



Strategic Planning

Information Packet

**Barstow Community College
Office of Institutional Effectiveness**

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California Community College System



California Community Colleges Guiding Framework

Mission

- ❑ Transfer education to public and private colleges and universities, and Associate degrees shown to increase earnings and enable students to move forward in their professional development;
- ❑ Basic skills and English language proficiency for increasing numbers of students;
- ❑ Economic and workforce development to meet the ever-increasing demands of career-oriented young people, adult learners and incumbent workers

Vision

California's Community Colleges provide upward social and economic mobility through a commitment to open access and student success by delivering high quality, affordable and comprehensive higher education.

Values

- ❑ All people have the opportunity to reach their full educational potential
- ❑ An educated citizenry is the basis for democracy
- ❑ The Colleges embrace diversity in all its forms
- ❑ The Colleges strive for innovation and creativity
- ❑ All people have a right to access quality higher education

California Community Colleges System Strategic Goals (2013 Update)

The elements of the Guiding Framework will be implemented through five Strategic Goals:

A. College Awareness and Access - Increase awareness of college as a viable option and enhance access to higher education for growing populations. (Data source: Student Success Scorecard, MIS Data)

B. Student Success and Readiness - Promote college readiness and provide the programs and services to enable all students to achieve their educational and career goals. (Data source: Student Success Scorecard)

C. Partnerships for Economic and Workforce Development - Strengthen the Colleges' capacities to respond to current and emerging labor market needs and to prepare students to compete in a global economy. (Data source: Student Success Scorecard)

D. System Effectiveness - Improve system effectiveness through communication and coordination, regulatory reform and performance measurement. (Data source: Institution Set Standards, Student Success Scorecard)

E. Resource Development - Provide enhanced resources and allocation methods to ensure high-quality education for all. (Data source: CTE, Administrative Services)

California Community Colleges Board of Governors – Proposed Metrics for California Community College System (2015)

- ❑ Math and English Remedial Rates, and CTE (Career Technical Education) Completion Rate - increase in all areas at the rate of 1% annually (Goal: College Awareness and Access, Partnerships for Economic and Workforce Development, System Effectiveness)
- ❑ Number of Associate in Arts Degree (AA-T) and Associate in Science (AS-T) Degree for Transfer awarded – increase the number awarded by 5% over five years. (Goal: College Awareness and Access, System Effectiveness)
- ❑ Equity in Completion Rate among Race/Ethnicity Subgroups – to identify and increase equity index of underperforming groups until all groups are above 80%. (Goal: College Awareness and Access)
- ❑ Percentage of Students Who Have an Education Plan – to increase the percentage of students who have an education plan. (Goal: Student Success and Readiness)
- ❑ Number of FTES Spent per Outcome within Six Years - Number of FTES spent to obtain “high order outcomes” - earning a degree, certificate, transfer to a four-year institution, or becoming “transfer-prepared”. It needs to be decreased each year. (Goal: Student Success and Readiness, System Effectiveness, Resource Development)
- ❑ Participation Rate - Number of students ages 18-24 attending a community college per 1,000 California residents in the same age group. It needs to be increased. (Goal: College Awareness and Access)
- ❑ Participation Rate among Subgroups – Participation rate divided into ethnic subgroups that needs to be maintained an index of above 80% for all subgroups. (Goal: College Awareness and Access)



**Barstow
Community
College
District**

Barstow Community College Guiding Framework

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.

Vision

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

Values

The College is strongly committed to valuing people and care about student success as well as the success of each other.

BCC C.A.R.E.S. –

- **Communicating** consistently with others respectfully and professionally;
- **Accountability** to our stakeholders as demonstrated through integrity and ethical behavior;
- **Reaching** balance in the full appreciation for the institution as a whole;
- **Embracing** a breadth and depth of perspectives;
- **Supporting** our students and each other as we serve the educational needs of the community.

Barstow Community College Board Goals (2014-2015)

- ❑ Support local community involvement as well as state and national activities that promote district interests.
- ❑ Monitor accreditation standards are addressed so that the College maintains full accreditation status, and to assure ongoing compliance with all accreditation standards are sustainable.
- ❑ Maintain the fiscal integrity of the district by expecting that the District finances are managed effectively.
- ❑ Expect that Board Policies reflect current law and regulation, and that personnel are knowledgeable about the policies that pertain to their areas.
- ❑ Support the College efforts to achieve continuous customer service excellence and a culture of civility.
- ❑ Support College professional development opportunities.
- ❑ Ensure that the College sets and monitors student achievement standards and provides action plan to remedy unmet standards.
- ❑ Expect production of accurate data to support decision-making and institutional effectiveness.
- ❑ Advance emergency planning and preparedness.
- ❑ Explore strategies to support energy efficiency and facility needs.
- ❑ Ensure that construction projects are completed in a timely, cost effective manner. Support community involvement in the utilization of the Performing Arts Center.

Barstow Community College President's Goals (2014-2015)

- ❑ Represent Barstow College within the Barstow College service area; and regional, state and national organizations.
- ❑ Lead an effort to ensure collaboration and civility that are congruent with Barstow College's ethics and values.
- ❑ Establish an enrollment management committee and develop a plan to increase success of BCC students.
- ❑ Provide leadership in increasing student equity and success at Barstow College with continued collaboration with K12 Districts and higher education partners.
- ❑ Work with Human Resources to develop Leadership Academy and other professional development opportunities.
- ❑ Oversee the development and submission of accreditation midterm report and ensure compliance with accreditation standards.
- ❑ Promote and support transfer, career/technical education and basic skills programs to meet the needs of the Barstow region. Support contract education efforts to meet the needs of local business partners.
- ❑ Bring construction projects to closure and implement a board approved operation plan for the PAC.
- ❑ Advance college emergency planning and preparedness efforts.
- ❑ Improve data integrity, utilize data in integrated planning efforts, and ensure that funding allocations are tied to planning.
- ❑ Oversee the college's finances and seek ways of enhancing institutional revenues and implement utility saving programs.

