Big Bend
COMMUNITY COLLEGE

Mission Fulfillment

Student Success

2014

Presented to the BBCC Board of Trustees, October 30, 2014

Prepared by the Office of Institutional Research & Planning
Valerie Kirkwood, Dean of Institutional Research & Planning
Starr Bernhardt, Research Analyst

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 committment 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

Front cover: TRiO staff celebrate with graduates following the 2014 Commencement Ceremony.

TABLE OF CONTENTS

Introduction	1
Core Themes Objectives: Importance versus Effectiveness Average Ratings Chart	2
Mission Fulfillment Key Performance Indicators (KPI)	3
Mission Fulfillment Discussion Summary Table	4
Mission Fulfillment Discussion – Raw Data and Ratings	6
Mission Fulfillment Workbook 2014*	21

*__NOTE:__ To save resources, the **Mission Fulfillment Workbook 2014** 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/.

This page intentionally left blank.

Student Success
Mission Fulfillment 2014

Early in 2014, the college adopted a new Academic Master Plan (AMP). The previous AMP was scheduled to expire in 2014; in addition, BBCC adopted a new mission statement in 2013. These factors made it an ideal time to rewrite the Academic Master Plan.

The AMP serves as the strategic plan and outlines BBCC's process for assessing Mission fulfillment. Although the plan was newly adopted, the college chose to report on the new outcomes under the new Core Themes and use the information as a baseline for future outcomes.

The Core Themes address the three broad areas described in the Mission.

BBCC Core Themes:

- Student Success
- Excellence in Teaching and Learning
- Community Engagement

Under each Core Theme are Objectives and Indicators. In the early fall of 2014, a series of meetings were held in order to gather feedback on our Indicator data for the three Core Themes. Trustees, faculty, staff, and administrators were given data workbooks, asked to review the data, and then asked to rate the college's effectiveness on each Objective on a five-point scale. Additionally, they discussed progress, strategies that positively impact student success, and future direction for the college.

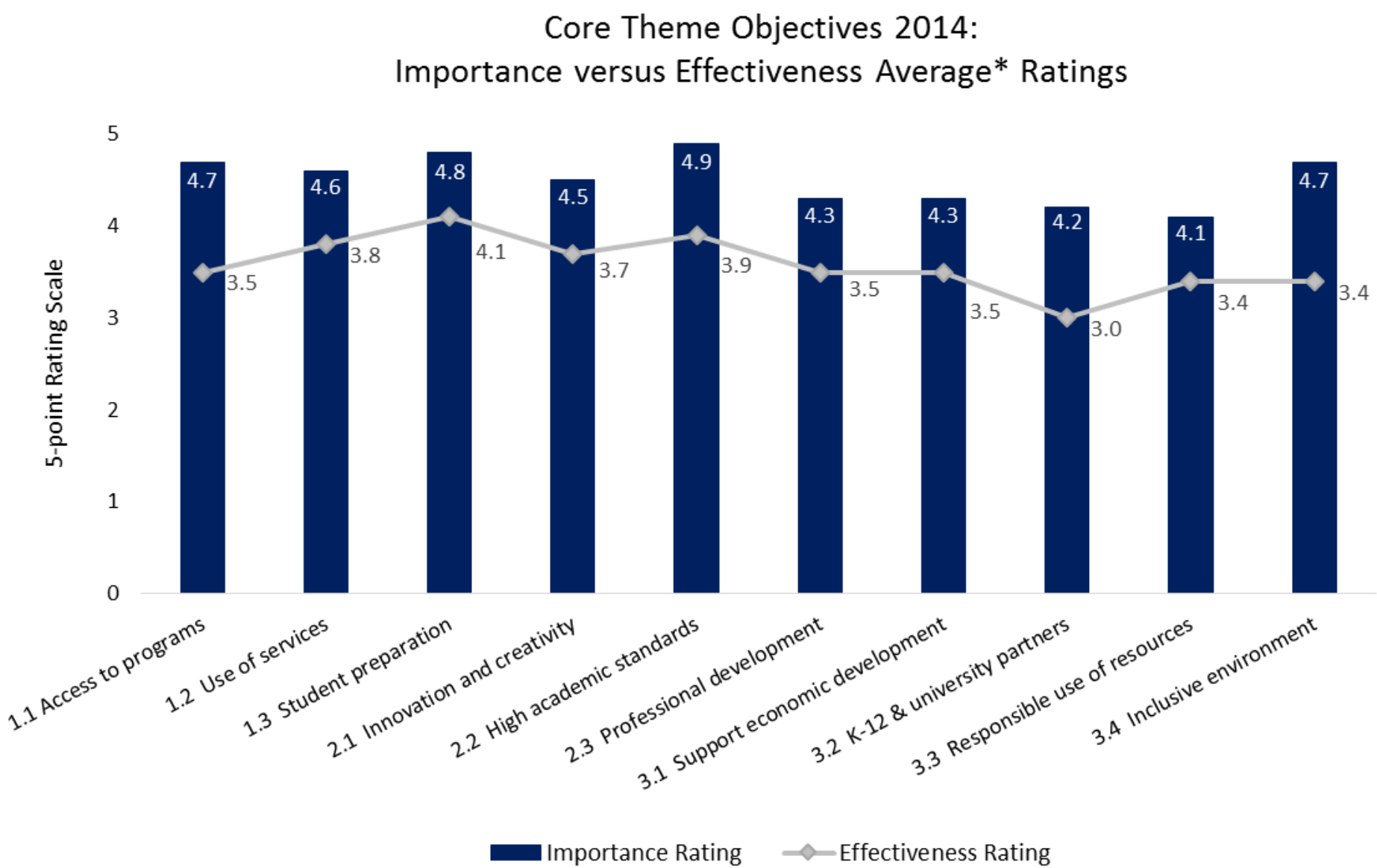
The chart titled **Core Themes Objectives: Importance versus Effectiveness Average Ratings** (page 2) gives a visual depiction of the effectiveness and importance ratings derived from the data meetings. The chart titled **Mission Fulfillment, Key Performance Indicators** (page 3) shows the summarized effectiveness ratings. The **Mission Fulfillment Discussion Summary** (pages 4-5) is a brief summary of discussion items under each Objective.

Throughout the Mission fulfillment discussions, a number of important insights and ideas were brought forward. The following priorities surfaced repeatedly during the rating and discussion meetings.

BBCC Focus Areas for 2014-15:

- Develop captivating communication, messaging, and marketing using a variety of strategies
- Continue to provide high-touch services that promote student success; look for opportunities to expand or offer new services
- Implement AVID activities and develop AVID partnerships
- Develop new instructional programs, especially in agriculture, engineering, and business
- Build on current array of partnerships in order to build partnership activities that are more productive or strategic

Efforts have begun throughout the college to address several of the discussion items from the meetings. The information in this report will help shape planning and activities for the coming year.



*NOTE: Five-point scale, 0 (lowest) to 5 (highest); scores are the average of faculty/staff and trustee ratings

MISSION FULFILLMENT 2014
KEY PERFORMANCE INDICATORS (KPI)

***Student Success*: BBCC provides access to programs and services that meet the needs of our service district.**		
Objectives	**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
1.2 Use of services correlates with success, retention, and completion		3.8
1.3 Students are prepared to graduate and to transfer or to seek employment		4.1
***Excellence in Teaching and Learning Outcome*: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.**		
Objectives	**KPI**	**Average Rating**
2.1 BBCC implements innovation and creativity in programs and services		3.7
2.2 BBCC helps students attain high academic standards		3.9
2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes		3.5
***Community Engagement Outcome*: BBCC supports economic development nurtures community and industry partnerships, and acts as a responsible steward of resources.**		
Objectives	**KPI**	**Average Rating**
3.1 BBCC works with community and industry partners to support economic development		3.5
3.2 BBCC works with K-12 & university partners to provide educational opportunities		3.0
3.3 BBCC practices responsible use of resources, including fiscal and natural resources		3.4
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community		3.4

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

Mission Fulfillment Meetings Summary 2013-14

Rating		Summary of discussion
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.		
	3.5	Following years of state funding reductions, several areas were identified as areas for growth: • Instruction: Agriculture (tied to science), engineering, STEM programs, hospitality, recreation, business, biology, anthropology, sociology, hospitality, unmanned aerial vehicles • Nontraditional offerings: weekend, evening, online • Services: provide more personal contact options and expand veterans, peer mentoring, and financial literacy programs • Communication: learn why potential students are not attending to adjust messaging; expand outreach to middle school students showcasing a few programs such as education, agriculture and aerospace as the step to a baccalaureate program
Objective 1.2 Use of services correlates with success, retention, and completion		
	3.8	Services that impact student success: • New Student Orientation (NSO), tutoring, supplemental instruction, Academic Early Warning (AEW) when it utilizes personal contact, IBEST, TRiO, CSS Mentoring Opportunities for growth: • Publicize the success culture so that more students catch on, encourage student engagement in services and activities, research the impact of advising on student success, expand the use of open education resources, reinforce the need for soft skills, and faculty/staff use of the Advisor Data Portal
Objective 1.3 Students are prepared to graduate and to transfer or to seek employment		
	4.1	Areas to consider to increase graduation, transfer, and student employment: • Mandatory advising with emphasis on goal setting, educational pathways, transfer requirements • Maintain connections with local industry and employers to inform the college of program relevance • Connect students with employers so they understand employer needs and the need for related instruction (soft skills) • Offer employer recruiting days *Research where BBCC is losing students between the first year and graduation and if students are taking more credits than they need to graduate.
***Excellence in Teaching and Learning Outcome*: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.**		
Objective 2.1 BBCC implements innovation and creativity in programs and services		
	3.7	Practices that should be continued or taken to scale: • Administrative: Lean practices and opportunities, mentoring future leaders, Human Resource training and workshops, recognize creativity • Instruction: Innovation in teaching such as coordinated/cooperative instruction, learning communities, AVID, connect STEM with school districts • Services: Tutoring, peer mentoring, use of Advisor Data Portal for advising, focus on goal setting for students that do not know what they want to do, increase services to online students to improve online success rates *Research effectiveness of AVID
Objective 2.2 BBCC helps students attain high academic standards		
	3.9	Strategies to help students attain high academic standards: • Institutional: continue to use NCCBP and transfer data for benchmarking • Instruction: increase the number of full-time faculty positions, reconfigure classroom assessment, provide professional-technical faculty with education pedagogy, provide support to online instructors, demand high academic standards • Services: offer more tutoring and supplemental instruction, require advising, defined educational pathways, increase use of Advisor Data Portal *If students are allowed to register for classes after the first week, then their lack of success should not lower success rates in classes

Rating		Summary of discussion
Objective 2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes		
	3.5	Professional development initiatives to improve student success: • Multiple opportunities presented this year were good • Publicize development activities and encourage creative scheduling to increase attendance • Increase professional development funding • Establish high school to college faculty relationships • More AVID training and overall emphasis on student learning and success *Establish procedures to collect data on professional development and the impact it has on student engagement and success
***Community Engagement Outcome*: BBCC supports economic development, nurtures community and industry partnerships, and acts as a responsible steward of resources.**		
Objective 3.1 BBCC works with community and industry partners to support economic development		
	3.5	Efforts to enhance economic development: • Expand partnerships with Adams County businesses with a focus on Simplot and McCain Foods, include partnerships with public education and healthcare • Partner with local businesses to create direct pathways for students to move into local jobs • Offer classes and services when employees are not working, establish articulation agreements with 4-year colleges to offer baccalaureate degrees on campus, expand IBEST offerings to accommodate low educational attainment • Board, faculty, and staff should serve on local boards • Ask industry what BBCC can do to help them, ask employers to serve on PTEC design, and communicate BBCC's training capabilities and services
Objective 3.2 BBCC works with K-12 and university partners to provide educational opportunities		
	3.0	Strategies to enhance K-12 and university partnerships: • K-12: establish partnerships, AVID collaborations, increase dual credit offerings, align high school and college curriculum, and create direct pathways from K-12 to BBCC to 4-year colleges for the middle fifty percent of high school students • Outreach: new outreach coordinator has helped, use student ambassadors, showcase alumni, work on marketing tools that excite potential students on their turf, pole banners, use best practices from other schools • University partners: increase partnerships for more DTA pathways and/or satellite campuses at BBCC
Objective 3.3 BBCC practices responsible use of resources, including fiscal and natural resources		
	3.4	Efforts promoting responsible use of resources: • Lean processes that include the students' and visitors' perspective, continue lean training, and stay current with new processes • Need budget process that is widely understood • All areas should determine if there are current processes that can be discontinued • Establish partnerships with PUD, REC, and wind farms, explore partnerships with Simplot and Monsanto for STEM support
Objective 3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community		
	3.4	Possible approaches to enhance an inclusive environment: • Students: increase first-generation, low-income, minority, and veteran student success; create opportunities for all students to feel connected, focus on students who do not earn 15 credits in the first year • Multicultural opportunities for students, faculty and staff; continue to work on diverse recruiting for positions, create a Multicultural Advisory Committee

Trustee comments are shaded grey

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

Indicators

1.1a Inventory of programs, modalities, and services

1.1b Service area & student demographic data

1.1c Class fill rates, wait lists & cancellation data

1.1d Feedback from advisory committees

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.5**
Importance = 4.7

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.4** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.6** Trustees' average rating = **5.0**

Are there areas where we are not fully meeting needs? What changes could we make to meet needs for prospective and current students?

- Develop an annual schedule
- How do we compare (academic transfer) with our competitor schools? Those listed don't really tell us anything. (2)
    - Need good data rather than opinion based on schools listed – are these our benchmark schools?
- Pathway advising
- More peer mentors (2)
- Fill rates of some classes are too high, indicating too much competition for those classes – lack of access?
- On-campus agriculture program
    - Full-time instructor (2)
- More classes, better advising, clearer program pathways
- Offer a drone program (repair/pilot)
- Rather than cancelling a particular section, look at the overall numbers for the subject (such as English 098). We have a tendency to cancel classes too quickly.
- Need to expand program offerings – ag, business, recreation, others (2)
    - And social sciences, but with increased support – lower success rates in many of these classes
- Are advisory committees representative of area employers? Are they current? (2)
- Fill rates and success rates of ABE are disappointing, but I appreciate the need and think more effort should be directed here (partner with WSU)
- Need additional breadth in many areas – sociology, anthropology, biology, etc. non-western views

Trustee comments are shaded grey

- Develop paired classes (for example, pairing Botany with Ag Science)
- Ag Tech (2)
- Engineering (2)
- Hospitality
- Veterans
- Maximize STEM
- Need personal contact (options)

What changes in services should be considered for prospective and current students?

- Develop a degree program for food/agriculture science in partnership with WSU
- Develop partnerships with medical or ConAgra-type industries to further develop the college
- Use available tools more directly with students - $ALT, Career Coach, etc. (2)
- Ramp-up the agriculture program
- Increase recruiting for Computer Science – low fill rates
- Increase weekend, evening and online offerings
- Balance humanities performance classes with whole schedule – too many, low fill rates
- Registration process need streamlining for Aviation (Pilot) students
- Continue with New Student Orientation
- Financial literacy (2)
- Stress the importance of earning a degree, not just a certificate
- Value-added Ag programs
    - Tie Ag to Sciences
- Promote
    - Offer something to middle school students so they see BBCC as a step to a baccalaureate degree (Aerospace, Ag, Education – get a niche)

Additional notes:

- Need student focus groups – in addition to the data we already have – to provide richer information and help understand what students need.
    - Transfer focus groups
    - Focus groups with people who are not our students
    - Focus groups with people from local industries (employees)
- Is it possible to know *why* students drop classes? Did they come back? Etc.
- We would need to take snapshots of class enrollment data throughout the quarter – waitlists, dropped classes, etc.

Trustee comments are shaded grey

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

- Research (if possible) the effect of using multiple services on students'success
- TRiO and WorkForce Education are installing swipe card systems to better track student use of resources

Indicator 1.2c Use of technology and resources

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.8**
Importance = 4.6

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.7** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.5** Trustees' average rating = **5.0**

Students who are engaged are two times as likely to graduate. Tinto, August 2014.

What services and resources seem to have the biggest impact on student learning, course success, retention, and completion rates?

- Advising – still need work in this area
- Academic Early Warning (AEW)
    - not used by all instructors – is this a good indicator? (3)
    - more direct intervention has positive effect (2)
    - Offer AEW each week of the quarter
- Faculty need better reporting from Canvas for student interaction
- Encourage more student/teacher interaction
- Don't insist on change just for that sake of change
- Create a greater sense of administrative support for faculty
- New Student Orientation (5) had huge impact on retention (mandatory concept should be examined further)
- Student Success Center – largest fall-to-fall retention (should we dive further into which services impact this the most?). I believe it is those that create relationships and connection to BBCC
- Tutoring (4), but not in some math
- Supplemental Instruction (2)
- Student outreach
- "High touch" interactions within services
- Offer a way that issues certificates in programs to students who leave early because they have a job, they stay on the job for X period of time and/or complete certain benchmarks.
- STEM Center may have some effect on retention – student engagement?
- English Lab
- Supplemental instruction
- Academic Early Warning

Trustee comments are shaded grey

- TRiO (2)
- Continue with implementation of AVID in Higher Ed (2)
- Stress advantages of 2- and 4-year degrees on earning potential and unemployment statistics
- I-BEST
- English Lab
- New Student Orientation
- STEM Center
- Counseling
- Emporium Math
- Online textbooks

How can we change enough conditions so that most students succeed?

- Expand tutoring services
    - Add tutors (and mentors?) to classes where students struggle (65% success or lower) (2)
- Research what effect advising has on success, retention, and completion
- Provide/expand support services for online students and instructors (2)
    - Online instruction for online classes
- Decrease the use of technology (in classes) – see Tab L
- Develop a "repeat offender" policy for Academic Early Warning
- Mandatory New Student Orientation (2)
- Increase success in online/hybrid courses
- Increase degree completions in professional technical programs (2)
- Use more open education resources (OER)
- New equipment simulators and airplanes
- Encourage more attendance at tutoring and supplemental instruction sessions
- Use personal contact in Academic Early Warning if at all possible
- Publicize the "success culture" so students will catch the possibility
- Encourage more participation (2)
- Soft skills
- Faculty/staff use advisor tool

Additional notes:

- Focus groups with students *not* using services

Trustee comments are shaded grey

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 transfer success rates (MRTE+ data)

Indicator 1.3d Employment and certification rates

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 4.1**
Importance = 4.8

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **4.1** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.8** Trustees' average rating = **5.0**

By the time a student completes a 4-year degree, they have taken 20% more credits than they need. Tinto, August 2014.

What changes can be made to help students make meaningful progress on their educational pathway to graduation and/or to transfer?

