Student Success

Access – 2012

The first of three monitoring reports in the 2011-12 academic year to the Big Bend Community College Board of Trustees on progress toward goals of the 2009–2014 Academic Master Plan

Presented to the BBCC Board of Trustees, February 23, 2012
Prepared by the Office of Institutional Research & Planning

Mission Statement

The mission of Big Bend Community College is to serve the educational needs of a diverse population throughout its service district. As a comprehensive two-year community college, the institution works with its partners to provide a variety of educational opportunities, including courses and training for university and college transfer, occupational and technical programs, basic skills and developmental education, community and continuing education, pre-employment and customized training for local business and industry, and support services for students to help promote student access, success, and retention.

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
The mission of BBCC is to serve the educational needs of a diverse poplulation throughout its service district.

E-2 Access
BBCC provides quality resources and affordable access to the diverse population of its entire district.

E-3 Partnerships
BBCC works with organizations and agencies to enhance access and servcies for our district population.

E-4 Student Achievement
BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners.

E-5 Climate
BBCC provides and maintains a climate of purpose, respect, and safety for students, staff, and partners.

E-6 Multiculturalism
The Board will promote a climate of cultural understanding to be reflected in an approach for both students and college employees that results in an attitude of inquiry and openness. In the workplace and community, this approach sets a standard for customer service and civility in all interactions. In the classroom it leads to understanding of our world and the people in it.

BBCC Core Themes

Core themes are the unifying values that reflect the Mission and Board Ends Statements and are a tangible component of every aspect of our organization. We state them as Access, Student Success, Partnerships, and Climate.

Front cover: In spring 2011, the BBCC Student Success Center hosted a Tailgate Party where students and others on campus could inquire about BBCC and transfer opportunities to university partners (Central Washington University, Eastern Washington University, Heritage University, Western Governor's University, and Whitworth).

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Student *Success*

BBCC Basic Skills students and staff wear red to show their support of higher education.

Big Bend Community College devotes its resources and efforts to STUDENT SUCCESS. Providing educational opportunities and support services that promote student access, success, and retention is at the heart of the college's Mission and is guided by the Board of Trustees' Ends Statements and the 2009-2014 Academic Master Plan (AMP, Appendix A). Student success is indicated by increased momentum points, student enrollment, student retention, and number of certificates and degrees awarded.

Annual monitoring reports to the Board of Trustees on Access, Programs, and Outcomes describe college efforts in supporting student success and provide data showing progress toward reaching goals related to those efforts. The current report, *Access 2012*, is the first of these annual reports and focuses on efforts made to inform the service district residents of college resources and how well residents are engaged in the use of those resources.

Informing community members of and engaging them with college services ultimately leads to the following three AMP outcomes:
• improved student success (Outcome A.1),
• increased targeted enrollments (Outcome A.2), and
• meeting or exceeding the state FTE target (Outcome A.3).

Improved Student Success

AMP Outcome A.1 – Use of college resources improves student success

AMP Outcome A.1 states that the *use of college resources improves student success*. AMP Action Plans and Board of Trustees' Ends Statements (in parentheses) related to the A.1 Outcome include: **Resource/Service Inventory** (E-2 Access, E-3 Partnerships, E-5 Climate, and E-6 Multiculturalism), **Partnerships** (E-2 Access, E-3 Partnerships, E-4 Student Achievement, and E-6 Multiculturalism), **College Services** (E-2 Access, E-3 Partnerships, E-4 Student Achievement, E-5 Climate, and E-6 Multiculturalism), and **Counseling and Advising** (E-2 Access and E-4 Student Achievement).

Resources/Services Inventory

Effective communication about the resources the college offers service district residents is the first step in engaging residents with college resources. Marketing efforts ranging from printed media to theater ads and radio spots can be found throughout the local and distant communities in the service district and can be the first exposure some residents have to college services. Paid advertising decreased in 2011 due to campus-wide budget cuts; however, the number of press releases increased 17% from 2010 to 2011 despite staff turnover in the Public Information office. (For a complete list of marketing efforts in 2011, please see Appendix B.) In 2012 and beyond, the college will pursue higher response venues and explore new outlets for communicating information about college resources (e.g. social networking sites, etc.)

Although far reaching, marketing has an indirect interaction with members of the service district community, data collected from surveys indicate that word-of-mouth is the most common way people learn about the college. Our face-to-face (on- and off-campus) outreach activities provide direct and personal interaction with them.

On-campus activities include the BBCC Job & Career Fair, *¡Edúcate @ Big Bend! Latino Education Fair*, and GEAR UP events. Off-campus activities range from high school visits with potential students and their parents to community focus groups. In 2011, over 3,400 contacts were made at these events. (For a complete list of outreach efforts, please see Appendices C and D.) At times, off-campus efforts to provide instruction, services, and face-to-face interaction are the only contact outlying communities have with college resources.

Partnerships

On- and off-campus activities and outreach also help maintain and build new partnerships with area businesses and community groups. With limited budgets and resources, the college and its partners collaborate to enhance college services to provide local and regional training opportunities, based on community and employer needs. Business and industry partners help keep programs relevant and up-to-date, as well as donate equipment, trainers, and facilities.

Inland Helicopters of Spokane

Robinson R44 Helicopter

A new partnership between Big Bend Community College and Inland Helicopters of Spokane will provide opportunities for students to become helicopter pilots while earning an associate's degree. The new helicopter pilot training program begins April 2, 2012. Inland Helicopter will provide both the instructors and helicopters, and BBCC will provide the aviation ground school and the related instruction required for graduation. The students will learn in the Robinson R22 for primary training and R44 helicopters for instrument and advanced flight training. Students who complete the program can graduate with either the Associate of Applied Science Degree or the Associate in Arts and Science

Former BBCC Trustee Kenison, Title V Director Kinzel, and President Bonaudi cut the ribbon at the Student Success Center opening ceremony as students, staff, and community members look on (right).

Former BBCC Trustee Kenison, former Title V Activities Coordinator Parton, and BBCC Trustee Lane participate in Student Success Center opening-day activities (left).

Degree. FAA certificates will include Private, Instrument, Commercial, and Certified Flight Instructor. (Appendix E provides a complete list of ongoing and new partnerships.)

Connect2Complete

Connect2Complete (C2C) is a program of Campus Compact with funding from the Bill and Melinda Gates Foundation and includes Washington Campus Compact (WACC) in partnership with Big Bend Community College, Edmonds Community College, and Green River Community College. The grant provides focus on the development of a Peer Mentoring Program that builds on retention and persistence efforts that BBCC is currently developing. It includes:

• creating a model for effective peer advocacy/ mentoring programs,
• disseminating the model to all 38 WACC- member colleges/universities,
• collaborating with other C2C program participants to share best practices, and
• creating a statewide learning community to improve completion of low-income college students enrolled in developmental classes.

BBCC was awarded this two-year grant on January 1, 2012, and will report on outcomes as the grant progresses. (A more detailed overview of the C2C grant can be found in Appendix F.)

Student Success Center (SSC)

A new service that is helping students navigate their way through college and was developed from Title V monies is the Student Success Center. Located on the first floor of the 1400 building on campus, this newly renovated area provides space for students to use a computer, reserve a study room, meet with a study group or mentor, participate in Supplemental Instruction (SI) sessions, receive tutoring, and get help navigating campus. The center officially opened with a ribbon-cutting ceremony in May of 2011.

Data on fall 2011 use of the center was collected and analyzed to understand who was using the center, why they were using it, and if those students were experiencing higher success rates in classes than students who did not use the center. (Additional data on the Student Success Center can be found in Appendix G.)

Student Success Center trends from fall quarter:

- Twice as many females used the center as males
- Hispanic females used the center more than any other demographic group
- One-half of the total number of sessions were dedicated to using a computer
- Most common class/area reported by students was pre-college level math

2011 fall success rate of students using the SSC was 79%, comparable to the BBCC overall success rate of 77% (2010-11)

As more students use SI, BBCC will be able to determine the impact of the service on student success in courses. Preliminary data comparing success rates of students taking SI in certain classes versus those who did not can be found in Appendix H.

College Services

MediaSite

Grants such as Achieving the Dream (ended in June 2011), the RUS grant (also ended in June 2011), and the Title V grants provide(d) support to deliver educational programs and support services to distance students. Through these grants, eLearning (formerly known as distance education) efforts at BBCC have evolved and improved over the past 15 years. BBCC initially offered distance classes via video conferencing called Interactive Television

(ITV), but later moved to the use of a lecture capture product called MediaSite – a more cost and resource effective method of capturing and delivering classes to distance students. The use of ITV was discontinued at the end of spring quarter 2009. MediaSite is also used to archive and deliver other college information to distance sites as well (for example, Board Meetings and the Annual State of the College address). To date, there are five MediaSite classrooms on campus, two additional "studios" where instructors can record lectures outside of the classroom, one portable recorder and one extra MediaSite recorder. Online classes are another method of delivering educational resources to outlying communities. Use in eLearning technology has grown from fall 2010 to fall 2011. There has been a 13% increase in the number of classes using some form of online technology and a 17% increase in enrollment in these classes during this time.

Online Tutoring

Online tutoring is a service available to students seven days a week in various subjects (calculus, accounting, anatomy and physiology, biology,

Schedule of online tutors, subjects, and times available to students; updated weekly.

Percentage of BBCC students responding *agree* or *strongly agree*

An advisor helped me identify the courses I needed to take during my first quarter

64%

An advisor helped me set academic goals and create a plan for achieving them

42%

An advisor helped me select a course of study, program, or major

60%

0%   20%   40%   60%   80%   100%
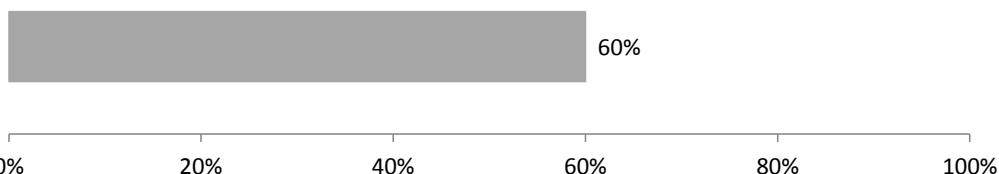
chemistry, math, etc.). The schedule of available tutors in each subject is provided for students on a weekly basis, allowing students to contact a tutor and receive help when they need it. Students can use the Online Writing Lab to submit drafts of papers, ask for specific feedback, and receive a tutor's response within 24-48 hours. Live tutoring via "eChat" is offered for a number of subjects. And, offline "eQuestions" allow students to leave specific questions for an eTutor, who will respond within 48 hours. This fall, 22 eQuestions were posted to tutors from 16 students across three subjects (Biology, Math, and Writing); 43 writing assignments were submitted for review by 16 students; and there were 28 live eChat sessions between 13 students and tutors. In total, 40 individual students used online tutoring services in fall quarter. Work is currently underway to collect the information necessary to link students' use of online tutoring to their success in courses. Data will be reported as it becomes available.

Counseling and Advising

In fall quarter 2010, the Survey of Entering Student Engagement (SENSE) was administered to students in classes that typically enroll entering students: pre-college level English and math courses, College Survival Skills (CSS) classes, and the first

college level English and math classes (including professional-technical related classes). Students are surveyed early in fall quarter and are asked about their experiences from the time of their decision to attend BBCC through the end of the first three weeks of their first quarter. In 2010, 227 students participated in this survey. Thirteen percent (13%) indicated they used academic advising/planning more than one time during the first three weeks of their first quarter. Of all students who used the service, 96% were satisfied with it. This was a slight improvement over the 2008 SENSE results, where 91% of students who used academic advising/planning were satisfied with it. Please see Appendix I for a complete summary of 2010 SENSE results.

SENSE results are interesting when compared to those from the Community College Survey of Student Engagement (CCSSE) which is administered in spring quarter of the same academic year. This provides a comparison of how students' actions and opinions may have changed after attending college for three quarters. If the students who are surveyed as entering students in fall remain enrolled through spring quarter, they are typically part of the spring survey respondent pool and have experienced college culture longer. CCSSE is administered in randomly selected classes

across campus, excluding non-credit classes, dual-enrollment courses offered entirely to high school students, distance learning classes, lower-level ESL courses, lab sections, individual instruction courses (e.g. music lessons), and independent study or self-paced classes. Results from the 2011 CCSSE survey will be analyzed and reported in the near future.

Although important, knowing how often students seek advising and how satisfied they are with it does not provide a complete picture of how advising impacts student success. To better understand this, various faculty and staff have been recording their advising contacts on a quarterly basis, beginning in fall 2010.

Last fall (2010), 17 staff made 1,505 advising contacts during the quarter, serving 858 individual students. One-third (32%) of these students returned to see an advisor more than once during the quarter and 70% enrolled in classes during fall quarter (84% enrolled in classes at the college at some time during the 2010-11 academic year). Of students with intent to transfer or those with an unclear intent, 78% of those who were reported in advising efforts earned a certificate/degree or were reenrolled in spring quarter 2011. Comparatively,

70% of those same student populations who were NOT advised earned certificates/degrees or remained enrolled during the academic year. This trend is exaggerated for students with no clear intent – indicating that these students, especially, need the support and guidance that effective advising provides.

This fall (2011), fewer faculty and staff reported their advising efforts, however,

25% more advising contacts were reported in fall 2011 than fall 2010

Reported advising contacts from this fall indicate that 1,887 advising contacts were made with 1,193 individual students. The table below compares advising information reported from fall 2010 and fall 2011.

The table below does not reflect the true extent of advising at BBCC because we struggle to find a practical method of capturing the vast advising efforts of teaching faculty. Teachers often advise

Reported* Fall Quarter Advising Contacts

	Fall 2010	Fall 2011
Number of BBCC employees reporting advising contacts	17	8
Number of *faculty*	10	5
Number of *staff*	7	3
Number of advising contacts (duplicated headcount)	1505	1887
Number of advised students (unduplicated headcount)	**858**	**1193**
Number of students *teaching faculty* met with	69	41
Number of students *counselors* met with	602	747
Number of students *staff* met with	187	405
Pct of reported students who saw advisor more than one time	32%	35%
Pct of reported students enrolled in classes during fall quarter	70%	64%
Pct of reported students enrolled in classes at any time during the academic year	84%	n/a

*This table contains only data related to advising efforts that were reported by staff either through the online advising log or their Outlook calendars; it does *not* reflect advising efforts of staff who did not report their efforts or larger-scale efforts seen in certain programs such as TRiO SSS.

ANNUAL Success* Rates by Division

Division	2006-07	2007-08	2008-09	2009-10	2010-11
Allied Health	89%	89%	88%	86%	89%
Aviation	82%	79%	75%	79%	71%
Business	85%	86%	79%	74%	72%
Developmental	84%	79%	81%	80%	79%
Humanities	79%	80%	79%	80%	79%
Industrial Technology	82%	76%	78%	86%	84%
Math/Science	73%	72%	72%	71%	70%
Pre-college Level Math**	46%	49%	50%	49%	53%
Social Science	77%	79%	79%	77%	73%

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

**MPC 090, 091, 092, 093, 095 and 099

students randomly during the day and commonly away from their offices (and, subsequently a computer where they can log their efforts). Discussions about this process and how to improve reporting campus-wide advising efforts will continue until an effective process is implemented. Additionally, these numbers do not reflect advising that occurs in the Student Success Center or programs such as TRiO Student Support Services (SSS). Tools to better capture this information will be refined and implemented over the next year.

Outcome A.1

All of these things: effective communication about college services, continuing and new partnerships, college services such as eLearning, and counseling and advising all provide the information and

opportunity for students throughout the district to use college resources. They also affect student success, as those students utilize college services to work toward their educational goals.

Student success can be analyzed many different ways. One measure is success rates in classes. Annual success rates in all classes are reported in the Outcomes monitoring report (summer). For the purposes of this report, success rates by division will be reported on an annual (five-year trends, above) and fall-to-fall (2010 to 2011, below) basis.

FALL Success[a] Rates by Division

Division	Fall 2010	Fall 2011
	Pct Successful	
Allied Health	87%	87%
Aviation	83%	70%[b]
Business	69%	76%
Developmental	81%	81%
Humanities	79%	78%
Industrial Technology	82%	81%
Math/Science[c]	64%	65%
Pre-college Level Math[d]	61%	59%
Social Science	75%	75%

[a]Success defined as earning a 2.0 or better or a "P" (pass) grade in the class

[b]Success rates in Aviation may be negatively skewed because many students in the Commercial Pilot program receive "I" (incomplete; 0.0 grade point) grades in their courses for various reasons (for example, inclimate weather preventing them from completing flying time). These students have two years to complete their courses.

[c]Does not include pre-college level math success rates

[d]MPC 090, 091, 092, 093, 095 modules, and 099 modules

Big Bend Community College Student Achievement Moment Point Distribution

	Basic Skills	College Readiness	1st 15 Credits	1st 30 Credits	Quantitative/ Computation	Certificate, Degree, Apprenticeships	Total Points
Percent of College Points							
2010-11	27%	29%	15%	12%	9%	8%	5,231
2009-10	31%	25%	16%	12%	10%	6%	5,513
2006-07	28%	22%	19%	12%	11%	8%	4,164

Success can also be measured in terms of the Washington State Student Success Initiative (SAI) and momentum points gained therein. The initiative measures incremental gains students make, where each gain increases a student's likelihood for completion. All students, regardless of program, are measured for gains that get them ready for college level work, first-year college milestones, and college completion. The gains are translated into "momentum point" gains in the following six categories:

- basic skills
- college readiness
- first 15 college-level credits
- first 30 college-level credits
- quantitative/computation
- certificate/degree/apprenticeship

Overall, BBCC's total SAI momentum points gained in 2010-11 decreased 5% from 2009-10 (dropping from 5,513 points in 2009-10 to 5,231 in 2010-11). In 2009-10, 45% of total students gained SAI momentum points. This dropped to 42% last year, but was still an increase over the 38% who did so at the beginning of the initiative (2006-07). Points increased in certain areas over 2009-10 (college readiness and certificate/degree/apprenticeship, for example). The above table shows the percent of college SAI points gained by category and total points gained from 2006-07 (baseline year), 2009-10, and last year (2010-11). For more detailed data on SAI momentum points, please refer to Appendix J.

Success in classes leads to completion of certificates and degrees or transfer. Overall, last year, the number of degrees awarded from BBCC increased by 93 over 2009-10.

The number of degrees awarded in 2010-11 increased 32% from 2009-10

Conversely, the number of certificates awarded dropped 37% over the previous year. This could be partially due to the implementation of Degree Audit in fall 2010, which helps students understand which degree they are close to earning and which class(es) they need to complete that goal. Appendix K lists trends in completions by program at BBCC over the past five years.

Number of BBCC degrees/certificates awarded over the past five years
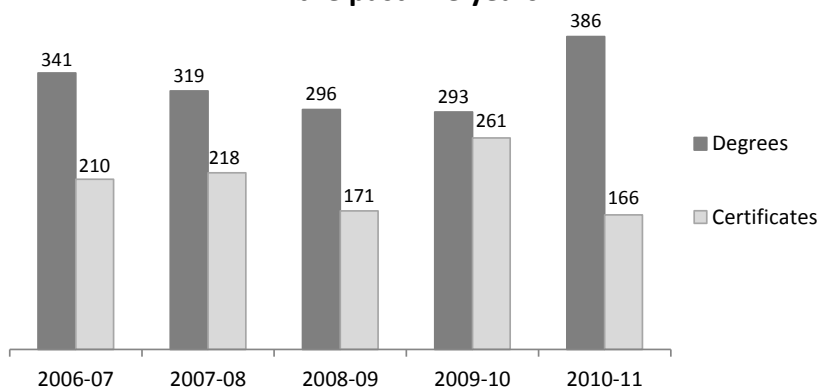
Increased Targeted Enrollments

AMP Outcome A.2 – College contact with potential students leads to an increase in targeted enrollments

AMP Outcome A.2 states that *college contact with potential students leads to an increase in targeted enrollments*. AMP Action Plans and Board of Trustees' Ends Statements (in parentheses) related to the A.2 Outcome include: **Assessment of Need** (E-2 Access and E-3 Partnerships), **Marketing Plan and Communication** (E-2 Access, E-3 Partnerships, and E-6 Multiculturalism), and **Recruitment** (E-2 Access, E-3 Partnerships, E-5 Climate, and E-6 Multiculturalism).

Assessment of Need

Student Assessment of Need

Through various internal and outreach activities, the college regularly collects information from current and former students, service district residents, and area businesses in order to understand their needs and find ways to meet those needs. The most common assessment of student need is surveys. Each spring, a campus-wide survey is administered to students to collect information on quality of instructional programs and services, campus safety, and campus culture. Student engagement is also measured through these surveys, by tracking active learning, student effort, interactions with faculty and staff, academic challenge, and student support. In addition to the spring survey, the college participated in a fall "entering student" survey (Survey of Entering Student Engagement, SENSE) in 2010. The SENSE survey collects information similar to that on the spring survey, but focuses on new or entering students at the college. For a complete summary of 2010 SENSE results, please see Appendix I.

Community Assessment of Need

Efforts of Title V staff address community assessment of need. The (former) Title V Activities Coordinator focused her efforts on outreach and community interaction. She attended Adams County Economic Development (ACDC) meetings as well as Grant County Economic Development Council (GCEDC) luncheons. She also regularly visited service district communities to gather information about each community's needs and shared information about available resources the college can provide. These efforts, with additional support from the Rural Utilities Services (RUS) grant, supported the Community Knowledge Centers.

Community Knowledge Centers

We last reported installation of Community Knowledge Centers in Lind, Washtucna, Mattawa, and Ritzville. Each Community Knowledge Center consists of computer stations (provided by BBCC) where community members can access educational resources online – in their own hometown – with support from a collaboration of the site staff and BBCC staff. Each community has a unique web presence on the BBCC web site to meet their needs. Since the last report, Mattawa and Washtucna asked to remove their Community Knowledge Centers due to lack of need and/or use. Washtucna also needed the space. Lind still has a Community Knowledge Center and Ritzville currently has computer stations in the high school and plans on installing more in the downtown Carnegie library. This fall, Warden received six computer stations in the high school. Through funding from Title V, five computer stations were installed in Wilson Creek and progress is being made toward installing a Community Knowledge Center in Quincy. More Community Knowledge Centers are planned in years three, four, and five of the Title V grant. (Additional information on the Community Knowledge Centers can be found in Appendix L.) What is lacking in this process is information on the number of people using each site – how often they use it, their purpose, engagement with the college, and success thereof, etc. Developing appropriate tools to measure this adequately is critical to understanding the impact these Community Knowledge Centers have in the district communities and the benefits they provide community members.

Basic Skills

Despite continued budgetary constraints resulting in discontinued classes and class sites, basic skills classes continue to provide the first step towards lifelong learning in communities throughout the college district. In fall quarter of 2011, classes in Grand Coulee, Othello, Moses Lake, Soap Lake, Ephrata Work Release Facility, Warden, Quincy, and Othello, as well as in downtown Moses Lake and on-campus, served over 400 students. Classes for winter quarter (2012) filled to capacity and waiting lists were initiated in Othello and on-campus within the first week.

One exciting development in 2011 was the awarding of additional funds to expand I-BEST (Integrated Basic Education and Skills Training) classes. Through this additional funding, an I-BEST Nursing Assistant class was developed, which provided another pathway for basic skills students to move further and faster through into college-level work. The class quickly filled to capacity with 23 basic skills students able to take advantage of this training. We continue to focus on finding ways to help basic skills students from basic literacy through the transition to college level work. This fall, BBCC received notification that the I-BEST CDL class won the Governor's Workforce Training Best Practices Award, the only community college to receive this prestigious award.

BBCC is the only community college to win the Governor's Workforce Training Best Practices Award!

A CDL graduate celebrates completion of the I-BEST CDL program with his family (left).

I-BEST CDL graduates stand beside the Big Bend truck (right).

How did you learn about Big Bend Community College? (advertising media categories only)	2010 Spring Enrollment Survey (SES) 486 respondents		2011-12 New Student Registration Evaluations (NSR) 367 respondents	
Answer Options - Respondents can select more than one answer	Response Count	Response Percent*	Response Count	Response Percent*
BBCC Quarterly Schedule	130	45%	6	6%
BBCC Catalog and/or brochures	88	31%	28	29%
Local newspaper	24	8%	7	7%
Movie theater ad	16	6%		
Radio	17	6%		
Television	7	2%		
BBCC website	4	1%	52	53%
Television/movie theater ad			5	5%
Total responses to advertising media	*286*	*100%*	*98*	*100%*

*Total may not equal 100% due to rounding

Note: Not all categories listed above were asked on both the SES and NSR Evaluation forms; categories not asked on a specific survey are shaded in grey. Also, some categories are combined on one survey (i.e. "Television/movie theater ad" on the NSR Evaluation), but separated on the other (i.e. "Movie theater ad" and "Television" on the SES); these are reported as unique categories because respondents could select one or both categories.

Marketing Plan and Communication

The 2011 marketing efforts for the college (Appendix B) are consistent with those recorded for 2010 with the following exceptions:

- Paid advertising decreased in the second half of 2011 due to budget cuts that affected the entire college.
- Marketing efforts were affected in 2011 by staff turnover and a subsequent delay in refilling the position. The position was filled in December 2011.
- Press releases and photographs to local media increased substantially in the second half of 2011. The new Director of Public Information is collecting published articles resulting from the press releases showing increased news coverage of the college.

This past year, specific targeted marketing plans for transfer, professional-technical, and the basic skills programs were established (Appendix N) but not implemented due to the above mentioned personnel changes. A new goal to implement these marketing plans and monitor their effectiveness is in place for 2012.

Still to be developed is a method of consistently assessing the effectiveness of the various marketing methods in use. Data collected from the 2010 Spring Enrollment Survey (Appendix M) and New Student Registration Evaluations from the fall 2011 and winter 2012 sessions indicate that, overall, friends or family are the most common way students learn about BBCC. (Please see Appendix O for more detailed information.)

When we just look at advertising media the college uses (as indicated in the table above), we see that the BBCC Quarterly Schedule was the most common way people learned about the college in spring 2010 (Spring Enrollment Survey). However, by fall of 2011 and winter of 2012 (New Student Registration Evaluations), that trend moved such that the BBCC website is now the most common way people learn about the college. This could be due, in part, to the fact that the Quarterly Class Schedule was mailed to every resident in Grant and Adams counties prior to fall quarter 2010. Currently, it is only available online.

Knowing the most effective methods of communicating with members of the service district is the best way to improve our advertising efforts and successfully inform the district communities about college services. New and effective venues for marketing and recruiting must be identified that are possible within a shrinking budget.

Recruitment

Last year, the Potential Student Team (PST) was formed to improve how we serve potential students at the first point of contact. The group discussed methods of establishing uniform campus-wide procedures for handling new inquiries about college programs and services. However, due to a reorganization of duties under the Student Success Center and the loss of the Tech Prep staff, the college's recruitment effort was scaled back. The loss of personnel and shift in responsibilities required remaining staff to spend more time advising current students with less time for recruitment. Ultimately, advising has been strengthened; this shift has limited recruiting efforts.

Degree-seeking enrollments from service district communities has increased 35% since 2008-09.

Regardless, approximately 400 8th grade students visited campus in March for GEAR UP 8th Grade Career Day. In addition, over 1,600 high school students and parents from across the service district attended informational presentations on attending college last year. This included Running Start Information Sessions, placement testing, "College Planning Day", general presentations at individual high schools, and campus tours. All of these activities and more (see Appendix D for a more detailed list) are directly related to recruitment and engaging potential new students with college services.

Outcome A.2

Interacting with the communities and informing people about services the college offers is expected to lead to increases in targeted enrollments. Our goal is to maintain or increase enrollments from towns throughout the service district and from specific demographic groups (the demographic break down of enrollments overall and by intent from the past three years can be found in Appendix P). Overall, degree-seeking enrollments from service district communities has increased 35% from 2008-09. Enrollments decreased slightly from Mattawa, Grand Coulee, and Coulee Dam. Degree-seeking enrollments from service district high schools have increased 10% in this same timeframe; however, enrollments from Lake Roosevelt, Lind, Odessa, Wahluke, and Warden high schools have decreased. A complete list of enrollments by service district zip code and high school can be found in Appendix Q.

Last year (2010-11), BBCC had 321 eLearning FTEs. So far in 2011-12 (summer and fall), we have enrolled 40% (n=129) of that FTE number. From fall 2010 to fall 2011, eLearning FTE enrollments decreased by 4%. Appendix R has additional data on eLearning enrollments for BBCC and other colleges in the system.

State FTE Target

AMP Outcome A.3 – Meet or Exceed State FTE Target

AMP Outcome A.3 states that the college will *meet or exceed the state FTE target*. The synergy between all of the AMP Action Plans and Board of Trustees' Ends Statements and the work undertaken to satisfy each leads to this final A.3 Outcome. If college efforts are effective and we are successful at achieving these goals, one can expect FTE (full-time equivalent) enrollment to increase and meet or exceed the annual state target set for the college.

For the past three years, BBCC has met this goal – reaching and exceeding the state FTE target. For the past two years, BBCC has exceeded the state target FTE by 10% and the college's annualized state and total FTEs continue to increase.

There was a 9.6% drop in enrollment from fall 2010 to fall 2011; however, current winter quarter enrollment is near the record set last year. The college had 1,656 full-time equivalent students winter quarter 2012, just five fewer than last year's record of 1,661. Although winter quarter (2012) headcount dropped by 46 students compared to winter 2011, more students are attending full-time (68%) than part-time (32%), which leads to increased FTEs. The increase in FTE enrollment from fall to winter this year could possibly be due to shorter waiting lists and more class offerings winter quarter than fall quarter.

