



Student Success 2016



Presented to the BBCC Board of Trustees, October 27, 2016
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Mission Statement

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

BBCC Board of Trustees' Ends Statements

The BBCC Board of Trustees provides policy direction through the following Ends Statements derived from the college Mission. The Ends Statements are implemented through the BBCC Academic Master Plan.

E-1 Mission

BBCC delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

E-2 Student Success

BBCC provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

E-3 Excellence in Teaching and Learning

BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 Community Engagement

BBCC supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population.

E-5 Integrity and Stewardship

BBCC acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

E-6 Inclusion and Climate

BBCC provides and maintains a climate of inclusiveness for students, employees, and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

BBCC Core Themes

Student Success

Excellence in Teaching and Learning

Community Engagement

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BBCC Student Success Workbook and Appendices 2016*	*

***NOTE:** To save resources, the **Student Success Workbook and Appendices 2016** will be available in the online version of this report only. To access the online version, visit the following link: <http://www.bigbend.edu/information-center/institutional-research-planning/monitoring-reports/>.

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Student Success 2016

BBCC adopted an on-going evaluation of the Core Themes' Monitoring Reports on *Community Engagement, Excellence in Teaching and Learning, and Student Success* in 2015-16. This process provided an avenue for all staff to review BBCC's progress and provide insight into how we can improve student outcomes and BBCC processes.

After review of the first full-year cycle of evaluation, improvements can be made to simplify the process, make it clear that each person's input is valuable, and display the information concisely while still providing detailed information for staff who want it.

This also clarified that strategic planning needs to be comprehensive in nature, taking information from the Monitoring Reports and incorporating data from initiatives (such as Achieving the Dream) that feed into the strategic plan for the following year(s). In 2016-17, efforts to create one overarching strategic plan will be put into place.

Student Success 2015-16 Feedback

Advising

Develop a comprehensive advising framework that begins when a student first enrolls and takes that student through to his or her end goals, which includes completion of a program, employment, and/or transfer.

Services

Review student processes so they are streamlined; create a proactive holistic student approach so students get help when they need it – students don't know what they don't know.










Communication of Resources

Create an awareness of resources and services for faculty, staff, and students through strategies such as a resource guide, signage, the BBCC website, trainings, etc.








Student *Success*

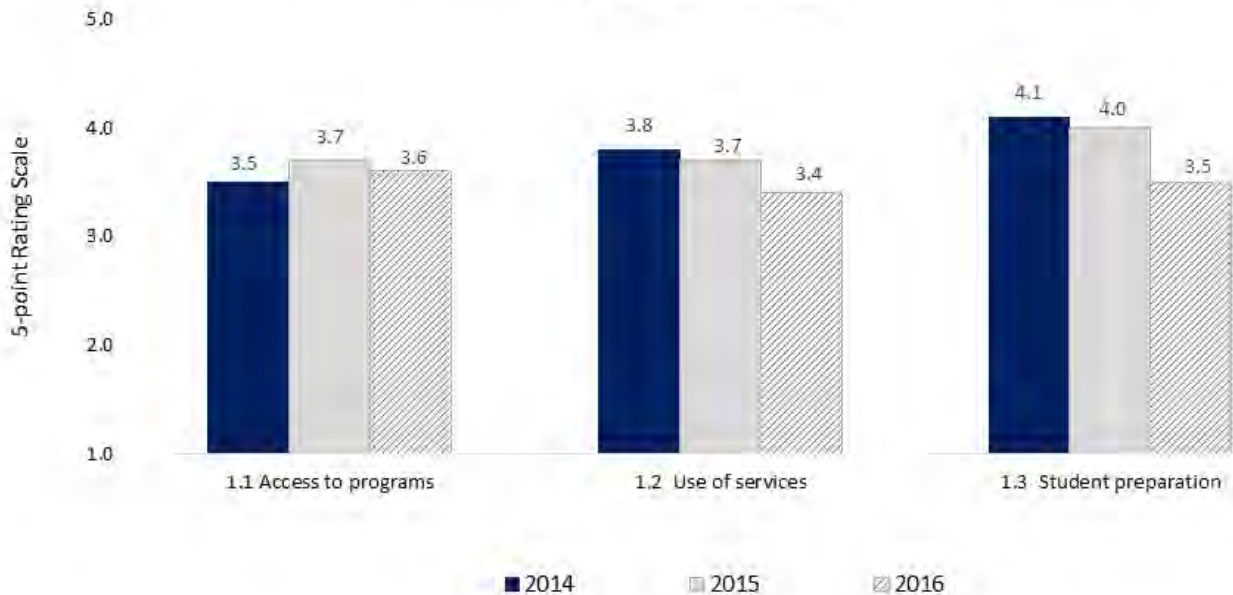
**STUDENT SUCCESS
KEY PERFORMANCE INDICATORS (KPI) – Three Year Comparison**

Student Success: BBCC provides access to programs and services that meet the needs of our service district.						
Objectives	2014		2015		2016	
	KPI	Average Rating	KPI	Average Rating	KPI	Average Rating
1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students		3.5		3.7		3.6
1.2 Use of services correlates with success, retention, and completion		3.8		3.7		3.4
1.3 Students are prepared to graduate and to transfer or to seek employment		4.1		4.0		3.5

Key:




KPI	Progress Toward Target	Average Rating	Action
	Outstanding	4.1 - 5.0	Use as a model, best practice
	Good	3.1 - 4.0	Continue to support this practice
	Satisfactory	2.1 - 3.0	Meets the benchmark, but keep improving so we don't slip
	Needs Improvement	1.1 - 2.0	Develop an action plan
	Not Acceptable	0.0 - 1.0	Take immediate action and commit additional resources

**Student Success Objectives – Average* Effectiveness Ratings
2014, 2015, 2016**



*NOTE: Five-point scale, 1 (lowest) to 5 (highest); scores are the average of faculty/staff and trustee ratings

