APPLICATION FOR GRANTS UNDER THE DEVELOPING HISPANIC-SERVING INSTITUTIONS PROGRAM

CFDA NUMBER: 84.031S (TITLE V)

FY 2014

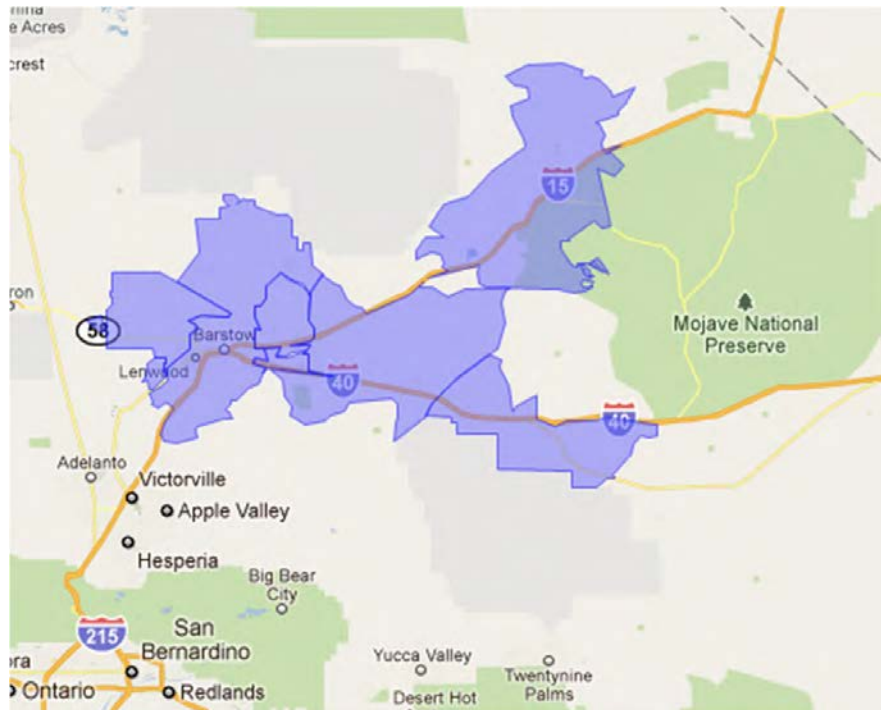*The Barstow Community College Student Success Center*

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INTRODUCTION

Barstow Community College ("BCC") is an **open-access, comprehensive two-year institution** serving a diverse student population in the Mojave region of San Bernardino County, California. The main campus of the college is located in the city of Barstow, California, situated in Southern California's high desert, equidistant from Los Angeles and Las Vegas, Nevada.

BCC provides the first two years of college study as part of the California state Community College system of higher education. The college's educational programs include lower-division college coursework and general education offerings for transfer to baccalaureate degree institutions. In addition, **the college offers an extensive range of basic skills courses in Math, Reading, English, and English as a Second Language to serve the majority of students who enter the institution underprepared for college level work**. Also, the college has a division dedicated to Career and Technical Education, which houses degrees and certificates for students not on the academic transfer track. For these students, the college offers programs in such fields as Cosmetology, Child Development, Automotive, and Welding, to name but a few. The institution maintains a satellite campus at the

U.S. Army National Training Center at Ft. Irwin, which serves approximately 4,500 military

personnel and their families.

This rural region is undergoing major, lengthy economic transitions, which has

resulted in a portion of its adult population being unemployed or on some form of

governmental assistance. With the economic realities in the county, indeed across the country, people are seeking to improve their circumstances, and within the communities we serve, applicants to BCC are asked to self-identify their goals, information which assists us

	City of Barstow	State of California
Population (2012 est.)	23,033	37,999,878
Percentage Hispanic (2010)	42.8%	37.6%
Median Household Income (2008-2012)	$44,623	$61,400
Persons Below Poverty, Percentage (2008-2012)	24.3%	15.3%
Percent Population (16+) Unemployed	12.8%	11.0%
Percent Population with Bachelor's Degree or Above	9.7%	30.5%

in anticipating the needs in our service-area. Not surprisingly, self-identified goals focused on

improving lives in various ways, including but not limited to educational development,

career/workforce development, and personal enrichment. (Source: U.S. Census Bureau)

Institutional Mission

Barstow Community College is an accredited, open access institution of higher learning

committed to providing our students, community, and military population with the educational

tools to achieve personal goals and professional growth. To accomplish this, the college offers

traditional and distance education courses, programs, and pathways designed to enhance student

success, leadership development, and career opportunities, enabling all in the community to

thrive in a changing global society.

Institutional Participatory Governance Structure

Barstow Community College's President serves as the Chief Executive Officer, reporting to a five-member elected Board of Trustees which governs the college. The Trustees actively engage in the on-going planning and development of the college. The Administrative team of the college also includes a Vice President of Academic Affairs, a Vice President of Student Services, a Vice President of Administrative Services, an Associate Vice President of Human Resources, Public Information Officer, and three Deans, representing Academic Affairs, Workforce and Economic Development, and Research, Development and Planning.

Barstow Community College is a Participatory Governance institution. The President regularly convenes the Shared Governance Council that includes representatives of her middle management staff, as well as representatives from the Academic Senate and the Faculty Association (BCFA), and hourly representatives from our Classified Union Association. In addition, the President holds monthly All College meetings to share information and invite participation from members of all constituencies in discussions of the decision-making process regarding the strengths, weaknesses, challenges, and opportunities for change at BCC. All constituencies are made aware of the state of the college in terms of academic programs, management, and fiscal viability through committee participation.

Student Body Characteristics

Barstow Community College **qualifies as a Hispanic-serving institution. In the 2012-13 academic year, representative of recent years at BCC, 37.6% of our student population self-identified as Hispanic.** In addition to serving a strong Hispanic population, BCC also serves other diverse populations, with students of various ethnic backgrounds, age groups, gender,

sexual orientation, educational experiences, and educational needs.

Student Information (2012-13)				
Students	5,152			
GENDER			**RACE/ETHNICITY**	
Female	58.0%		African American	15.4%
Male	41.3%		American Indian/Alaska Native	0.8%
Unknown Gender	0.7%		Asian	2.2%
AGE			Filipino	1.5%
Under 20 years old	22.7%		Hispanic	35.9%
20 to 24 years old	26.7%		Pacific Islander	0.9%
25 to 39 years old	35.6%		White	35.8%
40 or more years old	15.0%		Two or More Races	4.0%
Unknown Age	0.0%		Unknown Ethnicity	3.5%

(Source: California State Community College Chancellor's Office)

In working to assess and address students' educational needs, the college has analyzed multiple measures of student data, including but not limited to Accuplacer assessment data, retention rates for students who have studied at BCC for three consecutive semesters, and success rates by method of instruction (face-to face vs. online) at various intervals. The compiled assessment data tells us that the vast majority of our students enter our institution underprepared for college level work.

Persistence, or Retention Rates after three semesters (2012-13) is 52.5%, which is significantly lower than the California statewide average of over 70%.

2014 Barstow College Student Success Scorecard Metrics	
Cohort Tracked for Six Years Through 2012-13	
(Persistence is new students enrolling in the first three semesters)	**Persistence**
Statewide	**70.5%**
Barstow Community College	**52.5%**
Female	53.4%
Male	51.6%
Under 20 years old	55.7%
20 to 24 years old	44.9%
25 to 39 years old	46.2%
40 or more years old	75.0%
African-American	52.5%
American Indian/Alaska Native	42.9%
Asian	66.7%
Filipino	20.0%
Hispanic	51.2%
Pacific Islander	42.9%
White	52.0%

(Data Table next page. Source: California State Community College Chancellor's Office)

Due to the large service area and **a majority of students who have to balance school work with raising children and a full-time job**, Barstow Community College has an extremely large online course offering and enrollment. **Online enrollments account for roughly half of all enrollments at Barstow Community College**, with two-thirds of the students residing within 50 miles from the college. This poses additional challenges for the college to be flexible in serving its widespread student population.

In the table below, we can see that **there is a 6% gap in the success rates between the students who attend classes in person and those who take the courses online, and a 12% gap for students from the County but outside the local area.** With approximately half of our enrollments away from campus, additional effort is needed to improve student success at the college. (Source: Barstow College student enrollment data as of January 2014)

Online vs. Traditional Course Success Rates (Spring 2013):		
Online Success Rate:		**63.5%**
From Barstow Area:	66.2%	
From Greater SB County:	*57.8%*	
From Other Areas:	66.8%	
Traditional Success Rate:		**69.5%**
From Barstow Area:	69.8%	
From Greater SB County:	*69.9%*	
From Other Areas:	63.7%	
Overall Success Rate:		**66.2%**
From Barstow Area:	68.5%	
From Greater SB County:	61.8%	
From Other Areas:	66.4%	
Total Enrollment:	**11,290**	
Traditional	5,027	44.53%
Online	6,263	55.47%

Student-stated Educational Goals	SU12	FA12	SP13	SU13	FA13
A. Obtain an AA degree and transfer to a 4-year institution	305	650	463	488	650
B. Transfer to a 4-year institution without an AA degree	17	39	16	18	32
C. Obtain a two year associate's degree without transfer	168	428	533	412	583
D. Obtain a two year vocational degree without transfer	87	149	85	94	147
E. Earn a vocational certificate without transfer	21	47	20	19	37
F. Discover / formulate career interests, plans, goals	30	90	69	105	163
G. Prepare for a new career (acquire job skills)	23	58	76	90	176
H. Advance in current job / career (update job skills)	16	26	3	10	11
I. Maintain certificate or license (e.g. Nursing, Real Estate)	14	23	7	13	12
J. Educational development (intellectual, cultural)	6	27	8	17	14
K. Improve basic skills in English, reading or math	6	19	13	10	8
L. Complete credits for high school diploma or GED	25	55	46	65	69
M. Undecided on goal	7	14	7	12	16
N. To move from noncredit coursework to credit coursework	1	1	1		
O. 4-year college student taking courses to meet 4-year college requirements	15	33	15	15	21

Despite multiple challenges for our students, their desire to achieve their educational and career

goals remain high, which are identified in the chart above. (Source: Barstow College student

enrollment data as of January 2014)

Faculty Characteristics

Barstow Community College has 29

full-time faculty members and approximately

110 part-time faculty each semester. Fifty-eight

percent of the faculty is male, and 42% female.

Ethnic backgrounds vary, but per the latest

data, the majority of full-time faculty is
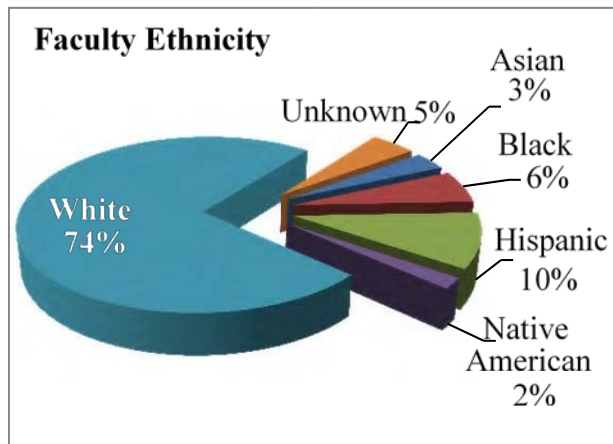
Caucasian. **The average faculty member has been at the college for ten years**, creating a

stable faculty, but that average has been declining, with four long-serving faculty having retired

and been replaced in the last two years. (Source: Barstow College Fact Book 2010)

COMPREHENSIVE DEVELOPMENT PLAN

Analysis of Strengths, Weaknesses, and Significant Problems: Academic Programs

Strength: The faculty is one of BCC's major strengths. BCC has a variety of ways to

deliver instruction to students, offering both traditional and online courses. Faculty are largely

committed to student success, and **due to the small size of our college, students often get**

much more individualized attention than they would otherwise get at a larger school.

Instruction is more focused on the success of individual learners, and faculty participate actively

in the assessment of their own teaching as **they work on Student Learning Outcomes and**

Program Reviews, and implement changes to sustain quality improvement. Online classes

are regularly monitored for effectiveness by the Distance Education Committee which recently adopted, with Academic Senate support, a comprehensive Regular and Effective Contact model.

