepared for its visit by thoroughly reviewing and evaluating Barstow Community College's self study report and previous team reports, annual budget reports, audits and mid-term report; evaluating the institution's responses to the previous team's recommendations; assessing online courses, the College catalog and class schedules, the College website and numerous documents provided by the College as evidence in support of the statements made in its self study report. The team

members completed written evaluations of the self study report and identified areas for further investigation and review prior to their arrival at the College.

On March 18, 2012, the team met for approximately three hours to review the self study report, confirm appointments and issues to be addressed during the visit, and share information gleaned from initial observations by all team members. During the remaining visit, the team held meetings, at Barstow Community College Campus and two of its off-site locations in Fort Irwin and the Career Education and Workforce Development Center, with students, staff, faculty, administrators, and board members; visited a variety of classrooms and campus facilities; conducted several drop-in meetings that allowed anyone on campus to meet individually with team members; and hosted two open forums both located at the Barstow Community College campus during various times of the day to account for day/evening scheduling.

During the visit, the team met with numerous faculty, staff, administrators, members of the Board of Trustees, and students. The team chair met with members of the Board of Trustees, the president of the College and multiple administrators.

Barstow Community College Board of Trustees, administrators, faculty, staff, and students were well prepared for the visit. The staff greeted the team in a professional manner, and the team was provided open access to all documents and personnel needed to gather evidence related to the accreditation standards. The President and Co-Accreditation Liaison Officer made themselves available throughout the pre-visit and planning processes as well as during the visit itself. Numerous other staff members promptly provided evidence and technical assistance requested by team members. Trustees, administrators, faculty, staff and students were generous with their time and assistance.

The team was able to confirm the self study report's portrayal of the College and its appraisal of how well the College was meeting the four accreditation standards. The team was impressed with the tremendous progress made since the last comprehensive visit and felt there was a strong sense of awareness and pride in the College's accomplishments. The team believes that if the Board of Trustees, administrators, faculty, and staff can sustain an atmosphere of trust and cooperation, Barstow Community College will continue to make progress as required to meet the recommendations prepared by the team.

Team Findings and Recommendations:

The evaluation team has the following commendations:

1. The team commends the College-wide community for its institutional pride, commitment to the College, and passion for student learning and success.

2. The team commends the College for development of an exemplary, innovative and collaborative workforce and economic development division that responds to and is inclusive of its constituencies: industry, military, k-12, and other community College partners.

3. The team commends the associated student body leadership for their engagement in student development activities and their contribution to the College-wide culture. The team also recognizes the role of student services staff in fostering student participation.

4. The team commends the College's strategy of developing its own leaders and the implementation of the President's Leadership Academy to support that goal.

5. The team commends Maintenance and Operations for their commitment to maintaining facilities at a high level that fosters student learning.

6. The team commends the College for the Governing Board's stable leadership and commitment to the College, community, and its constituencies.

7. The team commends the College for aggressively seeking out and receiving additional grant funding to augment the budget in a constrained fiscal climate.

8. The team commends the Information Technology Department for their efforts and support of the extensive technological and distance education needs of the College community.

After carefully reading the College's self study report, examining evidence, interviewing personnel and students at Barstow Community College, and evaluating findings related to the ACCJC standards, the evaluation team offers the following recommendations:

1. In order to fully meet the standards, the team recommends that the College further define and clarify in sufficient operational detail the conceptual planning models to include responsible positions and parties, timelines, linkages, and ongoing and systematic evaluation of its planning processes (I.A.3, I.B.4, I.B.6, I.B.7).

2. In order to fully meet the standards and address the previous recommendation, and to meet U.S.D.E. regulatory requirements for distance education, the team recommends that the College move towards a fully interactive distance education platform that includes regular and effective instructor contact, and documentation of that contact. (II.A.1.b, II.A.2.d)

3. In order to meet the standard and achieve the commission's requirements for implementation of learning outcomes assessment for 2012, the team recommends that the College must act immediately to:
    - Complete and document all student learning outcomes (SLOs) for all courses and programs (II.A.1.c, II.A.2.a, II.A.2.e, II.B.4)
    - Distribute the student learning outcomes (SLOs) to students (II.A.6)
    - Distribute the student learning outcomes (SLOs) to adjunct faculty (I.B.5)
    - Document assessment at all levels of outcomes, including course, program, core competencies (I.B.7, II.A.2.a, II.A.2.a, II.A.2.e, II.B.4)
    - Document improvement in student learning (II.A.1.c, II.B.4)
    - Link evidence of student learning outcome (SLO) assessment to planning and resource allocation (I.B, I.B.3, I.B.4, I.B.6, III.D.3).

4. In order to meet the standards, the team recommends that the institution develop appropriate planning documents to integrate institutional planning efforts:

    a) Strategic Plan
    b) Human Resources Staffing Plan
    c) Facilities Master Plan
    d) Professional Development Plan

    (I.B.3, III.A.5.a, III.A.5.b, III.A.6, III.B)

5. In order to fully meet the standard, the team recommends that the College establish a systematic evaluation process to generate data that will inform opportunities for improvement in all governance structures, institutional processes, and practices. (I.B.7, IV.A.5)

6. In order to fully meet the standard, the team recommends that the College establish a cycle to systematically review and update Board policies and administrative procedures. (IV.A, IV.B)

7. In order to fully meet the standards, the team recommends that the College refine and fully implement the process which clearly links resource allocation with integrated institutional planning. The team also recommends that the resource allocation and planning process include setting priorities for funding institutional improvements (III.D, III.D.1, III.D.1.a, III.D.1.d).

8. In order to fully meet the standards, the team recommends that the College establish funding priorities that clearly links to the institutional goals, strategic priorities and mission statement. The team also recommends that items which impact student learning are given funding priority. (I.B, I.B.3, I.B.4, I.B.6, III.D.3, III.D.1, III.D.1.a, III.D.1.b).

9. In order to fully meet the standards, the team recommends that the College review all contracts to ensure that they are in alignment with the College's mission and goals (III.D.2.f).

10. In order to fully meet the standards, the team recommends that the College clarify institutional priorities and streamline the budget process to insure that the result of program reviews are closely aligned with all institutional goals (I.B, I.B.3, I.B.4, I.B.6, III.D.3).

11. In order to meet the standards and address the previous recommendation, the team recommends that the College develop a method that provides a direct linkage in the planning process to the resource allocation process for technology and distance education, and secure an identifiable, stable and ongoing budget for those activities (III.C.1.a III.C.1.d).

12. In order to fully meet the standards, the team recommends that all College units develop systems to completely implement and sustain program review across the institution resulting in appropriate improvements in student achievement and learning. (IB.3, IB.7, II.A.1,II.A.1.a, II.A.1.b, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.1, IV.A.5, IV.B.2.b)

13. In order to fully meet the standards, the team recommends that the College strengthen its ability to implement, document, and evaluate its plans to support ongoing and systematic dialogue about institutional effectiveness. (I.B.2, I.B.3, I.B.4, I.B.5)

INTRODUCTION

Barstow Community College District was charted in 1959 with evening classes beginning the following year. Day classes were first held three years later in 1962 and the College built its main core campus site on Barstow Road in 1964. Barstow Community College is a single College district serving approximately 5,000 students per semester, generating 1,526 Full Time Equivalent Students (FTES) per semester. Over half of the student enrollment at the institution is from distance education (54.06 percent).

In addition to the main campus located off of Interstate Highway 15, the College operates the United States Army National Training Center at Fort Irwin providing instructional programs and support services to military personnel and their families. As a result of the significant number of military students from Fort Irwin and other armed forces who take courses at Barstow Community College, the institution enrolls students from around the country. Nearly half of the students enrolled at the College are from outside the service area (52.67 percent).

The College is governed by a five member Board of Trustees. The student population is primarily Caucasian (57 percent) with Hispanics at nearly 25 percent and the African American student population at 12 percent. The remaining 6 percent are Asian, Pacific Islander, and Native American whose populations range from 0.4 to 3 percent.

Barstow Community College offers a wide range of instructional pathways for its unique community that includes: 1) providing the first two years of a baccalaureate study; 2) offering associates degrees and certificates as terminal milestones in both non-occupational and career and technical education areas 3) providing vocational training for immediate entry-level employment, wage gain and job advancement; 4) extending contract education opportunities for local businesses and employers; 5) delivering pre-collegiate, basic skills education for the large number of students who enroll at the institution unprepared to produce collegiate level work; and 6) offering non-credit and community education services.

According to the institution's self study report, there has been a steady increase in the number of enrollments during the day (34 percent) as a result of outreach efforts of the College to recruit local first-time generation students. Similar increases have been experienced in evening classes as well, which represent approximately 11 percent of the student enrollment status. Two-thirds (69 percent) of Barstow Community College students take classes on a part-time basis.

One in five Barstow residents do not possess a high school diploma. Additionally, over 90 percent of the residents of the City of Barstow do not have a bachelor's degree or higher. Students from the College's service area display a College going rate of (51 percent) which approximates the state of California average of 47.1 percent, and above San Bernardino County's average (30 percent). The College sites transportation as a major growing barrier for students outside of the Barstow city limits.

Over two-thirds of the students at Barstow Community College assessed at the pre-collegiate level in math, reading and English. Specifically, 75 percent of the students assessed as not-College-ready in reading, 57 percent assessed as not ready in in English, and 65 percent assessed as not ready in in math.

Success and retention rates for Barstow Community College students have remained relatively stable over the last four academic years with an overall success rate of 67.5 percent and a retention rate of 82.6 percent. Successful course completion for basic skills courses lag behind success rates for non-basic skills courses (59.7 percent versus 67.9 percent). Success rates for online students are lower than for students enrolled in traditional face to face classes (59 percent versus 70 percent).

Barstow Community College has seen an increase in the number of degrees and certificates conferred with the most recent academic year showing a total of 345 associate degrees and 31 certificates awarded. The College's transfer rates have remained relatively stable over the last four academic years.

EVALUATION OF INSTITUTIONAL RESPONSES TO RECOMMENDATIONS of the 2006 EVALUATION TEAM

Recommendation 1 – Long Range Planning
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)

In 2006, the College implemented a process to develop a 5-year comprehensive Master Plan. In addition, the Strategic Planning, Budget Development and Review (SPBD&R) Committee was integrated into the College's participatory governance structure. These efforts and structures were designed, in part, to address Recommendation 1 from the 2006 Comprehensive Evaluation. In particular, the 2007-2011 Master Plan incorporated community data. The 2007-2011 Master Plan also included objectives to support growth and expand collaboration with the military. As a result of the implementation of the Master Plan the College has held periodic Workforce Summits, conducted workforce surveys, created alliances to strengthen its CTE program, and secured a CTE collaboration grant. The College also enhanced the technological infrastructure, staffing levels, and obtained additional facilities to better support its Fort Irwin students, although space at Fort Irwin continues to be a challenge. In addition, the College implemented a variety of modifications to enhance access for its soldier cohorts including a) modifying the schedule, b) adding hybrid classes, c) implementing a contract welding program, d) developing a partnership that will allow the College to offer fire technology and automotive repair classes, and e) implementing other nontraditional course offerings.

The College's 2011Master Plan appears to continue and extend these and other efforts the College has undertaken in response to Recommendation #1. Based on the team's review the College has satisfactorily addressed this recommendation.

Recommendation 2 – Online Instruction
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.

Barstow Community College (BCC) has continued to grow robust, comprehensive online educational programs over the past six years. The College continues to rely on its text-based,

open source platform for its courses. BCC has evaluated, purchased, and is currently working toward transitioning to a new online platform; however, technology challenges have delayed full implementation to fall 2012. This new platform will provide enhanced opportunities for faculty and student interaction. Each online course shell includes course syllabi which reflect participation expectations and student learning outcomes. Recently, the College has hired a distance education coordinator who is responsible for providing technical assistance including the verification that all online course syllabi are available to students and reflect the information in the official course outline of record. The College has progressed in responding to a recommendation from the 2006 site visit by incorporating interactive media, such as streaming video, into some online offerings.

Training for faculty has been available through a variety of modalities. A College website has been developed to provide faculty teaching online courses access to best practices. Also, the distance education office makes itself available in an on-demand way to address the needs of both faculty and staff. Although planning of distance education is not systematic or institutionalized, there are resources available to faculty in the areas of technical support, best practices in pedagogy, and the use of interactive media in online offerings.

Student learning outcomes are assessed in online programs in the same way they are assessed in traditional courses. Faculty receive a request to submit their assessment data each semester using an agreed upon form developed by the College. The student learning outcomes coordinator reports that in the fall of 2011, 25% of courses offered submitted assessment data. BCC continues to work towards developing a systematic way to collect, organize, and analyze student learning outcomes and assessment data.

Funds for distance education have not been segregated and identified in the budget.

The team found from a random sampling of distance education courses and interviews that faculty and student interaction occur outside of the College's online platform; therefore it was not possible to evaluate the level of regular and effective contact between faculty and students. It was reported that interactive media was occurring in the courses; however the sample did not provide evidence.

Based on the team's review the College has partially addressed this recommendation.

Recommendation 3 – Research and Data
The College enhances 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.

The College has had a full time, institutional researcher who has supported the development and analysis of data for the institution. The College has invested in the cultivation of both internal and external data through the use of the surveys, enrollment data, and formal and informal

student achievement data. Program reviews have included data at both the program and pathway levels.

The research and data sets of the College have been primarily focused in the area of academic affairs. Student services, administrative services, and the College's former researcher reports that efforts have been focused in academic affairs. Although data is available in student services and administrative services, there appears to be a need for support to follow-through on the analysis, interpretation, and the integration of data into the decision-making processes of the College.

In 2009 the College created a full-time administrative position, the Dean of Research and Planning, and provided a budget to enhance its research and planning efforts. As a result the College experienced expanded access to data and dissemination of a variety of research results including a Diversity Survey, the Basic Skills Inventory, the College Vision survey, the CCSSE and Noel Levitz surveys, and the College's pre and post- accreditation self study report surveys. The office has provided leadership and support (including training, development of forms, etc.) to the College's Outcomes Assessment process. The Dean also serves as the College's ALO. The research and planning leadership position has supported the development of the College's new Strategic Priorities and Annual Planning Cycle. Additionally, this leadership position was instrumental in implementing a process whereby the College used the ACCJC Rubrics to assess and improve its planning, program review, and outcomes development and assessment efforts.

The Dean also conducted numerous trainings to support the College's planning and assessment efforts, has expanded the data available to support instructional program review, and has disseminated reports and data to the College community.

The College has addressed this recommendation.

Recommendation 4 – SLOs
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.

The College has established student learning outcomes at the course, program, and institutional level (core competencies). Recently, the academic senate has established an assessment plan for academic program student learning outcomes and has begun to implement an expectation that all courses assess student learning outcomes each semester. Additionally, the College has an emerging cycle of program outcomes assessment and has developed a pathway approach in the academic affairs division.

Student Services has piloted a program review in three areas.

