EXTERNAL EVALUATION REPORT

Barstow Community College
2700 Barstow Rd.
Barstow, CA, 92311

This report represents the findings of the evaluation team that visited
Barstow Community College from March 5-8, 2018

Dr. Roger Wagner
Team Chair

Contents

Barstow Community College
Comprehensive Evaluation Visit

Team Roster

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Superintendent/ President
Victor Valley College

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Summary of Evaluation Report

INSTITUTION: Barstow Community College

DATES OF VISIT: March 5 to March 8, 2018

TEAM CHAIR: Roger Wagner

A ten member accreditation team visited Barstow Community College (BCC) March 5 to March 8, 2018, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair workshop on December 7, 2017, and conducted a pre-visit to the campus on January 29, 2018. During the visit, the chair met with campus leadership and key personnel. The entire external review team received team training provided by staff from ACCJC on February 8, 2018.

The evaluation team received the College's self-evaluation documents (ISER) and supporting evidence several weeks prior to the site visit. Team members found the ISER to be a comprehensive, well written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire college community including faculty, staff, students, and administration. The team found that the College provided an accurate picture of the College through the ISER which contained several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay (QFE), which the team has provided comments.

Prior to the visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. On March 5, team members spent the afternoon discussing their initial observations drawn for the ISER and supporting evidence. Barstow College hosted an introduction reception on the morning of March 6, 2018.

During the visit, team members met with approximately 40 student, faculty, classified staff and administrators in formal meetings, group interviews, and individual interviews. Team members also met with representatives from the Barstow Community College District Board of Trustees. Some team members made informal observations of classes and other campus activities. Two open forums provided College stake holders and community members an opportunity to meet with members of the evaluation team.

The team found the College was well prepared for the team visit and the team felt welcomed by the entire campus community. The outstanding support provided to the team during its visit was acknowledged by the entire team.

They noted a particularly unique and effective practice at the college which is documented in commendations for the College. The team found that the College satisfies all Standards, except where noted in the recommendations section, Eligibility Requirements, Commission Policies and USDE regulations.

In addition to the commendation noted in this report, the team recognized several items of distinction that are worthy of comment:

- The faculty, staff, and administration "live and breathe the mission" of serving students.

- Students speak proudly of Barstow Community College and boast of the support and on-boarding process the college provides as they become Barstow students.

- In spite of limitations they face at their Fort Irwin site, they provide outstanding instructional programs and support to the military community.

- CTE programs have been highly effective at meeting the needs of area employers.

- The level of support and confidence Superintendent/President Bagg has garnered in her first 9 months at the college.

Major Findings and Recommendations of the
2017 External Evaluation Team

Team Commendations

Commendation
The team commends the College for making significant structural changes to its counseling services that have resulted in a more integrative approach to providing students with timely, useful, and accurate information, enhancing student retention and completion. By physically distributing the counselors throughout the college, and assigning specific cohorts, the college has improved the advisory experience for all students. A high-touch approach involving outreach to at risk students and the use of peer advisors has yielded further positive results, particularly in relation to retention. (III.C.3, II.C.5)

Team Recommendations

Recommendations to Meet Standards:

Recommendation 1
In order to meet the standard, the team recommends that the College assess program level outcomes for all instructional programs to assure currency, improve teaching and learning strategies, and promote student success. (I.B.2, II.A.3)

Recommendation 2
In order to meet the standard, the team recommends that the College systematically evaluate employees at stated intervals. (III.A.5)

Recommendation 3
In order to meet the standard, the team recommends that the College update the code of ethics for personnel to include the consequences for violation. (III.A.13)

Recommendation 4
In order to meet the standard, the ream recommends that the College address the total cost of ownership for physical and technological resources in support of the Colleges' mission, operation, programs, and services. (III.B.4, III.C.2)

Recommendations to Improve Quality:

Recommendation 5
In order to improve institutional effectiveness, the College should review its integrated planning process as outlined in its Quality Focus Essay with an emphasis on formalizing and documenting College-level decisions and evaluation of policies and procedures (I.B.4, I.B.8, I.B.9, III.A.14, III.C.4, IV.A.6)

Introduction

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

The main campus sits just off of Interstate Highway 15, equidistant from the Los Angeles, California and Las Vegas, Nevada metropolitan areas. In addition to the main campus, the college operates at the United States Army National Training Center at Fort Irwin 45 miles to the north, providing on-site instructional programs and support services to military personnel and their families. The initial core of buildings consisted of a $3 million, six-building complex. Many additions and facilities improvements have taken place over the years.

In addition to the traditional classroom delivery model, BCC has been a pioneer in online education, for those serving in the armed services and then to the public at large. The online offerings have grown over time to be approximately 50% of the total educational offerings. Online offerings is an important means for the college to meet the needs of the district's diverse population and its expansive rural region.

Barstow Community College (BCC) has a five-member Governing Board with one Student Trustee. The members are elected at-large by the Barstow community. Three of the current board members have served for at least 20 years. The Board of Trustees meets monthly. The Superintendent/President reports directly to the Governing Board and has delegated executive responsibility for administering the policies adopted by the Board. The Superintendent/President is held accountable through regular performance evaluation.

Eligibility Requirements

1. Authority
The team confirmed that Barstow College is authorized to operate as a post-secondary degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior College (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the Eligibility Requirement.

2. Operational Status
The team confirmed that the College is operational and provides educational services to approximately 4,700 students each year who are enrolled in degree applicable credit courses. Of these students approximately 44% are enrolled full-time. Just over half are enrolled in online courses.

The College meets the Eligibility Requirement.

3. Degrees
The team confirmed that the majority of courses offered lead to a degree and/or transfer. The majority of the College's students are enrolled in one of 13 academic or 16 career technical education programs, or nine transfer degree programs.

The College meets the Eligibility Requirement.

4. Chief Executive Officer
The District's chief executive officer is appointed by the governing board who has delegated the responsibility for administering the policies of the District to the CEO. The CEO is highly qualified for the position and has served as the District's superintendent/president since July 1, 2017. Her full-time responsibility is to the District and she possesses the requisite skills and authority to provide leadership to the District, and doesn't serve as the chair of the governing board. There have been two changes in the CEO position since the last comprehensive visit and they were reported to the Commission.

The College meets the Eligibility Requirement

5. Financial Accountability
The College's Fiscal Services Department staff oversees the College's audits and is responsible for all site visits. The College undergoes an external audit performed by a certified public accountant. The College's audit is presented annually to the governing board and a copy is submitted to the Chancellor's Office. In addition to the annual audit the college uses and internal auditor to ensure ongoing compliance with state and federal requirements.

The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards address the same or similar subject matter. Evaluation teams will evaluate the institution's compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The team confirmed that the College solicited third-party comments about the evaluation visit through three key delivery methods: online, in writing, and verbally. The team found no third party comment related to this visit.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College provided evidence that it has established institution-set standards for course completion, licensure passage rates for instructional programs. The College regularly assesses performance against set standards.

Institutional Set Standards were established through Barstow's participatory governance process. The College uses course completion as one of its performance measures. The College has set standards for degrees and certificates. In addition job placement rates for program completers. The College only has one program with third party licensure examination. Institutional set standards are established for the cosmetology program in addition to the licensure examination.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College's courses and programs are approved by the institutions Curriculum Committee and are tested against the mandatory length, depth, breadth, rigor, course sequencing, time-to-completion and minimum degree requirements. The College has established practices to ensure scheduling of courses meets the needs of its students and they have written policies and procedures for determining a credit hour meets commonly accepted academic practices.

Tuition at the College is uniform per unit with fees established for labs and instructional material fees when required. The College does not offer any clock-hour based courses.
(Standard II.A.3, II.A.5, II.A.6, ER 9, ER 12, [Regulation citations: 600.2; 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.], 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.)

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public.
☒	Policies contain information about the criteria the institution uses to accept credits for transfer.
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to

	meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Awarding of credit from other institutions requires the student to meet with a counselor to determine if any coursework is applicable to the student's current program of study. Official transcripts after unofficial transcripts have been evaluated by a counselor to determine if any coursework is applicable to the current program of study.

The College makes decisions on course-to-course articulation through a common articulation process (ASSIST). College counselors and transcript evaluator use the Transfer Evaluation System to articulate Barstow's courses with the CSU System.

Distance Education and Correspondence Education

Evaluation Items:

☒	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
☒	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
☒	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]
Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.

