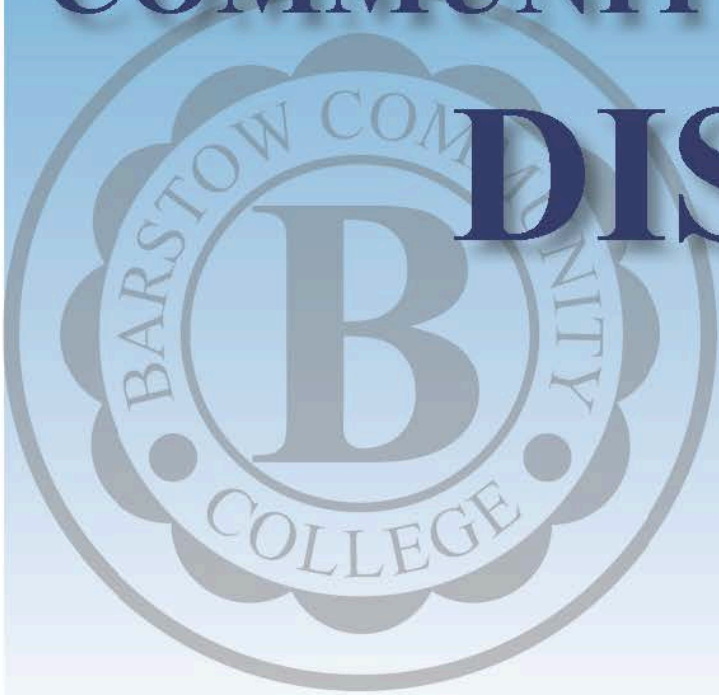


BARSTOW COMMUNITY COLLEGE DISTRICT



2014-15 Fact Book



Superintendent / President

It is with great pleasure that we present the 2014-2015 Barstow Community College (BCC) Fact Book.

Staff and faculty will find the information useful for planning and carrying out internal activities such as grant development, marketing, enrollment management and program review. Prospective students and the public can use the facts to make informed decisions about attending BCC and supporting college initiatives and programs.



Many of the indicators shown in the 2014-2015 Fact book track the College's performance in Fall terms. This is a common practice. The California Community College Chancellor's Office uses data from those terms to monitor and track accountability measures for all districts, which it then publishes in an annual Student Success Scorecard. We have included a section in this year's fact book about BCC performance indicators noted in that statewide scorecard.

I would like to extend special thanks to Lisa Holmes, our Director of Research, Development & Planning and Jessica Tainatongo, our Institutional Planning & Research Specialist for compiling this important information and publishing the 2014-15 Barstow Community College Fact Book.

Sincerely,

Debbie DiThomas

Superintendent / President, Barstow Community College

Barstow Community College President's Goals (2015-2016)

- I. The President will actively and professionally represent Barstow Community College within the BCC service area; and will participate in appropriate regional, state and national organizations and initiatives that support the college.
- II. The president will lead an effort amongst all constituency groups to ensure collaboration, encourage civility, provide excellent customer service, and demonstrate behaviors that are congruent with BCC's ethics and values.
- III. The president will provide leadership in increasing student equity and success at BCC. This requires the development and implementation of a comprehensive Enrollment Management Plan; implementation of student equity and success plans; continual use of data to assess progress; continued collaboration with K12 Districts and higher education partners; involvement of Academic Senate; and a renewed focus on student equity and success as measured by the Scorecard and other achievement standards.
- IV. The president will work collaboratively with K12, VVC and CSUSB partners to develop and implement a high desert teacher education program.
- V. The president will work with the Associate Vice President of Human Resources to provide professional development opportunities for all BCCD constituency groups, including the second cohort of the President's Leadership Academy.
- VI. The president will ensure continued compliance with all accreditation standards; comply with all accreditation reporting requirements; and provide the Board with regular accreditation progress updates.

Barstow Community College President's Goals (cont.)

- VII. The president will promote and support efforts at developing and expanding transfer, career/technical education and basic skills programs intended to meet the educational, workforce, and economic needs of the greater Barstow region. The president will also support contract education efforts to meet the training needs of local business and industry partners; and ensure the Districts' participation in local and regional economic development efforts.
- VIII. The President, in conjunction with the Vice President of Administrative Services, will bring post construction litigation to closure, and will continue working with internal and external partners to implement the operation plan for the PAC and utilize the Wellness Center in compliance with Board Policy.
- IX. The president, in conjunction with the college safety committee and local public safety agencies, will advance college emergency planning and preparedness efforts.
- X. The president will lead a college-wide effort to improve data integrity, require the utilization of data to make informed decisions, and promote a continued culture of evidence.
- XI. The president will ensure the District's continued exploration of additional funding sources to support mission centric work such as student success and equity and energy efficiency.
- XII. The president will work with the Barstow Community College Foundation to increase communication and encourage a collaborative relationship between the college and the foundation.
- XIII. The president will effectively oversee the college's finances, seek ways of enhancing institutional revenues, implement utility saving programs and maintain a budget reserve of at least 15%.

Table of Contents

Preface

Superintendent / President.....	2
President's Goals.....	3
Executive Summary.....	7
Core Values.....	8
Vision.....	9
Strategic Priorities.....	10

Introduction

Mission.....	12
History.....	13
Development.....	14
Commitment.....	17
General Education Philosophy.....	18
Board of Trustees.....	19
Board Goals.....	20
Organization.....	21
Service Area.....	22

Student Headcount and Student Characteristics

Headcount by Academic Year.....	24
Headcount by Term.....	26
Headcount by Gender.....	27
Headcount by Ethnicity.....	28
Headcount by Age.....	29
Headcount by Citizenship Status.....	30
Headcount by Residence.....	31
Headcount by Enrollment Status.....	33
Headcount by Education Status.....	34
Headcount by Educational Goal.....	35
Headcount by Unit Load.....	37
Headcount by Units Attempted.....	38
Headcount as of First Census.....	39
Service Area High School Capture Rates.....	40
Service Area High School Graduates by Race/Ethnicity.....	42

Table of Contents (cont.)

Enrollments

- Annual Enrollments: Traditional and Online..... 44
- Annual Enrollments: CTE and Basic Skills..... 45
- Summer Term Enrollments..... 46
- Fall Term Enrollments..... 47
- Spring Term Enrollments..... 48
- Efficiency by Academic Programs..... 49
- Online/Traditional Enrollment by Residence..... 50

Student Outcomes

- Institution Set Standards..... 52
- Student Success Scorecard (2015)..... 53
- Annual Success and Retention Rates by Program..... 59
- Annual Success and Retention Rates: Credit Courses..... 62
- Annual Success and Retention Rates: Online Courses..... 63
- Annual Success and Retention Rates: Credit CTE Course..... 64
- Annual Success and Retention Rates: Credit Basic Skills Courses..... 65
- Online/Traditional Course Success by Residence..... 66
- Annual Awards..... 67
- Awards by Program..... 68
- Transfer Rates..... 69
- Transfers to In-State Private and Out-of-State Institutions..... 70
- Transfers to California State Universities..... 71
- Transfers to University of California..... 72

Faculty & Staff

- Employee Headcount by Position Type..... 74
- Employee Headcount by Full-Time Equivalency..... 75
- Employees by Ethnicity..... 76
- Employees by Gender..... 77

Executive Summary

In the pages ahead you will see a number of positive trends that show improvement at Barstow Community College. Student headcount increased 3.7% in 2014-15 over the previous year. Fall headcount has increased 9% over the past five years bringing it more in line with the spring headcount which, historically, has been higher than that of fall.

BCC has experienced growth in all ethnic groups over the past five years with the exception of white students which decreased 33.6%, a loss of 535 students. The Hispanic population had the greatest increase in headcount adding 452 students in fall 2014 over fall 2010.

While BCC has experienced a 20.5% decrease in students from our own service area, we have experienced growth in headcount from other areas of California. We are also seeing more of our students registering as continuing students and have seen an increase in students coming in who already have a college degree. Additionally, the number of students who are taking a full-time load has increased 139.8% over the past five years.

Enrollments continue to be essentially split between online and traditional courses. The majority of the online enrollments came from students within our service area, the Victor Valley College service area, and other areas within the state.

Success and retention rates for all credit courses and online courses remain stable. There has been an increase in the number of AA degrees awarded and an increase in the number of students transferring to the CSU system.

Again, the pages ahead will show several areas where the college has shown improvement, as well as areas that can be improved. It is our hope that this document will serve as a tool for planning, enrollment management and most importantly, facilitating student success. Please feel free to offer feedback and suggestions for inclusion in future editions of the Fact Book.

Sincerely,

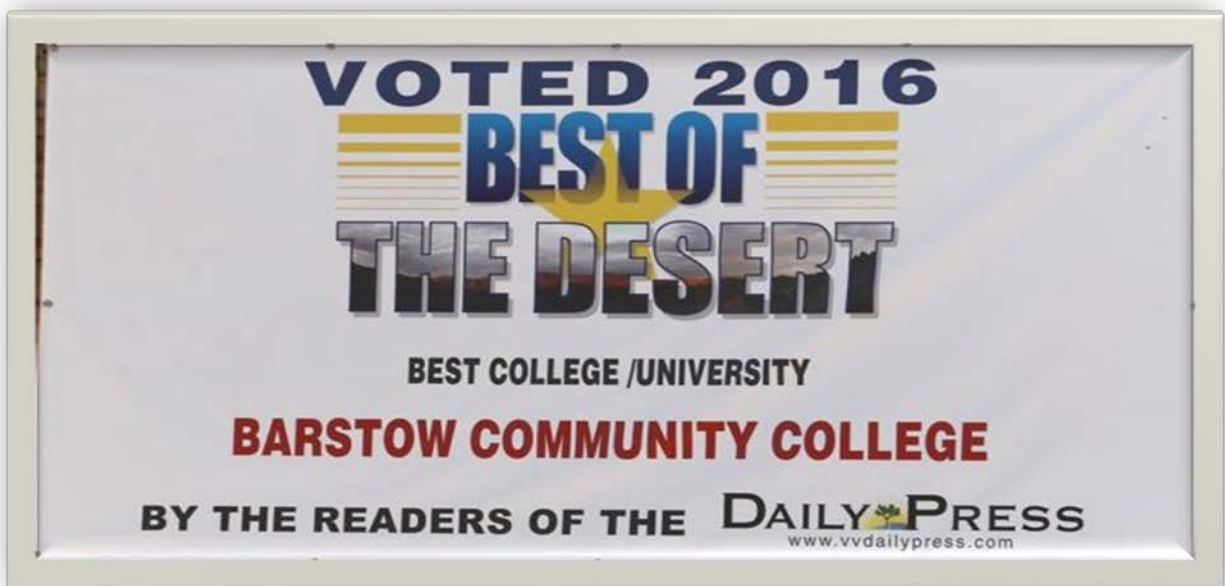
Lisa Holmes

Director of Research, Development & Planning

Core Values

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.



Vision

*“Empowering Students to Achieve Their
Personal Best Through Excellence in
Education”*

Barstow Community College Strategic Priorities (2015-2018)

Strategic Priority 1: Educational Success

Measurably advance student equity, completion and attainment of educational goals.

Strategic Priority 2: Marketing and Outreach

Expand marketing, outreach, and access to our community so as to advance BCC's image as the best small college in the high desert.

Strategic Priority 3: Fiscal Health

Sustain and cultivate an environment that strengthens the district's long-term fiscal health.

Strategic Priority 4: Safety for All

Promote safety and security of all facets of the College community.

Strategic Priority 5: Campus Culture

Build a diverse and committed campus culture that promotes engagement among students, staff (classified/management), faculty, the college and the community.

Strategic Priority 6: Evidence-Based Decision Making

Enhance and further an evidence-based framework that supports the institution's decision-making process.

Strategic Priority 7: Diverse and Excellent Workforce

Attract, develop, and retain an excellent and diverse workforce.

Introduction

Who are we and what do we do?

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.



History

The Barstow Community College District was established in September 1959 by the citizens of the upper High Desert region of Southern California. Evening classes began in 1960 at Barstow High School, followed by day classes in the fall of 1962 at Barstow First Methodist Church. Two years later, a \$3 million, six-building complex was constructed at the present location on Barstow Road where classes began in February 1965. A technical building followed in 1967, an administration building in 1975 and an automotive laboratory in the spring of 1978 which was later converted into a physical fitness center in 2000. The 28,000-square-foot, state-of-the-art Learning Resource Center (LRC) opened in the fall of 2004.



Development

As an open-admission, public institution, the college serves more than 5,000 students annually in degree and certificate programs, with approximately 120 full-time employees and an \$18 million budget. It provides the first two years of college or university study as part of the California State Community College System of Higher Education. The college's educational program includes lower-division course work, vocational courses, general education offerings and transfer degrees for transfer to baccalaureate degree institutions. The college offers a number of occupational programs designed to prepare students for entry into the workforce. Service learning and self-enrichment classes are also offered to the community.



Development

The Performing Arts Center, (PAC), at BCC had its grand opening on February 21, 2015. This facility is a two story building with a main theater and seating for 755 along with a black box theater with seating for 153. The facility also includes a main stage, scene service areas, music rooms, a dance studio and additional assembly support service areas. The facility incorporates many energy efficient features including an energy management system. Large areas of windows in the lobby provide for an extensive use of natural light to reduce lighting demands within the facilities main lobby area.



Development

The Wellness Center at BCC celebrated its grand opening on October 22, 2015. This is a two-story facility that offers students over 24,000 square feet of space for exercising, playing sports and learning about physical education. The Wellness Center features an indoor track, located on its second story. The first floor includes a multi-functional space that can support indoor volleyball, tennis, badminton and basketball. There are also exercise machines, free weights, offices and restrooms located on the first floor. Rooms for physical education and lectures are also located on the second floor.



Commitment

BCC is committed to an ideal that:

- Nurtures open access to its curriculum and services for all community members to the maximum extent possible, and
- Fosters learning for all students regardless of ability level or stated educational objective.

To this end, BCC offers a wide-range of instructional pathways for its unique community that includes:

- I. Providing the first two years of a baccalaureate study;
- II. Offering associates degrees and certificates as terminal milestones in both non-occupational and career and technical education areas of study;
- III. Providing vocational training for immediate entry level employment, wage gain and job advancement;
- IV. Extending contract education opportunities for local businesses and employers;
- V. Delivering pre-collegiate, basic skills education for the large number of students who enroll at the institution unprepared to produce collegiate level work; and
- VI. Offering noncredit and community education services, such as lifelong learning and second language acquisition.

The college is currently working with outside consultants on updating the Educational Master Plan and related Facilities Master Plan. Through qualitative and quantitative data analysis and with a focus on the college's mission, purpose and goals, the final documents will help guide the college's decision-making processes and action plans regarding instructional programs, student support services and facilities. The Educational Master Plan will provide a foundation for all other College plans that will be created or updated.

General Education Philosophy

BCC provides a general education for its students. The district seeks to develop the whole person where the individual is greater than the sum of his or her independent educational experiences, a person who will understand the world within and the world without. Barstow Community College's general education philosophy serves to enhance creativity, reasoning, ethical behavior, and human understanding, which are essential to the attainment of personal goals and effective participation in a rapidly changing society.

The district's general education philosophy ensures a coherent, interdisciplinary approach in the overall undergraduate curriculum. Students are provided with the breadth and intellectual challenges which stimulate discovery in a world full of different kinds of knowledge and social structures. Students are given the opportunity to develop an integrated overview of the varied components of human knowledge. The college's general education philosophy calls for student exposure to natural science, technical literacy, health and wellness, citizenship-community involvement, social and behavioral science, arts-humanities, communications, language skills, analytic reasoning, and cultural-ethnic diversity. All of these are basic and necessary to participate in and contribute to a balanced life in a democratic society.

Board of Trustees



President
Mr. Phillip Harris



Vice President
Dr. Ted Baca



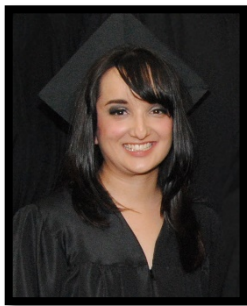
Board Clerk
Mr. Tim Heiden



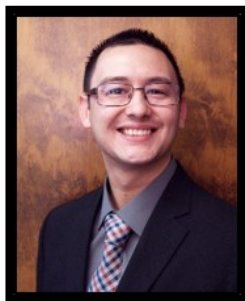
Member/
Foundation
Representative
Ms. Marcia Pierce



Member/
County
Representative
Mr. Fred Baca



Student Trustee 14-15
Ms. Sophia Manzanares



Student Trustee 15-16
(1st Semester)
Mr. Nathan Cullum



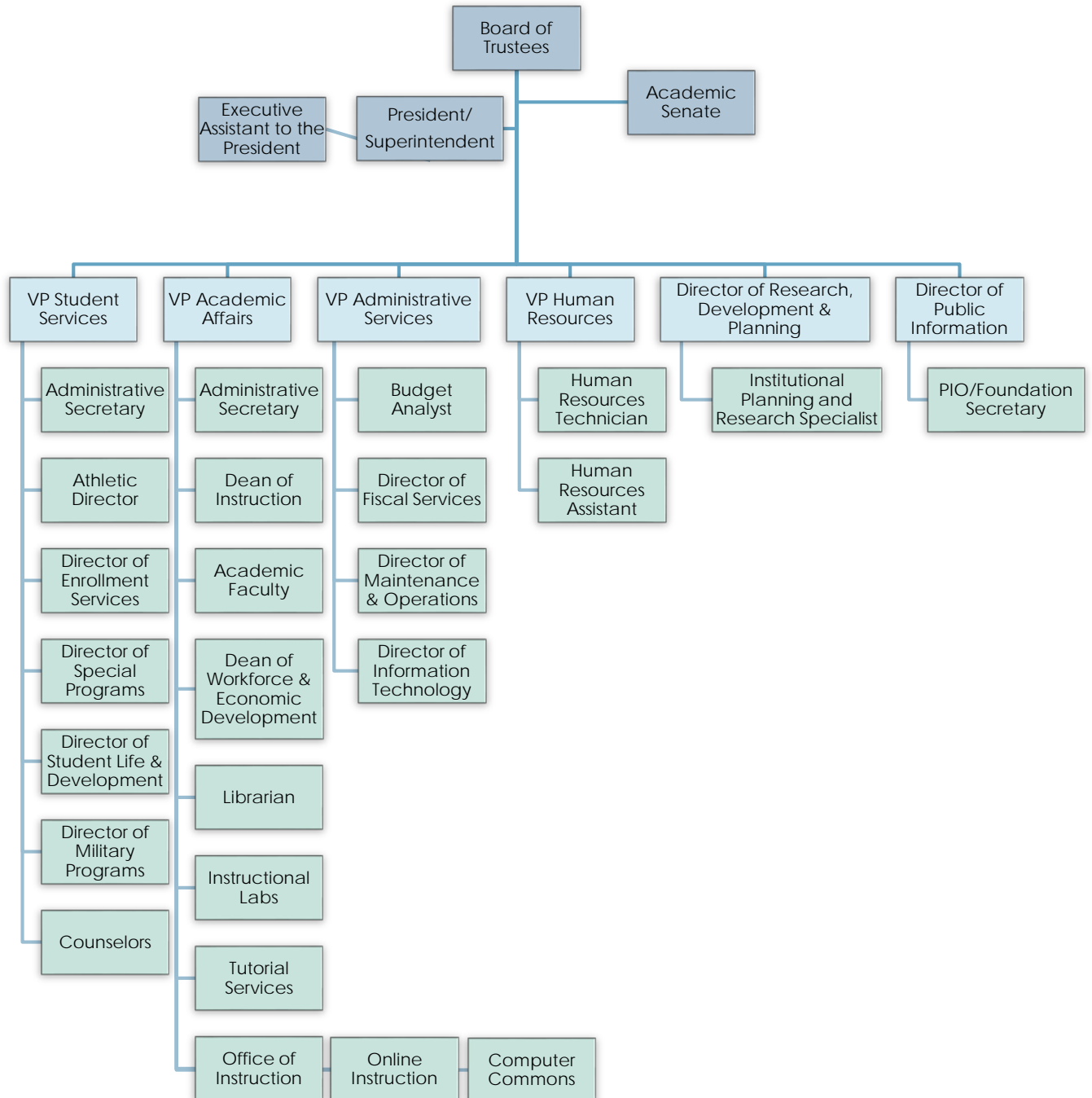
Student Trustee 15-16
(2nd Semester)
**Mr. Eduardo Del Casal
Rodriguez**

BCC Board Goals (2015-16)

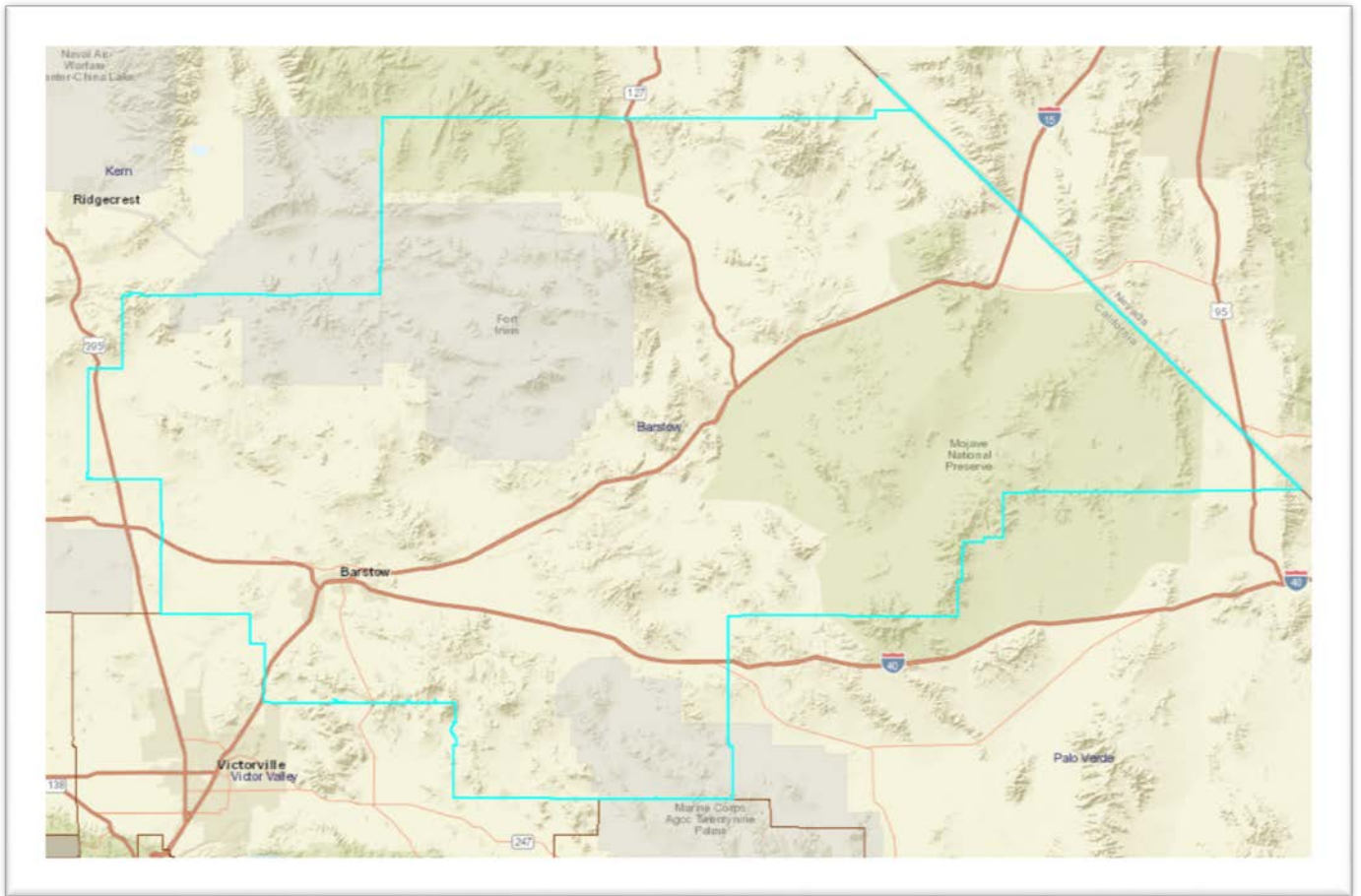
The Board of Trustees provides governance leadership for Barstow Community College and has identified the following goals for 2015-2016.

- I. Ensure that the College a) sets appropriate student achievement standards, b) monitors student performance data, and c) provides action plans including benchmarks to remedy unmet standards. Areas of focus include transfer, developmental education and career/technical education.
- II. Expect and support funding strategies to support student success and equity.
- III. Expect and support local community involvement by the Superintendent/President as well as state and national activities that promote district interests.
- IV. Support community involvement in the continued utilization of the Performing Arts Center.
- V. As a continuous goal, explore roles for the College in fostering economic development in the region.
- VI. Fulfill the Board's responsibility to maintain the fiscal integrity of the district by expecting that the District finances are managed effectively, including maintaining a budget reserve of at least 15%.
- VII. Explore possible funding strategies to support energy efficiency and mission-centric program and facility needs.
- VIII. Support the College's efforts to advance emergency planning and preparedness.
- IX. Expect and support the College's efforts to achieve continuous customer service excellence, and that a culture of civility and collaboration exists amongst all constituency groups.
- X. Expect that the College's information systems produce accurate data and information to support decision-making; provides the capacity to monitor institutional effectiveness; and fosters a culture of evidence.
- XI. Support College professional development opportunities.

