Big Bend
COMMUNITY COLLEGE

Student Success
Programs – 2010

The second of three reports in the 2009-10 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 25, 2010
Prepared by the Office of Institutional Research & Planning

Mission Statement

The mission of Big Bend Community College is to serve the educational needs of a diverse population throughout its service district. As a comprehensive two-year community college, the institution works with its partners to provide a variety of educational opportunities, including:

- *courses and training for university and college transfer,*
- *occupational and technical programs,*
- *basic skills and developmental education,*
- *community and continuing education,*
- *pre-employment and customized training for local business and industry, and*
- *support services for students to help promote student access, success, and retention.*

BBCC Board of Trustees' Ends Statements

E-1 Mission
The mission of BBCC is to serve the educational needs of a diverse poplulation throughout its service district.

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

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

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

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

E-6 Cultural Enrichment
BBCC will encourage the development of culturally rich programs for the college and community, and offer lifelong learning opportunities for the residents of community college district #18.

Front cover: Aviation Maintenance Technology students receive hands on training in mechanical techniques used in the aviation industry.

TABLE OF CONTENTS

Success

Programs relate to collections of support services and instructional activities through which students achieve their goals. The way in which students interact with the college in these areas are the basis of their educational plans and, ultimately, their success. Therefore, the focus of this Programs report revolves around efforts the college puts forth to engage students in the educational planning process, support services such as placement testing and advising/counseling, and instructional activities and programs.

Outcome B.1. Students complete courses or workshops with a grade of passing or 2.0 GPA or better

Success in courses or workshops is defined as earning a 2.0 GPA or better or a "P" (pass) grade. The majority of BBCC students do well in their classes. Overall, 78% of students in 2008-09 completed their classes with a 2.0 GPA or better—a trend that has remained stable over the past four years (see chart below).

Overall Student Success in Courses

Year	Percent
2005-06	79%
2006-07	80%
2007-08	79%
2008-09	78%
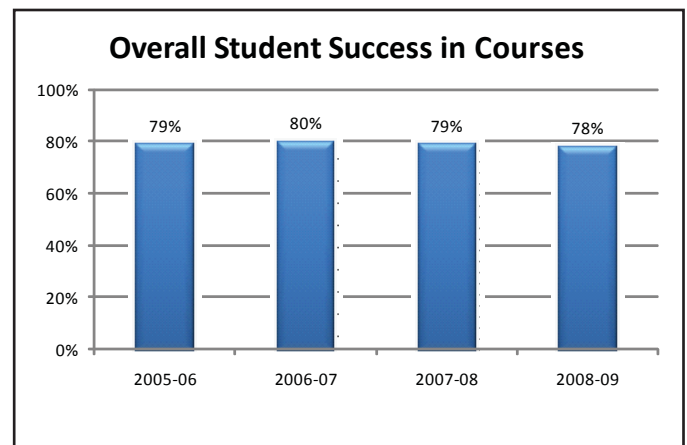
The highest enrolled class in 2008-09 was English Composition I with 556 enrolled students. In this class, 79% of students were successful with a 2.0 GPA or better. We saw similar activity for this popular course in 2007-08, where 78% of students completed the course successfully. The second highest enrolled class, English Composition II, had 431 students enrolled in 2008-09, with a 73% success rate. Public Speaking was the third highest enrolled class last year, with an 82% success rate. The highest enrolled math class (5th highest enrolled overall) was Elementary Algebra. This class had 389 students enrolled, with only a 48% success rate. These high enrollment classes are considered "gatekeeper" courses at the college in that they involve large numbers of students and are often required courses for students to move through their programs of study. Success or lack of success in these courses can greatly affect a student's overall engagement and success at college.

Success rates for the top 30 enrolled classes for 2006-07, 2007-08, and 2008-09 can be found in Appendix A.

Outcome B.2. Students establish Educational Plans

Educational planning provides critical structure for students to successfully navigate their way through college and ultimately reach their goals. It includes working with academic advisors on quarterly course scheduling, movement toward completion of a degree or certificate, developing an annual schedule of courses yet to be taken, career information, and working toward a two-year and four-year educational plan.

In last year's Programs report, we estimated that approximately 30% of BBCC credit-bearing students had worked with their advisors to develop their educational plans. At the time, this was a "best guess" estimate on the number of students writing educational plans. (We have since refined our methods of collecting this information and believe that this estimate was low.) Regardless, we aimed to increase this number from 30% to 80% of this student population. In 2009-10, we estimate that approximately 72% of credit-bearing students will have worked with advisors on educational plans (see table below). Additionally, over 60% of current students have reported on the 2010 Spring Enrollment Survey that they have developed a written plan for how and when they will achieve their academic goals at Big Bend Community College (BBCC) and approximately 60% stated that they received help writing their education plan from advisors, counselors, instructors, SSS/Trio staff, and other BBCC staff. (This may be lower than our estimation because of how students interpret survey questions as compared to our definition of variables.)

2009-10 ESTIMATED* NUMBER OF STUDENTS WITH EDUCATIONAL PLANS AT BBCC			
	Number with Educational Plans	Total Enrollment	% of Total Enrollment with Educational Plans
Professional-Technical[a]	1093	1093	**100%**
Academic/Transfer[b]	992	1810	**55%**
Grand Total (combined Professional-Technical & Academic/Transfer)	2085	2903	**72%**

*Estimated numbers for spring quarter included in this table

[a]For this, we consider that 100% of Prof-Tech students are being advised. (Intent F & G, both 1st and 2nd year students)

[b]For this, we consider that all students w/ ≤30 credits are being advised. (Intent A & B, CUM_CREDITS_EARNED <31) and have added an additional 100 students to represent the number being advised by instructors.
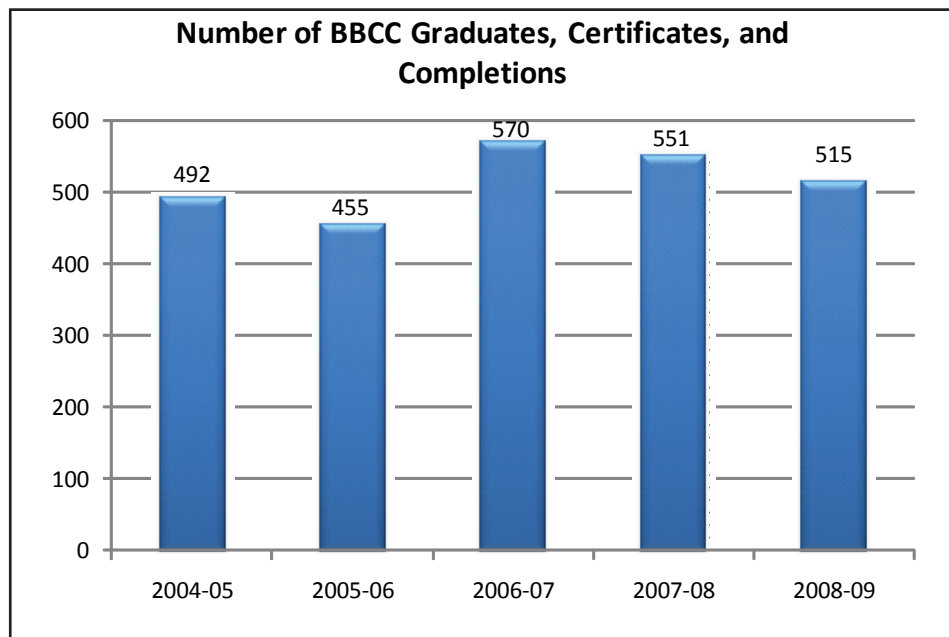
Support of this advising comes from the following: Student Support Services (SSS) staff, Student Achievement and Persistence initiatives, Opportunity Grant, Coordinator of Disability Services, BBCC counselors, Professional-Technical faculty, Academic faculty, and Basic Skills staff. To help these efforts, BBCC implemented "Degree Audit" this year. "Degree Audit" provides a way for advisors and advisees to create educational plans electronically, do what-if scenarios, and view in less than a minute what additional courses are needed to complete a degree or certificate. "Degree Audit" was tested by counseling staff in January. It was presented to faculty at the February in-service and was immediately available for their use. Faculty members who have requested passwords from Big Bend Technology(BBT) are now able to use the "Degree Audit" and it was released to students this spring.

Outcome B.3. Students continue to complete goals according to their Educational Plan

In 2008-09, the number of completions dropped by approximately 6% from the previous year, decreasing from 551 completions in 2007-08 to 515 in 2008-09 (see chart below). Last year, we reported that the number of Professional-Technical completions increased slightly from 2006-07 to 2007-08. However, these completions have decreased by approximately 9% from 2007-08 to 2008-09. The number of Associate degrees awarded in Arts and Science decreased by 16% from 2006-07 to 2007-08. From 2007-08 to 2008-09, the number of Associate degrees awarded has only decreased by 3%. More complete details can be found in Appendix B.
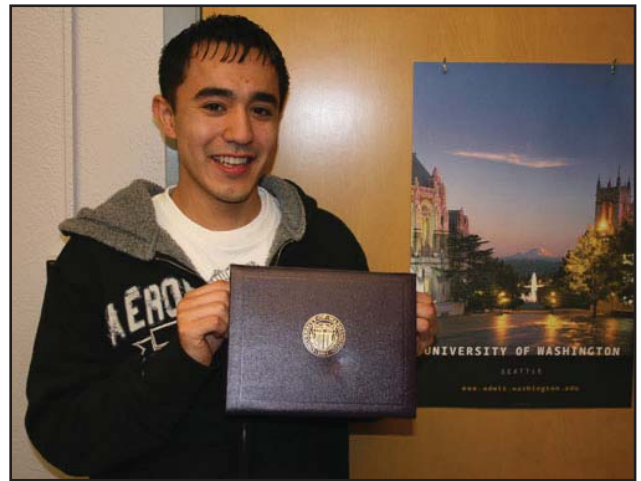
The remainder of this Programs report will focus on student services and instructional programs, including: placement testing, advising, and quality of services. Audits of each student service area will include items related to the mission of the department, customer service assessment, and staffing. Audits of each instructional program will include an analysis of data around student use of the service, impact on student success, cost per student (FTE), instructor overload, equipment/facility suitability, cost of improvements, and recommendations for changes. Collecting and analyzing the data for these areas will help us evaluate their effectiveness and will provide an avenue for discussion on how to improve these programs and services for students.

Number of BBCC Graduates, Certificates, and Completions

Year	Number
2004-05	492
2005-06	455
2006-07	570
2007-08	551
2008-09	515

2.1 Service Programs
Placement Testing

Related Board of Trustees' Ends Statements:

E-2 Access
BBCC provides quality resources and affordable access to the diverse population of its entire district.
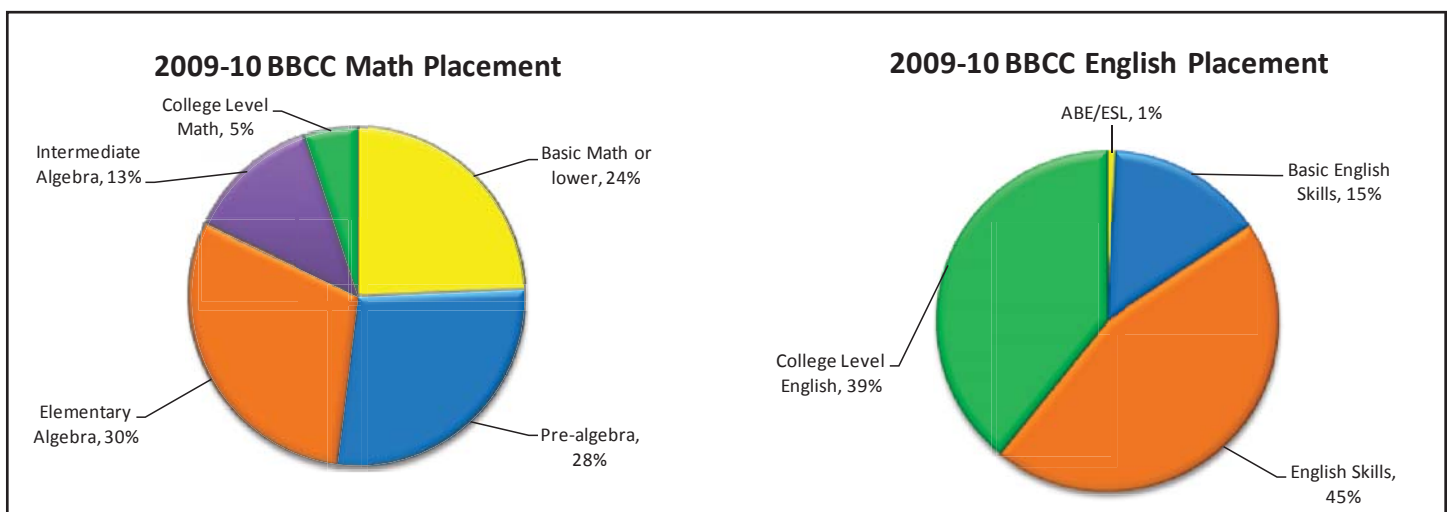
E-4 Student Achievement
BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners.

Potential students continue to come to BBCC underprepared to take college-level classes. In 2009-10, 95% of students who took the BBCC math placement test, tested into pre-college level math classes. Additionally, 61% who took the BBCC English placement test, tested into pre-college level English classes (see charts below).

Placement tests are necessary to match student skills with the appropriate course work in mathematics and composition. Placement testing should not be inconvenient for potential students to take. In this respect, the current methods of placement testing might be seen as a hindrance to access to the college for some service district residents. Currently, the tests cost $5.00 each and students must pick up the payment receipt from the BBCC Business Office (on campus) in order to present it at the time they take the test(s). Placement tests are administered on campus in the mornings on various dates throughout the year, although appointments for evenings or other testing times may be made

on an individual basis. Results are available within one working day of taking the test(s) and can be retrieved from the Math/Science Resource Center (on campus) or mailed upon request. Transfer students who have taken math courses at other colleges can meet with the math department to determine if course work completed at other colleges may be considered when placing transfer students into BBCC math. BBCC does not currently accept scores from other, standardized placement tests as a means of placing students into BBCC math classes. Because our service district is so large, having to come to campus to take the placement tests might be considered a barrier to access for those who cannot easily make it to campus.

To better understand students' views on the accessibility of the placement tests, survey questions regarding the testing process were added to this year's Spring Enrollment Survey (currently in progress). Once the survey has concluded and the full set of responses is available, administration and faculty will meet to consider alternative approaches to testing, if necessary. Students were asked if the placement tests were given at a time/location that was convenient for them and if their test(s) were scored in a timely fashion. To date, the vast majority of students (96%) feel that the test was convenient for them to take. Students who felt testing was inconvenient most often stated that offering the test on more days during the week (including weekends) and at more times throughout the day would help. Most of these comments related to the fact

2009-10 BBCC Math Placement

College Level Math, 5%
Intermediate Algebra, 13%
Basic Math or lower, 24%
Elementary Algebra, 30%
Pre-algebra, 28%

2009-10 BBCC English Placement

ABE/ESL, 1%
Basic English Skills, 15%
College Level English, 39%
English Skills, 45%

that these students are working and find it difficult to take time off to take the test(s). Nearly all students (99%) stated that they received their score(s) in a timely fashion.

In addition to the information we are collecting from the 2010 Spring Enrollment Survey, we conducted a Developmental Math Student Focus Group in fall quarter 2009 and learned more about the placement testing process from the perspective of these students. One of the main points that arose in the focus group was providing people with ways to review math prior to taking the math placement test. Students stated that a lot of people wanting to go to college already have taken math in high school, but have gone many years without formally reviewing it. Because of this, a person might place in math that is below their actual skill level if they aren't given resources to "polish-up" their math skills before taking the placement test. Some students felt that they were placed too low in math, such that they struggled with one part of the placement test, but knew the rest of the class material—which ultimately, they felt, put them behind schedule in reaching their academic goals at college. Having the ability to review the skills they were less comfortable with would have helped them to place more appropriately in math at the college. In response to this, the BBCC Math Department will develop math placement "topics for review" that will be posted online for public access and use. Additionally, discussions are underway to compile a list of math review resources (books and other materials) that can be posted online or handed to students before they take the math placement test, so they know how to access resources that will help them prepare for the test. Making some of these resources available in the BBCC Bookstore and/or Math Lab would also provide students another option for accessing the help they need.

