



Student Success Outcomes – 2013

*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*



Presented to the BBCC Board of Trustees, October 24, 2013
Prepared by the Office of Institutional Research & Planning
Valerie Kirkwood, Dean of Institutional Research & Planning
Starr Bernhardt, Research Analyst

Mission Statement

(Adopted May 2013)

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

BBCC Board of Trustees' Ends Statements

The BBCC Board of Trustees provides policy direction through the following Ends Statements derived from the college Mission. The Ends Statements are implemented through the BBCC 2009-2014 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

(Approved June 2013)

Student Success
Excellence in Teaching and Learning
Community Engagement

Outcomes–2013

Table of Contents

Introduction.....	1
ACCESS.....	2
PROGRAMS.....	4
OUTCOMES.....	6
Conclusion.....	7
2013 Summary Report Card.....	9

Student Success

This summer, BBCC trustees, faculty, and staff again undertook the interactive process of reviewing and analyzing data related to student success to determine if we met the goals of our 2009-2014 Academic Master Plan (AMP) and to provide suggestions for future direction. The 2012-13 academic year marked the fourth year of our current strategic plan, which expires in 2014.

College strategic goals are indicated in the eight outcomes under the 2009-2014 AMP areas of Access, Programs, and Outcomes and are guided by the Board of Trustees' six Ends Statements. This review process involves a high level of engagement with college data by trustees and personnel.

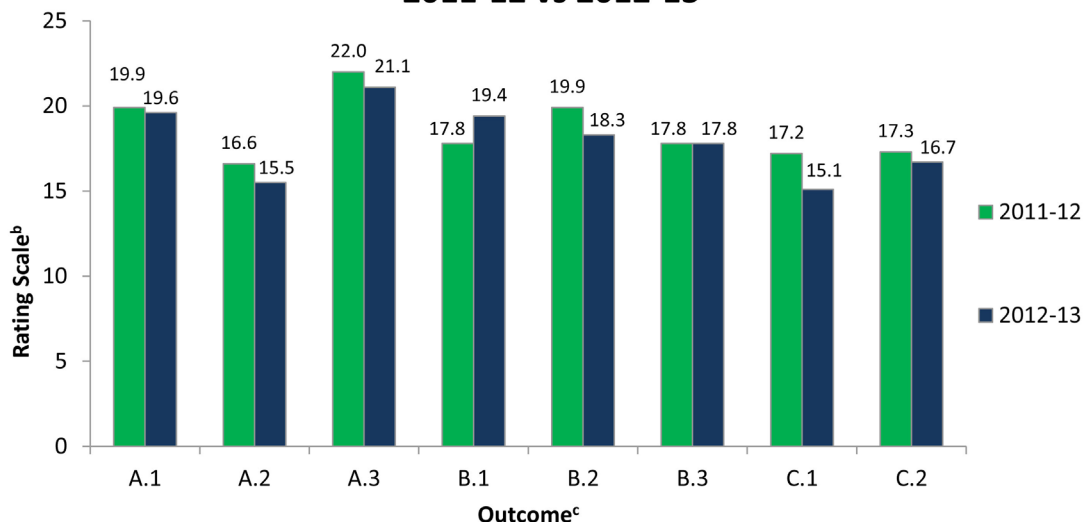
After reviewing data provided in the **Outcomes – 2013 Workbook**, the groups rated the college's efforts toward meeting the goal of each outcome on a scale of 0 (not effectively meeting the goal) to 25 (very effectively meeting the goal). They also answered questions related to each outcome, whether we met our goal, and provided suggestions on direction for the upcoming year. This information was captured through open discussions with the Board of Trustees, Division Chairs,

and Cabinet. The results were summarized and are included here in the 2013 Summary Report Card (p. 9).

One point that was continually raised among these groups was the use of the word "adequate" when asked to judge use of resources, enrollments, success and graduation rates, and advising efforts. All groups agreed that "acceptable" would be a more appropriate word in these cases, since we continually strive to provide the best experience for our students.

In May of this year, BBCC adopted a new Mission Statement: ***Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.*** New Core Themes were approved in June that reflect the intention of this new Mission and a committee of faculty and staff is currently writing the new 2014-2019 Academic Master Plan. Our reporting process will continue to be critical in providing the outcomes-based evidence needed to determine how effective college-level activities are at satisfying goals of college policies.

**Overall scores^a of the AMP Outcomes
2011-12 vs 2012-13**



^aAverage of all scores provided by trustees, faculty, and staff during the Outcomes - 2013 review process; non-weighted

^b0 = not effectively meeting outcome; 25 = very effectively meeting outcome

^cA.1, A.2, A.3 are ACCESS indicators; B.1, B.2, B.3 are PROGRAMS indicators; C.1, C.2 are OUTCOMES indicators

ACCESS

Providing information about college resources and engaging community members with those resources is the focus of ACCESS. Increasing community awareness of college resources is expected to increase enrollment. As students become aware of and use these support services, they will be successful in reaching their goals.

A.1 Use of college resources improves student success

Average Ratings of Outcome A.1

	2011-12	2012-13
BCC Staff	19.9	19.5
Board of Trustees	19.8	20.0
Overall	19.9	19.6

Although the majority of feedback indicates that an adequate number of students are using college resources, the relationship between using resources and student success is vague. Some people felt that the use of resources more strongly correlated to retention than success.

Resources that improved student success and retention included New Student Orientation (NSO), the English Lab, TRiO-SSS, and the Student Success Center. These provide hands-on, highly interactive engagement with students who need help.

Increasing internal advertising of available services to faculty and students will engage more students with these services and increase success and retention rates.

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

Average Ratings of Outcome A.2

	2011-12	2012-13
BCC Staff	16.5	15.1
Board of Trustees	17.5	17.2
Overall	16.6	15.5

Trustees and staff did not feel that we adequately met this outcome, which was the second to the lowest rated outcome and has decreased from last year. This conclusion was reached based on evidence of decreased enrollment and underrepresentation of populations from the entire service district.

The lack of a full-time Coordinator of Student Recruitment and Outreach could have affected enrollment in some programs. One area to focus recruitment and outreach efforts in is the service district high schools. Increasing the BCC presence in these schools and building stronger relationships between college personnel and high school teachers and counselors would improve the pathway for students to move from secondary into post-secondary education at BCC.

Suggestions for increased contact with potential students involve increased marketing through social media and improved branding. This could be started by researching best practices for innovate outreach methods and, possibly, a marketing study performed by an outside consultant.



Retired TRiO Director, Jerry Workman (center), serves cake as BCC students and staff celebrate national TRiO day.



BBCC President Terry Leas (left) and BBCC Junior Flight Instructor, Ross Quarre (right), display the Big Bend banner at Quincy's Farmer/Consumer Awareness Day parade in September, 2013. CDL Instructor Guillermo Garza drives the Big Bend semi-truck behind them.

A.3 Meet or exceed state FTE target

Average Ratings of Outcome A.3

	2011-12	2012-13
BCC Staff	22.0	20.7
Board of Trustees	21.8	22.8
Overall	22.0	21.1

Although FTEs have increased slightly over the past five years and we exceeded our state FTE target by 3.9% in 2012-13, state FTEs have decreased 8% and total FTEs have decreased 11% since 2010-11. To meet our enrollment target for the coming year, we need to improve relationships with area high schools.

The college is currently exploring AVID for Higher Education (AHE). AVID (Advancement Via Individual Determination) is a K-12 program through which

students — many of whom are at-risk to fail — learn skills to help them succeed in school. Many primary and secondary schools in the college's service district are experiencing student success through this program. AVID for Higher Education extends the AVID philosophy to post-secondary education, providing a pathway for students transitioning to college-level work and the support they need to reach their educational goals. Further investigation into the program will determine if it would benefit future BBCC students.

Additional ways to increase FTE are to make college offerings more relevant to our community needs, expand marketing efforts, and increase outreach activities and relationships throughout the community.

PROGRAMS

PROGRAMS focuses on student achievement data: success in courses, improved retention rates, and completions. Disaggregated data help identify achievement gaps among groups and strategies to reduce and eliminate these gaps are developed.

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

Average Ratings of Outcome B.1

	2011-12	2012-13
BCC Staff	17.9	19.4
Board of Trustees	16.8	19.6
Overall	17.8	19.4

Outcome B.1 was the most improved from last year, increasing from an overall score of 17.8 to 19.4. The overall student success rate in 2012-13 was 79% - a 6% increase over 2011-12. Faculty, staff, and trustees were pleased with this improvement and stressed that we should always strive to do better.

Classes of most concern were those with success rates lower than 65% or ones with consistently low rates. (Success is defined here as students earning a 2.0 grade point or a pass grade in class.)

In addition to expanding support for students through increased support services such as mentoring, supplemental instruction, tutoring, etc., many

participants felt that expanding the Emporium model of instruction to other areas (if possible) would help improve success.

Another successful model of instruction is the Early Childhood Education (ECE) I-BEST program. This program offers hybrid classes that enroll high-risk students (under-prepared, first-generation, second-language learners), with very high success rates.

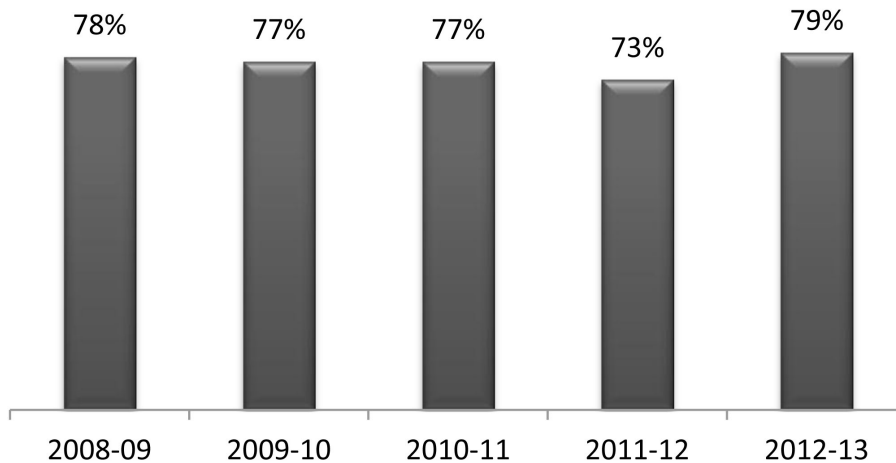
B.2 Advising and counseling lead to improved student retention and success

Average Ratings of Outcome B.2

	2011-12	2012-13
BCC Staff	20.0	17.6
Board of Trustees	19.3	20.2
Overall	19.9	18.3

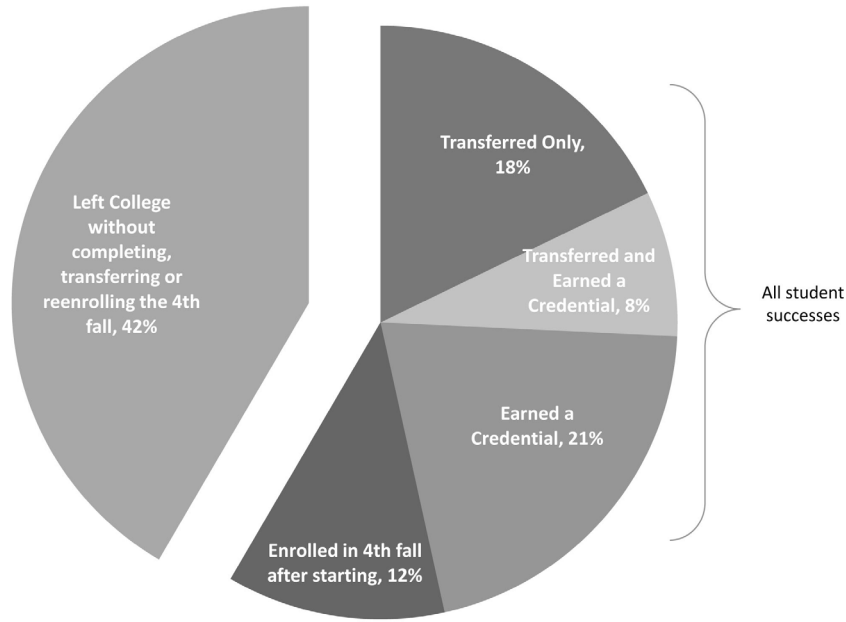
Retention and success rates have improved over last year. Overall student retention (fall-to-spring, new students who completed 15 credits during their first year) has increased 13% over the past five years, and the performance gaps between Latino and white males and Latino and white females have closed. Student success in classes has increased 6% from 2011-12 to 2012-13. However, the college still struggles to capture advising data. Because of this, opinion was split on whether or not our advising efforts were adequate last year.

Overall Success Rates* in All Courses



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

Earned a Credential, Transferred, or Reenrolled after 150% of Time



*Three-year average, students who started in fall 2007, 2008, and 2009 and earned 15 credits in their first year

Introduction of the Advisor Data Portal (ADP) in 2013-14 will centralize student data and allow advisors to access student records easily and in one location. Data on advising can be directly pulled from this system for analysis and correlation to student retention and success. This data will help us better understand the advising process and where we can make improvements.

Based on the data available in this reporting cycle, both staff and trustees felt that white males lag behind other demographic groups in relation to using advising services. Recruiting more white male mentors was suggested as a way to attract more of this demographic group to services offered through the Student Success Center. Mandatory advising was another suggested way to improve retention and success.

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

Average Ratings of Outcome B.3

	2011-12	2012-13
BBCC Staff	18.0	17.6
Board of Trustees	17.0	18.8
Overall	17.8	17.8

Compared to community colleges across the nation, we felt we adequately met the goal of this outcome. However, performance on this outcome does not meet our own internal standards for persistence and completions. Although the gap in retention between Hispanic and white students has closed, there is still work to be done in reducing the gap in graduation rates between these groups.

In addition to IPEDS graduation rates, other measures by which to gauge our completion success include: certificates of completion, employment rates, National Community College Benchmark Project (NCCBP) data, Student Achievement Initiative (SAI) points, performance of students from similar community colleges (if possible), and success of transfer students at university. Hispanic students need continued support to reach their completion goals, as well as students in pre-college level classes and those with unclear intent.

OUTCOMES

OUTCOMES focuses 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

	2011-12	2012-13
BCC Staff	16.9	14.7
Board of Trustees	19.0	16.8
Overall	17.2	15.1

This outcome was the lowest rated by both the trustees and staff this year. Overall, enrollment (headcount) decreased 3% since 2011-12 and has dropped 15% over the past five years. Although headcount is down, FTE (full-time equivalent) enrollments are up slightly – indicating that fewer students are enrolled, but they are taking more credits.

One focus of the Public Information Director was to increase targeted advertising last year. Targeted advertising includes program-specific advertising intended to increase awareness of and, therefore, enrollments in specific programs. Improved enrollments may not be seen until the following quarter or even year.

Similar to feedback from Outcome A.2 discussed previously, increased marketing through social media and improved branding were suggestions for attracting more students. Professional/Technical programs such as Automotive, MIST (Mechanized Irrigation Systems Technology), and Computer Science were mentioned as areas to target. Staff suggested that every program should set enrollment goals that are reviewed annually.

Enrollment in some programs may have been affected by the absence of a full-time Coordinator of Student Recruitment and Outreach in 2012-13. This past summer (2013) a new full-time Coordinator was hired at the college. Her focus is on developing relationships with local schools, organizations, businesses, and industries to motivate potential students and improve enrollment where it is declining.

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

Average Ratings of Outcome C.2

	2011-12	2012-13
BCC Staff	17.0	16.0
Board of Trustees	18.8	18.8
Overall	17.3	16.7

Success rates in online and hybrid classes are not as high as success rates in on-ground or web-enhanced classes. Trends noted by college trustees and staff were that eLearning does not match the face-to-face classroom experience when it comes to student success in classes. Technology, when used in conjunction with face-to-face instruction can greatly enhance it (Emporium math, for example). In order to provide quality distance learning opportunities, better online support must be developed for students in these classes.

“In K-12, there are iPads in the classrooms and information is moving through the cloud. Are we [the college] keeping up with this?”

- BBCC Trustee

Discussions about other technologies that possibly affect student engagement included smart devices and the opportunities they afford students in accessing notes, slideshows, online books, etc. at their convenience. Social media such as Facebook provide avenues for students to communicate with other students, study groups, college services representatives, and others, and allows students easy access to information that will help them successfully reach their goals. Potential students in the K-12 system are already using these technologies in school and the college will be better able to serve these students by using technology to support instruction.

CONCLUSION

One common theme that arose from this year's Outcomes review was enhanced outreach efforts, including marketing. Enhanced relationships between college and high school counselors and teachers would strengthen partnerships with K-12 and improve the flow of college-going students from our service district high schools.

Exploring AVID for Higher Education to build on our current student success strategies may also help district high school students who participated in AVID during their secondary education make a seamless and successful transition to BBCC. Connecting through AVID strategies may provide support needed for these students to successfully navigate the college environment.

Strengthening the college's branding and becoming more visible in outlying communities would help increase awareness of college resources. Delivering advertising in Spanish would also expand our audience and potential student base. Additionally, effective messaging through social media would provide

opportunities to increase our presence to potential and current students.

Indicators such as the National Community College Benchmarking Project (NCCBP) — new to BBCC this year — provide the college with additional ways to measure institutional effectiveness and student success. As we progress through the next reporting cycle, we will continue to analyze data on student trends and use results to adapt our efforts to increase student success.

The **Outcomes - 2013** data review process embodies the college's culture of evidence to guide decision making and direction in setting college goals. In using data to direct efforts moving forward, BBCC adopted a new Mission Statement in May 2013. In June 2013, new Core Themes were approved that reflect the intention of the college's new Mission. A committee of faculty and staff is rewriting the Academic Master Plan (AMP) to guide priorities for the use of college resources to achieve college effectiveness and reporting on the results of these efforts.

Outcomes Summary 2012-13

	Summary of discussion	Ideas to Improve Results
A.1 Use of college resources improves student success		
A.1.	Students use multiple resources to help them through their classes and educational process. The direct impact of services is better illustrated with success in classes and retention than on degree attainment.	<ul style="list-style-type: none"> • Explore including AVID success strategies in BBCC student success strategies • Actively seek male engagement of services • Market Student Success Center Services to Professional-Technical students and faculty
A.2 College contact with potential students leads to increase in targeted enrollments		
A.2.	Trustees, faculty, and staff all agreed that BBCC could improve in this area. Although district students are not attending BBCC in the numbers we would like to see, we do not truly understand why students are not choosing BBCC as their college.	<ul style="list-style-type: none"> • Put BBCC's name, location, and website on everything • Use social media to promote BBCC • Enhance college-to-high counselor-to-counselor and faculty-to-faculty relationships • Hire an outside consultant to conduct a marketing study • Develop more outreach strategies in Spanish
A.3 Meet or exceed state FTE target		
A.3.	Although BBCC met its FTE target, the college must be proactive to make BBCC a viable higher education option for district residents. Each educational division and department/program should have a FTE target.	<ul style="list-style-type: none"> • Continue BBCC branding efforts • Investigate AVID for Higher Education (AHE) to attract district high school students by connecting them to BBCC through AVID • Align the Arts and Science Degree with baccalaureate degree requirements • Update the facilities master plan to support capital projects • Create an annual plan for evening, weekend, and online classes
B.1. Students complete courses with a 2.0 grade point or better		
B.1.	While BBCC's class success rates were the highest they have been in five years, it is important that the college continue efforts to help students succeed in their classes.	<ul style="list-style-type: none"> • Explore the benefit of building AVID success strategies into current BBCC services • Examine classes that are consistently below a 65% success rate • Expand/replicate the Emporium model of instruction • Encourage Quality Matters training
B.2 Advising and counseling lead to improved student retention and success		
B.2.	Current students rate advising better than former transfer students. Some former transfer students indicated their advising could have been improved. While advising is meeting students' current needs, students may not have sought transfer advising for specific majors and/or baccalaureate institutions.	<ul style="list-style-type: none"> • Offer advisor training • Increase faculty involvement • Find a way to make advising "more mandatory" given the limitations of the current Student Management System • Remind students regularly to seek advising
B.3. Students persist to attain completions, certificates, or degrees		
B.3.	BBCC compares favorably to other institutions, but there is room for growth.	<ul style="list-style-type: none"> • Focus efforts on improving Latino and low-income students' completions • Increase advising for students with no clear intent • Continue to encourage males to obtain certificates and degrees
C.1. Resource awareness and recruiting activities result in increased enrollment in specified groups		
C.1.	Overall, the college needs more outreach efforts with a focus on Agriculture, Automotive, Aviation, Aviation Maintenance, Business, Business Information Management, Computer Science, Early Childhood Education, and Helicopter Programs.	<ul style="list-style-type: none"> • Encourage enrollment through partnerships with Unemployment Services, WIC, WorkSource, DSHS, and Community Health • Market to the middle 50% of district high school students • Seek enrollment from outlying district communities • Set up a tour for all high school students
C.2. Utilization of technology and eLearning leads to student engagement and success		
C.2.	BBCC students' performance in eLearning classes is better than other students nationally (NCCBP). The use of smart devices also increases student success.	<ul style="list-style-type: none"> • Determine students' readiness to take eLearning classes, and provide help that would equip students with the tools they need to be successful in an eLearning environment • Encourage faculty Quality Matters Certification • Create a clear eLearning and/or evening degree pathway

Outcome A.1 Use of college resources improves student success

Average Rating: 19.5
20.0



Overall, is there adequate use of college resources?

NOTE: discussion raised on changing the word “adequate” to “acceptable”

Yes (17)

- Need numbers to address “adequate” – 79% does not tell the whole picture (e.g. 7.9/10 is not the same as 79/100)
- Correlation with retention is stronger than with success
- Trend data – averages over five years – should be reported
- Library resources and their effect on student success need to be tracked (2)
- How do *students* define success?
- Data on the intervention scholarships and emergency funding through the Foundation and how it relates to student success would help
- Most of the data we have here is not correlated to student success. IF we can do this with the English Skills Lab, why not TRIO and SSC? Retention numbers and comparison to national numbers are fabulous!
- Greater success seen at a full-time level rather than part-time; access to and awareness of resources
- What about the effect of College Success Skills classes – is there retention information of those students?

Yes (4)

- What is “adequate”?

Which services and resources impact student success?

- New Student Orientation (8) and TRIO (6) seem to have the most impact
- Student Success Center (SSC) (4)
 - Growing, but seems limited
 - Concerns about Student Success Center (2)
 - 3% more likely to retain students (3)
 - Use by females increases, but males decreases – what is happening to males? Decreased engagement?
 - SSC services are not advertised sufficiently to Professional/Technical faculty
 - Offer facility tours
 - Bring a SSC representative to Prof/Tech classes to explain services
 - Team-up SSC with ASB to enhance results
- English (7) and Math Labs (2)
- Computer Labs
- Library + success

NOTE: Shaded text denotes Board of Trustees’ comments

- According to CCSSE, students do not get much out of it
- Professional/Technical equipment/technology
- Supplemental Instruction (SI)
 - Very useful
 - SI Leaders
- ASB events (3)
- Financial Aid/Advising, grants, “customer service” (2)
- Peer Mentoring (2); peer advocates
- Student leader training and service learning
- ALL services support each other and weave services together; students use multiple resources to achieve success
- Academic Early Warning
- Advisor Data Portal
- Tutoring (3)
- Textbook and laptop loans (2)
- Scholarships (1079 – undocumented students)
- Changes in Developmental Math rock!
- TRIO (2)
- New Student Orientation (3)
- Student Success Center (3)
- Emporium math
- What are male Hispanic students asking for – or NOT for help?

Suggestions for other services and resources:

- Increase use of services by increased marketing of available services (internally) – Student Success Center information needs to be shared with Prof/Tech faculty
- Intermural sports (soccer)
- Broadcast Sounders games in Masto as an engagement piece
- Offer academically focused intermural activities also (sentence diagram competitions)
- Movie night? Market to the general campus
- Females: nonacademic responsibilities – 24% - need help
- Males need encouragement
- Potential of AVID for Higher Education
 - Improve student’s study skills and critical thinking skills
 - Recruiting tool (AVID secondary students transition directly to AVID college/BBCC)
 - AVID provides professional development for faculty which should positively impact student success (this can also be reflected in our new Values and Core Themes – *Excellence in Teaching and Learning*)
- Increase the number of counselors

NOTE: Shaded text denotes Board of Trustees’ comments

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

Average Rating: 15.1
17.2



Are we attracting an adequate number of students from the service district?

NOTE: discussion raised on changing the word "adequate" to "acceptable"

Yes (3)

- Overall; not adequate in selected communities
- Adequate but we need to see more students from all areas of our service district increase – we should work to more closely reflect the growth in our service area’s population
- Enrollment is up, but some areas are substantially underrepresented

No (16)

- Enrollment decrease of 15%
- Headcount is down
- Information to help rate this outcome is lacking: Why are students here? How did they hear about BBCC? Etc.
- Many service areas have had a significant decline in enrollments – university or other community colleges?

Yes (1)

No (4)

- Enrollment from rural districts lagging
- Less [college] name recognition in those school districts

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

- English placement test preparation
- Social media (3)
 - Facebook and Twitter
 - BBCC website
 - The BBCC name, location, and website address needs to be printed on EVERYTHING and seen EVERYWHERE!
- Professional/Technical high school counselor open house
- Increase recruitment locally and outside of the service district
 - Vacancy in outreach hurt efforts last year
 - Provide recruitment tools to ALL BBCC staff (script? Follow-up methods?) for recruiting in the community “ad hoc”
 - At least take potential students’ name and contact number and a college representative will follow up, meet them on campus for a personal tour, or arrange a meeting with the necessary people on campus
- G.I. Bill
- 43% of students are Hispanic...translate entire website into Spanish

NOTE: Shaded text denotes Board of Trustees’ comments

- Non-traditional students in Professional/Technical programs
- Need new marketing strategies
- Increase BBCC presence in service district high schools (4)
 - Moses Lake High School and alternative school (3)
 - Shadow (audit) programs/classes
 - Counselors at high schools (2)
 - Stronger relationships with high schools, teachers, and counselors
 - Bring counselors here and “wine and dine” them
 - Faculty-to-faculty outreach (BBCC to high school) (3)
 - “Get to know you” sessions at schools; approachable, focused on success
 - Ephrata and Warden (2) high schools
 - Ritzville High School
 - Lind
- Minimize out-of-state recruitment (athletes)
- District specific contact varies – area for growth
- Enrollment in fall 2013 will reflect changes in advising Prof/Tech students
- Outlying schools – Almira/Coulee/Hartline, Lake Roosevelt, Odessa (3)
- Continue working with industry
- Implement AVID for Higher Education (2)
- Community meetings
- Marketing
 - BBCC needs a strong marketing plan – possibly based on a marketing study by an outside consultant? Branding is weak and newspaper is the least effective marketing tool today.
 - How successful is our marketing? Need to assess this and fight for students that are going to other community colleges. Billboards, social media, etc.
 - Marketing efforts to older students
 - Focus on direct marketing – better way to reach all potential new students
 - Messages need to be *strategically* given in Spanish as well
- More tours for parents and students
- Feature student leaders
- Agriculture

Suggestions for additional information:

- College outreach reports
 - Work with Rita Ramirez on tracking her outreach efforts and how to correlate that with enrollments
- Research best practices for innovative/creative outreach methods
- Marketing study by an outside consultant

NOTE: Shaded text denotes Board of Trustees’ comments

A.3 Meet or exceed state FTE target

Average Rating: 20.7
22.8



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

- Rebuild relationship with Moses Lake High School
- Recognize disconnect between high school and college learning
- Update our Arts & Sciences degree to better align with universities
 - Better alignment with university degree requirements and use this as a marketing tool
- Ask students for suggestions and referrals
- Make college offerings more relevant to our community populations
- Increase marketing (2) and outreach (3)
 - Increase number of high school visitations
 - Google search optimization engine (i.e. AMT Program) (2)
 - More advertising
 - Connect academically at-risk students sooner to tutoring services
- Move away from print media – use Facebook, I-Fiber, etc.
 - Need to develop a social media strategy – webmaster?
 - The new webmaster will be able to help “speak” to future students in ways we currently are not or are not doing well
- Webpage
 - Improve website with new energy and perspective, youthful vigor, and accuracy (2)
 - Improved search capabilities on webpage (2)
- Look at dropping enrollment in the Business Division (2)
- We need to know this year’s goal/target overall and per division and program
- Improve advising (2)
 - More counseling/advising
- Add classes (3)
 - Classroom availability (2)
 - Students are not getting into classes they want
- Develop committee that would assess the need for soccer programs
- Use high school counselors in summer at BBCC – they return to their schools and become advocates
- Enrollment management
- Annual planning for non-traditional course schedule: evening, weekend, online, hybrid classes
- Build awareness of Engineering and Computer Science programs
- Continue Facilities Master Plan (3)

NOTE: Shaded text denotes Board of Trustees’ comments

- AVID for Higher Education (3)
- Add more faculty and classes (2)
 - Consider Agriculture programs (re: Grant County Economic Development Counsel trends/data)
- Marketing (2)
 - Comprehensive – one venue/format will only reach one segment of the population; increase use of videos, billboard, and social media
 - Printed/updated branding

Additional information:

- How many students use online orientation?
- What was the attendance of New Student Orientation by new students only (i.e. students who have not attended college before)?

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: 19.4
19.6



Our current overall success rate is 79%. Is our overall success rate adequate?

NOTE: discussion raised on changing the word “adequate” to “acceptable”

Yes (16)

- Continue efforts to improve
- Developmental English numbers are amazing; there is always room for improvement

No (0)

Yes (4)

No (1)

- Adequate [but always strive for better]

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

- Direct advising for English 099 students for English 101
- Encourage reading as an institution
- Focus on classes with rates lower than 65% (3) or with low rates for several years
- Expand/replicate Emporium model of instruction (8)
 - Sociology and Art History are starting to incorporate the Emporium model; Political Science is moving in this direction, but History struggles with applying the concepts in the timeframe
 - Applied math classes – could these be Emporium model candidates?
 - Flipped classrooms
- ECE Program is dominated by under-prepared, first generation, second-language learners...classes offered as hybrid...high pass rates...find out what they are doing to create success
 - They are doing I-BEST!
- Examine course content of, teaching style of, and student preparation for classes with lower success rates
- Implement AVID for Higher Education
- Expand Peer Mentors, Supplemental Instruction, etc.
- Examine success rates for courses that are pre-requisites for other classes
- CSS 100 – too high of a drop out and failure rate
- Concerned about math courses below 100 level (2); pass/fail option presents transfer students restrictions at four-year colleges
- MATH 080 is better suited as a Basic Skills class
- All classes below 50% success and/or high withdrawal rates – too many of these

NOTE: Shaded text denotes Board of Trustees’ comments

- Implement QM across the curriculum
- Support for developmental math/science – Student Success Center is on the right track
- New (or re-constituted) strategies
- BIM classes; instead of the dropping of credits, continue to add credits when complete (total nightmare for financial aid)
- More high school contacts and tutoring (2)
- AVID for higher education (2)
- Emporium English (2)
- Ever improving math success rates

Suggestions for additional information:

- The 2012-13 Course Success Rates by Division document is excellent

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

Average Rating: 17.6
20.2



Are overall advising efforts adequate?

NOTE: discussion raised on changing the word “adequate” to “acceptable”

Yes (7)

- Yes, but we are receiving too many complaints from students who claim they were poorly advised – there is clearly room for improvement
- The gap between white and Hispanics has closed, a goal we set several years ago

No (5)

- Advising and counseling are two different things
- Not sure who students perceive as advisors
- Need better/more consistent training for advisors
- Need specialists in specific program areas (nursing, welding, etc.)
- Tough to say...there is lack of data on advising efforts (2), so no correlation to student success can be made
- Self-advising is still too common

Yes (3)

No (2)

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

- White males need to take more advantage of advising (7)
- Running Start
- 1079 students – undocumented (2)
- Student athletes
- Students receive inconsistent advising (3)
- White
- Males
- Professional/Technical students
- Hispanic males (2)
- White males lag behind other demographic groups
- Difficult to track ALL counseling contacts
- Are part-time students adequately served?

Where or what can we improve in our advising efforts?

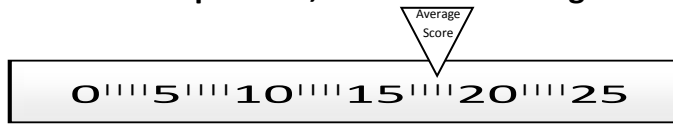
NOTE: Shaded text denotes Board of Trustees’ comments

- Retention is great
- Former Student Surveys point to some improvements needed
- Student program plans
- Academic transfer options
- Make advising mandatory (3) – “required” advising for Academic students has no teeth
 - There is currently no mechanism to enforce mandatory advising
- Make sure Professional/Technical students know what to do at the start
- Incentivize advising for students: free food? Coffee? Extra printing on campus? This might depend on the student’s program of study and their needs (2)
- Increase availability of counselors , particularly during summer (4), faculty too
- Consistency, access to information, more advisors
- Communication
- Engage faculty advisors in the Student Success Center to provide availability for students
- Use of Advisor Data Portal should help in this area
- Increase faculty involvement – offer stipends, etc.
- Professional/Technical students are not coming to the 1400 building – we need to go to them in Prof/Tech row.
- Need more white male mentors (M&M group) to attract more while males to Student Success Center
- Constant reminders of services (2)
- Emphasis on encouraging white males to utilize services (2)
- Transfer and Professional/Technical (2)
- Assigned counseling to ALL students of attention
- AVID promotes retention
- Mandatory advising
 - Can we improve the *use* of advising/counseling services we currently have? (We have the “car” but are we using it to the fullest?)
 - BYU Provo requires a weekly check-in with advisor if student is receiving scholarships

NOTE: Shaded text denotes Board of Trustees’ comments

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

Average Rating: 17.6
18.8



Our current IPEDS graduation rate is 30%. Is our graduation rate adequate?

NOTE: discussion raised on changing the word “adequate” to “acceptable”

Yes (4)

- The gap in retention between Hispanic and white males has closed – awesome!
- Compared to others, we are doing great in persistence and completion but we are far from where I think we should be in this area

No (11)

- Appears very low (2)
- It seems very low, but apparently adequate compared to others
- Difficult to say

Yes (4)

- Can be improved!

No (2) – one person checked both yes and no

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

- Professional/Technical Certificates of Completion and employment
- National Community College Benchmark Project (NCCBP)
- Student Achievement Initiative points
- Why measure against others? Shoot for the moon!
- Since we have a high population of part-time students, use four-year cohort
- Do we use database matches with other community colleges for transfers?
- Transfer degrees → universities
- Employment (2)
- Number of students who leave prior to meeting benchmarks but still improve skills

Are there any groups of students that are falling behind?

- Professional/Technical students (2)
- Students in pre-college classes

NOTE: Shaded text denotes Board of Trustees’ comments

- Students with unclear intent – retention suffers; they have no goal, no direction. Need to increase advising for these students
- Hispanic students
 - It appears that Hispanic students need enhanced engagement efforts (3)
 - Hispanic students will need continued support to overcome barriers (4)
 - Hispanic student retention is great, but we are not getting them to degrees at the same rate as their white counterparts
- Dreamers face financial challenges
- Males, white and Hispanic
- Not falling behind – a good goal is to close gaps *between/among* groups (re: Hispanic vs. white student data) (2)
- Low income families

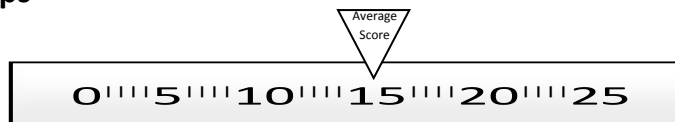
Additional comments:

- Why are there no Aviation Certificates of Achievement and Certificates of Accomplishment?
- Disaggregate the Spring Enrollment Survey data by intent to better understand use of services
- Need a better way to determine who advised students – faculty, staff, or administrators?

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

Average Rating: 14.7

16.8



- 15% decrease in enrollment over the past five years

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

- Automotive (4)
- MIST (4) – should be in high demand here
- Agriculture (2)
- All programs should have enrollment goals and targets that are revised annually (2)
- Review programs when FTEs dip 10% below the three-year average in specific programs (3)
- Pre-college still needs work
 - As Emporium math moves forward, enrollment in pre-college level math should decrease as students stop taking one pre-college level math multiple times
- Good work on AMT (2)
- Computer Science and Engineering will need advising support to ensure successful enrollment levels (2)
- Commercial Pilot (Helicopter)
- BIM (2)
- Computer Science (3)
- Keep plugging away at Aviation
- ECE
- Business
- Agriculture (2)
- Recruitment/Outreach position vacancy

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

- More outreach in general
- Better use of social media
- High school students in outlying areas (2) and at alternative schools (2)
 - Disappointed we do not draw more students from Moses Lake
 - Keep working at closer ties to the school district
- G.I. Bill should be advertised nationally
 - Prof/Tech would benefit
 - How can we directly support returning veterans?
- Unemployment services: WIC, Work Source, DSHS, Community Health
 - Put fliers up in DSHS, Community Health, etc. and advertise programs in English and Spanish

NOTE: Shaded text denotes Board of Trustees' comments

- Professional/Technical outside of service district
- Hispanic enrollment does not reflect service district population; continued efforts in recruitment critical (3)
- Moses Lake High School, Quincy, Othello – all have declined
- Work with employers to help employees go to school
- The entire service district
- 1079 students (undocumented) have the money and are willing to come to BBCC to earn their degree (this has been seen at the high school level)
- Middle 50% of high school students
- All high school students
 - “Campus Tour Day” for all high school students?
 - Work with high school guidance counselors to improve recruitment *through them*
- Examine how to increase enrollment on fringe of service district (2)
- Continue with ESL (English as a Second Language) students – natural pipeline
 - Agriculture, etc.

NOTE: Shaded text denotes Board of Trustees’ comments

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

Average Rating: 16.0
18.8



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

- Need better online strategies and support (2)
 - Students have the belief that online will be easier than on-ground until they are in the class
 - Require students to take a basic class like College Success Skills before taking any on-line class
- More hybrid classes (2)
- Student success appears to be rising or consistent in all divisions except developmental math
- Success rates are not as high as on-ground or web enhanced classes (this trend is common across colleges)
- Success – inverted model, Emporium model, ECE distance hybrid...learn from these groups (3)
- Emporium success (3)
- We are good compared to other colleges
- Enrollment – offering fewer sections
- Offer more courses such as HUM 214 (Gen Ed requirements)
- BBCC Is average in offering eLearning; could improve enrollments (more classes and sections) and quality (QM Certification)
- If we offer online classes, students take them but do not do well; hybrid numbers are odd – you would assume students would do better in these classes
- Business is doing the worst – we need to look closely at that area
- Reduced greatly
- Needs organization of a degree path, less successful than face-to-face
- eLearning not yet equal to classroom experience
- Beginning level classes are not as successful – better in classroom setting
- More distance learning opportunities
- Better able to serve “modern” non-traditional students
- Must be partnered with face-to-face instruction

NOTE: Shaded text denotes Board of Trustees’ comments

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

- Smart devices provide more opportunities for students to have notes, PowerPoint, etc.
 - In Aviation, smart devices = increased engagement = increased success
 - How can we connect students with these devices? Educational discount through the bookstore? Kickback from vendor?
- Facebook (e.g. PEER advocated used it to engage students; the Bookstore is the expert, their Facebook page is amazing!) (2)
- Academic Early Warning (3)
- BBCC webpage (2) – new perspective and youthful energy with accurate content
- I-Fiber News
 - I disagree with I-Fiber News...very small audience (check the viewing numbers)
- AmeriCorps Vista teaches computer literacy in communities
- Flipped model works
- Emporium math – 75% success vs. 51% in lecture classes (2)
- We are looking at a statewide effort to acquire a service that will evaluate student readiness for online instruction
- Implement QM in our online courses and explore using Emporium model in other areas
- Self-direction and motivation are still needed
- Away from classrooms – social media likely leads to lost focus and distractions
- Mentoring
- What is BBCC's 3-5 year plan for student needs (i.e. eBooks, virtual classrooms, podcast lessons, etc.)
 - In K-12, there are iPads in the classrooms and information is moving through the cloud. Are we keeping up with this?

NOTE: Shaded text denotes Board of Trustees' comments

Outcomes Workbook

2013

Outcomes 2013 Workbook

The 2013 Outcomes workbook provides data to help the college determine progress being made toward goals of the 2009-2014 Academic Master Plan (AMP)*.

As part of BBCC's annual review of the AMP, you are being asked to:

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

Scale: 0 (not effectively meeting the outcome) to 25 (very effectively meeting the outcome)

2. **Answer the questions on each outcome worksheet.**
3. **Bring your feedback to the appropriate meeting for discussion:**

Division Chairs	September 4
Cabinet	September 6
Board of Trustees	September 12

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

*For your reference, the AMP can be found in Tab S.

New this year...a national benchmarking tool that allows BBCC to compare progress and success with other community colleges across the country – the **National Community College Benchmark Project (NCCBP)**.

In 2012, BBCC participated in the National Community College Benchmark Project (NCCBP). Through an online data-collection and reporting process, NCCBP converts college data into *percentile ranks* that, on a scale of 100, indicate *the percent of a distribution that is equal to or below it*. For example, if BBCC ranks at the 85th percentile in an area, it means that 85% of other participating colleges *ranked the same or lower*. NCCBP defines an institutional strength as a college having reached the 85th percentile rank or higher. This system allows us to compare our performance with other community colleges across the nation.

Outcomes Workbook - 2013

Table of Contents

Outcome A.1 Use of college resources improves student success	1
Tab A: New Student Orientation 2012-13	5
Tab B: Student Success Center 2012-13	7
Tab C: ASB Event Attendance Demographics 2012-13	9
Tab D: National Community College Benchmark Project (NCCBP) Summary 2012	11
Outcome A.2 Increased college contact with potential students leads to increased enrollment	15
Tab E: College-going Rates from Area High Schools 2009 to 2011	17
Tab F: Enrollments by Zip Code and High School	19
Tab G: Marketing Activity Report 2012	23
Tab H: Student Characteristics by Intent	27
Tab I: Student Characteristics by Program	33
Outcome A.3 Meet or exceed state FTE target	49
Tab J: FTEs by Program and Division	51
Outcome B.1 Students complete courses with a grade of passing or 2.0 grade point or higher	55
Tab K: Success Rates by Class and Division 2012-13	57
Tab L: Success in the 30 Highest Enrolled Classes 2010-11, 2011-12, 2012-13	71
Outcome B.2 Advising and counseling lead to improved student retention and success	73
Outcome B.3 Students persist to attain completions, certificates, or degrees	77
Tab M: Completions by Program	81
Tab N: BBCC Student Achievement Progression Points	83
Tab O: Retention	87
Outcome C.1 Resource awareness and recruiting activities result in increased enrollment in specified groups	91
Outcome C.2 Utilization of technology and eLearning lead to student engagement and success	93
Tab P: Success Rates by Modality (Online, Hybrid, Web Enhanced, On-ground) 2012-13	97
Tab Q: Letter Grade Distributions by Modality (Online, Hybrid, Web Enhanced, On-ground) 2012-13	117
Tab R: Library Use	131
Tab S: 2009-2014 Academic Master Plan	133

Outcome A.1 Use of college resources improves student success

Data shown here and in Tabs A through D provides information related to how use of college resources impacts student success. Please consult these data sets and complete the corresponding Outcome A.1 worksheet, indicating how well the college met the outcome.

Tab A: New Student Orientation 2012-13

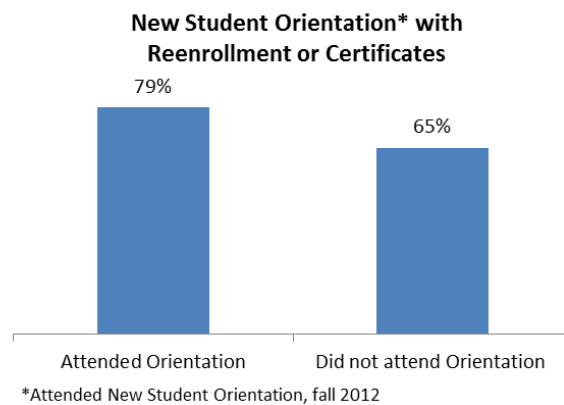
Tab B: Student Success Center 2012-13

Tab C: ASB Event Attendance Demographics 2012-13

Tab D: National Community College Benchmark Project (NCCBP) Summary 2012

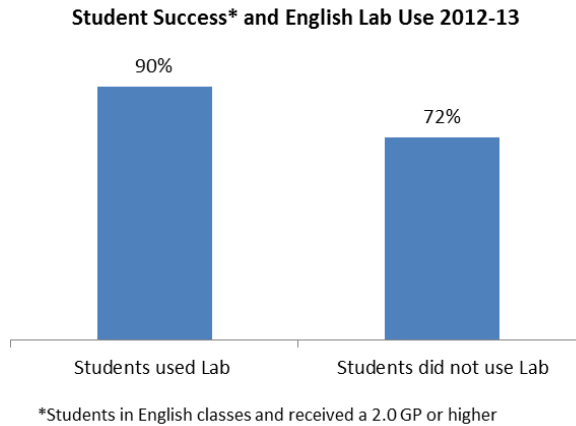
Points of interest:

- 79% of students who attended New Student Orientation (NSO) in fall 2012 either reenrolled in spring quarter or received a certificate – 14% higher than students who did not attend NSO (additional information in Tab A).