Barstow Community College Data



Barstow Community College Strategic Priorities (2012-2015)

Strategic Priority 1: Foster an innovative learning environment that respects diversity – Various programs such as ESL classes and Fast Track English/Math sequences have been implemented. Data have not been collected and analyzed on these specific programs. Cultural diversity programs and events have been offered. There is a need to effectively evaluate these programs.

Strategic Priority 2: Provide students a successful college learning experience – Program and curriculum reviews are now done regularly. Transfer Center and IT have increased their staffing to provide better service. Data has not been collected and analyzed specifically after these changes. The College needs to implement a process to evaluate the effectiveness of these improvements.

Strategic Priority 3: Promote and support student engagement – SARS and Degrees Works are tracking systems designed to better track student progress and engagement. These programs are in the implement stages. Bridge to College Success is a new program to assist transition to College level courses. The effectiveness of these programs should be seen in an increase of the number of awards given and student performance in first year English and Math courses, but no specific data on these measures have been collected and analyzed to date.

Strategic Priority 4: Cultivate and enhance local partnerships – Outreach to local high schools and CTE Summer Camp are building relationships with the local business and community. Results on these programs can be seen in overall CTE enrollment and certificate completion, but no specific data was collected and analyzed in the evaluation of strategic planning, as they were not available to the IEC.

Strategic Priority 5: Attract, retain, and develop excellent employees – Human Resource has explored new venues to advertise job openings, and Professional Development Plans have been put in place. There is, however, no specific method to track employee performance as a result of these improvements.

Strategic Priority 6: Strengthen College planning and informed decision making – More data is used in planning and decision-making, specifically in the Program Review process. Other established groups need to continue moving towards a culture of evidence, such as Enrollment Management and Student Success.

Barstow Community College Institution Set Standards (2013-2014)

	Institution Set Standard	Performance 2013-14	Result
Student Course Completion Rate (Item 14b)	70.0315%	74.2406%	Standard Met
Student Retention Percentage (Item 15b)	84.1134%	87.4846%	Standard Met
Student Degree Completion Rate/Count (Item 16b)	233.80	308	Standard Met
Student Transfer Rate/Count (Item 17b)	151.49	175	Standard Met
*Student Certificate Completion Rate/Count (Item 18b)	6.76	14	Standard Met

There are 2010 students declaring a CTE program as their program of study in 2013-14.

Barstow Community College Student Equity Plan (2014)

Four areas of focus: Access, Distance Education, Foster Youth, Poverty/Socioeconomic

Measures of success: Access, Course completion, ESL and Basic Skills Completion, Degree and Certificate completion, Transfer

Subgroups of interest: Gender, Ethnicity, Age, Disability status, Economic disadvantage

ACCESS: The need is to ensure all ethnic groups have equal access to the College, with the student population composition being similar to the general population of the College district. This is measurable through the headcount.

DISTANCE EDUCATION: The need is to ensure equity between online classes and traditional classes. Currently the success rates of online classes are about 10% lower than the same class taught in the classroom.

FOSTER YOUTH: The need is to better serve students who self-identify as foster youths – to assist them in achieving equal success as the general student population.

SOCIOECONOMIC (POVERTY): The need is to assist students to stay in school and complete their degree or certificate programs while overcoming economic challenges. Currently there is a 50% persistence rate in the 20-24 age group while at the same time 66.7% of the single mothers in the same age group in the College district are living below poverty level.

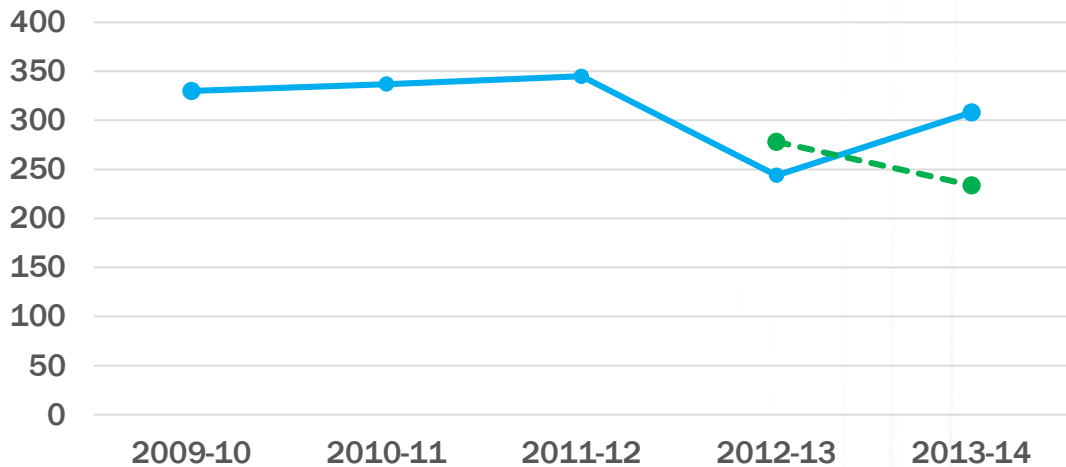
Barstow Community College Challenges



Challenge 1: Student Degree Completion Rate/Count

Low

Only 5% of our students receive a degree at the end of the academic year.