Percent of Target FTE Met
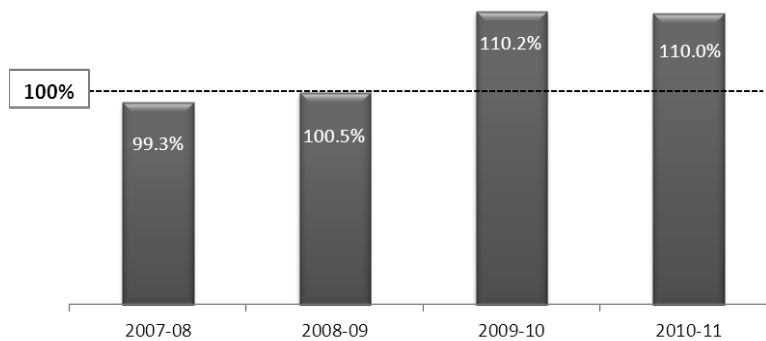
Annualized State and Total FTEs
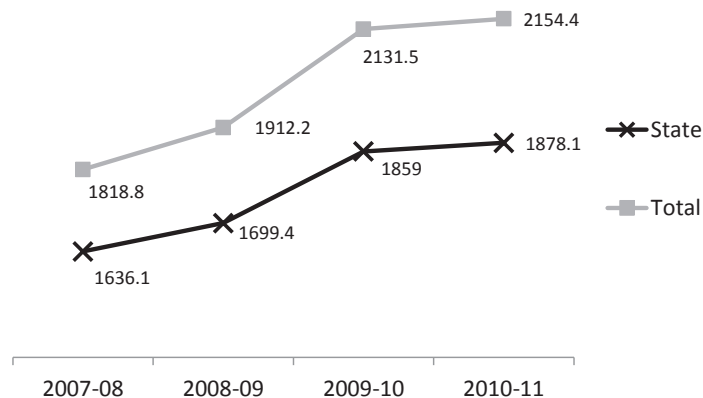
Conclusion

This report on Access describes and evaluates college activity and effectiveness in efforts to acquaint residents with the resources and services available at BBCC. These are intended to assist students and potential students to formulate their post-secondary educational plans, the results of which are focused on enrollment and completion of certificates and degrees. The Board of Trustees' endorsement of the national Community College Completion agenda recognizes completion as the fundamental goal of our Academic Master Plan.

Data provided in this report demonstrate substantial activity centered around resource awareness and effectiveness. As noted in previous reports, our continuing challenge lies in the need for more detail in measuring the effectiveness of our activities in support of student success. Most prominently, evaluating the cost effectiveness of our publicity and marketing efforts and the effect faculty advising, supplemental instruction, mentoring, and tutoring have on retention and completion outcomes.

Many of these efforts are beginning to generate data due to modification and enlargement of our assessment tools and as a natural consequence of continuing to collect data with existing instruments to provide longitudinal views spanning several years.

Appendix A

STUDENT SUCCESS

November 30, 2011 Revision

INTRODUCTION

The Big Bend Community College (BBCC) Academic Master Plan (AMP) 2009-2014, is the Strategic Plan for the college. Not only does it craft a vision of where the college expects to be in five years, but it describes the processes we believe will be useful to hold our focus on the Board of Trustees Ends Statements while continuing to promote student success and retention strategies and be responsive to the developing and changing needs of our district's citizens. The AMP is reviewed annually, updated biennially, and re-written every five years.

Identifying student needs and framing them in terms of outcomes, setting priorities for the use of college resources to achieve the outcomes, and reporting on the results of these efforts to the campus, the district, and the Board of Trustees, is the thrust of this cornerstone-planning document. Additionally, the provision for regular (biennial) and extraordinary (annual) review as provided for in the structure of the AMP establishes procedures for dealing with new issues as they arise.

The Board of Trustees' Ends Statements set and give substance to the college mission, vision statement, and AMP goals and objectives. This most recent Academic Master Plan is a product of continuous planning efforts dating back to 1993, including the Comprehensive Development Plan, BBCC Title III, the 1997-2002 and the 2003-2008 AMP.

The core of our strategic planning as contained in the Academic Master Plan (AMP) is the direction provided by our Board of Trustees via their Ends Statements. Careful review and reflection on our two most recent versions of the AMP identified the obvious central focus of our mission--Student Success. Interested readers will find that we have used this as the genesis of our vision and process for the next five years, still using the Ends Statements as our mission focus.

MISSION

The mission of Big Bend Community College is to serve the educational needs of a diverse population throughout its service district. As a comprehensive two-year community college, the institution works with its partners to provide a variety of educational opportunities, including courses and training for university and college transfer, occupational and technical programs, basic skills and developmental education, community and continuing education, pre-employment and customized training for local business and industry, and support services for students to help promote student access, success and retention.

VISION

The residents of the Big Bend Community College service district will recognize the college as a regional resource to provide learning opportunities that are accessible, professional, innovative, and service-oriented. They will view the college as supporting regional economic development through partnerships with local business and industry that address current and emerging workforce challenges.

BOARD OF TRUSTEES ENDS STATEMENTS

ENDS STATEMENT E-1 MISSION
- BBCC is dedicated to our mission as noted above.

ENDS STATEMENT E-2 ACCESS
- BBCC provides quality resources and affordable access to the diverse population of its entire district.

  This is manifested through resource sharing with most of the communities of community college district #18, and inclusion of representative numbers of ethnic and economic groups receiving college services and continued support of Basic Skills programs.

ENDS STATEMENT E-3 PARTNERSHIPS
- BBCC works with organizations and agencies to enhance access and service for our district population.

  This is seen through active participation by the BBCC Board, staff and students at the local, state, and national and international levels, in planning and implementation of both policy and service.

ENDS STATEMENT E-4 STUDENT ACHIEVEMENT
- BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners.

  Accordingly, the college develops and utilizes a comprehensive range of assessment tools and practices, consistent with the college mission.

ENDS STATEMENT E-5 CLIMATE
- BBCC provides and maintains a climate of purpose, respect, and safety for students, staff, and partners.

  This means the college will establish, maintain, and review standards of service, safety, and ethical conduct for students and staff. The college efforts in its personnel and student recruitment policies reflect a commitment to cultural inclusiveness.

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ENDS STATEMENT E-6 <u>MULTICULTURALISM</u>

- The Board will promote a climate of cultural understanding to be reflected in an approach for both students and college employees that results in an attitude of inquiry and openness. In the workplace and community, this approach sets a standard for customer service and civility in all interactions. In the classroom it leads to understanding of our world and the people in it.

<u>AMP OUTCOME</u>: Big Bend Community College devotes its resources and efforts to student success. Student success is indicated by increased momentum points, student enrollment, student retention, and number of certificates and degrees awarded.

A new direction for the 2009-2014 AMP is to report on the synergy of Ends Statements and the AMP Outcome in three reports that address STUDENT SUCCESS. Previous strategic plans have approached this focus through each Ends Statement Monitoring Report, with an end-of-the-year synthesis of the five individual monitoring reports contained in two documents, the Annual Assessment Report and the Mission Monitoring Report. This new approach for the 2009-2014 AMP envisions three comprehensive reports to the Board of Trustees and community, each reflecting the interrelationships of the Ends Statements. The first report is titled *ACCESS*. Presented to the Board of Trustees each February, it reports and analyzes all college activities focused on informing our community of our resources, and engaging residents/clients in a manner that results in "signing up" (enrolling) for a workshop or class. The series of action plans for the Access Report refer to the relevant Board Ends Statements.

Our students' interest and awareness of the college and its resources is stimulated with activities and goals around the focus of access. The achievement of the AMP Outcome begins with recognition and understanding of college resources and opportunities and an engagement of students with the college, leading to enrollment in workshops, courses, and programs.

<u>FIRST COMPREHENSIVE REPORT – ACCESS – Due Winter Quarter</u>

A.   ACCESS - ENROLLMENT
> **Outcome A.1.** ~~An increase in the use of college resources~~ **Use of college resources improves student success**.
> **Outcome A.2.** ~~An increase in the total number of students/clients enrolled throughout the college district for educational planning and/or instructional activities.~~ **College contact with potential students leads to increase in targeted enrollments.**
> **Outcome A.3.** ~~An increase student/client revenues and state-funded FTEs~~. **Meet or exceed state FTE target.**

Resource awareness is the first activity that leads to enrollment. BBCC will help potential students throughout the district gain an understanding and appreciation for the

resources it can provide to support their educational aspirations. As a result of the following actions, there will be a recorded increase in the use of college facilities such as the library, WEB access, and attendance at college-sponsored events. Surveys and focus group reports will indicate a greater knowledge of the college as well as the source(s) of the college information reported.

1.1 Action Plan: RESOURCE/SERVICE INVENTORY
Ends Statements: E-2 Access, E-6 Multiculturalism

LEAD: Vice President of Instruction & Student Services, Associate Vice President of Student Services, Dean of Arts & Sciences

Representatives of Instruction and Student Services will create a resource/service inventory. Working in conjunction with the Office of Public Information and the Department of Institutional Research and Planning, this group will craft messages regarding the inventory appropriate to specific audiences throughout the district. This collaboration will devise schemes to deliver this information to all parts of the college district, and evaluate the effectiveness of the message and the methods of delivery.

> **Outcome 1.1.1** Student/client responses on surveys and in focus groups will indicate effective communication about services the college offers to increase access and student success.

1.2 Action Plan: ASSESSMENT OF NEED
Ends Statements: E-2 Access, E-3 Partnerships

LEAD: Dean of Professional/Technical Education, Dean of Education, Health, & Language Skills, Dean of Arts & Sciences, Dean of Institutional Research & Planning

A group from Instruction, in conjunction with the Department of Institutional Research and Planning and the Office of Public Information, will conduct needs surveys. As required, these surveys will be scheduled throughout the year with communities, employers, and employee groups. This information may be collected in a variety of ways including focus groups, on-line surveys, visits to employers, employment data reports, and other sources. The results will be analyzed upon completion, to clearly define identified needs, college resources including staff to meet the needs, and projected costs. A recommendation will then be made to the Vice President of Instruction and Student Services regarding meeting the need, if possible.

> **Outcome 1.2.1 Assessment of** identified needs broken down by community and employer groups.

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Outcome 1.2.2 Validate needs expressed in report according to the criteria noted in the action plan.

Outcome 1.2.3 Recommended action plans from the needs assessment will be reported.

1.3 Action Plan: COUNSELING AND ADVISING
Ends Statements: E-2 Access, E-3 Partnerships, E-4 Student Achievement, E-5 Climate

LEAD: Vice President of Instruction & Student Services, Associate Vice President of Student Services

Student Services and Instruction provide counseling and advising services, according to a schedule published district-wide at the beginning of each academic quarter, noting services provided on campus and in other locations. Services to be provided may include skill assessment, academic placement, career exploration, availability of financial aid, job placement, information services such as the BBCC library, the portal, and other on-line services/activities, information regarding student activities, and referrals to other agencies. This group will collaborate with the Department of Institutional Research and Planning to devise tools to monitor the use and effectiveness of these services. The results are to be reported to Cabinet at the end of each academic quarter.

Outcome 1.3.1 On-line surveys and focus groups will indicate awareness of services and satisfaction with services used (library, portal, on-line tutoring, tutoring, etc.).

Outcome 1.3.2 Student Services will report the increase in numbers of students served to assess resource needs allocations.

Outcome 1.3.3 Student Services will set goals for service numbers after the 2008-09 academic year.

1.4 Action Plan: MARKETING PLAN
Ends Statements: E-2 Access, E-4 Student Achievement

LEAD: Associate Vice President of Student Services, Associated Student Body Executive Officer, Coordinated by Director of Public Information

The Director of Public Information will coordinate the actions of staff from Student Services and Instruction in the implementation of the updated BBCC Marketing Plan. Various communication strategies will be used to inform district residents of the resources and opportunities available through the college (see Resource Inventory above). College messages will be crafted and delivered, in audience-appropriate language, using proven effective media including the Web, brochures and other college publications, direct advertising, public service announcements

and reports to the community using print and electronic media. The Director of Public Information will lead a collaboration of instructional, student representatives and student services staff, to build subsidiary marketing plans for Transfer, Professional/Technical, Community Education, and Basic Skills programs under the overall umbrella of the College Marketing Plan.

Outcome 1.4.1 Create a quarterly matrix that tracks marketing efforts such as marketing brochures, press releases, radio spots, public service announcements, web announcements, etc. by topic, language, dates, and locations (Appendix A). Measure the effectiveness of marketing efforts though student questions on registration and new student orientation evaluations.

Outcome 1.4.2 Create and implement a Transfer Marketing Plan assessing the effectiveness of each marketing effort.

Outcome 1.4.3 Create and implement a Professional/Technical Marketing Plan assessing the effectiveness of each marketing effort.

Outcome 1.4.4 Create and implement a Community Education marketing plan, assessing the effectiveness of each marketing effort.

Outcome 1.4.5 Create and implement a Basic Skills marketing plan, assessing the effectiveness of each marketing effort.

1.5 Action Plan – PARTNERSHIPS
Ends Statements: E-2 Access, E-3 Partnerships

LEAD: Vice President of Instruction & Student Services

The college will maintain and utilize current and active advisory and training relationships with all of our partners. The Instruction Division will develop new business and industry partners for Professional/Technical programs either as clients for training or as new members of occupational advisory committees. New training for existing partners will be noted. Instructors and/or Deans will have the responsibility to ensure that all programs with occupational advisory committees will provide to the appropriate dean summary minutes of meetings, highlighting recommendations of each committee, the data used as a basis for the recommendations, and the subsequent action taken by the college.

Instruction will establish an Arts and Science Advisory Committee to address the effectiveness of our academic programs, modeled after the occupational advisory committees. This committee will be established by the start of spring quarter, 2009.

The college has built many important relationships with businesses and agencies throughout the district, across the state and nation, and internationally. These

affiliations are client/resident relationships as well as partnerships. Recognizing the need to leverage limited resources, the college and its partners consult and plan to enhance these resources to provide local and regional training opportunities, based on community and employer needs. . Our business and industry partners play a key role as members of our occupational and skills panels, by keeping our instructional programs relevant and up to date. Partners share or donate equipment, trainers, and training facilities.

> **Outcome 1.5.1** New business and industry partners will participate in training or serve as new members of occupational advisory committees.
>
> **Outcome 1.5.2** New training for existing partners will be noted.
>
> **Outcome 1.5.3** Form and utilize an Arts and Science advisory committee. Reports from the committee will show an increase of contacts and relationships with area high schools and colleges.
>
> **Outcome 1.5.4** Increase service district transfer students and subsequent transfers to Baccalaureate Institutions.
>
> **Outcome 1.5.5** Create a quarterly matrix that shows contacts, the relationship with the partner(s), and topic of discussion. (Appendix B)

Recruitment is another activity that leads to enrollment.

1.6 Action Plan – Recruitment
Ends Statements: E-2 Access, E-3 Partnerships, E-5 Climate

Lead: Associate Vice President of Student Services

The Associate Vice President of Student Services will be assisted by the Public Information Officer to coordinate all activities specifically designed to recruit students throughout the college district. Materials will be prepared for use in all presentations that are based on elements of the college Marketing Plan, expressed and diagnosed community and student/client needs, and current or planned college activities. Individuals and groups representing the college will be knowledgeable about college admissions procedures/personnel, in addition to any other purpose of their presentation. Information collected will be formally shared with the college recruitment team, chaired by the Associate Vice President of Student Services.

> **Outcome 1.6.1** Create a quarterly matrix showing dates and locations of recruiting activities, the number of contacts made at each activity, and the number of those contacts who enrolled. (Appendix C)
>
> **Outcome 1.6.2 Form and utilize a College recruitment team**

>>> **Outcome 1.6.3** Perform an assessment of recruitment activities, tools, and recommendations.

1.7 Action Plan – COLLEGE SERVICES
Ends Statements: E-4 Student Achievement, E-5 Climate

Lead: Associate Vice President of Student Services, Dean of Information Resources

College services are available to all students, 24-hours a day (where reasonable) and at locations convenient to them. All means of delivering services are considered. Services are monitored to ensure efforts are devoted to the most effective modalities.

>>> **Outcome 1.7.1** Student comments on surveys and in focus groups will express satisfaction with student services.
>>> **Outcome 1.7.2** Student Services track the number of students served by Financial Aid, Advising, Counseling, on-line tutoring, and information resources; ie. Library, portal, registrations, etc.

1.8 Action Plan – COMMUNICATION
Ends Statements: E-4 Student Achievement, E-5 Climate, E-6 Multiculturalism

Lead: Associate Vice President of Student Services

A renewed focus on customer service centered on an environment involving personal contact between college personnel and the student/client.. For college recruiting purposes, individual student/client contacts are entered into a database.

>>> **Outcome 1.8.1** These students/clients receive a prompt response and extended follow up if necessary.

>>> **Outcome 1.8.2** Increase the number of contacts with prospective students requiring additional follow-up.

>>> **Outcome 1.8.3 On** student surveys and in focus groups students express satisfaction with college personnel and student/client contact.

SECOND COMPREHENSIVE REPORT – PROGRAMS – Due Spring Quarter

B. PROGRAMS – ACHIEVEMENT (Retention and progression toward goals)
>> **Outcome B.1.** ~~Students complete courses or workshops with a grade of passing or 2.0 GPA or better.~~ **Students complete courses with a grade of passing or 2.0 GPA or better.**

Outcome B.2. ~~Students establish Educational Plans~~. **Advising and counseling lead to improved student retention and success.**
Outcome B.3. ~~Students persist to attain completions, certificates or degrees or workshops and are retained quarter to quarter and year to year to achieve their goals.~~ *(Revised 9/8/09 Board of Trustees)* **Students persist to attain completions, certificates or degrees.**

Programs, whether they are collections of support services or instructional activities, are the basis of a student's Educational Plan. This focus area reflects college efforts to provide the resources, including services and instruction, leading to student success. Student goals are achieved with access to, and use of services and instructional programs. College resources are devoted to a high touch student/client interaction that celebrates achievements, diagnoses challenges, recommends options, encourages continuation, and charts learning pathways. Once students/clients are aware of the resources and opportunities at the college and have enrolled in a program, they are at a point where BBCC can help them achieve their goals.

2.1 Action Plan: SERVICE PROGRAMS – PLACEMENT TESTING
Ends Statements: E-2 Access, E-4 Student Achievement

Lead: Associate Vice President of Student Services and Dean of Arts & Sciences

Placement testing is an essential tool for student success, but it should not be a barrier to admission.   Staff from Student Services and Instruction will examine current placement testing practices with a view to improving college practice in this area so that all placement tests are available at times and locations convenient to students/clients. The above noted placement testing team will investigate alternative placement testing schemes. (e.g. crosswalk to accept scores from other colleges/universities).

> **Outcome 2.1.1** Students indicate the placement tests were given at convenient locations and times, were scored in a timely fashion, and did not present a barrier when first enrolling at BBCC.

2.2 Action Plan: SERVICE PROGRAMS - ADVISING/TRAINING
Ends Statements: E-2 Access, E-4 Student Achievement

LEAD: Associate Vice President of Student Services

Timely, accurate advising is a powerful tool to keep students on track with their educational plan. Each student/client brings a unique blend of experiences, achievements, and aptitudes that should be considered to support his/her educational goals. All staff identified as advisors will be provided regular on-going advisor training provided by staff and/or consultants. Such training must include updates on the various services available for students/clients such as childcare,

peer/student mentoring, tutoring, supplemental instruction, information services, financial aid, and job placement services.

> **Outcome 2.2.1** On student surveys and in student focus groups, students indicate their advisor provided them with accurate information on college support services.

> **Outcome 2.2.2** On student surveys and in student focus groups, students indicate satisfaction with the advising process at BBCC.

2.3 Action Plan: SERVICE PROGRAMS - ADVISING /AVAILABILITY
Ends Statements: E-2 Access, E-4 Student Achievement

LEAD: Associate Vice President of Student Services

Whenever a staff advisor is available, s/he must have adequate time scheduled for the number of students/clients to be seen. A team from Instruction and Student Services will study the advising process and make recommendations as to the advising load and time allotted per advisee.

> **Outcome 2.3.1** On student surveys and in student focus groups, students indicate they were able to meet with their advisor at a convenient time and for as much time as needed.

> **Outcome 2.3.2** Students indicate that they met with their advisors and had ample time to get needed information. Opportunities to meet with advisors.

2.4 Action Plan: SERVICE PROGRAMS – AUDIT and NEEDS
Ends Statements: E-4 Student Achievement, E-5 Climate, E-6 Multiculturalism

LEAD: Vice President of Instruction & Student Services, Vice President of Financial & Administrative Services, Vice President of Human Resources, Associate Vice President of Student Services

Student Services and Financial/Administrative Services Divisions conduct an audit of each area or department. Observations will include student/public contact by each employee, availability of services with respect to times and location, adequacy of staffing, equipment and facilities, student assessment of quality of service, and assessment of need for existing or additional (new) services. Audits of Student Services are to be completed by June 2010. Recommendations for changes will be based on assessments contained in the Audit.

> **Outcome 2.4.1** Review all service program audits and implement recommended changes, when possible.

2.5 Action Plan: SERVICE PROGRAMS – STAFFING

Ends Statements: E-4 Student Achievement, E-5 Climate

LEAD: Vice President of Instruction & Student Services, Vice President of Financial & Administrative Services, Associate Vice President of Student Services, Dean of Institutional Research & Planning

An annual assessment of individual student service staff workloads including clients served and time expended per client will be completed. The report will describe the ratios of staff to students/clients served, with a goal of recommending staffing ratios based on workload.

> **Outcome 2.5.1** Analyze the workload and staffing report; will provide recommendations for restructuring the department or additional staff if necessary.

> **Outcome 2.5.2** Student/client surveys and focus group will indicate satisfaction with services on surveys and in focus groups.

2.6 Action Plan: INSTRUCTIONAL PROGRAMS-AUDIT/ NEEDS ASSESSMENT
Ends Statements: E-2 Access, E-4 Student Achievement, E-6 Multiculturalism

LEAD: Vice President of Instruction & Student Services, Dean of Professional/Technical Education, Dean of Health Education & Language Skills, Dean of Institutional Research & Planning, Dean of Arts & Sciences, Dean of Information Resources

Assess the effectiveness of all instructional programs and disciplines by June 2013. Assessment will focus on the needs of the program/discipline as expressed by student interest and/or employer interest, the instructional cost per student FTE (annual), equipment and facility suitability and costs of improvement, student enrollment, persistence, and success in the program/discipline/job placement, FTE generation in the program/discipline, availability of qualified faculty , instructor's overload in the program/discipline, and suitability for alternate scheduling or different modalities of instruction. Recommendations for changes will be based on assessment.

> **Outcome 2.6.1** Review annually completed assessments..

> **Outcome 2.6.2** Consider recommended changes for implementation based on assessment.

2.7 Action Plan: INSTRUCTIONAL PROGRAMS- STAFFING
Ends Statements: E-2 Access, E-3 Partnerships, E-4 Student Achievement

LEAD: Vice President of Instruction & Student Services, Dean of Professional/Technical Education, Dean of Health Education & Language

Skills, Dean of Institutional Research & Planning, Dean of Information Resources, Dean of Arts & Sciences

When an annual report of program/discipline FTE generation indicates programs or disciplines with growing, stable, low, or declining enrollments, the lack of available part-time faculty and use of full-time faculty for overloads, new faculty positions will be identified and recommended based on an analysis of the report.   Position replacements are not assured until the above report has been analyzed, Division Chairs are involved, and the replacements are justified within the context of overall student/college need.

> **Outcome 2.7.1** Review the annual FTE report for all programs/disciplines.

> **Outcome 2.7.2** Consider recommended changes for implementation.

THIRD COMPREHENSIVE REPORT – OUTCOMES – Due During Summer

C. OUTCOMES

This is a summary of the data obtained for all of the Board of Trustees Ends Statements and AMP outcomes, with analysis, appraisal, and recommendation.

> **Outcome C.1.** ~~Matriculation and Enrollment~~
> ~~Percent Increase from Last Year - Cohort Comparison - Establish targets~~
> **Resource awareness and recruiting activities result in increased enrollment in specified groups.**
> > On Campus
> > Off Campus
> > Distance Learning
> > Transfer
> > Professional/Technical
> > Continuing Education
> > Developmental
> > Basic Skills
> > Student Characteristics
> > > Race/Ethnicity
> > > Sex/Gender
> > > Age
> > > Socioeconomic status
> > > Full-time
> > > Part-time
> > > First-Generation

Outcome C.2. Retention
  Percent Increase from Last Year - Cohort Comparison – Establish targets
Utilization of technology and eLearning leads to student engagement and success.
    Fall to Fall
    Academic Year to Academic Year
    Quarter to Quarter
    Basic Skills
    Developmental
    Transfer
    Professional/Technical
    Student Characteristics
        Race/Ethnicity
        Sex/Gender
        Age
        Socioeconomic status
        Full-time
        Part-time
        First Generation

~~**Outcome C.3. Achievement**~~
~~Percent Increase from Last Year - Cohort Comparison - Establish targets~~
~~Met Personal Goals~~
~~Acquired Credentials~~
~~Certificates~~
~~Degrees~~
~~Accumulation of Momentum Points~~
~~1st Stage   2nd Stage~~
~~Employment - % increase~~
~~Wage Progression~~
~~Student Characteristics~~
~~Race/Ethnicity~~
~~Sex/Gender~~
~~Age~~
~~Socioeconomic Status~~
~~Full-time~~
~~Part-time~~
~~First Generation~~

Appendix A – Quarterly Marketing Efforts (Outcome 1.4.1)

Activities	Topic	Language	Dates	Audience
Brochures				
Press Releases				
Radio Spots				
Public Service Announcements				
Web Announcements				
Social Networking				

Appendix B – Partnership Contacts (Outcome 1.5.5)

Partnership	Contacts	Topic/Need or Collaboration	Dates	Location

Appendix C – Quarterly Recruiting Activities (Outcome 1.6.1)

Activity	Contacts (it may be necessary to list the number of contacts at each activity)	Contacts that applied for admission (recruiting/admission)	Number of contacts that enrolled	Topic	Dates	Location

Appendix B

Quarterly Marketing Efforts
2011

Activities	Topic	Language	Dates	Audience
Print Advertising				
Basin Business Journal	Ad	English	8-31-11	Ag
Columbia Basin Herald	Dreams Ed Page	English	1-4-11	CBH Readers
	Winter Serenade	English	1-11-11	CBH Readers
	ATEC	English	1-18-11	CBH Readers
	Winter Serenade Ed Page	English	1-25-11	CBH Readers
	College Goal Sunday	English	2-1-11	CBH Readers
	Debbie Wooten Ed Page	English	2-8-11	CBH Readers
	Spring Schedule Locations	English	2-15-11	CBH Readers
	Getting Started	English	2-22-11	CBH Readers
	Baseball Softball Schedules	English	3-1-11	CBH Readers
	College Planning Day Ed Page	English	3-8-11	CBH Readers
	PET Ed Page	English	3-15-11	CBH Readers
	Directions	English	3-22-11	CBH Readers
	Job & Career Fair	English	3-29-11	CBH Readers
	Cellarbration Ed Page	English	4-5-11	CBH Readers
	Cellarbration Ed Page	English	4-12-11	CBH Readers
	State of the College	English	4-26-11	CBH Readers
	Cellarbration	English	5-3-11	CBH Readers
	Summer Fall Schedule Ed Page	English	5-10-11	CBH Readers
	Cellarbration	English	5-17-11	CBH Readers
	Student Success Ctr Grant Opening	English	5-24-11	CBH Readers
	Commencement	English	5-31-11	CBH Readers
	Directions Ed Page	English	6-7-11	CBH Readers
	MIST	English	6-14-11	CBH Readers
	New Career	English	6-21-11	CBH Readers
	TRiO Thank You Ed Page	English	6-28-11	CBH Readers
	Grant County Fair Guide	English	9-16-11	CBH Readers
Grant County Journal	Spring Schedule Ad	English	3-2-11	Grant County Readers
Mattawa Area News (MAN)	Spring Schedule Location Ad	English	3-2-11	MAN Readers
News & Standard Coulee City	Catalogs Available Ad	English	3-16-11	Coulee City Readers
Nickel Saver	Don't Drink & Drive Missing Children Awareness	English	2-10-11	Eastern Washington
	Domestic Violence Spring Registration	English	3-2-11	Eastern Washington
	1x1 Domestic Violence	English	3-17-11	Eastern Washington

Media list is all newsprint outlets, all radio stations, and Chamber of Commerce contacts in the BBCC service district.
Prepared by the Director of Public Information & President's Office

Activities	Topic	Language	Dates	Audience
	1x1 Domestic Violence	English	4-8-11	Eastern Washington
	1x1 Domestic Violenc	English	4-14-11	Eastern Washington
	Career & Job Fair Inserts	English	4-14-11	Eastern Washington
	Sexual Assault	English	4-14-11	Eastern Washington
	Ads	English	6-30-11	Eastern Washington
	Resource Directory	English	10-20-11	Eastern Washington
	Resource Directory	English	10-27-11	Eastern Washington
	Resource Directory	English	11-24-11	Eastern Washington
Odessa Record	FFA Promotion	English	3-16-11	Odessa Record Readers
	Deutschesfest	English	10-18-11	Odessa Area
	4-H Week	English	10-18-11	Odessa Area
	Lincoln Co Fair Ad	English	9-16-11	Odessa Area
Othello Outlook	Spring Schedule Ad	English	3-2-11	Othello Outlook Readers
	Display Ad Crane Tab	English	4-8-11	Othello Outlook Readers
				Othello Outlook Readers
Quincy Post Register	Spring Schedule Ad	English	3-2-11	Quincy Post Register Readers
Ritzville Journal	Spring Schedule	English	3-10-11	Ritzville Journal Readers
	Fair/Rodeo	English	8-2011	Ritzville Journal Readers
Royal Register	Ad	English	2-15-11	Royal City Residents
Press Releases				
	ABE Offerings	English	1-5-11	BBCC Service District
	Math Success at BBCC	English	1-21-11	BBCC Service District
	Fall Honors	English	1-27-11	BBCC Service District
	College Goal Sunday	English	1-27-11	BBCC Service District
	Craft Distilling	English	2-8-11	BBCC Service District
	Jones Scholarship	English	2-8-11	BBCC Service District
	Wheaton Cellarbration	English	3-11-11	BBCC Service District
	16 Colleges @ BBCC	English	3-23-11	BBCC Service District
	All Star Game	English	3-23-11	BBCC Service District
	Job Fair	English	3-28-11	BBCC Service District
	5th Annual Community Partnership Against Substance Abuse	English	3-31-11	BBCC Service District
	Latino Ed Fair	English	4-12-11	BBCC Service District
	State of the College	English	4-19-11	BBCC Service District
	Cellarbration!	English	4-27-11	BBCC Service District
	BBCC Upward Bound	English	5-2-11	BBCC Service District
	State of the College	English	5-3-11	BBCC Service District
	727 Auction Pkg	English	5-11-11	BBCC Service District
	PTK Guest Editorial	English	5-13-11	BBCC Service District
	PTK Signing Day	English	5-13-11	BBCC Service District
	Student Success Ctr Grant Opening	English	5-23-11	BBCC Service District
	Basketball Summer Camp	English	7-8-11	BBCC Service District
	BBCC Fall Classes Almost Full	English	8-15-11	BBCC Service District
	Budget Cuts Bleed	English	8-23-11	BBCC Service District