Student Success Feedback Summary 2015-16

Rating	Summary of Feedback	
Student Success Outcome: BBCC provides access to programs and services that meet the needs of our service district.		
Objective 1.1: BBCC provides access to programs and services that meet the educational needs of our students and prospective students		
	3.6	<p>Advising</p> <ul style="list-style-type: none"> • Develop an advising framework so all advising is comprehensive and consistent • Break options down into understandable blocks • Provide on-going advising; students, especially first generation students, don't know what they don't know <p>Resource Awareness</p> <ul style="list-style-type: none"> • Cross-train so students aren't sent from place to place to get what they need • Actively promote BBCC across the district
Objective 1.2 Use of services correlates with success, retention, and completion		
	3.4	<p>Advising</p> <ul style="list-style-type: none"> • Embrace pathway advising and dedicate resources to this; the fact that students are retained but don't reach graduation, speaks to their lack of direction • Require students to develop an educational plan at orientation and make advising mandatory for freshmen • Help students select classes based on university and major prerequisites <p>Services</p> <ul style="list-style-type: none"> • Create an awareness of services and resources for students and staff • Be advocates for students, create a holistic approach to student services, find ways to catch students when they need help • Increase use of the Student Success Center and the Writing Lab
Objective 1.3 Students are prepared to graduate and to transfer or to seek employment		
	3.5	<p>Workforce Programs</p> <ul style="list-style-type: none"> • Connect programs to industry with internships, fellowships, etc. • Maintain program relevancy with district employer needs <p>Soft Skills</p> <p><u>Transfer students</u></p> <ul style="list-style-type: none"> • Provide opportunities to learn about careers, final course selections, graduation, scholarship and university applications <p><u>Workforce students</u></p> <ul style="list-style-type: none"> • Develop a College Success Skills class that focuses on how to look for a job, resumé building, and interviewing skills

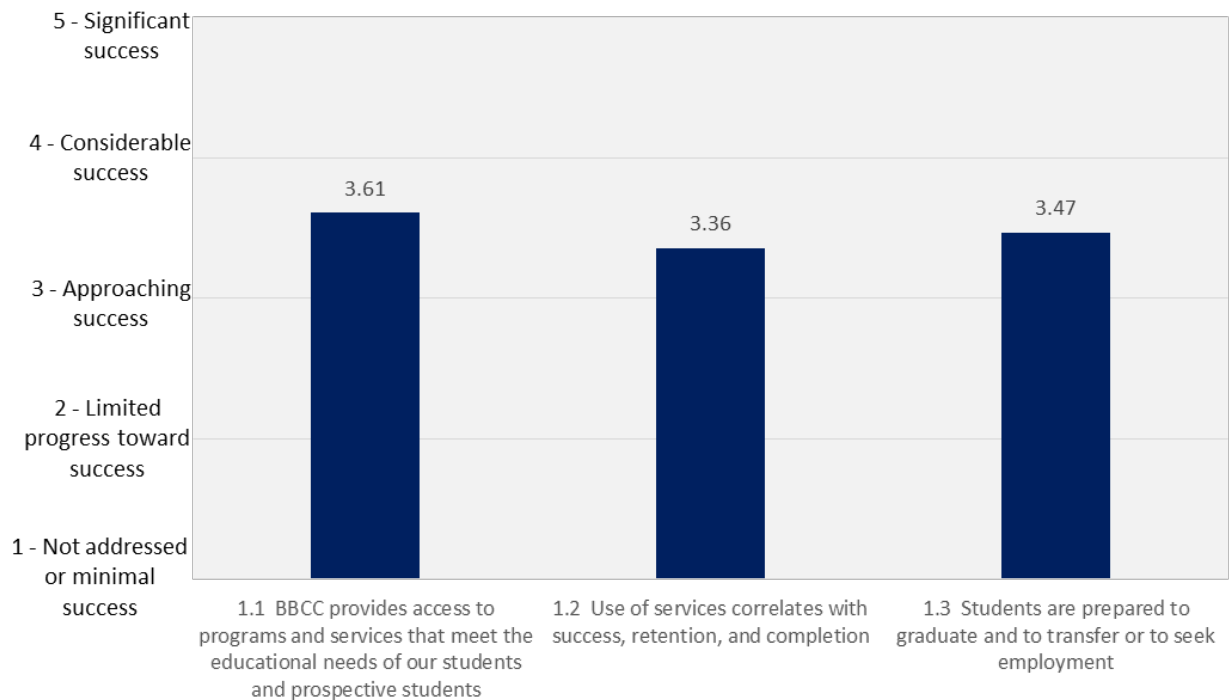
Student Success Worksheets 2016 Response Set

Number of responses: **52**

Response rate per group:

Employee Group	Response Rate
Admin/Exempt	35%
Classified Staff	10%
Full-time Faculty	30%
Part-time Faculty	2%
Trustees	100%

How well did we meet the objectives?





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Objective 1.1: BBCC provides access to programs and services that meet the educational needs of our students and prospective students

Indicator 1.1a Inventory of programs, modalities, and services

Indicator 1.1b Service area and student demographic data

Indicator 1.1c Class fill rates, wait lists, and cancellation data

Indicator 1.1d Feedback from advisory committees

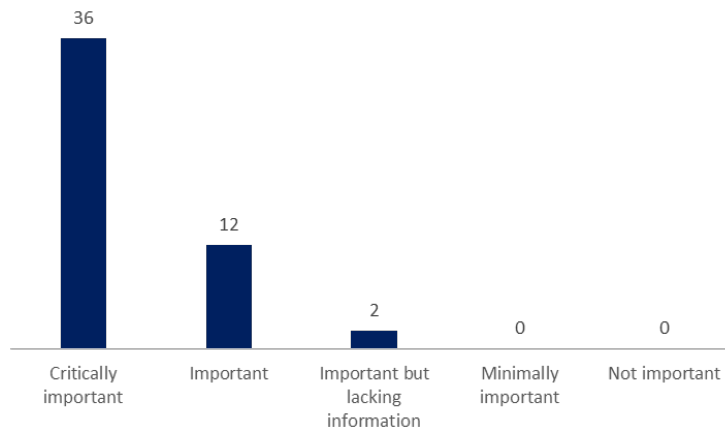
How well does BBCC meet this objective?

