Annual Fact Book

Barstow Community College
2013-14

Superintendent/President

*I*t is with great pleasure that we present the 2013–2014 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 2013–2014 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 2013-14 Barstow College Fact Book.

Sincerely,

Debbie DiThomas
Superintendent / President, Barstow Community College

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

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

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Executive Summary

*T*he headcount at Barstow Community College has held steady in the past two academic years, and we are seeing some encouraging trends.

The Latino student population continues to increase, to 38.1% of the total student population in Fall 2013. This is the closest to the Latino population percentage of 42% in our service area that the College has had in the last five years.

The percentages of students with a stated goal to complete their associate degrees and transfer to a four-year institution continues to rise, and we are seeing more awards given.

Enrollment in CTE and Basic Skills courses have been level in the last couple of years, but the percentages of students who started in Basic Skills courses in English and Math who worked themselves into a College level course have been rising.

Our distance education program continues to command about half of all course enrollments, with more students taking online courses during summer to speed up completion of their program and graduation requirements.

We are seeing stable success rates and improving retention rates in the most recent years. Among all credit courses, the success rate in 2013-14 was 71.4%, after hitting a low of 65.9% in 2010-11.

There are many positive trends that show continuous student improvement at Barstow Community College. They reflect all the hard work and effort put forth by our staff, faculty, and administrators. Congratulations on a job well done!

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

Core Values

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.

BCC CARES

Vision

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

Barstow Community College Strategic Priorities (2015-2018)*

Strategic Priority 1: (Educational Success)

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

Strategic Priority 2: (Marketing and Outreach)

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

Strategic Priority 3: (Fiscal Health)

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

Strategic Priority 4: (Safety for All)

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

Strategic Priority 5: (Campus Culture)

Build a diverse and committed campus culture that promotes engagement among students, staff, 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.

*DRAFT - Strategic Priorities were established from Strategic Planning Retreat on March 27, 2015. The final Strategic Plan (2015-18) is set to go before Board of Trustees in Fall 2015.

Introduction

Who are we and what do we do?

Mission

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth.

To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society.

History

The Barstow Community College District was established in September 1959 by the citizens of the upper High Desert region of Southern California. Evening classes began 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.

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.

Barstow Community College just graduated the President's Leadership Academy Class of 2015. Although there had been previous leadership academies at Barstow Community College, this was the first comprehensive academy which spanned nine months to give the class participants an extensive exposure to leadership philosophy, skills, and techniques.

2015 President's Leadership Academy

Development

Back 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 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.

Development

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 was completed in Fall 2014. The Wellness Center, located behind the current gymnasium, is currently under construction. It is scheduled to be completed in Fall 2015.

PAC Grand Opening with The Fab Four

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

*B*arstow 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

Student Trustee '14-15
**Ms. Sophia
Manzanares**

Student Trustee '15-16
Mr. Nathan Cullum

Barstow Community College Board Goals (2014-2015)

- Support local community involvement as well as state and national activities that promote district interests.

- Monitor accreditation standards are addressed so that the College maintains full accreditation status, and to assure ongoing compliance with all accreditation standards are sustainable.

- Maintain the fiscal integrity of the district by expecting that the District finances are managed effectively.

- Expect that Board Policies reflect current law and regulation, and that personnel are knowledgeable about the policies that pertain to their areas.

- Support the College efforts to achieve continuous customer service excellence and a culture of civility.

- Support College professional development opportunities.

- Ensure that the College sets and monitors student achievement standards and provides action plan to remedy unmet standards.

- Expect production of accurate data to support decision-making and institutional effectiveness.

- Advance emergency planning and preparedness.

- Explore strategies to support energy efficiency and facility needs.

- Ensure that construction projects are completed in a timely, cost effective manner. Support community involvement in the utilization of the Performing Arts Center.

Organization

Board of Trustees

Academic Senate

Executive Assistant to the President — President/Superintendent

VP Student Services
- Administrative Secretary
- Athletic Director
- Director of Enrollment Services
- Director of Special Programs &
- Director of Student Life & Development
- Director of Military Programs
- Counselors

VP Academic Affairs
- Administrative Secretary
- Dean of Instruction
- Academic Faculty
- Dean of Workforce and Economic
- Librarian
- Instructional Labs
- Tutorial Services
- Office of Instruction
- Online Instruction
- Computer Commons

VP Administrative Services
- Budget Analyst
- Director of Fiscal Services
- Director of Maintenance and Operations
- Director of Information Technology
- Bookstore Manager

VP Human Resources
- Human Resources Technician
- Human Resources Assistant

Dean of Research and Planning

Director of Public Information
- PIO/Foundation Secretary

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

All Students

*Source: CCCCO MIS Referential Data

	% Change 09/10 to 13/14	% Change 12/13 to 13/14
	-32.8%	-2.2%

	2009-10	2010-11	2011-12	2012-13	2013-14
Students	7384	4597	5107	5077	4965
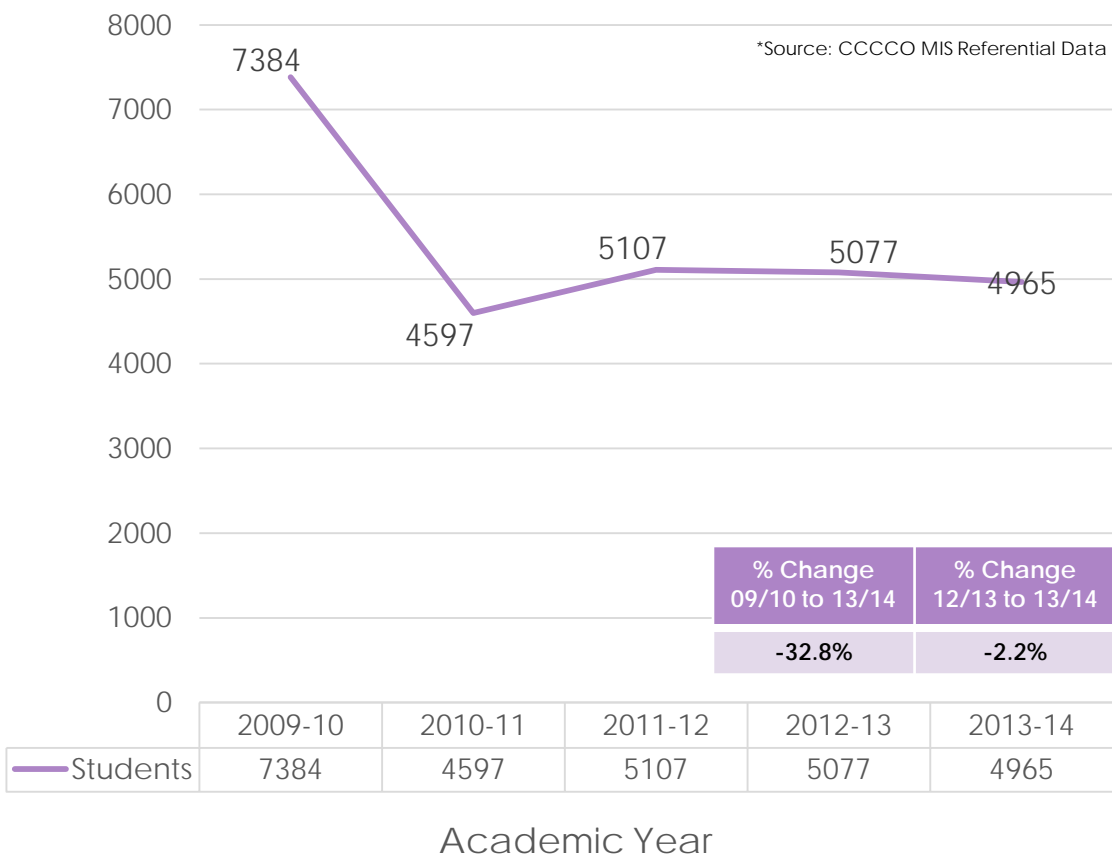
Academic Year

Annual Headcount – All Students

After 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 32.8% over the last five years, but there has been only a slight decrease of 2.2% in the last academic year.

Headcount by Academic Year (cont'd)

Credit Students

*Source: CCCCO MIS Referential Data

	% Change 09/10 to 13/14	% Change 12/13 to 13/14
	-33.2%	-0.4%
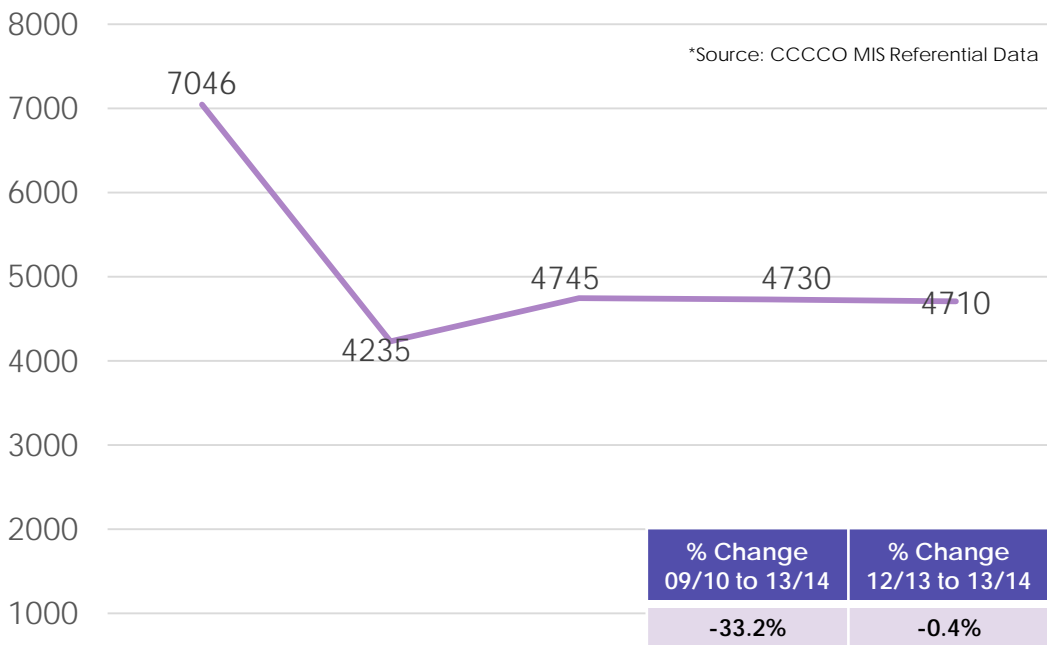
	2009-10	2010-11	2011-12	2012-13	2013-14
Students	7046	4235	4745	4730	4710

Academic Year

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 about 4,700 for the past three academic years. Overall, there has been a decrease of 33.2% over the last five years, but there has been only a slight decrease of 0.4% in the last academic year.

Headcount by Term
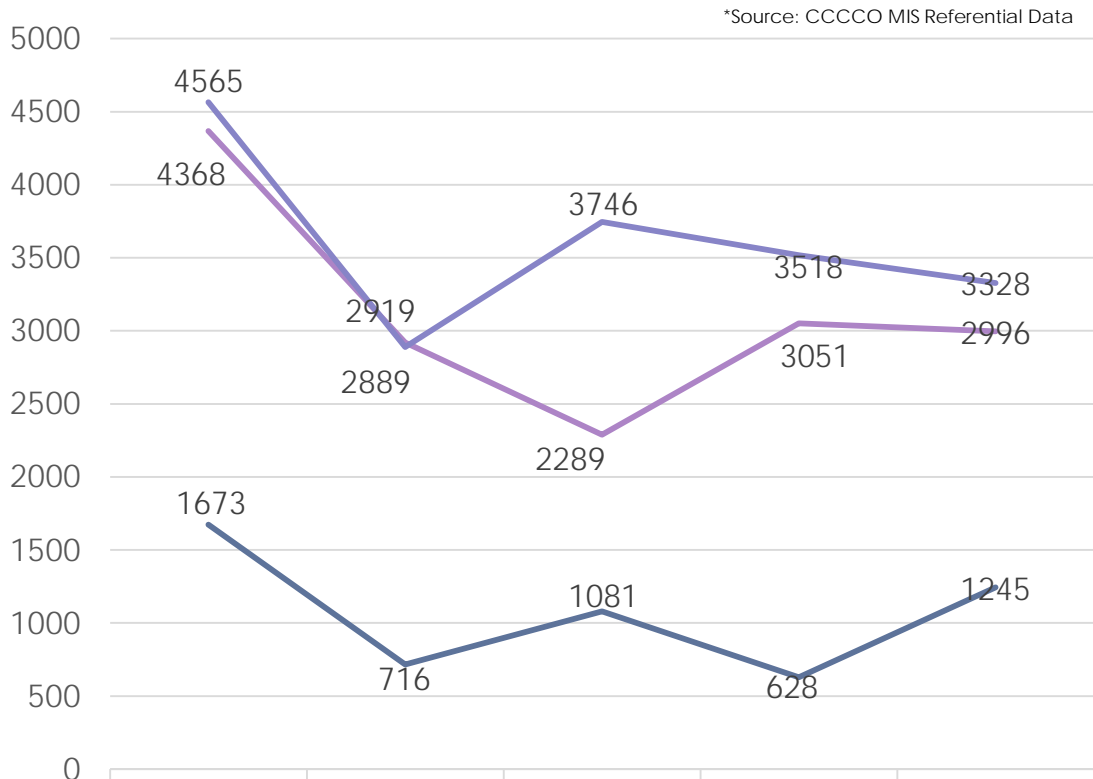
	2009-10	2010-11	2011-12	2012-13	2013-14
Fall	4368	2919	2289	3051	2996
Spring	4565	2889	3746	3518	3328
Summer	1673	716	1081	628	1245

Headcount (All Students) by Term

Unduplicated student headcount fluctuated the most during the summer terms in the past five years. Spring semester enrollments are seeing a slow decline in the last three years, while Fall Semester headcount rebounded in 2012–13 and is once again nose to nose with Spring Semester.

	% Change 09/10 to 13/14	% Change 12/13 to 13/14
Fall 2013	-31.4%	-1.8%
Spring 2014	-27.1%	-5.4%
Summer 2014	-25.6%	98.2%

Headcount by Gender
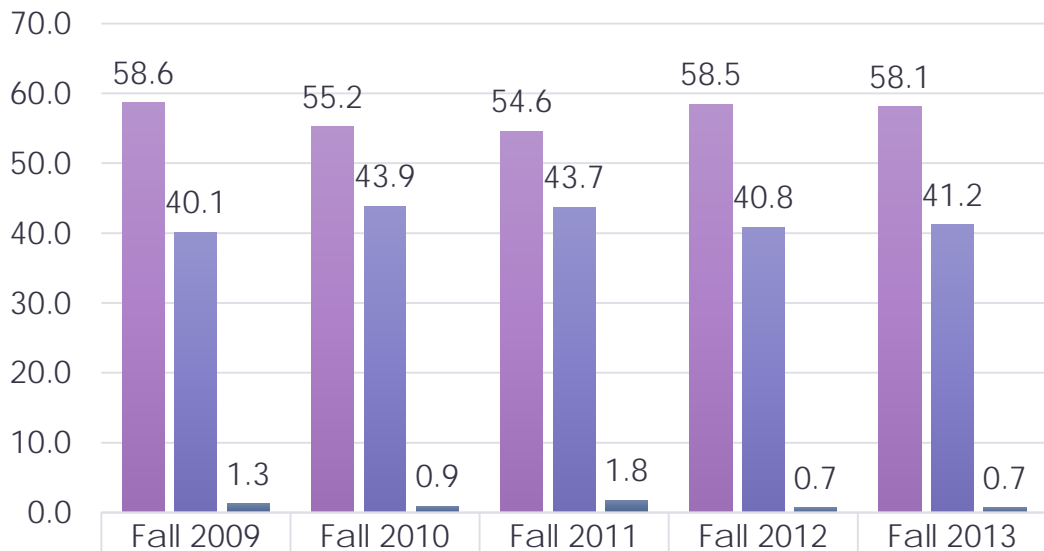
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
■ Female	2560	58.6%	1612	55.2%	1249	54.6%	1784	58.5%	1741	58.1%
■ Male	1753	40.1%	1280	43.9%	1000	43.7%	1246	40.8%	1235	41.2%
■ Unknown	55	1.3%	27	0.9%	40	1.8%	21	0.7%	20	0.7%
Total	4368		2919		2289		3051		2996	

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 2009 – Fall 2013	% Change Fall 2012 – Fall 2013
Female	-0.9%	-0.6%
Male	2.7%	0.9%
Unreported	-46.8%	-2.9%

Headcount by Ethnicity

*Source: CCCCO MIS Referential Data

Student Headcount by Ethnicity (%)

