



# Student Success Programs – 2011

*The second of three monitoring reports in the 2010-11 academic year to the Big Bend Community College Board of Trustees on progress toward goals of the 2009–2014 Academic Master Plan*



Presented to the BCC Board of Trustees, May 31, 2011  
Prepared by the Office of Institutional Research & Planning

# Mission Statement

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

## BBCC Board of Trustees' Ends Statements

The BBCC Board of Trustees provides policy direction through the following Ends Statements derived from the college Mission. The Ends Statements are implemented through the BBCC Academic Master Plan and are addressed through the three annual monitoring reports. The beginning of each section in the monitoring reports identifies one or more Ends Statements that are discussed in the narrative that follows.

### **E-1 Mission**

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

### **E-2 Access**

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

### **E-3 Partnerships**

BBCC works with organizations and agencies to enhance access and services for our district population.

### **E-4 Student Achievement**

BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners.

### **E-5 Climate**

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

### **E-6 Multiculturalism**

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

## BBCC Core Themes

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

# TABLE OF CONTENTS

Introduction .....	1
2.1 Service Programs Placement Testing .....	2
2.2 and 2.3 Service Programs Advising Training and Availability.....	4
2.4 and 2.5 Service Programs Audits Needs and Staffing.....	7
2.6 and 2.7 Instructional Programs Audits Needs and Staffing .....	11
Conclusion .....	13

## Appendices:

Appendix A: Counseling Services Area Audit

Appendix B: Disabled Student Services Area Audit

Appendix C: Financial Aid Services Area Audit

Appendix D: General Education Development (GED) Services Area Audit

Appendix E: Student Activities Services Area Audit

Appendix F: TRiO/SSS Services Area Audit

Appendix G: Upward Bound Services Area Audit

Appendix H: WorkFirst Services Area Audit

Appendix I: Instructional Programs Area Audits

Appendix J: Acronym List





# Student Success

The BBCC Academic Master Plan (AMP) focuses on components that drive its central focus, STUDENT SUCCESS. In the first of our three annual monitoring reports to the BBCC Board of Trustees in the 2010-11 academic year (**Access-2011**) we provided updates on efforts to inform and engage the service district residents of college



Tutoring is just one service offered in the new Student Success Center.

departments' missions, customer service assessment, and staffing. Audits of each instructional program will include an analysis of student use of the service, impact on student success, cost per student (FTE), instructor overload, equipment/facility suitability, cost of improvements, and recommendations for changes.

Many audits speak to facilities updates that would require major classroom, lab, or building renovations. The Facilities Master Planning Committee is currently in the process of updating the Facilities

resources. This progress report described the numerous outreach activities, communication methods, partnerships, and community interactions being carried out through daily undertakings as well as through various grants. It also discussed how we gather information from potential students and area businesses to understand community need for educational programs and services, as well as our efforts to gather internal information on activities (such as advising) on campus. These ongoing efforts resulted in encouraging enrollment numbers, retention data, and student success.

**Programs-2011** discusses a vast range of services and educational programs that ultimately support students in reaching their educational goals. Emphasis will be on student service areas—placement testing and advising—and audits of services and instructional programs. Audits of each student service area will include items related to the

Master Plan, a key requirement for submission of any capital project request to the State Board. This winter, an all-campus Facility Assessment Survey was completed and feedback described current and future facilities needs in all areas. A similar survey was distributed to students this spring. Focus groups with community members and tours of facilities on other campuses are planned. Areas that need major facilities upgrades have referred this information to the Facilities Master Planning Committee for consideration.

Special attention will be paid to the educational program audits because, although the AMP does not dictate they are due until June 2013, sufficient assessment of these programs will be completed this year to satisfy the reporting needs of the Northwest Commission on Colleges and Universities (NWCCU) full scale accreditation visit in 2012.

# 2.1 Service Programs Placement Testing

*Related Board of Trustees' Ends Statements:*

## **E-2 Access**

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

## **E-4 Student Achievement**

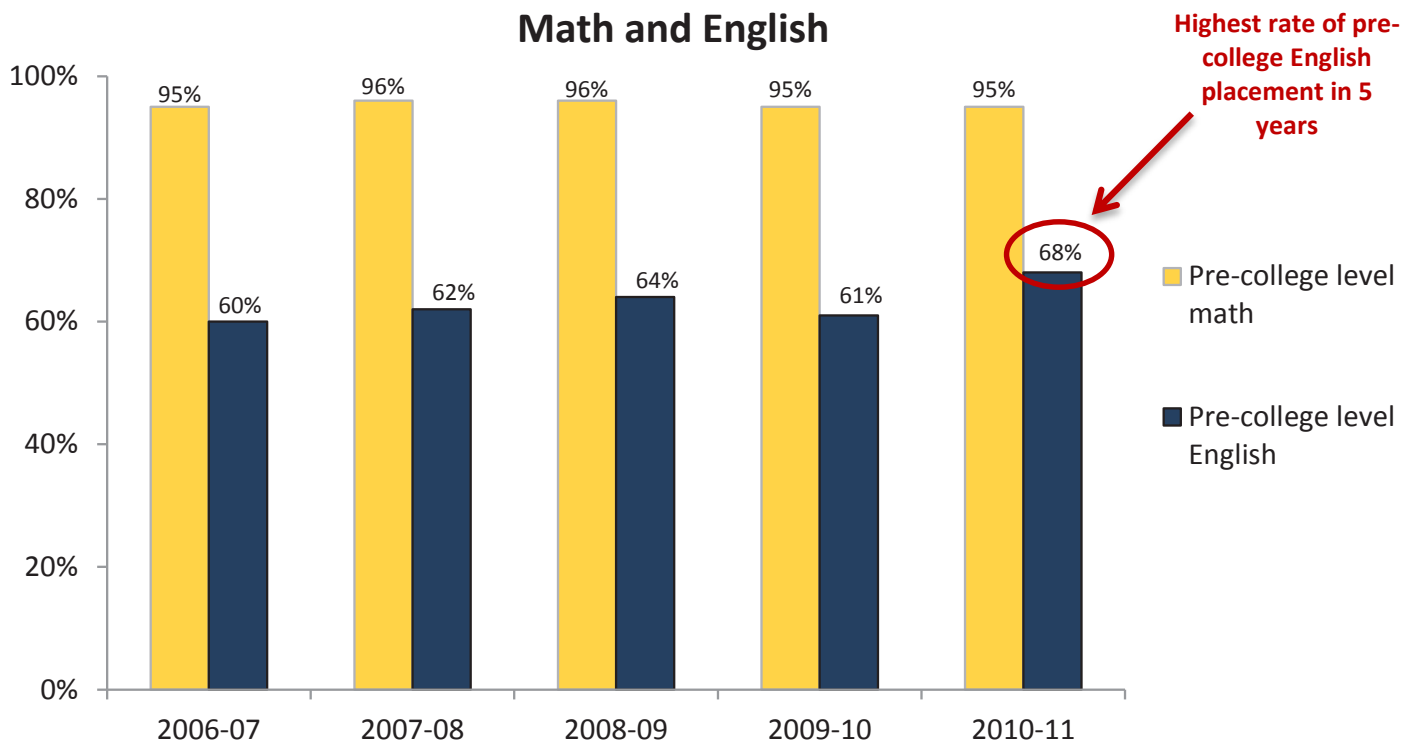
BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners.

Placement tests are used to assess student skill levels and place students in appropriate college courses (including pre-college level classes). Historically, students come to BBCC unprepared for college level coursework. Over the past five years, an average of 95% of students taking the BBCC math placement test placed into pre-college level math and 63% taking the English placement test placed into pre-college level English. The trend did not improve this year with 95% of students who

took the test placing into pre-college level math and 68% placing into pre-college level English—an increase of 7% over 2009-10 for the subject. Not only do the vast majority of students place in pre-college level math, but they are placing in *lower levels* of pre-college math (2010-11 placement compared to 2009-10). At this time, we are not sure why this happening. We will continue to research this issue as more US Census 2010 data is released on the educational attainment of our service district population.

Although always a point of internal discussion at the college, low placement scores are not unique to BBCC. The problem is system-wide. Not only are standardized tests weak predictors of success, they are not diagnostic tools—which is where the true problem lies. National research shows that students who place in lower level math typically do not succeed at that level—even though their placement scores indicated a good “match”

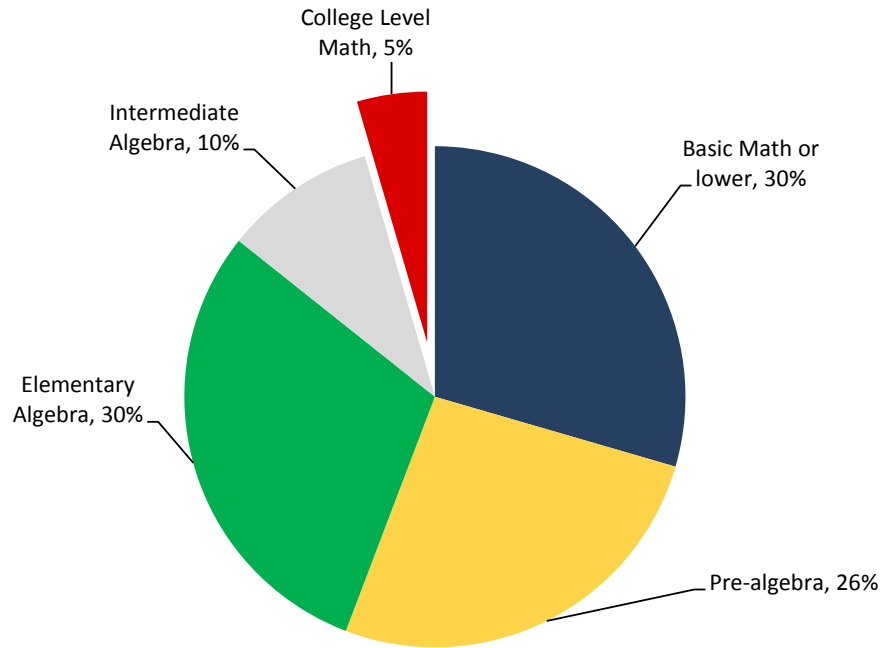
**Five-year Placement Trends in Pre-college Level  
Math and English**



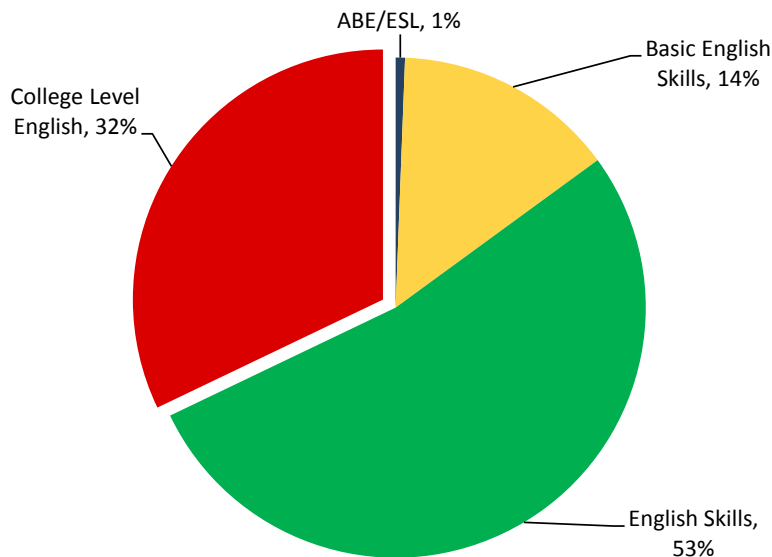
between the class level coursework and the student's skills. The BBCC math placement test is intended to be somewhat more diagnostic than standardized tests. If so, it helps pinpoint students' areas of weakness; however, it is not enough. Due to the pervasive nature of this problem, there is currently an initiative to use a system-wide approach to placement testing. More and more, outside agencies and the legislature are influencing

the process. This July, the Washington Association of Community and Technical Colleges (WACTC) presidents will discuss a centralized assessment system with standardized placement tests and cut-off scores for all community and technical colleges across the state. Research is currently underway to identify testing services that not only provide placement results, but diagnostic tools as well.

### 2010-11 BBCC Math Placement



### 2010-11 BBCC English Placement



# 2.2 and 2.3 Service Programs Advising Training and Availability

## *Related Board of Trustees' Ends Statements:*

### **E-2 Access**

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

### **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.

Each year, advisors are provided training on updated advising techniques, resources, and tools. This year, for example, various BBCC employees—including counselors and the Disabled Student Services coordinator—attended sessions on advising at the Washington State Student Services Commission (WSSSC) statewide conference in April, 2011. Quarterly meetings of the Advising and Counseling Council and the Disabled Student Services Council are held where information is shared among advising/counseling staff from various colleges. One counselor attended the Achieving the Dream Strategies Institute in February, 2011, where she attended various workshops on advising best-practices. Additionally, various advising staff attended informative webinars supported by Title V activities throughout the year.

Internally, the BBCC counselors provide training to faculty and other staff advising students. On May 13, 2011, two breakout sessions at the faculty in-service event focused on advising. The three BBCC counselors presented information on the Advisor Toolkit, Degree Audit, and Excel degree planning spreadsheets to faculty. Additionally, the counselors participated in a less formal roundtable discussion on advising at the February 2011 Faculty In-service and conduct advisor training sessions with staff and faculty throughout the year.

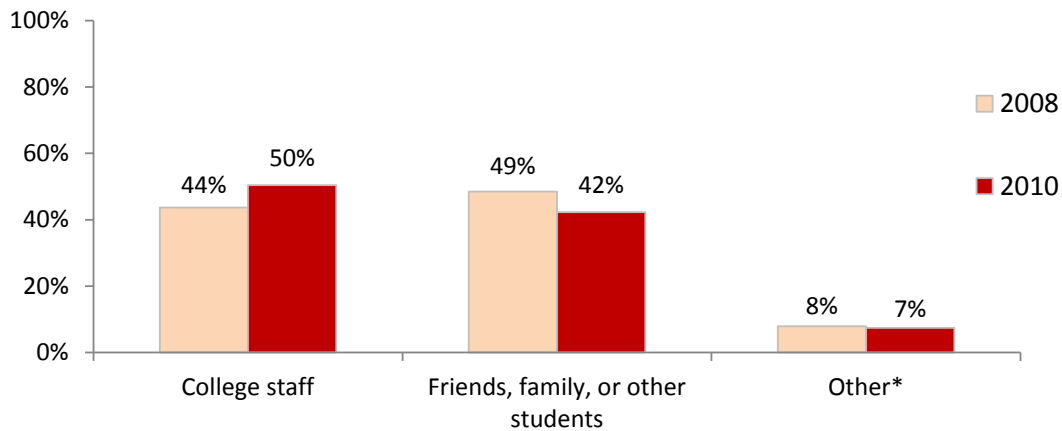
Advising is a valuable resource for students to use in creating and following an educational plan to reach their goals. An educational plan is the guide that helps students enroll in classes that lead to a degree or satisfy major prerequisites. In fall 2010, the college administered the Survey of Entering Student Engagement (SENSE) for the second time to entering students across campus (first administered in 2008). In 2010, 72% of entering students knew about academic advising—an increase of 12% over 2008 results. Although this is an impressive improvement, over half (57%) of new students never used academic advising from the time they decided to attend BBCC through their first three weeks of their first quarter. This is a surprising number, but students might be

BBCC Counselors, Max Heinzmann (below) and MariAnne Zavala-Lopez (right), meet with students during advising sessions.





**Main source of academic advising from the time of your decision to attend this college through the end of the first three weeks of your first quarter**



\*Other includes: computerized degree advisor system, college web site, and "other" college materials

underreporting on this question because they did not recognize that small group advising sessions provided at New Student Registration or “Meet Your Advisor” time during New Student Orientation are considered academic advising services at BBCC. Of students who did use advising services, almost all of them were satisfied with the assistance they received (less than 5% were not satisfied). Of students who participated in the SENSE survey, only 60% agreed that they were able to meet with an advisor at times convenient for them during the first three weeks of their first quarter. Follow-up surveys with students who had been at the college for at least one quarter, indicate that this trend changes as students progress through college. Our 2010 Spring Enrollment Survey shows that over 80% of students were able to meet with an advisor at convenient times and the same

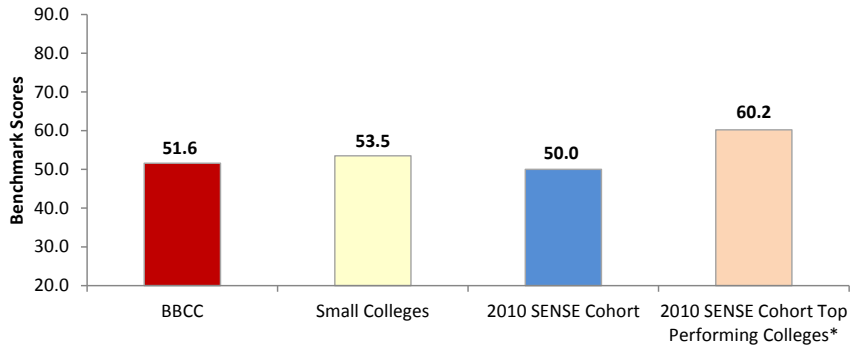
percentage felt that they had enough time to meet with their advisor to get sufficient information. Encouragingly, more students are seeking advising from college staff than from other resources, as shown in the chart above.

In addition to analyzing responses from groups of individual questions, results from this survey can be analyzed in terms of benchmarks—or groups of conceptually related survey items that address key areas of student engagement. The six SENSE benchmarks are: Early Connections, High Expectations and Aspirations, Clear Academic Plan and Pathway, Effective Track to College Readiness, Engaged Learning, and Academic and Social Support Network. For the purposes of this discussion, we will focus on the Clear Academic Plan and Pathway benchmark.