- Help students identify what they want earlier career wise and college wise
- Special outreach to unclassified students (intent A) (3)
- More information on transfer school requirements – create DTA worksheets for each school with suggested BBCC classes
- Less emphasis on getting students out and more on directing them
- Mandatory advising (5) with a script/benchmarks for entire first year (first 45 credits)
- Email each student a copy of his/her degree audit
- In class, math is being reviewed, but I think a reorganization is needed for better success/outcomes
- Identify where gaps exist between first year retention (excellent) and degree completion (good, but not great)
- Students who earn 15 credits in the first year have significantly higher retention rates. Focus on that first year experience (Valencia College in FL found that success in the first 5 classes determined success throughout college).
- Targeted counseling – regular follow-ups/monitoring
- Pathway advising – help undecided students

What can we do to maintain/improve employment rates?

- More soft-skills training (2)
    - Employers in BIM say, "We can teach them the job, but if they don't have the soft skills…"

Trustee comments are shaded grey

    - Connect students with employees they are most likely to work with on the job to make a connection with *real life* experiences – to better understand how additional classes (i.e. soft skills classes) can benefit them.
- Continue working with advisory committees (2)
- Work closely with Job Placement office
- Partner with WorkSource
- Ensure programs correlate to current employer needs (examine Medical Assistant)
- Clear understanding of employer recruitment processes
- Is the local market saturated?
- $ALT, Career Coach, new Career Advisor position (2)
- Re-tool our programs to help induce industrial growth (and recognize that the jobs don't come overnight)
- Maintain and increase relationships with local businesses for internships, advisory committees, donations, staff training opportunities, etc.
    - Could we design a "direct flow" program where students are guaranteed jobs in local industry?
- What do we have in place to track this info?
- Job placement programs
- Recruiting days for employers

Additional notes:

- What are the characteristics of Intent Code A students – those who are "wandering aimlessly"?
- Connect students to employers so students know what they are getting and understand what the job they are seeking really encompasses. This would also help them understand the importance of related instruction classes.
- What is the percent extra credits BBCC students take (re: Tinto's quote above)? What are the characteristics of these students? Are they undecided? Is it structural? Etc.
- Pathway advising – this would put students on clear pathways; this is not as specific as selecting a major and there is flexibility in changing pathways, but provides more focus for students.

Trustee comments are shaded grey

Excellence in Teaching and Learning

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

Objective 2.1: BBCC implements innovation and creativity in programs and services

Indicator 2.1a Highlights of program audits, including best practices

Indicator 2.1b Correlation of practices to success, retention, or completion

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.7**
Importance = 4.5

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.6** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.4** Trustees' average rating = **5.0**

Are there best practices that should be expanded or taken to scale at BBCC?

Administrative

- Lean work is good – we should continue (3)
- $ALT
- Mentoring of upcoming administrators
- How is administrative creativity recognized?
- Continue to encourage/mentor future leaders: faculty, staff, and students
- Great workshops by Human Resources

Educational Programs

- Need innovation in teaching and new programs – coordinated instruction, learning communities, IBEST, flipped model, etc., (3)
- Cooperative teaching (pairing courses) (2)
- Encourage 15 credit completions (3)
- Is AVID innovative? Need to research the impact of AVID strategies on success rates in classes
- How will data tell us if AVID makes improvements in this area?
- How do staff reflect on teaching practices?
- Expand AVID workshops
- Get word out to local districts about STEM

Services

- Peer mentoring is working (3)
- Advisor Data Portal for all advising
- Tutoring (3)
- Focus on developing goals/dreams for students who don't know what they want to do
- Provide or increase support services to online students to improve success rates in those classes

Trustee comments are shaded grey

Objective 2.2: BBCC helps students attain high academic and industry standards

Indicator 2.2a External certification rates
Indicator 2.2b CCSSE data on academic challenge
Indicator 2.2c NCCBP data on success rates
Indicator 2.2d MRTE data on transfer success
Indicator 2.2e Full-time faculty ratio
Indicator 2.2f Student-to-faculty ratio

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.9**
Importance = 4.9

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.8** Trustees' average rating = **4.2**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.9** Trustees' average rating = **5.0**

Student learning is at the heart of student success, how can BBCC help students achieve high academic standards?

- Refigure success rates so it does not include students who never show or students who withdraw and reenroll in a different section of the same class (2)
- We allow students to enroll in developmental education classes after the first week, even though we know their chances of success are lower. Our classes should not be penalized as not being as successful if we are willing to provide late registering students a home.
- Continue to add back full-time faculty positions lost in budget cuts (3)
- Continue to analyze comparison data (NCCBP, MRTE, etc.) (2)
- Need more supplemental instruction and tutoring to help students achieve (2)
- Most interventions seem to be utilized
- Advisor Data Portal is underutilized (2)
- Provide support services to online students and online instructors
- Provide services to get students through the first 15 credits in the first year – mandatory advising, strict pathways, tutoring, etc.
- Make our classes relevant to our students' lives
- Reconfigure our methods of assessing our students in the classroom
- "High academic standards" come by demanding/expecting them
- Increase critical thinking skills and application to increase academic challenge (re: CCSSE)
- In areas where higher success rates are desirable, how do we determine what the next step is? (Such as improving success rates of Nursing Assistant students.)
- Continue to develop student support services and encourage participation
- Opportunities are available – keep offering
- Build full-time faculty ratio
- Professional development plans
    - What do faculty plans contain? Not specifically, but generally? Provide examples.
- Provide professional technical faculty with more education pedagogy

Trustee comments are shaded grey

Objective 2.3: BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes

Indicators 2.3a and 2.3b Budgets and attendance for professional development
Indicator 2.3c Report on Professional Technical certification plans

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.5**
Importance = 4.3

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.4** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.1** Trustees' average rating = **5.0**

Are there areas where professional development for faculty and staff could be enhanced to improve student engagement and success?

- Continue to pursue funding sources for professional development (2)
- Continue to develop data (2)
- Only professional technical professional development plans are recorded? What about academic development plans?
- Broader support for attendance at training (department level support)
- Individual plans for employees – build on strengths (2)
- Good this year – multiple professional development opportunities
- Capture more complete data on budgets and attendance for professional development
- More focus on student learning and student success
- Publicize professional development and encourage creative scheduling to support attendance
- Develop a way to capture data to show the effect professional development has on student engagement and/or success
- You tell me: as staff, do you feel something is missing? If so, what?
- What connection with Moses Lake School District
    - Should there be one? Yes or no
    - Best practices? Our kids?
- AVID training
- ?? Carver Model
- What are other community colleges doing to recruit from local high schools?
- Faculty-to-faculty relationships (high school-to-college faculty)

Trustee comments are shaded grey

Community Engagement

Outcome: BBCC supports economic development, nurtures community and industry partnerships, and acts as a responsible steward of resources.

Objective 3.1: BBCC works with community and industry partners to support economic development

Indicator 3.1a Inventory of active partnerships

- Include list of off-campus work study placements, job shadowing, internships, and externships on this list
- Which businesses provide educational assistance to their employees?

Indicator 3.1b Report on economic impact

- Provide feedback from Job Skills Prep grant outcomes

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.5**
Importance = 4.3

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.5** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.2** Trustees' average rating = **5.0**

How can BBCC expand partnerships to better serve economic development?

- Difficult to judge economic impact
- Include partners in grant outcomes
- Many (?) Job Skills Prep grants, better partnerships
- Define our role as a community college in the partnership. How do we define "better" partnership?
- Partner with local businesses to create direct pathways for students to move into local jobs
- Highest employees in Grant County include public education and healthcare – need partnerships outside of industry
- Continue to foster relationships/partnerships with industry (Adams County, Simplot, McCain's, etc.) (2)
- Never stop listening, networking
- Industry business data for complete BBCC district
- Work with local and state legislators and EDC's
- Board, faculty, and staff serve on local boards
- What is the number of industry "sectors" in our service district? Do businesses know we offer services that might benefit them? If we don't offer helpful services, how can we?

Because an educated workforce is fundamental to economic growth, how could education and training be enhanced so district residents are prepared for living wage jobs in the local job market?

- Expand program offerings, new programs
- Work with partners during PTEC design
- IBEST to reach more of our populations – more professional technical programs with on-ramps and supports

Trustee comments are shaded grey

    - Expand IBEST offerings to accommodate the low educational attainment in the district (Hispanic = 61% with less than a high school diploma!)
- Accommodate working adults' schedules (weekends, evenings, online) with classes AND support services. We have to ask what students need, not what fits out 8-5 schedule.
- Seek to provide more 4-year degrees on campus that fit into our job market
- What does industry say? (2)
- Local advisory committees

Trustee comments are shaded grey

Objective 3.2: BBCC works with K-12 and university partners to provide educational opportunities

Indicator 3.2a Inventory of current dual credit programs

- Add data on number of students by high school

Indicator 3.2b Analysis of partnership opportunities

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.0**
Importance = 4.2

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **2.8** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.1** Trustees' average rating = **4.8**

How can BBCC's partnerships be expanded to increase educational opportunities?

- Clearer expectations of BBCC writing standards for students enrolling
- More K-12 partnerships
  - High school and college curriculum alignment
  - Create direct pathways from K-12 into 2-year college and onto 4-year college. Create clear, effective educational pathways that students start in high school.
- More business & industry partnerships
- Only Ephrata is College in the High School and Running Start in the High School (2)
  - What about dual credit programs at Moses Lake High School (our feeder school!) (2)
- AVID collaborations
- Could have more opportunities for faculty to collaborate/meet
- Increase university partnerships for more DTA pathways and/or satellite campuses at BBCC
- This seems to be improving with our new Outreach Coordinator – keep it up!
- Bigger impact/impression on high school and middle school students
- Positive relationship and working
- Look for increased opportunities to expand dual credit district
- Partnerships with local school districts
- Serve on state committees
- Student ambassadors
- Showcase alumni in their current positions
- Adams County students don't know about our programs
- Marketing
  - How can we "electrify" potential students on their turf? Videos? Semi with flashy electronics and technology to take to schools to showcase our offerings? Pole banners that showcase successful alumni and "where they are now".
  - What are other community college's Board Policies on recruiting?

Trustee comments are shaded grey

Objective 3.3: BBCC practices responsible use of resources, including fiscal and natural resources

Indicator 3.3a Budget process is tied to strategic goals
Indicator 3.3b Inventory of sustainable practices is increasing

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.4**
Importance = 4.1

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.2** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.0** Trustees' average rating = **4.5**

In education today, we are faced with rising education costs, diminishing revenues, and reduced state funding. Does BBCC allocate resources in a way that maximizes student success? What, if anything, could be changed?

- Be willing to look at processes from the student/visitor perspective. Look for the waste (wait times) in processes – lean
- Figure out how to decide what we need to stop doing and what helps students learn (2)
- Need budget process (2)
- Increasing SAI success will generate some additional resources
- Since 80% of our state budget pays salaries & benefits, we will continually have to depend on grant funding to support other student success measures. To best allocate these monies, maybe a larger group of people could be involved in the planning processes so we design far-reaching and effective programs and support services that the entire college has ownership of – not just a select few.
- Great campus lighting
- New PTEC will help energy use; PTEC meeting moves us forward
- Establish partnerships with PUD, REC, and wind farms
- Budget practices maximize our fiscal responsibility (2)
- Continue to look at partnerships with agriculture businesses (Simplot, Monsanto) for STEM support

Are there ways that lean practices can be put into place to streamline services?

- Yes, but departments need to be willing to look at alternative processes in order to become more efficient. Some areas are very invested in "that's what we've always done" – lean (2)
- Continue lean practices (2)
- Include students in process
- Encourage use of GTA (2)
- Stay up to date on new lean programs
- Industry training in lean manufacturing concepts

Trustee comments are shaded grey

Objective 3.4: BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community

Indicator 3.4a Training opportunities increase multicultural awareness and ability

Indicator 3.4b Students, employees and partners report feeling welcome on campus

- 3.4b How do we know partners feel welcomed?
  - Customer comments on use of ATEC
  - Can we work with trainers to include a "campus" question on their seminar evaluation form that we can collect and analyze?
  - Collect feedback from on-campus partners (CWU, Heritage, Sodexho, etc.)
- Need a Board Policy (published statement) on diversity and inclusiveness at BBCC

Please post your rating of this outcome: **Overall Ratings** **Effectiveness = 3.4**
Importance = 4.7

	Your Rating (Not at all (1) - Very (5))
Rate how effectively BBCC meets the outcome.	Faculty & staff average rating = **3.2** Trustees' average rating = **4.0**
Rate how important the outcome is to the mission of the college.	Faculty & staff average rating = **4.5** Trustees' average rating = **5.0**

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

- Need more training opportunities re: multicultural competency (2)
- Migrant
- First generation (3)
- Low income students (2)
- Latino students – completions (3)
  - If we are retaining Latinos at the same rate at whites, why is there still a gap in completions?
- Females in non-traditional programs – industrial & mechanical (3)
- Need to add additional opportunities for ALL students to feel connected, not just some groups (2)
- Value ALL employee classifications
- Students are retained better when they earn the first 15 credits in that first year – we need to focus on students who are not reaching that milestone
- Returning adult learners (2)
- Veterans
- Celebrate alumni success; connect successful alumni testimonials to current students
- Transforming Lives – great local celebration
- Latino and minority students
  - Close the gaps in success rates between white and minority students
  - Latino outreach – cultural understanding?

Trustee comments are shaded grey

Is there professional development that would help BBCC maintain an inclusive environment?

- Keep working on diverse recruiting for positions
- Intercultural communication (2)
- Spanish (and Russian?) for all employees
- Multicultural Advisory Committee (universities have these) – a small group of people to help identify multicultural needs on campus
- Bring in more speakers for faculty and staff – speakers who have had performance gaps and made successful changes at their school(s) – and make it mandatory for all college employees to attend
- "Know your neighbors" – Wenatchee School District; K-12 very good!

Mission Fulfillment Workbook 2014

This page intentionally left blank.

Mission Fulfillment Workbook - 2014

The 2014 Mission Fulfillment Workbook provides data to help the college determine progress being made toward goals of the 2014-19 Academic Master Plan. The 2014-19 AMP can be found on the BBCC website at http://www.bigbend.edu/information-center/administration/academic-master-plan/.

As part of BBCC's annual review of the AMP, you are being asked to rate how well the college is meeting each outcome ***and*** how important the outcome is to the college.

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

   Scale: 1 (not effective) to 5 (very effective)

2. **Rate how important the outcome is to the mission of the college.**

   Scale: 1 (not important) to 5 (very important)

3. **Answer the questions on each outcome worksheet.**

4. **Bring your feedback to the appropriate meeting for discussion:**

Division Chairs & Cabinet	September 3
Board of Trustees	September 11

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

This page intentionally left blank.

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

BBCC Vision Statement:
Big Bend Community College inspires every student to be successful.

BBCC Values:
Our institutional values are principles, fundamental beliefs, or qualities that shape institutional attitudes, opinions, decisions, and actions.

Student Success
- Academic achievement
- Empowerment
- Lifelong learning
- Service to students

Excellence
- Innovation
- Commitment to quality
- High standards
- Continuous improvement

Community Engagement
- Collaboration
- Outreach
- Partnerships
- Improving quality of life

Inclusion
- Diversity
- Access
- Opportunity
- Equity

Integrity & Stewardship
- Accountability
- Sustainability
- Ethics and honesty
- Resource management

These statements form the foundation of BBCC's mission and strategic planning process. Building on this foundation, the college establishes operational goals in two ways:

- **Core Themes** establish assessable outcomes for mission fulfillment.
- Board of Trustees' **Ends Statement** lay out the Board's expectations for meeting the needs of our service district.

These items form the architecture of the AMP, as approved by the Board of Trustees and as demonstrated in the following diagram.

Big Bend Community College Governance

Ends Statements:
Describe how the Board expects the college to interact with and have an impact on our service district

Core Themes:
Address the three broad areas described in the mission and represent the primary measure of mission fulfillment

Mission Fulfillment Workbook - 2014

Table of Contents

Student Success	
Objective 1.1: BBCC provides access to programs and services that meet the educational needs of our students and prospective students	**1**
Indicator 1.1a – Inventory of programs, modalities, and services	**1**
Indicator 1.1b – Service area and student demographic data	**2**
Indicator 1.1c – Class fill rates	**3**
Indicator 1.1d – Feedback from advisory committees	**3**
Objective 1.2: Use of services correlates with success, retention, and completion	**4**
Indicator 1.2a – Course success, retention, and completion rates	**4**
Indicator 1.2b – Use of services reports	**5**
Indicator 1.2c – Use of technology and resources	**9**
Objective 1.3: Students are prepared to graduate and to transfer or to seek employment	**12**
Indicator 1.3a – Student Achievement Initiative (SAI) data	**12**
Indicator 1.3b – Retention and graduation rates	**14**
Indicator 1.3c – Transfer rates and transfer success rates (MRTE+ data)	**16**
Indicator 1.3d – Employment and certification rates	**16**
Student Success Appendices:	
Tab A: Analysis of BBCC Transfer Program Offerings 2014	17
Tab B: BBCC Professional Technical Program Inventory Analysis	25
Tab C: Business and Industry Partnerships 2013-14	27
Tab D: Inventory of Student Services	29
Tab E: Student Characteristics by Intent	31
Tab F: Student Characteristics by Program	37
Tab G: Fill Rates – All Classes by Quarter	53
Tab H: Allied Health Advisory Committee Feedback	95
Tab I: Professional Technical Advisory Committee Summaries	97
Tab J: Course Success Rates by Division 2013-14	99
Tab K: Success Rates in Courses Offered Over the Last Three Consecutive Years	111
Tab L: Success Rates by Modality in Courses Offered Over the Last Three Consecutive Years	123
Tab M: ASB Event Attendance 2013-14	127
Tab N: New Student Orientation	129
Tab O: STEM Center Data	131
Tab P: Student Success Center (SSC) Data	133
Tab Q: Estimated Employment	137

Mission Fulfillment Workbook - 2014

Table of Contents

Excellence in Teaching and Learning (provided in full, May 2014)

Objective 2.1: BBCC implements innovation and creativity in programs and services	**139**
Indicator 2.1a – Highlights of program audits, including best practices	**139**
Indicator 2.1b – Correlation of practices to success, retention, or completion	**139**
Objective 2.2: BBCC helps students attain high academic standards	**140**
Indicator 2.2a – External certification rates	**140**
Indicator 2.2b – CCSSE data on academic challenge	**140**
Indicator 2.2c – NCCBP data on success rates	**141**
Indicator 2.2d – MRTE+ data on transfer success	**141**
Indicator 2.2e – Sections taught by full-time faculty	**141**
Indicator 2.2f – Student/Faculty ratio	**142**
Objective 2.3: BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes	**142**
Indicators 2.3a and 2.3b – Budgets and attendance for professional development	**142**
Indicator 2.3c – Report on Professional Technical certification plans	**142**
Excellence in Teaching and Learning Appendices:	
Tab R: Community College Survey of Student Engagement (CCSSE) – Academic Challenge	145
Tab S: Professional Development and Budgets	147

Community Engagement (provided in full, April 2014)

Objective 3.1: BBCC works with community and industry partners to support economic development	**151**
Indicator 3.1a – Inventory of active partnerships	**151**
Indicator 3.1b – Report on economic impact	**152**
Objective 3.2: BBCC works with K-12 and university partners to provide educational opportunities	**153**
Indicator 3.2a – Inventory of current dual credit programs	**153**
Indicator 3.2b – Analysis of partnership opportunities	**153**
Objective 3.3: BBCC practices responsible use of resources, including fiscal and natural resources	**154**
Indicator 3.3a – Budget process is tied to strategic goals	**154**
Indicator 3.3b - Inventory of sustainable practices is increasing	**154**
Objective 3.4: BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	**156**
Indicator 3.4a – Training opportunities increase multicultural awareness and ability	**156**
Indicator 3.4b – Students, employees and partners report feeling welcome on campus	**157**
Indicator 3.4c – Data is disaggregated to show equivalent success for all student groups	**157**
Community Engagement Appendices:	
Tab T: Leadership Development Team's Annual Administrative/Exempt Employee Training Calendars	159
Tab U: Staff Training and Recognition (STAR) Committee's Annual Classified Staff Training Calendar	161

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

Indicator 1.1a – Inventory of programs, modalities, and services

Tab A: Analysis of BBCC Transfer Program Offerings 2014
Tab B: BBCC Professional Technical Program Inventory Analysis
Tab C: Business and Industry Partnerships 2013-14
Tab D: Inventory of Student Services

Academic Transfer Programs (Tab A)

Professional Technical Programs (Tab B)

Agriculture Programs

To meet the educational needs of our students and community BBCC has developed and received approval for a new Agriculture Technology program in GPS systems. In addition to an Associate's degree and certificate of achievement for GPS systems, BBCC offers a certificate of achievement in Mechanized Irrigation Systems. These program offerings were developed as a result of a needs assessment done by our advisory committee and a review of labor market data. A full-time instructor is needed to expand our current offerings and programs. Marketing materials are provided to high school agriculture instructors in our service area. The Outreach Coordinator and the Dean of Professional Technical Programs also advise students who express an interest in agriculture.