Efforts to help potential students from area high schools prepare for college math continue through the Achieving the Dream (AtD) work. The number of placement tests administered in the high schools has dropped this year due to the fact that the college currently does not have a Dean of Arts and Sciences to oversee this process. However, tests have been administered in Ephrata, Othello, Warden, and Wilson Creek so far this year. A total of 181 students from these high schools have taken the math placement test and 36 have taken the English placement test. Conducting more placement tests in service district high schools may be scheduled during May.

One of the purposes of the high school testing was to highlight areas of weakness to the students and the schools while they could still take an appropriate high school math class that would help them place directly into college level math. We have seen no evidence of this happening. Nevertheless, this is still a valuable tool to be used in recruiting students.
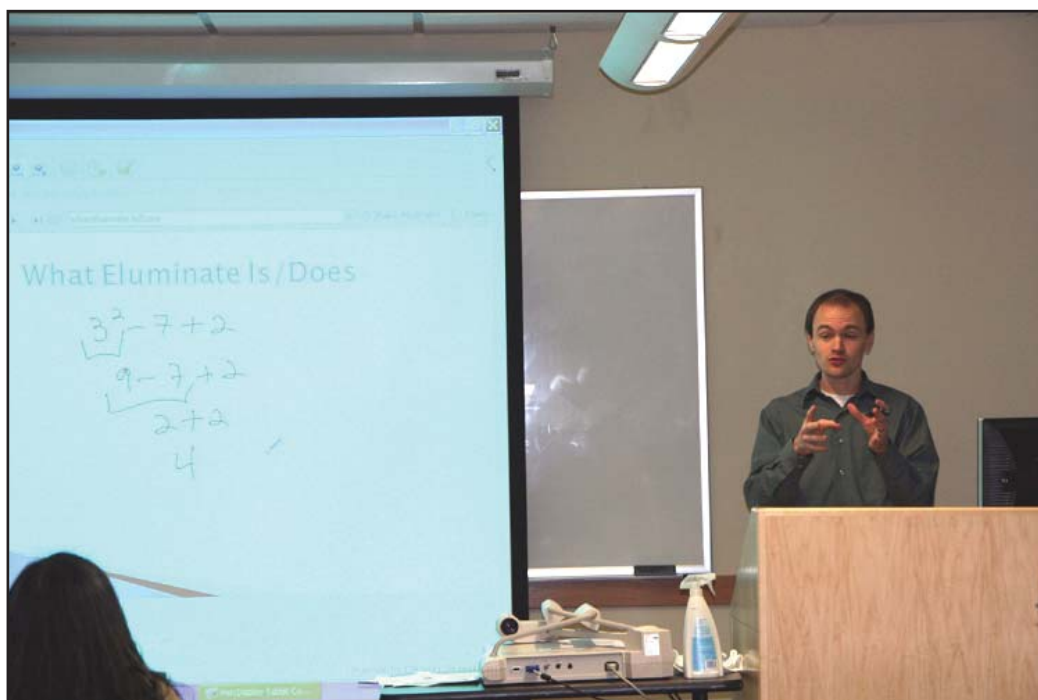
2.2 Service Programs Advising/Training

Related Board of Trustees' Ends Statements:

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

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

Based on data from the 2008 Spring Enrollment survey, the 2008 Former Student surveys, and Transfer Student Focus Groups reported in last year's Programs report, the college established various strategies to improve academic advising to students. Part of this was increasing training for advisors. This included: faculty-staff led in-services on improving advising skills and using college resources for referrals, sending faculty and staff to a National Academic Advising Association (NACADA) Conference, sending faculty and staff to the AtD Strategies Conference, participating in various advising webinars through NACADA and Noel-Levitz, and designing an online Advisor Toolkit. Comparing current data (2010) from these same surveys will help determine if these improvements are working. If they are, we expect to see an improvement in student opinion of the service.

The 2009 Spring Community College Survey of Student Engagement (CCSSE) results indicated a drop in student use of academic advising services, moving from 67% of students using advising in 2008 to 61% using the service in 2009. Of the students who were using it in 2009, 92% were satisfied with the service. This year, we are seeing an increase in use of academic advising services (65%) in addition to an increased satisfaction rate (94%). (See table below.)

	2007 Spring CCSSE	2008 Spring Enrollment	2009 Spring CCSSE	2010 Spring Enrollment*
Number of completed surveys	469	507	423	469
How often do you use Academic Advising services?	62% sometimes or often	67% sometimes or often	61% sometimes or often	65% sometimes or often
How satisfied are you with Academic Advising services?	91% were satisfied	92% were satisfied	92% were satisfied	94% are satisfied

*The 2010 Spring Enrollment Survey is currently in progress. Data was retrieved on 4/29/10.

College rules require all students who have less than 30 accumulated credits to consult with an advisor before registering for classes. While many students will continue to seek advising, notably our Professional-Technical students, many will not. Therefore, a value of 60% would suggest that the mandatory advising is working and our focus should be on our second year students.

Another problem reported on the Former Arts and Sciences Student survey (by the few students who had difficulty with advising) was related to transfer. When former BBCC students participate in focus groups at their transfer schools, we learn that their credits transferred, but that not all applied to their major. One student indicated that advisors could better help students understand this difference, so students actually transfer major-related credits and are not spending unnecessary time on credits that do not count towards their program of study at their transfer school. Some of the training mentioned previously has addressed this issue as advisors are given more and easier access to tools with which to advise transfer students. Results from the 2010 Former Arts and Sciences Student survey indicate increased satisfaction with the advising process (see chart below).

Seventy-two percent (72%) of the 2010 former Arts and Sciences Students who transferred indicated they had a positive experience transferring—an increase over the 67% indicating a positive transfer experience on the 2008 survey. Half of former students participating in the 2010 survey who had problems transferring stated their problem was that their "credit hours not accepted". This may be similar to what we see historically after talking to former transfer students—their credits transferred, they just were not major-related. A phenomenon that affects almost all college students may also be in operation here. To wit, many students are either undecided in their major and/or change majors at least once. Institutional Research and Planning is currently in the process of conducting telephone interviews with these former BBCC transfer students, in order to clarify and provide additional up-to-date information on this issue. Although problems still exist with transfer advising, it appears that the process is improving overall for our former Arts and Sciences students.

Former Arts & Sciences Students: Advising by Counselors Rated as "Excellent" or "Good"

Year	Percentage
2004	86%
2006	73%
2008	63%
2010	74%
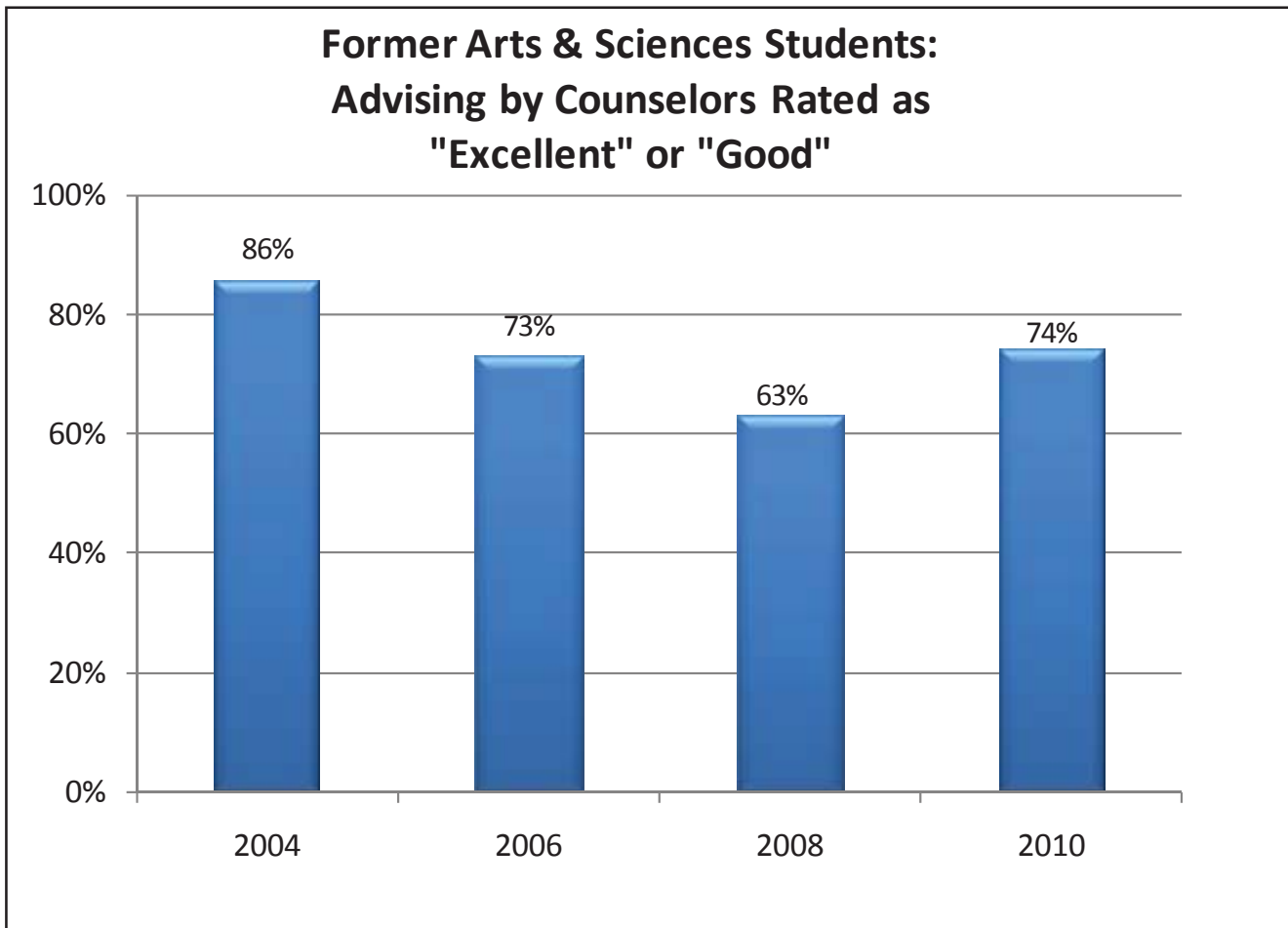
2.3 Service Programs
Advising/Availability

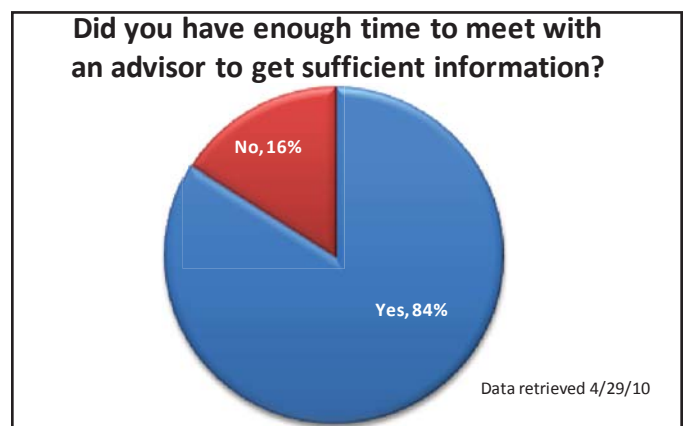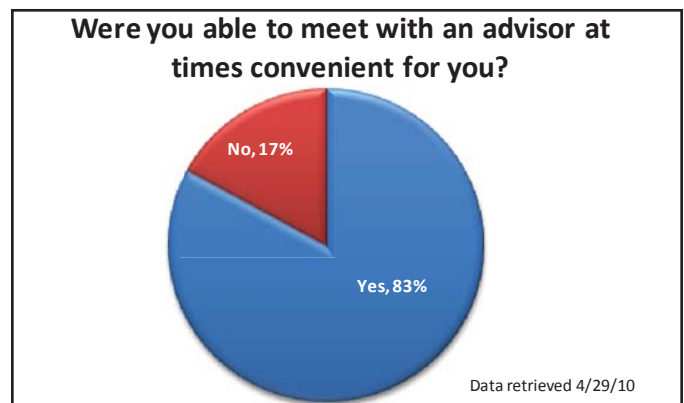Related Board of Trustees' Ends Statements:

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

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

Previous years' responses to our Former Arts and Sciences Student Survey indicated that, of the few students who reported difficulty with advising, problems related to availability of advisors was one of the main issues with students. Approximately 150 students are assigned to each counselor and faculty member advising loads average 30 students. Counselors have one-half to one hour appointment blocks available to students and also block time for walk-ins. The Counseling/Financial Aid Office and Admissions/Registration Office are open until 7:00 p.m. on Mondays. A counselor or advisor is available every Monday evening that classes are in session during fall, winter, and spring quarters.

Since student opinion of advisor availability was not previously collected on our spring quarter surveys of current students, we added questions to the 2010 Spring Enrollment Survey to start gathering this data. This year, 83% of students said that they were able to meet with an advisor at times that were convenient for them and 84% said that they had enough time to meet with an advisor to get the information they needed. (See charts on right.) This new information indicates that advisors are sufficiently available for students, but we will need to collect more data to be able to adequately follow trends on this topic. The 2010 Spring Enrollment Survey is currently in progress. Data will be further analyzed after all responses are collected.

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

No, 17%
Yes, 83%

Data retrieved 4/29/10

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

No, 16%
Yes, 84%

Data retrieved 4/29/10

Previously reported results from the 2008 Survey of Entering Student Engagement (SENSE) survey of entering students indicated that only 60% of new students knew about academic advising and 55% had never used the service during their first three weeks at BBCC. However, academic advising for students' first quarter of enrollment occurs when students attend New Student Registration. At that time, students meet in small groups with an advisor to choose first quarter classes. They are also encouraged to meet their advisor during the first week of the quarter and "Meet Your Advisor" time is scheduled during New Student Orientation. Plans are in place to administer the SENSE survey of entering students again next fall (2010), at which time we will have more comparative data to review on this topic.

2.4 and 2.5 Service Programs Audits/Needs and Staffing

Related Board of Trustees' Ends Statements:

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

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

E-6 Cultural Enrichment
BBCC will encourage the development of culturally rich programs for the college and community, and offer lifelong learning opportunities for the residents of community college district #18.

AMP Direction

Assessment of areas in the Student Services Division will be conducted and completed by June 2010 per the Academic Master Plan. Each audit (assessment) will include various measures of quality of services, adequacy of staffing, and recommendations for needed changes. Observations such as: student/public contact, availability of services with respect to time/location, equipment and facilities, and need of additional services will be included in each audit.

A program/service review and analysis was identified for piloting with two student services departments last summer (2009). The General Education Development (GED) testing examiner and Disability

Services Coordinator each completed a review and analysis of their respective programs. A timeline for expected completion of Financial/Administrative Services Divisions audits can be found in Appendix C and a complete audit of Disibility Services and GED testing can be found in Appendix D.

Disability Services

BBCC Disability Student Services (DSS) employs a 0.65 FTE employee, Coordinator of Disability Services/Student Advisor, to specifically ensure that all programs and facilities are accessible, provide support services, and arrange accommodations for students with documented disabilities. The Coordinator of Disability Services/Student Advisor is employed full-time. The remaining 35% of her time is spent as an academic advisor. The Coordinator has two years experience in this position. This program has seen, and continues to see, an increasing number of students/clients and the position was changed from 40% DSS to 65% DSS in 2008-09. The Americans with Disabilities Act (ADA) Amendments Act that became effective on January 1, 2009 expanded the interpretation of who could be considered as a person with a disability, which makes it easier for students to qualify as a person with a disability. Technology and equipment needs are filled whenever possible within budget. There are no local funds to support this program; however, the SBCTC normally sets aside a specific amount of money

for accommodations for each college. Setting an annual budget for this program is difficult due our lack of control over what accommodations may be needed. In prior years when there were as many as five hearing-impaired students, we employed two part-time sign language interpreters. Presently, we do not have any sign language interpreters on campus.