As evidenced by the library website, program review document, and assessment report, the library has established student learning outcomes, assessed outcomes and closed the loop. Moreover, the student learning outcomes were reviewed and revised and a new cycle started. As evidenced by the Tutorial Service website, student learning outcomes have been established for Education 150 the Tutorial Lab. As outlined in the self study report, tutorial services updated course level outcomes and assessed their two courses, Education 150 Tutorial Lab and Education 151 Tutor Training, in 2009. As evidenced in an email dated January 9, 2012, computer commons are discussing possible program level outcomes and assessment methods.

In order to ensure that the institution meets the proficiency level in fall 2012 they will need to sustain and expand these efforts.

The College-has addressed the recommendation.

Recommendation 5 – Diversity in Hiring
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).

The College has responded to this recommendation by strengthening the visibility of its commitment to diversity in its Mission, Master Plan, Strategic Priorities, Board Policies, and Administrative Procedures. The Board Policies express the College's commitment to diversity, make equal employment a goal of the institution, and identify diversity as a key component of the general education pathway. The Administrative Procedures address non-discrimination in hiring, the implementation of an equal opportunity plan for hiring, and program development and educational outcomes to support diversity. The College has expanded its recruitment efforts, although this remains a goal in the College's current planning documents. The College has also strengthened its ability to promote from within through the President's Leadership Academy, although this program has not been continued at this time, it is the intention of the College to continue this program at some point in the future. The College's work in this area is evidenced by the recruitment and hiring of several minority applicants in the faculty, classified and administrative ranks. The College's diversity survey and an external scan in support of its 2011 Master Planning efforts also provide evidence of progress in this area.

The team found that the College has addressed this recommendation.

ELIGIBILITY REQUIREMENTS

1. AUTHORITY

The team confirmed that Barstow is authorized to operate as an educational institution and to award by the California Community Colleges Board of Governors and the California Legislature. Barstow Community College is a public two-year institution as part of the California State Community College System of Higher Education. Since its inception as an authorized degree-granting institution fifty years ago, BCC has been continually accredited by the ACCJC of the Western Association of Schools and Colleges.

2. MISSION

The evaluation team confirmed that Barstow's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement has been reviewed and updated in a timely manner and is published in the College catalog, the official website of the institution and in essential operational and public documents. The most recent version of the mission statement was approved in 2010 by the Barstow Community College Board of Trustees upon recommendation by the President after full review by the institution's participatory governance bodies.

3. GOVERNING BOARD

The governing board is responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. The board adheres to a conflict of interest policy that assures that any personal financial interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. A Conflict of Interest disclosure statement is submitted annually. The Board of Trustees operates under an approved set of Board Policies available in print to the public on the College website.

4. CHIEF EXECUTIVE OFFICER

Barstow Community College has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. The Superintendent/President is not a member of the governing board.

5. ADMINISTRATIVE CAPACITY

The evaluation team confirmed that the institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. The administrative hiring processes at the institution assures that BCC administrators meet or exceed the requisite degree requirements to support the institution's mission and purpose. The President is guided by a six member cabinet which includes constituents from the academic affairs, student services, administrative services, public information, human resources and research and planning areas.

6. OPERATIONAL STATUS
Barstow Community College has been fully operational for over a half century, with students actively pursuing its degree programs. Each year, the College graduates over 350 students in state-approved degrees and certificates and assists approximately 50 students annually to matriculate to four year baccalaureate institutions.

7. DEGREES
The team found that a substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. Degree opportunities and transfer courses are clearly identified in the College Catalog and on the institution's website. All programs, degrees and certificates are consistent with the College mission and support the institution's purpose.

8. EDUCATIONAL PROGRAMS
The team confirmed that Barstow Community College's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program is of two academic years in length. Degrees and certificates are approved by the California Community College Chancellor's Office; transfer credit is approved through articulation agreements with private institutions, the University of California and California State University.

9. ACADEMIC CREDIT
The team found that Barstow Community College awards academic credits based on generally accepted practices in degree-granting institutions of higher education. All academic credit is based on Section 55002.5 of the California Administrative Code. College policy on transfer and the awarding of credit for successful course completion is based on the Carnegie Unit which expects students to complete eighteen hours of work for one unit of semester credit. The team confirmed that all courses are approved by a curriculum committee under the supervision of the Academic Senate which reviews course requirements for state approval. Course credit is awarded in the same method and amount regardless of the mode of lesson delivery or location.

10. STUDENT LEARNING AND ACHIEVEMENT
The evaluation team confirmed that Barstow Community College defines and publishes for each program the program's expected student learning and achievement outcomes. All College programs have established student learning outcomes crafted by faculty who teach in the academic area of study and are published in the course catalog under the degree or certificate. Barstow Community College has completed assessment and implementation of improvements based on the outcomes results for the degrees, certificates and the transfer pathway. Courses within the programs have outcomes as well to assess learning mapped to the learning expectations at the degree and certificate levels. The College has general education outcomes, or core competencies as they are called at BCC, which serve as the institutional level learning that

assesses the value added by the BCC experience. These core competencies are published in the catalog and on the website.

11. GENERAL EDUCATION

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. BCC established patterns of general education courses: a General Education option for transfer to four-year institutions (private), the California State University Breadth Curriculum and the Inter-segmental General Education Transfer Credit (IGETC) pathway. Each course and its transferability is noted in the College catalog. The team confirmed that courses are taught in accordance with established course outlines of record and demonstrate learning in writing and computational skills, initial knowledge in content specific areas, global awareness, critical thinking and collegiate level communication skill development. The quality and rigor of these courses are consistent with the academic standards appropriate to higher education and are the same regardless of mode of lesson delivery. The general education component of programs is consistent with statewide community College standards.

12. ACADEMIC FREEDOM

The evaluation team confirmed that Barstow Community College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. Academic Freedom has been a mainstay of Barstow Community College as a learner centered institution. The College has an established academic freedom policy and appears on the College website and catalog. The academic freedom policy is the same regardless of campus location or method of lesson delivery.

13. FACULTY

Barstow Community College has a substantial core of qualified faculty with full-time responsibility to the institution. Barstow Community College has 38 full-time instructors and 110 adjunct faculty teaching at the institution. The names, degrees, and years of employment of full-time faculty are listed in the College Catalog. All faculty meet the minimum qualifications set forth by the State of California as a condition for employment and equivalencies are approved by the Academic Senate and human resources department. Names of faculty assigned to teach courses are listed in the class schedule and faculty responsibilities are established under a collective bargaining agreement, the California Education Code and the Statewide Academic Senate rules and procedures.

14. STUDENT SERVICES

The evaluation team found that BCC provides its students with appropriate student services that support student learning and development within the context of the institutional mission. Many of the students within Barstow Community College's service area come from traditionally

underserved populations and are first-generation higher education students. As a result, BCC provides a wide range of student support services for students and develops programs that meet the educational support needs of its diverse student population. The College provides adequate and appropriate services and utilizes several means of communication to inform students including the District website and College catalog.

15. ADMISSIONS
The institution adopts and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. Barstow Community College is an open-access, public two-year institution. Admission requirements are published in the College Catalog, the Schedule of Classes, and on the Barstow Community College website.

16. INFORMATION AND LEARNING RESOURCES
The evaluation team confirmed that Barstow Community College provides specific long-term access to information and learning resources and services to support its educational mission and academic degrees, certificate and programs. These resources and services are provided for and delivered in online and in person venues.

17. FINANCIAL RESOURCES
The team confirmed that Barstow Community College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. Annual budgets are prepared based upon State of California apportionment projections. Audits are timely and systematically generated and presented to the Governing Board, the State of California, the ACCJC and local community at Board of Trustees meetings. All past and current budgets as well as fund balances are available from the office of the Vice President of Administrative Services.

19. INSTITUTIONAL PLANNING AND EVALUATION
The evaluation team found that Barstow Community College's planning documents include the Mission Statement, Educational Master Plan, Strategic Priorities and Strategies, Institutional Effectiveness Report and Program Reviews. The College has established Board Goals, Presidential Goals and institutional level outcomes to guide the evaluation of institutional effectiveness. The College annually reviews master planning goals and reports progress to the Governing Board and publicly to the local community.

20. PUBLIC INFORMATION
Barstow Community College produces an annual catalog which provides constituents and the public with precise, accurate and current information.

21. RELATIONS WITH THE ACCREDITING COMMISSION
The evaluation team confirmed that Barstow Community College adheres to the eligibility requirements and accreditation standards and policies of the ACCJC. The College describes itself

in identical terms to all its accrediting agencies. The approval of accreditation is posted in the Board of Trustees public forum and information is published in relevant public documents and on the College website.

STANDARD I
Institutional Mission and Effectiveness

General Observations

Barstow College meets many of the components of Standard I: Institutional Mission and Effectiveness. The College's mission statement is prominently positioned in numerous campus locations and publications and it is clear that their programs and services are aligned with it. The College is in their second generation of a Master Plan and has recently introduced a new integrated annual planning process, and continues to engage in program review for much of the College. The College uses data extensively to inform institutional planning and assess its effectiveness. Barstow Community College communicates its findings to the internal and external College community and engages in dialog in multiple ways throughout the institution. Although the College has made great strides in meeting many aspects of this standard, they are not at the Sustainable Continuous Quality Improvement level with respect to program review and integrated planning. There is no process to ensure that that the College engages in systematic evaluation of their processes, nor that there are clear linkages between them. There does not appear to be any clear linkage to the allocation of resources or their evaluation for effectiveness as well.

Findings and Evidence

The College has explicitly addressed many elements of Standard I; however, the College is struggling with several components of the standard. In particular, the College does not meet Sustainable Continuous Quality Improvement with respect to program review or integrated planning. In addition, although the College has engaged in the review and modification of its planning and resource allocation processes, there is no evidence to demonstrate that a process to ensure that the College engages in the *systematic* evaluation and modification of all parts of the planning and resource allocation processes (including program review) exists. In addition, the College inconsistently implements and documents the implementation of its College plans. Finally, a formal process by which planning is linked to resources allocations is only now emerging.

The College's mission communicates its broad educational purposes, its intended student population and its commitment to student achievement and learning. The College has updated its mission statement, engaged in two Master Planning processes, continued to utilize the mission to inform annual goal setting by the Board of Trustees and the President, and established Strategic Priorities to support the mission and implement the new Master Plan. Although the College has reviewed its mission twice since the previous accreditation self-study and visit, the mission review process and cycle is not systematized. Finally, although the mission is linked to the College's Core Competencies and program review and is consistent with Strategic Priorities, the College could strengthen the link between its mission and some components of its planning processes. (I.A.1)

The College has implemented or improved programs to better serve students and achieve its mission. The College's commitment to diversity has been made more visible. The College has strengthened its support of basic skills students by hiring a Basic Skills Coordinator, implementing three learning communities, creating a new lab for ESL and Spanish students, and implemented an academic skills program that provides essential literacy skills for employment and a bridge for students to the College's academic programs. The College has implemented new degrees and certificates and other occupational/workforce development programs to strengthen its support for Career Technical Education students. The College has strengthened and expanded its online program, although efforts need to continue in this area. The College has strengthened its partnership with local agencies, businesses, schools and the military to improve its programs and enhance access for students.

The College has expanded opportunities for dialog. The College has strengthened its research capacity through increased staffing and has implemented various methods to assess and communicate its effectiveness, such as Master Plan Annual Reports, expanded achievement data, College-wide survey data, and outcomes assessment data. This data is communicated to the appropriate College constituency groups in print and/or online reports and presentations. The College has also strengthened its support of outcomes assessment by providing training, implementing SLO Fridays, expanding its Outcome Assessment Committee, creating the new Degree and Certificate Pathways (DCP) Programs, and identified facilitators to support DCP program review and assessment. (I.B)

The College's planning processes have been strengthened by the creation of diagrams to illustrate the College's planning cycle, the development of an Annual Planning Cycle, the centralization of its institutional effectiveness efforts, the expansion of the Strategic Planning Budget Development and Review, and the development of an Institutional Effectiveness Committee. The College has also completed one full Master Planning cycle, adopted a new Educational Master Plan, and developed new Strategic Priorities as the first step in the creation of a three year Strategic Plan. However, the effectiveness and sustainability of these changes cannot be evaluated at this time due to their recent implementation and the fact that the Strategic Plan, which is a critical component of the planning structure, has not yet been developed. In addition, although aspects of the College' planning processes are connected and inform some of the College's decision making and resource allocation processes, these connections and linkages need to be expanded and strengthened.

The College's assessment of progress toward achieving its goals is communicated through Master Plan annual reports, Equity Reports, Fact Books, College-wide survey reports, and achievement and outcomes assessment data. The College had plans to publish its first institutional effectiveness report in three years in January 2012, although a draft of this report was not available to the evaluation team. These reports are posted on the College's research web page and available on the intranet. Presentations of this data are also made to various members of the College community. The College could enhance its ability to utilize information to inform its

planning and decision-making efforts by enhancing the analysis and dissemination of this information. In addition, the College needs to strengthen its ability to implement and document the impact of its many plans.

The College has developed an Assessment Plan and has invested resources and made progress developing and assessing student learning outcomes at the course, programs and College level through the definition of core competencies. The self-study indicates that over 90 percent of courses have identified outcomes. Assessment of course SLOs has begun and departmental assessment plans are currently under development and at various stages of implementation. The assessment of core competencies and the degree, certificate and pathways programs is underway. There is evidence, however, that various changes have occurred in response to the review of outcomes and student achievement data. Program outcomes have been developed in Student Services and several administrative units have developed program outcomes; however, this has not been engaged at a systematic level.

The mission statement was reviewed and updated in the fall of 2008 and then again in the spring of 2010 as a component of the College's Distance Education Substantive Change efforts and to better incorporate its Core Competencies (I.A.2).

The mission is available to the College community in various documents and on the College's website and is posted at various locations around campus. The College recently developed a vision statement to more effectively communicate its mission. The Board of Trustees and the President review the mission each year as they write their annual goals. Changes in the College's mission have been facilitated through the institution's governance processes and have incorporated input from the institution's stakeholders. Although BP 1200 states that the College's mission is reviewed and updated regularly, the College does not have evidence to support that this process is regularly and systematically reviewed (I.A.3).

The inclusion of the College's mission in the various planning documents, the utilization of the mission statement to create the President's and Board of Trustees annual goals, the alignment between the mission and the College's Strategic Priorities and Core Competencies, and the link between the mission and Instructional and Student Services program review provides a structure that ensures the mission is central to many aspects of its institutional planning and decision-making efforts. However, employee perception data indicates that the College has more work to do in this area. In addition, although the College's plans are consistent with and supportive of the mission, this link is implicit and not explicit. The College could strengthen its performance in this area by making the relationship between the mission and its various planning documents (including its Strategic Priorities) more explicit (I.A.4).

Several of the College's processes and structures support ongoing, collegial and self-reflective dialog about institutional effectiveness. These structures include the Academic Senate and various Participatory Governance committees (including the President's Advisory Council,

SLOAC, DCP Coordinators meetings, and the newly developed Institutional Effectiveness Committee). In addition, members of the College community gather during the academic year to discuss issues at department, all-division, program, and all-College meetings. In-service and Best Practices days provide another opportunity for dialog. The College also engages in dialog regarding institutional effectiveness in academic and student services through its program review processes and has begun to engage these types of dialogs in administrative services. Dialog about institutional effectiveness has also been foundational to the College's development of its Degree and Certificate Pathways (DCPs) and DCP Program Reviews.

