



Big Bend
COMMUNITY COLLEGE

Student Success Outcomes – 2012

*The third of three reports to the Big Bend Community College Board of Trustees
on progress toward goals of the 2009–2014 Academic Master Plan*



Tiffany Martinez, current BBCC student, poses in front of the new Big Bend display by Wallenstien Theater on campus. Tiffany was an ASB Officer and played for the BBCC Lady Vikings basketball team last year.

Presented to the BBCC Board of Trustees, November 1, 2012
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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 population 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 services 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.

Outcomes–2012

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Student Success



2012 BBCC Graduates Veronica Gonzales, Holli Chisholm, and Amanda Lewis celebrate at commencement.

The 2011-12 academic year represents the third year of the 2009-2014 Academic Master Plan (AMP). This summer (2012), college staff and Trustees undertook their annual in-depth analysis of data related to how well the college is meeting its goals as stated in this strategic plan. As in the past, Board members and staff analyzed outcomes data at separate venues and provided a numerical rating of how well the college is meeting each AMP outcome. From these discussions, the college identifies areas for improvement, goals for the coming year, and any additional data needed to better assess progress. Previous cycles focused on nine AMP outcomes in three areas: ACCESS (A.1, A.2, A.3), PROGRAMS (B.1, B.2, B.3), and OUTCOMES (C.1, C.2, C.3). However, in 2011, the AMP Committee discussed how accurately each outcome measured success toward meeting the

intended goal. From this discussion, there arose a revision to the wording of all but one AMP outcome and a streamlining of some outcomes to better assess the results. Because of this, the AMP now focuses on eight outcomes in the three areas of ACCESS (A.1, A.2, A.3), PROGRAMS (B.1, B.2, B.3), and OUTCOMES (C.1 and C.2). Because of these changes, we cannot directly compare our performance to previous years on the AMP outcomes. Therefore, only this year's assessment of progress toward meeting the goals of the newly revised outcomes is the focus of this report. More detailed results of the analysis can be found in the Summary Report Card 2012 (page 10). Results from previous years' analyses can be found online at: <http://information.bigbend.edu/administration/IRP/Pages/MonitoringReports.aspx>.

ACCESS

ACCESS relates to providing resource awareness throughout the college service district (and beyond) and the resulting use of those resources by potential students, current students, area employers, and others. In addition to increased enrollments and FTE generation as a result of outreach efforts, the goal is that using those resources will lead to improved student success. The Board of Trustees and BBCC staff were asked to rate the college's efforts toward meeting the three goals under ACCESS on a scale of 0 (not effectively meeting the goal) to 25 (very effectively meeting the goal). Ratings and major discussion points of each follows:

A.1 Use of college resources improves student success

Average Ratings of Outcome A.1	
Overall	19.9
Board of Trustees	19.8
BBCC Staff	19.9

Overall, it was determined that there is adequate use of college resources, but that we should continually strive to increase the numbers and provide services to as many students as possible. Services that impacted student success the most were New Student Orientation (NSO), the Math/ Science and English Labs, and high touch programs such as TRiO-SSS. The most interactive resources (NSO, TRiO-SSS, etc.) appeared to be the most effective resources.

A.2 Increased college contact with potential students leads to increased enrollment

Average Ratings of Outcome A.2	
Overall	16.6
Board of Trustees	17.5
BBCC Staff	16.5

This outcome was the lowest rated outcome in 2012. The majority of participants agreed that the college has adequate contact throughout the service district, but many felt it could be improved. Comments from both the Board and staff focused on concentrating on the high schools and, based on college-going rate data, improving the flow of area high school students to Big Bend after graduation. Some suggestions for doing this included: additional school visits, on-campus tours, having a "BBCC Day" at each school, K-12 counselor in-service on BBCC campus, more "college fairs", joint board meetings that include counselors and teachers that influence college choice, and student-to-student connections. Increased social media advertising and an improved website design would help reach larger groups, but messages also need to be tailored to demographic groups to really show them what the college has to offer.

“Students are successful because they can see how all the pieces come together in regards to their education. They use...services to supplement their education. Some are shown and are constantly reminded of what the next steps are...especially students in TRiO [SSS].”

– BBCC Faculty Member

A.3 Meet or exceed state FTE target

Average Ratings of Outcome A.3	
Overall	22.0
Board of Trustees	21.8
BBCC Staff	22.0

Having met 107.7% of our target state FTE, Outcome A.3 was the highest rated outcome by both Trustees and staff. Both groups discussed possible growth strategies and ways to maximize efficiencies in order to maintain this positive trend.

One direction is to increase and improve outreach, marketing, and recruitment for all student groups. Another is to continue to offer relevant training for the local workforce, including exploring new programs based on current industry needs. This would mean starting new high-demand programs quickly and dissolving programs that are no longer relevant to industry.