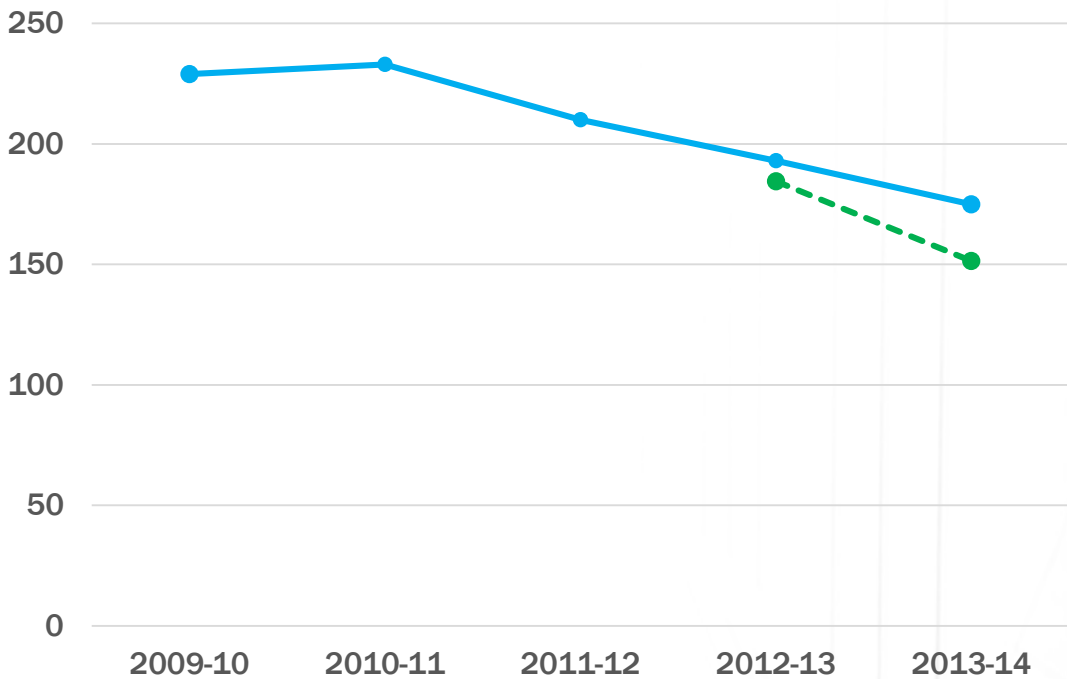


Degrees Conferred	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate In Arts for Transfer (A.A.-T) Degree				3	6
Associate of Science (A.S.) degree	176	177	171	103	139
Associate of Arts (A.A.) degree	154	160	174	138	163
Total Degrees	330	337	345	244	308
Degrees Conferred	Five-Year Average		Institution Set Standard		
Associate In Arts for Transfer (A.A.-T) Degree			4.5		
Associate of Science (A.S.) degree			153.2		
Associate of Arts (A.A.) degree			157.8		
Total Degrees			312.8	4.99%	233.80

Challenge 2: Student Transfer Rate/Count

Low and Dropping

Transfer students dropped from a high of 233 (2010-11) to 175 (2013-14) – a 25% decrease. Thirty percent of students stated “Transfer to four-year institution” as their educational goals. Only 3.23% of students transferred in 2013-14.

