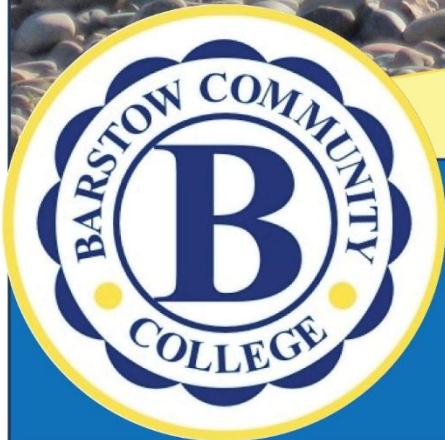


# ACCREDITATION FOLLOW-UP REPORT

FEBRUARY 28, 2013



*Empowering Students to Achieve Their Personal Best Through Excellence in Education*

BARSTOW COMMUNITY COLLEGE

# BARSTOW COMMUNITY COLLEGE

## ACCREDITATION FOLLOW-UP REPORT

### SUBMITTED BY:

Barstow Community College  
2700 Barstow Road  
Barstow, CA 92311

### SUBMITTED TO:

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

FEBRUARY 28, 2013





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## Certification of the Follow-Up Report

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**Date:** February 28, 2013

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

**From:** Thom M. Armstrong, Ph.D.  
Barstow Community College  
2700 Barstow Road  
Barstow, CA 92311


We certify there was broad participation by the campus community in the development of this Report and we believe this Report accurately reflects the nature and substance of this institution.

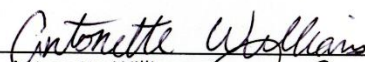
**Signed:**

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

  
Tim Heiden President, Governing Board

  
Scott Bulkley President, Academic Senate

  
Melissa Meadows President, California School Employees Association

  
Antonette Williams President, Associated Student Body

  
Jamail D. Carter, Ph.D. Accreditation Liaison Officer



## Table of Contents

<b>EXECUTIVE SUMMARY .....</b>	<b>7</b>
<b>SUMMARY OF REPORT PREPARATION .....</b>	<b>9</b>
<b>RESPONSES TO THE RECOMMENDATIONS .....</b>	<b>11</b>
Recommendation 1 .....	13
Recommendation 2 .....	19
Recommendation 3 .....	23
Recommendation 4 .....	31
Recommendation 5 .....	37
Recommendation 6 .....	41
Recommendation 7 .....	45
Recommendation 8 .....	47
Recommendation 9 .....	49
Recommendation 10 .....	51
Recommendation 11 .....	53
Recommendation 12 .....	55
Recommendation 13 .....	59
List of Evidence Cited .....	63
<b>APPENDICES .....</b>	<b>65</b>
<b>Appendix 1: Planning and Program Review Cycle (Rev. 1/13) .....</b>	<b>67</b>
<b>Appendix 2: Board Policy 3250 .....</b>	<b>69</b>
<b>Appendix 3: Program Review Process Survey .....</b>	<b>71</b>
<b>Appendix 4: Program Review Committee Charge .....</b>	<b>75</b>
<b>Appendix 5: Institutional Effectiveness Committee Task Timetable .....</b>	<b>77</b>
<b>Appendix 6: 2012–2015 Strategic Plan .....</b>	<b>79</b>
<b>Appendix 7: Mission/Goals “Crosswalk” .....</b>	<b>87</b>
<b>Appendix 8: Instructional Program Review Template .....</b>	<b>89</b>
<b>Appendix 9: Non-Instructional Program Review Template .....</b>	<b>97</b>
<b>Appendix 10: Distance Education Plan .....</b>	<b>105</b>
<b>Appendix 11: Facilities Master Plan .....</b>	<b>117</b>
<b>Appendix 12: Professional Development Survey .....</b>	<b>151</b>
<b>Appendix 13: Staff Development and Training Schedule .....</b>	<b>155</b>
<b>Appendix 14: Budget Flow Chart .....</b>	<b>157</b>
<b>Appendix 15: Budget Allocation Proposal Scoring Rubric .....</b>	<b>159</b>
<b>Appendix 16: Contract Checklist .....</b>	<b>161</b>



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## Executive Summary

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We at Barstow Community College offer a comprehensive schedule of classes and a variety of degree, certificate and pathway options for students. Our programs are focused on cultivating a regional pipeline of skilled individuals prepared for transfer or ready for work in emerging and high growth employment sectors.

After the Accrediting Commission's visit in March 2012, and the subsequent recommendations that were made, we at Barstow Community College have worked hard during the past year to address the Commission's concerns and to further develop and enhance our institution's internal processes and conceptual models. After a considerable amount of effort and time from all constituencies of our institution, this document outlines the steps taken to address and rectify all the Commission's concerns as stated in the thirteen recommendations given to our institution.

Our key constituencies, (e.g., Administrators, Faculty, Management, Support Staff, and Students) feel strongly that the actions taken by our institution to address these concerns have placed our institution on a trajectory moving forward that will result in increased levels of efficiency and productivity. All actions taken by our institution during this period were taken with three things in mind: one, it was our desire that all actions have a trajectory or course to follow throughout each phase or subsequent step of implementation; two, it was our desire that all actions move from a macro perspective to a detailed micro perspective; and three, it was our desire that our plans be as lucid and fluid as possible – meaning we wanted each step to be thought through, but flexible enough to handle any unforeseen changes to the turbulent external and internal environments in which we operate.

The strategies taken by our institution were developed with the hope of increasing student success by imbedding systematic planning and program review into the culture of Barstow Community College. Our response to the recommendations surrounded four major goals: (1) **enhance the scope of the current curriculum** through updating and continued assessment of Student Learning Outcomes for all courses offered; (2) **increase student access and learning** through continued and sustained support and investment in our online eLearning (Distance Education) infrastructure; (3) **further alignment and codifying of the relationship between assessment data and decision making** through the development of an enhanced and workable Program Review and Planning Cycle; and (4) **embrace a spirit of consistent and continuous improvement** through the development of an assessment and planning process that will systematically evaluate and assess every aspect of the College leading to sustainable continuous quality improvement for both Instructional and Non-Instructional areas within our institution moving forward.



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## Summary of Report Preparation

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After the Accrediting Commission's visit in March 2012, and the subsequent recommendations that were made, we at Barstow Community College have worked hard during the past year to address the Commission's concerns and to further develop and enhance our institution's internal processes and conceptual models. After a considerable amount of effort and time from all constituencies of our institution, this document outlines the steps taken to address and rectify all of the Commission's concerns as stated in the thirteen recommendations given to our institution.

President Armstrong led the conversation with members of the Cabinet about the timeline, responsible parties, review process and resource support needed in preparation of our Follow-Up Report. Discussions in Cabinet led to the nomination and selections of individuals to serve on various cross-functional, ad-hoc, and sub-committees that assisted in the development of this report. Some of the most important committees that were a part of writing the Follow-Up Report include: Institutional Effectiveness Committee (IEC), Academic Senate, President's Cabinet, Budget and Finance Committee (BFC), Technology Committee, Student Learning Outcomes Assessment Committee, President's Advisory Council (PAC), Distance Education Committee, and the Facilities and Safety Committee.

Key individuals who were instrumental in the writing key parts of this document include: Stephen Eaton (Vice President of Academic Affairs); Dr. Jamail D. Carter (Dean of Research, Development and Planning and ALO); James Daniels (Vice President of Student Services); Trinda Best (Vice President of Human Resources); Maureen Stokes (Director of Public Information); and Virgil Stanford (Vice President of Administrative Services).

As part of this preparation, the IEC nominated Champions to address key recommendations. The IEC developed action plans and timelines for the completion of the Follow-Up Report and stressed that broad participation was needed from constituent groups.

In December 2012, the first draft of the Follow-Up Report was uploaded to the BCC website and given to the College community at large for feedback. The week of February 5, 2013, the RED Draft of the Follow-Up report was sent out from the Office of Institutional Effectiveness to the members of the Institutional Effectiveness Committee, President's Cabinet, Academic Senate, Management Council and President's Advisory Council for their review.



<b>Timetable for Preparation of Follow-Up Report to ACCJC</b>		
<b>Champions</b>	Initial progress reported to IEC	<b>NLT</b> October 30, 2012
	Subsequent progress report to IEC	<b>NLT</b> December 4, 2012
	<b>Completed</b> Recommendation Responses submitted	<b>NLT</b> December 14, 2012
<b>Production</b>	Final editing/polishing	December, 2012 – January, 2013
	Report reviewed by IEC	January – February, 2013
	Report reviewed by Academic Senate	January, 2013
	Report reviewed by PAC	January, 2013
	RED Draft (90%)	February 4, 2013
	Report Presented to Academic Senate for Approval	February 7, 2013
	Report presented to PAC for Approval	February 13, 2013
	GOLD Draft (100%)	February 14, 2013
	Report presented to BOT for Approval	February 20, 2013
	Final formatting and evidence compilation	February 20 – 27, 2013
	Report sent for printing and binding	February 27, 2013
	Follow-up Report <b>submitted to ACCJC</b>	<b>March 11, 2013</b>

On February 14, 2013, the Gold Draft was uploaded and provided to the President's Cabinet, Institutional Effectiveness Committee, Management Council, Academic Senate and Presidential Advisory Committee for review and approval.

Lastly, the Follow-Up Report was submitted to the Board of Trustees on February 14, 2013, for review prior to the formal presentation to the Board of Trustees on February 20, 2013.

The final Follow-Up Report was submitted to the Commission on March 11, 2013.



# Responses to the Recommendations



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## 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).*

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### *Preparation Summary*

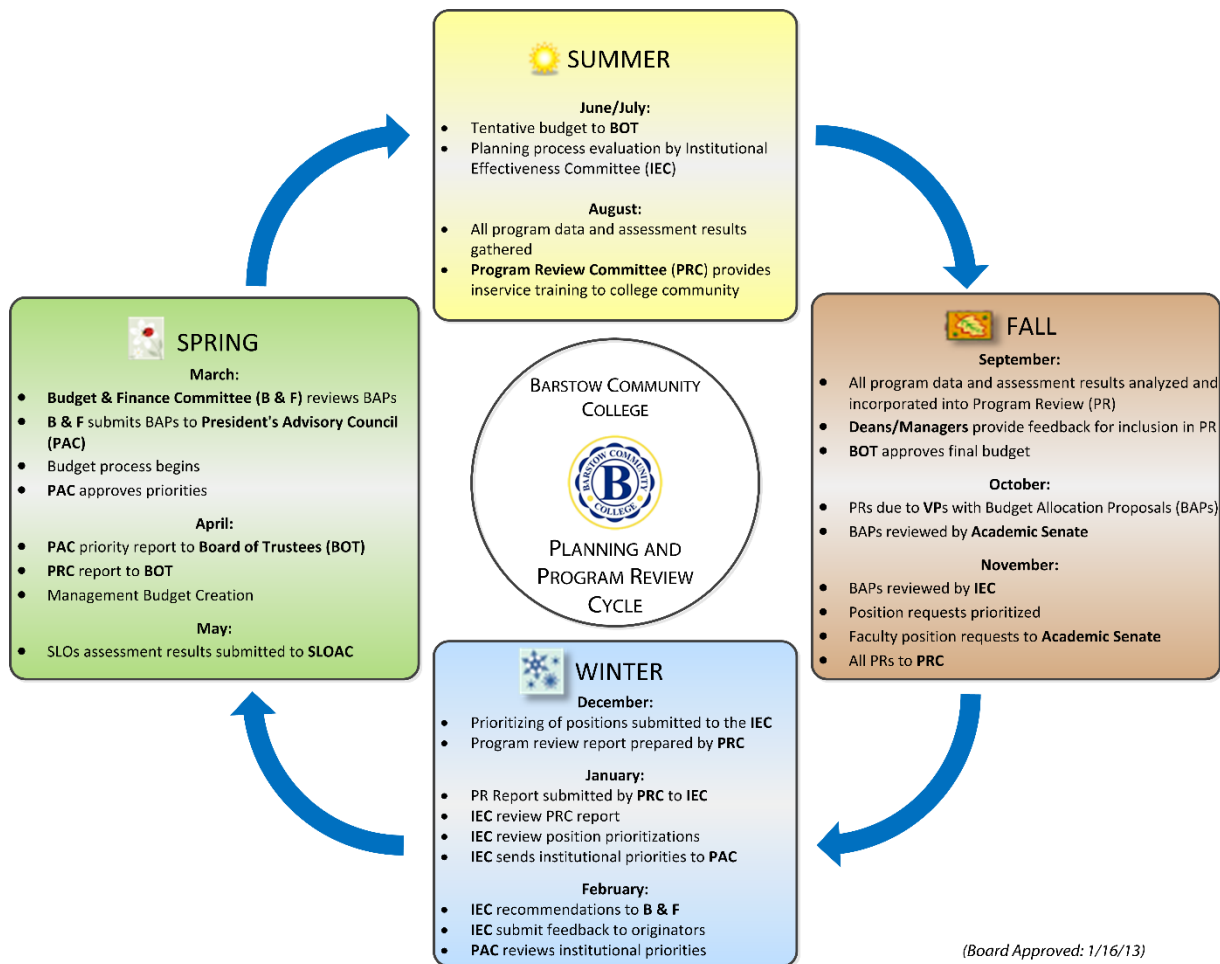
Recommendation #1 involves the systematic evaluation of the College's planning processes and clarifying the models that will sustain its planning efforts to ensure continuous quality improvement. Therefore, the Institutional Effectiveness Committee (IEC), with input from the Academic Senate and President's Cabinet, gathered and analyzed evidence to address the concerns of the Accrediting Commission for Community and Junior Colleges (ACCJC).

The Vice Presidents identified representatives of the IEC, Budget and Finance Committee (BFC), Academic Senate, Technology Committee, Student Learning Outcomes Assessment Committee, and individuals involved in prior planning, such as members of the President's Advisory Council (PAC), the Management Team, and the President's Cabinet to assist. These individuals provided insight and information pertaining to the creation and intent of current planning models.

### *Action Steps*

To further define and clarify in sufficient operational detail the conceptual models to include the areas of concern reported by the Visiting Team, the IEC reviewed and analyzed current planning processes and made the following recommendations:

- **Positions and parties:** The IEC identified committees and chairpersons integral to high-functioning continuous annual strategic planning and assessment. These vital positions are now listed on conceptual models and in procedural documents as identified on the newly adopted [Planning and Program Review Cycle](#).
- **Timelines:** The IEC reviewed the annual planning calendar and made adjustments to the Planning and Program Review Cycle to ensure that key constituents (e.g., Academic Senate, PAC, President's Cabinet and Program Review Committee, etc.) were given the opportunities to provide timely and thorough review of the College's ongoing planning efforts, as seen in the newly adopted Planning and Program Review Cycle.



- **Linkages:** The IEC has reviewed the College's Mission Statement, Board of Trustees' Goals, President's Goals and Strategic Priorities. Using these documents as their foundation, the IEC provided guidelines in the development and enhancement of Instructional Program Review and Non-Instructional Program Review Templates ([IEC Minutes: September 25, 2012](#)). This measure was undertaken to assure that current operations and goals are directly linked to the College's Mission and to assess the College's progress toward reaching defined goals.
- **Ongoing and systematic evaluation of planning processes:** In February of 2013, the College's Board of Trustees conducted its first reading of the newly revised [Board Policy 3250](#) in which it directs the District President to ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. The second reading and approval is



scheduled for the March Board meeting. To support this policy, the Office of Institutional Effectiveness conducted a survey of participants involved in program and service area reviews during the fall of 2012, and analyzed the results to determine improvements needed in the process ([Program Review Process Survey](#)). Results were shared with the Budget and Finance Committee and survey results were also reported at the All College Meeting in February, 2013 to the campus community at large.

### *Results and Analysis*

Several important achievements were accomplished as a result of the visiting team's recommendation. The identification of positions and parties responsible for championing various elements of annual planning has brought clarity to the process, which in the past was not as clear to college constituents. No longer will one committee assume that another committee or individual will take the lead in establishing timelines or deadlines.

The IEC created a timeline for building the annual budget by beginning at the end of the process and working backwards. Two calendars were created—one for the current year and one that could be sustainable in the future ([IEC Task Timetable](#)). Due to the many individual stakeholders and committees, the IEC built into the process several feedback steps to give the authors of the reviews the ability to edit and clarify their final submission before the reviews are utilized for planning and budgeting. The implementation of the new Program Review process and other considerations led the committee to create a shortened calendar for the current year to meet the needs of the College; however, it was determined that in the future, departments would be more experienced, provided with sufficient resources in advance, and be given helpful feedback on the current-year submissions to be able to meet earlier deadlines with longer periods of time for review.

To assist departments in setting appropriate goals and requesting funds to achieve those goals, linkages were established which led to the creation of the College's [2012–2015 Strategic Plan](#). The College's Mission, Board of Trustees' Goals, Presidential Goals, and Strategic Priorities were reviewed and a comparison table was created to determine how goals and priorities were linked to the College's mission ([Mission/Goals "Crosswalk"](#)). Also, embedded in both [Instructional](#) and [Non-Instructional Program Review Templates](#) is an area in which departments must indicate how its goals and action plans are linked to the College's overall Strategic Priorities.

In the past, changes to the planning processes were implemented largely due to anecdotal evidence or individual needs and preferences. The IEC has embraced an initiative aimed at closing the loop through insisting all current and future planning processes undergo data gathering and to systematically seek out information to evaluate the process. The College will continue to search for and enhance best practices. Moving forward, the Program Review Committee (PRC) will identify trends and best practices,



using a plethora of information such as help desk tickets, surveys, focus groups and interviews. Trends identified by the Program Review Committee will be used to support or refocus the College's actions and decisions.

In the most recent Program Review cycle, many departments have indicated a weakness in data gathering, and as part of their action plans have set goals to develop sustainable systems for gathering and analyzing data for program level decision making. The College has addressed Recommendation #1 and is in compliance with the Standards.

### *Planning Agenda/Next Steps*

On January 2, 2013, the position of Dean of Research, Development and Planning was filled by Dr. Jamail D. Carter, replacing the former dean who had taken a job at another community college. He has been tasked with monitoring the College's progress in terms of meeting its established deadlines. His background as an Industrial/Organizational Psychologist will assist BCC in closing the loop on many of its current processes and procedures.

Dr. Carter has a proven track record in higher education, having worked at private, public, and proprietary organizations. He has a detailed understanding of research, and has shown the ability to increase performance of diverse organizations through strategic design and execution of innovative training, coaching, and strategic planning initiatives. He has a record of service, teaching effectiveness, grant management, and meeting facilitation, which will be needed as he now chairs the Institutional Effectiveness Committee.

Dr. Carter is well-equipped with an earned Ph.D. (Industrial/Organizational Psychology), a non-terminal M.S. (Industrial/Organizational Psychology), and an MBA (Management & Leadership); he has extensive skills in research design and facilitation, advanced knowledge of SPSS, the ability to select appropriate research methodology, collect and analyze data, interpret data and report trends and issues. He is well versed in action research and statistical procedures (i.e., correlation, regression, t-test, ANOVA, Factor Analysis, et cetera). All of these skills will be needed as the College moves toward closing the loop and continues to systematically evaluate its processes. Dr. Carter has already compiled and analyzed data concerning the recent Program Review cycle, which has been shared with both the IEC and Budget and Finance Committee.

The IEC and Budget and Finance Committee (BFC) will continue to monitor whether departments are establishing linkages between the College's goals and their departmental goals and budget requests. The IEC and BFC have cross-membership, thus ensuring communication and cooperation in monitoring timelines and linkages. Although informal and anecdotal evidence helps correct minor challenges, the review of formal surveys and outcomes by both committees will enforce a systematic approach to continuous improvement.



## *Evidence*

[Planning and Program Review Cycle \(rev. 1/13\)](#)

[IEC Minutes: September 25, 2012](#)

[Board Policy 3250](#)

[Program Review Process Survey](#)

[IEC Task Timetable](#)

[2012–2015 Strategic Plan](#)

[Mission/Goals “Crosswalk”](#)

[Instructional Program Review Template](#)

[Non Instructional Program Review Template](#)



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## Recommendation #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).*

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### *Preparation Summary*

This recommendation focuses on a previous 2006 recommendation that the College has been pursuing vigorously since that time. Dr. Robert Stinson (Distance Education Coordinator) and Ms. Nancy Olson (Webmaster) were chosen as “Champions” for this area. Also heavily involved was the Distance Education Committee. The committee membership includes representatives from various areas: Instructional Technology Center (ITC) Representative, Instructional Administrator (or Representative), Academic Senate (appointed division representative for each division), Counselor (appointed by VP Student Services), MIS Representative (appointed by VP Administrative Services), Distance Education (DE) Coordinator (recommended by Academic Senate), and Adjunct Faculty representative. While the College has supported its distance education program through a “home-grown” platform, the decision was made to adopt Moodle as the distance education platform, and the College has been working toward complete implementation for the past year. The Moodle platform is being hosted by CampusEAI, which is also the group responsible for Barstow Community College’s portal project. Weekly phone conferences have been held with CampusEAI since the spring of 2011 ([CampusEAI Conference Notes](#)).

### *Action Steps*

In response to the June, 2006 Commission Recommendation #2, the College has put forth an effort to prioritize online education. Since over 50 percent of course offerings are online, Barstow Community College had filed a [Substantive Change Proposal](#) with the Chancellor’s Office in 2010. The selection of a Distance Education Coordinator in the spring of 2011 enabled the College to give greater attention to online education. Also that spring, the Academic Senate approved Moodle as the new Learning Management System (LMS) ([Academic Senate Minutes: April 26, 2011](#) and [May 17, 2011](#)). The original plan was to fully implement Moodle as the online platform during the Fall 2012 semester; however, full implementation has now been postponed to the Fall 2013 semester. During the testing phase of implementation, the College encountered an



unusual number of problems with the vendor during the setup and implementation phase for Moodle. Some of these difficulties occurred because the College is also implementing a new portal system concurrently with implementation of the new LMS. The vendor has two separate teams working on the two separate projects, and the vendor's two groups have lacked strong internal communication. As each team communicated with the College's project leads and made changes, they failed to subsequently communicate with each other. This resulted in a number of changes done to the portal, hindering progress that has been made toward the Moodle implementation. Each problem was discussed and eventually resolved through weekly phone conversations with CampusEAI, or through work order tickets.

Even with these challenges, the Distance Education Committee completely revised and updated the Distance Education Plan, which was approved by the Academic Senate in November, 2012 ([Academic Senate Minutes: November 6, 2012](#)).

Since the ACCJC visit in 2012, the following actions have also taken place:

1. The first faculty training session on Moodle was held on September 9, 2012 by Dr. Robert Stinson, Chair of the Distance Education Committee, and Nancy Olson, Webmaster, at the Faculty Best Practices Meeting. This opening session focused on regular and effective contact between faculty and students.
2. The Webmaster developed a series of eight in-house Moodle training modules in preparation of the launch of the new LMS. Faculty will begin using these training modules during the Spring 2013 semester.
3. The College purchased faculty training disks, titled "Moodle for Teachers," which have been loaded on the training computers in the Instructional Technology Center. There are two additional disks available for checkout by faculty. The College is also promoting the @One training for Moodle sponsored by the Chancellor's Office, which has been completed by several faculty members.
4. The Instructional Technology Center continues to develop and improve the Moodle Help Desk and has clarified the roles of Barstow Community College and CampusEAI in the maintenance and operation of the Help Desk.
5. The College launched the clone instance of the platform followed by the actual production instance during the fall 2012 semester.
6. The College launched the first trial classes on October 15, 2012, the start date of the second 9-week session of the fall semester.



## *Results and Analysis*

Embedded in the [Distance Education Plan](#) is the requirement that instructors participate in regular and effective contact with students and respond to student emails within two business days. The College requires faculty to respond to and grade all successfully submitted assignments within one week of the submission deadline. Also required of faculty is to post in the discussion group several times a week on different days. Random sampling of discussion group postings has shown a significant increase of regular and effective contact between students and instructor.

The Distance Education Coordinator and the Webmaster, along with the Distance Education Committee, are the responsible parties for the continued implementation of Moodle. Four classes using Moodle were offered in November and December of 2012. Two of the classes were web-enhanced classes in the Biology department, and two hybrid classes were in the Child Development department. After minor problems were resolved and classes brought to a successful conclusion, the Distance Education Coordinator and the Webmaster facilitated a debriefing activity with each other and the instructors. The activity was designed to capture data and share best practices using the Moodle LMS that can be applied by others moving forward with the Moodle implementation.

In the Spring 2013 semester, six fully online sections were offered for beta testing. The College also offered some web-enhanced classes in Biology and a few hybrid classes. These are on the production instance and are being used as a true test of the system. The College has addressed Recommendation #2 and is in compliance with the Standards.

## *Planning Agenda/Next Steps*

As of this writing, the results of the beta testing are incomplete. At the end of the Spring 2013 semester, a comprehensive review of problems, challenges and success will take place to enhance a complete launch of all distance education courses in the fall of 2013. The Distance Education Coordinator and the Webmaster, along with the members of the Distance Education committee, will facilitate another debriefing activity similar to the one conducted after Fall 2012. The activity will be designed to capture data and share best practices using the Moodle LMS that can be utilized by others as the College continues to move forward with Moodle implementation.

The Instructional Technology Center department will track student retention by instructor in order to provide necessary technical support. This tracking will include regular and effective student contact, response times and active discussion boards. Those identified as having low retention rates will receive additional training to enhance their online course(s) and thus improve the instructor's retention rates. These additional efforts will serve to move the College's distance education evaluation procedures from proficient to sustainable.



## *Evidence*

[CampusEAI Conference Notes](#)

[Substantive Change Proposal](#)

[Academic Senate Minutes: April 26, 2011 and May 17, 2011](#)

[Academic Senate Minutes: November 6, 2012](#)

[Distance Education Plan](#)



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## Recommendation #3:

*In order to fully 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:*

- a. 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)*
- b. Distribute the student learning outcomes (SLOs) to students (II.A.6)*
- c. Distribute the student learning outcomes (SLOs) to adjunct faculty (I.B.5)*
- d. 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)*
- e. Document improvements in student learning (II.A.1.c, II.B.4)*
- f. 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).*

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### Preparation Summary

Recommendation #3 focuses on student learning outcomes across the campus and the visiting team's concern that work still needs to be done in this area. They wrote: "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." It was determined that each bullet be handled separately by appropriate "Champions," rather than addressing the recommendation as a whole. The bullets were labeled 3a through 3f. Student Learning Outcomes Coordinator Nance Nunes-Gill, Dean of Instruction Penny Shreve, and Vice President of Academic Affairs Stephen Eaton, were chosen to lead the efforts of responding to this recommendation.

### 3a: Complete and document all student learning outcomes (SLOs) for all courses and programs

#### Action Steps

In the fall of 2011, the College approved an [Assessment Plan](#). The SLO Coordinator, a position with 40 percent release time, was tasked with documenting all information



received from faculty pertaining to course level student learning outcomes taught for the respective semesters, and this information was to be shared at the SLO Committee meetings. Although documentation for courses was collected, it was not easily accessible; therefore, a webpage posting course level documentation was created in Spring 2012, and by September, all documentation for Fall 2011 and Spring 2012 courses had been posted on the website ([Course Level Student Learning Outcomes webpage](#)). The SLO Coordinator was also charged with collecting all documentation concerning program level outcomes. To improve the process, the SLO Coordinator and the Degree, Certificate and Pathways (DCP) Coordinators improved the reporting forms and more closely tied program reviews to the budgeting process ([Minutes from DCP and SLOAC meetings](#)).

