Appendix A

Appendix A: Response to Recommendation 2, Comprehensive Peer-Evaluation Report 2012

In the Comprehensive Peer-Evaluation Report of 2012, BBCC received the following recommendation:

> *The evaluators recommend that the college document enhancement of student learning achievement which is informed and guided by systematic assessment of student learning (4.B.2), that the college develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes. (4.A.3)*

In their report (http://www.bigbend.edu/wp-content/uploads/information-center/institutional-research-planning/2012-BBCC-Peer-Evaluation-Report.pdf) the evaluators noted that BBCC had clearly defined learning outcomes at the course level as well as for General Education and Related Instruction. However, they noted that the process for documenting achievement of student learning was not clear and systematic enough, particularly at the program and degree level. In response to this recommendation, we have taken a number of steps to assure that our assessment processes are more systematic and comprehensive.

First, during the spring and summer of 2013, during negotiations for the Negotiated Agreement between the Faculty Association and Big Bend Community College, we revised Article XXI on Assessment. The revisions clarified the responsibilities of the Assessment Committee and the chair of the Assessment Committee, as well as setting specific due dates for deliverable products within the annual assessment cycle. At the same time, we also appointed a new faculty chair of the Assessment Committee.

In the fall of 2013, the chair of the Assessment Committee began work with faculty across campus to update several parts of the annual assessment process:

- Develop a new Canvas classroom site for assessment activities, as opposed to posting information on the BBCC Portal (intranet)
- Review and revise the General Education outcomes
- Review and update the General Education outcomes matrix, which identifies where in the curriculum students might be assessed on the various aspects of the General Education outcomes
- Begin use of data on Top 30 Enrolled Courses to collect General Education assessments
- Review all Program Outcomes for professional/technical programs at the college, in order to distinguish between purely program outcomes—such as employment rates, industry certification, or employer satisfaction—and student learning outcomes (SLO), which document what the student will know or be able to do as a result of the program
- Update program outcomes to include SLO's within the program outcomes for all programs
- Update and revise forms and processes used within the annual assessment process to make the process more clear and transparent for all faculty.

With these changes in place, the new Assessment Committee chair worked closely with faculty across campus and with other members of the Assessment Committee in order to assure that

all departments had an up-to-date annual assessment plan and that annual assessment reports were completed in a timely manner.
The annual assessment cycle to document student learning at Big Bend Community College takes the following form:

- Course outcomes are listed on the Master Course Outline (MCO) for each course. These outcomes are approved by faculty in the departments, by the Division Chair and Dean, and by the Instructional Council.
- Course outcomes are assessed in each course by individual instructors.
- Program outcomes consist of General Education outcomes for transfer courses and Professional/Technical program outcomes. These outcomes are assessed through the annual assessment plans and reports.
- Each fall, all instructional departments write an assessment plan for the year and post it to the Canvas Assessment classroom. The chair of the Assessment Committee is responsible for verifying receipt of the assessment plans.
- Throughout the year, instructional departments carry out assessments to fulfill their assessment plans. Assessment results are "rolled up" into an annual assessment report from each department.
- At the fall in-service in September, departments meet to discuss assessment results and finalize their assessment reports. These reports are then used to guide the writing of a new assessment plan for the coming year. The assessment reports are posted to the Canvas Assessment classroom, along with the new plans.
- Once all of the annual assessment reports are collected, the chair of the Assessment Committee works with the committee members and the Vice President of Instruction and Student Services to compile the Annual Assessment Report, which is published in March. This report is shared across campus with faculty, the Instructional Council, the Assessment Committee, and the Board of Trustees.

In 2013-14, Assessment Reports were collected from all instructional departments. Reported assessments of General Education outcomes increased substantially. There are five General Education outcomes, and those outcomes have a total of 24 assessable criteria. In 2013-14, 58% of the criteria were assessed. While this was still not optimal, it represented a substantial increase in Gen Ed assessment over the previous year. In addition, assessment of program outcomes was more complete than in the previous year.

In 2014-15, the annual assessment process became truly comprehensive and systematic. Annual assessments of General Education outcome criteria more than doubled compared to the previous year. The progression of assessment is putting BBCC on track to assess all Gen Ed Outcomes. Some general conclusions regarding Gen Ed assessment are listed below:

- Of the assessments collected, 82% were benchmarked assessments, with 18% of assessments being either qualitative (4%), comparative (10%), or quantitative with no specific benchmark (4%)
- Of the benchmarked assessments, 81% met the benchmarks
- In 2013-14, institutional data shows that 79% of students overall met the success benchmark of earning a 2.0 grade or better per course; 84% of students in traditional, face-to-face classes met the 2.0 benchmark. This would seem to affirm that the results of our assessment data are approximately equivalent to the grade data we are seeing institutionally.

The data collected in the annual assessment process helps to guide decision making, leads to revisions in curriculum and course content, and budget planning.

Course Learning Outcomes	Program Learning Outcomes	Degree Learning Outcomes
• Listed on MCO's	• General Education outcomes • Prof-Tech program outcomes	• A combination of course and program outcomes
• Document evidence of what students *know* or *can do* as a result of taking the course	• Document evidence of what students *know* or *can do* as a result of taking a series of course • Must document what students have learned, not just whether they are certified, employable, etc.	• For transfer, combination of course and Gen Ed outcomes, represented by Gen Ed matrix • For Prof-Tech, combination of course, program outcomes, and related instruction outcomes

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Appendix B

STUDENT SUCCESS

ACADEMIC MASTER PLAN, 2014-2019

OVERVIEW

The Big Bend Community College (BBCC) Academic Master Plan (AMP) 2014-19 serves as the strategic plan for the college. The plan is titled *Student Success* in order to emphasize the fact that student success is BBCC's number one priority. The AMP is reviewed annually, updated as needed, and re-written every five years, in order to ensure that it remains a living document that is responsive to the needs of students and our service district.

The AMP outlines BBCC's process for assessing mission fulfillment. This process includes identifying measurable outcomes, setting relevant objectives, and tracking appropriate indicators of success. The results of these assessments are reported annually in a series of monitoring reports. The monitoring reports respond to BBCC's Core Themes, as well as to the Board of Trustees' Ends Statements.

MISSION, VISION, & VALUES

During 2013-14, BBCC engaged in a collaborative process to review and rewrite its mission statement. This process involved college faculty and staff, as well as students and community members. As a result of this process, BBCC adopted new statements of mission, vision, and values. Starting with these statements, the college then wrote new Core Themes outcomes and objectives; the Board of Trustees updated and revised their Ends Statements in order to align the college's strategic planning goals with the Board's expectations.

BBCC Mission Statement:
Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

BBCC Vision Statement:
Big Bend Community College inspires every student to be successful.

BBCC Values:
Our institutional values are principles, fundamental beliefs, or qualities that shape institutional attitudes, opinions, decisions, and actions.

Student Success
- Academic achievement
- Empowerment
- Lifelong learning
- Service to students

Excellence
- Innovation
- Commitment to quality
- High standards
- Continuous improvement

Community Engagement
- Collaboration
- Outreach
- Partnerships
- Improving quality of life

Inclusion
- Diversity
- Access
- Opportunity
- Equity

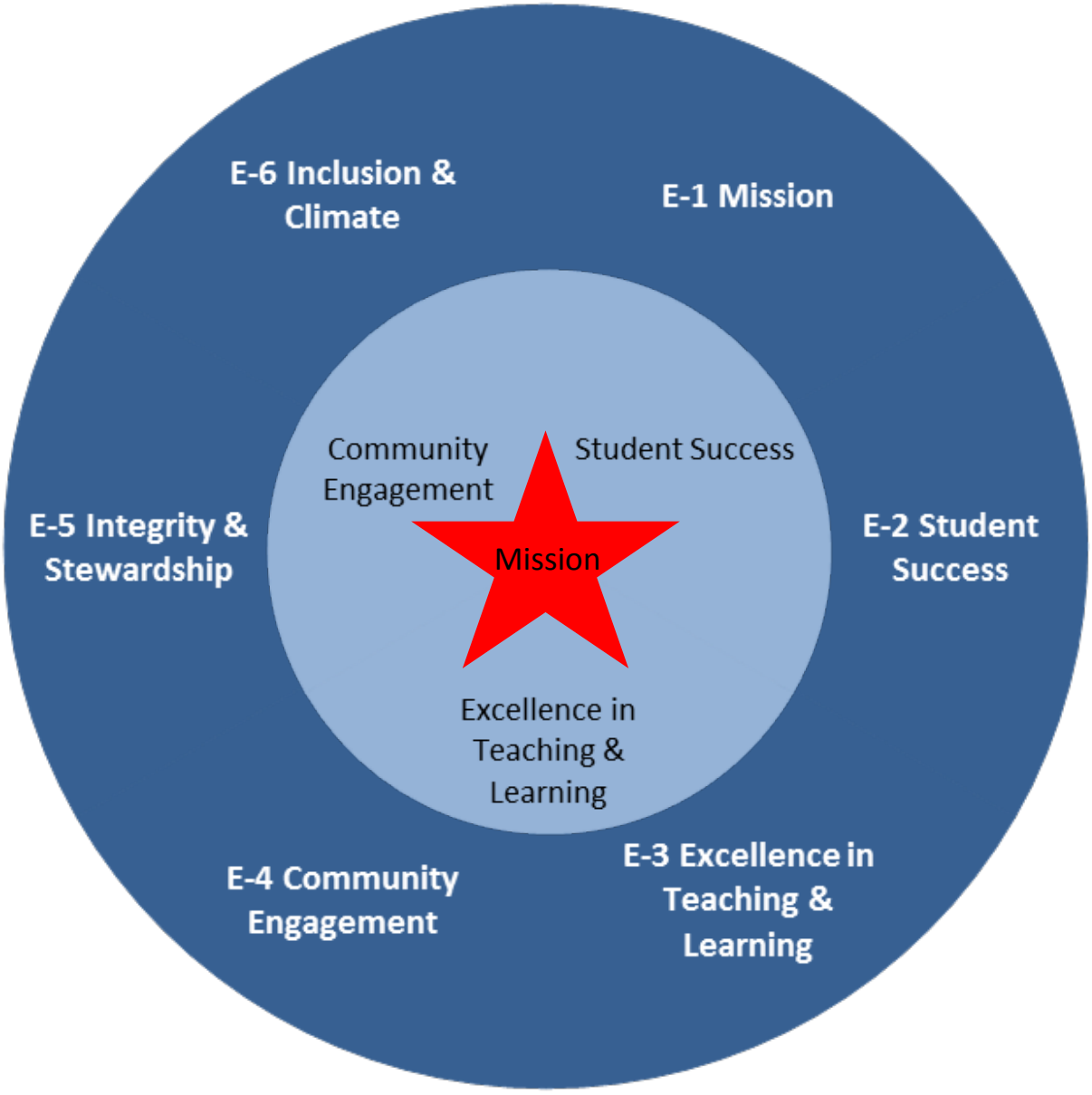
Integrity & Stewardship
- Accountability
- Sustainability
- Ethics and honesty
- Resource management

These statements form the foundation of BBCC's mission and strategic planning process. Building on this foundation, the college establishes operational goals in two ways:

- **Core Themes** establish assessable outcomes for mission fulfillment.
- Board of Trustees' **Ends Statements** lay out the Board's expectations for meeting the needs of our service district.

These items form the architecture of the AMP, as approved by the Board of Trustees and as demonstrated in the following diagram.

Big Bend Community College Governance



Ends Statements:
Describe how the Board expects the college to interact with and have an impact on our service district

Core Themes:
Address the three broad areas described in the mission and represent the primary measure of mission fulfillment

CORE THEMES

The Core Themes represent BBCC's primary measure of mission fulfillment. There are three core themes:

- Student Success
- Excellence in Teaching & Learning
- Community Engagement

Each core theme is composed of an overarching outcome, one or more specific objectives, and the indicators used to measure success. Each Core Theme is described separately below.

Student Success

Outcome: BBCC provides access to programs and services that meet the needs of our service district.

Objectives	Indicators
1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students.	1.1a Inventory of programs, modalities, and services 1.1b Service area & student demographic data 1.1c Class fill rates, wait lists & cancellation data 1.1d Feedback from advisory committees
1.2 Use of services correlates with success, retention, and completion	1.2a Course success, retention and completion rates 1.2b Use of service reports 1.2c Use of technology & resources
1.3 Students are prepared to graduate and to transfer or to seek employment	1.3a Student Achievement Initiative (SAI) data 1.3b Retention & graduation rates 1.3c Transfer rates & transfer success rates (MRTE data) 1.3d Employment & certification rates 1.3e Annual Assessment Report

The core theme of Student Success focuses on access to educational resources; correlating student activity with success, retention, and completion; and assuring that students leave BBCC with the preparation that they need for their next step, whether that is to transfer to a four-year institution or to enter the job market. Both internal and external data are collected annually, reported to the Board of Trustees and the college

community, and assessed for effectiveness. The results of these assessments are used to make decisions for budgeting, program changes, and other measures.

Excellence in Teaching and Learning

Outcome: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

Objectives	Indicators
2.1 BBCC implements innovation and creativity in programs and services	2.1a Program audit, including best practices 2.1b Correlation of practices to success, retention, or completion
2.2 BBCC helps students attain high academic standards	2.2a External certification rates 2.2b CCSSE data on academic challenge 2.2c NCCBP data on success rates 2.2e MRTE data on transfer success 2.2f Student/faculty ratio 2.2g Annual Assessment Report
2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes	2.3a Budgets for professional development 2.3b Attendance for professional development 2.3c Report on Professional/Technical Certification plans

The core theme of Excellence in Teaching & Learning focuses on delivering innovative and successful programs, both in and out of the classroom, in order to help students achieve high academic standards. This requires ongoing professional development for faculty and staff, as well as ensuring that programs have adequate resources to effectively implement best practices. Both internal and external data are collected annually, reported to the Board of Trustees and the college community, and assessed for effectiveness. The results of these assessments are used to make decisions for budgeting, program changes, and other measures.

Community Engagement

Outcome: BBCC supports economic development nurtures community and industry partnerships, and acts as a responsible steward of resources.

Objectives	Indicators
3.1 BBCC works with community and industry partners to support economic development	3.1a Inventory of active partnerships 3.1b Report on economic impact
3.2 BBCC works with K-12 & university partners to provide educational opportunities	3.2a Inventory of current dual credit programs 3.2b Analysis of partnership opportunities
3.3 BBCC practices responsible use of resources, including fiscal and natural resources	3.3a Budget process is tied to strategic goals 3.3b Inventory of sustainable practices is increasing
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	3.4a Training opportunities increase multicultural awareness and ability 3.4b Students, employees & partners report feeling welcome on campus 3.4c Data is disaggregated to show equivalent success for all student groups

The core theme of Community Engagement addresses the college's partnerships with business and industry; K-12 and university partners, as well as other community and technical colleges; and the cultivation of an inclusive campus environment. It also addresses responsible stewardship of natural and fiscal resources. The reporting for Community Engagement also includes an annual summary report to the Board of Trustees from the Big Bend Community College Foundation on their activities and accomplishments for the year.

Both internal and external data are collected annually, reported to the Board of Trustees and the college community, and assessed for effectiveness. The results of these assessments are used to make decisions for budgeting, program changes, and other measures.

BOARD OF TRUSTEES' ENDS STATEMENTS

While the Core Themes address the three broad areas described in the mission statement and represent the primary measure of mission fulfillment, the Board of Trustees also establishes Ends Statements as part of the Policy Governance process. The Ends Statements give guidance to the president and college personnel with regard to specific areas of policy focus. The Ends Statements describe how the Board expects the college to interact with and have an impact on our service district. There are six Ends Statements, as describe below.

End 1: Mission

Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

End 2: Student Success

BBCC provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

End 3: Excellence in Teaching and Learning

BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

End 4: Community Engagement

BBCC supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population.

End 5: Integrity and Stewardship

BBCC acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

End 6: Inclusion and Climate

BBCC provides and maintains a climate of inclusiveness for students, employees and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

MONITORING REPORTS

BBCC has established a culture of evidence and uses data and assessment findings in order to inform planning and decision making. While this culture of evidence takes many forms on a day-to-day basis, the formal structure for tracking and publishing evidence is through the annual AMP monitoring reports. The first three monitoring reports below are compiled by the Institutional Research and Planning Office, in conjunction with other college departments and focuses on a specific set of outcomes. The Budget and Safety Monitoring Reports are assembled through the office of Vice President for Financial and Administrative Services. The reports are then presented to the Board of Trustees and disseminated to the college community.

The following Monitoring Reports will be presented to the Board of Trustees and the college community on an annual basis:

1. Community Engagement
2. Excellence in Teaching & Learning
3. Student Success/Mission Fulfillment
4. Budget Reports
5. Safety Report

ADDITIONAL STRATEGIC PLANNING TOOLS

The AMP represents the guiding architecture for strategic planning and mission assessment at BBCC. In conjunction with the AMP, several other strategic documents outline annual goals and outcomes for specific aspects of the college.

Facility Master Plan

The Facility Master Plan is a strategic effort to evaluate and identify the physical needs of the campus to support Big Bend's academic mission and strategic vision. The current Facility Master Plan was rewritten in 2013-14 in order to align facility planning with the new mission statement, the Board's Ends Statements and the AMP. The Facility Master Plan includes a number of components, including the history of the campus; internal and external needs for facility development and use; an assessment of current space availability and usage; an in-depth assessment of the conditions of current facilities; and a tentative schedule for future development of the physical plant of BBCC. The Facility Master Plan establishes specific goals for use and development of the physical campus, in order to support the accomplishment of overall strategic planning goals.

Marketing Plan

As part of the AMP strategic planning process, BBCC establishes outcomes and objectives for its Marketing Plan. Those outcomes and objectives are outlined below. The Director of Public Information presents an annual report to the Board of Trustees outlining accomplishment of these outcomes.

1. Branding & Image Outcome: People see BBCC as a first choice for high-quality, good-value, up-to-date education and training.	
Objectives	**Indicators**
1.1 The community/service district is supportive of BBCC and its programs	1.1a Community focus group
1.2 Potential students have a well-informed opinion of BBCC	1.2a Feedback from outreach contacts 1.2b Data from advertising venues

2. Outreach Outcome: BBCC establishes and maintains positive relationships with service district members, partners and potential students.	
Objectives	**Indicators**
2.1 BBCC regularly leverages our opportunities to connect with partners/constituents, and alumni	2.1a Inventory of strategies
2.2 BBCC representatives visit district high schools, businesses and partners on an ongoing basis	2.2a Logs of visits & meetings

3. Marketing & Advertising Outcome: BBCC has a marketing plan with annual goals and objectives.	
Objectives	**Indicators**
3.1 BBCC marketing activities help to increase enrollments generally or in specific programs	3.1a Marketing plan achieves annual goals
3.2 BBCC marketing activities reach target audiences with appropriate messages	3.2a Marketing plan achieves annual goals

4. Communication & Public Relations Outcome: Big Bend Community College uses appropriate communication tools to deliver relevant messages.	
Objectives	**Indicators**
4.1 BBCC has clear and accessible policies and procedures for use of communication tools	4.1a Policies and procedures are reviewed and updated annually
4.2 BBCC takes a strategic approach to use of social media tools	4.2a Social media strategy is articulated in writing, updated regularly, and traffic is directed back to BBCC's online resources
4.3 BBCC's web site is accurate, current, user-friendly, and engaging	4.3a Site Metrics on user traffic 4.3b Feedback from internal users

These outcomes provide the foundation for the annual marketing plan, developed and implemented by the Public Information Office, in conjunction with the Outreach Coordinator, as well as other programs and departments. The indicator data is summarized annually in a Marketing Report to the Board of Trustees.

Perkins Plan

The purpose of the Perkins Act is to prepare students to enter the workforce with the academic and vocational skills needed to compete successfully in a knowledge- and skills-based world economy.

Perkins supports career and technical education that prepares students both for further education and the careers of their choice. Perkins funds help ensure that career and technical programs are challenging and integrate academic and technical education to meet the needs of business and industry.

Perkins Objectives.

- Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized standards.

- Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.

- Activities will improve student retention in postsecondary education, or transfer to a baccalaureate degree program.

- Activities will improve student placement in military service/apprenticeship programs, or placement/retention in employment, with emphasis on placement in high-skill, high-wage, or high-demand occupations/professions.

- Activities will improve student participation in CTE programs that lead to employment in non-traditional fields.

- Activities will improve student completion in Career and Technical Education programs that lead to employment in nontraditional fields.

ABE Grant

Big Bend Community College's Basic Skills program starts adults on college and career readiness pathways so they may master academic and technical skills to attain their career and educational goals and successfully navigate education and employment opportunities.

ABE Goals

- Accelerate student transition to college or employment through innovative instructional practices.
- Provide rigorous instruction based on real student need.
- Develop strategic partnerships to leverage local resources and increase navigational support for adults.

TITLE V COOPERATIVE GRANT

The Title V Cooperative Grant helps to provide learning opportunities that are accessible, professional, innovative and service-oriented; to increase student achievement in employment and transfer following completion of programs and degrees; to provide support services to help promote student access, success and retention; to develop off-campus access to support resources, including admission, registration, academic and financial aid and information resources, and to provide affordable access to the diverse populations of the College's service district.

Objectives:

- Develop at least 2 associate degree programs that will be available in an online distance delivery format.
- Increase success of the students enrolled in online distance delivery courses.
- Increase dual enrollment with Heritage University.
- Increase the number of BBCC students who transfer into 4-year institutions.
- Increase training in online delivery for instruction and support services staff.
- Establish a Student Success Center that provides academic support in renovated space that is centrally located and equipped.

TITLE V INSTITUTIONAL GRANT

The Title V Institutional Grant provides learning opportunities that are accessible, professional, innovative and service oriented; provides faculty training in current instructional strategies and tools for responding to the needs of Hispanic, and low income students; expands access to and use of College services throughout the region; develops infrastructure to support current, appropriate programming and educational access; increases FTE as a means of increasing institutional revenue; develops external funding to support institutional initiatives

Objectives:

- Increase enrollment in STEM and Nursing programs.
- Increase the number of full-time and part-time faculty demonstrating competency in distance instruction strategies and modalities.
- Increase distance–delivered student services from 1 to 6.
- Increase technology infrastructure capacity to support distance instruction by at least twofold.
- Increase annual distance learning enrollment.
- Increase endowment by at least $600,000.

Title III HSI STEM Grant

The Title III HSI STEM Grant focuses on science, technology, engineering and math in order to increase the number of students entering those fields, particularly engineering.

- Increase the percent of first-time Hispanic and all students completing a STEM-related degree and transferring by 50%
- Working with two universities, complete and pilot three model articulation/transfer programs in Engineering, with at least 60% of the engineering enrollees transferring.

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Appendix C

Big Bend
COMMUNITY COLLEGE

Mission Fulfillment

Student Success

2014

Presented to the BBCC Board of Trustees, October 30, 2014

Prepared by the Office of Institutional Research & Planning
Valerie Kirkwood, Dean of Institutional Research & Planning
Starr Bernhardt, Research Analyst

Mission Statement

Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

BBCC Board of Trustees' Ends Statements

The BBCC Board of Trustees provides policy direction through the following Ends Statements derived from the college Mission. The Ends Statements are implemented through the BBCC Academic Master Plan.

E-1 Mission
BBCC delivers lifelong learning through committment to student success, excellence in teaching and learning, and community engagement.

E-2 Student Success
BBCC provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

E-3 Excellence in Teaching and Learning
BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 Community Engagement
BBCC supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population.

E-5 Integrity and Stewardship
BBCC acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

E-6 Inclusion and Climate
BBCC provides and maintains a climate of inclusiveness for students, employees, and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

BBCC Core Themes

Student Success
Excellence in Teaching and Learning
Community Engagement

Front cover: TRiO staff celebrate with graduates following the 2014 Commencement Ceremony.

TABLE OF CONTENTS

*__NOTE:__ To save resources, the **Mission Fulfillment Workbook 2014** will be available in the online version of this report only. To access the online version, visit the following link: http://www.bigbend.edu/information-center/institutional-research-planning/monitoring-reports/.

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Student Success
Mission Fulfillment 2014

Early in 2014, the college adopted a new Academic Master Plan (AMP). The previous AMP was scheduled to expire in 2014; in addition, BBCC adopted a new mission statement in 2013. These factors made it an ideal time to rewrite the Academic Master Plan.

The AMP serves as the strategic plan and outlines BBCC's process for assessing Mission fulfillment. Although the plan was newly adopted, the college chose to report on the new outcomes under the new Core Themes and use the information as a baseline for future outcomes.

The Core Themes address the three broad areas described in the Mission.

BBCC Core Themes:

- Student Success
- Excellence in Teaching and Learning
- Community Engagement

Under each Core Theme are Objectives and Indicators. In the early fall of 2014, a series of meetings were held in order to gather feedback on our Indicator data for the three Core Themes. Trustees, faculty, sta , and administrators were given data workbooks, asked to review the data, and then asked to rate the college's e ecti eness on each Objective on a five-point scale. Additionall , they discussed progress, strategies that positively impact student success, and future direction for the college.

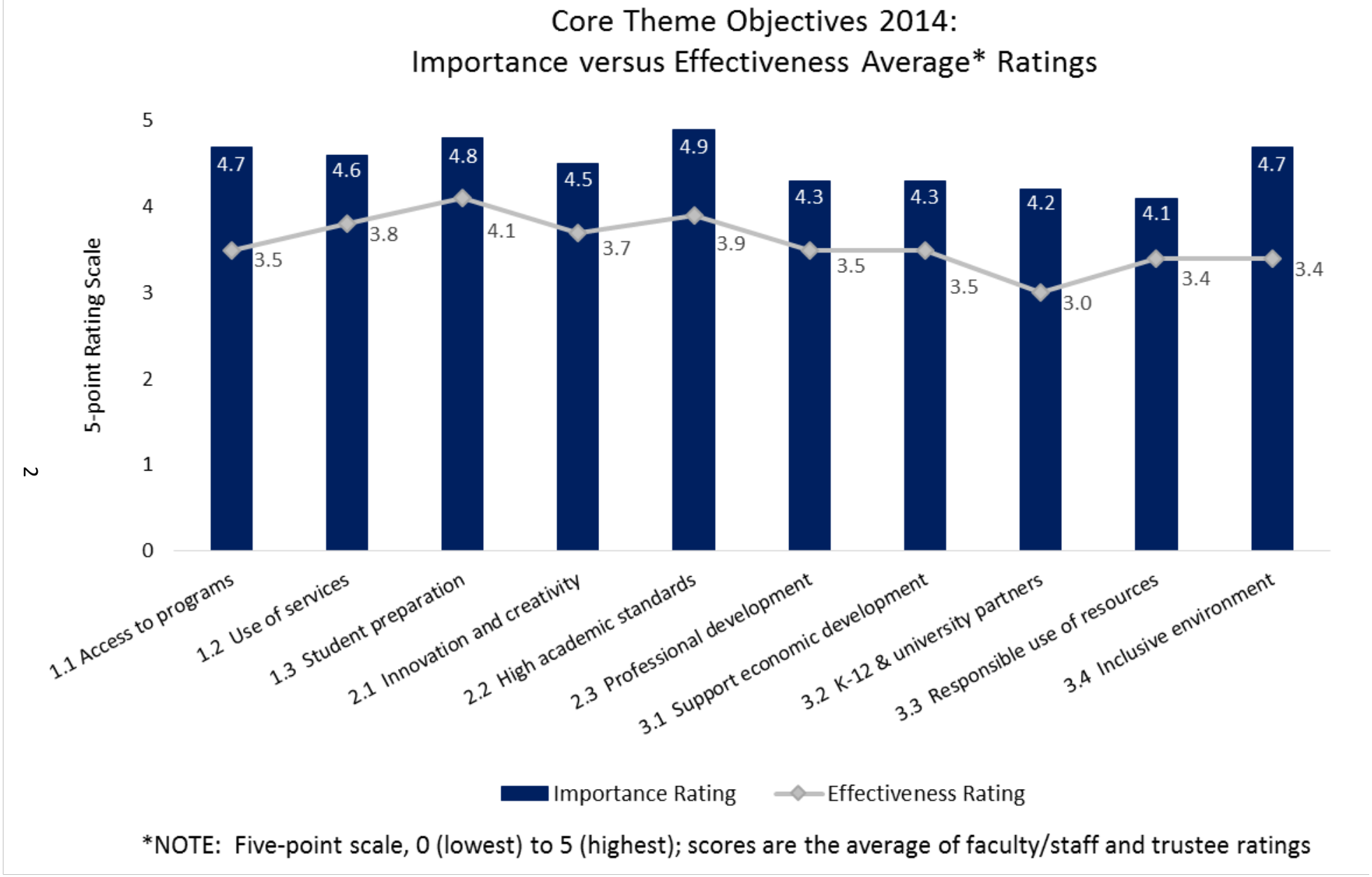
The chart titled **Core Themes Objectives: Importance versus Effectiveness Average Ratings** (page 2) gives a visual depiction of the e ecti eness and importance ratings derived from the data meetings. The chart titled **Mission Fulfillment, Key Performance Indicators** (page 3) shows the summarized e ecti eness ratings. The **Mission Fulfillment Discussion Summary** (pages 4-5) is a brief summary of discussion items under each Objecti e.

Throughout the Mission fulfillment discussions, a number of important insights and ideas were brought forward. The following priorities surfaced repeatedly during the rating and discussion meetings

BBCC Focus Areas for 2014-15:

- Develop capti ating communication, messaging, and marketing using a variety of strategies
- Continue to provide high-touch services that promote student success; look for opportunities to expand or offer new services
- Implement AVID activities and develop AVID partnerships
- Develop new instructional programs, especially in agriculture, engineering, and business
- Build on current array of partnerships in order to build partnership activities that are more producti e or strategic

E orts have begun throughout the college to address several of the discussion items from the meetings. The information in this report will help shape planning and activities for the coming year.



*NOTE: Five-point scale, 0 (lowest) to 5 (highest); scores are the average of faculty/staff and trustee ratings

MISSION FULFILLMENT 2014
KEY PERFORMANCE INDICATORS (KPI)

***Student Success*: BBCC provides access to programs and services that meet the needs of our service district.**		
Objectives	**KPI**	**Average Rating**
1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students		3.5
1.2 Use of services correlates with success, retention, and completion		3.8
1.3 Students are prepared to graduate and to transfer or to seek employment		4.1
***Excellence in Teaching and Learning Outcome*: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.**		
Objectives	**KPI**	**Average Rating**
2.1 BBCC implements innovation and creativity in programs and services		3.7
2.2 BBCC helps students attain high academic standards		3.9
2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes		3.5
***Community Engagement Outcome*: BBCC supports economic development nurtures community and industry partnerships, and acts as a responsible steward of resources.**		
Objectives	**KPI**	**Average Rating**
3.1 BBCC works with community and industry partners to support economic development		3.5
3.2 BBCC works with K-12 & university partners to provide educational opportunities		3.0
3.3 BBCC practices responsible use of resources, including fiscal and natural resources		3.4
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community		3.4

Key:

KPI	Progress Toward Target	Average Rating	Action
	Outstanding	4.1 - 5.0	Use as a model, best practice
	Good	3.1 – 4.0	Continue to support this practice
	Satisfactory	2.1 – 3.0	Meets the benchmark, but keep improving so we don't slip
	Needs Improvement	1.1 – 2.0	Develop an action plan
	Not Acceptable	0.0 – 1.0	Take immediate action and commit additional resources

Mission Fulfillment Meetings Summary 2013-14

Rating		Summary of discussion
Student Success Outcome: BBCC provides access to programs and services that meet the needs of our service district.		
Objective 1.1: BBCC provides access to programs and services that meet the educational needs of our students and prospective students.		
	3.5	Following years of state funding reductions, several areas were identified as areas for growth: • Instruction: Agriculture (tied to science), engineering, STEM programs, hospitality, recreation, business, biology, anthropology, sociology, hospitality, unmanned aerial vehicles • Nontraditional offerings: weekend, evening, online • Services: provide more personal contact options and expand veterans, peer mentoring, and financial literacy programs • Communication: learn why potential students are not attending to adjust messaging; expand outreach to middle school students showcasing a few programs such as education, agriculture and aerospace as the step to a baccalaureate program
Objective 1.2 Use of services correlates with success, retention, and completion		
	3.8	Services that impact student success: • New Student Orientation (NSO), tutoring, supplemental instruction, Academic Early Warning (AEW) when it utilizes personal contact, IBEST, TRiO, CSS Mentoring Opportunities for growth: • Publicize the success culture so that more students catch on, encourage student engagement in services and activities, research the impact of advising on student success, expand the use of open education resources, reinforce the need for soft skills, and faculty/staff use of the Advisor Data Portal
Objective 1.3 Students are prepared to graduate and to transfer or to seek employment		
	4.1	Areas to consider to increase graduation, transfer, and student employment: • Mandatory advising with emphasis on goal setting, educational pathways, transfer requirements • Maintain connections with local industry and employers to inform the college of program relevance • Connect students with employers so they understand employer needs and the need for related instruction (soft skills) • Offer employer recruiting days *Research where BBCC is losing students between the first year and graduation and if students are taking more credits than they need to graduate.
***Excellence in Teaching and Learning Outcome*: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.**		
Objective 2.1 BBCC implements innovation and creativity in programs and services		
	3.7	Practices that should be continued or taken to scale: • Administrative: Lean practices and opportunities, mentoring future leaders, Human Resource training and workshops, recognize creativity • Instruction: Innovation in teaching such as coordinated/cooperative instruction, learning communities, AVID, connect STEM with school districts • Services: Tutoring, peer mentoring, use of Advisor Data Portal for advising, focus on goal setting for students that do not know what they want to do, increase services to online students to improve online success rates *Research effectiveness of AVID
Objective 2.2 BBCC helps students attain high academic standards		
	3.9	Strategies to help students attain high academic standards: • Institutional: continue to use NCCBP and transfer data for benchmarking • Instruction: increase the number of full-time faculty positions, reconfigure classroom assessment, provide professional-technical faculty with education pedagogy, provide support to online instructors, demand high academic standards • Services: offer more tutoring and supplemental instruction, require advising, defined educational pathways, increase use of Advisor Data Portal *If students are allowed to register for classes after the first week, then their lack of success should not lower success rates in classes

Rating		Summary of discussion
Objective 2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes		
	3.5	Professional development initiatives to improve student success: • Multiple opportunities presented this year were good • Publicize development activities and encourage creative scheduling to increase attendance • Increase professional development funding • Establish high school to college faculty relationships • More AVID training and overall emphasis on student learning and success *Establish procedures to collect data on professional development and the impact it has on student engagement and success
***Community Engagement Outcome*: BBCC supports economic development, nurtures community and industry partnerships, and acts as a responsible steward of resources.**		
Objective 3.1 BBCC works with community and industry partners to support economic development		
	3.5	Efforts to enhance economic development: • Expand partnerships with Adams County businesses with a focus on Simplot and McCain Foods, include partnerships with public education and healthcare • Partner with local businesses to create direct pathways for students to move into local jobs • Offer classes and services when employees are not working, establish articulation agreements with 4-year colleges to offer baccalaureate degrees on campus, expand IBEST offerings to accommodate low educational attainment • Board, faculty, and staff should serve on local boards • Ask industry what BBCC can do to help them, ask employers to serve on PTEC design, and communicate BBCC's training capabilities and services
Objective 3.2 BBCC works with K-12 and university partners to provide educational opportunities		
	3.0	Strategies to enhance K-12 and university partnerships: • K-12: establish partnerships, AVID collaborations, increase dual credit offerings, align high school and college curriculum, and create direct pathways from K-12 to BBCC to 4-year colleges for the middle fifty percent of high school students • Outreach: new outreach coordinator has helped, use student ambassadors, showcase alumni, work on marketing tools that excite potential students on their turf, pole banners, use best practices from other schools • University partners: increase partnerships for more DTA pathways and/or satellite campuses at BBCC
Objective 3.3 BBCC practices responsible use of resources, including fiscal and natural resources		
	3.4	Efforts promoting responsible use of resources: • Lean processes that include the students' and visitors' perspective, continue lean training, and stay current with new processes • Need budget process that is widely understood • All areas should determine if there are current processes that can be discontinued • Establish partnerships with PUD, REC, and wind farms, explore partnerships with Simplot and Monsanto for STEM support
Objective 3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community		
	3.4	Possible approaches to enhance an inclusive environment: • Students: increase first-generation, low-income, minority, and veteran student success; create opportunities for all students to feel connected, focus on students who do not earn 15 credits in the first year • Multicultural opportunities for students, faculty and staff; continue to work on diverse recruiting for positions, create a Multicultural Advisory Committee

Trustee comments are shaded grey

Student Success

Outcome: BBCC provides access to programs and services that meet the needs of our service district.

Objective 1.1: BBCC provides access to programs and services that meet the educational needs of our students and prospective students

Indicators

1.1a Inventory of programs, modalities, and services

1.1b Service area & student demographic data

1.1c Class fill rates, wait lists & cancellation data

1.1d Feedback from advisory committees

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.5**
Importance = 4.7

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.4** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.6** Trustees' average rating = **5.0**

Are there areas where we are not fully meeting needs? What changes could we make to meet needs for prospective and current students?

- Develop an annual schedule
- How do we compare (academic transfer) with our competitor schools? Those listed don't really tell us anything. (2)
    - Need good data rather than opinion based on schools listed – are these our benchmark schools?
- Pathway advising
- More peer mentors (2)
- Fill rates of some classes are too high, indicating too much competition for those classes – lack of access?
- On-campus agriculture program
    - Full-time instructor (2)
- More classes, better advising, clearer program pathways
- Offer a drone program (repair/pilot)
- Rather than cancelling a particular section, look at the overall numbers for the subject (such as English 098). We have a tendency to cancel classes too quickly.
- Need to expand program offerings – ag, business, recreation, others (2)
    - And social sciences, but with increased support – lower success rates in many of these classes
- Are advisory committees representative of area employers? Are they current? (2)
- Fill rates and success rates of ABE are disappointing, but I appreciate the need and think more effort should be directed here (partner with WSU)
- Need additional breadth in many areas – sociology, anthropology, biology, etc. non-western views

Trustee comments are shaded grey

- Develop paired classes (for example, pairing Botany with Ag Science)
- Ag Tech (2)
- Engineering (2)
- Hospitality
- Veterans
- Maximize STEM
- Need personal contact (options)

What changes in services should be considered for prospective and current students?

- Develop a degree program for food/agriculture science in partnership with WSU
- Develop partnerships with medical or ConAgra-type industries to further develop the college
- Use available tools more directly with students - $ALT, Career Coach, etc. (2)
- Ramp-up the agriculture program
- Increase recruiting for Computer Science – low fill rates
- Increase weekend, evening and online offerings
- Balance humanities performance classes with whole schedule – too many, low fill rates
- Registration process need streamlining for Aviation (Pilot) students
- Continue with New Student Orientation
- Financial literacy (2)
- Stress the importance of earning a degree, not just a certificate
- Value-added Ag programs
    - Tie Ag to Sciences
- Promote
    - Offer something to middle school students so they see BBCC as a step to a baccalaureate degree (Aerospace, Ag, Education – get a niche)

Additional notes:

- Need student focus groups – in addition to the data we already have – to provide richer information and help understand what students need.
    - Transfer focus groups
    - Focus groups with people who are not our students
    - Focus groups with people from local industries (employees)
- Is it possible to know *why* students drop classes? Did they come back? Etc.
- We would need to take snapshots of class enrollment data throughout the quarter – waitlists, dropped classes, etc.

Trustee comments are shaded grey

Objective 1.2: Use of services correlates with success, retention, and completion

Indicator 1.2a Course success, retention, and completion rates

Indicator 1.2b Use of services reports

- Research (if possible) the effect of using multiple services on students'success
- TRiO and WorkForce Education are installing swipe card systems to better track student use of resources

Indicator 1.2c Use of technology and resources

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.8**
Importance = 4.6

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.7** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.5** Trustees' average rating = **5.0**

Students who are engaged are two times as likely to graduate. Tinto, August 2014.

What services and resources seem to have the biggest impact on student learning, course success, retention, and completion rates?

- Advising – still need work in this area
- Academic Early Warning (AEW)
    - not used by all instructors – is this a good indicator? (3)
    - more direct intervention has positive effect (2)
    - Offer AEW each week of the quarter
- Faculty need better reporting from Canvas for student interaction
- Encourage more student/teacher interaction
- Don't insist on change just for that sake of change
- Create a greater sense of administrative support for faculty
- New Student Orientation (5) had huge impact on retention (mandatory concept should be examined further)
- Student Success Center – largest fall-to-fall retention (should we dive further into which services impact this the most?). I believe it is those that create relationships and connection to BBCC
- Tutoring (4), but not in some math
- Supplemental Instruction (2)
- Student outreach
- "High touch" interactions within services
- Offer a way that issues certificates in programs to students who leave early because they have a job, they stay on the job for X period of time and/or complete certain benchmarks.
- STEM Center may have some effect on retention – student engagement?
- English Lab
- Supplemental instruction
- Academic Early Warning

Trustee comments are shaded grey

- TRiO (2)
- Continue with implementation of AVID in Higher Ed (2)
- Stress advantages of 2- and 4-year degrees on earning potential and unemployment statistics
- I-BEST
- English Lab
- New Student Orientation
- STEM Center
- Counseling
- Emporium Math
- Online textbooks

How can we change enough conditions so that most students succeed?

- Expand tutoring services
    - Add tutors (and mentors?) to classes where students struggle (65% success or lower) (2)
- Research what effect advising has on success, retention, and completion
- Provide/expand support services for online students and instructors (2)
    - Online instruction for online classes
- Decrease the use of technology (in classes) – see Tab L
- Develop a "repeat offender" policy for Academic Early Warning
- Mandatory New Student Orientation (2)
- Increase success in online/hybrid courses
- Increase degree completions in professional technical programs (2)
- Use more open education resources (OER)
- New equipment simulators and airplanes
- Encourage more attendance at tutoring and supplemental instruction sessions
- Use personal contact in Academic Early Warning if at all possible
- Publicize the "success culture" so students will catch the possibility
- Encourage more participation (2)
- Soft skills
- Faculty/staff use advisor tool

Additional notes:

- Focus groups with students *not* using services

Trustee comments are shaded grey

Objective 1.3: Students are prepared to graduate and to transfer or to seek employment

Indicator 1.3a Student Achievement Initiative (SAI) data

Indicator 1.3b Retention and graduation rates

Indicator 1.3c Transfer rates and transfer success rates (MRTE+ data)

Indicator 1.3d Employment and certification rates

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 4.1**
Importance = 4.8

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **4.1** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.8** Trustees' average rating = **5.0**

By the time a student completes a 4-year degree, they have taken 20% more credits than they need. Tinto, August 2014.

What changes can be made to help students make meaningful progress on their educational pathway to graduation and/or to transfer?

- Help students identify what they want earlier career wise and college wise
- Special outreach to unclassified students (intent A) (3)
- More information on transfer school requirements – create DTA worksheets for each school with suggested BBCC classes
- Less emphasis on getting students out and more on directing them
- Mandatory advising (5) with a script/benchmarks for entire first year (first 45 credits)
- Email each student a copy of his/her degree audit
- In class, math is being reviewed, but I think a reorganization is needed for better success/outcomes
- Identify where gaps exist between first year retention (excellent) and degree completion (good, but not great)
- Students who earn 15 credits in the first year have significantly higher retention rates. Focus on that first year experience (Valencia College in FL found that success in the first 5 classes determined success throughout college).
- Targeted counseling – regular follow-ups/monitoring
- Pathway advising – help undecided students

What can we do to maintain/improve employment rates?

- More soft-skills training (2)
    - Employers in BIM say, "We can teach them the job, but if they don't have the soft skills…"

Trustee comments are shaded grey

    - Connect students with employees they are most likely to work with on the job to make a connection with *real life* experiences – to better understand how additional classes (i.e. soft skills classes) can benefit them.
- Continue working with advisory committees (2)
- Work closely with Job Placement office
- Partner with WorkSource
- Ensure programs correlate to current employer needs (examine Medical Assistant)
- Clear understanding of employer recruitment processes
- Is the local market saturated?
- $ALT, Career Coach, new Career Advisor position (2)
- Re-tool our programs to help induce industrial growth (and recognize that the jobs don't come overnight)
- Maintain and increase relationships with local businesses for internships, advisory committees, donations, staff training opportunities, etc.
    - Could we design a "direct flow" program where students are guaranteed jobs in local industry?
- What do we have in place to track this info?
- Job placement programs
- Recruiting days for employers

Additional notes:

- What are the characteristics of Intent Code A students – those who are "wandering aimlessly"?
- Connect students to employers so students know what they are getting and understand what the job they are seeking really encompasses. This would also help them understand the importance of related instruction classes.
- What is the percent extra credits BBCC students take (re: Tinto's quote above)? What are the characteristics of these students? Are they undecided? Is it structural? Etc.
- Pathway advising – this would put students on clear pathways; this is not as specific as selecting a major and there is flexibility in changing pathways, but provides more focus for students.

Trustee comments are shaded grey

Excellence in Teaching and Learning

Outcome: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

Objective 2.1: BBCC implements innovation and creativity in programs and services

Indicator 2.1a Highlights of program audits, including best practices

Indicator 2.1b Correlation of practices to success, retention, or completion

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.7**
Importance = 4.5

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.6** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.4** Trustees' average rating = **5.0**

Are there best practices that should be expanded or taken to scale at BBCC?

Administrative

- Lean work is good – we should continue (3)
- $ALT
- Mentoring of upcoming administrators
- How is administrative creativity recognized?
- Continue to encourage/mentor future leaders: faculty, staff, and students
- Great workshops by Human Resources

Educational Programs

- Need innovation in teaching and new programs – coordinated instruction, learning communities, IBEST, flipped model, etc., (3)
- Cooperative teaching (pairing courses) (2)
- Encourage 15 credit completions (3)
- Is AVID innovative? Need to research the impact of AVID strategies on success rates in classes
- How will data tell us if AVID makes improvements in this area?
- How do staff reflect on teaching practices?
- Expand AVID workshops
- Get word out to local districts about STEM

Services

- Peer mentoring is working (3)
- Advisor Data Portal for all advising
- Tutoring (3)
- Focus on developing goals/dreams for students who don't know what they want to do
- Provide or increase support services to online students to improve success rates in those classes

Trustee comments are shaded grey

Objective 2.2: BBCC helps students attain high academic and industry standards

Indicator 2.2a External certification rates
Indicator 2.2b CCSSE data on academic challenge
Indicator 2.2c NCCBP data on success rates
Indicator 2.2d MRTE data on transfer success
Indicator 2.2e Full-time faculty ratio
Indicator 2.2f Student-to-faculty ratio

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.9**
Importance = 4.9

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.8** Trustees' average rating = **4.2**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.9** Trustees' average rating = **5.0**

Student learning is at the heart of student success, how can BBCC help students achieve high academic standards?

- Refigure success rates so it does not include students who never show or students who withdraw and reenroll in a different section of the same class (2)
- We allow students to enroll in developmental education classes after the first week, even though we know their chances of success are lower. Our classes should not be penalized as not being as successful if we are willing to provide late registering students a home.
- Continue to add back full-time faculty positions lost in budget cuts (3)
- Continue to analyze comparison data (NCCBP, MRTE, etc.) (2)
- Need more supplemental instruction and tutoring to help students achieve (2)
- Most interventions seem to be utilized
- Advisor Data Portal is underutilized (2)
- Provide support services to online students and online instructors
- Provide services to get students through the first 15 credits in the first year – mandatory advising, strict pathways, tutoring, etc.
- Make our classes relevant to our students' lives
- Reconfigure our methods of assessing our students in the classroom
- "High academic standards" come by demanding/expecting them
- Increase critical thinking skills and application to increase academic challenge (re: CCSSE)
- In areas where higher success rates are desirable, how do we determine what the next step is? (Such as improving success rates of Nursing Assistant students.)
- Continue to develop student support services and encourage participation
- Opportunities are available – keep offering
- Build full-time faculty ratio
- Professional development plans
    - What do faculty plans contain? Not specifically, but generally? Provide examples.
- Provide professional technical faculty with more education pedagogy

Trustee comments are shaded grey

Objective 2.3: BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes

Indicators 2.3a and 2.3b Budgets and attendance for professional development
Indicator 2.3c Report on Professional Technical certification plans

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.5**
Importance = 4.3

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.4** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.1** Trustees' average rating = **5.0**

Are there areas where professional development for faculty and staff could be enhanced to improve student engagement and success?

- Continue to pursue funding sources for professional development (2)
- Continue to develop data (2)
- Only professional technical professional development plans are recorded? What about academic development plans?
- Broader support for attendance at training (department level support)
- Individual plans for employees – build on strengths (2)
- Good this year – multiple professional development opportunities
- Capture more complete data on budgets and attendance for professional development
- More focus on student learning and student success
- Publicize professional development and encourage creative scheduling to support attendance
- Develop a way to capture data to show the effect professional development has on student engagement and/or success
- You tell me: as staff, do you feel something is missing? If so, what?
- What connection with Moses Lake School District
    - Should there be one? Yes or no
    - Best practices? Our kids?
- AVID training
- ?? Carver Model
- What are other community colleges doing to recruit from local high schools?
- Faculty-to-faculty relationships (high school-to-college faculty)

Trustee comments are shaded grey

Community Engagement

Outcome: BBCC supports economic development, nurtures community and industry partnerships, and acts as a responsible steward of resources.

Objective 3.1: BBCC works with community and industry partners to support economic development

Indicator 3.1a Inventory of active partnerships

- Include list of off-campus work study placements, job shadowing, internships, and externships on this list
- Which businesses provide educational assistance to their employees?

Indicator 3.1b Report on economic impact

- Provide feedback from Job Skills Prep grant outcomes

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.5**
Importance = 4.3

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.5** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.2** Trustees' average rating = **5.0**

How can BBCC expand partnerships to better serve economic development?

- Difficult to judge economic impact
- Include partners in grant outcomes
- Many (?) Job Skills Prep grants, better partnerships
- Define our role as a community college in the partnership. How do we define "better" partnership?
- Partner with local businesses to create direct pathways for students to move into local jobs
- Highest employees in Grant County include public education and healthcare – need partnerships outside of industry
- Continue to foster relationships/partnerships with industry (Adams County, Simplot, McCain's, etc.) (2)
- Never stop listening, networking
- Industry business data for complete BBCC district
- Work with local and state legislators and EDC's
- Board, faculty, and staff serve on local boards
- What is the number of industry "sectors" in our service district? Do businesses know we offer services that might benefit them? If we don't offer helpful services, how can we?

Because an educated workforce is fundamental to economic growth, how could education and training be enhanced so district residents are prepared for living wage jobs in the local job market?

- Expand program offerings, new programs
- Work with partners during PTEC design
- IBEST to reach more of our populations – more professional technical programs with on-ramps and supports

Trustee comments are shaded grey

    - Expand IBEST offerings to accommodate the low educational attainment in the district (Hispanic = 61% with less than a high school diploma!)
- Accommodate working adults' schedules (weekends, evenings, online) with classes AND support services. We have to ask what students need, not what fits out 8-5 schedule.
- Seek to provide more 4-year degrees on campus that fit into our job market
- What does industry say? (2)
- Local advisory committees

Trustee comments are shaded grey

Objective 3.2: BBCC works with K-12 and university partners to provide educational opportunities

Indicator 3.2a Inventory of current dual credit programs

- Add data on number of students by high school

Indicator 3.2b Analysis of partnership opportunities

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.0**
Importance = 4.2

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **2.8** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.1** Trustees' average rating = **4.8**

How can BBCC's partnerships be expanded to increase educational opportunities?

- Clearer expectations of BBCC writing standards for students enrolling
- More K-12 partnerships
  - High school and college curriculum alignment
  - Create direct pathways from K-12 into 2-year college and onto 4-year college. Create clear, effective educational pathways that students start in high school.
- More business & industry partnerships
- Only Ephrata is College in the High School and Running Start in the High School (2)
  - What about dual credit programs at Moses Lake High School (our feeder school!) (2)
- AVID collaborations
- Could have more opportunities for faculty to collaborate/meet
- Increase university partnerships for more DTA pathways and/or satellite campuses at BBCC
- This seems to be improving with our new Outreach Coordinator – keep it up!
- Bigger impact/impression on high school and middle school students
- Positive relationship and working
- Look for increased opportunities to expand dual credit district
- Partnerships with local school districts
- Serve on state committees
- Student ambassadors
- Showcase alumni in their current positions
- Adams County students don't know about our programs
- Marketing
  - How can we "electrify" potential students on their turf? Videos? Semi with flashy electronics and technology to take to schools to showcase our offerings? Pole banners that showcase successful alumni and "where they are now".
  - What are other community college's Board Policies on recruiting?

Trustee comments are shaded grey

Objective 3.3: BBCC practices responsible use of resources, including fiscal and natural resources

Indicator 3.3a Budget process is tied to strategic goals
Indicator 3.3b Inventory of sustainable practices is increasing

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.4**
Importance = 4.1

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.2** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.0** Trustees' average rating = **4.5**

In education today, we are faced with rising education costs, diminishing revenues, and reduced state funding. Does BBCC allocate resources in a way that maximizes student success? What, if anything, could be changed?

- Be willing to look at processes from the student/visitor perspective. Look for the waste (wait times) in processes – lean
- Figure out how to decide what we need to stop doing and what helps students learn (2)
- Need budget process (2)
- Increasing SAI success will generate some additional resources
- Since 80% of our state budget pays salaries & benefits, we will continually have to depend on grant funding to support other student success measures. To best allocate these monies, maybe a larger group of people could be involved in the planning processes so we design far-reaching and effective programs and support services that the entire college has ownership of – not just a select few.
- Great campus lighting
- New PTEC will help energy use; PTEC meeting moves us forward
- Establish partnerships with PUD, REC, and wind farms
- Budget practices maximize our fiscal responsibility (2)
- Continue to look at partnerships with agriculture businesses (Simplot, Monsanto) for STEM support

Are there ways that lean practices can be put into place to streamline services?

- Yes, but departments need to be willing to look at alternative processes in order to become more efficient. Some areas are very invested in "that's what we've always done" – lean (2)
- Continue lean practices (2)
- Include students in process
- Encourage use of GTA (2)
- Stay up to date on new lean programs
- Industry training in lean manufacturing concepts

Trustee comments are shaded grey

Objective 3.4: BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community

Indicator 3.4a Training opportunities increase multicultural awareness and ability

Indicator 3.4b Students, employees and partners report feeling welcome on campus

- 3.4b How do we know partners feel welcomed?
  - Customer comments on use of ATEC
  - Can we work with trainers to include a "campus" question on their seminar evaluation form that we can collect and analyze?
  - Collect feedback from on-campus partners (CWU, Heritage, Sodexho, etc.)
- Need a Board Policy (published statement) on diversity and inclusiveness at BBCC

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.4**
Importance = 4.7

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.2** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.5** Trustees' average rating = **5.0**

Are there any groups of students we should focus on for increasing student success?

- Need more training opportunities re: multicultural competency (2)
- Migrant
- First generation (3)
- Low income students (2)
- Latino students – completions (3)
  - If we are retaining Latinos at the same rate at whites, why is there still a gap in completions?
- Females in non-traditional programs – industrial & mechanical (3)
- Need to add additional opportunities for ALL students to feel connected, not just some groups (2)
- Value ALL employee classifications
- Students are retained better when they earn the first 15 credits in that first year – we need to focus on students who are not reaching that milestone
- Returning adult learners (2)
- Veterans
- Celebrate alumni success; connect successful alumni testimonials to current students
- Transforming Lives – great local celebration
- Latino and minority students
  - Close the gaps in success rates between white and minority students
  - Latino outreach – cultural understanding?

Trustee comments are shaded grey

Is there professional development that would help BBCC maintain an inclusive environment?

- Keep working on diverse recruiting for positions
- Intercultural communication (2)
- Spanish (and Russian?) for all employees
- Multicultural Advisory Committee (universities have these) – a small group of people to help identify multicultural needs on campus
- Bring in more speakers for faculty and staff – speakers who have had performance gaps and made successful changes at their school(s) – and make it mandatory for all college employees to attend
- "Know your neighbors" – Wenatchee School District; K-12 very good!

Mission Fulfillment Workbook 2014

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Mission Fulfillment Workbook - 2014

The 2014 Mission Fulfillment Workbook provides data to help the college determine progress being made toward goals of the 2014-19 Academic Master Plan. The 2014-19 AMP can be found on the BBCC website at http://www.bigbend.edu/information-center/administration/academic-master-plan/.

As part of BBCC's annual review of the AMP, you are being asked to rate how well the college is meeting each outcome ***and*** how important the outcome is to the college.

1. **Rate how effectively BBCC meets each outcome on the worksheets provided (these are separate from the workbook), based on the data.**

   Scale: 1 (not effective) to 5 (very effective)

2. **Rate how important the outcome is to the mission of the college.**

   Scale: 1 (not important) to 5 (very important)

3. **Answer the questions on each outcome worksheet.**

4. **Bring your feedback to the appropriate meeting for discussion:**

Division Chairs & Cabinet	September 3
Board of Trustees	September 11

5. **If you cannot attend, please return your feedback to Valerie Kirkwood the day prior to your meeting date and your feedback will be included in the discussion.**

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BBCC Mission Statement:
Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

BBCC Vision Statement:
Big Bend Community College inspires every student to be successful.

BBCC Values:
Our institutional values are principles, fundamental beliefs, or qualities that shape institutional attitudes, opinions, decisions, and actions.

Student Success
- Academic achievement
- Empowerment
- Lifelong learning
- Service to students

Excellence
- Innovation
- Commitment to quality
- High standards
- Continuous improvement

Community Engagement
- Collaboration
- Outreach
- Partnerships
- Improving quality of life

Inclusion
- Diversity
- Access
- Opportunity
- Equity

Integrity & Stewardship
- Accountability
- Sustainability
- Ethics and honesty
- Resource management

These statements form the foundation of BBCC's mission and strategic planning process. Building on this foundation, the college establishes operational goals in two ways:

- **Core Themes** establish assessable outcomes for mission fulfillment.
- Board of Trustees' **Ends Statement** lay out the Board's expectations for meeting the needs of our service district.

These items form the architecture of the AMP, as approved by the Board of Trustees and as demonstrated in the following diagram.

Big Bend Community College Governance

Ends Statements:
Describe how the Board expects the college to interact with and have an impact on our service district

Core Themes:
Address the three broad areas described in the mission and represent the primary measure of mission fulfillment

Mission Fulfillment Workbook - 2014

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Mission Fulfillment Workbook - 2014

Table of Contents

Excellence in Teaching and Learning (provided in full, May 2014)

Community Engagement (provided in full, April 2014)

Student Success

Outcome: BBCC provides access to programs and services that meet the needs of our service district.

Objective 1.1: BBCC provides access to programs and services that meet the educational needs of our students and prospective students

Indicator 1.1a – Inventory of programs, modalities, and services

Tab A: Analysis of BBCC Transfer Program Offerings 2014
Tab B: BBCC Professional Technical Program Inventory Analysis
Tab C: Business and Industry Partnerships 2013-14
Tab D: Inventory of Student Services

Academic Transfer Programs (Tab A)

Professional Technical Programs (Tab B)

Agriculture Programs

To meet the educational needs of our students and community BBCC has developed and received approval for a new Agriculture Technology program in GPS systems. In addition to an Associate's degree and certificate of achievement for GPS systems, BBCC offers a certificate of achievement in Mechanized Irrigation Systems. These program offerings were developed as a result of a needs assessment done by our advisory committee and a review of labor market data. A full-time instructor is needed to expand our current offerings and programs. Marketing materials are provided to high school agriculture instructors in our service area. The Outreach Coordinator and the Dean of Professional Technical Programs also advise students who express an interest in agriculture.

Business Programs

The instructors for Accounting and Business Information Management will meet this fall to determine how BBCC should expand offerings in the Business Division. The Business Division Faculty are committed to keeping their programs current with up-to-date trends in business and look for new training opportunities to meet the needs of our community. All professional technical programs are regularly reviewed by their advisory committees to determine if our training is meeting current business needs. During 2014-15, BBCC will focus on conducting a needs assessment to explore new program options in business, marketing, and administrative services.

Provided by Dean Rasmussen

Business and Industry Partnerships (Tab C)

BBCC Center for Business and Industry Services (CBIS) is currently working on opportunities to further training support with SVZ, General Dynamics, GENIE (a TEREX Company), and Moses Lake Industries. CBIS is also working with several training providers to offer multiple trainings in the ATEC facility to local employers who wish to send employees for additional skill development. Project management, leadership and supervisory skills, and human resources for supervisors are examples of these classes.

Provided by Director Riley

Student Services (Tab D)

New services offered:

- **Career Coach:** online search tool allowing students to explore careers in the region and match their goals with the educational programs offered at BBCC. A resume builder is also available through Career Coach.
- **Career Services:** a Career Services Coordinator will be hired (fall 2014) to provide career counseling, educational planning, and to facilitate workshops. The Career Services Coordinator will be located in the Student Success Center.
- **$ALT:** provides effective financial management tools designed to help students manage their finances, become better informed about their financing choices, and better prepared to fulfill their loan commitments.