Business Programs

The instructors for Accounting and Business Information Management will meet this fall to determine how BBCC should expand offerings in the Business Division. The Business Division Faculty are committed to keeping their programs current with up-to-date trends in business and look for new training opportunities to meet the needs of our community. All professional technical programs are regularly reviewed by their advisory committees to determine if our training is meeting current business needs. During 2014-15, BBCC will focus on conducting a needs assessment to explore new program options in business, marketing, and administrative services.

Provided by Dean Rasmussen

Business and Industry Partnerships (Tab C)

BBCC Center for Business and Industry Services (CBIS) is currently working on opportunities to further training support with SVZ, General Dynamics, GENIE (a TEREX Company), and Moses Lake Industries. CBIS is also working with several training providers to offer multiple trainings in the ATEC facility to local employers who wish to send employees for additional skill development. Project management, leadership and supervisory skills, and human resources for supervisors are examples of these classes.

Provided by Director Riley

Student Services (Tab D)

New services offered:

- **Career Coach:** online search tool allowing students to explore careers in the region and match their goals with the educational programs offered at BBCC. A resume builder is also available through Career Coach.
- **Career Services:** a Career Services Coordinator will be hired (fall 2014) to provide career counseling, educational planning, and to facilitate workshops. The Career Services Coordinator will be located in the Student Success Center.
- **$ALT:** provides effective financial management tools designed to help students manage their finances, become better informed about their financing choices, and better prepared to fulfill their loan commitments.

Indicator 1.1b – Service area and student demographic data

Tab E: Student Characteristics by Intent
Tab F: Student Characteristics by Program

BBCC Service District Demographics

Population total, with Hispanic background

	Population in 2000*			Population in 2010**			Population Estimates 2012***		
	Total	Hispanic	%Hisp	Total	Hispanic	%Hisp	Total	Hispanic	%Hisp
Adams	16,428	7,754	47%	18,728	11,099	59%	19,005	11,593	61%
Grant	74,698	22,543	30%	89,120	34,163	38%	91,723	35,955	39%
BBCC Dist	91,126	30,297	33%	107,848	45,262	42%	110,728	47,548	43%

*Summary File 3, US Census

**US Census 2010, Total Population by Age, Sex, Race and Hispanic Origin; Source: 2010 Census Modified Race Summary File

*** US Census Quick Facts

data retrieved on January 15, 2014

	Adults 25 years + with less than a High school diploma, GED, or alternative, 2012	Persons below Poverty Level (2008-2012 American Community Survey 5-Year Estimates)
BBCC District Population	26%	21%
BBCC District Hispanic Population	61%	27%
Washington State	10%	13%
USA	14%	15%

Per Capita & Median Household Income

	Adams	Grant	District	Washington	USA
Per Capita Income	$ 16,539	$ 20,324	$ 19,674	$ 30,661	$ 28,051
Median Household Income	$ 45,531	$ 41,798	$ 42,439	$ 59,374	$ 53,046

State & County Quick Facts 2008-2012

BBCC Student Demographics (Appendices E and F)

Indicator 1.1c – **Class fill rates**

Tab G: Fill Rates – All Classes by Quarter

Academic Transfer and Professional Technical Programs

The development of an annual schedule during the 2014-15 school year will assist in longer-term enrollment management and better match between interest and course offerings. Targeted advertisement and solidifying of a biannual evening, weekend, and online schedule will also increase awareness and (potentially) enrollment in those courses. Areas for specific consideration in the annual schedule include the humanities division and professional technical related instruction.

The hiring of an outreach coordinator is an important factor to assist in enrollment management and recruitment of students to professional technical programs. Our outreach coordinator was hired for the 2013-14 school year and started an active campaign to recruit students to Big Bend. This will continue for the 2014-15 school year with instructors going on school visits with her this year. The outreach coordinator has also developed new brochures and marketing material that will be used on school visits this year.

Prepared by Deans Garrett and Rasmussen

Indicator 1.1d – **Feedback from advisory committees**

Tab H: Allied Health Advisory Committee Feedback

Tab I: Professional Technical Advisory Committee Summaries

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

Indicator 1.2a – Course success, retention, and completion rates

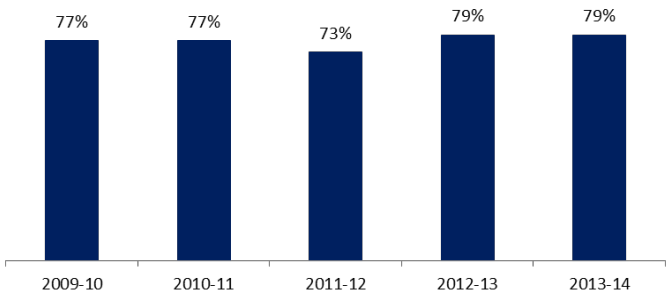
Tab J: Course Success Rates by Division 2013-14

Tab K: Success Rates in Courses Offered Over the Last Three Consecutive Years

Tab L: Success Rates by Modality in Courses Offered Over the Last Three Consecutive Years

Detailed course success rates (Tabs J and K)

Overall Success Rates* in All Courses



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

Success Rates by Division

Division	2009-10	2010-11	2011-12	2012-13	2013-14
Allied Health	86%	89%	87%	85%	84%
Aviation	84%	82%	83%	89%[a]	91%[a]
Business	74%	72%	73%	82%	80%
Developmental	80%	79%	76%	77%	78%
Humanities	80%	79%	77%	80%	80%
Industrial Technology	86%	84%	83%	82%	84%
Math/Science	71%	70%	67%	67%	70%
Pre-college Level Math[b]	49%	53%	61%	69%	68%
Social Science	77%	73%	76%	78%	77%
Overall	**77%**	**77%**	**73%**	**79%**	**79%**

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

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

Student Success* by Modality

	Online[a]	Hybrid[b]	Web enhanced[c]	On-ground[d]
2011-12	67%	69%	71%	76%
2012-13	70%	67%	77%	81%
2013-14	70%	71%	77%	84%

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

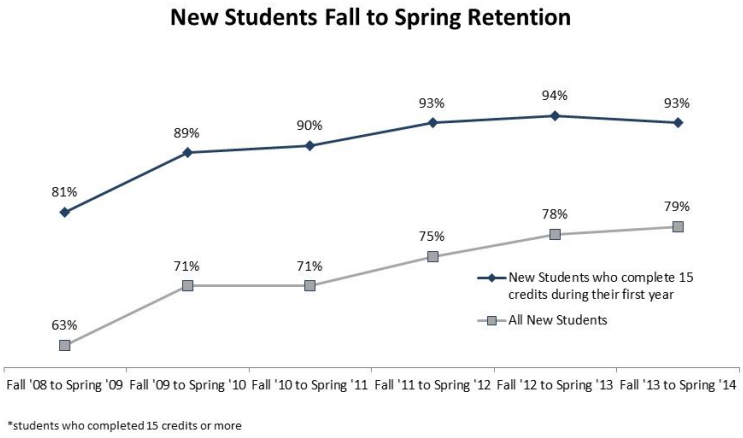
[a]Online classes are taught 100% online; all materials, assignments, and communication between student and instructor are conducted online

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

[c]Web Enhanced classes are taught face-to-face in a traditional classroom setting and access to web-based tools is required

[d]On-ground classes are taught face-to-face in a traditional classroom setting

Retention



Completions

In professional technical degrees, several programs showed increases in the number of degrees or certificates awarded: Accounting, Associate Degree of Nursing, Child and Family Education, and Medical Assistant all showed increases. BBCC awarded 278 transfer degrees in 2013-14, just two less than the 280 degrees awarded in 2011-12, which represented an all-time high in degrees awarded. The tables in section 1.3b show details of Big Bend's degree and certificate completions over the past five years.

Indicator 1.2b – **Use of services reports**

Tab M: ASB Event Attendance 2013-14
Tab N: New Student Orientation
Tab O: STEM Center Data
Tab P: Student Success Center (SSC) Data

Academic Early Warning (AEW)

- AEW is a tool designed to alert students who are failing early in the term to help direct them to resources that could help them be successful.
- Two-hundred fifty-eight (258) unduplicated students were contacted via the Academic Early Warning (AEW) system in 2013-14.
- The following were the three most common reasons faculty or staff "flagged" students in the system:
    - Missing assignments – 30%
    - Excessive absenteeism – 19%
    - Low test scores/assignment grades – 18%

- Success rates (based on the type of intervention with the student) are in the table that follows.

Academic Early Warning (AEW) Interventions and Success in Related Classes 2013-14

Intervention	Number of Students[a]	Percent Successful[b]	Percent Passed[c]
E-mail	154	25%	33%
Left Voicemail	104	22%	31%
Spoke with Student on Phone	76	28%	36%
Spoke in Person	24	29%	43%
Student Already Resolved Issue	6	44%	67%
Discussed Withdrawal	2	0%	0%
Speak to Instructor	2	0%	33%
Tutoring Referral	1	50%	50%

[a]Unduplicated number of students in each intervention category

[b]Success defined as students earning a 2.0 grade point or higher or "pass" grade in classes

[c]Students passed classes with a 0.7 grade point or higher or a "pass" grade

Advisor Data Portal (ADP)

- ADP is an online tool designed to make advising easier for advisors and to track students' progress in reaching their goals.
- ADP became available campus-wide in winter 2014.
- Number of faculty/staff advisors using the tool
  - Winter 2014: 8
  - Spring 2014: 6
- Of the students tracked through ADP in winter quarter, 39% were enrolled at the college that quarter. Forty-five percent (45%) in spring quarter were enrolled.
- Reenrollment and/or completion rates of students tracked in ADP versus those who were not are in the table that follows.

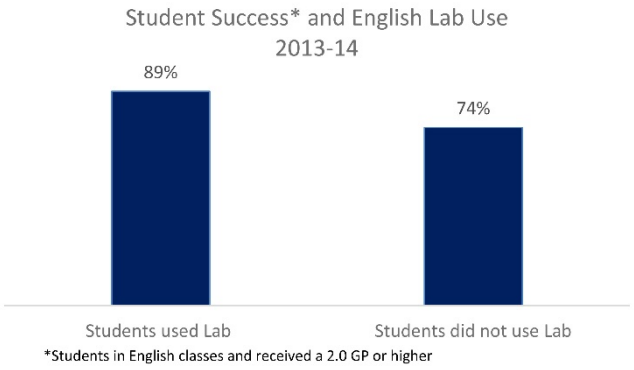
Advisor Data Portal (ADP) and Reenrollment or Completion in the Next Quarter

	Students tracked through ADP			Students NOT tracked through ADP		
	Winter quarter students	Students who either reenrolled in spring or completed in winter or spring		Winter quarter students	Students who either reenrolled in spring or completed in winter or spring	
	N	n	Pct	N	n	Pct
Unclear intent	4	3	75%	108	84	78%
Transfer intent	105	87	83%	928	763	82%
Professional Technical intent	85	72	85%	717	612	85%
ABE/ESL intent	2	2	100%	328	151	46%
All combined*	**196**	**164**	**84%**	**2081**	**1610**	**77%**

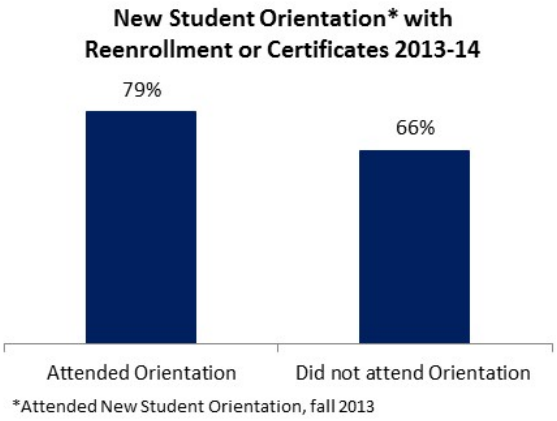
Data retrieved from dbo_AdvisorComment, STUDENT, and COMPLETION tables, 8/20/14

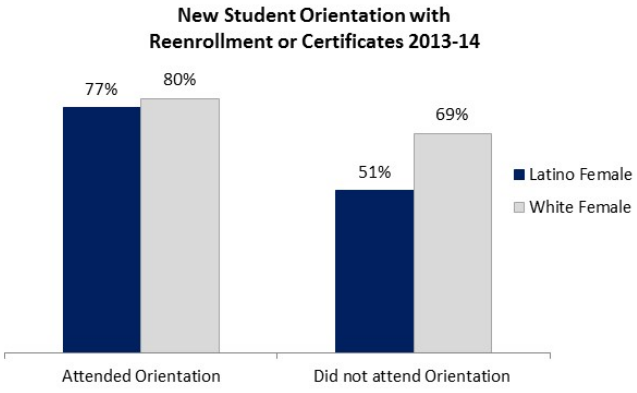
*Intent codes A, B, D, E, F, G

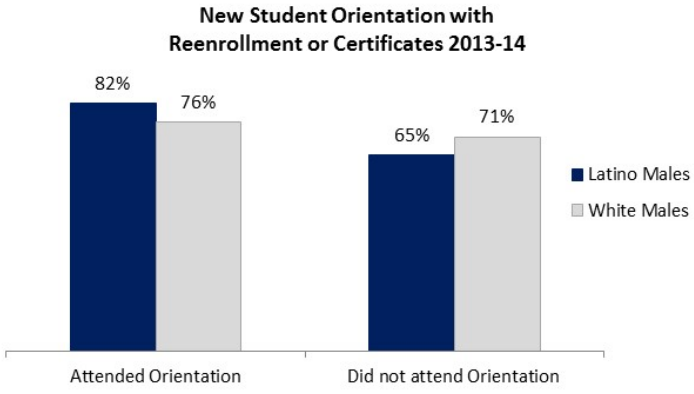
English Lab



New Student Orientation (Tab N)



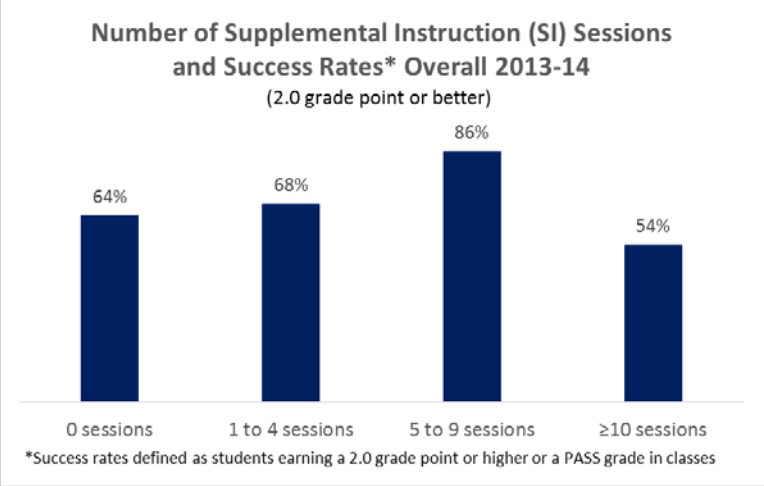




STEM (Science Technology Engineering Math) Center (Tab O)

Student Success Center (SSC) (Tab P)

Supplemental Instruction



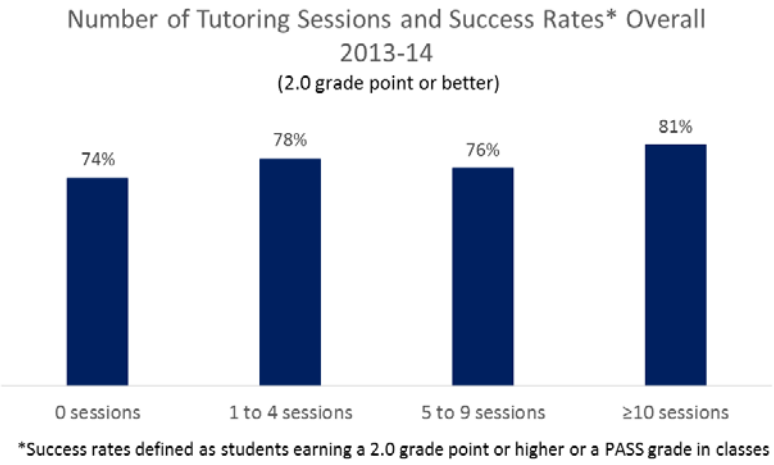
Supplemental Instruction (SI) and Grades in Classes 2013-14

		Attended SI			Did not attend SI			
CourseID	**Course Title**	**# students**	**Earned 2.0 or better**	**Earned 0.7 or better**	**# students**	**Earned 2.0 or better**	**Earned 0.7 or better**	Total enrollment
BIOL&100	SURVEY OF BIOLOGY	5	80%	100%	178	80%	88%	183
BUS 121	BUSINESS ENGLISH	6	67%	83%	31	71%	84%	37
BUS 122	BUSINESS COMMUNICATIONS	9	78%	89%	15	87%	87%	24
CHEM&121	INTRO TO CHEMISTRY	12	83%	92%	164	69%	86%	176
CHEM&161	GENERAL CHEM W/LAB I	9	67%	100%	39	69%	87%	48
ENGL&101	ENGLISH COMPOSITION I	6	50%	83%	724	70%	80%	730
MATH 098	INTERMEDIATE ALGEBRA	7	57%	71%	414	70%	70%	421

Note: Only classes where at least five students attended SI are included here.