In the Spring 2012 semester, the SLO Report form was distributed to all faculty. The form was to be completed and submitted to the SLO Coordinator, with copies to the respective Deans by May 25, 2012 ([email of April 26, 2012](#)). To assist in proper reporting, the Coordinator offered one-on-one help as well as mentoring sessions throughout the spring.

### *Results and Analysis*

During the review process in spring of 2012, the SLO Committee determined that new criteria should be added to the reporting form for the purpose of tracking the Course Record Number (CRN) for sections taught each semester. The CRNs will provide evidence of each section taught by individual instructors. This provided more accurate information.

It was also noted that full-time faculty participation increased 3.4 percent from Fall 2011 submissions, with a total of 79.3 percent of faculty submitting their course level student learning outcomes at the end of Spring 2012. Adjunct participation increased 13.2 percent, with a total of 38.8 percent submitting SLO assessment at the end of Spring 2012. These results indicated that there was a need to reach out to both full- and part-time faculty members.

The SLO Coordinator began dialogues and mentoring sessions with various groups and individuals across campus. These dialogues took place at In-Service, Best Practice and All College meetings. Also, Saturday training sessions were held for Career and Technical Education (CTE) and Basic Skills instructors ([Dialogue & Training webpage](#)).

At its November 2012 meeting, the Board of Trustees directed the SLO Coordinator and administrators to aggressively pursue a 100 percent submittal rate by reminding faculty of the importance of SLO assessment data and how it impacts program growth. The Board asked that the deadline for submission be moved up from mid-January to five days after the end of the fall semester, so that plans could be made for spring assignment and budget reallocations. The Board also stressed the importance of faculty compliance with mandating administrators not to renew adjunct faculty who did not comply with



submission. Guided by the Board's mandate, administrators developed and implemented an aggressive outreach campaign to get full faculty participation. The submission rates for the Fall 2012 semester were 100 percent for both adjunct and full-time faculty. The College has addressed Recommendation #3a and is in compliance with the Standards.

### *Planning Agenda/Next Steps*

The SLO Coordinator will continue to hold meetings and training sessions at least once a month, and special training as necessary. These training sessions will serve to enhance the process and will be designed to address gaps identified from data gathered from the Fall 2012 cycle. Training sessions will include both course and program level discussions. An internal communication plan will be developed to provide information to both adjunct and full-time faculty regarding deadlines and best practices. The College will continue to post outcome data and regular reports will continue to be given at Best Practice and All College meetings.

Program level outcomes, including instructional and non-instructional, will be completed as per the schedule indicated in the Assessment Plan Handbook, and will be reviewed by and commented upon by the Program Review Committee. Methods of evaluation are documented on the Student Learning Outcomes Report Form, the Service Area Outcomes Report Form, Program Learning Outcomes Report Form, and in the Program Reviews.

### **3b: Distribute the student learning outcomes (SLOs) to students (II.A.6)**

#### *Action Steps*

To assure that current SLOs were distributed to students, the College's policy of placing SLOs on the Course Outline of Record (COR) was reinforced by the Academic Senate resolution in Fall 2012. All CORs are located in CurricuNET and are easily accessible for faculty. All courses scheduled to be taught in the Spring 2013 semester were reviewed to determine whether current SLOs were posted in CurricuNET. Instructors for all courses taught in Spring 2013 were required to have the SLOs identified in CurricuNET on their syllabus. Accountability was enhanced by an internal audit of syllabi submitted to the Vice President of Academic Affairs. Syllabi were reviewed by the deans and the VPAA for currency and accuracy ([CORs and Syllabi](#)).

Furthermore, it is clearly stated in the Faculty Handbook that all syllabi must list current SLOs and that syllabi must be handed out by the end of the first week of class and discussed with students ([Faculty Handbook](#)). Also, faculty must submit a copy of a syllabus to the Vice President of Academic Affairs (VPAA) for each course taught during the semester.



## *Results and Analysis*

The results of the curriculum review indicated that a large number of courses to be offered in Spring 2013 needed SLOs, or to have SLOs updated on the CORs. During the Fall 2012 semester, the Curriculum Committee Chair worked with faculty in workshops and one-on-one to update CORs with correct SLOs, Objectives, and Methods of Instruction. A streamlined CurricuNET approval process for SLOs was created to ensure that SLOs for all courses offered in Spring 2013 were updated and approved by Curriculum Committee ([CurricuNET Approval Process](#)). Instructors were sent the updated SLOs, as well as information on how to access the course Outlines of Record in CurricuNET.

A codified process for syllabus review was created and adopted in the Instruction Office. If critical items are missing, faculty will be instructed to include the required items and reissue their syllabus ([Syllabus Review Process](#)).

Some classrooms dedicated to a single program have posted relevant SLOs. Key disciplines addressed at the Tutoring Center have SLOs posted on the walls, and the Tutorial Services Specialist includes a copy of SLOs in key disciplines in her classroom presentations ([Tutorial Handouts](#)). The College has addressed Recommendation #3b and is in compliance with the Standards.

## *Planning Agenda/Next Steps*

The Faculty Handbook is currently being updated, but will continue to emphasize this requirement. It will more clearly indicate how current SLOs can be obtained. The Distance Education syllabi are based on a template that clearly includes SLOs. The new Faculty Handbook will also include clear directions on how to construct an acceptable syllabus, providing printed samples as well as a link to sample syllabi posted on the web. The Academic Affairs Office will continue to provide training, and each semester, syllabi will be reviewed for compliance. Faculty needing assistance with fulfilling published requirements will be contacted.

The Curriculum Committee Chair will continue to lead the efforts to complete COR updates and provide faculty with a systematic method to assure current and viable SLOs.

### **3c: Distribute the student learning outcomes (SLOs) to adjunct faculty (I.B.5)**

#### *Action Steps*

The Action Steps reported for 3b also are relevant for 3c. The updating and posting of current SLOs not only provide both full-time and adjunct faculty with the appropriate SLOs, that information can be passed on to students.



## *Results and Analysis*

The Results and Analysis for 3c reflect those of 3b. To ensure that students are informed of SLOs for their various classes, adjunct instructors must be cognizant of the SLOs of record for the College. The College has addressed Recommendation #3c and is in compliance with the Standards.

## *Planning Agenda/Next Steps*

The Planning Agenda/Next Steps for 3c reflect those of 3b. As stated above, the Faculty Handbook is being updated, sample syllabi will continue to be distributed, and reviews of submitted syllabi take place. Again, keeping adjunct instructors informed of updates and changes should naturally flow to the students. Adjunct instructors will be mentored and guided through orientations, the Faculty Handbook, Best Practice meetings, and personal contact.

### **3d: 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)**

## *Action Steps*

The Action Steps for 3d mirror much of what was written for 3a. As the College was completing and documenting all SLOs for all courses and programs, it was also setting up a process to document the assessment of outcomes—which included course, program and core competencies.

The College determined that merely posting assessment results was not an efficient way to track assessment results so that decisions could be made from that data. In July of 2012, the VPAA, the SLOAC Coordinator, the Dean of Instruction and the Web Specialist met with the Assessment Chair at Victor Valley College to review the TracDat software program being used there. After a lengthy demonstration and many questions, the College representatives pursued the idea with other campus stakeholders to determine TracDat's worth to BCC. With Cabinet and Presidential approval, TracDat was purchased and a representative of the company provided on-campus training ([TracDat Contract](#)).

## *Results and Analysis*

As with the 3a, the results and analysis of documenting assessment at all levels of outcomes led to more training and mentoring of individuals. The housing and tracking of results became the concern and thus the purchase of TracDat. The College has addressed Recommendation #3d and is in compliance with the Standards.



### *Planning Agenda/Next Steps*

With TracDat's ability to house assessments, the College will be better able to track assessment data at the institutional, program and course levels. To address institutional level assessment, the SLO Coordinator will hold SLO Committee and DCP Coordinators' meetings once a month, with additional meetings if necessary. Additional training sessions are planned for CTE and Basic Skills. The Coordinators will inform faculty, staff and administrators of the status of outcomes at Best Practice, All Division, and All College meetings a minimum of once a semester

Program level outcomes are to be completed for all instructional and non-instructional programs as per the schedule in the Assessment Plan Handbook. The program reviews will be reviewed and feedback provided by the newly developed Program Review Committee. By the end of the Spring 2013 semester, program assessment data will be entered into TracDat with one individual assigned to enter all existing data until faculty have been identified and trained to perform this function. The goal is for instructors to enter their own information by Fall 2013 and continually update data for courses, programs and core competencies.

Course level outcomes will follow the above pattern, but with more involvement with lead faculty and program coordinators assisting adjunct faculty with posting and tracking of results.

### **3e: Document improvements in student learning (II.A.1.c, II.B.4)**

#### *Action Steps*

The visiting team wrote: "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." They also wrote: "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." With this in mind, the IEC doubled its efforts to update and codify program reviews across the campus and prioritize the assessment of student learning in its decision-making process ([Instructional and Non-Instructional Program Review Templates](#)).



## *Results and Analysis*

The College has been documenting improvements in student learning with the annual ARCC report, but these new efforts have resulted in the new Strategic Plan, new and/or revised program review templates, and the purchase of TracDat to house and aggregate assessment outcomes ([Strategic Plan](#)). Although it is too early to gather meaningful results from such a new set of actions, it became apparent that individuals, committees and College leadership are enthusiastic with the systematic approach the IEC is taking. Through open communication, solicitation of input and timely responses to that input, the IEC has garnered support from across the campus. The College has addressed Recommendation #3e and is in compliance with the Standards.

## *Planning Agenda/Next Steps*

To document improvement in student learning, the Vice Presidents will rely on TracDat to aggregate data which will be passed on to the departments to complete the program reviews. Once longitudinal data is available, the Vice Presidents and the IEC will make determinations whether programs are remaining viable and what kind of resources, if any, are needed to improve student learning. With the assistance of the Academic Senate and various advisory committees, choices will be made in coordination with the College's mission and Strategic Priorities.

### **3f: 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)**

## *Action Steps*

As noted above, the visiting team did state that the College was engaged in developing systematic ways of enhancing data-driven decision making. Full descriptions of how the new Strategic Plan and revised Program Reviews inter-connect and have outcomes assessment imbedded in them are discussed in responses to Recommendations #4, #5, #7, and #12.

## *Results and Analysis*

The deadline for submitting this response to the ACCJC recommendations comes before the results of imbedding outcomes assessment to planning and resource allocation can be determined. Creating a tentative budget happens throughout March, April and May, but with strategic goals now fully approved that have established student success in CTE, transfer and basic skills as priorities, the College is confident that it will now have a clear vision as to where strained resources should be directed ([Strategic Plan](#), [IEC Task Timetable](#) and revised [Planning and Program Review Cycle](#)). The College has addressed Recommendation #3.f and is in compliance with the Standards.



## *Planning Agenda/Next Steps*

Also discussed throughout the Responses in this document, are the plans to follow-through on commitments to link planning and resource allocation to assessment outcomes and newly invigorated priorities. The IEC has assumed the mantle of leading efforts to link all areas of strategic planning and budget allocation. The use of assessment outcomes to drive decision-making will move the College to sustainable continuous quality improvement. The IEC has plans in place to communicate openly and often, but more importantly, soliciting input from various stakeholders to improve its own processes ([Program Review Process Survey](#)).

## *Evidence*

[Assessment Plan](#)

[Course Level Student Learning Outcomes Webpage](#)

Minutes from [DCP](#) and [SLOAC](#) meetings

[SLO Email Message, April 26, 2012](#)

[Dialogue & Training Webpage](#)

[CORs and Syllabi](#)

[Faculty Handbook](#)

[CurricuNET Approval Process](#)

[Syllabus Review Process](#)

[Tutorial Handouts](#)

[TracDat Contract](#)

[Instructional](#) and [Non-Instructional Program Review Templates](#)

[Strategic Plan](#)

[IEC Task Timetable](#)

[Planning and Program Review Cycle](#)

[Program Review Process Survey](#)



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## Recommendation #4:

*In order to fully 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.5a, III.A.5.b, III.A.6, III.B).*

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### *Preparation Summary*

Recommendation #4 involves the development of planning documents to integrate planning across the College and move the institution to sustainable continuous quality improvement. It was determined by the President's Cabinet, and approved by the Institutional Effectiveness Committee (IEC), that Vice President of Academic Affairs Stephen Eaton and faculty member Robert Stinson co-chair the Strategic Planning Committee; Vice President of Human Resources Trinda Best was chosen to lead the efforts to establish a Human Resources Staffing Plan and Professional Development Plan; and Vice President of Administrative Services Virgil Stanford and Interim Director of Facilities and Maintenance Richard Hernandez were chosen to address the Facilities Master Plan recommendation. The champions were encouraged to assemble the resources and personnel necessary to either create a plan or update the process from which a plan could be presented to the appropriate committees or counsels for consideration.

### Strategic Plan

#### *Action Steps*

VP Eaton and Professor Stinson assembled a Strategic Planning Committee and assigned the already established Strategic Priorities to the individual committee members working most closely with that area of the College. The assignment included establishing goals to achieve the specific Priority as well as measureable objectives that could be monitored.

The Committee met on several occasions and discussions ensued regarding the viability of certain suggested goals and the measureable outcomes desired. With input from various other stakeholders and attention to directives from the Chancellor's Office and other government entities, a Strategic Plan, linked with the College's Strategic Priorities was created ([Mission/Goals "Crosswalk"; Strategic Plan](#)).



The new Strategic Plan was presented to the IEC for its input. The Plan was then presented to the Academic Senate for its input and approval ([Academic Senate Minutes: December 6, 2012](#)). After the Senate's concerns were addressed, the IEC presented the Plan to the President's Advisory Council (PAC) for a first reading. Again, adjustments were made and presented to PAC for a second reading. Upon PAC approval at its meeting on January 9, 2013, the Strategic Plan was then presented to the Board of Trustees for its review, and approved by the board at its meeting on January 16, 2013 ([BOT Minutes: January 16, 2013](#)).

### *Results and Analysis*

The preparation and submission of the new Strategic Plan helped to focus the involved committees on measureable outcomes which had not been emphasized in prior planning processes. Also, the wide involvement and in-depth discussions allowed a wide variety of stakeholders to express their concerns about the implementation of action plans and how they are linked to strategic planning goals, and also how they are related to the College's Mission Statement and Strategic Priorities. The link between the Strategic Plan and budget priorities was discussed in light of uncertainty concerning the economic environment. The College has addressed Recommendation #4 and is in compliance with the Standards.

### *Planning Agenda/Next Steps*

The Office of Institutional Effectiveness, under the direction of the Dean of Research, Development and Planning, along with the IEC, will monitor the College's progress toward achieving goals and objectives as outlined in the Strategic Plan. The IEC will continue to facilitate the planning and review process of the College. As the College makes progress in achieving its plans, the Office of Institutional Effectiveness will collect data to measure progress or lack thereof and regularly report results to the Board for their input and support. As goals are achieved, or institutional priorities change, the Strategic Plan, as a fluid document, will be updated and modified.

## **Facilities Master Plan**

### *Action Steps*

On August 16, 2012, the Vice President of Administrative Services (VPAS) solicited Requests for Proposals (RFPs) to update the College's Facilities Master Plan. Four RFPs were received and reviewed, and the proposal from the consulting firm of EISPRO, who also facilitated the creation of the Educational Master Plan, was selected ([Educational Master Plan](#)). The College's Facilities and Safety Committee worked closely with EISPRO in



the development of the plan and took steps to ensure that input was received from all campus constituents ([Facilities and Safety Committee meeting minutes](#)).

A facilities needs assessment of all units of the institution took place to determine true needs of the institution. This information was conveyed to EISPRO in regular meetings as the facilities plan was developed. Upon a final draft of the facilities plan from EISPRO, Campus-wide input was received on the plan via a college-wide forum conducted February 6, 2013. The plan will continue to be vetted through the College's participatory governance process.

### *Results and Analysis*

The drafted [Facilities Master Plan](#) is carefully linked with the Educational Master Plan to ensure that new and modernized facilities will support the growth and development of existing and new College programs over the next ten years. Proposed facility improvements are prioritized to reflect the needs of the College. The Plan also takes into consideration the Mission of Barstow Community College, Strategic Priorities and current Board of Trustees' Goals. The college has addressed Recommendation #4 and is in compliance with the Standards.

### *Planning Agenda/Next Steps*

The Facilities Plan will be a living document that will be modified to reflect future changes in programs, the Strategic Plan, changes in the Educational Master Plan, and Mission of the College. Each year, the Plan will be reviewed and modified as necessary to reflect needed changes by the Facilities and Safety Committee and the Institutional Effectiveness Committee to ensure that it remains reflective of the College's priorities.

## **Professional Development Plan**

### *Action Steps*

The Vice President of Human Resources attended a conference in early November 2012, and discussed with other human resources professionals best practices in surveying employees regarding professional development issues. With that information, an electronic survey was created with the help of the Office of Institutional Effectiveness. The survey was conducted in January 2013, and focus groups were also conducted to enhance understanding and interpretation of the results of the [Professional Development Survey](#). Information from those efforts will be brought to the Staff Development, Excellence and Recognition Committee for discussion. Information from Program Reviews was also be incorporated in determining professional development needs.



## *Results and Analysis*

With the data from the Professional Development Survey, a human performance improvement strategy was undertaken by the College. In an effort to close human performance gaps and to increase institutional effectiveness, a schedule was developed in partnership between the Office of Institutional Effectiveness and the Human Resource Department to offer trainings to the various employee groups for the remainder of the 2013 year ([Staff Development and Training Schedule](#)). The College has addressed Recommendation #4 and is in compliance with the Standards.

## *Planning Agenda/Next Steps*

Moving forward, the Professional Development Survey will continue to play a key role in identifying annual training opportunities for Administrators, Middle Managers, Faculty and Support Staff. Individual Professional Development Plans for each employee will continue to play a strong role in providing feedback that shapes a new culture at BCC. Individual Professional Development Plans will be designed to improve individual and organizational performance and to steer the workforce toward embodying and effectively pursuing the College's vision.

It is the goal of the College that regular training offered through the Office of Institutional Effectiveness and the President's Leadership Academy serve as instruments for developing and implementing a system of practices that are internally consistent and aligned with other business processes and the overall organizational strategy.

## **Human Resources Staffing Plan**

### *Action Steps*

As a result of poor economic conditions and the uncertainties of state funding, the decision was made not to hire any nonessential positions until the College had better clarity concerning the external financial environment in which it was operating.

The Human Resources Staffing Planning process was developed through the standard process of diagnosing the extent to which existing management practices were aligned with each other, and with the organization's long-term strategy. The alignment diagnosis was in two parts: (1) examining external alignment and involved diagnosing the extent to which management practices were congruent with industry known best practices; and (2) examining internal alignment and involved diagnosing the extent to which management practices were aligned with each other.



As a result of an uncertain financial environment, the College placed emphasis on identifying positions that did not require a full-time commitment, or where tasks or functions could be bundled. The goal was to get a baseline understanding of possible staffing requirements for BCC moving forward.

### *Results and Analysis*

As BCC prepares for completion of the construction of its new Performing Arts Center (PAC) and the subsequent staffing and operation needs for the new PAC, the College commissioned the development of a staffing plan looking at several possible staffing scenarios for the new structure ([Performing Arts Center Staffing Proposal](#)). A staffing needs assessment of the new Performing Arts Center took place to help determine the true staffing needs of the new structure. The College has addressed Recommendation #4 and is in compliance with the Standards.

### *Planning Agenda/Next Steps*

As a result of some clarity concerning the economic environment in which Barstow Community College will be operating, a staffing needs assessment of all remaining units of the institution will take place to determine true staffing needs. The Human Resources department will develop a cycle of routinely performing job analysis, job evaluations and updating job descriptions for all positions. The department will start performing routine job analysis interviews to see if any problems or lapses are uncovered, and trends identified through these assessments or departmental Program Reviews will be used to support or refocus the College's actions.

A cross-functional ad-hoc committee will convene, chaired by the VP of Human Resources, to link the institution's staffing plan with other institutional planning documents. The committee will assess operational issues hindering employee performance, productivity, and morale. It will be the committee's charge to troubleshoot and establish institutional responses to these problems and to develop a comprehensive strategic staffing plan to address these issues. The committee will meet regularly to monitor job design and employee well-being.

After positions undergo job analysis and updated job descriptions are written, each position will undergo job evaluation to determine both internal and external pay equity. These efforts will be undertaken to help strengthen BCC's ability to attract and retain the best employees possible.

The key ingredients in the success of any organization are the employees. It is BCC's employees who are responsible for carrying out the vision of the organization. It is vital that BCC has procedures and guidelines for motivating its top performers. The committee will continue to evaluate and establish such procedures.



## *Evidence*

[Mission/Goals "Crosswalk"](#)

[Strategic Plan](#)

[Academic Senate Minutes: December 6, 2012](#)

[BOT Minutes: January 16, 2013](#)

[Educational Master Plan](#)

[Facilities and Safety Committee meeting minutes](#)

[Facilities Master Plan](#)

[Professional Development Survey](#)

[Staff Development and Training Schedule](#)

[Performing Arts Center Staffing Proposal](#)



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## Recommendation #5:

*In order to fully meet the standards, 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)*

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### *Preparation Summary*

The focus of Recommendation #5 is the lack of evidence of a sustainable and systematic campus-wide program review process. The visiting team wrote: "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 the process will be sustained in a regular and systematic manner in the future." The reports also states: "...the College has not established a regular systematic evaluation process that would generate data that will inform opportunities for improvement in the governance structures." Vice President James Daniels and Professor Robert Stinson were chosen to identify steps already being taken to resolve this concern and to suggest steps to be taken to reach sustainable continuous quality improvement in the area of program reviews.

### *Action Steps*

As noted by the visiting team, the College is to be commended for conducting an ongoing and comprehensive review of its planning processes, but reviews were limited to instructional programs, and although governance structures were being informally evaluated, no systematic approach was in place. VP Daniels and Dr. Stinson reviewed the program review cycle established in the [Barstow Community College Assessment Plan](#) implemented in the fall of 2011. They proposed at the IEC meeting on October 16, 2012, that a 3-year program review cycle begin next year for non-instructional programs and service/administrative areas, with all programs/areas submitting a program review by December 16, 2012. The establishment of a 3-year cycle was supported by consensus ([IEC Minutes: October 16, 2012](#)).

The Non-Instructional Program Review Template was developed and presented at the College's various governing and operational groups where dialogue took place which helped to focus and enhance the proposed template. After discussion at the IEC, Academic Senate, PAC and cabinet, the [Non-Instructional Program Review Template](#) was fully adopted by the College in November.

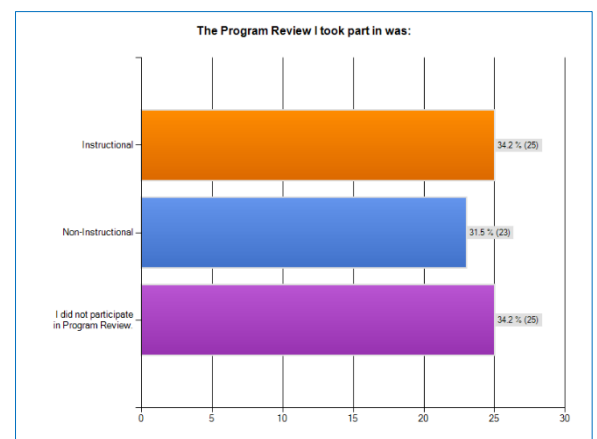
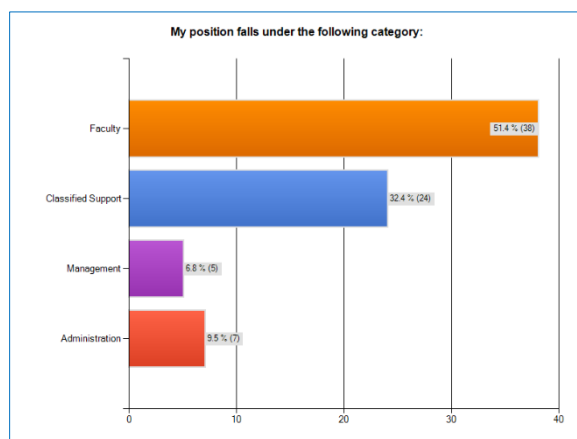
Board of Trustee policies and procedures were also reviewed and placed on a review cycle. That specific response is addressed under Recommendation #6.



## Results and Analysis

Although CTE programs have long been required to submit data-driven program reviews, and other instructional programs had established cyclical reviews of their outcomes, administrative and non-instructional service areas had not. As a result of the ACCJC's recommendation, the College has established a 3-year cycle of reviews campus-wide, with all areas having submitted their first review by mid-December 2012. Reviews were first read by the area Vice Presidents, and then submitted to the Institutional Effectiveness Committee (IEC). The IEC reviewed each submission and responded to each by noting areas of commendation and weaknesses. The IEC was also tasked with noting institutional trends that became apparent, which could serve to improve the process during subsequent cycles. The Office of Institutional Effectiveness conducted a survey of participants involved in program and service area reviews during the fall of 2012, and analyzed the results to determine improvements needed in the process ([Program Review Process Survey](#)). Results were shared with the Budget and Finance Committee and survey results were also reported at the All College Meeting in February, 2013 to the campus community at large ([All College Meeting Agenda, February 2013](#)).

Because of this process, a systematic, cyclical approach has now been established to enable the College to sustain reliable data-gathering to inform and guide the budget-building process linked to institutional priorities. An example of this data gathering process is illustrated in the charts below. The College has addressed Recommendation #5 and is in compliance with the Standards.





### *Planning Agenda/Next Steps*

The IEC has taken the lead in assuring that the College's campus-wide evaluation processes are sustained by providing continuous conversation and mentoring regarding institutional improvement in all governance structures, institutional processes and practices. The IEC's charge is:

The institutional effectiveness committee acts as an open clearinghouse to dialogue and move data into action leading to continuous quality improvement. The committee's charge is to evaluate program review and outcomes assessment results in light of college-wide strategic goals to recommend a set of institutional priorities for inclusion into integrated planning and resource allocation. The recommendations are reviewed by the Budget & Finance Committee for fiscal viability, by the President's Advisory Council for recommendation, and the President's Cabinet for implementation. The goal of the committee is to help the College maximize fiscal, physical, human, and technological resources to improve student learning and achievement.

The IEC will hand over reviewing of each program review submission to the Program Review sub-committee for Fall 2013 Program Reviews. After reviews are read by the area Vice Presidents, they will be submitted to the [Program Review Committee](#) (PRC). The PRC will review each submission and responded to each by noting areas of commendation, weaknesses, and reporting to the IEC institutional trends that become apparent.