Strength: Leadership in Academic Programs. **For the past several years, faculty leadership has been phenomenal. They actively support innovation in instruction, development of programs, revision of curriculum, and development of institutionalized processes.** The faculty led Curriculum Committee has just completed a complete review of all courses and either confirmed Student Learning Outcomes or archived courses no longer appropriate to the college's mission. Participants have voice and get feedback, so there has been an increase in investment of time, diversity of thought, and accountability.

Strength: Growth in the area of Workforce and Economic Development has opened avenues for students in areas outside the traditional academic transfer track. This allows members of the community to achieve vocational degrees and certificates or prepare for new careers or advance in existing careers. This is evidenced in the Educational Goals chart and those goals account for a significant number of the desirable outcomes for many BCC students.

Weakness in Tutoring Service and Student Success Challenges: Based upon the data of initial student assessments and the retention and success rates, we clearly have room to improve our approach to facilitating student success. One area of potential development, currently a weakness, is tutorial services. Though we do have a tutorial center, it is currently located inside the Learning Resource Center solarium, with a square footage of 882, **limiting the number of students we can feasibly serve to approximately 13-14 students at a given time**, and the lack of other available space has made this a challenge. Further, the space has glass walls, which often leaves students feeling self-conscious about tutorial assistance and creates significant distractions for students. Currently, **we serve approximately 200 students per**

semester, and with FTES of 2479.94 for the 2012-13 academic year, there are a majority of students NOT making use of the service. Our instructional approach in this area also has a number of other challenges that need to be addressed.

Challenge: Faculty have not really been significantly involved in Tutorial Services, and it is currently supervised by a part-time classified staff member. The second instructional challenge is that **tutor training has been a problem** because up until two years ago, the training was only comprised of watching a video and filling out paperwork; there was no training preceding the beginning of tutoring students. This was addressed a couple of years ago, and the tutorial training class was revised by a faculty member, who, in collaboration with another faculty member and the Vice President of Academic Affairs, designed a tutor training class with new policies and instructional techniques. However, the training class has proven logistically problematic because of funding issues particularly related to lack of staffing, as well as lack of clear direction and accountability. The roles and responsibilities of participating faculty and staff have been changeable and unclear, partially because our approach has not been centered, literally or figuratively. (Photo Source: BCC Public Information Office)

Challenge: We do not currently offer tutorial support in all areas of study. For example, Workforce Development students do not often have access to tutors familiar with their content. Further, the collection of data regarding students' use of tutorial services is limited in scope and does not lend itself to clear analysis of how we are really serving students and how we can improve. In addition to serving the general student body, we also have particular groups, such as EOPS/CalWORKs, disabled students, and athletes, who have special requirements for tutorial support, and with the tracking system we currently have in place, it is difficult to assess what support we are really providing for them. Counselors and Student Service staff would like

to utilize the tutorial center to support students on academic probation, but due to lack of space and trained personnel, this program lays dormant.

Challenge: Online Tutorial support exists but is severely limited. This is a significant challenge, given that approximately 50% of our courses are offered online, and a lot of online students who work full time during the day are not supported by our current services. Currently, tutorial services are limited to traditional work day hours.

Opportunity to Develop a new approach to tutorial services. With the completion of a new Performing Arts Center, the Interim Performing Arts Center (IPAC – exterior photo on Page 13 and proposed floor plan on Page 26) is potentially available to serve as the new location of a "**Success Center**." The change in location would allow us to develop a new approach to supporting student success, **centralizing responsibilities**, and bringing faculty into the process, which would establish greater connections between the classroom and "external" student support, solidifying partnerships between constituents, with the student at the center. Of course, the building would require some limited modification. The IPAC has a square footage of 4,356 and has the capacity of 99 people in its current configuration.

Analysis of Strengths, Weaknesses, and Significant Problems: Institutional Management

Strength: A major strength of Barstow Community College is strong and inclusive administrative leadership: The administration currently includes Dr. Deborah DiThomas, President; Mr. Stephen Eaton, Vice President of Academic Affairs; Mr. James Daniels, Vice President of Student Services; Mr. George Walters, Vice President of Administrative Services; Mr. Clint Dougherty, Associate Vice President of Human Resources; Ms. Maureen Stokes,

Director of Public Information; and Mr. Carl Yuan, Dean of Research, Development, and

Planning.

The relatively new administrative team has changed the culture of the college by

implementing a comprehensive strategic planning and communication plan. Through this

plan, the college's various administrative and instructional departments are more integrated in

their planning. Proposed innovations are well vetted before coming out of committees which

have members that are representative of all constituency groups. Proposals are then taken to the

President's Cabinet for further review. Upon receiving the Cabinet's support, the proposal is

forwarded to the President's Shared Governance Council for their consideration. Once discussed

and support at the Council, the proposal is then taken to the All College meeting for review and

discussion.

<u>Strength: Under this strong leadership, communication across the constituencies has</u>

<u>improved</u>, and processes have been put into place to facilitate continuous and sustainable

improvement of instruction and student support. There has been an increase in participation at

All College meetings held by Dr. DiThomas, largely because she invites and considers dialogue

from all constituencies, including faculty, staff, and students at the college as she and her

management staff make decisions regarding the direction Barstow College is taking. **The**

repurposing of the IPAC has gone through this Strategic Planning process. The Facilities

Committee, the Associated Student Government and attendees at an All College meeting have

discussed the IPAC's future use. With this input, the Cabinet agreed that the best use of the IPAC,

after considering instructional, fiscal and facilities concerns, was to use the building to **develop a**

new approach to support student success through revamped instructional services.

Interim Performing Arts Center (IPAC)

(Source: BCC Maintenance and Operations)

Strength: There has been a positive shift in the vision of BCC's approach to supporting student success., While practice at BCC has been to have tutorial services functioning under the supervision of classified personnel, current Administration sees the value in re-imagining the college's approach, bringing faculty in to greater involvement in tutorial support, which is an instructional department, and facilitating partnerships between faculty and classified participants, understanding that success requires collaboration between people working

together for the success of all. This would include greater participation with Student Services

staff and counseling. The implementation of the Student Success Initiative in California

provides an excellent opportunity to **integrate instructional and student services**.

Weakness and Challenge: Barstow Community College has been operating at a

deficit for the past two years. As a result, BCC has facilities, labs, and equipment in desperate

need of upgrades and improvements. Recent budgetary constraints have prevented access to

advance tools and informational sources for staff, students, and faculty. **These budget**

constraints have necessitated reduction in hours for staff in the library, tutorial, and the

computer lab.

Challenge: At a small college, faculty and staff often multi-task to fulfill all the

necessary responsibilities. Changes to institutional culture, such as the change proposed herein,

can be challenging for some members of our constituencies to adjust to and embrace. This

challenge, though, affords BCC the opportunity to revitalize institutional culture and reinforce

commitment to student success.

Opportunity: The availability of the Interim Performing Arts Center (IPAC) and the

greater involvement of faculty in a **redesigned Instructional Services** would enable BCC to

increase student success by enhancing the connection between the classroom and support

services by **integrating services into one space, creating a clear framework of roles,**

responsibilities, and accountability. With the increase in available space, the opportunity exists

to also **create a center for teaching excellence to enhance faculty** expertise and involvement.

Analysis of Strengths, Weaknesses, and Significant Problems: Fiscal Stability

Strength: Barstow Community College District has implemented sound business practices and receives stellar reviews during annual audits. During the last few years the District has improved procedures related to finance and continually works towards improving processes to improve the management of college resources. Fiscal stability is very important to BCC and has incorporated budget considerations into every planning process across the District. During the economic downturn, BCC was able rely on financial reserves to stay solvent and provide quality educational services.

Weakness and Challenge: Barstow Community College continues to struggle to find additional resources for our student population. Our data indicates the need to increase services to low performing students but our rural location and low apportionment do not afford us the revenue needed. **We receive less money from the state, but we are required to provide equal amount of services to our student population**.

Opportunity: For a small institution, an infusion of funds to enhance our current services would have a positive effect on a greater proportion of our student population which is heavy on minorities – **37.6% Hispanic students according to the State Chancellor's Office** - and those with economic and educational challenges. We clearly see the benefits that a Hispanic serving institution grant can provide and have every intention of leveraging all internal and external resources for the good of our students. The college has the opportunity to strengthen existing student success programs and expand services to reach more at risk students.

KEY INSTITUTIONAL GOALS

The Barstow Community College President, in collaboration with representatives from all constituencies on campus, has clearly identified the Strategic Goals for 2012-2015 for the institution, designed to address the above strengths, weaknesses, and opportunities for increased student success. This project is culminated from these defined goals: **To increase and enhance the retention and success rates of BCC's diverse students.** We will do this by developing a center **for student and faculty success**, referred to as the "Success Center."

BARSTOW COMMUNITY COLLEGE STRATEGIC GOALS 2012-2015
Strategic Goal 1: Foster an innovative learning environment that respects diversity.
Offer programs and services for emerging student populations that are appropriate to and in support of individual student's needs.
Advance a culture of inclusion that respects and appreciates the human condition.
Strategic Goal 2: Provide students a successful college learning experience.
Plan and implement instructional programs based on student learning needs and career paths.
Augment current and emerging technologies to foster student learning in on-campus and alternate learning modalities.
Strategic Goal 3: Promote and support student engagement.
Facilitate student growth and development by assisting students to set, monitor, and evaluate educational goals.
Expand and sustain an efficient, attractive, and welcoming campus environment that supports teaching and learning.
Strategic Goal 4: Cultivate and enhance local partnerships.
Market and enhance the College image in the high desert region and on the World Wide Web.
Promote positive community and economic growth through greater outreach to local schools, business and industry, governments, service organizations and military.
Strategic Goal 5: Attract, retain, and develop excellent employees.
Implement practices to attract a diverse pool of highly qualified applicants for employment opportunities.
Provide employees with a wide range of training and development opportunities to foster their professional growth.
Strategic Goal 6: Strengthen college planning and informed decision making.
Maximize fiscal, physical, human and technological resources using program review and outcomes assessment results.
Expand interactions and collaborations among faculty and staff using data and evidence.

There are three areas to be addressed in accomplishing this project: Academic Programs, Institutional Management, and Fiscal Stability. In terms of Academic Programs, the project focuses on **revamping the existing tutorial services** and the development of **Instructional Programs**, such as **Supplemental Instruction and Directed Learning Activities** that are dependent on a strong relationship between trained faculty and support services**.** In terms of Institutional Management, the project focuses on expanding and centralizing the services designed to support student success, which by nature centralizes responsibility under one division for program design, assessment, and planning, and thereby increases positive outcomes. In terms of Fiscal Stability, the project focuses on improved and integrated student initiatives, which translates to higher level of student success. An integrated and comprehensive approach to student assessment, orientation and educational planning is critical for the fiscal stability of the college because of the Student Success Act in the state of California.

MEASURABLE OBJECTIVES FOR THE INSTITUTION

The following 5-year measurable objectives are based on the core goal of Barstow Community College and will lead to achievement of Title V related Strategic Goals. Related new practices/ improvements will build institutional capacity and self-sufficiency.

