### Institution-Set Standards: Course Success Rates

#### Current % Success Rates by Course Type

**Fall 2018**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Standard Met</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Course Completion</td>
<td>69%</td>
<td>✔️</td>
</tr>
<tr>
<td>Online Fall Success</td>
<td>62%</td>
<td>✔️</td>
</tr>
<tr>
<td>CTE Fall Success</td>
<td>78%</td>
<td>✔️</td>
</tr>
<tr>
<td>Basic Skills Fall Success</td>
<td>52%</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Fall course success rates are measured by the number of students who complete a course with a grade of A,B,C,P,IA,IB,IC,IPP out of the total number enrolled for a particular term.

Future success rates are given Institution-Set Standards and Aspirational Goals.

In Fall 2018, the Institution-Set Standard for all, except Basic Skills course types were met.

#### Five Year Trend: % Fall Course Completion

<table>
<thead>
<tr>
<th>% Fall Course Completion</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>72%</td>
</tr>
</tbody>
</table>

- **72% Aspirational Goal**
- **69% Institution-Set Standard**

Fall 2018
Five Year Trend: % Online Fall Success

- Online Fall Success: 67% Aspirational Goal
- Institution-Set Standard: 57%

Five Year Trend: % CTE Fall Success

- CTE Fall Success: 80% Aspirational Goal
- Institution-Set Standard: 76%
Five Year Trend: % Basic Skills Fall Success

- Basic Skills Success
- 60% Aspirational Goal
- 55% Institution-Set Standard

Source: Institutional Set Standards Document 2019 and CCCCDO Data Mart
Institution-Set Standards: Milestones

Milestones: % of Achievement 2018*

<table>
<thead>
<tr>
<th>Transfer-Level English 1st Yr</th>
<th>Standard Met</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>24%</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer-Level Math 1st Yr</th>
<th>Standard Met</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer-Level Math and English..</th>
<th>Standard Met</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Milestones are categorized by student achievement of transfer-level English and math during the first year of enrollment.

The Institution-Set Standards for transfer-level English and math were met for 2018.

Four Year Trend: % of Achievement in Transfer-Level English Year 1

- 40% Aspirational Goal

- 17% Institution-Set Standard

<table>
<thead>
<tr>
<th>% Percent</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Transfer-Level English Year 1
Four Year Trend: % of Achievement in Transfer-Level Math Year 1

- **20% Aspirational Goal**
- **12% Institution-Set Standard**

Four Year Trend: % of Achievement in Transfer-Level Math Year 2

- **15% Aspirational Goal**
- **7% Institution-Set Standard**

Source: Institutional Set Standards Final Document 2019 and CCCCO Scorecard
Student outcomes are measured by the number of associate degree completions, certificate completions, and transfer amounts.

The Institution-Set Standards for each of the following outcome metrics has been achieved.

The Aspirational Goals are still in progress and on track for being achieved if the current rate of success continues.

*Transfer rates are for 2017 instead of 2018 (2018-19 was still in progress)
Five Year Trend: # of Students Completing a Certificate

- Certificate Completion

Five Year Trend: # of Student Transfers

- Transfer Count

Source: KCCD, and Institutional Set Standards Document 2019
Skills-builders are workers who are maintaining and adding to skill-sets required for ongoing employment and career advancement.

Skills-builders successfully complete a limited number of courses, but do not earn a certificate or degree, or transfer to a four-year college.

These metrics measure the annual inflation adjusted median percentage change in wages (1 year before to 1 year after) for students who completed higher level CTE coursework and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

**Source:** Institutional Set Standards Final Document 2019 and CCCC0 Scorecard
### Institution-Set Standards: Licensing Pass Rates

#### Most Current % Pass Rates by License Type

<table>
<thead>
<tr>
<th>License Type</th>
<th>Standard Met</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX - RN</td>
<td>✔️ 98%</td>
<td>✔️</td>
</tr>
<tr>
<td>LVN Licensed Vocational Nursing</td>
<td>✔️ 89%</td>
<td></td>
</tr>
<tr>
<td>CNA</td>
<td>✔️ 93%</td>
<td>✔️</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>✔️ 91%</td>
<td>✔️</td>
</tr>
<tr>
<td>Paramedic</td>
<td>✔️ 92%</td>
<td>✔️</td>
</tr>
</tbody>
</table>

The Institution-Set Standard and Aspirational Goal varies for each license type.