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

*—Survey of Entering Student Engagement (SENSE) 2010 Key Findings*

### SENSE Benchmark Scores: Clear Academic Plan and Pathway



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

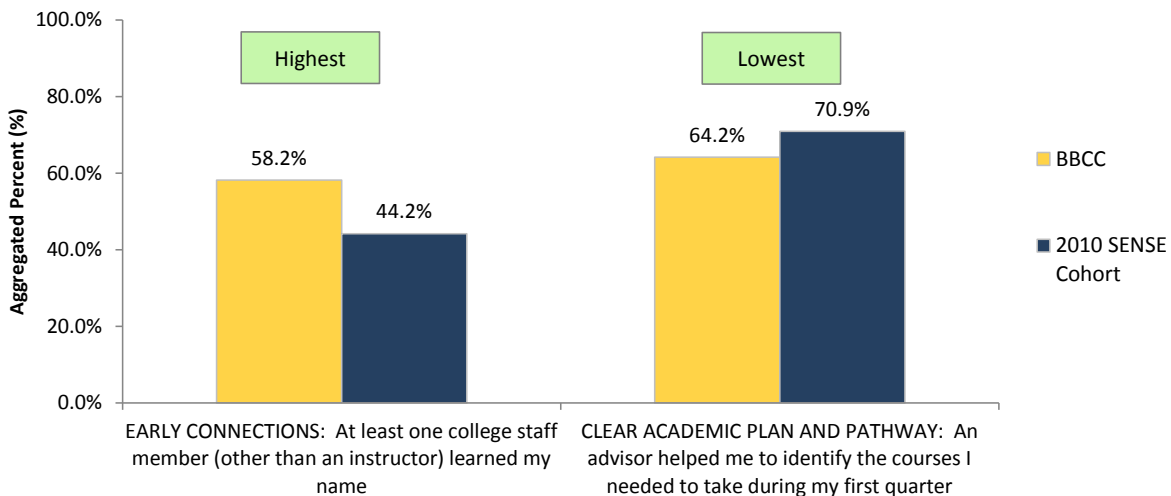
Our SENSE 2010 results show that, although we perform above the standardized mean across all survey respondents nationally (2010 SENSE Cohort), that difference is minimal and we scored lower than other small colleges.

The five items (across all six SENSE benchmarks) on which BBCC scored highest in comparison to the 2010 national cohort were part of the Early Connections and Engaged Learning benchmarks; however, the college performed *least* favorably on items in the Clear Academic Plan and Pathway, Academic and Social Support Network, High Expectations and Aspirations, and Engaged Learning benchmarks. In relation to the discussion of advising and creating clear academic plans with

students, 64% of our students, compared with 71% of other students in the cohort, responded *strongly agree* or *agree* that an advisor helped them identify the courses they needed to take during their first quarter at college.

Performing as well as the national average or the small colleges' average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy, according to researchers at the Center for Community College Student Engagement at the University of Texas at Austin Community College Leadership Program.

### SENSE 2010: Aspects of Highest and Lowest Student Engagement at BBCC\*



\*The five items (across all benchmarks) on which BBCC scored highest and the five items on which the college scored lowest in comparison to the 2010 SENSE Cohort are reported in the SENSE 2010 Key Findings report; only two of these ten items are reported here.



# 2.4 and 2.5 Service Programs Audits/Needs and Staffing

*Related Board of Trustees' Ends Statements:*

## **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.

The Academic Master Plan directed that audits of Student Services areas be conducted and completed by June 2010. In summer 2009, the General Education Development (GED) and Disabled Student Services (DSS) areas piloted a program/service review and analysis in their areas to start this process (reported in last year's **Programs-2010** monitoring report). This year, six additional student services areas conducted audits: Counseling, Financial Aid, Student Activities, TRiO/SSS, Upward Bound, and WorkFirst. We will focus on three of these areas here; however, complete audit documentation for each student service area can be found in Appendices A through H.

## **Counseling**

Counseling is a service area that encompasses many services to many stakeholders. Advising, counseling, admissions, Degree Audit, transfer credit evaluation, career planning, outreach, mentoring, advisor training, and assessment are all included under this service area. Services are provided to potential students, current students, and to college staff.

From June 2009 through May 2010, over 4,000 student contacts were made by BBCC counselors and nearly 900 students completed degree worksheets through the counseling office. In addition, the counselors participated in 13 New Student Registration sessions, seven Running Start information sessions, and four New Student Orientation sessions. These are staggering numbers when one considers there are currently only three full-time counselors, one part-time advisor, and one full-time Office Assistant 3 (who splits her time between the Counseling and Financial Aid offices) handling this workload. The counseling office did not add any additional staff members from 2008-09 to 2010-11. Counseling staff review and evaluate services through weekly counselors' meetings, New Student Registration and New Student Orientation evaluations,



BBCC Counselor, MariAnne Zavala-Lopez speaks to a group of students.

workshop evaluations, institutional research surveys, tenured faculty review processes, administrative/exempt performance appraisals, and employee performance evaluations.

Based on their assessment of performance, the Counseling department made changes to services, including: offering Monday evening advising hours to better accommodate students' schedules,

offering quarterly transfer workshops (day and evening), mentoring College Survival Skills classes and other courses, tracking advising appointments using Microsoft Outlook, reconfiguring the waiting area of the Counseling Center/Financial Aid Office, and implementing Degree Audit. To better meet the needs of students and improve services, the Counseling department plans to redesign the appointment schedule to allow for daily drop-in hours, redesign the drop-in appointment schedule for the first week of each quarter, research data retrieval programs, and develop the Counseling Center website/portal information. Additionally, improved technology and equipment would help improve this service area, including: a color printer, web cams, appointment scheduler program with data retrieval capabilities, double monitors for counseling desks, rewiring in one office for computer, printer, and phone, and an office desk and chair. To accommodate budget reductions, the Counseling department cut their travel budget by 50% in 2009-10 and prepared for an additional 50% cut in 2010-11.

The complete Counseling service area audit document can be found in Appendix A.

### ***Financial Aid***

The BBCC Financial Aid office provides access to educational programs by offering financial assistance to students seeking a certificate or degree by removing financial barriers for students who do not have adequate funds to attend college. There are currently 4.5 FTE in the Financial Aid

office: one full-time director, one full-time Financial Aid Advisor, one full-time Program Specialist 2, one full-time Program Assistant, and one full-time Office Assistant 3 (who splits her time between the Financial Aid and Counseling offices).

At BBCC, services provided through the Financial Aid office include: financial aid advising, outreach, financial aid workshops, assistance with FAFSA applications, evaluating/disbursing Title IV funds, Veterans' Program, federal and state student work study programs, aggregate student employment, tutoring services (financial aid, Opportunity Grant, and disabilities services), and the Worker Retraining Program. Most serve prospective and current students, but some also serve off campus employers and internal departments as well.

The impressive amount of work produced in the Financial Aid office is evidenced by the number of students served and the fact that demand for many of these services is increasing. Year-to-date, over 3,400 unique FAFSA applications have been completed and processed through the BBCC Financial Aid office. Twenty to thirty students a day require financial aid advising and the office staff have provided financial aid information to students and community members through nearly 745 contacts (including informative workshops) so far this year. Over 300 students utilize the Financial Aid office for student work study programs and other student employment opportunities. This workload and the number of Financial Aid staff at BBCC is remarkable, especially when considering our Financial Aid office is smaller than most



Andre Guzman, Financial Aid Director, helps a student complete financial aid paperwork.





Students participate in ASB sponsored events, both on and off campus.



## Student Activities

Big Bend Community College strives to provide a well-balanced program of extra-curricular activities for all students. This is in keeping with the belief that participation in college activities contributes to the development of a well-rounded personality and to the growth of leadership ability. These activities help promote school spirit, furnish outlets for special interests and talents of students, and enhance their cultural development. Services provided through the Student Activities office not only benefit BBCC students and staff, but their families as well.

Services provided through the Student Activities office include: New Student Orientation, ASB-sponsored activities, graduation, Wallenstein Theater reservations, motor pool schedule, childcare allocations, and game room activities. Graduation alone serves over 2,100 people (students, staff, and families) and ASB-sponsored activities serve over 4,000—and attendance is increasing. New Student Orientation served over 350 new students in 2009-10. All of these efforts come from an office with only two full-time employees (2009-10). In 2010-11, this was reduced to 1.5 full-time employees and attendance and demand for Student Activities services continues to increase.

offices at peer institutions (in regards to staff) and encompasses more programs. For example, other schools have Worker Retraining and Veterans programs operating outside the financial aid office.

Through this AMP audit process and incorporating customer feedback from current and former student surveys, the Financial Aid office has made some changes to their use of technology in delivering financial aid information to students. Staff have started to make changes to the Financial Aid website to allow students easier navigation and access to information. Additionally, they have implemented a Financial Aid Portal, which allows students to view their awards in real time, receive personal messages from the Financial Aid office, and view documents and/or information the Financial Aid office may need from them. Currently, the workspace, technology, and other equipment are adequate to meet the needs of the Financial Aid office. Moving forward, the Financial Aid office will continue to improve the Financial Aid website, provide access to information with transparency, and continue to improve customer service relations.

The complete Financial Aid service area audit document can be found in Appendix C.

In addition to reduced number of staff, the Student Activities area has unmet equipment needs. ASB makes many trips back-and-forth from their storage areas to other buildings on campus for different events and would benefit from having a small vehicle/cart. This would help make these trips more efficient. It would also be an excellent recruiting tool, helping ASB give better campus tours during the school year.

ASB evaluates their activities annually by reviewing past ASB Officer and Programmer event evaluations as well as reviewing



the annual student survey, which is tied-in with ASB online elections. ASB also tracks attendance at almost all of their events. In response to an increasing number of students attending events with their families, which often include young children, ASB has avoided hosting comedians and other performers that might not be appropriate for all ages. Student Activities staff are always open to new suggestions from students in order to best represent student interests.

Opportunities exist for the Student Activities office to cultivate more student participation and retention through ASB-sponsored events. The more students are recruited to become leaders and mentors, the more likely both they and the students they interact with, are to reenroll in classes and persist through college.

The complete Student Activities service area audit document can be found in Appendix E.



Rhen Forester, Jessica Homesley, and Ciquia Martin (current and/or former ASB officers) at a Back to School barbecue on campus.

# 2.6 and 2.7 Instructional Programs Audits/Needs and Staffing

*Related Board of Trustees' Ends Statements:*

## **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 service 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-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.

Instructional program audits encompass data related to student enrollment, student success and persistence, instructional costs, faculty overloads, equipment and facility suitability, costs of improvements, and suitability for alternate modes of instructional delivery. All instructional programs are to be fully assessed (audited) by June 2013, per the AMP; however, sufficient assessment of these programs has been done this year to satisfy the reporting needs of the full scale accreditation visit in 2012.

In last year's Programs report (**Programs–2010**), discussion focused on five Professional-Technical programs that had recently completed full assessments, either for program redesign or program-specific reaccreditation processes. For the purposes of this report, we will switch gears and focus on academic/transfer programs, specifically programs in the Social Science division.

## **Social Science Program Audits**

Students aiming to graduate from BBCC with an Associate in Arts & Science DTA (Direct Transfer Agreement) Degree are required to earn a minimum of 15 college-level credits (courses numbered 100 or above) in at least three Social Science disciplines. Social Science disciplines include: Anthropology, Criminal Justice, Economics, History, Political Science, Psychology, and Sociology, as outlined in the BBCC Course Catalog. These are highly enrolled classes at the college—History, Psychology, and Sociology each enroll over 40 FTE—and improvements are needed to more effectively and efficiently deliver them to our students.

These improvements include both the physical setting and the employment of additional full-time instructors. Currently, the Social Sciences division has only two tenured faculty members to carry an increasingly heavy governance role. Part-time faculty are not required to maintain office hours, advise students, or participate in committee work. Because of this, utilizing large numbers of part-time faculty make it more difficult to provide a full range of services and support to students. In the History and Political Science disciplines, a long-term part-time instructor has been employed in addition to the full-time instructor teaching an overload, plus summer courses, in order to meet student needs. In the Psychology discipline, all part-time instruction has been conducted by the full-time instructor teaching on an overload contract. Economics and Anthropology are exclusively the domain of part-time instructors. No full-time instructor is currently employed by the college for either discipline.

All face-to-face Social Science classes are taught in the 1600 building on campus, which needs upgrades. Classrooms are too small to comfortably accommodate a class of 30 students and some classrooms are configured such that the instructor is forced to teach from the corner and not move freely about the room. Research shows that traditional classroom format is no longer effective





Social Science classes are taught in the 1600 building on campus.



based on current learning strategies for adult learners. Reconfiguration or renovation of the 1600 classrooms and installing new technology would greatly benefit our students. Instructional technology upgrades are estimated to be \$3,500 (approx.) per classroom and \$1,400 (approx.) per office. This, and all other facilities renovation comments, are being referred to the Facilities Master Planning Committee.

Specifics of enrollments, instructional costs per FTE, faculty loads, and recommendations for changes for these programs follow and the complete Social Science program audits can be found in Appendix I.

### *Anthropology*

Mimicking the overall FTE enrollment increase at BBCC (up 17%), enrollments in Anthropology classes also increased 20% from 2007-08 to 2009-10, 100% of which were taught by part-time off-site faculty (2009-10). Anthropology classes are suitable for different modes of teaching and the division will investigate increasing online offerings to help accommodate increasing enrollments in these classes.

### *Criminal Justice*

Enrollments in Criminal Justice courses have increased by an impressive 59% from 2007-08 to 2009-10, with 100% of classes taught by one full-time instructor last year (12% of the load was a summer class, taught outside of normal teaching load). Cost per FTE in this program also increased during this time, from \$1,631 in 2007-08 to \$2,502 in 2009-10. In addition to the reconfiguration or renovation of classrooms discussed above, these classes are also suitable for different modes of instruction and BBCC faculty are discussing a joint program with Pierce College's Center of Excellence for Homeland Security Emergency Management.

### *Economics*

From 2007-08 to 2009-10, enrollment in Economics courses decreased by 27%. Cost per FTE also decreased during this time (down 14%). One-hundred percent of these classes are taught by one full-time instructor, who is retiring at the end of the 2010-11 academic year. Because of this, the division will need a part-time instructor to teach these courses. The need for a full-time Economics instructor will be analyzed based on future enrollment in these courses. Additionally, the division is looking to offer more online Economics classes.



### *History/Political Science*

Student demand for both History and Political Science classes continues to increase, as evidenced by a 20% FTE increase in History and a 28% increase in Political Science (2007-08 to 2009-10). Overall, the cost per FTE in these disciplines decreased 20% during this time. In 2009-10, over half (54%) of History and 14% of Political Science class loads were taught by part-time faculty—the rest was taught by one full-time instructor carrying overloads. Part-time loads and full-time faculty overloads (moonlight) suggest the need for an additional full-time instructor in this department, which would more effectively meet the demand for these classes.

### *Psychology*

Although enrollments in Psychology classes have decreased very slightly (down 2%) from 2007-08 to 2009-10, this still remains one of the Division's highest enrolled areas (44.78 FTE in 2009-10). Additionally, the cost per FTE has increased 20% during this time. Two full-time instructors carried these classes in 2009-10 (15% was taught as overloads and 7% was a summer class, taught outside of normal teaching load). One full-time Psychology instructor is leaving BBCC at the end of the 2010-11 academic year, which will greatly strain the current course offerings as demand for classes remains high. The department will need to fill this full-time position. Further, based on full and overenrolled classes and demand for additional Psychology classes from multiple departments, an additional instructor in this discipline is needed to increase offerings and better meet student need. There is currently an opening for a full-time Sociology/Psychology instructor.

### *Sociology*

Enrollment in Sociology classes has shown impressive increases from 2007-08 to 2009-10. During this time, FTE increased 49% to 45.78 FTE in 2009-10. Cost per FTE also increased during this time; however, the instructional cost of the program still remains low. Ninety-three percent of course loads were taught by one full-time instructor (21% was taught as overloads and 8% was a summer class, taught outside of normal teaching load) in 2009-10 and that instructor left BBCC this year. There is currently an opening for a full-time Sociology/Psychology instructor. Clearly, there is a great need to fill this position. One recommendation for change in this area (aside from filling the current open full-time position), is to hire an additional instructor to effectively increase course offerings. This recommendation is based on full and overenrolled classes and demand from other departments to offer additional Sociology classes.

### **Conclusion**

It is our intent that this part of the AMP prepares us for the next accreditation cycle by regularly assessing all educational programs and student services areas and create a foundation for the much more detailed reports required for regional accreditation. As the reader can see, with each monitoring report cycle, we are adding to the breadth and depth of our collection and analysis of data related to student success.



# **Appendix A**





**Big Bend Community College**

**Program/Service Review and Analysis 2009-2010**

***Student Services***

Program Name: Student Services - **Counseling**

Administrator: Candy Lacher, Associate Vice President of Student Services

**1. Mission**

1.a. What is the current mission of the program?

In support of the college mission, the BBCC Counseling Center seeks to maximize the potential of students to benefit from the educational environment by facilitating access, promoting learning and teaching success strategies and respecting each student's unique circumstances.

**2. Size and Scope of the Program**

2.a. Please provide a brief description of each service your program provides, its primary users/stakeholders and the nature of **demand\*\*\***.

<b>Description of Student Service</b>	<b>Primary Users/ Stakeholders</b>
Advising	Potential and current students
Counseling	Current students

Admissions	Potential and new students
Degree Auditing	Current and returning students
Transfer Credit Evaluation	Potential, new, and current
Career Planning	Potential and current students
New Student Registration	New Students
New Student Orientation	New students
Outreach	Potential students
Referrals	Current students
Mentoring	Current students
Workshops	Potential and current students
Advisor Training	Faculty and staff
Faculty/Staff Consultation	Faculty and staff
Faculty Training	Faculty
Assessment	College
College Governance	College

**\*\*\*Demand:** From June 2009 thru May 2010

- a. Number of student contacts: **4,013**
- b. Number of students completing degree worksheets: **882**
- c. Number of Running Start Information Sessions: **7**
- d. Number of New Student Registration Sessions: **13**
- e. Number of New Student Orientations: **4**
  - Sept: fall orientation am and pm (2)
  - Dec: winter orientation (1)
  - Mar: spring orientation (1)

2. b. How many positions were assigned to the program for the past 2 years? Put N/A (not applicable) if no positions were assigned.



DRAFT: JULY 15, 2010

---

Position Type	2008 - 2009			FTE	2009-2010			FTE
	Headcount				Headcount			
	FT	PT	Total		FT	PT	Total	
Classified		1	1			1	1	50%
Hourly								
Exempt (Advisor)		1	1			1	1	40%
Administrative								
Other (Faculty)	3		3		3		3	100%
<b>Total</b>	3	2	5		3	2	5	

2.c. What are the functions associated with each of the positions assigned to the program?

