



Annual Fact Book 2012–2013

Barstow Community College
Institutional Effectiveness



It is with great pleasure that we present the 2012–2013 Barstow College 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 2012–2013 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 Carl Yuan, our Dean of Research, Planning and Development, and the Office of Institutional Effectiveness for compiling timely and important information and publishing the 2012–2013 Barstow College Fact Book.

Sincerely,

Debbie DiThomas

Superintendent / President, Barstow Community College

Superintendent / President

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Executive Summary

While the headcount at Barstow Community College has held steady in the past academic year, there are encouraging trends.

The Latino student population has increased to 37.3% of the total student population in Fall 2012, bringing us closer to the Latino population percentage of 42% in our service area.

We see a higher stated goal from our students to complete their associate degrees and transfer to a four-year institution, and a gradual increase of students attempting six or more units per semester.

Enrollment in CTE and Basic Skills courses dropped in the last couple of years, but overall enrollment in Basic Skills courses is up 14% over the past five years. We anticipate a rebound in CTE enrollment with new programs and new funding coming to the College.

Our distance education program continues to command over 50% of all course enrollments, with more students taking online courses in the Spring and Summer terms to speed up completion of their program and graduation requirements.

We are seeing improving student success rates in the most recent years. Among all credit courses, the success rate in 2012–13 was 71.4%, comparing to 65.9% just two years prior.

Many exciting things are going on at Barstow Community College, and the results of these positive changes are reflected in this report.

We hope that you find the information provided here helpful and look forward to hearing your comments and suggestions. Any feedback you provide will be useful in preparing and improving future editions of the **Fact Book**.

Sincerely,

Carl Yuan

Dean, Research, Planning and Development

B.C.C. 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.

Core Values





Vision

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

Introduction

Who are we and what do we do?

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.

Mission



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 the next year at Barstow High School, followed by the first day of classes in fall 1962 at Barstow First Methodist Church. Two years later, a \$3 million, six-building complex was constructed at the present location on Barstow Road, and classes began there in February 1965. There followed a technical building in 1967, an administration building in 1975 and an automotive laboratory in spring 1978. The automotive laboratory was converted into a physical fitness center in 2000 and the 28,000-square-foot, state-of-the-art Learning Resource Center (LRC) opened in the fall of 2004.

History



In 2005 many campus facilities underwent a Remodel for Efficiency project, a two-phase improvement project that renovated and updated the K Building, S Building and the Norman Smith Center. Phase 1 included the renovation of the K Building (the old library) into the Interim Performing Arts Center (IPAC) which is an open space used primarily by the Performing Arts Department. It has been updated with technical lighting, projection equipment and classrooms used for theatre productions, meetings, events and performing arts courses such as piano, choral, string and percussion. The S Building was updated to be



Development

more efficient in use as a co-laboratory by the Science Department for courses that are offered on the Barstow campus. Phase 2 transformed the Norman Smith Center into a One-Stop Services Center for students that include admissions and records, financial aid, counseling services, the Transfer Center, the student lounge, the cafeteria, and the Associated Student Government. The new Norman Smith Student Services Center is the place where students can find all services associated with their academic and career life at BCC conveniently in one location.

In 2007 the cosmetology department found a new home in the D Building, having been located off campus for several years. The building was fully renovated to meet State of California Board Certification for Cosmetology approval, offers several practicum and theory classrooms, and also is home to the Viking Bookstore.

In October, 2010, ground was broken on construction for the 750-seat Performing Arts Center. The facility, which is currently under construction, is scheduled for completion in late Fall 2014. The Wellness Center, which will be constructed behind the current gymnasium, is currently under construction.

Development



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 a \$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, general education offerings, transfer degrees and vocational courses 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.

Programs



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:

- 1) providing the first two years of a baccalaureate study;
- 2) offering associates degrees and certificates as terminal milestones in both non-occupational and career and technical education areas of study;
- 3) providing vocational training for immediate entry level employment, wage gain and job advancement;
- 4) extending contract education opportunities for local businesses and employers;
- 5) delivering pre-collegiate, basic skills education for the large number of students who enroll at the institution unprepared to produce collegiate level work; and
- 6) offering noncredit and community education services, such as lifelong learning and second language acquisition.

To prepare for the coming decade, the College completed a new Educational Master Plan in 2011 after a year-long self-evaluation of its mission, its purpose and its goals. The College continues to expand its use of data to guide its decisions and allocate resources to meet evolving student needs.

The future holds many new challenges for the institution, but BCC remains poised to meet the challenges as it anticipates the new century.

General Education Philosophy

Barstow Community College 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
Ms. Marcia Zableckis



Vice President/
County Representative
Mr. Philip Harris



Board Clerk
Dr. Ted Baca

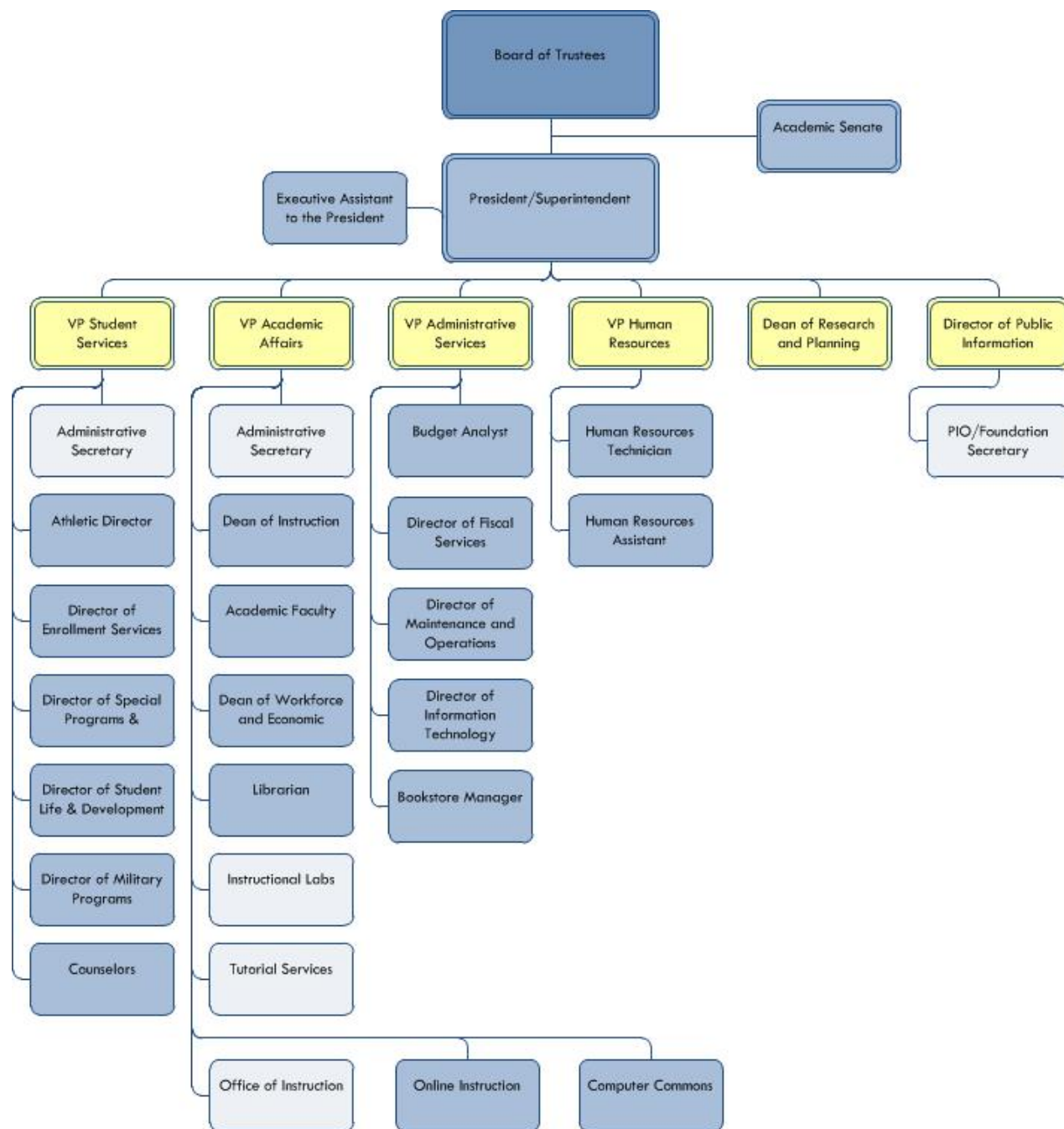


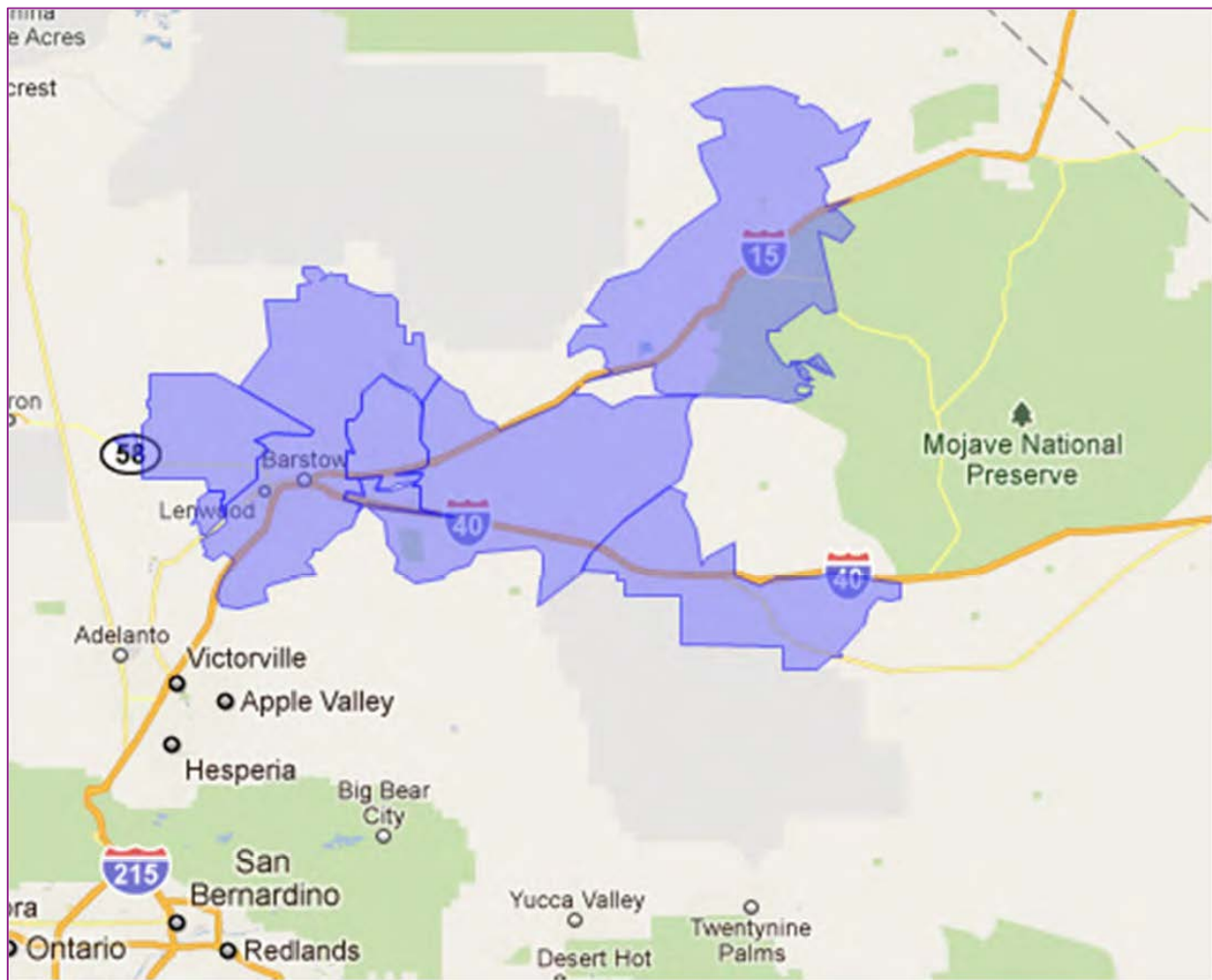
Member
Mr. Fernando (Fred) Baca



Foundation Representative
Mr. Tim Heiden

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. The college 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 Student 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

Annual Headcount: All Students



| | | | | | |
|------------|---------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| — Students | 6647 | 7384 | 4597 | 5107 | 5077 |

Academic Year

Annual Headcount – All Students

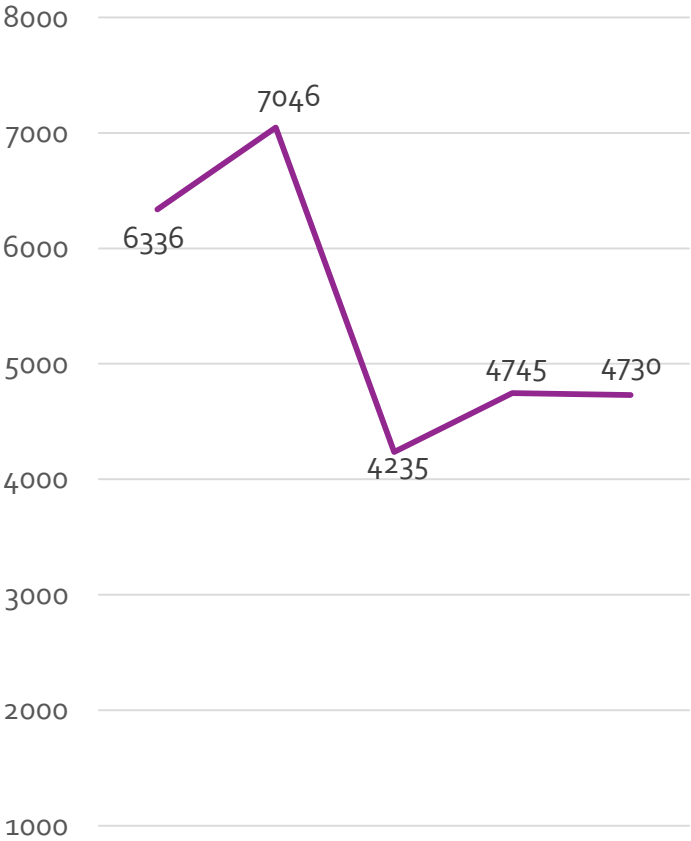
After an increase to a five-year high of over 7,000 unduplicated student headcount for all students in 2009-10, the number of students dropped and is now holding at a steady 5,000 for the past two academic years. Overall, there has been a decrease of 23.6% over the last five years, but there has been only a slight decrease of 0.5% in the last academic year.

| | |
|------------------------------------|------------------------------------|
| % Change 08/09 to 12/13 | % Change 11/12 to 12/13 |
| -23.6% | -0.5% |

*Source: CCCCO MIS Referential Data

Headcount by Academic Year (cont'd)

Annual Headcount: Credit Students



Annual Headcount – Credit Students

The annual unduplicated headcount for credit students follows a similar pattern to all students. In 2009-10, the unduplicated headcount for credit students reached a five-year high of over 7,000. The number of students dropped in the subsequent year and is now holding at just below 5,000 for the past two academic years. Overall, there has been a decrease of 25.3% over the last five years, but there has been only a slight decrease of 0.3% in the last academic year.

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|----------|---------|---------|---------|---------|---------|
| Students | 6336 | 7046 | 4235 | 4745 | 4730 |

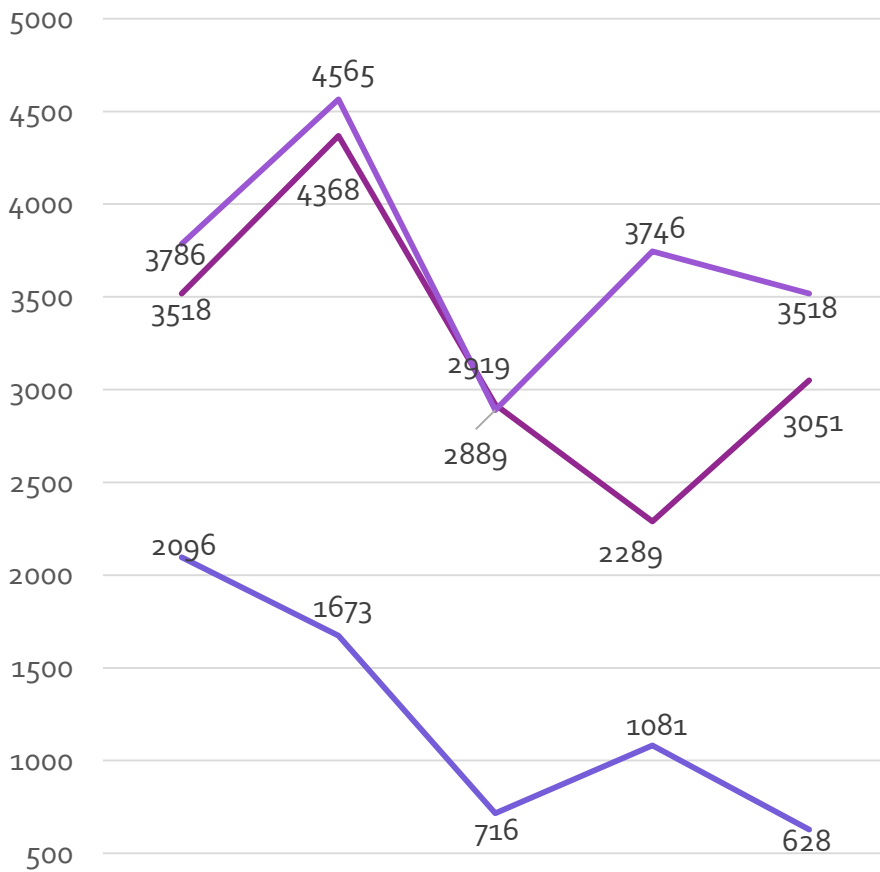
Academic Year

| % Change 08/09 to 12/13 | % Change 11/12 to 12/13 |
|-------------------------|-------------------------|
| -25.3% | -0.3% |

*Source: CCCC MIS Referential Data

Headcount by Term

Headcount (All Students) by Term



| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--------|---------|---------|---------|---------|---------|
| Fall | 3518 | 4368 | 2919 | 2289 | 3051 |
| Spring | 3786 | 4565 | 2889 | 3746 | 3518 |
| Summer | 2096 | 1673 | 716 | 1081 | 628 |

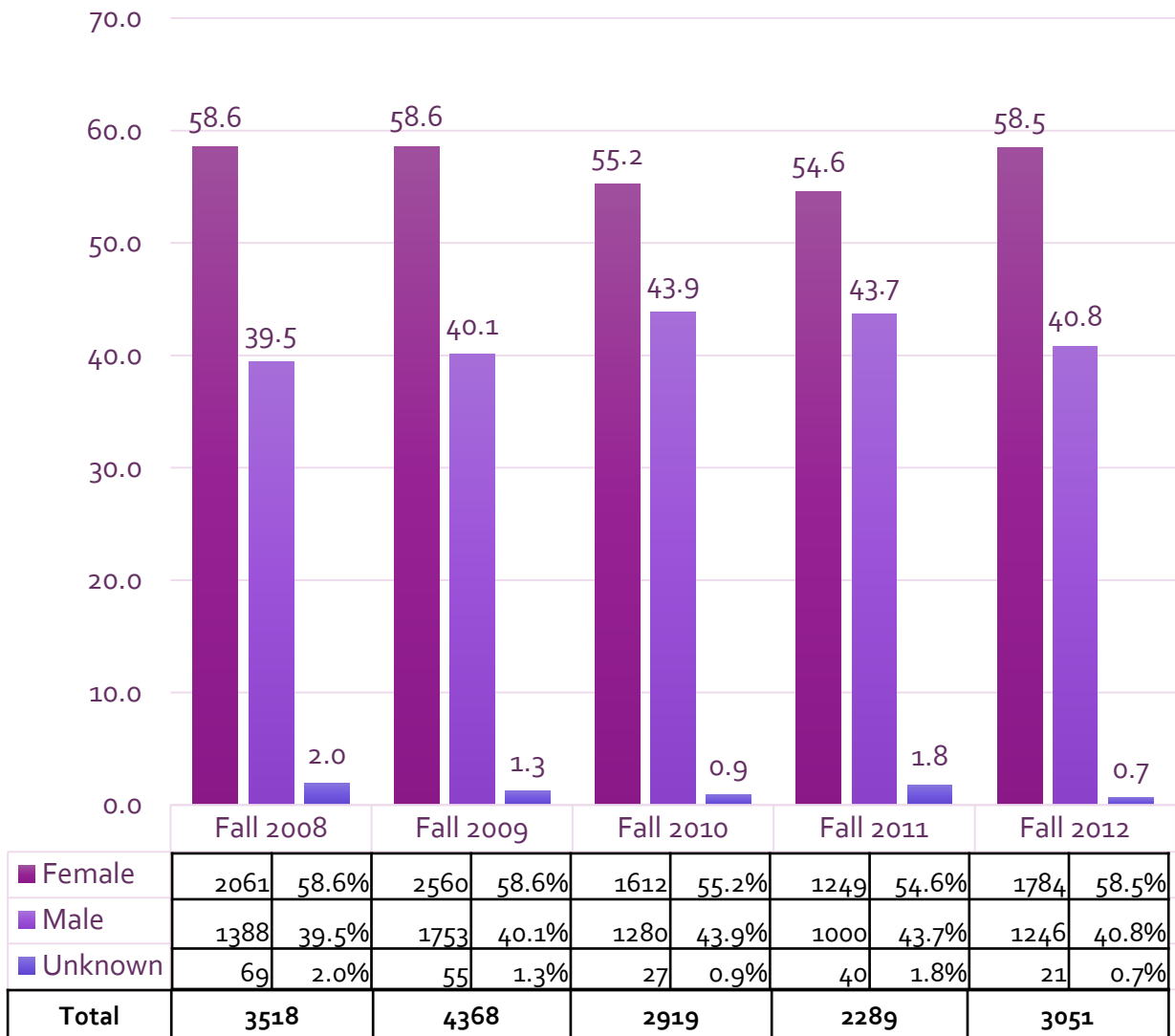
Headcount (All Students) by Term

Unduplicated student headcount showed the biggest drop during the summer terms, at 70%, in the past five years. After an uncharacteristic drop in the 2011-12 academic year, Fall Semester headcount rebounded in 2012-13 and is once again nose to nose with Spring Semester.