The Institution-Set Standard was met for NCLEX-RN, LVN, CNA, Radiologic Technology and Paramedic licensing pass rates.

The Aspirational Goal was met for NCLEX-RN.

For information on job placement rates for each licensure, click the Job Placement tab above.

#### Five Year Trend: % Pass Rate for NCLEX-RN

<table>
<thead>
<tr>
<th>Year</th>
<th>% Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>95% Aspirational Goal</td>
</tr>
<tr>
<td>2015</td>
<td>85% Institution-Set Standard</td>
</tr>
<tr>
<td>2016</td>
<td>95% Aspirational Goal</td>
</tr>
<tr>
<td>2017</td>
<td>85% Institution-Set Standard</td>
</tr>
<tr>
<td>2018</td>
<td>95% Aspirational Goal</td>
</tr>
</tbody>
</table>

85% Institution-Set Standard
Three Year Trend: % Pass Rate for LVN

- 2014: 95% (LVN License)
- 2015: 85% (LVN License)
- 2016: 95% (LVN License)

Aspirational Goal: 95%
Institution-Set Standard: 85%

Two Year Trend: % Pass Rate for CNA

- 2014: 95% (CNA License)
- 2015: 95% (CNA License)

Aspirational Goal: 95%
Institution-Set Standard: 50%
Four Year Trend: % Pass Rate for Radiologic Technology

- 95% Aspirational Goal
- 85% Institution-Set Standard

<table>
<thead>
<tr>
<th>Year</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>70%</td>
</tr>
<tr>
<td>2015</td>
<td>70%</td>
</tr>
<tr>
<td>2016</td>
<td>70%</td>
</tr>
<tr>
<td>2017</td>
<td>70%</td>
</tr>
</tbody>
</table>

Five Year Trend: % Pass Rate for Paramedic

- 100% Aspirational Goal
- 85% Institution-Set Standard

<table>
<thead>
<tr>
<th>Year</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>100%</td>
</tr>
<tr>
<td>2015</td>
<td>100%</td>
</tr>
<tr>
<td>2016</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Institutional Set Standards Document 2019
## Institution-Set Standards: Job Placement Rates

### ACCOUNTING

<table>
<thead>
<tr>
<th>Year</th>
<th>Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>53%</td>
</tr>
<tr>
<td>2014</td>
<td>71%</td>
</tr>
<tr>
<td>2015</td>
<td>80%</td>
</tr>
<tr>
<td>2016</td>
<td>53%</td>
</tr>
<tr>
<td>2017</td>
<td>71%</td>
</tr>
<tr>
<td>2018</td>
<td>80%</td>
</tr>
</tbody>
</table>

- **60% Inst-Set Standard**
- **80% Aspirational Goal**

### ADMINISTRATION OF JUSTICE

<table>
<thead>
<tr>
<th>Year</th>
<th>Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>74%</td>
</tr>
<tr>
<td>2014</td>
<td>71%</td>
</tr>
<tr>
<td>2015</td>
<td>86%</td>
</tr>
<tr>
<td>2016</td>
<td>74%</td>
</tr>
<tr>
<td>2017</td>
<td>77%</td>
</tr>
<tr>
<td>2018</td>
<td>86%</td>
</tr>
</tbody>
</table>

- **60% Inst-Set Standard**
- **90% Aspirational Goal**

### AUTOMOTIVE TECHNOLOGY

<table>
<thead>
<tr>
<th>Year</th>
<th>Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>60%</td>
</tr>
<tr>
<td>2014</td>
<td>57%</td>
</tr>
<tr>
<td>2015</td>
<td>78%</td>
</tr>
<tr>
<td>2016</td>
<td>60%</td>
</tr>
<tr>
<td>2017</td>
<td>57%</td>
</tr>
<tr>
<td>2018</td>
<td>78%</td>
</tr>
</tbody>
</table>