Organization



Service Area



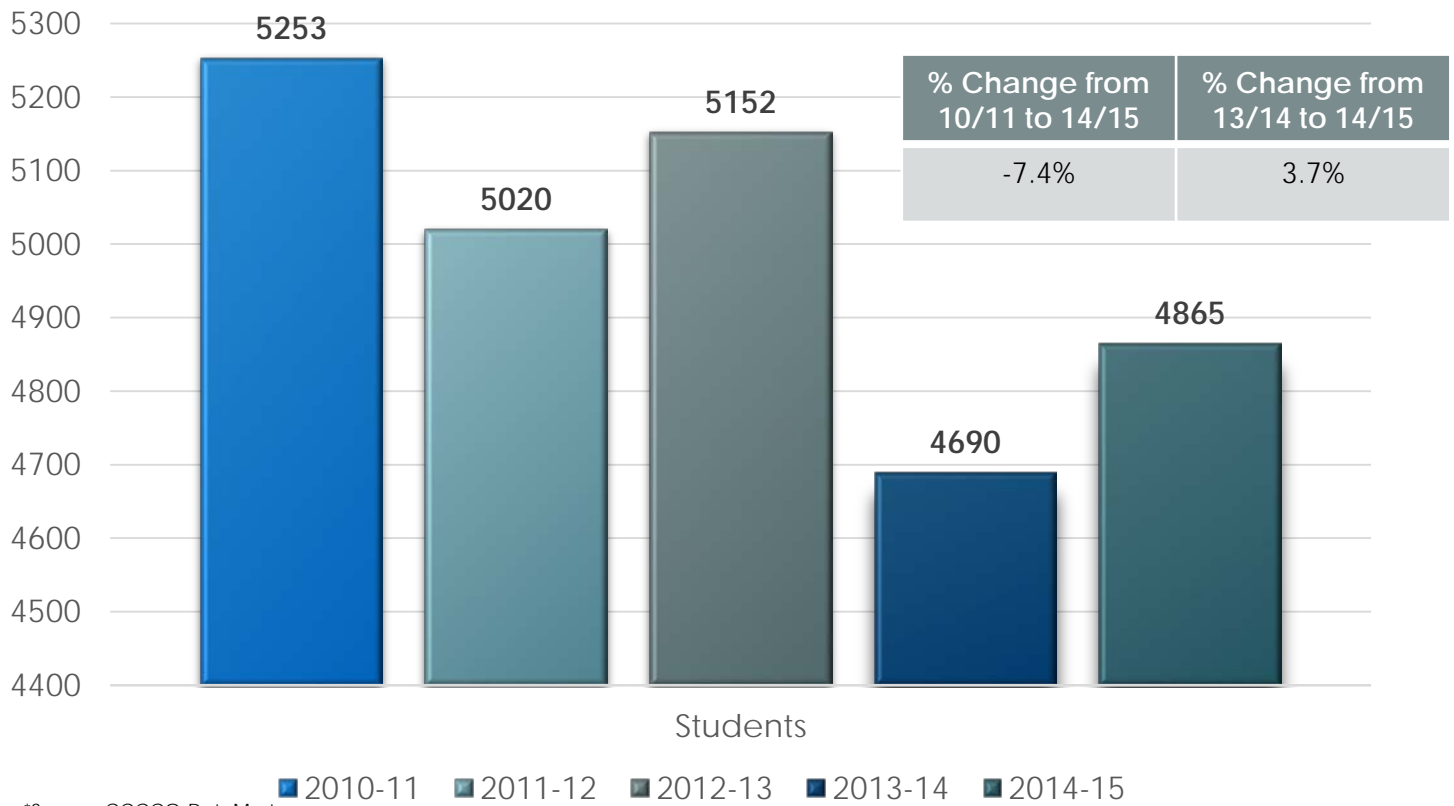
Barstow Community College is located off Interstate 15 in the Mojave region of San Bernardino County, California, approximately 120 miles from both Los Angeles and Las Vegas. The college district encompasses a vast area from the Nevada border on the east to Kern County on the west and from Inyo County in the north to the San Bernardino Mountains. The college serves the communities of Barstow, Lenwood, Newberry Springs, Daggett, Yermo, Hinkley, Ludlow, and Baker. BCC also provides on-site programs to military personnel at the U.S. Army National Training Center, Ft. Irwin and to distant students through a large online program.

Student Headcount and Characteristics

Unduplicated student headcount by academic year, term, and various student characteristics during the five year or five term reporting period.

Headcount by Academic Year

All Students

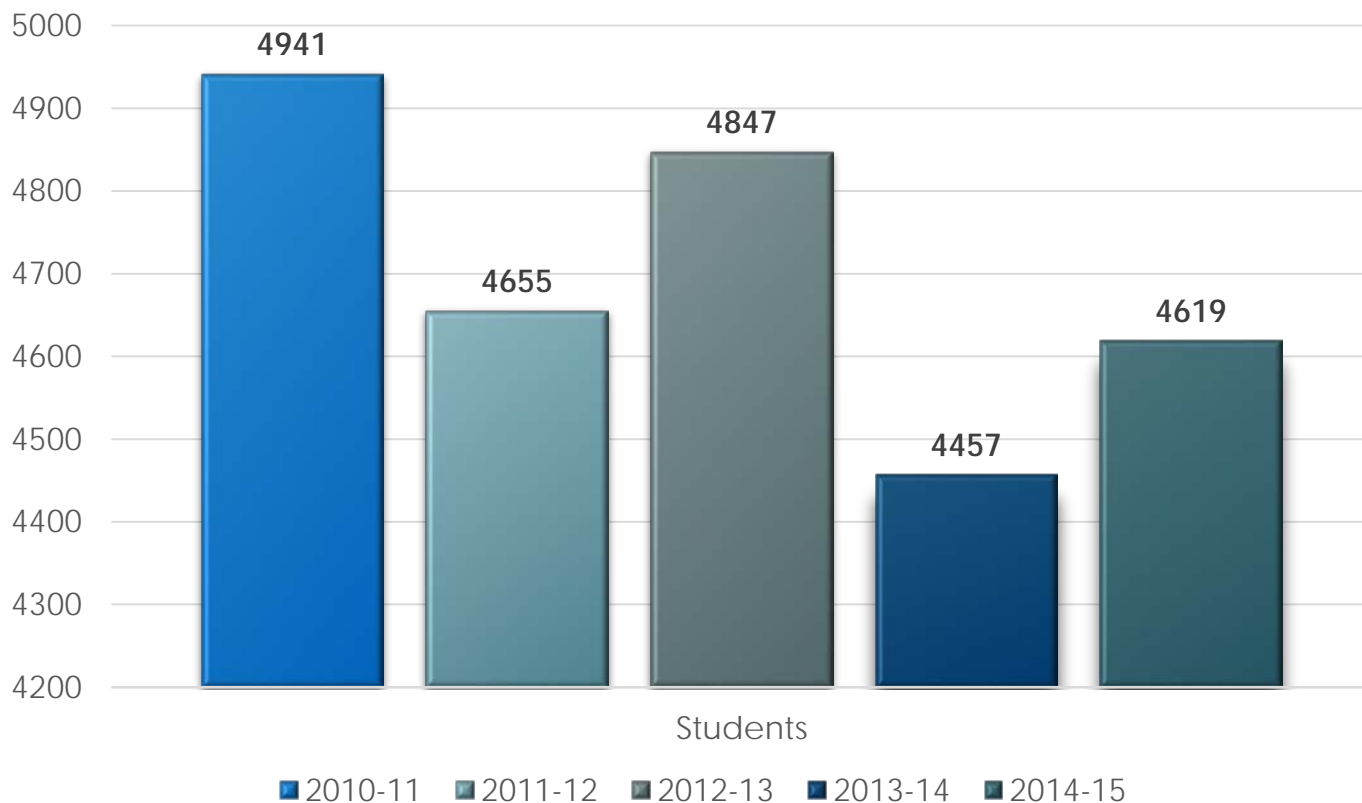


Annual Headcount – All Students

Over the past five years, the number of unduplicated student headcount has fluctuated from year to year but has decreased overall. Between 2010-11 and the most recent year of 2014-15, there was a 7.4% decrease in student headcount, from 5,253 to 4,865 respectively. However, 2014-15 did see a 3.7% increase in student headcount from the previous academic year.

Headcount by Academic Year (cont.)

Credit Students



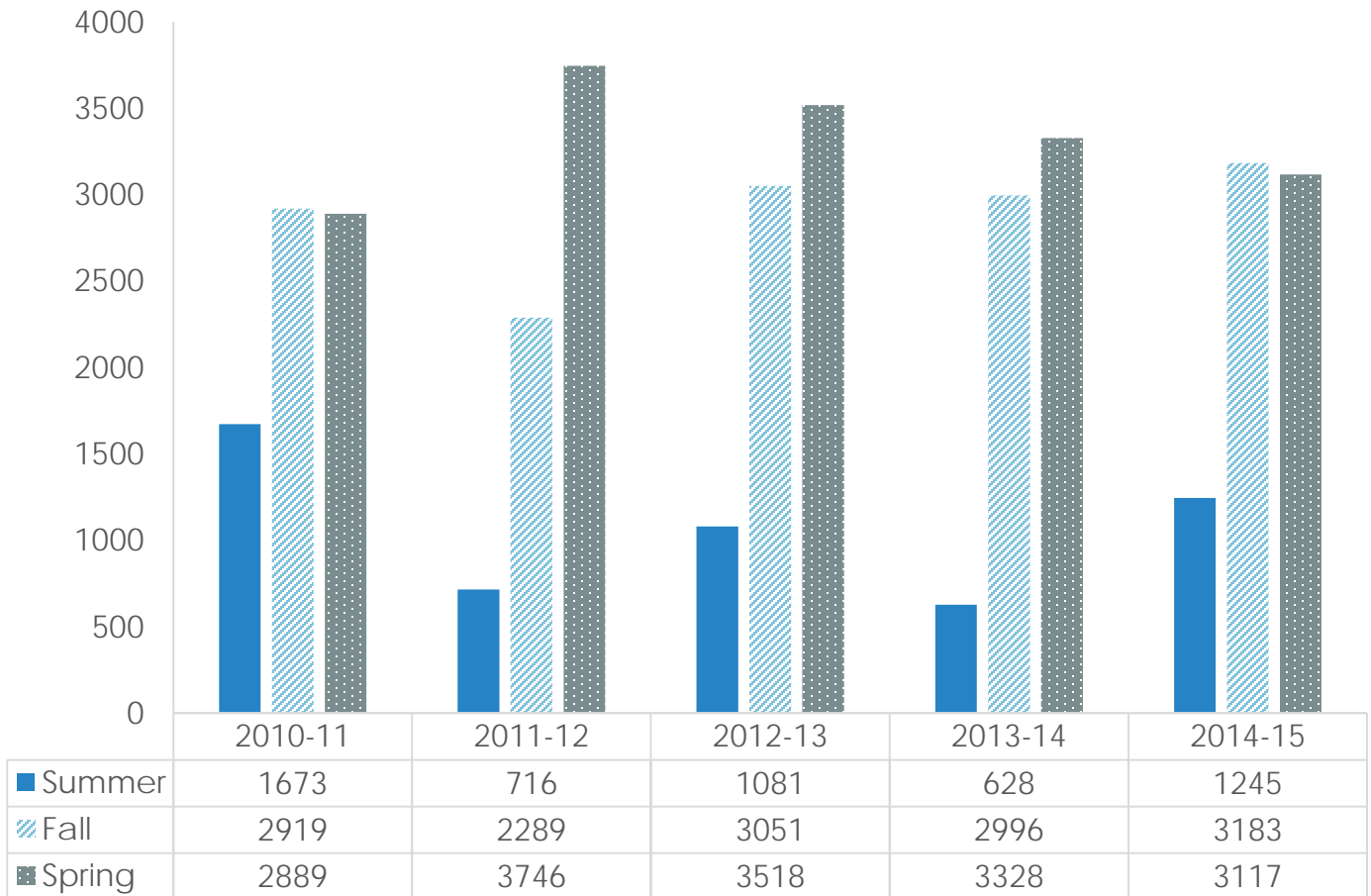
*Source: CCCC MIS Referential Data

Annual Headcount – Credit Students

The annual unduplicated student headcount for credit students mirrors that of the headcount of all students, with fluctuations from year to year but an overall decline over the past five years. This five year period saw a 6.5% decrease in student headcount, dropping from 4,941 to 4,619. There was however a 3.6% increase between 2013-14 and 2014-15.

% Change from 10/11 to 14/15	% Change from 13/14 to 14/15
-6.50%	3.60%

Headcount by Term



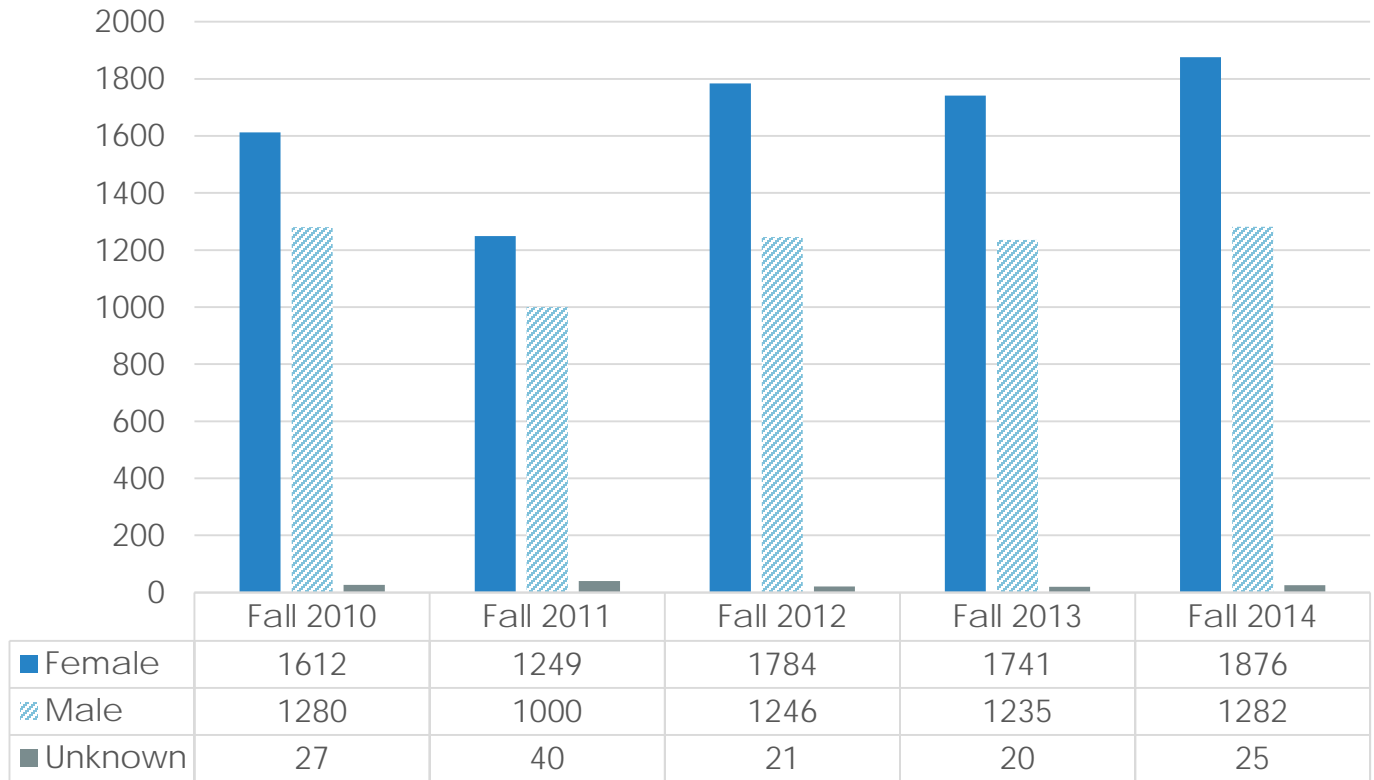
*Source: CCCC DataMart

	% Change from 10/11 to 14/15	% Change from 13/14 to 14/15
Summer	-25.6%	98.2%
Fall	9.0%	6.2%
Spring	7.9%	-6.3%

Headcount (All Students) by Term

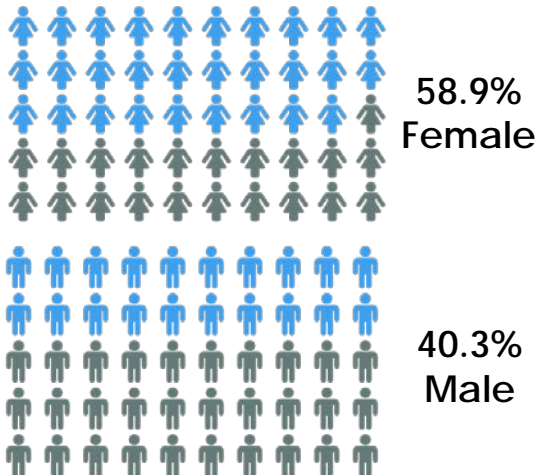
Over the past five years, the unduplicated student headcount has typically been higher during the spring semesters than fall. While fall and summer semesters show a fluctuation from year to year, the spring semester headcount spiked to a peak of 3,746 in spring 2012 and has been steadily declining since. Fall has seen an overall increase of 9.0% in the past five years. The 2014-15 year saw a higher fall semester than spring for the first time since 2010-11.

Headcount by Gender



*Source: CCCC DataMart

Fall 2014

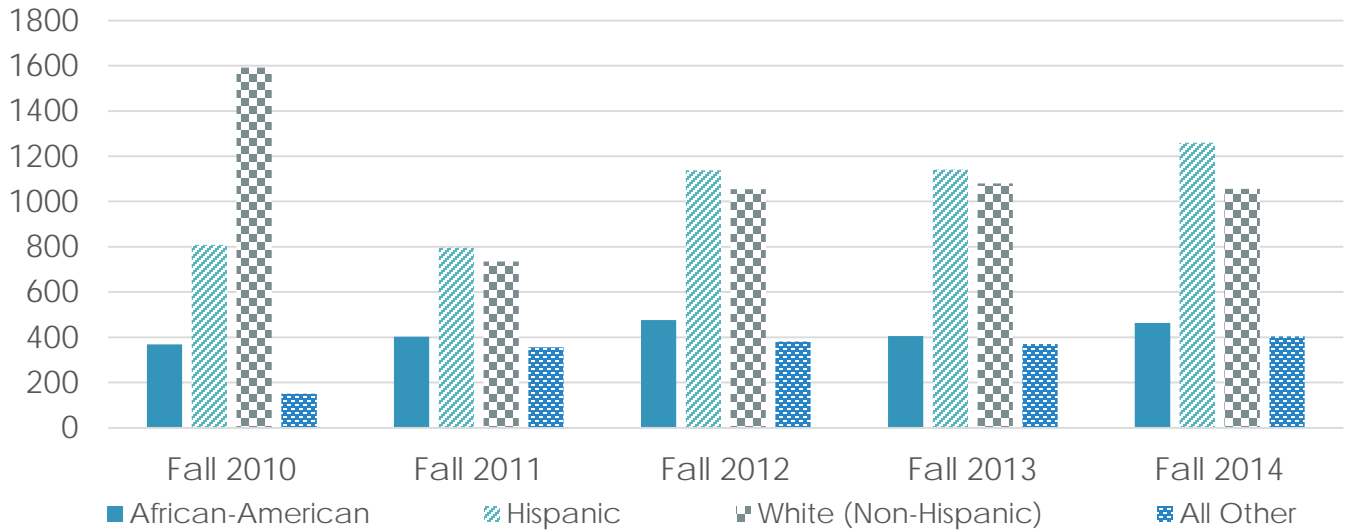


	% Change from 2010 to 2014	% Change from 2013 to 2014
Female	16.4%	7.8%
Male	0.2%	3.8%
Unknown	-7.4%	25.0%

Student Headcount by Gender

During the past five fall semesters, the number of female students has been greater than the number of male students. The female population has shown a steady increase peaking in the fall 2014 semester at 1,876; a 16.4% increase over fall 2010. During this same semester the number of male students was 1,282; an increase of only 0.2% during the same period. Female students made up 58.9% of the student population in fall 2014 while the male students made up 40.3%.

Headcount by Ethnicity



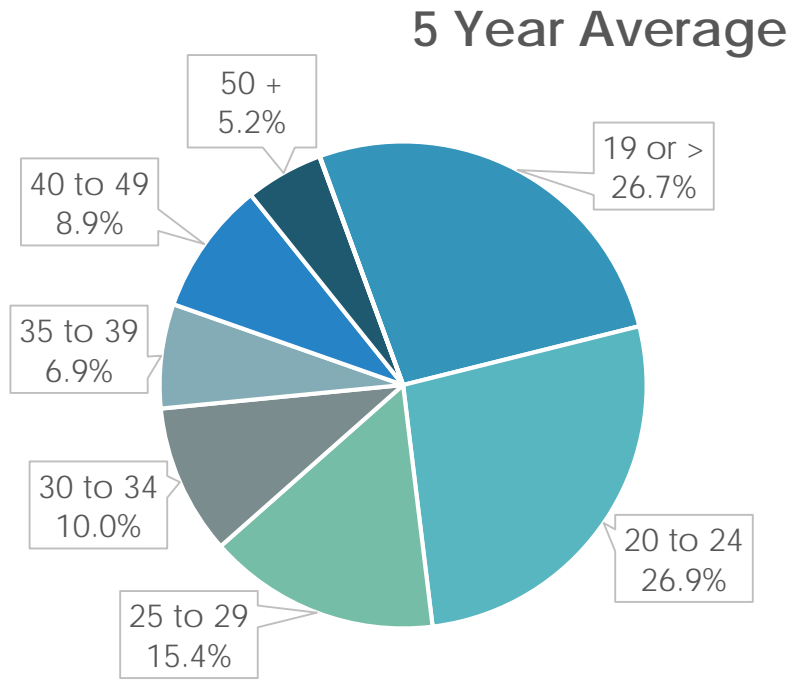
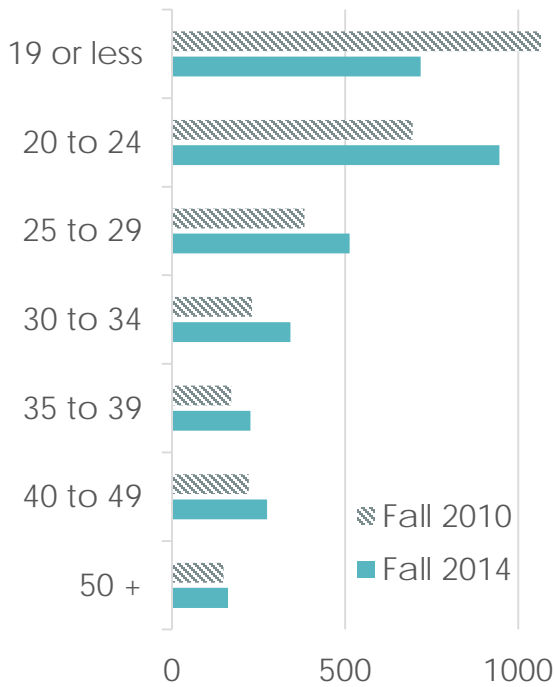
*Source: CCCC DataMart

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5 Yr. Chg.	5 Yr. Avg.
African-American	369	12.6%	403	17.6%	476	15.6%	406	13.6%	463	14.5%	25.5%	423
American Indian/Alaska Native	23	0.8%	25	1.1%	16	0.5%	27	0.9%	30	0.9%	30.4%	24
Asian/Filipino	38	1.3%	64	2.8%	109	3.6%	101	3.4%	118	3.7%	210.5%	86
Hispanic	808	27.7%	795	34.7%	1138	37.3%	1140	38.1%	1260	39.6%	55.9%	1028
Multi-Ethnicity	72	2.5%	99	4.3%	134	4.4%	139	4.6%	175	5.5%	143.1%	124
Pacific Islander	17	0.6%	32	1.4%	25	0.8%	21	0.7%	29	0.9%	70.6%	25
Unknown	1	0.0%	136	5.9%	98	3.2%	82	2.7%	52	1.6%	-----	74
White	1591	54.5%	735	32.1%	1055	34.6%	1080	36.0%	1056	33.2%	-33.6%	1103
Total	2919	100.0%	2289	100.0%	3051	100.0%	2996	100.0%	3183	100.0%	9.0%	2888

Student Headcount by Ethnicity

The Hispanic, White and African-American students make up the three largest ethnic groups on campus; 87.3% of the entire student population in fall 2014. Over the past five fall terms the Hispanic and African-American student populations have seen an increase of 55.9% and 25.5% respectively while the White student population has decreased 33.6%. While there has been a large increase in both Asian/Filipino students at BCC, they only make up 3.7% of the student population as of fall 2014.

Headcount by Age



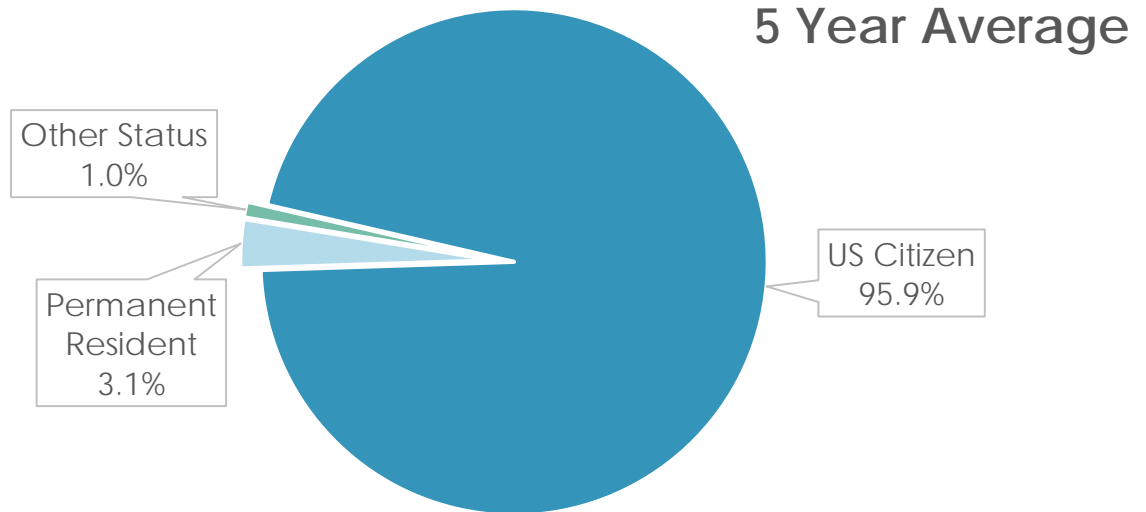
*Source: CCCC Data Mart

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5 Yr. Chg.	5 Yr. Avg.
19 or less	1066	36.5%	629	27.5%	728	23.9%	708	23.6%	718	22.6%	-32.6%	770
20 to 24	695	23.8%	631	27.6%	808	26.5%	810	27.0%	946	29.7%	36.1%	778
25 to 29	383	13.1%	352	15.4%	500	16.4%	479	16.0%	513	16.1%	33.9%	445
30 to 34	231	7.9%	206	9.0%	346	11.3%	316	10.6%	342	10.7%	48.1%	288
35 to 39	171	5.9%	147	6.4%	223	7.3%	230	7.7%	227	7.1%	32.7%	200
40 to 49	222	7.6%	203	8.9%	294	9.6%	287	9.6%	275	8.6%	23.9%	256
50 +	149	5.1%	119	5.2%	152	5.0%	164	5.5%	162	5.1%	8.7%	149
Unknown	2	0.1%	2	0.1%	0	---	2	0.1%	0	---	---	1
Total	2919	100%	2289	100%	3051	100%	2996	100%	3183	100%	9.0%	2888

Student Headcount by Age

While the 20 to 24 age group commands the largest proportion of the student population, on average, throughout the entire five-year period at 26.9%, students 19 years of age or younger came in at a close second with 26.7%. Students aged 30 to 34 saw the biggest increase over the five year period with a 48.1% increase while students 19 or less saw a decrease of 32.6% over the same period.