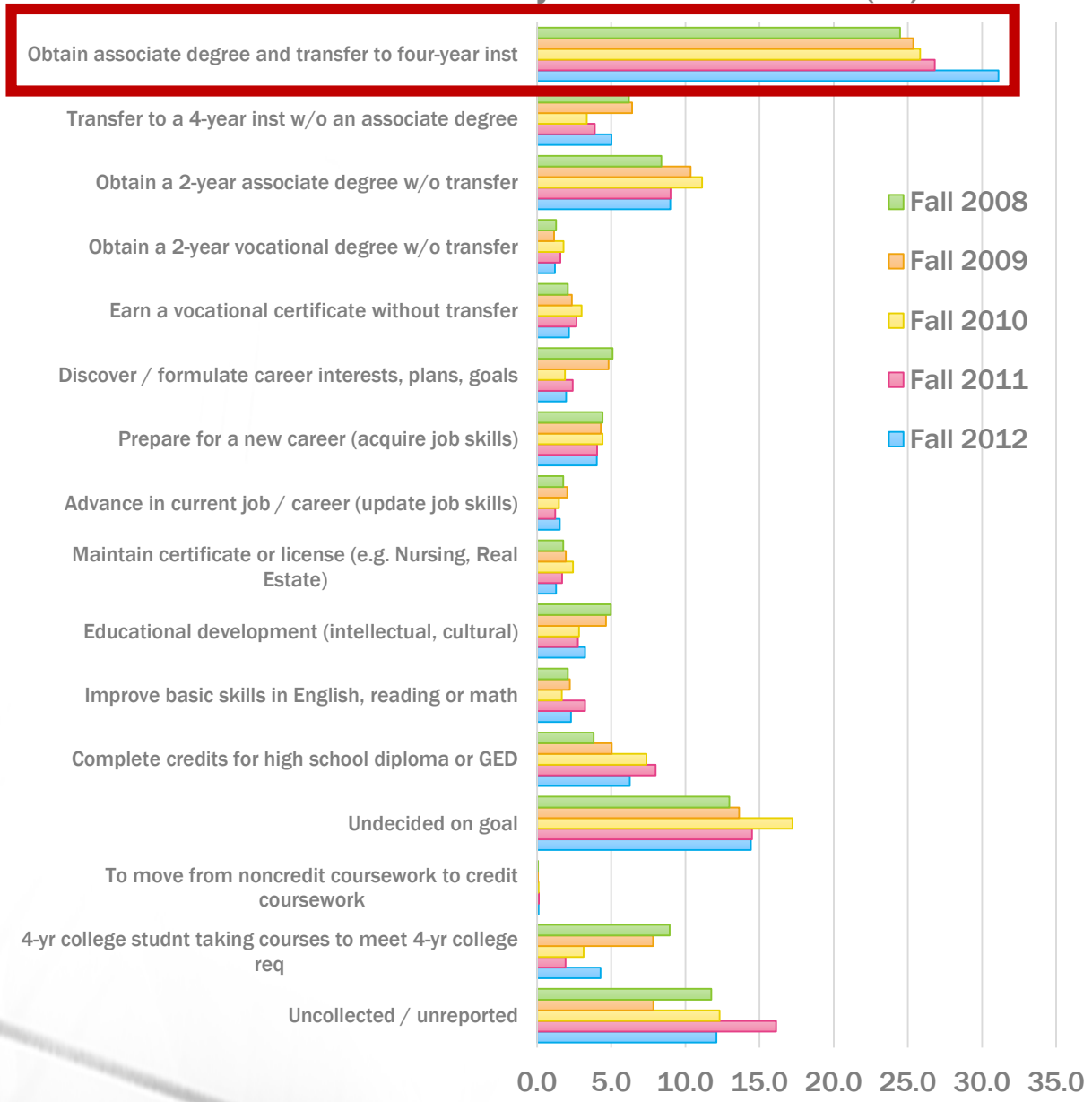


	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
Transfer Volume	HC	Xfers	HC	Xfers	HC	Xfers	HC	Xfers	HC	Xfers
	7744	229	5253	233	5020	210	5152	193	4690	175
Transfer Volume	Five-Year Average				Institution Set Standard (Five-Year Std) (for 2012-13)					
	Headcount		Transfers		3.23%		17		151.49	
	5571.8		216.25							

Challenge 2 (cont'd): Student Transfer Rate/Count *Low and Dropping*

Transfer students dropped from a high of 233 (2010-11) to 175 (2013-14) – a 25% decrease. Thirty percent of students stated “Transfer to four-year institution” as their educational goal. Only 3.23% of students transferred in 2013-14.

Student Headcount by Education Goal (%)

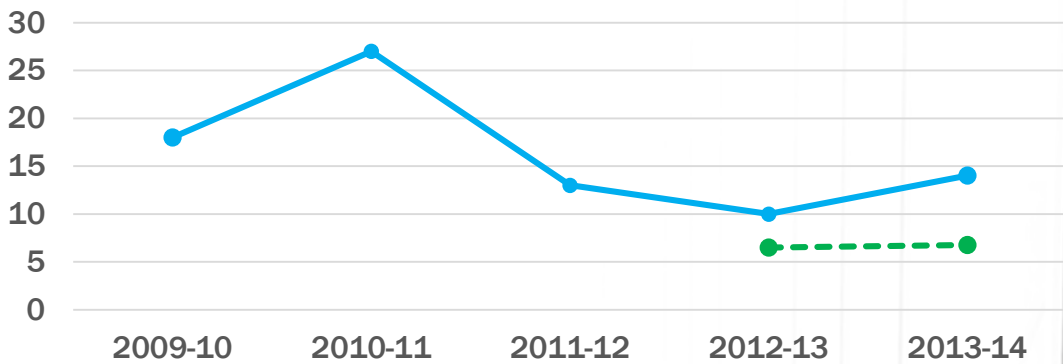


Challenge 3: Student Certificate Completion Rate/Count

Very Low

With over 2000 students declaring a CTE program of study, only 14 certificates were awarded in 2013-14. (10 in 2012-13)

TYPE	ACADEMIC YEAR					
	11-12		12-13		13-14	
		%		%		%
ACADEMIC	3592	55.50	4429	61.01	3301	62.15
CTE	2880	44.50	2831	38.99	2010	37.85
All	6472	100.00	7260	100.00	5311	100.00



Certificates Awarded	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Certificate requiring 30 to < 60 semester units		7			
Certificate requiring 18 to < 30 semester units	18	14	13	10	14
Certificate requiring 6 to < 18 semester units		6			
Total Certificates	18	27	13	10	14
Certificates Awarded	Five-Year Average			Institution Set Standard	
Certificate requiring 30 to < 60 semester units			7		
Certificate requiring 18 to < 30 semester units			12.75	19	
Certificate requiring 6 to < 18 semester units			6		
Total Certificates			16.4	0.14%	6.76

