

# BARSTOW COMMUNITY COLLEGE DISTRICT



## 2015-16 Fact Book



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# EXECUTIVE SUMMARY

The Barstow Community College Fact Book, an annual publication, provides institutional information such as our mission, student and service area resident demographics, enrollment trends, student outcomes and faculty and staff information. The purpose of the Fact Book is to support institutional planning and decision-making as well as presenting our students, community and constituency groups with an overview of how well BCC is achieving its mission.

In the pages ahead you will see a number of positive trends that show improvement at Barstow Community College as well as a few areas where we can improve. For example, although our unduplicated student headcount decreased 4.6% over the previous year, the number of students enrolling in a full-time unit load continues to climb. We are beginning to see improvements in the number of degrees and certificates awarded due to the curriculum alignment and outreach efforts of Academic Affairs and Student Services faculty, staff and administrators. One area of concern to note is the widening gap between female and male students enrolled at BCC. The percentage of females in fall 2015 was 61.3% while the percentage of males was 37.8%.

Online enrollments continue to be greater than traditional enrollments at 51.6% and 48.4% respectively. Although we have experienced a decline in headcount for all students over the previous year, we have seen a greater number of students who reside outside of the Barstow Community College service area enroll at BCC over the past five years. More specifically, students from the Victor Valley College District service area increased 59.7% since fall 2011. The headcount for students living in other areas of San Bernardino County increased 494.1% and the headcount for students living in California but outside of San Bernardino County increased 541% over the same time period.

Our 2017 Scorecard, which is based on cohort groups of students, shows some promising trends. Although we fall under the statewide percentage rates in all areas, we have improved in every area except for persistence rates for underprepared students and CTE rates over our previous scorecard. BCC has also met and exceeded the goals set as institution-set standards for 2015-16. As efforts to increase student learning and achievement remain, we hope to continue to see improvements in our student success outcomes.

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



# MISSION, VISION & CORE VALUES

## MISSION STATEMENT

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/workforce opportunities, enabling all in the community to thrive in a changing global society.

## VISION STATEMENT

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

## 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.

# **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.

# CHAPTER ONE



Introduction

# ACCREDITATION

**Barstow Community College** is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Commission of Recognition of Post-Secondary Accreditation and the U.S. Department of Education.



# HISTORY, DEVELOPMENT & OFFERINGS

**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. In February 2015, the new 755 seat Performing Arts Center (PAC) was completed. Later that same year, in October 2015, BCC celebrated the grand opening of the new 24,000 square foot Wellness Center.



# **HISTORY, DEVELOPMENT & OFFERINGS**

**Barstow Community College** is an open-admission, public institution, that serves just under 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 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 seamless transfer to baccalaureate degree institutions. The college offers a number of Career and Technical Education (CTE) programs designed to prepare students for entry into the workforce. Service learning and self-enrichment classes are also offered to the community.

Associate Degrees for Transfer are offered in Administration of Justice, Art History, Business Administration, Early Childhood Education, English, History, Political Science, Psychology, and Sociology.

Associate Degrees are offered in Humanities, Social Sciences, Natural Science & Math and Physical Education as well as in a number of different CTE majors. The college also offers a variety of certificate programs in CTE majors; these certificates are designed to help students gain employment, build skills and/or further their education.

# 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.

# 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. Philip Harris**



Vice President  
**Dr. Ted Baca**



Board Clerk  
**Mr. Tim Heiden**



Member  
**Mr. Paul Wilkey**



Member  
**Mr. Fernando  
(Fred) Baca**



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



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



Student Trustee 16-17  
**Mr. Wayne Brown, Jr.**

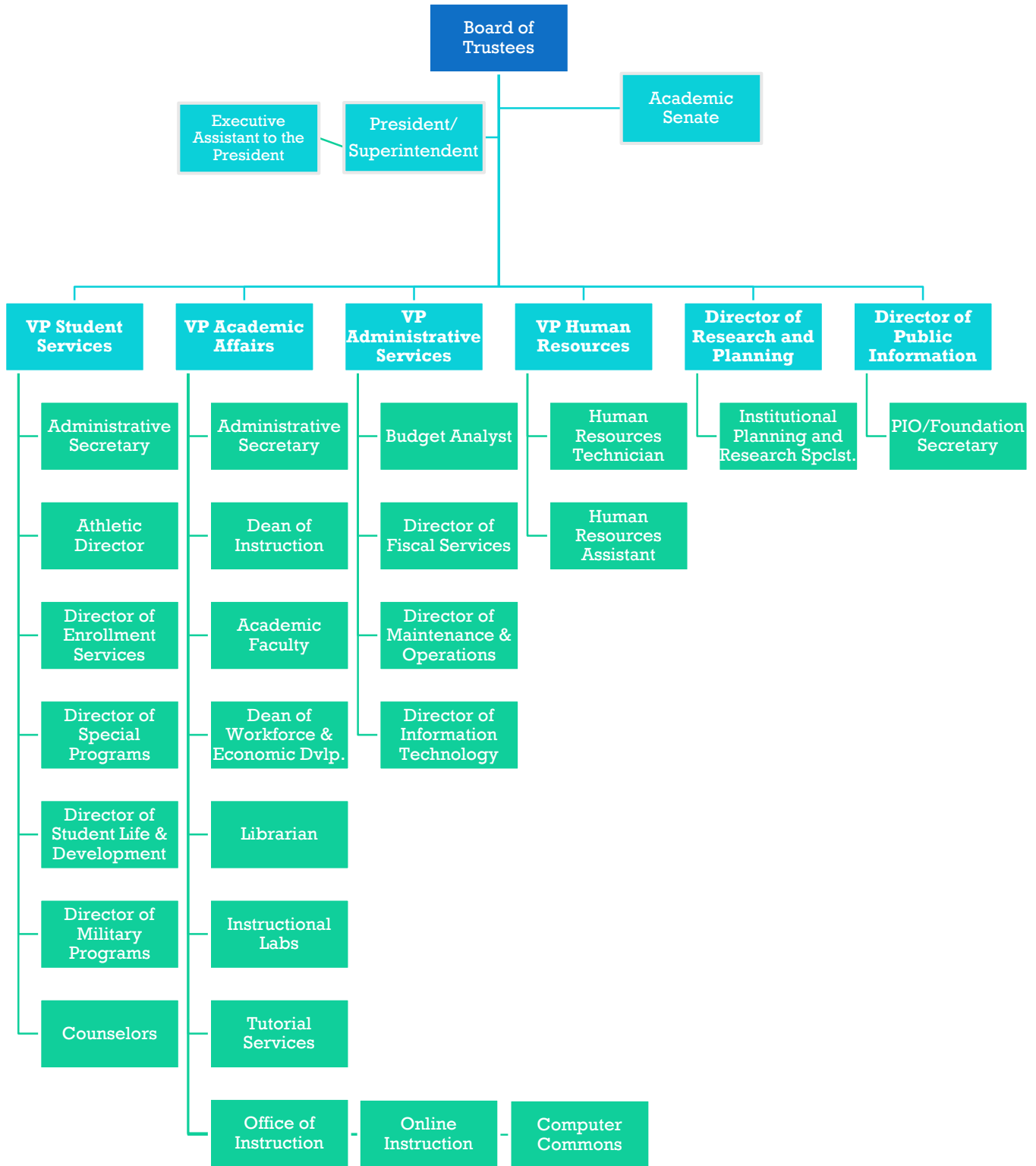


# **BCC BOARD GOALS (2016-17)**

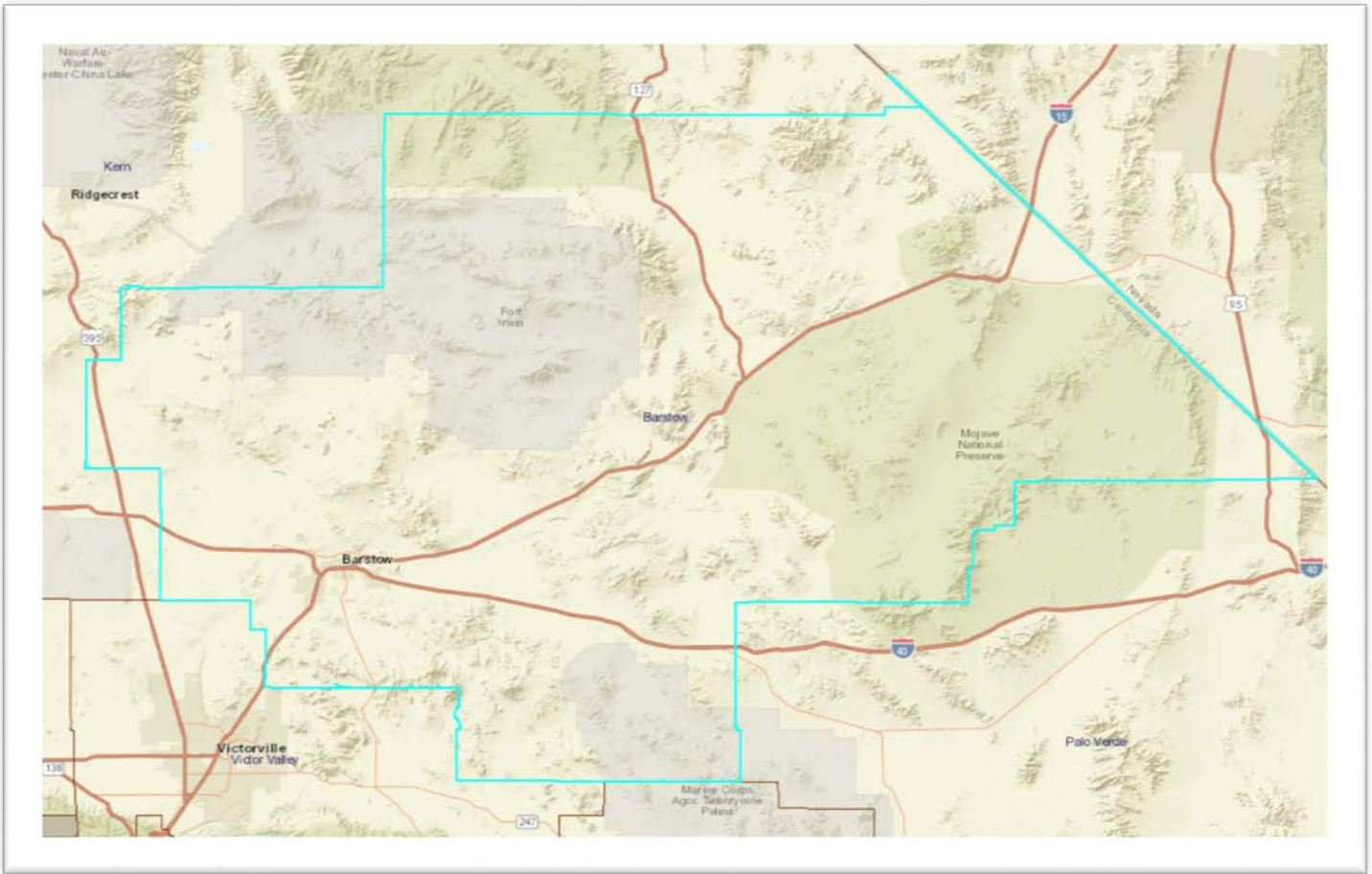
*The Board of Trustees provides governance leadership for Barstow College and has identified the following goals for 2016-17.*

- 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 local community involvement by the Superintendent/President as well as state and national activities that promote district interests.
- III. Promote community involvement in the continued utilization of the Performing Arts Center.
- IV. As a continuous goal, partner with area leaders in economic development activities within the region.
- V. 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%.
- VI. Support the College's continued efforts to advance emergency planning and preparedness.
- VII. Expect and support the College efforts to achieve continuous customer service excellence, and that a culture of civility and collaboration exists amongst all constituency groups.
- VIII. Expect the development of policy and related procedures to implement a comprehensive student achievement recognition program.
- IX. Expect that the College's information systems produce accurate data and information to support decision-making; provides the capacity to monitor institutional effectiveness; and implementation of a comprehensive enrollment management plan.
- X. Support College professional development opportunities.
- XI. Expect continued focus on developing a diverse and excellent workforce.
- XII. Expect that Board Policies and Administrative Procedures are up-to-date and reflect Board values.
- XIII. Expect and support Board members' involvement in the local community and in state and national activities that promote district interests.
- XIV. Maintain and strengthen a sense of team, including positive and supportive communication between trustees and the CEO.
- XV. Continue to clarify the need for information required for board decision-making.
- XVI. Be appropriately involved in accreditation.

# 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.

# CHAPTER TWO



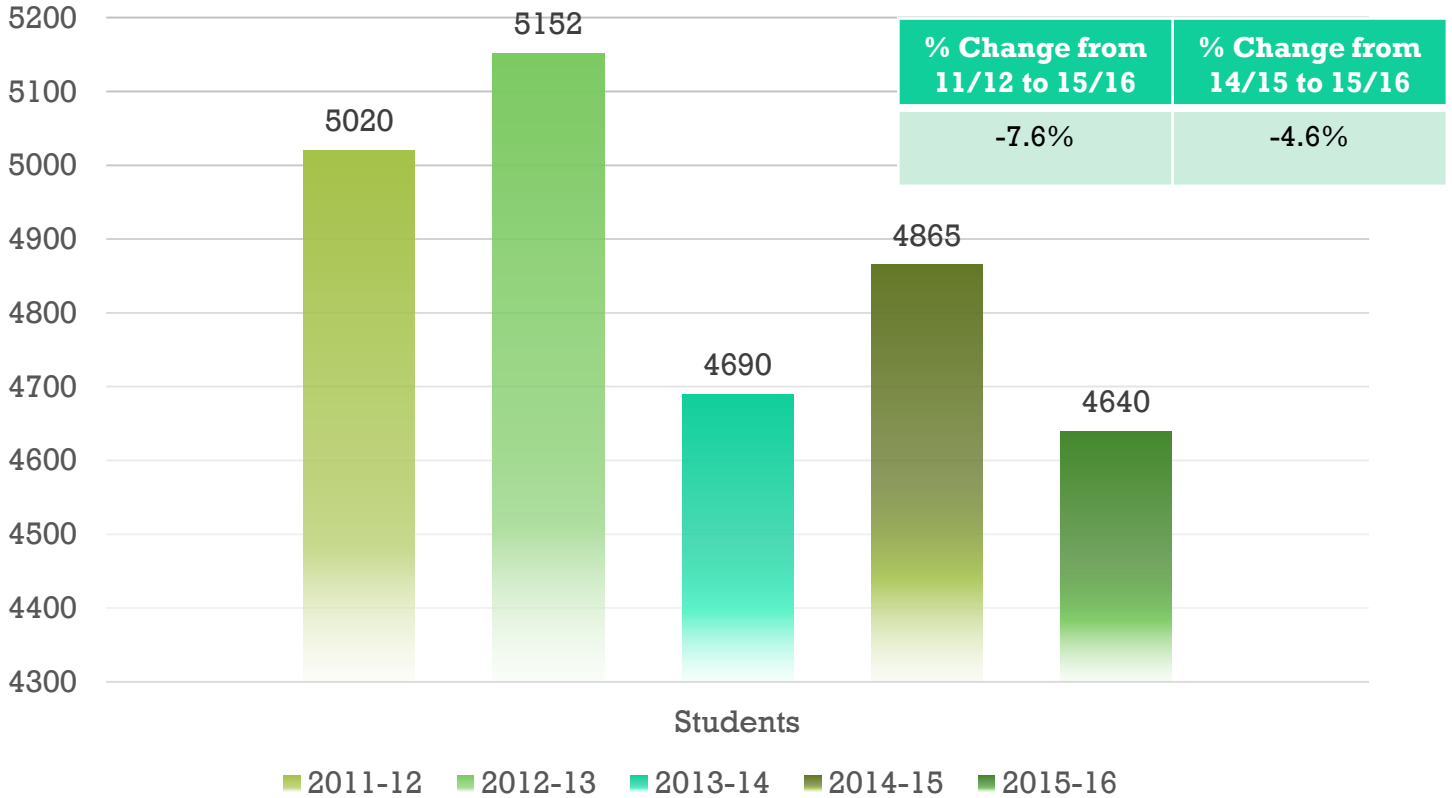
## Student Headcount and Characteristics

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

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# HEADCOUNT BY ACADEMIC YEAR

## ALL STUDENTS



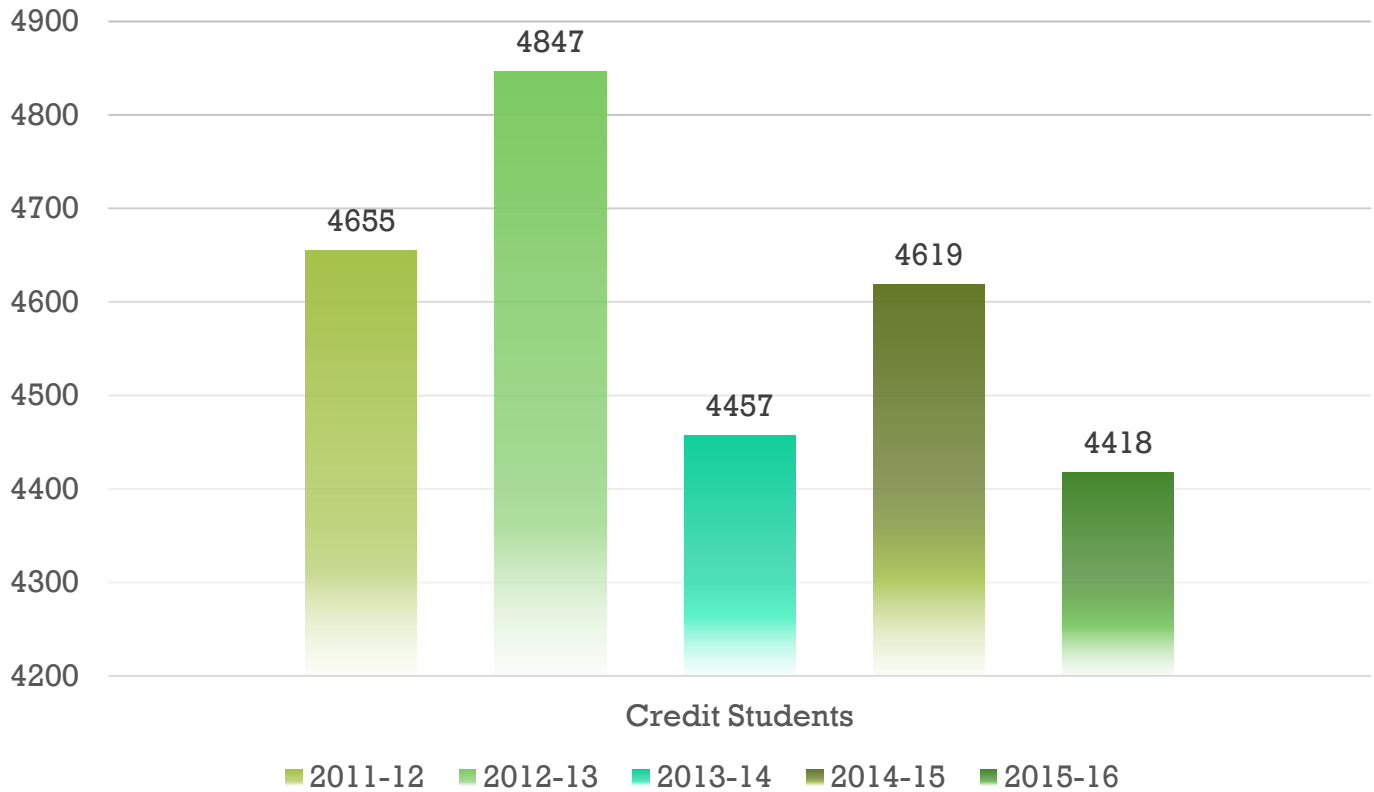
### Annual Headcount – All Students

Over the past five years, the unduplicated student headcount has fluctuated from year to year but has decreased overall. Between 2011-12 and the most recent year of 2015-16, there was a 7.6% decrease in student headcount, from 5,020 to 4,640 respectively. While the 2014-15 academic year saw a 3.7% increase in headcount over the previous year, there was a 4.6% decrease from 2014-15 to 2015-16.



# HEADCOUNT BY ACADEMIC YEAR (CONT.)

## CREDIT STUDENTS



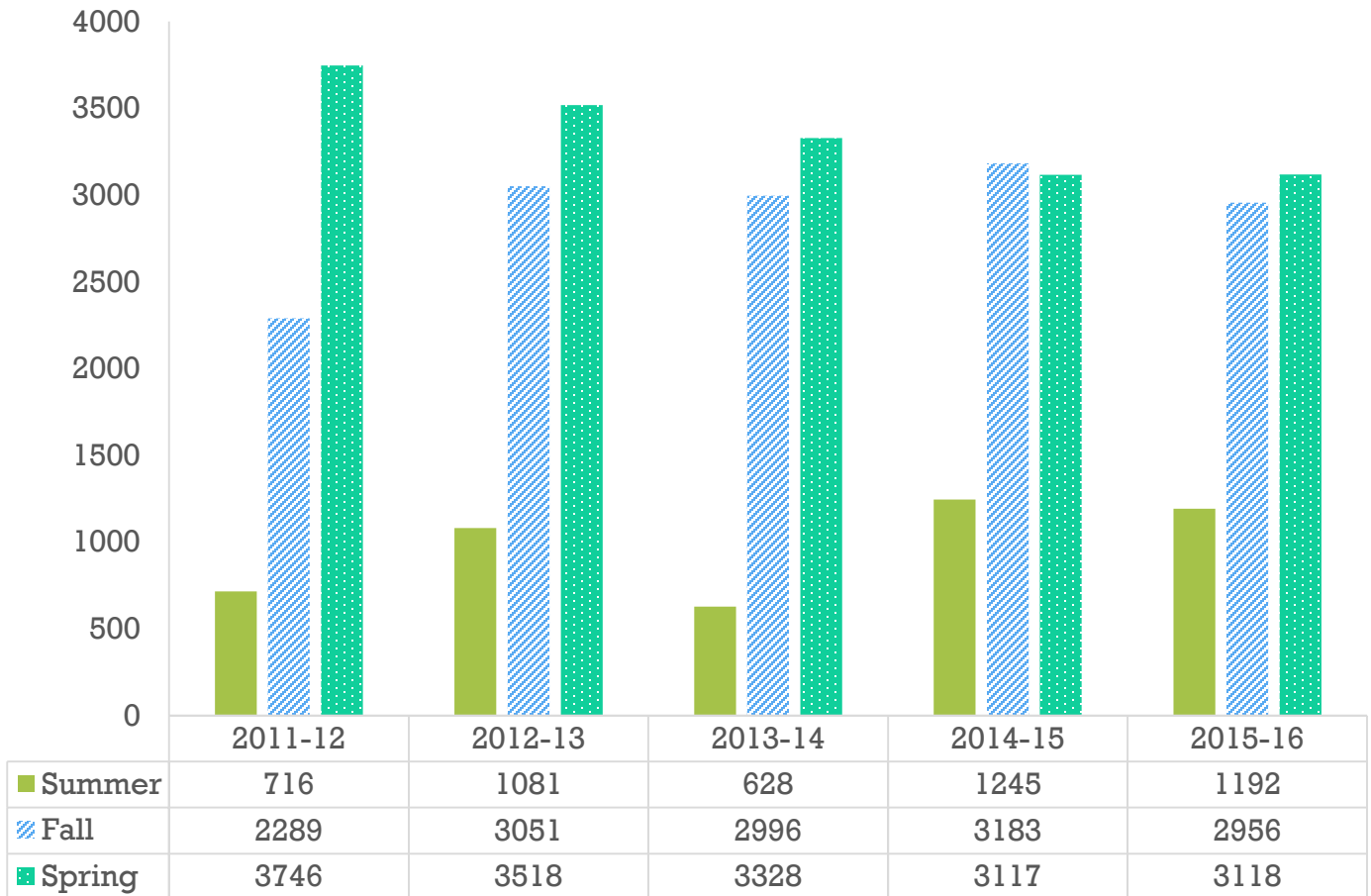
\*Source: CCCCO MIS Referential Data

### 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 5.1% decrease in student headcount, dropping from 4,655 to 4,418. There was a 4.4% decrease from 2014-15 to 2015-16.