Position Title	FTEF	Functions
Counselor Faculty (3)		Degree planning and transfer advising; academic, career, personal counseling; on campus and off campus referrals; registration and orientation activities, student success activities, collaboration w/local high schools; on-going involvement with campus governance, assessment/evaluation of counseling center activities
Advisor (Exempt)		Degree planning and transfer advising, student advising, on campus referrals, registration and orientation activities, student success activities
Classified OA3		Receptionist for counseling center: Answer phones, schedule appointments, other clerical responsibilities

2.d. How does the size and scope compare with similar programs at peer institutions?

Candy Lacher suggested we contact Grays Harbor Community College and Cascadia Community College as they have similar numbers and programs.

**Grays Harbor:** The counseling department at Grays Harbor Community College has a counseling center office which includes three counselors (one full-time and 2 at 85%) with one of the counselors handling the testing center. They also have 3-4 part-time staff advisors. All faculty (approx. 50) do program advising. The counselors report to the Director of Counseling who is full-time. A receptionist also assists the counseling

department. The counseling center utilizes Outlook for appointment scheduling Monday through Friday. A 3-ring notebook is used for scheduling drop in appointments which are available throughout each day during the week.

**Cascadia:** Cascadia Community College operates a “one-stop center” for student services. Counseling is provided to students by one counselor (contracted through a community agency) who works on campus 12 hours per week. Additional hours are available off campus at the local community agency (up to 6 visits). Advising is provided by three full time advisors (high school completion; running start; disabilities services), one director advises 10 hours per week, 4 part time advisors (16 hours each per week) and 1 ½ time career and transfer advisors. Staff report to the Dean of Student Success Services. Drop in appointments are available to students Monday thru Thursday 10 to noon and 2pm to 4pm as well as Friday 10 to noon. For scheduling of appointments MS Outlook is used.

### 3. External Demand for the Program

3.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact external demand for the program’s services? These may include those relating to student persistence, student achievement, Department of Education, accreditation, accountability, sustainability, etc. Yes No

YES

If yes, identify and describe the expected impacts.

Beginning July 1, 2010 the State of Washington requires Agency Affiliated Counselors to be credentialed by the Department of Health.

### 4. Internal Demand for the Services (College)

4.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact internal demand for the program’s services? These may include those relating to student persistence, student achievement, accountability, Higher Education Coordinating Board, etc. Yes No

YES

If yes, identify and describe the expected impacts.

Due to the high enrollment demand, the availability of courses can be problematic for new students. Many students experience various financial situations and need to carry a full-time course schedule which may be limited by the selection of available courses at the time of registration.

### 5. Quality of Program Support

5.a. What are the qualifications of the program staff?

	Name	Job Title	Terminal Degree, Granting Institution	Years Experience
<b>Classified</b>	Debbie Simpson	Office Asst. 3		1
<b>Exempt</b>	LoraLyn Allen	Advisor	BA Speech & Hearing Sciences WSU	2
<b>Faculty</b>	Max Heinzmann	Counselor	M.Ed. WWU	28
<b>Faculty</b>	Marsha Nelson	Counselor	MA Counseling NAB	14
<b>Faculty</b>	MariaAnita Zavala-Lopez	Counselor	Ed.M. WSU	10

5.b. Is available technology adequate to serve this program? Yes \_\_\_ No X If not, what is needed? What types of applications would enhance your service to stakeholders?

Color printer, web cams, appointment scheduler program with data retrieval capabilities, double monitors for counseling desks, rewiring in one office for computer, printer, and phone

5.c. Are the program's facilities adequate to serve this program? Yes X No \_\_\_ If not, what is needed?

Comment: Due to the recent change of office hours in the financial aid department (Wednesday closures for processing files), the counseling center will need to evaluate the impact on counseling center services.

5.d. Does the program have unmet equipment needs? Yes X No \_\_\_ If not, what equipment is needed?

Description of what is needed	Role of the needed item in fulfilling program mission	Approximate cost*
1 new desk and chair	Replacement of equipment	\$800.00

## 6. Program Outcomes and Assessment

6.a. What are the expected outcomes of the program?

The expected outcomes of the counseling center are: To assist students in successfully completing their educational goals through counseling, advising, mentoring, and other retention activities.

---

6.b. How do you review and evaluate your department's annual performance?

Counseling department reviews and evaluates services through weekly counselors' meetings, New Student Registration and New Student Orientation evaluations, workshop evaluations, institutional research surveys, tenured faculty review process, administrative/exempt performance appraisal, and employee performance evaluation.

6.c. Please list the program's primary performance goals and measures and are they aligned with the College's goals and strategic plan?

Access: Increased counselor availability to students provided through additional evening advising hours

Retention/Success: Provide workshops for students

Retention/Success: Informing students of counseling services through BBCC Mentoring Program

Retention/Success: Provide advising and degree planning utilizing computerized Degree Audit and degree worksheets

Access: Informing high school students of college opportunities through Running Start; College Planning Day for high school juniors during the spring quarter; Fall College Information Evening for high school seniors and their parents; Fall Transfer Planning Day for college students and the community

Advisor Training: Developed, implemented and trained advising staff on use of BBCC Advisor Toolkit

6.d. What changes were made based on the assessment of performance?

Added Monday evening advising hours

Offer quarterly "Mysteries of Transfer" workshop (both day and evening)

Mentoring in College Survival Skills classes and other designated courses

Appointment schedule to align with hourly class schedule

Scheduling Appointments using Outlook

Reconfiguration of the waiting area of the Counseling Center/Financial Aid Office

Training and implementation of degree audit

Online advising Tool Kit

Development of Degree Planning Worksheets (for 4 transfer degrees):

AA&S-DTA

Associate in Pre-Nursing-DTA

Associate in Elementary Education-DTA

Associate in Business-DTA

Associate in General Studies-which continues in development

6.e. Identify any action plans that your department has to better meet the needs of students, improve services, become more assessable and/or improve overall efficiency.

Redesign the appointment schedule to better meet the needs of students allowing for daily drop in hours

Redesign drop in appointment schedule for the first week or each quarter

Research data retrieval programs

Develop counseling center website/portal information

## 7. Program Revenues and Costs

7.a. Does the program have any operations that generate revenue? Provide estimates for the following:

<b>Program Revenues</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>Fees (testing, workshops)</b>		
<b>Contracts &amp; Grants</b>		
<b>Student Per Credit Fees</b>		
<b>Other</b>		
<b>Total</b>		

N/A

7.b. What were the costs of the program (actual expenditures) for the last three years?

**DRAFT: JULY 15, 2010**

Program Expenditures	2007-2008			2008-2009			2009-2010		
	Budget	Expense	Difference	Budget	Expense	Difference	Budget	Expense	Difference
Salaries (A)									
Benefits (B)									
Goods & Services (E)									
Travel (G)									
Equipment (J)									
Professional Development									
Other									
<b>Total</b>									

Expenses	2007-2008	2008-2009	2009-2010
State Funds			
Local Funds			
Grant Funds			
<b>TOTAL (must equal 7b total)</b>			

7.d. List and describe expenditures the program made on professional development for staff, including part-time hourly and administrative/exempt employees.

\*\*\*\*Need budgets from Kat Starr and Candy\*\*\*\*

7.e. To what can any significant program over (more than 10% off of budget) - or - under expenditures be attributed?

2009-10      Travel budget cut by 50%

2010-2011      Travel budget anticipated to be cut by an additional 50%

**Opportunity Analysis**



8.a. What opportunities exist for this program?

Big Bend Mentoring

On line New Student Orientation

Transfer advising workshops

Degree planning worksheets on line and available to students

Web site link to Running Start program

Home page link to International Student information and applications

Faculty training

8.b. Provide an update, if applicable, regarding the relationships, partnerships and collaborations that the program has cultivated over the past two years that benefit the institution and/or assist in fulfilling the college's mission and values?

Counseling and advising new, current, and returning students

Continued collaboration with local high school

Community Outreach

Running Start information sessions

New Student Registration Committee

New Student Orientation Planning Committee

College Planning and Financial Information Night for high school seniors (fall)

Fall Transfer Fair Day for BBCC students and community

College Planning Day for high school juniors (spring)

Edúcate @ Big Bend

*Mysteries of Transfer* workshops

Student Mentoring in CSS 100 classes

Faculty mentoring in advising training

Advising infrastructure support in degree planning tools development

Faculty governance (many activities)

## About Program Reviews

**Briefly describe the process your program used to complete the template and who was involved.**

The three counselors met to discuss and complete the review. Consultation and information provided by Candy Lacher, Assoc. V. P. of Student Services. Budget information will be provided by Kathy Starr in the business office.

**Please provide any comments on how any aspect of this study could be improved.**

Improve the ability to access/retrieve data specific to Counseling Center services.

Design program/service review and analysis specific to Big Bend and individual departments.

---

**Program Dean/Director/Coordinator:**

\_\_\_\_\_

\_\_\_\_\_

**Vice-President:**

\_\_\_\_\_

\_\_\_\_\_

# **Appendix B**





**Big Bend Community College**

**Program/Service Review and Analysis 2009-2010 (A901-A904)**

**Student Services**

Program Name: Disabled Student Services

Administrator: LoraLyn Allen

**1. Mission**

**1.a. What is the current mission of the program?**

The mission of the Disabled Student Services program at Big Bend Community College is to ensure that all programs and facilities are accessible, to provide support services, and to arrange accommodations and/or modifications to meet the needs of individual students with documented disabilities.

**2. Size and Scope of the Program**

**2.a. Please provide a brief description of each service your program provides, its primary users/stakeholders and the nature of demand.**

Description of Student Service	Primary Users/ Stakeholders	Demand:	
		Internal	External
DSS Intake, Eligibility, Accommodation Determination and/or Implementation	Potential and Current Students	a) 216 students/year; 922 appointments/year  b) increasing: up 28 students and 292 appointments from last year	
Tutoring Services	Current Students	a) 30 students/year, 46 requests granted  b) increasing: up 3 students and 9 requests from last year	

Outreach-transition presentations/IEP meetings to potential students with disabilities	Potential Students/High Schools		a) 5 students/year b) Decreasing: down 95 students from last year
Outreach-transition presentations, etc. to agencies, partners, etc.	Community Agencies and Partners		a) 0 agencies or partners/year b) Decreasing: down 5 from last year
DSS program awareness presentations	Current Students	a)~260 students/year b)Stable	
GED accommodation requests-intake and paperwork processing	Current Students	a)11 students/year b)Decreasing: down 5 from last year	

**2.b. How many positions were assigned to the program for the past 2 years? Put N/A (not applicable) if no positions were assigned.**

Position Type	2009 - 2010				2010-2011			
	Headcount			FTE	Headcount			FTE
	FT	PT	Total		FT	PT	Total	
<b>Classified</b>								
<b>Hourly</b>								
<b>Exempt</b>	1		1	40%	1		1	65% DSS 35% Advising
<b>Administrative</b>								
<b>Other</b>								
<b>Total</b>	1		1		1		1	

**2.c. What are the functions associated with each of the positions assigned to the program?**

Position Title	FTEF	Functions
Disability Services Coordinator	.65	All aspects of program

## **2.d. How does the size and scope compare with similar programs at peer institutions?**

Big Bend: We employ one person at 29 hrs/week as the Disability Services Coordinator (full-time contract at 65% DSS, 35% Advising). There is reception and minimal clerical support available from the front desk personnel in the financial aid/counseling center. Apart from Disability Services responsibilities, the Disability Services Coordinator has responsibilities in, participates, or volunteers in the following: Safety Committee, New Student Registration/Orientation Committees, BBCC Mentoring, various other annual events on campus, and special assignments. During this academic year, 273 students self-identified as disabled (checked box at registration). Of those, 193 students were coded in SMS (documented).

Grays Harbor: They employ one full-time person and have recently brought on a student intern. The intern serves mostly as clerical support, stays for one to two years and works approximately 15 hours a week. Within the full-time contract, this position also has the following responsibilities outside the DSS realm: manages parking ticket hearings and participates on the Diversity Committee, Safety Committee, Library Committee, and the Transition Council (community council). During this academic year, they had 320 students that self-identified as disabled (checked box at registration). Of those, 106 students were coded in SMS (documented).

Lower Columbia: They employ one person at 30 hrs/week (due to limitations of the present employee) and one assistant at 18 hrs/week. They also consistently employ a work-study for 16 hrs/week. Within the contract, this position is also the academic advisor for all DSS and L&I students and participates on the Instructional Council Committee and Disability Access Council (community council), is the Non-traditional recruiter for professional technical programs and the advisor for the Sign Language Club. Numbers of self-identified and coded students were not available at time of this report.

## **3. External Demand for the Program**

**3.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact external demand for the program's services? These may include those relating to student persistence, student achievement, Department of Education, accreditation, accountability, sustainability, etc.**

Yes

If yes, identify and describe the expected impacts.

With the current economy and travel budget cuts within state agencies, this has decreased our ability to travel for outreach/transition presentation opportunities and in turn, limit outside agencies to travel here with groups of potential students with disabilities. This may have affected recruitment, persistence and achievement of new students if they were not aware of Disability Services on campus from the start of their first quarter. They may not have known that services were available or may have accessed them too late. This also decreased the number of students served for GED accommodations, as travel to out of town GED classes was limited.

#### 4. Internal Demand for the Services (College)

4.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact internal demand for the program's services? These may include those relating to student persistence, student achievement, accountability, Higher Education Coordinating Board, etc.

Yes

If yes, identify and describe the expected impacts.

The ADA Amendments Act that became effective on Jan. 1, 2009 expanded the interpretation of who could be considered as a person with a disability. The ameliorative impact of mitigating measures such as medication, etc. are now excluded when determining if a limitation is substantial. Also, eligibility for conditions that are episodic or in remission, such as bipolar, cancer, etc. is based on the impacts while active. Further, the list of major life activities was expanded to include examples such as thinking and concentrating. Although the revisions will not change how we determine/assign necessary accommodations, it does make it somewhat easier for students to qualify as a person with a disability. Therefore, we may see an increase in the number of students enrolled in and receiving disability services.

#### 5. Quality of Program Support

5.a. What are the qualifications of the program staff?

	Name	Job Title	Terminal Degree, Granting Institution	Years Experience
Exempt	LoraLyn Allen	Disability Services Coordinator	BA Speech & Hearing Sciences, WSU	2

5.b. Is available technology adequate to serve this program? Yes  No  If not, what is needed? What types of applications would enhance your service to stakeholders?

5.c. Are the program's facilities adequate to serve this program? Yes  No  If not, what is needed?

It would be beneficial to have a centralized testing center on campus with staff available all day, and trained to provide testing for all students, including students with disabilities that need accommodations such as extended testing time, private room,



readers, scribes, etc. Without a central center, instructors are responsible for providing these accommodations themselves, depending on the library or math lab personnel, and/or scheduling with the Disability Services Coordinator. There have been concerns about the consistency and quality of proctoring. When the DSS provider is not available, it is often difficult to find quality back-up readers and scribes and the logistics of scheduling them is not convenient for the student or instructors.

**5.d. Does the program have unmet equipment needs? Yes X No \_\_\_ If not, what equipment is needed?**

Description of what is needed	Role of the needed item in fulfilling program mission	Approximate cost*
Assistive Technology: Updated Text-to-Speech (Wynn Reader or Kurzweil) with high volume scanning capabilities.	It is often difficult to locate audio books of certain text books and sometimes they are unavailable. A quality Text-to-Speech program is a needed alternative for this needed accommodation.	~\$2,000

## 6. Program Outcomes and Assessment

**6.a. What are the expected outcomes of the program?**

1. To serve and accommodate students with disabilities as mandated by the law.
2. To improve student success and retention of students with disabilities.

It would not be appropriate to set targets of numbers of students to serve in a year, as students in our program are not “recruited”, nor is there a minimum or maximum cap. If they qualify for services, they *will* be served.

**6.b. How do you review and evaluate your department’s annual performance?**

With the institution of this Program Review Analysis, it will allow us to compare data from year to year and also formulate and report on yearly goals. Since this program is managed by one individual, the yearly Performance Appraisal can also act as a review and measure of some of the department’s goals.

There is some data collected through SMS that can be compared year to year, namely the number of students self-identifying as students with disabilities and the number of students coded (completed intake and provided documentation) in the system.

**6.c. Please list the program’s primary performance goals and measures and are they aligned with the College’s goals and strategic plan?**

1. Develop and provide Disability Services Awareness presentations and opportunities for students, faculty and staff and outside agencies.
2. Serve and adequate amount of students based on numbers of self-identified students.

Yes, these goals are aligned with the College's goals and strategic plan. Increasing faculty and student awareness and knowledge regarding the Disability Services program can lead to increased enrollment and retention.

**6.d. What changes were made based on the assessment of performance?**

1. Continued and improved DSS presentations in most CSS 100 classes, to the Board of Trustees, and others.

**6.e. Identify any action plans that your department has to better meet the needs of students, improve services, become more assessable and/or improve overall efficiency.**

1. Update DSS website.
2. Update Text-to-Speech software.
3. Find ways to continue to develop and maintain partnerships and collaborations with outside agencies without time and travel expense.
4. Find and take advantage of free or inexpensive professional development opportunities.

## **Opportunity Analysis**

**7.a. What opportunities exist for this program?**

1. Club for students with disabilities or disability/access interests.
2. Online DSS intake forms and information.
3. Faculty/Staff trainings on disability issues.
4. Cultivate relationships with more area High School Special Services departments: Quincy, Warden, Othello, Ephrata, etc.
5. Create a Disability Services survey to assess services.
6. Implement Disability Awareness month activities.
7. Centralized Testing Center.

**7.b. Provide an update, if applicable, regarding the relationships, partnerships and collaborations that the program has cultivated over the past two years that benefit the institution and/or assist in fulfilling the college's mission and values?**

- Department of Vocational Rehabilitation: collaboration on shared clients/students.
- MLHS special services: participate in IEP/transition meetings.
- New Student Orientation: Disability Services Information Booth
- CSS class Disability Services Awareness presentations
- WorkFirst/Basic Skills Program: sharing assistive technology with main campus students
- Vocational Counselors from various agencies: collaboration on shared clients/students.

---

### **About Program Reviews**

---

**Briefly describe the process your program used to complete the template and who was involved.**

I obtained some of the data from excel spreadsheets that I maintain throughout the year. I also accessed data from the SMS system. I used the 2008-2009 Program Review Analysis to analyze past data and goals. I contacted Grays Harbor and Lower Columbia for updated information on their DSS programs.

---

**Please provide any comments on how any aspect of this study could be improved.**

I have a difficult time knowing how to create performance goals that are not measurable with numbers. If we are going to continue with this template, some training in this would be helpful.

