

BARSTOW COMMUNITY COLLEGE DISTRICT



**MASTER PLAN
2007-2011**

INTRODUCTION

On behalf of our students, Board of Trustees and staff, we are pleased to present the 2007-2011 Barstow Community College Master Plan. This is our second comprehensive master plan, and the document will again be a guide to help focus our efforts during the next five years and beyond. The successful completion of the actions identified in this plan will allow the college to further realize the expectations expressed in our mission statement.

Using the planning process established for the previous Strategic Plan, the new plan was developed over the past year by the Strategic Planning, Budget Development and Review (SPBD&R) Committee, with active participation from all campus groups. A diagram of the planning process is shown on the following page. The master plan helps fulfill the mission statement, and serves as the driver for other campus plans. These plans establish the priorities that drive the budget development process.

It is important to note that the new Master Plan combines the elements of the previous Strategic Plan and the Educational Master Plan. After careful consideration and discussion, it was determined that many elements in the two plans were redundant. As a result, the decision was made to create only one document that will serve as the Master Plan for the college.

One of the components of the Educational Master Plan was a compilation of the program reviews from the instruction and student services areas. The new Master Plan incorporates objectives designed to ensure integration of program review with the measurable outcomes. Also, through the program review process, institutional goals guide efforts at the department level. The results of program review will also serve as a major source of information for the annual Master Plan assessment report.

Another change in the new plan is the inclusion of the environmental scan summary as an appendix. The scan includes summaries in six general categories: demographics; economic and employment outlook; educational trends in the U.S., California, and Barstow Community College (BCC); public policy; technology; and social trends. A list of sources for the environmental scan is also included as an appendix. The implications from the environmental scan helped identify and/or support many of the actions in the Master Plan, including planning beyond 2007-2011.

Some of these implications include: a projected enrollment growth over the next decade for California Community Colleges of thirty percent, with a projected growth for BCC of approximately fifty percent between 2006 and 2015; population growth in the Barstow area and Inland Empire will exceed the national average; incoming college students are poorly prepared, and even less so at BCC; all California colleges and universities will experience significant increases in Latino students, first-generation college students, and students from low-income families; California and the Inland Empire have substantial opportunities for job growth and economic prosperity in the next decade; the need for additional training and education for individuals to become and remain gainfully employed; increased accountability demands for higher education have resulted in evidence-based student learning outcomes; learning outcomes in the form of applied skills and knowledge are increasingly acknowledged as essential for global competitiveness; facility costs for

higher education will continue to be significant; distance learning continues to grow; decreasing costs of computing and the growth of the internet require schools to provide access to all types of information from almost anywhere; and the educational level of Barstow residents remains relatively low, with a relatively high percentage of local families subsisting below the poverty level.

The master plan reflects many of these themes. Action items include: improving basic skills of current and incoming students; providing career and technical education programs to meet the needs of the community; improving distance education; providing access to programs for all students from any location; development and assessment of student learning outcomes throughout all programs; improving diversity by increasing enrollment and staff from under-represented groups; improving student learning and college operations by continuing to implement new technologies; and completing new facility projects that will help meet the projected increase in enrollment.

Other changes in the Plan include the addition of an analysis block for each identified objective. The analysis section provides a brief explanation why the objective is in place, and, during the annual assessment reports, will be used to describe the progress made during the year for that objective. Also, evidence-based results have been emphasized in the outcomes throughout the document, and an assessment of these results will be an important component in the annual reviews.

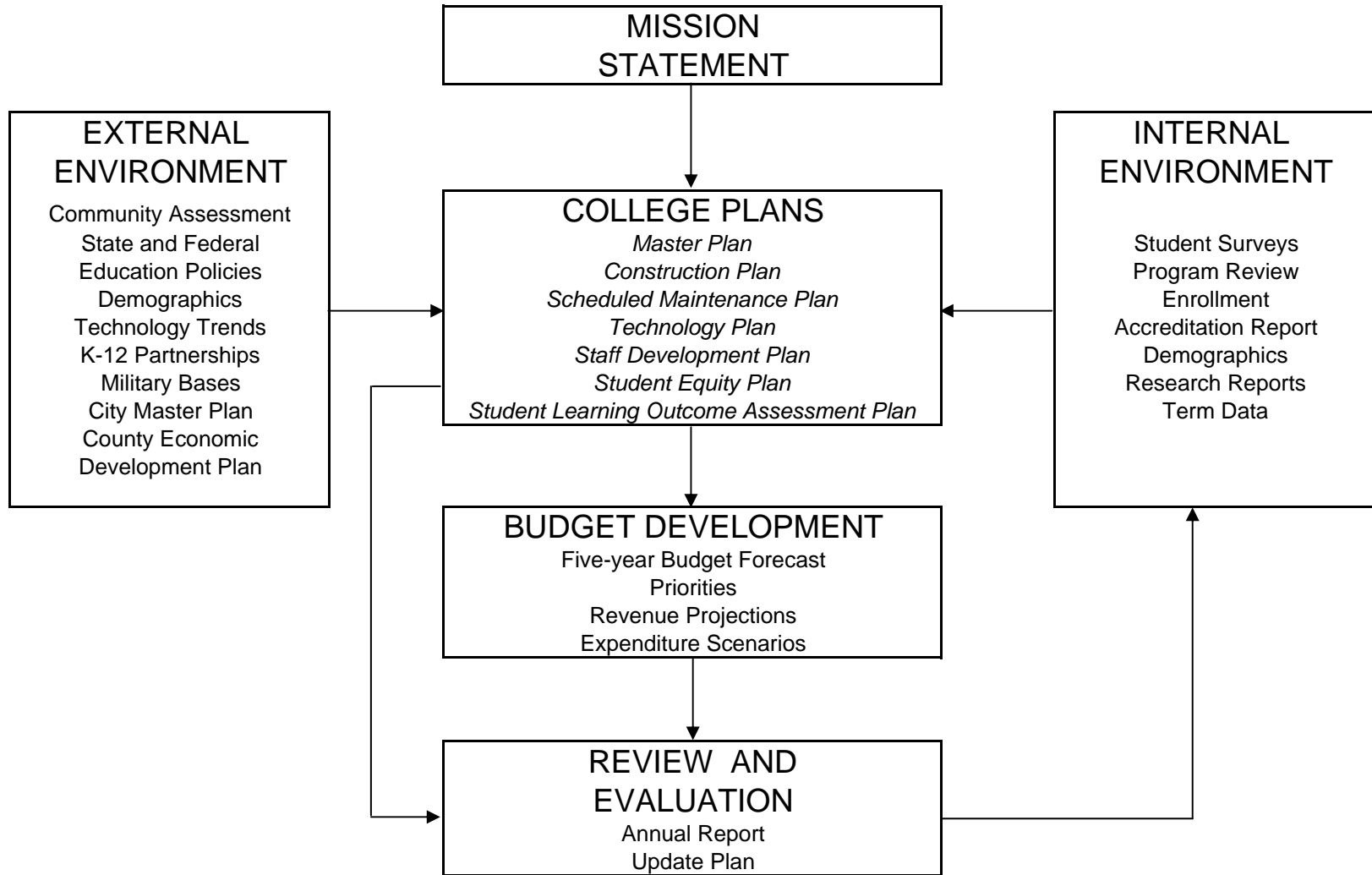
An essential element in the planning process is a continual review and evaluation of the progress made in completing the identified actions, and whether the desired outcome has been achieved. An assessment of our progress will be completed each year, and the results reported to the Board of Trustees. The Master Plan is intended to be dynamic. Actions, timelines and outcomes will be modified as needed based on new information, developments or challenges. In addition, as part of the annual Board planning process, new goals and actions for the coming year will also be identified. The annual assessments, then, help ensure that systematic evaluation of our programs and processes result in ongoing improvement.