Fall 2009 ■ Fall 2010 ■ Fall 2011 ■ Fall 2012 ■ Fall 2013
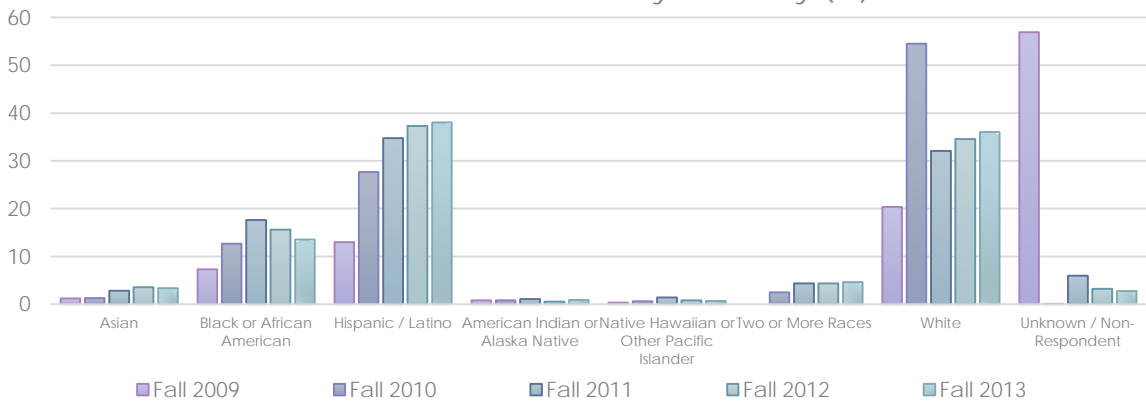
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Yr Chg	5-Yr Avg
Asian	53	1.2%	38	1.3%	64	2.8%	109	3.6%	101	3.4%	178.5%	2.5%
Black or African American	320	7.3%	369	12.6%	403	17.6%	476	15.6%	406	13.6%	84.9%	13.3%
Hispanic / Latino	569	13.0%	808	27.7%	795	34.7%	1138	37.3%	1140	38.1%	192.0%	30.2%
American Indian or Alaska Native	35	0.8%	23	0.8%	25	1.1%	16	0.5%	27	0.9%	12.5%	0.8%
Hawaiian / Pacific Islander	16	0.4%	17	0.6%	32	1.4%	25	0.8%	21	0.7%	89.2%	0.8%
Two or More Races	0	0.0%	72	2.5%	99	4.3%	134	4.4%	139	4.6%		3.2%
White	888	20.3%	1591	54.5%	735	32.1%	1055	34.6%	1080	36.1%	77.3%	35.5%
Unknown / Non-Respondent	2487	56.9%	1	0.03%	136	5.9%	98	3.2%	82	2.7%	-95.2%	13.8%
Total	4368	100%	2919	100%	2289	100%	3051	100%	406	13.6%	-31.4%	100%

Student Headcount by Ethnicity

The ethnic group with the most students was white (non-Latino) before 2010, but the Latino student headcount has been increasing in the past five years and is now the largest ethnic group in the 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.

Headcount by Age

*Source: CCCCO MIS Referential Data

Student Headcount by Age (%)
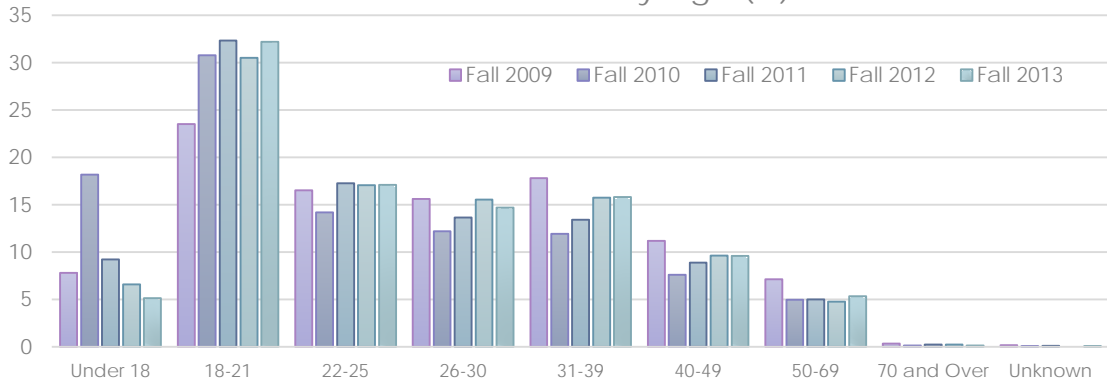
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Yr Chg	5-Yr Avg
Under 18	341	7.8%	530	18.2%	211	9.2%	201	6.6%	154	5.1%	-34.2%	9.4%
18-21	1026	23.5%	898	30.8%	740	32.3%	930	30.5%	964	32.2%	37.0%	29.8%
22-25	721	16.5%	414	14.2%	395	17.3%	520	17.0%	512	17.1%	3.5%	16.4%
26-30	682	15.6%	356	12.2%	312	13.6%	474	15.5%	440	14.7%	-5.9%	14.3%
31-39	777	17.8%	348	11.9%	307	13.4%	480	15.7%	473	15.8%	-11.2%	14.9%
40-49	488	11.2%	222	7.6%	203	8.9%	294	9.6%	287	9.6%	-14.2%	9.4%
50-69	312	7.1%	145	5.0%	114	5.0%	145	4.8%	160	5.3%	-25.2%	5.4%
70 and Over	14	0.3%	4	0.1%	5	0.2%	7	0.2%	4	0.1%	-59.4%	0.2%
Unknown	7	0.2%	2	0.07%	2	0.09%	0	0%	2	0.1%	-56.3%	0.1%
Total	4368	100%	2919	100%	2289	100%	3051	100%	2996	100%	-31.4%	100%

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 comprise about 45% of our student population.

Headcount by Citizenship

*Source: CCCCO MIS Referential Data

Student Headcount by Citizenship (%)

Legend: ■ Fall 2009 ■ Fall 2010 ■ Fall 2011 ■ Fall 2012 ■ Fall 2013

Categories: U.S. citizen, Permanent Resident, Temporary Resident, Refugee / Asylee, Student Visa (F-1 or M-1 visa), Other Status, Status Unknown / Uncollected
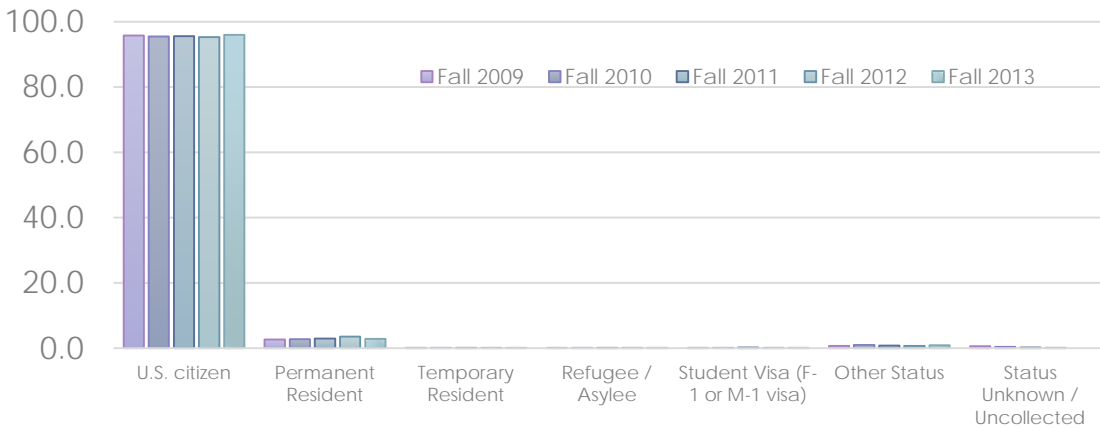
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Yr Chg	5-Yr Avg
U.S. citizen	4180	95.7%	2786	95.4%	2187	95.5%	2907	95.3%	2874	95.9%	0.2%	95.6%
Permanent Resident	119	2.7%	82	2.8%	67	2.9%	108	3.5%	86	2.9%	5.5%	3.0%
Temporary Resident	5	0.1%	1	0.0%	2	0.1%	3	0.1%	5	0.2%	54.5%	0.1%
Refugee / Asylee	5	0.1%	4	0.1%	3	0.1%	5	0.2%	2	0.1%	-36.4%	0.1%
Student Visa (F-1 or M-1 visa)	1	0.0%	4	0.1%	5	0.2%	4	0.1%	2	0.1%	250%	0.1%
Other Status	32	0.7%	29	1.0%	19	0.8%	22	0.7%	27	0.9%	23.3%	0.8%
Status Unknown / Uncollected	26	0.6%	13	0.5%	6	0.3%	2	0.1%	0	0%	-100%	0.3%
Total	4368	100%	2919	100%	2289	100%	3051	100%	2996	100%	-31.4%	100%

Student Headcount by Citizenship

Student who were U.S. citizens accounted for an average of 95.6% of the total student population in the past five years. Permanent residents, the next largest group, account for 3% during the same period. There has been no changes in other minor groups including students with Student Visa (F-1 or M-1) and refugee and asylee.

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Headcount by Residence

Student Headcount by Residence (%)

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
■ Barstow	2330	53.3%	2029	69.5%	1645	71.9%	1744	57.2%	1637	54.6%
■ Greater SB	671	15.4%	691	23.7%	485	21.2%	715	23.4%	781	26.1%
■ Other Areas	1367	31.3%	199	6.8%	159	7.0%	592	19.4%	578	19.3%
Total	**4368**		**2919**		**2289**		**3051**		**2996**	
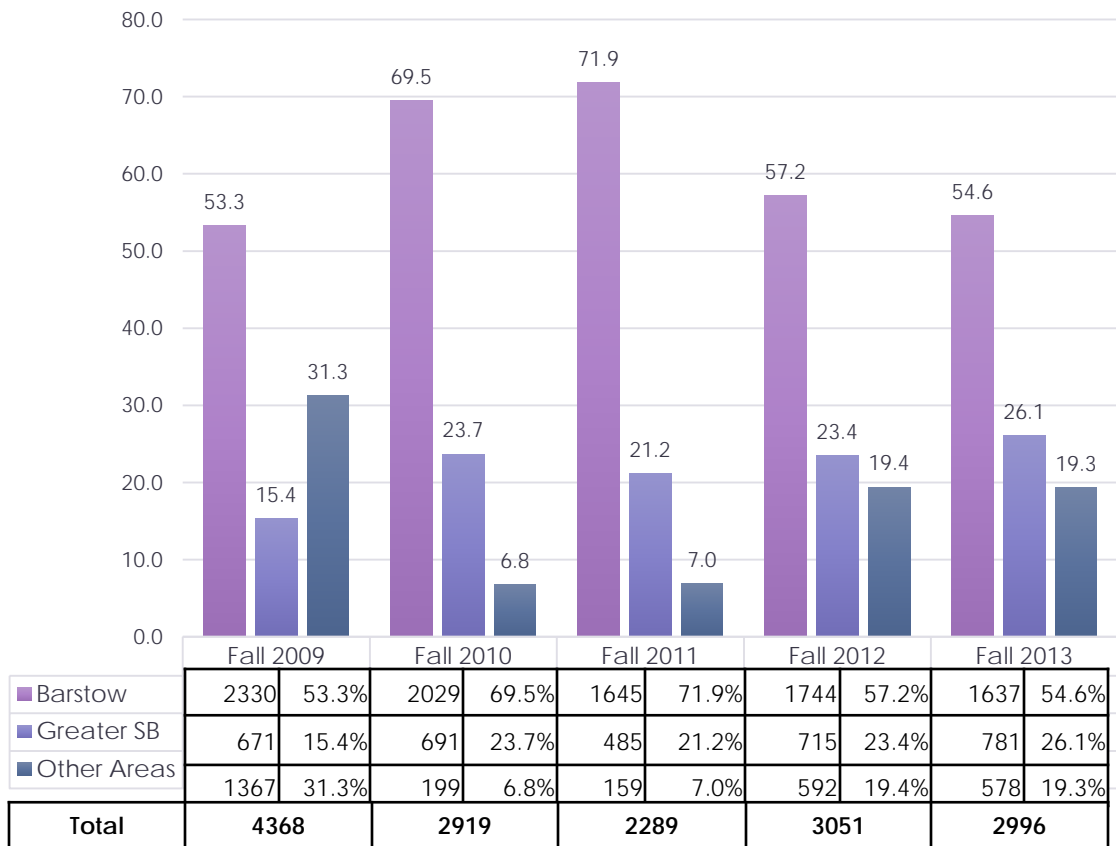
*Source: CCCCO MIS Referential Data

	% Change Fall 2009 – Fall 2013	% Change Fall 2012– Fall 2013
Barstow	2.4%	-4.4%
Greater SB	69.7%	11.3%
Other	-38.4%	-0.6%

Headcount by Residence

	ACADEMIC YEAR									
	09-10		10-11		11-12		12-13		13-14	
	COUNT	%	COUNT	%	COUNT	%	COUNT	%	COUNT	%
RESIDENCE										
Barstow CC District	3940	53	3216	70	3079	60	2794	55	2588	52
Victor Valley	814	11	872	19	828	16	864	17	920	19
San Bdno/Mountain	281	4	119	3	261	5	279	5	316	6
Southern Calif	1401	19	164	4	580	11	777	15	750	15
Nevada	38	1	30	1	29	1	27	1	29	1
Northern Calif	446	6	17	0	128	3	164	3	184	4
All Other	464	6	179	4	202	4	172	3	178	4
***** TOTAL *****	7384	100	4597	100	5107	100	5077	100	4965	100

Barstow CCD: Barstow, Fort Irwin, Baker, Hinkley, Newberry Springs, Daggett, Yermo, Nipton, Cima, Kelso, Ludlow, Amboy, Cadiz, Essex, and Mountain Pass.
Victor Valley: Adelanto, Apple Valley, Victorville, Hesparia, Phelan, Helendale, Oro Grande, Wrightwood, El Mirage, Spring Valley Lake, Oak Hills, and Lucerne Valley.
San Bdno/Mountain: All other San Bernardino County cities, including mountain resort areas.
Southern Calif: Southern California cities with 90000-93599 zip codes.
Northern Calif: All other California cities.

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 Victor Valley area (see table next page). We are also serving more Southern California residents. Students from outside San Bernardino County was at an all-time high of 31.3% five years ago, and accounted for 19.3% in the most recent reporting year.

Headcount by Enrollment Status

Student Headcount by Enrollment Status (%)
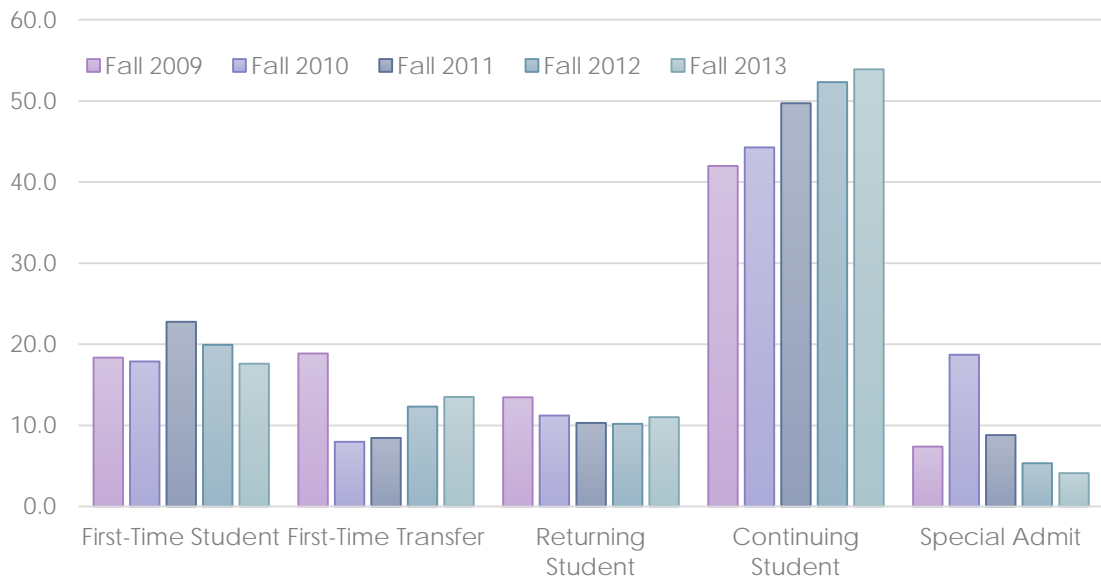
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Yr Chg	5-Yr Avg
First-Time Student	801	18.3%	522	17.9%	521	22.8%	608	19.9%	526	17.6%	-4.3%	19.3%
First-Time Transfer	823	18.8%	232	8.0%	193	8.4%	375	12.3%	403	13.5%	-28.6%	12.2%
Returning Student	588	13.5%	327	11.2%	236	10.3%	310	10.2%	328	11.0%	-18.6%	11.2%
Continuing Student	1833	42.0%	1292	44.3%	1138	49.7%	1596	52.3%	1615	53.9%	28.5%	48.4%
Special Admit	323	7.4%	546	18.7%	201	8.8%	162	5.3%	124	4.1%	-44.0%	8.9%
Total	4368	100%	2919	100%	2289	100%	3051	100%	2996	100%	-31.8%	100%

Student Headcount by Enrollment Status

Continuing students accounted for approximately half — 48.4% five-year average — of the student population. Returning students and first-time transfer students continued to rebound in the past year.