---

**Program Dean/Director/Coordinator:** \_\_\_\_\_  
Name Date

**Vice-President/Assoc. Vice-President:** \_\_\_\_\_  
Name Date



# Appendix C





**Big Bend Community College**

**Program/Service Review and Analysis 2010-2011**

**Student Services**

Program Name: Financial Aid Department

Administrator: Andre Guzman

**1. Mission**

**1.a. What is the current mission of the program?**

Big Bend Community College Financial Aid office provides access to educational programs by offering financial assistance to students seeking a certificate or degree by removing financial barriers for students who do not have adequate funds to attend BBCC.

**2. Size and Scope of the Program**

**2.a. Please provide a brief description of each service your program provides, its primary users/stakeholders and the nature of demand.**

Description of Student Service	Primary Users/ Stakeholders	Demand:	
		Internal	External
Financial aid advising (not including all inquiries of financial aid)	Prospective/Current student	A.20-30/day B. Increasing	B. Increasing
Outreach Efforts/FA Workshops	Prospective/Current student, outside agencies	A.134/YTD B. Increasing	A. 609/YTD B. Increasing
FAFSA applications	Prospective/Current student	A.3415/YTD B. Increasing	
Evaluate and disburse Title IV funds	Current Student	A.1817/YTD B. Increasing	

Veteran's Program	Student eligible for VA benefits	A. 48 students/QTR B. Stable	B. Stable
Federal and State Student Work Study programs	Off campus employers, faculty, staff, student	A.95 students/qtr B. Stable	B. Stable
Aggregate Student Employment	Department, student	A.233 students/qtr B. Stable	B. Stable
Tutoring Services (FA, Opp Grant and disabilities services)	Current Student	A.28 students/qtr B. Stable	
Worker Retraining Program	Current Student	A.104 students/YTD B. Stable	

**2.b. How many positions were assigned to the program for the past 2 years? Put N/A (not applicable) if no positions were assigned.**

Position Type	2009 - 2010				2010-2011			
	Headcount			FTE	Headcount			FTE
	FT	PT	Total		FT	PT	Total	
<b>Classified</b>	2	1	3	2.5	2	1	3	2.5
<b>Hourly</b>								
<b>Exempt</b>	1		1	1.0	1		1	1.0
<b>Administrative</b>	1		1	1.0	1		1	1.0
<b>Other</b>								
<b>Total</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>4.5</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>4.5</b>



**2.c. What are the functions associated with each of the positions assigned to the program?**

<b>Position Title</b>	<b>FTEF</b>	<b>Functions</b>
Financial Aid Director	1	See Appendix A (Pg. 7)
Financial Aid Advisor	1	See Appendix A (Pg. 7)
Program Specialist 2	1	See Appendix A (Pg. 7)
Program Assistant	1	See Appendix A (Pg. 7)
Office Assistant 3	0.5	See Appendix A (Pg. 7)

**2.d. How does the size and scope compare with similar programs at peer institutions?**

Our financial aid office is smaller in regards to staff and does encompass more programs that are directed through our FA office compared to other FA offices. For example, other schools have Worker Retraining and Veterans programs operating outside the FA office.

### **3. External Demand for the Program**

**3.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact external demand for the program’s services? These may include those relating to student persistence, student achievement, Department of Education, accreditation, accountability, sustainability, etc. Yes No**

**If yes, identify and describe the expected impacts.**

**1. Dept of Ed:**

a. Year Round Pell/Cross-over:

- i. Year Round Pell: Student may receive up to 2 federal pell grants during an award year in order to accelerate a program
  - 1. Proposal to eliminate year round pell
- ii. Cross-over: A payment period that includes June 30 and July 1
  - 1. BBCC has changed their summer start date to July 5 to avoid any cross-over period.

**2. State versus Federal Satisfactory Academic Policy**

- a. There are new changes to federal SAP requirement which differ from state SAP policy.
  - i. Major differences:
    - 1. Maximum timeframe
    - 2. Quantitative Standard
      - a. Term by term evaluation (state) versus annual (federal)
      - b. Pace of progress (federal)

#### 4. Internal Demand for the Services (College)

4.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact internal demand for the program’s services? These may include those relating to student persistence, student achievement, accountability, Higher Education Coordinating Board, etc. Yes No

If yes, identify and describe the expected impacts.

**1. State Need Grant:**

- a. May see a reduction in funds that will directly impact students’ ability to afford higher education. The alternative will be that the student will replace their grant with loans which will produce obvious debt in the future for students.

**2. State Work Study:**

- a. May see a reduction in funds that will directly impact students’ ability to afford higher education. A possible alternative would be the student will replace their grant with loans which will produce obvious debt in the future for students.
- b. Elimination of service to non-resident students
- c. Significant increase to employer match rates
  - i. Employers may choose not to participate in this program

**3. State versus Federal Satisfactory Academic Policy (SAP)**

- a. There are new changes to federal SAP requirement which differ from state SAP policy.
  - i. **Major differences:**
    - 1. Maximum timeframe
    - 2. Quantitative Standard
      - a. Term by term evaluation (state) versus annual (federal)
      - b. Pace of progress (federal)

#### 5. Quality of Program Support

5.a. What are the qualifications of the program staff?

	Name	Job Title	Terminal Degree, Granting Institution	Years Experience
<b>Classified</b>	Debbie Simpson	Office Assistant 3	N/A	2
<b>Classified</b>	Jonie Walker	Program Assistant	N/A	5
<b>Classified</b>	Rita Jordan	Program Specialist 2	Associates Degree, Wenatchee Valley CC	28
<b>Exempt</b>	Rita Delgado	Financial Aid Advisor	Bachelor’s Degree, University of Washington	6
<b>Administrative</b>	Andre Guzman	Director of Financial Aid	Master’s Degree, Indiana University	3

5.b. **Is available technology adequate to serve this program?** Yes X No\_ If not, what is needed? What types of applications would enhance your service to stakeholders?

5.c. **Are the program’s facilities adequate to serve this program?** Yes X No If not, what is needed?

5.d. **Does the program have unmet equipment needs?** Yes\_\_\_ No X If not, what equipment is needed?

Description of what is needed	Role of the needed item in fulfilling program mission	Approximate cost*

## 6. Program Outcomes and Assessment

### 6. a. What are the expected outcomes for the program?

1. Comply with federal and state regulations and policy.
2. Offer and provide financial assistance to students who are seeking a certificate or degree.
3. Promoting and maintaining integrity, accuracy, and timeliness in delivery of services
4. Increase awareness of financial aid options
5. High quality, professional customer service to all students
6. Students understand and use financial aid services

### 6.b. How do you review and evaluate your department’s annual performance?

1. We do not have anything in place to review or evaluate our annual performance within our own department at this time.
2. Big Bend CC provides surveys or reviews via the CCSSE, spring enrollment survey, and SENSE.

### 6.c. Please list the program’s primary performance goals and measures and are they aligned with the College’s goals and strategic plan? N/A

### 6.d. What changes were made based on the assessment of performance?

1. We have started to make changes to our Financial Aid website to allow students easier navigation and access to information.

2. We have implemented a Financial Aid Portal which allows students to:
  - a. View their awards real time
  - b. Personal messages from the financial aid office personnel or department
  - c. View documents and/or information the FA office may need from the student.

**6.e. Identify any action plans that your department has to better meet the needs of students, improve services, become more assessable and/or improve overall efficiency.**

1. Continue to work and improve our financial aid website.
2. Provide access to information with transparency
3. Continue to improve customer service

## Opportunity Analysis

**7.a. What opportunities exist for this program?**

1. Cross-training
2. Improve financial aid website
3. Use of modern communications
4. Improve access to financial aid information

**7.b. Provide an update, if applicable, regarding the relationships, partnerships and collaborations that the program has cultivated over the past two years that benefit the institution and/or assist in fulfilling the college's mission and values?**

1. In the last 3 yrs we have created a working group that consists of WorkSource, SkillSource, OIC and other BBCC programs within our college to collaborate on how we can better serve our prospective/current students. Areas covered are financial resources and updated information/services on each entity involved.

## About Program Reviews

**Briefly describe the process your program used to complete the template and who was involved.** Data collection was produced by all members of our staff, Student Support Services, BBCC Institutional Research, Dept of Education and financial aid databases.

**Please provide any comments on how any aspect of this study could be improved. N/A**

**Program Dean/Director/Coordinator:** Andre Guzman 4-14-11  
 Name Date

**Vice-President/Assoc. Vice-President:** \_\_\_\_\_  
 Name Date

## **Appendix A**

### **Andre Guzman Financial Aid Director**

1. Monitor and supervise all financial aid processes for awarding loans, grants, student employment, scholarships, institutional grants, and all other outside funding
2. Monitor the financial aid office budget including personnel needs, and departmental operating expenses
3. Monitors student academic progress (SAP)
4. Reconciles with Department of Education
5. Oversees all administrative functions of the FAO by supervising and evaluating all full-time and work-study student
6. Interprets and applies federal/state laws and regulation relating to the delivery of student financial assistance
7. Calculate refunds and repayments for students who withdraw from school
8. Determines daycare eligibility
9. Maintains financial aid data to assure timely and accurate submission of required federal, state reports
10. Mentor in the MAPA mentoring program and member of the Educate Latino Ed Fair Committee
11. Outreach
12. Chair of the Financial Aid Council
13. "ALL OTHER DUTIES AS ASSIGNED"

### **Rita Delgado Financial Aid Advisor**

14. Financial Aid Applications
  - a. Manage, review, and process all financial aid applications.
  - b. Award students who qualify federal, state, and institutional aid
  - c. Monitor and adjust student budgets accordingly.
  - d. Resolve issues related to awarding such a NSLDS flags.
  - e. Review and process Eligibility Revision Forms (Change of Circumstance Forms).
  - f. Follow federal, state, and institutional regulations.
  - g. Create and process consortium agreements with other schools.
15. Satisfactory Academic Progress
  - a. Review and ensure students meet satisfactory academic progress policy standards.
  - b. Review, evaluate, approve, or deny SAP appeals.
16. Outside Scholarships
  - a. Record, post, and maintain all outside scholarships.
  - b. Adjust scholarship awards and other awards accordingly to make sure student is not over budget.
17. Outreach
  - a. Assist students with filling out the FAFSA application.
  - b. Present to high schools, groups on campus
  - c. Coordinate annual College Goal Sunday event.
  - d. Planning committee member of the Educate Latino Education Fair on Campus.
  - e. M.A.P.A. mentor to students.
18. Worker Retraining
  - a. Promote the Worker Retraining Program.
  - b. Record, review and process all WRT applications.
  - c. Award and balance WRT funds.

19. Loans
  - a. Download alternative loans and post to student accounts.
  - b. Inform students on their eligibility.
  - c. Adjust accordingly to keep within budget.
20. Other
  - a. Review and complete student verification forms for different income based housing.
  - b. Assists students daily in person, on the phone, or via email regarding their status, issues or concerns regarding financial aid.
  - c. Make appointments both for financial aid and counseling.
  - d. Verify admissions waivers.

**Rita Jordan**  
**Program Specialist 2**

1. Process all Stafford loans
  - a. Determine eligibility.
  - b. Submit to COD via EDE.
  - c. Receive authorization from COD. Activate disbursement in EDE. Submit to COD.
2. Certify veterans
  - a. Verify credits enrolled for meet degree requirements.
  - b. Check enrollment EVERY 30 days.
3. Opportunity Grant
  - a. Verify eligibility and enter award on screen.
4. EDE software
  - a. Receive all ISIR's.
  - b. Print all ISIR's selected for verification and Invalid ISIR's.
  - c. Send notification to students with invalid ISIR informing them of required corrections.
  - d. Reconcile loans on a monthly basis.
5. Foundation Scholarships
  - a. Prepare all applications for printing.
  - b. Disburse copies to all schools in the BBCC service district.
  - c. Compile database from completed applications received.
  - d. Award scholarships for the next academic year.
  - e. Send billing to Foundation Office and Business Office each quarter.
6. Gear-Up
  - a. Submit the billing quarterly.
7. Perkins Loans
  - a. Process and mail all exit materials for students who do not return each quarter.
8. Website
  - a. Maintain material on the Financial Aid website. Make necessary additions/corrections/deletions.
9. GED
  - a. Alternate examiner. Give Margie a break and help with tests by checking materials in and out.
10. DVR
  - a. Complete required DVR analysis on the HECB website.

11. Outside Agency Funding
  - a. Enter on the track screen. Adjust the budget on the financial screen. Make sure there is no over-award situation.
12. Receptionist
  - a. Answer phones, greet public, schedule appointments for counselors and check them in upon arrival.
13. Financial aid advising.
  - a. Suggest options for additional funding.
  - b. Revise awards to accommodate/meet student requests and still keep within financial aid guidelines.
14. Training
  - a. Answer questions and train financial aid staff and counselors regarding computer software issues to the limit of my knowledge.

**Jonie Walker  
Program Assistant**

1. Student Employment:
  - a. Prepare employer contracts, coordinate job placements for fall, winter, spring and summer; balance funding for State Work Study On-campus and Off-Campus Employment Programs and Federal Work Study Program;
  - b. Check eligibility and post awards for hired students; check program and BBCC student employment 9-page application packets, run retirement eligibility determinations, background checks and track time sheets on spreadsheet and balance to reports.
2. Financial Aid:
  - a. Assist answering phone, helping students and directing the public where to find resources.
  - b. Assist in making & checking in appointments for director and financial aid advisor on MS Outlook calendar.
3. WorkFirst
  - a. Post fees payments for GED, CBIS,
  - b. Verify employment for program participants.
4. Tutors:
  - a. Distribute and intake tutor recommendation forms for employment.
5. Counseling:
  - a. Assist Counseling Office & DSS with making and checking in counseling appointments on MS Outlook calendar.

**Debbie Simpson  
Office Assistant 3**

1. Customer Service
  - a. Students/public
  - b. Answer Phones
  - c. Schedule and Check-In Appointments for Counseling & Financial Aid
  - d. Direct to Correct Resources and/or Department depending on need(s)
  - e. Provide new students with packets
  - f. Provide students with information regarding the process and procedures of Financial Aid
2. Tracking
  - a. Data Sheets
  - b. Verification Worksheet
  - c. Student and Parent Income Taxes (copy and verify for accuracy)



- d. Admissions from SMS
  - e. ISIR's
  - f. SAP's
  - g. Dual Admission Tracking in SMS
  - h. Provide Student Support Services with Financial Data
  - i. Adjust student screens according to enrolled credits
3. Work Study
- a. Maintain student applications/Requests
  - b. Assign Tutors
  - c. Work with work study student
4. Filing
- a. Student information
  - b. Check files for completeness
  - c. Pull files and route to correct processor
  - d. File Labels
  - e. Archiving
5. Office Supplies
- a. Order supplies needed for Financial Aid and Counseling
  - b. Forms needed from Word Services
  - c. Forms/Worksheet from FAFSA Publications
6. Mailing
- a. Handling of return mail
  - b. Assist in mailing out missing information notification
7. Updating
- a. Update forms as needed used by FA – data sheets, verification worksheets, SAP Petitions

# Appendix D





**Big Bend Community College**

**Program/Service Review and Analysis 2010-2011**

**Student Services**

Program Name: GED Testing Services

Administrator: Margie Lane

**1. Mission**

1.a. What is the current mission of the program?

Provide GED testing services to BBCC service district, thus giving candidates the opportunity to continue their education, qualify for financial aid, and improve job opportunities. This is a “second chance” for our diverse population. Help meet mission of BBCC.

**2. Size and Scope of the Program**

2.a. Please provide a brief description of each service your program provides, its primary users/stakeholders and the nature of demand.

Description of Student Service	Primary Users/ Stakeholders	Demand:	
		Internal	External
GED testing & scoring	Service district residents	Demand: a. # people served/unit time (e.g., 10/day) b. Increasing/Stable/Decreasing c. % International, Running Start 2009 = 643 unduplicated testers. 2010 = 720 unduplicated testers.	
(Note: Many candidates are seen Numerous times = approx 1356	ABE/GED WorkFirst	Approx 35%, steady	
Contacts in 2010).	Job Corps		Approx 20%, fluctuates
	SkillSource O.I.C.		Approx 20%, steady
	HEP Grant Community		Approx 20%, steady Approx 5%, steady

2.b. How many positions were assigned to the program for the past 2 years? Put N/A (not applicable) if no positions were assigned.

Position Type	2007 - 2008			FTE	2008-2009			FTE
	Headcount				Headcount			
	FT	PT	Total		FT	PT	Total	
<b>Classified</b>	1		1	0.95	1		1	
<b>Hourly</b>								
<b>Exempt</b>								
<b>Administrative</b>								
<b>Other</b>								
<b>Total</b>	1		1	0.95	1		1	

(5% misc. duties & back-up)

2.c. What are the functions associated with each of the positions assigned to the program?

Position Title	FTEF	Functions
Program Specialist II/Chief Examiner	0.93	All functions related to GED testing
	0.07	Admissions
Examiners (Rita Jordan, Candy Lacher, MariAnne Zavala-Lopez)		Provide back-up testing services in absence of Chief Examiner

2.d. How does the size and scope compare with similar programs at peer institutions?

2009 = #14 out of 59 testing agencies in WA state. Examples of peer groups:

Bates Tech	600	Skagit Valley	694
Centralia	603	Grays Harbor	628

### 3. External Demand for the Program

3.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact external demand for the program's services? These may include those relating to student persistence, student achievement, Department of Education, accreditation, accountability, sustainability, etc. Yes  No

If yes, identify and describe the expected impacts.

No new current proposals, however:

- New HEP grant – could increase in demand for Spanish version tests
- WASL at the high schools

### 4. Internal Demand for the Services (College)

4.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact internal demand for the program's services? These may include those relating to student persistence, student achievement, accountability, Higher Education Coordinating Board, etc. Yes  No

If yes, identify and describe the expected impacts.

No new internal demands noted.

### 5. Quality of Program Support

5.a. What are the qualifications of the program staff?

	Name	Job Title	Terminal Degree, Granting Institution	Years Experience
<b>Classified</b>	Margie Lane	Program Specialist II/Chief Examiner	BS WSU	22
<b>Exempt</b>				
<b>Administrati</b>				

5.b. Is available technology adequate to serve this program? Yes  No  If not, what is needed? What types of applications would enhance your service to stakeholders?

In the future: room with computers for computer-based testing.