Right: Mike O’Konek (faculty), Dick Wynder (faculty), and Aaron Marin (successful BBCC Automotive Technology graduate) advertise the Automotive Technology program and recruit potential students at the 2012 ¡Educate @ Big Bend! Latino Education Fair.



Left: MariAnne Zavala-Lopez (counselor), speaks to potential students about attending college at the 2012 ¡Educate @ Big Bend! Latino Education Fair.

PROGRAMS

The PROGRAMS section of the AMP speaks to the services – instructional and supportive – that lead to student success. Data reporting focuses on student achievement: success in courses, improved retention rates, and completions. These data are disaggregated multiple ways to analyze success among different areas or student groups so that gaps in achievement can be identified and strategies can be devised and implemented to narrow those gaps.

B.1 Students complete courses with a grade of passing or 2.0 grade point or higher

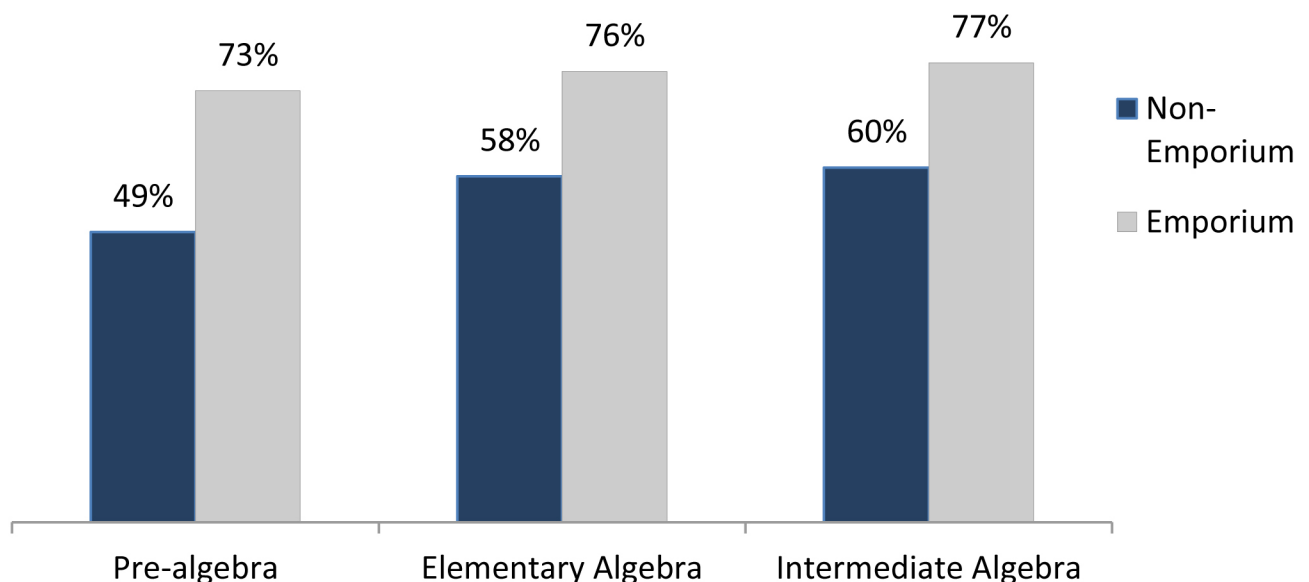
Average Ratings of Outcome B.1	
Overall	17.8
Board of Trustees	16.8
BBCC Staff	17.9

Trustees did not feel that the overall success rate (earning a 2.0 grade point or higher or “pass” grade in the class) of 73% in 2011-12 was adequate. The majority of staff participants felt it was. This rate dropped four percentage points from the previous

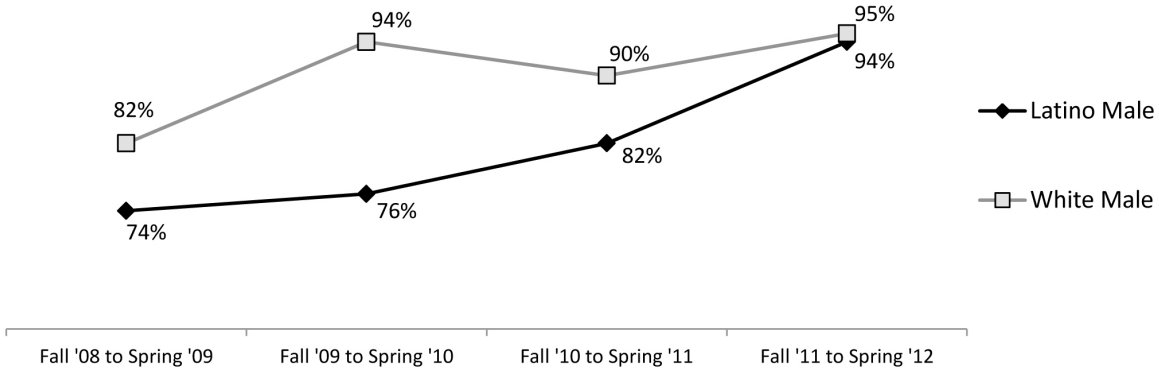
year and seven percentage points over the past five years (2007-08 to 2011-12), which concerned both groups. Staff felt that improvements could be made in certain areas but were concerned with maintaining rigor in coursework and avoiding grade inflation.