We are excited about the many achievements made at the college during the past 5-10 years, and look forward to our continuous improvement during the next decade. We expect significant growth in the community and at the college in the next ten years, and we are using our planning process to ensure the programs, support services, and facilities necessary to accommodate this growth are in place. We will use the ongoing process of planning, review and evaluation of results to make continuous improvements at the college, and will work tirelessly to help our students achieve their educational goals.

Fernando R. Baca
President, Board of Trustees

Dr. Clifford Brock
President, Barstow Community College

BARSTOW COMMUNITY COLLEGE PLANNING PROCESS



**BARSTOW COLLEGE
MASTER PLAN
2007-2011**

Table of Contents

Goal #1: Provide learning programs and an environment that ensure student success1

Goal #2: Actively support and promote local economic growth and community development7

Goal #3: Promote awareness, interest and access10

Goal #4: Create an effective work environment.....13

Goal #5: Improve college programs through systematic evaluation.....17

Appendix 1: Environmental scan summary.....20

Appendix 2: Environmental scan sources.....29

Goal One: Provide learning programs and an environment that ensure student success.

| Objective 1.1 | Expand and/or revise the curriculum to meet the dynamic needs of students and community. | | |
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| Outcome(s) | Actions | Lead(s) | Timeline |
| Levels of basic competencies in general and career/technical education, computer literacy, oral and written communication, ethics, and critical and analytical thinking will be developed and measured. | Review, and revise as needed, general education and occupational degree requirements in response to changing regulations and ongoing student learning outcome assessment findings. | Instruction, Research | 6/08 and ongoing |
| | Develop student skills that promote lifelong learning with competencies in computer literacy, oral and written communication, and critical and analytical thinking. | Instruction | Ongoing |
| Assess level of success in upper division and job performance compared with measured outcomes at course and program levels. | Develop new methods for measuring students' ability to apply course and program-level learning to subsequent academic work and job-related performance. | Instruction | 6/09 and ongoing |
| At least 75% of the recommended changes identified by online focus groups, online faculty survey and student interviews will be implemented in the distance learning program. Satisfaction rates of faculty and students who use distance education program will be above 90%. Rates of retention, successful course completion, and SLO measures for distance education courses will increase by at least 3%. | Determine most effective options for improving features and capabilities of the distance learning programs, and implement the recommended changes. | Instruction | 6/08 and ongoing |

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| <p style="text-align: center;">Analysis</p> | <ul style="list-style-type: none"> • <i>Student responses to the 2004 Campus Climate Survey show that 86.9% of respondents gave satisfactory or higher ratings with regard to "access to needed courses." 90.8% of respondents gave satisfactory or higher ratings on the "quality of instructional programs" in general. More specifically, 82.1 % gave satisfactory or higher ratings on the "availability of courses with content specifically related to cultural/social diversity." 83.8% of respondents gave satisfactory or higher ratings on the "variety of instructional and training programs."</i> • <i>Results from the 2003-04 distance education survey administered by the Chancellor's Office showed that all 48 student respondents said they were "very satisfied" or "satisfied" with the "extent to which [their online course/s] helped to achieve [their] academic/vocational goal."</i> • <i>The college should monitor changes in student reporting with future administration of these surveys. Other assessments, especially the planned community needs assessment, will be important in determining how well the college programming is meeting the changing needs of the community.</i> | | |
| <p>Objective 1.2</p> | <p style="text-align: center;">Improve instructional delivery of basic skills in order to improve student learning.</p> | | |
| <p style="text-align: center;">Outcome(s)</p> | <p style="text-align: center;">Actions</p> | <p style="text-align: center;">Lead(s)</p> | <p style="text-align: center;">Timeline</p> |
| <p>At least 50% of students successfully completing basic skills courses will successfully complete subsequent degree and certificate courses.</p> | <p>Create learning communities to integrate and connect writing, reading and thinking skills necessary for college success with curriculum courses in degree and vocational courses.</p> | <p>Instruction, Student Services, DSPS</p> | <p>12/08</p> |
| <p>The functional skills program and certificate will be established, and at least 30% of the students enrolled will successfully complete the program.</p> | <p>Develop a functional skills curriculum and certificate program that provides adult learners with an avenue to acquire job and life skills separate from existing degree-based or transfer programs.</p> | <p>Instruction, Student Services, DSPS</p> | <p>12/08</p> |
| <p>At least 70% of students taking basic skills courses will have remediation plan developed.</p> | <p>Develop a reading, writing and math diagnostic center to assess, remediate and assist students in developing skills necessary for success in curriculum courses.</p> | <p>Instruction, Student Services, DSPS</p> | <p>6/08</p> |
| <p>The successful course completion rate for credit vocational courses will increase by 5%.</p> | <p>Develop a functional reading, writing and math curriculum that teaches the direct skills needed in the expanding vocational programs offered at the College.</p> | <p>Instruction, Student Services, DSPS</p> | <p>12/08</p> |
| <p>The basic skills course completion rates will increase by 3%, and the improvement rate for credit basic skills courses will increase by 5%.</p> | <p>Expand the course offering opportunities in basic skills mathematics other than existing classroom models to reach students with different learning needs and time management demands.</p> | <p>Instruction, Student Services</p> | <p>6/09</p> |
| <p>Improve basic skills course complete rates. At least 50% of identified best practices will be implemented.</p> | <p>Create a college review team to examine effective remedial education methods and visit model classrooms and exemplary peer schools to determine the best instructional strategies and methods to assure that they are in place at BCC.</p> | <p>Instruction, Student Services, DSPS</p> | <p>12/08</p> |

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| Establish baseline measurements of student success, and update annually. Use results to improve center. | Establish a Universal Design for Learning (UDL) center, and incorporate the principles of UDL in all basic skills courses in math, reading and writing and encourage and provide multiple methods for students to demonstrate knowledge, express learning and engage interest. | Instruction, Student Services, DSPS | 12/08 and ongoing |
| Basic skills students will successfully demonstrate skills in each level of the taxonomy. | Incorporate Bloom's taxonomy analysis in all basic skills courses to measure the extent and level of student thinking. | Instruction, Student Services | 6/09 |
| Analysis | <i>In addition to the attention to lesson delivery of basic skills courses, focus must be placed on the most likely factors affecting why students fail to complete courses or persist in programs. This objective is designed to improve program offerings and course delivery in addition to existing programs. By placing students in programs with which they are more likely to be successful, then it is hypothesized that basic skills course completion and course improvement rates will increase. Additionally, persistence and retention rates for the college should likewise see improvement. BCC will measure the improvement in these areas as affirmative steps are taken to address student performance.</i> | | |
| Objective 1.3 | Support flexible pedagogies designed to improve student learning and achievement. | | |
| Outcome(s) | Actions | Lead(s) | Timeline |
| Establish baseline SLO measures at course, program and college levels; determine improvement targets; and update measures biennially. | Provide training opportunities for faculty and staff to address multiple learning styles and diverse competency levels | Instruction, Student Services, SLO Steering Committee | 12/08 |
| Design and implement faculty and staff survey elements that address whether resources and training are contributing toward improving student learning. Establish baseline, and improve results by at least 5%. | Develop and regularly update information sources, such as the faculty resources website, that can be used to help improve student learning. | Instruction, Student Services | 6/09 |
| Analysis | <i>Regular and ongoing SLO assessment across the curriculum at all levels will be essential in determining the effectiveness of implementing flexible pedagogies.</i> | | |