Headcount by Education Status

Student Headcount by Education Status (%)
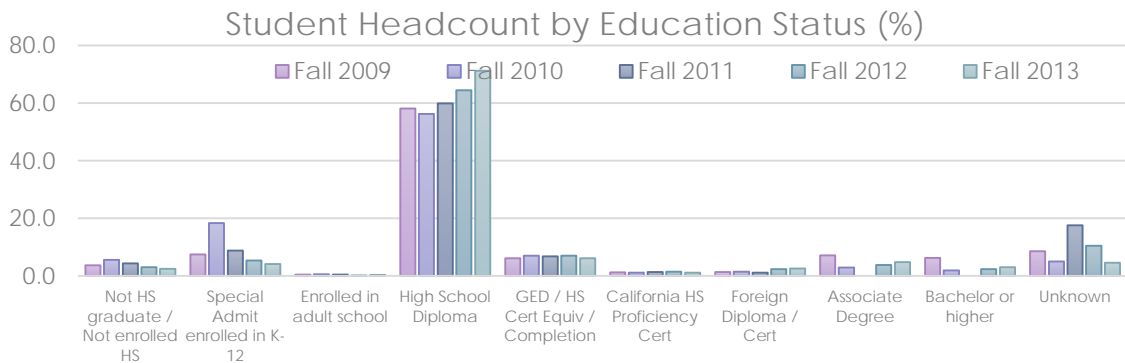
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Yr Chg	5-Yr Avg
Not HS graduate / Not enrolled HS	161	3.7%	163	5.6%	98	4.3%	92	3.0%	72	2.4%	-35.0%	3.8%
Special Admit enrolled in K-12	323	7.4%	536	18.4%	200	8.7%	162	5.3%	124	4.1%	-44.0%	8.8%
Enrolled in adult school	19	0.4%	17	0.6%	9	0.4%	3	0.1%	9	0.3%	-30.2%	0.4%
High School Diploma	2537	58.1%	1641	56.2%	1370	59.9%	1965	64.4%	2133	71.2%	22.6%	62.0%
GED / HS Cert Equiv / Completion	266	6.1%	203	7.0%	155	6.8%	212	7.0%	182	6.1%	-0.3%	6.6%
California HS Proficiency Cert	51	1.2%	32	1.1%	29	1.3%	42	1.4%	34	1.1%	-3.4%	1.2%
Foreign Diploma / Cert	56	1.3%	41	1.4%	26	1.1%	72	2.4%	75	2.5%	95.3%	1.7%
Associate Degree	311	7.1%	85	2.9%	0	0.0%	114	3.7%	144	4.8%	-32.4%	3.7%
Bachelor or higher	269	6.2%	54	1.9%	0	0.0%	72	2.4%	88	2.9%	-52.3%	2.7%
Unknown	375	8.6%	147	5.0%	402	17.6%	317	10.4%	135	4.5%	-47.5%	9.2%
Total	4368	100%	2919	100%	2289	100%	3051	100%	2996	100%	-31.4%	100%

Student Headcount by Education Status

A large portion of the student population came with a high school diploma, with a five-year average of 62%. In the last five years, the percentage of students with high school diplomas has increased by 22.6%.

Headcount by Education Goal

source: CCCCO MIS Referential Data

Student Headcount by Education Goal (%)

Categories (top to bottom):
- Obtain associate degree and transfer to four-year inst
- Transfer to a 4-year inst w/o an associate degree
- Obtain a 2-year associate degree w/o transfer
- Obtain a 2-year vocational degree w/o transfer
- Earn a vocational certificate without transfer
- Discover / formulate career interests, plans, goals
- Prepare for a new career (acquire job skills)
- Advance in current job / career (update job skills)
- Maintain certificate or license (e.g. Nursing, Real Estate)
- Educational development (intellectual, cultural)
- Improve basic skills in English, reading or math
- Complete credits for high school diploma or GED
- Undecided on goal
- To move from noncredit coursework to credit coursework
- 4-yr college studnt taking courses to meet 4-yr college req
- Uncollected / unreported

Legend: Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013

Note

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

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Headcount by Education Goal (cont'd)

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Yr Chg	5-Yr Avg
Obtain associate degree and transfer to four-year institution	1108	25.4%	754	25.8%	614	26.8%	949	31.1%	988	33.0%	30.0%	28.4%
Transfer to a 4-year inst w/o an associate degree	280	6.4%	98	3.4%	89	3.9%	153	5.0%	181	6.0%	-5.8%	4.9%
Obtain a 2-year associate degree w/o transfer	452	10.4%	325	11.1%	206	9.0%	274	9.0%	280	9.4%	-9.7%	9.8%
Obtain a 2-year vocational degree w/o transfer	50	1.1%	52	1.8%	36	1.6%	37	1.2%	44	1.5%	28.9%	1.4%
Earn a vocational certificate without transfer	102	2.3%	88	3.0%	61	2.7%	66	2.2%	68	2.3%	-3.0%	2.5%
Discover / formulate career interests, plans, goals	211	4.8%	55	1.9%	55	2.4%	60	2.0%	59	2.0%	-59.2%	2.6%
Prepare for a new career (acquire job skills)	188	4.3%	129	4.4%	93	4.1%	123	4.0%	117	3.9%	-9.1%	4.1%
Advance in current job / career (update job skills)	89	2.0%	43	1.5%	28	1.2%	47	1.5%	50	1.7%	-18.1%	1.6%
Maintain certificate or license (e.g. Nursing, Real Estate)	85	2.0%	71	2.4%	39	1.7%	39	1.3%	37	1.2%	-36.9%	1.7%
Educational development (intellectual, cultural)	203	4.7%	83	2.8%	63	2.8%	99	3.2%	112	3.7%	-19.6%	3.4%
Improve basic skills in English, reading or math	97	2.2%	49	1.7%	74	3.2%	70	2.3%	77	2.6%	15.8%	2.4%
Complete credits for high school diploma or GED	220	5.0%	215	7.4%	183	8.0%	191	6.3%	156	5.2%	3.4%	6.4%
Undecided on goal	595	13.6%	503	17.2%	332	14.5%	440	14.4%	413	13.8%	1.2%	14.7%
To move from noncredit course-work to credit coursework	3	0.1%	3	0.1%	3	0.1%	3	0.1%	3	0.1%	42.9%	0.1%
4-yr college student taking courses to meet 4-yr college requirement	342	7.8%	92	3.2%	44	1.9%	131	4.3%	157	5.2%	-33.1%	4.5%
Uncollected / unreported	343	7.9%	359	12.3%	369	16.1%	369	12.1%	254	8.5%	8.0%	11.4%
Total	4368	100%	2919	100%	2289	100%	3051	100%	2996	100%	-31.4%	100%

## Student Headcount by Education Goal

Over the last five years, thirty percent 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 25.4% in Fall 2009 to 33% in Fall 2013. There is a significant portion of students who have not decided on their education goals — it's 13.8% in Fall 2013.

Headcount by Load

Student Headcount by Load (%)
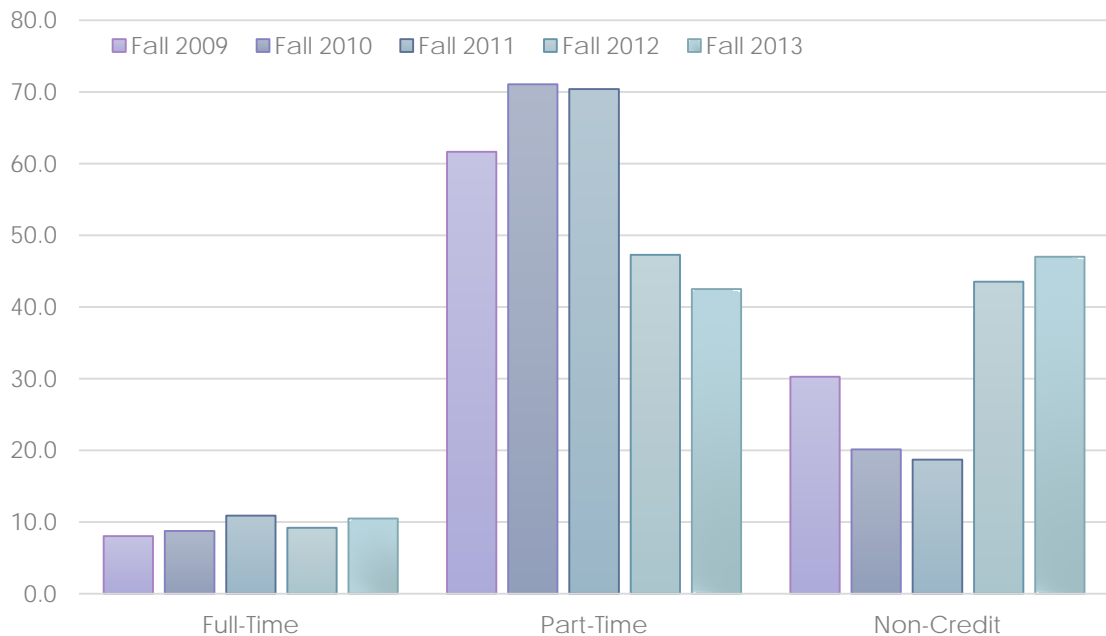
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Yr Chg	5-Yr Avg
Full-Time	351	8.0%	256	8.8%	249	10.9%	280	9.2%	314	10.5%	30.3%	9.5%
Part-Time	2694	61.7%	2075	71.1%	1612	70.4%	1443	47.3%	1273	42.3%	-31.1%	58.6%
Non-Credit	1323	30.3%	588	20.1%	428	18.7%	1328	43.5%	1409	47.0%	55.3%	31.9%
Total	4368	100%	2919	100%	2289	100%	3051	100%	2996	100%	-31.4%	100%

Student Headcount by Load

A majority of the student population is enrolling on a part-time or non-credit 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 11%, with a five-year change of +30.3%. The five-year change for part-time student population is -31.1%.

Headcount as of First Census

Student Headcount as of First Census

Chart data:

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
All Students	4368	2919	2289	3051	2996
Credit Students	4261	2778	2148	2869	2900

*Source: CCCCO MIS Referential Data
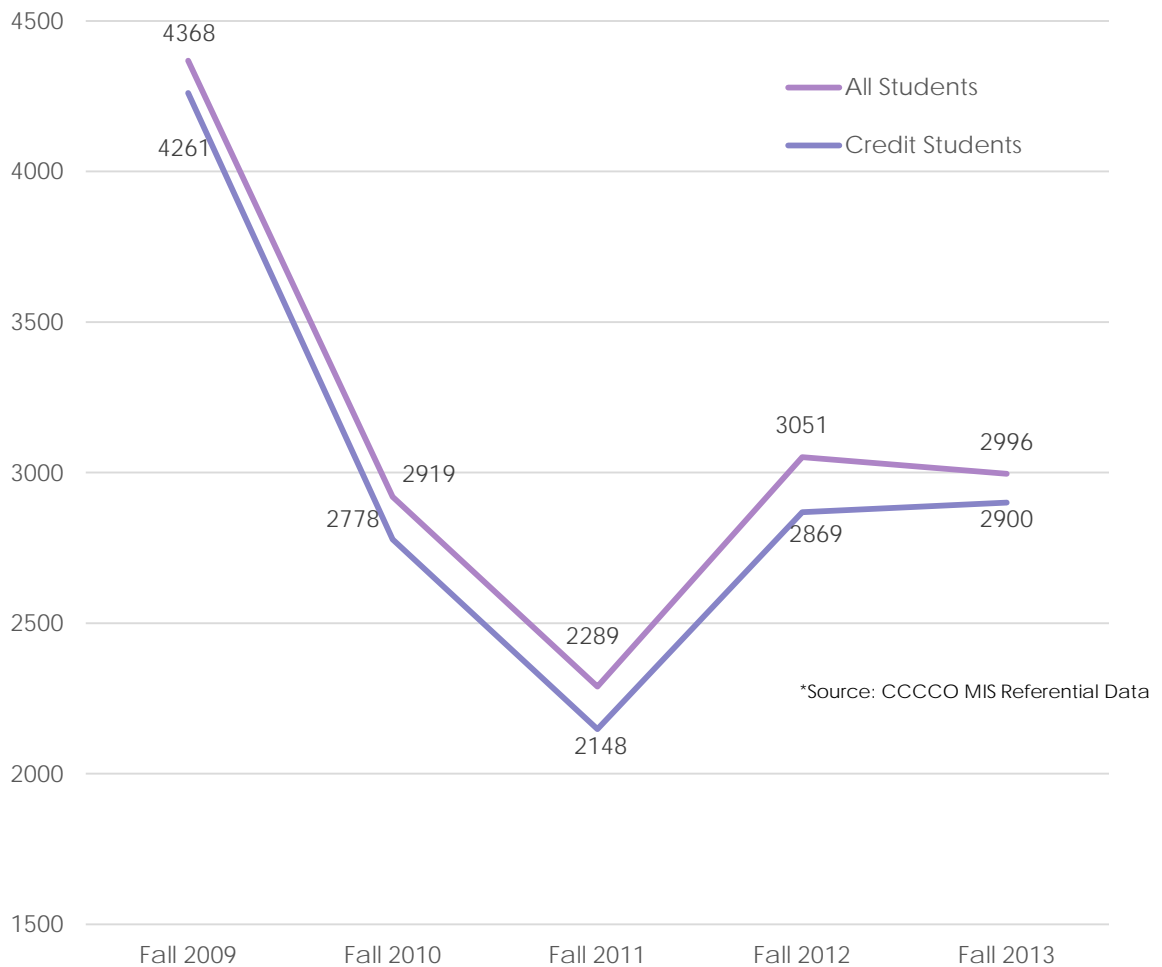
Student Headcount as of Census of Semester

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 steady numbers in the most recent year after a five-year low.

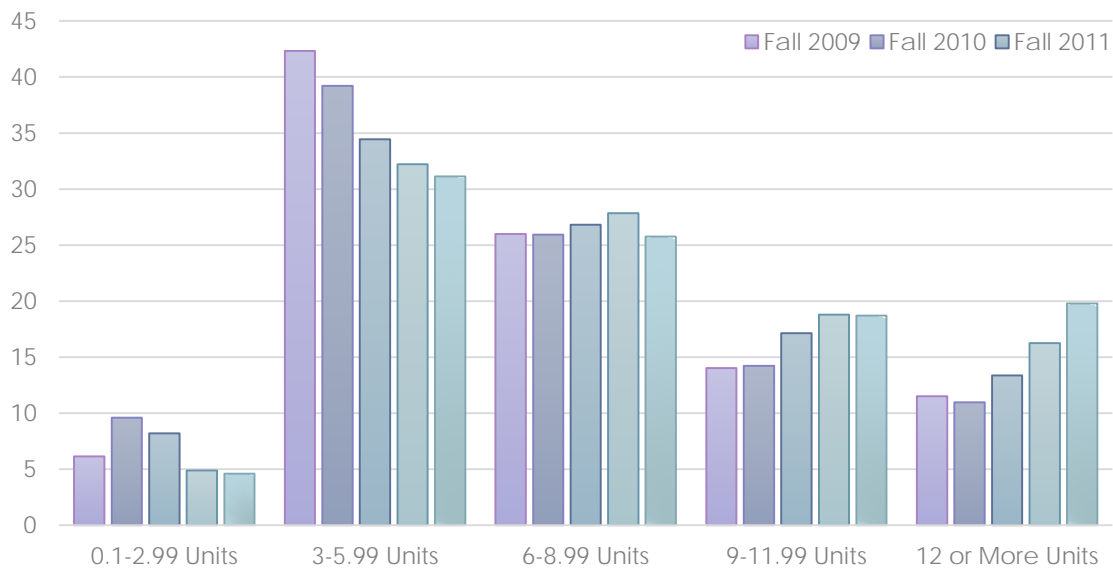# Headcount by Units Attempted

Student Headcount by Units Attempted (%)

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Yr Chg	5-Yr Avg
0.1-2.99 Units	187	6.1%	224	9.6%	153	8.2%	84	4.9%	73	4.6%	-25.1%	6.7%
3-5.99 Units	1289	42.3%	914	39.2%	641	34.4%	555	32.2%	494	31.1%	-26.5%	35.9%
6-8.99 Units	791	26.0%	605	26.0%	499	26.8%	480	27.9%	409	25.8%	-0.8%	26.5%
9-11.99 Units	427	14.0%	332	14.2%	319	17.1%	324	18.8%	297	18.7%	33.5%	16.6%
12 or More Units	351	11.5%	256	11.0%	249	13.4%	280	16.3%	314	19.8%	71.6%	14.4%
Total	3045	100%	2331	100%	1861	100%	1723	100%	1587	100%	-47.9%	100%

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 — the trend continues to 38.5% in Fall 2013, and a simultaneous decrease of those who take less than nine units — down to 61.5% in Fall 2013.