The Integrated Basic Education and Skills Training (I-BEST) model was considered a best practice in supporting student success, while there was some concern over how effectively pre-college courses are preparing students for college-level coursework. Pilot data from the Emporium model math classes is promising. Pre-college math success rates in Emporium model classes were much higher than those in non-Emporium classes (spring 2012).

Developmental Math Success Rates, Spring 2012



Fall-to-Spring Retention* of Males by Race/Ethnicity



*students who completed 15 credits or more

B.2 Advising and counseling lead to improved student retention and success

Average Ratings of Outcome B.2	
Overall	19.9
Board of Trustees	19.3
BBCC Staff	20.0

Overall, this outcome was highly rated by both groups, based on available data. Since advising seems to improve student success (students with unclear intent appear to benefit the most), a number of staff felt that advising should be mandatory. Similarly, Trustees discussed the benefits of New Student Orientation (NSO) and that increased attendance – or even making it mandatory – would benefit students. Currently, there is more advising activity occurring than is being reported – something the college struggled with last year as well. In 2012-13, an advising tool (Advisor Data Portal or ADP) will be implemented to better track advising efforts. Improving data collection around advising efforts will help draw a clearer picture of the impact it has on student success and provide the college a more solid basis for planning and implementing improvements to the service.

In the past four years, overall fall-to-spring retention has increased 12%.

B.3 Students persist to attain completions, certificates, or degrees

Average Ratings of Outcome B.3	
Overall	17.8
Board of Trustees	17.0
BBCC Staff	18.0

Although the BBCC graduation rate (IPEDS) was 7% higher than the comparison group in 2011, it decreased from 30% to 26% from 2010 to 2011 and many felt that there was room for improvement. Additionally, other measures of this outcome might provide a better gauge of how well the college is meeting this goal. The increase in the number of degrees and certificates awarded this year was very encouraging. Improvements in completion rates for males and, specifically, Latino males were noted. Other measures that should be considered when judging performance on this outcome included: Student Achievement Initiative (SAI) momentum points, retention rates, transfer rates, and workforce data.

Although there are clear improvements in retention and completions in all groups, Hispanics still fall behind their white counterparts. Efforts to expand services that reduce these performance gaps are on-going and new services are constantly being piloted and monitored for effectiveness.

OUTCOMES

The OUTCOMES section of the AMP was redesigned this past year to reduce redundancies and reflect outreach efforts and enrollment in specified groups (C.1) and the effect of technology and eLearning on student engagement and success (C.2). Discussion points in this section focus on program-specific recruitment efforts and enrollment, student characteristics by intent and program, and eLearning enrollments and success rates.

C.1 Resource awareness and recruiting activities result in increased enrollment in specified groups

Average Ratings of Outcome C.1	
Overall	17.2
Board of Trustees	19.0
BBCC Staff	16.9

Many staff felt that there simply was not enough data available to draw a conclusion about this outcome. To help support healthy enrollments across programs, staff discussed increasing outreach efforts and setting specific program enrollment goals so that there is a comparable measure of success year-to-year. Also, setting enrollment benchmarks makes it possible to reevaluate program-specific efforts and make effective change where needed. Science, Technology, Engineering, and Math (STEM) are areas for the college to focus on increasing enrollment and setting enrollment goals. Programs with strong enrollment need to maintain those standards and programs with low stable enrollments or decreasing enrollments should assess efforts and make improvements. Constantly striving for increased enrollments will help ensure sustainability.

C.2 Utilization of technology and eLearning lead to student engagement and success

Average Ratings of Outcome C.2	
Overall	17.3
Board of Trustees	18.8
BBCC Staff	17.0

Enrollment in eLearning classes continues to increase, but success rates are lower than face-to-face classes. In some divisions, web enhanced courses (taught face-to-face in a traditional classroom setting and access to web-based tools is required) help students succeed in class. There is great potential for growth in eLearning enrollment and success and the college will need to consider both student and faculty computer skills when designing courses and support services that utilize technology to make it effective. Training in online course delivery should be readily available to faculty and training on how to use the technology should be available to students.

“Computers augment, but shouldn’t replace [face-to-face instruction].”

– BBCC Faculty Member

For most disciplines, there must be a human face-to-face component for education to be successful. And in many areas, the extra support online resources can provide might actually elevate success rates – for example, in the Emporium model pre-college math classes.

CONCLUSION

This summer (2012), college staff and Trustees again undertook their annual in-depth analysis of data related to how well the college is meeting its goals as stated in the Academic Master Plan. From these discussions, the college identified areas for improvement, goals for the coming year, and any additional data needed to better assess progress. Last year's (2010-11) assessment of AMP outcomes resulted in the revision of the AMP outcomes to more accurately reflect our goals. In some cases, this required a change in the types of data used to measure college efforts.