Average ratings

Overall	3.61
Trustee	4.00
Staff	3.57

- **5 – Significant success:** Made substantial progress, completed or exceeded expectations; indicates systematic implementation; required resources have been allocated; results are sustainable.
- **4 – Considerable success:** Current efforts have improved over the last assessment; continue current practices with on-going monitoring and efforts to continuously improve.
- **3 – Approaching success:** Achievement/implementation in progress; improvement efforts are on-going; there are concerted efforts to use available resources effectively.
- **2 – Limited progress toward success:** While efforts were made, progress is delayed or limited. Assessments indicate progress, but there is limited movement toward success. Resource allocation and implementation are a priority at this time; the need for improvement is recognized.
- **1 – Not addressed or minimal progress:** The College has not focused on this objective. No significant planning or action has yet occurred; resources have not yet been allocated.

How important is this objective to the mission of the college?



Objective 1.2: Use of services correlates with success, retention, and completion

Indicator 1.2a Course success, retention, and completion rates

Indicator 1.2b Use of services reports

Indicator 1.2c Use of technology and resources

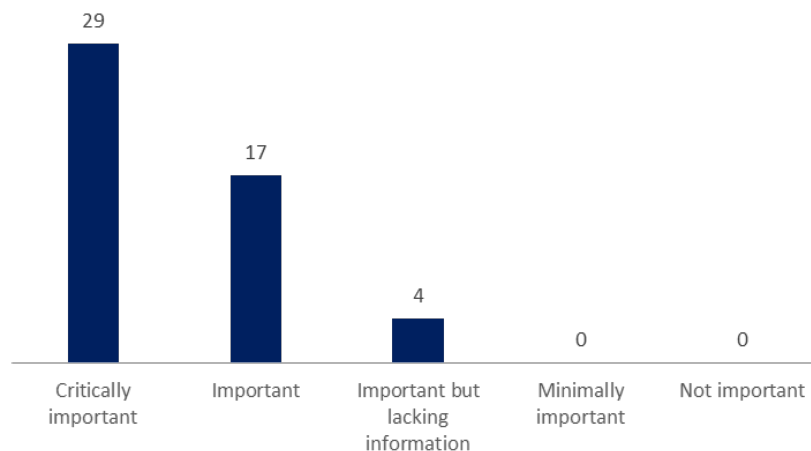
How well does BBCC meet this objective?

Average ratings

Overall	3.36
Trustee	4.00
Staff	3.29

- **5 – Significant success:** Made substantial progress, completed or exceeded expectations; indicates systematic implementation; required resources have been allocated; results are sustainable.
- **4 – Considerable success:** Current efforts have improved over the last assessment; continue current practices with on-going monitoring and efforts to continuously improve.
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How important is this objective to the mission of the college?





Institutional Research and Planning

Objective 1.3: Students are prepared to graduate and to transfer or to seek employment

Indicator 1.3a Student Achievement Initiative (SAI) data

Indicator 1.3b Retention and graduation rates

Indicator 1.3c Transfer rates and student feedback

Indicator 1.3d Employment and certification rates

Indicator 1.3e Annual Assessment Report

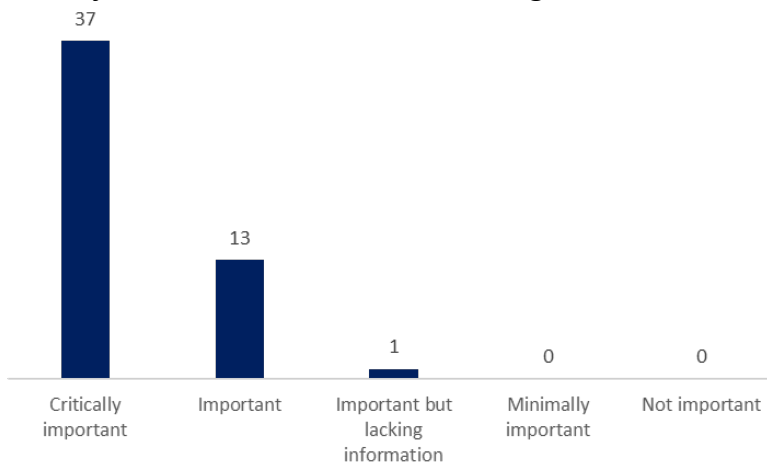
How well does BBCC meet this objective?

Average ratings

Overall	3.47
Trustee	4.00
Staff	3.41

- **5 – Significant success:** Made substantial progress, completed or exceeded expectations; indicates systematic implementation; required resources have been allocated; results are sustainable.
- **4 – Considerable success:** Current efforts have improved over the last assessment; continue current practices with on-going monitoring and efforts to continuously improve.
- **3 – Approaching success:** Achievement/implementation in progress; improvement efforts are on-going; there are concerted efforts to use available resources effectively.
- **2 – Limited progress toward success:** While efforts were made, progress is delayed or limited. Assessments indicate progress, but there is limited movement toward success. Resource allocation and implementation are a priority at this time; the need for improvement is recognized.
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How important is this objective to the mission of the college?





