![Big Bend Community College logo]

Student Success
Programs – 2013

The second of three monitoring reports in the 2012-13 academic year to the Big Bend Community College Board of Trustees on progress toward goals of the 2009–2014 Academic Master Plan

Presented to the BBCC Board of Trustees, May 23, 2013
Prepared by the Office of Institutional Research & Planning

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The Programs Monitoring Report demonstrates college efforts to provide services and instruction to support students in reaching their goals. In-depth examination of service areas and instructional programs is achieved through an internal auditing process involving analysis of enrollments, success rates, costs, needs, and areas for growth. Service and instructional area audits are provided as appendices to this report.

2.1 Service Programs Placement Testing

Placement testing provides an initial assessment of student skills in math and English and provides guidance for appropriate placement of incoming students in math and English classes. For math testing, BBCC has traditionally used a test developed by BBCC math faculty; for English, BBCC uses the ACT Compass test (a computer-adaptive college placement test), along with a locally administered writing sample.

Recently, a new Placement Reciprocity Agreement has been established at the state level. This new policy requires that BBCC accept course placements that students may receive at other colleges. In anticipation of this new policy, BBCC began accepting alternative placement tests for math last year. Beginning fall of 2013, the college will also accept alternative placements for English.

To further streamline the placement testing process, BBCC will consolidate math and English testing in one location. The new Testing Center will be located in the 1000 building; operations in the new center will begin during the summer and should be in place for fall 2013. The Testing Center will also offer GED testing and the potential for other industry testing and commercial standardized testing.

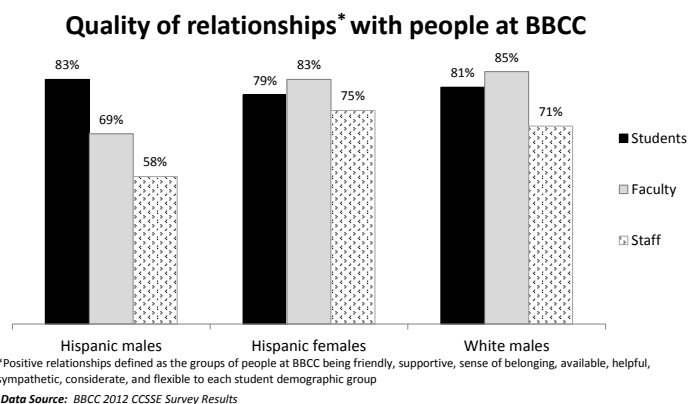### 2.2 and 2.3 Service Programs Advising Training & Availability

Community College Survey of Student Engagement (CCSSE) (Appendix A)

In spring of 2012, the CCSSE was administered to BBCC students in randomly selected on-ground classes.

Nearly 400 responses to the survey were collected, which asks students about their engagement with people, services, and educational programs at the college. BBCC has administered the CCSSE survey four times since 2007.

Results from the 2012 survey indicate that over 90% of students who used academic advising last year were *very* or *somewhat* satisfied with the service (just under 70% of all students said that they accessed the serivce *often* or *sometimes*). However, 10% fewer white students (65%) accessed the service compared to Hispanic students (75%). Of those, only 43% of white students were *very* satisfied with the serivce, whereas 56% of Hispanic students felt the same.

Overall, males are less engaged at BBCC than females. Specifically, Hispanic males are the least engaged. Hispanic males are connecting with other students but not with faculty or staff (see chart below).

Quality of relationships* with people at BBCC

*Positive relationships defined as the groups of people at BBCC being friendly, supportive, sense of belonging, available, helpful, sympathetic, considerate, and flexible to each student demographic group
Data Source: BBCC 2012 CCSSE Survey Results

Since 2011, Hispanic males who reported that BBCC provides the support they need to help them succeed decreased 10%. Only 56% of Hispanic males feel *very* comfortable at BBCC (feel that BBCC is an environment free of harassment of any kind), compared to 76% of Hispanic females and 70% of white males (see table below).

Percent of students who feel BBCC is a *very* comfortable environment for all students

	Female	Male	Total
White	73.6%	70.1%	72.0%
Hispanic	76.1%	56.4%	67.9%
Total	75.5%	65.0%	

Data Source: BBCC 2012 CCSSE Survey Results

National Community College Benchmark Project (NCCBP)

In 2012, Big Bend Community College participated in the National Community College Benchmark Project (NCCBP). Although BBCC's Trustees, faculty, and staff routinely review institutional data, setting the benchmarks or determining what the target should be has been difficult. This project allows BBCC to compare students' progress and success with other community colleges across the country.

BBCC student success ranked in the upper percentiles on many measures even though BBCC has a high first-generation population along with low-income levels in the area, both characteristics which are associated with lower student success. Nationally, BBCC ranked in the 91st percentile for full-time, first-time and 95th percentile for part-time, first-time student completions and transfers (within three years or 150% of time to completion).

To access the complete NCCBP summary:
1. Go to the **Faculty and Staff Workspace** tab on the Portal
2. In the left column under **Documents**, click on **Institutional Research & Planning**
3. Open the **Institutional Data** folder to access the document
4. Document Name: **NCCBP_Report_Big Bend Community College_ 2012**

2.4 and 2.5 Service Programs Audits Needs & Staffing

Library and English Skills Lab (Appendix B)

The BBCC Library provides access to information technologies and resources and promotes personal growth and interests for service district residents, college students, faculty, and staff. In 2011-12, the library door count reached almost 180,000 and nearly 10,000 points of service (interaction with users) were recorded, although additional points of service tend not to be recorded when staff members are busy. Due to budget cuts, expenditures on the library book collection

	All Students' Success in Class		Students' Success in Class after Lab Use	
	2011-12			
	N	Success Rates*	N	Success Rates*
Pre-college English	533	83%	311	90%
English (college-level)	1278	78%	286	84%

*Students who passed with a "P" or 2.0 or higher G.P.

declined 82% since 2007-08. At this rate, the library is unlikely to maintain resources at levels sufficient to support all programs. The library plans to encourage students to use its online support systems by providing direct links to library resources specifically targeted to particular course content and objectives.

The English Skills Lab, located in the library, focuses on helping students learn how to write clearly and effectively. Lab staff members assist students with written assignments in various subject areas. Data show that students who use the English Lab are more successful in pre-college and college-level English classes than students who do not use the lab (see table below left). The computers in the English Skills Lab have not been replaced since 2005.

The Dean of Information Resources plans to reorganize and change priorities for the library's Cataloger and Reference Librarian positions to better serve its users. Additionally, the English Skills Lab will investigate the possibility of offering support services online.

Athletics (Appendix C)

With five teams – baseball, softball, men's and women's basketball, and volleyball – Big Bend has one of the smaller athletic programs in the Northwest Athletic Association of Community Colleges (NWAACC). However, the BBCC athletic teams have successfully represented the college and increased awareness of BBCC through community service projects and success in athletic competition. The department continually strives to increase the athletic performance of BBCC athletes and provide a satisfying and fun game day experience for supporters and spectators.

André Guzman, STEM Director, speaks at the STEM Center Grand Opening

Currently, the Athletic Department suffers from overcrowding because all five sports practice in one indoor facility. Creating a separate indoor practice facility for the baseball and softball teams would help alleviate this problem. New scoreboards are needed for the baseball and softball fields in addition to a new clubhouse with locker rooms.

Recent changes to state regulations do not allow colleges to use state funds to support athletics, making it difficult to implement such upgrades. Additionally, there is interest in starting a soccer club on campus, but lack of state support makes this difficult.

2.6 and 2.7 Instructional Programs Audits Needs & Staffing (Appendix D)

Last year, the college upgraded various classroom and lab spaces with new furniture and up-to-date technology, allowing faculty access to resources that support current teaching and course delivery methodologies.

Through the Air Washington DOL grant, the Aviation Maintenance Technology (AMT) program purchased new computers and implemented new marketing strategies that increased enrollment. Desks and tables were purchased and data ports added to reconfigure Room 1612 to make it more usable for various Business Information Management (BIM) courses and lab classes. New computers were purchased for both BIM labs in 2012-13.

A new STEM (Science, Technology, Engineering, Mathematics) Center was officially opened in May 2013 to support Science, Technology, Engineering, and Mathematics students. It hosts three study rooms, 14 study tables, and two lounge areas. The STEM Center provides a centralized location for support in tutoring, mentoring, access to technology, and educational pathway planning – including transfer to baccalaureate colleges in STEM fields.

Additional support staff, instructional faculty, and upgraded technology are needed in many areas. Additional faculty members are needed to expand offerings in Adult Basic Education, Chemistry, Criminal Justice, Early Childhood Education, History/Political Science, Industrial Systems Technology, and Psychology. Every Math and Science area expressed the need to hire a qualified full-time staff member to supervise and manage STEM center activities, including tutoring and testing services.

Basic technology in 1600 classrooms needs to be updated to accommodate current teaching methodology. Program-specific updates needed in Professional Technical disciplines include equipment in the Nursing, Medical Assistant, and the Commercial Driver's License (CDL) programs. A simulator is needed in CDL to help students be prepared for different scenarios that they might encounter on the road, i.e., snow, ice, tire blow out, traffic, etc.

In conclusion, this report serves as a record of BBCC's progress in providing services and instructional programs that promote student success. While we have demonstrated areas of success, there are also areas that have additional needs and hold opportunities for growth. The educational program audits and service area audits reported here can help the college set priorities in a climate of reduced resources.

Appendix A

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2012 CCSSE Summary

DATA NOTE: Because the CCSSE survey is administered at the classroom level and full-time students are enrolled in more classes than part-time students, full-time students are more likely to be sampled in the survey process. To adjust for this sampling bias, CCSSE results are weighted using the most recently available IPEDS data for each college.

For BBCC, the following table shows the difference between the respondent population and the actual student population as reported in IPEDS:

Enrollment Status	Respondent Population	IPEDS Population
Full-time	87%	71%
Part-time	13%	29%

When comparing all members of one subgroup with all members of another subgroup (e.g., all Hispanic males with all white males in which both full- and part-time students are included), weights should be used. Because weights are based on enrollment status, analysis of results in which full-time students are in one group and part-time students are in another group should *not* employ weights.
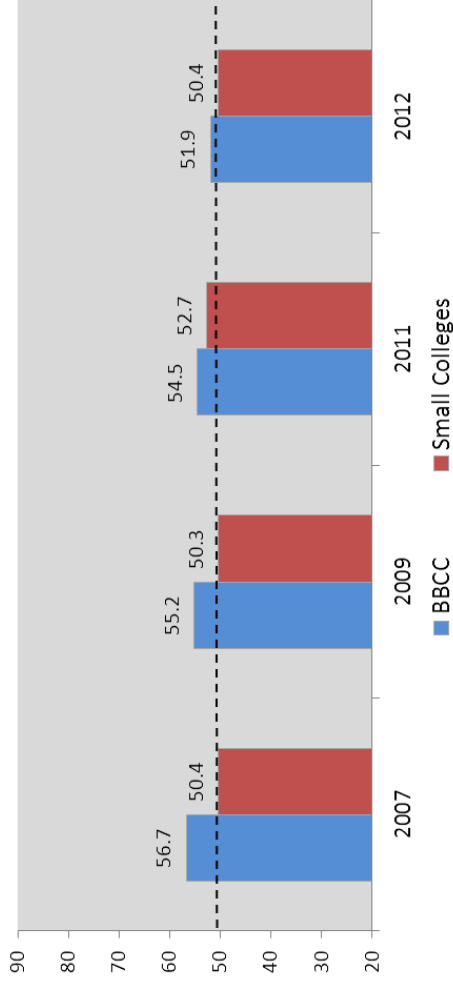
Therefore, data in the pages that follow are broken out accordingly – data for all groups *except* the full-time/part-time groups are weighted by enrollment status. Full-time/part-time data is *not* weighted.