- New students who used the Student Success Center (SSC) in fall 2012 were 3% more likely to be retained to the end of the quarter than students from the same classes who did not use the SSC; more research is needed to determine the impact of specific services on student success, the impact of use of multiple services by the same student on success, and the impact of repeated use of services by the same student on success (additional information in Tab B).
- 89% of students who attended ASB events in fall 2012 were either retained to spring quarter or had received a certificate or degree (additional information in Tab C).

- 90% of students who used the English Lab in 2012-13 were successful in their English courses – 18% higher than students who did not use the English Lab.



- 93% of TRiO-SSS (Student Support Services) students were retained from fall to spring (2011-12). Students must be first generation, financially disadvantaged, or have a documented physical or learning disability to be eligible for TRiO services.

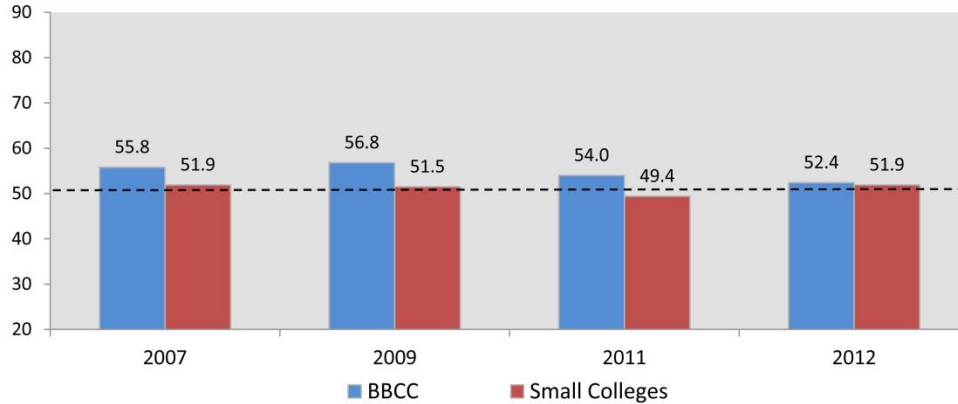
BBCC's TRiO-SSS Annual Performance Report Information

BBCC TRiO-SSS Program	2007-08	2008-09	2009-10	2010-11	2011-12
Enrollment	186	197	188	190	191
Graduate - on to 4 year	25	39	44	43	52
Transfer - on to 4 year	9	11	7	1	3
Total - on to 4 year	34	50	51	44	55
Graduate - no transfer	16	19	8	36	30
Transfer - on to 2 year	2	4	2	1	4
Withdrawals	32	19	30	13	9
Retention Rate Fall to Spring	83%	90%	84%	91%	93%

- National research performed at the Center for Community College Student Engagement at the University of Texas at Austin states that students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success. The “Support for Learners” benchmark is one of five that is important to students’ college experiences and educational outcomes. This benchmark shows how the college performs against itself (over time), against a cohort of other small colleges, and against the national average of 50 (denoted by the dotted line on the chart that follows).

Support for Learners

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



- Responses to specific CCSSE survey items comprise this benchmark; BBCC student response to these items follow.

How much does BBCC emphasize each of the following (*quite a bit or very much*):

Providing the support you need to help you succeed at BBCC		Encouraging contact among students from different economic, social, and racial or ethnic backgrounds		Helping you cope with your non-academic responsibilities		Providing the support you need to thrive socially		Providing the financial support you need to afford your education	
n	Pct	n	Pct	n	Pct	n	Pct	n	Pct

Data is weighted by full-time/part-time enrollment status

Hispanic Female	59	82.3%	42	59.0%	19	26.7%	26	37.3%	46	65.5%
Hispanic Male	37	72.0%	29	56.1%	20	38.2%	22	42.7%	33	64.0%
Hispanic All	95	78.0%	70	57.7%	38	31.5%	48	39.6%	79	64.9%
White Female	97	80.4%	71	58.8%	29	23.7%	39	32.5%	70	57.9%
White Male	90	84.9%	53	49.6%	27	25.5%	23	22.2%	53	51.6%
White All	187	82.5%	124	54.4%	56	24.5%	63	27.7%	122	55.0%
First Generation	98	72.9%	74	55.4%	41	30.3%	46	34.6%	78	58.6%
Not First Generation	133	82.3%	91	55.6%	40	24.5%	48	29.1%	90	57.1%
ALL	304	78.0%	215	55.1%	103	26.5%	119	30.7%	225	58.2%

Data is not weighted by full-time/part-time enrollment status

Full Time	273	80.5%	185	54.7%	85	25.1%	110	32.6%	211	62.3%
Part Time	36	72.0%	28	56.0%	15	30.0%	13	26.0%	23	47.9%

- In 2012, BBCC participated in the National Community College Benchmarking Project (NCCBP). This project allows BBCC to compare our performance with other community colleges across the country. NCCBP defines an institutional strength when a college has an 85th percentile rank or higher. BBCC's "Support for Learners" benchmark ranked at the 89th percentile, making this an institutional strength (272 colleges participated in 2012; additional information in Tab D).

Tab A

New Student Orientation 2012-13

New Students* who attended New Student Orientation in fall 2012							Recev'd Cert did not reenroll	Total Reenrolled or Cert	%
		Fall 2012	Reenrolled in Winter 2013	%	Reenrolled in Spring 2013	%			
Latino Students	Female	51	44	86%	40	78%		40	78%
	Male	45	44	98%	38	84%		38	84%
	Total Latino Students	96	88	92%	78	81%		78	81%
White Students	Female	54	49	91%	43	80%		43	80%
	Male	69	64	93%	53	77%	1	54	78%
	Total White Students	123	113	92%	96	78%	1	97	79%
Other Students**	Female	8	8	100%	6	75%		6	100%
	Male	11	8	73%	7	64%		7	100%
	Total Other Students	19	16	84%	13	68%		13	68%
Total Students		238	217	91%	187	79%	1	188	79%

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

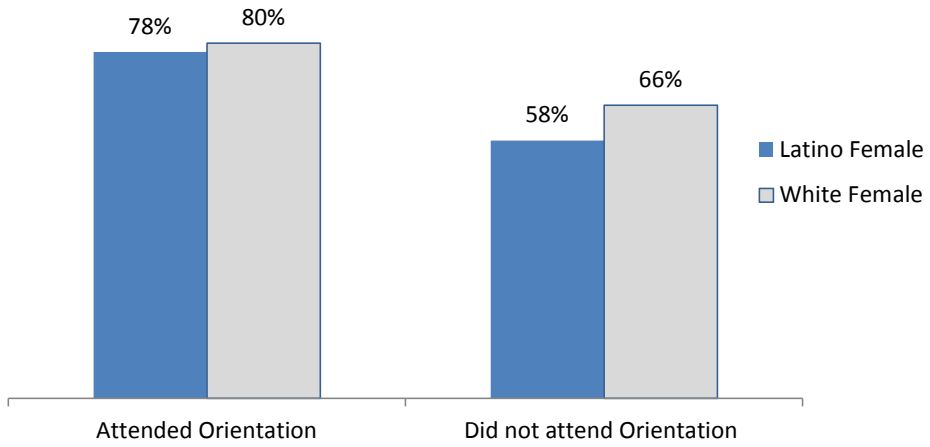
New Students* who did not attend New Student Orientation in fall 2012							Recev'd Cert did not reenroll	Total Reenrolled or Cert	%
		Fall 2012	Reenrolled in Winter 2013	%	Reenrolled in Spring 2013	%			
Latino Students	Female	45	31	69%	26	58%		26	58%
	Male	39	17	44%	19	49%	4	23	59%
	Total Latino Students	84	48	57%	45	54%	4	49	58%
White Students	Female	76	42	55%	49	64%	1	50	66%
	Male	84	52	62%	47	56%	5	52	62%
	Total White Students	160	94	59%	96	60%	6	102	64%
Other Students**	Female	18	12	67%	10	56%		10	56%
	Male	26	11	42%	12	46%	4	16	62%
no ethnicity/no sex		1	0	0%	0	0%	1	1	100%
Total Other Students		45	23	51%	22	49%	5	27	60%
Total Students		289	165	57%	163	56%	19	188	65%

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

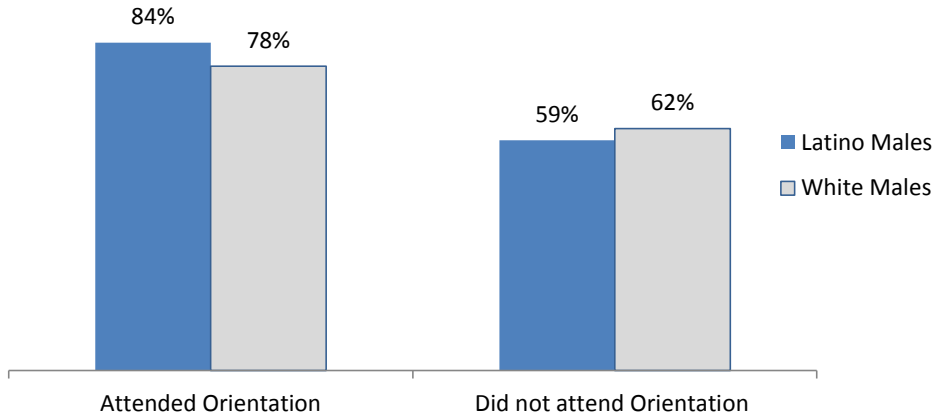
* Intent Codes: A, B, F, G, X, prior education does not have an associate degree or higher, has less than 30 cum credits and were not Running Start Students

**Includes students who did not indicate race/ethnicity

**New Student Orientation with
Reenrollment or Certificates**



**New Student Orientation with
Reenrollment or Certificates**



Tab B

Student Success Center 2012-13

2012-13 Student Success Center (SSC) Information

SSC Demographics	Summer		Fall		Winter		Spring		2012-13 Total	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Sex										
Female	31	72%	117	60%	85	69%	104	71%	239	63%
Male	12	28%	79	40%	38	31%	43	29%	139	37%
Race/Ethnicity (Pct is of those who report their race/ethnicity)*										
Hispanic Females	14	33%	56	29%	39	32%	56	39%	114	31%
Hispanic Males	5	12%	27	14%	15	12%	21	15%	53	14%
Hispanic Total	19	44%	83	43%	54	45%	77	53%	167	45%
White Females	17	40%	50	26%	38	31%	37	26%	106	29%
White Males	6	14%	47	24%	21	17%	19	13%	76	20%
White Total	23	53%	97	50%	59	49%	56	39%	182	49%
Other Females	0	0%	9	5%	7	6%	8	6%	14	4%
Other Males	1	2%	5	3%	1	1%	3	2%	8	2%
Other Total	1	2%	14	7%	8	7%	11	8%	22	6%
Intent										
Academic/Transfer	27	63%	126	64%	75	61%	94	64%	242	64%
Professional-Technical	16	37%	70	36%	48	39%	53	39%	136	36%
Total Students	43	100%	196	100%	123	100%	147	100%	378	100%

*Not all students provide race/ethnicity information

2012-13 Student Success Center (SSC) Information

Purpose for Using SSC	Summer		Fall		Winter		Spring		2012-13 Total	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Use computer Resources ^c	19	33%	123	33%	90	37%	123	35%	355*	35%
Study Sessions SI	23	40%	104	28%	47	19%	81	23%	255	25%
Meet with tutor	12	21%	87	24%	59	24%	78	22%	236	23%
Mentoring	0	0%	29	8%	30	12%	38	11%	97	9%
Workshops	0	0%	8	2%	9	4%	5	1%	22	2%
Opportunity Grant (OG)	1	2%	8	2%	4	2%	4	1%	17	2%
Transfer advising	1	2%	8	2%	1	<1%	OG no longer an option		10	1%
Study/Homework	0	0%	2	<1%	2	1%	6	2%	10	1%
Career Placement Center	0	0%	0	0%	0	0%	9	3%	9	1%
Ask questions	0	0%	0	0%	1	<1%	6	2%	7	1%
Other	0	0%	0	0%	0	0%	2	<1%	2	<1%
Total number of sessions	57	100%	369	100%	243	100%	355	100%	1,024	100%

*Sixty-five percent (65%, n=231) of these sessions were linked to an eLearning class (web enhanced, hybrid, or online)

^claptops, books, study room, other

Academic Areas/Classes	Summer (total number of sessions = 57)		Fall (total number of sessions = 369)		Winter (total number of sessions = 243)		Spring (total number of sessions = 355)		2012-13 Total (total number of sessions = 1,024)	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Biology	<5	n/a	28	8%	17	7%	38	11%	84	8%
Chemistry	8	14%	24	7%	<10	n/a	25	7%	65	6%
English (college level)	<5	n/a	33	9%	13	5%	42	12%	92	9%
Math (college level)	11	19%	30	8%	59	24%	49	14%	155	15%
Math (pre-college level)	5	9%	67	18%	23	24%	32	9%	127	12%
Business Information Management	<5	n/a	20	5%	<10	n/a	11	3%	44	4%

A low percentage of students in 2012-13 reported the following academic areas: Accounting, Anthropology, Agriculture, Art, Astronomy, Automotive, Business, Communications, Computer Science, College Success Skills, Criminal Justice, Early Childhood Education, Economics, Education, English (pre-college level), Environmental Science, First Aid, French, Geography, Health Education, History, Humanities, Industrial Systems Technology, Medical Assistant, Applied Math, Music, Nursing, Nutrition, Physical Education, Philosophy, Political Science, Physics, Psychology, Religion, Sociology, and Spanish.

Tab C

ASB Event Attendance Demographics 2012-13

ASB Events Attendance*

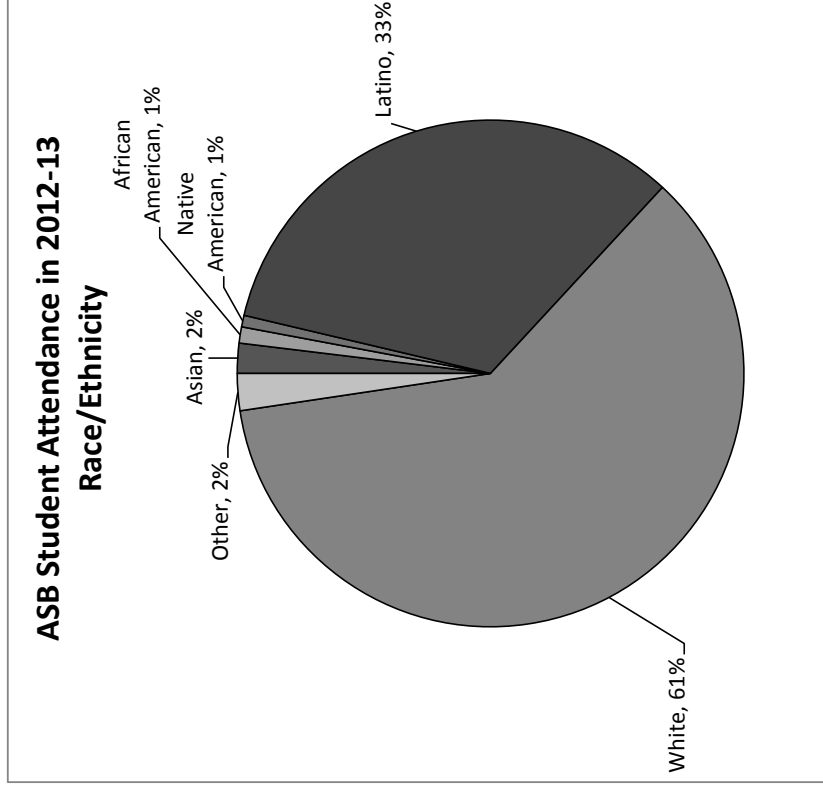
In fall 2012, 418 academic or prof/tech students attended at least one ASB event. **89%** of those students had either received a credential or had returned in the spring. This compares to a **71%** rate for academic or prof/tech students in 2011-12, NCCBP data.

Gender	Female	333	48%
	Male	355	52%
		688	

Race/Ethnicity	Asian	13	2%
	African American	7	1%
	Native American	5	1%
	Latino	225	33%
	White	412	61%
	Other	16	2%
		678	

Student Intent	Unclear Intent	71	9%
	Transfer	388	51%
	ABE	2	<1%
	ESL	3	<1%
	Professional-Technical	244	32%
	Pre Professional-Technical	45	6%
	Upgrading Job Skills	3	<1%
	General Studies	2	<1%
		758	

Program Title**	Accounting Tech	12	4%
	Agriculture	5	2%
	Associate Degree Nursing (Pre-Nursing too)	63	22%
	Automotive Technology	15	5%
	Aviation Maintenance Tech	37	13%
	Business Information Mgmt	23	8%
	Commercial Pilot	51	18%
	Early Childhood Education	11	4%
	Industrial Systems Tech	30	10%
	Medical Assistant	24	8%
	Nursing Assistant	5	2%
	Welding	13	4%
		289	



*Lunchfests, Movie Night, Bowling Nights, Ice Skating, Batting Cages, Miniature Golf Night
 **Students with a Professional/Technical Program Code

Tab D

**National Community College Benchmark
Project Summary 2012**

Big Bend Community College - National Community College Benchmark Project 2012

In 2012, Big Bend Community College participated in the National Community College Benchmark Project (NCCBP). Although BBCC Board, faculty and staff routinely review institutional data, it has been difficult to set the benchmarks or determine what the target should be. This project allows BBCC to compare students' progress and success with other community colleges across the country. Two-hundred-seventy-two colleges participated in the national project.

BBCC student success ranked in the upper percentiles on many measures even though BBCC has a high first-generation population along with low income levels in the area, both characteristics which are associated with lower student success.

Big Bend Community College Highlights

BBCC Student Completion and Transfer has been a measure the college reviews annually. BBCC full-time students ranked at the 91st percentile and part-time students ranked at 95th percentile for students transferring or completing a degree within three years compared to other colleges in the project.

Many students begin their education in Developmental Education courses. BBCC is constantly looking for ways to help students succeed in these courses and transition to college-level coursework. BBCC students' success ranked at the 92nd percentile in Developmental Math and at the 95th percentile in Developmental English. Since the time of the study, the Math Department has implemented the Emporium Model that has improved students' success in Developmental Math. Student success in Core Academic Courses - Composition I and II, Algebra, and Speech - was also ranked in the upper percentiles allowing students to progress through other college courses. The table below illustrates BBCC rankings on several measures. The NCCBP defines a college strength as a rank at or above the 85th percentile nationally. NCCBP defines success as an A, B, or C grade, for Big Bend, that is 4.0 to 1.5 G.P., as defined in the BBCC Catalog 2012-13, page 20.

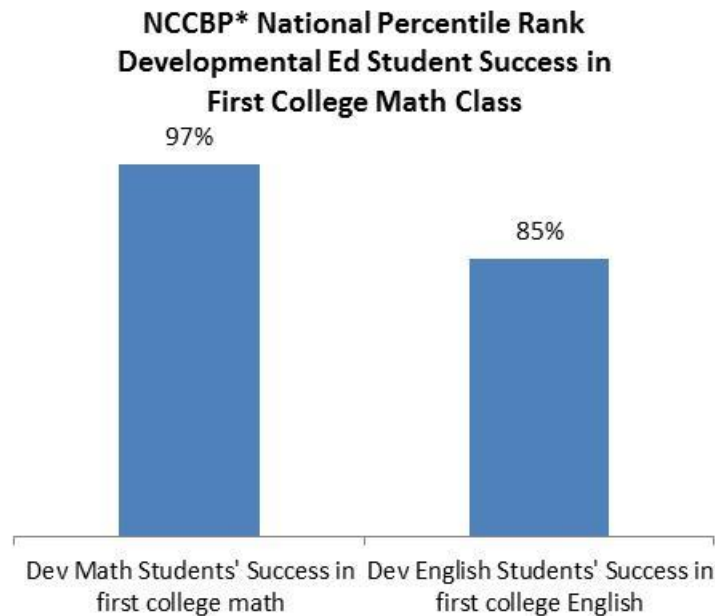
BBCC - Highlights

Benchmark	BBCC Value	% Nat'l Rank	Benchmark	BBCC Value	% Nat'l Rank
Student Completion and Transfer			Core Academic Success (Fall 2010)		
Student Completion and Transfer in 3 years Full-time, first-time	56%	91%	Comp I Enrollee Success Rate	77%	83%
Student Completion or Transfer in 3 years part-time, first-time	41%	95%	Comp II Enrollee Success Rate	82%	98%
Student Satisfaction & Engagement			Algebra Enrollee Success Rate	77%	90%
CCSSE-Academic Challenge	54 score	95%	Speech Enrollee Success Rate	87%	90%
CCSSE-Support for Learners	54 score	89%	Instructional Faculty Load (Fall 2010)		
Developmental Ed Success (Fall 2010)			% Credit Hours by Full-time Faculty	59%	71%
Dev Math Success Rate	70%	92%	% Sections by Full-time Faculty	64%	84%
Dev English Success Rate	87%	100%	Distance Learning Grades (Fall 2010)		
Dev Ed Success, Success in 1st Col Level			% Enrollee Success	73%	89%
Dev Math Stu, Success in 1st college math	86%	97%	% A & B Grades	60%	90%
Dev English Stu, Success in first college English	80%	85%			

In 2012, 272 colleges participated in the project.

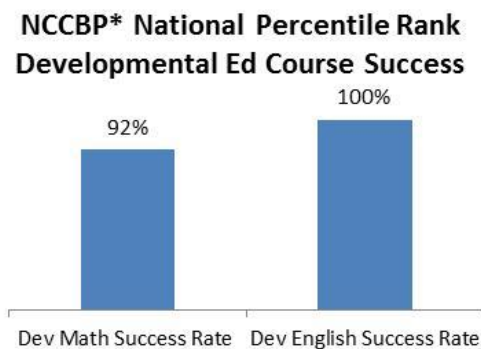
NCCBP Highlights

Developmental Students' Success: BBCC developmental students' success in their first college-level math course was 86% and success in their first college-level English course was 80% (fall 2010). This translates into the national percentile ranks, as shown below.



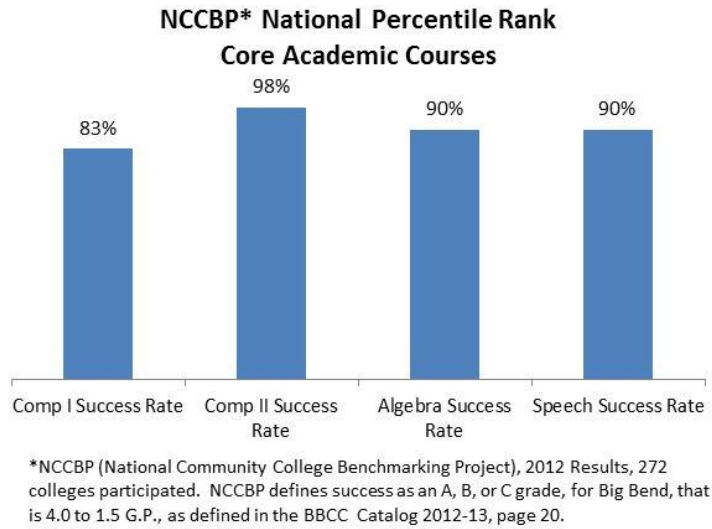
*NCCBP (National Community College Benchmarking Project), 2012 Results, 272 colleges participated. NCCBP defines success as an A, B, or C grade, for Big Bend, that is 4.0 to 1.5 G.P., as defined in the BBCC Catalog 2012-13, page 20.

Developmental Education Course Success: BBCC had a 70% success rate in developmental math courses and an 87% success rate in developmental English courses. This translates into the national percentile ranks, as shown below.

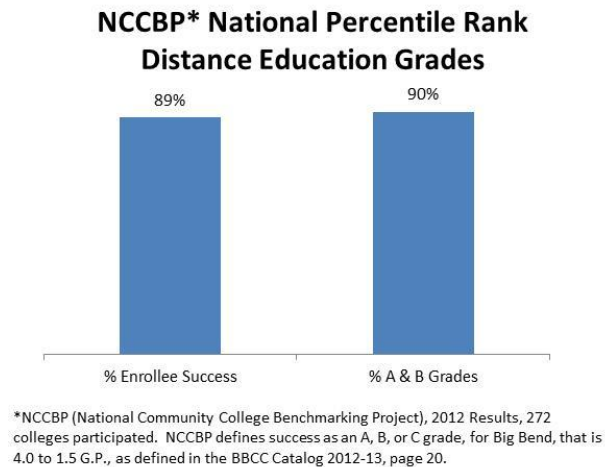


*NCCBP (National Community College Benchmarking Project), 2012 Results, 272 colleges participated. NCCBP defines success as an A, B, or C grade, for Big Bend, that is 4.0 to 1.5 G.P., as defined in the BBCC Catalog 2012-13, page 20.

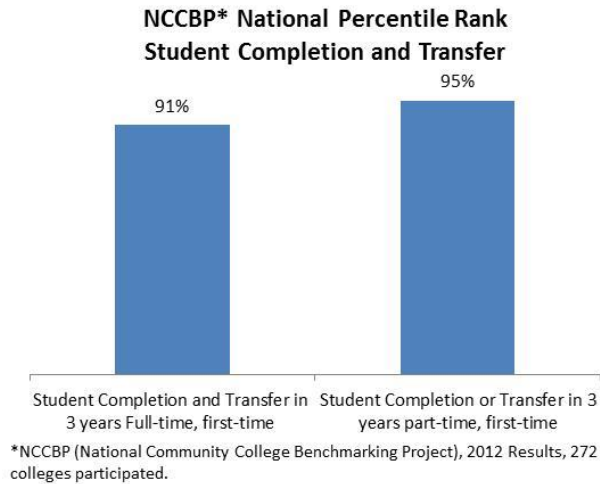
Core Academic Courses: BBCC students' success in core academic courses was 77% in Composition I, 82% in Composition II, 77% in Algebra, and 87% in Speech (fall 2010). This translates into the national percentile ranks, as shown below.



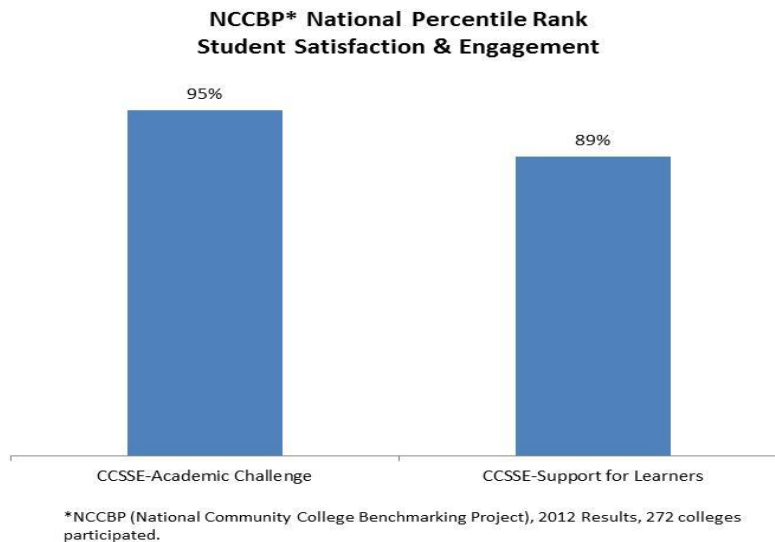
Distance Education Grades: BBCC students' had a 73% success rate and 60% received an "A" or "B" grade in Distance Education courses. This translates into the national percentile ranks, as shown below.



Student Completion and Transfer: BCC first-time full-time students had a 56% transfer rate in 3 years and part-time students had a 41% transfer rate. This translates into the national percentile ranks, as shown below.



Student Satisfaction and Engagement: On the CCSSE (Community College Survey of Student Engagement-National Survey) BCC had a 54 score on academic challenge and 54 score on support for learners. This translates into the national percentile ranks, as shown below. This is helpful to understand how we compare to other colleges.



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

Data shown here and in Tabs E through I provides information related to enrollment from the service district, marketing efforts, and enrollment in various areas and college programs. Information reported under Outcome C.1 is also related to this Outcome. Please consult these data sets and complete the corresponding Outcome A.2 worksheet, indicating how well the college has met the outcome.

Tab E: College-going Rates from Area High Schools 2009-2011

Tab F: Enrollments by Zip Code and High School

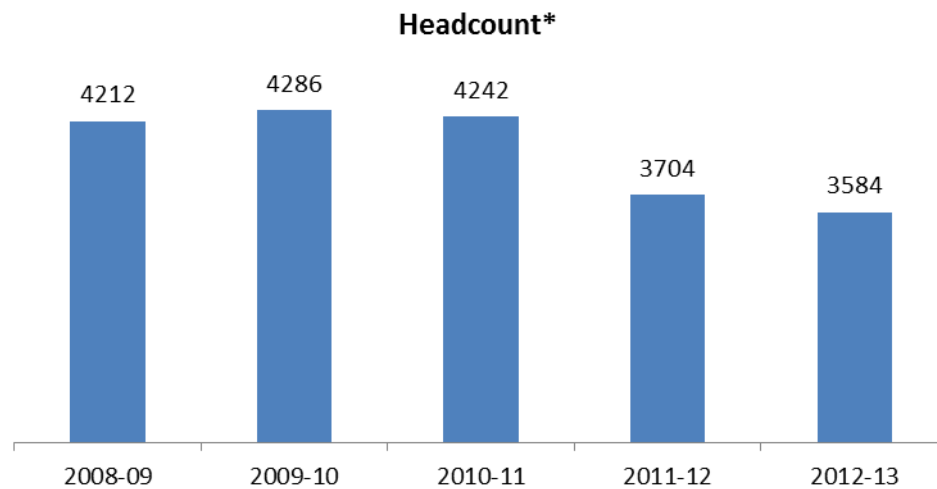
Tab G: Marketing Activity Report 2012

Tab H: Student Characteristics by Intent

Tab I: Student Characteristics by Program

Points of interest:

- Enrollment (headcount) has decreased 15% since 2008-09. However, annualized state and total FTEs (full-time equivalent) have increased slightly during this time, indicating that fewer students are taking more credits (additional FTE information is available in the next section, Outcome A.3).



*All Intents except co-op preschool and continuing education

Tab E

**College-going Rates from Area High Schools
2009 to 2011**

Summary - BBCC District High School College Going Rates

High School	% Going to College			% of college going students attending BBCC		
	2009 HS Grads	2010 HS Grads	2011 HS Grads	2009 HS Grads	2010 HS Grads	2011 HS Grads
Almira-Coulee Hartline	40-49%	60-79%	70-79%	21-39%	0%	0-10%
Columbia Basin Secondary	63%	62%	30-39%	0-1%	0-1%	0-1%
Ephrata	65-69%	60-64%	55-59%	45-49%	40-44%	30-34%
Lake Roosevelt	40-44%	50-54%	40-49%	0%	0-10%	0-20%
Lind Jr/Sr High	80-100%	60-79%	40-59%	0%	0-20%	*
Moses Lake	57%	59%	55%	53%	53%	56%
Odessa	60-79%	60-79%	60-79%	0-20%	0-20%	0-20%
Othello	55-59%	50-54%	56%	15-19%	20-24%	15-19%
Quincy	60-64%	70-74%	70-74%	25-29%	35-39%	25-29%
Ritzville	70-79%	40-49%	50-59%	0-10%	0-20%	0%
Royal City	65-69%	60-64%	55-59%	20-24%	40-44%	40-44%
Sage Hill High School	63%	62%	11-19%	0-1%	0-1%	*
Smokiam Alternative High School	63%	30-39%	15-19%	0-1%	40-59%	*
Soap Lake	40-49%	70-79%	60-79%	60-79%	0-1%	80-100%
Wahluke	45-49%	30-34%	55-59%	10-14%	11-19%	15-19%
Warden	60-64%	50-54%	55-59%	55%	40-49%	40-49%

Wilson Creek, Washtucna not available

Source: <http://www.erdcdata.wa.gov/Data> retrieved on 5-28-2013

* Reporting Standards not met. Number of high school graduates or enrollments too small

Tab F

Enrollments by Zip Code and High School

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

City	2010-11		2011-12		2012-13	
	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)
Almira	1	<1%	2	<1%	1	<1%
Coulee City	14	1%	11	<1%	8	<1%
Coulee Dam	3	<1%	3	<1%	5	<1%
Electric City	4	<1%	5	<1%	5	<1%
Elmer City	2	<1%	3	<1%	0	0%
Ephrata	343	12%	340	14%	319	13%
Grand Coulee	2	<1%	3	<1%	2	<1%
Hartline	5	<1%	5	<1%	3	<1%
Lind	7	<1%	7	<1%	3	<1%
Mattawa	16	1%	18	1%	17	1%
Moses Lake	1603	58%	1461	58%	1422	58%
Odessa	15	1%	15	1%	18	1%
Othello	206	7%	182	7%	175	7%
Quincy	215	8%	184	7%	188	8%
Ritzville	19	1%	11	<1%	7	0%
Royal City	97	4%	90	4%	78	3%
Soap Lake	89	3%	72	3%	87	4%
Warden	119	4%	84	3%	96	4%
Washtucna	1	<1%	0	0%	1	<1%
Wilson Creek	10	<1%	9	<1%	8	<1%
TOTAL*	2771	100%	2505	100%	2443	100%

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

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

Data retrieved from SBCTC DW STUDENT table 8/14/13; Query: Deg Seek by Zip

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

High School	2010-11		2011-12		2012-13	
	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)
Almira-Coulee Hartline	13	1%	10	<1%	9	1%
Columbia Basin Secondary	42	3%	25	2%	28	2%
Ephrata	236	15%	247	17%	222	16%
Lake Roosevelt	9	1%	11	<1%	10	1%
Lind Jr/Sr High	6	<1%	9	<1%	4	<1%
Moses Lake	640	41%	623	42%	582	42%
Odessa	7	<1%	3	<1%	5	<1%
Othello	145	9%	132	9%	125	9%
Quincy	154	10%	140	10%	146	11%
Ritzville	9	1%	8	<1%	5	<1%
Royal City	117	7%	110	7%	95	7%
Soap Lake	51	3%	39	3%	41	3%
Wahluke	20	1%	21	1%	19	1%
Warden	99	6%	73	5%	77	6%
Washtucna	2	<1%	4	<1%	3	<1%
Wilson Creek	12	1%	17	1%	12	1%
TOTAL	1562	100%	1472	100%	1383	100%

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

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

Data retrieved from SBCTC DW STUDENT table, 08/14/13; query: Deg Seek Stu by HS

**BBCC District Enrollment: All Students by Resident Zip Code
(regardless of type of courses students are taking)**

City	2010-11		2011-12		2012-13	
	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)
Almira	5	<1%	3	<1%	2	<1%
Coulee City	20	<1%	11	<1%	8	<1%
Coulee Dam	8	<1%	7	<1%	9	<1%
Electric City	10	<1%	9	<1%	7	<1%
Elmer City	5	<1%	5	<1%	0	0%
Ephrata	506	11%	441	13%	422	12%
George	17	<1%	12	<1%	11	<1%
Grand Coulee	6	<1%	11	<1%	12	<1%
Hartline	5	<1%	5	<1%	3	<1%
Lind	19	<1%	12	<1%	3	<1%
Mattawa	139	3%	53	2%	45	1%
Moses Lake	2414	54%	1916	55%	1813	53%
Odessa	20	<1%	16	<1%	19	1%
Othello	421	9%	336	10%	326	10%
Quincy	389	9%	271	8%	327	10%
Ritzville	25	1%	12	<1%	8	<1%
Royal City	154	3%	128	4%	109	3%
Soap Lake	137	3%	108	3%	122	4%
Warden	183	4%	131	4%	139	4%
Washtucna	1	<1%	0	0%	1	<1%
Wilson Creek	14	<1%	10	<1%	10	<1%
TOTAL*	4498	100%	3497	100%	3396	100%

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

Data retrieved from SBCTC DW STUDENT table 08/14/13; query: All Stu by Zip

Tab G

Marketing Activity Report 2012

2012 Marketing Activity

BBCC's 2012 marketing efforts changed substantially from the previous two years. To illustrate how marketing has changed for BBCC—until 2010 most people learned about the college from the mailed class schedule, which contained marketing materials as well as class listings. BBCC quit mailing the quarterly class schedule in 2010. BBCC's top marketing tool for most of its history (a mailed class schedule) no longer exists.

Paid advertising decreased in 2012 due to budget reductions affecting all college departments.

The emphasis in 2012 was on increasing news releases and photos produced in-house and sent to local media. The goal is to provide a steady flow of accurate information about the college to local communities, while convincing local media that BBCC is newsworthy to their audiences.

The PIO sent 68 news releases in 2012, compared to 27 sent in 2011 and 35 sent in 2010. The releases are used by print media, radio, television, college web pages, and social media. Each news release is posted on BBCC's web page under Campus News and Events. News releases are modified for posting on BBCC's Facebook page. Releases also are sent to local economic development professionals (at their request) so they can keep track of developments at the college.

The first television news station in BBCC's service district (iFiber One) started operations in the fall of 2012. The iFiber One reporting staff showed an eagerness to deliver news about BBCC, using college press releases in newscasts and social media postings.

New Marketing Initiatives 2012

Search Engine Optimization: BBCC for the first time used a search engine optimization service in 2012. The effort was aimed specifically at increasing enrollment in the Aviation Maintenance Technology program. The cost was covered by the Air Washington grant. During the six-month duration of the project, the BBCC AMT web page moved to the first page of searches on Google and Bing. The process involves purchasing strategic "key words" for web searches, and then making sure those key words appear in the targeted web page. Focus groups with AMT students indicated nearly all of them learned of BBCC AMT through web searches.

Spanish Language Radio

The PIO met several times with Spanish speaking BBCC employees to develop messages for Spanish language radio audiences. The messages ranged from ABE/ESL information to STEM opportunities. The ads were broadcast regularly in November and December. In the past, Spanish language radio ads have been purchased for events specific to the Latino population. These radio ads provided a wider range of information about the college.

i-Fiber One News

The first television station with local news in BBCC's service district started broadcasting in fall of 2012. I-Fiber One news staff is eager for news sent by BBCC, and they consider the college newsworthy.

Presidential Search

BBCC received praise for its web page delivery of the Presidential Search process. The information reached the BBCC family, local communities, and the candidates. It was made possible by teamwork among personnel at Human Resources, IT, and the PIO. Print and radio media directed people to the Presidential Search website.

News releases (marketing content)

News releases and photos are sent by e-mail to all media in the service district. They also are sent to nearby metro media in Spokane, Tri-Cities, and Wenatchee, should those media decide to use the story. The news releases provide content for print, radio, television, and social media. Content can be modified to fit the medium.

2012 News Releases sent to local media

- | | |
|---|---------|
| 1. BBCC Celebrates 50 th Anniversary with Events and Alumni Outreach | 1/4/12 |
| 2. Floch Memorial Games at BBCC | 1/4/12 |
| 3. BBCC Foundation Accepting Scholarship Applications for 2012-13 | 1/5/12 |
| 4. McFadden Appointed BBCC Trustee (+ photo) | 1/13/12 |
| 5. BBCC Foundation Hires new Executive Director (+ photo) | 2/29/12 |
| 6. BBCC Adds Camera Security (+ photo) | 2/14/12 |
| 7. BBCC Enrollment Recovers Winter Quarter | 1/30/12 |
| 8. BBCC Grad Receives “Transforming Lives Award” (+ photo) | 2/7/12 |
| 9. 50 th Anniversary President’s Ball (+ photo) | 2/6/12 |
| 10. Bill Bonaudi Announces Retirement (+photo) | 2/13/12 |
| 11. BBCC Trustees Want Input on Presidential Search | 3/6/12 |
| 12. Maiers Honored on Bronze Wall (+ photo) | 3/9/12 |
| 13. BBCC Foundation receives \$1.1 million planned gift | 3/21/12 |
| 14. Franz Appointed to BBCC Board of Trustees (+ photo) | 3/22/12 |
| 15. Sparks of Hope Helps Children Deal With Loss (+photos) | 3/22/12 |
| 16. BBCC Students On All Washington Academic Team (+photos) | 3/27/12 |
| 17. Host a Japanese Agriculture Trainee | 3/27/12 |
| 18. Job and Career Fair Connects Job Seekers with Employers | 4/5/12 |
| 19. Eagle Scout Completes BBCC Entry Sign (+ photo) | 4/11/12 |
| 20. BBCC’s Busy Student Success Center Will Expand (+ graphics) | 4/12/12 |
| 21. BBCC Women’s Basketball All-Star Classic | 3/14/12 |
| 22. College Planning Day | 3/19/12 |
| 23. President Bonaudi’s Last State Of The College Address | 4/17/12 |
| 24. Save the Date for Cellarbration! for Education 50 th Anniversary Theme | 4/26/12 |
| 25. All-day Event Addresses Substance Abuse | 4/27/12 |
| 26. Latino Education Fair (+ photo) | 5/2/12 |
| 27. Finalists for BBCC President Announced | 5/1/12 |
| 28. Emperor of Japan Decorates Mike Lang (+ photo) | 5/3/12 |
| 29. Wine/Food Pairing Different From Wine Tasting (+photo) | 5/9/12 |
| 30. Public Invited To View “Transit Of Venus” | 5/22/12 |
| 31. Doumit To Coach BBCC Vikings Baseball (+ photo) | 5/23/12 |
| 32. BBCC Faculty Recognize Outstanding Students (+ photo) | 5/29/12 |
| 33. BBCC Spring Concert June 3 | 5/29/12 |

34. 500+ Graduates In BBCC's 50 th Year	6/4/12
35. Clean Up Day Volunteers Needed June 9	6/5/12
36. Commencement 2012 (+photos)	6/5/12
37. Bill Bonaudi Retirement Open House	6/11/12
38. PTK Honors Advisor (+photo)	6/12/12
39. JATP Group C Letters to the Editor	6/13/12
40. Dr. Terrence Leas is BBCC's New President (+photo)	6/14/12
41. Public Comments Sought On BBCC Accreditation Qualifications	6/21/12
42. BBCC Hires New Volleyball Coach (+photo)	6/22/12
43. Big Bend Recruits Aviation Maintenance Students (+photo)	6/26/12
44. JATP Experience "The Core Of Our Life" (+ photo)	6/26/12
45. BBCC Grad Lands Boeing Job (+photo)	6/29/12
46. Students Explore Aerospace Careers (+photo)	7/19/12
47. BBCC STEM Summer Institutes	7/30/12
48. STEM Grant Helps BBCC Students Align With Workforce Needs	8/2/12
49. GED Testing Fees To Double Oct. 1	8/7/12
50. Dollar Dash Scholarship Fundraiser	8/21/12
51. RN's 100 percent pass rate	8/27/12
52. BBCC Rolls Out New Computer Science Program	8/28/12
53. Vikings Booster Club Golf Tournament	9/20/12
54. Transfer Event	10/4/12
55. Fall Hiring Event at BBCC Has 22 Employers	10/17/12
56. Tourette Syndrom Speaker Teaches Tolerance	10/10/12
57. Nutrition Speaker Visits BBCC	10/26/12
58. BBCC tops state in Student Achievement Initiative	11/1/12
59. REC Silicon Gift Sets Up BBCC Server Lab	11/15/12
60. Car Club Buys Tool Kits For BBCC Students	11/16/12
61. BBCC TRiO Upward Bound Students Send Gifts To Needy Children	11/27/12
62. Floch Memorial Games At BBCC Dec. 7	11/30/12
63. Star Night At BBCC	12/10/12
64. Fundraising Scam	12/10/12
65. Villarreal Appointed New BBCC Trustee	12/11/12
66. BBCC Gets \$149,000 For Computer Science Program	12/13/12
67. BBCC Will Pilot I-DEA Grant For Gates Foundation	12/18/12
68. Staples Foundation Donates To GED Testing At BBCC	12/18/12

Publications of 2012

50-year history of BBCC— 32-page tabloid. Writing and photos by the Public Information Office. Published by the Columbia Basin Herald. Inserted in the CBH and copies distributed to others in the service district.

50th Anniversary Newsletter—20-page pamphlet. Writing and photos by the Public Information Office. Printing paid by the BBCC Foundation. Mailed to alumni mailing list and distributed to friends of the college.

BBCC Coin: 1,000 coins commemorating BBCC's 50th anniversary were distributed to friends of the college. Cost of coins paid by BBCC Foundation and PIO Office.

Quick Facts: A small pamphlet with BBCC enrollment and demographic information is updated least twice a year with the assistance of Institutional Research. This is a popular handout used by college employees and Foundation board members.

GED Poster: A poster with tear-off sheets promoting GED/ABE/ESL and distributed at locations throughout the service district by BBCC staff.