GED Testing

BBCC provides the only GED testing service within the BBCC service district. This program currently employs a 0.93 FTE employee, the GED Examiner. The remaining 7% of her position is dedicated to admission application processing. The GED Examiner has served in that position for nearly 22 years. Out of 59 testing agencies in Washington State, BBCC ranks as number 19 in the number of unduplicated individuals testing. The external demand for the program, particularly testing in Spanish, has increased significantly in 2009-10 with the awarding of a HEP (High School Equivalency Program) grant to Opportunity Industrialization Center (OIC) of Washington. Working with grant employees and the agency staff has been challenging as they learn about testing rules and regulations. The new

version of the GED test (scheduled for release in 2012) has been postponed. Currently, there are no additional technology needs. A classroom will need to be identified for future testing if Room 1426 is remodeled as part of the transfer center. In order to aid with state budget concerns, the cost to participants to test has been set at the maximum allowed by the SBCTC and a larger percentage of GED Examiner's salary (from 30% to 75%) is being paid from program funds rather than state funds in 2009-10.
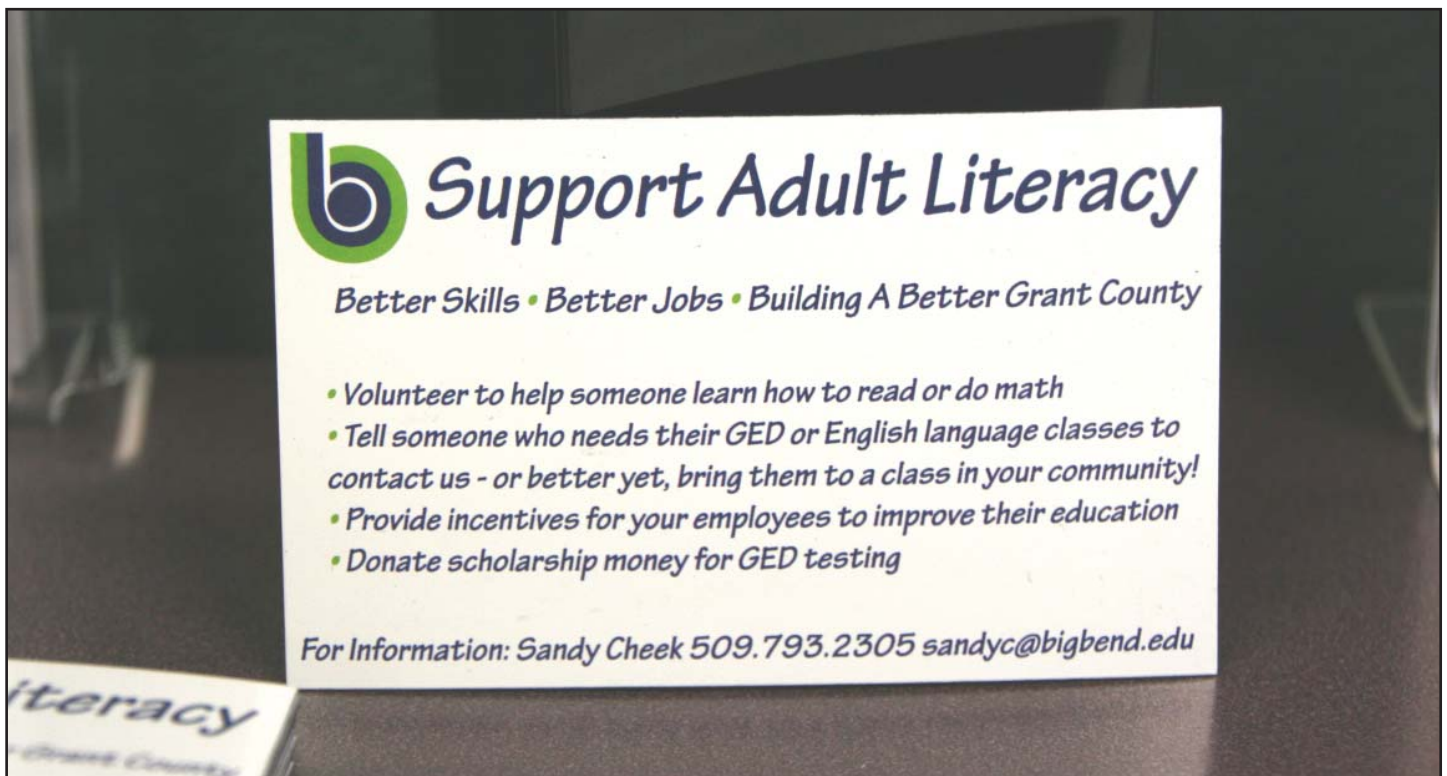
2.6 and 2.7 Instructional Programs Audits/Needs and Staffing

Related Board of Trustees' Ends Statements:

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

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

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

E-6 Cultural Enrichment
BBCC will encourage the development of culturally rich programs for the college and community, and offer lifelong learning opportunities for the residents of community college district #18.

The AMP set dates for completion of services and program audits that reflect the life of the AMP. Those are the dates mentioned below. However, since the adoption of our AMP, the Northwest Commission on Colleges and Universities, our regional accreditor, has implemented new standards and a new seven year cycle. In order to be in closer coordination with the new accreditation timelines, program audit dates have been adjusted to ensure that all audits will be submitted no later than December 31, 2011.

The effectiveness of all instructional programs will be fully assessed by June 2013 per the Academic Master Plan. However, sufficient assessment of these programs will be completed by 2011 in order to satisfy the reporting needs of the full scale accreditation visit in 2012. Program audits (assessments) will include: student enrollment (FTE), employer interest, instructional cost per student FTE (annual), equipment and facility suitability, costs of improvements, student persistence in classes, student success in classes (2.0 GPA or better or "pass" grade), availability of qualified faculty, faculty overloads, and suitability for alternate scheduling or different modalities of instruction (eLearning).

These audits will reflect the needs of each program and recommendations for changes will be based on the data reported and analyzed for each.

For the purposes of this narrative, five instructional programs were chosen to be discussed in detail: Automotive Technology; Business Information Management; Computer Science; Industrial Systems Technology; and Nursing. Each of these programs has either undergone rigorous accreditation processes or intense review to make critical program changes recently. A timeline for expected completion of each program audit can be found in Appendix C and "to-date" analysis of instructional program audits are in Appendix E.

Program Audits

Automotive Technology

The Automotive Technology program at BBCC received recertification by the National Automotive Technicians Education Foundation (NATEF) and the National Institute for Automotive Service Excellence (ASE) on February 17, 2009. ASE is a national nonprofit organization which tests and certifies repair technicians, in addition to certifying automotive training programs. BBCC's automotive program has been recertified in the following areas:

- Automatic Transmission and Transaxle Repair Specialists
- Automotive Heating and Air Conditioning Specialist
- Brake repair Specialist
- Electrical/Electronic Systems Specialist
- Engine Performance Specialist
- Engine Repair Specialist
- Manual Drive Train and Axle Specialist
- Suspension and Steering Specialist

To achieve the coveted recognition, the school's automotive training program underwent rigorous self-study and evaluation by the National Automotive Technicians Education Foundation (NATEF). Nationally accepted standards of excellence in areas such as instruction, facilities, and equipment were used.

During the review process, BBCC automotive instructors and local advisory committee members worked closely with NATEF to make certain that the automotive program would meet strict industry standards and be an ASE certified training program. The review process involved two major steps: an extensive self-evaluation followed by an on-site evaluation. Program instructors, administrators, and advisory committee members rated the program on identified standards. The evaluation helped target areas that are outstanding and those that need improvement according to national standards that have been identified by representatives of the automotive industry. As a result of these efforts, students will be assured of a quality education and employers will be assured that BBCC graduates of the program are quality job applicants.
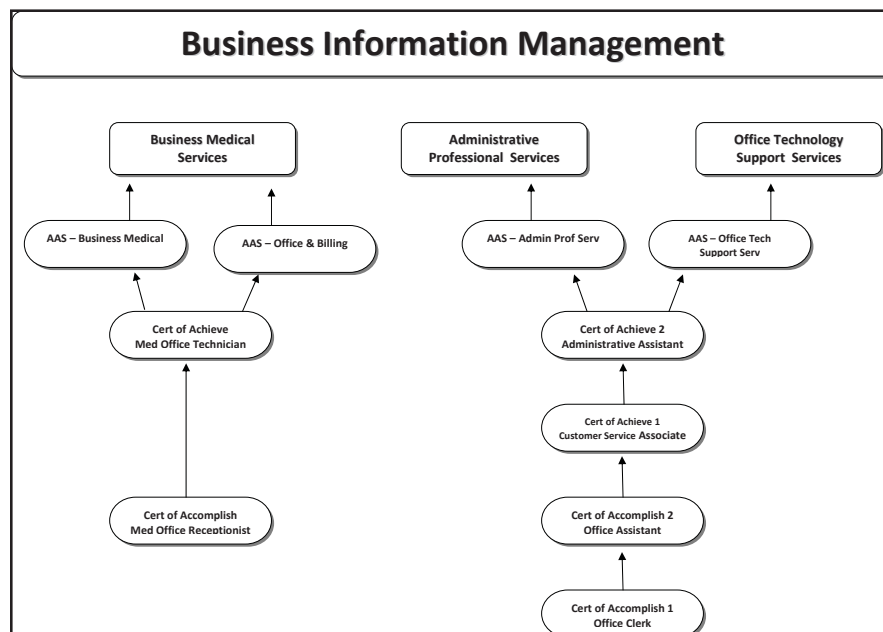
The planning and review of this program greatly benefitted the automotive program and students who enroll in the training. This review increases cooperation between local education and industry leaders. It gives added assurance that BBCC graduates will be employable as entry level technicians. As a result of the quality education provided by BBCC's Automotive Program, the public will benefit since better repair technicians will join the workforce.

This provides a model that will be used for other professional-technical programs, keeping them current with industry trends and the skills needed for a quality workforce. Periodic reviews have a positive effect on the learning that takes place in our training programs.

Facilities are adequate for the number of students currently enrolled, however, the building itself is in need of substantial maintenance. For example, the HVAC system does not function correctly and the system shuts down periodically or has to be shut down when the heaters leak water on the shop floor. One of the older automobile hoists is due for replacement. The Automotive program is also in need of a lead battery servicing room.

Business Information Management

Office Information Technology (OIT) instructors Daneen Berry-Guerin and Pat Teitzel have received recommendations from their program Advisory Board to update the OIT and Business Medical Services (BMS) Programs so that they better meet the needs of students and employers and are aligned with comparable programs in other community colleges in the state. OIT recommendations based on the OIT Advisory Board recommendations, labor statistics, and along with local business interests provided direction for program changes and were approved by the Instructional Council, the President's Cabinet, and the BBCC Board of Trustees (3/02/10). Updates included changing the name of the programs from Office Information Technology (OIT) and Business Medical Services (BMS) to Business Information Management (BIM) with a restructure of the program. One example of a change included offering a customer service class be offered early in the program. Students can receive an Associate of Applied Science of Administrative Professional Services or Associate of Applied Science of Office Technology Support Services, which share the same certificates of achievement and acknowledgement and core classes. In addition, students can earn the Associate of Applied Science of Business Medical Services as well as the new Associate of Applied Science of Medical Office and Billing Services. Having one program and all courses under the same umbrella simplifies the program and advising of students in it. Although the program changes include more program and course choices for students, there is no need for additional staff as all of the courses are not offered every quarter.

Business Information Management

Business Medical Services

Administrative Professional Services

Office Technology Support Services

AAS – Business Medical

AAS – Office & Billing

AAS – Admin Prof Serv

AAS – Office Tech Support Serv

Cert of Achieve Med Office Technician

Cert of Achieve 2 Administrative Assistant

Cert of Achieve 1 Customer Service Associate

Cert of Accomplish Med Office Receptionist

Cert of Accomplish 2 Office Assistant

Cert of Accomplish 1 Office Clerk

Computer Science

In 2008-09, BBCC conducted an audit of the Computer Science (CS) program. Due to a decline of enrollment in previous years, industry concerns and the retirement of a computer science teacher, administrators decided that an audit was necessary to determine the viability of the existing program in relationship to program completions, employment of program graduates, student transfers, program costs and budget reductions.

In the fall of 2008-09, BBCC contracted with the Information Technology Center for Excellence at Bellevue Community College to conduct the CS audit. As a result of the audit, it was determined that BBCC needed to make changes to the CS program to support future enrollment and the needs of local industry. These recommended changes necessitated a redesign of the program including a new curriculum and staffing, and program pathways for students' educational planning and future employment. The program auditor also recommended that a new advisory committee be established to better represent business and industry and include industry representatives who had participated in the audit. The material developed has given BBCC a framework, which can be used by staff and an advisory committee to develop a course of action. However, budget reductions may limit immediate program development and staffing.

College administrators are in the process of looking at options for adding a CS Applied Science Associate Degree that supports the needs of local business and industry and can be linked to CWU's Bachelor of Arts of Applied Science Information Technology and Administrative Management Degree, but they have determined that additional information is needed from prospective advisory committee members as to which applied science pathway best meets immediate needs. In addition, current equipment must be evaluated and equipment costs associated with establishing new curriculum must be determined, along with considerations of additional state budget reductions, before moving forward with a revised computer science program.

Industrial Systems Technology

A program review conducted in 2004 included a recommendation that the two programs, i.e., Industrial Electrical Technology (IET) and

Maintenance Mechanics Technology (MMT) should be recombined into a single program. In practice and function, the IET and MMT programs are tied in lock-step as the two are intertwined and dependent upon each other. Each program has several common courses, IET students depend on four MMT courses and MMT students must complete five IET courses. The two programs share 10 core program courses and a total of 15 courses (when general education courses are included). The joint IET/MMT Advisory Committee unanimously passed a resolution to support the combination of the IET and MMT Applied Science degrees (AAS) programs under a single administrative function. They were insistent that each degree emphasis be preserved and the standards for respective program requirements remain intact.

After a lengthy delay (five years) staff and advisory committee members agreed that there were positive benefits to combing the programs. The primary change administratively would be combining the budgetary functions of the two programs into one. Traditionally, accounting of program expenses has been problematic and flawed. Expenses for one program may appear disproportionately high, while the other sees the FTEs. Student lab fees go to their designated program—regardless of the student's major. This move helped to delineate and track the actual costs involved in training for the food processing, production, and data management facilities.

The review indicated duplication of many program administrative duties. Between two programs, there were two budgets and two assessments. By combining the two programs, they certified there was a need to work together for the benefit of student learning. The review indicated that combining these two programs would streamline administrative processes, add flexibility to course offerings, and provide a much needed accounting accuracy of actual program expenses. Two instructors will be able to equally share duties rather than duplicating efforts.

Flexibility and efficiency were the prime objectives. The review team saw many advantages and few, if any, negative considerations. This was not considered a program expansion, but merely an administrative merger. Should changes be required in the future, having all the courses under a single designation would simplify the process for improvement.

The Course Outlines were not new courses, but were revised and improved. (The old MMT 230 Boiler and Pump course was split into two separate classes for the sake of efficiency.) All of the Master Course Outlines remained the same except for the designation of Industrial Systems Technology (IST) instead of MMT or IET, respectively. The advisory committee and instructors are committed to a continual review of the program (the committee meets monthly) to make improvements, meet the needs of industry, and teach the skills our students need for employment. The new program was approved by the BBCC Board of Trustees in December 2009.

Nursing

In order to meet standards established by the Washington State Nursing Quality Assurance Commission (WSNQAC) and the National League for Nursing Accrediting Commission (NLNAC), the Nursing Program undergoes regular and ongoing evaluation processes. In February of 2010, the WSNCQAC and the NLNAC visited the BBCC campus to review the Nursing Program and to verify the Nursing Program's Self Study. The Self Study was written from collected data with input from the Nursing Program faculty, the Nursing Program Advisory Committee, and the community. Comments were collected from the community with regard to the BBCC Nursing Program. Curricula and program efficacy are reviewed annually for potential modifica-

tion and improvement. The WSNCQAC approved the Practical Nursing program for eight years. The NLNAC visitation team recommended that the BBCC Nursing Program be found in substantial compliance with the Standards, and be granted full reaccreditation (eight years) with a report required in 2012. The following are comments from the NLNAC visiting team's review document.