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2012 CCSSE Benchmark Scores

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Institutional Research and Planning

Academic Challenge

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

Year	BBCC	Small Colleges
2007	56.7	50.4
2009	55.2	50.3
2011	54.5	52.7
2012	51.9	50.4

Legend: ■ BBCC ■ Small Colleges

	Examinations during the current school year *extremely* challenged you to do your best work at BBCC		BBCC encourages you *very much* or *quite a bit* to spend significant amounts of time studying	
	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status				
Hispanic Female	50	74.9%	59	83.2%
Hispanic Male	40	80.9%	41	80.8%
Hispanic All	90	77.5%	100	82.2%
White Female	81	67.7%	98	80.9%
White Male	75	71.4%	80	75.3%
White All	157	69.4%	178	78.3%
First Generation	101	76.6%	107	79.9%
Not First Generation	111	68.9%	128	78.7%
ALL	274	71.9%	310	79.3%
Data is not weighted by full-time/part-time enrollment status				
Full Time	237	72.1%	266	78.3%
Part Time	35	71.5%	41	82.0%

During the current school year, how much has your coursework at BBCC emphasized the following (*very much or quite a bit*):

	Analyzing the basic elements of an idea, experience, or theory		Synthesizing and organizing ideas, information, or experiences in new ways		Making judgements about the value or soundness of information, arguments, or methods		Applying theories or concepts to practical problems or in new situations		Using information you have read or heard to perform a new skill	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Hispanic Female	40	55.9%	50	70.7%	33	47.2%	33	46.6%	38	53.3%
Hispanic Male	34	65.6%	32	61.2%	29	56.0%	28	54.8%	28	55.2%
Hispanic All	74	60.0%	81	66.7%	62	50.9%	61	50.0%	66	54.0%
White Female	83	68.1%	80	67.0%	72	59.1%	81	66.6%	80	65.7%
White Male	80	73.6%	58	54.8%	57	53.0%	61	55.8%	70	63.7%
White All	162	70.6%	138	61.2%	129	56.2%	140	61.5%	149	64.8%
First Generation	91	67.8%	89	66.9%	71	52.8%	79	59.7%	86	64.2%
Not First Generation	116	70.5%	105	64.5%	99	60.2%	98	59.8%	96	58.3%
ALL	264	66.7%	247	63.3%	215	54.5%	222	56.8%	239	60.6%
Full Time	245	71.0%	227	66.6%	196	57.1%	208	61.2%	223	64.8%
Part Time	28	56.0%	27	55.1%	24	48.0%	23	46.0%	25	50.0%

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

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2012 CCSSE Benchmark Scores

Active and Collaborative Learning

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

Chart data:
- 2007: BBCC 56.1, Comparison Group 51.7
- 2009: BBCC 54.1, Comparison Group 51.2
- 2011: BBCC 51.9, Comparison Group 54.1
- 2012: BBCC 52.3, Comparison Group 51.4

Legend: ■ BBCC ■ Comparison Group
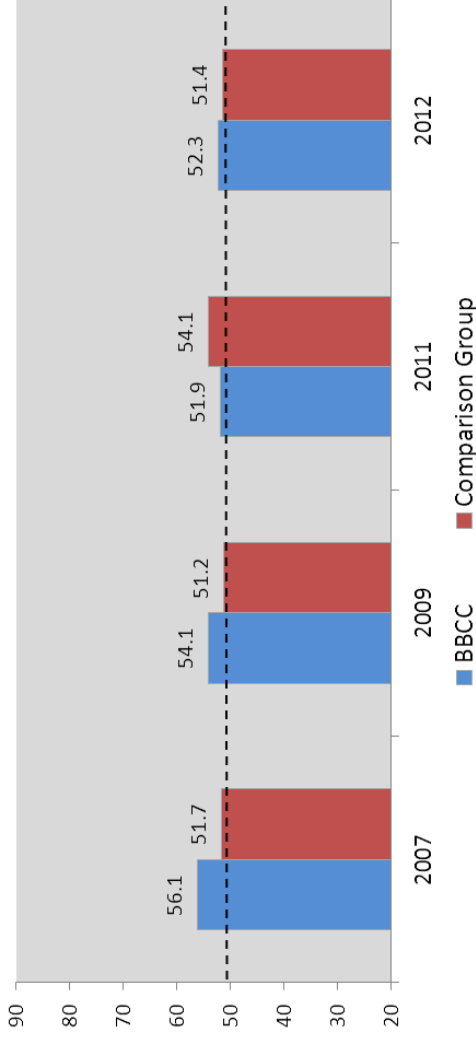
Often or Very Often	Asked questions in class or contributed to class discussions		Worked with other students on projects during class time		Worked with classmates outside of class to prepare class assignments		Discussed ideas from class with others outside of class (family, friends, etc.)	
	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status								
Hispanic Female	43	61.5%	39	55.7%	17	24.1%	41	58.5%
Hispanic Male	24	48.0%	26	50.8%	17	34.4%	22	44.0%
Hispanic All	68	55.8%	65	53.6%	34	28.3%	63	52.3%
White Female	88	72.7%	59	49.1%	34	28.2%	63	51.7%
White Male	73	67.3%	45	41.6%	24	22.5%	58	53.1%
White All	161	70.2%	104	45.5%	58	25.6%	120	52.4%
First Generation	80	59.8%	57	43.3%	35	25.8%	71	53.8%
Not First Generation	110	66.9%	79	47.6%	43	25.7%	91	55.2%
ALL	250	63.1%	189	47.9%	104	26.3%	210	53.3%
Data is not weighted by full-time/part-time enrollment status								
Full Time	220	63.6%	170	49.6%	100	28.9%	193	56.3%
Part Time	31	62.0%	22	44.0%	10	20.0%	23	46.0%

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

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2012 CCSSE Benchmark Scores

Student Effort

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

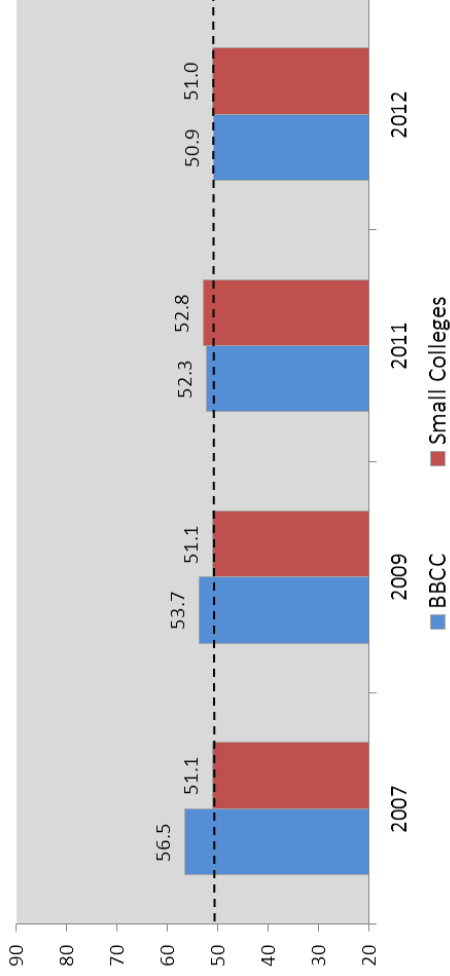|	2007	2009	2011	2012
BBCC	56.5	53.7	52.3	50.9
Small Colleges	51.1	51.1	52.8	51.0

	Often or very often came to class without completing readings or assignments		Rarely/never used peer or other tutoring		Rarely/never used skill labs (writing, math, etc.)	
	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status						
Hispanic Female	6	8.1%	32	48.0%	10	13.9%
Hispanic Male	10	20.0%	16	35.0%	13	27.3%
Hispanic All	16	13.1%	48	42.8%	23	19.3%
White Female	14	11.3%	58	48.6%	41	34.4%
White Male	20	19.0%	56	54.0%	40	39.0%
White All	34	15.0%	115	51.1%	82	36.5%
First Generation	12	9.5%	64	50.9%	32	25.1%
Not First Generation	24	14.3%	86	53.8%	54	33.7%
ALL	59	15.2%	178	47.8%	113	30.1%
Data is not weighted by full-time/part-time enrollment status						
Full Time	51	14.8%	149	45.7%	94	28.5%
Part Time	8	16.0%	25	53.2%	16	34.0%

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

2012 CCSE Benchmark Scores

Institutional Research and Planning

Student-Faculty Interaction

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

Year	BBCC	Small Colleges
2007	56.6	51.9
2009	53.3	51.6
2011	50.8	51.0
2012	52.1	51.9
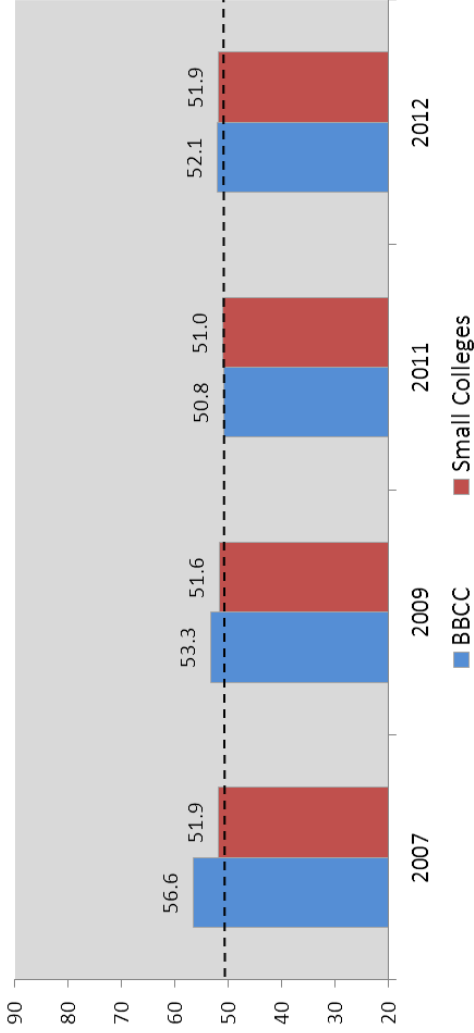
Often or Very Often	Discussed grades or assignments with an instructor		Talked about career plans with an instructor or advisor		Received prompt feedback from instructors on your performance	
	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status						
Hispanic Female	43	61.7%	33	46.9%	44	63.8%
Hispanic Male	26	49.7%	19	37.8%	27	52.8%
Hispanic All	69	56.6%	52	43.1%	71	59.2%
White Female	66	54.9%	37	30.1%	63	52.1%
White Male	57	52.5%	29	27.3%	53	48.8%
White All	124	53.8%	66	28.8%	117	50.5%
First Generation	66	49.7%	48	36.2%	82	62.0%
Not First Generation	92	55.7%	52	31.8%	83	49.6%
ALL	214	54.3%	135	34.4%	207	52.4%
Data is not weighted by full-time/part-time enrollment status						
Full Time	185	53.6%	129	37.7%	179	51.8%
Part Time	28	56.0%	13	26.0%	27	54.0%

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

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2012 CCSSE Benchmark Scores

Support for Learners

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

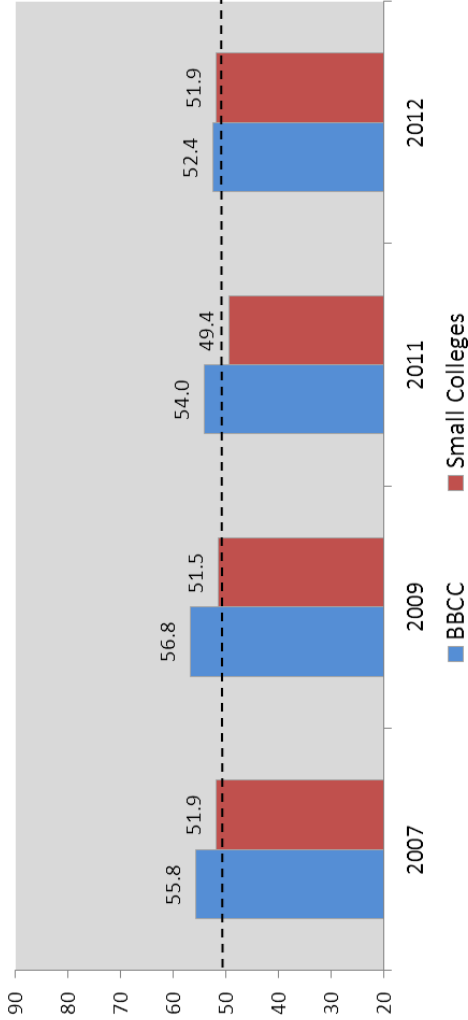| Year	BBCC	Small Colleges
2007	55.8	51.9
2009	56.8	51.5
2011	54.0	49.4
2012	52.4	51.9