Institutional Research and Planning

Student Success Worksheets 2016 Raw Responses

Trustee comments are shaded grey

Objective 1.1: BBCC provides access to programs and services that meet the educational needs of our students and prospective students

Indicator 1.1a Inventory of programs, modalities, and services

Indicator 1.1b Service area and student demographic data

Indicator 1.1c Class fill rates, wait lists, and cancellation data

Indicator 1.1d Feedback from advisory committees

Additional information needed to fully assess this objective:

- One of the primary goals of a community college is to serve the workforce needs of their diverse population. We continue to make changes to programs offerings to reflect the current and future needs of our service area. Changes are based on the extensive data that is constantly updated. Initiatives to understand and promote diversity and multiculturalism will provide benefit to the greater college community.
- From the indicators listed, I couldn't decide how we actually knew that we are meeting the educational needs. Seems more like we are going by class fill rates and determining what folks are signing up for to determine the educational needs. In this case are needs and wants the same? Also, I don't have prior knowledge directly of how we did last year in meeting this need, so I am assuming that we are at status quo since FTE is just holding steady.
- I believe our institution is continually making an honest effort in providing our students ample resources opportunities, as well as highlighting and identify the many resources we have on campus. I can't recall the number of times the phrase academic resources or student success resources was mentioned, but I do recall workshop presenters, instructors, and our president touching on the variety of student success resources we have on campus.
- After reading the information, it made me think if we are really assessing the needs of our current and potential students? The information shows updates for online/weekend courses but how did we come to the conclusion that this is what was needed? In addition, did we look at conflicting time of courses and if there was a need to address that? Also, we have a few new programs but are they really going to meet the demand in our area as we know a majority of our students will stay in the area? I think we need to really ask our students what their needs are when it comes to access to programs and services that meet the education needs of our students. Furthermore, this information provided solely focused on academic programs and didn't evaluate the services for students. 1.1b and 1.1c only provided data but there wasn't anything breaking down that data and explaining how it relates to the objective. We make our

Trustee comments are shaded grey



Institutional Research and Planning

own assumptions about the data but just providing isn't enough to tell if we are meeting the objective. Overall, I felt like the information didn't really show if we are meeting the objective.

- Student success is the primary, paramount responsibility for every one individual involved in the operation of a community college.

What changes could we make to meet the needs of prospective and current students?

1) Psych 100, Soc 101: wait lists expand from fall to spring; maybe an additional section in fall or winter to decompress spring. 2) Page 23 table? White only 92%?

According to the data provided, our FTEs have increased but the college has not increased its number of full-time faculty to correlate with the growth in FTEs. It seems to me if we want to continue to increase our offerings for students, we need to increase our faculty as well.

Again the difference between a need and a want, but I'm going to assume that they are the same. Do we do enough in determining where the jobs are and what our students are being paid with the education we provide? Or in determining their success when they move on to another institution?

Ask students what they need assistance with before sending them off to a different person or department. If a student looks confused, reiterate or give some hands-on assistance so that they're not leaving campus feeling overwhelmed. More cross-training opportunities and tours to different departments/programs throughout campus. It'd be nice to have a general idea of the degrees and happenings on campus instead of just in my area.

Continue to offer a variety of classes and programs.

Continue to reach out to students to encourage them to seek advising services from someone they are comfortable working with throughout their time at BBCC.

Enhance marketing efforts of all areas of the college to prospective students. Once students are here - make it a priority to communicate BBCC services that are available. We have services, but students have to have it in front of them when [END OF COMMENT]

Evaluate how BBCC promotes programs and services to best inform students and the community. Improve all forms of communication regarding programs and services particularly on the BBCC website where students and community may first attempt to gather BBCC information.

Faculty partnership with school districts in our service area: outreach to students, educating them of BBCC career opportunities; better communication to service district schools, career days, open house, etc.; coordination with school district counselors and career center staff. All school districts have a website or Facebook, link BBCC media to them. Parents will see the updates for college programs and opportunities who will then hopefully share information with prospective students.

Feel that we need more of a presence with outreach to help with prospective students.



Institutional Research and Planning

From hearing student comments, students completing their financial aid files in late August and are enrolled in classes are not able to get financial aid or books on the first day because staff are handling a high volume of students in-office and by phone and some students end up dropping. Students using loans for the first time to attend college in the past (not aware of the 30-day hold on first-time borrowers) do not have the funding to buy books let alone pay for living expenses. Comments include if they had known that they would have gone somewhere else. Students fall behind and drop out. Observations are that the Financial Aid Office staff is working a lot of areas not related to Financial Aid taking valuable time away. The workers staff and answer the counseling center phones, handle the Veterans' schedule certifications & billing, student employment, and awarding BBCC Foundation scholarships which all take away from processing and packaging files and customer service.

Guided pathways; a coordinated advising and first year experience for new students; clearly documented and assessed program learning outcomes

How does BBCC look to recruit top Hispanic prospective Nursing students from regional high schools? (4 year avg--12% Hispanic in Program compared to 76% White/Caucasian); same question for Aviation-Commercial Pilot Program

I am a fairly new, part-time employee and therefore do not feel that I am familiar enough with our institution to make accurate assessments of our progress toward goals. However, I am excited to learn more and be able to provide useful input in the future. I love the conversations we are having about student success!

I believe BBCC has done an excellent job of providing programs that meet the needs of our community especially in regards to demographics (ELA/HS21+) and services (SimTech and Criminal Justice programs and forward movement with Ag programs). Future changes should continue to follow the principles of being dynamic enough to capture emerging needs while being prudent to ensure longevity and positive results on investments.

I believe BBCC provides a great number of programs and resources to our students. I think where we run into issues is having students actually follow through with going on to look for the service or program. Many times when meeting with students in the past, I noticed they would sound interested in a program or service but when leaving my office they would feel like they didn't know where to go or how to approach the person needed. With that observation, I began to notice a change in their attitude when I would offer to personally take them to the office they needed to go to and introduce them to the person they needed to see. This made them feel more at ease and comfortable. I think if we all took the time to do this with our students we would have more students taking advantage of services and programs and also provide a friendlier and comforting environment.

I believe we need to do more advertising for technical programs. A lot of people I converse with don't even know some of our programs exist. With shortages in certain fields of employees, we need to get the word out that these programs exist at BBCC.

I would like to know if/how the increase in FTES in the social science division is attributed to Running Start. I would like to know how our total enrollment changes in comparison to the population in our service district. We need to reach A intent students to determine if they are taking classes for personal growth/interest or if career guidance is necessary. We need to make a more transparent connection between academic programs and student services; such as integrating services as part of guided pathways.



Institutional Research and Planning

If we continue to stress the importance of utilizing the STEM Center, English lab, SI, tutors, the student success center, our library, the counseling center, Viking food pantry, etc., students will become connected with campus resources. Moreover, their academic situations will improve, self-confidence and esteem will increase, and they will hurdle the barriers that may stand in their way.