Indicator 1.1b – Service area and student demographic data

Tab E: Student Characteristics by Intent
Tab F: Student Characteristics by Program

BBCC Service District Demographics

Population total, with Hispanic background

	Population in 2000*			Population in 2010**			Population Estimates 2012***		
	Total	Hispanic	%Hisp	Total	Hispanic	%Hisp	Total	Hispanic	%Hisp
Adams	16,428	7,754	47%	18,728	11,099	59%	19,005	11,593	61%
Grant	74,698	22,543	30%	89,120	34,163	38%	91,723	35,955	39%
BBCC Dist	91,126	30,297	33%	107,848	45,262	42%	110,728	47,548	43%

*Summary File 3, US Census

**US Census 2010, Total Population by Age, Sex, Race and Hispanic Origin; Source: 2010 Census Modified Race Summary File

*** US Census Quick Facts

data retrieved on January 15, 2014

	Adults 25 years + with less than a High school diploma, GED, or alternative, 2012	Persons below Poverty Level (2008-2012 American Community Survey 5-Year Estimates)
BBCC District Population	26%	21%
BBCC District Hispanic Population	61%	27%
Washington State	10%	13%
USA	14%	15%

Per Capita & Median Household Income

	Adams	Grant	District	Washington	USA
Per Capita Income	$ 16,539	$ 20,324	$ 19,674	$ 30,661	$ 28,051
Median Household Income	$ 45,531	$ 41,798	$ 42,439	$ 59,374	$ 53,046

State & County Quick Facts 2008-2012

BBCC Student Demographics (Appendices E and F)

Indicator 1.1c – **Class fill rates**

Tab G: Fill Rates – All Classes by Quarter

Academic Transfer and Professional Technical Programs

The development of an annual schedule during the 2014-15 school year will assist in longer-term enrollment management and better match between interest and course offerings. Targeted advertisement and solidifying of a biannual evening, weekend, and online schedule will also increase awareness and (potentially) enrollment in those courses. Areas for specific consideration in the annual schedule include the humanities division and professional technical related instruction.

The hiring of an outreach coordinator is an important factor to assist in enrollment management and recruitment of students to professional technical programs. Our outreach coordinator was hired for the 2013-14 school year and started an active campaign to recruit students to Big Bend. This will continue for the 2014-15 school year with instructors going on school visits with her this year. The outreach coordinator has also developed new brochures and marketing material that will be used on school visits this year.

Prepared by Deans Garrett and Rasmussen

Indicator 1.1d – **Feedback from advisory committees**

Tab H: Allied Health Advisory Committee Feedback

Tab I: Professional Technical Advisory Committee Summaries

Objective 1.2: Use of services correlates with success, retention, and completion

Indicator 1.2a – Course success, retention, and completion rates

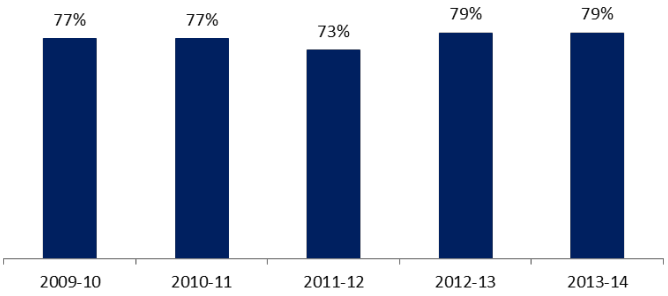
Tab J: Course Success Rates by Division 2013-14

Tab K: Success Rates in Courses Offered Over the Last Three Consecutive Years

Tab L: Success Rates by Modality in Courses Offered Over the Last Three Consecutive Years

Detailed course success rates (Tabs J and K)

Overall Success Rates* in All Courses



*Success is defined as earning a "P" (pass) grade or 2.0 or higher grade point

Success Rates by Division

Division	2009-10	2010-11	2011-12	2012-13	2013-14
Allied Health	86%	89%	87%	85%	84%
Aviation	84%	82%	83%	89%[a]	91%[a]
Business	74%	72%	73%	82%	80%
Developmental	80%	79%	76%	77%	78%
Humanities	80%	79%	77%	80%	80%
Industrial Technology	86%	84%	83%	82%	84%
Math/Science	71%	70%	67%	67%	70%
Pre-college Level Math[b]	49%	53%	61%	69%	68%
Social Science	77%	73%	76%	78%	77%
Overall	**77%**	**77%**	**73%**	**79%**	**79%**

[a]Aviation success does not include flight-based classes. Students have up to two years to complete flight time; success rates in these classes are not available the time of this report.

[b]Pre-college Level Math includes all math classes below 100 level, *except* MPC 080 (MPC 080 is part of the Developmental Division)

Student Success* by Modality

	Online[a]	Hybrid[b]	Web enhanced[c]	On-ground[d]
2011-12	67%	69%	71%	76%
2012-13	70%	67%	77%	81%
2013-14	70%	71%	77%	84%

*Success is defined as earning a 2.0 grade point or higher or a "P" (pass) grade in the class

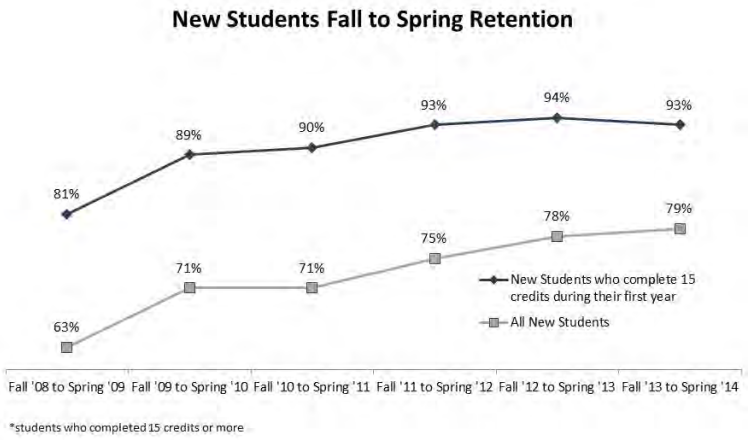
[a]Online classes are taught 100% online; all materials, assignments, and communication between student and instructor are conducted online

[b]Hybrid classes are taught as a combination of face-to-face/classroom time and online time; materials, assignments, and communication between student and instructor are conducted both face-to-face and with web-based tools

[c]Web Enhanced classes are taught face-to-face in a traditional classroom setting and access to web-based tools is required

[d]On-ground classes are taught face-to-face in a traditional classroom setting

Retention



Completions

In professional technical degrees, several programs showed increases in the number of degrees or certificates awarded: Accounting, Associate Degree of Nursing, Child and Family Education, and Medical Assistant all showed increases. BBCC awarded 278 transfer degrees in 2013-14, just two less than the 280 degrees awarded in 2011-12, which represented an all-time high in degrees awarded. The tables in section 1.3b show details of Big Bend's degree and certificate completions over the past five years.

Indicator 1.2b – **Use of services reports**

Tab M: ASB Event Attendance 2013-14
Tab N: New Student Orientation
Tab O: STEM Center Data
Tab P: Student Success Center (SSC) Data

Academic Early Warning (AEW)

- AEW is a tool designed to alert students who are failing early in the term to help direct them to resources that could help them be successful.
- Two-hundred fifty-eight (258) unduplicated students were contacted via the Academic Early Warning (AEW) system in 2013-14.
- The following were the three most common reasons faculty or staff "flagged" students in the system:
    - Missing assignments – 30%
    - Excessive absenteeism – 19%
    - Low test scores/assignment grades – 18%

- Success rates (based on the type of intervention with the student) are in the table that follows.

Academic Early Warning (AEW) Interventions and Success in Related Classes 2013-14

Intervention	Number of Students[a]	Percent Successful[b]	Percent Passed[c]
E-mail	154	25%	33%
Left Voicemail	104	22%	31%
Spoke with Student on Phone	76	28%	36%
Spoke in Person	24	29%	43%
Student Already Resolved Issue	6	44%	67%
Discussed Withdrawal	2	0%	0%
Speak to Instructor	2	0%	33%
Tutoring Referral	1	50%	50%

[a]Unduplicated number of students in each intervention category

[b]Success defined as students earning a 2.0 grade point or higher or "pass" grade in classes

[c]Students passed classes with a 0.7 grade point or higher or a "pass" grade

Advisor Data Portal (ADP)

- ADP is an online tool designed to make advising easier for advisors and to track students' progress in reaching their goals.
- ADP became available campus-wide in winter 2014.
- Number of faculty/staff advisors using the tool
  - Winter 2014: 8
  - Spring 2014: 6
- Of the students tracked through ADP in winter quarter, 39% were enrolled at the college that quarter. Forty-five percent (45%) in spring quarter were enrolled.
- Reenrollment and/or completion rates of students tracked in ADP versus those who were not are in the table that follows.

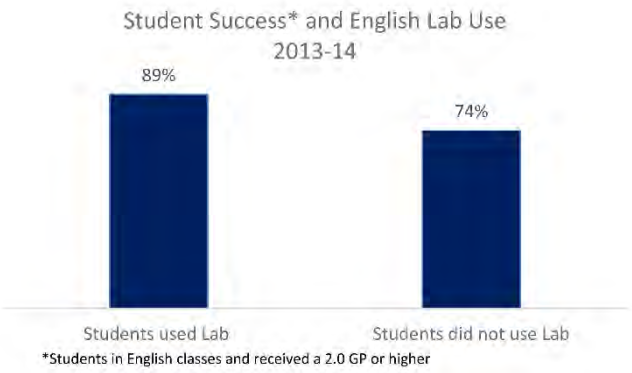
Advisor Data Portal (ADP) and Reenrollment or Completion in the Next Quarter

	Students tracked through ADP			Students NOT tracked through ADP		
	Winter quarter students	Students who either reenrolled in spring or completed in winter or spring		Winter quarter students	Students who either reenrolled in spring or completed in winter or spring	
	N	n	Pct	N	n	Pct
Unclear intent	4	3	75%	108	84	78%
Transfer intent	105	87	83%	928	763	82%
Professional Technical intent	85	72	85%	717	612	85%
ABE/ESL intent	2	2	100%	328	151	46%
All combined*	**196**	**164**	**84%**	**2081**	**1610**	**77%**

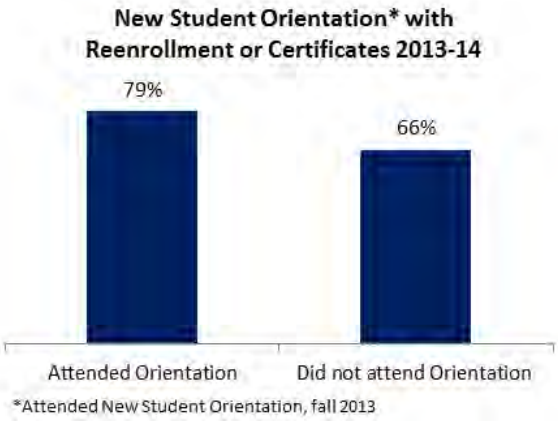
Data retrieved from dbo_AdvisorComment, STUDENT, and COMPLETION tables, 8/20/14

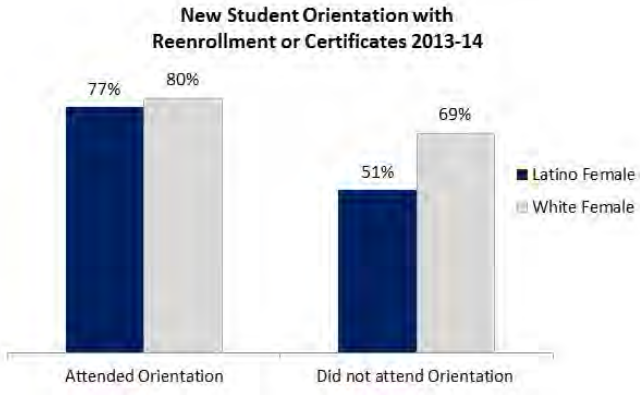
*Intent codes A, B, D, E, F, G

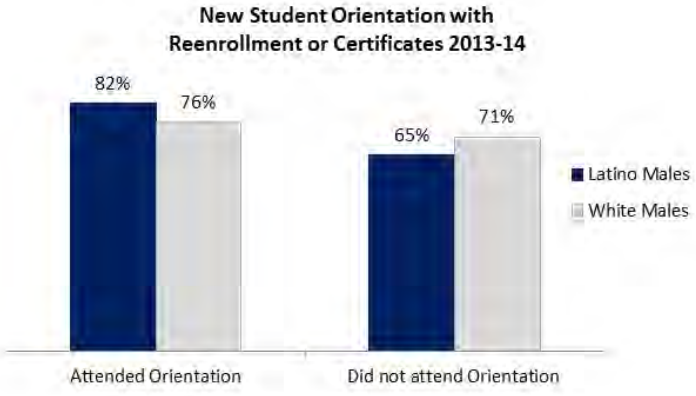
English Lab



New Student Orientation (Tab N)



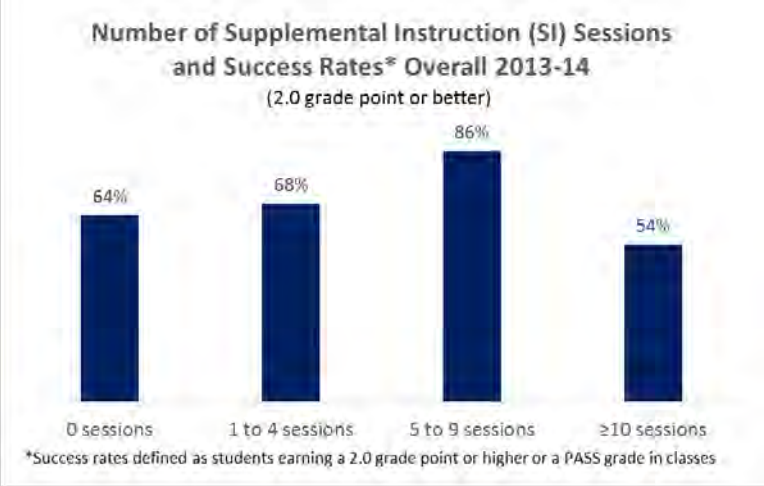




STEM (Science Technology Engineering Math) Center (Tab O)

Student Success Center (SSC) (Tab P)

Supplemental Instruction



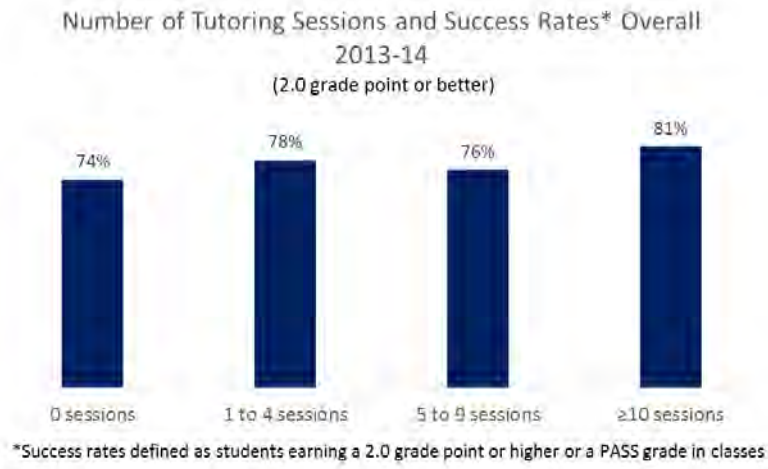
Supplemental Instruction (SI) and Grades in Classes 2013-14

		Attended SI			Did not attend SI			
CourseID	**Course Title**	**# students**	**Earned 2.0 or better**	**Earned 0.7 or better**	**# students**	**Earned 2.0 or better**	**Earned 0.7 or better**	Total enrollment
BIOL&100	SURVEY OF BIOLOGY	5	80%	100%	178	80%	88%	183
BUS 121	BUSINESS ENGLISH	6	67%	83%	31	71%	84%	37
BUS 122	BUSINESS COMMUNICATIONS	9	78%	89%	15	87%	87%	24
CHEM&121	INTRO TO CHEMISTRY	12	83%	92%	164	69%	86%	176
CHEM&161	GENERAL CHEM W/LAB I	9	67%	100%	39	69%	87%	48
ENGL&101	ENGLISH COMPOSITION I	6	50%	83%	724	70%	80%	730
MATH 098	INTERMEDIATE ALGEBRA	7	57%	71%	414	70%	70%	421

Note: Only classes where at least five students attended SI are included here.

Data retrieved from ODS on 8/8/2014

Tutoring



Tutoring and Grades in Classes 2013-14

		Used tutoring services			Did not use tutoring services			
CourseID	CourseTitle	# students	Earned 2.0 or better	Earned 0.7 or better	# students	Earned 2.0 or better	Earned 0.7 or better	Total enrollment
BIOL&100	SURVEY OF BIOLOGY	19	84%	100%	134	80%	88%	153
BIOL&211	MAJORS CELLULAR	12	75%	75%	36	44%	72%	48
CHEM&121	INTRO TO CHEMISTRY	26	85%	96%	118	64%	83%	144
CHEM&161	GENERAL CHEM W/LAB I	22	73%	91%	21	71%	86%	43
CMST&220	PUBLIC SPEAKING	26	92%	96%	340	80%	86%	366
CSS 100	COLLEGE SURVIVAL SKILLS	32	78%	88%	332	72%	77%	364
ENGL 098	BASIC ENGLISH SKILLS	25	100%	100%	70	86%	86%	95
ENGL 099	ENGLISH SKILLS	84	93%	94%	206	74%	82%	290
ENGL&101	ENGLISH COMPOSITION I	81	86%	96%	493	67%	78%	574
ENGL&102	COMPOSITION II	49	84%	92%	322	78%	87%	371
MATH 080	BASIC MATHEMATICS	16	69%	94%	139	71%	78%	155
MATH 094	PREALGEBRA	45	64%	64%	237	65%	65%	282
MATH 096	ELEMENTARY ALGEBRA I	56	75%	75%	284	69%	70%	340
MATH 098	INTERMEDIATE ALGEBRA	61	70%	70%	272	68%	69%	333
MATH 099	INTERMEDIATE ALGEBRA	10	50%	50%	78	54%	55%	88
MATH&141	PRECALCULUS I	66	55%	70%	137	64%	82%	203
MATH&142	PRECALCULUS II	13	85%	92%	49	78%	88%	62
MATH&146	INTRO TO STATISTICS	34	74%	91%	139	65%	76%	173
MATH&151	CALCULUS I	15	87%	100%	21	81%	81%	36
MATH&152	CALCULUS II	10	90%	100%	6	100%	100%	16
NUTR&101	NUTRITION	13	77%	92%	214	63%	83%	227
PSYC&100	GENERAL PSYCHOLOGY	10	80%	100%	313	73%	88%	323

Note: Only classes where at least 10 students attended tutoring are included here.

Data retrieved from ODS on 8/11/2014

Indicator 1.2c – Use of technology and resources

Library Services

During the 2014-15 academic year, BBCC's eLearning Coordinator will establish which Canvas Reports demonstrate the use of technology and subsequent student success in the class.

BBCC Library Use: Five-Year Trends

	2009-10	2010-11	2011-12	2012-13	2013-14
Door Count	189,860	175,719	179,602	177,978	138,892
Points of Service	13,392 (144)[b]	11,309 (131)[b]	9,922 (95)[b]	10,057 (153)[b]	17,048 (49)[b]
Circulation	7,055	6,741	5,913	6,603	6,027
Proctored Tests	531	372	370	796	399
Library Classes	43	45	56	53	46
Class Attendance	1,027	1,034	1,362	1,212	1,127
Multipurpose Room 1801	18[c] 23[d]	17[c] 41[d]	18[c] 28[d]	22[c] 51[d]	0[c] 168[d]
Computer Lab 1802	2[c] 350[d]	7[c] 362[d]	6[c] 270[d]	4[c] 271[d]	7[c] 303[d]
Study Rooms[e]	62	53	30	64	44
Interlibrary Loans	1501	1083	991	926	873

[a] moved to new facility after fall quarter
[b] reserve item requests (drop in numbers is likely the result of instructors changing the way they use reserves to an extra credit activity rather than required use)
[c] BBCC and CWU courses taught in that room
[d] single day class visits, BBCC events (such as orientation), or non-BBCC bookings
[e] non-standard use of study rooms for various events, such as interviews for the Job Fair, etc.

Instruction (data from 2012-13 Assessment Reports)

Assessment covers many student learning outcomes. Some include use of technology as shown in the paragraphs that follow. The complete 2012-13 Assessment Report can be found on the Portal under:

1. Report Center
2. Educational Program Assessment Worksite
3. Educational Program Assessment Compiled Report Library

Psychology

Outcome: Students will be able to use new open source course textbook as effectively and with the same course success rates as the previous traditional format textbook. [4: Gather and interpret information]

Results: Average student scores in 11-12 were 2.53 and average scores in 12-13 were 2.66. It looks like the online text is not detrimental to students and may even have improved scores by allowing students more format options. We will continue to use the text.

Narrative: We had switched to an open source online textbook and we wanted to determine how the format change would affect students. We felt that with the increased use of technology in society and within our students we wanted to provide a format that might fit student's lifestyles better. There is still a paper option for students as well and all options were relatively inexpensive compared to other texts. We assessed overall course grades from the 11-12 school year and the 12-13 school year to see if the change in text affected students. There was no negative effect on student's grades and although not quantified statistically, there was a slight increase in grades with the new text. We plan to continue to use the text as it is more cost effective and flexible for student's needs.

Sociology

Outcome: Students who utilize clicker technology in their courses will have greater class participation and engagement than students who do not use the clickers. [3. Students will be able to solve problems combining and applying knowledge from multiple sources.]

Results: There was no discernible difference in amount of engagement. Results demonstrated that it takes time to enculturate students into the use of clickers.

Narrative: Clickers provide another dimension in classroom participation, yet when clickers were compared with regular quiz review, the engagement was similar. Although clickers provide immediate feedback, the review of weekly quizzes (non-clicker comparison group) was also very dynamic resulting in students clarifying issues and asking questions that elaborated on the questions presented in the quizzes. One issue that was apparent in trying to use the clickers was the time constraints that a 65 minute period has. Passing out the clickers and making sure that we were all 'clicked-in" was time consuming and took a little but away from the novelty of their use. Perhaps the transition would be more fluid if the class period was two hours. I think that after using the clickers more than twice, students would also be more comfortable with the procedures needed to get the clickers working properly and fluidly.

Math

Outcome: 75% of students will earn a P grade or at least a 2.0 grade; examine the difference between success rates in Emporium and lecture sections.

Results: In math classes below 100-level, emporium students pass at a considerably higher rate (ranging from 73% to 77%) than lecture students (ranging from 49% to 53%).

Narrative: We completed our pilot year of the Emporium Model in Spring Quarter 2013. We have observed that in our math classes below 100-level, emporium students pass at a

considerably higher rate (ranging from 73% to 77%) than lecture students (ranging from 49% to 53%). We will review the two teaching modes and make changes to our classes as needed.

English

Outcome: Begin to assess effectiveness of online courses as compared to on-site courses

Results: Essays were more ambitious (online), but scored lower.

Narrative: n/a

Prepared by Vice President Mohrbacher

Objective 1.3: Students are prepared to graduate and to transfer or to seek employment

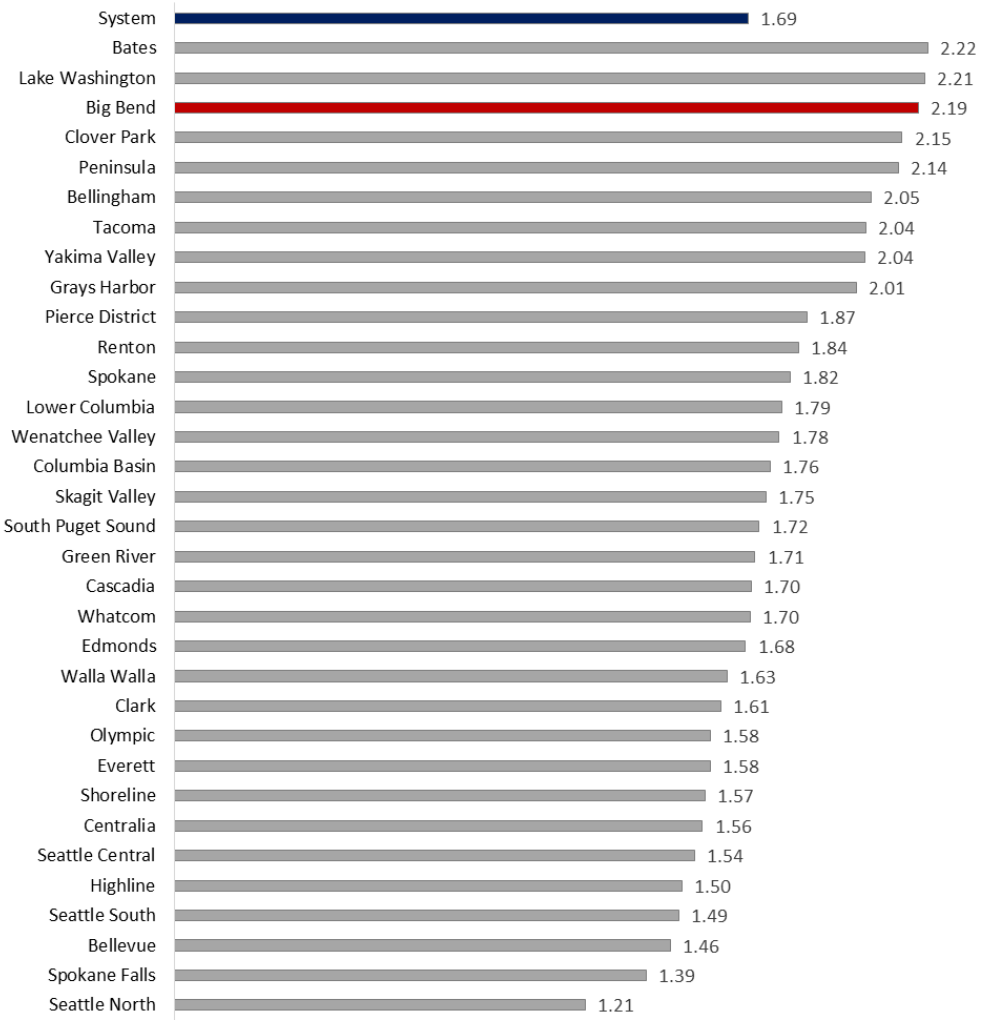
Indicator 1.3a – Student Achievement Initiative (SAI) data

SAI changes, effective 2013-14 school year (SBCTC):

- **Moving students past basic skills and into college**: The new approach recognizes that students who have below high-school level math, reading and English language skills have a more challenging educational journey. Under the new approach, basic skills students who reach academic milestones are awarded one point more than other students who reach the same levels.
- **Developmental education emphasizes college readiness**: Points are awarded after students complete the highest level of pre-college (remedial) classes in reading and math, rather than when they complete each individual class in a sequence. This shifts the focus from the number of classes taken, to the highest level of knowledge gained. It also allows colleges to blend courses or advance students to the next level when the students are ready, without fear of losing points. An extra point is awarded if a student completes a college-level math or English class within the same year as completing a pre-college class.
- **Getting students to a second year**: The new system adds another momentum point: achieving one year of college (45 credits) in a professional-technical field or for university transfer.
- **Showing steady progress**: Students who increase their achievement from one year to the next qualify for an additional point.
- **Completions**: College completion is emphasized in the awarding of performance funds.

The 2012-13 SAI data (most current data available at this time) was reported using the revised point metrics and, therefore, cannot be compared to previous years' data. A chart showing BBCC's points earned per student in 2012-13 follows.

Student Achievement Points per Student
Academic Year 2012-13

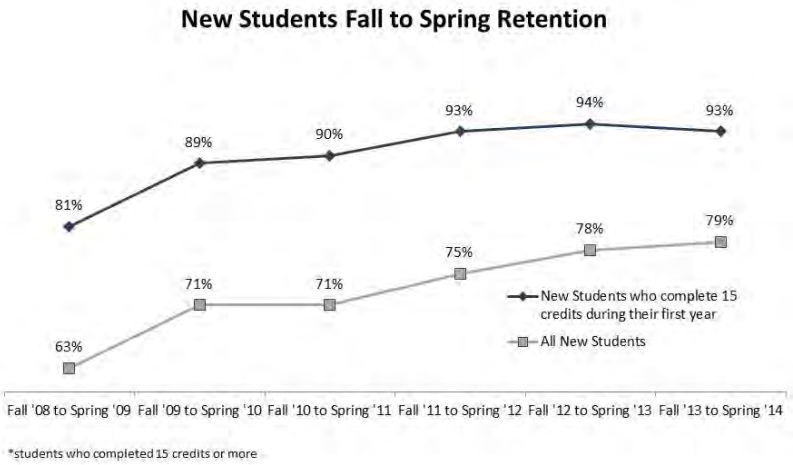


Student Achievement Points - Using Revised Point Metrics
Academic Year 2012-13
Final Year-End

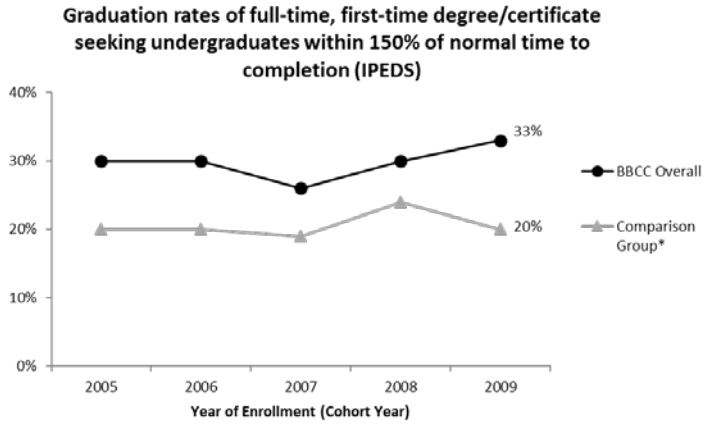
College	Total Headcount	Basic Skills	College Readiness - English	College Readiness - Math	1st 15 Credits	1st 30 Credits	45 Credits	Quantitative/ Computation	Retention Point	Completion Point	2013 Final Total Points
Big Bend	3,468	1,275	800	1,432	827	681	566	481	1,027	421	7,510
System Total	**326,286**	**73,445**	**36,441**	**82,947**	**68,844**	**54,655**	**43,018**	**36,145**	**86,649**	**32,863**	**515,007**

Indicator 1.3b – **Retention and graduation rates**

Retention



Graduation Rates and Completions



Big Bend Community College

Degrees* by Program

Prog Code	PROGRAM TITLE	09-10	10-11	11-12	12-13	13-14
505	Accounting	5	8	5	5	12
105	Agriculture	3	0	2	0	0
323	Associate Degree of Nursing	17	19	19	13	19
712	Automotive Technology	5	7	9	12	10
718	Aviation Maintenance Technology	1	1	7	6	2
547	Business Information Management	1	6	11	4	3
567	Business Medical Services	4	1	7	3	0
402	Child & Family Educaiton	4	4	10	6	12
672	Commercial Pilot	6	9	5	8	3
685	Commercial Pilot Helicopter	0	0	0	0	1
515	Computing Systems	9	5	0	0	0
784	Industrial Electrical Technology	14	20	24	18	14
770	Maintenance Mechanics Technology	6	12	14	7	7
381	Medical Assistant	8	11	12	15	18
509	Micro Computer Specialist	5	0	0	1	0
527	Systems Administration	0	0	0	0	5
814	Welding	8	6	6	8	4
TOTALS	Professional Technical	96	109	131	106	110
AS	Associate in Arts & Science	165	219	262	229	249
BUS	Associate in Business	10	8	8	12	13
ELEM	Associate in Elementary Education (DTA/MRP)			1	0	1
PREN	Associate in Pre-Nursing	1	2	7	8	5
SC	Associate in Science	0	2	0	0	0
SCE	Associate in Science - Engineering	0	0	0	2	7
SCP	Associate in Science (computer science or physics)	1	1	2	1	3
GS	General Studies	20	45	53	23	43
TOTALS	**COMBINED TOTALS**	**293**	**386**	**464**	**381**	**431**

* Associate degrees only

Completions from 2013-14 were run from ODS and run on 7/23/2014

Certificates of Achievement and Certificates of Accomplishment (Exit codes 3 & 4)

Prog Code	PROGRAM TITLE	09-10	10-11	11-12	12-13	13-14
505	Accounting	5	0	7	0	0
712	Automotive Technology	0	1	14	0	8
672	Aviation	2	3	0	0	0
718	Aviation Maintenance	19	39	66	40	33
505	Business Communications Cert	0	0	0	1	0
547	Business Information Management	19	22	49	15	2
567	Business Medical Services	22	4	12	4	2
402	Child & Family Education	0	2	1	1	1
715	Commercial Driver's License	55	28	40	44	33
780	Electrical Mechanized Irrigation Technology	0	3	0	2	0
784	Industrial Electrical Tech	14	0	10	0	0
770	Maintenance Mechanics Technology	6	0	5	1	3
381	Medical Assisstant Cert	13	8	10	1	2
329	Nursing Assistant	77	36	73	103	60
559	Office Occupations & Clerical Services	6	4	0	0	0
326	Practical Nursing	16	11	20	15	17
814	Welding	7	5	12	3	3
	TOTALS	**261**	**166**	**319**	**230**	**164**

* Certificates of Achievement are those with more than 45 credits with Related Instruction in Computation, Communication, and Human Relations On the Job; Certificates of Accomplishment are those with fewer than 45 credits without Related Instruction.

Completions from 2013-14 were run from ODS and run on 7/23/2014

Indicator 1.3c – Transfer rates and transfer success rates (MRTE+ data)

As reported in the 2014 Excellence in Teaching and Learning Monitoring Report, working with the SBCTC transfer database (MRTE+) has proven to be time intensive and challenging. The size of the database requires BBCC's Database Administrator to write code to extract data. The last data that was extracted seems to be incomplete. For example, transcript information was pulled for students who took Psychology at BBCC then took Psychology at a Washington State Public Baccalaureate Institution. (This was to be repeated for the various disciplines.) While students' grades at the four-year institutions were good, records for only 20 students were found; thus, limiting any conclusions to be drawn.

Indicator 1.3d – Employment and certification rates

Tab Q: Estimated Employment

Tab A

Analysis of BBCC Transfer Program Offerings 2014

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Analysis of BBCC Transfer Program Offerings 2014

BBCC's Transfer program courses were assessed and compared to the list of common courses (CCN list), Cascadia CC, Grays Harbor College and Centralia Community College's annual schedule.

Distribution Area	BBCC Discipline	CCN # of BBCC courses offered/# of CCN courses	Cascadia CC	Centralia CC	Grays Harbor College	Analysis
Humanities	ART – 19 courses available, 16/19 are HP	1/1 CCN course	11 courses offered, 6 HP	15 courses offered, No water or oil painting, has computer graphics and computer design, Fibers, digital photo,	6 courses offered, 1 CCN, rest performance drawing, design, printmaking	BBCC has a wider offering of courses, but are heavily weighted to HP. Diversity of offerings in multiple modalities is worthy of consideration. Especially for digital design, CAD, 3d design using CAD and SolidWorks
	Communications 5 courses available, 3 taught regularly	2/5	11 courses, diverse offerings,	(Speech) 4 courses, 0 CCN, Fundamentals, Theory, Intercultural Communication, Speech Communication	(Speech) 3 courses offered, Fundamentals, Broadcast, Group Discussion, no CCN	BBCC is adequately represented for CMST, however, additional offerings of Intercultural Communications, and Communication

Prepared by Dean Garrett

						Theory should be considered
	Drama Not offered at BBCC	0/1	CINEM – The American Cinema + World Cinema DRAMA – 4 courses	5 courses offered, no CCN, all acting	5 classes offered, all acting, 1 CCN	Not currently offered at BBCC, additional HU courses are not currently needed
	English 15 courses available, 6 comp, 9 lit	6/22	16 total courses 9 comp, 7 lit courses offered	12 courses offered, 6 comp, 6 lit, 5 CCN	12 courses offered, 4 CCN, 7 comp, 5 literature	English coursework is adequately represented, the comparative number of comp and lit courses may be out of balance.
	Foreign Language ASL 1-3 French 1-6 (only teach 1-3) German 1-3 Spanish 1-6 Spanish for Spanish Speakers	ASL 0/6, Chinese 0/6, French 3/6, German 3/6, Japan 0/6. Korean 0/6, Russ, 0/6, Spa 3/6, Viet 0/6	ASL 1-3 Japanese 1-6 Spanish 1-6	ASL 1-2 Chinese 1-6 French 1-3 Spanish 1-6	ASL 1-3 French 1-3 German 1-3 Latin 1 Russian 1-3 Linguistics 1	Adequately represented, although this is an area of potential growth for ASL and second year Spanish as well as Spanish for Spanish Speakers courses
	Humanities 1 course available	0/4	6 courses offered, cultural studies	8 courses offered, 3 CCN (Film Studies is included in this grouping)		This is an area of need. Additional courses would support the multicultural

						general education outcome more effectively. A social science diversity course would be a compliment to the English-based diversity course taught
	Music 12 courses available, 2 lecture, rest performance	1/20	3 lecture offered	50 courses offered, 7 CCN, most performance and sequential courses	46 courses offered, 10 CCN, many applied music classes	Music courses are adequately represented, although limited in scope.
	Philosophy 6 courses available	2/4	11 courses offered, 3 CCN, diverse topics	2 courses offered, 1 CCN and Ethics	1 course offered, CCN	Philosophy courses are adequately represented
	Religious Studies 2 courses available	-	Part of Philosophy, one offered	Not offered		Religion courses are adequately represented
Social Science	Anthropology 1 course available	1/27	7 courses offered, 6 CCN	6 courses offered, 3 CCN	1 course offered, CCN	Anthropology is a strong area for development. Our single offering limits student choice and exposure to coursework
	Business 12 courses available	2/2	2 – both CCN	6 courses offered, 3 CCN	7 courses offered, 2 CCN	Business courses are adequately represented, although could be

						increased in the future
	Criminal Justice (CJ) 4 courses available	3/6	Not offered	19 courses offered, 5 CCN	4 courses offered, 1 CCN	Criminal Justice courses are adequately represented, although greater diversity of courses would allow students a stronger pathway to careers and employment and CJ has potential for program development
	Economics 3 courses available	2/2	4 courses offered	2 courses offered, CCN	3 courses offered, 2 CCN	Economics is adequately represented
	History 7 courses available	5/19	11 courses offered, 7 CCN, 4 other	7 courses offered, 7 CCN,	8 courses offered, 6 CCN	History is adequately represented, although the diversity of courses offered at BBCC is limited
	Political Science 2 courses available	3/6	8 courses offered, 5 CCN	3 courses offered, CCN	3 courses offered, 1 CCN	Political Science is adequately represented
	Psychology 3 courses available	2/4	8 offered, 4 CCN	4 courses offered, 2 CCN	6 courses offered, 5 CCN	Psychology is underrepresented and an area for growth.
	Sociology	1/2	6 offered, 1 CCN	3 courses offered, 2 CCN,	5 courses offered, 2 CCN	Sociology is substantially under-

	4 courses available, only 1 is taught			one cultural class		represented and an area for significant growth and diversity of offerings. Potential for a Human Services tech degree. Many BBCC students express a goal of social work.
	Global Studies		3 diverse courses offered			Not offered at BBCC, but interdisciplinary courses could provide potential
Math/Science	Astronomy 3 courses available	2/4	2 + &115 – Stars, Galaxies and Cosmos Atmospheric Science – Science of Weather (LS)	3 courses offered, 0 CCN	1 course offered, CCN	Astronomy is adequately represented. Potential of moving Meteorology to Astronomy from Aviation
	Biology 9 courses available (plus 2 Botany)	9/14	9 courses, most CCN	11 courses offered, 8 CCN, 3 non CCN = Regional Biodiversity, Advanced A and P, Marine Biology,	11 courses offered, 8 CCN	Biology is adequately represented in standard Biology offerings, but diversity of classes in not available
	Chemistry 7 courses available	7/15	12 courses, most CCN, offers Organic	8 courses offered, 8 CCN, including Organic Series	9 courses offered, 9 CCN	Chemistry is adequately represented, although only one

			Chemistry series			organic Chemistry is offered. The organic Chemistry series would be a positive addition to the offerings
	Engineering (Redesign in progress)		3 CCN offered	6 courses offered, 4 CCN	4 courses offered, 4 CCN	Currently in redesign
	Environmental Science 1 course available	1/2	5 courses in conservation, wetland ecology	3 courses offered, 2 CCN, one Intro to Natural Resources	1 course offered, CCN	Environmental Science is adequately represented
	Geography 1 course available	1/5	2 courses offered	2 courses offered, 1 CCN		Geography is adequately represented, although not taught often at BBCC
	Geology 1 course available	1/7	2 courses offered	3 courses offered, one CCN	1 course offered, CCN	Geology is adequately represented.
	Math	9/17	16 courses offered, 13 CCN	17 courses offered, 8 CCN, includes Tech Math	15 courses offered, 10 CCN	Math is adequately represented
	Natural Science/ Science/Earth Science 1 course available Survey of Science		1 offered – Evolution of Earth Systems	3 courses offered, Physical Science and Climate and Weather	1 offered	Not taught at BBCC

	Nutrition 1 course available	1/1	Not offered	2 courses offered, 1 CCN	1 course offered, CCN	Nutrition is adequately represented
	Oceanography	0/2	2 CCN offered	1 course offered, CCN		Not taught at BBCC, but an interesting idea and potential for a new student choice
	Physics (redesign in progress)	6/9	8 courses offered, all CCN	4 courses offered, 4 CCN	7 courses offered, 7 CCN	Currently in redesign

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Tab B

BBCC Professional Technical Program Inventory Analysis

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1.1a BBCC PROFESSIONAL TECHNICAL PROGRAM INVENTORY ANALYSIS

This analysis is based on a comparison to the SBCTC Professional Technical Program matrix, as published by the Workforce Education division.

Program Category	BBCC Program Offerings	Comparison to other colleges	Analysis
AGRICULTURE, CONSERVATION & RENEWABLE RESOURCES	1: Ag Tech	Skagit Valley = 5 Spokane = 7 Walla Walla = 11 Yakima = 5	BBCC may be underrepresented in this category; local needs assessment is warranted.
BUSINESS, MARKETING & ADMINISTRATIVE SERVICES	2: Accounting Tech, Office Mgmt. & Supervision	Cascadia & Clover Park have 2 or less; other colleges have 5 to 17 program offerings in this category	BBCC may be underrepresented in this category; local needs assessment is warranted; Career Coach data indicates potential student interest.
EDUCATION	1: Early Childhood Education	Most schools have 1 or 2 programs in this category	BBCC is adequately represented in this category.
ENGINEERING	0	Four other colleges have no offerings in this area; 16 colleges have between 3 and 9 offerings	BBCC may be underrepresented in this category; local needs assessment is warranted; some of this work is already underway through the STEM grant
HEALTH PROFESSIONS	5: Medical Office Mngt., LPN, RN, MA, NAC	Six other schools have 5 or 5 programs in this category; others range between 6 and 17	BBCC is adequately represented in this category, but should continue to look for additional opportunities in the future.
HOSPITALITY, FOODS & RECREATION	0	Ten other schools have 0 programs in this area; 8 other schools have 1 program	BBCC could look for potential program opportunities in this category.
INDUSTRIAL, CONSTRUCTION & MANUFACTURING	2: Industrial Electrical, Welding Tech	Twenty colleges have between 2 and 4 programs in this category; 6 colleges have 0 programs; Bates TC has 10 and Renton TC has 6	BBCC is probably adequately represented in this category, but could look for additional opportunities, as the

			manufacturing base in Grant County expands
INFORMATION TECHNOLOGY	2: Systems Administration, Software & Web Development	Twenty-six colleges have 1 to 5 programs in this category; Lower Columbia has 0; Bellevue has 8 and Edmonds has 9	BBCC is probably adequately represented in this category, but could look for additional opportunities.
MECHANICS & REPAIRERS	4: AMT, Auto Tech, Industrial Electrical, Maintenance Mechanic	Nine colleges have 0 offerings in this category; most colleges have between 1 and 4 programs	BBCC is probably adequately represented in this category, but could look for additional opportunities.
MEDIA, COMMUNICATIONS & DESIGN	0	Fifteen other schools have 0 offerings; 14 schools have 1 to 3 programs	BBCC is probably adequately represented in this category, but could look for additional opportunities.
PROTECTIVE SERVICES	0	Fourteen colleges have 0 offerings; 16 others have 1 to 3 programs	BBCC is probably adequately represented in this category, but could look for additional opportunities.
TRANSPORTATION & MATERIALS MOVING	3: CDL, Commercial Pilot, Helicopter Pilot	GRCC has 4 offerings; all other schools have 1 or 0.	BBCC is well represented in this category.

Tab C

Business and Industry Partnerships 2013-14

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Business and Industry Partnerships 2013-14	
Astareal Technologies Inc.	• BBCC worked with Astareal to identify training needs and provide appropriate training programs for new employee training initiative
Eastern Washington University	• Coordinating with EWU to bring local employers advanced Project Management Workshop that has been requested by manufacturing industry employers
Gonzaga University	• Introductory project management training to community businesses
Genie Industries	• Grant funding is being sought to assist with funding new employee training creating approximately 400 new jobs in the community in 2014
NectarMedia (Spokane, WA)	• Social Media Bootcamp
Northwest Agricultural Business Center	• "Orchard to Shelf Workshop" to provide options for those looking to expand into new business venues with current/ future crops
REC Silicon	• On-Site Microsoft Office Suite training provided to all staff at REC through a JSP grant and BBCC adjunct instructor • Over 60 hours of Leadership training provided to 60 REC managers by Louisiana University and BBCC funded by JSP grant • BBCC continues to work with SGL to identify training needs and provide appropriate training programs
SGL ACF	• BBCC continues to work with SGL ACF to identify training needs and provide appropriate training programs • JSP grant will assist with training needs of SGL ACF during the current expansion, SGL ACF is anticipating 60 new employees during 2014
Society of Human Resource Managers (SHRM)	• BBCC continues to work with SHRM to identify training needs and provide appropriate training programs • Co-Sponsored supervisory skill training this year for local employers'managers
SVZ	• BBCC continues to work with SVZ to identify training needs and provide appropriate training programs • Currently working on JSP Grant request with SVZ to support their 2014 expansion which will add approximately 15 employees and require the retraining of 45
Swain Associates (Spokane, WA)	• Leadership Training for local businesses

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Tab D

Inventory of Student Services

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1.1a Inventory of Student Services

Advising: faculty and staff advisors and counselors advise students, providing them with information on educational support services and guiding them to make informed academic, career, and personal goals.

Associated Student Body: the ASB provides well-rounded educational experience through student activities.

Athletics: student athletes participate in men's baseball and basketball and women's basketball, softball and volleyball and strive for success on and off the field of competition. Athletic competition builds school spirit and community support.

Bookstore: provides all textbooks, course materials, school supplies, software, and college logo clothing and items. The bookstore also offers textbook rentals for select classes at a reduced cost to students.

Career Coach: online search tool available to everyone, allowing students to explore careers in the region and match their goals with the educational programs offered at BBCC. A resume builder is also available through Career Coach.

Career Services: a Career Services Coordinator will be hired (fall 2014) to provide career counseling, educational planning and to facilitate workshops. The Career Services Coordinator will be located in the Student Success Center.

Counseling: available to all students and offers personal, confidential, professional assistance, including helping students explore educational options.

Disability Services: provides reasonable accommodations in academic programs to ensure maximum participation by all students with disabilities and to minimize the functional limitations their disabling condition has on their education.

Financial Aid: a comprehensive student financial aid program that includes federal, state, college and private sources. BBCC Foundation and private scholarships are also offered through the Financial Aid Office.

New Student Orientation: provides students with general information about the college, a tour of the campus and workshops such as student success strategies, transfer information, financial aid, and setting up student network accounts.

Outreach & Recruitment: provides information about attending BBCC to those interested and campus tours. The Outreach and Recruitment coordinator works directly with GEAR-UP personnel to coordinate on-campus tours and activities for K-12 students of all ages. Through these activities information sessions are provided on what is needed to successfully begin college and on different career paths.

Residence Halls: available on campus. BBCC is one of the few Washington Community Colleges that offers housing.

$ALT: provides effective financial management tools designed to help students manage their finances and become better informed about their financing choices, and better prepared to fulfill their loan commitments.

Student Clubs: student participation is encouraged. Current active clubs include: Phi Theta Kappa; LDSSA; Nursing Club; M.E.C.h.A. Club; Welding Club; Students Supporting Students Club; Veterans Club; Engineering Club; L.I.G.H.T. – Sports Club; Aviation Club; Swing Club; and Gay Straight Alliance Club.

Student Success Center: provides resources that help student students achieve their goals. Students benefit from peer mentoring, study sessions, laptop and book checkouts, university transfer advising, study rooms and a computer lab.

STEM Center: provides facilities and services that support students in STEM related-pathways.

Student Support Services: a federally funded program designed to help students succeed in college. The program offers tutoring study skills workshops and additional academic advising and transfer/career advising.

Supplemental Instruction (SI): group study sessions facilitated by a qualified, trained, and teacher-recommended peer. SI leaders attend classes with students and encourage them to practice and discuss course concepts.

Testing Services: assists students in making both academic and career choices. The Testing Center also serves as a testing center for the GED test, SAT, and ACT examinations.

Tutoring: assists students to identify and develop strategies that support learning and enhance academic performance.

Veterans Services: educational benefits for eligible students in approved degree programs.

Tab E

Student Characteristics by Intent

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Big Bend Community College
Student Characteristics Summary*

AGE	11-12	%	12-13	%	13-14	%
Under 20	1027	26%	931	25%	994	28%
20-24	1156	30%	1133	30%	1025	29%
25 or older	1694	44%	1657	45%	1546	43%
TOTAL	3877	100%	3721	100%	3565	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	2085	57%	1984	56%	1935	54%
Male	1600	43%	1586	44%	1621	46%
TOTAL	3685	100%	3570	100%	3556	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	756	64%	739	58%	770	60%
Full-time	419	36%	543	42%	509	40%
TOTAL	1175	100%	1282	100%	1279	100%

ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	41	1%	41	1%	52	2%
African American	56	2%	46	1%	39	1%
Alaskan Native/Native American/American Indian	38	1%	32	1%	34	1%
Hispanic	1469	41%	1446	43%	1384	42%
White/Caucasian	1934	54%	1744	52%	1745	52%
Multi-race or other race (also Intn'l)	56	2%	69	2%	78	2%
TOTAL	3594	100%	3378	100%	3332	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	2271	51%	2214	52%	2192	51%
Full-time	2201	49%	2061	48%	2114	49%
TOTAL	4472	100%	4275	100%	4306	100%

FIRST GENERATION STATUS	11-12	%	12-13	%	13-14	%
Yes	2132	83%	1900	82%	1798	80%
No	432	17%	422	18%	440	20%
TOTAL	2564	100%	2322	100%	2238	100%

Data Note: This reports those students who answered the above questions

*All students except Preschool Co-op and Continuing Ed (Intents K & L)

Big Bend Community College
Student Characteristics Summary*
No Clear Intent (Intent Code A)

AGE	11-12	%	12-13	%	13-14	%
Under 20	102	30%	97	31%	80	33%
20-24	114	34%	93	30%	76	32%
25 or older	122	36%	118	38%	84	35%
TOTAL	338	100%	308	100%	240	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	209	63%	206	68%	162	68%
Male	124	37%	97	32%	78	33%
TOTAL	333	100%	303	100%	240	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	79	68%	96	73%	79	73%
Full-time	38	32%	35	27%	29	27%
TOTAL	117	100%	131	100%	108	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Pacific Islander	2	1%	4	1%	2	1%
African American	5	2%	4	1%	5	2%
Alaskan Native/Native American/American Indian	4	1%	7	2%	5	2%
Hispanic	123	37%	102	36%	89	38%
White/Caucasian	192	58%	163	57%	126	54%
Multi-race or other race (also Intn'l)	6	2%	7	2%	7	3%
TOTAL	332	100%	287	100%	234	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	188	53%	153	47%	112	43%
Full-time	165	47%	175	53%	151	57%
TOTAL	353	100%	328	100%	263	100%

FIRST GENERATION STATUS	11-12	%	12-13	%	13-14	%
Yes	223	83%	176	84%	165	87%
No	46	17%	33	16%	24	13%
TOTAL	269	100%	209	100%	189	100%

Data Note: This reports those students who answered the above questions
*All students regardless of funding source
Intent Code: A

Big Bend Community College
Student Characteristics Summary*
Academic Transfer Intent

AGE	11-12	%	12-13	%	13-14	%
Under 20	699	43%	566	41%	700	46%
20-24	533	33%	503	36%	498	33%
25 or older	383	24%	326	23%	317	21%
TOTAL	1615	100%	1395	100%	1515	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	856	57%	748	56%	849	56%
Male	656	43%	580	44%	665	44%
TOTAL	1512	100%	1328	100%	1514	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	441	80%	392	77%	467	77%
Full-time	107	20%	114	23%	136	23%
TOTAL	548	100%	506	100%	603	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Pacific Islander	14	1%	14	1%	28	2%
African American	29	2%	23	2%	20	1%
Alaskan Native/Native American/American Indian	13	1%	6	0%	16	1%
Hispanic	488	33%	435	34%	499	34%
White/Caucasian	921	61%	786	61%	861	59%
Multi-race or other race (also Intn'l)	33	2%	33	3%	44	3%
TOTAL	1498	100%	1297	100%	1468	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	717	39%	597	38%	742	40%
Full-time	1102	61%	994	62%	1121	60%
TOTAL	1819	100%	1591	100%	1863	100%

FIRST GENERATION STATUS	11-12	%	12-13	%	13-14	%
Yes	965	79%	851	79%	951	76%
No	249	21%	231	21%	293	24%
TOTAL	1214	100%	1082	100%	1244	100%

Data Note: This reports those students who answered the above questions
*All students regardless of funding source
Intent Code: B

Big Bend Community College
Student Characteristics Summary*
Professional/Technical Programs

AGE	11-12	%	12-13	%	13-14	%
Under 20	230	17%	209	16%	195	17%
20-24	419	32%	415	32%	354	30%
25 or older	671	51%	659	51%	619	53%
TOTAL	1320	100%	1283	100%	1168	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	749	59%	716	58%	653	56%
Male	522	41%	509	42%	514	44%
TOTAL	1271	100%	1225	100%	1167	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	296	69%	276	64%	243	61%
Full-time	131	31%	158	36%	157	39%
TOTAL	427	100%	434	100%	400	100%

ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Pacific Islander	17	1%	18	1%	19	2%
African American	16	1%	16	1%	10	1%
Alaskan Native/Native American/American Indian	11	1%	13	1%	10	1%
Hispanic	432	35%	410	34%	394	34%
White/Caucasian	751	60%	722	60%	692	60%
Multi-race or other race (also Intn'l)	21	2%	23	2%	23	2%
TOTAL	1248	100%	1202	100%	1148	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	616	40%	610	40%	594	41%
Full-time	936	60%	902	60%	840	59%
TOTAL	1552	100%	1512	100%	1434	100%

FIRST GENERATION STATUS	11-12	%	12-13	%	13-14	%
Yes	878	87%	807	84%	775	85%
No	126	13%	155	16%	142	15%
TOTAL	1004	100%	962	100%	917	100%

Data Note: This reports those students who answered the above questions
*All students regardless of funding source
Intent Codes: F, G

Big Bend Community College
Student Characteristics Summary*
Adult Basic Education and English as a Second Language

AGE	11-12	%	12-13	%	13-14	%
Under 20	97	12%	111	14%	75	11%
20-24	198	24%	183	22%	159	23%
25 or older	537	65%	525	64%	468	67%
TOTAL	832	100%	819	100%	702	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	504	61%	442	54%	383	55%
Male	321	39%	371	46%	316	45%
TOTAL	825	100%	813	100%	699	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	38	21%	39	15%	33	16%
Full-time	143	79%	223	85%	179	84%
TOTAL	181	100%	262	100%	212	100%

ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Pacific Islander	11	1%	7	1%	9	1%
African American	11	1%	7	1%	6	1%
Alaskan Native/Native American/American Indian	11	1%	7	1%	4	1%
Hispanic	566	71%	554	75%	461	75%
White/Caucasian	192	24%	153	21%	122	20%
Multi-race or other race (also Intn'l)	2	0%	6	1%	9	1%
TOTAL	793	100%	734	100%	611	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	688	78%	761	86%	649	87%
Full-time	194	22%	119	14%	99	13%
TOTAL	882	100%	880	100%	748	100%

FIRST GENERATION STATUS	11-12	%	12-13	%	13-14	%
Yes	50	96%	54	98%	43	91%
No	2	4%	1	2%	4	9%
TOTAL	52	100%	55	100%	47	100%

Data Note: This reports those students who answered the above questions
*All students regardless of funding source
Intent Codes: D, E

Big Bend Community College
Student Characteristics Summary*
Continuing Ed

GENDER	11-12	%	12-13	%	13-14	%
Female	33	45%	35	32%	34	28%
Male	41	55%	75	68%	86	72%
TOTAL	74	100%	110	100%	120	100%

ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Pacific Islander			0	0%	1	1%
African American			0	0%	3	4%
Alaskan Native/Native American/American Indian	1	2%	1	2%	2	2%
Hispanic	4	7%	4	7%	15	18%
White/Caucasian	54	92%	51	89%	61	73%
Multi-race or other race (also Intn'l)			1	2%	1	1%
TOTAL	59	100%	57	100%	83	100%

Data Note: This reports those students who answered the above questions
*All Students Regardless of Funding Source
Intent Code: L

Tab F

Student Characteristics by Program

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Big Bend Community College
Student Characteristics by Program:
Accounting

AGE	11-12	%	12-13	%	13-14	%
Under 20	18	26%	12	20%	6	13%
20-24	17	24%	14	24%	11	24%
25 and older	35	50%	33	56%	29	63%
TOTAL	70	100%	59	100%	46	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	54	79%	46	79%	38	83%
Male	14	21%	12	21%	8	17%
TOTAL	68	100%	58	100%	46	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	13	65%	11	69%	12	80%
Full-time	7	35%	5	31%	3	20%
TOTAL	20	100%	16	100%	15	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	2	3%	2	4%
African American	0	0%	0	0%	0	0%
Alaskan Native/Native American/American Indian	1	2%	1	2%	1	2%
Hispanic	24	36%	15	26%	14	31%
White/Caucasian	41	62%	39	67%	28	62%
Other race (also Intn'l)	0	0%	1	2%	0	0%
TOTAL	66	100%	58	100%	45	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	35	45%	26	38%	37	65%
Full-time	42	55%	42	62%	20	35%
TOTAL	77	100%	68	100%	57	100%

Data Note: This reports those students who answered the above questions
*All Students Regardless of Funding Source
Program Cip Code: 520302
Program Code: 505

Big Bend Community College
Student Characteristics by Program:

Agriculture

AGE	11-12	%	12-13	%	13-14	%
Under 20	1	14%	7	54%	3	27%
20-24	4	57%	2	15%	6	55%
25 and older	2	29%	4	31%	2	18%
TOTAL	7	100%	13	100%	11	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	2	29%	3	23%	2	18%
Male	5	71%	10	77%	9	82%
TOTAL	7	100%	13	100%	11	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	2	100%	6	100%	2	67%
Full-time	0	0%	0	0%	1	33%
TOTAL	2	100%	6	100%	3	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
African American	0	0%	0	0%	0	0%
Alaskan Native/Native American/American Indian	0	0%	0	0%	0	0%
Hispanic	0	0%	2	15%	4	36%
White/Caucasian	7	100%	11	85%	7	64%
Other race (also Intn'l)	0	0%	0	0%	0	0%
TOTAL	7	100%	13	100%	11	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	1	13%	3	20%	5	33%
Full-time	7	88%	12	80%	10	67%
TOTAL	8	100%	15	100%	15	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 010301
Program Code: 105
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Auto Technician

AGE	11-12	%	12-13	%	13-14	%
Under 20	17	32%	13	28%	14	33%
20-24	22	42%	23	49%	15	35%
25 and older	14	26%	11	23%	14	33%
TOTAL	53	100%	47	100%	43	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	6	12%	3	7%	3	7%
Male	45	88%	41	93%	40	93%
TOTAL	51	100%	44	100%	43	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	11	85%	6	60%	6	100%
Full-time	2	15%	4	40%	0	0%
TOTAL	13	100%	10	100%	6	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
African American	0	0%	1	2%	0	0%
Alaskan Native/Native American/American Indian	1	2%	1	2%	0	0%
Hispanic	24	48%	12	27%	16	37%
White/Caucasian	22	44%	28	64%	27	63%
Other race (also Intn'l)	3	6%	2	5%	0	0%
TOTAL	50	100%	44	100%	43	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	6	11%	5	11%	4	9%
Full-time	48	89%	41	89%	40	91%
TOTAL	54	100%	46	100%	44	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 470604
Program Code: 712
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:

Aviation - Commercial Pilot

AGE	11-12	%	12-13	%	13-14	%
Under 20	39	35%	31	28%	33	29%
20-24	50	45%	52	47%	52	46%
25 and older	21	19%	27	25%	27	24%
TOTAL	110	100%	110	100%	112	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	14	14%	13	13%	6	5%
Male	86	86%	84	87%	106	95%
TOTAL	100	100%	97	100%	112	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	24	92%	25	100%	18	95%
Full-time	2	8%	0	0%	1	5%
TOTAL	26	100%	25	100%	19	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	1	1%	2	2%	2	2%
African American	0	0%	1	1%	1	1%
Alaskan Native/Native American/American Indian	0	0%	1	1%	2	2%
Hispanic	8	8%	6	6%	4	4%
White/Caucasian	87	87%	82	85%	96	86%
Other race (also Intn'l)	4	4%	5	5%	6	5%
TOTAL	100	100%	97	100%	111	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	49	38%	56	44%	54	39%
Full-time	80	62%	71	56%	84	61%
TOTAL	129	100%	127	100%	138	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 490102
Program Code: 672
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Aviation Maintenance Technology

AGE	11-12	%	12-13	%	13-14	%
Under 20	13	24%	15	24%	9	16%
20-24	16	29%	21	34%	18	33%
25 and older	26	47%	26	42%	28	51%
TOTAL	55	100%	62	100%	55	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	2	4%	5	9%	6	11%
Male	51	96%	52	91%	49	89%
TOTAL	53	100%	57	100%	55	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	16	84%	12	92%	12	80%
Full-time	3	16%	1	8%	3	20%
TOTAL	19	100%	13	100%	15	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	1	2%	1	2%	1	2%
African American	1	2%	1	2%	1	2%
Alaskan Native/Native American/American Indian	0	0%	0	0%	0	0%
Hispanic	7	13%	11	20%	10	19%
White/Caucasian	42	79%	42	75%	40	77%
Other race (also Intn'l)	2	4%	1	2%	0	0%
TOTAL	53	100%	56	100%	52	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	23	35%	12	18%	14	22%
Full-time	42	65%	53	82%	50	78%
TOTAL	65	100%	65	100%	64	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 470687
Program Code: 718
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Business Information Management