Changes to instructional and support services that arise from this year's Outcomes exercise will require further data collection and analysis in order to understand the effect they have on progress toward meeting AMP goals and, ultimately, STUDENT SUCCESS.



2011-12 PAC (Peer Advocate Coach) Leaders Daniel Herrera, Billy Pritchett, and Angel Ledezma prepare to receive their degrees at the 2012 graduation ceremony.

Outcomes Summary 2011-12

	Summary of discussion	Ideas to Improve Results
A.1 Use of college resources improves student success		
A.1.	Trustees and staff believe there is adequate use of resources. High-touch programs, math and English Labs, and New Student Orientation seem to impact student success the most. The Trustees stated that although students are using resources, BBCC must continue to “raise the bar.”	<ul style="list-style-type: none"> ● Expand ASB activities to academic-oriented activities. Specific ideas included having a sentence-diagramming contest, Scrabble, Trivia contests, Balderdash game night, etc. ● Help students with non-school issues ● Improve the website and improve social networking presence ● Provide students with additional workout equipment and facilities
A.2 College contact with potential students leads to increase in targeted enrollments		
A.2.	Trustees do not believe there is adequate contact throughout the service district. Thirty percent of staff thought BBCC could improve contacts with potential students. The challenge is determining which programs or marketing efforts are impacting enrollment.	<ul style="list-style-type: none"> ● Partner with service district communities and schools ● Determine why service district students are not attending BBCC ● Increase presence at service district high schools ● Hold an inservice for high school counselors ● Target employees of businesses with tuition reimbursement benefits ● Promote BBCC at Senior Projects presentations ● Host sports camps to get potential students on campus
A.3 Meet or exceed state FTE target		
A.3.	BBCC met the FTE target. Discussion continued on whether the goal of meeting the target FTE is sufficient. Some suggested that the target should be at the 2010-11 year level, which was 1,878 state FTE and 2,147 total FTE.	<ul style="list-style-type: none"> ● Start high-demand programs quicker ● Identify and serve industries with training needs ● Rebuild relationship with Moses Lake High School ● Develop a growth strategy ● Focus on specific programs where enrollment is down or emerging: BIM, ECE, CS, STEM classes, IBEST classes, etc.
B.1. Students complete courses with a 2.0 grade point or better		
B.1.	Trustees and staff noted the decline in success rates over the last five years. The faculty are concerned that course rigor could be jeopardized if the benchmark is too high. The Trustees stated that a 73% success rate was not adequate.	<ul style="list-style-type: none"> ● Expand IBEST model ● Expand Emporium model ● Provide classes with less than a 70% success rate with additional resources to help students succeed ● Focus on classes with high enrollment and less than 60% success rate ● Provide tutoring for all students ● Explore the correlation between reading level and class success
B.2 Advising and counseling lead to improved student retention and success		
B.2.	Staff believed that advising efforts are adequate, however, the Trustees mentioned that there are areas that could be improved and that BBCC should attempt to track all advising efforts.	<ul style="list-style-type: none"> ● Make advising mandatory ● Use of the Advisor Data Portal should make it easier for faculty and staff to report advising efforts ● Provide advisor training for faculty and staff ● Promote the value of advising to students ● Encourage males to use advising services ● Develop program plans with each student
B.3. Students persist to attain completions, certificates, or degrees		
B.3.	Trustees and staff were concerned that BBCC's IPEDS graduation rate (first-time students who graduate within 3 years) went down even though BBCC was 7% higher than the comparison colleges. From 2007-08 to 2011-12, 44% more associate degrees were awarded. The Trustees emphasized that BBCC must continue to set higher goals to help more students succeed.	<ul style="list-style-type: none"> ● Areas to focus attention include: <ul style="list-style-type: none"> ○ GED completion rates ○ ABE/ESL students ○ Males – especially Hispanic males ○ The non-advised student ○ Students with an unclear intent

Outcomes Summary 2011-12

	Summary of discussion	Ideas to Improve Results
C.1. Resource awareness and recruiting activities result in increased enrollment in specified groups		
C.1.	Staff found this difficult to rate, since it is unclear which efforts are resulting in increased enrollment. Outreach efforts from Aviation, Early Childhood Education, and Nursing were noted.	<ul style="list-style-type: none"> ● Overall, organize outreach efforts <ul style="list-style-type: none"> ○ Review and assess what works and what doesn't work ○ Set outreach goals ○ Continue efforts to reach out to Hispanic students ● Promote transfer success of BCC students ● Focus on specific professional-technical programs such as Computer Science, Industrial Systems Technology, Aviation
C.2. Utilization of technology and eLearning leads to student engagement and success		
C.2.	Trustees and Staff noted that students are more successful in on-ground classes. Students seem to benefit most from technology when it supplements the classroom rather than replaces it. For instance, students can review lectures later to make sure they understand a concept. The use of technology in the Emporium Math model has improved developmental math success. Using Canvas instead of Angel should alleviate many technology issues.	<ul style="list-style-type: none"> ● Provide faculty with training on how to teach online classes ● Continue to monitor the success of Emporium Math and subsequent success in the next math level ● Focus on improving student success in disciplines where student success is considerably lower than in traditional classes

Outcome A.1 Use of college resources improves student success

Average Rating: 19.9
19.8



Overall, is there adequate use of college resources?