| | % Change 08/09 to 12/13 | % Change 11/12 to 12/13 |
|-------------|-------------------------|-------------------------|
| Fall 2012 | -13.3% | 33.3% |
| Spring 2013 | -7.1% | -6.1% |
| Summer 2013 | -70.0% | -41.9% |

*Source: CCCCO MIS Referential Data

Student Headcount by Gender (%)



Headcount by Gender

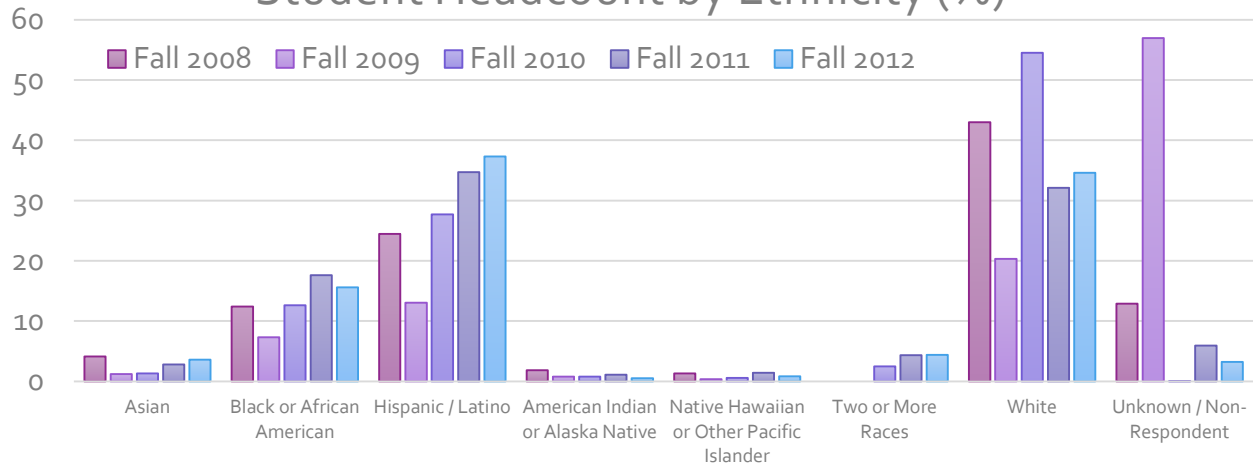
Student Headcount by Gender

Female and male student unduplicated headcounts have been maintaining the 60-40 ratio for most of the last five years. The genders seemed to be pulling even between 2010–11, but in the most recent year, they are back to 58% for females and 41% for males.

| | % Change Fall 2008 – Fall 2012 | % Change Fall 2011 – Fall 2012 |
|-------------------|--------------------------------------|--------------------------------------|
| Female | -13.4% | 42.8% |
| Male | -10.2% | 24.6% |
| Unreported | -70.0% | -47.5% |
| Total | -13.3% | 33.3% |

*Source: CCCC MIS Referential Data

Student Headcount by Ethnicity (%)



| | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | | 5-Yr Chg | 5-Yr Avg |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| Asian | 145 | 4.1% | 53 | 1.2% | 38 | 1.3% | 64 | 2.8% | 109 | 3.6% | -24.8% | 2.6% |
| Black or African American | 437 | 12.4% | 320 | 7.3% | 369 | 12.6% | 403 | 17.6% | 476 | 15.6% | 8.9% | 13.1% |
| Hispanic / Latino | 861 | 24.5% | 569 | 13.0% | 808 | 27.7% | 795 | 34.7% | 1138 | 37.3% | 32.2% | 27.4% |
| American Indian or Alaska Native | 64 | 1.8% | 35 | 0.8% | 23 | 0.8% | 25 | 1.1% | 16 | 0.5% | -75.0% | 1.0% |
| Hawaiian / Pacific Islander | 45 | 1.3% | 16 | 0.4% | 17 | 0.6% | 32 | 1.4% | 25 | 0.8% | 44.4% | 0.9% |
| Two or More Races | 0 | 0.0% | 0 | 0.0% | 72 | 2.5% | 99 | 4.3% | 134 | 4.4% | n/a | n/a |
| White | 1513 | 43.0% | 888 | 20.3% | 1591 | 54.5% | 735 | 32.1% | 1055 | 34.6% | -30.3% | 36.9% |
| Unknown / Non-Respondent | 453 | 12.9% | 2487 | 56.9% | 1 | 0.03% | 136 | 5.9% | 98 | 3.2% | -78.3% | 15.8% |
| Total | 3518 | 100% | 4368 | 100% | 2919 | 100% | 2289 | 100% | 3051 | 100% | -13.3% | 100% |

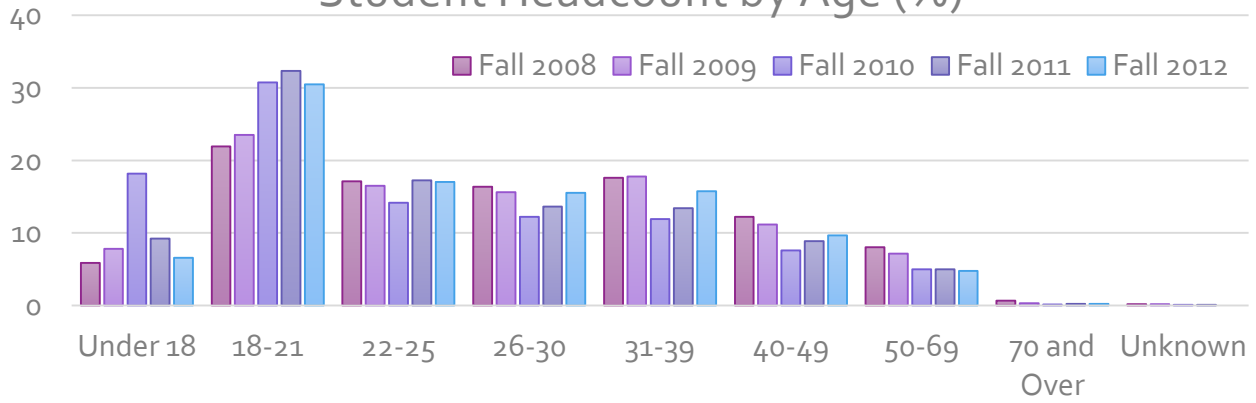
*Source: CCCCO MIS Referential Data

Headcount by Ethnicity

Student Headcount by Ethnicity

The ethnic group with the most students was white (non-Latino) in 2008, but the Latino student headcount has been increasing in the past five years and is now approximately equal to the white (non-Latino) student population. In Fall 2009 there was a large group of students who stated their ethnicity as unknown due to the changes in CCCApply process and the new multi-ethnicity coding.

Student Headcount by Age (%)



| | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | | 5-Yr Chg | 5-Yr Avg |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| Under 18 | 207 | 5.9% | 341 | 7.8% | 530 | 18.2% | 211 | 9.2% | 201 | 6.6% | -2.9% | 9.5% |
| 18-21 | 771 | 21.9% | 1026 | 23.5% | 898 | 30.8% | 740 | 32.3% | 930 | 30.5% | 20.6% | 27.8% |
| 22-25 | 602 | 17.1% | 721 | 16.5% | 414 | 14.2% | 395 | 17.3% | 520 | 17.0% | -13.6% | 16.4% |
| 26-30 | 576 | 16.4% | 682 | 15.6% | 356 | 12.2% | 312 | 13.6% | 474 | 15.5% | -17.7% | 14.7% |
| 31-39 | 620 | 17.6% | 777 | 17.8% | 348 | 11.9% | 307 | 13.4% | 480 | 15.7% | -22.6% | 15.3% |
| 40-49 | 430 | 12.2% | 488 | 11.2% | 222 | 7.6% | 203 | 8.9% | 294 | 9.6% | -31.6% | 9.9% |
| 50-69 | 282 | 8.0% | 312 | 7.1% | 145 | 5.0% | 114 | 5.0% | 145 | 4.8% | -48.6% | 6.0% |
| 70 and Over | 24 | 0.7% | 14 | 0.3% | 4 | 0.1% | 5 | 0.2% | 7 | 0.2% | -70.8% | 0.3% |
| Unknown | 6 | 0.2% | 7 | 0.2% | 2 | 0.07% | 2 | 0.09% | 0 | 0% | -100% | 0.1% |
| Total | 3518 | 100% | 4368 | 100% | 2919 | 100% | 2289 | 100% | 3051 | 100% | -13.3% | 100% |

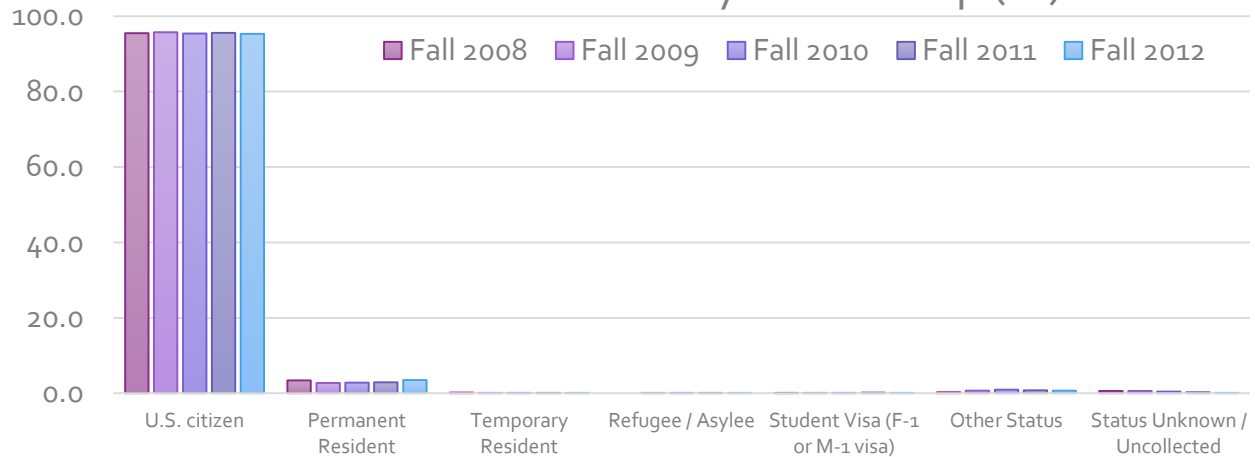
*Source: CCCC MIS Referential Data

Headcount by Age

Student Headcount by Age

While the 18–21 age group commands the largest proportion of the student population throughout the entire five-year period, there is a resurgence of the older age groups between 26 and 49 in the past three years. Students over the age of 26 now roughly comprise half of our student population.

Student Headcount by Citizenship (%)



| | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | | 5-Yr Chg | 5-Yr Avg |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| U.S. citizen | 3358 | 95.5% | 4180 | 95.7% | 2786 | 95.4% | 2187 | 95.5% | 2907 | 95.3% | -13.4% | 95.5% |
| Permanent Resident | 122 | 3.5% | 119 | 2.7% | 82 | 2.8% | 67 | 2.9% | 108 | 3.5% | -11.5% | 3.1% |
| Temporary Resident | 7 | 0.2% | 5 | 0.1% | 1 | 0.0% | 2 | 0.1% | 3 | 0.1% | -57.1% | 0.1% |
| Refugee / Asylee | 0 | 0.0% | 5 | 0.1% | 4 | 0.1% | 3 | 0.1% | 5 | 0.2% | n/a | 0.1% |
| Student Visa (F-1 or M-1 visa) | 1 | 0.0% | 1 | 0.0% | 4 | 0.1% | 5 | 0.2% | 4 | 0.1% | 300% | 0.1% |
| Other Status | 9 | 0.3% | 32 | 0.7% | 29 | 1.0% | 19 | 0.8% | 22 | 0.7% | 144% | 0.7% |
| Status Unknown / Uncollected | 21 | 0.6% | 26 | 0.6% | 13 | 0.5% | 6 | 0.3% | 2 | 0.1% | -90.5% | 0.4% |
| Total | 3518 | 100% | 4368 | 100% | 2919 | 100% | 2289 | 100% | 3051 | 100% | -13.3% | 100% |

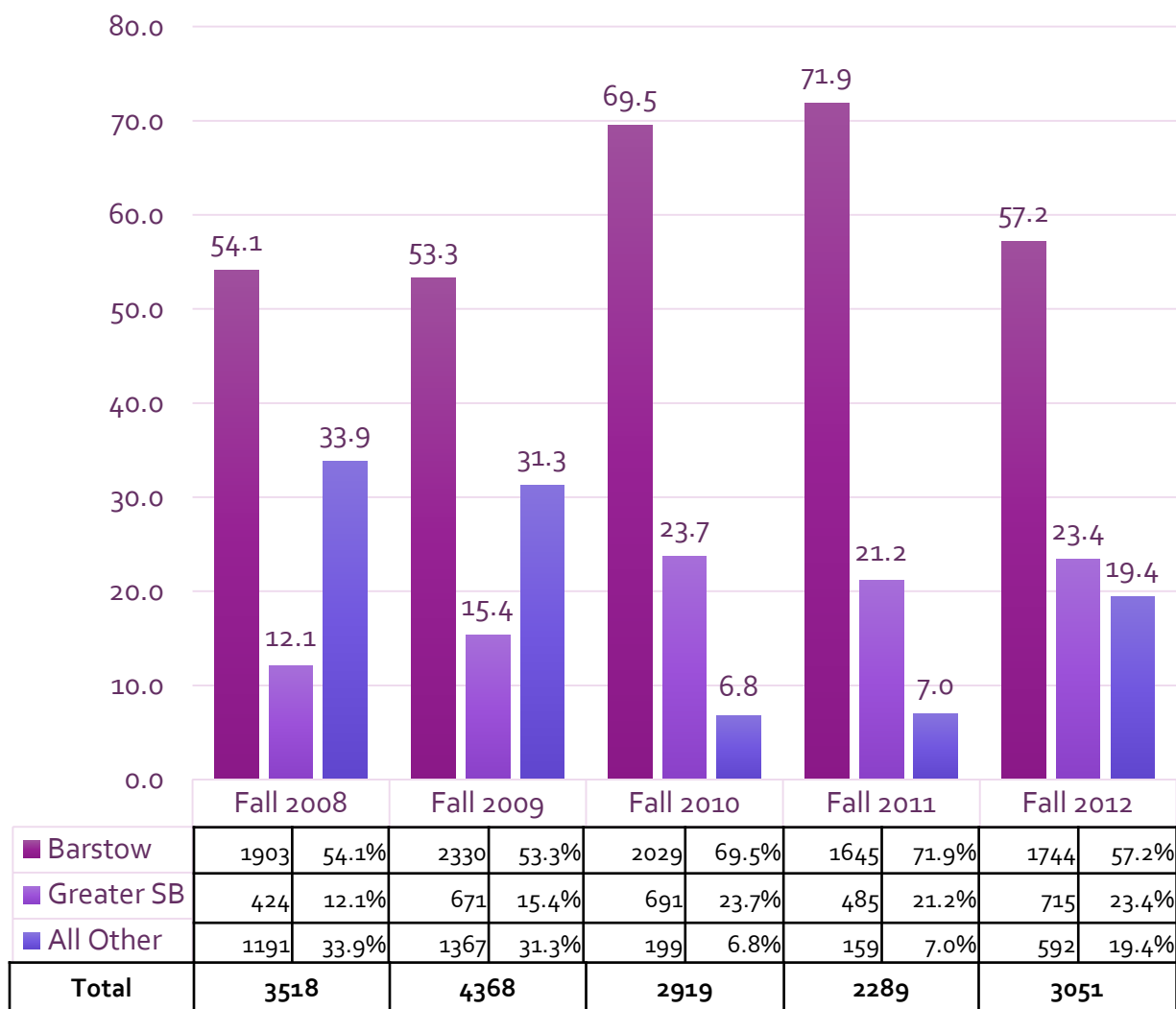
*Source: CCCC MIS Referential Data

Headcount by Citizenship

Student Headcount by Citizenship

Students who were U.S. citizens accounted for an average of 95.5% of the total student population in the past five years. Permanent residents, the next largest group, account for 3.1% during the same period. There has been increases in other minor groups including students with Student Visa (F-1 or M-1) and refugee and asylee.

Student Headcount by Residence (%)



Headcount by Residence

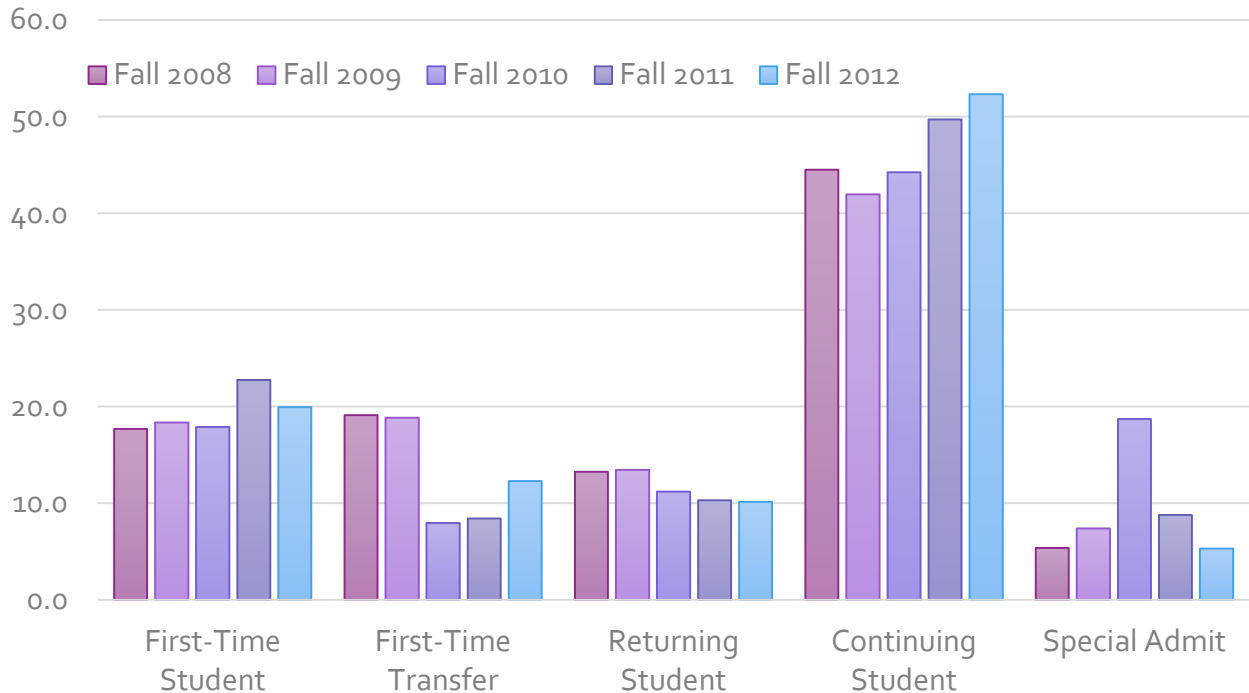
Student Headcount by Residence

A majority of the student population is from the local Barstow service area during the last five years, but there is a steady increase of students from the Greater San Bernardino County area. Students from outside San Bernardino County was at an all-time high of 33.9% five years ago, and accounted for 19.4% in the most recent reporting year.

| | % Change Fall 2008 – Fall 2012 | % Change Fall 2011 – Fall 2012 |
|-------------------|--------------------------------------|--------------------------------------|
| Barstow | -8.4% | 6.1% |
| Greater SB | 68.6% | 47.4% |
| Other | -70.0% | -47.5% |
| Total | -50.3% | 272% |

*Source: CCCCO MIS Referential Data

Student Headcount by Enrollment Status (%)



| | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | | 5-Yr Chg | 5-Yr Avg |
|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| First-Time Student | 623 | 17.7% | 801 | 18.3% | 522 | 17.9% | 521 | 22.8% | 608 | 19.9% | -2.4% | 19.3% |
| First-Time Transfer | 673 | 19.1% | 823 | 18.8% | 232 | 8.0% | 193 | 8.4% | 375 | 12.3% | -44.3% | 13.3% |
| Returning Student | 467 | 13.3% | 588 | 13.5% | 327 | 11.2% | 236 | 10.3% | 310 | 10.2% | -33.6% | 11.7% |
| Continuing Student | 1566 | 44.5% | 1833 | 42.0% | 1292 | 44.3% | 1138 | 49.7% | 1596 | 52.3% | 1.9% | 46.5% |
| Special Admit | 189 | 5.4% | 323 | 7.4% | 546 | 18.7% | 201 | 8.8% | 162 | 5.3% | -14.3% | 9.1% |
| Total | 3518 | 100% | 4368 | 100% | 2919 | 100% | 2289 | 100% | 3051 | 100% | -13.3% | 100% |

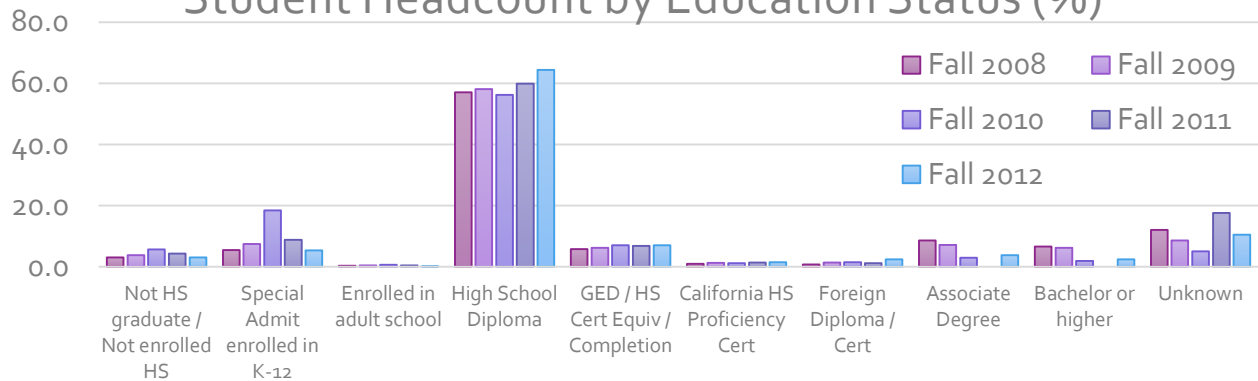
*Source: CCCCO MIS Referential Data

Headcount by Enrollment Status

Student Headcount by Enrollment Status

Continuing students accounted for approximately half – 46.5% five-year average – of the student population. Returning students and first-time transfer students saw an overall decrease in the last five fall semesters, but both groups rebounded in the past year.