% Change from 11-12 to 15-16	% Change from 14-15 to 15-16
-5.1%	-4.4%

# HEADCOUNT BY TERM



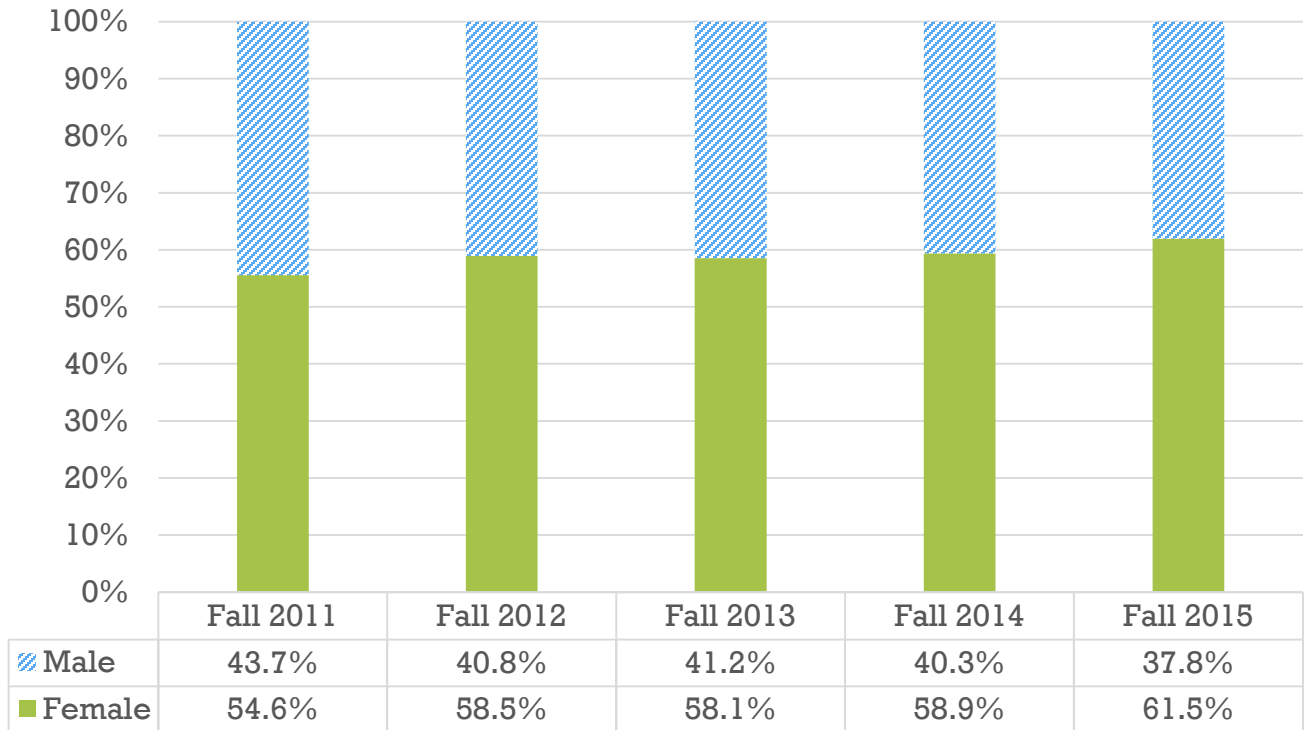
\*Source: CCCCO DataMart

	% Change from 11/12 to 15/16	% Change from 14/15 to 15/16
<b>Summer</b>	66.5%	-4.3%
<b>Fall</b>	29.1%	-7.1%
<b>Spring</b>	-16.8%	.03%

## Headcount (All Students) by Term

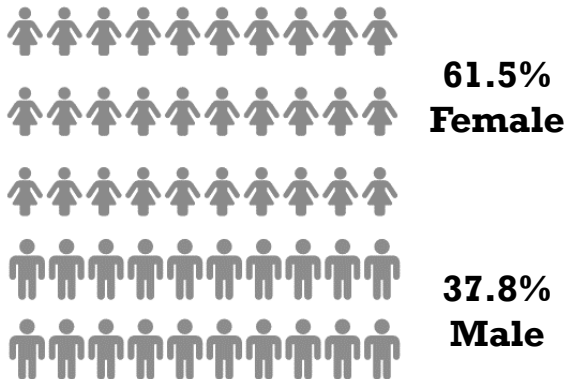
Over the past five years, the unduplicated student headcount has typically been higher during the spring semesters than fall. While fall and summer semesters show a fluctuation from year to year, the spring semesters have experienced a steady decline since 2012, finally leveling out in spring 2016 with a .03% increase from the previous spring. Fall has experienced an overall increase of 29.1% in the past five years but declined 7.1% between fall 2014 and fall 2015.

# HEADCOUNT DISTRIBUTION BY GENDER



\*Source: CCCC DataMart

## Fall 2015



	Percentage Point Change from 2011 to 2015	Percentage Point Change from 2014 to 2015
Female	6.9	2.6
Male	-5.9	-2.5

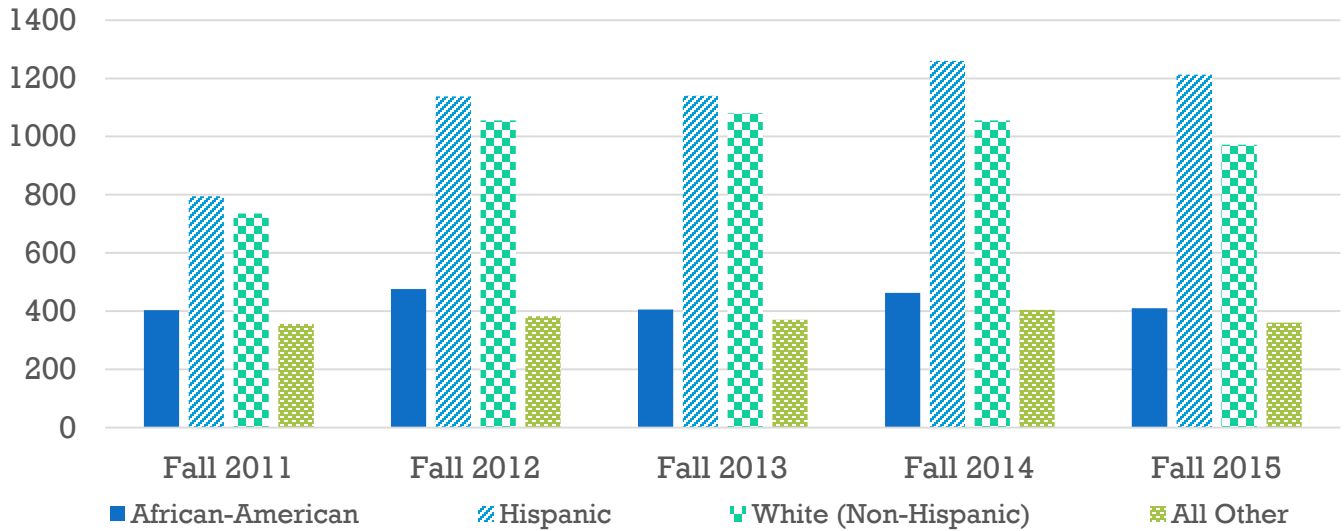
  

	Fall 2011	Fall 2015
Percentage Point Gap	10.9	23.7

## 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 number of female students continue to increase, widening the gap between male and female students served. In fall 2011, 43.7% of enrolled students were males while 54.6% were females; a difference of 10.9 percentage points. In fall 2015, female students made up 61.5% of the student population while the male students made up 37.8%, a difference of 23.7 percentage points.

# HEADCOUNT BY ETHNICITY



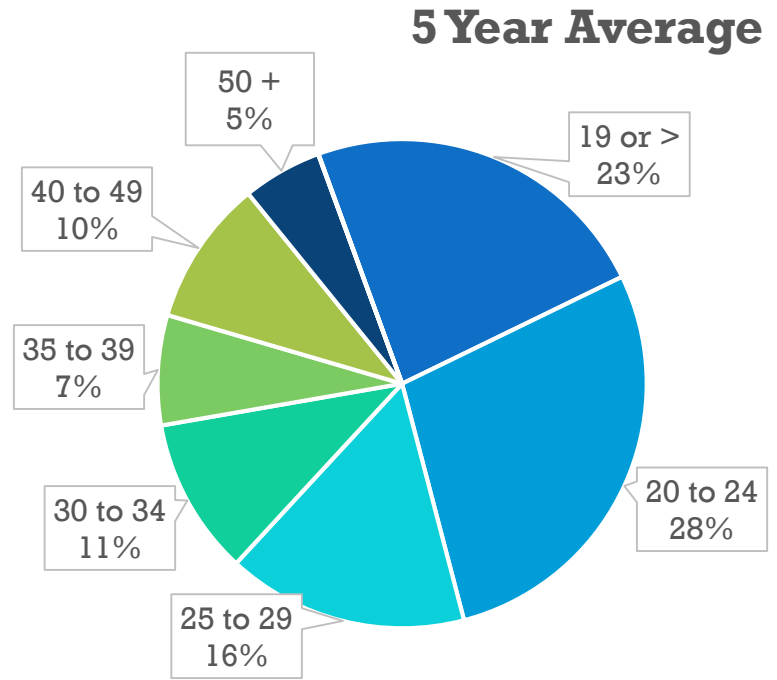
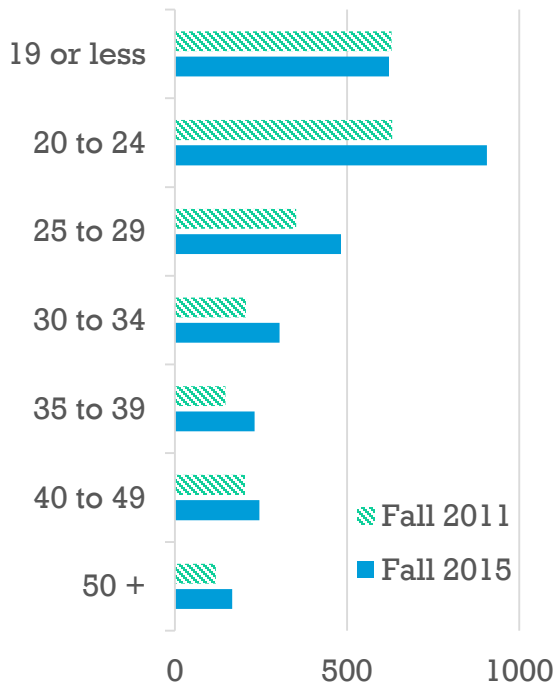
\*Source: CCCC DataMart

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5 Yr. Chg.	5 Yr. Avg.
<b>African-American</b>	403	17.6%	476	15.6%	406	13.6%	463	14.5%	410	13.9%	1.7%	432
<b>American Indian/ Alaska Native</b>	25	1.1%	16	0.5%	27	0.9%	30	0.9%	20	0.7%	-20.0%	24
<b>Asian/Filipino</b>	64	2.8%	109	3.6%	101	3.4%	118	3.7%	105	3.6%	64.1%	99
<b>Hispanic</b>	795	34.7%	1138	37.3%	1140	38.1%	1260	39.6%	1213	41.0%	52.6%	1109
<b>Multi-Ethnicity</b>	99	4.3%	134	4.4%	139	4.6%	175	5.5%	164	5.6%	65.7%	142
<b>Pacific Islander</b>	32	1.4%	25	0.8%	21	0.7%	29	0.9%	23	0.8%	-28.1%	26
<b>Unknown</b>	136	5.9%	98	3.2%	82	2.7%	52	1.6%	49	1.7%	-64.0%	83
<b>White/Non-Hispanic</b>	735	32.1%	1055	34.6%	1080	36.0%	1056	33.2%	972	32.9%	32.2%	980
<b>Total</b>	<b>2289</b>	<b>100.0%</b>	<b>3051</b>	<b>100.0%</b>	<b>2996</b>	<b>100.0%</b>	<b>3183</b>	<b>100.0%</b>	<b>2956</b>	<b>100.0%</b>	<b>29.1%</b>	<b>2895</b>

## Student Headcount by Ethnicity

Hispanic, White and African-American students make up the three largest ethnic groups on campus; 87.8% of the entire student population in fall 2015. Over the past five fall terms the Hispanic and White (non-Hispanic) student populations have seen an increase of 52.6% and 32.2% respectively while the African-American student population has only increased 1.7%. While there has been a 64.1% increase in Asian/Filipino students at BCC, this group accounts for just 3.6% of the student population in fall 2015.

# HEADCOUNT BY AGE



\*Source: CCCCO Data Mart

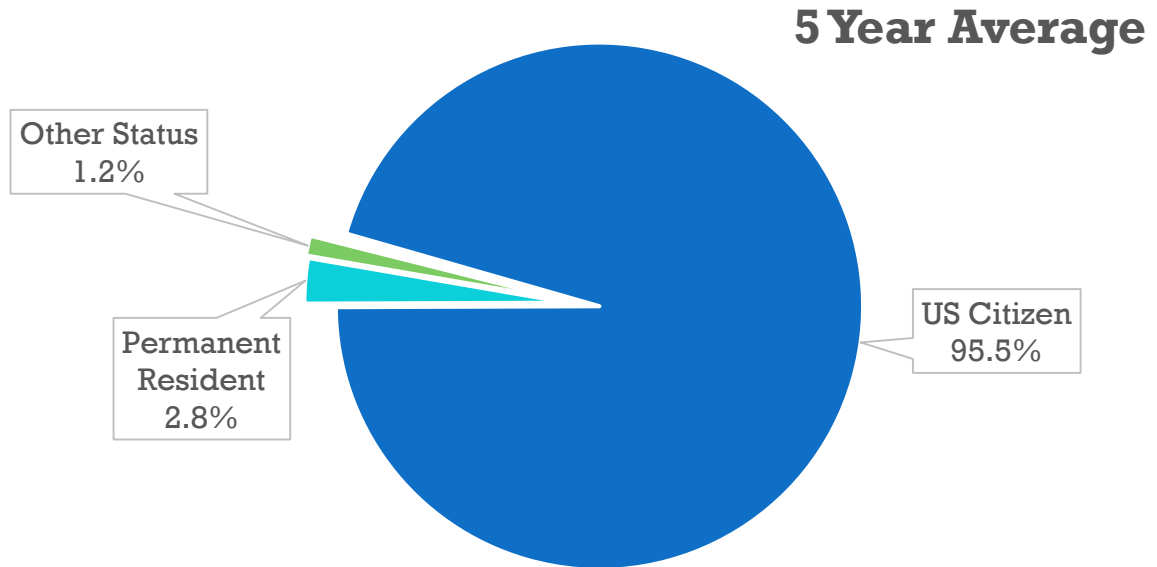
	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5 Yr. Chg.	5 Yr. Avg.
<b>19 or less</b>	629	27.5%	728	23.9%	708	23.6%	718	22.6%	622	21.0%	-1.1%	681
<b>20 to 24</b>	631	27.6%	808	26.5%	810	27.0%	946	29.7%	906	30.7%	43.6%	820
<b>25 to 29</b>	352	15.4%	500	16.4%	479	16.0%	513	16.1%	482	16.3%	36.9%	465
<b>30 to 34</b>	206	9.0%	346	11.3%	316	10.6%	342	10.7%	304	10.3%	47.6%	303
<b>35 to 39</b>	147	6.4%	223	7.3%	230	7.7%	227	7.1%	231	7.8%	57.1%	212
<b>40 to 49</b>	203	8.9%	294	9.6%	387	9.6%	275	8.6%	245	8.3%	20.7%	281
<b>50 +</b>	119	5.2%	152	5.0%	164	5.5%	162	5.1%	166	5.6%	39.5%	153
<b>Unknown</b>	2	0.1%	0	---	2	0.1%	0	---	0	---	---	0.8
<b>Total</b>	<b>2289</b>	<b>100%</b>	<b>3051</b>	<b>100%</b>	<b>2996</b>	<b>100%</b>	<b>3183</b>	<b>100%</b>	<b>2956</b>	<b>100%</b>	<b>29.1%</b>	<b>2895</b>

## 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 28.3%, students 19 years of age or younger came in at a close second with 23.5%. Students aged 35 to 39 saw the greatest increase in unduplicated headcount over the five year period at 57.1%, while students 19 or less saw a decrease of 1.1% over the same period.



# HEADCOUNT BY CITIZENSHIP STATUS



\*Source: CCCC Data Mart

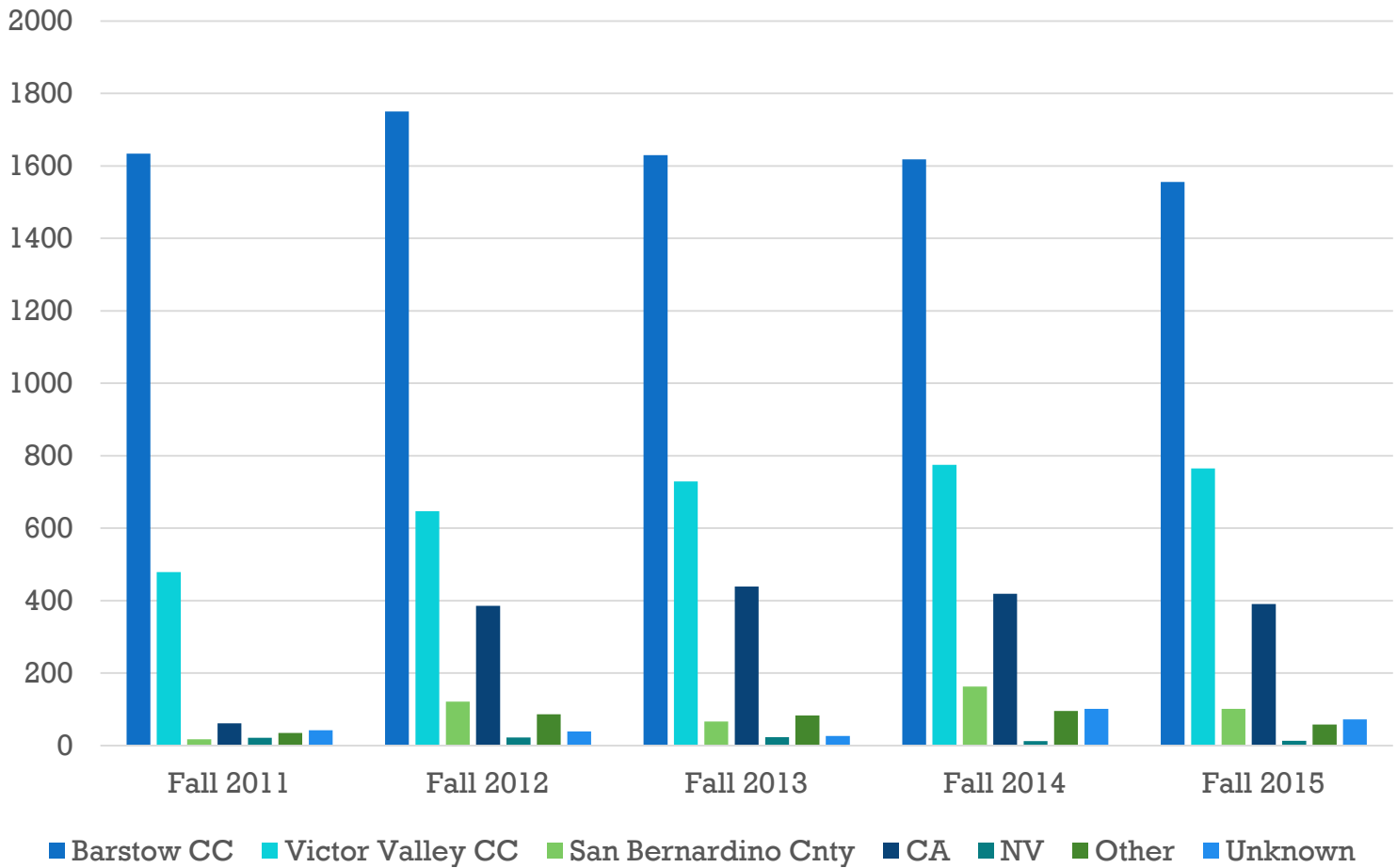
\*\*Students' citizenship status that totaled less than 1% of the student population were not included

## Student Headcount by Citizenship Status

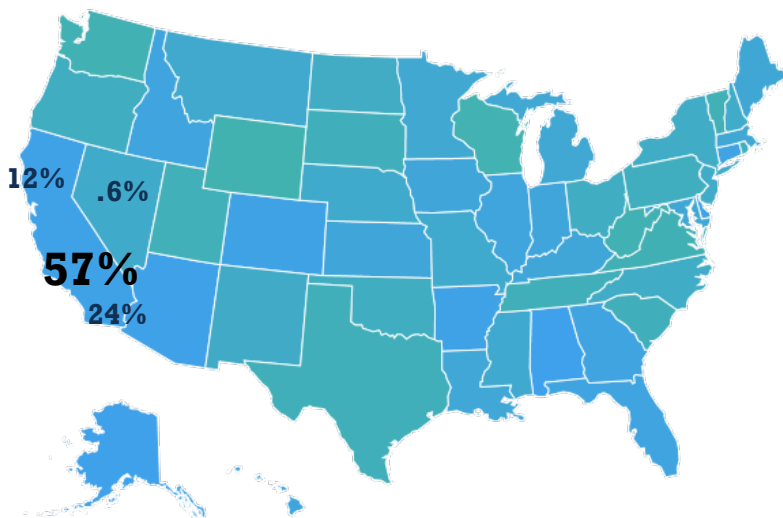
On average, students who were U.S. Citizens accounted for 95.5% of the student population during the last five years. Permanent Residents, the next largest group, only accounted for 2.8% of the student population, on average. In comparison, state-wide, 83.7% of students in the CCC system identified as U.S. Citizens and 6.9% identified as Permanent Residents.

	<b>% Change Fall '11-Fall '15</b>	<b>% Change Fall '14-Fall '15</b>
U.S. Citizen	29.1%	-6.6%
Permanent Resident	22.4%	-19.6%
Other Status	89.5%	-20.0%

# HEADCOUNT BY RESIDENCE



\*Source: CCCC MIS Referential Data



Students living within the Barstow CCD official service area made up the majority of the student population, accounting for 57% of the total headcount during the past five fall semesters. 24% of students resided in the Victor Valley CCD area while 3.2% resided in other areas of San Bernardino County. 12% lived in other areas of California while 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 service area; 56.6% on average. BCC has seen a dramatic increase in the number of students coming from San Bernardino County but outside of the service area (494%), as well as students outside of San Bernardino County but still living in California (541%).