5.c. Are the program's facilities adequate to serve this program? Yes  No  If not, what is needed?

A consistent room to test would improve general scheduling and better scheduling for accommodated students.

5.d. Does the program have unmet equipment needs? Yes\_\_\_ No\_X\_

Could use consistent testing room.

Description of what is needed	Role of the needed item in fulfilling program mission	Approximate cost*
Future - Classroom with computers	Provide computer-based testing	None, possibly use 1802?

## 6. Program Outcomes and Assessment

6.a. What are the expected outcomes of the program?

Increase access to financial aid and student enrollment; more employment opportunities for students.

6.b. How do you review and evaluate your department's annual performance?

- Position performance evaluation
- Compare number tested year-to-year
- Verbal feedback from students, teachers, agencies

6.c. Please list the program's primary performance goals and measures and are they aligned with the College's goals and strategic plan?

Provide GED testing services to BBCC service district (E-2); help students achieve goals (E-4); maintain partnerships with agencies (E-3). Yes, this service aligns with the college's strategic plan of providing educational opportunities to our diverse population, including those with disabilities.

6.d. What changes were made based on the assessment of performance?

- Increased the number of test dates to accommodate HEP Grant students.

6.e. Identify any action plans that your department has to better meet the needs of students, improve services, become more assessable and/or improve overall efficiency.

- Continue to improve visibility to public (re: testing services and the opportunities it provides);
- Learn a little more Spanish;
- Campaign for consistent classroom.



## Opportunity Analysis

7.a. What opportunities exist for this program?

- Help identify potential testers/students needing accommodations.
- Collaborate with Lora Allen to provide needed accommodations for students with disabilities.
- Promote BBCC programs to all GED candidates and opening opportunities to qualify for financial aid for GED recipients.

7.b. Provide an update, if applicable, regarding the relationships, partnerships and collaborations that the program has cultivated over the past two years that benefit the institution and/or assist in fulfilling the college's mission and values?

- HEP Grant
- Continue involvement with outside agencies/GED classes/SkillSource/O.I.C./Jail & Work Release facility, and Camp Outlook
- Presentations & teacher in-services
- Good relationship with Disabled Student liaison on campus

## About Program Reviews

**Briefly describe the process your program used to complete the template and who was involved.**

- Referred to annual GED snapshot (2009)
- AEGIS quarterly statistics report for 2010
- Test administration logs

**Please provide any comments on how any aspect of this study could be improved.**

**Program Dean/Director/Coordinator:** \_\_\_\_\_

Name

\_\_\_\_\_

Date

**Vice-President:** \_\_\_\_\_

Name

\_\_\_\_\_

Date



# **Appendix E**





**Big Bend Community College**

**Program/Service Review and Analysis 2009-2010**

**Student Services**

Program Name: Student Activities

Administrator: Kim Jackson

**1. Mission**

1.a. What is the current mission of the program?

Big Bend Community College strives to provide a well-balanced program of extra-curricular activities for all students. This is in keeping with the belief that participation in college activities contributes to the development of a well-rounded personality and to the growth of leadership ability. These activities help to promote school spirit, to furnish outlets for special interests and talents of students, and to enhance their cultural development.

**2. Size and Scope of the Program**

2.a. Please provide a brief description of each service your program provides, its primary users/stakeholders and the nature of demand.

Description of Student Service	Primary Users/ Stakeholders	Demand:	
		Internal	External
New Student Orientation	New Students	Approx. 356 new students for year, Increasing	
Student Activities – sponsored by ASB	Current Students/family members & friends	Approx. 4100+ attendance with ASB activities, Increasing	Approx. 125 are family members(open venue for athletic games)
Advisor of ASB Executive Officers &	Current Students	13 students fall, winter,	

Programmers	taking 10 credits, 2.0 min. GPA	spring quarters, Stable	
Graduation	Students/family members & friends, Admin., staff & faculty	Approx. 300 students, faculty, staff and administration, Increasing	Approx. 1800 family and friends, Increasing
Wallenstien Theater Reservations	Community members/music instructor/College Bound	40 times reserved by staff, Stable	94 times reserved by community, Stable
Motor Pool Scheduling	Instructors, coaches, admin.	Varies with program/class/sport. Stable	
Child Care Allocations	Current students	30 students, Stable	
Game Room Activities	Students	Approx. 20+ students daily, Increasing	1-2 students daily, Stable

2.b. How many positions were assigned to the program for the past 2 years? Put N/A (not applicable) if no positions were assigned.

Position Type	2008 - 2009				2009-2010			
	Headcount			FTE	Headcount			FTE
	FT	PT	Total		FT	PT	Total	
Classified	1		1	100%	1		1	100%
Hourly								
Exempt	1		1	100%	1		1	100%
Administrative								
Other								
<b>Total</b>	2		2		2		2	

2.c. What are the functions associated with each of the positions assigned to the program?

Position Title	FTEF	Functions
Director of Student Programs	100 %	Train and advise Executive Officers of ASB; Co-ordinate, oversee student led campus activities; coordinate half-time entertainment/activities for Volleyball and Basketball games; Oversee motor pool reservations; Coordinate and oversee

		Graduation; Coordinate and oversee three New Student Orientations; Responsible for annual student awards program; Oversee child care allocations; Oversee student led campus clubs and programs; Facilitate annual ASB leadership retreat/training; Oversee game room activities; Repair pool tables and fooseball table; Committee member of Winter Serenade event; Chairperson for S&A Budget Committee; Chairperson for Student Disciplinary Committee; Cabinet member; Coordinate and oversee ASB fundraising projects; Monitor ASB and club financial accounts
Program Assistant for Student Activities	100 %	Office support to Director of Student Programs

2.d. How does the size and scope compare with similar programs at peer institutions?

Big Bend Community College’s student programs are a lot smaller than the majority of community colleges in the state. Our enrollment is smaller than our closest college, Wenatchee Valley College. Our enrollment can be compared to Gray’s Harbor CC.

### 3. External Demand for the Program

3.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact external demand for the program’s services? These may include those relating to student persistence, student achievement, Department of Education, accreditation, accountability, sustainability, etc. Yes **No**

If yes, identify and describe the expected impacts.

### 4. Internal Demand for the Services (College)

4.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact internal demand for the program's services? These may include those relating to student persistence, student achievement, accountability, Higher Education Coordinating Board, etc. Yes  No

If yes, identify and describe the expected impacts.

## 5. Quality of Program Support

5.a. What are the qualifications of the program staff?

	Name	Job Title	Terminal Degree, Granting Institution	Years Experience
<b>Classified</b>	Karen Olson Girone	Program Assistant	AA, CC of Spokane	12
<b>Exempt</b>	Kim B Jackson	Director of Student Programs	Med Heritage University	10
<b>Administrative</b>				

5.b. Is available technology adequate to serve this program? Yes  No  If not, what is needed? What types of applications would enhance your service to stakeholders?

5.c. Are the program's facilities adequate to serve this program? Yes  No  If not, what is needed?

For many years, there has been a need for a club work/mail/meeting room. There is a new conference room available behind the College Bound Offices, which will help with the meeting aspect for clubs. Other campuses are able to provide a work area and a place to leave correspondence for other club officers. This would help with clubs feeling part of the overall picture and being able to blend their skills with different events/projects by intermingling with one another in this type of an atmosphere.

5.d. Does the program have unmet equipment needs? Yes  No  If not, what equipment is needed?

Description of what is needed	Role of the needed item in fulfilling program mission	Approximate cost*
A golf-cart type vehicle	ASB has to make many trips back and forth from their storage areas in the 1400 bldg to both the 1800 bldg and the gym for different events. This would help	



	make ASB more efficient. It would also be an excellent recruiting tool, helping ASB give better campus tours during the school year with the aid of this vehicle.	

## 6. Program Outcomes and Assessment

6.a. What are the expected outcomes of the program?

That ASB is able to promote events that will involve a variety of students on campus. The more participation in different activities and clubs on campus, the better our retention rates will become.

---

6.b. How do you review and evaluate your department's annual performance?

ASB evaluates their activities annually by reviewing past ASB Officer and Programmer event evaluations as well as reviewing the annual student survey, which is tied in with ASB online elections. ASB also tracks attendance at almost all of their events.

I evaluate Karen Olson Girone's performance in an annual performance review. I in turn receive an annual performance review by my superior Candy Lacher.

6.c. Please list the program's primary performance goals and measures and are they aligned with the College's goals and strategic plan?

ASB has tried to hold events that will pertain to at least some campus group's interest, whether it's through food, athletic events, entertainment or guest speakers. Through surveys and feedback, we have found that family involvement is important to many students, therefore we try to offer several events throughout the school year to reach out to family members.

Before ASB plans activities for the year, they read and discuss both the college and program mission statement, brainstorm activities that might connect with these goals, then discuss how certain events might reach certain individuals/groups on campus, while keeping cost, location and event times in mind.

6.d. What changes were made based on the assessment of performance?

While allowing freedom of speech on our campus, we have steered away from questionable comedians and performances as such. We have found that students may sometimes bring their children to an event, therefore we try to be sensitive in that area.

6.e. Identify any action plans that your department has to better meet the needs of students, improve services, become more assessable and/or improve overall efficiency.

ASB is always open to new suggestions from the students. They want to represent the students' interests as best they can and within their means and the college's guidelines.

## 7. Program Revenues and Costs

7.a. Does the program have any operations that generate revenue? Provide estimates for the following: N/A

ASB tries to keep events free of charge, unless it is a food event, a dance or a pool tournament.

Program Revenues	2008-2009	2009-2010
Fees (testing, workshops)		
Contracts & Grants		
Student Per Credit Fees		
Other	Dances: \$5 per person, Lunchfests \$3, Spring Fling and Back to School BBQ \$5, Pool Tourney \$5 per person	Dances: \$5 per person, Lunchfests \$3, Spring Fling and Back to School BBQ \$5, Pool Tourney \$5 per person
Total		

7.b. What were the costs of the program (actual expenditures) for the last three years?

Program Expenditures	2007-2008			2008-2009			2009-2010		
	Budget	Expense	Difference	Budget	Expense	Difference	Budget	Expense	Difference
Salaries (A)	82,093	82,093	-	84,830	84,830	-	85,260	85,260	-
Benefits (B)	29,489	29,489	-	27,131	27,131	-	30,683	30,683	-
Goods & Services (E)									
Travel (G)									
Equipment (J)									
Professional Development									

<b>Other</b>									
<b>Total</b>	111,582	111,582		111,961	111,961		115,943	115,943	

<b>Expenses</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>State Funds</b>	102,187	102,711	106,084
<b>Local Funds</b>	9,395	9,250	9,850
<b>Grant Funds</b>			
<b>TOTAL (must equal 7b total)</b>	111,582	111,961	115,943

7.d. List and describe expenditures the program made on professional development for staff, including part-time hourly and administrative/exempt employees.

I attend quarterly in-state Council of Unions and Student Programs meetings, which holds regular professional development training. I also attend training workshops as well as facilitate a workshop at the annual National Association of Campus Activities event.

7.e. To what can any significant program over (more than 10% off of budget) - or - under expenditures be attributed?

## Opportunity Analysis

8.a. What opportunities exist for this program?

Cultivate more student participation and retention through ASB promoted events and activities. Recruit more students to become leaders and mentors during their stay on campus.

8.b. Provide an update, if applicable, regarding the relationships, partnerships and collaborations that the program has cultivated over the past two years that benefit the institution and/or assist in fulfilling the college's mission and values?

ASB has involved local businesses such as LakeBowl, Dog and Car Wash, Dominos Pizza, Papa John's Pizza and Weinstein Beverage in donations for different events. LakeBowl has donated free bowling passes for ASB's annual dorm welcome bag project. Other businesses have donated their products as prizes for contests.

---

### About Program Reviews

---

**Briefly describe the process your program used to complete the template and who was involved.**

Event Evaluation attendance numbers  
Child Care annual reports  
Facilities monthly reports  
Lora Allen/Candy Lacher  
Kat Starr/financial report

---

**Please provide any comments on how any aspect of this study could be improved.**

Question 2 a could be simplified – not request % of international and running start students

---

**Program Dean/Director/Coordinator:** \_\_\_\_\_  
Name Date

**Vice-President:** \_\_\_\_\_  
Name Date

# Appendix F





**Big Bend Community College**

**Program/Service Review and Analysis 2010-2011**

**Student Services**

Program Name: Trio Student Support Services

Administrator: Jerry Workman

**1. Mission**

1.a. What is the current mission of the program?

To improve the retention and graduation rates for first generation, low-income and or students who have a documented disability

**2. Size and Scope of the Program**

2.a. Please provide a brief description of each service your program provides, its primary users/stakeholders and the nature of demand.

Description of Student Service	Primary Users/ Stakeholders	Demand:	
		Internal	External
Career/Academic Planning Program Plan	Students	All students Stable	
Book/Lap-top loans		All students Increasing	
Visits to four year campuses		40+ students Stable	
Fin.Aid information, Financial Lit. information, scholarship info		All students Increasing	
Cultural Activities		Open to all students Stable	
Club/Mentoring Activities		Open to all students Increasing	
Tutoring		Open to all students Increasing	
Transfer Info/Assistance Graduation Assmt(credit check)		Open to all students Increasing	

2.b. How many positions were assigned to the program for the past 2 years? Put N/A (not applicable) if no positions were assigned.

	2009 - 2010				2010-2011			
Position Type	Headcount			FTE	Headcount			FTE
	FT	PT	Total		FT	PT	Total	
<b>Classified</b>	Prog.Asst.		1		Prog.Asst		1	
<b>Hourly</b>								
<b>Exempt</b>								
<b>Administrative</b>	Director		1		Director		1	
<b>Other</b>	Academic Advisor		2		Academic Advisor		2	
<b>Total</b>			4				4	



2.c. What are the functions associated with each of the positions assigned to the program?

Position Title	FTEF	Functions
<b>Director</b>		<p>Designing/implementing a plan for SSS project within the US Dept. of Education grant application guidelines and BBCC policies and implement coordinate and manage the project which will service 190 students.</p> <p>Responsible for hiring, training staff, and evaluation of all staff and supporting staff.</p> <p>Make referrals to appropriate persons/departments on campus and community.</p> <p><u>Design and implement</u> the Trio-SSS Services Policy and Procedures Manual that outline program services such as:</p> <p>Individual and group tutoring, academic/transfer planning, financial aid/scholarship information, campus visits to four year universities, book-loans and lap-top loans services, cultural events, Trio-Viking Seminars and the Students Individual Program Plan.</p> <p>Ensure compliance with the US Dept. of Education, manage the program budget of \$290,466 per year or 1.4 mil over the life of the five year grant.</p> <p>Responsible for developing the system(s) to collect and evaluate program performance goals and objectives and submitting the annual performance report to the Dept of Education.</p> <p>Be responsible for writing and submitting the Trio Grant.</p>
<b>Academic Advisor(s) TWO</b>		<p>Implement under the supervision of the Director the following Trio services :</p> <p>Individual/Group tutoring</p> <p>Academic/Career Planning</p> <p>Fin. Aid/Scholarship Information</p> <p>Visits to Four Year Universities</p> <p>Book/Lap-top Loan Services</p>

	<p>Cultural Activities</p> <p>Mentoring/SSS Club Activities</p> <p>Trio Viking Seminars</p> <p>Student Academic Plans /review twice per year</p> <p>SSS Newsletter</p> <p>Keep/record accurate contact information onto the Student Access system used for our Annual Performance Report to the Dept. of Ed</p>
<p><b>Program Asst.</b></p>	<p>Collect and maintain students, financial, personnel and compliance records of the project.</p> <p>Maintain and duplicate copies of all project expenditures and personnel time records (tutors) for balance sheets comparison (monthly) from the Business Office.</p> <p>Type reports, maintain student records, including eligibility and need for project services.</p> <p>Record all services received by students into Student Access system.</p> <p>Prepare all student information for intakes: Placement Scores, LASSI results and Transcripts and any other student information needed.</p> <p>Work with Director on gathering information for verification on Program Goals and Objectives Retention rates, Academic Success, Graduation rate for the Annual Performance Report also all evaluation reports on <u>program services</u> from students and staff.</p> <p>Organize all appointments for Director, and Academic Advisors, and program events. Keep students and campus staff apprised of Trio events and calendar when needed.</p>

2.d. How does the size and scope compare with similar programs at peer institutions?

Trio SSS at BBCC compares with most Trio Programs at the community college level in size and scope.

Our program was recognized by the U.S.Dept.of Education (with a site visit) as a program model-**BEST PRACTICES**- for Trio -SSS Programs at the community college level.

We were awarded all of **Prior Experience Points** in our last Grant Writing cycle. We scored a 97 out of possible 100 pts on our grant, plus 30 pts. for **PEP** out of a possible 30 so our total score: **127** pts. out of a possible **130** pts.= New Five Year Grant \$290,466.

Our **Retention and Graduation** rates rank among the highest at the community college level in the state of Washington.

### 3. External Demand for the Program

3.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact external demand for the program's services? These may include those relating to student persistence, student achievement, Department of Education, accreditation, accountability, sustainability, etc. **Yes No**

If yes, identify and describe the expected impacts.

Our Trio budget is flat funded ...so what I get at the present time is what I'll get for program operations, salaries and benefits for the next five years. There is a present rumor that all Trio funding will be asked to cut 2.6% of our present funding.

### 4. Internal Demand for the Services (College)

4.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact internal demand for the program's services? These may include those relating to student persistence, student achievement, accountability, Higher Education Coordinating Board, etc. **Yes No**

If yes, identify and describe the expected impacts.

There is a strong possibility that the Fed's may cut 2.6% of our present budget...doesn't sound like much...but it will be a huge cut on a program that is already underfunded at the present time. Probably would cut one academic advisor, visits to four year university, any update/or replacements of computers, laptop and books for our book loan services.

### 5. Quality of Program Support

5.a. What are the qualifications of the program staff?

	<b>Name</b>	<b>Job Title</b>	<b>Terminal Degree, Granting Institution</b>	<b>Years Experience</b>
<b>Classified</b>	Cheryl Brischle	Program Asst.	Assoc. in Applied Sci.	13 at BBCC
			Office Info. Tech.	
<b>Administrative</b>	Jerry Workman	Director	BA Education-WWU Master's Counseling Seattle Pacific U Voc. Certification Eastern Wa./WSU Sp.Education Cert. Portland State U	
<b>Exempt</b>	Custodio Valencia	Academic Advisor	Master's Degree School Counseling Wa. State University	

	Tennille Kimball	Academic Advisor	Master's Degree School Counseling Heritage University	
--	------------------	------------------	---	--

5.b. Is available technology adequate to serve this program? Yes  No  If not, what is needed? What types of applications would enhance your service to stakeholders?