| Objective 1.4 | Enhance student support services to improve effectiveness of the matriculation process. | | |
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| Outcome(s) | Actions | Lead(s) | Timeline |
| At least 2 new orientations per semester will be offered at all locations. | Expand new orientations to include all student services departments and to be offered at all sites, high schools served by the district, and via the college website | Student Services | 6/08 and ongoing |
| Student retention rates will increase by 4%, and student persistence rates will increase by 5%. Employee knowledge of matriculation services will improve by 5%, based on results of survey. | Develop and refine the Credit and Non-Credit Matriculation plans approved in 2005, and provide training for faculty and staff as needed regarding matriculation services. | Student Services | 6/08 |
| Baseline measurement of placement scores to grades will be established and analyzed. | Complete validation study on all assessment tests currently in use, and conduct analysis to correlate placement cut scores with grades to improve placement effectiveness. | Student Services | 6/09 |
| Baseline measurement of persistence will be established and annual targets will be determined. | Establish persistence indicator that will apply specifically to students with "informed" educational goals (defined as goals established after a student meets with a college counselor and develops an educational plan). | Student Services | 6/08 |
| Establish baseline, and improve rate of at least BA achievement by BCC students by 5%. The total number of transfers will increase by 5%. | Expand articulation agreements with both public and private four-year institutions, including schools that enable local residents to attain a degree without leaving the community. | Student Services | Ongoing |
| Establish baseline, and increase the number of jobs attained by BCC students through the career center by 5%. | Establish a career plan development process for students, including timely feedback on accuracy, quality and completeness of plan. | Student Services | 6/08 |
| For those athletes expressing intent to transfer, Intercollegiate Athletic Program will transfer 50% of sophomores to 4-year schools. | Incoming student athletes will develop educational and transfer plans before October 15th of their freshmen year. | Student Services | 8/08 |
| Analysis | <i>Local measures of retention have showed marked improvement, but the validity of this data has been confounded by inconsistent administrative practices for student withdrawals. Overall retention (EOT/Census) for fall 2006 was 85% (87% for regular instructors and 83% for adjunct). The college does not presently collect measures of persistence. This information will be needed to fully evaluate the effectiveness of the matriculation process.</i> | | |

| Objective 1.5 | Develop learning support systems that are effective and flexible to meet changing student needs and enrollment growth. | | |
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| Outcome(s) | Actions | Lead(s) | Timeline |
| Campus climate survey will reflect at least an 85% satisfaction rate for the computer commons and tutorial services areas. | Improve effectiveness of co-location arrangement for the computer commons and tutorial services. | Instruction, Admin Services | 6/09 |
| Successful course completion rate for students using tutorial services will increase by 5%. | Enhance collaboration between tutorial services and faculty. | Instruction | Ongoing |
| Library collection will increase by at least 100 titles each year, and at least 50 will be recommended by faculty members. | Expand library collection and access to electronic databases, emphasizing greater faculty involvement. | Instruction | Ongoing |
| Analysis | <p><i>* Although the current Campus Climate Survey instrument does not query students specifically about their satisfaction with the computer commons or tutorial services, the tutorial services director administers her own survey to students. Student satisfaction rates with tutorial services were surveyed in three domains: tutor's patience and attitude, tutor's subject knowledge and tutor's availability. For Fall 2005 between 97 and 99% of students gave "C" or higher ratings on all three domains. For Spring 2006 availability was given a "C" or above by 87% of respondents; whereas 97% gave "C" or higher ratings on the tutors' patience and attitude and 95% gave "C" or higher on tutors' knowledge.</i></p> <p><i>* SLO measures for Fall 2005 indicated that as a result of students receiving tutorial services instructors found "some improvement" in all areas (63%). This is about a 20% increase over the previous semester, however, instructors also felt that there was no benefit to 4% of the students in tests or retention." For spring 2006 comparable data from instructors was not available. The importance of the information from instructors should be emphasized in order to improve instructor survey return rates.</i></p> <p><i>* Hiring of the new full-time librarian resulted in a significant expansion of new titles during the 2006-07 academic year when over 650 new titles were added, over 150 of which were requested by faculty.</i></p> | | |

| Objective 1.6 | Provide modern facilities and classrooms with integrated technologies that support evolving learning programs and accommodate projected student growth. | | |
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| Outcome(s) | Actions | Lead(s) | Timeline |
| State-approved projects will be completed as scheduled with minimal financial impacts to college operations. Equipment will continue to be replaced/upgraded on regular basis. Funding source for maintenance/upgrade of facilities systems will be identified. | Construct and/or modernize facilities, infrastructure, and equipment at all program locations to assure access, safety, security, and a learning environment that supports student success. | Admin Services | Ongoing through 2015 |
| Successful course completion rate will increase by 5%. | Review potential for providing network-delivered multimedia instructional content for all programs. | Instruction, Admin Services | 6/09 |
| Establish baseline measures on training effectiveness, and update regularly. Use results to improve training programs. | Provide training to faculty and staff on technology-based resources for program delivery both in live classrooms and with distance education program | Instruction, Admin Services | 12/08 and ongoing |
| Students will be able to access the internet and other computer resources from any location on the Barstow campus. The number of available computers for students in the computer commons will increase. | Provide wireless connectivity across the entire campus. | Admin Services | 6/09 |
| Analysis | <i>Overall successful completion of all courses at BCC was 65.8% in fall 2006, compared to a statewide average of 66.14% for the same period. The highest fall success rate for BCC between the years 2000 and 2006 was 73.74% in fall 2004. The previous fall had a 72.62% successful course completion rate. The college's enrollment is projected to be 4,904 students by 2015.</i> | | |

Goal Two: Actively support and promote local economic growth and community development.

| Objective 2.1 | Determine the educational and training needs of the community. | | |
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| Outcome(s) | Actions | Lead(s) | Timeline |
| Survey will be completed by at least 50% of area employers. | Develop community needs assessment surveys to determine types of workforce training and professional development needed. | Instruction, Research | 6/07 and biennially |
| Advisory committee will be created for each new program, and will meet at least once per semester. | Establish additional advisory committees for career/technical education (CTE) focused on ensuring program quality, currency and appropriateness. | Instruction | 6/08 and ongoing |
| Establish baseline measurement of findings, and update annually. Provide summary to participants within sixty days of event. | Host an annual workforce development summit. | Instruction | 12/07 and biennially |
| Analysis | <i>The last formal assessment of local employer needs took place in December 2004 at the Workforce Development Summit, hosted by Instruction and the Academic Senate. A needs assessment of the community at large has been planned for several years, but has not yet been conducted.</i> | | |

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| Objective 2.2 | Establish CTE programs that meet educational and training needs of local employers. | | |
| Outcome(s) | Actions | Lead(s) | Timeline |
| At least 50% of the top ten programs identified in the community needs assessment will be developed. | Develop quality programs that meet the needs identified from community needs assessment surveys and input from advisory committees. | Instruction | 6/10 |
| Industry standards will be integrated in student learning outcomes for CTE courses. | Align curriculum to industry standards where possible. | Instruction | 6/08 |
| At least 50% of the funding requests for each program will be approved for new programs. | Provide materials, equipment and facilities to effectively support these programs. | Instruction | Ongoing |
| Analysis | <i>The college has acknowledged the urgent need for it to fully attend to identifying and responding to the educational and training needs of local employers. This need prompted the hiring in summer 2006 of the Director of Vocational Programs. Aggressive new program development is already underway with significant and regular input from a number of local employer groups.</i> | | |
| Objective 2.3 | Determine the effectiveness of CTE education and training provided. | | |
| Outcome | Actions | Lead(s) | Timeline |
| Establish baseline measurements, and update annually. Use results to identify program improvements. | Systematically evaluate the success of CTE program graduates in terms of job placement, retention, job advancement, certification exam pass rates, and workplace competency. | Instruction, Research | 12/08 |
| Analysis | <i>Pass rates of state licensing exams have been collected sporadically from vocational education faculty. The last formal reporting of this measure was included in the August 2005 Report on Institutional Outcomes. Other measures of CTE program effectiveness are being developed as part of the course and vocational program SLO assessment plan.</i> | | |
| Objective 2.4 | Provide career exploration opportunities to college and high school students. | | |
| Outcome(s) | Actions | Lead(s) | Timeline |
| Recruit at least three employers to provide one or more of these opportunities. | Develop internships, on-the-job training, and work experience opportunities. | Instruction, Student Services | 12/07 |