Student Headcount by Education Status (%)



| | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | | 5-Yr Chg | 5-Yr Avg |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| Not HS graduate / Not enrolled HS | 105 | 3.0% | 161 | 3.7% | 163 | 5.6% | 98 | 4.3% | 92 | 3.0% | -12.4% | 3.9% |
| Special Admit enrolled in K-12 | 189 | 5.4% | 323 | 7.4% | 536 | 18.4% | 200 | 8.7% | 162 | 5.3% | -14.3% | 9.0% |
| Enrolled in adult school | 9 | 0.3% | 19 | 0.4% | 17 | 0.6% | 9 | 0.4% | 3 | 0.1% | -66.7% | 0.4% |
| High School Diploma | 2006 | 57.0% | 2537 | 58.1% | 1641 | 56.2% | 1370 | 59.9% | 1965 | 64.4% | -2.0% | 59.1% |
| GED / HS Cert Equiv / Completion | 201 | 5.7% | 266 | 6.1% | 203 | 7.0% | 155 | 6.8% | 212 | 7.0% | 5.5% | 6.5% |
| California HS Proficiency Cert | 30 | 0.9% | 51 | 1.2% | 32 | 1.1% | 29 | 1.3% | 42 | 1.4% | 40.0% | 1.2% |
| Foreign Diploma / Cert | 26 | 0.7% | 56 | 1.3% | 41 | 1.4% | 26 | 1.1% | 72 | 2.4% | 177% | 1.4% |
| Associate Degree | 301 | 8.6% | 311 | 7.1% | 85 | 2.9% | 0 | 0.0% | 114 | 3.7% | -62.1% | 4.5% |
| Bachelor or higher | 229 | 6.5% | 269 | 6.2% | 54 | 1.9% | 0 | 0.0% | 72 | 2.4% | -68.6% | 3.4% |
| Unknown | 422 | 12.0% | 375 | 8.6% | 147 | 5.0% | 402 | 17.6% | 317 | 10.4% | -24.9% | 10.7% |
| Total | 3518 | 100% | 4368 | 100% | 2919 | 100% | 2289 | 100% | 3051 | 100% | -13.3% | 100% |

*Source: CCCCO MIS Referential Data

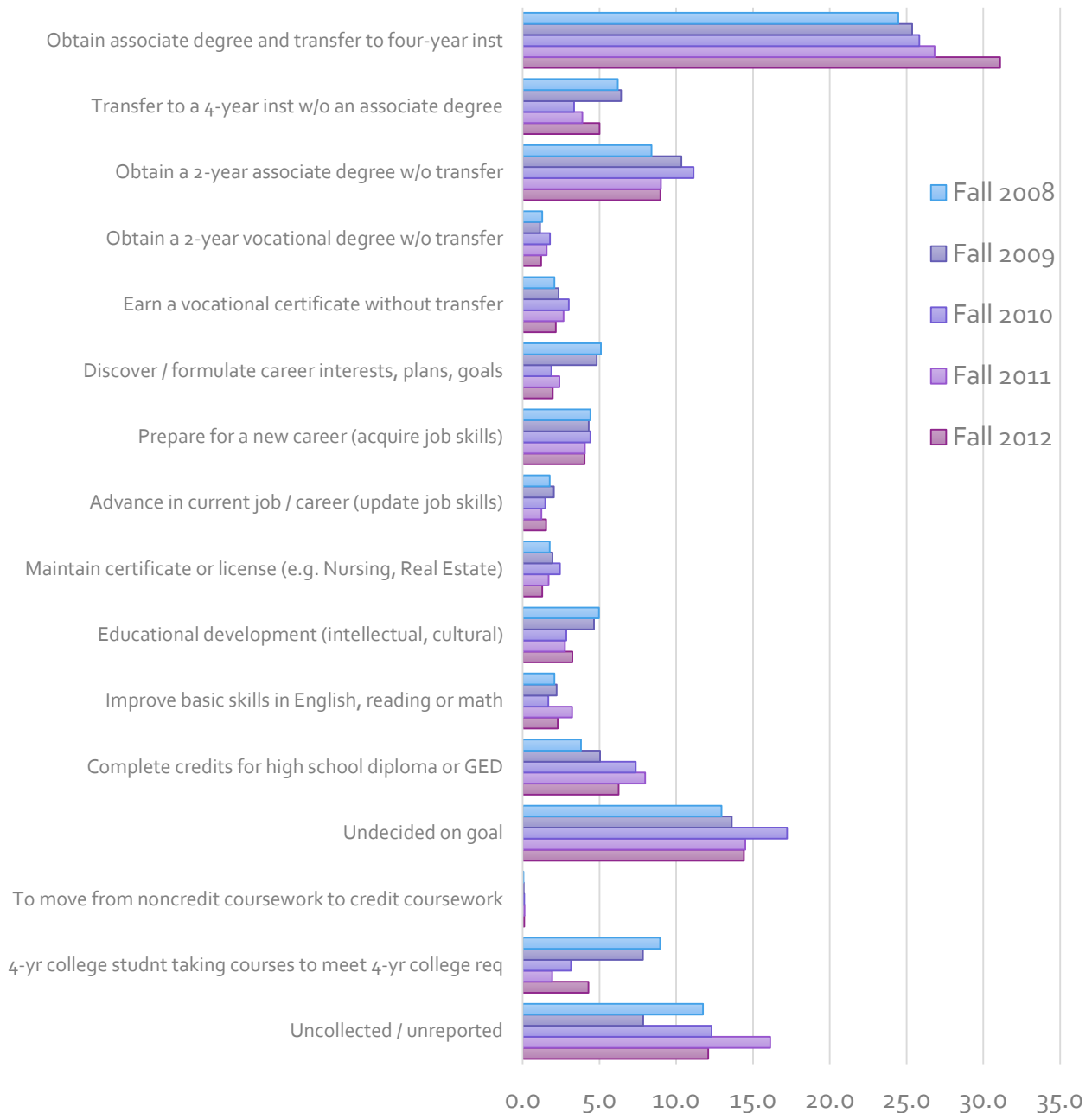
Headcount by Education Status

Student Headcount by Education Status

A large portion of the student population came with a high school diploma, with a five-year average of 59.1%. There has been an increase in students coming in with California High School Proficiency Certificates – a five-year increase of 40%, from 30 to 42 students.

Headcount by Education Goal

Student Headcount by Education Goal (%)



Note

*Source: CCCCO MIS Referential Data

The educational goal data presented here are data on the initial, perhaps uninformed, student's educational goal as reported by the student.

Headcount by Education Goal (cont'd)

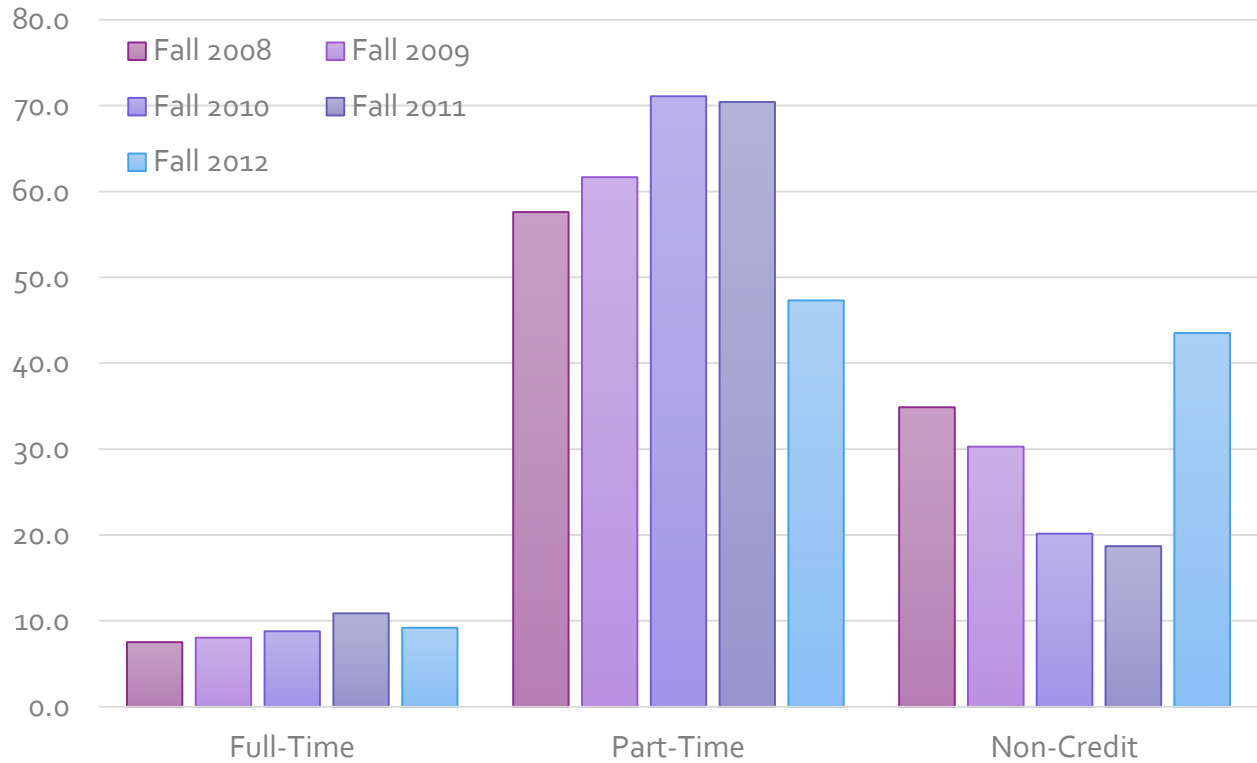
| | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | | 5-Yr Chg | 5-Yr Avg |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| Obtain associate degree and transfer to four-year inst | 861 | 24.5% | 1108 | 25.4% | 754 | 25.8% | 614 | 26.8% | 949 | 31.1% | 10.2% | 26.7% |
| Transfer to a 4-year inst w/o an associate degree | 218 | 6.2% | 280 | 6.4% | 98 | 3.4% | 89 | 3.9% | 153 | 5.0% | -29.8% | 5.0% |
| Obtain a 2-year associate degree w/o transfer | 295 | 8.4% | 452 | 10.4% | 325 | 11.1% | 206 | 9.0% | 274 | 9.0% | -7.1% | 9.6% |
| Obtain a 2-year vocational degree w/o transfer | 45 | 1.3% | 50 | 1.1% | 52 | 1.8% | 36 | 1.6% | 37 | 1.2% | -17.8% | 1.4% |
| Earn a vocational certificate without transfer | 73 | 2.1% | 102 | 2.3% | 88 | 3.0% | 61 | 2.7% | 66 | 2.2% | -9.6% | 2.5% |
| Discover / formulate career interests, plans, goals | 179 | 5.1% | 211 | 4.8% | 55 | 1.9% | 55 | 2.4% | 60 | 2.0% | -66.5% | 3.2% |
| Prepare for a new career (acquire job skills) | 155 | 4.4% | 188 | 4.3% | 129 | 4.4% | 93 | 4.1% | 123 | 4.0% | -20.6% | 4.2% |
| Advance in current job / career (update job skills) | 62 | 1.8% | 89 | 2.0% | 43 | 1.5% | 28 | 1.2% | 47 | 1.5% | -24.2% | 1.6% |
| Maintain certificate or license (e.g. Nursing, Real Estate) | 62 | 1.8% | 85 | 2.0% | 71 | 2.4% | 39 | 1.7% | 39 | 1.3% | -37.1% | 1.8% |
| Educational development (intellectual, cultural) | 175 | 5.0% | 203 | 4.7% | 83 | 2.8% | 63 | 2.8% | 99 | 3.2% | -43.4% | 3.7% |
| Improve basic skills in English, reading or math | 73 | 2.1% | 97 | 2.2% | 49 | 1.7% | 74 | 3.2% | 70 | 2.3% | -4.1% | 2.3% |
| Complete credits for high school diploma or GED | 134 | 3.8% | 220 | 5.0% | 215 | 7.4% | 183 | 8.0% | 191 | 6.3% | 42.5% | 6.1% |
| Undecided on goal | 456 | 13.0% | 595 | 13.6% | 503 | 17.2% | 332 | 14.5% | 440 | 14.4% | -3.5% | 14.5% |
| To move from noncredit coursework to credit coursework | 2 | 0.1% | 3 | 0.1% | 3 | 0.1% | 3 | 0.1% | 3 | 0.1% | 50.0% | 0.1% |
| 4-yr college student taking courses to meet 4-yr college req | 315 | 9.0% | 342 | 7.8% | 92 | 3.2% | 44 | 1.9% | 131 | 4.3% | -58.4% | 5.2% |
| Uncollected / unreported | 413 | 11.7% | 343 | 7.9% | 359 | 12.3% | 369 | 16.1% | 369 | 12.1% | -10.7% | 12.0% |
| Total | 3518 | 100% | 4368 | 100% | 2919 | 100% | 2289 | 100% | 3051 | 100% | -13.3% | 100% |

*Source: CCCC MIS Referential Data

Student Headcount by Education Goal

On the average, over a quarter – 26.7% over the five-year period – of the students set their goals to obtain an associate degree and transfer to a four-year institution. This percentage has been gradually rising over the five-year period, from 24.5% in Fall 2008 to 31.1% in Fall 2012. There is a significant portion of students who have not decided on their education goals – it's 14.4% in Fall 2012.

Student Headcount by Load (%)



| | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | | 5-Yr Chg | 5-Yr Avg |
|-------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|----------|----------|
| Full-Time | 265 | 7.5% | 351 | 8.0% | 256 | 8.8% | 249 | 10.9% | 280 | 9.2% | 5.7% | 8.9% |
| Part-Time | 2026 | 57.6% | 2694 | 61.7% | 2075 | 71.1% | 1612 | 70.4% | 1443 | 47.3% | -28.8% | 61.6% |
| Non-Credit | 1227 | 34.9% | 1323 | 30.3% | 588 | 20.1% | 428 | 18.7% | 1328 | 43.5% | 8.23% | 29.5% |
| Total | 3518 | 100% | 4368 | 100% | 2919 | 100% | 2289 | 100% | 3051 | 100% | -13.3% | 100% |

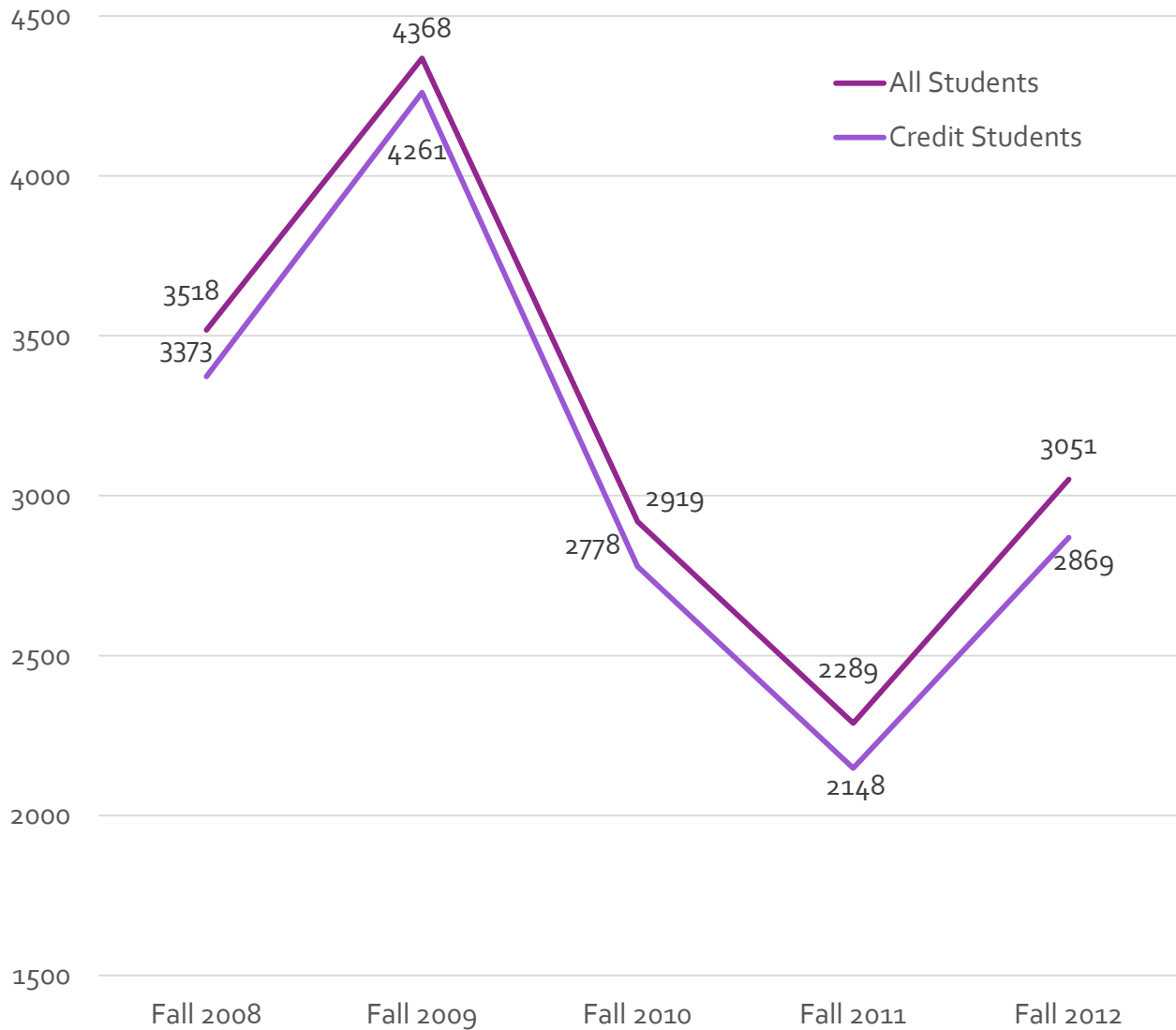
*Source: CCCCO MIS Referential Data

Headcount by Load

Student Headcount by Load

A majority of the student population is enrolling on a part-time basis over the past five years. The percentage reached as high as 71.1% in Fall 2010. Full-time student population has been holding steady between 8 and 10%, with a five-year change of +5.7%. The five-year change for part-time student population is -28.8%.