Brochures: Brochures are both printed and posted on the web. New brochures were published in 2012 for the following:

1. Residence Halls
2. Medical Assistant
3. Nursing Assistant Certified
4. Nursing
5. Career Development in Manufacturing (CDM)
6. Computer Science
7. Industrial Electrical Technology
8. Commercial Driver's License
9. Business Information Management
10. I-BEST
11. Early Childhood Education
12. Aviation Maintenance Technology
13. ABE/ESL
14. Students with Disabilities
15. TRIO/Upward Bound
16. Accounting
17. Running Start
18. STEPP

Paid Advertising 2012

1. CBH: 50th anniversary 2/21/12
2. Sports posters for Warden, Othello, Wahluke 3/16/12
3. Ad in Moses Lake map by Chamber of Commerce 5/15/12
4. Career Fair in Nickel Saver
5. Education Page in Nickel Saver
6. High School Graduation in Othello Outlook
7. Fourth of July Page in Othello Outlook

Tab H

Student Characteristics by Intent

Big Bend Community College Student Characteristics Summary*

AGE		10-11	%	11-12	%	12-13	%
Under 20		1108	25%	1027	26%	931	25%
20-24		1240	28%	1156	30%	1133	30%
25 or older		2065	47%	1694	44%	1657	45%
TOTAL		4413	100%	3877	100%	3721	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		2508	59%	2085	57%	1984	56%
Male		1732	41%	1600	43%	1586	44%
TOTAL		4240	100%	3685	100%	3570	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		932	63%	756	64%	739	58%
Full-time		537	37%	419	36%	543	42%
TOTAL		1469	100%	1175	100%	1282	100%

ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		43	1%	41	1%	41	1%
African American		57	1%	56	2%	46	1%
Alaskan Native/Native American/American Indian		35	1%	38	1%	32	1%
Hispanic		1755	43%	1469	41%	1446	43%
White/Caucasian		2199	54%	1934	54%	1744	52%
Multi-race or other race (also Intn'l)		5	0%	56	2%	69	2%
TOTAL		4094	100%	3594	100%	3378	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		2798	55%	2271	51%	2214	52%
Full-time		2329	45%	2201	49%	2061	48%
TOTAL		5127	100%	4472	100%	4275	100%

FIRST GENERATION STATUS		10-11	%	11-12	%	12-13	%
Yes		1866	81%	2132	83%	1900	82%
No		434	19%	432	17%	422	18%
TOTAL		2300	100%	2564	100%	2322	100%

Data Note: This reports those students who answered the above questions
*All students except Preschool Co-op and Continuing Ed (Intents K & L)

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

AGE		10-11	%	11-12	%	12-13	%
Under 20		202	30%	102	30%	97	31%
20-24		189	29%	114	34%	93	30%
25 or older		272	41%	122	36%	118	38%
TOTAL		663	100%	338	100%	308	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		407	62%	209	63%	206	68%
Male		245	38%	124	37%	97	32%
TOTAL		652	100%	333	100%	303	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		194	72%	79	68%	96	73%
Full-time		75	28%	38	32%	35	27%
TOTAL		269	100%	117	100%	131	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Pacific Islander		3	0%	2	1%	4	1%
African American		11	2%	5	2%	4	1%
Alaskan Native/Native American/American Indian		5	1%	4	1%	7	2%
Hispanic		222	34%	123	37%	102	36%
White/Caucasian		395	61%	192	58%	163	57%
Multi-race or other race (also Intn'l)		12	2%	6	2%	7	2%
TOTAL		648	100%	332	100%	287	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		360	50%	188	53%	153	47%
Full-time		360	50%	165	47%	175	53%
TOTAL		720	100%	353	100%	328	100%

FIRST GENERATION STATUS		10-11	%	11-12	%	12-13	%
Yes		234	86%	223	83%	176	84%
No		39	14%	46	17%	33	16%
TOTAL		273	100%	269	100%	209	100%

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

*All students regardless of funding source

Intent Code: A

**Big Bend Community College
Student Characteristics Summary*
Academic Transfer Intent**

AGE		10-11	%	11-12	%	12-13	%
Under 20		677	44%	699	43%	566	41%
20-24		489	32%	533	33%	503	36%
25 or older		358	23%	383	24%	326	23%
TOTAL		1524	100%	1615	100%	1395	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		834	58%	856	57%	748	56%
Male		612	42%	656	43%	580	44%
TOTAL		1446	100%	1512	100%	1328	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		506	82%	441	80%	392	77%
Full-time		111	18%	107	20%	114	23%
TOTAL		617	100%	548	100%	506	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Pacific Islander		14	1%	14	1%	14	1%
African American		28	2%	29	2%	23	2%
Indian		12	1%	13	1%	6	0%
Hispanic		402	28%	488	33%	435	34%
White/Caucasian		943	65%	921	61%	786	61%
Multi-race or other race (also Intn'l)		43	3%	33	2%	33	3%
TOTAL		1442	100%	1498	100%	1297	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		717	41%	717	39%	597	38%
Full-time		1032	59%	1102	61%	994	62%
TOTAL		1749	100%	1819	100%	1591	100%

FIRST GENERATION STATUS		10-11	%	11-12	%	12-13	%
Yes		788	76%	965	79%	851	79%
No		243	24%	249	21%	231	21%
TOTAL		1031	100%	1214	100%	1082	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		10-11	%	11-12	%	12-13	%
Under 20		256	17%	230	17%	209	16%
20-24		448	30%	419	32%	415	32%
25 or older		796	53%	671	51%	659	51%
TOTAL		1500	100%	1320	100%	1283	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		896	62%	749	59%	716	58%
Male		544	38%	522	41%	509	42%
TOTAL		1440	100%	1271	100%	1225	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		344	67%	296	69%	276	64%
Full-time		168	33%	131	31%	158	36%
TOTAL		512	100%	427	100%	434	100%

ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Pacific Islander		19	1%	17	1%	18	1%
African American		17	1%	16	1%	16	1%
Indian		11	1%	11	1%	13	1%
Hispanic		473	33%	432	35%	410	34%
White/Caucasian		884	62%	751	60%	722	60%
Multi-race or other race (also Intr'l)		29	2%	21	2%	23	2%
TOTAL		1433	100%	1248	100%	1202	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		738	42%	616	40%	610	40%
Full-time		1006	58%	936	60%	902	60%
TOTAL		1744	100%	1552	100%	1512	100%

FIRST GENERATION STATUS		10-11	%	11-12	%	12-13	%
Yes		799	84%	878	87%	807	84%
No		149	16%	126	13%	155	16%
TOTAL		948	100%	1004	100%	962	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		10-11	%	11-12	%	12-13	%
Under 20		130	13%	97	12%	111	14%
20-24		232	24%	198	24%	183	22%
25 or older		605	63%	537	65%	525	64%
TOTAL		967	100%	832	100%	819	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		566	59%	504	61%	442	54%
Male		401	41%	321	39%	371	46%
TOTAL		967	100%	825	100%	813	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		55	25%	38	21%	39	15%
Full-time		165	75%	143	79%	223	85%
TOTAL		220	100%	181	100%	262	100%

ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Pacific Islander		8	1%	11	1%	7	1%
African American		9	1%	11	1%	7	1%
Indian		10	1%	11	1%	7	1%
Hispanic		690	73%	566	71%	554	75%
White/Caucasian		230	24%	192	24%	153	21%
Multi-race or other race (also Intn'l)		3	<1%	2	0%	6	1%
TOTAL		950	100%	793	100%	734	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		836	78%	688	78%	761	86%
Full-time		234	22%	194	22%	119	14%
TOTAL		1070	100%	882	100%	880	100%

FIRST GENERATION STATUS		10-11	%	11-12	%	12-13	%
Yes		22	92%	50	96%	54	98%
No		2	8%	2	4%	1	2%
TOTAL		24	100%	52	100%	55	100%

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

*All students regardless of funding source

Intent Codes: D, E

Big Bend Community College
 Student Characteristics Summary*
Continuing Ed

GENDER		10-11	%	11-12	%	12-13	%
	Female	127	47%	33	45%	35	32%
	Male	142	53%	41	55%	75	68%
TOTAL		269	100%	74	100%	110	100%

ETHNICITY		10-11	%	11-12	%	12-13	%
	Asian/Pacific Islander	2	1%	0	0%	0	0%
	African American	1	1%	0	0%	0	0%
	Alaskan Native/Native American/American Indian	1	1%	1	2%	1	2%
	Hispanic	9	6%	4	7%	4	7%
	White/Caucasian	122	88%	54	92%	51	89%
	Multi-race or other race (also Intn'l)	4	3%			1	2%
TOTAL		139	100%	59	100%	57	100%

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

*All Students Regardless of Funding Source

Intent Code: L

Tab I

Student Characteristics by Program

**Big Bend Community College
Student Characteristics by Program:**

Accounting

AGE		10-11	%	11-12	%	12-13	%
Under 20		11	11%	18	26%	12	20%
20-24		31	32%	17	24%	14	24%
25 and older		55	57%	35	50%	33	56%
TOTAL		97	100%	70	100%	59	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		79	90%	54	79%	46	79%
Male		9	10%	14	21%	12	21%
TOTAL		88	100%	68	100%	58	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		27	73%	13	65%	11	69%
Full-time		10	27%	7	35%	5	31%
TOTAL		37	100%	20	100%	16	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		0	0%	0	0%	2	3%
African American		0	0%	0	0%	0	0%
Alaskan Native/Native American/American Indian		1	1%	1	2%	1	2%
Hispanic		32	34%	24	36%	15	26%
White/Caucasian		58	62%	41	62%	39	67%
Other race (also Intn'l)		2	2%	0	0%	1	2%
TOTAL		93	100%	66	100%	58	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		39	39%	35	45%	26	38%
Full-time		60	61%	42	55%	42	62%
TOTAL		99	100%	77	100%	68	100%

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

*All Students Regardless of Funding Source

Program Cip Code: 520302

Program Code: 505

**Big Bend Community College
Student Characteristics by Program:**

Agriculture

AGE		10-11	%	11-12	%	12-13	%
Under 20		6	40%	1	14%	7	54%
20-24		6	40%	4	57%	2	15%
25 and older		3	20%	2	29%	4	31%
TOTAL		15	100%	7	100%	13	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		7	50%	2	29%	3	23%
Male		7	50%	5	71%	10	77%
TOTAL		14	100%	7	100%	13	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		2	50%	2	100%	6	100%
Full-time		2	50%	0	0%	0	0%
TOTAL		4	100%	2	100%	6	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		0	0%	0	0%	0	0%
African American		0	0%	0	0%	0	0%
Alaskan Native/Native American/American Indian		0	0%	0	0%	0	0%
Hispanic		1	7%	0	0%	2	15%
White/Caucasian		13	93%	7	100%	11	85%
Other race (also Intn'l)		0	0%	0	0%	0	0%
TOTAL		14	100%	7	100%	13	100%

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

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

Program Cip Code: 010301

Program Code: 105

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

**Big Bend Community College
Student Characteristics by Program:**

Auto Technician

AGE		10-11	%	11-12	%	12-13	%
Under 20		21	32%	17	32%	13	28%
20-24		23	35%	22	42%	23	49%
25 and older		21	32%	14	26%	11	23%
TOTAL		65	100%	53	100%	47	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		6	10%	6	12%	3	7%
Male		57	90%	45	88%	41	93%
TOTAL		63	100%	51	100%	44	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		9	53%	11	85%	6	60%
Full-time		8	47%	2	15%	4	40%
TOTAL		17	100%	13	100%	10	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		0	0%	0	0%	0	0%
African American		0	0%	0	0%	1	2%
Alaskan Native/Native American/American Indian		2	3%	1	2%	1	2%
Hispanic		30	48%	24	48%	12	27%
White/Caucasian		30	48%	22	44%	28	64%
Other race (also Intn'l)		1	2%	3	6%	2	5%
TOTAL		63	100%	50	100%	44	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		13	20%	6	11%	5	11%
Full-time		52	80%	48	89%	41	89%
TOTAL		65	100%	54	100%	46	100%

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

Program Cip Code: 470604

Program Code: 712

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Aviation - Commercial Pilot

AGE		10-11	%	11-12	%	12-13	%
Under 20		30	34%	39	35%	31	28%
20-24		48	54%	50	45%	52	47%
25 and older		11	12%	21	19%	27	25%
TOTAL		89	100%	110	100%	110	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		12	15%	14	14%	13	13%
Male		70	85%	86	86%	84	87%
TOTAL		82	100%	100	100%	97	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		24	89%	24	92%	25	100%
Full-time		3	11%	2	8%	0	0%
TOTAL		27	100%	26	100%	25	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		2	2%	1	1%	2	2%
African American		0	0%	0	0%	1	1%
Alaskan Native/Native American/American Indian		0	0%	0	0%	1	1%
Hispanic		5	6%	8	8%	6	6%
White/Caucasian		71	86%	87	87%	82	85%
Other race (also Intn'l)		5	6%	4	4%	5	5%
TOTAL		83	100%	100	100%	97	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		41	39%	49	38%	56	44%
Full-time		64	61%	80	62%	71	56%
TOTAL		105	100%	129	100%	127	100%

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

Program Cip Code: 490102

Program Code: 672

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

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

AGE		10-11	%	11-12	%	12-13	%
Under 20		6	12%	13	24%	15	24%
20-24		18	35%	16	29%	21	34%
25 and older		27	53%	26	47%	26	42%
TOTAL		51	100%	55	100%	62	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		1	2%	2	4%	5	9%
Male		44	98%	51	96%	52	91%
TOTAL		45	100%	53	100%	57	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		14	70%	16	84%	12	92%
Full-time		6	30%	3	16%	1	8%
TOTAL		20	100%	19	100%	13	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		1	2%	1	2%	1	2%
African American		1	2%	1	2%	1	2%
Alaskan Native/Native American/American Indian		0	0%	0	0%	0	0%
Hispanic		6	14%	7	13%	11	20%
White/Caucasian		33	79%	42	79%	42	75%
Other race (also Intn'l)		1	2%	2	4%	1	2%
TOTAL		42	100%	53	100%	56	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		15	27%	23	35%	12	18%
Full-time		41	73%	42	65%	53	82%
TOTAL		56	100%	65	100%	65	100%

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

Program Cip Code: 470687

Program Code: 718

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

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

AGE		10-11	%	11-12	%	12-13	%
Under 20		32	10%	11	6%	8	5%
20-24		78	25%	49	25%	28	19%
25 and older		205	65%	133	69%	110	75%
TOTAL		315	100%	193	100%	146	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		267	86%	165	90%	136	93%
Male		45	14%	19	10%	10	7%
TOTAL		312	100%	184	100%	146	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		39	66%	26	54%	24	75%
Full-time		20	34%	22	46%	8	25%
TOTAL		59	100%	48	100%	32	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		8	3%	5	3%	4	4%
African American		7	2%	2	1%	1	1%
Alaskan Native/Native American/American Indian		1	<1%	3	2%	5	4%
Hispanic		104	34%	60	34%	48	43%
White/Caucasian		186	60%	106	60%	52	46%
Other race (also Intn'l)		3	1%	2	1%	2	2%
TOTAL		309	100%	178	100%	112	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		208	57%	111	49%	72	41%
Full-time		154	43%	114	51%	103	59%
TOTAL		362	100%	225	100%	175	100%

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

Program Cip Code: 520204, 510705, 520408

Program Code: 547, 567

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

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

AGE		10-11	%	11-12	%	12-13	%
Under 20		3	7%	4	9%	6	12%
20-24		4	10%	5	11%	8	16%
25 and older		34	83%	38	81%	37	73%
TOTAL		41	100%	47	100%	51	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		2	5%	1	2%	6	12%
Male		37	95%	46	98%	44	88%
TOTAL		39	100%	47	100%	50	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		6	67%	2	67%	4	57%
Full-time		3	33%	1	33%	3	43%
TOTAL		9	100%	3	100%	7	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		0	0%	0	0%	0	0%
African American		0	0%	0	0%	2	5%
Alaskan Native/Native American/American Indian		0	0%	0	0%	0	0%
Hispanic		19	51%	9	24%	12	30%
White/Caucasian		18	49%	29	76%	26	65%
Other race (also Intn'l)		0	0%	0	0%	0	0%
TOTAL		37	100%	38	100%	40	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		3	7%	1	2%	2	4%
Full-time		39	93%	46	98%	50	96%
TOTAL		42	100%	47	100%	52	100%

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

Program Cip Code: 490205

Program Code: 715

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

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

AGE		12-13	%
Under 20		6	15%
20-24		18	44%
25 and older		17	41%
TOTAL		41	100%

GENDER		12-13	%
Female		7	18%
Male		31	82%
TOTAL		38	100%

EMPLOYMENT		12-13	%
Part-time		12	71%
Full-time		5	29%
TOTAL		17	100%

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

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

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

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

AGE		10-11	%	11-12	%	12-13	%
Under 20		30	10%	19	15%	10	9%
20-24		56	19%	42	34%	31	27%
25 and older		204	70%	62	50%	74	64%
TOTAL		290	100%	123	100%	115	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		268	93%	109	91%	106	95%
Male		20	7%	11	9%	5	5%
TOTAL		288	100%	120	100%	111	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		32	31%	31	55%	39	59%
Full-time		71	69%	25	45%	27	41%
TOTAL		103	100%	56	100%	66	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		2	1%	1	1%	1	1%
African American		2	1%	1	1%	0	0%
Alaskan Native/Native American/American Indian		0	<1%	0	0%	0	0%
Hispanic		196	69%	62	52%	73	68%
White/Caucasian		82	29%	53	45%	33	31%
Other race (also Intn'l)		2	1%	2	2%	1	1%
TOTAL		284	100%	119	100%	108	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		229	75%	71	50%	83	63%
Full-time		78	25%	70	50%	49	37%
TOTAL		307	100%	141	100%	132	100%

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

Program Cip Code: 131501, 131210,190709

Program Code: 402, 839

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

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

AGE		12-13	%
Under 20		0	0%
20-24		0	0%
25 and older		4	100%
TOTAL		4	100%

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

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

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

STUDENT ENROLLMENT		12-13	%
Part-time		4	50%
Full-time		4	50%
TOTAL		8	100%

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

Big Bend Community College
Student Characteristics by Program:

Industrial Systems Technology - Industrial Electrical Emphasis

AGE		10-11	%	11-12	%	12-13	%
Under 20		18	15%	12	12%	13	17%
20-24		39	32%	33	32%	25	32%
25 and older		65	53%	58	56%	40	51%
TOTAL		122	100%	103	100%	78	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		7	6%	5	5%	8	11%
Male		111	94%	94	95%	67	89%
TOTAL		118	100%	99	100%	75	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		25	58%	26	67%	21	72%
Full-time		18	42%	13	33%	8	28%
TOTAL		43	100%	39	100%	29	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		0	0%	2	2%	1	1%
African American		0	0%	0	0%	0	0%
Alaskan Native/Native American/American Indian		2	2%	2	2%	0	0%
Hispanic		51	44%	46	47%	32	43%
White/Caucasian		63	54%	47	48%	41	55%
Other race (also Intn'l)		1	1%	1	1%	0	0%
TOTAL		117	100%	98	100%	74	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		48	36%	38	32%	28	33%
Full-time		87	64%	79	68%	58	67%
TOTAL		135	100%	117	100%	86	100%

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

Program Cip Code: 460302, 470101

Program Code: 784

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

**Big Bend Community College
Student Characteristics by Program:**

Industrial Systems Technology - Mechanical Maintenance

AGE		10-11	%	11-12	%	12-13	%
Under 20		4	11%	2	6%	4	11%
20-24		9	26%	10	31%	11	31%
25 and older		22	63%	20	63%	20	57%
TOTAL		35	100%	32	100%	35	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		2	6%	2	6%	1	3%
Male		32	94%	30	94%	32	97%
TOTAL		34	100%	32	100%	33	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		7	64%	6	46%	6	43%
Full-time		4	36%	7	54%	8	57%
TOTAL		11	100%	13	100%	14	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		0	0%	0	0%	0	0%
African American		1	3%	1	3%	0	0%
Alaskan Native/Native American/American Indian		0	0%	0	0%	0	0%
Hispanic		19	56%	18	56%	18	56%
White/Caucasian		14	41%	13	41%	14	44%
Other race (also Intn'l)		0	0%	0	0%	0	0%
TOTAL		34	100%	32	100%	32	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		10	26%	14	37%	16	43%
Full-time		28	74%	24	63%	21	57%
TOTAL		38	100%	38	100%	37	100%

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

Program Cip Code: 470396

Program Code: 770

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

**Big Bend Community College
Student Characteristics by Program:**

Medical Assistant

AGE		10-11	%	11-12	%	12-13	%
Under 20		22	11%	16	10%	15	10%
20-24		57	30%	48	31%	47	31%
25 and older		114	59%	93	59%	88	59%
TOTAL		193	100%	157	100%	150	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		179	94%	137	90%	129	90%
Male		12	6%	16	10%	15	10%
TOTAL		191	100%	153	100%	144	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		53	74%	44	83%	40	65%
Full-time		19	26%	9	17%	22	35%
TOTAL		72	100%	53	100%	62	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		2	1%	1	1%	0	0%
African American		1	1%	2	1%	1	1%
Alaskan Native/Native American/American Indian		1	1%	1	1%	1	1%
Hispanic		61	32%	64	42%	69	49%
White/Caucasian		122	65%	83	54%	70	50%
Other race (also Intn'l)		2	1%	2	1%	0	0%
TOTAL		189	100%	153	100%	141	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		104	45%	96	51%	95	51%
Full-time		128	55%	91	49%	92	49%
TOTAL		232	100%	187	100%	187	100%

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

Program Cip Code: 510801

Program Code: 381

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

**Big Bend Community College
Student Characteristics by Program:**

Nursing Assistant

AGE (fall quarter)		10-11	%	11-12	%	12-13	%
Under 20		29	35%	39	29%	28	23%
20-24		23	28%	46	35%	43	35%
25 and older		31	37%	48	36%	53	43%
TOTAL		83	100%	133	100%	124	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		79	95%	84	82%	102	88%
Male		4	5%	18	18%	14	12%
TOTAL		83	100%	102	100%	116	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		30	71%	20	65%	31	78%
Full-time		12	29%	11	35%	9	23%
TOTAL		42	100%	31	100%	40	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		1	1%	2	2%	0	0%
African American		1	1%	2	2%	3	3%
Alaskan Native/Native American/American Indian		1	1%	0	0%	4	3%
Hispanic		25	30%	46	45%	45	38%
White/Caucasian		55	66%	51	50%	64	54%
Other race (also Intn'l)		0	0%	2	2%	2	2%
TOTAL		83	100%	103	100%	118	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		19	24%	21	21%	66	40%
Full-time		61	76%	81	79%	98	60%
TOTAL		80	100%	102	100%	164	100%

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

Cohorts consist of students in NUR 100 in each academic year.

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

**Big Bend Community College
Student Characteristics by Program:**

Nursing

AGE (fall quarter)		10-11	%	11-12	%	12-13	%
Under 20		2	3%	0	0%	0	0%
20-24		18	31%	18	33%	14	32%
25 and older		38	66%	36	67%	30	68%
TOTAL		58	100%	54	100%	44	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		49	89%	44	85%	40	91%
Male		6	11%	8	15%	4	9%
TOTAL		55	100%	52	100%	44	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		21	81%	13	72%	11	58%
Full-time		5	19%	5	28%	8	42%
TOTAL		26	100%	18	100%	19	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		0	0%	0	0%	0	0%
African American		2	4%	2	4%	1	2%
Alaskan Native/Native American/American Indian		1	2%	1	2%	3	7%
Hispanic		7	13%	8	16%	3	7%
White/Caucasian		43	80%	38	76%	34	77%
Other race (also Intn'l)		1	2%	1	2%	3	7%
TOTAL		54	100%	50	100%	44	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		17	25%	18	26%	28	42%
Full-time		51	75%	51	74%	38	58%
TOTAL		68	100%	69	100%	66	100%

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

Program Cip Code: 513901

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

Intent Code: F

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

**Big Bend Community College
Student Characteristics by Program:**

Welding

AGE		10-11	%	11-12	%	12-13	%
Under 20		13	13%	16	16%	10	10%
20-24		29	29%	27	27%	28	27%
25 and older		58	58%	56	57%	64	63%
TOTAL		100	100%	99	100%	102	100%

GENDER		10-11	%	11-12	%	12-13	%
Female		9	9%	8	8%	7	7%
Male		87	91%	89	92%	91	93%
TOTAL		96	100%	97	100%	98	100%

EMPLOYMENT		10-11	%	11-12	%	12-13	%
Part-time		15	56%	18	58%	10	32%
Full-time		12	44%	13	42%	21	68%
TOTAL		27	100%	31	100%	31	100%

RACE/ETHNICITY		10-11	%	11-12	%	12-13	%
Asian/Native Hawaiian/Pacific Islander		2	2%	1	1%	3	3%
African American		0	0%	2	2%	1	1%
Alaskan Native/Native American/American Indian		2	2%	1	1%	0	0%
Hispanic		27	28%	31	33%	27	29%
White/Caucasian		64	67%	59	63%	62	66%
Other race (also Intn'l)		1	1%	0	0%	1	1%
TOTAL		96	100%	94	100%	94	100%

STUDENT ENROLLMENT		10-11	%	11-12	%	12-13	%
Part-time		56	47%	56	49%	60	53%
Full-time		64	53%	59	51%	54	47%
TOTAL		120	100%	115	100%	114	100%

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

Program Cip Code: 480508

Program Code: 814

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

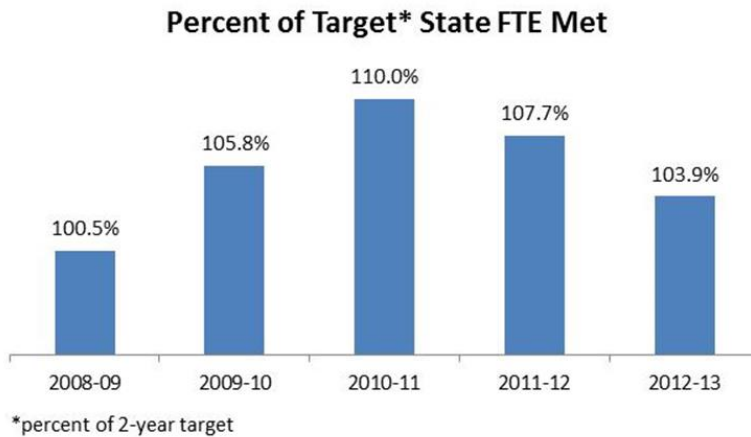
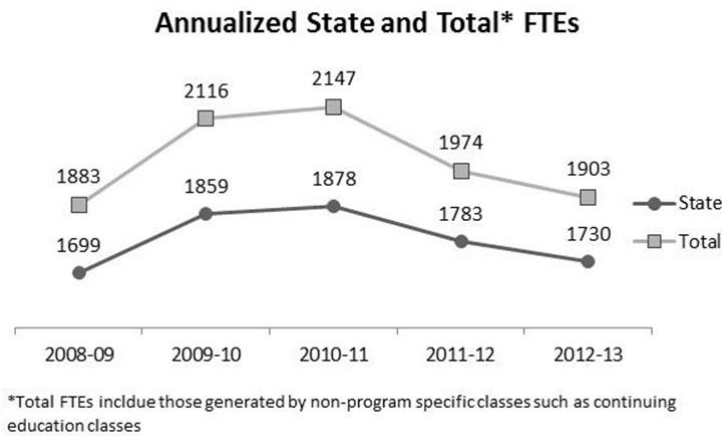
Outcome A.3 Meet or exceed state FTE target

Data shown here and in Tab J provides information related to college FTEs. Please consult these data sets and complete the corresponding Outcome A.3 worksheet, indicating how well the college has met the outcome.

Tab J: FTEs by Program and Division

Points of interest:

- Although FTEs decreased from last year, they have increased slightly over the past five years and we exceeded our state FTE target in 2012-13 by 3.9%.



Tab J

FTEs by Program and Division

**Annualized Total FTEs
by Department and Division**

Division/Program or Discipline	2008-09	2009-10	2010-11	2011-12	2012-13
Allied Health					
Applied Math (Medical Assistant)	In previous years, Applied Math courses were reported in the Math/Science Division.			2.87	2.93
First Aid	10.93	12.35	11.47	10.53	10.53
Medical Assistant/ HED	53.52	51.80	55.84	53.88	52.65
Nursing	55.60	56.14	55.90	61.32	62.03
Physical Education & Health	48.22	49.14	53.09	49.38	40.60
Total	170.18	171.59	178.16	179.55	168.74

Aviation					
Aviation	40.59	36.29	35.38	46.71	48.11
Total	40.59	36.29	35.38	46.71	48.11

Business					
Accounting	24.80	27.33	33.49	26.64	29.67
Business	31.31	46.20	43.69	54.07	33.87
Office Information Technology ^a	81.51	93.88	91.99	5.53	
Business Information Management ^a				65.15	61.44
Computer Science ^b	45.49	21.33			21.71
Economics	19.11	20.34	23.34	26.56	21.45
Total	204.49	211.93	197.02	181.66	168.14

^aOffice Information Technology became Business Information Management in 2011-12; classes under the Office Information Technology (OIT) title were still offered in summer of 2011, hence the FTE for OIT in 2011-12.

^bThe Computer Science program was not offered in 2010-11 or 2011-12.

Developmental					
ABE/ESL	284.62	279.69	265.55	192.02	180.99
College Success Skills	33.40	47.20	52.53	48.27	41.27
Pre-college English & Basic Math	72.95	94.56	102.91	84.60	69.24
Library	1.67	0.44	0.00	0.00	0.00
Total	392.63	421.89	420.99	324.89	291.50

Totals may differ due to additional values beyond the /100th decimal place.

Total FTE IBEST classes use Class Table to capture 1.75 FTE credit

Data retrieved from ODS (dbo_Class) on 7/5/12;

I-BEST data retrieved from DW CLASS 8/2/12

**Annualized Total FTEs
by Department and Division**

Division/Program or Discipline	2008-09	2009-10	2010-11	2011-12	2012-13
Humanities					
Art	40.96	43.82	44.60	44.34	41.04
English/Humanities	145.69	155.59	167.75	181.71	162.71
Foreign Language/ASL	32.55	44.00	50.56	49.11	43.78
Journalism	3.40	3.00	2.93	0.00	0.00
Music	15.71	18.87	24.29	20.18	13.38
Philosophy/Religion	54.78	73.56	83.44	64.67	57.33
Speech/Communications	48.16	61.63	60.35	65.40	65.87
Total	341.26	400.47	433.92	425.41	384.11

Industrial Technology					
Agriculture	2.27	2.85	4.51	3.71	4.27
Applied Math	In previous years, Applied Math courses were reported in the Math/Science Division			7.28	8.51
Applied Writing					3.40
Automotive	31.07	38.80	42.27	38.33	39.51
Aviation Maintenance	19.59	36.59	44.34	45.22	49.10
Commercial Driver's Licence	26.98	27.85	18.18	23.55	26.27
Industrial Electrical ^c	31.87	45.40			
Maintenance Mechanics ^c	15.71	27.14			
Industrial Systems Technology ^c			84.36	56.44	51.56
Welding	51.83	59.50	55.88	50.35	47.50
Total	177.04	235.28	245.03	221.17	225.85

^cIndustrial Electrical and Maintenance Mechanics were combined into Industrial Systems Technology in 2010-11.

**Annualized Total FTEs
by Department and Division**

Division/Program or Discipline	2008-09	2009-10	2010-11	2011-12	2012-13
Math/Science					
Biology	42.34	47.78	51.45	58.44	47.22
Botany	4.78	4.78	5.00	3.22	4.11
Chemistry	24.34	26.09	29.32	31.89	36.33
Environmental Science	7.00	7.33	12.78	13.44	19.00
Geology/Geography	8.66	7.44	5.89	2.89	6.56
Math	50.44	51.10	59.33	62.67	82.56
Math - Applied ^d	16.42	17.34	13.20		
Nutrition	24.00	27.10	27.23	31.44	36.00
Physics	3.33	5.23	5.66	5.11	4.00
Pre- College Math	146.08	170.86	179.50	176.22	165.89
Science/Astronomy	6.67	6.66	7.22	4.89	4.11
Total	334.06	371.71	396.58	390.21	405.78

^dIn 2011-12, Applied Math FTE were broken out and reported by specific department and division.

Social Science					
Applied Math (Early Childhood Education) ^e	In previous years, Applied Math courses were reported in the Math/Science Division.			4.36	
Anthropology	8.89	5.45	8.45	5.89	6.44
Criminal Justice	16.24	21.32	21.45	12.22	13.11
Child and Family Education ^f	27.16	36.33	49.15		
Early Childhood Education ^f				31.77	34.07
History	35.11	40.33	39.56	47.33	42.00
Parent Education ^g	18.23	21.09	3.18		
Political Science	17.56	19.44	24.11	19.89	20.11
Psychology	39.67	44.78	36.45	56.67	54.56
Sociology	41.89	45.78	40.34	31.78	32.78
Total	204.74	234.52	222.69	209.91	203.07

^eBeginning in 2012-13 Early Childhood Education students now take Math in Society (Math& 107) to fulfill the related instruction math

^fThe Child and Family Education program was redesigned in 2011-12 to align with statewide articulation transfer agreements and was renamed Early Childhood Education.

^gThe Parent Education program was eliminated in 2010-11 due to budget cuts.

Overall Total FTE	1864.98	2083.68	2129.77	1979.51	1895.30
--------------------------	----------------	----------------	----------------	----------------	----------------

Totals may differ due to additional values beyond the /100th decimal place.

Total FTE IBEST classes use Class Table to capture 1.75 FTE credit

Data retrieved from ODS (dbo_Class) on 7/5/12;

I-BEST data retrieved from DW CLASS 8/2/12

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

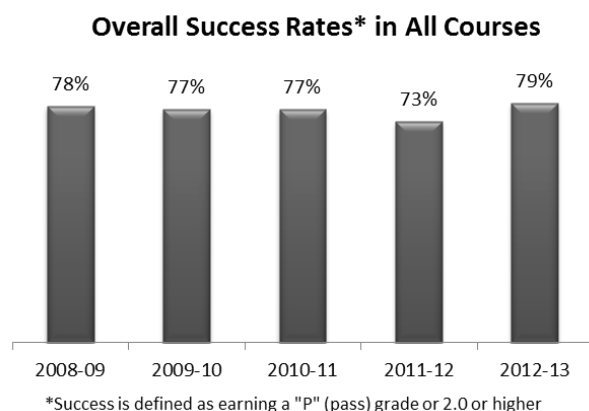
Data shown here and in Tabs K and L provides information related to student success in classes and by division. Please consult these data sets and complete the corresponding Outcome B.1 worksheet, indicating how well the college has met the outcome.

Tab K: Success Rates by Class and Division 2012-13

Tab L: Success in the 30 Highest Enrolled Classes 2010-11, 2011-12, 2012-13

Points of interest:

- BBCC's overall success rate is the highest it has been in the past five years (79%; additional information in Tabs K and L).
- Pre-college math has been steadily improving since 2009-10, increasing nearly 20% since that time.



Success Rates by Division

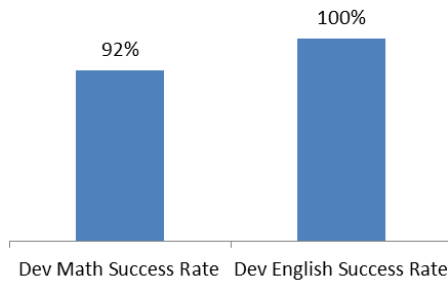
Division	2008-09	2009-10	2010-11	2011-12	2012-13
Allied Health	88%	86%	89%	87%	85%
Aviation	83%	84%	82%	79% ^a	89% ^a
Business	79%	74%	72%	73%	82%
Developmental	81%	80%	79%	76%	77%
Humanities	79%	80%	79%	77%	80%
Industrial Technology	78%	86%	84%	83%	82%
Math/Science	72%	71%	70%	67%	67%
Pre-college Level Math ^b	50%	49%	53%	61%	69%
Social Science	79%	77%	73%	76%	78%
Overall	78%	77%	77%	73%	79%

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

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

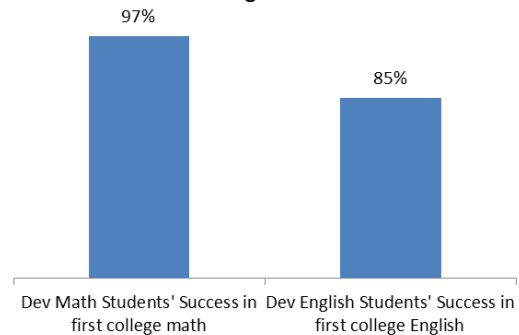
- BBCC success in courses ranks highly in the National Community College Benchmark Project (NCCBP; additional information available in Tab D).
 - Only 8% of other participating colleges outperformed BBCC in developmental math course success rates and only 3% outperformed BBCC in developmental math students successfully completing their first college-level math course.
 - BBCC was a top performer in developmental English course success rates; however, 15% of other colleges outperformed BBCC in developmental English students' success in their first college-level English course.
 - Only 10% or less of other participating colleges outperformed BBCC in Composition II, Algebra, and Speech success rates.

**NCCBP* National Percentile Rank
Developmental Ed Course Success**



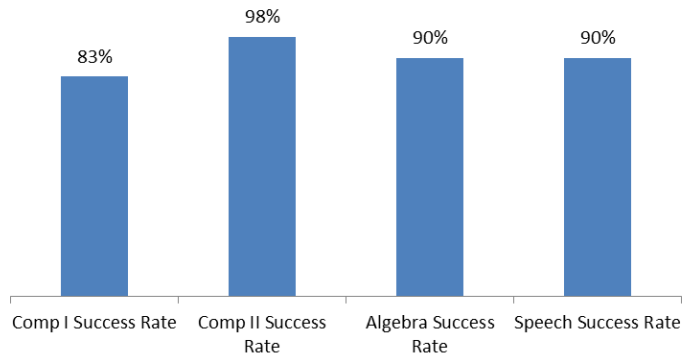
*NCCBP (National Community College Benchmarking Project), 2012 Results, 272 colleges participated. NCCBP defines success as an A, B, or C grade, for Big Bend, that is 4.0 to 1.5 G.P., as defined in the BBCC Catalog 2012-13, page 20.

**NCCBP* National Percentile Rank
Developmental Ed Student Success in
First College Level Class**



*NCCBP (National Community College Benchmarking Project), 2012 Results, 272 colleges participated. NCCBP defines success as an A, B, or C grade, for Big Bend, that is 4.0 to 1.5 G.P., as defined in the BBCC Catalog 2012-13, page 20.

**NCCBP* National Percentile Rank
Core Academic Courses**



*NCCBP (National Community College Benchmarking Project), 2012 Results, 272 colleges participated. NCCBP defines success as an A, B, or C grade, for Big Bend, that is 4.0 to 1.5 G.P., as defined in the BBCC Catalog 2012-13, page 20.

Tab K

Success Rates by Class and Division 2012-13

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Allied Health	FAD 150	IND FIRST AID/CPR & BBP	7	37	193	237	81%
2012-13	Allied Health	HED 121	HUMAN BODY/DISEASE I	5	16	55	76	72%
2012-13	Allied Health	HED 122	HUMAN BODY/DISEASE II	1	4	40	45	89%
2012-13	Allied Health	HED 123	HUMAN BODY/DISEASE III	3	2	26	31	84%
2012-13	Allied Health	HED 150	MEDICAL TERMINOLOGY I	4	20	116	140	83%
2012-13	Allied Health	HED 151	MEDICAL TERMINOLOGY II	4	12	86	102	84%
2012-13	Allied Health	HED 239	MEDICAL ETHICS	8	22	47	77	61%
2012-13	Allied Health	MA 111	CLINICAL PROCEDURES I	1	1	22	24	92%
2012-13	Allied Health	MA 112	CLINICAL PROCEDURES II	1	0	21	22	95%
2012-13	Allied Health	MA 113	CLINICAL PROCEDURES III	1	0	20	21	95%
2012-13	Allied Health	MA 150	PHARMACOLOGY MED ASST	1	0	40	41	98%
2012-13	Allied Health	MA 195	EXTERNSHIP/PRACT MED ASST	0	4	16	20	80%
2012-13	Allied Health	MA 197	EXTERNSHIP/PRACT SEMINAR	0	0	17	17	100%
2012-13	Allied Health	MAP 108	APPLIED MATH (MA)	3	2	39	44	89%
2012-13	Allied Health	NUR 100	NURSING ASSISTANT	6	5	117	128	91%
2012-13	Allied Health	NUR 101	SURVIVAL SKILLS/NURSING	1	0	23	24	96%
2012-13	Allied Health	NUR 103	HIV/AIDS EDUCATION	11	12	58	81	72%
2012-13	Allied Health	NUR 110	FUNDAMENTALS OF NURSING	1	1	22	24	92%
2012-13	Allied Health	NUR 111	PRACTICUM	1	0	23	24	96%
2012-13	Allied Health	NUR 114	PHARMACOLOGY	1	3	22	26	85%
2012-13	Allied Health	NUR 120	BEGIN NURSE CONCEPTS I	1	0	22	23	96%
2012-13	Allied Health	NUR 121	BEGIN NURSE PRACTICUM I	0	0	22	22	100%
2012-13	Allied Health	NUR 130	BEGIN NURSE CONCEPTS II	0	0	22	22	100%
2012-13	Allied Health	NUR 131	BEG NURSE PRACTICUM II	0	0	22	22	100%
2012-13	Allied Health	NUR 135	NURSING SKILLS LAB	1	0	22	23	96%
2012-13	Allied Health	NUR 136	NURSING SKILLS LAB	1	0	22	23	96%
2012-13	Allied Health	NUR 137	NURSING SKILLS LAB	0	0	22	22	100%
2012-13	Allied Health	NUR 140	PN COMPLETION/TRANSITION	0	0	16	16	100%
2012-13	Allied Health	NUR 141	PN COMP/TRANS PRACTICUM	0	0	16	16	100%
2012-13	Allied Health	NUR 210	ADV NURSING CONCEPTS I	0	4	12	16	75%
2012-13	Allied Health	NUR 211	ADV NURSING PRACTICUM I	0	0	16	16	100%
2012-13	Allied Health	NUR 220	ADV NURSING CONCEPTS II	0	0	12	12	100%
2012-13	Allied Health	NUR 221	ADV NURSING PRACTICUM II	0	0	12	12	100%
2012-13	Allied Health	NUR 230	ADV NURSING CONCEPTS III	0	0	12	12	100%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Allied Health	NUR 231	ADV NURSING PRACTIC III	0	0	12	12	100%
2012-13	Allied Health	NUR 235	NURSING SKILLS LAB	0	0	16	16	100%
2012-13	Allied Health	NUR 236	NURSING SKILLS LAB	0	0	12	12	100%
2012-13	Allied Health	NUR 240	PROFESSIONAL ISSUES	0	0	12	12	100%
2012-13	Allied Health	PEH 100	LIFETIME WELLNESS	21	40	266	327	81%
2012-13	Allied Health	PEH 102	THEORY OF BASKETBALL	2	1	12	15	80%
2012-13	Allied Health	PEH 104	THEORY/WOMEN'S BASKETBALL	0	0	11	11	100%
2012-13	Allied Health	PEH 105	THEORY OF BASEBALL	1	0	21	22	95%
2012-13	Allied Health	PEH 106	THEORY OF SOFTBALL	0	0	6	6	100%
2012-13	Allied Health	PEH 114	BASKETBALL (WOMENS)	0	0	5	5	100%
2012-13	Allied Health	PEH 125	CONDITIONING	3	28	199	230	87%
2012-13	Allied Health	PEH 131	CIRCUIT WEIGHT TRAINING	7	24	83	114	73%
2012-13	Allied Health	PEH 132	FITNESS	1	0	9	10	90%
2012-13	Allied Health	PEH 133	WEIGHT TRAINING	6	19	90	115	78%
2012-13	Allied Health	PEH 155	BODY TONING	18	4	190	212	90%
2012-13	Allied Health	PEH 158	RACQUETBALL	0	0	7	7	100%
2012-13		Allied Health Division		122	261	2204	2587	85%

2012-13	Aviation	AVF 111	PRE-FLIGHT GROUND SCHOOL	1	1	33	35	94%
2012-13	Aviation	AVF 112	PRIV PILOT GROUND SCHOOL	1	4	27	32	84%
2012-13	Aviation	AVF 113	METEOROLOGY	0	3	30	33	91%
2012-13	Aviation	AVF 114	THEORY OF FLIGHT	1	2	29	32	91%
2012-13	Aviation	AVF 131	PRIV PILOT HELICOPTER I					
2012-13	Aviation	AVF 132	PRIV PILOT HELICOPTER 2					
2012-13	Aviation	AVF 133	PRIV PILOT HELICOPTER 3					
2012-13	Aviation	AVF 141	PRIV PILOT FLIGHT STAGE 1					
2012-13	Aviation	AVF 142	PRIV PILOT FLIGHT STAGE 2					
2012-13	Aviation	AVF 143	PRIV PILOT FLIGHT STAGE 3					
2012-13	Aviation	AVF 190	FLIGHT (ALTERNATE)					
2012-13	Aviation	AVF 221	COMM PILOT GROUND SCHOOL	1	4	26	31	84%
2012-13	Aviation	AVF 223	INSTRUMENT PILOT GR SCHL	0	7	22	29	76%
2012-13	Aviation	AVF 225	EFF COMM IN FLT INSTRUCT	2	1	13	16	81%
2012-13	Aviation	AVF 227	AIRCRAFT SYS FOR PILOTS	0	0	21	21	100%
2012-13	Aviation	AVF 231	COMM PILOT HELICOPTER 4					

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Aviation	AVF 232	COMM PILOT HELICOPTER 5					
2012-13	Aviation	AVF 251	COMM PILOT FLT STAGE 4					
2012-13	Aviation	AVF 252	COMM PILOT FLT STAGE 5					
2012-13	Aviation	AVF 253	COMM PILOT FLT STAGE 7					
2012-13	Aviation	AVF 254	NIGHT FLYING	0	1	23	24	96%
2012-13	Aviation	AVF 261	INSTRUMENT FLT STAGE 6					
2012-13	Aviation	AVF 270	FLIGHT INSTRUCTOR					
2012-13	Aviation	AVF 271	INSTRUMENT FLIGHT INSTR					
2012-13	Aviation	AVF 272	SEAPLANE FLIGHT					
2012-13	Aviation	AVF 275	MULTI-ENGINE FLIGHT					
2012-13	Aviation	AVF 276	SIMULATOR TRAINING	0	0	2	2	100%
2012-13	Aviation	AVF 290	FLIGHT (ALTERNATE)					
2012-13	Aviation	AVF 291	MULTI ENGINE INSTRUCTOR	0	0	1	1	100%
2012-13		Aviation Division		6	23	227	256	89%