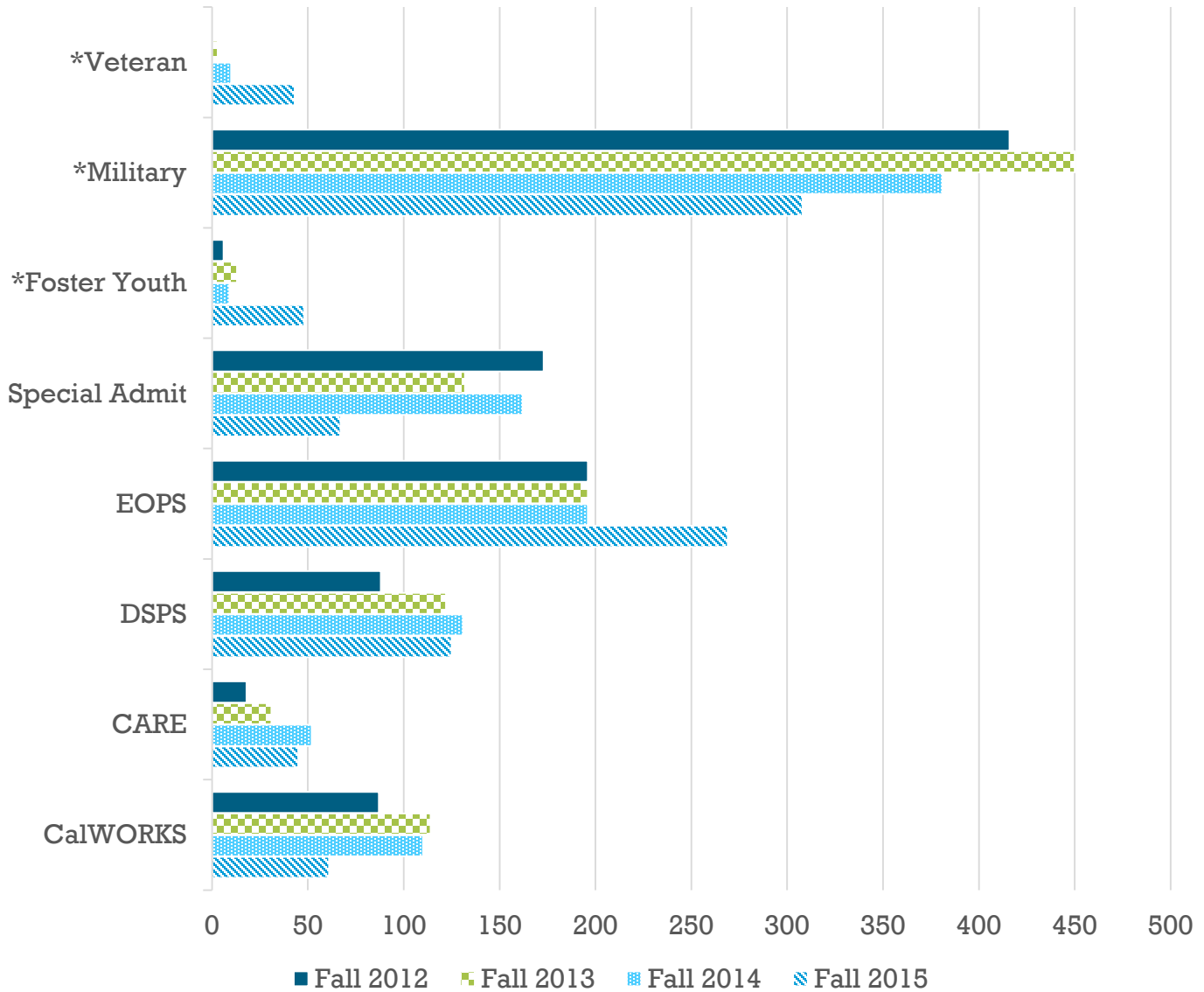
	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	#	%	#	%	#	%	#	%	#	%
Barstow CC Service Area	1634	71.4%	1750	57.4%	1630	54.4%	1618	50.8%	1556	52.6%
Victor Valley CC Service Area	479	20.9%	647	21.2%	729	24.3%	775	24.3%	765	26.0%
San Bernardino County	17	0.6%	121	4.0%	66	2.2%	163	5.1%	101	3.4%
California	61	2.7%	386	12.7%	439	14.7%	419	13.2%	391	13.2%
Nevada	21	0.9%	22	0.7%	23	0.8%	12	0.4%	13	0.4%
All Other	35	1.5%	86	2.8%	83	2.8%	95	3.0%	58	2.0%
Unknown	42	1.8%	39	1.3%	26	0.9%	101	3.2%	72	2.4%
<b>Total</b>	<b>2289</b>	<b>100%</b>	<b>3051</b>	<b>100%</b>	<b>2996</b>	<b>100%</b>	<b>3183</b>	<b>100%</b>	<b>2956</b>	<b>100%</b>

	5 Yr. Change %	5 Yr. Average #
<b>BCC</b>	-4.8%	1638
<b>VVC</b>	59.7%	679
<b>SB Cnty</b>	494.1%	94
<b>California</b>	541.0%	339
<b>Nevada</b>	-38.1%	18
<b>All Other</b>	65.7%	71
<b>Unknown</b>	71.4%	56
<b>Total</b>	<b>29.1%</b>	<b>2895</b>

**Barstow CC Service Area:** Amboy, Baker, Barstow, Cadiz, Cima, Daggett, Essex, Ft. Irwin, Hinkley, Kelso, Luldlow, 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 SPECIAL POPULATION

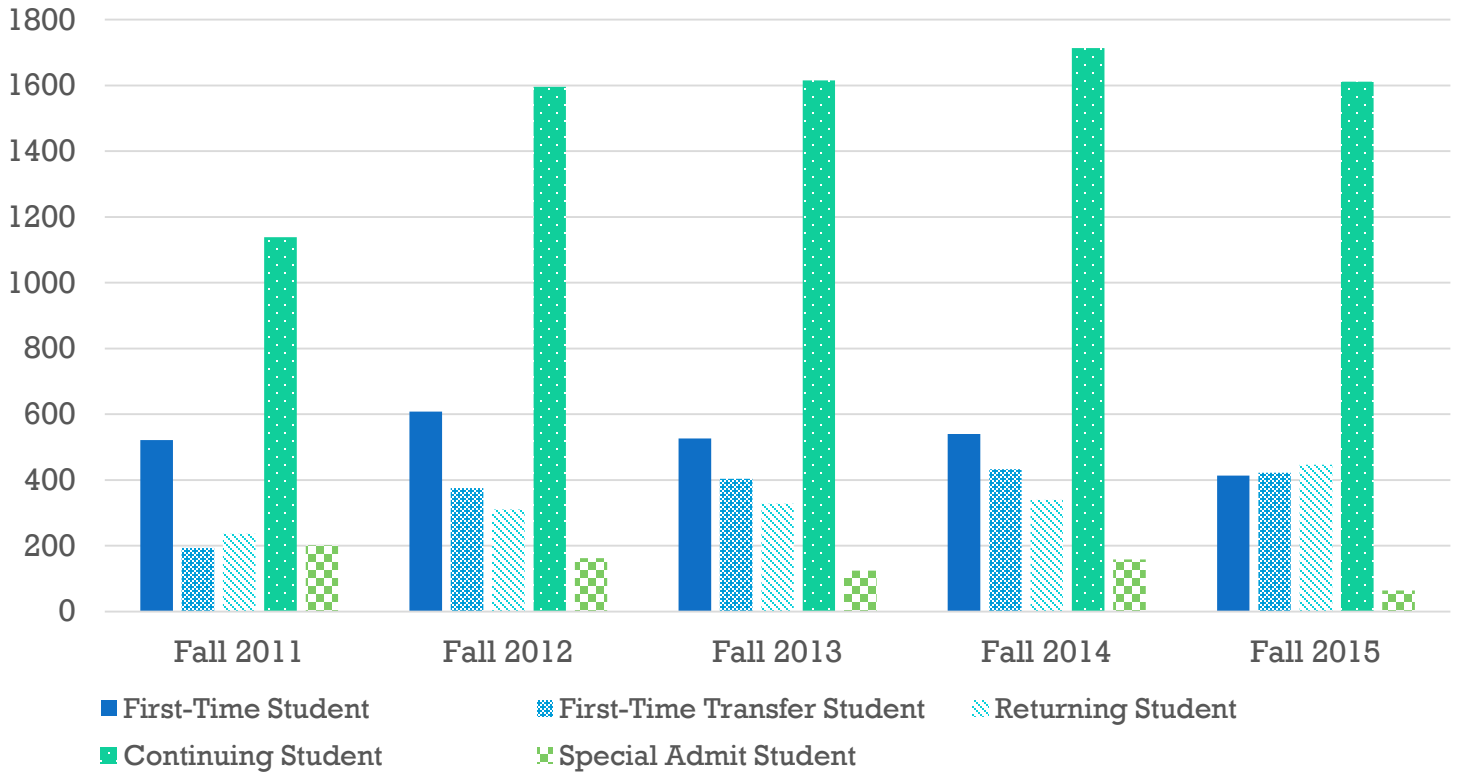


Source: CCCC Data Mart  
 \*Special Population status is self-reported

## Student Headcount by Special Population

In 2011 and 2012, colleges began collecting and submitting data regarding students in special populations. The chart above displays the number of students in each special population reported for the past four fall terms. It is important to note that students self-report their Veteran, Military and Foster Youth status and that students can be counted in multiple populations.

# HEADCOUNT BY ENROLLMENT STATUS



	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5 Yr. Chg.	5 Yr. Avg.
<b>First-Time Student</b>	521	22.8%	608	19.9%	526	17.6%	540	17.0%	413	14.0%	-20.7%	522
<b>First-Time Transfer Student</b>	193	8.4%	375	12.3%	403	13.5%	433	13.6%	422	14.3%	118.7%	365
<b>Returning Student</b>	236	10.3%	310	10.2%	328	10.9%	339	10.7%	446	15.1%	89.0%	332
<b>Continuing Student</b>	1138	49.7%	1596	52.3%	1615	53.9%	1713	53.8%	1611	54.5%	41.6%	1535
<b>Special Admit</b>	201	8.8%	162	5.3%	124	4.1%	158	5.0%	64	2.2%	-68.2%	142
<b>Total</b>	<b>2289</b>	<b>100%</b>	<b>3051</b>	<b>100%</b>	<b>2996</b>	<b>100%</b>	<b>3183</b>	<b>100%</b>	<b>2956</b>	<b>100%</b>	<b>29.1%</b>	<b>2895</b>

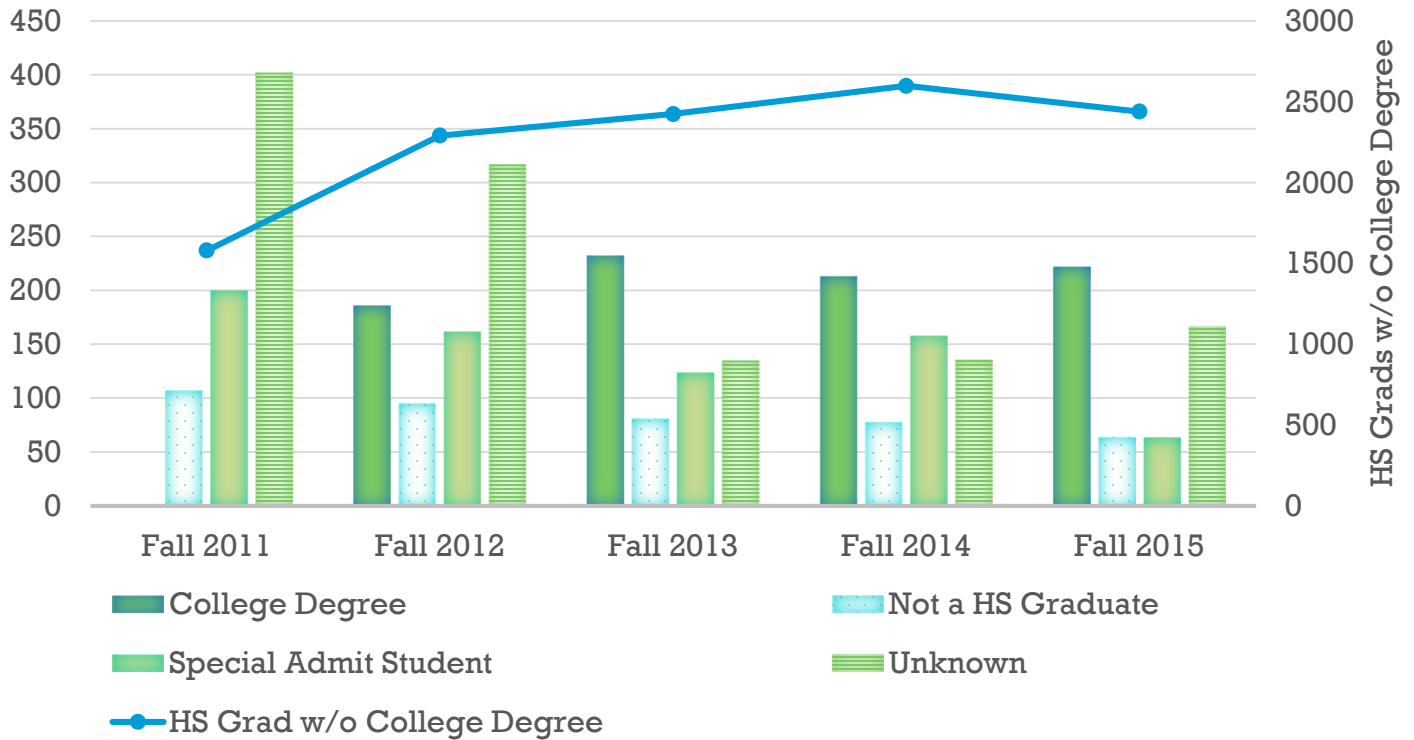
\*Source: CCCC Data Mart

## Student Headcount by Enrollment Status

The number of continuing students comprised over half of the student body, on average, over the past five fall terms and has increased 41.6% since fall 2011. The first-time student count has decreased by 20.7% over the past five years while the percentage of returning students has increased 89%. The number of first-time transfer students has increased 118.7% over the five year period, but still only made up 14.3% of the fall 2015 student population. The largest decline was seen in the special admit student enrollment with a 68.2% decrease over the past five fall terms; this is due to a recent change in policy regarding the admission of concurrently enrolled students.



# HEADCOUNT BY EDUCATION STATUS



	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5 Yr. Chg.	5 Yr. Avg.
<b>College Degree</b>	0	---	186	6.1%	232	7.7%	213	6.7%	222	7.7%	---	171
<b>HS Grad w/o College Degree</b>	1580	69.0%	2291	75.1%	2424	80.9%	2598	81.6%	2439	85.0%	54.4%	2266
<b>Not a HS Graduate</b>	107	4.7%	95	3.1%	81	2.7%	78	2.5%	64	2.2%	-40.2%	85
<b>Special Admit Student</b>	200	8.7%	162	5.3%	124	4.1%	158	5.0%	64	2.2%	-68.0%	142
<b>Unknown</b>	402	17.6%	317	10.4%	135	4.5%	136	4.3%	167	5.8%	-584.6%	231
<b>Total</b>	<b>2289</b>	<b>100%</b>	<b>3051</b>	<b>100%</b>	<b>2996</b>	<b>100%</b>	<b>3183</b>	<b>100%</b>	<b>2868</b>	<b>100%</b>	<b>25.3%</b>	<b>2877</b>

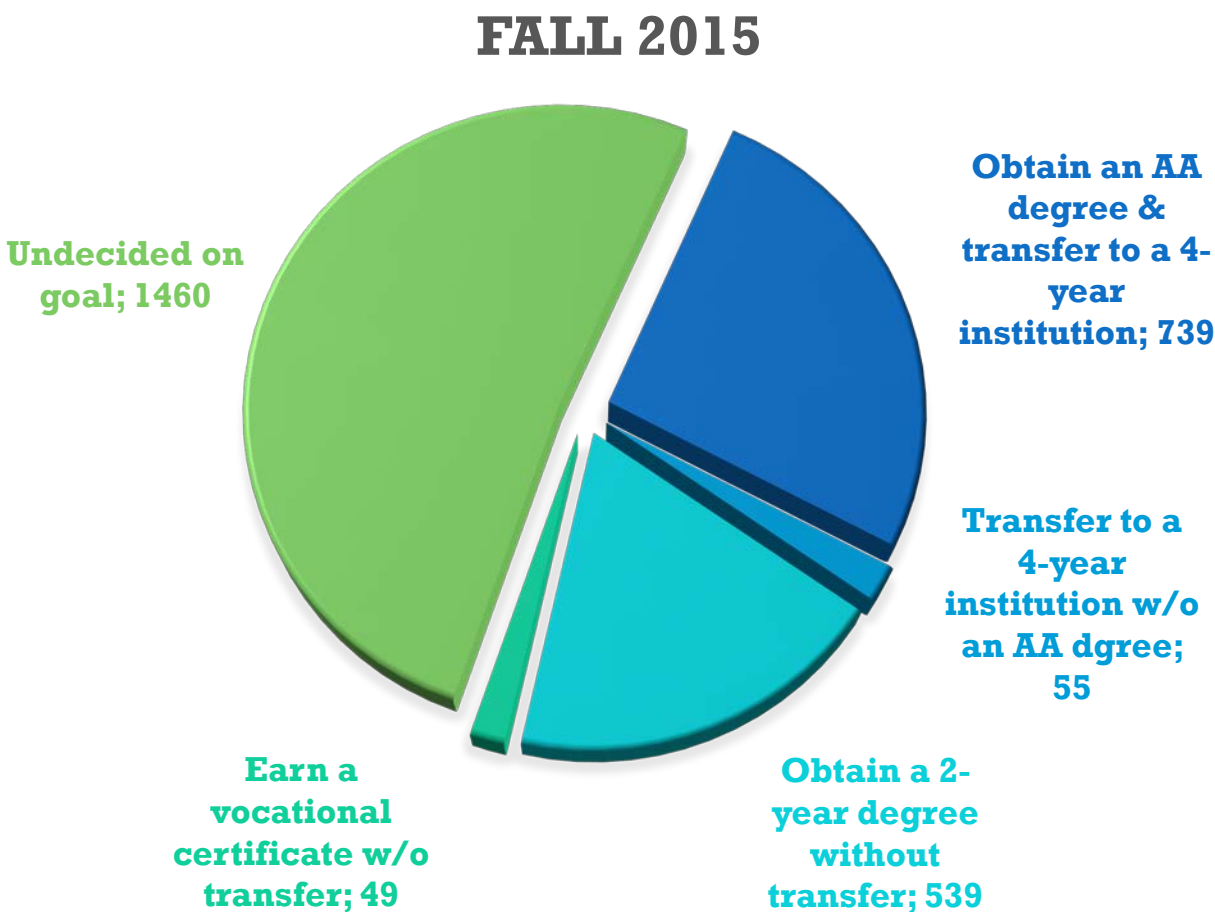
\*Source: CCCC Data Mart

## Student Headcount by Education Status

The majority of students enrolling at BCC over the past five fall semesters, 78.3% on average, were high school graduates without a college degree. This population increased 54.4% between fall 2011 and fall 2015. Both the number of students who did not graduate from high school and the number of special admit students (concurrent enrollment) decreased significantly over the past five fall semesters at 40.2% and 68.0% 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 student applies to attend BCC followed by an informed goal chosen after the student participates in the matriculation process. There are 14 goals available to choose from; the chart below displays the five most frequently chosen informed goals by BCC students in fall 2015. Approximately half of our students are undecided on their educational goal.



\*Source: CCCCCO MIS Referential Data

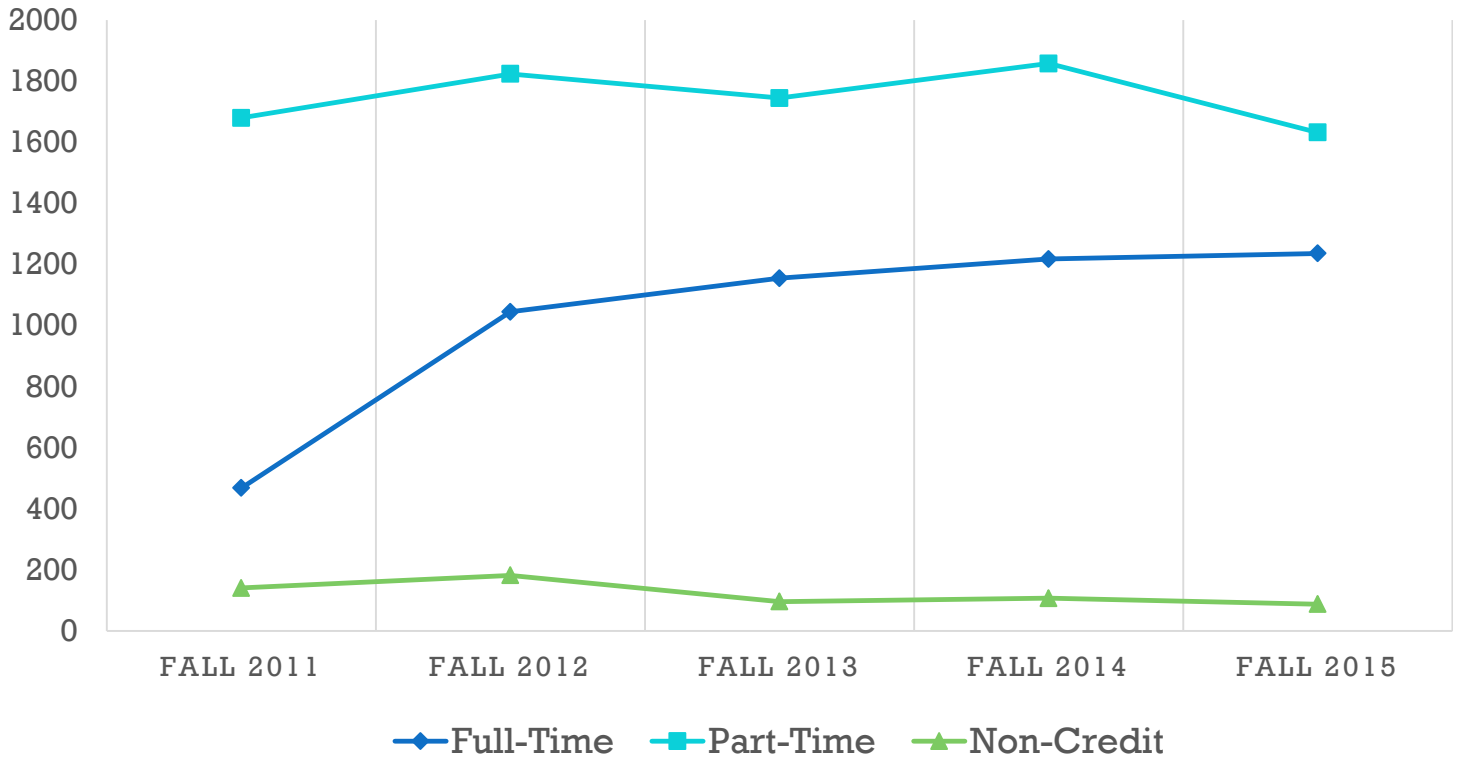
The following table displays the informed educational goals chosen by all students during the past five fall terms.

# HEADCOUNT BY EDUCATIONAL GOAL (CONT.)

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Obtain an AA degree & transfer to a 4-year institution	736	20.6%	614	18.0%	467	13.8%	935	25.9%	739	25.0%
Transfer to a 4-year institution w/o an AA degree	39	1.1%	34	1.0%	22	0.7%	99	2.7%	55	1.9%
Obtain a 2-year AA degree w/o transfer	370	10.3%	397	11.7%	369	10.9%	692	19.2%	539	18.2%
Obtain a 2-year vocational degree w/o transfer	184	5.1%	135	3.9%	96	2.8%	0	0.0%	0	0.0%
Earn a vocational cert. w/o transfer	63	1.8%	41	1.2%	17	0.5%	69	1.9%	49	1.7%
Discover/formulate career interests, plans, goals	70	1.9%	82	2.4%	114	3.4%	6	0.2%	15	0.5%
Prepare for a new career	57	1.6%	53	1.6%	137	4.1%	32	0.9%	15	0.5%
Advance in current job/career	32	0.9%	23	0.7%	7	0.2%	4	0.1%	8	0.3%
Maintain certificate or license	16	0.5%	22	0.7%	7	0.2%	10	0.3%	5	0.2%
Educational development	26	0.7%	21	0.6%	8	0.2%	3	0.0%	3	0.1%
Improve basic skills in English, reading or math	19	0.5%	17	0.5%	2	0.0%	22	0.6%	9	0.3%
Complete credits for high school diploma or GED	25	0.7%	51	1.5%	33	1.0%	54	1.5%	29	1.0%
Undecided on goal	21	0.6%	11	0.3%	10	0.3%	1655	45.9%	1460	49.4%
To move from noncredit coursework to credit coursework	1	0.0%	1	0.0%	0	0.0%	1	0.0%	0	0.0%
4-year college student taking courses to meet 4-year college reqs.	44	1.2%	34	1.0%	13	0.4%	23	0.6%	30	1.0%
Uncollected /Unreported	1875	52.4%	1871	54.9%	2071	61.4%	0	0.0%	0	0.0%
<b>TOTAL</b>	<b>3578</b>	<b>100%</b>	<b>3407</b>	<b>100%</b>	<b>3373</b>	<b>100%</b>	<b>3605</b>	<b>100%</b>	<b>2956</b>	<b>100%</b>

\*Source: CCCC MIS Referential Data

# HEADCOUNT BY UNIT LOAD



	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5 Yr. Chg.	5 Yr. Avg.
<b>Full-Time</b>	468	20.4%	1045	34.3%	1155	38.6%	1218	38.3%	1236	41.8%	164.1%	1024
<b>Part-Time</b>	1680	73.4%	1824	59.8%	1745	58.2%	1858	58.4%	1632	55.2%	-2.9%	1748
<b>Non-Credit</b>	141	6.2%	182	6.0%	96	3.2%	107	3.4%	88	3.0%	-37.6%	123
<b>Total</b>	<b>2289</b>	<b>100%</b>	<b>3051</b>	<b>100%</b>	<b>2996</b>	<b>100%</b>	<b>3183</b>	<b>100%</b>	<b>2956</b>	<b>100%</b>	<b>29.1%</b>	<b>2895</b>

\*Source: CCCC Data Mart

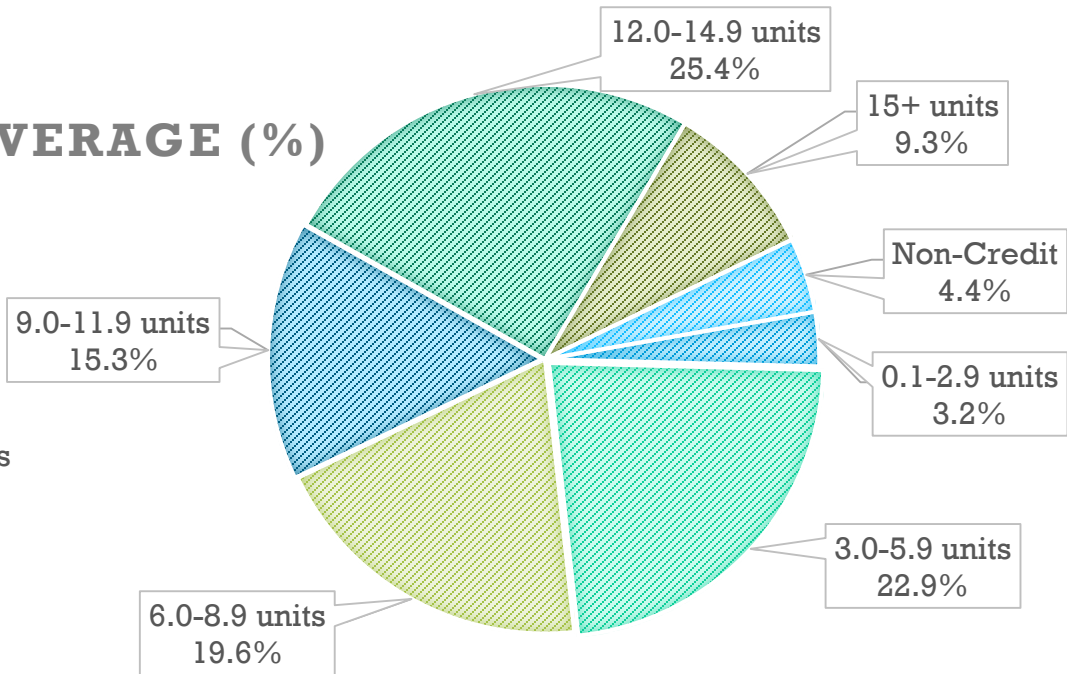
## Student Headcount by Unit Load

A majority of the student population, 60.3% on average, have enrolled on a part-time basis over the past five years, however, that number has been steadily declining as the number of students enrolling full-time increases. Since fall 2011, the number of part-time students has decreased 2.9% while the number of full-time students has increased 164.1%. In fall 2011 only 20.4% of our students were enrolled full-time; in fall 2015 that number increased to 41.8%.