AGE	11-12	%	12-13	%	13-14	%
Under 20	11	6%	8	5%	10	8%
20-24	49	25%	28	19%	25	20%
25 and older	133	69%	110	75%	92	72%
TOTAL	193	100%	146	100%	127	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	165	90%	136	93%	115	91%
Male	19	10%	10	7%	12	9%
TOTAL	184	100%	146	100%	127	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	26	54%	24	75%	25	76%
Full-time	22	46%	8	25%	8	24%
TOTAL	48	100%	32	100%	33	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	5	3%	4	4%	3	2%
African American	2	1%	1	1%	0	0%
Alaskan Native/Native American/American Indian	3	2%	5	4%	1	1%
Hispanic	60	34%	48	43%	44	35%
White/Caucasian	106	60%	52	46%	77	61%
Other race (also Intn'l)	2	1%	2	2%	2	2%
TOTAL	178	100%	112	100%	127	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	111	49%	72	41%	78	50%
Full-time	114	51%	103	59%	77	50%
TOTAL	225	100%	175	100%	155	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 520204, 510705, 520408
Program Code: 547, 567
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Commercial Drivers Licensing

AGE	11-12	%	12-13	%	13-14	%
Under 20	4	9%	6	12%	2	5%
20-24	5	11%	8	16%	6	15%
25 and older	38	81%	37	73%	33	80%
TOTAL	47	100%	51	100%	41	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	1	2%	6	12%	3	7%
Male	46	98%	44	88%	38	93%
TOTAL	47	100%	50	100%	41	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	2	67%	4	57%	3	43%
Full-time	1	33%	3	43%	4	57%
TOTAL	3	100%	7	100%	7	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
African American	0	0%	2	5%	0	0%
Alaskan Native/Native American/American Indian	0	0%	0	0%	0	0%
Hispanic	9	24%	12	30%	12	29%
White/Caucasian	29	76%	26	65%	28	68%
Other race (also Intn'l)	0	0%	0	0%	1	2%
TOTAL	38	100%	40	100%	41	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	1	2%	2	4%	0	0%
Full-time	46	98%	50	96%	41	100%
TOTAL	47	100%	52	100%	41	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 490205
Program Code: 715
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Computer Science
Systems Administration/CISCO Networking

AGE	12-13	%	13-14	%
Under 20	6	15%	9	13%
20-24	18	44%	20	30%
25 and older	17	41%	38	57%
TOTAL	41	100%	67	100%

GENDER	12-13	%	13-14	%
Female	7	18%	15	22%
Male	31	82%	52	78%
TOTAL	38	100%	67	100%

EMPLOYMENT	12-13	%	13-14	%
Part-time	12	71%	9	47%
Full-time	5	29%	10	53%
TOTAL	17	100%	19	100%

RACE/ETHNICITY	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	1	3%	2	3%
African American	0	0%	0	0%
Alaskan Native/Native American/American Indian	0	0%	0	0%
Hispanic	6	16%	15	23%
White/Caucasian	29	78%	46	72%
Other race (also Intn'l)	1	3%	1	2%
TOTAL	37	100%	64	100%

STUDENT ENROLLMENT	12-13	%	13-14	%
Part-time	14	29%	23	29%
Full-time	34	71%	55	71%
TOTAL	48	100%	78	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 11.0901, 110201
Program Code: 527, 515
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Early Childhood Education

AGE	11-12	%	12-13	%	13-14	%
Under 20	19	15%	10	9%	13	12%
20-24	42	34%	31	27%	23	21%
25 and older	62	50%	74	64%	71	66%
TOTAL	123	100%	115	100%	107	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	109	91%	106	95%	102	95%
Male	11	9%	5	5%	5	5%
TOTAL	120	100%	111	100%	107	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	31	55%	39	59%	29	45%
Full-time	25	45%	27	41%	35	55%
TOTAL	56	100%	66	100%	64	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	1	1%	1	1%	3	3%
African American	1	1%	0	0%	0	0%
Alaskan Native/Native American/American Indian	0	0%	0	0%	0	0%
Hispanic	62	52%	73	68%	71	69%
White/Caucasian	53	45%	33	31%	29	28%
Other race (also Intn'l)	2	2%	1	1%	0	0%
TOTAL	119	100%	108	100%	103	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	71	50%	83	63%	67	55%
Full-time	70	50%	49	37%	54	45%
TOTAL	141	100%	132	100%	121	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 131501, 131210,190709
Program Code: 402, 839
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Commercial Helicopter Pilot

AGE	12-13	%	13-14	%
Under 20	0	0%	0	0%
20-24	0	0%	4	31%
25 and older	4	100%	9	69%
TOTAL	4	100%	13	100%

GENDER	12-13	%	13-14	%
Female	0	0%	0	0%
Male	4	100%	13	100%
TOTAL	4	100%	13	100%

EMPLOYMENT	12-13	%	13-14	%
Part-time	2	100%	4	100%
Full-time	0	0%	0	0%
TOTAL	2	100%	4	100%

RACE/ETHNICITY	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	1	8%
African American	0	0%	0	0%
Alaskan Native/Native American/American Indian	0	0%	0	0%
Hispanic	0	0%	1	8%
White/Caucasian	4	100%	10	77%
Other race (also Intn'l)	0	0%	1	8%
TOTAL	4	100%	13	100%

STUDENT ENROLLMENT	12-13	%	13-14	%
Part-time	4	50%	5	36%
Full-time	4	50%	9	64%
TOTAL	8	100%	14	100%

Data Note: This reports those students who answered the above questions
Program CIP Code: 490196
Program Code: 685
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College

Student Characteristics by Program:

Industrial Systems Technology - Industrial Electrical Emphasis

AGE	11-12	%	12-13	%	13-14	%
Under 20	12	12%	13	17%	8	13%
20-24	33	32%	25	32%	19	31%
25 and older	58	56%	40	51%	35	56%
TOTAL	103	100%	78	100%	62	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	5	5%	8	11%	4	6%
Male	94	95%	67	89%	58	94%
TOTAL	99	100%	75	100%	62	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	26	67%	21	72%	11	44%
Full-time	13	33%	8	28%	14	56%
TOTAL	39	100%	29	100%	25	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	2	2%	1	1%	0	0%
African American	0	0%	0	0%	1	2%
Alaskan Native/Native American/American Indian	2	2%	0	0%	1	2%
Hispanic	46	47%	32	43%	25	42%
White/Caucasian	47	48%	41	55%	31	53%
Other race (also Intn'l)	1	1%	0	0%	1	2%
TOTAL	98	100%	74	100%	59	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	38	32%	28	33%	27	36%
Full-time	79	68%	58	67%	49	64%
TOTAL	117	100%	86	100%	76	100%

Data Note: This reports those students who answered the above questions

Program Cip Code: 460302, 470101

Program Code: 784

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Industrial Systems Technology - Mechanical Maintenance

AGE	11-12	%	12-13	%	13-14	%
Under 20	2	6%	4	11%	5	19%
20-24	10	31%	11	31%	6	22%
25 and older	20	63%	20	57%	16	59%
TOTAL	32	100%	35	100%	27	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	2	6%	1	3%	1	4%
Male	30	94%	32	97%	26	96%
TOTAL	32	100%	33	100%	27	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	6	46%	6	43%	4	33%
Full-time	7	54%	8	57%	8	67%
TOTAL	13	100%	14	100%	12	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
African American	1	3%	0	0%	0	0%
Alaskan Native/Native American/American Indian	0	0%	0	0%	0	0%
Hispanic	18	56%	18	56%	12	44%
White/Caucasian	13	41%	14	44%	15	56%
Other race (also Intn'l)	0	0%	0	0%	0	0%
TOTAL	32	100%	32	100%	27	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	14	37%	16	43%	13	42%
Full-time	24	63%	21	57%	18	58%
TOTAL	38	100%	37	100%	31	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 470396
Program Code: 770
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Medical Assistant

AGE	11-12	%	12-13	%	13-14	%
Under 20	16	10%	15	10%	14	10%
20-24	48	31%	47	31%	49	35%
25 and older	93	59%	88	59%	78	55%
TOTAL	157	100%	150	100%	141	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	137	90%	129	90%	130	92%
Male	16	10%	15	10%	11	8%
TOTAL	153	100%	144	100%	141	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	44	83%	40	65%	34	64%
Full-time	9	17%	22	35%	19	36%
TOTAL	53	100%	62	100%	53	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	1	1%	0	0%	0	0%
African American	2	1%	1	1%	2	1%
Alaskan Native/Native American/American Indian	1	1%	1	1%	1	1%
Hispanic	64	42%	69	49%	68	49%
White/Caucasian	83	54%	70	50%	66	47%
Other race (also Intn'l)	2	1%	0	0%	2	1%
TOTAL	153	100%	141	100%	139	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	96	51%	95	51%	87	49%
Full-time	91	49%	92	49%	89	51%
TOTAL	187	100%	187	100%	176	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 510801
Program Code: 381
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Nursing Assistant

AGE (fall quarter)	11-12	%	12-13	%	13-14	%
Under 20	39	29%	28	23%	22	29%
20-24	46	35%	43	35%	27	35%
25 and older	48	36%	53	43%	28	36%
TOTAL	133	100%	124	100%	77	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	84	82%	102	88%	68	89%
Male	18	18%	14	12%	8	11%
TOTAL	102	100%	116	100%	76	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	20	65%	31	78%	23	70%
Full-time	11	35%	9	23%	10	30%
TOTAL	31	100%	40	100%	33	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	2	2%	0	0%	4	5%
African American	2	2%	3	3%	1	1%
Alaskan Native/Native American/American Indian	0	0%	4	3%	0	0%
Hispanic	46	45%	45	38%	30	39%
White/Caucasian	51	50%	64	54%	40	53%
Other race (also Intn'l)	2	2%	2	2%	1	1%
TOTAL	103	100%	118	100%	76	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	21	21%	66	40%	43	38%
Full-time	81	79%	98	60%	70	62%
TOTAL	102	100%	164	100%	113	100%

Data Note: This reports those students who answered the above questions
Cohorts consist of students in NUR 100 in each academic year.
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:

Nursing

AGE (fall quarter)	11-12	%	12-13	%	13-14	%
Under 20	0	0%	0	0%	1	2%
20-24	18	33%	14	32%	15	33%
25 and older	36	67%	30	68%	30	65%
TOTAL	54	100%	44	100%	46	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	44	85%	40	91%	40	87%
Male	8	15%	4	9%	6	13%
TOTAL	52	100%	44	100%	46	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	13	72%	11	58%	6	46%
Full-time	5	28%	8	42%	7	54%
TOTAL	18	100%	19	100%	13	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
African American	2	4%	1	2%	2	4%
Alaskan Native/Native American/American Indian	1	2%	3	7%	2	4%
Hispanic	8	16%	3	7%	4	9%
White/Caucasian	38	76%	34	77%	34	74%
Other race (also Intn'l)	1	2%	3	7%	4	9%
TOTAL	50	100%	44	100%	46	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	18	26%	28	42%	34	44%
Full-time	51	74%	38	58%	43	56%
TOTAL	69	100%	66	100%	77	100%

Data Note: This reports those students who answered the above questions

Program Cip Code: 513901

Program Code: 323, 326 - fall, winter, spring only, Enrolled in NUR 110, 120, 130, 140, 210, 220, or 230

Intent Code: F

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Welding

AGE	11-12	%	12-13	%	13-14	%
Under 20	16	16%	10	10%	15	14%
20-24	27	27%	28	27%	26	25%
25 and older	56	57%	64	63%	64	61%
TOTAL	99	100%	102	100%	105	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	8	8%	7	7%	14	13%
Male	89	92%	91	93%	91	87%
TOTAL	97	100%	98	100%	105	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	18	58%	10	32%	16	48%
Full-time	13	42%	21	68%	17	52%
TOTAL	31	100%	31	100%	33	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	1	1%	3	3%	1	1%
African American	2	2%	1	1%	0	0%
Alaskan Native/Native American/American Indian	1	1%	0	0%	2	2%
Hispanic	31	33%	27	29%	33	32%
White/Caucasian	59	63%	62	66%	66	64%
Other race (also Intn'l)	0	0%	1	1%	1	1%
TOTAL	94	100%	94	100%	103	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	56	49%	60	53%	63	53%
Full-time	59	51%	54	47%	56	47%
TOTAL	115	100%	114	100%	119	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 480508
Program Code: 814
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Tab G

Fill Rates – All Classes by Quarter

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Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	ACCT	105	01	40	39	98%	
Fall 2012	ACCT&	201	01	40	31	78%	
Fall 2012	ACCT&	201	OL1	30	22	73%	
Fall 2012	ACCT	261	01	12	13	108%	1055
Fall 2012	AGR	261	01I	20	7	35%	
Fall 2012	AMT	001	01	21	16	76%	
Fall 2012	AMT	001	02	20	11	55%	
Fall 2012	AMT	148	01	26	32	123%	1548
Fall 2012	AMT	152	01	25	21	110%	1563
Fall 2012	ANTH&	100	01	30	27	90%	
Fall 2012	ART&	100	01	30	30	100%	
Fall 2012	ART	101	01	25	25	100%	
Fall 2012	ART	104	01	20	21	105%	
Fall 2012	ART	121	01	15	21	140%	1238
Fall 2012	ART	218	01	30	24	80%	
Fall 2012	ART	231	01	15	16	107%	1288
Fall 2012	ASTR&	101	21	24	22	92%	
Fall 2012	AUT	111	01	20	21	105%	
Fall 2012	AUT	115	01	20	16	80%	
Fall 2012	AUT	131	01	20	20	100%	
Fall 2012	AUT	190	21	20	21	105%	
Fall 2012	AUT	220	01	20	13	65%	
Fall 2012	AUT	290	21	20	13	65%	
Fall 2012	AVF	111	01	70	30	43%	
Fall 2012	AVF	111	02	70	4	6%	
Fall 2012	AVF	112	01	19	2	11%	
Fall 2012	AVF	112	21	19	13	68%	
Fall 2012	AVF	112	22	18	17	94%	
Fall 2012	AVF	131	01	15	2	13%	
Fall 2012	AVF	133	01	15	2	13%	
Fall 2012	AVF	141	01	70	26	37%	
Fall 2012	AVF	143	01	65	2	3%	
Fall 2012	AVF	190	01	65	5	9%	
Fall 2012	AVF	223	21	23	15	65%	
Fall 2012	AVF	225	21	25	15	60%	
Fall 2012	AVF	227	21	25	21	84%	
Fall 2012	AVF	251	01	50	13	24%	
Fall 2012	AVF	252	01	50	7	14%	
Fall 2012	AVF	253	01	50	5	10%	
Fall 2012	AVF	254	21	25	4	16%	
Fall 2012	AVF	261	01	15	4	27%	
Fall 2012	AVF	270	01	20	7	35%	
Fall 2012	AVF	271	01	25	2	8%	
Fall 2012	AVF	275	01	10	2	20%	
Fall 2012	AVF	290	01	50	10	20%	

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	AVF	290	02	15	1	7%	
Fall 2012	BIM	101	01	100	50	50%	1805
Fall 2012	BIM	101	02	100	39	39%	1806
Fall 2012	BIM	101	26	60	41	68%	1732
Fall 2012	BIM	102	01	35	23	69%	
Fall 2012	BIM	108	01	25	13	52%	
Fall 2012	BIM	109	01	100	46	47%	1823
Fall 2012	BIM	109	02	100	33	35%	1824
Fall 2012	BIM	116	21	25	18	72%	
Fall 2012	BIM	124	01	25	11	44%	
Fall 2012	BIM	111	01	25	58	232%	1825
Fall 2012	BIOL&	100	01	24	24	100%	
Fall 2012	BIOL&	100	02	24	21	88%	
Fall 2012	BIOL&	100	21	24	9	38%	
Fall 2012	BIOL&	211	01	24	23	96%	
Fall 2012	BIOL&	211	02	32	13	41%	1612
Fall 2012	BIOL&	211	04	6	7	117%	
Fall 2012	BIOL&	221	03	3	3	100%	
Fall 2012	BIOL&	241	01	24	23	96%	1630
Fall 2012	BIOL&	260	01	24	20	83%	1642
Fall 2012	BIOL	298	01	1	1	100%	
Fall 2012	BUS&	101	01	30	26	87%	
Fall 2012	BUS	102	01	35	14	40%	
Fall 2012	BUS	114	OL1	30	27	90%	
Fall 2012	BUS	120	01	30	21	70%	
Fall 2012	BUS	120	OL1	25	19	76%	
Fall 2012	BUS	122	OL1	25	14	56%	
Fall 2012	BUS&	201	01	30	23	77%	
Fall 2012	CDL	100	01	12	2	17%	
Fall 2012	CDL	100	03	12	9	75%	
Fall 2012	CDL	100	05	12	8	67%	
Fall 2012	CDL	100	06	12	2	17%	
Fall 2012	CDL	100	02B	12	9	75%	
Fall 2012	CDL	100	04B	12	8	67%	
Fall 2012	CHEM&	121	01	24	27	113%	
Fall 2012	CHEM&	121	02	24	23	96%	
Fall 2012	CHEM&	161	01	24	23	96%	
Fall 2012	CHEM&	161	02	24	16	67%	
Fall 2012	CJ&	101	01	30	27	90%	
Fall 2012	CJ&	101	OL1	30	26	87%	
Fall 2012	CMST&	102	21H	30	13	43%	
Fall 2012	CMST&	220	01	25	23	92%	
Fall 2012	CMST&	220	02	25	25	100%	

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	CMST&	220	03	25	22	88%	
Fall 2012	CMST&	220	04	25	24	96%	
Fall 2012	CMST&	220	05	25	25	100%	
Fall 2012	CMST&	220	06	25	24	96%	
Fall 2012	CS	101	21H	25	24	96%	
Fall 2012	CS	104	21H	18	18	100%	
Fall 2012	CS	105	21H	18	18	100%	
Fall 2012	CS	110	21	19	19	100%	
Fall 2012	CS	111	21H	19	15	79%	
Fall 2012	CS&	141	OL1	15	6	40%	
Fall 2012	CSS	100	01	30	28	93%	
Fall 2012	CSS	100	03	30	26	87%	
Fall 2012	CSS	100	04	27	25	93%	
Fall 2012	CSS	100	05	30	29	97%	
Fall 2012	CSS	100	06	30	29	97%	
Fall 2012	CSS	100	07	30	15	50%	
Fall 2012	CSS	100	08	30	21	70%	
Fall 2012	CSS	100	09	30	15	50%	
Fall 2012	CSS	100	OL1	30	23	77%	
Fall 2012	CSS	102	OL1	30	29	97%	
Fall 2012	CSS	104	21H	30	16	53%	
Fall 2012	ECE	100	21H	30	22	73%	2250
Fall 2012	ECE	135	21	30	26	87%	
Fall 2012	ECE	160	OL1	30	26	87%	
Fall 2012	ECON	200	OL1	30	22	73%	
Fall 2012	ECON&	201	01	30	29	97%	
Fall 2012	EDUC	102	OL1	30	25	83%	
Fall 2012	EDUC&	115	01	30	32	107%	
Fall 2012	EDUC	132	01	10	11	110%	
Fall 2012	EDUC	150	OL1	30	21	70%	
Fall 2012	EDUC	190	01	15	8	53%	
Fall 2012	ENGL	95	01	5	2	40%	2502
Fall 2012	ENGL	95	02	5	1	20%	2503
Fall 2012	ENGL	95	03	5	2	40%	2504
Fall 2012	ENGL	98	01	25	20	80%	
Fall 2012	ENGL	98	02	25	23	92%	
Fall 2012	ENGL	99	01	25	26	104%	
Fall 2012	ENGL	99	02	25	27	108%	
Fall 2012	ENGL	99	03	24	24	100%	
Fall 2012	ENGL	99	04	25	25	100%	
Fall 2012	ENGL	99	05	25	23	92%	
Fall 2012	ENGL	99	OL1	23	15	65%	
Fall 2012	ENGL&	101	01	25	25	100%	

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	ENGL&	101	02	25	25	100%	
Fall 2012	ENGL&	101	03	25	27	108%	
Fall 2012	ENGL&	101	04	25	28	112%	
Fall 2012	ENGL&	101	05	25	25	100%	
Fall 2012	ENGL&	101	06	25	24	96%	
Fall 2012	ENGL&	101	07	25	27	108%	
Fall 2012	ENGL&	101	08	25	25	100%	
Fall 2012	ENGL&	101	09	25	24	96%	
Fall 2012	ENGL&	101	21	25	19	76%	
Fall 2012	ENGL&	101	45	10	25	250%	
Fall 2012	ENGL&	101	OL1	25	24	96%	
Fall 2012	ENGL&	102	01	25	24	96%	
Fall 2012	ENGL&	102	02	25	24	96%	
Fall 2012	ENGL&	102	OL1	25	21	84%	
Fall 2012	ENGL&	102	OL2	25	21	84%	
Fall 2012	ENGL	109	01	20	18	90%	
Fall 2012	ENGL	216	01	30	22	73%	
Fall 2012	ENGL	239	01	30	21	70%	
Fall 2012	ENGL&	244	01	30	16	53%	
Fall 2012	ENVS&	100	01	30	31	103%	
Fall 2012	ENVS&	100	OL1	30	26	87%	
Fall 2012	FAD	150	01	20	20	100%	
Fall 2012	FAD	150	03	20	17	85%	
Fall 2012	FAD	150	04	20	18	90%	
Fall 2012	FAD	150	02W	20	15	75%	
Fall 2012	FRCH&	121	01	30	22	73%	2700
Fall 2012	HED	121	01	30	24	80%	
Fall 2012	HED	121	OL1	30	27	90%	
Fall 2012	HED	150	21	30	20	67%	2830
Fall 2012	HED	150	OL1	30	26	87%	
Fall 2012	HED	151	OL1	30	18	60%	
Fall 2012	HED	239	21	30	26	87%	2850
Fall 2012	HIST&	116	01	30	30	100%	
Fall 2012	HIST&	136	01	30	27	90%	
Fall 2012	HIST&	136	OL1	30	25	83%	
Fall 2012	HUM	214	01	30	24	80%	
Fall 2012	IST	100	01	25	28	112%	
Fall 2012	IST	102	01	25	29	116%	
Fall 2012	IST	105	01	25	19	76%	
Fall 2012	IST	107	01	25	6	24%	
Fall 2012	IST	111	01	25	15	60%	
Fall 2012	IST	130	01	20	13	65%	
Fall 2012	IST	150	01	18	16	89%	

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	IST	207	01	20	14	70%	
Fall 2012	IST	222	01	25	19	76%	
Fall 2012	IST	280	01	20	11	55%	
Fall 2012	MA	111	01W	24	24	100%	3562
Fall 2012	MA	150	21	24	17	71%	
Fall 2012	MA	195	01	2	2	100%	
Fall 2012	MAP	100	01	20	13	65%	
Fall 2012	MAP	101	01	30	28	93%	
Fall 2012	MAP	103	01	24	24	100%	
Fall 2012	MATH	90	02	30	21	70%	
Fall 2012	MATH	90	21	30	11	37%	
Fall 2012	MATH	94	CL1	58	53	91%	3248
Fall 2012	MATH	94	CL2	58	57	98%	3250
Fall 2012	MATH	94	CL3	58	59	102%	3252
Fall 2012	MATH	94	CL4	58	59	102%	3254
Fall 2012	MATH	94	CL5	58	39	67%	3256
Fall 2012	MATH	94	CL6	58	35	60%	3258
Fall 2012	MATH	95	01	30	26	87%	
Fall 2012	MATH	95	02	30	25	83%	
Fall 2012	MATH	95	OL1	30	20	67%	
Fall 2012	MPC	095B	OL1	30	15	50%	3510
Fall 2012	MATH	99	01	30	25	83%	
Fall 2012	MATH	99	02	30	23	77%	
Fall 2012	MATH	99	03	30	9	30%	
Fall 2012	MATH&	107	01	30	9	30%	
Fall 2012	MATH&	107	OL1	30	15	50%	
Fall 2012	MATH	120	01	30	33	110%	
Fall 2012	MATH	120	02	30	28	93%	
Fall 2012	MATH&	141	01	30	18	60%	
Fall 2012	MATH&	146	01	30	27	90%	
Fall 2012	MATH&	146	02	30	28	93%	
Fall 2012	MATH&	151	01	30	24	80%	
Fall 2012	MUSC&	105	01	30	19	63%	
Fall 2012	MUSC	115	01	9	10	111%	
Fall 2012	MUSC	116	01	9	7	78%	3634
Fall 2012	NUR	100	01	20	20	100%	
Fall 2012	NUR	101	01	30	24	80%	
Fall 2012	NUR	103	01H	30	15	50%	
Fall 2012	NUR	110	01	24	24	100%	
Fall 2012	NUR	111	01	8	8	100%	
Fall 2012	NUR	111	02	8	7	88%	
Fall 2012	NUR	111	03	8	9	113%	
Fall 2012	NUR	114	01	35	26	74%	

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	NUR	135	01	24	23	96%	
Fall 2012	NUR	210	01	24	16	67%	
Fall 2012	NUR	211	01	8	8	100%	
Fall 2012	NUR	211	02	8	8	100%	
Fall 2012	NUR	235	01	24	16	67%	
Fall 2012	NUTR&	101	01	30	30	100%	
Fall 2012	NUTR&	101	21	30	25	83%	
Fall 2012	NUTR&	101	OL1	30	28	93%	
Fall 2012	PEH	100	01	30	30	100%	
Fall 2012	PEH	100	OL1	30	28	93%	
Fall 2012	PEH	100	OL2	30	29	97%	
Fall 2012	PEH	125	01	30	14	47%	
Fall 2012	PEH	125	02	30	18	60%	
Fall 2012	PEH	125	03	30	32	107%	
Fall 2012	PEH	125	04	30	20	67%	
Fall 2012	PEH	133	01	30	21	70%	
Fall 2012	PEH	133	02	30	19	63%	
Fall 2012	PEH	133	03	30	20	67%	
Fall 2012	PEH	133	04	30	21	70%	
Fall 2012	PEH	155	01	25	8	32%	
Fall 2012	PEH	155	02	25	12	48%	
Fall 2012	PEH	155	03	25	15	60%	
Fall 2012	PEH	155	04	25	20	80%	
Fall 2012	PEH	155	26	25	2	8%	
Fall 2012	PHIL&	101	01	30	29	97%	
Fall 2012	PHIL&	101	02	30	23	77%	
Fall 2012	PHIL&	120	01	30	27	90%	
Fall 2012	PHIL&	120	OL1	30	22	73%	
Fall 2012	PHIL	210	21	30	14	47%	
Fall 2012	PHYS&	221	01	25	13	52%	
Fall 2012	POLS&	202	01	30	24	80%	
Fall 2012	POLS&	202	02	30	21	70%	
Fall 2012	POLS&	203	01	25	21	84%	
Fall 2012	POLS&	203	02	25	23	92%	
Fall 2012	PSYC&	100	01	30	31	103%	
Fall 2012	PSYC&	100	OL1	30	29	97%	
Fall 2012	PSYC&	100	OL2	30	20	67%	
Fall 2012	PSYC&	200	01	30	30	100%	
Fall 2012	REL	201	21	30	13	43%	
Fall 2012	REL	211	21H	30	19	63%	
Fall 2012	SOC&	101	01	30	28	93%	
Fall 2012	SOC&	101	02	30	25	83%	
Fall 2012	SOC&	101	OL1	30	31	103%	

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	SPAN&	121	01	30	31	103%	
Fall 2012	SPAN&	121	02	30	25	83%	
Fall 2012	SPAN&	121	21	30	26	87%	
Fall 2012	SPAN&	122	01	30	20	67%	
Fall 2012	WLD	110	01	20	18	90%	
Fall 2012	WLD	110	21	18	12	67%	4833
Fall 2012	WLD	111	01	20	26	130%	4840
Fall 2012	WLD	111	21	20	19	95%	4845
Fall 2012	WLD	111	22	22	18	82%	4847
Fall 2012	WLD	111	03B	20	18	90%	4843
Fall 2012	WLD	130	01	20	9	45%	4912
Fall 2012	WLD	151	01	20	12	60%	
Fall 2012	WLD	190	01	20	24	120%	4855
Fall 2012	WLD	205	01	20	11	55%	

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	ACCT	105	01	35	27	77%	
Wtr 2013	ACCT&	201	01	40	39	98%	
Wtr 2013	ACCT&	202	01	40	22	55%	
Wtr 2013	ACCT&	202	OL1	30	8	27%	
Wtr 2013	AGR	263	01I	25	11	44%	
Wtr 2013	AMT	148	01	40	37	93%	1548
Wtr 2013	AMT	149	01	25	26	104%	1554
Wtr 2013	AMT	249	01	25	45	180%	1578
Wtr 2013	ANTH&	100	01	30	31	103%	
Wtr 2013	ART	102	01	20	21	105%	
Wtr 2013	ART	105	01	20	18	90%	
Wtr 2013	ART	121	01	15	18	120%	1238
Wtr 2013	ART	216	01	25	22	88%	
Wtr 2013	ART	230	01	20	14	70%	
Wtr 2013	ART	231	01	15	12	80%	1288
Wtr 2013	AUT	115	01	20	4	20%	
Wtr 2013	AUT	121	01	20	19	95%	
Wtr 2013	AUT	132	01	20	19	95%	
Wtr 2013	AUT	190	21	20	18	90%	
Wtr 2013	AUT	212	01	20	11	55%	
Wtr 2013	AUT	213	01	20	12	60%	
Wtr 2013	AUT	290	21	20	11	55%	
Wtr 2013	AVF	111	01	20	1	5%	
Wtr 2013	AVF	113	21	18	20	111%	
Wtr 2013	AVF	113	22	18	12	67%	
Wtr 2013	AVF	132	01	15	4	27%	1422
Wtr 2013	AVF	142	01	65	23	35%	
Wtr 2013	AVF	143	01	65	2	3%	
Wtr 2013	AVF	190	01	65	3	5%	
Wtr 2013	AVF	190	02	15	1	7%	
Wtr 2013	AVF	221	22	30	30	100%	
Wtr 2013	AVF	221	23	5	2	40%	
Wtr 2013	AVF	251	01	10	9	90%	
Wtr 2013	AVF	252	01	50	9	18%	
Wtr 2013	AVF	253	01	50	2	4%	
Wtr 2013	AVF	254	21	10	5	50%	
Wtr 2013	AVF	261	01	50	6	12%	
Wtr 2013	AVF	270	01	20	8	40%	
Wtr 2013	AVF	271	01	25	1	4%	
Wtr 2013	AVF	275	01	10	2	20%	
Wtr 2013	AVF	290	01	50	5	10%	
Wtr 2013	AVF	290	02	50	2	4%	
Wtr 2013	AVF	290	03	15	3	20%	
Wtr 2013	BIM	101	01	125	41	33%	1796
Wtr 2013	BIM	101	02	125	24	19%	1798
Wtr 2013	BIM	101	26	60	35	58%	1800

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	BIM	102	01	35	15	43%	
Wtr 2013	BIM	109	01	100	53	53%	1823
Wtr 2013	BIM	109	02	100	23	23%	1824
Wtr 2013	BIM	114	21	25	18	72%	
Wtr 2013	BIM	111	01	75	70	93%	1826
Wtr 2013	BIOL&	100	01	24	27	113%	
Wtr 2013	BIOL&	100	02	36	23	64%	1602
Wtr 2013	BIOL&	211	01	24	23	96%	
Wtr 2013	BIOL&	241	03H	24	13	54%	1630
Wtr 2013	BIOL&	241	04H	24	20	83%	1632
Wtr 2013	BIOL&	242	02H	24	23	96%	1636
Wtr 2013	BOT	130	01	24	24	100%	
Wtr 2013	BUS&	101	01	30	29	97%	
Wtr 2013	BUS	120	01	30	29	97%	
Wtr 2013	BUS	120	OL1	30	29	97%	
Wtr 2013	BUS	121	01H	30	27	90%	
Wtr 2013	BUS	161	01	16	20	125%	
Wtr 2013	BUS	200	01	25	19	76%	
Wtr 2013	BUS&	201	01	30	15	50%	
Wtr 2013	BUS	215	OL1	30	27	90%	
Wtr 2013	CDL	100	03	12	10	83%	
Wtr 2013	CDL	100	01	12	11	92%	2070
Wtr 2013	CHEM&	121	01	24	27	113%	
Wtr 2013	CHEM&	121	02	24	27	113%	
Wtr 2013	CHEM&	121	03	24	24	100%	
Wtr 2013	CHEM&	162	01	24	23	96%	
Wtr 2013	CJ&	101	OL1	30	28	93%	
Wtr 2013	CJ&	110	01	30	19	63%	
Wtr 2013	CMST	100	01	25	30	120%	
Wtr 2013	CMST	100	21H	25	21	84%	
Wtr 2013	CMST&	102	01	30	27	90%	
Wtr 2013	CMST&	220	01	25	28	112%	
Wtr 2013	CMST&	220	02	25	23	92%	
Wtr 2013	CMST&	220	03	25	24	96%	
Wtr 2013	CMST&	220	04	25	25	100%	
Wtr 2013	CMST&	220	05	25	23	92%	
Wtr 2013	CMST&	220	06	25	26	104%	
Wtr 2013	CMST&	220	21	25	17	68%	
Wtr 2013	CS	101	21H	25	21	84%	
Wtr 2013	CS	115	21	19	7	37%	
Wtr 2013	CS	142	OL1	15	4	27%	
Wtr 2013	CS	156	21	19	10	53%	
Wtr 2013	CS	161	21H	20	12	60%	
Wtr 2013	CS	162	01	20	6	30%	

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	CS	195	01	5	2	40%	
Wtr 2013	CS	197	01	5	2	40%	
Wtr 2013	CS	205	21	20	9	45%	
Wtr 2013	CSS	100	01	30	21	70%	
Wtr 2013	CSS	100	02	30	27	90%	
Wtr 2013	CSS	100	03	30	29	97%	
Wtr 2013	CSS	100	OL1	30	28	93%	
Wtr 2013	CSS	102	OL1	30	29	97%	
Wtr 2013	CSS	104	01H	30	16	53%	
Wtr 2013	ECE	105	21H	30	17	57%	2254
Wtr 2013	ECE	108	21H	30	28	93%	
Wtr 2013	ECE	230	21H	30	25	83%	
Wtr 2013	ECON	200	OL1	30	29	97%	
Wtr 2013	ECON&	202	01	36	33	92%	
Wtr 2013	ECON&	202	02	2	3	150%	
Wtr 2013	EDUC	106	02	30	1	3%	
Wtr 2013	EDUC	106	01W	30	26	87%	
Wtr 2013	EDUC	132	01	20	3	15%	
Wtr 2013	EDUC	190	21H	15	8	53%	2414
Wtr 2013	EDUC&	201	21H	30	28	93%	
Wtr 2013	ENGL	65	01	7	4	57%	2502
Wtr 2013	ENGL	95	02	7	1	14%	2503
Wtr 2013	ENGL	95	03	7	3	43%	2504
Wtr 2013	ENGL	98	01	25	12	48%	
Wtr 2013	ENGL	98	02	25	19	76%	
Wtr 2013	ENGL	99	01	25	13	52%	
Wtr 2013	ENGL	99	02	25	25	100%	
Wtr 2013	ENGL	99	03	25	24	96%	2534
Wtr 2013	ENGL	99	04	25	24	96%	2536
Wtr 2013	ENGL	99	05	25	15	60%	
Wtr 2013	ENGL	99	OL1	25	15	60%	
Wtr 2013	ENGL&	101	01	25	25	100%	
Wtr 2013	ENGL&	101	02	25	30	120%	
Wtr 2013	ENGL&	101	03	25	26	104%	
Wtr 2013	ENGL&	101	04	25	25	100%	
Wtr 2013	ENGL&	101	05	25	25	100%	
Wtr 2013	ENGL&	101	06	25	21	84%	
Wtr 2013	ENGL&	101	OL1	25	21	84%	
Wtr 2013	ENGL&	101	OL2	25	8	32%	
Wtr 2013	ENGL&	102	01	25	24	96%	
Wtr 2013	ENGL&	102	02	25	25	100%	
Wtr 2013	ENGL&	102	03	25	24	96%	
Wtr 2013	ENGL&	102	04	25	26	104%	
Wtr 2013	ENGL&	102	05	25	30	120%	

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	ENGL&	102	06	25	29	116%	
Wtr 2013	ENGL&	102	07	25	27	108%	
Wtr 2013	ENGL&	102	21	25	14	56%	
Wtr 2013	ENGL&	102	OL1	25	22	88%	
Wtr 2013	ENGL	109	01	20	15	75%	
Wtr 2013	ENGL	201	01	25	19	76%	
Wtr 2013	ENGL	211	01	22	22	100%	
Wtr 2013	ENGL	216	01	30	29	97%	
Wtr 2013	ENGL&	245	01	30	24	80%	
Wtr 2013	ENVS&	100	01	30	29	97%	
Wtr 2013	ENVS&	100	OL1	30	28	93%	
Wtr 2013	FAD	150	01	20	19	95%	
Wtr 2013	FAD	150	03	20	20	100%	
Wtr 2013	FAD	150	04	20	21	105%	
Wtr 2013	FAD	150	02W	20	17	85%	
Wtr 2013	FRCH&	121	01	30	31	103%	2700
Wtr 2013	GEOL&	101	01	25	14	56%	
Wtr 2013	GGR	101	01	24	20	83%	
Wtr 2013	HED	121	OL1	30	25	83%	
Wtr 2013	HED	122	01	30	15	50%	
Wtr 2013	HED	122	OL1	30	17	57%	
Wtr 2013	HED	150	OL1	30	27	90%	
Wtr 2013	HED	150	OL2	30	22	73%	2830
Wtr 2013	HED	151	OL1	30	26	87%	
Wtr 2013	HED	239	OL1	30	28	93%	
Wtr 2013	HIST&	117	01	30	26	87%	
Wtr 2013	HIST&	136	01	30	25	83%	
Wtr 2013	HIST&	136	45	35	21	60%	
Wtr 2013	HIST&	137	01	30	18	60%	
Wtr 2013	HIST&	137	OL1	30	30	100%	
Wtr 2013	HIST	250	01	30	25	83%	
Wtr 2013	IST	105	01	18	19	106%	
Wtr 2013	IST	106	01	18	17	94%	
Wtr 2013	IST	112	01	25	15	60%	
Wtr 2013	IST	120	01	20	19	95%	
Wtr 2013	IST	120	02	20	7	35%	
Wtr 2013	IST	136	01	18	14	78%	
Wtr 2013	IST	170	01	18	23	128%	
Wtr 2013	IST	180	21	15	14	93%	3126
Wtr 2013	IST	223	01	18	14	78%	
Wtr 2013	IST	224	21	15	7	47%	
Wtr 2013	IST	250	01	17	17	100%	
Wtr 2013	MA	112	01W	24	22	92%	3551
Wtr 2013	MA	195	01	1	1	100%	

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	MAP	100	01	20	12	60%	
Wtr 2013	MAP	103	21	25	15	60%	
Wtr 2013	MAP	108	21 / OL1	15	24	160%	3416
Wtr 2013	MATH	90	01	30	26	87%	
Wtr 2013	MATH	90	02	30	29	97%	
Wtr 2013	MATH	94	CL1	58	59	102%	3248
Wtr 2013	MATH	94	CL2	58	58	100%	3249
Wtr 2013	MATH	94	CL3	58	61	105%	3250
Wtr 2013	MATH	94	CL4	58	57	98%	3251
Wtr 2013	MATH	94	CL5	58	49	84%	3252
Wtr 2013	MATH	94	CL6	38	40	105%	3253
Wtr 2013	MATH	94	CLN	38	31	82%	3255
Wtr 2013	MATH	95	OL1	30	26	87%	
Wtr 2013	MATH	99	01	30	28	93%	
Wtr 2013	MATH	99	02	30	13	43%	
Wtr 2013	MATH	99	OL1	30	27	90%	
Wtr 2013	MATH&	107	01	30	12	40%	
Wtr 2013	MATH	120	01	30	30	100%	
Wtr 2013	MATH	120	02	30	29	97%	
Wtr 2013	MATH	120	03	30	24	80%	
Wtr 2013	MATH&	141	01	30	26	87%	
Wtr 2013	MATH&	146	01	30	28	93%	
Wtr 2013	MATH&	146	02	30	29	97%	
Wtr 2013	MATH&	146	03	25	19	76%	
Wtr 2013	MATH	147	01	30	28	93%	
Wtr 2013	MATH&	152	01	20	15	75%	
Wtr 2013	MUSC&	105	01	30	24	80%	
Wtr 2013	MUSC&	105	02	30	24	80%	
Wtr 2013	MUSC&	105	WAO	1	1	100%	
Wtr 2013	MUSC	115	01	9	8	89%	
Wtr 2013	MUSC	116	01	9	5	56%	3634
Wtr 2013	MUSC	134	21	15	12	80%	
Wtr 2013	NUR	100	01	20	20	100%	
Wtr 2013	NUR	100	02B	20	18	90%	
Wtr 2013	NUR	103	01H	30	22	73%	
Wtr 2013	NUR	120	01	24	23	96%	
Wtr 2013	NUR	121	01	7	7	100%	
Wtr 2013	NUR	121	02	9	7	78%	
Wtr 2013	NUR	121	03	8	8	100%	
Wtr 2013	NUR	136	01	24	23	96%	
Wtr 2013	NUR	220	01	23	12	52%	
Wtr 2013	NUR	221	01	8	8	100%	
Wtr 2013	NUR	221	02	8	4	50%	
Wtr 2013	NUR	236	01	30	12	40%	

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	NUTR&	101	01	36	34	94%	
Wtr 2013	NUTR&	101	21	30	30	100%	
Wtr 2013	NUTR&	101	OL1	40	40	100%	
Wtr 2013	PEH	90	21	150	25	17%	
Wtr 2013	PEH	100	01	30	27	90%	
Wtr 2013	PEH	100	02	30	20	67%	
Wtr 2013	PEH	100	OL1	30	30	100%	
Wtr 2013	PEH	100	OL2	31	27	87%	
Wtr 2013	PEH	102	01	25	15	60%	
Wtr 2013	PEH	104	01	25	11	44%	
Wtr 2013	PEH	125	01	24	24	100%	
Wtr 2013	PEH	125	02	30	32	107%	
Wtr 2013	PEH	125	03	30	34	113%	
Wtr 2013	PEH	131	01	25	27	108%	
Wtr 2013	PEH	131	02	25	26	104%	
Wtr 2013	PEH	132	01	25	10	40%	
Wtr 2013	PEH	155	01	25	11	44%	
Wtr 2013	PEH	155	02	25	12	48%	
Wtr 2013	PEH	155	03	25	20	80%	
Wtr 2013	PEH	155	04	25	18	72%	
Wtr 2013	PEH	155	26	25	5	20%	
Wtr 2013	PEH	158	01	12	8	67%	
Wtr 2013	PHIL&	101	02	30	26	87%	
Wtr 2013	PHIL&	120	01	40	34	85%	
Wtr 2013	PHIL&	120	OL1	40	27	68%	
Wtr 2013	PHIL	210	OL1	30	32	107%	
Wtr 2013	PHYS&	100	21	24	13	54%	
Wtr 2013	PHYS&	101	21	24	13	54%	
Wtr 2013	PHYS&	222	01	24	7	29%	
Wtr 2013	POLS&	202	01	30	28	93%	
Wtr 2013	PSYC&	100	01	30	35	117%	
Wtr 2013	PSYC&	100	03	30	25	83%	
Wtr 2013	PSYC&	100	02H	30	28	93%	
Wtr 2013	PSYC&	100	OL1	30	30	100%	
Wtr 2013	PSYC&	200	01	30	23	77%	
Wtr 2013	REL	211	01	30	29	97%	
Wtr 2013	SOC&	101	01	30	30	100%	
Wtr 2013	SOC	220	01	30	35	117%	
Wtr 2013	SOC&	101	OL1	30	29	97%	
Wtr 2013	SPAN&	121	01	30	31	103%	
Wtr 2013	SPAN&	121	21	30	25	83%	4704
Wtr 2013	SPAN&	122	01	30	34	113%	
Wtr 2013	SPAN&	123	01	30	23	77%	
Wtr 2013	WLD	101	01	20	18	90%	

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	WLD	102	01	20	18	90%	
Wtr 2013	WLD	103	01	14	3	21%	
Wtr 2013	WLD	103	02	14	9	64%	
Wtr 2013	WLD	111	01	22	29	132%	4840
Wtr 2013	WLD	111	04B	25	22	88%	4844
Wtr 2013	WLD	111	21	25	21	84%	4846
Wtr 2013	WLD	111	22	25	22	88%	4848
Wtr 2013	WLD	112	01	22	26	118%	4856
Wtr 2013	WLD	120	01	20	16	80%	
Wtr 2013	WLD	120	21	20	10	50%	4873
Wtr 2013	WLD	152	01	18	11	61%	
Wtr 2013	WLD	152	21	20	9	45%	4962
Wtr 2013	WLD	206	01	18	14	78%	

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	ACCT	105	21	35	14	40%	
Spr 2013	ACCT&	201	45	40	4	10%	
Spr 2013	ACCT&	202	01	40	23	58%	
Spr 2013	ACCT&	203	01	40	23	58%	
Spr 2013	ACCT	233	01	16	13	81%	
Spr 2013	ACCT	260	01	16	12	75%	
Spr 2013	ACCT	261	01	12	10	83%	1055
Spr 2013	AGR	271	OL1	25	16	64%	
Spr 2013	AGR	295	01	25	8	32%	1153
Spr 2013	AMT	150	01	25	13	52%	
Spr 2013	AMT	151	01	25	41	164%	1565
Spr 2013	AMT	251	01	25	33	132%	1585
Spr 2013	ART	103	01	20	18	90%	
Spr 2013	ART	121	01	15	21	140%	1238
Spr 2013	ART	198	01	1	1	100%	
Spr 2013	ART	217	01	30	14	47%	
Spr 2013	ART	221	01	15	15	100%	1273
Spr 2013	ART	230	01	20	16	80%	
Spr 2013	ART	231	01	18	14	78%	1289
Spr 2013	ASTR&	101	21	24	15	63%	
Spr 2013	AUT	105	01	20	15	75%	
Spr 2013	AUT	115	01	10	2	20%	
Spr 2013	AUT	124	01	20	16	80%	
Spr 2013	AUT	125	01	20	16	80%	
Spr 2013	AUT	190	21	20	15	75%	
Spr 2013	AUT	211	01	20	12	60%	
Spr 2013	AUT	223	01	20	12	60%	
Spr 2013	AUT	231	01	20	11	55%	
Spr 2013	AUT	290	21	20	12	60%	
Spr 2013	AVF	113	21	18	1	6%	
Spr 2013	AVF	114	21	19	19	100%	
Spr 2013	AVF	114	22	20	13	65%	
Spr 2013	AVF	133	01	15	2	13%	
Spr 2013	AVF	142	01	65	3	5%	
Spr 2013	AVF	143	01	65	16	25%	
Spr 2013	AVF	190	02	20	1	5%	
Spr 2013	AVF	190	03	65	5	8%	
Spr 2013	AVF	223	21	25	14	56%	
Spr 2013	AVF	225	21	3	1	33%	
Spr 2013	AVF	232	01	15	2	13%	
Spr 2013	AVF	252	01	55	8	15%	
Spr 2013	AVF	253	01	55	7	13%	
Spr 2013	AVF	254	21	10	9	90%	
Spr 2013	AVF	261	01	55	9	16%	
Spr 2013	AVF	270	01	20	5	25%	
Spr 2013	AVF	271	01	25	4	16%	

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	AVF	275	01	20	6	30%	
Spr 2013	AVF	276	01	15	1	7%	
Spr 2013	AVF	290	02	20	3	15%	
Spr 2013	AVF	290	03	50	3	6%	
Spr 2013	AVF	291	01	10	1	10%	
Spr 2013	BIM	101	01	125	46	37%	1795
Spr 2013	BIM	101	02	125	25	20%	1796
Spr 2013	BIM	101	26	60	49	82%	1798
Spr 2013	BIM	102	01	50	15	30%	
Spr 2013	BIM	109	01	100	67	67%	1850
Spr 2013	BIM	109	02	100	27	27%	1852
Spr 2013	BIM	111	01H	75	65	87%	1825
Spr 2013	BIM	115	21	25	15	60%	
Spr 2013	BIM	262	01	20	15	75%	
Spr 2013	BIOL&	100	01	24	23	96%	
Spr 2013	BIOL&	100	02H	24	20	83%	
Spr 2013	BIOL&	170	01	25	24	96%	
Spr 2013	BIOL&	211	01	24	25	104%	1610
Spr 2013	BIOL&	242	02H	24	13	54%	1635
Spr 2013	BIOL&	242	04H	24	9	38%	1637
Spr 2013	BIOL&	260	01	34	25	74%	1642
Spr 2013	BOT	140	01	20	13	65%	
Spr 2013	BUS&	101	01	30	28	93%	
Spr 2013	BUS	102	01	30	25	83%	
Spr 2013	BUS	120	01	30	28	93%	
Spr 2013	BUS	122	01	30	15	50%	
Spr 2013	BUS	170	01	20	10	50%	
Spr 2013	BUS&	201	01	30	26	87%	
Spr 2013	BUS	215	01	30	21	70%	
Spr 2013	CDL	100	01	12	2	17%	
Spr 2013	CDL	100	03	12	8	67%	
Spr 2013	CDL	100	02B	12	8	67%	
Spr 2013	CHEM&	121	01	24	26	108%	
Spr 2013	CHEM&	121	02	24	27	113%	
Spr 2013	CHEM&	131	01	24	22	92%	
Spr 2013	CHEM&	163	01	24	19	79%	
Spr 2013	CJ	220	01	30	18	60%	
Spr 2013	CMST&	102	01	30	34	113%	
Spr 2013	CMST&	220	01	25	24	96%	
Spr 2013	CMST&	220	02	25	23	92%	
Spr 2013	CMST&	220	03	25	23	92%	
Spr 2013	CMST&	220	04	25	25	100%	
Spr 2013	CMST&	220	05	25	24	96%	
Spr 2013	CMST&	220	21	25	22	88%	

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	CS	101	21H	25	6	24%	
Spr 2013	CS	104	21	20	19	95%	
Spr 2013	CS	105	21	20	19	95%	
Spr 2013	CS	110	01	19	10	53%	
Spr 2013	CS	111	01	19	20	105%	
Spr 2013	CS	157	21	19	10	53%	
Spr 2013	CS	195	01	10	3	30%	
Spr 2013	CS	197	01	10	3	30%	
Spr 2013	CS	235	OL1	15	2	13%	
Spr 2013	CSS	100	01	25	13	52%	
Spr 2013	CSS	100	02	25	17	68%	
Spr 2013	CSS	100	03	25	23	92%	
Spr 2013	CSS	100	OL1	30	26	87%	
Spr 2013	CSS	102	01	30	19	63%	
Spr 2013	CSS	102	OL1	30	27	90%	
Spr 2013	CSS	104	21H	30	16	53%	
Spr 2013	ECE	214	21	30	21	70%	
Spr 2013	ECE	250	21H	30	27	90%	2310
Spr 2013	ECON	200	OL1	30	23	77%	
Spr 2013	ECON&	201	01	30	29	97%	
Spr 2013	ECON&	202	01	30	26	87%	
Spr 2013	EDUC&	115	21H	30	28	93%	
Spr 2013	EDUC	132	01	20	3	15%	
Spr 2013	EDUC	190	01H	15	14	93%	
Spr 2013	EDUC&	204	21H	30	21	70%	
Spr 2013	ENGL	93	02	12	3	25%	2503
Spr 2013	ENGL	95	01	12	3	25%	2502
Spr 2013	ENGL	98	01	25	13	52%	
Spr 2013	ENGL	99	01	25	22	88%	
Spr 2013	ENGL	99	02	25	20	80%	
Spr 2013	ENGL	99	03	25	24	96%	2534
Spr 2013	ENGL	99	OL1	25	16	64%	
Spr 2013	ENGL&	101	02	25	18	72%	
Spr 2013	ENGL&	101	03	25	25	100%	
Spr 2013	ENGL&	101	04	25	25	100%	
Spr 2013	ENGL&	101	05	25	28	112%	
Spr 2013	ENGL&	101	06	25	18	72%	
Spr 2013	ENGL&	101	OL1	25	18	72%	
Spr 2013	ENGL&	101	OL2	25	16	64%	
Spr 2013	ENGL&	102	01	25	17	68%	
Spr 2013	ENGL&	102	02	25	15	60%	
Spr 2013	ENGL&	102	03	25	14	56%	
Spr 2013	ENGL&	102	04	25	29	116%	
Spr 2013	ENGL&	102	05	25	24	96%	

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	ENGL&	102	06	25	23	92%	
Spr 2013	ENGL&	102	07	25	19	76%	
Spr 2013	ENGL&	102	45	16	16	100%	
Spr 2013	ENGL&	102	OL1	25	23	92%	
Spr 2013	ENGL	109	01	19	18	95%	
Spr 2013	ENGL	216	01	30	28	93%	
Spr 2013	ENGL&	220	01	30	15	50%	
Spr 2013	ENGL	221	01	22	21	95%	
Spr 2013	ENGL	248	OL1	30	31	103%	
Spr 2013	ENVS&	100	01	30	31	103%	
Spr 2013	ENVS&	100	OL1	30	26	87%	
Spr 2013	FAD	150	01	20	19	95%	
Spr 2013	FAD	150	03	20	20	100%	
Spr 2013	FAD	150	04	20	17	85%	
Spr 2013	FAD	150	02W	20	14	70%	
Spr 2013	FRCH&	121	01	30	24	80%	2700
Spr 2013	GGR	101	01	25	25	100%	
Spr 2013	HED	122	OL1	30	13	43%	
Spr 2013	HED	123	OL1	30	32	107%	
Spr 2013	HED	150	21	30	12	40%	
Spr 2013	HED	150	OL1	30	30	100%	
Spr 2013	HED	151	OLB	30	32	107%	2840
Spr 2013	HED	239	21	15	23	153%	2850
Spr 2013	HIST&	118	01	29	25	86%	
Spr 2013	HIST&	136	01	30	27	90%	
Spr 2013	HIST&	136	OL1	30	27	90%	
Spr 2013	HIST&	136	OL2	30	19	63%	
Spr 2013	HIST&	137	45	10	19	190%	
Spr 2013	HIST	270	01	30	13	43%	
Spr 2013	HUM	214	01	30	26	87%	
Spr 2013	HUM	214	21H	30	20	67%	
Spr 2013	IST	106	01	25	17	68%	
Spr 2013	IST	107	01	25	16	64%	
Spr 2013	IST	110	01	25	25	100%	
Spr 2013	IST	113	01	25	22	88%	
Spr 2013	IST	140	01	18	1	6%	
Spr 2013	IST	150	01	15	8	53%	
Spr 2013	IST	180	21	15	20	133%	3127
Spr 2013	IST	208	01	25	15	60%	
Spr 2013	IST	221	01	25	19	76%	
Spr 2013	IST	270	01	25	18	72%	
Spr 2013	IST	282	01	18	18	100%	
Spr 2013	IST	284	01	18	15	83%	
Spr 2013	MA	113	01W	25	21	84%	3567

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	MA	150	21	27	24	89%	
Spr 2013	MATH	90	01	30	18	60%	
Spr 2013	MATH	94	CL1	66	61	92%	3248
Spr 2013	MATH	94	CL2	66	64	97%	3249
Spr 2013	MATH	94	CL3	66	62	94%	3250
Spr 2013	MATH	94	CL4	66	65	98%	3251
Spr 2013	MATH	94	CL5	66	47	71%	3252
Spr 2013	MATH	94	CL6	66	25	38%	3253
Spr 2013	MATH	94	CLN	66	33	50%	3255
Spr 2013	MATH	95	OL1	30	9	30%	
Spr 2013	MATH	99	01	30	17	57%	
Spr 2013	MATH	99	OL1	30	24	80%	
Spr 2013	MATH&	107	01	30	23	77%	
Spr 2013	MATH&	107	OL1	30	23	77%	
Spr 2013	MATH	120	01	30	31	103%	
Spr 2013	MATH	120	02	30	23	77%	
Spr 2013	MATH	120	03	30	16	53%	
Spr 2013	MATH	120	45	35	4	11%	
Spr 2013	MATH&	141	01	30	19	63%	
Spr 2013	MATH&	142	01	30	33	110%	
Spr 2013	MATH&	146	01	30	29	97%	
Spr 2013	MATH&	146	02	30	26	87%	
Spr 2013	MATH&	146	03	30	25	83%	
Spr 2013	MATH&	146	04	30	13	43%	
Spr 2013	MATH&	148	01	30	15	50%	
Spr 2013	MATH&	163	01	30	11	37%	
Spr 2013	MUSC&	105	01	30	19	63%	
Spr 2013	MUSC&	105	02	30	5	17%	
Spr 2013	MUSC	115	01	9	9	100%	
Spr 2013	MUSC	116	01	9	9	100%	3634
Spr 2013	MUSC	134	01	15	11	73%	
Spr 2013	NUR	100	01	18	20	111%	
Spr 2013	NUR	100	02B	18	20	111%	
Spr 2013	NUR	103	01H	30	25	83%	
Spr 2013	NUR	130	01	30	22	73%	
Spr 2013	NUR	131	01	7	8	114%	
Spr 2013	NUR	131	02	7	7	100%	
Spr 2013	NUR	131	03	7	7	100%	
Spr 2013	NUR	137	01	30	22	73%	
Spr 2013	NUR	230	01	30	12	40%	
Spr 2013	NUR	231	01	7	7	100%	
Spr 2013	NUR	231	02	7	5	71%	
Spr 2013	NUR	240	01	30	12	40%	
Spr 2013	NUTR&	101	01	30	31	103%	

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	NUTR&	101	21	30	22	73%	
Spr 2013	NUTR&	101	OL1	30	30	100%	
Spr 2013	NUTR&	101	OL2	30	28	93%	
Spr 2013	PEH	100	01	30	30	100%	
Spr 2013	PEH	100	02	30	29	97%	
Spr 2013	PEH	100	OL1	30	26	87%	
Spr 2013	PEH	100	OL2	30	27	90%	
Spr 2013	PEH	105	01	35	22	63%	
Spr 2013	PEH	106	01	25	6	24%	
Spr 2013	PEH	114	01	25	20	80%	4336
Spr 2013	PEH	125	01	30	32	107%	
Spr 2013	PEH	125	03	25	10	40%	
Spr 2013	PEH	131	01	30	32	107%	
Spr 2013	PEH	131	02	30	30	100%	
Spr 2013	PEH	133	01	30	34	113%	
Spr 2013	PEH	155	01	25	20	80%	
Spr 2013	PEH	155	02	25	11	44%	
Spr 2013	PEH	155	03	25	23	92%	
Spr 2013	PEH	155	04	25	21	84%	
Spr 2013	PEH	155	26	25	5	20%	
Spr 2013	PHIL&	101	01	30	29	97%	
Spr 2013	PHIL&	120	21	30	23	77%	
Spr 2013	PHIL&	120	OL1	43	34	79%	
Spr 2013	PHIL	240	01	30	21	70%	
Spr 2013	PHYS&	223	01	24	3	13%	
Spr 2013	POLS&	202	01	30	22	73%	
Spr 2013	POLS&	202	02	24	23	96%	
Spr 2013	PSYC&	100	01	30	34	113%	
Spr 2013	PSYC&	100	02	30	31	103%	
Spr 2013	PSYC&	100	03	30	29	97%	
Spr 2013	PSYC&	100	OL1	30	29	97%	
Spr 2013	PSYC&	100	OL2	30	29	97%	
Spr 2013	PSYC&	200	01	30	29	97%	
Spr 2013	REL	201	01	30	26	87%	
Spr 2013	REL	201	OL1	30	31	103%	
Spr 2013	SOC&	101	01	30	32	107%	
Spr 2013	SOC&	101	02	30	27	90%	
Spr 2013	SOC&	101	21H	30	28	93%	
Spr 2013	SOC	220	01	30	31	103%	
Spr 2013	SPAN&	121	01	30	31	103%	
Spr 2013	SPAN&	121	21	30	26	87%	4703
Spr 2013	SPAN&	122	01	30	23	77%	
Spr 2013	SPAN&	123	01	30	28	93%	
Spr 2013	WLD	111	01	24	28	117%	4840

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	WLD	111	02	24	25	104%	4842
Spr 2013	WLD	111	03W	24	12	50%	4844
Spr 2013	WLD	111	21	24	22	92%	4847
Spr 2013	WLD	111	22	24	14	58%	4849
Spr 2013	WLD	130	01	20	12	60%	
Spr 2013	WLD	153	01	18	11	61%	
Spr 2013	WLD	205	21	20	6	30%	
Spr 2013	WLD	207	01	20	17	85%	

