



BARSTOW COMMUNITY COLLEGE

TRANSFER CENTER

MASTER PLAN

Fall 2023-Spring 2025

Contents

INTRODUCTION AND STANDARDS 3

TRANSFER PROGRAM HISTORY 3

MINIMUM PROGRAM STANDARDS..... 3

TRANSFER CENTER PURPOSE 4

BARSTOW COMMUNITY COLLEGE MISSION STATEMENT 4

BARSTOW COMMUNITY COLLEGE TRANSFER CENTER MISSION 4

THE BARSTOW COMMUNITY COLLEGE TRANSFER: DEFINITION AND MAJOR FUNCTIONS 4

TRANSFER CENTER PLAN COMPONENTS 5

 Required Services 5

 Facilities 6

 Staffing..... 6

 Advisory Committee 6

 Evaluation and Reporting 6

RECOMMENDED GUIDELINES FOR TRANSFER 7

TRANSFER CENTER, GOALS, ACTIVITIES, AND PERFORMANCE MEASURES..... 7

Goal 1: 7

Goal 2: 7

Goal 3: 7

Goal 4: 8

Goal 5: 8

Goal 6: 8

 Activities to Support Goals:..... 8

BARSTOW COMMUNITY COLLEGE STUDENT SUCCESS PLAN EXECUTIVE SUMMARY (2019-2022) 11

 Goals in the Student Success plan that support the Transfer to Four Year Institutions: 11

 TABLE 1. BARSTOW COMMUNITY COLLEGE ANNUAL STUDENT COUNT BY ETHNICITY, 2022-2023 ACADEMIC YEAR- SOURCE 11

 TABLE 2. BARSTOW COMMUNITY COLLEGE ANNUAL STUDENT COUNT BY AGE, 2022-2023 ACADEMIC YEAR- SOURCE 12

 TABLE 3. BARSTOW COMMUNITY COLLEGE ANNUAL STUDENT COUNT BY GENDER, 2022-2023. SOURCE..... 12

 TABLE 4. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO THE CALIFORNIA STATE UNIVERSITY (CSU) SYSTEM BY GENDER (FALL 2022). SOURCE..... 12

 TABLE 5. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO THE CALIFORNIA STATE UNIVERSITY (CSU) SYSTEM BY ETHNICITY (FALL 2022). SOURCE *Groups less than 10 are not shown. 12

TABLE 6. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO THE UNIVERSITY OF CALIFORNIA (UC) SYSTEM BY GENDER (2020-2021). SOURCE..... 12

TABLE 7. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO THE UNIVERSITY OF CALIFORNIA (UC) SYSTEM BY ETHNICITY, 2022-2023. SOURCE 13

TABLE 8. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO IN-STATE (ISP) AND OUT OF STATE (OOS) INSTITUTIONS, TRANSFER YEAR 2021-2022. SOURCE 13

Table 9. BARSTOW COMMUNITY COLLEGE 2023-2024 INSTITUTIONAL SET STANDARDS..... 13

INTRODUCTION AND STANDARDS

The Barstow Community College Transfer Center Plan was developed to outline the college’s institutional commitment to student transfer as integral to providing opportunities for student success, especially increasing the transfer rate for students who are holistically underrepresented. They include Asian American, Black/African American, Latinx, Native American/American Indian, Pacific Islander, students with disabilities, veterans, foster youth, and low-income students. The Transfer Center Plan is a requirement of the California Education Code, Title 5, Section 51027, and highly endorsed by the California Community College Chancellor’s Office, as specified in the California Community College Transfer: Recommended Guidelines (Spring 2014).

TRANSFER PROGRAM HISTORY

The 1960 California Master Plan for Higher Education established transfer from community colleges to baccalaureate institutions as a central element in providing broad educational opportunity. Two pieces of legislation focusing on implementing transfer and articulation in California resulted in the development of a common intersystem general education core curriculum and Transfer Center funding (AB 1725) and a comprehensive transfer system (SB 121).

- Assembly Bill 1725 provided new direction and support for the transfer function to California’s Community Colleges. Emphasis was placed on improving the transfer process and removing barriers to transfer.
- SB 121 established that the University of California system, the California State University system and California Community Colleges must work together to ensure a smooth transfer, transition and educational goal completion.