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| Secondary students will be able to earn up to twenty units that can be applied to both secondary and post-secondary requirements. | Create articulation agreements and dual-enrollment classes at the secondary level. | Instruction, Student Services | 12/07 |
| Produce and distribute career pathways for each CTE program. | Create seamless career pathways from secondary to post-secondary education. | Instruction | 12/07 |
| Conduct at least one workshop each year for these counselors. | Train secondary and post-secondary counselors in CTE programs. | Instruction, Student Services | 12/07 |
| Analysis | <p><i>Research demonstrates that California community college career and technical education students are successful. About 75% of these students each year are classified as program completers, exceeding the systemwide goal of 61%. Roughly 80% find employment within a year of leaving the community college and remain employed for at least nine months. Despite this documented success, enrollments in career/technical courses declined from 952,000 in 1987-88 to 691,000 in 2003-04, according to the California Department of Education. This occurred even as the total number of students enrolled in grades 9 - 12 increased by more than 560,000 during the same period. Meanwhile, high school enrollments in CROCP's increased from 205,000 in 1991-92 to 336,000 in 2003-04.</i></p> <p><i>The opportunity for providing career pathways prior to college is clear. Barstow Community College is beginning to embrace this opportunity and plans are in development for tracking the success of students who participate in the existing and emerging vocational programs.</i></p> | | |

Goal Three: Promote awareness, interest and access.

| Objective 3.1 | Increase public awareness of, and interest in, college offerings, including degree and certificate programs, lifelong learning and extra-curricular activities. | | |
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| Outcome(s) | Actions | Lead(s) | Timeline |
| Establish baseline measurements, and update regularly. Use results to identify program improvements. | Determine baseline indicators of awareness from community needs assessment and relevant student learning outcomes assessments. | Instruction, Student Services, Research, PIO | 6/08 and ongoing |
| | Increase information available to students and general public through the college website, reports to the community, and distribution of other published documents. | Instruction, Student Services, PIO | Ongoing |
| | Develop multiple communication delivery systems to increase student awareness of college programs and support services. | Admin and Student Services, PIO | Ongoing |
| Using the 2006-07 program enrollment as the baseline, enrollment in the SPS program will increase by 5% each year. | Establish a recruitment program in Special Programs and Services (SPS) to increase awareness of available services. | Student Services | 6/08 |
| An average of at least one event per month will be offered to the community. | Develop and market lifelong learning activities for the community such as stargazing evenings, historical lectures, etc. | Instruction, Student Services, PIO | Ongoing |
| Establish baseline measurements of student and community participation rates. Demonstrate annual improvement on baseline measure. | Increase opportunities for students and community members to become involved with campus life and events. | Student Services | 6/8 and ongoing |
| Analysis | <i>The college currently has no means of formally assessing the community's awareness of current and emerging programs or determining the most effective modes of communication for different college programs, services and events.</i> | | |

| Objective 3.2 | Increase student enrollment, including participation rates from under-represented groups. | | |
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| Outcome(s) | Actions | Lead(s) | Timeline |
| College will maintain enrollment of 2,293 FTES through 2007-08. Enrollment will increase by 60 FTES beginning with 2008-09 fiscal year. | Conduct a community needs assessment to identify unmet needs and barriers to access. | Instruction, Research | 6/08 and biennially |
| Establish baseline measurements for diversity and student access, and update regularly. Use results for program improvements. | Administer campus climate survey on regular basis, and update Student Equity plan as needed, to assess and improve the college's progress with respect to diversity and student access. | Student Services, Research | 12/08 and biennially |
| Enrollment rates of students from under-represented groups will mirror the community. | Expand English as a Second Language and other programs targeted for under-represented groups. | Instruction, Student Services | 6/08 and ongoing |
| At least 100 students per year from the community will enroll at the college using these services. | Review potential for adding internet-based computer kiosks throughout the college and/or community. | Admin and Student Services | 6/09 |
| The total number of students from the local communities will increase by 50 each year. | Maintain recruitment program for prospective students. | Student Services | Ongoing |
| Determine whether proposals will be implemented. If implemented, baseline program completion rate for students indicating intention to complete will be established and updated regularly. Results will be used to identify improvements. If two-year schedule implemented, students will have opportunity to complete degree programs in two years. | Determine the feasibility of a two-year scheduling plan and 16-week semester for degree and certificate programs. | Instruction, Student Services | 6/08 |
| | Assess course scheduling based on student feedback, counselor input, and competitive analysis of offerings at neighboring community colleges. | Instruction, Student Services | Ongoing |
| Analysis | <i>Since 2004 the college has continued to experience a decline in enrollment. Although the percentage of Hispanic student enrollments has increased since 2004 (from 23.8 % in Fall 2004 to 26.7% in Fall 2006), this proportion of the student population does not reflect the proportion of Hispanics in the district (at 39.6% in 2005).</i> | | |

| Objective 3.3 | Increase the accessibility of assistive technology, alternate media, and learning design to all students. | | |
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| Outcome | Actions | Lead(s) | Timeline |
| Eighty percent of students with a documented disability will understand the needs of their disability and request accommodation to support those needs. | Certify student learning disabilities, and increase those students' ability to identify and articulate their accomodation and support needs. | DSPS | 6/08 |
| Information will be available in at least five different formats. | Enhance and upgrade program website by providing relevant information, forms, documents and links to learning material in multi-modal formats. | DSPS | 6/08 |
| Analysis | <i>Traditional methods of using assistive technology and alternative media that have been provided to disabled students should be made available to all students. The successful course completion rate in credit basic skills courses is just below the average of its peer group, but has declined over the measured periods. The improvement rate for basic skills courses is also below the average, but has remained relatively stable. BCC has established performance goals for its basic skills program and is analyzing the instructional, institutional and motivational factors that affect student outcomes in these areas. Moreover, BCC will monitor the progress towards these goals as affirmative steps are taken to address student performance.</i> | | |
| Objective 3.4 | Ensure students from all sites, including distance learners, have equal access to student support systems. | | |
| Outcome(s) | Actions | Lead(s) | Timeline |
| Distance education policy will be published in college catalog and schedules. | Develop and publish distance education policy that addresses remote access to student service and support. | Instruction, Student Services | 8/08 |
| Establish baseline measurement of services at all locations. Update regularly, and use results to improve services at specific locations. | Identify and address unique student needs that exist at different campus locations. | Student Services | 12/08 |
| Student satisfaction with services at all locations will be at least 80%. | Develop performance measurement model that compares services provided on campus, off-campus centers, and in distance learning programs. | Student Services | 12/09 |
| Analysis | <i>Accreditation standards underscore the expectation that colleges provide the same access and quality of services to students regardless of location. The college has important populations at Ft. Irwin and at remote locations served by web-based services. (In fall 2006, 2269 unduplicated enrollments through distance learning were reported to WASC. This represents 49.6% of total enrollments for that term.) In addition to instructional program offerings, it is important for the college to strive toward providing the same support services via the web.</i> | | |