Legend: ■ BBCC ■ Small Colleges

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

	Providing the support you need to help you succeed at BBCC		Encouraging contact among students from different economic, social, and racial or ethnic backgrounds		Helping you cope with your non-academic responsibilities		Providing the support you need to thrive socially		Providing the financial support you need to afford your education	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status										
Hispanic Female	59	82.3%	42	59.0%	19	26.7%	26	37.3%	46	65.5%
Hispanic Male	37	72.0%	29	56.1%	20	38.2%	22	42.7%	33	64.0%
Hispanic All	95	78.0%	70	57.7%	38	31.5%	48	39.6%	79	64.9%
White Female	97	80.4%	71	58.8%	29	23.7%	39	32.5%	70	57.9%
White Male	90	84.9%	53	49.6%	27	25.5%	23	22.2%	53	51.6%
White All	187	82.5%	124	54.4%	56	24.5%	63	27.7%	122	55.0%
First Generation	98	72.9%	74	55.4%	41	30.3%	46	34.6%	78	58.6%
Not First Generation	133	82.3%	91	55.6%	40	24.5%	48	29.1%	90	57.1%
ALL	304	78.0%	215	55.1%	103	26.5%	119	30.7%	225	58.2%
Data is not weighted by full-time/part-time enrollment status										
Full Time	273	80.5%	185	54.7%	85	25.1%	110	32.6%	211	62.3%
Part Time	36	72.0%	28	56.0%	15	30.0%	13	26.0%	23	47.9%

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

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2012 CCSSE General Data Summary

Quality of relationships with people at BBCC	Other Students - Friendly, supportive, sense of belonging		Instructors - Available, helpful, sympathetic		Staff - Helpful, considerate, flexible	
	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status						
Hispanic Female	56	78.6%	59	82.9%	53	75.3%
Hispanic Male	42	82.8%	35	69.2%	30	58.0%
Hispanic All	97	80.3%	94	77.2%	83	68.1%
White Female	99	81.4%	102	84.7%	83	68.4%
White Male	88	80.9%	91	85.3%	76	70.5%
White All	185	81.2%	195	85.1%	158	69.3%
First Generation	107	80.3%	110	81.7%	95	71.1%
Not First Generation	130	79.5%	136	83.0%	108	65.8%
ALL	319	81.3%	323	82.3%	271	69.1%
Data is not weighted by full-time/part-time enrollment status						
Full Time	279	81.8%	286	83.9%	240	70.4%
Part Time	40	80.0%	39	78.0%	33	66.0%

I am *very* or *mostly* satisfied with the quality of instruction at BBCC.

	n	Pct
Hispanic Female	63	95.4%
Hispanic Male	41	85.0%
Hispanic All	104	91.0%
White Female	109	94.5%
White Male	89	89.5%
White All	198	92.0%
First Generation	112	89.9%
Not First Generation	144	92.6%
ALL	329	90.7%

	n	Pct
Full Time	295	90.8%
Part Time	39	90.7%

My entire educational experience at BBCC is *good* or *excellent*.

	n	Pct
Hispanic Female	67	94.5%
Hispanic Male	46	88.8%
Hispanic All	113	92.1%
White Female	104	85.0%
White Male	91	83.3%
White All	194	84.2%
First Generation	115	85.7%
Not First Generation	142	85.6%
ALL	332	85.9%

	n	Pct
Full Time	298	87.6%
Part Time	39	81.2%

I would recommend BBCC to a friend or family member.

	n	Pct
Data is weighted by full-time/part-time enrollment status		
Hispanic Female	71	100.0%
Hispanic Male	47	92.0%
Hispanic All	118	96.6%
White Female	111	91.4%
White Male	101	93.3%
White All	212	92.3%
First Generation	128	95.7%
Not First Generation	149	89.9%
ALL	356	92.1%
Data is not weighted by full-time/part-time enrollment status		
Full Time	313	92.3%
Part Time	44	91.7%

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

Big Bend COMMUNITY COLLEGE

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2012 CCSSE General Data Summary

How much has BBCC contributed to your knowledge, skills, and personal development in the following areas (*quite a bit* or *very much*):

	Acquiring a broad general education		Writing clearly and effectively		Speaking clearly and effectively		Thinking critically and analytically		Solving numerical problems		Using computing and information technology		Understanding people of other racial and ethnic backgrounds	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status														
Hispanic Female	61	86.6%	65	91.0%	55	77.6%	57	82.7%	50	71.8%	58	81.8%	43	61.5%
Hispanic Male	38	73.6%	33	67.3%	33	67.0%	39	80.4%	35	72.0%	39	76.4%	32	66.6%
Hispanic All	99	81.2%	98	81.3%	88	73.3%	97	81.7%	86	71.9%	97	79.6%	75	63.6%
White Female	93	77.2%	88	72.7%	83	69.6%	91	75.1%	72	59.9%	64	52.5%	51	42.1%
White Male	85	78.7%	67	62.2%	53	50.0%	74	68.2%	72	66.7%	58	54.4%	45	42.1%
White All	178	77.8%	155	67.7%	136	60.4%	165	71.9%	144	63.1%	121	53.4%	96	42.1%
First Generation	111	83.4%	102	76.7%	94	72.1%	100	75.7%	91	68.6%	85	63.5%	65	49.0%
Not First Generation	128	78.0%	112	69.0%	93	58.0%	121	74.8%	102	63.0%	111	68.1%	74	46.1%
ALL	311	79.6%	274	70.7%	248	64.2%	287	74.1%	253	65.5%	241	61.9%	190	49.2%
Data is not weighted by full-time/part-time enrollment status														
Full Time	281	82.6%	241	71.3%	219	64.8%	254	75.1%	233	68.9%	203	60.2%	174	51.7%
Part Time	36	72.0%	34	69.4%	30	62.5%	35	71.4%	28	57.1%	33	66.0%	21	42.9%

How satisfied are you with the following services at BBCC?

	Academic advising				Peer or other tutoring				Skill labs (writing, math, etc.)				Financial Aid advising				Student organizations			
	Very Satisfied		Somewhat Satisfied		Very Satisfied		Somewhat Satisfied		Very Satisfied		Somewhat Satisfied		Very Satisfied		Somewhat Satisfied		Very Satisfied		Somewhat Satisfied	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status																				
Hispanic Female	33	57.9%	22	38.6%	18	43.9%	16	39.0%	39	68.4%	17	29.8%	28	54.9%	17	33.3%	11	28.2%	18	46.2%
Hispanic Male	22	52.4%	16	38.1%	14	46.7%	14	46.7%	24	63.2%	13	34.2%	21	51.2%	17	41.5%	6	19.4%	21	67.7%
Hispanic All	55	55.6%	39	39.4%	33	45.8%	30	41.7%	63	65.6%	30	31.3%	49	53.3%	34	37.0%	17	24.6%	39	56.5%
White Female	50	50.0%	45	45.0%	23	39.0%	27	45.8%	41	44.1%	44	47.3%	37	45.1%	35	42.7%	15	30.6%	24	49.0%
White Male	27	33.3%	47	58.0%	17	29.8%	31	54.4%	40	55.6%	29	40.3%	24	44.4%	25	46.3%	9	20.5%	25	56.8%
White All	78	42.9%	92	50.5%	40	34.8%	58	50.4%	81	49.4%	73	44.5%	61	44.9%	60	44.1%	24	25.8%	49	52.7%
First Generation	55	47.8%	48	41.7%	34	41.5%	38	46.3%	59	54.6%	46	42.6%	47	51.1%	35	38.0%	18	26.9%	36	53.7%
Not First Generation	62	47.3%	64	48.9%	31	38.8%	37	46.3%	60	53.6%	47	42.0%	43	43.0%	47	47.0%	17	26.6%	38	59.4%
ALL	149	47.0%	147	46.4%	81	38.2%	101	47.6%	156	54.9%	115	40.5%	126	47.7%	109	41.3%	46	25.6%	96	53.3%
Data is not weighted by full-time/part-time enrollment status																				
Full Time	127	46.0%	133	48.2%	80	41.5%	88	45.6%	141	57.6%	96	39.2%	129	53.8%	86	35.8%	43	26.5%	93	57.4%
Part Time	20	50.0%	17	42.5%	7	29.2%	13	54.2%	18	48.6%	16	43.2%	9	30.0%	17	56.7%	5	23.8%	9	42.9%

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

13

2012 CCSSE General Data Summary

Big Bend COMMUNITY COLLEGE
Institutional Research and Planning

Rarely/Never use the following services:

	Academic advising		Peer or other tutoring		Skill labs (writing, math, etc.)		Financial Aid advising		Student organizations	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status										
Hispanic Female	18	26.1%	32	48.0%	10	13.9%	20	29.3%	35	51.4%
Hispanic Male	11	23.8%	16	35.0%	13	27.3%	7	16.3%	20	42.0%
Hispanic All	30	25.2%	48	42.8%	23	19.3%	27	24.1%	55	47.5%
White Female	37	30.5%	58	48.6%	41	34.4%	34	28.5%	48	40.0%
White Male	42	40.0%	56	54.0%	40	39.0%	36	34.1%	55	53.4%
White All	79	34.9%	115	51.1%	82	36.5%	69	31.1%	103	46.2%
First Generation	43	33.1%	64	50.9%	32	25.1%	41	32.5%	58	45.2%
Not First Generation	56	34.9%	86	53.8%	54	33.7%	48	30.3%	84	52.7%
ALL	119	31.3%	178	47.8%	113	30.1%	102	27.5%	172	46.0%
Data is not weighted by full-time/part-time enrollment status										
Full Time	98	29.3%	149	45.7%	94	28.5%	83	25.8%	136	41.5%
Part Time	17	36.2%	25	53.2%	16	34.0%	15	31.9%	27	57.4%

How likely is it that the following would cause you to withdraw from class or from BBCC (*very likely or likely*):

	Working full-time		Caring for dependents		Academically unprepared		Lack of finances		Transfer to a 4-year college	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status										
Hispanic Female	31	44.4%	32	44.4%	9	13.6%	53	74.9%	29	40.3%
Hispanic Male	26	51.3%	17	33.9%	12	24.0%	32	63.4%	23	44.6%
Hispanic All	57	47.3%	48	40.0%	22	17.9%	84	70.1%	52	42.1%
White Female	48	39.5%	30	24.4%	9	8.3%	61	51.1%	66	54.8%
White Male	36	33.8%	27	25.9%	18	17.4%	51	49.0%	68	64.2%
White All	83	36.8%	57	25.1%	28	12.6%	113	50.1%	134	59.1%
First Generation	65	48.8%	51	39.1%	13	9.6%	83	63.0%	52	39.6%
Not First Generation	54	32.8%	36	22.2%	25	16.0%	82	50.8%	108	66.8%
ALL	160	41.8%	123	32.1%	59	15.3%	218	56.8%	206	54.0%
Data is not weighted by full-time/part-time enrollment status										
Full Time	127	37.7%	95	28.4%	52	15.6%	186	55.3%	186	55.5%
Part Time	25	52.1%	20	41.7%	7	14.6%	29	60.4%	24	50.0%

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

- 48.1% of all students most often get information about program requirements from a **faculty advisor** at the college. This is the most common way students in all groups get this information.

- The second most common way students get information about program requirements is from the college website (28.7%), *except* Hispanic males. Hispanic males get the information from another student at the college (15.0%) before consulting the website (13.6%).

- 48.8% of all students *often* see students similar to them reaching their educational goals at BBCC. There was nearly a 10% difference between white males' and white females' responses to this question:

Percent of students who *often* see students similar to them reaching their educational goals at BBCC (Spring 2012)

	Female	Male	Total
White	54.9%	46.4%	51.0%
Hispanic	47.2%	50.4%	48.5%
Total	50.3%	46.4%	

- 93.8% of all students feel that BBCC is a *very* (70.1%) or *somewhat* (23.7%) comfortable environment for all students (an environment free of harassment of any kind). Only 56.4% of Hispanic males feel *very* comfortable, compared to 76.0% of Hispanic females and 70.1% of white males:

Percent of students who feel BBCC is a *very* comfortable environment for all students (Spring 2012)

	Female	Male	Total
White	73.6%	70.1%	72.0%
Hispanic	76.1%	56.4%	67.9%
Total	75.5%	65.0%	

- 94.0% of all students feel *very* (62.6%) or *somewhat* (31.4%) safe on BBCC campus. There was a 10% difference between males (68.6%) and females (58.3%) who feel *very* safe on campus.