*Media list is all newsprint outlets, all radio stations, and Chamber of Commerce contacts in the BBCC service district.
Prepared by the Director of Public Information & President's Office

Activities	Topic	Language	Dates	Audience
	BBCC			
	BBCC Nursing Program Gets Local Support	English	8-30-11	BBCC Service District
	Col Clyde Owen Donates $100,000 to BBCC	English	9-9-11	BBCC Service District
	BBCC Receives $4.4 Million STEM Grant	English	9-23-11	BBCC Service District
	BBCC Gets Share of Aerospace Grant	English	9-28-11	BBCC Service District
	Classic Car Club Buys Performance Tools for Automotive Students	English	10-3-11	BBCC Service District
	BBCC Enrollment Drops from Last Year's Record	English	10-4-11	BBCC Service District
	Need Cash for the Holidays?	English	10-6-11	BBCC Service District
	Financial Ermergency Declared by BBCC Trustees	English	10-21-11	BBCC Service District
	BBCC Honor's Society Holds Ed Summit Degree Completion is Priority	English	10-25-11	BBCC Service District
	BBCC Foundation Sets Goals to Help College	English	10-31-11	BBCC Service District
	BBCC Gets Governor's Awards for Innovative CDL Program	English	11-17-11	BBCC Service District
	Big Bend Wins Funding for Connect2Complete, Degree Completion is the Goal	English	11-17-11	BBCC Service District
	New Helicopter Training Program Starts at BBCC in 2012	English	11-28-11	BBCC Service District
	Job Promotions One Result of Better English Skills	English	11-30-11	BBCC Service District
	BBCC Celebrates 50th Anniversary with Events and Alumni Outreach	English	12-1-11	BBCC Service District
	Floch Memorial Games at BBCC Dec 13th	English	12-2-11	BBCC Service District
	BBCC Foundation Accepting Scholarship Applications 2012-13	English	12-5-11	BBCC Service District
	McFadden Appointed BBCC Trustee	English	12-13-11	BBCC Service District
Radio Spots				
	Adelante Media Group	English	January 2011	KZML Radio
	Shop Local	English	January 2011	KWIQ Radio
	Shop Local	English	February 2011	KWIQ Radio
	Shop Local	English	March 2011	KWIQ Radio

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Prepared by the Director of Public Information & President's Office

Activities	Topic	Language	Dates	Audience
	Shop Local	English	August 2011	KWIQ Radio
	Shop Local	English	September 2011	KWIQ Radio
	Shop Local	English	October 2011	KWIQ Radio
	Shop Local	English	November 2011	KWIQ Radio
	Shop Local	English	December 2011	KWIQ Radio
Public Service Announcements (PSA's)				
	All press releases are sent to a comprehensive media list* that includes Radio so that releases may be ran as PSA's.			
Web Announcements				
	All press releases are posted to www.bigbend.edu			
CBH Website				
	Web based commercial	English	Jan/Feb 2011	General Public
	Web based commercial	English	March 2011	General Public
	Web Ad Skyscraper	English	9-16-11	General Public
	Web Ad Skyscraper	English	9-30-11	General Public
Social Networking				
	Facebook Account		On-going	General Public
Theater Advertising				
	Fairchild Cinema Ad	English	7-2011 to 11-2011	All Moses Lake movie attendees
Phone Book Listing				
	Black Book Ad	English	2011	General Public
	DEX	English	2011	General Public
Campus e-mails				
	Mariners @ BBCC	English	1-3-11	Campus
	Flag Lowering Arizona Tragey	English	1-10-11	Campus
	Flag Lowering Private First Class Robert J. Near	English	1-13-11	Campus
	Flag Lowering DOC Officer Jayme Biendl	English	1-31-11	Campus
	Flag Lowering Corporal Joe Jackson	English	5-2-11	Campus
	Campus Messaging Process	English	5-3-11	Campus
	CWU-Moses Lake Leadership Workshop	English	5-24-11	Campus
	Flag Lowering Sergeant Clifford E. Beattie	English	5-27-11	Campus
	Flag Lowering Specialist Adam J. Patton	English	6-1-11	Campus
	50th Anniversary Logo	English	6-2-11	Campus

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Prepared by the Director of Public Information & President's Office

Activities	Topic	Language	Dates	Audience
	Votes			
	Fencing Academy	English	6-17-11	Campus
	50th Anniversary Tagline Contest	English	6-21-11	Campus
	50th Anniversary Logos	English	7-13-11	Campus
	Flag Lowering Sergeant Wyatt A. Goldsmith	English	7-25-11	Campus
	Hastings Educator Discount	English	7-25-11	Campus
	BBCC Safety Alert	English	7-26-11	Campus
	Media on campus	English	7-26-11	Campus
	Kidnapping Incident	English	7-26-11	Campus
	Dr. Bonaudi statement	English	7-26-11	Campus
	Grant Co Sheriff Update	English	7-26-11	Campus
BBCC Brochures				
	ECE Brochure	English	10-2011	General Public
	Accounting Brochure	English	9-2011	General Public
	TRiO Brochure	English	9-2011	General Public

*Media list is all newsprint outlets, all radio stations, and Chamber of Commerce contacts in the BBCC service district.
Prepared by the Director of Public Information & President's Office

Appendix C

2011 Administration Activity Log

Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
1/4/11	President Bonaudi, VP Mohrbacher, VP Hamburg, Director Sly	BBCC Board of Trustees	Board of Trustees meeting/college guidance	BBCC	Regular meeting & luncheon to welcome Trustee Jon Lane
1/5/11	President Bonaudi	SBCTC	Dept. of Education	Conference call	
1/6/11	President Bonaudi	Larry Godden, Million Air	College support	BBCC	
1/6/11	President Bonaudi	Adams County Development Council	Community collaboration	Othello	
1/6/11	President Bonaudi	PET Graduation	Student success	BBCC	
1/11/11	President Bonaudi	Howard Skaug, BBCC Foundation Board Chair	College support	BBCC	
1/11/11	VP Hamburg	USAF	Dorms	On campus	
1/13/11	President Bonaudi	SBCTC	System coordination	Conference call	
1/13/11	President Bonaudi	ERP Stakeholder Advisory Team	Team meeting; system coordination	Conference call	
1/13/11	President Bonaudi, Director Sly	BBCC Foundation	Dinner & meeting; college support	BBCC	
1/13/11	VP Hamburg	USAF	Dorm/Foodservice tour	BBCC	
1/13/11	Director Sly	KBSN	Radio presentation	Moses Lake	
1/14/11	President Bonaudi	SBCTC	System support	Conference call	
1/18/11	President Bonaudi	Efficiency Meeting	College system coordination	Seattle	
1/18/11	Director Sly	Business After Hours	Trade Show networking	Moses Lake	
1/19/11	President Bonaudi	EDC Board Meeting	Community collaboration	BBCC	
1/20/11 & 1/21/11	VP Mohrbacher	WA State Student Services Commission Meeting	Student Services	Edmonds Community College	
1/22/11	Director Sly	Realtors Banquet	Networking	Moses Lake	
1/23/11	President Bonaudi	New Trustee Orientation	College guidance	Olympia	
1/23/11 & 1/24/11	VP Mohrbacher	Rural Alliance Meeting	Instruction		
1/24/11	President Bonaudi	TACTC Conference	College guidance	Olympia	
1/24/11	President Bonaudi	Legislative contacts: Sen. Holmquist Newbry, Rep. Warnick, Rep. Hinkle, Rep. Fagan, Rep.	College guidance	Olympia	

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Compiled by Institutional Research

Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
1/25/11	President Bonaudi	Condotta Testify to Legislature (re: Worker Retraining)	College system support	Olympia	
1/31/11	President Bonaudi	Aerospace Council	Program support	Conference call	
1/31/11	VP Hamburg	BBCC Foundation	Amphibious Plane	On campus	
2/1/11	VP Mohrbacher	Homeland Security	Meeting on Campus Safety		
2/1/11	Director Sly	Business After Hours	Fairchild Welcome	Moses Lake	
2/2/11	President Bonaudi	Association of WA Business	College support	Olympia	
2/3/11 & 2/4/11	VP Mohrbacher	Basic Skills Council Meeting			
2/3/11	Director Sly	Calvin Greene	Foundation Board recruitment	Moses Lake	
2/6/11 – 2/11/11	VP Mohrbacher	Achieving the Dream Conference	Instruction		
2/8/11	President Bonaudi	Superintendent Chavez, Wahluke School District	K-12 partnership	Mattawa	
2/8/11	VP Hamburg	BAC meeting	WA State VP meeting	ITV	
2/10/11	VP Hamburg	BBCC Foundation	Experimental Plane	On campus	
2/14/11	President Bonaudi	Pam Lund, Girl Scouts CEO	Community collaboration	BBCC	
2/14/11	VP Hamburg	Pat Molitor	Community road planning	On campus	
2/15/11	President Bonaudi	Quincy Library Foundation Members	Coordinate Terri Dulong's (author) visit to BBCC	BBCC	
2/15/11	President Bonaudi	Eastern Regional Presidents	Collaboration	Conference call	
2/16/11	President Bonaudi	Grant County EDC Board	Community support	BBCC	
2/16/11	President Bonaudi	Superintendent Sue Ellen White, Odessa School District	K-12 partnership	Odessa	
2/18/11	President Bonaudi	Regional Alliance Meeting	Community College support	Conference call	
2/18/11	President Bonaudi	SBCTC Legislative Update	Higher Education support	Conference call	
2/22/11	President Bonaudi, VP Mohrbacher, VP Hamburg, Director Sly	BBCC Board of Trustees	Board of Trustees Meeting/college guidance	BBCC	
2/24/11	President Bonaudi	WACTC Presidents' Meeting	Higher Education support	Olympia	
2/25/11	President Bonaudi, Director Sly	Grand County EDC Banquet	Community support	BBCC	
2/25/11 &	VP Mohrbacher	Bioregional Conference		Leavenworth	

Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
2/26/11					
3/3/11	President Bonaudi	NWCCU Annual Meeting	Accreditation update	Seattle	
3/4/11	President Bonaudi	NWCCU Workshop	Accreditation training	Seattle	
3/4/11	President Bonaudi	SBCTC	Higher Education support	Conference call	
3/8/11	President Bonaudi	Superintendent Bill Thurston, Ritzville School District	K-12 partnership	Ritzville	
3/9/11	VP Mohrbacher	Quincy High School Principal, Chris McKnight	College in the High School program	Quincy	
3/10/11	President Bonaudi, VP Mohrbacher, VP Hamburg	Grant County Sheriff Tom Jones & Leadership Team	Community collaboration	On campus	Lunch meeting
3/11/11	President Bonaudi	Regional Alliance Meeting	Community College support	Highline Community College	Met with Al Ralston
3/11/11	President Bonaudi	SBCTC Legislative Update	Higher Education support	Conference call	
3/11/11	VP Hamburg	CBC	Facilities Master Plan meeting	CBC	
3/12/11	President Bonaudi	Colfax visit: Rep. Fagan, Whitman County Commissioner, Pomeroy Supt. Kim Spacek, Colfax Supt. Michael Morgan	Higher Education support K-12 partnership	Colfax	Attended community meeting
3/14/11	VP Mohrbacher	Ritzville School District Supt. Bill Thurston	College in the High School program	On campus	
3/15/11	President Bonaudi, VP Mohrbacher, VP Hamburg, Director Sly	BBCC Board of Trustees	Board of Trustees Meeting/college guidance	BBCC	
3/16/11	Director Sly	Grant County EDC	REC Presentation	Moses Lake	
3/18/11	VP Hamburg	Robert Uhrich	Facilities MP Architecture	On Campus	
3/18/11	VP Hamburg	SBCTC meeting	Budget	Conference Call	
3/22/11	VP Hamburg	Pat Molitor	South Campus Property	On Campus	
3/23/11	VP Hamburg	SBCTC	Readiness Assessment Stakeholder Advisory Meeting	ITV	
3/24/11 & 3/25/11	VP Mohrbacher	WACTC Meeting		BBCC	
3/25/11	President Bonaudi, Director Sly	JATP Welcome Ceremony	BBCC program support	BBCC	Met Consul General Ota

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Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
3/31/11	President Bonaudi	Eastern Regional Presidents' Meeting	System support	BBCC	Efficiency study
3/31/11	VP Hamburg	Bank of America	Banking	On Campus	
4/1/11	President Bonaudi, VP Mohrbacher	JAEC Director Takashi (TJ) Yoshikawa	Program support	BBCC	Farewell lunch
4/1/11	President Bonaudi	SBCTC Legislative Update	Higher Education support	Conference call	
4/7/11 – 4/9/11	President Bonaudi	AACC Commission Meeting	Higher Education collaboration	New Orleans, LA	Commission member
4/8/11	President Bonaudi	Regional Alliance Meeting	Community College support	Conference call	Al Ralston
4/8/11	President Bonaudi	SBCTC Legislative Update	Higher Education support	Conference call	
4/12/11	President Bonaudi, VP Mohrbacher, Director Sly	BBCC Board of Trustees	Board of Trustees Meeting/college guidance	BBCC	
4/12/11 – 4/15/11	VP Hamburg	Clatsop Community College	Accreditation for NCCU	On Campus	
4/14/11	President Bonaudi, Director Sly	Grant County EDC	Community support	BBCC	Luncheon
4/14/11	President Bonaudi	Regional Alliance meeting	Community College support	Conference call	Al Ralston
4/14/11	President Bonaudi	BBCC Foundation	Dinner & meeting; college support	BBCC	
4/14/11	VP Mohrbacher	InterCollege Relations Committee (ICRC)	Spring meeting	Moses Lake	VP Mohrbacher hosted a reception for the group at his home
4/14/11	Director Sly	KDRM	Radio show	Moses Lake	
4/16/11	President Bonaudi	School Employees Credit Union Annual Meeting	Community support	Seattle	Director
4/18/11	President Bonaudi	Eastern Regional Collaboration	College collaboration	Conference call	WVC Pres. Jim Richardson, CBC Pres. Rich Cummins, WWCC Pres. Steve VanAusdle, YVCC Pres. Linda Kaminski, CCS Chancellor

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Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
4/18/11	President Bonaudi, VP Mohrbacher	President Gaudino, Provost Marilyn Levine, Asst. to Provost for Centers Margaret Badgely	College collaboration	CWU	Christine Johnson
4/19/11	President Bonaudi, VP Mohrbacher, VP Hamburg	WVC President Richardson	College collaboration	Wenatchee	Nursing
4/20/11	President Bonaudi	Grant County EDC Meeting	Community support	BBCC	Board member
4/20/11 – 4/22/11	VP Mohrbacher	WSSSC Meeting			
4/20/11	Director Sly	JATP	Photos of new trainees	Moses Lake	
4/21/11	President Bonaudi, Director Sly	BBCC Job & Career Fair	Community support, networking	BBCC	
4/22/11	President Bonaudi	Regional Alliance Meeting	Community College support	Conference call	Al Ralston
4/22/11	President Bonaudi	SBCTC Legislative Update	Higher Education support	Conference call	
4/26/11	President Bonaudi, VP Mohrbacher, VP Hamburg, Director Sly	State of the College Address	College support	BBCC	
4/28/11 – 4/29/11	President Bonaudi	WACTC Meetings	System support	Renton Technical College	
4/30/11	Director Sly	Moses Lake Rotary	Campus beautification	Moses Lake	
5/2/11	President Bonaudi, VP Mohrbacher, VP Hamburg	Community College Research Center (CCRC) meeting	Information sharing	BBCC	Interviews regarding Achieving the Dream activities
5/2/11	President Bonaudi	Kiwanis	College support	Moses Lake	Presentation regarding college budget
5/3/11	President Bonaudi	Mayors' Prayer Breakfast	Community support	BBCC	
5/3/11	President Bonaudi	Workforce Development Council	Community collaboration	Moses Lake	Board member
5/3/11	President Bonaudi, Director Sly	Business After Hours	Community support, networking	Moses Lake	
5/4/11	VP Hamburg	USAF	Dorms	On Campus	
5/5/11	President Bonaudi, VP Mohrbacher	Western Governors' University	Information sharing	BBCC	

Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
5/5/11	President Bonaudi, VP Mohrbacher	Achieving the Dream coaches	Information sharing	BBCC	
5/5/11	President Bonaudi	WVC President Richardson	College collaboration	Conference call	
5/6/11	President Bonaudi	PET Graduation	Student success	BBCC	Presented certificates
5/6/11	President Bonaudi	SBCTC Legislative Update	Higher Education support	Conference call	
5/10/11	President Bonaudi	WA Executive Leadership Academy Presentation	Leadership guidance	Spokane	Topic: Collective Bargaining in Washington DC
5/10/11	VP Hamburg	Readiness Assessment Stakeholders	Advisory Team Meeting	Conference call	
5/12/11	President Bonaudi	EDC SBDC Meeting	Community collaboration	BBCC	
5/12/11	President Bonaudi	Port of Moses Lake Manager Baldwin	BBCC Promotion	BBCC	Paris Air Show Brochure & 727 Taxi information; accompanied by PIO Dietrich
5/13/11	President Bonaudi	Regional Alliance Meeting	Community College support	Conference call	Al Ralston
5/13/11	President Bonaudi	SBCTC Legislative Update	Higher Education support	Conference call	
5/16/11	President Bonaudi	Public Information Commission Presentation	System support	BBCC	With SCC Trustee Carol McVicker; Topic: Importance of Public Information Commission to Pres
5/16/11	VP Hamburg	Lauri Uhrich - RGU	Facilities Master Plan	On Campus	
5/17/11	President Bonaudi	Project Way Presentation	System support BBCC	Quincy	College presentation on training opportunities for new businesses
5/18/11	VP Mohrbacher	Basic Foods Employment/Training Meeting	Instruction/Student Services	BBCC	
5/18/11	VP Mohrbacher	Terri Dulong	Meeting/Luncheon		
5/19/11	President Bonaudi	Eastern Regional Collaboration	College collaboration	Conference call	WVC Pres. Richardson, CBC Pres.

Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
					Cummins, WWBB Pres. VanAusdle, YVCC Pres. Kaminski, CCS Chancellor Johnson
5/19/11	Director Sly	REC lunch	Presentation	Moses Lake	
5/20/11	President Bonaudi	Regional Alliance Meeting	Community College support	Conference call	Al Ralston
5/20/11	President Bonaudi	SBCTC Legislative Update	Higher Education support	Conference call	
5/20/11	Director Sly	JATP Ceremony	Presentation	Moses Lake	
5/21/11	President Bonaudi	Cellarbration! for Education	College fundraising	BBCC	
5/23/11	VP Hamburg	Rick Waldt, Sodexho	Facilities Master Plan	On Campus	
5/24/11	VP Hamburg	Pete Erickson	Heritage University	On Campus	
5/24/11	Director Sly	Sunrise Rotary	Presentation	Moses Lake	
5/31/11	President Bonaudi, VP Mohrbacher, VP Hamburg, Director Sly	BBCC Board of Trustees	Board of Trustees Meeting/college guidance		
5/31/11	President Bonaudi	Grant County Commissioners	Community Support	BBCC	Luncheon
6/6/11	VP Hamburg	Port of Moses Lake	Bid opening	On Campus	
6/7/11	President Bonaudi	North Central Workforce Development Council Meeting	Workforce development	Moses Lake	Board member
6/7/11	VP Mohrbacher	Skill Source Recognition Ceremony	Instruction		
6/7/11	Director Sly	Ephrata Rotary	Networking, outreach	Ephrata	
6/8/11	President Bonaudi	Larry Godden, Million Air	Aviation Program support	Million Air	
6/9/11	President Bonaudi	Port of Moses Lake Meeting	College program support	BBCC	
6/9/11	Director Sly	Fiber Active	Networking, outreach	Moses Lake	
6/13/11	VP Hamburg	BAC Meeting	WA State VP	ITV	
6/14/11	President Bonaudi	Aerospace Council Meeting	Aviation Program support	Everett	
6/15/11	President Bonaudi	EDC Meeting	Community support	BBCC	Board member
6/15/11	President Bonaudi	Moses Lake Clinic Administrator David Olson	Nursing Program support	Moses Lake	
6/15/11	VP Hamburg	Dave Lohrengal	Capital Construction	On Campus	
6/16/11	President Bonaudi	Samaritan Healthcare Administrator Andrew Bair	Nursing Program support	Moses Lake	
6/16/11	VP Hamburg	Doreen McGraw		On Campus	

Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
6/17/11	VP Hamburg	GTA Office	Open House of new GTA office	Moses Lake	
6/20/11	President Bonaudi	BBCC Trustees, TACTC President Mauri Moore, TACTC Administrator Erin Brown	Social dinner	Moses Lake	
6/21/11	President Bonaudi, VP Mohrbacher, VP Hamburg, Director Sly	BBCC Board of Trustees	Board of Trustees Meeting/college guidance	On Campus	Board Member
6/21/11	President Bonaudi	North Central Workforce Development Council	Workforce development	Wenatchee	
6/21/11	Director Sly	Othello Rotary	Presentation	Othello	
6/22/11	President Bonaudi	Clyde Owen, BBCC Foundation member	College support	Moses Lake	
6/23/11	VP Hamburg	Ricoh	Printing solution	On Campus	
6/26/11-6/28/11	President Bonaudi	GISS/TACTC Conference	System support	Suncadia	
6/29/11	President Bonaudi	Lt. General Allardice Community Luncheon	Partnership	BBCC	
6/29/11	President Bonaudi	Foundation Executive Team	College support	BBCC	
7/5/11	President Bonaudi	KBSN Butch Bare Radio Show	College support	BBCC	
7/5/11	President Bonaudi	Project Pegasus Workforce conference call	Aerospace Community support Program support	BBCC	
7/5/11	President Bonaudi	Project Pegasus	Community support Program support	Port of Moses Lake	
7/6/11	VP Mohrbacher, VP Hamburg	Students	Innovations Series Luncheon on Student Trends	On Campus	
7/7/11	President Bonaudi	Quincy Rotary	Community support	Quincy	
7/12/11	President Bonaudi	Harlan Beagley, Columbia Basin Herald	College publicity	BBCC	
7/12/11	VP Hamburg	Grant County EDC	Business After Hours	On campus	
7/12/11	Director Sly	Business After Hours	Networking	Moses Lake	
7/14/11	President Bonaudi	Dr. Mathew Manweller, 13th District Rep. Candidate	College support	BBCC	
7/14/11	President Bonaudi,	9th District Rep. Fagan	College support	BBCC	

Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
	Director Sly				
7/14/11	President Bonaudi, VP Hamburg, Director Sly	BBCC Foundation	Monthly meeting & dinner	On campus	
7/15/11	President Bonaudi	12th District Rep. Armstrong	College support	Wenatchee	
7/19/11	President Bonaudi	SBCTC Deputy Exec. IT Director Scroggins	WACTC Technology Agenda	Conference call	
7/20/11	President Bonaudi	Grant County EDC Meeting	Community support	BBCC	
7/20/11	President Bonaudi	12th District Rep. Condotta	College support	Wenatchee	
7/21/11	President Bonaudi	9th District Sen. Schoesler	College support	Ritzville	
7/21/11	Director Sly	Grant County EDC	SGL/BMW presentation	Moses Lake	
7/22/11	President Bonaudi	Aerospace Meeting	Program support	SeaTac	
7/25/11	President Bonaudi	Aerospace Partnerships	Program support	Conference call	
7/26/11	President Bonaudi	Pegasus Project	Program support	Conference call & Port of Moses Lake	
7/27/11 – 7/28/11	President Bonaudi	WACTC Retreat	System support	South Puget Sound Community College	
7/27/11	VP Hamburg	Lauri Uhrich - RGU	Facilities Master Plan	On Campus	
8/2/11	VP Hamburg	Bud Clary Auto Mall	Business After Hours	On Campus	
8/2/11	Director Sly	Business After Hours	Outreach, networking	Moses Lake	
8/3/11 – 8/4/11	President Bonaudi	School Employees Credit Union (SECU)	Board meeting & training	Las Vegas, NV	SECU-funded professional development
8/5/11	President Bonaudi	Project Pegasus Workforce Conference Call	Aerospace Community support Program support	BBCC	
8/9/11	President Bonaudi, VP Mohrbacher, VP Hamburg, Director Sly	BBCC Board of Trustees	Board of Trustees Meeting/college guidance	On Campus	
8/9/11	President Bonaudi, VP Hamburg	BBCC Trustees, Whitworth President Taylor and staff	Higher Education collaboration	On Campus	Lunch
8/10/11	President Bonaudi	12th District Sen. Parlette	Legislative support	East Wenatchee	
8/10/11	VP Hamburg	Bob E Dixon (GA)	Client Visit	On Campus	
8/11/11	President Bonaudi	Project Pegasus Workforce Conference Call	Aerospace Community support	BBCC	

Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
8/11/11	President Bonaudi	Ritzville Journal Publisher & Editor Stephen McFadden	Program support Community collaboration	BBCC	
8/12/11	VP Hamburg	Grant Co Transit	Turning lane availability	On Campus	
8/12/11	Director Sly	Dedication of City Park	Outreach, networking	Moses Lake	
8/15/11	President Bonaudi	Fairchild Air Force Refueling Flight	Networking	Moses Lake/Spokane	
8/16/11	VP Hamburg	Mike Campbell	Campus Safety issues	On Campus	
8/18/11	President Bonaudi	Port of Moses Lake Executive Director Patrick Jones	Community collaboration	BBCC	
8/22/11	VP Hamburg	Judy Oakes	Foundation issues	On Campus	
8/23/11	President Bonaudi	Aerospace Partnerships	Program support	Conference call	
8/25/11	Director Sly	Fiber Active meeting	Networking, outreach	Moses Lake	
8/29/11	President Bonaudi, Director Sly	Harlan Beagley, Columbia Basin Herald Publisher	BBCC support	BBCC	
8/29/11	VP Hamburg	Ellen Braun Sprint	Sprint Tower on campus	On Campus	
8/29/11	Director Sly	WA Potato Commission	Scholarship report	Moses Lake	
8/30/11	President Bonaudi	13th District Rep. Warnick	Legislative support	Moses Lake	
8/31/11	President Bonaudi	Moses Lake Police Gang Presentation	Community support	Moses Lake	
9/1/11	President Bonaudi	SGL Grand Opening	Community celebration	Moses Lake	
9/1/11	VP Hamburg	Lauri Uhrich - RGU	Facilities Master Plan	On Campus	
9/6/11	President Bonaudi	Aerospace Conference Call	Aerospace Community support Program support		
9/6/11	President Bonaudi	North Central WorkForce Lunch	Program support	Moses Lake	
9/6/11	President Bonaudi, Director Sly	Sen. Janea Holmquist Newbry	Legislative support	BBCC	
9/6/11	President Bonaudi	Heritage University President Bassett	College collaboration	BBCC	
9/7/11	President Bonaudi, VP Mohrbacher, VP Hamburg, Director Sly	BBCC Board of Trustees	Board of Trustees Meeting/college guidance	On Campus	
9/9/11	VP Hamburg	Port of Moses Lake	911 Remembrance	Moses Lake	

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Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
9/9/11	VP Hamburg	Higher Education Chautauqua	Conference call for Dr. Bonaudi	On Campus	
9/13/11	President Bonaudi	Port of Moses Lake Meeting	Partner collaboration	Port of Moses Lake	
9/13/11	Director Sly	JATP Closing Ceremony	Program support	Seattle	
9/13/11	Director Sly	Business After Hours	Networking	Moses Lake	
9/14/11	President Bonaudi	BBCC Board of Trustees/Administrative Retreat	College assessment & guidance	Quincy	
9/15/11	President Bonaudi, Director Sly	Ritzville Journal Publisher & Editor Stephen McFadden	Community collaboration	BBCC	
9/16/11	President Bonaudi	WACTC Conference Call	Discuss Declaration of Financial Emergency	Conference call	
9/17/11	President Bonaudi	CWU President Gaudino, Government Relations Ann Anderson	Higher Education Chautauqua	BBCC	
9/17/11	President Bonaudi	Dutch Oven Dinner Guests (Cellarbration auction item)	Host event, community support	Moses Lake	
9/19/11	President Bonaudi	Aerospace Conference Call	Community support Program support	BBCC	
9/20/11	President Bonaudi	Project Pegasus	Community collaboration	Port of Moses Lake	
9/21/11	President Bonaudi, Director Sly	Higher Education Chautauqua	Moderator (Pres. Bonaudi)	CWU – Ellensburg	
9/21/11	VP Mohrbacher	Port of Moses Lake Commissioners Meeting	College/Port Information	Port of Moses Lake	
9/21/11	VP Hamburg	Higher Education Chautauqua	Conference call for Dr. Bonaudi	On Campus	
9/22/11	President Bonaudi	PEMCO Board Meeting	PEMCO guidance	Seattle	Professional development
9/22/11	VP Hamburg	Pat Molitor	South Campus Easement	On Campus	
9/22/11	VP Hamburg	Mueller & Jones	Port of Moses Lake	On Campus	
9/22/11	Director Sly	Grant County EDC	Canola plant information	Moses Lake	
9/22/11	Director Sly	David Reeploeg, Central Washington Director for Sen. Cantwell	Information sharing	Moses Lake	
9/26/11	President Bonaudi	Wes Crago	BBCC support	Moses Lake	
9/26/11	President Bonaudi	Little Big Horn College President Yarlott	Accreditation Visit	Conference call	Higher Education support; professional

