Fast Facts 2018-19

Student Demographics:

**Gender**
- 54.9% Female
- 43.4% Male
- 1.7% Not Reported

**Ethnicity**
- 70.6% Hispanic
- 17.1% White
- 2.0% Asian
- 4.3% African American
- 2.6% Two or More Races
- 0.3% American Indian
- 0.4% Not Reported

**Age**
- 41.6% 19 or Younger
- 28.4% 20-24
- 12.7% 25-29
- 6.9% 30-34
- 4.2% 35-39
- 6.2% 40-49
- 0.0% Not Reported
Fall 2018 Employees:

<table>
<thead>
<tr>
<th></th>
<th>Headcount/Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty</td>
<td>321 (31.1%)</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>350 (33.9%)</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>335 (32.5%)</td>
</tr>
<tr>
<td>Administrators</td>
<td>26 (2.5%)</td>
</tr>
<tr>
<td>Total</td>
<td>1,032</td>
</tr>
</tbody>
</table>

2017-18 General Fund Budget:

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 General</td>
<td>$84,178,278</td>
</tr>
<tr>
<td>Fund Budget:</td>
<td>$25,381,913</td>
</tr>
</tbody>
</table>

Annual FTES Trends (SS/F/S):

<table>
<thead>
<tr>
<th>Year</th>
<th>FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>12,837</td>
</tr>
<tr>
<td>2014</td>
<td>13,625</td>
</tr>
<tr>
<td>2015</td>
<td>14,632</td>
</tr>
<tr>
<td>2016</td>
<td>15,526</td>
</tr>
<tr>
<td>2017</td>
<td>17,034</td>
</tr>
</tbody>
</table>

2017-18 Student Financial Aid:

<table>
<thead>
<tr>
<th></th>
<th>Award Amount/Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cal Promise</td>
<td>$14,066,915 (58.5%)</td>
</tr>
<tr>
<td>Grants</td>
<td>$39,187,680 (29.6%)</td>
</tr>
<tr>
<td>Loans</td>
<td>$2,790,209 (1.2%)</td>
</tr>
<tr>
<td>Scholarship</td>
<td>$734,751 (1.8%)</td>
</tr>
<tr>
<td>Work Study</td>
<td>$430,592 (0.5%)</td>
</tr>
<tr>
<td>Total Financial Aid</td>
<td>$57,210,147</td>
</tr>
</tbody>
</table>
Enrollment Related Trends:

**Student Headcount**
- Fall 2015: 20684
- Fall 2016: 23156
- Fall 2017: 23053
- Fall 2018: 25397

**Enrollments at Census**
- Fall 2015: 58945
- Fall 2016: 62234
- Fall 2017: 61777

**Sections Offered**
- Fall 2015: 1739
- Fall 2016: 1930
- Fall 2017: 2064

**FTES**
- Fall 2015: 6772
- Fall 2016: 7220
- Fall 2017: 7418
Student Award Trends:

Top Three Awards, 2017-18:

- Business Administration
- Biology, General
- Psychology, General

Job Skill Certificates:
- Child Dev/Early Care & Edu
- Emergency Medical Technology
- Welding And Cutting

Degrees:
- AA-T/AS-T Degree
- AA/AS Degree
**Student Transfer Trends:**

<table>
<thead>
<tr>
<th>Year</th>
<th>UC</th>
<th>CSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>789</td>
<td>59</td>
</tr>
<tr>
<td>2015-16</td>
<td>721</td>
<td>56</td>
</tr>
<tr>
<td>2016-17</td>
<td>850</td>
<td>64</td>
</tr>
</tbody>
</table>

**Top Three Transfer Colleges, 2016-17:**

- **University of California (UC)**
  - UC Davis
  - UC Santa Barbara
  - UC Irvine

- **California State University (CSU)**
  - CSU Bakersfield
  - CSU Fresno
  - CSU Long Beach

**Rate of Successful Course Completion (Grades of C or Better):**

<table>
<thead>
<tr>
<th>Year</th>
<th>Basic Skills</th>
<th>Vocational</th>
<th>Transfer</th>
<th>Online</th>
<th>All Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>59.8%</td>
<td>56.1%</td>
<td>60.0%</td>
<td>54.0%</td>
<td>65.70%</td>
</tr>
<tr>
<td>2015-16</td>
<td>77.4%</td>
<td>78.9%</td>
<td>81.0%</td>
<td>56.0%</td>
<td>73.30%</td>
</tr>
<tr>
<td>2016-17</td>
<td>82.00%</td>
<td>82.00%</td>
<td>73.30%</td>
<td>58.26%</td>
<td>73.30%</td>
</tr>
<tr>
<td>2017-18</td>
<td>69.00%</td>
<td>69.00%</td>
<td>70.70%</td>
<td>68.80%</td>
<td>73.30%</td>
</tr>
</tbody>
</table>

