Gaps

- Decline in evening and weekend enrollment
- Services available to evening, weekend, and online students
- Student access to technology, particularly access away from campus for low-income and/or under-represented students
- Availability of—or awareness of—online services to students, for example, tutor.net
- More responsive customer services to students and to staff, either online, by phone, or in person
- Persistence and retention rates below state average
- Adequate support and services for second language students, particularly international students
- Equity issues among adversely impacted groups, including women in science, African Americans, Hispanics, and Pacific Islanders
- Developing and maintaining college identity—both for students and for staff—throughout construction
- Realignment of CTE programs to reflect labor market issues, demand, and advisory committee input
- Staffing plan for addressing emerging needs, particularly the need for full time faculty
- Changing mission of the college in response to issues of accountability, repetition, possible baccalaureate offering
- Impact of Common Core
- Challenges to growth, including space, declining high school grad numbers, aging of the district, inclination to choose now-available employment over college
- Ability to address the needs of disproportionate groups while also supporting low-performing students in all groups
- Need to increase concurrent enrollment offerings
- Declining currency of some college programs
- Curricular responses to accountability ratings
- Responses to possible performance-based funding, federal college ratings, CCCC0-mandated goals, and new accreditation standards
- Prospects for non-apportionment revenue
- Maintaining/increasing community support as the college campus and community programs change
- Increasing diversity of students, particularly those with lower socioeconomic and education preparation levels