Data retrieved from ODS on 8/8/2014

Tutoring



Tutoring and Grades in Classes 2013-14

		Used tutoring services			Did not use tutoring services			
CourseID	CourseTitle	# students	Earned 2.0 or better	Earned 0.7 or better	# students	Earned 2.0 or better	Earned 0.7 or better	Total enrollment
BIOL&100	SURVEY OF BIOLOGY	19	84%	100%	134	80%	88%	153
BIOL&211	MAJORS CELLULAR	12	75%	75%	36	44%	72%	48
CHEM&121	INTRO TO CHEMISTRY	26	85%	96%	118	64%	83%	144
CHEM&161	GENERAL CHEM W/LAB I	22	73%	91%	21	71%	86%	43
CMST&220	PUBLIC SPEAKING	26	92%	96%	340	80%	86%	366
CSS 100	COLLEGE SURVIVAL SKILLS	32	78%	88%	332	72%	77%	364
ENGL 098	BASIC ENGLISH SKILLS	25	100%	100%	70	86%	86%	95
ENGL 099	ENGLISH SKILLS	84	93%	94%	206	74%	82%	290
ENGL&101	ENGLISH COMPOSITION I	81	86%	96%	493	67%	78%	574
ENGL&102	COMPOSITION II	49	84%	92%	322	78%	87%	371
MATH 080	BASIC MATHEMATICS	16	69%	94%	139	71%	78%	155
MATH 094	PREALGEBRA	45	64%	64%	237	65%	65%	282
MATH 096	ELEMENTARY ALGEBRA I	56	75%	75%	284	69%	70%	340
MATH 098	INTERMEDIATE ALGEBRA	61	70%	70%	272	68%	69%	333
MATH 099	INTERMEDIATE ALGEBRA	10	50%	50%	78	54%	55%	88
MATH&141	PRECALCULUS I	66	55%	70%	137	64%	82%	203
MATH&142	PRECALCULUS II	13	85%	92%	49	78%	88%	62
MATH&146	INTRO TO STATISTICS	34	74%	91%	139	65%	76%	173
MATH&151	CALCULUS I	15	87%	100%	21	81%	81%	36
MATH&152	CALCULUS II	10	90%	100%	6	100%	100%	16
NUTR&101	NUTRITION	13	77%	92%	214	63%	83%	227
PSYC&100	GENERAL PSYCHOLOGY	10	80%	100%	313	73%	88%	323

Note: Only classes where at least 10 students attended tutoring are included here.

Data retrieved from ODS on 8/11/2014

Indicator 1.2c – Use of technology and resources

Library Services

During the 2014-15 academic year, BBCC's eLearning Coordinator will establish which Canvas Reports demonstrate the use of technology and subsequent student success in the class.

BBCC Library Use: Five-Year Trends

	2009-10	2010-11	2011-12	2012-13	2013-14
Door Count	189,860	175,719	179,602	177,978	138,892
Points of Service	13,392 (144)[b]	11,309 (131)[b]	9,922 (95)[b]	10,057 (153)[b]	17,048 (49)[b]
Circulation	7,055	6,741	5,913	6,603	6,027
Proctored Tests	531	372	370	796	399
Library Classes	43	45	56	53	46
Class Attendance	1,027	1,034	1,362	1,212	1,127
Multipurpose Room 1801	18[c] 23[d]	17[c] 41[d]	18[c] 28[d]	22[c] 51[d]	0[c] 168[d]
Computer Lab 1802	2[c] 350[d]	7[c] 362[d]	6[c] 270[d]	4[c] 271[d]	7[c] 303[d]
Study Rooms[e]	62	53	30	64	44
Interlibrary Loans	1501	1083	991	926	873

[a] moved to new facility after fall quarter
[b] reserve item requests (drop in numbers is likely the result of instructors changing the way they use reserves to an extra credit activity rather than required use)
[c] BBCC and CWU courses taught in that room
[d] single day class visits, BBCC events (such as orientation), or non-BBCC bookings
[e] non-standard use of study rooms for various events, such as interviews for the Job Fair, etc.

Instruction (data from 2012-13 Assessment Reports)

Assessment covers many student learning outcomes. Some include use of technology as shown in the paragraphs that follow. The complete 2012-13 Assessment Report can be found on the Portal under:

1. Report Center
2. Educational Program Assessment Worksite
3. Educational Program Assessment Compiled Report Library

Psychology

Outcome: Students will be able to use new open source course textbook as effectively and with the same course success rates as the previous traditional format textbook. [4: Gather and interpret information]

Results: Average student scores in 11-12 were 2.53 and average scores in 12-13 were 2.66. It looks like the online text is not detrimental to students and may even have improved scores by allowing students more format options. We will continue to use the text.

Narrative: We had switched to an open source online textbook and we wanted to determine how the format change would affect students. We felt that with the increased use of technology in society and within our students we wanted to provide a format that might fit student's lifestyles better. There is still a paper option for students as well and all options were relatively inexpensive compared to other texts. We assessed overall course grades from the 11-12 school year and the 12-13 school year to see if the change in text affected students. There was no negative effect on student's grades and although not quantified statistically, there was a slight increase in grades with the new text. We plan to continue to use the text as it is more cost effective and flexible for student's needs.

Sociology

Outcome: Students who utilize clicker technology in their courses will have greater class participation and engagement than students who do not use the clickers. [3. Students will be able to solve problems combining and applying knowledge from multiple sources.]

Results: There was no discernible difference in amount of engagement. Results demonstrated that it takes time to enculturate students into the use of clickers.

Narrative: Clickers provide another dimension in classroom participation, yet when clickers were compared with regular quiz review, the engagement was similar. Although clickers provide immediate feedback, the review of weekly quizzes (non-clicker comparison group) was also very dynamic resulting in students clarifying issues and asking questions that elaborated on the questions presented in the quizzes. One issue that was apparent in trying to use the clickers was the time constraints that a 65 minute period has. Passing out the clickers and making sure that we were all 'clicked-in" was time consuming and took a little but away from the novelty of their use. Perhaps the transition would be more fluid if the class period was two hours. I think that after using the clickers more than twice, students would also be more comfortable with the procedures needed to get the clickers working properly and fluidly.

Math

Outcome: 75% of students will earn a P grade or at least a 2.0 grade; examine the difference between success rates in Emporium and lecture sections.

Results: In math classes below 100-level, emporium students pass at a considerably higher rate (ranging from 73% to 77%) than lecture students (ranging from 49% to 53%).

Narrative: We completed our pilot year of the Emporium Model in Spring Quarter 2013. We have observed that in our math classes below 100-level, emporium students pass at a

considerably higher rate (ranging from 73% to 77%) than lecture students (ranging from 49% to 53%). We will review the two teaching modes and make changes to our classes as needed.

English

Outcome: Begin to assess effectiveness of online courses as compared to on-site courses

Results: Essays were more ambitious (online), but scored lower.

Narrative: n/a

Prepared by Vice President Mohrbacher

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

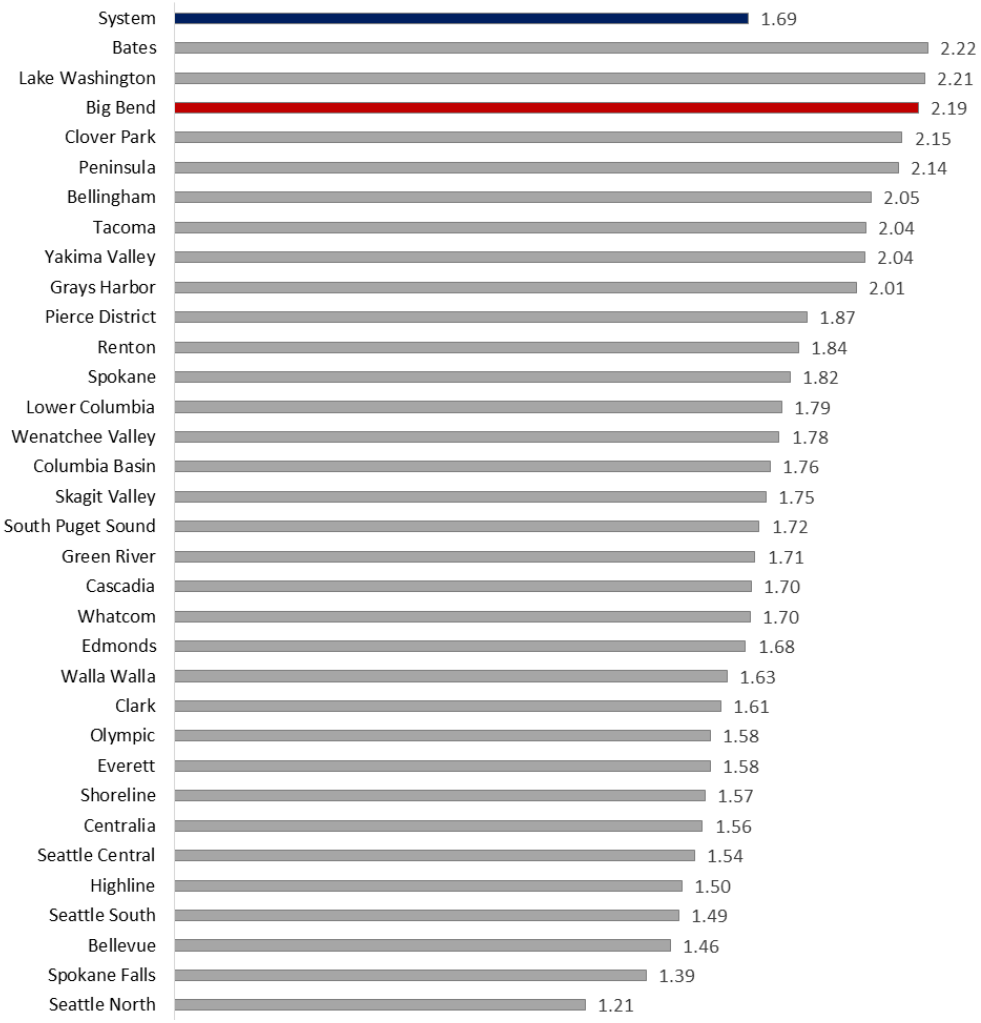
Indicator 1.3a – Student Achievement Initiative (SAI) data

SAI changes, effective 2013-14 school year (SBCTC):

- **Moving students past basic skills and into college**: The new approach recognizes that students who have below high-school level math, reading and English language skills have a more challenging educational journey. Under the new approach, basic skills students who reach academic milestones are awarded one point more than other students who reach the same levels.
- **Developmental education emphasizes college readiness**: Points are awarded after students complete the highest level of pre-college (remedial) classes in reading and math, rather than when they complete each individual class in a sequence. This shifts the focus from the number of classes taken, to the highest level of knowledge gained. It also allows colleges to blend courses or advance students to the next level when the students are ready, without fear of losing points. An extra point is awarded if a student completes a college-level math or English class within the same year as completing a pre-college class.
- **Getting students to a second year**: The new system adds another momentum point: achieving one year of college (45 credits) in a professional-technical field or for university transfer.
- **Showing steady progress**: Students who increase their achievement from one year to the next qualify for an additional point.
- **Completions**: College completion is emphasized in the awarding of performance funds.

The 2012-13 SAI data (most current data available at this time) was reported using the revised point metrics and, therefore, cannot be compared to previous years' data. A chart showing BBCC's points earned per student in 2012-13 follows.

Student Achievement Points per Student
Academic Year 2012-13

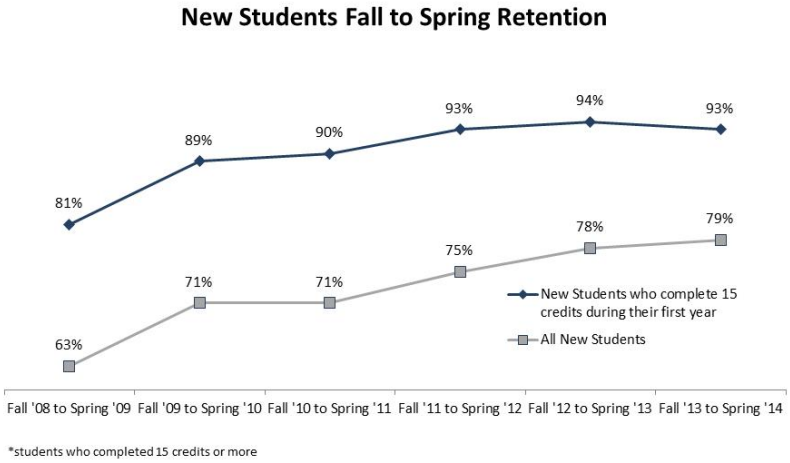


Student Achievement Points - Using Revised Point Metrics
Academic Year 2012-13
Final Year-End

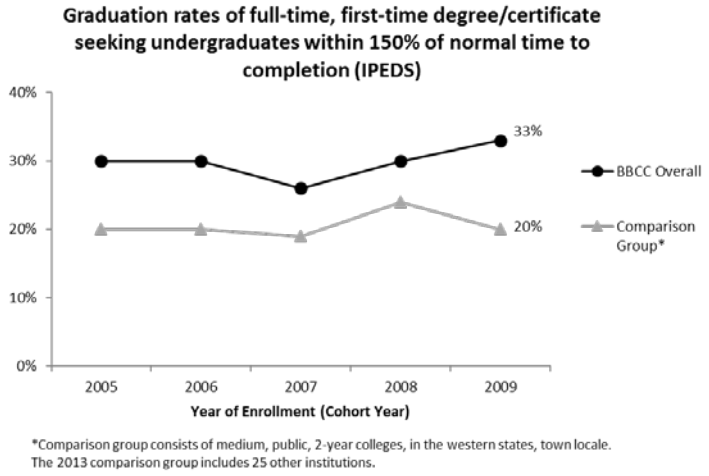
College	Total Headcount	Basic Skills	College Readiness - English	College Readiness - Math	1st 15 Credits	1st 30 Credits	45 Credits	Quantitative/ Computation	Retention Point	Completion Point	2013 Final Total Points
Big Bend	3,468	1,275	800	1,432	827	681	566	481	1,027	421	7,510
System Total	**326,286**	**73,445**	**36,441**	**82,947**	**68,844**	**54,655**	**43,018**	**36,145**	**86,649**	**32,863**	**515,007**

Indicator 1.3b – **Retention and graduation rates**

Retention



Graduation Rates and Completions



Big Bend Community College

Degrees* by Program

Prog Code	PROGRAM TITLE	09-10	10-11	11-12	12-13	13-14
505	Accounting	5	8	5	5	12
105	Agriculture	3	0	2	0	0
323	Associate Degree of Nursing	17	19	19	13	19
712	Automotive Technology	5	7	9	12	10
718	Aviation Maintenance Technology	1	1	7	6	2
547	Business Information Management	1	6	11	4	3
567	Business Medical Services	4	1	7	3	0
402	Child & Family Educaiton	4	4	10	6	12
672	Commercial Pilot	6	9	5	8	3
685	Commercial Pilot Helicopter	0	0	0	0	1
515	Computing Systems	9	5	0	0	0
784	Industrial Electrical Technology	14	20	24	18	14
770	Maintenance Mechanics Technology	6	12	14	7	7
381	Medical Assistant	8	11	12	15	18
509	Micro Computer Specialist	5	0	0	1	0
527	Systems Administration	0	0	0	0	5
814	Welding	8	6	6	8	4
TOTALS	Professional Technical	96	109	131	106	110
AS	Associate in Arts & Science	165	219	262	229	249
BUS	Associate in Business	10	8	8	12	13
ELEM	Associate in Elementary Education (DTA/MRP)			1	0	1
PREN	Associate in Pre-Nursing	1	2	7	8	5
SC	Associate in Science	0	2	0	0	0
SCE	Associate in Science - Engineering	0	0	0	2	7
SCP	Associate in Science (computer science or physics)	1	1	2	1	3
GS	General Studies	20	45	53	23	43
TOTALS	**COMBINED TOTALS**	**293**	**386**	**464**	**381**	**431**

* Associate degrees only

Completions from 2013-14 were run from ODS and run on 7/23/2014

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

Prog Code	PROGRAM TITLE	09-10	10-11	11-12	12-13	13-14
505	Accounting	5	0	7	0	0
712	Automotive Technology	0	1	14	0	8
672	Aviation	2	3	0	0	0
718	Aviation Maintenance	19	39	66	40	33
505	Business Communications Cert	0	0	0	1	0
547	Business Information Management	19	22	49	15	2
567	Business Medical Services	22	4	12	4	2
402	Child & Family Education	0	2	1	1	1
715	Commercial Driver's License	55	28	40	44	33
780	Electrical Mechanized Irrigation Technology	0	3	0	2	0
784	Industrial Electrical Tech	14	0	10	0	0
770	Maintenance Mechanics Technology	6	0	5	1	3
381	Medical Assisstant Cert	13	8	10	1	2
329	Nursing Assistant	77	36	73	103	60
559	Office Occupations & Clerical Services	6	4	0	0	0
326	Practical Nursing	16	11	20	15	17
814	Welding	7	5	12	3	3
	TOTALS	**261**	**166**	**319**	**230**	**164**

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

Completions from 2013-14 were run from ODS and run on 7/23/2014

Indicator 1.3c – Transfer rates and transfer success rates (MRTE+ data)

As reported in the 2014 Excellence in Teaching and Learning Monitoring Report, working with the SBCTC transfer database (MRTE+) has proven to be time intensive and challenging. The size of the database requires BBCC's Database Administrator to write code to extract data. The last data that was extracted seems to be incomplete. For example, transcript information was pulled for students who took Psychology at BBCC then took Psychology at a Washington State Public Baccalaureate Institution. (This was to be repeated for the various disciplines.) While students' grades at the four-year institutions were good, records for only 20 students were found; thus, limiting any conclusions to be drawn.