Yes (24)

- Don't know how many students were successful in their classes due to help received
- BBCC is investing a lot of money and attention to retain and help students achieve success. If a student doesn't succeed here, they are missing out on an opportunity.
- Interesting to note that the SSC (Student Success Center) has 91% usage in an area that the library also has.
- Although I would like to see more of what we are doing for the transfer students and for the prof-tech side. Opportunity resources seem to be the majority of resources for prof-tech students. For example... tutoring for the MAP classes (SI), career services, visits to local industries, etc.
- Is adequate enough?
- Yes, but could be better.

Yes

- There is adequate use of college resources, should still continue to raise the bar.

Which services and resources impact student success?

- TRiO-SSS (8)
- English Lab and/or Math/Science Lab (8)
- New Student Orientation (7)
- Pell grants (5)
- High-touch programs (5)
- Student Success Center (3)
 - Would like to see a comparison of students who use the SCC to student who do not use the SCC – improvement physical year 2011 to 2012 not great (73% to 76%).
- Opportunity Grant
- ASB activities
 - More males than females attend ASB activities
 - ASB activities attended well considering community college students' diverse schedules
 - Food-based activities shown to be popular
 - Pool tourneys least popular
 - ASB data inconclusive – no correlation to student success
- It seems like if there are staff that look like the students, the usage increases
- More females than males use tutoring resources

NOTE: Shaded text denotes Board of Trustees' comments

- Math dept. does great at making students good at math assuming the student makes it through all the remedial classes. How many are just giving up and not getting their degree because they can't get through math?
- Math, English and Chemistry shown to be popular and successful
- Math – but would like to see comparison of results to entire student body
- SI
- Library
- CSS 100
- Viking Seminars
- Surprising that AEW (Academic Early Warning) didn't have more of an impact
- Add intermural sports
- Clubs
- Soccer
- Mentoring
- More gym facilities for students to workout
- Wednesday 11:30-12:30 program hours
- New Student Orientation (NSO), TRiO, grant funding, direct contributions (Pell Grants)
- The organization is doing all it can do. It's up to the students to take advantage (Grants, SSS, NSO).
- Interactive resources seemed to be the most effective, e.g. labs and orientation
- Counseling formal and informal, Student Success Center, great Library staff/facilities, on-line lectures, NSO

Suggestions for other services and resources:

- ASB sponsoring more academic oriented activities
- A sentence diagramming competition
- Scrabble, Trivia contests of the universe, Balderdash game night
- Help students with non-college issues
- Website needs to be fixed. Improve social networking presence.

NOTE: Shaded text denotes Board of Trustees' comments

A.2 Increased college contact with potential students leads to increased enrollment

Average Rating: 16.5
17.5



Does BBCC have adequate contact throughout the service district?

Yes (15)

No (7)

- Very hard to evaluate impact of advertising
- Administration does a great job of going and making contact with others in service district, but are we making any contacts with students?
- Concentrate on H.S.
- Clearly a large investment of time has been made to market BBCC and recruit students
- Yes, but could be better
- Contact – yes; leading to increased enrollment – not enough correlation/evidence

Yes (1)

No (2)

- We did meet our target; however this does not necessarily mean we have adequate contact throughout the service district. What is the best measurement of this?

Are there specific areas in which we should focus recruitment and outreach efforts?

- School visits (6)
- Website and social media (4)
- Student-to-student (peer) recruitment (2)
- Quincy (2)
- Othello (2)
- Lake Roosevelt
- Lind
- Wahluke
- Moses Lake High School – BBCC needs an official presence there
- In-service at BBCC for K-12 counselors
- Males/females in non-traditional programs
- BBCC representation at community events on campus
- “Recruiting takes a lot of time and effort. Hard to be effective in a large group setting, lots of lip service, little follow through. It’s too much work and no recognition. It takes passion for your program. If you look at all the contacts admin is making, they are trying to be a part of recruiting but it is completely at a level which indirectly contacts students. The same for Quality marketing efforts all this stuff needs to be, but in the end, if you don’t have the students on campus, and

NOTE: Shaded text denotes Board of Trustees’ comments

talking to faculty, effective recruiting is not going to happen. Too many faculty don't see it as their job to recruit students, and admin want to maximize efforts by relying on the internet or programs that attract large groups."