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Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
9/27/11	President Bonaudi	BBCC Foundation Chair Howard Skaug	College support	Moses Lake	development
9/27/11	VP Hamburg	Executive Council &STEM	College Issues	On Campus	
9/28/11 – 9/30/11	President Bonaudi	WACTC Meetings	Community College system support	Grays Harbor College, Aberdeen	
9/28/11	VP Mohrbacher	All USA & Coca-Cola Academic Teams	Scholarship Candidate Selection	BBCC	
9/29/11	VP Hamburg	RGU Architecture	Allied Health	On Campus	
9/29/11	VP Mohrbacher, VP Hamburg	RGU Architects/Jones Port	Facilities master Plan	On Campus	
10/3/11	President Bonaudi	Aerospace Conference Call	Aerospace Community support Program support	BBCC	
10/4/11 – 10/6/11	President Bonaudi	Little Big Horn College Accreditation Visit	Accreditation evaluation	Crow Agency, MT	Higher Education support; professional development
10/5/11	Director Sly	Yahoo! Grand Opening	Equipment request	Quincy	
10/11/11	President Bonaudi	Aerospace Meeting	Program support	SBCTC Olympia	
10/11/11	President Bonaudi	PUD Energy Summit	Community support	BBCC	Facilitator
10/12/11	President Bonaudi, VP Mohrbacher, Director Sly	Rep. Armstrong, Rep. Condotta, WVC President Richardson	Legislative support	Wenatchee (WVC)	
10/13/11	President Bonaudi	BBCC Trustee Lane	TACTC planning	BBCC	
10/13/11	President Bonaudi, VP Hamburg, Director Sly	KBSN Interview	Radio show interview about college	Moses Lake	
10/13/11	Director Sly	Advisory Committee Dinner	Recognition	Moses Lake	
10/14/11	President Bonaudi	Legislative Update Conference Call	Higher Education support	Conference call	
10/17/11	President Bonaudi	Project Pegasus Conference Call	Program support	Conference call	
10/17/11	VP Mohrbacher	NWCCU			
10/17/11	VP Hamburg	CWU	Collaboration	On campus	
10/18/11	President Bonaudi	TACTC Fall Conference	System education	Seattle	Trustee Lane, Trustee Blakely, Dean Kirkwood also

Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
					attended
10/19/11	President Bonaudi	Grant County EDC Board Meeting	Community collaboration	BBCC	Board member
10/19/11	President Bonaudi, VP Mohrbacher, VP Hamburg, Director Sly	BBCC Board of Trustees	Board of Trustees meeting/college guidance	On campus	
10/19/11	Director Sly	Holiday Hiring Event	Networking	Moses Lake	
10/20/11 – 10/21/11	VP Mohrbacher	ACC Fall Meeting	Statewide Advising Group	BBCC	President Bonaudi welcomed the group
10/20/11	President Bonaudi, Director Sly	Korean Delegation Luncheon	Community support, campus tour	BBCC	Sponsored by Grant County EDC
10/20/11	Director Sly	Classic Car Club	Scholarship promotion	Moses Lake	
10/25/11	President Bonaudi, VP Mohrbacher, VP Hamburg, Director Sly	Star Night	Recognition of student scholarships	On campus	
10/26/11	VP Hamburg	Laurie Uhrich - RGU	Facilities Master Plan	On Campus	
10/26/11	Director Sly	Consul General Ota of Japan	Japanese industries	Moses Lake	
10/27/11	President Bonaudi	PEMCO Board Meeting	Professional development	BBCC	(Annual leave)
10/27/11	VP Hamburg	Avaya Conference Call	BBT Phones	On Campus	
11/1/11	VP Hamburg	Fairchild Air Force	Scheduling for troop deployment	On Campus	
11/1/11	VP Hamburg, Director Sly	Rep. Fagan	College issues, legislative contact	On Campus	
11/1/11	VP Hamburg	Business After Hours	Air Force and community issues	Port of Moses Lake	
11/2/11	VP Hamburg	STEM Grant	Compliance training	On Campus	
11/2/11	Director Sly	ML Response Team	Chamber networking	Moses Lake	
11/3/11	President Bonaudi	WACTC Executive Committee	Community College system support	North Seattle Community College	
11/10/11	VP Hamburg	IACLEA meeting	Crime Prevention	On Campus	
11/14/11	President Bonaudi	Moses Lake Irrigation District Lake Forum	Community support	BBCC	
11/15/11	President Bonaudi	W/A Aerospace Meeting	Program support	Conference call	
11/15/11	VP Hamburg	RGU architects	Facilities Master Plan	On Campus	
11/16/11	President Bonaudi	Grant County EDC Board Meeting	Community collaboration	BBCC	Board member
11/16/11	President Bonaudi	Ritzville Supt. Roettger	Community support	Ritzville	Accompanied by LeAnne Parton

Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
11/16/11	President Bonaudi	Ritzville Journal Publisher & Editor, Stephen McFadden	Community support	Ritzville	
11/17/11	President Bonaudi	Grant County EDC Exporting Luncheon	Community support	BBCC	
11/17/11	President Bonaudi	McGraw Cellarbration! Dinner	Foundation support	Bonaudi Residence, Moses Lake	
11/18/11	President Bonaudi	Aerospace COM meeting	Program support	SeaTac	
11/18/11	Director Sly	City Hall Grand Opening	Networking	Moses Lake	
11/18/11	Director Sly	Lamb Weston	Recognition	Warden	
11/21/11	President Bonaudi	Mike Hamilton	College support	BBCC	
11/21/11	President Bonaudi	John Bartowski, Director, Heritage University (Lauzier University Center)	Collaboration	Moses Lake	
11/21/11	VP Hamburg	RGU architects	STEM remodel	On Campus	
11/22/11	President Bonaudi	PEMCO Board Meeting	Professional development	BBCC	Board member (annual leave)
11/23/11	President Bonaudi	Pat Jones, Port of Moses Lake Executive Director	Collaboration	Moses Lake	
11/28/11	President Bonaudi	Aviation Center of Excellence Advisory Meeting	System collaboration	Seattle	Chair
11/29/11	President Bonaudi	BBCC Trustee Kenison	College support	Moses Lake	
11/30/11	President Bonaudi, VP Mohrbacher, VP Hamburg, Director Sly	BBCC Board of Trustees	Board of Trustees meeting/college guidance	On campus	
12/1/11	President Bonaudi	Project Pegasus Meeting	Aerospace	Port of Moses Lake	
12/1/11	President Bonaudi	Sen. Murray's Sr. Advisor, Travis Lumpkin	College support	BBCC	
12/2/11	President Bonaudi	Legislative Update Conference Call	Higher Education support	Conference call	
12/2/11	VP Hamburg	Higher One	Debit cards for Financial Aid students	On campus	
12/5/11 – 12/7/11	President Bonaudi	School Employees Credit Union	Professional development	Las Vegas, NV	Board member (annual leave)
12/6/11	Director Sly	Business After Hours	Networking	Moses Lake	
12/7/11	Director Sly	ML Response Team	Chamber networking	Moses Lake	

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Date	BBCC Rep	Group met with	Purpose of meeting	Location	Comments
12/8/11	President Bonaudi	Association of WA Businesses Meeting	System support	Olympia	
12/8/11 – 12/9/11	President Bonaudi	WACTC Meeting	System support	Bates Technical College	
12/10/11	Director Sly	Million Air	Networking	Moses Lake	
12/12/11	President Bonaudi	Aerospace Meeting	Program support	Conference call	
12/12/11	President Bonaudi	Al Ralston Meeting	Legislative support	Conference call	
12/13/11	President Bonaudi	WVC President Richardson	College collaboration	Quincy	
12/13/11	VP Hamburg	Rick Waldt	Sodexo manager	On campus	
12/13/11	Director Sly	Floch Memorial Games	Outreach, presentation	Moses Lake	
12/14/11	President Bonaudi	Port of Moses Lake Executive Director Jones	Community support	BBCC	
12/14/11	VP Hamburg	Pat Jones	Water	On campus	
12/15/11	Director Sly	Grant County EDC	PET Program	Moses Lake	
12/16/11	VP Hamburg	Port Meeting	Port issues	At ML Port	
12/16/11	Director Sly	WAC Conference Call	On behalf of President Bonaudi	Conference call	
12/21/11	President Bonaudi	CBC President Cummins & Blue Mountain Community College President Turner	College collaboration	Hermiston, OR	
12/28/11	VP Hamburg	RGU architects	SS Remodel	On Campus	
12/28/11	VP Hamburg	RGU architects	STEM Remodel	On Campus	

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Appendix D

Counselor and Advisor Outreach Efforts 2011

Date	BBCC Campus Rep	Event/Group met with	Location	Contacts
1/5/2011	Rita Delgado	Financial Aid Night -- Wilson Creek High School	Wilson Creek	8
1/7/2011	Mary Shannon	Moses Lake WorkSource	Moses Lake	20
1/9/2011	Max Heinzmann	UW GEAR UP Educator Development Initiative Conference	Wenatchee	50
1/10/2011	Mary Shannon	Odessa High School	Odessa	6
1/12/2011	Mary Shannon	Wahluke High School	Mattawa	15
1/18/2011	José Esparza, Rita Delgado, Loralyn Allen	Quincy HS Financial Aid Night	Quincy	55
1/18/2011	José Esparza	Lind HS Placement Testing	Lind	5
1/20/2011	José Esparza	Moses Lake HS Presentation	Moses Lake	20
1/24/2011	Rita Delgado	Financial Aid Night -- Royal High School	Royal City	8
1/24/2011	Max Heinzmann	Brain Injury Association of Washington	BBCC	8
1/24/2011	Daneen Berry-Guerin	Samaritan Hospital and Pioneer Medical Center employees	Moses Lake	30
1/24/2011	Daneen Berry-Guerin	Representatives from Horizon Credit Union, Samaritan Hospital, Grant County Housing Authority, and Referral & Workforce Resource Center (mock interviews for OFF 262)	Moses Lake	6
1/28/2011	José Esparza	Liberty Bell HS Campus Tour	BBCC	28
2/2/2011	Mary Shannon	Columbia Basin Job Corps	Moses Lake	80
2/2/2011	José Esparza	Sage Hills HS Presentation	Ephrata	50
2/8/2011	Max Heinzmann, Custodio Valencia	Running Start Information Session	BBCC	54
2/9/2011	Mary Shannon	Basin Tech Prep Meeting with Consortium School District	Moses Lake	n/a
2/13/2011	MariAnne Zavala-Lopez, Loralyn Allen, Rita Delgado	College Goal Sunday	BBCC	86
2/16/2011	José Esparza	Sage Hills Campus Tour	BBCC	15
2/17/2011	José Esparza	Manson HS Campus Tour	BBCC	5
2/21/2011	Max Heinzmann	Brain Injury Association of Washington	BBCC	8
2/22/2011	José Esparza	Columbia Basin Secondary School College Fair	Moses Lake	60
2/24/2011	Marsha Nelson, MariAnne Zavala-Lopez	Running Start Information Session	BBCC	29
3/2/2011	José Esparza	Othello SkillSource Presentation	Othello	15
3/8/2011	José Esparza	McFarland Middle Presentation	Othello	20
3/10/2011	Max Heinzmann, MariAnne Zavala-Lopez	Running Start Information Session	BBCC	17
3/11/2011	José Esparza	Odessa HS Placement Testing	Odessa	25
3/15/2011	José Esparza	Warden HS Presentation	Warden	75
3/16/2011	José Esparza	Warden HS Placement Testing	Warden	60
3/17/2011	José Esparza	Immanuel Lutheran Preschool Aviation Tour	BBCC	30
3/18/2011	José Esparza	Royal HS Presentation	Royal City	50
3/22/2011	MariAnne Zavala-Lopez, Loralyn Allen	Quincy High School - Running Start Session	Quincy	65
3/22/2011	José Esparza	GEAR UP 8th Grade Career Day	BBCC	400

*Available in Spanish

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Counselor and Advisor Outreach Efforts 2011

Date	BBCC Campus Rep	Event/Group met with	Location	Contacts
3/23/2011	Max Heinzmann, Marsha Nelson, MariAnne Zavala-Lopez, Rita Delgado	Washington Council for High School- College Relations "College Planning Day" for High School students	BBCC	300
3/31/2011	José Esparza	Othello HS Presentation	Othello	25
4/9/2011	Max Heinzmann	Commercial Pilot Open House	BBCC	40
4/12/2011	Marsha Nelson, MariAnne Zavala-Lopez	Running Start Information Night	BBCC	60
4/13/2011	José Esparza	Moses Lake HS Presentation	Moses Lake	60
4/18/2011	Max Heinzmann	Brain Injury Association of Washington	BBCC	8
4/27/2011	Daneen Berry-Guerin	Grant Adams Volunteer Legal Services (creating a work-based independent study class with this organization)	Moses Lake	2
4/28/2011	LoraLyn Allen	Interagency meeting with Department of Vocational Rehabilitation	SkillSource	12
4/29/2011	20 Staff/12 Faculty	Educate @ Big Bend	BBCC	160
5/2/2011	LoraLyn Allen	Moses Lake High School Transition Night	Moses Lake	50
5/11/2011	José Esparza	Moses Lake HS Presentation	Moses Lake	50
5/12/2011	José Esparza	Wahluke HS Presentation	Mattawa	40
5/16/2011	Max Heinzmann	Brain Injury Association of Washington	BBCC	8
5/16/2011	José Esparza	Imagine U @ WSU	Mattawa	80
5/17/2011	Max Heinzmann, MariAnne Zavala-Lopez	Running Start Information Session	BBCC	10
5/24/2011	José Esparza, LoraLyn Allen	Monument Elementary Campus Tour	BBCC	100
5/27/2011	José Esparza	WorkSource Social Media Presentation	Moses Lake	35
6/6/2011	José Esparza	Okanogan Middle School Campus Tour	BBCC	85
6/7/2011	MariAnne Zavala-Lopez, LoraLyn Allen	GED Transition to College	BBCC	10
6/27/2011	José Esparza	Quincy Hospital Rapid Response	Quincy	10
10/5/2011	José Esparza	Lake Roosevelt HS College Fair	Grand Coulee	200
10/5/2011	José Esparza	Military Career Fair	Moses Lake	45
10/12/2011	José Esparza	Ephrata HS Presentation	Ephrata	120
10/27/2011	José Esparza	McFarland Middle School Campus Tour	BBCC	40
11/2/2011	Max Heinzmann, Marsha Nelson, MariAnne Zavala-Lopez, Rita Delgado	Washington Council for High School- College Relations High School College Fair and Financial Aid Information Night.	BBCC	100
11/2/2011	Rita Delgado, José Esparza, Jerry Workman, Anita Deleon, Andre Guzman	Financial Aid Event	BBCC	165
11/21/2011	Max Heinzmann	Brain Injury Association of Washington	BBCC	8
1/13/2012	José Esparza	Quincy High School	Quincy	20
1/24/2012	José Esparza, Andre Guzman	Mansfield Middle School Campus Tour	BBCC	5
Annual	Andre Guzman, Rita Delgado	Viking Seminars	Moses Lake	80

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* Available in Spanish
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Appendix E

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
American Association of Community Colleges (AACC)	• President Bonaudi participated in a commission meeting and engagement with the Community College Completion Initiative
Adams County Development Council (ACDC)	• Economic development agency that has gained state recognition • BBCC provides support to ACDC through the Professional-Technical and Arts & Sciences divisions and the BBCC Foundation
Aerospace Advisory Committee	• President Bonaudi chaired the advisory committee for the Center of Excellence in Aerospace Technology for Edmonds and Everett community colleges • BBCC provides program support
Aerospace Joint Apprenticeship Committee	• "Fighting 147s" (Washington State Aviation Maintenance Technicians Schools (AMTS) Development Force) is working to create one common integrated AMTS curriculum across Washington State • Received Department of Labor grant to expand enrollment in BBCC's AMT program by 18 students per year
Alaska Airlines	• Internship opportunities for Aviation and Aviation Maintenance Technology students
Association of Washington Businesses	• Supports workforce training legislation in Legislature
Basin Tech Prep Consortium	• Partnership between BBCC and participating area high schools that allows high school students to earn college credit for articulated high school vocational courses • All Grant and Adams counties school districts participate (except Washtucna) • Winter and spring 2012 will provide Tech Prep training on developing pathways
BBCC Child Care Center	• Early Childhood Education Assistance Program (ECEAP) • WorkFirst (DSHS) program work experience site • Childcare for Columbia Basin Secondary School students • AmeriCorps – Early Reading Corps worksite
BBCC Foundation	• Provides scholarship funding for students through more than 75 scholarship funds • Partners with the Potato Commission to provide scholarship opportunities for students enrolled in the Mechanized Irrigation Technology Systems (MIST) program at BBCC • Partners with many private donors and foundations to provide funding for facilities, equipment, outreach, and staff development at BBCC • Is the U.S. sponsor of the Japanese Agricultural Training Program (JATP) and contracts with BBCC to provide training to JATP trainees • Manages funds for the Exceptional Faculty Awards Endowment for BBCC faculty • Maintains financial accounts for BBCC's athletic booster club, Phi Theta Kappa (PTK), Nursing Program, ASB, Aviation, and Volunteer Literacy Program • Partners with the Rho Zeta chapter of PTK to pay $60 national dues for

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Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
	needy students to join PTK; several of these students have become PTK officers; this was raised to $70 in 2012 • Owns the Opportunity Center and leases it back to the college to provide classroom space for programs • Leases office space to the Grant County Economic Development Council (EDC), which nurtures partnerships between the college and the EDC • Partners with donors like Weinstein Beverage Company to provide intervention scholarships to help students cope with financial emergencies • Established a Nursing Educators Fund to assist nursing instructors with the costs of earning a Master's Degree so they can teach in the BBCC nursing program • Partnered with BBCC to provide hiring bonuses for nursing educators to enhance the application pool for nursing educator positions • Partners with the Ritzville Public Development Authority to plan a learning center in Ritzville • Partners with the Odessa School District to conduct fundraising basketball games, with proceeds going to a scholarship fund in memory of two students who were from Odessa and attended BBCC; the location of games alternates each year between Odessa and BBCC campus • Partners with various groups to sponsor events on campus of value to the BBCC family and local communities. These include: the Automotive BBQ for the BBCC family at the end of the academic year and annual Classified Staff Luncheons • Pepsi Refresh Grant provides funding for the college to purchase netbooks available for students to check-out through the BBCC Library
Bonneville Power Administration	• The Bonneville Power High Voltage Apprenticeship Program is a three to four year paid training program. Students go through steps (each six months) and must pass a review at the end of each step in order to progress to the next level. Training is a combination of progressively difficult on-the-job experiences, classroom study, correspondence courses, and homework. Apprentices are promoted to Journeyman after successfully passing the final step review and are assigned to vacant Journeyman positions as they become available. • BPA is recruiting students throughout the month of January (2012) and will hold a teleconference on BBCC campus to walk students through the federal application form.
Central Washington JOBS (PET program)	• Community group that is industry-driven for the purpose of obtaining and retaining qualified employees, convened by BBCC • Consortium of member organizations consisting of food processors and manufacturers; members include: SVZ-USA, McCain Foods, Columbia ColStor, Lamb Weston BSW, Laser Fab, Quincy Foods LLC,

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Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
	Basic American Foods, CemiCon, SGL-ACF • Focuses on Pre-employment Training (PET), recruiting, and hiring workers for local employment • Facilitated by BBCC's Professional-Technical division • First PET held in March of 2009; held 13 classes since 2009 with 175 total students • Participated in job and career fairs at the high school level

Central Washington University (CWU)	• Offers upper division classes on the BBCC campus towards:
	  o Bachelor of Science in Business Administration and Accounting
	  o Master of Education, pro-certification program
	  o The professional core sequence
	  o Bachelor of Science in Flight Technology, Aviation Management Specialization
	  o Bachelor of Science in Interdisciplinary Studies, Social Sciences
	• Bachelor of Applied Science Information Technology and Administrative Management degree is available to students earning Applied Science Degrees at BBCC
	• Implemented a Dual Admission program to provide a smooth and successful transition for BBCC students to the CWU University Center; students who participate are considered fully admitted to BBCC and conditionally admitted to CWU; the standard $50.00 application fee is waived for students in this program
	• In an agreement with BBCC for a shared commercial pilot flight instructor position; this instructor will be located on the BBCC campus to instruct BBCC and CWU students
	• Equips two interactive TV rooms on the BBCC campus (Building 1800) that are available for CWU and BBCC instructional and administrative use
	• Engaged in an agreement that allows students attending both CWU and BBCC to receive financial aid at CWU based on the sum of credits taken at both schools
	• The Central Theatre Ensemble is in its fifth year of offering a FREE stage play geared for K-12 students on BBCC campus
	• Continual discussions between CWU and BBCC leadership of baccalaureate partnerships between the two schools

City of Moses Lake	• Trails Planning Team (TPT) meets on a monthly basis to work on bringing more trails and bike lanes to the Moses Lake area • Current and former BBCC employees Charlene Rios, Gale Haley, Joe Rogers, and Brenda Teals are members of the trail planning committee • Char Rios currently serves as Treasurer on the TPT committee
Clinical Site Agreements	• Provide BBCC nursing students with opportunities to gain hands-on experience in the medical field • Participating sites: o Adams County Health Department (Ritzville)

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Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
	- Avalon Care Center (Othello) - BBCC Childcare Center (Moses Lake) - Central Basin Home Health and Hospice (Moses Lake) - Central Washington Hospital (Wenatchee) - Columbia Basin Health Clinic (Othello) - Columbia Basin Hospital (Ephrata) - Columbia Basin Secondary School (Moses Lake) - Coulee Community Hospital (Grand Coulee) - Coventry House Assisted Living Community (Othello) - East Adams Rural Hospital (Ritzville) - Eastern Washington State Hospital (Medical Lake) 14th Avenue Medical Center (Othello) - Fresenius Medical Care DBA M.L. Dialysis (Moses Lake) - Grant County Head Start (Ephrata) - Grant County Health District (Ephrata) - Grant Mental Healthcare (Moses Lake) - Hearthstone Inn (Moses Lake) - Kennewick General Hospital (Kennewick) - McKay Health Care and Rehabilitation (Soap Lake) - Moses Lake Community Health Center (Moses Lake) - Moses Lake School District (Moses Lake) - Odessa Memorial Healthcare Center (Odessa) - Othello Community Health Center (Othello) - Parkview Pediatrics & Family Medicine (Moses Lake) - Quincy Valley Hospital (Quincy) - Renal Care Group of Northwest (Moses Lake) - Rockwood Clinic (Spokane) - Sacred Heart Medical Center (Spokane) - Samaritan Healthcare (Moses Lake) - Summerwood Alzheimer's Special Care Center (Moses Lake) - Sunbridge Care and Rehab Center (Moses Lake) - Sunbridge Special Care/Lakeridge (Moses Lake) - Washington State Migrant Council (Moses Lake) - Wenatchee Valley Clinic (Moses Lake branch) - Yakima Valley Memorial Hospital (Yakima)
Columbia Basin Allied Arts	Brings the performing arts to BBCC students, staff, and community members
Columbia Basin Development League	District water issues
Columbia Basin Job Corps	- BBCC is an educational contractor for Job Corps and continues to enroll Job Corps students in college programs and includes on-campus housing for these students - BBCC provides GED testing services for Job Corps students - Provide GED testing services for Camp Outlook Boot Camp in Connell - Painted the BBCC Learning Center Childcare playground toys

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Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
	• Provided lead paint testing on the Childcare buildings
Community Concerts	• Rents space for concerts on campus, providing BBCC students with the opportunity to attend performing art events

Community College Partners	• Edmonds Community College – partner in the Compete 2 Complete (C2C) grant
	• Clark College – collaborated with BBCC to implement their Academic Early Warning software
	• Green River Community College
	    o articulation agreement for students to complete their flight training at BBCC
	    o Partner in the Compete 2 Complete (C2C) grant
	• Wenatchee Valley College – collaborative Ag degree is offered between WVC and BBCC; collaborates with BBCC on basic skills and WorkFirst professional development
	• Columbia Basin College (CBC)
	    o Meeting between BBCC, CBC, and Blue Mountain Community College (BMCC) presidents to discuss collaboration
	    o Collaborated with BBCC to implement online schedule software

Community Partnership Against Substance Abuse	• Partnership between BBCC and Central Basin Traffic Safety Task Force to teach the public about effects of drugs and alcohol on people and their communities • Representatives from Grant County Emergency Management, Grant County Sheriff Department, Moses lake Police Department, Grant County Coroner's Office, Grant County Fire District #5, Moses Lake Fire, and the Washington State Patrol participate in an annual substance abuse awareness event held on the BBCC campus • The event is organized by Ryann Leonard (BBCC Faculty) and admission is free
Connect 2 Complete (C2C) Grant	• C2C is a program of Campus Compact with funding from the Bill and Melinda Gates Foundation • It includes Washington Campus Compact in partnership with Big Bend Community College, Edmonds Community College, and Green River Community College • The grant provides focus on the development of a Peer Mentoring program
Department of Corrections (DOC)	• Assists BBCC to perform asbestos abatement and demolition
Department of Social Health Services (DSHS)	• Allowed BBCC to develop childcare facility with 44 slots for BBCC students, staff, and community
Domino's Pizza	• Donates gift certificates for ASB to use for athletic halftime events
Embry Riddle Aeronautical University (ERAU)	• Articulation agreement between ERAU and BBCC facilitates the transfer of BBCC students

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
Endeavor ORCA Consortium	• Consortium of 16 community and technical college libraries in Washington State • Owns, manages, and supports Endeavor's Voyager system and servers that house databases and contracts with SBCTC-IT
Ephrata Airport	• Training site for BBCC Aviation students
Fairchild Air Force Base	• Transferred fixed wing operations to Moses Lake in January 2011 while runways and taxi ways at Fairchild were being rebuilt; remained in Moses Lake for approximately 11 months • One-hundred thirty (130) Fairchild personnel stayed in BBCC Viking Hall on campus and another 70 stayed in Job Corp dorms • All 200 personnel ate in the dining commons on BBCC campus and, during surge periods, there were an additional 100 Fairchild personnel eating in the dining commons on campus (the additional personnel utilized motels in Moses Lake for other accommodations) • Fairchild also negotiated a contract to use the DeVries Activity Center gym during their stay • Fairchild personnel replaced every mattress in BBCC Viking Hall on campus and left the college with an additional 10 new ones
Federal Aviation Administration (FAA)	• BBCC Aviation program operates a FAA Computerized Knowledge/Testing Site • BBCC performs CWU's initial flight instructor check rides • CWU's flight contractor performs BBCC students' initial Certified Flight Instructor checks
Freeman Holdings	• Partnership that provides mutual support for all parties
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant	• Brings 8th graders and parents to BBCC campus for early exposure to higher education • WSU contracts with BBCC for GEAR UP activities for Soap Lake and Moses Lake • Ephrata is a GEAR UP site
Glass House Car & Dog Wash	• Donates gift certificates for the "Dirtiest Car Contest" during BBCC home basketball games
Governor's Aerospace Council	• Partners with aerospace industry, including BBCC Aviation program • BBCC representatives participate in aerospace-related activities from all community colleges • BBCC regularly reports on aerospace training activity and is included in a community college system report
Grant County	• Partners with BBCC in funding the ATEC building • Grant County Health District may use the BBCC Nursing building for the triage and/or short-stay treatment of patients who cannot be treated in regular healthcare settings due to a major public health emergency ○ Use of college property will occur only as a result of college closure, unless the property is only accessed to provide an immunization clinic or point of dispensing medication • BBCC is part of the Grant County Health District alert network and

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
	receives notifications of local or worldwide problems, including: ○ Communicable disease ○ Pandemic incidents ○ Other major health incidents
Grant & Adams Counties Irrigation Partners	• BBCC has partnered with Lad Irrigation, Irrigators Inc., Skoan Irrigation, and Elliot Kooy to help provide equipment, materials, and instructors to support the BBCC MIST program (Center Pivot)
Grant County Economic Development Council	• BBCC partners with grant county Economic Development Council to promote economic development in Grant County
Grant County Fire District #5	• Responds to campus security and emergency situations
Grant County Head Start	• Partners with BBCC to present the "Family Day" and "Literacy Night" events • Contracts with BBCC to provide ECEAP services
Grant County Jail and Work Release Facility	• Collaborates with BBCC to offer GED classes to inmates
Grant County PUD	• President Bonaudi served as a moderator for a PUD Energy Summit in October 2011 on the BBCC campus
Grant County Sheriff	• Primary security responder for the BBCC campus • President Bonaudi and the Vice Presidents of BBCC met over lunch with the Grant County Sheriff Tom Jones and his top level staff. They discussed working together to serve the residents of Grant County. They also discussed BBCC's campus-specific Emergency Response Plan which is based on and conforms to the Incident Command System (ICS) and the National Incident Management System (NIMS). The Sheriff's office has been trained in this system, making collaboration in the event of an emergency much easier • The Sheriff's office uses our campus when classes are not in session for some of their drills and trainings • Sheriff Tom Jones presented information during the 2011 Fall In-Service regarding campus and personal safety
Hastings Bookstore	• Provides funding for GED testing fees and study materials for students through the Voluntary Literacy Program
Heritage University (HU)	• Offers on BBCC campus: ○ Bachelor of Arts in Elementary Education with an ESL or Bilingual Education endorsement ○ Bachelor of Social Work ○ Master of Education ○ Various certifications • Dual enrollment agreement with BBCC by which students may enroll in Heritage University while working toward their Associate of Arts degree at BBCC • Engaged in an agreement that allows students attending both HU and BBCC to receive financial aid at HU based on the sum of credits taken at both schools

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Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
	• Co-wrote and managed two Title V grants • Continual discussions between BBCC and HU of on-going relationships, including Title V
Housing Authority of Grant County	• Provides space for a Community Knowledge Center in Mattawa (2011)
Inland Helicopter	• Partners with BBCC to provide helicopter pilot training in conjunction with the BBCC Commercial Pilot program
Intermountain AmeriCorps	• Provides three team members to work in the ECEAP classroom and childcare with the goal of increasing early literacy
Japanese Agricultural Training Council	• Assisted with training program assessment
Japanese Council General	• BBCC maintains close ties to the Japanese government and hosts an annual reception in Seattle for JATP graduates
Job & Career Fair	• The 18th Annual Job & Career Fair (April, 2011) had 61 employers and over 1,200 visitors and was held in the Masto Conference Center on BBCC campus • 10 BBCC professional technical programs participated • The Employment Resource Center was sponsored by Central WA WorkSource • Job Corps, BBCC CJST students, and BBCC staff volunteered to assist during the event
Katana Summit	• College instruction has been provided to support the needs of Katana both on-campus and on-site • Welding processes specific to Katana are provided through BBCC instruction, making BBCC students more employable to Katana
Lake Bowl (Moses Lake)	• Donates free bowling passes that the BBCC ASB includes in their welcome gift bags to the dorm students
Lamb Weston/BSW (Warden)	• Provides classroom facilities for workplace ESL classes • Provides incentives to workers to attend classes
Mattawa Clinic	• Provides childcare licensing required facility checks
Microsoft	• Provides BBCC with an educational discount for software projects used in classrooms, labs, and other college operations
Migrant Education Even Start (MEES) Department of Education Grant	• MEES grant ended fall of 2010
Moses Lake Breastfeeding Coalition	• BBCC student nurses work with new mothers to research and teach breastfeeding methods
Moses Lake Chamber of Commerce	• Education committee members include BBCC, Moses Lake School District, Tech Prep, Customized Job Skills Training, Skill Source, and area businesses.
Moses Lake Literacy Council	• Partners with BBCC Regional Literacy Council for training
Moses Lake Parks & Recreation	• Char Rios serves on the Moses Lake Parks & Recreation Board • Moses Lake Parks staff provide advice and consultation on projects