FIVE-YEAR MEASURABLE OBJECTIVES AND METHODS OF ANALYSIS	
Five-Year Measurable Objectives	**Methods of Analysis**
Objective: To increase both the retention and success rates of underprepared students in content-area courses **by 2% annually, or 10% in five years** through offering student success services in diverse ways to support diverse learning needs of participating students, be they	**Method:** A sample of underprepared students will be randomly selected before and after the implementation of the Student Success Center and its associated programs, and the retention and success rates of content-area courses will be compared to determine its effectiveness. **Data from Year Zero (prior to project**

working on transfer or Career Technical pathways.	**implementation) will be used as benchmark and evaluation will be done annually.**
Objective: To increase both the retention and success rates of underprepared students in basic skills courses **by 2% annually, or 10% in five years** through offering student success services in diverse ways to support diverse learning needs of participating students and facilitate their progress toward their goals, be they transfer or Career Technical pathways.	**Method:** A sample of underprepared students will be randomly selected before and after the implementation of the Student Success Center and its associated programs, and the retention and success rates, as well as continuation of basic skills courses will be compared to determine its effectiveness. **Data from Year Zero will be used as benchmark and evaluation will be done annually.**
Objective: To increase both the retention and success rates of underprepared students in online courses **by 2% annually, or 10% in five years**.	**Method:** A sample of underprepared students will be randomly selected before and after the implementation of the Student Success Center and its associated programs, and the retention and success rates of online courses will be compared to determine its effectiveness. We will also collect information on online tutoring usage. **Data from Year Zero will be used as benchmark and evaluation will be done annually.**
Objective: To enhance the relationship and alignment between assessment data, student and institutional decision-making, and resource allocation by integrating research and data into academic decision-making, institutional management, and fiscal stability.	**Method:** College-wide student success metrics will be examined by building individual "**Student Experience Profiles**" which include student assessment, counseling, enrollment and grade information. This information will strengthen our analysis and evaluation, enable better academic decision and result in more efficient student services that results in fiscal stability. **Data from Year Zero will be used as benchmark and evaluation will be done annually.**

INSTITUTIONALIZING PRACTICES AND IMPROVEMENTS

Barstow Community College is committed to the success of our students and

anticipates that **the development of this new Success Center will increase retention and**

success for both students and faculty. Faculty, staff, administrators, students, and community

members participated in the development of priorities reflected in this proposal, ensuring

continuing support for the goals, objectives and activities. The Shared Governance Committees

at the college helped to determine priorities and will have key roles in project oversight,

appointing an evaluation team to review data and recommend actions to institutionalize project

activities within appropriate functional areas of the college. New practices and improvements

will be institutionalized as they are developed, tested, and found to be effective. Much of what

we propose herein already exists here on campus, including the building, existing tutoring,

workshops, study groups, and Early Alert. **This proposed project is a development of a <u>new</u>**

Instructional Program that would revamp, redesign, and restructure what we already have,

with our vision for the enhancement of our students' experience, and house it under one roof

both physically and conceptually.

       The repurposing of the building is a one-time expense with minor construction and

will not need to be institutionalized because the building is already part of our campus. Data

collecting and tracking systems are already in place for this effort. Equipment purchased through

Title V will be added to the College inventory and incorporated into the College's technology

renewal and replacement plan.

       The personnel, including the Coordinator, the Instructional Assistant, and the new

group leaders for Supplemental Instruction are critical to this project, and need to be

institutionalized. Currently, we are working to revise and codify existing Tutorial Learning

Outcomes which will guide the establishment of Learning Outcomes for each of the programs

hosted in the Success Center. These new programs will go through our institutional process of

Program Review and Budget Allocation Proposals. Through this process, we will be able to

justify current budget allocations and any increased expenses by demonstrating the positive

impact on student retention and success rates. Costs of these positions will be phased onto

institutional funding incrementally in years 3-5 (cost to project: 100% Years 1-2, 80% Year 3,

75% Year 4, 50% Year 5).

Faculty participation in the Success Center is a high priority in this project, but
expense for that is limited, as we will solicit existing faculty to serve office hours in the Center,
and the cost of the development of Directed Learning Activities (DLA) in stipends for
participating faculty will be short-term. Continued updating of DLA's will become part of
faculty's commitment to students as they see the benefits, both to student success and positive
changes in their experiences in the classroom as students understand more and/or take more
responsibility for their learning outside the classroom.

There is an existing budget for services such as tutoring that would be committed to
this Success Center. In addition, the Vice President of Student Services has indicated that there
is also Student Success money available to support this upcoming venture. Other activities, such
as Early Alert Program, also already exist on campus and would be included as additional
responsibilities for the Success Center Coordinator.

FIVE YEAR PLAN FOR IMPROVING SERVICES TO HISPANIC AND LOW-INCOME
STUDENTS

The following proposed activity aligns with BCC Strategic Goals 1 through 6.
(Source: BCC Strategic Goals 2012-2015) BCC is a diverse institution that qualifies as a
Hispanic-serving institution. Hiring, or possibly promoting/reassigning, a Faculty Coordinator
and an Instructional Assistant who have experience and the necessary skills would lend strength
to the development of a comprehensive Success Center. (**Goal 5**). The creation of the proposed
Success Center would support the learning needs of a diverse student population by expanding
the support offered them so that each person will have access to multiple approaches to reinforce
learning. (**Goal 1**) The variety of approaches, such as one-on-one tutoring, supplemental
instruction, workshops, study groups, and directed learning activities, would enhance the

students' experience and encourage students' focus on their own learning needs and successes.

(**Goals 2 and 3**). The creation of expanded online tutoring, which would also be one of the

responsibilities of the Success Center staff, would allow for great success and outreach. (**Goal 4**).

Finally, the Success Center would strengthen planning and decision-making through its

centralization of student academic support, and the process by which the staff would collect data,

analyze, and reflect of growth would allow for greater relationships between classroom

instruction and overall student success. (**Goal 6**).

THE BARSTOW COMMUNITY COLLEGE STUDENT SUCCESS CENTER

ACTIVITY NARRATIVE

Amenities provided in the Success Center:
Reading & Writing Center (RAW)
Math/STEM Center
Language Lab (ESL and Spanish)
Success Across the Curriculum (SAC) Center
Study Groups and Work Shop Rooms
Staff Monitored Entry for better service
Coordinator's Office
Instructional Assistant's Office
Faculty Center
Resource Room

Services Offered at the Success Center
Supplemental Instruction (SI)
Tutoring (Extended Hours)
Directed Learning Activities (DLA's)
Computer-Based Skill Building (Modules)
Study Groups
Work Shops
Conversation Groups (Language)
Mentoring Programs (Peer and Faculty)
Early Alert
Summer Bridge Programs
Online Tutoring (Off Campus)
Feedback Communication System: faculty, staff, students tied to support and classroom instruction (Early Alert Plus)

Overview

Barstow Community College's Strategic Goals address its strengths, weaknesses, and

opportunities for growth: **To increase and enhance the retention and success rates of BCC's**

diverse students. We will accomplish this by developing a new Instructional Program that

revamp, **redesign** and **restructure** services currently provided, by creating a center for student

and faculty success – the "Barstow Community College Student Success Center."

There are three areas to be accomplished in this project: Academic Programs,

Institutional Management, and Fiscal Stability.   The college plans the new Success Center to

house revitalized existing services and incorporate new services in a central location on campus.

The Success Center and its faculty and staff will be responsible for the services provided

including collaborative efforts to provide online tutoring.

NARRATIVE RELATING ACTIVITY TO COMPREHENSIVE DEVELOPMENT PLAN

This activity addresses the following major institutional problems and associated

weaknesses introduced in the Comprehensive Development Plan:

Academic Programs Problem: Weakness in Tutoring Service and Student Success Challenges

Institutional Management Problem: Budget constraints have necessitated reduction in hours

for staff in the library, tutorial, and the computer lab.

Fiscal Stability Programs: Barstow Community College continues to struggle to find additional

resources for innovative solutions for our changing student population.

A five-year **Activity Overview is presented below** to clarify sequencing for proposed implementation of the Success Center. **Links to the Strategic Goals are accompanied.**

FIVE-YEAR ACTIVITY OVERVIEW	
Activity	**Link to Goals (Academic Programs-AP, Institutional Management-IM, or Fiscal Stability-FS)**
YEAR ONE	
Activity I: Recruit and hire (or reassign) the Success Center Faculty Coordinator and the Instructional Assistant. **(Goal 5)**.	**AP**: Hiring or reassigning experienced and skilled coordinators will enhance the development of the programs that will be housed in the Success Center. **IM**: Hiring or reassigning experienced and skilled coordinators who work as partners in the Success Center will allow for delineation of responsibility and accountability, and allow for smoother work flow processes. **FS**: Devoted and improved staff ensures efficient optimal service and improved student performance.
Activity II: Repurpose the current IPAC to maximize space and instructional design. (See the proposed Success Center floor plan.) **(Goal 2)**	**AP**: Moving 2-3 walls and relocating 2-3 doors would allow for maximum space and enhance instructional design for rooms dedicated to department/discipline areas. See Figure below (compared to existing Figure on page 8). **IM**: Centralizing instructional support for student success to one location allows for greater productivity and accountability. **FS**: Repurposing an existing workable space is more fiscally stable than tearing it down and rebuilding.
YEAR ONE and forward	
Activity III: Collaboration of Success Center Coordinator and Instructional Assistant with subject area faculty in design and equipment for each designated large space: STEM (Science, Technology, Math), RAW (Reading, Writing), Language Lab, and SAC (Success across the Curriculum – Soc. Sciences, Humanities, & Career/Tech). **(Goal 3)**	**AP:** Allows for development of bridges across constituencies and faculty engagement in supporting student success. Ensures likelihood of appropriate instructional design and equipment that is subject area specific. **IM**: Allows for development of bridges across constituencies and faculty engagement in supporting student success. Ensures likelihood of appropriate instructional design and equipment that is subject area specific. **FS:** Decreases likelihood of wasted resources/funds in design and equipment.

FIVE-YEAR ACTIVITY OVERVIEW (cont'd)	
Activity	**Link to Goals (Academic Programs-AP, Institutional Management-IM, or Fiscal Stability-FS)**
	YEAR ONE and forward
Activity IV: Research, develop, and plan for the programs housed in the Success Center, including but not limited to one-on-one tutoring, Supplemental Instruction, workshops, study groups, directed learning activities, Early Alert, and resources. **(Goal 2)**	**AP**: Lays foundation for instructional design, desired outcomes, and processes/procedures for the Center so participants have shared goals and practices; allows for development of bridges across constituencies and faculty engagement in supporting student success. **IM**: Lays foundation for instructional design, desired outcomes, and processes/procedures for the Center so participants have shared goals and practices; allows for development of bridges across constituencies and faculty engagement in supporting student success. **FS**: Consolidates, integrates, and enhances existing services such as tutoring, workshops, study groups, and Early Alert, and connects with existing resources (i.e. faculty) in development of DLA's, which will strengthen connection between classroom instruction and student support.
Activity V: Research and develop a process by which we can identify, track, and assess services students use (Supplemental Instruction (SI), tutoring, workshops, study groups, Directed Learning Activities (DLA's)) in order to assess impact on success. **(Goal 6)**	**AP**: Strengthens quality of programs by allowing continuous improvement through analysis. **IM**: Allows for effective data collection, reporting, and analysis that will be used to enhance student success. **FS**: TracDat, which we currently have, may be useful in this process. Other new software purchased through Student Success Initiative funds will be used to support not only campus-wide matriculation initiatives, but improvement in at risk student support.
	YEAR TWO and forward
Activity VI: Hire and train tutors, SI leaders, and workshop/study group leaders. **(Goal 5)**	**AP**: Better trained tutors and group leaders enhance and sustain quality instruction. **IM**: Sets clear sets of responsibilities for all constituencies participating in the Center and provides data to direct decision making. **FS**: Focuses training under CRLA, replacing the cost of 2-3 EDUC 151 classes each academic year.

Activity I: Recruit and hire (or reassign) the Success Center Faculty Coordinator and the Instructional Assistant. **(Strategic Goal 5)**
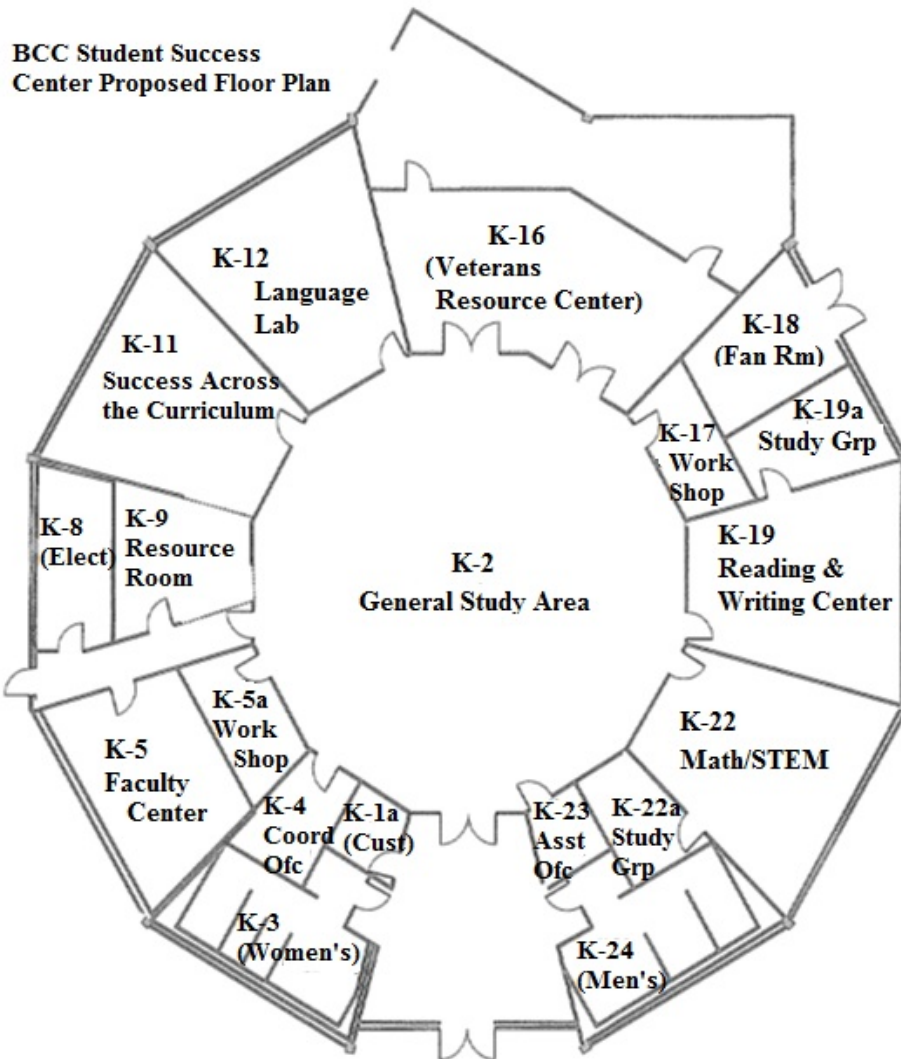
This focused activity significantly impacts the potential success of the project as it provides the foundation of expertise in learning theory and the needs of the underprepared, at risk student population at BCC. It involves two distinct yet related considerations.