# HEADCOUNT BY UNITS ATTEMPTED

## 5 YEAR AVERAGE (%)

- 0.1-2.9 units
- 3.0-5.9 units
- 6.0-8.9 units
- 9.0-11.9 units
- 12.0-14.9 units
- 15+ units
- Non-Credit



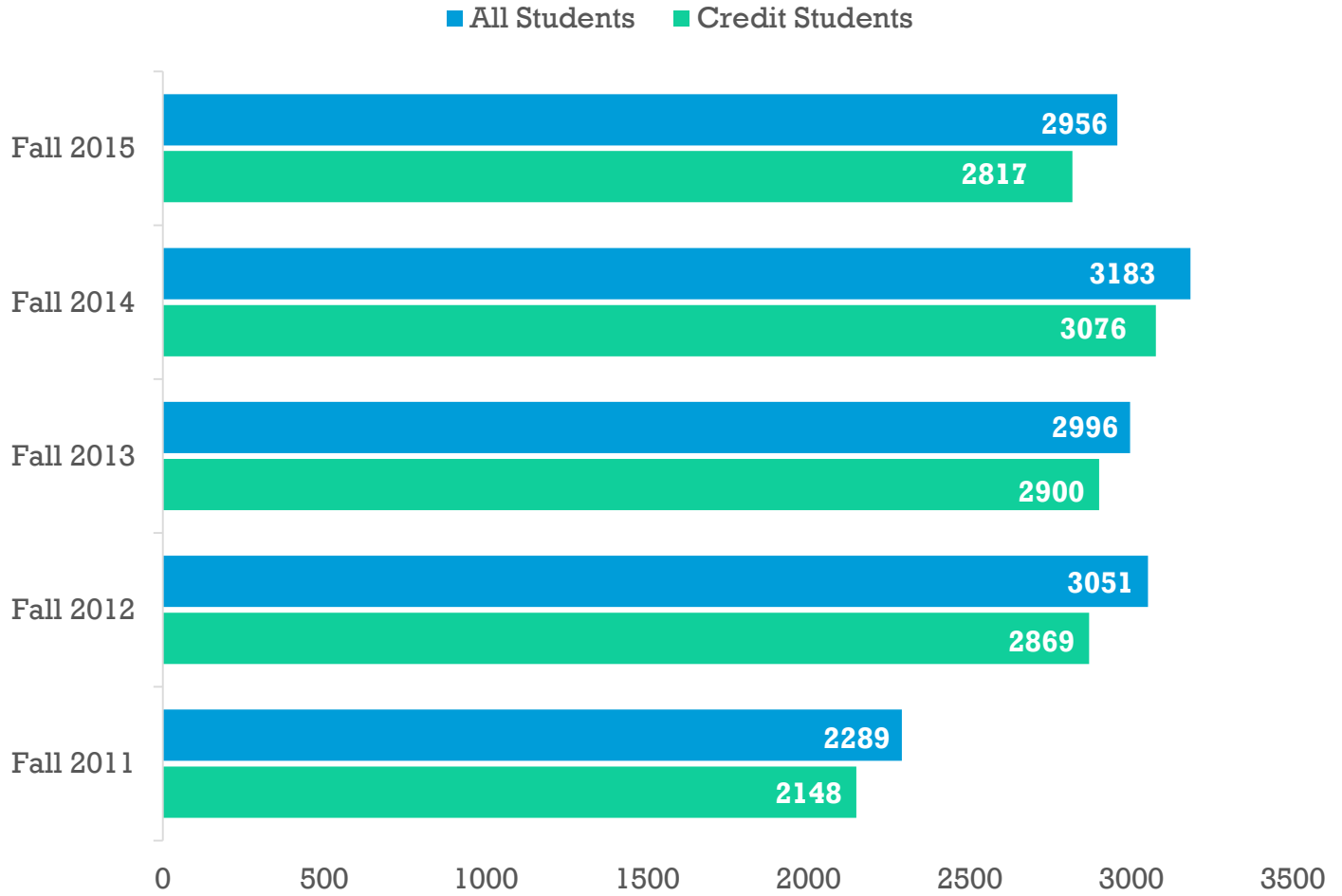
Units Attempted	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5 Yr. Chg.	5 Yr. Avg.
0.1-2.9	152	6.6%	107	3.5%	62	2.1%	64	2.0%	47	1.6%	-69.1%	3.2%
3.0-5.9	690	30.0%	675	22.1%	629	21.0%	644	20.2%	623	21.1%	-9.7%	22.9%
6.0-8.9	465	20.3%	578	18.9%	595	19.9%	636	20.0%	554	18.7%	19.1%	19.6%
9.0-11.9	373	16.3%	464	15.2%	459	15.3%	514	16.1%	408	13.8%	9.4%	15.3%
12.0-14.9	387	16.9%	761	24.9%	835	27.9%	885	27.8%	870	29.4%	124.8%	25.4%
15 +	81	3.5%	284	9.3%	320	10.7%	333	10.5%	366	12.4%	351.9%	9.3%
Non-Credit	141	6.2%	182	6.0%	96	3.2%	107	3.4%	88	3.0%	-37.6%	4.4%
<b>Total</b>	<b>2289</b>	<b>100%</b>	<b>3051</b>	<b>100%</b>	<b>2996</b>	<b>100%</b>	<b>3183</b>	<b>100%</b>	<b>2956</b>	<b>100%</b>	<b>25.3%</b>	<b>100%</b>

\*Source: CCCC Data Mart

## Student Headcount by Units Attempted

Over the past five fall terms, students attempting between 12.0 and 14.9 units accounted for 25.4% of the student population while students attempting 3.0 to 5.9 units came in at a close second at 22.9%. During this time period the number of students attempting less than 6 units has decreased while the number of students attempting 6 or more units has increased. The number of students attempting a unit load of 15+ has increased by 351.9%.

# HEADCOUNT AS OF 1<sup>ST</sup> CENSUS



\*Source: CCCC Data Mart and MIS Referential Files

## Student Headcount as of 1<sup>st</sup> Census

On average, 95.4% of students were enrolled in credit courses from fall 2011 to fall 2015. The number of students enrolled in credit courses increased every fall since 2011, finally falling 8.4% in fall 2015 from the previous fall semester. The total headcount has fluctuated each year. Overall, the number of credit students has increased 31.1% over the past five fall terms while the number of non-credit students has decreased 1.4%.

	5 Year Change	5 Year Average
Credit	31.1%	95.4%
Non-Credit	-1.4%	4.6%
<b>Total</b>		<b>100%</b>



# SERVICE AREA HIGH SCHOOL CAPTURE RATES

ACADEMIC YEAR	HIGH SCHOOL	HS	BCC	CAP
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%
2015-16	363080 Barstow HS	278	124	45%
41%	363071 Central HS	56	19	34%
	363007 Baker HS	12	2	17%
	363027 Silver Valley HS	61	24	39%
	363119 Silver Valley Academy	9	5	56%
	363028 Calico Continuation High	7	1	14%

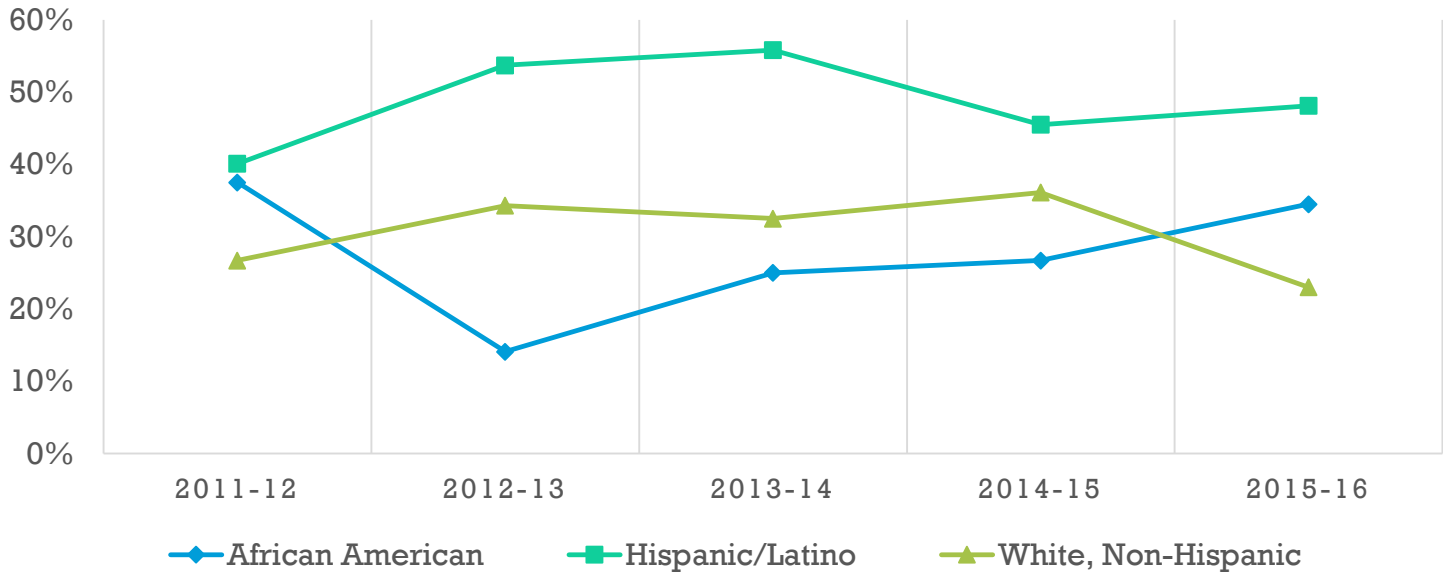
\*Source: CCCC MIS Referential Data and California Department of Education DataQuest

**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 enrolled at BCC within the first year of graduating has ranged from 35% to 44% in the last five years. The rate has increased 6 percentage points since 2011-12. While the majority of these students come from Barstow High School, 70.9% in 2015-16, Silver Valley Academy saw a larger capture rate than other area high schools.

# HIGH SCHOOL CAPTURE RATES BY ETHNICITY



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

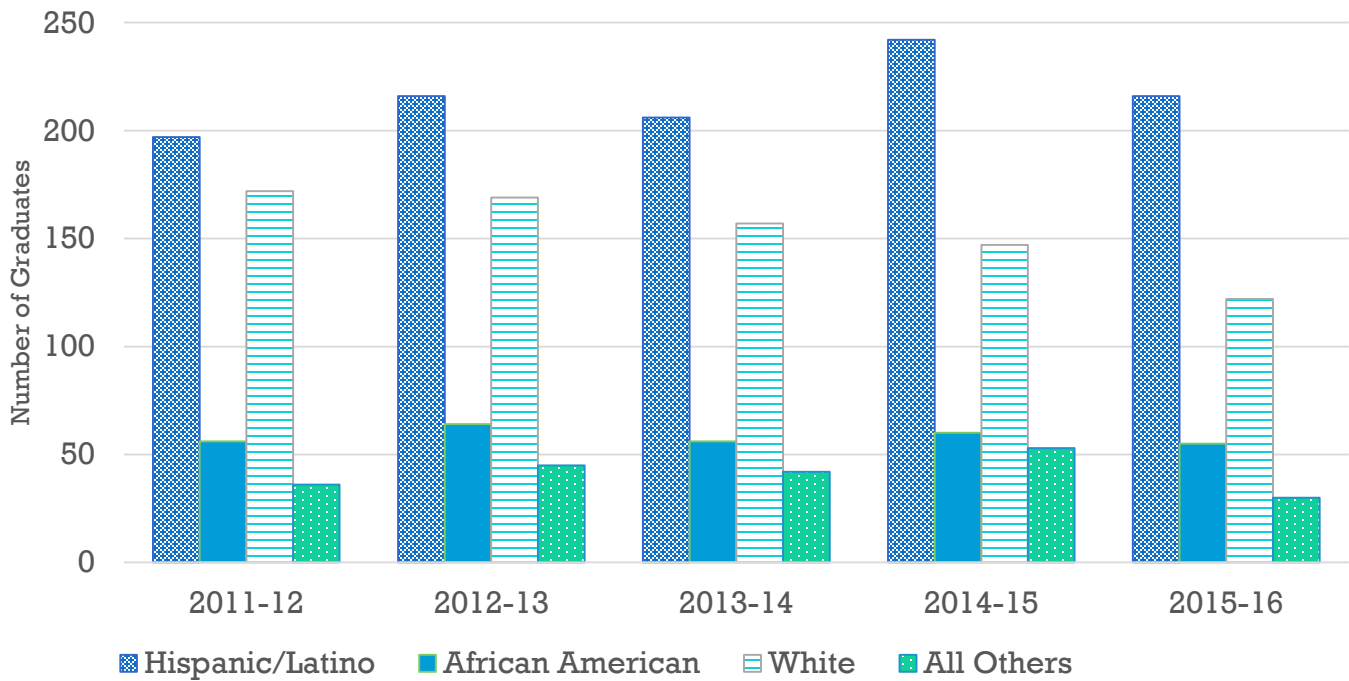
	2011-12			2012-13			2013-14			2014-15			2015-16		
	BCC	HS	CAP%	BCC	HS	CAP%	BCC	HS	CAP%	BCC	HS	CAP%	BCC	HS	CAP%
African American	21	56	37.5%	9	64	14.1%	14	56	25.0%	16	60	26.7%	19	55	34.5%
American Indian/ Alaska Native	0	9	0.0%	1	14	7.1%	1	13	7.7%	2	12	16.7%	3	7	42.9%
Asian/Filipino	1	16	6.3%	4	13	30.8%	5	13	38.5%	5	16	31.3%	6	11	54.5%
Hispanic/Latino	79	197	40.1%	116	216	53.7%	115	206	55.8%	110	242	45.5%	104	216	48.1%
Multi-Ethnicity	11	5	***	13	9	***	17	11	***	14	13	***	13	5	***
Native Hawaiian/ Pacific Islander	2	6	33.3%	0	9	0.0%	0	5	0.0%	3	12	25.0%	2	7	28.6%
Unknown	2	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
White	46	172	26.7%	58	169	34.3%	51	157	32.5%	53	147	36.1%	28	122	23.0%

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 2015-16, 48.4% of this group's high school graduates enrolled at BCC. In comparison, 23.0% and 34.5% of White and African American graduates were enrolled during this same year, respectively. The capture rates for African American and Hispanic graduates increased over the previous year while the capture rate for White students decreased.

# HIGH SCHOOL GRADUATES BY 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	%	Total
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
2015-16	55	13.0%	7	1.7%	11	2.6%	216	51.1%	5	1.2%	7	1.7%	122	28.8%	423

\*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 high school 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 decreased 8.2% since 2011-12.

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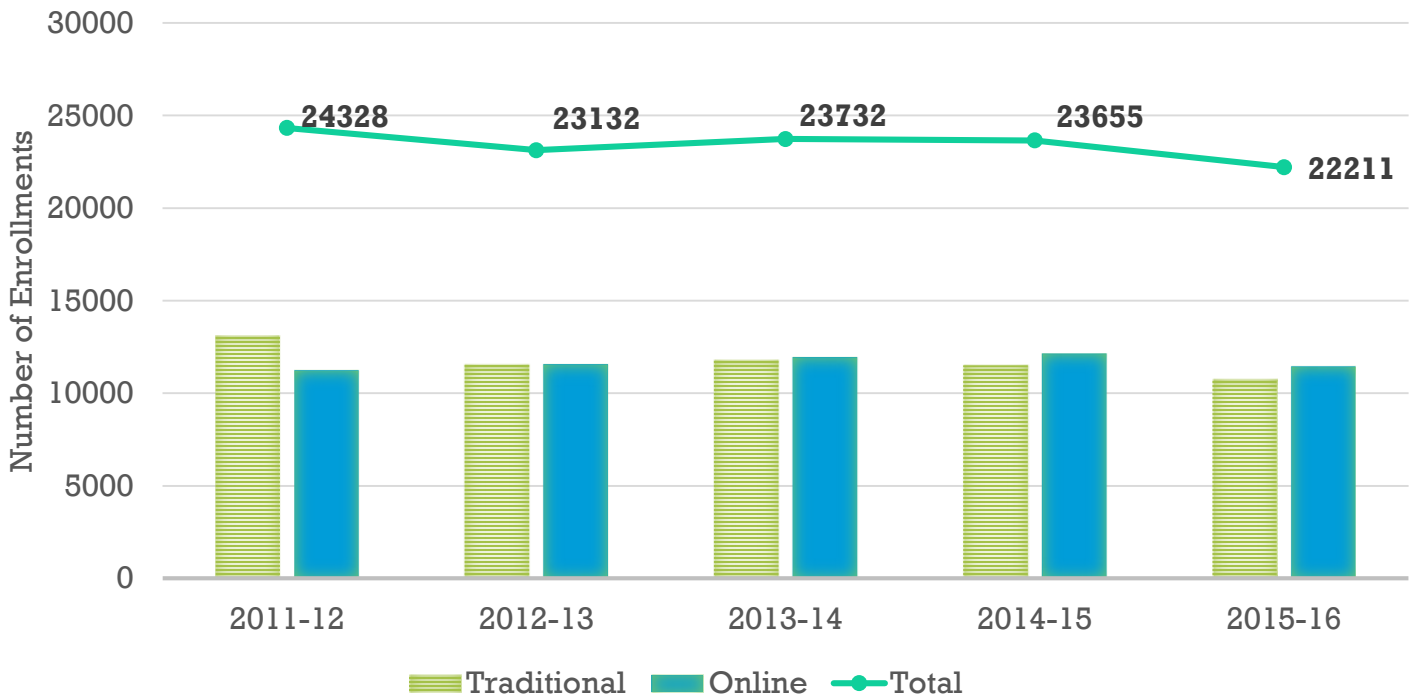
# CHAPTER THREE



## Student Enrollments

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

# ANNUAL ENROLLMENTS: TRADITIONAL VS. ONLINE



\*Source: CCCCO MIS Referential Data

	2011-12		2012-13		2013-14		2014-15		2015-16	
Traditional	13074	53.7%	11551	49.9%	11779	49.6%	11513	48.7%	10751	48.4%
Online	11254	46.3%	11581	50.1%	11953	50.4%	12142	51.3%	11460	51.6%
<b>Total</b>	<b>24328</b>	<b>100%</b>	<b>23132</b>	<b>100%</b>	<b>23732</b>	<b>100%</b>	<b>23655</b>	<b>100%</b>	<b>22211</b>	<b>100%</b>

Hybrid course enrollments are included in the traditional course category

	5 Year Change #	5 Year Change %	5 Year Average #	5 Year Average %
Traditional	-2323	-17.8%	11734	50.1%
Online	206	1.8%	11678	49.9%
<b>Total</b>	<b>-673</b>	<b>-2.80%</b>	<b>23410</b>	<b>100%</b>

## Annual Enrollments: Traditional and Online

The five-year average shows that both traditional and online annual enrollments are almost identical. Although traditional enrollments were higher than online enrollments in 2011-12, traditional enrollments have seen a 17.8% decrease in enrollments during the last five academic years while online enrollments have seen a 1.8% increase in enrollments.



# ONLINE/TRADITIONAL ENROLLMENT BY RESIDENCE 2015-16

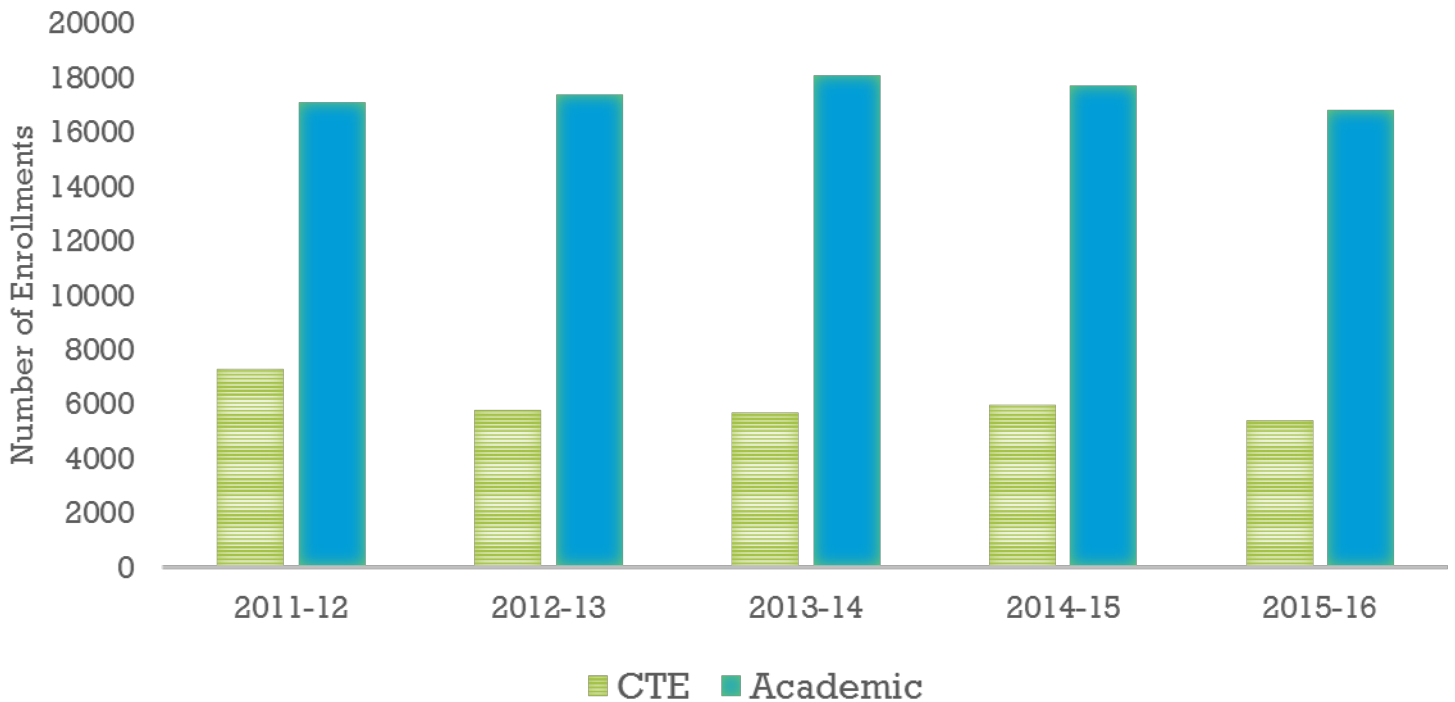
2015-16 Academic Year	Traditional		Online		All	
	Enrolled	%	Enrolled	%	Enrolled	%
Barstow CC District	7825	72.8%	4262	37.2%	12087	54.4%
Barstow (92311)	6450	60.0%	3055	26.7%	9505	42.8%
Fort Irwin (92310)	698	6.5%	823	7.2%	1521	6.8%
Victor Valley	2083	19.4%	3956	34.5%	6039	27.2%
San Bernardino County	93	0.9%	654	5.7%	747	3.4%
California	176	1.6%	2003	17.5%	2179	9.8%
Nevada	91	0.8%	37	0.3%	128	0.6%
All Other	245	2.3%	266	2.3%	511	2.3%
Unknown	238	2.2%	282	2.5%	520	2.3%
<b>ALL</b>	<b>10751</b>	<b>100%</b>	<b>11460</b>	<b>100%</b>	<b>22211</b>	<b>100%</b>

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.

## Online/Traditional Enrollment by Residence

Enrollments in online courses exceeded enrollments in traditional courses in 2015-16. The majority of traditional enrollments, 72.8%, were students who lived in the Barstow Community College District official service area which includes the city of Barstow, Ft. Irwin and the surrounding area. BCC service area students also made up the largest group of online students, 37.2%. Students in the Victor Valley College service area made up the second highest group of online students with 34.5% enrollments.