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Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
	such as painting the childcare equipment, inter-building communication, and playground equipment
Moses Lake Public Library Foundation	• Dean Fuhrman is serving as president and architect liaison for the group as it works to do a major remodel and add approximately 20,000 square feet to the Moses Lake Public Library
Moses Lake Senior Living Community	• BBCC agrees to permit the use of its physical facilities for Moses Lake Senior Living Community residents in the event of a disaster
National Association of Workforce Boards	• Federal legislative contacts in support of local workforce development council
Northwest Commission on Colleges and Universities (NWCCU)	• BBCC representatives participated in accreditation evaluator training • President Bonaudi, Vice President Mohrbacher, Vice President Hamburg, and Dean Kirkwood went on evaluation visits or served on review committees and continue to do so

Off-campus Employment Opportunities for Students	• Partners include:
	  ○ 1-2-3 Fit
	  ○ A Practical Way to Rent
	  ○ Air America
	  ○ Boys and Girls Club of America
	  ○ Cascade Valley Home Care
	  ○ Columbia Pacific Aviation
	  ○ DSHS
	  ○ 21st century Grant
	  ○ Quiznos Sub

One Stop Partnership	• One Stop centers are located in Moses Lake and Mattawa • BBCC rents office space in Moses Lake and provides regular part-time office hours through WorkSource funding • One Stop partners include: WorkSource, DSHS, Grant County Mental Health, North Central/Columbia Basin Workforce Development Council, Opportunities Industrialization Center, Division of Vocational Rehabilitation, Housing Authority of Grant County, WVC, Washington State Migrant Council, Community Action Council, Columbia Basin Job Corps, Goodwill Industries, and SkillSource
Opportunity Industrialization Center (OIC)	• Collaborates with BBCC to provide tuition and wraparound support services for basic skills students, including assisting in recruitment and job placement • Provides college tuition assistance for qualified applicants • Works closely with BBCC I-BEST programs • Has provided facilities for GED classes • OIC-HEP Program of Washington provides GED testing services (mostly in Spanish) for the HEP Program students; classes are held in Moses Lake, Mattawa, Othello, Quincy, and Royal City
Orbis Cascade Alliance	• Consortium of libraries from 36 universities, colleges, and community colleges in Oregon and Washington, serving 213,000 students; enables the library to purchase online resources at a significantly discounted

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Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
	price due to large group buying
ORCA Consortium	• This partnership includes 17 other Washington State community and technical college libraries that share the cost of operating the Voyager library management system
Papa John's Pizza (Moses Lake)	• Donates pizza to BBCC ASB during basketball season for the Couch Potato Fund Raiser
People for People/Grant Transit Authority	• Provide public transportation for students to BBCC, job sites, and daycare • Partner with BBCC WorkFirst office to provide fuel cost assistance to WorkFirst students
Phi Theta Kappa (PTK) Rho Zeta chapter (local chapter of National Honor Society)	• Co-hosted a Greater Northwest Regional Conference with Wenatchee Valley College (Omak) at the BBCC campus during Summer 2011 • Hosted a Honor's in Action "Educational Summit" • Conducted two C4 signing days, encouraging students to complete their college degree • Donated Yoplait lids to the Susan G. Koman Cancer Foundation • Collected books for Better World Books • Assisted at BBCC graduation ceremonies as Grey Gowns • Provide concessions at Allied Arts events throughout the year • Recycled aluminum pop cans and collecting pop tabs to be donated to the Ronald McDonald house (Spokane, WA) • Recycled used cell phones, batteries, and computer printer ink toners • Assisted during special events on campus, such as Star Night, Winter Serenade, and Cellarbration! • Rho Zeta PTK officers have served on probationary/tenure committees for faculty this past year
Port of Ephrata	• Allows BBCC flight students to use Port of Ephrata runways on a regular basis
Port of Moses Lake	• Backup response to BBCC security and emergency situations • BBCC partners with the Port in the operation of Aircraft Rescue and Fire Fighting (ARFF) training • Partner in economic development of the area
Port of Quincy	• Presents with BBCC during legislative visits in support of tax breaks for server farms in Grant County • BBCC attended the Freight Mobility Summit • BBCC participates in Port of Quincy economic development seminars
Professional-Technical Advisory Committees	• Composed of individuals employed or involved in the industry specific to each Professional-Technical program • Provide feedback on current industry standards, information on required industry competencies, and guidance for development of new programs and/or alternative direction for current programs
REC Silicon	• REC Safety Team has offered to provide several safety trainings free of charge to BBCC staff to help us update our knowledge and be able to teach students relevant safety practices

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Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
Relay for Life	• A team of BBCC employees, supported by the college and BBCC Foundation, participates in various activates to raise money for the American Cancer Society
SBCTC IT Bellevue	• Removed the Disaster Recovery Site from BBCC campus, although BBCC still provides that service to a few colleges • BBCC offers offsite storage to Pierce and Cascadia districts currently • BBCC currently houses the Team Foundation Server (TFS) on campus; this is a secure online site where institutional researchers and database administrators can collaborate and share information

Service District Schools	• The Lind School District currently partners with BBCC on a (five system lab) Community Knowledge Center located in school district buildings
	• Ritzville High School partners with BBCC on a (seven system lab) Community Knowledge Center
	• A (six system lab) Community Knowledge Center was installed in Warden High School in fall 2011
	• A (five system lab) Community Knowledge Center was installed in Wilson Creek High School in November 2011
	• The following school districts are in discussions with BBCC about installing Community Knowledge Centers in school district buildings: Odessa, Almira/Coulee/Hartline, Royal City, Grand Coulee Dam, Othello
	• All elementary schools and Head Start in Moses Lake, Warden, Othello, Royal City, Quincy, Ephrata, and Soap Lake
	• Basic Skills classes are offered in classrooms in Mattawa, Soap Lake, and Grand Coulee
	• BBCC either rents or shares space on a quid pro quo basis for instruction
	• BBCC provides reading and math tutors through the federal work-study program, *America Reads * America Counts*
	• Students in all of BBCC's service district high schools are able to earn high school and college credit simultaneously, working toward high school diplomas and Associate Degrees in Arts and Science and the Associate in Science
	• "College in the High School" classes are offered in Moses Lake, Ephrata, and Warden; discussions are ongoing with Ritzville, Wilson Creek, and Quincy
	• Mattawa School District
	   ○ Provides transportation services for children in the Even Start program in Mattawa (Even Start ended December 31st, 2011)
	   ○ Provides classroom space for ESL and GED classes and a computer lab for Computer Literacy classes
	• Moses Lake School District
	   ○ BBCC leases the Automotive Lab space on campus to the Moses Lake School District for their High School Automotive Program; the

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Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
	Moses Lake School District provides instructors for the program ○ BBCC Nursing students provide information on breast and testicular cancer during Cancer Awareness Week ○ Child and Family Education students use MLSD classrooms for hands-on experiences • Soap Lake School District ○ provides classroom space for evening ABE classes at the alternative high school
SGL	• BBCC continues to work with SGL to identify training needs and provide appropriate training programs
SkillSource	• BBCC collaborates with SkillSource on incumbent worker training, primary trainer/contractor worker retraining and basic skills training, providing facilities and adjunct faculty for basic skills classes • SkillSource and BBCC work with the food processing manufacturers to provide employees with skills upgrading to meet employment needs • Contracted with BBCC to offer Office Information Technology Program classes at the SkillSource Moses Lake facility for SkillSource clients days and evenings • Provides classroom space in Moses Lake and Othello facilities for ABE and ESL evening classes • Has paid tuition and provided wraparound services for students
SL Start	• A human and health services company focused on a wide range of social, employment and long-term care services • BBCC provides ABE, ESL and employment related short term training courses for WorkFirst participants enrolled in SL Start programs and space for training in maintenance, information technology, and childcare
Small and Rural Schools Consortium	• Increase the capacity of students in small and rural school districts to succeed in higher education, including increased communication between school districts and institutions of higher education for college readiness, credit articulation, student access, support and enrollment • Student Services staff participated in an event in Spokane (summer 2011) to work with high school counselors to provide information on Financial Aid and college readiness
Society of Human Resource Managers (SHRM)	• CBIS hosts the monthly SHRM meetings on BBCC campus in the ATEC building
Sodexho	• Sodexho is BBCC's contracted food service provider
St. Paul Lutheran Church (Quincy)	• Provides facilities for basic skills classes at no charge • Refers adults to basic skills classes
Student Aid	• Provided through these and many other agencies: ○ Department of Vocational Rehabilitation ○ Department of Labor & Industry ○ SkillSource

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Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description (highlights indicate updates from 2010-11 to date or new partnerships)
	○ Colville Tribal Educational Assistance Program ○ Department of Employment Security
Sunbridge Special Care/Lakeridge (Moses Lake)	• Provides Certified Nursing instruction for BBCC WorkFirst students
United Way	• Provides funding for GED testing fees and study materials for students through the Voluntary Literacy Program
Viking Booster Club	• Supports BBCC athletic program by raising money to help support athletic scholarships and employment for athletes within NWAACC guidelines • Provides up to $250 per coach for recruiting and incidentals • Provides each sporting group $750 per year from the Club's Annual Golf Tournament revenue to support recruiting efforts
Wal-Mart	• Provides funding for GED testing fees and study materials for students through the Voluntary Literacy Program
Washington Business Week	• Partners with Tech Prep and area school districts to deliver Destination: Healthcare • BBCC Nursing students assist with Destination: Healthcare workshops • Destination: Healthcare will not be held in 2011-12, but will be held again in 2012-13
Washington Department of Early Learning (DEL)	• Funded a collaborative effort of Family Services of Grant County and BBCC to serve 20 low-income, at-risk children in an Early Childhood Education Assistance Program (ECEAP) • BBCC students receive priority for service in the ECEAP
Washington State Library	• This partnership allows the coordination of database purchases with other libraries in the state
Weinstein Beverage	• Provides intervention scholarships to help students cope with financial emergencies • Donates soda for the quarterly ASB sponsored library "campouts" • Gives ASB a discount on bottled water for ASB to sell as a fundraiser during BBCC graduation ceremony
WorkFirst Local Planning Area Group	• Partnership that operates WorkFirst at the local level • Meet regularly to review plans and performance data, discuss program issues, develop strategies to increase outcomes, and solve problems • Primary partners: BBCC, Employment Security, DSHS, and SL Start • Secondary partners: SkillSource, People for People, Grant Mental Healthcare, PARC, DOC, OIC, North Columbia Community Action Council, and DCFS
WorkSource and Department of Social and Health Services (DSHS)	• A One-Stop partnership is located in Mattawa to provide multiple services through a one-stop facility that supports unemployed and under employed workers in the Mattawa community

Appendix F

Connect2Complete

A program of Campus Compact with funding from The Bill and Melinda Gates Foundation

Big Bend Community College

Campus Compact has funded nine community colleges in Florida, Ohio, and Washington to run Connect2Complete (C2C) pilot projects and funded the three related state Compact offices to support these pilots.

Washington State Community College Partners:
- Edmonds Community College
- Green River Community College

These programs will engage more than 4,500 low-income students who are enrolled in developmental courses and who experience significant barriers to obtaining postsecondary credentials.

Campus Compact seeks to build evidence of success through implementation of the C2C pilot projects, proving that colleges that utilize peer-to-peer advocacy in combination with community engagement learning activities, can positively impact retention and persistence, and produce more civically engaged students.

Each community college is testing unique peer-to-peer advocacy models that reflect the culture of their campus while employing at least one of the following mechanisms to incentivize the participation by peer advocates;

- Federal work study funds
- Course credit for leadership development/peer advocate training course
- Course credit and an AmeriCorps Education award

Peer Advocacy
Mobilizing successful students in support of other students who face obstacles to completion, increases retention and engagement for both the student advocate and the mentee. With this in mind, the belief is that students themselves are an incredibly under-utilized resource, and there exists an opportunity and need to engage them.

Community Engagement
Students who participate in community engagement learning activities have a higher retention rates and are more likely to complete their degree. These students are also more likely to demonstrate improved academic knowledge, critical thinking, and leadership skills and show increased interest in becoming personally and professionally involved in community change work.

C2Complete

A program of Campus Compact with funding from The Bill and Melinda Gates Foundation

Big Bend Community College

PEER-TO-PEER ADVOCACY PROGRAM OVERVIEW

Objective
The Connect 2 Complete program at Big Bend Community College will utilize peer-to-peer advocacy and service-learning to support students who are placed in the College Survival Skill courses by assisting them with their goals of achieving academic success and persistence with the emphasis on credential completion, higher level of engagement with their peers, Big Bend, and the surrounding community.

Peer-to-Peer Advocacy Program
Peer Advocates will be identified throughout existing programs on campus such as the Retention Project, M&M Mentoring Program, Supplemental Instruction, and TRIO. Recommendations from faculty and staff will also be a valuable tool in the Peer Advocate recruitment process.

As an incentive, the Peer Advocates will enroll into EDU 131 Peer Tutoring class where they will train, plan, and prepare to meet the needs of the CSS students. They will also be encouraged to enroll in the Students in Service program so that they may be eligible to earn an educational stipend for their efforts in this journey.

The Peer Advocate will become partners with a member of the BBCC Mentoring Team and the CSS 100 instructor, creating a collaborative approach in accessing, supporting and engaging the identified students. Besides working alongside faculty, the Peer Advocates may also connect with students individually, in small groups, and through social media to provide on-going support in goal setting, making connections to college life, navigating college systems, and linking to college services that are designed to help students be successful.

Campus Compact

For more information contact:
Jenny Ratigan
Transfer Services Coordinator
Student Success Center
jenniferr@bigbend.edu
705.793.2075

> **(Peer Advocacy)** *Peer advocacy recognizes the value of an advocate having shared common experiences with a person that they are supporting.*
> *-Web definition*

Appendix G

Fall 2011 Student Success Center Data

- Twice as many females used the center as males
- Hispanic females used the center more than any other demographic group
- One-half of the total number of sessions were dedicated to using a computer (49%) and one-quarter of the total number of sessions were dedicated to SI study sessions (26%)
- The most common class/area reported by students was Pre-college Level Math (25% of total sessions)
- Success rate (2.0 grade point or higher or pass grade) in the center was 79% (180 out of 228) fall quarter; this is comparable to the BBCC overall success rate of 77% (2010-11)

Demographics

	n	Pct
Sex		
Female	81	67%
Male	40	33%
Race/Ethnicity*		
Hispanic Females	40	34%
Hispanic Males	21	18%
Hispanic Total	61	52%
White Females	34	29%
White Males	13	11%
White Total	47	40%
Other Females	5	4%
Other Males	4	3%
Other Total	9	8%
Intent		
Academic/Transfer	80	66%
Professional-Technical	41	34%
Total Students	**121**	**100%**

*Four (4) students did not report race/ethnicity

Purpose for Using Student Success Center

	n	Pct
Use computer	112	49%
Study Sessions SI	61	26%
Resources*	45	20%
Meet with tutor	6	3%
Mentoring	4	2%
Opportunity Grant	2	<1%
Total Number of Sessions	**230**	**100%**

*laptops, books, study room, other

Department of Institutional Research

Academic Areas/Classes
(total number of sessions = 230)

	n	Pct
Pre-college level math	58	25%
College level English	20	9%
Chemistry	17	7%
CSS	15	6%
Communications	13	6%
Pre-college level English	12	5%
Business Information Management	12	5%

Fewer than 10 students (less than 5% of the total number of sessions each) reported the following academic areas:

Accounting, Astronomy, Biology, Business, Criminal Justice, Early Childhood Education, Education, Environmental Science, Health Education, History, Industrial Systems Technology, Medial Assistant, College level Math, Nursing, Nutrition, P.E., Philosophy, Political Science, Psychology, Religion, Sociology, and Spanish.

Appendix H

Fall 2011 Course Success* Rates of SI vs. non-SI Students

Quarter	Course Number	Course Title	Supplemental Instruction	Withdrawals	Less than Successful Students	Successful Students*	Total Enrolled	Percent Successful
Fall 2011	BIOL&211	MAJORS CELLULAR	SI	1	3	4	8	50%
			non-SI	13	7	22	42	52%
			All	14	10	26	50	52%
Fall 2011	CHEM&121	INTRO TO CHEMISTRY	SI	0	1	8	9	89%
			non-SI	6	9	25	40	63%
			All	6	10	33	49	67%
Fall 2011	CHEM&161	GENERAL CHEM W/LAB I	SI	0	0	4	4	100%
			non-SI	0	5	11	16	69%
			All	0	5	15	20	75%
Fall 2011	HIST&136	US HISTORY 1	SI	0	0	2	2	100%
			non-SI	2	7	14	23	61%
			All	2	7	16	25	64%
Fall 2011	MPC 091	ELEMENTARY ALGEBRA I	SI	0	0	22	22	100%
			non-SI	0	0	0	0	n/a
			All	0	0	22	22	100%
Fall 2011	MPC 095A	ELEMENTARY ALGEBRA	SI	1	0	5	6	83%
			non-SI	5	28	49	82	60%
			All	6	28	54	88	61%
Fall 2011	MPC 095B	ELEMENTARY ALGEBRA	SI	1	0	2	3	67%
			non-SI	6	19	57	82	70%
			All	7	19	59	85	69%
Fall 2011	MPC 095C	ELEMENTARY ALGEBRA	SI	0	0	3	3	100%
			non-SI	4	16	34	54	63%
			All	4	16	37	57	65%
Fall 2011	MPC 095D	ELEMENTARY ALGEBRA	SI	0	1	4	5	80%
			non-SI	4	17	31	52	60%
			All	4	18	35	57	61%
Fall 2011	MPC 095E	ELEMENTARY ALGEBRA	SI	0	2	2	4	50%
			non-SI	6	19	28	53	53%
			All	6	21	30	57	53%

*Success defined as earning a 2.0 grade point or better or a "p" (pass) grade in the class
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Data Source: IR pulled this data from the ODS (dbo_Transcript table)
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Fall 2011 Course Success* Rates of SI vs. non-SI Students

Quarter	Course Number	Course Title	Supplemental Instruction	Withdrawals	Less than Successful Students	Successful Students*	Total Enrolled	Percent Successful
Fall 2011	MPC 099A	INTERMEDIATE ALGEBRA	SI	1	1	1	3	33%
			non-SI	7	9	22	38	58%
			All	8	10	23	41	56%
Fall 2011	MPC 099B	INTERMEDIATE ALGEBRA	SI	2	0	0	2	0%
			non-SI	5	7	11	23	48%
			All	7	7	11	25	44%
Fall 2011	MPC 099C	INTERMEDIATE ALGEBRA	SI	1	1	0	2	0%
			non-SI	14	14	18	46	39%
			All	15	15	18	48	38%
Fall 2011	MPC 099D	INTERMEDIATE ALGEBRA	SI	0	0	1	1	100%
			non-SI	8	5	14	27	52%
			All	8	5	15	28	54%
Fall 2011	MPC 099E	INTERMEDIATE ALGEBRA	SI	0	1	1	2	50%
			non-SI	13	6	24	43	56%
			All	13	7	25	45	56%

*Success defined as earning a 2.0 grade point or better or a "p" (pass) grade in the class

Prepared by Institutional Research, 1/5/2012

Data Source: IR pulled this data from the ODS (dbo_ Transcript table)

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Appendix I

SENSE
Survey of Entering
Student Engagement
a CCSSE initiative

2010
Results
Summary

The Survey of Entering Student Engagement (SENSE) helps community colleges focus on the "front door" college experience. Grounded in research about what works in retaining and supporting entering students, SENSE collects data about institutional practices and student behaviors in the earliest weeks of college. These data can help colleges understand students' critical early experiences and improve institutional practices that affect student success in the first college year.

Prepared by Institutional Research

SENSE 2010 Results Summary

Research shows that students are more likely to learn, stay in college, and reach their goals when they are more actively engaged with college faculty and staff, other students, and their studies. Measurements of student engagement can be used to identify ways to help more students reach their academic goals and assess the quality of educational practices.

How does SENSE measure STUDENT ENGAGEMENT?

The Survey of Entering Student Engagement (SENSE) benchmarks are groups of conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas that educational research has shown to be important to entering students' college experiences and educational outcomes, and thus they provide colleges with a useful starting point for looking at institutional results.

SENSE Benchmarks:

- Early connections (p. 1)
- Engaged learning (p. 2)
- Academic and social support network (p. 3)
- Clear academic plan and pathway (p. 4)
- Effective track to college readiness (p. 5)
- High expectations and aspirations (p. 6)

SENSE focuses on the first three weeks of entering students' first academic term. This time is decisive because **current research indicates that helping students succeed through the first academic term can dramatically improve subsequent success**, including completing courses and earning certificates and degrees. Benchmark scores are computed by averaging the scores on survey items composing each benchmark. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. These standardized benchmark scores allow colleges to gauge and monitor their performance in areas of entering student engagement and make useful comparisons between their performance and that of groups of other colleges.

> **A comparison table of key survey items from both the 2008 and 2010 SENSE surveys can be found on pages 7-8.**

Executive Summary

Key Takeaways:

- Hispanic females and white males consistently scored highest on behaviors that will help them reach their academic goals.
- 98% of Hispanic males reported they have the motivation to succeed, but only 74% believed their instructors want them to be successful. Even though Hispanic and white males are in the same classes, fewer Hispanic males perceived that their instructors explained support services and fewer Hispanic males knew how to contact their instructors. While reviewing the demographics of Hispanic and white males, 85% of the Hispanics males were First Generation compared to 33% of white males being first generation. Also, more (90%) Hispanic males were of traditional age, compared to 70% of white males.

BBCC Strengths:	**BBCC Areas for Consideration:**
1. Early Connections	1. High Expectations and Aspirations
2. Engaged Learning	2. Effective Track to College Readiness
3. Academic and Social Support Network	3. Clear Academic Plan and Pathway

BBCC Performance on SENSE Benchmarks
National Average = 50.0
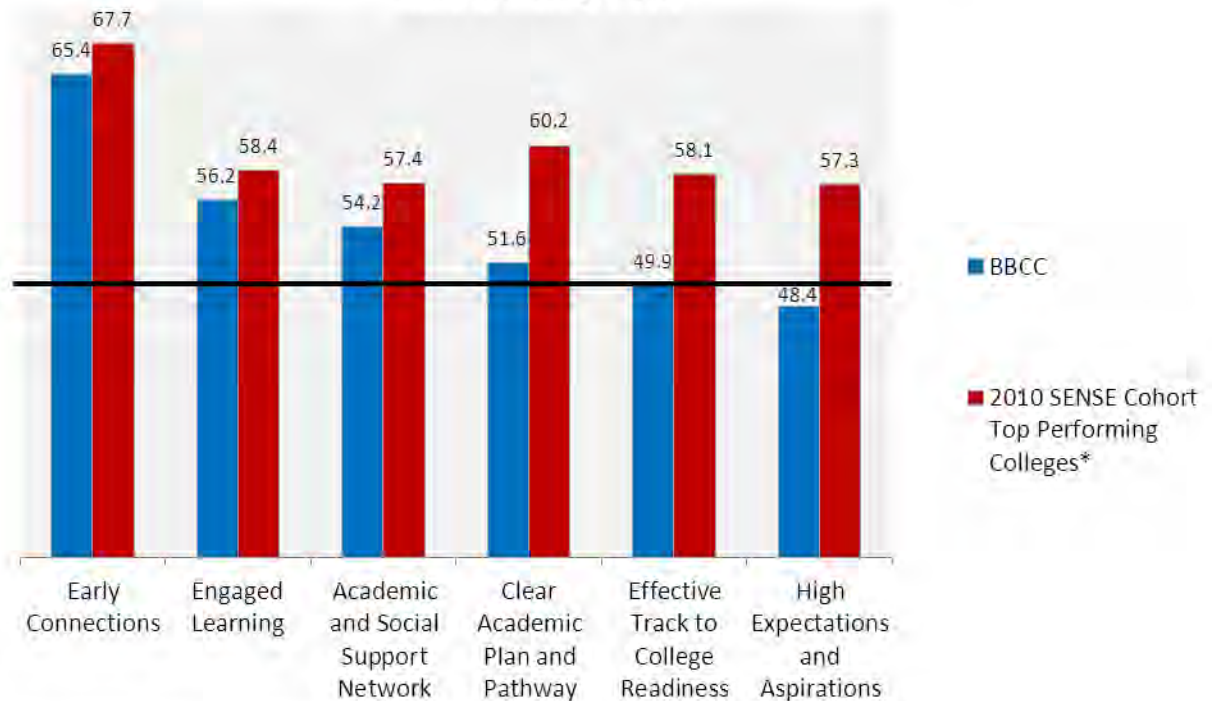
*Top-performing colleges are those that scored in the top 10% by benchmark.

2010 SENSE Results
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Early Connections (Figure 1)

When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.

Key findings. Three-quarters of respondents (76%) *agreed* or *strongly agreed* that they felt welcome the first time they came to BBCC. Overall, Hispanic females scored the highest at BBCC on this benchmark (74.4) and white females scored the lowest (58.9). (Figure 2) Sixty-five percent (65%) of Hispanic respondents *agreed* or *strongly agreed* that a college staff member helped them determine whether they qualified for financial assistance versus only 44% of white respondents. Seventy-two percent (72%) of Hispanic females agreed versus only 58% of Hispanic males. Just less than one-half of students (47%) said that a specific person was assigned to them to provide information or assistance when they needed it. (Figure 3)

Figure 1: Early Connections Benchmark

*Top-performing colleges are those that scored in the top 10% by benchmark.

Figure 2: BBCC Early Connections Benchmark Scores by Race/Ethnicity and Sex

Figure 3: A specific person was assigned to me so I could see him/her each time I needed information or assistance
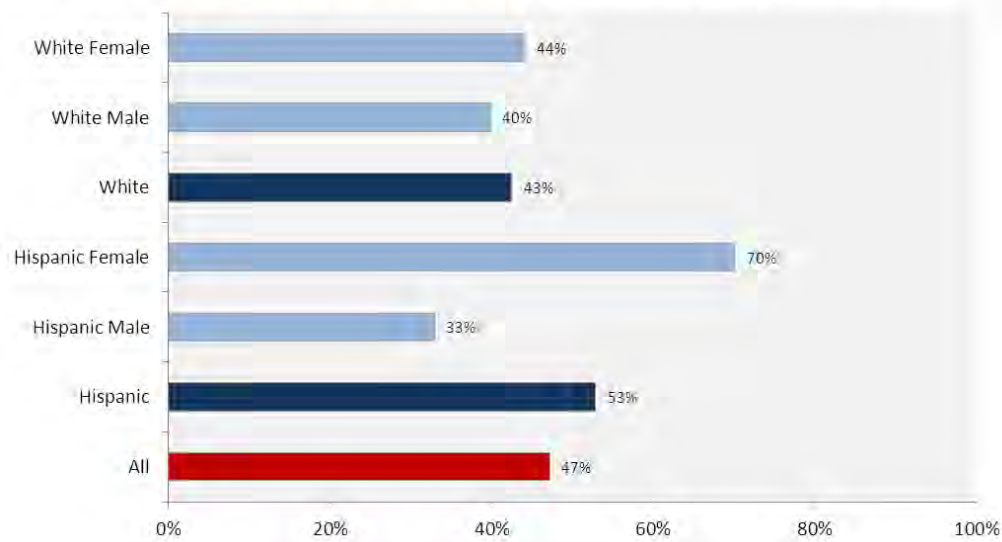
Engaged Learning (Figure 4)

Figure 4: Engaged Learning Benchmark

*Top-performing colleges are those that scored in the top 10% by benchmark.
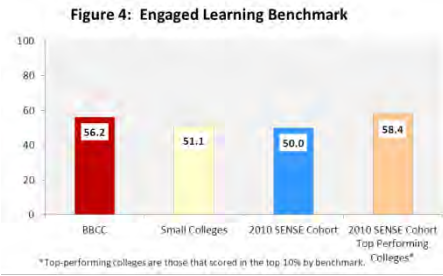
Instructional approaches that foster engaged learning are critical for student success. Nationally, most community college students attend college part-time and most also must find ways to balance their studies with work and family responsibilities. Although BBCC enrolls more full-time students than part-time students, the most effective learning experiences will still be those that the college intentionally designs.