Percent of students who feel *very* safe on BBCC campus (Spring 2012)

	Female	Male	Total
White	59.1%	68.2%	63.3%
Hispanic	55.6%	67.8%	60.7%
Total	58.3%	68.6%	

2012 CCSSE Summary – Special Focus Questions

Big Bend COMMUNITY COLLEGE
Institutional Research and Planning

- 69.8% of students primarily use their BBCC email account to communicate with instructors and other students at BBCC (15.1% use personal email, 15.1% use ANGEL email).

- 44.5% of students use ANGEL daily and an additional 27.6% use it weekly.

- 34.6% of students use the BBCC Portal for things other than ANGEL a few times a quarter and an additional 23.8% use it weekly.

- 44.1% of students report that the BBCC Portal is a *very useful* resource/tool for them.

- Personal technology:
  - 93.4% of students have a computer at home
  - 88.9% have internet access at home
  - 60.1% have a smart phone

- Online tutoring:
  - 69.0% of students are aware that BBCC offers free online tutoring
  - 11.0% have used online tutoring
  - Of those who used it, 21.8% were *very* satisfied; an additional 61.8% were *somewhat* satisfied

- The three most common areas for suggested improvement were:
  - Increased class/program offerings to accommodate personal schedules and career goals (n=33, 19.8%)
  - Improved website and/or online access (n=14, 8.4%)
  - Improved ANGEL service (n=14, 8.4%)

Appendix B

Big Bend Community College

Program/Service Review and Analysis 2012-13

Program Name: BBCC Library & English Skills Lab

Administrator: Tim Fuhrman

1. Mission

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

The BBCC Library's primary purpose is to support the educational mission of the college by providing access to information technologies and resources as well as instruction and assistance in the research process. The library's collections and services are offered in a variety of formats to meet the diverse needs of the library's users. Secondary to that mission, the library provides access to resources that promote personal growth and interests as well as those of entertainment value. The library is open to, lends to, and provides services for users living within the college's service district as well as the college's students, staff, and faculty.

The current mission of the English Lab is to assist students with written assignments in various subject areas. The goal is to work with students one-on-one to help them improve their writing, instructing rather than just proofreading. Along with this, lab assistants help students with essay format and content, research, and documentation styles required by instructors.

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.

Service: Facility Access   **Primary Users:** BBCC Students

The current facility, which opened in 2005, is approximately 27,000 square feet and houses both the library and English Skills Lab. The library space includes ten study rooms of varying sizes ranging from four to ten seats, 14 four-person tables, 18 individual carrels, and nearly 70 terminals in the Computer Commons. Forty fabric-covered lounge-type seats are also available. Users have access to all of the library's online resources as well as its print and media collection, the internet, including the Microsoft Office Suite, printing and photocopying.

The library includes two classrooms. The Multipurpose Classroom (1801) seats 32 and includes a multimedia-enabled instructor's station was designed as a laptop lab. The library's Bibliographic Instruction Room (1802) offers access to 36 terminals for students and dual

projectors for easy viewing of whatever is presented from the multimedia-enabled instructor's station. When it is not being used for library instruction, 1802 can be booked for class uses, and more and more faculty are requesting the room for online testing. 1801 and 1802 are also used by partnering universities and are rented out to a variety of commercial and private users, which has provided revenue that the library has used to help pay for a part-time weekend and evening staff member.

A. # of people served				
Library Door Count				
2002-03*	**2003-04*** old library	**2004-05** new library as of 1/5/05	**2005-06**	**2006-07**
NA	106,619	172,505	170,054	167,868
2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**
179,608	186,542	189,860	175,719	179,602

B.   Increasing/Stable/Decreasing
There has been some fluctuation in the door count but use remains high.

Service: Points of Service (POS)   **Primary Users:** BBCC Students

POS include interaction with users, including reference, computer assistance, circulation transactions, creating ID cards, proctoring tests, etc.

A. # of people served					
BBCC Library Points of Service (POS), Circulation, and Proctoring					
	2002-03*	**2003-04***	**2004-05**	**2005-06**	**2006-07**
Point of Service	NA	9,876	11,095	11,100	7,959
POS – Reserve Item	NA	950	672	444	382
Circulated Materials	NA	10,081	11,903	10,380	9,999
Proctored Tests	NA	60	68	158	131
	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Point of Service	8,716	8,492	13,392	11,309	9,922
POS – Reserve Item	253	177	144	131	95
Circulated Materials	8,752	8,661	7,055	6,741	5,913
Proctored Tests	82	355	531	372	370

B.   Increasing/Stable/Decreasing
Points of Service are notoriously unreliable as they tend to not be recorded when staff get busy. The dean is looking into ways of improving the collection of this data. Circulation of print materials has seen a significant drop as students have become more focused on online resources to meet their research needs. This is seems to be a trend in most college libraries.

The number of proctored tests took a huge upswing after the Dean of Library Resources mentioned this service at a faculty in-service. The rise in students attending online university programs who need proctors has also contributed to the increase in the use of this service.

Service: Interlibrary Loan   **Primary Users:** BBCC Students and Faculty

This service includes borrowing books and media items or obtaining copies of journal articles the library does not currently own or have access to from other libraries.

A. # of people served					
Interlibrary Loan Statistics					
	2002-03*	**2003-04***	**2004-05**	**2005-06**	**2006-07**
Borrowed	351	332	310	641	964
Loaned	191	185	223	304	363
Total	**542**	**517**	**533**	**945**	**1,327**
	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Borrowed	333	620	623	326	337
Loaned	473	836	878	757	654
Total	**806**	**1,456**	**1,501**	**1,083**	**991**

B.   **I**ncreasing/**Stable/Decreasing**
While the numbers remain relatively strong, the use of this service is decreasing as more information is becoming readily available online.

Large upticks in the use of interlibrary loan services can be attributed to several faculty and administrators working on advanced degrees as well as the library's assistance with a Department of Wildlife research project.

Service: Bibliographic Instruction   **Primary Users:** BBCC Students

Instructors can schedule sessions where their students receive training in the use of the library's services and resources.

A. # of people served					
Bibliographic Instruction Statistics					
	2002-03*	**2003-04***	**2004-05**	**2005-06**	**2006-07**
Sessions	NA	51	46	43	42
Attendance	NA	1047	979	879	854
	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Sessions	26	40	43	45	56
Attendance	566	924	1,027	1,034	1,362

B. **Increasing/Stable**/Decreasing

The average percentage of students reporting having previously attended a library instruction session from 2007-08 to 2011-12 was 31.4%. Based on these data, the library started developing new instruction to address this as well as faculty concerns that, despite attending multiple sessions, some students exhibited in their work a lack of competence with library skills. The library has also been concerned about students who place in college-level courses (those numbered 100 or above) who might never receive library instruction, so this was seen as an opportunity to draw in those classes as well.

The new library instruction sessions, which began Spring quarter of 2011-12, offer hands-on activities in which students work to find and evaluate paper-bound, database, and web-based information resources. Though there have only been a handful of these sessions offered to date, response from faculty has been positive, and instructors who have never brought their classes to the library for instruction have already signed up.

The library is also looking at how to provide "just-in-time" instruction, as well as instruction for students who may only be taking online courses.

Service: Online Resources   **Primary Users:** BBCC Students

The library subscribes to a wide range of online resources to support the college's programs.

The data below give a general idea of primary resources available and their use. However, the data do not track every resource available to users.

Alldata & Mitchell on Demand *automotive repair databases,* neither provides usage statistics. Instructor Mike O'Konek states: These databases provide "all" of the technical information on the vehicles serviced in our automotive program. Without these our automotive program could not function. Our students use these information sources on a daily basis and on many occasions an hourly basis.

	2011-12	2010-11
ARTstor	918	2,417
Britannica	300	696
CultureGrams	136	721
eLibrary (similar to ProQuest)	475	519
Health & Wellness Resource Center	33	34
Health Reference Center	25	133
Literature Resource Center	576	992
ProQuest	30,196	47,246
Testing & Education Ref. Center	27	140

B. Increasing/**Stable/Decreasing**

Usage fluctuates as instructors change. The library will be reaching out to faculty to try and determine the general decrease in use. The library is also considering other methods that might encourage students to take advantage of its online resources. With the shift to Canvas, students are automatically entering into the "protected" spaces required by online resource vendors as a condition of providing access. Instead of steering users to the library's site to get the resources they need, the library plans to look into the viability of providing direct links to library resources that have been specifically targeted to connect to particular course content and objectives.

While the library has not dropped any of the online resources that it currently subscribes to, faculty have expressed significant concerns that resources supporting their programs not be eliminated. For example, when budget cuts were announced several years ago, English Department faculty immediately questioned whether their online resource of choice, Literature Resource Center, was on the chopping block. While they have been assured that the database is not going to be eliminated, and that no online resource would be purged without consulting potentially impacted departments, they and others have checked back regularly in order to reiterate their interest in the fate of such resources.

Service: English Lab tutoring for writing assignments in all subject areas
Primary Users: BBCC Students

A. # of people served 2011 and 2012	
Students receiving one-on-one assistance	Students who spent time in the lab as registered via swipe card
5,220	9,289

B. Increasing/**Stable**/Decreasing

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.

Library	2008-09				2011-2012			
Position Type	**Headcount**			**FTE**	**Headcount**			**FTE**
	FT	**PT**	**Total**		**FT**	**PT**	**Total**	
Classified	4		4	4.00	4		4	4.00
Hourly		2	2			2	2	
Administrative	1		1	1.00	1		1	1.00
Other	1		1	1.00	1		1	1.00
Total	6	2	8	6.00	6	2	8	6.00

English Lab	2011 - 2012			
Position Type	Headcount			FTE
	FT	PT	Total	
Hourly		5	5	1.18
Exempt		1	1	1.0
Total	-	6	6	2.18

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

Position Title (Library)	FTEF	Functions
Program Assistant	1.0	support program, Dean, scheduling, phone inquiries, monitoring budget, ordering & processing invoices for payment, proctoring, etc.
Library & Archives Paraprofessional 4	1.0	cataloging, mending
Library & Archives paraprofessional 4	1.0	library systems technician
Library & Archives Paraprofessional 1	1.0	interlibrary loan, serials, mending, statistics, collection management
Library Supervisor	6 hrs/wk	part-time weekend support, reference and circulation services
Library Aide	11 hrs	evening and weekend support, reference and circulation services
Other = Reference Librarian	35 hr/wk	collection development, instruction, reference and circulation services,
Admin = Dean of Library Resources, Dev. Ed., & eLearning	1.0	collection development, instruction, reference and circulation services, staff oversight, budget management

Position Title (English Lab)	FTEF	Functions
English Lab Assistant		Reviewing written assignments with students Word processing assistance Assisting students with research and documentation Administering Eng. placement tests
English Lab Coordinator		Staffing, training, & supervising tutors Generating contracts, reviewing timesheets Functioning as campus contact for lab and English Placement Testing Staffing Eng. Placement Testing & monitoring testing supplies, including COMPASS test units Evaluating English Placement Tests Coordinating Eng.099 portfolio reading Tutoring in lab & teaching lab classes: English 065, 087, 093, 095

Library and English Skills staffing is adequate at this time.

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.

Due to statewide cuts to the community college system, the library has taken significant budget cuts over the past few years that are impacting its ability to offer new resources and keep the technology it offers its users.

This was noted in the Comprehensive Peer-Evaluation Report (Oct. 2012) generated by the accreditation committee that recently visited the college:

 The committee identified a concern related to collection funding levels. Due to budget cuts, expenditures on the book collection have experienced an 82% decrease since 2007-2008. Current expenditures are unlikely to maintain resources currently at levels sufficient to support all programs if sustained long-term. BBCC is encouraged to actively engage instructional faculty and advisory groups in an evaluation of library resources (both print and electronic) to determine long-range funding strategies that will ensure access to current resources for BBCC programs and student attainment of information literacy skills. (2.E.1)

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?