### *Evidence*

[Barstow Community College Assessment Plan](#)  
[IEC Minutes: October 16, 2012](#)  
[Non-Instructional Program Review Template](#)  
[Program Review Process Survey](#)  
[All College Meeting Agenda, February 2013](#)  
[Program Review Committee Charge](#)



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## 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)*

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### *Preparation Summary*

The accreditation evaluation team that visited Barstow Community College in March 2012 noted in its Evaluation Report 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.” Although review and revision have been taking place regularly, it has been on an “as needed” basis in response to regulation changes and legally-recommended updates suggested by a policy and procedure service of the Community College League of California, to which the College subscribes. The team further noted that a “Review of Board Policy revealed that some were quite outdated and further updates were needed to maintain policy currency.” Consequently the team, in making Recommendation #6, called upon the district to “establish a cycle to systematically review and update Board policies and administrative procedures.”

Although the Commission, in its Action Letter dated July 2, 2012, did not require that the district address the terms of Recommendation #6 until the time of its Midterm Report that will be due in March 2015, the district, with the leadership of the president/superintendent, nevertheless moved quickly to satisfy this recommendation and meet the Standards.

The Board of Trustees had previously set as one of its goals for 2011–2012 the regular review and update of Board Policies and Procedures. It again re-affirmed this goal for 2012–2013, emphasizing the need to be in compliance with the Standards. The President/Superintendent met with the executive cabinet at the College and discussed the need to begin immediately a thorough review of all policies and procedures using the League’s Policy and Procedure subscription service as a guide, which also incorporated recent legal updates and useful templates as models ([Cabinet Agendas](#)). He also stated that an ongoing cycle for systematic review of all policies and procedures would be developed and implemented in order to fully meet accreditation Standards.

### *Action Steps*

The following steps were taken in order to establish a cycle to systematically review and update Board policies and procedures:



- **Initial Review:** While some initial work had already been undertaken by the President and Vice Presidents following the meeting of the cabinet described above, the District President/Superintendent scheduled a Cabinet Retreat for September 14, 2012, at which time the review of all policies and procedures began in earnest. Administrators were assigned primary responsibility for specific chapters and were provided copies of the California Community College League Policy and Procedure templates as models. They were asked to compare the College's existing documents with the league templates and revise them as needed and appropriate. Vice Presidents were encouraged to seek the input of faculty, staff, and administrators as appropriate and needed. As drafts were developed the documents were then forwarded to the President's Office to be typed and formatted by the President's Executive Assistant. These documents were then processed through the governance structure for constituent input, namely, placement on the agenda for the President's Advisory Council (PAC), the primary participatory governance committee of the College, for a first reading and review ([PAC Agendas/Notes](#)). Constituent group representatives on PAC then were enabled to solicit input from their respective groups (e.g., Academic Senate), and a second reading, reflecting recommended changes, occurred at the following PAC meeting. At this point, PAC concurrence on the recommended revisions were given as recommendations to the College's President, who then forwarded them to the Board of Trustees for two readings and approval. The first completed administrative procedure was placed on the October 17, 2012, Regular Board Agenda, with more following on the November 28, 2012, December 19, 2012, and January 16, 2013 agendas ([Board Agendas](#)). This same process will continue through 2012–2013, until all policies and procedures have been reviewed and updated. To date (at time of the submission of the report), approximately 60 percent of all policies and procedures have been reviewed or revised.
- **Establishing a Cycle:** A draft review cycle was developed that outlined a three-year review cycle, with Chapters 1–3 being reviewed in year one, Chapters 4 and 5 in year two, and Chapters 6 and 7 in year three ([Draft Review Cycle](#)). The draft cycle was discussed at the August 14, 2012, President's Cabinet meeting, and by the President's Advisory Council (PAC) on September 12, 2012 ([PAC Notes, September 12, 2012](#)). The Board of Trustees reviewed the draft cycle at its annual Board Planning Session (Board Retreat) on September 27, 2012 ([BOT Agenda/Minutes, September 27, 2012](#)). Following review and discussion by all constituent groups as per the participatory governance process, the cycle was incorporated into [Administrative Procedure 2410](#). Revised AP 2410 was presented to the board on October 17, 2012, as an information item, which included a chart outlining the review cycle which will commence in the fall of 2013.



- **Maintaining Documents:** Hard copy original policies and procedures are maintained in the President's Office. As revisions are approved, electronic public files are updated on both the internal network drives and the internet. With the recent implementation of BoardDocs, an electronic database library, the efficiency of the policy and procedure review process will increase by eliminating the email distribution of multiple electronic copies, and enabling better tracking of documentation progress throughout the entire review process. The electronic database will allow for establishing the review cycle dates, assigning primary and secondary responsibilities, tracking progress, and automatic publication on the web following board approval.

### *Results and Analysis*

The College has established a cycle for systematic review of Board policies and administrative procedures that is scheduled to begin in the fall of 2013. Administrative Procedure 2410 has been revised to include the newly developed review cycle outlining the schedule to be followed for the regular and ongoing review of all policies and procedures. The monitoring of this process, and the ability to store and retrieve changes to policies, will be made more efficient through the use of BoardDocs. In the meantime, full review of all policies and procedures is underway, and should be completed by the end of May 2013. The College has addressed Recommendation #6 and is in compliance with the Standards.

### *Planning Agenda/Next Steps*

The comprehensive review of all policies and procedures will continue throughout the 2012–2013 academic year.

The regular review of policies and procedures as outlined in the review cycle, will begin in the fall of 2013, with Chapters 1–3.

Revised policies and procedures will continue to be converted from existing electronic documents into the new electronic database.

### *Evidence*

[Cabinet Agendas](#)

[PAC Agendas/Notes](#)

[Board Agendas: October 17, 2012; November 28, 2012; December 18, 2012; January 16, 2013](#)

[Draft Review Cycle](#)

[PAC Notes, September 12, 2012](#)

[BOT Agenda/Minutes, September 27, 2012](#)

[Administrative Procedure 2410](#)



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## 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).*

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### *Preparation Summary*

Recommendation #7 addresses the lack of evidence that the College currently relies upon its mission statement and goals as the foundation for financial planning. The visiting team wrote that there was no evidence to support that budget requests are integrated with any institutional plans. They also wrote that 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. Vice President of Administrative Services Virgil Stanford and Vice President of Academic Affairs Stephen Eaton were chosen to champion the response to this recommendation.

### *Action Steps*

An immediate cross-functional steering committee was formed and co-chaired by the VP of Administrative Services and the VP of Academic Affairs and reached consensus that the new [Strategic Plan](#) should be the lead document to clearly link resource allocation with institutional planning. The committee was tasked with linking both assessment data and planning to resource allocation. The group met regularly to codify sustainable processes around resource allocation. Priorities have been established in the Strategic Plan, setting goals that prioritize student learning in Basic Skills, CTE and transfer courses, and also in the areas of technology and distance education. This approach is supported by the inclusion and reinforcement of linkages built into both [Instructional](#) and [Non-Instructional Program Review Templates](#). The recently created Budget Allocation Proposal also asks whether requests for new or additional funds support priorities established by the Strategic Plan. Moving forward the task handled by this steering committee will take place through the IEC and its various subcommittees.



## *Results and Analysis*

A review of all Budget Allocation Proposals submitted showed that those requesting new budget allocations did indeed link those requests to specific College Mission statements or specific Strategic Priorities ([2012–13 Budget Allocation Proposals](#)). The IEC identified those linkages and moved those requests forward. The College has addressed Recommendation #7 and is in compliance with the Standards.

## *Planning Agenda/Next Steps*

The Office of Institutional Effectiveness, under the direction of the Dean of Research, Development and Planning, along with the IEC, will monitor the College's progress toward achieving goals and objectives as outlined in the Strategic Plan. The IEC will continue to facilitate the planning and review processes of the College. As the College makes progress in achieving its plans and data generated by the Office of Institutional Effectiveness to measure its progress or lack thereof, regular reports will be submitted to the Cabinet and Board for their input and support. The IEC will continue to assess the effectiveness of current documents in assisting in establishing appropriate linkages between planning and resource allocation. An additional layer of assurance is found in the Budget and Finance Committee's [Budget Flow Chart](#).

## *Evidence*

[Strategic Plan](#)

[Instructional and Non-Instructional Program Review Templates](#)

[2012–13 Budget Allocation Proposals](#)

[Budget Flow Chart](#)



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## Recommendation #8:

*In order to fully meet the standards, the team recommends that the College establish funding priorities that clearly link 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.B4, I.B.6, III.D.3, III.D.1, III.D.1.a, III.D.1.b)*

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### *Preparation Summary*

Recommendation #8 focuses on the lack of identifiable linkages among the College's Mission, various goals, and funding priorities—especially student learning priorities. The visiting team wrote: "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." The Vice President of Academic Affairs and the Vice President of Student Services were chosen to identify steps already being taken to resolve this concern, and to suggest steps to be taken to reach sustainable continuous quality improvement.

### *Action Steps*

Although the College's Mission, Board of Trustees' Goals, President's Goals, Strategic Priorities, and Educational Master Plan (EMP) are all interrelated, no process mapping or crosswalk table had been developed establishing clear linkages among these important documents. Vice President Eaton, along with Dr. Robert Stinson, faculty member, gathered these documents and created a table showing that each goal, priority, and the EMP, were indeed interrelated ([Mission/Goals "Crosswalk"](#)). Once this was established, the IEC began the process of drafting a Strategic Plan to assure that the College moved forward on these goals and established priorities with special priority given to student learning.

To assure representation from across the College, representatives from faculty, classified, and administration were asked to serve on the Strategic Planning Committee (SPC). Teams were assigned to address each Strategic Priority, and to draw from the EMP, Board of Trustees' Goals, and the President's Goals and to suggest achievable strategic goals. Each goal was to have a time frame and outcomes that could be measured. After several meetings and e-mail conversations, the SPC presented to the IEC a drafted [Strategic Plan](#) that was built around the College's six Strategic Priorities and linked to two already established overarching goals. Each of these goals has at least two objectives that



can be measured and monitored. Also, the draft focused primarily on student learning and student success.

After two readings, the IEC presented the drafted plan to the Academic Senate for their input ([IEC Minutes: November 20 and 27, 2012](#); [Academic Senate Minutes: December 6, 2012](#)). The Senate made suggestions and the IEC approved an updated draft and presented the new draft to the President's Advisory Council for its review ([PAC Notes: January 9, 2013](#)). After two readings and the inclusion of suggested changes, the Strategic Plan was presented to the Board of Trustees and approved at its meeting of January 16, 2013.

### *Results and Analysis*

The new Strategic Plan has focused both the IEC and Budget and Finance Committee on selecting proposed spending increases on projects and technology that are solidly linked to fulfilling the College's mission. The College has addressed Recommendation #8 and is in compliance with the Standards.

### *Planning Agenda/Next Steps*

As stated in Response #7, the IEC and Budget and Finance Committee will review all Budget Allocation Proposals (BAP) to ensure linkages to the Strategic Plan ([BAP Scoring Rubric](#)). The Program Review Committee (PRC) will identify trends and report to the IEC any areas of concern. The IEC will review the PRC's findings and make recommendations for improving the process.

### *Evidence*

[Mission/Goals "Crosswalk"](#)

[Strategic Plan](#)

[IEC Minutes: November 20 and 27, 2012](#)

[Academic Senate Minutes: December 6, 2012](#)

[PAC Notes: January 9, 2013](#)

[BAP Scoring Rubric](#)



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## 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).*

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### *Preparation Summary*

Recommendation #9 addresses the lack of evidence that the contracts the College enters into are in alignment with the College's mission and goals. Even though the ACCJC requires the College to fully address this issue by the time of the Midterm Report due in March 2015, President Armstrong directed the IEC to address it in this Follow-Up Report. Many of the College's contracts are generated through the Office of Workforce and Economic Development, and all contracts are screened and approved by the Vice President of Administrative Services. The IEC asked the Vice President of Administrative Services and the Dean of Workforce and Economic Development to champion the response to this recommendation.

### *Action Steps*

An immediate cross-functional steering committee was formed and co-chaired by VP Virgil Stanford and Dean Ken Eaves. The committee was established to review and assess and align contracts with the College's Mission. The group met regularly to monitor and establish processes leading to better alignment. Discussion took place to determine the best way to assure that the contracts the College was entering into were in alignment with its mission and goals. It was determined that a simple form should be created that would indicate which mission item or Strategic Priority or goal was being addressed with each contract. This is similar to the approach undertaken to support the inclusion and reinforcement of linkages into both instructional and service area program reviews and the recently created Budget Allocation Proposal ([Instructional Program Review Template](#); [Non-Instructional Program Review Template](#); [Budget Allocation Proposal](#)). The form was presented to the IEC which suggested changes and was then presented to the President's Cabinet which approved adoption of the new form.

### *Results and Analysis*

The [Contract Checklist](#) has been created and its use has been made a part of the contract signing process. The College has addressed Recommendation #9 and is in compliance with the Standards.



### *Planning Agenda/Next Steps*

Each future contract will be reviewed for alignment with the mission and goals and the Contract Checklist will be filled out and signed by the appropriate College authority. If it is discovered that the contract does not promote any College goal, it will not be signed, except in the event of an unanticipated or pressing emergency or other pressing situation.

### *Evidence*

[Instructional Program Review Template](#)  
[Non-Instructional Program Review Template](#)  
[Budget Allocation Proposal](#)  
[Contract Checklist](#)



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## Recommendation #10:

*In order to fully meet the standards, the team recommends that the College clarify institutional priorities and streamline the budget process to ensure 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).*

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### *Preparation Summary*

Recommendation #10 addresses the visiting team's repeated concern that the College has not clearly identified institutional priorities, and that the current budget process does not ensure that the result of program reviews are closely aligned with all institutional goals. The President's Cabinet selected Vice Presidents Eaton and Daniels to review the team's comments and recommendations, to suggest steps clarifying priorities, and streamline the budget process to ensure program reviews are closely aligned with all institutional goals.

### *Action Steps*

Vice President Daniels led the effort to create a program review template for non-instructional service areas and determined that to create appropriate linkages with institutional priorities and to streamline the budget process, this new template should have certain similarities with the instructional program review template. After meeting with the IEC on several occasions, adjustments were made to the existing instructional program review template and a non-instructional template was also created ([Instructional Program Review Template](#); [Non-Instructional Program Review Template](#)).

Vice President Eaton led the effort to create a document that showed the linkages among all institutional goals and priorities ([Mission/Goals "Crosswalk"](#)). Upon completion, he called together a Strategic Planning Committee to clarify institutional priorities and help instructional programs and service areas focus on specific and measureable outcomes. The resulting [Strategic Plan](#) will help focus all areas of the College on specific goals, which in turn should assist in streamlining the budget process.

### *Results and Analysis*

The new program review templates and the new Strategic Plan led the IEC to review and adjust the [Budget Allocation Proposal \(BAP\) Scoring Rubric](#). Program and service area requests for additional funding will now be scored on how closely the request is linked to specific strategic goals, and how well the related action plan is likely to achieve the



intended outcomes. This should streamline the decision-making process by allowing the Budget and Finance Committee, the President's Advisory Council, and the Cabinet to more easily rank requests in order of priority. The College has addressed Recommendation #10 and is in compliance with the Standards.

### *Planning Agenda/Next Steps*

The IEC will continue to refine the BAP scoring rubric by analyzing how effective the scoring process was and make adjustments to continue improving program review and BAP submissions. Results will be compiled and trends identified to improve program review training. Communication techniques and mentoring will be analyzed as more attention is given to strategic goals and measuring outcomes.

At the completion of the budgeting process, analysis will take place to determine whether the Strategic Plan and new scoring rubric helped streamline the process.

### *Evidence*

[Instructional Program Review Template](#)

[Non-Instructional Program Review Template](#)

[Mission/Goals "Crosswalk"](#)

[Strategic Plan](#)

[Budget Allocation Proposal Scoring Rubric](#)



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## Recommendation #11:

*In order to fully 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.1a III.C.1.d).*

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### *Preparation Summary*

Recommendation #11 addresses the visiting team's concern that direct linkages need to be established between planning and resource allocation for technology and distance education. The visiting team wrote: "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 IEC chose Vice President Stephen Eaton to identify steps already being taken to resolve this concern and to suggest steps to be taken to reach sustainable continuous quality improvement.

### *Action Steps*

VP Eaton reviewed the College's [Technology Plan](#) and addressed the visiting team's concerns with the Strategic Planning Committee. After discussion, it was determined that to fulfill the College's desire to provide students with a successful college learning experience (Strategic Priority 2), the College's Strategic Plan should address this issue directly. Strategic Goal IV states that the College will "Augment current and emerging technologies to foster student learning in on-going and alternate learning modalities." Specifically, Goal IV.A. reads: "By the beginning of the 2015–2016 academic year, the existing Technology Plan will be fully implemented and two additional Information Technology (IT) staff members will be in place to support current and emerging technologies and support data generation." Goal IV.B. reads: "By the beginning of the 2014–2015 academic year, a fully functional Moodle platform will be in place and pilot testing completed including all online and hybrid instruction, as well as providing support for traditional classroom activities."

Both the Instructional Technology Center and Informational Technology Services department underwent program review. Their program reviews were used to review the



current status of the College's technology, set goals, and request new funding for needed equipment ([Technology Committee Minutes: November 29, 2012](#)).

The College has put forth an effort to prioritize online education. Since over 50 percent of our offerings are online, Barstow Community College filed a [Substantive Change Proposal](#) with the Chancellor's Office in 2010. The College has aggressively focused on online education and building its online learning infrastructure. The College has steadily increased both financial and time investment to the program, as well as established an individual line item in the overall budget for Distance Education.

The Distance Education Committee continues to pursue the goal of having a fully operational Moodle platform by the fall of 2013. A great deal of time and money has been spent to launch a test group of sections during the spring of 2013 to discover and resolve any problems that need to be corrected before fully launching the platform.

### *Results and Analysis*

BCC has made sustainable strides and will continue to support technological innovation and utilization as a top funding priority for the institution. After considerable debate, and some institutional financial clarity, the decision was made to adopt a systematic replacement schedule of outdated technological equipment.

It was decided that the College needed to purchase 31 new computers and update the B3 computer commons. The College has addressed Recommendation #11 and is in compliance with the Standards.

### *Planning Agenda/Next Steps*

BCC has been offering hundreds of online courses and plans to continue to invest in information technology upgrades. When the current Technology Plan is fully implemented, BCC will continue embracing its strategic planning resolve and develop a new Technology Plan. Technology is very dynamic and BCC will continue to replace and update its information technology infrastructure in a systematic way.

BCC will look to develop a new website.

### *Evidence*

[Technology Plan](#)

[Technology Committee Minutes: November 29, 2012](#)

[Substantive Change Proposal](#)



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## 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)*

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### *Preparation Summary*

Recommendation #12 addresses the lack of program reviews in many areas of the College that would improve effectiveness in those programs and services, but specifically focus on those to improve student achievement and learning. The team's report states: "Although assessment has begun in academic affairs, other areas of the College will need to also participate in outcomes assessment activities." The Institutional Effectiveness Committee (IEC) again chose Vice President of Student Services Jim Daniels, and faculty member, Dr. Robert Stinson, to champion the efforts to research current practices and lead the efforts to address this concern.

### *Action Steps*

As noted by the visiting team, the College is to be commended for conducting an ongoing and comprehensive review of its planning processes, but reviews were limited to instructional programs. In the past, governance structures were informally evaluated and no systematic approach was in place. VP Daniels and Dr. Stinson reviewed the program review cycle established in the [Barstow Community College Assessment Plan](#) implemented in the fall of 2011. They proposed at the IEC meeting on October 16, 2012, that a 3-year program review begin for non-instructional programs and service areas, with all programs/areas submitting a program review by December 16, 2012 ([IEC Minutes: October 16, 2012; 2012 Non-Instructional Program Reviews](#)). The establishment of a 3-year cycle was supported by consensus.

The [Non-Instructional Program Review Template](#) was developed and presented to the College's various governing and operational groups where dialogue took place which helped to focus and enhance the proposed template. After discussion at the IEC, Academic Senate, Cabinet and PAC, the Non-Instructional Program Review Template was fully adopted by the College in November.

In combination with new priorities established in the Strategic Plan, the program review template for non-instructional units reflects the desire of these offices to help students



achieve their educational goals. All areas of Student Services and administration were directed to submit a program review by the deadline established by the IEC.

### *Results and Analysis*

As a result of the ACCJC's recommendation, the College has established a 3-year cycle of reviews campus-wide, with all areas having submitted their first review by mid-December 2012. Reviews were first read by the area Vice Presidents, and then submitted to the IEC. The IEC will review each submission and respond to each by noting areas of commendation, weaknesses and trends.

Because of this process, a systematic, cyclical approach has now been established to enable the College to sustain reliable data-gathering to inform and guide the budget-building process linked to institutional priorities.

The establishment of program reviews across the institution has begun the process of closing the loop of assessment, planning and budget allocation. Departments will now be guided through a systematic program review process to focus on strategic goals and the assessment of outcomes. Each department under the Vice Presidents and the President's Office submitted a program or service area review with few exceptions. The College has addressed Recommendation #12 and is in compliance with the Standards.

### *Planning Agenda/Next Steps*

The IEC has taken the lead in assuring that the College's campus-wide evaluation processes are sustained by providing continuous conversation and mentoring regarding institutional improvement in all governance structures, institutional processes and practices. All departments or service areas are on a review cycle of either full reviews or annual updates. The IEC will monitor the review calendar and continue to provide support to sustain this quality improvement model.

The Institutional Effectiveness Committee will continue to act as an open clearinghouse to dialogue and move data into action leading to continuous quality improvement. The committee will continue to evaluate program review and outcomes assessment results in light of college-wide strategic goals to recommend a set of institutional priorities for inclusion into integrated planning and resource allocation.

The IEC recommendations will continue to be reviewed by the Budget & Finance Committee for fiscal viability, and by the Cabinet and President's Advisory Council for implementation. The goal of the committee is to help the College maximize fiscal, physical, human, and technological resources to improve student learning and achievement.



## *Evidence*

[Barstow Community College Assessment Plan](#)

[IEC Minutes: October 16, 2012](#)

[2012 Non-Instructional Program Reviews](#)

[Non-Instructional Program Review Template](#)



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## 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)*

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### *Preparation Summary*

Recommendation #13 involves imbedding systematic dialogue about institutional effectiveness across the College campus. The visiting team noted that “Participation in and understanding of [the new Annual Planning Process, the Institutional Effectiveness Committee, Budget and Finance Committee and the President’s Advisory Council] could be enhanced if the College documents and memorializes its planning processes.” The Institutional Effectiveness Committee determined that since Vice President Eaton and Vice President Daniels have the most wide-ranging employee groups, they should lead the efforts to champion this recommendation.

The champions were encouraged to assemble the resources and personnel necessary to either create a plan or update the process from which a plan could be presented to the appropriate committees or counsels for consideration.

### *Action Steps*

VP Eaton and VP Daniels determined that though dialogue regarding planning and institutional effectiveness was taking place, it was not being documented, and therefore, could not be reviewed to identify trends and provide for ideas on future training and clarifications to the College community at large. Committee chairs and hosts of college-wide events (Faculty Orientation, Opening Day, and All College Meeting) will be given a template to capture planning and institutional effectiveness discussions ([Meeting Evaluation](#)). From these templates, trends will be identified and future meetings will address areas in which training or clarifications are needed.

The Strategic Planning Committee addressed this concern by establishing a goal under [Strategic Priority #6](#). The College is invested in strengthening its planning and informed decision making. A goal has been set that by the end of the 2012–2013 academic year, the College will refine and improve the Budget Allocation Process and timeliness through the alignment of the Planning and Program Review Cycle, the Institutional Effectiveness Committee and various Subcommittees, and the Budget and Finance Committee’s [Budget Flow Chart](#). Dialogue with the College community regarding planning and



budgeting has already started to take place. Regular presentations to the Board of Trustees on various issues of institutional effectiveness, such as the annual ARCC reports, have already begun. Increasingly, the Board has expressed interest in receiving more data-driven updates regarding student performance and institutional effectiveness. The Dean of Research, Development and Planning delivered the annual ARCC report presentation to the Board at the January 16, 2013 meeting ([ARCC Presentation](#)).

In addition to discussing planning and effectiveness at All College meetings, the Vice President of Academic Affairs and Dean of Instruction have determined that it is essential that faculty have dialogue regarding institutional effectiveness. The faculty as a whole meets twice monthly at either Best Practice meetings or for All Division meetings to share information ([Best Practice and All Division meeting agendas](#)).

The Vice President of Student Services (VPSS) conducts a series of meetings on a monthly, or as needed, basis. It is during Division meetings, Directors meetings, Counselor meetings, and Associated Student Body meetings that program reviews are discussed, action plans are formulated, and review of outcomes are analyzed ([Student Services Meetings: Agendas and Minutes](#)). The VPSS took a lead role in formulating the revised program review template and uses quality improvement tools to drive the conversation regarding improving service to students.

With input from the Public Information Officer (PIO), it was suggested that the College provide an online opportunity for continuing dialogue regarding systematic institutional effectiveness and the evaluation of the planning process. Discussions are underway in the IEC with the PIO regarding which social media option would best serve the College's stakeholders.

### *Results and Analysis*

All College meetings in the fall of 2012 focused on planning and the ACCJC recommendations. Discussions were held at each monthly meeting to review the recommendations and discern their meaning and how College personnel can become involved in systematic planning for sustained quality improvement ([All College Meeting Agendas](#)). Faculty, management and classified employees joined in discussions and participated in activities to define systematic planning and relate those to the College's Mission and various challenges. Faculty Orientations and Opening Day activities have not occurred since these actions have been adopted. The Vice President of Academic Affairs held a voluntary Faculty Orientation prior to the start of the Spring 2013 semester to discuss planning and assessment ([Spring Orientation Invitation and Sign-In](#)).

The Strategic Plan sets a goal to establish systematic dialogue with the College community regarding planning and budgeting by the end of the current academic year.



This will be the College's first attempt to systematically plan and evaluate dialogue about institutional effectiveness and no results or analyses are available at this time.

The results of the dialogue regarding planning and institutional effectiveness that have occurred in All Division, Best Practices, PAC, Cabinet and Board of Trustees meetings have been lively and informative. Faculty shared their concerns regarding the accreditation of the institution and have embraced more fully the College's new direction in assessment and the systematic approach to linking program reviews, planning and the budget process.

As a result of conversations during Student Services meetings, it was decided that cross-training sessions need to be conducted during slow periods on Friday afternoons. These have produced a deeper understanding of policies and procedures and help staff (including faculty) more fully appreciate regulations and student frustrations. The big screen Message Board helps disseminate information and inform students and employees with new procedures and timelines. Also helping to implement and document institutional planning are the newsletters to support EOPS, OSS, CalWorks and CARE.

The College has addressed Recommendation #13 and is in compliance with the Standards.

### *Planning Agenda/Next Steps*

A communication plan is under consideration as part of the institution's larger strategic planning process. Understanding that we live in an information age requires that BCC continue to communicate intentions to both internal and external constituencies. The College's PIO will continue to maintain high visibility in the strategic planning of the institution—serving on several key groups and committees.