Key findings. Hispanic students scored much higher on this benchmark than white students. Figure 5 shows the benchmark scores broken down by race/ethnicity and sex. Although many students overall were not engaged outside of the classroom, Hispanics were more engaged outside of the classroom than whites. (Figure 6) More females than males work with other students on projects in and outside of class, actively contribute to class discussions, participate in supplemental instruction, and spend more time working on assignments before turning them in. (Figure 7)

Figure 5: BBCC Engaged Learning by Race/Ethnicity and Sex
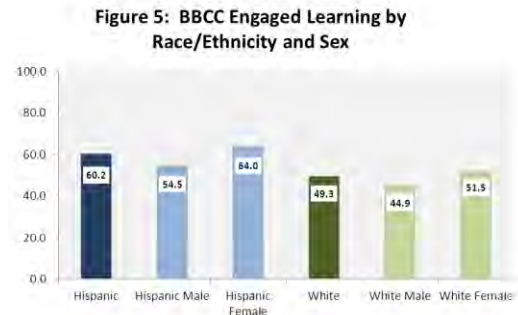
Figure 6: Engagement outside the classroom
Percent of students who did the following *more than one time* during the first three weeks of their first quarter at BBCC

- Worked on projects/assignments with classmates outside of class — Hispanic 24%, White 12%
- Participated in a required study group outside of class — Hispanic 12%, White 5%
- Participated in a student-initiated study group outside of class — Hispanic 12%, White 6%
- Discussed ideas from lessons with instructors outside of class — Hispanic 29%, White 15%
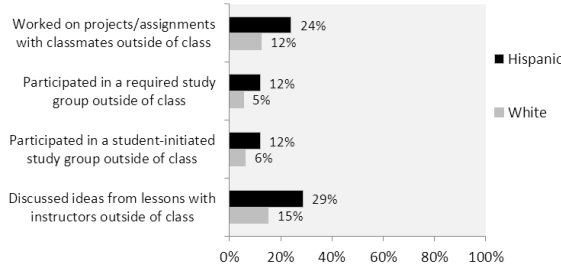
Students' use of face-to-face tutoring, the English and math labs, and the computer lab are also a part of this benchmark. Hispanic students consistently used these services more than white students. All groups of students who used these services were satisfied with them. (Table 1)

Figure 7: Engaged Learning
Percent of students who did the following *more than one time* during the first three weeks of their first quarter at BBCC

- Asked questions in class or contributed to class discussions — Male 62%, Female 72%
- Prepared at least two drafts of an assignment before turning it in — Male 42%, Female 49%
- Worked with other students in and/or outside of class on assignments — Male 38%, Female 62%
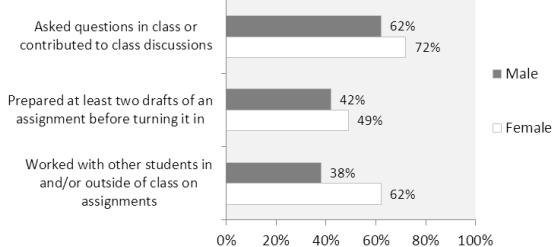
Table 1

Percentage of students indicating if they were aware of, how often they used, and their satisfaction with the following student services:		*Never* used the service	Used the service *more than one time*	*Somewhat* or *very* satisfied with the service*
Face-to-face tutoring	All students	74%	12%	97%
	Hispanic students	63%	14%	97%
	White students	81%	9%	90%
Writing, math, or other skill lab	All students	58%	22%	97%
	Hispanic students	45%	28%	95%
	White students	68%	16%	93%
Computer lab	All students	52%	32%	98%
	Hispanic students	42%	42%	98%
	White students	60%	29%	95%

*Of students who used the service

2010 SENSE Results

Academic and Social Support Network (Figure 8)

Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to students' success. Because entering students often don't know what they don't know, colleges must purposefully create those networks.

Figure 8: Academic and Social Support Network Benchmark
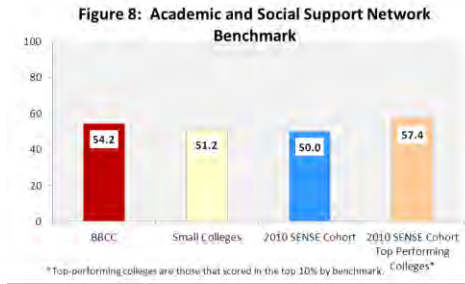
Key findings. Although white students (55.5) scored slightly higher on this benchmark than Hispanic students (52.5), Hispanic males (50.0) scored lower than white males (59.0). Two of the survey items that comprise this benchmark clearly show the differences between these two demographic groups (Figure 9).

Figure 9: Percent of students who *agree* or *strongly agree* with the following items
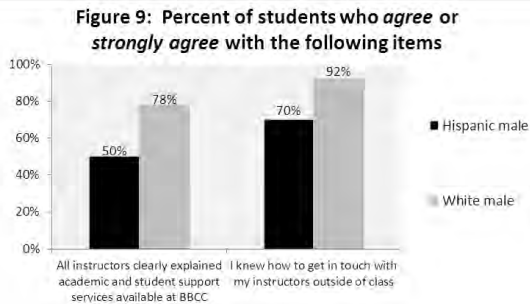
Although not directly related to this benchmark, it is interesting to see how new students view and access student support services in the first three weeks of their first quarter. Table 2 shows how many respondents knew of the services listed, how often they used each, and how satisfied they were with those they used.

Table 2

Percentage of respondents indicating if they were aware of, how often they used, and their satisfaction with the following services:	Knew of the service	*Never* used the service	Used the service *more than one time*	*Somewhat* or *very* satisfied with the service*
Academic advising/planning	72%	57%	13%	96%
Career counseling	54%	78%	5%	89%
Job placement assistance	35%	92%	1%	76%
Face-to-face tutoring	74%	74%	12%	97%
Online tutoring	54%	86%	7%	86%
Writing, math, or other skill lab	80%	58%	22%	97%
Financial assistance advising	80%	49%	24%	95%
Computer lab	83%	52%	32%	98%
Student organizations	57%	87%	4%	90%
Transfer credit assistance	55%	85%	2%	78%
Services to students with disabilities	65%	93%	3%	91%

*Of students who used the service

Clear Academic Plan and Pathway (Figure 10)

When a student, with knowledgeable assistance, creates a road map – one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal – that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

Figure 10: Clear Academic Plan and Pathway Benchmark

Key findings. Overall, Hispanic and white students scored similarly on this benchmark (50.0 and 53.2, respectively). However, differences are clear when these two demographic groups are broken down by sex. Hispanic males scored the lowest on this benchmark and white males scored the highest. Hispanic females scored higher than Hispanic males and white females. (Figure 11)

Figure 11: BBCC Clear Academic Plan and Pathway Benchmark Scores by Race/Ethnicity and Sex
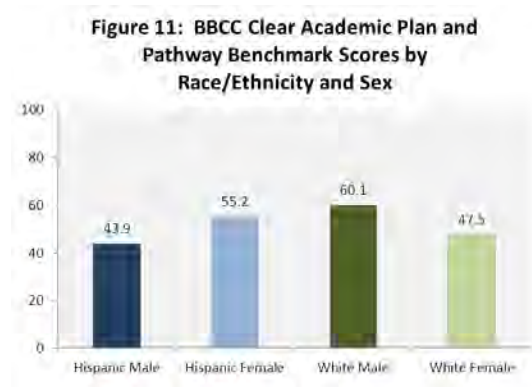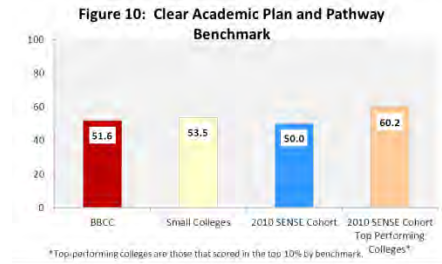
Overall, 42% of BBCC students agreed that an advisor helped them set goals and a plan to reach those goals. This compares to 38% in the national 2010 SENSE cohort. Thirty-one percent (31%) of BBCC students agreed that a staff member talked to them about their commitments outside of school (versus 26% nationally). BBCC responses to these and three additional items that comprise this benchmark have been broken down by race/ethnicity and sex and can be found in Figure 12.

Figure 12: Clear Academic Plan and Pathway Benchmark Survey Items

Percentage of students responding *agree* or *strongly agree*
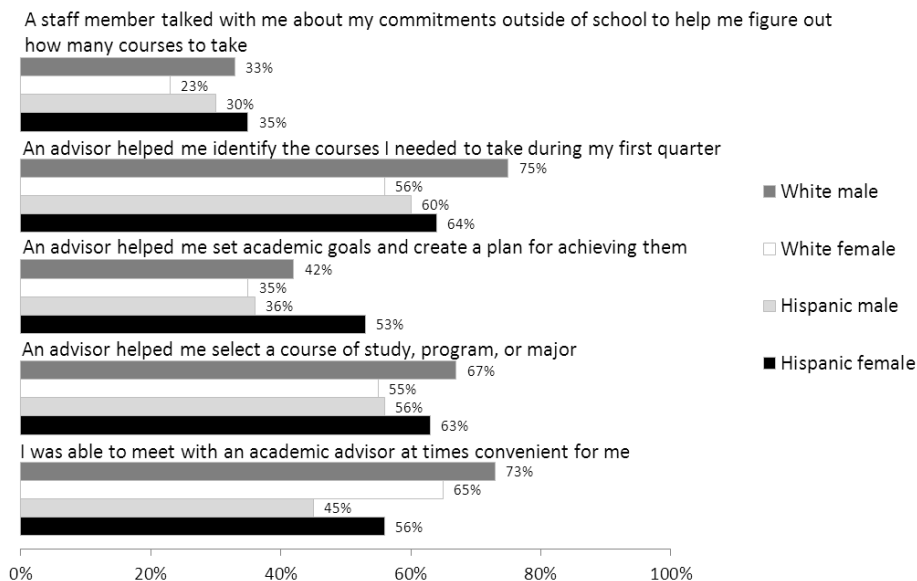
Effective Track to College Readiness (Figure 13)

Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support. Items that comprise this benchmark are

Figure 13: Effective Track to College Readiness Benchmark
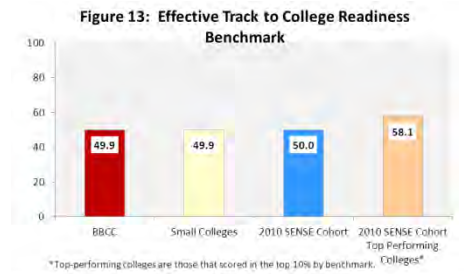
related to placement testing and if students learned to understand and improve their academic strengths and weaknesses in the early part of their first quarter.

Key findings. Hispanic students scored higher than white students on this benchmark (55.8 versus 48.2, respectively). White males (43.7) scored the lowest and Hispanic females (59.0) scored the highest. Nearly 90% of all students said they were required to take a placement test before registering for classes and 85% of them said they did take a test. Fewer students (76%) reported that BBCC required them to enroll in classes indicated by their placement scores in their first quarter. Females learned to understand their academic strengths and weaknesses more than males (fewer Hispanic males learned this skill than any other group). (Figure 14) The majority of Hispanic students (71%) learned skills and strategies to improve their test-taking abilities during the first weeks of their first quarter; however, just over one-half of white students (56%) did so. When broken down by race/ethnicity and sex, one can see that more Hispanic males learned the skill than any other group. Less than one-half of white females did so – approximately 20% lower than Latinas and white males. (Figure 15)
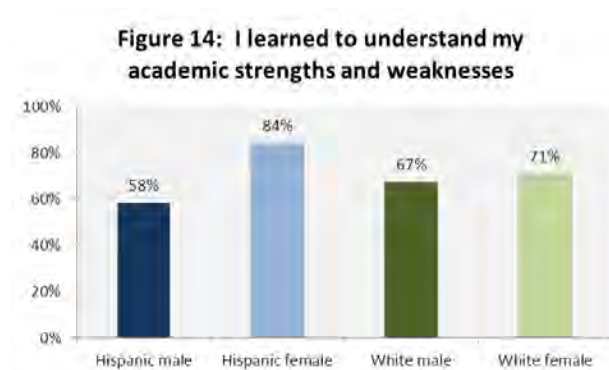
Figure 14: I learned to understand my academic strengths and weaknesses

Figure 15: I learned skills and strategies to improve my test-taking ability

High Expectations and Aspirations (Figure 16)

Figure 16: High Expectations and Aspirations Benchmark

*Top-performing colleges are those that scored in the top 10% by benchmark.
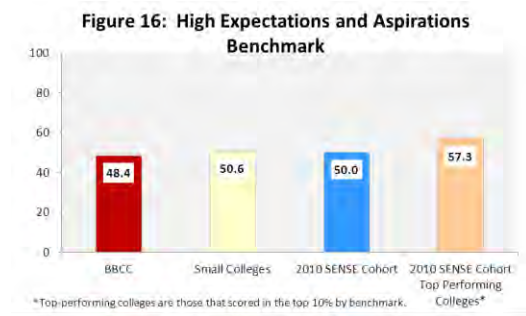
When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.

Key findings. The majority of students (90%) felt they have the motivation to do what it takes to succeed in college. Although consistently high across the demographic groups, there was nearly a 10% difference between Hispanic males and white males, with more Hispanic males reporting they have the motivation to succeed. The majority of demographic groups felt that instructors wanted them to succeed, although fewer Hispanic students agreed with this statement than white students and Hispanic males were 18% lower than white males and 17% lower than Hispanic females on this question. (Table 3)

Table 3

Percentage of students that *agree* or *strongly agree* with the following:	I have the motivation to do what it takes to succeed in college.	The instructors at BBCC want me to succeed.
Hispanic	**92%**	**83%**
Hispanic males	98%	74%
Hispanic females	86%	91%
White	**88%**	**93%**
White males	87%	92%
White females	89%	94%

How often students skip class, turn in assignments late or not at all, and come to class without completing readings or assignments also relate to this benchmark. (Figure 17) Nearly one-quarter of our first-time students (24%) attended class more than once without completing readings or assignments in the first three weeks of their first quarter. The number of Hispanic students doing so was even higher. Thirty-four percent (34%) of Hispanic males and 26% of Hispanic females did so, compared to 21% of white males and 12% of white females doing the same. White females were the highest demographic skipping class in their first three weeks (18% versus only 2% of white males and 7% of Hispanic females).
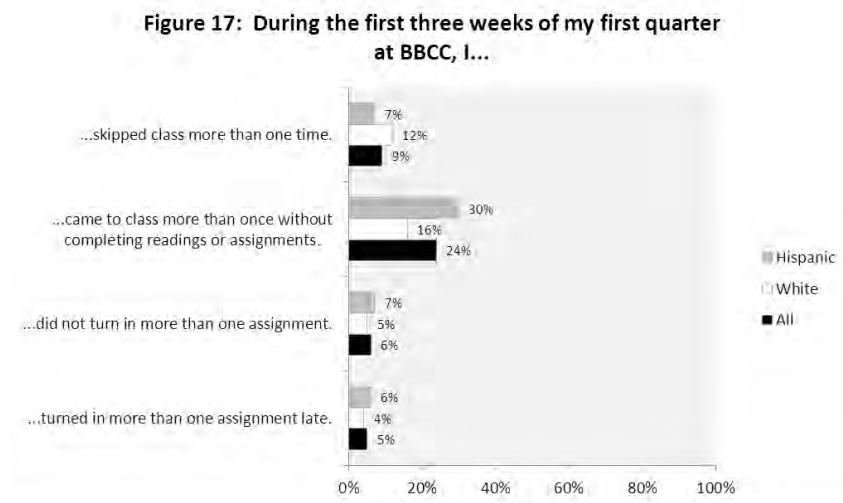
Figure 17: During the first three weeks of my first quarter at BBCC, I...

SENSE Surveys Basic Comparison

The Survey of Entering Student Engagement (SENSE) focuses on the first three weeks of entering students' first academic term

Question	2008 SENSE	2010 SENSE
Number of completed surveys	**251**	**227**
Consider your experiences from the time of your decision to attend BBCC through the end of the first three weeks of your first quarter. Percent of students who *strongly agree* or *agree* with the following:		
The very first time I came to BBCC I felt welcome	85%	76%
The instructors at BBCC want me to succeed	n/a*	88%
I was able to meet with an academic advisor at times convenient for me	61%	60%
An advisor helped me to set academic goals and to create a plan for achieving them	38%	42%
All instructors clearly explained academic and student support services available at BBCC	68%	70%
During the first three weeks of your first quarter at BBCC, about how often did you do the following? (Percent of students who did *more than one time*.)		
Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework	23%	35%
Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework	30%	32%
Discuss an assignment or grade with an instructor	30%	36%
Receive prompt written or oral feedback from instructors on your performance	43%	48%
Main source of academic advising from the time of your decision to attend BBCC through the end of the first three weeks of your first quarter	Friends, family or other students (49%)	College faculty or staff (50%)
A specific person was assigned to me so I could see him/her each time I needed information or assistance	54%	47%
Percentage of students indicating if they used the service *more than one time* and if they[a] were satisfied[b] with the service.		
Academic advising/planning	16% use 91% satisfaction	13% use 96% satisfaction

*Question not asked on the 2008 SENSE survey
[a]Of all students who used the service, not just students who used it more than one time
[b]*Somewhat* or *very* satisfied with the service

Big Bend
COMMUNITY COLLEGE

Institutional Research & Planning

Question	2008 SENSE	2010 SENSE
Percentage of students indicating if they used the service *more than one time* and if they[a] were satisfied[b] with the service.		
Career counseling	7% use 84% satisfaction	5% use 89% satisfaction
Job placement assistance	3% use 70% satisfaction	1% use 76% satisfaction
Face-to-face tutoring	8% use 91% satisfaction	12% use 97% satisfaction
Online tutoring	2% use 79% satisfaction	7% use 86% satisfaction
Writing, math, or other skill lab	21% use 94% satisfaction	22% use 97% satisfaction
Financial assistance advising	22% use 90% satisfaction	24% use 95% satisfaction
Computer lab	26% use 97% satisfaction	32% use 98% satisfaction
Student organizations	6% use 82% satisfaction	4% use 90% satisfaction
Transfer credit assistance	4% use 87% satisfaction	2% use 78% satisfaction
Services to students with disabilities	3% use 78% satisfaction	3% use 91% satisfaction

*Question not asked on the 2008 SENSE survey
[a]Of all students who used the service, not just students who used it more than one time
[b]*Somewhat* or *very* satisfied with the service

Appendix J

2010-11 Student Achievement Momentum Points Analysis

Big Bend Community College	Percent of Total Students Gaining Momentum	Basic Skills	Percent of Total College Points Earned	College Readiness	Percent of Total College Points Earned	1st 15 Credits	Percent of Total College Points Earned	1st 30 Credits	Percent of Total College Points Earned	Quantitative/ Computation	Percent of Total College Points Earned	Certificate, Degree, Apprenticeships	Percent of Total College Points Earned	Total Points
2006-07	38%	1,167	28%	935	22%	777	19%	511	12%	446	11%	328	8%	4,164
2007-08	38%	1,553	32%	1,041	22%	793	17%	557	12%	478	10%	367	8%	4,789
2008-09	46%	1,916	36%	1,185	22%	822	15%	562	11%	502	9%	316	6%	5,303
2009-10	45%	1,710	31%	1,399	25%	872	16%	650	12%	531	10%	351	6%	5,513
2010-11	42%	1,395	27%	1,535	29%	803	15%	615	12%	489	9%	394	8%	5,231

BBCC Student Achievement Momentum Points Gained by Area per Year

BBCC Total Student Achievement Momentum Points Gained per Year

BBCC Percent of Total Students Gaining Student Achievement Momentum Points per Year

85
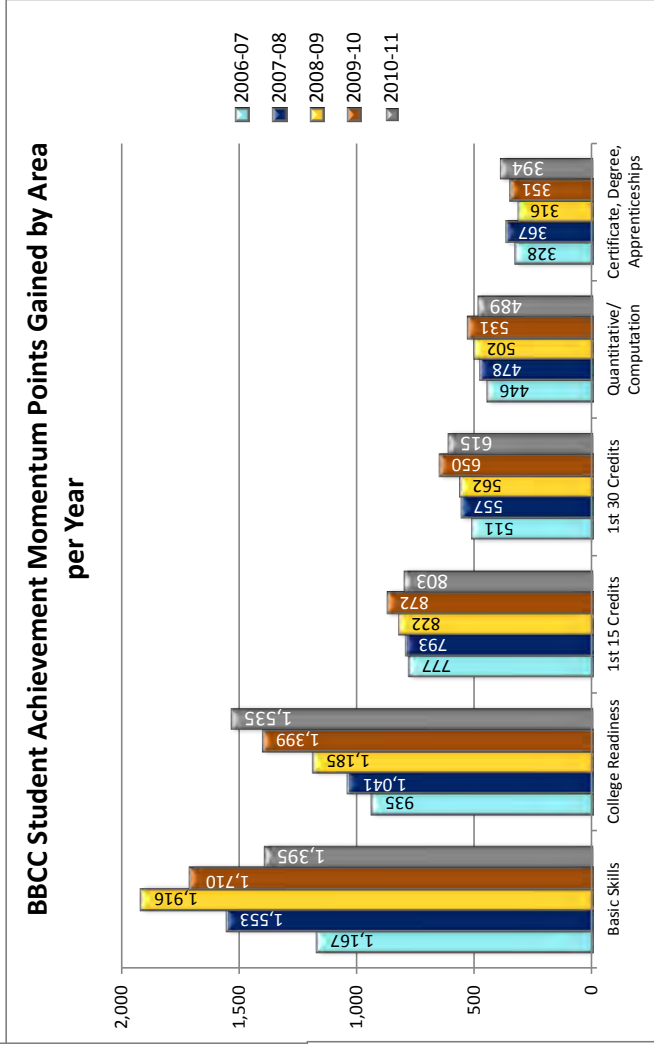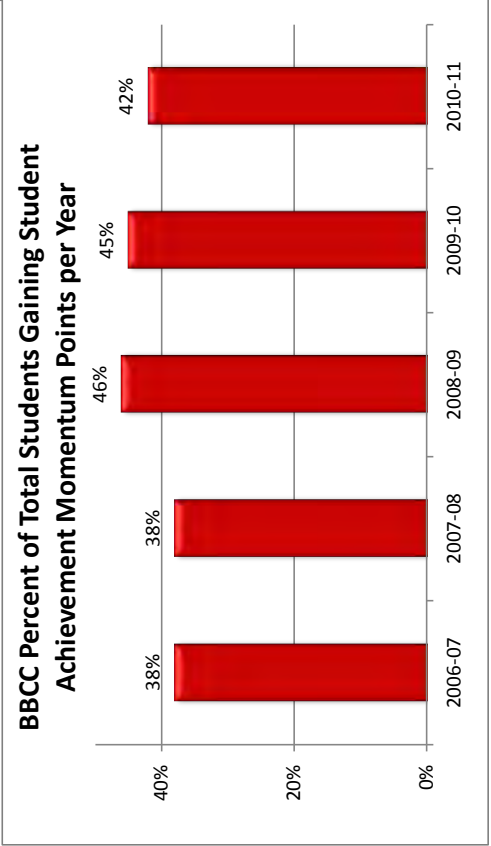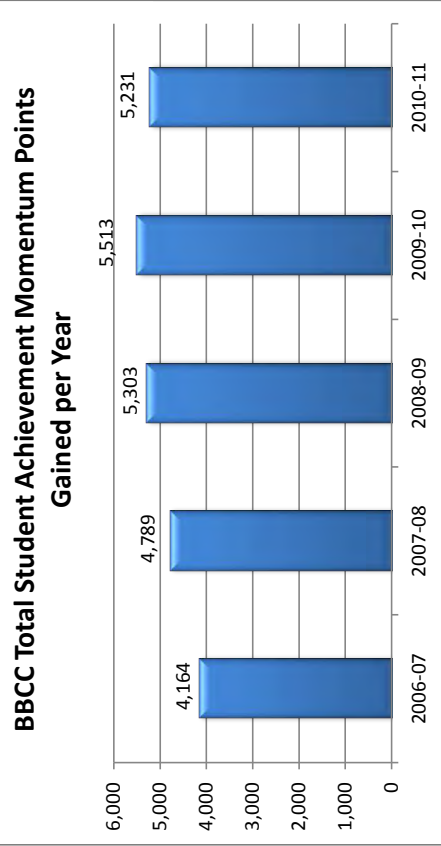
Total and Average Points Earned

	2006-07			2007-08			2008-09			2009-10			2010-11		
	Headcount	Total Points	Total Points per Student	Headcount	Total Points	Total Points per Student	Headcount	Total Points	Total Points per Student	Headcount	Total Points	Total Points per Student	Headcount	Total Points	Total Points per Student
BIG BEND	5,394	4,164	0.77	5,743	4,789	0.83	4,985	5,303	1.06	5,282	5,513	1.04	5,506	5,231	0.95
COLUMBIA BASIN	12,579	11,060	0.88	13,519	12,336	0.91	14,466	13,849	0.96	12,928	12,228	0.95	13,551	12,605	0.93
GRAYS HARBOR	5,508	4,251	0.77	5,189	3,707	0.71	5,795	4,783	0.83	5,567	5,073	0.91	5,089	4,627	0.91
LOWER COLUMBIA	7,494	5,021	0.67	7,338	5,323	0.73	8,960	6,675	0.74	9,680	8,856	0.91	9,305	8,350	0.90
PENINSULA	8,476	4,384	0.52	8,536	5,084	0.60	8,933	6,020	0.67	7,488	5,781	0.77	7,677	5,948	0.77
WENATCHEE VALLEY	7,973	6,315	0.79	8,595	6,379	0.74	8,087	6,473	0.80	7,591	6,529	0.86	7,895	6,722	0.85
YAKIMA VALLEY	10,732	9,218	0.86	11,272	10,197	0.90	12,550	10,942	0.87	12,741	12,777	1.00	12,132	12,684	1.05
Grand Total	58,156	44,413	0.76	60,192	47,815	0.79	63,776	54,045	0.85	61,277	56,757	0.93	61,155	56,167	0.92
Difference between Comparison Colleges' Average Points per Student and BBCC's Average Points per Student.			0.01			0.04			0.21			0.11			0.03

Data obtained from the SBCTC FAST TABLES and SAI database, data includes students from all funding sources.

Big Bend has increased total points per student by 23% since the 2006-07 base year to the 2010-11 academic year. Since 2008-09, with the exception of YVC in 2010-11, Big Bend students acquired more points per student than students in the college comparison group.

86

2010-11 Student Achievement Momentum Points Analysis

BBCC Student Achievement Momentum Points Gained by Ethnicity per Year

■ Hispanic

■ White

	2006-07	2007-08	2008-09	2009-10	2010-11
White	1128	1150	1162	1273	1280
Hispanic	673	773	864	847	864
White %	49%	54%	54%	56%	55%
Hispanic %	42%	44%	48%	51%	49%
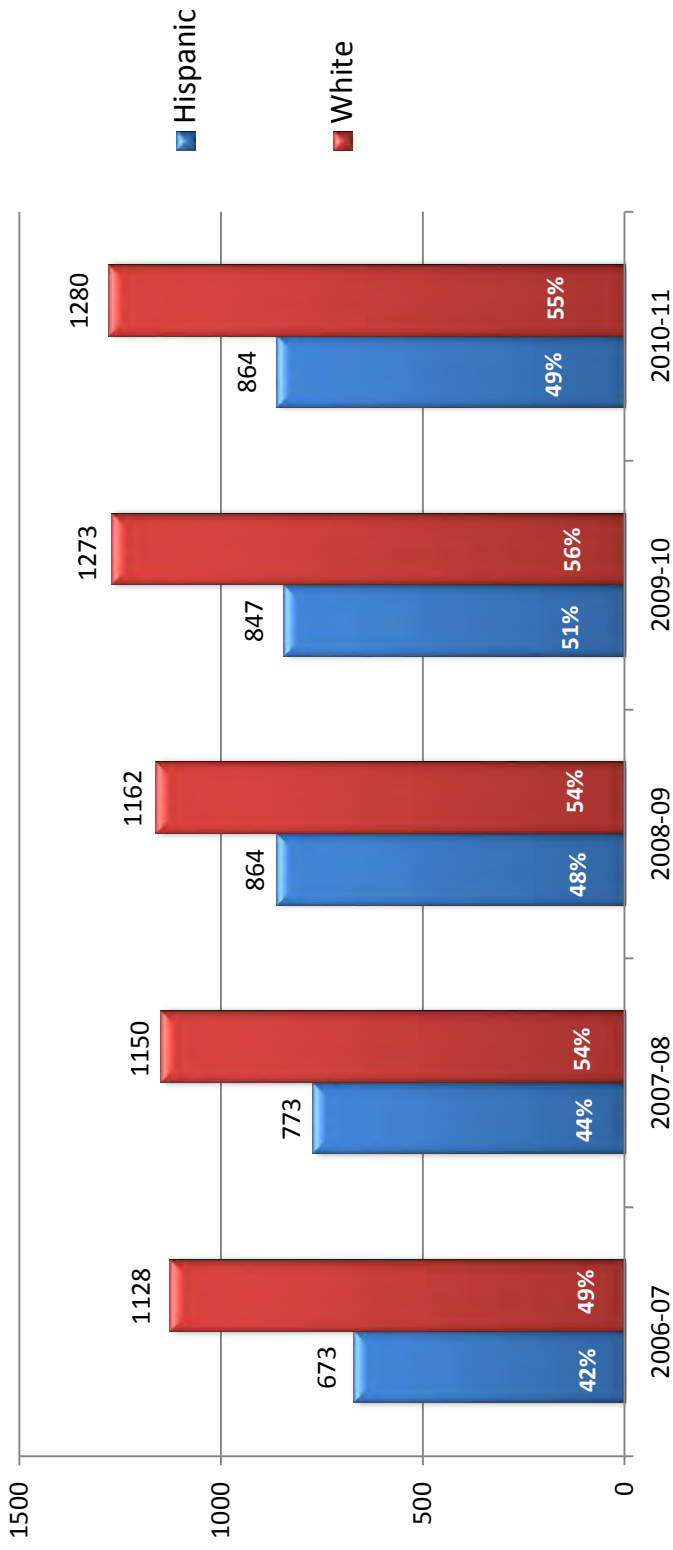
NOTE: values in white color represent the *percent of total headcount for that population in that year that gained momentum points*

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Appendix K

Big Bend Community College

Degrees by Program*

Prog Code	PROGRAM TITLE	06-07	07-08	08-09	09-10	10-11
505	Accounting	6	11	7	5	8
105	Agriculture	1	3	1	3	0
323	Associate Degree of Nursing	27	24	22	17	19
712	Automotive Technology	13	9	7	5	7
718	Aviation Maintenance Technology	0	2	3	1	1
567	Business Medical Services	1	6	2	4	1
402	Child & Family ED	0	3	5	4	4
839	Child & Family ED w/ Paraeducator Emphasis	4	6	0	0	0
672	Commercial Pilot	3	2	3	6	9
515	Computing Systems	5	6	9	9	5
784	Industrial Electrical Technology	9	8	2	14	20
770	Maintenance Mechanics Technology	2	3	0	6	12
381	Medical Assistant	0	2	7	8	11
509	Micro Computer Specialist	1	4	2	5	0
547	Office Information Technology	4	1	0	1	6
814	Welding	1	0	5	8	6
TOTALS	Professional Technical	77	90	75	96	109
AS	Associate in Arts & Science	233	195	183	165	219
BUS	Associate in Business	0	7	7	10	8
PREN	Associate in Pre-Nursing	2	4	3	1	2
SC	Associate in Science	4	4	2	0	2
SCP	Associate in Science (computer science or physics)	0	0	0	1	1
GS	General Studies	25	19	26	20	45
TOTALS	COMBINED TOTALS	341	319	296	293	386

* Degrees are: Associate Degrees only.