Service Area High School Capture Rates

| ACADEMIC YEAR	High School	BCC	HS	CAP %
2009-10 43	363007 Baker High	3	12	25
	363027 Silver Valley High Dist	18	84	21
	363071 Central High (Continuation)	29	79	37
	363080 Barstow High	168	342	49
2010-11 32	363007 Baker High	1	9	11
	363027 Silver Valley High Dist	20	81	25
	363071 Central High (Continuation)	22	77	29
	363080 Barstow High	93	260	36
2011-12 41	363007 Baker High	1	12	8
	363027 Silver Valley High Dist	26	110	24
	363071 Central High (Continuation)	36	92	39
	363080 Barstow High	125	247	51
2012-13 34	363007 Baker High	2	7	29
	363027 Silver Valley High Dist	23	99	23
	363071 Central High (Continuation)	34	115	30
	363080 Barstow High	107	272	39

Capture Rate (Cap %): Percentage of graduates from identified high schools who entered Barstow Community College within one year.

Service Area High School Capture Rates

The percentage of high school students in the BCC service area who enroll at BCC is between 32% and 43% since 2009-10. Barstow High School provides the largest percentage of students, up to 51% in 2011-12.

Service Area High School Capture Rates
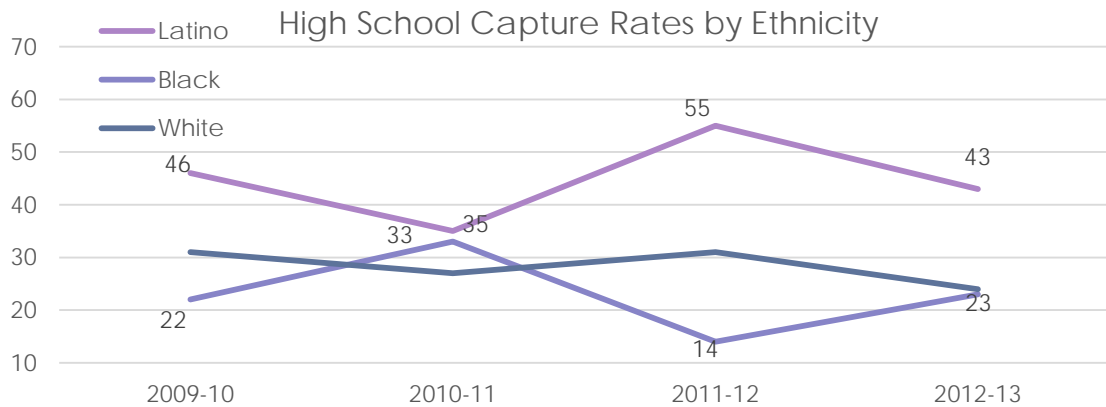
High School Capture Rates by Ethnicity

	ACADEMIC YEAR											
	2009-10			2010-11			2011-12			2012-13		
	BCC	HS	CAP %	BCC	HS	CAP %	BCC	HS	CAP %	BCC	HS	CAP %
ETHNICITY												
Latino	102	224	46	67	189	35	109	197	55	92	215	43
Am Ind	3	12	25	1	11	9	0	9	0	1	14	7
Asian	2	6	33	3	13	23	4	16	25	4	13	31
Pac Isl	1	8	13	0	7	0	1	6	17	0	9	0
Black	16	72	22	16	48	33	8	56	14	15	64	23
White	58	187	31	42	155	27	53	172	31	41	169	24
Multi Eth	14	6	***	9	4	***	14	5	***	16	9	***
Unknown	24	2	***	0	0	***	0	0	***	0	0	***

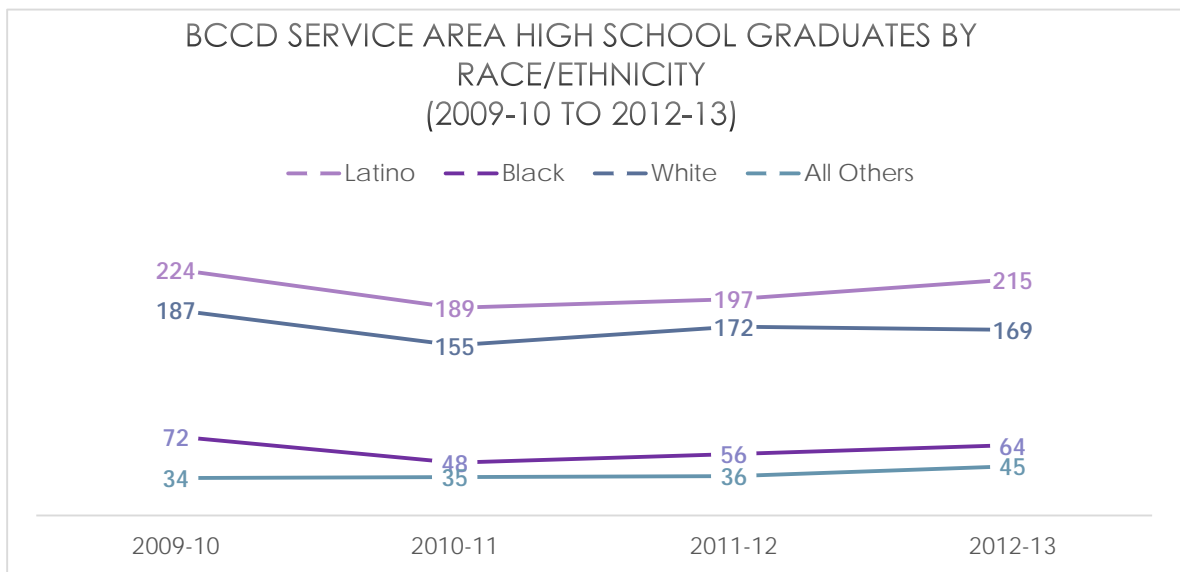*** Cap Rate not calculated due to inconsistent race/ethnicity classification between BCC and HS.

Service Area High School Capture Rates by Ethnicity

Barstow Community College captures roughly 43% of Latino high school students in the service area in 2012-13, which is the highest capture rate among all race/ethnic groups. By comparison, only 24% and 23% of black and white students are captured during this year, respectively.

Service Area High School Graduates by Race/Ethnicity

*Source: CCCCO MIS Referential Data

BCCD SERVICE AREA HIGH SCHOOL GRADUATES BY RACE/ETHNICITY (2009-10 TO 2012-13)

Legend: Latino — Black — White — All Others

	2009-10	2010-11	2011-12	2012-13
Latino	224	189	197	215
White	187	155	172	169
Black	72	48	56	64
All Others	34	35	36	45

	STUDENT RACE/ETHNICITY														ALL
	Latino		Am Ind		Asian		Pac Isl		Black		White		Multi Eth		Unknown		Students
	Students		Students		Students		Students		Students		Students		Students		Students		
ACADEMIC YEAR	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total
2009-10	224	43	12	2	6	1	8	2	72	14	187	36	6	1	2	0	517
2010-11	189	44	11	3	13	3	7	2	48	11	155	36	4	1	0	0	427
2011-12	197	43	9	2	16	3	6	1	56	12	172	37	5	1	0	0	461
2012-13	215	44	14	3	13	3	9	2	64	13	169	34	9	2	0	0	493

Number of graduates from district service area high schools, as reported to California Department of Education, are displayed over four years from 2009-10 to 2012-13 by race/ethnicity groups.

Service Area High School Graduates by Ethnicity

Barstow Community College service area graduated 44% Latino, 13% Black and 34% White students in 2012-13 academic year. These percentages have been very steady in the past four years.
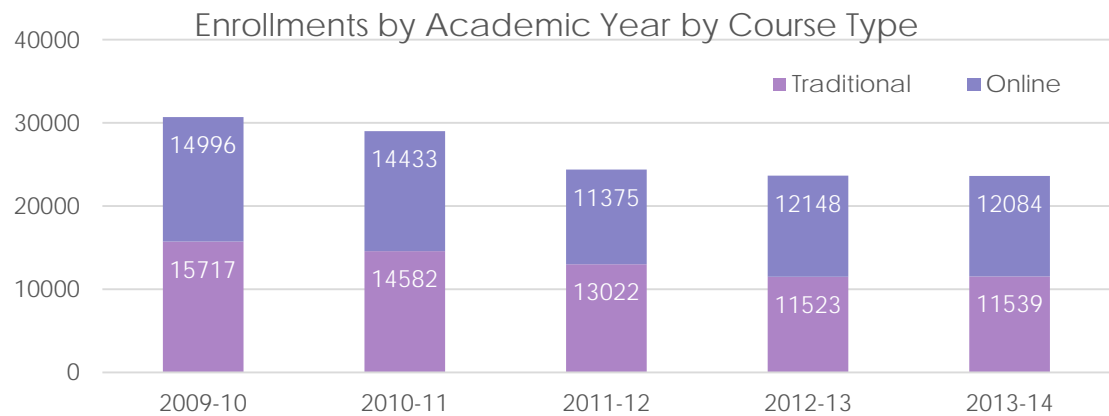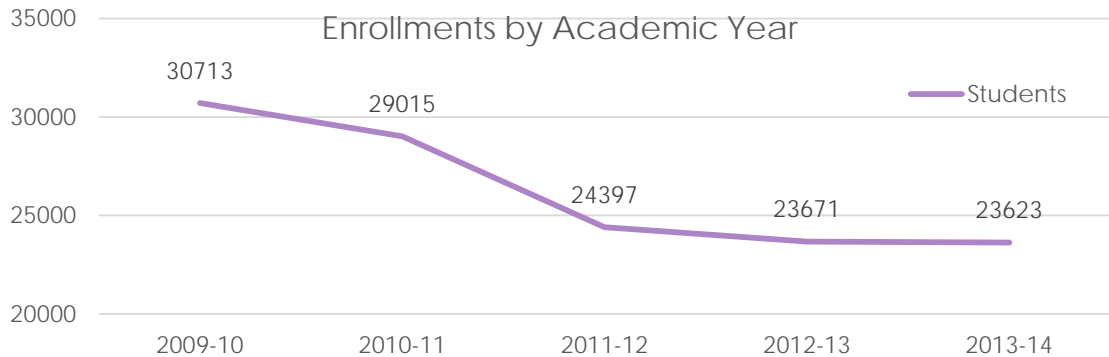
Student Enrollments

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

Enrollments by Academic Year

	2009-10	2010-11	2011-12	2012-13	2013-14
Students	30713	29015	24397	23671	23623

Enrollments by Academic Year by Course Type

	2009-10	2010-11	2011-12	2012-13	2013-14
Online	14996	14433	11375	12148	12084
Traditional	15717	14582	13022	11523	11539

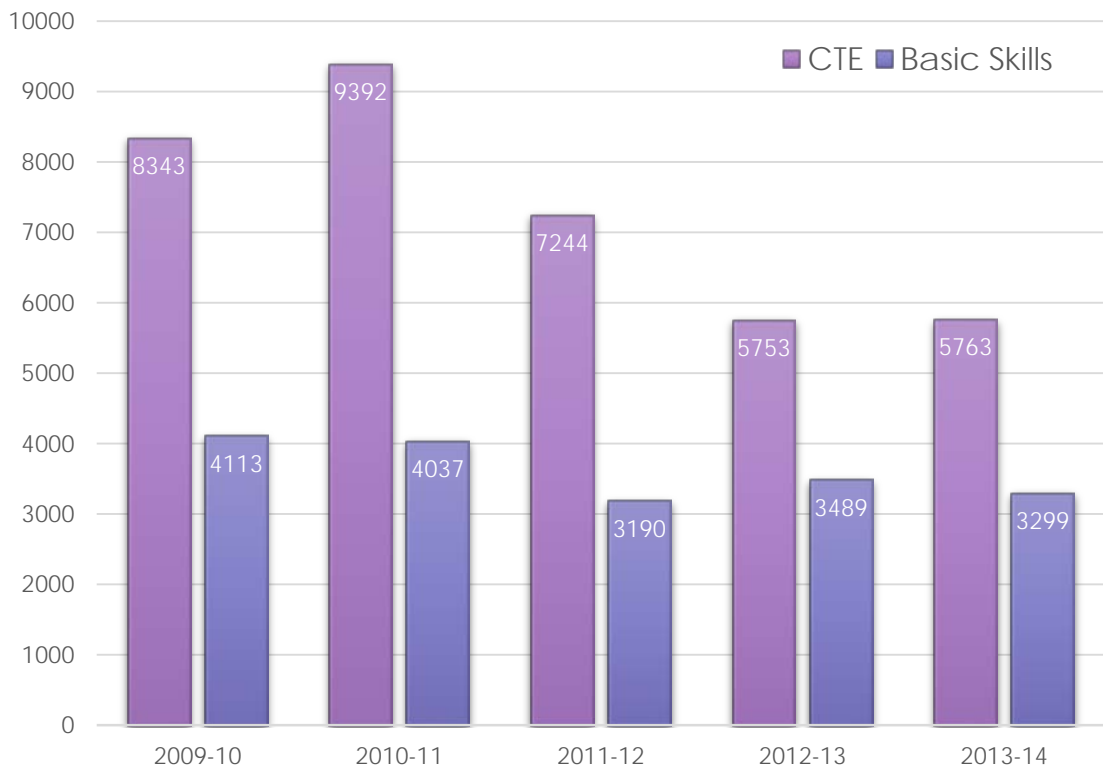|	2009-10		2010-11		2011-12		2012-13		2013-14		5-Yr Chg	5-Yr Avg
Traditional	15717	51.2%	14582	50.3%	13022	53.4%	11523	48.7%	11539	48.9%	-2.4%	49.7%
Online	14996	48.8%	14433	49.7%	11375	46.6%	12148	51.3%	12084	51.2%	-16.7%	50.3%
Total	30713	100%	29015	100%	24397	100%	23671	100%	23623	100%	-23.1%	100%

Annual Enrollments by Course Type

While there has been a small decrease in online course enrollment over the past year, 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.

Annual Enrollments: CTE & Basic Skills

Enrollments by Academic Year by Course Type

	2009-10		2010-11		2011-12		2012-13		2013-14		5-Yr Chg	5-Yr Avg
CTE	8343	27.2%	9392	32.4%	7244	29.7%	5753	24.3%	5763	24.4%	-10.2%	27.6%
Basic Skills	4113	13.4%	4037	13.9%	3190	13.1%	3489	14.7%	3299	14.0%	4.3%	13.8%
Total	30713	100%	29015	100%	24397	100%	23671	100%	23623	100%	-23.1%	100%

Annual Enrollments by Course Type

Enrollment in both CTE and Basic Skills courses has held steady in the last couple of years after peaking earlier during the five-year period. CTE enrollment is down 10.2% comparing to five years ago and Basic Skills sees a slight increase of 4.3% during this time.

Fall Term Enrollments

Fall Term Enrollments

Students: 13272 (Fall 2009), 13810 (Fall 2010), 9943 (Fall 2011), 9718 (Fall 2012), 10047 (Fall 2013)

Fall Term Enrollments by Course Type

Course Type	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Yr Chg	5-Yr Avg
Traditional	6837	51.5%	7035	50.9%	5628	56.6%	5600	57.6%	5403	53.8%	4.4%	54.1%
Online	6435	48.5%	6775	49.1%	4315	43.4%	4118	42.4%	4644	46.2%	-4.7%	45.9%
Total	13272	100%	13810	100%	9943	100%	9718	100%	10047	100%	-24.3%	100%

Fall Term Enrollments by Course Type

There is a slightly higher percentage of student enrollments for traditional (classroom) courses for Fall Semesters over the past five years, comparing to online course enrollment. The five-year average for instruction in a classroom setting for Fall Semesters is 53.8%. It has increased from 51.5% to 53.8% from Fall 2009 to Fall 2013.

Spring Term Enrollments

*Source: CCCCO MIS Referential Data

Spring Term Enrollments

13805 — Spring 2010
13150 — Spring 2011
12330 — Spring 2012
11290 — Spring 2013
11022 — Spring 2014

Students

Spring Term Enrollments by Course Type

Traditional
Online

Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
6373 (Online)	6595 (Online)	5958 (Online)	6445 (Online)	5763 (Online)
7432 (Traditional)	6555 (Traditional)	6372 (Traditional)	4845 (Traditional)	5259 (Traditional)

	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014		5-Yr Chg	5-Yr Avg
Traditional	7432	53.8%	6555	49.9%	6372	51.7%	4845	42.9%	5259	47.7%	-11.4%	49.2%
Online	6373	46.2%	6595	50.2%	5958	48.3%	6445	57.1%	5763	52.3%	13.3%	50.8%
Total	13805	100%	13150	100%	12330	100%	11290	100%	11022	100%	-20.2%	100%

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 not far apart. Traditional course enrollment in Spring semester increased by 5% in the past year, while online course enrollment decreased by 5%.