Now that the Strategic Planning Committee has produced a Strategic Plan that was approved and adopted by the Board of Trustees, the PIO will undertake planning exercises to make sure that this newly adopted plan is broadcast to both internal and external constituencies through a variety of media.

The Office of Institutional Effectiveness will work with the PIO to conduct annual and semester-specific surveys on internal and external communication efforts of the College to gauge the effectiveness of each initiative undertaken to help adjust or enhance efforts as needed—these surveys will help the College achieve sustained continuous quality improvement in terms of communication effort to achieve institutional effectiveness.

The College will continue to hold Best Practices, All Division, Cabinet, and Board of Trustees meetings. The agendas for these meetings will continue to be sent to the College's constituencies providing opportunities for discussion and sharing of information to the various groups.



The PIO will continue to send the College's internal newsletter Inside BCC to members of the College community. In addition, social media opportunities will continue to be explored for ways of disseminating information to the BCC community to assist in creating and promoting sustained continuous quality improvement.

### *Evidence*

[Meeting Evaluation](#)

[Strategic Priority #6](#)

[Budget Flow Chart](#)

[ARCC Presentation](#)

[Best Practice and All Division Meeting Agendas](#)

[Student Services Meetings: Agendas and Minutes](#)

[All College Meeting Agendas](#)

[Spring Orientation Invitation and Sign-in](#)



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## List of Evidence Cited

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[Academic Senate Minutes: April 26, 2011; May 17, 2011](#)  
[Academic Senate Minutes: December 6, 2012](#)  
[Academic Senate Minutes: November 6, 2012](#)  
[Administrative Procedure 2410](#)  
[All College Meeting Agenda, February 2013](#)  
[All College Meeting Agendas](#)  
[ARCC Presentation](#)  
[Barstow Community College Assessment Plan](#)  
[Best Practice and All Division Meeting Agendas](#)  
[Board Agenda/Minutes: September 27, 2012](#)  
[Board Agendas: October 17, 2012; November 28, 2012; December 18, 2012; January 16, 2013](#)  
[Board Minutes: January 16, 2013](#)  
[Board Policy 3250](#)  
[Budget Allocation Proposal](#)  
[Budget Allocation Proposal Scoring Rubric](#)  
[Budget Allocation Proposals: 2012–2013](#)  
[Budget Flow Chart](#)  
[Cabinet Agendas](#)  
[CampusEAI Conference Notes](#)  
[Contract Checklist](#)  
[CORs and Syllabi](#)  
[Course Level Student Learning Outcomes Webpage](#)  
[CurricuNET Approval Process](#)  
[DCP Coordinators Meeting Minutes](#)  
[Dialogue & Training Webpage](#)  
[Distance Education Plan](#)  
[Draft Review Cycle](#)  
[Educational Master Plan](#)  
[Facilities and Safety Committee Minutes](#)  
[Facilities Master Plan](#)  
[Faculty Handbook](#)  
[IEC Minutes: November 20 and 27, 2012](#)  
[IEC Minutes: October 16, 2012](#)  
[IEC Minutes: September 25, 2012](#)  
[IEC Task Timetable](#)  
[Instructional Program Review Template](#)



[Meeting Evaluation](#)  
[Mission/Goals "Crosswalk"](#)  
[Non-Instructional Program Review Template](#)  
[Non-Instructional Program Reviews: 2012](#)  
[PAC Agendas/Notes](#)  
[PAC Notes: January 9, 2013](#)  
[PAC Notes: September 12, 2012](#)  
[Performing Arts Center Staffing Proposal](#)  
[Planning and Program Review Cycle \(rev. 1/13\)](#)  
[Professional Development Survey](#)  
[Program Review Committee Charge](#)  
[Program Review Process Survey](#)  
[SLO Email Message, April 26, 2012](#)  
[SLOAC Meeting Minutes](#)  
[Spring Orientation Invitation and Sign-in](#)  
[Staff Development and Training Schedule](#)  
[Strategic Plan](#)  
[Strategic Priority #6](#)  
[Student Services Meetings: Agendas and Minutes](#)  
[Substantive Change Proposal](#)  
[Syllabus Review Process](#)  
[Technology Committee Minutes: November 29, 2012](#)  
[Technology Plan](#)  
[TracDat Contract](#)  
[Tutorial Handouts](#)



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## Appendices

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**Appendix 1:** Planning and Program Review Cycle (Rev. 1/13)

**Appendix 2:** Board Policy 3250

**Appendix 3:** Program Review Process Survey

**Appendix 4:** Program Review Committee Charge

**Appendix 5:** Institutional Effectiveness Committee Task Timetable

**Appendix 6:** 2012–2015 Strategic Plan

**Appendix 7:** Mission/Goals “Crosswalk”

**Appendix 8:** Instructional Program Review Template

**Appendix 9:** Non-Instructional Program Review Template

**Appendix 10:** Distance Education Plan

**Appendix 11:** Facilities Master Plan

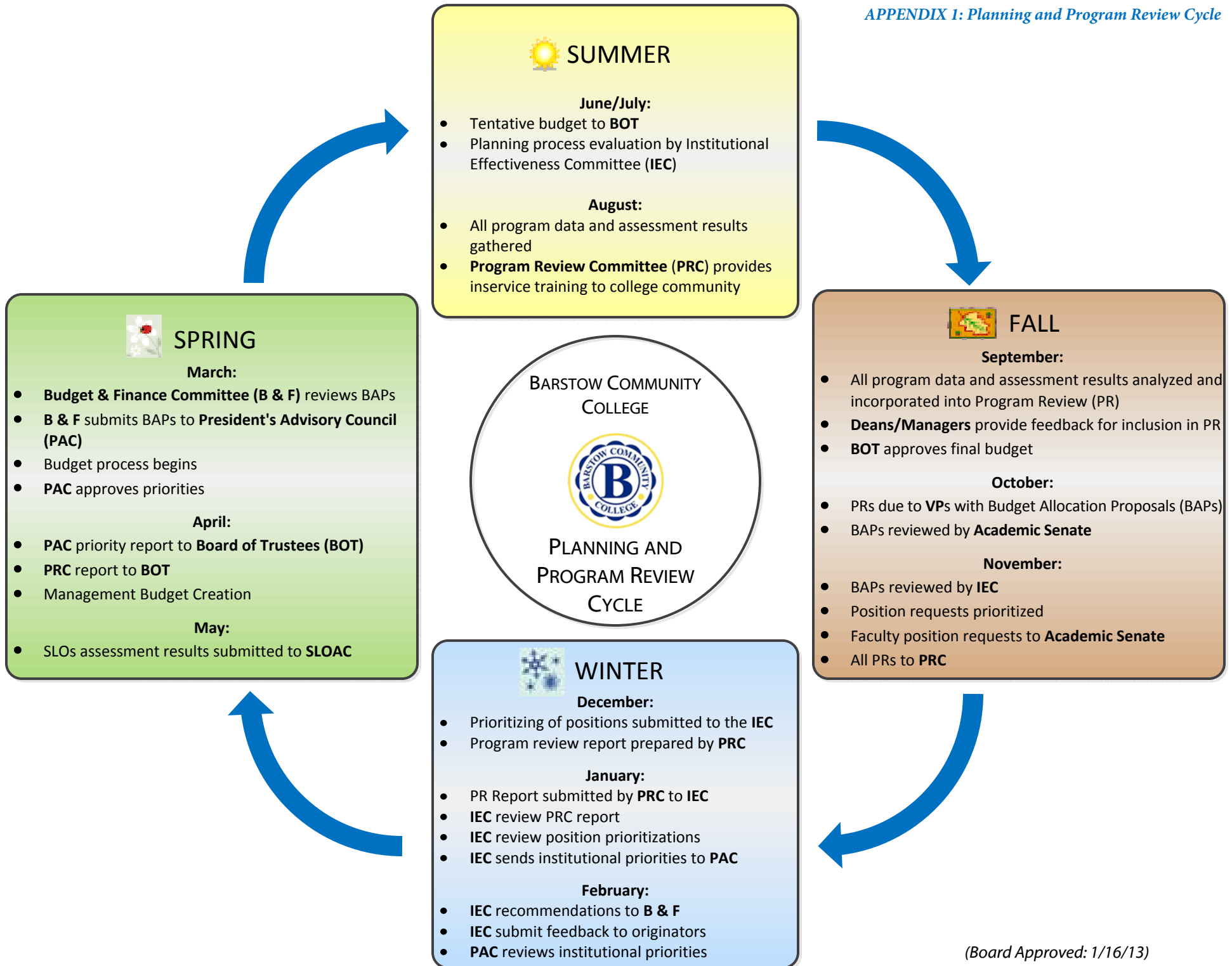
**Appendix 12:** Professional Development Survey

**Appendix 13:** Staff Development and Training Schedule

**Appendix 14:** Budget Flow Chart

**Appendix 15:** Budget Allocation Proposal Scoring Rubric

**Appendix 16:** Contract Checklist



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Barstow Community College District

BOARD POLICY 3250

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## **BP 3250 Institutional Planning**

Reference:

***Accreditation Standard 1.B; Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55250, 55510, 56270 et seq.***

The District President shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.

The planning system shall include plans required by law, including, but not limited to,

- Long range educational or academic master plan which shall be updated periodically as deemed necessary by the governing board
- Strategic plan
- Facilities plan
- Faculty and staff diversity plan
- Student equity plan
- Matriculation plan
- Transfer Center plan
- Cooperative Work Experience plan
- EOPS plan

The District President shall submit those plans for which Board approval is required by Title 5 to the Board.

The District President shall inform the Board about the status of planning and the various plans.

The District President shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

See Administrative Procedure 3250

## Program Review Survey (Fall 2012 Participants)

Greetings,

As a result of Barstow Community College's recent Program Review cycle, you have been selected to take part in this assessment of our current Program Review systems. This instrument has been designed to help us improve our systems. Completion of this questionnaire is voluntary; but will help us improve and enhance the process moving forward.

Please complete this questionnaire as promptly as possible. Accurate and complete responses are very important. You should be able to provide thorough responses in about 10 minutes. Please be objective in providing responses. In no way will your name be linked to your input. Your responses will help determine the effectiveness of our current processes. In exchange for your participation in this evaluation, a copy of a report summarizing the results of this assessment will be available to you upon your request. Please make sure that your input is included with all of your colleagues.

If you will like the results of this assessment, please make your request know to the Office of Institutional Effectiveness.

Dr. J

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"Conscious, focus effort is way more dependable than luck in achieving goals." -- Robin Fisher Roffer

1. My position falls under the following category:

- ☐ Faculty
- ☐ Classified Support
- ☐ Management
- ☐ Administration

2. The Program Review I took part in was:

- ☐ Instructional
- ☐ Non-Instructional
- ☐ I did not participate in Program Review.

## Program Review Survey (Fall 2012 Participants)

3. Please check the box that best describes your response concerning your satisfaction with your participation in the Program Review Process at Barstow College for fall 2012.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable (N/A)
The program review made good use of my knowledge and ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Program Review experience helped me learn and grow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The experience was interesting and challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the task was assigned to me, I understood thoroughly what was expected of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When tasks were assigned, I understood how my task fit into the overall objectives for the Program Review Process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help was available when I needed to have questions answered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received PROMPT feedback on my work, good or bad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was actively encouraged to volunteer new ideas and make suggestions for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had the freedom to make the necessary decisions to do my work properly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings throughout the process were conducted in a way that built trust and mutual respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud of the quality of work I did on the Program Review.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During this process we set high standards for performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt I was a member of a well-functioning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Program Review Survey (Fall 2012 Participants)**

The process was helpful in improving our program.

☐☐☐☐☐☐

We have established an action plan as a result of our Program Review.

☐☐☐☐☐☐**Short Answer**

4. How would you improve the Program Review process for next time?

**Short Answer**

5. Who should be involved in the Program Review process that was not a part of the process this time?

## Program Review Committee (PRC)

A Subcommittee of the Institutional Effectiveness Committee (IEC)

The committee will:

- **Develop a program review handbook** containing questions, criteria, guidelines, forms, assessment cycle and timeline.
  - Review and disseminate the program review handbook on a regular basis.
  - Submit suggested modifications of program review handbook, criteria, guidelines, forms assessment cycle and timeline, to appropriate approval committees and areas.
- **Disseminate approved program review cycle** to programs and service areas, including timelines established by IEC for the program review process.
- **Provide training and guidance** on a regular and as-needed basis to groups and individuals.
  - Provide training workshops (at least once annually) to describe the program review goals and process.
  - Provide structured guidance to and collaboration with lead writers, DCP Coordinators, and service area supervisors throughout the program review process.
  - Program review committee members will be assigned as liaison to each program/service area at the start of the process, and assist writers in assuring that program reviews are appropriately documented to support subsequent budgeting and hiring decisions.
  - Ensure required areas of the program review are addressed appropriately: goals and objectives, outcomes assessment, curricular issues, aligning program review process with the college's Mission Statement, Educational Master Plan, Strategic Plan, and Standards for Accreditation.
- **Report regularly to IEC** on progress and process.
- At the conclusion of the program review process, **prepare summary report(s)** for presentation to the IEC, including commendations, recommendations, and identification of trends.
  - The summaries will be reviewed and may be edited by the IEC prior to being forwarded to the Academic Senate, Academic Affairs, Student Services, Administrative Services, and the President's Cabinet.
  - The summaries will be posted and/or published appropriately.

## PRC Membership

2	<b>Co-Chairs</b>	Recommended by IEC Chair
2	<b>Faculty</b>	Appointed by Academic Senate
2	<b>Management Team</b>	Recommended by IEC Chair
2	<b>Classified Staff</b>	Recommended by IEC Chair
1	<b>Student</b>	Appointed by ASB

## IEC Task Timetable

*APPENDIX 5: IEC Task Timetable*

								<b>Tentative Budget</b>			
<b>JULY</b>	<b>AUG</b>	<b>SEPT</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>	<b>JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUNE</b>
Annual Cycle (Anticipated)	Training (Inservice)	Training	Training	Faculty position requests to <b>Academic Senate</b>	A.S. priority list to IEC	IEC review	IEC Priorities to B & F	BAPs from B & F to PAC	Links for CalPass, Chancellor's Office, Campus Data Tool distributed	Data for Program Review Collected	
			Instructional PRs due to VP (w/BAPs)	BAPs to IEC			Close loop: feedback from IEC to submitter			Committee Reps Assigned for next Academic Year	
2012 (Adaptation)		Training	Training	Instructional PRs to Senate by Nov 30.  Student Services PRs to VPs (w/BAPs) by Nov. 9. AS/PA due to VPs by 11/29	All PRs w/BAPs to IEC by Dec 14  Instructional PRs go to Senate December mtg	IEC review	IEC Priorities to B & F	BAPs from B & F to PAC	Links for CalPass, Chancellor's Office, Campus Data Tool distributed	Data for Program Review Collected	
				AA/SS BAPs to IEC	AS/PA BAPs to IEC		Close loop: feedback from IEC to submitter			Committee Reps Assigned for next Academic Year	
	Program Review committee: <ul style="list-style-type: none"> <li>• Recommendations and Commendations about the PR content</li> <li>• Report to IEC identification of trends in PRs</li> <li>• Create feedback mechanism to report back to submitters</li> </ul>										

BAP: Budget Allocation Proposal  
 B & F: Budget & Finance Committee  
 IEC: Institutional Effectiveness Committee

AS: Administrative Services  
 SS: Student Services  
 AA: Academic Affairs  
 PA: President's Area

Rev. 2012.11.05

# BARSTOW COMMUNITY COLLEGE



2012 – 2015

STRATEGIC PLAN



## Letter from the President...



The cornerstone of planning at Barstow Community College was the adoption by the board of trustees on April 20, 2011, of the 2015–2025 Educational Master Plan. Work had thus commenced on the Strategic Plan prior to the Accreditation Team Visit in March 2012. With the EMP in place, work was undertaken by Dr. Robert Pacheco, dean of research, development, and planning, Dr. Robert Stinson, full-time faculty member and academic senate representative, and David Grossman, dean of instruction, at identifying from the EMP strategic priorities that would ultimately become the basis for the college's Strategic Plan. At the October 5, 2011 meeting of the President's Advisory Council (PAC), six strategic priorities were identified and each priority had corresponding strategies for accomplishing them.

Departments would connect their program outcomes to the strategies, and decision-making would be driven by data via the program review process. Dr. Pacheco distributed and discussed both a flowchart depicting the decision-making process and the planning and program review cycle. On September 27, 2012, at the annual board planning retreat, the board had reviewed the same six strategic priorities. On October 6, 2011, the academic senate approved the strategic priorities, and these were officially forwarded by the President's Cabinet for ratification by the board of trustees at its regular meeting on December 14, 2011.

Upon his arrival at Barstow Community College following the resignation of Dean of Research, Development and Planning Robert Pacheco, the new vice president of academic affairs, Stephen Eaton, along with Dr. Stinson, took charge of the effort to establish an institutional strategic plan from the earlier-identified strategic priorities. Mr. Eaton and Dr. Stinson in reviewing the college's Mission, Board of Trustees' Goals, Presidential Goals, Strategic Priorities, and Educational Master Plan, created a table (mission grid) that demonstrated how each goal, priority, and the EMP were indeed interrelated. Once this was established, the IEC began the process of drafting a Strategic Plan to assure that the college moved forward on these goals and established priorities with an emphasis given to student learning.

Representation from the various constituent groups was appointed to the Strategic Planning Committee (SPC). Teams were assigned to address each Strategic Priority, and to draw from the EMP, Board of Trustees' Goals, and the President's Goals, and to suggest achievable strategic goals. Each goal was to have a time frame and outcomes that could be measured. After several meetings and e-mail conversations, the SPC presented to the IEC a draft Strategic Plan that was built around the previously identified six Strategic Priorities and linked to two already overarching goals. Each of these goals has at least two objectives that can be measured and monitored. Also, the draft document focused primarily on student learning and student success.

After two readings, the IEC presented the draft plan to the Academic Senate for its input. The Senate made suggestions and the IEC approved a revised draft that was forwarded to the PAC on January 9, 2013. After two readings by PAC, the Strategic Plan was forwarded by the President's Cabinet to the board of trustees for review, and it was adopted by the board at its meeting on January 16, 2013.

The Strategic Plan of Barstow Community College is intended to be a "fluid" document that can be altered as circumstances and changing priorities warrant. It is a "roadmap" in establishing strategies for attaining institutional priorities and goals.

Respectfully,

Thom M. Armstrong, Ph.D., President/Superintendent  
Barstow Community College



### **Strategic Priority 1:**

Foster an innovative learning environment that respects diversity.

#### **I. Offer programs and services for emerging student populations that are appropriate to and in support of individual students needs.**

- A. By the end of the 2012–2013 academic year, the College will expand the ESL program by offering classes on campus, Ft. Irwin, and at least one site in the community.
- B. By the end of the 2013–2014 academic year, the College will offer the first cohort of students a Learning Community experience to bridge Basic Skills classes (Reading and Writing) with content transfer-level coursework.
- C. By the end of the 2013–2014 academic year, the College will institutionalize a “Fast Track” approach to Basic Skills English, Reading and Math with the same instructor to encourage student retention and success.
- D. By 2014–2015, the College will develop a Success Center that incorporates tutoring, directed learning activities, computer-based modules, study groups, and workshops in appropriate locations.

#### **II. Advance a culture of inclusion that respects and appreciates the human condition.**

- A. By 2014–2015, the College will enhance Performing and Visual Arts by opening the new Performing Arts Building and holding college and community events.
- B. By the end of the 2012–2013 academic year, the College will embrace diversity by holding a minimum of six events on campus to encourage sharing of diverse perspectives through celebrations of awareness months and festivals.



## Strategic Priority 2:

Provide students a successful college learning experience.

### III. Plan and implement instructional programs based on student learning needs and career paths.

- A. Establish CTE, Basic Skills and Transfer programs as immediate funding priorities.
- B. By the end of the 2014–2015 academic year, all course pre-requisites, student learning outcomes, and course outlines of record will have been evaluated and placed on a 6-year cycle for reevaluation. Each course will be presented for approval by the Curriculum Committee. All academic programs will be reviewed on a 3-year cycle and provide annual updates. CTE programs will be reviewed on a 2-year cycle.
- C. By the beginning of the 2014–2015 academic year, all students will have on record an Education Plan that has been approved by their academic advisor.
- D. By the beginning of the 2013–2014 academic year, the Transfer and Career Planning Center will include a full-time transfer counselor and a full-time coordinator of Transfer and Career Services to promote transfer degrees and sponsor college and career day activities.

### IV. Augment current and emerging technologies to foster student learning in on-campus and alternate learning modalities.

- A. By the beginning of the 2015–2016 academic year, the existing Technology Plan will be fully implemented and two additional IT staff members will be in place to support current and emerging technologies and support data generation.
- B. By the beginning of the 2014–2015 academic year, a fully functional Moodle platform will be in place and pilot testing completed including all online and hybrid instruction, as well as providing support for traditional classroom activities.



### **Strategic Priority 3:**

Promote and support student engagement.

#### **V. Facilitate student growth and development by assisting students to set, monitor, and evaluate educational goals.**

- A. By the end of the 2013–2014 academic year, the College will have implemented a systematic plan for setting, monitoring, evaluating, and tracking student Educational Plans.
- B. By the end of the 2012–2013 academic year, the College will have implemented a “Student Success Scorecard” in line with the Student Success Act of 2012.
- C. By the end of the 2014–2015 academic year, the College will implement a plan to replace or update the current degree audit program which will allow students to monitor their program completion progress and to explore various degrees online.
- D. By the end of the 2014–2015 academic year, the College will purchase and implement a student tracking system.
- E. By the end of the 2013–2014 academic year, the College will implement a strong “First Year Experience” for students.

#### **VI. Expand and sustain an efficient, attractive, and welcoming campus environment that supports teaching and learning.**

- A. By the end of the 2013–2014 academic year, the College will implement the Facilities Master plan and develop a calendar/timeline for converting all classrooms to “smart classrooms.”
- B. By 2014–2015, the College will develop a Success Center that incorporates tutoring, directed learning activities, computer-based modules, study groups, and workshops in appropriate locations.



### **Strategic Priority 4:**

Cultivate and enhance local partnerships.

#### **VII. Market and enhance the College image in the high desert region and on the World Wide Web.**

- A. By the end of the 2015–2016 academic year, the College will implement a high quality and interactive website to expand the College’s market: locally, regionally, nationally, and internationally.
- B. By the end of the 2014–2015 academic year, Moodle will be completely implemented to help educators create online courses with a focus on interaction and collaborative construction of content leading to student success.
- C. By the end of the 2015–2016 academic year, the College will expand online education to support high quality simulation software and provide high tech training stations to improve service to CTE partners.

#### **VIII. Promote positive community and economic growth through greater outreach to local schools, business and industry, governments, service organizations and military.**

- A. The College will continue to develop and improve partnerships to both rural and local K-12 school districts through Summer Outreach, CTE Summer Camp, and waiving enrollment fees to eligible concurrently enrolled students for the exploration of career choices.
- B. By the end of the 2015–2016 academic year, the College will identify and engage with community partners and validate what employers’, trade associations’, and organizations’ needs are to expand new and stronger programs while building partnerships within the community.
- C. By the end of the 2015–2016 academic year, the College will have a program in place to gather data on the labor market to align career training with local employers’ demands, military needs, and to promote economic growth.
- D. By the end of the 2015–2016 academic year, the College will offer contract training-based Associate Degree and Certificates to allow students to obtain financial aid, fast program completion, and award industry recognized credentials thus supplying skilled completers to support local economic growth.



### **Strategic Priority 5:**

Attract, retain, and develop excellent employees.

#### **IX. Implement practices to attract a diverse pool of highly qualified applicants for employment opportunities.**

- A. The College will continue to advertise in a multitude of internet and paper-based publications that are accessible to a diverse pool of potential applicants at the state, national and global levels while still complying with the conditions set out in Proposition 209.
- B. The College will continue to require diversity statements from all applicants that seek a position with the College.
- C. For 2013–2014, Human Resources will explore new ways to advertise open positions that will draw a wider, more diverse pool of applicants.

#### **X. Provide employees with a wide range of training and development opportunities to foster their professional growth.**

- A. By the end of the 2014–2015 academic year, the College will have in place a systematic staff development plan that accommodates the College’s dynamic mission.
- B. By the beginning of the 2014–2015 academic year, the College will have in place evaluation software that will track the timeliness of evaluations.



## Strategic Priority 6:

Strengthen College planning and informed decision making.

### **XI. Maximize fiscal, physical, human and technological resources using program review and outcomes assessment results.**

- A. By the end of the 2012–2013 academic year, the College will establish clear funding priorities focused on improved student learning using the College’s Mission, Board of Trustees’ Goals and the President’s Goals as a foundation.
- B. By the end of the 2012–2013 academic year, all instructional programs, service units, and administrative departments will complete a Program Review or Program Review Annual Update.
- C. By the end of the 2012–2013 academic year, TracDat software will be fully operational producing aggregated assessment results.
- D. By the end of the 2012–2013 academic year, the College will refine and improve the Budget Allocation Process and timeliness through the alignment of Program Review, Institutional Effectiveness Committee processes, and Budget and Finance Committee processes and establish systematic dialogue with the College community regarding planning and budgeting.

### **XII. Expand interactions and collaborations among faculty and staff using data and evidence.**

- A. Starting with the 2012–2013 academic year, the College will provide interactive activities and information sharing at All College meetings based on data use for decision-making.
- B. By the end of the 2013–2014 academic year, the College will have a functioning Enrollment Management committee comprised of various academic and students services personnel who use data and evidence to build a year-long calendar of class offerings.