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

2012-13	Business	ACCT 105	INTRO TO ACCOUNTING	3	13	122	138	88%
2012-13	Business	ACCT 233	INTRO TO PAYROLL TAXES	1	1	11	13	85%
2012-13	Business	ACCT 260	COMPUTER ACCOUNTING	1	2	9	12	75%
2012-13	Business	ACCT 261	INTRO TO PEACHTREE ACCT	0	0	8	8	100%
2012-13	Business	ACCT 262	INTRO TO QUICKBOOKS	0	0	15	15	100%
2012-13	Business	ACCT&201	PRIN OF ACCOUNTING I	4	17	71	92	77%
2012-13	Business	ACCT&202	PRIN OF ACCOUNTING II	1	4	48	53	91%
2012-13	Business	ACCT&203	PRIN OF ACCOUNTING III	2	4	24	30	80%
2012-13	Business	BIM 101	BASIC KEYBOARDING***	8	57	118	183	64%
2012-13	Business	BIM 102	DOCUMENT FORMATTING***	3	23	348	374	93%
2012-13	Business	BIM 104	INTERMEDIATE KEYBOARDING***	4	15	269	288	93%
2012-13	Business	BIM 106	ADVANCED KEYBOARDING***	1	1	13	15	87%
2012-13	Business	BIM 108	INTRO MICROSOFT APPLS	1	1	11	13	85%
2012-13	Business	BIM 109	INTERNET COMMUNICATIONS***	0	14	38	52	73%
2012-13	Business	BIM 110	MICROSOFT OFFICE 2010	1	0	8	9	89%
2012-13	Business	BIM 111	INTRO COMPUTERS/MED OFF***	7	14	15	36	42%
2012-13	Business	BIM 112	PROOF & EDIT***	9	9	26	44	59%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Business	BIM 114	MED OFFICE ACCTS RECEIV	2	0	16	18	89%
2012-13	Business	BIM 115	MED OFFICE ACCTS RECEIVAB	3	2	10	15	67%
2012-13	Business	BIM 116	INTRO TO MEDICAL OFFICE	0	1	17	18	94%
2012-13	Business	BIM 124	INTRO SPREADSHT MS/EXCEL	1	0	10	11	91%
2012-13	Business	BIM 130	FILING***	7	20	46	73	63%
2012-13	Business	BIM 172	WORD PROCESSING ***	0	0	3	3	100%
2012-13	Business	BIM 173	WORD PROCESSING ***	1	8	77	86	90%
2012-13	Business	BIM 177	BUSINESS INFO MGMT LAB***	0	0	4	4	100%
2012-13	Business	BIM 180	INTRO MICROSOFT OFFICE***	7	14	58	79	73%
2012-13	Business	BIM 181	INTRO TO MS WORD***	8	12	213	233	91%
2012-13	Business	BIM 182	INTRO TO MS EXCEL***	0	7	148	155	95%
2012-13	Business	BIM 183	INTRO TO MS ACCESS***	1	2	26	29	90%
2012-13	Business	BIM 184	INTRO TO MS POWERPOINT***	1	1	163	165	99%
2012-13	Business	BIM 185	INTRO TO MS INTEGRATION	0	0	8	8	100%
2012-13	Business	BIM 190	SPREADSHEETS ***	2	6	63	71	89%
2012-13	Business	BIM 194	PRESENTATIONS***	4	6	5	15	33%
2012-13	Business	BIM 195	DATABASE MANAGEMENT***	1	1	7	9	78%
2012-13	Business	BIM 198	SPECIAL TOPICS***	0	0	1	1	100%
2012-13	Business	BIM 210	INTERNET***	3	18	59	80	74%
2012-13	Business	BIM 220	DESKTOP PUBLISHING***	1	3	10	14	71%
2012-13	Business	BIM 262	PROFESSIONAL PREPARATION	0	1	14	15	93%
2012-13	Business	BIM 280	ADV MICROSOFT OFFICE	2	5	23	30	77%
2012-13	Business	BUS 102	BUSINESS MATHEMATICS	2	2	36	40	90%
2012-13	Business	BUS 114	BUSINESS ETHICS	3	5	19	27	70%
2012-13	Business	BUS 120	HUMAN RELATIONS ON JOB	5	19	102	126	81%
2012-13	Business	BUS 121	BUSINESS ENGLISH	7	20	19	46	41%
2012-13	Business	BUS 122	BUSINESS COMMUNICATIONS	6	6	17	29	59%
2012-13	Business	BUS 161	BUSINESS CALCULATORS	1	1	30	32	94%
2012-13	Business	BUS 170	CONSUMER FINANCE	0	1	9	10	90%
2012-13	Business	BUS 200	SUPERVISION	1	0	18	19	95%
2012-13	Business	BUS 215	CUSTOMER SERVICE	6	15	27	48	56%
2012-13	Business	BUS& 101	INTRO TO BUSINESS	5	7	71	83	86%
2012-13	Business	BUS& 201	BUSINESS LAW	4	4	56	64	88%
2012-13	Business	CS 101	INTRO COMPUTER SCIENCE	5	17	29	51	57%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Business	CS 104	INTRO TO COMPUTER HARDWR	3	6	29	38	76%
2012-13	Business	CS 105	INTRO TO COMPTR OP SYS	3	11	24	38	63%
2012-13	Business	CS 110	NETWORKING FUNDAMENTALS	1	5	23	29	79%
2012-13	Business	CS 111	INTRO TO PROGRAMMING	10	7	18	35	51%
2012-13	Business	CS 115	INTRO DATABASE DESIGN/MN	0	1	6	7	86%
2012-13	Business	CS 142	ADV PROG WITH JAVA	0	1	3	4	75%
2012-13	Business	CS 156	CISCO NTRWK 1: PART I	0	0	11	11	100%
2012-13	Business	CS 157	CISCO NTRWKNG 1:PART II	1	1	9	11	82%
2012-13	Business	CS 161	INTRO TO WEBSITE DES/PUB	0	4	8	12	67%
2012-13	Business	CS 162	PROGRAMMING W/JAVASCRIPT	1	1	4	6	67%
2012-13	Business	CS 195	INTERNSHIP: WRK BASED	0	0	6	6	100%
2012-13	Business	CS 197	INTERNSHP:WORK BASED SEM	0	1	5	6	83%
2012-13	Business	CS 205	WINDOWS SERVER ADMIN	0	0	9	9	100%
2012-13	Business	CS 235	DATA STRCTRS & ALGORITHM	0	2	0	2	0%
2012-13	Business	CS& 141	COMPUTER SCIENCE I JAVA	2	0	4	6	67%
2012-13	Business	ECON 200	INTRO TO ECONOMICS	8	19	47	74	64%
2012-13	Business	ECON&201	MICRO ECONOMICS	2	0	56	58	97%
2012-13	Business	ECON&202	MACRO ECONOMICS	5	6	51	62	82%
2012-13		Business Division		171	444	2881	3496	82%

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

2012-13	Developmental	CSS 100	COLLEGE SURVIVAL SKILLS	28	75	331	434	76%
2012-13	Developmental	CSS 102	FOCUS ON SUCCESS	6	6	92	104	88%
2012-13	Developmental	CSS 104	INTRO COMPUTER LITERACY	3	18	60	81	74%
2012-13	Developmental	ENGL 065	SPELLING IMPROVEMENT	0	3	14	17	82%
2012-13	Developmental	ENGL 087	READING IMPROVEMENT	0	1	1	2	50%
2012-13	Developmental	ENGL 093	BASIC WRITING	0	0	2	2	100%
2012-13	Developmental	ENGL 095	WRITING IMPROVEMENT	0	0	5	5	100%
2012-13	Developmental	ENGL 098	BASIC ENGLISH SKILLS	3	7	90	100	90%
2012-13	Developmental	ENGL 099	ENGLISH SKILLS (PRE-101)	21	51	247	319	77%
2012-13	Developmental	MATH 080	BASIC MATHEMATICS	19	40	109	168	65%
2012-13		Developmental Division		80	201	951	1232	77%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Humanities	ART 101	DESIGN I	1	1	23	25	92%
2012-13	Humanities	ART 102	DESIGN II	0	1	20	21	95%
2012-13	Humanities	ART 103	DESIGN III	1	2	15	18	83%
2012-13	Humanities	ART 104	DRAWING I	0	2	19	21	90%
2012-13	Humanities	ART 105	DRAWING II	0	3	15	18	83%
2012-13	Humanities	ART 121	CERAMICS I	1	0	52	53	98%
2012-13	Humanities	ART 122	CERAMICS II	0	0	9	9	100%
2012-13	Humanities	ART 123	CERAMICS III	0	0	1	1	100%
2012-13	Humanities	ART 198	SPECIAL PROJECTS	0	0	1	1	100%
2012-13	Humanities	ART 216	SURVEY OF WESTERN ART I	0	3	19	22	86%
2012-13	Humanities	ART 217	SURV WEST ART II:REN-MID	1	1	12	14	86%
2012-13	Humanities	ART 218	WESTERN ART:IMPRESS/CURR	0	4	20	24	83%
2012-13	Humanities	ART 221	WATERCOLOR I	0	0	15	15	100%
2012-13	Humanities	ART 230	PAINTING/DRAWING WKSHP	1	2	27	30	90%
2012-13	Humanities	ART 231	OIL PAINTING I	1	2	25	28	89%
2012-13	Humanities	ART 232	OIL PAINTING II	0	1	7	8	88%
2012-13	Humanities	ART 233	OIL PAINTING III	0	0	5	5	100%
2012-13	Humanities	ART 298	SPECIAL PROJECTS	0	0	1	1	100%
2012-13	Humanities	ART& 100	ART APPRECIATION	4	3	51	58	88%
2012-13	Humanities	CMST 100	HUMAN COMMUNICATIONS	4	15	32	51	63%
2012-13	Humanities	CMST&102	INTRO TO MASS MEDIA	2	4	68	74	92%
2012-13	Humanities	CMST&220	PUBLIC SPEAKING	21	50	406	477	85%
2012-13	Humanities	ENGL 201	ACADEMIC COMPOSITION	6	1	12	19	63%
2012-13	Humanities	ENGL 211	CREATIVE WRITING:FICTION	0	1	21	22	95%
2012-13	Humanities	ENGL 216	FILM STUDY	2	15	62	79	78%
2012-13	Humanities	ENGL 221	CREATIVE WRITING II:FICT	3	0	18	21	86%
2012-13	Humanities	ENGL 239	THE MYSTERY STORY AS LIT	3	3	14	20	70%
2012-13	Humanities	ENGL 248	LIT OF AMERICAN WEST	1	3	27	31	87%
2012-13	Humanities	ENGL&101	ENGLISH COMPOSITION I	56	131	508	695	73%
2012-13	Humanities	ENGL&102	COMPOSITION II	45	81	381	507	75%
2012-13	Humanities	ENGL&220	INTRO TO SHAKESPEARE	2	1	12	15	80%
2012-13	Humanities	ENGL&244	AMERICAN LITERATURE I	1	2	13	16	81%
2012-13	Humanities	ENGL&245	AMERICAN LITERATURE II	0	1	23	24	96%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Humanities	FRCH&121	FRENCH I	2	7	39	48	81%
2012-13	Humanities	FRCH&122	FRENCH II	0	5	18	23	78%
2012-13	Humanities	FRCH&123	FRENCH III	0	1	5	6	83%
2012-13	Humanities	HUM 214	DIVERSITY ISSUES: RACE, CLASS, GENDER	8	9	53	70	76%
2012-13	Humanities	MUSC 115	GROUP PIANO I	9	2	16	27	59%
2012-13	Humanities	MUSC 116	GROUP PIANO II	3	0	5	8	63%
2012-13	Humanities	MUSC 117	GROUP PIANO III	0	0	8	8	100%
2012-13	Humanities	MUSC 134	BEGINNING GROUP GUITAR	2	2	19	23	83%
2012-13	Humanities	MUSC 215	GROUP PIANO IV	0	0	3	3	100%
2012-13	Humanities	MUSC 216	GROUP PIANO V	0	0	2	2	100%
2012-13	Humanities	MUSC&105	MUSIC APPRECIATION	13	21	58	92	63%
2012-13	Humanities	PHIL 210	ETHICS	2	8	36	46	78%
2012-13	Humanities	PHIL 240	PHILOSOPHY OF RELIGION	0	2	19	21	90%
2012-13	Humanities	PHIL&101	INTRO TO PHILOSOPHY	11	17	79	107	74%
2012-13	Humanities	PHIL&106	INTRO TO LOGIC	4	3	21	28	75%
2012-13	Humanities	PHIL&120	SYMBOLIC LOGIC	13	25	129	167	77%
2012-13	Humanities	REL 201	WORLD RELIGIONS	2	2	66	70	94%
2012-13	Humanities	REL 211	RELIGION IN AMERICA	2	8	68	78	87%
2012-13	Humanities	SPAN&121	SPANISH I	9	27	142	178	80%
2012-13	Humanities	SPAN&122	SPANISH II	3	15	71	89	80%
2012-13	Humanities	SPAN&123	SPANISH III	1	5	48	54	89%
2012-13	Humanities Division			240	492	2839	3571	80%

2012-13	Industrial Technology	AGR 100	INTRO TO AGRICULTURE	0	1	0	1	0%
2012-13	Industrial Technology	AGR 261	PLANT SCIENCE	0	4	3	7	43%
2012-13	Industrial Technology	AGR 263	SOILS	8	0	3	11	27%
2012-13	Industrial Technology	AGR 271	AG SALES & MARKETING	3	2	11	16	69%
2012-13	Industrial Technology	AGR 295	WORK-BASED LEARNING	1	0	3	4	75%
2012-13	Industrial Technology	AGR 297	WORK-BASED LRNG SEMINAR	1	0	3	4	75%
2012-13	Industrial Technology	AMT 148	AMT GENERAL ELECTRICITY	0	1	27	28	96%
2012-13	Industrial Technology	AMT 149	AMT AIRFRAME ELECTRICITY	0	0	13	13	100%
2012-13	Industrial Technology	AMT 150	AMT GENERAL	0	1	56	57	98%
2012-13	Industrial Technology	AMT 151	AIRFRAME MECHANICS I	0	1	36	37	97%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Industrial Technology	AMT 152	AIRFRAME MECHANICS II	1	5	35	41	85%
2012-13	Industrial Technology	AMT 153	AIRFRAME MECHANICS III	0	1	10	11	91%
2012-13	Industrial Technology	AMT 249	AMT POWERPLANT ELECTRIC	0	0	15	15	100%
2012-13	Industrial Technology	AMT 251	POWERPLANT MECHANICS I	1	1	32	34	94%
2012-13	Industrial Technology	AMT 252	POWERPLANT MECHANICS II	1	0	30	31	97%
2012-13	Industrial Technology	AMT 253	POWERPLANT MECHANICS III	1	0	15	16	94%
2012-13	Industrial Technology	AMT 254	POWERPLANT MECHANICS IV	2	0	4	6	67%
2012-13	Industrial Technology	AUT 105	AUTOMOTIVE COMPUTER APPL	3	4	8	15	53%
2012-13	Industrial Technology	AUT 111	AUTO ENGINE SERVICE	2	3	16	21	76%
2012-13	Industrial Technology	AUT 115	AUTOMOTIVE SHOP SAFETY	4	1	17	22	77%
2012-13	Industrial Technology	AUT 121	ELECTRIC/ELECTRONIC SYST	0	5	14	19	74%
2012-13	Industrial Technology	AUT 124	BRAKE SYSTEM SERVICE	1	6	9	16	56%
2012-13	Industrial Technology	AUT 125	SUSPENSION STEERING ALIG	1	6	9	16	56%
2012-13	Industrial Technology	AUT 131	MANUAL DRIVE TRAIN & AXL	1	4	15	20	75%
2012-13	Industrial Technology	AUT 132	HYDRAULIC SYSTEMS	0	7	12	19	63%
2012-13	Industrial Technology	AUT 190	PROJECTS LAB	2	4	48	54	89%
2012-13	Industrial Technology	AUT 211	AUTO CONVENIENCE SYSTEMS	1	0	11	12	92%
2012-13	Industrial Technology	AUT 212	AUTO TRANSMISSION REPAIR	0	0	11	11	100%
2012-13	Industrial Technology	AUT 213	AUTO SERVICING I	0	0	12	12	100%
2012-13	Industrial Technology	AUT 220	ENGINE PERFORMANCE	0	1	12	13	92%
2012-13	Industrial Technology	AUT 223	AUTOMOBILE SERVICING II	1	0	11	12	92%
2012-13	Industrial Technology	AUT 231	AUTO HEAT/AIR CONDITION	0	1	10	11	91%
2012-13	Industrial Technology	AUT 290	PROJECTS LAB	1	0	35	36	97%
2012-13	Industrial Technology	CDL 100	COMM DRIVER'S LICENSE	12	4	77	93	83%
2012-13	Industrial Technology	ENGL 109	APPLIED TECH WRITING	5	24	22	51	43%
2012-13	Industrial Technology	IST 100	INTRO IND SAFETY/HEALTH	0	0	28	28	100%
2012-13	Industrial Technology	IST 102	TECHNICAL DRAWING INTERP	0	16	23	39	59%
2012-13	Industrial Technology	IST 105	BASIC ELECTRICITY-DC	1	5	32	38	84%
2012-13	Industrial Technology	IST 106	BASIC ELECTRICITY-AC	4	13	17	34	50%
2012-13	Industrial Technology	IST 107	INDUSTRIAL ELECTRICITY I	1	2	19	22	86%
2012-13	Industrial Technology	IST 110	INTRO NATL ELEC CODE	1	3	21	25	84%
2012-13	Industrial Technology	IST 111	NATL ELECTRIC CODE II	0	1	14	15	93%
2012-13	Industrial Technology	IST 112	NATL ELECTRIC CODE III	0	0	15	15	100%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Industrial Technology	IST 113	IND ELECT INSTALL TECH	1	1	20	22	91%
2012-13	Industrial Technology	IST 120	INTRO PREV/PRED MAINTENC	0	1	25	26	96%
2012-13	Industrial Technology	IST 130	INTRO TO REFRIGERATION	1	0	12	13	92%
2012-13	Industrial Technology	IST 136	INTRO INDUST BOILER TECH	1	1	12	14	86%
2012-13	Industrial Technology	IST 140	MECH IRRIGATION APPLIC	0	0	1	1	100%
2012-13	Industrial Technology	IST 150	INTRO PROG LOGIC CONTROL	0	1	23	24	96%
2012-13	Industrial Technology	IST 170	INTRO TO INSTRUMENTATION	1	4	18	23	78%
2012-13	Industrial Technology	IST 180	MACHINING I	2	1	18	21	86%
2012-13	Industrial Technology	IST 182	MACHINING II	0	0	9	9	100%
2012-13	Industrial Technology	IST 184	MACHINING SKILL ENHANCE	0	1	3	4	75%
2012-13	Industrial Technology	IST 207	INDUST ELECTRICITY II	0	0	14	14	100%
2012-13	Industrial Technology	IST 208	INDUST ELECTRICITY III	0	3	12	15	80%
2012-13	Industrial Technology	IST 221	ELECTRONICS I (PRINCIPLE	1	9	9	19	47%
2012-13	Industrial Technology	IST 222	ELECTRONICS II (APPLIC)	0	4	15	19	79%
2012-13	Industrial Technology	IST 223	ELECTRONICS III (INDUST)	0	2	12	14	86%
2012-13	Industrial Technology	IST 224	ELECTRONIC COMM I	1	1	4	6	67%
2012-13	Industrial Technology	IST 250	PROGRAM LOGIC CONTROL II	0	0	17	17	100%
2012-13	Industrial Technology	IST 270	INSTRUMENTATION II	0	1	17	18	94%
2012-13	Industrial Technology	IST 280	MECHANICAL POWER TRANSM	1	0	10	11	91%
2012-13	Industrial Technology	IST 282	FLUID POWER TRANSMISSION	0	3	15	18	83%
2012-13	Industrial Technology	IST 284	PUMP HYDRAULICS/MECHANIC	0	1	14	15	93%
2012-13	Industrial Technology	MAP 100	APPLIED MATH (AMT)	0	0	25	25	100%
2012-13	Industrial Technology	MAP 101	APPLIED MATH (AUT/WLD)	2	8	18	28	64%
2012-13	Industrial Technology	MAP 103	APPLIED MATH (MMT/IST)	2	16	21	39	54%
2012-13	Industrial Technology	WLD 101	OXY-ACETYLENE WELD/AUTO	1	0	17	18	94%
2012-13	Industrial Technology	WLD 102	ARC WELDING FOR AUTO	1	0	17	18	94%
2012-13	Industrial Technology	WLD 103	BEGINNING AMT WELDING	0	0	12	12	100%
2012-13	Industrial Technology	WLD 110	WELDING THEORY I	4	3	23	30	77%
2012-13	Industrial Technology	WLD 111	WELDING PROCESS I	7	15	62	84	74%
2012-13	Industrial Technology	WLD 112	THERMAL CUTTING & WLD	5	2	23	30	77%
2012-13	Industrial Technology	WLD 120	WELDING THEORY II	0	3	23	26	88%
2012-13	Industrial Technology	WLD 121	WELDING PROCESS II	1	5	28	34	82%
2012-13	Industrial Technology	WLD 122	GAS METAL ARC WELDING I	0	7	28	35	80%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Industrial Technology	WLD 130	WELDING THEORY III	3	4	14	21	67%
2012-13	Industrial Technology	WLD 131	WELDING PROCESS III	0	3	21	24	88%
2012-13	Industrial Technology	WLD 132	GAS TUNGSTEN ARC WELD I	2	7	20	29	69%
2012-13	Industrial Technology	WLD 151	TECH DRAW INTERPRETATION	0	2	9	11	82%
2012-13	Industrial Technology	WLD 152	WELDING LAYOUT I	1	2	17	20	85%
2012-13	Industrial Technology	WLD 153	WELDING LAYOUT II	1	1	9	11	82%
2012-13	Industrial Technology	WLD 190	SKILL LEVEL IMPROVEMENT	0	1	36	37	97%
2012-13	Industrial Technology	WLD 205	WELD TESTING METHODS	1	2	14	17	82%
2012-13	Industrial Technology	WLD 206	WELDING CODES & STANDARD	0	2	12	14	86%
2012-13	Industrial Technology	WLD 207	WELDING METALLURGY	0	3	14	17	82%
2012-13	Industrial Technology	WLD 212	GAS METAL ARC WELDING II	0	2	14	16	88%
2012-13	Industrial Technology	WLD 241	STRUCTURAL WELD PROC I	0	0	1	1	100%
2012-13	Industrial Technology	WLD 242	STRUCTURAL WELDING I	0	0	2	2	100%
2012-13	Industrial Technology	WLD 243	STRUCTURAL WELD PROC II	0	3	1	4	25%
2012-13	Industrial Technology	WLD 244	SUBMERGED ARC WELDING	1	1	0	2	0%
2012-13	Industrial Technology	WLD 245	STRUC WLD PROCESS III	0	0	4	4	100%
2012-13	Industrial Technology	WLD 261	PRODUCTION WELD PROC I	0	1	3	4	75%
2012-13	Industrial Technology	WLD 262	PRODUCTION WELDING I	0	1	3	4	75%
2012-13	Industrial Technology	WLD 263	PRODUCTION WELD PROC II	0	1	1	2	50%
2012-13	Industrial Technology	WLD 264	ADV WELD PROCESS	0	0	1	1	100%
2012-13	Industrial Technology	WLD 265	PRODUC WELD PROCESS III	0	0	2	2	100%
2012-13	Industrial Technology	WLD 281	PIPE WELDING I	0	0	10	10	100%
2012-13	Industrial Technology	WLD 282	GAS TNGSTN ARC WD II TIG	0	0	8	8	100%
2012-13	Industrial Technology	WLD 283	PIPE WELDING II	0	0	7	7	100%
2012-13	Industrial Technology	WLD 284	GAS TUNGS ARC WLDG III	0	0	4	4	100%
2012-13	Industrial Technology	WLD 285	PIPE WELDING III	0	1	9	10	90%
2012-13	Industrial Technology	WLD 290	SKILL LEVEL IMPROVEMENT II	0	1	6	7	86%
2012-13		Industrial Technology Division		101	258	1633	1992	82%
2012-13	Math/Science	ASTR&101	INTRO TO ASTRONOMY	6	7	24	37	65%
2012-13	Math/Science	BIOL 298	TOPIC:ANATOMY/PHYSIOLOGY	0	0	1	1	100%
2012-13	Math/Science	BIOL&100	SURVEY OF BIOLOGY	13	29	120	162	74%
2012-13	Math/Science	BIOL&170	HUMAN BIOLOGY	2	6	16	24	67%
2012-13	Math/Science	BIOL&211	MAJORS CELLULAR	19	17	44	80	55%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Math/Science	BIOL&221	MAJORS ECOLOGY/EVOLUTION	0	1	2	3	67%
2012-13	Math/Science	BIOL&222	MAJORS CELL/MOLECULAR	0	0	2	2	100%
2012-13	Math/Science	BIOL&241	HUMAN A & P 1	4	10	40	54	74%
2012-13	Math/Science	BIOL&242	HUMAN A & P 2	5	7	32	44	73%
2012-13	Math/Science	BIOL&260	MICROBIOLOGY	9	0	35	44	80%
2012-13	Math/Science	BOT 130	BOTANY	1	7	16	24	67%
2012-13	Math/Science	BOT 140	FIELD BOTANY	1	0	12	13	92%
2012-13	Math/Science	CHEM&121	INTRO TO CHEMISTRY	10	46	166	222	75%
2012-13	Math/Science	CHEM&131	INTRO TO ORGANIC/BIOCHEM	1	4	17	22	77%
2012-13	Math/Science	CHEM&161	GENERAL CHEM W/LAB I	5	1	31	37	84%
2012-13	Math/Science	CHEM&162	GENERAL CHEM W/LAB II	1	2	20	23	87%
2012-13	Math/Science	CHEM&163	GENERAL CHEM/W LAB III	2	0	17	19	89%
2012-13	Math/Science	ENVS&100	SURVEY OF ENV SCIENCE	10	30	131	171	77%
2012-13	Math/Science	GEOL&101	INTRO PHYSICAL GEOLOGY	4	2	8	14	57%
2012-13	Math/Science	GGR 101	PHYSICAL GEOGRAPHY	5	21	19	45	42%
2012-13	Math/Science	MATH 120	COLLEGE ALGEBRA	56	52	115	223	52%
2012-13	Math/Science	MATH 147	FINITE MATHEMATICS	2	7	19	28	68%
2012-13	Math/Science	MATH&107	MATH IN SOCIETY	8	27	62	97	64%
2012-13	Math/Science	MATH&141	PRECALCULUS I	2	9	52	63	83%
2012-13	Math/Science	MATH&142	PRECALCULUS II	1	3	29	33	88%
2012-13	Math/Science	MATH&146	INTRO TO STATISTICS	36	51	125	212	59%
2012-13	Math/Science	MATH&148	BUSINESS CALCULUS	0	2	13	15	87%
2012-13	Math/Science	MATH&151	CALCULUS I	4	9	8	21	38%
2012-13	Math/Science	MATH&152	CALCULUS II	2	6	7	15	47%
2012-13	Math/Science	MATH&163	CALCULUS III	2	0	8	10	80%
2012-13	Math/Science	NUTR&101	NUTRITION	35	82	208	325	64%
2012-13	Math/Science	PHYS&100	PHYSICS NON-SCI MAJORS	2	3	8	13	62%
2012-13	Math/Science	PHYS&101	PHYS LAB NON-SCI MAJORS	2	3	8	13	62%
2012-13	Math/Science	PHYS&221	ENGINEERING PHYSICS I	1	6	6	13	46%
2012-13	Math/Science	PHYS&222	ENGINEERING PHYSICS II	1	3	3	7	43%
2012-13	Math/Science	PHYS&223	ENGINEERING PHYSICS III	0	1	2	3	67%
2012-13		Math/Science Division		252	454	1426	2132	67%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Pre-college Math	MATH 090	PREALGEBRA	22	26	53	101	52%
2012-13	Pre-college Math	MATH 094	PREALGEBRA ^a	27	50	222	299	74%
2012-13	Pre-college Math	MATH 095	ELEMENTARY ALGEBRA ^b	22	31	59	112	53%
2012-13	Pre-college Math	MATH 096	ELEMENTARY ALGEBRA I ^a	32	60	306	398	77%
2012-13	Pre-college Math	MATH 097	ELEMENTARY ALGEBRA II ^a	6	16	63	85	74%
2012-13	Pre-college Math	MATH 098	INTERMEDIATE ALGEBRA ^a	37	53	241	331	73%
2012-13	Pre-college Math	MATH 099	INTERMEDIATE ALGEBRA ^b	53	38	89	180	49%
2012-13		Pre-college Level Math		199	274	1033	1506	69%

^aEmporium classes

^bAlthough discontinued by the end of the year, some modularized math classes were taught in 2012-13; students received grades in one to five one-credit modules. When a student took a modularized class, he/she received the corresponding number of grades, one for each module.

2012-13	Social Science	ANTH&100	SURVEY OF ANTHROPOLOGY	4	2	52	58	90%
2012-13	Social Science	CJ 220	INTRO TO CORRECTIONS	2	4	12	18	67%
2012-13	Social Science	CJ& 101	INTRO CRIMINAL JUSTICE	6	12	63	81	78%
2012-13	Social Science	CJ& 110	CRIMINAL LAW	3	5	11	19	58%
2012-13	Social Science	ECE 100	ISSUES AND TRENDS IN ECE	1	4	17	22	77%
2012-13	Social Science	ECE 105	HEALTH, SAFETY & NUTRITION	0	4	13	17	76%
2012-13	Social Science	ECE 108	INFANT & TODDLER CAREGIV	1	9	18	28	64%
2012-13	Social Science	ECE 135	SKILLS FOR PRESCHL TEACH	3	5	18	26	69%
2012-13	Social Science	ECE 160	ADMIN EARLY LEARNNG PRGM	1	3	22	26	85%
2012-13	Social Science	ECE 175	INTRO TO CHILD CARE	0	0	66	66	100%
2012-13	Social Science	ECE 214	MATH/SCIENCE FOR CHILDREN	0	1	20	21	95%
2012-13	Social Science	ECE 230	CURR/OBSERVATION/ASSESS	1	7	17	25	68%
2012-13	Social Science	ECE 250	LANGUAGE & LITERACY DEV	1	5	21	27	78%
2012-13	Social Science	EDUC 102	GUIDING BEHAVIOR CHILDREN	2	9	14	25	56%
2012-13	Social Science	EDUC 106	ISSUES IN CHILD ABUSE	1	0	26	27	96%
2012-13	Social Science	EDUC 132	PEER MENTORING	3	0	14	17	82%
2012-13	Social Science	EDUC 150	CHILD FAMILY & COMMUNITY	2	3	16	21	76%
2012-13	Social Science	EDUC 190	CLASSROOM EXPERIENCE	2	0	70	72	97%
2012-13	Social Science	EDUC 198	SPECIAL TOPICS	0	0	53	53	100%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students	Successful Students	Total Enrolled	Percent Successful
2012-13	Social Science	EDUC&115	CHILD DEVELOPMENT	4	7	49	60	82%
2012-13	Social Science	EDUC&201	INTRO TO EDUCATION	0	4	24	28	86%
2012-13	Social Science	EDUC&204	EXCEPTIONAL CHILD	1	9	11	21	52%
2012-13	Social Science	HIST 250	ANCIENT GREECE	3	9	13	25	52%
2012-13	Social Science	HIST 270	THE ROMAN WORLD	2	4	7	13	54%
2012-13	Social Science	HIST&116	WESTERN CIVILIZATION I	0	8	22	30	73%
2012-13	Social Science	HIST&117	WESTERN CIVILIZATION II	3	10	13	26	50%
2012-13	Social Science	HIST&118	WESTERN CIVILIZATION III	3	7	15	25	60%
2012-13	Social Science	HIST&136	US HISTORY 1	17	40	114	171	67%
2012-13	Social Science	HIST&137	US HISTORY 2	12	20	56	88	64%
2012-13	Social Science	POLS&202	AMERICAN GOVERNMENT	12	45	79	136	58%
2012-13	Social Science	POLS&203	INTERNATIONAL RELATIONS	2	7	35	44	80%
2012-13	Social Science	PSYC&100	GENERAL PSYCHOLOGY	25	50	304	379	80%
2012-13	Social Science	PSYC&200	LIFESPAN PSYCHOLOGY	3	4	104	111	94%
2012-13	Social Science	SOC 220	MARRIAGE AND THE FAMILY	1	1	64	66	97%
2012-13	Social Science	SOC& 101	INTRO TO SOCIOLOGY	10	24	196	230	85%
2012-13	Social Science Division			131	322	1649	2102	78%

2012-13	Overall (all divisions combined)	1302	2729	14843	18874	79%
----------------	---	-------------	-------------	--------------	--------------	------------

Data retrieved from ODS on 8/14/13 (ODS Gatekeeper queries)

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

Tab L

Success in the 30 Highest Enrolled Classes 2010-11, 2011-12, 2012-13

Three Year Trends of Success Rates in 2012-13 30 Highest Enrolled Courses

Division	CourseID	Course Title	2010-11		2011-12		2012-13	
			Percent Successful*	Total Enrolled	Percent Successful*	Total Enrolled	Percent Successful*	Total Enrolled
Humanities	ENGL&101	ENGLISH COMPOSITION I	75%	759	69%	739	73%	695
Humanities	ENGL&102	ENGLISH COMPOSITION II	77%	490	79%	539	75%	507
Humanities	CMST&220	PUBLIC SPEAKING	85%	447	83%	449	85%	477
Developmental	CSS 100	COLLEGE SURVIVAL SKILLS	75%	665	72%	548	76%	434
Pre-college Math	MPC 096	ELEMENTARY ALGEBRA I (EMPORIUM)		(class not offered)			77%	398
Social Science	PSYC&100	GENERAL PSYCHOLOGY	75%	242	79%	384	80%	379
Business	BIM 102	DOCUMENT FORMATTING**	70%	123	61%	103	93%	374
Pre-college Math	MPC 098	INTERMEDIATE ALGEBRA (EMPORIUM)		(class not offered)			73%	331
Allied Health	PEH 100	LIFETIME WELLNESS	82%	306	84%	304	81%	327
Math/Science	NUTR&101	NUTRITION	71%	245	64%	284	64%	325
Developmental	ENGL 099	ENGLISH SKILLS	87%	422	80%	384	77%	319
Pre-college Math	MPC 094	PREALGEBRA (EMPORIUM)		(class not offered)			74%	299
Business	BIM 104	INTERMEDIATE KEYBOARDING**	74%	143	69%	130	93%	288
Allied Health	FAD 150	IND FIRST AID/CPR & BBP	80%	254	80%	229	81%	237
Business	BIM 181	INTRO TO MS WORD**	47%	19	69%	36	91%	233
Allied Health	PEH 125	CONDITIONING	88%	224	88%	261	87%	230
Social Science	SOC& 101	INTRO TO SOCIOLOGY	77%	286	91%	256	85%	230
Math/Science	MATH 120	COLLEGE ALGEBRA	61%	204	57%	235	52%	223
Math/Science	CHEM&121	INTRO TO CHEMISTRY	76%	164	67%	193	75%	222
Math/Science	MATH&146	INTRO TO STATISTICS	65%	125	69%	111	59%	212
Allied Health	PEH 155	BODY TONING	93%	310	90%	302	90%	212
Business	BIM 101	BASIC KEYBOARDING**	73%	293	64%	271	64%	183
Pre-college Math	MPC 099	INTERMEDIATE ALGEBRA	48%	535	56%	2420 ^a	49%	180 ^b
Humanities	SPAN&121	SPANISH I	76%	157	76%	177	80%	178
Math/Science	ENVS&100	SURVEY OF ENV SCIENCE	66%	115	75%	121	77%	171
Social Science	HIST&136	US HISTORY 1	44%	86	60%	153	67%	171
Developmental	MPC 080	BASIC MATHEMATICS	71%	266	70%	213	65%	168
Humanities	PHIL&120	SYMBOLIC LOGIC		(class not offered)			77%	167
Business	BIM 184	INTRO TO MS POWERPOINT**	45%	11	76%	17	99%	165
Math/Science	BIOL&100	SURVEY OF BIOLOGY	68%	148	76%	187	74%	162

^aBeginning in 2011-12, modularized math was introduced and students received grades in five one-credit modules. When a student took a modularized class, he/she received five grades, one for each module.

^bIn 2012-13, the Emporium model of instruction was introduced for the pre-college Algebra courses (MPC 094, 096, 098); reflective of this is the reduced enrollment in the traditional lecture-style Intermediate Algebra (MPC 099) class.

*Students who passed with a "ip" (pass) or 2.0 or higher grade point

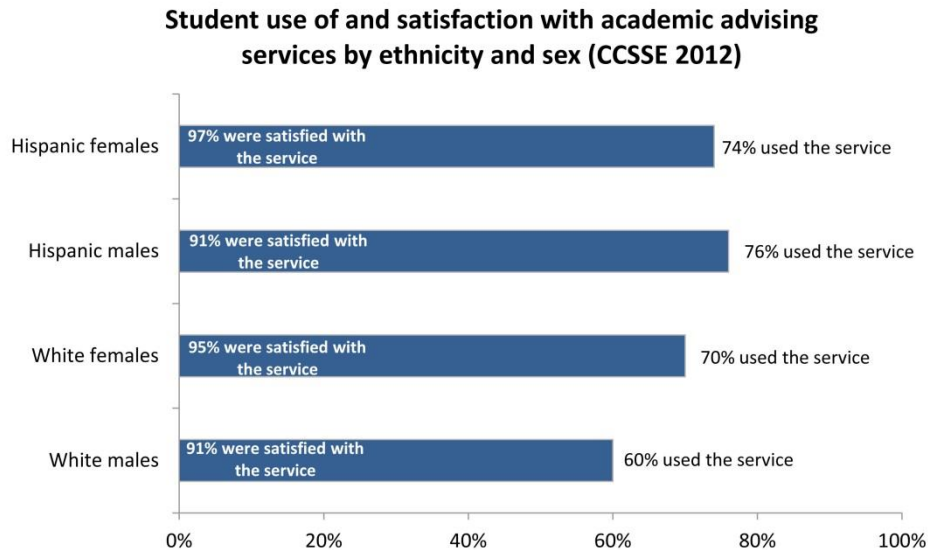
**Variable credit classes where students can add/drop credits throughout the year. If a student completes credits, the dropped credits are not listed.

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

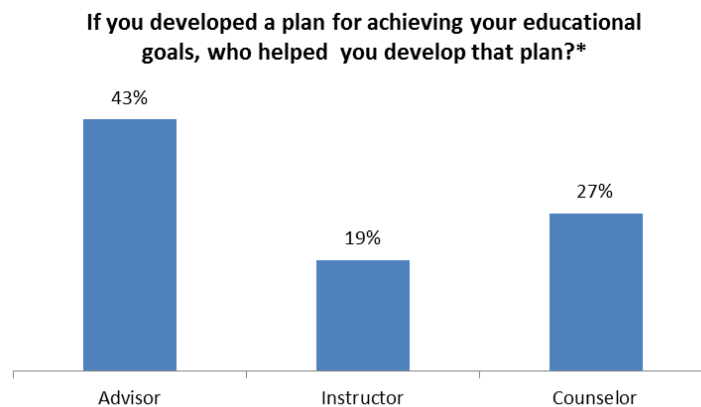
Data shown here provides information related to student satisfaction with academic advising efforts at the college and student retention. Additional information on student success rates can be found in the Outcome B.1 section and related tabs. Please consult these data sets and complete the corresponding Outcome B.2 worksheet, indicating how well the college has met the outcome.

Points of interest:

- Results from the 2012 CCSSE survey of (then) current students indicate that Hispanic students use academic advising services more than white students.
 - White males were least likely to use the service (16% less likely than Hispanic males and 10% less likely than white females).
- Although all groups were satisfied with advising services, males were less satisfied than females.



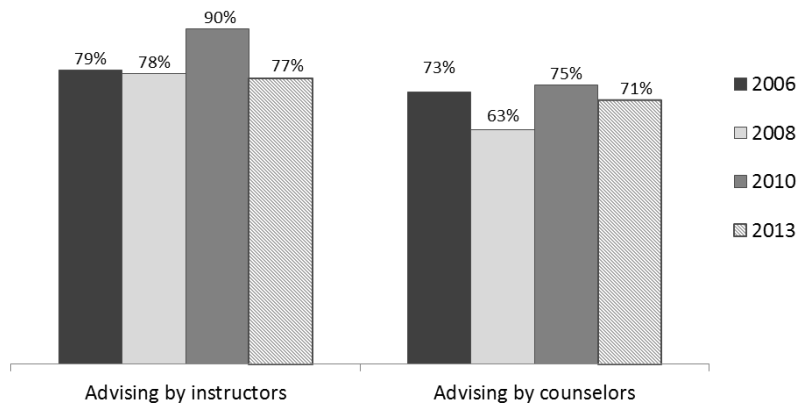
- Preliminary results from the 2013 Spring Enrollment Survey indicate that 76% of respondents *often* or *sometimes* “seek guidance from an instructor/counselor/advisor” and 96% of those students are *very* or *somewhat* satisfied with the service.



*Preliminary data from 2013 Spring Enrollment Survey

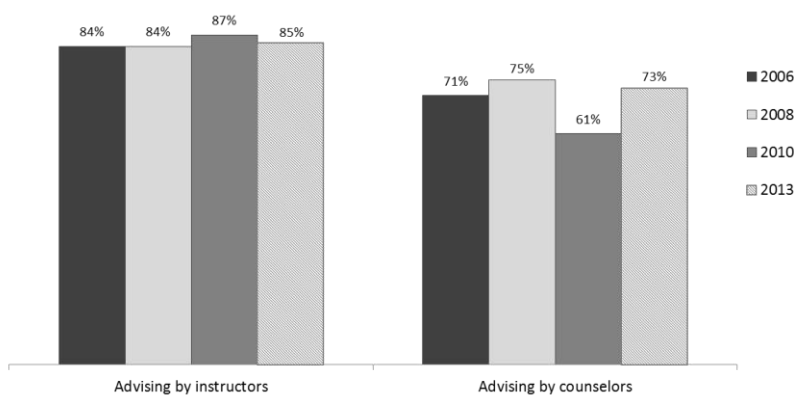
- Results from the **Former Arts and Sciences Student Survey (2013)** suggest improvements to transfer advising. Of students who experienced problems transferring, the most common reason was related to credit hours not being accepted. The second most common reason was “transcript problems.” When asked what BBCC could do to improve, students stated that improved transfer advising would benefit future students. (Students who responded to this survey attended BBCC *before* the fall 2013 implementation of the Advisor Data Portal (ADP), a web-based advising tool which centralizes student data for advising purposes. Future surveys and data analysis will help the college understand the impact this tool has had on advising services for our students.)

Excellent to good experience in the following areas:



- Results from the **Former Professional/Technical Student Survey (2013)** indicate that the quality of advising by counselors (as rated by former students) dipped in 2010, but improved in 2013. This service, however, remains the lowest rated by former professional/technical students.

Excellent to good quality of services in the following areas:



- Retention has increased 13% overall in the past five years. Fall-to-spring retention (of students who completed 15 credits during their first year) was 94% in 2012-13 (the section on Outcome B.3 and Tab O include additional information on retention).
- In winter and spring of 2013, a small group of staff beta-tested the Advisor Data Portal (ADP). The ADP is a web-based advising tool which centralizes student data and allows advisors to access student records on one screen. Advisors can enter notes on the advising sessions directly into the system, allowing continuity of advising session-to-session. Discussions are underway on how best to roll-out and fully implement the system in 2013-14. Faculty training will be provided at the 2013-14 fall in-service.

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

Data shown here and in Tabs M through O provides information related to student completions and retention. Please consult these data sets and complete the corresponding Outcome B.3 worksheet, indicating how well the college has met the outcome.