- **60% Inst-Set Standard**
- **75% Aspirational Goal**

### BUSINESS & COMMERCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>43%</td>
</tr>
<tr>
<td>2014</td>
<td>61%</td>
</tr>
<tr>
<td>2015</td>
<td>75%</td>
</tr>
<tr>
<td>2016</td>
<td>43%</td>
</tr>
<tr>
<td>2017</td>
<td>43%</td>
</tr>
<tr>
<td>2018</td>
<td>75%</td>
</tr>
</tbody>
</table>

- **60% Inst-Set Standard**
- **80% Aspirational Goal**
<table>
<thead>
<tr>
<th>Year</th>
<th>Child Development</th>
<th>CNA</th>
<th>Electrical</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td><img src="55%25" alt="55%" /></td>
<td><img src="62%25" alt="62%" /></td>
<td>100%</td>
</tr>
<tr>
<td>2014</td>
<td><img src="62%25" alt="62%" /></td>
<td><img src="68%25" alt="68%" /></td>
<td>100%</td>
</tr>
<tr>
<td>2015</td>
<td><img src="72%25" alt="72%" /></td>
<td><img src="81%25" alt="81%" /></td>
<td>100%</td>
</tr>
<tr>
<td>2016</td>
<td><img src="54%25" alt="54%" /></td>
<td><img src="62%25" alt="62%" /></td>
<td>N/A</td>
</tr>
<tr>
<td>2017</td>
<td><img src="62%25" alt="62%" /></td>
<td><img src="68%25" alt="68%" /></td>
<td>100%</td>
</tr>
<tr>
<td>2018</td>
<td><img src="72%25" alt="72%" /></td>
<td><img src="81%25" alt="81%" /></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Categories:**
- **Child Development:** 55% Inst-Set Standard, 80% Aspirational Goal
- **CNA:** 60% Inst-Set Standard, 80% Aspirational Goal
- **Electrical:** 60% Inst-Set Standard, 80% Aspirational Goal
<table>
<thead>
<tr>
<th>Year</th>
<th>LVN NURSING</th>
<th>MACHINE TOOL/SHOP</th>
<th>PARAMEDIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>70%</td>
<td>71%</td>
<td>76%</td>
</tr>
<tr>
<td>2014</td>
<td>89%</td>
<td>61%</td>
<td>76%</td>
</tr>
<tr>
<td>2015</td>
<td>95%</td>
<td>89%</td>
<td>71%</td>
</tr>
<tr>
<td>2016</td>
<td>70%</td>
<td>71%</td>
<td>76%</td>
</tr>
<tr>
<td>2017</td>
<td>89%</td>
<td>61%</td>
<td>71%</td>
</tr>
<tr>
<td>2018</td>
<td>95%</td>
<td>71%</td>
<td>71%</td>
</tr>
</tbody>
</table>

**Four Year Trends:**
- **LVN NURSING:**
  - 2013: 70%
  - 2014: 89%
  - 2015: 95%
  - 2016: 70%

**MACHINE TOOL/SHOP:**
- 2013: 71%
- 2014: 61%
- 2015: 89%
- 2016: 71%

**PARAMEDIC:**
- 2013: 76%
- 2014: 76%
- 2015: 71%
RADIOLOGIC TECHNOLOGY

- 2013: 100%
- 2014: 100%
- 2015: 100%
- 2016: 76%
- 2017: 85%
- 2018: 100%

75% Inst-Set Standard
100% Aspirational Goal

WELDING AND CUTTING

- 2013: 83%
- 2014: 82%
- 2015: 71%
- 2016: 83%
- 2017: 82%
- 2018: 71%

60% Inst-Set Standard
70% Aspirational Goal

Source: Perkins, Data Mart, Board, Institutional Set Standards Document 2019
Momentum Points

Five Year Trend: % Successful Completion
12 College-level Units in First Term

Five Year Trend: % Successful Completion
30 College-level Units in First Year
Momentum Points