The College is engaged in outcomes assessment at the course, program and College-level, SLOAC reviews and dialog about the results of DCP Program and Core Competency assessments. This information is also available to the greater College community on the website and intranet. Dialog about DCP Program Outcomes Assessment is the foundation of the College's DCP Program Review Process. There is limited documentation that dialog about course, departmental, and College-level assessment has occurred. Student Services has also begun assessing program outcomes. Administrative Services programs have not engaged in outcomes assessment. The College's collaboration with local schools and regional businesses provides other opportunities for dialog about institutional effectiveness. There is evidence that some of these dialogs have contributed to the development and/or modification of programs and services at the College. A review of various agendas and minutes, however, indicates that the nature and value many of these dialog opportunities could be strengthened by changing the nature of the agendas so they include more interaction and less information dissemination. In addition, due to the high number of adjuncts and staff who work off-site, the value of these dialog opportunities could be extended by creating more consistent and thorough minutes (I.B.1).

The College's long and short-ranged goals are outlined in various planning documents, including the Educational Master Plan, Construction Plan, Maintenance Plan, Technology Plan, Student Equity Plan, SLO Assessment Plan, Presidential Goals, Board Goals, and Strategic Priorities. Although there are examples (such as the previous Technology Plan and Program Review) that the College accomplishes some of its plans, reports on the implementation of other plans are incomplete or inconsistent. In addition, the College does not currently have a Professional Development Plan. The College recently modified its Master Planning Process and format to address the difficulties it had implementing its 2007-2011 Master Plan goals. In particular, in fall 2011, the recommendations in the Master Plan were synthesized and identified as the College's Strategic Priorities. These priorities will inform the development of a Strategic Plan that outlines specific objectives, timelines and responsible parties. Although this structure has the potential of enhancing the College's ability to track the accomplishments of the Master Plan, the efficacy of this new process cannot be evaluated at this time because the Strategic Plan has not yet been completed (I.B.2).

The institution has made efforts to strengthen its ability to engage in a systematic cycle of evaluation, planning and resource allocation. The College recently modified its committee

structure and developed a new annual planning cycle to strengthen the link between its program review, Master Plan and equipment budget allocation process. This new system (including new budget forms and the ranking process and criteria) is currently being beta-tested. The College is planning to implement a system that links program review more closely with technology planning next year. Interviews with various College personnel indicate that when the Annual Planning Cycle is fully developed and implemented facilities and personnel planning and allocation will also flow through this process. However, there is no documentation to support this assertion.

The College has also recently modified its program review templates for Academic and Student Services Programs and developed a new DCP Program Review Template. There is currently no program review template to support Administrative Services program review. As indicated previously, the structure and implementation plan for the new Educational Master Plan (EMP) was modified to enhance its effectiveness. The new Strategic Priorities have also strengthened the linkage between the EMP, program review, and the allocation of resources through its annual planning cycle.

Diagrams of various components of the planning process have also been developed. However, the connections within the College's Planning Flow Chart are unclear and there is little connection between the various College-wide planning processes and documents. In addition, there is no apparent relationship between the College's two major planning diagrams.

Although the pre and post-accreditation survey indicates enhanced understanding of the College's planning processes and its link to budgetary decisions, interviews with College personnel indicated only an understanding of the core components of the new annual planning cycle. There is a more limited awareness of the longer term planning processes and documents. Participation in and understanding of these processes could be enhanced if the College documents and memorializes its planning processes. The team recommends that the College document its planning and resource allocation processes, timelines and responsible parties. This documentation should clarify the linkages between the various processes and should include the process and timelines by which the various components and the overall system are reviewed and modified.

As noted previously, the College has increased its access to data and has recently implemented efforts to strengthen its ability to track progress on its Master Plan. The College's Master Plan, Technology Plan and program review templates provide clear evidence that data is used to inform these processes. Interviews with the Vice President of Academic Affairs indicate that course level enrollment and student success data extracted from the Banner System is used in the schedule development and contraction dialogs, although that could not be validated. Various documents, including the BCC Fact Book and Equity Report are available to the College and external community.

There is evidence that the College could strengthen its utilization of data. In particular, the current instructional program review template does not make full use of the new instructional program review data packets. In addition, the current data packet and instructional program review template does not support the College's integrated distance education planning philosophy for programs that teach in both modalities, as there is no information and opportunity to compare online and on-ground student success. In addition, an executive summary and analysis of the Equity Report (which just includes charts and graphs) was never completed and disseminated to the College community. The College's Fact Book similarly contains no overview or synthesis. Although available on the website, interviews with College staff indicate that the Noel-Levitz and CSSSE surveys results were not effectively communicated to the College Community. (I.B.3)

The planning processes at the College offer opportunities for input by all constituencies. Although facilitated by a consultant, input into the master planning efforts was gathered through all-campus meetings and numerous meetings with individuals. Other College-wide plans are developed through the participatory governance structures or are submitted for approval through the participatory governance process. Input into the College's new Annual Planning Process occurs at the program level through the program review process, and at the College level through the Institutional Effectiveness Committee, Budget and Finance Committee and the President's Advisory Council. Participation in and understanding of these processes could be enhanced if the College documents and memorializes its planning processes. This documentation should describe the various planning processes, timelines and responsible parties. It should also clarify the linkages between the various planning processes and plans and should outline the process and timelines by which the various components of the planning process (including the mission) and the planning system are reviewed and modified.

The College has established a clear link between program review, the Master Plan (through the Strategic Priorities) and the allocation of new equipment resources, and the College is dialoging about extending this to new technology resources next year, although this extension has not been documented. Resources are provided to support the implementation of the technology plan, although the management of these resources appears to rest primarily with the Vice President of Administrative Services. There currently is no linkage between program review, Facilities and Human Resources Planning and Decision-making. Because the Student Equity Plan is a coordinative and integrative plan, its implementation is dependent on the programs that are assigned as responsible parties.

The self-study contains examples of how the College's program review efforts have led to program changes designed to enhance effectiveness and student success. The Technology Plan contains similar information. SLOAC is continuing to document the implementation of the recommendations it formulated in response to its application of the ACCJC Outcomes Rubric. However, as noted previously, the College has struggled to document and assess the implementation of its plans. For example, the Annual Reports from the previous Master Plan

indicate inconsistent accomplishments of its goals. There are also no comprehensive reports regarding the implementation of the College's other plans (such as the Equity Plan), although some draft reports and presentations identifying key accomplishments of the various plans are available on the College's Intranet. In addition, the team could not find any evidence that the action plans identified in its first Core Competency Assessment have been implemented. Similarly, many of the action plans resulting from the application of the ACCJC Rubrics for Planning and Program Review are in progress or have not been implemented (I.B.4).

The College has published multiple reports to communicate its effectiveness to the College community. These reports include student satisfaction and perception data, student demographic and achievement data, Strategic and College Goal reports, and course, program and core competency assessment results. Some documents are available to the internal and external community on the College's Institutional Effectiveness, Outcomes Assessment, and Faculty Resource web pages, although the Faculty Resource page does not appear to be maintained and some of the links on the College's web page are inactive or do not have current information. Other results are disseminated at meetings and are housed on the College intranet. The intranet drives are poorly organized and many documents are not dated or are in draft status. This indicates that the College may not be fully utilizing or aware of this information. The College recently hired a consultant to evaluate how well it utilizes data. The consultant identified issues with respect to the robustness and dialog/use of data in the areas of program review, outcomes assessment, outreach, student services and scheduling. Issues included lack or inconsistency of data, failure to use data to improve and the creation of schedules based on faculty scheduling needs instead of student need (I.B.5).

There is much evidence that various components of the College's Planning and Budget processes have been evaluated and modified since the previous self-study. As noted previously, the College developed new program review templates for Academic and Student Services. In 2010 the College's SPBD&R Committee, in anticipation of the next Master Planning Cycle, utilized the ACCJC Planning Rubric to assess and create an action plan to strengthen the College's planning processes. As a result of this process a consultant was hired to facilitate the College's Master Planning process. The SPBD&R Committee application of the planning rubric again in 2011 led to the development of the College's Strategic Priorities, the Annual Planning cycle and the development of diagrams to clarify the planning process.

The College's instructional and student services programs engage in a systematic program review process and there is evidence that this process has contributed to changes at the institution. There is currently no template to support Administrative Services and President's Office program review. The College recently modified its program review process in Student Services to strengthen its effectiveness. The College also recently developed Basic Skills and Transfer to Baccalaureate Program reviews as a way to assess and strengthen these inter-disciplinary programs. As noted previously, the College recently enhanced the data available to support program review in academic programs. However, the BCC Metrics document indicates

that the current Academic Program Review instrument does not currently integrate with all of the new metrics, so the utilization of this information is currently "optional". As noted above, the College has recently implemented and is pilot testing an Annual Planning Cycle to strengthen the link between program review and the Strategic Priorities into its equipment and technology allocation processes.

Although there is evidence that the program review process has been evaluated and improved, the team could not find any documentation that codified this review to ensure that it occurs at regular three-year cycle intervals. The College may need to strengthen its program review processes by codifying a regular assessment of these processes. This is particularly important given the recent changes that have been made to these processes. Although the College is to be commended for conducting an ongoing and comprehensive review of its planning processes, there is no evidence to ensure that that the process will be sustained in a regular and systematic manner in the future. This documentation should include a clear identification of the individuals and groups who are responsible for the ongoing review and modification of the College's program review processes (I.B.6. and 7).

The new Annual Planning Process and Strategic Priorities have strengthened the link between Program Review, the Master Plan and the allocation process for new equipment. It is anticipated that the Annual Planning Process will incorporate the technology allocation process next year, although this is not documented. The evaluation team determined that the College does not have a documented formal process that links the College's planning processes (including program review and the Master Plan) facilities and personnel planning. Interviews with the College President and Dean of Instruction indicate that they envision that this integration will occur.

The relationship between the College wide plans is unclear and it appears based on the evidence provided to the evaluation team that the College has difficulty implementing some of its plans. Furthermore, the evaluation team found that there are no program reviews for Administrative Services.

There is evidence that evaluations of the various components of the College's planning and budgeting processes have occurred, but there is no documentation to ensure how and when this review occurs. The College has enhanced its access to data, although there is evidence that it is not fully utilizing this information to assess and improve its programs.

The College's programs and services are aligned with its mission through its Board of Trustee and presidential goal setting processes and the mission's alignment with the College's Strategic Priorities and Core Competencies. The College uses quantitative and qualitative data to inform institutional planning, assesses its effectiveness and communicates its effectiveness to the internal and external community. The College also engages in dialog in multiple ways and at multiple levels.

Conclusions

The College has clearly expended much effort developing a culture that includes dialog about institutional effectiveness and has implemented practices and structures that support broad-based and collegial planning processes. The Team is impressed with the College's collegiality and the multiple initiatives designed to support and enhance student learning. The plans at the College are consistent with and support the stated mission statement, which has been recently updated and meets the purposes stated in the standards. The College provides quantitative and qualitative data to inform dialog and planning and endeavors to assess its progress on implementing its plans. However, the College needs to strengthen its ability to effectively utilize data and review and assess the effectiveness of the implementation of its plans. The College has a program review process in place for instructional, student services, student support and special programs that includes the review of data including outcomes assessment, planning for improvement, the identification of necessary resources, and contributes to program-based changes and improvements. However, there is no program review process for administrative services programs.

The planning processes at the College have continued to be modified and improved, although there is no mechanism to ensure this systematic and periodic review occurs. Some aspects of the College's planning and budgeting processes are formally linked, although these linkages need to be expanded and strengthened. In addition, the College has made progress on the definition and assessment of SLOs at the course, program and College level in academic programs and program outcomes have been developed and assessed in student services. Administrative Services Programs have not yet systematically engaged outcomes development or assessment. Based on the evaluation team's review of the self study report, interviews with key staff and faculty, and available evidence the team determined that Barstow College is at the Developmental stage of the ACCJC Rubric for program review, planning, and student learning outcomes.

The College partially meets this standard.

Recommendations

>   **Recommendation #1:**
>   In order to fully meet the standards, the team recommends that the College further define and clarify in sufficient operational detail the conceptual planning models to include responsible positions and parties, timelines, linkages, and ongoing and systematic evaluation of its planning processes (I.A.3, I.B.4, I.B.6, I.B.7).

>   **Recommendation #3:**
>   In order to meet the standard and achieve the commission's goals for 2012, the team recommends that the College must act immediately to:

- Complete and document all student learning outcomes (SLOs) for all courses and programs (II.A.1.c, II.A.2.a, II.A.2.e, II.B.4)
- Distribute the student learning outcomes (SLOs) to students (II.A.6)
- Distribute the student learning outcomes (SLOs) to adjunct faculty (I.B.5)
- Document assessment at all levels of outcomes, including course, program, core competencies (I.B.7, II.A.2.a, II.A.2.a, II.A.2.e, II.B.4)
- Document improvement in student learning (II.A.1.c, II.B.4)
- Link evidence of student learning outcome (SLO) assessment to planning and resource allocation (I.B, I.B.3, I.B.4, I.B.6, III.D.3).

Recommendation #4:

In order to meet the standards, the team recommends that the institution develop appropriate planning documents to integrate institutional planning efforts:

a) Strategic Plan
b) Human Resources Staffing Plan
c) Facilities Master Plan
d) Professional Development Plan
   (I.B.3, III.A.5.a, III.A.5.b, III.A.6)

Recommendation #5:

In order to fully meet the standard, the team recommends that the College establish a systematic evaluation process to generate data that will inform opportunities for improvement in all governance structures, institutional processes, and practices. (I.B.7, IV.A.5)

Recommendation #12:

In order to fully meet the standards, the team recommends that all College units develop systems to completely implement and sustain program review across the institution resulting in appropriate improvements in student achievement and learning. (I.B.3, I.B.7, II.A.1, II.A.1.a, II.A.1.b, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.1, IV.A.5, IV.B.2.b)

Recommendation #13:

In order to fully meet the standards, the team recommends that the College strengthen its ability to implement, document, and evaluate its plans to support ongoing and systematic dialogue about institutional effectiveness. (I.B.2, I.B.3, I.B.4, I.B.5)

STANDARD II
Student Learning Programs and Services

General Observations

Barstow College meets many of the components of Standard II. The learning programs and services are driven by the mission of the college as well as the needs of the students. College decisions are informed by the extensive data that are available to the community by the College's research office. The curriculum offered by the College, regardless of modality, is of sufficient rigor and appropriate for the community they serve. The curriculum is regularly reviewed and evaluated by an active curriculum committee. The College has developed a set of core competencies for the institution and its programs, and is in its second cycle of assessment. The instructional and student support services programs have undergone a systematic program review to assess their effectiveness. Although a strong foundation has been laid in the development of course and program level student learning outcomes and College wide core competencies, the College is not at the proficiency level in these areas. A systematic assessment, as well as process to evaluate the assessments has not been developed. The College is continuing its evolution in this area of the standard.