Library	Name	Job Title	Terminal Degree, Granting Institution	Years Experience
Classified	Kathy Aldrich	Program Assistant	AAS – BBCC	38
Classified	John W. Anderson	Lib & Archives Par 4	AAS* – Highline CC	17
Classified	Carolyn Riddle	Lib & Archives Par 4	MLS** – U. of Arizona	13
Classified	Teresa Curran	Lib & archives Par 1	AAS – BBCC	6
Other	Lance T. Wyman	Librarian	MLS** – U. of Kentucky	29
Administrative	Tim Fuhrman	Dean, Library Resources	MLS** – U. of Arizona	15
Classified	John C. Anderson	Library Supervisor	BA – CWU	11
Classified	Libby Sullivan	Library Aide	MLS** – Simmons College	7

* in Library Science   **Masters in Library Science

English Lab	Name	Job Title	Terminal Degree, Granting Institution	Years Experience
Tutor	John C. Anderson	English Lab Asst.	BA + Teaching Cert.	15 yrs
Tutor	Monique Guilland	English Lab Asst.	BS - Engineering	10 yrs
Tutor	Dalene Anderson	English Lab Asst.	BA + Teaching Cert.	8 yrs
Tutor	Christine Bancroft	English Lab Asst.	BA + Masters Ed	8 yrs
Tutor	Darrell Van Blaricom	English Lab Asst.	BA + Teaching Cert.	8 yrs
Exempt	Mary Kate Shuttleworth	Eng. Lab Coordinator	BA + Certification + Graduate Credit	22yrs

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?

While it is currently adequate, the library's technology is rapidly becoming worn out and in need of replacement. Student access computers are at least six years old and, with increasing age, maintenance increases and speed/efficiency decline. Computer headphone jacks are wearing out and breaking.

The library is participating in statewide efforts to offer a service that would allow aggregated searching of the library's online resources, which would allow users to search all of the library's online resources at once.

The computers in the English Skills Lab have not been replaced since 2005.

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

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
3 classroom projectors for 1801 & 1802	allows students to see Powerpoint, internet, and other online presentations	$2,400 each
2 traveling projectors	allows students to see Powerpoint, internet, and other online presentations	$760 each
5 laptops	used by faculty and staff for presentations and by those traveling to attend conferences and other meetings off campus	$1,200 each
70 computers -need to reestablish the rotation of replacement every three years (20+ each year)	user access to the library's online catalog and other online resources including the internet, Canvas (the college's learning management system) the Microsoft Office suite, campus email, access to online registration and other campus services offered online	$1,200 each (including monitor)
7 computers in the English Skills Lab	Word processing and online placement testing	$1,200 each (including monitor)

6. Program Outcomes and Assessment

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

- The library's users should feel comfortable and have access to adequate space for their needs; this is measured via the Spring Enrollment student survey and Library Instruction student surveys on students' comfort level with using library resources.
- Users will have access to adequate resources and services to meet their needs
- Students will be comfortable asking for assistance in the library setting and have a basic knowledge of how to access and use library resources
- English Lab – improved student academic success (see table on following page)

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

The data provided in this report is gathered quarterly and evaluated on a regular basis. Additional data is provided through various surveys from the campus IRP department. The library and lab then work to improve areas where outcomes are not being adequately met.

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

Library (information literacy) skills are vital to both academic excellence and lifelong learning.

The library's primary performance goals are as follows:

- To provide a welcoming facility with adequate space to meet student, faculty, and outside users' needs.
- To offer access to the resources and services necessary for users to find the resources they need.
- To provide instruction and training in the use of library resources and develop relationships with users that encourage inquiry at all levels and faculty participation in the development of the library's services and the resources it provides.

The English Lab's goal is to assist our students in learning how to communicate clearly and effectively in the written form.

	All Students' Success in Class			Students' Success in Class after Lab Use	
	2011-12				
	N	Success Rates*		N	Success Rates*
Pre-college English	533	83%		311	90%
English (college-level)	1278	78%		286	84%

*Students who passed with a "P" or 2.0 or higher G.P.

6.d. 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.

- The library is looking for ways to encourage use of the resources it offers.
- New methods of instruction are being developed.
- The focus of various positions is being changed.
- English Lab continually works to evaluate and improve. This takes the form of one-on-one training with the English Lab Coordinator for the tutors and updating and improving handouts.

Opportunity Analysis

7.a. What opportunities exist for this program?

The library's current cataloger and Reference Librarian have or will be retiring, and the Dean of Library Resources is looking to reorganize and change priorities for those positions.

The English Lab will be looking into how to expand its services online.

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 library and English Skills Lab have not added any new partnerships over the past two years.

About Program Reviews

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

> The library drew most of this information from the college's recent accreditation report. All staff contribute in one form or another in the compilation of the data. The Program Assistant and the Dean of Library Resources were responsible for the final document.
>
> The English Lab Coordinator provided the information for the English Skills Lab.

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

Program Dean/Director/Coordinator: Tim Fuhrman, May 7, 2013

Vice-President: Bob Mohrbacher, May 7, 2013

Appendix C

Big Bend Community College

Program/Service Review and Analysis 2012-13

Program Name: Athletics

Administrator: Preston Wilks

1. Mission

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

The mission of the Athletic Department is to provide students an opportunity to participate in intercollegiate athletics to promote character, competition and community.

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:
		
		  a. # people served/unit time (e.g., 10/day)
		  b. Increasing/Stable/Decreasing
		  c. % International, Running Start	

		Internal	**External**
Athletics	Student-Athletes	90+ avg.; stable	Visiting teams

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.

	2012-13			
Position Type	**Headcount**			**FTE**
	FT	**PT or Partial Load of FT**	**Total**	
Exempt		13	13	

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

Position Title	FTEF	Functions
Head Coaches (5 HC)	.50	Complete all duties associated with directing team & program and compliance with NWAACC rules.
Asst. Coaches (8 HC)	.50	Assist Head Coach in all duties

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

With only five teams Big Bend is one of the smaller athletic programs in the NWAACC, but we are not the smallest.

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.

Recent changes to state regulations do not allow colleges to use state funds to support athletics, making it difficult to start new teams such as soccer.

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	Mark Poth	Head Men's Basketball Coach	Master's, U of Hawaii	30+
	Preston Wilks	Head Women's Basketball coach	Master's, BYU	13+
	Pete Doumit	Head Baseball Coach	Master's, Linfield College	30+
	Ray Moffitt	Head Softball Coach	Master's, Willamette U	35+
	Allison Baker	Head Volleyball Coach	Bachelor's, U of Idaho	1+

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?

- New monitors and DVD equipment for coaches' offices
- New video recording equipment for games & practices
- New radar gun for baseball

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

Separate indoor practice facility for baseball/softball teams to alleviate crowding of student-athletes from all five sports in current facility.

- New scoreboard for baseball facility
- New scoreboard for softball facility
- New clubhouse with locker rooms for baseball & softball facilities
- Press box for softball facility
- On-site athletic trainer available for practices and games

6. Program Outcomes and Assessment

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

- Coach student athletes to increase athletic performance
- Provide better game day experience for athletic teams community supporters

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

- Frequent on-site comparisons of other NWAACC athletic programs and facilities.
- Student athletes evaluate their respective coach each season.
- Student athlete GPAs.

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

Primary goals are to serve our student-athletes' physical fitness/athletic needs, and provide an enjoyable and safe environment for athletic contests. Currently, the Athletic Department's goals are aligned with NWAACC goals to promote character, competition, and community. In the coming year, the department will develop a plan to align current goals with the new BBCC mission statement.

6.d. 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.

Athletics must rely on private donations to upgrade facilities since the State of Washington does not allow state-allocated funds to be used in athletics.

Opportunity Analysis

7.a. What opportunities exist for this program?

There is interest in forming both men's and women's soccer teams at BBCC. However, there is no money available for this because state-allocated dollars cannot be spent on athletics.

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 athletic teams have had success in representing Big Bend Community College through various community service projects. However, a more systematic way of assessing these efforts and raising visibility needs to be developed.

About Program Reviews

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

Feedback from coaches and Athletic Director

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

Survey the student athletes annually about facilities.

Program Dean/Director/Coordinator: Preston Wilks, May 3, 2013

Vice-President: Candy Lacher, May 6, 2013

Appendix D

Accounting/Business

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	63.7	53.11	73.53	73.67	80.71
FTEF (full-time equivalent faculty)	3.45	3.05	3.26	3	3.02
Student-Faculty Ratio (FTE/FTEF)	18.46	18.40	22.56	24.56	26.73
Direct Cost Per FTE (no lab expenses)	$2,722	$3,162	$2,359	$2,705	$2,126

Program Completers' Estimated Employment*

	2007-08	2008-09	2009-10	2010-11
Accounting	85%	100%	94%	80%

*This shows students who completed their training in a given year (above) and their employment status, nine months following their training. Students who completed in 10-11 then were employed in 11-12 are shown under 10-11.

Equipment and facility suitability:

New computers were added to the accounting computer lab, so we are able to increase the number of students in the lab to 16. New software has been updated this year.

Program Needs:

Need to update software in the lab, and develop more online hybrid classes.

Industry or community partners and/or outreach efforts:

Align classes with CWU and EWU. Continue to update advisory committee partners.

Recommendations for changes:

Add new online hybrid classes, and find new personnel to teach part-time.

Adult Basic Education

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	247.55	283.72	287.28	265.41	191.13
FTEF (full-time equivalent faculty)	11.21	11.38	9.50	8.52	6.10
Student-Faculty Ratio (FTE/FTEF)	22.08	24.93	30.24	31.15	31.55
Direct Cost Per FTE (no lab expenses)	$2,489	$2,077	$1,993	$1,917	$2,467

Equipment and facility suitability:

Plans are in place to replace carpet in the upstairs lab and office area of the Opportunity Center. M&O staff are working with the Foundation to determine if upgrades to the lighting and wiring in the lab are possible at the same time the carpet is being replaced. Carpeting in the classrooms is still below standard and a potential trip hazard. The heating/cooling system is inadequate. We have had two emergency plumbing calls this year because of the high usage of the restroom facilities and the outdated system. Ideally, we should be co-located with the Student Success Center and/or with developmental education. This would ease the transition between pre-college and college level classes.

Program Needs:

Computers and internet access for all basic skills students, regardless of location.

Industry or community partners and/or outreach efforts:

- ESL classes at Lamb Weston
- IBEST at Work grant operating at Lamb Weston
- I-DEA grant partnership/MOU with Washington State Migrant Council
- Use of facilities with SkillSource in Othello and Moses Lake
- Citizenship Day on campus, in partnership with OneAmerica.org
- Distribution of flyers/materials on basic skills and I-BEST programs at OIC, DSHS, and various agencies in Moses Lake

Recommendations for changes:

A tenure-track position has been posted. The assignment will be approximately 75% ABE and 25% Developmental Education. Other recommendations include moving the location of basic skills and the WorkFirst program and staff; improving opportunities for improving digital literacy for all basic skills students, improve placement into basic skills rather than Math 080.

Agriculture

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	3.25	2.27	2.85	4.51	3.71
FTEF (full-time equivalent faculty)	1.21	0.25	0.12	0.31	0.17
Student-Faculty Ratio (FTE/FTEF)	2.69	9.08	23.75	14.55	21.82
Direct Cost Per FTE (no lab expenses)	$2,262	$269*	$115*	$1,354	$1,408

*Students were on independent study rather than in traditional classes. An adjunct instructor was hired in 2010.

Equipment and facility suitability:
We currently have a center pivot lab that can be used for instruction. As enrollment increases, we are in need of classroom space to teach classes on campus.

Program Needs:
Need personnel to teach online hybrid classes. We are adding a new certificate in GPS systems and will need equipment and software to teach this class.

Industry or community partners and/or outreach efforts:
Continue to work with advisory committee to help with outreach and recruiting students into the Agriculture Program. Advisory committee has been helpful in the development of a pathways advising tool to use in service district high schools.