Five Year Trend: Persistence Rate from Fall-Spring & Fall-Fall

<table>
<thead>
<tr>
<th>Year</th>
<th>Persistance Fall Spring</th>
<th>Persistance Fall Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>75%</td>
<td>50%</td>
</tr>
<tr>
<td>2013-14</td>
<td>70%</td>
<td>45%</td>
</tr>
<tr>
<td>2014-15</td>
<td>75%</td>
<td>55%</td>
</tr>
<tr>
<td>2015-16</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>2016-17</td>
<td>85%</td>
<td>65%</td>
</tr>
<tr>
<td>All Cohorts</td>
<td>80%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Five Year Trend: % Successful Course Completion in the First Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>All Cohorts</td>
</tr>
<tr>
<td>2013-14</td>
<td>All Cohorts</td>
</tr>
<tr>
<td>2014-15</td>
<td>All Cohorts</td>
</tr>
<tr>
<td>2015-16</td>
<td>All Cohorts</td>
</tr>
<tr>
<td>2016-17</td>
<td>All Cohorts</td>
</tr>
</tbody>
</table>

Trendlines
Momentum Points

Five Year Trend: % Successful Completion
College-level English or Math in the First Year

Cohort Group

% Percent of Cohort

2012-13 2013-14 2014-15 2015-16 2016-17 All Cohorts

Completed College Level Eng.
Completed College Level Mat.

Source: KCCD Report, Elements of Student Success 2018

Five Year Trend: % Successful Completion
Both College-level English and Math in the First Year

Cohort Group

% Percent of Cohort

2012-13 2013-14 2014-15 2015-16 2016-17 All Cohorts

Completed College English Y1
Completed College Math Y1

Source: KCCD Report, Elements of Student Success 2018
Elements of Student Success (ESS) tracks cohorts of students for a defined amount of time to illustrate results for select momentum points and outcomes.

The Student Success Cohort completion rate measures whether a student received some type of an award and/or if they transferred to a four-year institution within three years.

Awards were tracked in two categories: degrees and certificates. Certificates include both certificates of achievement and job skills certificates.

Student Success Cohort, Majority Profile:
Combined Cohorts: 2012-13 through 2014-15

- Female: 52%
- 19 or Younger: 71%
- Hispanic/Latino: 70%
- Part-time: 57%
- 12.0-14.9 Units: 32%
- Financial Aid Recipient: 76%

Placed in Remedial English: 69%
Placed in Remedial Math: 74%
1st English Attempt in 1st Year: 54%
1st Math Attempt NOT in 1st Year: 46%
100% Traditional (non-DE): 64%
Transfer-Educational Goal: 64%
Completion Rate by Enrollment Status and Unit Load

Three Year Trend: % Completion Rate by Enrollment Status in First Term

Student success by completion rate increased with full-time enrollment status and taking 15 or more units in the first term.

The combined cohort completion rate of full-time students was 26.2% as opposed to 12.3% for part-time status in the first term.

Students taking 15 or more units in their first term had a greater chance of success with a 36.7% combined cohort completion rate.

Students taking between 9 to 14.9 units in their first term had a 13.0% success rate of completion among the cohorts. Students taking 8.9 units or less had 7.9% successful completion rates.

Three Year Trend: % Completion Rate by Unit Load in First Term

Elements of Student Success
Completion Rate by Demographic

Three Year Trend: % Completion Rate by Foster Youth in First Term

Three Year Trend: % Completion Rate by Athlete in First Term

Three Year Trend: % Completion Rate by EOP&S in First Term

Three Year Trend: % Completion Rate by DSPS in First Term

Source: KCCD Report, Elements of Student Success 2018
Completion Rate (Scorecard)

The completion rate measures the percentage of first time degree, certificate and/or transfer-seeking students within a cohort who completed a degree, certificate or transfer-related outcomes within six years.

In 2016-17, the overall completion rate for cohort 2011-12 at Bakersfield College was -6% lower than the Statewide rate of the same cohort.