Completions from 2010-11 were from SMS and run on 7/5/11

Big Bend Community College

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

Prog Code	PROGRAM TITLE	06-07	07-08	08-09	09-10	10-11
505	Accounting	6	3	3	5	0
712	Automotive Technology	0	0	0	0	1
672	Aviation	0	0	0	2	3
718	Aviation Maintenance	20	40	18	19	39
567	Business Medical Services	11	9	7	22	4
402	Child & Family Edu Cert	0	1	0	0	2
501	CISCO	3	5	1	0	0
715	Commercial Driver's License	44	44	42	55	28
780	Electrical Mechanized Irrigation Technology	0	0	0	0	3
778	Engineering/Drafting Technology	2	0	0	0	0
784	Industrial Electrical Tech	15	2	0	14	0
770	Maintenance Mechanics Technology	0	1	1	6	0
381	Medical Assisstant Cert	0	3	9	13	8
329	Nursing Assistant	47	59	47	77	36
547	Office Information Technology	17	6	9	19	22
559	Office Occupations & Clerical Services	12	20	6	6	4
326	Practical Nursing	22	23	19	16	11
814	Welding	11	2	9	7	5
	TOTALS	**210**	**218**	**171**	**261**	**166**

* 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 Human Relations on the Job.

Completions from 2010-11 were from SMS and run on 7/5/10

Appendix L

BIG BEND COMMUNITY COLLEGE

Date: 1/12/12

ITEM #5:   Knowledge Centers (for information)

BACKGROUND:

RUS Grant
1. <u>Mattawa</u> - We were asked to pull the ten panos out of the high school. They didn't need them.
2. <u>Washtucna</u> – We were asked to pull the five panos out of the high school. They advertised in their school news letter to the community. The community did not take advantage of them and the high school didn't have any students enrolled in running start. They needed the space. We are moving those five panos to the Ritzville library.
3. <u>Warden</u> – Six panos were installed this fall in the high school.
4. <u>Lind</u> – They currently have five panos.
5. <u>Ritzville</u> – BBCC has seven panos in the high school. The plan is to install eight in the library. The three we had designated for Ritzville and the five from Washtunca.

Title V Grant
1. <u>Wilson Creek</u> – Five panos were installed at the high school in November. They will be advertising to the community in their next newsletter. I went out to Wilson Creek and met with Brad Smedley.
2. <u>Quincy</u> – The Quincy Senior Center is excited to get the panos. Scott Carsey, BBT Director and Ms. Parton went to Quincy to review logistics of the location. Ms. Parton has been in contact with Tim Sneed, Quincy City Manager about paying for fiber for the computers. He will be checking with a committee and getting back to her.
3. <u>Year 3</u>- Odessa and Almira/Coulee/Hartline.
4. <u>Year 4</u>- Royal City and Grand Coulee.
5. <u>Year 5</u>- Mattawa or Othello.

Prepared by Title V Activities Coordinator LeAnne Parton.

RECOMMENDATION:

Appendix M

2010

Spring Enrollment Survey

Summary

Spring Enrollment Survey 2010

Last spring (2010), 486 students participated in the Spring Enrollment Survey (SES)—the second highest number of respondents in the past five years. The SES is administered at a time in the academic year when most students have had at least one quarter to experience instruction and services at BBCC. Last spring, the survey was administered online for the first time and was met with an excellent response. This online delivery method not only saved resources for BBCC, it was less time-consuming for students to complete and allowed us to gather more information than paper surveys without adding additional response time. The results of the 2010 Spring Enrollment Survey are provided here and include an executive summary (pp. 1-5), a comparison of key results from the past five years (pp. 7-8), and a compilation of all responses (pp. 9-25).

Executive Summary

The typical student who completed this survey was a full-time white female in an Academic/Transfer program. Of students who participated in this survey: 76% were female, 63% were white, 84% were full-time students, and 69% were in Academic/Transfer programs. (For more information on the demographics of the respondent population, see page 2.) These students were attending BBCC to earn a degree and/or transfer to a four-year school, as evidenced in the chart below. This trend is consistent with results from the past four years. Consistent with responses from the 2006 and 2008 Spring Enrollment Surveys, approximately one-in-four students chose Central Washington University as their transfer school of choice.

Why do students attend BBCC?
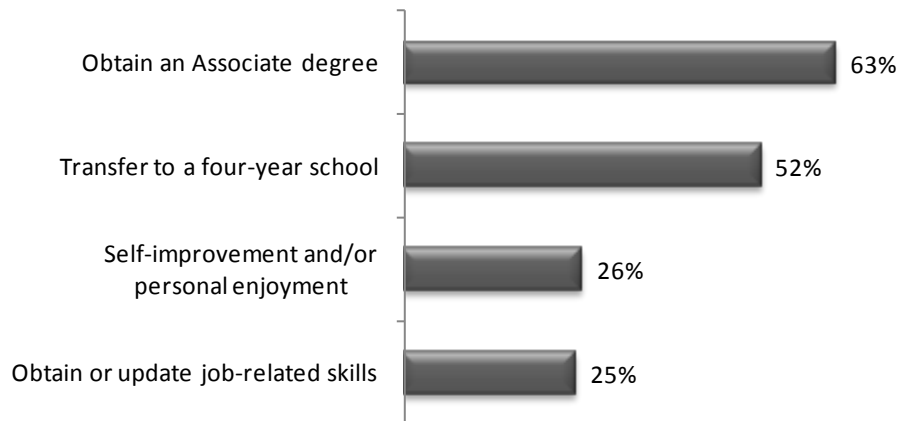
Reason	Percentage
Obtain an Associate degree	63%
Transfer to a four-year school	52%
Self-improvement and/or personal enjoyment	26%
Obtain or update job-related skills	25%

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*Data note[1]: percentages reported here pertain to the population who answered that particular question, **not** the survey population as a whole.*
Data note[2]: percentages may not equal 100% due to rounding of decimals.

HOW REPRESENTATIVE IS THE SES RESPONDENT POPULATION OF OUR ACTUAL STUDENT POPULATION?

BBCC Student Population (IPEDS)	2010 SES Respondents

SEX

- Male, 41%
- Female, 59%

- Male, 24%
- Female, 76%

ETHNICITY

- Other, 12%
- Hispanic, 28%
- White, 60%

- Other, 10%
- Hispanic, 28%
- White, 63%

AGE

- Under 20, 29%
- 20 to 24, 32%
- Over 24, 39%

- Under 20, 25%
- 20 to 24, 33%
- Over 24, 43%

ENROLLMENT STATUS

- Part-time, 31%
- Full-time, 69%

- Part-time, 16%
- Full-time, 84%

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Student Engagement

Results from the 2010 SES suggest that students are more engaged—how much time and effort they invest in their education—than they were in 2008. CCSSE research indicates that the more actively engaged students are, the more likely they are to learn, stay in college, and reach their academic goals.

Nearly 80% of BBCC students were *very often* or *often* active in their classes (78%)—an increase from 70% in 2008. This included asking questions and contributing to class discussions. Although slightly more students worked with other students on projects outside of class in 2010 (32%) than 2008 (30%), the percentage is still quite low. Engagement with instructors in regards to discussing grades or assignments increased from 54% (2008) to 63% (2010). Additionally, more students discussed ideas from their classes with people outside of class. In 2008, just over half (54%) did so; whereas in 2010, 62% did.

Campus Safety

Nearly all respondents felt safe on campus (98%). Seventy-two percent (72%) *always* felt safe on campus and 26% *usually* felt safe on campus. Of those who did not feel safe and indicated why, 25% said that the actions and demeanor of other people on campus made them uneasy. Additionally, 9% were concerned with theft on campus.

Suggestions for improving campus safety included:

- Installing additional lights around campus, including in the parking lots (52%)
- Increasing the presence of security on campus (12%)
- Installing security cameras in parking lots, emergency buttons, and emergency phones around campus (8%)

Quality of Relationships

CCSSE research shows that students perform better and are more satisfied at colleges that cultivate positive working and social relationships. Because of this, we asked students to rate the quality of their relationships with different people at BBCC.

BBCC students consistently rate their relationships on campus very highly. Similar to our 2008 SES results, 94% of students rated their relationships with other students as *good* to *excellent* in 2010. Ninety-six percent (96%) rated relationships with instructors the same. Interestingly, the 2010 survey results showed a large increase in quality of relationships with administrative personnel and offices (90%

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rated as *good* or *excellent*) over the 2008 results (81% rated the same). This could be due, in part, to an increased satisfaction rating with Financial Aid Advising services. As indicated in the chart below, 95% of respondents were satisfied with this service in 2010 versus 87% for the past two years.

Percent of students satisfied with Financial Aid Advising services
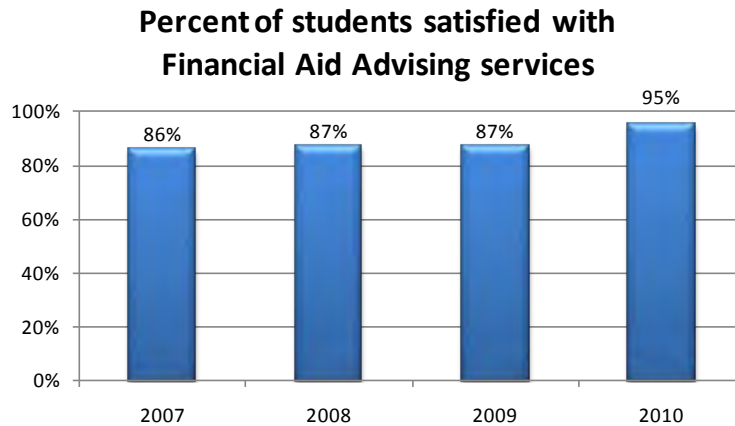
Culture on Campus

In 2008, only half (54%) of students felt their experiences at BBCC increased their understanding of music, art, literature, or other fine arts. This increased 8% in 2010, with 62% of students claiming BBCC helped increase their cultural understanding.

BBCC strives to create a welcoming and accepting environment on campus. Results from the 2010 survey indicate that we are not only achieving this, but we have improved since 2008. In 2010, 81% stated their experience at the college increased their ability to understand or accept cultures different from their own. Eighty-nine percent (89%) said that BBCC made them feel that their own cultural background was accepted by others on campus and 97% said that they felt welcomed at BBCC. All three of these points improved 6%-10% over the 2008 results.

Student Services

Top student services rated as *very* important were:

1. Library and BBCC Portal (tied) – 87%
2. Financial Aid advising – 79%
3. BBCC email account – 77%
4. Academic Advising and English or math lab (tied) – 73%
5. Computer lab – 66%

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The following table shows how often students used these *very* important services and how satisfied they were with them.

Frequency of use and satisfaction with the most important student services
(as rated by students)

	Frequency of Use		Satisfaction	
	Often	*Sometimes*	*Very*	*Somewhat*
Library	59%	32%	88%	12%
BBCC Portal	81%	14%	78%	21%
Financial aid advising	26%	40%	68%	27%
BBCC email account	71%	21%	80%	18%
Academic Advising*	23%	40%	61%	34%
English or math lab	27%	33%	74%	24%
Computer lab	32%	20%	73%	24%

*Eighty-four percent (84%) of students were able to meet with an advisor at convenient times and with enough time to get sufficient information.

Approximately one-third of students who indicated why they did not use student services stated that they were not sure where to go to access services (34%), they didn't think they needed services (33%), or they were not aware that the services were available to them (30%).

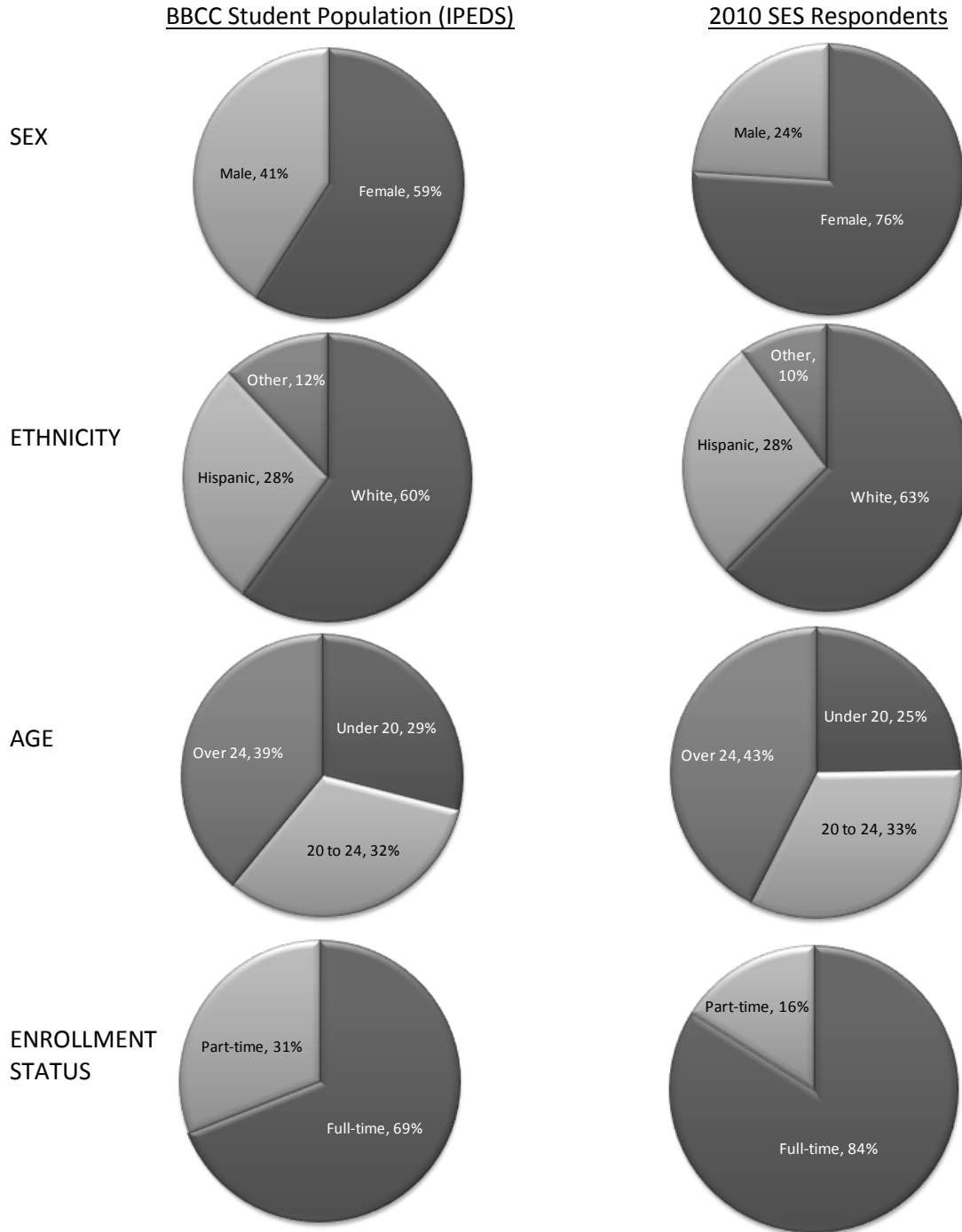*Data note[1]: percentages reported here pertain to the population who answered that particular question, **not** the survey population as a whole.*
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Spring Surveys Basic Comparison

Question	2006 Spring Enrollment	2007 Spring CCSSE	2008 Spring Enrollment	2009 Spring CCSSE	2010 Spring Enrollment
Number of completed surveys	315	469	507	423	486
How often have you asked questions in class or contributed to class discussions?	n/a	64% often or very often	70% often or very often	70% often or very often	78% often or very often
How often have you worked with other students on projects outside of class?	n/a	33% often or very often	30% often or very often	27% often or very often	32% often or very often
How often have you discussed grades or assignments with an instructor?	n/a	49% often or very often	54% often or very often	51% often or very often	63% often or very often
Do you feel safe on campus?	98% usually or always	97% very or somewhat	94% usually or always	n/a	98% usually or always
Please rate the quality of your relationships with other students.	n/a	81% felt other students were friendly, supportive, and gave a sense of belonging	94% good to excellent	78% felt other students were friendly, supportive, and gave a sense of belonging	94% good to excellent
Please rate the quality of your relationships with instructors.	97% good to excellent*	87% felt instructors were available, helpful, and sympathetic	95% good to excellent	85% felt instructors were available, helpful, and sympathetic	96% good to excellent
Please rate the quality of your relationships with administrative personnel and offices.		72% felt personnel were helpful, considerate, and flexible	81% good to excellent	72% felt personnel were helpful, considerate, and flexible	90% good to excellent
Has your experience at BBCC increased your understanding of music, art, literature, or other fine arts?	56% yes	n/a	54% yes	n/a	62% yes
Has your experience at BBCC increased your ability to understand or accept cultures different from your own?	62% yes	78% some, quite a bit, or very much	71% yes	79% some, quite a bit, or very much	81% yes
Has your experience at BBCC made you feel that your own cultural background is accepted by others on campus?	80% yes	n/a	82% yes	n/a	89% yes

*This question on the 2006 Spring Enrollment Survey was stated: "How would you rate the treatment you receive from BBCC faculty and staff?"

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Question	2006 Spring Enrollment	2007 Spring CCSSE	2008 Spring Enrollment	2009 Spring CCSSE	2010 Spring Enrollment
Has your experience at BBCC made you feel welcomed on campus?	97% yes	n/a	91% yes	n/a	97% yes
How often do you use Academic Advising services?	73% had seen an advisor	62% sometimes or often	67% sometimes or often	61% sometimes or often	63% sometimes or often
How satisfied are you with Academic Advising services?	93% were happy with their advising	91% were satisfied	92% were satisfied	92% were satisfied	94% were satisfied
How often do you use Tutoring services?	n/a	30% sometimes or often	35% sometimes or often	33% sometimes or often	36% sometimes or often
How satisfied are you with Tutoring services?		86% were satisfied	74% were satisfied	87% were satisfied	95% were satisfied
How often do you use Financial Aid Advising services?	n/a	57% sometimes or often	71% sometimes or often	56% sometimes or often	67% sometimes or often
How satisfied are you with Financial Aid Advising services?		86% were satisfied	87% were satisfied	87% were satisfied	95% were satisfied
How often do you use the BBCC Portal?	83% daily, weekly, or occasionally	n/a	89% sometimes or often	n/a	95% sometimes or often
How satisfied are you with the BBCC Portal?	n/a		89% were satisfied		99% were satisfied

2010 Spring Enrollment Survey Results

1. How would you currently characterize your enrollment at BBCC?

	Count	Percent
Full-time	410	84%
Less than full-time	76	16%
Total	**486**	**100%**

2. What type of program are you currently enrolled in at BBCC?

	Count	Percent
Academic/Transfer	333	69%
Professional-Technical	152	31%
Total	**485**	**100%**

3. Which of the following are your reasons for attending BBCC? (Mark all that apply.)

	Count	Percent of students who marked one or more answer*
Obtain an Associate degree	305	63%
Transfer to a four-year school	253	52%
Self-improvement and/or personal enjoyment	125	26%
Obtain or update job-related skills	120	25%

*Students could select more than one answer.

Transfer school:

	Count	Percent
Central Washington University	46	21%
Washington State University	30	14%
Eastern Washington University	26	12%
University of Washington	16	7%
Heritage University	11	5%
Brigham Young University	8	4%
Gonzaga University	5	2%
Wenatchee Valley College	5	2%
Northwest University	2	1%
Western Washington University	2	1%
University of Oregon	2	1%
Oklahoma State University	2	1%
Columbia Basin College	1	<1%
Seattle Pacific University	1	<1%
Embry-Riddle Aeronautical University	1	<1%
Other (out-of-state universities)	13	6%
Undecided	50	23%
Total	**221**	**100%**

4. Did you develop a written plan for how and when you will achieve your academic goals at BBCC?

	Count	Percent
Yes	290	61%
No	163	34%
Don't know	26	5%
Total	**479**	**100%**

5a. If you developed a written plan for achieving your educational goals, please mark the person/people who helped you accomplish this.

	Count	Percent of students who marked one or more answer*
Advisor	149	43%
Counselor	116	34%
No one, I developed a plan on my own	77	22%
Friend or family member	73	21%
Other	34	10%
Instructor	30	9%

*Students could select more than one answer.

5b. Please list "other" below.

Have not met with my counselor enough. This is my lacking not the availability of counselor	I came up with my own written plan and then spoke with my advisor about it.
To all the Latino students who achieve their goals in life make me think, "If they can, I can do it too."	I am a senior at WSU and my academic advisor there creates a progress report for me. I need the class I am taking at BBCC to transfer for my minor.
Job skills Job services	Mandy Mann
Student Support Services (2)	My husband (2)
Trio staff (2)	Loralyn Allen
I am taking prerequisites to get into the nursing program and mapping out the courses I need to take to be able to apply for the program has filled my schedule until winter of 2012! I used the course catalogue, the nursing prerequisite sheet, and the transfer Pre-Nursing program guidelines to find the classes I should and need to take.	Student Support Services has helped greatly. They have helped explain credits and scheduling, and worked very well with me on deciding the order in which to take classes!
High school counselors	The staff at the Opportunity Center
Myself (3)	Clubs, Student Support Services
I have received help from a number of the counseling staff. I can only say nice things about them.	I developed my own plan, with the help of my advisor and my skill source counselor.
Custodio Valencia of Student Supports Services	Self motivation due to a dead end job situation

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It was my personal tutor who helped me	Heidi Brown, Vocational Counselor helping me through L & I
José Esparza	Pat Teitzel (2)
I developed my plan because I applied for commissioner approved training through unemployment. Also for my scholarship applications	Max Heinzmann, Jerry Workman, Tennille Kimball, and Custodio Valencia, have all been instrumental in helping to plan out my academic goals.
My Careers class my senior year of high school	Max

6. How often have you done each of the following at BBCC during the current school year?

	Very Often		Often		Sometimes		Never		Total	
	n	%	n	%	n	%	n	%	**n**	**%**
Asked questions in class or contributed to class discussions	231	48%	140	29%	99	21%	8	2%	**478**	**100%**
Worked with other students on projects outside of class	63	13%	91	19%	214	45%	109	23%	**477**	**100%**
Used e-mail to communicate with an instructor	193	41%	145	31%	107	23%	30	6%	**475**	**100%**
Discussed grades or assignments with an instructor	133	28%	168	35%	141	29%	37	8%	**479**	**100%**
Discussed ideas from your classes with others outside of class	132	28%	167	35%	135	28%	45	9%	**479**	**100%**

7. Do you feel safe on campus?

	Count	Percent
Always	343	72%
Usually	125	26%
Sometimes	9	2%
Never	2	<1%
Total	**479**	**100%**

8. If you have ever felt unsafe on campus, please explain the circumstances and suggest what could be done to make you feel safer. (Comments grouped by topic.)

Topic	Number of Comments	Theme(s)
Poor lighting	24	• More lights in parking lots • More lights around dorms and classroom buildings
Demeanor/actions of other people	14	• People who are not students loiter around campus • Strange people hang out at the bus stop • Gang-like activity • Implement ID cards or some other means to allow only students, children/spouse of students, and staff on campus
Lack of security presence	11	• Increase number of security guards on campus at night • Install security cameras in parking lots • Install emergency phones/buttons around campus
Theft	5	• Heard reports of car burglaries on campus • Nervous to leave bags in locker rooms or restrooms
Other	3	• Enforce non-smoking rules near buildings

9a. Mark the number that best represents the quality of your relationships with people at BBCC.

	Poor		1		2		3		Good		5		6		7		Excellent	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Other students (N=477)	4	<1%	4	<1%	11	2%	9	2%	152	32%	39	8%	77	16%	68	14%	113	24%
Instructors (N=475)	3	<1%	3	<1%	4	<1%	9	2%	112	24%	44	9%	88	19%	76	16%	136	29%
Administrative personnel and offices (N=471)	4	<1%	7	2%	11	2%	26	6%	141	30%	33	7%	66	14%	65	14%	118	25%

9b. Please provide additional information to support your answer, if necessary. (Comments grouped by topic.)

Topic	Number of Comments	Theme(s)
General comments	37	• Students who take online classes don't interact much with other people • Always get the help needed • Always have positive interactions with others
Administration/Staff	24	• Finding a person for the first time can be difficult • Staff is generally helpful • Some offices are intimidating and expect you to know what you're doing • Some staff are rude to students or have bad attitudes
Instructors	15	• Instructors are helpful and informational • Most instructors are great
Other students	6	• Don't have much interaction with other students, unless required by instructor • Students are helpful directing where you need to go • Running Start students can be difficult to get along with

10. Has your experience at BBCC:

	Yes		No		Total	
	n	%	n	%	n	%
Increased your understanding of music, art, literature, or other fine arts?	290	62%	179	38%	**469**	**100%**
Increased your ability to understand or accept cultures different from your own?	377	81%	90	19%	**467**	**100%**
Made you feel that your own cultural background is accepted by others on campus?	418	89%	50	11%	**468**	**100%**
Made you feel welcomed on campus?	456	97%	15	3%	**471**	**100%**

11. Please mark which placement test(s) you took when entering BBCC.

	Count	Percent of students who marked one or more answer*
Math Placement Test	418	89%
English Placement Test	411	87%
I did not take any placement tests	40	4%

*Students would select more than one answer.

12. If you took a placement test, was it given at a time and location that was convenient for you?

	Count	Percent
Yes	413	96%
No	18	4%
Total	**431**	**100%**

13. If the test was not convenient for you to take, please explain why and what we could do to improve the process. (Comments grouped by topic.)

Topic	Number of Comments	Theme(s)
Inconvenient time of day	15	• Offer tests in the afternoon, morning tests are not good • Offer tests in the evening for working people and/or high school students
Inconvenient day of week	9	• Offer tests on two or three days a week, not just Friday • Offer tests on weekends
Other	2	• Allow calculators • Keep size of test group smaller

14. If you took a placement test, did you receive your score in a timely fashion?

	Count	Percent
Yes	425	99%
No	5	1%
Total	**430**	**100%**

15. If you did not receive your placement test in a timely fashion, please explain how we could improve the process.

I don't even care. I didn't know if I passed or not and guessed on the answers. Scored too high.	
The ones I took at another school were given on a computer and the scores were given right away. Also you could come in anytime to take it during school hours.	
I did receive my placement scores in a timely fashion but not in a very confidential way. The instructor came to me in front of a big group and told me that I had placed into the same math as last time but lower this time. That really embarrassed me.	
I was unaware of the procedure on how to get my score as a letter at the time.	
We also got our scores right after we took the test (2)	No, took like 30 minutes. Who has 30 minutes these days?
I never received my score. (2)	I received it in the mail in about a week and half.

16. How often do you use the following services at BBCC?

	(1) Frequency of Use							
	Often		Sometimes		Rarely/Never		**Total**	
	n	%	n	%	n	%	**n**	**%**
Academic advising	109	23%	185	40%	172	37%	**466**	**100%**
Career counseling	44	10%	117	25%	303	65%	**464**	**100%**
Job placement services	20	4%	56	12%	388	84%	**464**	**100%**
Tutoring services (online or other)	67	15%	99	21%	297	64%	**463**	**100%**
Library	273	59%	147	32%	45	10%	**465**	**100%**
Financial aid advising	122	26%	187	40%	154	33%	**463**	**100%**
English or math lab	125	27%	152	33%	187	40%	**464**	**100%**
Computer lab	147	32%	94	20%	221	48%	**462**	**100%**
BBCC e-mail account	328	71%	97	21%	37	8%	**462**	**100%**
BBCC Portal	377	81%	66	14%	23	5%	**466**	**100%**
Personal e-mail account	312	67%	91	20%	60	13%	**463**	**100%**
Student Support Services (SSS) services	112	24%	76	17%	273	59%	**461**	**100%**
Transfer assistance	29	6%	74	16%	354	78%	**457**	**100%**

17. Please indicate why you do not use these services. (Please mark all that apply.)

	Count	Percent of students who marked one or more answer*
Not sure where to go to access services	128	34%
Services not needed	125	33%
Was not aware services were available to me	111	30%
Other (specified below)	41	11%

Services not offered during a convenient time for my schedule	39	10%
Services not offered in a convenient location for me	8	2%

*Students could select more than one answer.

Additional comments (grouped by topic):

Topic	Number of Comments	Theme(s)
General comments	42	• Not enough time to access services • Services not needed
Advising	5	• Difficulty finding advisors or knowing who to talk to
Labs (English and math)	4	• Both labs do a great job
Technical	2	• Difficulties with BBCC e-mail and ANGEL
Tutoring	2	• No tutor available • Some tutors don't know how to help
Job Placement	2	• Unaware of job placement for flight students • Service was unhelpful
Financial Aid	1	• Intimidating when people get frustrated with students' Financial Aid questions
Instructors	1	• Great at making students aware of help that is available
Transfer Assistance	1	• Looking into the service, but haven't used it yet
Student Support Services (SSS)	1	• SSS couldn't help until next quarter

18. How satisfied are you with the following services at BBCC?

	(2) Satisfaction							
	Very		Somewhat		Not at all		Total	
	n	%	n	%	n	%	n	%
Academic advising	242	61%	134	34%	23	6%	**399**	**100%**
Career counseling	142	51%	107	39%	27	10%	**276**	**100%**
Job placement services	78	40%	83	43%	32	17%	**193**	**100%**
Tutoring services (online or other)	157	63%	80	32%	12	5%	**249**	**100%**
Library	381	88%	51	12%	1	<1%	**433**	**100%**
Financial aid advising	247	68%	98	27%	19	5%	**364**	**100%**
English or math lab	248	74%	82	24%	7	2%	**337**	**100%**
Computer lab	216	73%	71	24%	9	3%	**296**	**100%**
BBCC e-mail account	361	80%	83	18%	7	2%	**451**	**100%**
BBCC Portal	349	78%	95	21%	4	1%	**448**	**100%**
Personal e-mail account	326	81%	68	17%	7	2%	**401**	**100%**
Student Support Services (SSS) services	172	70%	56	23%	17	7%	**245**	**100%**
Transfer assistance	92	44%	81	39%	34	16%	**207**	**100%**

19. If you were not satisfied with any of the above services, please explain what we can do to improve them in the future. (Comments grouped by topic.)