Challenge 4: Student Success Scorecard – Completion *Lower Than Statewide*

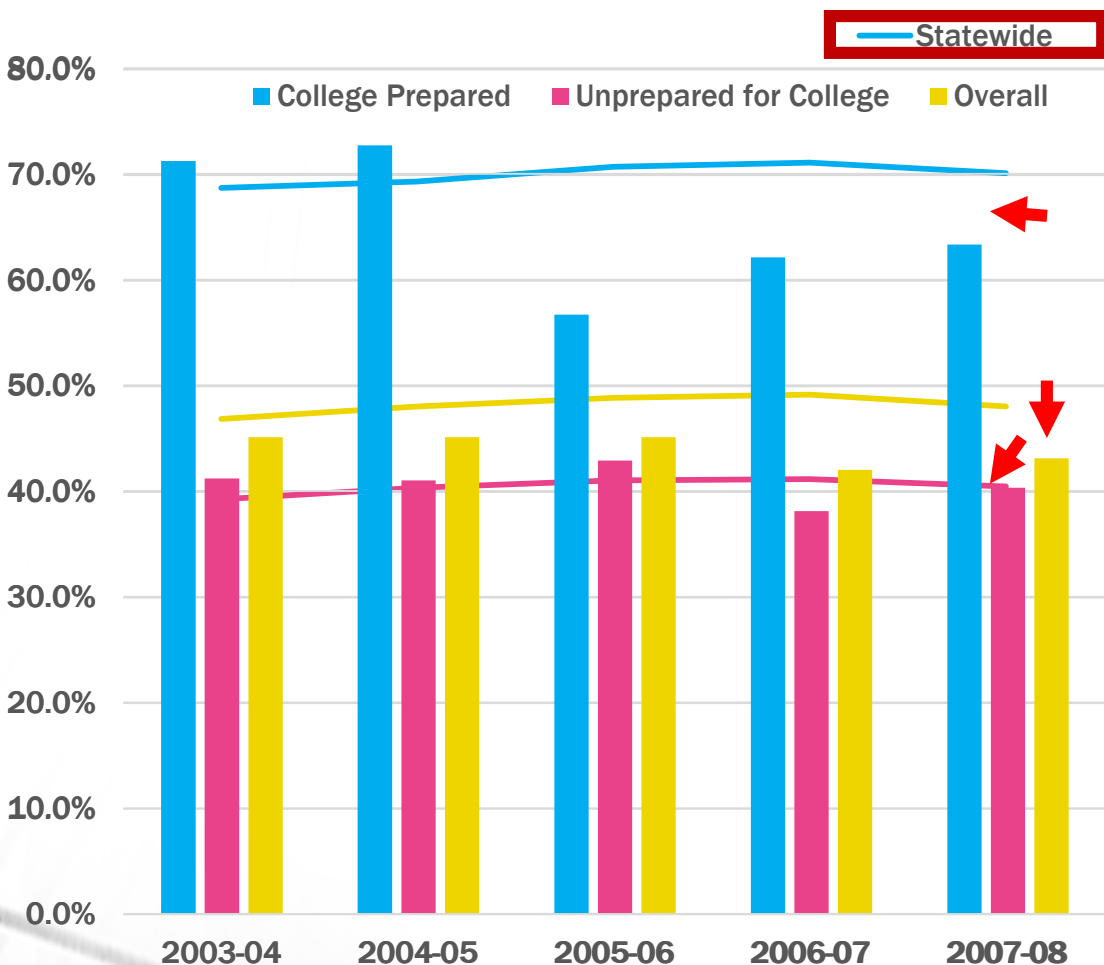
Degree Completion Rate at Barstow College is consistently lower than the statewide Degree Completion Rate.

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level

UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level

OVERALL: Student attempted any level of Math or English in the first three years

Completion Rate (Six-Year Cohorts)