Source: KCCD Institutional Research and Reporting, BC Fast Facts January 2018
Employee Trends

Employee Type:

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

Total Number of Employees:

<table>
<thead>
<tr>
<th>Year</th>
<th>Educational Administrator</th>
<th>Academic, Tenured/Track</th>
<th>Academic, Temporary</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>2.0%</td>
<td>32.1%</td>
<td>34.2%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>2.1%</td>
<td>31.4%</td>
<td>32.5%</td>
<td>33.9%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>2.1%</td>
<td>29.7%</td>
<td>31.4%</td>
<td>36.8%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>2.2%</td>
<td>30.7%</td>
<td>29.4%</td>
<td>37.8%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>2.5%</td>
<td>31.1%</td>
<td>33.9%</td>
<td>32.5%</td>
</tr>
</tbody>
</table>

Total Number of Employees:

- Fall 2014: 763
- Fall 2015: 840
- Fall 2016: 964
- Fall 2017: 1001
- Fall 2018: 1032
Employee Age Proportion:

### Ed. Administrator

- **Fall 2014:**
  - 18 to 34: 46.7%
  - 35 to 39: 33.3%
  - 40 to 49: 12.2%
  - 50 to 59: 0.0%
  - 60+:

- **Fall 2015:**
  - 18 to 34: 44.4%
  - 35 to 39: 22.2%
  - 40 to 49: 11.1%
  - 50 to 59: 0.0%
  - 60+:

- **Fall 2016:**
  - 18 to 34: 45.0%
  - 35 to 39: 25.0%
  - 40 to 49: 10.0%
  - 50 to 59: 0.0%
  - 60+:

- **Fall 2017:**
  - 18 to 34: 40.9%
  - 35 to 39: 18.2%
  - 40 to 49: 11.5%
  - 50 to 59: 4.5%
  - 60+:

- **Fall 2018:**
  - 18 to 34: 34.6%
  - 35 to 39: 26.9%
  - 40 to 49: 0.0%
  - 50 to 59: 0.0%
  - 60+:

### Academic, Tenured/Tenure Track

- **Fall 2014:**
  - 18 to 34: 32.2%
  - 35 to 39: 29.2%
  - 40 to 49: 20.0%
  - 50 to 59: 22.2%
  - 60+:

- **Fall 2015:**
  - 18 to 34: 24.5%
  - 35 to 39: 24.6%
  - 40 to 49: 21.3%
  - 50 to 59: 12.6%
  - 60+:

- **Fall 2016:**
  - 18 to 34: 24.4%
  - 35 to 39: 22.2%
  - 40 to 49: 12.6%
  - 50 to 59: 13.8%
  - 60+:

- **Fall 2017:**
  - 18 to 34: 25.9%
  - 35 to 39: 26.0%
  - 40 to 49: 25.3%
  - 50 to 59: 25.3%
  - 60+:

- **Fall 2018:**
  - 18 to 34: 22.3%
  - 35 to 39: 19.0%
  - 40 to 49: 23.4%
  - 50 to 59: 24.6%
  - 60+:

### Classified

- **Fall 2014:**
  - 18 to 34: 33.8%
  - 35 to 39: 23.8%
  - 40 to 49: 20.4%
  - 50 to 59: 23.6%
  - 60+:

- **Fall 2015:**
  - 18 to 34: 34.7%
  - 35 to 39: 19.8%
  - 40 to 49: 14.6%
  - 50 to 59: 16.4%
  - 60+:

- **Fall 2016:**
  - 18 to 34: 33.4%
  - 35 to 39: 14.6%
  - 40 to 49: 20.9%
  - 50 to 59: 14.3%
  - 60+:

- **Fall 2017:**
  - 18 to 34: 26.0%
  - 35 to 39: 15.4%
  - 40 to 49: 21.1%
  - 50 to 59: 14.6%
  - 60+:

- **Fall 2018:**
  - 18 to 34: 28.9%
  - 35 to 39: 15.9%
  - 40 to 49: 21.1%
  - 50 to 59: 14.3%
  - 60+:

### Academic, Temporary

- **Fall 2014:**
  - 18 to 34: 32.6%
  - 35 to 39: 20.9%
  - 40 to 49: 23.4%
  - 50 to 59: 24.8%
  - 60+:

- **Fall 2015:**
  - 18 to 34: 25.3%
  - 35 to 39: 17.3%
  - 40 to 49: 19.0%
  - 50 to 59: 13.4%
  - 60+:

- **Fall 2016:**
  - 18 to 34: 23.4%
  - 35 to 39: 12.9%
  - 40 to 49: 12.6%
  - 50 to 59: 13.4%
  - 60+:

- **Fall 2017:**
  - 18 to 34: 24.8%
  - 35 to 39: 11.0%
  - 40 to 49: 24.5%
  - 50 to 59: 13.4%
  - 60+:

- **Fall 2018:**
  - 18 to 34: 26.0%
  - 35 to 39: 11.9%
  - 40 to 49: 24.6%
  - 50 to 59: 13.4%
  - 60+:
Employee Gender Proportion:

**Ed. Administrator**
- Female: 60.0%, 60.0%, 57.7%, 50.0%, 42.3%
- Male: 44.4%, 40.0%, 50.0%, 57.7%, 60.0%

**Academic, Tenured/Tenure Track**
- Female: 52.2%, 51.9%, 49.0%, 51.1%, 51.4%
- Male: 47.8%, 48.1%, 51.0%, 48.9%, 48.6%

**Classified**
- Female: 66.1%, 67.7%, 65.9%, 64.8%, 66.6%
- Male: 33.9%, 32.3%, 34.1%, 35.2%, 33.4%

**Academic, Temporary**
- Male: 49.8%, 47.3%, 47.5%, 49.0%, 44.6%
- 50 to 59: 33.4%, 35.2%, 32.3%, 22.4%, 19.4%

% Percent

Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018
Employee Race Proportion:

**Ed. Administrator**

- African-American: 55.6%, 61.5%
- Asian: 20.0%, 16.7%
- Hispanic: 10.0%, 13.6%
- White Non-Hispanic: 6.7%, 7.7%

**Academic Tenured/Tenure Track**

- African-American: 72.3%, 69.9%
- Asian: 4.9%, 4.2%
- Hispanic: 15.0%, 3.9%
- White Non-Hispanic: 73.1%, 67.6%

**Classified**

- African-American: 45.9%, 44.9%
- Asian: 30.5%, 12.2%
- Hispanic: 13.2%, 1.8%
- White Non-Hispanic: 35.5%, 35.2%

**Academic Temporary**

- African-American: 72.0%, 63.3%
- Asian: 18.3%, 20.7%
- Hispanic: 6.8%, 4.8%
- White Non-Hispanic: 72.0%, 61.4%

Source: CCCCO Data Mart
Community College Survey of Student Engagement (CCSSE)

The Community College Survey of Student Engagement Report key findings are highlighted in these charts. To view the CCSSE Benchmarks Scores report (click here) and Key Findings report (click here).

2017 Benchmark Scores

BC meets or exceeds the 2017 Cohort mean (50) in Active & Collaborative Learning, Student Effort, Academic Challenge, and Support for Learners. Student-Faculty Interaction scored slightly below the Cohort mean with a 49.5 score.

Overall, BC exceeds in comparison of Ex-Large Colleges in four out of five benchmarks. Full-time students tend to score higher on benchmarks in comparison to part-time students at BC.

*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.cccse.org.
**Student Effort:** Students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

**Academic Challenge:** Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

**Student-Faculty Interaction:** In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

**Support for Learners:** Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

**Active and Collaborative Learning:** Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.
Q: In your experiences at this college, during the current academic year, about how often have you done each of the following...

**Made a class presentation**

<table>
<thead>
<tr>
<th></th>
<th>Often/Very Often</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 CCSSE Cohort</td>
<td>34%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Active & Collaborative Learning**

<table>
<thead>
<tr>
<th></th>
<th>Often/Very Often</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>58%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 CCSSE Cohort</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prepared two or more drafts of a paper/assignment before turning it in**

<table>
<thead>
<tr>
<th></th>
<th>Often/Very Often</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 CCSSE Cohort</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q: How much does this college emphasize the following...

**Encouraging you to spend significant amounts of time studying**

<table>
<thead>
<tr>
<th></th>
<th>Quite a Bit/ Very Much</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 CCSSE Cohort</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Academic Challenge**

Aspects of highest student engagement is an analysis of the items across all benchmarks on which the college scored highest.

When surveyed, "In your experiences at this college, during the current academic year, about how often have you done each of the following..." 45% of BC students selected *often* or *very often* for "made a class presentation" and 57.9% selected "prepared two or more drafts of a paper/assignment before turning it in."

When surveyed, "How much does this college emphasize the following..." 82.4% of BC students selected *quite a bit* or *very much* for "encouraging you to spend significant amounts of time studying."
Q: How often have you used the following services during the current academic year...