Student Headcount as of First Census



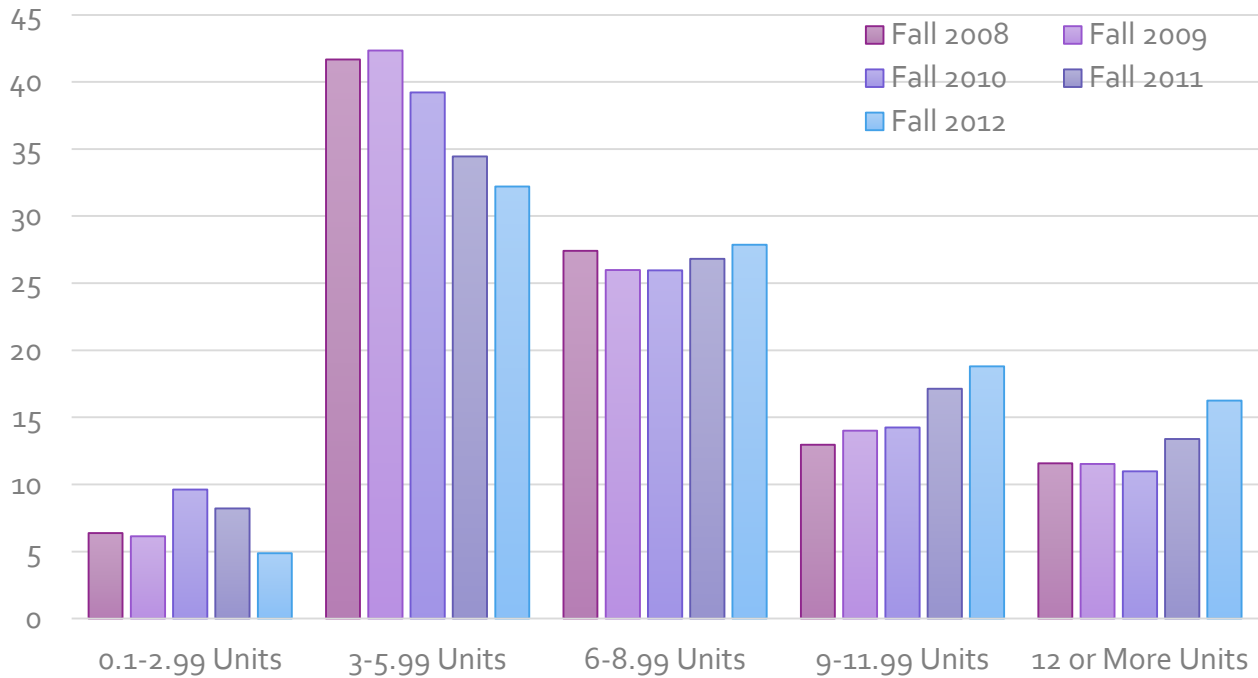
*Source: CCCCO MIS Referential Data

Headcount as of First Census

Student Headcount as of Census of Semester

The population of all students taking credit courses mirrored closely to the population of all students over the past five years. For both populations, we are seeing a rise in the most recent year after a five-year low.

Student Headcount by Units Attempted (%)



| | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | | 5-Yr Chg | 5-Yr Avg |
|------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| 0.1-2.99 Units | 146 | 6.4% | 187 | 6.1% | 224 | 9.6% | 153 | 8.2% | 84 | 4.9% | -42.5% | 7.0% |
| 3-5.99 Units | 955 | 41.7% | 1289 | 42.3% | 914 | 39.2% | 641 | 34.4% | 555 | 32.2% | -41.9% | 38.0% |
| 6-8.99 Units | 628 | 27.4% | 791 | 26.0% | 605 | 26.0% | 499 | 26.8% | 480 | 27.9% | -23.6% | 26.8% |
| 9-11.99 Units | 297 | 13.0% | 427 | 14.0% | 332 | 14.2% | 319 | 17.1% | 324 | 18.8% | 9.1% | 15.4% |
| 12 or More Units | 265 | 11.6% | 351 | 11.5% | 256 | 11.0% | 249 | 13.4% | 280 | 16.3% | 5.7% | 12.8% |
| Total | 2291 | 100% | 3045 | 100% | 2331 | 100% | 1861 | 100% | 1723 | 100% | -24.8% | 100% |

Headcount by Units Attempted

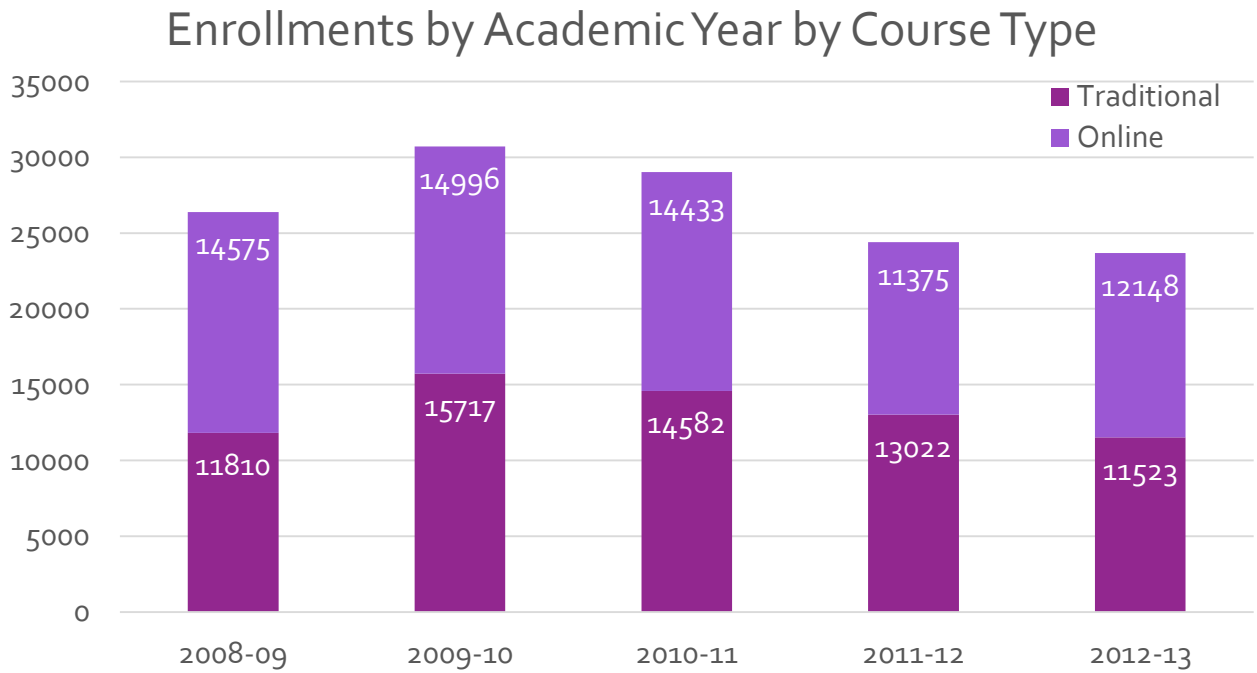
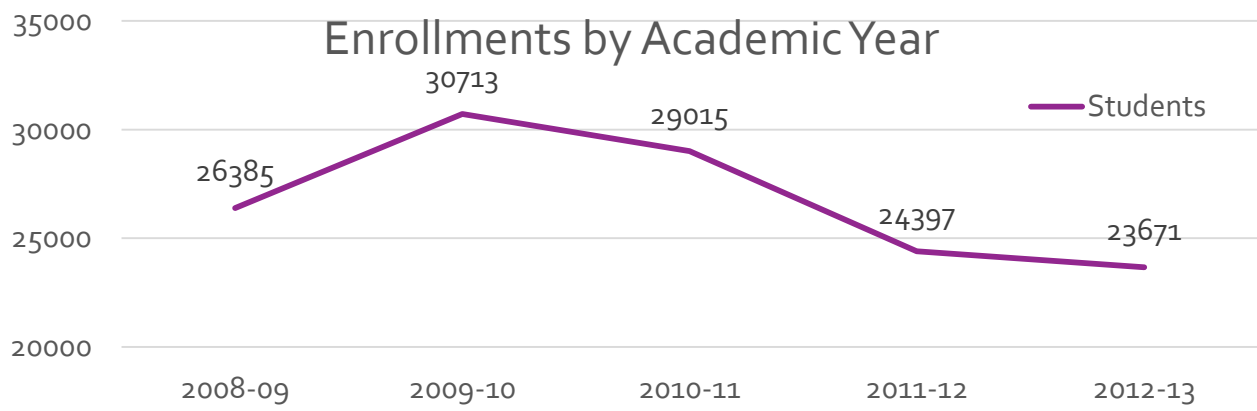
*Source: CCCC MIS Referential Data

Student Headcount by Units Attempted

In the past five years, we see a steady increase of students who take nine units or more in the Fall Semesters – from 24.6% to 35.1%, and a simultaneous decrease of those who take less than nine units – from 75.5% to 65%.

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

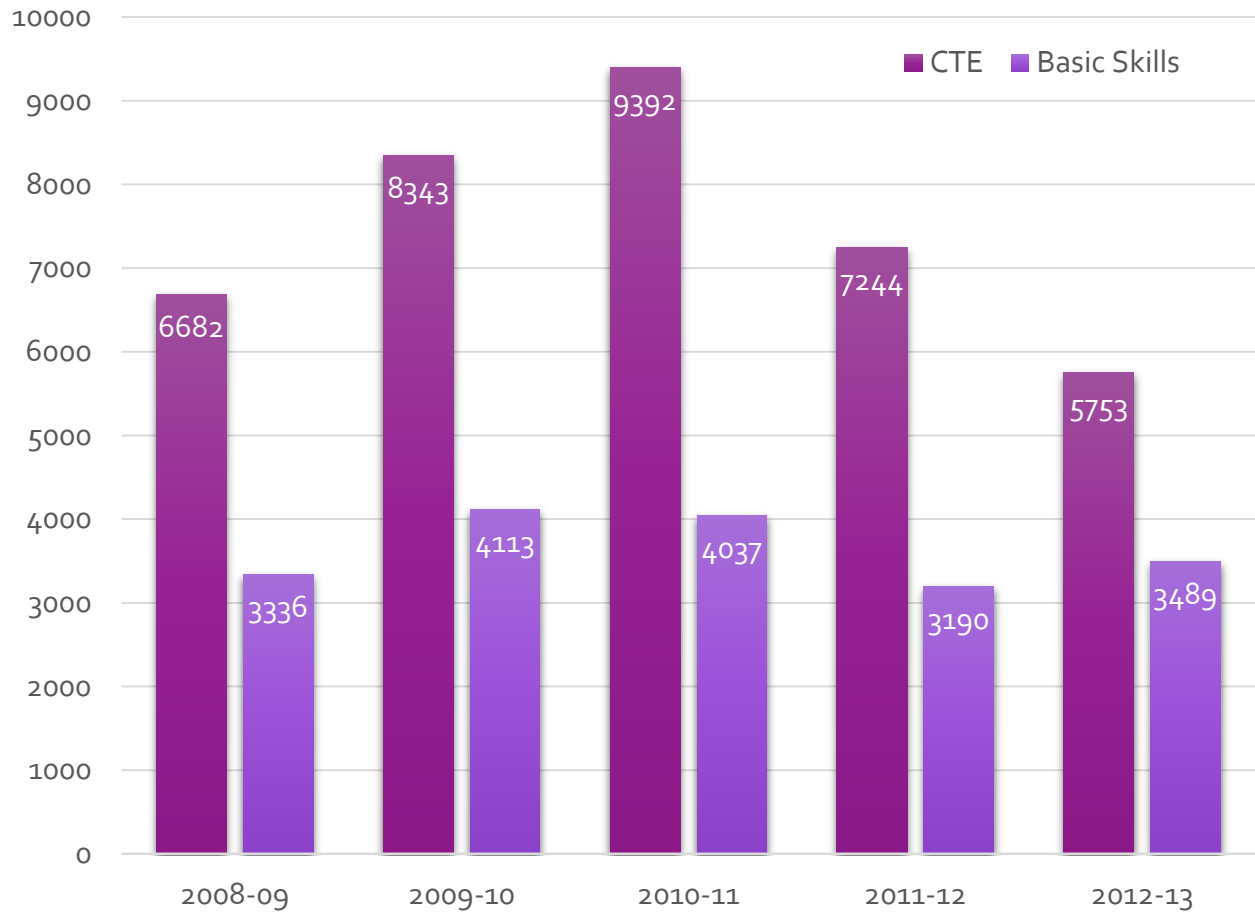
| | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 5-Yr Chg | 5-Yr Avg |
|--------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|----------|----------|
| Traditional | 11810 | 44.8% | 15717 | 51.2% | 14582 | 50.3% | 13022 | 53.4% | 11523 | 48.7% | -2.4% | 49.7% |
| Online | 14575 | 55.2% | 14996 | 48.8% | 14433 | 49.7% | 11375 | 46.6% | 12148 | 51.3% | -16.7% | 50.3% |
| Total | 26385 | 100% | 30713 | 100% | 29015 | 100% | 24397 | 100% | 23671 | 100% | -10.3% | 100% |

*Source: CCCC MIS Referential Data

Annual Enrollments by Course Type

While there has been a decrease in online course enrollment over the past five years, online courses still account for approximately half of all course enrollments, with a five-year average of 50.3%. Traditional courses account for 49.7% of enrollments in the past five years.

Enrollments by Academic Year by Course Type



Annual Enrollments: CTE & Basic Skills

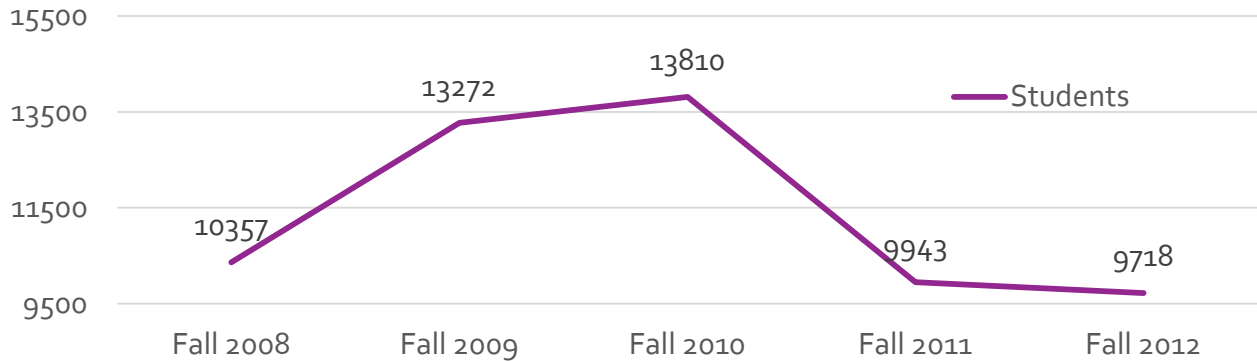
| | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 5-Yr Chg | 5-Yr Avg |
|---------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|----------|----------|
| CTE | 6682 | 25.3% | 8343 | 27.2% | 9392 | 32.4% | 7244 | 29.7% | 5753 | 24.3% | -13.9% | 27.8% |
| Basic Skills | 3336 | 12.6% | 4113 | 13.4% | 4037 | 13.9% | 3190 | 13.1% | 3489 | 14.7% | 4.6% | 13.6% |
| Total | 26385 | 100% | 30713 | 100% | 29015 | 100% | 24397 | 100% | 23671 | 100% | -10.3% | 100% |

*Source: CCCC MIS Referential Data

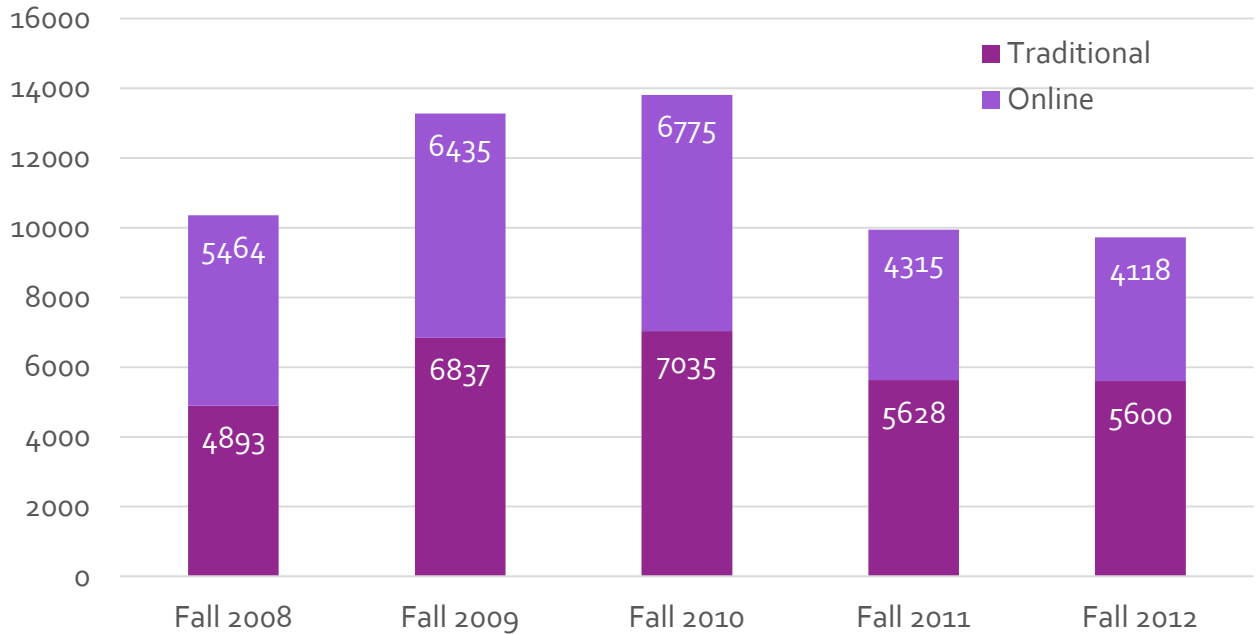
Annual Enrollments by Course Type

Enrollment in both CTE and Basic Skills courses has fallen in the last couple of years after peaking earlier during the five-year period. CTE enrollment is down 13.9% comparing to five years ago and Basic Skills sees a slight increase of 4.6% during this time.