NLNAC Standard 1: Mission and Administrative Capacity

Congruence between program mission and BBCC mission is evaluated annually. The mission of Big Bend Community College and that of the nursing program are congruent, meeting the educational and occupational needs of a diverse community for entry level training , as well as progressing through the nursing 'ladder' and preparation for transfer to other colleges and universities.
Active participation of all stakeholders, students, faculty, administration, and community advisors, is also a requirement of both Commissions. Such participation is reflected in faculty meeting minutes (both Nursing program and college-wide) and Nursing Advisory Committee meeting minutes, which are maintained for a minimum of five years. The Advisory Committee is composed of regional employer representatives, who meet a minimum of four times per year.

The program actively builds community partnerships. Students participate in community service (educational programs, flu shot clinics, etc); hospital and clinical sites support the clinical training of our students through joint faculty positions and a variety of clinical experiences.

NLNAC Standard 2: Faculty and Staff

Standards for faculty are clearly defined by both Commissions: a minimum of a master's degree in Nursing. Exceptions are permitted; however, a minimum of a bachelor's degree in nursing is mandatory, with current progress toward a master's degree. Most current full time faculty meet that requirement. The program and the college, including the foundation, actively support the education and advancement of full- and part-time faculty to meet the standard.

Faculty evaluation processes are outlined by the Negotiated Agreement. Identified challenges include part-time (clinical) instructor and joint educator evaluations. These specific positions require a review to ensure that all faculty are adequately evaluated.

The faculty maintain current skills and knowledge and support scholarship by attending workshops, conferences, and seminars. Personnel files revealed Continuing Education Units (CEUs) for each full-time faculty. College administration supports the faculty's pursuit of current nursing knowledge by budgeting funds for continuing education. Faculty develop professional development plans, and these are on file and were reviewed by the site visitors. BBCC has a formal mentoring process for all new full-time faculty. All new full-time nursing faculty participate in this activity. Completed nursing faculty mentoring checklists were reviewed and are maintained in personnel files. The Faculty Handbook contains additional support materials to assist new faculty such as resources and teaching tips. Due to the small size of the Nursing program,

there is extensive informal mentoring of full-time and part-time faculty that occurs within the department.

Policies of the nursing program faculty are consistent with those of college faculty, as stipulated in the Negotiated Agreement. When necessary, policy differences are due to requirements of healthcare, and the Washington State Nursing Care Quality Assurance Commission.

Recommendation: All faculty are Master's degree prepared.
>Ensure that all faculty receive effective evaluation.

NLNAC Standard 3: Students

Although the Nursing Program has some program specific policies that differ from the campus as a whole in order to comply with clinical site requirements, those policies are reviewed with the students annually. Any changes to policy or procedure are communicated to the students prior to implementation and documentation of that communication is maintained in the student files.

The Nursing program utilizes technology for hybrid course delivery and communication. The program anticipates increased use of the Angel platform in the coming years to expand the Licensed Practical Nursing (LPN) to Registered Nursing (RN) program into the rural communities.

NLNAC Standard 4: Curriculum

The curriculum for the Nursing program undergoes constant review, in order to respond to changes mandated by the workforce, professional organizations, and the licensing examination. Most recently, the curriculum was revised for content and progression beginning in 2007. This review included both the theory and the skills lab components. The curriculum is organized around core concepts, and these core concepts are woven throughout the curriculum, leading to learning outcomes at both Level I and Level II.

Clinical sites are reviewed on a quarterly basis for appropriateness and learning effectiveness. Both inpatient and outpatient settings are used in order to provide an adequate learning experience and to meet

the requirements of both Commissions. Psychiatric/mental health clinical experiences in the second year (Level II) are being expanded in order to meet the requirements of the WSNCQAC for students who do not take the optional summer quarter between Level I and Level II.

Recommendation: Incorporate additional psychiatric clinical experiences.

NLNAC Standard 5: Resources

Fiscal resources are reviewed annually to maintain current equipment and access to faculty educational development. Physical resources (classrooms, skills lab, etc.) are sufficient to meet the needs of the program for the immediate future.

Recommendation: Audiovisual resources are reviewed occasionally for currency, but have not been consistently culled. Update audio visual resources in the lab and dispose of outdated materials.

NLNAC Standard 6: Outcomes

Outcomes are evident and program data is assessed. A Systematic Plan for Evaluation has been developed, but is not in full use yet to guide program decision making.

Recommendation: Include a timeline for assessment of resources and add assessment of Student Learning Outcomes to the Systematic Plan for Evaluation. (Note: The Systematic Plan has now

been incorporated into the faculty meeting agenda template in order to increase its effectiveness and to lay the groundwork for the focused report that will be due in 2012.)

Programs evaluation

College wide efforts to evaluate our progress towards satisfying goals of the AMP was undertaken last summer (2009), wherein data showing efforts toward fulfilling each AMP outcome was analyzed and rated on a scale of 0 (not effectively meeting the outcome) to 25 (very effectively meeting the outcome). This allows us to clearly see what has been done and what still has to be done to satisfy each AMP outcome. Details related to AMP Programs outcomes (B.1., B.2., and B.3.) are summarized in the table below. Ratings of each of the outcomes and additional details follow.

AMP Programs Outcomes		
	What's done	**What still has to be done and how close are we to achieving the outcome**	**Who is responsible**
B1.	• Overall class success rates have been consistent over the last four years at 79%	1. Despite having developmental math success as an AtD priority, rates are still low 2. Research placement rates by high school to determine if students from some high schools place lower or higher than other high schools 3. Pilot a block schedule in winter quarter with Developmental math, supplemental instruction and College Success Skills in consecutive periods 4. Work with school districts to help math teachers understand the college level math expectations 5. Encourage MAP students to use tutor.com	1. Math Department; Title V 2. Institutional Research 3. VP Instruction 4. Title V 5. All campus
B2.	• Research shows that having an academic plan increases the probability of success. However, it wasn't clear exactly how many students were following a plan.	1. Determine why students failed to access resources for help in establishing an educational plan 2. Do our staff and faculty advisors know how to access the appropriate information to properly advise students? 3. As the degree audit system is launched, provide hands on training to advisors	1. Task force of Advisors and Counselors
B3.	• Retention rates seemed stable overall with the exception of the white male students – females and Latino students have made progress • Maintain certificate and degree attainment • Emphasize appropriate student placement into developmental classes to improve the probability of success.	1. Continue to work with students to develop educational plans that should promote credential attainment 2. Create more interactive-learning experiences 3. Explore the lower retention rates for white males and seek remedies.	1. Task force of Advisors and Counselors 2. VP Instruction/Student Services 3. VP Instruction/Student Services

Internal Ratings of AMP Programs Outcomes (Summer 2010)

B.1. – Students complete courses or workshops with a grade of passing or 2.0 GP or better

Rating: 15.6

Comments included:
- Biggest concern is pre-college level math; improve pre-college math and pre-college English success rates
- Improve tutoring services for math and English
- Work with school districts to help students become better prepared for college-level work

B.2. – Students establish educational plans

Rating: 8.7

Comments included:
- The term educational plan may be too narrow and poorly understood by staff and students
- Biggest obstacle for evaluating this outcome was the lack of clarity on the definition of an educational plan
- Provide educational planning resources to all students—regardless of location, "self-help" for students not comfortable working with traditional resources, increase awareness in students AND parents of the importance of developing educational plans, etc.
- Educate advisors on the impact of intrusive advising and student success and provide ongoing training for advisors
- Work with area high schools to incorporate educational plans into their senior projects

B.3. – Students persist to attain completions, certificates or degrees or workshops and are retained quarter to quarter and year to year to achieve their goals

Rating: 11.7

Comments included:
- Appropriate placement in deveopmental classes is essential in helping students continue year-to-year
- Retention rates seemed stable, with the exception of males and especially white males. Maintain current success rates, graduation rates, and retention rates.
- Educational plans have the potential to make a big difference in degree attainment. Continue to work with all students to help them develop educational plans.
- Investigate on-the-job training possibilities; work for credit; hands-on learning

Conclusion

This report on Programs focuses on the support services and instructional activities through which students achieve their goals at BBCC. It describes efforts the college puts forth to engage students in the educational planning process, support services such as placement testing and advising/counseling, and instructional activities and programs, including the data associated with assessing each of these areas. The goal is analyze current efforts and make recommendations for changes, in order to provide the best possible services to our students and help them successfully reach their educational goals.

Appendix A

Success Rates for the Top 30 Enrolled Classes

Year	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2006-07	Accounting	105	Intro to Accounting	2	5	133	140	95%
2006-07	Accounting	251	Principles of Accounting I	5	9	80	94	85%
2006-07	Biology	101	Biology	11	22	102	135	76%
2006-07	Business	254	Business Law	13	21	92	126	73%
2006-07	College Success Skills	095	New Chance/Career Transition	3	3	109	115	95%
2006-07	College Success Skills	102	Focus on Success	9	17	70	96	73%
2006-07	Developmental English	099	English Skills w/ Word Processing	6	18	138	162	85%
2006-07	Economics	200	Intro to Economics	13	34	53	100	53%
2006-07	English	101	English Composition	42	77	435	554	79%
2006-07	English	102	Advanced Composition	27	48	226	301	75%
2006-07	First Aid/EMT	150	Industrial First Aid/CPR/Bloodborne Pathogens	19	23	178	220	81%
2006-07	Math	150	College Algebra	16	30	74	120	62%
2006-07	Nutrition	116	Nutrition	24	42	156	222	70%
2006-07	Office Information Technology	100	MS Word for Personal Use***	6	9	396	411	96%
2006-07	Office Information Technology	101	Basic Keyboarding***	19	35	326	380	86%
2006-07	Office Information Technology	102	Document Formatting***	12	13	347	372	93%
2006-07	Office Information Technology	150	Medical Terminology I	43	36	53	132	40%
2006-07	Office Information Technology	182	MS Office: Excel	0	0	99	99	100%
2006-07	Philosophy	200	Philosophy	13	20	64	97	66%
2006-07	Philosophy	220	Logic	22	44	220	286	77%
2006-07	Physical Education & Health	100	Lifetime Wellness	14	16	115	145	79%
2006-07	Physical Education & Health	155	Body Toning	7	0	110	117	94%
2006-07	Pre-college Math	080	Basic Mathematics	6	22	96	124	77%
2006-07	Pre-college Math	090	Prealgebra	10	61	102	173	59%
2006-07	Pre-college Math	095	Elementary Algebra	64	154	154	372	41%
2006-07	Pre-college Math	099	Intermediate Algebra	65	98	136	299	45%
2006-07	Psychology	101	Intro to Psychology	40	97	216	353	61%
2006-07	Science	101	Survey of Science	12	46	62	120	52%
2006-07	Sociology	110	Intro to Sociology	23	38	137	198	69%
2006-07	Speech	101	Intro to Public Speaking	12	20	163	195	84%

*Students who passed with a "P" or 2.0 or higher GPA

**Students who received less than a 2.0 GPA

***Variable credit class where students can add or drop credits throughout the quarter. If a student completes credits the dropped credits are not listed.

Note: Prior years' data may be modified from previous reports due to grade changes and updates to the Transcripts table. Data retrieved 4/14/10.

Success Rates for the Top 30 Enrolled Classes

Year	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2007-08	Accounting	105	Intro to Accounting	1	2	115	118	97%
2007-08	Art	200	Art Appreciation	8	25	77	110	70%
2007-08	Biology	101	Biology	6	43	105	154	68%
2007-08	College Success Skills	100	College Survival Skills	13	50	228	291	78%
2007-08	Developmental English	099	English Skills w/ Word Processing	10	31	139	180	77%
2007-08	English	101	English Composition	53	65	414	532	78%
2007-08	English	102	Advanced Composition	22	51	262	335	78%
2007-08	First Aid/EMT	150	Industrial First Aid/CPR/Bloodborne Pathogens	19	19	204	242	84%
2007-08	History	201	United States History I	7	41	68	116	59%
2007-08	Math	150	College Algebra	15	39	82	136	60%
2007-08	Math	161	Statistics	11	8	91	110	83%
2007-08	Nutrition	116	Nutrition	12	25	154	191	81%
2007-08	Office Information Technology	100	MS Word for Personal Use***	6	6	572	584	98%
2007-08	Office Information Technology	101	Basic Keyboarding***	23	31	295	349	85%
2007-08	Office Information Technology	102	Document Formatting***	13	24	469	506	93%
2007-08	Office Information Technology	173	MS Word Level I***	0	0	120	120	100%
2007-08	Office Information Technology	181	MS Office: Word	0	0	170	170	100%
2007-08	Office Information Technology	182	MS Office: Excel	0	0	164	164	100%
2007-08	Office Information Technology	184	MS Office: Powerpoint	0	0	148	148	100%
2007-08	Philosophy	200	Philosophy	15	24	73	112	65%
2007-08	Philosophy	220	Logic	10	36	227	273	83%
2007-08	Physical Education & Health	100	Lifetime Wellness	12	8	116	136	85%
2007-08	Physical Education & Health	155	Body Toning	11	4	137	152	90%
2007-08	Pre-college Math	080	Basic Mathematics	11	19	99	129	77%
2007-08	Pre-college Math	090	Prealgebra	30	104	151	285	53%
2007-08	Pre-college Math	095	Elementary Algebra	68	173	165	406	41%
2007-08	Pre-college Math	099	Intermediate Algebra	58	104	184	346	53%
2007-08	Psychology	101	Intro to Psychology	45	72	217	334	65%
2007-08	Sociology	110	Intro to Sociology	18	21	151	190	79%
2007-08	Speech	101	Intro to Public Speaking	26	33	313	372	84%

*Students who passed with a "P" or 2.0 or higher GPA

**Students who received less than a 2.0 GPA

***Variable credit class where students can add or drop credits throughout the quarter. If a student completes credits the dropped credits are not listed.

Note: Prior years' data may be modified from previous reports due to grade changes and updates to the Transcripts table. Data retrieved 4/14/10.

Success Rates for the Top 30 Enrolled Classes

Year	Department	Course #	Course Title	Withdrawals	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2008-09	Biology	100	Survey Of Biology	15	37	86	138	62%
2008-09	Chemistry	121	Intro to Chemistry	12	18	96	126	76%
2008-09	College Success Skills	100	College Survival Skills	18	40	327	385	85%
2008-09	College Success Skills	102	Focus On Success	6	8	102	116	88%
2008-09	Criminal Justice	101	Intro Criminal Justice	9	12	98	119	82%
2008-09	Developmental English	099	English Skills	11	37	224	272	82%
2008-09	English	101	English Composition I	34	81	441	556	79%
2008-09	English	102	Composition II	50	68	313	431	73%
2008-09	First Aid/EMT	150	Industrial First Aid/CPR/Bloodborne Pathogens	21	31	187	239	78%
2008-09	Health Education	150	Medical Terminology I	10	24	129	163	79%
2008-09	Health Education	151	Medical Terminology II	2	8	82	92	89%
2008-09	Math	120	College Algebra	23	27	106	156	68%
2008-09	Nutrition	101	Nutrition	17	31	167	215	78%
2008-09	Office Information Technology	100	MS Word for Personal Use***	7	9	138	154	90%
2008-09	Office Information Technology	101	Basic Keyboarding***	27	62	305	394	77%
2008-09	Office Information Technology	102	Document Formatting***	14	16	140	170	82%
2008-09	Office Information Technology	121	Business English	11	27	63	101	62%
2008-09	Philosophy	106	Intro to Logic	31	39	226	296	76%
2008-09	Physical Education & Health	100	Lifetime Wellness	11	21	224	256	88%
2008-09	Physical Education & Health	125	Conditioning	3	3	86	92	93%
2008-09	Physical Education & Health	155	Body Toning	26	13	206	245	84%
2008-09	Pre-college Math	080	Basic Mathematics	13	24	107	144	74%
2008-09	Pre-college Math	090	Prealgebra	29	106	151	286	53%
2008-09	Pre-college Math	095	Elementary Algebra	55	147	187	389	48%
2008-09	Pre-college Math	099	Intermediate Algebra	49	133	191	373	51%
2008-09	Psychology	100	General Psychology	31	52	168	251	67%
2008-09	Psychology	200	Lifespan Psychology	6	19	80	105	76%
2008-09	Sociology	101	Intro to Sociology	22	43	182	247	74%
2008-09	Spanish	121	Spanish I	5	19	71	95	75%
2008-09	Speech	220	Public Speaking	30	40	324	394	82%

*Students who passed with a "P" or 2.0 or higher GPA

**Students who received less than a 2.0 GPA

***Variable credit class where students can add or drop credits throughout the quarter. If a student completes credits the dropped credits are not listed.