Summer Term Enrollments

Summer Term Enrollments

Students

	Summer 2010	Summer 2011	Summer 2012	Summer 2013	Summer 2014
Students	4689	3636	2055	2124	2663

Summer Term Enrollments by Course Type

■ Traditional
■ Online

Course Type	Summer 2010	Summer 2011	Summer 2012	Summer 2013	Summer 2014
Online	3214	2188	1063	1102	1585
Traditional	1475	1448	992	1022	1078

	Summer 2010		Summer 2011		Summer 2012		Summer 2013		Summer 2014		5-Yr Chg	5-Yr Avg
Traditional	1448	39.8%	992	48.3%	1022	48.1%	1078	40.5%	877	34.3%	-13.8%	42.2%
Online	2188	60.2%	1063	51.7%	1102	51.9%	1585	59.5%	1677	65.7%	9.1%	57.8%
Total	3636	100%	2055	100%	2124	100%	2663	100%	2554	100%	-29.8%	100%

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. In 2013-14 academic year, online courses accounted for 65.7% of the Summer 2014 enrollments.

Efficiency by Academic Programs 2013-14

2013-14 Academic Year	Fill Rate	Success Rt	FTEF	Efficiency
PROGRAM				
CTE	0.44	0.74	49.25	477.31
HUMANTIES	0.69	0.74	39.19	461.56
NATURAL SCIENCES	0.79	0.7	28.07	484.51
SOCIAL SCIENCES	0.65	0.7	26.2	524.75
OTHERS	0.67	0.7	3.13	411.1

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 CCCCO 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 faculty's full-time equivalence. In a typical section that meets three times a week with an enrollment of 35 students, and the 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 of below 525, which indicates sections that may not be completely filled.

Online/Traditional Enrollment by Residence and Service 2013-14

*Source: CCCCO MIS Referential Data

2013-14 Academic Year	Traditional		Online		All	
	enrolled	%	enrolled	%	enrolled	%
RESIDENCE						
Barstow CC District	8363	72	4281	35	12644	54
Barstow	7400	64	3346	28	10746	45
Fort Irwin	963	8	935	8	1898	8
Victor Valley	1909	17	3159	26	5068	21
San Bdno/Mountain	404	4	1079	9	1483	6
Southern Calif	355	3	2276	19	2631	11
Nevada	150	1	94	1	244	1
Northern Calif	43	0	483	4	526	2
All Other	315	3	712	6	1027	4
All	**11539**	**100**	**12084**	**100**	**23623**	**100**
SERVICE STA						
Military/Dep	1340	12	1463	12	2803	12
Non-Military	10199	88	10621	88	20820	88
All	**11539**	**100**	**12084**	**100**	**23623**	**100**

- ❑ Enrollments are duplicated student headcounts – counted each time a course is enrolled.
- ❑ Enrollments are counted for all courses regardless the number of units. Counts are as of census.

Online/Traditional Enrollment by Residence and Service

There is no difference in ratio between traditional and online courses when we look at students who are/are not in military service. They are both 88% non-military and 12% military.

In terms of residence, it is reasonable to expect that students closest campus comprise the largest percentage of students who attend classes in person. In online classes, a significant percentage (45%) of the students are from Victor Valley and other parts of Southern California.

Student Outcomes

Information on student outcomes by various performance indicators.

Barstow Community College Institution Set Standards (2013-2014)

	Institution Set Standard	Performance 2013-14	Result
Student Course Completion Rate (Item 14b)	70.0%	74.2%	Standard Met
Student Retention Percentage (Item 15b)	84.1%	87.5%	Standard Met
Student Degree Completion Rate/Count (Item 16b)	233.8	308	Standard Met
Student Transfer Rate/Count (Item 17b)	151.5	274	Standard Met
Student Certificate Completion Rate/Count (Item 18b)	6.8	14	Standard Met

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

Institution Set Standards 2013-14

The minimum standards set for the five outcome metrics for 2013-14 are all met, although there are continuing concerns regarding the number of awards, especially Certificate Completion which, at 14, is particularly low since there are 2,010 students declared a CTE program as their program of study, and the fact that there are some very large CTE programs at the College.

Student Success Scorecard

|	Barstow Community College						Statewide (All California Community Colleges)				
Completion Rate	2004-05	2005-06	2006-07	2007-08	**2008-09**		2004-05	2005-06	2006-07	2007-08	**2008-09**
College Prepared	72.7%	56.7%	62.1%	63.3%	**59.3%**		69.4%	70.8%	71.2%	70.2%	**69.7%**
Unprepared for College	41.0%	42.9%	38.1%	40.3%	**40.5%**		40.4%	41.1%	41.2%	40.5%	**39.2%**
Overall	45.1%	45.1%	42.0%	43.1%	**43.7%**		48.1%	48.9%	49.2%	48.1%	**46.8%**
30 Units Rate	2004-05	2005-06	2006-07	2007-08	**2008-09**		2004-05	2005-06	2006-07	2007-08	**2008-09**
College Prepared	50.9%	45.0%	51.5%	53.1%	**45.7%**		68.4%	69.3%	69.7%	70.1%	**71.1%**
Unprepared for College	47.2%	47.6%	48.7%	50.4%	**53.5%**		63.7%	64.7%	65.1%	65.3%	**65.0%**
Overall	47.7%	47.2%	49.1%	50.8%	**52.2%**		64.9%	65.9%	66.3%	66.5%	**66.5%**
Persistence Rate	2004-05	2005-06	2006-07	2007-08	**2008-09**		2004-05	2005-06	2006-07	2007-08	**2008-09**
College Prepared	60.0%	40.0%	60.6%	53.1%	**54.3%**		71.8%	71.4%	72.3%	71.9%	**72.8%**
Unprepared for College	57.1%	55.8%	47.8%	52.5%	**57.3%**		70.1%	69.7%	69.6%	70.1%	**71.3%**
Overall	57.5%	53.3%	49.9%	52.5%	**56.8%**		70.6%	70.1%	70.3%	70.5%	**71.7%**
Remedial Rate	2004-05	2005-06	2006-07	2007-08	**2008-09**		2004-05	2005-06	2006-07	2007-08	**2008-09**
Math	25.0%	22.8%	27.4%	27.4%	**31.9%**		28.2%	28.8%	30.0%	30.6%	**31.0%**
English	31.4%	32.1%	33.8%	32.4%	**36.0%**		41.8%	42.0%	42.9%	43.6%	**43.4%**
ESL	22.2%	20.0%	0.0%	0.0%	**0.0%**		24.3%	25.4%	26.2%	27.1%	**28.4%**
Career Technical Education Rate	57.9%	54.4%	56.1%	49.1%	**39.9%**		50.3%	50.7%	51.4%	50.4%	**49.9%**

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 2008-09 and monitored through 2013-14. 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. For the most part, we are behind in most measures when compared to the State.

Student Success Scorecard: Completion

Completion Rate (Six-Year Cohorts)
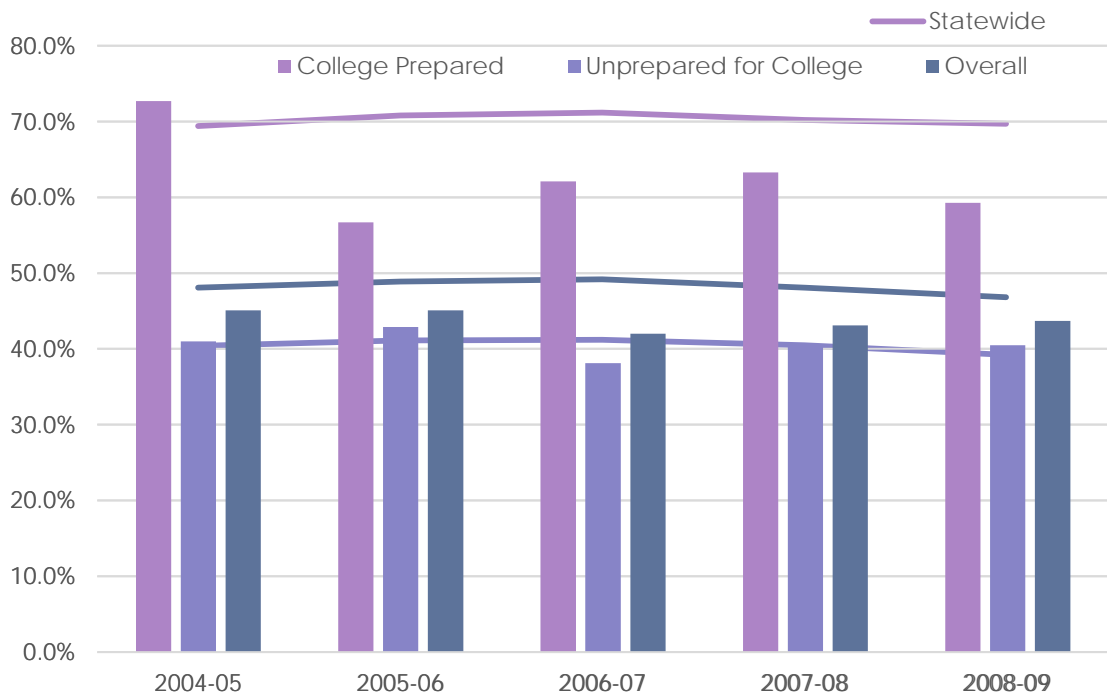
Student Success Scorecard – Completion Rate

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 59.3% 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 43.7%, and Statewide it's 46.8%.

Student Success Scorecard: Persistence

Persistence Rate (Six-Year Cohorts)
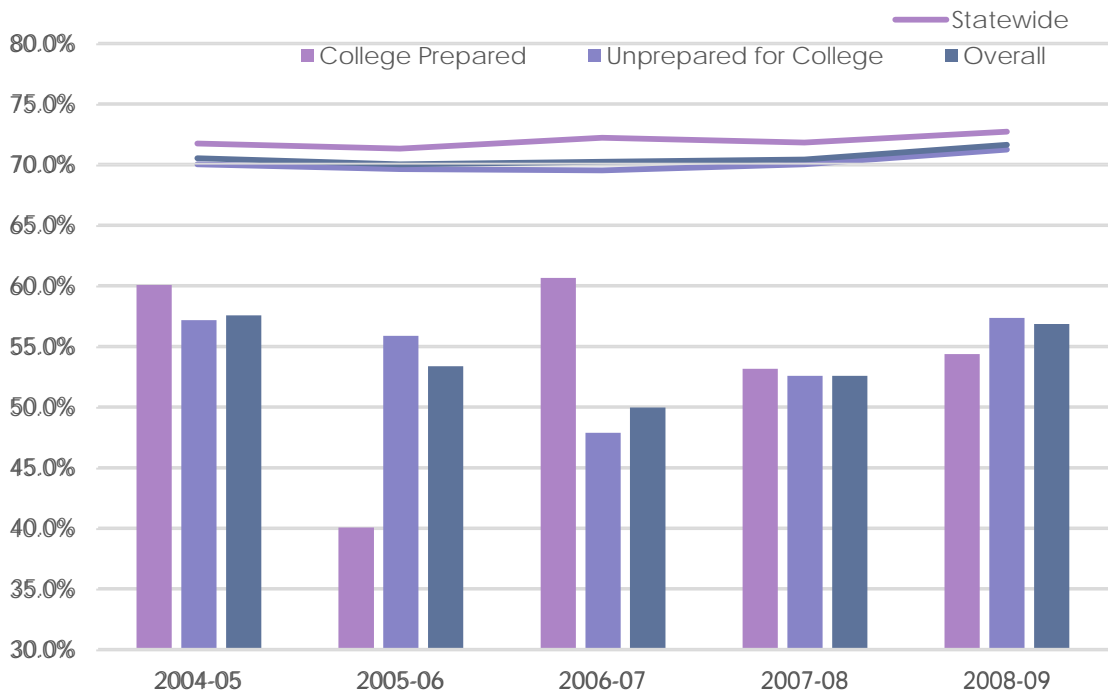
Student Success Scorecard – Persistence Rate

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 overall Persistence Rate rising from 52.5% to 56.8% in the past academic year. Persistence Rates for various cohort groups within the last five years vary between 40% and 60%.

Student Success Scorecard: 30 Units

30 Units Rate (Six-Year Cohorts)
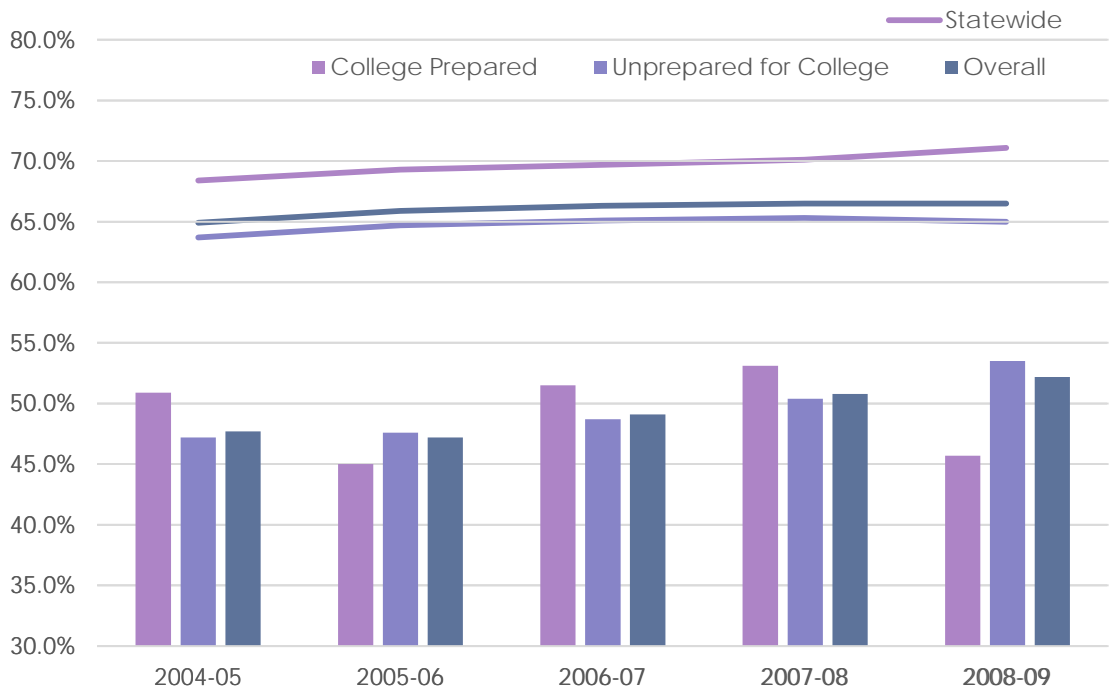
Student Success Scorecard – 30 Units Rate

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 71%. For the Unprepared College group, they are approximately 65%. The overall rate for 2008-09 cohort is 66.5%.

Barstow Community College has seen its 30 Units gradually rising in the last four cohort years, from 47.2% to 52.2%.

Student Success Scorecard: Remedial

Remedial Rate (Six-Year Cohorts)
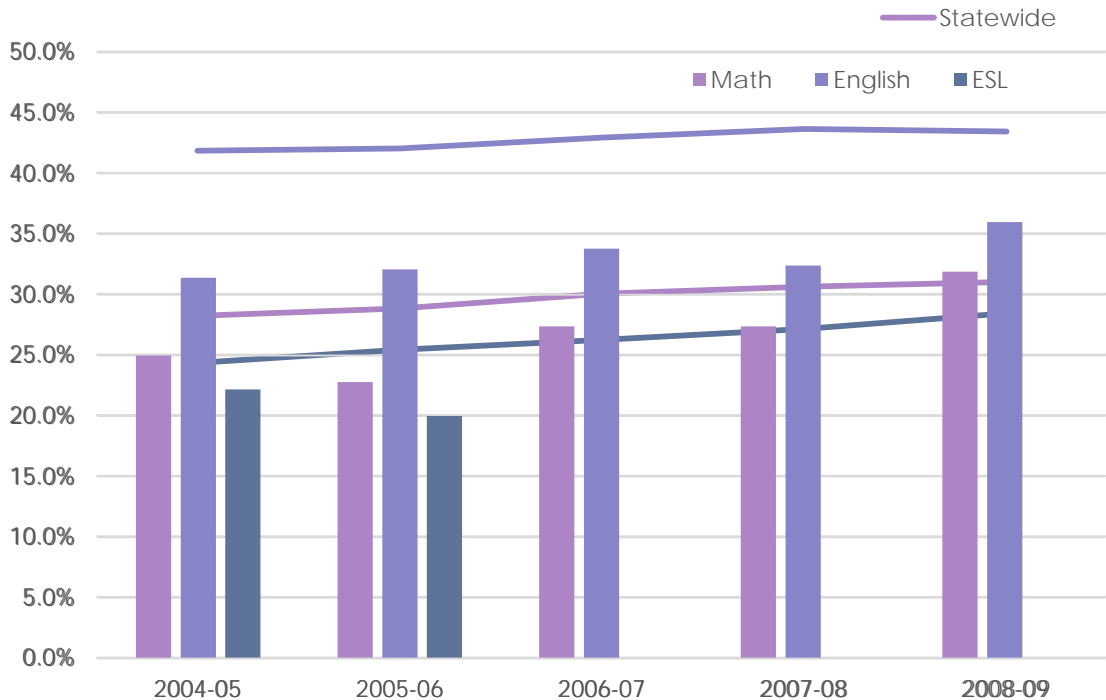
Student Success Scorecard – Remedial Progress Rate

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 BCC Remedial Progress Rate for English has been gradually increasing from 31.4% to 36% in the last five cohorts. The Progress Rate for Math has been increasing at BCC, from 25% to 31.9%

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 22%).