Indicator 1.3d – Employment and certification rates

Tab Q: Estimated Employment

Tab A

Analysis of BBCC Transfer Program Offerings 2014

This page intentionally left blank.

Analysis of BBCC Transfer Program Offerings 2014

BBCC's Transfer program courses were assessed and compared to the list of common courses (CCN list), Cascadia CC, Grays Harbor College and Centralia Community College's annual schedule.

Distribution Area	BBCC Discipline	CCN # of BBCC courses offered/# of CCN courses	Cascadia CC	Centralia CC	Grays Harbor College	Analysis
Humanities	ART – 19 courses available, 16/19 are HP	1/1 CCN course	11 courses offered, 6 HP	15 courses offered, No water or oil painting, has computer graphics and computer design, Fibers, digital photo,	6 courses offered, 1 CCN, rest performance drawing, design, printmaking	BBCC has a wider offering of courses, but are heavily weighted to HP. Diversity of offerings in multiple modalities is worthy of consideration. Especially for digital design, CAD, 3d design using CAD and SolidWorks
	Communications 5 courses available, 3 taught regularly	2/5	11 courses, diverse offerings,	(Speech) 4 courses, 0 CCN, Fundamentals, Theory, Intercultural Communication, Speech Communication	(Speech) 3 courses offered, Fundamentals, Broadcast, Group Discussion, no CCN	BBCC is adequately represented for CMST, however, additional offerings of Intercultural Communications, and Communication

Prepared by Dean Garrett

						Theory should be considered
	Drama Not offered at BBCC	0/1	CINEM – The American Cinema + World Cinema DRAMA – 4 courses	5 courses offered, no CCN, all acting	5 classes offered, all acting, 1 CCN	Not currently offered at BBCC, additional HU courses are not currently needed
	English 15 courses available, 6 comp, 9 lit	6/22	16 total courses 9 comp, 7 lit courses offered	12 courses offered, 6 comp, 6 lit, 5 CCN	12 courses offered, 4 CCN, 7 comp, 5 literature	English coursework is adequately represented, the comparative number of comp and lit courses may be out of balance.
	Foreign Language ASL 1-3 French 1-6 (only teach 1-3) German 1-3 Spanish 1-6 Spanish for Spanish Speakers	ASL 0/6, Chinese 0/6, French 3/6, German 3/6, Japan 0/6. Korean 0/6, Russ, 0/6, Spa 3/6, Viet 0/6	ASL 1-3 Japanese 1-6 Spanish 1-6	ASL 1-2 Chinese 1-6 French 1-3 Spanish 1-6	ASL 1-3 French 1-3 German 1-3 Latin 1 Russian 1-3 Linguistics 1	Adequately represented, although this is an area of potential growth for ASL and second year Spanish as well as Spanish for Spanish Speakers courses
	Humanities 1 course available	0/4	6 courses offered, cultural studies	8 courses offered, 3 CCN (Film Studies is included in this grouping)		This is an area of need. Additional courses would support the multicultural

						general education outcome more effectively. A social science diversity course would be a compliment to the English-based diversity course taught
	Music 12 courses available, 2 lecture, rest performance	1/20	3 lecture offered	50 courses offered, 7 CCN, most performance and sequential courses	46 courses offered, 10 CCN, many applied music classes	Music courses are adequately represented, although limited in scope.
	Philosophy 6 courses available	2/4	11 courses offered, 3 CCN, diverse topics	2 courses offered, 1 CCN and Ethics	1 course offered, CCN	Philosophy courses are adequately represented
	Religious Studies 2 courses available	-	Part of Philosophy, one offered	Not offered		Religion courses are adequately represented
Social Science	Anthropology 1 course available	1/27	7 courses offered, 6 CCN	6 courses offered, 3 CCN	1 course offered, CCN	Anthropology is a strong area for development. Our single offering limits student choice and exposure to coursework
	Business 12 courses available	2/2	2 – both CCN	6 courses offered, 3 CCN	7 courses offered, 2 CCN	Business courses are adequately represented, although could be

						increased in the future
	Criminal Justice (CJ) 4 courses available	3/6	Not offered	19 courses offered, 5 CCN	4 courses offered, 1 CCN	Criminal Justice courses are adequately represented, although greater diversity of courses would allow students a stronger pathway to careers and employment and CJ has potential for program development
	Economics 3 courses available	2/2	4 courses offered	2 courses offered, CCN	3 courses offered, 2 CCN	Economics is adequately represented
	History 7 courses available	5/19	11 courses offered, 7 CCN, 4 other	7 courses offered, 7 CCN,	8 courses offered, 6 CCN	History is adequately represented, although the diversity of courses offered at BBCC is limited
	Political Science 2 courses available	3/6	8 courses offered, 5 CCN	3 courses offered, CCN	3 courses offered, 1 CCN	Political Science is adequately represented
	Psychology 3 courses available	2/4	8 offered, 4 CCN	4 courses offered, 2 CCN	6 courses offered, 5 CCN	Psychology is underrepresented and an area for growth.
	Sociology	1/2	6 offered, 1 CCN	3 courses offered, 2 CCN,	5 courses offered, 2 CCN	Sociology is substantially under-

	4 courses available, only 1 is taught			one cultural class		represented and an area for significant growth and diversity of offerings. Potential for a Human Services tech degree. Many BBCC students express a goal of social work.
	Global Studies		3 diverse courses offered			Not offered at BBCC, but interdisciplinary courses could provide potential
Math/Science	Astronomy 3 courses available	2/4	2 + &115 – Stars, Galaxies and Cosmos Atmospheric Science – Science of Weather (LS)	3 courses offered, 0 CCN	1 course offered, CCN	Astronomy is adequately represented. Potential of moving Meteorology to Astronomy from Aviation
	Biology 9 courses available (plus 2 Botany)	9/14	9 courses, most CCN	11 courses offered, 8 CCN, 3 non CCN = Regional Biodiversity, Advanced A and P, Marine Biology,	11 courses offered, 8 CCN	Biology is adequately represented in standard Biology offerings, but diversity of classes in not available
	Chemistry 7 courses available	7/15	12 courses, most CCN, offers Organic	8 courses offered, 8 CCN, including Organic Series	9 courses offered, 9 CCN	Chemistry is adequately represented, although only one

			Chemistry series			organic Chemistry is offered. The organic Chemistry series would be a positive addition to the offerings
	Engineering (Redesign in progress)		3 CCN offered	6 courses offered, 4 CCN	4 courses offered, 4 CCN	Currently in redesign
	Environmental Science 1 course available	1/2	5 courses in conservation, wetland ecology	3 courses offered, 2 CCN, one Intro to Natural Resources	1 course offered, CCN	Environmental Science is adequately represented
	Geography 1 course available	1/5	2 courses offered	2 courses offered, 1 CCN		Geography is adequately represented, although not taught often at BBCC
	Geology 1 course available	1/7	2 courses offered	3 courses offered, one CCN	1 course offered, CCN	Geology is adequately represented.
	Math	9/17	16 courses offered, 13 CCN	17 courses offered, 8 CCN, includes Tech Math	15 courses offered, 10 CCN	Math is adequately represented
	Natural Science/ Science/Earth Science 1 course available Survey of Science		1 offered – Evolution of Earth Systems	3 courses offered, Physical Science and Climate and Weather	1 offered	Not taught at BBCC

	Nutrition 1 course available	1/1	Not offered	2 courses offered, 1 CCN	1 course offered, CCN	Nutrition is adequately represented
	Oceanography	0/2	2 CCN offered	1 course offered, CCN		Not taught at BBCC, but an interesting idea and potential for a new student choice
	Physics (redesign in progress)	6/9	8 courses offered, all CCN	4 courses offered, 4 CCN	7 courses offered, 7 CCN	Currently in redesign

This page intentionally left blank.

Tab B

BBCC Professional Technical Program Inventory Analysis

This page intentionally left blank.

1.1a BBCC PROFESSIONAL TECHNICAL PROGRAM INVENTORY ANALYSIS

This analysis is based on a comparison to the SBCTC Professional Technical Program matrix, as published by the Workforce Education division.

Program Category	BBCC Program Offerings	Comparison to other colleges	Analysis
AGRICULTURE, CONSERVATION & RENEWABLE RESOURCES	1: Ag Tech	Skagit Valley = 5 Spokane = 7 Walla Walla = 11 Yakima = 5	BBCC may be underrepresented in this category; local needs assessment is warranted.
BUSINESS, MARKETING & ADMINISTRATIVE SERVICES	2: Accounting Tech, Office Mgmt. & Supervision	Cascadia & Clover Park have 2 or less; other colleges have 5 to 17 program offerings in this category	BBCC may be underrepresented in this category; local needs assessment is warranted; Career Coach data indicates potential student interest.
EDUCATION	1: Early Childhood Education	Most schools have 1 or 2 programs in this category	BBCC is adequately represented in this category.
ENGINEERING	0	Four other colleges have no offerings in this area; 16 colleges have between 3 and 9 offerings	BBCC may be underrepresented in this category; local needs assessment is warranted; some of this work is already underway through the STEM grant
HEALTH PROFESSIONS	5: Medical Office Mngt., LPN, RN, MA, NAC	Six other schools have 5 or 5 programs in this category; others range between 6 and 17	BBCC is adequately represented in this category, but should continue to look for additional opportunities in the future.
HOSPITALITY, FOODS & RECREATION	0	Ten other schools have 0 programs in this area; 8 other schools have 1 program	BBCC could look for potential program opportunities in this category.
INDUSTRIAL, CONSTRUCTION & MANUFACTURING	2: Industrial Electrical, Welding Tech	Twenty colleges have between 2 and 4 programs in this category; 6 colleges have 0 programs; Bates TC has 10 and Renton TC has 6	BBCC is probably adequately represented in this category, but could look for additional opportunities, as the

			manufacturing base in Grant County expands
INFORMATION TECHNOLOGY	2: Systems Administration, Software & Web Development	Twenty-six colleges have 1 to 5 programs in this category; Lower Columbia has 0; Bellevue has 8 and Edmonds has 9	BBCC is probably adequately represented in this category, but could look for additional opportunities.
MECHANICS & REPAIRERS	4: AMT, Auto Tech, Industrial Electrical, Maintenance Mechanic	Nine colleges have 0 offerings in this category; most colleges have between 1 and 4 programs	BBCC is probably adequately represented in this category, but could look for additional opportunities.
MEDIA, COMMUNICATIONS & DESIGN	0	Fifteen other schools have 0 offerings; 14 schools have 1 to 3 programs	BBCC is probably adequately represented in this category, but could look for additional opportunities.
PROTECTIVE SERVICES	0	Fourteen colleges have 0 offerings; 16 others have 1 to 3 programs	BBCC is probably adequately represented in this category, but could look for additional opportunities.
TRANSPORTATION & MATERIALS MOVING	3: CDL, Commercial Pilot, Helicopter Pilot	GRCC has 4 offerings; all other schools have 1 or 0.	BBCC is well represented in this category.

Tab C

Business and Industry Partnerships 2013-14

This page intentionally left blank.

Business and Industry Partnerships 2013-14	
Astareal Technologies Inc.	• BBCC worked with Astareal to identify training needs and provide appropriate training programs for new employee training initiative
Eastern Washington University	• Coordinating with EWU to bring local employers advanced Project Management Workshop that has been requested by manufacturing industry employers
Gonzaga University	• Introductory project management training to community businesses
Genie Industries	• Grant funding is being sought to assist with funding new employee training creating approximately 400 new jobs in the community in 2014
NectarMedia (Spokane, WA)	• Social Media Bootcamp
Northwest Agricultural Business Center	• "Orchard to Shelf Workshop" to provide options for those looking to expand into new business venues with current/ future crops
REC Silicon	• On-Site Microsoft Office Suite training provided to all staff at REC through a JSP grant and BBCC adjunct instructor • Over 60 hours of Leadership training provided to 60 REC managers by Louisiana University and BBCC funded by JSP grant • BBCC continues to work with SGL to identify training needs and provide appropriate training programs
SGL ACF	• BBCC continues to work with SGL ACF to identify training needs and provide appropriate training programs • JSP grant will assist with training needs of SGL ACF during the current expansion, SGL ACF is anticipating 60 new employees during 2014
Society of Human Resource Managers (SHRM)	• BBCC continues to work with SHRM to identify training needs and provide appropriate training programs • Co-Sponsored supervisory skill training this year for local employers'managers
SVZ	• BBCC continues to work with SVZ to identify training needs and provide appropriate training programs • Currently working on JSP Grant request with SVZ to support their 2014 expansion which will add approximately 15 employees and require the retraining of 45
Swain Associates (Spokane, WA)	• Leadership Training for local businesses

This page intentionally left blank.

Tab D

Inventory of Student Services

This page intentionally left blank.

1.1a Inventory of Student Services

Advising: faculty and staff advisors and counselors advise students, providing them with information on educational support services and guiding them to make informed academic, career, and personal goals.

Associated Student Body: the ASB provides well-rounded educational experience through student activities.

Athletics: student athletes participate in men's baseball and basketball and women's basketball, softball and volleyball and strive for success on and off the field of competition. Athletic competition builds school spirit and community support.

Bookstore: provides all textbooks, course materials, school supplies, software, and college logo clothing and items. The bookstore also offers textbook rentals for select classes at a reduced cost to students.

Career Coach: online search tool available to everyone, allowing students to explore careers in the region and match their goals with the educational programs offered at BBCC. A resume builder is also available through Career Coach.

Career Services: a Career Services Coordinator will be hired (fall 2014) to provide career counseling, educational planning and to facilitate workshops. The Career Services Coordinator will be located in the Student Success Center.

Counseling: available to all students and offers personal, confidential, professional assistance, including helping students explore educational options.

Disability Services: provides reasonable accommodations in academic programs to ensure maximum participation by all students with disabilities and to minimize the functional limitations their disabling condition has on their education.

Financial Aid: a comprehensive student financial aid program that includes federal, state, college and private sources. BBCC Foundation and private scholarships are also offered through the Financial Aid Office.

New Student Orientation: provides students with general information about the college, a tour of the campus and workshops such as student success strategies, transfer information, financial aid, and setting up student network accounts.

Outreach & Recruitment: provides information about attending BBCC to those interested and campus tours. The Outreach and Recruitment coordinator works directly with GEAR-UP personnel to coordinate on-campus tours and activities for K-12 students of all ages. Through these activities information sessions are provided on what is needed to successfully begin college and on different career paths.

Residence Halls: available on campus. BBCC is one of the few Washington Community Colleges that offers housing.

$ALT: provides effective financial management tools designed to help students manage their finances and become better informed about their financing choices, and better prepared to fulfill their loan commitments.

Student Clubs: student participation is encouraged. Current active clubs include: Phi Theta Kappa; LDSSA; Nursing Club; M.E.C.h.A. Club; Welding Club; Students Supporting Students Club; Veterans Club; Engineering Club; L.I.G.H.T. – Sports Club; Aviation Club; Swing Club; and Gay Straight Alliance Club.

Student Success Center: provides resources that help student students achieve their goals. Students benefit from peer mentoring, study sessions, laptop and book checkouts, university transfer advising, study rooms and a computer lab.

STEM Center: provides facilities and services that support students in STEM related-pathways.

Student Support Services: a federally funded program designed to help students succeed in college. The program offers tutoring study skills workshops and additional academic advising and transfer/career advising.

Supplemental Instruction (SI): group study sessions facilitated by a qualified, trained, and teacher-recommended peer. SI leaders attend classes with students and encourage them to practice and discuss course concepts.

Testing Services: assists students in making both academic and career choices. The Testing Center also serves as a testing center for the GED test, SAT, and ACT examinations.

Tutoring: assists students to identify and develop strategies that support learning and enhance academic performance.

Veterans Services: educational benefits for eligible students in approved degree programs.

Tab E

Student Characteristics by Intent

This page intentionally left blank.