Note: Prior years' data may be modified from previous reports due to grade changes and updates to the Transcripts table. Data retrieved 4/14/10.

Appendix B

Big Bend Community College

Degrees by Program*

Prog Code	PROGRAM TITLE	04-05	05-06	06-07	07-08	08-09
105	Agriculture	0	0	1	3	1
323	Associate Degree of Nursing	22	17	27	24	22
381	Medical Assistant	0	0	0	2	7
402	Child & Family ED	0	0	0	3	5
505	Accounting	12	6	6	11	7
509	Micro Computer Specialist	3	2	1	4	2
515	Computing Systems	10	8	5	6	9
547	Office Information Technology	1	1	4	1	1
566	Word Processing Technician	0	0	0	0	0
567	Business Medical Services	5	1	1	6	2
672	Commercial Pilot	4	7	3	2	3
712	Automotive Technology	15	10	13	9	7
718	Aviation Maintenance Technology	2	1	0	2	4
770	Maintenance Mechanics Technology	1	4	2	3	0
778	Engineering/Drafting Technology	1	1	0	0	0
784	Industrial Electrical Technology	11	10	9	8	2
814	Welding	1	5	1	0	5
839	Child & Family ED w/ Paraeducator Emphasis	4	5	4	6	0
TOTALS	Professional Technical	92	78	77	90	77
AS	Associate in Arts & Science	247	213	233	195	185
BUS	Associate in Business	0	0	0	7	7
GS	General Studies	12	24	25	19	26
PREN	Associate in Pre-Nursing	0	1	2	4	3
SC	Associate in Science	2	7	4	4	2
TOTALS	**COMBINED TOTALS**	**353**	**323**	**341**	**319**	**300**

* Degrees are: Associate Degrees only.

Completions from 2008-09 were from SMS and run on 4/28/10

Big Bend Community College

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

Prog Code	PROGRAM TITLE	04-05	05-06	06-07	07-08	08-09
326	Practical Nursing	21	12	22	23	19
329	Nursing Assistant	30	16	47	59	65
381	Medical Assisstant Cert	0	0	0	3	9
402	Child & Family Edu Cert	0	0	0	1	0
501	CISCO	0	0	3	5	1
505	Accounting	1	0	6	3	3
547	Office Information Technology	2	11	17	6	9
559	Office Occupations & Clerical Services	0	2	12	20	7
567	Business Medical Services	0	0	11	9	7
672	Commercial Pilot	0	0	0	0	9
712	Automotive Technology	0	5	0	0	0
715	Commercial Driver's License	53	52	44	44	48
718	Aviation Maintenance	0	7	20	40	19
770	Maintenance Mechanics Technology	4	6	0	1	1
778	Engineering/Drafting Technology	2	3	2	0	0
784	Industrial Electrical Tech	10	1	15	2	0
814	Welding	0	0	11	2	9
839	Child and Family Education	0	1	0	0	0
	TOTALS	**123**	**116**	**210**	**218**	**206**

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

Completions from 2008-09 were from SMS and run on 4/2/10

Big Bend Community College

Short-term training that prepares students to get an entry-level job in a new area (Exit code 9)

Prog Code	PROGRAM TITLE	04-05	05-06	06-07	07-08	08-09
251	Merchandising	1	0	0	0	0
305	Dental Assisting	0	0	0	0	0
313	Medical Insurance Coding	1	1	2	1	1
329	Nursing Assistant	6	5	4	3	2
409	Child Care Provider/Asst	1	2	0	2	2
530	Health Records	0	0	0	0	0
559	Office Occupations & Clerical Serv	3	8	10	6	4
566	Word Processing Technician	0	0	0	0	0
814	Welding	0	0	2	0	0
868	Tailoring & Alterations	0	0	0	0	0
TOTALS		**16**	**16**	**19**	**14**	**9**

*Exit Code 9 is defined as a unique program completion or non-credit occupational training completion

Completions from 2008-09 were from SMS and run on 4/28/10

Big Bend Community College

Graduates, Certificates & Completions

Prog Code	PROGRAM TITLE	04-05	05-06	06-07	07-08	08-09
105	Agriculture	0	0	1	3	1
323	Associate Degree of Nursing	22	17	27	24	22
326	Practical Nursing	21	12	22	23	19
329	Nursing Assistant	36	21	51	62	67
672	Commercial Pilot	4	7	3	2	12
505	Accounting	13	6	12	14	10
515	Computing Systems	10	8	5	6	9
547	Office Information Technology	3	12	21	7	10
567	Business Medical Services	5	1	12	15	9
712	Automotive Technology	15	15	13	9	7
715	Commercial Driver's License	54	52	44	44	48
718	Aviation Maintenance Technology	2	8	20	42	23
770	Maintenance Mechanics Technology	5	10	2	4	1
784	Industrial Electrical Technology	21	11	24	10	2
778	Engineering/Drafting Technology	3	4	2	0	0
409	Child Care Provider/Asst	1	2	0	2	2
313	Medical Insurance Coding	1	1	2	1	1
381	Medical Assistant	0	0	0	5	16
402	Child and Family Education	0	0	0	4	5
501	CISCO	0	0	3	5	1
509	Micro Computer Specialist	3	2	1	4	2
559	Office Occupations & Clerical Services	0	0	0	0	11
814	Welding	1	5	14	2	14
839	Child and Family Education	5	6	4	6	0
Total	Professional/Technical AAS, Certificates & Completions	231	210	306	322	292
AS	Associate in Arts & Science	247	213	233	195	185
BUS	Associate in Business	0	0	0	7	7
	Associate in Pre-Nursing	0	1	2	4	3
	Associate in Science	2	7	4	4	2
GS	Associate in General Studies	12	24	25	19	26
	COMBINED TOTALS	**492**	**455**	**570**	**551**	**515**

* Completions include: Associate Degrees, Certificates of Achievement, Certificates Accomplishment and Exit Code 9. Exit Code 9 is defined as a unique program completion or non-credit occupational training completion.

Completions from 2008-09 were from SMS and run on 4/28/10

Appendix C

Bill Bonaudi - College President		
Person responsible	Area	Program Audit Completion Date
	Instruction/Services	Dec 2011
	Financial & Administrative Services	Dec 2011
	Human Resources and Labor	Dec 2011
	Foundation	Dec 2011
	Institutional Research & Planning	June 2011
	Public Information Office	Dec 2011
	Title V	Dec 2011
Mike Lang, incoming Bob Mohrbacher - VP of Instruction/Services		
SERVICES		
Candy Lacher	Admissions/Registration	June 2010
Candy Lacher	Athletics	Dec 2010
	College Bound	June 2010
Candy Lacher	Counseling	June 2010
Candy Lacher	Disablity Services	Completed
Candy Lacher	Financial Aid	June 2010
Candy Lacher	GED Testing	Completed
Sandy Cheek	Japanese Agriculture Training Program	Dec 2011
Kara Garrett	Opportunity Grant	June 2010
Candy Lacher	Student Programs (Kim Jackson)	June 2010
	Student Support Services	June 2010
INSTRUCTION		
Tim Fuhrman	Library Services	Dec 2011
Tim Fuhrman	English Lab	June 2010
	Tech Prep	Dec 2011
Clyde Rasmussen	Recruitment	Dec 2011
Tim Fuhrman	Foreign Language Lab	June 2010
Bill Bonaudi	Math Lab	Dec 2011
Clyde Rasmussen	Center for Business and Industry Services	Dec 2011
	INSTRUCTIONAL DISCIPLINES/PROGRAMS	
Clyde Rasmussen	Accounting	August 2011
Kara Garrett	Adult Basic Education	May 2010
Clyde Rasmussen	Agriculture	August 2011
Mike Lang	Anthropology	Dec 2011
Mike Lang	Art	Dec 2011
Clyde Rasmussen	Automotive Technology	Completed
Clyde Rasmussen	Aviation (Commercial Pilot)	Dec 2011
Clyde Rasmussen	Aviation Maintenance Technology	Dec 2011
	Biology/Botany	Dec 2011
	Business/Economics	Dec 2011
	Chemistry	Dec 2011
Clyde Rasmussen	Commercial Driver's License	August 2011
Clyde Rasmussen	Computer Science	Completed
	Criminal Justice	Dec 2011
Tim Fuhrman	Developmental Ed/College Survival Skills	Dec 2011
Kara Garrett	Child and Family Education	Jan 2011
	English/Humanities/ Drama	Dec 2011
Clyde Rasmussen	First Aid	Dec 2010
	Foreign Language	Dec 2011
Kara Garrett	Health Education	Dec 2010
	History/Political Science	Dec 2011

Person responsible	Area	Program Audit Completion Date
Clyde Rasmussen	Industrial Electrical Technology	August 2011
Clyde Rasmussen	Maintenance Mechanics	August 2011
Clyde Rasmussen	Math - Applied	August 2011
	Math - Precollege	August 2011
	Mathematics	Dec 2011
Kara Garrett	Medical Assistant	June 2010
	Music	Dec 2011
Kara Garrett	Nursing/Nursing Assistant	Completed
	Nutrition	Dec 2011
Clyde Rasmussen	Office Information Technology (Business Information Management)	Sep 2010
Kara Garrett	Parent Education	Dec 2011
	Philosophy/Religion	Dec 2011
Kara Garrett	Physical Education	Dec 2011
	Physics	Dec 2011
	Psychology	Dec 2011
	Science/Astronomy/Environmental Science	Dec 2011
	Sociology	Dec 2011
	Speech/CMST	Dec 2011
Clyde Rasmussen	Welding Technology	Dec 2011
VP for Financial and Administrative Services		
Gail Hamburg	Activity Center (Gym)	Dec 2011
Gail Hamburg	ATEC Coordinator	Dec 2011
Gail Hamburg	Bookstore	Dec 2011
Gail Hamburg	Business Services	Dec 2011
Gail Hamburg	Purchasing	Dec 2011
Gail Hamburg	Central Stores-Mail	Dec 2011
Gail Hamburg	Food Services	Dec 2011
Gail Hamburg	Information & Communication Services (BBT)	Dec 2011
Gail Hamburg	Maintenance & Operations	Dec 2011
Gail Hamburg	Residence Halls	Dec 2011
Gail Hamburg	Security	Dec 2011
Gail Hamburg	Word Services	Dec 2011
VP of Human Resources and Labor		
Holly Moos	Human Resources	Dec 2011
Holly Moos	Payroll	Dec 2011

Appendix D

Big Bend Community College

Program/Service Review and Analysis 2009-2010

Student Services

Program Name: GED Testing Services

Administrator: Margie Lane

1. Mission

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

Provide GED testing services to BBCC service district, thus giving candidates the opportunity to continue their education, receive financial aid, and improve job opportunities. "Second chance" for our diverse population.

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**
GED testing & scoring	Service district residents	568 total unduplicated testers in 2008; many seen multiple times = 1,228 contacts in 2008	
	ABE/GED WorkFirst	Approx. 142 annually Stable to increasing	
	Job Corps		Approx. 284 annually Stable
	SkillSource O.I.C.		Approx. 71 annually Stable
	Community		Approx. 71 annually Stable to increasing

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

Position Type	2007 - 2008				2008-2009			
	Headcount			FTE	Headcount			FTE
	FT	PT	Total		FT	PT	Total	
Classified	1		1	0.93	1		1	
Hourly								
Exempt								
Administrative								
Other								
Total	1		1	0.93	1		1	

(7% admissions)

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

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

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

#19 out of 59 testing agencies in the state;

Examples of peer groups: Olympia 586   Seattle Central 394
                           Bates 584   Lower Columbia 366
                           Wenatchee 418   Highline 356
                           YVC Grandview 409

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.

New HEP grant – possible increase in demand for Spanish version tests

New 2012 GED test – probably increase in numbers tested between now and 2012

WASL at the high schools

X:\Reports&Projects\Monitoring Reports\2009-2010\PROGRAMS\Program Audits\GED Testing Services Review.doc

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.

> Better access for disabilities screening on campus (Lora Allen) (Additional test time with private facility)
>
> 2012 version GED test
>
> HEP grant (?)

5. Quality of Program Support

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

	Name	Job Title	Terminal Degree, Granting Institution	Years Experience
Classified	Margie Lane	Program Specialist II/Chief Examiner	BS WSU	21
Exempt				
Administrative				

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

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

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

Future: Classroom with 30 seats so students can be spaced properly (once construction begins on new tutoring center)

Current: Need consistent room to test accommodated students; can use 1426, if I can stay with them

5.d. Does the program have unmet equipment needs? Yes___ No_X_ If not, what equipment is needed?

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

6. Program Outcomes and Assessment

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

Increased number tested, leading to increased access to financial aid and student enrollment; more employment opportunities for students.

6.b. How do you review and evaluate your department's annual performance? Position performance evaluation
- Compare number tested year-to-year
- Verbal feedback from students, teachers, agencies

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

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

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

None.

6.e. Identify any action plans that your department has to better meet the needs of students, improve services, become more assessable and/or improve overall efficiency.
- Provide better visibility to public (re: testing service and the opportunities it provides);
- Learn a little Spanish;
- Campaign for classroom.

7. Program Revenues and Costs

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

Program Revenues	2007-2008	2008-2009
Fees (testing, workshops)	$24,428	$32,221
Contracts & Grants		
Student Per Credit Fees		
Other		
Total	$24,428	$32,221

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

Program Expenditures	2006-2007			2007-2008			2008-2009		
	Budget	Expense	Difference	Budget	Expense	Difference	Budget	Expense	Difference
Salaries (A)					422.37			6388.20	
Benefits (B)					62.75			2073.92	
Goods & Services (E)		14,690.10			22,000.50			13,887.17	
Travel (G)									
Equipment (J)		6352.69						172.63	
Professional Development									
Other		5000.00							
Total		26,042.79			22,505.62			22,521.92	

Expenses	2006-2007	2007-2008	2008-2009
State Funds	$47,419	$56,223	$47,763.62 (sal & benefits only)
Local Funds	$26,042.79	$22,505.62	$22,521.92
Grant Funds			
TOTAL (must equal 7b total)			

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

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

Opportunity Analysis

8.a. What opportunities exist for this program?

Help identify potential testers/students needing accommodations. Collaborate with Lora Allen to provide needed accommodations for students with disabilities. Promote BBCC programs to GED recipients.

X:\Reports&Projects\Monitoring Reports\2009-2010\PROGRAMS\Program Audits\GED Testing Services Review.doc

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

- Continue involvement with outside agencies/GED classes/SkillSource/O.I.C.
- Presentations & teacher in-services
- New this year: Spanish prep classes at O.I.C.
- Good relationship with Disabled Student liaison on campus

About Program Reviews

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

- Annual GED snapshot
- Business Office (Kathy Starr)
- Lora Allen
- Test administration logs

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

Clarify 2 A, B, C

Big Bend Community College

Program/Service Review and Analysis 2008/2009

Student Services

Program Name: Disabled Student Services

Administrator: LoraLyn Allen

1. Mission

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

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

2. Size and Scope of the Program

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

Description of Student Service	Primary Users/ Stakeholders	Demand: a. # people served/unit time (e.g., 10/day) b. Increasing/Stable/Decreasing c. % International, Running Start	
		Internal	**External**
DSS Intake, Eligibility, Accommodation Determination/Implementation	Potential and Current Students	a)188 students/year *(630 appointments/year for intake, follow-up, etc.)* b)increasing c)*Int'l=0; 0% *Running Start=2; 1%	
Tutoring Services	Current Students	a)27 students/year *(37 requests granted)* b)increasing c)*Int'l=0; 0% *Running Start=0; 0%	

Outreach-transition presentations/IEP meetings to potential students with disabilities	Potential Students/High Schools		a)~ 100 students/year b)Increasing
Outreach-transition presentations, etc. to agencies, partners, etc.	Community Agencies and Partners		a)4 agencies or partners/year b)Increasing
DSS program awareness presentations	Current Students	a)~265 students/year b)Increasing	
Assistive Technology Training	Current Students/Instructors	a)~50 students/year ~5 instructors/year b)Increasing	
GED accommodation requests- intake and paperwork processing	Current Students	a)16 students/year b)Increasing	

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

Position Type	2007 - 2008				2008-2009			
	Headcount			FTE	Headcount			FTE
	FT	PT	Total		FT	PT	Total	
Classified								
Hourly								
Exempt	1		1	40%	1		1	65% DSS 35% Advising
Administrative								
Other								
Total	1		1		1		1	

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

Position Title	FTEF	Functions
Disability Services Coordinator	.65	All aspects of program
Advisor	.35	educational planning, student advising

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

I contacted two community colleges in the state that had a similar number of students coded in the DSS SMS field (2 year average).