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	ACCT	105	01	40	40	100%	
Fall 2013	ACCT&	201	01	40	29	73%	
Fall 2013	ACCT&	201	OL1	30	15	50%	
Fall 2013	ACCT	262	01	16	15	94%	
Fall 2013	AGR	241	OL1	20	3	15%	
Fall 2013	AGR	261	01	20	10	50%	
Fall 2013	AGR	295	01	25	2	8%	1153
Fall 2013	AMT	001	01	20	19	95%	
Fall 2013	AMT	148	01	25	33	132%	1548
Fall 2013	AMT	149	01	25	48	192%	1563
Fall 2013	AMT	249	01	25	21	84%	1583
Fall 2013	ANTH&	100	01	30	31	103%	
Fall 2013	ART&	100	01	30	31	103%	
Fall 2013	ART	101	01	25	25	100%	
Fall 2013	ART	104	01	20	22	110%	
Fall 2013	ART	104	02	20	19	95%	
Fall 2013	ART	121	01	15	20	133%	1238
Fall 2013	ART	218	01	30	13	43%	
Fall 2013	ART	231	01	15	14	93%	1288
Fall 2013	ASTR&	101	01	24	22	92%	
Fall 2013	AUT	111	01	20	12	60%	
Fall 2013	AUT	115	01	20	11	55%	
Fall 2013	AUT	131	01	20	10	50%	
Fall 2013	AUT	190	21	20	11	55%	
Fall 2013	AUT	220	01	20	13	65%	
Fall 2013	AUT	290	21	20	13	65%	
Fall 2013	AVF	111	01	70	44	63%	
Fall 2013	AVF	112	21	20	22	110%	
Fall 2013	AVF	112	22	20	14	70%	
Fall 2013	AVF	112	23	20	6	30%	
Fall 2013	AVF	131	01	15	7	47%	
Fall 2013	AVF	141	01	70	33	47%	
Fall 2013	AVF	190	01	65	4	6%	
Fall 2013	AVF	223	21	24	27	113%	
Fall 2013	AVF	225	21	25	9	36%	
Fall 2013	AVF	227	21	25	14	56%	
Fall 2013	AVF	251	01	50	17	34%	
Fall 2013	AVF	252	01	50	5	10%	
Fall 2013	AVF	253	01	50	5	10%	
Fall 2013	AVF	254	21	25	2	8%	
Fall 2013	AVF	261	01	15	5	33%	
Fall 2013	AVF	270	01	20	5	25%	
Fall 2013	AVF	271	01	25	2	8%	
Fall 2013	AVF	275	01	10	3	30%	
Fall 2013	AVF	276	01	15	1	7%	
Fall 2013	AVF	290	01	50	3	6%	

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	AVF	290	02	15	2	13%	
Fall 2013	AVF	291	01	10	1	10%	
Fall 2013	BIM	101	01	100	53	53%	1795
Fall 2013	BIM	101	02	100	18	18%	1796
Fall 2013	BIM	101	26	60	50	83%	1798
Fall 2013	BIM	102	01	35	32	91%	
Fall 2013	BIM	109	01	100	50	50%	1823
Fall 2013	BIM	109	02	100	38	38%	1824
Fall 2013	BIM	111	01	25	51	204%	1828
Fall 2013	BIOL&	100	01	24	24	100%	
Fall 2013	BIOL&	100	02	24	24	100%	
Fall 2013	BIOL&	100	21	24	16	67%	
Fall 2013	BIOL&	211	01	24	23	96%	
Fall 2013	BIOL&	211	02	34	15	44%	1612
Fall 2013	BIOL&	221	02H	24	18	75%	1615
Fall 2013	BIOL&	241	02H	24	23	96%	1630
Fall 2013	BIOL&	260	02H	24	20	83%	1642
Fall 2013	BUS&	101	01	30	28	93%	
Fall 2013	BUS	102	01	30	23	77%	
Fall 2013	BUS	114	01H	25	24	96%	
Fall 2013	BUS	120	01	30	17	57%	
Fall 2013	BUS	120	OL1	30	27	90%	
Fall 2013	BUS	122	01H	25	15	60%	
Fall 2013	BUS&	201	01	30	23	77%	
Fall 2013	CDL	100	01	6	2	33%	
Fall 2013	CDL	100	03	6	4	67%	
Fall 2013	CDL	100	05	12	4	33%	
Fall 2013	CDL	100	06	6	3	50%	
Fall 2013	CDL	100	02B	6	4	67%	
Fall 2013	CDL	100	04B	12	4	33%	
Fall 2013	CHEM&	105	01	24	17	71%	
Fall 2013	CHEM&	110	WAO	1	1	100%	
Fall 2013	CHEM&	121	01	24	24	100%	
Fall 2013	CHEM&	121	02	24	24	100%	
Fall 2013	CHEM&	161	01	24	23	96%	
Fall 2013	CHEM&	161	02	24	25	104%	
Fall 2013	CJ&	101	01	30	30	100%	
Fall 2013	CJ&	101	OL1	31	33	106%	
Fall 2013	CMST&	102	OL1	30	25	83%	
Fall 2013	CMST&	220	01	25	23	92%	
Fall 2013	CMST&	220	02	25	23	92%	
Fall 2013	CMST&	220	03	25	25	100%	
Fall 2013	CMST&	220	04	25	24	96%	
Fall 2013	CMST&	220	05	25	21	84%	

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	CMST&	220	06	25	24	96%	
Fall 2013	CMST&	220	07	25	25	100%	
Fall 2013	CS	101	21H	25	23	92%	
Fall 2013	CS	104	21	24	21	88%	
Fall 2013	CS	105	21H	24	21	88%	
Fall 2013	CS	106	21	24	11	46%	
Fall 2013	CS	110	21	24	17	71%	
Fall 2013	CS	111	01	24	8	33%	
Fall 2013	CS&	141	OL1	24	13	54%	
Fall 2013	CS	156	21	24	10	42%	2160
Fall 2013	CS	195	01	10	5	50%	
Fall 2013	CS	197	01	10	5	50%	
Fall 2013	CS	262	21	24	4	17%	
Fall 2013	CSS	100	01	30	28	93%	
Fall 2013	CSS	100	03	30	27	90%	
Fall 2013	CSS	100	04	30	29	97%	
Fall 2013	CSS	100	05	30	31	103%	
Fall 2013	CSS	100	06	30	29	97%	
Fall 2013	CSS	100	07	30	31	103%	
Fall 2013	CSS	100	08	30	29	97%	
Fall 2013	CSS	100	09	30	15	50%	
Fall 2013	CSS	100	10H	30	22	73%	
Fall 2013	CSS	100	OL1	30	32	107%	
Fall 2013	CSS	102	OL1	30	31	103%	
Fall 2013	CSS	104	21H	30	22	73%	
Fall 2013	ECED&	105	21H	30	25	83%	2270
Fall 2013	ECED&	139	OL1	30	22	73%	
Fall 2013	ECED&	170	21H	30	20	67%	
Fall 2013	ECON	200	OL1	30	27	90%	
Fall 2013	ECON&	201	01	31	30	97%	
Fall 2013	EDUC&	115	21H	30	30	100%	
Fall 2013	EDUC&	130	OL1	30	20	67%	
Fall 2013	EDUC	132	01	20	4	20%	
Fall 2013	EDUC&	150	OL1	30	21	70%	
Fall 2013	EDUC	190	01H	15	11	73%	2390
Fall 2013	ENGL	65	03	5	2	40%	2504
Fall 2013	ENGL	95	01	5	5	100%	2502
Fall 2013	ENGL	95	02	5	9	180%	2503
Fall 2013	ENGL	98	01	25	26	104%	
Fall 2013	ENGL	98	02	25	26	104%	
Fall 2013	ENGL	99	03	25	25	100%	
Fall 2013	ENGL	99	05	25	22	88%	
Fall 2013	ENGL	99	06	25	18	72%	
Fall 2013	ENGL	99	02	25	25	100%	2531

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	ENGL	99	OL1	25	19	76%	
Fall 2013	ENGL	99	01	25	24	96%	2530
Fall 2013	ENGL&	101	01	25	27	108%	
Fall 2013	ENGL&	101	02	25	24	96%	
Fall 2013	ENGL&	101	03	25	24	96%	
Fall 2013	ENGL&	101	04	25	25	100%	
Fall 2013	ENGL&	101	05	25	26	104%	
Fall 2013	ENGL&	101	06	25	23	92%	
Fall 2013	ENGL&	101	07	25	25	100%	
Fall 2013	ENGL&	101	08	25	22	88%	
Fall 2013	ENGL&	101	09	25	22	88%	
Fall 2013	ENGL&	101	10	25	25	100%	
Fall 2013	ENGL&	101	21	25	23	92%	
Fall 2013	ENGL&	101	45	30	14	47%	
Fall 2013	ENGL&	101	OL1	25	22	88%	
Fall 2013	ENGL&	102	01	25	24	96%	
Fall 2013	ENGL&	102	02	25	24	96%	
Fall 2013	ENGL&	102	OL1	25	18	72%	
Fall 2013	ENGL&	102	OL2	25	15	60%	
Fall 2013	ENGL	109	01	20	16	80%	
Fall 2013	ENGL	216	01	30	24	80%	
Fall 2013	ENGL	239	01	30	17	57%	
Fall 2013	ENGL&	244	01	30	24	80%	
Fall 2013	ENVS&	100	01	30	31	103%	
Fall 2013	ENVS&	100	OL1	30	27	90%	
Fall 2013	FAD	150	01	20	18	90%	
Fall 2013	FAD	150	03	20	20	100%	
Fall 2013	FAD	150	02W	20	19	95%	
Fall 2013	GERM&	121	01	30	28	93%	2780
Fall 2013	HED	121	01	30	26	87%	
Fall 2013	HED	121	OL1	30	29	97%	
Fall 2013	HED	150	21	30	13	43%	
Fall 2013	HED	150	OL1	30	25	83%	
Fall 2013	HED	151	OL1	30	27	90%	
Fall 2013	HED	239	21	15	23	153%	2850
Fall 2013	HIST&	116	01	25	26	104%	
Fall 2013	HIST&	136	01	30	30	100%	
Fall 2013	HIST&	136	45	30	30	100%	
Fall 2013	HIST&	136	OL1	30	25	83%	
Fall 2013	HUM	214	01	30	30	100%	
Fall 2013	IST	100	01	25	25	100%	
Fall 2013	IST	102	01	25	21	84%	
Fall 2013	IST	105	01	25	13	52%	
Fall 2013	IST	107	01	25	9	36%	

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	IST	111	01	25	18	72%	
Fall 2013	IST	130	01	20	9	45%	
Fall 2013	IST	150	01	15	15	100%	
Fall 2013	IST	207	01	20	14	70%	
Fall 2013	IST	222	01	25	15	60%	
Fall 2013	MA	111	01W	24	27	113%	3562
Fall 2013	MAP	100	02	20	16	80%	
Fall 2013	MAP	101	01	30	24	80%	
Fall 2013	MAP	103	01	24	23	96%	
Fall 2013	MATH	80	01	30	29	97%	
Fall 2013	MATH	80	02	30	31	103%	
Fall 2013	MATH	80	21	30	30	100%	
Fall 2013	MATH	90	02	30	20	67%	
Fall 2013	MATH	94	CL1	62	64	103%	3248
Fall 2013	MATH	94	CL2	62	58	94%	3250
Fall 2013	MATH	94	CL3	62	63	102%	3252
Fall 2013	MATH	94	CL4	62	62	100%	3254
Fall 2013	MATH	94	CL5	62	62	100%	3255
Fall 2013	MATH	94	CL6	62	51	82%	3256
Fall 2013	MATH	94	CLN	62	57	92%	3258
Fall 2013	MATH	95	01	30	15	50%	
Fall 2013	MATH	95	OL1	30	15	50%	
Fall 2013	MATH	99	01	30	27	90%	
Fall 2013	MATH	99	OL1	30	17	57%	
Fall 2013	MATH&	107	01	30	19	63%	
Fall 2013	MATH&	107	OL1	30	19	63%	
Fall 2013	MATH&	141	01	30	30	100%	
Fall 2013	MATH&	141	02	30	28	93%	
Fall 2013	MATH&	141	03	30	31	103%	
Fall 2013	MATH&	146	01	30	24	80%	
Fall 2013	MATH&	146	02	30	27	90%	
Fall 2013	MATH&	146	03	30	14	47%	
Fall 2013	MATH&	151	01	30	32	107%	
Fall 2013	MATH&	254	01I	8	2	25%	
Fall 2013	MUSC&	105	01	30	20	67%	
Fall 2013	MUSC	115	01	9	7	78%	
Fall 2013	MUSC	116	01	9	4	44%	3634
Fall 2013	MUSC	124	21	9	1	11%	
Fall 2013	MUSC	170	01	30	14	47%	
Fall 2013	NUR	100	01	20	16	80%	
Fall 2013	NUR	101	01	30	23	77%	
Fall 2013	NUR	110	01	24	23	96%	
Fall 2013	NUR	111	01	8	8	100%	
Fall 2013	NUR	111	02	8	7	88%	

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	NUR	111	03	8	8	100%	
Fall 2013	NUR	114	01	35	24	69%	
Fall 2013	NUR	135	01	24	23	96%	
Fall 2013	NUR	210	01	24	22	92%	
Fall 2013	NUR	211	01	8	7	88%	
Fall 2013	NUR	211	02	8	7	88%	
Fall 2013	NUR	211	03	8	8	100%	
Fall 2013	NUR	235	01	24	22	92%	
Fall 2013	NUTR&	101	01	30	30	100%	
Fall 2013	NUTR&	101	OL1	30	29	97%	
Fall 2013	PEH	100	01	30	29	97%	
Fall 2013	PEH	100	OL1	30	30	100%	
Fall 2013	PEH	100	OL2	30	30	100%	
Fall 2013	PEH	119	01	30	17	57%	
Fall 2013	PEH	125	01	30	25	83%	
Fall 2013	PEH	125	02	30	33	110%	
Fall 2013	PEH	125	03	30	36	120%	
Fall 2013	PEH	125	04	30	30	100%	
Fall 2013	PEH	133	01	30	30	100%	
Fall 2013	PEH	133	02	30	35	117%	
Fall 2013	PEH	133	03	30	33	110%	
Fall 2013	PEH	133	04	30	32	107%	
Fall 2013	PEH	155	01	25	10	40%	
Fall 2013	PEH	155	03	25	17	68%	
Fall 2013	PEH	155	04	25	10	40%	
Fall 2013	PEH	155	26	25	5	20%	
Fall 2013	PHIL&	101	01	30	15	50%	
Fall 2013	PHIL&	101	02	30	29	97%	
Fall 2013	PHIL&	120	01	30	21	70%	
Fall 2013	PHIL&	120	OL1	30	15	50%	
Fall 2013	PHYS&	114	01	24	14	58%	
Fall 2013	PHYS&	221	01	24	21	88%	
Fall 2013	POLS&	202	01	30	22	73%	
Fall 2013	POLS&	202	02	25	23	92%	
Fall 2013	POLS&	203	01	25	21	84%	
Fall 2013	POLS&	203	02	25	19	76%	
Fall 2013	PSYC&	100	01	30	30	100%	
Fall 2013	PSYC&	100	02	30	28	93%	
Fall 2013	PSYC&	100	21	30	27	90%	
Fall 2013	PSYC&	100	OL1	31	29	94%	
Fall 2013	PSYC&	100	OL2	30	29	97%	
Fall 2013	PSYC&	200	01	30	31	103%	
Fall 2013	REL	201	OL1	30	30	100%	
Fall 2013	REL	201	OL2	30	30	100%	

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	SCI	104	OL1	20	10	50%	
Fall 2013	SOC&	101	02	30	29	97%	
Fall 2013	SOC&	101	OL1	30	31	103%	
Fall 2013	SOC&	101	OL2	30	30	100%	
Fall 2013	SPAN&	121	01	30	30	100%	
Fall 2013	SPAN&	121	02	30	29	97%	
Fall 2013	SPAN&	121	21	30	18	60%	
Fall 2013	SPAN&	122	01	30	23	77%	
Fall 2013	WLD	110	01	20	17	85%	
Fall 2013	WLD	110	21	18	8	44%	
Fall 2013	WLD	111	01	20	28	140%	4840
Fall 2013	WLD	111	02W	20	18	90%	4843
Fall 2013	WLD	111	21	20	20	100%	4845
Fall 2013	WLD	111	22	22	21	95%	4847
Fall 2013	WLD	112	01	20	24	120%	4855
Fall 2013	WLD	130	01	20	5	25%	
Fall 2013	WLD	151	01	20	16	80%	
Fall 2013	WLD	205	01	20	9	45%	

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	ACCT	105	01	35	27	77%	
Winter 2014	ACCT&	201	01	40	22	55%	
Winter 2014	ACCT&	202	01	40	20	50%	
Winter 2014	AGR	263	01	24	15	63%	
Winter 2014	AMT	149	01	25	42	168%	1554
Winter 2014	AMT	150	01	40	21	53%	1548
Winter 2014	AMT	251	01	25	28	112%	1578
Winter 2014	ART	090	21	20	8	40%	
Winter 2014	ART	102	01	20	24	120%	
Winter 2014	ART	105	01	20	21	105%	
Winter 2014	ART	230	01	20	21	105%	
Winter 2014	ART&	100	OL1	30	31	103%	
Winter 2014	AUT	115	01	20	14	70%	
Winter 2014	AUT	121	01	20	22	110%	
Winter 2014	AUT	132	01	20	15	75%	
Winter 2014	AUT	190	21	20	17	85%	
Winter 2014	AUT	212	01	20	14	70%	
Winter 2014	AUT	213	01	20	14	70%	
Winter 2014	AUT	290	21	20	13	65%	
Winter 2014	AVF	111	02	20	2	10%	
Winter 2014	AVF	111	01	20	2	10%	
Winter 2014	AVF	112	02	20	2	10%	
Winter 2014	AVF	112	01	20	1	5%	
Winter 2014	AVF	113	22	22	21	95%	
Winter 2014	AVF	113	21	22	24	109%	
Winter 2014	AVF	132	01	15	9	60%	1422
Winter 2014	AVF	141	01	70	1	1%	
Winter 2014	AVF	142	01	65	29	45%	
Winter 2014	AVF	190	02	15	1	7%	
Winter 2014	AVF	190	01	65	3	5%	
Winter 2014	AVF	221	21	30	30	100%	
Winter 2014	AVF	251	01	10	8	80%	
Winter 2014	AVF	252	01	50	10	20%	
Winter 2014	AVF	253	01	50	4	8%	
Winter 2014	AVF	254	21	10	5	50%	
Winter 2014	AVF	261	01	50	6	12%	
Winter 2014	AVF	270	01	20	5	25%	
Winter 2014	AVF	271	01	25	2	8%	
Winter 2014	AVF	275	01	10	2	20%	
Winter 2014	AVF	290	01	50	7	14%	
Winter 2014	BIM	101	01	100	39	39%	1795
Winter 2014	BIM	101	02	100	19	19%	1796
Winter 2014	BIM	101	26	60	35	58%	1800
Winter 2014	BIM	102	01	35	22	63%	
Winter 2014	BIM	103	01	15	13	87%	

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	BIM	109	01	100	62	62%	1823
Winter 2014	BIM	109	02	100	46	46%	1824
Winter 2014	BIM	111	01	20	40	200%	1828
Winter 2014	BIOL&	100	01	24	25	104%	
Winter 2014	BIOL&	100	02	24	22	92%	
Winter 2014	BIOL&	170	OL1	30	24	80%	
Winter 2014	BIOL&	222	01	25	23	92%	
Winter 2014	BIOL&	241	01	24	10	42%	1630
Winter 2014	BIOL&	241	04H	24	10	42%	1632
Winter 2014	BIOL&	242	01	24	17	71%	1636
Winter 2014	BOT	130	01	24	23	96%	
Winter 2014	BUS	120	21	30	13	43%	
Winter 2014	BUS	120	01	30	27	90%	
Winter 2014	BUS	120	OL1	30	29	97%	
Winter 2014	BUS	121	01	20	22	110%	1728
Winter 2014	BUS	161	01	16	16	100%	
Winter 2014	BUS	200	01	20	12	60%	
Winter 2014	BUS&	101	01	30	28	93%	
Winter 2014	BUS&	201	01	30	21	70%	
Winter 2014	CDL	100	02B	12	11	92%	2070
Winter 2014	CDL	100	03	12	10	83%	
Winter 2014	CHEM&	105	01	24	21	88%	
Winter 2014	CHEM&	121	02	24	27	113%	
Winter 2014	CHEM&	121	01	24	24	100%	
Winter 2014	CHEM&	131	01	24	9	38%	
Winter 2014	CHEM&	162	02	20	7	35%	
Winter 2014	CHEM&	162	01	20	15	75%	
Winter 2014	CJ&	101	21	30	25	83%	
Winter 2014	CJ&	101	OL1	30	30	100%	
Winter 2014	CJ&	110	01	30	17	57%	
Winter 2014	CMST	100	21H	28	24	86%	
Winter 2014	CMST	100	01	30	29	97%	
Winter 2014	CMST&	102	OL1	30	35	117%	
Winter 2014	CMST&	220	02	25	23	92%	
Winter 2014	CMST&	220	04	25	25	100%	
Winter 2014	CMST&	220	07W	25	23	92%	
Winter 2014	CMST&	220	06	25	25	100%	
Winter 2014	CMST&	220	05	25	24	96%	
Winter 2014	CMST&	220	01	25	26	104%	
Winter 2014	CMST&	220	03	25	26	104%	
Winter 2014	COM	198	01	30	17	57%	
Winter 2014	COM	198	01	30	22	73%	
Winter 2014	CS	101	01H	25	21	84%	

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	CS	115	21	24	25	104%	
Winter 2014	CS	157	21	10	8	80%	2161
Winter 2014	CS	161	21H	24	15	63%	
Winter 2014	CS	195	01	10	4	40%	
Winter 2014	CS	197	01	10	4	40%	
Winter 2014	CS	205	21	24	17	71%	
Winter 2014	CS	207	01	24	8	33%	
Winter 2014	CS	265	21	24	1	4%	
Winter 2014	CSS	100	01	30	30	100%	
Winter 2014	CSS	100	02	30	32	107%	
Winter 2014	CSS	100	03	25	22	88%	
Winter 2014	CSS	100	OL1	30	30	100%	
Winter 2014	CSS	102	OL1	30	30	100%	
Winter 2014	CSS	105	01H	28	7	25%	
Winter 2014	ECED&	107	22B	30	16	53%	2273
Winter 2014	ECED&	120	21H	15	6	40%	
Winter 2014	ECED&	132	OL1	30	23	77%	
Winter 2014	ECED&	160	21H	30	13	43%	
Winter 2014	ECED&	190	21H	30	12	40%	
Winter 2014	ECON	200	OL1	30	26	87%	
Winter 2014	ECON&	202	01	30	29	97%	
Winter 2014	ECON&	202	OL1	30	22	73%	
Winter 2014	EDUC	106	01W	30	13	43%	
Winter 2014	EDUC	132	01	20	5	25%	
Winter 2014	EDUC	190	21H	15	5	33%	2414
Winter 2014	EDUC&	201	21H	30	15	50%	
Winter 2014	ENGL	065	02	7	9	129%	2503
Winter 2014	ENGL	065	03	7	4	57%	2504
Winter 2014	ENGL	098	02	25	29	116%	
Winter 2014	ENGL	099	01	25	26	104%	2530
Winter 2014	ENGL	099	02	25	26	104%	2532
Winter 2014	ENGL	099	03	25	24	96%	2534
Winter 2014	ENGL	099	04	25	25	100%	2536
Winter 2014	ENGL	099	OL1	25	12	48%	
Winter 2014	ENGL	109	01	20	18	90%	
Winter 2014	ENGL	211	01	22	21	95%	
Winter 2014	ENGL	216	01	30	24	80%	
Winter 2014	ENGL	234	OL1	30	22	73%	
Winter 2014	ENGL&	101	02	25	29	116%	
Winter 2014	ENGL&	101	OL1	25	21	84%	
Winter 2014	ENGL&	101	03	25	26	104%	
Winter 2014	ENGL&	101	05	25	23	92%	
Winter 2014	ENGL&	101	04	25	27	108%	

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	ENGL&	101	OL2	25	24	96%	
Winter 2014	ENGL&	101	06	25	25	100%	
Winter 2014	ENGL&	101	01	25	23	92%	
Winter 2014	ENGL&	102	04	25	24	96%	
Winter 2014	ENGL&	102	05	25	24	96%	
Winter 2014	ENGL&	102	03	25	25	100%	
Winter 2014	ENGL&	102	01	25	25	100%	
Winter 2014	ENGL&	102	07	25	30	120%	
Winter 2014	ENGL&	102	21H	25	15	60%	
Winter 2014	ENGL&	102	OL1	22	22	100%	
Winter 2014	ENGL&	102	06	25	30	120%	
Winter 2014	ENGL&	102	02	25	26	104%	
Winter 2014	ENGL&	245	01	30	22	73%	
Winter 2014	ENVS&	100	OL1	30	28	93%	
Winter 2014	ENVS&	100	01	30	26	87%	
Winter 2014	FAD	150	02W	20	19	95%	
Winter 2014	FAD	150	04	20	18	90%	
Winter 2014	FAD	150	01	20	18	90%	
Winter 2014	FAD	150	03	20	19	95%	
Winter 2014	GEOL&	101	01	25	18	72%	
Winter 2014	GERM&	121	01	30	27	90%	2780
Winter 2014	HED	121	OL1	30	24	80%	
Winter 2014	HED	122	OL1	30	28	93%	
Winter 2014	HED	122	01	30	7	23%	
Winter 2014	HED	150	OL1	30	26	87%	2832
Winter 2014	HED	150	01	30	22	73%	
Winter 2014	HED	151	21H	30	18	60%	
Winter 2014	HED	239	21H	30	21	70%	
Winter 2014	HIST	250	01	25	23	92%	
Winter 2014	HIST&	117	01	29	29	100%	
Winter 2014	HIST&	136	OL1	30	30	100%	
Winter 2014	HIST&	136	01	30	33	110%	
Winter 2014	HIST&	137	01	30	32	107%	
Winter 2014	HIST&	137	OL1	30	27	90%	
Winter 2014	IST	105	01	18	19	106%	
Winter 2014	IST	106	01	18	17	94%	
Winter 2014	IST	112	01	25	19	76%	
Winter 2014	IST	120	02	20	7	35%	
Winter 2014	IST	120	01	20	11	55%	
Winter 2014	IST	136	01	18	5	28%	
Winter 2014	IST	170	01	18	18	100%	
Winter 2014	IST	170	01	18	9	50%	
Winter 2014	IST	180	21	15	15	100%	3126

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	IST	207	21	15	8	53%	
Winter 2014	IST	223	01	18	16	89%	
Winter 2014	IST	250	01	15	18	120%	
Winter 2014	MA	111	02B	15	10	67%	3562
Winter 2014	MA	112	01W	30	28	93%	3551
Winter 2014	MA	195	01	1	1	100%	
Winter 2014	MA	197	01	1	1	100%	
Winter 2014	MAP	100	01	20	3	15%	
Winter 2014	MAP	103	21	25	13	52%	
Winter 2014	MAP	108	21	30	22	73%	3416
Winter 2014	MATH	080	02	30	31	103%	
Winter 2014	MATH	080	01	30	33	110%	
Winter 2014	MATH	090	01	30	30	100%	
Winter 2014	MATH	094	CL1	62	65	105%	3248
Winter 2014	MATH	094	CL2	62	63	102%	3249
Winter 2014	MATH	094	CL3	62	62	100%	3250
Winter 2014	MATH	094	CL4	62	60	97%	3251
Winter 2014	MATH	094	CL5	62	60	97%	3252
Winter 2014	MATH	094	CL6	62	58	94%	3253
Winter 2014	MATH	094	CLN	62	49	79%	3255
Winter 2014	MATH	095	OL1	30	23	77%	3264
Winter 2014	MATH	095	01	30	9	30%	
Winter 2014	MATH	147	01	32	26	81%	
Winter 2014	MATH	230	01I	8	1	13%	
Winter 2014	MATH&	107	01	30	28	93%	
Winter 2014	MATH&	141	03	30	26	87%	
Winter 2014	MATH&	141	02	30	31	103%	
Winter 2014	MATH&	141	01	30	24	80%	
Winter 2014	MATH&	141	04	30	8	27%	
Winter 2014	MATH&	142	02	30	22	73%	
Winter 2014	MATH&	142	01	30	18	60%	
Winter 2014	MATH&	146	02	30	23	77%	
Winter 2014	MATH&	146	01	30	28	93%	
Winter 2014	MATH&	146	03	30	7	23%	
Winter 2014	MATH&	152	01	30	21	70%	
Winter 2014	MUSC	115	01	9	7	78%	
Winter 2014	MUSC	116	01	9	9	100%	3634
Winter 2014	MUSC	134	21	15	14	93%	
Winter 2014	MUSC&	105	02	30	23	77%	
Winter 2014	MUSC&	105	01	30	23	77%	
Winter 2014	NUR	100	01	20	30	150%	3800
Winter 2014	NUR	120	01	24	19	79%	
Winter 2014	NUR	121	01	7	7	100%	

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	NUR	121	02	9	9	100%	
Winter 2014	NUR	121	03	8	3	38%	
Winter 2014	NUR	136	01	24	19	79%	
Winter 2014	NUR	220	01	24	22	92%	
Winter 2014	NUR	221	01	8	7	88%	
Winter 2014	NUR	221	03	8	8	100%	
Winter 2014	NUR	221	02	8	7	88%	
Winter 2014	NUR	236	01	30	22	73%	
Winter 2014	NUTR&	101	21	30	24	80%	
Winter 2014	NUTR&	101	OL1	30	31	103%	
Winter 2014	NUTR&	101	01	28	32	114%	
Winter 2014	PEH	090	21	150	22	15%	
Winter 2014	PEH	100	OL2	30	25	83%	
Winter 2014	PEH	100	OL1	30	30	100%	
Winter 2014	PEH	100	02H	30	28	93%	
Winter 2014	PEH	100	01	25	22	88%	
Winter 2014	PEH	102	01	25	18	72%	
Winter 2014	PEH	104	01	25	10	40%	
Winter 2014	PEH	125	03	30	32	107%	
Winter 2014	PEH	125	02	30	35	117%	
Winter 2014	PEH	125	01	25	25	100%	
Winter 2014	PEH	131	02	25	25	100%	
Winter 2014	PEH	131	01	25	30	120%	
Winter 2014	PEH	132	01	25	22	88%	
Winter 2014	PEH	155	03	25	7	28%	
Winter 2014	PEH	155	02	25	19	76%	
Winter 2014	PEH	155	01	25	23	92%	
Winter 2014	PEH	155	26	25	7	28%	
Winter 2014	PEH	158	01	12	10	83%	
Winter 2014	PHIL	210	01	30	29	97%	
Winter 2014	PHIL&	101	02	30	24	80%	
Winter 2014	PHIL&	101	01	30	33	110%	
Winter 2014	PHIL&	120	OL1	30	31	103%	
Winter 2014	PHYS&	110	01	24	18	75%	
Winter 2014	PHYS&	115	01	24	6	25%	
Winter 2014	PHYS&	222	01	24	15	63%	
Winter 2014	PSYC	225	01	30	23	77%	
Winter 2014	PSYC&	100	OL1	30	31	103%	
Winter 2014	PSYC&	100	01	30	30	100%	
Winter 2014	PSYC&	100	03H	30	28	93%	
Winter 2014	PSYC&	100	02H	30	35	117%	
Winter 2014	PSYC&	200	01H	30	26	87%	
Winter 2014	PSYC&	200	21H	30	21	70%	

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	REL	211	OL1	30	30	100%	
Winter 2014	REL	211	OL2	30	29	97%	
Winter 2014	SCI	104	OL1	30	6	20%	
Winter 2014	SOC&	101	OL2	30	29	97%	
Winter 2014	SOC&	101	OL1	30	33	110%	
Winter 2014	SOC&	101	01	30	29	97%	
Winter 2014	SPAN&	121	26	30	26	87%	4704
Winter 2014	SPAN&	121	01	30	30	100%	
Winter 2014	SPAN&	122	01	30	34	113%	
Winter 2014	SPAN&	123	01	30	33	110%	
Winter 2014	WLD	101	01	20	10	50%	
Winter 2014	WLD	102	01	20	10	50%	
Winter 2014	WLD	103	01	15	8	53%	
Winter 2014	WLD	103	03	14	16	114%	
Winter 2014	WLD	110	21	18	1	6%	
Winter 2014	WLD	111	01	22	31	141%	4840
Winter 2014	WLD	111	02W	25	21	84%	4843
Winter 2014	WLD	111	21	25	25	100%	4846
Winter 2014	WLD	111	22	25	31	124%	4848
Winter 2014	WLD	120	21	20	9	45%	
Winter 2014	WLD	120	01	20	20	100%	
Winter 2014	WLD	122	01	22	18	82%	4856
Winter 2014	WLD	152	21	20	11	55%	
Winter 2014	WLD	152	01	18	17	94%	
Winter 2014	WLD	206	01	18	11	61%	

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	ACCT	105	21	35	11	31%	1153
Spring 2014	ACCT	233	01	16	10	63%	1238
Spring 2014	ACCT	260	01	16	9	56%	1273
Spring 2014	ACCT	262	01	12	9	75%	1289
Spring 2014	ACCT&	202	01	40	15	38%	1565
Spring 2014	ACCT&	203	01	40	21	53%	1585
Spring 2014	AGR	241	OL1	1	1	100%	1637
Spring 2014	AGR	271	01	25	12	48%	1642
Spring 2014	AGR	295	01	25	1	4%	1728
Spring 2014	AMT	150	01	25	4	16%	1795
Spring 2014	AMT	151	01	25	31	124%	1796
Spring 2014	AMT	251	01	25	46	184%	1798
Spring 2014	ANTH&	100	01	30	30	100%	1822
Spring 2014	ART	090	21	20	12	60%	1823
Spring 2014	ART	103	01	20	12	60%	1829
Spring 2014	ART	121	01	15	20	133%	2124
Spring 2014	ART	216	01	30	12	40%	2160
Spring 2014	ART	221	01	15	18	120%	2502
Spring 2014	ART	230	01	20	17	85%	2503
Spring 2014	ART	231	01	18	15	83%	2504
Spring 2014	ART	298	01	1	1	100%	2530
Spring 2014	ASTR&	101	01	24	19	79%	2532
Spring 2014	AUT	105	01	20	16	80%	2534
Spring 2014	AUT	124	01	20	15	75%	2538
Spring 2014	AUT	125	01	20	17	85%	2631
Spring 2014	AUT	190	21	20	17	85%	2780
Spring 2014	AUT	211	01	20	13	65%	2842
Spring 2014	AUT	223	01	20	13	65%	3127
Spring 2014	AUT	231	01	20	13	65%	3248
Spring 2014	AUT	290	21	20	13	65%	3249
Spring 2014	AVF	111	01	20	1	5%	3250
Spring 2014	AVF	114	21	17	23	135%	3251
Spring 2014	AVF	114	22	20	23	115%	3252
Spring 2014	AVF	132	01	15	1	7%	3253
Spring 2014	AVF	133	01	15	6	40%	3255
Spring 2014	AVF	142	01	65	4	6%	3262
Spring 2014	AVF	143	01	65	26	40%	3337
Spring 2014	AVF	190	01	65	4	6%	3550
Spring 2014	AVF	190	02	20	1	5%	3567
Spring 2014	AVF	225	21	25	16	64%	3634
Spring 2014	AVF	227	21	10	9	90%	3800
Spring 2014	AVF	232	01	15	1	7%	4215
Spring 2014	AVF	251	01	24	5	21%	4336
Spring 2014	AVF	252	01	55	8	15%	4703
Spring 2014	AVF	253	01	55	6	11%	4840
Spring 2014	AVF	254	21	10	9	90%	4842

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	AVF	261	01	55	9	16%	4844
Spring 2014	AVF	270	01	20	6	30%	4847
Spring 2014	AVF	271	01	25	1	4%	
Spring 2014	AVF	272	01	15	1	7%	
Spring 2014	AVF	275	01	20	1	5%	
Spring 2014	AVF	276	01	15	2	13%	
Spring 2014	AVF	290	01	50	2	4%	
Spring 2014	AVF	290	03	20	1	5%	
Spring 2014	AVF	291	01	10	1	10%	
Spring 2014	BIM	101	01	100	33	33%	
Spring 2014	BIM	101	02	100	14	14%	
Spring 2014	BIM	101	26	60	35	58%	
Spring 2014	BIM	102	01	50	14	28%	
Spring 2014	BIM	109	01	100	44	44%	
Spring 2014	BIM	109	02	100	31	31%	
Spring 2014	BIM	111	01	20	38	190%	
Spring 2014	BIM	262	01	20	10	50%	
Spring 2014	BIOL&	100	01	24	27	113%	
Spring 2014	BIOL&	100	OL1	24	28	117%	
Spring 2014	BIOL&	211	01	24	28	117%	
Spring 2014	BIOL&	223	01	24	11	46%	
Spring 2014	BIOL&	242	02H	24	13	54%	
Spring 2014	BIOL&	260	01	24	17	71%	
Spring 2014	BOT	140	01	20	16	80%	
Spring 2014	BUS	102	01	30	18	60%	
Spring 2014	BUS	120	01	30	31	103%	
Spring 2014	BUS	121	02B	25	14	56%	
Spring 2014	BUS	122	01	20	9	45%	
Spring 2014	BUS	170	01	20	17	85%	
Spring 2014	BUS	215	01	23	22	96%	
Spring 2014	BUS&	101	01	30	29	97%	
Spring 2014	BUS&	201	01	30	27	90%	
Spring 2014	CDL	100	01	12	4	33%	
Spring 2014	CDL	100	03	12	8	67%	
Spring 2014	CDL	100	02B	12	8	67%	
Spring 2014	CHEM&	105	01	24	26	108%	
Spring 2014	CHEM&	121	01	24	28	117%	
Spring 2014	CHEM&	121	02	24	29	121%	
Spring 2014	CHEM&	131	01	24	14	58%	
Spring 2014	CHEM&	163	01	24	14	58%	
Spring 2014	CJ	210	01	30	16	53%	
Spring 2014	CJ&	101	21	30	22	73%	
Spring 2014	CJ&	101	OL1	30	30	100%	
Spring 2014	CMST&	102	OL1	30	25	83%	
Spring 2014	CMST&	220	01	25	25	100%	
Spring 2014	CMST&	220	02	25	24	96%	
Spring 2014	CMST&	220	03	25	23	92%	
Spring 2014	CMST&	220	04	25	22	88%	

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	CMST&	220	05	25	23	92%	
Spring 2014	CMST&	220	21	25	21	84%	
Spring 2014	COM	198	01	30	9	30%	
Spring 2014	COM	198	01	30	25	83%	
Spring 2014	CPT	130	21	20	13	65%	
Spring 2014	CS	101	01H	25	9	36%	
Spring 2014	CS	104	21	24	13	54%	
Spring 2014	CS	105	21	24	13	54%	
Spring 2014	CS	110	21	24	8	33%	
Spring 2014	CS	111	01	15	6	40%	
Spring 2014	CS	136	21	24	7	29%	
Spring 2014	CS	156	21	14	11	79%	
Spring 2014	CS	195	01	10	5	50%	
Spring 2014	CS	197	01	10	5	50%	
Spring 2014	CS	206	21	24	12	50%	
Spring 2014	CS	271	21	24	6	25%	
Spring 2014	CS	289	21	24	8	33%	
Spring 2014	CSS	100	01	28	20	71%	
Spring 2014	CSS	100	02	28	25	89%	
Spring 2014	CSS	100	03	28	9	32%	
Spring 2014	CSS	100	OL1	30	28	93%	
Spring 2014	CSS	102	OL1	30	30	100%	
Spring 2014	CSS	104	21H	30	12	40%	
Spring 2014	CSS	105	01H	30	17	57%	
Spring 2014	DVS	022	OL1	50	40	80%	
Spring 2014	DVS	026	02H	50	6	12%	
Spring 2014	DVS	031	55	25	27	108%	
Spring 2014	DVS	031	58	25	27	108%	
Spring 2014	ECED	214	21	30	13	43%	
Spring 2014	ECED&	180	21H	30	27	90%	
Spring 2014	ECON	200	OL1	30	26	87%	
Spring 2014	ECON&	201	01	36	38	106%	
Spring 2014	ECON&	202	01	30	26	87%	
Spring 2014	EDUC	132	01	20	8	40%	
Spring 2014	EDUC	190	21H	15	15	100%	
Spring 2014	EDUC&	115	21H	30	30	100%	
Spring 2014	EDUC&	130	WAO	1	2	200%	
Spring 2014	EDUC&	204	21H	30	25	83%	
Spring 2014	ENGL	010	01	200	1	1%	
Spring 2014	ENGL	065	02	12	3	25%	
Spring 2014	ENGL	065	03	12	3	25%	
Spring 2014	ENGL	095	01	12	1	8%	
Spring 2014	ENGL	098	02	25	11	44%	
Spring 2014	ENGL	099	01	25	24	96%	
Spring 2014	ENGL	099	02	25	13	52%	
Spring 2014	ENGL	099	03	25	24	96%	
Spring 2014	ENGL	099	OL1	25	12	48%	
Spring 2014	ENGL	109	01	20	18	90%	

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	ENGL	211	01	22	21	95%	
Spring 2014	ENGL	216	01	30	26	87%	
Spring 2014	ENGL	272	01	25	25	100%	
Spring 2014	ENGL&	101	01	25	20	80%	
Spring 2014	ENGL&	101	02	24	23	96%	
Spring 2014	ENGL&	101	03	25	24	96%	
Spring 2014	ENGL&	101	04	24	25	104%	
Spring 2014	ENGL&	101	05H	25	18	72%	
Spring 2014	ENGL&	101	OL1	25	22	88%	
Spring 2014	ENGL&	101	OL2	25	20	80%	
Spring 2014	ENGL&	102	01	25	23	92%	
Spring 2014	ENGL&	102	02	25	14	56%	
Spring 2014	ENGL&	102	03	25	24	96%	
Spring 2014	ENGL&	102	04	25	25	100%	
Spring 2014	ENGL&	102	05	25	21	84%	
Spring 2014	ENGL&	102	06	23	22	96%	
Spring 2014	ENGL&	102	45R	10	10	100%	
Spring 2014	ENGL&	102	OL1	25	23	92%	
Spring 2014	ENGL&	220	01	30	18	60%	
Spring 2014	ENGL&	246	45C	18	26	144%	
Spring 2014	ENGL&	246	OL1	30	29	97%	
Spring 2014	ENGR&	214	01H	20	2	10%	
Spring 2014	ENVS&	100	01	30	23	77%	
Spring 2014	ENVS&	100	OL1	30	29	97%	
Spring 2014	FAD	150	01	20	18	90%	
Spring 2014	FAD	150	03	20	19	95%	
Spring 2014	FAD	150	04	20	15	75%	
Spring 2014	FAD	150	02W	20	14	70%	
Spring 2014	FIR	103	02	75	44	59%	
Spring 2014	FIR	103	03	60	26	43%	
Spring 2014	FIR	103	04	60	9	15%	
Spring 2014	FIR	103	05	15	12	80%	
Spring 2014	FIR	103	06	75	12	16%	
Spring 2014	GEOL&	101	01	24	14	58%	
Spring 2014	GERM&	121	01	30	30	100%	
Spring 2014	HED	122	OL1	30	9	30%	
Spring 2014	HED	123	OL1	30	25	83%	
Spring 2014	HED	150	21H	30	26	87%	
Spring 2014	HED	151	01H	30	10	33%	
Spring 2014	HED	151	OL1	30	12	40%	
Spring 2014	HED	239	21H	30	19	63%	
Spring 2014	HIST	270	01	30	26	87%	
Spring 2014	HIST&	118	01	30	15	50%	
Spring 2014	HIST&	136	01	30	25	83%	
Spring 2014	HIST&	136	OL1	30	28	93%	
Spring 2014	HIST&	137	01	30	19	63%	
Spring 2014	HIST&	137	45R	29	28	97%	
Spring 2014	HIST&	137	OL1	30	25	83%	

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	HUM	214	01	30	30	100%	
Spring 2014	HUM	214	21H	30	28	93%	
Spring 2014	IST	106	01	25	14	56%	
Spring 2014	IST	107	01	25	17	68%	
Spring 2014	IST	110	01	25	16	64%	
Spring 2014	IST	113	01	25	18	72%	
Spring 2014	IST	150	01	15	3	20%	
Spring 2014	IST	180	21	15	10	67%	
Spring 2014	IST	208	01	25	17	68%	
Spring 2014	IST	221	01	25	13	52%	
Spring 2014	IST	224	21	15	9	60%	
Spring 2014	IST	226	21	15	11	73%	
Spring 2014	IST	270	01	25	12	48%	
Spring 2014	IST	282	01	18	5	28%	
Spring 2014	IST	284	01	18	3	17%	
Spring 2014	MA	112	01W	18	7	39%	
Spring 2014	MA	113	02B	29	27	93%	
Spring 2014	MA	150	21	30	30	100%	
Spring 2014	MATH	010	01	25	1	4%	
Spring 2014	MATH	080	01	30	16	53%	
Spring 2014	MATH	080	02	30	21	70%	
Spring 2014	MATH	090	01	30	16	53%	
Spring 2014	MATH	094	CL1	62	59	95%	
Spring 2014	MATH	094	CL2	62	61	98%	
Spring 2014	MATH	094	CL3	62	60	97%	
Spring 2014	MATH	094	CL4	62	58	94%	
Spring 2014	MATH	094	CL5	62	54	87%	
Spring 2014	MATH	094	CL6	62	34	55%	
Spring 2014	MATH	094	CLN	62	45	73%	
Spring 2014	MATH	095	OL1	30	19	63%	
Spring 2014	MATH	099	01	30	11	37%	
Spring 2014	MATH	220	01	30	11	37%	
Spring 2014	MATH&	107	01	30	23	77%	
Spring 2014	MATH&	107	OL1	30	28	93%	
Spring 2014	MATH&	141	01	30	22	73%	
Spring 2014	MATH&	141	02	30	27	90%	
Spring 2014	MATH&	141	03	30	19	63%	
Spring 2014	MATH&	142	01	30	15	50%	
Spring 2014	MATH&	142	02	30	29	97%	
Spring 2014	MATH&	146	01	30	24	80%	
Spring 2014	MATH&	146	02	30	22	73%	
Spring 2014	MATH&	146	21H	30	16	53%	
Spring 2014	MATH&	146	45R	6	10	167%	
Spring 2014	MATH&	148	01	30	20	67%	
Spring 2014	MATH&	151	01	30	11	37%	
Spring 2014	MATH&	163	01	30	21	70%	
Spring 2014	MUSC	110	01	20	10	50%	
Spring 2014	MUSC	116	01	9	4	44%	

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	MUSC	134	01	15	12	80%	
Spring 2014	MUSC&	105	02	30	18	60%	
Spring 2014	NUR	100	01	10	20	200%	
Spring 2014	NUR	103	01H	30	24	80%	
Spring 2014	NUR	130	01	30	18	60%	
Spring 2014	NUR	131	01	7	6	86%	
Spring 2014	NUR	131	02	7	7	100%	
Spring 2014	NUR	131	03	7	5	71%	
Spring 2014	NUR	137	01	30	18	60%	
Spring 2014	NUR	230	01	30	20	67%	
Spring 2014	NUR	231	01	12	8	67%	
Spring 2014	NUR	231	02	12	12	100%	
Spring 2014	NUR	240	01	30	20	67%	
Spring 2014	NUTR&	101	01	30	32	107%	
Spring 2014	NUTR&	101	21	30	22	73%	
Spring 2014	NUTR&	101	OL1	30	32	107%	
Spring 2014	PEH	090	21	150	13	9%	
Spring 2014	PEH	100	01	30	25	83%	
Spring 2014	PEH	100	02H	30	28	93%	
Spring 2014	PEH	100	OL1	30	29	97%	
Spring 2014	PEH	100	OL2	30	28	93%	
Spring 2014	PEH	105	01	30	22	73%	
Spring 2014	PEH	106	01	25	7	28%	
Spring 2014	PEH	114	01	25	29	116%	
Spring 2014	PEH	125	01	30	26	87%	
Spring 2014	PEH	125	03	25	16	64%	
Spring 2014	PEH	131	01	30	29	97%	
Spring 2014	PEH	131	02	30	30	100%	
Spring 2014	PEH	133	01	30	27	90%	
Spring 2014	PEH	153	21	20	5	25%	
Spring 2014	PEH	155	01	25	22	88%	
Spring 2014	PEH	155	02	25	17	68%	
Spring 2014	PEH	155	03	25	24	96%	
Spring 2014	PEH	155	26	25	6	24%	
Spring 2014	PHIL	240	OL1	30	20	67%	
Spring 2014	PHIL&	101	01	30	26	87%	
Spring 2014	PHIL&	120	01	30	30	100%	
Spring 2014	PHIL&	120	21	30	15	50%	
Spring 2014	PHIL&	120	OL1	30	28	93%	
Spring 2014	PHYS&	116	01	24	2	8%	
Spring 2014	PHYS&	223	01	24	14	58%	
Spring 2014	POLS&	202	01	30	29	97%	
Spring 2014	POLS&	202	02	30	31	103%	
Spring 2014	PSYC&	100	01	30	30	100%	
Spring 2014	PSYC&	100	02	30	28	93%	
Spring 2014	PSYC&	100	03H	30	28	93%	
Spring 2014	PSYC&	100	OL1	30	28	93%	
Spring 2014	PSYC&	200	01	30	28	93%	

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	PSYC&	200	21H	30	18	60%	
Spring 2014	REL	201	01	30	30	100%	
Spring 2014	SOC&	101	01	30	30	100%	
Spring 2014	SOC&	101	OL1	30	32	107%	
Spring 2014	SOC&	101	OL2	30	30	100%	
Spring 2014	SPAN&	121	01	30	24	80%	
Spring 2014	SPAN&	121	26	30	42	140%	
Spring 2014	SPAN&	122	01	30	22	73%	
Spring 2014	SPAN&	123	01	30	36	120%	
Spring 2014	WLD	111	01	24	27	113%	
Spring 2014	WLD	111	02	24	26	108%	
Spring 2014	WLD	111	21	24	24	100%	
Spring 2014	WLD	111	03W	24	22	92%	
Spring 2014	WLD	130	01	20	15	75%	
Spring 2014	WLD	151	21	20	13	65%	
Spring 2014	WLD	152	01	1	1	100%	
Spring 2014	WLD	153	01	18	7	39%	
Spring 2014	WLD	205	21	20	5	25%	
Spring 2014	WLD	207	01	20	9	45%	

Tab H

Allied Health Advisory Committee Feedback

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Allied Health Advisory Committee Feedback

Early Childhood Education Program Advisory Committee Meeting Synopsis

Statewide articulation of courses
Stackable credentials/new curriculum
Need for infant and toddler curriculum

10/17/13:
Based on student success rates, committee recommended we review ECE 108 and EDUC& 204....both courses had low success rates in 12-13 (ECE 108-64 % and EDUC& 204-52%)....in winter 12, the course was delivered all online...committee suggested making it a hybrid to allow more class meetings..... ECE 108 content was redesigned to include new prefix, title, common course numbering and competencies to roll out in winter 13. With curriculum modifications, we are anticipating ECED& 132 to have higher success rates in 13-14. EDUC& 204 replaced the outdated EDUC 110 Intro to Special Education. EDUC& 204 was redesigned and rolled out in spring 12 for first time since adopting common course numbering. Because it was a new course and had never been taught in the past, committee thought maybe it would take a year before instructor and students were comfortable with curriculum, procedures, and expectations. Committee recommended more face-to-face instruction and support and looked at embedding I-Best resources to support students with reading and writing strategies. We anticipate higher success rates in 13-14, now that the instructor is familiar with the course content. Awaiting success rates from 13-14 to see if these curriculum modifications supported student success. Discussed need to support students who already have Child Development Associate-transitioning to college-will accept the 12 credit credential and substitute the following courses: ECED& 105, 107, 120.

1/23/14:
Enrollment in ECED and EDUC courses down from last winter. Brainstormed ideas to identify potential barriers (e.g. times of courses offered, family, financial, work schedules, vacation, etc.). Developed survey and sent to students, and Center Managers to get feedback. Survey results showed that students who had previously been enrolled (fall quarter), were either not attending in winter due to vacation, financial and/or family. Partnered with Rita Ramirez to provide additional marketing, outreach, and recruitment efforts to increase enrollment. Requested yearly calendar of events from committee members to participate and market BBCC. BBCC representatives attended Early Achievers orientation in Mattawa and Moses Lake to provide information to providers on what BBCC and ECE program has to offer. Asked Child Care Aware to include BBCC's ECE program information in their quarterly newsletter to encourage providers to get started. BBCC had representation at Inspire Development Center's annual in-service as well. With additional outreach and marketing efforts, and changes in WAC's for family home providers, we are anticipating increased enrollment over the next year.

5/22/14:
BBCC is supporting staff at Mattawa Inspire Development Centers in completing GED and transitioning to ECE program to sustain current employment. Discussed need for highly skilled ECE staff-Inspire Development Centers, one of the largest early childhood employers in our area, are struggling to meet the requirements for infant and toddler teachers (minimum CDA). Heritage piloted a program for high school students to obtain a CDA credential to meet this need in the lower valley. Committee suggested we look at offering a similar model with high schools in our service district. In place of offering the CDA, BBCC and area high schools would offer the new equivalent, which is the "State Initial Certificate."

Prepared by Dean Garrett

Students would leave high school with the credentials to be employable and ready to transition into college.

ECE program had the highest graduating class since the inception of the program this year-12 students obtained AAS degrees

Medical Assistant Program Advisory Committee Meeting Synopsis

Offering a winter start cohort for January 2014
Need to implement scheduled/prioritized entry into the MA clinical skills sequence
Implementation of the inverted model of instruction
Curriculum revisions

Fall 2013

Discussion of a second cohort in winter to meet the needs of students who could not enroll in the fall cohort. Not an ideal situation for externship, but doable. There is a need for a more scheduled entry into the series. Students with more credits are not necessarily those who have the most credits in the MA pathway. Need to prioritize those students with more credits toward the degree/in the pathway.

Spring 2014

The program needs to maintain access to the coursework, but support the students more effectively. The switch to inverted instruction and hybrid curriculum for the upcoming year will assist students to access coursework while supporting them academically. Need to look at certification rates for the 2014 cohort and determine further changes to the program.

Advisory committee recommended changes to the curriculum to increase computer competency and reduce redundancy. They reviewed the existing curriculum and recommended making ECE 215 (Child Development) to a recommended course (duplicated information from Psych 200 (Lifespan)). The BIM 111 (Intro to Computers in the Medical Office) and BIM 116 Intro to the Medical Office were recommended to be moved to required courses. These changes were accomplished in spring 2014.

Nursing Program Advisory Committee Meeting Synopsis

Clinical site availability
Curriculum delivery change to inverted instruction

Nursing: Partnership with rural facility staff to permit clinical experience to broaden the student learning and promote employment in smaller regional facilities. June 2013, March 2014.

Review of inverted instruction student success rates

Prepared by Dean Garrett

Tab I

Professional Technical Advisory Committee Summaries

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Professional Technical Advisory Committee Summaries

Commercial Driver's License: No changes in this program as curriculum is driven by Department of Licensing

Welding: With assistance from the advisory committee the welding department has obtained several new pieces of equipment. This is equipment is designed to meet the current needs of industry in our region. The instructor and advisory committee member are currently working to develop an online safety training course for students. This will be a positive change for new students entering the welding training.

Industrial Systems Technology: The advisory committee meet the first Tuesday of each month. The committee focuses on reviewing at list one course each month to make sure we are teaching what industry needs for job skills. The committee agrees that this program is currently meeting local industry needs. Students are connecting with advisory committee member to obtain work.

Automotive: Current the advisory committee will begin work this fall to review the program and curriculum. This will be done to meet NATEF accreditation standards. This review is conducted every 4 years.

Aviation Maintenance Technology: The advisory committee and the state Fighting 147 committee have reviewed all curriculum that is required by the FAA and made changes to the program. This year we have added a new composites curriculum to the program with assistance from the advisory committee. This program is current with program changes to meet student and industry needs.

Aviation (Commercial Pilot): No curriculum changes this year. Changes are impacted by FAA changes. The advisory committee is working with faculty to develop a 50th year celebration of the program at BBCC.

Computer Science: This is a new program and was developed by our advisory committee. This program was designed to meet current industry needs and provide the skills need for student to be successful.

Business/Accounting: Advisory Committee will work with instructors to develop a needs assessment this year. They want to make sure we are offering the right programs and if new programs are needed.

Prepared by Dean Rasmussen

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Tab J

Course Success Rates by Division 2013-14

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2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Allied Health	FAD 150	IND FIRST AID/CPR & BBP	14	33	176	223	79%
2013-14	Allied Health	FIR 103	AIR RESCUE/FIRE REFRESHR	0	0	86	86	100%
2013-14	Allied Health	HED 121	HUMAN BODY/DISEASE I	8	19	52	79	66%
2013-14	Allied Health	HED 122	HUMAN BODY/DISEASE II	3	6	35	44	80%
2013-14	Allied Health	HED 123	HUMAN BODY/DISEASE III	1	2	30	33	91%
2013-14	Allied Health	HED 150	MEDICAL TERMINOLOGY I	15	18	83	116	72%
2013-14	Allied Health	HED 151	MEDICAL TERMINOLOGY II	1	6	60	67	90%
2013-14	Allied Health	HED 239	MEDICAL ETHICS	7	12	44	63	70%
2013-14	Allied Health	MA 111	CLINICAL PROCEDURES I	1	2	34	37	92%
2013-14	Allied Health	MA 112	CLINICAL PROCEDURES II	0	0	35	35	100%
2013-14	Allied Health	MA 113	CLINICAL PROCEDURES III	0	3	24	27	89%
2013-14	Allied Health	MA 150	PHARMACOLOGY MED ASST	0	5	25	30	83%
2013-14	Allied Health	MA 195	EXTERNSHIP/PRAC MED ASST	0	1	19	20	95%
2013-14	Allied Health	MA 197	EXTERNSHIP/PRACT SEMINAR	0	1	19	20	95%
2013-14	Allied Health	MAP 108	APPLIED MATH (MA)	2	2	36	40	90%
2013-14	Allied Health	NUR 100	NURSING ASSISTANT	4	2	89	95	94%
2013-14	Allied Health	NUR 101	SURVIVAL SKILLS/NURSING	3	0	20	23	87%
2013-14	Allied Health	NUR 103	HIV/AIDS EDUCATION	7	5	28	40	70%
2013-14	Allied Health	NUR 110	FUNDAMENTALS OF NURSING	3	1	19	23	83%
2013-14	Allied Health	NUR 111	PRACTICUM	3	1	19	23	83%
2013-14	Allied Health	NUR 114	PHARMACOLOGY	3	1	20	24	83%
2013-14	Allied Health	NUR 120	BEGIN NURSE CONCEPTS I	0	0	19	19	100%
2013-14	Allied Health	NUR 121	BEGIN NURSE PRACTICUM I	0	0	19	19	100%
2013-14	Allied Health	NUR 130	BEGIN NURSE CONCEPTS II	1	4	13	18	72%
2013-14	Allied Health	NUR 131	BEG NURSE PRACTICUM II	1	0	17	18	94%
2013-14	Allied Health	NUR 135	NURSING SKILLS LAB	3	0	20	23	87%
2013-14	Allied Health	NUR 136	NURSING SKILLS LAB	0	0	19	19	100%
2013-14	Allied Health	NUR 137	NURSING SKILLS LAB	1	0	17	18	94%
2013-14	Allied Health	NUR 140	PN COMPLETION/TRANSITION	0	3	17	20	85%
2013-14	Allied Health	NUR 141	PN COMP/TRANS PRACTICUM	0	0	19	19	100%
2013-14	Allied Health	NUR 210	ADV NURSING CONCEPTS I	0	0	22	22	100%
2013-14	Allied Health	NUR 211	ADV NURSING PRACTICUM I	0	0	22	22	100%
2013-14	Allied Health	NUR 220	ADV NURSING CONCEPTS II	2	0	20	22	91%
2013-14	Allied Health	NUR 221	ADV NURSING PRACTICUM II	2	0	20	22	91%
2013-14	Allied Health	NUR 230	ADV NURSING CONCEPTS III	0	1	19	20	95%

*Students passed with a 2.0 grade point or higher or a "pass" grade
**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Allied Health	NUR 231	ADV NURSING PRACTIC III	0	0	20	20	100%
2013-14	Allied Health	NUR 235	NURSING SKILLS LAB	0	0	22	22	100%
2013-14	Allied Health	NUR 236	NURSING SKILLS LAB	2	0	20	22	91%
2013-14	Allied Health	NUR 240	PROFESSIONAL ISSUES	0	0	20	20	100%
2013-14	Allied Health	NUTR&101	NUTRITION	23	80	177	280	63%
2013-14	Allied Health	PEH 100	LIFETIME WELLNESS	24	57	246	327	75%
2013-14	Allied Health	PEH 102	THEORY OF BASKETBALL	1	3	14	18	78%
2013-14	Allied Health	PEH 104	THEORY/WOMEN'S BASKTBALL	0	0	10	10	100%
2013-14	Allied Health	PEH 105	THEORY OF BASEBALL	0	1	21	22	95%
2013-14	Allied Health	PEH 106	THEORY OF SOFTBALL	0	0	7	7	100%
2013-14	Allied Health	PEH 114	BASKETBALL (WOMENS)	0	0	6	6	100%
2013-14	Allied Health	PEH 119	SOFTBALL SKILLS	1	0	16	17	94%
2013-14	Allied Health	PEH 125	CONDITIONING	11	35	241	287	84%
2013-14	Allied Health	PEH 131	CIRCUIT WEIGHT TRAINING	5	16	92	113	81%
2013-14	Allied Health	PEH 132	FITNESS	1	2	19	22	86%
2013-14	Allied Health	PEH 133	WEIGHT TRAINING	6	26	126	158	80%
2013-14	Allied Health	PEH 153	LIFEGUARD TRAINING	1	0	4	5	80%
2013-14	Allied Health	PEH 155	BODY TONING	11	5	158	174	91%
2013-14	Allied Health	PEH 158	RACQUETBALL	2	0	8	10	80%
Allied Health Overall				**173**	**353**	**2443**	**2969**	**82%**
2013-14	Aviation	AVF 111	PRE-FLIGHT GROUND SCHOOL	0	3	46	49	94%
2013-14	Aviation	AVF 112	PRIVATE PILOT GROUND SCH	0	7	38	45	84%
2013-14	Aviation	AVF 113	METEOROLOGY	0	5	41	46	89%
2013-14	Aviation	AVF 114	THEORY OF FLIGHT	1	2	43	46	93%
2013-14	Aviation	AVF 131	PRIV PILOT HELICOPTER I					
2013-14	Aviation	AVF 132	PRIV PILOT HELICOPTER 2					
2013-14	Aviation	AVF 133	PRIV PILOT HELICOPTER 3					
2013-14	Aviation	AVF 141	PRIV PILOT FLIGHT-STG 1					
2013-14	Aviation	AVF 142	PRIV PILOT FLIGHT-STG 2					
2013-14	Aviation	AVF 143	PRIV PILOT FLIGHT-STG 3					
2013-14	Aviation	AVF 190	FLIGHT (ALTERNATE)					
2013-14	Aviation	AVF 221	COMM PILOT GROUND SCHOOL	0	0	30	30	100%
2013-14	Aviation	AVF 223	INSTRUMENT PILOT GR SCHL	0	4	23	27	85%
2013-14	Aviation	AVF 225	EFF COMM IN FLT INSTRUCT	1	3	23	27	85%

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**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Aviation	AVF 227	AIRCRAFT SYS FOR PILOTS	1	0	22	23	96%
2013-14	Aviation	AVF 231	COMM PILOT HELICOPTER 4					
2013-14	Aviation	AVF 232	COMM PILOT HELICOPTER 5					
2013-14	Aviation	AVF 251	COMM PILOT FLIGHT STG 4					
2013-14	Aviation	AVF 252	COMM PILOT FLIGHT STG 5					
2013-14	Aviation	AVF 253	COMM PILOT FLIGHT STG 7					
2013-14	Aviation	AVF 254	NIGHT FLYING	0	2	17	19	89%
2013-14	Aviation	AVF 261	INSTRUMENT FLIGHT STG 6					
2013-14	Aviation	AVF 270	FLIGHT INSTRUCTOR					
2013-14	Aviation	AVF 271	INSTRUMENT FLIGHT INSTR					
2013-14	Aviation	AVF 272	SEAPLANE FLIGHT LAB					
2013-14	Aviation	AVF 275	MULTI-ENGINE FLIGHT					
2013-14	Aviation	AVF 276	SIMULATOR TRAINING	0	0	3	3	100%
2013-14	Aviation	AVF 290	FLIGHT (ALTERNATE)					
2013-14	Aviation	AVF 291	MULTIENGINE INSTRUCTOR	0	1	1	2	50%
Aviation Overall				**3**	**27**	**287**	**317**	**91%**

NOTE: Aviation classes shaded in grey above involve flight time and students have up to two years to complete their work; therefore, success rates cannot be calculated at this time and are not included in the division total.