Narrative:

The College has a full-time Dean of Distance Education and Learning Support Services who oversees and supports Barstow's large online programs. Evidence of regular and effective contact in online courses was verified. Nearly 51% of Barstow's students come from online programs. All online courses follow the same course outline as the traditional program. The College utilizes Canvas as it online learning platform and College supports and advocates for like support services for all of its online offerings. Unique user name and password as its authentication process to ensure the identity of students in online courses.
(Standard II.A.3, II.A.5, II.A.6, ER 9, ER 12, [Regulation citations: 600.2; 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.], 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.)

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
☒	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The institution has clear procedures for student complaints and has a systematic process for using this feedback for continuous improvement. The procedures are outlined in the College catalog, website, and in publications within the Student Services division. Complaints are logged (and maintained) within the Student Services division and shared appropriately with concerned parties.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u>.

[Regulation citations: 602.16(a)(1))(vii); 668.6.]
Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Information about programs, locations, and policies is communicated to students and the public via the College Catalog, the Schedule of Classes, and/or the College website. The College website provides information about research and data gathering, planning, and the status on accreditation, including annual reports. The College does not misrepresent program costs or job placement and employment opportunities, offer money in exchange for enrollment, or guarantee employment in order to recruit students. Scholarships are awarded based on specified criteria to support students in the pursuit of their educational goals.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
☒	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
☒	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
☒	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

NOTE: Barstow does not participate in any student loan programs.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College demonstrates compliance with Federal Title IV regulations, and USDE requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Barstow Community College (BCC) has vision, mission, and values statements that describe its overall mission—its educational purposes, intended student population, and commitment to student achievement. The mission is also expressed in related college documents that mention the types of degrees and credentials offered by the College as well as their commitment to student learning. The vision and mission statements are referred to in all planning documents, and are used as an overall guide for institutional decision-making, planning, and resource allocation. Data are used to determine how well the college is accomplishing its mission and the planning goals that spring from it. The current mission statement was approved by the Board at their meeting in February 2017, and has been periodically reviewed and approved by the Board.

Findings and Evidence:

The College's vision and mission statements describe in very general terms its overall educational purposes, intended student population, and commitment to student achievement. Its purpose is described as an "open-access institution of higher learning," that wants to "empower students to achieve their personal best through excellence in education," provide its students "with the educational tools to achieve personal goals and professional growth," and "enable all in the community to thrive in a changing global society." Its intended student population groups are the "students, community, and military population," specifically "all in the community." The types of degrees and certificates are "traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career/workforce opportunities." Its commitment to student learning and achievement is expressed in the phrase, "…enhance student success."

The College's Institutional Self-Evaluation Report, ISER points out that their commitment to student learning "is embodied in instructional programs both onsite and online, student services, and co-curricular activities that support learning and achievement." It is not mentioned in other documents provided with the mission statement.

Discussion with shared governance committee members as well as students revealed that the vision and mission statements embody the college's caring and commitment to support all of the BCC students to thrive and succeed. (I.A.1)

The College uses data to determine how effectively it is accomplishing its mission by reviewing data on student characteristics, outcomes, and external environmental trends related to the purposes, student population, and degrees and certificates mentioned in the mission or nearby paragraphs.

The annual College Fact book provides the student characteristics of the College's students and enrollments, and the student outcomes of success rates, degree and certificates awarded, and transfer numbers and rates. This allows the college to monitor how well they are reaching their "traditional and distance education" students, as well as those on the local military base, and measures overall student achievement at the college. These facts were also the basis of a more extensive data analysis in the Comprehensive Educational Master Plan in 2017, which examined internal data more closely on such subjects as the intersections of student type, course location and program type, the geographical source of students, trends in FTES and institutional effectiveness student outcome measures, and much more.   (I.A.2)

The college's programs and services all serve the college's overall mission to provide "traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career/workforce opportunities," as well as the more specific purposes to offer degrees and certificates and support transfer to four-year colleges. The mission statement was used in the development of the Comprehensive Educational Master Plan, 2017, the Strategic Plan in 2015, and is referred to throughout the annual program review and resource allocation process. The institutional goals for student learning and achievement also express the mission's purpose to provide "…courses, programs, and pathways designed to enhance student success.". Goals are meant to continually improve the student learning and achievement rates. (I.A.3)

The college's mission can be found on all major published documents of the college, and was approved by the governing board in February 2017.   Board minutes show that the mission has been periodically reviewed and updated as necessary. (I.A.4)

Conclusions:

The College meets the standard and related Eligibility Requirements.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Barstow Community College (BCC) has policies and procedures that are institutionalized practices that promote ongoing dialogue on student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement.

Findings and Evidence:

Academic Quality

BCC has a dedicated position of a SLO Coordinator with reassigned time to review the student learning outcomes and provide feedback to faculty on improvement considerations.
The Student Equity Plan (SEP) has identified five student success indicators and the Student Success and Equity Committee (SSEC) guides the integration of the Student Success Support Program (SSSP), the Basic Skills Initiative, and the Student Equity Plan.

Academic Quality is maintained through a rigorous review process per Board Policy and Administrative Procedure 4020. In addition, the distance education courses are also reviewed to ensure equal quality as to those taught on the BCC campus. The comprehensive program reviews and annual updates are evidence of BCC academic quality.

The Institutional Effectiveness Committee (IEC) guides the college in a dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement by charging the Program Review Committee, the Student Learning Outcomes and Assessment Committee (SLOAC), and the Student Success and Equity Committee (SSEC) with starting the discussions about student learning and achievement outcomes. These dialogues are then brought into the IEC and the Budget and Finance Committees and the President's Shared Governance Committee (PSGC) to provide integrated planning, continuous quality improvement and maximization of all resource allocations. (I.B.1)

BCC identifies and assesses their student learning outcomes from instructional programs and service area outcomes from non-instructional programs on a scheduled cycle and they are documented in their comprehensive program reviews. Program learning outcomes are identified for all departments, but for the most part, have not been assessed. The four Institutional Learning Outcomes have been assessed on a four-year cycle. (I.B.2; ER 11)

The College has established institution-set standards for student achievement, and publishes the extent to which the institution is meeting them on the website. These standards are used to set both the required ACCJC and IEPI goals. The methodology for establishing the standards has been improved in the last few years to reflect ACCJC expectations and to be transparent and easily understood by the campus community. The standards are developed by the Student Success and Equity Committee (SSEC), which is responsible for developing strategies for the continuous improvement of student achievement. The standards are then discussed and adopted college-wide through the participatory governance process. (1.B.3)

The College produces a variety of assessment data, from the College Fact Book, disproportionate impact analyses, and other achievement data, to student learning outcomes, institutional learning outcomes, and Institution-set Standards, which are all regularly assessed and reviewed. These data are incorporated into the College's Integrated SSSP, Basic Skills, and Equity Plan and the Strategic Plan to support student learning and student achievement based on these assessments. (I.B.4)

Institutional Effectiveness

The College has a continuous cycle for program review and provides comprehensive program review templates for instructional and non-instructional programs, which include evaluation of goals and objectives, student learning outcomes, and student achievement, using both quantitative and qualitative data. The college disaggregates success data by online and traditional delivery modes and found a performance gap between the two modes, with online classes performing at a significantly lower level. The result of that analysis led to the creation and hiring

of a Dean of Distance Education and Support Services. All instructional programs, service areas and administrative units participated in the program review process through the 2016-17 process. However, most of the way through the 2017-18 program review cycle, all instructional areas had turned in program reviews, which many non-instructional areas had not participated due to administrative turnover.   (I.B.5)

In 2014-15, the College disaggregated and analyzed achievement outcome data for subpopulations of students, and reported disproportionate performance gaps in the 2015 Student Equity Plan. This plan included strategies and action plans to address the performance gaps, which were implemented using Student Equity Funds. The progress on those strategies and plans was evaluated in 2016. In 2017, a disproportionate impact analysis was conducted again, and these results were used to develop the next iteration of the Equity Plan—the Integrated SSSP/Equity/BSI Plan, which includes goals, objectives, and strategies for increasing student success and equity. The reflections by faculty on their SLO results often result in strategies for improvement on the part of the faculty in that course or program. (I.B.6).