Grays Harbor: They employ one full-time person and do not have support staff. Within the full-time contract, this position also has the following responsibilities outside the DSS realm: parking enforcement, Perkins/Dislocated Workers management, and Transition support of all students. Also, this position participates on the Diversity Committee, Safety Committee, Library Committee, and the Transition Council (community council).

Lower Columbia: They employ one full-time person (currently 30 hrs/week due to limitations of the present Interim employee) and one assistant at 18 hrs/week. They also consistently employ a work-study for 12 hrs/week. Within the full-time contract, this position is also the academic advisor for all DSS and L&I students and participates on the Instructional Council Committee and Disability Access Council (community council).

3. External Demand for the Program

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

Yes

If yes, identify and describe the expected impacts.

With the current economy and travel budget cuts within state agencies, this may decrease our ability to travel for outreach/transition presentation opportunities and in turn, limit outside agencies to travel here with groups of potential students. This may decrease the number of students with disabilities enrolling at Big Bend, due to being unaware of disability services support available.

However, due to increased unemployment, we may see increased enrollment which will bring with it additional students with disabilities that will need services.

4. Internal Demand for the Services (College)

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

Yes

If yes, identify and describe the expected impacts.

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

5. Quality of Program Support

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

	Name	Job Title	Terminal Degree, Granting Institution	Years Experience
Classified				
Exempt	LoraLyn Allen	Disability Services Coordinator	BA Speech & Hearing Sciences, WSU	1
Administrative				

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

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

5.d. Does the program have unmet equipment needs? Yes_X__   No___ If not, what equipment is needed?

Description of what is needed	Role of the needed item in fulfilling program mission	Approximate cost*
Assistive Technology Station in the library, which includes Text-to-Speech, Speech-to-Text software (including peripheral devices, such as a scanner, microphone, etc.) and a Book on CD player.	To make accommodation needs accessible to students.	$2,500+
Additional Book on CD portable players	To make accommodation needs accessible to students.	$1,000+

6. Program Outcomes and Assessment

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

> 1. To serve and accommodate students with disabilities as mandated by the law.

> 2. To improve student success and retention of students with disabilities.

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

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

At this point, there is not a formal process in place for evaluating this program. However, since this program is managed by one individual, there is a Yearly Performance Appraisal that outlines performance goals, which may or may not include program-related goals, personal goals, and goals regarding other duties the individual is assigned.

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

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

The following performance goals (related to the program) were included on the 2008-2009 Performance Appraisal:

1. Complete a campus-wide assessment of physical improvements or modifications needed to provide access to students with disabilities.

2. Develop and provide workshops to faculty and staff about disability issues.

Yes, these goals are aligned with the College's goals and strategic plan. Having accessible/user-friendly facilities will not deter potential students from enrolling at Big Bend, thus increasing enrollment. Increasing faculty and student awareness and knowledge regarding the Disability Services program can lead to increased enrollment and retention.

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

None, as this was my first year in this position, and program goals and data are not available from previous years.

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

> 1. Create system/checklist to regularly check push button door openers.

> 2. Collaborate with M&O in disability parking signage, etc.

> 3. Develop and implement efficient data collecting tools and program performance evaluations.

7. Program Revenues and Costs

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

Program Revenues	2007-2008	2008-2009
Fees (testing, workshops)	n/a	n/a
Contracts & Grants	n/a	n/a
Student Per Credit Fees	n/a	n/a
Other	n/a	n/a
Total	n/a	n/a

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

Program Expenditures	2006-2007			2007-2008			2008-2009		
	Budget	Expense	Difference	Budget	Expense	Difference	Budget	Expense	Difference
Salaries (A)	36872	25538	11334	37425	33345	4080	38085	20212	17873
Benefits (B)	9404	3877	5527	9377	7485	1892	9227	4576	4651
Goods & Services (E)	8936	895	8041	10343	1554	8789	9482	2494	6988
Travel (G)	500	16	484	500	1012	-512	704	704	0
Equipment (J)		1341	-1341		760	-760		254	-254
Professional Development								1200	-1200
Other									
Total	55712	31667	24045	57645	44156	13489	57498	29440	28506

Expenses	2006-2007	2007-2008	2008-2009
State Funds	31667	44156	29440
Local Funds			
Grant Funds			
TOTAL (must equal 7b total)	31667	44156	29440

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

$1,200:

- 10/15/08-10/17/08: DSSC and WAPED Conference @ CWU
- 10/27/08: Spokane Falls CC Visit with Ben Webinger
- 1/22/09-1/23/09: LDSI Training @ Tacoma Community House

Free:

- 4/24/09 WAPED-ITV @ BBCC
- 5/6/09 Teaching and Learning Conference-Universal Design Workshop @ Wenatchee

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

Under budget: In salaries, we did not have any expenses for sign language interpreting, which we budget for.

Over budget: Professional Development and Equipment were not budgeted for, but expenses made.

Opportunity Analysis

8.a. What opportunities exist for this program?

1. Faculty/Staff trainings on disability issues.

2. Collaborate with safety committee in facility inspections to assess access.

3. Cultivate relationships with more area High School Special Services

    departments: Quincy, Warden, Othello, Ephrata, etc.

4. Create a Disability Services survey to assess services.

5. As an advisor, encourage and support student-driven club for students with disabilities.

6. Implement Disability Awareness month activities.

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

- Department of Vocational Rehabilitation: met to learn about each other services, as we often serve the same clients.

- MLHS special services: participate in IEP/transition meetings and DSS awareness/information presentations for potential students.

- Transition Council/Parent to Parent: DSS awareness/information presentation for agencies and parents of potential students.

- New Student Orientation—Disability Services Information Booth

- CSS class Disability Services Awareness presentations

- Disability Services extended to ABE/ESL population

- GED Chief Examiner--GED Accommodation Request paperwork assistance

- WorkFirst/Basic Skills Program--sharing assistive technology with main campus students

About Program Reviews

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

I received basic guidance from Candy Lacher and collaborated with Margie Lane who was also filling out this report for her program. I created an excel spreadsheet to organize data on students served throughout the year and used existing data records that I maintain. I enlisted Kathy Starr to locate program costs. Dania Peterson assisted me in accessing SMS reports on Running Start students. Much of the data had to be cross-referenced and counted manually. I also utilized the Student Success Academic Master Plan 2009-2014.

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

Programs should have advance notice of the information that will be asked in this review, so they can create and implement data collecting procedures to use throughout the year, prior to the review.

Appendix E

Accounting

Student Interest: Enrollment has decreased from 31.93 FTE in 2006-07 to 24.8 FTE in 2008-09.

Employer Interest: 85% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE increased from $4,857 in 2006-07 to $6,430 in 2008-09.

Equipment and facility suitability: The classroom facilities and labs are appropriate for this program. The classroom technology and the lab technology, purchased in 2008, are aging.

Costs of improvements: Instructional technology is $3,500 (2) per classroom, $1,400 (2) per office, lab replacement $20,000.

Student Persistence (students did not withdraw from the class): 96% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 89% of students were successful in the classes, 85% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructor overload: 61% is taught by full time faculty, 25% is taught by moonlight appointment and 14% by adjunct faculty.

Suitability for alternate scheduling or different modalities of instruction: Some courses are currently offered in distance modalities and others would be suitable for online or hybrid delivery.

Recommendations for changes: None

Adult Basic Education

Student Interest: Enrollment has increased from 236.42 FTE in 2006-07 to 284.62 FTE in 2008-09.

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

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE decreased from $2,451 in 2006-07 to $2,070 in 2008-09.

Equipment and facility suitability: These classes are not offered in BBCC classrooms, but in the Big Bend Community College Foundation Opportunity Center, church basements, Skill Source, and other non-BBCC owned facilities. Materials and equipment are adequate, but aging. The computer lab (Thin Clients) was upgraded in 2009 and should remain stable for at least 6 years. Furniture is aging and chairs need to be replaced soon ($5,000) as they are breaking.   The Opportunity Center is aging and the facility will need increasing maintenance and more comprehensive renovations.

Costs of improvements: Building on the campus, cost TBD, instructional technology $8,000, student tests, technology and materials needing to be updated, approximately $30,000, instructional technology $3,500 (x 4) per classroom, $1,400 (x 5) per office, furniture $5,000, for a total of $64,000.   Total Building TBD.

Student Persistence (students did not withdraw from the class): 54% of the enrolled students made a level gain in their education.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 95% of the students who established GED as a goal achieved this goal. 97% of those who identified entry into post-secondary education achieved it. 70% retained employment, 51% entered employment.

Instructor overload: 8% by moonlight appointment, 82% taught by adjunct instructors, 11% by contract and volunteer instructors.

Suitability for alternate scheduling or different modalities of instruction: One ESL course, one GED course, and a math refresher course are currently offered through distance modalities. Other courses would be suitable for online or hybrid delivery.

Recommendations for changes: Full-time faculty member is needed. While the BBCC Foundation Opportunity Center is adequate for the program; a larger facility located on the campus where students can be further integrated into college activities and the classes can grow would better serve students. Reinstatement of the Student/Staff Mentor position would increase student transitions to college and retain students long enough in basic skills to reach their personal goals.

Agriculture

Student Interest: Enrollment has increased from 1.94 FTE in 2006-07 to 2.27 FTEs in 2008-09.

Employer Interest: N/A – academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE decreased from $3,381 in 2006-07 to $269 in 2008-09

Costs of improvements: TBD

Student Persistence (students did not withdraw from the class): 100% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 90% of students were successful in these classes.

Instructor overload: This program is taught with part time faculty only (cooperative with Wenatchee Valley College), 25% is taught by adjunct instructors, 75% contract/volunteer.

Suitability for alternate scheduling or different modalities of instruction: These classes are currently fully taught through Interactive television (ITV).

Recommendations for changes: None

Anthropology

Student Interest: Enrollment increased from 6.45 FTE in 2006-07 to 8.89 FTE in 2008-09.

Employer Interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE in Anthropology/Sociology decreased slightly from $1,761 in 2006-07 to $1,697 in 2008-09.

Equipment and facility suitability:

Costs of improvements: $3,500 per classroom, $1,400 per office. Total = $4,900

Student Persistence (students did not withdraw from the class): 90% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 69% of students were successful in these classes.

Instructor overload: 100% taught by adjunct instructors.

Suitability for alternate scheduling or different modalities of instruction: Courses are delivered fully online. The modality of instruction should vary.

Recommendations for changes: None.

Art

Student Interest: Enrollment decreased slightly from 41.68 FTE in 2006-07 to 40.96 FTE in 2008-09.

Employer Interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE increased from $2,437 in 2006-07 to $3,257 in 2008-09.

Equipment and facility suitability: The new facility meets the needs of the program.

Costs of improvements: N/A

Student Persistence (students did not withdraw from the class): 96% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 73% of students were successful in these classes.

Instructor overload: 37% is taught by full time faculty, 63% is taught by adjunct faculty.

Suitability for alternate scheduling or different modalities of instruction: Two courses are taught on-line. Other courses might be suitable for online or hybrid delivery.

Recommendations for changes: Hire one additional full-time instructor and develop curriculum to include graphic design.

Automotive Technology

Student Interest: Enrollment has decreased from 40.78 FTE in 2006-07 to 31.07 FTE in 2008-09.

Employer Interest: 83% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE increased from $4,685 in 2006-07 to $6,051 in 2008-09.

Equipment and facility suitability: Equipment is adequate to meet the student/program needs. The facility is in need of upgrade. New classrooms are across the parking lot from the shop. The student computers were purchased in 2006 and should be replaced. The automotive program is also in need of a lead battery servicing room.

Costs of improvements: PTEC Building, $26 million, 6 computer replacements, $7,200, instructional technology upgrades $3,500 (x2) per classroom, $1,400 (x2) per office.

Student Persistence (students did not withdraw from the class): 92% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 80% of students were successful in Automotive classes, 83% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructor overload: 83% taught by full time faculty and 17% by moonlight appointment.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: One of the older automobile hoists is due for replacement, $4,500. Make HVAC upgrades.

Aviation (Commercial Pilot)

Student Interest: Enrollment has increased from 29.66 FTE in 2006-07 to 40.59 FTE in 2008-09.

Employer Interest: 58% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed, 84% employed in 2005-06 (reflects need for Baccalaureate degree before major airlines will hire).

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE decreased from $16,056 in 2006-07 to $10,790 in 2008-09.

Equipment and facility suitability: A fire suppression system is needed to protect the fleet. Improvements to upgrade the program include: two new simulators, building addition to house proposed new simulators and current simulators, two new classroom computers and projectors, two classroom smart boards, light dimming system for two classrooms, Garmin 430 nav/com radio to use for student instruction, and 17 replacement aircraft to replace an aging fleet.   Student computers were purchased in 2007 and should be replaced.

Costs of improvements: Two Redbird simulators, $130,000; 40 feet X 40 feet building addition, $300,000; 2 classroom computers and 2 projectors, $9,000; 2 classroom smart boards, $10,000; ability to dim lighting in 2 classrooms, $800; Garmin 430 navigation/communication system, $7,000; $2,000,000 for a fire suppression system; $1,400 per office for 8 offices, $11,200; and 17 replacement aircraft, $3,825,000 for a total of $6,293,000.

Student Persistence (students did not withdraw from the class): 96% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 79% of students were successful in this program; 58% of the students who received credential or left the program with 45 credits or more in 2007-08 were estimated to be employed, 84% from 2005-06, recognizing the need for a baccalaureate degree.

Instructor overload: 74% is taught by full time instructors, 14% by moonlight appointment, 10% by adjunct instructors and 1% by contract.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: Hire Chief Pilot/Administrator/Exempt position and develop a priority equipment purchase/replacement plan and search for grants and other funding sources.

Aviation Maintenance Technology

Student Interest: Enrollment has decreased from 32.12 FTE in 2006-07 to 19.59 FTE in 2008-09.

Employer Interest: 62% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE increased from $7,190 in 2006-07 to $10,333 in 2008-09.

Equipment and facility suitability: The building meets the needs of the program. The equipment is aging and needs to be updated to stay current with best practices. The computer lab was purchased in 2006 and is in need of replacement.   Safety needs include development of a dedicated lead acid battery and nickel-cadmium battery servicing room. Replacement of the following with equipment that meets safety requirements: lathe, hydraulic press, table saw, bench grinders, horizontal band saw, vertical band saw, drill press, glass bead machine, and pressure washer. New equipment needed includes non-destructive testing equipment, hand tools, aircraft Jacks, maintenance stands and tire jacks for B727.

Costs of improvements: Building costs TBD, Computer lab, 12 computers, approximately $14,400, Instructional technology upgrades are approximately $3,500 per classroom, $1,400 per office. Purchase recommended equipment and improve facilities.

Student Persistence (students did not withdraw from the class): 97% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 94% of students were successful in this program; 62% of the students who received credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructor overload: 64% is taught by full time faculty, 21% is by moonlight appointment, and 14% is taught by adjunct instructors.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: Up skill full time faculty to be able to teach AMT 148 and 149 (General Electricity, and Airframe Electricity). Add a materials science (composites) course or courses to the program. Purchase recommended equipment.

Biology/Botany

Student Interest: Enrollment decreased from 46.55 FTE in 2006-07 to 42.34 FTE in 2008-09.

Employer Interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Costs per FTE increased from $3,211 in 2006-07 to $3,368 in 2008-09.

Equipment and facility suitability: Both Biology labs need maintenance. In addition, the front working lab tables require maintenance. Classrooms need updated projectors and computers.

Costs of improvements: Instructional technology upgrades are approximately $3,500 per classroom, $1,400 per office. Total costs TBD.

Student Persistence (students did not withdraw from the class): 89% of Biology and 91% of Botany students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 73% of students were successful in these classes.