Consideration One: The role and responsibilities of the Faculty Coordinator: The Coordinator needs to have the education and experience in teaching diverse and underprepared students at a college level. In addition, given that approximately 70% of BCC's student population assess at below college level, developing a leadership base with a background in at least one area of Basic Skills is a critical component to the success of the program. Further, experience with research methodology and the processes of data collection, analysis, and outcomes, such as we practice at BCC through our Program Review and Budget Allocation process, would be an asset. This is further addressed under the Key Personnel section.

Consideration Two: The role and responsibilities of the Instructional Assistant: The I.A. needs to have education and experience in working with diverse and underprepared students and a working knowledge of Learning Center practices. In addition, given that approximately 70% of BCC's student population assess at below college, developing a leadership base with a background in at least one area of Basic Skills is a critical component to the success of the program. Further, experience with research methodology and the processes of data collection, analysis, and outcomes, such as we practice at BCC through our Program Review and Budget Allocation process, would be an asset. For further information, please see the section on Key Personnel.

Activity II: **Repurpose the current IPAC to maximize space and instructional design.**

(Strategic Goal 2)

BCC Student Success Center Proposed Floor Plan

This focused activity significantly impacts the potential success of the project as it provides the foundation of a learning environment that anticipates learning needs through appropriate instructional design for the underprepared, at risk student population at BCC. This activity requires two distinct yet related strategies in the creation of an effective learning environment.

Strategy One: Construction: In order to maximize space and allow for accessibility and increased service to BCC's student and faculty constituents, BCC requires repurposing of the existing IPAC. The college plans to move 2-3 walls and relocate 2-3 doors. This strategy requires the lengthy process of architectural design, solicitation of bids, and the actual construction.

Strategy Two: Once construction is complete, formal assignment of space can take place. The college has anticipated the successful construction and proposed spaces be assigned to particular areas of study based upon assessment data, current tutorial trends, existing retention and success rates in various areas, numbers of sections, and learning requirements of students.

Student Success Center Room Assignments		
Room	**Purpose**	**Description**
K-2	General Study Area	K-2, the largest area in the Success Center, will be a general study area, and the entry way will serve as a space where students can check in, elect the services in which they are engaging, and be directed to the appropriate areas for support.
K-22 K-22a	Science, Technology, Engineering and Math (STEM)	BCC's plan is to assign K-22, a larger room, and K-22a, a small attached room to Science, Technology, Engineering and Math (STEM), though we do not have Engineering courses at BCC. This area would serve Biology, Chemistry, Physical Science, Nutrition, Health, Geology, Math, Accounting, Astronomy, Economics, Oceanography, and Computer Science. STEM requires a larger room with an attached study group room, as a large percentage of the student population currently requires assistance in Math and Science, specifically Chemistry. This area is one of the two instructional areas that are more likely to require regular study groups and/or workshops.
K-19 K-19a	Reading & Writing Center	The other combination of instructional areas requires regular study groups and workshops is Reading and Writing (or RAW as a working acronym). Given that 70-75% of the BCC student population assesses below college level in these two areas and that there are a large number of sections offered in these areas each semester, English more than Reading. Therefore, the spaces K-19 and K-19a are currently designated to RAW.

Student Success Center Room Assignments (cont'd)		
Room	**Purpose**	**Description**
K-12	Language Lab	K-12, a third large space, will effectively serve as the Language Lab, which will support student success in English as a Second Language (ESL) and Spanish. Though these departments are currently small, BCC anticipates growth, and the space will allow for effective instructional design to reinforce learning with audio and video activities (Lab), Directed Learning activities, and Conversation groups. Please refer to Activity 4 for further information about Success Center program offerings.
K-11	Success Across the Curriculum (SAC)	K-11, the fourth large space, is planned to serve students in need of support in the areas of Social Science, Humanities, and Career/Technical Education. The working designation of this space is Success Across the Curriculum, or SAC. This space does not have an attached study group/workshop room.
K-5	Faculty Success Center	The final large space, K-5, has been assigned as a Faculty Success Center, which BCC does not currently have. The goal with this is to increase dialogue between faculty members, allowing them to share Best Practices and research current information, as well as to participate in trainings in an on-going, less formal environment than in official meetings. This serves as a resource center where faculty can gather to work, share ideas, do research, and relax. In this area, there will be faculty resources: professional development information, training notices, journals, texts, and a corner where there is a board (or notebook) of ideas faculty want to share.
K-4 K-23	Coordinator Assistant Offices	K-4 and K-23 are offices for the leadership of the Success Center. Having leadership offices onsite, which is not currently the case, allows for clear roles and directions, in terms of both responsibility and accountability. It also facilitates the partnership between the two leaders and allows for both easy dialogue and access to information.

Student Success Center Room Assignments (cont'd)		
Room	**Purpose**	**Description**
K-5a	Work Shop / Study Group	The final large space, K-5, has provisionally been assigned as a Faculty Success Center, which BCC does not currently have. The goal with this is to increase dialogue between faculty members, allowing them to share Best Practices and research current information, as well as to participate in trainings in an on-going, less formal environment than in official meetings. This serves as a space where faculty can gather to work, share ideas, do research, and relax. In this area, there will be faculty resources: professional development information, training notices, journals, texts, and a corner where there is a board (or notebook) of ideas faculty want to share.
K-9	Resource Room	K-9, a medium sized room, is proposed to serve as a Resource Room, and house the Audio and Video materials, texts which support courses, and Directed Learning Activities. In this space, the college will house all the materials for the various areas that may need to be checked out, such as manipulatives for math, videos or texts for language, etc. Also housed in this room are all the Directed Learning Activities that instructors have developed to connect to and reinforce classroom learning. There will need to be a staff person manning the desk and checking things out to students and/or staff in order to prevent loss and maintain the integrity of the instructional activities.
K-8 K-16 K-18	(Already In Use)	K-16, K-8, and K-18 will retain their current assignments. K-16 has been and will remain the location of the Veterans Resource Center, enabling us to provide additional support to our veteran students. K-8 and K-18 are designated Maintenance spaces.

Activity III: Collaboration of Success Center leaders (Coordinator and Instructional Assistant) with subject area faculty in design and needed equipment for each designated large space. (Strategic Goal 3)

This focused activity significantly impacts the success of the project as it provides the foundation of a collaboration between Success Center leadership and other faculty. It increases

faculty investment in and participation in student success achieved across classroom instruction and Success Center support. Currently, faculty participation in tutorial is extremely limited. There are primarily two significant outcomes from this activities.

Outcome One: The collaboration between Success Center leaders and subject area faculty increases faculty investment in the Center support services and increases dialogue in regards to supporting student success at BCC. It makes the dialogue concrete and allows for sharing of ideas. It lays the groundwork for the faculty's participation in the development of Directed Learning Activities, which tie classroom instruction to support services for students. (See Activity 4). This collaboration also increases the likelihood that faculty members serve a portion of their office hours in the Success Center, which would reinforce fiscal stability as well as instructional quality of support.

BCC would support full-time faculty serving at least one office hour a week in the Center. In addition, three of the four mini-centers (STEM, RAW, Language, and SAC) have attached spaces in which the leader of each area may work, meet with students, etc. during their time there. For example, the STEM area leader will contribute to this area through his/her interaction with STEM subject matter and tutorial staff. He/she will work with tutors to ensure that information disseminated and approaches to student support are up-to-date and appropriate for student needs. Each area will have a faculty leader.

Outcome Two: Another beneficial outcome of this collaboration reinforces Academic Programs and Fiscal Stability. When faculty are involved in the design of their respective spaces, the instructional design better serves student success in that area. In addition, involving content area faculty in decision making regarding design and equipment maximizes the likelihood that equipment and materials ordered will be up to date and valuable learning materials for students.

Faculty in each area will contribute ideas to the design plan and specify what materials they believe would be crucial to the success of students in their classes. Some of those materials would be on hand in the room for the continuous use, and other materials would be located in the Resource Room for check out as students, tutors, or faculty need. Desired equipment may be portable (rolling) whiteboards, tables (some round, some rectangular), an "instructor" computer station, a document-camera and projector, mounted whiteboards, a rotating rack with handouts, 2-5 computers for DLA's and skill building, and a minimum of two tutors in each area at all times. Common manipulatives and equipment will be found in and checked out from the resource room. Decisions about equipment will be made via dialogue between Academic Affairs, Success Center staff, and faculty.

Activity IV: Research, development, and planning for the programs hosted in the Success Center - One-on-One Tutoring, Supplemental Instruction, Workshops, Study Groups, Directed Learning Activities, Early Alert, and Resources. **(Strategic Goal 2)**

This focused activity significantly impacts the success of the project as it enhances existing programs and develops new programs that implement sound instructional and non-instructional approaches to improving and reinforcing student success. These programs include: Supplemental Instruction (SI), One-on-One Tutoring, Directed Learning Activities (DLA's), Study Groups, Workshops, Conversation groups (Language), Summer Bridge Program, Mentoring programs (Peer and Faculty), Early Alert, and Computer-based skill building (modules).

Activity V: Research and develop a process by which we can identify, track, and assess services students use (Supplemental Instruction (SI), tutoring, workshops, study groups,

Directed Learning Activities (DLA's)) in order to assess impact on success. **(Strategic Goal 6)**

This focused activity significantly impacts the success of the project as it enhances existing processes and develops new processes through the enhancement of existing research practices in Tutorial and the development and analysis of useful data in order to increase successful decision-making.

Currently, BCC data on tutorial services is limited. Data regarding student learning outcomes in the existing Tutorial Services is largely absent. What the college has right now is only the positive attendance hours for time in the Lab. But students clock themselves in and out without necessarily be accountable or productive with what they do there, and because the supervisor is part-time, further challenge presents itself in terms of the usefulness of the current data.

Activity V requires Success Center leadership, in conjunction with Academic Affairs and the Office of Research, Planning and Development, to research and develop a process by which BCC can identify who makes use of the Center, what they accomplish in the Center, and what the potential effects are of that investment. TracDat and SARS are two possible tools to be used in this process, but other tools need to be explored. Also, there needs to be a development of a communicative process by which faculty, students, and support staff can identify and pursue desired outcomes, (i.e. increasing retention and success) in order to close the loop by analyzing the information, and make decisions about strengths and weaknesses of the new process in order to better serve students.

Activity VI: Hiring and training of tutors, SI leaders, and workshop/study group leaders. **(Strategic Goal 5)**

This focused activity significantly impacts the potential success of the project as it enhances and expands the quality of support students receive at BCC.

Currently, tutor training is done as a class, Education 151, which, content-wise, has been a vast improvement over previous training practices. However, logistically, it has proven problematic because of funding, staffing, methods of instruction, and scheduling.