Improve advisory committee activities to promote more insights and recommendations from advisory committee members and reduce "show and tell" by college officials. Identify areas in which we can improve organizational processes to reduce the confusion and barriers students encounter. Improve relationships between college faculty and their respective counterparts at high schools within the service district. Better relationships will lead to more accurate student expectations, improved coordination between high school and college faculty members, larger enrollments, and more student success. For example, guided pathways could be a tool to help high school faculty members better understand BBCC's curricula and help students advance through that curricula. Streamline the process for registration so that college officials do not work so hard to recruit and register students only to drop them for non-payment. Improve communication with students so that they attend to payment obligations sooner.

Increase student mentoring through peer-to-peer situations. Increase information to faculty and staff regarding advising. Find funds to increase the availability of classrooms.

Make sure that everyone who is part of BBCC Campus community, i.e. instructional, administrative, maintenance, custodial/janitorial, and dining staff are all on the same page working towards achieving BBCC's mission statement. I believe that all who work on this campus will have some sort of contact with current and prospective students.

Many of our students are first generational and do not know their educational needs. They need to meet with an advisor from the start to get on a plan to graduation (with a degree or certificate). This way they will avoid taking unnecessary credits. This is how we can improve to meet their educational needs.

My understanding is that the IST programs have received mixed feedback from the community. I believe the Dean is aware of this and taking action. That being said, these programs may not be "STEM" but they still serve a valuable purpose. We need to ensure that these programs are getting the attention they need and deserve to adequately support the needs of our community.

Offer a Fall and Spring Open House event, inviting prospective students.

Serve the student's educational needs first and the desired statistical outcome for the college second. Since most students "don't know what they don't know", BBCC needs to develop clear pathways to educational success. Start students out with clear focus and direction with some flexibility built-in. Don't make them guess at which support services they need to access - provide supports at every step along the path so the student is wholly engaged in the education process. An increased number of advisors dedicated to developing pathways and advising students is needed to do this. Current staff already have too many responsibilities to dedicate the time and attention this deserves. We would experience "growing pains" in the beginning of this process, but the long-term benefits to students would be worth it.



Institutional Research and Planning

Students have access to TOO MANY options and thus fail to understand the often subtle/substantial differences between programs (i.e. Business: BIM vs. AA&S DTA BUS-MRP). Although there is discussion regarding a move to a pathways model, it is uncertain IMO that such task will be accomplished without additional funding as it will burden faculty and staff, which are regularly overloaded. There is also a need to update and upgrade workforce education programs to match the trends in modern manufacturing, which includes high levels of robotics, mechanization and chemical processing. Much of the latter may be supported by the modernization of facilities and classroom technology (PTech). HOWEVER, this will require redesign of a large number of IST, Ag, AMT, WLD and AUT courses, which may require additional funding for summer or mid-academic year development outside of general instruction. The college has been too eager to use grants to support facility expansion that are coupled with objectives that often do NOT include support or even the informing of impacted faculty. Grant funding has not been systemic, inclusive or intentional about aligning with the college's mission and/or instructional needs. The college also has a horrible track record of developing and ultimately implementing post-grant sustainability (resources, staff, etc.). It is the perception of many that we write about retaining with the intent to obtain an award without a plan or intent to truly do so.

The data suggest that we are not doing as well as in the past. However, new program offerings are available for fall, so perhaps those numbers will change.

The guided pathways project will provide a framework to assist. I look forward to seeing it in full practice.

We need pathway advising that does not diminish the necessity for Fine Art, Music and Literature. Faculty awareness around resources should help students find the help they need. When faculty and administrators make connections, students will be introduced to new resources. It will just happen naturally.

We need to ask current and prospective students if we are meeting their needs. This includes involving our communities. As I mentioned, this information and data focuses on academic programs but what about the access to student services? In addition, we need to a real explanation of how we are using the data and information to measure if we are meeting the objective - there was some parts in the book where I didn't understand how the data and information relate to the objective.

We only look at a specific group of students. We need to stop this practice and include all students.

Constantly stay informed and educated about the best practices that ensure delivery of the best student services and education opportunities. Make careful decisions regarding changes in the student success services we provide to ensure that we are making the best moves on behalf of our student demographics.

In a larger institution, I understand why there are wait lists for students to get into some classes. Is there a way to alleviate students' need for a class(es) when full? If we expect them to graduate "on time", how does BBCC accommodate that?

Objective 1.2: Use of services correlates with success, retention, and completion

Indicator 1.2a Course success, retention, and completion rates

Indicator 1.2b Use of services reports

Indicator 1.2c Use of technology and resources

Additional information needed to fully assess this objective:

- The direct correlation between use of one service and the impact it provides would be impossible to measure. The data show that students access many services at the same time.
- This area clearly needs more data. You include student success data here, but this outcome looks for correlation between use of services and success. I don't see how success rates by division speaks really [END OF COMMENT]
- It seems like we have pockets of specialties, TRIO, Workfirst, student success...that concentrate on a select group of students. So yes, when 6 people are dedicated to 140 students there will be success. But what about the other 6 that aren't part of a specialty and they deal with the thousands of other students we have. They aren't going to be able to show growing success because they still have a huge number of students to deal with and cannot provide individual (or at minimal concentrated) navigation or stop loss to each student.
- We don't know why some students are not successful. Some fraction of the students who are not successful have life events occur which cause them to be unsuccessful. These events are completely beyond our control. Some are unsuccessful because they are not yet mature enough to put in the effort to succeed in their classes. (I was once such a student, and at the time I had no business being in college.) We should not expect to ever reach 100% success. Also, the 2.0 grade being defined as the level of success is too high. Our students arrive with a variety of intelligences and abilities. To have 70% or more of our students getting grades above 2.0 looks suspicious to me; I think there is a serious problem with grade inflation. Some students will succeed in a class if they manage any grade above a 0.0. That may not transfer, but it may be the best grade they are capable of.
- Break down the data more: number of students for the data provided, including a group for athletes in the data, more break down by demographics, etc. Survey students on use of services and reasons why or why not.
- Success, retention, and completion are the core of a community college operation. Without success in these areas, everything else is just going through the motions.