Big Bend Community College
Student Characteristics Summary*

AGE	11-12	%	12-13	%	13-14	%
Under 20	1027	26%	931	25%	994	28%
20-24	1156	30%	1133	30%	1025	29%
25 or older	1694	44%	1657	45%	1546	43%
TOTAL	3877	100%	3721	100%	3565	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	2085	57%	1984	56%	1935	54%
Male	1600	43%	1586	44%	1621	46%
TOTAL	3685	100%	3570	100%	3556	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	756	64%	739	58%	770	60%
Full-time	419	36%	543	42%	509	40%
TOTAL	1175	100%	1282	100%	1279	100%

ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	41	1%	41	1%	52	2%
African American	56	2%	46	1%	39	1%
Alaskan Native/Native American/American Indian	38	1%	32	1%	34	1%
Hispanic	1469	41%	1446	43%	1384	42%
White/Caucasian	1934	54%	1744	52%	1745	52%
Multi-race or other race (also Intn'l)	56	2%	69	2%	78	2%
TOTAL	3594	100%	3378	100%	3332	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	2271	51%	2214	52%	2192	51%
Full-time	2201	49%	2061	48%	2114	49%
TOTAL	4472	100%	4275	100%	4306	100%

FIRST GENERATION STATUS	11-12	%	12-13	%	13-14	%
Yes	2132	83%	1900	82%	1798	80%
No	432	17%	422	18%	440	20%
TOTAL	2564	100%	2322	100%	2238	100%

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

*All students except Preschool Co-op and Continuing Ed (Intents K & L)

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

AGE	11-12	%	12-13	%	13-14	%
Under 20	102	30%	97	31%	80	33%
20-24	114	34%	93	30%	76	32%
25 or older	122	36%	118	38%	84	35%
TOTAL	338	100%	308	100%	240	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	209	63%	206	68%	162	68%
Male	124	37%	97	32%	78	33%
TOTAL	333	100%	303	100%	240	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	79	68%	96	73%	79	73%
Full-time	38	32%	35	27%	29	27%
TOTAL	117	100%	131	100%	108	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Pacific Islander	2	1%	4	1%	2	1%
African American	5	2%	4	1%	5	2%
Alaskan Native/Native American/American Indian	4	1%	7	2%	5	2%
Hispanic	123	37%	102	36%	89	38%
White/Caucasian	192	58%	163	57%	126	54%
Multi-race or other race (also Intn'l)	6	2%	7	2%	7	3%
TOTAL	332	100%	287	100%	234	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	188	53%	153	47%	112	43%
Full-time	165	47%	175	53%	151	57%
TOTAL	353	100%	328	100%	263	100%

FIRST GENERATION STATUS	11-12	%	12-13	%	13-14	%
Yes	223	83%	176	84%	165	87%
No	46	17%	33	16%	24	13%
TOTAL	269	100%	209	100%	189	100%

Data Note: This reports those students who answered the above questions
*All students regardless of funding source
Intent Code: A

Big Bend Community College
Student Characteristics Summary*
Academic Transfer Intent

AGE	11-12	%	12-13	%	13-14	%
Under 20	699	43%	566	41%	700	46%
20-24	533	33%	503	36%	498	33%
25 or older	383	24%	326	23%	317	21%
TOTAL	1615	100%	1395	100%	1515	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	856	57%	748	56%	849	56%
Male	656	43%	580	44%	665	44%
TOTAL	1512	100%	1328	100%	1514	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	441	80%	392	77%	467	77%
Full-time	107	20%	114	23%	136	23%
TOTAL	548	100%	506	100%	603	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Pacific Islander	14	1%	14	1%	28	2%
African American	29	2%	23	2%	20	1%
Alaskan Native/Native American/American Indian	13	1%	6	0%	16	1%
Hispanic	488	33%	435	34%	499	34%
White/Caucasian	921	61%	786	61%	861	59%
Multi-race or other race (also Intn'l)	33	2%	33	3%	44	3%
TOTAL	1498	100%	1297	100%	1468	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	717	39%	597	38%	742	40%
Full-time	1102	61%	994	62%	1121	60%
TOTAL	1819	100%	1591	100%	1863	100%

FIRST GENERATION STATUS	11-12	%	12-13	%	13-14	%
Yes	965	79%	851	79%	951	76%
No	249	21%	231	21%	293	24%
TOTAL	1214	100%	1082	100%	1244	100%

Data Note: This reports those students who answered the above questions
*All students regardless of funding source
Intent Code: B

Big Bend Community College
Student Characteristics Summary*
Professional/Technical Programs

AGE	11-12	%	12-13	%	13-14	%
Under 20	230	17%	209	16%	195	17%
20-24	419	32%	415	32%	354	30%
25 or older	671	51%	659	51%	619	53%
TOTAL	1320	100%	1283	100%	1168	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	749	59%	716	58%	653	56%
Male	522	41%	509	42%	514	44%
TOTAL	1271	100%	1225	100%	1167	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	296	69%	276	64%	243	61%
Full-time	131	31%	158	36%	157	39%
TOTAL	427	100%	434	100%	400	100%

ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Pacific Islander	17	1%	18	1%	19	2%
African American	16	1%	16	1%	10	1%
Alaskan Native/Native American/American Indian	11	1%	13	1%	10	1%
Hispanic	432	35%	410	34%	394	34%
White/Caucasian	751	60%	722	60%	692	60%
Multi-race or other race (also Intn'l)	21	2%	23	2%	23	2%
TOTAL	1248	100%	1202	100%	1148	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	616	40%	610	40%	594	41%
Full-time	936	60%	902	60%	840	59%
TOTAL	1552	100%	1512	100%	1434	100%

FIRST GENERATION STATUS	11-12	%	12-13	%	13-14	%
Yes	878	87%	807	84%	775	85%
No	126	13%	155	16%	142	15%
TOTAL	1004	100%	962	100%	917	100%

Data Note: This reports those students who answered the above questions
*All students regardless of funding source
Intent Codes: F, G

Big Bend Community College
Student Characteristics Summary*
Adult Basic Education and English as a Second Language

AGE	11-12	%	12-13	%	13-14	%
Under 20	97	12%	111	14%	75	11%
20-24	198	24%	183	22%	159	23%
25 or older	537	65%	525	64%	468	67%
TOTAL	832	100%	819	100%	702	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	504	61%	442	54%	383	55%
Male	321	39%	371	46%	316	45%
TOTAL	825	100%	813	100%	699	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	38	21%	39	15%	33	16%
Full-time	143	79%	223	85%	179	84%
TOTAL	181	100%	262	100%	212	100%

ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Pacific Islander	11	1%	7	1%	9	1%
African American	11	1%	7	1%	6	1%
Alaskan Native/Native American/American Indian	11	1%	7	1%	4	1%
Hispanic	566	71%	554	75%	461	75%
White/Caucasian	192	24%	153	21%	122	20%
Multi-race or other race (also Intn'l)	2	0%	6	1%	9	1%
TOTAL	793	100%	734	100%	611	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	688	78%	761	86%	649	87%
Full-time	194	22%	119	14%	99	13%
TOTAL	882	100%	880	100%	748	100%

FIRST GENERATION STATUS	11-12	%	12-13	%	13-14	%
Yes	50	96%	54	98%	43	91%
No	2	4%	1	2%	4	9%
TOTAL	52	100%	55	100%	47	100%

Data Note: This reports those students who answered the above questions
*All students regardless of funding source
Intent Codes: D, E

Big Bend Community College
Student Characteristics Summary*
Continuing Ed

GENDER	11-12	%	12-13	%	13-14	%
Female	33	45%	35	32%	34	28%
Male	41	55%	75	68%	86	72%
TOTAL	74	100%	110	100%	120	100%

ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Pacific Islander			0	0%	1	1%
African American			0	0%	3	4%
Alaskan Native/Native American/American Indian	1	2%	1	2%	2	2%
Hispanic	4	7%	4	7%	15	18%
White/Caucasian	54	92%	51	89%	61	73%
Multi-race or other race (also Intn'l)			1	2%	1	1%
TOTAL	59	100%	57	100%	83	100%

Data Note: This reports those students who answered the above questions
*All Students Regardless of Funding Source
Intent Code: L

Tab F

Student Characteristics by Program

This page intentionally left blank.

Big Bend Community College
Student Characteristics by Program:
Accounting

AGE	11-12	%	12-13	%	13-14	%
Under 20	18	26%	12	20%	6	13%
20-24	17	24%	14	24%	11	24%
25 and older	35	50%	33	56%	29	63%
TOTAL	70	100%	59	100%	46	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	54	79%	46	79%	38	83%
Male	14	21%	12	21%	8	17%
TOTAL	68	100%	58	100%	46	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	13	65%	11	69%	12	80%
Full-time	7	35%	5	31%	3	20%
TOTAL	20	100%	16	100%	15	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	2	3%	2	4%
African American	0	0%	0	0%	0	0%
Alaskan Native/Native American/American Indian	1	2%	1	2%	1	2%
Hispanic	24	36%	15	26%	14	31%
White/Caucasian	41	62%	39	67%	28	62%
Other race (also Intn'l)	0	0%	1	2%	0	0%
TOTAL	66	100%	58	100%	45	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	35	45%	26	38%	37	65%
Full-time	42	55%	42	62%	20	35%
TOTAL	77	100%	68	100%	57	100%

Data Note: This reports those students who answered the above questions
*All Students Regardless of Funding Source
Program Cip Code: 520302
Program Code: 505

Big Bend Community College
Student Characteristics by Program:

Agriculture

AGE	11-12	%	12-13	%	13-14	%
Under 20	1	14%	7	54%	3	27%
20-24	4	57%	2	15%	6	55%
25 and older	2	29%	4	31%	2	18%
TOTAL	7	100%	13	100%	11	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	2	29%	3	23%	2	18%
Male	5	71%	10	77%	9	82%
TOTAL	7	100%	13	100%	11	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	2	100%	6	100%	2	67%
Full-time	0	0%	0	0%	1	33%
TOTAL	2	100%	6	100%	3	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
African American	0	0%	0	0%	0	0%
Alaskan Native/Native American/American Indian	0	0%	0	0%	0	0%
Hispanic	0	0%	2	15%	4	36%
White/Caucasian	7	100%	11	85%	7	64%
Other race (also Intn'l)	0	0%	0	0%	0	0%
TOTAL	7	100%	13	100%	11	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	1	13%	3	20%	5	33%
Full-time	7	88%	12	80%	10	67%
TOTAL	8	100%	15	100%	15	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 010301
Program Code: 105
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Auto Technician

AGE	11-12	%	12-13	%	13-14	%
Under 20	17	32%	13	28%	14	33%
20-24	22	42%	23	49%	15	35%
25 and older	14	26%	11	23%	14	33%
TOTAL	53	100%	47	100%	43	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	6	12%	3	7%	3	7%
Male	45	88%	41	93%	40	93%
TOTAL	51	100%	44	100%	43	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	11	85%	6	60%	6	100%
Full-time	2	15%	4	40%	0	0%
TOTAL	13	100%	10	100%	6	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
African American	0	0%	1	2%	0	0%
Alaskan Native/Native American/American Indian	1	2%	1	2%	0	0%
Hispanic	24	48%	12	27%	16	37%
White/Caucasian	22	44%	28	64%	27	63%
Other race (also Intn'l)	3	6%	2	5%	0	0%
TOTAL	50	100%	44	100%	43	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	6	11%	5	11%	4	9%
Full-time	48	89%	41	89%	40	91%
TOTAL	54	100%	46	100%	44	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 470604
Program Code: 712
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:

Aviation - Commercial Pilot

AGE	11-12	%	12-13	%	13-14	%
Under 20	39	35%	31	28%	33	29%
20-24	50	45%	52	47%	52	46%
25 and older	21	19%	27	25%	27	24%
TOTAL	110	100%	110	100%	112	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	14	14%	13	13%	6	5%
Male	86	86%	84	87%	106	95%
TOTAL	100	100%	97	100%	112	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	24	92%	25	100%	18	95%
Full-time	2	8%	0	0%	1	5%
TOTAL	26	100%	25	100%	19	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	1	1%	2	2%	2	2%
African American	0	0%	1	1%	1	1%
Alaskan Native/Native American/American Indian	0	0%	1	1%	2	2%
Hispanic	8	8%	6	6%	4	4%
White/Caucasian	87	87%	82	85%	96	86%
Other race (also Intn'l)	4	4%	5	5%	6	5%
TOTAL	100	100%	97	100%	111	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	49	38%	56	44%	54	39%
Full-time	80	62%	71	56%	84	61%
TOTAL	129	100%	127	100%	138	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 490102
Program Code: 672
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

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

AGE	11-12	%	12-13	%	13-14	%
Under 20	13	24%	15	24%	9	16%
20-24	16	29%	21	34%	18	33%
25 and older	26	47%	26	42%	28	51%
TOTAL	55	100%	62	100%	55	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	2	4%	5	9%	6	11%
Male	51	96%	52	91%	49	89%
TOTAL	53	100%	57	100%	55	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	16	84%	12	92%	12	80%
Full-time	3	16%	1	8%	3	20%
TOTAL	19	100%	13	100%	15	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	1	2%	1	2%	1	2%
African American	1	2%	1	2%	1	2%
Alaskan Native/Native American/American Indian	0	0%	0	0%	0	0%
Hispanic	7	13%	11	20%	10	19%
White/Caucasian	42	79%	42	75%	40	77%
Other race (also Intn'l)	2	4%	1	2%	0	0%
TOTAL	53	100%	56	100%	52	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	23	35%	12	18%	14	22%
Full-time	42	65%	53	82%	50	78%
TOTAL	65	100%	65	100%	64	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 470687
Program Code: 718
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

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

AGE	11-12	%	12-13	%	13-14	%
Under 20	11	6%	8	5%	10	8%
20-24	49	25%	28	19%	25	20%
25 and older	133	69%	110	75%	92	72%
TOTAL	193	100%	146	100%	127	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	165	90%	136	93%	115	91%
Male	19	10%	10	7%	12	9%
TOTAL	184	100%	146	100%	127	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	26	54%	24	75%	25	76%
Full-time	22	46%	8	25%	8	24%
TOTAL	48	100%	32	100%	33	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	5	3%	4	4%	3	2%
African American	2	1%	1	1%	0	0%
Alaskan Native/Native American/American Indian	3	2%	5	4%	1	1%
Hispanic	60	34%	48	43%	44	35%
White/Caucasian	106	60%	52	46%	77	61%
Other race (also Intn'l)	2	1%	2	2%	2	2%
TOTAL	178	100%	112	100%	127	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	111	49%	72	41%	78	50%
Full-time	114	51%	103	59%	77	50%
TOTAL	225	100%	175	100%	155	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 520204, 510705, 520408
Program Code: 547, 567
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

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

AGE	11-12	%	12-13	%	13-14	%
Under 20	4	9%	6	12%	2	5%
20-24	5	11%	8	16%	6	15%
25 and older	38	81%	37	73%	33	80%
TOTAL	47	100%	51	100%	41	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	1	2%	6	12%	3	7%
Male	46	98%	44	88%	38	93%
TOTAL	47	100%	50	100%	41	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	2	67%	4	57%	3	43%
Full-time	1	33%	3	43%	4	57%
TOTAL	3	100%	7	100%	7	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
African American	0	0%	2	5%	0	0%
Alaskan Native/Native American/American Indian	0	0%	0	0%	0	0%
Hispanic	9	24%	12	30%	12	29%
White/Caucasian	29	76%	26	65%	28	68%
Other race (also Intn'l)	0	0%	0	0%	1	2%
TOTAL	38	100%	40	100%	41	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	1	2%	2	4%	0	0%
Full-time	46	98%	50	96%	41	100%
TOTAL	47	100%	52	100%	41	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 490205
Program Code: 715
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

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

AGE	12-13	%	13-14	%
Under 20	6	15%	9	13%
20-24	18	44%	20	30%
25 and older	17	41%	38	57%
TOTAL	41	100%	67	100%

GENDER	12-13	%	13-14	%
Female	7	18%	15	22%
Male	31	82%	52	78%
TOTAL	38	100%	67	100%

EMPLOYMENT	12-13	%	13-14	%
Part-time	12	71%	9	47%
Full-time	5	29%	10	53%
TOTAL	17	100%	19	100%

RACE/ETHNICITY	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	1	3%	2	3%
African American	0	0%	0	0%
Alaskan Native/Native American/American Indian	0	0%	0	0%
Hispanic	6	16%	15	23%
White/Caucasian	29	78%	46	72%
Other race (also Intn'l)	1	3%	1	2%
TOTAL	37	100%	64	100%

STUDENT ENROLLMENT	12-13	%	13-14	%
Part-time	14	29%	23	29%
Full-time	34	71%	55	71%
TOTAL	48	100%	78	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 11.0901, 110201
Program Code: 527, 515
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

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

AGE	11-12	%	12-13	%	13-14	%
Under 20	19	15%	10	9%	13	12%
20-24	42	34%	31	27%	23	21%
25 and older	62	50%	74	64%	71	66%
TOTAL	123	100%	115	100%	107	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	109	91%	106	95%	102	95%
Male	11	9%	5	5%	5	5%
TOTAL	120	100%	111	100%	107	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	31	55%	39	59%	29	45%
Full-time	25	45%	27	41%	35	55%
TOTAL	56	100%	66	100%	64	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	1	1%	1	1%	3	3%
African American	1	1%	0	0%	0	0%
Alaskan Native/Native American/American Indian	0	0%	0	0%	0	0%
Hispanic	62	52%	73	68%	71	69%
White/Caucasian	53	45%	33	31%	29	28%
Other race (also Intn'l)	2	2%	1	1%	0	0%
TOTAL	119	100%	108	100%	103	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	71	50%	83	63%	67	55%
Full-time	70	50%	49	37%	54	45%
TOTAL	141	100%	132	100%	121	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 131501, 131210,190709
Program Code: 402, 839
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

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

AGE	12-13	%	13-14	%
Under 20	0	0%	0	0%
20-24	0	0%	4	31%
25 and older	4	100%	9	69%
TOTAL	4	100%	13	100%

GENDER	12-13	%	13-14	%
Female	0	0%	0	0%
Male	4	100%	13	100%
TOTAL	4	100%	13	100%

EMPLOYMENT	12-13	%	13-14	%
Part-time	2	100%	4	100%
Full-time	0	0%	0	0%
TOTAL	2	100%	4	100%

RACE/ETHNICITY	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	1	8%
African American	0	0%	0	0%
Alaskan Native/Native American/American Indian	0	0%	0	0%
Hispanic	0	0%	1	8%
White/Caucasian	4	100%	10	77%
Other race (also Intn'l)	0	0%	1	8%
TOTAL	4	100%	13	100%

STUDENT ENROLLMENT	12-13	%	13-14	%
Part-time	4	50%	5	36%
Full-time	4	50%	9	64%
TOTAL	8	100%	14	100%

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

Big Bend Community College

Student Characteristics by Program:

Industrial Systems Technology - Industrial Electrical Emphasis

AGE	11-12	%	12-13	%	13-14	%
Under 20	12	12%	13	17%	8	13%
20-24	33	32%	25	32%	19	31%
25 and older	58	56%	40	51%	35	56%
TOTAL	103	100%	78	100%	62	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	5	5%	8	11%	4	6%
Male	94	95%	67	89%	58	94%
TOTAL	99	100%	75	100%	62	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	26	67%	21	72%	11	44%
Full-time	13	33%	8	28%	14	56%
TOTAL	39	100%	29	100%	25	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	2	2%	1	1%	0	0%
African American	0	0%	0	0%	1	2%
Alaskan Native/Native American/American Indian	2	2%	0	0%	1	2%
Hispanic	46	47%	32	43%	25	42%
White/Caucasian	47	48%	41	55%	31	53%
Other race (also Intn'l)	1	1%	0	0%	1	2%
TOTAL	98	100%	74	100%	59	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	38	32%	28	33%	27	36%
Full-time	79	68%	58	67%	49	64%
TOTAL	117	100%	86	100%	76	100%

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

Program Cip Code: 460302, 470101

Program Code: 784

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Industrial Systems Technology - Mechanical Maintenance

AGE	11-12	%	12-13	%	13-14	%
Under 20	2	6%	4	11%	5	19%
20-24	10	31%	11	31%	6	22%
25 and older	20	63%	20	57%	16	59%
TOTAL	32	100%	35	100%	27	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	2	6%	1	3%	1	4%
Male	30	94%	32	97%	26	96%
TOTAL	32	100%	33	100%	27	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	6	46%	6	43%	4	33%
Full-time	7	54%	8	57%	8	67%
TOTAL	13	100%	14	100%	12	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
African American	1	3%	0	0%	0	0%
Alaskan Native/Native American/American Indian	0	0%	0	0%	0	0%
Hispanic	18	56%	18	56%	12	44%
White/Caucasian	13	41%	14	44%	15	56%
Other race (also Intn'l)	0	0%	0	0%	0	0%
TOTAL	32	100%	32	100%	27	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	14	37%	16	43%	13	42%
Full-time	24	63%	21	57%	18	58%
TOTAL	38	100%	37	100%	31	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 470396
Program Code: 770
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Medical Assistant