BCC will use the expertise of the Coordinator and/or the Instruction Assistant, who can train tutors, workshop and study group leaders, and SI leaders. It will also use external training programs as needed to enhance professional development of staff and student tutors. Ongoing training and professional development related to CRLA guidelines and/or other programs is needed to sustain measureable improvement in student learning.

IMPLEMENTATION STRATEGY & RATIONALE

On September 27, 2012, Governor of California Jerry Brown signed into law the Student Success Act of 2012 (SB 1456), the legislative cornerstone of a California Community Colleges reform initiative aimed at improving educational outcomes for students. SB 1456 provides a policy framework that targets funding to the progress of improving completion rates for all students and closing the achievement gap among historically under-represented students.

"**Our goal - our primary goal - has to be one offering students a better path to graduation,**" Sen. Alan Lowenthal, the author of SB 1456, said. "It is unacceptable that more than 50 percent of community college students are not graduating or transferring within six years. This bill is the first step toward a refocused community college system that is rededicated to student success and achievement." In addition to this new directive from the state to improve

student orientation, assessment and educational planning, BCC will build upon its existing

programs to connect with area K-12 faculty to better align curriculum and use reliable data to

make decision making appropriate to student completion and fiscal stability.

Strategy One: Supplemental Instruction
❖ Specially trained tutors will attend particular classes and then hold sessions with students outside of class to reinforce the material and provide further support. SI leaders will work closely with the faculty member to whom they are assigned, but their job is not to grade papers and serve as the faculty's assistant/secretary. Their role is to facilitate understanding of challenging material and extend the classroom instruction. They will develop their own "lessons" and interactive sessions with the students. In effect, they serve as a bridge between the instructor, the material, and the students. ❖ In collaboration with Academic Affairs, the Success Center leaders, primarily the Faculty Coordinator, will research, develop, plan for, schedule, and monitor Supplemental Instruction. The first year will focus on the research and development of the program. Year two will pilot the program. BCC is planning for eight SI leaders the first year of implementation in 3-4 subject areas, including Math, English and at least one content area with transfer level coursework. From there, the college will assess, revise, and build. ❖ **Rationale:** Student success rate will improve with additional instruction.
Strategy Two: One-on-One Tutoring
❖ BCC currently has one-on-one tutoring, though student access to it has been limited due to multiple challenges, including funding, location, quality of support, and student motivation. The approach to one-on-one tutoring needs to be revised; tutors require adequate training (Activity VI) and support so that they reinforce students' learning process rather than "correct" their work. Training and practice need to demonstrate effective learning processes and questioning techniques so that individual learners grasp not only the material but how to access and extend the learning themselves. ❖ **Rationale:** Student success rate will improve with restructured tutoring service.
Strategy Three: Directed Learning Activities (DLA)
❖ These are activities developed by the faculty member to support/extend the classroom learning. They are contextualized with topics covered in class and have an independent component (creation/project/questions/etc.) and an interactive component in which the student and the "tutor" review/discuss/analyze the learning. They may be pieces of a project a student is working on for the class, and/or an activity that promotes a crucial skill.. Faculty will be provided with sample DLA's and trained on the art of development. This also encourages faculty to think outside the box, and though labor intensive at the beginning, DLA's actually make classroom instruction easier because certain skills/lessons can be dealt with this way, leaving the instructor to cover things that may have been left

out in the past because there are more things to cover than time allows. Some DLA's will require students to work on computers either via internet, software, audio or video.

- ❖ **Rationale:** Student success rate will improve due to the addition of a variety of learning activities outside the classroom.

Strategy Four: Academic and Study Skills Workshops

- ❖ This focused activity significantly impacts the potential successes of the project as it enhances existing practice in offering workshops that implement sound instructional approaches reinforcing student success.
- ❖ Workshop schedules will be determined in advance, though there may be impromptu workshops scheduled on an as needed basis. Workshops will be led by faculty or specially trained tutors who excel in the field. Instructors may request a certain topic for a workshop, but more workshops will be directly related to writing, grammar or organization. There will be reading and writing across the curriculum workshops, as well, which will assist students in understanding how to read and use specific textbooks in their academic courses. Instructors may request workshops on particularly challenging concepts in their classes.
- ❖ Academic workshop topics will effectively be "mini-lessons" to reinforce what is happening in the classroom. There will be an explanation component, followed by group practice/discussion, an activity and then follow up. Workshop topics will be faculty and/or student proposed and determined by the staff leaders at the center.
- ❖ **Rationale:** Workshops will assist students in out-of-classroom topics such as time management, study skills, health tips or anything that will improve their academic performance.

Strategy Five: Course Study Groups

- ❖ This focused activity significantly impacts the success of the project as it enhances existing practice in offering study groups that implement sound instructional approaches to reinforcing student success.
- ❖ Study Groups will be reserved in advance and scheduled on a regular basis. The process is that a group of students from a particular class proposes a study group. The instructor will sign off on the request form, and the students will submit the form to the Success Center Coordinator. The Coordinator will then consider the request based on room and Study Group Leader availability.
- ❖ Study Group Leaders will be trained in group dynamics in study groups and how group sessions differ significantly from one-on-one sessions.
- ❖ It is expected that certain subjects are more likely to have study groups requests, and that shall be taken into consideration. Study Groups will be organized as above and be scheduled on a first come, first served basis. In addition, faculty can also request study groups if they identify a group of students who are struggling with the classroom material.
- ❖ **Rationale:** We can organize larger study groups for major courses with specialized tutors and instructors to provide optimal assistance and increase retention and success.

Strategy Six: Language Conversation Groups
❖ The Language Lab will sponsor language conversation groups on a regular basis. The primary beneficiaries will likely be the students in English as a Second Language and Spanish classes, but it is possible that we have BCC students who would like to learn languages other than English who could partner with non-English speakers. Each party would benefit. ❖ **Rationale:** A major component in basic skills and college preparedness is in language. A language lab will greatly benefit our Hispanic student population who are not English-proficient for college level courses and increase their success across the curriculum.
Strategy Seven. Peer & Faculty Mentoring
❖ **Peer mentoring** is a program in which new students are partnered with or introduced to a "veteran" student who shows them the ropes, introduces them to the amenities of our campus, and supports their transition to college life. ❖ **Faculty mentoring** is a program in which new (but open to all) faculty are partnered with or introduced to a full-time faculty member in their discipline who can guide them, show them the ropes, make sure they have the correct information, and support their integration into BCC instructional life. In addition, there will be regular monthly meetings in which the new faculty and part-time faculty participate in discussions of BCC expectations: SLO assessment, learning/teaching styles, communication expectations, program reviews, etc. This would be like a best practice approach blended with the nuts and bolts of teaching responsibilities at BCC. ❖ **Rationale:** A big part of student success and college experience is the support they receive from the college. New students will reap the benefits from this and decrease their likelihood of dropping out. Students succeed when new faculty are aware of all support programing and can assist in placing students in the right support services.
Strategy Eight: Summer Bridge Workshops
❖ We invite high school students who are assessed below college level in English and/or math for a two-week refresher workshop. Students are reassessed at the conclusion for possible higher and appropriate placement. ❖ **Rationale:** Students are more likely to complete their programs and less likely to drop out if they are properly assessed and more acclimated to the college experience.
Strategy Nine: Early Alert Intervention
❖ BCC has an existing procedure for Early Alert, which is currently the responsibility of the Articulation Officer, who also is a counselor. However, the current process is unwieldy, making it frustrating for faculty to utilize. In addition, there is a lack of clear direction, and the process of communication between faculty reporting, the counselor receiving, the student responding, and change in the student's outcome is currently flawed. ❖ A new process needs to be developed under the scope of responsibilities of Success Center leaders so that the process will be functional and thorough. Only this way will BCC be

able to identify and track where students are finding challenges to their success and create plans for success.

❖ **Rationale:** Outreach to students who are experiencing problems will be a big step towards increasing their chance of success and completion of their programs. The college believes in a proactive approach in assisting its students to reach their goals.

Strategy Ten: Skill Building

❖ Computers in each area will be outfitted with modules and/or software to support learning and give students extra practice with new material or give them opportunities to refresh their skills. They may do this pre- or post-assessment. Math skill builders and English grammar needed to increase success.

❖ **Rationale:** Part of the programs in remedial courses is a laboratory component where students spend time practicing and sharpening the skills where needed. The Success Center provides the resources and staff towards this purpose which increases student engagement with staff and study materials leading to increased success.

Strategy Eleven: Collaborative Programs

❖ Coordinator will lead a program in which Basic Skills faculty (Math, reading or writing) can be requested to support student learning in content courses by providing support to content faculty and students by: 1) Sharing ideas on reading/writing instruction that contact faculty can integrate into their instruction to support student learning; 2) Attending content classes to do presentation on skills as applied to that content area such as applied mathematics, reading strategies for science, etc.

❖ **Rationale:** Programs designed outside of the curriculum and designed to meet students' needs enhance comprehension. The center will serve as a laboratory in the development of courses and the re-designing of curriculum.

Strategy Twelve: Online Tutoring

❖ **E-tutoring** will begin as a combination of in-house and outsourced approaches. California is starting a pilot program to combine online tutoring services across the state. This opportunity, along with other established online tutoring consortia, combined with local expertise will enable BCC to provide much needed online tutoring to a substantial number of our students.

❖ **Rationale:** This will assist up to half of our enrollment by offering support to students who cannot come to campus. The outsourcing enables the college to support its students 24 hours a days, seven days a week.

Please note: Most of these strategies above can be applied and provided to our online student population using existing and developing communication and instructional technology. We strive to explore any new delivery methods on a continuing basis and implement them as they become practical and feasible.

KEY PERSONNEL

Title V Director (0.5 FTE, Years 1-5)	
Responsibilities	*Qualifications*
*Provide overall project leadership (supervision, keeping college administration of project progress and challenges) *Supervise Student Success Center Coordinator *Ensure timely completion of tasks and Activity Objectives *Approve expenditures, maintain budget control and responsibility for appropriate use of funds *Oversee preparation of fiscal, technical reports for U.S. DOE, Barstow Community College District *Facilitate, oversee implementation of effective, objective program evaluation and assessment of outcomes * Maintain effective communication procedures to assure project congruence with institutional goals *Oversee recruitment, selection of project personnel *Remain current regarding Title V and U.S. DE policies, grant terms, conditions to assure program compliance throughout the grant period	*Master's degree in Education or related field; PhD preferred *5 years' experience in higher ed. administration *Experience with direct budget and grant management *Experience in program development and evaluation *Experience in personnel management *Excellent leadership and communication skills

The quality of key personnel is assured through Barstow Community College

District normal college hiring procedures in compliance with GEPA and federal and state laws.

As **Title V Project Director** *(.5FTE, Yrs 1-5) responsible for overall project management,*

budget oversight, and evaluation, BCC proposes Mr. Carl Yuan, Dean of Research, Development

and Planning. Mr. Yuan is a highly respected member of BCC's administrative community and

an established colleague at the Dean level. He has the necessary experience (including

experience as a faculty teaching online courses and evaluating student service programs) and

campus support to ensure project success, compliance and acceptance. The Title V Project

Director reports to the college's President.

The **Student Success Center Coordinator (New Hire**, 1.0 FTE, Years 1-5), is a full-

time, tenure track faculty position. Under administrative supervision of the Title V Project

Director, the Success Center Coordinator plans, organizes, facilitates, and assesses the activities
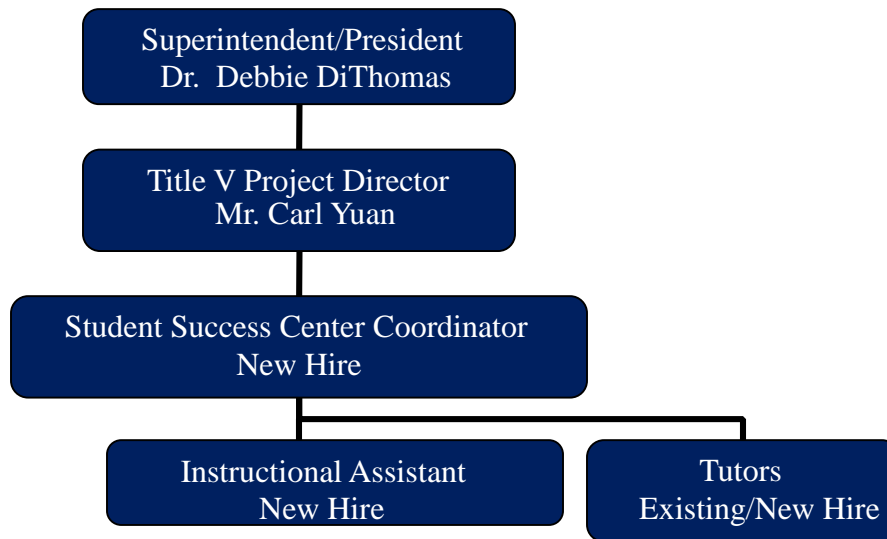
of the Success Center, and assists administration in the development of budget, program, and staffing plans. The coordinator exercises independent decision-making within the scope of responsibilities, and provides work direction to students and volunteer staff.