Student Success Scorecard: Career & Technical Education

Career Technical Education Rate
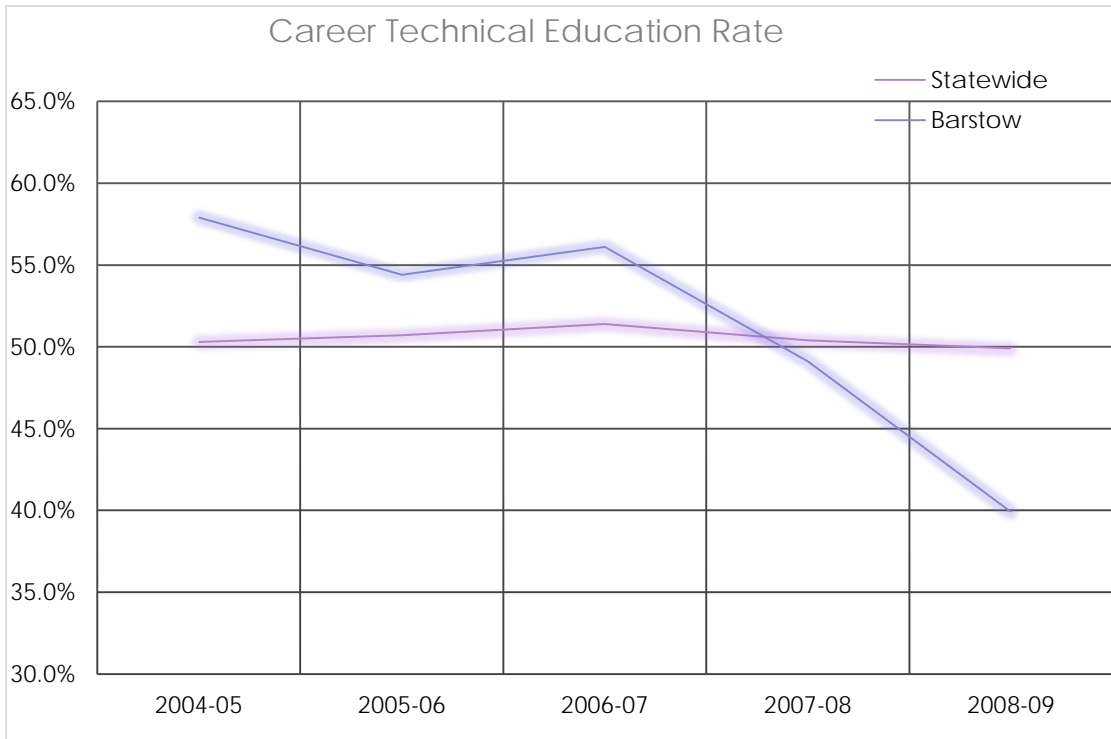
Student Success Scorecard – Career and Technical Education Rate

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 as high as 60% in the five cohorts tracked, but has since dropped to 40% in the most recent cohort. The Statewide CTE Rates have been consistently at about 54%.

Annual Success & Retention: Credit Courses

Success & Retention Rates (Credit Courses) (%)

- Success Rate
- Retention Rate

	2009-10	2010-11	2011-12	2012-13	2013-14
Retention Rate	82.4	83.4	83.7	84.4	87.4
Success Rate	67.0	65.9	67.9	71.4	71.4
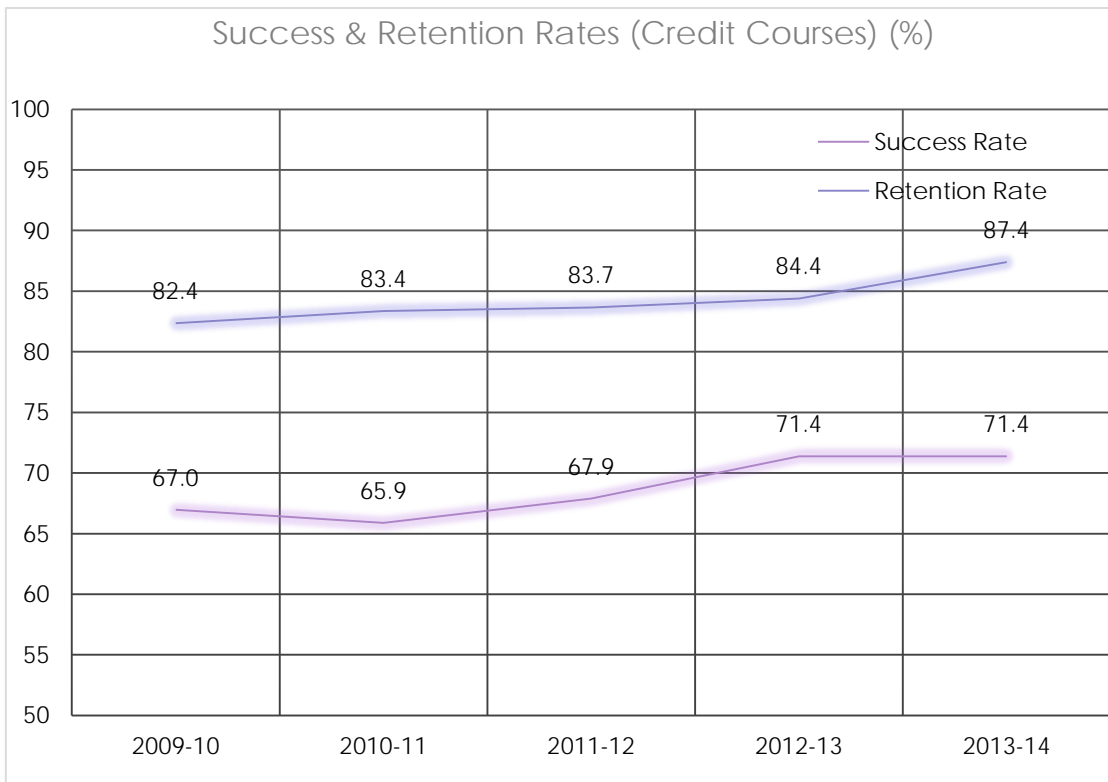
Annual Success and Retention Rates for Credit Courses

The Success and Retention Rates for Credit Courses for the past five academic years have been relatively steady, with a slight increase in retention at BCC in the most recent year.

The Success Rates for all Credit Courses in the last five academic years varied between 67% to 71.4%. The first two academic years saw a dip in Success Rates from 67% to 65.9%, and in the last two academic years we saw the rates holding steady at 71.4%.

Annual Success & Retention: Online Courses

Success & Retention Rates (Online Courses) (%)

Legend: Success Rate, Retention Rate

Year	Retention Rate	Success Rate
2009-10	79.9	65.0
2010-11	80.9	63.4
2011-12	80.1	62.7
2012-13	81.0	66.2
2013-14	84.3	66.4

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 66.4%. The first three academic years saw a dip in Success Rates from 65% to 62.7%, and in the last two academic years it increased from 62.7% to 66.4%.

The Retention Rates have been flat with a small increase over the last year, from 79.9% in the 2009-10 academic year to 84.3% in the 2013-14 academic year.

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

Annual Success & Retention : CTE Courses

Success & Retention Rates (CTE Courses) (%)

Success Rate
Retention Rate

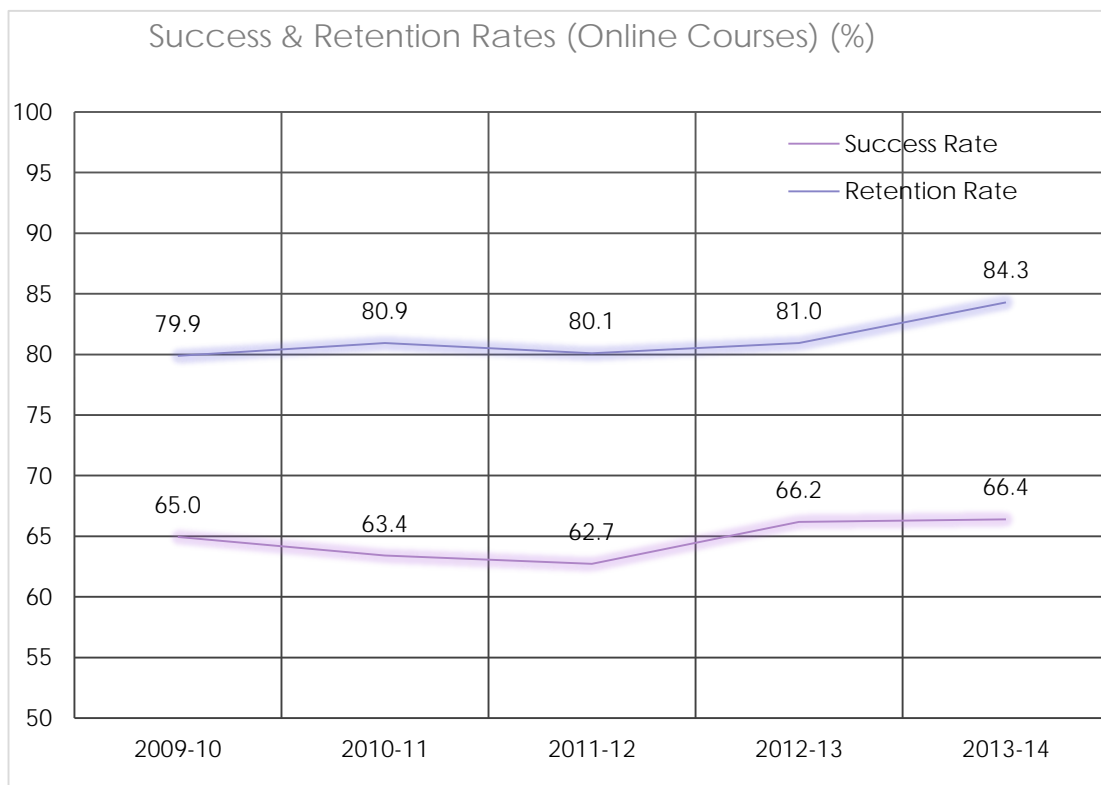|	2009-10	2010-11	2011-12	2012-13	2013-14
Retention Rate	80.6	82.1	81.4	80.6	82.2
Success Rate	67.0	65.2	66.5	67.7	67.1

Annual Success and Retention Rates for CTE Courses

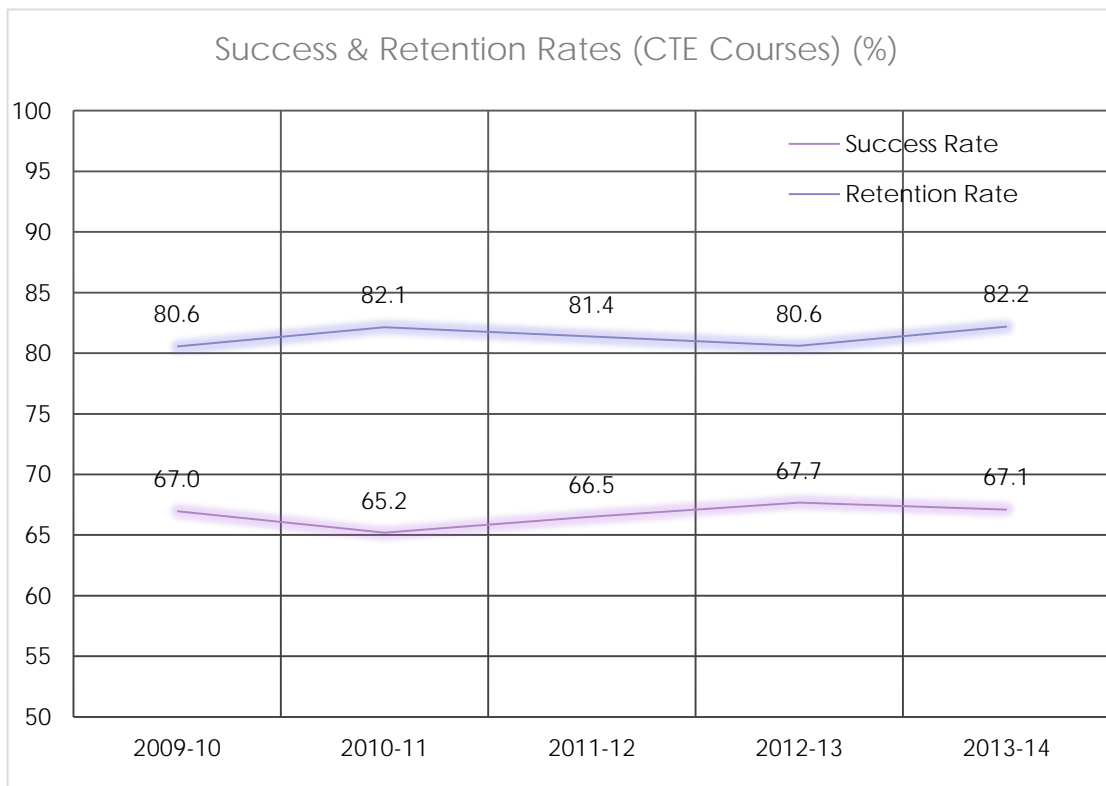The Success and Retention Rates for CTE Courses for the past five academic years have been relatively stable.

The Success Rates for all CTE Courses in the last five academic years varied between 65.2% to 67.7%. The first two academic years saw a dip in Success Rates from 67% to 65.2%, and in the last two academic years we saw the rates dipping from 67.7% to 67.1%.

The Retention Rates have been flat with a very minor increase, from 80.6% in the 2009-10 academic year to 82.2% in the 2013-14 academic year.

Annual Success & Retention: Basic Skills Courses

Success & Retention Rates (Basic Skills) (%)

Success Rate
Retention Rate

85.0
82.5
86.8
83.6
88.8

63.6
60.5
65.8
68.3
67.7

2009-10 2010-11 2011-12 2012-13 2013-14
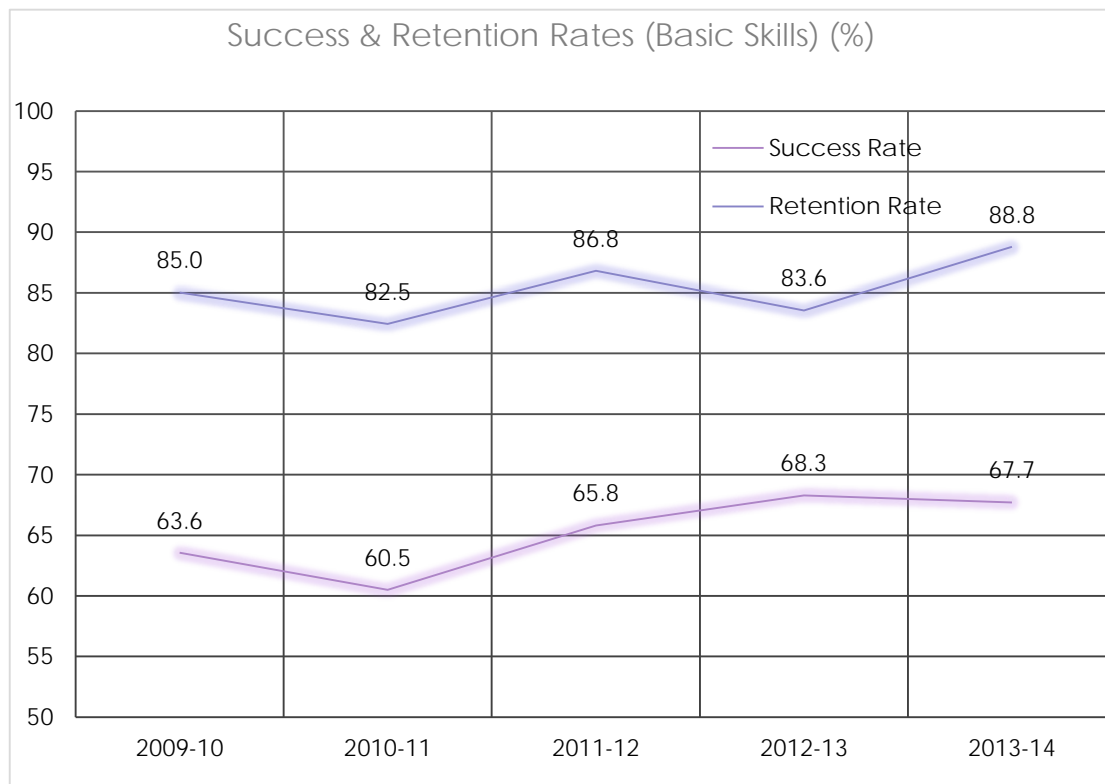
Annual Success and Retention Rates for Basic Skills Courses

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 60.5% to 68.3%. The first two academic years saw a dip in Success Rates from 63.6% to 60.5% - it has since rebounded to 67.7% in 2013-14.