- Community outreach as a whole; we need to partner more with our service district communities. Let our communities know we exist.
- Businesses (e.g. Takata pays for tuition for their employees to take classes that pertain to their job)
- Samaritan Hospital has a scholarship program
- If the Latino Education Fair was really advertised in English only, advertise in Spanish to the Spanish-speaking community
- With limited resources, primary resources should go to those areas with the largest number of potential students (Soap Lake has more "bang for the buck" than Washtucna)
- Admin activity log – so much activity that does not involve students or potential students
- Continue to connect with healthcare and other industries to ensure curriculum is current
- Advisory committees, e.g., opportunities to provide feedback
- Hosting sports camps is a great way to get potential students interested in our college
- Contact with the senior project coordinator to bring colleges in to give presentations in those meetings
- Students in outlying areas are selecting other community colleges, why? That means there is a segment of the market we are not reaching- better delivery of our message, marketing, presence.
- Tailor marketing message to different target demographics, e.g. online courses for outlying areas, how does the general public learn about BBCC and programs without direct mailing?
- Joint meetings with local school boards/counselors and teachers that influence college choice.
- More continuity from high schools to BBCC (college-going rates). Do we ask why/why not BBCC? Is Moses Lake data so much higher because of physical or relational proximity?

Suggestions for additional information:

- Counselor/advisor outreach – what are the outcomes? (I.e. we report number of contacts made, but cannot follow-up with how effective those contacts were – how many of those people enrolled at the college?)
- Are students asked about whether or not they came to BBCC due to the contact with BBCC?
- Why do students from the service district enroll at colleges other than BBCC?

NOTE: Shaded text denotes Board of Trustees' comments

A.3 Meet or exceed state FTE target

Average Rating: 22.0
21.8



- We meet our allotted band.
- We are meeting our target numbers, but with budget and increased tuition, it is hard to compare numbers
- We are exceeding the target, but not sure what others are doing or if we should have a higher standard.

What do we need to plan for in the coming year to meet our enrollment target?

- New programs (4)
 - Start high-demand programs quicker and eliminate those that have run their course
 - Explore new needs of industry and how BBCC could meet those needs
 - Identify the “underserved” industries so that BBCC could educate/train competent employees
- More outreach, marketing, and recruiting (4)
 - Rebuild relationship with Moses Lake High School
 - Look at areas which are down in FTE and see what we can do for tuition to attract more students
 - Encourage students to register for upcoming quarter
- Improved website (2)
 - Need a full-time webmaster
- Continue to offer relevant training for the local workforce
- Maintain contacts with current and potential students as much as possible
- Improved public transportation to-and-from Quincy, Ephrata, Othello
- New sources of student assistance
 - Love the special help from the Foundation and outside grants
- Budget for part-time faculty when enrollment drops due to improved economy – increase correlation between student success of full-time versus part-time faculty
- Continue to improve AEW
- BIM
- ECE
- Computer Science
- Offer enough STEM-related classes
- I-BEST classes (they bring in 1.75 FTE)
- Aim to get back to previous year’s total FTE

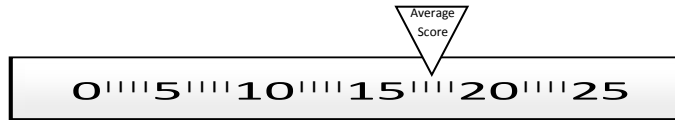
NOTE: Shaded text denotes Board of Trustees’ comments

- Use waitlist numbers
- Improved success in pre-college math will lower FTE in that area. We need to have enough college level sections if retention improves.
 - Keep students from getting stuck in pre-college math
- We still have to consider budget...
- Maximize efficiencies
- Increase tuition revenues
- Maximize quality and quantity
- What is our growth strategy – how do we exceed the FTE target?

NOTE: Shaded text denotes Board of Trustees' comments

B.1 Students complete courses with a grade of passing or 2.0 grade point or better

Average Rating: 17.9
16.8



Our current overall success rate is 73%. Is our overall success rate adequate?

Yes (11)

No (9)

- Kind of...would love to see 75% success rate overall
- It is good, but could be better
- We are making great strides in pre-college math (3)
- Could improve in some areas, but must maintain grading integrity and not lower rigor for students (3)
- Dropped from 80% to 73% in five years

An overall success rate of 73% is not adequate.

Are there areas of concern or best practices we should focus on?

- Expand the I-BEST model (4)
- Expand the Emporium model (2)
- More use of AEW (3)
- English writing/reading skills are declining and that affects how well students do in classes requiring those skills. Maybe offer a reading seminar through CSS.
 - Reading classes are needed
- Focus on classes with large numbers of students and less than 60% success rate
- Overall improvement (up 7%) in English 098, but overall decline (down 7%) in English 099 success rates – but an overall increase in college-level English placement; success in pre-college math classes has improved overall.
 - Latino success in English 099 has dropped
- Classes/areas that have low success or are declining:
 - BIM 101
 - History
 - Technical Writing
 - Welding Theory
 - Pre-college level math (although improving)
- Supplemental Instruction (SI)
- Tutoring for all students, centrally located on campus
- Look at what is working and expand on that: pedagogy, professional development, grant support, etc.