Instructor overload: 71% of Biology and 100% of Botany is taught by full time faculty, 28% is taught by adjunct instructors.

Suitability for alternate scheduling or different modalities of instruction: Several of these courses have incorporated distance modalities. Others courses could be suitable for online or hybrid delivery.

Recommendations for changes: Develop new curriculum and expand the course offerings. Increase the lab technician's position from ¾ time to full-time. Recruit additional qualified adjunct faculty for Biology.

Business/Economics

Student Interest: Enrollment in Business courses has decreased from 43.23 FTE in 2006-07 to 31.31 FTE in 2008-09. Enrollment in Economics has decreased from 28.34 in 2006-07 to 19.11 in 2008-09.

Employer Interest: Support courses for Accounting and Business Information Management (Office Information Technology)

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE in Business decreased slightly from $564 in 2006-07 and $543 in 2008-09. Cost per FTE in Economics decreased from $1,174 in 2006-07 to $573 in 2008-09.

Equipment and facility suitability: The classroom facilities and labs are appropriate for this program. The classroom technology and the lab technology were purchased in 2008, are aging and will need to be replaced, for approximately $20,000. Classroom and office computers for faculty will also need to be replaced soon, $3,500 (x1) per classroom and $1,400 (x1) per office.

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

Student Persistence (students did not withdraw from the class): 94% of students persisted in Business and 91% of students persisted in Economics.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 82% of students were successful in Business and 63% were successful in Economics.

Instructor overload: 93% of the Economics program is taught by full time faculty. 49% of the Business classes are taught by full time instructors, 43% is moonlight appointment, 7% is taught by adjunct instructors.

Suitability for alternate scheduling or different modalities of instruction: Online instruction is being implemented in this program with success.

Recommendations for changes: Continue to invest in the latest classroom technology. Develop courses in Economic History and Current Problems in Economics.

Chemistry

Student Interest: Enrollment increased from 21.02 FTE in 2006-07 to 24.34 FTE in 2008-09.

Employer Interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Costs per FTE increased from $3,187 in 2006-07 to $3,312 in 2008-09.

Equipment and facility suitability: The facility and equipment are adequate to meet the needs of the program and the students.

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

Student Persistence (students did not withdraw from the class): 93% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 75% of students were successful in these classes.

Instructor overload: 88% taught by full time faculty, 2% moonlight appointment and 10% taught by adjunct instructors.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: None

Child and Family Education

Student Interest: Enrollment decreased from 47.82 FTE in 2006-07 to 45.68 FTE in 2008-09.

Employer Interest: 71% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed. In 2009, the Para Educator degree emphasis was discontinued due to low employer demand. Federal and state initiatives in Early Childhood Education are for increasing educational attainment.

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE was $1,905 in 2006-07 and was $1,452 in 2008-09.

Equipment and facility suitability: Videos and materials were culled during the 2009-10 school year based upon expert review of the materials. New materials need to be purchased.

Costs of improvements: The program needs updated materials, videos and support items $6,000. Instructional technology upgrades are approximately $3,500 per classroom (x1), $1,400 per office (x1).

Student Persistence (students did not withdraw from the class): 97% of ECE students and 91% of EDUC students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 90% of ECE students and 77% of the EDUC students were successful in these classes; 71% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructor overload: 4% is taught by full time faculty, 4% as moonlight, 69% is taught by adjunct faculty, and 18% contract and volunteer.

Suitability for alternate scheduling or different modalities of instruction: Some courses are currently offered in distance modalities and others would be suitable for online or hybrid delivery.

Recommendations for changes: Currently there is no full-time faculty in the program**.** A full-time position is needed to stabilize and strengthen this program. The curriculum needs to be updated and articulated with university requirements to facilitate student transition.

Commercial Driver's License

Student Interest: Enrollment has increased from 23.88 FTE in 2006-07 to 26.98 FTE in 2008-09.

Employer Interest: 98% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructional cost per student FTE (annual) before lab expenses: Costs increased from $5,950 in 2006-07 to $6,913 in 2008-09.

Equipment and facility suitability: Equipment is aging and will need to be replaced soon. The classroom space and technology is adequate to meet the lecture portion of the program, although it is in the basement of an aging building

Costs of improvements: PTEC Building, $26 million. The program needs a replacement for a truck (tractor) $22,000 and a trailer combination (40 foot flat bed trailer with a 20 foot flat bed pup) $14,000. Instructional technology upgrades are approximately $3,500 (x2) per classroom, $1,400 (x2) per office.

Student Persistence (students did not withdraw from the class): 93% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 86% of students were successful in this program. 98% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructor overload: 62% is taught by full time faculty, 22% is moonlight appointment, and 16% is taught by adjunct faculty. (IBEST)

Suitability for alternate scheduling or different modalities of instruction: This program offers evening and weekend classes (IBEST).

Recommendations for changes: A comprehensive review of course scheduling needs to occur.

Computer Science

Student Interest: Enrollment has decreased from 55.49 FTE in 2006-07 to 45.49 FTE in 2008-09.

Employer Interest: 38% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed, compared to 90% employed in 2005-06 cohort.

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE increased from $4,393 in 2006-07 to $4,630 in 2008-09.

Equipment and facility suitability: The equipment and some of the lab spaces will need to be replaced before the implementation of the new program.

Costs of improvements: Lab upgrade to meet the new standards $120,000. This includes development of a Macintosh lab. Instructional technology upgrades are approximately $3,500 per classroom, $1,400 per office.

Student Persistence (students did not withdraw from the class): 97% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 89% of students were successful in these classes; 38% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed., 90% from 2005-06, recognizing the need for a baccalaureate degree.

Instructor overload: 28% is taught by full time instructors, 7% moonlight appointment, 63% by adjunct faculty, and 3% volunteer.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: Program is currently inactive with no entering students.

Criminal Justice

Student Interest: Enrollment increased from 12.1 FTE in 2006-07 to 16.24 FTE in 2008-09.

Employer Interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE has decreased from $1,666 in 2006-07 to $1,452 in 2008-09.

Equipment and facility suitability: The facility and equipment are adequate to meet the needs of the program and the students.

Costs of improvements: Instructional technology upgrades are approximately $3,500 (x1) per classroom, $1,400 (x1) per office.

Student Persistence (students did not withdraw from the class): 93% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 83% of students were successful in these classes.

Instructor overload: 84% is taught by full time faculty, 3% is part time, and 14% is moonlight appointment.

Suitability for alternate scheduling or different modalities of instruction: Some courses are currently offered in distance modalities and others would be suitable for online or hybrid delivery.

Recommendations for changes: Develop an articulated transfer degree with CWU. Develop curriculum that will satisfy articulation agreements with four-year institutions. Locate qualified part-time staff to teach expanded Criminal Justice curriculum.

Developmental Education/College Survival Skills

Student Interest: Enrollment in Developmental English has remained steady at 56.49 FTE in 2006-07 to 56.85 in 2008-09. Enrollment in developmental math has increased from 13.67 in 2006-07 to 16.11 in 2008-09. Enrollment in College Success Skills has almost doubled from 17.53 FTE in 2006-07 to 33.41 FTE in 2008-09. Enrollment in Basic Math (MPC 080, 081) went from 13.67 FTE in 2006-07 to 16.11 FTE in 2008-09.

Employer Interest: N/A

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE decreased from $2,137 in 2006-07 to $2,038 in 2008-09.

Equipment and facility suitability: The facility and equipment are adequate to meet the needs of the program and the students.

Costs of improvements: Instructional technology upgrades are approximately $3,500 (x3) per classroom, $1,400 (x3) per office.

Student Persistence (students did not withdraw from the class): 95% of students persisted in the CSS classes; 96% of students persisted in the Developmental Education classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 86% of CSS students were successful in these classes. 78% of Developmental Ed students were successful in these classes.

Instructor overload: 31% of CSS is taught by full time faculty, 22% is moonlight appointment, 47% is taught by adjunct faculty. 49% of Developmental English is taught by full-time faculty, 13% by moonlight appointment, and 38% by adjunct instructors. 37% of Basic Math is taught as moonlight appointment and 63% is taught by part-time faculty.

Suitability for alternate scheduling or different modalities of instruction: Some courses are currently offered in distance modalities and others would be suitable for online or hybrid delivery.

Recommendations for changes: A new faculty position is needed to support the increase in developmental education enrollments.

English/Humanities/Drama

Student Interest: Enrollment increased from 141.09 FTE in 2006-07 to 145.69 FTE in 2008-09.

Employer Interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Costs per FTE increased from $2,440 in 2006-07 to $2,843 in 2008-09.

Equipment and facility suitability: Create an additional computer lab for English instruction and an additional Media Site classroom in the 1600 building.

Costs of improvements: Instructional technology upgrades are approximately $3,500 (x5) per classroom, $1,400 (x5) per office, $36,000 for a computer lab, and $70,000 for a Media Site Classroom.

Student Persistence (students did not withdraw from the class): 92% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 76% of students were successful in these classes.

Instructor overload: 55% is taught by full-time faculty, 5% is moonlight appointment, 29% is part time, 10% is contract, and 2% volunteer instructors.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: Create a shared full time position with developmental English.

First Aid

Student Interest: Enrollment increased from 9.6 FTE in 2006-07 to 10.93 FTE in 2008-09.

Employer Interest: The First Aid and CPR certificates are critical to employers.

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE increased from $1,503 in 2006-07 to $1,705 in 2008-09.

Equipment and facility suitability: Equipment is aging and will need to be replaced soon. The classroom space and technology is adequate to meet the lecture portion of the program.

Costs of improvements: Instructional technology upgrades are approximately $3,500 (x1) per classroom, $1,400 (x1) per office.

Student Persistence (students did not withdraw from the class): 91% of students persisted in this class.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 77% of students were successful in this class.

Instructor overload: 100% taught by adjunct instructors.

Suitability for alternate scheduling or different modalities of instruction: This is currently being studied.

Recommendations for changes: None

Foreign Language

Student Interest: German and French enrollment has increased from 1.78 in 2006-07 to 4.11 FTE in 2008-09. Spanish enrollment has decreased from 36.89 FTE in 2006-07 to 28.45 FTE in 2008-09.

Employer Interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE increased from $2,108 in 2006-07 to $2,526 in 2008-09.

Equipment and facility suitability: Language lab computers were purchased in 2009 and are adequate to meet the needs of the students.

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

Student Persistence (students did not withdraw from the class): 96% of Spanish students and 89% of German students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 78% of Spanish students were successful in these classes and 57% of German students were successful in these classes.

Instructor overload: 82% of the Spanish classes are taught by full time faculty, 18% are taught by adjunct faculty. 100% of the German classes are taught by adjunct faculty.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or through hybrid delivery in conjunction with the foreign language lab instruction.

Recommendations for changes: None

Health Education

Student Interest: Enrollment increased from 7.84 FTE in 2006-07 to 40.46 FTE in 2008-09.

Employer Interest: Academic support program to Medical Assistant and Business Medical Services.

Instructional cost per student FTE (annual) before lab expenses: Costs decreased from $2,885 in 2006-07 to $1,888 in 2008-09.

Equipment and facility suitability: None

Costs of improvements: Instructional technology upgrades are approximately $3,500 (x1) per classroom, $1,400 (x2) per office.

Student Persistence (students did not withdraw from the class): 94% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 78% of students were successful in these classes.

Instructor overload: 9% is taught as a moonlight contract, 84% is taught by adjunct instructors, 8% is volunteer and contract.

Suitability for alternate scheduling or different modalities of instruction: Most of these courses are being offered through distance modalities.

Recommendations for changes: None

History /Political Science

Student Interest: History enrollment has decreased from 37.77 FTE in 2006.07 to 35.11 FTE in 2008-09. Political Science enrollment has increased from 12.77 FTE in 2006-07 to 17.55 FTE in 2008-09.

Employer Interest: N/A

Instructional cost per student FTE (annual) before lab expenses: History and Political Science cost per FTE increased from $1,970 in 2006-07 to $2,536 in 2008-09.

Equipment and facility suitability: None

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

Student Persistence (students did not withdraw from the class): 88% of History students persisted in these classes; 89% of Political Science students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 60% of students were successful in History and 73% of students were successful in Political Science.

Instructor overload: 38% of History is taught by full time faculty, 12% as moonlight appointment, 50% is taught by adjunct instructors; 43% of Political Science is taught by full time faculty, 43% is taught by adjunct instructors.

Suitability for alternate scheduling or different modalities of instruction: Most of these courses are being offered through distance or hybrid modalities.

Recommendations for changes: Add a full-time faculty member to teach both History and Political Science. Develop new courses in Asian History and Ethno-Historical courses related to American History.

Industrial Electrical Technology

Enrollment (FTE): Enrollment has increased from 18.93 FTE in 2006-07 to 31.87 FTE in 2008-09.

Employer interest: 45% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructional cost per student FTE (annual) before lab expenses: Costs decreased from $4,239 in 2006-07 to $3,258 in 2008-09.

Equipment and facility suitability: Equipment is aging and will need to be replaced soon. The classroom space and technology is barely adequate to meet the lecture and lab portion of the program.

Costs of improvements: PTEC, $26 million. Equipment - TBD. Instructional technology upgrades are approximately $3,500 per classroom and $1,400 per office.

Student persistence (students did not withdraw from the class): 97% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 78% of students were successful in this program; 45% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed. (down from 94% in 2006-07).

Instructor overload: 57% is taught by full time faculty, 20% by moonlight appointment, and 23% by adjunct faculty.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: Begin process of identifying technology upgrades.

Maintenance Mechanics

Enrollment (FTE): Enrollment has increased from 11.45 FTE in 2006-07 to 15.71 FTE in 2008-09.

Employer interest: *program combines with Industrial Electrical Technology (45% of the students who received credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.).

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE decreased from $7,765 in 2006-07 to $6,677 in 2008-09.

Equipment and facility suitability: Equipment is aging and will need to be replaced soon. The classroom space and technology is barely adequate to meet the lecture and lab portion of the program.

Costs of improvements: PTEC, $26 million. Equipment - TBD. Instructional technology upgrades are approximately $3,500 (x1) per classroom and $1,400 (x1) per office.

Student persistence (students did not withdraw from the class): 97% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 79% of students were successful in these classes. Program employment is tied to Industrial Electrical Technology (45% employed in 2007-08).

Instructor overload: 51% is taught by full time faculty, 6% is moonlight appointment, and 42% is taught by adjunct instructors.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: Begin process of identifying technology upgrades.

Math – Applied

Enrollment (FTE): Enrollment has almost doubled from 8.47 FTE in 2006-07 to 16.42 FTE in 2008-09.

Employer interest: N/A – academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Included in program costs for respective Professional-Technical programs.

Equipment and facility suitability: Included in respective Professional-Technical programs' information.

Costs of improvements: Instructional technology upgrades are approximately $3,500 (x1) per classroom, $1,400 (x2) per office.

Student persistence (students did not withdraw from the class): 88% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 68% of students were successful in these classes.

Instructor overload: 25% is taught by full time faculty, 15% by moonlight appointment, and 60% by adjunct instructors

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: None noted at this time.

Math – Precollege

Enrollment (FTE): Enrollment has increased from 125.51 FTE in 2006-07 to 146.08 FTE in 2008-09.

Employer interest: N/A – academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Costs for math and pre-college math increased from $2,389 in 2006-07 to $2,504 in 2008-09.

Equipment and facility suitability: see Mathematics update.

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

Student persistence (students did not withdraw from the class): 87% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 49% of students were successful in these classes.

Instructor overload: 65% is taught by full time faculty, 8% as moonlight appointment, and 27% by adjunct faculty

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: None noted at this time.

Mathematics

Enrollment (FTE): Enrollment has increased from 42.89 FTE in 2006-07 to 50.44 FTE in 2008-09.

Employer interest: N/A – academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Costs for math and pre-college math increased from $2,389 in 2006-07 to $2,504 in 2008-09.

Equipment and facility suitability: 30 math lab computers were purchased in 2009 and are adequate to meet the need of students. An adequate HVAC system is needed for the Math Science Building. Media Site additional classrooms in bldg. 1200 (includes Pre-college math).

Costs of improvements: Instructional technology upgrades are approximately $3,500 per classroom, $1,400 per office, and $70,000 for a Media Site Classroom.