What can we do to help more students succeed?

"Two out of three ain't bad" - we are doing well in success and retention (although success in pre-college level math needs improvement). However, the critical point - completion - is still lacking. If students are successful in classes and retained at a high rate, why are they not completing? To me, this speaks to lack of direction. Students do well day-to-day, but lack the structured direction needed to complete the long-term goal. We need to embrace pathway advising and dedicate resources to developing this at BBCC.

A successful AMT student will be trained on the many different types, styles, configurations, designs and systems that the many different aircraft manufactures have used in constructing their aircraft. We currently have a vast variety of aircraft to train with in the AMT program at BBCC. We currently train on the following types of aircraft: Boeing, Lockheed, Beechcraft, Cessna, Piper, Helio, Agriculture, experimental, Turbine and Piston powered. We are very concerned with the proposed plans to move the AMT program into a new facility that may have very limited room and will not accommodate enough aircraft in the lab area to make learning successful.

Advisors who are dedicated to the task of advising, not as a part of another job.

Again, we need to help ALL students.

Clearly align all student service activities to student success; define learning outcomes for all services and learning activities; articulate strategic goals and tie all efforts to them

Continue building relationships even if they may involve working beyond the 8-5 work day. Be more accessible for the student(s).

Determine how to "catch" students who need the services? Some sort of an alert system. I don't think the Academic Early Warning is really working. Too few use it - and I have the feeling that it's not getting enough students where they need to be for services. Frequent interaction with students who need it - but we need a system to do this and to develop a standard operating position around this.

Does multiple 'Cancelled Classes' a reflection wrong course offerings, teacher concerns, scheduling? Blended Learning---? Student Success Center--- Should the HUB of the Campus. "There is no significant difference in success rates for students who used the SSC versus who did not over the past five years"

Employ a more holistic approach across campus that is similar to the principles used by the TRiO Student Success Services program. While the college student success rate is 36%, only 27% of Latinos are successful college wide. In contrast, TRiO participants (most of whom are Latino) enjoy higher success rates.

Encourage students to take advantage of all of the services available to them.

Evaluate our intervention service and see why the number of students reported has gone down, is it due to lack of use or students succeeding? Also, looking at possibly improving tutoring services on our campus.

Exploration of programs like AVID, Career Pathways, comprehensive counseling and continued implementation of required New Student Orientation are having positive impacts.

I believe we have invested a tremendous amount of time and energy in this arena. Continuing to stay focused on the goals and the desired outcomes will help the college to continue on a positive upward trend.



Institutional Research and Planning

I think we need to critically analyze our classes and see if we are teaching in a manner that is supported by research to lead to student learning and retention, and therefore success. The "sage on the stage" model of the college classroom where we cover 600 pages of chemistry in one quarter is out-dated and not conducive to true conceptual change (i.e. learning). Rather than following an "inch deep, mile wide" approach, I believe we should reduce the objectives taught in course and teach those well and deeply, with research-based techniques. I also believe we need to reframe our definition of rigor so that we change our classrooms from places that just academically sort students, but challenges all students to think deeply and have a chance at success.

if for some students it is more intervention earlier on before they become overwhelmed, then its more staff in the support services area that aren't dedicated to specific groups of students and/or its more faculty time with these students.

It's so frustrating seeing the statistical benefits of support services and knowing that there is a significant portion of our students who are simply not using them to their detriment. Perhaps different messaging methods could be used to educate the students about these resources to ensure that there is no barrier to their knowledge of the services, whether or not they ultimately use them.

Keep doing what we're doing.

Offer a more comprehensive registration/orientation by possibly breaking into two days and smaller groups. Many students whom I've talked to feel overwhelmed after the registration session. They leave with a folder filled with information that they never read over. They need one session strictly reviewing the BBCC degree worksheet with an attached list of classes with labels such as HU, SS, LS, SQR, etc. During that session they could take a career assessment and develop an academic plan.

Placement assessments need to be accurate (as much as possible) so students are placed correctly. If TRIO works well, what does that program do that other departments can emulate? Do they do Best Practices better? Student advisors + alert system need to do a better job in advising students, especially those in need.

Reiteration of where resources are and who to contact; posters/banners around campus of upcoming events, growth opportunities, registrations, financial aid requirements, etc.; knowing more about what staff in other departments do; promote tutors and SI leaders; create monthly/weekly/quarterly study nights in the library.

Show students that we can be their advocate in bad/unfortunate situations. Help students by literally taking them where they need to go. Following up to make sure everything worked out well.

Some of our services may need to be scaled down while others need to be scaled up. We need to take a close look at all the services we offer and decide what is the benefit compared to the cost to be more strategic about our use of resources. Funds spent helping students be successful, stay here, and graduate will have a greater return on investment than recruiting new students.

Staffing! More employees to help our students would be beneficial. More employees would be more efficient in processes and back end work that would make students life easier...



Institutional Research and Planning

Students who do use the services do better than those who do not. However, right now we have services scattered throughout the campus where they could be centralized and so become more accessible to more students. The library is a perfect place to begin creating a learning commons that could serve more students more efficiently--and really support the idea of a community of learners. If the current writing center could evolve to become a real writing center where students engage in learning activities related to the writing process rather than receive reviews of their essays, and if the peer tutors from the Student Success Center could join in this central location, there would be more services available to more students. Peer tutors are close to the writing process and so are an excellent choice for any writing center system, and both the peer tutors and the writing center tutors could work with the library staff to make sure that each student receives access to the service that he or she needs. Peer tutors and other writing center tutors could work with students at any stage in the writing process, but if a student also wanted help with information literacy or research methodologies, that student could be directed to the library staff for help in those areas. We have these wonderful people in place to help, but the students are not where they should be to receive that help--and in some cases there may be too much doing for the students and not enough facilitation of learning. Tutors and the library could work together to create a true learning center or commons. It just makes better sense to have all writing/reading tutors together in one location and the library is that best location. Clearly, SI, peer tutoring, and other support services work, but we can do much better getting more students to want to use these services.