NOTE: Shaded text denotes Board of Trustees' comments

- Provide help for instructors with below 70% success rate, if necessary
- Student success is not always determined by us!
- Areas like math need improvement – concerning, as the problem involves core subjects
- Pre college math and English
- Seven point drop since 2007-08, why?
- Math/Science success rates, why are they slumping more/struggling?
- How much control do we have over students' ultimate grades?

Suggestions for additional information:

- Are pre-college level classes adequately preparing students for college-level course expectations?
- Is the increase in pre-college math still preparing students for the upper level math/science courses?
- Why are history grades low? Is it that students are not attending class or is it that their reading level is not high enough, etc.?
- Could there be a correlation between the rise in enrollment and financial aid use and lower motivation or preparation for college work – leading to lower success rates?

NOTE: Shaded text denotes Board of Trustees' comments

B.2 Advising and counseling lead to improved student retention and success

Average Rating: 20.0
19.3



Are overall advising efforts adequate?

Yes (17)

No (1)

- More advising is happening than is documented
- WOW – our numbers have jumped considerably; huge increase in staff advising
- Of those who used the service, 86-94% reported satisfaction that’s good, but only 54%-79% used the service (self-reported). Other than Hispanic females, we are doing a poor job of reaching our students.
- Reporting all advising efforts is still a challenge
- Those that use this service are satisfied

Yes (1)

- With specific areas we can target for improvement

No (1)

Are there any groups of students that are falling behind? If so, please list:

- Males in general (4)
- Hispanic males (3)
- Hispanics are lower, but not declining
- White males
 - White males are slow to ask for help – not sure why (might be just that faculty advising efforts from prof-tech are not included here?)
- White females
- According to this data: part-time students, Hispanics, and undecided students
- More students need advising
- Hispanic males

Where or what can we improve in our advising efforts?

- Improve reporting of advising efforts (6)
 - Consider paper log for reporting advising efforts
 - Advisor Data Portal (ADP) may help
 - Provide training for advisors – both faculty and staff
- Make advising mandatory (3)

NOTE: Shaded text denotes Board of Trustees’ comments

- Mentoring program (2)
- Provide all advisors (including faculty) a list of advisees each quarter (2)
- Advertise or “sell” the value of advising to students
 - Students who attend New Student Registration (NSR) get one-on-one advising, yet they don’t see it as advising
 - Provide training for students
 - Encourage more males to use advising services
- Develop program plans (educational) with each student
- Intake advisors need to send prof-tech students to the respective prof-tech faculty for advising
- Provide outreach to students who don’t use advising resources
- Mandatory New Student Orientation (NSO); better attendance at NSO
- Try to track all advising efforts
- Data shows advising to be very effective in the area that needs it most: “students with no clear intent” (11% increase)
- Hispanic males – which techniques can close the gaps?

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Outcome B.3. Students persist to attain completions, certificates or degrees

Average Rating: 18.8
18.9



Our current IPEDS graduation rate is 26%. Is our graduation rate adequate?

Yes and No

- Half felt our graduation rate is adequate because we outperform the comparison group by 7%
- Half felt the graduation rate is not adequate – we want to do better than 26%
- Great changes in male and Latino male success!
- We have some obstacles (math completion rate being one of them) that reduce our graduation rate

No

- We want a higher success (i.e. graduation) rate

In addition to the IPEDS graduation rate, what other measures should we use to gauge our completions success?

- Number of degrees awarded
- Number of certificates completed
- Total number of students
- Student Achievement Points (SAI) (2)
- Transfer rates (2)
- Retention
- Students entering the workforce using skills/knowledge gained at BBCC
- GED completion rates
- Nursing completion/success rates? Flight students (those that might take longer than the 150% timeframe, but would be in this cohort)?
- Run Degree Audit for students with 90 credits who don't return or graduate
- Certificates awarded; try to determine the students' educational goals
- Should we establish a "hard number" goal vs. "better than..."?
- 45% increase in AA completion is awesome!
- Why the drop in IPEDS graduation rate?
- We are not falling behind – this is the time to strive for better accomplishment rates.
- "Ever vigilant, not comfortable or satisfied."

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Are there any groups of students that are falling behind?

- Hispanic males
 - But, Hispanic male retention is growing annually
- Males
- Hispanics down but higher than comparison schools
- Most everybody appears to be falling behind
- The non-advised student
- Students with unclear intent
- ABE/ESL students
- Retention rates for prof-tech are not very high, but improved over last year
- Numbers look constant and regular; Hispanic students below system average in SAI points for Transfer; ESL students below system average in SAI points

Additional comments:

- Students are less prepared – economic by-product
- It seems our process of enrollment, registration, applying for financial aid, etc. is more complicated than before. Students are unsure and ask more questions of “what am I supposed to do?” than a decade ago.