AGE	11-12	%	12-13	%	13-14	%
Under 20	16	10%	15	10%	14	10%
20-24	48	31%	47	31%	49	35%
25 and older	93	59%	88	59%	78	55%
TOTAL	157	100%	150	100%	141	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	137	90%	129	90%	130	92%
Male	16	10%	15	10%	11	8%
TOTAL	153	100%	144	100%	141	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	44	83%	40	65%	34	64%
Full-time	9	17%	22	35%	19	36%
TOTAL	53	100%	62	100%	53	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	1	1%	0	0%	0	0%
African American	2	1%	1	1%	2	1%
Alaskan Native/Native American/American Indian	1	1%	1	1%	1	1%
Hispanic	64	42%	69	49%	68	49%
White/Caucasian	83	54%	70	50%	66	47%
Other race (also Intn'l)	2	1%	0	0%	2	1%
TOTAL	153	100%	141	100%	139	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	96	51%	95	51%	87	49%
Full-time	91	49%	92	49%	89	51%
TOTAL	187	100%	187	100%	176	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 510801
Program Code: 381
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Nursing Assistant

AGE (fall quarter)	11-12	%	12-13	%	13-14	%
Under 20	39	29%	28	23%	22	29%
20-24	46	35%	43	35%	27	35%
25 and older	48	36%	53	43%	28	36%
TOTAL	133	100%	124	100%	77	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	84	82%	102	88%	68	89%
Male	18	18%	14	12%	8	11%
TOTAL	102	100%	116	100%	76	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	20	65%	31	78%	23	70%
Full-time	11	35%	9	23%	10	30%
TOTAL	31	100%	40	100%	33	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	2	2%	0	0%	4	5%
African American	2	2%	3	3%	1	1%
Alaskan Native/Native American/American Indian	0	0%	4	3%	0	0%
Hispanic	46	45%	45	38%	30	39%
White/Caucasian	51	50%	64	54%	40	53%
Other race (also Intn'l)	2	2%	2	2%	1	1%
TOTAL	103	100%	118	100%	76	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	21	21%	66	40%	43	38%
Full-time	81	79%	98	60%	70	62%
TOTAL	102	100%	164	100%	113	100%

Data Note: This reports those students who answered the above questions
Cohorts consist of students in NUR 100 in each academic year.
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:

Nursing

AGE (fall quarter)	11-12	%	12-13	%	13-14	%
Under 20	0	0%	0	0%	1	2%
20-24	18	33%	14	32%	15	33%
25 and older	36	67%	30	68%	30	65%
TOTAL	54	100%	44	100%	46	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	44	85%	40	91%	40	87%
Male	8	15%	4	9%	6	13%
TOTAL	52	100%	44	100%	46	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	13	72%	11	58%	6	46%
Full-time	5	28%	8	42%	7	54%
TOTAL	18	100%	19	100%	13	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
African American	2	4%	1	2%	2	4%
Alaskan Native/Native American/American Indian	1	2%	3	7%	2	4%
Hispanic	8	16%	3	7%	4	9%
White/Caucasian	38	76%	34	77%	34	74%
Other race (also Intn'l)	1	2%	3	7%	4	9%
TOTAL	50	100%	44	100%	46	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	18	26%	28	42%	34	44%
Full-time	51	74%	38	58%	43	56%
TOTAL	69	100%	66	100%	77	100%

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

Program Cip Code: 513901

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

Intent Code: F

RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Big Bend Community College
Student Characteristics by Program:
Welding

AGE	11-12	%	12-13	%	13-14	%
Under 20	16	16%	10	10%	15	14%
20-24	27	27%	28	27%	26	25%
25 and older	56	57%	64	63%	64	61%
TOTAL	99	100%	102	100%	105	100%

GENDER	11-12	%	12-13	%	13-14	%
Female	8	8%	7	7%	14	13%
Male	89	92%	91	93%	91	87%
TOTAL	97	100%	98	100%	105	100%

EMPLOYMENT	11-12	%	12-13	%	13-14	%
Part-time	18	58%	10	32%	16	48%
Full-time	13	42%	21	68%	17	52%
TOTAL	31	100%	31	100%	33	100%

RACE/ETHNICITY	11-12	%	12-13	%	13-14	%
Asian/Native Hawaiian/Pacific Islander	1	1%	3	3%	1	1%
African American	2	2%	1	1%	0	0%
Alaskan Native/Native American/American Indian	1	1%	0	0%	2	2%
Hispanic	31	33%	27	29%	33	32%
White/Caucasian	59	63%	62	66%	66	64%
Other race (also Intn'l)	0	0%	1	1%	1	1%
TOTAL	94	100%	94	100%	103	100%

STUDENT ENROLLMENT	11-12	%	12-13	%	13-14	%
Part-time	56	49%	60	53%	63	53%
Full-time	59	51%	54	47%	56	47%
TOTAL	115	100%	114	100%	119	100%

Data Note: This reports those students who answered the above questions
Program Cip Code: 480508
Program Code: 814
RACE_ETHNIC_CODE was used to find RACE/ETHNICITY.

Tab G

Fill Rates – All Classes by Quarter

This page intentionally left blank.

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	ACCT	105	01	40	39	98%	
Fall 2012	ACCT&	201	01	40	31	78%	
Fall 2012	ACCT&	201	OL1	30	22	73%	
Fall 2012	ACCT	261	01	12	13	108%	1055
Fall 2012	AGR	261	01I	20	7	35%	
Fall 2012	AMT	001	01	21	16	76%	
Fall 2012	AMT	001	02	20	11	55%	
Fall 2012	AMT	148	01	26	32	123%	1548
Fall 2012	AMT	152	01	25	21	110%	1563
Fall 2012	ANTH&	100	01	30	27	90%	
Fall 2012	ART&	100	01	30	30	100%	
Fall 2012	ART	101	01	25	25	100%	
Fall 2012	ART	104	01	20	21	105%	
Fall 2012	ART	121	01	15	21	140%	1238
Fall 2012	ART	218	01	30	24	80%	
Fall 2012	ART	231	01	15	16	107%	1288
Fall 2012	ASTR&	101	21	24	22	92%	
Fall 2012	AUT	111	01	20	21	105%	
Fall 2012	AUT	115	01	20	16	80%	
Fall 2012	AUT	131	01	20	20	100%	
Fall 2012	AUT	190	21	20	21	105%	
Fall 2012	AUT	220	01	20	13	65%	
Fall 2012	AUT	290	21	20	13	65%	
Fall 2012	AVF	111	01	70	30	43%	
Fall 2012	AVF	111	02	70	4	6%	
Fall 2012	AVF	112	01	19	2	11%	
Fall 2012	AVF	112	21	19	13	68%	
Fall 2012	AVF	112	22	18	17	94%	
Fall 2012	AVF	131	01	15	2	13%	
Fall 2012	AVF	133	01	15	2	13%	
Fall 2012	AVF	141	01	70	26	37%	
Fall 2012	AVF	143	01	65	2	3%	
Fall 2012	AVF	190	01	65	5	9%	
Fall 2012	AVF	223	21	23	15	65%	
Fall 2012	AVF	225	21	25	15	60%	
Fall 2012	AVF	227	21	25	21	84%	
Fall 2012	AVF	251	01	50	13	24%	
Fall 2012	AVF	252	01	50	7	14%	
Fall 2012	AVF	253	01	50	5	10%	
Fall 2012	AVF	254	21	25	4	16%	
Fall 2012	AVF	261	01	15	4	27%	
Fall 2012	AVF	270	01	20	7	35%	
Fall 2012	AVF	271	01	25	2	8%	
Fall 2012	AVF	275	01	10	2	20%	
Fall 2012	AVF	290	01	50	10	20%	

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	AVF	290	02	15	1	7%	
Fall 2012	BIM	101	01	100	50	50%	1805
Fall 2012	BIM	101	02	100	39	39%	1806
Fall 2012	BIM	101	26	60	41	68%	1732
Fall 2012	BIM	102	01	35	23	69%	
Fall 2012	BIM	108	01	25	13	52%	
Fall 2012	BIM	109	01	100	46	47%	1823
Fall 2012	BIM	109	02	100	33	35%	1824
Fall 2012	BIM	116	21	25	18	72%	
Fall 2012	BIM	124	01	25	11	44%	
Fall 2012	BIM	111	01	25	58	232%	1825
Fall 2012	BIOL&	100	01	24	24	100%	
Fall 2012	BIOL&	100	02	24	21	88%	
Fall 2012	BIOL&	100	21	24	9	38%	
Fall 2012	BIOL&	211	01	24	23	96%	
Fall 2012	BIOL&	211	02	32	13	41%	1612
Fall 2012	BIOL&	211	04	6	7	117%	
Fall 2012	BIOL&	221	03	3	3	100%	
Fall 2012	BIOL&	241	01	24	23	96%	1630
Fall 2012	BIOL&	260	01	24	20	83%	1642
Fall 2012	BIOL	298	01	1	1	100%	
Fall 2012	BUS&	101	01	30	26	87%	
Fall 2012	BUS	102	01	35	14	40%	
Fall 2012	BUS	114	OL1	30	27	90%	
Fall 2012	BUS	120	01	30	21	70%	
Fall 2012	BUS	120	OL1	25	19	76%	
Fall 2012	BUS	122	OL1	25	14	56%	
Fall 2012	BUS&	201	01	30	23	77%	
Fall 2012	CDL	100	01	12	2	17%	
Fall 2012	CDL	100	03	12	9	75%	
Fall 2012	CDL	100	05	12	8	67%	
Fall 2012	CDL	100	06	12	2	17%	
Fall 2012	CDL	100	02B	12	9	75%	
Fall 2012	CDL	100	04B	12	8	67%	
Fall 2012	CHEM&	121	01	24	27	113%	
Fall 2012	CHEM&	121	02	24	23	96%	
Fall 2012	CHEM&	161	01	24	23	96%	
Fall 2012	CHEM&	161	02	24	16	67%	
Fall 2012	CJ&	101	01	30	27	90%	
Fall 2012	CJ&	101	OL1	30	26	87%	
Fall 2012	CMST&	102	21H	30	13	43%	
Fall 2012	CMST&	220	01	25	23	92%	
Fall 2012	CMST&	220	02	25	25	100%	

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	CMST&	220	03	25	22	88%	
Fall 2012	CMST&	220	04	25	24	96%	
Fall 2012	CMST&	220	05	25	25	100%	
Fall 2012	CMST&	220	06	25	24	96%	
Fall 2012	CS	101	21H	25	24	96%	
Fall 2012	CS	104	21H	18	18	100%	
Fall 2012	CS	105	21H	18	18	100%	
Fall 2012	CS	110	21	19	19	100%	
Fall 2012	CS	111	21H	19	15	79%	
Fall 2012	CS&	141	OL1	15	6	40%	
Fall 2012	CSS	100	01	30	28	93%	
Fall 2012	CSS	100	03	30	26	87%	
Fall 2012	CSS	100	04	27	25	93%	
Fall 2012	CSS	100	05	30	29	97%	
Fall 2012	CSS	100	06	30	29	97%	
Fall 2012	CSS	100	07	30	15	50%	
Fall 2012	CSS	100	08	30	21	70%	
Fall 2012	CSS	100	09	30	15	50%	
Fall 2012	CSS	100	OL1	30	23	77%	
Fall 2012	CSS	102	OL1	30	29	97%	
Fall 2012	CSS	104	21H	30	16	53%	
Fall 2012	ECE	100	21H	30	22	73%	2250
Fall 2012	ECE	135	21	30	26	87%	
Fall 2012	ECE	160	OL1	30	26	87%	
Fall 2012	ECON	200	OL1	30	22	73%	
Fall 2012	ECON&	201	01	30	29	97%	
Fall 2012	EDUC	102	OL1	30	25	83%	
Fall 2012	EDUC&	115	01	30	32	107%	
Fall 2012	EDUC	132	01	10	11	110%	
Fall 2012	EDUC	150	OL1	30	21	70%	
Fall 2012	EDUC	190	01	15	8	53%	
Fall 2012	ENGL	95	01	5	2	40%	2502
Fall 2012	ENGL	95	02	5	1	20%	2503
Fall 2012	ENGL	95	03	5	2	40%	2504
Fall 2012	ENGL	98	01	25	20	80%	
Fall 2012	ENGL	98	02	25	23	92%	
Fall 2012	ENGL	99	01	25	26	104%	
Fall 2012	ENGL	99	02	25	27	108%	
Fall 2012	ENGL	99	03	24	24	100%	
Fall 2012	ENGL	99	04	25	25	100%	
Fall 2012	ENGL	99	05	25	23	92%	
Fall 2012	ENGL	99	OL1	23	15	65%	
Fall 2012	ENGL&	101	01	25	25	100%	

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	ENGL&	101	02	25	25	100%	
Fall 2012	ENGL&	101	03	25	27	108%	
Fall 2012	ENGL&	101	04	25	28	112%	
Fall 2012	ENGL&	101	05	25	25	100%	
Fall 2012	ENGL&	101	06	25	24	96%	
Fall 2012	ENGL&	101	07	25	27	108%	
Fall 2012	ENGL&	101	08	25	25	100%	
Fall 2012	ENGL&	101	09	25	24	96%	
Fall 2012	ENGL&	101	21	25	19	76%	
Fall 2012	ENGL&	101	45	10	25	250%	
Fall 2012	ENGL&	101	OL1	25	24	96%	
Fall 2012	ENGL&	102	01	25	24	96%	
Fall 2012	ENGL&	102	02	25	24	96%	
Fall 2012	ENGL&	102	OL1	25	21	84%	
Fall 2012	ENGL&	102	OL2	25	21	84%	
Fall 2012	ENGL	109	01	20	18	90%	
Fall 2012	ENGL	216	01	30	22	73%	
Fall 2012	ENGL	239	01	30	21	70%	
Fall 2012	ENGL&	244	01	30	16	53%	
Fall 2012	ENVS&	100	01	30	31	103%	
Fall 2012	ENVS&	100	OL1	30	26	87%	
Fall 2012	FAD	150	01	20	20	100%	
Fall 2012	FAD	150	03	20	17	85%	
Fall 2012	FAD	150	04	20	18	90%	
Fall 2012	FAD	150	02W	20	15	75%	
Fall 2012	FRCH&	121	01	30	22	73%	2700
Fall 2012	HED	121	01	30	24	80%	
Fall 2012	HED	121	OL1	30	27	90%	
Fall 2012	HED	150	21	30	20	67%	2830
Fall 2012	HED	150	OL1	30	26	87%	
Fall 2012	HED	151	OL1	30	18	60%	
Fall 2012	HED	239	21	30	26	87%	2850
Fall 2012	HIST&	116	01	30	30	100%	
Fall 2012	HIST&	136	01	30	27	90%	
Fall 2012	HIST&	136	OL1	30	25	83%	
Fall 2012	HUM	214	01	30	24	80%	
Fall 2012	IST	100	01	25	28	112%	
Fall 2012	IST	102	01	25	29	116%	
Fall 2012	IST	105	01	25	19	76%	
Fall 2012	IST	107	01	25	6	24%	
Fall 2012	IST	111	01	25	15	60%	
Fall 2012	IST	130	01	20	13	65%	
Fall 2012	IST	150	01	18	16	89%	

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	IST	207	01	20	14	70%	
Fall 2012	IST	222	01	25	19	76%	
Fall 2012	IST	280	01	20	11	55%	
Fall 2012	MA	111	01W	24	24	100%	3562
Fall 2012	MA	150	21	24	17	71%	
Fall 2012	MA	195	01	2	2	100%	
Fall 2012	MAP	100	01	20	13	65%	
Fall 2012	MAP	101	01	30	28	93%	
Fall 2012	MAP	103	01	24	24	100%	
Fall 2012	MATH	90	02	30	21	70%	
Fall 2012	MATH	90	21	30	11	37%	
Fall 2012	MATH	94	CL1	58	53	91%	3248
Fall 2012	MATH	94	CL2	58	57	98%	3250
Fall 2012	MATH	94	CL3	58	59	102%	3252
Fall 2012	MATH	94	CL4	58	59	102%	3254
Fall 2012	MATH	94	CL5	58	39	67%	3256
Fall 2012	MATH	94	CL6	58	35	60%	3258
Fall 2012	MATH	95	01	30	26	87%	
Fall 2012	MATH	95	02	30	25	83%	
Fall 2012	MATH	95	OL1	30	20	67%	
Fall 2012	MPC	095B	OL1	30	15	50%	3510
Fall 2012	MATH	99	01	30	25	83%	
Fall 2012	MATH	99	02	30	23	77%	
Fall 2012	MATH	99	03	30	9	30%	
Fall 2012	MATH&	107	01	30	9	30%	
Fall 2012	MATH&	107	OL1	30	15	50%	
Fall 2012	MATH	120	01	30	33	110%	
Fall 2012	MATH	120	02	30	28	93%	
Fall 2012	MATH&	141	01	30	18	60%	
Fall 2012	MATH&	146	01	30	27	90%	
Fall 2012	MATH&	146	02	30	28	93%	
Fall 2012	MATH&	151	01	30	24	80%	
Fall 2012	MUSC&	105	01	30	19	63%	
Fall 2012	MUSC	115	01	9	10	111%	
Fall 2012	MUSC	116	01	9	7	78%	3634
Fall 2012	NUR	100	01	20	20	100%	
Fall 2012	NUR	101	01	30	24	80%	
Fall 2012	NUR	103	01H	30	15	50%	
Fall 2012	NUR	110	01	24	24	100%	
Fall 2012	NUR	111	01	8	8	100%	
Fall 2012	NUR	111	02	8	7	88%	
Fall 2012	NUR	111	03	8	9	113%	
Fall 2012	NUR	114	01	35	26	74%	