Student Success Center Coordinator (1.0 FTE, Years 1-5)	
Responsibilities	*Qualifications*
❖ Facilitate the activities of the Success Center; ❖ Teach as assigned (as appropriate); ❖ Serve as instructor of record for classes conducted in the Center; ❖ Recruit, train, and evaluate tutors and provide for the delivery of tutorial services; ❖ Direct the work of student and volunteer staff; ❖ Provide direction to Center classified staff; ❖ Assist in the development of the budget and plans for staffing, facilities, equipment, and supplies; ❖ Assist in developing policies and procedures; establish planning priorities as they relate to the Center; ❖ In conjunction with other faculty, evaluate the need and suitability of instructional material, software, handouts, and media associated with the Center; ❖ Organize the functions of the Center to work in concert with the functions of the appropriate instructional program(s) and support services; ❖ Assist faculty in developing intervention strategies for the retention of under-prepared and at-risk students; ❖ Assist faculty in identifying and diagnosing individual student learning difficulties, develop academic interventions, and refer students to other campus agencies; ❖ Help faculty develop course-support materials for use in the Center; ❖ Insure the preparation of accurate attendance reports and student usage statistics; ❖ Participate in all appropriate departmental, school, and college activities; ❖ Work with faculty to develop, revise, and refine curriculum; ❖ Plan, facilitate, coordinate and evaluate programs running out of the Center, including but not limited to Supplemental Instruction, Mentoring, Summer Bridge, and interaction with e-tutoring resources.	Minimum A master's degree in a developmental discipline (English, ESL, Math, or Reading) or education, educational psychology, or other master's degree with emphasis in adult learning theory. Experience in a Learning assistance or Tutorial Center Clear evidence of sensitivity to diverse academic, socioeconomic, disability, and ethnic backgrounds of community college students. Desirable Coursework or expertise in developmental education or a related area; Demonstrated ability to actively attract and engage students in their own learning; Experience supervising and training tutors or educational aides; Knowledge of the needs of adult and under-prepared students; Experience in tutor training; Excellent oral and written communication and team building skills;

Instructional Assistant (1.0 FTE, Years 1-5)	
Responsibilities	*Qualifications*
Duties may include, but are not limited to: ❖ Interview incoming students and recommend referral for assessment or instruction. ❖ Administer, score, record, and report results of standardized assessment instruments for evaluation of academic skills and needs. ❖ Recommend, develop, or revise instructional methods and materials. ❖ Assist students in the use of instructional technology and appropriate software. ❖ Assemble and/or administer individualized worksheets and tests; correct assignments and explain or record results. ❖ Assist students with class assignments. ❖ Coordinate and assign work of student tutors and assistants. ❖ Organize, prepare, and store instructional materials. ❖ Monitor, record, and report student attendance and progress. ❖ Consult with instructors, counselors, and college staff on behalf of students. ❖ In conjunction with the Resource Specialist of the Center, may provide technical coordination for hourly employees. ❖ Assist with Program Review	*Bachelor's degree from an accredited institution in a discipline related to the activities of the Student Success Center. *Experience working in a learning lab, tutorial center, learning resource center, or the equivalent. *Knowledge of: -Principles, techniques, and materials used in the instruction of students in foundation courses, or in the instruction of those students who have learning difficulties. -The administration, scoring, and interpretation of standardized tests. -The needs of students with limited English proficiency, learning disabilities, or academic deficiencies. -Appropriate software applications. *Ability to: -Understand and relate to students of various academic, socioeconomic, cultural, religious, disability, and ethnic backgrounds. -Work without direct supervision and make decisions as appropriate.

The **Instructional Assistant (**New Hire 1.0 FTE Years 1-5) will report to the

Student Success Center Coordinator. Under general supervision and in consultation with a

faculty member, the Instructional Assistant implements prescriptive programs for students

based on assessment data, provides work direction to tutors, and performs related duties as

required. The Instructional Assistant class provides instructional and technical support to

faculty members by assessing students' academic skills and needs, and/or by implementing

(or providing work direction to tutors in the implementation of) instructional programs with

students individually or in small groups. The Instructional Assistant exercises independent

decision making within the scope of responsibilities.

A project organization chart is presented below:

```
┌─────────────────────────────┐
│   Superintendent/President   │
│     Dr.  Debbie DiThomas     │
└─────────────────────────────┘
              │
┌─────────────────────────────┐
│   Title V Project Director   │
│        Mr. Carl Yuan         │
└─────────────────────────────┘
              │
┌─────────────────────────────────┐
│ Student Success Center Coordinator │
│            New Hire             │
└─────────────────────────────────┘
         │                    │
┌──────────────────┐  ┌──────────────────┐
│ Instructional Assistant │  │      Tutors      │
│     New Hire     │  │  Existing/New Hire │
└──────────────────┘  └──────────────────┘
```

PROJECT MANAGEMENT

Administrative Authority. Dr. Debbie DiThomas, Superintendent/President of Barstow Community College, will be ultimately responsible for the success of the Title V project and will be personally involved to influence project quality and oversee its institutional impact. However, she will delegate authority for administration and day-to-day management to Mr. Carl Yuan – Title V Project Director. The Project Director will have administrative control of the project and primary responsibility for accomplishing objectives and verifying accomplishments in accordance with EDGAR and applicable OMB circulars. He will also oversee the successful integration of the project activities into existing college practices.

A Title V **Internal Monitoring Team**, to be appointed by President DiThomas, will be composed of the Vice Presidents of Academic Affairs and Student Services and two members of the Title V proposal planning team to ensure continuity between planning and implementation, at

least one of which a faculty member, and a student representative. The Team is structured to

provide a mechanism for communication between the project and BCC, and to monitor all

project activities. The team will meet monthly and be chaired by the VP of Academic Affairs.

Procedures for Monitoring Activity Progress: The Title V Project Director will

develop and maintain a comprehensive **project manual** which will specify all policies and

procedures, detail staff responsibilities and lines of authority, list specific job descriptions for all

Title V staff, provide examples of required forms, and list reporting procedures and timelines.

Title V staff and the Internal Monitoring Team will receive copies of the manual. It will be

available for distribution to other institutional personnel upon request. Following is a list of

monitoring procedures, reflecting full project integration into regular institutional operations.

PROJECT MANAGEMENT PLAN	
Regular Title V Staff Meetings	Title V Project Director will meet with Student Success Center Coordinator, Instructional Assistant, and other staff in weekly staff meetings.
Time/Effort Reports	Monthly time/effort reports will be completed by each Title V employee - Standard time reporting forms used at BCC will be used. These reports will be submitted to the Title V office at the end of each month.
Monthly Progress Reports	Monthly progress reports will be completed by Center staff and filed in Title V office monthly. These reports will reflect progress toward activity objectives, acquisition and installation of equipment, development of new curriculum, and renovations or construction. Unanticipated problems and alternative solutions will be noted along with delays or anticipated delays to projected timelines.
Quarterly Summary Reports	Director will keep quarterly reports, summaries or composites of monthly reports, reflecting overall progress toward activity objectives on file. Executive summaries will be developed by the Project Director and distributed to the President, administrators and project staff.

Annual Reports	The Project Director will compile annual reports at the close of each grant year using information from the quarterly summary reports.
Fiscal and Accounting Procedures	Monthly reports of project expenses and budget status from the Business Office to the Title V Project Director to be cross-checked with the Director's independent bookkeeping, annual report from the College's independent auditors accounting for all federal funds received and disbursed. Annual, independent audit and equipment inventory.

Procedures to Provide Information to Key Institutional Administrators

Title V Representation in Standard Governance and Committee Structure: The Title V Director will participate in existing BCC governance and committee structure, including the Institutional Effectiveness Committee, Curriculum Committee, and Student Success Committee.

Communicating the Goals and Results of the Title V Program: Title V updates will be included in the college Title V web page and reports to the Board of Trustees to communicate activities, progress and accomplishments.

Annual Reports to Board of Trustees: At the end of each project year, the Title V Project Director will prepare a presentation with the participation of key project staff for Barstow Community College President and District Board of Trustees.

PROJECT EVALUATION PLAN

BCC proposes to evaluate our Title V project in an ongoing process designed to improve the project through its years of funding, ensure that it meets its objectives and produces lasting positive impacts on the institution, in support of the Government Procedures and Results Act (GPRA) that demonstrate project accountability.

We will base project evaluation on assessing the extent to which we are **meeting our Activity Objectives,** which express in measurable terms the outcomes we expect from the

project and the Performance Indicators, or outputs, required to produce those outcomes. As

detailed in our earlier discussion of the Relationship of the Activity to institutional goals and

objectives presented in the CDP, Activity Objectives have been derived from institutional goals

and objectives, and, when achieved, will address the Academic Program, Institutional

Management, and Fiscal Stability problems we face. So, evaluating the extent to which we

achieve them evaluates also our progress in developing and strengthening our institution. Our

Activity Objectives indicate the **data elements** required to assess their achievement.

The table below presents sample objectives associated with the Student Success Center

and its associated programs to illustrate how each type of objective has been written to indicate

data elements required for assessment.

Type of Objective	*Examples*
Program Preparation	By Spring 2015, execute the staffing and repurposing of the Student Success Center.
Program Pilot Test	By Fall 2015, pilot test various programs as conceptualized in the Implementation Strategies, and adjust/revise as needed.
Lasting Impacts	By Spring 2015, Student Success Center opens and full service to students begin.

The following table shows, for each category of objectives above, the baseline and

project data to be collected and the collection and analysis procedures we will employ.

Data Elements and Procedures for Collection/Analysis to Measure Attainment of Objectives			
Type of Objective	*Baseline Data*	*Project Data*	**Collection/Analysis Procedures**

Program Preparation	No programs in place; baseline = 0	Student Success Center Coordinator and Instructional Assistant hired to begin program planning. Repurposing of the Student Success Center underway and equipment ordered.	Project Director verifies staffing process. Project Director and Director of Maintenance and Operation verify the repurposing of the Student Success Center. Project Director, VP of Administrative Services and Director of Information Technology verify the equipment and connections needed for Student Success Center services.
Program Pilot-test	Survey data from students. Tracking student performance from services provided.	Pilot-test students' grades, retention rates from first semester to second, re-enrollment rate (Year 1 to Year 2), students' instructor and course evaluations.	Evaluation from students compiled. Input from Success Center staff collected. Student grades, retention and re-enrollment tracked from student enrollment records.
Lasting Impacts	Student Success Center Opens	New programs fully operational; improved student success from completion, retention and degrees awarded.	Improved student success to be reflected in State Student Success Scorecard data. Increased program awards. Increase in completion, retention, Basic Skills, and transfers.

Quantitative and Qualitative Data: The table above shows that we are collecting both quantitative, objective data (student grades, retention rates, and re-enrollment rates) and qualitative, subjective data (readiness of facility and equipment; student satisfaction data; functionality of new programs). We will collect qualitative data using as many unbiased and revealing ways as we can to ensure meaningful evaluations of our progress. We will assess the readiness of programs by comparing the new expanded services to previous services provided and best practices standards. We will judge the readiness of facility and equipment for pilot testing by considering various floor plan and repurposing alternatives and comparing Purchase Orders, paid Invoices and bids to equipment specifications.

Pilot-test students will complete **evaluations** for the programs and services used. Students will rank on scales from 1 (low) to 5 (high) the extent to which the programs assisted them to complete their coursework in terms of effectiveness, convenience and quality of service. Students will further be asked to suggest ways in which the course could be improved.

Finally, we will assess the functionality of new programs by consulting with the VPs of Student Services and Academic Affairs, for suggestions and input on how to make the programs more efficient and effective, In years following funding, we will monitor program vitality through Barstow Community College's Program Review process, by further consultation with industry partners and peers to evaluate programs, and tracking participating students' academic performance by building and studying each student's individual experience, or Student Profiles, to fine tune the programming and services we can provide.