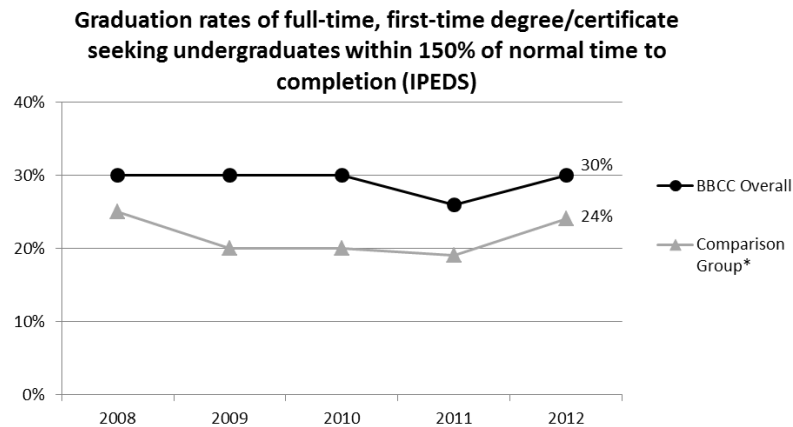
Tab M: Completions by Program

Tab N: BBCC Student Achievement Progression Points

Tab O: Retention

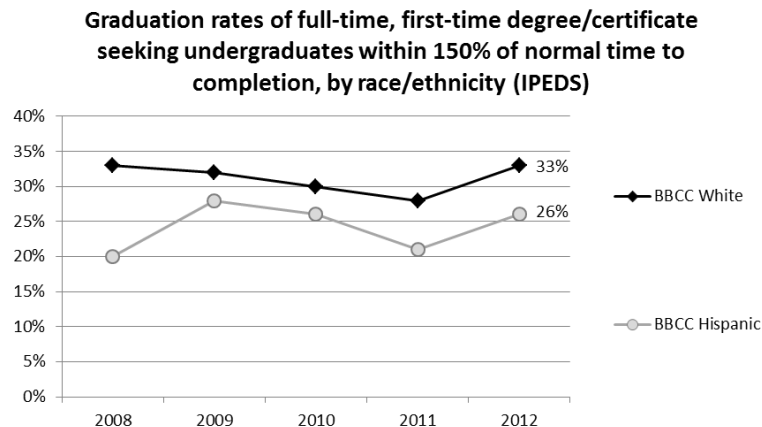
Points of interest:

- BBCC's IPEDS graduation rate (150% of normal time to completion) is up from 26% in 2011 to 30% in 2012 and is 6% higher than the comparison group's graduation rate.

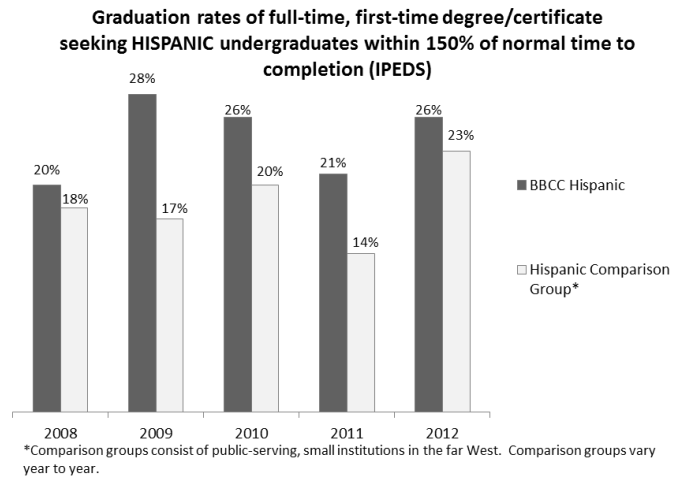
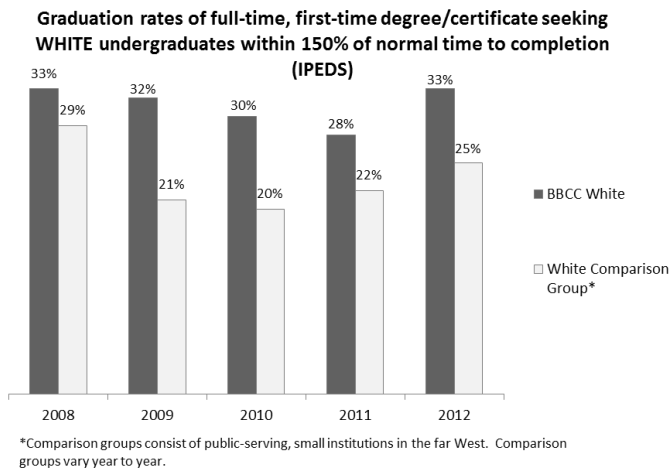


*Using some of BBCC's characteristics, a group of comparison institutions was selected by IPEDS. The characteristics include small, public, 2-year colleges, in the western states, and enrollment of a similar size. The 2012 comparison group includes 28 other institutions.

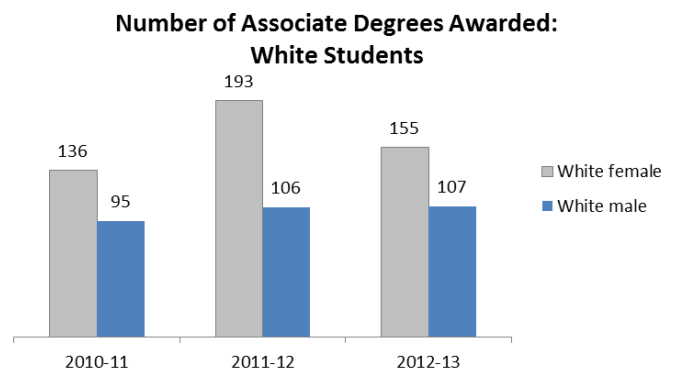
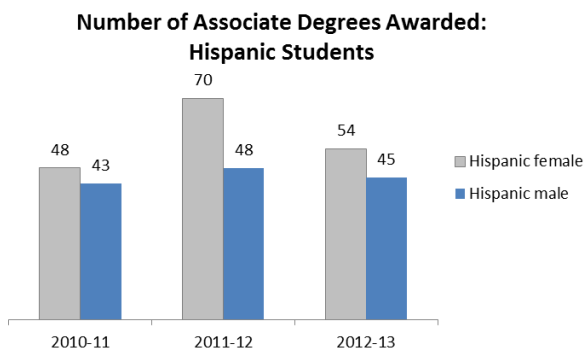
- Although both Hispanic and white students' graduation rates increased from 2011 to 2012 and both groups outperformed their respective national comparison groups, there is still a 7% performance gap between these groups of BBCC students.



*Comparison groups consist of public-serving, medium institutions in the far West. Comparison groups vary year to year.

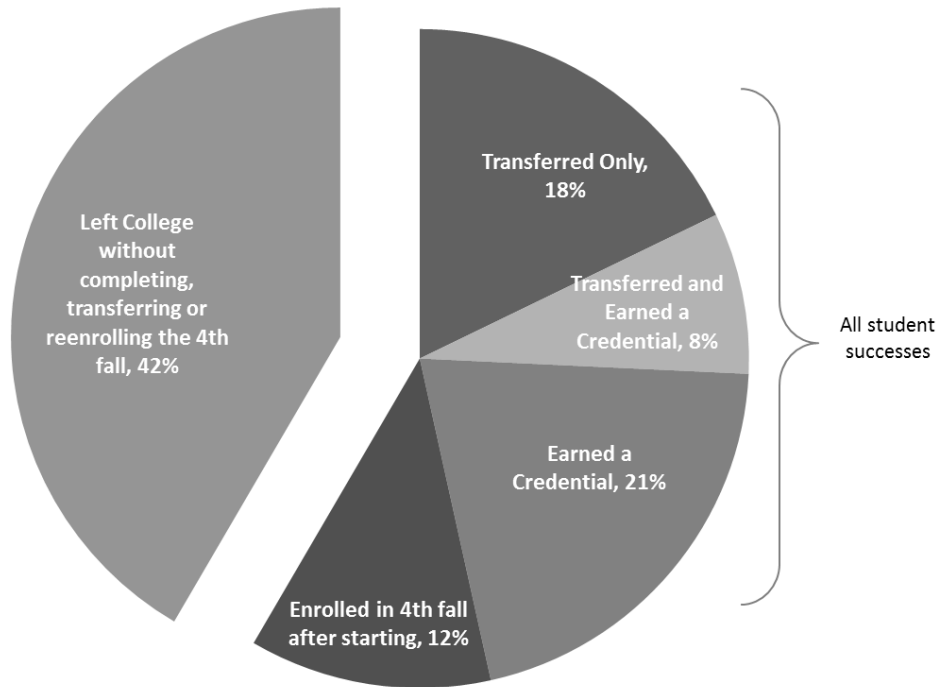


- Overall, Associate Degree completions decreased 18% from last year; however, 2011-12 was a peak year for Associate Degree completions, which have only decreased 1% over the past three years (additional information in Tab M).
 - Professional-Technical degree completions decreased 19% from 2011-12.
 - Arts and Sciences degree completions decreased 13% from 2011-12.
- Although Certificates of Achievement and Certificates of Accomplishment completions have decreased 28% from last year, overall they have increased 39% over the past three years (additional information in Tab M).



- 58% of BBCC students earned a credential, transferred, or reenrolled within 150% of normal time to completion (three-year average of students who started in fall 2007, 2008, and 2009 and earned 15 credits in their first year).

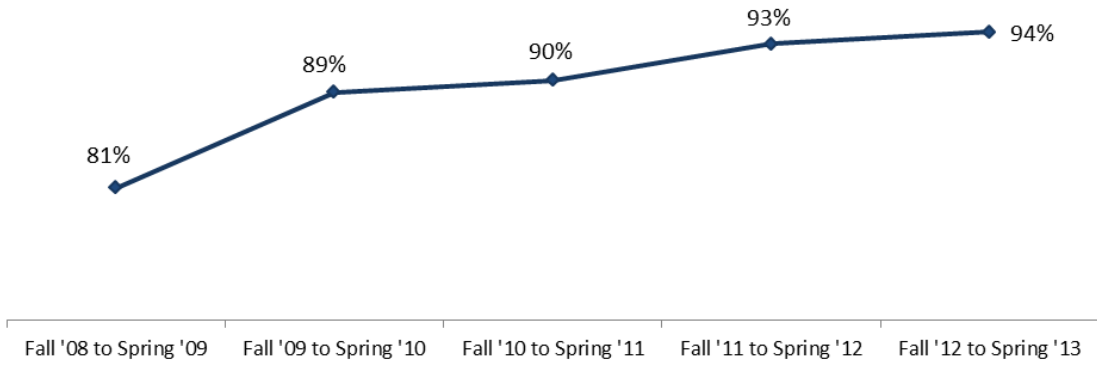
Earned a Credential, Transferred, or Reenrolled after 150% of Time



*Three year average, students who started in fall 2007, 2008, and 2009 and earned 15 credits in their first year

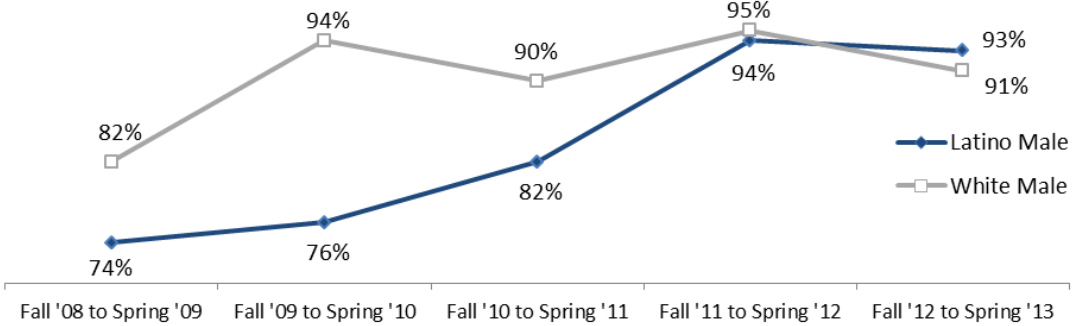
- BBCC's rate of full-time, first-time student completion and transfer (in three years) ranked at the 91st percentile in the NCCBP project in 2012, making this an institutional strength (NCCBP defines an institutional strength when a college has an 85th percentile rank or higher; additional information in Tab D).
- Overall, fall-to-spring retention has increased 13% in the past five years (81% in 2008 to 94% in 2012 (additional information in Tab O).
- The gap in retention among the four groups reported here (Hispanic males, white males, Hispanic females, white females) has closed. Hispanic males' retention has increased 19% over the past five years and white females' retention has increased 13% (additional information in Tab O).

Fall to Spring Retention*



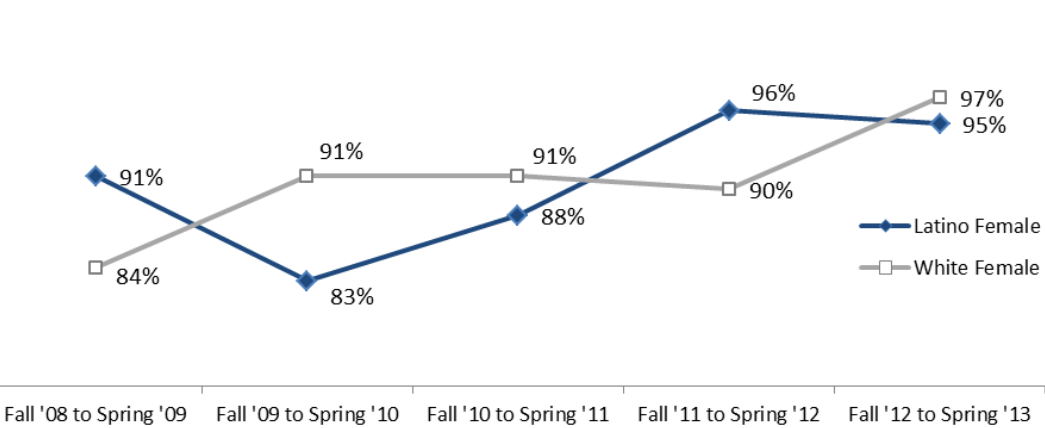
*First-time students who completed at least 15 credits

Fall to Spring Retention* Latino and White Males



*First-time students who completed at least 15 credits

Fall to Spring Retention* Latino and White Females



*First-time students who completed at least 15 credits

Tab M
Completions by Program

Big Bend Community College

Degrees* by Program

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

* Associate degrees only

Completions from 2011-12 were from SMS (SMGRADV) and run on 7/31/12

Completions from 2012-13 were from Data Warehouse and run on 8/10/2013

Big Bend Community College

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

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

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

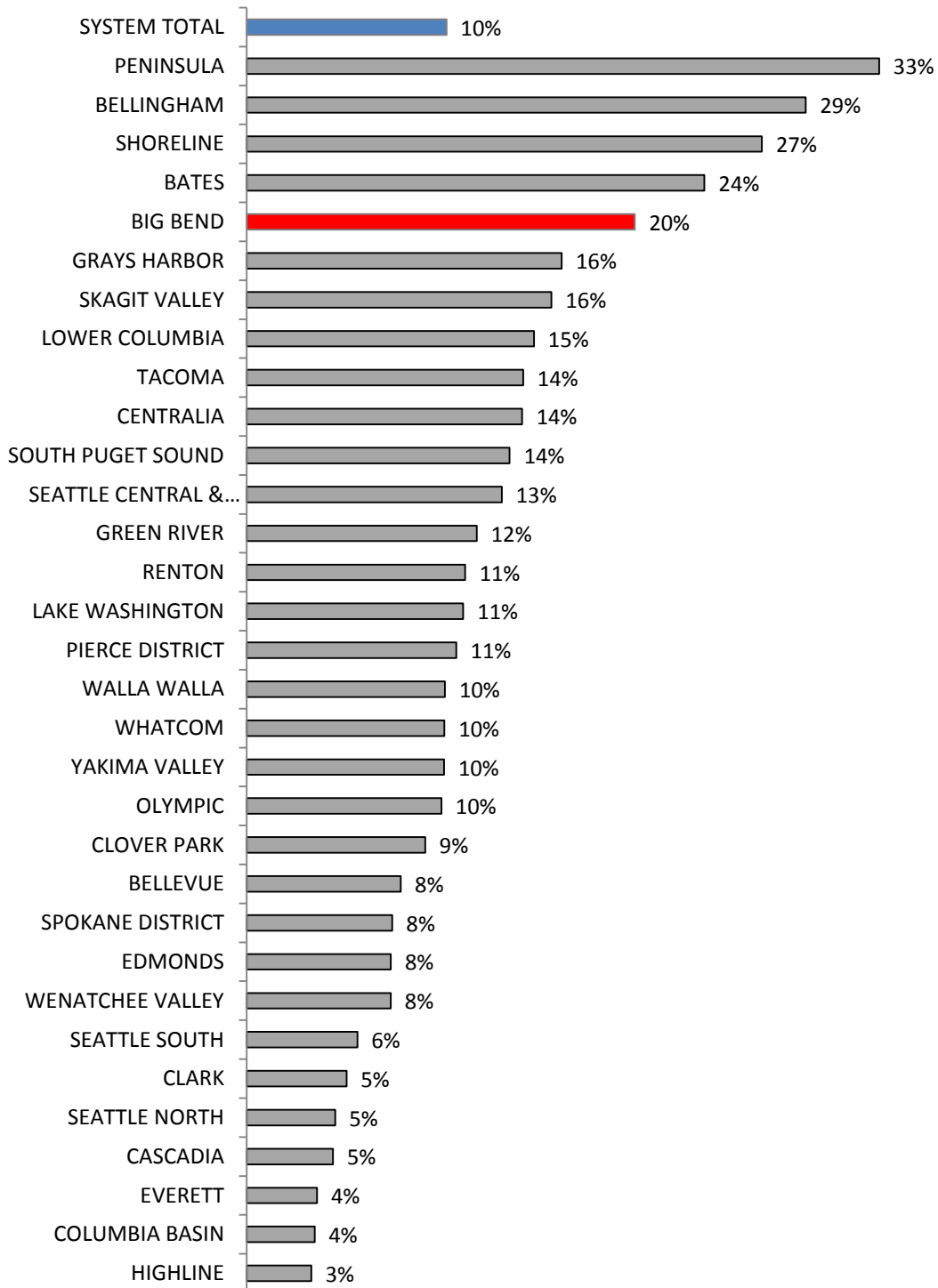
Completions from 2011-12 were from SMS (SMGRADVК) and run on 7/31/12

Completions from 2012-13 were run from Data Warehouse and run on 8/10/13

Tab N

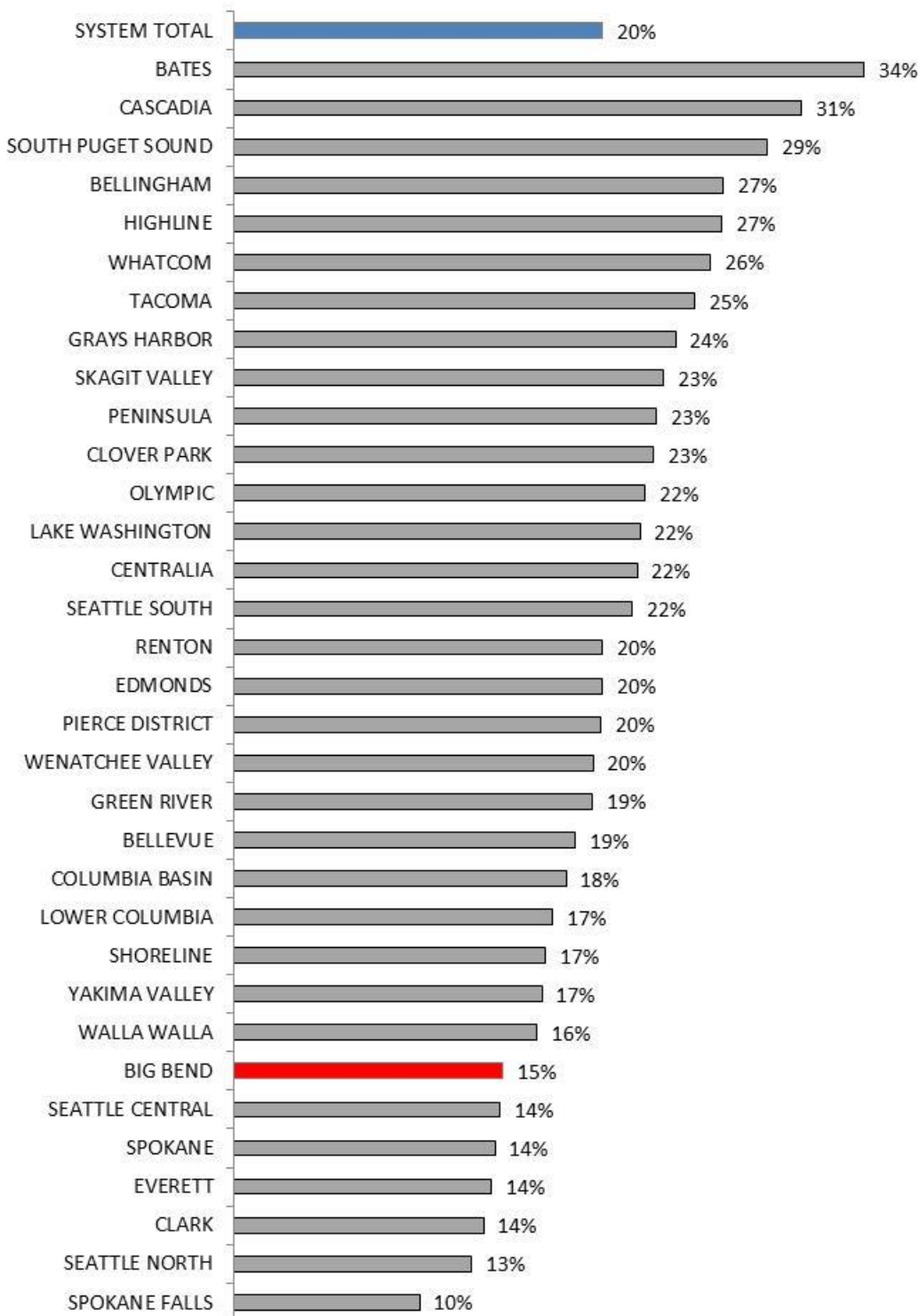
BBCS Student Achievement Progression Points

Transitions of Basic Skills Students* 2011-12 Data



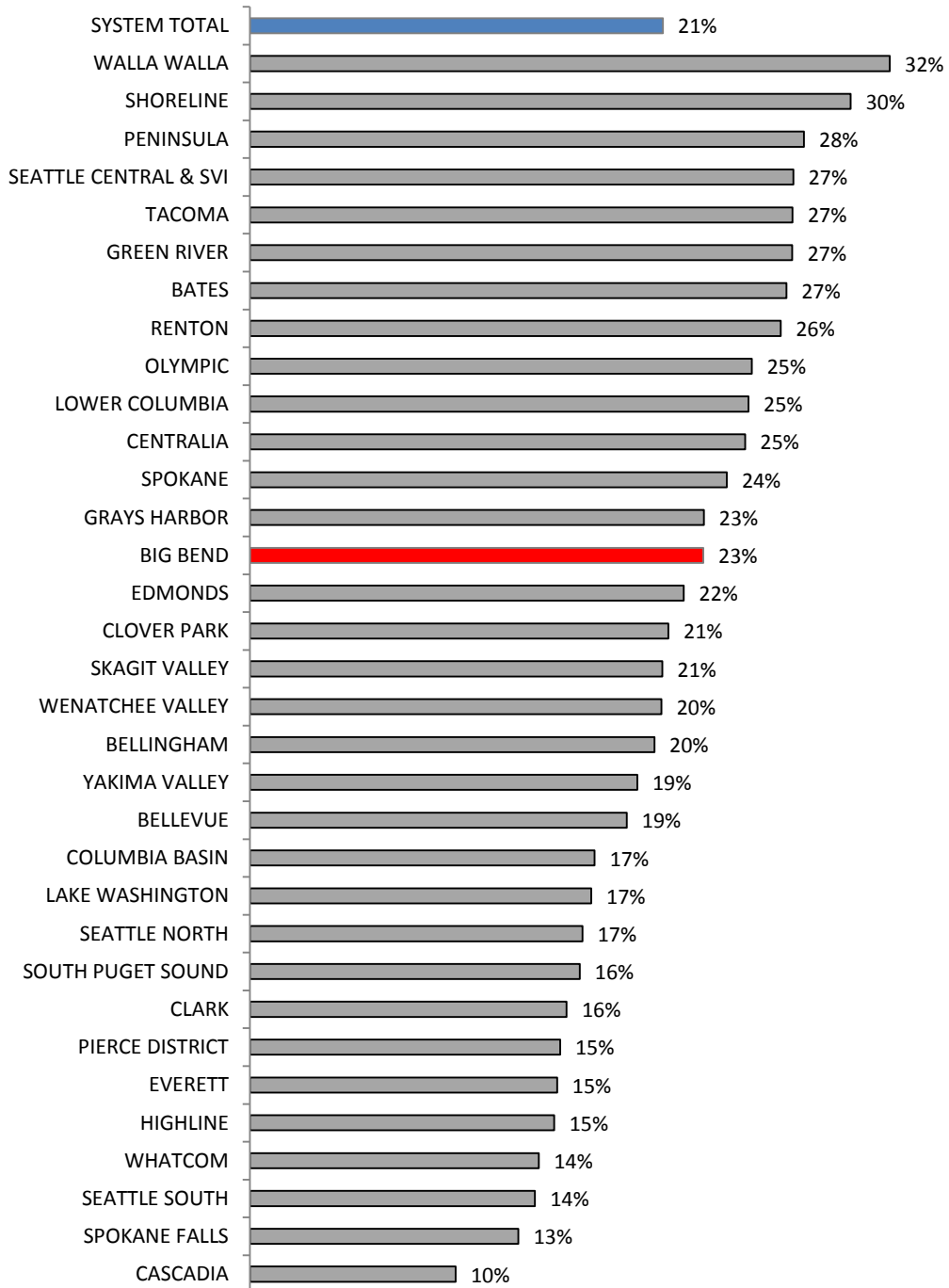
*Percent of Basic Skills Students who gained at least one Student Achievement Point in Student Achievement categories other than Basic Skills

**Pre-college Math Students' Progress
to Quantitative Reasoning Success* 2011-12 Data**



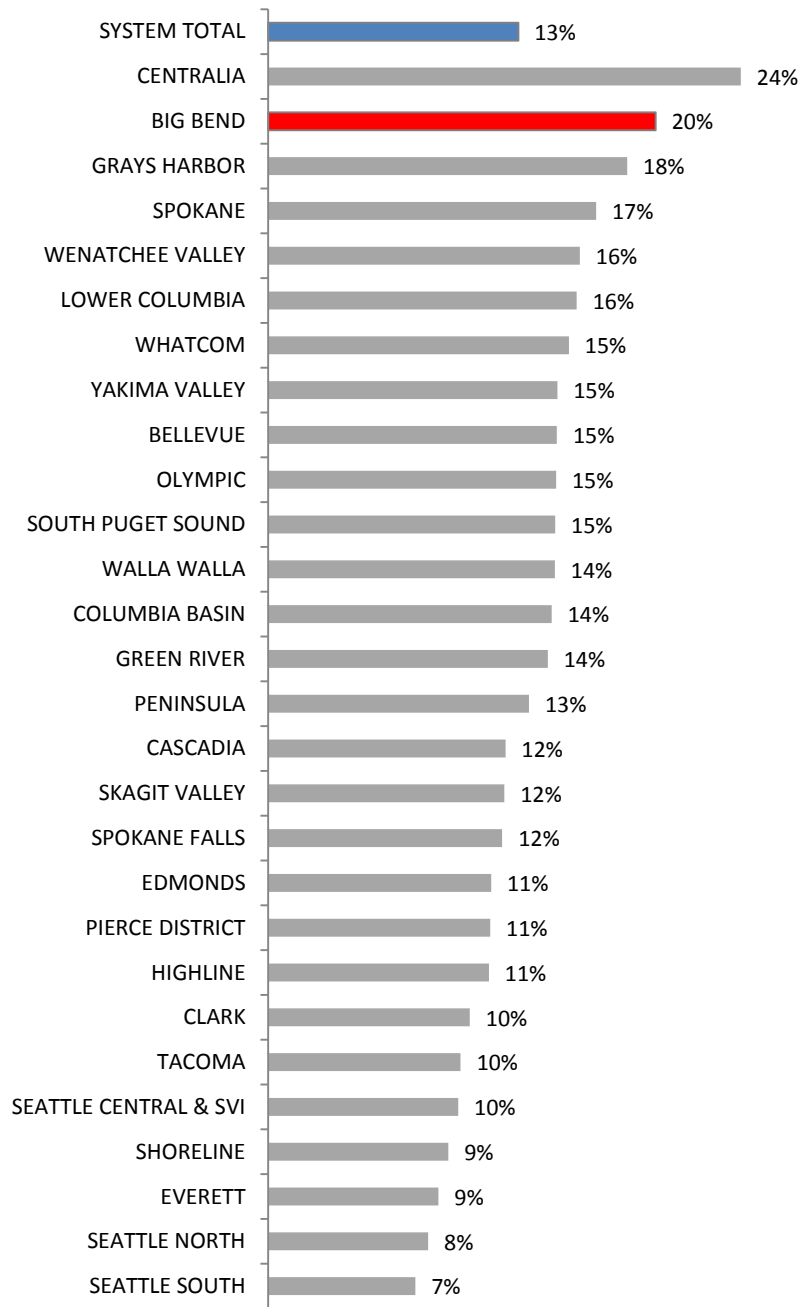
*Percent of students who either were in developmental math or had taken developmental math and earned a college-level Quantitative Reasoning Point

**Professional/Technical Completers*
2011-12 Data**



*Percent of workforce students who earned a Professional/Technical completion with at least 45 credits

**Academic Completers*
2011-12 Data**



*Percent of transfer students who earned an academic degree

Tab O
Retention

**Quarter to Quarter Retention
Students with a Transfer Intent***

2012-13

	New Students Fall 2012	Reenrolled Winter 2013	%	Reenrolled Spring 2013	%	Reenrolled Fall 2013	%
Latino Students							
Female	13	13	100%	13	100%		
Male	15	15	100%	15	100%		
<i>Total Latino Students</i>	28	28	100%	28	100%		
White Students							
Female	45	45	100%	45	100%		
Male	46	45	98%	44	96%		
<i>Total White Students</i>	91	90	99%	89	98%		
Other Students							
Female	8	8	100%	8	100%		
Male	14	14	100%	12	86%		
<i>Total Other Students</i>	22	22	100%	20	91%		
Total Students	141	140	99%	137	97%		

2011-12

	New Students Fall 2011	Reenrolled Winter 2012	%	Reenrolled Spring 2012	%	Reenrolled Fall 2012	%
Latino Students							
Female	10	10	100%	10	100%	8	80%
Male	15	15	100%	15	100%	14	93%
<i>Total Latino Students</i>	25	25	100%	25	100%	22	88%
White Students							
Female	50	48	96%	46	92%	36	72%
Male	50	50	100%	47	94%	40	80%
<i>Total White Students</i>	100	98	98%	93	93%	76	76%
Other Students							
Female	5	5	100%	5	100%	2	40%
Male	7	7	100%	6	86%	2	29%
<i>Total Other Students</i>	12	12	100%	11	92%	4	33%
Total Students	137	135	99%	129	94%	102	74%

2010-11

	New Students Fall 2010	Reenrolled Winter 2011	%	Reenrolled Spring 2011	%	Reenrolled Fall 2011	%
Latino Students							
Female	5	5	100%	4	80%	4	80%
Male	10	10	100%	8	80%	5	50%
<i>Total Latino Students</i>	15	15	100%	12	80%	9	60%
White Students							
Female	36	36	100%	34	94%	33	92%
Male	35	35	100%	35	100%	29	83%
<i>Total White Students</i>	71	71	100%	69	97%	62	87%
Other Students							
Female	8	8	100%	7	88%	4	50%
Male	9	9	100%	9	100%	4	44%
<i>Total Other Students</i>	17	17	100%	16	94%	8	47%
Total Students	103	103	100%	97	94%	79	77%

*Includes students who acquired 15 credits in their first year and provided race/ethnicity and sex information

**Quarter to Quarter Retention
Students with an Unclear Intent***

2012-13

	New Students Fall 2012	Reenrolled Winter 2013	%	Reenrolled Spring 2013	%	Reenrolled Fall 2013	%
Latino Students							
Female	6	6	100%	6	100%		
Male	2	2	100%	2	100%		
<i>Total Latino Students</i>	8	8	100%	8	100%		
White Students							
Female	11	11	100%	10	91%		
Male	8	7	88%	6	75%		
<i>Total White Students</i>	19	18	95%	16	84%		
Other Students							
Female	1	1	100%	1	100%		
Male	0	0	0%	0	0%		
<i>Total Other Students</i>	1	1	100%	1	100%		
Total Students	28	27	96%	25	89%		

2011-12

	New Students Fall 2011	Reenrolled Winter 2012	%	Reenrolled Spring 2012	%	Reenrolled Fall 2012	%
Latino Students							
Female	5	5	100%	5	100%	4	80%
Male	4	4	100%	3	75%	1	25%
<i>Total Latino Students</i>	9	9	100%	8	89%	5	56%
White Students							
Female	8	7	88%	6	75%	5	63%
Male	11	11	100%	10	91%	6	55%
<i>Total White Students</i>	19	18	95%	16	84%	11	58%
Other Students							
Female	2	2	100%	2	100%	2	100%
Male	3	3	100%	3	100%	1	33%
<i>Total Other Students</i>	5	5	100%	5	100%	3	60%
Total Students	33	32	97%	29	88%	19	58%

2010-11

	New Students Fall 2010	Reenrolled Winter 2011	%	Reenrolled Spring 2011	%	Reenrolled Fall 2011	%
Latino Students							
Female	12	12	100%	12	100%	11	92%
Male	8	8	100%	8	100%	4	50%
<i>Total Latino Students</i>	20	20	100%	20	100%	15	75%
White Students							
Female	23	23	100%	21	91%	15	65%
Male	16	16	100%	11	69%	10	63%
<i>Total White Students</i>	39	39	100%	32	82%	25	64%
Other Students							
Female	9	9	100%	9	100%	6	67%
Male	3	3	100%	2	67%	2	67%
<i>Total Other Students</i>	12	12	100%	11	92%	8	67%
Total Students	71	71	100%	63	89%	48	68%

*Includes students who acquired 15 credits in their first year and provided race/ethnicity and sex information

**Quarter to Quarter Retention
Students with a Prof-Tech Intent***

2012-13

	New Students Fall 2012	Reenrolled Winter 2013	%	Reenrolled Spring 2013	%	Reenrolled Fall 2013	%
Latino Students							
Female	5	5	100%	4	80%		
Male	10	8	80%	8	80%		
<i>Total Latino Students</i>	15	13	87%	12	80%		
White Students							
Female	15	15	100%	14	93%		
Male	43	41	95%	38	88%		
<i>Total White Students</i>	58	56	97%	52	90%		
Other Students							
Female	5	5	100%	5	100%		
Male	2	2	100%	2	100%		
<i>Total Other Students</i>	7	7	100%	7	100%		
Total Students	80	76	95%	71	89%		

2011-12

	New Students Fall 2011	Reenrolled Winter 2012	%	Reenrolled Spring 2012	%	Reenrolled Fall 2012	%
Latino Students							
Female	9	9	100%	8	89%	8	89%
Male	13	13	100%	12	92%	10	77%
<i>Total Latino Students</i>	22	22	100%	20	91%	18	82%
White Students							
Female	19	18	95%	17	89%	14	74%
Male	41	39	95%	40	98%	28	68%
<i>Total White Students</i>	60	57	95%	57	95%	42	70%
Other Students							
Female	4	4	100%	4	100%	4	100%
Male	6	6	100%	5	83%	5	83%
<i>Total Other Students</i>	10	10	100%	9	90%	9	90%
Total Students	92	89	97%	86	93%	69	75%

2010-11

	New Students Fall 2010	Reenrolled Winter 2011	%	Reenrolled Spring 2011	%	Reenrolled Fall 2011	%
Latino Students							
Female	8	8	100%	6	75%	3	38%
Male	4	2	50%	2	50%	3	75%
<i>Total Latino Students</i>	12	10	83%	8	67%	6	50%
White Students							
Female	15	13	87%	12	80%	9	60%
Male	27	26	96%	24	89%	19	70%
<i>Total White Students</i>	42	39	93%	36	86%	28	67%
Other Students							
Female	4	4	100%	4	100%	3	75%
Male	8	8	100%	7	88%	5	63%
<i>Total Other Students</i>	12	12	100%	11	92%	8	67%
Total Students	66	61	92%	55	83%	42	64%

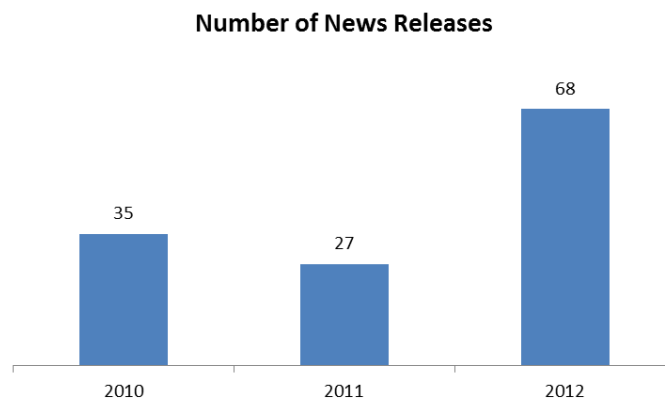
*Includes students who acquired 15 credits in their first year and provided race/ethnicity and sex information

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

Data shown here provide information related to recruiting and outreach efforts in 2012-13. Information reported under Outcome A.2 is also related to this outcome. Please consult this information and complete the corresponding Outcome C.1 worksheet, indicating how well the college has met the outcome.

Targeted advertising focuses on programs and areas where enrollment might be decreasing or needs a boost. This type of advertising includes program-specific brochures and/or mailings, search engine optimization services, television and radio ads, and social media postings. The goal of targeted advertising is to increase awareness of and, ultimately, improve enrollments in specific programs. Examples of targeted marketing efforts in 2012 follow.

- News releases are free and used in local media (print, radio, television, BBCC web pages, and social media), providing a steady flow of college information to local communities. In 2012, the number of BBCC press releases more than doubled from 2011. News releases specific to the Aviation Maintenance Technology (AMT) program were part of the targeted advertising campaign in 2012-13.



- Search engine optimization involves purchasing strategic “key words” for web searches and then ensuring those key words appear on the targeted web page. Implemented for the first time at BBCC in 2012, search engine optimization was aimed specifically at increasing enrollment in the AMT program. The project lasted six months and, during that time, the BBCC AMT web page link moved to the top of the list of links pulled-up by searches on Google and Bing. Focus groups with AMT students indicated nearly all of them learned about the BBCC AMT program through web searches.
- In spring 2013, BBCC purchased newspaper ads specifically targeted to the Automotive Technology and Industrial Systems Technology programs, which have declining enrollments (additional information is available in Tab I). These ads will be printed in the Columbia Basin

Herald, Othello Outlook, Grant County Journal, Quincy Post Register, Ritzville Adams County Journal, Grand Coulee Star, and Odessa Record.

Recruiting activities experienced a slow-down in 2012-13 due to employee turnover in the position. The absence of a full-time Coordinator of Student Recruitment and Outreach in 2012-13 could have effected enrollment in some programs.

- The position was vacated in July 2012 and was temporarily filled from September 2012 to March 2013. Unfortunately, the position was vacant during spring quarter – a critical time of year for recruiting local high school graduates into college programs.
- Beginning in July 2013, Rita Ramirez was hired as the full-time Coordinator of Student Recruitment and Outreach. Rita will focus her efforts on providing information to our community about the various educational opportunities that exist at BBCC by developing relationships with local schools, organizations, businesses, and industries. Through these efforts, she hopes to motivate prospective students, encourage enrollment, and increase enrollment in programs that have shown a decline.

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

Data shown here and in Tabs P through R provides information related to student use of eLearning classes and support services and their related impact on student success. Please consult these data sets and complete the corresponding Outcome C.2 worksheet, indicating how well the college has met the outcome.

Tab P: Success Rates by Modality (Online, Hybrid, Web Enhanced, On-ground) 2012-13

Tab Q: Letter Grade Distributions by Modality (Online, Hybrid, Web Enhanced, On-ground) 2012-13

Tab R: Library Use

Points of interest:

- Although the number of eLearning sections has decreased over the past five years, enrollment in these classes has increased over the same time.

Online Enrollment			
	Number of Sections	Enrollment (duplicated)	FTEs
2008-09	170	2371	212.89
2009-10	182	3008	269.14
2010-11	184	3289	304.83
2011-12	165	3341	260.53
2012-13	129	2416	231.14

*distance ed code 3n for online classes

- Overall, success rates in online and hybrid classes are not as high as success rates in on-ground or web enhanced classes. In the majority of divisions, on-ground methodologies result in the highest rates of success. However, students in the Math/Science division are most successful in classes that are taught face-to-face with required access to web-based tools (web enhanced) (additional information in Tabs P and Q).

2012-13 Student Success* by Course Delivery Method and Division

	Online ^a	Hybrid ^b	Web enhanced ^c	On ground ^d	Division Success Overall
Allied Health	79%	72%	89%	87%	85%
Aviation	n/a				89%
Business	61%	58%	72%	92%	82%
Developmental	72%	74%	72%	81%	77%
Humanities	67%	75%	79%	83%	80%
Math/Science	67%	61%	70%	62%	67%
Pre-college Level Math	50%	n/a	49%	71%	69%
Social Science	71%	74%	79%	94%	78%
Total	70%	67%	77%	81%	79%

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

^aOnline classes are taught 100% online; all materials, assignments, and communication between student and instructor are conducted online

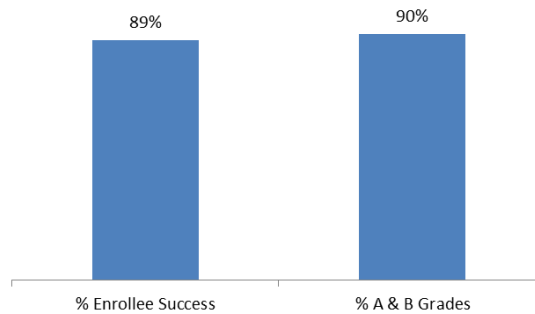
^bHybrid classes are taught as a combination of face-to-face/classroom time and online time; materials, assignments, and communication between student and instructor are conducted both face-to-face and with web-based tools

^cWeb Enhanced classes are taught face-to-face in a traditional classroom setting and access to web-based tools is required

^dOn ground classes are taught face-to-face in a traditional classroom setting

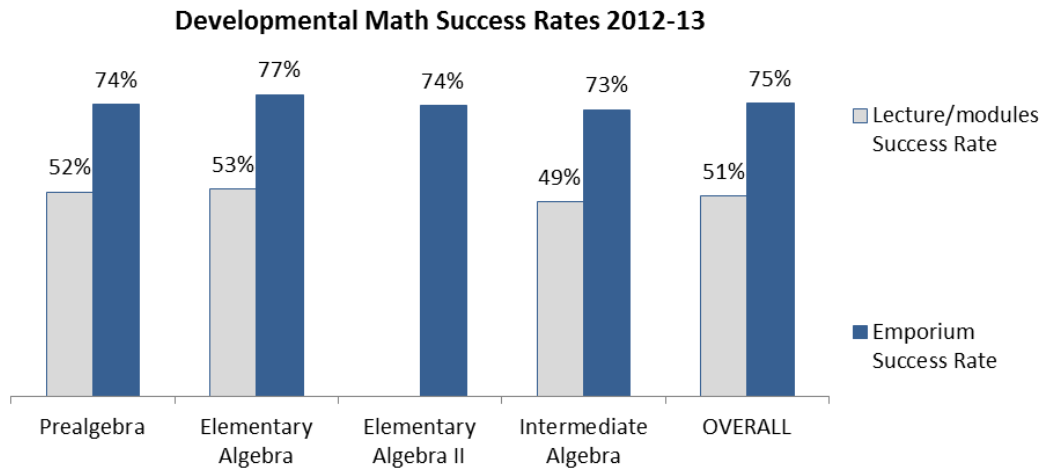
- While BBCC's success rates in eLearning courses remains lower than success rates in on-ground courses, BBCC's success rates for eLearning courses are higher than those reported by other schools in the NCCBP survey.

**NCCBP* National Percentile Rank
Distance Education Grades**



*NCCBP (National Community College Benchmarking Project), 2012 Results, 272 colleges participated. NCCBP defines success as an A, B, or C grade, for Big Bend, that is 4.0 to 1.5 G.P., as defined in the BBCC Catalog 2012-13, page 20.

- The overall success rate in pre-college level math classes is 69% (2012-13).
- The success rate in Emporium math classes is 75% overall, compared to 51% overall in traditional lecture or modularized pre-college level math classes.