Recommendations for changes:
We are adding new classes and changing the core of our Applied Technology Degree. This will require classroom space, more on-campus classes, and software to be used for instruction. Our goal is to hire a full-time instructor and develop a program on campus.

Anthropology/Sociology

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	35.22	50.78	51.23	48.79	37.67
FTEF (full-time equivalent faculty)	1.35	1.97	1.77	1.73	1.22
Student-Faculty Ratio (FTE/FTEF)	26.09	25.78	28.94	28.20	30.88
Direct Cost Per FTE (no lab expenses)	$943	$1,697	$1,659	$2,002	$1,582

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.

Program Needs:

Industry or community partners and/or outreach efforts:

Recommendations for changes:

This discipline has the potential to grow. Another faculty member is needed to add depth and breadth to the offerings.

Art

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	41.26	40.96	43.82	44.6	44.34
FTEF (full-time equivalent faculty)	2.76	2.67	2.63	2.48	2.82
Student-Faculty Ratio (FTE/FTEF)	14.95	15.34	16.66	17.98	15.72
Direct Cost Per FTE (no lab expenses)	$2,823	$3,257	$2,918	$3,021	$3,158

Equipment and facility suitability:

Donated kiln still not hooked up. Third kiln was repaired, so it can be used. We received new computers and projectors. We need projectors in drawing and painting studios to show images using a laptop or iPad. Currently, if we want to show images to studio classes, we have to use a classroom that is not being used and has a projector and computer.

Program Needs:

We need more easels and cabinets. Lockers for students to store supplies would be helpful. We have some cabinets for storage, but they take up room in the classroom; when classrooms are full of students, it causes crowded conditions, especially in the drawing room.

Industry or community partners and/or outreach efforts:

Soap Lake Art Guild invited us to share what our program offered and show some student work in January 2013. This was very well received. Both Fran Palkovic and Rie Palkovic shared about the various programs.

Recommendations for changes:

The art faculty state that another full-time faculty member is needed.

Automotive Technology

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	31.25	31.07	38.8	42.27	38.33
FTEF (full-time equivalent faculty)	2.44	2.42	2.42	2.41	2.52
Student-Faculty Ratio (FTE/FTEF)	12.81	12.84	16.03	17.54	15.21
Direct Cost Per FTE (no lab expenses)	$6,795	$6,051	$5,166	$4,192	$4,839

Program Completers' Estimated Employment*

	2007-08	2008-09	2009-10	2010-11
Automotive Technology	83%	88%	94%	71%

*This shows students who completed their training in a given year (above) and their employment status, nine months following their training. Students who completed in 10-11 then were employed in 11-12 are shown under 10-11. The Automotive Program faculty will continue to study the estimated employment trend.

Equipment and facility suitability:

Equipment is adequate to meet student/program needs. Some new equipment is needed to work on hybrid automobiles. Facility is in need of upgrades. Computers are being upgraded.

Program Needs:

At this time we are current with our program needs but need to update our Master Course Outlines.

Industry or community partners and/or outreach efforts:

Partners will help this year for NATEF recertification.

Recommendations for changes:

New facility (PTEC), update lab computers

Aviation (Commercial Pilot)

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	30.54	40.44	36.22	35.30	46.62
FTEF (full-time equivalent faculty)	6.33	6.73	6.59	6.77	6.28
Student-Faculty Ratio (FTE/FTEF)	4.82	6.01	5.50	5.21	7.42
Direct Cost Per FTE (no lab expenses)	$14,601	$10,830	$12,081	$13,786	$8,046

Program Completers' Estimated Employment*

Year	2007-08	2008-09	2009-10	2010-11
Aviation (Commercial Pilot)	58%	60%	42%	69%

*This shows students who completed their training in a given year (above) and their employment status, nine months following their training. Students who completed in 10-11 then were employed in 11-12 are shown under 10-11.

Equipment and facility suitability:

Classrooms are adequate and were upgraded with new technology. A fire suppressant system is needed in the hangar where the fleet is housed. Flight simulators are over 30 years old and need to be replaced. The computers also need to be updated. The cost to update the fire suppressant and fleet are in the millions of dollars.

Program Needs:

Need to focus on changes that will meet the future needs of the college and the program. This work will commence in the summer of 2013. The program needs a new flight records computer program to keep track of students and maintenance.

Industry or community partners and/or outreach efforts:

Continue to develop partnerships and work with alumni to gather support for this program and help recruit new students to the program.

Recommendations for changes:

Expand partnerships with CWU and Spokane Community College.

Make changes as recommended by the program review approved by the Board of Trustees.

Contact companies about mandatory I-pads for all students to put text books and aviation support services in digital format. Continue to look at new models of training to help reduce costs.

Aviation Maintenance Technology

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	28.15	19.59	36.59	44.34	44.29
FTEF (full-time equivalent faculty)	3.88	3.11	2.93	3.17	3.29
Student-Faculty Ratio (FTE/FTEF)	7.26	6.30	12.49	13.99	13.46
Direct Cost Per FTE (no lab expenses)	$8,877	$10,333	$5,505	$4,711	$5,634

Program Completers' Estimated Employment*

Year	2007-08	2008-09	2009-10	2010-11
Aviation Maintenance Technology	62%	67%	63%	50%

*This shows students who completed their training in a given year (above) and their employment status, nine months following their training. Students who completed in 10-11 then were employed in 11-12 are shown under 10-11.

Equipment and facility suitability:
The building is old but meets the needs of the program. Some new equipment has been added to the program. DOL grant has provided new marketing strategies that have increased enrollment. Additional composite equipment was purchased in 2012-13. With the DOL grant, new computers were purchased. New hangar doors were installed.

Program Needs:
Continue to look for composite equipment and newer model engines to stay current with industry. Develop new webpage for the program. Continue to expand outreach activities.

Industry or community partners and/or outreach efforts:
Continue to develop internship opportunities for our students. Currently, AMT has developed internships for students with ATS. Continue to add members to our advisory committee to assist with outreach efforts.

Recommendations for changes:
Implement the new skills and program curriculum. Program changes have been made and will be set in place for the 2013-14 school year. Instructors received new training and are looking to add more composite training and some fiber optics courses this year. DOL grant will provide funding to look at additional classes and schedule changes for the program. The program is housed in an aging hangar. Updates are needed to integrate composite equipment and other program changes.

Biology/Botany

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	58.03	54.12	52.56	56.45	61.66
FTEF (full-time equivalent faculty)	3.00	2.85	2.46	2.48	2.99
Student-Faculty Ratio (FTE/FTEF)	19.34	18.99	21.37	22.76	20.62
Direct Cost Per FTE (no lab expenses)	$3,667	$3,368	$3,385	$3,248	$3,082

Equipment and facility suitability:

Room 1209 has had some technology upgrades and alternate cabling, and Room 1211 has added counter space and a new projector, but additional upgrades are still needed. Upkeep has often been ignored within labs - faucets do not work and old cabinetry is not functional. Consider remodeling the front teaching desk and the student tables in Room 1211 to better serve the teaching needs of the general biology and botany courses. Remodel rooms 1209 and 1211 (labs) to the standard of the Chemistry lab remodel.

Program Needs:

Tablet in room 1211, short-throw projectors and computers in remaining rooms of STEM lab (the two new classrooms)

Industry or community partners and/or outreach efforts:

Master Gardeners – greenhouse use

Recommendations for changes:

Investigate online labs for Survey of Biology course 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.

Hire a full-time person to supervise the STEM Center. We need tutoring in the sciences since the "S" in STEM is science.

Business Information Management

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	92.20	81.51	93.88	91.99	80.64
FTEF (full-time equivalent faculty)	5.56	4.72	4.24	4.01	2.83
Student-Faculty Ratio (FTE/FTEF)	16.58	17.27	22.14	22.94	28.49
Direct Cost Per FTE (no lab expenses)	$4,245	$4,068	$3,455	$3,327	$2,576

Program Completers' Estimated Employment*

	2007-08	2008-09	2009-10	2010-11
Office Clerical	89%	55%	100%	73%
Office Management & Supervision	80%	88%	71%	94%
Medical Office Management	60%	45%	83%	100%
Medical Receptionist	NA	NA	100%	NA

*This shows students who completed their training in a given year (above) and their employment status, nine months following their training. Students who completed in 10-11 then were employed in 11-12 are shown under 10-11.

Equipment and facility suitability:

Desks and tables were purchased and data ports added to reconfigure 1612 to make it more usable for a variety of courses in addition to the lab classes/students. New computers were purchased for both labs in 2012-13.

Program Needs:

We are current as of the 2012-13 school year. There are no program needs at this time.

Industry or community partners and/or outreach efforts:

Will continue to work with advisory committee to update program and make future contacts with business community. We will need to continue our outreach efforts to recruit students for this program.

Recommendations for changes:

All program changes have been made to update our BIM program. Changes allow students who might not otherwise earn their credits to add a credit in the second session. Need part-time BIM instructor; will still have a need for full-time BIM instructor in the future.

Chemistry

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	21.48	24.34	26.09	29.32	31.89
FTEF (full-time equivalent faculty)	1.53	1.26	1.30	1.37	1.63
Student-Faculty Ratio (FTE/FTEF)	14.04	19.32	20.07	21.40	19.56
Direct Cost Per FTE (no lab expenses)	$3,593	$3,312	$3,695	$3,495	$3,567

Equipment and facility suitability:

Classrooms are adequate with respect to space. We need to continue updating and/or adding classroom technology. Specifically, rooms 1201 and 1202 in the STEM center need short throw projectors, computers, and tablets. Office and lab computers are up to date. The remodel of the chemistry lab has created a better working environment for students and faculty.

Program Needs:

We need additional technology for data acquisition in the chemistry laboratory by the replacement of the current LabQuest devices with more modern equivalents.

Industry or community partners and/or outreach efforts:

The current full-time chemistry instructor is teaching an introductory chemistry class at Moses Lake Industries on an "as-needed" basis. We are currently working with REC Silicon on a possible donation of an analytical instrument (ICP AES).

Recommendations for changes:

We are hopeful that a new full-time chemistry instructor will be starting in the fall, which will allow for the expansion of the chemistry offerings here at BBCC. The first change is the change of Chemistry 105 from a linked (to Chem 110) four credit class to a stand-alone five credit class. The addition of a 'prep chem' class to help students get ready for the General Chemistry series is on the horizon, possibly as early as spring 2014.

The Math/Science division is sorely missing the presence of a person in the STEM center to coordinate and supervise tutors and provide local testing services for classes. We would like to see a person with a math background in that position.

Commercial Driver's License

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	26.14	26.98	27.85	18.18	23.55
FTEF (full-time equivalent faculty)	3.49	3.23	3.70	2.45	2.98
Student-Faculty Ratio (FTE/FTEF)	7.49	8.35	7.53	7.42	7.90
Direct Cost Per FTE (no lab expenses)	$4,954	$6,913	$6,151	$8,832	$5,101

Program Completers' Estimated Employment*

	2007-08	2008-09	2009-10	2010-11
Commercial Driver's License	98%	83%	81%	96%

*This shows students who completed their training in a given year (above) and their employment status, nine months following their training. Students who completed in 10-11 then were employed in 11-12 are shown under 10-11.

Equipment and facility suitability:
Facilities and equipment are fine. We need to fix the driving range to reduce dust level. Revise our IBEST model to increase enrollment and meet the needs of students, so they are getting technical and basic skills needed to be successful in the program. A simulator is needed to help students better understand and be prepared for the different scenarios that they might encounter on the road, i.e., snow, ice, tire blow out, traffic, etc.

Program Needs:
Look at how to keep costs low and help students with funding to enroll in the program. We need to upgrade our pre- and post-test and driver knowledge skills software, giving our students a better and easier way to access CDL course information.

Industry or community partners and/or outreach efforts:
Expand our advisory committee and have them more involved in the program. Partner with the trucking companies and other "driving" industries, allowing them to talk to students about employment opportunities.

Recommendations for changes:
Need Asphalt for driving range to control dust. Simulator needed to reduce use of trucks ($100,000). Change in schedule to better accommodate IBEST model for students and increase FTE. Upgrade our pre- and post-test and driver knowledge skills software.