Fall Term Enrollments



Fall Term Enrollments by Course Type



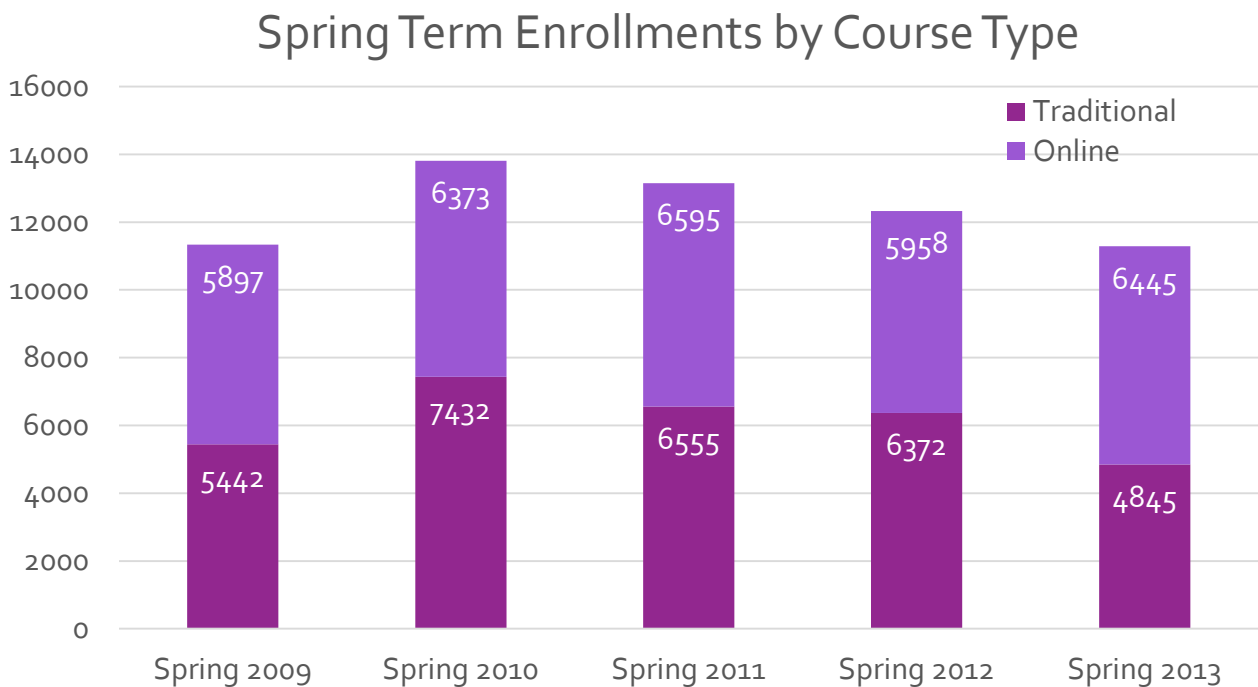
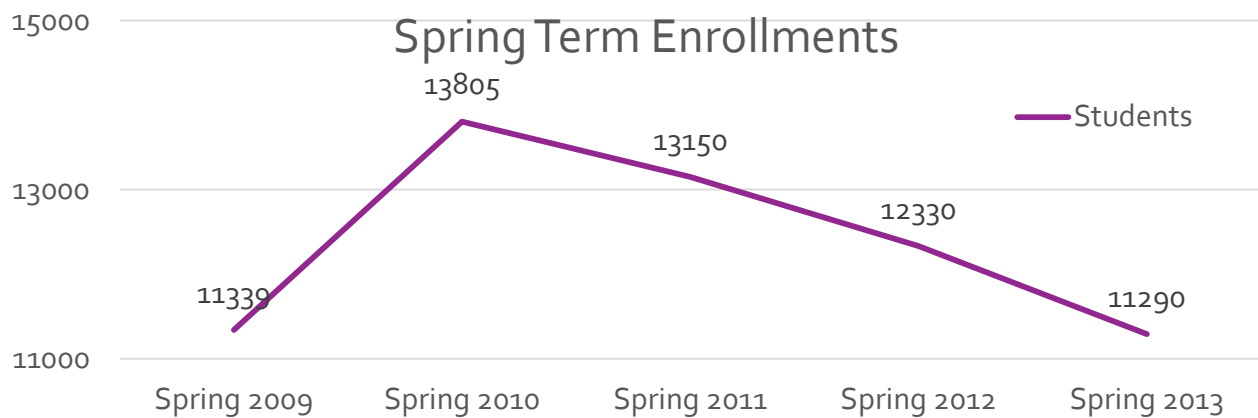
Fall Term Enrollments

| | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | | 5-Yr Chg | 5-Yr Avg |
|--------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|----------|----------|
| Traditional | 4893 | 47.2% | 6837 | 51.5% | 7035 | 50.9% | 5628 | 56.6% | 5600 | 57.6% | 14.4% | 52.8% |
| Online | 5464 | 52.8% | 6435 | 48.5% | 6775 | 49.1% | 4315 | 43.4% | 4118 | 42.4% | -24.6% | 47.2% |
| Total | 10357 | 100% | 13272 | 100% | 13810 | 100% | 9943 | 100% | 9718 | 100% | -6.2% | 100% |

*Source: CCCC MIS Referential Data

Fall Term Enrollments by Course Type

There is a higher percentage of student enrollments for traditional (classroom) courses for Fall Semesters over the past five years, and the percentage is increasing. The five-year average for instruction in a classroom setting for Fall Semesters is 52.8%. It has increased from 47.2% to 57.6% from Fall 2008 to Fall 2012.



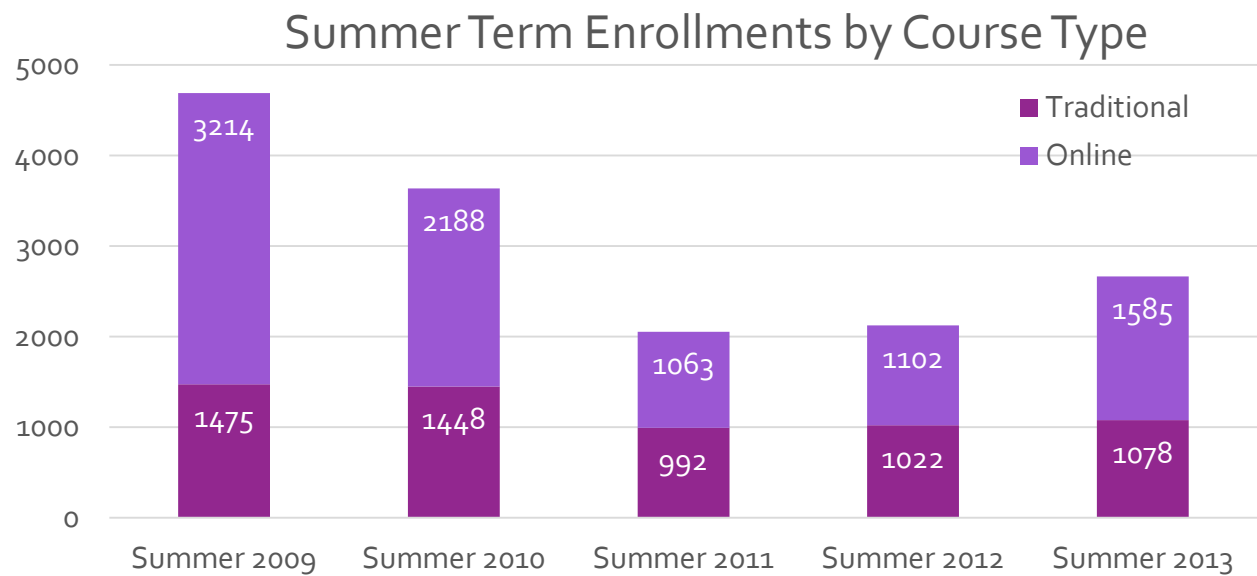
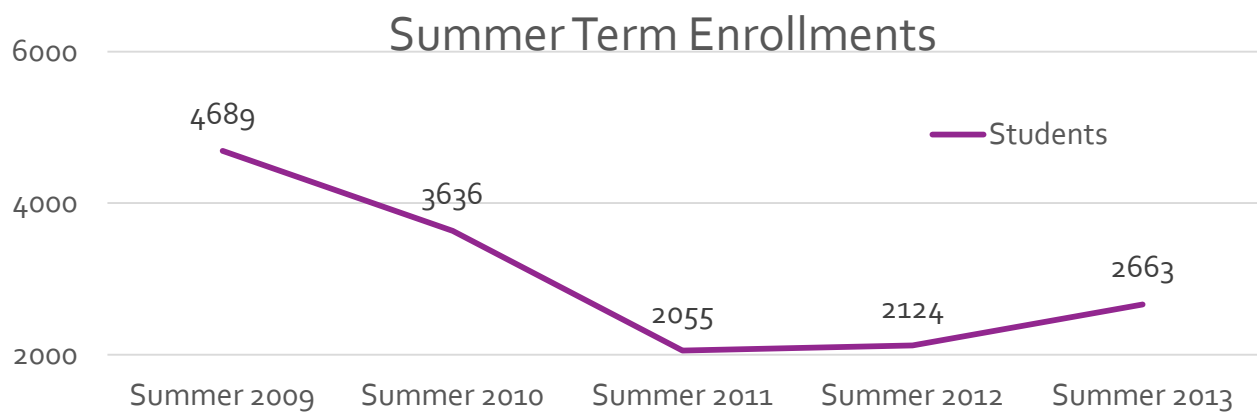
Spring Term Enrollments

| | Spring 2009 | | Spring 2010 | | Spring 2011 | | Spring 2012 | | Spring 2013 | | 5-Yr Chg | 5-Yr Avg |
|--------------------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|----------|----------|
| Traditional | 5442 | 48.0% | 7432 | 53.8% | 6555 | 49.9% | 6372 | 51.7% | 4845 | 42.9% | -11.0% | 49.3% |
| Online | 5897 | 52.0% | 6373 | 46.2% | 6595 | 50.2% | 5958 | 48.3% | 6445 | 57.1% | 9.3% | 50.8% |
| Total | 11339 | 100% | 13805 | 100% | 13150 | 100% | 12330 | 100% | 11290 | 100% | -0.4% | 100% |

*Source: CCCC MIS Referential Data

Spring Term Enrollments by Course Type

For Spring Semesters over the past five years, the enrollments in traditional courses taught in classrooms and courses taught online are roughly 50-50. We see a slight downward trend for the traditional courses, with a five-year change of -11%, and a slight rise in online courses, with a five-year change of +9.3%.



Summer Term Enrollments

| | Summer 2009 | | Summer 2010 | | Summer 2011 | | Summer 2012 | | Summer 2013 | | 5-Yr Chg | 5-Yr Avg |
|--------------------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|----------|----------|
| Traditional | 1475 | 31.5% | 1448 | 39.8% | 992 | 48.3% | 1022 | 48.1% | 1078 | 40.5% | -26.9% | 41.6% |
| Online | 3214 | 68.5% | 2188 | 60.2% | 1063 | 51.7% | 1102 | 51.9% | 1585 | 59.5% | -50.7% | 58.4% |
| Total | 4689 | 100% | 3636 | 100% | 2055 | 100% | 2124 | 100% | 2663 | 100% | -43.2% | 100% |

*Source: CCCC MIS Referential Data

Summer Term Enrollments by Course Type

For most of the past five Summer Sessions, online courses have been a large part of the student enrollment. In Summer 2009, online enrollment accounted for a maximum of 68.5% of all Summer Session enrollments. There has been an upward trend for the last three summers for online courses, going from 51.7% to 59.5% .

Student Outcomes

Information on student outcomes by various performance indicators.

| | Barstow Community College | | | | | | Statewide (All California Community Colleges) | | | | |
|--|---------------------------|---------|---------|---------|----------------|--|--|---------|---------|---------|----------------|
| Completion Rate | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
| College Prepared | 71.2% | 72.7% | 56.7% | 62.1% | 63.3% | | 68.8% | 69.4% | 70.8% | 71.2% | 70.2% |
| Unprepared for College | 41.2% | 41.0% | 42.9% | 38.1% | 40.3% | | 39.3% | 40.4% | 41.1% | 41.2% | 40.5% |
| Overall | 45.1% | 45.1% | 45.1% | 42.0% | 43.1% | | 46.9% | 48.1% | 48.9% | 49.2% | 48.1% |
| 30 Units Rate | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
| College Prepared | 53.0% | 50.9% | 45.0% | 51.5% | 53.1% | | 69.3% | 68.4% | 69.3% | 69.7% | 70.1% |
| Unprepared for College | 51.8% | 47.2% | 47.6% | 48.7% | 50.4% | | 63.5% | 63.7% | 64.7% | 65.1% | 65.3% |
| Overall | 52.0% | 47.7% | 47.2% | 49.1% | 50.8% | | 65.0% | 64.9% | 65.9% | 66.3% | 66.5% |
| Persistence Rate | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
| College Prepared | 54.5% | 60.0% | 40.0% | 60.6% | 53.1% | | 71.9% | 71.8% | 71.4% | 72.3% | 71.9% |
| Unprepared for College | 45.7% | 57.1% | 55.8% | 47.8% | 52.5% | | 70.5% | 70.1% | 69.7% | 69.6% | 70.1% |
| Overall | 46.9% | 57.5% | 53.3% | 49.9% | 52.5% | | 71.0% | 70.6% | 70.1% | 70.3% | 70.5% |
| Remedial Rate | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
| Math | 21.7% | 25.0% | 22.8% | 27.4% | 27.4% | | 28.2% | 28.2% | 28.8% | 30.0% | 30.6% |
| English | 37.0% | 31.4% | 32.1% | 33.8% | 32.4% | | 41.2% | 41.8% | 42.0% | 42.9% | 43.6% |
| ESL | 0.0% | 22.2% | 20.0% | 0.0% | 0.0% | | 23.1% | 24.3% | 25.4% | 26.2% | 27.1% |
| Career Technical Education Rate | 60.7% | 56.2% | 54.1% | 59.6% | 53.2% | | 54.1% | 54.2% | 54.4% | 54.9% | 53.9% |

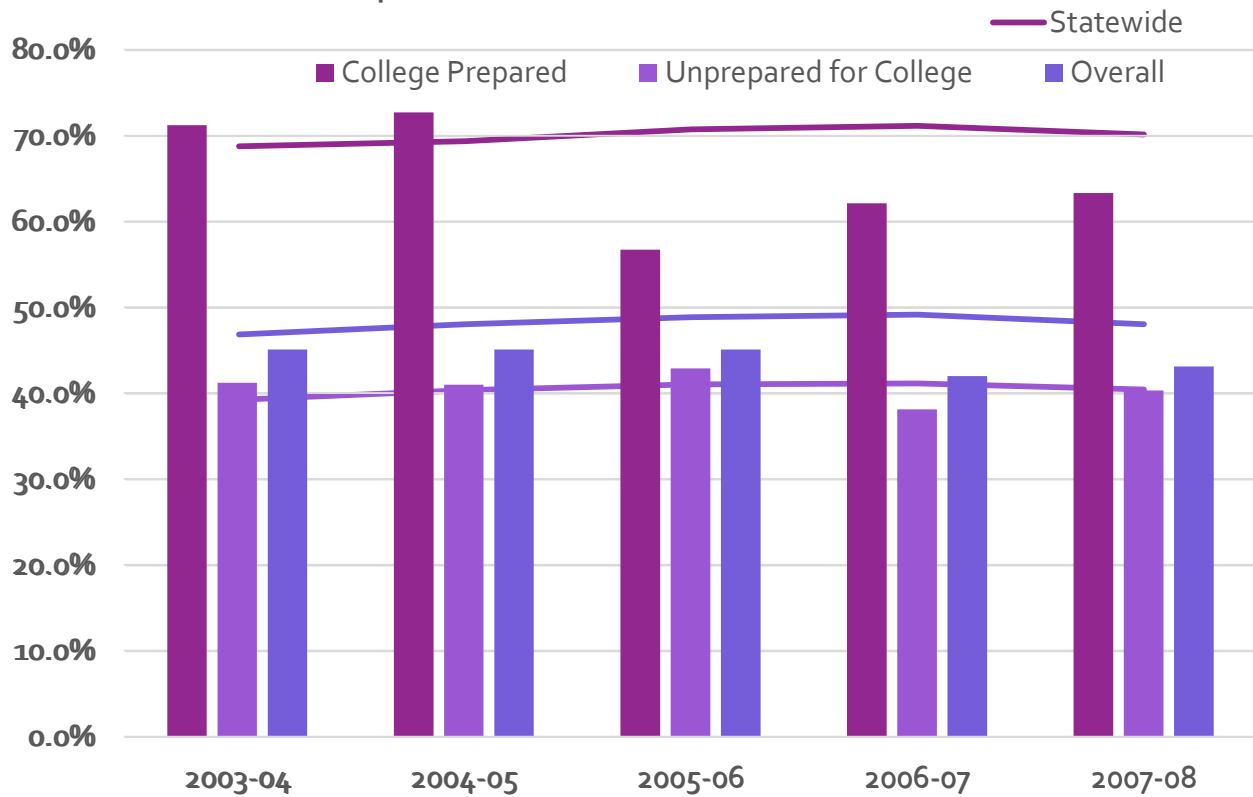
Student Success Scorecard

*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 2007–08 and monitored through 2012–13. The BCC cohorts were compared to similar cohorts from statewide in the following measures: Persistence Rate, Completion Rate, 30-Unit Rate, Remedial Rate and Career Technical Education Rate. Our CTE Rates are comparable to the State, but we are behind in most other measures.

Completion Rate (Six-Year Cohorts)



Student Success Scorecard - Completion

*Source: CCCCO Student Success Scorecard

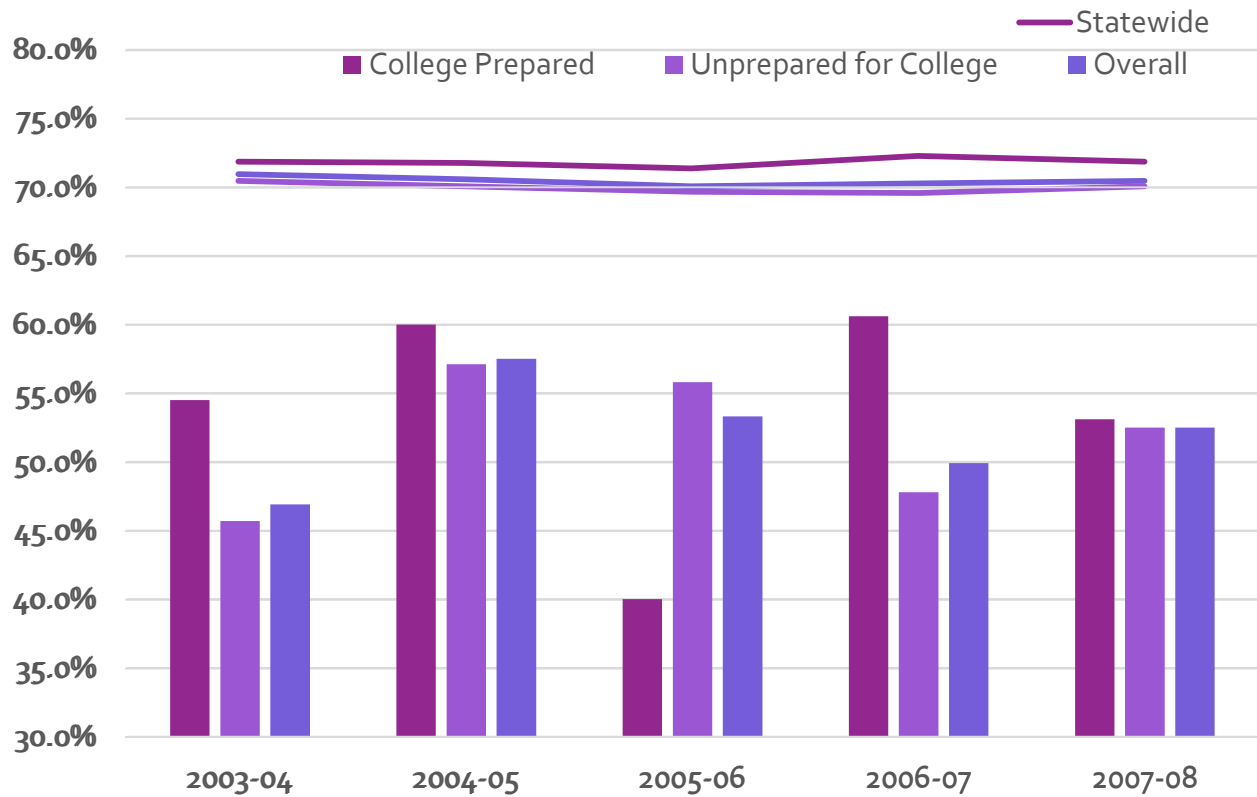
Student Success Scorecard – Completion Rate

The Completion Rates for the College Prepared cohorts were comparable to the Statewide Completion Rates of similar cohorts in the first two of the recent five-year tracking period. While the state rate has maintained at approximately 70% throughout the last five years, BCC Completion rate is at 63.3% in the most recent period.

The Completion Rates for the Unprepared for College cohorts have been similar between BCC and Statewide. In the most recent tracking year, they are both at about 40%.

Overall, for the past five years of the cohort tracking, Barstow College has a slightly lower Completion Rate as compared to the Statewide Completion Rate. For the most recent year, Barstow College has a Completion Rate of 43.1%, and Statewide it's 48.1%.

Persistence Rate (Six-Year Cohorts)



Student Success Scorecard - Persistence

*Source: CCCC Student Success Scorecard

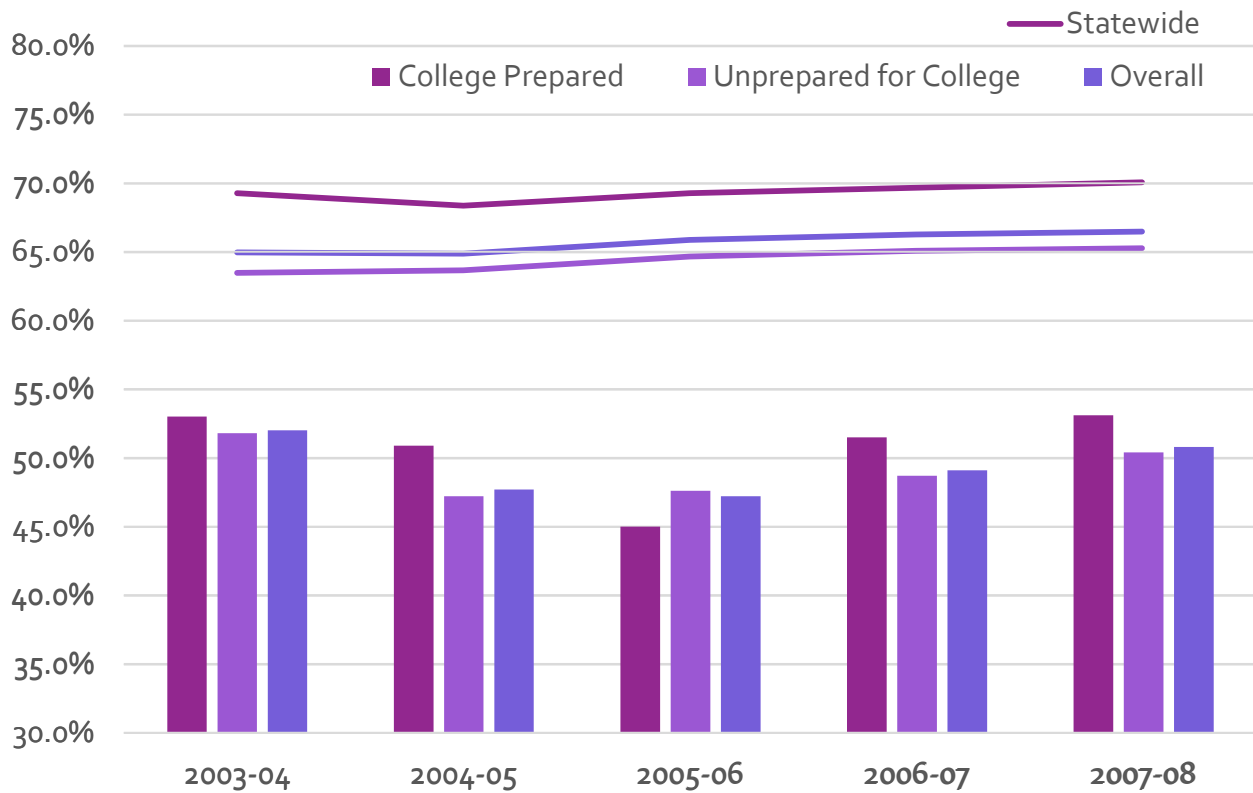
Student Success Scorecard – Persistence Rate

The Persistence Rates for Barstow Community College are consistently lower than the Statewide Persistence Rates – for College Prepared and Unprepared for College cohorts, for the past five tracking periods.