Tab P

Success Rates by Modality

(Online, Hybrid, Web Enhanced, On-ground)

2012-13

2012-13 Online Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrollment	Percent Successful
2012-13	Allied Health	HED 121	HUMAN BODY/DISEASE I	3	12	37	52	71%
2012-13	Allied Health	HED 122	HUMAN BODY/DISEASE II	0	3	27	30	90%
2012-13	Allied Health	HED 123	HUMAN BODY/DISEASE III	3	2	26	31	84%
2012-13	Allied Health	HED 150	MEDICAL TERMINOLOGY I	4	14	87	105	83%
2012-13	Allied Health	HED 151	MEDICAL TERMINOLOGY II	4	12	86	102	84%
2012-13	Allied Health	HED 239	MEDICAL ETHICS	8	19	31	58	53%
2012-13	Allied Health	MAP 108	APPLIED MATH (MA)	1	1	25	27	93%
2012-13	Allied Health	PEH 100	LIFETIME WELLNESS	16	18	133	167	80%
2012-13			Allied Health Division	39	81	452	572	79%

2012-13	Business	ACCT&201	PRIN OF ACCOUNTING I	3	3	16	22	73%
2012-13	Business	ACCT&202	PRIN OF ACCOUNTING II	0	1	7	8	88%
2012-13	Business	ACCT&203	PRIN OF ACCOUNTING III	0	3	4	7	57%
2012-13	Business	BIM 173	WORD PROCESSING I***	0	1	0	1	0%
2012-13	Business	BIM 190	SPREADSHEETS I***	1	2	3	6	50%
2012-13	Business	BIM 194	PRESENTATIONS***	4	6	5	15	33%
2012-13	Business	BUS 114	BUSINESS ETHICS	3	5	19	27	70%
2012-13	Business	BUS 120	HUMAN RELATIONS ON JOB	2	12	34	48	71%
2012-13	Business	BUS 122	BUSINESS COMMUNICATIONS	4	4	6	14	43%
2012-13	Business	BUS 215	CUSTOMER SERVICE	5	10	12	27	44%
2012-13	Business	CS 142	ADV PROG WITH JAVA	0	1	3	4	75%
2012-13	Business	CS 235	DATA STRCTRS & ALGORITHM	0	2	0	2	0%
2012-13	Business	CS& 141	COMPUTER SCIENCE I JAVA	2	0	4	6	67%
2012-13	Business	ECON 200	INTRO TO ECONOMICS	8	19	47	74	64%
2012-13			Business Division	32	69	160	261	61%

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

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Online Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrollment	Percent Successful
2012-13	Developmental	CSS 100	COLLEGE SURVIVAL SKILLS	3	19	56	78	72%
2012-13	Developmental	CSS 102	FOCUS ON SUCCESS	5	2	49	56	88%
2012-13	Developmental	ENGL 099	ENGLISH SKILLS (PRE-101)	7	15	25	47	53%
2012-13	Developmental Division			15	36	130	181	72%

2012-13	Humanities	ART& 100	ART APPRECIATION	2	2	24	28	86%
2012-13	Humanities	ENGL 248	LIT OF AMERICAN WEST	1	3	27	31	87%
2012-13	Humanities	ENGL&101	ENGLISH COMPOSITION I	19	29	56	104	54%
2012-13	Humanities	ENGL&102	COMPOSITION II	21	26	40	87	46%
2012-13	Humanities	MUSC&105	MUSIC APPRECIATION	0	0	1	1	100%
2012-13	Humanities	PHIL 210	ETHICS	2	6	24	32	75%
2012-13	Humanities	PHIL&106	INTRO TO LOGIC	3	2	17	22	77%
2012-13	Humanities	PHIL&120	SYMBOLIC LOGIC	8	15	60	83	72%
2012-13	Humanities	REL 201	WORLD RELIGIONS	1	2	28	31	90%
2012-13	Humanities	REL 211	RELIGION IN AMERICA	0	4	26	30	87%
2012-13	Humanities Division			57	89	303	449	67%

2012-13	Industrial Technology	AGR 271	AG SALES & MARKETING	3	2	11	16	69%
2012-13	Industrial Technology Division							

2012-13	Math/Science	ENVS&100	SURVEY OF ENV SCIENCE	9	9	62	80	78%
2012-13	Math/Science	MATH&107	MATH IN SOCIETY	5	13	20	38	53%
2012-13	Math/Science	NUTR&101	NUTRITION	17	33	91	141	65%
2012-13	Math/Science Division			31	55	173	259	67%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Online Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrollment	Percent Successful
2012-13	Pre-college Level Math	MATH 095	ELEMENTARY ALGEBRA ^b	6	15	21	42	50%
2012-13	Pre-college Level Math	MATH 099	INTERMEDIATE ALGEBRA ^b	16	18	34	68	50%
2012-13	Pre-college Level Math			22	33	55	110	50%

^bAlthough discontinued by the end of the year, some modularized math classes were taught in 2012-13; students received grades in one to five one-credit modules. When a student took a modularized class, he/she received the corresponding number of grades, one for each module.

2012-13	Social Science	CJ& 101	INTRO CRIMINAL JUSTICE	6	7	41	54	76%
2012-13	Social Science	ECE 160	ADMIN EARLY LEARNNG PRGM	1	3	22	26	85%
2012-13	Social Science	EDUC 102	GUIDING BEHAVIOR CHILDREN	2	9	14	25	56%
2012-13	Social Science	EDUC 150	CHILD FAMILY & COMMUNITY	2	3	16	21	76%
2012-13	Social Science	HIST&136	US HISTORY 1	10	20	41	71	58%
2012-13	Social Science	HIST&137	US HISTORY 2	8	13	30	51	59%
2012-13	Social Science	POLS&202	AMERICAN GOVERNMENT	4	8	7	19	37%
2012-13	Social Science	PSYC&100	GENERAL PSYCHOLOGY	17	32	118	167	71%
2012-13	Social Science	PSYC&200	LIFESPAN PSYCHOLOGY	1	3	25	29	86%
2012-13	Social Science	SOC& 101	INTRO TO SOCIOLOGY	3	0	57	60	95%
2012-13	Social Science Division			54	98	371	523	71%

2012-13	Online Overall (all divisions combined)			253	463	1655	2371	70%
----------------	--	--	--	------------	------------	-------------	-------------	------------

Data retrieved from ODS on 8/5/13 (ODS Gatekeeper queries)

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Hybrid Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2012-13	Allied Health	NUR 103	HIV/AIDS EDUCATION	11	12	58	81	72%
2012-13	Allied Health Division							
2012-13	Business	BIM 110	MICROSOFT OFFICE 2010	1	0	6	7	86%
2012-13	Business	BIM 111	INTRO COMPUTERS/MED OFF***	3	5	6	14	43%
2012-13	Business	BIM 112	PROOF & EDIT***	3	2	8	13	62%
2012-13	Business	BIM 130	FILING***	2	7	9	18	50%
2012-13	Business	BIM 180	INTRO MICROSOFT OFFICE***	4	3	5	12	42%
2012-13	Business	BIM 181	INTRO TO MS WORD***	2	4	6	12	50%
2012-13	Business	BIM 182	INTRO TO MS EXCEL***	0	2	8	10	80%
2012-13	Business	BIM 183	INTRO TO MS ACCESS***	0	2	4	6	67%
2012-13	Business	BIM 184	INTRO TO MS POWERPOINT***	0	1	3	4	75%
2012-13	Business	BIM 210	INTERNET***	1	1	18	20	90%
2012-13	Business	BUS 121	BUSINESS ENGLISH	7	20	17	44	39%
2012-13	Business	CS 101	INTRO COMPUTER SCIENCE	5	17	29	51	57%
2012-13	Business	CS 104	INTRO TO COMPUTER HARDWR	1	2	15	18	83%
2012-13	Business	CS 105	INTRO TO COMPTR OP SYS	1	7	10	18	56%
2012-13	Business	CS 111	INTRO TO PROGRAMMING	6	3	6	15	40%
2012-13	Business	CS 161	INTRO TO WEBSITE DES/PUB	0	4	8	12	67%
2012-13	Business Division							
				36	80	158	274	58%

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

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Hybrid Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2012-13	Developmental	CSS 104	INTRO COMPUTER LITERACY	3	18	60	81	74%
2012-13	Developmental Division							

2012-13	Humanities	CMST 100	HUMAN COMMUNICATIONS	1	8	12	21	57%
2012-13	Humanities	HUM 214	DIVERSITY ISSUES: RACE, CLASS, GENDER	1	1	18	20	90%
2012-13	Humanities	REL 211	RELIGION IN AMERICA	2	2	15	19	79%
2012-13	Humanities Division							

2012-13	Math/Science	BIOL&100	SURVEY OF BIOLOGY	3	8	17	28	61%
2012-13	Math/Science	BIOL&211	MAJORS CELLULAR	1	0	2	3	67%
2012-13	Math/Science	BIOL&241	HUMAN A & P 1	1	3	4	8	50%
2012-13	Math/Science	BIOL&242	HUMAN A & P 2	4	1	7	12	58%
2012-13	Math/Science	BIOL&260	MICROBIOLOGY	3	0	7	10	70%
2012-13	Math/Science Division							

2012-13	Social Science	ECE 100	ISSUES AND TRENDS IN ECE	1	4	17	22	77%
2012-13	Social Science	ECE 105	HEALTH, SAFETY & NUTRITION	0	4	13	17	76%
2012-13	Social Science	ECE 108	INFANT & TODDLER CAREGIV	1	9	18	28	64%
2012-13	Social Science	ECE 230	CURR/OBSERVATION/ASSESS	1	7	17	25	68%
2012-13	Social Science	ECE 250	LANGUAGE & LITERACY DEV	1	5	21	27	78%
2012-13	Social Science	EDUC 190	CLASSROOM EXPERIENCE	2	0	20	22	91%
2012-13	Social Science	EDUC&115	CHILD DEVELOPMENT	2	7	19	28	68%
2012-13	Social Science	EDUC&201	INTRO TO EDUCATION	0	4	24	28	86%
2012-13	Social Science	EDUC&204	EXCEPTIONAL CHILD	1	9	11	21	52%
2012-13	Social Science	PSYC&100	GENERAL PSYCHOLOGY	1	5	22	28	79%
2012-13	Social Science	SOC& 101	INTRO TO SOCIOLOGY	1	7	20	28	71%
2012-13	Social Science Division							

2012-13	Hybrid Overall (all divisions combined)							831	67%
----------------	--	--	--	--	--	--	--	------------	------------

Data retrieved from ODS on 8/5/13 (ODS Gatekeeper queries)

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Web Enhanced Course Success Rates by Division

Academic Year	Division	Courseld	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrollment	Percent Successful
2012-13	Allied Health	HED 239	MEDICAL ETHICS	0	3	16	19	84%
2012-13	Allied Health	MA 111	CLINICAL PROCEDURES I	1	1	22	24	92%
2012-13	Allied Health	MA 112	CLINICAL PROCEDURES II	1	0	21	22	95%
2012-13	Allied Health	MA 113	CLINICAL PROCEDURES III	1	0	20	21	95%
2012-13	Allied Health	MA 150	PHARMACOLOGY MED ASST	1	0	40	41	98%
2012-13	Allied Health	MAP 108	APPLIED MATH (MA)	2	1	14	17	82%
2012-13	Allied Health	NUR 100	NURSING ASSISTANT	6	5	103	114	90%
2012-13	Allied Health	NUR 110	FUNDAMENTALS OF NURSING	1	1	22	24	92%
2012-13	Allied Health	NUR 114	PHARMACOLOGY	1	3	22	26	85%
2012-13	Allied Health	NUR 120	BEGIN NURSE CONCEPTS I	1	0	22	23	96%
2012-13	Allied Health	NUR 130	BEGIN NURSE CONCEPTS II	0	0	22	22	100%
2012-13	Allied Health	NUR 210	ADV NURSING CONCEPTS I	0	4	12	16	75%
2012-13	Allied Health	NUR 220	ADV NURSING CONCEPTS II	0	0	12	12	100%
2012-13	Allied Health	NUR 230	ADV NURSING CONCEPTS III	0	0	12	12	100%
2012-13	Allied Health	NUR 240	PROFESSIONAL ISSUES	0	0	12	12	100%
2012-13	Allied Health	PEH 100	LIFETIME WELLNESS	5	22	133	160	83%
2012-13		Allied Health Division		20	40	505	565	89%
2012-13	Business	ACCT 105	INTRO TO ACCOUNTING	2	10	29	41	71%
2012-13	Business	BIM 101	BASIC KEYBOARDING***	8	56	101	165	61%
2012-13	Business	BIM 102	DOCUMENT FORMATTING***	3	18	36	57	63%
2012-13	Business	BIM 104	INTERMEDIATE KEYBOARDING***	4	12	57	73	78%
2012-13	Business	BIM 106	ADVANCED KEYBOARDING***	0	1	8	9	89%
2012-13	Business	BIM 109	INTERNET COMMUNICATIONS***	0	11	30	41	73%
2012-13	Business	BIM 110	MICROSOFT OFFICE 2010	0	0	2	2	100%
2012-13	Business	BIM 111	INTRO COMPUTERS/MED OFF***	4	9	9	22	41%
2012-13	Business	BIM 112	PROOF & EDIT***	6	7	18	31	58%
2012-13	Business	BIM 114	MED OFFICE ACTS RECEIV	2	0	16	18	89%
2012-13	Business	BIM 115	MED OFFICE ACTS RECEIVAB	3	2	10	15	67%
2012-13	Business	BIM 116	INTRO TO MEDICAL OFFICE	0	1	17	18	94%
2012-13	Business	BIM 130	FILING***	5	12	22	39	56%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Web Enhanced Course Success Rates by Division

Academic Year	Division	Courseld	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrollment	Percent Successful
2012-13	Business	BIM 177	BUSINESS INFO MGMT LAB***	0	0	3	3	100%
2012-13	Business	BIM 180	INTRO MICROSOFT OFFICE***	3	6	25	34	74%
2012-13	Business	BIM 181	INTRO TO MS WORD***	6	8	17	31	55%
2012-13	Business	BIM 182	INTRO TO MS EXCEL***	0	5	19	24	79%
2012-13	Business	BIM 183	INTRO TO MS ACCESS***	1	0	7	8	88%
2012-13	Business	BIM 184	INTRO TO MS POWERPOINT***	1	0	7	8	88%
2012-13	Business	BIM 190	SPREADSHEETS I***	1	1	3	5	60%
2012-13	Business	BIM 210	INTERNET***	2	17	41	60	68%
2012-13	Business	BIM 220	DESKTOP PUBLISHING***	1	1	4	6	67%
2012-13	Business	BIM 262	PROFESSIONAL PREPARATION	0	1	14	15	93%
2012-13	Business	BIM 280	ADV MICROSOFT OFFICE	1	3	14	18	78%
2012-13	Business	BUS 120	HUMAN RELATIONS ON JOB	2	3	45	50	90%
2012-13	Business	BUS 122	BUSINESS COMMUNICATIONS	2	2	11	15	73%
2012-13	Business	BUS 200	SUPERVISION	1	0	18	19	95%
2012-13	Business	BUS 215	CUSTOMER SERVICE	1	5	15	21	71%
2012-13	Business	CS 104	INTRO TO COMPUTER HARDWR	2	4	13	19	68%
2012-13	Business	CS 105	INTRO TO COMPTR OP SYS	2	4	13	19	68%
2012-13	Business	CS 110	NETWORKING FUNDAMENTALS	1	5	23	29	79%
2012-13	Business	CS 111	INTRO TO PROGRAMMING	4	4	12	20	60%
2012-13	Business	CS 115	INTRO DATABASE DESIGN/MIN	0	1	6	7	86%
2012-13	Business	CS 156	CISCO NTWRK 1: PART I	0	0	10	10	100%
2012-13	Business	CS 162	PROGRAMMING W/JAVASCRIPT	1	1	4	6	67%
2012-13	Business	CS 195	INTERNSHIP: WRK BASED	0	0	3	3	100%
2012-13	Business	CS 197	INTERNSHIP:WORK BASED SEM	0	1	5	6	83%
2012-13	Business	CS 205	WINDOWS SERVER ADMIN	0	0	9	9	100%
2012-13	Business	ECON&201	MICRO ECONOMICS	2	0	27	29	93%
2012-13	Business	ECON&202	MACRO ECONOMICS	4	6	16	26	62%
2012-13		Business Division		75	217	739	1031	72%

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

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Web Enhanced Course Success Rates by Division

Academic Year	Division	CourselD	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrollment	Percent Successful
2012-13	Developmental	CSS 100	COLLEGE SURVIVAL SKILLS	16	41	90	147	61%
2012-13	Developmental	CSS 102	FOCUS ON SUCCESS	1	3	25	29	86%
2012-13	Developmental	ENGL 098	BASIC ENGLISH SKILLS	0	0	20	20	100%
2012-13	Developmental	ENGL 099	ENGLISH SKILLS (PRE-101)	2	2	29	33	88%
2012-13	Developmental Division			19	46	164	229	72%
2012-13	Humanities	ART 103	DESIGN III	1	2	15	18	83%
2012-13	Humanities	ART 216	SURVEY OF WESTERN ART I	0	3	19	22	86%
2012-13	Humanities	ART 217	SURV WEST ART II:REN-MID	1	1	12	14	86%
2012-13	Humanities	ART 218	WESTERN ART:IMPRESS/CURR	0	4	20	24	83%
2012-13	Humanities	ART& 100	ART APPRECIATION	2	1	27	30	90%
2012-13	Humanities	CMST 100	HUMAN COMMUNICATIONS	3	7	20	30	67%
2012-13	Humanities	CMST&102	INTRO TO MASS MEDIA	2	4	68	74	92%
2012-13	Humanities	CMST&220	PUBLIC SPEAKING	11	20	228	259	88%
2012-13	Humanities	ENGL 216	FILM STUDY	2	15	62	79	78%
2012-13	Humanities	ENGL 221	CREATIVE WRITING II:FICT	3	0	18	21	86%
2012-13	Humanities	ENGL 239	THE MYSTERY STORY AS LIT	3	3	14	20	70%
2012-13	Humanities	ENGL&101	ENGLISH COMPOSITION I	25	63	214	302	71%
2012-13	Humanities	ENGL&102	COMPOSITION II	7	20	80	107	75%
2012-13	Humanities	HUM 214	DIVERSITY ISSUES: RACE, CLASS, GENDER	7	8	35	50	70%
2012-13	Humanities	MUSC 115	GROUP PIANO I	8	0	10	18	56%
2012-13	Humanities	MUSC 116	GROUP PIANO II	1	0	1	2	50%
2012-13	Humanities	MUSC 117	GROUP PIANO III	0	0	6	6	100%
2012-13	Humanities	MUSC 134	BEGINNING GROUP GUITAR	1	1	10	12	83%
2012-13	Humanities	MUSC 215	GROUP PIANO IV	0	0	2	2	100%
2012-13	Humanities	MUSC&105	MUSIC APPRECIATION	10	18	39	67	58%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Web Enhanced Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrollment	Percent Successful
2012-13	Humanities	PHIL 210	ETHICS	0	2	12	14	86%
2012-13	Humanities	PHIL 240	PHILOSOPHY OF RELIGION	0	2	19	21	90%
2012-13	Humanities	PHIL&101	INTRO TO PHILOSOPHY	0	4	25	29	86%
2012-13	Humanities	PHIL&106	INTRO TO LOGIC	1	1	4	6	67%
2012-13	Humanities	PHIL&120	SYMBOLIC LOGIC	5	10	69	84	82%
2012-13	Humanities	REL 201	WORLD RELIGIONS	1	0	25	26	96%
2012-13	Humanities	REL 211	RELIGION IN AMERICA	0	2	27	29	93%
2012-13	Humanities	SPAN&121	SPANISH I	4	16	67	87	77%
2012-13	Humanities	SPAN&122	SPANISH II	3	14	60	77	78%
2012-13	Humanities	SPAN&123	SPANISH III	1	5	45	51	88%
2012-13		Humanities Division		102	226	1253	1581	79%
2012-13	Industrial Technology	CDL 100	COMM DRIVER'S LICENSE	1	0	10	11	91%
2012-13	Industrial Technology	IST 113	IND ELECT INSTALL TECH	1	1	20	22	91%
2012-13		Industrial Technology Division		2	1	30	33	91%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Web Enhanced Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrollment	Percent Successful
2012-13	Math/Science	ASTR&101	INTRO TO ASTRONOMY	6	7	24	37	65%
2012-13	Math/Science	BIOL 298	TOPIC:ANATOMY/PHYSIOLOGY	0	0	1	1	100%
2012-13	Math/Science	BIOL&100	SURVEY OF BIOLOGY	9	15	60	84	71%
2012-13	Math/Science	BIOL&170	HUMAN BIOLOGY	2	6	16	24	67%
2012-13	Math/Science	BIOL&211	MAJORS CELLULAR	18	17	42	77	55%
2012-13	Math/Science	BIOL&221	MAJORS ECOLOGY/EVOLUTION	0	1	2	3	67%
2012-13	Math/Science	BIOL&222	MAJORS CELL/MOLECULAR	0	0	2	2	100%
2012-13	Math/Science	BIOL&241	HUMAN A & P 1	3	7	36	46	78%
2012-13	Math/Science	BIOL&242	HUMAN A & P 2	1	6	25	32	78%
2012-13	Math/Science	BIOL&260	MICROBIOLOGY	6	0	28	34	82%
2012-13	Math/Science	BOT 130	BOTANY	1	7	16	24	67%
2012-13	Math/Science	BOT 140	FIELD BOTANY	1	0	12	13	92%
2012-13	Math/Science	CHEM&121	INTRO TO CHEMISTRY	10	46	166	222	75%
2012-13	Math/Science	CHEM&131	INTRO TO ORGANIC/BIOCHEM	1	4	17	22	77%
2012-13	Math/Science	CHEM&161	GENERAL CHEM W/LAB I	5	1	31	37	84%
2012-13	Math/Science	CHEM&162	GENERAL CHEM W/LAB II	1	2	20	23	87%
2012-13	Math/Science	CHEM&163	GENERAL CHEM/W LAB III	2	0	17	19	89%
2012-13	Math/Science	ENVS&100	SURVEY OF ENV SCIENCE	1	21	69	91	76%
2012-13	Math/Science	GGR 101	PHYSICAL GEOGRAPHY	5	21	19	45	42%
2012-13	Math/Science	NUTR&101	NUTRITION	16	43	113	172	66%
2012-13	Math/Science	PHYS&100	PHYSICS NON-SCI MAJORS	2	3	8	13	62%
2012-13	Math/Science	PHYS&221	ENGINEERING PHYSICS I	1	6	6	13	46%
2012-13	Math/Science	PHYS&222	ENGINEERING PHYSICS II	1	3	3	7	43%
2012-13	Math/Science	PHYS&223	ENGINEERING PHYSICS III	0	1	2	3	67%
2012-13		Math/Science Division		92	217	735	1044	70%
2012-13	Pre-college Level Math	MATH 095	ELEMENTARY ALGEBRA ^b	12	11	22	45	49%
2012-13		Pre-college Level Math						

^b Although discontinued by the end of the year, some modularized math classes were taught in 2012-13; students received grades in one to five one-credit modules. When a student took a modularized class, he/she received the corresponding number of grades, one for each module.

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 Web Enhanced Course Success Rates by Division

Academic Year	Division	Courseld	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrollment	Percent Successful
2012-13	Social Science	ANTH&100	SURVEY OF ANTHROPOLOGY	4	2	52	58	90%
2012-13	Social Science	CJ 220	INTRO TO CORRECTIONS	2	4	12	18	67%
2012-13	Social Science	CJ& 101	INTRO CRIMINAL JUSTICE	0	5	22	27	81%
2012-13	Social Science	CJ& 110	CRIMINAL LAW	3	5	11	19	58%
2012-13	Social Science	ECE 214	MATH/SCIENCE FOR CHILDREN	0	1	20	21	95%
2012-13	Social Science	EDUC 190	CLASSROOM EXPERIENCE	0	0	8	8	100%
2012-13	Social Science	EDUC&115	CHILD DEVELOPMENT	2	0	30	32	94%
2012-13	Social Science	HIST 250	ANCIENT GREECE	3	9	13	25	52%
2012-13	Social Science	HIST 270	THE ROMAN WORLD	2	4	7	13	54%
2012-13	Social Science	HIST&116	WESTERN CIVILIZATION I	0	8	22	30	73%
2012-13	Social Science	HIST&117	WESTERN CIVILIZATION II	3	10	13	26	50%
2012-13	Social Science	HIST&118	WESTERN CIVILIZATION III	3	7	15	25	60%
2012-13	Social Science	HIST&136	US HISTORY 1	7	19	53	79	67%
2012-13	Social Science	HIST&137	US HISTORY 2	4	3	11	18	61%
2012-13	Social Science	POLS&202	AMERICAN GOVERNMENT	8	37	72	117	62%
2012-13	Social Science	POLS&203	INTERNATIONAL RELATIONS	2	7	35	44	80%
2012-13	Social Science	PSYC&100	GENERAL PSYCHOLOGY	7	13	164	184	89%
2012-13	Social Science	PSYC&200	LIFESPAN PSYCHOLOGY	2	1	79	82	96%
2012-13	Social Science	SOC 220	MARRIAGE AND THE FAMILY	1	1	64	66	97%
2012-13	Social Science	SOC& 101	INTRO TO SOCIOLOGY	6	17	119	142	84%
2012-13	Social Science Division			59	153	822	1034	79%
2012-13	Web Enhanced Overall (all divisions combined)			381	911	4270	5562	77%

Data retrieved from ODS on 8/5/13 (ODS Gatekeeper queries)

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 On-Ground Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2012-13	Allied Health	FAD 150	IND FIRST AID/CPR & BBP	7	37	193	237	81%
2012-13	Allied Health	HED 121	HUMAN BODY/DISEASE I	2	4	18	24	75%
2012-13	Allied Health	HED 122	HUMAN BODY/DISEASE II	1	1	13	15	87%
2012-13	Allied Health	HED 150	MEDICAL TERMINOLOGY I	0	6	29	35	83%
2012-13	Allied Health	MA 195	EXTERNSHIP/PRACT MED ASST	0	4	16	20	80%
2012-13	Allied Health	MA 197	EXTERNSHIP/PRACT SEMINAR	0	0	17	17	100%
2012-13	Allied Health	NUR 100	NURSING ASSISTANT	0	0	14	14	100%
2012-13	Allied Health	NUR 101	SURVIVAL SKILLS/NURSING	1	0	23	24	96%
2012-13	Allied Health	NUR 111	PRACTICUM	1	0	23	24	96%
2012-13	Allied Health	NUR 121	BEGIN NURSE PRACTICUM I	0	0	22	22	100%
2012-13	Allied Health	NUR 131	BEG NURSE PRACTICUM II	0	0	22	22	100%
2012-13	Allied Health	NUR 135	NURSING SKILLS LAB	1	0	22	23	96%
2012-13	Allied Health	NUR 136	NURSING SKILLS LAB	1	0	22	23	96%
2012-13	Allied Health	NUR 137	NURSING SKILLS LAB	0	0	22	22	100%
2012-13	Allied Health	NUR 140	PN COMPLETION/TRANSITION	0	0	16	16	100%
2012-13	Allied Health	NUR 141	PN COMP/TRANS PRACTICUM	0	0	16	16	100%
2012-13	Allied Health	NUR 211	ADV NURSING PRACTICUM I	0	0	16	16	100%
2012-13	Allied Health	NUR 221	ADV NURSING PRACTICUM II	0	0	12	12	100%
2012-13	Allied Health	NUR 231	ADV NURSING PRACTIC III	0	0	12	12	100%
2012-13	Allied Health	NUR 235	NURSING SKILLS LAB	0	0	16	16	100%
2012-13	Allied Health	NUR 236	NURSING SKILLS LAB	0	0	12	12	100%
2012-13	Allied Health	PEH 102	THEORY OF BASKETBALL	2	1	12	15	80%
2012-13	Allied Health	PEH 104	THEORY/WOMEN'S BASKETBALL	0	0	11	11	100%
2012-13	Allied Health	PEH 105	THEORY OF BASEBALL	1	0	21	22	95%
2012-13	Allied Health	PEH 106	THEORY OF SOFTBALL	0	0	6	6	100%
2012-13	Allied Health	PEH 114	BASKETBALL (WOMENS)	0	0	5	5	100%
2012-13	Allied Health	PEH 125	CONDITIONING	3	28	199	230	87%
2012-13	Allied Health	PEH 131	CIRCUIT WEIGHT TRAINING	7	24	83	114	73%
2012-13	Allied Health	PEH 132	FITNESS	1	0	9	10	90%
2012-13	Allied Health	PEH 133	WEIGHT TRAINING	6	19	90	115	78%
2012-13	Allied Health	PEH 155	BODY TONING	18	4	190	212	90%
2012-13	Allied Health	PEH 158	RACQUETBALL	0	0	7	7	100%
2012-13	Allied Health Division			52	128	1189	1369	87%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 On-Ground Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2012-13	Business	ACCT 105	INTRO TO ACCOUNTING	1	3	93	97	96%
2012-13	Business	ACCT 233	INTRO TO PAYROLL TAXES	1	1	11	13	85%
2012-13	Business	ACCT 260	COMPUTER ACCOUNTING	1	2	9	12	75%
2012-13	Business	ACCT 261	INTRO TO PEACHTREE ACCT	0	0	8	8	100%
2012-13	Business	ACCT 262	INTRO TO QUICKBOOKS	0	0	15	15	100%
2012-13	Business	ACCT&201	PRIN OF ACCOUNTING I	1	14	55	70	79%
2012-13	Business	ACCT&202	PRIN OF ACCOUNTING II	1	3	41	45	91%
2012-13	Business	ACCT&203	PRIN OF ACCOUNTING III	2	1	20	23	87%
2012-13	Business	BIM 101	BASIC KEYBOARDING***	0	1	17	18	94%
2012-13	Business	BIM 102	DOCUMENT FORMATTING***	0	5	17	22	77%
2012-13	Business	BIM 104	INTERMEDIATE KEYBOARDING***	0	3	11	14	79%
2012-13	Business	BIM 106	ADVANCED KEYBOARDING***	1	0	3	4	75%
2012-13	Business	BIM 108	INTRO MICROSOFT APPLS	1	1	11	13	85%
2012-13	Business	BIM 109	INTERNET COMMUNICATIONS***	0	2	6	8	75%
2012-13	Business	BIM 124	INTRO SPREADSHT MS/EXCEL	1	0	10	11	91%
2012-13	Business	BIM 130	FILING***	0	1	15	16	94%
2012-13	Business	BIM 172	WORD PROCESSING I***	0	0	3	3	100%
2012-13	Business	BIM 173	WORD PROCESSING I***	1	6	10	17	59%
2012-13	Business	BIM 177	BUSINESS INFO MGMT LAB***	0	0	1	1	100%
2012-13	Business	BIM 180	INTRO MICROSOFT OFFICE***	0	5	19	24	79%
2012-13	Business	BIM 181	INTRO TO MS WORD***	0	0	190	190	100%
2012-13	Business	BIM 182	INTRO TO MS EXCEL***	0	0	121	121	100%
2012-13	Business	BIM 183	INTRO TO MS ACCESS***	0	0	15	15	100%
2012-13	Business	BIM 184	INTRO TO MS POWERPOINT***	0	0	153	153	100%
2012-13	Business	BIM 185	INTRO TO MS INTEGRATION	0	0	8	8	100%
2012-13	Business	BIM 190	SPREADSHEETS I***	0	3	6	9	67%
2012-13	Business	BIM 195	DATABASE MANAGEMENT***	1	1	7	9	78%
2012-13	Business	BIM 198	SPECIAL TOPICS***	0	0	1	1	100%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 On-Ground Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2012-13	Business	BIM 220	DESKTOP PUBLISHING***	0	2	4	6	67%
2012-13	Business	BIM 280	ADV MICROSOFT OFFICE	1	2	9	12	75%
2012-13	Business	BUS 102	BUSINESS MATHEMATICS	2	2	36	40	90%
2012-13	Business	BUS 120	HUMAN RELATIONS ON JOB	1	4	23	28	82%
2012-13	Business	BUS 121	BUSINESS ENGLISH	0	0	2	2	100%
2012-13	Business	BUS 161	BUSINESS CALCULATORS	1	1	30	32	94%
2012-13	Business	BUS 170	CONSUMER FINANCE	0	1	9	10	90%
2012-13	Business	BUS& 101	INTRO TO BUSINESS	5	7	71	83	86%
2012-13	Business	BUS& 201	BUSINESS LAW	4	4	56	64	88%
2012-13	Business	CS 104	INTRO TO COMPUTER HARDWR	0	0	1	1	100%
2012-13	Business	CS 105	INTRO TO COMPTRO SYS	0	0	1	1	100%
2012-13	Business	CS 156	CISCO NTRKNG 1: PART I	0	0	1	1	100%
2012-13	Business	CS 157	CISCO NTRKNG 1:PART II	1	1	9	11	82%
2012-13	Business	CS 195	INTERNSHIP: WRK BASED	0	0	3	3	100%
2012-13	Business	ECON&201	MICRO ECONOMICS	0	0	29	29	100%
2012-13	Business	ECON&202	MACRO ECONOMICS	1	0	35	36	97%
2012-13		Business Division		28	76	1195	1299	92%

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

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 On-Ground Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2012-13	Developmental	CSS 100	COLLEGE SURVIVAL SKILLS	8	10	168	186	90%
2012-13	Developmental	CSS 102	FOCUS ON SUCCESS	0	1	18	19	95%
2012-13	Developmental	ENGL 065	SPELLING IMPROVEMENT	0	3	14	17	82%
2012-13	Developmental	ENGL 087	READING IMPROVEMENT	0	1	1	2	50%
2012-13	Developmental	ENGL 093	BASIC WRITING	0	0	2	2	100%
2012-13	Developmental	ENGL 095	WRITING IMPROVEMENT	0	0	5	5	100%
2012-13	Developmental	ENGL 098	BASIC ENGLISH SKILLS	3	7	70	80	88%
2012-13	Developmental	ENGL 099	ENGLISH SKILLS (PRE-101)	12	34	193	239	81%
2012-13	Developmental	MATH 080	BASIC MATHEMATICS	19	40	109	168	65%
2012-13		Developmental Division		42	96	580	718	81%

2012-13	Humanities	ART 101	DESIGN I	1	1	23	25	92%
2012-13	Humanities	ART 102	DESIGN II	0	1	20	21	95%
2012-13	Humanities	ART 104	DRAWING I	0	2	19	21	90%
2012-13	Humanities	ART 105	DRAWING II	0	3	15	18	83%
2012-13	Humanities	ART 121	CERAMICS I	1	0	52	53	98%
2012-13	Humanities	ART 122	CERAMICS II	0	0	9	9	100%
2012-13	Humanities	ART 123	CERAMICS III	0	0	1	1	100%
2012-13	Humanities	ART 198	SPECIAL PROJECTS	0	0	1	1	100%
2012-13	Humanities	ART 221	WATERCOLOR I	0	0	15	15	100%
2012-13	Humanities	ART 230	PAINTING/DRAWING WKSHIP	1	2	27	30	90%
2012-13	Humanities	ART 231	OIL PAINTING I	1	2	25	28	89%
2012-13	Humanities	ART 232	OIL PAINTING II	0	1	7	8	88%
2012-13	Humanities	ART 233	OIL PAINTING III	0	0	5	5	100%
2012-13	Humanities	ART 298	SPECIAL PROJECTS	0	0	1	1	100%
2012-13	Humanities	CMST&220	PUBLIC SPEAKING	10	30	178	218	82%
2012-13	Humanities	ENGL 201	ACADEMIC COMPOSITION	6	1	12	19	63%
2012-13	Humanities	ENGL 211	CREATIVE WRITING:FICTION	0	1	21	22	95%
2012-13	Humanities	ENGL&101	ENGLISH COMPOSITION I	12	39	238	289	82%
2012-13	Humanities	ENGL&102	COMPOSITION II	17	35	261	313	83%
2012-13	Humanities	ENGL&220	INTRO TO SHAKESPEARE	2	1	12	15	80%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 On-Ground Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2012-13	Humanities	ENGL&244	AMERICAN LITERATURE I	1	2	13	16	81%
2012-13	Humanities	ENGL&245	AMERICAN LITERATURE II	0	1	23	24	96%
2012-13	Humanities	FRCH&121	FRENCH I	2	7	39	48	81%
2012-13	Humanities	FRCH&122	FRENCH II	0	5	18	23	78%
2012-13	Humanities	FRCH&123	FRENCH III	0	1	5	6	83%
2012-13	Humanities	MUSC 115	GROUP PIANO I	1	2	6	9	67%
2012-13	Humanities	MUSC 116	GROUP PIANO II	1	0	3	4	75%
2012-13	Humanities	MUSC 117	GROUP PIANO III	0	0	2	2	100%
2012-13	Humanities	MUSC 134	BEGINNING GROUP GUITAR	1	1	9	11	82%
2012-13	Humanities	MUSC 215	GROUP PIANO IV	0	0	1	1	100%
2012-13	Humanities	MUSC 216	GROUP PIANO V	0	0	2	2	100%
2012-13	Humanities	MUSC&105	MUSIC APPRECIATION	3	3	18	24	75%
2012-13	Humanities	PHIL&101	INTRO TO PHILOSOPHY	11	13	54	78	69%
2012-13	Humanities	SPAN&121	SPANISH I	5	6	49	60	82%
2012-13	Humanities	SPAN&122	SPANISH II	0	1	11	12	92%
2012-13	Humanities	SPAN&123	SPANISH III	0	0	3	3	100%
2012-13			Humanities Division	76	161	1198	1435	83%

2012-13	Industrial Technology	AGR 100	INTRO TO AGRICULTURE	0	1	0	1	0%
2012-13	Industrial Technology	AGR 295	WORK-BASED LEARNING	1	0	3	4	75%
2012-13	Industrial Technology	AGR 297	WORK-BASED LRNG SEMINAR	1	0	3	4	75%
2012-13	Industrial Technology	AMT 148	AMT GENERAL ELECTRICITY	0	1	27	28	96%
2012-13	Industrial Technology	AMT 149	AMT AIRFRAME ELECTRICITY	0	0	13	13	100%
2012-13	Industrial Technology	AMT 150	AMT GENERAL	0	1	56	57	98%
2012-13	Industrial Technology	AMT 151	AIRFRAME MECHANICS I	0	1	36	37	97%
2012-13	Industrial Technology	AMT 152	AIRFRAME MECHANICS II	1	5	35	41	85%
2012-13	Industrial Technology	AMT 153	AIRFRAME MECHANICS III	0	1	10	11	91%
2012-13	Industrial Technology	AMT 249	AMT POWERPLANT ELECTRIC	0	0	15	15	100%
2012-13	Industrial Technology	AMT 251	POWERPLANT MECHANICS I	1	1	32	34	94%
2012-13	Industrial Technology	AMT 252	POWERPLANT MECHANICS II	1	0	30	31	97%
2012-13	Industrial Technology	AMT 253	POWERPLANT MECHANICS III	1	0	15	16	94%
2012-13	Industrial Technology	AMT 254	POWERPLANT MECHANICS IV	2	0	4	6	67%
2012-13	Industrial Technology	AUT 105	AUTOMOTIVE COMPUTER APPL	3	4	8	15	53%
2012-13	Industrial Technology	AUT 111	AUTO ENGINE SERVICE	2	3	16	21	76%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 On-Ground Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2012-13	Industrial Technology	AUT 115	AUTOMOTIVE SHOP SAFETY	4	1	17	22	77%
2012-13	Industrial Technology	AUT 121	ELECTRIC/ELECTRONIC SYST	0	5	14	19	74%
2012-13	Industrial Technology	AUT 124	BRAKE SYSTEM SERVICE	1	6	9	16	56%
2012-13	Industrial Technology	AUT 125	SUSPENSION STEERING ALIG	1	6	9	16	56%
2012-13	Industrial Technology	AUT 131	MANUAL DRIVE TRAIN & AXL	1	4	15	20	75%
2012-13	Industrial Technology	AUT 132	HYDRAULIC SYSTEMS	0	7	12	19	63%
2012-13	Industrial Technology	AUT 190	PROJECTS LAB	2	4	48	54	89%
2012-13	Industrial Technology	AUT 211	AUTO CONVENIENCE SYSTEMS	1	0	11	12	92%
2012-13	Industrial Technology	AUT 212	AUTO TRANSMISSION REPAIR	0	0	11	11	100%
2012-13	Industrial Technology	AUT 213	AUTO SERVICING I	0	0	12	12	100%
2012-13	Industrial Technology	AUT 220	ENGINE PERFORMANCE	0	1	12	13	92%
2012-13	Industrial Technology	AUT 223	AUTOMOBILE SERVICING II	1	0	11	12	92%
2012-13	Industrial Technology	AUT 231	AUTO HEAT/AIR CONDITION	0	1	10	11	91%
2012-13	Industrial Technology	AUT 290	PROJECTS LAB	1	0	35	36	97%
2012-13	Industrial Technology	CDL 100	COMM DRIVER'S LICENSE	11	4	67	82	82%
2012-13	Industrial Technology	ENGL 109	APPLIED TECH WRITING	5	24	22	51	43%
2012-13	Industrial Technology	IST 100	INTRO IND SAFETY/HEALTH	0	0	28	28	100%
2012-13	Industrial Technology	IST 102	TECHNICAL DRAWING INTERP	0	16	23	39	59%
2012-13	Industrial Technology	IST 105	BASIC ELECTRICITY-DC	1	5	32	38	84%
2012-13	Industrial Technology	IST 106	BASIC ELECTRICITY-AC	4	13	17	34	50%
2012-13	Industrial Technology	IST 107	INDUSTRIAL ELECTRICITY I	1	2	19	22	86%
2012-13	Industrial Technology	IST 110	INTRO NATL ELEC CODE	1	3	21	25	84%
2012-13	Industrial Technology	IST 111	NATL ELECTRIC CODE II	0	1	14	15	93%
2012-13	Industrial Technology	IST 112	NATL ELECTRIC CODE III	0	0	15	15	100%
2012-13	Industrial Technology	IST 120	INTRO PREV/PRED MAINTENC	0	1	25	26	96%
2012-13	Industrial Technology	IST 130	INTRO TO REFRIGERATION	1	0	12	13	92%
2012-13	Industrial Technology	IST 136	INTRO INDUST BOILER TECH	1	1	12	14	86%
2012-13	Industrial Technology	IST 140	MECH IRRIGATION APPLIC	0	0	1	1	100%
2012-13	Industrial Technology	IST 150	INTRO PROG LOGIC CONTROL	0	1	23	24	96%
2012-13	Industrial Technology	IST 170	INTRO TO INSTRUMENTATION	1	4	18	23	78%
2012-13	Industrial Technology	IST 180	MACHINING I	2	1	18	21	86%
2012-13	Industrial Technology	IST 182	MACHINING II	0	0	9	9	100%
2012-13	Industrial Technology	IST 184	MACHINING SKILL ENHANCE	0	1	3	4	75%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 On-Ground Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2012-13	Industrial Technology	IST 207	INDUST ELECTRICITY II	0	0	14	14	100%
2012-13	Industrial Technology	IST 208	INDUST ELECTRICITY III	0	3	12	15	80%
2012-13	Industrial Technology	IST 221	ELECTRONICS I (PRINCIPLE	1	9	9	19	47%
2012-13	Industrial Technology	IST 222	ELECTRONICS II (APPLIC)	0	4	15	19	79%
2012-13	Industrial Technology	IST 223	ELECTRONICS III (INDUST)	0	2	12	14	86%
2012-13	Industrial Technology	IST 224	ELECTRONIC COMM I	1	1	4	6	67%
2012-13	Industrial Technology	IST 250	PROGRAM LOGIC CONTROL II	0	0	17	17	100%
2012-13	Industrial Technology	IST 270	INSTRUMENTATION II	0	1	17	18	94%
2012-13	Industrial Technology	IST 280	MECHANICAL POWER TRANSM	1	0	10	11	91%
2012-13	Industrial Technology	IST 282	FLUID POWER TRANSMISSION	0	3	15	18	83%
2012-13	Industrial Technology	IST 284	PUMP HYDRAULICS/MECHANIC	0	1	14	15	93%
2012-13	Industrial Technology	MAP 100	APPLIED MATH (AMT)	0	0	25	25	100%
2012-13	Industrial Technology	MAP 101	APPLIED MATH (AUT/WLD)	2	8	18	28	64%
2012-13	Industrial Technology	MAP 103	APPLIED MATH (MMT/IST)	2	16	21	39	54%
2012-13	Industrial Technology	WLD 101	OXY-ACETYLENE WELD/AUTO	1	0	17	18	94%
2012-13	Industrial Technology	WLD 102	ARC WELDING FOR AUTO	1	0	17	18	94%
2012-13	Industrial Technology	WLD 103	BEGINNING AMT WELDING	0	0	12	12	100%
2012-13	Industrial Technology	WLD 110	WELDING THEORY I	4	3	23	30	77%
2012-13	Industrial Technology	WLD 111	WELDING PROCESS I	7	15	62	84	74%
2012-13	Industrial Technology	WLD 112	THERMAL CUTTING & WLD	5	2	23	30	77%
2012-13	Industrial Technology	WLD 120	WELDING THEORY II	0	3	23	26	88%
2012-13	Industrial Technology	WLD 121	WELDING PROCESS II	1	5	28	34	82%
2012-13	Industrial Technology	WLD 122	GAS METAL ARC WELDING I	0	7	28	35	80%
2012-13	Industrial Technology	WLD 130	WELDING THEORY III	3	4	14	21	67%
2012-13	Industrial Technology	WLD 131	WELDING PROCESS III	0	3	21	24	88%
2012-13	Industrial Technology	WLD 132	GAS TUNGSTEN ARC WELD I	2	7	20	29	69%
2012-13	Industrial Technology	WLD 151	TECH DRAW INTERPRETATION	0	2	9	11	82%
2012-13	Industrial Technology	WLD 152	WELDING LAYOUT I	1	2	17	20	85%
2012-13	Industrial Technology	WLD 153	WELDING LAYOUT II	1	1	9	11	82%
2012-13	Industrial Technology	WLD 190	SKILL LEVEL IMPROVEMENT	0	1	36	37	97%
2012-13	Industrial Technology	WLD 205	WELD TESTING METHODS	1	2	14	17	82%
2012-13	Industrial Technology	WLD 206	WELDING CODES & STANDARD	0	2	12	14	86%
2012-13	Industrial Technology	WLD 207	WELDING METALLURGY	0	3	14	17	82%
2012-13	Industrial Technology	WLD 212	GAS METAL ARC WELDING II	0	2	14	16	88%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 On-Ground Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2012-13	Industrial Technology	WLD 241	STRUCTURAL WELD PROC I	0	0	1	1	100%
2012-13	Industrial Technology	WLD 242	STRUCTURAL WELDING I	0	0	2	2	100%
2012-13	Industrial Technology	WLD 243	STRUCTURAL WELD PROC II	0	3	1	4	25%
2012-13	Industrial Technology	WLD 244	SUBMERGED ARC WELDING	1	1	0	2	0%
2012-13	Industrial Technology	WLD 245	STRUC WLD PROCESS III	0	0	4	4	100%
2012-13	Industrial Technology	WLD 261	PRODUCTION WELD PROC I	0	1	3	4	75%
2012-13	Industrial Technology	WLD 262	PRODUCTION WELDING I	0	1	3	4	75%
2012-13	Industrial Technology	WLD 263	PRODUCTION WELD PROC II	0	1	1	2	50%
2012-13	Industrial Technology	WLD 264	ADV WELD PROCESS	0	0	1	1	100%
2012-13	Industrial Technology	WLD 265	PRODUC WELD PROCESS III	0	0	2	2	100%
2012-13	Industrial Technology	WLD 281	PIPE WELDING I	0	0	10	10	100%
2012-13	Industrial Technology	WLD 282	GAS TNGSTN ARC WD II TIG	0	0	8	8	100%
2012-13	Industrial Technology	WLD 283	PIPE WELDING II	0	0	7	7	100%
2012-13	Industrial Technology	WLD 284	GAS TUNGS ARC WLDG III	0	0	4	4	100%
2012-13	Industrial Technology	WLD 285	PIPE WELDING III	0	1	9	10	90%
2012-13	Industrial Technology	WLD 290	SKILL LEVEL IMPROVEMENT II	0	1	6	7	86%
2012-13			Industrial Technology Division	88	251	1586	1925	82%

2012-13	Math/Science	BIOL&100	SURVEY OF BIOLOGY	1	6	43	50	86%
2012-13	Math/Science	GEOL&101	INTRO PHYSICAL GEOLOGY	4	2	8	14	57%
2012-13	Math/Science	MATH 120	COLLEGE ALGEBRA	56	52	115	223	52%
2012-13	Math/Science	MATH 147	FINITE MATHEMATICS	2	7	19	28	68%
2012-13	Math/Science	MATH&107	MATH IN SOCIETY	3	10	31	44	70%
2012-13	Math/Science	MATH&141	PRECALCULUS I	2	9	52	63	83%
2012-13	Math/Science	MATH&142	PRECALCULUS II	1	3	29	33	88%
2012-13	Math/Science	MATH&146	INTRO TO STATISTICS	36	51	125	212	59%
2012-13	Math/Science	MATH&148	BUSINESS CALCULUS	0	2	13	15	87%
2012-13	Math/Science	MATH&151	CALCULUS I	4	9	8	21	38%
2012-13	Math/Science	MATH&152	CALCULUS II	2	6	7	15	47%
2012-13	Math/Science	MATH&163	CALCULUS 3	2	0	8	10	80%
2012-13	Math/Science	NUTR&101	NUTRITION	2	6	4	12	33%
2012-13	Math/Science	PHYS&101	PHYS LAB NON-SCI MAJORS	2	3	8	13	62%
2012-13			Math/Science Division	117	166	470	753	62%

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

2012-13 On-Ground Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2012-13	Pre-college Level Math	MATH 090	PREALGEBRA	22	26	53	101	52%
2012-13	Pre-college Level Math	MATH 094	PREALGEBRA ^a	27	50	222	299	74%
2012-13	Pre-college Level Math	MATH 095	ELEMENTARY ALGEBRA ^b	4	5	16	25	64%
2012-13	Pre-college Level Math	MATH 096	ELEMENTARY ALGEBRA ^a	32	60	306	398	77%
2012-13	Pre-college Level Math	MATH 097	ELEMENTARY ALGEBRA II ^a	6	16	63	85	74%
2012-13	Pre-college Level Math	MATH 098	INTERMEDIATE ALGEBRA ^a	37	53	241	331	73%
2012-13	Pre-college Level Math	MATH 099	INTERMEDIATE ALGEBRA ^b	37	20	55	112	49%
2012-13		Pre-college Level Math		165	230	956	1351	71%

^aEmporium classes

^bAlthough discontinued by the end of the year, some modularized math classes were taught in 2012-13; students received grades in one to five one-credit modules. When a student took a modularized class, he/she received the corresponding number of grades, one for each module.