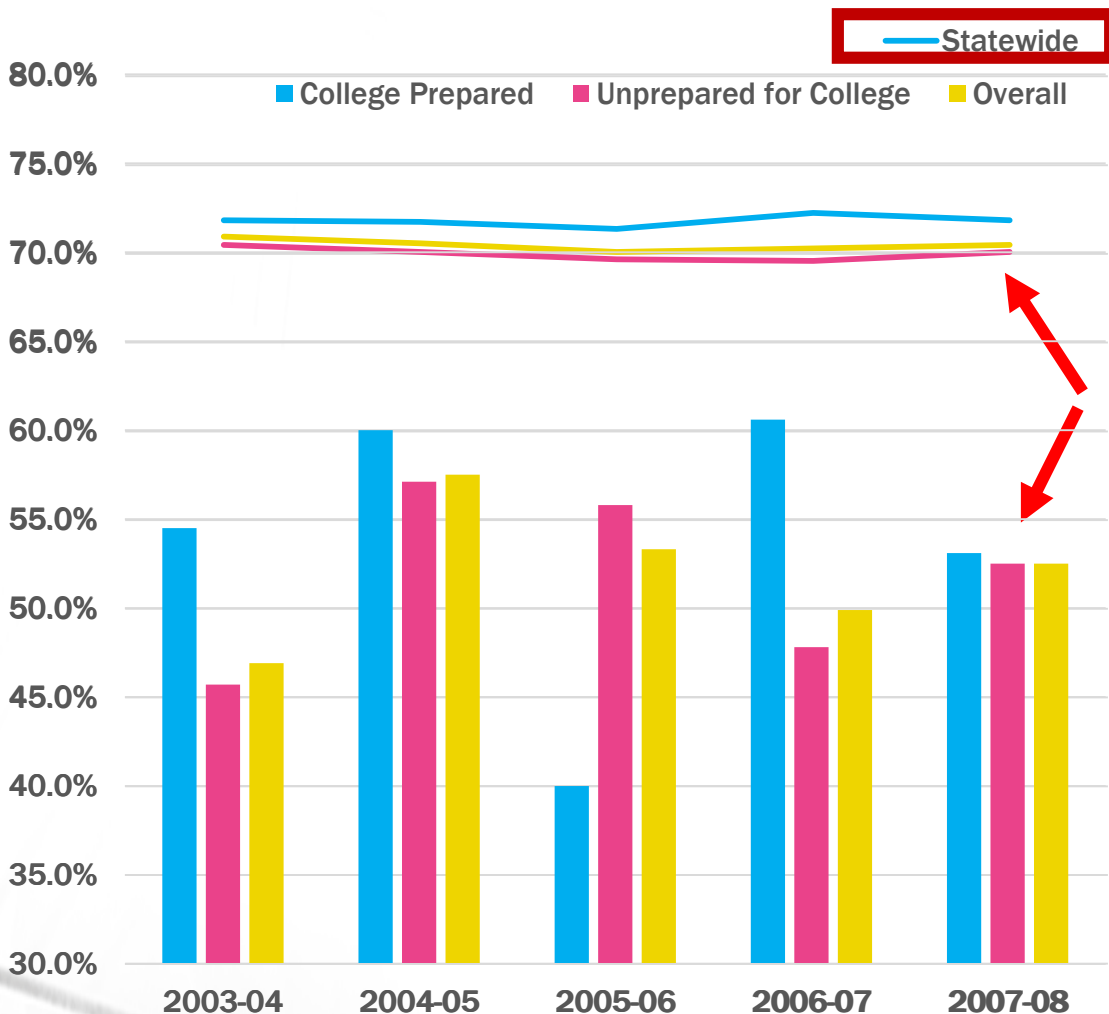


Challenge 5: Student Success Scorecard – Persistence *Much Lower Than Statewide*

Persistence Rate at Barstow College is lower than the statewide Persistence Rate by 10 to 20%.

Persistence is: Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who enrolled in the first three consecutive terms.

Persistence Rate (Six-Year Cohorts)

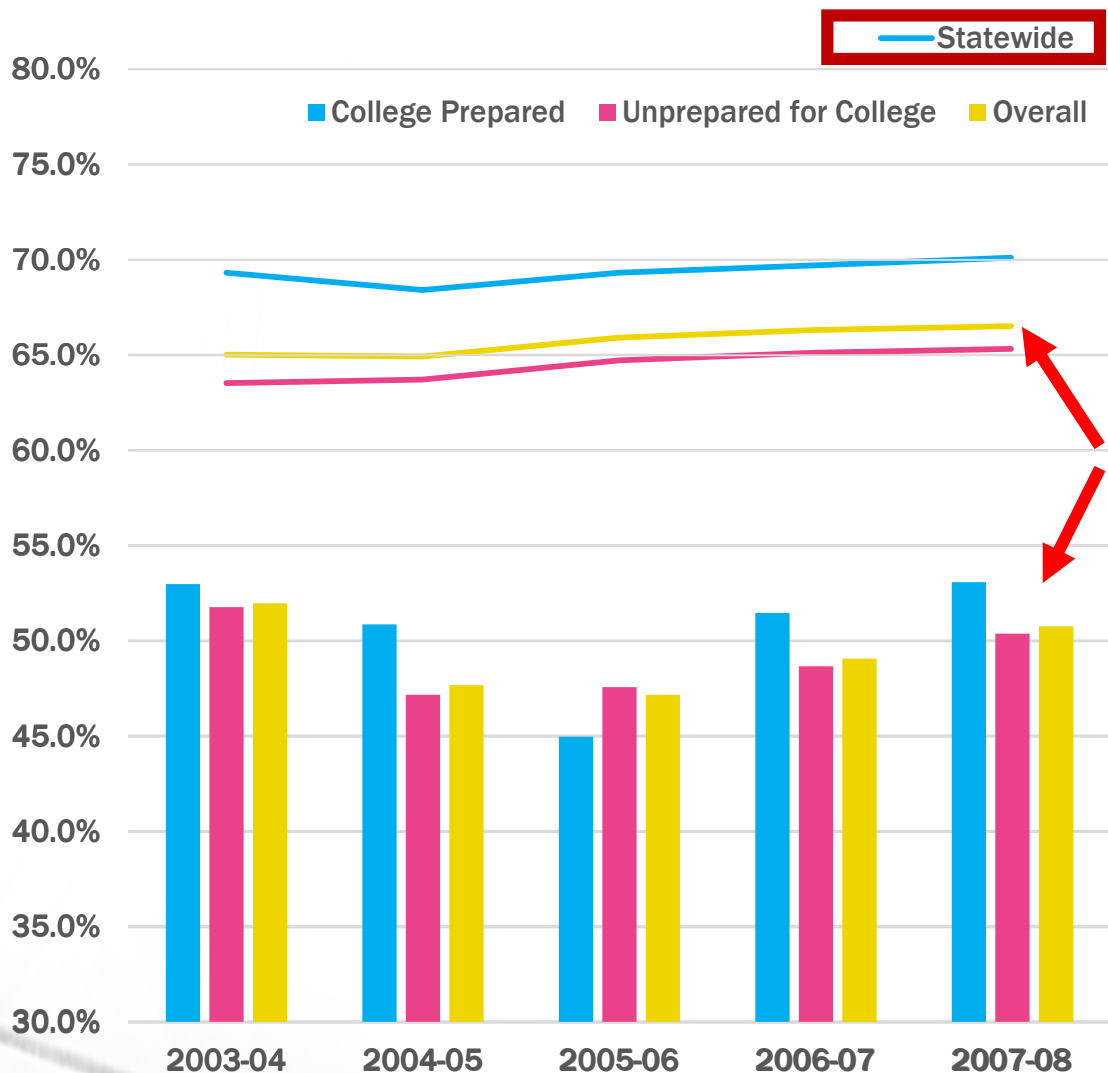


Challenge 6: Student Success Scorecard – 30 Units *Much Lower Than Statewide*

Percentage of students who complete 30 units at Barstow College is 10 to 20% lower than statewide.