The Statewide Persistence Rates for College Prepared and Unprepared for College cohorts are approximately 70%, with relatively little change over the last five years.

Barstow Community College has seen its Persistence Rate fluctuating from 40% (2005–06, College Prepared) to over 60% (College Prepared, 2006–07). Persistence Rates for various cohort groups within the last five years vary between 40% and 60%.

30 Units Rate (Six-Year Cohorts)



Student Success Scorecard – 30 Units

*Source: CCCCO Student Success Scorecard

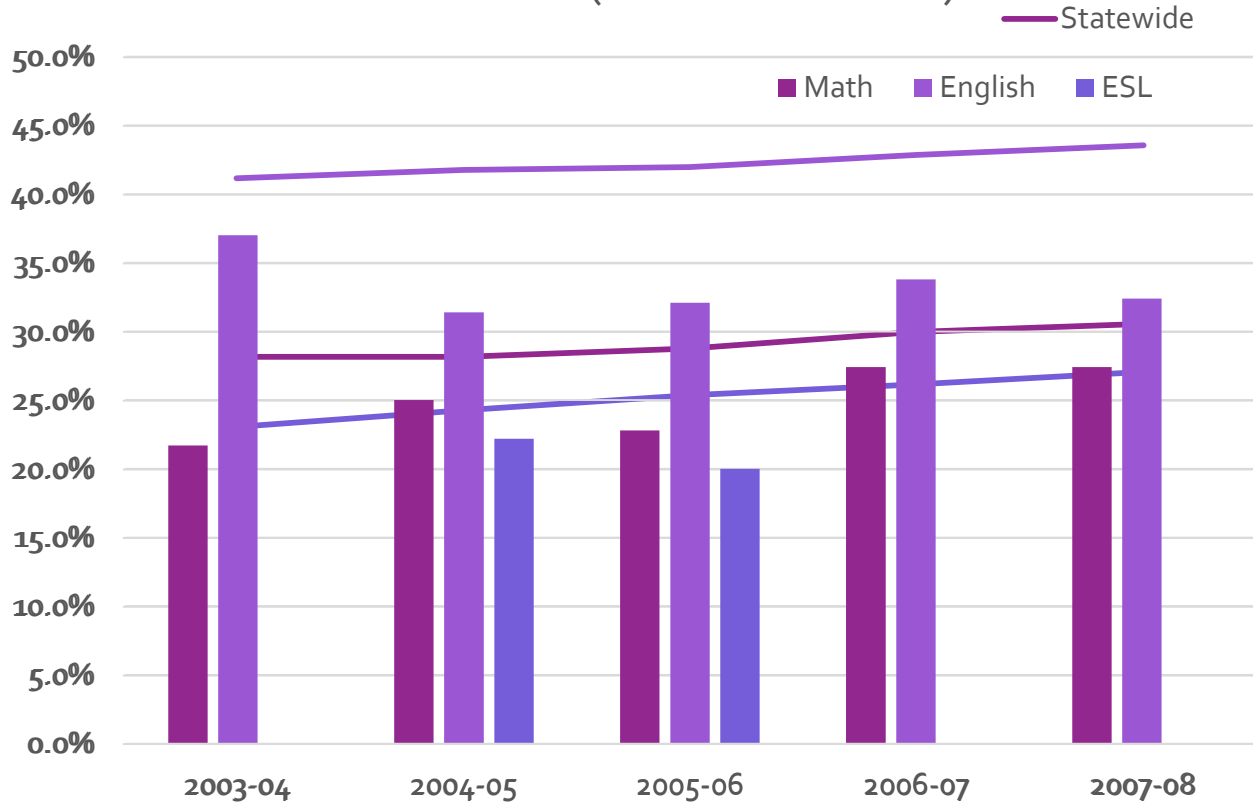
Student Success Scorecard – 30 Units Rate

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 Statewide 30 Units Rates have been very consistent for the past five tracking cohorts, and for College Prepared and Unprepared for College. The 30 Units Rates for College Prepared are at approximately 70%. For the Unprepared College group, they are approximately 65%. The overall rates are also at about 65%.

Barstow Community College has seen its 30 Units Rates fluctuate for all three groups in the last five tracking cohorts. They range from a low of 45% to a high of 55%. We are seeing gradually increasing 30 Units Rates for the last three cohorts.

Remedial Rate (Six-Year Cohorts)



Student Success Scorecard – Remedial

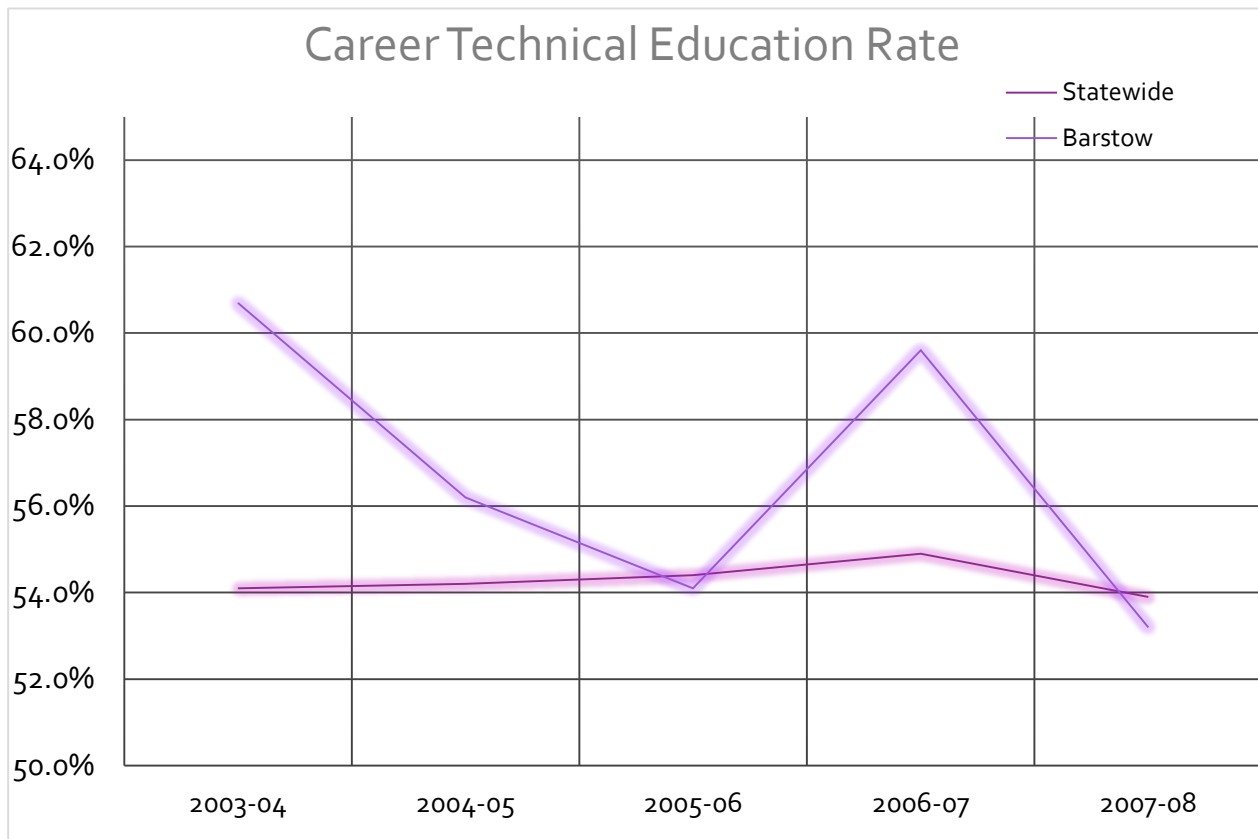
*Source: CCCC Student Success Scorecard

Student Success Scorecard – Remedial Progress Rate

The Remedial Progress Rate is measured by the percentage of credit students who attempted a course designated at “levels below transfer” in Math, English and ESL and successfully completed 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 “levels below transfer.”

The Statewide Remedial Progress Rate for English has been gradually increasing from 41.2% to 43.6% in the last five cohorts. BCC students during this time saw the Progress Rate dipping from 37% to 32.4%. The Progress Rate for Math has been increasing at Barstow and Statewide for the past five cohorts, with Statewide rates being slightly higher (30.6% vs. 27.4% in the last cohort).

In the two of the five years where there are students enrolled in remedial ESL courses, the Progress Rate at Barstow is comparable to the Statewide rates (20% to 24%).



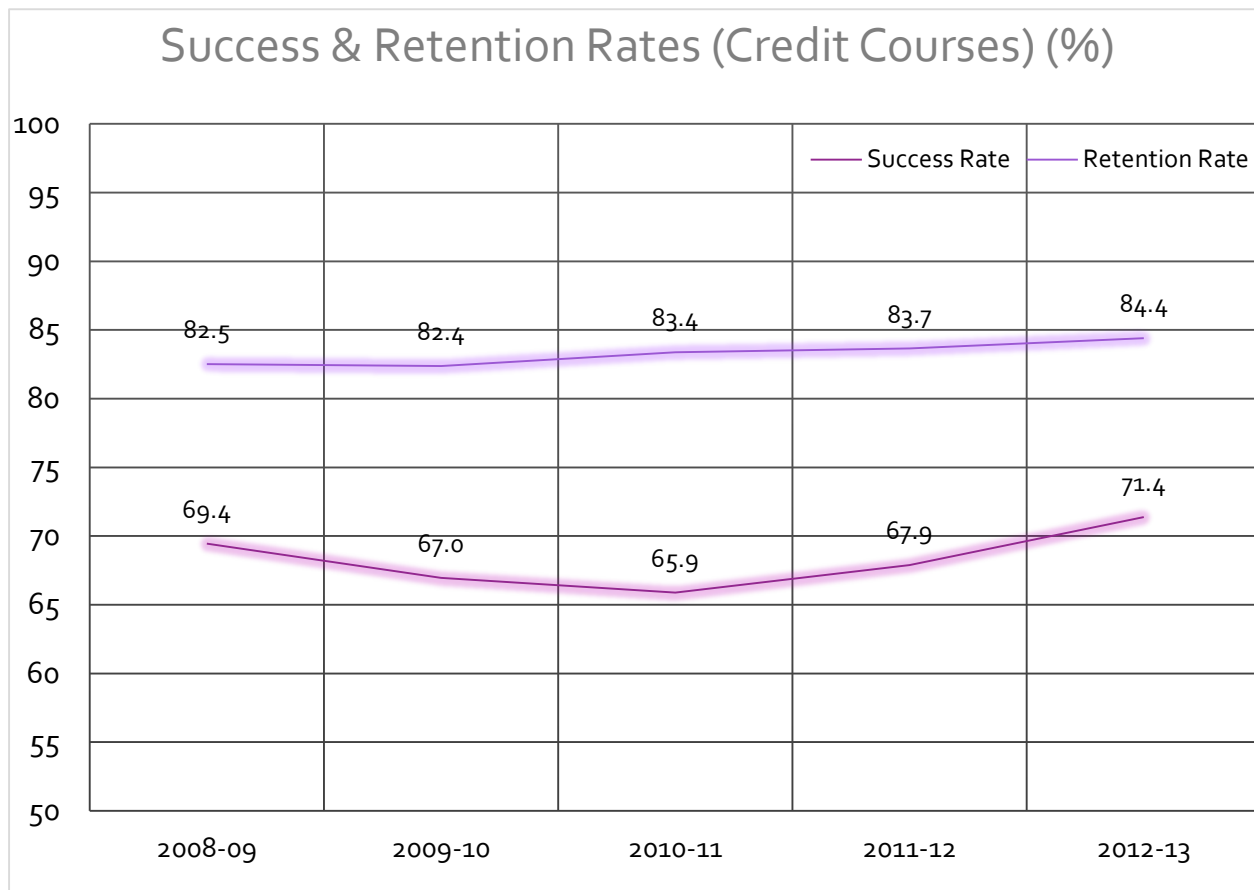
Student Success Scorecard - Career and Technical Education

*Source: CCCC Student Success Scorecard

Student Success Scorecard – Career and Technical Education Rate

The Career 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.

Barstow Community College has achieved a higher rate in CTE education in most of the past five cohorts tracked. In two of the five cohorts – 2005-06 and 2007-08 – the BCC rates dipped to approximately the Statewide level. At Barstow Community College, the CTE Rate climbed to approximately 60% in two of the five cohorts tracked. The Statewide CTE Rates have been consistently at about 54%.



*Source: CCCC MIS Referential Data

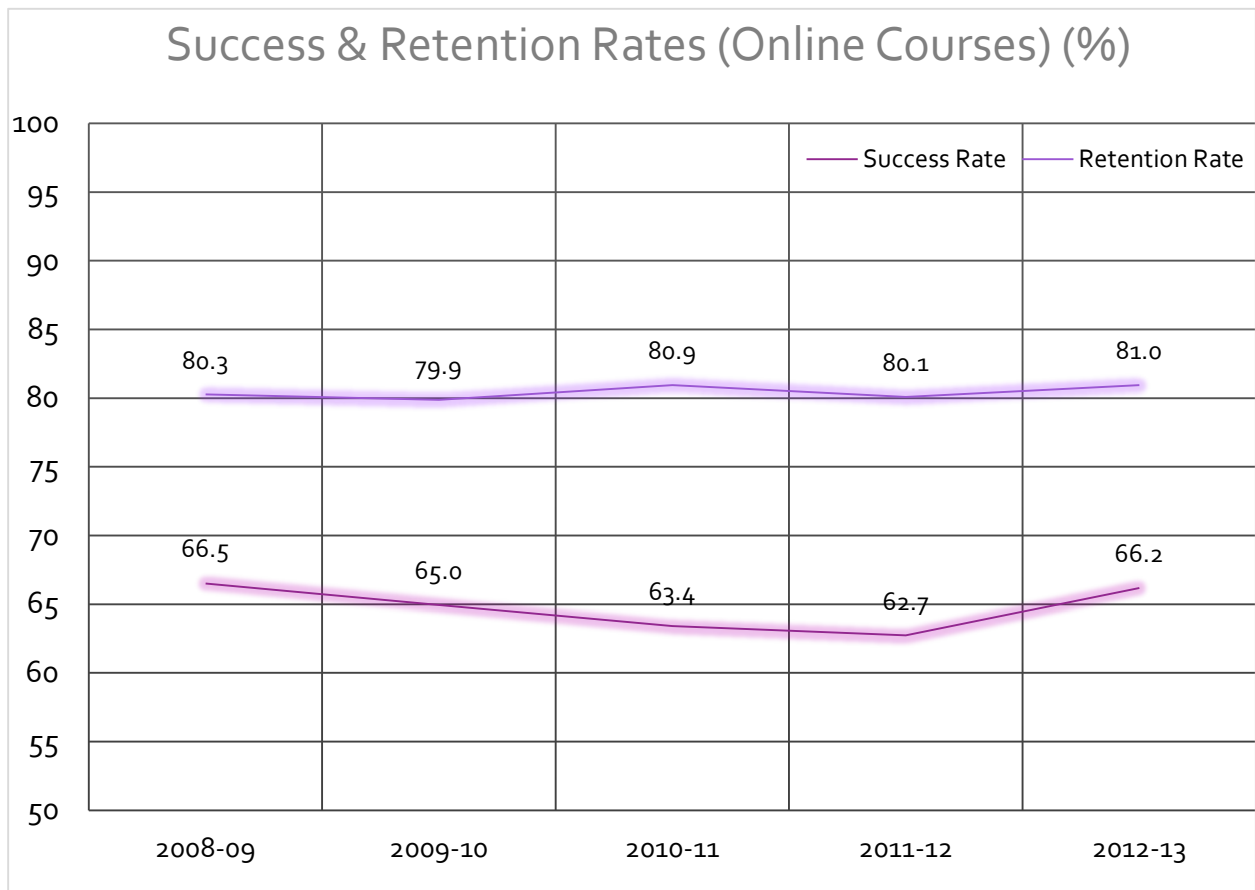
Annual Success & Retention: Credit Courses

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.

The Success Rates for all Credit Courses in the last five academic years varied between 65.9% to 71.4%. The first three academic years saw a dip in Success Rates from 69.4% to 65.9%, and in the last two academic years we saw the rates increasing from 65.9% to 71.4%.

The Retention Rates have been flat with a very minor increase, from 82.5% in the 2008-09 academic year to 84.4% in the 2012-13 academic year.



*Source: CCCCO MIS Referential Data

Annual Success & Retention: Online Courses

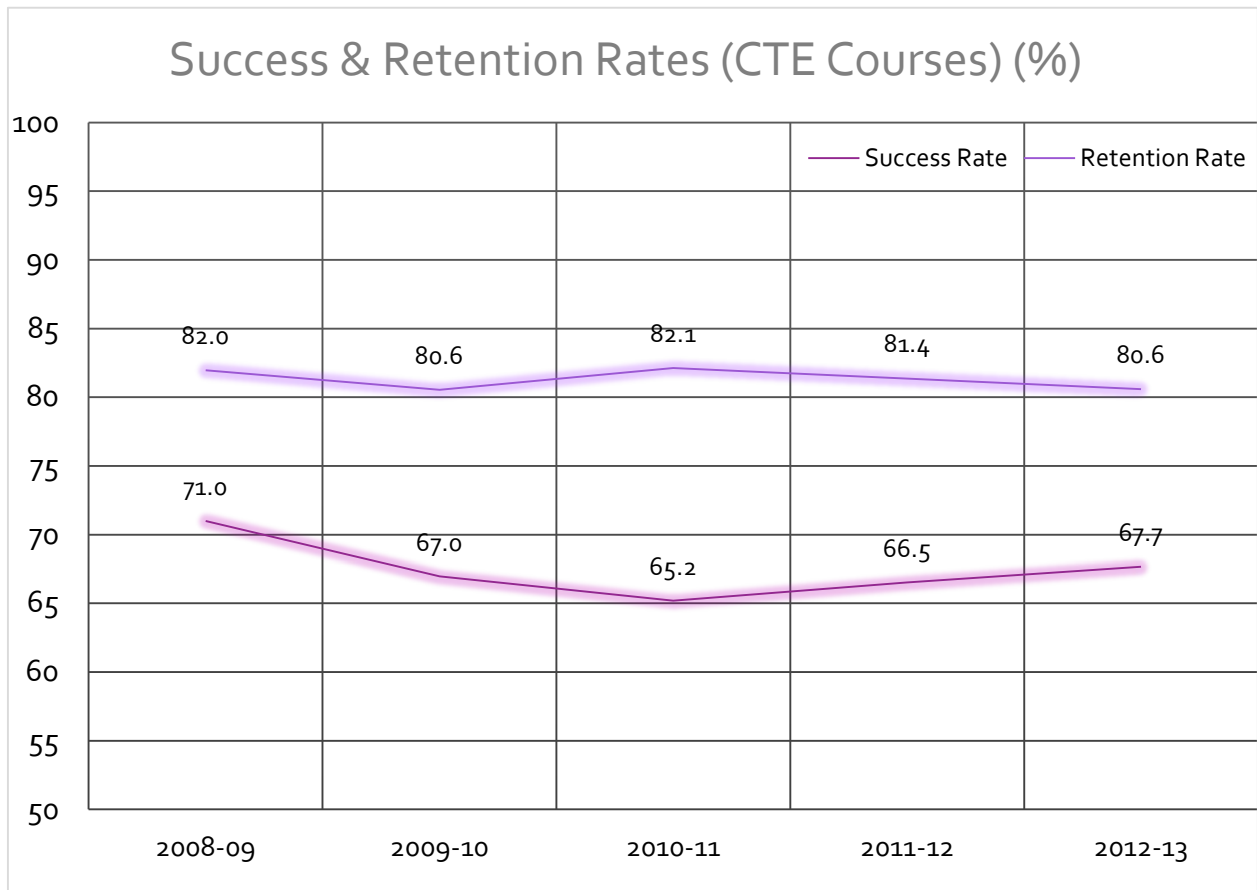
Annual Success and Retention Rates for Online Courses

The Success and Retention Rates for Online Courses for the past five academic years have been consistent.