Criminal Justice

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	13.4	16.24	21.32	21.45	12.22
FTEF (full-time equivalent faculty)	0.98	0.8	0.89	0.78	0.61
Student-Faculty Ratio (FTE/FTEF)	13.67	20.30	23.96	27.50	20.03
Direct Cost Per FTE (no lab expenses)	$1,631	$1,452	$2,502	$2,417	$3,282

Equipment and facility suitability:

Upgrade bandwidth so computers run faster in the rooms for running media etc. Need a better system for submitting work orders for in-room technology problems.

Program Needs:

Additional instructor for Intro to Psych, so full-time instructor can spend more time developing the Criminal Justice program. Improve relationships with universities, so they will accept more of our courses.   We have the opportunity to introduce students to new areas that might become an intended major, but if the universities keep moving basic courses to 300+ level, we will not be able to do this.

Industry or community partners and/or outreach efforts:

Law Enforcement, Fire Stations, Grant Co. PARC

Recommendations for changes:

Need a full-time faculty member in order to increase offerings and build a Criminal Justice program. Coordinate with CWU to establish an articulation agreement in Criminal Justice.

Developmental Education/College Success Skills

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	93.89	106.35	141.76	155.44	132.64
FTEF (full-time equivalent faculty)	3.99	4.78	5.02	6.47	5.52
Student-Faculty Ratio (FTE/FTEF)	23.53	22.25	28.24	24.02	24.03
Direct Cost Per FTE (no lab expenses)	$2,029	$2,038	$1,763	$1,849	$2,142

Equipment and facility suitability: Facilities and equipment are adequate for Developmental English. Room capacity has been less of an issue this year due to lower enrollments. Options for replacing the projectors in 1802 are being examined. 1801 has been converted to a 32-station computer lab, which has helped alleviate the problem of not having enough labs to meet class needs.

Program Needs:

With enrollment down, there have been fewer courses for our "regular" adjunct instructors. The addition of a new full-time tenure-track Basic Skills/Dev. Ed. Instructor will further decrease the courses available for our adjuncts. It is hoped that this "bridge" position may help students transition from Basic Skills to college-level courses.

With the success of inverted instruction in the MATH 090 sections, we will be looking into the potential of doing the same with MATH 080.

Industry or community partners and/or outreach efforts:

Investigate ways to encourage enrollment in the College Survival Skills courses. Options being considered include presentations at registration events and reminders to faculty advisors near times when current students register.   We are also looking to revise the placement form to emphasize requirement for taking CSS 100 if students place below college-level math and English.

Recommendations for changes:

One reason for decreased Developmental English enrollment is that more students are placing in English 101 than in the past.   This is a positive change.   Legislated requirements for accepting placement from a variety of sources may also have an impact on the enrollment in developmental courses as well. Other potential changes are mentioned above.

Early Childhood Education

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	32.82	27.96	38.98	49.09	35.43
FTEF (full-time equivalent faculty)	2.16	1.81	1.90	2.26	1.63
Student-Faculty Ratio (FTE/FTEF)	15.19	15.45	20.52	21.72	21.74
Direct Cost Per FTE (no lab expenses)	$3,354	$2,371	$1,362	$1,467	$1,360

Program Completers' Estimated Employment*

	2007-08	2008-09	2009-10	2010-11
Early Childhood Education & Teaching	0%	0%	94%	92%
Teacher Assisting	71%	92%	100%	NA

*This shows students who completed their training in a given year (above) and their employment status, nine months following their training. Students who completed in 10-11 then were employed in 11-12 are shown under 10-11.

Equipment and facility suitability:
Classrooms in 1600 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. Would be nice if classrooms were cleaned more regularly (desks, carpets, etc.).

Program Needs:
Outreach support to Spanish-speaking childcare providers within BBCC's service district.

Industry or community partners and/or outreach efforts:

Recommendations for changes: Total department FTEF is 1.63, with no full-time faculty in this department to provide stability, oversight and governance, a full-time coordinator/faculty is needed.

English/Humanities

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	131.06	145.69	155.59	167.75	181.71
FTEF (full-time equivalent faculty)	6.55	6.92	6.78	7.25	7.75
Student-Faculty Ratio (FTE/FTEF)	20.01	21.05	22.95	23.14	23.45
Direct Cost Per FTE (no lab expenses)	$2,983	$2,843	$2,850	$2,434	$2,410

Equipment and facility suitability:

Room 1607 needs a document camera. Room 1606 needs a document camera and a surface-mounted flat-screen television with DVD and videotape capabilities, and removal of the very large and outdated television set(s) currently in place. Venetian blinds in 1606 do not keep light out well enough and should be replaced. 1606 needs a 10-foot world map.

Program Needs:

English is in the process of hiring a full-time instructor to decrease the amount of part-time instructors in the department. However, to accommodate this new instructor and to continue to provide relevant classes to students, we would like to increase the number of Humanities classes we are offering, especially in literature.

We would also like to have more funds available for travel to conferences.

Industry or community partners and/or outreach efforts:

We need to ensure that our policy on College in the High School is being followed consistently, so that any English classes taught elsewhere fall under strict departmental oversight.

Recommendations for changes:

We still need a dedicated seminar-style classroom for instructors who prefer to seat students in a circle without having to set-up and take-down the seating arrangements for every meeting.

First Aid

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	10.74	10.93	12.35	11.47	10.53
FTEF (full-time equivalent faculty)	0.52	0.48	0.48	0.48	0.39
Student-Faculty Ratio (FTE/FTEF)	20.65	22.77	25.73	23.90	27.00
Direct Cost Per FTE (no lab expenses)	$1,724	$1,705	$1,492	$1,607	$1,620

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

Program Needs: Change the distribution of First Aid to Physical Education to allow students to take this as part of the Direct Transfer Agreement.

Industry or community partners and/or outreach efforts:
The new financial aid rules do not allow students to take First Aid except when it is required for their degree. We are beginning to see a decline in enrollment in this class.

Recommendations for changes: Increase space and technology to accommodate program needs.

Foreign Language

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	42.88	32.55	44.00	50.56	49.11
FTEF (full-time equivalent faculty)	1.88	1.44	1.66	1.99	1.99
Student-Faculty Ratio (FTE/FTEF)	22.81	22.60	26.51	25.41	24.68
Direct Cost Per FTE (no lab expenses)	$1,958	$2,526	$2,587	$2,179	$1,905

Equipment and facility suitability:

Although the classroom is large, the facility is inadequate for the class content - the layout creates difficulty in connecting with students. Need more appropriate classroom space and technology including speakers for the classroom.

Program Needs:

Industry or community partners and/or outreach efforts:

Recommendations for changes:

Consideration should be given to reinstituting the language lab as resources become available. Need additional and updated computer language resources for student use.

History/Political Science

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	48.78	52.67	59.77	63.67	67.22
FTEF (full-time equivalent faculty)	2.76	2.55	2.44	2.55	2.55
Student-Faculty Ratio (FTE/FTEF)	17.67	20.65	24.50	24.97	26.36
Direct Cost Per FTE (no lab expenses)	$2,685	$2,536	$2,150	$2,092	$1,942

Equipment and facility suitability:

Newer computers/technology with standardized systems. Computer lab for testing/research in the 1600 building. HVAC upgrade/repair. In short, a building remodel. 1600 classrooms need upgrades: 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.

Program Needs:

Industry or community partners and/or outreach efforts:

Recommendations for changes:

This discipline has the potential to grow. Another faculty member is needed to add depth and breadth to the offerings.

Industrial Systems Technology

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	47.65	54.43	61.11	84.36	60.33
FTEF (full-time equivalent faculty)	3.83	3.75	3.89	3.99	3.33
Student-Faculty Ratio (FTE/FTEF)	12.43	14.5	15.71	21.14	18.12
Direct Cost Per FTE (no lab expenses)	$4,429	$3,384	$3,331	$2,847	$3,283

Program Completers' Estimated Employment*

	2007-08	2008-09	2009-10	2010-11
Industrial Electrical Technology	45%	80%	83%	89%
Maintenance Mechanics	NA	100%	86%	92%

*This shows students who completed their training in a given year (above) and their employment status, nine months following their training. Students who completed in 10-11 then were employed in 11-12 are shown under 10-11.

Equipment and facility suitability:

Our most critical need is additional classroom and lab space. Secure storage space is also a priority need. New technology and simulators were purchased during 2012-13. We have no space for dedicated labs and no ability to expand.

Program Needs:

Dedicated lab space and storage for program projects; more fabrication lab trainers that align with industry needs.

Industry or community partners and/or outreach efforts:

Program has a very active advisory committee and industry partners that assist with curriculum and outreach.

Recommendations for changes:

Need new machine shop lab equipment. Need additional part-time instructors. Add summer internship program for students with local employers.

Mathematics

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	179.85	196.53	221.96	238.83	238.89
FTEF (full-time equivalent faculty)	7.83	8.30	8.95	9.40	10.10
Student-Faculty Ratio (FTE/FTEF)	22.97	23.68	24.80	25.41	23.65
Direct Cost Per FTE (no lab expenses)	$2,562	$2,504	$2,574	$2,407	$2,416

Equipment and facility suitability:

Computers need to be updated in some classrooms. The addition of short-throw projectors and tablets to all classrooms would make the classrooms more useable.

Program Needs:

Testing area for individual tests

Industry or community partners and/or outreach efforts:

Recommendations for changes:

- Full time STEM Center Coordinator with qualifications
    - BS in STEM
    - Math through Differential Equations
- Full time Math Instructor to teach all levels of math
- Bulletin boards so no blue tape is needed

Medical Assistant

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	44.16	53.52	51.80	55.84	53.88
FTEF (full-time equivalent faculty)	2.34	2.95	2.31	2.16	2.76
Student-Faculty Ratio (FTE/FTEF)	18.87	18.14	22.42	25.85	19.52
Direct Cost Per FTE (no lab expenses)	$2,704	$2,478	$2,085	$2,065	$2,256

Program Completers' Estimated Employment*

	2007-08	2008-09	2009-10	2010-11
Medical/Clinical Assistant	86%	81%	81%	91%

*This shows students who completed their training in a given year (above) and their employment status, nine months following their training. Students who completed in 10-11 then were employed in 11-12 are shown under 10-11.

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.

Program Needs:
 Need additional supplies next year, including two more sets of crutches, a new wheelchair, four canes, four dual stethoscopes, four blood pressure cuffs, phlebotomy trays, injection trays, two more SIM babies, camera or video camera for in-class filming, EKG machine.

Industry or community partners and/or outreach efforts:

Recommendations for changes: None at this time.

Music

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	15.84	15.71	18.87	24.29	20.18
FTEF (full-time equivalent faculty)	1.34	1.16	1.28	1.32	1.19
Student-Faculty Ratio (FTE/FTEF)	11.82	13.54	14.74	18.40	16.96
Direct Cost Per FTE (no lab expenses)	$5,722	$5,078	$4,511	$3,862	$4,003

Equipment and facility suitability:

Facility is minimally adequate. New chairs and tables are needed. An updated sound system is still needed – an assessment needs to be made to see what is still working and what needs to be replaced. Technology upgrades are needed, such as a ceiling mounted projector, new document camera, and classroom screen. The carpet needs a thorough cleaning if not replaced, and the walls need painting. Heating and ventilation issues continue to plague the classroom (1134) and the piano lab (1135). The outside door to the 1100 building is broken and has not been closing for more than four weeks. Custodial hours for maintaining a clean classroom are inadequate.

A recently replaced printer in the instructor's office is proving entirely inadequate. It prints only two-three pages a minute and often fewer. Music notation software such as Sibelius 6 needs to be upgraded to Sibelius 7. Other music software needs upgrading.

Wallenstien Theater, our college and regional performance center, is in terrible condition and shows years of neglect. Many seats are broken. The curtains are in tatters. The magnificent Baldwin Concert Grand Piano in the theater needs a major refurbishing. This fine auditorium needs to be brought into the new millennium. It was encouraging to me that the new president was already aware of some of the necessary upgrades.

Program Needs:

The music program would benefit from a vigorous promotional campaign. Updating the website would enhance student and community awareness of courses and performance activities. Trying to get information on the sign on Randolph Road has been problematic. Perhaps that process will be easier now.