MINIMUM PROGRAM STANDARDS

Minimum Program Standards as established in Section 51027, Title 5, Part VI of the California Code of Regulations.

- a) The governing board of each community college district shall recognize transfer as one of its primary missions and shall place priority emphasis on the preparation and transfer of underrepresented students, including Black/African American, Latinx, Native American/American Indian, students with disabilities, low-income, first-generation and other students historically and currently underrepresented in the transfer process.
- b) Each community college district governing board shall direct the development and adoption of a Transfer Center Plan describing the activities of the Transfer Center and the services to be provided to students, incorporating the provisions established in these standards. Plans shall identify target students’ populations and shall establish target increases in the number of applicants to the four-year

segments from these populations, including specific targets for increasing the transfer application of those underrepresented among transfer students.

- c) Recommendations set forth by Section 51027 of the Title 5 regulations incorporate required services, facilities, staffing, establishment of an advisory committee, and evaluation and reporting.

TRANSFER CENTER PURPOSE

Barstow Community College Transfer Center was established to strengthen the transfer function and to increase the number of students prepared for transfer to baccalaureate-level institutions through the coordination of college transfer efforts. SB 121 established that all Transfer Centers incorporate the identification, development and implementation of strategies designed to enhance the transfer of low income, disabled, and first-generation college students. BCC's transfer plan incorporates Student Equity populations identified through campus research on disproportionately impacted student groups.

While the Barstow Community College Transfer serves as the focal point of transfer activities, the work of improving transfer is a responsibility of the institution, including campus administration, faculty, and student services programs, in cooperation with the baccalaureate-level universities.

BARSTOW COMMUNITY COLLEGE MISSION STATEMENT

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.

BARSTOW COMMUNITY COLLEGE TRANSFER CENTER MISSION

The Transfer Center supports students through the transfer exploration process by providing the tools, knowledge, and support needed for students to achieve their academic, and personal/social goals.

THE BARSTOW COMMUNITY COLLEGE TRANSFER: DEFINITION AND MAJOR FUNCTIONS

The Barstow Community College Transfer Center is in the Norman Smith Student Services Building, Room C-42. It is readily accessible and identifiable to students, faculty, and staff as the focal point of transfer activities that include, but are not limited to:

1. Serving as the liaison office between the community college and baccalaureate-level colleges and universities and higher regarding student admission policies and transfer requirements.
2. Regularly informing the college community of new and changing transfer information and requirements.
3. Answering public and college personnel inquiries regarding the college's transfer program.
4. Working toward identifying campus policies and procedures that may be barriers to transfer.
5. Handling complex transfer cases referred to the Transfer Center by administration, instructional faculty, counseling faculty, and enrollment services.
6. Developing marketing strategies to promote transfer as a viable educational goal for all students, including students identified as disproportionately impacted.
7. In coordination with the Counseling Department, providing potential transfer students with counseling and academic planning, including selecting courses required for university admission, general education

options, and major preparation. Encouraging participation in transfer programs that support academic planning, such as Transfer Admission Guarantees, and utilizing course articulation information to ensure course transferability.

8. Working with baccalaureate-level universities to develop and coordinate collaborative transfer programs, such as the Transfer Admission Agreements (TAAs), dual admissions, university outreach, and Transfer Fair.
9. Providing students with access to computers for transfer research and the submission of university applications.
10. Developing a calendar of Transfer Center activities and coordinating transfer workshops and university tours.
11. Assisting students with their transfer/transition plans, including timely completion and submission of university applications, information about financial aid and housing, and identifying other available university services, programs and personnel to contact for further assistance in the transition process.
12. Assisting students with transfer questions, transfer research, and online university applications.
13. Providing advocacy for students who believe their denial of admission to a baccalaureate-level university is unfair or incorrect.