5.c. Are the program's facilities adequate to serve this program? Yes  No  If not, what is needed?

We do fine with what we have...would love to have a larger lab for our students and a larger work area for our program asst. and a setting area for students waiting.

5.d. Does the program have unmet equipment needs? Yes  No  If not, what equipment is needed?

Description of what is needed	Role of the needed item in fulfilling program mission	Approximate cost*
12 –Lap-tops	Check out	15,000
Book Loan Library	Check-out	5,000
Tutoring Services(more \$'s)	Tutoring Service for all students	\$8,000

## 6. Program Outcomes and Assessment

6.a. What are the expected outcomes of the program?

### **Persistence**

**76%** of all participants served by the Trio- SSS project will persist from one academic year to the next.

### **Academic Standing**

**80%** of all participants served by the Trio-SSS project will meet the performance level required to stay in good academic standing.

### **Graduation and Transfer**

**43%** of new participants served each year will graduate with an Associate's Degree or certificate within four years.

**28%** of new participants served each year will transfer with an Associate's Degree.

6.b. How do you review and evaluate your department's annual performance?

**All program services** are evaluated by both students and staff

Year end **graduation and retention** rates are reviewed/tallied (admissions info)

## Academic Performance (**Quarter by Quarter Transcript** review)

All Program Plans are reviewed by staff **twice a year**

Records of attendance at all Viking Seminars/Cultural Event/Campus Visits/Tutoring Sessions/Visits to the lab/lap-top/book loans along with all student individual contacts are recorded in our student recording system called **Student Access**

6.c. Please list the program's primary performance goals and measures and are they aligned with the College's goals and strategic plan?

Same as listed in 6a....our Goals and Objects align nicely with the Goals and Objects for Student Services for students at BBCC

6.d. What changes were made based on the assessment of performance?

SEE answer to question 6.e(all of those items came from the students)

6.e. Identify any action plans that your department has to better meet the needs of students, improve services, become more assessable and/or improve overall efficiency.

Dissemination of information to our students we have updated/completely redone our Trio web-site, started a facebook option, invested more time and opportunities for our students in the Trio-SSS Club.

We have redone all of our application and verification information for admissions into the program...more user friendly

Updated our Lap-Tops/software (plus added 6 new laptops to our check-out library)

Updated our Trio Lab- new Desk-Tops (six new desk-top Thin Clients) will use the OLD desk tops for long term check out (quarter).

## Opportunity Analysis

7.a. What opportunities exist for this program?

The Trio SSS Program was recently awarded a new five year grant worth 1.4 mil or \$290,466 per year to serve 190 students. The new grant award starts in Sept. of 2011

We are presently in the last year of our OLD Trio Grant so it looks like counting this year Trio will be on campus for a least six years.

7.b. Provide an update, if applicable, regarding the relationships, partnerships and collaborations that the program has cultivated over the past two years that benefit the institution and/or assist in fulfilling the college's mission and values?

Trio SSS has established relationships/partnership with the following programs:  
Achieving the Dream, Title V-Student Success Center, Opportunity Grant, Trio-UpWard Bound

## About Program Reviews

**Briefly describe the process your program used to complete the template and who was involved.**

Just reviewed our Grant Award and plugged appropriate information where it was requested.

Trio-Staff

---

**Please provide any comments on how any aspect of this study could be improved.**

---

**Program Dean/Director/Coordinator:** \_\_\_\_\_  
Name Date

**Vice-President/Assoc. Vice-President:** \_\_\_\_\_  
Name Date

# Appendix G







**Big Bend Community College**

**Program/Service Review and Analysis 2010-2011**

**Student Services**

Program Name: **TRiO Upward Bound**

Administrator: **Anita De Leon**

**1. Mission**

1.a. What is the current mission of the program?

**To generate the skills and motivation necessary for participants to complete a rigorous program of secondary education, and enter and succeed in a program of post-secondary education.**

**2. Size and Scope of the Program**

2.a. Please provide a brief description of each service your program provides, its primary users/stakeholders and the nature of demand.

Description of Student Service	Primary Users/ Stakeholders	Demand:	
		Internal	External
Tutoring	UB Students/ Target Schools (TS)	a.Approx. 50 students/day b. Stable c. N/A	
Academic & Personal Advising	UB Students/ Target Schools	a.Approx. 60 students/week b. Increasing c. 10% Running Start	
Monthly enrichment activities	UB Students/ Target Schools	a.Approx. 50 students/month b. Increasing c. 10% Running Start	
College Admission Assistance	UB Students & Parents/TS	a.29 seniors/as needed b. Stable c. 14% Running Start	
Financial aid & Scholarship Assistance	UB Students & Parents/TS	a.29 seniors/as needed b. Increasing c. 14% Running Start	
Residential Summer Program	UB Students /TS	a.55 students/six-weeks b. Increasing	

		c. 5% Running Start	
--	--	---------------------	--

2.b. How many positions were assigned to the program for the past 2 years? Put N/A (not applicable) if no positions were assigned.

Position Type	2009 - 2010			FTE	2010-2011			FTE
	Headcount				Headcount			
	FT	PT	Total		FT	PT	Total	
Classified	1		1		1		1	
Hourly		7	7			8	8	
Exempt	3		3		3		3	
Administrative								
Other		15	15			15	15	
<b>Total</b>			26				27	

2.c. What are the functions associated with each of the positions assigned to the program?

Position Title	FTEF	Functions
Director	1	Responsible for overall administration of program
Academic Coordinator	1	Implement instructional and enrichment components; advising
Academic Advisor	1	Recruitment and advising; oversee on-line learning component
Program Assistant	1	Perform range of administrative support duties
Tutor		Provide learning assistance to students individually & in groups
Summer Instructor		Teach H.S. subjects consistent w/ program goals & objectives
Residence Hall Director		Live in dorms; supervise residential services & 55 students, 8 staff
Residence Hall Coordinator		Assist in managing residence hall; organize recreational activities
Resident Advisor		Supervise 55 students and enforce program rules; tutor
Bus Driver		Safely drive students during school year & summer field trips

2.d. How does the size and scope compare with similar programs at peer institutions?

**The BCC TRiO Upward Bound Program is the oldest in Washington State and has been funded since 1966. Because of this, it has the largest yearly budget of all the Upward Bound programs in the State. We are able to provide our students with comprehensive services and can offer a residential summer program whereas other UB programs have commuter programs and serve fewer students.**

### 3. External Demand for the Program

3.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact external demand for the program's services? These may include those relating to student persistence, student achievement, Department of Education, accreditation, accountability, sustainability, etc.  Yes  No

If yes, identify and describe the expected impacts.

**Standardized Testing Requirements: Students must pass the High School Proficiency Exam (HSPE) or a state-approved alternative in reading and writing in order to be eligible to graduate. End-of-course assessments (EOC) for high school Mathematics are to be implemented statewide by the 2010-11 school year and replacing the Mathematics portion of the HSPE. End-of-course assessments for high school Science are to be implemented statewide by spring 2012 and replacing the Science portion of the HSPE. Schools are having to do more with less and are desperately in need of the support from programs such as Upward Bound, AVID, Gear Up, etc. to assist students in meeting graduation requirements especially concerning math and science.**

### 4. Internal Demand for the Services (College)

4.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact internal demand for the program's services? These may include those relating to student persistence, student achievement, accountability, Higher Education Coordinating Board, etc.  Yes  No

If yes, identify and describe the expected impacts.

**State wide budget cuts; Since monies are often tied to student persistence and retention, Upward Bound can assist by making sure potential BBCC students are prepared to achieve in college by taking rigorous courses in high school and placing in non-remedial courses at BBCC.**

### 5. Quality of Program Support

5.a. What are the qualifications of the program staff?

	Name	Job Title	Terminal Degree, Granting Institution	Years Experience
<b>Classified</b>	Nancy Leach	Program Assistant	High School/MLHS	30+
<b>Exempt</b>	Anita De Leon	Director	MSW-Admin/UW	11.5
	Sue Workman	Academic Coordinator	BA-Social Science/WSU	10.5
	Katya Kozlov	Academic Advisor	BASW/Heritage U	2
<b>Administrative</b>				

5.b. Is available technology adequate to serve this program? Yes  No  If not, what is needed? What types of applications would enhance your service to

stakeholders? **The approval to purchase several Mac Computers to utilize during the summer component in which the program offers a video production and web design course**

5.c. Are the program’s facilities adequate to serve this program? Yes  X  No \_\_\_ If not, what is needed?

5.d. Does the program have unmet equipment needs? Yes \_\_\_ No  x  If not, what equipment is needed?

Description of what is needed	Role of the needed item in fulfilling program mission	Approximate cost*

## 6. Program Outcomes and Assessment

6.a. What are the expected outcomes of the program?

- 1) 80% of UB participants will have achieved at the proficient level on state assessments in reading/language arts and math**
- 2) 75% of the 9-11<sup>th</sup> grade participants served during each school year will continue to participate in the project during the next school year.**
- 3) 75% of all participants will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.**
- 4) 80% of all participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.**

6.c. Please list the program’s primary performance goals and measures and are they aligned with the College’s goals and strategic plan?

6.d. What changes were made based on the assessment of performance?

6.e. Identify any action plans that your department has to better meet the needs of students, improve services, become more assessable and/or improve overall efficiency.

Conduct regular evaluations of services and implement changes to improve services and utilize social media outlets to mainstream communication.

## Opportunity Analysis

7.a. What opportunities exist for this program?

- **Grant expires May 31, 2012, so the program has the opportunity of being refunded for 5 additional years if a successful grant proposal is submitted this fall.**

7.b. Provide an update, if applicable, regarding the relationships, partnerships and collaborations that the program has cultivated over the past two years that benefit the institution and/or assist in fulfilling the college's mission and values?

## About Program Reviews

**Briefly describe the process your program used to complete the template and who was involved.**

Grant and internal documents were used to complete the form by the TRiO Upward Bound Director.

---

**Please provide any comments on how any aspect of this study could be improved.**

---

**Program Dean/Director/Coordinator:** \_\_\_\_\_  
Name Date

**Vice-President/Assoc. Vice-President:** \_\_\_\_\_  
Name Date



# Appendix H







**Big Bend Community College**

**Program/Service Review and Analysis 2010-2011**

**Student Services**

Program Name: WorkFirst

Administrator: Heidi Summers

**1. Mission**

1.a. What is the current mission of the program?

BBC WorkFirst Mission

Building upon the mission of WorkFirst, the program at Big Bend Community College strives to educate WorkFirst parents, in conjunction with community partners, by empowering students to enhance marketable skills and unlock potential for a better future for their family.

**2. Size and Scope of the Program**

2.a. Please provide a brief description of each service your program provides, its primary users/stakeholders and the nature of demand.

Description of Student Service	Primary Users/ Stakeholders	Demand:	
		Internal	External
Assistance with FAFSA and Scholarship applications	WorkFirst Students	a. 10/quarter b. Stable c. 0	
Career planning	WorkFirst Students	a. 20/month b. Stable c. 0	
Barrier mitigation and referrals to community agencies	WorkFirst Students	a. 10/month b. Stable c. 0	

New student orientation	WorkFirst Students	a. 4/week b. Seasonal fluctuation c. 0	

2.b. How many positions were assigned to the program for the past 2 years? Put N/A (not applicable) if no positions were assigned.

Position Type	2009 - 2010				2010-2011			
	Headcount			FTE	Headcount			FTE
	FT	PT	Total		FT	PT	Total	
<b>Classified</b>	4		4	4	4		4	4
<b>Hourly</b>		3	3	1.5		3	3	1.5
<b>Exempt</b>	2		2	2	4		4	4
<b>Administrative</b>								
<b>Other*</b>		2	2	1				
<b>Total</b>	6	5	11	8.5	7	3	10	9.5

\*Adjunct Faculty teaching ABE/GED

2.c. What are the functions associated with each of the positions assigned to the program?

Position Title	FTEF	Functions
Director	1	Program administration and supervision of staff
Training Coordinator	1	Teach Life Skills and gather industry research
Job Skills Training Specialist	1	Teach Job Skills Training
Office Assistant 3	1	Provide clerical support for Director and Program
Program Assistant	1	Provide wrap-around support services for students
Program Coordinator	1	Provide wrap-around support services for students
GED Instructor	1	Teach ABE/GED classes
Instruction and Classroom Support Technician 1	1	Assist students in ABE/GED classes, prepare materials for classes
Life Skills Trainers (2)	1	Teach Life Skills
Classroom Assistant	.5	Assist teachers in GED and computer lab

2.d. How does the size and scope compare with similar programs at peer institutions?

The WorkFirst program at BigBend employs more staff than most programs at peer institutions. The number of students served is comparable to most programs. We serve a higher need student population than most peer institutions. We have more staff because it takes more staff to teach and support basic skills students than it does to provide wrap-around support services for students in vocational programs.

### 3. External Demand for the Program

3.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact external demand for the program's services? These may include those relating to student persistence, student achievement, Department of Education, accreditation, accountability, sustainability, etc.  Yes  No

If yes, identify and describe the expected impacts.

The funding for TANF recipients, programs, and services is millions of dollars short of what is needed to maintain the same level of service. The most significant change took effect February 1, 2011, in which families who have been receiving TANF for 60 months or more have exhausted their time to receive cash assistance. When this change was implemented the program lost six students. The state is also attempting to close the deficit gap by reducing the TANF grants to families by 15%, no longer providing vision and dental coverage to those 21 and older, and limiting spaces for state-sponsored childcare. Impending changes to state also include counting SSI payments toward eligibility for TANF and elimination of state food stamp supplements for those who don't qualify for federal food stamps because they have been in the US less than five years.

### 4. Internal Demand for the Services (College)

4.a. Are there any current or proposed local, state or federal laws/mandates or new policies that may impact internal demand for the program's services? These may include those relating to student persistence, student achievement, accountability, Higher Education Coordinating Board, etc.  Yes  No

If yes, identify and describe the expected impacts.

As a result of the WorkFirst policy changes and the state level, we expect to serve fewer students in 2011-12 than in previous academic years. There will be an increased expectation of student achievement and we know that state wide 58% of WorkFirst students enter and exit without earning any momentum points. There will be an increased emphasis on basic skills gains, transition to college and tipping point completion.

### 5. Quality of Program Support

5.a. What are the qualifications of the program staff?

	<b>Name</b>	<b>Job Title</b>	<b>Terminal Degree, Granting Institution</b>	<b>Years Experience</b>
<b>Classified</b>	Darci Alamos	OA3	Certificate of Achievement, BBCC	5
<b>Classified</b>	Ana Bolivar	Program Coordinator	AS, BBCC	6
<b>Classified</b>	Taisa Timofeyev	Program Assistant		10
<b>Classified</b>	Luis Alvarez	Instruction and Classroom Support Technician 1	BA, WSU	<1
<b>Exempt</b>	Andrea Elliott	GED Instructor	BA, Puget Sound Univ.	2.5
<b>Exempt</b>	Tyler Christensen	Training Coordinator	MA, CWU	5
<b>Administrative</b>	Heidi Summers	Director	MAEd, Virginia Tech	6.5

5.b. Is available technology adequate to serve this program? Yes X No \_\_\_ If not, what is needed? What types of applications would enhance your service to stakeholders?

5.c. Are the program's facilities adequate to serve this program? Yes X No \_\_\_ If not, what is needed?

Although, closer location to the main campus would be helpful.

5.d. Does the program have unmet equipment needs? Yes \_\_\_ No X If not, what equipment is needed?

<b>Description of what is needed</b>	<b>Role of the needed item in fulfilling program mission</b>	<b>Approximate cost*</b>

## 6. Program Outcomes and Assessment

6.a. What are the expected outcomes of the program?

GED attainment, tipping point completion and employment.

---

6.b. How do you review and evaluate your department's annual performance?

Number of GEDs earned, number of certificates and degrees earned, and total number of momentum points.

6.c. Please list the program's primary performance goals and measures and are they aligned with the College's goals and strategic plan?

We strive to exceed the previous year's number of students earning a GED and are working on setting specific goals to meet the WorkFirst performance measures set by the SBCTC. These performance measures include: tipping point completion, I-BEST enrollment, successful completion or pre-college math and English, GED completion and Basic Skills significant gains.

The goals of the program align with that of the college by: serving a diverse and under-resourced population, providing basic skills, supporting students in developmental education and industry-specific training, and increasing success and retention of students.

6.d. What changes were made based on the assessment of performance?

The decision to no longer offer the Life Skills course was based on assessment of performance. Research from the SBCTC showed that students fared better in gaining and sustaining employment when enrolled in college-level programs while working part time and employed full time after completing a viable certificate (backed by at least 45 credits). Life Skills showed little to no value in terms of getting students to the tipping point.

6.e. Identify any action plans that your department has to better meet the needs of students, improve services, become more assessable and/or improve overall efficiency.

We are working on formulating plans to embrace the new direction of WorkFirst and figure out exactly what that will look like for our program. The next steps are developing a shared vision for the new WorkFirst and developing program goals to ensure we meet the performance measures set by the SBCTC.

## **Opportunity Analysis**

7.a. What opportunities exist for this program?

Many opportunities exist for this program to improve. Roughly 20% of students served in ABE/GED complete their GED. Only about 12% complete a certificate or degree during their time in the WorkFirst program. WorkFirst students are under-resourced in their personal lives. They lack support systems and financial resources.

7.b. Provide an update, if applicable, regarding the relationships, partnerships and collaborations that the program has cultivated over the past two years that benefit the institution and/or assist in fulfilling the college's mission and values?

The WorkFirst program has strong partnerships with many agencies, specifically: DSHS, ESD, SL Start, People for People, OIC, and Grant Mental Health. We participate in community events including the monthly Community Resource Forum. These relationships help bring support and resources to students as well as provide outreach to serve diverse populations within our service district.

---

## About Program Reviews

---

**Briefly describe the process your program used to complete the template and who was involved.**

This program review was completed by reviewing services offered and program data. It was completed by Heidi Summers.