Cohort 2011-12 Completion Rate Comparison:

Bakersfield College: 42%
Statewide Rate: 48%

Five Year Trend: Completion Rate by Cohort

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>2,754</td>
<td>3,092</td>
<td>2,983</td>
<td>2,712</td>
<td>2,346</td>
</tr>
</tbody>
</table>

% Percent of Cohort

5-Year % Change: +4.5%
The persistence rate measures the percentage of first time degree, certificate and/or transfer-seeking students within a cohort who enrolled in the first three consecutive terms anywhere in the CCC system.

In 2016-17, the overall persistence rate for cohort 2011-12 at Bakersfield College was +0.6% higher than the Statewide rate of the same cohort.

**Cohort 2011-12 Persistence Rate Comparison:**

- **Bakersfield College:** 77%
- **Statewide Rate:** 77%

**Five Year Trend: Persistence Rate by Cohort**

- **Cohort Year**
  - 2007-08: 2,754
  - 2008-09: 3,092
  - 2009-10: 2,983
  - 2010-11: 2,712
  - 2011-12: 2,346

5-Year Change: +8.1%
The 30 units rate measures the percentage of first time degree, certificate and/or transfer-seeking students within a cohort who earned at least 30 units in the CCC system within six years.

In 2016-17, the overall 30 units rate for cohort 2011-12 at Bakersfield College was -3.0% lower than the Statewide rate of the same cohort.

Five Year Trend: 30 Units Rate by Cohort

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Cohort Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>2,754</td>
</tr>
<tr>
<td>2008-2009</td>
<td>3,092</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2,983</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2,712</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2,346</td>
</tr>
</tbody>
</table>

Source: CCCCO Scorecard
The 2011-12 cohort had 1,343 female students and 993 male. After six years, the completion rate for female students was 42.1% and 41.3% for male students.

Of the last five cohorts, the highest percentage of completion by male students was highest for the 2011-12 cohort year. The highest female completion rate was for the 2011-12 cohort year.
The charts below represent the disaggregated results of the 2011-12 through 2016-17 Student Success Scorecard cohort. Completion is further separated by whether the student was prepared or unprepared. **These metrics are defined as the percentage of first-time degree, certificate, and/or transfer seeking students who completed a degree, certificate, or transfer related outcome within six years.**
The charts below represent the disaggregated results of the 2011-12 through 2016-17 Student Success Scorecard cohort. Persistence is further separated by whether the student was prepared or unprepared. These metrics are defined as the percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who enrolled in the first three consecutive terms.

**Persistence Rate: % of Students by Gender**
*Cohort 2011-12 tracked through 2016-17*

- Cohort Overall Success Rate: 81.9%
- Cohort Overall Success Rate: 77.1%
- Cohort Overall Success Rate: 76.1%

**Legend:**
- Female
- Male
The charts below represent the disaggregated results of the 2011-12 through 2016-17 Student Success Scorecard cohort. The 30 Unit metric is further separated by whether the student was prepared or unprepared. **These metrics are defined as the percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who achieved at least 30 units.**

### 30 Units Completion Rate: % of Students by Gender

**Cohort 2011-12 tracked through 2016-17**

- **Cohort Overall Success Rate:** 77.7%
- **Cohort Overall Success Rate:** 66.6%

Source: CCCCO Scorecard
Within the 2011-12 cohort, students "20 years old and younger" achieved a 45% completion rate followed by students "40+ years old" at a 41% completion rate.
The charts below represent the disaggregated results of the 2011-12 through 2016-17 Student Success Scorecard cohort. Completion is further separated by whether the student was prepared or unprepared. These metrics are defined as the percentage of first-time degree, certificate, and/or transfer seeking students who completed a degree, certificate, or transfer related outcome within six years.

**Completion Rate: % of Students by Age**
*Cohort 2011-12 tracked through 2016-17*

- Cohort Overall Success Rate 68.1%
- Cohort Overall Success Rate 41.8%
- Cohort Overall Success Rate 36.4%
Persistence: Prepared/Unprepared by Age

The charts below represent the disaggregated results of the 2011-12 through 2016-17 Student Success Scorecard cohort. Persistence is further separated by whether the student was prepared or unprepared. **These metrics are defined as the percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who enrolled in the first three consecutive terms.**

### Persistence Rate: % of Students by Age

**Cohort 2010-11 tracked through 2015-16**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Prepared</th>
<th>Unprepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 20 years old</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>20 to 24 years old</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>25 to 39 years old</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>40+ years old</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Cohort Overall Success Rate**

- **Prepared**: 81.9%
- **Unprepared**: 77.1%
- **Cohort Overall**: 76.1%
The charts below represents the disaggregated results of the 2011-12 through 2016-17 Student Success Scorecard cohort. The 30 Unit metric is further separated by whether the student was prepared or unprepared. These metrics are defined as the percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who achieved at least 30 units.