The Retention Rates have fluctuated in the last five academic years, from a low of 82.5% in the 2010-11 academic year to 88.8% in the 2013-14 academic year.

Success & Retention by Program

Program (Success Rate)	2009-10 Success Rate (%)	2010-11 Success Rate (%)	2011-12 Success Rate (%)	2012-13 Success Rate (%)	2013-14 Success Rate (%)	One-Year Change (11-12 to 12-13) %	5-Year Average (%)	5-Year Change (08-09 to 12-13) %
Biological Sciences	70.3	73.4	72.4	75.1	73.3	-2.5	72.9	4.2
Business and Management	62.2	63.8	61.4	62.2	58.6	-5.8	61.6	-5.7
Information Technology	64.4	63.5	62.9	70.2	66.7	-4.9	65.5	3.6
Education	76.7	74.0	77.0	80.6	81.7	1.3	78.0	6.5
Engineering /Industrial Technology	61.7	61.7	73.3	63.4	79.6	25.6	67.9	29.0
Fine and Applied Arts	75.1	73.1	71.5	76.4	80.1	4.8	75.2	6.7
Foreign Languages	48.2	57.3	77.4	89.9	75.0	-16.5	69.5	55.6
Health	82.2	82.6	89.6	93.4	91.7	-1.8	87.9	11.5
Family and Consumer Sciences	63.2	61.1	67.4	66.7	59.9	-10.2	63.6	-5.4
English	67.5	66.3	67.4	71.7	71.9	0.3	69.0	6.5
Mathematics	63.3	61.9	68.3	69.8	67.6	-3.2	66.2	6.7
Physical Sciences	62.5	61.9	67.4	70.8	70.3	-0.8	66.6	12.5
Psychology	65.0	65.9	68.0	68.3	71.1	4.1	67.7	9.5
Public and Protective Services	68.7	66.9	59.3	65.3	68.0	4.2	65.6	-0.9
Social Sciences, General	61.4	61.0	62.5	69.8	71.5	2.4	65.2	16.4
Cosmetology and Barbering	79.0	72.6	78.5	82.5	79.3	-3.9	78.4	0.3
Liberal Arts and Sciences	63.0	60.0	63.1	72.3	69.6	-3.7	65.6	10.5
All Programs	**67.0**	**65.9**	**67.9**	**71.4**	**71.4**	**0.1**	**68.7**	**6.7**

Program (Retention Rate)	2009-10 Retention Rate (%)	2010-11 Retention Rate (%)	2011-12 Retention Rate (%)	2012-13 Retention Rate (%)	2013-14 Retention Rate (%)	One-Year Change (11-12 to 12-13) %	5-Year Average (%)	5-Year Change (08-09 to 12-13) %
Biological Sciences	85.4	89.0	85.2	89.4	90.2	0.8	87.8	5.6
Business and Management	78.3	82.5	81.3	76.3	76.7	0.6	79.0	-2.1
Information Technology	81.6	84.4	78.9	81.2	80.6	-0.7	81.4	-1.2
Education	90.0	90.3	90.0	91.5	92.6	1.2	90.9	2.8
Engineering /Industrial Technology	77.2	77.7	83.2	79.7	87.0	9.2	81.0	12.8
Fine and Applied Arts	83.7	85.2	85.2	87.6	91.5	4.4	86.6	9.4
Foreign Languages	64.3	61.5	78.3	92.4	87.5	-5.3	76.8	36.1
Health	86.6	88.9	94.6	96.5	96.6	0.1	92.6	11.6
Family and Consumer Sciences	76.9	78.4	79.4	75.6	74.8	-1.1	77.0	-2.8
English	82.5	82.5	83.5	84.0	86.6	3.1	83.8	5.0
Mathematics	84.6	81.0	84.6	83.5	88.4	5.9	84.4	4.5
Physical Sciences	68.1	67.4	72.0	75.1	85.4	13.6	73.6	25.5
Psychology	85.7	88.1	85.6	86.0	91.0	5.8	87.3	6.2
Public and Protective Services	80.5	79.4	73.3	78.9	88.8	12.5	80.2	10.3
Social Sciences, General	79.7	83.7	82.6	85.7	89.6	4.5	84.3	12.3
Cosmetology and Barbering	89.0	88.8	93.0	93.6	93.1	-0.6	91.5	4.6
Liberal Arts and Sciences	81.4	82.0	87.8	84.6	86.5	2.3	84.5	6.3
All Programs	**82.4**	**83.4**	**83.7**	**84.4**	**87.4**	**3.5**	**84.2**	**6.1**

Online/Traditional Course Success by Residence and Service 2013-14 (3 or more unit courses only)

*Source: CCCCO MIS Referential Data

2013-14 Academic Year	Traditional				Online				All			
	Pass		No Pass		Pass		No Pass		Pass		No Pass	
	enrolled	%	enrolled	%	enrolled	%	enrolled	%	enrolled	%	enrolled	%
RESIDENCE												
Barstow CC District	4833	75	1574	25	2859	70	1239	30	7692	73	2813	27
Barstow	4196	74	1446	26	2146	67	1038	33	6342	72	2484	28
Fort Irwin	637	83	128	17	713	78	201	22	1350	80	329	20
Victor Valley	1135	76	353	24	1779	61	1138	39	2914	66	1491	34
San Bdno/Mountain	194	62	117	38	631	61	405	39	825	61	522	39
Southern Calif	193	71	78	29	1456	69	665	31	1649	69	743	31
Nevada	78	84	15	16	67	72	26	28	145	78	41	22
Northern Calif	27	79	7	21	364	78	101	22	391	78	108	22
All Other	173	73	64	27	429	66	225	34	602	68	289	32
All	**6633**	**75**	**2208**	**25**	**7585**	**67**	**3799**	**33**	**14218**	**70**	**6007**	**30**
SERVICE STA												
Military/Dep	833	79	224	21	1059	74	363	26	1892	76	587	24
Non-Military	5800	75	1984	25	6526	66	3436	34	12326	69	5420	31
All	**6633**	**75**	**2208**	**25**	**7585**	**67**	**3799**	**33**	**14218**	**70**	**6007**	**30**

❑ Success Rates are calculated for courses that are 3 units or more.
❑ Pass are grades A, B, C or P
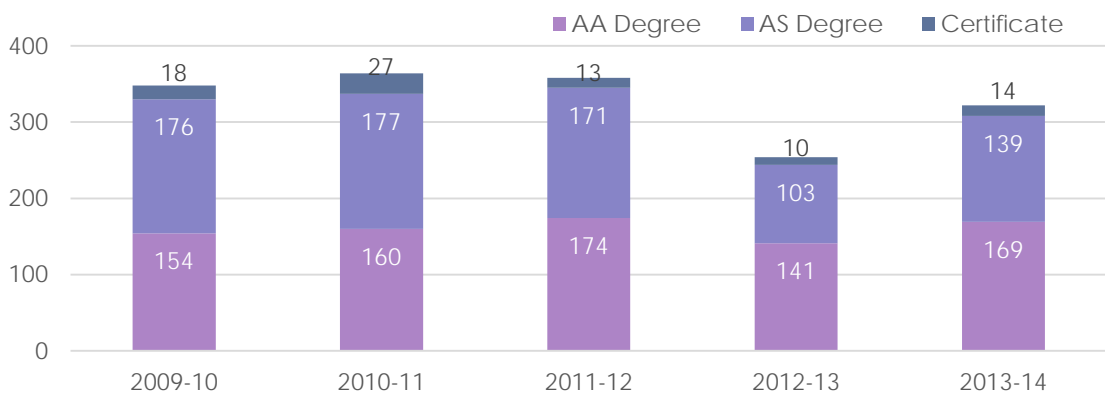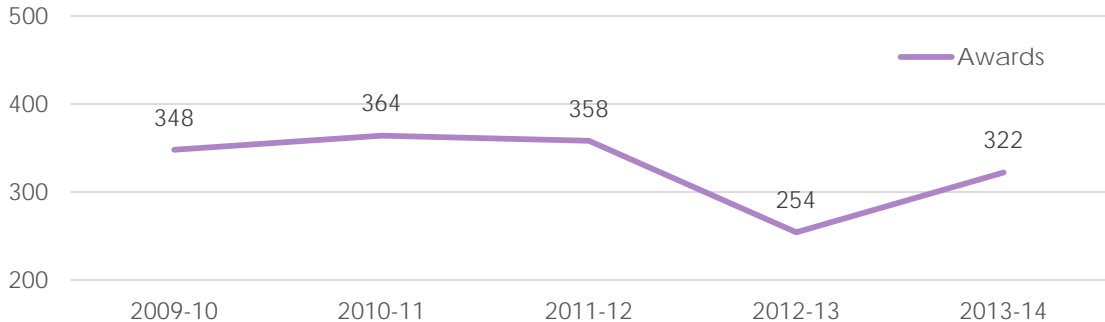❑ No Pass are graded D, F, FW, W, NC, NP, ID, IF, or INP.

Online/Traditional Course Success by Residence and Service

We see a disparity in success rates between traditional and online classes – the difference is 8% overall. If we look at student from different geographical areas, we can see that students from local Barstow area have a success rate differential of only 5%, but students from Victor Valley show a success rate differential of 15% between traditional and online classes.

Students in service do slightly better than their civilian counterpart, and the success rate differential between traditional and online classes for military personnel is less – at only 5%.

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Annual Awards

Awards

	2009-10	2010-11	2011-12	2012-13	2013-14
Awards	348	364	358	254	322

■ AA Degree ■ AS Degree ■ Certificate

	2009-10	2010-11	2011-12	2012-13	2013-14
Certificate	18	27	13	10	14
AS Degree	176	177	171	103	139
AA Degree	154	160	174	141	169

	2009-10		2010-11		2011-12		2012-13		2013-14		Last Year Chg	5-Yr Avg	5-Yr Chg
AA Degree	154	44.3%	160	44.0%	174	48.6%	141	55.5%	169	52.5%	-5.5%	49.0%	18.6%
AS Degree	176	50.6%	177	48.6%	171	47.8%	103	40.6%	139	43.2%	6.5%	46.1%	-14.6%
Certificate	18	5.2%	27	7.4%	13	3.6%	10	3.9%	14	4.4%	10.4%	4.9%	-15.9%
Total	348	100%	364	100%	358	100%	254	100%	322	100%	26.8%	***	-7.5%

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 50.6% in 2009-10 to 43.2% in 2013-14. The percentages of AA degrees have increased as a result.
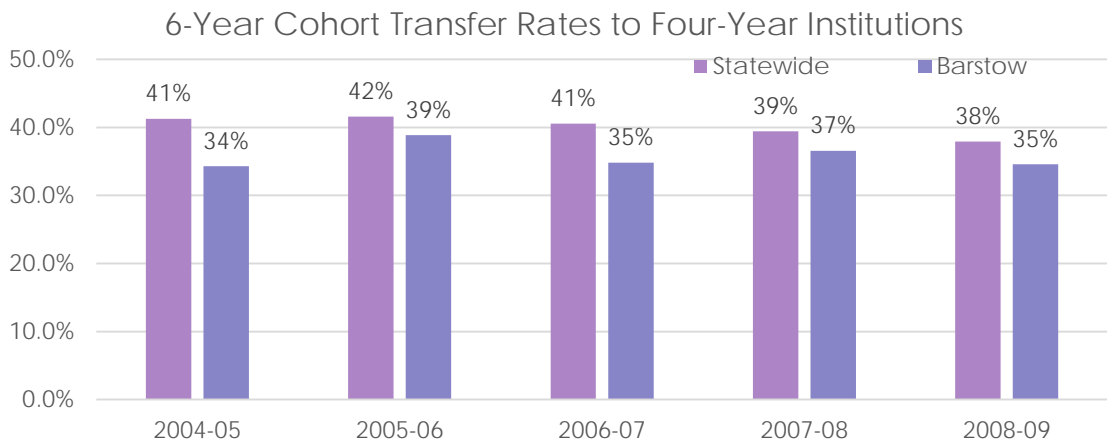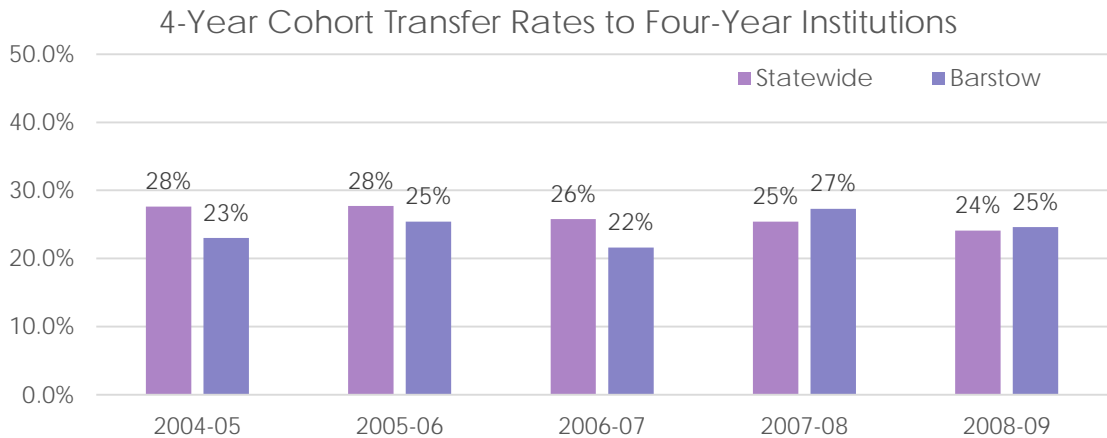
Awards by Programs

		2009-10		2010-11		2011-12		2012-13		2013-14	
AA Degree	051000 Logistics and Materials Transportation									1	0.6%
	200100 Psychology, General							2	1.4%	4	2.4%
	213300 Fire Technology							1	0.7%		
	220100 Social Sciences, General	109	70.8%	109	68.1%	126	72.4%	104	73.8%	118	69.8%
	220800 Sociology							1	0.7%	2	1.2%
	490300 Humanities	45	29.2%	51	31.9%	48	27.6%	33	23.4%	44	26%
	Total	154	100%	160	100%	174	100%	141	100%	169	100%
AS Degree	050100 Business and Commerce, General	22	12.5%	28	15.8%	24	14%	15	14.6%	17	12.2%
	050200 Accounting	11	6.3%	7	4%	8	4.7%	6	5.8%	13	9.4%
	050600 Business Management	32	18.2%	36	20.3%	45	26.3%	24	23.3%	21	15.1%
	070200 Computer Information Systems	13	7.4%	9	5.1%	6	3.5%	3	2.9%	10	7.2%
	093400 Electronics and Electric Technology	5	2.8%	3	1.7%	2	1.2%	3	2.9%		
	094800 Automotive Technology	7	4%	3	1.7%	7	4.1%	7	6.8%	3	2.2%
	095650 Welding Technology	1	0.6%	3	1.7%	4	2.3%	1	1%	5	3.6%
	101100 Photography			2	1.1%						
	120800 Medical Assisting	6	3.4%	1	0.6%						
	120820 Administrative Medical Assisting			1	0.6%	3	1.8%	1	1%	3	2.2%
	123030 Certified Nurse Assistant			3	1.7%						
	130500 Child Development/Early Care and Education	16	9.1%	18	10.2%	15	8.8%	8	7.8%	7	5%
	210500 Administration of Justice	27	15.3%	22	12.4%	21	12.3%	12	11.7%	24	17.3%
	213300 Fire Technology			2	1.1%						
	300700 Cosmetology and Barbering	4	2.3%	4	2.3%	4	2.3%	1	1%	2	1.4%
	490200 Biological and Physical Sciences (Mathematics)	32	18.2%	35	19.8%	32	18.7%	22	21.4%	34	24.5%
	Total	176	100%	177	100	171	100%	103	100%	139	100%
Certificate	050200 Accounting					1	7.7%			2	14.3%
	050600 Business Management	4	22.2%	2	7.4%	1	7.7%	2	20%	2	14.3%
	051400 Office Technology/Office Computer Applications	1	5.6%	3	11.1%	1	7.7%			1	7.1%
	070200 Computer Information Systems	2	11.1%			1	7.7%			1	7.1%
	093400 Electronics and Electric Technology			1	3.7%			1	10%		
	094700 Diesel Technology			2	7.4%			2	20%		
	094800 Automotive Technology					1	7.7%			2	14.3%
	095210 Carpentry					1	7.7%				
	095650 Welding Technology	4	22.2%			3	23.1%	2	20%	2	14.3%
	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%		
	210500 Administration of Justice	2	11.1%	3	11.1%			2	20%	4	28.6%
	300700 Cosmetology and Barbering			2	7.4%	1	7.7%				
	Total	18	100%	27	100	13	100	10	100%	14	100%