Outcome C.1. Resource awareness and recruiting activities result in increased enrollment in specified groups

Average Rating: 16.9

19.0



- I cannot rate this outcome without numbers to support activities. What was the response rate?
- 5 academics, 23 prof-tech
- Not much to go on here, but we are over-enrolled so less pressure
- Impressed with Aviation’s recruitment efforts! Good Job.

Are there specific programs that need to set new enrollment goals?

- STEM (3)
- Computer Science
- Maintain enrollment in AMT and AVF
- BIM decreased significantly
- Welding
- IST
- ECE went down in 2011-12 (despite great outreach efforts by ECE Instructional Designer)
- Programs that show any decrease in enrollment
- Outreach overall:
 - Increase outreach efforts
 - Not much creative outreach (except ECE, NUR, and Aviation) and most programs decreased from last year
 - Outreach is not systematic, organized, or planned at the institutional level – we need an overall plan and specific program requirements and measures of “success”
 - No enrollment goals at program level, so no way to measure “increased enrollment” (3)
- It appears that 2010-11 was a banner year for most programs, then it dropped in 2011-12, but that could be due to the cost of enrollment and not lack of recruiting efforts at the program level
- I think the past three years have caused prof-tech programs to rethink this area. Prof-tech recruits not only to increase individual program enrollment, but to also supply the workforce with trained employees. Academic areas seem to be satisfied with “whomever and whenever”. STEM is finally seeing a need to change this among the science groups, but what about other areas – don’t we also need writers, artists, musicians, and social workers?
- When we reach/approach a goal, it is time to raise the bar – to strive for more enrollments to ensure sustainability. Review/assess what works or what does not work.

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

- Area high schools (4)
 - Is Running Start affecting this number?
- STEM (2)

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- Computer Science
- IST
- Welding
- Aviation
 - Aviation is showing strides
- BIM part-time took a big hit – is this because of a contract with SkillSource?
- Specific programs need to maintain the strong enrollment they have had for two or so years
- Males/females in non-traditional programs
- Students with unclear intent
- The employed, who have now figured out they need a degree to get ahead or be promoted. Recruiting high school graduates is fine, but older students value education and, for whatever reason, didn't or couldn't take advantage of going to college right out of high school.
- We can always improve, but with the loss of José Esparza, we need to be careful not to forget we are a HSI Institution, so we don't go backwards.
- Transfer students; promote success that BBCC students have when they complete AA/AS degrees and transfer.
- Some programs are successful, but overall...not so much, contributing factors?
- We want Running Start students. They become disenchanted when they don't get into classes.

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Outcome C.2. Utilization of technology and eLearning lead to student engagement and success

Average Rating: 17.0
18.8



- 10 for how successful it is, 20 for what we are doing

What do you notice about trends in eLearning – enrollment and/or success?

- Students are not as successful in online classes
- Students are more successful in on-ground classes
- Web enhancement seems to help
- eLearning is not effective in all classes/areas (5)
 - Humanities (2)
 - Math/science
 - Business (2)
 - Social Science
 - Industrial Technologies
 - CSS 100
- Online success rates are as to be expected – students are not as tech savvy as reported
- Computers in the classroom or in place of a classroom is here to stay, but the more high tech the education process, the less personal the students become. Education is becoming confused with computer skills or the ability to Google.
- Provide faculty with professional development and training in how to teach online courses (3)
- Number of eLearning sections dropped from 2007-08 to 2011-12
 - Peak in number of eLearning sections in 2010-11, but dropped to 5-year low in 2011-12
- Math needs extra bells and whistles (Emporium model seems to be working)
- Trends are unclear
- eLearning is most successful when combined with one-on-one meeting/monitoring by qualified faculty
- Immediate/specific feedback is critical
- Enrollment (when adjusted for sections offered) trend is positive; can't tell about trend for success with only one year's worth of data. Love Emporium math!
- eLearning is an area ripe for growth – we need to understand why various subjects/divisions are more or less successful

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Are you aware of other technology utilization that may be impacting student engagement and success?

- The student, in the end, needs to know how to “do” which requires hands-on or engaged thinking skills combined with the ability to communicate needs – the feedback that comes from face-to-face interaction. Computers augment, but shouldn’t replace.

Positive impact of technology:

- Use of capture technology for review, rather than only delivery
- Laptop loans
- NUR 114 uses an online classroom for quizzes and case studies
- Emporium model for pre-college math is amazing
- Classroom technology: tablets, star boards, clickers, etc.

Negative impact of technology:

- ANGEL has been a serious problem. Hopefully, the move to Canvas will significantly improve things in a number of areas.
- Students are distracted by electronic media in class (they access Facebook, YouTube, etc. on their smart phones or laptops) (3)
 - Can we create a math application for their phones?
- Students need training to use technology
- Faculty need training on how to teach online courses
- Cell phones with 24-hour connections – they are a benefit and a curse

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