2013-14	Business	ACCT 105	INTRO TO ACCOUNTING	2	19	74	95	78%
2013-14	Business	ACCT 233	INTRO TO PAYROLL TAXES	0	1	9	10	90%
2013-14	Business	ACCT 260	COMPUTER ACCOUNTING	0	1	8	9	89%
2013-14	Business	ACCT 262	INTRO TO QUICKBOOKS	2	2	20	24	83%
2013-14	Business	ACCT&201	PRIN OF ACCOUNTING I	4	13	49	66	74%
2013-14	Business	ACCT&202	PRIN OF ACCOUNTING II	0	2	33	35	94%
2013-14	Business	ACCT&203	PRIN OF ACCOUNTING III	2	3	30	35	86%
2013-14	Business	AGR 241	FARM & RANCH MANAGEMENT	0	2	2	4	50%
2013-14	Business	AGR 261	PLANT SCIENCE	0	1	9	10	90%
2013-14	Business	AGR 263	SOILS	2	0	13	15	87%
2013-14	Business	AGR 271	AG SALES & MARKETING	3	3	6	12	50%
2013-14	Business	AGR 295	WORK-BASED LEARNING	1	0	1	2	50%
2013-14	Business	AGR 297	WORK-BASED LRNG SEMINAR	1	0	1	2	50%
2013-14	Business	BIM 101	BASIC KEYBOARDING	42	18	78	138	57%
2013-14	Business	BIM 102	DOCUMENT FORMATTING	11	27	408	446	91%
2013-14	Business	BIM 103	THE ADMINISTRATIVE PROF	7	0	6	13	46%
2013-14	Business	BIM 104	INTERMEDIATE KEYBOARDING	7	20	69	96	72%
2013-14	Business	BIM 106	ADVANCED KEYBOARDING	1	5	215	221	97%
2013-14	Business	BIM 109	INTERNET COMMUNICATIONS	2	13	51	66	77%
2013-14	Business	BIM 110	MICROSOFT OFFICE 2010	10	16	19	45	42%
2013-14	Business	BIM 111	INTRO COMPUTERS/MED OFF	16	20	23	59	39%
2013-14	Business	BIM 112	PROOF & EDIT	10	8	9	27	33%
2013-14	Business	BIM 130	FILING	9	27	40	76	53%

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2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Business	BIM 173	WORD PROCESSING I	1	7	132	140	94%
2013-14	Business	BIM 177	BUSINESS OCCUPATIONS LAB	2	1	5	8	63%
2013-14	Business	BIM 180	INTRO MICROSOFT OFFICE	15	11	214	240	89%
2013-14	Business	BIM 181	INTRO MS OFFICE: WORD	15	15	33	63	52%
2013-14	Business	BIM 182	INTRO MS OFFICE: EXCEL	8	4	29	41	71%
2013-14	Business	BIM 183	INTRO MS OFFICE: ACCESS	5	3	10	18	56%
2013-14	Business	BIM 184	INTRO MS OFFICE:PWRPOINT	3	4	13	20	65%
2013-14	Business	BIM 190	SHREADSHEETS I	1	2	73	76	96%
2013-14	Business	BIM 195	DATABASE MANAGEMENT	0	1	10	11	91%
2013-14	Business	BIM 210	INTERNET	4	7	31	42	74%
2013-14	Business	BIM 220	DESKTOP PUBLISHING	2	2	7	11	64%
2013-14	Business	BIM 262	PROFESSIONAL PREPARATION	0	0	10	10	100%
2013-14	Business	BIM 280	ADV MICROSOFT OFFICE	4	5	6	15	40%
2013-14	Business	BUS 102	BUSINESS MATHEMATICS	1	4	36	41	88%
2013-14	Business	BUS 114	BUSINESS ETHICS	3	6	15	24	63%
2013-14	Business	BUS 120	HUMAN RELATIONS ON JOB	9	28	107	144	74%
2013-14	Business	BUS 121	BUSINESS ENGLISH	2	9	26	37	70%
2013-14	Business	BUS 122	BUSINESS COMMUNICATIONS	3	1	20	24	83%
2013-14	Business	BUS 161	BUSINESS CALCULATORS	0	0	24	24	100%
2013-14	Business	BUS 170	CONSUMER FINANCE	0	0	17	17	100%
2013-14	Business	BUS 200	SUPERVISION	0	2	10	12	83%
2013-14	Business	BUS 215	CUSTOMER SERVICE	1	2	19	22	86%
2013-14	Business	BUS& 101	INTRO TO BUSINESS	6	8	71	85	84%
2013-14	Business	BUS& 201	BUSINESS LAW	3	9	59	71	83%
2013-14	Business	CS 101	INTRO COMPUTER SCIENCE	5	10	57	72	79%
2013-14	Business	CS 104	INTRO TO COMPUTER HARDWR	4	6	24	34	71%
2013-14	Business	CS 105	INTRO TO COMPTR OP SYS	4	6	24	34	71%
2013-14	Business	CS 106	INTRO TO VIRTUALIZATION	0	0	11	11	100%
2013-14	Business	CS 110	NETWORKING FUNDAMENTALS	0	4	21	25	84%
2013-14	Business	CS 111	INTRO TO PROGRAMMING	0	2	10	12	83%
2013-14	Business	CS 115	INTRO DATABASE DESIGN/MN	1	4	20	25	80%
2013-14	Business	CS 136	DATABASE PRGRM W/SQL	0	0	7	7	100%
2013-14	Business	CS 156	CISCO NTWRK 1: PART I	0	1	11	12	92%
2013-14	Business	CS 157	CISCO NTWRKNG 1:PART II	0	0	3	3	100%
2013-14	Business	CS 158	CISCO NTWRK 2: PART I	0	0	9	9	100%
2013-14	Business	CS 159	CISCO NTRK 2: PART II	0	0	5	5	100%
2013-14	Business	CS 161	INTRO TO WEBSITE DES/PUB	0	4	11	15	73%
2013-14	Business	CS 195	INTERNSHIP: WRK BASED	1	0	13	14	93%
2013-14	Business	CS 197	INTERNSHP:WORK BASED SEM	1	1	12	14	86%
2013-14	Business	CS 205	WINDOWS SERVER ADMIN	0	3	14	17	82%
2013-14	Business	CS 206	LINUX SERVER ADMIN	0	0	12	12	100%

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**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Business	CS 207	INTRO TO SECURITY ADMIN	0	0	8	8	100%
2013-14	Business	CS 251	PROGRAMMING WITH C#	0	0	2	2	100%
2013-14	Business	CS 262	PRGRMG DYNAMIC WEBSITES	0	1	3	4	75%
2013-14	Business	CS 265	WEB APP DESIGN & DEVLPMT	0	0	1	1	100%
2013-14	Business	CS 271	WEB GRAPHICS	0	1	5	6	83%
2013-14	Business	CS 289	PROJECT MGMT COMPUTR SCI	0	0	9	9	100%
2013-14	Business	CS& 141	COMPUTER SCIENCE I JAVA	0	4	9	13	69%
2013-14	Business	ECON 200	INTRO TO ECONOMICS	9	22	48	79	61%
2013-14	Business	ECON&201	MICRO ECONOMICS	1	2	65	68	96%
2013-14	Business	ECON&202	MACRO ECONOMICS	4	5	68	77	88%
Business Overall				**250**	**408**	**2632**	**3290**	**80%**

NOTE: Many BIM classes are *variable credit classes* where students can add/drop credits throughout the year; if a student completes credits, the dropped credits are not listed.

2013-14	Developmental	CSS 100	COLLEGE SURVIVAL SKILLS	28	87	382	497	77%
2013-14	Developmental	CSS 102	FOCUS ON SUCCESS	3	5	83	91	91%
2013-14	Developmental	CSS 104	INTRO COMPUTER LITERACY	3	9	22	34	65%
2013-14	Developmental	CSS 105	INTRO TO HLTHCARE STUDY	8	6	10	24	42%
2013-14	Developmental	ENGL 065	SPELLING IMPROVEMENT	3	4	16	23	70%
2013-14	Developmental	ENGL 087	READING IMPROVEMENT	2	5	6	13	46%
2013-14	Developmental	ENGL 093	BASIC WRITING	1	1	10	12	83%
2013-14	Developmental	ENGL 095	WRITING IMPROVEMENT	0	3	10	13	77%
2013-14	Developmental	ENGL 098	BASIC ENGLISH SKILLS	6	4	93	103	90%
2013-14	Developmental	ENGL 099	ENGLISH SKILLS	17	50	267	334	80%
2013-14	Developmental	MATH 080	BASIC MATHEMATICS	12	38	141	191	74%
Developmental Overall				**83**	**212**	**1040**	**1335**	**78%**

2013-14	Humanities	ART 101	DESIGN I	2	0	23	25	92%
2013-14	Humanities	ART 102	DESIGN II	0	0	23	23	100%
2013-14	Humanities	ART 103	DESIGN III	1	0	11	12	92%
2013-14	Humanities	ART 104	DRAWING I	0	3	38	41	93%
2013-14	Humanities	ART 105	DRAWING II	0	1	20	21	95%
2013-14	Humanities	ART 121	CERAMICS I	2	1	27	30	90%
2013-14	Humanities	ART 122	CERAMICS II	1	0	8	9	89%
2013-14	Humanities	ART 123	CERAMICS III	0	0	1	1	100%
2013-14	Humanities	ART 216	WESTERN ART:ANCIENT/MED	2	4	6	12	50%
2013-14	Humanities	ART 218	WESTERN ART:IMPRESS/CURR	0	3	9	12	75%
2013-14	Humanities	ART 221	WATERCOLOR I	1	2	12	15	80%
2013-14	Humanities	ART 222	WATERCOLOR II	0	0	1	1	100%
2013-14	Humanities	ART 230	PAINTING/DRAWING WKSHP	0	0	38	38	100%
2013-14	Humanities	ART 231	OIL PAINTING I	1	1	23	25	92%
2013-14	Humanities	ART 232	OIL PAINTING II	0	0	4	4	100%
2013-14	Humanities	ART 233	OIL PAINTING III	0	0	2	2	100%

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2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Humanities	ART 298	SPECIAL PROJECTS	0	0	1	1	100%
2013-14	Humanities	ART& 100	ART APPRECIATION	4	7	75	86	87%
2013-14	Humanities	CMST 100	HUMAN COMMUNICATIONS	3	5	46	54	85%
2013-14	Humanities	CMST&102	INTRO TO MASS MEDIA	4	13	68	85	80%
2013-14	Humanities	CMST&220	PUBLIC SPEAKING	33	52	412	497	83%
2013-14	Humanities	ENGL 211	CREATIVE WRITING:FICTION	1	2	37	40	93%
2013-14	Humanities	ENGL 216	FILM STUDY	4	8	62	74	84%
2013-14	Humanities	ENGL 234	SCIENCE FICTION	2	8	12	22	55%
2013-14	Humanities	ENGL 239	THE MYSTERY STORY AS LIT	1	3	12	16	75%
2013-14	Humanities	ENGL 272	GRAPHIC NOVEL AS LITERAT	1	5	19	25	76%
2013-14	Humanities	ENGL&101	ENGLISH COMPOSITION I	60	162	512	734	70%
2013-14	Humanities	ENGL&102	COMPOSITION II	36	68	380	484	79%
2013-14	Humanities	ENGL&220	INTRO TO SHAKESPEARE	1	0	17	18	94%
2013-14	Humanities	ENGL&244	AMERICAN LITERATURE I	1	2	21	24	88%
2013-14	Humanities	ENGL&245	AMERICAN LITERATURE II	0	2	20	22	91%
2013-14	Humanities	ENGL&246	AMER LITERATURE III	1	4	50	55	91%
2013-14	Humanities	FRCH&121	FRENCH I	1	2	3	6	50%
2013-14	Humanities	FRCH&122	FRENCH II	0	0	1	1	100%
2013-14	Humanities	FRCH&123	FRENCH III	0	0	3	3	100%
2013-14	Humanities	GERM&121	GERMAN I	2	13	46	61	75%
2013-14	Humanities	GERM&122	GERMAN II	1	1	17	19	89%
2013-14	Humanities	GERM&123	GERMAN III	0	0	4	4	100%
2013-14	Humanities	HUM 214	DIVERS: RACE,CLASS,GEND	8	6	74	88	84%
2013-14	Humanities	MUSC 110	CHORUS	1	0	9	10	90%
2013-14	Humanities	MUSC 115	GROUP PIANO I	3	1	10	14	71%
2013-14	Humanities	MUSC 116	GROUP PIANO II	3	1	8	12	67%
2013-14	Humanities	MUSC 117	GROUP PIANO III	1	0	2	3	67%
2013-14	Humanities	MUSC 124	ORCHESTRA I	1	0	3	4	75%
2013-14	Humanities	MUSC 134	BEGINNING GROUP GUITAR	3	3	20	26	77%
2013-14	Humanities	MUSC 170	HISTORY OF JAZZ	0	4	11	15	73%
2013-14	Humanities	MUSC 216	GROUP PIANO V	0	0	1	1	100%
2013-14	Humanities	MUSC 217	GROUP PIANO VI	0	0	2	2	100%
2013-14	Humanities	MUSC&105	MUSIC APPRECIATION	9	15	60	84	71%
2013-14	Humanities	PHIL 210	ETHICS	1	1	27	29	93%
2013-14	Humanities	PHIL 240	PHILOSOPHY OF RELIGION	2	5	13	20	65%
2013-14	Humanities	PHIL&101	INTRO TO PHILOSOPHY	12	14	101	127	80%
2013-14	Humanities	PHIL&120	SYMBOLIC LOGIC	12	20	131	163	80%
2013-14	Humanities	REL 201	WORLD RELIGIONS	3	16	98	117	84%
2013-14	Humanities	REL 211	RELIGION IN AMERICA	5	4	50	59	85%
2013-14	Humanities	SPAN&121	SPANISH I	6	20	157	183	86%
2013-14	Humanities	SPAN&122	SPANISH II	5	14	98	117	84%
2013-14	Humanities	SPAN&123	SPANISH III	4	7	90	101	89%
Humanities Overall				**245**	**503**	**3029**	**3777**	**80%**

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2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Industrial Technology	AMT 148	AMT GENERAL ELECTRICITY	2	0	18	20	90%
2013-14	Industrial Technology	AMT 149	AMT AIRFRAME ELECTRICITY	1	1	24	26	92%
2013-14	Industrial Technology	AMT 150	AMT GENERAL	3	0	37	40	93%
2013-14	Industrial Technology	AMT 151	AIRFRAME MECHANICS I	1	0	42	43	98%
2013-14	Industrial Technology	AMT 152	AIRFRAME MECHANICS II	0	0	48	48	100%
2013-14	Industrial Technology	AMT 153	AIRFRAME MECHANICS III	2	1	19	22	86%
2013-14	Industrial Technology	AMT 249	AMT POWERPLANT ELECTRIC	0	0	4	4	100%
2013-14	Industrial Technology	AMT 251	POWERPLANT MECHANICS I	1	2	29	32	91%
2013-14	Industrial Technology	AMT 252	POWERPLANT MECHANICS II	1	3	34	38	89%
2013-14	Industrial Technology	AMT 253	POWERPLANT MECHANICS III	2	1	23	26	88%
2013-14	Industrial Technology	AMT 254	POWERPLANT MECHANICS IV	1	0	7	8	88%
2013-14	Industrial Technology	AUT 105	AUTOMOTIVE COMPUTER APPL	0	7	9	16	56%
2013-14	Industrial Technology	AUT 111	AUTO ENGINE SERVICE	1	1	10	12	83%
2013-14	Industrial Technology	AUT 115	AUTO SHOP SAFETY/ENVIRON	3	1	20	24	83%
2013-14	Industrial Technology	AUT 121	ELECTRIC/ELECTRONIC SYST	2	1	19	22	86%
2013-14	Industrial Technology	AUT 124	BRAKE SYSTEM SERVICE	0	3	12	15	80%
2013-14	Industrial Technology	AUT 125	SUSPENSION STEERING ALIG	0	3	14	17	82%
2013-14	Industrial Technology	AUT 131	MANUAL DRIVE TRAIN & AXL	0	1	9	10	90%
2013-14	Industrial Technology	AUT 132	HYDRAULIC SYSTEMS	2	1	12	15	80%
2013-14	Industrial Technology	AUT 190	PROJECTS LAB	2	3	40	45	89%
2013-14	Industrial Technology	AUT 211	AUTO CONVENIENCE SYSTEMS	0	0	13	13	100%
2013-14	Industrial Technology	AUT 212	AUTO TRANSMISSION REPAIR	0	0	14	14	100%
2013-14	Industrial Technology	AUT 213	AUTO SERVICING I	0	0	14	14	100%
2013-14	Industrial Technology	AUT 220	ENGINE PERFORMANCE	0	4	9	13	69%
2013-14	Industrial Technology	AUT 223	AUTOMOBILE SERVICING II	0	1	12	13	92%
2013-14	Industrial Technology	AUT 231	AUTO HEAT/AIR CONDITION	0	1	12	13	92%
2013-14	Industrial Technology	AUT 290	PROJECTS LAB	0	0	40	40	100%
2013-14	Industrial Technology	CDL 100	CDL LAB	4	0	64	68	94%
2013-14	Industrial Technology	CPT 130	COMPOSITE REPAIR	1	0	12	13	92%
2013-14	Industrial Technology	ENGL 109	APPLIED TECH WRITING	4	12	36	52	69%
2013-14	Industrial Technology	IST 100	INTRO IND SAFETY/HEALTH	0	1	24	25	96%
2013-14	Industrial Technology	IST 102	TECHNICAL DRAWING INTERP	1	5	16	22	73%
2013-14	Industrial Technology	IST 105	BASIC ELECTRICITY-DC	3	7	22	32	69%
2013-14	Industrial Technology	IST 106	BASIC ELECTRICITY-AC	2	9	20	31	65%
2013-14	Industrial Technology	IST 107	INDUSTRIAL ELECTRICITY I	0	7	19	26	73%
2013-14	Industrial Technology	IST 110	INTRO NATL ELEC CODE	1	3	12	16	75%
2013-14	Industrial Technology	IST 111	NATL ELECTRIC CODE II	0	1	17	18	94%
2013-14	Industrial Technology	IST 112	NATL ELECTRIC CODE III	0	0	19	19	100%
2013-14	Industrial Technology	IST 113	IND ELECT INSTALL TECH	0	1	17	18	94%
2013-14	Industrial Technology	IST 120	INTRO PREV/PRED MAINTENC	0	2	16	18	89%
2013-14	Industrial Technology	IST 130	INTRO TO REFRIGERATION	1	1	7	9	78%
2013-14	Industrial Technology	IST 136	INTRO INDUST BOILER TECH	0	1	4	5	80%

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2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Industrial Technology	IST 150	INTRO PROG LOGIC CONTROL	0	1	17	18	94%
2013-14	Industrial Technology	IST 170	INTRO TO INSTRUMENTATION	0	1	26	27	96%
2013-14	Industrial Technology	IST 180	MACHINING I	0	1	6	7	86%
2013-14	Industrial Technology	IST 182	MACHINING II	0	1	11	12	92%
2013-14	Industrial Technology	IST 184	MACHINING SKILL ENHANCE	0	0	6	6	100%
2013-14	Industrial Technology	IST 207	INDUST ELECTRICITY II	0	2	20	22	91%
2013-14	Industrial Technology	IST 208	INDUST ELECTRICITY III	1	0	16	17	94%
2013-14	Industrial Technology	IST 221	ELECTRONICS I (PRINCIPLE	2	7	4	13	31%
2013-14	Industrial Technology	IST 222	ELCTRONICS II (APPLIC)	0	0	15	15	100%
2013-14	Industrial Technology	IST 223	ELECTRONICS III (INDUST)	0	4	12	16	75%
2013-14	Industrial Technology	IST 224	ELECTR. COMMUNICATION I	0	3	6	9	67%
2013-14	Industrial Technology	IST 226	INTRO TO FIBER OPTICS	0	0	11	11	100%
2013-14	Industrial Technology	IST 250	PROGRAM LOGIC CONTROL II	0	0	18	18	100%
2013-14	Industrial Technology	IST 270	INSTRUMENTATION II	0	0	12	12	100%
2013-14	Industrial Technology	IST 280	MECHANICAL POWER TRANSM	0	1	13	14	93%
2013-14	Industrial Technology	IST 282	FLUID POWER TRANSMISSION	0	1	4	5	80%
2013-14	Industrial Technology	IST 284	PUMP HYDRAULICS/MECHANIC	0	0	3	3	100%
2013-14	Industrial Technology	MAP 100	APPLIED MATH (AMT)	1	0	19	20	95%
2013-14	Industrial Technology	MAP 101	APPLIED MATH (AUT/WLD)	1	2	20	23	87%
2013-14	Industrial Technology	MAP 103	APPLIED MATH (MMT/IST)	1	16	19	36	53%
2013-14	Industrial Technology	WLD 101	OXY-ACETYLENE WELD/AUTO	0	2	8	10	80%
2013-14	Industrial Technology	WLD 102	ARC WELDING FOR AUTO	0	3	7	10	70%
2013-14	Industrial Technology	WLD 103	BEGINNING AMT WELDING	2	1	21	24	88%
2013-14	Industrial Technology	WLD 110	WELDING THEORY I	0	2	24	26	92%
2013-14	Industrial Technology	WLD 111	WELDING PROCESS I	10	18	60	88	68%
2013-14	Industrial Technology	WLD 112	THERMAL CUTTING & WELD	1	8	32	41	78%
2013-14	Industrial Technology	WLD 120	WELDING THEORY II	3	5	21	29	72%
2013-14	Industrial Technology	WLD 121	WELDING PROCESS II	0	2	20	22	91%
2013-14	Industrial Technology	WLD 122	GAS METAL ARC WELDING I	2	12	32	46	70%
2013-14	Industrial Technology	WLD 130	WELDING THEORY III	2	2	16	20	80%
2013-14	Industrial Technology	WLD 131	WELDING PROCESS III	2	2	15	19	79%
2013-14	Industrial Technology	WLD 132	GAS TUNG ARC WELD I-TIG	1	3	26	30	87%
2013-14	Industrial Technology	WLD 151	TECH DRAW INTERPRETATION	1	3	25	29	86%
2013-14	Industrial Technology	WLD 152	WELDING LAYOUT I	1	10	18	29	62%
2013-14	Industrial Technology	WLD 153	WELDING LAYOUT II	0	1	6	7	86%
2013-14	Industrial Technology	WLD 190	SKILL IMPROVEMENT	2	5	41	48	85%
2013-14	Industrial Technology	WLD 205	WELD TESTING METHODS	0	2	12	14	86%
2013-14	Industrial Technology	WLD 206	WELDING CODES & STANDARD	0	1	10	11	91%

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**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Industrial Technology	WLD 207	WELDING METALLURGY	0	1	8	9	89%
2013-14	Industrial Technology	WLD 212	GAS METAL ARC WELDING II	1	3	11	15	73%
2013-14	Industrial Technology	WLD 242	STRUCTURAL WELDING I*	0	1	0	1	0%
2013-14	Industrial Technology	WLD 243	STRUCTURAL WELD PROC II*	0	1	0	1	0%
2013-14	Industrial Technology	WLD 244	SUBMERGED ARC WELDING	0	0	2	2	100%
2013-14	Industrial Technology	WLD 261	PRODUCTION WELD PROC I	0	4	6	10	60%
2013-14	Industrial Technology	WLD 262	PRODUCTION WELDING I	0	1	4	5	80%
2013-14	Industrial Technology	WLD 263	PRODUCTION WELD PROC II	0	1	7	8	88%
2013-14	Industrial Technology	WLD 264	ADV WELD PROCESS	0	0	6	6	100%
2013-14	Industrial Technology	WLD 265	PRODUC WELD PROCESS III	0	0	6	6	100%
2013-14	Industrial Technology	WLD 281	PIPE WELDING I	0	0	8	8	100%
2013-14	Industrial Technology	WLD 282	GAS TNGSTN ARC WD II TIG	0	0	6	6	100%
2013-14	Industrial Technology	WLD 283	PIPE WELDING II	0	0	8	8	100%
2013-14	Industrial Technology	WLD 284	GAS TUNGS ARC WLDG III	0	0	7	7	100%
2013-14	Industrial Technology	WLD 285	PIPE WELDING III	0	0	5	5	100%
2013-14	Industrial Technology	WLD 290	SKILL LEVEL IMPROVEMENT	0	0	12	12	100%
Industrial Technology Overall				**75**	**219**	**1597**	**1891**	**84%**
2013-14	Math/Science	ASTR&101	INTRO TO ASTRONOMY	5	8	28	41	68%
2013-14	Math/Science	BIOL&100	SURVEY OF BIOLOGY	14	23	147	184	80%
2013-14	Math/Science	BIOL&170	HUMAN BIOLOGY	2	2	20	24	83%
2013-14	Math/Science	BIOL&211	MAJORS CELLULAR	15	12	35	62	56%
2013-14	Math/Science	BIOL&221	MAJORS ECOLOGY/EVOLUTION	0	7	9	16	56%
2013-14	Math/Science	BIOL&222	MAJORS CELL/MOLECULAR	4	7	10	21	48%
2013-14	Math/Science	BIOL&223	MAJORS ORGANISMAL PHYS	0	2	8	10	80%
2013-14	Math/Science	BIOL&241	HUMAN A & P 1	6	6	26	38	68%
2013-14	Math/Science	BIOL&242	HUMAN A & P 2	2	3	24	29	83%
2013-14	Math/Science	BIOL&260	MICROBIOLOGY	7	5	24	36	67%
2013-14	Math/Science	BOT 130	BOTANY	3	4	16	23	70%
2013-14	Math/Science	BOT 140	FIELD BOTANY	1	3	12	16	75%
2013-14	Math/Science	CHEM&105	CHEMICAL CONCEPTS	0	15	49	64	77%
2013-14	Math/Science	CHEM&110	CHEMICAL CONCEPTS W/LAB	0	1	0	1	0%
2013-14	Math/Science	CHEM&121	INTRO TO CHEMISTRY	16	36	124	176	70%
2013-14	Math/Science	CHEM&131	INTRO TO ORGANIC/BIOCHEM	0	4	19	23	83%
2013-14	Math/Science	CHEM&161	GENERAL CHEM W/LAB I	2	13	33	48	69%
2013-14	Math/Science	CHEM&162	GENERAL CHEM W/LAB II	3	3	16	22	73%
2013-14	Math/Science	CHEM&163	GENERAL CHEM/W LAB III	0	0	14	14	100%
2013-14	Math/Science	ENGR&214	STATICS	0	0	2	2	100%
2013-14	Math/Science	ENVS&100	SURVEY OF ENV SCIENCE	21	36	126	183	69%
2013-14	Math/Science	GEOL&101	INTRO PHYSICAL GEOLOGY	4	13	14	31	45%
2013-14	Math/Science	MATH 147	FINITE MATHEMATICS	3	4	18	25	72%

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2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Math/Science	MATH 220	LINEAR ALGEBRA	1	2	8	11	73%
2013-14	Math/Science	MATH 230	DIFFERENTIAL EQUATIONS	0	0	1	1	100%
2013-14	Math/Science	MATH&107	MATH IN SOCIETY	13	22	92	127	72%
2013-14	Math/Science	MATH&141	PRECALCULUS I	38	53	150	241	62%
2013-14	Math/Science	MATH&142	PRECALCULUS II	8	12	63	83	76%
2013-14	Math/Science	MATH&146	INTRO TO STATISTICS	31	33	141	205	69%
2013-14	Math/Science	MATH&148	BUSINESS CALCULUS	1	4	15	20	75%
2013-14	Math/Science	MATH&151	CALCULUS I	1	6	35	42	83%
2013-14	Math/Science	MATH&152	CALCULUS II	0	1	19	20	95%
2013-14	Math/Science	MATH&163	CALCULUS 3	0	2	18	20	90%
2013-14	Math/Science	MATH&254	CALCULUS IV	1	0	1	2	50%
2013-14	Math/Science	PHYS&110	PHYS NON-SCI MAJRS W/LAB	1	6	11	18	61%
2013-14	Math/Science	PHYS&114	GENERAL PHYSICS I W/LAB	2	5	5	12	42%
2013-14	Math/Science	PHYS&115	GENERAL PHYS II W/LAB	2	2	2	6	33%
2013-14	Math/Science	PHYS&116	GENERAL PHYS III w/LAB	0	0	2	2	100%
2013-14	Math/Science	PHYS&221	ENGINEERING PHYSICS I	0	3	18	21	86%
2013-14	Math/Science	PHYS&222	ENGINEERING PHYSICS II	0	0	15	15	100%
2013-14	Math/Science	PHYS&223	ENGINEERING PHYSICS III	0	2	12	14	86%
2013-14	Math/Science	SCI 104	MATH FOR SCIENCE & ENGR	3	1	12	16	75%
Math/Science Overall				**210**	**361**	**1394**	**1965**	**71%**
2013-14	Pre-college Math	MATH 090	PREALGEBRA	17	18	29	64	45%
2013-14	Pre-college Math	MATH 094	PREALGEBRA (Emporium)	43	74	248	365	68%
2013-14	Pre-college Math	MATH 095	ELEMENTARY ALGEBRA	7	15	37	59	63%
2013-14	Pre-college Math	MATH 096	ELEMENTARY ALGEBRA I (Emporium)	47	78	310	435	71%
2013-14	Pre-college Math	MATH 097	ELEMENTARY ALGEBRA II (Emporium)	2	5	58	65	89%
2013-14	Pre-college Math	MATH 098	INTERMEDIATE ALGEBRA (Emporium)	45	85	294	424	69%
2013-14	Pre-college Math	MATH 099	INTERMEDIATE ALGEBRA	24	21	54	99	55%
Pre-college Math Overall				**185**	**296**	**1030**	**1511**	**68%**

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**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Social Science	ANTH&100	SURVEY OF ANTHROPOLOGY	2	1	58	61	95%
2013-14	Social Science	CJ 210	INTRO TO AMERICAN POLICI	2	4	10	16	63%
2013-14	Social Science	CJ& 101	INTRO CRIMINAL JUSTICE	7	39	123	169	73%
2013-14	Social Science	CJ& 110	CRIMINAL LAW	1	3	13	17	76%
2013-14	Social Science	ECE 175	INTRO TO CHILD CARE	0	0	39	39	100%
2013-14	Social Science	ECED 214	MATH/SCIENCE YOUNG CHILD	0	0	13	13	100%
2013-14	Social Science	ECED&105	INTRO EARLY CHILDHOOD ED	1	5	42	48	88%
2013-14	Social Science	ECED&107	HEALTH SAFETY NUTRITION	1	2	38	41	93%
2013-14	Social Science	ECED&120	PRACTICUM: NURTURING REL	0	0	31	31	100%
2013-14	Social Science	ECED&132	INFANTS/TODDLERS CARE	0	12	11	23	48%
2013-14	Social Science	ECED&139	ADMIN OF EARLY LEARNING	3	3	16	22	73%
2013-14	Social Science	ECED&160	CURRICULUM DEVELOPMENT	1	2	11	14	79%
2013-14	Social Science	ECED&170	ENVIRONMENTS-YOUNG CHILD	1	4	15	20	75%
2013-14	Social Science	ECED&180	LANGUAGE & LITERACY DEV	2	4	21	27	78%
2013-14	Social Science	ECED&190	OBSERVATION/ASSESSMENT	1	1	10	12	83%
2013-14	Social Science	EDUC 106	ISSUES IN CHILD ABUSE	0	0	13	13	100%
2013-14	Social Science	EDUC 132	PEER MENTORING	1	0	16	17	94%
2013-14	Social Science	EDUC 190	CLASSROOM EXPERIENCE	0	0	85	85	100%
2013-14	Social Science	EDUC 198	SPECIAL TOPICS	0	0	42	42	100%
2013-14	Social Science	EDUC&115	CHILD DEVELOPMENT	6	19	35	60	58%
2013-14	Social Science	EDUC&130	GUIDING BEHAVIOR	2	8	12	22	55%
2013-14	Social Science	EDUC&150	CHILD, FAMILY AND COMM	1	4	16	21	76%
2013-14	Social Science	EDUC&201	INTRO TO EDUCATION	3	3	9	15	60%
2013-14	Social Science	EDUC&204	EXCEPTIONAL CHILD	1	4	20	25	80%
2013-14	Social Science	HIST 250	ANCIENT GREECE	3	3	17	23	74%
2013-14	Social Science	HIST 270	THE ROMAN WORLD	2	9	15	26	58%
2013-14	Social Science	HIST&116	WESTERN CIVILIZATION I	4	6	18	28	64%
2013-14	Social Science	HIST&117	WESTERN CIVILIZATION II	2	3	24	29	83%
2013-14	Social Science	HIST&118	WESTERN CIVILIZATION III	5	13	20	38	53%
2013-14	Social Science	HIST&136	US HISTORY 1	29	44	129	202	64%
2013-14	Social Science	HIST&137	US HISTORY 2	17	32	101	150	67%
2013-14	Social Science	POLS&202	AMERICAN GOVERNMENT	4	38	88	130	68%
2013-14	Social Science	POLS&203	INTERNATIONAL RELATIONS	3	5	31	39	79%
2013-14	Social Science	PSYC 225	PSYCH & THE LEGAL SYSTEM	2	5	16	23	70%
2013-14	Social Science	PSYC&100	GENERAL PSYCHOLOGY	28	82	301	411	73%
2013-14	Social Science	PSYC&200	LIFESPAN PSYCHOLOGY	7	9	138	154	90%
2013-14	Social Science	SOC& 101	INTRO TO SOCIOLOGY	18	20	262	300	87%
Social Science Overall				**160**	**387**	**1859**	**2406**	**77%**
2013-14 Overall (all divisions combined)				**1384**	**2766**	**15311**	**19461**	**79%**

Data retrieved from DW Gatekeeper queries, 8/18/14

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Tab K

Success Rates in Courses Offered Over the Last Three Consecutive Years

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Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Allied Health	FAD 150	IND FIRST AID/CPR & BBP	2011-12	229	80%	2012-13	237	81%	2013-14	223	79%
Allied Health	HED 121	HUMAN BODY/DISEASE I	2011-12	75	59%	2012-13	76	72%	2013-14	79	66%
Allied Health	HED 122	HUMAN BODY/DISEASE II	2011-12	45	82%	2012-13	45	89%	2013-14	44	80%
Allied Health	HED 123	HUMAN BODY/DISEASE III	2011-12	33	91%	2012-13	31	84%	2013-14	33	91%
Allied Health	HED 150	MEDICAL TERMINOLOGY I	2011-12	147	80%	2012-13	140	83%	2013-14	116	72%
Allied Health	HED 151	MEDICAL TERMINOLOGY II	2011-12	100	86%	2012-13	102	84%	2013-14	67	90%
Allied Health	HED 239	MEDICAL ETHICS	2011-12	84	74%	2012-13	77	61%	2013-14	63	70%
Allied Health	MA 111	CLINICAL PROCEDURES I	2011-12	26	62%	2012-13	24	92%	2013-14	37	92%
Allied Health	MA 112	CLINICAL PROCEDURES II	2011-12	19	100%	2012-13	22	95%	2013-14	35	100%
Allied Health	MA 113	CLINICAL PROCEDURES III	2011-12	19	100%	2012-13	21	95%	2013-14	27	89%
Allied Health	MA 150	PHARMACOLOGY MED ASST	2011-12	37	81%	2012-13	41	98%	2013-14	30	83%
Allied Health	MA 195	EXTERNSHIP/PRAC MED ASST	2011-12	20	100%	2012-13	20	80%	2013-14	20	95%
Allied Health	MA 197	EXTERNSHIP/PRACT SEMINAR	2011-12	20	100%	2012-13	17	100%	2013-14	20	95%
Allied Health	MAP 108	APPLIED MATH (MA)	2011-12	43	93%	2012-13	44	89%	2013-14	40	90%
Allied Health	NUR 100	NURSING ASSISTANT	2011-12	102	92%	2012-13	128	91%	2013-14	95	94%
Allied Health	NUR 101	SURVIVAL SKILLS/NURSING	2011-12	25	88%	2012-13	24	96%	2013-14	23	87%
Allied Health	NUR 103	HIV/AIDS EDUCATION	2011-12	66	67%	2012-13	81	72%	2013-14	40	70%
Allied Health	NUR 110	FUNDAMENTALS OF NURSING	2011-12	25	80%	2012-13	24	92%	2013-14	23	83%
Allied Health	NUR 111	PRACTICUM	2011-12	27	78%	2012-13	24	96%	2013-14	23	83%
Allied Health	NUR 114	PHARMACOLOGY	2011-12	27	70%	2012-13	26	85%	2013-14	24	83%
Allied Health	NUR 120	BEGIN NURSE CONCEPTS I	2011-12	18	89%	2012-13	23	96%	2013-14	19	100%
Allied Health	NUR 121	BEGIN NURSE PRACTICUM I	2011-12	18	94%	2012-13	22	100%	2013-14	19	100%
Allied Health	NUR 130	BEGIN NURSE CONCEPTS II	2011-12	16	94%	2012-13	22	100%	2013-14	18	72%
Allied Health	NUR 131	BEGIN NURSE PRACTICUM II	2011-12	16	100%	2012-13	22	100%	2013-14	18	94%
Allied Health	NUR 135	NURSING SKILLS LAB	2011-12	25	88%	2012-13	23	96%	2013-14	23	87%
Allied Health	NUR 136	NURSING SKILLS LAB	2011-12	18	94%	2012-13	23	96%	2013-14	19	100%
Allied Health	NUR 137	NURSING SKILLS LAB	2011-12	16	100%	2012-13	22	100%	2013-14	18	94%
Allied Health	NUR 140	PN COMPLETION/TRANSITION	2011-12	21	95%	2012-13	16	100%	2013-14	20	85%
Allied Health	NUR 141	PN COMP/TRANS PRACTICUM	2011-12	21	100%	2012-13	16	100%	2013-14	19	100%
Allied Health	NUR 210	ADV NURSING CONCEPTS I	2011-12	21	100%	2012-13	16	75%	2013-14	22	100%

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Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Allied Health	NUR 211	ADV NURSING PRACTICUM I	2011-12	21	100%	2012-13	16	100%	2013-14	22	100%
Allied Health	NUR 220	ADV NURSING CONCEPTS II	2011-12	21	100%	2012-13	12	100%	2013-14	22	91%
Allied Health	NUR 221	ADV NURSING PRACTICUM II	2011-12	21	100%	2012-13	12	100%	2013-14	22	91%
Allied Health	NUR 230	ADV NURSING CONCEPTS III	2011-12	21	95%	2012-13	12	100%	2013-14	20	95%
Allied Health	NUR 231	ADV NURSING PRACTICUM III	2011-12	21	100%	2012-13	12	100%	2013-14	20	100%
Allied Health	NUR 235	NURSING SKILLS LAB	2011-12	21	100%	2012-13	16	100%	2013-14	22	100%
Allied Health	NUR 236	NURSING SKILLS LAB	2011-12	21	100%	2012-13	12	100%	2013-14	22	91%
Allied Health	NUR 240	PROFESSIONAL ISSUES	2011-12	21	100%	2012-13	12	100%	2013-14	20	100%
Allied Health	PEH 100	LIFETIME WELLNESS	2011-12	304	84%	2012-13	327	81%	2013-14	327	75%
Allied Health	PEH 102	THEORY OF BASKETBALL	2011-12	21	86%	2012-13	15	80%	2013-14	18	78%
Allied Health	PEH 104	THEORY/WOMEN'S BASKETBALL	2011-12	12	92%	2012-13	11	100%	2013-14	10	100%
Allied Health	PEH 105	THEORY OF BASEBALL	2011-12	39	100%	2012-13	22	95%	2013-14	22	95%
Allied Health	PEH 106	THEORY OF SOFTBALL	2011-12	21	100%	2012-13	6	100%	2013-14	7	100%
Allied Health	PEH 114	BASKETBALL (MEN'S)	2011-12	16	88%	2012-13	5	100%	2013-14	6	100%
Allied Health	PEH 114	BASKETBALL (WOMEN'S)	2011-12	7	71%	2012-13	5	100%	2013-14	6	100%
Allied Health	PEH 125	CONDITIONING	2011-12	261	88%	2012-13	230	87%	2013-14	287	84%
Allied Health	PEH 125	CONDITIONING/BASEBALL	2011-12	35	100%	2012-13	230	87%	2013-14	287	84%
Allied Health	PEH 125	CONDITIONING/SOFTBALL	2011-12	60	88%	2012-13	230	87%	2013-14	287	84%
Allied Health	PEH 131	CIRCUIT WEIGHT TRAINING	2011-12	60	88%	2012-13	114	73%	2013-14	113	81%
Allied Health	PEH 131	CIRCUIT TRNG/BASEBALL	2011-12	31	100%	2012-13	114	73%	2013-14	113	81%
Allied Health	PEH 131	CIRCUIT TRNG/SOFTBALL	2011-12	42	93%	2012-13	114	73%	2013-14	113	81%
Allied Health	PEH 131	CIRCUIT TRNG/MEN'S BASKETBALL	2011-12	25	76%	2012-13	114	73%	2013-14	113	81%
Allied Health	PEH 131	CIRCUIT TRNG/WOMEN'S BB	2011-12	22	91%	2012-13	114	73%	2013-14	113	81%
Allied Health	PEH 132	FITNESS	2011-12	12	92%	2012-13	10	90%	2013-14	22	86%
Allied Health	PEH 133	WEIGHT TRAINING	2011-12	24	92%	2012-13	115	78%	2013-14	158	80%
Allied Health	PEH 155	BODY TONING	2011-12	302	90%	2012-13	212	90%	2013-14	174	91%
Allied Health	PEH 158	RACQUETBALL	2011-12	10	90%	2012-13	7	100%	2013-14	10	80%
Aviation	AVF 111	PRE-FLIGHT GROUND SCHOOL	2011-12	52	88%	2012-13	35	94%	2013-14	49	94%

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Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Aviation	AVF 112	PRIV PILOT GROUND SCHOOL	2011-12	50	60%	2012-13	32	84%	2013-14	45	84%
Aviation	AVF 113	METEOROLOGY	2011-12	40	83%	2012-13	33	91%	2013-14	46	89%
Aviation	AVF 114	THEORY OF FLIGHT	2011-12	42	67%	2012-13	32	91%	2013-14	46	93%
Aviation	AVF 131	PRIV PILOT HELICOPTER I	2011-12			2012-13			2013-14		
Aviation	AVF 141	PRIV PILOT FLIGHT STG 1	2011-12			2012-13			2013-14		
Aviation	AVF 142	PRIV PILOT FLGHT STAGE 2	2011-12			2012-13			2013-14		
Aviation	AVF 143	PRIV PILOT FLGHT STAGE 3	2011-12			2012-13			2013-14		
Aviation	AVF 190	FLIGHT (ALTERNATE)	2011-12			2012-13			2013-14		
Aviation	AVF 221	COMM PILOT GROUND SCHOOL	2011-12	34	91%	2012-13	31	84%	2013-14	30	100%
Aviation	AVF 223	INSTRUMENT GROUND SCHOOL	2011-12	28	86%	2012-13	29	76%	2013-14	27	85%
Aviation	AVF 225	EFF COMM IN FLT INSTRUCTION	2011-12	11	73%	2012-13	16	81%	2013-14	27	85%
Aviation	AVF 227	AIRCRAFT SYS FOR PILOTS	2011-12	18	89%	2012-13	21	100%	2013-14	23	96%
Aviation	AVF 231	COMM PILOT HELICOPTER 4	2011-12			2012-13			2013-14		
Aviation	AVF 251	COMM PILOT FLT STAGE 4	2011-12			2012-13			2013-14		
Aviation	AVF 252	COMM PILOT FLT STAGE 5	2011-12			2012-13			2013-14		
Aviation	AVF 253	COMM PILOT FLT STAGE 7	2011-12			2012-13			2013-14		
Aviation	AVF 254	NIGHT FLYING	2011-12	12	83%	2012-13	24	96%	2013-14	19	89%
Aviation	AVF 261	INSTRUMENT FLT STAGE 6	2011-12			2012-13			2013-14		
Aviation	AVF 270	FLIGHT INSTRUCTOR	2011-12			2012-13			2013-14		
Aviation	AVF 271	INSTRUMENT FLIGHT INSTR	2011-12			2012-13			2013-14		
Aviation	AVF 275	MULTI-ENGINE FLIGHT	2011-12			2012-13			2013-14		
Aviation	AVF 276	SIMULATOR TRAINING	2011-12	4	100%	2012-13	2	100%	2013-14	3	100%
Aviation	AVF 290	FLIGHT (ALTERNATE)	2011-12			2012-13			2013-14		
Aviation	AVF 291	MULTI ENGINE INSTRUCTOR	2011-12	1	100%	2012-13	1	100%	2013-14	2	50%
Business	ACCT 105	INTRO TO ACCOUNTING	2011-12	85	81%	2012-13	138	88%	2013-14	95	78%
Business	ACCT 233	INTRO TO PAYROLL TAXES	2011-12	14	79%	2012-13	13	85%	2013-14	10	90%
Business	ACCT 260	COMPUTER ACCOUNTING	2011-12	9	89%	2012-13	12	75%	2013-14	9	89%
Business	ACCT 262	INTRO TO QUICKBOOKS	2011-12	11	100%	2012-13	15	100%	2013-14	24	83%
Business	ACCT&201	PRIN OF ACCOUNTING I	2011-12	64	81%	2012-13	92	77%	2013-14	66	74%
Business	ACCT&202	PRIN OF ACCOUNTING II	2011-12	41	88%	2012-13	53	91%	2013-14	35	94%

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Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Business	ACCT&203	PRIN OF ACCOUNTING III	2011-12	34	94%	2012-13	30	80%	2013-14	35	86%
Business	BIM 101	BASIC KEYBOARDING	2011-12	271	64%	2012-13	183	64%	2013-14	138	57%
Business	BIM 102	DOCUMENT FORMATTING	2011-12	103	61%	2012-13	374	93%	2013-14	446	91%
Business	BIM 104	INTERMEDIATE KEYBOARDING	2011-12	130	69%	2012-13	288	93%	2013-14	96	72%
Business	BIM 106	ADVANCED KEYBOARDING	2011-12	3	33%	2012-13	15	87%	2013-14	221	97%
Business	BIM 109	INTERNET COMMUNICATIONS	2011-12	45	69%	2012-13	52	73%	2013-14	66	77%
Business	BIM 111	INTRO COMPUTERS/MED OFF	2011-12	45	67%	2012-13	36	42%	2013-14	59	39%
Business	BIM 112	PROOF & EDIT	2011-12	46	74%	2012-13	44	59%	2013-14	27	33%
Business	BIM 130	FILING	2011-12	108	60%	2012-13	73	63%	2013-14	76	53%
Business	BIM 173	WORD PROCESSING I	2011-12	26	65%	2012-13	86	90%	2013-14	140	94%
Business	BIM 177	OFFICE INFO MGMT LAB	2011-12	9	89%	2012-13	4	100%	2013-14	8	63%
Business	BIM 180	MICROSOFT OFFICE	2011-12	72	69%	2012-13	79	73%	2013-14	240	89%
Business	BIM 181	INTRO MS OFFICE: WORD	2011-12	36	69%	2012-13	233	91%	2013-14	63	52%
Business	BIM 182	INTRO MS OFFICE: EXCEL	2011-12	35	54%	2012-13	155	95%	2013-14	41	71%
Business	BIM 183	INTRO MS OFFICE: ACCESS	2011-12	20	80%	2012-13	29	90%	2013-14	18	56%
Business	BIM 184	INTRO MS OFFICE: POWERPOINT	2011-12	17	76%	2012-13	165	99%	2013-14	20	65%
Business	BIM 190	SPREADSHEETS I	2011-12	30	37%	2012-13	71	89%	2013-14	76	96%
Business	BIM 195	DATABASE MANAGEMENT	2011-12	13	77%	2012-13	9	78%	2013-14	11	91%
Business	BIM 210	OUTLOOK/INTERNET	2011-12	93	77%	2012-13	80	74%	2013-14	42	74%
Business	BIM 220	DESKTOP PUBLISHING	2011-12	5	100%	2012-13	14	71%	2013-14	11	64%
Business	BIM 262	PROFESSIONAL PREPARATION	2011-12	14	100%	2012-13	15	93%	2013-14	10	100%
Business	BIM 280	ADV MICROSOFT OFFICE	2011-12	38	84%	2012-13	30	77%	2013-14	15	40%
Business	BUS 102	BUSINESS MATHEMATICS	2011-12	53	89%	2012-13	40	90%	2013-14	41	88%
Business	BUS 114	BUSINESS ETHICS	2011-12	20	70%	2012-13	27	70%	2013-14	24	63%
Business	BUS 120	HUMAN RELATIONS ON JOB	2011-12	130	78%	2012-13	126	81%	2013-14	144	74%
Business	BUS 121	BUSINESS ENGLISH	2011-12	87	53%	2012-13	46	41%	2013-14	37	70%
Business	BUS 122	BUSINESS COMMUNICATIONS	2011-12	31	77%	2012-13	29	59%	2013-14	24	83%

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Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Business	BUS 161	BUSINESS CALCULATORS	2011-12	16	94%	2012-13	32	94%	2013-14	24	100%
Business	BUS 170	CONSUMER FINANCE	2011-12	12	92%	2012-13	10	90%	2013-14	17	100%
Business	BUS 215	CUSTOMER SERVICE	2011-12	58	59%	2012-13	48	56%	2013-14	22	86%
Business	BUS& 101	INTRO TO BUSINESS	2011-12	84	88%	2012-13	83	86%	2013-14	85	84%
Business	BUS& 201	BUSINESS LAW	2011-12	81	90%	2012-13	64	88%	2013-14	71	83%
Business	ECON 200	INTRO TO ECONOMICS	2011-12	98	61%	2012-13	74	64%	2013-14	79	61%
Business	ECON&201	MICRO ECONOMICS	2011-12	88	82%	2012-13	58	97%	2013-14	68	96%
Business	ECON&202	MACRO ECONOMICS	2011-12	53	91%	2012-13	62	82%	2013-14	77	88%
Developmental	CSS 100	COLLEGE SURVIVAL SKILLS	2011-12	548	72%	2012-13	434	76%	2013-14	497	77%
Developmental	CSS 102	FOCUS ON SUCCESS	2011-12	107	80%	2012-13	104	88%	2013-14	91	91%
Developmental	CSS 104	INTRO COMPUTER LITERACY	2011-12	68	74%	2012-13	81	74%	2013-14	34	65%
Developmental	ENGL 065	SPELLING IMPROVEMENT	2011-12	28	79%	2012-13	17	82%	2013-14	23	70%
Developmental	ENGL 087	READING IMPROVEMENT	2011-12	14	86%	2012-13	2	50%	2013-14	13	46%
Developmental	ENGL 093	BASIC WRITING	2011-12	10	90%	2012-13	2	100%	2013-14	12	83%
Developmental	ENGL 095	WRITING IMPROVEMENT	2011-12	16	81%	2012-13	5	100%	2013-14	13	77%
Developmental	ENGL 098	BASIC ENGLISH SKILLS	2011-12	109	86%	2012-13	100	90%	2013-14	103	90%
Developmental	ENGL 099	ENGLISH SKILLS	2011-12	384	80%	2012-13	319	77%	2013-14	334	80%
Humanities	ART 101	DESIGN I	2011-12	25	92%	2012-13	25	92%	2013-14	25	92%
Humanities	ART 102	DESIGN II	2011-12	21	100%	2012-13	21	95%	2013-14	23	100%
Humanities	ART 104	DRAWING I	2011-12	17	88%	2012-13	21	90%	2013-14	41	93%
Humanities	ART 105	DRAWING II	2011-12	20	75%	2012-13	18	83%	2013-14	21	95%
Humanities	ART 121	CERAMICS I	2011-12	49	92%	2012-13	53	98%	2013-14	30	90%
Humanities	ART 122	CERAMICS II	2011-12	12	92%	2012-13	9	100%	2013-14	9	89%
Humanities	ART 123	CERAMICS III	2011-12	1	100%	2012-13	1	100%	2013-14	1	100%
Humanities	ART 216	SURVEY OF WESTERN ART I	2011-12	20	55%	2012-13	22	86%	2013-14	12	50%
Humanities	ART 218	WESTERN ART: IMPRESS/CURR	2011-12	27	96%	2012-13	24	83%	2013-14	12	75%
Humanities	ART 221	WATERCOLOR I	2011-12	12	100%	2012-13	15	100%	2013-14	15	80%
Humanities	ART 230	PAINTING/DRAWING WORKSHOP	2011-12	44	77%	2012-13	30	90%	2013-14	38	100%
Humanities	ART 231	OIL PAINTING I	2011-12	33	82%	2012-13	28	89%	2013-14	25	92%

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Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Humanities	ART 232	OIL PAINTING II	2011-12	7	86%	2012-13	8	88%	2013-14	4	100%
Humanities	ART& 100	ART APPRECIATION	2011-12	81	89%	2012-13	58	88%	2013-14	86	87%
Humanities	CMST 100	HUMAN COMMUNICATIONS	2011-12	47	83%	2012-13	51	63%	2013-14	54	85%
Humanities	CMST&102	INTRO TO MASS MEDIA	2011-12	102	83%	2012-13	74	92%	2013-14	85	80%
Humanities	CMST&220	PUBLIC SPEAKING	2011-12	449	83%	2012-13	477	85%	2013-14	497	83%
Humanities	ENGL 211	CREATIVE WRITING: FICTION	2011-12	45	80%	2012-13	22	95%	2013-14	40	93%
Humanities	ENGL 216	FILM STUDY	2011-12	85	82%	2012-13	79	78%	2013-14	74	84%
Humanities	ENGL 239	THE MYSTERY STORY AS LIT	2011-12	23	70%	2012-13	20	70%	2013-14	16	75%
Humanities	ENGL&101	ENGLISH COMPOSITION I	2011-12	739	69%	2012-13	695	73%	2013-14	734	70%
Humanities	ENGL&102	ENGLISH COMPOSITION II	2011-12	539	79%	2012-13	507	75%	2013-14	484	79%
Humanities	ENGL&220	INTRO TO SHAKESPEARE	2011-12	20	85%	2012-13	15	80%	2013-14	18	94%
Humanities	ENGL&244	AMERICAN LITERATURE I	2011-12	27	85%	2012-13	16	81%	2013-14	24	88%
Humanities	ENGL&245	AMERICAN LITERATURE II	2011-12	29	79%	2012-13	24	96%	2013-14	22	91%
Humanities	HUM 214	DIVERS: RACE, CLASS, GENDER	2011-12	43	91%	2012-13	70	76%	2013-14	88	84%
Humanities	MUSC 115	GROUP PIANO I	2011-12	25	88%	2012-13	27	59%	2013-14	14	71%
Humanities	MUSC 116	GROUP PIANO II	2011-12	6	100%	2012-13	8	63%	2013-14	12	67%
Humanities	MUSC 117	GROUP PIANO III	2011-12	2	50%	2012-13	8	100%	2013-14	3	67%
Humanities	MUSC 134	BEGINNING GROUP GUITAR	2011-12	28	71%	2012-13	23	83%	2013-14	26	77%
Humanities	MUSC&105	MUSIC APPRECIATION	2011-12	77	74%	2012-13	92	63%	2013-14	84	71%
Humanities	PHIL 210	ETHICS	2011-12	60	77%	2012-13	46	78%	2013-14	29	93%
Humanities	PHIL&101	INTRO TO PHILOSOPHY	2011-12	126	65%	2012-13	107	74%	2013-14	127	80%
Humanities	REL 201	WORLD RELIGIONS	2011-12	30	73%	2012-13	70	94%	2013-14	117	84%
Humanities	REL 211	RELIGION IN AMERICA	2011-12	79	77%	2012-13	78	87%	2013-14	59	85%
Humanities	SPAN&121	SPANISH I	2011-12	177	76%	2012-13	178	80%	2013-14	183	86%
Humanities	SPAN&122	SPANISH II	2011-12	108	78%	2012-13	89	80%	2013-14	117	84%
Humanities	SPAN&123	SPANISH III	2011-12	74	72%	2012-13	54	89%	2013-14	101	89%
Industrial Technology	AGR 261	PLANT SCIENCE	2011-12	7	57%	2012-13	7	43%	2013-14	10	90%

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Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Industrial Technology	AGR 263	SOILS	2011-12	3	67%	2012-13	11	27%	2013-14	15	87%
Industrial Technology	AGR 271	AG SALES & MARKETING	2011-12	20	35%	2012-13	16	69%	2013-14	12	50%
Industrial Technology	AGR 295	WORK-BASED LEARNING	2011-12	1	100%	2012-13	4	75%	2013-14	2	50%
Industrial Technology	AGR 297	WORK-BASED LRNG SEMINAR	2011-12	1	100%	2012-13	4	75%	2013-14	2	50%
Industrial Technology	AMT 148	AMT GENERAL ELECTRICITY	2011-12	22	86%	2012-13	28	96%	2013-14	20	90%
Industrial Technology	AMT 149	AMT AIRFRAME ELECTRICITY	2011-12	20	95%	2012-13	13	100%	2013-14	26	92%
Industrial Technology	AMT 150	AMT GENERAL	2011-12	43	93%	2012-13	57	98%	2013-14	40	93%
Industrial Technology	AMT 151	AIRFRAME MECHANICS I	2011-12	42	95%	2012-13	37	97%	2013-14	43	98%
Industrial Technology	AMT 152	AIRFRAME MECHANICS II	2011-12	33	91%	2012-13	41	85%	2013-14	48	100%
Industrial Technology	AMT 153	AIRFRAME MECHANICS III	2011-12	6	100%	2012-13	11	91%	2013-14	22	86%
Industrial Technology	AMT 249	AMT POWERPLANT ELECTRIC	2011-12	7	100%	2012-13	15	100%	2013-14	4	100%
Industrial Technology	AMT 251	POWERPLANT MECHANICS I	2011-12	17	94%	2012-13	34	94%	2013-14	32	91%
Industrial Technology	AMT 252	POWERPLANT MECHANICS II	2011-12	19	100%	2012-13	31	97%	2013-14	38	89%
Industrial Technology	AMT 253	POWERPLANT MECHANICS III	2011-12	23	100%	2012-13	16	94%	2013-14	26	88%
Industrial Technology	AMT 254	POWERPLANT MECHANICS IV	2011-12	23	87%	2012-13	6	67%	2013-14	8	88%
Industrial Technology	AUT 105	AUTOMOTIVE COMPUTER APPL	2011-12	17	82%	2012-13	15	53%	2013-14	16	56%
Industrial Technology	AUT 111	AUTO ENGINE SERVICE	2011-12	21	71%	2012-13	21	76%	2013-14	12	83%
Industrial Technology	AUT 115	AUTOMOTIVE SHOP SAFETY	2011-12	30	87%	2012-13	22	77%	2013-14	24	83%
Industrial Technology	AUT 121	ELECTRIC/ELECTRONIC SYSTEMS	2011-12	18	72%	2012-13	19	74%	2013-14	22	86%
Industrial Technology	AUT 124	BRAKE SYSTEM SERVICE	2011-12	18	94%	2012-13	16	56%	2013-14	15	80%
Industrial Technology	AUT 125	SUSPENSION STEERING ALIG	2011-12	18	89%	2012-13	16	56%	2013-14	17	82%
Industrial Technology	AUT 131	MANUAL DRIVE TRAIN & AXL	2011-12	21	71%	2012-13	20	75%	2013-14	10	90%
Industrial Technology	AUT 132	HYDRAULIC SYSTEMS	2011-12	19	53%	2012-13	19	63%	2013-14	15	80%
Industrial Technology	AUT 190	PROJECTS LAB	2011-12	58	90%	2012-13	54	89%	2013-14	45	89%
Industrial Technology	AUT 211	AUTO CONVENIENCE SYSTEMS	2011-12	9	89%	2012-13	12	92%	2013-14	13	100%
Industrial Technology	AUT 212	AUTO TRANSMISSION REPAIR	2011-12	9	89%	2012-13	11	100%	2013-14	14	100%
Industrial Technology	AUT 213	AUTO SERVICING I	2011-12	9	100%	2012-13	12	100%	2013-14	14	100%
Industrial Technology	AUT 220	ENGINE PERFORMANCE	2011-12	12	83%	2012-13	13	92%	2013-14	13	69%