2012-13	Social Science	ECE 135	SKILLS FOR PRESCHL TEACH	3	5	18	26	69%
2012-13	Social Science	ECE 175	INTRO TO CHILDCARE	0	0	66	66	100%
2012-13	Social Science	EDUC 106	ISSUES IN CHILD ABUSE	1	0	26	27	96%
2012-13	Social Science	EDUC 132	PEER MENTORING	3	0	14	17	82%
2012-13	Social Science	EDUC 190	CLASSROOM EXPERIENCE	0	0	42	42	100%
2012-13	Social Science	EDUC 198	SPECIAL TOPICS	0	0	53	53	100%
2012-13	Social Science	HIST&136	US HISTORY 1	0	1	20	21	95%
2012-13	Social Science	HIST&137	US HISTORY 2	0	4	15	19	79%
2012-13		Social Science Division		7	10	254	271	94%

2012-13	On-Ground Overall (all divisions combined)						7428	9121	81%
----------------	---	--	--	--	--	--	-------------	-------------	------------

Data retrieved from ODS on 8/5/13 (ODS Gatekeeper queries)

*Students passed with a "P" (pass) or 2.0 grade point or higher

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

Tab Q

Letter Grade Distributions by Modality (Online, Hybrid, Web Enhanced, On-ground) 2012-13

2012-13 Online Course Grade Distribution by Division

Academic Year	Division	CourseID	Course Title	W		P		A		B		C		D		F		Total Enrolled
				n	%	n	%	n	%	n	%	n	%	n	%	n	%	
2012-13	Allied Health	HED 121	HUMAN BODY/DISEASE I	3	6%	0	0%	25	48%	6	12%	9	17%	3	6%	6	12%	52
2012-13	Allied Health	HED 122	HUMAN BODY/DISEASE II	0	0%	0	0%	11	37%	8	27%	10	33%	0	0%	1	3%	30
2012-13	Allied Health	HED 123	HUMAN BODY/DISEASE III	3	10%	0	0%	16	52%	8	26%	3	10%	3	3%	0	0%	31
2012-13	Allied Health	HED 150	MEDICAL TERMINOLOGY I	4	4%	0	0%	54	51%	28	27%	8	8%	2	2%	9	9%	105
2012-13	Allied Health	HED 151	MEDICAL TERMINOLOGY II	4	4%	0	0%	46	45%	33	32%	9	9%	6	6%	4	4%	102
2012-13	Allied Health	HED 239	MEDICAL ETHICS	8	14%	0	0%	10	17%	15	26%	58	16%	9	16%	9	16%	27
2012-13	Allied Health	MAP 108	APPLIED MATH (MA)	1	4%	0	0%	14	52%	8	30%	3	11%	1	4%	0	0%	27
2012-13	Allied Health	PEH 100	LIFETIME WELLNESS	16	10%	0	0%	95	57%	34	20%	11	7%	6	4%	5	3%	167
2012-13	Allied Health Division			39	7%	0	0%	271	47%	140	24%	62	11%	26	5%	34	6%	572
2012-13	Business	ACCT&201	PRIN OF ACCOUNTING I	3	14%	0	0%	10	45%	5	23%	1	5%	1	5%	2	9%	22
2012-13	Business	ACCT&202	PRIN OF ACCOUNTING II	0	0%	0	0%	3	38%	4	50%	0	0%	1	13%	0	0%	8
2012-13	Business	ACCT&203	PRIN OF ACCOUNTING III	0	0%	0	0%	3	43%	1	14%	1	14%	1	14%	1	14%	7
2012-13	Business	BIM 173	WORD PROCESSING I***	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1
2012-13	Business	BIM 190	SPREADSHEETS I***	1	17%	0	0%	1	17%	2	33%	0	0%	0	0%	2	33%	6
2012-13	Business	BIM 194	PRESENTATIONS***	4	27%	0	0%	1	7%	4	27%	0	0%	0	0%	6	40%	15
2012-13	Business	BUS 114	BUSINESS ETHICS	3	11%	0	0%	6	22%	10	37%	4	15%	2	7%	2	7%	27
2012-13	Business	BUS 120	HUMAN RELATIONS ON JOB	2	4%	0	0%	13	27%	16	33%	6	13%	4	8%	7	15%	48
2012-13	Business	BUS 122	BUSINESS COMMUNICATIONS	4	29%	0	0%	0	0%	4	29%	2	14%	1	7%	3	21%	14
2012-13	Business	BUS 215	CUSTOMER SERVICE	5	19%	0	0%	4	15%	5	19%	1	4%	8	30%	27	4	27
2012-13	Business	CS 142	ADV PROG WITH JAVA	0	0%	0	0%	1	25%	0	0%	2	50%	1	25%	0	0%	4
2012-13	Business	CS 235	DATA STRUCTURES & ALGORITHM	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%	1	50%	2
2012-13	Business	CS& 141	COMPUTER SCIENCE I/JAVA	2	33%	0	0%	4	67%	0	0%	0	0%	0	0%	0	0%	6
2012-13	Business	ECON 200	INTRO TO ECONOMICS	8	11%	0	0%	15	20%	24	32%	13	18%	9	12%	5	7%	74
2012-13	Business Division			32	12%	0	0%	61	23%	75	29%	34	13%	21	8%	38	15%	261

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

Academic Year	Division	CourseID	Course Title	W		P		A		B		C		D		F		Total Enrolled
				n	%	n	%	n	%	n	%	n	%	n	%			
2012-13	Developmental	CSS 100	COLLEGE SURVIVAL SKILLS	4	4%	0	0%	42	42%	26	26%	7	7%	9	9%	13	13%	101
2012-13	Developmental	CSS 102	FOCUS ON SUCCESS	5	9%	4	7%	31	55%	11	20%	3	5%	1	2%	1	2%	56
2012-13	Developmental	ENGL 099	ENGLISH SKILLS PRE-101	7	15%	0	0%	19	40%	4	9%	3	6%	12	26%	2	4%	47
2012-13	Developmental Division			16	8%	4	2%	92	45%	41	20%	13	6%	22	11%	16	8%	204
2012-13	Humanities	ART & 100	ART APPRECIATION	2	7%	0	0%	19	68%	3	11%	2	7%	2	7%	0	0%	28
2012-13	Humanities	ENGL 248	LIT OF AMERICAN WEST	1	3%	0	0%	21	68%	6	19%	0	0%	3	10%	0	0%	31
2012-13	Humanities	ENGL&101	ENGLISH COMPOSITION I	19	18%	0	0%	21	20%	26	25%	15	14%	1	1%	22	21%	104
2012-13	Humanities	ENGL&102	ADVANCED COMPOSITION II	21	24%	0	0%	14	16%	20	23%	17	20%	7	8%	8	9%	87
2012-13	Humanities	MUSC&105	MUSIC APPRECIATION	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1
2012-13	Humanities	PHIL 210	ETHICS	2	6%	0	0%	19	59%	3	9%	4	13%	0	0%	4	13%	32
2012-13	Humanities	PHIL&106	INTRO TO LOGIC	3	14%	0	0%	7	32%	8	36%	2	9%	0	0%	2	9%	22
2012-13	Humanities	PHIL&120	SYMBOLIC LOGIC	8	10%	0	0%	40	48%	14	17%	12	14%	9	11%	0	0%	83
2012-13	Humanities	REL 201	WORLD RELIGIONS	1	3%	0	0%	21	68%	7	23%	1	3%	1	3%	0	0%	31
2012-13	Humanities	REL 211	RELIGION IN AMERICA	0	0%	0	0%	16	53%	10	33%	2	7%	1	3%	1	3%	30
2012-13	Humanities Division			57	13%	0	0%	179	40%	97	22%	55	12%	24	5%	37	8%	449

2012-13 Online Course Grade Distribution by Division

Academic Year	Division	CourseID	Course Title	Letter Grade												Total Enrolled			
				W	P		A		B		C		D		F	N			
				n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2012-13	Industrial Technology	AGR 271	AG SALES & MARKETING	3	19%	0	0%	8	50%	3	19%	0	0%	0	0%	2	13%	16	
2012-13	Industrial Technology Division																		
2012-13	Math/Science	ENVS&100	SURVEY OF ENV SCIENCE	9	11%	0	0%	22	28%	29	36%	15	19%	3	4%	2	3%	80	
2012-13	Math/Science	MATH&107	MATH IN SOCIETY	5	13%	0	0%	7	18%	9	24%	7	18%	7	18%	3	8%	38	
2012-13	Math/Science	NUTR&101	NUTRITION	17	12%	0	0%	23	16%	50	35%	30	21%	8	6%	13	9%	141	
2012-13	Math/Science Division			31	12%	0	0%	52	20%	88	34%	52	20%	18	7%	18	7%	259	
2012-13	Pre-college Math	MATH 095	ELEMENTARY ALGEBRA ^a	6	14%	14	33%	2	5%	2	5%	3	7%	0	0%	15	36%	42	
2012-13	Pre-college Math	MATH 099	INTERMEDIATE ALGEBRA ^a	16	24%	28	41%	0	0%	0	0%	7	10%	3	4%	14	21%	68	
2012-13	Pre-college Level Math			22	20%	42	38%	2	2%	2	2%	10	9%	3	3%	29	26%	110	

^aAlthough discontinued by the end of the year, some modularized math classes were taught in 2012-13; students received grades in one to five one-credit modules. When a student took a modularized class, he/she received the corresponding number of grades, one for each module.

2012-13	Social Science	CI& 101	INTRO CRIMINAL JUSTICE	6	11%	0	0%	26	48%	11	20%	5	9%	1	2%	5	9%	54	
2012-13	Social Science	ECE 160	ADMIN EARLY LEARNING PRGM	1	4%	0	0%	13	50%	4	15%	6	23%	1	4%	1	4%	26	
2012-13	Social Science	EDUC 102	GUIDING BEHAVIOR CHILDRN	2	8%	0	0%	7	28%	6	24%	4	16%	2	8%	4	16%	25	
2012-13	Social Science	EDUC 150	CHILD FAMILY & COMMUNITY	2	10%	0	0%	8	38%	8	38%	1	5%	2	10%	0	0%	21	
2012-13	Social Science	HIST&136	US HISTORY 1	10	14%	0	0%	11	15%	21	30%	14	20%	4	6%	11	15%	71	
2012-13	Social Science	HIST&137	US HISTORY 2	8	16%	0	0%	16	31%	9	18%	8	16%	4	8%	6	12%	51	
2012-13	Social Science	POLS&202	AMERICAN GOVERNMENT	4	21%	0	0%	4	21%	1	5%	4	21%	4	21%	2	11%	19	
2012-13	Social Science	PSYC&100	GENERAL PSYCHOLOGY	17	10%	0	0%	57	34%	44	26%	25	15%	12	7%	12	7%	167	
2012-13	Social Science	PSYC&200	LIFESPAN PSYCHOLOGY	1	3%	0	0%	15	52%	8	28%	4	14%	1	3%	0	0%	29	
2012-13	Social Science	SOC& 101	INTRO TO SOCIOLOGY	3	5%	0	0%	53	88%	3	5%	1	2%	0	0%	0	0%	60	
2012-13	Social Science Division			54	10%	0	0%	210	40%	115	22%	72	14%	31	6%	41	8%	523	

2012-13 Online Overall (all divisions combined)

Data retrieved from ODS on 8/9/13 (ODS Gatekeeper Wgrade queries)

2012-13	254	11%	46	2%	875	37%	561	23%	298	12%	145	6%	215	9%	2394
----------------	------------	------------	-----------	-----------	------------	------------	------------	------------	------------	------------	------------	-----------	------------	-----------	-------------

2012-13 Hybrid Course Grade Distribution by Division

Academic Year	Division	CourseID	Course Title	Letter Grade												Total Enrolled		
				W		P		A		B		C		D			F	
				n	%	n	%	n	%	n	%	n	%	n	%		n	%
2012-13	Allied Health	NUR 103	HIV/AIDS EDUCATION	11	14%	0	0%	58	72%	0	0%	0	0%	0	0%	12	15%	81
2012-13	Allied Health Division																	
2012-13	Business	BIM 110	MICROSOFT OFFICE 2010	1	14%	0	0%	2	29%	3	43%	1	14%	0	0%	0	0%	7
2012-13	Business	BIM 111	INTRO COMPUTERS/MED OFF***	3	21%	0	0%	0	0%	4	29%	2	14%	0	0%	5	36%	14
2012-13	Business	BIM 112	PROOF & EDIT***	3	23%	0	0%	0	0%	8	62%	0	0%	0	0%	2	15%	13
2012-13	Business	BIM 130	FILING***	2	11%	0	0%	5	28%	4	22%	0	0%	0	0%	7	39%	18
2012-13	Business	BIM 180	MICROSOFT OFFICE***	4	33%	0	0%	2	17%	3	25%	0	0%	0	0%	3	25%	12
2012-13	Business	BIM 181	INTRO MS OFFICE: WORD***	2	17%	0	0%	3	25%	3	25%	0	0%	0	0%	4	33%	12
2012-13	Business	BIM 182	INTRO MS OFFICE: EXCEL***	0	0%	0	0%	0	0%	7	70%	1	10%	0	0%	2	20%	10
2012-13	Business	BIM 183	INTRO MS OFFICE: ACCESS***	0	0%	0	0%	2	33%	1	17%	1	17%	0	0%	2	33%	6
2012-13	Business	BIM 184	INTRO MS OFFICE: PWRPOINT***	0	0%	0	0%	2	50%	1	25%	0	0%	0	0%	1	25%	4
2012-13	Business	BIM 210	INTERNET***	1	5%	0	0%	12	60%	5	25%	1	5%	0	0%	1	5%	20
2012-13	Business	BUS 121	BUSINESS ENGLISH	7	16%	0	0%	3	7%	9	20%	12	27%	7	16%	6	14%	44
2012-13	Business	CS 101	INTRO COMPUTER SCIENCE	5	10%	0	0%	11	22%	15	29%	4	8%	8	16%	8	16%	51
2012-13	Business	CS 104	INTRO TO COMPUTER HARDWR	1	6%	0	0%	9	50%	6	33%	0	0%	1	6%	1	6%	18
2012-13	Business	CS 105	INTRO TO COMPTR OP SYS	1	6%	0	0%	8	44%	2	11%	2	11%	1	6%	4	22%	18
2012-13	Business	CS 111	INTRO TO PROGRAMMING	6	40%	0	0%	2	13%	3	20%	1	7%	1	7%	2	13%	15
2012-13	Business	CS 161	INTRO TO WEBSITE DES/PUB	0	0%	0	0%	6	50%	2	17%	1	8%	1	8%	2	17%	12
2012-13	Business Division			36	13%	0	0%	67	24%	76	28%	26	9%	19	7%	50	18%	274
***Variable credit classes where students can add/drop credits throughout the year, if a student completes credits, the dropped credits are not listed.																		
2012-13	Developmental	CSS 104	INTRO COMPUTER LITERACY	3	4%	0	0%	43	53%	12	15%	9	11%	7	9%	7	9%	81
2012-13	Developmental Division																	
2012-13	Humanities	CMST 100	HUMAN COMMUNICATIONS	1	5%	0	0%	8	38%	2	10%	4	19%	5	24%	1	5%	21
2012-13	Humanities	HUM 214	DIVERS: RACE, CLASS, GEND	1	5%	0	0%	9	45%	6	30%	4	20%	0	0%	0	0%	20
2012-13	Humanities	REL 211	RELIGION IN AMERICA	2	11%	0	0%	5	26%	6	32%	5	26%	1	5%	0	0%	19
2012-13	Humanities Division			4	7%	0	0%	22	37%	14	23%	13	22%	6	10%	1	2%	60
2012-13	Math/Science	BIOL&100	SURVEY OF BIOLOGY	3	11%	0	0%	7	25%	7	25%	8	29%	1	4%	2	7%	28
2012-13	Math/Science	BIOL&211	MAJORS CELLULAR	1	33%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	3
2012-13	Math/Science	BIOL&241	HUMAN A & P 1	1	13%	0	0%	0	0%	2	25%	3	38%	0	0%	2	25%	8
2012-13	Math/Science	BIOL&242	HUMAN A & P 2	4	33%	0	0%	1	8%	5	42%	2	17%	0	0%	0	0%	12
2012-13	Math/Science	BIOL&260	MICROBIOLOGY	3	30%	0	0%	1	10%	5	50%	1	10%	0	0%	0	0%	10
2012-13	Math-Science Division			12	20%	0	0%	9	15%	19	31%	16	26%	1	2%	4	7%	61
2012-13	Social Science	ECE 100	ISSUES AND TRENDS IN ECE	1	5%	0	0%	8	36%	6	27%	3	14%	3	14%	1	5%	22
2012-13	Social Science	ECE 105	HEALTH, SAFETY & NUTRITI	0	0%	0	0%	6	35%	6	35%	3	18%	1	6%	1	6%	17
2012-13	Social Science	ECE 108	INFANT & TODDLER CAREGIV	1	4%	0	0%	5	18%	13	46%	3	11%	3	11%	3	11%	28
2012-13	Social Science	ECE 230	CURR/OBSERVATION/ASSESS	1	4%	0	0%	8	32%	7	28%	2	8%	5	20%	2	8%	25
2012-13	Social Science	ECE 250	LANGUAGE & LITERACY DEV	1	4%	0	0%	16	59%	4	15%	1	4%	1	4%	4	15%	27
2012-13	Social Science	EDUC 190	CLASSROOM EXPERIENCE	2	9%	20	91%	0	0%	0	0%	0	0%	0	0%	0	0%	22
2012-13	Social Science	EDUC&115	CHILD DEVELOPMENT	2	7%	0	0%	7	25%	11	39%	3	11%	4	14%	1	4%	28
2012-13	Social Science	EDUC&201	INTRO TO EDUCATION	0	0%	0	0%	14	50%	10	36%	1	4%	1	4%	2	7%	28
2012-13	Social Science	EDUC&204	EXCEPTIONAL CHILD	1	5%	0	0%	6	29%	3	14%	3	14%	5	24%	3	14%	21
2012-13	Social Science	PSYC&100	GENERAL PSYCHOLOGY	1	4%	0	0%	6	21%	13	46%	4	14%	3	11%	1	4%	28
2012-13	Social Science	SOC& 101	INTRO TO SOCIOLOGY	1	4%	0	0%	12	43%	8	29%	1	4%	1	4%	5	18%	28
2012-13	Social Science Division			11	4%	20	7%	88	32%	81	30%	24	9%	27	10%	23	8%	274
2012-13	Hybrid Overall (all divisions combined)																	831

2012-13 Web Enhanced Course Grade Distribution by Division

Academic Year	Division	CourseID	CourseTitle	Letter Grade												Total Enrolled		
				W		P		A		B		C		D			F	
				n	%	n	%	n	%	n	%	n	%	n	%		n	%
2012-13	Allied Health	HED 239	MEDICAL ETHICS	0	0%	0	0%	8	42%	7	37%	2	11%	0	0%	2	11%	19
2012-13	Allied Health	MA 111	CLINICAL PROCEDURES I	1	4%	0	0%	3	13%	16	67%	3	13%	1	4%	0	0%	24
2012-13	Allied Health	MA 112	CLINICAL PROCEDURES II	1	5%	0	0%	7	32%	12	55%	2	9%	0	0%	0	0%	22
2012-13	Allied Health	MA 113	CLINICAL PROCEDURES III	1	5%	0	0%	3	14%	17	81%	0	0%	0	0%	0	0%	21
2012-13	Allied Health	MA 150	PHARMACOLOGY MED ASST	1	2%	0	0%	19	46%	20	49%	1	2%	0	0%	0	0%	41
2012-13	Allied Health	MAP 108	APPLIED MATH (MA)	2	12%	0	0%	10	59%	2	12%	0	0%	0	0%	1	6%	17
2012-13	Allied Health	NUR 100	NURSING ASSISTANT	6	5%	0	0%	54	47%	42	37%	7	6%	0	0%	5	4%	114
2012-13	Allied Health	NUR 110	FUNDAMENTALS OF NURSING	1	4%	0	0%	1	4%	9	38%	13	54%	0	0%	0	0%	24
2012-13	Allied Health	NUR 114	PHARMACOLOGY	1	4%	0	0%	1	4%	8	31%	16	62%	0	0%	0	0%	26
2012-13	Allied Health	NUR 120	BEGIN NURSE CONCEPTS I	1	4%	0	0%	1	4%	14	61%	7	30%	0	0%	0	0%	23
2012-13	Allied Health	NUR 130	BEGIN NURSE CONCEPTS II	0	0%	0	0%	2	9%	14	64%	6	27%	0	0%	0	0%	22
2012-13	Allied Health	NUR 210	ADV NURSING CONCEPTS I	0	0%	0	0%	2	13%	6	38%	8	50%	0	0%	0	0%	16
2012-13	Allied Health	NUR 220	ADV NURSING CONCEPTS II	0	0%	0	0%	1	8%	7	58%	4	33%	0	0%	0	0%	12
2012-13	Allied Health	NUR 230	ADV NURSING CONCEPTS III	0	0%	0	0%	1	8%	5	42%	6	50%	0	0%	0	0%	12
2012-13	Allied Health	NUR 240	PROFESSIONAL ISSUES	0	0%	0	0%	12	100%	0	0%	0	0%	0	0%	0	0%	12
2012-13	Allied Health	PEH 100	LIFETIME WELLNESS	5	3%	0	0%	63	39%	62	39%	16	10%	8	5%	6	4%	160
2012-13		Allied Health Division		20	4%	0	0%	188	33%	241	43%	93	16%	8	2%	14	2%	565
2012-13	Business	ACCT 105	INTRO TO ACCOUNTING	2	5%	0	0%	24	59%	5	12%	4	10%	2	5%	4	10%	41
2012-13	Business	BIM 101	BASIC KEYBOARDING	8	5%	1	1%	92	56%	7	4%	1	1%	0	0%	56	34%	165
2012-13	Business	BIM 102	DOCUMENT FORMATTING	3	5%	0	0%	5	9%	26	46%	5	9%	0	0%	18	32%	57
2012-13	Business	BIM 104	INTERMEDIATE KEYBOARDING	4	5%	0	0%	48	66%	8	11%	1	1%	0	0%	12	16%	73
2012-13	Business	BIM 106	ADVANCED KEYBOARDING	0	0%	0	0%	7	78%	1	11%	0	0%	0	0%	1	11%	9
2012-13	Business	BIM 109	INTERNET COMMUNICATIONS	0	0%	0	0%	18	44%	12	29%	0	0%	0	0%	11	27%	41
2012-13	Business	BIM 110	MICROSOFT OFFICE 2010	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	2
2012-13	Business	BIM 111	INTRO COMPUTERS/MED OFF	4	18%	0	0%	0	0%	4	18%	7	32%	0	0%	7	32%	22
2012-13	Business	BIM 112	PROOF & EDIT	6	19%	0	0%	0	0%	14	45%	4	13%	0	0%	7	23%	31
2012-13	Business	BIM 114	MED OFFICE ACTS RECEIV	2	11%	0	0%	13	72%	1	6%	2	11%	0	0%	0	0%	18
2012-13	Business	BIM 115	MED OFFICE ACTS RECEIVAB	3	20%	0	0%	9	60%	1	7%	1	7%	1	7%	0	0%	15
2012-13	Business	BIM 116	INTRO TO MEDICAL OFFICE	0	0%	0	0%	13	72%	4	22%	0	0%	0	0%	1	6%	18
2012-13	Business	BIM 130	FILING	5	13%	0	0%	8	21%	13	33%	1	3%	0	0%	12	31%	39
2012-13	Business	BIM 177	BUSINESS OCCUPATIONS LAB	0	0%	0	0%	1	33%	2	67%	0	0%	0	0%	0	0%	3
2012-13	Business	BIM 180	INTRO MICROSOFT OFFICE	3	9%	0	0%	10	29%	12	35%	3	9%	0	0%	6	18%	34
2012-13	Business	BIM 181	INTRO TO MS WORD	6	19%	0	0%	10	32%	6	19%	1	3%	0	0%	8	26%	31
2012-13	Business	BIM 182	INTRO TO MS EXCEL	0	0%	0	0%	7	29%	10	42%	2	8%	0	0%	5	21%	24
2012-13	Business	BIM 183	INTRO TO MS ACCESS	1	13%	0	0%	5	63%	2	25%	0	0%	0	0%	0	0%	8
2012-13	Business	BIM 184	INTRO TO MS POWERPOINT	1	13%	0	0%	4	50%	3	38%	0	0%	0	0%	0	0%	8
2012-13	Business	BIM 190	SPREADSHEETS	1	20%	0	0%	1	20%	2	40%	0	0%	0	0%	1	20%	5
2012-13	Business	BIM 210	INTERNET	2	3%	0	0%	24	40%	17	28%	0	0%	0	0%	17	28%	60
2012-13	Business	BIM 220	DESKTOP PUBLISHING	1	17%	0	0%	2	33%	2	33%	0	0%	0	0%	1	17%	6
2012-13	Business	BIM 262	PROFESSIONAL PREPARATION	0	0%	0	0%	2	13%	9	60%	4	27%	0	0%	0	0%	15
2012-13	Business	BIM 280	ADV MICROSOFT OFFICE	1	6%	0	0%	8	44%	6	33%	0	0%	0	0%	3	17%	18
2012-13	Business	BUS 120	HUMAN RELATIONS ON JOB	2	4%	0	0%	39	78%	6	12%	1	2%	1	2%	1	2%	50
2012-13	Business	BUS 122	BUSINESS COMMUNICATIONS	2	13%	0	0%	1	7%	6	40%	4	27%	0	0%	2	13%	15
2012-13	Business	BUS 200	SUPERVISION	1	5%	0	0%	5	26%	11	58%	2	11%	0	0%	0	0%	19

2012-13 Web Enhanced Course Grade Distribution by Division

Academic Year	Division	CourseID	CourseTitle	Letter Grade												Total Enrolled		
				W		P		A		B		C		D			F	
				n	%	n	%	n	%	n	%	n	%	n	%		n	%
2012-13	Business	BUS 215	CUSTOMER SERVICE	1	5%	0	0%	3	14%	8	38%	6	29%	1	5%	2	10%	21
2012-13	Business	CS 104	INTRO TO COMPUTER HARDWARE	2	11%	0	0%	11	58%	2	11%	0	0%	0	0%	4	21%	19
2012-13	Business	CS 105	INTRO TO COMPTR OP SYS	2	11%	0	0%	11	58%	2	11%	0	0%	0	0%	4	21%	19
2012-13	Business	CS 110	NETWORKING FUNDAMENTALS	1	3%	0	0%	13	45%	7	24%	3	10%	0	0%	5	17%	29
2012-13	Business	CS 111	INTRO TO PROGRAMMING	4	20%	0	0%	3	15%	5	25%	4	20%	0	0%	4	20%	20
2012-13	Business	CS 115	INTRO DATABASE DESIGN/MN	0	0%	0	0%	6	86%	0	0%	0	0%	0	0%	1	14%	7
2012-13	Business	CS 156	CISCO NTRWK 1: PART I	0	0%	0	0%	9	90%	1	10%	0	0%	0	0%	0	0%	10
2012-13	Business	CS 162	PROGRAMMING W/JAVASCRIPT	1	17%	0	0%	2	33%	2	33%	0	0%	0	0%	1	17%	6
2012-13	Business	CS 195	INTERNSHIP: WRK BASED	0	0%	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	3
2012-13	Business	CS 197	INTERNSHIP:WRK BASED SEM	0	0%	5	83%	0	0%	0	0%	0	0%	0	0%	1	17%	6
2012-13	Business	CS 205	WINDOW'S SERVER ADMIN	0	0%	0	0%	5	56%	4	44%	0	0%	0	0%	0	0%	9
2012-13	Business	ECON&201	MICRO ECONOMICS	2	7%	0	0%	16	55%	11	38%	0	0%	0	0%	0	0%	29
2012-13	Business	ECON&202	MACRO ECONOMICS	4	15%	0	0%	5	19%	8	31%	5	19%	2	8%	2	8%	26
2012-13	Business Division			75	7%	9	1%	442	43%	240	23%	61	6%	7	1%	197	19%	1031
***Variable credit classes where students can add/drop credits throughout the year; if a student completes credits; the dropped credits are not listed.																		
2012-13	Developmental	CS5 100	COLLEGE SURVIVAL SKILLS	16	11%	0	0%	55	37%	29	20%	16	11%	11	7%	20	14%	147
2012-13	Developmental	CS5 102	FOCUS ON SUCCESS	1	3%	0	0%	20	69%	3	10%	2	7%	2	7%	1	3%	29
2012-13	Developmental	ENGL 098	BASIC ENGLISH SKILLS	0	0%	0	0%	17	85%	3	15%	0	0%	0	0%	0	0%	20
2012-13	Developmental	ENGL 099	ENGLISH SKILLS	2	6%	0	0%	17	52%	12	36%	0	0%	1	3%	1	3%	33
2012-13	Developmental Division			19	8%	0	0%	109	48%	47	21%	18	8%	14	6%	22	10%	229
2012-13	Humanities	ART 103	DESIGN III	1	6%	0	0%	9	50%	6	33%	0	0%	1	6%	1	6%	18
2012-13	Humanities	ART 216	SURVEY OF WESTERN ART I	0	0%	0	0%	8	36%	8	36%	3	14%	0	0%	3	14%	22
2012-13	Humanities	ART 217	SURV WEST ART II:REN-MID	1	7%	0	0%	2	14%	10	71%	0	0%	1	7%	0	0%	14
2012-13	Humanities	ART 218	WESTERN ART:IMPRESS/CURR	0	0%	0	0%	10	42%	8	33%	2	8%	2	8%	2	8%	24
2012-13	Humanities	ART& 100	ART APPRECIATION	2	7%	0	0%	17	57%	9	30%	2	7%	0	0%	0	0%	30
2012-13	Humanities	CMST 100	HUMAN COMMUNICATIONS	3	10%	0	0%	7	23%	10	33%	5	17%	1	3%	4	13%	30
2012-13	Humanities	CMST&102	INTRO TO MASS MEDIA	2	3%	0	0%	45	61%	21	28%	3	4%	0	0%	3	4%	74
2012-13	Humanities	CMST&220	PUBLIC SPEAKING	11	4%	1	0%	130	50%	82	32%	21	8%	2	1%	12	5%	259
2012-13	Humanities	ENGL 216	FILM STUDY	2	3%	0	0%	43	54%	16	20%	7	9%	5	6%	6	8%	79
2012-13	Humanities	ENGL 221	CREATIVE WRITING II:FICT	3	14%	0	0%	14	67%	3	14%	1	5%	0	0%	0	0%	21
2012-13	Humanities	ENGL 239	THE MYSTERY STORY AS LIT	3	15%	0	0%	7	35%	3	15%	4	20%	2	10%	1	5%	20
2012-13	Humanities	ENGL&101	ENGLISH COMPOSITION I	25	8%	0	0%	129	43%	60	20%	35	12%	20	7%	33	11%	302
2012-13	Humanities	ENGL&102	ADVANCED COMPOSITION II	7	7%	0	0%	41	38%	23	21%	18	17%	6	6%	12	11%	107
2012-13	Humanities	HUM 214	DIVERSITY ISSUES: RACE, CLASS, GENDER	7	14%	0	0%	20	40%	11	22%	5	10%	2	4%	5	10%	50
2012-13	Humanities	MUSC 115	GROUP PIANO I	8	44%	0	0%	8	44%	2	11%	0	0%	0	0%	0	0%	18
2012-13	Humanities	MUSC 116	GROUP PIANO II	2	50%	0	0%	2	50%	0	0%	0	0%	0	0%	0	0%	4
2012-13	Humanities	MUSC 117	GROUP PIANO III	0	0%	0	0%	6	100%	0	0%	0	0%	0	0%	0	0%	6
2012-13	Humanities	MUSC 134	BEGINNING GROUP GUITAR	1	8%	0	0%	10	83%	0	0%	0	0%	0	0%	1	8%	12
2012-13	Humanities	MUSC 215	GROUP PIANO IV	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	2
2012-13	Humanities	MUSC&105	MUSIC APPRECIATION	10	15%	0	0%	12	18%	18	27%	14	21%	6	9%	7	10%	67
2012-13	Humanities	PHIL 210	ETHICS	0	0%	0	0%	7	50%	4	29%	1	7%	0	0%	2	14%	14
2012-13	Humanities	PHIL 240	PHILOSOPHY OF RELIGION	0	0%	0	0%	14	67%	5	24%	1	5%	1	5%	0	0%	21
2012-13	Humanities	PHIL&101	INTRO TO PHILOSOPHY	0	0%	0	0%	14	48%	8	28%	4	14%	2	7%	1	3%	29
2012-13	Humanities	PHIL&106	INTRO TO LOGIC	1	17%	0	0%	3	50%	1	17%	0	0%	0	0%	1	17%	6
2012-13	Humanities	PHIL&120	SYMBOLIC LOGIC	5	6%	0	0%	47	56%	18	21%	6	7%	4	5%	4	5%	84
2012-13	Humanities	REL 201	WORLD RELIGIONS	1	4%	0	0%	18	69%	6	23%	1	4%	0	0%	0	0%	26
2012-13	Humanities	REL 211	RELIGION IN AMERICA	0	0%	0	0%	19	66%	6	21%	2	7%	0	0%	2	7%	29
2012-13	Humanities	SPAN&121	SPANISH I	4	3%	0	0%	60	51%	28	24%	11	9%	6	5%	9	8%	118
2012-13	Humanities	SPAN&122	SPANISH II	3	4%	0	0%	32	42%	23	30%	10	13%	6	8%	3	4%	77
2012-13	Humanities	SPAN&123	SPANISH III	1	2%	0	0%	30	59%	12	24%	4	8%	1	2%	3	6%	51
2012-13	Humanities Division			103	6%	1	0%	766	47%	401	25%	160	10%	68	4%	115	7%	1614

2012-13 Web Enhanced Course Grade Distribution by Division

Academic Year	Division	CourseID	CourseTitle	Letter Grade												Total Enrolled				
				W		P		A		B		C		D			F			
				n	%	n	%	n	%	n	%	n	%	n	%		n	%		
2012-13	Industrial Technology	CDL 100	COMM DRIVER'S LICENSE	1	9%	0	0%	3	27%	5	45%	2	18%	0	0%	0	0%	0	0%	11
2012-13	Industrial Technology	IST 113	IND ELECT INSTALL TECH	1	5%	0	0%	16	73%	4	18%	0	0%	1	5%	0	0%	0	0%	22
2012-13	Industrial Technology Division			2	6%	0	0%	19	58%	9	27%	2	6%	1	3%	0	0%	0	0%	33
2012-13	Math/Science	ASTR&101	INTRO TO ASTRONOMY	6	16%	0	0%	11	30%	10	27%	3	8%	2	5%	5	14%	0	0%	37
2012-13	Math/Science	BIOL 298	TOPIC:ANATOMY/PHYSIOLOGY	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1
2012-13	Math/Science	BIOL&100	SURVEY OF BIOLOGY	9	11%	0	0%	18	21%	27	32%	26	31%	4	5%	0	0%	0	0%	84
2012-13	Math/Science	BIOL&170	HUMAN BIOLOGY	2	8%	0	0%	3	13%	7	29%	9	38%	2	8%	1	4%	0	0%	24
2012-13	Math/Science	BIOL&211	MAJORS CELLULAR	18	23%	0	0%	10	13%	20	26%	20	26%	4	5%	5	6%	0	0%	77
2012-13	Math/Science	BIOL&221	MAJORS ECOLOGY/EVOLUTION	0	0%	0	0%	1	33%	1	33%	1	33%	0	0%	0	0%	0	0%	3
2012-13	Math/Science	BIOL&222	MAJORS CELL/MOLECULAR	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	2
2012-13	Math/Science	BIOL&241	HUMAN A & P 1	3	7%	0	0%	6	13%	24	52%	7	15%	2	4%	4	9%	0	0%	46
2012-13	Math/Science	BIOL&242	HUMAN A & P 2	1	3%	0	0%	4	13%	17	53%	10	31%	0	0%	0	0%	0	0%	32
2012-13	Math/Science	BIOL&260	MICROBIOLOGY	6	18%	0	0%	4	12%	20	59%	4	12%	0	0%	0	0%	0	0%	34
2012-13	Math/Science	BOT 130	BOTANY	1	4%	0	0%	3	13%	8	33%	9	38%	3	13%	0	0%	0	0%	24
2012-13	Math/Science	BOT 140	FIELD BOTANY	1	8%	0	0%	9	69%	3	23%	0	0%	0	0%	0	0%	0	0%	13
2012-13	Math/Science	CHEM&121	INTRO TO CHEMISTRY	10	5%	0	0%	37	17%	79	36%	77	35%	12	5%	7	3%	0	0%	222
2012-13	Math/Science	CHEM&131	INTRO TO ORGANIC/BIOCHEM	1	5%	0	0%	5	23%	7	32%	7	32%	2	9%	0	0%	0	0%	22
2012-13	Math/Science	CHEM&161	GENERAL CHEM W/LAB I	5	14%	0	0%	12	32%	15	41%	4	11%	1	3%	0	0%	0	0%	37
2012-13	Math/Science	CHEM&162	GENERAL CHEM W/LAB II	1	4%	0	0%	10	43%	9	39%	2	9%	1	4%	0	0%	0	0%	23
2012-13	Math/Science	CHEM&163	GENERAL CHEM W/LAB III	2	11%	0	0%	10	53%	5	26%	2	11%	0	0%	0	0%	0	0%	19
2012-13	Math/Science	ENV&100	SURVEY OF ENV SCIENCE	1	1%	0	0%	17	19%	36	40%	27	30%	5	5%	5	5%	0	0%	91
2012-13	Math/Science	GGR 101	PHYSICAL GEOGRAPHY	5	11%	0	0%	6	13%	7	16%	13	29%	6	13%	8	18%	0	0%	45
2012-13	Math/Science	NUTR&101	NUTRITION	16	9%	0	0%	34	20%	60	35%	33	19%	11	6%	18	10%	0	0%	172
2012-13	Math/Science	PHYS&100	PHYSICS NON-SCI MAJORS	2	15%	0	0%	2	15%	4	31%	4	31%	1	8%	0	0%	0	0%	13
2012-13	Math/Science	PHYS&221	ENGINEERING PHYSICS I	1	8%	0	0%	4	31%	1	8%	4	31%	2	15%	1	8%	1	8%	13
2012-13	Math/Science	PHYS&222	ENGINEERING PHYSICS II	1	14%	0	0%	2	29%	0	0%	1	14%	0	0%	3	43%	0	0%	7
2012-13	Math/Science	PHYS&223	ENGINEERING PHYSICS III	0	0%	0	0%	2	67%	0	0%	1	33%	0	0%	0	0%	0	0%	3
2012-13	Math/Science Division			92	9%	0	0%	213	20%	360	34%	264	25%	58	6%	57	5%	0	0%	1044
2012-13	Pre-college Math	MATH 095	ELEMENTARY ALGEBRA ^a	12	27%	22	49%	0	0%	0	0%	0	0%	0	0%	11	24%	0	0%	45
2012-13	Pre-college Level Math																			

^aAlthough discontinued by the end of the year, some modularized math classes were taught in 2012-13; students received grades in one to five one-credit modules. When a student took a modularized class, he/she received the corresponding number of grades, one for each module.