Findings and Evidence

The College provides instructional programs in a variety of settings and modalities including a primary campus in Barstow, an educational center located at Ft. Irwin north of Barstow, a career and technical education center near the primary campus, and an extensive online program. The College updates its mission on a regular basis and publishes it broadly. To strengthen the link between the institutional offerings and the mission, the curriculum committee has recently published a manual to provide faculty information on how to pursue course and program approval. The mission of the College is referenced in the handbook itself; as an appendix (F) where there is a statement of the appropriateness of curriculum to the mission of the College. The College's curriculum guide further reflects the College mission and provides faculty with information to validate that proposed courses and programs relate to the institutional mission. The technical review committee of the curriculum committee validates all course and program proposals and confirms they contribute to the mission of the College. A distance education coordinator validates that course materials for courses offered utilizing the distance education delivery system accurately reflect the information in the course outline of record. For courses offered in classroom settings, this validation is completed by the office of the Vice President of Academic Affairs. (II.A.1)

The institution identifies the needs of students using a variety of formal and informal data. Student assessment data, service area demographic data, as well as enrollment and student achievement data are examples of inputs used to develop comprehensive programs serving students and the surrounding community. The College's research office has been actively engaged in developing systematic ways to enhance data-driven decision making at the College.

Student learning outcomes assessment data is beginning to be used to develop resource requests and recommendations for program improvement. (II.A.1)

The College has a tradition of assessing student learning at the course level. More recently, pathways have been developed (in academic affairs) to begin to formalize the assessment of program outcomes and use data to develop strategies to improve student retention, persistence, and completion. In addition to program outcomes, BCC has begun to assess general education outcomes (core competencies) and is currently in its second cycle of assessment. Although structures have been developed, the College has not fully implemented its plans to support a robust, comprehensive student learning outcomes and assessment program across the College. In order to meet the proficiency level of performance the College will need to continue its focus in this area. (II.A.2)

The College assesses the rigor of courses and assures that credit courses meet Title 5 requirements via the course approval process. Course outline of record forms document compliance with Title 5. All courses at the collegiate, developmental, and pre-collegiate courses have course objectives and student learning outcomes. Although a thorough review of credit programs are in place, special programs such as Foster and Kinship Care Education and contract education offerings are not reviewed by the curriculum committee. The College should consider procedures to ensure all programs, including non credit and special programs are regularly reviewed and meet the College standards for rigor. (II.A.2)

The College reviews its student population and service area to determine that online offerings are appropriate and effectively meet the students' needs. With a large rural service area including a military base, the College has identified that online offerings are a particularly effective modality to ensure access to a broad student body. Both face to face and distance education offerings are thoroughly reviewed to ensure they are meeting student needs. Distance education is used to reach a large percentage of the student population. Forty-five percent of Weekly Student Contact Hours were generated by online instruction in fall 2009.

Although the College has grown its online program to meet student needs there is no evidence that it provides an adequate orientation to faculty. As a result, the online program platform appears to be text based with little regular or effective contact between faculty and students. The online courses reviewed demonstrated a pattern of faculty posting course materials and then being available for student questions via email. Although the curriculum committee has discussed regular and effective contact, there was little evidence of any instructor initiated contact in the courses observed by the team. Currently, there is no evidence of training for distance education instructors. Part time faculty who were interviewed reported they were hired and assigned to online classes without training from the College. In the self study report the institution identifies a plan to create a distance learning manual for online instructors. When completed, this document will assist the College to more fully meet the standards. (II.A.1, II.A.2)

The College has begun assessing student learning and achievement data in academic affairs. Recently, the College assessed student achievement and learning in relation to delivery systems. Specifically, BCC reviewed student achievement data for distance education courses. Through this assessment it recognized students in online courses have lower success and achievement rates. In response to this, the College is planning to continue to discuss strategies to address achievement gaps in online courses. Although assessment has begun in academic affairs, other areas of the College will need to also participate in outcomes assessment activities. At the time of the visit, there was no evidence that the administrative services departments had developed outcomes and/or assessment procedures. (II.A.1)

The College clearly expresses the general education component required of all academic and vocational degree programs. The College catalog states a faculty developed general education philosophy. As part of associate degree requirements, students are required to complete a minimum of 24 general education units. Courses that are to be included into the general education program must be approved by the Academic Senate through the curriculum committee. The curriculum committee developed a mapping tool that ensures that classes meet the general education philosophy. Both occupational and non-occupational degrees identify the general education requirements. In 2010, the Academic Senate approved the revision of general education outcomes to core competencies and developed and approved a core competency assessment plan that would assess the core competencies on a four year schedule. An assessment pilot occurred over 2010-2011 and produced a Core Competency Assessment Pilot Report. (II.A.3)

As part of associate degree requirements, and documented in the college catalog, students are required to complete a minimum of 24 general education units in the following specified areas: natural sciences (3 units); social and behavioral sciences (3 units); humanities (3 units); language and communication (6 units); mathematics (4 units); physical education (2 units); and orientation (3 units). Courses that are to be included into the general education program must be approved by the Academic Senate and through the curriculum committee. Both occupational and non-occupational degrees identify the general education requirements and are clearly listed in the College catalog. (II.A.3)

The College has approved the revision of general education outcomes to core competencies and developed and approved a core competency assessment plan that assesses the core competencies on a four year schedule. An assessment pilot occurred over 2010-2011 and produced a Core Competency Assessment Pilot Report. Further, the general education philosophy expressed in Administrative Procedure 4025 addresses the promotion of leadership and civic responsibility. Finally, the general education pattern requires students to have an understanding of diversity. (II.A.3)

College degree programs are listed in the catalog and the website. As evidenced in the catalog, all currently approved academic degrees include focused study in at least one area including:

humanities, social sciences, natural sciences and math and physical education. Interviews with faculty and administrators, review of curriculum committee guidelines, and committee meeting minutes indicate that it relies on faculty expertise and advisory committees in identifying competency levels and measurable learning outcomes for all degrees, certificates, and programs. (II.A.4)

Advisory committees review curriculum for currency and relevance, comment on industry trends, changes in technology, and discuss the skills, knowledge, and abilities that are necessary for successful employment as was indicated by the advisory committee meeting agendas and minutes. For programs where there are state certification and/or licensure, the College receives student completion data and integrates the discussion of student achievement in formal and informal ways. Formally, program reviews include an analysis of student performance. Informally, faculty discuss student achievement at department meetings. Additionally, program advisory committee meetings include agenda items discussing student achievement and providing industry partners opportunity to comment on graduate preparedness. Barstow Community College is an approved educational training provider for the Division of Apprentice Standards (DAS) for the State of California. A tour of the classroom and a review of the program materials validated this program is designed to meet the needs of the current local industry needs. The Workforce and Economic Development Division offers a variety of career and technical education programs which lead to degrees and certificates. These degrees require completion of a general education component and many prepare students for external licensure (Cosmetology), certification (EMT) and apprenticeship (Electrical). The Cosmetology program has shown steady improvement in the percentage of students who are successful on the licensure exam. (II.A.5)

As evidenced by the College catalog, College website and printed documents, both current students and prospective students receive clear and accurate information about educational courses, programs and transfer policies. The College distributes printed and online information to describe its degrees and certificates which includes the purpose, content, course requirements and expected learning outcomes. The course outlines, syllabi and program brochures in CTE programs which were reviewed give a clear description of each course, program and outcomes measurement. For online courses, interviews substantiated that all course materials are reviewed by the Webmaster to ensure that the course description, student learning outcomes, objectives, assessments and faculty contact information are on the course syllabi prior to their being entered on the College online instruction website. Faculty whose proposed course materials deviate from the course outline of record and the course material are not posted until they are compliant. (II.A.6)

For courses offered in the traditional face to face format, evidence provided indicated that hard copies of the course syllabi are forwarded to the Office of Academic Affairs. Although collected in a systematic way, not all course syllabi reviewed contained outcomes and information regarding their assessment. As stated above, the College webmaster validates that a syllabi is

available to students in an online course. However, it was not clear how, or whether, those syllabi were collected.

Barstow Community College catalog clearly states the policies regarding accepting course work from other institutions. District transfer policies and articulation agreements are communicated to students in the College catalog, on the Student Services webpage and in the Counseling Office and the College Transfer and Career Planning Center. (II.A.6)

A review of the policies and procedures for transfer of credit are clear and are current. Transfer or award of credit units for prior College work or military service or training is evaluated in the counseling office. Prior College units must be secured from regionally accredited institutions or a recognized foreign university or College. (II.A.6)

BCC has Board Policies including academic freedom as well as student honesty. Relevant Board Policies are published in the College curriculum guide, schedule of classes, and College catalog. Faculty discuss issues related to academic freedom and professionally accepted views in a variety of settings including during department meetings, academic senate meetings, and informally in daily interactions. (II.A.7)

Standard II.A.8 is not applicable to Barstow Community College.

Conclusion

Barstow College meets many of the areas of the standard. However, there are important components of this standard where the college either has partially addressed, or not fully implemented procedures to fully meet commission expectations. Specifically, student learning outcomes and assessment and standards related to the regular and effective contact within the College's online course offerings are of concern. The College has demonstrated it has taken the initial actions to make progress toward full alignment with the standards and will need to continue this commitment to ensure success.

The College will need to work to clearly communicate its expectations of regular and effective contact in distance education courses and develop a plan to train its current and future faculty in this modality. To further strengthen performance in this area, the College would benefit from integrating the online courses in the regular collection of course syllabi. In addition, the College will need to develop a comprehensive response in addressing student achievement gaps between online and face to face programs.

The College will need to develop a method to evaluate the effectiveness of its assessment cycle. The College should also move to confirm program review cycles, assessment cycles, and methods of evaluating those processes.

Commendations

The team commends the College for development of an exemplary, innovative and collaborative workforce and economic development division that responds to and is inclusive of its constituencies: industry, military, k-12, and other community College partners.

Recommendations

Recommendation #2:
In order to fully meet the standards and address the previous recommendation, the team recommends that the College move towards a fully interactive distance education platform that includes regular and effective instructor contact documentation. (II.A.1.b, II.A.2.d)

Recommendation #3:
In order to meet the standard and achieve the commission's goals for 2012, the team recommends that the College must act immediately to:

- Complete and document all student learning outcomes (SLOs) for all courses and programs (II.A.1.c, II.A.2.a, II.A.2.e, II.B.4)
- Distribute the student learning outcomes (SLOs) to students (II.A.6)
- Distribute the student learning outcomes (SLOs) to adjunct faculty (I.B.5)
- Document assessment at all levels of outcomes, including course, program, core competencies (I.B.7, II.A.2.a, II.A.2.a, II.A.2.e, II.B.4)
- Document improvement in student learning (II.A.1.c, II.B.4)
- Link evidence of student learning outcome (SLO) assessment to planning and resource allocation (I.B, I.B.3, I.B.4, I.B.6, III.D.3).

Recommendation #12:
In order to fully meet the standards, the team recommends that all College units develop systems to completely implement and sustain program review across the institution resulting in appropriate improvements in student achievement and learning. (IB.3, IB.7, II.A.1, II.A.1.a, II.A.1.b, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.1, IV.A.5, IV.B.2.b)

Standard IIB
Student Support Services

General Observations

Barstow Community College's (BCC) mission statement is visibly posted in administrative offices and reflects the commitment to promoting student access and success while enhancing a supportive learning environment. In addition, Student Services units have each developed mission statements. They are widely communicated to students on flyers and well-designed posters located throughout campus. The campus community is well aware of the College's commitment to student success.

To ensure that student support services are assessed, the Student Services Division has established student learning outcomes. These play a significant role in assuring their effectiveness and efficiency, as well as incorporating necessary changes in procedures within departments.

New students who complete the College's matriculation steps receive priority registration. New admission requirements will also include the completion of an education plan to receive priority registration. As part of this process, students receive important information about the programs and services offered by the College. Academic placement results identify the appropriate course level for core subjects.

BCC provides support services to students at their main campus, online, and Fort Irwin. At the present time, there are no support services at the CTE off campus location; however, students at this site are able to easily access all student support services at the main campus located a relatively close distance from the site. Student surveys indicate that students who responded rated their overall satisfaction with Student Services at 81%. (Standard II.B)

Findings and Evidence

Barstow Community College's mission statement is visibly posted in administrative offices and reflects the commitment to promoting student access and success while enhancing a supportive learning environment. In addition, Student Services units have each developed mission statements. They are widely communicated to students on flyers and well-designed posters located throughout campus. The campus community is well aware of the College's commitment to student success.

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The College has embraced technology to improve the delivery of support services and to ensure that all programs of the College (online and face-to-face) have equal and adequate services to meet their needs. Education plans are stored for immediate retrieval by counselors to access student files. The implementation of the automated application has decreased wait lines at the campuses while ensuring that applications are processed immediately. In addition, online student orientation was implemented to inform students about College programs, processes and offerings. Access to several computers in various areas of the College allows students to utilize technology for many student service needs. Recently, a pre-registration process was put into place to mandate students verify and update their contact information, education goal, program of study, and other pertinent information prior to semester registration. Reorganization of the student services department has ensued to focus on providing the student services programs that the students need. (II.B.1)

The evidence collected by the Team demonstrates that two (2) parts of the general information and requirements consistent with Commission standards are missing from the College catalog – Student Grievances and Student Conduct. For Student Grievances on page 30, students are not informed on the process on how to challenge a grade grievance or "action has adversely affected his or her status, rights or privileges as a student." Administrative Procedure 5530 clearly delineates that there is both an informal and formal resolution process and that the Vice President of Student Services "shall appoint an employee who shall assist students in seeking resolution by informal means" and that "this person shall be called the Grievance Officer." After a cross-section of interviews with staff and students, the team learned that no Grievance Officer has facilitated any informal resolution, and that the Vice President of Student Services facilitates all interactions with the Office of Instruction and students. AP5530 clearly states that "any student who believes he or she has a grievance shall file a Statement of Grievance Form" with a stated timeline. No such form could be located and the practice has been to ask the student to write a note about their problem. There is no evidence that the institution communicates to students that they have a right to request a grievance hearing if there is no formal resolution. For AP 5520 Student Discipline, pages 29-30 of the College catalog does not inform the student of the procedures if that student is charged with any of the 29 possible disciplinary charges under

AP5500 ("procedures shall be made widely available to students through the College catalog and other means.") The evidence collected by the evaluation team demonstrates that the College does not maintain a list or log, in paper or electronic form, of student grade grievance complaints or student discipline actions.

Other information items in the College catalog appear to be correct, precise, accurate, and current with general information and requirements consistent with most Commission standards. The catalog includes current information about degree, certificate, graduation and transfer requirements, policies affecting students, admission requirements, student financial obligations, locations, and other information pertinent to the College. The degree information on the administrators was not included as part of the College catalog. (II.B.2.a, II.B.2.b, & II.B.2.c)

The College catalog provides an overall complete, current, and easy to understand document that is also easy to navigate. The annual review of the catalog is coordinated by the academic affairs office. All departments review the catalog information and update it to reflect any changes in pertinent information as well as any changes in policies and procedures. The College only offers their catalog in an online form with an index of key locations within the catalog for the students to choose from. Other College information regarding policies and procedures affecting students can be found on the BCC website. Through the web portal, students can access the information in their search by specific class characteristics, such as meeting days and times, location, open classes, etc. Detailed information about the course can also be viewed such as the instructor, room number, key dates, and prerequisites. Through all of these online venues, the College provides adequate information about the institution for students to make an informed decision regarding the College.