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Industrial Technology	AUT 223	AUTO SERVICING II	2011-12	9	100%	2012-13	12	92%	2013-14	13	92%
Industrial Technology	AUT 231	AUTO HEAT/AIR CONDITION	2011-12	9	89%	2012-13	11	91%	2013-14	13	92%
Industrial Technology	AUT 290	PROJECTS LAB	2011-12	30	93%	2012-13	36	97%	2013-14	40	100%
Industrial Technology	CDL 100	COMMERCIAL DRIVER'S LICENSE	2011-12	83	82%	2012-13	93	83%	2013-14	68	94%
Industrial Technology	ENGL 109	APPLIED TECH WRITING	2011-12	59	59%	2012-13	51	43%	2013-14	52	69%
Industrial Technology	IST 100	INTRO IND SAFETY/HEALTH	2011-12	27	96%	2012-13	28	100%	2013-14	25	96%
Industrial Technology	IST 102	TECHNICAL DRAWING INTERP	2011-12	28	79%	2012-13	39	59%	2013-14	22	73%
Industrial Technology	IST 105	BASIC ELECTRICITY-DC	2011-12	37	59%	2012-13	38	84%	2013-14	32	69%
Industrial Technology	IST 106	BASIC ELECTRICITY-AC	2011-12	34	47%	2012-13	34	50%	2013-14	31	65%
Industrial Technology	IST 107	INDUSTRIAL ELECTRICITY I	2011-12	26	73%	2012-13	22	86%	2013-14	26	73%
Industrial Technology	IST 110	INTRO NATL ELECTRIC CODE	2011-12	23	87%	2012-13	25	84%	2013-14	16	75%
Industrial Technology	IST 111	NATL ELECTRIC CODE II	2011-12	28	100%	2012-13	15	93%	2013-14	18	94%
Industrial Technology	IST 112	NATL ELECTRIC CODE III	2011-12	28	93%	2012-13	15	100%	2013-14	19	100%
Industrial Technology	IST 113	IND ELECT INSTALL TECH	2011-12	19	89%	2012-13	22	91%	2013-14	18	94%
Industrial Technology	IST 120	INTRO PREV/PRED MAINTENANCE	2011-12	29	97%	2012-13	26	96%	2013-14	18	89%
Industrial Technology	IST 130	INTRO TO REFRIGERATION	2011-12	14	79%	2012-13	13	92%	2013-14	9	78%
Industrial Technology	IST 136	INTRO INDUST BOILER TECH	2011-12	15	93%	2012-13	14	86%	2013-14	5	80%
Industrial Technology	IST 150	INTRO PROG LOGIC CONTROL	2011-12	25	96%	2012-13	24	96%	2013-14	18	94%
Industrial Technology	IST 170	INTRO TO INSTRUMENTATION	2011-12	24	71%	2012-13	23	78%	2013-14	27	96%
Industrial Technology	IST 180	MACHINING I	2011-12	14	93%	2012-13	21	86%	2013-14	7	86%
Industrial Technology	IST 182	MACHINING II	2011-12	11	91%	2012-13	9	100%	2013-14	12	92%
Industrial Technology	IST 184	MACHINING SKILL ENHANCE	2011-12	10	90%	2012-13	4	75%	2013-14	6	100%
Industrial Technology	IST 207	INDUST ELECTRICITY II	2011-12	26	100%	2012-13	14	100%	2013-14	22	91%
Industrial Technology	IST 208	INDUST ELECTRICITY III	2011-12	21	100%	2012-13	15	80%	2013-14	17	94%
Industrial Technology	IST 221	ELECTRONICS I (PRINCIPLES)	2011-12	22	77%	2012-13	19	47%	2013-14	13	31%
Industrial Technology	IST 222	ELCTRONICS II (APPLIC)	2011-12	24	100%	2012-13	19	79%	2013-14	15	100%
Industrial Technology	IST 223	ELECTRONICS III (INDUST)	2011-12	22	95%	2012-13	14	86%	2013-14	16	75%
Industrial Technology	IST 224	ELECTRONIC COMMUNICATION I	2011-12	3	67%	2012-13	6	67%	2013-14	9	67%

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Industrial Technology	IST 250	PROGRAM LOGIC CONTROL II	2011-12	24	92%	2012-13	17	100%	2013-14	18	100%
Industrial Technology	IST 270	INSTRUMENTATION II	2011-12	20	100%	2012-13	18	94%	2013-14	12	100%
Industrial Technology	IST 280	MECHANICAL POWER TRANSM	2011-12	15	87%	2012-13	11	91%	2013-14	14	93%
Industrial Technology	IST 282	FLUID POWER TRANSMISSION	2011-12	7	86%	2012-13	18	83%	2013-14	5	80%
Industrial Technology	IST 284	PUMP HYDRAULICS/MECHANIC	2011-12	6	83%	2012-13	15	93%	2013-14	3	100%
Industrial Technology	MAP 100	APPLIED MATH (AMT)	2011-12	19	89%	2012-13	25	100%	2013-14	20	95%
Industrial Technology	MAP 101	APPLIED MATH (AUT/WLD)	2011-12	19	79%	2012-13	28	64%	2013-14	23	87%
Industrial Technology	MAP 103	APPLIED MATH (MMT/IST)	2011-12	39	62%	2012-13	39	54%	2013-14	36	53%
Industrial Technology	WLD 101	OXY-ACETYLENE WELD/AUTO	2011-12	16	94%	2012-13	18	94%	2013-14	10	80%
Industrial Technology	WLD 102	ARC WELDING FOR AUTO	2011-12	17	94%	2012-13	18	94%	2013-14	10	70%
Industrial Technology	WLD 103	BEGINNING AMT WELDING	2011-12	20	100%	2012-13	12	100%	2013-14	24	88%
Industrial Technology	WLD 110	WELDING THEORY I	2011-12	27	59%	2012-13	30	77%	2013-14	26	92%
Industrial Technology	WLD 111	WELDING PROCESS I	2011-12	66	71%	2012-13	84	74%	2013-14	88	68%
Industrial Technology	WLD 112	THERMAL CUTTING & WELDNG	2011-12	30	77%	2012-13	30	77%	2013-14	41	78%
Industrial Technology	WLD 120	WELDING THEORY II	2011-12	16	88%	2012-13	26	88%	2013-14	29	72%
Industrial Technology	WLD 121	WELDING PROCESS II	2011-12	27	89%	2012-13	34	82%	2013-14	22	91%
Industrial Technology	WLD 122	GAS METAL ARC WELDING I	2011-12	33	88%	2012-13	35	80%	2013-14	46	70%
Industrial Technology	WLD 130	WELDING THEORY III	2011-12	23	91%	2012-13	21	67%	2013-14	20	80%
Industrial Technology	WLD 131	WELDING PROCESS III	2011-12	23	78%	2012-13	24	88%	2013-14	19	79%
Industrial Technology	WLD 132	GAS TUNGSTEN ARC WELD I	2011-12	38	79%	2012-13	29	69%	2013-14	30	87%
Industrial Technology	WLD 151	TECH DRAW INTERPRETATION	2011-12	22	82%	2012-13	11	82%	2013-14	29	86%
Industrial Technology	WLD 152	WELDING LAYOUT I	2011-12	19	89%	2012-13	20	85%	2013-14	29	62%
Industrial Technology	WLD 153	WELDING LAYOUT II	2011-12	13	77%	2012-13	11	82%	2013-14	7	86%
Industrial Technology	WLD 190	SKILL LEVEL IMPROVEMENT	2011-12	52	96%	2012-13	37	97%	2013-14	48	85%
Industrial Technology	WLD 205	WELDING TESTING METHODS	2011-12	25	80%	2012-13	17	82%	2013-14	14	86%
Industrial Technology	WLD 206	WELDING CODES & STANDARD	2011-12	12	67%	2012-13	14	86%	2013-14	11	91%
Industrial Technology	WLD 207	WELDING METALLURGY	2011-12	11	64%	2012-13	17	82%	2013-14	9	89%
Industrial Technology	WLD 212	GAS METAL ARC WELDING II	2011-12	12	83%	2012-13	16	88%	2013-14	15	73%

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Industrial Technology	WLD 242	STRUCTURAL WELDING I	2011-12	6	100%	2012-13	2	100%	2013-14	1	0%
Industrial Technology	WLD 243	STRUCTURAL WELDING PROC II	2011-12	11	73%	2012-13	4	25%	2013-14	1	0%
Industrial Technology	WLD 244	SUBMERGED ARC WELDING	2011-12	7	86%	2012-13	2	0%	2013-14	2	100%
Industrial Technology	WLD 261	PRODUCTION WELDING PROC I	2011-12	1	100%	2012-13	4	75%	2013-14	10	60%
Industrial Technology	WLD 262	PRODUCTION WELDING I	2011-12	2	100%	2012-13	4	75%	2013-14	5	80%
Industrial Technology	WLD 263	PRODUCTION WELDING PROC II	2011-12	4	100%	2012-13	2	50%	2013-14	8	88%
Industrial Technology	WLD 264	ADV WELDING PROCESS	2011-12	2	100%	2012-13	1	100%	2013-14	6	100%
Industrial Technology	WLD 265	PRODUCTION WELDING PROCESS II	2011-12	3	100%	2012-13	2	100%	2013-14	6	100%
Industrial Technology	WLD 281	PIPE WELDING I	2011-12	10	60%	2012-13	10	100%	2013-14	8	100%
Industrial Technology	WLD 282	GAS TNGSTN ARC WD II TIG	2011-12	12	33%	2012-13	8	100%	2013-14	6	100%
Industrial Technology	WLD 283	PIPE WELDING II	2011-12	10	70%	2012-13	7	100%	2013-14	8	100%
Industrial Technology	WLD 284	GAS TUNGS ARC WELDING III	2011-12	7	57%	2012-13	4	100%	2013-14	7	100%
Industrial Technology	WLD 285	PIPE WELDING III	2011-12	3	33%	2012-13	10	90%	2013-14	5	100%
Industrial Technology	WLD 290	SKILL LEVEL IMPROVEMENT	2011-12	12	100%	2012-13	7	86%	2013-14	12	100%
Math/Science	ASTR&101	INTRO TO ASTRONOMY	2011-12	44	61%	2012-13	37	65%	2013-14	41	68%
Math/Science	BIOL&100	SURVEY OF BIOLOGY	2011-12	187	76%	2012-13	162	74%	2013-14	184	80%
Math/Science	BIOL&170	HUMAN BIOLOGY	2011-12	31	65%	2012-13	24	67%	2013-14	24	83%
Math/Science	BIOL&211	MAJORS CELLULAR	2011-12	73	55%	2012-13	80	55%	2013-14	62	56%
Math/Science	BIOL&221	MAJORS ECOLOGY/EVOLUTION	2011-12	17	59%	2012-13	3	67%	2013-14	16	56%
Math/Science	BIOL&222	MAJORS CELL/MOLECULAR	2011-12	35	66%	2012-13	2	100%	2013-14	21	48%
Math/Science	BIOL&241	HUMAN A & P 1	2011-12	62	73%	2012-13	54	74%	2013-14	38	68%
Math/Science	BIOL&242	HUMAN A & P 2	2011-12	51	80%	2012-13	44	73%	2013-14	29	83%
Math/Science	BIOL&260	MICROBIOLOGY	2011-12	44	80%	2012-13	44	80%	2013-14	36	67%
Math/Science	BOT 130	BOTANY	2011-12	29	52%	2012-13	24	67%	2013-14	23	70%
Math/Science	CHEM&121	INTRO TO CHEMISTRY	2011-12	193	67%	2012-13	222	75%	2013-14	176	70%
Math/Science	CHEM&131	INTRO TO ORGANIC/BIOCHEM	2011-12	21	81%	2012-13	22	77%	2013-14	23	83%
Math/Science	CHEM&161	GENERAL CHEM W/LAB I	2011-12	32	72%	2012-13	37	84%	2013-14	48	69%
Math/Science	CHEM&162	GENERAL CHEM W/LAB II	2011-12	23	74%	2012-13	23	87%	2013-14	22	73%
Math/Science	CHEM&163	GENERAL CHEM/W LAB III	2011-12	18	89%	2012-13	19	89%	2013-14	14	100%
Math/Science	ENVS&100	SURVEY OF ENV SCIENCE	2011-12	121	75%	2012-13	171	77%	2013-14	183	69%
Math/Science	GEOL&101	INTRO PHYSICAL GEOLOGY	2011-12	26	65%	2012-13	14	57%	2013-14	31	45%
Math/Science	MATH 147	FINITE MATHEMATICS	2011-12	27	70%	2012-13	28	68%	2013-14	25	72%
Math/Science	MATH&107	MATH IN SOCIETY	2011-12	67	58%	2012-13	97	64%	2013-14	127	72%

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Math/Science	MATH&141	PRECALCULUS I	2011-12	45	71%	2012-13	63	83%	2013-14	241	62%
Math/Science	MATH&142	PRECALCULUS II	2011-12	27	70%	2012-13	33	88%	2013-14	83	76%
Math/Science	MATH&146	INTRO TO STATISTICS	2011-12	111	69%	2012-13	212	59%	2013-14	205	69%
Math/Science	MATH&148	BUSINESS CALCULUS	2011-12	18	83%	2012-13	15	87%	2013-14	20	75%
Math/Science	MATH&151	CALCULUS I	2011-12	12	42%	2012-13	21	38%	2013-14	42	83%
Math/Science	MATH&152	CALCULUS II	2011-12	7	57%	2012-13	15	47%	2013-14	20	95%
Math/Science	MATH&163	CALCULUS III	2011-12	6	33%	2012-13	10	80%	2013-14	20	90%
Math/Science	NUTR&101	NUTRITION	2011-12	284	64%	2012-13	325	64%	2013-14	280	63%
Math/Science	PHYS&221	ENGINEERING PHYSICS I	2011-12	13	62%	2012-13	13	46%	2013-14	21	86%
Math/Science	PHYS&222	ENGINEERING PHYSICS II	2011-12	9	78%	2012-13	7	43%	2013-14	15	100%
Math/Science	PHYS&223	ENGINEERING PHYSICS III	2011-12	8	63%	2012-13	3	67%	2013-14	14	86%
Social Science	ANTH&100	SURVEY OF ANTHROPOLOGY	2011-12	53	79%	2012-13	58	90%	2013-14	61	95%
Social Science	CJ& 101	INTRO CRIMINAL JUSTICE	2011-12	78	81%	2012-13	81	78%	2013-14	169	73%
Social Science	CJ& 110	CRIMINAL LAW	2011-12	16	75%	2012-13	19	58%	2013-14	17	76%
Social Science	EDUC 106	ISSUES IN CHILD ABUSE	2011-12	28	86%	2012-13	27	96%	2013-14	13	100%
Social Science	EDUC 132	PEER MENTORING	2011-12	4	100%	2012-13	17	82%	2013-14	17	94%
Social Science	EDUC 190	CLASSROOM EXPERIENCE	2011-12	38	87%	2012-13	72	97%	2013-14	85	100%
Social Science	EDUC&115	CHILD DEVELOPMENT	2011-12	71	59%	2012-13	60	82%	2013-14	60	58%
Social Science	EDUC&201	INTRO TO EDUCATION	2011-12	29	62%	2012-13	28	86%	2013-14	15	60%
Social Science	HIST 250	ANCIENT GREECE	2011-12	24	50%	2012-13	25	52%	2013-14	23	74%
Social Science	HIST 270	THE ROMAN WORLD	2011-12	27	56%	2012-13	13	54%	2013-14	26	58%
Social Science	HIST&116	WESTERN CIVILIZATION I	2011-12	32	72%	2012-13	30	73%	2013-14	28	64%
Social Science	HIST&117	WESTERN CIVILIZATION II	2011-12	31	74%	2012-13	26	50%	2013-14	29	83%
Social Science	HIST&118	WESTERN CIVILIZATION III	2011-12	25	84%	2012-13	25	60%	2013-14	38	53%
Social Science	HIST&136	US HISTORY 1	2011-12	153	60%	2012-13	171	67%	2013-14	202	64%
Social Science	HIST&137	US HISTORY 2	2011-12	134	57%	2012-13	88	64%	2013-14	150	67%
Social Science	POLS&202	AMERICAN GOVERNMENT	2011-12	131	64%	2012-13	136	58%	2013-14	130	68%
Social Science	POLS&203	INTERNATIONAL RELATIONS	2011-12	48	81%	2012-13	44	80%	2013-14	39	79%
Social Science	PSYC&100	GENERAL PSYCHOLOGY	2011-12	384	79%	2012-13	379	80%	2013-14	411	73%
Social Science	PSYC&200	LIFESPAN PSYCHOLOGY	2011-12	125	88%	2012-13	111	94%	2013-14	154	90%
Social Science	SOC& 101	INTRO TO SOCIOLOGY	2011-12	256	91%	2012-13	230	85%	2013-14	300	87%

Data Notes:

Aviation classes shaded in grey above involve flight time and students have up to two years to complete their work; therefore, success rates cannot be calculated at this time.

Many BIM classes are variable credit classes where students can add/drop credits throughout the year; if a student completes credits, the dropped credits are not listed.

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

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Tab L

Success Rates by Modality in Courses Offered Over the Last Three Consecutive Years

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Success* Rates by Modality in Courses Offered Over the Last Three Consecutive Years

Online Course Success* Rates Over Three Years

Division	CourseID	Course Title	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*
Allied Health	NUTR&101	NUTRITION	2011-12	90	59%	2012-13	141	65%	2013-14	121	59%
Business	ACCT&201	PRIN OF ACCOUNTING I	2011-12	17	76%	2012-13	22	73%	2013-14	15	47%
Business	ACCT&203	PRIN OF ACCOUNTING III	2011-12	14	100%	2012-13	7	57%	2013-14	14	71%
Business	ECON 200	INTRO TO ECONOMICS	2011-12	98	61%	2012-13	74	64%	2013-14	79	61%
Developmental	ENGL 099	ENGLISH SKILLS	2011-12	48	63%	2012-13	47	53%	2013-14	43	67%
Humanities	ART& 100	ART APPRECIATION	2011-12	53	89%	2012-13	28	86%	2013-14	55	85%
Humanities	ENGL&101	ENGLISH COMPOSITION I	2011-12	132	47%	2012-13	104	54%	2013-14	126	39%
Humanities	ENGL&102	COMPOSITION II	2011-12	93	62%	2012-13	87	46%	2013-14	78	63%
Math/Science	ENVS&100	SURV OF ENV SCIENCE	2011-12	87	77%	2012-13	80	78%	2013-14	102	63%
Math/Science	MATH&107	MATH IN SOCIETY	2011-12	43	56%	2012-13	38	53%	2013-14	47	66%
Social Science	HIST&136	US HISTORY 1	2011-12	43	56%	2012-13	71	58%	2013-14	83	52%
Social Science	HIST&137	US HISTORY 2	2011-12	52	44%	2012-13	51	59%	2013-14	71	54%
Social Science	POLS&202	AMERICAN GOVERNMENT	2011-12	21	19%	2012-13	19	37%	2013-14	25	36%
Social Science	PSYC&100	GENERAL PSYCHOLOGY	2011-12	189	71%	2012-13	167	71%	2013-14	146	69%
Social Science	PSYC&200	LIFESPAN PSYCHOLOGY	2011-12	89	87%	2012-13	29	86%	2013-14	30	97%
Social Science	SOC& 101	INTRO TO SOCIOLOGY	2011-12	1	100%	2012-13	60	95%	2013-14	211	87%

Overall success rates calculated for ALL classes in the year/modality, not just those that were offered consecutively over the past three years/modalities

Overall Online Course Success Rate by Year	2011-12	3319	67%	2012-13	2371	70%	2013-14	2826	70%

*Success defined as earning a 2.0 grade point or higher or a "pass" grade in the class

Data retrieved from DW Gatedeeper queries, 8/18/14

Success* Rates by Modality in Courses Offered Over the Last Three Consecutive Years

Web Enhanced Course Success* Rates Over Three Years

Division	CourseID	Course Title	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*
Allied Health	NUTR&101	NUTRITION	2011-12	61	72%	2012-13	172	66%	2013-14	159	67%
Business	ACCT 105	INTRO TO ACCOUNTING	2011-12	31	81%	2012-13	41	71%	2013-14	78	73%
Business	ECON&201	MICRO ECONOMICS	2011-12	36	78%	2012-13	29	93%	2013-14	68	96%
Business	ECON&202	MACRO ECONOMICS	2011-12	25	88%	2012-13	26	62%	2013-14	55	91%
Developmental	ENGL 098	BASIC ENGLISH SKILLS	2011-12	24	88%	2012-13	20	100%	2013-14	37	95%
Developmental	ENGL 099	ENGLISH SKILLS	2011-12	58	81%	2012-13	33	88%	2013-14	79	78%
Humanities	ART& 100	ART APPRECIATION	2011-12	28	89%	2012-13	30	90%	2013-14	31	90%
Humanities	CMST&220	PUBLIC SPEAKING	2011-12	95	83%	2012-13	259	88%	2013-14	448	82%
Humanities	ENGL 216	FILM STUDY	2011-12	85	82%	2012-13	79	78%	2013-14	74	84%
Humanities	ENGL 239	THE MYSTERY STORY AS LIT	2011-12	23	70%	2012-13	20	70%	2013-14	16	75%
Humanities	ENGL&101	ENGLISH COMPOSITION I	2011-12	252	66%	2012-13	302	71%	2013-14	463	72%
Humanities	ENGL&102	COMPOSITION II	2011-12	123	67%	2012-13	107	75%	2013-14	232	79%
Humanities	MUSC 115	GROUP PIANO I	2011-12	9	78%	2012-13	18	56%	2013-14	7	57%
Humanities	PHIL&101	INTRO TO PHILOSOPHY	2011-12	56	64%	2012-13	29	86%	2013-14	127	80%
Math/Science	BIOL&100	SURVEY OF BIOLOGY	2011-12	120	78%	2012-13	84	71%	2013-14	103	78%
Math/Science	BIOL&211	MAJORS CELLULAR	2011-12	50	52%	2012-13	77	55%	2013-14	57	56%
Math/Science	BIOL&221	MAJORS ECOLOGY/EVOLUTION	2011-12	15	60%	2012-13	3	67%	2013-14	15	53%
Math/Science	BIOL&222	MAJORS CELL/MOLECULAR	2011-12	30	67%	2012-13	2	100%	2013-14	21	48%
Math/Science	BIOL&241	HUMAN A & P 1	2011-12	55	73%	2012-13	46	78%	2013-14	30	70%
Math/Science	BIOL&242	HUMAN A & P 2	2011-12	44	82%	2012-13	32	78%	2013-14	20	90%
Math/Science	BIOL&260	MICROBIOLOGY	2011-12	42	79%	2012-13	34	82%	2013-14	25	72%
Math/Science	CHEM&121	INTRO TO CHEMISTRY	2011-12	193	67%	2012-13	222	75%	2013-14	176	70%
Math/Science	CHEM&131	INTRO TO ORGANIC/BIOCHEM	2011-12	21	81%	2012-13	22	77%	2013-14	23	83%
Math/Science	CHEM&161	GENERAL CHEM W/LAB I	2011-12	32	72%	2012-13	37	84%	2013-14	48	69%
Math/Science	CHEM&162	GENERAL CHEM W/LAB II	2011-12	23	74%	2012-13	23	87%	2013-14	22	73%
Math/Science	CHEM&163	GENERAL CHEM/W LAB III	2011-12	18	89%	2012-13	19	89%	2013-14	14	100%
Math/Science	ENVS&100	SURVEY OF ENV SCIENCE	2011-12	34	71%	2012-13	91	76%	2013-14	80	76%
Social Science	HIST&116	WESTERN CIVILIZATION I	2011-12	32	72%	2012-13	30	73%	2013-14	25	60%
Social Science	HIST&136	US HISTORY 1	2011-12	79	59%	2012-13	79	67%	2013-14	88	64%
Social Science	HIST&137	US HISTORY 2	2011-12	54	54%	2012-13	18	61%	2013-14	51	73%
Social Science	POLS&202	AMERICAN GOVERNMENT	2011-12	86	72%	2012-13	117	62%	2013-14	105	75%
Social Science	POLS&203	INTERNATIONAL RELATIONS	2011-12	48	81%	2012-13	44	80%	2013-14	39	79%
Social Science	PSYC&100	GENERAL PSYCHOLOGY	2011-12	60	72%	2012-13	184	89%	2013-14	146	73%
Social Science	SOC& 101	INTRO TO SOCIOLOGY	2011-12	65	83%	2012-13	142	84%	2013-14	88	89%

Overall success rates calculated for ALL classes in the year/modality, not just those that were offered consecutively over the past three years/modalities

Overall Web Enhanced Course Success Rate by Year	2011-12	4947	71%	2012-13	5562	77%	2013-14	7520	77%

*Success defined as earning a 2.0 grade point or higher or a "pass" grade in the class

Data retrieved from DW Gatedeeper queries, 8/18/14

Success* Rates by Modality in Courses Offered Over the Last Three Consecutive Years

Hybrid Course Success* Rates Over Three Years

Division	CourseID	Course Title	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*
Humanities	CMST 100	HUMAN COMMUNICATIONS	2011-12	19	74%	2012-13	21	57%	2013-14	24	71%
Math/Science	BIOL&241	HUMAN A & P 1	2011-12	7	71%	2012-13	8	50%	2013-14	8	63%
Math/Science	BIOL&242	HUMAN A & P 2	2011-12	7	71%	2012-13	12	58%	2013-14	9	67%
Math/Science	BIOL&260	MICROBIOLOGY	2011-12	2	100%	2012-13	10	70%	2013-14	11	55%
Social Science	EDUC&115	CHILD DEVELOPMENT	2011-12	49	57%	2012-13	28	68%	2013-14	60	58%

Overall success rates calculated for ALL classes in the year/modality, not just those that were offered consecutively over the past three years/modalities

Overall Hybrid Course Success Rate by Year	**2011-12**	**443**	**69%**	**2012-13**	**831**	**67%**	**2013-14**	**1068**	**71%**

*Success defined as earning a 2.0 grade point or higher or a "pass" grade in the class

Data retrieved from DW Gatedeeper queries, 8/18/14

Success* Rates by Modality in Courses Offered Over the Last Three Consecutive Years

On-ground Course Success* Rates Over Three Years

Division	CourseID	Course Title	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*
Business	ACCT 105	INTRO TO ACCOUNTING	2011-12	66	85%	2012-13	97	96%	2013-14	17	100%
Business	ACCT 262	INTRO TO QUICKBOOKS	2011-12	11	100%	2012-13	15	100%	2013-14	24	83%
Developmental	ENGL 065	SPELLING IMPROVEMENT	2011-12	28	79%	2012-13	17	82%	2013-14	23	70%
Developmental	ENGL 087	READING IMPROVEMENT	2011-12	14	86%	2012-13	2	50%	2013-14	13	46%
Developmental	ENGL 093	BASIC WRITING	2011-12	10	90%	2012-13	2	100%	2013-14	12	83%
Developmental	ENGL 095	WRITING IMPROVEMENT	2011-12	16	81%	2012-13	5	100%	2013-14	13	77%
Developmental	ENGL 098	BASIC ENGLISH SKILLS	2011-12	85	86%	2012-13	80	88%	2013-14	66	88%
Developmental	ENGL 099	ENGLISH SKILLS	2011-12	268	83%	2012-13	239	81%	2013-14	212	83%
Humanities	CMST&220	PUBLIC SPEAKING	2011-12	315	85%	2012-13	218	82%	2013-14	49	88%
Humanities	ENGL&101	ENGLISH COMPOSITION I	2011-12	381	81%	2012-13	289	82%	2013-14	127	94%
Humanities	ENGL&102	COMPOSITION II	2011-12	323	90%	2012-13	313	83%	2013-14	159	84%
Humanities	ENGL&220	INTRO TO SHAKESPEARE	2011-12	20	85%	2012-13	15	80%	2013-14	18	94%
Humanities	ENGL&244	AMERICAN LITERATURE I	2011-12	27	85%	2012-13	16	81%	2013-14	24	88%
Humanities	ENGL&245	AMERICAN LITERATURE II	2011-12	29	79%	2012-13	24	96%	2013-14	22	91%
Humanities	MUSC 115	GROUP PIANO I	2011-12	16	94%	2012-13	9	67%	2013-14	7	86%
Humanities	MUSC 116	GROUP PIANO II	2011-12	6	100%	2012-13	4	75%	2013-14	12	67%
Humanities	MUSC 117	GROUP PIANO III	2011-12	2	50%	2012-13	2	100%	2013-14	3	67%
Humanities	MUSC 134	BEGINNING GROUP GUITAR	2011-12	28	71%	2012-13	11	82%	2013-14	14	64%
Humanities	MUSC&105	MUSIC APPRECIATION	2011-12	77	74%	2012-13	24	75%	2013-14	20	90%
Humanities	SPAN&121	SPANISH I	2011-12	177	76%	2012-13	60	82%	2013-14	70	94%
Humanities	SPAN&122	SPANISH II	2011-12	108	78%	2012-13	12	92%	2013-14	39	100%
Humanities	SPAN&123	SPANISH III	2011-12	74	72%	2012-13	3	100%	2013-14	33	94%
Industrial Technology	ENGL 109	APPLIED TECH WRITING	2011-12	59	59%	2012-13	51	43%	2013-14	16	31%
Math/Science	BIOL&100	SURVEY OF BIOLOGY	2011-12	44	84%	2012-13	50	86%	2013-14	53	87%
Math/Science	GEOL&101	INTRO PHYSICAL GEOLOGY	2011-12	26	65%	2012-13	14	57%	2013-14	17	41%
Math/Science	MATH&141	PRECALCULUS I	2011-12	45	71%	2012-13	63	83%	2013-14	241	62%
Math/Science	MATH&146	INTRO TO STATISTICS	2011-12	111	69%	2012-13	212	59%	2013-14	176	70%
Social Science	EDUC 106	ISSUES IN CHILD ABUSE	2011-12	28	86%	2012-13	27	96%	2013-14	13	100%
Social Science	EDUC 132	PEER MENTORING	2011-12	4	100%	2012-13	17	82%	2013-14	9	100%
Social Science	EDUC 190	CLASSROOM EXPERIENCE	2011-12	60	92%	2012-13	42	100%	2013-14	54	100%
Social Science	EDUC 198	SPECIAL TOPICS	2011-12	28	100%	2012-13	53	100%	2013-14	42	100%
Social Science	HIST&136	US HISTORY 1	2011-12	31	68%	2012-13	21	95%	2013-14	31	97%
Social Science	HIST&137	US HISTORY 2	2011-12	28	89%	2012-13	19	79%	2013-14	28	93%

Overall success rates calculated for ALL classes in the year/modality, not just those that were offered consecutively over the past three years/modalities

Overall On-ground Course Success Rate by Year	2011-12	13521	76%	2012-13	9121	81%	2013-14	8047	84%

*Success defined as earning a 2.0 grade point or higher or a "pass" grade in the class

Data retrieved from DW Gatedeeper queries, 8/18/14

Tab M

ASB Event Attendance 2013-14

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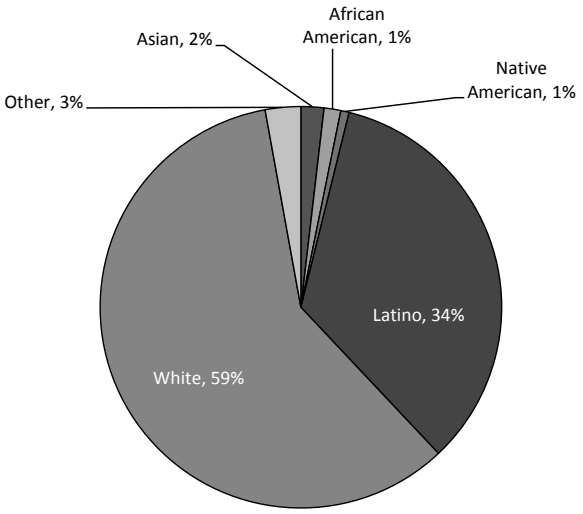
ASB Events Attendance*

In fall 2013, 613 academic or prof/tech students attended at least one ASB event, **88%** of those students had either received a credential or had returned in the spring. This compares to a 89% rate for students who attended at least one ASB event last fall (2012).

Gender	Female	283	46%
	Male	330	54%
		613	
Race/Ethnicity	Asian	11	2%
	African American	8	1%
	Native American	4	1%
	Latino	203	34%
	White	352	59%
	Other	17	3%
		595	
Student Intent	Unclear Intent	38	6%
	Transfer	368	60%
	ABE	0	0%
	ESL	0	0%
	Professional-Technical	174	28%
	Pre Professional-Technical	33	5%
	Upgrading Job Skills	0	0%
	General Studies	0	0%
		613	
Program Title**	Accounting Tech	5	2%
	Agriculture	5	2%
	Associate Degree Nursing (Pre-Nursing too)	40	19%
	Automotive Technology	4	2%
	Aviation Maintenance Tech	34	16%
	Business Information Mgmt	16	8%
	Commercial Driver's License	1	0%
	Commercial Helicopter Pilot	3	1%
	Commercial Pilot	40	19%
	Early Childhood Education	7	3%
	Industrial Systems Tech	21	10%
	Medical Assistant	16	8%
	Nursing Assistant	0	0%
	Systems Admin/CISCO Networking	4	2%
	Welding	11	5%
		207	

ASB Student Attendance in 2013-14
Race/Ethnicity



*Lunchfests, Movie Night, Bowling Nights, Ice Skating, Batting Cages, Family Surf 'n Slide Night, dances, intramural tournaments, comedians, motivational speakers, Fallfest, Cocoa Cart, Easter Egg Hunt, Viking Duck Hunt

**Students with a Professional/Technical Program Code

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Tab N

New Student Orientation

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New Students* who attended New Student Orientation in fall 2013									
		Fall 2013	Reenrolled in Winter 2014	%	Reenrolled in Spring 2014	%	Recev'd Cert did not reenroll	Total Reenrolled or Cert	%
Latino Students	Female	56	45	80%	40	71%	3	43	77%
	Male	17	15	88%	14	82%	0	14	82%
	Total Latino Students	**73**	**60**	**82%**	**54**	**74%**	**3**	**57**	**78%**
White Students	Female	46	43	93%	37	80%	0	37	80%
	Male	46	41	89%	35	76%	0	35	76%
	Total White Students	**92**	**84**	**91%**	**72**	**78%**	**0**	**72**	**78%**
Other Students**	Female	10	10	100%	9	90%	0	9	100%
	Male	5	5	100%	4	80%	0	4	100%
	Total Other Students	**15**	**15**	**100%**	**13**	**87%**	**0**	**13**	**87%**
Total Students		**180**	**159**	**88%**	**139**	**77%**	**3**	**142**	**79%**

There were six students with certificates, all but the student with the CDL are still enrolled.

New Students* who did not attend New Student Orientation in fall 2013									
		Fall 2013	Reenrolled in Winter 2014	%	Reenrolled in Spring 2014	%	Recev'd Cert did not reenroll	Total Reenrolled or Cert	
Latino Students	Female	81	51	63%	41	51%	0	41	51%
	Male	66	44	67%	41	62%	2	43	65%
	Total Latino Students	**147**	**95**	**65%**	**82**	**56%**	**2**	**84**	**57%**
White Students	Female	116	77	66%	79	68%	1	80	69%
	Male	109	79	72%	70	64%	7	77	71%
	Total White Students	**225**	**156**	**69%**	**149**	**66%**	**8**	**157**	**70%**
Other Students**	Female	19	14	74%	15	79%	1	16	84%
	Male	15	11	73%	8	53%	0	8	53%
no ethnicity/no sex		22	6	27%	19	86%	0	19	86%
	Total Other Students	**56**	**31**	**55%**	**42**	**75%**	**1**	**43**	**77%**
Total Students		**428**	**282**	**66%**	**273**	**64%**	**11**	**284**	**66%**

There were 21 with certificates 14 with CDLs and 1 with a Cert Nurs Asst. did not return

* Intent Codes: A, B, F, G, X, prior education does not have an associate degree or higher, has less than 30 cum credits and were not Running Start Students

**Includes students who did not indicate race/ethnicity

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Tab O

STEM Center Data

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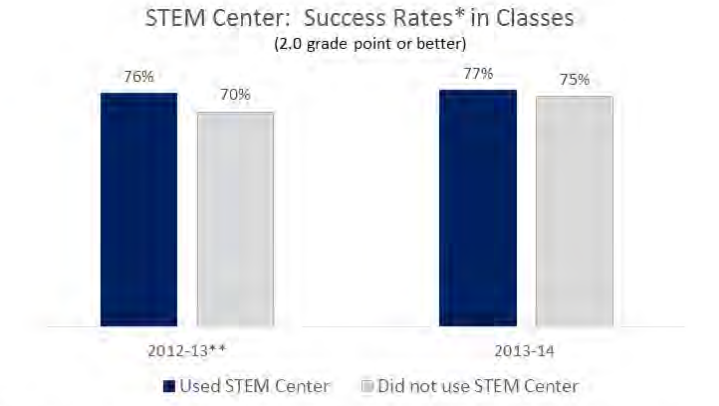
The BBCC STEM Center officially opened in spring quarter (May) 2013. That quarter, a total of 355 students accessed the STEM Center's services and resources. In 2013-14 (all quarters), 649 students did so. The top three most common subject areas students attended for were pre-college math (26% of sessions), college level math (18% of sessions), and Biology (9% of sessions). Demographics of students who accessed STEM Center services are below.

	2012-13*	2013-14
Intent		
Unclear intent	5%	4%
Academic Transfer	70%	69%
Professional Technical	25%	27%
Sex		
Female	60%	59%
Male	40%	41%
Ethnicity		
Hispanic	42%	36%
non-Hispanic	58%	64%

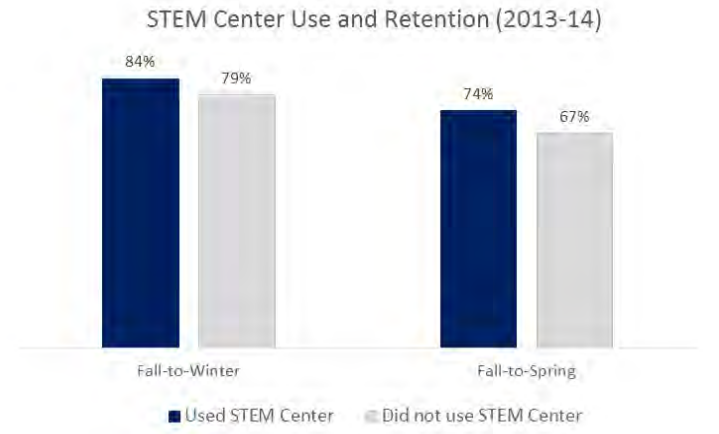
Top Three Reasons for Using STEM Center (all sessions combined, 2012-13 and 2013-14)	
Study/Homework	25%
Use Computer/Print	25%
Other	23%

*Spring quarter only

Success rates (students earned a 2.0 grade point or higher or "pass" grade in classes) and retention rates are slightly higher for students who used the STEM center versus those who did not (see charts below).



*Success rates defined as students earning a 2.0 grade point or higher or a PASS grade in classes
**Spring quarter only (2012-13)



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Tab P

Student Success Center (SSC) Data

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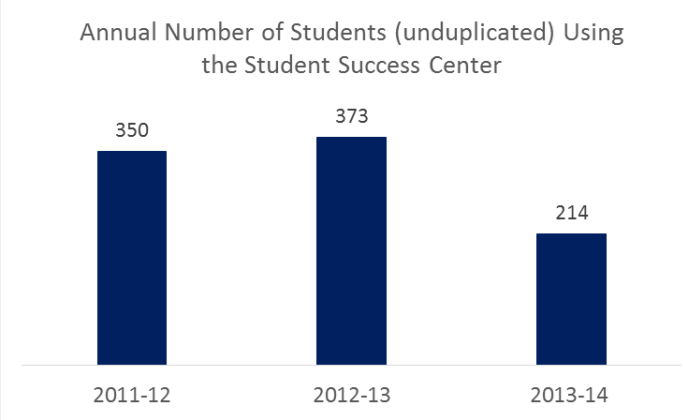


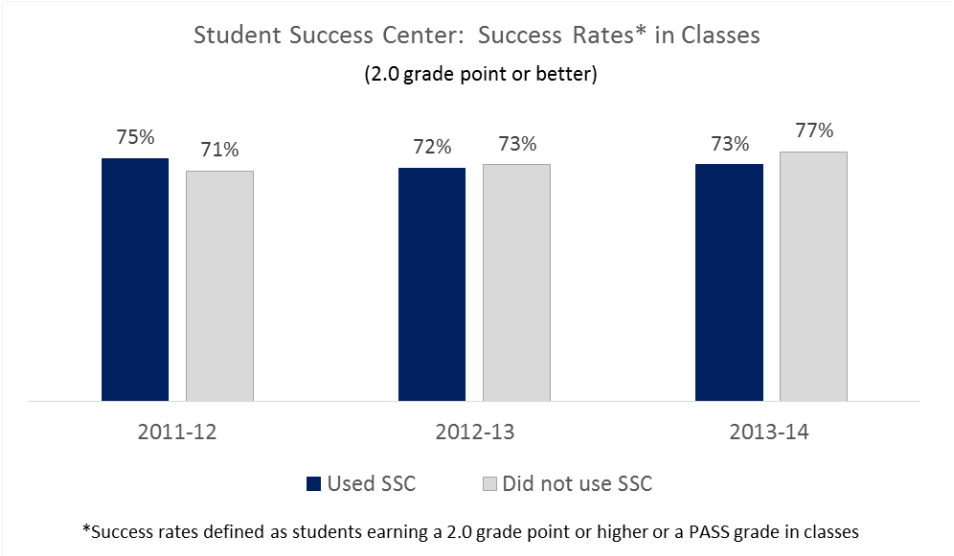
Staff believe that use of the Student Success Center (SSC) has actually increased this year and that the drop in the annual headcount (chart at left; dropped specifically in spring quarter 2014) is due to students not being asked to scan their ID cards when visiting the center. Staff will incorporate this procedure into training modules for SI (Supplemental Instruction), tutors, the computer/book/etc. loan program, etc.

In addition to the demographic breakdown of students using the SSC being consistent over the past three years, the top three most common reasons for using the SSC have also remained consistent (see table at right).

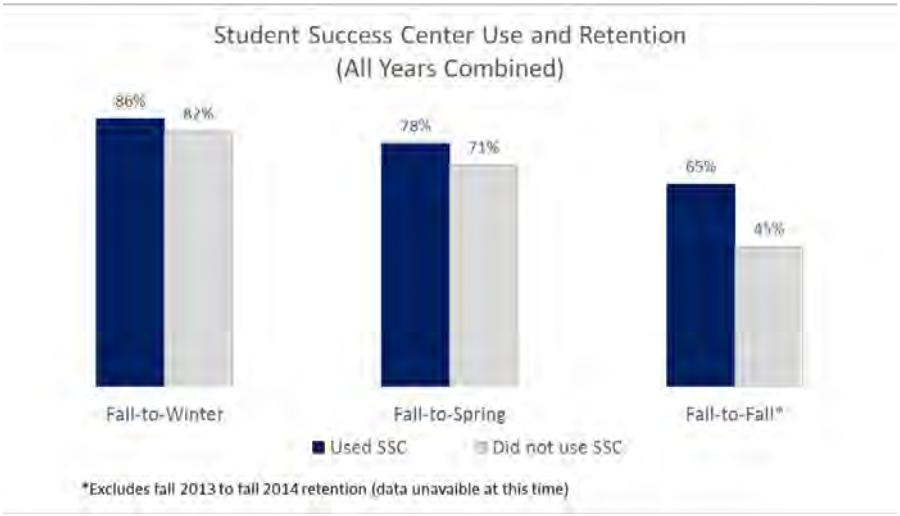
The three most common subject areas students used the center for fluctuate over the years. In 2011-12, the top three areas were pre-college level math (28% of sessions), college level English (12%), and Chemistry (8%). By 2013-14, the top three areas were pre-college level math (11% of sessions), followed by Business Information Management (7%) and college level English (7%).

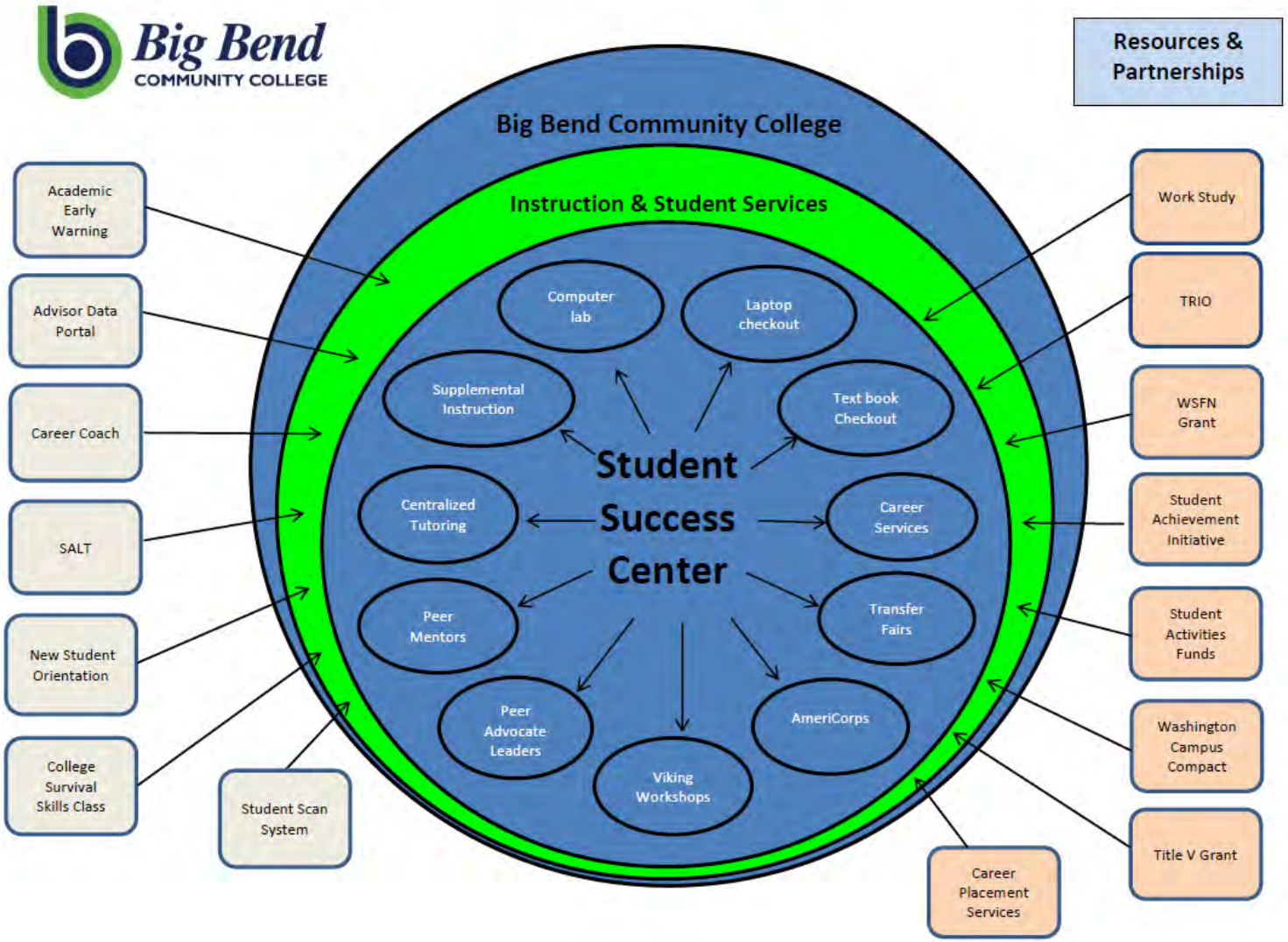
	2011-12	2012-13	2013-14
Intent			
Unclear intent	3%	6%	6%
Academic Transfer	61%	58%	57%
Professional Technical	36%	37%	37%
Sex			
Female	66%	63%	64%
Male	34%	37%	36%
Ethnicity			
Hispanic	47%	45%	50%
non-Hispanic	53%	55%	50%
Top Three Reasons for Using SSC			
Use Computer/Print	40%	31%	33%
Studying Sessions SI	29%	25%	25%
Resources (Laptops, Books, Study Room, other)	21%	24%	25%

Success rates (students earned a 2.0 grade point or higher or "pass" grade in classes) are similar for students who used the center versus those who did not over the past three years (see chart below).



Use of the Student Success Center appears to positively impact retention over time. For example, a student who uses the center's services in the fall is more likely to return in the spring or the following fall term than a student who does not use the center at all (see chart below).




Big Bend
COMMUNITY COLLEGE
Resources & Partnerships
Big Bend Community College
Instruction & Student Services
Academic Early Warning
Advisor Data Portal
Career Coach
SALT
New Student Orientation
College Survival Skills Class
Student Scan System
Computer lab
Laptop checkout
Supplemental Instruction
Text book Checkout
Centralized Tutoring
Student Success Center
Career Services
Peer Mentors
Transfer Fairs
Peer Advocate Leaders
AmeriCorps
Viking Workshops
Career Placement Services
Work Study
TRIO
WSFN Grant
Student Achievement Initiative
Student Activities Funds
Washington Campus Compact
Title V Grant

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Tab Q

Estimated Employment

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Big Bend Community College
Estimated Employment Explanation

The Estimated Employment Rate is derived from the Washington State Board for Community and Technical Colleges (SBCTC) data matched with Unemployment Insurance (UI) earnings from Washington, Oregon, Idaho, and Montana. The estimated employment rate includes: students who were employed in these four states, students estimated to be employed beyond the four state region, and/or students who were self-employed. The *Total* column indicates the number of students who provided a social security number to BBCC, earned certificate(s) or degree(s), were no longer enrolled at BBCC, and did not transfer to another college. Data is gathered in the 3rd quarter after a student leaves college, when employers report earnings to Unemployment Insurance.

Big Bend Community College Estimated Employment Rates*

	2009-10		2010-11**		2011-12	
Program	**Total**	**Rate**	**Total**	**Rate**	**Total**	**Rate**
Accounting	7	94%	11	80%	11	50%
Agricultural Prod Operator	3	100%	0	0%	2	100%
Associate Degree of Nursing	17	97%	20	91%	19	95%
Automotive Technology	7	94%	17	71%	12	55%
Aviation (Commercial Pilot)	13	42%	16	69%	11	80%
Aviation Maintenance Technology	7	63%	11	50%	21	52%
Business - General	0	0%	2	55%	0	0%
Childcare Provider/Assistant	1	100%	0	0%	0	0%
Commercial Driver's License	50	81%	28	96%	36	86%
Computer Program, Product	1	100%	0	0%	0	0%
Computer Programming	12	64%	4	100%	0	0%
Early Childhood Education & Teaching	7	94%	6	92%	16	89%
Industrial Electrical Technology	12	83%	21	89%	23	91%
Maintenance Mechanics	14	86%	12	92%	18	98%
Medical Office Management	12	83%	8	100%	11	80%
Medical Receptionist	1	100%	0	0%	0	0%
Medical/Clinical Assistant	19	81%	17	91%	22	90%
Microcomputer Specialist	5	66%	0	0%	0	0%
Nursing Assistant	24	87%	14	71%	32	62%
Office Clerical	5	100%	3	73%	0	0%
Office Management & Supervision	14	71%	16	94%	21	84%
Practical Nursing	1	100%	0	0%	4	83%
Teacher Assisting	1	100%	0	0%	0	0%
Welding Technology	19	98%	12	64%	20	88%
BBCC Estimated Employment Totals	253	83%	218	87%	279	80%
Washington System Rate		74%		77%		78%

*Estimated Employment rates include students who received certificate(s) or degree(s), were no longer enrolled at BBCC, and/or had not transferred to another college. The rate is calculated on students who completed training in the year indicated above and were employed nine months following their completion.

**Big Bend Community College had the highest Estimated Employment Rate in the SBCTC System this year.

Data for the 2011-12 year was retrieved in December 2013.

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Excellence in Teaching and Learning
(Provided in full, May 2014*)

Outcome: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

**Highlights* from this report are provided here. The full report can be found online at: http://www.bigbend.edu/information-center/institutional-research-planning/monitoring-reports/.

Objective 2.1: BBCC implements innovation and creativity in programs and services

Indicator 2.1a – Highlights of program audits, including best practices

Instruction:

- AVID
- Inverted instruction in Math, Medical Assistant, Nursing, Psychology, and Science

Services:

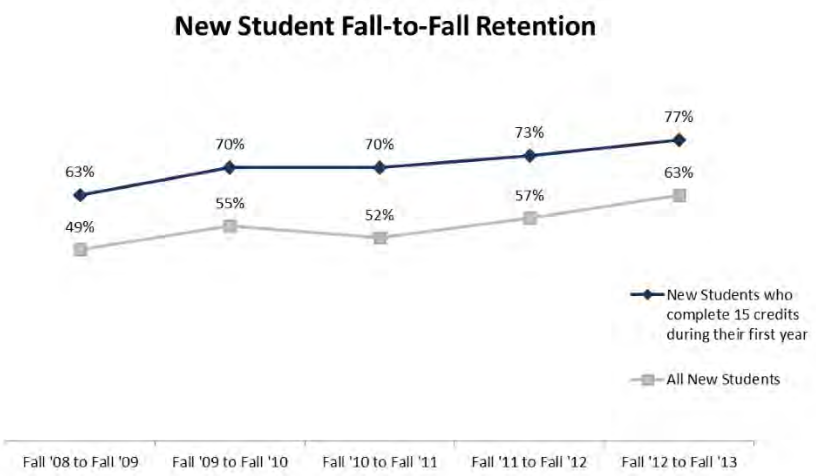
- Streamlined admissions processing
- Advisor Data Portal (ADP), provide workshops throughout quarter to assist students with degree planning
- Student Activities hired 14 ASB Programmers to offer more leadership opportunities
- Financial Aid promotes use of Financial Aid portal
- Testing Center offers placement testing three times a week, multiple placement methods are open to students

Administration:

- Human Resources developed leadership competencies, training requirements
- Library improved access to online resources and services

Indicator 2.1b – Correlation of practices to success, retention, or completion

(Please see section 1.3b for IPEDS graduation rates and BBCC completion data.)



Objective 2.2: BBCC helps students attain high academic standards

Indicator 2.2a – External certification rates

Allied Health External Certifications and/or Licensures		
Program	**External Certifications and/or Licensures**	**2013 Certification and/or Licensure Rates**
Medical Assist	American Medical Technologist (AMT) exam for Registered Medical Assistant (RMA), a national designation. The state recognizes the students as MA-C (Medical Assistant-Certified). Students receive a temporary one-year license to practice following completion of their externship prior to taking the exam.	BBCC is establishing a method to collect these certification and licensure rates
Nursing – Registered Nursing	National Council Licensure Examination of Registered Nurses (NCLEX_RN)	100%
Nursing – Practical Nursing	National Council Licensure Examination of Practical Nurses (NCLEX_PN)	100%
Nursing Assistant	Washington State Certification Examination Nursing Assistant – Certified (NAC)	75%

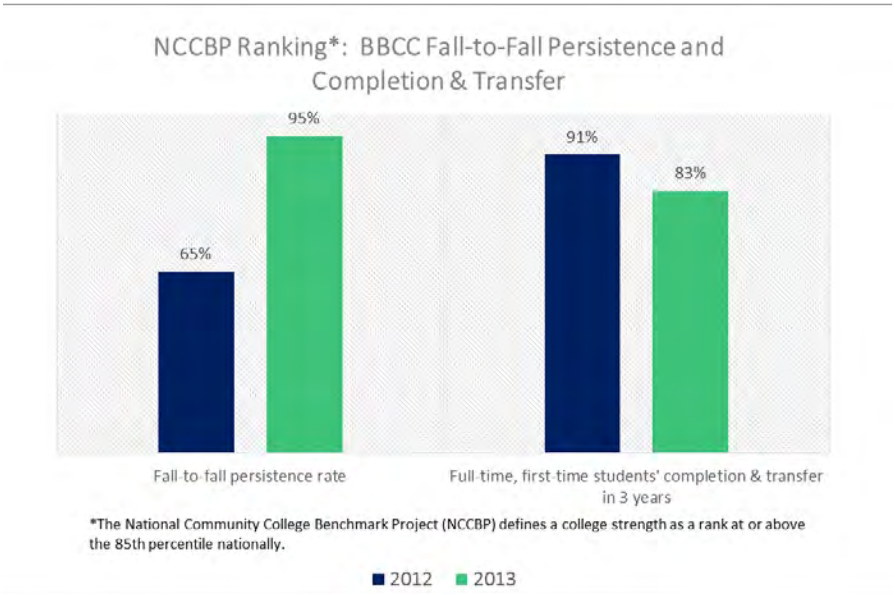
BBCC is establishing a method to collect certification and licensure rates for all other programs that have industry certifications.

Prepared by Deans Garrett and Rasmussen

Indicator 2.2b – CCSSE data on academic challenge

Tab R: Community College Survey of Student Engagement (CCSSE) – Academic Challenge

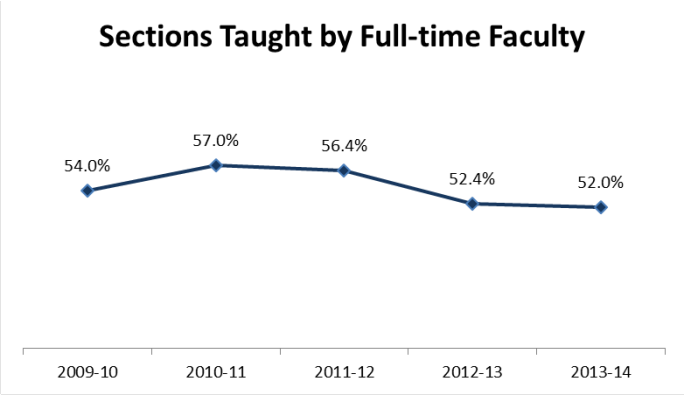
Indicator 2.2c – NCCBP data on success rates



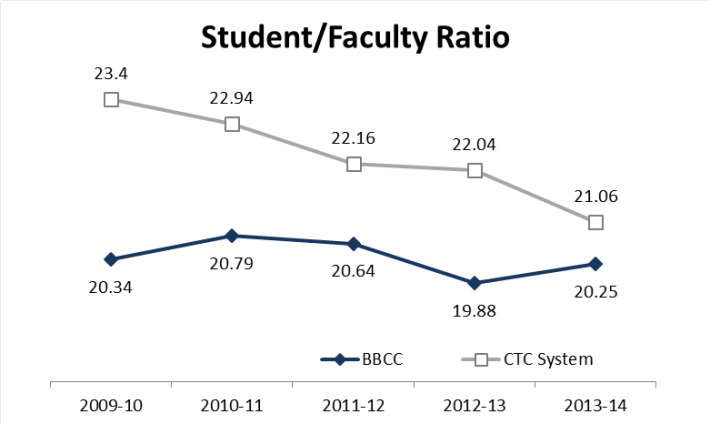
Indicator 2.2d – MRTE+ data on transfer success

As reported in the 2014 Excellence in Teaching and Learning Monitoring Report, working with the SBCTC transfer database (MRTE+) has proven to be time intensive and challenging. The size of the database requires BBCC's Database Administrator to write code to extract data. The last data that was extracted seems to be incomplete. For example, transcript information was pulled for students who took Psychology at BBCC then took Psychology at a Washington State Public Baccalaureate Institution. (This was to be repeated for the various disciplines.) While students' grades at the four-year institutions were good, records for only 20 students were found; thus, limiting any conclusions to be drawn.

Indicator 2.2e – Sections taught by full-time faculty



Indicator 2.2f – Student/Faculty ratio



Objective 2.3: BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes

Indicators 2.3a and 2.3b – Budgets and attendance for professional development

Tab S: Professional Development and Budgets

Indicator 2.3c – Report on Professional Technical certification plans

Requirements for WAC 131-16-094 state that all Professional Technical instructors be certificated. This applies to full-time faculty and to faculty teaching two-thirds full-time load for more than three quarters.

Each instructor shall work with the Dean of Professional Technical Education to develop a documented professional development plan that identifies areas for professional growth. First, the faculty complete an assessment of their current skills in particular areas and identify areas of highest priority for professional development. They then identify particular items which document that the professional development objective was achieved. Much of this is done via software provided through the Washington State Board for Community and Technical Colleges (SBCTC).

The plan must include, at a minimum:

- Student instruction
- Supervise learning environments
- Implement curriculum, outcomes, and assessments

The instructor is approved for a three-year initial certificate, after which they are given a five-year certificate. The Dean's office tracks this and ensures all instructors have current certification in

compliance with this WAC. This is a valuable process to focus on areas of professional development for newer and experienced faculty.

Prepared by Deans Garrett and Rasmussen

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Tab R

Community College Survey of Student Engagement (CCSSE) – Academic Challenge

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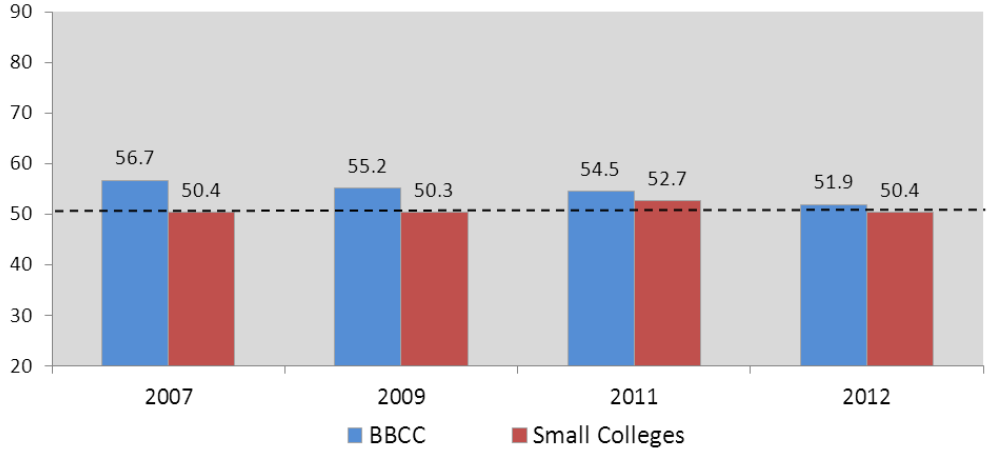
Big Bend COMMUNITY COLLEGE
Institutional Research and Planning

2012 CCSSE Benchmark Scores

11/28/2012

Academic Challenge

The weighted mean across the national cohort is **50**, indicated below by the dashed line; the standard deviation is 25.