Headcount by Citizenship Status



*Source: CCCCCO Data Mart

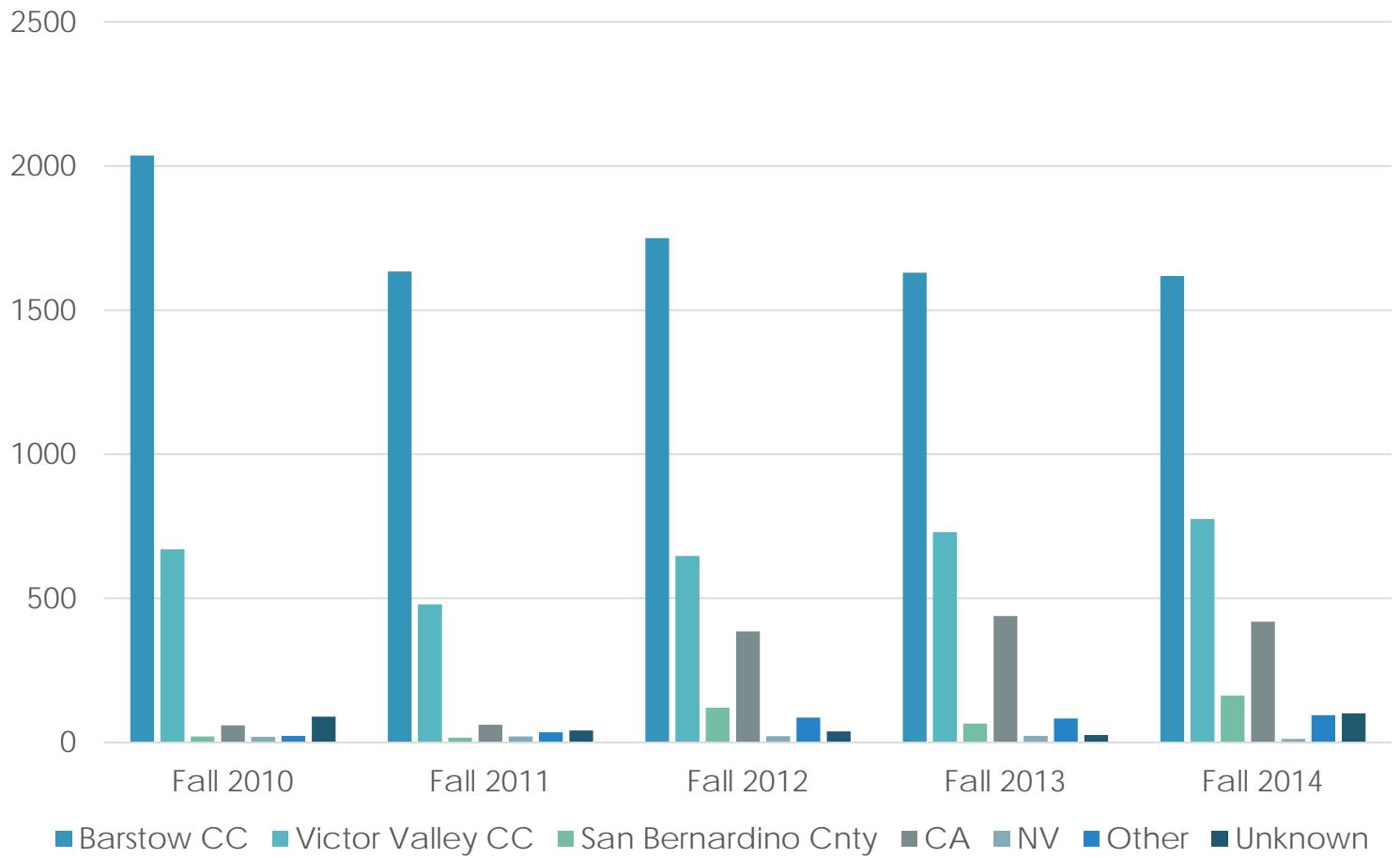
**Students' citizenship status that totaled less than 1% of the student population were not included

Student Headcount by Citizenship Status

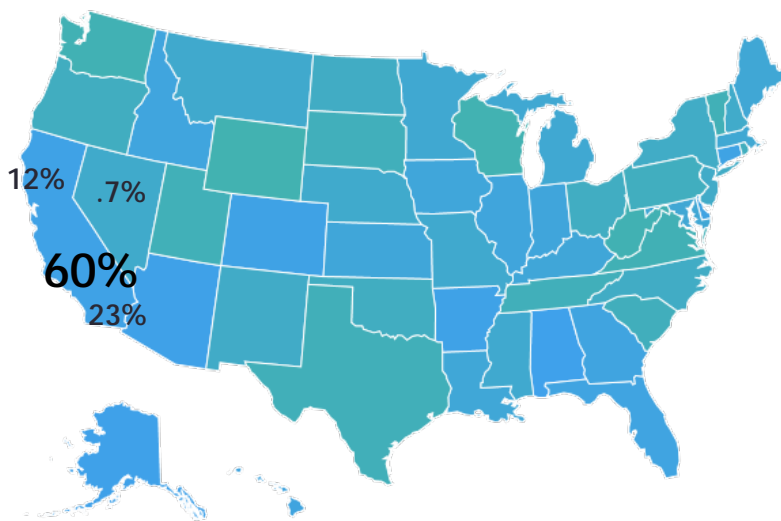
On average, students who were U.S. Citizens accounted for 95.3% of the student population during the last five years. Permanent Residents, the next largest group, only accounted for 3% of the student population, on average. Compared to state-wide numbers, 83.7% of students in the CCC system identified as U.S. Citizens and 7.5% identified as Permanent Residents. As indicated in the chart below, Permanent Residents and students with a citizenship status of "Other" are increasing at a faster rate than U.S. Citizens at Barstow Community College.

	% Change Fall '10-Fall '14	% Change Fall '13-Fall '14
U.S. Citizen	8.4%	5.1%
Permanent Resident	24.4%	18.6%
Other Status	55.2%	66.7%

Headcount by Residence



*Source: CCCCCO MIS Referential Data



Students living within the Barstow CCD Service Area made up the majority of the student population, accounting for 60% of the total headcount during the past five fall semesters. 23% of our students resided in the Victor Valley CCD area while 12% lived in other areas of the state. Less than 1% were residents of Nevada.

Headcount by Residence (cont.)

Student Headcount by Residence

During the last five years the student population has primarily lived within the BCC service area; 60% on average although the number is steadily declining. We have seen a dramatic increase in the number of students coming from San Bernardino County but outside of our service area (676.2%), as well as students outside of San Bernardino County but still living in California (610.2%).

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
		%	#	%	#	%	#	%	#	%
Barstow CC Service Area	2036	69.7%	1634	71.4%	1750	57.4%	1630	54.4%	1618	50.8%
Victor Valley CC Service Area	670	23%	479	20.9%	647	21.2%	729	24.3%	775	24.3%
San Bernardino County	21	0.7%	17	0.6%	121	4.0%	66	2.2%	163	5.1%
California	59	2.0%	61	2.7%	386	12.7%	439	14.7%	419	13.2%
Nevada	20	0.7%	21	0.9%	22	0.7%	23	0.8%	12	0.4%
All Other	23	0.8%	35	1.5%	86	2.8%	83	2.8%	95	3.0%
Unknown	90	3.1%	42	1.8%	39	1.3%	26	0.9%	101	3.2%
Total	2919	100%	2289	100%	3051	100%	2996	100%	3183	100%

	5 Yr. Change %	5 Yr. Average #
BCC	-20.5%	1734
VVC	15.7%	660
SB Cnty	676.2%	78
California	610.2%	273
Nevada	-40.0%	20
All Other	313.0%	64
Unknown	12.2%	60
Total	9.0%	2888

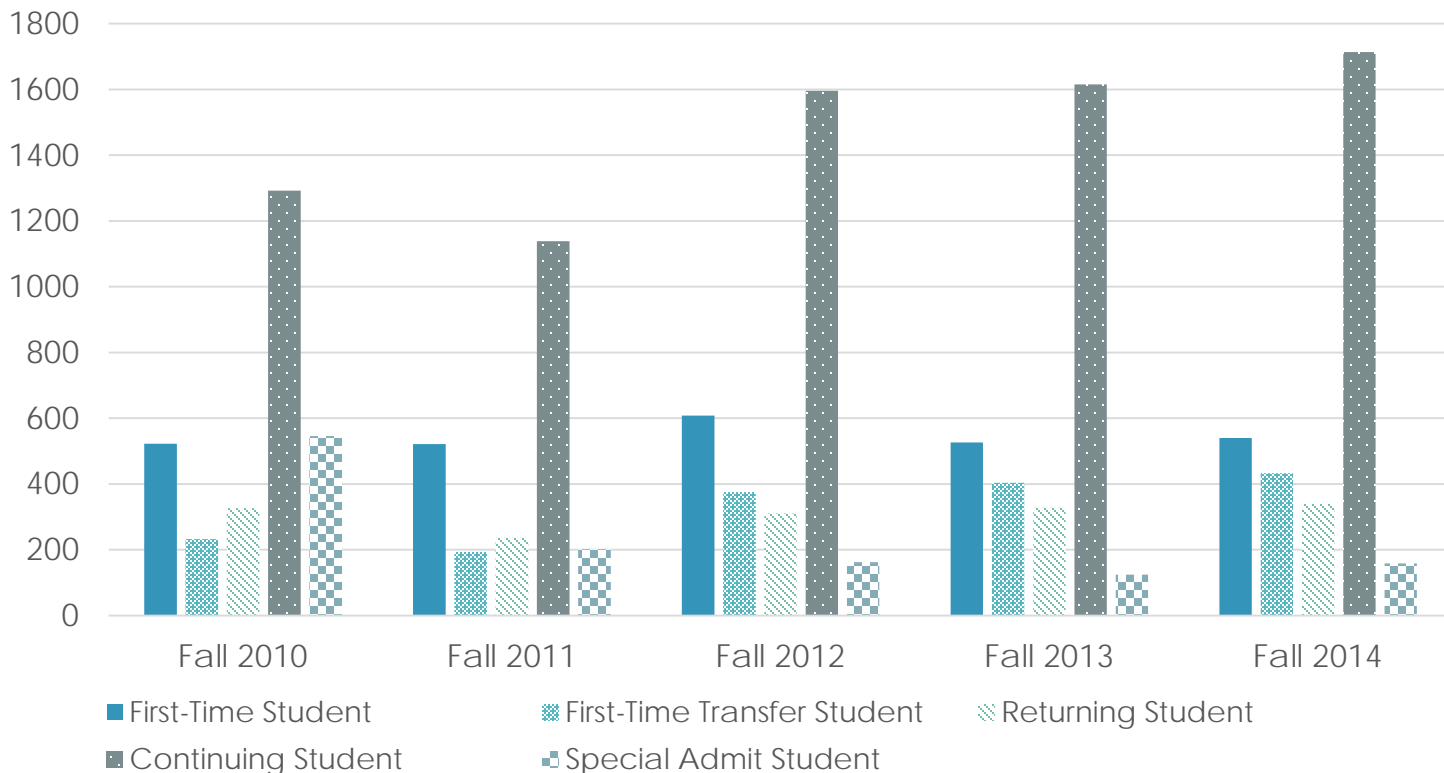
Barstow CC Service Area: Amboy, Baker, Barstow, Cadiz, Cima, Daggett, Essex, Ft. Irwin, Hinkley, Kelso, Ludlow, Mountain Pass, Newberry Springs, Nipton and Yermo

Victor Valley CC Service Area: Adelanto, Apple Valley, El Mirage, Helendale, Hesperia, Lucerne Valley, Oak Hills, Oro Grande, Phelan, Victorville, and Wrightwood

San Bernardino County: All other cities within the San Bernardino county lines.

*Source: CCCC MIS Referential Data

Headcount by Enrollment Status



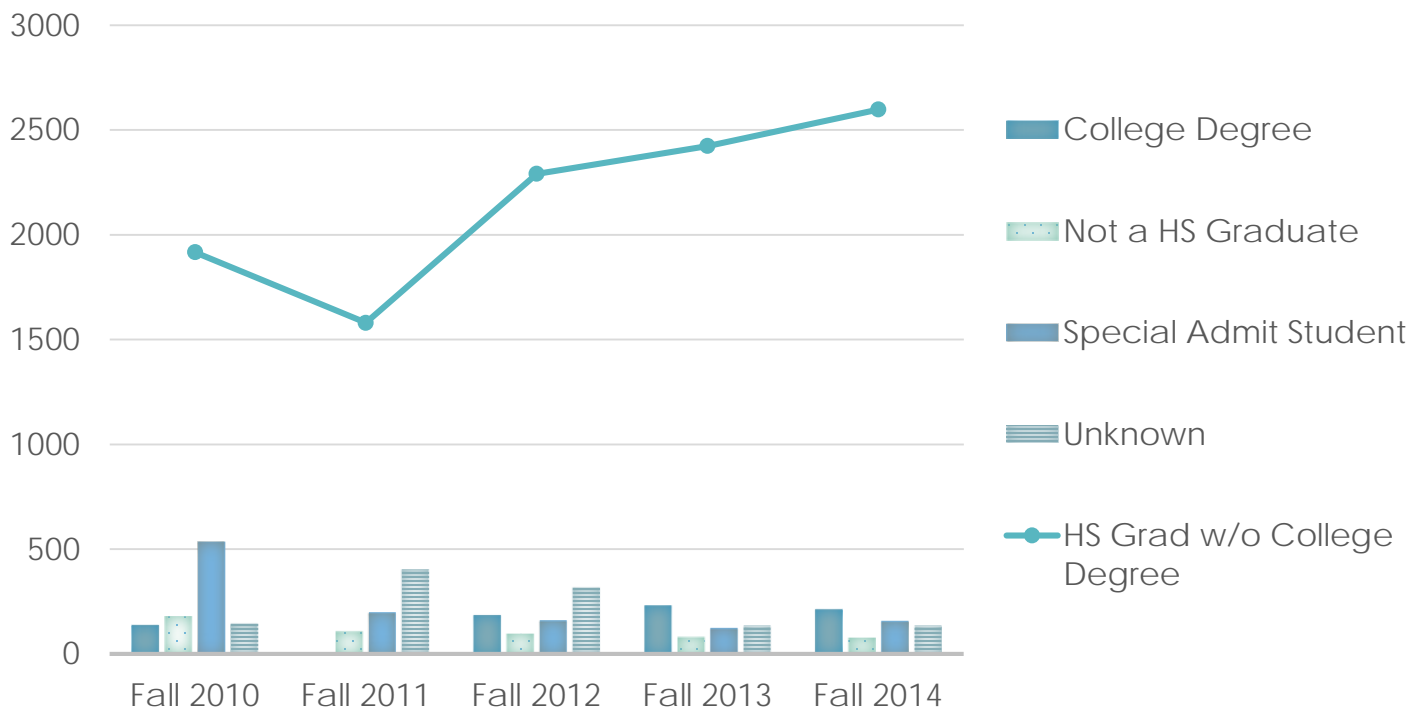
	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5 Yr. Chg.	5 Yr. Avg.
First-Time Student	522	17.9%	521	22.8%	608	19.9%	526	17.6%	540	17.0%	3.4%	19.0%
First-Time Transfer	232	7.9%	193	8.4%	375	12.3%	403	13.5%	433	13.6%	86.6%	11.1%
Returning Student	327	11.2%	236	10.3%	310	10.2%	328	10.9%	339	10.7%	3.7%	10.7%
Continuing Student	1292	44.3%	1138	49.7%	1596	52.3%	1615	53.9%	1713	53.8%	32.6%	50.8%
Special Admit	546	18.7%	201	8.8%	162	5.3%	124	4.1%	158	5.0%	-71.1%	8.4%
Total	2919	100%	2289	100%	3051	100%	2996	100%	3183	100%	9.0%	100.0%

*Source: CCCCCO Data Mart

Student Headcount by Enrollment Status

Continuing students comprised half of the student body at 50.8% on average over the past five fall terms while 19% were first-time students. Continuing students have increased 32.6% between fall 2010 and fall 2014 while first-time students have remained steady. First-time transfer students have increased 86.6% over the five year period, but still only make up 11.1% of the student population. The largest decline was seen in the special admit student enrollment with a 71.1% decrease over the past five fall terms.

Headcount by Education Status



	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5 Yr. Change	5 Yr. Average
College Degree	139	4.8%	0	0.0%	186	6.1%	232	7.7%	213	6.7%	53.2%	154
HS Grad w/o College Degree	1917	65.7%	1580	69.0%	2291	75.1%	2424	80.9%	2598	81.6%	35.5%	2162
Not a HS Graduate	180	6.2%	107	4.7%	95	3.1%	81	2.7%	78	2.5%	-56.7%	108
Special Admit Student	536	18.4%	200	8.7%	162	5.3%	124	4.1%	158	5.0%	-70.5%	236
Unknown	147	5.0%	402	17.6%	317	10.4%	135	4.5%	136	4.3%	-7.5%	227
Total	2919	100%	2289	100%	3051	100%	2996	100%	3183	100%	9.00%	2287

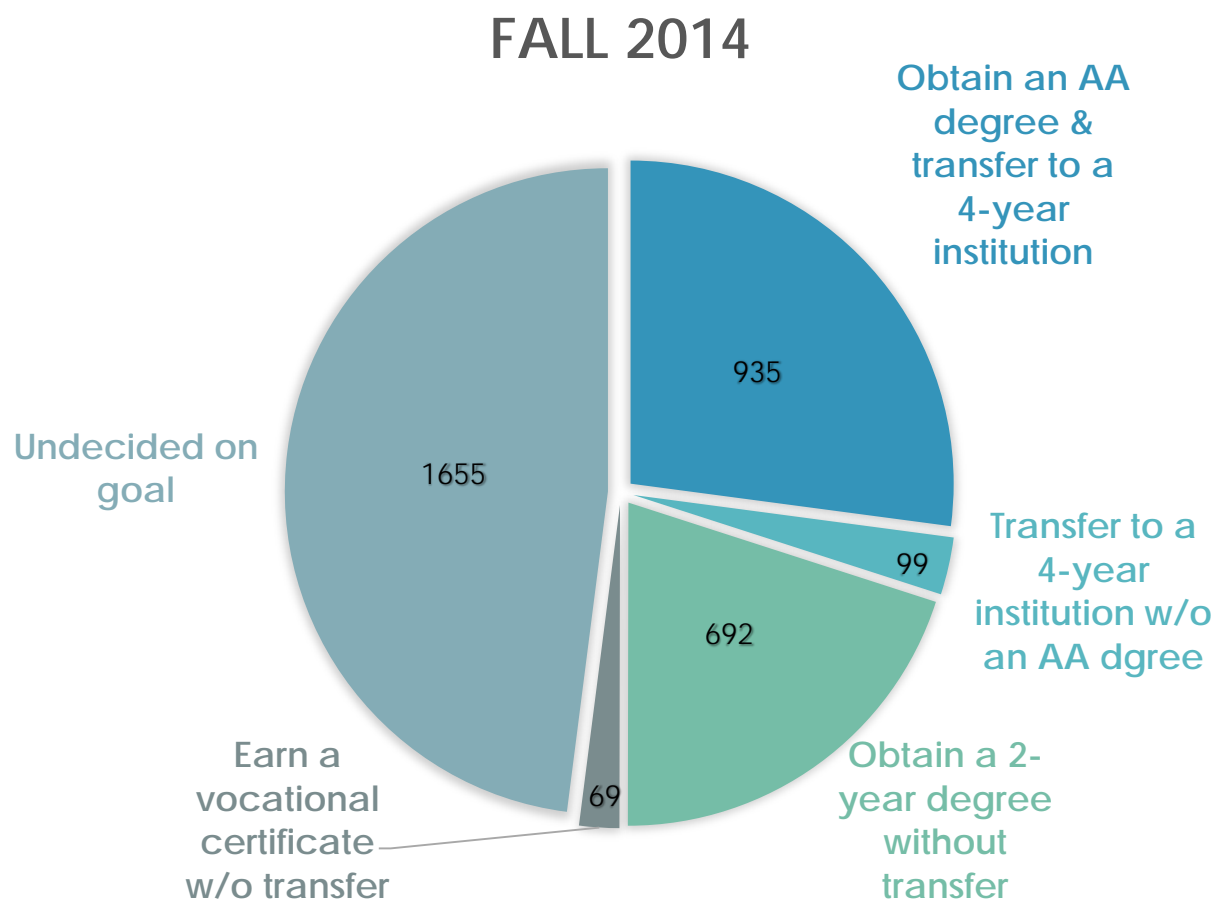
*Source: CCCC Data Mart

Student Headcount by Education Status

The majority of students enrolling at BCC over the past five fall semesters, 74.5% on average, were high school graduates without a college degree. This population increased 35.5% between fall 2010 and fall 2014. During this same time period, the number of students who already had a college degree increased 53.2%. Both the number of students who had no high school education and the number of special admit students (dual enrollment) decreased significantly over the past five fall semesters at 56.7% and 70.5% respectively.

Headcount by Educational Goal

With the Student Success changes recently implemented by the Chancellor's Office, selecting an educational goal became a requirement for students at various points throughout their education. An initial goal is chosen at the time the students applies to attend BCC followed by an informed goal chosen after the student participates in the matriculation process. There are 14 goals available to chose from; the chart below displays the five most frequently chosen informed goals by BCC students in fall 2014.



*Source: CCCC MIS Referential Data

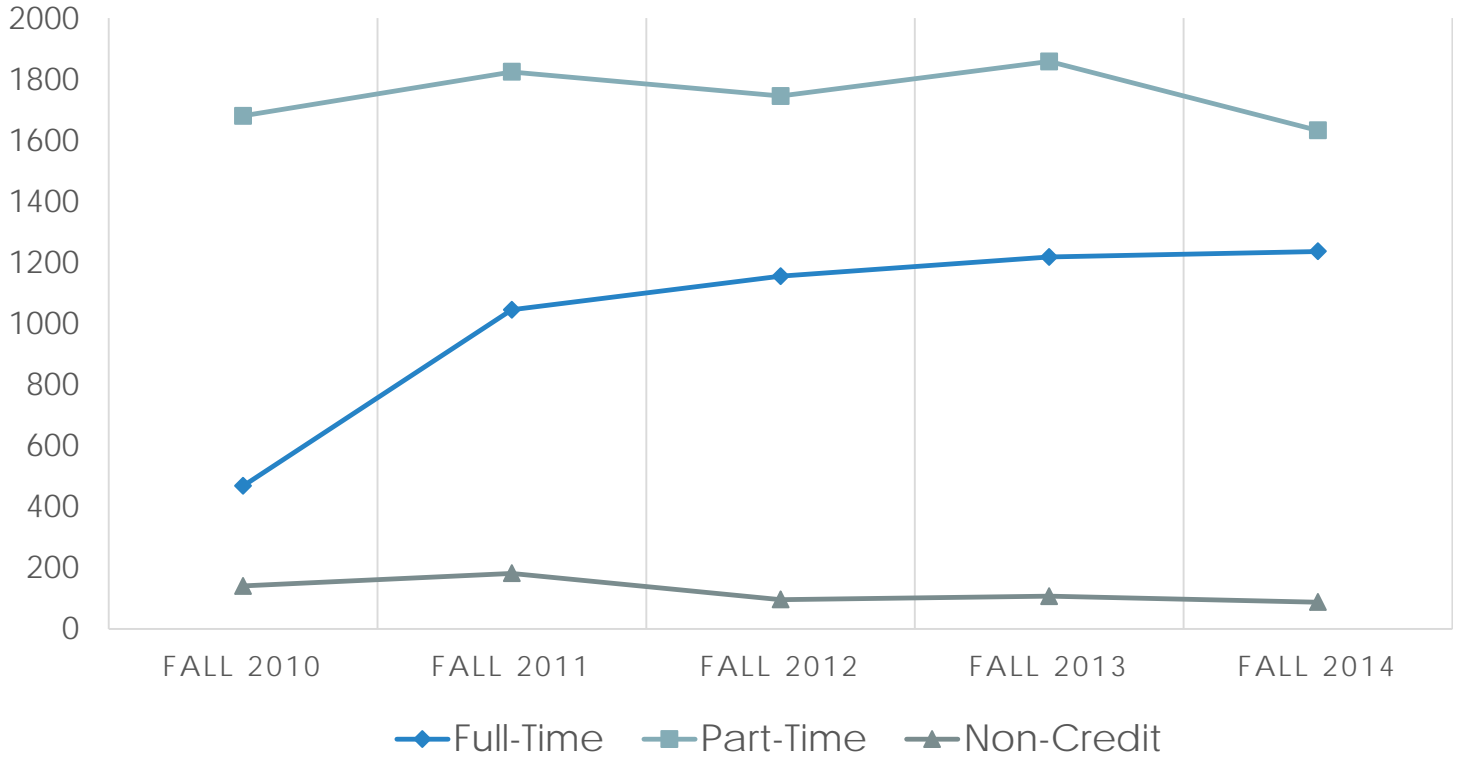
The following table displays the informed educational goals chosen by all students during the past five fall terms.

Headcount by Educational Goal (cont.)