### 30 Units Completion Rate: % of Students by Gender

*Cohort 2010-11 tracked through 2016-17*

- **Cohort Overall Success Rate**
  - Prepared: 77.7%
  - Unprepared: 64.3%

The charts show the percentage of students achieving 30 units overall, by preparedness and age group.

**Source:** CCCCO Scorecard
Completion Rate by Ethnicity

Cohort 2011-12, Completion Rate by Ethnicity:
Tracked through 2016-2017

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percent of Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filipino (56)</td>
<td>52%</td>
</tr>
<tr>
<td>Hispanic (1,371)</td>
<td>39%</td>
</tr>
<tr>
<td>Pacific Islander (*)</td>
<td>40%</td>
</tr>
<tr>
<td>White (630)</td>
<td>47%</td>
</tr>
<tr>
<td>African American (118)</td>
<td>40%</td>
</tr>
<tr>
<td>American Indian/Alaskan (*)</td>
<td>38%</td>
</tr>
<tr>
<td>Asian (62)</td>
<td>52%</td>
</tr>
</tbody>
</table>

* Suppressed to protect student privacy

Completion Rate, Cohort Trends: % of Students by Ethnicity

% Percent of Cohort

2007-08 2008-09 2009-10 2010-11 2011-12

0 33 65

Legend:
- African American
- American Indian/Alaska Native
- Asian
- Filipino
- Hispanic
- Pacific Islander
- White
Completion: Prepared/Unprepared by Ethnicity

The charts below represent the disaggregated results of the 2011-12 through 2016-17 Student Success Scorecard cohort. Completion is further separated by whether the student was prepared or unprepared. These metrics are defined as the percentage of first-time degree, certificate, and/or transfer seeking students who completed a degree, certificate, or transfer related outcome within six years.

Completion Rate: % of Students by Ethnicity
Cohort 2011-12 tracked through 2016-17

Cohort Overall Success Rate
68.1%

Cohort Overall Success Rate
41.8%

Cohort Overall Success Rate
36.4%
The charts below represents the disaggregated results of the 2011-12 through 2016-17 Student Success Scorecard cohort. Persistence is further separated by whether the student was prepared or unprepared. These metrics are defined as the percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who enrolled in the first three consecutive terms.

### Persistence Rate: % of Students by Ethnicity

*Cohort 2011-12 tracked through 2016-17*

- **African American**
- **American Indian/Alaska Native**
- **Asian**
- **Filipino**
- **Hispanic**
- **Pacific Islander**
- **White**

**Cohort Overall Success Rate**

- **Prepared**: 81.9%
- **Unprepared**: 77.1%
- **Overall**: 76.1%
The charts below represent the disaggregated results of the 2011-12 through 2016-17 Student Success Scorecard cohort. The 30 Unit metric is further separated by whether the student was prepared or unprepared. **These metrics are defined as the percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who achieved at least 30 units.**

### 30 Units Completion Rate: % of Students by Ethnicity

**Cohort 2011-12 tracked through 2016-17**

- **African American**
- **American Indian/Alaska Native**
- **Asian**
- **Filipino**
- **Hispanic**
- **Pacific Islander**
- **White**

**Source:** CCCCO Scorecard
The Career Technical Education completion rate measures the percentage of first time students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline who completed a degree, certificate, apprenticeship or transfer-related outcomes within six years.