					During the current school year, how much has your coursework at BBCC emphasized the following (*very much* or *quite a bit*):									
	Examinations during the current school year *extremely* challenged you to do your best work at BBCC		BBCC encourages you *very much* or *quite a bit* to spend significant amounts of time studying		Analyzing the basic elements of an idea, experience, or theory		Synthesizing and organizing ideas, information, or experiences in new ways		Making judgements about the value or soundness of information, arguments, or methods		Applying theories or concepts to practical problems or in new situations		Using information you have read or heard to perform a new skill	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status														
Hispanic Female	50	74.9%	59	83.2%	40	55.9%	50	70.7%	33	47.2%	33	46.6%	38	53.3%
Hispanic Male	40	80.9%	41	80.8%	34	65.6%	32	61.2%	29	56.0%	28	54.8%	28	55.2%
Hispanic All	90	77.5%	100	82.2%	74	60.0%	81	66.7%	62	50.9%	61	50.0%	66	54.0%
White Female	81	67.7%	98	80.9%	83	68.1%	80	67.0%	72	59.1%	81	66.6%	80	65.7%
White Male	75	71.4%	80	75.3%	80	73.6%	58	54.8%	57	53.0%	61	55.8%	70	63.7%
White All	157	69.4%	178	78.3%	162	70.6%	138	61.2%	129	56.2%	140	61.5%	149	64.8%
First Generation	101	76.6%	107	79.9%	91	67.8%	89	66.9%	71	52.8%	79	59.7%	86	64.2%
Not First Generation	111	68.9%	128	78.7%	116	70.5%	105	64.5%	99	60.2%	98	59.8%	96	58.3%
ALL	274	71.9%	310	79.3%	264	66.7%	247	63.3%	215	54.5%	222	56.8%	239	60.6%
Data is* not *weighted by full-time/part-time enrollment status														
Full Time	237	72.1%	266	78.3%	245	71.0%	227	66.6%	196	57.1%	208	61.2%	223	64.8%
Part Time	35	71.5%	41	82.0%	28	56.0%	27	55.1%	24	48.0%	23	46.0%	25	50.0%

Small group numbers in table may not add-up to "all" numbers due to rounding.

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Tab S

Professional Development and Budgets

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Excellence in Teaching and Learning Objective 2.3 BBCC supports professional development for faculty and staff			
Area/Department	Staff Member	Professional Development Activity	Approx. Budget Amount (if applicable)
ABE/ESL	All ABE/ESL faculty	Quarterly basic skills inservices (FWS)	$1,200
ABE/ESL	Rosemary Parsons, Hope Candanoza	CASAS Cadre training CBC	$600
ABE/ESL	Valerie Wade, Raquel Villasenor	Contextualizing ABE Training, Renton Technical College	$400
ABE/ESL	Rosemary Parsons	eLearning Conference, Spokane	$200
ABE/ESL	Hope Candanoza	Faculty/Staff of Color Conference	$400
ABE/ESL	Kathy Mae Dickinson, Maggie Perez, Sandy Cheek	Quarterly I-DEA Convenings, Green River CC (cost is per meeting)	$1,200
ABE/ESL	Valerie Wade	New Faculty Institute	$400
ABE/ESL	Sandy Cheek	Presentation at State Workforce Coordinating Board Olympia; read QBQ!; taught Nov. Lunch & Learn	$400
ABE/ESL	Mary Lucas, Susan Blackwell	WA Educators of Speakers of Other Languages (WAESOL) Conference, Seattle (cost is per meeting)	$400
ABE/ESL	Rosemary Parsons, Valerie Wade	COMPASS Compact conference	
ABE/ESL	Amber Giles, Michelle Osburn, Jody Bortz	Contextualized Learning Spokane	$200
ABE/ESL	Sandy Cheek	Council for Basic Skills quarterly meetings (various locations; cost is per meeting)	$400
Academic Instructional Programs	Academic faculty	Faculty Professional Development (combined)	$8,432
Aviation Maintenance	Howard Temple	Hazard Communication Training (BBCC)	
Bookstore	Courtright, Caren	Attended Supervisory Training	
Business Information Management	Willingham, Tom	Who Killed Change; Zapp!; The One Minute Manager	
Business Office	Rios, Char	Taught August Lunch & Learn; Leadership & Communication Training	
Campus Safety	Jim Meyers	Security Training (BBCC)	
Classified Staff	39 participants	Local & Global Issues (Speaker: Dr. Leas) - two sessions	
Classified Staff	26 participants	TLR, Leaves, Vacation - Oh my! (Speaker: Kim Garza) - two sessions	
Classified Staff	29 participants	Teambuilding & Communicaiton Scavenger Hunt (group activities) - one session	
Classified Staff	Various participants	CPR, First Aid, and AED Training (Speaker: Elli Nelson) - two sessions	
Classified Staff, Admin/Exempt Staff, Faculty	Various participants	Active Shooter Training	
Counseling/Advising	MariAnne Zavala-Lopez	Advising and Counseling Council; Effective Leadership; DSS and Accessibility Services; University of Idaho Info. Meeting; Washington State Student Services Conference; HB 1079 Summit: A Decade of Dreaming	$1,345
Disabled Student Services	Loralyn Allen	Leadership, Diversity, Peak Performance Workshop; How To Handle Disruptive & Dangerous Behavior:10 Innovative Approaches to Addressing Mental Health Issues on Campus; Disabled Student Services Council/Washington and Post-Secondary Education and Disability ConferenceAHEAD Documentation Guidelines Training; Advising Council Meeting; A Minefield of Liability; Disability Support Services Council Winter Meeting; From Military to Civilian; Assistive Technology/Information Technology Training (Go Wise); Case Study of Section 508 Testing Programs in Four Federal Agencies; Disabled Student Services Council/Washington and Post-Secondary Education and Disability Conference; Washington State Student Services Council Conference	$2,066
eLearning	Tim Fuhrman, Zach Welhouse	eLearning Meetings	$447
eLearning	Tim Fuhrman, Zach Welhouse	Instruction Conference 2014	$2,048

Excellence in Teaching and Learning Objective 2.3 BBCC supports professional development for faculty and staff			
Area/Department	Staff Member	Professional Development Activity	Approx. Budget Amount (if applicable)
Finance & Operations	Gail Hamburg	Incident Action Plan; Supervisory Training on New Employee Assistance Program; BBCC Neighborhood Emergency Planning; Economic Impact Study EMS; Speaker Deion Jordan; Employment Law; BAC Meetings (incl. Financial Statement Project, Continuity of Operations Planning Training, & ctcLink); ctcLink Wave 2 Kickoff; Phase II DOC Energy Grant; DOC Energy Grant Application; Capital Project; Interactive Classroom Overview; Review proprosed Updates to SAAM 75.50 Aircraft; taught May Lunch & Learn	$1,600
Financial Aid	Iverson, Jeremy	Attended Supervisory Training	
Financial Aid	Shankar, Jille	Read QBQ; Completed Spanish 101, 102	
Financial Aid	Jonie Walker	Financial Aid Training	
Human Resources	Robin Arriaga	From Military to Civilian: Effects of Deployment and the Challenges of Reintegration (BBCC)	
Human Resources	Robin Arriaga	Position Allocation Training	
Human Resources	Garza, Kim	Taught March/April/September Lunch & Learn; Complete CUPA Bootcamp; Taught Performance Management Class; The Five Dysfunctions of a Team	
Human Resources/Payroll	Karen Okerlund, Angie Smith, Robin Arriaga	Health Care Authority Open Enrollment Training (Moses Lake)	
Institutional Research	Valerie Kirkwood	Research & Planning Commission 2013 Fall Conference	
Institutional Research	Valerie Kirkwood, Starr Bernhardt	Research & Planning Commission 2014 Winter Conference; Introduction to SQL	
Institutional Research	Starr Bernhardt	The Association's "Leading from the Middle" Retreat; TACTC Measuring Up Workshop; STTACC Meeting	
Instruction	Garrett, Kara	Read Lead with LUV; Read Turnaround Leadership; AVID Leadership Training	
Instruction	Kara Garrett, Terry Leas, Dave Hammond, John Peterson, Chris Riley, Jenny Ratigan	AVID Summer Institute (majority of costs paid by WSU Gear Up)	$13,256
Instruction	123 participants - faculty & admin/exempt (duplicated headcount)	AVID Strategy Workshops & Planning Days (majority of costs paid by WSU Gear Up)	$21,000
Instruction	–	AVID Resource Library (majority of costs paid by WSU Gear Up)	$3,150
Instruction	16 faculty	AVID Implementation Stipends	$8,000
Instruction	James Ayers, Lindsay Groce, Cara Stoddard, Jan Elliston	New Faculty Orientation, Clover Park Technical College	$600
Instruction	Tim Fuhrman, Lance Wyman, Tyler Wallace, Andre Guzman	NISOD, May 2013	$9,481
Instruction	Tyler Wallace	Association Executive Board Meetings	$400
Library	Tim Fuhrman	NW eLearning Conferences; ELC Meetings; LMDC Meetings; C2C Summit/Unversity of Washington	$421
Library	Zach Welhouse	IGNIS Webinar	
Library	Teresa Sweeney	NW ILL Conference; provided training on library circulation use; WorldShare ILL webinars; Question Point Training	$651
Library	Libby Sullivan	Instruction - New Faculty; ASK WA; Libguides	$301
Library	John Anderson	Microsoft IT Academy Training; Question Point Training	$119
Library	Teresa Curran	Custom Holdings Webinar	
Library	Kathy Aldrich	Question Point Training; STTACC Meeting; Safe Zone Training	
Maintenance & Operations	Brad Beuckman	Fire Alarm Training (Moses Lake)	
Maintenance & Operations	Rick Tincani	Safety Training Update (BBCC)	
Maintenance & Operations	Joe Russell	Excavation Safety for Competent Persons Training	
Maintenance & Operations	Randy Fish, Jim Tincher	Planet Turf Seminar; Noxious Weed Meeting; Pesticide Recertification	
Maintenance & Operations	13 participants	New Hazard Standards Training	
President's Office	Leas, Terry	WACTC President Academies; TACTC Trustee Orientation; NWCCU ALO Workshop; ACCT Governance Leaderhsip Institute; TACTC Conference; AVID in Higher Ed; ACCT Conference; ACCT Conference Presenter; NWCCU Evaluator Workshop; ELA; ELA Presenter	

Excellence in Teaching and Learning Objective 2.3 BBCC supports professional development for faculty and staff			
Area/Department	Staff Member	Professional Development Activity	Approx. Budget Amount (if applicable)
President's Office	Dourte, Melinda	TACTC Measuring Up Workshop; Completed English 101	
Registration/Admissions	Debbie Simpson	Running Start Coordinator's Meeting (Spokane)	
Registration/Admissions/ Business Office	Barbi Schachtschneider	Project Management	
Safety & Security	Foreman, Kyle	Taught June Lunch & Learn	
SSS TRiO	Nancy Leach	NEAOP Conference (Portland, OR)	
STEM	Rafael Villalobos	NACADA Summer Institute; Career Coach Training	
STEM	Andre Guzman	Title III/IV HSI Directors Meeting March 2014	
STEM	Andre Guzman, Tyler Wallace	The Association STEM Conference November 2013	
STEM	Jim Hamm	WCERTE WASHINGTON STATE 4 AND 2 YR ENGINEERING CONFERENCE FEB 2014	
STEM	Tyler Wallace	Hour MyAcademic Workshop; TutorQ Presentation at Tacoma Community College; Leading from the Middle: State Board and Legislature; EDUC 746 Conflict Resolutions at Liberty University, 3 credits; Core to College Project Conference; OER Webinar; Building a Common Foundation Webinar; EDUC 758 Teaching the College Student at Liberty University, 3 credits; Hawks Online Homework Webinar; MyAcademicWorkshop; Flipped Classrooms Webinar; Association Leadership Conference; Gadget Menagerie; Nursing DTA MRP ITV Workshop; EDUC 715 Quantitative Methods of Research at Liberty University, 3 credits; 2014 Washington State Math Conference; EDUC 741 Theories of Educational Leadership at Liberty University, 3 credits; EDUC 747 Adanced School Law at Liberty University, 3 credits; Read 7 Habits of Highly Effective Leaders; Read Conflict Resolution; Read Teaching at its Best; WA State Math Conference; ATL Conference; Best Practices Exchange; STEM Pathways; Leading From the Middle: Human Resources; Accessibility from the Instructor's Point of View; ATC Meeting; Advanced Educational Statistics; Supervisory Training; Conflict Resolution; WA Canvas Connection	
STEM, Institutional Research	Tyler Wallace, Carla Louise Christian, Valerie Kirkwood, Starr Bernhardt	The Association's "Big Data" Conference	
Student Activities	Jackson, Kim	Safe Zone Training; LEAN Training; Regional NACA Conference; Annual Student Life Advisors Institute; Regional Association of Programs and Campus Activities	$3,730
Student Services	Lacher, Candy	Attended The Call & Responsibility of Leadership; Management & Supervision	
Student Services (Title V)	Jenn deLeon	Training 2014 Conference; Introduction to Copyright and Fair Use; Creating Culture that Rocks; NW eLearning Conference; Just Listen: Tips from a Former FBI Negotiation Trainer on How to get Through to Anyone	$4,640
WorkForce Education Services	Summers, Heidi	Read The 21 Irrefutable Laws of Leadership; Good to Great; Strengths Based Leadership; What the Most Successful People Do Before Breakfast; Seven Habits for Managers	
Workforce Education Services, Instruction/STEM, Counseling, Disabled Students Services	Alicia Wallace, Tyler Wallace, Loralyn Allen, MariAnne Zavala-Lopez	Bridges Out of Poverty Workshop	

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Community Engagement
(Provided in full, April 2014*)

Outcome: BBCC supports economic development, nurtures community and industry partnerships, and acts as a responsible steward of resources.

**Highlights* from this report are provided here. The full report can be found online at http://www.bigbend.edu/information-center/institutional-research-planning/monitoring-reports/.

Objective 3.1: BBCC works with community and industry partners to support economic development

Indicator 3.1a – Inventory of active partnerships

Business and Industry Partnerships 2013-14	
Astareal Technologies Inc.	• BBCC worked with Astareal to identify training needs and provide appropriate training programs for new employee training initiative
Eastern Washington University	• Coordinating with EWU to bring local employers advanced Project Management Workshop that has been requested by manufacturing industry employers
Gonzaga University	• Introductory project management training to community businesses
Genie Industries	• Grant funding is being sought to assist with funding new employee training creating approximately 400 new jobs in the community in 2014
NectarMedia (Spokane, WA)	• Social Media Bootcamp
Northwest Agricultural Business Center	• "Orchard to Shelf Workshop" to provide options for those looking to expand into new business venues with current/ future crops
REC Silicon	• On-Site Microsoft Office Suite training provided to all staff at REC through a JSP grant and BBCC adjunct instructor • Over 60 hours of Leadership training provided to 60 REC managers by Louisiana University and BBCC funded by JSP grant • BBCC continues to work with REC to identify training needs and provide appropriate training programs
SGL ACF	• BBCC continues to work with SGL ACF to identify training needs and provide appropriate training programs • JSP grant will assist with training needs of SGL ACF during the current expansion, SGL ACF is anticipating 60 new employees during 2014
Society of Human Resource Managers (SHRM)	• BBCC continues to work with SHRM to identify training needs and provide appropriate training programs • Co-Sponsored supervisory skill training this year for local employers'managers
SVZ	• BBCC continues to work with SVZ to identify training needs and provide appropriate training programs • Currently working on JSP Grant request with SVZ to support their 2014 expansion which will add approximately 15 employees and require the retraining of 45

Swain Associates (Spokane, WA)	• Leadership Training for local businesses

Indicator 3.1b – **Report on economic impact**

Education is the key to economic success. In 2011, close to half of the US was either categorized as being in poverty or having earnings that classify them as low-income. By 2018, it is estimated that two-thirds of all Americans will need a postsecondary credential or degree for employment. Based on BBCC's service district's low educational attainment and high poverty levels (tables below), the college plays a key role in education and training for district residents, enabling them to move into higher paying jobs.

	Adults 25 years + with less than a High school diploma, GED, or alternative, 2012	**Persons below Poverty Level (2008-2012 American Community Survey 5-Year Estimates)**
BBCC District Population	26%	21%
BBCC District Hispanic Population	61%	27%
Washington State	10%	13%
USA	14%	15%

Per Capita & Median Household Income

	Adams	Grant	District	Washington	USA
Per Capita Income	$ 16,539	$ 20,324	$ 19,674	$ 30,661	$ 28,051
Median Household Income	$ 45,531	$ 41,798	$ 42,439	$ 59,374	$ 53,046

State & County Quick Facts 2008-2012

Impact on the community

As a local employer, BBCC paid over $9 million in salaries and nearly $3 million for benefits in the 2012-13 academic year (59% and 19% of total expenditures, respectively). Typically, approximately 80% of the college's state operating budget is dedicated to salaries and benefits.

In spring of 2014, BBCC's Professional Technical Education Center (PTEC) was rated number one on the Washington State Board Community and Technical Colleges' Capital Projects list. If the state funds capital projects, the predesign and design will begin in the 2015-17 biennium with construction to be completed in the 2017-19 biennium. The total cost of the project will be approximately $36 million. The new PTEC facility will offer state-of-art teaching and learning opportunities; a safe, accessible, and sustainable campus; create a sense of campus identity; expand and enhance partnerships and collaboration; and increase community engagement with the college.

Prepared by Vice President Hamburg

Objective 3.2: BBCC works with K-12 and university partners to provide educational opportunities

Indicator 3.2a – Inventory of current dual credit programs

BBCC offers dual credit programs to high school students through Running Start opportunities on campus, College in the High School, and Programs of Study (formerly Tech Prep). In 2013-14, 226 students participated in the Running Start Program – 47 more than in 2012-13.

Between College in the High School and Running Start classes offered at Ephrata High School, total enrollment was 133 (duplicated) Ephrata students in 2013-14.

Indicator 3.2b – Analysis of partnership opportunities

AVID (Advancement via Individual Determination)

Implementation of AVID for Higher Ed gives BBCC new opportunities to partner with AVID high schools: Ephrata, Moses Lake, Othello, Quincy, Soap Lake, and Warden. AVID for Higher Ed focuses on college readiness, study skills, and critical thinking, as well as professional development for faculty and staff.

Early Childhood Education (ECE)

A Title V Cooperative Grant with Heritage University guided the development and articulation of an Early Childhood Education (ECE) program. The ECE program on the BBCC campus was completely revised over the previous four years. Curricular revisions brought the program into closer alignment with the needs of the school districts and other employers of ECE graduates. Enrollments in the ECE program increased substantially as the program became viable again. Not only did enrollment increase, but last year saw the largest graduating class in the history of the ECE Program.

University Partners

In 2013, BBCC started a new partnership with Whitworth University to offer classes through the University Center; however, Whitworth could not generate enrollment for the program and has withdrawn from the University Center at this time. They hope to explore other opportunities in the future.

Washington State University Tri-Cities has signed a new agreement with BBCC to promote transfer opportunities. Additionally, they are signing an agreement to use the University Center as a remote site for WSU classes.

Objective 3.3: BBCC practices responsible use of resources, including fiscal and natural resources

Indicator 3.3a – Budget process is tied to strategic goals

BBCC's operating budget process has not changed for several years. The college receives a state allocation and then adds tuition and local revenues based on revenue forecasts. Current budget information is carried forward from year-to-year. Academic and Professional Technical divisions are given an amount to divide among the programs based on needs following discussions among division chairs and deans. Major additions or reductions in funding are taken to the Budget Review Task Force and discussed.

Approximately $3.8 million in state funding was cut from BBCC during 2008 to 2012. During this time, travel was limited, equipment purchases were reduced or delayed, positions were not filled as employees retired or resigned, and alternative sources of revenue were pursued. A Budget Review Task Force was formed to discuss budget topics and ideas for each budget reduction as well as ideas to generate new revenue. All proposed budget cuts were reviewed with this group before they were presented to the Board of Trustees. The same process is followed when new funding is received from the state. We hope to receive funding for replacing positions lost during the budget cuts and for increasing salaries of employees.

In preparation for this possibility, a Compensation Philosophy Policy was developed and adopted by the Board of Trustees in March 2014. A comparison of salaries to 2013 market data has been completed. A comparison of salaries to 2014 market data is in process and expected to be complete by May 1, 2014. Information derived from this analysis will support the college's efforts to obtain appropriate salary funding from the state legislature. As funding permits, salary increases shall focus on maintaining market alignment, supporting internal equity, recognizing length of service, maintaining key personnel, and rewarding performance.

Prepared by Vice Presidents Hamburg and Garza

Indicator 3.3b - Inventory of sustainable practices is increasing

Lighting Project

The lighting project (completed fall 2013) improved internal lighting in eight buildings by installing new energy efficient lights, LED exit signs, and occupancy sensors. The external lighting on campus was also improved. New energy-efficient exterior pole lights, exterior walkway lights, and wall packs were installed along the exterior of the buildings. Safety, security, and energy efficiency were improved.

Recycling

BBCC has been recycling paper and cardboard for several years. In 2013-14, the Rho Zeta Chapter of Phi Theta Kappa (PTK) began a project to expand recycling efforts on campus. The college bought containers and the PTK students distributed them in most buildings on campus

for aluminum and plastic recycling. PTK members are responsible for emptying the receptacles. The recycling project was awarded 2nd place at the Greater Northwest Regional Meeting in March.

Greenhouse Gas Reduction Plan

The college has a Greenhouse Gas (GHG) Reduction Plan as mandated by State legislation. This plan includes annual emissions tracking and reduction planning. Some strategies the college is implementing include education and outreach, development of on-campus educational sessions, energy conservation programs, efficient construction designs for new and remodeled buildings, optimal scheduling of facility use, and building/systems/equipment efficiency upgrades.

Human Resources Efficiencies

This year, the Payroll Department reduced the number of hours to process payroll each month. Prior to September 2012, BBCC ran 24 semi-monthly payrolls for classified, administrative/exempt, and faculty and another 12 monthly payrolls for part-time hourly employees and students. In September 2012, all BBCC employees were moved to the semi-monthly payroll cycle. This change reduced the number of hours needed to process each separate payroll and improved the satisfaction of student and part-time hourly employees as they then received two paychecks each month rather than one.

The Human Resources Office was able to reduce the amount of time needed to fill vacant positions by streamlining the recruitment process. The HR department provides additional support to committees in the area of scheduling, reference checking, and developing interview questions and candidate summaries. This has reduced the amount of time needed to recruit and select candidates. As a result of these changes, the department was able to successfully support the recruitment of five faculty positions, four admin/exempt positions, and two classified positions during a five-month period.

Miscellaneous Reductions

Due to budget cuts, BBCC has implemented several cost saving measures since 2008. The grounds have not been fertilized or watered as often. Changes in printing practices were instituted that resulted in a reduction in paper and printing supplies used. Although the college has implemented many resource saving measures, the nature of the changes make it difficult to quantify the overall reduction in resources.

Objective 3.4: BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community

Indicator 3.4a – Training opportunities increase multicultural awareness and ability

Intercultural Communication Training

BBCC is currently researching and making arrangements to offer a training session for all faculty and staff on Intercultural Communication based on AVID training. Intercultural competency enables faculty, staff, and students to think more deeply about their values and assumptions and supports the development of a curriculum relevant in a global society. Participants will develop an understanding of how personal beliefs influence student success; understand the context-bound role of the instructor and the classroom; describe the philosophies and values of culturally relevant educational practices; identify and enhance intercultural skills in order to strengthen relationships, as well as deepen analysis related to various disciplines; and integrate WICOR (Writing, Inquiry, Collaboration, Organization, and Reading to Learn) strategies into the teaching process towards the goal of praxis (action).

Prepared by Vice President Mohrbacher and Dean Garrett

BBCC Library

The library seeks to promote multicultural awareness and ability through hosting informational displays and creating displays of library resources focused on a wide variety of topics. For example, each year the library hosts a display created by the M.E.Ch.A student group relating to el Dia de los Muertos (the Day of the Dead). Examples of library displays include book and other media displays for National Women's History Month and Black History Month.

ASB Sponsored Multi-cultural Activities (Tab M)

The ASB actively promotes events that increase cultural awareness. Below is a list of student-sponsored events.

- February 2013 – Black History Month, Speaker Eric Davis – attendance 30+
- May 2013 – Native American Comedian, Larry Omaha – attendance 60+
- May 2013 – Performers Quichua Mashis, music from the Andes – attendance 139
- March 2014 – One World Taiko, Japanese Drummers – attendance 280
- March 2014 – Mardi Gras Lunchfest – attendance 201
- February 2014 – Black History Month Speaker, Dan Johnson – attendance 55

Indicator 3.4b – **Students, employees and partners report feeling welcome on campus**

Students

In 2014, 471 students participated in the Spring Enrollment Survey. Students reported that they felt welcomed on campus (98%), that their own cultural background was accepted by others (89%), and that their understanding and acceptance of other cultures has increased (82%).

Employees

BBCC employs over 450 full-time and part-time faculty, staff, and students. During the 2012-13 fiscal year, the college's turnover rate (full-time positions only) was 6.6%. Turnover is calculated by taking the total number of separations divided by the number of employees.

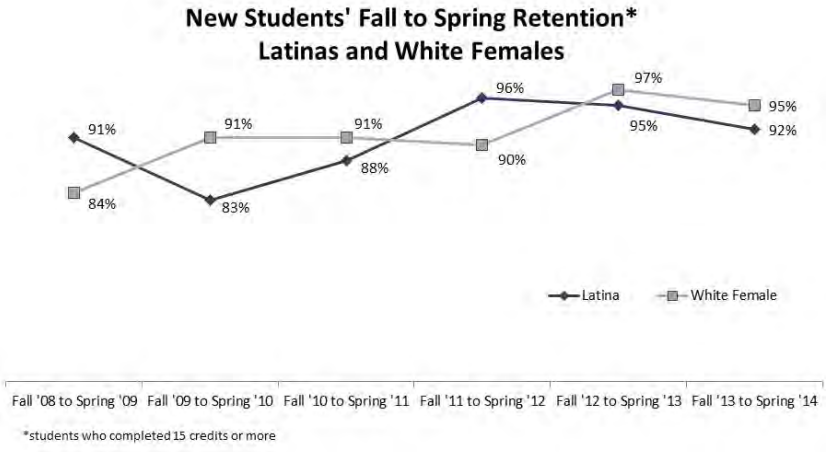
BBCC received high marks as an employer on the 2012-13 exit interview forms. Eleven (11) of the 12 employees rated BBCC as "Above Average" or "One of the Best" as an employer and all separating employees would recommend BBCC as "great place to work." Comments indicated that BBCC could do a better job of providing training and development opportunities for employees.

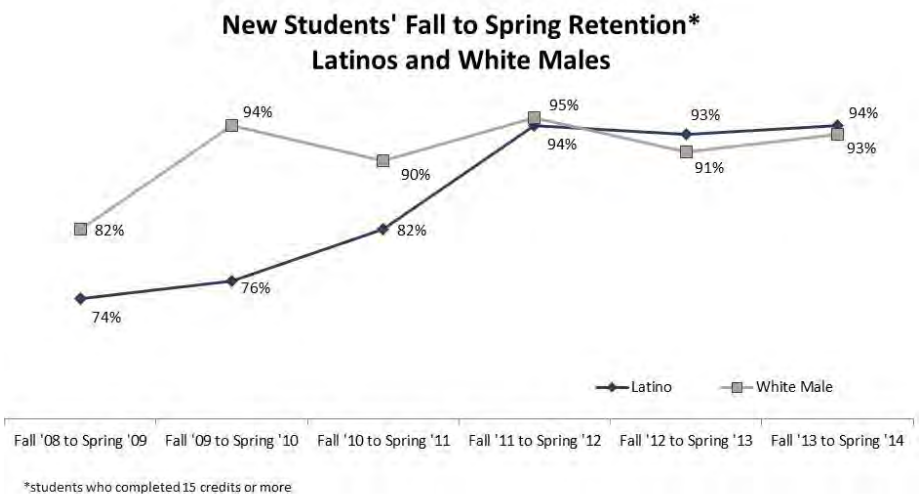
In 2013-14, committees were formed to develop effective and useful professional and personal development opportunities for BBCC administrative exempt and classified staff employee groups. Calendars of training sessions for each (respectively) can be found in Appendices T and U.

Prepared by Vice President Garza

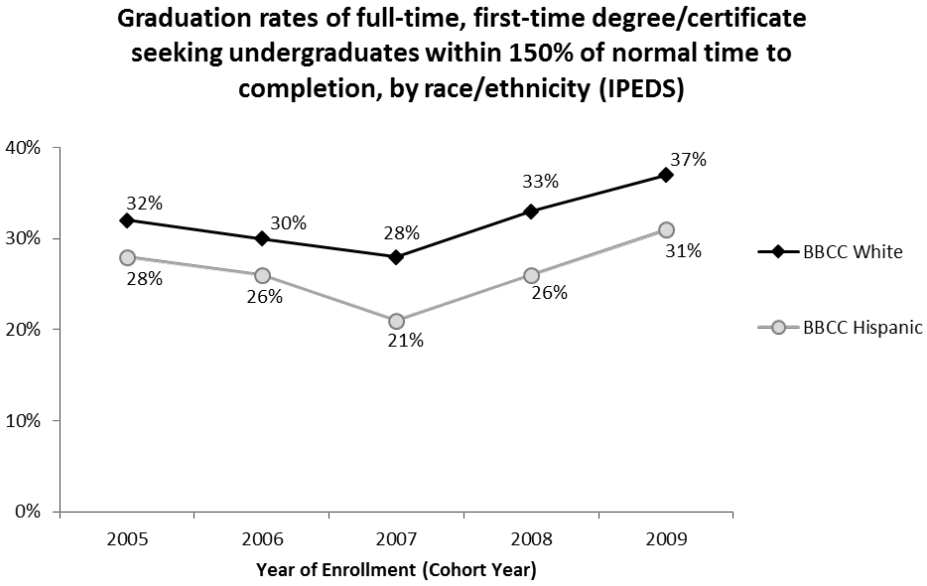
Indicator 3.4c – **Data is disaggregated to show equivalent success for all student groups**

Comparison of fall-to-spring retention of different racial/ethnic student groups indicates that the gap between Latino and white students' retention is closing for both males and females.





Although BBCC outperforms the IPEDS national comparison groups (white and Hispanic*), there is still a performance gap between BBCC Hispanic and white students' completions as shown in the chart below. (*as designated by IPEDS)



Tab T

Leadership Development Team's Annual Administrative/Exempt Employee Training Calendars

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2013 Leadership Development Calendar

WORKSHOPS – Sessions held in the Masto Conference Center.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
February 5th 2 hours Masto Conference Center **Supervising in a Diverse Workplace**	April 30th 90 minutes Masto Conference Center **QBQ!**	September 18th 90 minutes Masto Conference Center **Dion Jordan Leadership Workshop**	October 3rd 3.5 hours Masto Conference Center **Introduction to LEAN Principles**

LUNCH-N-LEARN – Sessions will be held in the Hardin Room. Please bring your lunch.

January	February	March 5 & 15 **Performance Evaluations** Kim Garza	April 2 & 19 **TLR, Leaves, Vacation, Oh My!** HR/Payroll
May 7 & 17 **FMS Query & Budgets** Gail Hamburg	June 4 & 21 **Safety** Kyle Foreman	July 15 Only **Employee Assistance Program** First Choice EAP	Aug 6 Only **Travel Policies & Van Usage** Char Rios & Hope Strnad
Sept 3 & 20 **Employment Law 101** Kim Garza	Oct 1 & 18 **Microsoft Outlook** Tom Willingham	Nov 5 & 15 **Work/Life Balance** Sandy Cheek	December None Scheduled

"To inspire, promote, and develop Big Bend employees to be leaders *wherever* they are and in *whatever* they do."

2014 Leadership Development Calendar

Competency Focus Areas for 2014: Organizational Knowledge, Communication, Continuous Improvement, Organizational Strategy, and Administrative

WORKSHOPS – Sessions held in the Masto Conference Center.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<u>March 17th</u> 3.5 hours Masto Conference Center **Strategic Planning** **Brian Willett**	<u>May 5th</u> 2 hours Masto Conference Center **Influencing Others** **Mike Bolander**	<u>July 10th</u> 2 hours Masto Conference Center **Conflict Resolution** **Maria Agnew**	<u>November</u> 2 hours Masto Conference Center **Change Management**

LUNCH-N-LEARN – Sessions will be held in the Hardin Room unless noted otherwise.

January 27* **Liability Q & A** Toni Ursich, AAG	February 4 & 14 **Local & Global Issues** Terry Leas	March 4 & 21 **LEAN Follow-up** Video	April 8 & 18 **Coaching Beyond the Review** Kim Garza
May 6 & 16* **Developing Proposals** Panel	June 3 & 10 **VAWA, Title IX, Clery Act** Kyle Foreman	July 1 & 18 **Continuous Improvement** Tom Willingham	August 5 & 15 **Perspectacles; The Assumptions We Make Everyday** Aryan Dehborzorgi
Sept 2 & 19 **Ethics** TBD	Oct 7 & 17 **FMS Query II** TBD	Nov 4 & 21 **Investigations & Discipline** TBD	December None Scheduled

"To inspire, promote, and develop Big Bend employees to be leaders *wherever* they are and in *whatever* they do."

*The January 27th session will be held in Masto A & B. The May 16th session will be held in 1855-B.

Tab U

Staff Training and Recognition (STAR) Committee's Annual Classified Staff Training Calendar

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2014 Classified Staff Training Calendar

Focus Areas for 2014: Organizational Knowledge, Continuous Improvement, Communication, and Decision Making

WORKSHOPS

Spring Quarter	Spring Quarter *Two sessions available!*	Summer Quarter	Fall Quarter
April 11 9:30-12:00 Room 1601/ Campus-wide **Scavenger Hunt: Communication & Teambuilding**	**May 30** 9:00-11:30 or 3:00-5:30 Masto Conference Center **On-the-Job Safety Training**	**July 10** 1:30-4:00 Masto Conference Center **Problem Solving & Confronting without Conflict**	**October 10** 9:30-12:00 Masto Conference Center **Active Shooter Training & Basic Self-Defense**

TRAINING SESSIONS

January	**February 13**	**March 7**	**April 17**
None Scheduled	10:00-11:00 and 3:30-4:30 Room 1250 **Local & Global Issues** President Terry Leas	8:00-12:00 and 2:30-6:30 **CPR/First Aid** Note: this will be a 4-hour training session offered by Campus Safety & Security PLEASE REGISTER WITH KYLE FOREMAN	10:00-11:00 and 3:30-4:30 Library, Room 1802 **TLR, Leaves, Vacation – Oh my!** HR/Payroll
May 29 10:00-11:00 Library, Room 1802 **Position Allocation & Performance Evaluations** Kim Garza	**June 19** 10:00-11:00 Room 1218 **Position Allocation & Performance Evaluations** Kim Garza	**July 8, 11, 22, 24, & 25** Tues. & Thurs. 3:30-4:30 and Fri. 10:00-11:00 & 11:00-12:00 BIM Lab, Room 1612 **Office 2013 Tips & Tricks** Tom Willingham	**August 14** 10:00-11:00 and 3:30-4:30 Location TBD **Perspectacles** Aryan Dehbozorgi
September 18 10:00-11:00 and 3:00-4:00 Library, Room 1802 **Navigating the Department of Retirement Website Maze** Robin Arriaga	**October 16** 10:00-11:00 and 3:30-4:30 Library, Room 1802 **BBCC Portal Tips & Tricks** TBD	**November 13** 10:00-11:00 and 3:30-4:30 Masto A & B **Diversity Training** TBD	**December** Holiday Social

STAR COMMITTEE MISSION STATEMENT

"The STAR Committee supports the personal and professional development of all classified staff by planning a variety of useful staff training opportunities, developing programs for the recognition of staff contributions, and maintaining a presence with other groups on the BBCC campus."

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Appendix D

Big Bend Community College
General Education and Program Outcomes
Annual Faculty Assessment Report

2013-2014

Ryann Leonard, Assessment Chair

Overview

Big Bend Community College works hard to provide an environment where our students achieve and succeed in meeting whatever educational goals they set for themselves. Some students seek personal enrichment. Some desire to improve their job-related skills and some are seeking a degree so that they can transfer to a university or start a career. One way we can help students meet their goals is by engaging in continual assessment of our general education and program specific outcomes. The following report is a summary of progress over the past year.

The first part of the report is a review of our General Education Outcomes and related analysis. The second part of the report is a review of program specific outcomes related to our Professional Technical Programs. The third part of the report is our 2013 – 2014 completed plans for each academic and professional technical department.

Part One: General Education Outcomes

Big Bend Community College believes that students who graduate from an academic pathway will demonstrate certain general education outcomes as part of their degree plan. These outcomes center on writing ability, mathematical reasoning, problem solving, interpretation of information, and culture. (See the General Education Outcomes listed below.)

There were two goals regarding general education outcomes. First, faculty were tasked with meeting the most recent accreditation recommendations. Specifically, "The evaluators recommend that the college document enhancement of student learning achievement which is informed and guided by systematic assessment of student learning (4.B.2), that the college develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes. (4.A.3)". To address this, at the Spring 2013 faculty in-service, most academic faculty reviewed their courses and listed the top 5 general education outcomes addressed within those courses (See 2012-2013 report). We believe that with the changes made for the 2013-2014 assessment and the plans provided in the 2014-2015 assessment outlines that these two recommedations are met. The second goal was for faculty to tie the general education outcomes to their department and course level assessment outcomes. While some faculty completed this goal in the 2012 – 2013 academic year, there was even more compliance for the 2013 – 2014 academic year. The general education outcomes addressed are discussed in detail below.

Accredation Recommendations

Related to the first goal is the question of whether students graduating from Big Bend Community College will have assessable documentation of degree learning outcomes. In an attempt to address this question, the top 30 enrolled courses were identified and their corresponding data was extracted from the matrix developed at the Spring 2013 in-service. The top 30 enrolled courses were chosen with the belief that high enrollment in a course means that the course is part of most degrees completed. From the top 30 courses, only 21 of them were college-level courses or courses for which we had general education data. The courses cover a good representation of distribution areas required for the degree (i.e., Humanities, Social Sciences, and Math/Science). Four of the courses were college-level courses (BUS 120, FAD 150, NUTR& 101, PEH 100) but they are courses that are typically taught by part-time instructors and we have no general education data for these courses. Five of the courses were pre-college level courses that many of our students take. For the second year in a row these pre-college courses appear in the list for the top 30 enrolled courses. Last year they were not included in the analysis. This year they are included so we can track the courses to see if they show up in the list continually. It is likely that several Gen Ed outcomes are covered in these courses and perhaps they should be included in our analysis. The courses are ENGL 099, Math 080, Math 094, Math 096, and Math 098. These courses

are not a part of the degree plan but they do influence student learning and provide a foundation for success in future courses.

The data appears to show that students will encounter the majority of the general education outcomes as they complete their transfer degree (See Table 1). The data also show that there are a few general education outcome criteria that students are less likely to perform

- 2.b. Understand and use statistical information,
- 2.c. Understand geometrical concepts,
- 3.e. Recognize extraneous information,
- 5.d. Define and articulate concepts related to the culture of the workplace and community.

If the top 30 courses are a true representation of the most likely encountered courses, then the data may indicate that graduates are not being exposed to all of the general education outcomes. We may want to reconsider whether some of the outcomes should truly remain on the list. Further, if the majority of students enroll in certain pre-college level courses (e.g., Math 94 - 98) then perhaps we should assign general education outcomes to them and include them in the overall assessment of a student's degree. This might also address those lesser encountered outcome criteria.

GENERAL EDUCATION OUTCOMES

1. Students will be able to write clearly and effectively.

1.a. Clarity
1.b. Logical flow from point to point
1.c. Sound support of assertions
1.d. Creative or divergent thinking
1.e. Adhere to conventions of standard written English
1.f. Sources adhere to citation/reference formats

2. Students will be able to reason mathematically.

2.a. Interpret information in graph form
2.b. Understand and use statistical information
2.c. Understand geometrical concepts
2.d. Work with numerical and algebraic relationships

3. Students will be able to solve problems combining and applying knowledge from multiple sources.

3.a. Define the problem
3.b. Break it into steps
3.c. Draw logical conclusions
3.d. Generate multiple and diverse perspectives in trying to solve the problem
3.e. Recognize extraneous information
3.f. Follow directions and fulfill the expectations of the assignment

4. Students will be able to gather and interpret information.

4.a. Distinguish between well-supported and unsupported claims
4.b. Make comparisons and draw contrasts
4.c. Recognize the points of an issue or claim
4.d. Access multiple sources of information

5. Students will be able to define and articulate personal, historical, global and workplace/community aspects of culture.

5.a. Define and articulate an objective sense of personal culture as it relates to external cultures.
5.b. Define and articulate historical aspects of cultures using appropriate vocabulary and examples.
5.c. Define and articulate meaningful aspects of global cultures using appropriate vocabulary and examples.
5.d. Define and articulate concepts related to the culture of the workplace and community.

Table 1. Top 30* Enrolled Academic College Level Transfer Courses and Top Gen Ed Outcomes Covered in Those Courses

	1. Write clearly and effectively						2. Reason mathematically				3. Solve problems combining and applying knowledge from multiple sources						4. Gather and interpret information				5. Define and articulate personal, historical, global and workplace/ community aspects of culture				Enrollment Numbers
	a	b	c	d	e	f	a	b	c	d	a	b	c	d	e	f	a	b	c	d	a	b	c	d	
BIOL 100							5					3	4					1	2						184
BUS 120	NO DATA																								144
CHEM 121							3		4		1	5	2												176
CJ 101			2	4								5						3		1					169
CMST 220			1	2													3	4	5						497
CSS100	4						5				1						2				3				497
ENGL 099	NO DATA																								334
ENGL 101	4	3	2		1	5																			734
ENGL 102			3		2	1								4		5									484
ENVS 100			5				3				1		4						2						183
FAD 150	NO DATA																								223
HIST 136		5			4								3						2			1			202
HIST 137		5			4								3						2			1			150
MATH 080	NO DATA																								191
MATH 094	NO DATA																								365
MATH 096	NO DATA																								435
MATH 098	NO DATA																								424
MATH 107							2	3		1		4	5												127
MATH 141							2			1		3	4			5									241
MATH 146							3	1		2			4			5									205
NUTR& 101	NO DATA																								280
PEH 100	NO DATA																								327
PHIL 101											1	2	3				4		5						127
PHIL 120							2			1		4	3										5		163
POLS 202					5									4					3	2	1				130

PSYC 100				2											1	3	4					5		411
PSYC 200				1									4				5	2		3				154
REL 201																	5		4	1		2	3	117
SOC 101	1															2				5	4	3		300
SPAN 121		5																		3	1	2	5	183

Note: The top 30 enrolled courses were queried; however, 9 of the courses were either pre-college level or were college level courses for which no General Education data was collected. Additionally, numbers within the columns indicate the degree to which the outcome is believed to be covered in the course with 1 being the most addressed outcome in the course.

General Education Requirements by Department

Included in part three of our report are the annual assessment reports and narratives from each department on campus for the 2013 -2014 academic year and plans for the 2014-15 academic year. As you can see there are a variety of assessment outcomes, techniques, and ideas that take place across campus. These outcomes are focused specifically on assessing student learning, program success, and faculty curiosity regarding their students, courses and programs.

For 2013- 2014, our academic faculty refined their assessment goals to more clearly include general education outcomes. Several of the departments successfully included these goals and outcomes and others are still working to refine their assessment.

Our General Education Outcomes consist of 5 primary outcomes with 24 specific criteria divided among the 5 outcomes. For the 2013-14 academic year, departments reported 72 assessments of the various outcomes and specific criteria. This is over double the number of assessments reported last year (last year's numbers in parantheses (30)). Out of those 72 reported assessments, 57 (14) reported that specific benchmarks had been established for the assessments. Of those 57 benchmarked assessments, 49 (11) reported successful achievement of the outcome, for an overall success rate of 86% (79%).

Of the five Gen Ed outcomes, all were assessed at some level. Of the 24 specific criteria related to the five outcomes, 21 out of 24 criteria were explicitly assessed, or 88% of the criteria were assessed. Last year only 58% of the criteria were assessed. This shows a dramatic improvement in one year's time. The only outcomes not assessed this year are 2c, 5a, and 5d. It should be noted that outcomes 2c and 5d are also not well represented in the top 30 enrolled courses. Perhaps these two outcomes should specifically be reassessed for their inclusion in the General Education Oucomes. The summary below is drawn from the assessment reports submitted by all instructional departments and programs. When a specific outcome was not stated the assessment chair reviewed the data provided and tried to determine which outcomes were addressed. For further information on any of these results, see the department reports in part three below.

1. Students will be able to write clearly and effectively.

- English reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.

1.a. Clarity

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Chemistry reports that 63% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Communications reports that 91% of their students accomplished this outcome. There was no benchmark for this outcome.
- Developmental English reported 92% and 80% of students met this outcome in two different courses. The benchmark was 70% and 80% respectively.
- English reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.
- Foreign Language reports that 100% of students accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

1.b. Logical flow from point to point

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported 92% and 80% of students met this outcome in two different courses. The benchmark was 70% and 80% respectively.
- Foreign Language reports that 100% of students accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

1.c. Sound support of assertions

- Chemistry reports that 63% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Communications reports that 91% of their students accomplished this outcome. There was no benchmark for this outcome.
- Developmental English reported that 80% of students met this outcome. The benchmark was 80%.

1.d. Creative or divergent thinking

- Developmental English reported that 77% of students met this outcome. The benchmark was 80%.

1.e. Adhere to conventions of standard written English

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported that 80% of students met this outcome. The benchmark was 80%.

1.f. Sources adhere to citation/reference formats

- English reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.

2. Students will be able to reason mathematically.

2.a. Interpret information in graph form

- Biology reports that an average of 100% of students from different classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Math reports that 71% of students achieved this outcome, with a benchmark of 75%.
- Philosophy reports that 87% of students achieved this outcome, with a benchmark of 75%.
- Physics reports that 76% of students were able to graph data correctly, but only 59% of students were able to successfully make predictions based on that data. The benchmark was 75%; the benchmark was reached on the less complex part of the task, but results were lower on the more complex part of the task.

2.b. Understand and use statistical information

- Math reports that 71% of students achieved this outcome, with a benchmark of 75%.

2.c. Understand geometrical concepts

- No specific assessment reported.

2.d. Work with numerical and algebraic relationships

- Biology reports that 100% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Math reports that 71% of students achieved this outcome, with a benchmark of 75%.

3. Students will be able to solve problems combining and applying knowledge from multiple sources.

3.a. Define the problem

- Biology reports that 100% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported 92%, 80%, and 77% of students met this outcome in three different courses. The benchmark was 70%, 80%, and 80% respectively.
- Psychology reports that students who completed an intensive multi-level assignment on research methods performed just as well on this outcome as students who completed a much simpler assignment, 84% vs. 82%.

3.b. Break it into steps

- Chemistry reports that 65% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Developmental English reported 92%, 80%, and 77% of students met this outcome in three different courses. The benchmark was 70%, 80%, and 80% respectively.
- Psychology reports that students who completed an intensive multi-level assignment on research methods performed just as well on this outcome as students who completed a much simpler assignment, 84% vs. 82%.

3.c. Draw logical conclusions

- Biology reports that an average of 100% of students from different classes accomplished this outcome on a specific assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 77% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 86% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Psychology reports that an average of 77% of students accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Psychology reports that students who completed an intensive multi-level assignment on research methods performed just as well on this outcome as students who completed a much simpler assignment, 84% vs. 82%.

3.d. Generate multiple and diverse perspectives in trying to solve the problem

- Psychology reports that students who completed weekly summaries of the course content performed better on this outcome, 74% vs 84%.
- Psychology reports that students who completed an intensive multi-level assignment on research methods performed just as well on this outcome as students who completed a much simpler assignment, 84% vs. 82%.

3.e. Recognize extraneous information

- Biology reports that an average of 81% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Chemistry reports that 65% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Psychology reports that an average of 77% of students accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

3.f. Follow directions and fulfill the expectations of the assignment

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 81% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 100% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 100% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Chemistry reports that 65% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.

- Music reports that 57% achieved this outcome, with a benchmark of 75%.

4. Students will be able to gather and interpret information.

- Criminal Justice reports that 89% of students accomplished this outcome for the main course project while Exam scores indicated only around 66% of students masatering this outcome. The benchmark was 75% for each assessment.
- History reports that 85% of students accomplished this outcome in multiple assessments. The benchmark was 75%.
- Political Science reports that 78% of students accomplished this outcome in multiple assessments. The benchmark was 75%.

4.a. Distinguish between well-supported and unsupported claims

- Developmental English reported 92% and 80% of students met this outcome in two different courses. The benchmark was 70% and 80% respectively.
- Psychology reports that students who completed an intensive multi-level assignment on research methods performed just as well on this outcome as students who completed a much simpler assignment, 84% vs. 82%.

4.b. Make comparisons and draw contrasts

- Biology reports that an average of 77% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 80% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 81% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Criminal Justice reports that 89% of students accomplished this outcome.The benchmark was 75%.
- Developmental English reported 92% and 80% of students met this outcome in two different courses. The benchmark was 70% and 80% respectively.
- Psychology reports that students who completed an intensive multi-level assignment on research methods performed just as well on this outcome as students who completed a much simpler assignment, 84% vs. 82%.

4.c. Recognize the points of an issue or claim

- Biology reports that an average of 80% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Criminal Justice reports that 89% of students accomplished this outcome.The benchmark was 75%.

4.d. Access multiple sources of information

- Biology reports that 77% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Criminal Justice reports that 89% of students accomplished this outcome.The benchmark was 75%.
- Psychology reports that students who completed weekly summaries of the course content performed better on this outcome, 74% vs 84%.

5. Students will be able to define and articulate personal, historical, global and workplace/community aspects of culture.

- Art reports that over 85% of students in Art 216 are meeting the objective to define and articulate all aspects of Outcome 5.

5.a. Define and articulate an objective sense of personal culture as it relates to external cultures.

- No specific assessment reported.

5.b. Define and articulate historical aspects of cultures using appropriate vocabulary and examples.

- Spanish reports an assessment of this outcome with a benchmark of 75%.
    - Spanish 121 achieved 70% success
    - Spanish 122 achieved 60% success
    - Spanish 123 achieved 86% success

5.c. Define and articulate meaningful aspects of global cultures using appropriate vocabulary and examples.

- Spanish reports an assessment of this outcome with a benchmark of 75%.
    - Spanish 121 achieved 70% success
    - Spanish 122 achieved 60% success
    - Spanish 123 achieved 86% success
- Religious Studies reports that 89% of students achieved this outcome; the benchmark was 75%.

5.d. Define and articulate concepts related to the culture of the workplace and community.

- No specific assessment reported.

General Conclusions:

- The number of specific assessments of General Education outcomes collected in 2013-14 more than doubled compared to 2012-13
- Assessment data was collected for all 5 General Education outcomes; assessment data was collected for 21 out of 24 (88%) of the specific criteria listed under each outcome
- Of the assessments collected, 82% were benchmarked assessments, with 18% of assessments being either qualitative (4%), comparative (10%), or quantitative with no specific benchmark (4%)
- Of the bencharked assessments, 81% met the benchmarks

- In 2013-14, institutional data shows that 79% of students overall met the success benchmark of earning a 2.0 grade or better per course; 84% of students in traditional, face-to-face classes met the 2.0 benchmark. This would seem to affirm that the results of our assessment data are approximately equivalent to the grade data we are seeing institutionally.

Part Two: Program Outcomes for Professional Technical Education
Spring, 2013

For 2013- 2014, our academic faculty refined their assessment goals to more clearly include general education outcomes and professional technical faculty identified student level learning outcomes in addition to their program level outcomes. Several of the departments successfully included these goals and outcomes and others are still working to refine their assessment.

In conjunction with their Advisory Boards, our Professional Technical Faculty develop program outcomes that identify or state what the students are supposed to know or do when they graduate from the program. The current outcomes for each of our Professional Technical Programs are listed below. The Outcomes are further labeled by the type of outcome they are – Program (PO), Course (CO), or Student Learning Outcome (SLO). For the 2013-2014 academic year, faculty in these areas were asked to assess at least one PO and one SLO. All programs assessed at least one SLO and one PO except Industrial Systems Technology (needed an SLO) and Computer Science (needed a PO); however, they have a plan to assess both in their 14-15 plan (See Appendix A). Of the assessed outcomes, our faculty assessed 18 POs, 16 SLOs, and 5 COs. Many of the assessed outcomes were directly related to the Program Outcomes listed below. Additional assessment outcomes looked at specific skills students achieved in a program or how many students completed a specific level of a program.

Accounting Outcomes for Students completing an Associate Degree
1. Graduates of the program will be successfully employed in an accounting or accounting-related position. (PO)
2. Graduates of the program will know how to apply related accounting knowledge such as taxation, payroll, and proper application of Generally Accepted Accounting Principles (GAAP) in performing accounting/bookkeeping functions/work. (SLO)

Automotive Technology Program Outcomes for Students completing an Associate Degree
1. Graduates of the program will be employed in transportation or transportation related field. (PO)
2. Graduates of the program will be prepared to successfully pass the ASE exams. (PO)
3. Graduates of the program understand and apply safe working practices and properly handle hazardous materials. (SLO)

Aviation Outcomes Program Outcomes for Students completing an Associate Degree
1. Students who successfully complete stage 3, shall obtain a FAA Private Pilot Certificate.
2. Students who successfully complete stage 6, shall obtain a FAA Instrument Pilot Certificate.
3. Students who successfully complete stage 7, shall obtain a FAA Commercial Pilot Certificate.

Aviation Maintenance Technology for Students completing an Associate Degree
1. Graduates of the AMT program will be able to meet or exceed the knowledge levels as outlined in the Code of Federal Regulations Title 14 Part 147 Appendix A, B, C, and D for General, Airframe, and Powerplant. (SLO)
2. Graduates of the AMT program will be able to successfully complete a FAA Written, Oral, and Practical certification exam to the level outlined in the Code of Federal Regulations Title 14 Part 147 Appendix A, B, C, and D for General, Airframe, and Powerplant. (PO)
3. Graduates of the AMT program will be able to successfully get and hold a job or continue their education. (PO)

Business Information Management for Students completing an Associate Degree
1. Exhibit initiative, dependability, integrity, and a high-quality work ethic. (SLO)
2. Be an MOS certified user of the current version of MS Office (CO)
3. Write, speak, and present information effectively (SLO)
4. Identify the interpersonal and ethical attributes needed for success in the profession (SLO)

Commercial Driver's License Outcomes
1. Students, who successfully complete the program, will have the skills to be employed in the trucking industry.
2. Students, who successfully complete the program, will have obtained the skills to pass the State CDL Exam. (PO)

Early Childhood Education Program Outcomes for Students completing an Associate Degree
1. Understand how children acquire language and creative expression and develop physically, cognitively and socially. (SLO)
2. Establish an environment that provides learning experiences to meet children's needs, abilities and interests. (SLO)
3. Observe and assess what children know and can do in order to plan and provide curriculum that meets their developmental needs. (SLO)
4. Develop strong relationships with families and work collaboratively with agencies/organizations to meet children's needs and to encourage the community's involvement with early care and education. (SLO)
5. Establish and maintain an environment that ensures children's safety, health and nourishment**.** (SLO)
6. Establish supportive relationships with children and guide them as individuals and as part of a group. (SLO)
7. Establish, implement, evaluate and analyze an early care and education setting**.** (SLO)
8. Serve children and families in a professional manner and participate in the community as a representative of early care and education. (SLO)

Industrial Systems Technology Program Outcomes for Students completing an Associate Degree

1. Graduates of the program will be gainfully employed in a position related to IST.
2. Graduates of the program will be able to safely apply sound maintenance procedures to related industrial equipment. (SLO)

Medical Assistant Outcomes for Students completing an Associate Degree

1. Demonstrate clear, effective communications with patients and members of the healthcare team in a variety of structured settings. (SLO)
2. Demonstrate cultural competency when caring for patients experiencing selected health deviations. (SLO)
3. Prioritize, organize, and complete assignments in a timely manner as directed by the delegator. (SLO)
4. Demonstrate professional behavior consistent with standards of performance appropriate to the Medical Assistant. (SLO)
5. Consistently communicate information in the clinical setting in a relevant, concise, accurate, and clear manner. (SLO)
6. Develop teaching materials and conduct patient teaching within defined role. (SLO)
7. Demonstrate delegated skills and procedures with the highest standard of competency. (SLO)
8. Deliver a sound professional attitude and demonstrate professional behavior when caring for patients and working with your delegator as well as other healthcare professional at all times. (SLO)

Nursing Outcomes for Students completing the Associate Degree

1. Communicate effectively to deliver relevant, accurate and complete information to patients, families, and the healthcare team. (SLO)
2. Deliver safe and effective physical, psychosocial, cultural, and spiritual care to the whole person in a variety of settings. (SLO)
3. Plan, initiate, and evaluate patient teaching including assessment of current knowledge, use of appropriate materials and techniques. (SLO)
4. Demonstrate clinical decision-making from a theoretical knowledge base utilizing the nursing process to develop patient care plans that ensure safe, effective care in a variety of settings. (SLO)
5. Assume responsibility and accountability in the practice of registered nursing as defined by the professional standards and codes of nursing. (SLO)
6. Participate as a member of the healthcare team for educational and institutional growth. (SLO)

Welding Program Outcomes for Students completing an Associate Degree

1. Graduates of the program demonstrate safe shop practice by safely using basic tools and equipment. (SLO)
2. Graduates of the program demonstrate competent cutting procedures and correct operation of equipment. (SLO)
3. Graduates of the program apply a variety of welding techniques competently. (SLO)
4. Graduates of the program display knowledge of welding information. (PO)

Part Three: Completed 2013-2014 Assessment Reports

Below are the completed 2013-2014 assessment reports. For those instances where specifc outcomes were not identified by the department, the Assessment Chair attempted to appropriately label the assessed outcome.

Annual Assessment

Department: Accounting/Business **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Accounting Technician (Prof/Tech)	70% of students graduating from the Accounting Technician Program will be employed successfully. (PO)	State Board Estimated Employment Report	50% of Accounting Tech students were employed—per the most recent (2011-2012) Estimated Employment Report.
Accounting/Business	Students will know how to apply related accounting knowledge such as taxation, payroll, and proper application of GAAP in performing accounting/bookkeeping functions/work. (SLO)	Pre-Post Tests	55% of Accounting/Business students arrived at the correct figure in the pre-post test—given in the Winter 2014 quarter.
Business	Students will know by the end of the year which components of the curriculum assisted their learning process the most. (SLO)	Survey	Outcome was not assessed in 2013-2014.

OUTCOME 1: 70% of students graduating from the Accounting Technician Program will be employed successfully.

- **What you did to assess your course**

The Accounting Technician (AT) program uses the Estimated Employment rates for completers of the AT program. The most current (2011-12) Estimated Employment Rates for the AT program were 50% as provided by the Data Linking for Outcomes Assessment. This information is provided by the State Board for Community and Technical Colleges which links Unemployment Insurance Data for WA, OR, ID, MT and AK.

- **What you expected to find.**

Students graduating from our AT program will be hired at a rate equal to or above the rate expressed in our desired outcome.

- **What the results actually showed.**

The results showed that our graduates are not being gainfully employed at a rate above our expected outcome.

- **What conclusions do you draw from these results.**

The data is 2 years lagging but is the most current we have from the SBCTC. The local economy in 2011-2012 was still suffering the effects from the national and state economic recession that began in 2009. We were fearful of that going into the 2013-2014 year and bumped our goal down from 80% that we had set in 2012-2013. The actual numbers were much worse than we had estimated.

- **What changes (if any) you plan to make in your teaching as a result of the data.**

We plan to keep our teaching techniques the same.

- **What changes (if any) you plan to make in your assessment activities as a result of the data.**

We have bumped the goal down by 10% to the new goal of 60% as a year from now, we will be looking at 2012-2013 data, and the national and state economies did not begin to rebound in earnest until 2013. We will keep our assessment activities the same for this outcome.

OUTCOME 2: Students will know how to apply related accounting knowledge such as taxation, payroll, and proper application of GAAP in performing accounting/bookkeeping functions/work.

- **What you did to assess your course**

The Accounting Technician (AT) program uses pre-post tests as tools to assess this outcome. A pre-test was given to establish a baseline for evaluating students' knowledge of a particular accounting related topic/function. Then a post-test was given to evaluate students' learning and comprehension of selected topics, all of which relate to the work and functions performed within the accounting and bookkeeping career fields.

- **What you expected to find.**

Students will be able to comprehend and apply applicable accounting knowledge to the work-related tasks that they would be expected to perform.

- **What the results actually showed.**

On the pre-test, not one group arrived at the correct figure. On the post-test, 5 out of 9 groups arrived at the correct figure.

- **What conclusions do you draw from these results.**

The previous 2 quarters in which a pre-post test was given, each quarter the percentage of groups arriving at the correct figure was around 45%. This time around, the percentage is closer to 55%. Although, we did see good improvement from the pre- to the post-test work, we need to continue to monitor this tool to see if it helps us with what we are looking for. The results of prior years' consistently indicate a pattern that the AT faculty are successfully helping students learn and apply related accounting knowledge.