This is just my perspective on this issue. I know that we do well comparatively, but this should still not be acceptable. We need to make sure more students are graduating.

We must implement that all incoming freshmen must take a CSS class and continue with mandatory advising for students who have not earned more than thirty credits.

What other areas do we need to collect data? What else do we need to know based on BBCC graduation rate?

Why is Viking Orientation now working for Latinas? VO is working for white women and men. Kudos for increasing success in online courses--what contributed to this success? It's interesting how tutoring made a difference in success rates for some courses but not in others. In some cases students did better when they didn't use tutoring services.

We have offered workshops to students, however when faculty include this in their course outline as a recommended or extra credit option, more students will attend. If workshops were designed with a student testimony as part of the presentation, I believe attendance will also be higher.



Institutional Research and Planning

We have the capacity to track lab usage (STEM Center, Library, Gym, SSC) but have no data regarding success rates for those students that use said services in conjunction with specified courses. Such data could be used to market services to students while also demonstrating our commitment to excellence in teaching and learning to the campus and service district community. To the best of my knowledge, the STEM Center maxed out every available seat at one point toward the end of spring quarter 2016. How do we do the same for the English/Writing Lab and the SSC? How do we expand high demand services? In order to support retention, persistence and ultimately completion students require a clear path to degree completion, especially those intending to transfer. There are too many ways for a student to earn a traditional/general AA&S DTA (second ENGL course, SQR, HU/SS and SE/GE can be tailored to meet university major pre-reqs). Some of this confusion is eliminated through the pursuit of a DTA-MRP. However, students are not familiar with quarterly offerings, pre-reqs, balancing math and lab science courses with other HU/SS/SE courses. Advising students is especially difficult during the summer as faculty (advisors) and faculty counselors (advisors) are on nine-month contracts. It is particularly disturbing that faculty earn stipends for work voluntarily performed by staff advisors when the college has a FACULTY advising model. With regards to the new mandatory advising practices (<30 CL credits). It is a wonderful step in the right direction. However, aside to mandating an advising session, there is no clear expectation of what is to be addressed in order to release a student's quarterly PIN. We have an expectation of our students, but no student learning outcomes, action plan to deliver prescribed advising or measuring for measuring their effectiveness. If we treated advising as we do instruction (MCO, syllabus, SLOs, etc.) we could make great strides towards retention, persistence and completion. The above may require the addition of professional FT advisors that focus on designated pathways and/or first-year students. Although faculty are highly knowledgeable about their fields, holistic transfer advising should be conducted by highly trained staff familiar with all aspects of WED and transfer programs, which could include SUPPORT from counselors as needed. It is my personal belief that in order to up-scale the best practices of TRIO that we focus on dedicated advisors and cross train faculty with core knowledge (not expertise) so that the campus has a shared language and expectation. Faculty will play a critical role in this as their needs and expectations of students will be communicated through student services in a shared mission and voice. We cannot expect full-time faculty to also be full-time transfer advisors. There may be a need to have separate negotiated agreements for WED vs. Transfer that reflects their roles and responsibilities associated with advising students.

When meeting with students, I always ask what I can do to help them be successful in their classes. Many times since most of the students are recent grads from high school or running start students, they tend to say how they really liked having one on one meetings with instructors half way through the quarter to monitor progress. I know it would take some time but I always find it a good idea. I let students know that college is different from high school and each instructor is different and maybe will leave it to them to take initiative and approach them to ask questions and this intimidates them. I think if each instructor would set up a time before mid-terms to let students know how they are doing and discuss options if they are in danger would really be a help. We can try to save a student from not knowing or trying and dropping at the end of the quarter by simply taking the time to let them know they are in danger and providing them with options and maybe even setting them up with a tutor. Doing this would give them warning to decide what they want to do.

Objective 1.3: Students are prepared to graduate and to transfer or to seek employment

Indicator 1.3a Student Achievement Initiative (SAI) data

Indicator 1.3b Retention and graduation rates

Indicator 1.3c Transfer rates and student feedback

Indicator 1.3d Employment and certification rates

Indicator 1.3e Annual Assessment Report

Additional information needed to fully assess this objective:

- I believe we have more students that are here for what they need and get it and move on, and that isn't necessarily a degree or certificate (which we are programmed to measure).
- Mandate that students who are either transferring or seeking employment take a course on diversity. According to the graph on page 16 the number of students who have the ability to accept cultural differences has declined.
- Some students are a "success story" even if they have no intention of graduation/transferring. Meeting their own personal improvement goals, etc.
- Though we are higher than the national average for transfer rates, we have a long way to go.
- Without knowing exactly what every one of our students has as a goal we cannot know whether or not we are reaching our objective. I spent a bit more than two years at a community college, and never earned a degree from it, but I was perfectly happy with what I had done there. Without more knowledge about the goals of every student we can't define success.
- Our student enrollment is made up of 53% part-time students, why do we not include them in the retention and graduation rates?

How can we best prepare students for employment and connect them to employment opportunities?

A combination of focusing on what are high demand fields and creative ways to find jobs that use their education.
Are the Workforce education programs connected with industry? It might be the case, but it's hard to know. We need to mirror what STEM has done with providing transfer pathways across the disciplines.
BBCC needs to provide access to quality professional development for instructors ----linked to content and outcomes, industry standards and outcomes. Department Leads and instructors need to be looking for opportunities to reach out to the community agencies. Partnerships, Fellowships, Internships.... Locally, Regionally, --WHO? Make BBCC their first choice!
Be aware of what we are teaching the students during each and every interaction...
Continue to offer a variety of programs and degrees.



Institutional Research and Planning

Delivering highly skilled, reliable workers is critical. Among numerous other steps, we need to stay in tune with business and industry. There is constant evolution there, especially with lean manufacturing and new investment in high tech process, etc. Our students need to be equipped with the right skills to be employment ready at graduation.

Educate staff and students on the resources we have on campus. Create more connections between instructors/programs with employers for entry level positions and internships in their field of study.