The Success Rates for all Online Courses in the last five academic years varied between 62.7% to 66.5%. The first four academic years saw a dip in Success Rates from 66.5% to 62.7%, and in the last academic year it increased from 62.7% to 66.2%.

The Retention Rates have been flat with a very minor increase over the last five years, from 80.3% in the 2008–09 academic year to 81.0% in the 2012–13 academic year.

The Success and Retention Rates for Online Courses are generally lower when compared to rates for all credit courses.



*Source: CCCC MIS Referential Data

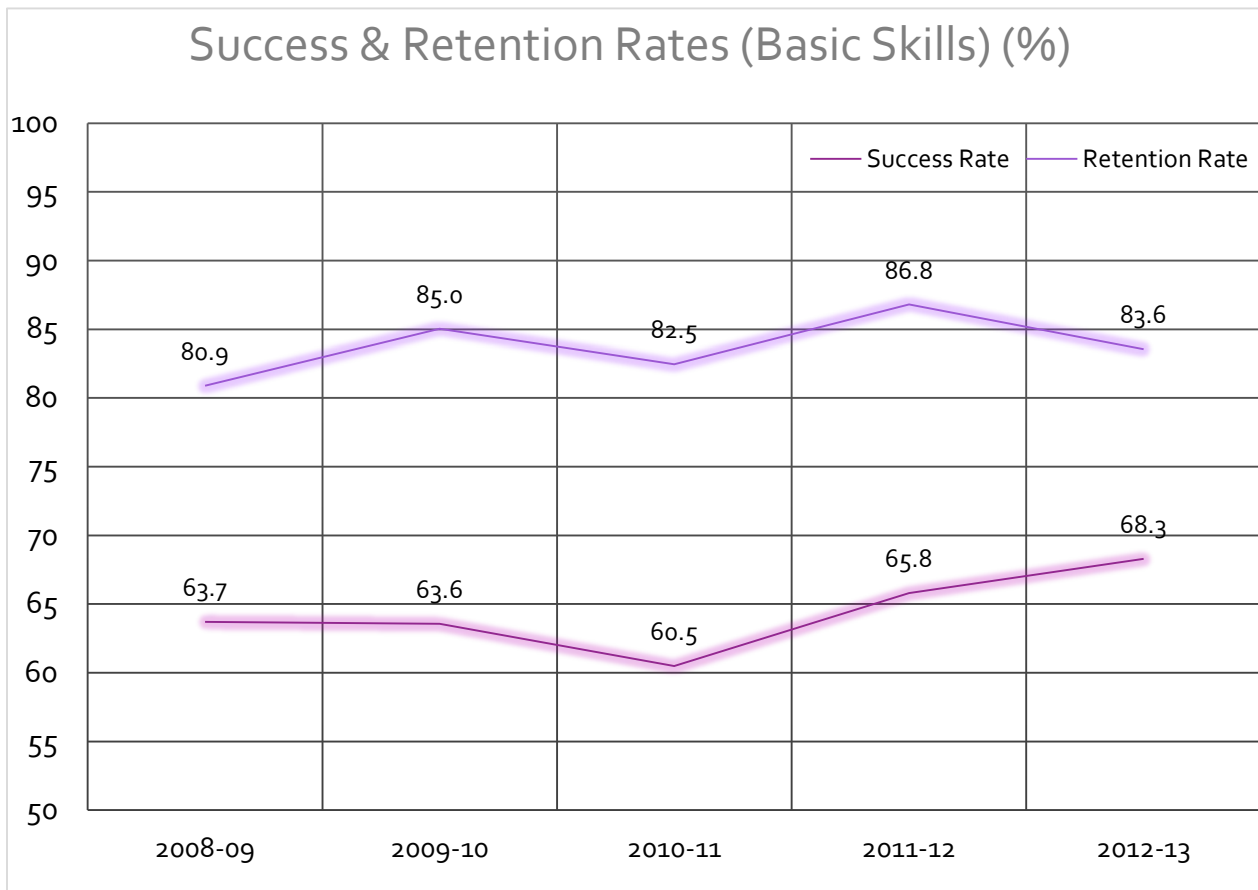
Annual Success & Retention: CTE Courses

Annual Success and Retention Rates for CTE Courses

The Success and Retention Rates for CTE Courses for the past five academic years have been relatively stable.

The Success Rates for all CTE Courses in the last five academic years varied between 71.0% to 67.7%. The first three academic years saw a dip in Success Rates from 71.0% to 65.2%, and in the last two academic years we saw the rates increasing from 65.2% to 67.7%.

The Retention Rates have been flat with a very minor increase, from 82.0% in the 2008-09 academic year to 80.6% in the 2012-13 academic year.



*Source: CCCC MIS Referential Data

Annual Success & Retention: Basic Skills Courses

Annual Success and Retention Rates for Basic Skills Courses

The Success and Retention Rates for Basic Skills Courses for the past five academic years have fluctuated little, with the same pattern seen in both.

The Success Rates for all Basic Skills Courses in the last five academic years varied between 63.7% to 68.3%. The first three academic years saw a dip in Success Rates from 63.7% to 60.5%, and in the last two academic years we saw the rates increasing from 60.5% to 68.3%.

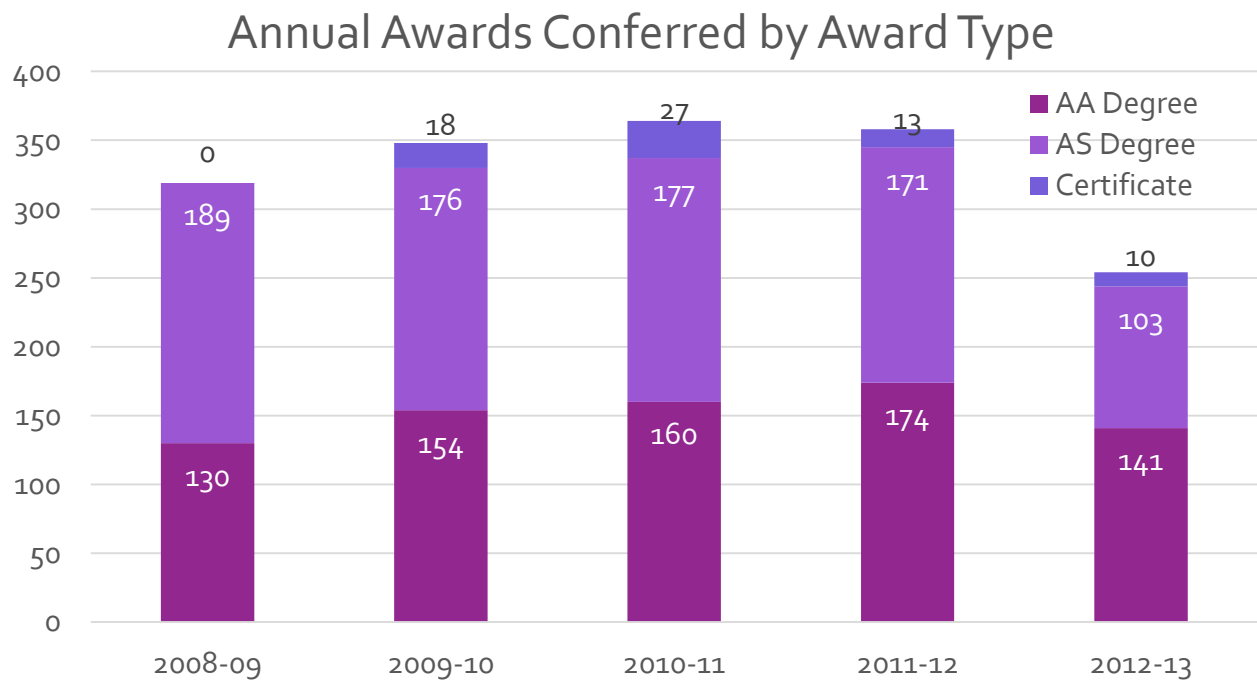
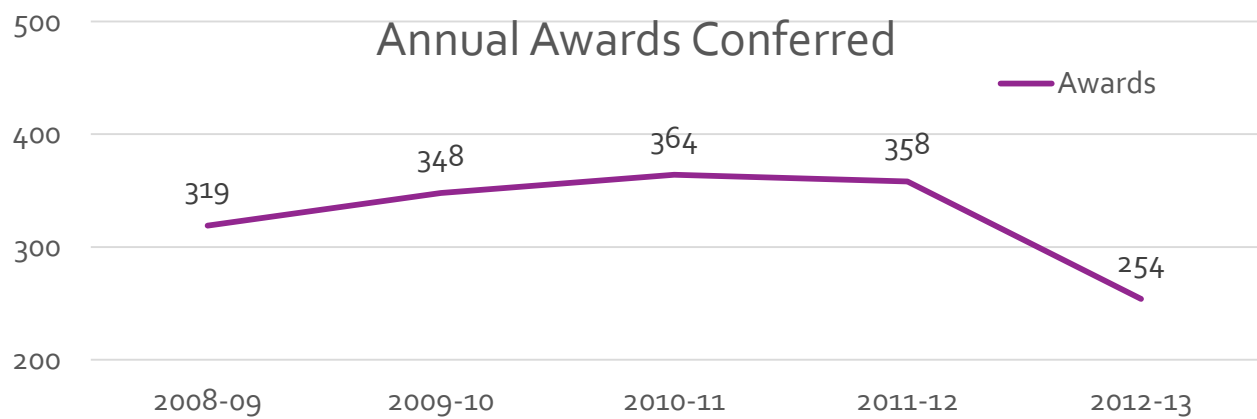
The Retention Rates have fluctuated in the last five academic years, from a low of 80.9% in the 2008–09 academic year to 86.8% in the 2011–12 academic year.

Success & Retention by Program

| Program (Success Rate) | 2008-09 Success Rate (%) | 2009-10 Success Rate (%) | 2010-11 Success Rate (%) | 2011-12 Success Rate (%) | 2012-13 Success Rate (%) | One-Year Change (11-12 to 12-13) % | 5-Year Average (%) | 5-Year Change (08-09 to 12-13) % |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|--------------------|----------------------------------|
| Biological Sciences | 71.9 | 70.3 | 73.4 | 72.4 | 75.1 | 2.7 | 72.6 | 3.3 |
| Business and Management | 65.7 | 62.2 | 63.8 | 61.4 | 62.2 | 0.8 | 63.1 | -3.5 |
| Information Technology | 68.3 | 64.4 | 63.5 | 62.9 | 70.2 | 7.3 | 65.9 | 1.9 |
| Education | 78.4 | 76.7 | 74.0 | 77.0 | 80.6 | 3.6 | 77.3 | 2.2 |
| Engineering /Industrial Technology | 73.1 | 61.7 | 61.7 | 73.3 | 63.4 | -9.9 | 66.6 | -9.7 |
| Fine and Applied Arts | 73.6 | 75.1 | 73.1 | 71.5 | 76.4 | 5.0 | 73.9 | 2.9 |
| Foreign Languages | 53.2 | 48.2 | 57.3 | 77.4 | 89.9 | 12.5 | 65.2 | 36.6 |
| Health | 78.4 | 82.2 | 82.6 | 89.6 | 93.4 | 3.7 | 85.3 | 15.0 |
| Family and Consumer Sciences | 63.7 | 63.2 | 61.1 | 67.4 | 66.7 | -0.7 | 64.4 | 3.0 |
| English | 68.4 | 67.5 | 66.3 | 67.4 | 71.7 | 4.3 | 68.3 | 3.3 |
| Mathematics | 65.4 | 63.3 | 61.9 | 68.3 | 69.8 | 1.5 | 65.7 | 4.4 |
| Physical Sciences | 60.2 | 62.5 | 61.9 | 67.4 | 70.8 | 3.4 | 64.6 | 10.7 |
| Psychology | 66.0 | 65.0 | 65.9 | 68.0 | 68.3 | 0.4 | 66.6 | 2.3 |
| Public and Protective Services | 78.7 | 68.7 | 66.9 | 59.3 | 65.3 | 6.0 | 67.8 | -13.5 |
| Social Sciences, General | 65.0 | 61.4 | 61.0 | 62.5 | 69.8 | 7.3 | 63.9 | 4.8 |
| Cosmetology and Barbering | 83.3 | 79.0 | 72.6 | 78.5 | 82.5 | 4.0 | 79.2 | -0.8 |
| Liberal Arts and Sciences | 74.5 | 63.0 | 60.0 | 63.1 | 72.3 | 9.2 | 66.6 | -2.3 |
| All Programs | 69.4 | 67.0 | 65.9 | 67.9 | 71.4 | 3.5 | 68.3 | 1.9 |

| Program (Retention Rate) | 2008-09 Retention Rate (%) | 2009-10 Retention Rate (%) | 2010-11 Retention Rate (%) | 2011-12 Retention Rate (%) | 2012-13 Retention Rate (%) | One-Year Change (11-12 to 12-13) % | 5-Year Average (%) | 5-Year Change (08-09 to 12-13) % |
|------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------------|--------------------|----------------------------------|
| Biological Sciences | 84.5 | 85.4 | 89.0 | 85.2 | 89.4 | 4.3 | 86.7 | 5.0 |
| Business and Management | 79.7 | 78.3 | 82.5 | 81.3 | 76.3 | -5.0 | 79.6 | -3.4 |
| Information Technology | 81.2 | 81.6 | 84.4 | 78.9 | 81.2 | 2.3 | 81.5 | -0.1 |
| Education | 88.8 | 90.0 | 90.3 | 90.0 | 91.5 | 1.5 | 90.1 | 2.7 |
| Engineering /Industrial Technology | 81.3 | 77.2 | 77.7 | 83.2 | 79.7 | -3.5 | 79.8 | -1.5 |
| Fine and Applied Arts | 81.7 | 83.7 | 85.2 | 85.2 | 87.6 | 2.4 | 84.7 | 5.9 |
| Foreign Languages | 59.7 | 64.3 | 61.5 | 78.3 | 92.4 | 14.2 | 71.2 | 32.7 |
| Health | 85.7 | 86.6 | 88.9 | 94.6 | 96.5 | 2.0 | 90.5 | 10.8 |
| Family and Consumer Sciences | 77.4 | 76.9 | 78.4 | 79.4 | 75.6 | -3.8 | 77.5 | -1.8 |
| English | 82.4 | 82.5 | 82.5 | 83.5 | 84.0 | 0.4 | 83.0 | 1.6 |
| Mathematics | 81.0 | 84.6 | 81.0 | 84.6 | 83.5 | -1.1 | 82.9 | 2.6 |
| Physical Sciences | 63.4 | 68.1 | 67.4 | 72.0 | 75.1 | 3.1 | 69.2 | 11.7 |
| Psychology | 87.3 | 85.7 | 88.1 | 85.6 | 86.0 | 0.4 | 86.5 | -1.3 |
| Public and Protective Services | 85.0 | 80.5 | 79.4 | 73.3 | 78.9 | 5.6 | 79.4 | -6.1 |
| Social Sciences, General | 81.1 | 79.7 | 83.7 | 82.6 | 85.7 | 3.1 | 82.6 | 4.6 |
| Cosmetology and Barbering | 90.6 | 89.0 | 88.8 | 93.0 | 93.6 | 0.6 | 91.0 | 3.1 |
| Liberal Arts and Sciences | 84.9 | 81.4 | 82.0 | 87.8 | 84.6 | -3.2 | 84.1 | -0.3 |
| All Programs | 82.5 | 82.4 | 83.4 | 83.7 | 84.4 | 0.8 | 83.3 | 1.9 |

*Source: CCCC MIS Referential Data



*Source: CCCCO MIS Referential Data

Annual Awards

| | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | Last Year Chg | 5-Yr Avg | 5-Yr Chg |
|--------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------------|----------|----------|
| AA Degree | 130 | 40.8% | 154 | 44.3% | 160 | 44.0% | 174 | 48.6% | 141 | 55.5% | -19.0% | 46.6% | 8.5% |
| AS Degree | 189 | 59.3% | 176 | 50.6% | 177 | 48.6% | 171 | 47.8% | 103 | 40.6% | -39.8% | 49.4% | -45.5% |
| Certificate | 0 | 0.0% | 18 | 5.2% | 27 | 7.4% | 13 | 3.6% | 10 | 3.9% | -23.1% | 4.0% | n/a |
| Total | 319 | 100% | 348 | 100% | 364 | 100% | 358 | 100% | 254 | 100% | -29.1% | 100% | -20.4% |

Annual Awards by Type

Overall in the past five years, AA and AS degrees made up most of the awards, plus a few Certificates. There has been a decrease for AS degrees conferred, from a high of 59.3% in 2008-09 to 40.6% in 2012-13. The percentages of AA degrees have increased as a result.

Awards by Program

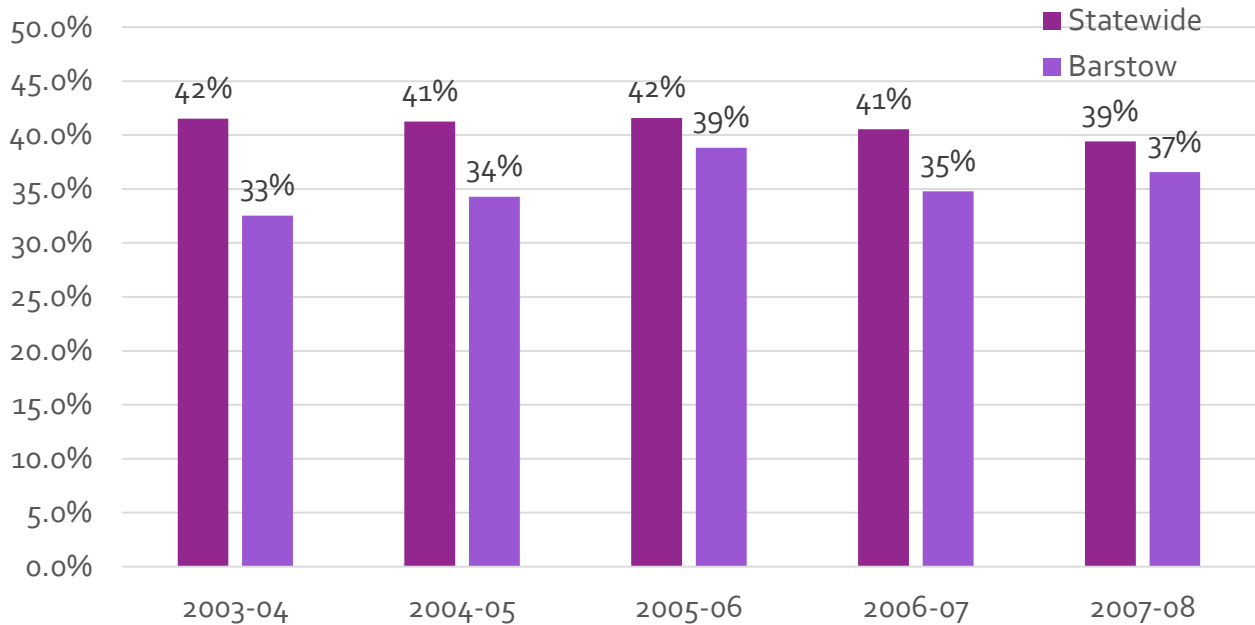
| | | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | |
|---|---|---|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|-------|
| AA Degree | 200100 Psychology, General | | | | | | | | | 2 | 1.4% | |
| | 213300 Fire Technology | | | | | | | | | 1 | 0.7% | |
| | 220100 Social Sciences, General | 97 | 74.6% | 109 | 70.8% | 109 | 68.1% | 126 | 72.4% | 104 | 73.8% | |
| | 220800 Sociology | | | | | | | | | 1 | 0.7% | |
| | 490300 Humanities | 33 | 25.4% | 45 | 29.2% | 51 | 31.9% | 48 | 27.6% | 33 | 23.4% | |
| | Total | 130 | 100% | 154 | 100% | 160 | 100% | 174 | 100% | 141 | 100% | |
| AS Degree | 050100 Business and Commerce, General | 38 | 20.1% | 22 | 12.5% | 28 | 15.8% | 24 | 14.0% | 15 | 14.6% | |
| | 050200 Accounting | 5 | 2.6% | 11 | 6.3% | 7 | 4.0% | 8 | 4.7% | 6 | 5.8% | |
| | 050600 Business Management | 31 | 16.4% | 32 | 18.2% | 36 | 20.3% | 45 | 26.3% | 24 | 23.3% | |
| | 070200 Computer Information Systems | 23 | 12.2% | 13 | 7.4% | 9 | 5.1% | 6 | 3.5% | 3 | 2.9% | |
| | 093400 Electronics and Electric Technology | 7 | 3.7% | 5 | 2.8% | 3 | 1.7% | 2 | 1.2% | 3 | 2.9% | |
| | 094800 Automotive Technology | 7 | 3.7% | 7 | 4.0% | 3 | 1.7% | 7 | 4.1% | 7 | 6.8% | |
| | 095650 Welding Technology | | | 1 | 0.6% | 3 | 1.7% | 4 | 2.3% | 1 | 1.0% | |
| | 101100 Photography | 3 | 1.6% | | | 2 | 1.1% | | | | | |
| | 120800 Medical Assisting | 9 | 4.8% | 6 | 3.4% | 1 | 0.6% | | | | | |
| | 120820 Administrative Medical Assisting | | | | | 1 | 0.6% | 3 | 1.8% | 1 | 1.0% | |
| | 123030 Certified Nurse Assistant | | | | | 3 | 1.7% | | | | | |
| | 130500 Child Development/Early Care and Education | 18 | 9.5% | 16 | 9.1% | 18 | 10.2% | 15 | 8.8% | 8 | 7.8% | |
| | 210500 Administration of Justice | 18 | 9.5% | 27 | 15.3% | 22 | 12.4% | 21 | 12.3% | 12 | 11.7% | |
| | 213300 Fire Technology | 1 | 0.5% | | | 2 | 1.1% | | | | | |
| | 300700 Cosmetology and Barbering | | | 4 | 2.3% | 4 | 2.3% | 4 | 2.3% | 1 | 1.0% | |
| | 490200 Biological and Physical Sciences (Mathematics) | 29 | 15.3% | 32 | 18.2% | 35 | 19.8% | 32 | 18.7% | 22 | 21.4% | |
| | Total | 189 | 100% | 176 | 100% | 177 | 100% | 171 | 100% | 103 | 100% | |
| | Certificate | 050200 Accounting | | | | | | | 1 | 7.7% | | |
| | | 050600 Business Management | | | 4 | 22.2% | 2 | 7.4% | 1 | 7.7% | 2 | 20.0% |
| | | 051400 Office Technology/Office Computer Applications | | | 1 | 5.6% | 3 | 11.1% | 1 | 7.7% | | |
| 070200 Computer Information Systems | | | | 2 | 11.1% | | | 1 | 7.7% | | | |
| 093400 Electronics and Electric Technology | | | | | | 1 | 3.7% | | | 1 | 10.0% | |
| 094700 Diesel Technology | | | | | | 2 | 7.4% | | | 2 | 20.0% | |
| 094800 Automotive Technology | | | | | | | | 1 | 7.7% | | | |
| 095210 Carpentry | | | | | | | | 1 | 7.7% | | | |
| 095650 Welding Technology | | | | 4 | 22.2% | | | 3 | 23.1% | 2 | 20.0% | |
| 101100 Photography | | | | | | 1 | 3.7% | | | | | |
| 120800 Medical Assisting | | | | 1 | 5.6% | 1 | 3.7% | | | | | |
| 123030 Certified Nurse Assistant | | | | | | 1 | 3.7% | | | | | |
| 130500 Child Development/Early Care and Education | | | | 4 | 22.2% | 11 | 40.7% | 3 | 23.1% | 1 | 10.0% | |
| 210500 Administration of Justice | | | | 2 | 11.1% | 3 | 11.1% | | | 2 | 20.0% | |
| 300700 Cosmetology and Barbering | | | | | | 2 | 7.4% | 1 | 7.7% | | | |
| Total | | | | 18 | 100% | 27 | 100% | 13 | 100% | 10 | 100% | |