30 Units is: Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who achieved at least 30 units.

30 Units Rate (Six-Year Cohorts)



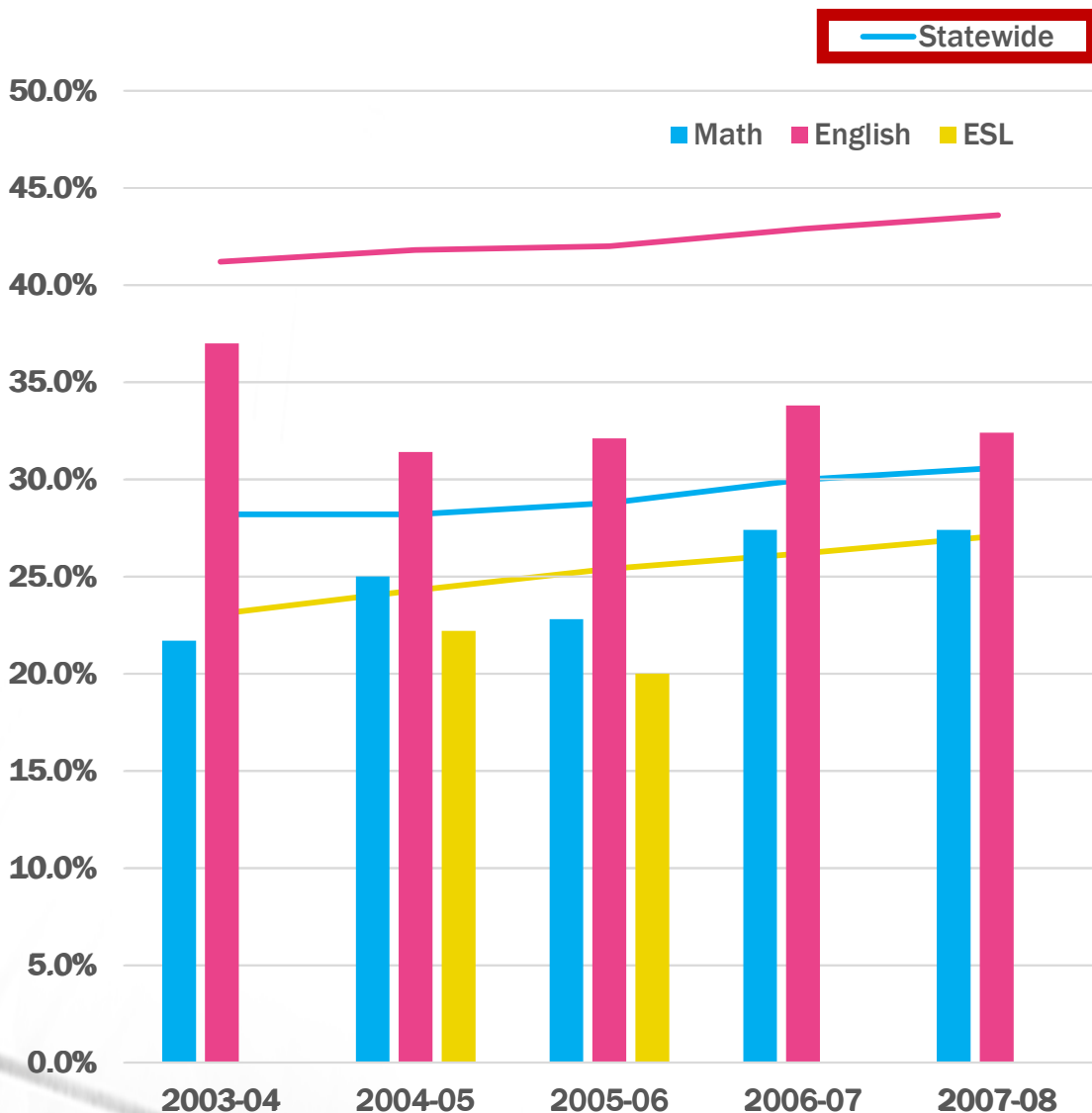
Challenge 7: Student Success Scorecard – Remedial

All Subjects Lower Than Statewide

Only about 30% of Barstow College students successfully complete the basic skills courses and make it to College level English and Math.

Remedial Rate is: Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

Remedial Rate (Six-Year Cohorts)



Challenge 8: Access

Latino Student Population Remain Lower Than That of Service Area

According to the 2010 US Census, 42.8% of the Barstow population is Latino. Among the student population, Latino comprises only 36% in 2012-13. (Barstow Unified School District is approximately 55% Latino.)

Acad. Year	2010 U.S. Census		2010-2011		2011-2012		2012-2013	
Ethnicity	Population	%	Students	%	Students	%	Students	%
Afr American	3132	13.80%	708	13.48%	887	17.67%	794	15.41%
Am Ind/Alask	260	1.10%	43	0.82%	46	0.92%	41	0.80%
Asian	284	1.25%	44	0.84%	105	2.09%	113	2.19%
Filipino	375	1.66%	39	0.74%	60	1.20%	77	1.49%
Latino	9700	42.80%	1,359	25.87%	1,630	32.47%	1,850	35.91%
Multi-Ethn	869	3.80%	116	2.21%	197	3.92%	207	4.02%
Pacific Isl	249	1.10%	34	0.65%	60	1.20%	47	0.91%
Unknown	24	0.10%	863	16.43%	260	5.18%	181	3.51%
White	7746	34.20%	2,047	38.97%	1,775	35.36%	1,842	35.75%
Total	22,639	100.00%	5,253	100.00%	5,020	100.00%	5,152	100.00%

Challenge 9: Distance Education

Large Enrollment with over 10% Lower Success Rate Than Live Classes

In 2012-2013, 80% of the students pass their face-to-face courses, but only 66% pass online courses.