The College determines the student support needs of its students through program review, the Educational Master Plan effort, and meaningful dialogue from staff, students, administration and faculty, stated goals, assessment strategies and evaluation methods for continuous improvements for student learning and service outcomes (II.B.3).

Program review for Student Service units have been done except for the Financial Aid department due to frequent management turnover and budget constraints for hiring additional financial aid staff. Even though there is no formal program review, there is evidence of a strong commitment to identify, albeit informally, student needs and address those needs with the necessary changes to provide students quality service. For example, a number of interventions were used to create a higher visibility regarding the importance of applying early for FAFSA for financial aid disbursement prior to the first day of the semester. The outcomes resulted in a significant increase (43-55 percent) in early applications. All programs have been placed on an assessment loop using the Commission's language and cycle of continuous quality assurance.

Counseling surveys have been implemented with the results analyzed and implemented as realizable. In addition, the other surveys are developed to better understand the services and

programs desired by students. Online surveys are routinely sent to students to evaluate services provided and to see if they are meeting the needs of students. Peer counselors orient students to the College experience, assisting them with services like applying for financial aid, assessment, special services and counseling. . The College has implemented an internal database system which tracks the type of student (online, face to face, location, etc.) as well as services provided to the students. This helps to identify the student population allowing the student services department to manage the delivery of student services provided. (II.B.3)

The College ensures equitable access to the student population, regardless of service method or location, by some training and development of staff members. BCC maintains an off-campus educational center at Fort Irwin that provides students with counseling services geared specifically toward the military student and family members, enrollment services, financial aid assistance, special services, and test proctoring support. Textbooks for courses taught at each location, as well as online, may be purchased online, by phone or fax ordering, or directly from the Vikings Bookstore. Recent reorganization at the College has provided additional management oversight of the day-to-day operations at Fort Irwin and Career Education and Workforce Development Center. (II.B.3.a)

The College provides a vital and robust learning environment that encourages personal and civic responsibility through the Associated Student Body (ASB) and College sponsored programs such as the Summer Outreach Program, Student Government, Campus Clubs, Athletics, Transfer and Career Planning Center, and interactive community events. The students and ASB student officers at BCC gain professional and organizational skills through engagement at community functions, campus events, shared governance committees on campus, and participation in professional conferences. Students are actively engaged in the College's shared governance process by participating on standing committees and on accreditation self study report committees. Participation in student government and a broad range of activities enhances and enriches the student educational experience. In addition, the student population elects its own student trustee to the District Board of Trustees. Student government officers and senators serve as representatives for students in various committees on campus including: Academic Calendar, Curriculum, Facilities and Safety, Graduation, Marketing and Special Events, Matriculation, Staff Diversity, Staff Excellence/Recognition, Strategic Planning, Budget Development and Review, Technology, and Student Learning Outcomes Assessment. All these College activities provide students with opportunities to participate in the decision and policy-making processes of the College. The BCC Athletic Department is a member of the Foothill Conference of the California Community College Athletic Association (CCCAA) and provides athletes the opportunity to participate in intercollegiate sports programs on campus. Students are surveyed regarding their involvement in student activities and the data revealed that more attention needs to be directed to including students at the Fort Irwin and CTE sites and the part-time day and evening students into the mainstream of BCC life. (II.B.3.b)

In student services, the counseling department provides educational, career, and personal counseling, as well as student advocacy and crisis intervention services. The division employs six full-time counselors and four part-time counselors. The general counselors provide services in the areas of matriculation, articulation, transfer and outreach. In addition, they provide counseling services to athletes and veterans as well as special counseling services in the areas of EOP&S, CalWORKs, and VTEA. Counseling services are available at the main campus, as well as Fort Irwin, assisting students in the areas of general counseling, transfer, access, goal setting, priority registration, development of education plans, course selection, and financial aid. For active military students, and in response to Recommendation 1 (2006), the Director of Military Programs coordinates and collaborates with the military for additional social services. BCC has made a strong effort to train its staff, counselors and faculty to particular needs of the growing population of active service men and woman and civilians living in the Fort Irwin community.

Counselors have developed student learning outcomes and are in the process of gathering the information to assess those outcomes. Counselors participate in the Colleges shared governance committees. Training for counselors is provided by CSU and UC systems, and VA regional meetings. Counseling services are provided for online students, in the areas of articulation and evaluation of transfer credit. Recent student survey data indicates that students are generally satisfied with the counseling experience with 85 percent of respondents rating the counselors very high in sensitivity, responsiveness, receptivity, and accessibility. (II.B.3.c)

The ASB reflects College's mission in promoting student understanding and appreciation of diversity. An all-inclusive calendar of campus-wide activities and events creates a thriving culture of diversity appreciation for students. The equity committee of the College, chaired by the Director of Special Programs and Services, enhances the students' appreciation for diversity. Many student activities at the College participate in the planning, development and implementation of educational, cultural, social and recreational activities. These activities provide student opportunities for exploring and developing talents. College programs celebrating diversity such as Native American Heritage Month, Black History Month, Women's History Month and National Poetry Month promote and encourage student participation in cultural activities. (II.B.3.d)

The College revalidated Accuplacer assessment in 2008 and reviews its effectiveness for compliance annually. Cut scores are reviewed and discussed at counseling meetings and by the Matriculation Committee to ensure appropriate placement in classes. The Matriculation Coordinator surveyed both students and faculty members to determine student readiness to increase student success rates. Assessment is available at the Fort Irwin site and the counselors at that site participate in this process. (II.B.3.e)

BCC maintains student records in financial aid, counseling and enrollment-related documents, and wrongful discrimination/sexual harassment documentation securely and confidentially with

provision for secure backup of files through scanning and electronic document storage methods. (II.B.3.f)

The evidence collected by the evaluation team demonstrates that student records for grade grievances, student complaints and student discipline under AR5500, AR5520 and AR5530 are not kept securely and confidentially with any provision for secure backup of all files. These records are housed in the Office of the Vice President of Student Services, specifically, in one (1) drawer in a single file cabinet. The file cabinet is housed in an adjacent conference room accessible to anyone walking through the front office. (III.B.3.f)

The Student Services programs are developing processes to institutionalize the assessment and analysis of data related to student learning outcomes. The various areas of student services are at different levels of implementation and a schedule is in place to assure that regular and ongoing assessment takes place. (II.B.4)

Conclusion

The College provides a complete array of student support services on the main campus and at the Fort Irwin center, as well as to their online students. The College ensures equitable access to its programs and services and communicates these through the catalog and other effective mediums. The student services division has used program review and data to inform their decisions about how to provide effective services to students. The College has an active and vibrant associated student body that provides numerous campus activities to engage students.

The team encourages the College to incorporate the appropriate information regarding the grievance process and student conduct into the College catalog and in other locations and mediums to ensure that students are aware of these critical policies and procedures. The team also encourages that the steps outlined in these policies (AP 5530) be followed by College staff and not deviated from. The team further encourages the College to take the steps necessary to ensure the secure and confidential maintenance of student complaint, grievance and discipline records.

Commendations

The team commends the associated student body leadership for their engagement in student development activities and the support and culture created by the student service support staff.

Recommendations

Recommendation #3:
In order to meet the standard and achieve the commission's goals for 2012, the team recommends that the College must act immediately to:

- Complete and document all student learning outcomes (SLOs) for all courses and programs (II.A.1.c, II.A.2.a, II.A.2.e, II.B.4)

- Distribute the student learning outcomes (SLOs) to students (II.A.6)
- Distribute the student learning outcomes (SLOs) to adjunct faculty (I.B.5)
- Document assessment at all levels of outcomes, including course, program, core competencies (I.B.7, II.A.2.a, II.A.2.a, II.A.2.e, II.B.4)
- Document improvement in student learning (II.A.1.c, II.B.4)
- Link evidence of student learning outcome (SLO) assessment to planning and resource allocation (I.B, I.B.3, I.B.4, I.B.6, III.D.3).

Recommendation #12:
In order to fully meet the standards, the team recommends that all College units develop systems to completely implement and sustain program review across the institution resulting in appropriate improvements in student achievement and learning. (IB.3, IB.7, II.A.1,II.A.1.a, II.A.1.b, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.1, IV.A.5, IV.B.2.b)

Standard IIC
Library and Learning Support Services

General Observations

Barstow College supports the quality of its instructional programs through a variety of support services to meet all of their student's needs, regardless of location or mode of instruction. The College library provides access to a print collection that includes periodicals and approximately 40,000 book titles, as well as an audiovisual collection and online e-books. Tutorial services are also provided to support student success. A Computer Commons on the main campus provides 72 workstations for students to take assessment tests, sit for proctored exams, and complete assignments.

Findings and Evidence

The College supports the quality of its instructional programs through a variety of learning support services to meet the diverse needs of its students at all locations and in all modes of lesson delivery. Learning support services include the library, tutorial services lab and the Computer Commons. The library's print collection contains 34 periodical titles including academic journals, magazine, and newspapers. The collection contains approximately 40,000 book titles including reference books, foreign language books, large print books for the visually challenged as well as resources on a variety of reading levels to address the needs of English language learners and basic skills students. The library also maintains an audiovisual collection of various educational and entertainment videos, DVD's and CD's. Monitors with video cassette and DVD players are also available. As evidenced by the library website, this collection is further enhanced by online access to e-book collections and electronic databases which provide access to journal and magazine articles as well as other targeted information resources. Access to these online resources is restricted to currently enrolled students, faculty, administrators, and staff via a password system. This access along with online reference assistance is essential support for the College distance education program. Tutorial services include multidisciplinary individual /small group tutorial sessions. In addition, a tutorial computer station with phone access for remote tutoring is also available. This station is a laptop equipped with the software programs required to make remote tutoring available. The Computer Commons is a computer lab available for students to complete class assignments, take assessment tests, and have course exams proctored. There are 72 regular computer stations and two special access computer stations. The Fort Irwin site has 24 student workstations, a faculty workstation and a proctor observer workstation.   (II.C.1)

The College relies upon the professional expertise of faculty, the librarian, and other learning support staff in the selection and maintenance of educational equipment and materials to support student learning. As evidenced by material request forms and a suggestion box at the circulation desk, faculty, students, staff, and administrators are encouraged to make recommendations for new materials to be added to the collection. However, as noted in the self study report, faculty

participation in the selection of materials for the library, Computer Commons, and tutorial lab needs improvement. (II.C.1.a)

Currently, instruction in the use of information resources occurs in library tutorials involving individual point-of-use instruction or faculty-requested course specific instruction. As evidenced by the library website, handouts providing instruction in the use of the online catalog and electronic databases are sent to distance education students when they request passwords needed for off campus access to electronic databases. However, in order to fully execute its instructional function, a systematic integrated approach to information competency instruction and assessment is needed. As noted in the self study report, the library plans to enhance current instruction by offering course credit in library research techniques that will provide direct instruction at multiple levels of competency. Interviews revealed that the library will also explore the possibility of developing instruction tutorials for the library website in support of distance learners. These changes will also enable the library to better assess its student learning outcomes and its impact on student achievement. Within tutorial services, tutor training instruction was provided in Education 151 via an eight-module training program which included study of methods and materials necessary for tutoring combined with supervised practice applying the concepts in actual tutoring. However, interviews indicated that an updated course outline was recently submitted to the curriculum committee for the tutor training course which provides for live direct instruction by a faculty member. Furthermore, the self study report indicated that prior to fall 2011 faculty members were not involved in the teaching of this course. However, the staff in tutorial services is attempting to increase faculty involvement in its services. In fall 2011, Education 151 was taught by a faculty member. Staff members in the Computer Commons assist students in developing the computer skills necessary to complete work they are attempting to complete in the computer commons. (II.C.1.b)

The College provides access to the library and other learning support services regardless of their location or means of delivery. The library is open 8 a.m. to 8 p.m. Monday through Thursday and 8 a.m. to 4 p.m. Friday. There are no weekend hours. Additionally, the library website provides 24-hour/seven days per week access to the library catalog; an e-book collection; and databases which provide access to periodical and reference resources. As evidenced by the library website, a semester password system provides current students, faculty, and staff remote access to these information resources. Online reference assistance is also available via email. In addition, links to library resources are embedded in some online course materials**,** but it is not consistent**.** The tutorial services lab is open 9 a.m. to 5 p.m. Monday and Thursday, 9 a.m. to 7 p.m. Tuesday and Wednesday, and 9 a.m. to 12 p.m. Friday. There are no weekend hours. In order to serve distance education students, remote tutoring via phone/computer is available. For technological reasons, remote tutoring is offered only at the times that face-to-face tutoring is available. In order to provide additional tutorial assistance, the staff is exploring the possibility of recommending the free Khan Academy website as a source of supplemental tutorial assistance. Furthermore, as distance education expands, greater access to remote tutoring will be necessary.

The Computer Commons on the main campus is open Monday through Thursday 8 a.m. to 7:45 p.m., and Friday 8 a.m. to 3:45 a.m. The lab at Fort Irwin is open Monday through Friday 8 a.m. to 11 a.m. and 1 p.m. to 5 p.m. (II.C.1.c)

The College provides effective maintenance and security for its library and other learning support services. Campus facilities are monitored by security cameras. During evening hours and on weekends, a roving security guard is also present. In addition, library materials are protected from theft by the Checkpoint security system.

The library is a member of the Inland Empire Academic Libraries Cooperative, a consortium which allows students to check out materials from a variety of academic libraries. However, the library does not provide interlibrary loan services. Students are referred to the local public library for interlibrary loan services. The Computer Commons provide proctoring services to multiple institutions under informal agreements. Utilization data are maintained**. (II.C.1.d)

Library program review and learning outcomes assessment documents validate the systematic evaluation of library services. Five student learning outcomes based on the library mission statement have been established. An assessment report indicated that during fall 2011 the first outcome was assessed, data analyzed, and plans to change instruction and assessment methods were made. As evidenced by the Tutorial Service website, student learning outcomes have been established for Education 150 the Tutorial Lab. However, the evaluation team was unable to locate assessment data. Interviews indicated that an updated course outline was recently submitted to the Curriculum Committee for Education 151 Tutoring Training. The course outline for Education 150 Tutorial Lab is still under review. The staff indicated that they were waiting for both courses to be approved and offered so that assessment data could be compiled and a program review could be initiated. As evidenced by an email dated January 9, 2012, Computer Commons are discussing possible program level outcomes and assessment methods. In addition, the staff is exploring additional appropriate assessment measures and attempting to identify appropriate program review parameters. Once these measures and parameters have been identified, it is anticipated that a computer commons program review will be conducted. (II.C.2)

Conclusion

Overall, the College meets this standard. However, to enhance library and learning support services the following challenges should be addressed.