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Obtain an AA degree & transfer to a 4-year institution	553	10.8%	736	20.6%	614	18.0%	467	13.8%	935	25.9%
Transfer to a 4-year institution w/o an AA degree	36	0.7%	39	1.1%	34	1.0%	22	0.7%	99	2.7%
Obtain a 2-year AA degree w/o transfer	313	6.1%	370	10.3%	397	11.7%	369	10.9%	692	19.2%
Obtain a 2-year vocational degree w/o transfer	130	2.5%	184	5.1%	135	3.9%	96	2.8%	0	0%
Earn a vocational cert. w/o transfer	64	1.3%	63	1.8%	41	1.2%	17	0.5%	69	1.9%
Discover/formulate career interests, plans, goals	37	.72%	70	1.9%	82	2.4%	114	3.4%	6	0.2%
Prepare for a new career	32	0.6%	57	1.6%	53	1.6%	137	4.1%	32	0.9%
Advance in current job/career	9	0.2%	32	0.9%	23	0.7%	7	0.2%	4	0.1%
Maintain certificate or license	7	0.1%	16	0.5%	22	0.7%	7	0.2%	10	0.3%
Educational development	8	0.2%	26	0.7%	21	0.6%	8	0.2%	3	0%
Improve basic skills in English, reading or math	12	0.2%	19	0.5%	17	0.5%	2	0%	22	0.6%
Complete credits for high school diploma or GED	51	1.0%	25	0.7%	51	1.5%	33	1.0%	54	1.5%
Undecided on goal	34	0.7%	21	0.6%	11	0.3%	10	0.3%	1655	45.9%
To move from noncredit coursework to credit coursework	0	0%	1	0%	1	0%	0	0%	1	0%
4-year college student taking courses to meet 4-year college reqs.	37	0.7%	44	1.2%	34	1.0%	13	0.4%	23	0.6%
Uncollected/ Unreported	3792	74.1%	1875	52.4%	1871	54.9%	2071	61.4%	0	0%
TOTAL	5115	100%	3578	100%	3407	100%	3373	100%	3605	100%

*Source: CCCC MIS Referential Data

Headcount by Unit Load



	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5 Yr. Chg.	5 Yr. Avg.
Full-Time	508	17.4%	468	20.4%	1045	34.3%	1155	38.6%	1218	38.3%	139.8%	29.8%
Part-Time	2270	77.8%	1680	73.4%	1824	59.8%	1745	58.2%	1858	58.4%	-18.1%	65.5%
Non-Credit	141	4.8%	141	6.2%	182	6.0%	96	3.2%	107	3.4%	-24.1%	4.7%
Total	2919	100.0%	2289	100.0%	3051	100.0%	2996	100.0%	3183	100.0%	9.0%	100.0%

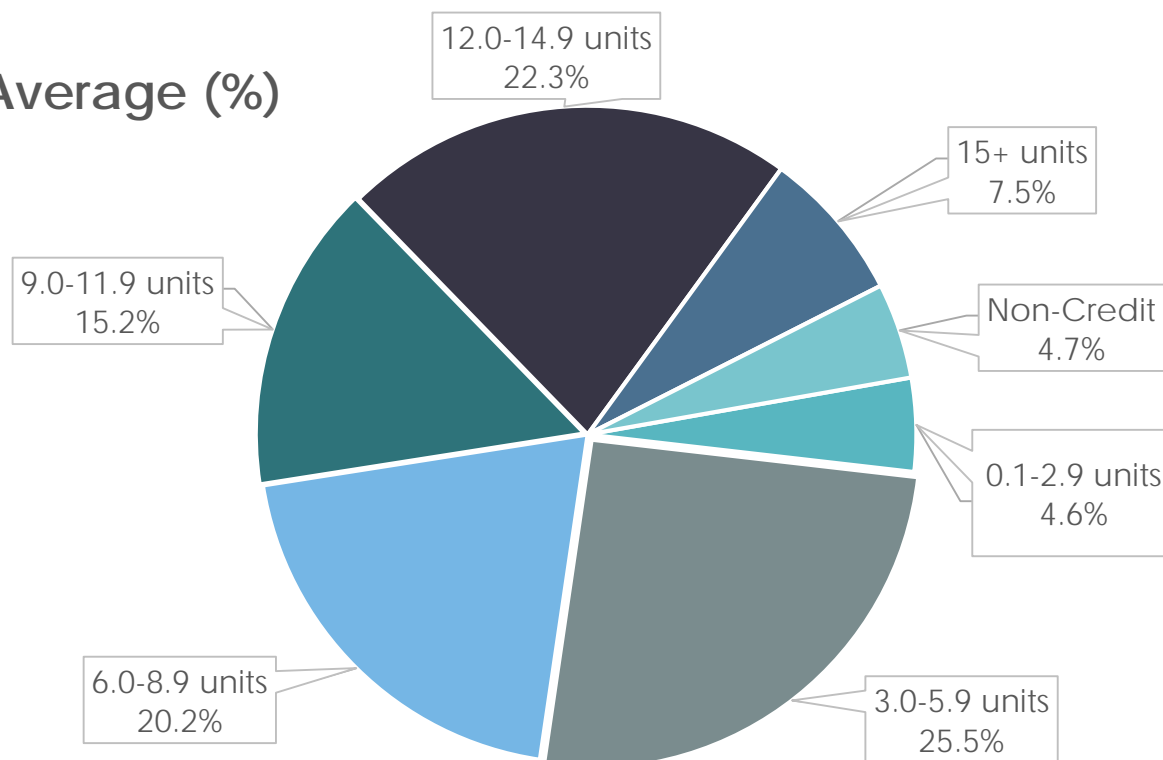
*Source: CCCC Data Mart

Student Headcount by Load

A majority of the student population, 65.5% on average, has enrolled on a part-time basis over the past five years, however, that number has decreased 18.1% during the same time period. The number of students enrolling on a full-time basis has increased drastically over the past five years, by 139.8%, slowly closing the gap between the number of part-time and full-time students. The non-credit student headcount has decreased 24.1% since fall 2010.

Headcount by Units Attempted

5 Year Average (%)



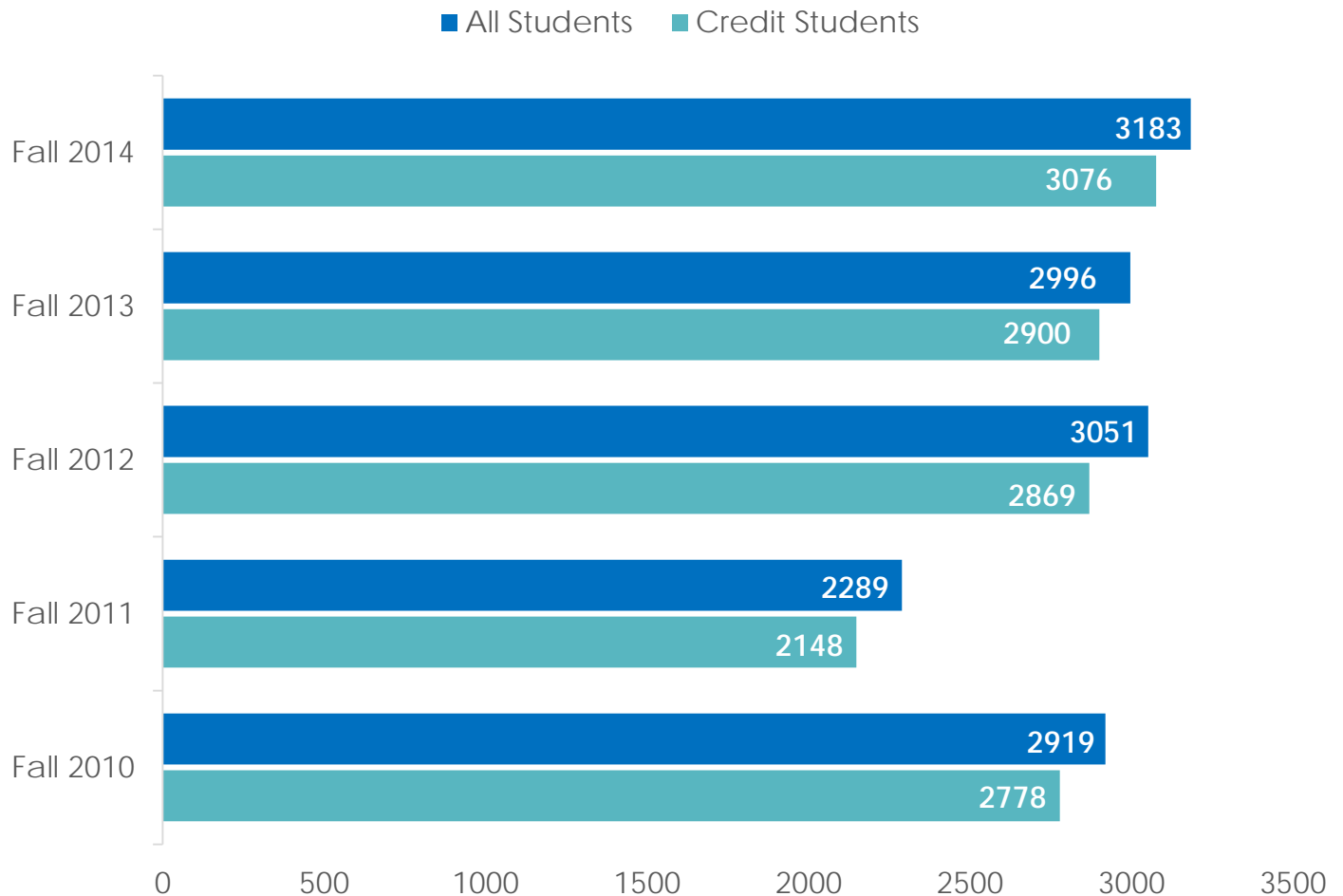
Units Attempted	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 Yr. Chg.	5 Yr. Avg.
0.1-2.9	252 8.6%	152 6.6%	107 3.5%	62 2.1%	64 2.0%	-74.6%	4.6%
3.0-5.9	999 34.2%	690 30.1%	675 22.1%	629 21.0%	644 20.2%	-35.5%	25.5%
6.0-8.9	641 22.0%	465 20.3%	578 18.9%	595 19.9%	636 20.0%	-0.8%	20.2%
9.0-11.9	378 13.0%	373 16.3%	464 15.2%	459 15.3%	514 16.1%	36.0%	15.2%
12.0-14.9	408 14.0%	387 16.9%	761 24.9%	835 27.9%	885 27.8%	116.9%	22.3%
15 +	100 3.4%	81 3.5%	284 9.3%	320 10.7%	333 10.5%	233.0%	7.5%
Non-Credit	141 4.8%	141 6.2%	182 6.0%	96 3.2%	107 3.4%	-24.1%	4.7%
Total	2919 100.0%	2289 100.0%	3051 100.0%	2996 100.0%	3183 100.0%	9.0%	100.0%

*Source: CCCC Data Mart

Student Headcount by Units Attempted

Over the past five fall terms, students attempting between 3 and 5.9 units accounted for 25.5% of the student population while students attempting 12 to 14.9 units came in at a close second at 22.3%. During this time period the number of students attempting less than 9 units has decreased while the number of students attempting 9 or more units has increased. Students attempting a full-time unit load of 12 to 14.9 and 15+ units have increased by 116.9% and 233% respectively.

Headcount as of 1st Census



*Source: CCCCCO Data Mart

Student Headcount as of 1st Census of Semester

On average, 95.3% of students were enrolled in credit courses from Fall of 2010 to Fall of 2014. The number of students enrolled in credit courses has increased every fall since fall 2011 while the total headcount followed the same trend but dipped slightly in fall 2013. Overall, the number of credit students has increased 10.7% over the past five fall terms while the number of non-credit students has decreased 24.1%.

	5 Year Change	5 Year Average
Credit	10.7%	95.3%
Non-Credit	-24.1%	4.7%
Total	9.0%	100.0%

Service Area High School Capture Rates

ACADEMIC YEAR	HIGH SCHOOL	HS	BCC	CAP
2010-11	363080 Barstow HS	260	169	65%
53%	363071 Central HS	77	37	48%
	363007 Baker HS	9	2	22%
	363027 Silver Valley HS	74	18	24%
	363119 Silver Valley Academy	3	0	0%
	363028 Calico Continuation High	4	1	25%
2011-12	363080 Barstow HS	247	110	45%
35%	363071 Central HS	92	24	26%
	363007 Baker HS	12	1	8%
	363027 Silver Valley HS	100	26	26%
	363119 Silver Valley Academy	9	0	0%
	363028 Calico Continuation High	1	1	100%
2012-13	363080 Barstow HS	272	134	49%
41%	363071 Central HS	115	39	34%
	363007 Baker HS	7	1	14%
	363027 Silver Valley HS	70	24	34%
	363119 Silver Valley Academy	26	0	0%
	363028 Calico Continuation High	3	3	100%
2013-14	363080 Barstow HS	256	123	48%
44%	363071 Central HS	75	48	64%
	363007 Baker HS	12	3	25%
	363027 Silver Valley HS	82	26	32%
	363119 Silver Valley Academy	30	0	0%
	363028 Calico Continuation High	6	3	50%
2014-15	363080 Barstow HS	293	124	42%
40%	363071 Central HS	94	28	30%
	363007 Baker HS	10	5	50%
	363027 Silver Valley HS	83	31	37%
	363119 Silver Valley Academy	18	7	39%
	363028 Calico Continuation High	4	8	200%

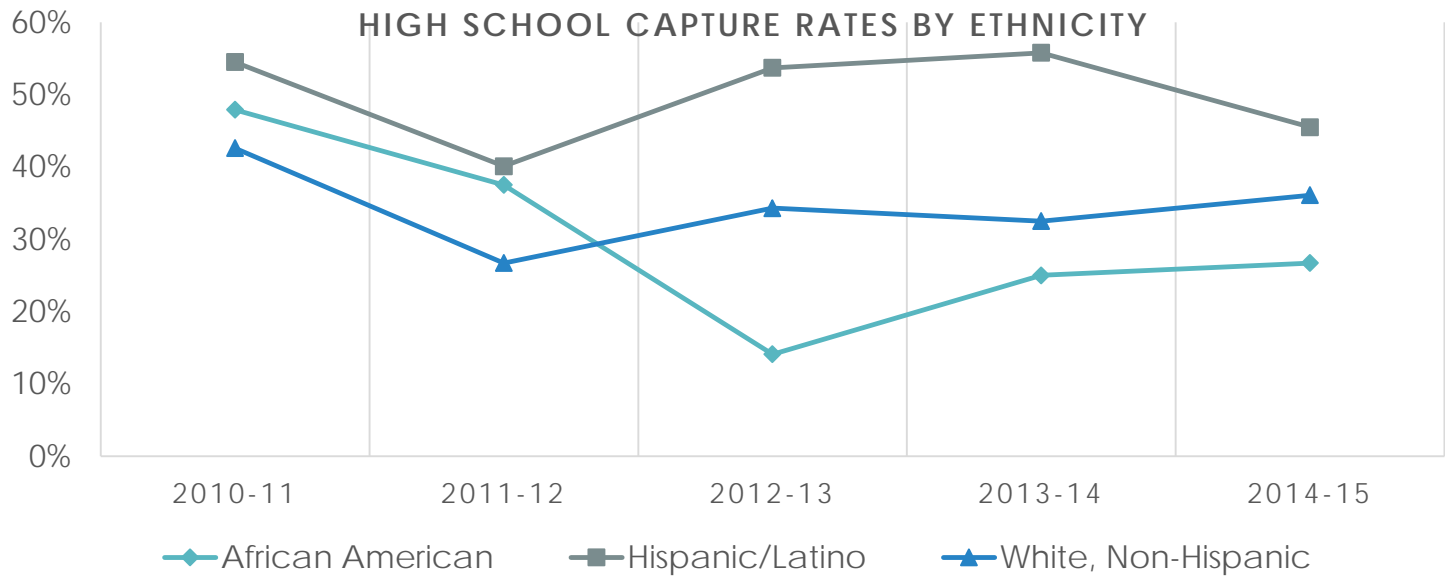
*Source: CCCC MIS Referential Data

Capture Rate (Cap%): Percentage of graduates from identified high schools who entered Barstow Community College within one year. **BCC** refers to students enrolled at BCC during the year displayed; **HS** refers to students who graduated high school the year prior.

Service Area High School Capture Rates

The percentage of high school graduates from the BCC service area who enroll at BCC within the first year of graduating has ranged from 35% to 53% between 2010-11 to 2014-15. The rate has decreased 13 percentage points since 2010-11. Barstow High School provides the largest percentage of students, up to 65% in 2010-11.

Service Area High School Capture Rates



*Source: CCCC MIS Referential Data and California Dept of Education DataQuest

	2010-11			2011-12			2012-13			2013-14			2014-15		
	BCC	HS	CAP%	BCC	HS	CAP%	BCC	HS	CAP%	BCC	HS	CAP%	BCC	HS	CAP%
African American	23	48	47.9%	21	56	37.5%	9	64	14.1%	14	56	25.0%	16	60	26.7%
American Indian/ Alaska Native	3	11	27.3%	0	9	0.0%	1	14	7.1%	1	13	7.7%	2	12	16.7%
Asian/Filipino	2	13	15.4%	1	16	6.3%	4	13	30.8%	5	13	38.5%	5	16	31.3%
Hispanic/Latino	103	189	54.5%	79	197	40.1%	116	216	53.7%	115	206	55.8%	110	242	45.5%
Multi-Ethnicity	12	4	***	11	5	***	13	9	***	17	11	***	14	13	***
Native Hawaiian/ Pacific Islander	2	7	28.6%	2	6	33.3%	0	9	0.0%	0	5	0.0%	3	12	25.0%
Unknown	16	0	***	2	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
White	66	155	42.6%	46	172	26.7%	58	169	34.3%	51	157	32.5%	53	147	36.1%

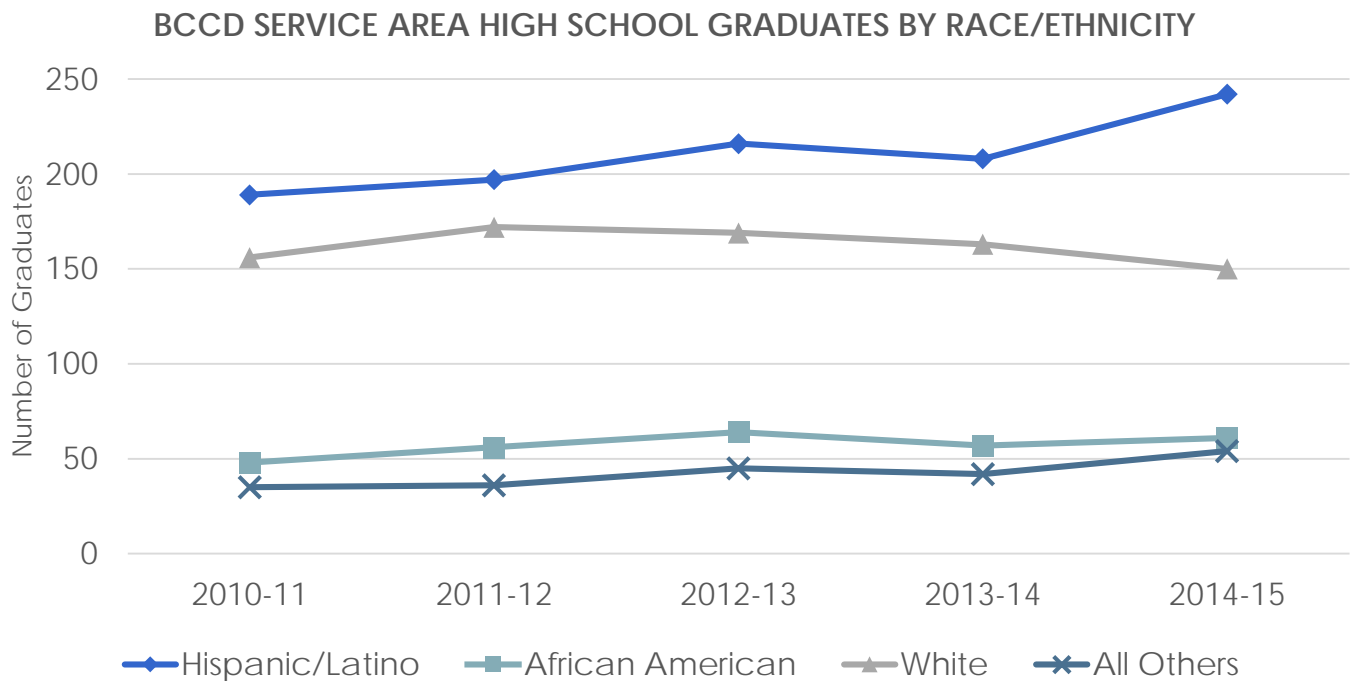
The capture rate reflects the percentage of service area high school graduates who attended BCC within one year of graduating high school. **BCC** refers to students enrolled at BCC during the year displayed; **HS** refers to students who graduated high school the year prior.

*** Capture Rate not calculated due to inconsistent race/ethnicity classification between BCC and HS.

Service Area High School Capture Rates by Ethnicity

The Hispanic/Latino population has consistently had the highest capture rate over the past five years; in 2014-15, 45.5% of this group's service area 2014 high school graduates enrolled at BCC. In comparison, 36.1% and 26.7% of White and African American students were enrolled during this same year, respectively. There has been a decrease in the capture rate for every ethnic group since 2010-11 except for the Asian/Filipino population.

Service Area High School Graduates by Race/Ethnicity



*Source: California Dept. of Education DataQuest

	African American		American Indian/ Alaska Native		Asian/ Filipino		Hispanic/ Latino		Multi-Ethnicity		Native Hawaiian/ Pacific Islander		White		ALL
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	
2010-11	48	11.2%	11	2.6%	13	3.0%	189	44.3%	4	0.9%	7	1.6%	155	36.3%	427
2011-12	56	12.1%	9	2.0%	16	3.5%	197	42.7%	5	1.1%	6	1.3%	172	37.3%	461
2012-13	64	13.0%	14	2.8%	13	2.6%	216	43.7%	9	1.8%	9	1.8%	169	34.2%	494
2013-14	56	12.1%	13	2.8%	13	2.8%	206	44.7%	11	2.4%	5	1.1%	157	34.1%	461
2014-15	60	12.0%	12	2.4%	16	3.2%	242	48.2%	13	2.6%	12	2.4%	147	29.3%	502

*Source: California Dept of Education DataQuest

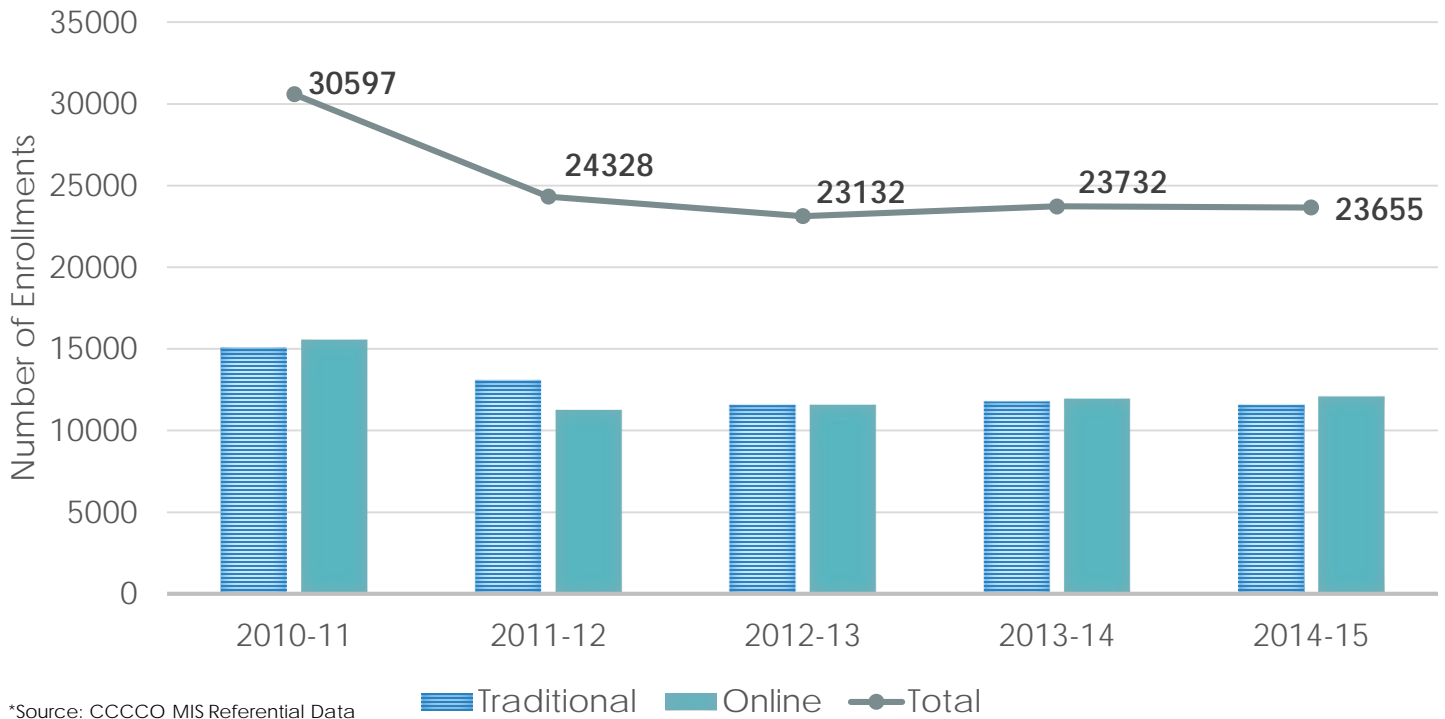
Service Area High School Graduates by Ethnicity

Over the past five years, the Barstow Community College service area graduated more students in the Hispanic/Latino ethnic group than any other, followed by students in the White ethnic group. The third highest group of graduates is African Americans. The number of graduates for all groups in the service area has increased each year since 2010-11 with the exception of 2013-14 where there was a slight dip.

Student Enrollments

Information on student enrollments (number of seats taken or duplicated student headcount) by academic year, by terms, and by course type (traditional classroom instruction or online instruction) during the last five academic years.

Annual Enrollments



	2010-11		2011-12		2012-13		2013-14		2014-15	
Traditional	15038	49.1%	13074	53.7%	11551	49.9%	11779	49.6%	11513	48.7%
Online	15559	50.9%	11254	46.3%	11581	50.1%	11953	50.4%	12142	51.3%
Total	30597	100%	24328	100%	23132	100%	23732	100%	23655	100%

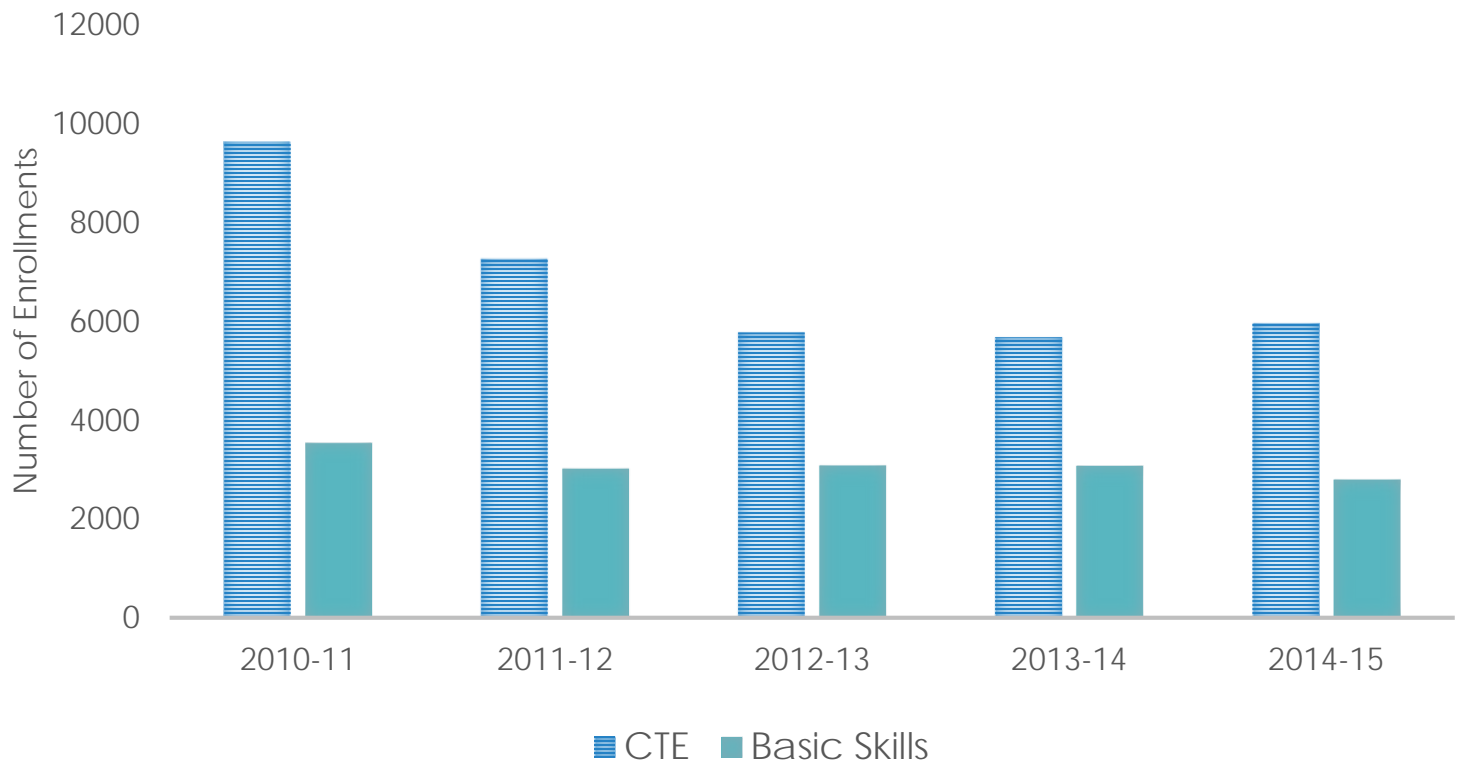
Hybrid course enrollments are included in the traditional course category

Annual Enrollments: Traditional and Online

Although the five-year average shows enrollments in traditional classes as slightly higher than online, 50.2% versus 49.8%, online enrollments have exceeded traditional enrollments every year except 2011-12. Enrollments in both methods have decreased by just over 20%; 22.7% overall in the past five years.