**Five Year Trend: Completion Rate by Cohort**

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>1,543</td>
<td>1,761</td>
<td>1,528</td>
<td>1,383</td>
<td>1,367</td>
</tr>
</tbody>
</table>

**Cohort 2011-12 Completion Rate Comparison:**

- **Bakersfield College**: 46%
- **Statewide Rate**: 55%

Tracked through 2016-2017

Source: CCCCO Scorecard
Skills-builders are workers who are maintaining and adding to skill-sets required for ongoing employment and career advancement. Skills-builders successfully complete a limited number of courses, but do not earn a certificate or degree, or transfer to a four-year college.

These metrics measure the annual inflation adjusted median percentage change in wages (1 year before to 1 year after) for students who completed higher level CTE coursework in 2014-2015 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

### Median Earnings Change

*Disciplines with the highest enrollment 2014-2015*

\[
\text{+34.3}\%
\]

\[(N=1,312)\]

- Corrections (189)
- Child Dev & Education (185)
- Fire Technology (123)
- Police Academy (136)
- Nutrtn/Foods/Culnry Arts (149)
- Business & Commerce (83)
- Administration of Justice (80)
- Health Occupations (57)
- Software Applications (58)
- Wildland Fire Tech (62)

Source: CCCCO Scorecard
The 2011-12 cohort had 614 female students and 744 male. After six years, the completion rate was 54.9% for female students and 39.2% for male students.

Of the last five cohorts, the highest percentage of completion by male students was 2010-11 cohort year. The highest female completion rate was 2011-12 cohort year.
CTE Completion Rate by Age

Those students "20 years old or less" were historically the most frequent age group within Career Technical Education coursework.

In 2011-2012, the cohort overall achieved a 46.4% completion rate. Students "less than 20 years old" achieved a 60.5% completion rate, followed by students aged "20 to 24 years old" with a 47.6% completion rate.

Completion Rate, Cohort Trends: % of Students by Age Range

Source: CCCCO Scorecard
CTE Completion Rate by Ethnicity

Cohort 2011-12, Completion Rate by Ethnicity:
Tracked through 2016-2017

- African American (74) - 39%
- American Indian/Alaska (11) - 46%
- Asian (34) - 62%
- Filipino (20) - 55%
- Hispanic (724) - 43%
- Pacific Islander (*) - 0%
- White (456) - 52%

* Suppressed to protect student privacy

Source: CCCCO Scorecard
Bakersfield College has awarded 33.9% more degrees and certificates over the last five years and 27.1% more within the last ten years.

In 2016-17, Job Skills Certificates were the most frequent award type representing 34.2%, followed by AA or AS degrees with 32.7% of the total awards. Degrees and Certificates awarded during each academic year with unduplicated student demographics. These awards data are updated as students apply for their degree or certificate. This may differ slightly from awards data at the CCCCCO DataMart, IPEDS or CalPASS, which are populated from MIS data reported at one point in time.
Award Trends by Type

Ten Year Trend: # of Certificates of Achievement

Ten Year Trend: # of Job Skills Certificates

% Change Over Time
Degrees and Certificates Awarded

Ten Year Trend: # of Students With One or More Awards (Unduplicated)

Source: KCCD Institutional Research & Reporting, ODS Query (Awards by Type with Major and Demog) Aug 2017
Ten Year Trend: % of Awards by Gender

5 Year % Change

Source: KCCD Institutional Research & Reporting, ODS Query
(Awards by Type with Major and Demog) Aug 2017
Award Trends by Age (Unduplicated)

Ten Year Trend: % of Awards by Age

5 Year % Change

Source: KCCD Institutional Research & Reporting, ODS Query (Awards by Type with Major and Demog) Aug 2017
Award Trends by Ethnicity (Unduplicated)

Ten Year Trend: % of Awards by Ethnicity

5 Year % Change

Source: KCCD Institutional Research & Reporting, ODS Query (Awards by Type with Major and Demog) Aug 2017
**Time to Degree**

**Median Time to Degree**

*For 2015-2016*

In 2015-16, the median amount of time students took to achieve an AA, AS, or ADT degree was 4.7 years.

The median time to degree trends in previous years have ranged from 4.7 to 4.9 years.

Bakersfield College's short-term completion goal for 2017-18 is to achieve a degree within a median amount of 4.5 years. The long-term (6 year) completion goal is 4.0 years.