Formative and Summative Analyses: Activity Objectives express annual outcomes on which we will report in year-end and project-end Summative Evaluations. Progress toward accomplishing each objective will be monitored throughout each year by Formative Evaluations, which will track the completion of performance indicators associated with each objective. Following is an example of performance indicators required to achieve one activity objective focused on underprepared students' performance in online classes.

Activity Objective (Student Outcome)	*Performance Indicators*
Objective: To increase and enhance the retention and success rates of underprepared students in online courses by 15%.	a. Participants will complete instructor and course evaluations for each course, 80% expressing overall satisfaction with the course by Spring 2016. b. Curriculum Developer with faculty integration team will continue track students' performance and increase outreach to improve retention and success rates.

	c. Improved retention and success rates in online courses will be seen by Spring 2018.

Implementation Strategies detail the tasks, participants, methods, results, and timelines leading to these Performance Indicators. Activity staff will report completion of tasks in staff meetings and monthly reports. This will provide an early warning if an objective is in jeopardy because a task is behind schedule and allow us to adjust course so that it can still be achieved.

The data required to evaluate all of our objectives are expressed as numbers or percentages and can be analyzed using simple mathematical calculations. However, when necessary, we will employ **statistical methods** such as t-tests, Chi-square tests and Analysis of Variance to verify the validity of a small student or faculty sample (as some pilot-tests involve), item analyses to identify the correlation between responses to single survey or test questions and overall results, and methods to assess the statistical significance of outcomes' variance from Objectives.   We will use software ranging from MS Excel spreadsheets to statistics packages such as SAS to analyze data and MS Excel, Word, Powerpoint and Publisher to present it in graphic form when appropriate.

Independent Analysis: Most project evaluation will be completed by project and college staff. However, the services of an independent external evaluation consultant are requested in years 1 to 5, to provide expertise during implementation and objectively assess all dimensions of the Title V project. The independent evaluator will make site visits to Barstow and provide consultation and information needed to implement the evaluation plan. Responsibilities and qualifications are listed in the chart below:

Responsibilities of Independent Evaluator	Qualifications
❖ Provide information on appropriate methodologies (particularly those used by other colleges for similar purposes) and recommend research designs for evaluation (Year 1) ❖ Provide information on appropriate documentation to verify compliance with federal regulations (Yr 1) ❖ Train Internal Monitoring Team on effective evaluation processes (Year 1) ❖ Examine progress of project administration and evaluation and make specific recommendations for improvement to BCC (Years 2-5) ❖ Assist with summative assessment of the project on the institution (Year 5) ❖ Submit written reports following every visit	*Five years' experience in evaluating federally funded projects *Strong background in evaluation procedures in higher education. *Understanding of Title V regulations *Member of the American Evaluation Association (preferred) *Familiarity with community colleges' operating structure *Experience in postsecondary accreditation (preferred) *Knowledge of the best practices in academic programs

Evaluation Implementation Plan			
Task (What)	**Personnel (Who)**	**Methods (How)**	**Time Frame (When)**
Review Title V guidelines, Activity Objectives, Performance Indicators, Implementation Strategies, develop evaluation schedule.	President, Title V Project Staff, Internal Monitoring Team (IMT)	Participants meet to discuss tasks and create schedule detailing activities, persons responsible, and time lines.	*Oct. - Nov (each year)*
Hire Independent evaluation consultant.	Project Director, IMT	Director recommends consultant to Team for approval after identifying and reviewing qualified candidates.	*10/14 - 11/14*
Hold initial meeting of evaluator, project staff, and IMT for training/orientation.	External evaluator, Project Staff, IMT	On-site visit of external evaluator to meet with project staff and IMT to orient participants to evaluation processes and their roles and responsibilities.	*11/14- 12/14*

Establish internal operating policies/ guidelines.	Project Staff, IMT	Title V Project Director and staff develop draft Project Manual for IMT review.	*11/14 - 12/14*
Establish research methodology.	Project Staff, external evaluator	Evaluator provides information on appropriate methodologies; recommends research design and procedures for evaluating Activity outputs & outcomes.	*12/14 - 03/15*
Establish detailed procedures to implement research methodology.	Project & BCC Staff	Staff determines baseline and project data collection methods & time frames; define analysis methods including statistical techniques; assign responsibilities.	*Oct - Nov (each year)*
Conduct Formative Evaluation for each Activity Objective.	Project Staff	Staff review Performance Indicators & Implementation strategies; note steps accomplished, reasons for steps not accomplished, & plans to address delays	*Monthly & quarterly each year*
Conduct mid-year fiscal review.	Title V Manager, Business Office	Project Director meets with Business Office personnel to review and reconcile annual project expenditures.	*Dec (each year)* *10/19 Final*
Collect & analyze baseline and project data to measure achievement of objectives.	Title V & BCC staff, and faculty as appropriate	Classroom observation, surveys; Staff calculates achievement of Objectives, applying statistical methods when appropriate for analysis.	*Nov - Aug (each grant year)*
Present quarterly and annual reports to Chancellor.	Title V Project Director, President	Title V Project Manager reviews staff reports and compiles summary reports, send to President and Chancellor	*Quarterly & annually*
Review and refine institutionalization plan.	Title V Staff, BCC admin, IMT	Project and college staff work together to ensure progress toward institutionalizing new programs	*Nov - Dec (each year)*

BUDGET NARRATIVE

The Title V planning team has carefully examined available options in determining budget development in support of the proposed activity, and Barstow Community College is confident that the project budget is reasonable, necessary, and adequate to support the project's stated objectives.   BCC faculty and staff have consulted with other colleges and financial personnel to identify the most reasonable expenditures possible in relation to the scope of the project. Costs are derived from the most current pricing and vendor quotes, College and District purchasing policies, and federal and state guidelines.

The project's three major areas of expense are Personnel and Fringe (84%), Facility and Equipment for Student Success Center (7%), and Supplies in support of the classroom, lab, and two faculty teams (3%).   Contractual expenditures in support of faculty development and evaluation (4%), and Travel (2%) for faculty professional conference attendance serve to more fully develop the project.

Personnel (including fringe, 84%). Necessary and Reasonable. The project is supported by the Title V Project Director (50%), a Student Success Center Coordinator (100%), an Instructional Assistant (50%) and additional Tutoring staff. These positions are necessary to plan, implement, maintain and evaluate programs. Coordination and oversight of the overall project and the individual programs is necessary to sustain and improve the quality of student success activities. Without leadership, project objectives will lose focus and it will be impossible to track and evaluate and report on outcomes. The Project Director will have administrative control of the project and primary responsibility for accomplishing objectives in accordance with EDGAR and OMB circulars. The Student Success Coordinator will be responsible for the day to

day operation of the student success center. The Instructional Assistant and additional faculty tutors will be working directly with students both in groups and individually.

Personnel expenses (84% of total proposed budget) is reasonable as salary schedules and fringe benefits are typically higher in California. All proposed salaries for project personnel are based on approved salary schedules and negotiated fringe benefits for the California Community College System and the Barstow Community College District. Faculty team members will receive special project stipends, in accordance with District policy.

Facility (4%), Equipment (3%) and Supplies (3%). Necessary and Reasonable. Facility, equipment and related software and computer peripherals are necessary to develop the Student Success Center. BCC's regular CIS workstations are optimized for running business applications such as MS Word and PowerPoint and typically have 1 to 2 GB of RAM, a mid-level video card and an average processor speed. Cost incurred will be the cabling necessary to power and give internet access to the increased number of computers and workspaces needed to accomplish the project's objectives.

Contractual (4%) and Travel (2%). Necessary and Reasonable. Contractual and Travel support for Faculty and Tutor Development, Program Evaluation and Title V Project Administration. Faculty will also participate in identified professional conferences in years 1, 4 and 5. These development activities are necessary to address Barstow College's stated weakness and recognize recommendations. Ongoing professional development is necessary to increase student success due to the nature of tutor turnover and emerging practices that give insight into social, economic and educational challenges that keep underrepresented student from achieving their goals.

COMPETITIVE PRIORITY 1: INCREASING POSTSECONDARY SUCCESS

The Barstow Community College Student Success Center is **designed specifically to increase our students' postsecondary success.**

Barstow Community College is located in a rural region that is undergoing major, lengthy economic transitions. This has resulted in a portion of its adult population being unemployed and on governmental assistance. Educational resources are scarce in our region. According to the California Community College Chancellor's Office, the Persistence Rate – the rate of students who enroll for three consecutive semesters – **is 52.5% for BCC, comparing to 70.5% statewide**. We sorely need to provide additional educational support to our students to bridge this huge gap. (Source: California State Community College Chancellor's Office)

BCC also serve military personnel who are stationed at Ft. Irwin or the Marine Logistics Base at Yermo, California and are often redeployed before they finish their program. As a result, the College has an extremely large online course offering and enrollment. Online enrollments account for about half of all enrollments at the college. There is, however, **a difference of 6% in the success rates between the students who attend classes in person (69.5%) and those who take the courses online (63.5%).** There is an urgent need to support our large online student population. (Source: Barstow College student enrollment data as of January 2014)

Barstow Community College qualifies as a Hispanic-serving institution. In the 2012-13 academic year, representative of recent years at BCC, 35.9% of our student population self-identified as Hispanic. There are weaknesses in Tutoring Service and multiple challenges to ensure Student Success in our college.

To ensure the most efficient services and the maximum benefits delivered to our students, we are **rethinking, re-conceptualizing, revamping, redesigning** and **restructuring** the approach to provide support to our students: we clearly have room to improve in our approach to Tutorial Services, we need to get our faculty members more involved, we need to give better training to the staff, we need to provide a bigger menu of more focused services, we need to deliver as much of these services online as possible. **To increase postsecondary success, we must be proactive in looking for students where they need help, instead of waiting for them to come find us.**

COMPETITIVE PRIORITY 2: IMPROVING PRODUCTIVITY

While many new activities are proposed for the Student Success Center, **there are many places where we will increase efficiency by using and consolidating existing resources to increase productivity.**

We are developing a new Instructional Program that revamps, redesigns and restructures the existing services, including all tutorial services, in a single location. We can serve students who are currently receiving services from separate programs and bring them together where a single faculty member can provide additional instruction as part of his/her office hours. We encourage faculty to spend their open hours at the Success Center to assist in providing services as well as increase their contacts with students.

Students also increase their productivity by only having to go to a single location to find assistance, and by congregating students at a single location, we save time, increase efficiency and increase productivity by meeting multiple students' needs simultaneously. The Student Success Center is where all the study groups meet, and where students can receive multi-media instruction as provided by an external resource as well as materials and lectures provided by our own faculty.

Hispanic-Serving Institutions Program Activity Budget Detail Form

Activity Budget (To be completed for every activity for which funding is requested)

1. Name of Institution: Barstow Community College

2. Activity Title: *The Barstow Community College Student Success Center*

3. Budget Categories By Year / Object Class	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	
a. Personnel (Title)											
*Project Director	50%	$50,000	50%	$52,000	50%	$54,080	50%	$56,243	50%	$58,493	$270,816
*Success Center Coordinator	100%	$90,000	100%	$93,600	100%	$97,344	100%	$101,237	100%	$105,287	$487,468
*Instructional Assistant	100%	$44,000	100%	$45,760	100%	$47,590	100%	$49,494	100%	$51,474	$238,318
*Faculty Stipends	Var.	$50,000	Var.	$50,000	Var.	$50,000	Var.	$50,000	Var.	$50,000	$250,000
SUB-TOTAL		$234,000		$241,360		$249,014		$256,974		$265,254	$1,246,602
b. Fringe Benefits _%		$50,000		$55,000		$60,000		$65,000		$70,000	$300,000
c. Travel		$12,000		$5,000		$5,000		$5,000		$2,000	$29,000
d. Equipment		$32,000		$5,000		$5,000		$5,000		$5,000	$52,000
e. Supplies		$30,000		$5,000		$5,000		$5,000		$5,000	$50,000
f. Contractual		$25,000		$20,000		$10,000		$10,000		$10,000	$75,000
g. Construction		$80,000		$0		$0		$0		$0	$80,000
h. Other (endowment)		$0		$0		$0		$0		$0	$0
i. TOTAL DIRECT CHARGES		$463,000		$331,360		$334,014		$346,974		$357,254	$1,832,602

1. Explain in detail how you arrived at the total amount requested in each object class in each year of the activity. If you fail to provide sufficient details, we may disallow costs.