Barstow Community College evaluates its policies and practices college-wide. The College has an established review cycle for Board Policies and uses program review for evaluating and assessing instructional programs and administrative or service units. All shared governance committees evaluate their effectiveness each spring, which includes evaluating the institutional effectiveness and resource allocation process.   (I.B.7)

Barstow Community College communicates the results of all of its assessment and evaluation activities through the college's institutional effectiveness webpage, which includes reports such as the annual Fact Book, program review and outcomes assessment results, and presentations on the BCC Scorecard data, Institutional Set Standards, institutional effectiveness and equity targets. The evidence reviewed validated that the College has Institutional Set Standards (ISS) that are published on their website, so the college has an overall shared understanding of it strengths and weaknesses and has set appropriate priorities (I.B.8)

Evidence reviewed indicated that BCC has an integrated planning process that supports institutional effectiveness. Their planning process and resource allocations are linked to the mission and improvement of institutional effectiveness. In addition, BCC Plans for Future Action are an example of their commitment to continuous improvement. (I.B.9)

Conclusions:

Recommendation 1
In order to meet the standard, the team recommends that the College assess program level outcomes for all instructional programs to assure currency, improve teaching and learning strategies, and promote student success (1.B.2)

I.C. Institutional Integrity

General Observations:

Barstow College demonstrates integrity in the accuracy of the information it provides to students and the public, including its online website and resources, publications, and documentation of institutional effectiveness. It regularly reviews policies and procedures to make sure they support the mission of the college. Board policies, faculty and staff handbooks, and evaluations of faculty stress the protection of academic freedom and prevent faculty teaching in a biased way. Two of the fourteen subsections of Standard 1.C, 1.C.10 and 1.C 11 were not relevant to Barstow College.

Findings and Evidence:

Since 2010, the College has provided most or all of its information about its mission, accreditation status, course, program, and institutional learning outcomes, educational programs, and student support services on its web site. Current and prospective students, staff, and the general public in this widely dispersed district (9,157 square miles) can easily access the site. Each department is responsible to "review, update, and revise information related to their areas." For instance, the Office of Institutional Research and Planning is responsible for choosing and displaying the correct student outcomes. Student Services is responsible keeping the services up-to-date. Academic Services is responsible for the Catalog. The public information officer posts all updates to the website and to social media. (I.C.1)

The Barstow catalog is online, and it contains all the required information in 'Catalog Requirements' of ER 20. The catalog information is checked by individual departments as well as by various administrators before being finalized. (I.C.2)

Barstow provides documented assessments of course and institutional learning outcomes on the Outcomes Assessment page of Academic Services and Institutional Effectiveness pages, so the public would need to know to look there for them. The course SLOs are very detailed and do have charts of what level of learning is supposed to happened in each course. The results of the ILO assessments were summarized and could be understood. Program learning outcomes have been identified by not yet assessed.

The evaluation of student achievement is much more visible in that the major reports or sources are provided in an organized way on the Institutional Effectiveness page, such as the Annual Fact Book, which includes both student characteristics and overall outcomes achievement, and the various state-calculated measures of completion and institutional effectiveness, such as the Scorecard and the Institutional Effectiveness Indicators. Some of these, such as the Scorecard outcomes, are summarized in a clarifying PowerPoint with commentary along with the results. (I.C.3)

Each certificate and degree program is described in the catalog in a consistent format that includes their purpose, brief content, their expected program learning outcomes, and the course requirements. (I.C.4)

Many documented meetings of the Board of Trustees were spent reviewing the mission, as well as policies and procedures to fulfill the mission. Shared governance committees at the colleges

also review policies and procedures regularly. Publications such as the catalog are reviewed annually by the offices responsible for particular pages. (I.C.5)

The catalog describes the overall fees and college costs. The Student Services webpage has a fees/refunds link, and the Financial Aid webpage has a "Useful Resources" link that leads to the net cost calculator. The Gainful Employment CTE programs have the cost of their programs and other program information published under 'Gainful Employment' on the Financial Aid site.   . In addition, workshops on FAFSA applications are done on campus and in the high schools, but the FAFSA acronym is never spelled out. So the information is available but not easily found or understood by most students. (I.C.6)

The College has passed several policies that make it clear that academic freedom is protected and academic responsibility is expected —the Board, the Academic Senate, the Faculty handbook, and the student handbook all state this. In addition, the college values, which are posted on the website and accompany the vision and mission on all documents, include this one: "**Embracing** a breadth and depth of perspectives."   (I.C.7)

Policies and procedures to promote honesty, responsibility, and academic integrity are provided for all BCC staff and students. The College has an Institutional Code of Ethics for all BCC employees, and the Board of Trustees follows a Board policy that contains a code of ethics. However, the Institutional Code of Ethics does not include consequences for violating the code. Board Policy 2715, Board Code of Ethics, does, in fact, include a set of consequences. Faculty integrity is declared in the faculty handbook. The Student Code of Conduct is published in the Student Handbook, and is also included in the catalog, in orientation, and on many syllabi. (I.C.8)

Faculty standards for presenting information fairly are described in the Board policy on Academic Freedom, and in the Faculty Handbook. In addition, the student evaluation form includes a question about whether faculty present both sides of issues. This is evaluated on an instructor by instructor basis, as there is no summary of the results over many student evaluations.

The college is working on infusing "cultural competence and an appreciation of diversity" into the campus culture, which will be an extension of the type of integrity that college demonstrates. (I.C.9)

Standard I.C.10 and I.C.11 are not applicable to Barstow Community College.

The College has complied with all the requirements related to Accreditation. (I.C.12)

The College demonstrates honesty, integrity, and consistency in its relationships with external agencies, including the Accreditation Commission, as far as can be seen in these documents. (I.C.13)

The College puts high quality education, student achievement and learning above other commitments such as income or contributing to other interests. This is evident in the list of

funding priorities in the recent planning cycle – most purchases were related to instruction, and none were designed to generate financial returns. (I.C.14)

Conclusion:

The College meets the standards and related Eligibility Requirements.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Barstow Community College strives to offer high quality programs and services to meet the needs of its diverse student population. Instructional programs are offered in fields of study that are consistent with the College's mission and with established higher education standards. The College assesses its educational quality through accepted methods, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The College defines and incorporates into all of its degree program components of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The areas in which pre-collegiate curriculum and courses are offered are clearly distinguished in the catalog, online, and in the quarterly schedules for students. The College uses a variety of methods to assist in the scheduling process and allows students to complete certificate and degree programs within a consistent and acceptable time period. The College supports delivery modes, teaching methodologies, and learning support services that reflect the changing needs of its students.

Findings and Evidence:

The College's programs are consistent with its mission, are appropriate to higher education, culminate in student attainment of personal and academic goals, and have identified learning outcomes that lead to certificates, degrees, employment, or transfer. (II.A.1).

The faculty ensure that the content and methods of instruction for all courses meet generally accepted standards of higher education. Distance education courses are reviewed to ensure regular effective contact and meet the same standards and provide the same content as face-to-face courses. There is a process for the systematic evaluation of student learning outcomes to assure currency, improve teaching and learning strategies and promote student success. However, the systematic evaluation of program learning outcomes is not evident (II.A.2).

SLO processes are faculty driven in terms of both development and assessment. Course level learning outcomes are listed on syllabi and on the course outlines of record in CurricUNET. The College regularly assesses outcomes for courses, certificate programs, and degrees using

formalized institutional procedures and cycles. The College analyzes that data through the program review process (II.A.3).

The College offers pre-collegiate level curriculum. The curriculum is distinguished from college-level curriculum in the catalog and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level. Discussions of issues related to basic skills take place regularly in the Basic Skills Committee (II.A.4).

Degrees and programs follow practices common to American higher education as evidenced by specific board policies and the work of the Curriculum Committee. The Academic Senate, the Curriculum Committee, and discipline faculty take primary responsibility for ensuring the integrity and effectiveness of the curriculum including minimum degree requirements. All courses and programs are reviewed for compliance with quality standards at the time of their creation and then on a regular schedule through the program review process (II.A.5).

The College schedules courses to allow students to complete degree and certificate programs within a reasonable time period that is consistent with educational expectations. Program and discipline sequencing information is published in the college catalog and course brochures, providing students with timelines for completion (II.A.6).

The College effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students in support of equity in success for all students. Efforts are being made to support students and training is offered in order to improve and extend services for students across all delivery modes, at all levels of learning, and from diverse backgrounds (II.A.7).

The College has a process for the awarding of credit by examination credits for Advanced Placement, and College Level Examination Program (CLEP). (II.A.8)

The College awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education (II.A.9).

The College makes transfer-of-credit policies available through the catalog. External mechanisms such as ASSIST and C-ID help to facilitate the transfer of credit and certify the comparability of transfer credit to the college curriculum. Counselors work with students to facilitate mobility and ease transfer. Articulation agreements exist (II.A.10).

The College has established core competencies for all instructional programs in communication, critical thinking and questioning, global awareness, and personal and professional development. Course-level SLOs are mapped to program level outcomes. These core competencies and program level outcomes are clearly published in the college catalog (II.A.11).