---

**Please provide any comments on how any aspect of this study could be improved.**

---

**Program Dean/Director/Coordinator:** Heidi Summers 5/10/11  
Name Date

**Vice-President/Assoc. Vice-President:** \_\_\_\_\_  
Name Date

# Appendix I





## Accounting

**Student interest:** Enrollment has increased from 26.72 FTE in 2007-08 to 27.33 FTE in 2009-10, up 2%. During the same period BBCC FTE increased 17%

**Employer interest:** 100% employed in 2008-09

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$5,745 in 2007-08 to \$5,598 in 2009-10.

**Equipment and facility suitability:** The classroom facilities are appropriate for this program. The computer lab is in need of additional computers and software to allow for more students to enroll in accounting computer classes

**Costs of improvements:** Cost for computers and printers (8) \$6,500; software \$2,500

**Total AFTEF:** 1.49

**Instructor load:** 66% full-time, 19% moonlight, and 15% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Some courses are currently offered in distance modalities and others would be suitable for online or hybrid delivery; could expand to new classes.

**Recommendations for changes:** None

## Adult Basic Education

**Student interest:** Enrollment has increased from 249.65 FTE in 2007-08 to 279.69 FTE in 2009-10 up 12%. During the same period BBCC FTE increased 17%

**Employer interest:** Employers consistently identify these skills as critical to the success of their business and their employees. ConAgra Foods has ESL and GED classes in their Warden processing plant.

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$2,468 in 2007-08 to \$2,162 in 2009-10.

**Equipment and facility suitability:** Opportunity Center is currently in poor state of repair: no heat/air in front offices; carpet is old and worn; classroom capacity limits enrollment; plumbing frequently has issues. Technology is aging and will need replacement, especially for staff and student lab. Monitors in lab are failing.

**Costs of improvements:** Replacement of building; estimated cost to replace monitors in lab = \$5,200 (\$200 per station, 26 stations); approximately \$1,500 per staff computer (5), approximately \$2,500 per projector (2).

**Total AFTEF:** 8.47

**Instructor load:** 3% moonlight, 97% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Some basic skills support work is offered online. Several faculty use online delivery for skill achievement. Most basic skills classes are offered on an alternative schedule, evenings, at work sites, rotating to meet agricultural worker availability.

**Recommendations for changes:** Increasing need for a more central location; more connected to larger college community. Isolation has negative impact on ABE students' transition to college. Best practices indicate merging locations with such services as Student Success Center, Student Services, etc. Recommend that consideration be given to relocating /merging Basic Skills in (for example) 1500 Smith Hall with Student Success, or at least with Developmental program/classes. This program is taught 100% by adjunct faculty. There is a strong need for faculty leadership. A full-time faculty member in this department would be able to provide leadership and advocacy for the basic skills programs.

## Agriculture

**Student interest:** Enrollment has decreased from 3.25 FTE in 2007-08 to 2.85 FTEs in 2009-10 down 12%. During the same period BBCC FTE increased 17%

**Employer interest:** Only 2 students in this cohort and neither of them are in unemployment insurance records.

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$2,262 in 2007-08 to \$135 in 2009-10

**Equipment and facility suitability:** Classes offered online only

**Costs of improvements:** TBD

**Total AFTEF:** 0.06

**Instructor load:** 100% part-time

**Suitability for alternate scheduling or different modalities of instruction:** All classes currently offered online; added MAP 103 as a core course for math requirement.

**Recommendations for changes:** None

## Anthropology

**Student interest:** Enrollment increased from 4.55 FTE in 2007-08 to 5.45 FTE in 2009-10 up 20%. During the same period BBCC FTE increased 17%

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Cost per FTE in Anthropology/Sociology increased from \$943 in 2007-08 to \$1,659 in 2009-10

**Equipment and facility suitability:** 1600 classrooms need upgrades: new technology, carpets, reconfiguration or renovation, classrooms are too small to adequately accommodate a class of 30, some classrooms are configured oddly and instructor is trapped teaching from the corner, traditional format for classrooms is no longer effective based on updated andragogy, see response to Facilities Master Plan

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office

**Total AFTEF:** 0.22

**Instructor load:** 100% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Suitable for different modes of teaching

**Recommendations for changes:** Increase online offerings

## Art

**Student interest:** Enrollment increased slightly from 41.26 FTE in 2007-08 to 43.82 FTE in 2009-10 up 6%. During the same period BBCC FTE increased 17%

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Cost per FTE increased from \$2,823 in 2007-08 to \$2,918 in 2009-10

**Equipment and facility suitability:** Beautiful, new, and very functional; need to hook-up donated kiln

**Costs of improvements:** \$3,080 for new tables, repairs to kilns

**Total AFTEF:** 2.62

**Instructor load:** 38% full-time, 62% part-time

**Suitability for alternate scheduling or different modalities of instruction:** One lecture class offered online, other lecture classes could be offered online but not a great demand at the moment

**Recommendations for changes:** Based upon part-time load, there is a need for an additional full-time Art instructor

## Automotive Technology

**Student interest:** Enrollment increased from 31.25 FTE in 2007-08 to 38.80 FTE in 2009-10 up 24%. During the same period BBCC FTE increased 17%

**Employer interest:** 88% employed in 2008-09

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$6,795 in 2007-08 to \$5,166 in 2009-10

**Equipment and facility suitability:** Equipment is adequate to meet the student/program needs. A new front end alignment device was recently purchased along with an engine trainer. A new Hybrid automobile was purchased to meet new training needs. The facility is in need of upgrades. The classrooms are across the parking lot from the shop. The student computers were purchased in 2006 and are out of date.

**Costs of improvements:** PTEC (Professional Technical Education Center) Building - \$29 million; 6 computer replacements - \$7,200; instructional technology upgrades for new hybrid cars - \$25,000

**Total AFTEF:** 2.41

**Instructor load:** 83% full-time, 17% moonlight

**Suitability for alternate scheduling or different modalities of instruction:** Could explore new options and look at total program offerings for change. Some courses could be suitable for online or hybrid delivery.

**Recommendations for changes:** New facility, upgrade equipment, supplies and alternative fuel cars for training.

## Aviation (Commercial Pilot)

**Student interest:** Enrollment increased from 30.59 FTE in 2007-08 to 36.29 FTE in 2009-10 up 19%. During the same period BBCC FTE increased 17%

**Employer interest:** 60% employed in 2008-09 (reflects need for BA)

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$14,577 in 2007-08, to \$12,058 in 2009-10

**Equipment and facility suitability:** Classrooms are adequate but we need to keep updating and/or adding classroom technology. Lab facilities are outdated and need improvements, but that may have to wait for remodel or replacement of the building. Flight simulators are in need of being replaced and aircraft is aging. We are in need of new planes. Gas price increases may create a need for procuring and dispensing fuel for the aircraft.

**Costs of improvements:** Simulators need to be replaced (3) \$300,000; \$2,000,000 for a fire suppression system; TBD replacement of planes; 6 computers- \$7,200. Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office. Procuring and dispensing fuel would involve cost close to \$100,000 for storage tanks, truck, and personnel to maintain and dispense the fuel.

**Total AFTEF:** 6.48

**Instructor load:** 75% full-time, 14% moonlight, 11% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Some courses would be suitable for online or hybrid delivery. Need to explore new models for scheduling classes and flight training to reduce costs.

**Recommendations for changes:** Develop new partnerships with CWU and other aviation providers. Look at new models of training to help reduce costs.

## Aviation Maintenance Technology

**Student interest:** Enrollment increased from 28.15 FTE in 2007-08 to 36.59 FTE in 2009-10 up 30%. During the same period BBCC FTE increased 17%

**Employer interest:** 67% employed in 2008-09

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$8,877 in 2007-08 to \$5,505 in 2009-10

**Equipment and facility suitability:** The building is old, but meets the needs of the program. The equipment is aging and needs to be updated to stay current with best practices. The computer lab was purchased in 2006 and is in need of replacement.

**Costs of improvements:** Building costs TBD; computer lab, 12 computers, approximately \$14,400; instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office.

**Total AFTEF:** 2.93

**Instructor load:** 68% full-time, 24% moonlight, 8% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Some courses would be suitable for online or hybrid delivery. With development of a statewide curriculum, could explore new alternatives for scheduling and instruction. Look at models that will help reduce FTE costs.

**Recommendations for changes:** Update skills of full-time faculty to be able to teach AMT 148 and 149. Reduce number of welding credits needed for the program. Look at alternatives to new schedule and format of program. Start more students into the program.



## Biology/Botany

**Student interest:** Enrollment decreased from 58.03 FTE in 2007-08 to 52.56 FTE in 2009-10 down 9%. During the same period BBCC FTE increased 17%

**Employer interest:** Academic transfer program; courses used as prerequisites for nursing program.

**Instructional cost per student FTE (annual) before lab:** Costs per FTE decreased from \$3,667 in 2007-08 to \$3,385 in 2009-10

**Equipment and facility suitability:** Classrooms are adequate, but we need to keep updating and/or adding classroom technology. Lab facilities are outdated and need improvements. Longstanding safety issues exist with cables and wiring in the laboratories. Room 1211 needs additional counter space to accommodate majors lab exercises. Upkeep has often been ignored in labs—faucets don't work, extremely old cabinetry is not functional.

### Costs of improvements:

**Total AFTEF:** Biology = 2.22  
Botany = 0.24

**Instructor load:** Biology – 75% full-time, 25% part-time  
Botany – 100% full-time

**Suitability for alternate scheduling or different modalities of instruction:** Most courses are suitable for hybrid delivery using MediaSite. Online laboratories have not met the approval of either faculty or administration. Online laboratory classes have transfer problems.

**Recommendations for changes:** Investigate online labs for BIOL& 100 but check transferability before adoption. Consider adding an additional biological science instructor with a broad enough background to teach human A&P, cell biology, and intro biology. Expand lab support personnel to full-time.

## Business

**Student interest:** Enrollment increased from 36.98 FTE in 2007-08 to 46.20 FTE in 2009-10 up 25%. During the same period BBCC FTE increased 17%

**Employer interest:** Support courses for Accounting and Business Information Management

**Instructional cost per student FTE (annual) before lab:** Cost per FTE has decreased from \$538 in 2007-08 to \$444 in 2009-10.

**Equipment and facility suitability:** 1600 classrooms need upgrades: new technology, carpets, reconfiguration or renovation

**Costs of improvements:** Technology upgrades approximately \$3,500

**Total AFTEF:** 2.95

**Instructor load:** 48% full-time, 33% moonlight, 19% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Adding additional hybrid Human Relations with Job Shadow component. Consider any new online options

**Recommendations for changes:** None

## Business Information Management

**Student interest:** Enrollment increased from 92.20 FTE in 2007-08 to 93.88 FTE in 2009-10 up 2%. During the same period BBCC FTE increased 17%

**Employer interest:** 45% Business Medical Services employed in 2008-09  
55% Office Clerk Employed in 2008-09  
88% Office Information Technology employed in 2008-09

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$4,245 in 2007-08 to \$3,455 in 2009-10

**Equipment and facility suitability:** Priority needs to be given to installation of thin clients purchased to replace lab computers and provide trickle-down computer inventory. Warranty purchased and effective November 2010.

**Costs of improvements:** Thin client computers purchased \$11,000 with maintenance \$3,000

**Total AFTEF:** 3.00

**Instructor load:** 46% full-time, 7% moonlight, 47% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Exploring new options/restructuring for delivery of classes to include the possibility of adding additional online or hybrid courses. Add IBEST to improve student success.

**Recommendations for changes:** Reevaluate program staffing and structure to gain efficiencies (need part-time BIM teacher to replace retiring full-time instructor; will still have a need for full-time BIM instructor in the future).

## Chemistry

**Student interest:** Enrollment increased from 21.48 FTE in 2007-08 to 26.09 FTE in 2009-10 up 21%. During the same period BBCC FTE increased 17%

**Employer interest:** Academic transfer program; support courses for Nursing and Medical Lab Technician programs

**Instructional cost per student FTE (annual) before lab:** Costs per FTE increased from \$3,593 in 2007-08 to \$3,695 in 2009-10

**Equipment and facility suitability:** Classrooms are adequate with respect to space, but we need to keep updating and/or adding classroom technology. Classroom technology (i.e. projectors and computers) is extremely old and often nonfunctional. Lab facilities are outdated and need improvements.

**Costs of improvements:**

**Total AFTEF:** 1.30

**Instructor load:** 77% full-time, 12% moonlight, 12% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Most courses are suitable for hybrid delivery using MediaSite. Online laboratories have not met the approval of either the faculty or the administration. Online laboratory classes have transfer problems.

**Recommendations for changes:** Consider adding an additional instructor with a strong Organic Chemistry background. This could allow expansion of the Organic and Biochemistry offerings. The right person might be able to teach introductory Biology and/or Environmental Science in addition to chemistry classes.

## Child and Family Education

**Student interest:** Enrollment decreased from 47.07 FTE in 2007-08 to 36.05 FTE in 2009-10 down 23%. During the same period BBCC FTE increased 17%

**Employer interest:** 92% Child and Family Education employed in 2008-09; 55% Childcare Provider/Assistant employed in 2008-09

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$2,339 in 2007-08 to \$1,472 in 2009-10.

**Equipment and facility suitability:** 1600 classrooms need upgrades: new technology, carpets, reconfiguration or renovation

**Costs of improvements:**

**Total AFTEF:** 1.49

**Instructor load:** 9% moonlight, 90% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Move majority of program to online instruction

**Recommendations for changes:** Redesign program for greater transfer and articulation; hire full-time instructor, currently taught 100% with adjunct faculty

## Commercial Driver's License

**Student interest:** Enrollment increased from 26.14 FTE in 2007-08 to 27.85 FTE in 2009-10 up 7%. During the same period BBCC FTE increased 17%

**Employer interest:** 83% employed in 2008-09

**Instructional cost per student FTE (annual) before lab:** Costs increased from \$4,954 in 2007-08 to \$6,151 in 2009-10

**Equipment and facility suitability:** Better or different classroom facilities would be beneficial

**Costs of improvements:** Asphalt costs for driving range approx. \$40,000; need to get rid of two trucks and purchase new used trucks (2) \$50,000.

**Total AFTEF:** 3.24

**Instructor load:** 62% full-time, 22% moonlight, 17% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Increase IBEST availability to increase FTE and reduce costs

**Recommendations for changes:** Asphalt for driving range to provide dust control

## Computer Science

**Student interest:** Enrollment decreased from 55.46 FTE in 2007-08 to 21.33 FTE in 2009-10 down 62%. During the same period BBCC FTE increased 17%

**Employer interest:** 79% Computing Systems employed in 2008-09; 74% Microcomputer Specialist employed in 2008-09

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$4,603 in 2007-08 to \$1,742 in 2009-10

**Equipment and facility suitability:** Needs to be redeveloped and updated as part of program redesign

**Costs of improvements:** See Title V

**Total AFTEF:** 1.19

**Instructor load:** 100% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Complete redesign of inactive program necessary and is currently underway

**Recommendations for changes:** Hire full-time instructor

## Criminal Justice

**Student interest:** Enrollment increased from 13.40 FTE in 2007-08 to 21.32 FTE in 2009-10 up 59%. During the same period BBCC FTE increased 17%

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Cost per FTE increased from \$1,631 in 2007-08 to \$2,502 in 2009-10

**Equipment and facility suitability:** 1600 classrooms need upgrades: new technology, carpets, reconfiguration or renovation, classrooms are too small to adequately accommodate a class of 30, some classrooms are configured oddly and instructor is trapped teaching from the corner; traditional format for classrooms is no longer effective based on updated andragogy; see response to Facilities Master Plan

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office

**Total AFTEF:** 0.89

**Instructor load:** 88% full-time, 12% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Suitable for different modes of teaching

**Recommendations for changes:** Pursue joint program with Center of Excellence for Homeland Security Emergency Management (Pierce College)



## Developmental Education/College Survival Skills

**Student interest:** Enrollment in Developmental English/Basic Math increased from 93.89 FTE in 2007-08 to 94.56 in 2009-10 up 1%. Enrollment in College Success Skills increased from 25.54 FTE in 2007-08 to 47.20 FTE in 2009-10 up 85%. During the same period BBCC FTE increased 17%

**Employer interest:** Retention strategy and skill enhancement classes

**Instructional cost per student FTE (annual) before lab:** Cost per FTE increased from \$2,029 in 2007-08 to \$2,643 in 2009-10

**Equipment and facility suitability:** Need additional classroom space; need additional computer lab space

### Costs of improvements:

**Total AFTEF:** Developmental English = 3.52  
Developmental Math = 0.75  
College Survival Skills = 1.70

**Instructor load:** Developmental English – 45% full-time, 14% moonlight, 40% part-time  
Developmental Math – 27% full-time, 73% part-time  
College Survival Skills – 11% full-time, 26% moonlight, 63% part-time

**Suitability for alternate scheduling or different modalities of instruction:** 1-2 sections of each course are offered online each quarter; due to lack of computer skills and the “high touch” necessary for many of the students taking these courses online offerings are limited

**Recommendations for changes:** Find a way to increase consistency in CSS classes as we increase enrollment in that area; examine organizational connections between developmental education, math, English and basic skills in order to promote successful transitions.

## Economics

**Student interest:** Enrollment decreased from 27.76 FTE in 2007-08 to 20.34 FTE in 2009-10 down 27%. During the same period BBCC FTE increased 17%.

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$3,186 in 2007-08 to \$2,754 in 2009-10

**Equipment and facility suitability:** 1600 classrooms need upgrades: new technology, carpets, reconfiguration or renovation, classrooms are too small to adequately accommodate a class of 30, some classrooms are configured oddly and instructor is trapped teaching from the corner; traditional format for classrooms is no longer effective based on updated andragogy; see response to Facilities Master Plan

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office

**Total AFTEF:** 0.66

**Instructor load:** 100% full-time

**Suitability for alternate scheduling or different modalities of instruction:** Increase online offerings

**Recommendations for changes:** Need part-time Economics teacher to replace retiring full-time instructor; will still have a need for full-time Economics instructor in the future based upon enrollment in courses.

## English/Humanities

**Student interest:** Enrollment increased from 131.06 FTE in 2007-08 to 155.59 FTE in 2009-10 up 19%. During the same period BBCC FTE increased 17%

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Costs per FTE decreased from \$2,983 per FTE in 2007-08 to \$2,850 in 2009-10

**Equipment and facility suitability:** 1600 classrooms need upgrades: new technology, carpets, reconfiguration or renovation, 1800 classrooms are in need of some technology upgrades

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom and \$1,400 per office. Need to upgrade Room 1601 to MediaSite or at least new technology. Estimated costs \$50,000.