	5 Year Change #	5 Year Change %	5 Year Average #	5 Year Average %
Traditional	-3525	-23.4%	12591	50.2%
Online	-3417	-22.0%	12498	49.8%
Total	-6942	-22.7%	25089	100.0%

Annual Enrollments: CTE & Basic Skills



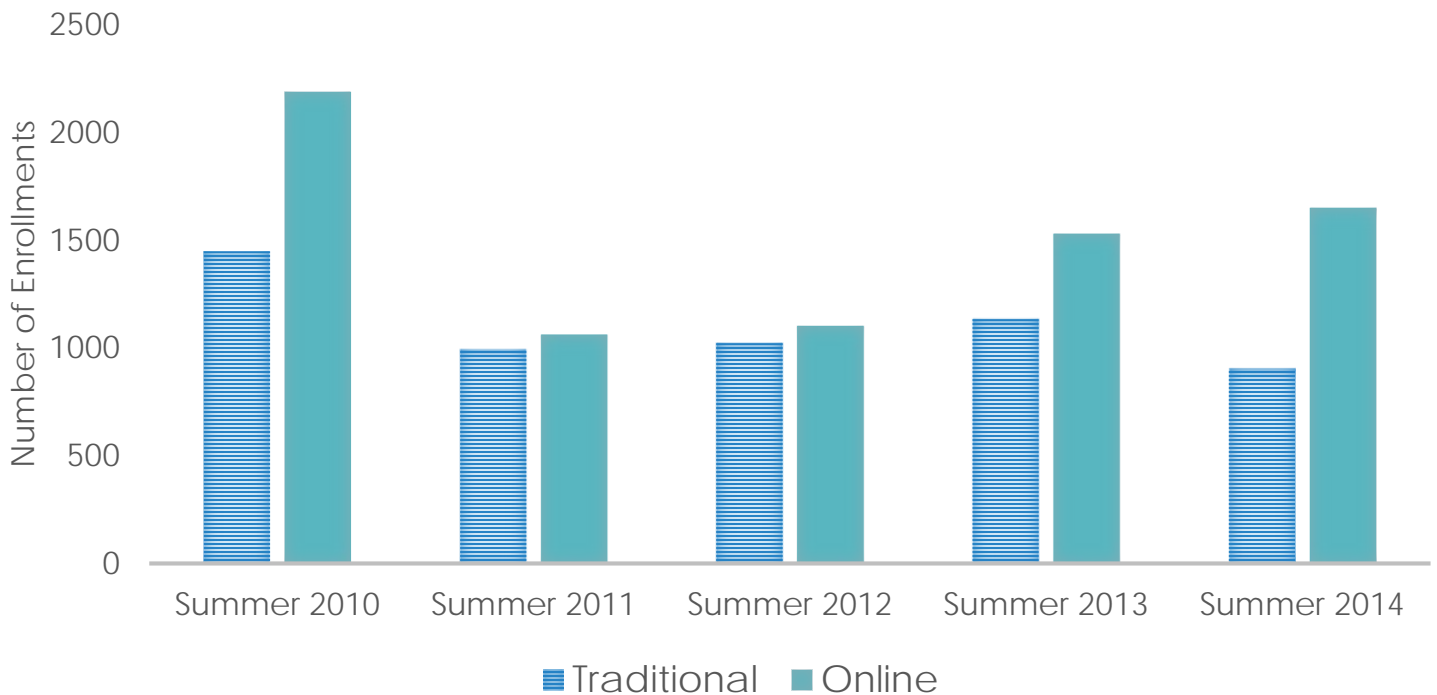
*Source: CCCCCO MIS Referential Data

	2010-11		2011-12		2012-13		2013-14		2014-15		5 Yr. Chg.	5 Yr. Avg.
CTE	9619	73.1%	7257	70.7%	5773	65.2%	5676	64.9%	5961	68.1%	-38.0%	68.4%
Basic Skills	3535	26.9%	3014	29.3%	3076	34.8%	3070	35.1%	2794	31.9%	-20.9%	31.6%
Total	13154	100%	10271	100%	8849	100%	8746	100%	8755	100%	-33.4%	100%

Annual Enrollment by Course Type

The number of enrollments in CTE courses are more than double those of Basic Skills courses; 68.4% versus 31.6% on average over the past five years. The number of enrollments in both CTE and Basic Skills courses has decreased over the past five years by 33.4%. CTE has experienced a larger decline, dropping 38.0% since 2010-11 while Basic Skills courses have experienced a 20.9% decrease.

Summer Term Enrollments



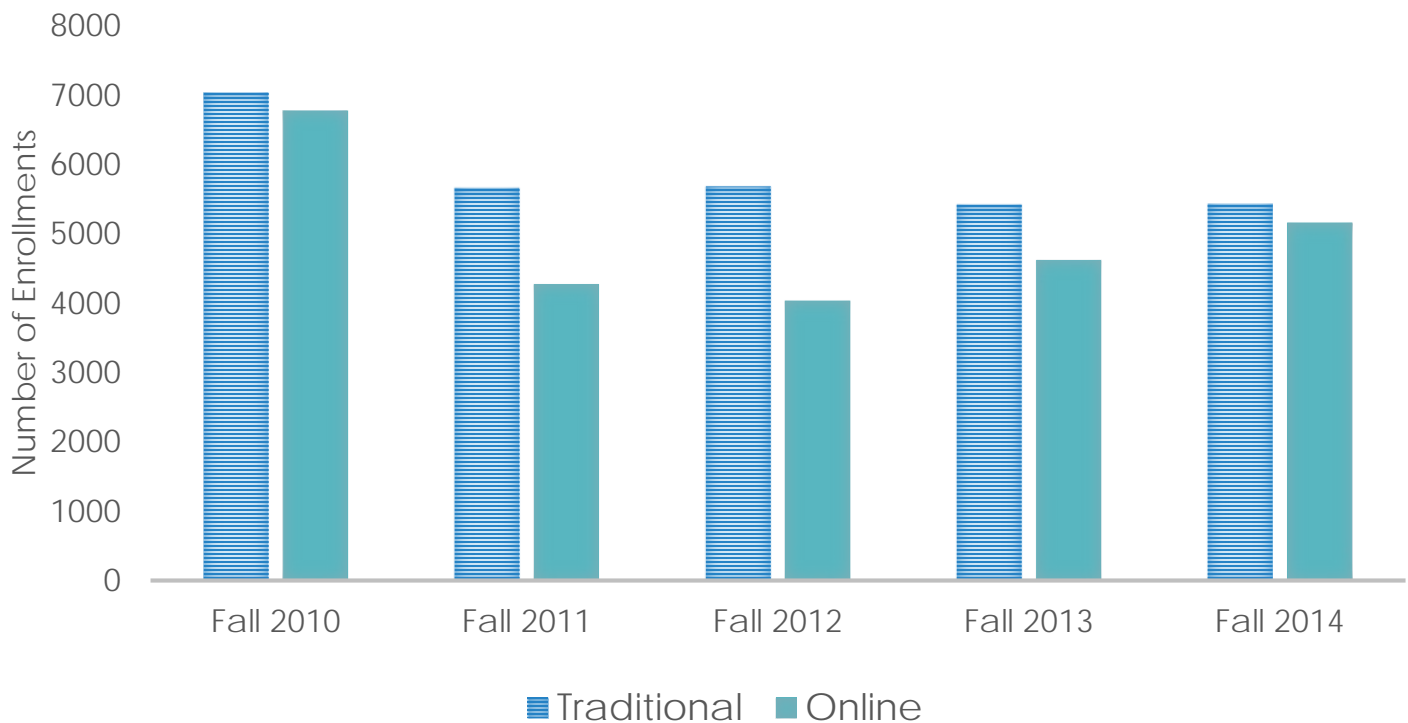
*Source: CCCCCO MIS Referential Data

	Summer 2010	Summer 2011	Summer 2012	Summer 2013	Summer 2014	5 Yr. Chg.	5 Yr. Avg.
Traditional	1448	992	1022	1133	904	-37.6%	1100
Online	2188	1063	1102	1530	1650	-24.6%	1507
Total	3636	2055	2124	2663	2554	-29.8%	2606

Summer Term Enrollments: Traditional and Online

Like fall and spring, the past five summer sessions have experienced a decline in enrollments; 29.8% overall. Traditional enrollments have decreased 37.6% since summer 2010 while online enrollments have decreased 24.6%. Online enrollments have exceeded traditional enrollments every summer, averaging 1,507 enrollments as opposed to an average of 1,100 enrollments in traditional courses. Online enrollments have experienced an upward trend since summer 2011 while traditional enrollments have fluctuated from year to year.

Fall Term Enrollments



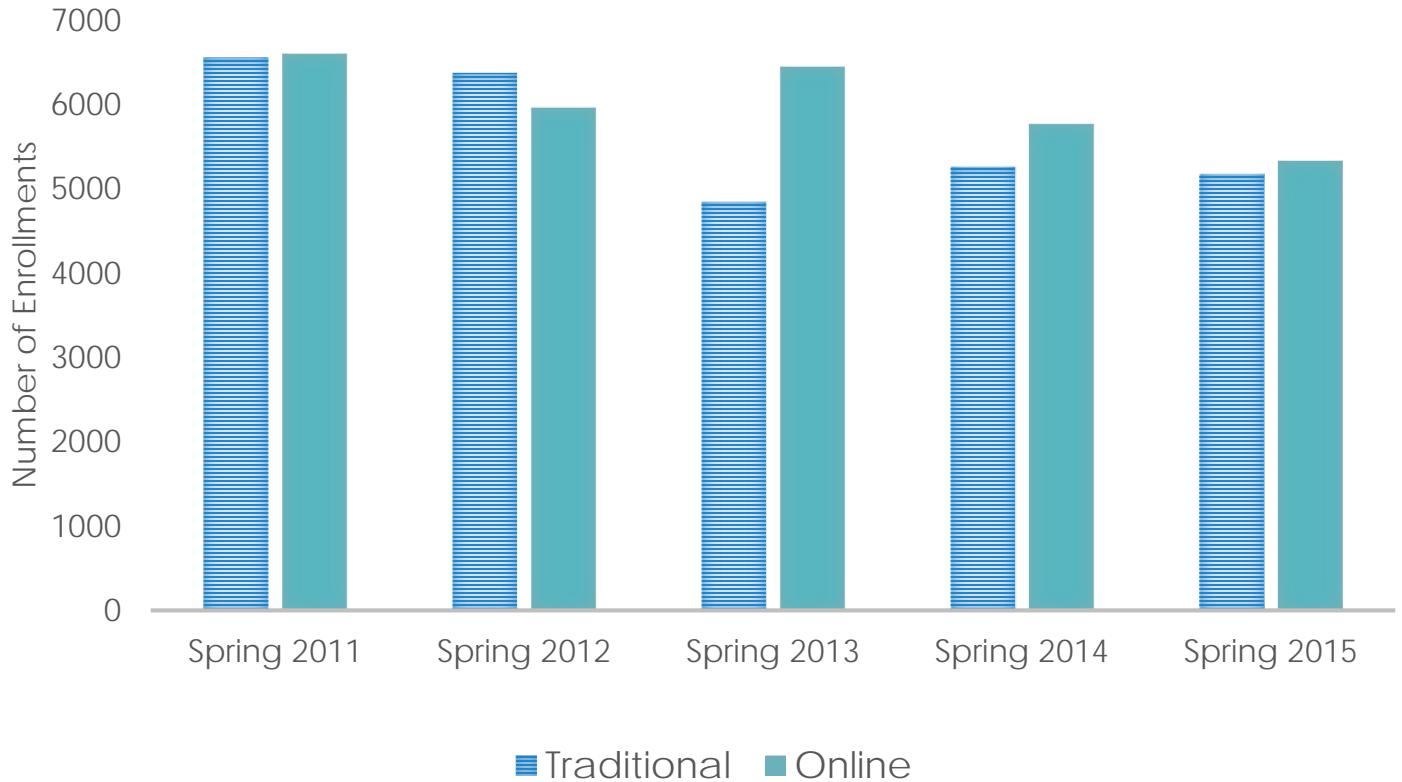
*Source: CCCC MIS Referential Data

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 Yr. Chg.	5 Yr. Avg.
Traditional	7035	5666	5684	5425	5434	-22.8%	5849
Online	6775	4277	4034	4622	5162	-23.8%	4974
Total	13810	9943	9718	10047	10596	-23.3%	10823

Fall Term Enrollments: Traditional and Online

Both traditional and online enrollments saw a decrease in the last five fall semesters; 23.3% overall. The average traditional enrollment during this time was 5,849 while online enrollment was 4,974. Although there has been a decrease since Fall 2010 for both instructional methods, traditional enrollments have fluctuated each year while online enrollments have been on an upward trend since fall 2012.

Spring Term Enrollments



	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	5 Yr. Chg.	5 Yr. Avg.
Traditional	6555	6372	4845	5259	5175	-21.1%	5641
Online	6595	5958	6445	5763	5330	-19.2%	6018
Total	13150	12330	11290	11022	10505	-20.1%	11659

Spring Term Enrollments: Traditional and Online

Unlike the last five fall semesters, the last five spring semesters had a higher number of online enrollments than traditional, on average. Like fall, both instructional methods have seen a decrease in enrollments since 2010-11; 21.1% for traditional and 19.2% for online. Enrollments in traditional courses was on a steady decline since spring 2011, saw an increase in spring 2014 and then fell again in spring 2015. Online courses have experienced a decline in enrollments since spring 2013.

Efficiency by Academic Programs 2014-15

2014-15 Academic Year	Fill Rate	Success Rate	FTEF	Efficiency
CTE	68.0%	73.5%	67.5	387
Humanities	84.0%	71.9%	35.1	482
Natural Sciences	83.0%	72.2%	28.8	464
Social Sciences	81.0%	69.9%	29.2	507
Other	40.0%	78.0%	34.0	387

*Source: CCCC MIS Referential Data & CCCC Data Mart

Fill Rate: Enrollment at Census / Section Capacity

Success Rate: Students Receiving a Grade of A, B, C, or P / Enrollment at Census

FTEF: Faculty Load per Term as derived from CCCC Referential Data Field XE03 ("Faculty Assignment FTE")

Efficiency: Weekly Student Contact Hours / Full Time Equivalent Faculty. The state standard is 525.

Efficiency by Academic Programs

The measurement of efficiency is defined as the ratio of weekly student contact hours (WSCH) for all students in class, to the faculty's full-time equivalence. In a typical section that meets three hours per week with an enrollment of 35 students, and an instructor who teaches a full-time load of 15 units, the section would achieve an efficiency of 525 – the state standard.

All BCC academic programs show an efficiency rate below 525, which may indicate a low fill-rate for many of our sections.

Online/Traditional Enrollment by Residence 2014-15

2014-15 Academic Year	Traditional		Online		All	
Residence	Enrolled	%	Enrolled	%	Enrolled	%
Barstow CC District	8117	70.5%	3892	32.1%	12009	50.8%
Barstow (92311)	6600	57.3%	2765	22.8%	9365	39.6%
Fort Irwin (92310)	867	7.5%	698	5.7%	1565	6.6%
Victor Valley	2259	19.6%	4276	35.2%	6535	27.6%
San Bernardino County	137	1.2%	861	7.1%	998	4.2%
California	282	2.4%	2241	18.5%	2523	10.7%
Nevada	55	0.5%	97	0.8%	152	0.6%
All Other	293	2.5%	397	3.3%	690	2.9%
Unknown	370	3.2%	378	3.1%	748	3.2%
All	11513	100%	12142	100%	23655	100%

Enrollments are duplicated student headcounts – counted each time a student enrolls in a course. Enrollments are counted for all courses regardless of the number of units. Counts are as of census.

*Source: CCCC MIS Referential Data

Online/Traditional Enrollment by Residence

Enrollments in online courses exceeded enrollments in traditional courses in 2014-15. The majority of traditional enrollments, 70.5%, were students who live in the Barstow Community College District service area which includes the city of Barstow, Ft. Irwin and the surrounding area. Students who reside in the Victor Valley Community College service area made up the highest percentage of online enrollments at 35.2% followed by BCC service area residents at 32.1%. Students in the remaining areas of the state of California, excluding San Bernardino County, made up 18.5% of our online enrollments.

Student Outcomes

Information on student outcomes by various performance indicators.

BCC Institution Set Standards (2014-2015)

	Institution Set Standard	Performance 2014-15	Result
Student Course Completion Rate (Item 14b)	70.0%	73.5%	Standard Met
Student Retention Percentage (Item 15b)	84.1%	90.5%	Standard Met
Student Degree Completion Rate/Count (Item 16b)	234	265	Standard Met
Student Transfer Rate/Count (Item 17b)	151	211	Standard Met
Student Certificate Completion Rate/Count (Item 18b)	7	14	Standard Met

*Source: CCCCCO MIS Referential Data

Institution Set Standards 2014-15

The minimum standards set for the five outcome metrics for 2014-15 have all been met. There is however, continuing concern regarding the low number of certificate completions. Certificate, for the purposes of the institution set standards, is defined by ACCJC as "certificate programs which qualify for financial aid, principally those which lead to gainful employment." Efforts are being made by Academic Affairs and the Academic Senate to better align the curriculum of these certificate programs to allow them to be included in the list of certificates eligible for financial aid. Efforts have also been made by Student Services to outreach to and guide students towards completion of these programs.

Student Success Scorecard

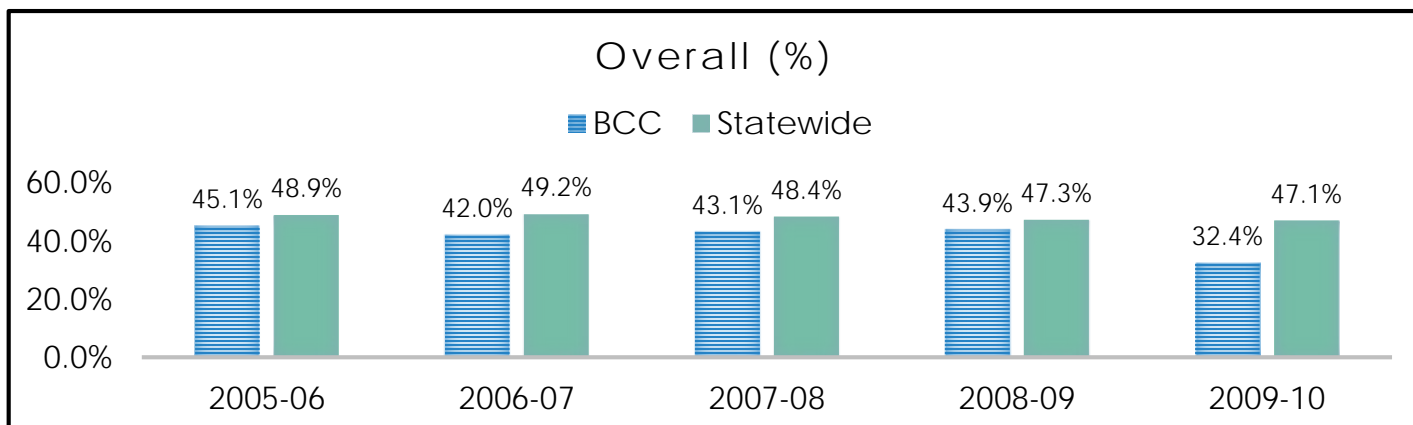
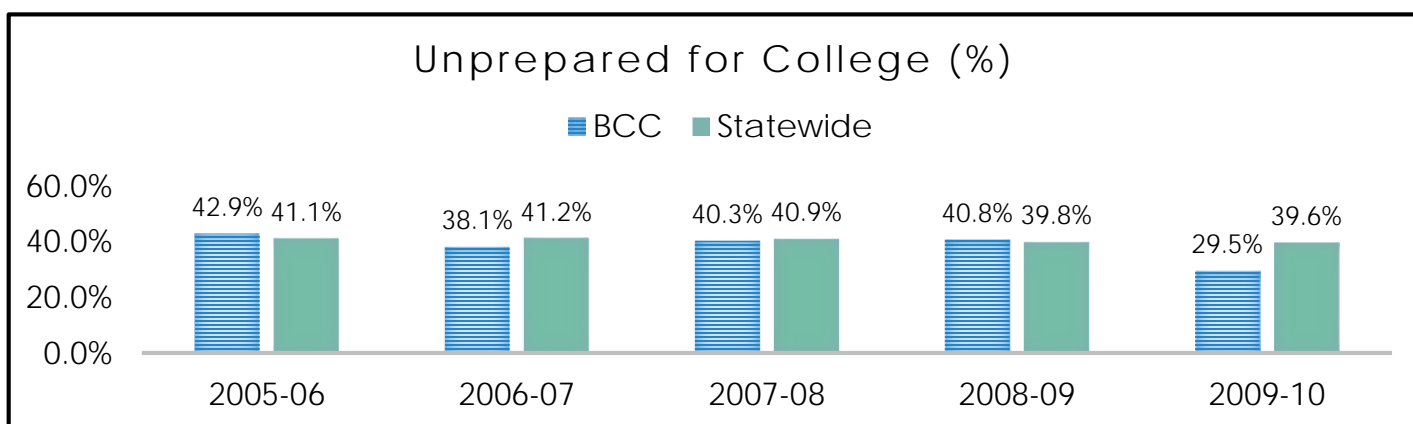
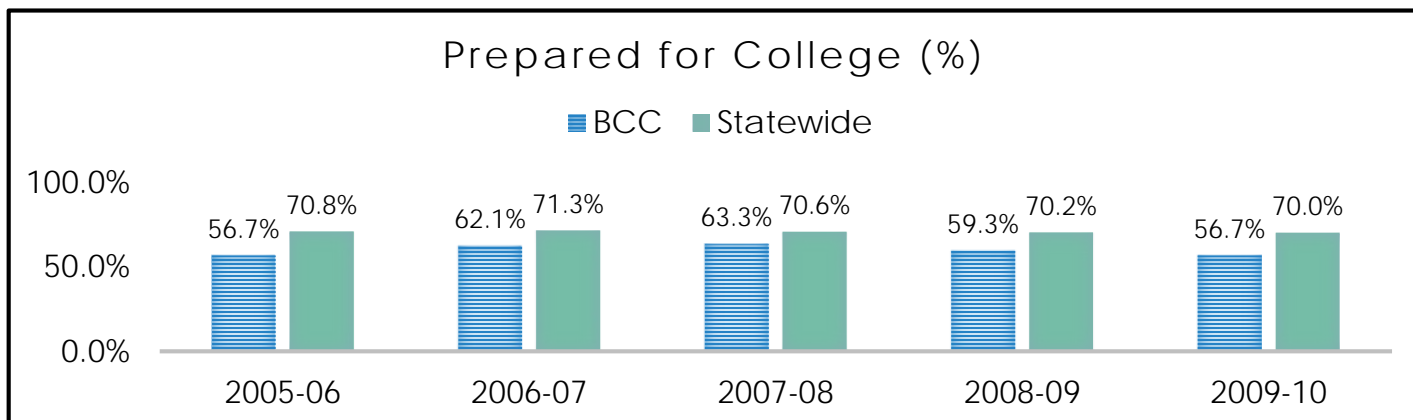
	Barstow Community College					Statewide (All California Community Colleges)				
<u>Completion Rate</u>	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10
College Prepared	56.7%	62.1%	63.3%	59.3%	56.7%	70.8%	71.3%	70.6%	70.2%	70.0%
Unprepared for College	42.9%	38.1%	40.3%	40.8%	29.5%	41.1%	41.2%	40.9%	39.8%	39.6%
Overall	45.1%	42.0%	43.1%	43.9%	32.4%	48.9%	49.2%	48.4%	47.3%	47.1%
<u>30 Units Rate</u>										
College Prepared	45.0%	51.5%	53.1%	45.7%	43.3%	69.3%	69.7%	70.1%	71.2%	73.2%
Unprepared for College	47.6%	48.7%	50.4%	53.5%	48.0%	64.7%	65.1%	65.3%	65.0%	65.8%
Overall	47.2%	49.1%	50.8%	52.2%	47.5%	65.9%	66.4%	66.5%	66.6%	67.6%
<u>Persistence Rate</u>										
College Prepared	40.0%	60.6%	53.1%	54.3%	50.7%	71.4%	72.4%	71.9%	72.8%	75.1%
Unprepared for College	55.8%	47.8%	52.5%	57.3%	52.7%	69.7%	69.6%	70.0%	71.3%	72.9%
Overall	53.3%	49.9%	52.5%	56.8%	52.5%	70.1%	70.4%	70.5%	71.7%	73.4%
<u>Remedial Rate</u>										
Math	22.8%	27.4%	27.4%	31.9%	30.2%	28.9%	30.0%	30.7%	31.0%	32.7%
English	32.1%	33.8%	32.4%	36.0%	35.8%	41.9%	42.8%	43.5%	43.4%	45.4%
ESL	20.0%	0.0%	---	---	---	25.5%	26.4%	27.2%	28.5%	28.6%
<u>Career Technical Education Rate</u>	54.4%	56.1%	49.1%	40.1%	43.5%	50.7%	51.4%	50.5%	50.0%	51.4%

*Source: CCCC Student Success Scorecard

Student Success Scorecard

Barstow Community College student cohorts from each year were tracked over a six-year period. The most recent cohort was selected in 2009-10 and monitored through 2014-15. The BCC cohorts were compared to similar cohorts Statewide in the following measures: Persistence Rate, Completion Rate, 30-Unit Rate, Remedial Rate and Career and Technical Education Rate (CTE). Barstow Community College is behind in every measure when compared to Statewide rates.