The College communicates its general education philosophy in Board Policy 4025 and via the college catalog. The philosophy communicates broad comprehension of knowledge and lifelong learning relative to participation in a civil society. The college has developed core competencies

that support its educational philosophy in breadth of knowledge and intellectual inquiry. Led by the Curriculum Committee, faculty develop courses appropriate in content and rigor for inclusion in the general education curriculum (II.A.12).

The College offers degrees that focus on at least one area of inquiry or an interdisciplinary core. All courses and programs have established learning outcomes and assessments. Through outcomes assessment, faculty measure student mastery of key theories and practices within degree areas (II.A.13).

Graduates completing career technical education certificates and degrees demonstrate technical and professional competencies through a variety of methods including competencies that meet employment and other applicable standards and are developed in consultation with area business and industry leaders (II.A.14).

The college has a discontinuance process as delineated in Administrative Procedure 4021. The College is in the process of developing processes for enrolled students to complete the program in a timely manner (II.A.15).

The College continues to improve programs and courses to enhance learning outcomes and achievement for students. Verification of a cycle of curriculum review was evident. However, adherence to the cycle of curriculum review has been delayed. The College recognizes the concern and has a plan to address the issue (II.A.2, II.A.16).

Conclusions:

Recommendation 1
In order to meet the standards the team recommends that the College assess program level outcomes for all instructional programs to assure currency, improve teaching and learning strategies, and promote student success (I.B.2, II.A.3)

II.B. Library and Learning Support Services

General Observations:

The college offers a suite of learning support services, including a library on its main campus, computer laboratory facilities, tutoring, and online services to complement what is offered in-person. Students at the State Street facility cannot complete entire programs at that site; nonetheless, the college has made some efforts to extend services to that site when possible. The Fort Irwin site offers many of the same in-person services as at the main campus, with a couple of exceptions: tutoring has not been easily accommodated because of military restrictions making it difficult for tutors, who are usually students as well, to get access to the facility; and while the library extends a textbook service to the Fort Irwin site, students at that location have nearby access to a library on the base for additional services. For all students, however, there is access to online services, including a library presence in the learning management system, Canvas, and use of the NetTutor online platform.

Recent reorganization on campus has moved some of the learning support services from their previous reporting lines on campus to the responsibility of the Dean of Distance Education and Learning Resources.

Findings and Evidence:

The college provides in-person library collections and services, learning technology, and computer laboratories to students at the main campus as well as at Fort Irwin, complemented by a range of library databases and a tutoring service available online. Library reference support is comparable between in-person and online options – the library receives questions through Canvas and provides responses in real time when the librarian is at work. The college did identify two plans for future action, one of which is to develop and create a faculty Distance Learning and Instructional Technology Coordinator Position with reassigned time. Overall, learning resource support services at the college are sufficient in quantity, currency, depth, and variety, and the college relies on appropriate expertise in selecting and maintaining equipment and materials provided through learning resources (IIB.1, IIB.2).

All learning resources units engage in the program review process. Evidence of the program reviews was made available to the team. Data to inform program reviews was not uniformly available. Regular tracking of data, both quantitative and qualitative, year to year would serve to underpin requests made through the program review process more effectively. (IIB.3).

The college contracts with outside providers for library databases and for the NetTutor services. The agreements in question result in services that, according to data provided by the college, students find useful and in increasing numbers. The agreements are suitably documented, and, based on documentation provided and conversations with learning resources staff, faculty, and administrators, evaluation is taking place and being connected to the program review process (IIB.4)

Conclusions:

The College meets the standards and related Eligibility Requirements.

II.C. Student Support Services

General Observations:

The college takes pride in having a student-centered focus, an approach that is apparent across its array of student services. Whether on the main campus or at the Fort Irwin site, students have access to comparable services, including counseling. The college's online presence complements its in-person offerings.

There have been recent changes within student services at the time of this report. Some services that were previously housed with student services have been placed within academic services. Within the current student services structure counseling has been dispersed so as to integrate the counselors with various departments and unit across the college and they have created a cohort system for assigning students to their counselors.

It is clear from the visit to the campus that there is a lively and robust student life that incorporates student government, clubs, and events. The athletics program is small but well-supported, and it has achieved a greater level of student achievement than among other student populations at the college.

The college has identified three plans for future action that relate to standard IIC:

- Implement the Starfish degree review system in alignment with CurricUNET;
- Determine and implement locally chosen multiple measures for placement of students using resources such as but not limited to MMAP recommendations, local data, and EAP scores; and
- Develop comprehensive plans regarding tutoring, support for distance education courses, and other learning support services and resources.

Findings and Evidence:

The college offers appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. All services are available at the main campus, most are available at Fort Irwin. Students at the State Street facility cannot wholly complete their programs there, and so they may access various student services at the main campus. Even so, the college has brought some services, such as counseling and delivery of bookstore materials to the State Street facility in an effort to provide more convenient access to these services. Online access to some services complements what is available in person. (IIC.1, IIC.3).

The college undertakes evaluation of student services and has demonstrated through the documentation as well as through conversations between the team and support services staff and administrators how the evaluation process guides development of new services and reshaping of existing ones. Examples include the development of workshops and services in response to what students have identified through surveys. In this way, the college provides appropriate student support services and programs and uses assessment data to continuously improve them (IIC.2).

The college has a strong complement of co-curricular programs and supports a modest athletic program. The Associated Student Government is active in campus life, and there is evidence within the documentation and on campus of the various aspects of student life at the college. While there are currently only four athletic teams at the college, it is noteworthy that the athletes, as a cohort, have a higher rate of success than the overall student body. These student programs are conducted with integrity and without evidence of financial mismanagement or difficulty (IIC.4).

The college has demonstrated the ability to act quickly and nimbly to provide counseling and other support to students. Students receive information in a timely, effective manner. In conversations between the team and student services administrators and staff, the team heard examples of successful initiatives that had significant, concrete impact on student recruitment and retention. Student services, administrators and staff described their approach not just as

student-centered, but also as high-touch, a perspective that was affirmed through conversations with administrators, faculty, and staff from other campus units (IIC.5).

The college has adopted and adheres to admission policies consistent with its mission. The institution defines and advises students on clear pathways to complete degrees, certificates and transfer goals, but it has identified the implementation of the Starfish degree review system as a plan for future action. Feedback gathered from students by the team indicates that the onboarding process for students is smooth and efficient. The physical configuration of student services has been arranged so as to provide convenient access to multiple services for the students (IIC.6).

The college relies on its parent body, the statewide community college system, for at least some of the tools, procedures, and evaluative practices that satisfy the requirement to evaluates admissions and placement instructions and practices. The college has identified a gap where a situation at the state level has hampered them. They have also indicated in a plan for future action how they, as an institution, will develop and implement local solutions to mitigate that situation through locally chosen multiple measures for placement of students (IIC.7).

Based on the documentation provided, the college has established that it maintains student records permanently, securely, and confidentially; that there is provision for secure backup of all files, and that the college publishes and follows established policies for release of student records (IIC.8).

Conclusions:

The College meets the standards and related Eligibility Requirements.

Commendation
The team commends the College for making significant structural changes to its counseling services that have resulted in a more integrative approach to providing students with timely, useful, and accurate information, enhancing student retention and completion. By physically distributing the counselors throughout the college, and assigning specific cohorts the college has improve the advisory experience for all students. A high-touch approach involving outreach to as risk students and using peer advisors has yielded further positive results, particularly in relation to retention. (III.C.3, II.C.5)

Standard III

<center>**Resources**</center>

III.A. Human Resources

General Observations:

The College provided evidence that they effectively conduct and manage human resources from the position posting to the hiring practices of their management, faculty and staff. The minimum qualifications for each position is clearly published in each position announcement and documentation is required and verified as a condition of employment.

The evaluation procedures are published in their respective contracts and the completed evaluations are maintained in Human Resources.

The College has recently reviewed and reorganized its organizational structure. Currently, their organization chart shows 1 Superintendent-President, 3 Vice Presidents, and nearly 20 other administrators. Since the beginning of 2017, the college has had to replace its superintendent-president, three vice presidents, and several other administrators. The College does review its employment data regarding diversity and compares that data to its student population.