TRANSFER CENTER PLAN COMPONENTS

Recommendations set forth by Section 51027 of the Title 5 Regulations and approved Barstow Community College AP 5120 and BP 5120, outline the following components to be included in the Transfer Center Plan:

Required Services

Districts shall:

- a. Identify, contact, and provide transfer support services to targeted student populations as identified in the Transfer Center Plan, prioritizing Asian American, Black/African American, Latinx, Native American/American Indian, students with disabilities, low-income, and other underrepresented students. These activities shall be developed and implemented in cooperation with student services departments and faculty.
- b. Ensure the provision of academic planning for transfer, the development and use of transfer admission agreements with baccalaureate institutions where available and as appropriate, and the development and use of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, faculty, and baccalaureate institution personnel as available.
- c. Ensure students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling services.
- d. Monitor the progress of transfer students to the point of transfer in accordance with monitoring activities established in the Transfer Center Plan.
- e. Support the progress of transfer students through referral as necessary to such services as tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate.
- f. Assist students in the transition process, including timely completion and submittal of necessary forms and applications.

- g. In cooperation with baccalaureate institution personnel as available, develop and implement a schedule of services for transfer students to be provided by baccalaureate institution staff.
- h. Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate institutions, and related transfer information.

The above required services are outlined in the Transfer Center Goals in the section below. Services are provided directly to students via staff, counselors, workshops, classroom visits, published materials, and campus website.

Facilities

Each district governing board shall provide space and facilities adequate to support the Transfer Center and its activities. Each district shall designate a particular location on campus as the focal point of transfer functions. This location should be readily identifiable and accessible to students, faculty, and staff.

The Barstow Community Transfer Center is located in the Norman Smith Student Services Center in Room C-42. This facility houses the Transfer Center faculty and staff. It includes two offices, a computer lab with student-use computers, two staff work desks/areas, and transfer resources and university informational materials.

Staffing

Each district governing board shall, provide clerical support for the Transfer Center and assign college staff to coordinate the activities of the Transfer Center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with baccalaureate institution personnel. [Recommended minimum Transfer Center Staffing](#): one faculty director assigned full time to the Transfer Center with appropriate experience and training in university admissions and transfer counseling (or an administrative director with a master's degree in counseling or a related field or equivalency, and experience in baccalaureate-level admissions or outreach) who reports to a senior administrator; at least one full-time counseling faculty member; one to two full-time classified positions or more depending on the size of the campus and the scope of the transfer program.

Staffing includes two counseling faculty members, one classified transfer coordinator, and one classified advisor.

Advisory Committee

Each district shall designate an Advisory Committee to plan the development, implementation, and ongoing operations of the Transfer Center. Membership shall be representative of campus departments and services. Four-year college and university personnel shall be included as available.

The Transfer Center Advisory Committee will provide review, planning, and support for the Transfer Center, and will meet once a semester in the fall and spring. The Transfer Center Advisory Committee will include, yet is not limited to, Counseling Faculty; Transfer Center Staff; Dean of Counseling; Vice President of Student Services; Administrators, Faculty, and Staff determined appropriate by the Dean of Counseling; and local university representatives as available.

Evaluation and Reporting

Each district governing board shall include in its Transfer Center Plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts and the achievement of its Transfer Center Plan. Each community college district shall submit an annual report to the Chancellor describing the status of the district's efforts.

The Transfer Center works closely with the Institutional Research department for ongoing internal evaluation of the effectiveness of Barstow Community College's transfer efforts. An Annual Report is submitted to the California Community College Chancellor's Office.

RECOMMENDED GUIDELINES FOR TRANSFER

In 1997, the State Chancellor's Office established the Recommended Guidelines for Transfer. These guidelines help to create campus-wide goals that support Transfer Centers and a strong transfer culture.

California Community Colleges State Chancellors office, recommended goals of the institution.

1. Identify and increase the number of students who choose to transfer and are prepared to transfer, particularly those who are underrepresented in the transfer process.
2. Increase the number of students, in cooperation with the four-year systems, who transfer, particularly among those underrepresented in the transfer process.
3. Work with campus governing boards, administrators, and academic senates to ensure that the transfer of students is a high priority of the campus.
4. Revise campus policies and processes to strengthen and clarify the transfer process.
5. Ensure students obtain accurate and timely academic advising, transfer information, and services.
6. Work with instructional faculty and departments to develop curriculum, course content, and pedagogy which integrates transfer concepts and strategies and to ensure course articulation with lower division offerings at four-year institutions.