# ANNUAL ENROLLMENTS: CTE VS. ACADEMIC



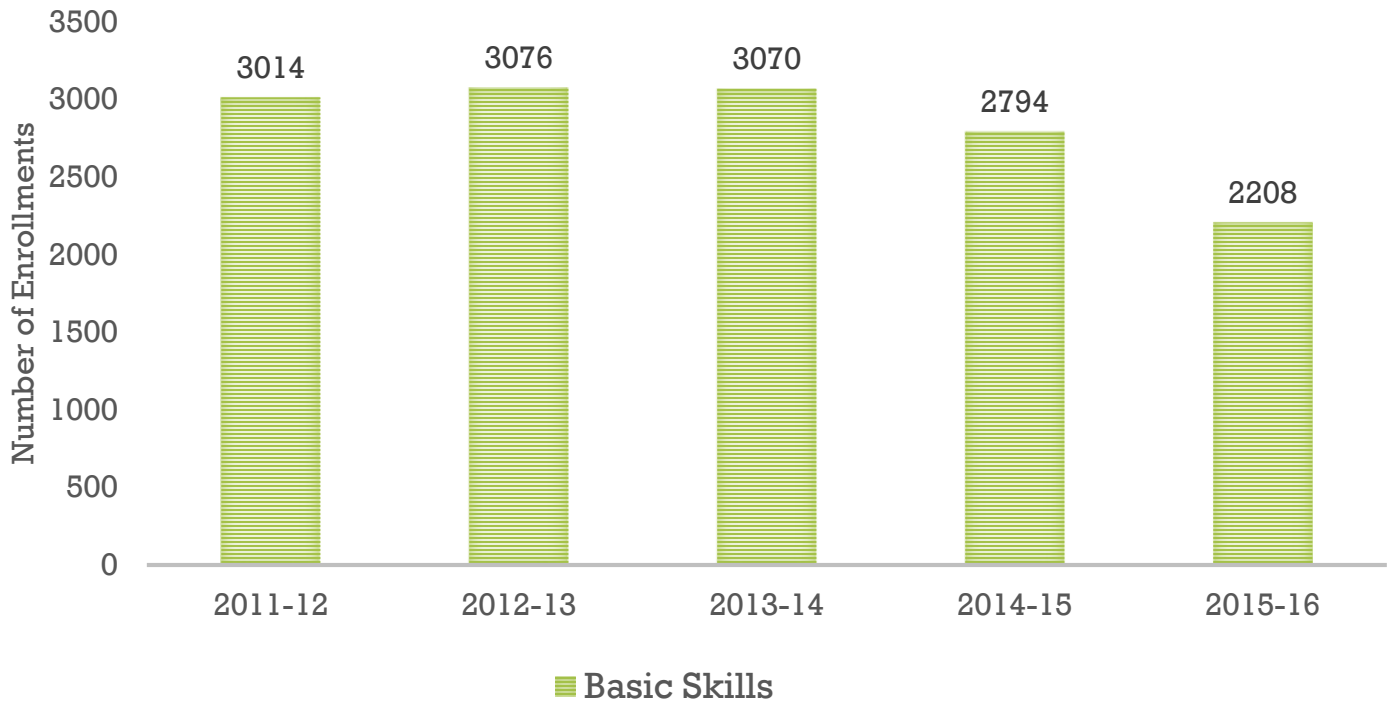
\*Source: CCCCO MIS Referential Data

	2011-12		2012-13		2013-14		2014-15		2015-16		5 Yr. Chg.	5 Yr. Avg.
CTE	7257	29.8%	5773	25.0%	5676	23.9%	5961	25.2%	5403	24.3%	-25.5%	25.6%
Academic	17071	70.2%	17359	75.0%	18056	76.1%	17694	74.8%	16808	75.7%	-1.5%	74.4%
<b>Total</b>	<b>24328</b>	<b>100%</b>	<b>23132</b>	<b>100%</b>	<b>23732</b>	<b>100%</b>	<b>23655</b>	<b>100%</b>	<b>22211</b>	<b>100%</b>	<b>-8.7%</b>	<b>100%</b>

## Annual Enrollments: CTE vs. Academic

The number of enrollments in academic courses are more than triple those of CTE; 74.4% versus 25.6% on average over the past five years. The number of enrollments in both academic courses and CTE courses has decreased over the past five years by 8.7%. CTE courses have experienced a large decline in enrollments, dropping 25.5% since 2011-12 while academic courses have experienced a 1.5% decrease.

# ANNUAL ENROLLMENTS: BASIC SKILLS

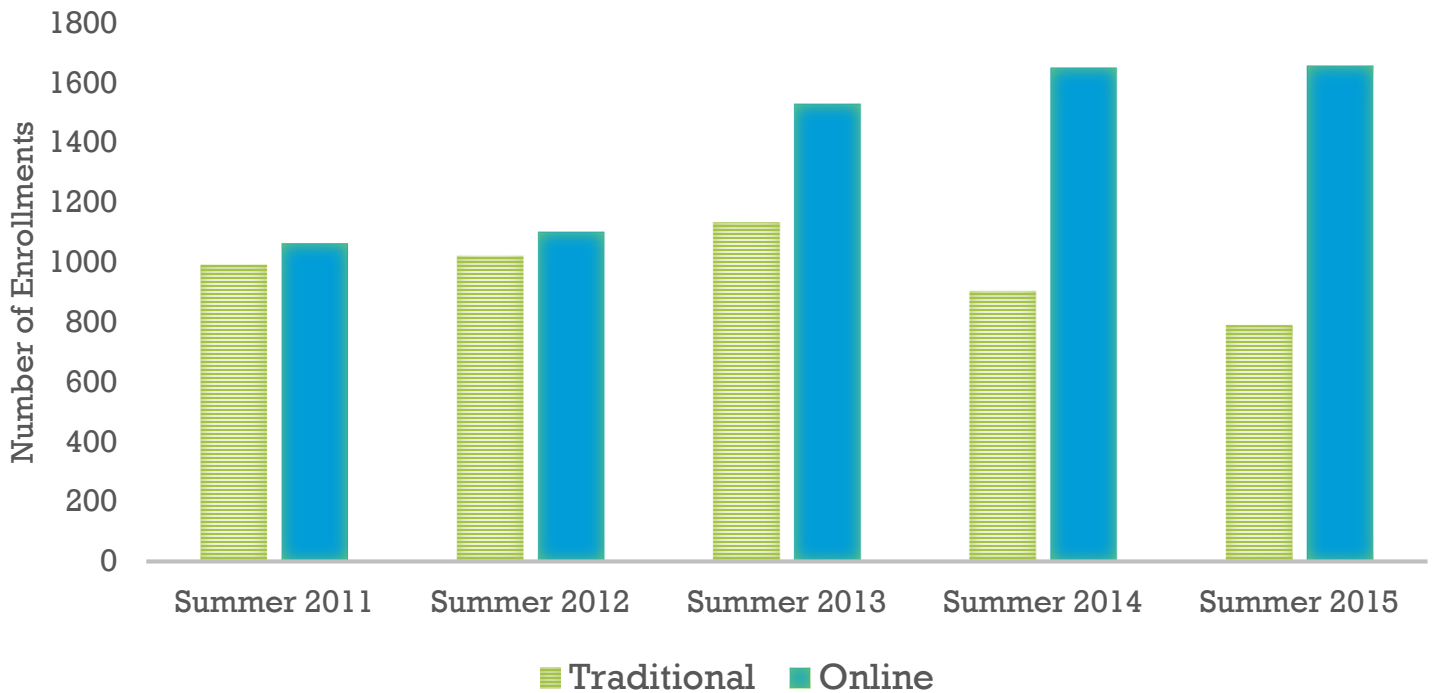


\*Source: CCCCO MIS Referential Data

## Annual Enrollment in Basic Skills Courses

The number of students enrolled in basic skills courses has experienced a steady decline since 2011-12. While there was a slight increase in enrollments in 2012-13, these enrollments have decreased by 26.7% over the past five years.

# SUMMER TERM ENROLLMENTS



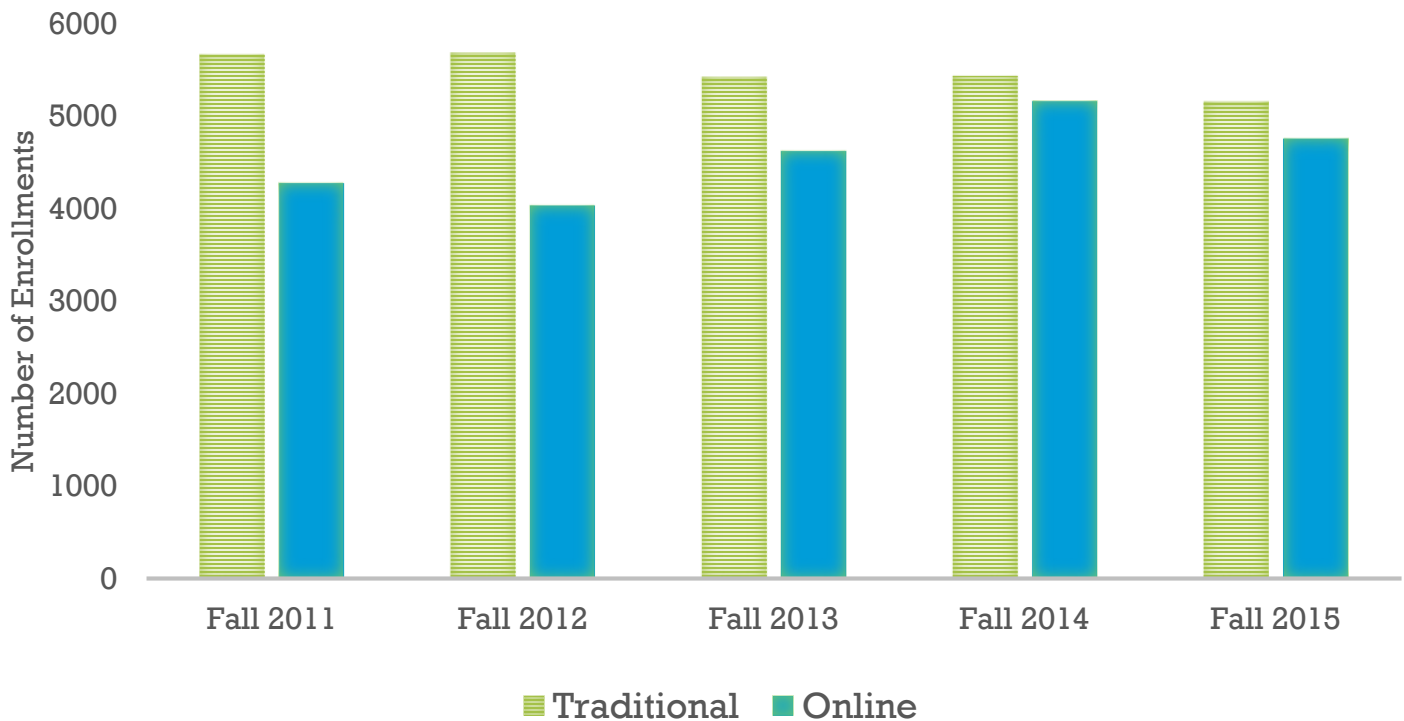
	Summer 2011	Summer 2012	Summer 2013	Summer 2014	Summer 2015	5 Yr. Chg.	5 Yr. Avg.
Traditional	992	1022	1133	904	789	-20.5%	968
Online	1063	1102	1530	1650	1657	55.9%	1400
<b>Total</b>	<b>2055</b>	<b>2124</b>	<b>2663</b>	<b>2554</b>	<b>2446</b>	<b>19.0%</b>	<b>2368</b>

\*Source: CCCC MIS Referential Data

## Summer Term Enrollments: Traditional and Online

While overall summer enrollments have seen a 19.0% increase over the past five years, there is a large variance between traditional and online enrollments. Online enrollments have increased 55.9% over the last five summer sessions while traditional enrollments have steadily decreased 20.5% since summer 2011. Online enrollments made up 67.7% of the total number of enrollments in summer 2015; that is up from 51.7% in summer 2011.

# FALL TERM ENROLLMENTS



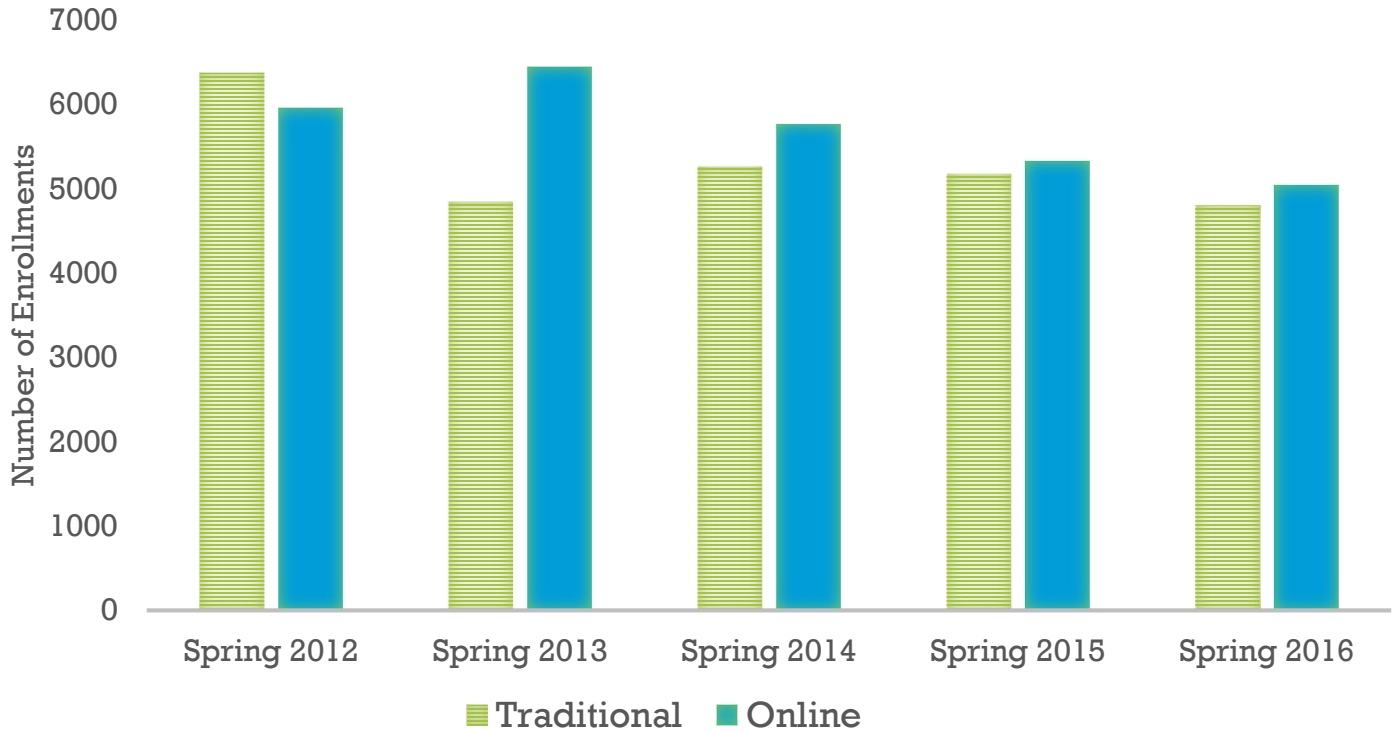
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 Yr. Chg.	5 Yr. Avg.
Traditional	5666	5684	5425	5434	5159	-8.9%	5474
Online	4277	4034	4622	5162	4759	11.3%	4571
<b>Total</b>	<b>9943</b>	<b>9718</b>	<b>10047</b>	<b>10596</b>	<b>9918</b>	<b>-0.3%</b>	<b>10044</b>

\*Source: CCCC MIS Referential Data

## Fall Term Enrollments: Traditional and Online

While both online and traditional enrollments have fluctuated over the past five years, online enrollments saw an overall increase of 11.3% during the fall terms. Traditional enrollments experienced an 8.9% decrease during the same time period. Online enrollments made up 48.0% of the total number of enrollments in fall 2015; up from 43.0% in fall 2011.

# SPRING TERM ENROLLMENTS



	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	5 Yr. Chg.	5 Yr. Avg.
Traditional	6372	4845	5259	5175	4803	-24.6%	5291
Online	5958	6445	5763	5330	5044	-15.3%	5708
<b>Total</b>	<b>12330</b>	<b>11290</b>	<b>11022</b>	<b>10505</b>	<b>9847</b>	<b>-20.1%</b>	<b>10999</b>

\*Source: CCCCCO MIS Referential Data

## Spring Term Enrollments: Traditional and Online

Unlike what we have experienced with summer and fall enrollments, both traditional and online enrollments have seen a decrease during the spring semesters since 2012; 24.6% for traditional and 15.3% for online. Traditional enrollments have fluctuated over the last five spring terms however, online enrollments have steadily declined every year since spring 2013, reaching its lowest enrollment in spring 2016 at just 4,803. Online enrollments made up 51.2% of the total number of enrollments in spring 2016; up from 48.3% in spring 2012.



# EFFICIENCY BY ACADEMIC PROGRAMS 2015-16

2015-16 Academic Year	Fill Rate	Success Rate	FTEF	Efficiency
<b>CTE</b>	60.8%	74.3%	48.4	400
<b>Humanities</b>	74.0%	75.3%	42.7	410
<b>Natural Sciences/Math</b>	75.5%	70.5%	34.6	468
<b>Social Sciences</b>	77.3%	70.0%	33.2	494
<b>Other</b>	69.3%	85.4%	18.4	383

\*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 (FTEF). 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.

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# CHAPTER FOUR



## Student Outcomes

Information on student outcomes by various performance indicators.

# BCC INSTITUTION SET STANDARDS 2015-16

	Institution Set Standard	Performance 2015-16	Result
Student Course Completion Rate (Item 12)	70.0%	72.7%	Standard Met
Student Degree Completion Rate/Count (Item 13)	234	292	Standard Met
Student Certificate Completion Rate/Count (Item 14)	7	45	Standard Met
Student Transfer Rate/Count (Item 15)	151	223	Standard Met
Examination Pass Rates Cosmetology (Item 18)	70%	83.9%	Standard Met

\*Source: 2017 ACCJC Annual Report

## Institution Set Standards 2015-16

The minimum standards set for the five outcome metrics for 2015-16 have all been met. While the number of certificates has increased from only 14 completed in 2013-14 to 45 completions in 2015-16, there is still continuing concern regarding the completion rate. 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.

# 2017 STUDENT SUCCESS SCORECARD

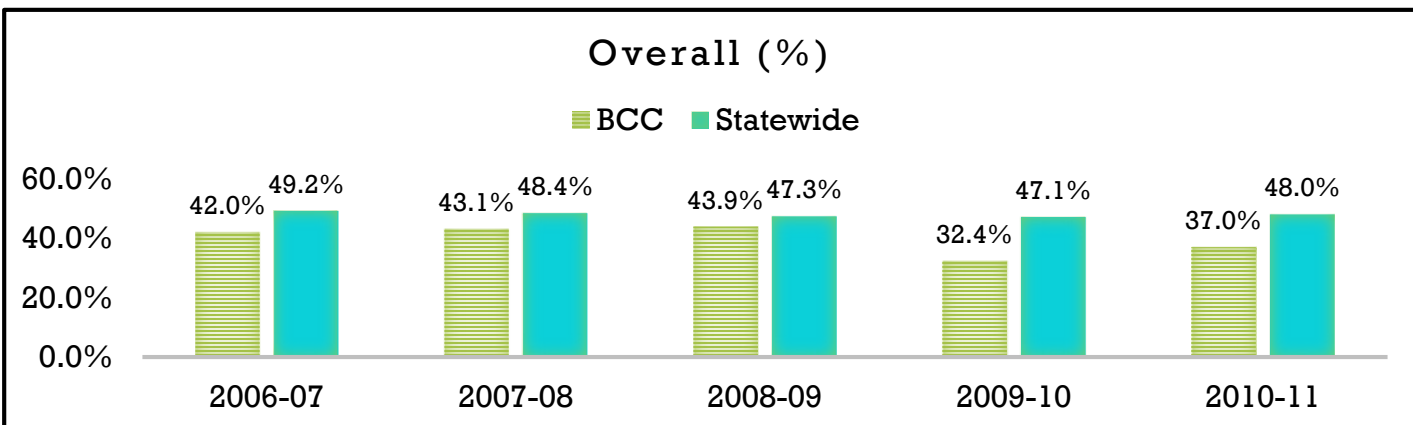
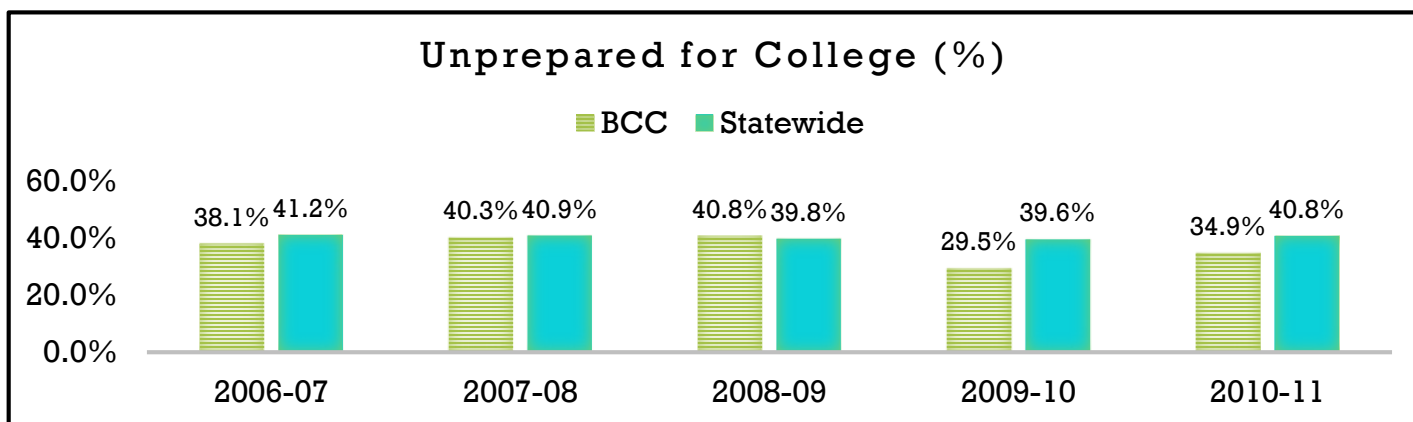
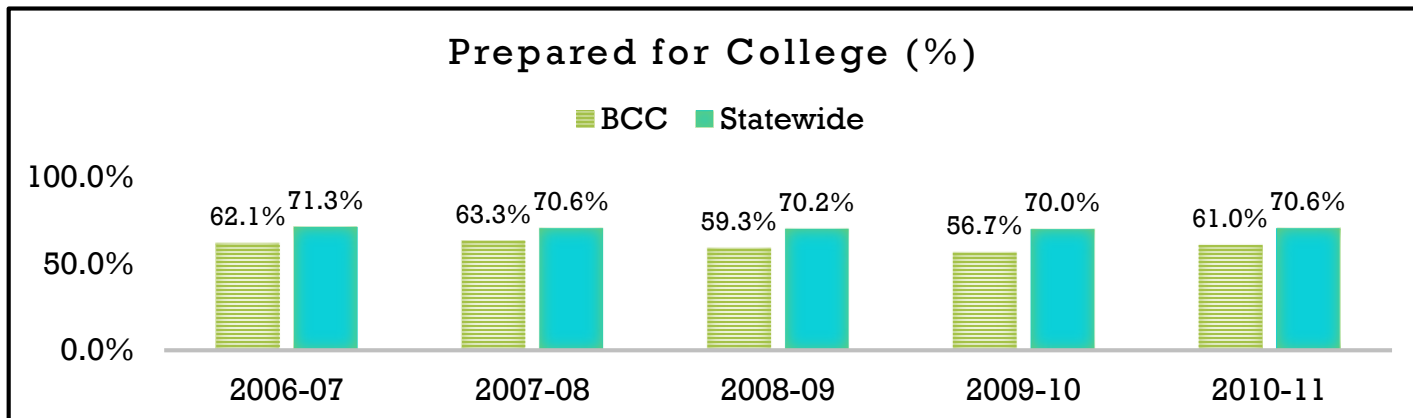
Barstow Community College						Statewide (All California Community Colleges)				
<u>Completion Rate</u>	06-07	07-08	08-09	09-10	10-11	06-07	07-08	08-09	09-10	10-11
College Prepared	62.1%	63.3%	59.3%	56.7%	61.0%	71.3%	70.6%	70.2%	70.0%	70.6%
Unprepared for College	38.1%	40.3%	40.8%	29.5%	34.9%	41.2%	40.9%	39.8%	39.6%	40.8%
Overall	42.0%	43.1%	43.9%	32.4%	37.0%	49.2%	48.4%	47.3%	47.1%	48.0%
<u>30 Units Rate</u>										
College Prepared	51.5%	53.1%	45.7%	43.3%	70.7%	69.7%	70.1%	71.2%	73.2%	75.1%
Unprepared for College	48.7%	50.4%	53.5%	48.0%	50.7%	65.1%	65.3%	65.0%	65.8%	66.8%
Overall	49.1%	50.8%	52.2%	47.5%	52.4%	66.4%	66.5%	66.6%	67.6%	68.8%
<u>Persistence Rate</u>										
College Prepared	60.6%	53.1%	54.3%	50.7%	58.5%	72.4%	71.9%	72.8%	75.1%	78.0%
Unprepared for College	47.8%	52.5%	57.3%	52.7%	49.0%	69.6%	70.0%	71.3%	72.9%	75.2%
Overall	49.9%	52.5%	56.8%	52.5%	49.8%	70.4%	70.5%	71.7%	73.4%	75.9%
<u>Remedial Rate</u>										
Math	27.4%	27.4%	31.9%	30.2%	31.0%	30.0%	30.7%	31.0%	32.7%	34.2%
English	33.8%	32.4%	36.0%	35.8%	37.9%	42.8%	43.5%	43.4%	45.4%	46.9%
ESL	0.0%	---	---	---	3.7%	26.4%	27.2%	28.5%	28.6%	30.5%
<u>Career Technical Education Rate</u>										
	56.1%	49.1%	40.1%	43.5%	36.5%	51.4%	50.5%	50.0%	51.4%	53.9%

\*Source: 2017 CCCCCO 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 2010-11 and monitored through 2015-16. 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.