<table>
<thead>
<tr>
<th>Service</th>
<th>Frequency</th>
<th>BC (%)</th>
<th>2017 CCSSE Cohort (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Counseling</td>
<td>2-4 Times/5 or More Times</td>
<td>28%</td>
<td>18%</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer or Other Tutoring</td>
<td>2-4 Times/5 or More Times</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>Support for Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When surveyed, "How often have you used the following services during the current academic year..." 27.9% of BC students selected 2-4 times or 5 or more times for "career counseling" and 14.4% selected "peer or other tutoring."

Source: CCSSE Report 2017 Key Findings
**CCSSE- Aspects of Lowest Student Engagement**

**Q:** In your experiences at this college, during the current academic year, about how often have you done each of the following...

**Active & Collaborative Learning**

- **Asked questions in class or contributed to class discussions**
  - BC: 58%
  - 2017 CCSSE Cohort: 66%

**Student Effort**

- **Participated in a community-based project (service-learning activity) as part of a regular course**
  - BC: 5%
  - 2017 CCSSE Cohort: 9%

**Academic Challenge**

- **Worked with instructors on activities other than coursework**
  - BC: 9%
  - 2017 CCSSE Cohort: 12%

Aspects of lowest student engagement analyzes the aggregated frequencies for the items on which the college performed least favorably relative to the 2017 CCSSE Cohort.

Compared to the 2017 CCSSE Cohort, BC scored lowest on:

- Asking questions in class, contributing to class discussions
- Participating in community-based projects
- Working with instructors on activities other than coursework
- Utilizing academic advising/planning
- Utilizing the computer lab
Q: How often have you used the following services during the current academic year...

**Academic Advising & Planning**
- Student-Faculty Interaction
  - BC: 49%
  - 2017 CCSSE Cohort: 59%

**Computer Lab**
- Support for Learners
  - BC: 21%
  - 2017 CCSSE Cohort: 32%

Source: CCSSE Report 2017 Key Findings
**Q: Since your first academic term at this college, have you met (in person or online) with an academic advisor before registering for classes each term?**

<table>
<thead>
<tr>
<th>Yes, before every academic term</th>
<th>Yes, some, but not all</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC (N=1,108)</td>
<td>50.3%</td>
<td>36.0%</td>
</tr>
<tr>
<td>2017 CCSSE Cohort (N=166,899)</td>
<td></td>
<td>21.1%</td>
</tr>
</tbody>
</table>

**Q: Prior to registering for classes before this academic term, were you required to meet (in person or online) with an academic advisor?**

<table>
<thead>
<tr>
<th>BC (N=1,070)</th>
<th>2017 CCSSE Cohort (N=163,212)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>36.0%</td>
<td>49.9%</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>64.0%</td>
<td>50.1%</td>
</tr>
</tbody>
</table>

- BC (N=1,108): 2017 CCSSE Cohort (N=166,899)
**Q: During this academic term, if you have met (in person or online) with an academic advisor more than once, did you meet with the same academic advisor each time?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Only met once this term</th>
<th>Have not met this term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BC (N=1112)</strong></td>
<td>19.4%</td>
<td>32.3%</td>
<td>29.1%</td>
<td>18.8%</td>
</tr>
<tr>
<td><strong>2017 CCSSE Cohort (N=166249)</strong></td>
<td>34.0%</td>
<td>21.3%</td>
<td>19.8%</td>
<td>25.3%</td>
</tr>
</tbody>
</table>

**Q: During this academic term, how many times have you met (in person or online) with an academic advisor?**

- None: 34.1% (BC), 25.9% (2017 CCSSE Cohort)
- Once: 30.9% (BC), 28.8% (2017 CCSSE Cohort)
- Twice: 18.0% (BC), 22.2% (2017 CCSSE Cohort)
- More than twice: 17.0% (BC), 23.1% (2017 CCSSE Cohort)
Q: During your most recent meeting (in person or online) with an academic advisor during this academic term, did he or she discuss when your next advising session should be?

<table>
<thead>
<tr>
<th>No</th>
<th>52.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>47.8%</td>
</tr>
<tr>
<td>Have not met during this term</td>
<td>27.5%</td>
</tr>
</tbody>
</table>

BC (N=1098) 2017 CCSSE Cohort (N=164253)
Q: **About how many hours do you spend in a typical 7-day week advising students?**

Most faculty members spend between 1-4 hours a week advising students, with 60.3% of full-time faculty and 66.2% of part-time faculty.

Full-time faculty (19.8%) are more likely to spend between 5-8 hours a week advising students, compared to part-time faculty (4.2%).

---

Q: **During the current academic year, is academic advising part of your teaching role at BC?**

Full-time faculty (45.3%) are more likely to state that academic advising is part of their teaching role compared to part-time faculty (29.0%).

Source: CCSSE Report 2017 Key Findings