Following these guidelines, the Barstow Community College Transfer Center Master Plan has developed a set of institutional transfer goals that are specific to the Barstow Community College campus.

TRANSFER CENTER, GOALS, ACTIVITIES, AND PERFORMANCE MEASURES

In 2006, the California Community Colleges State Chancellor's Office published the California Community College Transfer [Recommended Guidelines](#). The Barstow Community College Transfer Center has adopted these goals and has outlined activities to meet these goals, along with measures by which we can assess the goals. The Transfer Center Plan is in alignment with the strategic goals of Barstow Community College [Strategic Plan](#), [Student Equity Plan](#), and the Chancellor's Office [Vision for Success Goals](#).

Goal 1:

Identify and increase the percentage of underrepresented students and disproportionately impacted students, as specified in Table 1, who declare transfer as their educational goal and who transfer.

Goal 2:

Work with administration, faculty, and staff to enhance campus-wide policies and procedures to strengthen and support the transfer process.

Goal 3:

Through the Transfer Center, Counseling Department, and all other programs that support transfer students, ensure that students obtain accurate and timely academic counseling and advising about transfer information and services.

Goal 4:

Provide resources and staffing to enhance the transfer culture to support the Transfer Center.

Goal 5:

Enhance our facilities by providing an open area where students can attend presentations from transfer institutions and meet with transfer representatives.

Goal 6:

Increase collaboration with Instructional Faculty, Counseling Faculty; Transfer Center Staff; Dean of Counseling; Vice President of Student Services; Administrators, Faculty, and Staff, and local university representatives as available to fill seats on the Transfer Center Advisory Board.

Activities to Support Goals:

Supports Goal #:	Activity	Timeline	Evaluation
1	Work with Director of Instructional Research to <u>identify</u> and analyze "transfer," volume, rate, and preparedness.	Annually	Annual meeting to clarify transfer data needs, enrolled students with a goal of transfer, CSU/UC data, and CCC student success metrics.
1, 2	Review disproportionately impacted student population information via the Student Equity Plan and develop strategies to overcome barriers to transfer for target groups.	Annually	Review completed or incomplete
1, 4, 6	Increase university partnerships.	Per semester	Comparison of current partnerships and # of new partnerships established.
1, 4, 5, 6	Increase the # of four-year universities who participate in transfer related events hosted on the BCC Campus.	Per semester	# of university reps participating in events.
2	Meet with the Dean of Enrollment Services to discuss campus policies and procedures that may be hindering the transfer process and identify ways to strengthen and support the transfer process.	Per semester	Identified barriers and resolutions.
1, 3, 4	Contact students who had a goal of transfer, that did complete an associate degree but did not transfer.	Per semester	# postings to the BCC resource hub and campus activities
1, 2, 6	Collaborate with Student Support Programs (EOPS, ACCESS, VETS, REBOUND, PROMISE, BRASS, ATHLETICS) to host targeted workshops and events.	Per semester	Student participation is tracked via SARS.