- In order to maintain access to information resources of the breadth, depth, and currency necessary to support the curriculum, a long-term stable funding source must be identified and secured.
- To facilitate the achievement of student learning outcomes and improve student achievement, increased collaboration between instructional faculty and library/learning support staff is essential.

- To maintain the quality and integrity of an expanding distance education program, comparable access to remote library and tutorial services is mandatory.
- To improve the quality and usefulness of the outcomes assessment process, continuous evaluation and refinement of outcomes and assessment methods are required.

Recommendations:

Recommendation #12:

In order to fully meet the standards, the team recommends that all College units develop systems to completely implement and sustain program review across the institution resulting in appropriate improvements in student achievement and learning. (IB.3, IB.7, II.A.1,II.A.1.a, II.A.1.b, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.1, IV.A.5, IV.B.2.b)

Standard IIIA
Human Resources

General Observations

The College's Human Resources function is supported by the appropriate policies and administrative procedures. However, there is a lack of documentation regarding Human Resources processes and procedures. An interview with the VP of Human Resources indicates that dialog regarding the development of a manual is underway. In addition, the College currently has insufficient staff or processes to ensure Equal Employment Opportunity Representative participation on all permanent employee hiring committees, although HR does review all components of the hiring process. The brief training materials provided to hiring committees are procedural and do not address matters of equity and diversity. The College has engaged in some innovative recruitment methods, such as advertising on Facebook, to attract new employees. Despite efforts to recruit and hire a diverse staff, the College continues to face challenges in the area of diversity. The College does not regularly assess employee professional development (PD) needs and does not have a systemic PD program. There is currently no human resources plan and human resource needs are not explicitly included in the College's current Master Plan. Human resource needs are identified through the College's Program Review processes and informal needs assessments conducted by the manager or supervisor.

Findings and Evaluation

The College employs qualified employees to support student learning and programs. Job announcements for classified staff, faculty and administrators clearly indicate the criteria, qualifications and procedures for selection. Current job openings are directly related to the institutional mission and goals and reflect the position duties. A human resources technician verifies that all applicants meet the minimum qualifications (if appropriate) and that their degrees are from accredited institutions using a book that lists accredited institutions. Applicants with non-US degrees must have their degrees translated and/or evaluated by one of two agencies approved by the HR office.

The College's faculty and classified hiring policies are outlined in Board Policy 7120. These policies and procedures are supported by negotiated faculty and classified hiring processes. Classified job descriptions are constructed with the assistance of committees and reviewed through the College's and the Collective Bargaining Agreement and approved by the Board of Trustees.

Full-time faculty selection is based on knowledge of subject matter, a teaching demonstration, scholarly pursuits, and potential to contribute to the College's mission. Full-time faculty hiring committees are composed of five to committee members; two full time faculty, one classified staff, and two managers. The final interviews are conducted by the president. If available, the

human resources technician serves as the EEO representative on hiring committees for full time hires.

HR provides a brief training to all members on the hiring committees of permanent staff. This training covers confidentiality and outlines the committee responsibilities and the components of the hiring process. HR personnel review all questions to ensure they meet appropriate guidelines and scheduling of interviews and compilation of rankings from the screening process. (III.A.1.a)

Faculty and Classified evaluation processes and criteria are outlined in the appropriate contracts (Article XVI of classified contract; Article XII and appendices of faculty contract). Board Policy states that the president is evaluated annually before June 30 (AP 2435). The president was evaluated by the Board of Trustees in 2011. Evaluation of administrators is a self-evaluation process. Evaluations of faculty and classified are clearly connected to job responsibilities and reflect the evaluation of effectiveness. The Vice President of Human Resources (VPHR) conducted an audit of evaluations upon starting her position in July 2011 and stated that all evaluations are now current. The VPHR said that the program NEOGOV that has been purchased and HR staff are now receiving training to enhance HR's ability to track and support the timely completion of evaluations (III.A.1.b).

The College has provided training and support in student learning outcomes development and assessment on its SLO Fridays. A portion of the faculty evaluation is related to student retention in courses, review of course content, teaching methodology and materials, and use of instructional technology. Achievement of student learning outcomes is not evaluated as part of faculty evaluation. The College is currently in negotiations with the faculty union regarding this matter. (III.A.1.c)

The Institution's code of ethics is outlined in Administrative Procedure 3050. Faculty rules of conduct are also outlined on pages 7 and 8 in the Faculty Handbook. The Board also has a code of ethics (BP 2715). These written codes do not appear to be regularly disseminated, although they are available on the College's website and intranet and are consistent with the College's culture (III.A.1.d).

The College appears to maintain a sufficient number of full time faculty, classified and administrators. The College has had difficulty retaining administrators. The College reports that this is due to its location and salary structure. Objective 4.2 of the 2007 Master Plan indicated an inadequate level of support staff and recommended the development of a plan to increase classified staff. This is not reflected in any of the current College plans and the College has not been able to augment its classified staffing due to the 50% law. Interviews with faculty and managers revealed that many faculty are assuming multiple roles on committees. However, the faculty obligation number is 27.5 and the actual FT faculty number is 38. Two managers do hold multiple roles, such as the interim director of special programs and services (covering EOPS/CalWORKs/OSS/VTEA/CARE).

The administrative structure of the College is approved by the Board based on a recommendation developed by the President in consultation with the College community, although this process is not codified in any College documents. Classified staffing levels and structures are determined and reviewed with the classified union. Faculty staffing levels and structures are determined through a prioritization process involved the Academic Senate and administrative review, relying on program review data, although this process is not documented.

All staffing requests are processed through HR, to the president's cabinet and on to the Budget & Finance committee for review, with recommendations then being made to the president, who then recommends hiring to the board. This ensures broad dialog and review of the College's staffing decisions. Documentation about this flow and the interests that guide these dialogs is not available. (III.A.2)

The College, through its Policies and Procedures and Collective Bargaining Agreements have well-developed employment policies that are readily available to the College and external community. Policies for EEO and sexual harassment are located on the College website and in the Faculty Handbook (Article VI) and in the classified contract (Article IV). The non-discrimination policy and sexual harassment policy are located in the Faculty Handbook (page 8). Grievance procedures are located in the contracts (Article XIII of faculty contract; Article XXVII of classified contract). Training regarding EEO does not appear to be provided to hiring committee members. (III.A.3.a)

Personnel records are maintained in a fire proof area that is behind three locked doors. Only HR personnel have access to the area. If an employee or manager requests to review the employee's personnel file, the human resources office has the person sign a log and the employee or manager sits in the human resources office under the supervision of the HR Technician or Assistant. (III.A.3.b)

The employee contracts have sections about commitment to diversity and equity. BP and AP 7100 affirm the College's commitment to diversity (also 3250, 3420, and 1200). The College's mission indicates appreciation for diversity. The College also has an active equity committee that is currently completing a new Equity Plan. The self-study indicates that the College continues to have difficulty hiring diverse personnel due to location and salaries. The VPHR has recruited using social media and at the California Community College Registry job fair in Los Angeles. HR has also developed a brochure for recruitment that highlights the attractions of the area and the VPHR believes that the low cost of living and desert lifestyle could attract applicants who might enjoy the unique features of the area. (III.A.4.a)

The HR office collects demographic information about applicants and employees. However, the VPHR has not analyzed the data to evaluate the diversity of the applicant pool. The demographics of the interview pool were not compared to the demographics of the applicant pool to assess whether the screening process may have been biased (III.A.4.b)

Policies and procedures in the Board Policies and Administrative Procedures indicate that there is a commitment to integrity. Personnel policies are well-defined. The VPHR intends to write a human resources procedure manual to further enhance integrity of the hiring process (III.A.4.c).

The College has supported the professional development of its employees through conference attendance, trainings in student learning outcomes development and assessment, sabbaticals, the President's Leadership Academy, and monthly HR trainings and twice yearly legal webinars for management. Over $10,000 was spent on staff development over the past 18 months.

The President's Leadership Academy was offered in March 2011 to 17 participants to attempt to interest current employees on the campus to enter administrative positions. Some members of the College community expressed concerns about the lack of transparency in the process for the selection of participants. In addition, there is conflicting information as to whether the Academy will continue.

The College does not engage in the regular assessment of its professional development needs and does not have a systemic professional development plan for its employees. Interviews with the VPHR indicated that plans are underway to conduct a comprehensive needs assessment and develop a Professional Development Plan. The VPHR indicated that the PD plan would most likely include the President's Leadership Academy, consider faculty internships, and establish a professional development committee. (III.A.5.a and b)

Although the College has a standing committee related to professional development, there is no evidence that this committee has a set meeting schedule and no minutes have been documented. The self-study named individuals who served on these committees, yet when asked, there was no recollection of any meetings actually having taken place for several years (III.A.5).

The College's 2007-2011 Master Plan included goals with respect to human resources management and contributed to enhanced HR effectiveness in the areas of faculty and staff evaluations and employee recognition. However, the current 2011 Educational Master Plan does not address the need for additional faculty or support staff. In addition, there is no human resources staffing plan. This means that the institution is not assessing its use of human resources.

The academic and student services programs currently identify the need for new faculty and staff through Program Review or an informal needs assessment. These needs are forwarded to the appropriate Vice President's for funding and/or through the appropriate College processes (III.A.6).

Conclusions

The College employs qualified personnel. Personnel evaluations are current and plans are underway to strengthen HR's ability to track and support the timely completion of evaluations. The College

commitment to diversity is evidenced in a variety of venues. Efforts have been made to increase the diversity of its employees and the College recognizes the challenges it faces in this area.

The College currently does not have a human resources staffing plan and human resource needs are not addressed in its other planning documents. The need for new faculty and staff is identified through the College's program review processes or by an informal needs assessment conducted by the manager or supervisor.

In addition, the College does not conduct regular formal assessment of professional development needs and does not have a systemic professional development program.

The College partially meets the standard. The team makes the following recommendations for improvement.

Commendations

The team commends the College's strategy of developing its own leaders and the implementation of the President's Leadership Academy to support that goal.

Recommendations

Recommendation #4:
In order to meet the standards, the team recommends that the institution develop appropriate planning documents to integrate institutional planning efforts:

a) Strategic Plan
b) Human Resources Staffing Plan
c) Facilities Master Plan
d) Professional Development Plan
   (I.B.3, III.A.5.a, III.A.5.b, III.A.6)

Recommendation #12:
In order to fully meet the standards, the team recommends that all College units develop systems to completely implement and sustain program review across the institution resulting in appropriate improvements in student achievement and learning. (IB.3, IB.7, II.A.1, II.A.1.a, II.A.1.b, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.1, IV.A.5, IV.B.2.b)

Standard IIIB
Physical Resources

General Observations

Barstow Community College is a single campus district with a main campus made up of a 165 acre site with 155,869 sq. ft. of permanent building. The College also has programs at two off-campus locations; one at Fort Irwin, 40 miles North of the main campus, and one at the Excelsior Charter High School, which houses some of the College's career and technical education programs. The College states that it maintains safe and sufficient physical resources to support and assure the integrity and quality of its programs and services. The College states that the Physical Resources of Barstow Community College meet the institutional needs of the programs and services provided.

Findings and Evidence

The College asserts in the self study report that facilities planning is integrated into the 2007-2011 Master Plan. The College is currently constructing three new facilities at the main campus, a 40,000 sq. ft. Performing Arts Center; a 24,000 sq. ft. Wellness Center; and a 3,500 sq. ft. Workforce and Economic Development Office and Classroom facility. (III.B.1.a)

Maintenance staffing levels for grounds, custodial and maintenance are at a minimum by general standards. On site investigation indicates a high level of commitment and performance by the maintenance staff. The College maintains the facilities in a safe, accessible and quality manner to meet the functions for which the facilities are designed. (III.B.1.a)

Maintenance of the offsite facilities is provided through MOU's with Fort Irwin and the local charter schools. (III.B.1.a)

The College's evidence indicates that the facility capacity for the student load fall short of the state standards for a comprehensive community College, but when factoring in the evidence that distance education accounts for more than 50 percent of the College's student load, the facilities are sufficient to support that level and assure the integrity and quality of its programs and services. (III.B.1)

The College's off-site facilities at Fort Irwin and the Excelsior Charter High School are well equipped to provide the programs and services that are offered at those facilities. Two dedicated classroom trailers and access to five other classrooms make up the facilities at the Fort Irwin site. Due to an increase in enrollment at Fort Irwin and encouragement by the military for their members to take classes, the capacity of these classrooms present a challenge to meet the current enrollment. (III.B.1.b)

The facilities at the main campus are clean and well maintained, and are well equipped. The capacity for classrooms, laboratories, office and AV/TV, are well below the state standards for these assignable spaces. (III.B.1.b)

The College facilities have been constructed with respect to access compliance requirements at the time of their construction. The facilities are clean, well maintained and foster a healthful learning and working environment. (III.B.1.b)

The College utilizes the Chancellor's Office Five-Year Capital Outlay Plan and Space Inventory Report (FUSION) as its sole planning. FUSION documents are completed by the College's consultant, AP Architects. (III.B.2.b)

Conclusions

The evaluation team commends Barstow Community College for its well-maintained campus and its proactive efforts to assure a safe, sufficient, and attractive environment to support quality student learning, programs and services. The team found evidence that the facility capacity for the student load is sufficient to support and assure the integrity and quality of its programs and services.

While there are indications that plans have been made that have resulted in major facilities projects and improvements at the College that meet the needs of institutional programs and services, there is no indication that there is a formal and systematic planning process in place that resulted in these projects. District facilities planning has not occurred nor has the institution integrated facilities planning with long-term institutional planning processes. The team found no specific links with the College's Educational Master Plan and facilities planning efforts. There is also little evidence to substantiate the assertion that the College evaluates and assesses the effective use of physical resources to meet the educational and service needs of the College and the communities it serves.

The evaluation team found that Barstow Community College partially meets this standard and offers the following recommendations.

Commendations

The visiting team commends the Maintenance and Operations team for their commitment to maintaining the facilities at a high level that fosters learning.

Recommendations

Recommendation #4:
In order to meet the standards, the team recommends that the institution develop appropriate planning documents to integrate institutional planning efforts:

    a) Strategic Plan

b) Human Resources Staffing Plan
c) Facilities Master Plan
d) Professional Development Plan
(I.B.3, III.A.5.a, III.A.5.b, III.A.6, III.B)

Recommendation #12:

In order to fully meet the standards, the team recommends that all College units develop systems to completely implement and sustain program review across the institution resulting in appropriate improvements in student achievement and learning. (IB.3, IB.7, II.A.1, II.A.1.a, II.A.1.b, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.1, IV.A.5, IV.B.2.b)

Standard III C
Technology Resources

General Observations

The self study report outlines a process by which the institution assures that technology support is designed to meet the needs of the College. Through the use of the Information Technology Committee (ITC) and the Strategic Plan, there is evidence that the College provides technology support to meet the needs of teaching, learning and operational systems. Individual program review outlines the technology needs of the various areas.