# 2017 STUDENT SUCCESS SCORECARD: COMPLETION (6-YEAR COHORTS)



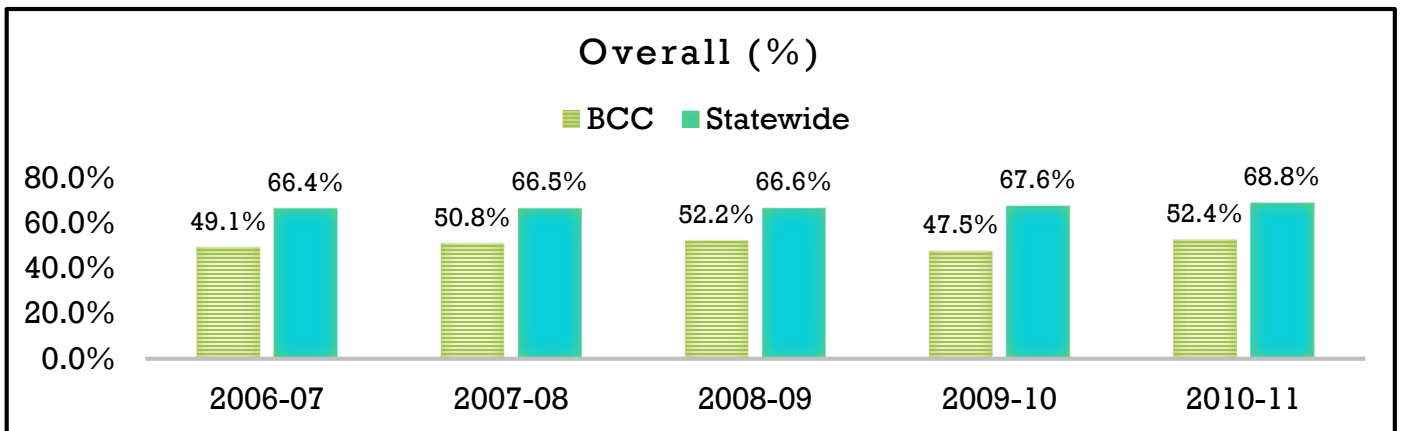
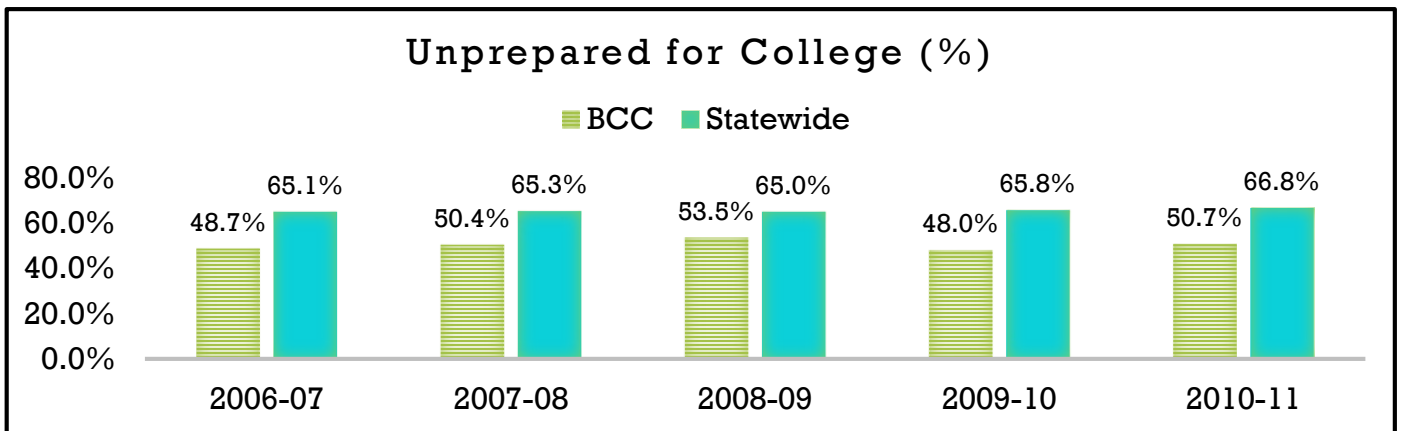
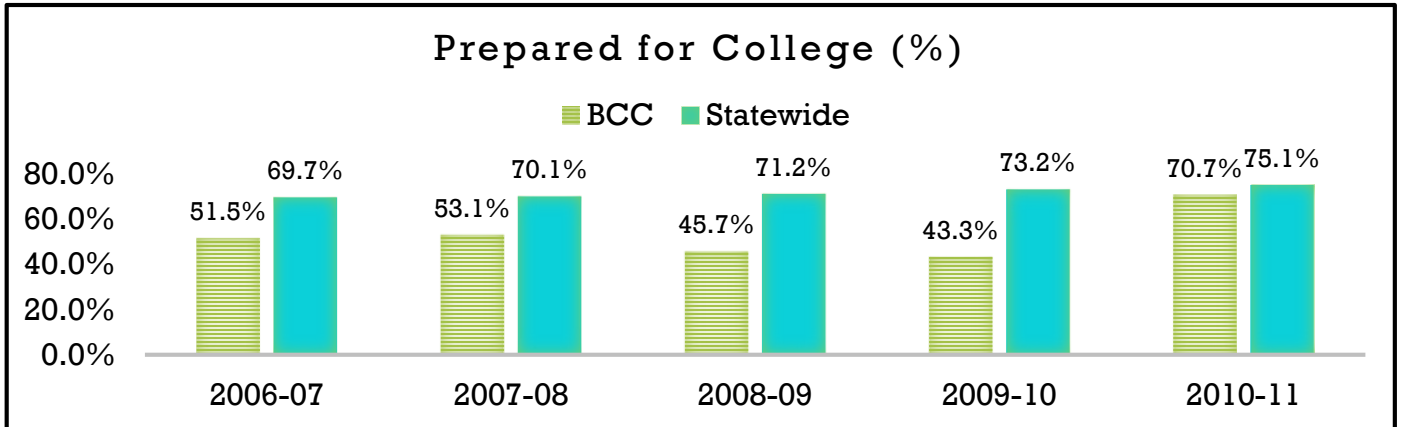
\*Source: CCCC Student Success Scorecard

## Student Success Scorecard – Completion Rate

The completion rates for the College Prepared cohorts fell below the Statewide Completion Rates with BCC averaging a 60.5% completion rate while the Statewide Completion Rate averaged 70.5% 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 36.7% 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 39.7% while the Statewide completion rate averaged 48%.



# 2017 STUDENT SUCCESS SCORECARD: 30 UNITS (6-YEAR COHORTS)

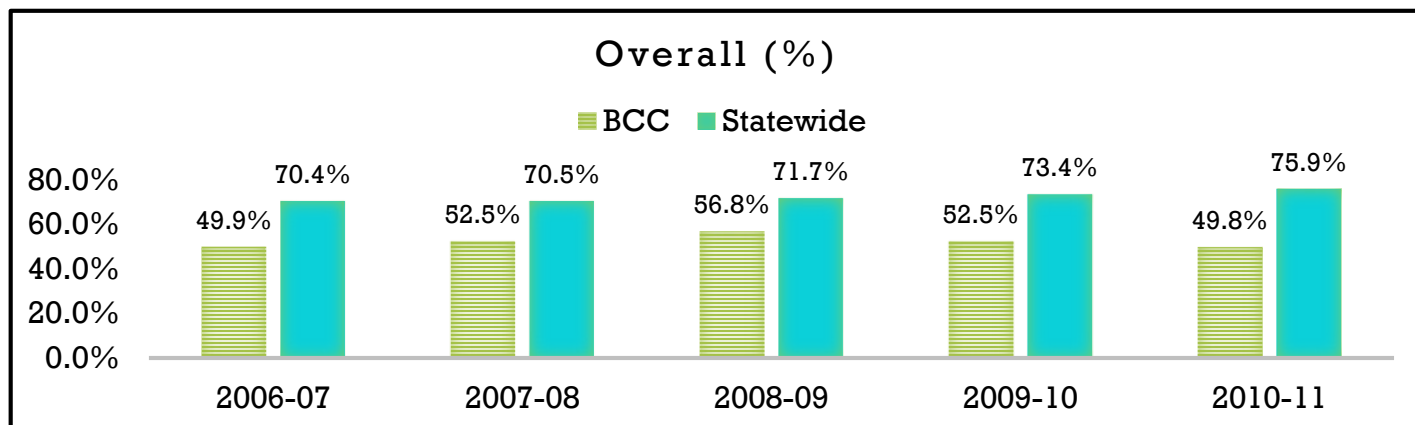
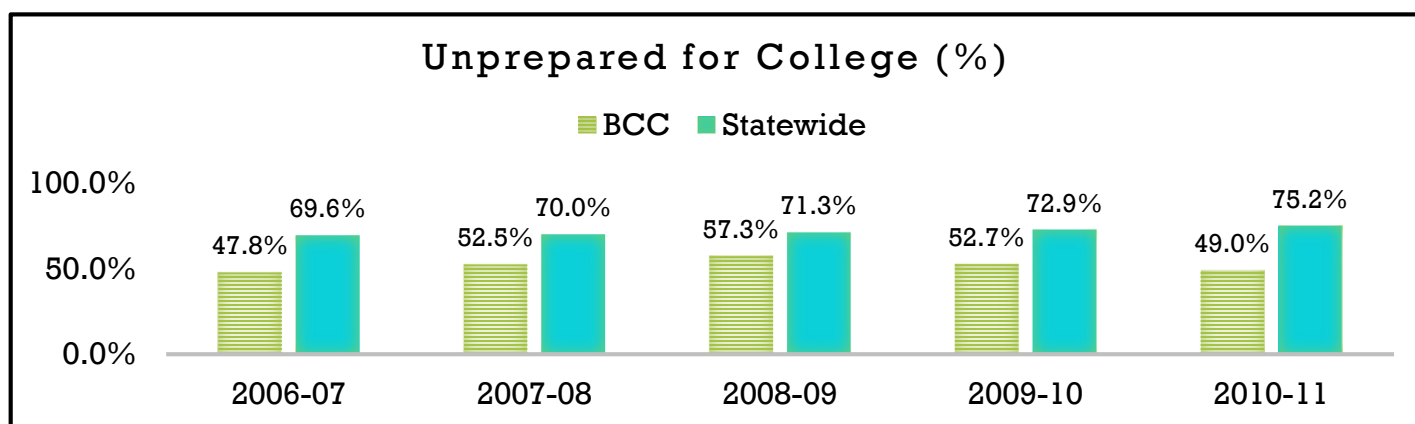
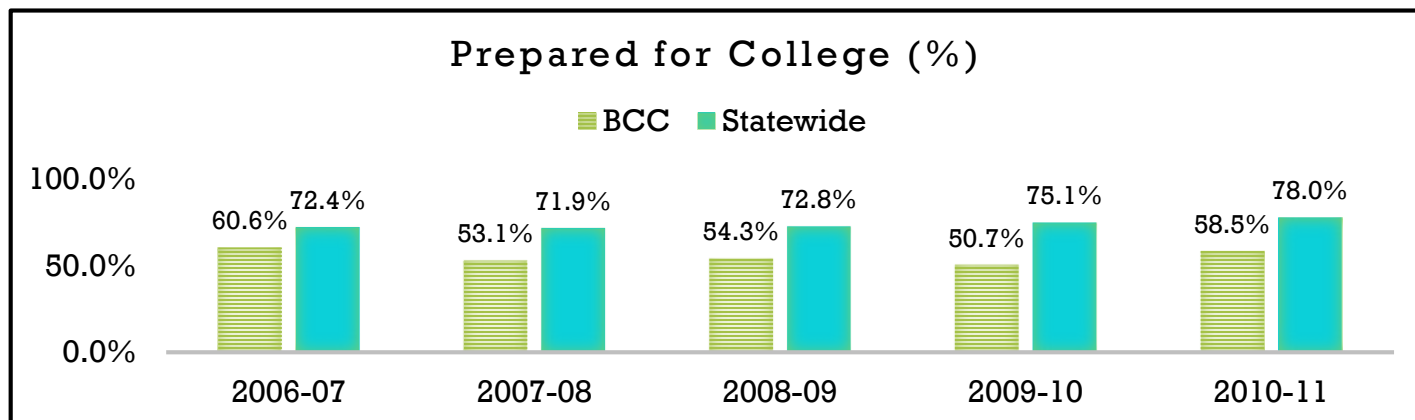


\*Source: CCCCO Student Success Scorecard

## 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. Overall, the five-year statewide average is 67.2% while BCC's average is 50.4%. On average, of the students who come to BCC prepared for college, 52.9% earn at least 30 units within six years compared to 50.3% of those who come unprepared for college. BCC has experienced an increase in student achievement in this metric since the initial 2006-07 cohort.

# 2017 STUDENT SUCCESS SCORECARD: PERSISTENCE (6-YEAR COHORTS)

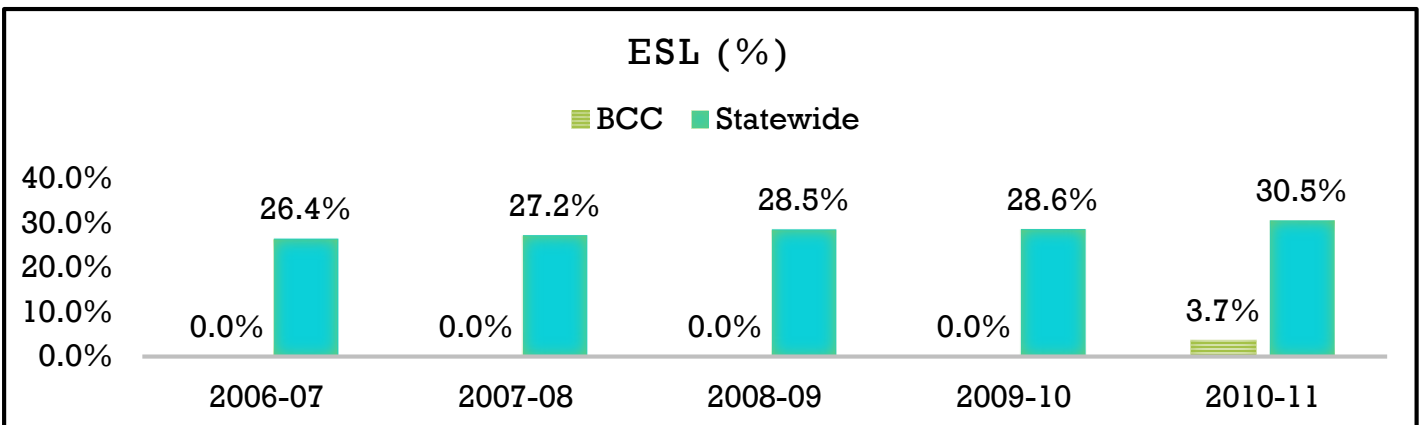
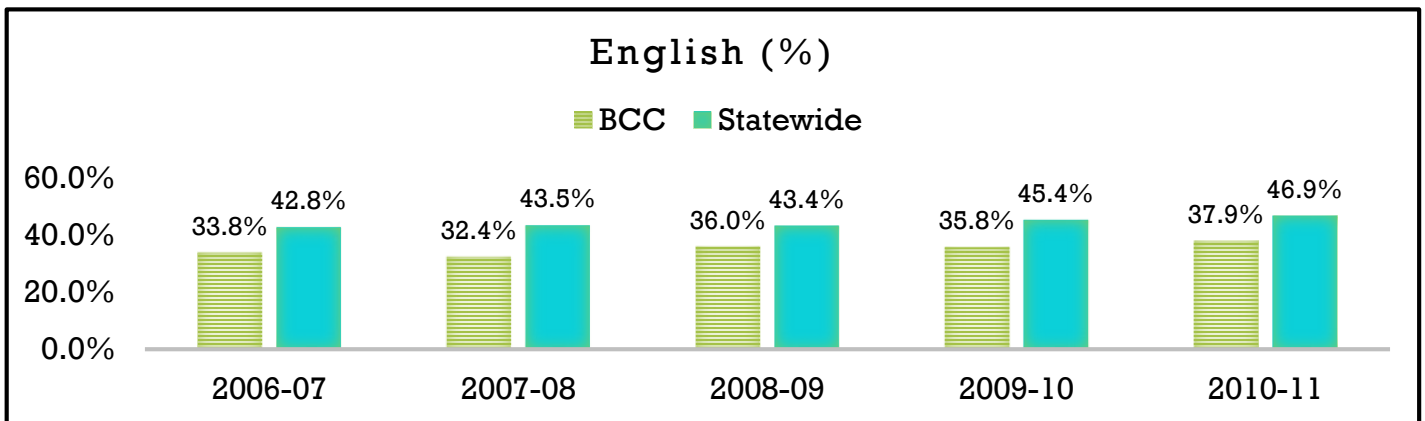
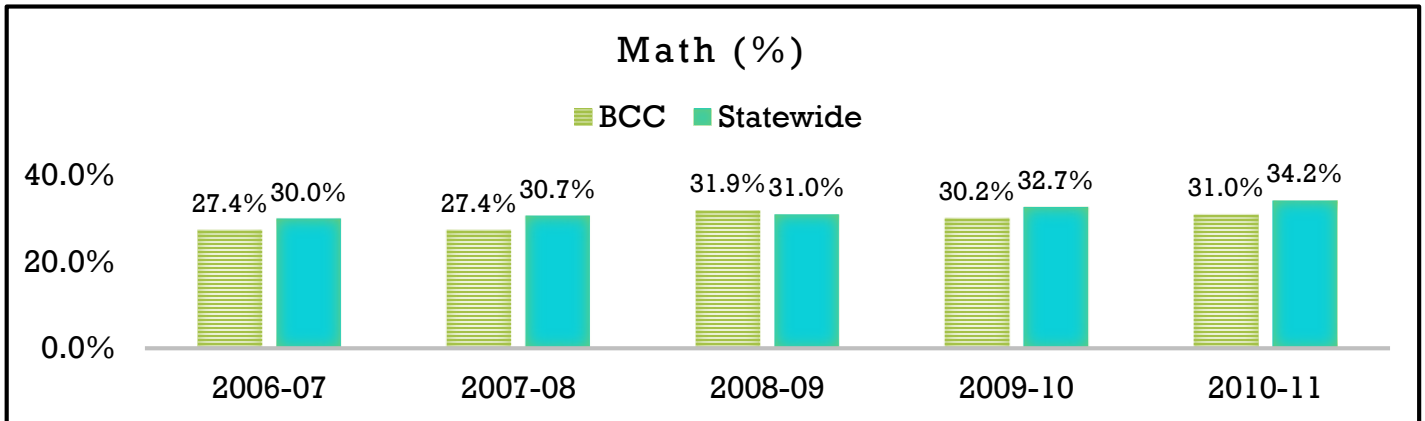


\*Source: CCCC Student Success Scorecard

## Student Success Scorecard – Persistence Rate

The persistence rates for BCC cohort students who enrolled in the first three consecutive terms 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 74.0% while BCC averaged 55.4%. Unprepared for college persistence rates averaged 71.8% statewide while BCC averaged 51.9%. Overall, statewide persistence rates averaged 72.4% while BCC averaged just 52.3% during the same tracking period. While BCC has seen a slight increase in unprepared persistence rates since the initial cohort from 2006-07, it is still well below the statewide average.

# 2017 STUDENT SUCCESS SCORECARD: REMEDIAL (6-YEAR COHORTS)

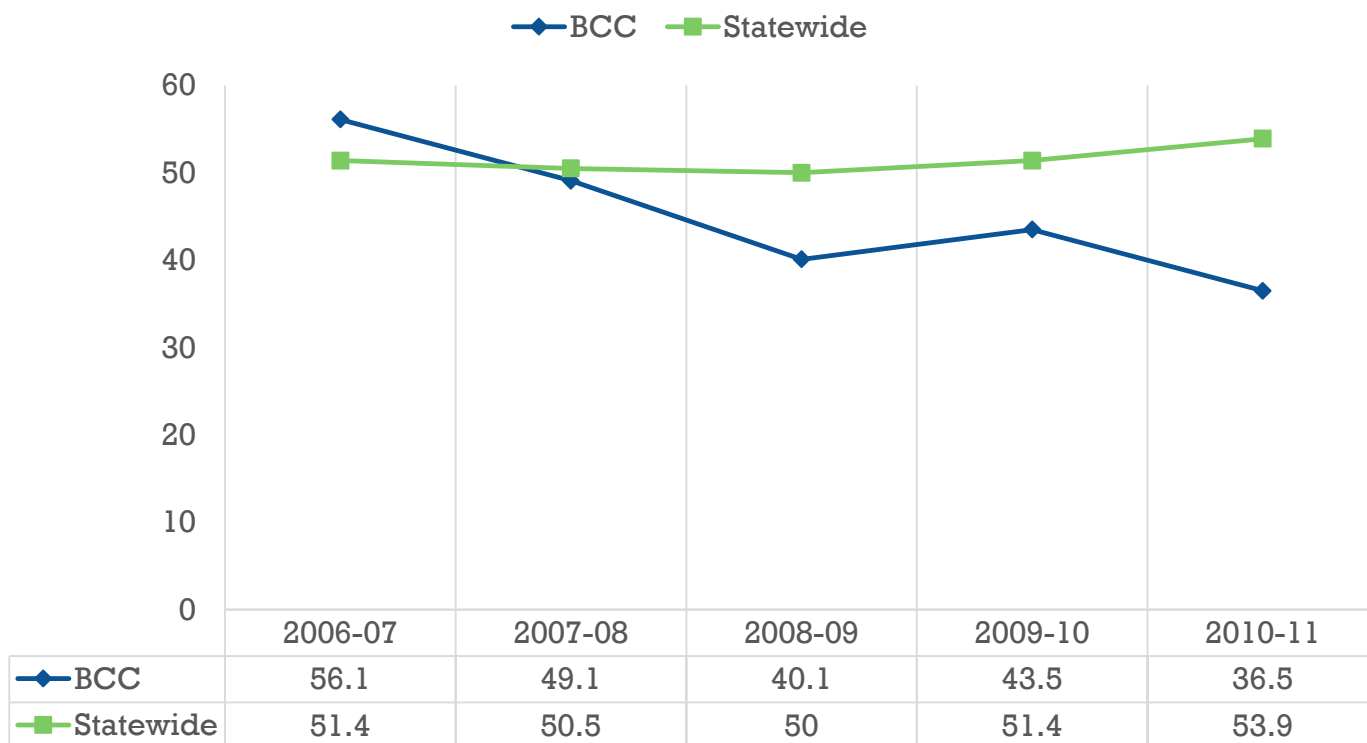


\*Source: CCCC Student Success Scorecard

## Student Success Scorecard – Remedial Rate

The Remedial Progress Rate is measured by the percentage of credit students who first enroll in a course below transfer level in Math, English and ESL in the cohort year and successfully complete a college level course in the same discipline within six years. The BCC remedial progress rate for English increased from 33.8% to 37.9% since the initial cohort year of 2006-07. The progress rate for Math increased from 27.4% to 31.0% during the same time period. ESL data is unavailable for the first four cohort years because the cohort size was less than 10 students.