- **What changes (if any) you plan to make in your teaching as a result of the data.**

Based upon this year's results, faculty will dedicate more class time and more emphasis will be given to the teaching and learning and application of calculating Net Income.

- **What changes (if any) you plan to make in your assessment activities as a result of the data.**

We plan to implement and begin using a pre-post test in the ACCT&202 class during 2014-2015 so we can hopefully gather data from two different classes.

OUTCOME 3: Students will know by the end of the year which components of the curriculum assisted their learning process the most.

- **What you did to assess your course**

In the past, a survey was administered the day prior to the final exam in the Intro to Business class (BUS&101). The survey used asked for essay-type responses.

- **What you expected to find.**

We feel we use good, sound methods and tools for teaching the related concepts of Accounting and Business. However, it is critical to know to what degree the students believe the methods we use are beneficial to their learning.

- **What the results actually showed.**

Unfortunately this outcome was not evaluated during 2013-2014. Previously, the students replied to the affirmative, more than 90%, that they were happy with all 5 major methods and tools used in teaching the course during the quarter. Thus, we do not have any new data to add to the results gathered in prior years.

- **What conclusions do you draw from these results.**

Due to not being able to administer the surveys in 2013-2014, we are forced to rely solely on the results of prior years. The results of prior years' surveys indicated the students are very satisfied with the methods used during the delivery of the course.

- **What changes (if any) you plan to make in your teaching as a result of the data.**

Based upon prior years' results, the methods will be used again the next time the class is taught.

- **What changes (if any) you plan to make in your assessment activities as a result of the data.**

We have made personal reminders in our calendars to ensure the surveys are administered in 2014-2015.

Annual Assessment

Department: Aviation Maintenance Technology **Year: 2013-2014**

DEPARTMENT	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
AMT – 1	90% AMT students who complete Airframe and/or Powerplant successfully pass the FAA Written, Oral and Practical Exams (SLO) (PO)	Instructor Records	Of the 19 AMT students that completed the FAA exams, no student failed one of the three FAA written exams and one student failed one of the three Oral and Practical exams. Both students came back and successfully completed all FAA required Written, Oral and Practical Exams.
AMT – 2	Of all AMT students completing any FAA written exams, what is the subject matter codes that are most frequently missed. (SLO)	FAA Airmen knowledge test report	Identified 6 areas out of 274 which were missed by more than 60% of students.
AMT-3	Of all the AMT students that enter the AMT program with a English and or Math score lower than college level, what is the success rate of these students. (PO)	Instructor Records	We found no real significant difference between AMT students that scored a 95% or lower on the English placement exams or a 85% or lower on the Math placement exams. We will continue to monitor these numbers for any trends that will be helpful in the future.

It is the goal of the Aviation Maintenance Technology (AMT) program to have 90% of the AMT students who complete Airframe and/or Powerplant successfully pass the FAA Written, Oral, and Practical exams. Of the 19 AMT students that completed the FAA exams, no student failed the one of the three FAA written exams and one student failed one of the three Oral and Practical exams. Both students came back and successfully completed all FAA required Written, Oral and Practical Exams and all 19 students received FAA certification.

The AMT instructors also looked at the percentage of students completing the FAA written exams for find any subject areas that more the 60% of the students had trouble in. By reviewing the FAA written test results, and screening the subject codes we found that of the 274 different required subject areas only 6 were missed by more than 60% of the students. As a result of this finding the AMT instructors will enhance the theory and lab instruction in these areas.

With the continued surveillance that the FAA performs on our AMT program and the severity of what a mistake could mean the AMT instructors are continually assessing and making adjustments to the AMT program. The FAA approved and required curriculum manual, is on its 7 revision with the 8th revision currently in rewrite.

The AMT program developed a student self-paced program that has allowed our students to move through the program at a fast pace (6 qtrs.) or at a slower pace in order to fulfill other obligations that they may have. As a result of this, the majorities of our students receive certificates of accomplishment and enter the work force rather than stay to earn the AAS degree.

Safety continues to be one of our biggest concerns this academic year. We will strive to write our safety procedures to help assure the safety of our students.

Annual Assessment

Department: Art **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Art 216 and Art 217	77% of students will pass with a 3.0 or better verifying their ability to define and articulate outcome 5.	Exams and projects	85.7% passed with 3.0 or higher. Art 217 was not included since it was not taught due to sick leave.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

What we are doing is working. Adding experiential assignments helps students retain material better. Having more frequent exams helps students break up the information better for greater understanding and engagement in the course. Although the class was small each student was very engaged in the material and brought their own observations. Because of the small class size each student seemed to want to contribute more.

Annual Assessment

Department: Automotive **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Automotive	75% of Automotive students who earned certificates or degrees or students with 45 credits or more with at least a 2.0 G.P.A. will be employed. (PO)	Employment Data	100% of respondents claimed to be employed at least part-time.
Automotive	75% of Automotive students enrolled in classes from one of the eight specialty areas will earn a certificate of completion. (SLO)	Student Transcripts	88% of first year students earned at least one certificate. 100% of second year students earned at least one certificate.

As with last year the automotive faculty is concerned about the employment data. It does not correlate to historical data. This could possibly be the result of the small volunteer survey return or perhaps other local factors. BBCC Auto graduates tend to try to remain in the area and a dip in employment openings could result in the lower percentage of employed graduates. Consulting the program advisory council may give us insight into employment trends in the area.

In the past the automotive faculty have felt that students who complete the automotive technology program with a degree would not benefit from the printing of completion certificates. Although we advise students to work towards completing a degree, certificates of accomplishment are still offered to students who wish to “pick and choose” classes or who seek the technical end without the required academic classes for the degree. Obviously, we will continue advising toward a degree, but offer the certificates for those who choose.

Annual Assessment

Department: Aviation **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Commercial Pilot -1	Aviation students will have 90% pass rates on FAA Flight Checks. (SLO)	Flight information on computer and in written records	92% pass rate on FAA Flight Checks
Commercial Pilot - 2	Aviation students will have a 70% pass rate on FAA Knowledge Tests. (SLO)	Knowledge test pass/fail rates and subject matter codes	92% pass rate on the FAA Knowledge Tests
Commercial Pilot - 3	90% of Aviation students will pass the required ground school classes. (PO)	Grade records collected by each ground school instructor	97% pass rate in the required ground school classes

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

#1 Flight Checks:
Chief Pilot Joe MacDougall keeps track of the checkride pass/fail percentage through student records at the time of certification. This data is used by our Chief Pilot in determining trend information. In addition, he reviews the notes, the check sheets, and student folders for serious problems. If any are observed, the Training Course Outline (TCO) is changed to address those problems. Note that any changes in the TCO have to be approved by the FAA Flight Standards District Office (FSDO) in Spokane.

#2 Knowledge Tests
Since we administer the Knowledge test here on campus, we can keep track of the score and the subject matter codes of each test result. These are then used to find a percent of students

who pass the test the first time. The subject matter codes are used to pinpoint which areas are problem areas for each respective ground school course. The instructor then uses the results to change or modify the lesson given to address those issues. We have a spread sheet available on a network drive which gives all flight instructors access to that information more easily and in real time.

#3 Pass/Fail Rate for Required Ground School Classes

The student is required to pass the appropriate ground school class in order to remain in the program. For first year students, the Pre-Flight, Private, Meteorology, and Theory of Flight classes must be passed the first year in order to be eligible for enrollment in the Commercial Course the second year. Second year classes include Instrument, Commercial and optional Certified Flight Instructor courses. These classes must be passed in accordance with our TCO in order for the student to achieve their pilot certificates.

Annual Assessment

Department: Business Information Management **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES	TOOLS USED TO COLLECT DATA	RESULTS
BIM-1	Lab course grades 13/14 will remain level or improve over lab course grades 12/13. (PO)	Checklists 12/13 and 13/14	The overall average remains level.
BIM-2	The percentage of credits completed will improve in the lab courses (PO)	Checklists 12/13 and 13/14	The percentage of credits completed did not improve. 13/14 - Students successfully completed 74% of credits registered 12/13 – Students successfully completed 81% of credits registered
BIM-3	75% or more of BUS121 students will perform at a 2.0 or better (CO)	Student grades	BUS121 was offered twice during 13/14—W14 and Sp14. W14 met the outcome; Sp14 did not. W14 results: 17/20 students performed at 2.0 or higher = 85% Sp14 results: 9/14 students performed at 2.0 or higher = 64%
BIM-4	All students starting and completing BIM280 modules will pass the MOS exams. (SLO), (CO)	Grades & MOS exam results	The BBCC Testing Center was not prepared to proctor exams until Spring 14. Of the four student attempts, only two passed the MOS exams.

BIM-1: The minimum competency for all BIM Lab courses increased from 1.5 to 2.0 beginning Fall13. Additionally, students had only four, rather than six, testing attempts to meet the course competency. This does not include the keyboarding courses because they are skill-based courses. It was expected that the changes will result in higher grades for all lab courses (except keyboarding courses).

The changes in the minimum competency for course completion does not appear to have impacted the overall course grades; however, it does appear that it impacted the course completions (Outcome 2). We will measure again in 14/15.

BIM-2: The testing and minimum competency for the courses changed as noted in Outcome 1. Additionally, BIM101-Basic Keyboarding was changed from variable credit to a 2-credit course with required due dates and competency expectations rather than allowing the self-paced environment, which often results in procrastination and students either earning partial credits or no credits at all. These changes were completed to promote completion of credits.

Unfortunately, the desired results did not materialize. This was due in large part to the changes in the BIM101 Keyboarding course; students, overall, were not successful in earning both credits with the required scheduled dates. Because of the poor grades and completion rates, the class will again be offered in the variable credit, self-paced environment for 14/15. We will measure this again in 14/15.

BIM-3: The outcome was met in Winter14; however, it was not met in Spring14.

It is interesting to note that an iBest instructor and Supplemental Instruction Leader was assigned to both Winter14 and Spring14.

W14 results: 17/20, 85%, students performed at 2.0 or higher
Of the three students who did not perform at the desired level, one student "disappeared" in Week 2 and two students had several missing assignments, quizzes, and tests. Removing these three from the calculations would result in 100% of the students performing at the desired level.

Sp14 results: 9/14, 64%, students performed at 2.0 or higher
Of the five students who did not perform at the desired level, one student "disappeared" in Week 7 of the quarter and one who was regularly absent and had several missing assignments, quizzes, and tests. Removing these two students would result in 75% of the students performing at the desired level.

This instructor does a mid-quarter anonymous evaluation asking students to provide feedback about the class and how it is offered. The student feedback for this class is very good. Several students have stated that this is a great way to learn. We will measure this again in 14/15.

BIM-4: Officially, the outcome was not met; however, the BBCC Testing Center was not ready to proctor the MOS exams until Spring 2014. Students during fall and winter were not required to take the MOS exams. During Spring 14 only four students attempted MOS exams and only two passed the exam and earned MOS certifications. Ideally, this will improve as students are prepared to take the exam. We will measure this again in 14/15.

Annual Assessment

Department: Biology **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Biology – 1	75% of students enrolled in BIOL& 241 or BIOL& 260 will state that BIOL& 211 prepared them very or moderately effectively for their current course.	Biology Student Assessment Survey collected at quarter's end in BIOL& 241 and BIOL& 260	97% of students enrolled in BIOL& 241 or BIOL& 260 stated that BIOL& 211 prepared them very or moderately effectively for their current course.
Biology – 2	80% of students in BIOL& 241 or BIOL& 260 who completed BIOL& 211 at BBCC with a grade point of 2.0 or better, will achieve at least a 2.0 in those classes.	Compare database of BIOL& 211 grades to database of BIOL& 241 & BIOL& 260 grades.	66.7% of students who successfully completed BIOL& 211 at BBCC, successfully completed BIOL& 241 or BIOL& 260. Of the students who did not successfully complete BIOL& 241 or BIOL& 260, 72.2 % repeated or received below a 2.5 in BIOL& 211. 91.9% of students who successfully completed BIOL& 211 at BBCC with a 2.5 or better without repeating also successfully completed BIOL& 241 or BIOL& 260.
Biology – 3	75% of students enrolled in Biology courses will achieve selected General Education Outcomes.	Selected assignments/ tests in selected biology courses.	Six classes were evaluated; 100%, 86%, 86%, 80%, 77%, and 81% of students achieved selected outcomes.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results

The BBCC Biology Department provides courses and training for university and college transfer, for students transferring to a variety of professional-technical areas such as the BBCC Nursing Program, and to give students current and accurate information by keeping apace of rapidly changing information and technology; further the Biology Department strives to give students a

background that allows them to understand and assess biological issues as they affect society. To accomplish this overall mission, Biology Department faculty seek to (1) teach effectively and provide an environment conducive for learning, (2) develop and update courses and curriculum that become the content foundation of student future success in the biological sciences, (3) keep up with current trends and developments in science and instructional pedagogy, and (4) assess biology courses to accomplish and maintain our stated goals. The outcomes included in our Biology Department Annual Assessment 2013-2014 focus on these four points.

Biology Outcome 1, *"75% of students enrolled in BIOL&241 or BIOL&260 will state that BIOL&211 prepared them moderately or very effectively for their current course"*, and Biology Outcome 2, *"80% of students in BIOL&241 or BIOL&260 who successfully completed BIOL&211 at BBCC, receiving a grade point of 2.0 or better, will successfully complete BIOL&241 or BIOL&260 (with a 2.0 grade point or better)"* focus on our goal to develop and update courses and curricula that provide a strong content foundation that helps students to succeed in future courses. 97% of students enrolled in BIOL& 241 or 260 stated that BIOL& 211 prepared them very effectively or moderately effectively for their current course. This exceptional result validates our goal to help students succeed.

As we have tracked student grades in successive courses, 65.6% of students with BIOL&211 grades of 2.0 or more were successful in their next biology course, BIOL&241 or BIOL&260. This represents a lower percentage than last year. We were not able to have regular SI sessions available in all BIOL& 211 courses this year. Of the students that did not succeed in a higher level course, 44.4% had achieved a 2.4 or less in BIOL&211, the prerequisite course, and 50.0% repeated BIOL&211 to earn the required 2.0 or above. These percentages accounted together represent 72.2% of the unsuccessful students in BIOL& 241 or 260. These students clearly struggled in BIOL& 211, continuing to struggle even when they repeat the course. Looking further at the successful students, 91.9% of students scoring a 2.5 or higher without repeating BIOL& 211 were successful in the later courses. It is most clear that repeating BIOL& 211 is not the best solution unless those students elevate their scores greatly above the minimum required 2.0 level. This year 20% of students withdrew from BIOL& 241 or BIOL& 260. While we include withdrawing students as non-successful, some of these students withdrew for other reasons than lack of success. We have no control over these student choices. This year, Biology instructors held some of their office hours in the STEM center, encouraging students to see them personally.

Biology Outcome 3, *"75% of students enrolled in Biology courses will achieve selected General Education Outcomes,"* focuses on the larger picture of General Education Outcomes. Six classes were evaluated and all met the 75% benchmark. Two BIOL& 211 classes used the PhysioEx Lab Simulation software to investigate Membrane Transport Mechanisms. The students' lab reports were evaluated for the General Education Criteria: 2d, 3c, 3f, and 4b. 86% of students in BIOL& 211 achieved these selected criteria. Students in BIOL& 221 completed two different assignments. Lab 1: The Scientific Method requires students to use the scientific method as well as design and carry out an experiment to investigate human reaction times. Lab 2: Population Ecology requires students to use a simulation software developed by BiologyLabsOnline to investigate parameters concerning population ecology, such as clutch size, competition, and predation. The Scientific Method Lab tests General Education Criteria: 2a, 2d , 3a, and 3c. The Population Ecology Lab simulation tests General Education Criteria: 2a and 3c. 100% of students in BIOL& 211 achieved these selected criteria. Students in BIOL& 223 were required to complete a research paper with specific requirements for article references and citations with the research paper. This research assignment tests the following General Education Criteria: 1a, 1b, 1e, 1f, 3f, 4b, 4c, and 4d. 80% of student achieved these selected criteria. BIOL& 242 was evaluated for the General Education Criteria: 2d. Work with numerical and algebraic relationships: 3a.-f.

Solve problems combining and applying knowledge from multiple sources; 4d. Make comparisons and draw contrasts and 4d Access multiple sources of information. 80% of students in BIOL& 242 achieved these selected criteria using a lab report on Simulated Glomerular Filtration and Urine Production as the selected assignment (see addendum). BIOL& 260 was evaluated for Gen Ed Outcomes 3c. Draw logical conclusions, 3e. Recognize extraneous information; 3f. Follow directions and fulfill the expectations of the assignment; and 4d. Access multiple sources of information. 77% of students in BIOL& 260 achieved these selected criteria using a lab report on throat cultures as the selected assignment (see addendum). We will continue to monitor General Education Outcomes within our Biology courses.

Barbara Jacobs Data

Outcome 1

Ninety Seven percent of students enrolled in Biol &241 and Biol &260 stated that Biol &211 or Biol & 222 prepared them very or moderately effectively for their current course.

Outcome 3

Assignment Biol &260 Fall 2013

Lab Report on Results of a Throat Culture

Students performed throat cultures in lab, isolating and identifying a particular organism. They wrote papers describing exactly what they found and what they did to identify the organism. They had to explain why they chose the test that they ran, what the results of each test were, and whether those results were positive or negative for various bacterial characteristics. From this they determined the genus and species of their organism.

This assignment tests Gen Ed outcomes 3c, e, and f and 4b and d.

A total of 13 assignments were graded. The average score was 80% with a high of 100% and a low of 50%. A grade ≥ 2.0 was obtained by 77% of the class.

Assignment Biol &242 Winter 2014

Lab Report on Simulated Glomerular Filtration and Urine Production

Students performed a series of experiments using PhysioEx simulation software. From the results they generated they had to explain the following:

- the effects of increasing or decreasing the radii of vessels entering and leaving the glomerulus on glomerular filtration rate
- the effects of increasing and decreasing blood pressure on glomerular filtration rate
- the effect of blockage of collecting ducts on diastolic and systolic blood pressures
- the effect of increasing solute concentration on urine volume
- the effect of increasing glucose carriers in the descending loop of Henle on both blood and urine glucose
- how the number of glucose carriers is related to the amount of glucose in the urine of a person with low insulin levels
- how and why aldosterone affects urine volume and potassium level
- how and why antidiuretic hormone affects urine volume and potassium level

This assignment tests Gen Ed outcomes 2d, 3a-f, and 3a,b,c,e,f and 4b.

A total of 16 assignments were graded. The average score was 80% with a high of 100% and a low of 35%. A grade ≥ 2.0 was obtained by 81% of the class.

Kathleen Duvall's data

Data for 2013-2014 Assessment Report, Kathleen Duvall

Outcome 2

# of Biol 211 or 222 successful students also successful in Biol 241 or 260:	42
# of Biol 211 or 222 successful students not successful in Biol 241 or 260:	22
# of Biol 211 or 222 successful students auditing Biol 241 or 260:	6
# of Biol 211 or 222 successful students that withdrew from Biol 241 or 260:	12
# of Biol 211 or 222 repeating successful students also successful in B241 or B260:	2
Total # of Biol 211 or 222 successful students that took Biol 241 or 260 (excluding audits):	64
% of Biol 211 or 222 successful students also successful in Biol 241 or 260:	65.6%
% of B211/222 successful students earning 2.5 or above, no repeats, also successful in Biol 241 or 260:	91.9%
% of Biol 211 or 222 successful students receiving 2.4 or below also successful in Biol 241 or 260:	57.9%
% of Biol 211 or 222 repeating successful students also successful in Biol 241 or 260:	18.2%
% of B211/222 repeating, successful students receiving 2.4 or below also successful in Biol 241 or 260	33.3%
% of transfer students also successful in Biol 241 or 260 (n=4):	100.0%
% of unsuccessful students that repeated B211 or B222:	50.0%
% of unsuccessful students that received a 2.4 or below in B211 or B222:	44.4%
% of unsuccessful students that received a 2.4 or below in B211 or B222 or that repeated B211 or B222:	72.2%

Outcome 3

Lab Assignments BIOL& 221 Fall 2013

Lab 1: The Scientific Method

Students used a ruler-drop method to investigate reaction times in humans. The applied the scientific method – proposing a hypothesis, designed a valid experiment, made predictions, conducted the experiment, analyzed and graphed their data and them formed conclusions. This lab assignment tests Gen Ed outcomes 2a, 2d, 3a, and 3c. A total of 18 assignments were graded. 100% of the class scored 70% or above.

Lab 2: Population Ecology

Students used a simulation lab from BiologyLabsOnline. This lab assignment required students to test different parameters concerning population and community ecology. With each simulation, graphs displayed the simulation's results. Students were required to interpret the graphs and draw logical conclusions, Gen Ed outcomes 2a and 3c. A total of 17 assignments were graded. 100% of the students scored 70% or above.

Assignment BIOL& 211 Fall 2013, Spring 2014

Lab 4: Membrane Transport Mechanisms

Students performed a series of experiments using PhysioEx simulation software. From the data generated, the students

- predicted the molecular weights of solutes based on the ability to diffuse through different membranes
- determined the effects of increasing solute concentration and increasing membrane transport proteins on rate and time of facilitated diffusion

- demonstrated diffusion and osmosis and investigated the relationship between solute concentration and osmotic pressure
- investigated the effects of pressure on rate and time of filtration
- used a Na/K pump simulation to study active transport and its requirements

This assignment tests Gen Ed outcomes 2d, 3c, 3f, and 4b. A total of 43 assignments were graded. 86% of the students scored 70% or above.

Research Paper BIOL& 223 Spring 2014

Students were required to complete a research paper in BIOL& 223. Students were given a handout explaining the requirements for article references and citations within the research paper. This assignment tests Gen Ed outcomes 1a, 1b, 1e, 1f, 3f, 4b, 4c, and 4d. A total of 10 assignments were graded. 80% of the class scored 70% or above.

Annual Assessment

Department: Commercial Driver's License **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
CDL	75% of CDL students who earned certificates or degrees or students with at least a 2.0 G.P.A. will be employed. (PO)	Estimated Employment rates SBCTC data 2010-11 obtained in Winter 2012.	96% of CDL students who completed the program, obtained employment.
CDL	85% of CDL of program completers will pass the State CDL Exam. (SLO)	DOL written test and DOL Skills Test with a DOL 3rd party.	100% of the CDL program completers have passed the State CDL Exam.
CDL	Instruction prepared them for an entry-level employment in the transportation industry.	CDL former student survey	Survey shows that our instruction is adequate for entry-level employment.
CDL	Equipment is adequate in the program	CDL former student survey	Survey shows that our equipment is starting to get out dated.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Annual Assessment Report

Department: Chemistry **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Chemistry 161/162/163	Class median on the American Chemical Society General Chemistry Examination will be at or above the national 50th percentile.	ACS General Chemistry Examination administered as a (comprehensive over the full year) final exam at the end of CHEM& 163. This is a standardized exam for General Chemistry with a nationwide reporting base.	Median score is at the 51rst percentile. Average percentile score is 52. The lowest score was at the 13th percentile and the highest score was at the 97th percentile. 14 students completed the three quarters and took the final exam.
Chemistry 121	A majority of students will have a combined score of 3 (proficient) or better	Selected question(s) from the Winter quarter final exam will be evaluated on a 4 point scale relating to selected criteria from the *Problem Solving* General Education Outcomes	28 out of the 43 (65%) students assessed earned an average score of 3 or higher for selected Gen Ed criteria on a single question on the final from Winter quarter.
Chemistry 105	Students will demonstrate proficiency in clarity of ideas (1a) and sound support of assertions (1c)	Selected discussion posting(s) from Winter quarter will be evaluated on a 4 point scale relating to the *Write Clearly and Effectively* General Education Outcomes	12 of the 19 (63%) students assessed earned an average score of 3 or higher for selected criteria on a single discussion board post from Winter quarter.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Chemistry 161-163:

Description of the ACS exam:

The American Chemical Society General Chemistry Examination is the national standard used by more schools than any other. The statistical analysis of the results are compiled by the ACS exam institute at the University of Wisconsin. Coverage topics include: - atomic structure - molecular structure - stoichiometry - energetics / thermochemistry - states of matter and solutions - dynamics/kinetics - equilibrium - electrochemistry and redox - descriptive chemistry - experimental chemistry.

Discussion:

I am very happy to continue to use this exam. The results (51rst percentile) validate that BBCC students are receiving a level of education on par with that of college chemistry students across United States. I am not aware of a better way to establish that my General Chemistry class is adequate and that student understanding of the material is acceptable.

Two students ranked below the 25th percentile and two students scored above the 75th percentile for a very symmetrical distribution. There is a strong correlation between grades and the ACS exam scores but not a direct connection. The ACS exam measures comprehension of the concepts that should be presented in a one year general chemistry class more than the ability to complete specific tasks. The exams I prepare are less concept based and more specific task oriented. Some students that do well on the local exams do not do as well on the national exam. Some students who may not perform as well on the BBCC exams will demonstrate better understanding of concepts on the ACS exam. It is a nice 'leveler' for the class.

Chemistry 121:

We decided to use a question from the Winter 2014 final in the CHEM 121 courses that dealt with a synthesis of concepts from the quarter, since the final exam is cumulative. The question selected was a stoichiometry problem with multiple steps and extra information about the reactants:

8) If you start with 19.83g of Na metal and react it with an excess of Cl_2 gas, how many grams of NaCl can you make?

$$2Na_{(s)} + Cl_{2(g)} \rightarrow 2NaCl$$

Given the nature of the question, we decided to specifically assess three criteria from the Problem Solving General Education Outcome (3). The three criteria selected were 1) 3.b Break the problem into steps, 2) 3.e Recognize extraneous information, and 3) 3.f Follow directions and fulfill the expectations of the assignment. The problem (number 8 on the short answer portion of the final exam) gave enough information to trigger the student to know they had to use the stoichiometry steps and at the same time gave extra information that the student was not to use in solving the problem. We felt these three criteria could be assessed using the following rubric and then the average of the three scores could be used to show proficiency (a score of 3 or higher) of this outcome.

STUDENTS WILL BE ABLE TO SOLVE PROBLEMS COMBINING AND APPLYING KNOWLEDGE FROM MULTIPLE SOURCES						
Performance Area	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)	Score	Comments
Follows Directions and Fulfills the Expectations of the Assignment.	Finished work shows clear understanding of the assignment and clearly fulfills expectations stated in assignment prompt.	Finished work shows clear understanding of the assignment, but at times fails to fulfill expectations stated in assignment prompt.	Finished work shows minor to moderate misunderstanding of the assignment, and at times fails to fulfill expections stated in assignment prompt.	Finished work shows clear and obvious misunderstanding of the assignment and frequently fails to fulfill expectations.		
Break it into steps	Student develops a clear, precise, and concise plan to solve the problem, with alternative strategies	Student develops an adequate plan	Student develops a marginal plan.	Student does not develop a coherent plan to solve the problem, o rno plan is apparent.		
Recognizes Extraneous Information	All supporting information used is clearly related	Assignment uses information which could be construed as extraneous due to its being weakly integrated.	Focus of assignment is often questionable due to information which is not well integrated.	Frequent information is included in assignment which is clearly extraneous.		

We found that 28 out of the 43 students assessed earned an average score of 3 or higher. The outcome we set for this assessment was a majority of the students showing proficiency. 28 out of 43 is just over 65%, which is definitely a majority of the students that were evaluated.

This is good information and we can use it as a bench mark to show improvement in the future. Next year, we could make "majority" a more specific percentage to show improvement from one year to the next. The other thing that stood out was that the students either were proficient according to this rubric or they really were not proficient. Of those students who got a 3 or higher on this scale, 25 out of 28 got a 4. This shows that for that particular outcome, the students either really knew what they were doing or they really did not. This is something to take into account not only for covering that specific topic, but also in teaching them problem solving, in general.

Chemistry 105:

We decided to use a single representative discussion board post from Winter quarter to assess the CHEM 105 course. The discussion board post that was selected was on Extending the Human Life Span, which included the benefits and challenges from scientific and philosophical perspectives. The purpose of the discussion boards is to get the students to apply the chemistry we learn in class to practical issues that they may or may not be aware of. They are responsible for both a post on the discussion board and a response to a classmate's post. We assessed the original student post only and not the response. To assess it, we used the following rubric, which focused on the two criteria from the General Education Outcome: Students Will Be Able to Communicate Clearly and Effectively (1): 1) 1.a Clarity of Ideas and 2) 1.c Sound Support of Assertions.

STUDENTS WILL BE ABLE TO COMMUNICATE CLEARLY AND EFFECTIVELY						
Performance	Exemplary	Proficient	Developing	Emerging	Score	Comments
Demonstrates Clarity of Ideas	Introduction, development and condusion are exceptional. Paragraphing, transitions, and other aspects of structure are dear and appropriate	Introduction, development and condusion are adequate. Paragraphs/transitions contain no errors in structure. Paragraphs and other aspects of structure develop a single idea and do so thoroughly.	Introduction, development and condusion need improvement. Paragraph structure/transitions show noticeable problems. Paragraphs/sub-topics have a topic, but wander.	Introduction, development and condusion are inadequate. Paragraph structure/transitions/sub-topics are hard to follow. Paragraphs/sub-topics have no solid topic.		
Shows Sound Support of Assertions	Topic is covered thoroughly, with assertions that are creative and dearly supported. Supporting evidence is dearly related to assertion and carefully explicated.	Topic is covered adequately, with limited attention to the support of assertions. Supporting evidence is marginally connected to assertion and explication seems incomplete.	Topic is not adequately covered, and assertions seem incomplete or obliquely related. Supporting evidence seems disconnected from assertions and is inadequately explicated.	Topic is not covered at all, and assertions are unrelated to topic. NO supporting evidence, or ineffective use of evidence. Little or no explication of examples.		

We found that 12 out of the 19 students assessed earned a 3 or higher. This is just over 63%, which represents a majority of the students that made posts. The outcome we set had no specific number of students achieving this particular benchmark because we just wanted to look at the numbers this year in order to better set goals to assess next year. This was the first year in a number of years that we were able to offer this course and the discussion boards are a new tool that we are utilizing in order to widen the breadth of the General Education outcomes that we can assess in this course.

We can use these results now as a springboard for future assessments. Going through this assessment also highlighted the need for more specific instructions to the students on expectations for posts. These expectations could be tied to these General Education outcomes and will make them more readily assessable next year.

Annual Assessment

Department: Communications **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Communications	85% of the students will achieve a score of 80% or higher on 8 of the 10 basic public speaking skills. Basic Public Speaking Skills: 1. Choice of Topic 2. Strong Introduction 3. Organization, Clarity, Transitions 4. Development and support of main points. 5. Adapting material to the audience. 6. Effective use of eye contact. 7. Effective use of body language. 8. Vocal Projection 9. Strong Conclusion 10. Effective use of visual aids. Outcomes 1a and 1c	Speech Evaluation forms from Instructor and peers.	91% (40-44) of the students achieve a score of 80% or higher on 8 of the 10 basic public speaking skills.
Communications	75% of the Students will achieve a score of 87% or higher on one of their three main speeches.	Speech Evaluation forms from Instructor and peers.	84% (37-44) of the students achieved a score of 87% or higher on one of their three main speeches.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Annual Assessment

Department: Computer Science **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
CS 101 Intro to Computer Science	1) At least 76% will succeed at C (2.0) or above (CO) 2) Students write at a college level (SLO)	1) Institutional Research "Course Success Rates by Division" Annual Report 2) Student written assignments	1) 79% success 2) Quality of written work graded in all assignments. No result data available
CS 104 Intro to Computer Hardware & CS 105 Intro to Computer Operating Systems (linked courses)	1) At least 76% will succeed at C (2.0) or above 2) Minimum of 10 students successfully pass MTA Operating Systems exam 3) Students will be prepared for additional self-study for CompTIA A+ exam preparation	1) Institutional Research "Course Success Rates by Division" Annual Report 2) MTA Operating Systems exam results 3) CompTIA exam results	1) 71% success 2) 13 students passed MTA Operating Systems exam 3) 2 students passed A+ exam

Narrative:

What did you do & why? = Outcome
CS 101: Although the instructor required multiple written assignments and included quality of written work as part of the student's grades, the assessment criteria was unclear.
CS 104 & CS 105: In Spring quarter the department purchased MTA and A+ practice exams to prepare students for industry certification exams.

How did you do it? = Tools used to collect data
CS 101: No tools used to assess quality of written work.

CS 104 & CS 105: Students can now take unlimited practice exam attempts until they are ready for the certification exam. Students must pass the practice exam before being issued a certification exam voucher.

What did you find? = Results
CS 101: Qualitative observation demonstrated that student written work improved throughout the quarter due to instructor feedback.

CS 104 & CS 105: The practice exams were made available late in spring quarter 2014. 21 students took the CS 104 & CS 105 courses in Fall quarter and 13 students enrolled Spring quarter for a total of 34 students. Because the practice exams weren't available until late spring quarter, only 24 students tested. 13 of the 24 students (54%) successfully passed the MTA Operating Systems certification exam. Two students passed the CompTia A+ exam.

What now? = Use of Results

CS 101: Grading rubrics will be implemented beginning Fall 2015. Quality of written work will be assessed and measured using the rubric. The instructor will compare student written work grades from the beginning to the end of the quarter to determine if writing quality improves.

CS 104 & CS 105: Practice exams have been purchased for the entire 2014-2015 year. Students will have access to practice exams at the beginning of the courses. All students will be required to take practice exams as part of the course instruction. Instructors will use practice test results as an assessment tool to measure student preparation for certification exams.

Annual Assessment

Department: Criminal Justice **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Criminal Justice	75% of students will be able to identify the organizations and agencies making up the Criminal Justice System and how they work together. *[4:Gather and interpret information]*	Case Study Project and instructor generated exams	97/109 were able to successfully complete the project which shows mastery of the different agencies. Exam scores were lower at around 66% success above 2.0.
Criminal Justice	75%+ of the students will be able to successfully complete the Intensive Case Study on a specific real-life case *[(4 b, c, d) Student will be able to gather and interpret information. Specifically they will be able to make comparisons and draw contrasts (4.b.), recognize the points of an issue or claim (4.c.), and access multiple sources of information (4.d.)].*	Case Study Project Weekly grades	97/109 were able to successfully complete the project which shows mastery of court documents and application of CJ terminology to an actual court case.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

For the introduction to Criminal Justice course the goal was that **75% of students will be able to identify the organizations and agencies making up the Criminal Justice System and how they work together.** *[4:Gather and interpret information]* It was found that 78% of students were able to correctly identify these groups and their relationships in a series of assignments (exams and project). We think that exam scores are low but know that some students do not fair well on exams and that is why there are other assignments for students to complete. Also, the exams are difficult, intentionally so, so that students are prepared for exams at any level of academic study. We realize this is an introductory course but we also work on study habits during the quarter to help students recognize what techniques are beneficial for them.

A second goal was that **75%+ of the students will be able to successfully complete the Intensive Case Study on a specific real-life case** *[(4 b, c, d) Student will be able to gather*

and interpret information. Specifically they will be able to make comparisons and draw contrasts (4.b.), recognize the points of an issue or claim (4.c.), and access multiple sources of information (4.d.)]. The results for this year were that 89% of students were able to do this. The results for the 12-13 school year were slightly lower (85%). Some students consistently fail to complete all assignments which may be why this number is not closer to 100%. We think that perhaps this might be ceiling effects where some students will have difficulties throughout the quarter or just choose to not participate. For the next academic year, the project as well as the course is being completely reorganized and we shall see how students do on the project and course overall. I expect this number to decrease slightly as the revisions make the project more challenging academically.

Annual Assessment

Department: Developmental Studies **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
Developmental English 99	70% of students completing English 099 will demonstrate mastery of basic essay writing skills. Learning outcomes 1a, b 3a, b, 4a, b	Portfolio with a pass or pass with reservation score	92% of students who completed the course passed the portfolio
Developmental English 98	80% of students completing English 98 will demonstrate effective basic writing skills at the paragraph level. Learning outcomes 1a, b, c, 3a, b	Instructor generated quizzes, tests, and writing assignments Passing English 98 with a 2.0 or above	80% of all 98 students were successful.
College Success Skills	80% of students completing CSS courses will be able to define and practice skills needed to persist in college. Learning outcomes 1d, e; 3a, b, 4 a, b	Instructor generated quizzes, tests, and assignments. Passing CSS classes with a 2.0 or above.	77% passed
Adult Basic Education	Meet or exceed state average of students achieving a level gain. Meet or exceed the state average of students completing GED or high school diploma. Meet or exceed the state average of students who persist forty-five hours and posttest. Increase instructor awareness and use of Washington Adult Learning Standards	CASAS assessment WABERS state database Use of Learning Standards cadre, in-services, faculty handbook	

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

English 99: To measure student mastery of English 99, all students must submit a portfolio of three classes to be evaluated as ready for 101 or not ready for 101. We found that over 90% passed. No change is planned since the system works.

English 98: To measure student mastery, 80% of 98 students will be successful. The success rate was 80%. A sizable cause of unsuccessful students is the result of students dropping out. Still, no change is planned other than efforts to keep students in class.

CSS: To measure student mastery, 80% of students will be successful. The success rate was 77%. Since a large cause of the lower success rate came from students dropping out, instructors will make better use of the AEW system and pac leaders to reach out to students who have stopped coming.

ABE: Program met state requirements. No changes are anticipated.

Annual Assessment

Department: Early Childhood Education **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Early Childhood Education	1.) By 6/30/14, a full-time, tenure-faculty member will be hired in the ECE program. The faculty member will provide instruction and coordination within his/her tenure position (PO)	Advertising, recruitment and interviewing qualified candidates.	Current ECE Instructional Designer and Dean decided tenure-faculty position was not in best interest of ECE program and student needs. Decision was to hire ECE Coordinator to provide program coordination, oversight and teaching responsibilities for program. As of 9/1/14 no contract is in place for ECE Coordinator position. Title V grant funding expires on 9/30/14.
	2.) By 6/30/14, 70% of students enrolled in redesigned common courses will receive a 2.0 or higher (CO) Courses include: • ECED& 105 • ECED& 107 • ECED& 132 • ECED& 139 • ECED& 160 • ECED& 170 • ECED& 180 • ECED& 190 • EDUC& 130 • EDUC& 150	Grades from all ECED/EDUC courses.	8 out of 10 redesigned common courses had at least 70% success rates of 2.0 or higher. Courses with less than 70% success rates included ECED& 132 and EDUC& 130.

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
	3.) By 6/30/14, 80% of the students enrolled in practicum experiences will serve children and families in a professional manner and participate in the community as a representative of early care and education (SLO)	Cooperating Teacher and Instructor Evaluations from ECED& 120 and EDUC 190	Based on evaluations from Cooperating Teachers who mentored students enrolled in ECED& 120 and EDUC 190, 100% of students demonstrated professionalism while out in the field.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

1.) As of 9/9/14, the ECE Instructional Designer has not received confirmation from the Dean of Education in regards to the status of the ECE Coordinator position. No contract has been issued either. Title V grant funding ends in three weeks. After 9/30, the current ECE Instructional Designer will be unemployed.

2.) Identified two courses as having low success rates. Discussed plan with instructor to offer courses as hybrid to provide students with some face-to-face instruction and support.

3.) ECE Instructional Designer requested feedback from Cooperating Teachers on evaluation forms for ECED& 120 and EDUC 190. Based on feedback, teachers felt the evaluation tool was effective and did not require any additional modification to the professionalism component.

Annual Assessment

Department: English **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
English 101	More than 50% of student essays will show a score of "proficient" or higher in three performance areas when judged according to the Gen Ed "communication" rubric.	Essays Collected from every instructor who teaches 101, evaluated by all full-time English faculty	Fail
English 102	More than 75% of student essays will show a score of "proficient" or higher in all performance areas when judged according to the Gen Ed "communication" rubric.	Essays Collected from every instructor who teaches 102, evaluated by all full-time English faculty	Fail
Online English Courses	Continue to assess effectiveness of online courses as compared to on-site courses	Compare essays generated in essays from online classes with essays from on-site classes	Completed
Adjunct-Taught English Courses	Continue to assess effectiveness of adjunct-taught courses as compared to courses taught by full-time instructors	Contrast adjunct-generated essays with full-time-instructor-generated essays.	Completed

English Department Assessment Narrative

In 2013-2014 the English Department continued to implement assessment of English 101 and 102. We further integrated the assessment of adjunct instructors, including some who were overlooked in previous years due to their teaching in non-traditional classrooms.

This year, instructors were told in advance of the standards for the test, since the rubrics used reflect standards that are established both in the MCOs for these classes and in the General Education standards for written communication. We used a random sampling of four essays from one section of each composition class (101, and 102) taught by each full- and part-time instructor. This year response was good, and we achieved 90% compliance, which is an excellent result.

In previous years, we have tabulated the data and looked for any data which showed weaknesses in the English Department in general. This year, all four members of the full-time faculty assessed all of the essays and submitted their results. While it would be possible to

tabulate the results, consensus is that there is no way that we can achieve our stated goals in any of the areas being tested due to a variety of factors. These include, but are not limited to:

Essays written on topics which are not well suited to the style of writing being assessed

Essays which do not contain an arguable thesis and are simply reports (collection of information) on a given topic.

Essays with blocks of plagiarized material or “plagiaphrasing”

Essays which are below the mandatory minimum length requirement as stated in the MCO

Essays on topics which are in no way appropriate for the subject matter of the class (e.g. essays on marijuana legalization in ENGL 102)

Essays which fail to use the proper citation format

Our conclusion was that it is impossible to assess the effectiveness of the teaching style of the department as a whole when it appears that there is little consensus as to what a strong essay looks like, or even what makes up proper citation style.

Another conclusion we have drawn is that we lack the time, focus, and resources to address all courses at the same time, so our assessment tasks for the next year will focus entirely on ENGL& 101.

Our planned course of action is to mentor adjunct instructors, instructing them on the desired outcomes for the course and the types of techniques which are proven effective.

Strategies include:

1) “Norming” sessions in which all instructors assess a given portfolio of essays.
2) Workshops in which these essays are discussed
3) Workshops on topics, techniques, and classroom strategies

We will continue to collect essays from each class for assessment by the full-time faculty, and we expect that the continued mentoring of the adjunct faculty will result in essays which meet the standards we are assessing

Annual Assessment

Department: Foreign Language **Year: 2013-2014**

DEPARTMENT /COURSE	OUTCOMES	TOOLS USED TO COLLECT DATA	RESULTS
Foreign Language	75% of Spanish 122 students will demonstrate the ability to translate a section of a 1st year Spanish novel by scoring 75% or higher on a translation exam.	Instructor generated final exam translation requirement.	92.8% of SPAN 122 students scored 75% or higher on the translation assignment from a 1st year Spanish novel. These results exceed the outcome goal of 75% students succeeding at 75% or higher and demonstrates that students are recognizing the target language and are able to translate the target language effectively.
Foreign Language	75% of Spanish 121 and students will demonstrate the ability to write a composition of at least 100 words in the target language upon completion of Spanish 121. Gen Ed Outcome 1a, 1b	Instructor generated final exam.	SPAN 121 students were given the assignment to write a 175+ word composition in Spanish. 100% of the students who attempted this assignment achieved the goal of writing this length of unique composition in a comprehensible manner. These results exceed the outcome goal of 75% of students demonstrating the ability to write this length of composition by the end of Spanish 121.
Foreign Language	Students in Spanish 121, Spanish 122 and Spanish 123 will demonstrate recognition of cultural differences between the English-speaking world and the Spanish-speaking world as well as the cultural diversity within the Spanish-speaking world. 70% of students will achieve a 75% or higher on "culture quizzes." Gen Ed Outcome 5	Instructor generated assessments based on cultural points as presented in the required text "The Hispanic Way." *changes made to weight of Cultural Knowledge component in final grade computation; reinforcement of importance of cultural knowledge for all students.	86% of SPAN 123 students scored 75% or higher on a Culture Quiz designed from their assigned cultural readings. 60% of SPAN 122 students scored 75% or higher on a Culture Quiz designed from their assigned cultural readings. 70% of SPAN 121 students scored 75% or higher on a Cultural Quiz designed from their assigned cultural readings. The outcome goal was met in only one of the sections.

Foreign Language	Spanish 121 students will demonstrate recognition of the past tense conjugations of –ar, -er and –ir verbs.	Instructor generated grammar quiz.	All SPAN 121 students correctly identified the past tense conjugations of –er, -ar and –ir verbs at a level of 50% or higher on this assessment.

Annual Assessment

Department: History **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
History	75% of students will be able to define significant terms and identify the major people in American History from 1500 – 1865. *[4:Gather and interpret information]*	Exam scores. Instructor-generated exams	81.7% average exam scores 85% of students achieved 70% or higher on exams. GOAL MET.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Classes employed an AVID technique of practice quizzes and textbook mining to prepare students for exams. Students could take the open-book practice quizzes as often as they wished to prepare for the exams. These practice quizzes generated random questions from large test banks—some of which were also used on the exams. Students generally perform better using this method of study than by reading the chapter without the practice quizzes, resulting in both higher overall exam scores and course scores. This method of study and examination will continue.

Annual Assessment

Department: Industrial Systems Technology Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
IST	IST Students earning Certificates and/or degrees will attain employment (PO)	Estimated Employment rates as published by SBCTC data.	Indicators show IST graduates enjoy a favorable employment climate and a high percentage employment rate.
IST	Beginning IST program Students will be retained, earning diplomas or certification (PO)	Data collected and compiled by the Institutional Research Dept.	IST has had a high degree of completers on a course by course basis and program wide. The IST program has favorable graduation rate

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

The ultimate goals of the IST program are our students will find their experience at BBCC and the Industrial Systems Technology program to be a fruitful one. We may gage the importance to students of our instruction by polling with the simple inquiry; would you recommend this experience to others as a pathway to success? Whether students are not inclined to give favorable results, or are mediocre, or are ecstatic all indicate how/if students find value in their time and resources expended here. How students perceive BBCC and the IST program directly determines the health of our program.

IST instruction centers around overall job related competency and background. We must determine if students acquire the needed knowledge and proficiency to safely apply maintenance/electrical procedures in an industrial atmosphere. One of the best indicators the program is successful in this arena is by the feedback and experience of their employers. On a local note, we (instructors) must determine from testing and lab exercises if individuals acquire/possess the aptitude to efficiently perform in a work environment.

Recent indicators suggest we have a balanced approach that is working while producing positive results. Feedback from surveys, focus groups, student questionnaires and assessable data continue to indicate program health. We are seeing positive outcomes and believe we are providing maximum benefit for our students and community, but we must be mindful of the quality of our program and make every effort to provide value to all our stakeholders.

Annual Assessment

Department: Math **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Math 96	75% of students will earn a passing grade. *[(2a) Interpret information in graph form.]*	Emporium model gradebook.	71% of students earned a P grade or at least a 2.0 grade.
Math 146	75% of students will earn a P grade or at least a 2.0 grade. *[(2b) Understand and use statistical information.]*	Final grades.	69% of students earned a P grade or at least a 2.0 grade.
Math 141	75% of students will earn a P grade or at least a 2.0 grade. *[(2d) Work with numerical and algebraic relationships.]*	Final grades.	62% of students earned a P grade or at least a 2.0 grade.

Fall 2014 marked the beginning of the math department's streamlined two-quarter pre-calculus sequence, using our in-house textbook. Over the past academic year, the two classes—Math &141 and Math &142—had a collective success rate of 65.7%, an improvement over the previous year's success rate of 61.4%. We spent some time over the past year revising the in-house text, with the next edition set for printing and sale in January 2015. We will review the results over the next year and continue to revise the text and the class as needed.

The department also convened over the last summer to rearrange our Math 95 and Math 99 classes. We reorganized them into two new classes, now titled Math 98 and Math 99. Completing Math 98 will enable students to take Math &107 or Math &146, while completing both Math 98 and Math 99 will enable students to take Math &141 and Math &147. This rearrangement should make it easier for non-science students to take college-level math classes. To aid the transition, we will offer a 2-credit online class in the Winter 2015 quarter. The department will investigate over the next year to see if this change increases college-level math enrollment and improves student success rates.

Annual Assessment

Department: Medical Assistant **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Medical Assistant	75 percent of Medical Assistant Students will be employed in the Medical Assistant field six months of completion of their certificate. (PO)	We will conduct a follow up survey six months after the completion of the Medical Assistant Certificate.	Results unavailable
Medical Assistant	85% of students of MA specific classes will successfully complete at a 2.0 or better (CO)	Success rate of all MA courses per IR&P	• 82% overall success rate
Medical Assistant	90% of students will complete the 198 extern hours at 3 or above on the skill check-offs (SLO)	Completion paperwork from the preceptor	• 82% successfully completed externship as of September 2014. • 5 students pending
Medical Assistant	85% of MA students entering MA 112 will complete their certificate requirements within 9 months. (PO)	Transcript review.	• 71% completed in 9 month time frame • (10% scheduled to complete in 11 month time frame) • 14% unsuccessful • Remaining student pending for medical reasons

Narrative: Due to Medical Assistant Program Coordinator transition mid-year, some results are unavailable. The new coordinator was still getting a feel for the program and couldn't provide a narrative on the above results.

Annual Assessment

Department: Nursing **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Nursing – 1	75% of students beginning the nursing program will complete within 3 years (PO)	IR&P to compile data	Cohort 11-13 62.5% completed within 3 years Cohort 12-14 80% (with one student in cohort 14-16)
Nursing – 2	85% of Nursing graduates will pass the NCLEX on the first attempt. (above the national mean) (PO)	Nursing Department Collection	100% passed the NCLEX on the first attempt
Nursing – 3	Graduates will rate the program above 4.0 (on a 5 point scale) six months after graduation. (PO)	Nursing Graduate Survey	100% of respondents rated the program at a 5.0 (25% survey response rate)
Nursing – 4	Graduates will rate their competency as beginning practitioners above 4.0 (on a 5 point scale), six months after graduation. (SLO)	Nursing Graduate Survey	Respondents rated their competency at 4.7 (25% response rate)
Nursing – 5	Employers will rate the graduates' competency as beginning practitioners above 4.0 (on a 5 point scale), six months after graduation. (SLO)	Nursing Employer Survey	Employers rated graduates' competency at 4.31 (58% response rate)
Nursing – 6	90% of graduates who seek employment will be hired in health care within the first 6 months. (PO)	Nursing Department Collection	100% of graduates report employment within 6 months

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Nursing – 7 (Learning outcome)	100% of students will receive a 3.5 or better (5 point scale) from both their mentor and their instructor in NUR 231 (core concept evaluation (SLO)	Nursing Department Collection	100% of students reached benchmark (3.97-5.0) average 4.73.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Level I theory classes: initiated the "flipped model" quarter by quarter; learning outcomes better identified through Canvas data collection. Need to continue to develop use of learning outcome data; flipped model to continue in Level I and advance to Level II. Theory classes across the curriculum: increased use of active strategies.
JE: Use of classroom whiteboards to brainstorm on concepts; more focused questioning of students (in all settings) to assess knowledge or deficits to direct further teaching; classroom small group case studies, allowing for faculty assessment of student learning from their dialogue. Student developed presentations (PowerPoint and others) to actively engage students in teaching/learning process. Use of concept maps in clinical environment to improve critical thinking processes. Plan to continue these strategies.

MGA: flipped instruction with Level I students; students generally came better prepared for class in order to apply knowledge to critical thinking scenarios. This allowed time to reinforce concepts rather than introduce them in class. Other strategies used – on the spot short scenarios for critical thinking and clinical decision making; audience response system utilized for NCLEX style questions, increasing the students' competence with these questions; calling on students to summarize most important points for topic of week. This reinforced the material and helped retention, while keeping the students more engaged in the classroom.

JB: what I did was **philosophical chairs**. It went exceptionally well, students had to listen, interpret, clarify, and articulate ideas efficiently. prior to doing the process they were allowed 20 minutes to research the topic area and then each student had to participate prior to contributing a second time.
what did the students gain: The students learned to articulate the facts on the particular topic area concisely and effectively to ensure clarity with their viewpoint and to educate the patient on the pro's and/or con's of the topic procedure. The students gained insight into the topic area, how to re-state the opposing sides view and be considerate in the discussion/debate process.
how was it effective: I believe it was very effective as the students remained very engaged throughout the process and also after the class had ended continuing discussion in their own time.
what will you do with it in the future: I intend to try to incorporate it more throughout the 2 year program to enable the students to learn communication stills necessary in our diverse healthcare community. I believe it will enable them to be better advocates for our patients and further develop their communication skills with a calm, educated, rationale voice.

Annual Assessment

Department: Philosophy **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Philosophy	Assessment 2a: interpret information in graph form. Hypothesis: the majority of my students will successfully use truth tables to determine whether an argument is valid or invalid.	Exam 4 on Truth Tables in PHIL&120 Symbolic Logic: 75 out of 100 points considered successful	Spring 2014 Exam 4 results: 28 out of 32 successful = 87.5% success.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Annual Assessment

Department: Physics **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Engineering Physics (PHYS& 221)	Class as a whole will match the nationwide average for gains on the Force Concept Inventory. Allows for comparison of BBCC students against other physics students in the U.S.	Pre- & post testing using the Force Concept Inventory, a test widely used in the physics community in the U.S. and some foreign countries.	The class in the 2012-2013 school year averaged 35% gains on this test, gains which are very good for this test, and compare well with the nationwide averages.
General Physics (PHYS& 114)	Class as a whole will match the nationwide average for gains on the Force Concept Inventory. Allows for comparison of BBCC students against other physics students in the U.S.	Same as for Engineering Physics (see above).	Because the Force Concept Inventory is non-mathematical, I decided to try it out in the General Physics course. Scores and gains in this class were much lower than in the Engineering Physics class; normalized gains (the amount gained out of the amount possible) were only 17% for this class.
Physics for Non-Science Majors (PHYS& 110)	75% of students will demonstrate the ability to graph experimental data correctly, determine the slope of a graph of experimental data, and make predictions based on that graph. 75% of students will demonstrate the ability to correctly convert from one type of unit to another. Gen Ed Outcome 2a	Laboratory Final given in the ninth week of winter quarter.	For the graphing part of the objective, 94% of the students were able to graph experimental data correctly; 76% were able to correctly determine the slope, but only 59% were able to answer a question about making predictions based on the result of the graph.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

1. In Engineering Physics I use a test called the Force Concept Inventory. I give this as a pre-test on the first day of class in the fall and give it again as a post-test. Most schools give the post-test at or near the end of the fall term, but I usually forget to give it until Winter Quarter (or even Spring Quarter). This year I gave it early in Winter Quarter. I use this test because it is used nationwide by schools engaged in assessment of their physics courses. From past performances of my classes, I expect them to do better than the nationwide average of 13% gains from the pre-test to the post-test. The class in the 2012-2013 school year averaged 35% gains on this test, gains which are very good for this test, and compare well with the nationwide averages. This is a bit lower than the gains I have had in the past, but still very good. The 2012-2013 class was the largest class I have ever had (50% larger than my previous largest class), and I was happy to see that they still learned well.
2. Because the Force Concept Inventory is non-mathematical, I decided to try it out in the General Physics course. Scores and gains in this class were much lower than in the Engineering Physics class; normalized gains (the amount gained out of the amount possible) were only 17% for this class. The data I have for other schools doesn't include this particular class, but the fact that the gains are so low (while still higher that the national average for Engineering Physics) tells me I need to make some changes in this year's course. I am already revising the homework to have more conceptual questions and more structured assignments. (2013-2014 was the first year I had taught this course, so it was very much an experiment.)
3. For the graphing part of the objective, 94% of the students were able to graph experimental data correctly; 76% were able to correctly determine the slope, but only 59% were able to answer a question about making predictions based on the result of the graph. This last task is more difficult, but I still want students to be able to do it; I am rewriting of the questions in my laboratories to see if I can help the students learn this skill. I am still having difficulty convincing students to learn unit conversion techniques. About 50% of students can correctly do single-step conversions and multiple-step conversions with no squared or cubed factors, but only about 24% can correctly do conversions involving squared or cubed factors. The decline isn't surprising, but I want to do better. I've recorded more videos on unit conversion, and will work on ways to make sure the students watch them.

Annual Assessment

Department: Political Science **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
POLS& 202 (Waites)	Seeking to learn whether students perform better in an online, lecture based class experience, or an emporium-based on-ground class.	Overall course grades to demonstrate overall results; exam grades to determine whether the emporium model is more effective than the traditional model for learning the basic course materials.	Online Course Overall Grades = 71.75% Ground Emporium Overall Grades = 90.6% Online Exam Grades = 77.5 Ground Exam Grades = 95.8
POLS& 202 (Riley)	Seeking to learn whether students perform better with weekly quizzes or the traditional midterm & final exam format of examination Gen Ed Outcome 4	Overall course grades to demonstrate overall results; exams and quizzes to equal the same number of points in the students' overall grades.	Spring = 82% average w/practice quizzes Fall = 74% average w/o practice quizzes SU = 68% w/quizzes only (taken 2x).

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Riley: In the summer, students were given only weekly quizzes to evaluate their understanding of the course materials. Each student was allowed to take the quizzes twice and the use of the textbook was allowed. Quizzes were timed for 20 minutes each. Although students routinely say they prefer weekly quizzes over exams, results of this method of evaluation were appalling. Only 68% of students were able to pass the class with this method of assessment. In the fall quarter, three exams covering the same information were introduced. No quizzes were given and students were not given practice quizzes. The exams were, however, open book with a timer set for 90 minutes

per exam. Student course performance rose to acceptable levels at 74% average course grade. As part of an AVID study in the spring, practice quizzes were introduced. Students could take the practice quizzes as many times as they wished with their books and no timer. No grades were attached to the quizzes and students were encouraged to mine the text when taking these quizzes. The exams were the same as seen in the fall quarter with the same time per exam. Again scores rose, his time to 82% average. As a result, the course will continue to employ the practice quiz method of test-prep with the exam timed for 90 minutes.

Note: in the regular end-of-quarter student self-assessment discussion held with the class, students suggested the practice quizzes should be scored to further encourage students to use them when studying for the exams. This is a possibility for the coming academic year.

Annual Assessment

Department: Psychology **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Psychology	There will be no difference in exam scores and final grades between students who had open-note, open-book (ON-OB) exams and students who had closed-note closed-book exams (CN-CB), facilitated in Canvas. [*3c, e. Students will be able to solve problems combining and applying knowledge from multiple sources.]*	Instructor-Generated Exams	The results showed for a full academic year that the exam average was 77% using the ON-OB method.
Psychology	Students who complete a more intensive assignment regarding the topics of research methods and learning theory will perform better on exams than students who do not. *[3a-d Students will be able to solve problems combining and applying knowledge from multiple sources.& 4a-b:Gather and interpret information]*	Instructor-generated projects and exam scores	The results showed no difference on average exams scores between the students who did the project (84%) and students who did not (82%).

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

The first goal for Psychology was that **there will be no difference in exam scores and final grades between students who had open-note, open-book (ON-OB) exams and students who had closed-note closed-book exams (CN-CB), facilitated in Canvas.** [*3. Students will be able to solve problems combining and applying knowledge from multiple sources.]* It turned out that the average exam score across 4 classes for an academic year using this method was 77%. This assessment was redone from the previous year because data on only one quarter using the ON-OB method was available and I didn't want there to be any outlier effects from that quarter. While exam scores are slightly higher than the previous CN-CB average of 73%, the overall average exam scores still continue to hover around 75%, which is the goal of the instructor.

The second goal was that **students who complete a more intensive assignment regarding the topics of research methods and learning theory will perform better on exams than students who do not.** *[3. Students will be able to solve problems combining and applying knowledge from multiple sources.& 4:Gather and interpret information]* In this case the instructor was approached to be part of a national project where they were trying to assess the utility of a collection of assignments in promoting learning about difficult concepts in PSYC 100 courses. The instructor wanted to find a new method to reinforcing the concepts of research methods and learning theory because they are very difficult for students. Students in one class simply completed the normal lecture, practice quiz, and 2 paper reinforcing assignments. Their average exam score was 82% (sd= 6.69) for the specific related questions. The other class completed the lecture, the practice quiz, 1 of the same papers reinforcing research methods, and a new second paper that combined a discussion of learning theory with a review of research methods. A whole day was spent in class going over examples and all students understood and did well on the paper. However, when it came to the test questions related to the topic, their average on those questions was only 84% (sd = 5.47). With the variation from these two averages, it shows the scores are not really different based on the method used. Since the new project was a lot more work for the instructor and the students. We have decided to just keep the old project until we can think of something new.

Annual Assessment

Department: Religious Studies **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Religious Studies	Assessment 5c: define and articulate meaningful aspects of global cultures using appropriate vocabulary and examples. Hypothesis: the majority of my students will adequately define key terms and discuss important issues in Ancient Religions, Islam, Christianity which demonstrates their understanding of global culture.	Exam in REL 201 World Religions on key terms in Ancient Religions, Islam, and Christianity: 75 out of 100 points considered successful	Spring 2014 results: 97% successful on Ancient Religions exam (Hesiod and Pantheon); 87% successful on Islam exam; and 83% successful on Christianity exam (Catholicism)

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Annual Assessment

Department: Sociology **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Sociology	Students will improve study skills as reflected in exam scores after completing the AVID – based skill lesson	AVID-based skill lesson developed by Social Science Faculty and implemented in their courses	No Results

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

I did not use AVID Strategies as I thought I would. After I further considered the AVID strategies, I figured I was already using such strategies. I don't think as a faculty we were completely convinced that AVID strategies were any better than strategies I was already using. Students are engaged in my class by evidenced by active student conversations, written work that focuses on both analytical thinking and creative thought while always bringing in students life experiences to assist in interpreting the content of our text books.

Annual Assessment

Department: Welding **Year: 2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Welding	75% of Welding students who earned certificates or degrees or students with 45 credits or more with at least a 2.0 G.P.A. will be employed. (PO)	Estimated employment rates SBCTC data 2011-12 obtained in January 2014	Need results from Valerie.
Welding	75% of the students who elected to take WABO certification passed (SLO)	Washington Association of Building Officials Certification Data	75% of students attempting the WABO certification test were successful. Continue to use training methods.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

We tested the students who chose to attempt the WABO certification test. Of those attempting, 75% were capable of satisfying the requirements. This indicates we have met the stated goal, and we will continue training in this manner.