1, 2, 4	Host topic-specific workshops for all students with designated dates for underrepresented student groups such as Historical Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSI).	Per semester	Student participation is tracked via SARS.
1, 4	Emphasize Transfer Season activities (September-January), including Application workshops and assistance, Transfer Day Fair, Transfer Awareness Student Week, Transfer Information Workshops, Outreach marketing via email, canvas, BCC App, and social media, and University representative campus visits, appointments, and presentations.	Per semester	# of emails sent, post made on canvas, on the BCC app, flyers created, and website banners.
1, 4, 5	Host the Annual Transfer Recognition Ceremony and provide information on next steps and campus contacts.	Annually	Student participation is tracked via SARS.
1, 2	Coordinate a Southern California College Tour to the HBCU/Black Student expo in Los Angeles.	Annually	Tour coordinated or not
1, 2, 4	Provide transfer information to student groups at campus-wide events.	Per semester	# of student contacts at campus-wide events.
2	Serve on committees/task forces with a high transfer focus as part of college governance to bring transfer to the forefront.	Per semester	Transfer represented on the Guided Pathways Team, Curriculum Committee, and Accreditation Steering Committee.
2, 3	Present at All College meeting to increase transfer awareness, knowledge, and provide information on barriers to transfer for identified target populations	Monthly	# of presentations
2, 4	Work closely with Admissions and Records, Evaluations and Articulation Officer to strengthen procedures related to transfer such as ADT verification, improving systems of identifying transfer students based on transfer goal, major and transfer university, transcripts request, and general education certification process	Per semester	# of meetings
2, 4	Work closely with Financial Aid to strengthen procedures and materials available for disproportionately impacted students planning to transfer to a 4-year university.	Per semester	# of meetings
4	Work with Region 9 Transfer Center Directors to determine best practices at other CCC's	Per semester	# of meetings with regional and local TCD
4	Monitor transfer-related information in college materials and documentation, including transfer emails sent to new applications, college catalog, Transfer Center website, and online orientation	Per semester	Accuracy of Information

4	Review the Transfer Center mission statement, AP & BP, to ensure it reflects the college's mission and strategic priorities.	Annually	Results of review.
1, 4, 6	Increase visibility of Transfer Center activities via website, campus signage, sandwich boards, and other marketing materials.	Per semester	# of Increase and visibility
1, 2, 6	Provide timely transfer updates to all counselors and advisors, including annual updates on UC TAG, CSU/UC application, supplemental applications, nursing programs, admissions and major requirement changes, and transfer data.	Per semester or as needed	# of presentations to counseling faculty.
2	Schedule 4-year university presentations for the counseling department.	Per semester	# of presentations
2	Collaborate with Financial Aid to promote college affordability; inform students about FA opportunities, scholarships, UC Blue and Gold, and Middle-Class Income Scholarships program.	Per semester	Professional development opportunities for FA Dept to learn about the FA available at 4-year institutions.
1, 3, 4	Monitor Barstow CC student-specific CSUSB and UCR transfer data to increase knowledge of admission practices.	Per semester	Knowledge of admission practices
1, 4	Attend all appropriate conferences for updates on transfer information (CSU Conference, UC ETS, and Annual Transfer Summit) and attend activities that support disproportionately impacted students.	Per semester	Attendance at transfer conferences and HBCU webinars, Equity Summit, Undocumented Student Action Week, Safe Zone Training, HACU Conference, Latina Leadership Network Statewide Conference, Annual Ensuring Transfer Success (ETS), Colegas, etc.
1, 4	Ensure transfer information is accurate in online and in-person orientations.	Per semester	Accuracy of information
1, 4, 6	Host a Transfer Fair every Fall and Spring Semester.	Bi-Annually	Event hosted
4	Maintain university information takeaways in the Transfer Center.	Per semester	# of takeaways maintained
1, 4, 6	Provide information related to Historically Black Colleges and Universities and Hispanic Serving Institutions.	Per semester	# of presentations and information provided to

			students, staff, and faculty
--	--	--	------------------------------

BARSTOW COMMUNITY COLLEGE STUDENT SUCCESS PLAN EXECUTIVE SUMMARY (2019-2022)

Transfer to 4-Year Institution Goals:

Metric	Baseline	Goal	Equity Change
Overall Student Population	418	502	20%
Disabled Females	9	19	111%
Female Black or African American	29	38	31%
Female Some Other Race	9	13	31%
Male Hispanic & Latinx	40	51	28%

Goals in the Student Success plan that support the Transfer to Four Year Institutions:

- Support district-wide professional development on transfer resources to provide campus-wide support for students with a goal of transfer.
- Implement degree planner software to efficiently provide each student with a personalized, step-by-step road map of courses needed to complete their educational goals.
- Implement degree audit software to streamline the process of awarding certificates and degrees. Increase marketing to encourage full-time students to finish college faster by completing 15 units each semester or 30 credits a year to increase on-time graduation.
- Increase the number of disproportionately impacted students who join the Transfer Academy to ensure they achieve and celebrate critical milestones throughout their educational journey to transfer.
- Collaborate with ACCESS to expose Disabled Females to 4-year institutions and available ACCESS services.
- Collaborate with Financial Aid to provide targeted advising to disproportionately impacted students on the financial aid opportunities and programs at 4-year institutions.