Findings and Evidence:

Barstow Community College recruits and employs faculty, staff and administrators that meet or exceed minimum qualifications. The College's hiring practices are in alignment with their EEO and Staff Diversity Plan. Criteria and qualifications are clearly published in the position announcements. (III.A.1, III.A.2, III.A.3)

Faculty position descriptions meet or exceed minimum standards as stated in the California Community College Chancellor's Office *Minimum Qualifications for Faculty and Administrators* handbook. Faculty are contractually required to participate in curriculum development and learning assessment. The team found evidence that faculty credentials were verified and maintained in employee files in Human Resources. (III.A.2)

Required degrees for all faculty, staff and administrators are verified by Human Resources. Screening committees ensure degrees have been granted by a recognized United States accrediting agencies or by non-U.S. institutions equivalent agency. (III.A.4)

Not all full and part-time employee evaluations have been completed on a regular interval in accordance with relevant Administrative Procedures, Board Policies, and respective collective bargaining agreement. The team verified that although Human Resources had followed their procedures for the faculty and staff evaluation tracking, evaluation notification to supervisors and evaluation follow-up to ensure compliance from responsible supervisors, compliance was not always achieved. Contributing factors to this evaluation non-compliance was the leadership

gap in Human Resources as well as other administrative vacancies. The College did, however, provide evidence of an action plan to address and meet this standard by July 2018. (III.A.5)

Standard III.A.6 is no longer applicable

The College maintains a cadre of full and part-time faculty ensuring that they are providing quality education. Both full and part-time faculty have responsibilities to work toward achieving the institutional mission and student learning outcomes. (III.A.7)

Both adjunct and full-time faculty have the same hiring qualifications and method of evaluation. The College provides opportunities for the integration governance activities and encourages personnel to participate in college-wide meetings and activities. A Professional Development Plan is in place and recognizes that the College must implement this plan. The College has laid out a plan to address implementation of its staff development plan in its Quality Focus Essay. (III.A.8)

The College has a sufficient number of staff with appropriate qualifications to support the College operations. The team found that the classified staff and leadership reported high job satisfaction, good working conditions and an overall positive commitment to serving students. (III.A.9)

The College states that it has an adequate number of qualified administrators based on their most recent organizational chart. The College has experienced a significant turnover in their administration. (III.A.10)

The College has several Board Policies and Administrative Procedures that relate to Human Resources. These policies and procedures include items regarding "Commitment to Diversity" (BP 7100) and "Recruitment and Hiring" (BP 7120). (III.A.11)

They have put in place policies and procedures that support its diverse personnel, and recently established the Equal employment and Diversity Committee (October 2015). The college has plans to expand its staff development offering in regards to equity and diversity (QFE). The College's EEO and Staff Diversity Plan does state that "…screening members shall receive appropriate training on the requirements … in serving on a selection/screening committee" (Plan Component 8). Based on interviews, it was learned that members of hiring committees receive an orientation regarding Equal Opportunities and Title IX.   (III.A.12)

The College has a written code of conduct that is included in its employee handbook as well as Administrative Procedures 3050: Institutional Code of Ethics; however, the Institutional Code of Ethics does not delineate consequences for violations. AP 3430: Sexual Harassment does state that "Disciplinary actions... will conform to all relevant statues, regulations, personnel policies,

including the provisions of any applicable collective bargaining agreements" in relation to charges of sexual harassment. (III.A.13)

A Professional Development Plan is in place and recognizes that the College must implement this plan. The College has laid out a plan to address implementation of its staff development plan in its Quality Focus Essay. (III.A.14)

The College has procedures in place for the security and confidentiality of personnel records. The procedures provide that employees have access to their personnel records. (III.A.15)

Conclusions:

Recommendation 2
In order to meet the standard, the team recommends that the College systematically evaluate employees at stated intervals. (II.A.5)

Recommendation 3
In order to meet the standard, the team recommends that the College update the code of ethics for personnel to include the consequences for violation. (III.A.13)

III.B Physical Resources

General Observations:

At Barstow Community College, building projects prioritized by the Board of Trustees are overseen by the Vice President for Administrative Services and the Director of M&O. Barstow Community College reports that no facilities are known to have physical deficiencies based on feedback from occupants and M&O field staff.

Barstow Community College's comprehensive master plan, both education and facilities help to ensure coordination between academic programs and physical resources. Program review and annual updates are used to ensure that departments request equipment and facility needs. These are analyzed to support informed decisions.

The college has a plan in place to analyze and address CTE facility needs, including a viability study of the State Street Facility and possible construction of a new CTE site.

Findings and Evidence:

The college maintenance and operations department support two of the three college sites to ensure access, safety, and security to provide a healthy environment that is conducive for teaching and learning. The Fort Irwin Center is maintained by the U.S. Military. Safety is part of the Maintenance and Operations unit supported by a memorandum of understanding with the Barstow Police Department (III.B.1).

The Facilities Planning and Operations office maintains all college facilities, except for the Fort Irwin Center. Staff conduct routine inspections for preventive maintenance and tracks requests for services, repairs, and upgrades for assigned facilities. Replacement of classroom technology is brought forward to the Technology Committee for discussion and action. The College Technology Committee, and Safety Committee with guidance from the unit Directors and Vice President for Administrative Services establish standards for supporting college programs and services (III. B. 2).

The College evaluates its physical resource needs on a regular basis to leverage funding and to address identified areas of improvements. Given its size, the college assesses the effectiveness of its physical resources through regular meetings between the Vice President for Administrative Services and the Director of Maintenance and Operations along with input and feedback from field staff and occupants. Based on these actions, the College has assurance of the feasibility and effectiveness of physical resources (III.B.3).

BCC has developed new long-range capital plans to guide decision making, such as the Facilities Master Plan included with the Educational Mater Plan, and the Five-Year Construction Plan. The College does not fully utilize the total cost of ownership (TCO) to assess personnel needs, maintain new technology or facilities, identify on-going maintenance costs, depreciation (GASB 45) and replacement plans for new equipment as technology changes often. The College should consider TCO for equipment and facilities maintenance in order to ensure the appropriate adequate physical resources for teaching and learning. The College is in transition from using an external vendor for facilities management, to in-house management. However, even with this transition it may be beneficial for the College leadership to address TCO in both the short and long-term, and in a sustainable manner. (III.B.4)

Conclusions:

Recommendation 4
In order to meet the standard, the team recommends that the College address the total cost of ownership (TCO) for physical and technological resources in support of the College's mission, operation, programs, and services. (III.B.4, III.C.2)

III.C. Technology Resources

General Observations:

Barstow Community College emphasizes the effective use of technology in support of teaching and learning, student success, and administrative functions. Technology Services support hardware and software that meet the institution's needs and advance its mission of serving students. The College's Information Technology Department works within the best of its ability with their assigned resources to provide appropriate and adequate support for management and operational functions, academic programs, teaching and learning, and support services. The Technology Committee provides opportunities for input from constituencies and users in the IT planning processes and decisions.

Findings and Evidence:

Barstow Community College's technology infrastructure has undergone two major overhauls. These phases included multiple components of the hardware and internet access. Also included update to the telephone system to digital with more capabilities and enhancing the Wi-Fi. Another component being addressed is the replacement of the firewall to enhance technology security. The College uses a data storage strategy that combines network area storage and storage area network with intent to prevent any single point of failure, which also enables quick configuration changes. However, there is a high dependency on the main campus systems, which may not have adequate power back up to address any major emergency that could affect and/or tax the infrastructure, thus hampering reliable access and business continuity for locally maintained systems

Technology resources and services, including training and support, may not be totally adequate and sufficient to support the current institution's mission and day-to-day operations, programs, and services. However, his issue is being addressed with supplemental support from external vendors. The college's strategic technology plan with further implementation and progress beyond what has transpired to date for technological infrastructure may be hindered by the vacancy in the Director of Information Technology position. (III.C.1).

Assessment of the effectiveness of campus technology is facilitated through the Technology Committee, strategic technology planning, and resource allocation processes. The College needs to address total cost of ownership and integrate it into the strategic technology plan in order to ensure adequate technological resources are provided that support the college's mission, operations, programs, and services (III.C.2).

The technology committee and the Information Technology Department evaluate how well existing technology meets the needs of its programs and services at the main campus and the two centers and plans for improvements where necessary. The College's Information Technology Department provides infrastructure, security, and maintains technology support (III.C.3).

Although the College provides training and support to its constituents in the use of its technology resources, they are in discovery and trying to identify what is adequate and appropriate. The Technology Committee is the forum for discussing the use of technology and technology systems related to its programs, services, and institutional operations. With a change in leadership comes a change in priorities along with the expectations to provide and assess system performance and additional training performance. The college recognizes that evolving technology and increased demands for technology services are important and needs to be addressed in the implementation of the strategic technology plan (III.C.4).

Barstow Community College Board policy 3720 covers conditions of use, copyrights and licenses, disclosure, integrity of information resources, authorized access, nondiscrimination, penalties for abuse, dissemination and user acknowledgment, and computer and network use. This policy guides acceptable use and privacy guidelines of technology resources in the teaching and learning processes and provides protection against any abuses of college technology resources (III.C.5).