Goal Four: Create an effective work environment

| Objective 4.1 | Enhance college-wide dialogue and develop a more effective link between department and institutional goals. | | |
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| Outcome(s) | Actions | Lead(s) | Timeline |
| Planning process will be held annually. Board will identify goals for the coming year. | Continue annual Board of Trustees planning process that includes a review of the college's mission, Board Imperatives, Master Plan progress, and emphasis on goals for the coming year. | President, Board | Annually |
| Based on results of new employee orientation questionnaire, each new employee will demonstrate a basic knowledge and understanding of shared governance processes and workplace-related issues by correctly answering 75% of the questions. | Enhance new employee orientation to emphasize active participation in decision-making and awareness of standards, policies and guidelines. | HR | 12/08 |
| Student representatives on committees will participate in 50% of the total number of meetings. Employees will have access to shared governance processes, and these processes will be updated and revised as needed. | Encourage more student participation in planning processes and maintain lines of communication among constituent groups. | All departments | Ongoing |
| Each department will meet at least twice annually to review progress. | Regularly review planning actions, objectives and their measurable outcomes, which will be contained in program reviews. | All departments | Semi-annually |
| Analysis | <i>Organizations are typically challenged in making high-level strategic goals and objectives understood and relevant to all levels of employees. Program reviews are one way of integrating multiple levels of an organization around shared objectives.</i> | | |

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| Objective 4.2 | Improve staffing, training, evaluation, and employee recognition processes to ensure that sufficient numbers of well-trained employees effectively support high quality programs and services. | | |
| Outcome(s) | Actions | Lead(s) | Timeline |
| Establish baseline and projected staffing levels for all departments, and update regularly. Staffing levels will be maintained within 10% of identified levels. | Develop a staffing plan that establishes criteria for determining appropriate staffing levels and outlines a systematic process for planned growth. | HR | 12/08 |
| Establish a baseline measurement between professional development activities and student learning. Update regularly, and use the results to improve the program. | Develop a systematic approach to assess individual and organizational needs for professional growth, develop an integrated plan to meet those needs and evaluate the effectiveness of the program. | HR | 6/09 and ongoing |
| Revised evaluation processes will include specific component to assess the effectiveness in attaining student learning outcomes. | Review, and revise as needed, evaluation processes, and ensure all personnel are effectively evaluated at stated intervals. | HR | 12/08 |
| At least two additional elements will be added. | Implement new elements in the employee recognition program. | HR | 6/09 |
| Analysis | <i>Concerns about inadequate staffing have been raised in multiple departments in recent years. Increased accountability requirements will add to the responsibilities of individuals and departments, making the issue of staffing levels increasingly pressing.</i> | | |
| Objective 4.3 | Increase diversity of faculty and staff and continue to offer enrichment programs that broaden students' understanding of diverse perspectives and experiences. | | |
| Outcome | Actions | Lead(s) | Timeline |
| A baseline measurement of the number of applicants from under-represented groups will be established, and updated regularly. The results of the campus climate survey will reflect a five percent improvement in student equity measurements. | Systematically evaluate the success of policies, procedures and practices in achieving employment and student equity and diversity. | HR, Student Services, Research | 12/07 and ongoing |
| The number of full-time faculty and staff from under-represented groups will increase by at least ten percent. The number of applicants for vacant positions from under-represented groups will increase by at least 10%. | Review all aspects of the recruitment program to ensure the process appeals to applicants from all backgrounds and cultures, and identifies those candidates that can help provide and support innovative, high quality programs and services. | HR | 12/07 |

| | | | |
|---|---|--|--------------------------|
| The number of full-time faculty from under-represented groups will increase by at least ten percent. The number of applicants for vacant faculty positions from under-represented groups will increase by at least 10%. | Establish faculty internship program. | HR, Instruction, Student Services | 12/07 |
| At least two new programs and/or partnerships will be developed. | Develop programs and partnerships that promote an appreciation of multiculturalism and diversity and enhance student learning and community service. | Instruction, Student Services | 12/09 |
| Analysis | <i>The accreditation evaluation team recommended that "The Board of Trustees and the leadership throughout the college exercise their authority to meet their stated commitment by implementing specific strategies that result in successful hiring of a more diverse faculty and staff."</i> | | |
| Objective 4.4 | Develop annual budgets and long-range financial plans that provide the resources to meet strategic goals and objectives, and effectively support emerging programs, capital projects, and retiree obligations. | | |
| Outcome(s) | Actions | Lead(s) | Timeline |
| Identified projects will be completed as scheduled, with minimal impact to college operations. | Develop plan to to fund planned capital outlay projects and maintenance of existing facility and technology infrastructure. | Admin Services | 6/08 and ongoing |
| Identified projects will be completed as scheduled, with minimal impact to college operations. | Continue to update the master site plan based on projected enrollment and program growth, and develop plans to finance long-range projects to support that growth. | Admin Services | Annually through 2020 |
| Adequate space will be provided for each educational program at Ft. Irwin. | Identify and implement long-range options and plans for additional space at Ft. Irwin to meet the educational needs of the college and military. | Instruction, Student and Admin Services | 6/09 and ongoing |
| The total obligation determined by the actuarial study will be met, and funds placed in a trust. | Complete actuarial study and plan to meet total retiree obligation, including costs for current employees. | Admin Services | 6/08 |
| Reserve balance will be at least 10%. The number of findings in annual financial audits will be reduced. | Maintain board-directed minimum reserve balance, and evaluate financial management system and processes for improvements as needed. | Admin Services | Ongoing |
| Analysis | <i>Although enrollment has continued to decline since 2004 (with the latest official reporting showing a 2.9% drop, equal to 89 students, between Fall 2006 and Fall 2005), projections for significant growth in the district persist. The System's Office's current projection for the BCC district is 4904 unduplicated headcount by 2015.</i> | | |

| Objective 4.5 | Integrate modern technologies into college operations to improve effectiveness and efficiency. | | |
|--|---|---|----------|
| Outcome(s) | Actions | Lead(s) | Timeline |
| Counselors will be able to develop and review student educational plans electronically. Instructors will enter grades directly into Banner. | Fully integrate the features and capabilities of all Banner modules, including Curriculum, Advising and Program Planning (CAPP) and Web for Faculty into college operations. | Admin and Student Services, Instruction | 12/08 |
| Student support staff members will be able to access all historical student records from their computer. | Complete conversion of all departmental historical records into the computer-based document archival system. | Admin Services, all departments | 6/08 |
| Ft. Irwin campus will have access to same telephone services as on Barstow campus. | Integrate Voice over Internet Protocol telephone system with Ft. Irwin campus. | Admin Services | 12/08 |
| Internal network and critical operational servers will be restored in < 24 hours in the event of failure. Establish baseline measurement of network reliability, and update regularly. | Continue to update and maintain network and data security and recovery capabilities. | Admin Services | Ongoing |
| Analysis | <i>Enhanced capabilities for information-sharing, especially as it relates to student records and student performance, will continue to improve the staff's ability to serve its students. As the college continues to rely on remote communications for students, faculty and staff, integrated technologies will be increasingly necessary for the college to attain its stated objectives.</i> | | |