	ACADEMIC YEAR									
	2008-09		2009-10		2010-11		2011-12		2012-13	
	CLASS TYPE		CLASS TYPE		CLASS TYPE		CLASS TYPE		CLASS TYPE	
	TRAD	ONLINE	TRAD	ONLINE	TRAD	ONLINE	TRAD	ONLINE	TRAD	ONLINE
PASSED	9434	9663	11826	9710	10168	9136	9788	7136	9238	8039
ENROLLED	11788	14527	15685	14949	14407	14410	12917	11375	11523	12148
SUCCESS	0.80	0.67	0.75	0.65	0.71	0.63	0.76	0.63	0.80	0.66

RACE/ETHNICITY		2008-09		2009-10		2010-11		2011-12		2012-13	
		TRAD	ONLINE	TRAD	ONLINE	TRAD	ONLINE	TRAD	ONLINE	TRAD	ONLINE
Asian	PASSED	214	363	225	220	228	401	332	350	313	278
	ENROLLED	242	495	251	314	256	503	382	434	358	365
	RATE	0.88	0.73	0.9	0.7	0.89	0.8	0.87	0.81	0.87	0.76
Black	PASSED	1218	709	1442	806	1534	1105	1542	1077	1261	1195
	ENROLLED	1652	1427	2058	1459	2480	2331	2401	2336	1684	2366
	RATE	0.74	0.5	0.7	0.55	0.62	0.47	0.64	0.46	0.75	0.51
Latino	PASSED	2554	1893	3300	1730	3606	2276	3765	1942	3697	2529
	ENROLLED	3206	2974	4276	2746	4997	3743	4829	3064	4671	3882
	RATE	0.8	0.64	0.77	0.63	0.72	0.61	0.78	0.63	0.79	0.65
AmerInd/ Alaskan	PASSED	156	93	134	38	138	58	101	46	59	63
	ENROLLED	199	163	164	63	203	98	147	81	73	94
	RATE	0.78	0.57	0.82	0.6	0.68	0.59	0.69	0.57	0.81	0.67
Hawaiian/ Pac Isl	PASSED	63	46	75	22	93	45	126	111	121	61
	ENROLLED	79	87	94	46	140	72	159	152	135	106
	RATE	0.8	0.53	0.8	0.48	0.66	0.63	0.79	0.73	0.9	0.58
Two or More	PASSED	141	108	293	172	395	316	425	268	428	372
	ENROLLED	183	160	370	286	565	528	584	512	568	551
	RATE	0.77	0.68	0.79	0.6	0.7	0.6	0.73	0.52	0.75	0.68
White	PASSED	3261	4287	3851	3980	3495	4455	3207	3208	2835	3174
	ENROLLED	3970	5910	4780	5364	4717	6312	4023	4592	3447	4289
	RATE	0.82	0.73	0.81	0.74	0.74	0.71	0.8	0.7	0.82	0.74
Unknown	PASSED	1807	2150	2480	2728	655	474	254	121	185	53
	ENROLLED	2231	3269	3645	4647	1007	797	344	188	203	76
	RATE	0.81	0.66	0.68	0.59	0.65	0.59	0.74	0.64	0.91	0.7

Challenge 10: Poverty/Socioeconomic

A Large Number of Single Mothers in the Area Live in Poverty

In California, 15.1% of the families with children under 5 live in poverty. In Barstow, this percentage is 45.7%

In California, 39.3% of the households with female and children under 5 (but no husband present - i.e. single mothers) live in poverty. In Barstow, this percentage is 67.8%.

Subject	California				Barstow city, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error	Estimate	Margin of Error	Percent	Percent Margin of Error
PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL								
All families	(X)	(X)	11.5%	+/-0.1	(X)	(X)	21.6%	+/-4.7
With related children under 18 years	(X)	(X)	17.0%	+/-0.1	(X)	(X)	31.5%	+/-7.1
With related children under 5 years only	(X)	(X)	15.1%	+/-0.3	(X)	(X)	45.7%	+/-18.1
Married couple families	(X)	(X)	6.9%	+/-0.1	(X)	(X)	8.3%	+/-3.7
With related children under 18 years	(X)	(X)	10.0%	+/-0.1	(X)	(X)	8.8%	+/-5.2
With related children under 5 years only	(X)	(X)	6.8%	+/-0.3	(X)	(X)	11.7%	+/-12.9
Families with female householder, no husband present	(X)	(X)	26.6%	+/-0.2	(X)	(X)	55.3%	+/-11.0
With related children under 18 years	(X)	(X)	35.6%	+/-0.3	(X)	(X)	63.9%	+/-12.0
With related children under 5 years only	(X)	(X)	39.3%	+/-0.9	(X)	(X)	67.8%	+/-26.1
All people	(X)	(X)	15.3%	+/-0.1	(X)	(X)	24.3%	+/-4.5
Under 18 years	(X)	(X)	21.3%	+/-0.2	(X)	(X)	32.4%	+/-7.5
Related children under 18 years	(X)	(X)	20.9%	+/-0.2	(X)	(X)	32.1%	+/-7.5
Related children under 5 years	(X)	(X)	23.0%	+/-0.3	(X)	(X)	41.5%	+/-14.0
Related children 5 to 17 years	(X)	(X)	20.2%	+/-0.2	(X)	(X)	26.6%	+/-7.3
18 years and over	(X)	(X)	13.3%	+/-0.1	(X)	(X)	21.0%	+/-3.8
10 to 64 years	(X)	(X)	14.0%	+/-0.1	(X)	(X)	22.0%	+/-4.1
65 years and over	(X)	(X)	9.5%	+/-0.1	(X)	(X)	9.9%	+/-4.8
People in families	(X)	(X)	13.0%	+/-0.1	(X)	(X)	23.0%	+/-5.1
Unrelated individuals 15 years and over	(X)	(X)	25.9%	+/-0.2	(X)	(X)	30.4%	+/-6.6

Source: U.S. Census Bureau, 2008-2012 American Community Survey