## MISSION/GOALS "CROSSWALK"

<b>Mission</b>	<b>Strategic Priorities</b>	<b>Board Goals</b>	<b>President's Goals</b>	<b>Master Plan</b>
1. Foster learning environment that respects diversity	1. Foster an innovative learning env. that respects diversity <b>(M 1, 2, 6, 8)</b>	1. Successful ACCJC visit <b>(SP 1, 2, 6, 7)</b>	1. Successful ACCJC visit <b>(B 1)</b>	Is the current program of instruction meeting the needs of the students? <b>(M1, M2, M6, M8, SP 1, SP 2, SP 6, B6, P4)</b>
2. Basic skills, CTE, Transfer offerings	2. Provide students a successful learning experience <b>(M2, 7, 8)</b>	2. Fiscal integrity <b>(SP 1, 2, 3, 4, 5, 6, 7)</b>	2. Expansion of programs to increase student success <b>(B 4, 5, 6)</b>	Enrollment Management: How well does the college deliver instruction? <b>(M1, M2, M3, M 6, SP 1, SP 2, SP 3, B 4, P 2, P4)</b>
3. Student engagement and retention through strong student support services	3. Promote & support student engagement <b>(M 3, 4)</b>	3. Policy review <b>(SP 1, 2, 3, 4, 5, 6, 7)</b>	3. Current construction and funding for future projects <b>(B 2, 6)</b>	Who are our students and what are their needs? <b>(M3, SP 3)</b>
4. Counseling to assist students to identify goals	4. Cultivate and enhance local partnerships <b>(M 5)</b>	4. Striving for excellent customer service <b>(SP 1, 2, 3, 5)</b>	4. Develop and expand CTE <b>(B 6)</b>	Does the district effectively serve the educational needs of its service area? <b>(M4, SP 4)</b>
5. Partnering with the community to promote growth	5. Attract, retain, and develop excellent employees <b>(M 1, 3)</b>	5. Enhanced employee commitment and accountability <b>(SP 1, 2, 3, 4, 5)</b>	5. Data use to improve effectiveness and efficiency <b>(B 1, 3)</b>	Do the instructional delivery systems meet the needs of the students? <b>(M 1, 2, 6, 8, SP 1, 2, 3, 4, 6, B 4, 5, 6, P 2, 4, 5)</b>
6. Providing CTE opportunities	6. Strengthen planning and informed decision- making <b>(M 7)</b>	6. Promoting Workforce and Economic Development <b>(SP 1, 2, 4, 5)</b>	6. Cost containment and revenue enhancement <b>(B 2, 5, 6)</b>	Do student support services strengthen and support instruction? <b>(M , 3, 4 SP 1, 3, 6 B 4, 5 P 2, 5)</b>
7. Using institutional research/data.				What are the characteristics of the current and future external and internal environments? <b>(M 3, 4, 5, 7 SP 5, 6 B 5, 6 P 2, 5)</b>
8. Increase access to all students.				What are the space and facility needs for the current and future programs of instruction? <b>(M 7, 8 SP 2, 6 B 6, P 2, 3, 5, 6)</b>



Barstow Community College

# Program Review

Instructional

DEPARTMENT/PROGRAM:

Academic Year:

Date Submitted:

By:

Faculty Lead

Members

- 
1. [Mission and Vision](#)
  2. [Description and Overview](#)
  3. [External Factors](#)
  4. [Policies and Processes](#)
  5. [Status](#)
  6. [Data](#)
  7. [Prior Goals/Objectives](#)
  8. [Goals/Objectives/Actions](#)
  9. [Resources](#)

## 1. Program Mission and Vision

### A. Program **Mission**

*Click here to enter text.*

### B. Program **Vision**

*Where would you like the program to be three years from now?*

*Click here to enter text*

### C. Describe how your mission and vision align with and contribute to the College's [Mission](#) and [Vision](#).

*Click here to enter text.*

## 2. Program Description and Overview

Assume the reader does not know anything about the program. **Describe** the program, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you serve (including demographics)?
- C. What kind of services does your program provide?
- D. How you provide them (*Including alternative modes and schedules of delivery; for example, online, hybrid, early morning, evening classes.*)

*Click here to enter text.*

## 3. External Factors

What external factors have a significant impact on the program? Include the following, as applicable:

- A. Budgetary constraints or opportunities
- B. Competition from other institutions
- C. Requirements of four-year institutions?
- D. Requirements imposed by regulations, policies, standards, and other mandates
- E. Job Market
  - Requirements of prospective employers
  - Developments in the field (both current and future)

*Click here to enter text.*

## 4. Curriculum

- A. Total number of courses in program (*break down by discipline if appropriate and helpful*)

Click here to enter text.

- B. Percentage or number of courses with Course Outline of Record (COR) in FULL COMPLIANCE with curriculum standards (*see Curriculum Manual for additional information, if necessary*).

Click here to enter text

- Plan for moving remaining courses into compliance

Click here to enter text

- C. Percentage or number of courses that have had CORs updated in the past 6 years

Click here to enter text

- Plan for updating CORs for remaining courses

Click here to enter text

- D. Percentage or number of courses that have:

- Prerequisites

Click here to enter text

- Co-Requisites

Click here to enter text

- Advisory

Click here to enter text

- E. Percentage or number of Prerequisites, Co-Requisites, Advisories that have been validated in the past 6 years/2 years if CTE.

Click here to enter text

- F. Curriculum Development: What is the plan for development of new courses? What is the rationale for that plan? (*Includes traditional and non traditional.*)

Click here to enter text.

- G. When was the curriculum last evaluated? (*Appropriateness, archiving, deleting, revising, etc.*) Explain the current evaluation process.

Click here to enter text.

## 5. Program Status

### A. What is going well and why?

Click here to enter text.

### B. What is not going well and why?

Click here to enter text

## 6. Program Data

### A. Performance Data

Discuss the program's performance on the specific data items listed below. *(If you have already discussed your program's performance on one or more of these components, then refer to that response here, rather than repeating it.)*

#### 1) Course Completion Rate

Click here to enter text.

#### 2) Course Success/Retention Rate

Click here to enter text

#### 3) Full-Time/Part-Time Faculty Ratio

Click here to enter text.

#### 4) WSCH/FTEF Ratio

Click here to enter text.

#### 5) Fill Rate

Click here to enter text.

### B. Progress Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)

#### 1) Summarize the progress your program has made on program and/or course level SLO measures you have applied since your last program review.

Click here to enter text.

- 2) Describe any program/course and/or instructional improvements made by your program as a result of the outcomes assessment process.

Click here to enter text

- 3) What is your plan for continuously completing the assessment cycle?

Click here to enter text.

### C. Supporting Assessment Data

- 1) Provide a list of any quantitative or qualitative measures not provided in 6.A. that you have chosen to gauge your program's effectiveness (*e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.*)

Click here to enter text.

- 2) Summarize the results of these measures

Click here to enter text

- 3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan\* to implement, as a result of your analysis of these measures? (*\*List any resources required for planned implementation in #9: Resources.*)

Click here to enter text.

- 4) Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.

Click here to enter text.

### D. Two-Year Scheduling Plan

- 1) What is the Two-Year Plan? If no Two-Year Plan, why not?

Click here to enter text.

- 2) How effective has the Two-Year Plan been in meeting student needs and graduation goals?

Click here to enter text

## 7. Prior Goals/Objectives

Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review.

Click here to enter text

## 8. Goals/Objectives/Actions

Reflect on the responses to all the previous questions.

- A. Formulate Program **Goals** to maintain or enhance program strengths, or to address identified weaknesses.
- B. Indicate how each Goal is **Aligned** with the College's **Strategic Priorities**.
- C. Identify explicit **Objectives** for reaching each goal.
- D. Create a three-year **Action Plan** consisting of a coherent set of specific steps that must be taken to achieve each objective.
- E. Develop **Outcome** statements and appropriate measures for each objective.
- F. The **Comments** area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to **Institutional Planning**. This may include references to other institutional documents, such as **governing or compliance documents** (*i.e. Board Policy, BAM, Title V*), **institutional planning documents** (*i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan*), or **Board, Presidential, Supervisory or Departmental recommendations or goals, etc.**

As you create your Program **Goals, Objectives, Outcomes** and **Action Plan**, it might be helpful to think about some of the following questions:

- Imagine your Program three years from now in an ideal future. You and your colleagues have done everything you possibly can to make the Program excellent. Look around: What do you see?
- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.
- In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?
- What long-term impact would you like your Program to have on the College and the community?
- What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

## Instructional Program Review Template (Rev. 9/12)

Complete the following table with your Program's **Three Year Action Plan**.

Action Plan						
GOAL		ALIGNMENT	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE		OUTCOMES/MEASURES
#1	Enter text	<input type="checkbox"/> 1. Foster innovative learning environment <input type="checkbox"/> 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees <input type="checkbox"/> 6. Strengthen college planning/ decision making	#1 Enter text	a)	Enter text	Enter text
				b)	Enter text	
				c)	Enter text	
			#2 Enter text	a)	Enter text	Enter text
				b)	Enter text	
				c)	Enter text	
			#3 Enter text	a)	Enter text	Enter text
				b)	Enter text	
				c)	Enter text	
	Comments:		Enter text			
#2	Enter text	<input type="checkbox"/> 1. Foster innovative learning environment <input type="checkbox"/> 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees <input type="checkbox"/> 6. Strengthen college planning/ decision making	#1 Enter text	a)	Enter text	Enter text
				b)	Enter text	
				c)	Enter text	
			#2 Enter text	a)	Enter text	Enter text
				b)	Enter text	
				c)	Enter text	
			#3 Enter text	a)	Enter text	Enter text
				b)	Enter text	
				c)	Enter text	
	Comments:					
#3	Enter text	<input type="checkbox"/> 1. Foster innovative learning environment <input type="checkbox"/> 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees <input type="checkbox"/> 6. Strengthen college planning/ decision making	#1 Enter text	a)	Enter text	Enter text
				b)	Enter text	
				c)	Enter text	
			#2 Enter text	a)	Enter text	Enter text
				b)	Enter text	
				c)	Enter text	
			#3 Enter text	a)	Enter text	Enter text
				b)	Enter text	
				c)	Enter text	
	Comments:		Enter text			

## 9. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 6.C.

**Rationale\*:** For each resource listed, enter the reason(s) the resource is needed to achieve the objective.

Goal #	Objective #	Resource Required	Rationale*	Estimated Cost
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text

A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for EACH new resource requested.



Barstow Community College

# Program Review

Non-Instructional

Name of Service Area:

Department:

Academic Year:  Date Submitted:

By:

Lead

Members

- 
1. [Mission and Vision](#)
  2. [Description and Overview](#)
  3. [External Factors](#)
  4. [Policies and Processes](#)
  5. [Status](#)
  6. [Data](#)
  7. [Prior Goals/Objectives](#)
  8. [Goals/Objectives/Actions](#)
  9. [Resources](#)

## 1. Service Area Mission and Vision

### A. Service Area **Mission**

Click here to enter text.

### B. Service Area **Vision**

*Where would you like the Service Area to be three years from now?*

Click here to enter text

### C. Describe how your Service Area mission and vision align with and contribute to the College's **Mission** and **Vision**.

Click here to enter text.

## 2. Service Area Description and Overview

Assume the reader does not know anything about the Service Area. **Describe** the Service Area, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you serve (including demographics)?
- C. What kind of services does your Area provide?
- D. How are the services provided? (*Including alternative modes and schedules of delivery; for example, online, hybrid, early morning, evening services.*)

Click here to enter text.

## 3. External Factors

What external factors have a significant impact on the Service Area? (*External factors are those issues which the college **does not** have control over.*) Include the following, as applicable:

- A. Challenges and/or opportunities presented by grants, federal, state or categorical funding
- B. Requirements of four-year institutions
- C. Requirements imposed by regulations, policies, standards, and other mandates
- D. Job Market
  - Requirements of prospective employers
  - Developments in the field (both current and future)

Click here to enter text.

#### 4. Service Area Policies & Processes

- A. What are the policies, procedures and processes that impact your Service Area (*BCC BP/AP; Federal, State & local regulations; departmental guidelines*)

Click here to enter text.

- B. What policies, procedures and processes need to be updated or deleted?

Click here to enter text

- C. What impact have changes or updates in policies and processes had on the workflow of the Service Area?

Click here to enter text

#### 5. Service Area Status

- A. What is going well and why?

Click here to enter text.

- B. What is not going well and why?

Click here to enter text

#### 6. Service Area Data

##### A. Performance Data

Discuss the area's performance on the specific data items listed below, (*if applicable*):

1) Completion Rate; 2) Success/Retention Rate; 3) Full-Time/Part-Time Service Professional ratio; 4) FTES Targets; 5) Student Engagement; 6) and any other representative measurable data, to be considered.

*(If you have already discussed your area's performance on one or more of these components, then refer to that response here, rather than repeating it.)*

Click here to enter text.

##### B. Progress on Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs)

- 1) Summarize the progress your Service Area has made on programmatic and service level SAO/SLO measures you have applied since your last program review.

Click here to enter text.

- 2) Describe any program/service improvements made by your Service Area as a result of the outcomes assessment process.

Click here to enter text.

- 3) What is your plan for continuously completing the assessment cycle?

Click here to enter text

### C. Supporting Assessment Data

- 1) Provide a list of any quantitative or qualitative measures not provided in 6.A. that you have chosen to gauge your program's effectiveness (*e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.*)

Click here to enter text.

- 2) Summarize the results of these measures

Click here to enter text.

- 3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan\* to implement, as a result of your analysis of these measures? (*\*List any resources required for planned implementation in #9: Resources.*)

Click here to enter text.

## 7. Prior Goals/Objectives

Briefly summarize the progress your Service Area has made in meeting the goals and objectives identified in the most recent Program Review.

Click here to enter text

## 8. Goals/Objectives/Actions

Reflect on the responses to all the previous questions.

- A. Formulate Service Area **Goals** to maintain or enhance program strengths, or to address identified weaknesses.
- B. Indicate how each Goal is **Aligned** with the College's **Strategic Priorities**.
- C. Identify explicit **Objectives** for reaching each goal.
- D. Create a three-year **Action Plan** consisting of a coherent set of specific steps that must be taken to achieve each objective.
- E. Develop **Outcome** statements and appropriate measures for each objective.
- F. The **Comments** area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to **Institutional Planning**. This may include references to other institutional documents, such as **governing or compliance documents** (i.e. Board Policy, BAM, Title V), **institutional planning documents** (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or **Board, Presidential, Supervisory or Departmental recommendations or goals, etc.**

As you create your Service Area **Goals, Objectives, Outcomes** and **Action Plan**, it might be helpful to think about some of the following questions:

- Imagine your Service Area three years from now in an ideal future. You and your colleagues have done everything you possibly can to make the Service Area excellent. Look around: What do you see?
- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.
- In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?
- What long-term impact would you like your Service Area to have on the College and the community?
- What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

## Non Instructional Program Review Template (Rev. 9/12)

6

Complete the following table with your Service Area's **Action Plan**.

Action Plan								
GOAL		ALIGNMENT	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE		OUTCOMES/MEASURES		
#1	Enter text	<input type="checkbox"/> 1. Foster innovative learning environment <input type="checkbox"/> 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees <input type="checkbox"/> 6. Strengthen college planning/ decision making	#1 Enter text	a)	Enter text	Enter text		
				b)	Enter text			
				c)	Enter text			
					#2 Enter text	a)	Enter text	Enter text
					b)	Enter text		
					c)	Enter text		
					#3 Enter text	a)	Enter text	Enter text
					b)	Enter text		
					c)	Enter text		
	Comments:		Enter text					
#2	Enter text	<input type="checkbox"/> 1. Foster innovative learning environment <input type="checkbox"/> 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees <input type="checkbox"/> 6. Strengthen college planning/ decision making	#1 Enter text	a)	Enter text	Enter text		
				b)	Enter text			
				c)	Enter text			
					#2 Enter text	a)	Enter text	Enter text
					b)	Enter text		
					c)	Enter text		
					#3 Enter text	a)	Enter text	Enter text
					b)	Enter text		
					c)	Enter text		
	Comments:							
#3	Enter text	<input type="checkbox"/> 1. Foster innovative learning environment <input type="checkbox"/> 2. Provide Successful college learning experience <input type="checkbox"/> 3. Promote and support student engagement <input type="checkbox"/> 4. Cultivate and enhance local partnerships <input type="checkbox"/> 5. Attract/ develop excellent employees <input type="checkbox"/> 6. Strengthen college planning/ decision making	#1 Enter text	a)	Enter text	Enter text		
				b)	Enter text			
				c)	Enter text			
					#2 Enter text	a)	Enter text	Enter text
					b)	Enter text		
					c)	Enter text		
					#3 Enter text	a)	Enter text	Enter text
					b)	Enter text		
					c)	Enter text		
	Comments:		Enter text					

9. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 6.C.

**Rationale\*:** For each resource listed, enter the reason(s) the resource is needed to achieve the objective.

Goal #	Objective #	Resource Required	Rationale*	Estimated Cost
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text

A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for EACH new resource requested.

# **Barstow Community College**

## **Distance Education Program Plan**



## **Distance Education Committee**

### **2011-2012**

*Approved: November 6, 2012/BCC Academic Senate*

## TABLE OF CONTENTS

Mission Statement .....	3
Introduction .....	3
Student Learning Outcomes .....	3
Organizational Structure .....	4
Institutional Support Standards.....	4
Distance Education Program Standards.....	4
Faculty Development.....	5
Course Development & Delivery .....	7
Student Support .....	8
Degrees, Certificates and Pathways .....	8
Access, Diversity, and Retention.....	9
APPENDIX A: Barstow Community College Regular Effective Contact Guidelines .....	10

## BARSTOW COMMUNITY COLLEGE INSTRUCTIONAL TECHNOLOGY CENTER MISSION STATEMENT

The Instructional Technology Center provides support for online learning and maintains the websites, in order to promote faculty and student engagement in the learning process and promotes internal and external communication by ongoing development and maintenance of the college's websites.

## INTRODUCTION

Barstow Community College (BCC) supports a distance education program consisting of courses that are offered completely online and in hybrid format, where online instruction is offered in lieu of face-to-face instruction. Traditional on-campus use of instructional technology will be considered in this planning effort, where appropriate. The College Master Plan addresses enhancing teaching excellence by increasing the use of current and emerging technologies for student support and for teaching, both on campus and via distance learning.

This program plan describes the philosophy and policies that steer methodologies used to offer distance education courses at BCC. The plan also acknowledges rapidly changing technologies and will provide for flexibility in planning, development, and implementation of distance courses.

The Program Plan for Distance Education (DE) has been written in accordance with the ACCJC's Guide to Evaluating Distance Education. The ACCJC's Guide to Evaluating Distance Education provides information and expectations in which colleges should use in meeting the accreditation standards. The plan will serve to guide the development and implementation of Distance Education strategies.

<http://www.accjc.org/wp-content/uploads/2010/09/Guide-to-Evaluating-Distance-Education.pdf>

## STUDENT LEARNING OUTCOMES (Standard IB; Standard 2A)

Students will be able to meet their educational goals by accessing technology-mediated instruction both for distance courses and on-campus courses. The comprehensive college competencies include communication, critical thinking and questioning, global awareness, and personal and professional development.

Successful online students learn how to work effectively in a distributed learning environment using technology-mediated tools. Students are able to communicate their thoughts and ideas through conversation in threaded discussion forums, blogs, email web conferencing and chat. Online instruction provides opportunities for analysis, computation, research and collaborative problem-solving in an anytime/anyplace environment. The core competencies in an on-campus class are similarly integrated into a rich, information-laden online environment.

Assessment techniques offer a variety of methods to address students learning styles. The program is measured by students outreach and enrollments, success and retention, and providing a selection of courses that helps the non-traditional students meet their career, transfer and degree goals.

## ORGANIZATIONAL STRUCTURE (Standard IV)

The Distance Education Program at Barstow Community College has a history of serving ever greater numbers of students each semester. Oversight for the Distance Education Program is the responsibility of the Instructional Technology Center. The center coordinates distance education, technology training and support for faculty, and staff development out of a centralized campus facility. As Distance Education keeps growing, distance education represents an increasing portion of the college's overall FTES. The Distance Education Committee is a subcommittee of the Academic Senate which provides recommendations to the Office of Academic Affairs. The Distance Education Committee recommends guidelines and procedures for distance education and encourages practices that contribute to the quality and growth of the distance education program. The committee makes recommendations regarding curriculum, evaluation accessibility, and academic support services that affect all modes of distance education course delivery the DE Coordinator or rep reports to the AS regularly.

Membership includes:

- ITC Representative
- Instructional Administrator or Representative
- Academic Senate (appointed division rep for each division)
- Counselor (appointed by VP Student Services)
- MIS Representative (appointed by VP Administrative Services)
- DE Coordinator (recommended by Academic Senate)
- Adjunct Faculty Representative

## INSTITUTIONAL SUPPORT STANDARDS

### Distance Education Program Standards

All distance education courses should be developed with the following standards in mind:

- Faculty Development
- Course Development
- Student Support
- Teaching and Learning Standards
- Access
- Diversity
- Retention

These standards will be used when evaluating the growth and success of the program. Administrators should view these standards as clear objectives necessary for student success. As faculty develop and revise courses to be offered in fully or partially online methodologies, they should be aware of these standards and use them to ensure students success.

Collaboration and consensus regarding decisions is essential, this includes instruction, student services, and information technology.

## Faculty Development (Standard IIA; Standard IIIA, IIIC)

Barstow Community College will provide programs, services, mentoring, and the technical support staff needed to assist faculty in the development, design, evaluation, and ongoing maintenance of new and existing quality distance learning courses.

This plan recommends the following:

- Develop a 3 year staffing plan which includes faculty/students support help desk, extending the hours to include evenings and weekends: providing ongoing system administration, and a dedicated database management position to help support administration of the learning management system.
  - Use feedback gathered from Distance Education Coordinators from similar demographic California Community Colleges.
- Coordinate Distance Education Committee activities including monthly meetings during fall and spring terms.
  - Maintain a faculty listserv for DE instructors and additional faculty using the instructional technology; publish meeting minutes to the DE website and include updates in DE office news sent monthly to all faculty.
  - Request student representation on the DE committee.
  - Recruit and reach out to online faculty for program development.
  - Present DE updates at In-Service workshops, Academic Senate, Technology Committee, and Curriculum Committee.
  - Participate in @ONE online DE Community of Interest sponsored by the Chancellor's Office. This resource contains a repository of distance education related documents and discussions contributed by DE Coordinators throughout the states.
- Participates in learning management system user groups and disseminate information to faculty; provide regular opportunities for vendors to give workshops and showcase new product features.
  - Provide workshops each In-Service and at regular intervals in the Online Office as needed.
  - Provide online tutorials and online course opportunities offered by @ONE.
- Promote faculty readiness for distance education course delivery through a variety of techniques. Provide on-campus and online resources through the Online Office, Office of Academic Affairs, and Library.
  - Examples may include: self-evaluation, promotion of best practices, and participation in an online certificate program for teaching DE courses, peer-to-peer mentoring, student feedback, and online tutorials.
  - Work with ITC to educate and provide direction in meeting accessibility standards in all web-mediated instruction.
- Provide strategies for ongoing faculty self-evaluation of teaching effectiveness and student performance in distance courses.
  - Collect and disseminate data from the bi-annual Student Satisfaction Survey to all DE faculty. This online survey is administrated by the Chancellor's Office.

- Provide a mechanism for DE faculty to evaluate other DE faculty because they understand the pedagogy and technology; make recommendations for revising the peer review process to select a team member with online teaching experience.
- Develop evaluation process for online courses through collaboration with BCFA, the Academic Senate, and DE committee.
  - Revise the DE Student Evaluation of Online Faculty and find ways to improve the evaluation workflow.
  - Integrate new Title 5 regulations related to distance education into the faculty evaluation process. The guidelines for regular effective contact are based on criteria in Title 5, section 55224, subsection (a). This includes recommending revisions to the peer observation process, including evidence of both the Chancellor's Office and Academic Senate for the California Community Colleges.
  - Provide method for verifying courses to show evidence of effective orientation and online delivery, including instructional methods appropriate to content; including alternate assessment techniques such as discussions or portfolios.
  - Insure students have access to referral information for support services.
  - Provide method for verifying courses show evidence of effective online assessment that discourage academic dishonesty and acknowledges differences in learning styles.
- Develop resources and establish training opportunities for faculty and Deans to evaluate online courses based on best practices.
- Develop a DE digest in the Faculty Handbook of faculty development objectives and integrate a DE section in the Curriculum Handbook.
- Develop list of competencies for Deans/Vice Presidents to include in hiring and/or assignment considerations for distance courses.
  - Competencies may include: appropriate users of a course management system, web based pre-course information for students, best practices in teaching online, and assessment techniques.
  - Provide evidence of previous online teaching experience.
- Align technology support, training, students support, and Library information literacy goals.

## Course Development & Delivery (Standard IIA; Standard IIIC)

The technology supporting the delivery of courses should be as stable as possible. A procedure should be in place to ensure continual monitoring of all software and networked system related to online program delivery. Support for building and maintaining the DE infrastructure should include web space and course management system access.

This plan recommends the following:

- Required that courses designed where a portion of the instruction in a course is to be regularly provided through distance education, in lieu of face-to-face interaction, the Distance Education portion of CurricUNET must be completed.
- Review all course outlines submitted with the Distance Education option selected as Method of Instruction. Curriculum committee or the current methodology being used. Documentation must include “regular effective contact” and how it is achieved. Faculty must verify and ensure the course will meet Section 508 Accessibility standards.
- Identify resource for the establishment of specific on-going funding to support faculty in the development of new online courses. Done in the OSS office; need to find out how often they do this and do they ever check on it later. ITC Office also verifies.
  - Establish on-going funding for distance education course development through the Office of Instruction DE Curriculum Grants process.
  - Establish on-going funding for software and hardware training. Faculty contract: on course development 1000 to develop and it belongs to the school, if no monies, it belongs to the faculty member. ITC training for software and hardware.
  - Attempt to standardize course development practices to insure compliance with state regulations, continue to maintain course development practices. Establish ongoing training for faculty on standardize course development to insure compliance with state regulations.
- Provide a technology infrastructure to accommodate growth.
  - Participate in the development of a Technology Plan.
  - LMS training for faculty and staff (remove server)
  - Support regular software updates and 5% annual increase to learning management system cost.

## **Student Support (Standard IIB; Standard IIC)**

Distance Education students support service include library, counseling, bookstore, orientation, computer commons and tutoring and enrollment service. Distance education students should be provided advance information about course requirements, expectations regarding course work standards, equipment needs and techniques for succeeding in a distance learning environment, as well as technical training and support throughout the course.

- We need accessible student's support of off-campus students via phone and e-mail. Provide telephone or e-mail support for registration problems.
- Update student readiness survey for student success; provide online orientation that helps a student prepare for distant education. CCC confer with tutorial services is available at the beginning of each session.
- Make regular presentations to the Academic Senate, Curriculum Committee, Student Services, and the Technology Committee about the progress of distance education and the value of online student services.
- Continue In-Service workshops highlighting quality distance learning courses developed by our faculty; highlight course components that innovate and show exceptional academic rigor.

## **Degree, Certificate, and Pathways (Standard IIA; Standard IIB; Standard IIC)**

Both on-campus and online courses will maximize opportunities for regular and ongoing interaction between instructor and students, among students, and between students and the learning environment.

This plan recommends the following:

- Maintain an online distance learning path that leads to the fulfillment of the general education requirements necessary for an Associate and transfer degree. Work with faculty/departments to include online certificate and transferable degree. Maintain a distance learning path that leads to the fulfillment of opportunities for faculty to discuss articulation agreements with Articulation Officer.
- Offer a breadth of distance courses to choose from.
- Identify niche markets for distance learning and international partnerships.
- Offer courses in a timely manner to allow the student to successfully complete pathways within two years.
- Provide a curriculum with embedded student learning outcomes and acquisitional skills which will allow students to transfer and/or meet their occupational goals.

## **Access, Diversity, and Retention (Standard IB; Standard IIB; Standard IIC; Standard IIIC)**

Barstow Community College will strive to provide opportunities for access and student success through various strategies that address different learning styles and abilities.