TABLE 1. BARSTOW COMMUNITY COLLEGE ANNUAL STUDENT COUNT BY ETHNICITY, 2022-2023 ACADEMIC YEAR- SOURCE

Ethnicity	Student Count	Percent (%)
African American	914	15.62%
American Indian/Alaska Native	30	0.62%
Asian	202	2.51%
Filipino	92	1.66%
Hispanic	2,364	45.92%
Multi-Ethnicity	298	6.64%
Pacific Islander	54	1.31%
Unknown	88	2.07%
White Non-Hispanic	1,220	23.64%
<i>Barstow Community College Total</i>	<i>5,262</i>	<i>100%</i>

TABLE 2. BARSTOW COMMUNITY COLLEGE ANNUAL STUDENT COUNT BY AGE, 2022-2023 ACADEMIC YEAR-
SOURCE

AGE	Student Count	Percent (%)
19 or less	1,305	24.80%
20 to 24	1,419	26.97%
25 to 29	847	16.10%
30 to 34	583	11.08%
35 to 39	382	7.26%
40 to 49	421	8.00%
50+	305	5.80%

TABLE 3. BARSTOW COMMUNITY COLLEGE ANNUAL STUDENT COUNT BY GENDER, 2022-2023. SOURCE

Gender	Student Count	%
Female	3,257	61.90%
Male	1,900	36.11%
Non-Binary	16	0.30%
Unknown	89	1.69%

TABLE 4. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO THE CALIFORNIA STATE UNIVERSITY (CSU) SYSTEM BY GENDER (FALL 2022). SOURCE

Gender	Application	Admitted	Enrolled
Female	97	80	33
Male	36	28	15

TABLE 5. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO THE CALIFORNIA STATE UNIVERSITY (CSU) SYSTEM BY ETHNICITY (FALL 2022). SOURCE *Groups less than 10 are not shown.

Ethnicity	Application	Admitted	Enrolled
Hispanic/Latinx	71	59	32
White	26	20	6
Asian	3	2	
Non-Resident			
Two or More Races	6	5	4
Race and Ethnicity Unknown	6	4	1
Black/African American	18	15	3

TABLE 6. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO THE UNIVERSITY OF CALIFORNIA (UC) SYSTEM BY GENDER (2020-2021). SOURCE

Gender	Application	Admitted	Enrolled
Female	12	10	7
Male	7	4	4

TABLE 7. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO THE UNIVERSITY OF CALIFORNIA (UC) SYSTEM BY ETHNICITY, 2022-2023. [SOURCE](#)

Ethnicity	Application	Admitted	Enrolled
Hispanic/Latinx	12	10	8
White			
Asian			
Non-Resident			
Two or More Races			
Race and Ethnicity Unknown			
Black/African American			

TABLE 8. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO IN-STATE (ISP) AND OUT OF STATE (OOS) INSTITUTIONS, TRANSFER YEAR 2021-2022. [SOURCE](#)

	2017-2018	2018-2019	2019-2020	2021-2022
In-State-Private (ISP)	24	17	24	18
<ul style="list-style-type: none"> Top 5 Institutions (2021-2022)- Azusa Pacific University, Devry University, California Baptist University, Pacific College, and University of La Verne. 				
Out-of-State (OOS)	116	96	96	95
<ul style="list-style-type: none"> Top 5 Institutions (2021-2022)- Grand Canyon University (11), Park University (8), Southern New Hampshire University (7), Arizona State University (6), and University of Maryland (4). 				
BCC Total	140	113	120	113

Table 9. BARSTOW COMMUNITY COLLEGE 2023-2024 INSTITUTIONAL SET STANDARDS.

	Institution-Set Standard (Floor)	Stretch Goal (Aspirational)
Course Completion Rates	70%	73%
Certificates	80	100
Degrees	440	525
Transfers	165	210
Licensure Examination Pass Rates*	70%	79%
Employment Rates*	60%	73%

*Applicable to CTE Programs