Topic	Number of Comments	Theme(s)
Technology	13	• Issue one email account for everything (BBCC, ANGEL, etc.) • BBCC email is unreliable and doesn't work a lot of the time • Portal needs better maintenance, students have difficulty accessing things for classes
General comments	10	• Not aware services are available or where to access them • Improve communication about services, make sure students are aware of them

Advising	8	• Advisors provide incorrect information or misguide students toward unnecessary classes • Advisors are busy • One advisor never returned phone calls or emails
Financial Aid	7	• Some financial aid staff did not provide good customer service • I was never allowed to make an appointment with a financial aid advisor
Labs	7	• Some labs are unwelcoming • Computer lab is uncomfortable and busy
Transfer Assistance	3	• Not aware of this service • Need a centralized location for all transfer information
Library	2	• Some books in library are outdated, making them obsolete to current application • Some staff are intimidating
Tutoring	2	• Tutors are very busy and aren't much help • Not aware of tutoring services
Administration/Staff	1	• Have had some unfriendly interactions with staff
Job Placement	1	• Need job placement services for flight students

20. How important are the following services to you at BBCC?

	(3) Importance							
	Very		Somewhat		Not at all		Total	
	n	%	n	%	n	%	**n**	**%**
Academic advising	315	73%	96	22%	18	4%	**429**	**100%**
Career counseling	237	60%	119	30%	37	9%	**393**	**100%**
Job placement services	179	50%	132	37%	47	13%	**358**	**100%**
Tutoring services (online or other)	239	62%	109	28%	40	10%	**388**	**100%**
Library	388	87%	55	12%	5	1%	**448**	**100%**
Financial aid advising	328	79%	64	15%	22	5%	**414**	**100%**
English or math lab	295	73%	88	22%	21	5%	**404**	**100%**
Computer lab	259	66%	106	27%	28	7%	**393**	**100%**
BBCC e-mail account	347	77%	87	19%	15	3%	**449**	**100%**
BBCC Portal	389	87%	51	11%	9	2%	**449**	**100%**
Personal e-mail account	313	73%	92	21%	23	5%	**428**	**100%**
Student Support Services (SSS) services	217	61%	100	28%	37	10%	**354**	**100%**
Transfer assistance	197	63%	89	28%	28	9%	**314**	**100%**

21. Were you able to meet with an advisor at times convenient for you?

	Count	Percent
Yes	378	84%
No	74	16%
Total	**452**	**100%**

22. Did you have enough time to meet with an advisor to get sufficient information?

	Count	Percent
Yes	380	84%
No	72	16%
Total	**452**	**100%**

23. Do you currently have a computer at home?

	Count	Percent
Yes	419	93%
No	34	8%
Total	**453**	**100%**

24. If you currently have a computer at home, can you access the internet from it?

	Count	Percent
Yes	385	87%
No	60	14%
Total	**445**	**100%**

25. How did you learn about BBCC?

	Count	Percent of students who marked one or more answer*
Friend	171	38%
High school counselor	143	32%
BBCC Class Schedule	130	29%
Relative	125	28%
Other (specified below)	109	24%
Flier, brochure	88	20%
High school teacher	83	18%
Newspaper	24	5%
Radio	17	4%
Theater ad	16	4%
Television	7	2%

*Students could select more than one answer.

Live in the area (52)	Teacher from Green River Community College
Athletic recruit (8)	Location and program offered
Columbia Basin Job Corps (6)	I just walked in and talked with a counselor
Internet/BBCC website (4)	Came to my school for college fair.
Coworker (2)	I moved here and my only options were BBCC or WVC
Unemployment Services (2)	José Esparza
Running Start program (2)	André Guzman
Skill Source (2)	Recruited
Came to BBCC for GED classes and then continued with my education here.	College Bound allowed me to explore many colleges and BBCC.
People for People helped me find a school best suited for the career field I was going for.	Used to attend fundraisers for the BBCC Foundation and lived near Dr. Bonaudi.
Job and Career Fair	Just tired of low paying job

Came to visit the college	People in the community.
Moved to Moses Lake, looked up the nearest college/community college	Most of the teachers and counselors at BBCC 1000 building helped me learn more about college
self interest	Enedelia Nicholson
When my husband and I moved here I went to BBCC and enrolled full time because it was my goal to go back to school and finish my AA degree.	I knew about the flight program for years and finally applied

26. **Please mark your age group.**

	Count	Percent
Under 20	114	25%
20 to 24	148	33%
Over 24	194	43%
Total	**456**	**100%**

27. **Please mark your sex/gender.**

	Count	Percent
Male	110	24%
Female	345	76%
Total	**455**	**100%**

28. **Is English your native (first) language?**

	Count	Percent
Yes	366	80%
No	89	20%
Total	**455**	**100%**

29. Which languages are spoken in your home? (Mark all that apply.)

	Count	Percent of students who marked one or more answer*
English	391	88%
Spanish	123	28%
Russian/Ukrainian	21	5%
Other (specified below)	15	3%

*Students could select more than one answer.

Other languages spoken at home:	Count
American Sign Language	2
Punjabi	2
French	1
German	1
Arabic	1
Italian	1
Romanian/Moldovian	1
Portuguese	1
Oromifa and Amharic	1
Estonian	1

30. Please mark your race/ethnicity. (Please mark ONE only.)

	Count	Percent
White/Caucasian	287	63%
Hispanic, Latino, Spanish	126	28%
Mixed Race	24	5%
Native American	7	2%
African American	4	1%
Asian or Pacific Islander	3	1%
Other Race	3	1%
Total	**454**	**100%**

Appendix N

AMP 1.4 Action Plan: Marketing Plan

Outcome 1.4.2 - Transfer

MARKETING OBJECTIVES -

1. Increase community awareness of BBCC (increasing public awareness of the thinking, voting public including the innovators and influencers) through the promotion of educational transfer opportunities.

2. Increase the variety and effectiveness of promotional efforts.

    - Create new and improved forms of marketing and techniques which may include strategic messaging, You Tube videos, interactive tools on the BBCC website
    - Develop promotional materials specifically for area high schools

3. Increase overall community involvement
    - Develop a centralized list detailing Grant & Adams County events
    - Increase the presence of BBCC at community events, this may involve staff involvement, mascot use and/or sponsorships

Assessment Plan –

- Assessment of marketing efforts will be conducted during New Student Orientation. The NSO survey includes questioning regarding how students heard about BBCC.
- The Public Information Office will request annual data from the Institutional Research department regarding enrollment figures sorted by zip code.

AMP 1.4 Action Plan: Marketing Plan

Outcome 1.4.3 – Professional/Technical

MARKETING OBJECTIVES -

1. Increase community awareness of BBCC (increasing public awareness of the thinking, voting public including the innovators and influencers) through the promotion of educational transfer opportunities.

2. Increase the variety and effectiveness of promotional efforts.

    - Create new and improved forms of marketing and techniques which may include strategic messaging, interactive tools on the BBCC website
    - Develop promotional materials specifically for area employer relations
    - Develop and market the availability of an Employee Retraining Website located on the BBCC website

3. Increase overall community involvement
    - Develop a centralized list detailing Grant & Adams County events
    - Increase the presence of BBCC at community events, this may involve staff involvement, mascot use and/or sponsorships

Assessment Plan –

- Assessment of marketing efforts will be conducted during New Student Orientation. The NSO survey includes questioning regarding how students heard about BBCC.
- The Public Information Office will request annual data from the Institutional Research department regarding enrollment figures sorted by zip code.

AMP 1.4 Action Plan: Marketing Plan

Outcome 1.4.5 – Basic Skills

MARKETING OBJECTIVES -

    1. Increase community awareness of BBCC (increasing public awareness of the thinking, voting public including the innovators and influencers) through the promotion of educational transfer opportunities.

    2. Increase the variety and effectiveness of promotional efforts.

- Create new and improved forms of marketing and techniques which may include strategic messaging, community posters with tear away sections
- Develop promotional materials specifically for area employer relations
    - Develop a list of employers who offer tuition assistance.

    3. Increase overall community involvement
- Develop a centralized list detailing Grant & Adams County events
- Increase the presence of BBCC at community events, this may involve staff involvement, mascot use and/or sponsorships

Assessment Plan –

- Assessment of marketing efforts will be conducted during New Student Orientation. The NSO survey includes questioning regarding how students heard about BBCC.
- The Public Information Office will request annual data from the Institutional Research department regarding enrollment figures sorted by zip code.

Appendix O

How did you learn about Big Bend Community College?

Answer Options - Respondents can select more than one answer	Spring Enrollment Survey (SES) Spring 2010 (N=486)		New Student Registration Evaluations (NSR) Fall 2011, Winter 2012 (N=367)	
	Response Count	Response Percent	Response Count	Response Percent
Athletics (coach/recruitment, scholarship, etc.)	8	1%	5	1%
BBCC Catalog and/or brochures	88	10%	28	4%
BBCC faculty and staff visiting high school	1	<1%	52	7%
BBCC Faculty/Staff	4	<1%	4	1%
BBCC Quarterly Schedule	130	14%	6	1%
BBCC student			86	12%
BBCC website	4	<1%	52	7%
Family	125	14%	161	22%
Friends	174	19%	148	20%
High school counselor	143	16%	87	12%
High school teacher	83	9%	83	11%
Job Corps	6	1%	3	<1%
Local newspaper	24	3%	7	1%
Local resident	55	6%	9	1%
Movie theater ad	16	2%		
Other (**specified below**)	12	2%	3	<1%
Radio	17	2%		
Running Start program	2	<1%		
Skill Source	2	<1%		
Television	7	1%		
Television/movie theater ad			5	1%
TRiO Upward Bound	1	<1%	2	<1%
Unemployment services	2	<1%		
Total responses	*904*	*100%*	*741*	*100%*

Other:	
2010 SES Comments	Came to BBCC for GED classes and then continued with my education here
	People for People helped me find a school best suited for the career field I was going for
	Job & Career Fair
	Teacher from Green River Community College
	Location and program offered
	I just walked in and talked with a counselor
	Recruited
	Used to attend fundraisers for the BBCC Foundation and lived near Dr. Bonaudi
	Just tired of low paying job
	Came to visit the college
	Self interest
	I knew about the flight program for years and finally applied
2011-12 NSR Evaluations	WorkSource in Ellensburg, WA
	wanted to move to Ephrata
	employment security employee

Note: Not all categories listed above were asked on both the SES and NSR Evaluation forms; categories not asked on a specific survey are shaded in grey. Also, some categories are combined on one survey (i.e. "Television/movie theater ad" on the NSR Evaluation), but separated on the other (i.e. "Movie theater ad" and "Television" on the SES); these are reported as unique categories because respondents could select one or both categories.

Prepared by Institutional Research
1/26/12

Appendix P

Big Bend Community College
Student Characteristics Summary*

AGE	08-09	%	09-10	%	10-11	%
Under 20	1097	25%	1064	24%	1108	25%
20-24	1109	25%	1243	28%	1240	28%
25 or older	2144	49%	2107	48%	2065	47%
TOTAL	4350	100%	4414	100%	4413	100%

GENDER	08-09	%	09-10	%	10-11	%
Female	2405	57%	2457	58%	2508	59%
Male	1800	43%	1781	42%	1732	41%
TOTAL	4205	100%	4238	100%	4240	100%

EMPLOYMENT	08-09	%	09-10	%	10-11	%
Part-time	885	58%	994	65%	932	63%
Full-time	653	42%	547	35%	537	37%
TOTAL	1538	100%	1541	100%	1469	100%

ETHNICITY	08-09	%	09-10	%	10-11	%
Asian/Native Hawaiian/Pacific Islander	51	1%	56	1%	43	1%
African American	42	1%	61	2%	57	1%
Alaskan Native/Native American/American Indian	62	2%	59	2%	35	1%
Hispanic	1669	42%	1475	38%	1755	43%
White/Caucasian	2002	51%	2148	55%	2199	54%
Multi-race or other race (also Intn'l)	107	3%	119	3%	5	0%
TOTAL	3933	100%	3918	100%	4094	100%

STUDENT ENROLLMENT	08-09	%	09-10	%	10-11	%
Part-time	2900	60%	2858	57%	2798	55%
Full-time	1934	40%	2179	43%	2329	45%
TOTAL	4834	100%	5037	100%	5127	100%

FIRST GENERATION STATUS	08-09	%	09-10	%	10-11	%
Yes	1819	81%	2094	80%	1866	81%
No	438	19%	517	20%	434	19%
TOTAL	2257	100%	2611	100%	2300	100%

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

*All Students except Continuing Ed or Pre-School Co-op (Intents L and K).

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

AGE	08-09	%	09-10	%	10-11	%
Under 20	103	34%	185	35%	202	30%
20-24	66	22%	154	29%	189	29%
25 or older	136	45%	184	35%	272	41%
TOTAL	305	100%	523	100%	663	100%

GENDER	08-09	%	09-10	%	10-11	%
Female	199	66%	295	57%	407	62%
Male	104	34%	220	43%	245	38%
TOTAL	303	100%	515	100%	652	100%

EMPLOYMENT	08-09	%	09-10	%	10-11	%
Part-time	81	65%	213	78%	194	72%
Full-time	44	35%	61	22%	75	28%
TOTAL	125	100%	274	100%	269	100%

RACE/ETHNICITY	08-09	%	09-10	%	10-11	%
Asian/Pacific Islander	4	1%	6	1%	3	0%
African American	2	1%	15	3%	11	2%
Alaskan Native/Native American/American Indian	2	1%	6	1%	5	1%
Hispanic	77	28%	167	34%	222	34%
White/Caucasian	185	67%	291	59%	395	61%
Multi-race or other race (also Intn'l)	6	2%	10	2%	12	2%
TOTAL	276	100%	495	100%	648	100%

STUDENT ENROLLMENT	08-09	%	09-10	%	10-11	%
Part-time	167	53%	285	53%	360	50%
Full-time	150	47%	256	47%	360	50%
TOTAL	317	100%	541	100%	720	100%

FIRST GENERATION STATUS	08-09	%	09-10	%	10-11	%
Yes	228	85%	383	83%	234	86%
No	41	15%	80	17%	39	14%
TOTAL	269	100%	463	100%	273	100%

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

Big Bend Community College
Student Characteristics Summary*
Academic Transfer Intent

AGE	08-09	%	09-10	%	10-11	%
Under 20	729	44%	751	40%	677	44%
20-24	539	32%	632	34%	489	32%
25 or older	398	24%	495	26%	358	23%
TOTAL	1666	100%	1878	100%	1524	100%

GENDER	08-09	%	09-10	%	10-11	%
Female	999	60%	1147	61%	834	58%
Male	674	40%	743	39%	612	42%
TOTAL	1673	100%	1890	100%	1446	100%

EMPLOYMENT	08-09	%	09-10	%	10-11	%
Part-time	606	77%	712	82%	506	82%
Full-time	182	23%	157	18%	111	18%
TOTAL	788	100%	869	100%	617	100%

RACE/ETHNICITY	08-09	%	09-10	%	10-11	%
Asian/Pacific Islander	23	1%	30	2%	14	1%
African American	18	1%	42	2%	28	2%
Alaskan Native/Native American/American Indian	31	2%	20	1%	12	1%
Hispanic	442	27%	486	26%	402	28%
White/Caucasian	1060	65%	1215	66%	943	65%
Multi-race or other race (also Intn'l)	50	3%	48	3%	43	3%
TOTAL	1624	100%	1841	100%	1442	100%

STUDENT ENROLLMENT	08-09	%	09-10	%	10-11	%
Part-time	664	40%	750	40%	717	41%
Full-time	1012	60%	1145	60%	1032	59%
TOTAL	1676	100%	1895	100%	1749	100%

FIRST GENERATION STATUS	08-09	%	09-10	%	10-11	%
Yes	914	77%	1050	76%	788	76%
No	273	23%	338	24%	243	24%
TOTAL	1187	100%	1388	100%	1031	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	08-09	%	09-10	%	10-11	%
Under 20	94	7%	196	15%	256	17%
20-24	448	33%	394	30%	448	30%
25 or older	829	60%	729	55%	796	53%
TOTAL	1371	100%	1319	100%	1500	100%

GENDER	08-09	%	09-10	%	10-11	%
Female	758	55%	802	55%	896	62%
Male	610	45%	660	45%	544	38%
TOTAL	1368	100%	1462	100%	1440	100%

EMPLOYMENT	08-09	%	09-10	%	10-11	%
Part-time	183	71%	287	67%	344	67%
Full-time	75	29%	144	33%	168	33%
TOTAL	258	100%	431	100%	512	100%

ETHNICITY	08-09	%	09-10	%	10-11	%
Asian/Pacific Islander	17	1%	18	1%	19	1%
African American	21	2%	18	1%	17	1%
Alaskan Native/Native American/American Indian	31	2%	34	2%	11	1%
Hispanic	419	32%	435	31%	473	33%
White/Caucasian	830	63%	907	64%	884	62%
Multi-race or other race (also Intn'l)	4	<1%	5	0%	29	2%
TOTAL	1322	100%	1417	100%	1433	100%

STUDENT ENROLLMENT	08-09	%	09-10	%	10-11	%
Part-time	635	44%	656	43%	738	42%
Full-time	807	56%	877	57%	1006	58%
TOTAL	1442	100%	1533	100%	1744	100%

FIRST GENERATION STATUS	08-09	%	09-10	%	10-11	%
Yes	739	83%	852	85%	799	84%
No	147	17%	145	15%	149	16%
TOTAL	886	100%	997	100%	948	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	08-09	%	09-10	%	10-11	%
Under 20	135	10%	130	13%	130	13%
20-24	241	18%	221	22%	232	24%
25 or older	954	72%	663	65%	605	63%
TOTAL	1330	100%	1014	100%	967	100%

GENDER	08-09	%	09-10	%	10-11	%
Female	731	55%	610	59%	566	59%
Male	600	45%	431	41%	401	41%
TOTAL	1331	100%	1041	100%	967	100%

EMPLOYMENT	08-09	%	09-10	%	10-11	%
Part-time	30	12%	53	23%	55	25%
Full-time	229	88%	180	77%	165	75%
TOTAL	259	100%	233	100%	220	100%

ETHNICITY	08-09	%	09-10	%	10-11	%
Asian/Pacific Islander	9	1%	13	1%	8	1%
African American	11	1%	7	1%	9	1%
Alaskan Native/Native American/American Indian	22	2%	22	2%	10	1%
Hispanic	977	76%	705	71%	690	73%
White/Caucasian	258	20%	239	24%	230	24%
Multi-race or other race (also Intn'l)	8	1%	1	<1%	3	<1%
TOTAL	1285	100%	987	100%	950	100%

STUDENT ENROLLMENT	08-09	%	09-10	%	10-11	%
Part-time	1250	90%	968	87%	836	78%
Full-time	143	10%	142	13%	234	22%
TOTAL	1393	100%	1110	100%	1070	100%

FIRST GENERATION STATUS	08-09	%	09-10	%	10-11	%
Yes	44	90%	50	88%	22	92%
No	5	10%	7	12%	2	8%
TOTAL	49	100%	57	100%	24	100%

Data Note: This reports those students who answered the above questions
*All Students Regardless of Funding Source
Intent Codes: D, E

Appendix Q

BBCC District Enrollment: <u>All</u> Students by Resident Zip Code
(regardless of type of courses students are taking)

City	2008-09		2009-10		2010-11	
	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)
Almira	1	<1%	3	<1%	5	<1%
Coulee City	9	<1%	20	<1%	20	<1%
Coulee Dam	12	<1%	10	<1%	8	<1%
Electric City	9	<1%	10	<1%	10	<1%
Elmer City	2	<1%	0	0%	5	<1%
Ephrata	470	11%	513	12%	506	11%
George	18	<1%	12	<1%	17	<1%
Grand Coulee	20	<1%	13	<1%	6	<1%
Hartline	0	0%	4	<1%	5	<1%
Lind	11	<1%	21	<1%	19	<1%
Mattawa	197	5%	139	3%	139	3%
Moses Lake	2206	51%	2334	54%	2414	54%
Odessa	15	<1%	20	<1%	20	<1%
Othello	438	10%	409	9%	421	9%
Quincy	337	8%	336	8%	389	9%
Ritzville	30	1%	39	1%	25	1%
Royal City	149	3%	134	3%	154	3%
Soap Lake	139	3%	140	3%	137	3%
Warden	219	5%	174	4%	183	4%
Washtucna	2	<1%	4	<1%	1	<1%
Wilson Creek	16	<1%	13	<1%	14	<1%
TOTAL*	**4300**	**100%**	**4348**	**100%**	**4498**	**100%**

*May not equal 100% due to rounding of decimals.

Data retrieved from ODS 6/14/11

Degree-seeking Students from the BBCC Service District
(by resident's zip code)**

City	2008-09		2009-10		2010-11	
	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)
Almira	0	0%	1	<1%	3	<1%
Coulee City	8	<1%	14	1%	19	1%
Coulee Dam	8	<1%	3	<1%	4	<1%
Electric City	4	<1%	4	<1%	5	<1%
Elmer City	1	<1%	0	0%	3	<1%
Ephrata	327	13%	350	13%	423	13%
Grand Coulee	7	<1%	3	<1%	1	<1%
Hartline	0	0%	3	<1%	5	<1%
Lind	5	<1%	8	<1%	8	<1%
Mattawa	32	1%	19	1%	18	1%
Moses Lake	1436	58%	1639	60%	1939	58%
Odessa	11	<1%	16	1%	20	1%
Othello	172	7%	176	6%	240	7%
Quincy	155	6%	191	7%	252	8%
Ritzville	15	1%	15	1%	22	1%
Royal City	74	3%	74	3%	116	3%
Soap Lake	88	4%	100	4%	101	3%
Warden	115	5%	112	4%	134	4%
Washtucna	0	0%	2	<1%	1	<1%
Wilson Creek	9	<1%	8	<1%	12	<1%
TOTAL*	**2467**	**100%**	**2738**	**100%**	**3326**	**100%**

*May not equal 100% due to rounding of decimals.
**Intent codes: A, B, F, G
Data retrieved from ODS 6/14/11

Degree-seeking Students from BBCC Service District High Schools**

High School	2008-09		2009-10		2010-11	
	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)
Almira-Coulee Hartline	9	1%	16	1%	13	1%
Columbia Basin Secondary	44	3%	49	3%	42	3%
Ephrata	192	14%	226	15%	236	15%
Lake Roosevelt	17	1%	10	1%	9	1%
Lind Jr/Sr High	8	1%	7	<1%	6	<1%
Moses Lake	610	43%	685	44%	640	41%
Odessa	10	1%	8	1%	7	<1%
Othello	120	8%	127	8%	145	9%
Quincy	118	8%	142	9%	154	10%
Ritzville	6	<1%	8	1%	9	1%
Royal City	94	7%	97	6%	117	7%
Soap Lake	44	3%	56	4%	51	3%
Wahluke	32	2%	24	2%	20	1%
Warden	105	7%	89	6%	99	6%
Washtucna	0	0%	1	<1%	2	<1%
Wilson Creek	11	1%	13	1%	12	1%
TOTAL	**1420**	**100%**	**1558**	**100%**	**1562**	**100%**

*May not equal 100% due to rounding of decimals.

**Intent codes: A, B, F, G

Data retrieved from ODS 6/14/11

Appendix R

eLearning FTE Enrollments - All Funding Sources
Monitoring Report
For Academic Year 2011-12

District	Summer 10 Actual	Fall 10 Actual	Winter 11 Actual	Spring 11 Actual	2010-11 Annual	Summer 11 Actual	Fall 11 Actual	% Change *	Winter 12 Actual	Spring 12 Actual	2011-12 Annual	% of Prior Year
Bates	57	76	144	117	131	47	124	63%			57	43%
Bellevue	1,839	3,092	3,261	3,255	3,816	1,810	2,993	-3%			1,601	42%
Bellingham	169	559	518	544	597	209	564	1%			258	43%
Big Bend	156	277	304	226	321	124	265	-4%			129	40%
Cascadia	225	384	451	401	487	229	397	3%			209	43%
Centralia	313	420	460	551	581	317	478	14%			265	46%
Clark	637	919	998	992	1,182	758	1,013	10%			590	50%
Clover Park	524	486	689	799	833	714	542	12%			419	50%
Columbia Basin	521	770	591	868	917	569	768	0%			446	49%
Edmonds	1,293	2,682	2,719	2,723	3,139	1,397	2,828	5%			1,408	45%
Everett	932	1,703	2,002	1,971	2,202	1,105	2,041	20%			1,049	48%
Grays Harbor	301	669	659	673	767	295	615	-8%			303	40%
Green River	1,105	1,401	1,454	1,544	1,835	1,172	1,474	5%			882	48%
Highline	802	1,242	1,333	1,240	1,539	899	1,302	5%			734	48%
Lake Washington	179	344	282	265	356	193	354	3%			182	51%
Lower Columbia	368	1,293	649	659	990	287	619	-52%			302	31%
Olympic	735	1,184	1,235	1,253	1,469	746	1,006	-15%			584	40%
Peninsula	273	607	624	604	702	260	613	1%			291	41%
Pierce District	1,277	2,435	1,910	1,963	2,529	1,198	2,211	-9%			1,136	45%
Renton	155	248	236	225	288	151	263	6%			138	48%
Seattle District	1,349	1,735	1,843	1,929	2,286	1,382	1,750	1%			1,044	46%
Shoreline	742	1,280	1,344	1,335	1,567	769	1,356	6%			708	45%
Skagit Valley	711	1,454	1,447	1,514	1,709	791	1,645	13%			812	48%
South Puget Sound	354	523	593	616	695	335	628	20%			321	46%
Spokane District	1,253	2,588	3,017	2,912	3,257	1,145	2,550	-1%			1,232	38%
Tacoma	705	1,145	1,181	1,304	1,445	634	1,180	3%			605	42%
Walla Walla	239	379	466	448	511	314	459	21%			257	50%
Wenatchee Valley	155	271	278	289	331	172	305	13%			159	48%
Whatcom	189	538	573	589	630	297	560	4%			286	45%
Yakima Valley	310	705	831	827	891	292	781	11%			358	40%
System Total	**17,868**	**31,409**	**32,091**	**32,637**	**38,002**	**18,610**	**31,684**	**1%**			**16,765**	**44%**

* Measures the percent change from the same quarter last year.
Source: SBCTC Data Warehouse DIST_ED between 1* and 8*

cmckenzie
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Appendix S

List of Acronyms	
AACC	American Association of Community Colleges
AAS	Associate in Applied Science
AAS-T	Associate of Arts & Sciences (Transfer)
ABE	Adult Basic Education
ACCT	Association of Community College Trustees
ACDC	Adams County Development Council
AG	Attorney General
AMP	Academic Master Plan
AMT	Aviation Maintenance Technology
ARFF	Aircraft Rescue & Fire Fighting
ASB	Associated Student Body
AtD	Achieving the Dream
ATEC	Advanced Technologies Education Center
AVP	Associate Vice President
BBT	Big Bend Technology
BIM	Business Information Management
BMS	Business Medical Services
C2C	Connect 2 Complete
CAD	Computer Aided Drafting
CBC	Community Basin College
CBIS	Center for Business and Industry Services
CBJC	Columbia Basin Job Corps
CCFSSE	Community College Faculty Survey of Student Engagement
CCSSE	Community College Survey of Student Engagement
CDL	Commercial Driver's License
CHEA	Council for Higher Education Accreditation
CIS	Center for Information Services
CJST	Customized Job Skills Training
CRM	Customer Relationship Management
CSS	College Survival Skills
CTCs	Community and Technical Colleges
CTED	Community Trade Economic Development
CWU	Central Washington University
DBA	Doing Business As
DCFS	Department of Children and Family Services
DEL	Department of Early Learning
DOC	Department of Corrections
DSHS	Department of Social and Health Services
ECEAP	Early Childhood Education Assistance Program
EDC	Economic Development Council
ELC	Electricity (Industrial)
ESL	English as a Second Language
EWU	Eastern Washington University

Prepared by Institutional Research

List of Acronyms	
FAA	Federal Aviation Administration
FAFSA	Free Application for Federal Student Aid
FEMA	Federal Emergency Management Agency
FTE	Full-time Equivalent
GCEDC	Grant County Economic Development Council
GCHD	Grant County Health District
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GED	General Equivalency Diploma
GTA	Grant Transit Authority
HAGC	Housing Authority of Grant County
HD	High Definition
HECB	Higher Education Coordinationg Board
HR	Human Resources
HSC	Higher Education Solutions Collaborative
HSI	Hispanic Serving Institution
HU	Heritage University
I-BEST	Integrated Basic Education Skills Training
IC	Instructional Council
IET	Industrial Electrical Technology
IR	Institutional Research
IST	Industrial Systems Technology
IT	Information Technology
ITV	Interactive Television
JAEC	Japanese Agricultural Exchange Council
JATP	Japanese Agricultural Training Program
JOBS	Jobs Oriented Business Strategies
M.E.Ch.A	Movimiento Estudiantil Chicano de Aztlán
MEES	Migrant Education Even Start
MIST	Mechanized Irrigation System Technology
MLSD	Moses Lake School District
MLT	Medical Lab Technician
MMT	Maintenance Mechanics Technology
NIMS	National Incident Management System
NISOD	National Institute for Staff and Orginization Development
NSR	New Student Registration
NWAACC	Northwest Athletic Association of Community Colleges
OIC	Opportunity Industrialization Center
OIT	Office of Information Technology
PARC	(Grant County) Prevention and Recovery Center
PDA	Public Development Authority
PET	Pre-employment Training
PIO	Public Information Officer
PST	Potential Student Team

Prepared by Institutional Research

List of Acronyms	
PUD	Public Utility District
RS	Running Start
RUS	Rural Utilities Services
SAI	Student Achievement Initiative
SBCTC	State Board for Community and Technical Colleges
SENSE	Survey of Entering Student Engagement
SES	Spring Enrollment Survey
SHB	Substitute House Bill
SHRM	Society of Human Resource Managers
SI	Supplemental Instruction
SIDNE	Simulated Impaired Driving Experience
SSC	Student Success Center
SSS	Student Support Services
TAC	Technology Advisory Committee
TACTC	Trustees Association of Community & Technical Colleges
USDA	U.S. Department of Agriculture
WABO	Washington Association of Building Officials
WACC	Washington Campus Compact
WACTC	Presidents Association of Washington Community & Technical Colleges
WIA	Workforce Investment Act
WSMC	Washington State Migrant Council
WSU	Washington State University
WVC	Wenatchee Valley College