The plans indicate that technological resources are integrated into the planning processes at the College through the creation of goals in the Educational Master Plan and priorities in the new planning process, which will be utilized by the College for the next cycle. In addition to inclusion in stated goals, technological resources are addressed in a formal technology plan and through a committee structure designed to implement the larger College goals. However, this new process has not been implemented long enough to evaluate its effectiveness.

Findings and Evidence

A Technology Committee, whose membership is composed of staff from each constituent group, supports College planning efforts and meets to discuss present and future technology needs within their respective area. The purpose of this committee is to evaluate and prioritize specific requests made from administrative, instructional and student services programs. (III.C.1)

The new Technology Strategic Plan was approved by the Technology Committee at the December 2011 meeting. The plan is an overarching document designed to support the development and maintenance of technology through a set of goals and strategies. The appendix is designed to address specific policies, procedures and resources of the College related to technology. Included in the document is an annual departmental technology request form. The intent is to integrate this request into the annual planning for 2013-2014.

The Technology Committee developed and recommended specific policies, plans and procedures to carry out the goals and strategies identified in the plan. The plan outlined by this document has still not been implemented; therefore it is difficult to determine its effectiveness. (III.C.1)

The newly developed (2011-2012) Distance Education Program Plan states that BCC supports a distance education program consisting of courses that are offered completely online and in hybrid format and that the use of instructional technology will be considered in this planning effort where appropriate. The site visit revealed adequate equipment is available in the Library, classrooms, Tutoring Center and the Computer Commons, all of which support student access and success. Again, the plan has only recently been developed and has not been implemented, therefore making an evaluation of the plan or its effectiveness unfeasible at the time.

The operation and effectiveness of the institution has become increasingly reliant on technological resources. The planning for, implementing of and maintaining the latest software and hardware to meet increasing demands has become a concern for College leadership. The College plans indicate the recognition of the need for the allocation of greater resources in this area, but fiscal restraints have placed these goals temporarily on hold.

The College has developed plans to address technology services. Professional support does not currently demonstrate a systematic process for acquisition, maintenance, upgrades and replacement of the technology infrastructure and equipment to meet the future institutional needs. In both the self study report and the Distance Education Program Plan, Barstow Community College states a commitment to providing programs, services, mentoring and the technical support staff needed to assist in the development, design, evaluation and ongoing maintenance of new and existing distance learning courses. However, no evidence was provided to indicate that there is a clear link between planning and resource allocations to support this effort. (III.C.1.a)

In both the self study report and the Substantive Change Proposal submitted to the ACCJC, Barstow Community College indicated that they would be changing their online course delivery platform to Moodle. However, upon our visitation, the evaluation team was informed that they have not yet done so. The staff is still reviewing several options and hopes to make the transition in fall 2012 with five pilot classes. The College staff indicated that they will need to operate two parallel platforms until training and migration can be completed. (III.C.1.a)

The College Webmaster indicated that current professional training modules were in the process of being developed for the staff and that they would be available during summer 2012. Material was not available to be reviewed at this point in time.

The College plans do not accurately reflect a clear and operational process for the acquisition, maintenance, upgrades and replacement for the technology infrastructure and equipment in a systematic way to meet the institutional needs. The distance education technology support service area is established and shows evidence of continuing growth. (III.C.1.b)

Barstow Community College provides quality training in the effective application of its information technology to students and personnel through online training for students. Interviews with staff indicated that eight training lessons/modules are currently being developed and there are plans to offer these to staff in the summer of 2012. Periodic group training sessions are available with time for individual support. (III.C.1.b)

The IT Strategic Plan, included in the Educational Master Plan (EMP), outlines the need for technology resources on the campus. Barstow Community College has developed plans to acquire, maintain, and upgrade the technology infrastructure and equipment to meet institutional needs. It was clearly evident that currently there is adequate equipment and software to support

the institutional needs of the College. However, no evidence was provided that supports College-wide participation in the planning process and resource allocation. (III.C.1.c)

Accessibility to technology resources is demonstrated through collaboration with the Special Programs and Services Division and other areas of the campus. Adaptive software and equipment are provided for students and is located in the Computer Commons and several other areas on campus. The Webmaster ensures that all materials placed on the academic online website are ADA compliant. (III.C.1.d)

In response to the June, 2006 Commission Recommendation #3 and to ensure that research and analysis are used to identify student learning needs and assess progress towards achieving stated learning outcomes, the College reaffirmed the commitment to enhancing a culture of evidence by including the need to use proactive, data-driven decision making as part of its institutional fabric in two critical documents:

- The Educational Master Plan which was prepared by an outside research firm and was adopted in 2011.
- The mission statement which was updated and adopted in 2011.

As evidenced in the 2011 Educational Master Plan, the creation of a full-time dean of research, development and planning was a substantial advance towards meeting the criteria set forth in this recommendation. At the time of the site visit, this position is currently vacant, although a search is in progress.

The Strategic Priorities of the College under the new Educational Master Plan includes the following goals:

- Maximize physical, human, fiscal and technological resources using program review and outcomes assessment results.
- Expand interactions and collaborations among faculty and staff using data and evidence.

The College has plans to develop and incorporate the process of program evaluation to determine effectiveness; however, program review has not been completed in all areas of the College. Outcomes assessment data and student achievement results are intended to be folded into the traditional efficiency and productivity measures used as a part of program study. Evidence indicates that surveys, outcome assessments and other data gathering activities have been conducted, but there is no clear evidence that the data has been used to close the loop. (III.C.2)

Conclusions

The College has addressed the need for technological resources in a formal technology plan; however this new process has not been implemented for any period of time in which evaluation of its effectiveness can occur.

The College consistently demonstrates institutional planning efforts have begun to address campus-wide needs; however there is no evidence to support that there is a clear linkage between planning and resource allocation to support these efforts. The College does not have a systematic process for acquisition, maintenance, upgrades and replacement of the technology infrastructure and equipment to meet current and future institutional needs.

The College is partially in compliance with Standard IIIC; however, the team makes the following recommendations.

Recommendations:

Recommendation #11:
In order to meet the standards and address the previous recommendation, the team recommends that the College develop a method that provides a direct linkage in the planning process to the resource allocation process for technology and distance education, and secure an identifiable, stable and ongoing budget for those activities (III.C.1.a III.C.1.d).

Recommendation #12:
In order to fully meet the standards, the team recommends that all College units develop systems to completely implement and sustain program review across the institution resulting in appropriate improvements in student achievement and learning. (IB.3, IB.7, II.A.1,II.A.1.a, II.A.1.b, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.1, IV.A.5, IV.B.2.b)

Standard IIID
Financial Resources

General Observations

Barstow Community College's overall budget is $52,904,069. The College has sufficient revenues to support educational improvements with approximately 47 percent of that total in capital projects.

The external audits substantiate the College's disclosure of both short term and long term financial solvency. Given the economic downturn of the State economy, the College has managed to keep its budget fairly static while maintaining a healthy reserve. The College's prudent approach to fiscal management has ensured financial stability through balancing revenues and expenditures while still funding some significant capital improvement projects: the transformation of a Single-Stop Services Center for students; renovation of existing facilities and new facilities for student learning programs and workforce development.

BCC has begun the process of integrating the allocation of financial resources with institutional planning. The College has formed several new committees to integrate financial resources allocation with institutional planning through the Institutional Effectiveness Committee (IEC) and Budget and Finance Committee (BFC) setting funding priorities with final recommendations to the President's Advisory Council (PAC). There is no evidence to support the College's assertion that they are currently allocating financial resources integrated with institutional planning. Further, no evidence exists that their existing resource allocation process provides a venue for setting priorities for funding institutional improvements.

Documents, including budget and financial audits, indicate that the College has financial resources sufficient to support student learning programs and services and to improve institutional effectiveness. The newly implemented resource allocation process for resource distribution will support the development, maintenance, and enhancement of programs and services. The financial audits of the institution, with continued unqualified opinions, support the assertion that the institution manages its financial affairs with integrity and continues to remain financially stable. The average reserve level for the past five years of 29 percent that is set aside ensures that the College addresses the need to remain financially solvent in the future. (III.D)

Findings and Evidence

The College has recently undertaken a concerted effort to look at evidence to inform integrated planning and resource allocation. The mission statement has been updated regularly and reviewed by the governing board at its annual planning and self-evaluation retreat. At this meeting, the governing board and the College president assess prior year goals and establish the following year annual goals. Upon approval, the goals are communicated to the College constituencies. The College projects a multi-year forecast of future revenues and expenditures,

considering the elements of the Master Plan and Educational Master Plan along with Strategic Priorities. BCC's newly implemented annual planning model commences at the beginning of the fiscal year creating plans that are submitted to the newly formed IEC (January 2012). This committee reviews and prioritizes requests and forwards them to the newly formed BFC (January 2012) for funding consideration. The BFC forwards funding priorities to the PAC with the President making final recommendations for approval to the Board of Trustees. There is no evidence that the College currently relies upon its mission statement and goals as the foundation for financial planning. (III.D.1, III.D .1.a)

The College's current resource allocation process begins with the budget development process. The Vice President of Administrative Services distributes budget instructions in March with overall budget scenarios to inform the College community about the status of available resources. All resource requests are submitted on a budget request for consideration by the Strategic Planning, Budget Development and Review Committee (now replaced by the BFC) for funding consideration in the budget. There is no evidence to support that these requests are integrated with any institutional plans. Evidence suggests that the College is in the early stages of drafting documents and procedures that will incorporate institutional planning and resource allocation by a Budget Allocation Proposal (BAP). This BAP is being developed to incorporate the planning process to budget development. The review and scoring of the BAP will provide a means to establish priorities among competing entities of the College linking them to their institutional plans as well as goals of the institution. There is no evidence to suggest that the past expenditures of the College support current institutional plans. The Board of Trustees is kept informed about fiscal planning through the adoption of the annual budget and monthly financial statements. (III.D.1, III.D.1.a, III.D.1.d)

The availability of financial resources is determined by the Vice President of Administrative Services. All fixed increases to the budget are determined each year and applied to the College's prior year's base budget. Requests for additional funding consideration are sent to the appropriate budget manager and then submitted to the newly formed committees of the IEC and BFC for recommendation of inclusion in the annual budget. Dialogue regarding the availability of funds in the annual budget is communicated to various constituent groups throughout the year in the forms of PowerPoint presentations, multi-year budget projections and annual audits presented to the Board of Trustees. There is no evidence to suggest that the College currently establishes funding priorities that tie back to the institutional goals. Further, no evidence was established that items which impact student learning were given any funding priority. (III.D.1.b)

The College has put forth a great amount of effort to secure additional grant revenue to assist the College in achieving their goals in a fiscally constrained environment, allowing them to continue to meet the needs of students while remaining financially stable. Expansion of the Career Technical Education (CTE) programs has resulted in additional revenue for the College to provide workforce training for the students and the community. The allocation of State Capital Outlay funds has provided resources for the renovation and construction of new facilities. The

District has identified future liabilities and obligations of the District as disclosed in their annual audit and has established a GASB43 trust fund to fund other post-employment benefits (OPEB) for future health care premiums for their retirees. The multi-year projection of budget funding allows the College to more clearly identify future operating needs. (III.D.1.c)

The College has appropriate fiscal controls in place and financial data is distributed on a routine basis by staff to the board and constituents of the College. As revenue streams have been reduced, the College has actively engaged in budget reduction through the BFC. The College has aggressively sought out and received additional grant funding to augment the budget to continue to support student learning in a constrained fiscal climate. The external audits of the College for the past several years have been unqualified with no material audit findings and have found no material weaknesses to exist in the financial management of the District. All insignificant or immaterial audit findings have been corrected and immediately implemented as evidenced in the past five years fiscal audits. (III.D.2, III.D.2.a, III.D .2.d)

Financial information is communicated through monthly financial reports to the Board of Trustees and periodic financial data reports to various committees of the College. The annual audit is approved by the Board of Trustees in accordance with existing Board Policy. The College communicates information with potential fiscal impact on a timely basis throughout its various committees so that decisions can be made to react to significant changes in funding. (III.D.2.b)

The College receives the majority of its revenue from State General Apportionment and local property taxes. Recent enacted deferrals have constrained the College's cash flow. In 2011-2012, the College was given a waiver on budget reductions from the State Chancellor's Office by being a small College. BCC has some internal funds which could be drawn upon in the event of constrained cash flow. They have also researched the possibility of securing temporary borrowing (if necessary) in the form of a tax revenue anticipation note (TRAN). The College had reserves in the amount of four million dollars for the year 2010-2011 which could be utilized for unforeseen emergencies. BCC is a member of several joint power agreement (JPA) agencies to manage their risk exposure. The College has secured funding for the purpose of infrastructure renovation and new facilities. The College ending balances in the general unrestricted fund for the past five years was:

2010-2011	$ 4.2 million
2009-2010	4.8 million
2008-2009	4.7 million
2007-2008	4.4 million
2006-2007	4.0 million

The current ending balance represents 26.7 percent of the total College general unrestricted budget which is 21.7 percent in excess of the recommended reserve requirement from the

Chancellor's Office. This amount appears sufficient to respond to any unforeseen emergencies. (III.D.2.c)

The College's Business Office is responsible for maintaining the various funds of the College including proper recording of fund activity, establishing internal controls, and ensuring that the applicable rules, policies, regulations and state laws are followed. Proper fiscal management is validated by the annual external audit which is presented to the Board of Trustees each year. The College Business Office prepares periodic financial reports that are presented to the Board of Trustees. The San Bernardino County Education department provides additional oversight in the form of internal control with additional review of randomly selected transactions submitted through their financial system.

External audits and reviews performed by funding agencies for programs include financial aid, grants, and contracts. Because these programs have restrictions, they are maintained in separate funds. Grants and contracts have grown significantly over the past few years, especially in the area of career and technical education and in student financial aid. (III.D.2.d III.D .2.e)

Currently the Viking Shop (Bookstore) is the only auxiliary service maintained by BCC. Financial records are maintained by the College's Business Office. The Barstow Community College Foundation is an independent 501 (c) (3) with its own independent board. One member of the Barstow Community College Board of Trustees is the designated ex-officio liaison to the board of the Foundation. Three members of the College administration are also ex-officio members of the foundation board. Accounting records are maintained by the College's Business Office. The primary purpose of the Foundation is to raise funds for student scholarships and to support the College in general. Institutional investments are maintained by the County of San Bernardino. BCC maintains a schedule and oversight of all institutional assets.

All of the College's funds are included in the annual independent audit. The Barstow Community College Foundation's funds are also audited in accordance with generally accepted accounting principles under the Financial Accounting Standards Board for non-profit organizations. All audits have received unqualified opinions and have had minor immaterial findings which have been addressed. District funds are maintained in accordance with the California Community College's Budget and Accounting Manual (BAM). College Business Office staff perform the accounting duties and transaction processing for the Foundation. (III.D.2.e)

Contracts are negotiated with the College based upon needs as determined by College administration. They are reviewed and approved as authorized by the board through the president, vice president of administrative services, vice president of academic affairs or the vice president of student services. In order to protect the College, contracts have indemnification and termination clauses. The board reviews all purchase orders for contracts on a monthly basis.