Student Success Scorecard: Completion (6-Year Cohorts)

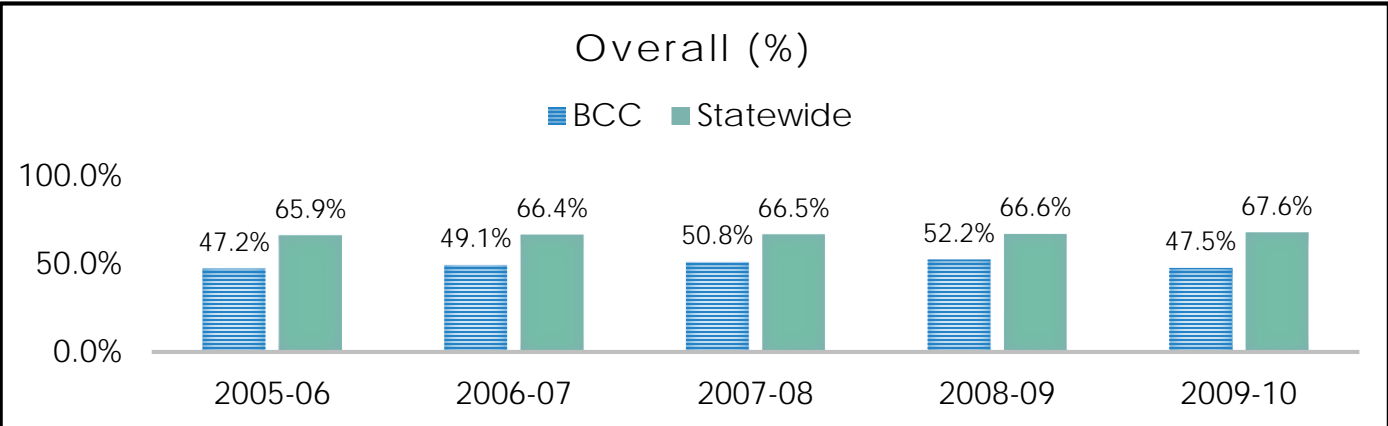
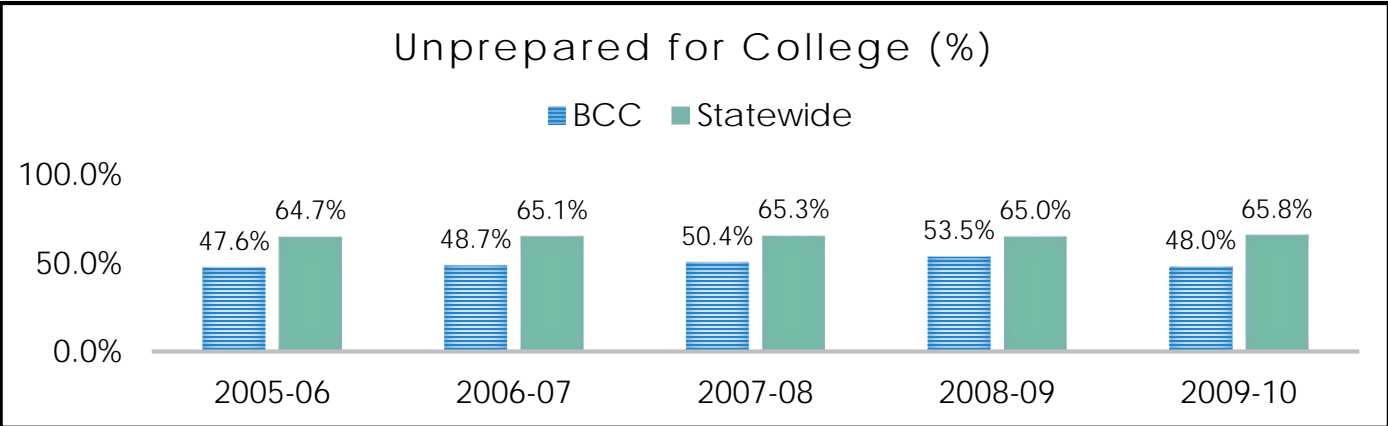
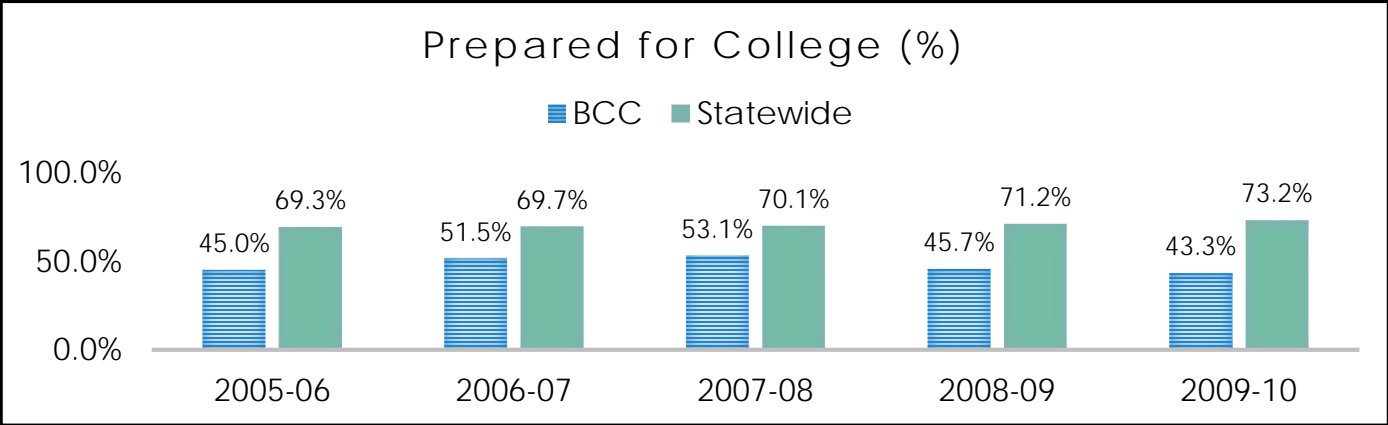


*Source: CCCC Student Success Scorecard

Student Success Scorecard – Completion Rate

The completion rates for the College Prepared cohorts fell below the Statewide Completion Rates with BCC averaging a 59.6% completion rate while the Statewide Completion Rate averaged 70.6% for the five year tracking period. The completion rates for the Unprepared for College cohorts were similar to the Statewide completion rates with BCC averaging 38.3% for the past five years while the Statewide average was 40.5%. Overall, for the past five years of the cohort tracking, BCC has a lower completion rate when compared to Statewide Completion Rates. During the years tracked, BCC's completion rate averaged 41.3% and the Statewide completion rate averaged 48.2%.

Student Success Scorecard: 30 Units (6-Year Cohorts)

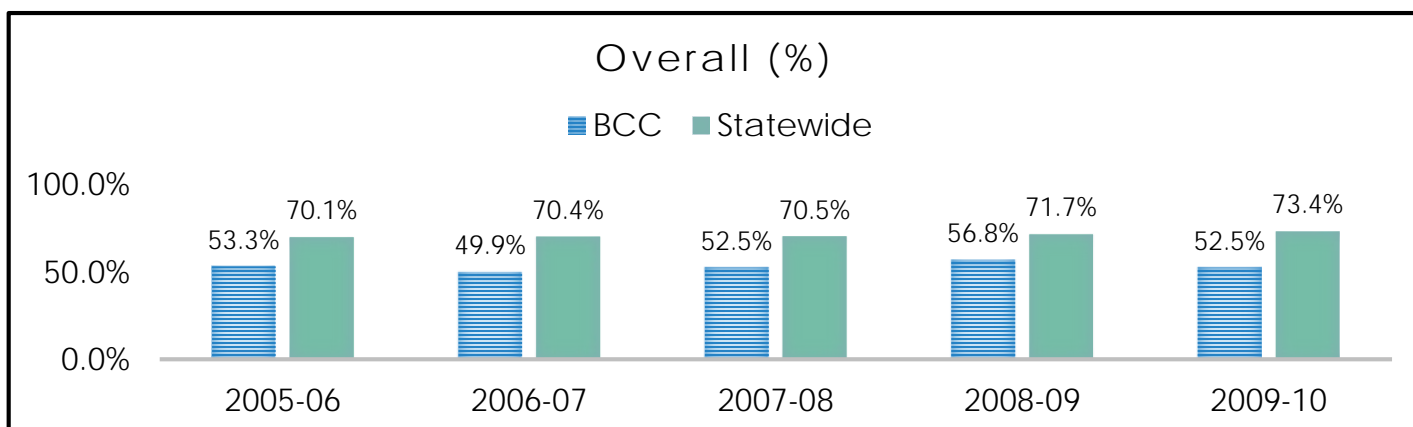
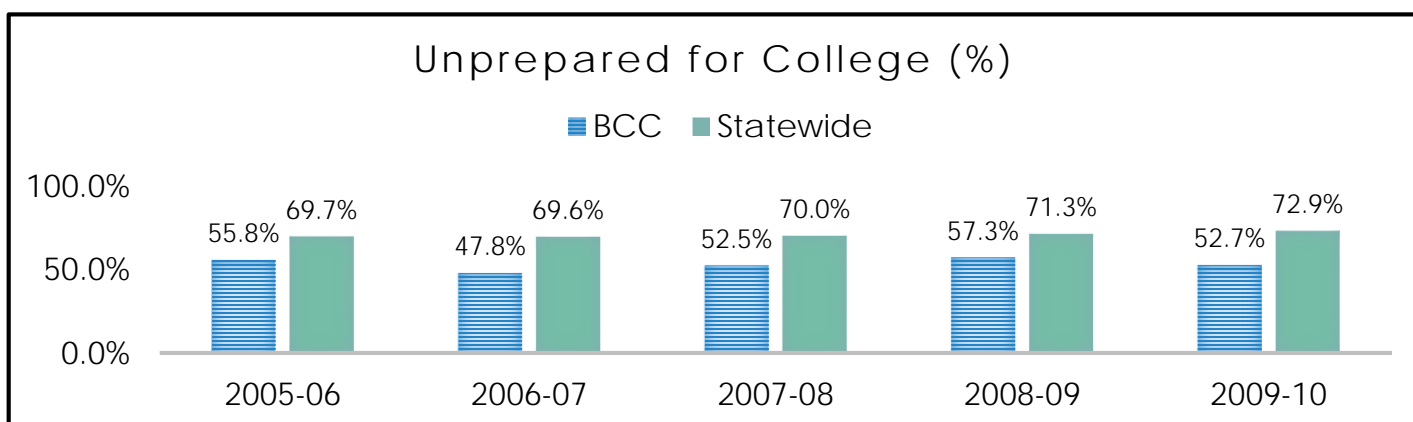
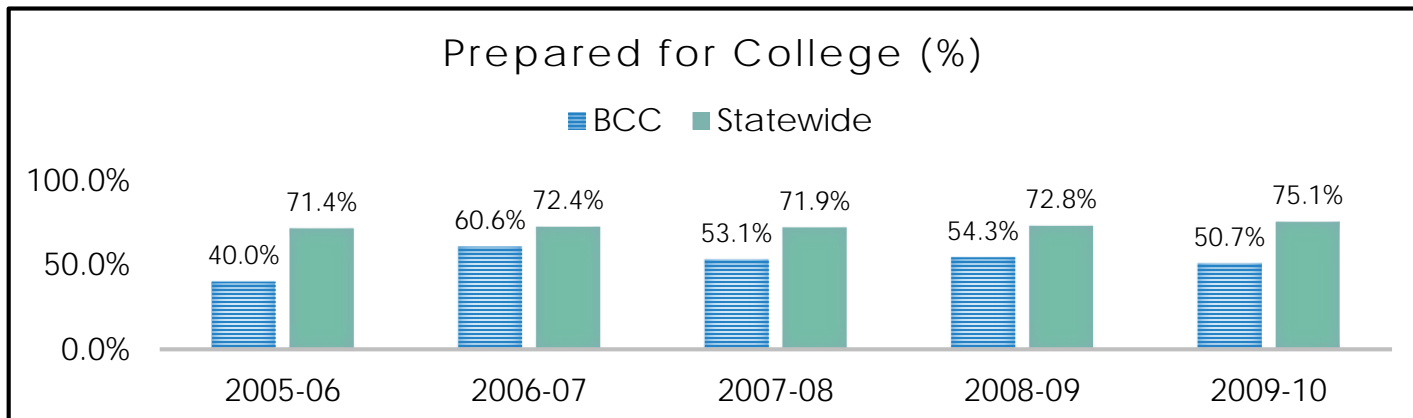


*Source: CCCCCO Student Success Scorecard

Student Success Scorecard – 30 Units Rate

The 30 Units Rate is defined as the percentage of degree, certificate or transfer students starting first time in their respective cohorts and tracked for six years who achieved at least 30 units. The 30 Unit Rates have been very consistent Statewide as well as for BCC. The five-year statewide average is 66.6% while BCC’s average is 49.4% for the five year tracking cohort. On average, based on the cohort method, of the students who come to BCC prepared for college, 47.7% earn at least 30 units within six years compared to 49.6% of those who come unprepared for college.

Student Success Scorecard: Persistence (6-Year Cohorts)

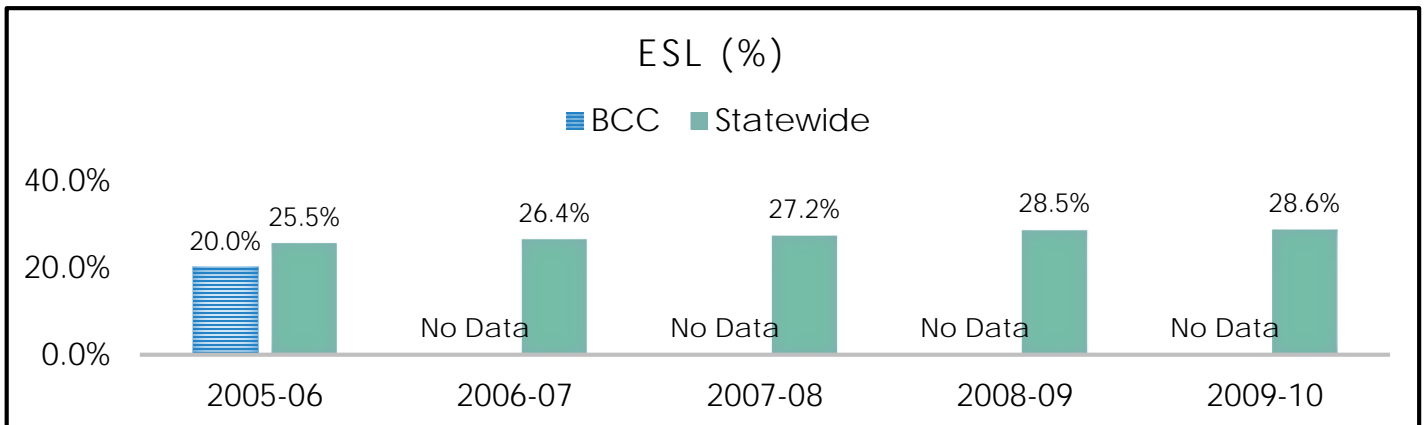
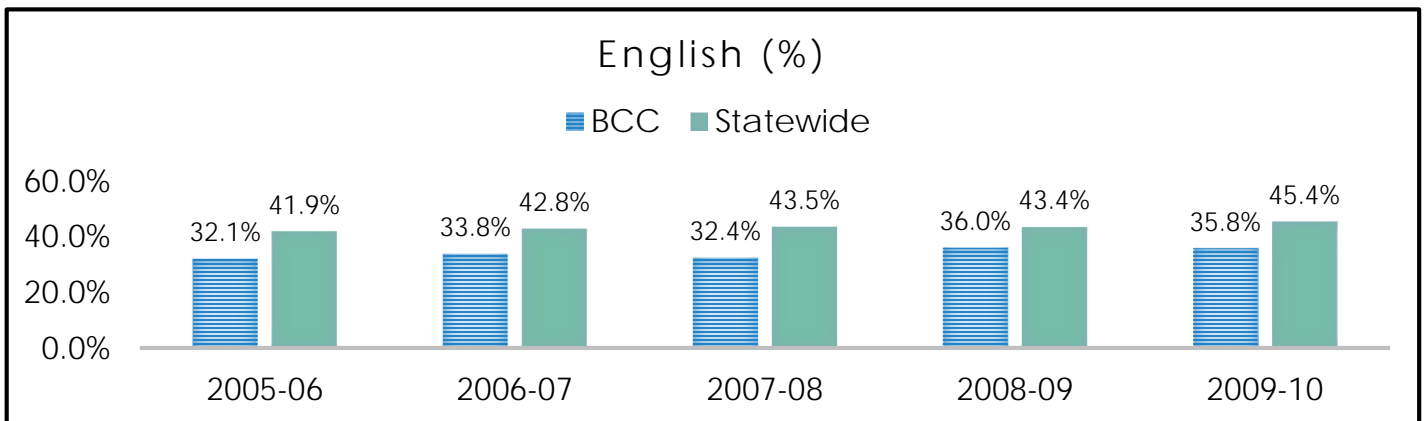
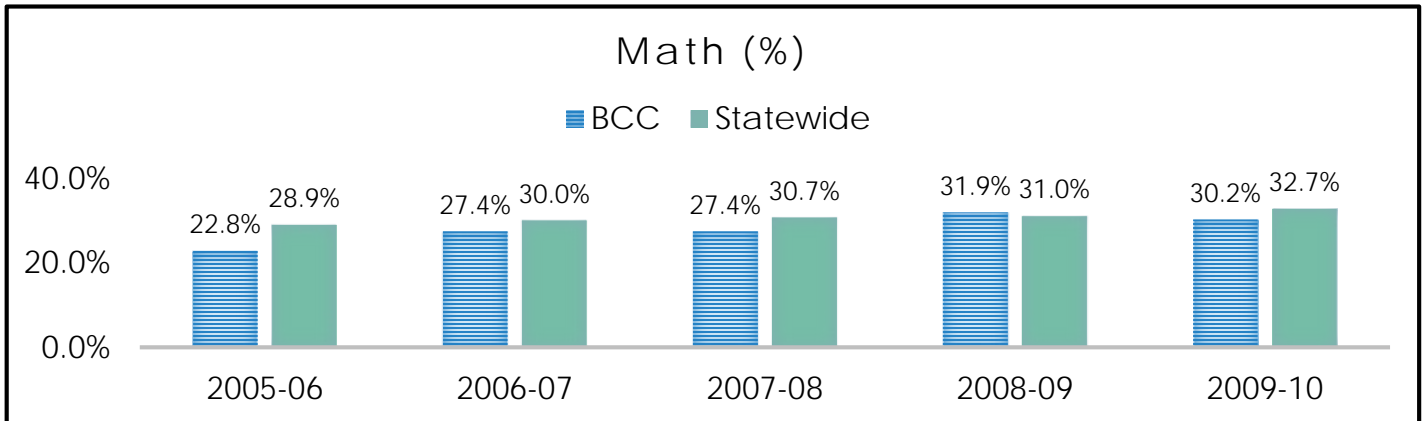


*Source: CCCC Student Success Scorecard

Student Success Scorecard – Persistence Rate

The persistence rates for BCC are consistently lower than the statewide persistence rates. This includes college prepared and unprepared cohorts for the past five tracking periods. The statewide college prepared persistence rates averaged 72.7% while BCC averaged 51.7%. Unprepared for college persistence rates averaged 70.7% statewide while BCC averaged 53.2%. Overall, statewide persistence rates averaged 71.2% while BCC averaged just 53.0% during the same tracking period. While BCC has seen an increase in college prepared persistence rates since the first cohort from 2005-06, it is still well below the statewide average.

Student Success Scorecard: Remedial (6-Year Cohorts)

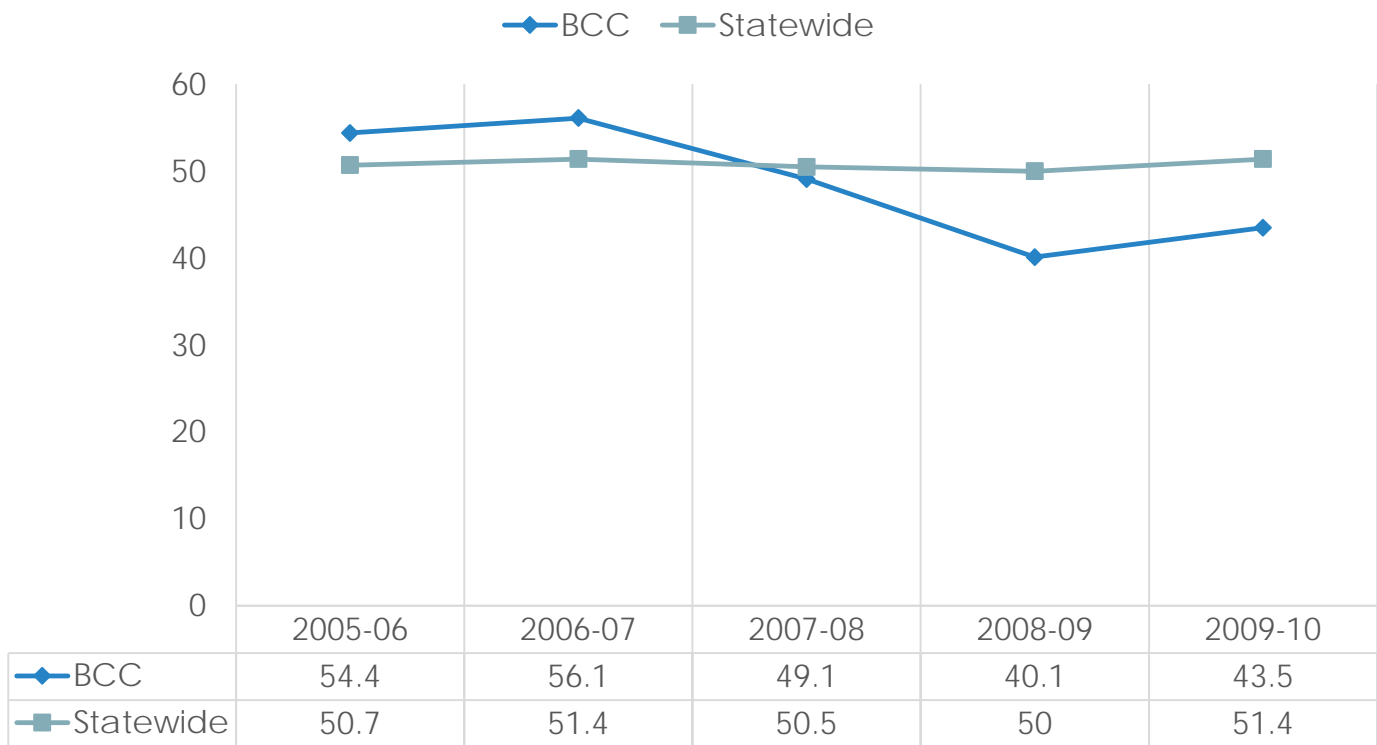


*Source: CCCC Student Success Scorecard

Student Success Scorecard – Remedial Rate

The Remedial Progress Rate is measured by the percentage of credit students who attempted a course designated at a “level below transfer” in Math, English and ESL and successfully complete a college level course in the same discipline within six years. The cohort is defined as the year the student attempts a course that is a “level below transfer.” The BCC remedial progress rate for English increased from 32.1% to 35.8% during the last five cohorts. The progress rate for Math increased from 22.8% to 30.2% during the same time period. ESL cohort data is unavailable because the cohort was less than 10 students.

Student Success Scorecard: Career & Technical Education



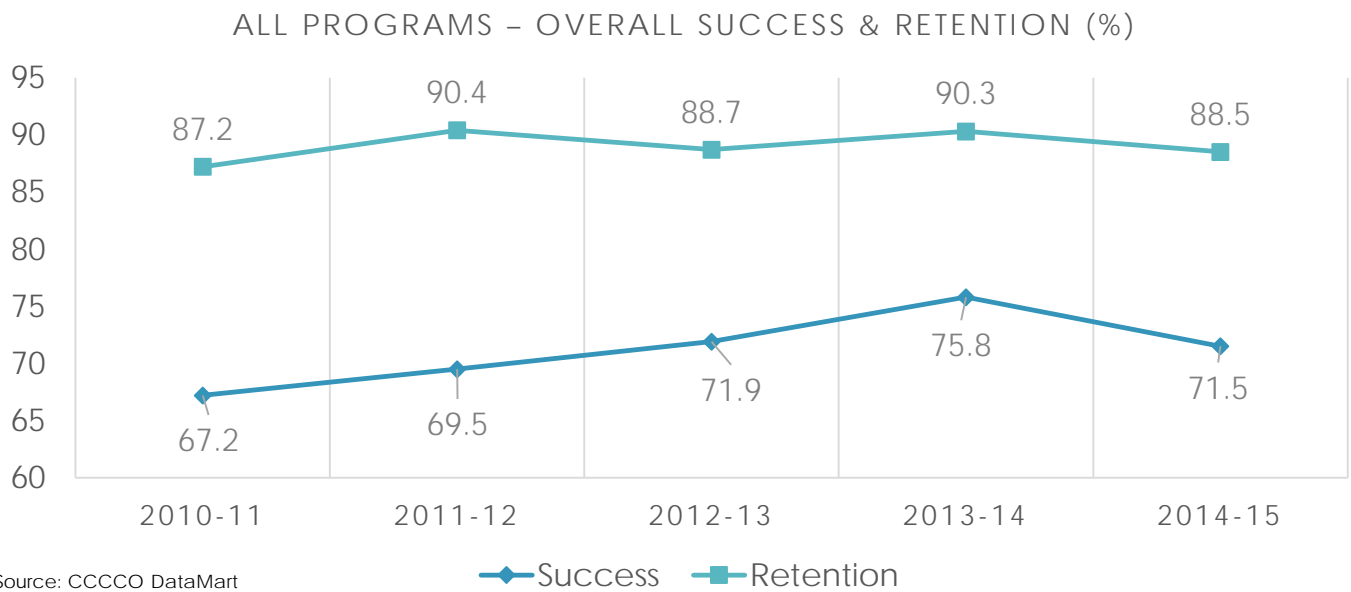
*Source: CCCC Student Success Scorecard

Student Success Scorecard – Career & Technical Education Rate

The Career and Technical Education Rate is defined as the percentage of students who attempted a CTE course for the first time and completed more than 8 units in the subsequent three years in a single discipline (as determined by the two-digit vocational TOP code) and who earned an Associates degree or Certificate, or transferred to a four-year institution, or achieved “transfer-prepared” status.

BCC has experienced a steady decline over the past five years in the CTE rate with exception of the most recent 2009-10 cohort which saw a slight increase over the previous cohort. The BCC rate was at a high in 2006-07 with a CTE rate of 56.1% and saw it’s lowest rate in 2008-09 at 40.1%. The statewide rate has stayed consistent throughout the cohort, sitting at just above 50%.

Success & Retention by Program



Success & Retention by Program

The retention rate for all programs at BCC remained fairly steady over the past five academic years. The success rate has increased steadily since 2010-11 but dropped 4.3 percentage points in 2014-15. The following pages present this information broken down by program. The list below provides information about which disciplines/subjects are included in each program.