2012-13 Web Enhanced Course Grade Distribution by Division

Academic Year	Division	CourseID	CourseTitle	Letter Grade												Total Enrolled		
				W		P		A		B		C		D			F	
				n	%	n	%	n	%	n	%	n	%	n	%		n	%
2012-13	Social Science	ANTH&100	SURVEY OF ANTHROPOLOGY	4	7%	0	0%	48	83%	4	7%	1	2%	1	2%	0	0%	58
2012-13	Social Science	CI 220	INTRO TO CORRECTIONS	2	11%	0	0%	7	39%	5	28%	0	0%	1	6%	3	17%	18
2012-13	Social Science	CJ& 101	INTRO CRIMINAL JUSTICE	0	0%	0	0%	11	41%	10	37%	1	4%	3	11%	2	7%	27
2012-13	Social Science	CJ& 110	CRIMINAL LAW	3	16%	0	0%	2	11%	6	32%	4	21%	2	11%	2	11%	19
2012-13	Social Science	ECE 214	MATH/SCIENCE FOR CHILDREN	0	0%	0	0%	16	76%	3	14%	1	5%	0	0%	1	5%	21
2012-13	Social Science	EDUC 190	CLASSROOM EXPERIENCE	0	0%	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	8
2012-13	Social Science	EDUC&115	CHILD DEVELOPMENT	2	6%	0	0%	19	59%	10	31%	1	3%	0	0%	0	0%	32
2012-13	Social Science	HIST 250	ANCIENT GREECE	3	12%	0	0%	3	12%	5	20%	6	24%	2	8%	6	24%	25
2012-13	Social Science	HIST 270	THE ROMAN WORLD	2	15%	0	0%	2	15%	3	23%	2	15%	2	15%	2	15%	13
2012-13	Social Science	HIST&116	WESTERN CIVILIZATION I	0	0%	0	0%	6	20%	10	33%	9	30%	3	10%	2	7%	30
2012-13	Social Science	HIST&117	WESTERN CIVILIZATION II	3	12%	0	0%	4	15%	3	12%	7	27%	5	19%	4	15%	26
2012-13	Social Science	HIST&118	WESTERN CIVILIZATION III	3	12%	0	0%	8	32%	4	16%	4	16%	1	4%	5	20%	25
2012-13	Social Science	HIST&136	US HISTORY 1	7	9%	0	0%	21	27%	23	29%	16	20%	6	8%	6	8%	79
2012-13	Social Science	HIST&137	US HISTORY 2	4	22%	0	0%	4	22%	6	33%	3	17%	0	0%	1	6%	18
2012-13	Social Science	POLS&202	AMERICAN GOVERNMENT	8	7%	0	0%	26	22%	38	32%	15	13%	20	17%	10	9%	117
2012-13	Social Science	POLS&203	INTERNATIONAL RELATIONS	2	5%	0	0%	11	25%	17	39%	8	18%	3	7%	3	7%	44
2012-13	Social Science	PSYC&100	GENERAL PSYCHOLOGY	7	4%	0	0%	121	66%	34	18%	15	8%	3	2%	4	2%	184
2012-13	Social Science	PSYC&200	LIFESPAN PSYCHOLOGY	2	2%	0	0%	70	85%	7	9%	2	2%	1	1%	0	0%	82
2012-13	Social Science	SOC 220	MARRIAGE AND THE FAMILY	1	2%	0	0%	48	73%	13	20%	3	5%	1	2%	0	0%	66
2012-13	Social Science	SOC& 101	INTRO TO SOCIOLOGY	6	4%	0	0%	84	59%	32	23%	10	7%	5	4%	5	4%	142
2012-13		Social Science Division		59	6%	8	1%	511	49%	233	23%	108	10%	59	6%	56	5%	1034
2012-13		Web Enhanced Overall (all divisions combined)		382	7%	40	1%	2248	40%	1531	27%	706	13%	216	4%	472	8%	5595

Data retrieved from ODS on 8/9/13 (ODS Gatekeeper W/grade queries)

2012-13 On Ground Course Grade Distribution by Division

Academic Year	Division	CourseID	CourseTitle	Letter Grade												Total Enrolled		
				W		P		A		B		C		D			F	
				n	%	n	%	n	%	n	%	n	%	n	%		n	%
2012-13	Allied Health	FAD 150	IND FIRST AID/CPR & BBP	7	3%	0	0%	135	57%	40	17%	20	8%	4	2%	31	13%	237
2012-13	Allied Health	HED 121	HUMAN BODY/DISEASE I	2	8%	0	0%	6	25%	8	33%	5	21%	1	4%	2	8%	24
2012-13	Allied Health	HED 122	HUMAN BODY/DISEASE II	1	7%	0	0%	8	53%	4	27%	1	7%	0	0%	1	7%	15
2012-13	Allied Health	HED 150	MEDICAL TERMINOLOGY I	0	0%	0	0%	18	51%	9	26%	4	11%	1	3%	3	9%	35
2012-13	Allied Health	MA 195	EXTERNSHIP/PRACT MED ASST	0	0%	0	0%	16	80%	0	0%	0	0%	1	5%	3	15%	20
2012-13	Allied Health	MA 197	EXTERNSHIP/PRACT SEMINAR	0	0%	0	0%	17	100%	0	0%	0	0%	0	0%	0	0%	17
2012-13	Allied Health	NUR 100	NURSING ASSISTANT	1	4%	0	0%	3	21%	11	79%	0	0%	0	0%	0	0%	14
2012-13	Allied Health	NUR 101	SURVIVAL SKILLS/NURSING PRACTICUM	1	4%	0	0%	18	75%	5	21%	0	0%	0	0%	0	0%	24
2012-13	Allied Health	NUR 111	BEGIN NURSE PRACTICUM I	0	0%	23	96%	0	0%	0	0%	0	0%	0	0%	0	0%	24
2012-13	Allied Health	NUR 121	BEG NURSE PRACTICUM II	0	0%	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	22
2012-13	Allied Health	NUR 131	NURSING SKILLS LAB	1	4%	22	96%	0	0%	0	0%	0	0%	0	0%	0	0%	23
2012-13	Allied Health	NUR 136	NURSING SKILLS LAB	1	4%	22	96%	0	0%	0	0%	0	0%	0	0%	0	0%	23
2012-13	Allied Health	NUR 137	NURSING SKILLS LAB	0	0%	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	22
2012-13	Allied Health	NUR 140	PN COMPLETION/TRANSITION	0	0%	0	0%	4	25%	8	50%	4	25%	0	0%	0	0%	16
2012-13	Allied Health	NUR 141	PN COMP/TRANS PRACTICUM	0	0%	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	16
2012-13	Allied Health	NUR 211	ADV NURSING PRACTICUM I	0	0%	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	16
2012-13	Allied Health	NUR 221	ADV NURSING PRACTICUM II	0	0%	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	12
2012-13	Allied Health	NUR 231	ADV NURSING PRACTICUM III	0	0%	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	12
2012-13	Allied Health	NUR 235	NURSING SKILLS LAB	0	0%	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	16
2012-13	Allied Health	NUR 236	NURSING SKILLS LAB	0	0%	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	12
2012-13	Allied Health	PEH 102	THEORY OF BASKETBALL	2	13%	1	7%	10	67%	1	7%	0	0%	0	0%	1	7%	15
2012-13	Allied Health	PEH 104	THEORY/WOMEN'S BASKETBALL	0	0%	0	0%	11	100%	0	0%	0	0%	0	0%	0	0%	11
2012-13	Allied Health	PEH 105	THEORY OF BASEBALL	1	5%	0	0%	19	86%	1	5%	1	5%	0	0%	0	0%	22
2012-13	Allied Health	PEH 106	THEORY OF SOFTBALL	0	0%	0	0%	6	100%	0	0%	0	0%	0	0%	0	0%	6
2012-13	Allied Health	PEH 114	BASKETBALL (WOMENS) CONDITIONING	0	0%	0	0%	5	100%	0	0%	0	0%	0	0%	0	0%	5
2012-13	Allied Health	PEH 125	CIRCUIT WEIGHT TRAINING	3	1%	0	0%	183	80%	13	6%	7	3%	4	2%	20	9%	230
2012-13	Allied Health	PEH 131	PRIN OF ACCOUNTING I	7	6%	0	0%	69	61%	11	10%	9	8%	1	1%	17	15%	114
2012-13	Allied Health	PEH 132	PRIN OF ACCOUNTING II	1	10%	0	0%	5	50%	4	40%	0	0%	0	0%	0	0%	10
2012-13	Allied Health	PEH 133	WEIGHT TRAINING FITNESS	6	5%	1	1%	80	70%	4	3%	9	8%	7	6%	8	7%	115
2012-13	Allied Health	PEH 155	BODY TONING	18	8%	0	0%	177	83%	13	6%	0	0%	1	0%	3	1%	212
2012-13	Allied Health	PEH 158	RACQUETBALL	0	0%	0	0%	5	71%	2	29%	0	0%	0	0%	0	0%	7
2012-13		Allied Health Division		52	4%	219	16%	795	58%	134	10%	60	4%	20	1%	89	7%	1369
2012-13	Business	ACCT 105	INTRO TO ACCOUNTING	1	1%	0	0%	67	69%	26	27%	0	0%	2	2%	1	1%	97
2012-13	Business	ACCT 233	INTRO TO PAYROLL TAXES	1	8%	0	0%	11	85%	0	0%	0	0%	0	0%	1	8%	13
2012-13	Business	ACCT 260	COMPUTER ACCOUNTING	1	8%	0	0%	6	50%	2	17%	2	17%	0	0%	1	8%	12
2012-13	Business	ACCT 261	INTRO TO PEACHTREE ACCT	0	0%	0	0%	8	100%	0	0%	0	0%	0	0%	0	0%	8
2012-13	Business	ACCT 262	INTRO TO QUICKBOOKS	0	0%	0	0%	15	100%	0	0%	0	0%	0	0%	0	0%	15
2012-13	Business	ACCT BUS	BUSINESS CALCULATORS	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1
2012-13	Business	ACCT&201	PRIN OF ACCOUNTING I	1	1%	0	0%	35	50%	17	24%	10	14%	4	6%	3	4%	70
2012-13	Business	ACCT&202	PRIN OF ACCOUNTING II	1	2%	0	0%	23	51%	10	22%	9	20%	2	4%	0	0%	45
2012-13	Business	ACCT&203	PRIN OF ACCOUNTING III	2	9%	0	0%	14	61%	5	22%	1	4%	1	4%	0	0%	23
2012-13	Business	BIM 101	BASIC KEYBOARDING	0	0%	0	0%	15	83%	2	11%	0	0%	0	0%	1	6%	18
2012-13	Business	BIM 102	DOCUMENT FORMATTING	0	0%	0	0%	196	62%	113	36%	5	2%	1	0%	2	1%	317
2012-13	Business	BIM 104	INTERMEDIATE KEYBOARDING	0	0%	0	0%	152	71%	59	27%	1	0%	0	0%	3	1%	215
2012-13	Business	BIM 106	ADVANCED KEYBOARDING	1	17%	0	0%	4	67%	0	0%	1	17%	0	0%	0	0%	6

2012-13 On Ground Course Grade Distribution by Division

Academic Year	Division	CourseID	CourseTitle	Letter Grade												Total Enrolled		
				W		P		A		B		C		D			F	
				n	%	n	%	n	%	n	%	n	%	n	%		n	%
2012-13	Business	BIM 108	INTRO MICROSOFT APPLS	1	8%	0	0%	6	46%	3	23%	2	15%	0	0%	1	8%	13
2012-13	Business	BIM 109	INTERNET COMMUNICATIONS	0	0%	0	0%	6	55%	1	9%	1	9%	0	0%	3	27%	11
2012-13	Business	BIM 124	INTRO SPREADSHT MS/EXCEL	1	9%	0	0%	9	82%	0	0%	1	9%	0	0%	0	0%	11
2012-13	Business	BIM 130	FILING	0	0%	0	0%	6	38%	9	56%	0	0%	0	0%	1	6%	16
2012-13	Business	BIM 172	WORD PROCESSING I	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	0	0%	3
2012-13	Business	BIM 173	WORD PROCESSING I	1	1%	0	0%	60	71%	15	18%	4	5%	1	1%	3	4%	84
2012-13	Business	BIM 177	OFFICE INFO MGMT LAB	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	1
2012-13	Business	BIM 180	MICROSOFT OFFICE	0	0%	0	0%	8	24%	17	52%	4	12%	0	0%	4	12%	33
2012-13	Business	BIM 181	INTRO TO MICROSOFT WORD	0	0%	0	0%	112	59%	78	41%	0	0%	0	0%	0	0%	190
2012-13	Business	BIM 182	INTRO MICROSOFT EXCEL	0	0%	0	0%	80	66%	41	34%	0	0%	0	0%	0	0%	121
2012-13	Business	BIM 183	INTRO MICROSOFT ACCESS	0	0%	0	0%	12	80%	3	20%	0	0%	0	0%	0	0%	15
2012-13	Business	BIM 184	INTRO MICROSOFT POWERPOINT	0	0%	0	0%	88	58%	65	42%	0	0%	0	0%	0	0%	153
2012-13	Business	BIM 185	INTRO MICROSOFT INTEGRATION	0	0%	0	0%	8	100%	0	0%	0	0%	0	0%	0	0%	8
2012-13	Business	BIM 190	SPREADSHEETS I	0	0%	0	0%	31	52%	24	40%	3	5%	0	0%	2	3%	60
2012-13	Business	BIM 195	DATABASE MANAGEMENT	1	11%	0	0%	1	11%	4	44%	2	22%	1	11%	0	0%	9
2012-13	Business	BIM 198	SPECIAL TOPICS	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	1
2012-13	Business	BIM 220	DESKTOP PUBLISHING	0	0%	0	0%	0	0%	6	75%	0	0%	0	0%	2	25%	8
2012-13	Business	BIM 280	ADV MICROSOFT OFFICE	1	8%	0	0%	6	50%	3	25%	0	0%	0	0%	2	17%	12
2012-13	Business	BIM ACCT	INTRO TO ACCOUNTING	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	1
2012-13	Business	BUS 102	BUSINESS MATHEMATICS	2	5%	0	0%	17	43%	15	38%	5	13%	0	0%	1	3%	40
2012-13	Business	BUS 120	HUMAN RELATIONS ON JOB	1	4%	0	0%	7	25%	12	43%	5	18%	0	0%	3	11%	28
2012-13	Business	BUS 121	BUSINESS ENGLISH	0	0%	0	0%	1	50%	1	50%	0	0%	0	0%	0	0%	2
2012-13	Business	BUS 161	BUSINESS CALCULATORS	1	3%	0	0%	18	38%	12	38%	0	0%	0	0%	1	3%	32
2012-13	Business	BUS 170	CONSUMER FINANCE	0	0%	0	0%	5	50%	3	30%	1	10%	1	10%	0	0%	10
2012-13	Business	BUS&101	INTRO TO BUSINESS	5	6%	1	1%	37	45%	22	27%	13	16%	4	5%	1	1%	83
2012-13	Business	BUS&201	BUSINESS LAW	4	6%	0	0%	26	41%	23	36%	7	11%	2	3%	2	3%	64
2012-13	Business	CS 104	INTRO TO COMPUTER HARDWA	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	1
2012-13	Business	CS 105	INTRO TO COMPUTER OP SYS	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	1
2012-13	Business	CS 156	CISCO NETWORKING 1 PART I	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	1
2012-13	Business	CS 157	CISCO NETWORKING 1 PT II	1	9%	0	0%	5	45%	4	36%	0	0%	0	0%	1	9%	11
2012-13	Business	CS 195	INTERNSHIP: WRK BASED	0	0%	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	3
2012-13	Business	ECON&201	MICRO ECONOMICS	0	0%	0	0%	25	86%	3	10%	1	3%	0	0%	0	0%	29
2012-13	Business	ECON&202	MACRO ECONOMICS	1	3%	0	0%	27	75%	7	19%	1	3%	0	0%	0	0%	36
2012-13	Business	OFF 102	DOCUMENT FORMATTING	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	1
2012-13	Business	OFF 104	INTERMEDIATE KEYBOARDING	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	1
2012-13		Business Division		28	1%	4	0%	1151	60%	613	32%	79	4%	19	1%	39	2%	1933
2012-13	Developmental	CS5 100	COLLEGE SURVIVAL SKILLS	8	4%	2	1%	133	72%	31	17%	3	2%	0	0%	9	5%	186
2012-13	Developmental	CS5 102	FOCUS ON SUCCESS	0	0%	3	16%	12	63%	3	16%	0	0%	1	5%	0	0%	19
2012-13	Developmental	ENGL 065	SPELLING IMPROVEMENT	0	0%	0	0%	8	47%	6	35%	0	0%	0	0%	3	18%	17
2012-13	Developmental	ENGL 087	READING IMPROVEMENT	0	0%	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%	2
2012-13	Developmental	ENGL 093	BASIC WRITING	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	2
2012-13	Developmental	ENGL 095	WRITING IMPROVEMENT	0	0%	1	20%	2	40%	2	40%	0	0%	0	0%	0	0%	5
2012-13	Developmental	ENGL 098	BASIC ENGLISH SKILLS	3	4%	3	4%	37	46%	26	33%	5	6%	1	1%	5	6%	80
2012-13	Developmental	ENGL 099	ENGLISH SKILLS (PRE-101)	12	5%	10	4%	96	40%	75	31%	16	7%	14	6%	17	7%	239
2012-13	Developmental	MATH 080	BASIC MATHEMATICS	19	11%	0	0%	26	15%	74	44%	22	13%	10	6%	17	10%	168
2012-13		Developmental Division		42	6%	20	3%	316	44%	217	30%	46	6%	26	4%	51	7%	718

2012-13 On Ground Course Grade Distribution by Division

Academic Year	Division	CourseID	CourseTitle	Letter Grade												Total Enrolled		
				W		P		A		B		C		D			F	
				n	%	n	%	n	%	n	%	n	%	n	%		n	%
2012-13	Humanities	ART 101	DESIGN I	1	4%	0	0%	10	40%	12	48%	1	4%	1	4%	0	0%	25
2012-13	Humanities	ART 102	DESIGN II	0	0%	0	0%	11	52%	7	33%	2	10%	0	0%	1	5%	21
2012-13	Humanities	ART 104	DRAWING I	0	0%	0	0%	18	86%	0	0%	1	5%	0	0%	2	10%	21
2012-13	Humanities	ART 105	DRAWING II	0	0%	0	0%	13	72%	1	6%	4	22%	0	0%	0	0%	18
2012-13	Humanities	ART 121	CERAMICS I	1	2%	0	0%	47	89%	4	8%	2	0%	0	0%	0	0%	53
2012-13	Humanities	ART 122	CERAMICS II	0	0%	0	0%	8	89%	1	11%	0	0%	0	0%	0	0%	9
2012-13	Humanities	ART 123	CERAMICS III	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1
2012-13	Humanities	ART 198	SPECIAL PROJECTS	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1
2012-13	Humanities	ART 221	WATERCOLOR I	0	0%	0	0%	15	100%	0	0%	0	0%	0	0%	0	0%	15
2012-13	Humanities	ART 230	PAINTING/DRAWING WKSHP	1	3%	0	0%	27	90%	0	0%	0	0%	0	0%	2	7%	30
2012-13	Humanities	ART 231	OIL PAINTING I	1	4%	0	0%	21	75%	3	11%	1	4%	0	0%	2	7%	28
2012-13	Humanities	ART 232	OIL PAINTING II	0	0%	0	0%	7	88%	0	0%	0	0%	0	0%	1	13%	8
2012-13	Humanities	ART 233	OIL PAINTING III	0	0%	0	0%	5	100%	0	0%	0	0%	0	0%	0	0%	5
2012-13	Humanities	ART 298	SPECIAL PROJECTS	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1
2012-13	Humanities	CMST&220	PUBLIC SPEAKING	10	5%	0	0%	90	41%	70	32%	26	12%	7	3%	15	7%	218
2012-13	Humanities	ENGL 201	ACADEMIC COMPOSITION	6	32%	0	0%	7	37%	2	11%	4	21%	0	0%	0	0%	19
2012-13	Humanities	ENGL 211	CREATIVE WRITING:FICTION	0	0%	0	0%	15	68%	4	18%	2	9%	0	0%	1	5%	22
2012-13	Humanities	ENGL&101	ENGLISH COMPOSITION I	12	4%	0	0%	132	46%	89	31%	26	9%	16	6%	14	5%	289
2012-13	Humanities	ENGL&102	ADVANCED COMPOSITION II	17	5%	0	0%	118	38%	110	35%	46	15%	13	4%	9	3%	313
2012-13	Humanities	ENGL&220	INTRO TO SHAKESPEARE	2	13%	0	0%	6	40%	4	27%	2	13%	0	0%	1	7%	15
2012-13	Humanities	ENGL&244	AMERICAN LITERATURE I	1	6%	0	0%	8	50%	5	31%	1	6%	1	6%	0	0%	16
2012-13	Humanities	ENGL&245	AMERICAN LITERATURE II	2	4%	0	0%	14	58%	6	25%	4	17%	0	0%	0	0%	24
2012-13	Humanities	FRCH&121	FRENCH I	2	4%	0	0%	18	38%	16	33%	8	17%	3	6%	1	2%	48
2012-13	Humanities	FRCH&122	FRENCH II	0	0%	0	0%	10	43%	6	26%	4	17%	1	4%	2	9%	23
2012-13	Humanities	FRCH&123	FRENCH III	0	0%	0	0%	4	67%	0	0%	1	17%	1	17%	0	0%	6
2012-13	Humanities	MUSC 115	GROUP PIANO I	1	11%	0	0%	5	56%	1	11%	0	0%	0	0%	2	22%	9
2012-13	Humanities	MUSC 116	GROUP PIANO II	1	25%	0	0%	3	75%	0	0%	0	0%	0	0%	0	0%	4
2012-13	Humanities	MUSC 117	GROUP PIANO III	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	2
2012-13	Humanities	MUSC 134	BEGINNING GROUP GUITAR	1	9%	0	0%	8	73%	1	9%	0	0%	0	0%	1	9%	11
2012-13	Humanities	MUSC 215	GROUP PIANO IV	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1
2012-13	Humanities	MUSC 216	GROUP PIANO V	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	2
2012-13	Humanities	MUSC&105	MUSIC APPRECIATION	3	13%	0	0%	5	21%	8	33%	5	21%	2	8%	1	4%	24
2012-13	Humanities	PHIL&101	INTRO TO PHILOSOPHY	11	14%	0	0%	5	6%	29	37%	24	31%	2	3%	7	9%	78
2012-13	Humanities	SPAN&121	SPANISH I	5	8%	0	0%	35	58%	11	18%	5	8%	2	3%	2	3%	60
2012-13	Humanities	SPAN&122	SPANISH II	0	0%	0	0%	8	67%	3	25%	0	0%	1	8%	0	0%	12
2012-13	Humanities	SPAN&123	SPANISH III	0	0%	0	0%	2	67%	1	33%	0	0%	0	0%	0	0%	3
2012-13		Humanities Division		76	5%	0	0%	683	48%	394	27%	168	12%	50	3%	64	4%	1435
2012-13	Industrial Technology	AGR 100	INTRO TO AGRICULTURE	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1
2012-13	Industrial Technology	AGR 295	WORK-BASED LEARNING	1	25%	0	0%	3	75%	0	0%	0	0%	0	0%	0	0%	4
2012-13	Industrial Technology	AGR 297	WORK-BASED LRNG SEMINAR	1	25%	0	0%	3	75%	0	0%	0	0%	0	0%	0	0%	4
2012-13	Industrial Technology	AMT 148	AMT GENERAL ELECTRICITY	0	0%	0	0%	9	32%	16	57%	2	7%	0	0%	1	4%	28
2012-13	Industrial Technology	AMT 149	AMT AIRFRAME ELECTRICITY	0	0%	0	0%	9	69%	4	31%	0	0%	0	0%	0	0%	13
2012-13	Industrial Technology	AMT 150	AMT GENERAL	0	0%	0	0%	29	51%	25	44%	2	4%	0	0%	1	2%	57
2012-13	Industrial Technology	AMT 151	AIRFRAME MECHANIC I	0	0%	0	0%	11	30%	24	65%	1	3%	0	0%	1	3%	37
2012-13	Industrial Technology	AMT 152	AIRFRAME MECHANIC II	1	2%	0	0%	13	32%	20	49%	2	5%	0	0%	5	12%	41
2012-13	Industrial Technology	AMT 153	AIRFRAME MECHANIC III	0	0%	1	9%	6	55%	2	13%	2	18%	0	0%	1	9%	11
2012-13	Industrial Technology	AMT 249	AMT POWERPLANT ELECTRIC	0	0%	0	0%	3	20%	2	13%	10	67%	0	0%	0	0%	15
2012-13	Industrial Technology	AMT 251	POWERPLANT MECHANIC I	1	3%	0	0%	15	44%	15	44%	2	6%	0	0%	1	3%	34
2012-13	Industrial Technology	AMT 252	POWERPLANT MECHANIC II	1	3%	0	0%	11	35%	12	39%	7	23%	0	0%	0	0%	31
2012-13	Industrial Technology	AMT 253	POWERPLANT MECHANIC III	1	6%	0	0%	6	38%	5	31%	4	25%	0	0%	0	0%	16
2012-13	Industrial Technology	AMT 254	POWERPLANT MECHANIC IV	2	33%	0	0%	1	17%	3	50%	0	0%	0	0%	0	0%	6
2012-13	Industrial Technology	AMT 105	AUTOMOTIVE COMPUTER APPL	3	20%	0	0%	2	13%	4	27%	3	20%	0	0%	0	0%	15

2012-13 On Ground Course Grade Distribution by Division

Academic Year	Division	CourseID	CourseTitle	Letter Grade												Total Enrolled		
				W		P		A		B		C		D				F
				n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
2012-13	Industrial Technology	AUT 111	AUTO ENGINE SERVICE	2	10%	0	0%	6	29%	8	38%	4	19%	0	0%	1	5%	21
2012-13	Industrial Technology	AUT 115	AUTOMOTIVE SHOP SAFETY	4	18%	17	77%	0	0%	0	0%	0	0%	0	0%	1	5%	22
2012-13	Industrial Technology	AUT 121	ELECTRIC/ELECTRONIC SYST	0	0%	0	0%	6	32%	6	32%	2	11%	2	11%	3	16%	19
2012-13	Industrial Technology	AUT 124	BRAKE SYSTEM SERVICE	1	6%	0	0%	4	25%	3	19%	4	25%	2	13%	2	13%	16
2012-13	Industrial Technology	AUT 125	SUSPENSION STEERING ALIG	1	6%	0	0%	5	31%	3	19%	4	25%	4	25%	2	13%	16
2012-13	Industrial Technology	AUT 131	MANUAL DRIVE TRAIN & AXL	1	5%	0	0%	5	25%	9	45%	2	10%	2	10%	1	5%	20
2012-13	Industrial Technology	AUT 132	HYDRAULIC SYSTEMS	0	0%	0	0%	2	11%	5	26%	6	32%	4	21%	2	11%	19
2012-13	Industrial Technology	AUT 190	PROJECTS LAB	2	4%	48	89%	0	0%	0	0%	0	0%	0	0%	4	7%	54
2012-13	Industrial Technology	AUT 211	AUTO CONVENIENCE SYSTEMS	1	8%	0	0%	9	75%	1	8%	1	8%	0	0%	0	0%	12
2012-13	Industrial Technology	AUT 212	AUTO TRANSMISSION REPAIR	0	0%	0	0%	3	27%	7	64%	1	9%	0	0%	0	0%	11
2012-13	Industrial Technology	AUT 213	AUTO SERVICING I	0	0%	0	0%	8	67%	4	33%	0	0%	0	0%	0	0%	12
2012-13	Industrial Technology	AUT 220	ENGINE PERFORMANCE	0	0%	0	0%	5	38%	6	46%	1	8%	1	8%	0	0%	13
2012-13	Industrial Technology	AUT 223	AUTOMOBILE SERVICING II	1	8%	0	0%	6	50%	3	25%	2	17%	0	0%	0	0%	12
2012-13	Industrial Technology	AUT 231	AUTO HEAT/AIR CONDITION	0	0%	0	0%	4	36%	5	45%	1	9%	1	9%	0	0%	11
2012-13	Industrial Technology	AUT 290	PROJECTS LAB	1	3%	35	97%	0	0%	0	0%	0	0%	0	0%	0	0%	36
2012-13	Industrial Technology	CDL 100	COMM/DRIERS LICENSE	11	13%	0	0%	29	35%	29	35%	13	16%	0	0%	0	0%	82
2012-13	Industrial Technology	ENGL 109	APPLIED TECH WRITING	5	10%	0	0%	12	24%	8	16%	10	20%	11	22%	5	10%	51
2012-13	Industrial Technology	IST 100	INTRO IND SAFETY/HEALTH	0	0%	0	0%	23	82%	5	18%	0	0%	0	0%	0	0%	28
2012-13	Industrial Technology	IST 102	TECHNICAL DRAWING INTERP	0	0%	0	0%	6	15%	11	28%	9	23%	9	23%	4	10%	39
2012-13	Industrial Technology	IST 105	BASIC ELECTRICITY-DC	1	3%	0	0%	19	50%	8	21%	6	16%	1	3%	3	8%	38
2012-13	Industrial Technology	IST 106	BASIC ELECTRICITY-AC	4	12%	0	0%	4	12%	7	21%	7	21%	4	12%	8	24%	34
2012-13	Industrial Technology	IST 107	INDUSTRIAL ELECTRICITY I	1	5%	0	0%	6	27%	7	32%	6	27%	0	0%	2	9%	22
2012-13	Industrial Technology	IST 110	INTRO NATL ELEC CODE	1	4%	0	0%	9	36%	12	48%	0	0%	1	4%	2	8%	25
2012-13	Industrial Technology	IST 111	NATL ELECTRIC CODE II	0	0%	0	0%	5	33%	9	60%	0	0%	1	7%	0	0%	15
2012-13	Industrial Technology	IST 112	NATL ELECTRIC CODE III	0	0%	0	0%	6	40%	8	53%	1	7%	0	0%	0	0%	15
2012-13	Industrial Technology	IST 120	INTRO PREV/PRED MAINTENC	0	0%	0	0%	15	58%	10	38%	0	0%	0	0%	1	4%	26
2012-13	Industrial Technology	IST 130	INTRO TO REFRIGERATION	1	8%	0	0%	4	31%	7	54%	1	8%	0	0%	0	0%	13
2012-13	Industrial Technology	IST 136	INTRO INDUST BOILER TECH	1	7%	0	0%	3	21%	9	64%	0	0%	0	0%	1	7%	14
2012-13	Industrial Technology	IST 140	MECH IRRIGATION APPLIC	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1
2012-13	Industrial Technology	IST 150	INTRO PROG LOGIC CONTROL	0	0%	0	0%	5	21%	12	50%	6	25%	0	0%	1	4%	24
2012-13	Industrial Technology	IST 170	INTRO TO INSTRUMENTATION	1	4%	0	0%	12	52%	5	22%	2	9%	2	9%	1	4%	23
2012-13	Industrial Technology	IST 180	MACHINING I	2	10%	0	0%	7	33%	10	48%	1	5%	0	0%	1	5%	21
2012-13	Industrial Technology	IST 182	MACHINING II	0	0%	0	0%	3	33%	3	33%	3	33%	0	0%	0	0%	9
2012-13	Industrial Technology	IST 184	MACHINING SKILL ENHANCE	0	0%	3	75%	0	0%	0	0%	0	0%	0	0%	1	25%	4
2012-13	Industrial Technology	IST 207	INDUST ELECTRICITY II	0	0%	0	0%	11	79%	2	14%	1	7%	0	0%	0	0%	14
2012-13	Industrial Technology	IST 208	INDUST ELECTRICITY III	0	0%	0	0%	10	67%	1	7%	3	20%	0	0%	1	7%	15
2012-13	Industrial Technology	IST 221	ELECTRONICS I (PRINCIPLE)	1	5%	0	0%	3	16%	3	16%	7	37%	3	16%	2	11%	19
2012-13	Industrial Technology	IST 222	ELECTRONICS II (APPLIC)	0	0%	0	0%	6	32%	6	32%	6	32%	1	5%	0	0%	19
2012-13	Industrial Technology	IST 223	ELECTRONICS III (INDUST)	0	0%	0	0%	1	7%	4	29%	8	57%	1	7%	0	0%	14
2012-13	Industrial Technology	IST 224	ELECTRONIC COMM I	1	17%	0	0%	0	0%	3	50%	1	17%	1	17%	0	0%	6
2012-13	Industrial Technology	IST 250	PROGRAM LOGIC CONTROL II	0	0%	0	0%	4	24%	9	53%	4	24%	0	0%	0	0%	17
2012-13	Industrial Technology	IST 270	INSTRUMENTATION II	0	0%	0	0%	13	72%	4	22%	1	6%	0	0%	0	0%	18
2012-13	Industrial Technology	IST 280	MECHANICAL POWER TRANSM	1	9%	0	0%	2	18%	5	45%	3	27%	0	0%	0	0%	11
2012-13	Industrial Technology	IST 282	FLUID POWER TRANSMISSION	0	0%	0	0%	3	17%	8	44%	6	33%	0	0%	1	6%	18
2012-13	Industrial Technology	IST 284	PUMP HYDRAULICS/MECHANIC	0	0%	0	0%	4	27%	9	60%	1	7%	0	0%	1	7%	15
2012-13	Industrial Technology	MAP 100	APPLIED MATH (AMT)	0	0%	0	0%	11	44%	14	56%	0	0%	0	0%	0	0%	25
2012-13	Industrial Technology	MAP 101	APPLIED MATH (AUT/AWLD)	2	7%	0	0%	6	21%	7	25%	6	21%	2	7%	5	18%	28
2012-13	Industrial Technology	MAP 103	APPLIED MATH (MMT/IST)	2	5%	0	0%	5	13%	13	33%	7	18%	8	21%	4	10%	39
2012-13	Industrial Technology	WLD 101	OXY-ACETYLENE WELD/AUTO	1	6%	0	0%	15	83%	2	11%	0	0%	0	0%	0	0%	18
2012-13	Industrial Technology	WLD 102	ARC WELDING FOR AUTO	1	6%	0	0%	15	83%	2	11%	0	0%	0	0%	0	0%	18
2012-13	Industrial Technology	WLD 103	BEGINNING AMT WELDING	0	0%	0	0%	10	83%	2	17%	0	0%	0	0%	0	0%	12
2012-13	Industrial Technology	WLD 110	WELDING THEORY I	4	13%	0	0%	15	50%	6	20%	2	7%	0	0%	3	10%	30
2012-13	Industrial Technology	WLD 111	WELDING PROCESS I	7	8%	0	0%	41	49%	17	20%	6	7%	2	2%	11	13%	84

2012-13 On Ground Course Grade Distribution by Division

Academic Year	Division	CourseID	CourseTitle	Letter Grade												Total Enrolled		
				W		P		A		B		C		D			F	
				n	%	n	%	n	%	n	%	n	%	n	%		n	%
2012-13	Industrial Technology	WLD 112	THERMAL CUTTING & WELDING	5	17%	0	0%	15	50%	5	17%	3	10%	0	0%	2	7%	30
2012-13	Industrial Technology	WLD 120	WELDING THEORY II	0	0%	0	0%	12	46%	9	35%	3	12%	0	0%	2	8%	26
2012-13	Industrial Technology	WLD 121	WELDING PROCESS II	1	3%	0	0%	19	56%	8	24%	3	9%	0	0%	3	9%	34
2012-13	Industrial Technology	WLD 122	GAS METAL ARC WELDING I	0	0%	0	0%	17	49%	5	14%	6	17%	1	3%	6	17%	35
2012-13	Industrial Technology	WLD 130	WELDING THEORY III	3	14%	0	0%	11	52%	3	14%	5	21%	1	5%	2	10%	21
2012-13	Industrial Technology	WLD 131	WELDING PROCESS III	0	0%	0	0%	10	42%	6	25%	5	21%	0	0%	3	13%	24
2012-13	Industrial Technology	WLD 132	GAS TUNGSTEN ARC WELDING	2	7%	0	0%	7	24%	11	38%	4	14%	1	3%	4	14%	29
2012-13	Industrial Technology	WLD 151	TECH DRAW INTERPRETATION	0	0%	0	0%	5	45%	4	36%	1	9%	0	0%	1	9%	11
2012-13	Industrial Technology	WLD 152	WELDING LAYOUT I	1	5%	0	0%	10	50%	7	35%	0	0%	0	0%	2	10%	20
2012-13	Industrial Technology	WLD 153	WELDING LAYOUT II	1	9%	0	0%	1	9%	8	73%	0	0%	0	0%	1	9%	11
2012-13	Industrial Technology	WLD 190	SKILL LEVEL IMPROVEMENT	0	0%	36	97%	0	0%	0	0%	0	0%	0	0%	1	3%	37
2012-13	Industrial Technology	WLD 205	WELD TESTING METHODS	1	6%	0	0%	10	59%	4	24%	0	0%	0	0%	2	12%	17
2012-13	Industrial Technology	WLD 206	WELDING CODES & STANDARD	0	0%	0	0%	8	57%	3	21%	1	7%	1	7%	1	7%	14
2012-13	Industrial Technology	WLD 207	WELDING METALLURGY	0	0%	0	0%	7	41%	5	29%	2	12%	1	6%	2	12%	17
2012-13	Industrial Technology	WLD 212	GAS METAL ARC WELDING II	0	0%	0	0%	10	63%	4	25%	0	0%	0	0%	2	13%	16
2012-13	Industrial Technology	WLD 241	STRUCTURAL WELD PROC I	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1
2012-13	Industrial Technology	WLD 242	STRUCTURAL WELDING I	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	2
2012-13	Industrial Technology	WLD 243	STRUCTURAL WELD PROC II	0	0%	0	0%	1	25%	0	0%	0	0%	1	25%	2	50%	4
2012-13	Industrial Technology	WLD 244	SUBMERGED ARC WELDING	1	50%	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%	2
2012-13	Industrial Technology	WLD 245	STRUC WLD PROCESS III	0	0%	0	0%	4	100%	0	0%	0	0%	0	0%	0	0%	4
2012-13	Industrial Technology	WLD 261	PRODUCTION WELD PROC I	0	0%	0	0%	3	75%	0	0%	1	25%	0	0%	0	0%	4
2012-13	Industrial Technology	WLD 262	PRODUCTION WELDING I	0	0%	0	0%	2	50%	1	25%	1	25%	0	0%	0	0%	4
2012-13	Industrial Technology	WLD 263	PRODUCTION WELD PROC II	0	0%	0	0%	1	50%	0	0%	0	0%	0	0%	1	50%	2
2012-13	Industrial Technology	WLD 264	ADV WELD PROCESS	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1
2012-13	Industrial Technology	WLD 265	PRODUCTION WLD PROCESS III	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	2
2012-13	Industrial Technology	WLD 281	PIPE WELDING I	0	0%	0	0%	8	80%	1	10%	1	10%	0	0%	0	0%	10
2012-13	Industrial Technology	WLD 282	GAS TUNGSTN ARC WLD II TIG	0	0%	0	0%	6	75%	2	25%	0	0%	0	0%	0	0%	8
2012-13	Industrial Technology	WLD 283	PIPE WELDING II	0	0%	0	0%	6	86%	1	14%	0	0%	0	0%	0	0%	7
2012-13	Industrial Technology	WLD 284	GAS TUNGS ARC WLDG III	0	0%	0	0%	3	75%	1	25%	0	0%	0	0%	0	0%	4
2012-13	Industrial Technology	WLD 285	PIPE WELDING III	0	0%	0	0%	8	80%	0	0%	2	20%	0	0%	0	0%	10
2012-13	Industrial Technology	WLD 290	SKILL IMPROVEMENT II	0	0%	6	86%	0	0%	0	0%	0	0%	0	0%	1	14%	7
2012-13	Industrial Technology Division			88	5%	146	8%	713	37%	561	29%	222	12%	72	4%	123	6%	1925
2012-13	Math/Science	BIOL&100	SURVEY OF BIOLOGY	1	2%	0	0%	12	24%	25	50%	11	22%	1	2%	0	0%	50
2012-13	Math/Science	GEOL&101	INTRO PHYSICAL GEOLOGY	4	29%	0	0%	2	14%	3	21%	3	21%	0	0%	2	14%	14
2012-13	Math/Science	MATH 120	COLLEGE ALGEBRA	56	25%	0	0%	38	17%	51	23%	48	22%	18	8%	12	5%	223
2012-13	Math/Science	MATH 147	FINITE MATHEMATICS	2	7%	0	0%	6	21%	9	32%	5	18%	6	21%	0	0%	28
2012-13	Math/Science	MATH&107	MATH IN SOCIETY	3	7%	0	0%	17	39%	8	18%	13	30%	0	0%	3	7%	44
2012-13	Math/Science	MATH&141	PRECALCULUS I	2	3%	0	0%	35	56%	11	17%	8	13%	5	8%	2	3%	63
2012-13	Math/Science	MATH&142	PRECALCULUS II	1	3%	0	0%	21	64%	7	21%	2	6%	1	3%	1	3%	33
2012-13	Math/Science	MATH&146	INTRO TO STATISTICS	36	17%	1	0%	33	16%	63	30%	43	20%	12	6%	24	11%	212
2012-13	Math/Science	MATH&148	BUSINESS CALCULUS	0	0%	0	0%	4	27%	3	20%	7	47%	1	7%	0	0%	15
2012-13	Math/Science	MATH&151	CALCULUS I	4	19%	0	0%	4	19%	2	10%	6	29%	1	5%	4	19%	21
2012-13	Math/Science	MATH&152	CALCULUS II	2	13%	0	0%	4	27%	2	13%	3	20%	1	7%	3	20%	15
2012-13	Math/Science	MATH&163	CALCULUS 3	2	20%	0	0%	4	40%	3	30%	1	10%	0	0%	0	0%	10
2012-13	Math/Science	NUTR&101	NUTRITION	2	17%	0	0%	0	0%	3	25%	4	33%	1	8%	2	17%	12
2012-13	Math/Science	PHYS&101	PHYS LAB NON-SCI MAJORS	2	15%	0	0%	2	15%	4	31%	4	31%	1	8%	0	0%	13
2012-13	Math/Science Division			117	16%	1	0%	182	24%	194	26%	158	21%	48	6%	53	7%	753
2012-13	Pre-college Math	MATH 090	PREALGEBRA	22	22%	53	52%	0	0%	0	0%	0	0%	0	0%	26	26%	101
2012-13	Pre-college Math	MATH 094	PREALGEBRA	27	9%	222	74%	0	0%	0	0%	0	0%	0	0%	50	17%	299
2012-13	Pre-college Math	MATH 095	ELEMENTARY ALGEBRA	4	16%	16	64%	0	0%	0	0%	0	0%	0	0%	5	20%	25
2012-13	Pre-college Math	MATH 096	ELEMENTARY ALGEBRA I	32	8%	306	77%	0	0%	0	0%	0	0%	0	0%	60	15%	398

2012-13 On Ground Course Grade Distribution by Division

Academic Year	Division	CourseID	CourseTitle	Letter Grade												Total Enrolled				
				W		P		A		B		C		D			F			
				n	%	n	%	n	%	n	%	n	%	n	%		n	%	n	%
2012-13	Pre-college Math	MATH 097	ELEMENTARY ALGEBRA II	6	7%	63	74%	0	0%	0	0%	0	0%	0	0%	0	0%	16	19%	85
2012-13	Pre-college Math	MATH 098	INTERMEDIATE ALGEBRA	36	11%	241	73%	0	0%	0	0%	0	0%	0	0%	0	0%	54	16%	331
2012-13	Pre-college Math	MATH 099	INTERMEDIATE ALGEBRA	37	33%	55	49%	0	0%	0	0%	0	0%	0	0%	0	0%	20	18%	112
2012-13	Pre-college Level Math			164	12%	956	71%	0	0%	0	0%	0	0%	0	0%	0	0%	231	17%	1351
2012-13	Social Science	ECE 135	SKILLS FOR PRESCHOOL TEACH	3	12%	0	0%	10	38%	6	23%	3	12%	2	8%	2	8%	2	8%	26
2012-13	Social Science	ECE 175	INTRO TO CHILD CARE	0	0%	0	0%	29	44%	37	56%	0	0%	0	0%	0	0%	0	0%	66
2012-13	Social Science	EDUC 106	ISSUES IN CHILD ABUSE	1	4%	0	0%	26	96%	0	0%	0	0%	0	0%	0	0%	0	0%	27
2012-13	Social Science	EDUC 132	PEER MENTORING	3	18%	0	0%	14	82%	0	0%	0	0%	0	0%	0	0%	0	0%	17
2012-13	Social Science	EDUC 190	CLASSROOM EXPERIENCE	0	0%	0	0%	29	69%	13	31%	0	0%	0	0%	0	0%	0	0%	42
2012-13	Social Science	EDUC 198	SPECIAL TOPICS	0	0%	0	0%	37	70%	16	30%	0	0%	0	0%	0	0%	0	0%	53
2012-13	Social Science	HIST&136	US HISTORY 1	0	0%	0	0%	7	33%	8	38%	6	29%	0	0%	0	0%	0	0%	21
2012-13	Social Science	HIST&137	US HISTORY 2	0	0%	0	0%	7	37%	3	16%	6	32%	3	16%	0	0%	0	0%	19
2012-13	Social Science Division			7	3%	0	0%	159	59%	83	31%	15	6%	5	2%	2	1%	2	1%	271
2012-13	On-ground Overall (all divisions combined)			574	6%	1346	14%	3999	41%	2196	23%	748	8%	240	2%	652	7%	652	7%	9755

Data retrieved from ODS on 8/9/13 (ODS Gatekeeper Wgrade queries)

Tab R
Library Use

BBCC Library Use: Five-Year Trends

	2008-09	2009-10	2010-11	2011-12	2012-13
Door Count	186,542	189,860	175,719	179,602	177,978
Points of Service	8,492 (177) ^b	13,392 (144) ^b	11,309 (131) ^b	9,922 (95) ^b	10,057 (153) ^b
Circulation	8,661	7,055	6,741	5,913	6,603
Proctored Tests	355	531	372	370	796
Library Classes	40	43	45	56	53
Class Attendance	924	1,027	1,034	1,362	1,212
Multipurpose Room 1801	18 ^c	18 ^c	17 ^c	18 ^c	22 ^c
	35 ^d	23 ^d	41 ^d	28 ^d	51 ^d
Computer Lab 1802	1 ^c	2 ^c	7 ^c	6 ^c	4 ^c
	277 ^d	350 ^d	362 ^d	270 ^d	271 ^d
Study Rooms ^e	34	62	53	30	64
Interlibrary Loans	1456	1501	1083	991	926

^a moved to new facility after fall quarter

^b reserve item requests (drop in numbers is likely the result of instructors changing the way they use reserves to an extra credit activity rather than required use)

^c BBCC and CWU courses taught in that room

^d single day class visits, BBCC events (such as orientation), or non-BBCC bookings

^e non-standard use of study rooms for various events, such as interviews for the Job Fair, etc.

Tab S

2009-2014 Academic Master Plan

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.

ENDS STATEMENT 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.

AMP OUTCOME: 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.

FIRST COMPREHENSIVE REPORT – ACCESS – Due Winter Quarter

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.

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

AMP Final 11-30-11 rev

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 through 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