Please see attached Budget Detail

Activity Budget Detail

As demonstrated in the Adequacy of Resource section of the Project Narrative, all costs are

necessary and reasonable for the attainment of the specified objectives.

A. Personnel: Positions listed below are necessary for attainment of activity objectives and fully described in Key Personnel. Salaries and stipends are in accordance with Barstow Community College District salary schedules for similar positions and activities. Personnel expenses (61% of total proposed budget) is reasonable as salary schedules and fringe benefits are typically higher in California (San Bernardino County = 119.2, according to ACCRA). All proposed salaries for project personnel are based on approved salary schedules and negotiated fringe benefits for the California Community College System and the Barstow Community College District. Faculty team members will receive special project stipends, in accordance with District policy.

Staff are budgeted on a 12-month basis with cost of living adjustment increases of 4% for each succeeding year per college policy. Positions proposed include Project Director, responsible for all project oversight; Student Success Center Coordinator, responsible for coordination of all activity implementation strategies; Instructional Assistant, responsible for implementation of prescriptive programs for students based on assessment data, provides work direction to tutors, and performs related duties. Details on faculty release/participation can be found in the Activity Narrative, Implementation Strategies, and Key Personnel.

Title V Project Personnel Budget	Year 1	Year 2	Year 3	Year 4	Year 5
Project Director 50%	50,000	52,000	54,080	56,243	58,493
Student Success Center Coord. 100%	90,000	93,600	97,344	101,237	105,287
Instructional Assistant 100%	44,000	45,760	47,590	49,494	51,474
Faculty Stipends Var.	50,000	50,000	50,000	50,000	50,000
Total Personnel	Year 1	Year 2	Year 3	Year 4	Year 5
	234,000	**241,360**	**249,014**	**256,974**	**265,254**

B. Fringe Benefits: Fringe benefits are calculated based on negotiated college benefit plans and include a base cost of 11.31% of salary with employer share of health and welfare costs based on position and includes an annual 5% increase. Costs include FICA, Medicare, life insurance, retirement, health insurance, workers compensation, and unemployment insurance.

Title V Project Fringe Benefits	Year 1	Year 2	Year 3	Year 4	Year 5
Director/Coordinator/Inst. Assistant	50,000	55,000	60,000	65,000	70,000

C. Travel: Funds are requested for faculty and staff to attend identified professional conference. These development activities are necessary to address Barstow College's stated weakness and recognize recommendations. Ongoing professional development is necessary to increase student success due to the nature of tutor turnover and emerging practices that give insight into social, economic and educational challenges that keep underrepresented student from achieving their goals.

Title V Travel Budget	Year 1	Year 2	Year 3	Year 4	Year 5
Annual Title V Conference	2,000	2,000	2,000	2,000	2,000
Other Professional Conferences	10,000	3,000	3,000	3,000	0
Total Travel Costs	Year 1	Year 2	Year 3	Year 4	Year 5
	12,000	5,000	5,000	5,000	2,000

D. Equipment (Items with unit value of $5000 or more): Items are based on faculty/staff research and are essential to the successful attainment of the activity objectives. All equipment will be acquired through normal purchasing procedures according to project timelines. All equipment purchases are focused on improving computer services, establishing copying and printing capabilities and implementing enhanced audio visual technologies.

Title V Equipment Budget	Year 1	Year 2	Year 3	Year 4	Year 5
Server	20,000	0	0	0	0
Copier/Printer/AV Equipment	12,000	5,000	5,000	5,000	5,000
Total Equipment Costs	Year 1	Year 2	Year 3	Year 4	Year 5
	32,000	5,000	5,000	5,000	5,000

E. Supplies (Items with unit value of under $5000): Items are based on faculty/staff research and are essential to the successful attainment of the activity objectives. All supplies will be acquired through normal purchasing procedures according to project timelines.

Title V Supplies Budget	Year 1	Year 2	Year 3	Year 4	Year 5
Student Workstations	15,000	0	0	0	0
Flat Screen Monitors	11,000	0	0	0	0
Software Licenses	3,000	3,000	3,000	3,000	3,000
Student Supplies	1,000	2,000	2,000	2,000	2,000
Total Supplies Costs	Year 1	Year 2	Year 3	Year 4	Year 5
	30,000	5,000	5,000	5,000	5,000

F. Construction: Minor modification of the existing floor plan is needed to repurpose the Interim Performing Arts Center into the Student Success Center. Work will be done by Office of Maintenance and Operations under its normal construction procedures.

Title V Construction Budget (Year 1 Only)	Total Cost
Demo of existing space	10,000
Construction of walls and doors	70,000
Title V Construction Costs	80,000

G. Contractual: Funds are requested for external evaluation in Years 1 to 5 as part of the Project's evaluation plan.

Title V Contractual Budget	Year 1	Year 2	Year 3	Year 4	Year 5
External Evaluator to finalize the design, oversee the implementation, and prepare the	25,000	20,000	10,000	10,000	10,000

summation of the project Evaluation Plan (details in that section). Four days on site in Year 1, three days on site in Years 2 to 5, including travel expenses.					
Total Contractual Costs	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	25,000	**20,000**	**10,000**	**10,000**	**10,000**

Hispanic-Serving Institutions
Program Profile Form

INSTRUCTIONS: *ALL applicants must complete and submit this profile. You may copy or recreate this form, but do not amend or modify the required information or format.* *Please complete all sections of this form. Upon completion, attach this document as a .pdf to the "Other Attachments Form" in Grants.gov.*

1. **Name of Institution/Campus Requesting:** (Use your institution's complete name. If your institution is a branch campus, use the parent institution's name but follow it with the name of the branch campus. For example, you would cite the State University of New York, Brockport Campus.)

Institution/Campus OPE ID#: XXXXXXXX **DUNS#: XXXXXXXXX**

2. **Applicant Address**: (All applicants must indicate the address where the project will be located)

Project Address: **2700 Barstow Road**

City: **Barstow** State: **CA** Zip: **92311-6608**

3. **Participating Institutions in a Cooperative Arrangement**:

3a. Name of Applicant Institution (Lead): **Barstow Community College**
3b. Name of Participating Institutions DUNS Number Location (city/state)
   1.
   2.
   3.

4. **Prior Grant Status**: If applicable, please identify the fiscal year, grant type and highlight your institution major accomplishment(s) as it relates to enrollment, persistence, graduation rates, and/or fiscal stability. (Note: please check all that applies)

Fiscal Year(s):   **Grant Type**: ☐ Individual ☐ Cooperative (If checked, please list partner institution(s)
                                      Names of Partner(s):
 None (Not Applicable)   1.
                                           2.
                                         3.

Major Accomplishment(s):   **Performance**:
1.   ☐Enrollment ☐Persistence ☐Graduation Rates ☐Fiscal Stability
2.   ☐Enrollment ☐Persistence ☐Graduation Rates ☐Fiscal Stability
3.   ☐Enrollment ☐Persistence ☐Graduation Rates ☐Fiscal Stability

5. **Tiebreaker Information**: Enter the full-time equivalent (FTE) enrollment for Fall 2012. See the Application Guide and Federal Register Notice for instructions on calculating FTE enrollment.

Total Fall 2012 FULL-TIME EQUIVALENT (FTE) students = **1729**
     a)   Total market value of endowment fund for 2011-12
     b)   Total expenditures for library material during 2011-12
Note: Failure to provide information requested in items a) and b) above may result in the Department not considering the application under a tie-breaker situation

6. **Endowment Fund Assurance**:

☒ The institution certifies that it proposes to use no more than twenty percent (20%) of the Developing Hispanic-Serving Institutions Program development grant, made under the authority of Title V, of the Higher Education Act of 1965, as amended to establish or increase the institution's endowment fund. The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant Program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 606. The institution further agrees to raise the required matching funds.

7. **Dual Submission Certification**: If an institution applies for a grant under more than one program it must indicate that fact in each application:

☐ Strengthening Institutions Program
☐ American Indian Tribally Controlled Colleges and
   Universities Program
☐ Native Hawaiian-Serving Institutions Program
☐ Alaska Native-Serving Institutions Program
☒ Title V Hispanic-Serving Institutions Program
   ☐ Cooperative Arrangement   ☒ Individual

8. **Institutional Assurance Statistics**: See the Application Guide and the <u>Federal Register</u> Notice for HSI Assurance Instructions. Please provide us with the data your institution reported to the following: IPEDS and State Reported Enrollment. Enter information for all areas below for Fall 2012 (up to 30 September 2013)

8a. **HSI Assurance**:	8b. **State Enrollment Reported Data**:	8c. **IPEDS Reported Data**:
Total Undergraduate FTE Enrollment Count: **1091** Hispanic Undergraduate FTE Enrollment Count: **410** Undergraduate FTE Hispanic Percent: **37.6%**	Hispanic Undergraduate FTE Enrollment: **410** Undergraduate FTE Hispanic Percent: **37.6%**	Hispanic Undergraduate FTE Enrollment: **390 Full Time Students** Undergraduate FTE Hispanic Percent: **37.0% Full Time Headcount**

9. **Eligibility Documentation**: Please provide us with the documentation the institution relied upon in determining that at least 25 percent of the institution's undergraduate FTE students are Hispanic.

HSI Assurance is established by the referential data provided by the California Community College Chancellor's Office. The method of calculation of HSI Assurance, according to CCCCO, is: "The FTES value is calculated by summing the "Total Hours" (refer to SXD4 in CCCCO MIS Data Element Dictionary) in all the enrollment records reported to CCCCO MIS during the requested time period, then dividing by 525." The Total Undergraduate FTE Enrollment Count, the Hispanic Undergraduate FTE Enrollment Count, and the Undergraduate FTE Hispanic Percent provided are for Fall Semester 2012.

There is no equivalent calculation for the IPEDS Reported Data. Only the number of students carrying full time units are counted. This results in a lower number than the state-provided data.

NOTE: The Department will cross-reference, for verification, data reported to the Department's Integrated Postsecondary Education Data System (IPEDS), the institution's state reported enrollment data, and the institutional annual report. If there are any differences in the percentages reported in IPEDS and the percentage reported in the grant application, the institution should explain the differences as a part of its eligibility documentation. When providing eligibility documentation to support your HSI assurance, please note that the Department does not consider a replication of the instructions sufficient justification. If the Department receives a replica of the instructions and/or cannot validate assurance, the application will be deemed ineligible.

10. **Certifying Representative**: Name: **Carl Yuan** Title: **Dean of Research Development & Planning** Contact Number: **760-252-2411 x 7253** Fax Number: **n/a**	11. ☒ By checking this box, the applicant and President of the institution certify that the IHE will comply with the statutory requirements, program standards, and program assurance cited in the HSI program regulations 34 CFR Part 606.

GEPA Section 427 Requirement

Barstow Community College is proposing the development of a Student Success Center

for all students of the college. Barstow Community College will take all necessary,

precautionary, and preventative measures to ensure all students have equal access to college

services. **Per Barstow Community College District Board Policy 3410**:

BP 3410 Nondiscrimination

Reference:

> *Education Code Sections 66250, et seq.; 72010, et seq.; 87100 et seq.; Title 5,*
>
> *Sections 53000, et seq.; and 59380 et seq.; Penal Code Section 422.55;*
>
> *Government Code 12926.1, 12940, et seq.*

The District is committed to equal opportunity in educational programs, employment, and

all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its

services, classes, and programs without regard to national origin, religion, age, gender, gender

identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual

orientation, marital status, physical or mental disability, or because he or she is perceived to have

one or more of the foregoing characteristics, or based on association with a person or group with

one or more of these actual or perceived characteristics.

The President, or his or her designee, shall establish administrative procedures that ensure

all members of the college community can present complaints regarding alleged violations of

this policy and have their complaints heard in accordance with the Title 5 regulations and those

of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving

financial payment or contribution on behalf of the District or any individual employed by or

associated with it, to any private organization whose membership practices are discriminatory on

the basis of national origin, religion, age, gender, gender identity, gender expression, race, color,

medical condition, genetic information, ancestry, sexual orientation, marital status, physical or

mental disability, or because he or she is perceived to have one or more of the foregoing

characteristics, or because of his or her association with a person or group with one or more of

these actual or perceived characteristics. The college prohibits discrimination on the basis of

gender, race, national origin, color, disability, or age.