*Source: CCCC MIS Referential Data

4-Year Cohort Transfer Rates to Four-Year Institutions



6-Year Cohort Transfer Rates to Four-Year Institutions

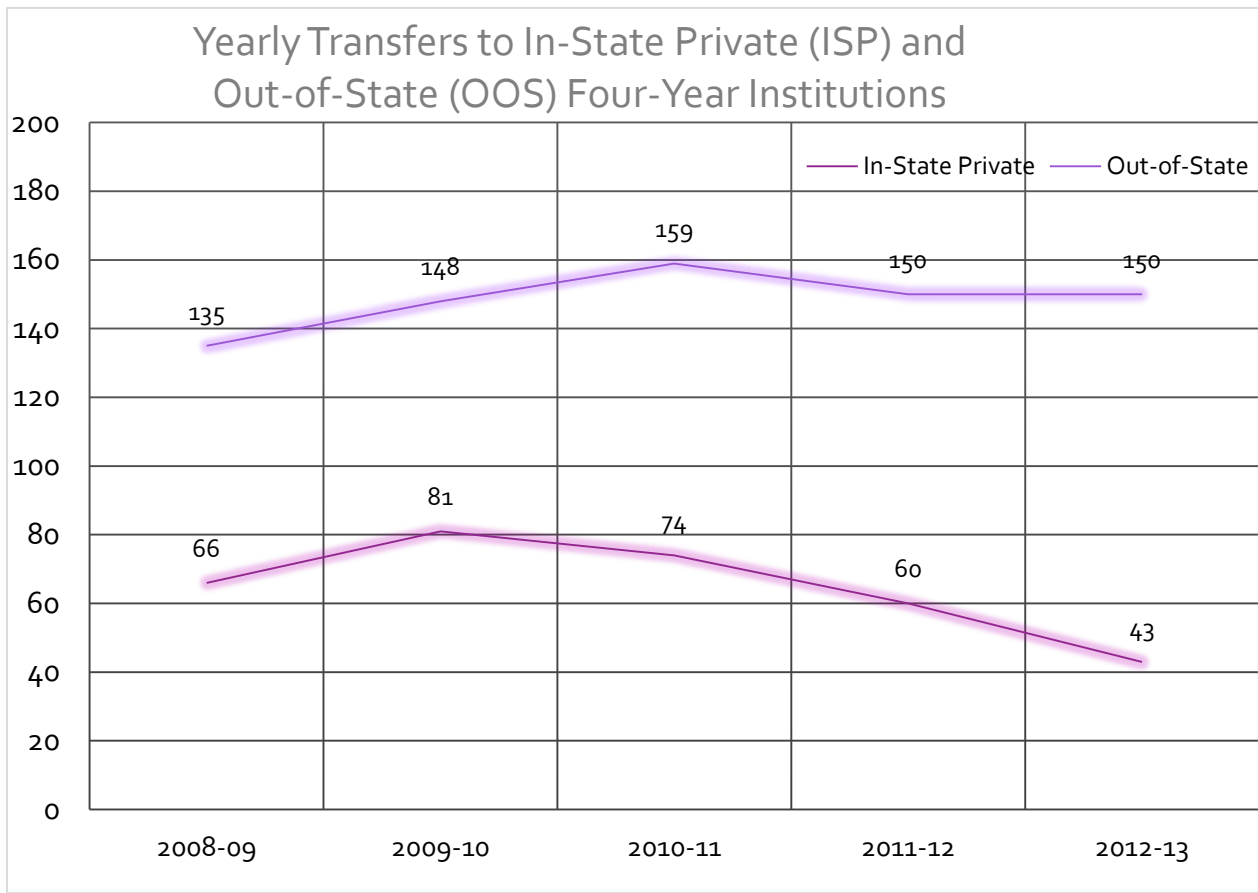


Transfer Rates

*Source: CCCC Data Mart

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

Cohorts were identified and tracked for four years and six years. Student cohorts at Barstow College are compared to those Statewide. Barstow College students are transferred at a more accelerated (four years) rate than Statewide — at 27% vs 25% Statewide. Over the last five tracking periods, Statewide transfers to four-year institutions dipped slightly, whereas Barstow College students are seeing a gradual increase.

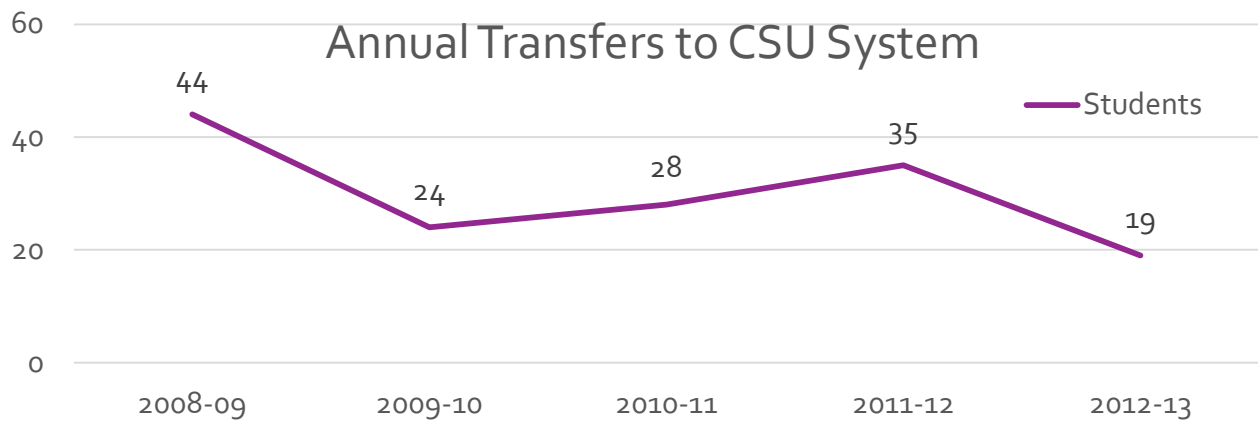


*Source: CCCC Data Mart

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

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

For each of the last five years, approximately 200 students from Barstow College are transferred to In-State Private or Out-of-State Four-Year Institutions. One item of note is that Park University, based in Parkville, Missouri, operates a satellite campus at Barstow College. Students enrolled in a Park University program would be included in the “Transfer to Out-of-State Institution” category.



| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---|----------------|----------------|----------------|----------------|----------------|
| California State University, Bakersfield | | 1 4.2% | 1 3.6% | | |
| California State University Channel Islands | | | | | |
| California State University, Chico | | 3 12.5% | 1 3.6% | | 1 5.3% |
| California State University, Dominguez Hills | 5 11.4% | 2 8.3% | | 1 2.9% | |
| California State University, East Bay | | | | 1 2.9% | |
| California State University, Fresno | | 1 4.2% | 1 3.6% | 1 2.9% | |
| California State University, Fullerton | 2 4.5% | | 2 7.1% | 4 11.4% | |
| Humboldt State University | | | | | 1 5.3% |
| California State University, Long Beach | | | | 1 2.9% | 2 10.5% |
| California State University, Los Angeles | | 2 8.3% | 2 7.1% | 1 2.9% | |
| California Maritime Academy | | | | | |
| California State University, Monterey Bay | | | 1 3.6% | | |
| California State University, Northridge | 1 2.3% | 1 4.2% | 1 3.6% | 1 2.9% | 1 5.3% |
| California State Polytechnic University, Pomona | 3 6.8% | | | 2 5.7% | 1 5.3% |
| California State University, Sacramento | 3 6.8% | 2 8.3% | 2 7.1% | | |
| California State University, San Bernardino | 22 50.0% | 11 45.8% | 16 57.1% | 21 60.0% | 7 36.8% |
| San Diego State University | 3 6.8% | | 1 3.6% | | 2 10.5% |
| San Francisco State University | 2 4.5% | | | | |
| San José State University | | 1 4.2% | | 1 2.9% | 1 5.3% |
| California State University San Marcos | | | | 1 2.9% | |
| Sonoma State University | | | | | 1 5.3% |
| California State University, Stanislaus | 3 6.8% | | | | 2 10.5% |
| TOTAL | 44 100% | 24 100% | 28 100% | 35 100% | 19 100% |

*Source: CCCC Data Mart

Transfers to California State Universities

Transfers to California State Universities

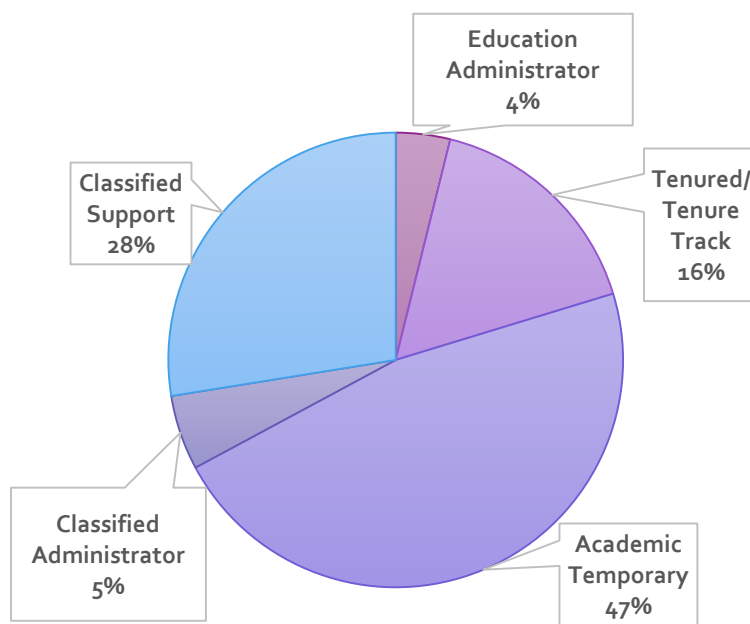
A varying number of students from Barstow Community College transfer to the California State University System each year. In the past five years, this number ranges from 19 (in 2012–13) to 44 (in 2008–09). The largest percentage of the CSU transfers goes to the San Bernardino campus.

Faculty & Staff Information

Information on Barstow Community College faculty and staff

| | Fall 2012 | |
|------------------------------|------------|-------------|
| Educational Administrator | 8 | 3.9% |
| Tenured/Tenure Track Faculty | 34 | 16.4% |
| Academic Temporary | 97 | 46.9% |
| Classified Administrator | 11 | 5.3% |
| Classified Support | 57 | 27.5% |
| Total | 207 | 100% |

*Source: CCCCO Data Mart



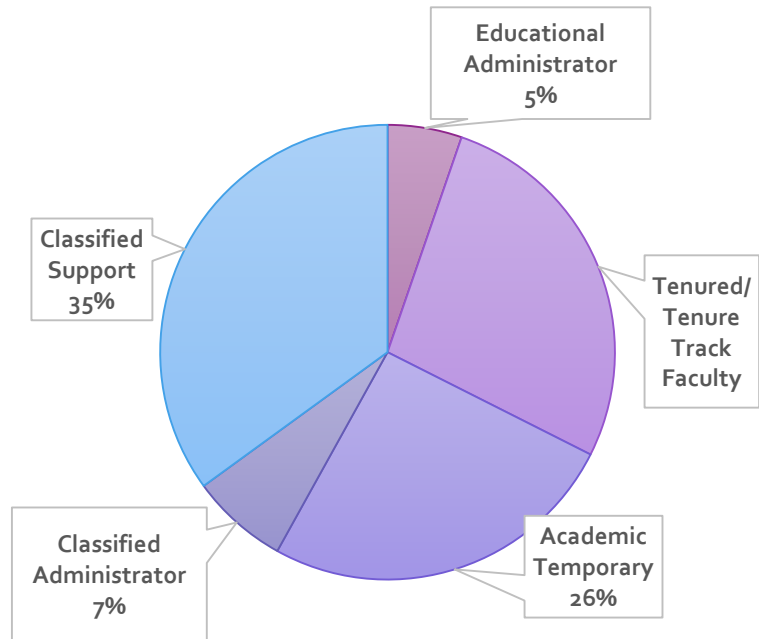
Faculty & Staff by Position

Faculty and Staff by Job Position

Among the 207 employees at the College as of Fall 2012, Adjunct Faculty (Academic Temporary) is the largest group – at 46.9%, it's almost half of all employees. There are 28% employees in the Classified Support category, followed by Tenure or Tenure-Track Faculty (16%), Classified Administrator (5%) and Education Administrator (4%).

| | Fall 2012 | |
|------------------------------|--------------|-------------|
| Educational Administrator | 8 | 5.3% |
| Tenured/Tenure Track Faculty | 41.1 | 27.1% |
| Academic Temporary | 38.8 | 25.6% |
| Classified Administrator | 10.5 | 6.9% |
| Classified Support | 53 | 35.0% |
| Total | 151.4 | 100% |

*Source: CCCC Data Mart



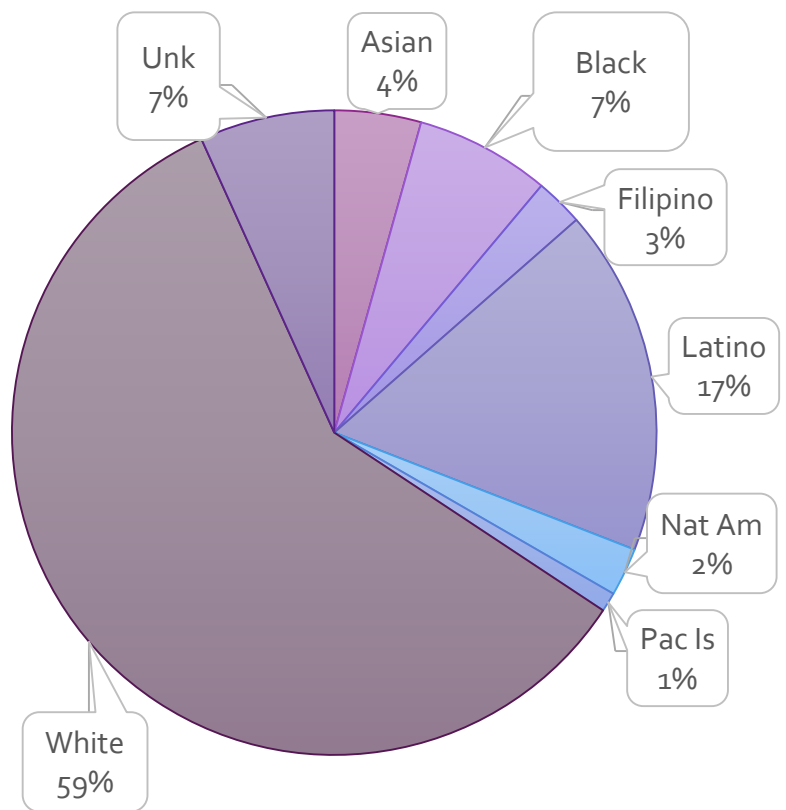
Faculty & Staff (Full-Time Equivalency)

Faculty and Staff Full-Time Equivalency

The 207 employees at the College as of Fall 2012 translate to a Full-Time Equivalency of 151.4. In this breakdown, Classified Support is the largest group at 35%. Full-Time (Tenure and Tenure-Track) and Part-Time (Academic Temporary) Faculty are approximately equal in terms of FTE, at 27% and 26%, respectively. Classified Administrator claims 7% of the FTE, and Educational Administrator occupies 5%.

| | Fall 2012 | |
|--------------|------------|-------------|
| Asian | 9 | 4.4% |
| Black | 14 | 6.8% |
| Filipino | 5 | 2.4% |
| Latino | 36 | 17.4% |
| Nat Amer | 5 | 2.4% |
| Pac Island | 2 | 1.0% |
| White | 122 | 58.9% |
| Unknown | 14 | 6.8% |
| Total | 207 | 100% |

*Source: CCCC Data Mart



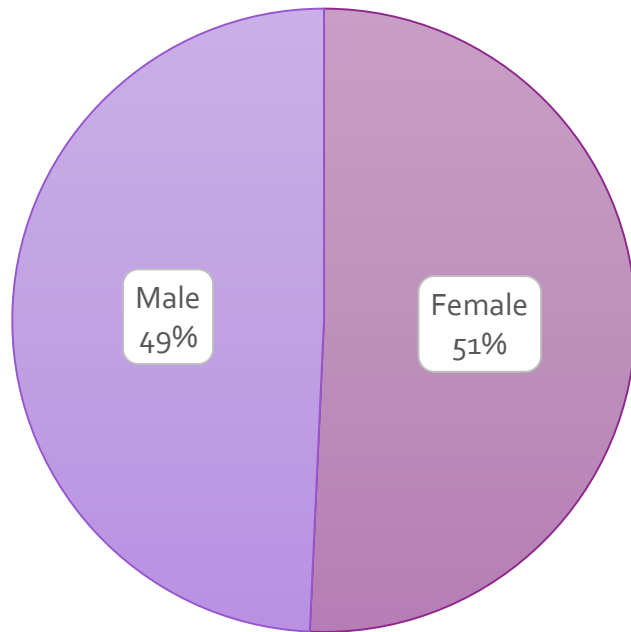
Faculty & Staff by Ethnicity

Faculty and Staff by Ethnicity

As of Fall 2012, the faculty and staff at Barstow Community College are predominantly white, at 58.9%. Latinos are the next largest group, comprising 17.4% of all faculty and staff. All other groups represent less than 10% of the College personnel.

| | Fall 2012 | |
|--------|-----------|-------|
| Female | 105 | 50.7% |
| Male | 102 | 49.3% |
| Total | 207 | 100% |

*Source: CCCCO Data Mart



Faculty & Staff by Gender

Faculty and Staff by Gender

The male and female ratio of faculty and staff at Barstow Community College are approximately half and half. In Fall of 2012, there were 105 females (50.7%) working at the College, and 102 males (49.3%)