The full-time music instructor recently completed the initial Canvas training course and hopes implementing this new tool will improve student access to course and program information.

It would be very helpful to have an accompanist available for Fall Quarter (and more) choral activities.

Industry or community partners and/or outreach efforts:

Large-scale oratorio performances have helped bring members of the community to the college as instrumentalists, singers, and audience supporters. Recent sing-along additions to these performances have brought many positive comments. For these events to continue, new sources of revenue need to be explored.

Recommendations for changes:
Having a highly capable work-study student has been of great help to the department this quarter. Progress is being made in preparing materials for better availability in the classroom and gradually online through the new Canvas system. Develop a new Survey of American Music including Pop, Rock, and Blues by October 1, 2013. Develop a new Music Fundamentals course by December 1, 2013. Re-establish a day-time chorus class. Continue to offer two lecture classes each quarter. Use Canvas to assist and complement classroom instruction, offering broader access to course information. Work on long-range planning, an annual calendar, and updating master course outlines and syllabi. Repair or replace damaged and broken equipment. Purchase new music, recordings, and videos. Continue to improve the use of building space. Find a way to improve music (and especially piano) students' access to the piano located in the library. Many students do not have any other access to a piano, particularly from Friday – Sunday.

Nursing (Including Nursing Assistant)

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	55.62	55.60	56.13	55.90	61.32
FTEF (full-time equivalent faculty)	8.59	6.37	6.76	5.97	6.21
Student-Faculty Ratio (FTE/FTEF)	6.47	8.73	8.30	9.36	9.87
Direct Cost Per FTE (no lab expenses)	$9,627	$6,680	$8,598	$8,949	$7,489

Program Completers' Estimated Employment*

	2007-08	2008-09	2009-10	2010-11
Associate Degree of Nursing	96%	100%	97%	91%
Practical Nursing	100%	100%	100%	NA
Nursing Assistant	70%	67%	87%	71%

*This shows students who completed their training in a given year (above) and their employment status, nine months following their training. Students who completed in 10-11 then were employed in 11-12 are shown under 10-11.

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. STEM and Title V grant funds are expected to increase distance learning opportunities and classroom technology.

Program Needs:

A dedicated staff member is needed to manage the complex set-up and management of increased technology - specifically simulation - so that instructors can focus on the teaching component.

Industry or community partners and/or outreach efforts:

Through Title V support, the Nursing Department is reaching out to other community colleges that have developed distance components for their nursing programs. In association with this effort, we will need to reach out to rural hospitals in our area to assess partnerships for increased rural delivery of content.

Recommendations for changes:

Continue to research and develop online Nursing classes that build toward the Practical Nursing degree with the help of Title V grant instructional designer. Continue to assess distance modalities for potential instructional options. Consider staffing Skills/Simulation lab with a part-time staff member to improve use of resources and allow full-time faculty to better apply their teaching skills.

Philosophy/Religion

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	52.00	54.78	73.56	83.44	64.67
FTEF (full-time equivalent faculty)	1.99	2.41	2.78	2.77	2.32
Student-Faculty Ratio (FTE/FTEF)	26.13	22.73	26.46	30.12	27.88
Direct Cost Per FTE (no lab expenses)	$1,635	$1,995	$1,752	$1,687	$1,758

Equipment and facility suitability:

1601 lighting issues, 1608 needs projector screen, 1600 rooms are crowded, need another seminar room like 1608, need another lecture hall like 1601.

Program Needs:

Faculty plans on attending more conferences such as the Northwest Philosophy Conference in October, the PLATO-WA conference in the fall, the Inland Northwest Conference at WSU in March, and the C.S. Peirce Conference at the University of Massachusetts, Lowell, in July.

Need help hiring adjunct instructors.

Industry or community partners and/or outreach efforts:

Recommendations for changes:

Create Critical Thinking master course outline; update all Philosophy and Religion master source outlines; hire additional full-time instructor for the disciplines.

Physical Education

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	36.68	48.22	49.14	53.09	49.38
FTEF (full-time equivalent faculty)	2.50	2.52	2.23	2.24	2.09
Student-Faculty Ratio (FTE/FTEF)	14.67	19.13	22.04	23.70	23.63
Direct Cost Per FTE (no lab expenses)	$2,598	$1,888	$1,521	$1,396	$1,388

Equipment and facility suitability:

Purchase of "lending" balls, rackets, and PE gear. Additional storage and offices are needed in the gym, especially if we have a full-time faculty member. Additional security and control are needed, especially for the back doors with alarms to deter theft. Consider moving CMST classes from the gym to increase security of the facility. Develop a soccer field. Big idea: a secure fitness center with card-swipe entrances and check-in staff for workouts. Develop an indoor facility for winter use by baseball/softball teams.

Program Needs:

Industry or community partners and/or outreach efforts:

Recommendations for changes:

A full-time Physical Education Faculty would improve the discipline. Without a full-time faculty in Physical Education, there has been degradation in the classes.

Psychology

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	45.85	39.67	44.78	36.45	56.56
FTEF (full-time equivalent faculty)	1.71	1.48	1.56	1.35	1.94
Student-Faculty Ratio (FTE/FTEF)	26.81	26.80	28.71	27.00	29.15
Direct Cost Per FTE (no lab expenses)	$2,254	$2,461	$1,700	$2,341	$1,657

Equipment and facility suitability:
Upgrade bandwidth so computers run faster in the rooms for running media etc. Need a better system for submitting work orders for in-room technology problems.

Program Needs:
Need additional faculty to teach Intro to Psychology, so we can offer more Psych electives. Also, we need to work on our relationships with universities, so they will accept more of our courses.   We have the opportunity to introduce students to new areas that might become an intended major but if the universities keep moving basic courses to 300+ level, we will not be able to do this.

Industry or community partners and/or outreach efforts:

Recommendations for changes: Need a full-time faculty member.

Speech/Communications

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	46.71	48.16	61.63	60.35	65.40
FTEF (full-time equivalent faculty)	2.12	2.06	2.40	2.25	2.74
Student-Faculty Ratio (FTE/FTEF)	22.03	23.38	25.68	26.82	23.87
Direct Cost Per FTE (no lab expenses)	$2,020	$2,012	$1,845	$1,824	$2,014

Equipment and facility suitability:

Equipping one of the study rooms in the library with a video camera that would allow our students the opportunity to record their speeches and improve their skills.

Program Needs:

Increase the number of communication courses offered by increasing the number of sections for classes that are currently in high demand and by offering a more diverse curriculum. We need to closely examine the communication departments from the colleges and universities in our area and identify what courses our transferring students need to have completed.   This information would be valuable in determining if we need to take an active approach in developing and restructuring our communications department. This is an essential step in meeting the needs of our students.

Industry or community partners and/or outreach efforts:

Recommendations for changes: There are currently no full-time instructors in the communications department. It is a high priority that we have at least one full-time instructor. This will enable us to increase offerings and better prepare students planning to pursue a communications degree.

Welding Technology

Program Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Annualized FTE	45.07	51.83	59.50	55.88	50.35
FTEF (full-time equivalent faculty)	3.55	3.39	3.41	2.90	3.71
Student-Faculty Ratio (FTE/FTEF)	12.70	15.29	17.45	19.27	13.57
Direct Cost Per FTE (no lab expenses)	$6,348	$4,375	$4,354	$4,004	$4,425

Program Completers' Estimated Employment*

	2007-08	2008-09	2009-10	2010-11
Welding	71%	76%	98%	64%

*This shows students who completed their training in a given year (above) and their employment status, nine months following their training. Students who completed in 10-11 then were employed in 11-12 are shown under 10-11.

Equipment and facility suitability:

Equipment is heavily used and is slowly being replaced. Classroom and lab spaces are inadequate. There is a need for a larger facility with better lighting. Industry acceptable ventilation and flexible yard with covered space would be helpful. Need additional paved storage.

Program Needs:

Need adequate power and equipment to support the broad variety of skills taught in the welding department. Updating the welding equipment would reduce power consumption and reduce floor space while helping students understand operations on current industry equipment.

Industry or community partners and/or outreach efforts:

Over the last year we have received approximately $200,000 in direct support from industry in donated metal. We are actively reaching out to other welding employers and contractors to help align the program with industry needs.

Recommendations for changes:

Align evening program with day program, so students can complete a degree while attending night school. Need for staff (a lab assistant) to help with lab safety. Continue to upgrade equipment and facilities.

Appendix E

List of Acronyms	
AACC	American Association of Community Colleges
AAS	Associate in Applied Science
AAS-T	Associate of Arts & Sciences (Transfer)
ABE	Adult Basic Education
ACCT	Association of Community College Trustees
ACDC	Adams County Development Council
ADP	Advisor Data Portal
AFB	Air Force Base
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	(Grant County) Advanced Technologies Education Center
ATS	Aviation Technical Services
AVP	Associate Vice President
BBT	Big Bend Technology
BIM	Business Information Management
BMS	Business Medical Services
C2C	Connect 2 Complete
CAD	Computer Aided Drafting
CBC	Community Basin College
CBIS	Center for Business and Industry Services
CBJC	Columbia Basin Job Corps
CCFSSE	Community College Faculty Survey of Student Engagement
CCSSE	Community College Survey of Student Engagement
CDL	Commercial Driver's License
CHEA	Council for Higher Education Accreditation
CIS	Center for Information Services
CJST	Customized Job Skills Training
CKC	Community Knowledge Center
COWS	Computers on Wheels
CRM	Customer Relationship Management
CSS	College Survival Skills
CTCs	Community and Technical Colleges
CTED	Community Trade Economic Development
CWU	Central Washington University
DBA	Doing Business As
DCFS	Department of Children and Family Services
DEL	Department of Early Learning
DOC	Department of Corrections
DOL	Department of Labor

List of Acronyms	
DSHS	Department of Social and Health Services
ECEAP	Early Childhood Education Assistance Program
EDC	Economic Development Council
ELC	Electricity (Industrial)
ESL	English as a Second Language
EWU	Eastern Washington University
FAA	Federal Aviation Administration
FAFSA	Free Application for Federal Student Aid
FELINE	First Experience Leading an Individual Needing Expertise
FEMA	Federal Emergency Management Agency
FMP	Facility Master Plan
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
GE	Gainful Employment
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
IR&P	(BBCC) Institutional Research and Planning
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
LIGO	Laser Interferometer Gravitational-wavelength Observatory
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

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List of Acronyms	
M&O	(BBCC) Maintenance and Operations
NCCBP	National Community College Benchmark Project
NIMS	National Incident Management System
NISOD	National Institute for Staff and Organization Development
NSR	New Student Registration
NWAACC	Northwest Athletic Association of Community Colleges
NWCCU	Northwest Commission on Colleges and Universities
OFCCP	Office of Federal Contract Compliance Programs
OIC	Opportunity Industrialization Center
OIT	Office of Information Technology
PAC	Peer Advocate Coach
PARC	(Grant County) Prevention and Recovery Center
PDA	Public Development Authority
PET	Pre-employment Training
PIO	Public Information Officer
PST	Potential Student Team
PTEC	Professional Technical Education Center
PUD	Public Utility District
RS	Running Start
RUS	Rural Utilities Services
SAI	Student Achievement Initiative
SBCTC	State Board for Community and Technical Colleges
SENSE	Survey of Entering Student Engagement
SES	Spring Enrollment Survey
SHB	Substitute House Bill
SHRM	Society of Human Resource Managers
SI	Supplemental Instruction
SIDNE	Simulated Impaired Driving Experience
SQL	a special purpose programming language designed for managing data in relational database management systems
SSC	Student Services Commission
SSC	Student Success Center
SSS	Student Support Services
STEM	Science Technology Engineering Math
TAC	Technology Advisory Committee
TACTC	Trustees Association of Community & Technical Colleges
TLR	Time and Leave Reporting
TVIG	Title V Institutional Grant
USDA	U.S. Department of Agriculture
WABO	Washington Association of Building Officials
WACC	Washington Campus Compact
WACTC	Presidents Association of Washington Community & Technical Colleges
WIA	Workforce Investment Act

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List of Acronyms	
WSMC	Washington State Migrant Council
WSU	Washington State University
WVC	Wenatchee Valley College