Goal Five: Improve college programs through systematic evaluation

| Objective 5.1 | Improve integrated assessment of institutional outcomes and use of assessment results to foster improvements in institutional effectiveness. | | |
|--|---|---|----------------------|
| Outcome(s) | Actions | Lead(s) | Timeline |
| 80% of institutional outcomes will be integrated with program review by 2007-08; 100% by 2011. | Identify institutional outcomes and performance goals, in addition to those reported by ARCC, that the college will measure and report annually. | Research, all departments | 6/08 and annually |
| | Include institutional outcomes assessment in program review for Academic Affairs and Student Services | Research, Instruction, Student Services | 6/08 and ongoing |
| Develop 2007-08 and implement by 2008-09. | Develop a process chart that drives <i>dialogue</i> regarding institutional outcomes, performance measures and standards for each outcome, cyclic assessment results of college performance for each outcome, and strategic focus specifying those outcomes that will require intervention to achieve improvement. | Research, all departments | 6/09 |
| Review assessment process every 2-3 years. | Regularly assess the institutional outcomes assessment for validity and sustainability | Research, all departments | 6/08 and triennially |
| Analysis | <p><i>Locally defined institutional outcomes were measured and reported in August 2005. Since this time the ARCC report has been piloted. It makes sense to include the ARCC performance indicators in the college's systematic evaluation since analysis and peer group comparisons will be provided by the System's Office, easing the college's research work. Local-level measures will likely be needed to develop strategies for how to effectively improve the college's performance on System-level indicators.</i></p> | | |

| Objective 5.2 | | Align courses and programs with mission, overall curriculum, and System's Office reporting taxonomies. | | |
|---|--|--|----------------------|--|
| Outcome(s) | Actions | Lead(s) | Timeline | |
| 70% of top 10 recommendations from community needs assessment will be implemented. | Evaluate alignment of current program with community needs, as determined from community needs assessment. | Instruction | 12/07 and biennially | |
| The modification to the program review template will be completed in the 2007-08 academic year. | Modify program review template to facilitate formative assessment of student learning outcomes at the course, program and general education levels. | Instruction, Student Services | 6/08 | |
| Meet deadlines as set by System's Office (Phase III is due May 2007) | Continue review of current course and program coding to ensure consistency with System's Office TOP. | Instruction | 5/07 and ongoing | |
| All known errors at beginning of this strategic planning cycle will be corrected by the end of the 2008-09 academic year. | Continue review and correction of program inventory to ensure accuracy of information submitted to the System's Office. | Instruction | 6/09 | |
| Analysis | <i>Part of the current mission calls for college programming to meet the needs of its district. This necessitates that a community needs assessment be conducted in order to understand the dynamics of the district's needs. The Instruction Office Coordinator has already begun the process of reviewing and aligning all courses with the System's Office TOP. Errors in the college's program inventory held by the System's Office have also been identified and most of these errors have been corrected.</i> | | | |
| Objective 5.3 | | Improve student learning outcomes assessment as a college-wide, systematic and integrated process. | | |
| Outcome | Actions | Lead(s) | Timeline | |
| The SLO steering committee will be an active participant in the shared governance process. | Ensure that faculty and staff play a central role in SLO assessment planning and implementation | Instruction, Research, Academic Senate | Ongoing | |
| 70% of SLOs at course, program, college levels will be assessed at all stages. | Complete an institution-wide 5-year assessment plan which identifies measurable goals at all levels of assessment. | SLO Steering Committee, Research, Instruction, Student Services | Ongoing | |
| At least 50% of adjunct faculty will conduct SLO assessments. | Include adjunct faculty in the systematic and comprehensive evaluation of student learning outcomes | Instruction, Research | Ongoing | |
| At least 70% of online courses will have SLOs assessed. | Include SLO assessment for online courses (this will include course, program and college-level assessment at all stages of assessment and intervention) | Instruction, Research | 12/08 | |

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|---|---|----------------------------|------------------|
| 100 % of Student Services departments will be assessing all SLOs at all stages of assessment. | Expand student learning outcomes assessment among student, library, and other learning support services and integrate these with overall organizational assessment. | Student Services, Research | 6/10 |
| Analysis | <i>The college identified in its self study the need to make student learning outcomes assessment systematic and integrated. Furthermore, it needs to ensure that the assessment process is taken through its complete cycle (including change implementation and re-evaluation).</i> | | |
| Objective 5.4 | Improve the validity and reliability of data used for college decision-making. | | |
| Outcome(s) | Actions | Lead(s) | Timeline |
| The list of critical data sets will be identified by the end of the 2007-08 academic year. 80% of these data sets will be validated by the end of this planning period. | Develop list of critical data sets and phased timeline for validation. | Research, Admin Services | 6/08 and ongoing |
| | Begin validation process with appropriate stakeholders. | Research, Admin Services | 6/08 and ongoing |
| Analysis | <i>The college acknowledges the need for improved accuracy and reliability in the data that it uses for decision-making. Data collection, extraction and analysis processes will need to be assessed as part of a data validation project.</i> | | |
| Objective 5.5 | Improve the integration of college's surveying and other assessment efforts. | | |
| Outcome(s) | Actions | Lead(s) | Timeline |
| Implement centralized service | Identify parameters of service, responsible administrators, process for survey request review | Research, all departments | 6/08 |
| 100% of departmental surveys conducted will have approved survey requests (requests must show link to strategic plan). | Ensure that survey assessments are aligned with measurable outcomes identified for each goal within the strategic plan. | Research, all departments | Ongoing |
| Analysis | <i>Although assessment efforts should be driven by those departments that benefit most from the assessment results, surveying should be managed in order to not "over-survey" students and other groups, thereby lowering participation rates and decreasing data reliability. Given constrained resources, each survey request must meet specified criteria in order to be approved and implemented.</i> | | |

Appendix 1
Barstow Community College District
2007 Environmental Scan

Demographics

- *For the next quarter century the nation's economy and the education will be heavily influenced by the massive retirement of the post-World War II baby boomers and by the fact that a relatively larger proportion of the workforce needed to replace these retirees will come from ethnic minority and low-income groups.*
 - The educational challenge that this presents is highlighted by the fact that those groups upon which the economy will significantly depend continue to have been served least effectively by education at all levels.
- *Strong overall enrollment growth is projected for public education in California over the next decade.*
 - California community colleges are projected to grow by 29.2 % adding over 478,000 new students. The University of California enrollment is projected to grow by 28.5%, adding over 40,000 new students, and the California State University enrollment is expected to grow by 26.3%, adding nearly 85,000 new students.
- *In the next few decades, all California colleges and universities will experience significant demographic shifts in the students they serve, with large increases in Latino students, first-generation college students and students from low-income families.*
 - By 2015 more than two thirds of California's population under the age of 35 will be Hispanic, Asian and Black. The White Non-Hispanic population will account for more than 50% of the state's population only in the 55+ age groups. Most of the state's population increase is expected among Hispanic residents with this group expected to surpass the White Non-Hispanic population in numbers sometime between 2010 and 2015.
- *The growth of the college-age population in California is projected to increase through 2008-09, after which growth is expected to slow.*
- *During the past three decades, the Inland Empire has consistently ranked as either the fastest-growing or one of the fastest-growing metropolitan areas in the United States, with its population tripling during that time period.*
 - Projections suggest that this growth will continue, with the population estimated to reach 4.3 million people by 2010 and 5.1 million by 2020.
- *In San Bernardino County over 60% of the projected increase of 18-19 year old students are expected to be Hispanic.*