Student persistence (students did not withdraw from the class): 89% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 70% of students were successful in these classes.

Instructor overload: 65% is taught by full time faculty, 22% by moonlight appointment, 9% is taught by adjunct faculty and 4% volunteer.

Suitability for alternate scheduling or different modalities of instruction: Some courses are suitable for online or hybrid delivery (includes Pre-college math).

Recommendations for changes: Plan for updated technology and ultimately a new building (includes Pre-college math).

Medical Assistant

Enrollment (FTE): FTE has increased from 9.53 FTE in 2006-07 to 53.79 FTE in 2008-09.

Employer interest: 86% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE has decreased from $9,770 in 2006-07 (start-up year) to $2,466 in 2008-09.

Equipment and facility suitability: The remodeled library (bldg 1700) has become excellent space for the Nursing, Medical Assistant, and Nursing Assistant programs. The equipment has been updated and is in good repair. Supplies and materials are adequate to meet the needs of the students. Technology is aging and will need replacement in the near future.

Costs of improvements: Instructional technology upgrades are approximately $3,500 per classroom and $1,400 per office. Lab equipment is beginning to age and will need replacement soon, approximately $30,000 for medical equipment and software.

Student persistence (students did not withdraw from the class): 93% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 88% of students were successful in this program; 86% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructor overload: 35% is taught by moonlight, 63% by adjunct instructors, 3% by contract and volunteer.

Suitability for alternate scheduling or different modalities of instruction: This program is primarily taught using distance learning modalities.

Recommendations for changes: None

Music

Enrollment (FTE): Enrollment has increased with 15.12 FTE in 2006-07 to 15.71 FTE in 2008-09.

Employer interest: N/A – academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE increased slightly from $5,034 in 2006-07 to $5,078 in 2008-09.

Equipment and facility suitability: The facilities and equipment are appropriate to meet the needs of the students and of the program.

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

Student persistence (students did not withdraw from the class): 93% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 87% of students were successful in these classes.

Instructor overload: 86% taught by full time faculty, 8% by moonlight appointment, and 6% by volunteer instructors

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: Develop new courses, including online offerings.

Nursing/Nursing Assistant

Enrollment (FTE): Nursing enrollment decreased from 45.39 FTE in 2006-07 to 42.25 FTE in 2008-09. CNA enrollment increased from 10.74 FTE in 2006-07 to 13.36 FTE in 2008-09.

Employer interest: Nursing is a high demand area and designated a "growth" occupation in North Central WA. Employer interest is very high. 96% of students who left the program in 2007-08 with an Associate Degree and 100% of PN option nurses were employed.

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE decreased from $8,577 in 2006-07 to $6,680 in 2008-09. This is an overall decrease from an upward trend from 2005-06 through 2007-08 (high of $9,627).

Equipment and facility suitability: The remodeled library (bldg 1700) has become excellent space for the Nursing, Medical Assistant, and Nursing Assistant programs. The equipment has been updated and is in good repair. Supplies and materials are adequate to meet the needs of the students. Technology is aging and will need replacement in the near future. Computers were purchased in 2005 and need to be replaced soon. This lab is a top priority for replacement.

Costs of improvements: The computer lab needs to be upgraded: 16 computers, approximately $20,000. Instructional technology upgrades are approximately $3,500 per classroom (three classrooms) and $1,400 per office (eight offices). Lab mannequins, beds and technology will need to be updated soon, approximately $25,000.

Student persistence (students did not withdraw from the class): 95% of the students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 92% of students were successful in this program. 100% of students desiring work are employed, 95% passed the NCLEX RN on their first attempt in 2009, 100% passed the NCLEX RN on their first attempt in 2008, a substantial increase from 2007 where only 62.5% passed the NCLEX RN on their first attempt.

Instructor overload: 57% is taught by full time faculty, 32 % is taught by part time faculty, 100% of NAC is taught by adjunct instructors.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: Nursing program audit is complete. NLNAC visitation complete. NLNAC Recommendations:
- Ensure that all faculty are Master's degree prepared.
- Ensure that all faculty receive effective evaluation.
- Incorporate additional psychiatric clinical experiences.
- Review audiovisual resources for currency update audio visual resources in the lab and dispose of outdated materials.
- Include a timeline for assessment of resources and add assessment of Student Learning Outcomes to the Systematic Plan for Evaluation. (Note: The Systematic Plan has now been incorporated into the faculty meeting agenda template in order to increase its effectiveness and to lay the groundwork for the focused report that will be due in 2012.)

Nutrition

Enrollment (FTE): Enrollment has decreased slightly from 24.67 FTE in 2006-07 to 24.0 FTE in 2008-09.

Employer interest: N/A – academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE has increased from $937 in 2006-07 to $1,234 in 2008-09.

Equipment and facility suitability: The facilities and equipment are appropriate to meet the needs of the students and of the program.

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

Student persistence (students did not withdraw from the class): 92% of students persisted in this class.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 78% of students were successful in this class.

Instructor overload: 100% taught by adjunct instructors.

Suitability for alternate scheduling or different modalities of instruction: This course is taught in multiple modalities, including online or hybrid delivery.

Recommendations for changes: None

Office Information Technology (Business Information Management)

Enrollment (FTE): Enrollment has decreased from 94.01 FTE in 2006-07 to 81.51 FTE in 2008-09.

Employer interest: 80% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE increased from $3,728 in 2006-07 to $4,068 in 2008-09.

Equipment and facility suitability: Technology (computers) were purchased in 2008. They are heavily used; the equipment is aging and will need to be replaced in the next two years. The classroom space and technology is barely adequate to meet the lecture and lab portion of the program.

Costs of improvements: Computer upgrades of 51 computers $61,200, $36,000, chairs and desks, $30,000. Instructional technology upgrades are approximately $3,500 per classroom and $1,400 per office.

Student persistence (students did not withdraw from the class): 91% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 75% of students were successful in these classes; 80% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructor overload: 56% taught by full time faculty, 14% by moonlight appointment, 30% by adjunct faculty

Suitability for alternate scheduling or different modalities of instruction: Four classes are offered using distance modalities, other courses would be suitable for online or hybrid delivery.

Recommendations for changes: Increase online course offerings.

Parent Education

Enrollment (FTE): Enrollment has increased from 16.43 FTE in 2006-07 to 18.23 FTE in 2008-09.

Employer interest: Community development program.

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE decreased from $3,850 in 2006-07 to $2,383 in 2008-09.

Equipment and facility suitability: Equipment and supplies are aging. Some sites have newer and adequate supplies, and newer toys and equipment. Outside play areas are adequate in most areas, although maintenance and repair of the play yards is an on-going issue.

Costs of improvements: Instructional media, resources and technology all need to be updated, needing approximately $10,000. Co-op supplies, equipment and toys need to be updated at all sites, needing approximately $7,000.

Student persistence (students did not withdraw from the class): 100% of the students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 96% of students were successful in these courses.

Instructor overload: 55% taught by part time instructors and 45% by volunteer contract (MEES).

Suitability for alternate scheduling or different modalities of instruction: One course is offered in distance modality. Other courses would be suitable for online or hybrid delivery.

Recommendations for changes: None

Philosophy/Religion

Enrollment (FTE): Enrollment in Philosophy has decreased from 50.21 FTE in 2006-07 to 45.67 FTE in 2008-09. Enrollment in Religion has increased from 8.78 FTE in 2007-08 to 9.11 FTE in 2008-09.

Employer interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Costs increased from $1,402 per AFTE in 2006-07 to $1,995 in 2008-09.

Equipment and facility suitability: The instructional technology system in 1601 should be upgraded.

Costs of improvements: Instructional technology upgrades are approximately $3,500 per classroom, $1,400 per office, and $30,000 for the Audio Visual Equipment in 1601.

Student persistence (students did not withdraw from the class): 91% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 73% of students were successful in these classes.

Instructor overload: 51% of Philosophy is taught by full time faculty, 6% by moonlight appointment, 40% by adjunct, and 4% volunteer. 34% of Religion is taught by full time faculty, 50% by moonlight appointment, and 25% by adjunct faculty.

Suitability for alternate scheduling or different modalities of instruction: Some courses are offered through distance modalities, most would be suitable for online or hybrid delivery.

Recommendations for changes: None

Physical Education

Enrollment (FTE): Enrollment has increased from 40.05 FTE in 2006-07 to 48.23 FTE in 2008-09.

Employer interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE decreased from $2,885 in 2006-07 to $1,888 in 2008-09.

Equipment and facility suitability: The facilities and equipment are appropriate to meet the needs of the students and of the program.

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

Student persistence (students did not withdraw from the class): 95% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 86% of students were successful in these classes.

Instructor overload: 30% is taught by moonlight appointment, 65% is taught by adjunct instructors, and 6% by volunteer.

Suitability for alternate scheduling or different modalities of instruction: One course is offered through distance modalities. Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: Review the Associate Degree requirement for Physical Education.

Physics/Engineering

Enrollment (FTE): Enrollment has decreased from 4.33 FTE in 2006-07 to 3.33 FTE in 2008-09.

Employer interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE has increased from $6,050 in 2006-07 to $11,464 in 2008-09.

Equipment and facility suitability: The facilities and equipment are appropriate to meet the needs of the students and of the program.

Costs of improvements: Instructional technology upgrades are approximately $3,500 (x1) per classroom, $1,400 (x1) per office.

Student persistence (students did not withdraw from the class): 93% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 74% of students were successful in these classes.

Instructor overload: 49% is taught by full time faculty and 51% is taught by moonlight appointment.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: Develop a proactive recruiting program to include high school visitations to promote physics and engineering. As program enrollment grows, reinstate the Engineering Statics and Engineering Dynamics courses to strengthen Engineering transfer options.

Psychology

Enrollment (FTE): Enrollment has decreased from 52.42 FTE in 2006-07 to 39.67 FTE in 2008-09.

Employer interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE have increased from $1,900 in 2006-07 to $2,461 in 2008-09.

Equipment and facility suitability: The facilities and equipment are appropriate to meet the needs of the students and of the program.

Costs of improvements: Instructional technology upgrades are approximately $3,500 (x2) per classroom, $1,400 (x2) per office. Total costs $9,800.

Student persistence (students did not withdraw from the class): 90% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 70% of students were successful in these classes.

Instructor overload: 82% taught by full time faculty and 18% by volunteer.

Suitability for alternate scheduling or different modalities of instruction: Most courses are offered using multiple modalities including online or hybrid delivery.

Recommendations for changes: Develop articulation agreements with Washington universities to accept all BBCC Psychology classes as transfer courses that count beyond the general elective category. Look at the Developmental Psychology class and the Child Development class for possible consolidation.

Science/Astronomy/Environmental Science

Enrollment (FTE): Enrollment in Environmental Science has increased from 1.67 in 2006-07 to 7.0 in 2008-09. Enrollment in Science has decreased from 18.33 FTE in 2006-07 to 0.0 FTE in 2008-09. Enrollment in Astronomy has decreased from 7.35 FTE in 2006-07 to 6.67 FTE in 2008-09.

Employer interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE has increased from $3,575 in 2006-07 to $9,930 in 2008-09.

Equipment and facility suitability: The facilities and equipment are appropriate to meet the needs of the students and of the program.

Costs of improvements: Instructional technology upgrades are approximately $3,500 per classroom (x1), $1,400 per office (x1).

Student persistence (students did not withdraw from the class): 87% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 65% of students were successful in this class.

Instructor overload: 83% of AST is taught by full time faculty. 100% of Environmental Science is taught by full time faculty.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: None

Sociology

Enrollment (FTE): Enrollment has increased from 32.89 FTE in 2006-07 to 41.89 FTE in 2008-09.

Employer interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Cost per FTE decreased slightly from $1,761 in 2006-07 to $1,697 in 2008-09.

Equipment and facility suitability: Instructional technology upgrades are approximately $3,500 (x1) per classroom.

Costs of improvements: Instructional technology upgrades are approximately $3,500 per classroom, $1,400 per office. Total costs - $4,900

Student persistence (students did not withdraw from the class): 92% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 66% of students were successful in these classes.

Instructor overload: 66% taught by full time faculty, 14% by moonlight appointment, 12% by adjunct instructors, and 8% by volunteer.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: Change the course titles of Gender and Power to Introduction to Gender Studies and Introduction to Social Welfare to Introduction to Social Work. Offer these courses at least once a year.

Speech/Communications

Enrollment (FTE): Enrollment has increased from 38.8 FTE in 2006-07 to 48.16 FTE in 2008-09.

Employer interest: N/A—academic transfer program

Instructional cost per student FTE (annual) before lab expenses: Costs per FTE increased from $1,864 in 2006-07 to $2,012 in 2008-09.

Equipment and facility suitability: The facilities and equipment are appropriate to meet the needs of the students and of the program

Costs of improvements: Instructional technology upgrades are approximately $3,500 per classroom (x2), $1,400 per office (x2).

Student persistence (students did not withdraw from the class): 92% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 82% of students were successful in these classes.

Instructor overload: 49% taught by full-time faculty, 25% is moonlight appointment, 27% is adjunct instructors.

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: Additional faculty member is needed for Speech/Mass Communications courses.

Welding

Enrollment (FTE): Enrollment has increased from 41.06 FTE in 2006-07 to 52.02 FTE in 2008-09.

Employer interest: 71% of the students who received a credential or left the program with 45 credits or more in 2007-08 were estimated to be employed.

Instructional cost per student FTE (annual) before lab expenses: Costs per FTE decreased from $5,470 in 2006-07 to $4,359 in 2008-09.

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

Costs of improvements: PTEC Building $26 million. Welders, cutters, etc. are aging and will need replacement in the next few years, total could be $60,000. Four student computers need to be replaced - $4,800. Instructional technology upgrades are approximately $3,500 per classroom (x1), $1,400 per office (x2).

Student persistence (students did not withdraw from the class): 92% of students persisted in these classes.

Student success (students completed the class with a 2.0 GPA or better or a "pass" grade): 74% of students were successful in this program. 71% of the students who received a credential or left the program with credits or more in 2007-08 were estimated to be employed.

Instructor overload: 58% taught by full time faculty, 19% by moonlight appointment, 23% taught by adjunct instructors. (IBEST)

Suitability for alternate scheduling or different modalities of instruction: Some courses would be suitable for online or hybrid delivery.

Recommendations for changes: New facility (PTEC) is needed. Incorporate safety into curriculum. Respond to safety inspection with equipment and facility upgrades. Review course schedules.

Appendix F

List of Acronyms	
ADA	Americans with Disabilities Act
AFTE	Annualized Full-time Equivalent
AMP	Academic Master Plan
AMT	Aviation Maintenance Technology
ASE	Automotive Service Excellence
AST	Astronomy
AtD	Achieving the Dream
BBCC	Big Bend Community College
BBT	Big Bend Technology
BIM	Business Information Management
BMS	Business Medical Services
CCSSE	Community College Survey of Student Engagement
CEU	Continuing Education Unit
CPR	Cardiopulmonary Resuscitation
CS	Computer Science
CSS	College Success Skills
CWU	Central Washington University
DSS	Disability Student Services
ECE	Early Childhood Education
EDUC	Education
ESL	English as a Second Language
FTE	Full-time Equivalent
GED	General Education Development
GGR	Geography
GPA	Grade Point Average
HEP	High School Equivalency Program
HVAC	Heating, Ventilating, and Air Conditioning
IBEST	Integrated Basic Skills Education & Training
IET	Industrial Electrical Technology
IST	Industrial Systems Technology
LPN	Licensed Practical Nursing
MEES	Migrant Education Even Start
MMT	Maintenance Mechanics Technology
NAC	Nursing Assistant Certified
NACADA	National Academic Advising Association
NATEF	National Automotive Technicians Education Foundation
NCLEX RN	National Council Licensure Examination Registered Nurse
NLNAC	National League for Nursing Accrediting Commission
OIC	Opportunity Industrialization Center
OIT	Office Information Management
PTEC	Professional Technical Education Center
RN	Registered Nursing
SBCTC	State Board for Community and Technical Colleges
SENSE	Survey of Entering Student Engagement
SSS	Student Support Services
TBD	To Be Determined
WSNQAC	Washington State Nursing Quality Assurance Commission