---

**Five Year Trend: Median Time to Degree**

The median number of years from the time of a student's first enrollment until the time they receive an AA, AS, or ADT degree.
Transfer Volume

Ten Year Trend: # of Student Transfers to CSU-Bakersfield

+61.9% increase in last 5-years

Ten Year Trend: # of Student Transfers to CSU and UC by Ethnicity

African American
Asian / Pacific Islander
American Indian / Other
Hispanic
White
Two or More
Not Reported
Non-Resident Alien
Transfer Volume

2017-2018 CSU Transfers by Campus

- Bakersfield (85.14%)
- Fresno (3.32%)
- Chico (2.21%)
- Long Beach (1.60%)
- San José (1.60%)
- San Luis Obispo (1.35%)
- Fullerton (1.23%)
- Humboldt (1.23%)
- Sacramento (1.23%)
- San Francisco (1.11%)

2017-2018 UC Transfers by Campus

- Davis (19.64%)
- Santa Barbara (19.64%)
- Los Angeles (14.29%)
- Irvine (12.50%)
- San Diego (12.50%)
- Berkeley (10.71%)
- Santa Cruz (5.36%)
- Merced (3.57%)
- Riverside (1.79%)

Ten Year Trend: # of Student Transfers, by Institution Type

(CSU) California State University
(OOS) Out-of-State
(ISP) In-State Private
(UC) University of California

*2017-18 Data for OOS and ISP student transfers not yet available.

Source: KCCD Institutional Research & Reporting, CPEC, CCCCO, CSU and UC Reporting March 2017
Transfer Velocity

Five Year Trend: % of Student Transfer to 4-Year Institutions Within a 6-Year Period, by Cohort
Cohorts 2006-07 to 2010-11

Transfer Velocity is a six-year transfer rate derived from the CA Community College Chancellor's Office Transfer Cohort project.

The project tracks first-time students to determine if they show "behavioral intent to transfer".

Intent to transfer is determined when a student completes 12 units and attempts transfer-level Math or English within a six-year period.

The rate of student transfer to 4-year institutions decreased slightly within the five year period beginning with the 2006-07 cohort. The transfer rate peaked at 39.5% for the 2006-07 cohort and was as low as 32.6% for the 2010-11 cohort.
Transfer Velocity

Five Year Trend: % of Student Transfer to 4-year Institutions Within a 6-Year Period

By Gender
Cohorts 2006-07 to 2010-11

By Age
Cohorts 2006-07 to 2010-11

By Ethnicity
Cohorts 2006-07 to 2010-11
The graphics above display the percentage of students who successfully transferred within each demographic category.

American Indian ethnicities had the highest rate of success with 50% in 2010-11, however they represented fewer than 30 students, where overall results are more influenced by individual results. African American ethnicities saw the largest increase in success between 2009-10 and 2010-11 with a 14.2% growth rate.

The transfer velocity numbers are rates that show what percentage of a group of students who all started at the same time successfully transferred within six years of starting at BC. The transfer volume numbers simply show all students who transferred in a given year, regardless of when they started. Transfer volume can increase for a number of reasons, including growth in the base size of the college. For these reasons, transfer volume and transfer rates can show different trends over time.

The transfer volume numbers show all students who transferred in a given year, regardless of when they started. In contrast, the transfer velocity numbers are rates that show what percentage of a group of students, who all started at the same time, successfully transferred within six years of starting at BC.

Transfer volume can increase for a number of reasons, including growth in the base size of the college. For these reasons, transfer volume and transfer rates can show different trends over time.
Out of all CSU-bound transfer students in 2016-17, 78.8% went to California State University Bakersfield (CSUB). There were 670 students that transferred to CSUB, which was 21.6% more students than the previous year.

The success rate for BC students at CSUB is measured by graduation rate in a particular amount of time. The number of BC students that have graduated from CSUB within 2 years after transferring has increased 24.4% in the last five years (from incoming cohort Fall 2011 to cohort Fall 2015).

Two year graduation rate data was not yet available for Fall 2016.

Source: CalState Analytics SAS Portal