This plan recommends the following:

- 1) Insure that all distance education courses meet Section 508 accessibility standards.
  - a. "Access Guidelines for Students with Disabilities"
  - b. [http://www.htctu.fhda.edu/publications/guidelines/distance\\_ed/disted.htm](http://www.htctu.fhda.edu/publications/guidelines/distance_ed/disted.htm)
- 2) Office of Student Support (OSS) and the ITC will educate and provide direction in meeting accessibility standards in all web-mediated instruction.
- 3) Develop strategies to address success and retention in online courses. Strategies may include but are not limited to:
  - a. Provide access to courses that prepare students for online learning.
  - b. Provide orientations, student readiness for DE self-assessment, and training in a variety of DE assessment techniques.
  - c. Evaluate results of statewide DE Retention Study through California Community College Chancellor's Office.
- 4) Encourage web presence in on-campus courses to improve access to instructional resources and development of technology skills.
- 5) Provide training and resources for faculty on diversity of the student population in online education. Provide training and resources for faculty to use technology as an appropriate communications tool.
- 6) Encourage multiple modes of technology integration to address student learning styles. For example, use of video, audio, and animations.
- 7) Explore non-credit options for distance courses; learning modules, and skill development, such as tutoring, orientation, assessment, continuing education, etc.
- 8) Consult with Counselors who assist students in course selection; indicators for student success in DE may include assessment scores, grades, student motivation, technology competency and good study habits.

## APPENDIX A:

### Barstow Community College Regular Effective Contact Guidelines

**Title 5 and the Distance Education Guidelines for the California Community Colleges state:**

**55211 (just changed to 55224).**

#### **Instructor Contact**

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that:

(a) All approved courses offered as distance education include **regular effective contact** between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email or other activities.

(b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. **Regular effective contact** is an academic and professional matter pursuant to title 5, section 53200. **Note:** Authority cited: Sections 70901 and 66700, Education Code. Reference: Sections 70901 and 70902, Education Code.

#### **Guideline for Section 55211**

This section defines what contact must be maintained between instructor and student:

Subsection (a) stresses **the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status**. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts will need to define “effective contact, **“including how often, and in what manner instructor-student interaction is achieved.** It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the *Guideline to Section 55219*, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor’s Office.

#### **Background:**

In hybrid or fully online courses, ensuring **Regular Effective Instructor/Student Contact** guarantees that the student receives the benefit of the instructor’s presence in the learning environment both as a provider of instructional information and as a facilitator of student learning.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact for the face-to-face environment should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses “the type and frequency of interaction appropriate to each DE course/section or session.”

## BCC Guidelines:

All DE courses, whether hybrid or fully online will include regular effective contact as described below:

- **Initiated interaction:** Instructors will regularly initiate interaction with students to determine if they are accessing and comprehending course material and if they are participating regularly in the activities in the course. Providing students with an open ended question forum, although appropriate, does not constitute effective instructor initiated interaction, without dialog between the instructor and the students occurring.
- **Frequency:** DE Courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available to traditional throughout students, will also be available, in asynchronous, with students in the DE format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.
- **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

**Type of Contact:** Regarding the type of contact that will exist in all DE courses, instructors will, at a minimum, use one or more of the following resources to initiate and maintain contact with students:

- 1) Threaded discussion forums with appropriate instructor participation.
- 2) General email.
- 3) Regular announcements in the Course Management System.
- 4) Timely feedback for student work.
- 5) Instructor prepared online lectures or introductions in the form of online lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class.

## Suggestions:

- 1) Instructors are encouraged to choose other forms of communication, as mentioned in section 55211 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities.”) CCC Confer, video conference, podcast, or other synchronous technologies may also be included, but are not required. These methodologies are appropriate for instructor office hours and for student- teacher conferences.
- 2) Instructors are required to have a threaded discussion set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.

EISPRO



# Facilities Master Plan

February 6, 2013

## Letter From The President



The Barstow Community College District has a proud history of service to its students and community. For more than 53 years, we have strived to offer first-class post-secondary educational experiences for the students who have attended our college each year, whether in person or through distance education. Another mission of the college district has been to promote the workforce and economic development of the greater Barstow region.

The 2013 Facility Master Plan has been developed in support of the College's 2011 Educational Master Plan and represents an important component in our overall integrated planning efforts. This plan provides a comprehensive framework for addressing the facilities' needs of the college for the benefit of the students who take classes here, the dedicated faculty who teach here, the classified staff who provide important support services, and the people in the communities served by the college. The plan will assist in building and maintaining a sustainable infrastructure about which we can be proud: one that provides an optimal learning environment for our students, an inspiring place in which to teach and learn, and a valuable cultural resource for our community at large.

I thank the Facilities Planning Committee and commend all of those who participated in the planning process and assisted in shaping this document. Special thanks to Virgil Stanford, Vice President of Administrative Services, and Richard Hernandez, Interim Director of Maintenance & Operations, for overseeing the research and analysis while also engaging in the dialogue needed to produce this strategic document. Jeff Kellogg and Steve Hubbard of EIS Professionals headed a team of consultants that provided the integration, structure, and content to the plan.

The Barstow Community College Facilities Master Plan will enable us to achieve our vision of the future, fulfill our mission and goals, and serve our increasingly diverse and vibrant community with quality, relevance, and commitment as we move into the next decade. On behalf of the board of trustees, I extend our appreciation to the community for its past and future support, thus enabling Barstow Community College to continue to provide for the higher education needs of students in the High Desert, enhancing the workforce and economic development of the region, and being the center for cultural experiences in greater Barstow.

Respectfully,

A handwritten signature in black ink that reads "Thom M. Armstrong".

**Thom M. Armstrong, Ph.D.**

*President/Superintendent*  
Barstow Community College



## Vision

*Empowering  
Students to Achieve  
their Personal Best  
Through Excellence  
in Education.*



## Mission Statement

Barstow Community College is an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs and support services.

### ***Barstow Community College is committed to:***

- Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities and cultures.
- Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.
- Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities.
- Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational and employment potential.
- Partnering with local agencies, businesses, schools and military bases to promote positive community development and economic growth.
- Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.
- Using institutional research to further develop courses, programs and services.
- Increasing access to all students by continuing to promote and develop our extensive distance education program.



# Table of Contents

<b>Letter From The President</b>	63	<i>Relocatable Modular Buildings</i>	63
<b>Vision Statement</b>	63	<i>Accessibility Remediation</i>	63
<b>Mission Statement</b>	63	<i>Wayfinding</i>	63
<b>Introduction &amp; Methodology</b>	63	<i>Emergency Power Generation</i>	63
Introduction	63	<i>Initial Buildings Modernization</i>	63
Purpose	63	<i>Building K Re-Purposing</i>	63
Objectives Of The Plan	63	<i>Career Technology Center</i>	63
Planning Criteria	63	<i>New Classroom Building</i>	63
Methodology	63	<i>Space Technology Center</i>	63
Planning Process	63	<i>Field Sports</i>	63
<b>Background &amp; Existing Conditions Summary</b>	63	<i>Support Modernization</i>	63
Background	63	<i>Opinion Of Probable Costs</i>	63
Summary Of Existing Conditions	63	<b>Opinion Of Probable Costs</b>	63
Facility Conditions	63	<b>Attendant Issues</b>	63
Grounds & Approaches	63	Total Cost Of Ownership	63
Buildings Exterior	63	Staffing Requirements	63
Buildings Interior	63	Funding Sources	63
Roofs	63	<b>Appendices</b>	63
Mechanical Systems	63	<b>Matrices</b>	63
Electrical Systems	63	<i>Building Utilization Summary</i>	63
Plumbing Systems	63	<i>Adjustments To 2009 Space Allocation</i>	63
Fire Protection	63	<i>Space Allocation Forecast</i>	63
Communication & Information Technology	63	<i>2015 Space Allocation Analysis</i>	63
Security	63	<i>2020 Space Allocation Analysis</i>	63
Signage And Way Finding	63	<i>2025 Space Allocation Analysis</i>	63
Accessibility	63	<i>Population Growth And Space Allocation Timelines</i>	63
<b>Master Plan Recommendations</b>	63	<i>Building Conditions Matrix</i>	63
Adjustments To Baseline Space Allocation	63	<b>Tables</b>	63
Challenges	63	<i>Summary Of Inactive Space</i>	63
Overview	63	<i>Summary Of Physical Plant Space</i>	63
Design Criteria	63	<b>Plans</b>	63
Areas Of Consideration	63	<i>Campus Site Plan</i>	63
Planning / Design / Construction Process	63	<i>Campus Circulation Plan</i>	63
Prioritized Master Plan Recommendations	63	<i>Campus Facilities Master Plan</i>	63
Deferred Maintenance	63	<b>Terminology</b>	63
		<b>Acknowledgements</b>	63

# Introduction & Methodology

## Introduction

### Purpose

The purpose of the Facilities Master Plan (FMP) is to provide a guide for future campus development. The Plan describes a path for the District to improve existing facilities and construct new facilities to meet their educational goals and objectives.

The Plan should be viewed as a flexible and dynamic document that is reviewed on a periodic basis as the economy changes, student needs evolve and new educational trends emerge.

The Plan, above all, must reflect the courses of action described in the Educational Master Plan. The success of the Plan will be measured by the commitment to adherence and implementation from all stakeholders of the College.

### Objectives of the Plan

The objectives of the Facilities Master Plan are as follows:

- Evaluate, on a macro level, existing facilities qualitatively for the purpose of identifying the extent of renovation required to provide cost-efficient and serviceable space to meet educational needs.
- Evaluate existing facilities quantitatively for the purpose of evaluating the efficient utilization of space to meet educational needs.
- Develop a plan that incorporates both new facilities and renovated existing facilities in order to support the goals of the 2011 Educational Master Plan.

### Planning Criteria

The fundamental requirement of this Facilities Master Plan is to validate and support the findings of the 2011 Educational Master Plan. Planning criteria was developed from a thorough data collection process that included review of substantial amounts of qualitative and quantitative data. The goal of the analysis

is to determine present and future facility needs, wants and desires for the College. This evaluation is not limited to space needs but encompasses the quality of environment and maintainability and sustainability of the physical plant.

## Methodology

### Planning Process

Once the Scope of the Plan was clearly defined, the process involved the execution of a systematic series of tasks:

- Data was gathered by interviews with key personnel, examination of archival records and documents, and field survey.
- Data in the form of existing documentation was gathered and reviewed with the specific purpose of identifying previously established goals and objectives. These documents include:
  - » 2011 Barstow Community College Educational Master Plan
  - » 2011 Barstow Community College Facilities Program
  - » 2012 Space Inventory
  - » Five Year Capital Construction Plan
  - » Selected archival Record Documents.
- The data was compiled in a format that facilitated the development of analysis, assessments and conclusions.
- The site and existing facilities were physically surveyed at a macro level for the purpose of establishing a baseline for future renovation or modernization.
- Based on the data collected, a Program Document was published establishing the design criteria for the development of the Facilities Master Plan.
- Once validated by the District, the Program was utilized in the development of the Facilities Master Plan.



# Background & Existing Conditions Summary

## Background

Barstow Community College (BCC) is one of the 112 community colleges in the California Community College system. BCC provides the first two years of general education requirements that enable students to transfer to a four-year college or university and provides certification and vocational training.

The Barstow Community College District was established in September 1959 by the citizens of the upper High Desert region of Southern California. The initial evening classes were offered at Barstow High School in 1960 and the Barstow First Methodist Church in 1962.

The campus was constructed in 1964 at its current location on Barstow Road and first classes began in February 1965. Presently, the campus of BCC represents the standards of any college campus in the U.S. and includes: instructional halls, gym, athletic fields, tennis courts, cafeteria, student center, state-of-the-art library, amphitheater, fine arts center, and numerous administrative and technical buildings.

The Barstow Campus consists of 14 buildings. The original seven buildings are:

- Administration Building (A Building, Building No. 01)
- Student Services Building (C Building, Building No. 02)
- Classroom Building (S Building, Building No. 03)
- Classroom Building (T Building, Building No. 07)
- Classroom Building (B Building, Building No. 08)
- Gymnasium (G Building, Building No. 07)
- Performing Arts Building (K Building, Building No. 09)

Subsequent construction provided the following facilities:

- 1967: Warehouse (Building W, Building No. 05)
- 1977: Fitness Center (Building F, Building No. 04)
- 1996: Classroom Building (D Building, Building No. 11)



- 2004: Learning Resource Center (Building L, Building No. 10)
- 2012: Workforce & Economic Development Building (Building No. 14)
- 2013: Performing Arts Center (Building No. 12)
- 2013: Wellness Center (Building No. 13)

Additionally, in 2011 an off-site facility, located on State Street, was subleased to accommodate Career Technology Education. The long-term goal is to provide an on-site facility for this department.



## Existing Conditions

### Facility Conditions

The Building Conditions Matrix, found in the Appendices of this Plan, provides a general rating of facilities located on campus. The discussion that follows provides a narrative overview of the general conditions observed.

### Grounds & Approaches

The campus is sited on a gentle hillside that, while providing a pleasant environment, presents a number of challenges related to pedestrian circulation, especially for those people with physical disabilities.

The approach to the main campus, while neat, is sparsely landscaped. Aside from the monument signage, there is no gateway feature to the entrance of the college. Significant portions of land at the east side of the campus are undeveloped and remain in a “native” condition. The perimeter of the campus proper is also sparsely landscaped and presents an unkempt appearance. The interior courtyard, around which the majority of buildings are clustered, is lushly landscaped and provides a pleasant environment.

The courtyard gives the appearance of having been randomly planned with no apparent organization in mind. It is criss-crossed with multiple pedestrian pathways, some of which are redundant to general pedestrian circulation. For the most part the pathways meet the intent, if not the strict requirement, of the accessibility codes and regulations. There are a few instances that clearly do not comply, either through excessive grade or cross slope.

The shade structure at the eastern end of the courtyard presents a residential image rather than an institutional one. Additionally, the small amphitheater located outside B Building (Building No. 08) provides an opportunity for an outdoor gathering place, but appears unfinished.

### Building Exteriors

The original seven buildings are of brick masonry construction with hollow metal doors and metal framed windows. They provide a pleasant vernacular and can be characterized as being of low maintenance.



The next two buildings, the Fitness Center and the Warehouse, are manufactured metal buildings with metal siding and roofing. They are more industrial in appearance but can also be characterized as low maintenance.

Classroom Building D (Building No. 11) is the newer of what is considered to be part of the Initial Buildings. The building appears to be in good condition and is scheduled to undergo a partial interior renovation as part of the Initial Buildings Modernization Project.

The Learning Resource Center (Building No. 10) is a relatively new structure that is in very good condition. This building has no apparent short term needs.

The Workforce and Economic Development Building (Building No. 14) is a new Relocatable Modular structure that is in very good condition. This building has no apparent short-term needs.

The Performing Arts Center (Building No. 12) is currently under construction and can be expected to have no short-term needs.

The Wellness Center (Building No. 13) is currently under construction and can be expected to have no short-term needs.



## Buildings Interior

With the exception of the Student Services Building (Building No. 02) and the Learning Resource Center (Building No. 10), Building Interiors appear to be essentially as they were originally constructed. Some of these spaces date back 50 years, and, while in serviceable condition, would not be considered technologically “up to date”.

It should be noted that, when comparing the projections for Storage space against 2011 Educational Master Plan projections, there is an abundance of Storage space throughout the campus. However, those spaces that were observed were not necessarily efficiently planned or equipped in terms of adequate shelving, lockers, filing systems, etc.

## Roofs

The roofs of all of the existing buildings are “flat” roofs with built-up roofing. All of the roofs were field surveyed in 2011 and, with the exception of roofing

projects anticipated in the Five Year Plan, were reported to be in generally good condition. Deficiencies noted addressed primarily routine maintenance issues.

## Mechanical Systems

The space conditioning requirements of the array of campus buildings are served in a variety of ways.

*The following buildings are served by the Central Plant:*

- A Building (Building No. 01) (cooling only)
- C Building (Building No. 02)
- S Building (Building No. 03)
- F Building (Building No. 04)
- T Building (Building No. 06)
- G Building (Building No. 07)
- B Building (Building No. 08)
- K Building (Building No. 09)
- Wellness Center (Building No. 13)

*The following buildings are served by dedicated chiller/boiler systems:*

- L Building (Building No. 10)
- Performing Arts Center (Building No. 12)

*The following buildings are served by package cooling/heating systems:*

- W Building (Building No. 05)
- D Building (Building No. 06)
- CTE Building (Building No. 14)

The Central Plant is fitted with a new chiller and boiler which are in turn supplemented by the old chiller and boiler which serves as backup and provides redundancy.

The dedicated chiller/boiler systems are either new or well within the parameters of their serviceable life.

The package units are determined to be in the 10 – 15 year range in age. While they are routinely maintained, they can be expected to reach the end of their serviceable life within the next 5 – 10 years. Additionally, these units are not as energy efficient as new equipment.



## Electrical Systems

The newer (post 1996) buildings have electrical systems that are current with the code requirements of Title 24 of the California Administrative Code (State Building Code). The older buildings have functional, serviceable electrical systems that, in all probability, need updating to meet current code requirements. As these facilities are modernized, the attendant electrical systems should be brought into code compliance.

## Plumbing Systems

The plumbing systems appear to be in functional, serviceable condition throughout the campus. Many of the toilet facilities have been upgraded over time to meet the requirements of Title 24 of the C.A.C. and the Americans with Disabilities Act (ADA).

## Fire Protection

*The following buildings are not equipped with an Automatic Fire Sprinkler (AFS) system:*

- Administration Building (A Building, Building No. 01)
- Classroom Building (S Building, Building No. 3)
- Fitness Center (F Building, Building No. 04)
- Warehouse (W Building, Building No. 05)
- Classroom Building (T Building, Building No. 6)
- Gymnasium (G Building, Building No. 07)
- Classroom Building (B Building, Building No. 8)
- Performing Arts Building (K Building, Building No. 09)
- Classroom Building (D Building, Building No. 11)

There exists a campus-wide Fire Alarm System that has been recently upgraded and is presently centrally monitored; however does not fully meet accessibility requirements.

## Information Technology

The Data Center is located in the Administration Building. The campus is served by a fiber optic loop that is presently adequate to service the campus and accommodate future expansion for the foreseeable future. The campus wireless system has nodes that require upgrade, but is considered to be capable of being managed with current budgets. Growth of wireless access is considered slow.

## Communication

The telephone system core has been recently upgraded and capable of handling campus needs for the foreseeable future.

## Security

The campus security system has been recently upgraded. Consideration is being given to expanding the card access.

## Signage and Wayfinding

As a general statement, signage throughout the campus does not meet accessibility requirements.

There are two campus directories located in the vicinity of the Learning Center. There is no signage along the various pathways indicating either accessible paths of travel or offering direction to campus facilities.

## Accessibility

The 2011 Facilities Program discusses a campus-wide survey of Accessibility issues on a macro level as well as delineating a program to implement an Accessibility Transition Plan.



## Master Plan Recommendations



### Adjustments to Baseline Space Allocation

The Building Utilization Summary baseline defined in the 2011 Educational Master Plan did not account for the addition of:

- Performing Arts Center (28,932 ASF)
- Wellness Center (20,309 ASF)
- CTE, Building No. 14 (1,591 ASF)
- CTC, State Street Facility (16,297ASF)

The sub-total of these facilities adds 67,123 ASF to the baseline established in the 2011 Educational Master Plan. This adjusted baseline is 169,627 ASF, which represents 109% of the 2015 Educational Master Plan Forecast. An assumed implementation of the Initial Buildings Modernization Project will free up 3,497 ASF, leaving a total of 166,125 ASF which represents 99% of the 2020 Educational Master Plan Forecast.

### Challenges

Completion of the Performing Arts Center (Building 12) and the Wellness Center (Building 13) will have the following notable variances on the ASF Inventory when compared to the 2020 Space Allocation Projection:

	2020	2025
<b>Space Surplus</b>		
▪ Inactive	5,880 AS	5,880 ASF
▪ Office / Conference	3,016 ASF	
▪ Assembly / Exhibition	21,216 ASF	20,857 ASF
▪ Meeting / Recreation	3,152 ASF	2,132 ASF
▪ Physical Plant	10,811 ASF	9,972 ASF
	44,075 ASF	38,841 ASF
<b>Space Deficiencies</b>		
▪ Classroom	4,172 ASF	576 ASF
▪ Laboratory	4,364 ASF	4,239 ASF
▪ Office / Conference	938 ASF	
▪ Library	1,290 ASF	2,507 ASF
▪ AV / TV	7,930 ASF	
▪ Clinic / Demonstration	4,554 ASF	
▪ Lounge / Lounge Serv.	1,752 ASF	2,057 ASF
▪ Merchandising	2,149 ASF	
▪ Data Processing	5,000 ASF	
▪ Health Services	1,260 ASF	1,341 ASF
	32,471 ASF	11,658 ASF

The surplus variances are primarily driven by:

- **Inactive Spaces:** The combination of existing unutilized spaces and temporarily unassigned spaces that will be created by the relocation of the existing Performing Arts Center and Fitness Center.





- **Assembly / Exhibition:** The new Performing Arts Center (25,250 ASF).
- Storage areas distributed throughout the campus that are not necessarily efficient or well located.

## Overview

The Facilities Master Plan for Barstow Community College presents an overall vision of the future developed campus through the year 2025, and includes sites for new facilities, recommendations for renovations of existing facilities and site development projects. The final design for each project will occur as projects are funded and detailed programming and design occurs.

The Recommended Master Plan addresses the primary goals identified during the planning process.

- Renovate or modernize aging facilities to address current educational needs and technological advances.
- Address and resolve deferred maintenance issues.
- Provide additional instructional spaces identified in the Educational Master Plan.
- Develop safe and accessible vehicular and pedestrian paths of travel.
- Future projects.

At this point the only project that has been submitted to the Chancellor's Office for funding is the Initial Buildings Modernization project. However, it is apparent that the College will need to plan and construct new facilities in order to meet the goals of the Educational Master Plan. Specifically:

- Modular Relocatable Buildings. (See discussion below).
- Classroom Building. This building will be a permanent structure to accommodate the projected deficiencies in classroom and laboratory space as well as to replace the Modular Relocatable Buildings.

## Design Criteria

All new and renovated existing structures design should:

- Respect the existing architectural vernacular.
- Respond to criteria for Leadership in Energy and Environmental Design (LEED) with respect to building design, energy conservation and renewable materials of construction.
- Demonstrate an understanding and respect for the limited resources the College has available for the maintenance of their facilities. The more complex the design, the more difficult to maintain therefore the less likely it will be preserved in a suitable state.

## Areas of Consideration

The evaluation of the future development and configuration of the campus should consider the following data:

- **Space Surpluses:** See discussion above for specific data.
- **Space Deficiencies:** See discussion above for specific data.
- **Inactive Spaces:** The 2012 Space Inventory identifies the following Inactive Spaces:
 

» C Building (Building No. 02)	452 ASF
» T Building (Building No. 06)	747 ASF
» L Building (Building No.10)	385 ASF
» D Building (Building No.11)	<u>1,416 ASF</u>
	<b>3,000 ASF</b>



Inactive Space must be adjusted by additional space created by the relocation of the Fitness Center and the Performing Arts Center, scheduled for 2013.

» Fitness Center (Building No. 04)	4,170 ASF
» Performing Arts (Building No. 09)	4,356 ASF
	<b>8,526 ASF</b>

The total Inactive Space will be 11,526 ASF.

The Initial Building Modernization Project anticipates utilization of 4,170 ASF located in Building No. 04 and 1,416 ASF located in Building No. 10.

The remaining Inactive Space will be 5,940 ASF.

### Re-purposing of K Building (Building No. 09)

With the completion of the new Performing Arts Center (Building No. 12), the existing Performing Arts Building becomes available for new use. Building K has 8,366 GSF; applying a utilization factor of 0.75, it is conceivable that the building could be reconfigured to provide 6,755 ASF.

Given the irregular configuration of the building, it is difficult to develop an efficient plan to maximize the usable space; however there are some functions that, by their very nature, would be more design compatible to the irregular configuration. Specifically:

- » AV / TV (7,930 ASF)
- » Data Processing / Computer (5,000 ASF)
- » Lounge / Lounge Service (2,057 ASF)
- » Merchandising (2,149 ASF)
- » Note: ASF cited in parentheses relate to 2020 Space Allocation Projection

### Emergency Power

There is currently no Emergency Power System (EPS) located on campus. As a minimum standard, emergency power should be provided to back up Information Systems, Data Processing Systems and fume hoods associated with the wet laboratories. Ideally, such a system would also include emergency lighting and other identified emergency needs.

### The Five Year Construction Plan

In addition to the Performing Arts Center (Building No. 12) and the Wellness Center (Building No.13) currently under construction, the Five Year Plan identifies 5 additional projects considered to be important for the future development of the College. Those projects include:

- » Initial Buildings Modernization
- » Career Technology Center
- » Space & Technology Center
- » Field Sports
- » Support Modernization

The Initial Buildings Modernization will renovate portions of 5 of the older buildings on campus:

- » Administration Building (Building No. 01)
- » S Classroom Building (Building 03)
- » Fitness Center, F Building (Building 04)
- » B Classroom Building (Building No. 09)
- » D Classroom Building (Building No. 11)

A Final Project Proposal (FPP) has been submitted to the State Chancellor's office for consideration for the 2014–2015 budget cycle.

### Career Technology Center

The off-campus State Street facility currently houses this program. The facility is in the second year of a nine year lease. The long-term objective is to provide a permanent on-campus facility for the program. A preliminary project program has been developed, but the funding source(s) has not been determined.

### Space & Technology Center

The scope of this project has not been fully developed, but does envision facilities that are characterized as “desirable” as opposed to “essential”. Such a facility could also accommodate a permanent solution for classrooms and laboratories anticipated in the 2011 Educational Master Plan. A preliminary project program has been developed, but the funding source(s) has not been determined.



## Field Sports

The scope of this project is to provide additional outdoor athletic facilities to be located on the West side of the campus adjacent to the baseball and softball facilities. A preliminary project program has been developed, but the funding source(s) has not been determined.

## Accessibility

The 2011 Facilities Program Document discusses site and building deficiencies relative to accessibility for disabled persons as regulated by Title 24 of the California Administrative Code and the Americans with Disabilities Act (ADA). Additionally, the Program develops an approach to remediate these deficiencies. This project should also include a comprehensive signage and wayfinding program.

## Additional Space Needs

In order to meet the projections of the Educational Master Plan as well as to implement the Initial Buildings Modernization Project, it will be necessary to provide new spaces, presently unplanned and un-funded. The most viable tactic to address the short term need is to provide temporary housing in the form of Modular Relocatable Buildings. Construction of these facilities will support two vital functions:

- Provide swing space for temporary relocations necessitated by the implementation of the Initial Buildings Modernization.
- Provide temporary facilities for Classrooms, Laboratories, Offices and Meeting Rooms anticipated in the 2011 Educational Master Plan until such time as permanent facilities can be constructed.

In the longer term, it is recommended that a permanent new Classroom Building be constructed to meet the projected needs defined in the Educational Master Plan. This facility should plan to meet the projections of the 2025 Space Requirements and should be presumed to replace Relocatable Modular Buildings.

## Supplementary Projects:

Additionally, an array of “smaller” projects has been identified that will benefit the College, either by improved environment, or improved function and operation. These



projects have not been identified in the 2011 Education Master Plan and currently have no identified sources of funding.