Conclusion:

The College meets the standard, except for III.C.2.

Recommendation 4
In order to meet the standard, the team recommends that the College address the total cost of ownership (TCO) for physical and technological resources in support of the College's mission, operation, programs, and services. (III.B.4, III.C.2)

Commendation
The team commends the College for making significant structural changes to its counseling services that have resulted in a more integrative approach to providing students with timely, useful, and accurate information, enhancing student retention and completion. By physically distributing the counselors throughout the college, and assigning specific cohorts the college has improve the advisory experience for all students. A high-touch approach involving outreach to as risk students and using peer advisors has yielded further positive results, particularly in relation to retention. (II.C.5, III.C.3)

III.D. Financial Resources

General Observations:

The Vice President of Administrative Services is charged with the responsibility of maintaining financial stability, integrity and transparency in the allocation of resources college-wide. The college receives state funding generally described as unrestricted revenue or general funds. General funds restricted budget includes all state categorical programs, college co-curricular trust funds, community education programs, grants, and other special programs.

The college has identified one plan to complete the Banner Revitalization Project to improve the flow of information between Admissions and Records, Financial Aid, and the Business Office and streamline processes related to Accounts Receivable and Financial Aid.

Findings and Evidence:

The Colleges expenditures are seventy percent (70%) for salary and benefits, which leaves thirty (30%) for discretionary expenditures such as supplies, materials, services, capital outlay, and other expenses. In addition to unrestricted funds and proposition 55 extending proposition 30 sales tax initiative, the College also relies on alternative source of funding, such as grants, to support its academic mission. Based on reserves exceeding the minimum 15% Board goal and positive year end balances, the college demonstrates they have sufficient financial resources. The team recognizes the value of the college's conservative fiscal tactic, however, the fiscal frugal approach may limit the college's ability to fully leverage their financial resources to support and sustain student learning programs and services (III.D.1).

Funds are managed and spent in accordance with Barstow Community College's Board Policies Chapter 6 along with Chapter 6 of its Administrative Procedures to ensure sound financial practices and stability. Information about financial information and budgets is available online via San Bernardino County Department of Education Consortium ERP (SBCSS) for all authorized BCC users. All College meetings, cabinet meetings, Business and Finance Committee Representatives, and Board of Trustee meetings are provided as additional venues to disseminate information. The budget allocation proposals (BAP) via the institutional effectiveness committee (IEC) affords the opportunity for all constituents to participate in the development of institutional budgets and assures that the institution's mission and goals are the foundation for financial planning based on the scoring rubric (III.D.2, III.D.3).

Barstow Community College Board of Trustees policies and the Administrative Procedures (AP) effectively guide the College's financial management in a manner that ensures financial stability and integrity to support student learning. The IEC along with the Business and Finance Committee (BFC) evaluates BAP against the college mission and goals, scholarship of teaching and learning, and strengthening support services and maintains a realistic assessment of available financial resources and expenditures (III.D.4).

For responsible use of financial resources as well as maintaining financial integrity, Barstow Community College funding is applied to appropriate fund sources per the Chancellor's Office Budgeting and Accounting Manual and is managed via the San Bernardino County Department of Education Consortium (SBCSS) ERP system. Use of SBCSS allows authorized users to obtain financial information via internal controls (Financial – Reflections) and the County also serves as reviewer/auditor to bolster control mechanisms as an external independent party. This also includes the review of BCC financial reports based on BCC policy and procedures. This is the primary method to maintain ongoing credibility and accuracy of the College's financial documents, including its budget, which reflect appropriate allocation and use of financial resources to support the College's mission and goals focused on student learning. BCC has received an unmodified audit opinion for fiscal years 2012-1013, 2013-2104, and 2014-2015 (III.D.5, III.D.6,III.D.7).

The College uses the San Bernardino County Department of Education Consortium ERP (SBCSS) which allows authorized users to obtain financial information via internal controls (Financial – Reflections). The County also serves as reviewer/auditor to bolster control mechanisms via an external party. In addition, any BCC transaction is subject to a random audit by SBCSS throughout the year. Financial audits with continued unqualified opinions support the assertion that the institution manages its financial affairs with integrity and continues to remain financially stable (III.D.8).

The College maintains sufficient cash flow. The College is well managed in a manner that support and sustain student programs and services. Per Board Goals to Achieve Institutional Effectiveness & Excellence 2016-2017, the College maintains a minimum of 15% reserve for any contingency and to support stability and has had favorable year end balances (III.D.9).

BCC Board Policies and the Administrative Procedures are the foundation of financial planning that supports the mission and goals of the colleges. The long-range financial

position of the institution is healthy, fully funded Other Post-Employment Benefits (OPEB) and odd-year actuarial studies by independent third party is used to determine required contributions and identify under/over payments. BCC also has effective oversight for financial aids, grants, contractual relationships and auxiliary organizations. The Foundation is an independent organization. To complement financial stability, the College has no debt (III.D.10, III.D.11, III.D.12 , III.D.13).

The college has no debt and has not had any for several years. (III.D.14)

The College does not participate in student loan programs (III.D.15).

Responsibility to ensure contract agreements are aligned with mission and vision of the college is the responsibility of the Vice President of Administrative Services. BCC has systematic processes in place, including board policies and administrative procedures, to govern the integrity of contractual agreements. Board Policy Chapter 6 and administrative procedures chapter 6 covers Business and Fiscal Affairs functions and outlines oversight and control of bids and contracts. The evaluation team verified that the College's contractual agreements with external entities are governed by Board policies and procedures and are consistent with the College's mission and goals (III.D.16).

Conclusion:

The College meets the standards and related Eligibility Requirements.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Barstow Community College's participatory governance policies and procedures ensure that each campus constituency is responsible for its role in decision making. The Board of Trustee has had a participatory governing policy in place since at least 2013, and the Participatory Governance Handbook with detailed information about planning processes and participatory governance related to the college is completed and updated every several years. Committees meet, keep minutes, and report to their constituencies. Additionally, for some specific tasks, there is evidence that schoolwide participation was engaged and input was sought from all constituents. Examples of this include the 2015 Strategic Planning Retreat, leading to the creation and eventually the Board approval of the 2015-2018 Strategic Plan, and the development of the core values for the College.

Policies and procedures are in place and implemented to promote participation of all groups, including students, in decision-making processes. These policies and procedures are evaluated and updated regularly, and new policies and procedures are created and approved whenever appropriate. Each group is involved in decision-making related to everything for which a direct or reasonable interest exists for that group. Policy dictates how different constituencies may bring forward ideas and work together on appropriate committees to move ideas forward. Roles in institutional governance are clearly delineated and substantial for both faculty and administrators with regard to planning, and institutional policies. Participatory governance committees, other than the Academic Senate, are chaired by administrators and managers with faculty appointed or elected to each committee through the Academic Senate. The Governing Board relies primarily upon the advice of the Academic Senate with regard to all academic and professional matters. The President's Shared Council reviews recommendations from all other committees and makes recommendations to the Superintendent/President prior to submission to the Governing Board. This committee includes representation from all constituent groups, including the Academic Senate. Board Policies and Administrative Procedures are reviewed by the Academic Senate for input regarding revisions, and are updated on a regular basis according to an adopted schedule.

The Governing Board relies primarily upon the Academic Senate in matters of curriculum, with the Curriculum Committee (which is a sub-committee of the Academic Senate) acting to review and evaluate both new and existing curricular material for accuracy and compliance with both external and internal policies and procedures. The Curriculum Committee reviews and recommends curriculum prior to its approval by the Governing Board. Although all constituent groups are represented on the Curriculum Committee, only the faculty members are allowed to vote. Internal policies and procedures, including for program discontinuance, course repetition, and pre-requisites and co-requisites, are in place. The Governing Board retains ultimate responsibility related to decision-making regarding academic programs.

The Strategic Planning and Communications Process, outlined via a flow chart in the Participatory Governance Handbook, provides an overview of how institutional governance works at the college. Committees, subcommittees, and work groups rely on the expertise of administrators, staff, faculty, and students to offer their expertise leading to committee recommendations. These recommendations are then brought forward by the committee chairs through the governance process.