There is no evidence that contracts are in alignment with the College's mission and goals. (III.D.2.f)

The College has had annual audits that have been continually free of material misstatements and material findings. (III.D.2.g)

The College assesses the effective use of financial resources by reviewing revenue and expenditure data through the various College committees. BCC has begun the process of reviewing and assessing financial resources periodically and will make recommendations, if necessary. The new planning cycle at the College calls for the creation of institutional priorities by the Institutional Effectiveness Committee, which will be submitted to the Budget and Finance Committee for evaluation and approval. The approved priorities will be sent to PAC and the Cabinet prior to being sent to the board for approval. It is expected that the institutional priorities will clarify and streamline the budget processes as program review results are more closely aligned with College-level goals. (III.D.3)

Conclusions

The College has adequate financial resources sufficient to support student learning and improve institutional effectiveness. An effort to increase funding in the form of grants to continue to serve students and to remain fiscally stable is a priority for the College. The integrated planning model that BCC has developed is in its early stages of beta testing. The College will need to continue to develop and implement this plan to tie integrated planning with resource allocation. The College partially meets this standard.

Recommendations

Recommendation #3:
In order to meet the standard and achieve the commission's goals for 2012, the team recommends that the College must act immediately to:

- Complete and document all student learning outcomes (SLOs) for all courses and programs (II.A.1.c, II.A.2.a, II.A.2.e, II.B.4)
- Distribute the student learning outcomes (SLOs) to students (II.A.6)
- Distribute the student learning outcomes (SLOs) to adjunct faculty (I.B.5)
- Document assessment at all levels of outcomes, including course, program, core competencies (I.B.7, II.A.2.a, II.A.2.a, II.A.2.e, II.B.4)
- Document improvement in student learning (II.A.1.c, II.B.4)
- Link evidence of student learning outcome (SLO) assessment to planning and resource allocation (I.B, I.B.3, I.B.4, I.B.6, III.D.3).

Recommendation #7:
In order to fully meet the standards, the team recommends that the College refine and fully implement the process which clearly links resource allocation with integrated institutional planning.

The team also recommends that the resource allocation and planning process include setting priorities for funding institutional improvements (III.D, III.D.1, III.D.1.a, III.D.1.d).

Recommendation #8:
In order to fully meet the standards, the team recommends that the College establish funding priorities that clearly links to the institutional goals, strategic priorities and mission statement. The team also recommends that items which impact student learning are given funding priority (I.B, I.B.3, I.B.4, I.B.6, III.D.3, III.D.1, III.D.1.a, III.D.1.b).

Recommendation #9:
In order to fully meet the standards, the team recommends that the College review all contracts to ensure that they are in alignment with the College's mission and goals (III.D.2.f).

Recommendation #10:
In order to fully meet the standards, the team recommends that the College clarify institutional priorities and streamline the budget process to insure that the result of program reviews are closely aligned with all institutional goals (I.B, I.B.3, I.B.4, I.B.6, III.D.3).

Recommendation #12:
In order to fully meet the standards, the team recommends that all College units develop systems to completely implement and sustain program review across the institution resulting in appropriate improvements in student achievement and learning. (IB.3, IB.7, II.A.1,II.A.1.a, II.A.1.b, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.1, IV.A.5, IV.B.2.b)

Standard IV
Leadership and Governance

General Observations

The College demonstrates commitment to ethical and effective leadership throughout the institution. The College defines its leadership groups, their roles and responsibilities, in its Participatory Governance Handbook.

The institution has an elected governing board that is responsible for effective leadership of the College. The board establishes policy for effective guidance and operation of the College and authorizes the president to implement the policies.

The President provides effective leadership to the College in the form of setting the organizational structure (BP 3100) and is further empowered to delegate authority for the operations of the College (BP 2430). Board Policy 3250 gives responsibility to the President to implement a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research.

Findings and Evidence

The governing board creates an environment that empowers leaders within the College and enables them to set the vision, values, and goals of the College. However, at the executive level, the frequent turnover in administrators has had a negative impact on the College's ability to sustain effective governance, planning, and evaluation processes and outcomes. A review of records from Human Resources revealed that since the last accreditation visit, the College has had two presidents plus one interim, two vice presidents of academic affairs plus two interims, three vice presidents/deans of student services, two vice presidents of administrative services plus one interim, and two vice presidents of human resources plus one interim. The Dean of Research and Planning position was created in 2010 and as of the site visit is vacant due to a resignation.

Trustees and the President stated that they recognize their responsibility to select administrators that are a good fit for the College. But they also discussed their struggles to attract applicants or to sustain a stable leadership team. To alleviate this situation, in 2011 the President created a President's Leadership Academy with the goal of cultivating homegrown leaders. The first academy was a three-day workshop that served eighteen participants selected by the President. The team recognizes the value of the President's Leadership Academy and encourages the College to continue the endeavor, solidifying a robust curriculum and learning outcomes for the program, formalizing an application process, evaluating the effectiveness of the training, and using evaluation results to improve the Academy. Both the President and trustees stated that the

Academy is one step toward a succession plan, and the team firmly agrees that the College should integrate succession planning into its staffing plan. (IV.A.1)

Board Policy defines the role of each constituent group in participatory governance and decision-making. The Participatory Governance Handbook further delineates governance structures and committees, committee memberships, and expected lines of communication in decision-making processes. Board policy assures that administrators and faculty are involved in decision-making in areas appropriate to their areas of responsibility and expertise, and Board policy assures that classified staff and students are also included in appropriate governance groups and decision-making processes. (IV.A.1)

Board policy and board approved administrative procedures specify that the faculty have primary responsibility for program and curriculum development. Governance structures support the faculty's role in advising the Board on academic matters. The team's review of the governance committee structures also found that the governance system assures that faculty work together with academic administrators and others regarding student learning programs and services. (IV.A.2.a, IV.A.2.b)

In interviews throughout its visit, the evaluation team found that the members of the College community are dedicated to work for the good of the institution and its students. Visits to classes and interviews with students revealed that the institution is committed to student learning and students' success. Students stated their appreciation for the expertise and hard work of the faculty and staff. (IV.A.3)

The College maintains good relationships with external agencies. The College has forged a meaningful partnership with Fort Irwin to provide a full range of programs and services to students at the base. The College also demonstrates honesty and integrity in its relationship with the Accrediting Commission for Community and Junior Colleges (ACCJC). The team reviewed all documents submitted to the ACCJC and found that the College has submitted all required reports on time and represents its programs, services, and processes accurately according to its understanding of its operations. The College responded expeditiously to the 2006 recommendations and reported its progress in addressing deficiencies. (IV.A.4)

Interviews with faculty, staff, students, administrators and trustees reveal that the College evaluates its governance structure periodically and informally in its dialogs within the governance committee. However, the College has not established a regular systematic evaluation process that would generate data that will inform opportunities for improvement in the governance structures. (IV.A.5)

The Board of Trustees is conscious of its responsibility to establish policies that assure the quality and integrity of the institution, its learning programs and services, and the financial stability of the District. Interviews with Board members revealed that the trustees take their

responsibility seriously. They also recognize and understand the importance of their role to select a president who will operate the College in the best interest of the community and students it services. (IV.B.1)

The evaluation team's review of Board Policies found that appropriate policies are in place that establish the Board as an independent decision-making body that acts as a whole once it reaches a decision. As a body of locally elected officials, the Board reflects the public interest. It also represents the College to the community, presenting to the community the value of the College and its accomplishments. The Board is conscious of the College's mission and is committed to ensuring that policies are consistent with that mission. The team's review of Board Policies found this to be true. (IV.B.1.a, IV.B.1.b)

The team's review of Board Policy also found statements reflecting the Board's commitment to and responsibility for the educational quality and financial integrity of the College and its responsibility for legal matters. Interviews with the trustees confirmed this commitment and their knowledge of their responsibility. The Board's commitment to educational quality is apparent in those policies which emphasize the hiring of qualified faculty and other personnel and to rely on the expertise of faculty and other academic professionals for the creation, implementation, and evaluation of all learning programs and services. Review of Board Policy revealed that some were quite outdated and further updates were needed to maintain policy currency. (IV.B.1.c)

The team found all Board Policies published on the College's website. Chapter 2 of the policies contains bylaws for the size, structure, duties, responsibilities, and operating procedures of the Board. Interviews with the trustees revealed that the Board is conscious of its responsibility to act in a manner consistent with its policies. They report that they revise policies and practices as needed. (IV.B.1.d, IV.B.1.e)

The College is committed to maintaining an informed Board. Board policy includes a policy stating the Board's commitment to ongoing development. The governing board, all of whose tenure exceeds seven years, has not needed new board member orientation. Nevertheless, interviews with the trustees revealed that they attend professional development opportunities to stay current on community College regulations and concerns, and keep updated on best practices of governing boards. Board development also occurs in special study sessions at Board meetings, at the annual Board retreats, and through reading materials. Continuity for Board membership is established in Board Policy through staggered election cycles. Board policy and Administrative Procedures also address filling of vacant positions outside the election cycle. (IV.B.1.f)

Board policy establishes a process for self-evaluation. The Board follows its process according to the procedures. Board members verified with the team that they have regularly completed self-evaluation annually according top policy and procedure. (IV.B.1.g)

The team's review of Board policies found that the board's code of ethics and a separate conflict of interest policy have been established and published. The ethics policy includes actions to be taken in the event of a violation of its ethics code. (IV.B.1.h)

Throughout the accreditation process, through the creation of the self-study and other related activities, the Board has been informed of the College's activities. In an interview, the former Dean of Planning, Research, and Development attested to providing the Board with monthly updates on the College's efforts and progress. (IV.B.1.i)

The governing board evaluates and fully delegates full responsibility and authority to the President. Board policy includes clear procedures for hiring and evaluating the President. Policy also stipulates that the Board delegates full responsibility and authority to implement and administer board policies without board interference and holds him accountable for the effective operation of the College. (IV.B.1.j)

The District Governing Board has appropriately delegated to the Superintendent/President the responsibility to lead and direct the District in relation to the organization, planning, the hiring of personnel, staff development, budgeting and assessing the institution's effectiveness. He oversees and evaluates the administrative structure to ensure that it meets the purpose, size and complexity of the College. It is clear in the evidence, policies and actions of the College and the board that the College community understands the role and responsibility of the President.

The President has established goals and priorities that reinforce his commitment and focus on developing an integrated institutional planning and effectiveness model.

The President has appropriately delegated to the functional areas of the College vice presidents the responsibility for operating the College. The President meets weekly with his cabinet to oversee operations and to facilitate communication to his divisions. The cabinet is comprised of the vice presidents of the College's divisions which include: Academic Affairs, Administrative Services, Human Resources and Student Services. In addition the cabinet includes the Public Information Officer and the Dean of Research, Development, and Planning. The president oversees and evaluates these key College leaders in execution of the College mission and pursuit of the College's goals. The President regularly evaluates his administrative team, as well as the structure of the organization. One example of this evidence is the 2010 reorganization of key administrative staff in order to meet the emerging needs of the College and enhance effectiveness (IV.B.2.a).

The Dean of Research, Development and Planning is a direct report to the president and there is frequent collaboration and sharing of data to inform decision making and planning with the president and other College leaders. As mentioned previously, the president has made the development and evolution of a culture of evidence for the College a goal and priority, and this is

evident in their planning and actions. This commitment is communicated in a variety of ways outlined below. (IV.B.2.b)

An emerging integrated planning and assessment model for the entire institution has been introduced and is currently in a beta testing stage. The president is playing a key role in setting the vision for this and in supporting its development and full implementation.

The president uses a number of strategies and approaches to communicate the College's goals, priorities, values and other key elements of the College's operations to the campus community. In addition to regular cabinet meetings, there are several other meeting venues that include all College meetings, the President's Advisory Committee, faculty and management team meetings. There are frequent all campus emails regarding items of importance, as well as a printed and electronic newsletter. More traditional media forms such as posting flyers on bulletin boards and large posters and signage are also utilized to communicate with the campus constituent groups. (IV.B.2.b)

The president introduced a President's Leadership Academy to address multiple staffing needs and goals. In an effort to "grow their own leaders" an internal staff development program was designed and implemented to address staffing needs in key leadership positions. Seventeen staff members from across the campus community were selected and participated. (IV.B.2.b)

The President stays up to date on regulatory and legal issues by actively seeking out current information regarding the latest laws and regulations by attending workshops and training sessions presented by the Community College League of California, the Association of Governing Boards and other appropriate sources. In addition, the college utilizes legal counsel and the Community College League's Policy and Procedure service, and other services to ensure that they remain current on regulatory mandates and standards of good practice. Institutional policies and procedures are widely disseminated and reviewed by the college community through the president's advisory council to ensure they are consistent with the college's mission. (IV.B.2.c.)

The president controls the budget effectively as described in the team's response to Standard III. The Superintendent/President controls the budget and expenditures effectively as evidenced by the College budget and financial audits which indicate that the College has financial resources sufficient to support student learning programs and services and to improve institutional effectiveness. The newly implemented resource allocation process for resource distribution will support the development, maintenance, and enhancement of programs and services. The financial audits of the institution, with continued unqualified opinions, confirm that the institution manages its financial affairs with integrity and continues to remain financially stable. The average reserve level for the past five years ensures that the College addresses the need to remain financially solvent in the future. (IV.B.2.d)

The President is actively engaged in the communities served by the District. His ability to network has strengthened relationships with the local military base officials, local schools, businesses, and organizations such as, the local chambers of commerce, city and county officials, the Optimists International and the Mojave River Valley Museum. One example that benefited the District from these relationships comes from the partnership at the new off campus Workforce and Economic Development Center with Excelsior Charter School. (IV.B.2.e)

The College is a single College district. None of the requirements for a multi-College district are applicable to BCC (IV.B.3)

Conclusions

Barstow Community College has a dedicated governing board that deeply cares for the College, for the success of students, and for the positive impacts that the College has in the community. The board establishes policies for governing the College and delegates the authority for implementing its policies to the president. The president implements the policies via an administrative structure designed to ensure that the College achieves its mission. The President also oversees a participatory governance structure that includes all constituent groups in decision-making processes as appropriate to their positions.

Recognizing that the College has struggled to maintain stable executive leadership that is committed to the College, the president instituted the President's Leadership Academy as an effort to grow local leaders. The team encourages the College to enhance this effort.

The College partially meets this standard.

Recommendations

Recommendation #5:
In order to fully meet the standard, the team recommends that the College establish a systematic evaluation process to generate data that will inform opportunities for improvement in all governance structures, institutional processes, and practices. (I.B.7, IV.A.5)

Recommendation #6:
In order to fully meet the standard, the team recommends that the College establish a cycle to systematically review and update Board policies and administrative procedures. (IV.A, IV.B)

Recommendation #12:
In order to fully meet the standards, the team recommends that all College units develop systems to completely implement and sustain program review across the institution resulting in appropriate improvements in student achievement and learning. (IB.3, IB.7, II.A.1, II.A.1.a, II.A.1.b, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C.2, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.1, IV.A.5, IV.B.2.b)