Biological Sciences – Anatomy & Physiology, Biology (Gen), Microbiology
Business & Management – Accounting, Bus. Admin., Bus. & Comm. (Gen), Bus. Mgmt., Customer Service, Labor & Indst. Relations, Logistics & Materials Transp., Marketing & Dist.
Commercial Services – Cosmetology & Barbering
Education – Health Ed., Phys Ed., Sign Language
Engineering/Industrial Tech – Auto Tech, Construction Crafts Tech, Drafting, Electronics & Electric, Environ. Control
Family & Consumer Sciences – Child Develop/Early Care, Nutrition, Food & Culinary Arts
Fine & Applied Arts – Applied Photography, Art, Dramatic Arts, Fine Arts (Gen), Music, Photography, Technical Theater
Foreign Language – Spanish
Health – Emergency Medical Services, Health Info Tech, Health Occu. (Gen), Medical Assist., Nursing, Pharmacy Tech.
Humanities – Classics, Creative Writing, English, Philosophy, Religious Studies, Speech Comm.
Information Technology – Computer Info Sys., Computer Infra. & Support, Computer Software Develop., Info Tech (Gen), WWW Admin.
Interdisciplinary Studies – Gen Studies, General Work Exp.
Mathematics – Mathematics (Gen)
Physical Sciences – Astronomy, Chemistry (Gen), Earth Sci, Geology, Oceanography, Physical Sci (Gen), Physics (Gen)
Psychology – Other Psychology, Psychology (Gen)
Public & Protective Services – Admin. of Justice, Fire Tech, Human Services
Social Sciences – Anthropology, Economics, Ethnic Studies, History, Other Social Sciences, Poli Sci, Social Sciences (Gen), Sociology

Success & Retention by Program (cont.)

Program Success Rate	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	5-Year Avg.	5-Year Chg.
Biological Sciences	71.0%	76.6%	77.2%	78.2%	75.6%	75.7%	6.5%
Business & Management	68.7%	66.8%	60.4%	58.0%	60.9%	63.0%	-11.4%
Commercial Services	76.6%	74.1%	84.8%	82.5%	81.9%	80.0%	6.9%
Education	78.0%	76.5%	80.8%	82.7%	80.4%	79.7%	3.1%
Engineering/Industrial Technology	68.1%	67.0%	66.5%	80.6%	74.4%	71.3%	9.3%
Family & Consumer Sciences	69.8%	70.8%	70.8%	57.1%	67.7%	67.2%	3.0%
Fine & Applied Arts	75.3%	73.2%	73.1%	81.2%	81.2%	76.8%	7.8%
Foreign Language	57.7%	73.2%	87.3%	79.6%	63.7%	72.3%	10.4%
Health	84.0%	94.4%	95.0%	93.6%	94.9%	92.4%	13.0%
Humanities	64.4%	67.5%	71.1%	74.8%	70.9%	69.7%	10.1%
Information Technology	65.4%	61.4%	66.8%	64.7%	66.3%	64.9%	1.4%
Interdisciplinary Studies	63.3%	59.9%	70.2%	71.9%	75.5%	68.2%	19.3%
Mathematics	62.7%	69.4%	70.3%	74.8%	65.5%	68.5%	4.5%
Physical Sciences	54.0%	59.5%	70.2%	68.7%	75.4%	65.6%	39.6%
Psychology	70.2%	74.8%	72.5%	80.8%	70.1%	73.7%	-0.1%
Public & Protective Services	59.7%	59.4%	63.5%	74.4%	68.3%	65.1%	14.4%
Social Sciences	57.4%	64.9%	70.7%	75.7%	69.6%	67.7%	21.3%
All Programs	67.2%	69.5%	71.9%	75.8%	71.5%	71.2%	6.4%

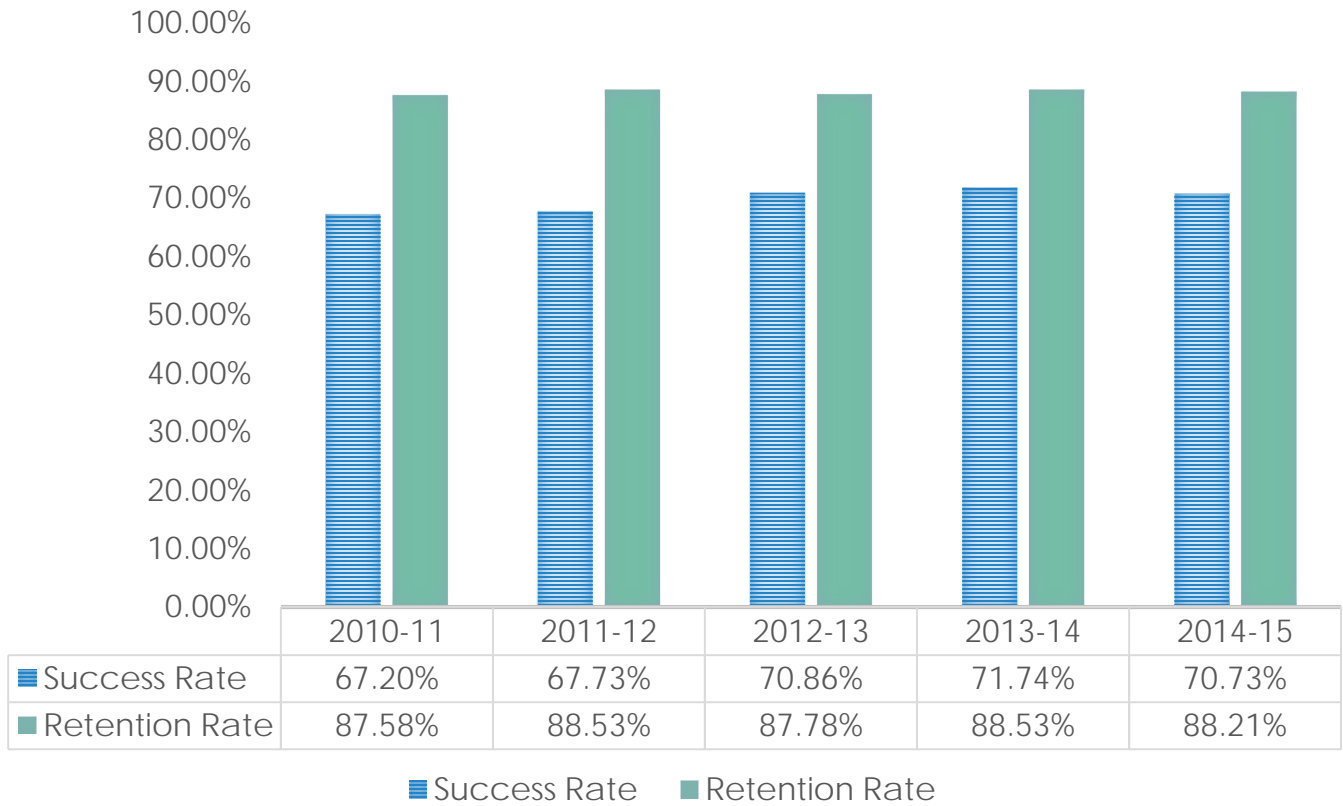
*Source: CCCCCO Data Mart

Success & Retention by Program (cont.)

Program Retention Rate%	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	5-Year Avg.	5-Year Chg.
Biological Sciences	87.9%	94.0%	93.3%	93.4%	93.0%	92.3%	5.8%
Business & Management	86.6%	88.5%	82.1%	77.6%	79.3%	82.9%	-8.2%
Commercial Services	93.4%	96.1%	94.7%	93.9%	91.7%	94.0%	-1.8%
Education	91.3%	93.4%	93.7%	93.4%	92.0%	92.8%	0.8%
Engineering/Industrial Technology	89.6%	88.9%	93.3%	93.1%	84.9%	90.0%	-5.2%
Family & Consumer Sciences	87.4%	87.0%	83.5%	75.0%	82.0%	83.0%	-6.2%
Fine & Applied Arts	88.4%	91.4%	88.8%	93.7%	93.8%	91.2%	6.1%
Foreign Languages	67.0%	75.6%	90.1%	88.2%	88.9%	82.0%	32.7%
Health	94.3%	98.3%	98.8%	97.7%	98.9%	97.6%	4.9%
Humanities	86.8%	89.1%	87.0%	90.6%	88.1%	88.3%	1.5%
Information Technology	89.9%	86.4%	85.2%	78.8%	85.6%	85.2%	-4.8%
Interdisciplinary Studies	84.5%	90.5%	89.3%	87.4%	89.8%	88.3%	6.3%
Mathematics	85.6%	89.9%	88.2%	91.1%	87.9%	88.5%	2.7%
Physical Sciences	69.3%	81.0%	86.3%	85.1%	87.8%	81.9%	26.7%
Psychology	91.0%	89.5%	90.7%	94.4%	89.5%	91.0%	-1.6%
Public & Protective Services	82.9%	89.3%	87.4%	93.5%	90.3%	88.7%	8.9%
Social Sciences	83.5%	89.5%	88.3%	91.6%	89.5%	88.5%	7.2%
All Programs	87.2%	90.4%	88.7%	90.3%	88.5%	89.0%	1.5%

*Source: CCCC Data Mart

Annual Success & Retention: Credit Courses

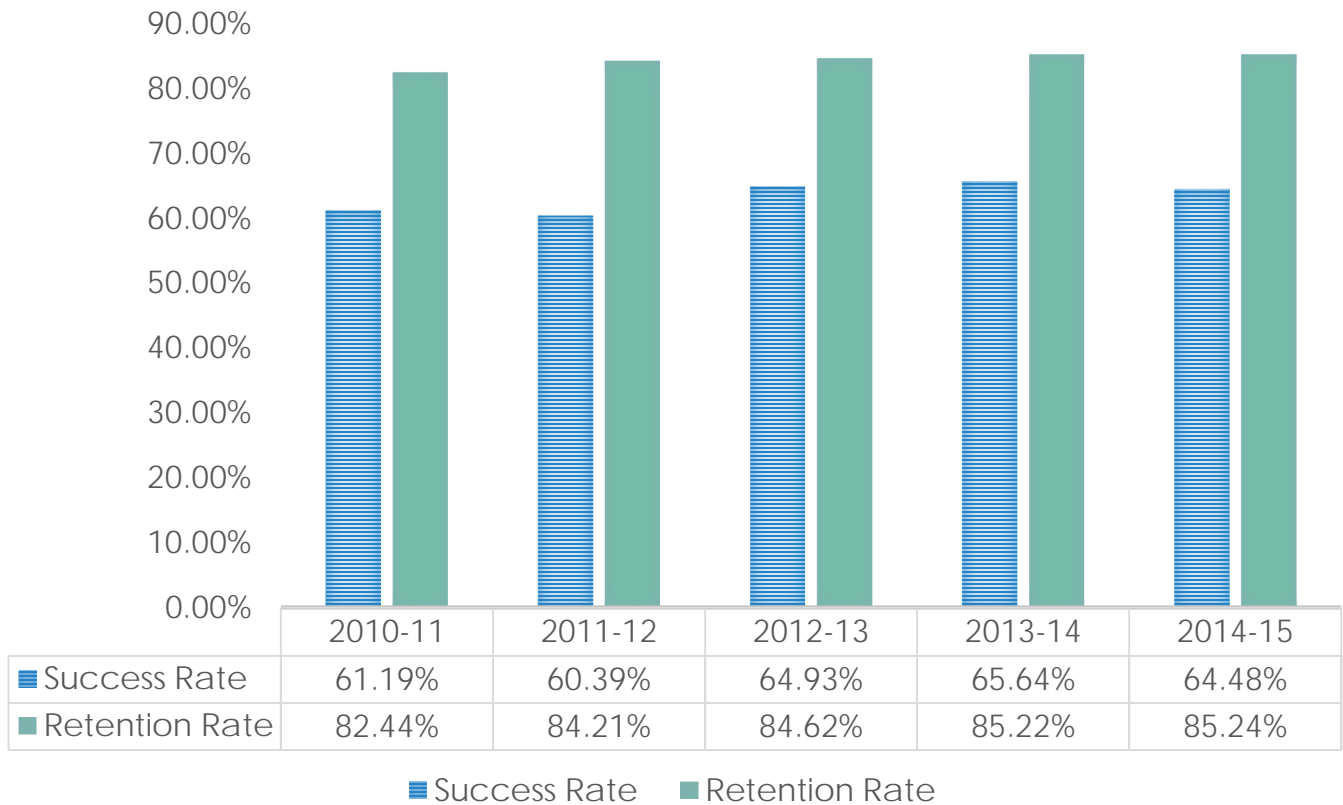


*Source: CCCC Data Mart

Annual Success and Retention Rates for Credit Courses

The success and retention rates for credit courses for the past five academic years have been relatively steady but experienced a slight dip in 2014-15. The success rate for 2014-15 was 70.73%, slightly above the five-year average of 69.52%. Likewise, the 2014-15 retention rate of 88.21% was just above the five-year average of 88.13%.

Annual Success & Retention: Online Courses



*Source: CCCC Data Mart

Annual Success and Retention Rates for Online Courses

The retention rates for online courses have experienced a steady upward trend over the past five years, increasing 2.8 percentage points since 2010-11. While the success rate has fluctuated over the past five years, there has been an overall increase since 2010-11 of 3.29 percentage points. Overall, success and retention rates for online courses are generally lower when compared to rates for all credit courses.

Annual Success & Retention: CTE Courses

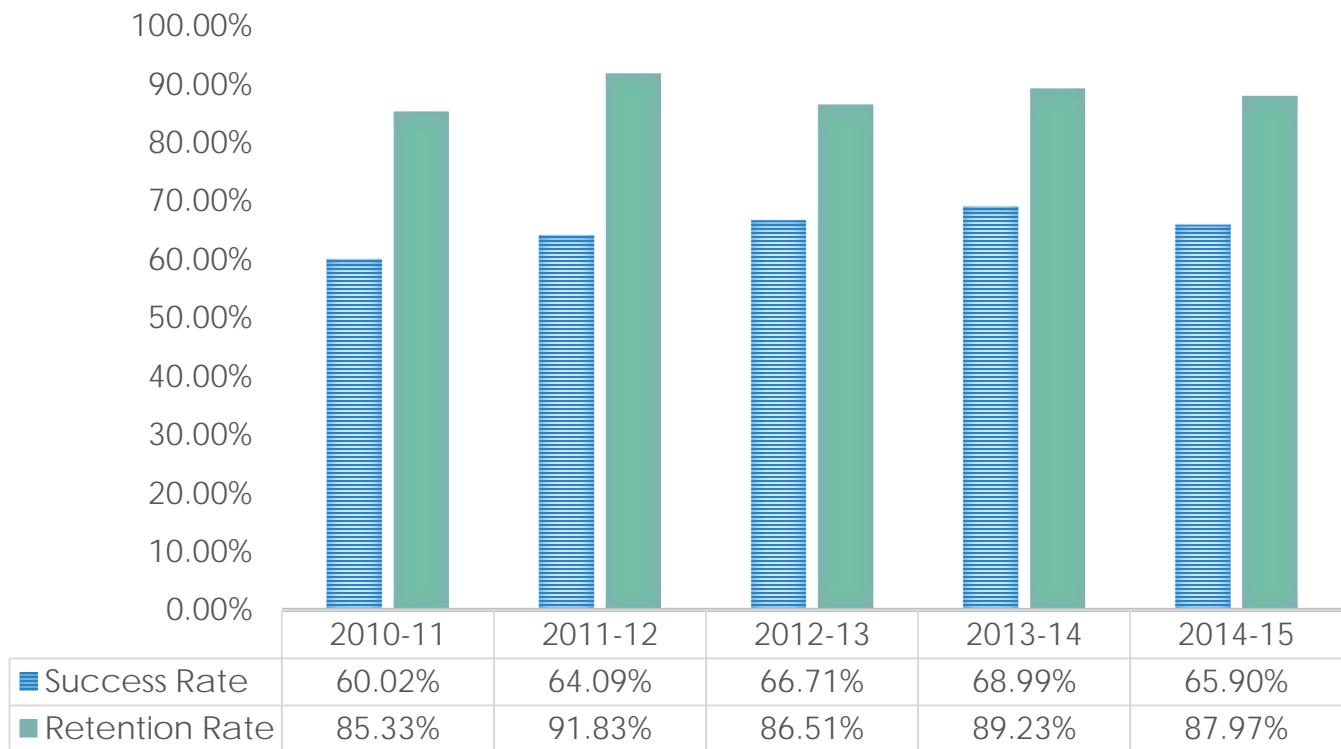


*Source: CCCCCO Data Mart

Annual Success and Retention Rates for CTE Courses

The success and retention rates for CTE courses have both decreased over the past five years. The success rate has decreased 3.8 percentage points since 2009-10 but remained the same between 2012-13 and 2013-14. The retention rate has declined annually, with the exception of 2012-13, with an overall decrease of 5.4 percentage points since 2009-10.

Annual Success & Retention: Basic Skills Courses



*Source: CCCC Data Mart

■ Success Rate ■ Retention Rate

Annual Success and Retention Rates for Basic Skills Courses

The success rate and retention rate for Basic Skills courses have both increased overall in the last five years. The success rate has increased 5.9 percentage points since 2009-10 while the retention rate has increased 2.6 percentage points. The success rate peaked in 2013-14 at 68.99% and then dropped to 65.90% in 2014-15. The retention rate has fluctuated from year to year, reaching its peak in 2011-12 at 91.8% and dropping to 87.9% in 2014-15.

Online/Traditional Course Success by Residence 2014-15

(3 or more unit courses only)

2014-15 Academic Year	Traditional			Online			All		
	Enrolled at Census	Passed	Pass Rate	Enrolled at Census	Passed	Pass Rate	Enrolled at Census	Passed	Pass Rate
RESIDENCE									
BCC District	6239	3714	59.5%	3704	1790	48.3%	9943	5504	55.4%
Barstow (92311)	5088	2886	56.7%	2623	1223	46.6%	7711	4109	53.3%
Fort Irwin (92310)	655	499	76.2%	681	387	56.8%	1336	886	66.3%
Victor Valley	1804	1068	59.2%	3983	1909	47.9%	5787	2977	51.4%
San Bernardino County	88	49	55.7%	841	471	56.0%	929	520	56.0%
California	197	132	67.0%	2172	1295	59.6%	2369	1427	60.2%
Nevada	22	13	59.1%	96	67	69.8%	118	80	67.8%
Unknown	282	169	59.9%	325	136	41.8%	607	305	50.2%
All Other	180	120	66.7%	385	224	58.2%	565	344	60.9%
All	8812	5265	59.7%	11506	5892	51.2%	20318	11157	54.9%

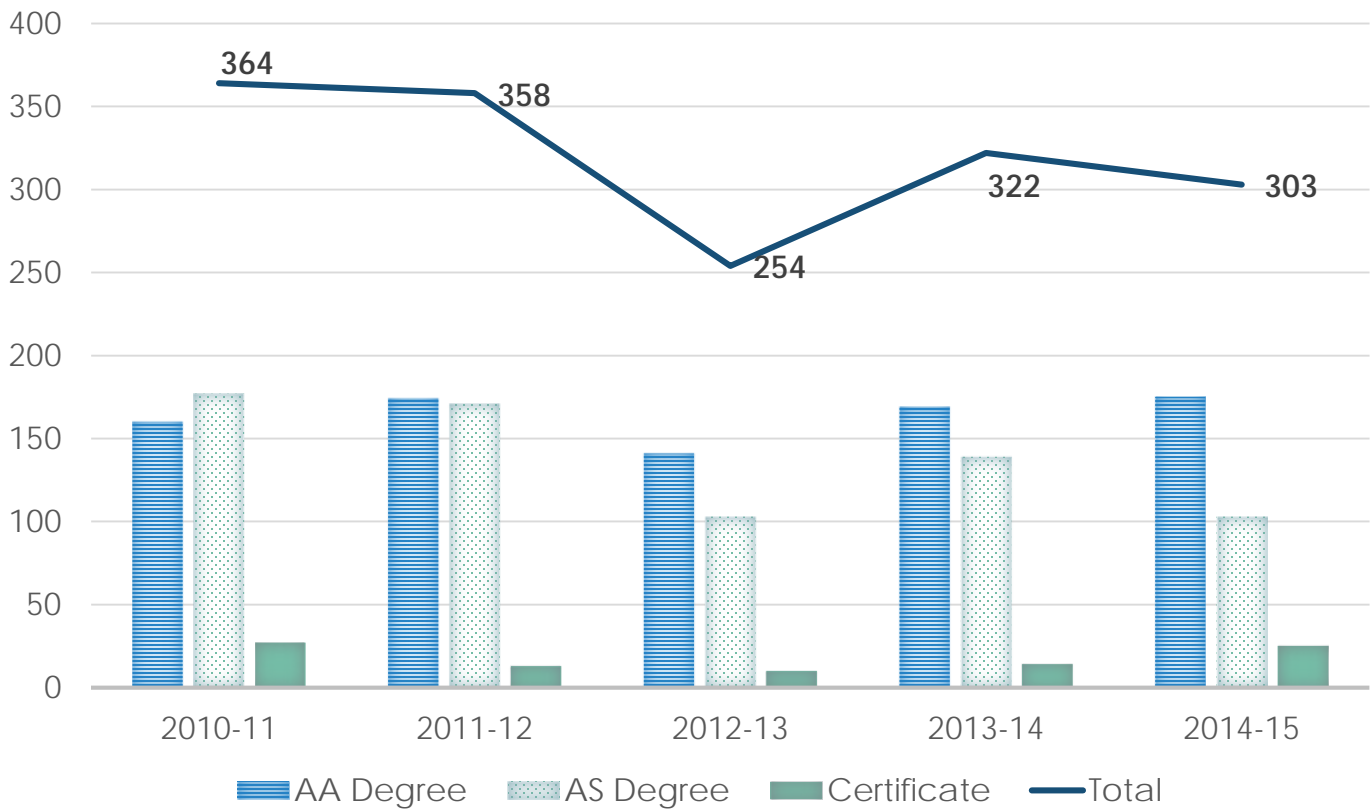
Pass grades include A, B, C, P, IA, IB, IC, and IPP

*Source: CCCC MIS Referential Data

Online/Traditional Course Success by Residence and Service

In 2014-15, the pass rate for traditional courses was higher than the pass rate for online courses. The overall pass rate for traditional courses was 59.7% while the rate for online courses was 51.2%. Students who resided at Ft. Irwin had the highest pass rate in traditional courses at 76.2%, followed by California residents outside of San Bernardino County at 67.0%. Students in the BCC service area had a pass rate of 59.5% in traditional courses. Nevada residents had the highest pass rate in online courses at 69.8%, while BCC service area residents had a pass rate of 48.3%

Annual Awards



	2010-11		2011-12		2012-13		2013-14		2014-15		5 Yr. Chg.	5 Yr. Avg.
AA Degree	160	44.0%	174	48.6%	141	55.5%	169	52.5%	175	57.8%	9.4%	164
AS Degree	177	48.6%	171	47.8%	103	40.6%	139	43.2%	103	34.0%	-41.8%	139
Certificates	27	7.4%	13	3.6%	10	3.9%	14	4.3%	25	8.3%	-7.4%	18
Total	364	100%	358	100%	254	100%	322	100%	303	100%	-16.8%	320

*Source: CCCCCO Data Mart

Annual Awards by Type

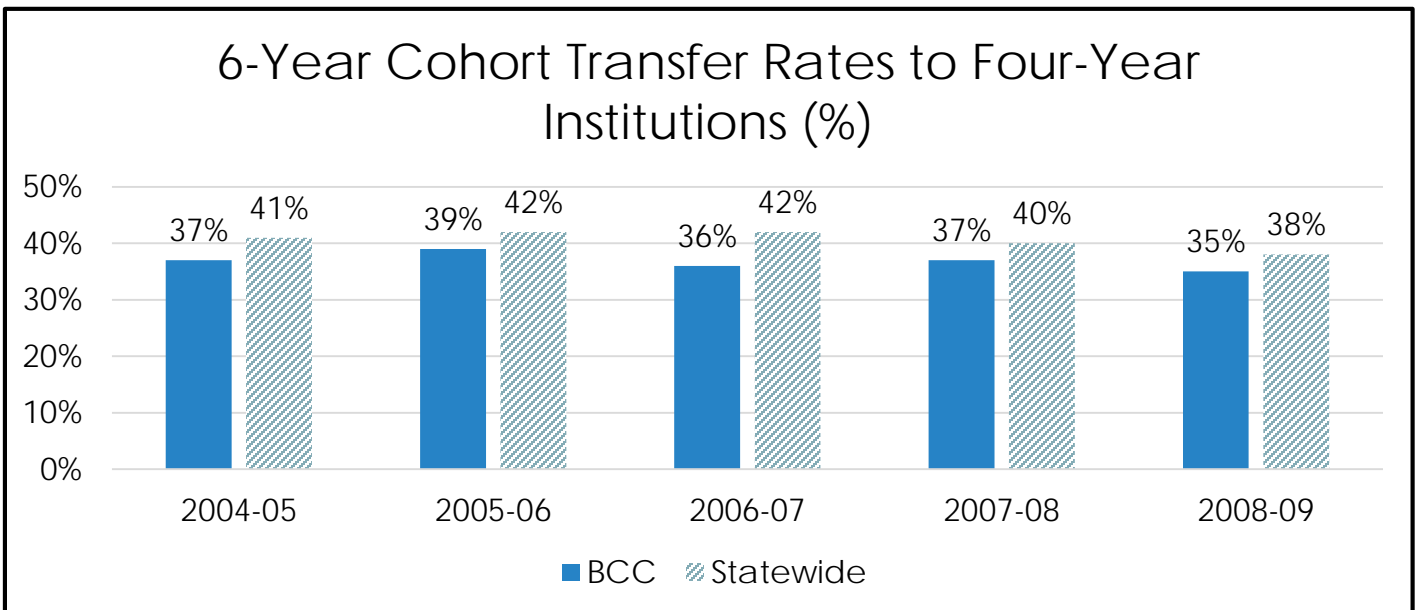
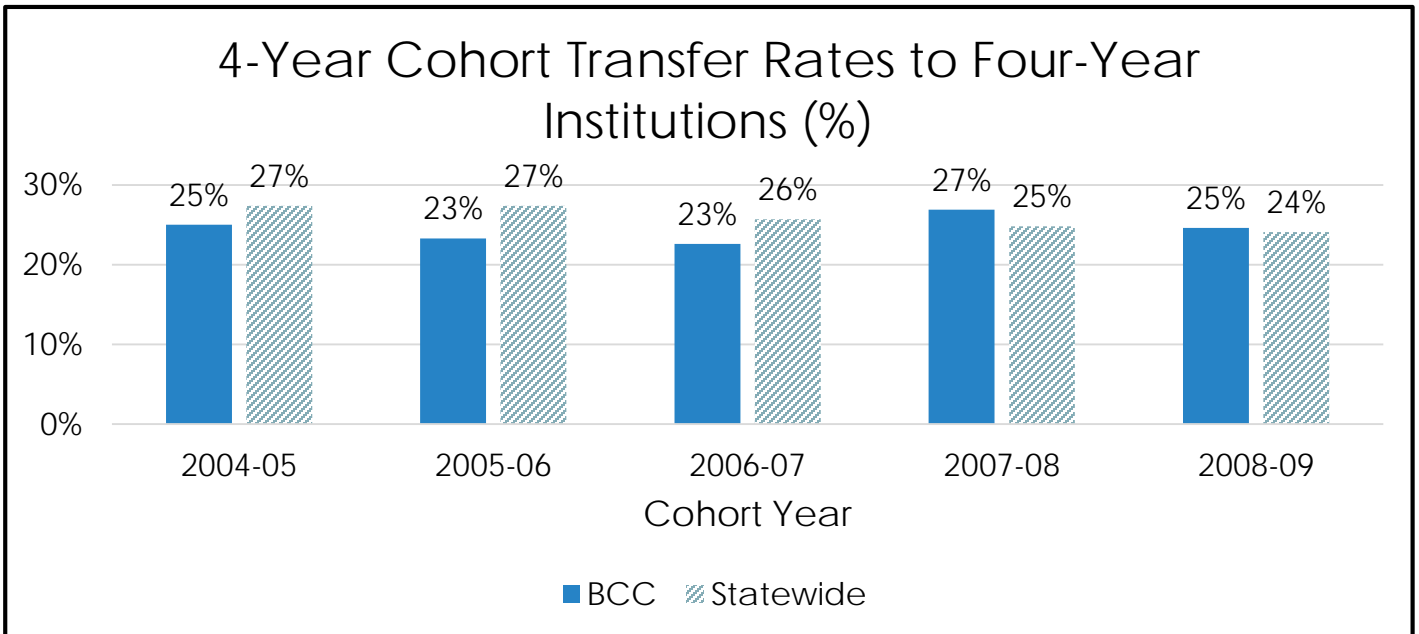
Overall, the number of awards granted has decreased 16.8% in the last five academic years. While AA and AS degrees make up a large majority of awards given, AS degrees are down 41.8% since the 2010-11 school year. Certificates are down 7.4% overall but have been increasing since 2012-13. AA Degrees are the most frequently awarded degrees, averaging 164 over the five year period and increasing 9.4% since 2010-11.