- » Dining Hall/Courtyard Renovation
- » Veterans Plaza
- » Softball Dugouts
- » Shade Structure Replacement
- » Desert Garden Solar Lighting
- » Building Gas Shut Off Valves
- » Building Water Shut Off Valves
- » Sports Field Metering
- » Transformer Building at SS Building
- » Transformer Building at Gymnasium

## Miscellaneous

Identify, characterize and strategize means and methods of resolving the following issues:



- » Deferred Maintenance
- » Sustainability
- » Energy Conservation
- » Alternative Sources of Energy

## Planning / Design / Construction Process

From inception, and depending on the funding source(s), it can be reasonably expected to take 5 to 7 years to bring a new building on-line and ready for occupancy. Once the “need” has been identified, the process proceeds as follows:

- Project scope development.
- Submittal of Initial Project Proposal (IPP) to State Chancellor’s Office.
- Upon acceptance, the project design process begins, including Project Program, Concept Design, Concept Scheduling and Cost Estimating.
- Submittal of Final Project Proposal (FPP) to State Chancellor’s Office.
- Upon approval, Construction Contract Documents are completed.
- Completed Construction Contract Documents are submitted to the Division of the State Architect (DSA) for document review and approval.
- Bids are solicited for project construction.
- At completion of construction, project is closed out and turned over for occupancy.



## Prioritized Master Plan Recommendations

The following represents a prioritized list of facility-related projects that both respond to space needs as well as addressing issues of code compliance and routine maintenance:

### Deferred Maintenance

The following repairs have been identified for as part of the 5 year plan:

- Mechanical Repairs
- Building Exteriors Repairs
- Roof Repairs
- Utility Repairs

These projects will be scheduled for implementation over a 4 year period.

### Relocatable Modular Buildings

*Phase 1 (Provide swing space for Initial Buildings Modernization Project)*

This phase will provide a total of 7,680 GSF of space. This is sufficient space to accommodate temporary relocation of the space displaced by the remediation of the Administration Building, as well as a major portion of the remediation of Building No. 03, Building No. 08 and Building No. 11. Phase 1 should be erected prior to the commencement of the Initial Buildings Modernization project.

*Phase 2 (Provide new classroom and laboratory space anticipated in the 2020 Educational Master Plan)*

This phase will require the reconfiguration of the portion of the swing space used to house the temporary relocation of the Administration Building, as well as provide an additional 3,840 GSF of Classroom and Laboratory Space. Phase 2 should be erected in 2018.

At the completion of Phase 2, there will be a total of 11,520 GSF of space available for Classroom, Laboratory and office space.



## Accessibility Remediation

Using the 2011 Facilities Program as a baseline, a detailed site-wide survey should be conducted and a comprehensive project program developed to remediate regulatory deficiencies relative to accessibility. The most significant areas of concern are related to pathways throughout the campus that have the following deficiencies:

- Sloped pathways that are too steep.
- Sloped pathways that do not have handrails.
- Sloped pathways of excessive length that do not provide intermediate landings.
- Cross sloped pathways in excess of code parameters.

## Emergency Power Generation

As a minimum requirement, a standby generator for the purpose of providing emergency power for following functions:

- Information Technology
- Data Processing
- Fume Hoods
- Emergency Lighting

## Initial Buildings Modernization

The Initial Buildings Modernization project will renovate 5 existing buildings:

- |               |                |           |
|---------------|----------------|-----------|
| ▪ Building 01 | Administration | 3,520 ASF |
| ▪ Building 03 | Classrooms     | 1,553 ASF |
| ▪ Building 04 | Fitness Center | 3,498 ASF |
| ▪ Building 08 | Classrooms     | 1,546 ASF |
| ▪ Building 11 | Classrooms     | 3,339 ASF |

The Final Project Proposal (FPP) for this project has been submitted to the Chancellor's Office for inclusion in the 2014-2015 budget cycle.

## Building 09 Re-purposing

Even with the challenge of the irregular shape of Building 09, it could be reconfigured to accommodate any of the following functions

- Large conferencing space
- Data Process / Computer Center (5,000 ASF)
- AV / TV (7,930 ASF)

## Career Technology Center

The Career Technology Education program is currently conducted at an off-site facility that is located on State Street. This space is in the second year of a nine year lease. Ideally, this space would be brought on line in an on-site location that would coincide with the end of the lease. It is recommended that this approximate 20,000 SF facility be located in an area to the south of the parking lot, adjacent to the southern side of the Warehouse.

## New Classroom Building

The Relocatable Modular buildings previously discussed will provide a portion of the space required by the 2011 Educational Master Plan projections. A permanent building should be erected to absorb the space provided by the Relocatable Modular Buildings (which would be removed) as well as the remaining deficiency.

To meet the projected requirements for Classroom, Laboratory and Office space, this new building should accommodate approximately 15,000 ASF. Using a utilization factor of 75%, the new building would be approximately 20,000 GSF. It is recommended that this building be located adjacent to Building 14, and should be ready for occupancy by 2025.

## Space Technology Center

The Space Technology Center program has not been fully developed, nor has a funding source been identified. As now envisioned, it would be somewhat remotely located from the campus core, thereby, not being particularly suitable to accommodate the Classroom and Laboratory deficiencies previously discussed.



## Field Sports

The vacant land located on the western side of the campus has been identified for development of field sports activities. This area can accommodate the following functions:

- » Football / Track and Field Stadium
- » Soccer Field
- » Tennis Courts
- » Parking

## Support Modernization

This project is intended to modernize Student Services, Building C (Building No. 03) and Performing Arts, Building K (Building No. 09) for institutional support services.

## Opinion of Probable Costs

The following Rough Order of Magnitude (R.O.M.) can be applied to the following projects as a budgeting guideline in the development of project programs:

■ Deferred Maintenance	\$3,390,000
■ Accessibility Remediation	350,000
■ Wayfinding	250,000
■ Emergency Power Generation	200,000
■ Relocatable Facilities	
» Phase 1 (I.B.M. Project)	1,840,000
» Phase 2 (2020 EMP Projections)	920,000
■ Initial Buildings Modernization	13,680,000
■ Building 09 Re-purposing	500,000
■ New Classroom Building	20,000,000
■ Career Technology Center	18,470,000
■ Space Technology Center	28,370,000
■ Field Sports	30,746,000
	<b>\$118,716,000</b>



## Attendant Issues

### Total Cost of Ownership

The 2011 Educational Master Plan provides a template for the development of an institutionally agreed upon, systematic procedure by which each existing facility in the District is evaluated. This template will establish a quantitative database that will assist the District and the College in determining the viability of existing facilities as well as the feasibility of remodeling existing facilities and/or constructing new facilities.

### Staffing Requirements

Staffing requirements with respect to institutional support services, custodial service, maintenance and technological services can be characterized as follows:

- **Short Term (0-3 years):**

The first phase of the addition of the Relocatable Modular Structures (7,680 GSF) is intended to provide substitute space for those areas being renovated. Therefore there should be no additional staffing requirements

- **Mid-Term (4- 10 years):**

- » The addition of a new building to house the relocation of Career Technology Education from the State Street location should be a reassignment of duties and responsibilities and require no additional staffing.
- » The second phase of the addition of Relocatable Modular Structures (3,840 GSF) will bring the total area for the Modular Relocatable Structures to 11,520 GSF. This space will be considered new space and provide additional Classrooms and Laboratories. These new spaces can be reasonably expected to require the addition of one (1) custodial staff.

- **Long Term (10 – 12 years):**

A new Classroom Building (± 15,000 ASF) will replace the Modular Relocatable Structures and provide additional Classroom and Laboratory space. There should be no additional staffing requirements for this new structure.

### Funding Sources

Aside from funds that may be available through the traditional State Community College System, the following opportunities should be considered to fund future improvements:

- Local Bonds
- Federal Grants
- Private Grants
- Public / Private Partnerships



# Appendices

## Matrices

### Building Utilization Summary

Building No.	Building Name	Year Built	OGSF	ASF	Utilization (ASF/GSF)	Total Rooms	No. of Classrooms	No. of Labs	No. of Offices
<b>EXISTING INVENTORY</b>									
01	A Administration	1964	8,902	6,213	69.8%	26	0	0	18
02	C Student Services	1964	17,635	10,334	58.6%	45	0	0	26
03	S Classrooms	1964	12,924	7,557	58.5%	19	7	1	7
04	F Fitness Center	1977	8,902	5,765	64.8%	7	0	0	1
05	W Warehouse	1967	4,800	4,721	98.4%	8	0	0	3
06	T Classrooms	1964	13,120	8,100	61.7%	28	0	4	10
07	G Gymnasium	1964	27,987	18,857	67.4%	17	0	0	2
08	B Classrooms	1964	12,924	7,237	56.0%	19	4	3	12
09	K Performing Arts	1964	8,366	4,356	52.1%	14	0	2	1
10	L Learning Resource Center	2004	29,030	22,182	76.4%	27	0	1	2
11	D Classrooms	1996	9,261	7,176	77.5%	20	1	3	3
14	Workforce & Econ. Dev.	2011	1,920	1,543	80.4%	22	4	4	4
	CTE (State Street Facility)	N/A	22,000	16,297	74.1%	22	4	4	4
	<b>Subtotals</b>		<b>177,771</b>	<b>120,338</b>	<b>67.7%</b>	<b>274</b>	<b>20</b>	<b>22</b>	<b>93</b>

Source: 2011 Facilities Program, 2012 Space Inventory, 5 Year Plan

#### IN CONSTRUCTION

12	Performing Arts Center	2013	41,511	28,932		22	1	1	3
13	Wellness Center	2013	25,651	20,309		15	0	0	3
	<b>Subtotals</b>		<b>67,162</b>	<b>49,241</b>		<b>37</b>	<b>1</b>	<b>1</b>	<b>6</b>

Source: 2011 Facilities Program

#### 5 YEAR CONSTRUCTION PLAN

	Initial Buildings Modernization	2017		-3,497					
	Career Technology Center	2020		16,297					
	Space & Technology Center	2023		36,800					
	<b>Subtotals</b>			<b>49,600</b>					



## Adjustments to 2009 Space Allocation

Space Category	Description	2009 Baseline ASF	ASF Adjustments						2013 Adjusted ASF
			In Use		Anticipated (2013) <sup>(1)</sup>				
			CTE Building 14	CTC (State St.)	Performing Arts Building 12	Wellness Center Building 13	Fitness Center Building 04	Performing Arts Building 09	
0	Inactive	3,000					4,170	4,356	11,526
100	Classroom	10,106	450	3257	284				14,097
210-230	Laboratory	12,069	473	7,044	853			-980	19,459
235-255	Non-Class Laboratory	0							0
300	Office / Conference	14,543	620	786	895	372	(72)	-107	17,037
400	Library	17,501							17,501
520-525	Physical Education (Indoor)	20,271				18,877	(4,013)		35,135
530-535	AV / TV	846							846
540-555	Clinic / Demonstration	0							0
610-625	Assembly / Exhibition	2,004			25,250			-2,004	25,250
630-635	Food Service	3,043							3,043
650-655	Lounge / Lounge Service	1,018							1,018
660-665	Merchandising	2,054							2,054
670-690	Meeting / Recreation	2,438			725				3,163
710-715	Data Processing / Computers	0							0
720-770	Physical Plant	13,605		5,210	925	1,060	(85)	-1,265	19,450
800	Health Services	0							0
	TOTAL	102,498	1,543	16,297	28,932	20,309	0	0	169,579

Sources: 2011 Facilities Program, 2012 Space Inventory

Anticipates 2013 completion of Performing Arts Center (Building No. 12) and Wellness Center (Building No. 13) at which time the operation of the existing Performing Arts Center (Building No. 09) and partial operations of the Fitness Center (Building No. 04) will move.



## Space Allocation Forecast

SPACE CATEGORY	DESCRIPTION	ASF	ASF 2015		ASF 2020		ASF 2025	
		Adjusted Baseline	Projected	Growth <sup>(1)</sup> (Excess) <sup>(2)</sup>	Projected	Growth <sup>(1)</sup> (Excess) <sup>(2)</sup>	Projected	Growth <sup>(1)</sup> (Excess) <sup>(2)</sup>
0	INACTIVE	11,526	0	(11,526)	0	0	0	0
100	CLASSROOM	14,097	18,638	4,541	21,059	2,421	23,363	2,304
210-230	LABORATORY	19,459	28,749	9,290	32,652	3,903	36,427	3,775
235-255	NON-CLASS LABORATORY	0	349	349	383	34	417	34
300	OFFICE / CONFERENCE	17,037	15,360	(1,677)	17,366	2,006	18,360	994
400	LIBRARY	17,501	17,575	74	18,791	1,216	20,008	1,217
520-525	PHYS. ED (INDOOR)	35,135	35,000	(135)	35,000	0	35,000	0
530-535	AV / TV	846	8,507	7,661	8,776	269	9,045	269
540-555	CLINIC/DEMONSTRATION	0	4,198	4,198	4,554	356	4,886	332
610-625	ASSEMBLY / EXHIBITION	25,250	3,675	(21,575)	4,034	359	4,393	359
630-635	FOOD SERVICE	3,043	2,205	(838)	2,421	216	2,636	215
650-655	LOUNGE / LOUNGE SERVICE	1,018	2,450	1,432	2,770	320	3,075	305
660-665	MERCHANDISING	2,054	3,963	1,909	4,203	240	4,443	240
670-690	MEETING / RECREATION	3,163	1,224	(1,939)	1,343	119	1,463	120
710-715	DATA PROCESSING / COMP.	0	5,000	5,000	5,000	0	5,000	0
720-770	PHYSICAL PLANT	19,450	7,793	(11,657)	8,401	608	8,940	539
800	HEALTH SERVICES	0	1,169	1,169	1,260	91	1,341	81
	<b>TOTAL</b>	<b>169,579</b>	<b>155,855</b>	<b>(13,724)</b>	<b>168,013</b>	<b>12,158</b>	<b>178,797</b>	<b>10,784</b>

Source: 2011 Educational Master Plan

## NOTES

- 1) Growth as represented by an increase of programmatic ASF requirements. Growth is measured from the immediate prior period.
- 2) Excess as represented by excess of programmatic ASF requirements.



## 2015 Space Allocation Analysis

Space Category	Description	2013 Baseline ASF	2015 ASF	
			2011 EMP Programmed	Overage (Deficiency)
0	Inactive	11,526	3,000	8,526
100	Classroom	14,097	18,638	(4,541)
210-230	Laboratory	19,459	28,749	(9,290)
235-255	Non-Class Laboratory	0	349	(349)
300	Office / Conference	17,037	15,360	1,677
400	Library	17,501	17,575	(74)
520-525	Physical Education (Indoor)	35,135	35,000	135
530-535	AV / TV	846	8,507	(7,661)
540-555	Clinic / Demonstration	0	4,198	(4,198)
610-625	Assembly / Exhibition	25,250	3,675	21,575
630-635	Food Service	3,043	2,205	838
650-655	Lounge / Lounge Service	1,018	2,450	(1,432)
660-665	Merchandising	2,054	3,963	(1,909)
670-690	Meeting / Recreation	3,163	1,224	1,939
710-715	Data Processing / Computer	0	5,000	(5,000)
720-770	Physical Plant	19,450	7,793	11,657
800	Health Services	0	1,169	(1,169)
	<b>TOTAL</b>	<b>169,579</b>	<b>158,855</b>	<b>10,724</b>

Sources: 2011 Educational Master Plan, 2012 Space Inventory



## 2020 Space Allocation Analysis

Space Category	Description	2013 Baseline ASF	Phase 1 Relocatable Buildings Adjustment	Initial Buildings Modernization Adjustment	ASF 2020		
					2011 EMP Programmed	Projected	Overage (Deficiency)
0	Inactive	11,526		(5,646)	0	5,880	5,880
100	Classroom	14,097	5,100	(2,310)	21,059	16,887	(4,172)
210-230	Laboratory	19,459	5,100	3,729	32,652	28,288	(4,364)
235-255	Non-Class Laboratory	0			383	0	(383)
300	Office / Conference	17,037	3,000	345	17,366	20,382	3,016
400	Library	17,501			18,791	17,501	(1,290)
520-525	Physical Education (Indoor)	35,135			35,000	35,135	135
530-535	AV / TV	846			8,776	846	(7,930)
540-555	Clinic / Demonstration	0			4,554	0	(4,554)
610-625	Assembly / Exhibition	25,250			4,034	25,250	21,216
630-635	Food Service	3,043			2,421	3,043	622
650-655	Lounge / Lounge Service	1,018			2,770	1,018	(1,752)
660-665	Merchandising	2,054			4,203	2,054	(2,149)
670-690	Meeting / Recreation	3,163	900	432	1,343	4,495	3,152
710-715	Data Processing / Computer	0			5,000	0	(5,000)
720-770	Physical Plant	19,450	300	(538)	8,401	19,212	10,811
800	Health Services	0			1,260	0	(1,260)
	<b>TOTAL</b>	<b>169,579</b>	<b>14,400</b>	<b>(3,988)</b>	<b>168,013</b>	<b>179,991</b>	<b>11,978</b>



## 2025 Space Allocation Analysis

Space Category	Description	Projected 2020 ASF	State Street Adjustment	CTC Adjustment	Space & Technology Adjustment	Relocatable Adjustment	ASF 2025		
							2011 EMP Programmed	Projected	Overage (Deficiency)
0	Inactive	5,880					0	5,880	5,880
100	Classroom	16,887	(3,257)	3,257	11,000	(5,100)	23,363	22,787	(576)
210-230	Laboratory	28,288	(7,044)	7,044	9,000	(5,100)	36,427	32,188	(4,239)
235-255	Non-Class Laboratory	0			1,400		417	1,400	983
300	Office / Conference	20,382	(786)	786		(3,000)	18,360	17,382	(978)
400	Library	17,501					20,008	17,501	(2,507)
520-525	Physical Education (Indoor)	35,135					35,000	35,135	135
530-535	AV / TV	846			8,000		9,045	8,846	(199)
540-555	Clinic / Demonstration	0			5,000		4,886	5,000	114
610-625	Assembly / Exhibition	25,250					4,393	25,250	20,857
630-635	Food Service	3,043					2,636	3,043	407
650-655	Lounge / Lounge Service	1,018					3,075	1,018	(2,057)
660-665	Merchandising	2,054			2,400		4,443	4,454	11
670-690	Meeting / Recreation	4,495				(900)	1,463	3,595	2,132
710-715	Data Processing / Computer	0					5,000	0	(5,000)
720-770	Physical Plant	19,212	(5,210)	5,210		(300)	8,940	18,912	9,972
800	Health Services	0					1,341	0	(1,341)
	<b>TOTAL</b>	<b>179,991</b>	<b>(16,297)</b>	<b>16,297</b>	<b>36,800</b>	<b>(14,400)</b>	<b>178,797</b>	<b>202,391</b>	<b>23,594</b>



## Population Growth and Space Allocation Timelines

### POPULATION GROWTH PROJECTION

	2009	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Headcount	<b>4,368</b>				<b>5,486</b>					<b>6,021</b>					<b>6,557</b>
Increase <sup>(1)</sup>					1,118					1,653					2,189
% Change					125.6%					137.8%					150.1%

Source: 2011 Educational Master Plan

#### Notes

- 1 Headcount increase from baseline year 2009.

### SPACE ALLOCATION (ASF)

	2009	2011 <sup>(2)</sup>	2013 <sup>(4)</sup>	2014	2015	2016 <sup>(4)</sup>	2017 <sup>(5)</sup>	2018	2019	2020 <sup>(6)</sup>	2021 <sup>(7)</sup>	2022	2023 <sup>(8)</sup>	2024 <sup>(9)</sup>	2025
Benchmarks <sup>(1)</sup>	<b>102,498</b>				<b>155,855</b>					<b>168,013</b>					<b>178,797</b>
Increase (Decrease)		17,840	49,241			14,400	(3,998)			16,297	(16,297)		36,800	(14,400)	
Space Allocation		120,338	169,579			183,979	179,981			196,278	179,981		216,781	202,381	

Sources: 2011 Educational Master Plan, 2011 Facilities Program, BCC Five Year Construction Plan

#### Notes

- 1 Benchmarks as established in the 2011 Educational Master Plan
- 2 Includes Addition of CTE Building No. 14 (1,543 ASF) & CTC Off-campus State Street Facility (16,297 ASF)
- 3 Includes the addition of the Performing Arts Center (28,932 ASF) and Wellness Center (20,309 ASF)
- 4 Includes Construction of 15360 SF of Temporary Relocatable Modular Structures to accommodate swing space for I.B.M. Project and anticipated deficiency in Classroom and Laboratory Space.
- 5 Includes Implementation of Initial Buildings Modernization Project (FPP Submitted for the 2014-2015 Budgeting Cycle)
- 6 Includes construction of on-campus Career Technology Center (16,297 ASF) to replace State Street facility.
- 7 Includes abandonment of State Street facility (Career Technology Center).
- 8 Includes construction of Space Technology Center. In addition to desired functions, this facility house Classroom and Laboratory Space housed in the Modular Relocatable facilities.
- 9 Includes removal of Modular Relocatable facilities.



## Buildings Condition Matrix

Building No.	Alpha Designator	Building	Year Constructed	OGSF	Building Conditions									
					Grounds & Approaches	Building Exterior	Roof	Building Interior	Structural System	Mechanical System	Electrical System	Plumbing System	Fire Protection	Accessibility
01	A	Administration	1964	8,902	4	3	3	2	4	3	3	3	N	PC
02	C	Student Services	1964	19,653	4	3	2	4	4	3	3	3	Y	FC
03	S	Classrooms	1964	12,924	4	3	2	2	4	3	3	3	N	FC
04	F	Fitness Center	1977	6,120	2	3	3	2	4	3	3	3	Y	FC
05	W	Warehouse	1967	4,800	2	3	3	2	4	3	3	3	N	FC
06	T	Classrooms	1964	13,120	2	3	2	2	4	3	3	3	N	FC
07	G	Gymnasium	1964	27,987	3	3	3	2	4	3	3	3	N	FC
08	B	Classrooms	1964	12,924	2	3	3	3	4	3	3	3	N	FC
09	K	Performing Arts	1964	8,633	4	3	2	4	4	3	3	3	N	FC
10	L	Learning Resource Center	2004	29,030	4	3	3	4	4	3	3	3	Y	FC
11	D	Classrooms	1996	9,519	4	3	3	4	4	3	3	3	N	FC
12		Performing Arts Center	2013	41,511	IC	IC	IC	IC	IC	IC	IC	IC	IC	IC
13		Wellness Center	2013	25,651	IC	IC	IC	IC	IC	IC	IC	IC	IC	IC
14		Workforce & Economic Development	2011	1,920	4	4	3	4	4	4	4	4	4	4
		CTE (State Street Facility)												

## Building Conditions Key

1	Poor	IC	In Construction
3	Good	FC	Fully ADA Compliant
5	Excellent	PC	Partially ADA Compliant
		Y	Fire Sprinklered
		N	Not Fire Sprinklered



## Tables

### Summary of Inactive Space

Room No.	Present Use	ASF	Subtotal	Total Existing
<b>EXISTING INVENTORY</b>				
<b>Building 01 Administration</b>				
C14	Inactive	301		
C15	Inactive	151	452	
<b>Building 06 T Classrooms</b>				
T1	Inactive	653		
T1A	Inactive	94	747	
<b>Building 10 Learning Resource Center</b>				
L5	Inactive	216		
L17	Inactive	169	385	
<b>Building 11 D Classrooms</b>				
D19	Inactive	211		
D19A	Inactive	472		
D20	Inactive	498		
D20A	Inactive	235	1,416	3,000

Room No.	Present Use	ASF	Subtotal	Total Projected
<b>PROJECTED INVENTORY (Effective 2013)</b>				
<b>Building 04 Fitness Center</b>				
F1	Athletics	3,898		
F2	Office	72		
F3	Storage	85		
F5	Athletics/Serv.	115	4,170	
<b>Building 09 Performing Arts</b>				
K2	Assembly	1,273		
K4	Office	107		
K5	Assembly Serv.	359		
K7	Assembly	91		
K9	Storage	92		
K10	Assembly	161		
K11	Storage	361		
K12	Storage	490		
K17	Assembly Serv.	120		
K19	Class Lab	490		
K19A	Storage	154		
K22	Class Lab	490		
K22A	Storage	108		
K23	Storage	60	4,356	8,526



## Summary of Physical Plant Space

Room No.	Room Use	ASF
<b>Building 01 Administration</b>		
A5A	Storage	234
A6D	Storage	102
A8	Storage	47
A10	Shop	261
		644
<b>Building 02 Student Services</b>		
C16	Storage	73
C19	Storage	17
C21B	Storage	119
C22A	Storage	156
C42B	Storage	144
C48	Storage	254
		763
<b>Building 03 S Classrooms</b>		
S9C	Storage	71
<b>Building 04 Fitness Center</b>		
F3	Storage	85
F6	Shop	1,321
F7	Shop Serv.	95
F8	Shop Serv.	179
		1,680
<b>Building 05 Warehouse</b>		
W2A	Storage	277
W4	Storage	2,400
W6	Shop	1,180
W6A	Storage	192
W6B	Storage	202
		4,251