- *The population in the immediate Barstow area is estimated to increase from 35,422 to 38,730, resulting in a growth of 9% between the years 2005 and 2010. (The growth rate in the United States is estimated at only 6% during the same period.)*
- *The Barstow Community College district is projected to have significant enrollment growth for the period between 2001 and 2015.*
 - In 2001 there were 3169 students enrolled, and there is a projected enrollment increase to 4263 students by 2010, and 4904 students by 2015.
 - Barstow Community College fall enrollment (unduplicated headcount) rose between 2000 and 2003 (average of 5.6% annual growth during this period). Enrollments took a sharp decline from fall 2003 to Fall 2004 (8.4%). The enrollment decline between fall 2004 and fall 2005 was less dramatic than that of the previous year, but still reflected a 1.6% drop.
- *The ethnic composition of Barstow Community College students has shifted between fall 2000 and fall 2005 from 45.9% nonwhites in 2000 to 51.8% in 2005.*
 - Hispanics are the group with the greatest percentage increase, from 22.7% in fall 2000 to 26.9% in fall 2006. Despite this increase among Hispanics, this group remains underrepresented at Barstow Community College compared to the Hispanic population of over 33% in the city of Barstow. Blacks continue to show overrepresentation at Barstow Community College in relation to the city (15.8% compared to 11.8%).
- *Since 2000 Barstow Community College students are getting younger.*
 - Between fall 2000 and fall 2005 the percentage of students in age groups less than 29 years has grown while all age groups 30 and older have shown a decrease.
- *Since 2000 the percentage of Barstow Community College students enrolled full-time compared to part-time has increased.*
 - In fall 2000 24.2% of students enrolled in credit courses were taking 12.0 units or more, compared to 30.3% in fall 2005.

Economic and Employment Outlook

- *The American workforce at every skill level faces increasing global competition.*
 - Because more work in the world results in digitized form, employers can increasingly transmit work instantaneously over the Internet to a worldwide workforce.
 - In previous decades only low-skilled jobs were automated by machines. Today, the most vulnerable jobs involve routine work meaning that many good, well-paying, middle-class jobs are rapidly being automated.

- Future security will come to those in the world with a high level of preparation in reading, writing, speaking, mathematics, science, literature, history and the arts. Critical thinking skills, including creativity and innovation, as well as the ability to collaborate with diverse teams will be the most valued set of skills in the global economy.
- *Employment and higher earnings depend on some form of postsecondary education.*
 - National projections show that 36% of new jobs during the next ten years will require a college degree, compared to 25% currently. But most jobs now and in the future do not require a college degree. Many require some training after high school, such as specialized community college courses designed in collaboration with local industries.
 - Over the last decade the value of occupational associate degrees has been demonstrated in terms of graduates' increased earnings, continuity of employment, and likelihood of being employed in their chosen field of study.
 - Evidence suggests that the greatest benefits, in terms of both economic returns and academic achievement, come to those postsecondary vocational students who earn a credential, rather than those who take only vocational courses.
- *California faces substantial opportunities for job growth and economic prosperity in the next ten years.*
 - For every job added to the California economy, there will be 1.5 job openings from replacements (retiring baby boomers).
 - State projections show that occupations in medical fields dominate the list of highest-growth jobs requiring an associate degree or postsecondary vocational education. Jobs with the highest growth requiring bachelor's degrees or higher will be in business, computer technology, and education.
 - California's construction industry is expected to grow by more than 160,000 jobs (24%) by the year 2010. Much of the job growth in the Inland Empire has occurred in the construction industry. The logistics and transportation sectors play a relatively small but increasing role in new jobs in the Inland Empire.
- *The Riverside-San Bernardino Metropolitan Statistical Area (MSA) is projected to have the fastest non-farm wage and salary employment growth of all MSAs in the state of California, or nearly 3 percent annually between 2002 and 2012.*
 - Two-thirds of all new non-farm wage and salary jobs are forecasted to occur in Professional & Business Services (17%), Government (15%), Retail Trade (13%), Construction (11%), and Education & Health Services (11%).

- The top 50 occupations with the most job openings will generate almost 57 percent of all job openings in Riverside/San Bernardino area during the 2002-2012 time period. These occupations are expected to generate over 334,000 total job openings. Half of these occupations are typically lower paying, entry-level occupations such as Retail Salespersons, Cashiers and Combined Food Preparation and Serving Workers. Higher-skilled and higher paying occupations such as Registered Nurse, General & Operations Managers, and both Elementary and Secondary School Teachers are also included among the top 50.
- The 50 fastest growing occupations are all expected to grow at an annual rate of 4.5 percent or more. Construction and Extraction jobs make up 15 of the 50 fastest occupations. Just under half of these occupations require 1-12 months on-the-job training or beyond. Ten of the top 12 highest paying job in this list pay \$27 per hour or more and require a BA/BS degree or more.
- *Although jobs in the Inland Empire typically have lower wages than elsewhere in the state, relatively low housing prices encourage significant continued growth.*
 - The average annual wage per job in the Inland Empire in 2003 was 12 percent below the national average (\$32,564 versus \$37,130) and 22 percent below the state average of \$41,795.
 - Despite lower average incomes, home ownership rates are high in the Inland Empire: in 2003, 67% of the region's households owned their own homes and 33% rented. In contrast, only 58% of all California households owned the house in which they lived. (By comparison, in 2000 54.5% of Barstow households were owned and 45.5% were rented.)
 - Between 1999 and 2005, the Inland Empire retained its relative home price advantages over more western coastal counties. The median home price in San Bernardino County in August 2005 was \$334,000 compared to \$388,000 in Riverside and \$494,000 in Los Angeles. (The statewide median price for a house in 2006 was \$575,800 and the median sale price for a Barstow-area home in 2006 was \$190,000).

Educational Trends

- *The United States' dominance in educational attainment is declining.*
 - Internationally, the United States still ranks among top nations in the educational attainment of older adults (ages 35 to 64); but it drops to seventh in the educational attainment of younger adults (ages 25 to 34). The U.S. remains among the leaders in college participation, but it ranks in the bottom half in college completion.

- *Pre-collegiate preparation for college in the United States continues to improve, but only incrementally.*
 - High school graduates today are more likely to have taken upper-level math and science courses to prepare for college than high school graduates a decade ago, though many still leave high school unprepared for college-level work. However, approximately 3 in 10 high school students do not graduate on time.
- *College participation shows no notable progress since the early 1990s.*
 - Furthermore, participation in education beyond high school still varies by race/ethnicity and annual family income.
- *College affordability has declined dramatically.*
 - Paying for college has become significantly more difficult for most American families, particularly those with modest and low incomes.
- *Succinct and comparable data on student learning across states is sparse but increasingly in demand.*
 - Only 9 states had data to report in 2006, but the recognized need for such data is growing.
- *Learning outcomes in the form of real skills and knowledge are increasingly acknowledged as essential for a competitive citizenry in today's global economy.*
 - Although education and training beyond high school is widely acknowledged as necessary for individuals and states to be players in the global economy, certificates and degrees are increasingly seen as inadequate proxies for educational capital. It is the skills and knowledge behind the degrees that matter.
- *In the 21st century, an individual will need the equivalent of 30 credit hours of learning every seven years to remain gainfully employed.*
- *There is an increasing demand for the professional development of teachers.*
 - Teachers are increasingly relied upon to assess student learning, to address diverse learning needs of diverse students, and to use technology in the delivery of teaching (both online and in the classroom).

Educational Trends in California

- *Enrollment increases continue.*
 - The largest enrollment growth will be heavily concentrated in five southern California counties; half the growth in the state will be in 15 of the 72 community college districts.
- *Incoming students are poorly prepared.*
 - Only about 9% of California community college students place into transfer level math and about 27% of students place into transfer level English. Over 70% of students place in remedial math and 42% of students place in remedial English.