Findings and Evidence:

The Governing Board has adopted a policy (BP 2510) which states that it will include students, staff, and the academic senate in its decision-making except in the case of unforeseeable emergency situations. This policy details how each of the constituent groups will be included. (IV.A.1, IV.A.6)

The Participatory Governance Handbook, dated 2017-2020, provides detailed information regarding the mission of the college, strategic planning and budget related processes, the roles of the governing board, the administration, the student government, the academic senate, the faculty association, and the staff, guidelines for participation in the governance process, as well as a list

and description of all participatory and all non-participatory governance committees. IV.A.1, IV.A.6)

The minutes from the meetings for committees are posted on the school website.   The school also has regularly scheduled all school meetings to disseminate information widely. (IV.A.1, IV.A.6)

In addition to working via formal committees, at times the school has chosen to work collaboratively on specific tasks, for example to create organizational core values and also to develop strategic priorities for the college. For these tasks, input was collected from many constituents via all school meetings (for developing organizational core values) or by hiring a facilitator and holding a retreat with all constituent groups represented (for developing strategic priorities for the college.) (IV.A.1, IV.A.6)

The Governing Board has adopted a policy (BP 2510) which states that it will include students, staff, and the academic senate in its decision-making except in the case of unforeseeable emergency situations. This policy details how each of the constituent groups will be included. (IV.A.2)

The President's Advisory Council includes members from the academic senate, the student government, the faculty association, and the staff. This council assists in governance by promoting coordination among committees. Administrative Procedure 2510 describes in detail how the President, the President's Council, the governing board, the faculty association, the academic senate, the staff association, and the associated student body act in a coordinated way to govern the college. (IV.A.2, IV.A.5)

The governing board contains a student representative who, although not a voting member, gives input in decisions. For example, ideas from student government were elicited by the governing board concerning remodeling ideas for the student center. Students were also instrumental in creating a veteran's organization which ultimately led to the governing board approving a campus site for veterans. This included negotiating decreased bus fares for students as well as to getting money from the college foundation to increase the supply of books on reserve in the library. (IV.A.2)

The roles of faculty and administrators are well defined in multiple board policies (BP 2410, BP 2510, BP 3200, BP 3250, BP 4020, BP6300, and BP 7120). These policies spell out the roles of faculty and administrators with regard to accreditation, institutional planning, shared governance, decision-making, fiscal management, and hiring. Board policies and Administrative Procedures are reviewed regularly and changed if helpful, and new policies and/or procedures are regularly adopted where appropriate. Board Policies and Administrative Procedures are also reviewed by the Academic Senate for input regarding revisions. Any changes that are made are widely communicated. (IV.3, IV.A.7)

The President's Shared Governance Council, with representation from all campus constituencies, reviews recommendations from all other committees and makes recommendations to the Superintendent/President prior to the submission to the governing board. (IV.A.3)

Policies and procedures are well-defined and mapped out (via the Strategic Planning and Communication Flowchart) and appear to work effectively. Program and curriculum development and course related policies and procedures are approved by the Governing Board for creating or altering courses and programs (AP 4020), program discontinuance (AP 4021), and course repetition (BP 4225). (IV.A.4, IV.A.5)

Conclusion:

The College meets the standards and related Eligibility Requirements.

IV.B. Chief Executive Officer

General Observations:

The superintendent/president serves as the institution's chief executive officer and has been delegated the authority to administer board policies and execute all board decisions requiring administrative action. The college has established administrative and participatory governance structures, board policies, and administrative procedures allowing the president to provide effective leadership in planning, organizing, and assessing institutional effectiveness.

The president along with college leadership ensure that practices within the institution are aligned with the mission and establish policies through collegial consultation and review by all constituent groups. Planning functions, control of the budget and expenditures, selecting and developing personnel, and assessing institutional effectiveness are achieved through delegation to administrative leaders and oversight within the organizational structure of the institution.

Findings and Evidence:

The chief executive officer at this institution is the superintendent/president. The Board delegates authority to the president to implement and administer the policies they adopt, as described in BP 2430 and BP 7110. The president executes this authority by delegating the oversight to appropriate administrators for the development of various institutional plans as illustrated in the Strategic Planning & Communication Process Flow Chart. To ensure that the president has primary responsibility for the quality of the institution, she receives reports from a variety of committees central to the Strategic Planning and Communication Process charged with planning, budgeting, and organizing the administrative work at the college. As the chair of the President's Shared Governance Council, the president engages in collaborative dialogue with leadership from across college constituencies to guide the goals, objectives, and action plans of committees and departments through the formal planning processes (Participatory Governance Handbook, BP 3250, and AP2510).

The president oversees development of the budget (BP 6200, BP 6300). (IV.B.1)

The board gives the president the authority to develop and implement an organizational structure that delineates the lines of responsibility and fixes the general duties within the District (BP 3100). Further, BP 7120 gives the superintendent/president responsibility to establish procedures

for the recruitment and selection of employees in accordance with Board Policy, and the District's EEO & Diversity Plan. (IV.B.1)

The president has established an organizational structure that provides for the administration of the programs and services offered by the college (Organization charts). The president delegates the authority given to her by the board of trustees to the administrative organization of the college. The duties and responsibilities for each administrative position indicate how the president has delegated her authority. (IV.B.2)

The college has policies and procedures in place that have delegated the authority to the president to establish a planning process where values, goals, and priorities are identified. (BP 3250) The College's vision, mission, and values serve as the foundation of the Strategic Planning and Communication process and plans and initiatives generated from the participatory governance committees most responsible for the areas impacted by those plans. (AP3250) There is broad-based participation in planning efforts and consultation among all constituency groups. The College has a comprehensive Strategic Plan in place, has an approved set of core values established through a process of collegial consultation, and has a Strategic Planning and Communication Process that aligns planning with participatory governance committees. The Board of Trustees approved the college's institution-set standards for 2017-18 and the Year Three Framework of Indicators goals in May of 2017. The Office of Institutional Research develops an annual Student Success Scorecard with institutional set standards and student achievement indicators.

The Office of Institutional Effectiveness provides data on student achievement and outcomes, data from programs reviews, and institutional level data and appropriate reports. Through the program review process, the college ensures that educational planning is integrated with resource planning and allocation with student learning and achievement data as the basis for evaluation. Program review processes are connected to funding and resource allocation by tying resource requests submitted via the Budget Allocation Proposal form to a need identified in the program review, to student success, and to alignment with the college's mission and planning priorities.

The president is given the responsibility for assuring the college meets accreditation requirements through the authority and charge conferred upon the position (BP 3200). The president demonstrates leadership in accreditation through her participation in the process and through the delegation of the self-study chairperson, the accreditation liaison officer, and the co-chairs of the self-study standards. (AP 3200)

The participatory governance structure ensures that faculty, staff, and administrative leaders share the responsibility for complying with accreditation requirements. The president ensures compliance with all system requirements, accreditation requirements, and institutional policies through the administrative structure of the college via the authority granted to her by the Board of Trustees. (IV.B.3)

The 2017 ISER generated by Barstow Community College indicates participation among all constituency groups as evidenced by the membership of the Steering Committee, the standard chairs, and team members responsible for drafting and completing the report. The Academic

Senate and the President's Shared Governance Council reviewed the report prior to its approval by the Board of Trustees. The involvement of the broader college community to ensure the college meets eligibility requirements, accreditation standards, and the commissions policies is achieved through the participatory governance structure the college has created. Faculty, staff, and administrators share responsibility for compliance with accreditation requirements through their participation in program evaluation, planning, and collaboration on the assessment of student learning. Interviews with college faculty and staff confirmed wide-spread participation in preparation of the Institutional Self-Study Report. (IV.B.4)

The board delegates authority to the president to ensure compliance with laws and regulations by taking the appropriate administrative actions. The president ensures that the college maintains institutional practices that are consistent with its mission and policies by program evaluation that occurs through its program review process and through evaluation of its processes and procedures. The college reviews policies and procedures on a regular cycle codified in AP 2410. Policies and procedures are approved by the President's Shared Governance Council, are vetted by appropriate shared governance groups, and are then sent to the governing board for final approval. The college relies on external advisory groups such as the Community College League of California (CCLC) to guide policy changes.

Board policy directs that each year the president develops a budget that meets regulations and has a timeline for review by the board. Fiscal management of the district is the primary responsibility of the Chief Business Officer (the Vice President of Administrative Services) who is a member of the President's Cabinet, the chair of the Business and Finance Committee, and as advisory member to the President's Shared Governance Council. (IV.B.5)

The president hosts a "State of the College Address" annually each fall where both college personnel and the community at large are invited to attend. Additionally, the president reaches out to local community organizations (Rotary, City Council, Chamber of Commerce, etc.) to present information relevant to the college community. (IV.B.6)

Conclusion:

The College meets the standards and related Eligibility Requirements.