Employ best practices from other colleges for helping students develop their ability to accept cultural differences and work with diverse populations. Assess the degree to which BBCC's organizational structures, policies, procedures, etc., facilitate or undermine students' success. Specifically, do our business practices present barriers to students from registration to graduation? Launch a college-wide effort to integrate best practices from among the many successful programs at BBCC to scale up that success to all students.

Find out what employers look for in a potential employee. Find out if employers are willing to do internships or apprenticeships.

Frequent communication with prospective employers, to find out what students need or are lacking, is critical to adjust our programs accordingly.

From Good to Great!

Having accurate figures reflective of actual completion/graduation rate would help all faculty better address weak spots. Some programs offer a certificate, not a degree. This makes a difference. How many students who drop out return later to complete their program of study? Do we have data on why they drop out?

I am pleased that all departments are referencing class content and outcomes to General Learning Objectives. The professional technical classes are correlated to generally accepted industry standards and the hiring rates of Big Bend students. These reports point out successes but also challenges that need to be addressed. It is difficult to accurately track the success of transfer students and the employment of Professional Technical students after they leave Big Bend and enter other institutions of higher education or the work force.

I know we have some courses that provide successful tips in the working environment, but I think having a class similar to College Survival Skills and having it more related to how to be successful in the working field would be great. Instead of having this class during the first couple quarters at BBCC like the College Survival Skills class, we can have something like this during the last quarter here so they can be provided with tips on how to be successful in interviews, on the job, and even be taught how to create a great resume and show the different ways they can look for employment.



Institutional Research and Planning

I'm not sure that this is the only question to answer here. However, if we are including transfer to 4-year institutions as part of the path to employment, the question works. I think that Guided Pathways may help. When I look at the data, I see that we win at poverty--we have the big number there--so this objective is critically important. We also seem to be high on the list for students who speak languages other than English, and many of our multilingual students bring a different set of values, perceptions, and expectations into our college that do not always fit the system we have in place here. Are we able to revise our institution from the ground up so that we fit the needs of students who have little to no extra funds, whose employers and families may not support their goals, and who may hold dear to certain life priorities that, while those seem to interfere with what the college wants for the students, do not indicate that the student is less invested in his or her education than the student who has more choices and support? Given the populations in our service area, sometimes it seems as though we are not really trying to help those students who need us most. I'm not suggesting making the learning easier--I'm asking if we can make access to the learning easier. Can we address childcare for students having to commute in four days a week or lack of equal access to technology or flexibility in attendance and assignment submission policies? Our poverty-stricken students and those working to attain English language skills may be our most at risk, but if we cannot develop ways to make our school work for them, we may not meet this objective.

Implement guided pathways. Clearly align curriculum with employment and transfer goals. Establish and integrate program learning outcomes to continuous improvement

In my own experience, partnership with employers is critical. When employers visit the classroom, students have a better understanding of the employer expectations. Knowing this and enhancing individual skills will help prepare future employees in their job search.

Internships would be a nice way to have our students explore employment opportunities.

Keep programs relevant to today's job market. Programs need to teach current theory and in-demand technical skills on modern equipment. Make the tough choices - eliminate outdated, low-employment programs and reallocate resources to high-demand programs that get students jobs. Adapting to the current market with limited resources is critical.

Offer courses that students can take such as CSS 100 (Workman's class), where they learn competency-based skills that will help them become more successful throughout college and more marketable in the employment sector. I just watched a program about college students earning Digital Badges throughout their educational journey which helped them develop a more in depth profile of themselves while enhancing their work resume. Here is a site that explains more about badges:

<https://sites.google.com/site/openbadgesinhighereducation/home>. If we could start implementing these kinds of opportunities at BBCC, I feel our student graduation/transfer and employment rates will increase substantially.

Promote work ethic, responsibility, and commitment within our courses. Maintain rigor and encourage students to strive for success following a growth model.

Provide internships within each degree program. Have employers come visit the programs/classes and share with students the job opportunities.



Institutional Research and Planning

Providing more opportunities for our students to learn about careers, what education is required for those careers and other things required to be successful in those careers - university departments visiting our campus/students to share careers in those major, research opportunities, etc., invite leaders in those careers to share what it took them to get there. Also, more emphasis on programming for career services: dress for success, resume building, internships, etc.

Specific paths to pursue and dedicated advisors.

This is similar to my last response. We do well comparatively but we need to set our standards higher.

This is the single most important outcome we have. BBCC is moving in the right direction with availability of student services and instructional programs. Don't get too caught up in tangential issues or initiatives that might impede progress.

Those who complete are doing well. But many are being lost before graduation or transfer. There is a significant achievement gap between race in the DTA seeking students.

We are doing an awesome job!

We only have a handful of staff dedicated/capable of providing career exploration (Career Services -1, faculty Counselors -3, maybe TRIO SSS -3) aside to workforce education faculty. The college could greatly benefit from cooperative learning experiences (credit for temporary career exploration/placement) across both WED and transfer. As noted earlier, there is a great need to provide course planning from start to degree completion as early as possible to ensure that students do not exceed max time frame and that any "electives" best serve students to enter the workforce or their intended major at a university. We have made great strides in college-level math and science courses from DevEd with the STEM grant, BIOL 104 and redesign of DVS 080. However, these high increases in math enrollment have not been reflected proportionately in graduation rates. We may benefit from the implementation of completion coaches, which focus on students nearing the LAST 30 credits of their intended degree. These coaches could focus on graduation applications, final course selections, university applications, employment services, etc.

What are we doing to connect students to employment opportunities? It would be interesting to look at success rates of students in high-touch programs in comparison to all students, such as TRiO and transfer rates and WES and entered employment rates.

Where is our student employment office? Where are our specific counselors or navigators or whatever outreach label we put on them in looking to employers for jobs that are needed to be filled in our service district? Do we work closely enough with Workforce and ESD to provide the skilled employees that our businesses and industry are asking for? Do we have enough offerings or 'career exploration' to send our students forward into transfers to other institutions?