**Total AFTEF:** English = 6.10  
Humanities = 0.11

**Instructor load:** English – 60% full-time, 3% moonlight, 37% part-time  
Humanities – 100% full-time

**Suitability for alternate scheduling or different modalities of instruction:** Might benefit from additional humanities offerings online, develop and offer Diversity course online

**Recommendations for changes:** Need for additional full-time English instructor, currently 40% of coursework is taught by adjunct and moonlight faculty

## First Aid

**Student interest:** Enrollment increased from 10.74 FTE in 2007-08 to 12.35 total FTE in 2009-10 up 15%. During the same period BBCC FTE increased 17%

**Employer interest:** The First Aid and CPR certificates are critical to employers

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$1,724 in 2007-08 to \$1,492 in 2009-10

**Equipment and facility suitability:** Facility is inadequate for the class content; need practice space and more appropriate classroom and technology

**Costs of improvements:**

**Total AFTEF:** 0.48

**Instructor load:** 100% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Courses are currently offered weekends, evenings and Fridays. Some material may be suitable for online delivery, but not whole class due to need for hands on practice and use of equipment

**Recommendations for changes:** None noted at this time

## Foreign Language

**Student interest:** Enrollment increased from 42.88 FTE in 2007-08 to 44.00 total FTE in 2009-10 up 3%. During the same period BBCC FTE increased 17%

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Costs increased from \$1,958 in 2007-08 per FTE to \$2,587 in 2009-10

**Equipment and facility suitability:** Facility is inadequate for the class content--need more appropriate classroom and technology

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office. New computers are needed for the Language Lab and updates to software. Estimated costs of \$15,000.

**Total AFTEF:** German = 0.33  
Spanish = 1.33

**Instructor load:** German – 100% part-time  
Spanish – 75% full-time, 25% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Suitable for different modes of teaching; discuss with WVCC the possibility of sharing enrollment in their online Japanese courses.

**Recommendations for changes:** Re-examine effectiveness of Language Lab; consider how this serves other languages besides Spanish. Consider collaborating with WVC for additional language class offerings including Japanese and second year classes in Spanish, French, and German.

## History/Political Science

**Student interest:** Enrollment in History increased from 33.56 FTE in 2007-08 to 40.33 FTE in 2009-10 up 20%. Enrollment in Political Science increased from 15.22 FTE in 2007-08 to 19.44 FTE in 2009-10 up 28%. During the same period BBCC FTE increased 17%

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$2,685 in 2007-08 to \$2,150 in 2009-10.

**Equipment and facility suitability:** 1600 classrooms need upgrades: new technology, carpets, reconfiguration or renovation, classrooms are too small to adequately accommodate a class of 30, some classrooms are configured oddly and instructor is trapped teaching from the corner; traditional format for classrooms is no longer effective based on updated andragogy; see response to Facilities Master Plan

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office

**Total AFTEF:** History = 1.67  
Political Science = 0.77

**Instructor load:** History – 34% full-time, 7% moonlight, 60% part-time  
Political Science – 57% full-time, 29% moonlight, 14% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Suitable for different modes of teaching

**Recommendations for changes:** Part-time and moonlight faculty load suggests the need to add a full-time faculty member to this department in order to most effectively meet the need for classes

## Industrial Systems Technology

**Student interest:** IET enrollment increased from 24.43 FTE in 2007-08 to 45.40 FTE in 2009-10 up 86%. MMT enrollment increased from 17.08 FTE in 2007-08 to 27.14 FTE in 2009-10 up 59%. During the same period BBCC FTE increased 17%

**Employer interest:** IET 80% employed in 2008-09  
MMT 100% employed in 2008-09

**Instructional cost per student FTE (annual) before lab:** Costs per FTE decreased from \$5,085 in 2007-08 to \$3,331 in 2009-10

**Equipment and facility suitability:** Need additional classroom and computer lab space

**Costs of improvements:** PTEC Building - \$29 million, 6 computer replacements - \$7,200, instructional technology upgrades for new PLC lab \$100,000. Spent approximately \$40,000 for current center pivot system.

**Total AFTE:** Industrial Electrical Technology = 2.53  
Maintenance Mechanic Technology = 1.55

**Instructor load:** Industrial Electrical Technology – 51% full-time, 13% moonlight, 36% part-time  
Maintenance Mechanic Technology – 40% full-time, 14% moonlight, 46% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Explore online instruction for appropriate classes

**Recommendations for changes:** New facility, upgrade equipment and supplies, kudos for center-pivot irrigation

## Math - Applied

**Student interest:** Enrollment increased from 16.24 FTE in 2007-08 to 17.34 FTE in 2009-10 up 7%. During the same period BBCC FTE increased 17%

**Employer interest:** Professional-Technical specific, but high interest noted by most employers

**Instructional cost per student FTE (annual) before lab:** Costs have been included in program cost for Professional-Technical programs.

**Equipment and facility suitability:** Instructional technology is aging and in need of upgrade; need additional classroom space

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office.

**Total AFTEF:** 0.82

**Instructor load:** 12% full-time, 20% moonlight, 68% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Explore online instruction for appropriate classes

**Recommendations for changes:** Review Aviation Maintenance Technology, Welding and Automotive for combined math class



## Math – Precollege

**Student interest:** Enrollment increased from 179.85 FTE in 2007-08 to 221.96 FTE in 2009-10 up 23%. During the same period BBCC FTE increased 17%

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Math/Precollege combined costs per FTE increased from \$2,562 in 2007-08 to \$2,574 in 2009-10

**Equipment and facility suitability:** Need additional classroom space; classroom technology (i.e. projectors and computers) is extremely old and often nonfunctional. Need additional computer lab space and testing areas.

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office.

**Total AFTEF:** 6.42

**Instructor load:** 62% full-time, 5% moonlight, 32% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Explore computer-based instruction; continue success of modularized MPC classes

**Recommendations for changes:** Consider offering modules through computer-based, individualized instruction models. One additional faculty position could now be supported. Add an additional staff position in the Math/Science Resource Center (Math Lab) or expand Math Modularization Assistant to full-time position.

## Mathematics

**Student interest:** Enrollment increased from 42.56 FTE in 2007-08 to 51.10 FTE in 2009-10 up 20%. During the same period BBCC FTE increased 17%

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Math/Precollege combined costs per FTE increased from \$2,562 in 2007-08 to \$2,574 in 2009-10

**Equipment and facility suitability:** Need additional classroom space; classroom technology (i.e. projectors and computers) is extremely old and often nonfunctional. Need additional computer lab space and testing areas.

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office.

**Total AFTEF:** 2.42

**Instructor load:** 68% full-time, 27% moonlight, 5% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Develop MATH& 107 for online delivery

**Recommendations for changes:** Add Math&107 to regular offerings; one additional faculty position may be needed in the future if STEM grant and added focus boost numbers of students taking college-level math.

## Medical Assistant

**Student interest:** Enrollment increased from 44.16 FTE in 2007-08 to 51.88 FTE in 2009-10 up 17%. During the same period BBCC FTE increased 17%

**Employer interest:** 81% employed in 2008-09

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$2,704 in 2007-08 to \$2,082 in 2009-10

**Equipment and facility suitability:** Facility is adequate for program needs; classroom technology and lab technology are aging and will need improvements within a few years at most.

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office; program equipment approximately \$25,000.

**Total AFTEF:** Medical Assistant = 0.83  
Health Education = 1.30

**Instructor load:** Medical Assistant – 66% moonlight, 34% part-time  
Health Education – 16% moonlight, 84% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Currently 90% of coursework is offered through distance delivery options. Courses are offered evenings and weekends to accommodate working adults.

**Recommendations for changes:** None noted at this time.

## Music

**Student interest:** Enrollment increased from 15.84 FTE in 2007-08 to 18.87 FTE in 2009-10 up 19%. During the same period BBCC FTE increased 17%

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Costs per FTE decreased from \$5,722 in 2007-08 to \$4,511 in 2009-10

**Equipment and facility suitability:** Facility is barely adequate for the program needs. Equipment is aging but still useable. Classroom technology will need replacement within a few years.

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office. Additional music-related equipment is needed to replace stolen equipment, replace old Clavinova, update musical instruments: \$23,700.

**Total AFTEF:** 1.24

**Instructor load:** 81% full-time, 19% moonlight

**Suitability for alternate scheduling or different modalities of instruction:** Some classes are suitable for alternative modes of teaching, including online delivery.

**Recommendations for changes:** Develop online offerings of Music Appreciation and History of Jazz. Consider developing a different "History of" course.

## Nursing (Including Nursing Assistant)

**Student interest:** Enrollment increased from 55.62 FTE in 2007-08 to 56.14 FTE in 2009-10 up 1% Enrollment is not limited by interest, but by program capacity. Applications for slots is up considerably (doubled since 2006). During the same period BBCC FTE increased 17%.

**Employer interest:** 100% Associate Degree of Nursing employed in 2008-09  
67% Nursing Assistants employed in 2008-09  
100% Practical Nursing employed in 2008-09

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$9,627 in 2007-08 to \$8,598 in 2009-10.

**Equipment and facility suitability:** Facility is adequate for program needs. Classroom technology and lab technology are aging and will need improvements within a few years at most. Equipment needs for IV pumps, suction equipment, updated electrical equipment.

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office; program equipment approximately \$15,000.

**Total AFTEF:** 5.57

**Instructor load:** 60% full-time, 2% moonlight, 38% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Some classes are suitable for alternative modes of teaching, including distance delivery.

**Recommendations for changes:** Research and develop online NUR classes that build toward the Practical Nursing degree. Continue to assess distance modalities for potential instructional options.

## Nutrition

**Student interest:** Enrollment increased from 21.45 FTE in 2007-08 to 27.10 TE in 2009-10 up 26%. During the same period BBCC FTE increased 17%.

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Cost per FTE increased from \$849 in 2007-08 to \$1,393 in 2009-10

**Equipment and facility suitability:** Classrooms are adequate with respect to space, but we need to keep updating and/or adding classroom technology. Classroom technology (i.e. projectors and computers) is extremely old and often nonfunctional.

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office.

**Total AFTEF:** 1.00

**Instructor load:** 100% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Suitable for different modes of teaching.

**Recommendations for changes:** Offer Nutrition online once during the 2011-12 school year. Restrict enrollment to students who must have it for a major. Bring back a rigorous science course, such as Science 101.

## Parent Education

**Student interest:** Enrollment increased from 15.83 FTE in 2007-08 to 21.09 FTE in 2009-10 up 33%. During the same period BBCC FTE increased 17%.

**Employer interest:** Community development program

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$3,350 in 2007-08 to \$1,310 in 2009-10.

**Equipment and facility suitability:** N/A – eliminated program

**Costs of improvements:** N/A – eliminated program

**Total AFTEF:** 0.40

**Instructor load:** 100% part-time

**Suitability for alternate scheduling or different modalities of instruction:** N/A – eliminated program

**Recommendations for changes:** N/A – eliminated program

## Philosophy/Religion

**Student interest:** Enrollment increased from 52.00 FTE in 2007-08 to 73.56 FTE in 2009-10 up 41%. During the same period BBCC FTE increased 17%

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Costs increased from \$1,635 per FTE in 2007-08 to \$1,752 in 2009-10

**Equipment and facility suitability:** 1600 classrooms need upgrades: new technology, carpets, reconfiguration or renovation

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office. Need to update 1601 with new technology, it is old and failing.

**Total AFTEF:** Philosophy = 2.44  
Religion = 0.34

**Instructor load:** Philosophy – 36% full-time, 18% moonlight, 45% part-time  
Religion – 32% full-time, 68% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Suitable for different modes of teaching, some classes are already taught online.

**Recommendations for changes:** Review Logic class for purposes of aligning with state for common course numbering.



## Physical Education

**Student interest:** Enrollment increased from 36.68 FTE in 2007-08 to 49.14 FTE in 2009-10 up 34%. During the same period BBCC FTE increased 17%.

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$2,598 in 2007-08 to \$1,521 in 2009-10.

**Equipment and facility suitability:** Gym facilities are adequate but would benefit from updating equipment, facility and adding air conditioning

**Costs of improvements:** Refer to Facilities Master Plan; some updated equipment might become available as a result of the USAF contract.

**Total AFTEF:** 2.07

**Instructor load:** 34% moonlight, 66% part-time

**Suitability for alternate scheduling or different modalities of instruction:**

**Recommendations for changes:** Not at this time; consider how many overall sections are needed in the annual schedule

## Physics

**Student interest:** Enrollment increased from 2.44 FTE in 2007-08 to 5.23 FTE in 2009-10 up 114%. During the same period BBCC FTE increased 17%.

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Science Grouped (GLY, GGR, ENV, NUT, PHY, SCI, & AST) Cost per FTE beginning in 2009-10 is \$1,895.

**Equipment and facility suitability:** Classrooms are adequate with respect to space, but we need to keep updating and/or adding classroom technology. Classroom technology (i.e. projectors and computers) is extremely old and often nonfunctional.

**Costs of improvements:** Lab remodel \$86,000 (STEM grant number)

**Total AFTEF:** 0.45

**Instructor load:** 27% full-time, 73% moonlight

**Suitability for alternate scheduling or different modalities of instruction:** Some courses are suitable for different modes of teaching.

**Recommendations for changes:** Develop increased student interest and success in Physics series.

## Psychology

**Student interest:** Enrollment decreased from 45.85 FTE in 2007-08 to 44.78 FTE in 2009-10 down 2%. During the same period BBCC FTE increased 17%.

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Cost per FTE decreased from \$2,254 in 2007-08 to \$1,700 in 2009-10

**Equipment and facility suitability:** 1600 classrooms need upgrades: new technology, carpets, reconfiguration or renovation; classrooms are too small to adequately accommodate a class of 30, some classrooms are configured oddly and instructor is trapped teaching from the corner; traditional format for classrooms is no longer effective based on updated andragogy. See response to Facilities Master Plan.

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office.

**Total AFTEF:** 1.56

**Instructor load:** 78% full-time, 15% moonlight, 7% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Suitable for different modes of teaching.

**Recommendations for changes:** Need to fill current opening for a full-time instructor. Based upon full and overenrolled classes and demand for additional classes from multiple departments, an additional instructor in this department would increase offerings and better meet student need.

## Science/Astronomy/Environmental Science

**Student interest:** Enrollment in Environmental Science decreased from 8.45 in 2007-08 to 7.33 in 2009-10 down 13%. Enrollment in Science/Astronomy decreased from 23.66 FTE in 2007-08 to 6.66 FTE down 72%. During the same period BBCC FTE increased 17%.

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Science grouped (GLY, GGR, ENV, NUT, PHY, SCI, & AST) cost per FTE beginning in 2009-10 is \$1,895.

**Equipment and facility suitability:** Need additional classroom space; classroom technology (i.e. projectors and computers) is extremely old and often nonfunctional. Need additional computer lab space and testing areas.

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office.

**Total AFTEF:** Science/Astronomy = 0.24  
Environmental Science = 0.21

**Instructor load:** Science/Astronomy – 100% full-time  
Environmental Science – 48% full-time, 52% moonlight

**Suitability for alternate scheduling or different modalities of instruction:** Suitable for different modes of teaching.

**Recommendations for changes:** Develop student packet to be purchased in bookstore which would include labs, constellations, and math supplement. Build new "starfinders" and new chart for "Fields of View" lab. Add an additional faculty position to teach the natural sciences – geology, environmental science, geography, etc.

## Sociology

**Student interest:** Enrollment increased from 30.67 FTE in 2007-08 to 45.78 FTE in 2009-10 up 49%. During the same period BBCC FTE increased 17%.

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Cost per FTE in Anthropology/Sociology increased from \$943 in 2007-08 to \$1,659 in 2009-10.

**Equipment and facility suitability:** 1600 classrooms need upgrades: new technology, carpets, reconfiguration or renovation, classrooms are too small to adequately accommodate a class of 30, some classrooms are configured oddly and instructor is trapped teaching from the corner; traditional format for classrooms is no longer effective based on updated andragogy. See response to Facilities Master Plan.

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office.

**Total AFTEF:** 1.55

**Instructor load:** 65% full-time, 21% moonlight, 14% part-time

**Suitability for alternate scheduling or different modalities of instruction:** This coursework is suitable for different modes of teaching.

**Recommendations for changes:** Need to fill current opening for a full-time instructor. Based upon full and overenrolled classes and demand for additional classes from multiple departments, an additional instructor in this department would increase offerings and better meet student need.

## Speech/CMST

**Student interest:** Enrollment increased from 46.71 FTE in 2007-08 to 61.63 FTE in 2009-10 up 32%. During the same period BBCC FTE increased 17%.

**Employer interest:** Academic transfer program

**Instructional cost per student FTE (annual) before lab:** Costs per FTE decreased from \$2,020 in 2007-08 to \$1,845 in 2009-10.

**Equipment and facility suitability:** 1600 and 2000 classrooms need upgrades: new technology, carpets, reconfiguration or renovation.

**Costs of improvements:** Instructional technology upgrades are approximately \$3,500 per classroom, \$1,400 per office.

**Total AFTEF:** 2.40

**Instructor load:** 42% full-time, 26% moonlight, 33% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Suitable for different modes of teaching.

**Recommendations for changes:** Develop and deliver an online speech class.

## Welding Technology

**Student interest:** Enrollment increased from 45.07 FTE in 2007-08 to 59.81 FTE in 2009-10 up 33%. During the same period BBCC FTE increased 17%.

**Employer interest:** 76% employed in 2008-09

**Instructional cost per student FTE (annual) before lab:** Costs per FTE decreased from \$6,348 in 2007-08 to \$4,332 in 2009-10.

**Equipment and facility suitability:** Equipment is heavily used and will need to be replaced soon. The classroom space and technology is barely adequate to meet the lecture and lab portion of the program and should be replaced or substantially remodeled to comply with safety concerns. A larger facility would enable growth in FTE. The student computers were purchased in 2006 and need to be replaced.

**Costs of improvements:** PTEC Building - \$29 million; 6 computer replacements - \$7,200; instructional technology upgrades for new lab \$500,000.

**Total AFTEF:** 3.40

**Instructor load:** 59% full-time, 19% moonlight, 22% part-time

**Suitability for alternate scheduling or different modalities of instruction:** Need to explore new options/restructuring for delivery of classes

**Recommendations for changes:** Consider whether lab fees are sufficient and can support a lab assistant or lab tech to increase capacity.





# **Appendix J**



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

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

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