Awards by Programs

AA DEGREE	2010-11		2011-12		2012-13		2013-14		2014-15	
200100 Psychology, General					2	1.4%	4	2.4%	5	3.1%
220100 Social Sciences, General	109	68.1%	126	72.4%	104	73.8%	118	70.2%	107	65.2%
220800 Sociology					1	0.7%	2	1.2%	4	2.4%
490300 Humanities	51	31.9%	48	27.6%	33	23.4%	44	26.2%	48	29.3%
TOTAL	160	100%	174	100%	140	100%	168	100%	164	100%
AS DEGREE	2010-11		2011-12		2012-13		2013-14		2014-15	
050100 Business & Commerce, Gen.	28	8.3%	24	7.0%	15	6.2%	17	5.5%	19	7.3%
050200 Accounting	7	2.1%	8	2.3%	6	2.5%	13	4.2%	7	2.7%
050500 Business Administration									1	0.4%
050600 Business Management	36	10.7%	45	13.0%	24	9.8%	21	6.8%	23	8.9%
051000 Logistics & Materials Trans.							1	0.3%	3	1.2%
070200 Computer Info Systems	9	2.7%	6	1.7%	3	1.2%	10	3.2%	1	0.4%
093400 Electronics & Electric Tech.	3	0.9%	2	0.6%	3	1.2%			1	0.4%
094800 Automotive Technology	3	0.9%	7	2.0%	7	2.9%	3	1.0%	2	0.8%
095650 Welding Technology	3	0.9%	4	1.2%	1	0.4%	5	1.6%	2	0.8%
101100 Photography	2	0.6%							2	0.8%
120800 Medical Assisting	1	0.3%								
120820 Admin. Medical Assisting	1	0.3%	3	0.9%	1	0.4%	3	1.0%	1	0.4%
123030 Certified Nurse Assistant	3	0.9%								
130500 Child Dvlp/Early Care & Ed.	18	5.3%	15	4.3%	8	3.3%	7	2.3%	8	3.1%
200100 Psychology, General					2	0.8%	4	1.3%	5	1.9%
210500 Administration of Justice	22	6.5%	21	6.1%	12	4.9%	24	7.8%	13	5.0%
213300 Fire Technology	2	0.6%			1	0.4%				
220100 Social Sciences, General	109	32.3%	126	36.5%	104	42.6%	118	38.3%	107	41.3%
220800 Sociology					1	0.4%	2	0.7%	4	1.5%
300700 Cosmetology & Barbering	4	1.2%	4	1.2%	1	0.4%	2	0.7%	7	2.7%
490200 Biological & Physical Sci.	35	10.4%	32	9.3%	22	9.0%	34	11.0%	24	9.3%
490300 Humanities	51	15.1%	48	13.9%	33	13.5%	44	14.3%	48	18.5%
TOTAL	337	100%	345	100%	244	100%	308	100%	259	100%
CERTIFICATES	2010-11		2011-12		2012-13		2013-14		2014-15	
050200 Accounting			1	7.7%			2	14.3%	4	16.0%
050600 Business Management	2	9.5%	1	7.7%	2	20.0%	2	14.3%	2	8.0%
051400 Office Tech/Office Comp. Apps.	3	14.3%	1	7.7%			1	7.1%	1	4.0%
070200 Computer Information Systems			1	7.7%			1	7.1%		
093400 Electronics & Electric Tech.	1	4.8%			1	10.0%				
094700 Diesel Technology	2	9.5%			2	20.0%			2	8.0%
094800 Automotive Technology			1	7.7%			2	14.3%	2	8.0%
095210 Carpentry			1	7.7%						
095650 Welding Technology			3	23.1%	2	20.0%	2	14.3%	2	8.0%
101100 Photography	1	4.8%								
120800 Medical Assisting	1	4.8%								
123030 Certified Nurse Assistant	1	4.8%								
130500 Child Dvlp/Early Care & Ed.	5	23.8%	3	23.1%	1	10.0%			1	4.0%
210500 Administration of Justice	3	14.3%			2	20.0%	4	28.8%	5	20.0%
300700 Cosmetology & Barbering	2	9.5%	1	7.7%					6	24.0%
TOTAL	21	100%	13	100%	10	100%	14	100%	25	100%

*Source: CCCC Data Mart

Transfer Rates



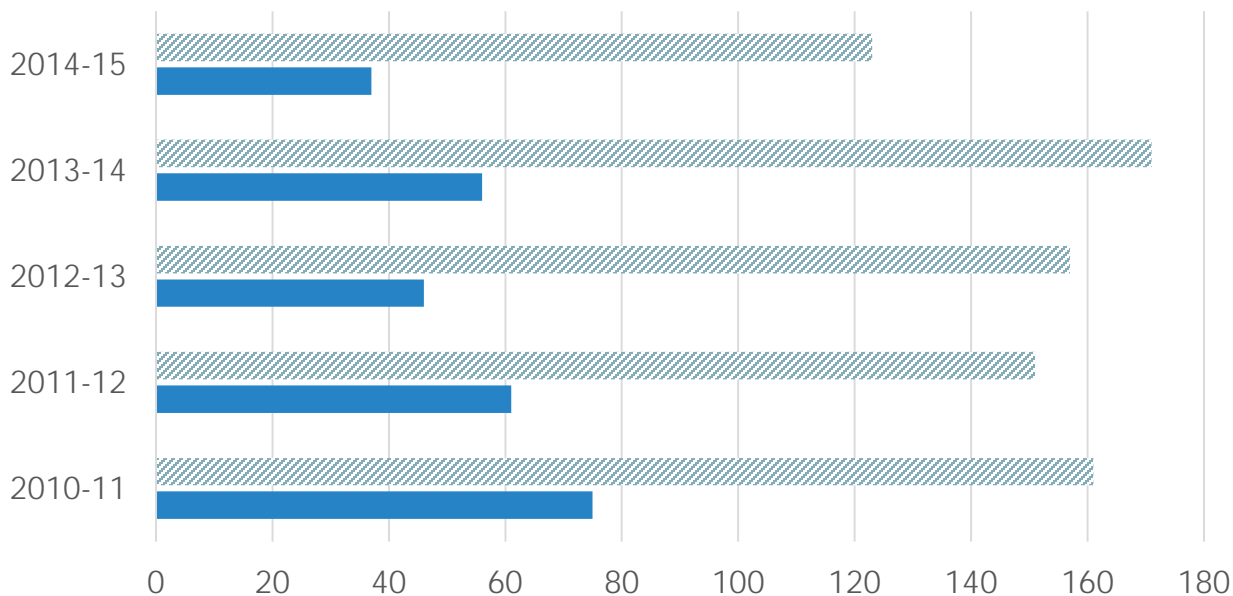
*Source: CCCCCO Data Mart

4-Year and 6-Year Transfer Rates to Four-Year Institutions

Cohorts were identified and tracked for four years and six years to ascertain how many of those students transferred to a four-year institution. Student cohorts at BCC are compared to those Statewide. With the exception of the 2007-08 and 2008-09 cohorts who transferred at a higher rate at the four year mark than the statewide rate, BCC's transfer rate is lower than the statewide rate for both the four-year and six-year marks.

Transfers to In-State Private and Out-of-State Four-Year Institutions

Yearly Transfers to In-State Private & Out-of-State Four-Year Institutions



	2010-11	2011-12	2012-13	2013-14	2014-15
Out-of-State	161	151	157	171	123
In-State Private	75	61	46	56	37

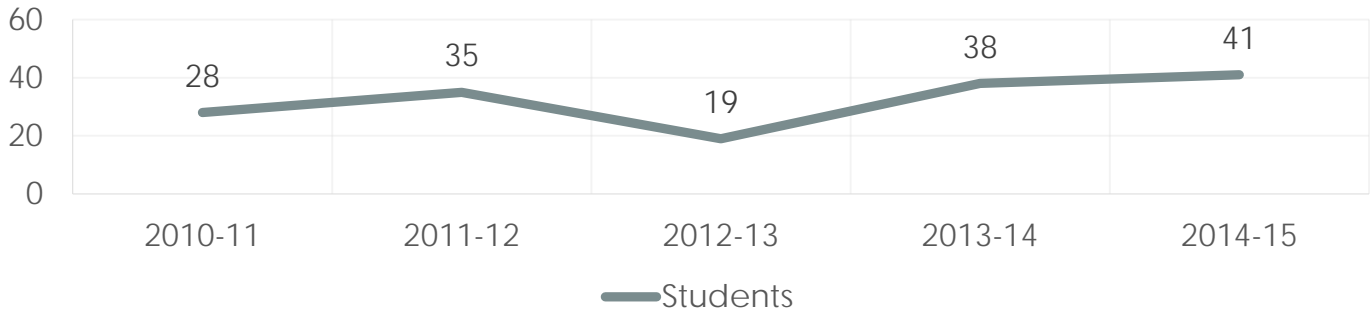
*Source: CCCCCO Data Mart

Out-of-State In-State Private

Transfers to In-State Private and Out-of-State Four-Year Institutions

For each of the last five years, between 160 and 236 students from BCC transferred to In-State Private or Out-of-State Four-Year Institutions. Transfers to both types of institutions have declined since 2010-11 by 32.2% overall. One item of note is that Park University, based in Parkville, Missouri, operates a satellite campus at BCC. Students enrolled in a Park University program would be included in the “Transfer to Out-of-State Institution” category. In 2014-15, 27 students transferred to Park University; 22% of the Out-of-State transfers for that academic year.

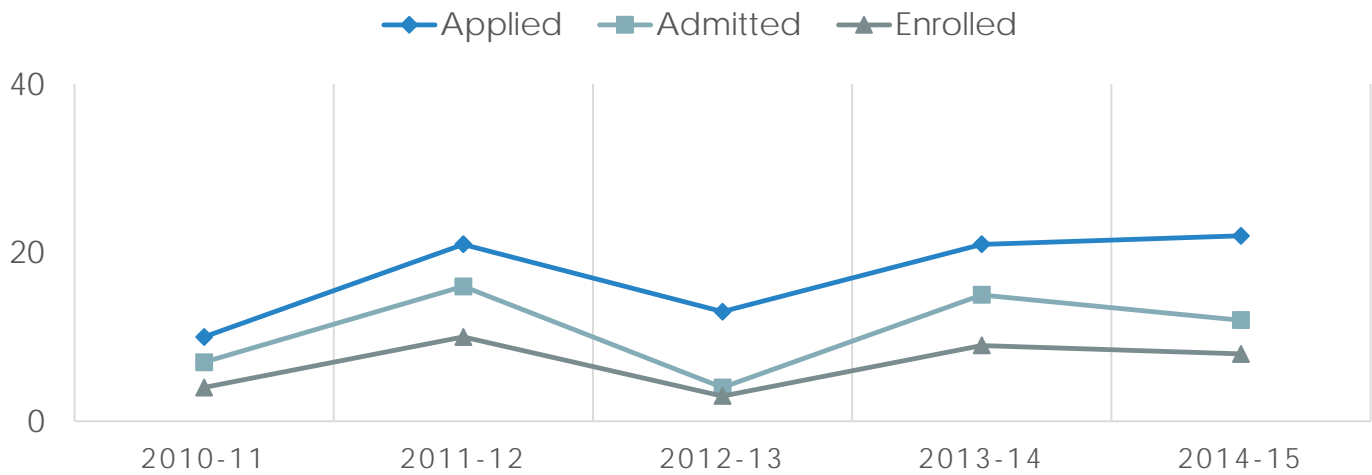
Transfers to California State Universities



	2010-11		2011-12		2012-13		2013-14		2014-15	
CSU, Bakersfield	1	3.6%					1	2.6%	1	2.4%
CSU, Channel Islands							1	2.6%		
CSU, Chico	1	3.6%			1	5.3%	2	5.3%	1	2.4%
CSU, Dominguez Hills			1	2.9%			2	5.3%	1	2.4%
CSU, East Bay			1	2.9%					2	4.9%
CSU, Fresno	1	3.6%	1	2.9%						
CSU, Fullerton	2	7.1%	4	11.4%			2	5.3%		
Humboldt State U					1	5.3%	1	2.6%	1	2.4%
CSU, Long Beach			1	2.9%	2	10.5%	1	2.6%	3	7.3%
CSU, Los Angeles	2	7.1%	1	2.9%			3	7.9%	2	4.9%
CA Maritime Academy										
CSU, Monterey Bay	1	3.6%								
CSU, Northridge	1	3.6%	1	2.9%	1	5.3%	2	5.3%	1	2.4%
Cal State Poly University, Pomona			2	5.7%	1	5.3%	3	7.9%	5	12.2%
CSU, Sacramento	2	7.1%					1	2.6%	1	2.4%
CSU, San Bernardino	16	57.1%	21	60.0%	7	36.8%	17	44.7%	20	48.8%
San Diego State U	1	3.6%			2	10.5%	1	2.6%	1	2.4%
San Francisco State U									2	4.9%
San Jose State U			1	2.9%	1	5.3%			1	2.4%
CA State Poly University, SLO							1	2.6%		
CSU, San Marcos			1	2.9%						
Sonoma State U					1	5.3%		2.6%		
CSU, Stanislaus					2	10.5%		5.3%		
TOTAL	28	100%	35	100%	19	100%	38	100%	41	100%

*Source: California State university, asd.calstate.edu/ccs/Summaryyear.asp

Transfers to University of California



*Source: <http://universityofcalifornia.edu/infocenter/admissions>

Fall Term Enrollments	2010-11		2011-12		2012-13		2013-14		2014-15	
UC Berkeley							1	11.10%		
UC Davis	1	25%	1	10%			2	22.20%	1	12.50%
UC Irvine							2	22.20%	1	12.50%
UCLA							2	22.20%	1	12.50%
UC Merced	2	50%								
UC Riverside	1	25%	6	60%	1	33.30%	2	22.20%	1	12.50%
UC San Diego			2	20%	1	33.30%			1	12.50%
UC Santa Barbara			1	10%	1	33.30%			3	37.50%
UC Santa Cruz										
Unreported*										
TOTAL	4	100%	10	100%	3	100%	9	100%	8	100%

*Source: <http://universityofcalifornia.edu/infocenter/California-community-college-enrollments-uc>

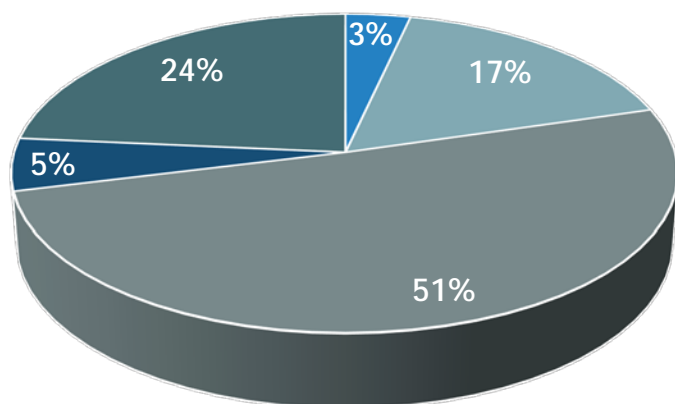
Transfers to University of California

University of California allows students to apply to multiple campuses and consequently may be admitted to more than one campus. A campus receiving less than five applications from the College does not provide admission data. The graph above shows the number of students who applied, were admitted and enrolled in the UC system by academic year while the table shows the number of students who enrolled at each campus during the fall semester of the academic year displayed.

Faculty & Staff Information

Information on Barstow Community College faculty and staff.

Employee Headcount by Position Type



- Educational Administrator
- Academic Tenured/Tenure Track
- Academic Temporary
- Classified Administrator
- Classified

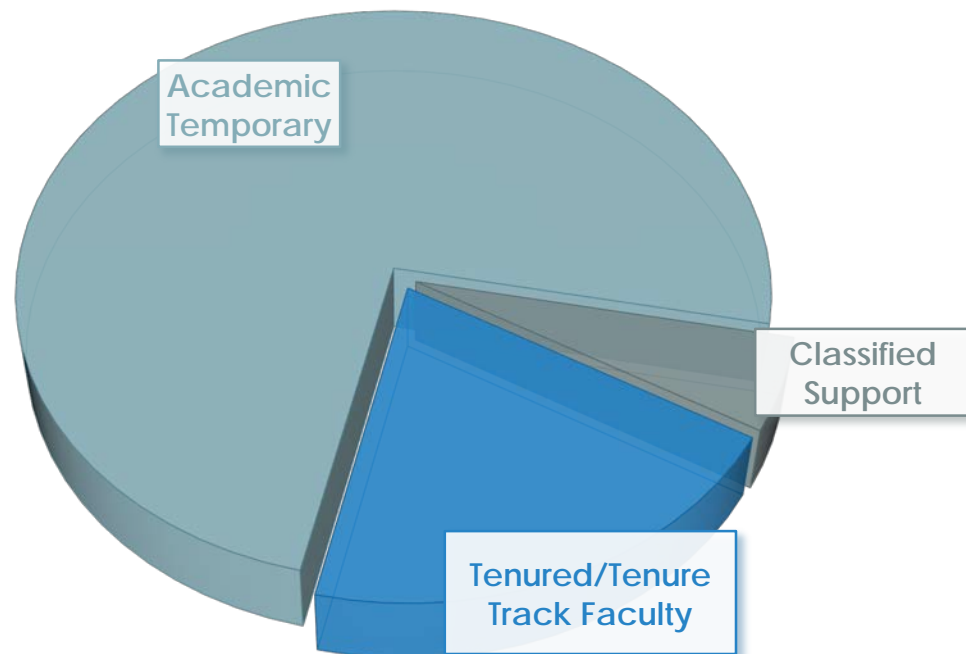
	Fall 2014	
Educational Administrator	8	3.6%
Academic, Tenured/Tenure Track	38	16.9%
Academic, Temporary	114	50.7%
Classified Administrator	12	5.3%
Classified	53	23.6%
Total	225	100%

*Source: CCCCCO Data Mart

Faculty and Staff by Job Position

Of the 225 employees at the College in fall 2014, 50.7% were Adjunct Faculty (Academic, Temporary). Classified employees are the second largest group at 23.6%, followed by Full-time Faculty (Academic, Tenured/Tenure Track), at 16.9%. Classified Administrators and Educational Administrators make up 5.3% and 3.6% of the employees, respectively.

Employee Headcount by FTE (Full-Time Equivalency)



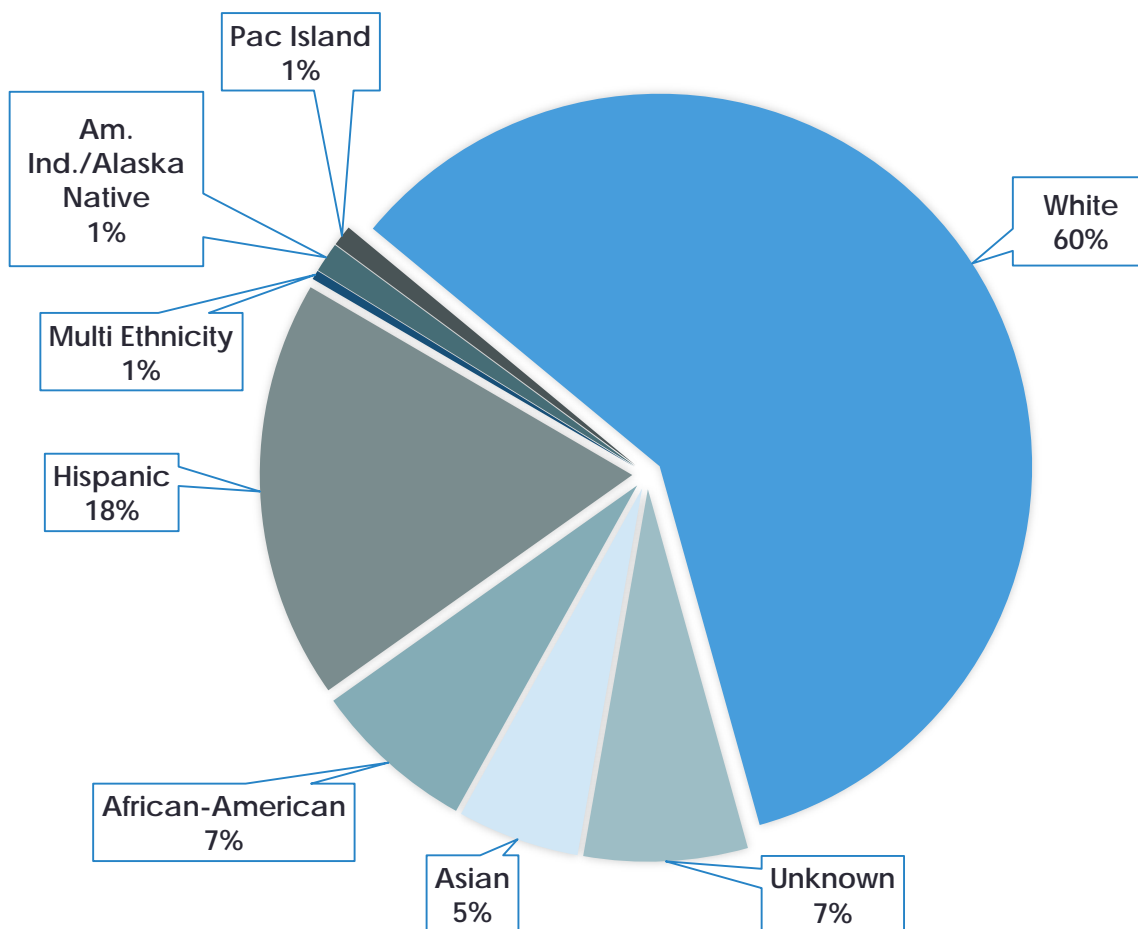
	Fall 2014	
Educational Administrator	7.7	4.6%
Tenured/Tenure Track Faculty	47.6	28.8%
Academic Temporary	47.5	28.7%
Classified Administrator	12.0	7.3%
Classified Support	50.5	30.6%
Total	165.3	100.0%

*Source: MIS Referential Files

Faculty and Staff Full-Time Equivalency

The 225 employees at the College in fall 2014 equated to a full-time equivalency (FTE) of 165.3. Classified Support is the largest group in terms of FTE at 30.6% while Tenured/Tenure Track Faculty (FT) and Academic Temporary (PT) come in right behind at 28.8% and 28.7% respectively.

Employees by Ethnicity



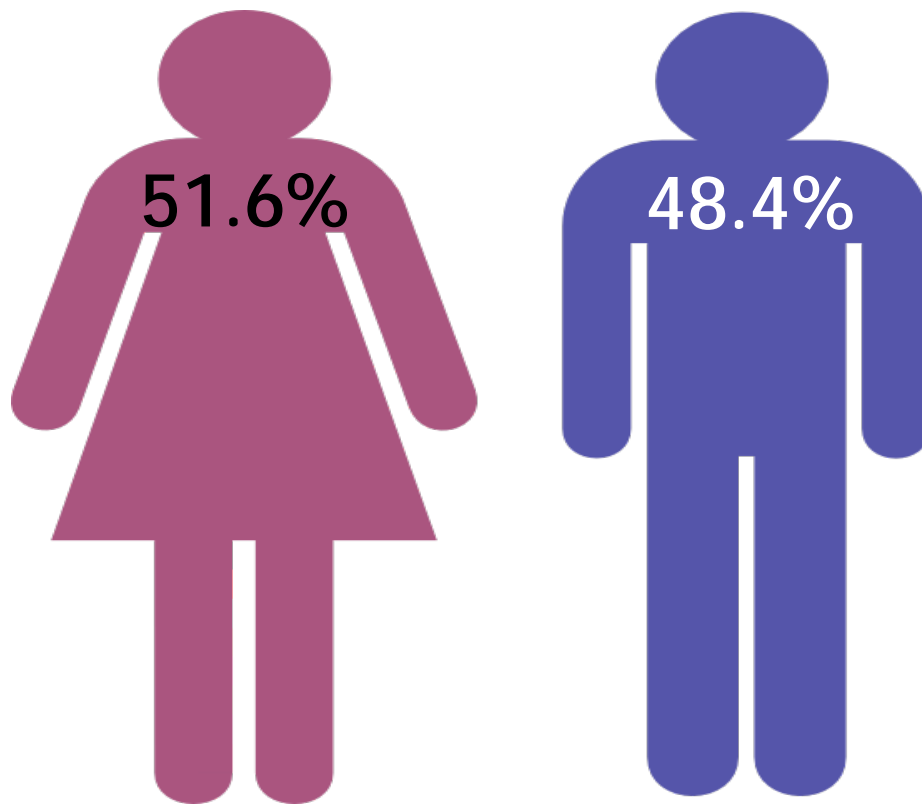
FALL 2014					
Asian	12	5.3%	American Ind./Alaska Native	3	1.3%
African American	16	7.1%	Pacific Islander	2	0.9%
Hispanic	41	18.2%	White	134	60.0%
Multi-Ethnicity	1	0.4%	Unknown	16	7.1%

*Source: CCCCCO Data Mart

Faculty and Staff by Ethnicity

As of Fall 2014, the faculty and staff at Barstow Community College were predominately white, making up 60% of the employee population. Latinos were the next largest group at 18.2% followed by African Americans at 7.1%.

Employees by Gender



Fall 2014		
Female	116	51.6%
Male	109	48.4%
Total	225	100%

*Source: CCCCCO Data Mart

Faculty and Staff by Gender

The male and female ratio of employees at Barstow Community College are approximately half and half. In the fall of 2014, there were 116 females (52%) and 109 males (48%) working at the college.

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