Transfer Rates

*Source: CCCCO Data Mart

4-Year Cohort Transfer Rates to Four-Year Institutions

■ Statewide ■ Barstow

	2004-05	2005-06	2006-07	2007-08	2008-09
Statewide	28%	28%	26%	25%	24%
Barstow	23%	25%	22%	27%	25%

6-Year Cohort Transfer Rates to Four-Year Institutions

■ Statewide ■ Barstow

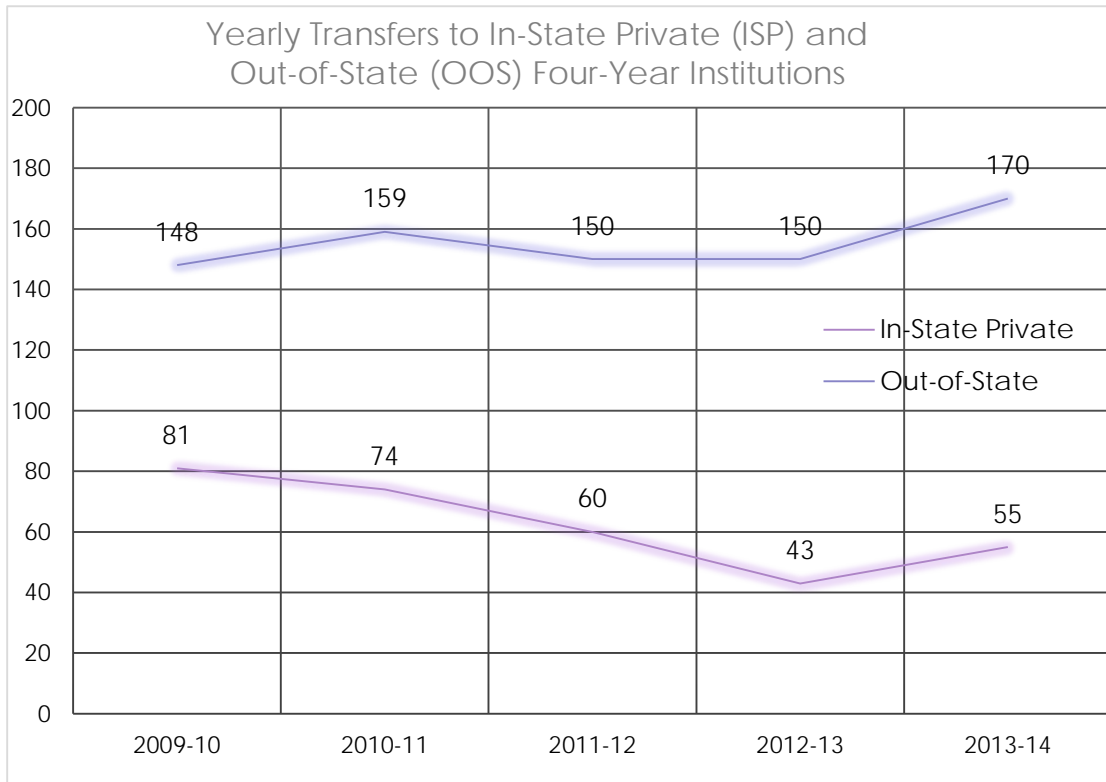|	2004-05	2005-06	2006-07	2007-08	2008-09
Statewide	41%	42%	41%	39%	38%
Barstow	34%	39%	35%	37%	35%

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 25% vs 24% Statewide. Over the last couple tracking periods, Statewide transfers to four-year institutions and Barstow College's are almost the same – within 3%.

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

*Source: CCCCO Data Mart

Yearly Transfers to In-State Private (ISP) and Out-of-State (OOS) Four-Year Institutions

	2009-10	2010-11	2011-12	2012-13	2013-14
Out-of-State	148	159	150	150	170
In-State Private	81	74	60	43	55

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

For each of the last five years, between 200 and 240 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.
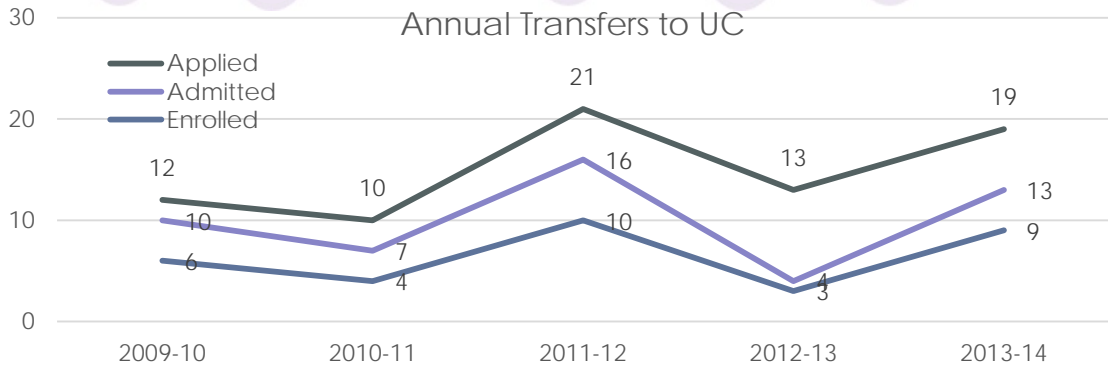
Transfers to California State Universities

Annual Transfers to CSU System
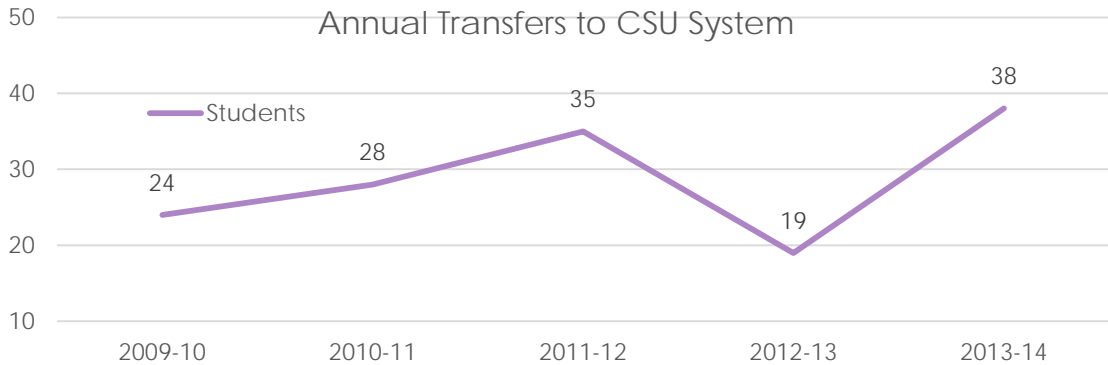
	2009-10	2010-11	2011-12	2012-13	2013-14
California State University, Bakersfield	1 4.2%	1 3.6%			1 2.6%
California State University Channel Islands					1 2.6%
California State University, Chico	3 12.5%	1 3.6%		1 5.3%	2 5.3%
California State University, Dominguez Hills	2 8.3%		1 2.9%		2 5.3%
California 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 7.1%	4 11.4%		2 5.3%
Humboldt State University				1 5.3%	1 2.6%
California State University, Long Beach			1 2.9%	2 10.5%	1 2.6%
California State University, Los Angeles	2 8.3%	2 7.1%	1 2.9%		3 7.9%
California Maritime Academy					
California State University, Monterey Bay		1 3.6%			
California State University, Northridge	1 4.2%	1 3.6%	1 2.9%	1 5.3%	2 5.3%
California State Polytechnic University, Pomona			2 5.7%	1 5.3%	3 7.9%
California State University, Sacramento	2 8.3%	2 7.1%			1 2.6%
California State University, San Bernardino	11 45.8%	16 57.1%	21 60.0%	7 36.8%	17 44.7%
San Diego State University		1 3.6%		2 10.5%	1 2.6%
San Francisco State University					
San José State University	1 4.2%		1 2.9%	1 5.3%	
California State Polytechnic University, San Luis Obispo					1 2.6%
California State University San Marcos			1 2.9%		
Sonoma State University				1 5.3%	
California State University, Stanislaus				2 10.5%	
TOTAL	24 100%	28 100%	35 100%	19 100%	38 100%

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 38(in 20013-14). The largest percentage of the CSU transfers goes to the San Bernardino campus.

Transfers to University of California

Annual Transfers to UC

Legend: Applied, Admitted, Enrolled

Data points:
- 2009-10: Applied 12, Admitted 10, Enrolled 6
- 2010-11: Applied 10, Admitted 7, Enrolled 4
- 2011-12: Applied 21, Admitted 16, Enrolled 10
- 2012-13: Applied 13, Admitted 3, Enrolled 3
- 2013-14: Applied 19, Admitted 13, Enrolled 9

	2009-10		2010-11		2011-12		2012-13		2013-14	
UC Berkeley									1	11%
UC Davis					1	10%			2	22%
UC Irvine									2	22%
UCLA									2	22%
UC Merced										
UC Riverside	4	67%			6	60%	1	33%	2	22%
UC San Diego					2	20%				
UC Santa Barbara					1	10%				
UC Santa Cruz										
Unreported*	2	33%	4	100%			2	67%		
TOTAL	6	100%	4	100%	10	100%	3	100%	9	100%

*Campus receiving less than five applications from the College does not provide admission data.

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. There are usually between 10 and 20 applications submitted, with most of them admitted and up to 50% of the applicants enrolled.
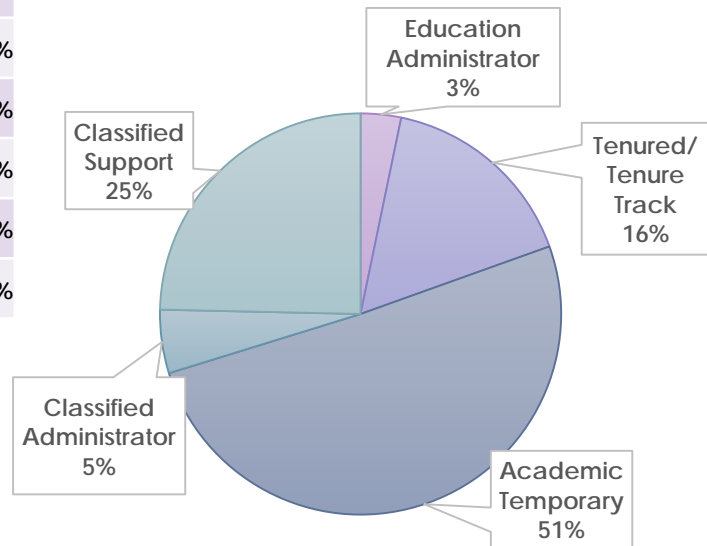
Faculty & Staff Information

Information on Barstow Community College faculty and staff

Faculty & Staff by Job Position

	Fall 2013	
Educational Administrator	7	3.2%
Tenured/Tenure Track Faculty	35	16.2%
Academic Temporary	109	50.9%
Classified Administrator	11	5.1%
Classified Support	53	24.5%
Total	215	100%

Faculty and Staff by Job Position

Among the 215employees at the College as of Fall 2013, Adjunct Faculty (Academic Temporary) is the largest group — at 50.9%, it's over half of all employees. There are 24.5% employees in the Classified Support category, followed by Tenure or Tenure-Track Faculty (16.2%), Classified Administrator (5.1%) and Education Administrator (3.2%).

Faculty & Staff
(Full Time Equivalency)

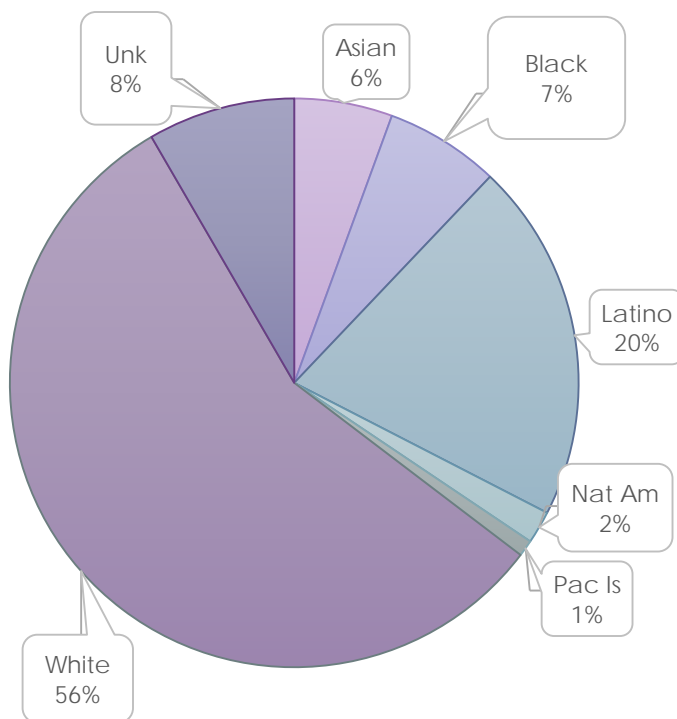|	Fall 2013	
Educational Administrator	7	4.5%
Tenured/Tenure Track Faculty	40.6	26.3%
Academic Temporary	46.8	30.3%
Classified Administrator	11.3	7.3%
Classified Support	48.9	31.6%
Total	154.6	100%
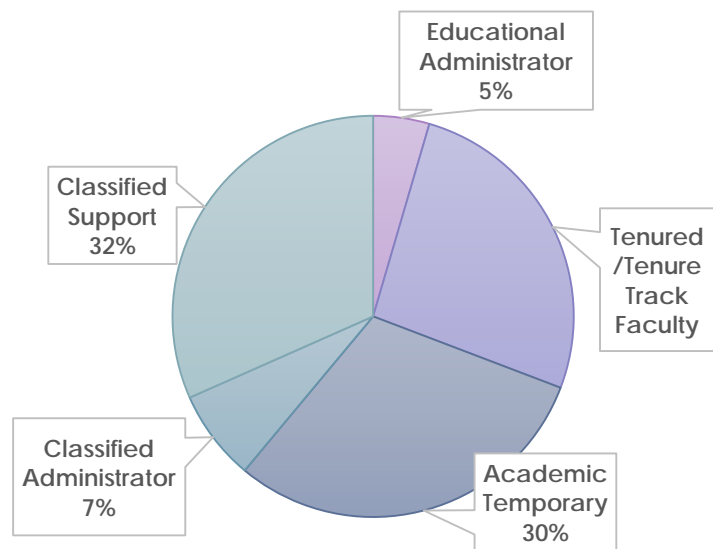
Faculty and Staff Full-Time Equivalency

The 215 employees at the College as of Fall 2013translate to a Full-Time Equivalency of 154.6. In this breakdown, Classified Support is the largest group at 31.6%. Full-Time (Tenure and Tenure-Track) and Part-Time (Academic Temporary) Faculty are the next two largest groups in terms of FTE, at 26.3% and 30.3%, respectively. Classified Administrator claims 7.3% of the FTE, and Educational Administrator occupies 4.5%.

Faculty & Staff by Ethnicity

	Fall 2012	
Asian	12	5.6%
Black	14	6.5%
Latino	44	20.5%
Nat Amer	4	1.9%
Pac Island	2	0.9%
White	121	56.3%
Unknown	18	8.4%
Total	215	100%

Pie chart labels: Unk 8%, Asian 6%, Black 7%, Latino 20%, Nat Am 2%, Pac Is 1%, White 56%
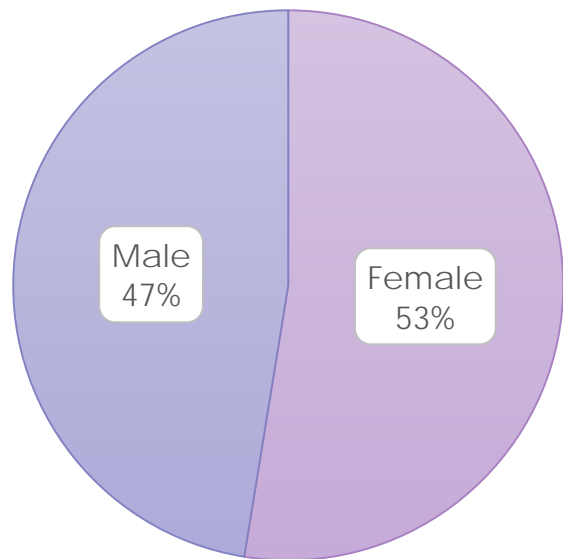
Faculty and Staff by Ethnicity

As of Fall 2013, the faculty and staff at Barstow Community College are predominantly white, at 56.3%. Latinos are the next largest group, comprising 20.5% of all faculty and staff. All other groups represent less than 10% of the College personnel.

Faculty & Staff by Gender

	Fall 2013	
Female	113	52.6%
Male	102	47.4%
Total	215	100%

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 2013, there were 113 females (52.6%) working at the College, and 102 males (47.4%)