- By most state and national metrics, California's K-12 outcomes are below national standards. California schools rank near the bottom in performance on nationally standardized tests. Although statewide graduation rates have improved slightly in recent years, California still ranks 38th nationally.
- Many high school students wrongly assume that community colleges have no curricular requirements. They are often unaware that they will have to take placement tests before enrolling in community college classes. They do not realize that, in California, the minimum skills and knowledge required to graduate from many high schools are not enough to qualify a student to take community college classes, even career/technical courses.
- *California community college performance is mixed.*
 - The percentage of first-year community college students returning for their second year has increased substantially over the past 15 years, placing California among the top-performing states in improvement on this measure. Although California has improved, only 57% of first-year students return for their second year.
 - Statewide course success rate in basic skills (60%) is about 10% lower than that of other courses. Course success in elementary algebra is particularly poor, with a statewide average of less than 50%, and ethnic minority groups are lower still.
 - The transfer rate for California community colleges (40% of those intending to transfer do so within six years) is slightly above the national average (39%).
 - The total number of transfer students from California community colleges depends on many factors, including the capacity of senior institutions to accept transfer students.
 - California community college career and technical education students are successful. About 75% of these students each year are classified as program completers, exceeding the systemwide goal of 61%. Roughly 80% find employment within a year of leaving the community college and remain employed for at least nine months.
- *Multiple factors contribute to student success for transfer and in associate degree attainment*
 - The variables that have a positive impact on both transfer and terminal associate degree attainment are: entering community college directly from high school; successfully completing more than four credits in college-level mathematics; earning more than four credits during summer terms; and continuous enrollment.

- *There is low public visibility of the increasing demand for higher education and the challenges to fulfilling the demand.*

Educational Trends at Barstow Community College

- *Students entering Barstow Community College are even less prepared for college-level work than California community college students as a whole.*
 - *Over 80% of students place into remedial courses in either math or English. Barstow Community College has shown significant improvements in student retention rates since fall 2002 and has exceeded the statewide average by over 4%. (from 81.5% in fall 2002 to 87.0% in fall 2005).*
- *Although student success rates at Barstow Community College have shown modest improvements from fall 2000 to fall 2005, these rates are slightly below the statewide average for student success.*
 - *Student success rates at BCC follow the same pattern as that of the state: the highest success rates are among students enrolled in Vocational Education courses, the next highest are for students in Transfer courses, and the lowest success rates are among students in Basic Skills.*

Public Policy

- *Increased accountability demands for higher education have resulted in an emphasis on evidence-based student learning outcomes.*
 - *Examples include AB1417 and the new accreditation standards.*
- *California community colleges must emphasize linkages between career and basic skills courses, improve the visibility and policy effectiveness of the System, evaluate proposed and existing public policy that limits the flexibility and effectiveness of the Colleges and, where appropriate, provide leadership in directing efforts to change such policy.*
- *Effective student learning assessment will require strong and consistent leadership at both the state and campus levels.*
- *Collaborative partnerships between the segments of California education should be a top priority for the California Community College system, with particular attention to preparation of secondary school students for college level coursework.*
- *Federal funding for higher education will be difficult to maintain at traditional levels.*
- *For the community colleges to provide quality programs and fulfill their core mission, the state may have to either increase funds or establish priorities to determine which students will be served. It may also need to craft some special regional approaches for those campuses that are seeing the most change.*
- *Facility costs for new construction, repairs and modernization will continue to be significant for higher education institutions.*
- *The July 2006 repeal to the Higher Education Act eliminated the "50 percent rule." This rule had excluded Title IV eligible institutions from offering federal financial aid if they offered more than half of their classes through distance education, had*

half or more of their students enrolled in distance learning courses, or offered correspondence and telecommunication courses that amounted to half or more of all courses.

Technology

- *Technology has significantly influenced education in the past decade.*
 - *Over 1.6 million college students (specifically community college students) enrolled in at least one online course during the fall of 2002 and over one-third of these same students took all of their courses online.*
 - *Higher education institutions are increasingly investing in the development and delivery of distance learning courses and programs.*
- *Technology spending in all sectors has finally begun to slow. The productivity promises of the 1980s have arrived and technology may not be able to contribute much more to the efficiency of educational delivery.*
 - *Decisions about future investments in technology will hinge on how effectively technology supports the improvement of student learning.*
- *Current trends in higher education include a growing enrollment combined with an inadequate infrastructure; changing student needs (lack of time and need for flexibility are foremost); instruction altered to more student-centered, non-linear, and self-directed; necessity of lifelong learning; and student knowledge and competency in the use of the Internet.*
- *Internet usage varies in the United States according to user location of residence and gender.*
 - *Rural Americans use the internet less than suburban and urban residents. This difference may result from rural residents being poorer, older and having fewer choices in accessing the internet.*
 - *The percentage of women using the internet lags slightly behind the percentage of men. Both sexes similarly use the internet's strengths of efficiency and being a gateway to information.*
- *The decreasing costs of computing and the incredible growth of the internet require schools to provide access to all types of information from locations far beyond the boundaries of the traditional campus.*
- *Data and network security have become increasingly important for all institutions.*
- *Unlike other technology spending, wireless access is on the rise across the country to allow instant access to information resources from anywhere*
 - *The overall wireless market is likely to go over \$200-billion in the next three years.*
 - *2004 again saw double-digit growth in wireless communications technology in the US.*
 - *Seventy-nine percent of colleges surveyed recently reported having wireless networks, up from only 45 percent in 2002.*
- *Shared network collaborative work space is a key to converged communications.*

Social Trends

- *San Bernardino county voting turnout is consistently slightly lower than the statewide average.*
 - *For the latest election in November 2006, San Bernardino County had a 43% voter turnout with a statewide turnout of 49.1%.*
- *National and state data show an increase in inequality during the past ten years, an extension of the gradual increase in inequality of incomes that has taken place over the past 30 years.*
 - *Real wages have fallen for many middle-class families in recent years despite strong gains in productivity. These families feel the pressure of rising healthcare and college tuition costs.*
- *California's share of both legal and undocumented immigrants has declined since 1990, with a strong national trend for immigrants to locate outside of the traditional immigrant centers in California, Texas, Florida, and New York.*
 - *Half of California's legal immigrants come from Mexico and Central America, while 40% come from Asia. Most (80%) undocumented immigrants come from Mexico and Central America.*
- *As population growth increases concerns about traffic congestion and distance between work, home and school will increasingly influence residents' choices.*
 - *Many of the Inland Empire's workers commute to jobs in coastal counties. In 2000, more than one of every six (about 17%) Inland Empire commuters spent more than 60 minutes one-way to get to work (compared to about 7% of Barstow residents who spent more than 60 minutes commuting to work, and about 63% of commuters who spend less than 20 minutes traveling to work)*
- *Educational attainment level of Barstow residents remains relatively low.*
- *Relative to the nation, Barstow has a high percentage of individuals and families who subsist below the poverty level.*
 - *In 2000 816 families in Barstow reported incomes below the poverty level. This is 15.6% of the city's population compared to 9.2% below the poverty level for the United States.*
 - *In 2000 there were 4,158 individuals in Barstow below the poverty level. This is 20.3% of the city's population compared to 12.4% for the nation.*
- *Barstow has a relatively large percentage of civilian veterans.*
- *Over 27% of Barstow residents claimed in 2000 that they spoke a language other than English at home.*
 - *About 75% of those residents who speak a language other than English at home are native Spanish-speakers (nearly 4000 residents). About 40% of these native Spanish speakers report speaking English less than "very well."*

Appendix 2
Barstow Community College District
2007 Environmental Scan
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