# 2017 STUDENT SUCCESS SCORECARD: CAREER & TECHNICAL EDUCATION



\*Source: CCCC Student Success Scorecard

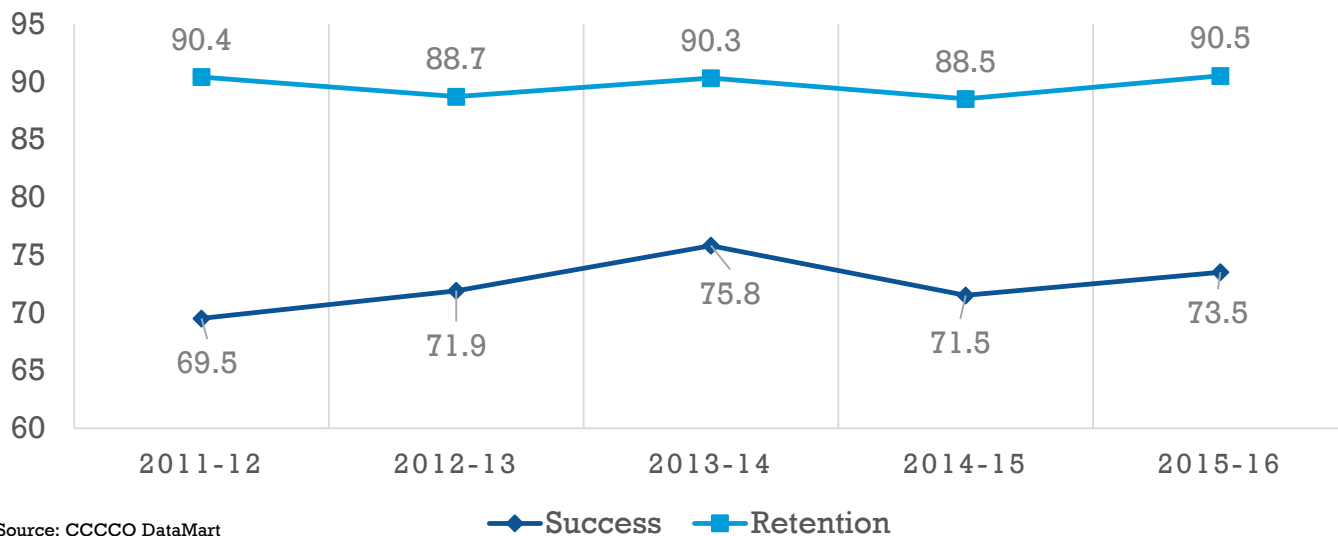
## Student Success Scorecard – Career & Technical Education Rate

The Career and Technical Education Rate is defined as the percentage of students who attempted a CTE course for the first time in the cohort year 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 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 the most current 2010-11 cohort at 36.5%. The statewide rate has stayed consistent throughout the cohort, sitting at just above 50%.

# SUCCESS & RETENTION BY PROGRAM

ALL PROGRAMS – OVERALL SUCCESS & RETENTION (%)



\*Source: CCCCO DataMart

## Success & Retention by Program

The retention rate for all programs at BCC remained fairly steady over the past five academic years. The success rate increased between 2011-12 and 2013-14 but dropped 4.3 percentage points in 2014-15. The 2015-16 academic year saw a small increase of two percentage points. 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 RATE BY PROGRAM

Program Success Rate (%)	2011-12	2012-13	2013-14	2014-15	2015-16	5-Year Avg.	5-Year Chg.
<b>Biological Sciences</b>	73.6%	74.8%	73.4%	74.9%	71.9%	73.7%	-2.3%
<b>Business &amp; Management</b>	59.6%	61.2%	58.0%	60.2%	66.3%	61.1%	11.2%
<b>Commercial Services</b>	74.9%	83.6%	80.7%	81.8%	91.9%	82.6%	22.7%
<b>Education</b>	76.2%	80.5%	82.2%	80.7%	82.0%	80.3%	7.6%
<b>Engineering/Industrial Technology</b>	74.5%	63.6%	79.9%	75.1%	83.6%	75.3%	12.2%
<b>Family &amp; Consumer Sciences</b>	63.1%	66.2%	56.9%	61.0%	75.0%	64.4%	18.9%
<b>Fine &amp; Applied Arts</b>	73.0%	76.2%	80.1%	80.0%	83.1%	78.5%	13.8%
<b>Foreign Language</b>	73.2%	88.0%	83.6%	63.3%	78.6%	77.3%	7.4%
<b>Health</b>	93.0%	93.0%	91.4%	93.3%	92.9%	92.7%	-0.1%
<b>Humanities</b>	67.4%	71.4%	72.6%	71.5%	73.2%	71.2%	8.6%
<b>Information Technology</b>	60.4%	67.0%	64.7%	64.2%	72.5%	65.8%	20.0%
<b>Interdisciplinary Studies</b>	61.0%	71.4%	69.5%	74.1%	77.7%	70.7%	27.4%
<b>Mathematics</b>	68.6%	69.1%	69.0%	65.9%	69.6%	68.4%	1.5%
<b>Physical Sciences</b>	64.7%	70.7%	69.0%	73.0%	71.4%	69.8%	10.4%
<b>Psychology</b>	69.0%	68.7%	71.4%	69.1%	67.8%	69.2%	-1.7%
<b>Public &amp; Protective Services</b>	58.4%	64.6%	68.3%	68.1%	68.1%	65.5%	16.6%
<b>Social Sciences</b>	61.7%	68.8%	71.6%	67.9%	70.5%	68.1%	14.3%
<b>All Programs</b>	<b>67.7%</b>	<b>70.9%</b>	<b>71.7%</b>	<b>70.1%</b>	<b>73.6%</b>	<b>70.9%</b>	<b>8.7%</b>

\*Source: CCCC Data Mart

# RETENTION RATE BY PROGRAM

Program Retention Rate (%)	2011-12	2012-13	2013-14	2014-15	2015-16	5-Year Avg.	5-Year Chg.
<b>Biological Sciences</b>	91.5%	92.2%	90.5%	92.6%	91.9%	91.7%	0.4%
<b>Business &amp; Management</b>	84.2%	77.5%	77.6%	80.4%	86.7%	81.3%	3.0%
<b>Commercial Services</b>	96.0%	94.3%	93.7%	91.6%	96.5%	94.4%	0.5%
<b>Education</b>	92.1%	93.7%	93.5%	92.6%	93.2%	93.0%	1.2%
<b>Engineering/Industrial Technology</b>	94.8%	91.0%	93.0%	85.6%	93.0%	91.5%	-1.9%
<b>Family &amp; Consumer Sciences</b>	82.1%	75.1%	75.0%	78.2%	88.2%	79.7%	7.4%
<b>Fine &amp; Applied Arts</b>	91.2%	89.2%	92.7%	93.9%	93.5%	92.1%	2.5%
<b>Foreign Languages</b>	75.6%	90.4%	90.2%	88.3%	95.2%	87.9%	25.9%
<b>Health</b>	97.3%	98.5%	96.8%	98.5%	98.7%	98.0%	1.4%
<b>Humanities</b>	88.6%	86.8%	87.9%	88.4%	89.9%	88.3%	1.5%
<b>Information Technology</b>	82.7%	85.4%	78.8%	84.2%	90.5%	84.3%	9.4%
<b>Interdisciplinary Studies</b>	88.7%	87.0%	88.1%	89.5%	88.9%	88.4%	0.2%
<b>Mathematics</b>	88.4%	87.0%	89.2%	87.6%	88.0%	88.0%	-0.5%
<b>Physical Sciences</b>	78.4%	84.5%	85.2%	85.7%	85.9%	83.9%	9.6%
<b>Psychology</b>	88.8%	89.2%	91.9%	88.5%	91.2%	89.9%	2.7%
<b>Public &amp; Protective Services</b>	87.3%	84.7%	90.5%	88.5%	92.4%	88.7%	5.8%
<b>Social Sciences</b>	87.4%	88.0%	90.4%	89.2%	90.5%	89.1%	3.5%
<b>All Programs</b>	<b>88.5%</b>	<b>87.8%</b>	<b>88.5%</b>	<b>88.2%</b>	<b>90.5%</b>	<b>88.7%</b>	<b>2.3%</b>

\*Source: CCCCCO Data Mart



# ANNUAL SUCCESS & RETENTION: CREDIT COURSES



\*Source: CCCCO 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 with an overall increase since 2011-12. The success rate for 2015-16 was 73.6%, slightly above the five-year average of 71.0%. Likewise, the 2015-16 retention rate of 90.5% was just above the five-year average of 88.7%.

# ANNUAL SUCCESS & RETENTION: ONLINE COURSES

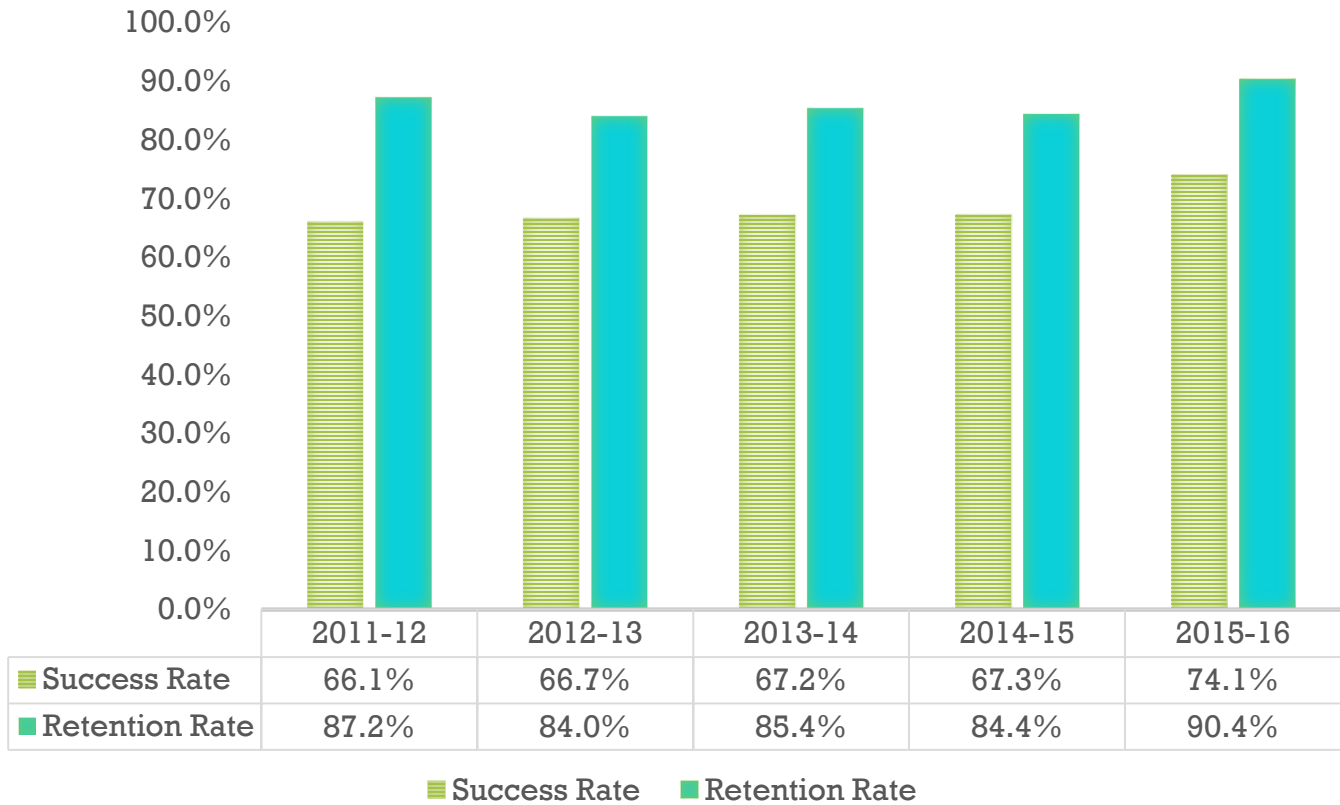


\*Source: CCCC Data Mart

## Annual Success and Retention Rates for Online Courses

While the success rate for online courses has fluctuated over the past five years, there has been an overall increase since 2011-12 of 8.5 percentage points. The retention rates for online courses have experienced a steady upward trend over the past five years, increasing 5.5 percentage points since 2011-12. Overall, success and retention rates for online courses are generally lower when compared to rates for all credit courses.

# ANNUAL SUCCESS & RETENTION: CTE COURSES

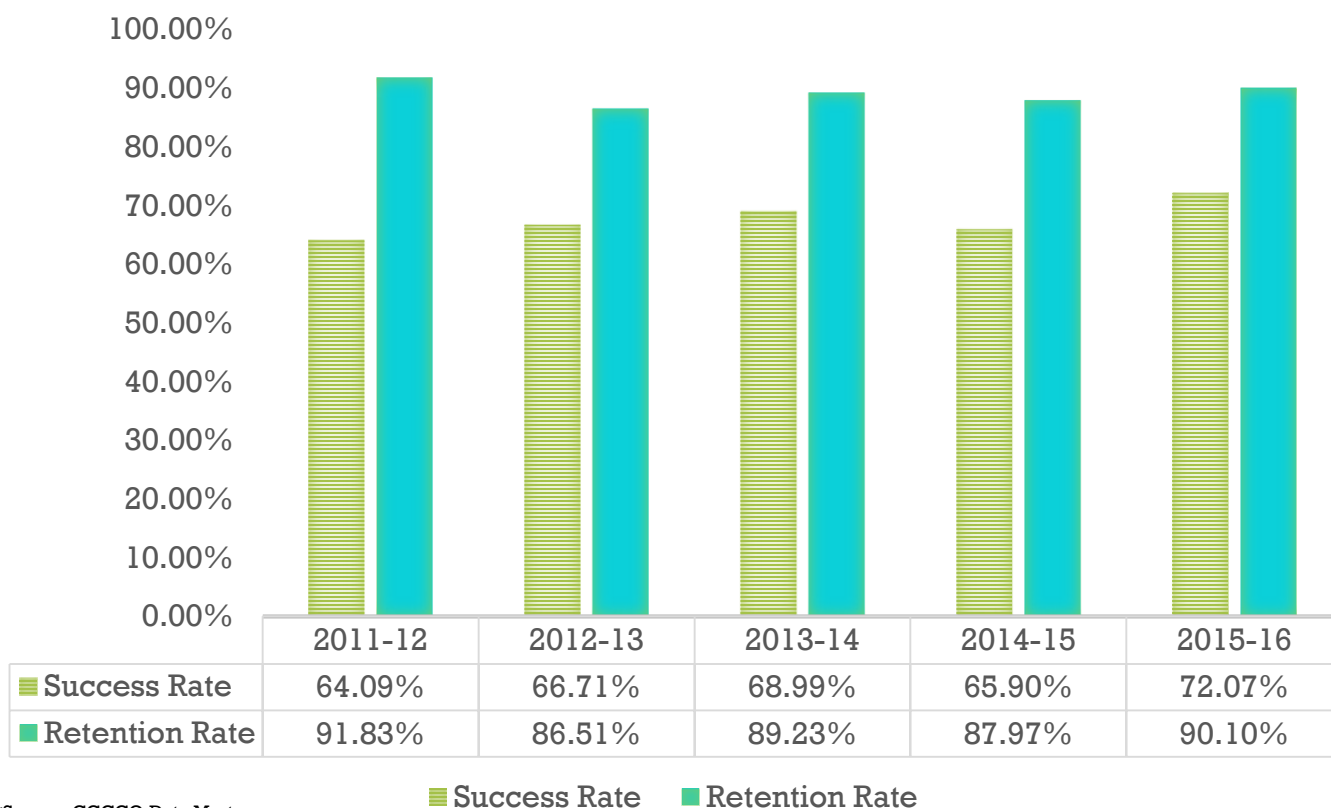


\*Source: CCCCO Data Mart

## Annual Success and Retention Rates for CTE Courses

The success rates for CTE courses have seen a steady increase over the past five years while the retention rates have fluctuated. From the 2011-12 academic year to the 2015-16 academic year, the success rate has seen an increase of 8.0 percentage points. The retention rate has increased by 3.2 percentage points during the same time period.

# ANNUAL SUCCESS & RETENTION: BASIC SKILLS COURSES



## Annual Success and Retention Rates for Basic Skills Courses

The success rates for basic skills courses have increased overall in the last five years peaking in 2015-16 at 72.07%, the most successful rate in recent history. The success rate has increased 7.98 percentage points since 2011-12. The retention rate however, has ebbed and flowed during the last five academic years, with a decrease of 1.73 percentage points since 2011-12. The retention rate peaked in 2011-12 at 91.83% and nearly returned to that level in 2015-16 at 90.10% .

# ONLINE/TRADITIONAL COURSE SUCCESS RATE BY RESIDENCE 2015-16 (3 OR MORE UNIT COURSES ONLY)

2015-16 Academic Year	Traditional			Online			All		
	Enrolled at Census	Passed	Pass Rate	Enrolled at Census	Passed	Pass Rate	Enrolled at Census	Passed	Pass Rate
<b>RESIDENCE</b>									
BCC District	6154	4717	76.6%	4100	2731	66.6%	10254	7448	72.6%
Barstow (92311)	5099	3861	75.7%	2933	1876	64.0%	8032	5737	71.4%
Fort Irwin (92310)	508	436	85.8%	800	601	75.1%	1308	1037	79.3%
Victor Valley	1746	1397	80.0%	3831	2539	66.3%	5577	3936	70.6%
San Bernardino County	62	49	79.0%	640	434	67.8%	702	483	68.8%
California	135	108	80.0%	1965	1509	76.8%	2100	1617	77.0%
Nevada	36	30	83.3%	37	28	75.7%	73	58	79.5%
Unknown	179	124	69.3%	274	152	55.5%	453	276	60.9%
All Other	131	113	86.3%	251	180	71.7%	382	293	76.7%
<b>ALL</b>	<b>8443</b>	<b>6538</b>	<b>77.4%</b>	<b>11098</b>	<b>7573</b>	<b>68.2%</b>	<b>19541</b>	<b>14111</b>	<b>72.2%</b>

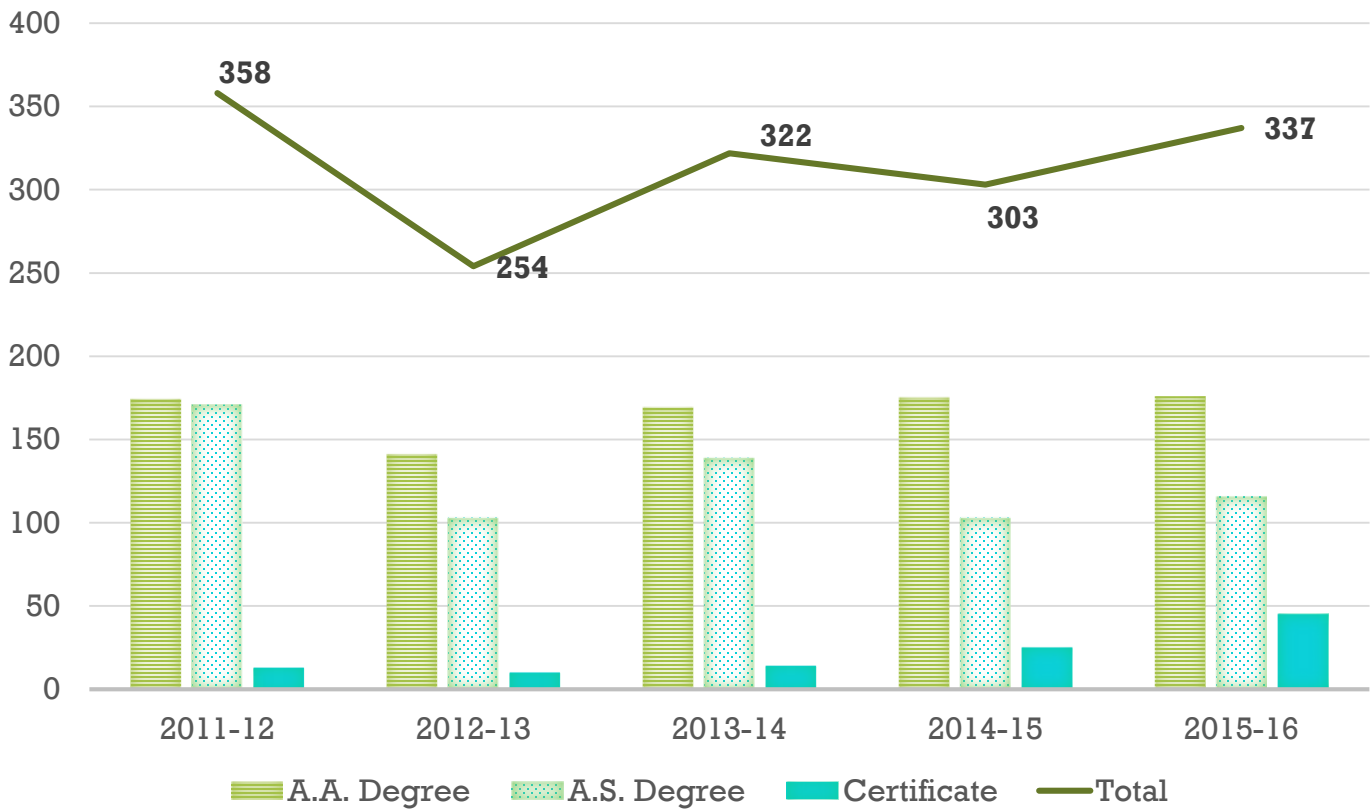
Pass grades include A, B, C, P, IA, IB, IC, and IPP

\*Source: CCCC MIS Referential Data

## Online/Traditional Course Success Rate by Residence

In 2015-16, the pass rate for traditional courses was higher than the pass rate for online courses. The overall pass rate for traditional courses was 77.4% while the rate for online courses was 68.2%. Students who resided outside of California and Nevada had the highest pass rate in traditional courses at 86.3%, followed by residents of Ft. Irwin at 85.8%. Students in the BCC service area had a pass rate of 76.6% in traditional courses. California residents living outside of San Bernardino County had the highest pass rate in online courses at 76.8%, while BCC service area residents had a pass rate of 66.6%.

# ANNUAL AWARDS



	2011-12		2012-13		2013-14		2014-15		2015-16		5 Yr. Chg.	5 Yr. Avg.
<b>A.A. Degree</b>	174	48.6%	141	55.5%	169	52.5%	175	57.8%	176	52.2%	1.1%	167
<b>A.S. Degree</b>	171	47.8%	103	40.6%	139	43.2%	103	34.0%	116	34.4%	-32.2%	126
<b>Certificates</b>	13	3.6%	10	3.9%	14	4.3%	25	8.2%	45	13.4%	246.2%	21
<b>Total</b>	<b>358</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>322</b>	<b>100%</b>	<b>303</b>	<b>100%</b>	<b>337</b>	<b>100%</b>	<b>-5.90%</b>	<b>315</b>

\*Source: CCCCC Data Mart

## Annual Awards by Type

Overall, the number of awards granted has decreased 5.9% in the last five academic years. While A.A. and A.S. degrees make up a large majority of awards granted, A.S. degrees are down 32.2% since the 2011-12 school year. Certificates have increased significantly, seeing a 246.2% increase over the five year period. A.A. degrees are the most frequently awarded degrees, averaging 167 awards granted each year over the five year period and increasing 1.1% since 2011-12.