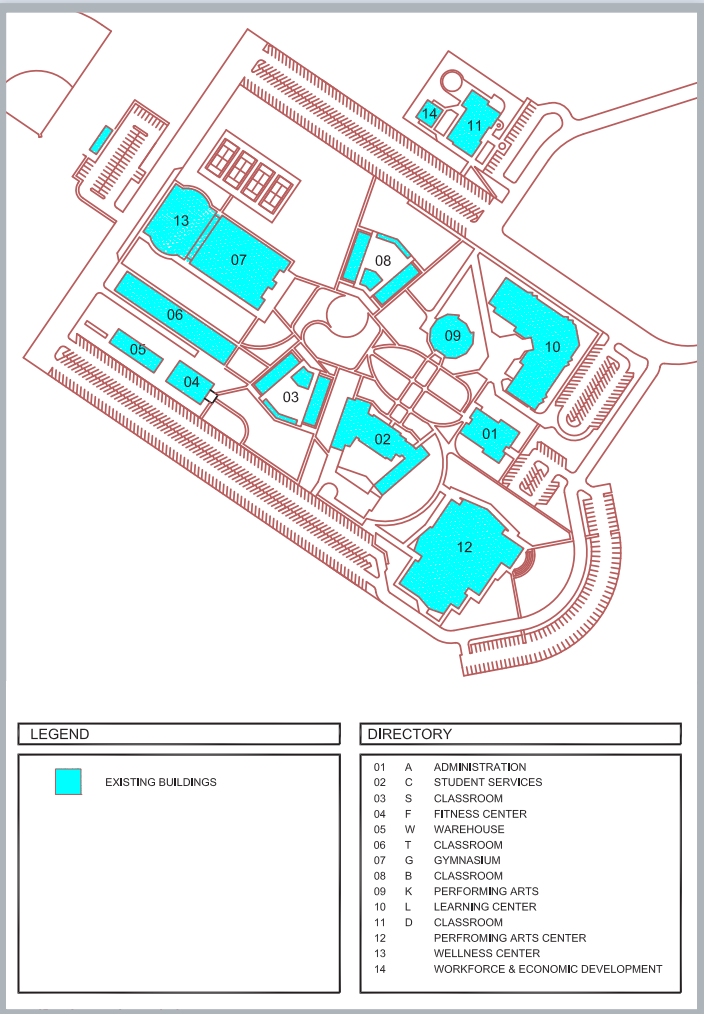
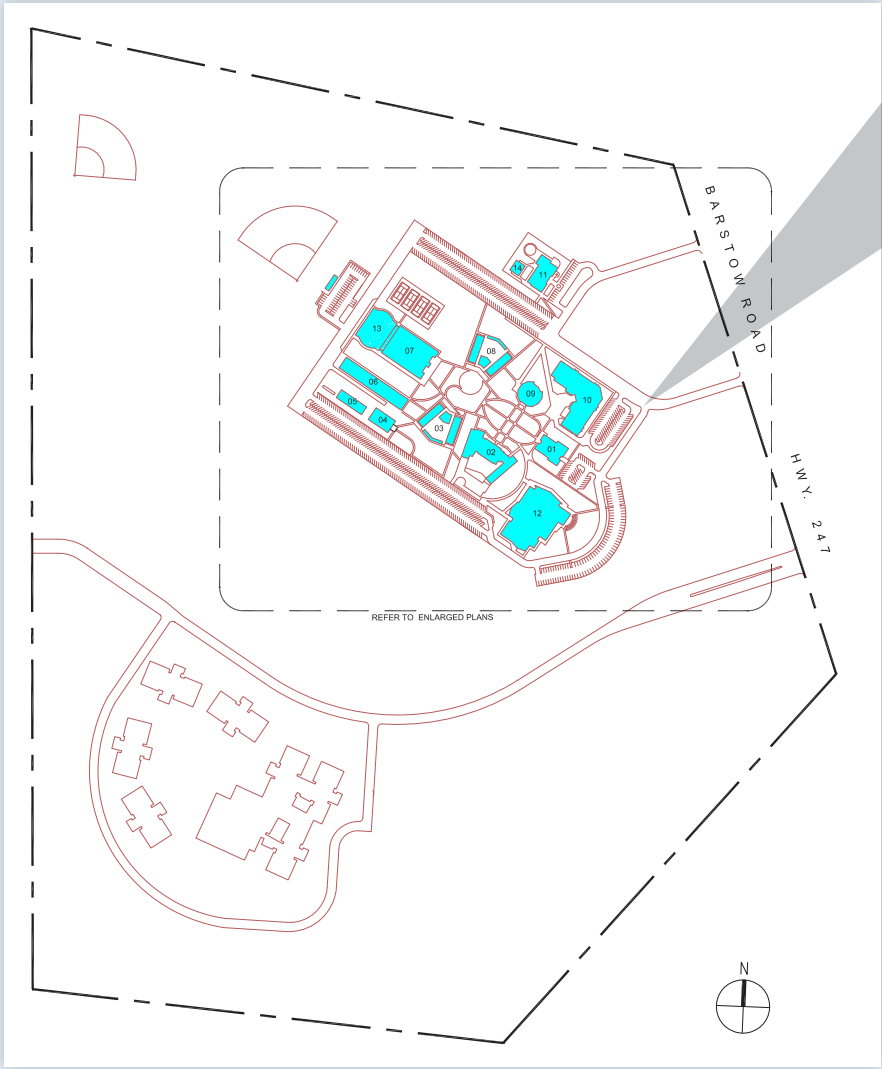
Room No.	Room Use	ASF
<b>Building 06 T Classrooms</b>		
T6E	Storage	200
T6F	Storage	200
T6H	Storage	142
T8	Storage	97
T10B	Storage	200
T10D	Storage	123
T12	Storage	124
T16	Storage	172
T18	Storage	81
		1,339
<b>Building 07 Gymnasium</b>		
G3	Storage	455
G6C	Storage	155
G8D	Storage	153
G8E	Storage	160
G10	Storage	455
		1,378
<b>Building 09 Performing Arts</b>		
K9	Storage	92
K11	Storage	361
K12	Storage	490
K19A	Storage	154
K22	Storage	108
K23	Storage	60
		1,265
<b>Building 10 Learning Resource</b>		
L10	Storage	244
L13	Storage	383
L15	Storage	350
L18A	Storage	173
		1,150

Room No.	Room Use	ASF
<b>Building 11 D Classrooms</b>		
D9	Storage	78
D13A	Storage	40
D14A	Storage	74
		192
<b>Building 12 Performing Arts</b>		
118	Storage	925
<b>Building 13 Wellness Center</b>		
104A	Storage	130
106A	Storage	130
501	Storage	400
504	Storage	400
		1,060
<b>Building 15 CTE</b>		
103	Storage	99
104	Storage	84
110	Storage	60
111C	Storage	479
113	Storage	141
115	Storage	225
116C	Storage	1,121
118	Storage	2,748
119	Storage	150
202	Storage	103
		5,210

Building	ASF	% of Total ASF
<b>Summary</b>		
Building 01	644	10.4%
Building 02	763	7.4%
Building 03	71	0.9%
Building 04	1,680	29.1%
Building 05	4,251	90.0%
Building 06	1,339	16.5%
Building 07	1,378	7.3%
Building 08	0	0.0%
Building 09	1,265	29.0%
Building 10	1,150	5.2%
Building 11	192	2.7%
Building 12	925	3.2%
Building 13	1,060	5.2%
Building 14	0	0.0%
Building 15	5,210	32.0%
	<b>19,928</b>	<b>11.8%</b>



Plans  
Campus Site Plan



## Campus Circulation Plan



## LEGEND

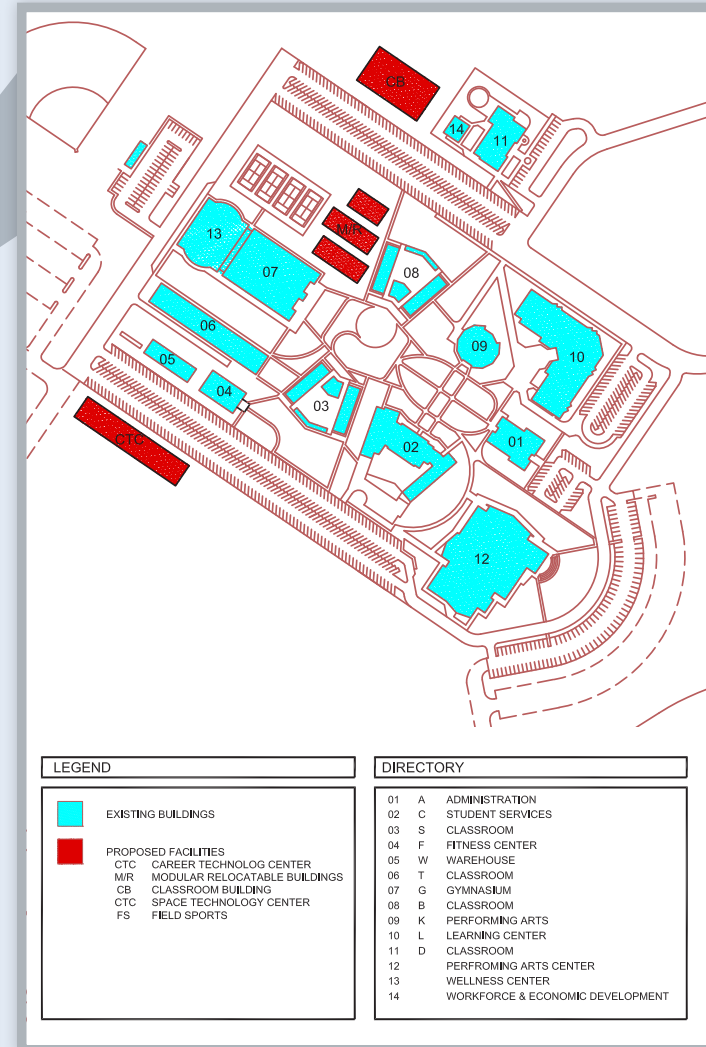
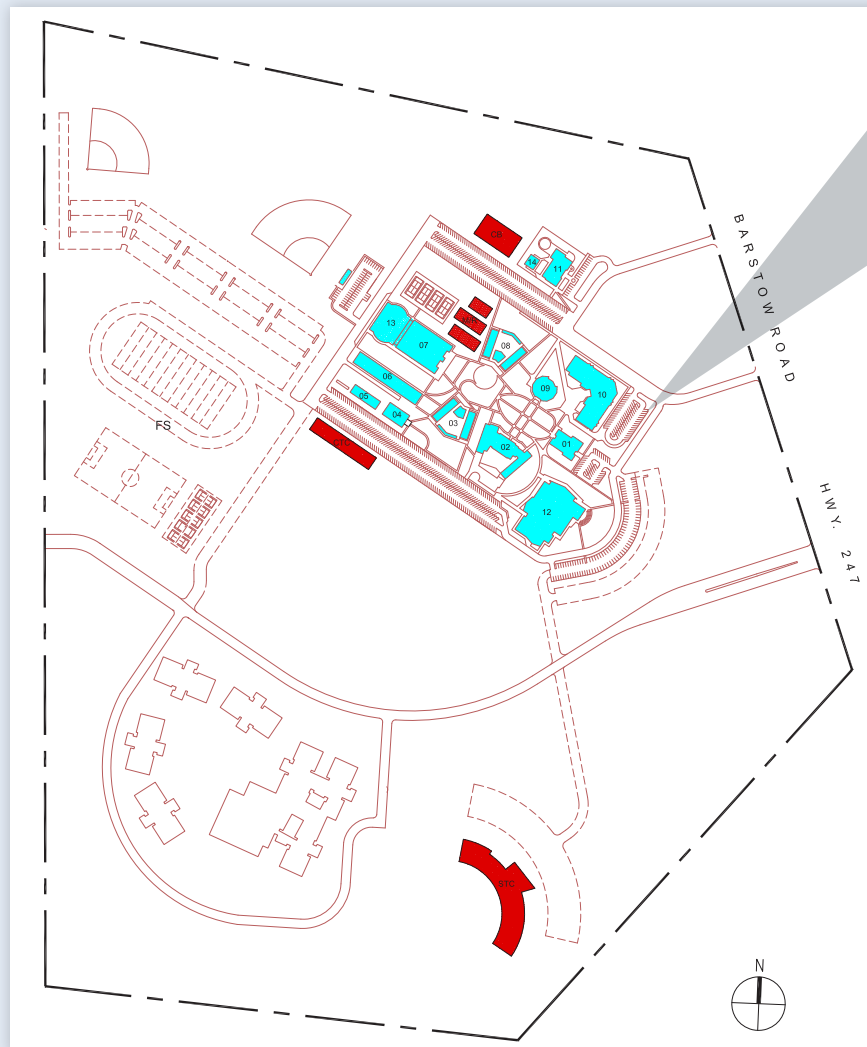
- EXISTING BUILDINGS
- - - VEHICULAR TRAFFIC
- - - PEDESTRIAN TRAFFIC (ADA COMPLIANT)
- PEDESTRIAN GATHERING
- ⊙ PEDESTRIAN ENTRY
- ⊙ CAMPUS ENTRY
- ✕ TRANSIT STOP

## DIRECTORY

- |    |   |                                  |
|----|---|----------------------------------|
| 01 | A | ADMINISTRATION                   |
| 02 | C | STUDENT SERVICES                 |
| 03 | S | CLASSROOM                        |
| 04 | F | FITNESS CENTER                   |
| 05 | W | WAREHOUSE                        |
| 06 | T | CLASSROOM                        |
| 07 | G | GYMNASIUM                        |
| 08 | B | CLASSROOM                        |
| 09 | K | PERFORMING ARTS                  |
| 10 | L | LEARNING CENTER                  |
| 11 | D | CLASSROOM                        |
| 12 |   | PERFORMING ARTS CENTER           |
| 13 |   | WELLNESS CENTER                  |
| 14 |   | WORKFORCE & ECONOMIC DEVELOPMENT |



## Campus Facilities Master Plan



## Source Material

*The following sources were used to compile the data and information cited in this Plan:*

- Barstow Community College 2011 Educational Master Plan
- Barstow Community College 2011 Facilities Program
- Barstow Community College 2012 Space Inventory
- Barstow Community College Five Year Capital Construction Plan
- 2006-07 Final Project Proposal, Performing Arts Center, Barstow Community College
- 2007-08 Final Project Proposal, Wellness Center, Barstow Community College



## Terminology

*The following definitions are intended to describe terms as they apply to the content of this document:*

### A

#### **ADA:**

Americans with Disabilities Act

#### **AFS:**

Automatic Fire Sprinkler

#### **ASF:**

Assignable Square Feet

#### **Accessibility:**

The ability to provide barrier-free access to persons with disabilities.

### D

#### **DSA:**

Division of the State Architect. This is the regulatory agency for the approval of building design and oversight of construction inspection.

### E

#### **Educational Master Plan**

The portion of the College's Master Plan that defines the educational goals of the College.

#### **EMP:**

2011 Educational Master Plan

### F

#### **FPP:**

Final Project Proposal. Document that identifies the project justification, final scope and estimated costs of all acquisitions, plus all infrastructure, facility and systems costs.

### G

#### **GSF**

Gross Square Feet

### I

#### **I.B.M.**

Initial Buildings Modernization

### L

#### **LEED**

Leadership in Energy and Environmental Design

### M

#### **Maintainability**

The ability to preserve a facility in a serviceable, usable condition, free from failure or defect.

#### **Modernization**

Facility modification to update functional features to meet contemporary standards.



## P

### Path of Travel

The route a person would normally take to get from one point to another. It's relevance to facility planning is most commonly used to address accessibility issues.

### Program

Educational course of instruction.

### Program Document

A published document that establishes the purpose, goals, objectives and baseline criteria used in the design process.

### Project Program

Same as a Program Document

## R

### Relocatable Modular Building

Relocatable Modular Buildings are DSA pre-approved structures, which are intended to be temporary in nature. These structures are 24' x 40' modules that can be constructed as a stand-alone building or joined to provide a more spacious facility.

### Renovation:

Facility modification to refurbish the fit and finish of the space.

### Realignment:

Rearrangement or reorganization of the functional utilization of a space.

## S

### Sustainability

1. Utilization of products and materials that are considered to be renewable resources.
2. Utilization of an energy source that is generated by means of renewable resources, such as solar, wind or hydroelectricity.

### Swing Space

Space that is utilized for the temporary relocation of classrooms, labs and offices that have been displaced due to construction activities.

### Space Inventory

Annual facility survey to establish an inventory of Assignable Square Feet for the campus.

## W

### Wayfinding

The act of providing a cohesive and comprehensive signage program that directs a person from any given point to a desired destination. The critical feature of this program is to clearly describe the accessible path of travel for disabled persons.



## Acknowledgements

The following personnel were instrumental in the development facility planning process for Barstow Community College:

### Barstow Community College

- » Virgil Stanford, *Vice President of Administrative Services*
- » Richard Hernandez, *Interim Director, Maintenance & Operations*
- » Terri Walker, *Maintenance and Operations Staff*
- » Taylor Puryear, *Educational Staff*
- » Amy Ross, *Educational Staff*
- » Verla Andrews, *Instructional Assistant*
- » Aaron Pepin, *Student Representative*

### EISPRO

- » Steven Hubbard, *Project Manager*
- » Jeff Kellogg, *Project Liaison*



## Professional Development Plan Survey

\* 1. My current position with Barstow Community College is best defined by the following category:

- ☐ Administration
- ☐ Faculty
- ☐ Management
- ☐ Support Staff

\* 2. I have worked with Barstow Community College

- ☐ Less than a year
- ☐ 1 year to 5 years
- ☐ 6 years to 10 years
- ☐ 10 years to 15 years
- ☐ 16+ years

3. Name:

4. Department:

5. Position:

6. State your understanding of your main duties and responsibilities:

## Professional Development Plan Survey

7. In your position, what do you feel have been your biggest victories of the past year?

8. In your position, what do you feel have been your biggest challenges of the past year?

9. What new skills or knowledge have you gained in the past year that has been helpful to you on your job?

10. What parts of your job do you find most difficult?

11. What parts of your job do you enjoy the least?

12. What do you consider your biggest challenges for the coming year?

13. What could you or your manager do to help you to carry out your main duties and responsibilities?

14. What kind of work would you like to be doing in one/two/ five years' time?

## Professional Development Plan Survey

\* 15. Note areas you would like to learn more about by placing a check in the appropriate column

	I need help and information in this area.	I'm not sure.	I have good skills, but I'd like more development.	My skills are excellent in this area. No help needed.	This doesn't apply to my position.
Business Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating Effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customer Relations/ Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision Making/ Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

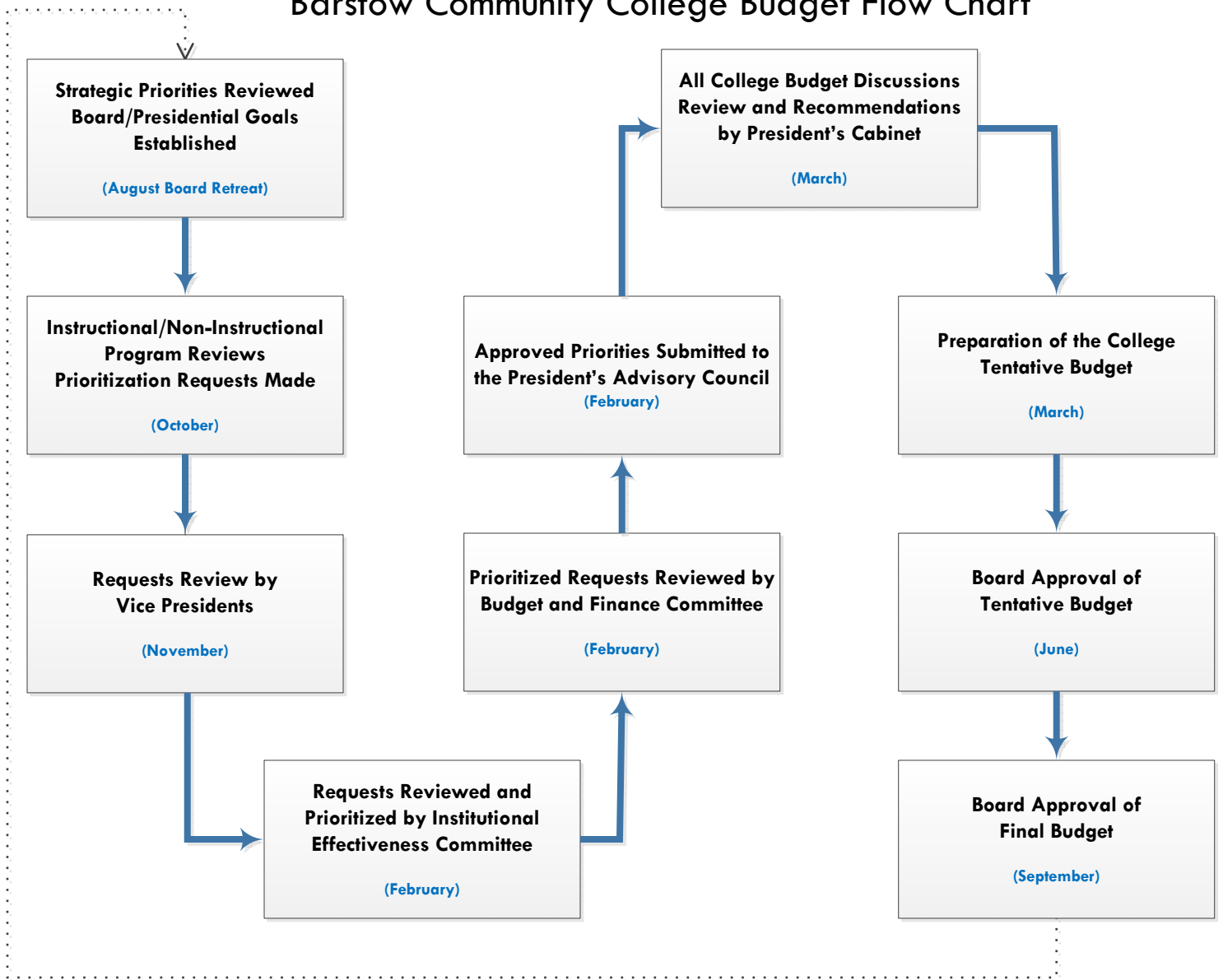
16. Based on your victories, achievements, areas of difficulty, and areas of interest, what activities or tasks would you like to focus on during the coming year to help with your continued growth and development?

17. Are there other skills, training, certifications, hobbies, accomplishments, or abilities you have that you would like to be able to use in your position? (For example: Do you have computer skills? Are you skilled at handling difficult customers? Are you good at teaching processes to others?)

# Staff Development & Training Schedule 2013

<b>April</b>	Stress Management
<b>May</b>	Time Management
<b>June</b>	Leadership
<b>July</b>	Computer Skills
<b>August</b>	Business Writing
<b>September</b>	Decision Making
<b>October</b>	Leadership
<b>November</b>	Presentation Skills
<b>December</b>	Customer Relations/Service

# Barstow Community College Budget Flow Chart



## Budget Allocation Proposal Scoring Rubric

<b>IEC Member:</b>		<b>Date:</b>	
<b>BAP ID:</b>		<b>Amount of Request:</b>	
		<b>Dept:</b>	

Scoring Area	Related Components	Scoring Rubric		Score
<b>Program Review</b> (20 points possible)	<ul style="list-style-type: none"><li>• Program Review(PR)/Annual Update (AU)</li><li>• Course Level SLOs</li><li>• Program Level Outcomes (PLOs)</li><li>• Service Area (Administrative Unit) Outcomes (SAO)</li></ul>	0	<ul style="list-style-type: none"><li>• No demonstrated need supported by PR or AU</li></ul>	
		1-10	<ul style="list-style-type: none"><li>• Demonstrates need from PR/AU</li></ul>	
		11-20	<ul style="list-style-type: none"><li>• Demonstrates need from PR/AU with project goals linked to CLO/PLO/SAO</li></ul>	
<b>Note to reviewer:</b> Completion of program review is a vital component and consideration of the time, effort and quality of explanation in the program review and budget allocation proposal, as well as the quality of the planning in the proposal should be clearly demonstrated and considered in this section.				
<b>Alignment with Institutional Plans and Goals</b> (20 points possible)	<ul style="list-style-type: none"><li>• Mission Statement</li><li>• Educational Master Plan</li><li>• Strategic Plan (upcoming)</li><li>• Strategic Priorities</li></ul>	0	<ul style="list-style-type: none"><li>• <u>No</u> demonstrated support of Master Plan, Strategic Plan, Priorities, Mission or Goals</li></ul>	
		1-5	<ul style="list-style-type: none"><li>• Demonstrates <u>some</u> support of one area of MP, SP, Priorities, Mission <u>or</u> Goals</li></ul>	
		6-15	<ul style="list-style-type: none"><li>• Demonstrates support of multiple areas of MP, SP, Priorities, Mission <u>and/or</u> Goals</li></ul>	
		16-20	<ul style="list-style-type: none"><li>• Demonstrates support of ALL areas Educational Master Plan, Strategic Plan, Strategic Priorities, Mission <u>and</u> Goals</li></ul>	
<b>Note to reviewer:</b> Proposals that meet more than one component of institutional plans and goals may be weighted heavier than ones that meet only one component.				
<b>Measurable Assessment Outcomes</b> (20 points possible)	<ul style="list-style-type: none"><li>• Proposal Goals (BAP)</li><li>• Student Learning Outcome</li><li>• Program Level Outcome</li><li>• Service Area (Administrative Unit) Outcomes</li></ul>	0	<ul style="list-style-type: none"><li>• No measurable assessment outcomes</li></ul>	
		1-10	<ul style="list-style-type: none"><li>• Demonstrates Goals <u>or</u> Outcomes</li></ul>	
		11-20	<ul style="list-style-type: none"><li>• Demonstrates Goals <u>and</u> Student Learning/ Program Level/Administrative Unit Outcomes</li></ul>	
<b>Note to reviewer:</b> Consider and reward statistical/measurable outcomes as they relate to the program review, budget allocation proposal, or proposal goals.				
<b>Departmental/ Institutional Benefit</b> (20 points possible)	<ul style="list-style-type: none"><li>• Program Review</li><li>• BAP</li><li>• Action Plan</li></ul>	0	<ul style="list-style-type: none"><li>• No demonstration of either departmental or institutional benefit</li></ul>	
		1-5	<ul style="list-style-type: none"><li>• Demonstrates departmental benefit</li></ul>	
		6-10	<ul style="list-style-type: none"><li>• Shows some linkage between institutional <u>and</u> departmental benefit</li></ul>	
		11-20	<ul style="list-style-type: none"><li>• Shows clear and significant linkage between departmental <u>and</u> institutional benefit</li></ul>	
<b>Note to reviewer:</b> In this area the reviewer is considering the relationship between departmental improvement and institutional gain.				
<b>Action Plan</b> (10 points possible)	<ul style="list-style-type: none"><li>• Action Plan What, How, When</li></ul>	0	<ul style="list-style-type: none"><li>• No action plan listed</li></ul>	
		1-10	<ul style="list-style-type: none"><li>• Demonstrates an action plan which outlines the steps needed to accomplish the specific proposal, including measurable outcomes.</li></ul>	
<b>Note to reviewer:</b> Please consider effort and completeness in scoring the Action Plan.				
<b>Creativity and Conceptualization</b> (10 points possible)	<ul style="list-style-type: none"><li>• Program Review</li><li>• BAP</li><li>• Action Plan</li></ul>	0-10	Scaled so that <b>0</b> shows lack of effort and a maximum of <b>10</b> shows creativity in problem solving, departmental/ institutional enhancement , or economic sustainability	
<b>Note to reviewer:</b> This area was developed to recognize creative problem solving or ideas for institutional enhancement that may go above and beyond normal expectations.				
		<b>Total Points (100 Possible)</b>		
		<b>Prioritization Group Ranking</b>		



## Contract Checklist

### Instructions:

**Check all boxes to which this contract applies**

<b>Mission Statement</b> <i>(must apply)</i>	
Barstow Community College is an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services.	<input type="checkbox"/>
<b>Board Goals</b> <i>(check all that apply)</i>	
Within ACCJC/WASC standards?	<input type="checkbox"/>
Maintains fiscal integrity?	<input type="checkbox"/>
Provides excellent customer service?	<input type="checkbox"/>
Promotes employee involvement in activities associated with professional responsibilities to increase student engagement and student success?	<input type="checkbox"/>
Promotes Workforce and Economic Development within the local community, the District and region?	<input type="checkbox"/>
<b>Strategic Priorities</b> <i>(must apply to at least 1)</i>	
Fosters an innovative learning environment that respects diversity?	<input type="checkbox"/>
Provides students with a successful college learning experience?	<input type="checkbox"/>
Promotes and supports student engagement?	<input type="checkbox"/>
Cultivates and enhances local partnerships?	<input type="checkbox"/>
Attracts, retains, and develops excellent employees?	<input type="checkbox"/>
Strengthens college planning and informed decision-making?	<input type="checkbox"/>

**Department Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Vice President Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_