IV.C. Governing Board

General Observations:

Barstow Community College is governed by a five-member board who are elected at-large by the Barstow community on a staggered basis. The Governing Board consists of five members elected by the local community and one student member elected by the Associate Student Government (non-voting). Through their involvement in activities at the local, regional, and state level, the Governing Board stays informed about concerns and issues relevant to Barstow Community College.

Through establishing policies aligned with the college's mission statement, the Governing Board has ultimate authority for educational quality, legal matters, and financial integrity. The Board assures the quality, integrity and effectiveness of student learning programs and services by publishing its policies, protocols, and code of ethics; participating in professional development; assessing its own performance, staying involved with accreditation, and selecting and evaluating the superintendent/president.

The president/superintendent reports directly to the Governing Board and has delegated authority to implement and administer board policies. The Governing Board holds the president/superintendent accountable for the operations of the college through annual performance evaluations.

Findings and Evidence:

Board Policy 2200, Board Duties and Responsibilities, establishes that the Governing Board governs the college on behalf of the citizens of the Barstow Community College District in accordance with the authority granted and duties defined in Education Code. Additionally, BP 2510, Participation in Local Decision Making, outlines the Board's commitment to ensuring that appropriate members of the District participate in developing policies for board action. Evidence of the Governing Board's authority and responsibility is found in meeting agendas, supporting documents, reports, and meeting minutes. (IV.C.1)

BP 2715, Governing Board Code of Ethics/Standards of Practice, requires Board members to exercise their authority only as a board and to not interpret "Board member authority to imply administrative authority." The Board has adopted Communication Protocols that provide guidelines for ensuring open communication and mutual respect. Included in these protocols are specific statements that the trustees, in their role as "advocates and ambassadors for the College" will "represent Board decisions and policies." A review of Board meeting minutes reveals a unified board that frequently votes unanimously on key issues. Interviews confirm the cohesive nature of the Governing Board. (IV.C.2)

The Governing Board is authorized to hire and evaluate the CEO by BP 2200: Board Duties and Responsibilities. The authority to establish a process for the selection of the president is established in BP2431, President Selection; and in BP 2432, the Board delegates the college president with the authority to appoint an acting president to serve in his or her absence for a specified period of no more than 60 calendar days at a time.

The Board evaluates the President at least annually. The process for the evaluation of the district president is developed and jointly agreed to by the Board and the President and is prescribed in the superintendent/president's employment contract. (VI.C.3)

BP 2200: Board Duties and Responsibilities sets forth the responsibility of the Governing Board to govern the college on behalf of the citizens of the district and to advocate for and protect the institution. The role of the Governing Board as an independent policy-making body is demonstrated through review, development, and approval of new and revised district policies.

The members of the Governing Board are expected to maintain high standards of ethical conduct. BP 2715, Code of Ethics/Standards of Practice, calls on each Board member to act "only in the best interests of the entire community," to adhere "to the law and spirit of the open meeting laws and regulations," and to prevent "conflicts of interest and the perception of conflicts of interest." Additionally, Board Policy 2716 prohibits members of the Board from using "District funds, services, supplies, or equipment" for the purpose of urging the passage or defeat of any ballot measure or candidate. (IV.C.4)

The Governing Board acts as the ultimate decision-making authority for the District in all legal, fiscal, and educational matters. Board Policies and Administrative Procedures establish the process for review, development, and approval of Board Policies and Administrative Procedures. The Board encourages input from appropriate members of the District in developing recommended policies for board action and has codified this participation in BP 2510, Participation in Local Decision Making. The governing board is charged with assessing its policies for effectiveness in fulfilling the District's mission as outlined in BP2410. The Board Goals for 2016-17 demonstrate the Board's commitment to and understanding of their responsibility to educational quality and to fiscal stability by including specific goals related to student achievement and fiscal integrity. (IV.C.5)

Various policies specify the Governing Board's size, duties, responsibilities, structure, and operating procedures. These are published on the College's web site under "About BCC, Board of Trustees, Policy & Procedure" and can be read in Board Docs, Chapter 2 – Board of Trustees. There are approved policies on board membership (BP 2010 and BP 2110), board duties and responsibilities (BP 2200), board structure (BP 2210 and BP2220) and operating procedures (BP 2305, BP 2310, BP 2315, BP 2320, BP 2330, BP 2340, BP 2345, BP 2350, BP 2355, BP 2360, and BP 2365). (IV.C.6)

Governing Board policies and administrative procedures are developed, reviewed, and/or modified through the process outlined in BP/AP 2410: Board Policies and Administrative Procedures. The College has established a process to ensure timely reviews of all board policies and administrative procedures and relies on biannual updates from the Community College League of California as well as regulatory revisions and district procedural changes to guide on-going review of district policies and procedures as needed. (IV.C.7)

The Board receives regular reports and presentations regarding student learning and achievement. Additionally, the Board regularly reviews the key indicators of student learning and achievement through presentations on the Student Success Scorecard and Institution-Set Standards as well as other presentations on relevant information regarding student achievement and instructional quality. A review of Board meeting minutes confirm that the Board regularly reviews and approves major planning documents and is being kept informed of ongoing initiatives, student achievements, and institutional progress through regular presentations from college staff. (IV.C.8)

The governing board provides for new member orientation as detailed in BP 2740, Board Education. BP 2100, Board Elections, establishes policies for ensuring continuity of board membership and staggered terms of office. The Board holds annual retreats to engage in self-

evaluation and goal-setting and board members participate in ongoing training and development through state and national conferences. (IV.C.9)

The Barstow College Board of Trustees has a process for self-evaluation that takes place during the annual Board Planning Retreat. The Board agreed to use a new assessment tool at the September 17, 2016 retreat. At the September 23,2017 Board Planning Retreat, the Board reviewed their most recent self-assessment results that included a measure of the year to year improvements. The self-assessment evaluates the practice and performance across several areas of Governing Board roles and responsibilities including student achievement, educational programs and quality, communication, facilities, professional development, staff relations, and board education. The Governing Board's self-evaluation results in the development of goals for the Governing Board. (IV.C.10)

The BCC BP 2175: Code of Ethics/Standards of Practice provides a code of ethics for the Governing Board that includes a clearly defined policy for dealing with members that violate its code. BP 2170: Conflict of Interest also establishes a conflict of interest policy.   (IV.C.11)

BCC BP 2430: Delegation of Authority to District President, "… delegates to the President the executive responsibility for administering the policies adopted by the Board…" and is "…responsible to the Board for the execution of such delegated powers and duties." BP 2435 specifically states that the criteria for evaluation will be based on "performance goals and objectives developed in accordance with Board Policy 2430." (IV.C.12)

BP 3200: Accreditation mandates that the President shall keep the Board informed of and involved with the accreditation process. The Governing Board received frequent updates on accreditation from the Accreditation Liaison Officer and also received training on accreditation. Board members participated in site visit interviews. (IV.C.13)

Conclusion:

The College meets the standards and related Eligibility Requirements.

Quality Focus Essay

Barstow College's Quality Focus Essay (QFE) outlines three areas of focus; learning support services, professional development, information technology infrastructure and data quality. For each of the three areas of focus include strategies, resources, and measurable outcomes.

The three areas of focus are in-line with the College's Education Master Plan (draft and were identified in the Institutes Self Evaluation Report. The first action plan, learning support services, aligns with several of the elements contained in Standards I.B, II.A, II.B, II.C. A timeline is established for the area of focus that includes, identified activities and goals. One element that might enhance the focus area is to identify the responsible persons, departments or divisions. Resources have been identified, and measurable outcomes are identified. The plan

acknowledges the need for data to support the plan and identifies multiple measures that will be used to assess progress with goal attainment.

The second action plan, professional development, align with elements contained in Standards III.A, and references supporting elements contained in Standards I.C and II.A. The timeline established is a two-year plan and is reflected in the Self-Evaluation and an area where improvement is needed. Resource needs are identified and include grants, as well as an acknowledgment that existing financial resources will need to be allocated to support the objects that have been established.

The third and final focus area is information technology infrastructure and data quality. This three-fold plan outlines plans to upgrade the college's existing technology infrastructure, improve data quality, and the use of data to drive institutional processes. The plan aligns with the Educational master plan and reflects self-identified areas of improvement identified in the Self-Evaluation. Elements within Standards III.C, I.A, I.C, will give direction and support the achievement of the measurable outcomes in the plan.

The team recognizes the time and effort that has gone into systematically identifying areas of needed improvement. Each of the three focus areas was supported by a "rationale" for why they were selected. Following the timelines, identifying the needed resources, and monitoring progress toward to measurable outcomes should show improvement in each of the three focus areas.