# AWARDS BY PROGRAMS - DEGREES

AA DEGREE		2011-12		2012-13		2013-14		2014-15		2015-16	
210500	Administration of Justice							2	1.1%		
94800	Automotive Technology							1	0.6%		
50600	Business Management							1	0.6%		
300700	Cosmetology & Barbering							1	0.6%		
213300	Fire Technology			1	0.7%						
490300	Humanities	48	27.6%	33	23.6%	44	26.0%	48	27.4%	45	25.6%
51000	Logistics & Materials Trans.					1	0.6%	3	1.7%		
95600	Manufacturing & Industrial Tech.							1	0.6%		
101100	Photography							2	1.1%		
200100	Psychology, General			2	1.4%	4	2.4%	5	2.9%	5	2.8%
220100	Social Sciences, General	126	72.4%	104	74.3%	118	69.8%	107	61.1%	123	69.9%
220800	Sociology			1	0.7%	2	1.2%	4	2.3%	3	1.7%
<b>TOTAL</b>		<b>174</b>	<b>100%</b>	<b>141</b>	<b>100%</b>	<b>169</b>	<b>100%</b>	<b>175</b>	<b>100%</b>	<b>176</b>	<b>100%</b>
AS DEGREE		2011-12		2012-13		2013-14		2014-15		2015-16	
50200	Accounting	8	4.7%	6	5.8%	13	9.4%	7	6.8%	9	7.8%
210500	Administration of Justice	21	12.3%	12	11.7%	24	17.3%	11	10.7%	21	18.1%
94800	Automotive Technology	7	4.1%	7	6.8%	3	2.2%	1	1.0%	5	4.3%
490200	Bio & Physical Sciences (and Math)	32	18.7%	22	21.4%	34	24.5%	24	23.3%	22	19.0%
50100	Business & Commerce, General	24	14.0%	15	14.6%	17	12.2%	19	18.4%	19	16.4%
50500	Business Administration							1	1.0%	6	5.2%
50600	Business Management	45	26.3%	24	23.3%	21	15.1%	22	21.4%	12	10.3%
130500	Child Dev./Early Care & Ed.	15	8.8%	8	7.8%	7	5.0%	8	7.8%	7	6.0%
70200	Computer Information Systems	6	3.5%	3	2.9%	10	7.2%	1	1.0%	3	2.6%
300700	Cosmetology & Barbering	4	2.3%	1	1.0%	2	1.4%	6	5.8%	3	2.6%
94700	Diesel Technology									1	0.9%
93400	Electronics & Electric Tech.	2	1.2%	3	2.9%			1	1.0%		
51000	Logistics & Material Trans.									2	1.7%
95600	Manufacturing & Ind. Tech.	4	2.3%	1	1.0%	5	3.6%	1	1.0%	4	3.3%
120800	Medical Assisting	3	1.8%	1	1.0%	3	2.2%	1	1.0%		
101100	Photography									2	1.7%
<b>TOTAL</b>		<b>171</b>	<b>100%</b>	<b>103</b>	<b>100%</b>	<b>139</b>	<b>100%</b>	<b>103</b>	<b>100%</b>	<b>116</b>	<b>100%</b>

\*Source: CCCCCO Data Mart

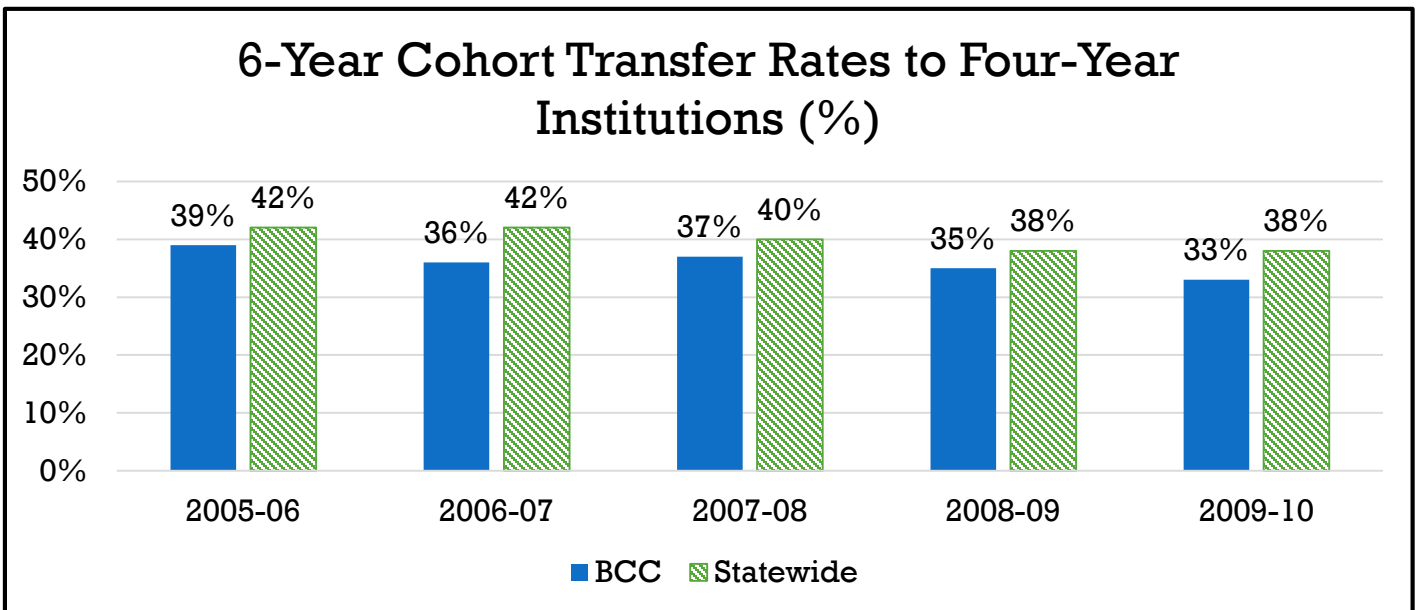
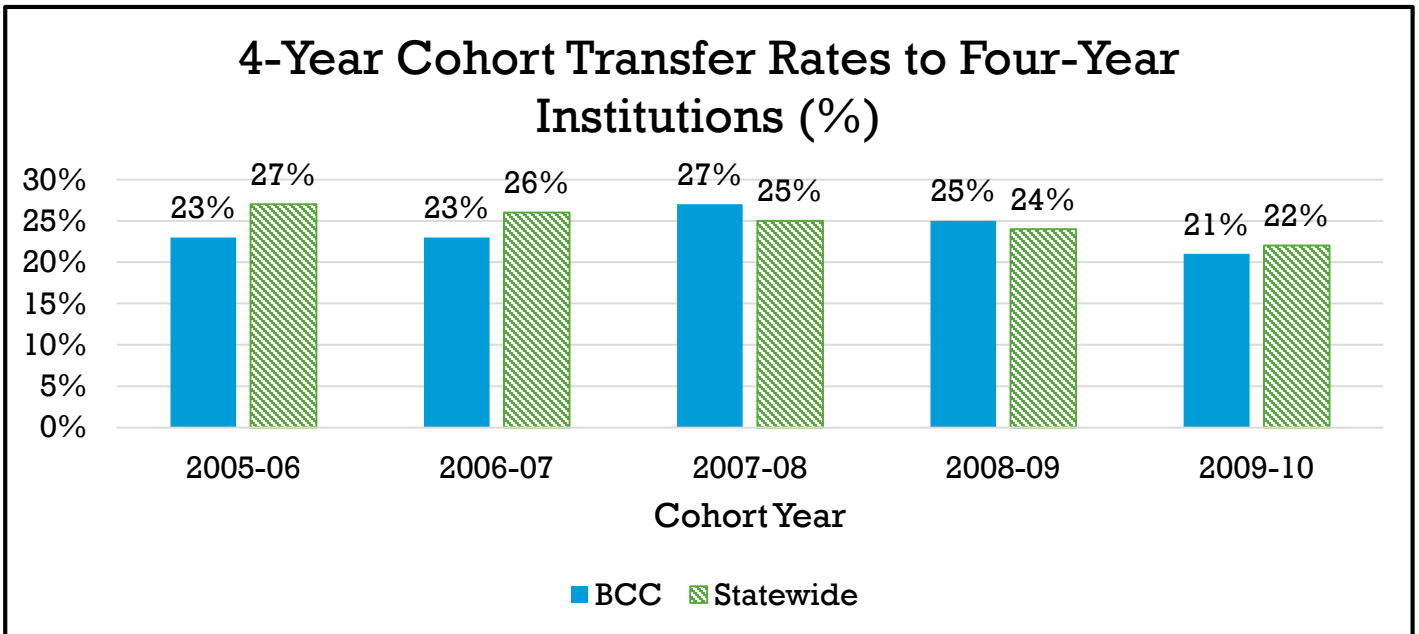


# AWARDS BY PROGRAMS - CERTIFICATES

CERTIFICATES		2011-12		2012-13		2013-14		2014-15		2015-16	
050200	Accounting	1	7.7%			2	14.3%	4	16.0%	1	2.2%
210500	Administration of Justice			2	20.0%	4	28.6%	5	20.0%	15	33.3%
084800	Automotive Technology	1	7.7%			2	14.3%	2	8.0%	5	11.1%
050600	Business Management	1	7.7%	2	20.0%	2	14.3%	2	8.0%	4	8.9%
130500	Child Dev/Early Care & Ed	3	23.1%	1	10.0%			1	4.0%	6	13.3%
070200	Comp. Info. Systems	1	7.7%			1	7.1%				
095200	Constr. Crafts Tech.	1	7.7%								
300700	Cosmo. & Barbering	1	7.7%					6	24.0%	4	8.9%
094700	Diesel Technology			2	20.0%			2	8.0%	1	2.2%
093400	Electronics & Elec. Tech			1	10.0%						
05100	Log. & Materials Trans.									3	6.7%
095600	Manu. & Ind. Tech	3	23.1%	2	20.0%	2	14.3%	2	8.0%	4	8.9%
051400	Off. Tech/Off. Comp. Appl.	1	7.7%			1	7.1%	1	4.0%		
101100	Photography									2	4.4%
<b>TOTAL</b>		<b>13</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>45</b>	<b>100%</b>

\*Source: CCCC Data Mart

# TRANSFER RATES



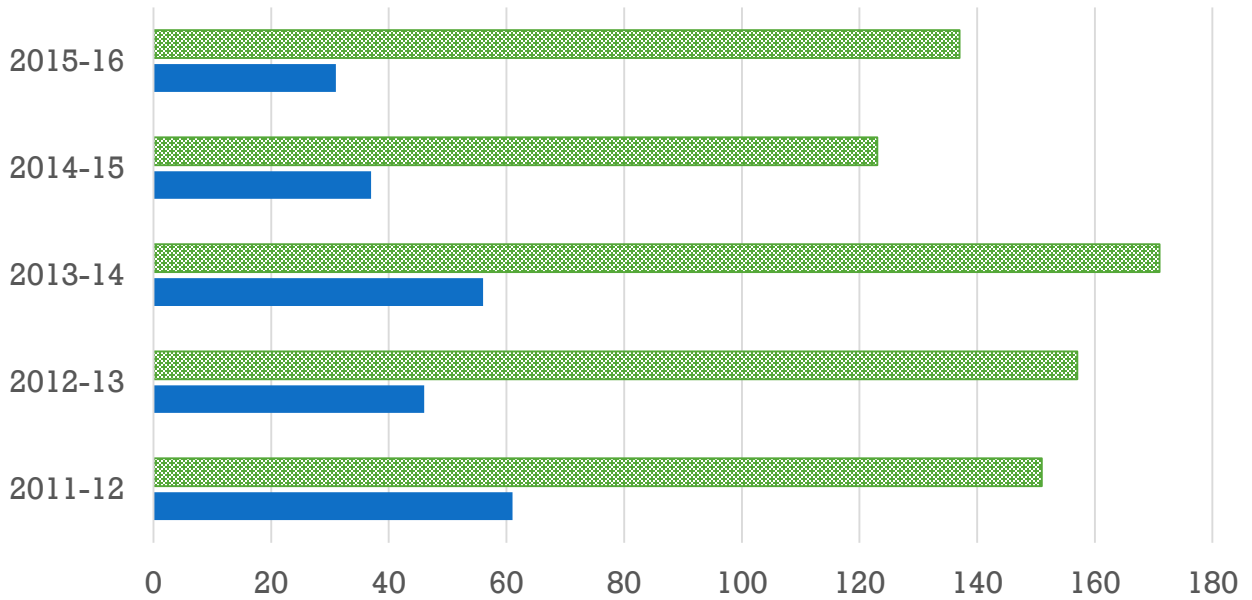
\*Source: CCCC Data Mart

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

Cohorts were identified and tracked for four 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. At BCC, the 4-year cohort transfer rates have been in a decline since the number peaked with the 2007-08 cohort while that state has seen a decline every year since the 2005-06 cohort. The 6-year cohort has fluctuated each year at BCC, hitting a five-year low in 2009-10. Again, statewide numbers have been in steady decline for the past five years.

# TRANSFERS TO IN-STATE PRIVATE AND OUT-OF-STATE FOUR-YEAR INSTITUTIONS

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



	2011-12	2012-13	2013-14	2014-15	2015-16
■ Out-of-State	151	157	171	123	137
■ In-State Private	61	46	56	37	31

\*Source: CCCC 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 123 and 171 students from BCC transferred to Out-of-State Four-Year institutions, averaging 148 per year. Transfers to In-State Private institutions dropped by 49% between 2011-12 and 2015-16. Transfers to both types of institutions have declined since 2011-12 by 20.8% 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 are included in the “Transfer to Out-of-State Institution” category. In 2015-16, 13 students transferred to Park University; 9.5% of the Out-of-State transfers for that academic year.

# TRANSFERS TO CALIFORNIA STATE UNIVERSITIES

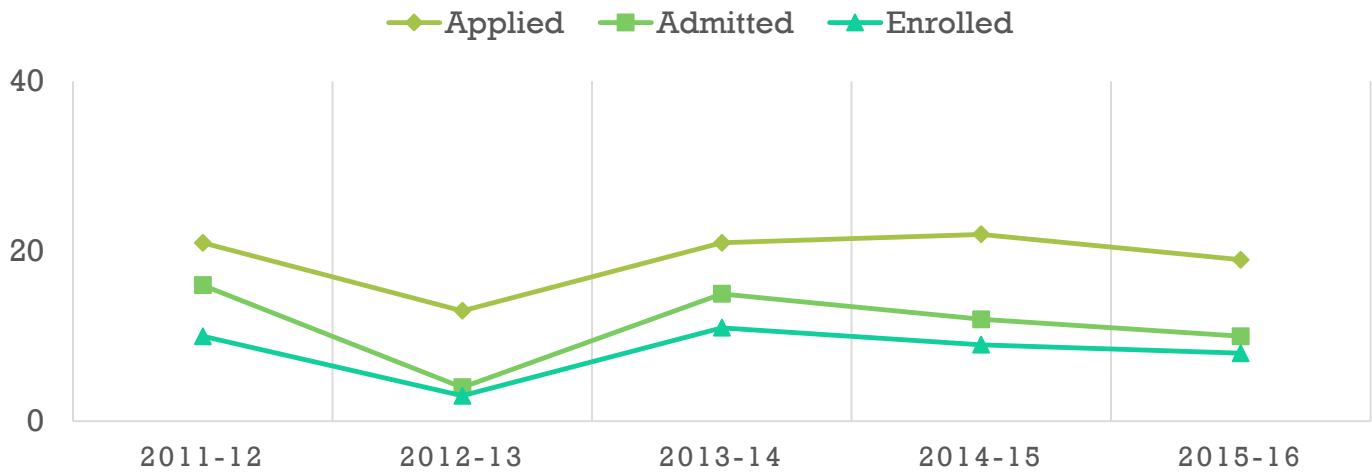
	2011-12		2012-13		2013-14		2014-15		2015-16	
CSU, Bakersfield					1	2.60%	1	2.40%	2	4.30%
CSU, Chanel Islands					1	2.60%				
CSU, Chico			1	5.30%	2	5.30%	1	2.40%	1	2.10%
CSU, Dominguez Hills	1	2.90%			2	5.30%	1	2.40%	1	2.10%
CSU, East Bay	1	2.90%					2	4.90%		
CSU, Fresno	1	2.90%								
CSU, Fullerton	4	11.40%			2	5.30%			4	8.50%
Humboldt State U			1	5.30%	1	2.60%	1	2.40%	7	14.90%
CSU, Long Beach	1	2.90%	2	10.50%	1	2.60%	3	7.30%	1	2.10%
CSU, Los Angeles	1	2.90%			3	7.90%	2	4.90%	2	4.30%
CA Maritime Academy										
CSU, Monterey Bay									1	2.10%
CSU, Northridge	1	2.90%	1	5.30%	2	5.30%	1	2.40%	4	8.50%
Cal State Poly University, Pomona	2	5.70%	1	5.30%	3	7.90%	5	12.20%	3	6.40%
CSU, Sacramento					1	2.60%	1	2.40%	1	2.10%
<b>CSU, San Bernardino</b>	<b>21</b>	<b>60.00%</b>	<b>7</b>	<b>36.80%</b>	<b>17</b>	<b>44.70%</b>	<b>20</b>	<b>48.80%</b>	<b>18</b>	<b>38.30%</b>
San Diego State U			2	10.50%	1	2.60%	1	2.40%	1	2.10%
San Francisco State U							2	4.90%	1	2.10%
San Jose State U	1	2.90%	1	5.30%			1	2.40%		
Cal State Poly University, SLO					1	2.60%				
CSU, San Marcos	1	2.90%								
Sonoma State U			1	5.30%	1	2.60%				
CSU, Stanislaus			2	10.50%	2	5.30%				
<b>TOTAL</b>	<b>35</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>38</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>47</b>	<b>100%</b>

\*Source: California State university, [asd.calstate.edu/ccs/Summaryyear.asp](http://asd.calstate.edu/ccs/Summaryyear.asp)

## Transfers to California State University

The number of BCC students who transferred to the CSU system has increased 34.3% over the past five years. 46.1% of the students who transferred to this system in the past five years attended CSU San Bernardino.

# TRANSFERS TO UNIVERSITY OF CALIFORNIA



Fall Term Enrollments	2011-12		2012-13		2013-14		2014-15		2015-16	
UC Berkeley					1	11.1%				
UC Davis	1	10.0%			2	22.2%	1	12.5%	1	12.5%
UC Irvine					2	22.2%	1	12.5%	1	12.5%
UCLA					2	22.2%	1	12.5%		
UC Merced										
UC Riverside	6	60.0%	1	33.3%	2	22.2%	1	12.5%	3	37.5%
UC San Diego	2	20.0%	1	33.3%			1	12.5%	2	25.0%
UC Santa Barbara	1	10.0%	1	33.3%			3	37.5%	1	12.5%
UC Santa Cruz										
<b>TOTAL</b>	<b>10</b>	<b>100%</b>	<b>3</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

\*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.

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# CHAPTER FIVE



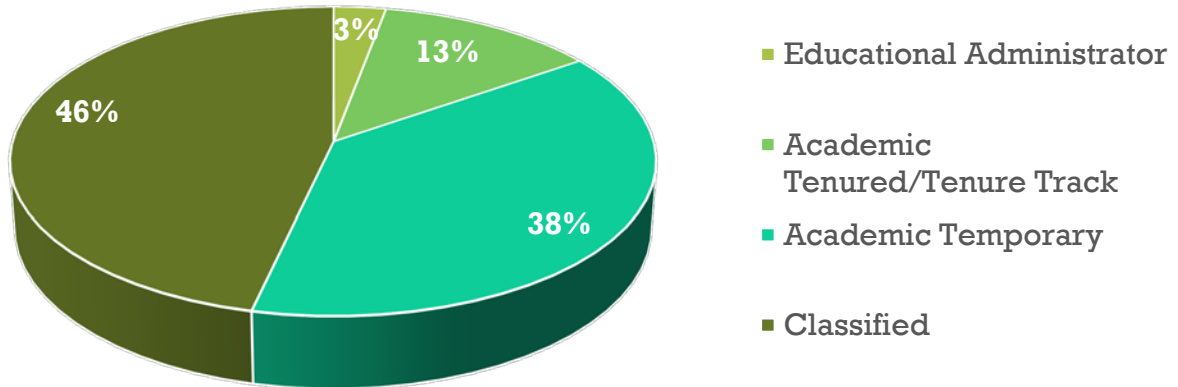
## Faculty & Staff Information

Information on Barstow Community College faculty and staff.





# EMPLOYEE HEADCOUNT BY POSITION TYPE



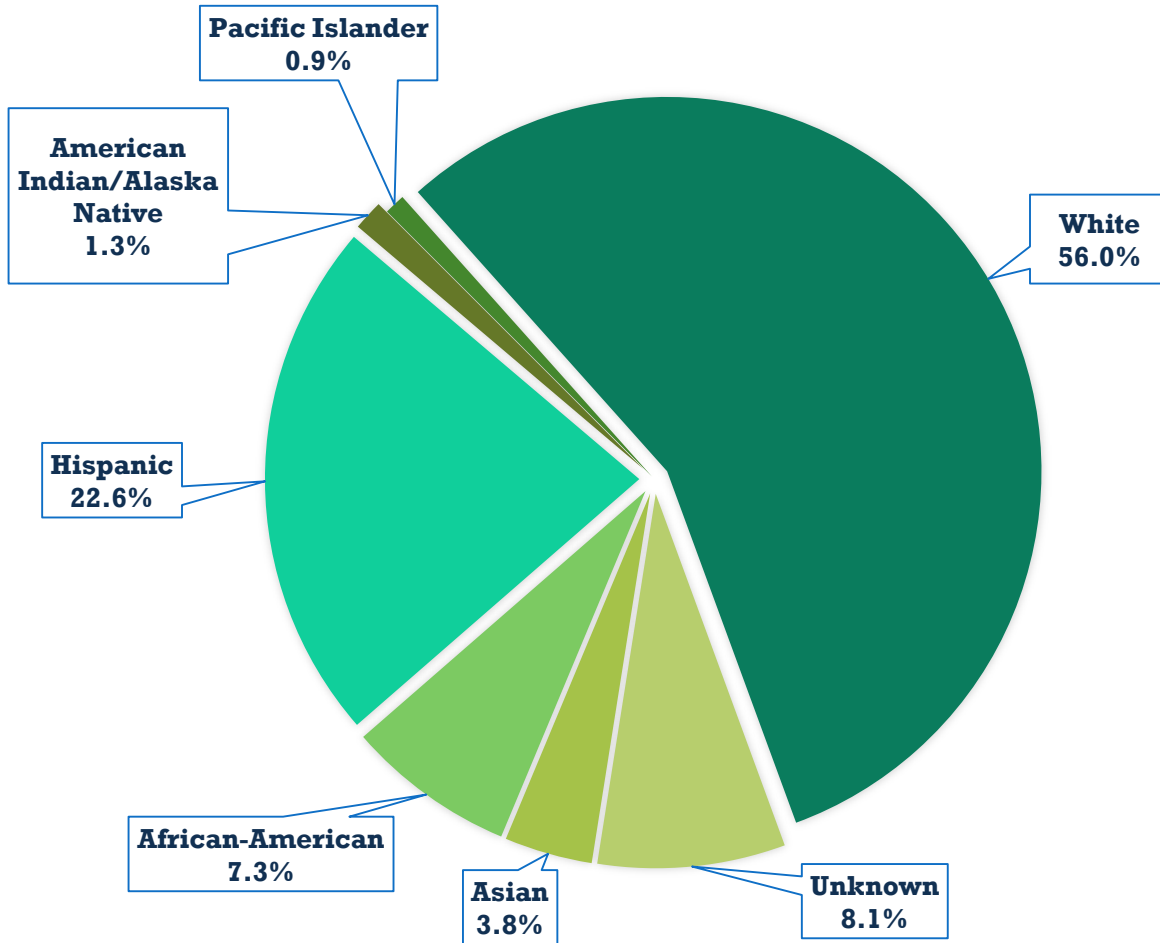
Fall 2015		
<b>Educational Administrator</b>	9	3.8%
<b>Academic, Tenured/Tenure Track</b>	38	16.2%
<b>Academic, Temporary</b>	117	50.0%
<b>Classified</b>	70	29.9%
<b>TOTAL</b>	<b>234</b>	<b>100%</b>

\*Source: CCCCO Data Mart

## Faculty and Staff by Job Position

Of the 234 employees at the College in fall 2015, 50% were Adjunct Faculty (Academic, Temporary). Classified employees are the second largest group at 29.9%, followed by Full-time Faculty (Academic, Tenured/Tenure Track), at 16.2%. Educational Administrators make up just 3.8% of the employees.

# EMPLOYEES BY ETHNICITY



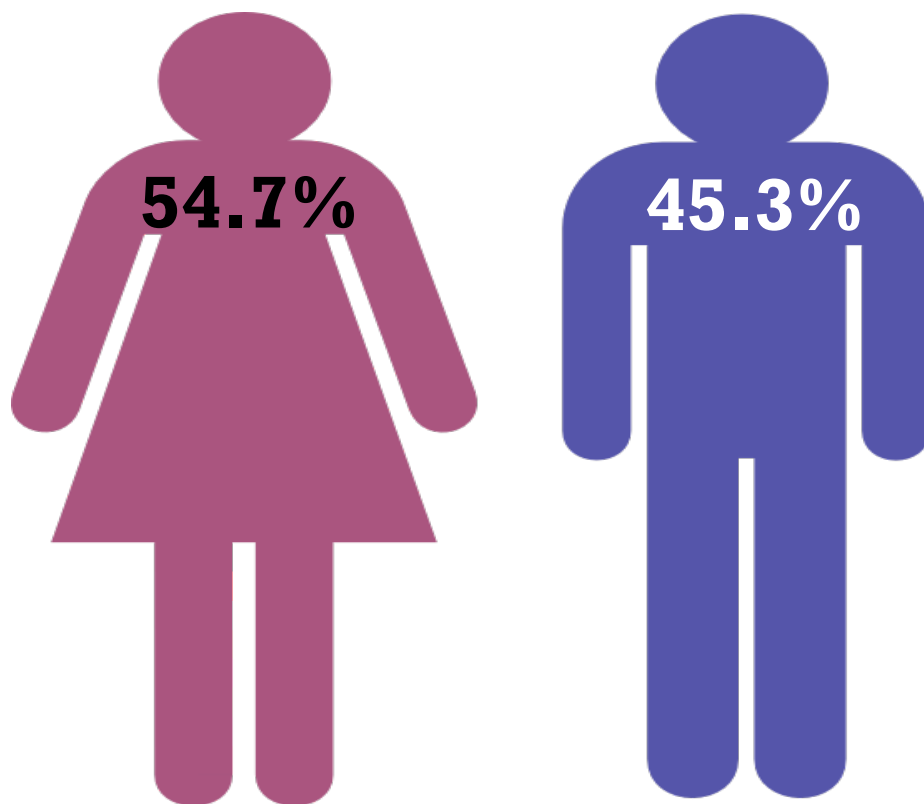
FALL 2015					
Asian	9	3.8%	American Ind./Alaska Native	3	1.3%
African American	17	7.3%	Pacific Islander	2	0.9%
Hispanic	53	22.6%	White	131	56.0%
Multi-Ethnicity	0	0.0%	Unknown	19	8.1%

\*Source: CCCC Data Mart

## Faculty and Staff by Ethnicity

As of fall 2015, the faculty and staff at Barstow Community College were predominately White, Non-Hispanic, making up 56% of the employee population. Latinos were the next largest group at 22.6% followed by African Americans at 7.3%.

# EMPLOYEES BY GENDER



Fall 2015		
Female	128	54.7%
Male	106	45.3%
<b>Total</b>	<b>234</b>	<b>100%</b>

\*Source: CCCC Data Mart

## Faculty and Staff by Gender

There is a slightly higher number of females employed at the college than males. In the fall of 2015, there were 128 females (54.7%) and 106 males (45.3%) working at the college.

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