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	NUR	135	01	24	23	96%	
Fall 2012	NUR	210	01	24	16	67%	
Fall 2012	NUR	211	01	8	8	100%	
Fall 2012	NUR	211	02	8	8	100%	
Fall 2012	NUR	235	01	24	16	67%	
Fall 2012	NUTR&	101	01	30	30	100%	
Fall 2012	NUTR&	101	21	30	25	83%	
Fall 2012	NUTR&	101	OL1	30	28	93%	
Fall 2012	PEH	100	01	30	30	100%	
Fall 2012	PEH	100	OL1	30	28	93%	
Fall 2012	PEH	100	OL2	30	29	97%	
Fall 2012	PEH	125	01	30	14	47%	
Fall 2012	PEH	125	02	30	18	60%	
Fall 2012	PEH	125	03	30	32	107%	
Fall 2012	PEH	125	04	30	20	67%	
Fall 2012	PEH	133	01	30	21	70%	
Fall 2012	PEH	133	02	30	19	63%	
Fall 2012	PEH	133	03	30	20	67%	
Fall 2012	PEH	133	04	30	21	70%	
Fall 2012	PEH	155	01	25	8	32%	
Fall 2012	PEH	155	02	25	12	48%	
Fall 2012	PEH	155	03	25	15	60%	
Fall 2012	PEH	155	04	25	20	80%	
Fall 2012	PEH	155	26	25	2	8%	
Fall 2012	PHIL&	101	01	30	29	97%	
Fall 2012	PHIL&	101	02	30	23	77%	
Fall 2012	PHIL&	120	01	30	27	90%	
Fall 2012	PHIL&	120	OL1	30	22	73%	
Fall 2012	PHIL	210	21	30	14	47%	
Fall 2012	PHYS&	221	01	25	13	52%	
Fall 2012	POLS&	202	01	30	24	80%	
Fall 2012	POLS&	202	02	30	21	70%	
Fall 2012	POLS&	203	01	25	21	84%	
Fall 2012	POLS&	203	02	25	23	92%	
Fall 2012	PSYC&	100	01	30	31	103%	
Fall 2012	PSYC&	100	OL1	30	29	97%	
Fall 2012	PSYC&	100	OL2	30	20	67%	
Fall 2012	PSYC&	200	01	30	30	100%	
Fall 2012	REL	201	21	30	13	43%	
Fall 2012	REL	211	21H	30	19	63%	
Fall 2012	SOC&	101	01	30	28	93%	
Fall 2012	SOC&	101	02	30	25	83%	
Fall 2012	SOC&	101	OL1	30	31	103%	

Fill Rates All Classes - Fall 2012

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2012	SPAN&	121	01	30	31	103%	
Fall 2012	SPAN&	121	02	30	25	83%	
Fall 2012	SPAN&	121	21	30	26	87%	
Fall 2012	SPAN&	122	01	30	20	67%	
Fall 2012	WLD	110	01	20	18	90%	
Fall 2012	WLD	110	21	18	12	67%	4833
Fall 2012	WLD	111	01	20	26	130%	4840
Fall 2012	WLD	111	21	20	19	95%	4845
Fall 2012	WLD	111	22	22	18	82%	4847
Fall 2012	WLD	111	03B	20	18	90%	4843
Fall 2012	WLD	130	01	20	9	45%	4912
Fall 2012	WLD	151	01	20	12	60%	
Fall 2012	WLD	190	01	20	24	120%	4855
Fall 2012	WLD	205	01	20	11	55%	

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	ACCT	105	01	35	27	77%	
Wtr 2013	ACCT&	201	01	40	39	98%	
Wtr 2013	ACCT&	202	01	40	22	55%	
Wtr 2013	ACCT&	202	OL1	30	8	27%	
Wtr 2013	AGR	263	01I	25	11	44%	
Wtr 2013	AMT	148	01	40	37	93%	1548
Wtr 2013	AMT	149	01	25	26	104%	1554
Wtr 2013	AMT	249	01	25	45	180%	1578
Wtr 2013	ANTH&	100	01	30	31	103%	
Wtr 2013	ART	102	01	20	21	105%	
Wtr 2013	ART	105	01	20	18	90%	
Wtr 2013	ART	121	01	15	18	120%	1238
Wtr 2013	ART	216	01	25	22	88%	
Wtr 2013	ART	230	01	20	14	70%	
Wtr 2013	ART	231	01	15	12	80%	1288
Wtr 2013	AUT	115	01	20	4	20%	
Wtr 2013	AUT	121	01	20	19	95%	
Wtr 2013	AUT	132	01	20	19	95%	
Wtr 2013	AUT	190	21	20	18	90%	
Wtr 2013	AUT	212	01	20	11	55%	
Wtr 2013	AUT	213	01	20	12	60%	
Wtr 2013	AUT	290	21	20	11	55%	
Wtr 2013	AVF	111	01	20	1	5%	
Wtr 2013	AVF	113	21	18	20	111%	
Wtr 2013	AVF	113	22	18	12	67%	
Wtr 2013	AVF	132	01	15	4	27%	1422
Wtr 2013	AVF	142	01	65	23	35%	
Wtr 2013	AVF	143	01	65	2	3%	
Wtr 2013	AVF	190	01	65	3	5%	
Wtr 2013	AVF	190	02	15	1	7%	
Wtr 2013	AVF	221	22	30	30	100%	
Wtr 2013	AVF	221	23	5	2	40%	
Wtr 2013	AVF	251	01	10	9	90%	
Wtr 2013	AVF	252	01	50	9	18%	
Wtr 2013	AVF	253	01	50	2	4%	
Wtr 2013	AVF	254	21	10	5	50%	
Wtr 2013	AVF	261	01	50	6	12%	
Wtr 2013	AVF	270	01	20	8	40%	
Wtr 2013	AVF	271	01	25	1	4%	
Wtr 2013	AVF	275	01	10	2	20%	
Wtr 2013	AVF	290	01	50	5	10%	
Wtr 2013	AVF	290	02	50	2	4%	
Wtr 2013	AVF	290	03	15	3	20%	
Wtr 2013	BIM	101	01	125	41	33%	1796
Wtr 2013	BIM	101	02	125	24	19%	1798
Wtr 2013	BIM	101	26	60	35	58%	1800

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	BIM	102	01	35	15	43%	
Wtr 2013	BIM	109	01	100	53	53%	1823
Wtr 2013	BIM	109	02	100	23	23%	1824
Wtr 2013	BIM	114	21	25	18	72%	
Wtr 2013	BIM	111	01	75	70	93%	1826
Wtr 2013	BIOL&	100	01	24	27	113%	
Wtr 2013	BIOL&	100	02	36	23	64%	1602
Wtr 2013	BIOL&	211	01	24	23	96%	
Wtr 2013	BIOL&	241	03H	24	13	54%	1630
Wtr 2013	BIOL&	241	04H	24	20	83%	1632
Wtr 2013	BIOL&	242	02H	24	23	96%	1636
Wtr 2013	BOT	130	01	24	24	100%	
Wtr 2013	BUS&	101	01	30	29	97%	
Wtr 2013	BUS	120	01	30	29	97%	
Wtr 2013	BUS	120	OL1	30	29	97%	
Wtr 2013	BUS	121	01H	30	27	90%	
Wtr 2013	BUS	161	01	16	20	125%	
Wtr 2013	BUS	200	01	25	19	76%	
Wtr 2013	BUS&	201	01	30	15	50%	
Wtr 2013	BUS	215	OL1	30	27	90%	
Wtr 2013	CDL	100	03	12	10	83%	
Wtr 2013	CDL	100	01	12	11	92%	2070
Wtr 2013	CHEM&	121	01	24	27	113%	
Wtr 2013	CHEM&	121	02	24	27	113%	
Wtr 2013	CHEM&	121	03	24	24	100%	
Wtr 2013	CHEM&	162	01	24	23	96%	
Wtr 2013	CJ&	101	OL1	30	28	93%	
Wtr 2013	CJ&	110	01	30	19	63%	
Wtr 2013	CMST	100	01	25	30	120%	
Wtr 2013	CMST	100	21H	25	21	84%	
Wtr 2013	CMST&	102	01	30	27	90%	
Wtr 2013	CMST&	220	01	25	28	112%	
Wtr 2013	CMST&	220	02	25	23	92%	
Wtr 2013	CMST&	220	03	25	24	96%	
Wtr 2013	CMST&	220	04	25	25	100%	
Wtr 2013	CMST&	220	05	25	23	92%	
Wtr 2013	CMST&	220	06	25	26	104%	
Wtr 2013	CMST&	220	21	25	17	68%	
Wtr 2013	CS	101	21H	25	21	84%	
Wtr 2013	CS	115	21	19	7	37%	
Wtr 2013	CS	142	OL1	15	4	27%	
Wtr 2013	CS	156	21	19	10	53%	
Wtr 2013	CS	161	21H	20	12	60%	
Wtr 2013	CS	162	01	20	6	30%	

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	CS	195	01	5	2	40%	
Wtr 2013	CS	197	01	5	2	40%	
Wtr 2013	CS	205	21	20	9	45%	
Wtr 2013	CSS	100	01	30	21	70%	
Wtr 2013	CSS	100	02	30	27	90%	
Wtr 2013	CSS	100	03	30	29	97%	
Wtr 2013	CSS	100	OL1	30	28	93%	
Wtr 2013	CSS	102	OL1	30	29	97%	
Wtr 2013	CSS	104	01H	30	16	53%	
Wtr 2013	ECE	105	21H	30	17	57%	2254
Wtr 2013	ECE	108	21H	30	28	93%	
Wtr 2013	ECE	230	21H	30	25	83%	
Wtr 2013	ECON	200	OL1	30	29	97%	
Wtr 2013	ECON&	202	01	36	33	92%	
Wtr 2013	ECON&	202	02	2	3	150%	
Wtr 2013	EDUC	106	02	30	1	3%	
Wtr 2013	EDUC	106	01W	30	26	87%	
Wtr 2013	EDUC	132	01	20	3	15%	
Wtr 2013	EDUC	190	21H	15	8	53%	2414
Wtr 2013	EDUC&	201	21H	30	28	93%	
Wtr 2013	ENGL	65	01	7	4	57%	2502
Wtr 2013	ENGL	95	02	7	1	14%	2503
Wtr 2013	ENGL	95	03	7	3	43%	2504
Wtr 2013	ENGL	98	01	25	12	48%	
Wtr 2013	ENGL	98	02	25	19	76%	
Wtr 2013	ENGL	99	01	25	13	52%	
Wtr 2013	ENGL	99	02	25	25	100%	
Wtr 2013	ENGL	99	03	25	24	96%	2534
Wtr 2013	ENGL	99	04	25	24	96%	2536
Wtr 2013	ENGL	99	05	25	15	60%	
Wtr 2013	ENGL	99	OL1	25	15	60%	
Wtr 2013	ENGL&	101	01	25	25	100%	
Wtr 2013	ENGL&	101	02	25	30	120%	
Wtr 2013	ENGL&	101	03	25	26	104%	
Wtr 2013	ENGL&	101	04	25	25	100%	
Wtr 2013	ENGL&	101	05	25	25	100%	
Wtr 2013	ENGL&	101	06	25	21	84%	
Wtr 2013	ENGL&	101	OL1	25	21	84%	
Wtr 2013	ENGL&	101	OL2	25	8	32%	
Wtr 2013	ENGL&	102	01	25	24	96%	
Wtr 2013	ENGL&	102	02	25	25	100%	
Wtr 2013	ENGL&	102	03	25	24	96%	
Wtr 2013	ENGL&	102	04	25	26	104%	
Wtr 2013	ENGL&	102	05	25	30	120%	

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	ENGL&	102	06	25	29	116%	
Wtr 2013	ENGL&	102	07	25	27	108%	
Wtr 2013	ENGL&	102	21	25	14	56%	
Wtr 2013	ENGL&	102	OL1	25	22	88%	
Wtr 2013	ENGL	109	01	20	15	75%	
Wtr 2013	ENGL	201	01	25	19	76%	
Wtr 2013	ENGL	211	01	22	22	100%	
Wtr 2013	ENGL	216	01	30	29	97%	
Wtr 2013	ENGL&	245	01	30	24	80%	
Wtr 2013	ENVS&	100	01	30	29	97%	
Wtr 2013	ENVS&	100	OL1	30	28	93%	
Wtr 2013	FAD	150	01	20	19	95%	
Wtr 2013	FAD	150	03	20	20	100%	
Wtr 2013	FAD	150	04	20	21	105%	
Wtr 2013	FAD	150	02W	20	17	85%	
Wtr 2013	FRCH&	121	01	30	31	103%	2700
Wtr 2013	GEOL&	101	01	25	14	56%	
Wtr 2013	GGR	101	01	24	20	83%	
Wtr 2013	HED	121	OL1	30	25	83%	
Wtr 2013	HED	122	01	30	15	50%	
Wtr 2013	HED	122	OL1	30	17	57%	
Wtr 2013	HED	150	OL1	30	27	90%	
Wtr 2013	HED	150	OL2	30	22	73%	2830
Wtr 2013	HED	151	OL1	30	26	87%	
Wtr 2013	HED	239	OL1	30	28	93%	
Wtr 2013	HIST&	117	01	30	26	87%	
Wtr 2013	HIST&	136	01	30	25	83%	
Wtr 2013	HIST&	136	45	35	21	60%	
Wtr 2013	HIST&	137	01	30	18	60%	
Wtr 2013	HIST&	137	OL1	30	30	100%	
Wtr 2013	HIST	250	01	30	25	83%	
Wtr 2013	IST	105	01	18	19	106%	
Wtr 2013	IST	106	01	18	17	94%	
Wtr 2013	IST	112	01	25	15	60%	
Wtr 2013	IST	120	01	20	19	95%	
Wtr 2013	IST	120	02	20	7	35%	
Wtr 2013	IST	136	01	18	14	78%	
Wtr 2013	IST	170	01	18	23	128%	
Wtr 2013	IST	180	21	15	14	93%	3126
Wtr 2013	IST	223	01	18	14	78%	
Wtr 2013	IST	224	21	15	7	47%	
Wtr 2013	IST	250	01	17	17	100%	
Wtr 2013	MA	112	01W	24	22	92%	3551
Wtr 2013	MA	195	01	1	1	100%	

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	MAP	100	01	20	12	60%	
Wtr 2013	MAP	103	21	25	15	60%	
Wtr 2013	MAP	108	21 / OL1	15	24	160%	3416
Wtr 2013	MATH	90	01	30	26	87%	
Wtr 2013	MATH	90	02	30	29	97%	
Wtr 2013	MATH	94	CL1	58	59	102%	3248
Wtr 2013	MATH	94	CL2	58	58	100%	3249
Wtr 2013	MATH	94	CL3	58	61	105%	3250
Wtr 2013	MATH	94	CL4	58	57	98%	3251
Wtr 2013	MATH	94	CL5	58	49	84%	3252
Wtr 2013	MATH	94	CL6	38	40	105%	3253
Wtr 2013	MATH	94	CLN	38	31	82%	3255
Wtr 2013	MATH	95	OL1	30	26	87%	
Wtr 2013	MATH	99	01	30	28	93%	
Wtr 2013	MATH	99	02	30	13	43%	
Wtr 2013	MATH	99	OL1	30	27	90%	
Wtr 2013	MATH&	107	01	30	12	40%	
Wtr 2013	MATH	120	01	30	30	100%	
Wtr 2013	MATH	120	02	30	29	97%	
Wtr 2013	MATH	120	03	30	24	80%	
Wtr 2013	MATH&	141	01	30	26	87%	
Wtr 2013	MATH&	146	01	30	28	93%	
Wtr 2013	MATH&	146	02	30	29	97%	
Wtr 2013	MATH&	146	03	25	19	76%	
Wtr 2013	MATH	147	01	30	28	93%	
Wtr 2013	MATH&	152	01	20	15	75%	
Wtr 2013	MUSC&	105	01	30	24	80%	
Wtr 2013	MUSC&	105	02	30	24	80%	
Wtr 2013	MUSC&	105	WAO	1	1	100%	
Wtr 2013	MUSC	115	01	9	8	89%	
Wtr 2013	MUSC	116	01	9	5	56%	3634
Wtr 2013	MUSC	134	21	15	12	80%	
Wtr 2013	NUR	100	01	20	20	100%	
Wtr 2013	NUR	100	02B	20	18	90%	
Wtr 2013	NUR	103	01H	30	22	73%	
Wtr 2013	NUR	120	01	24	23	96%	
Wtr 2013	NUR	121	01	7	7	100%	
Wtr 2013	NUR	121	02	9	7	78%	
Wtr 2013	NUR	121	03	8	8	100%	
Wtr 2013	NUR	136	01	24	23	96%	
Wtr 2013	NUR	220	01	23	12	52%	
Wtr 2013	NUR	221	01	8	8	100%	
Wtr 2013	NUR	221	02	8	4	50%	
Wtr 2013	NUR	236	01	30	12	40%	

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	NUTR&	101	01	36	34	94%	
Wtr 2013	NUTR&	101	21	30	30	100%	
Wtr 2013	NUTR&	101	OL1	40	40	100%	
Wtr 2013	PEH	90	21	150	25	17%	
Wtr 2013	PEH	100	01	30	27	90%	
Wtr 2013	PEH	100	02	30	20	67%	
Wtr 2013	PEH	100	OL1	30	30	100%	
Wtr 2013	PEH	100	OL2	31	27	87%	
Wtr 2013	PEH	102	01	25	15	60%	
Wtr 2013	PEH	104	01	25	11	44%	
Wtr 2013	PEH	125	01	24	24	100%	
Wtr 2013	PEH	125	02	30	32	107%	
Wtr 2013	PEH	125	03	30	34	113%	
Wtr 2013	PEH	131	01	25	27	108%	
Wtr 2013	PEH	131	02	25	26	104%	
Wtr 2013	PEH	132	01	25	10	40%	
Wtr 2013	PEH	155	01	25	11	44%	
Wtr 2013	PEH	155	02	25	12	48%	
Wtr 2013	PEH	155	03	25	20	80%	
Wtr 2013	PEH	155	04	25	18	72%	
Wtr 2013	PEH	155	26	25	5	20%	
Wtr 2013	PEH	158	01	12	8	67%	
Wtr 2013	PHIL&	101	02	30	26	87%	
Wtr 2013	PHIL&	120	01	40	34	85%	
Wtr 2013	PHIL&	120	OL1	40	27	68%	
Wtr 2013	PHIL	210	OL1	30	32	107%	
Wtr 2013	PHYS&	100	21	24	13	54%	
Wtr 2013	PHYS&	101	21	24	13	54%	
Wtr 2013	PHYS&	222	01	24	7	29%	
Wtr 2013	POLS&	202	01	30	28	93%	
Wtr 2013	PSYC&	100	01	30	35	117%	
Wtr 2013	PSYC&	100	03	30	25	83%	
Wtr 2013	PSYC&	100	02H	30	28	93%	
Wtr 2013	PSYC&	100	OL1	30	30	100%	
Wtr 2013	PSYC&	200	01	30	23	77%	
Wtr 2013	REL	211	01	30	29	97%	
Wtr 2013	SOC&	101	01	30	30	100%	
Wtr 2013	SOC	220	01	30	35	117%	
Wtr 2013	SOC&	101	OL1	30	29	97%	
Wtr 2013	SPAN&	121	01	30	31	103%	
Wtr 2013	SPAN&	121	21	30	25	83%	4704
Wtr 2013	SPAN&	122	01	30	34	113%	
Wtr 2013	SPAN&	123	01	30	23	77%	
Wtr 2013	WLD	101	01	20	18	90%	

Fill Rates All Classes - Winter 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Wtr 2013	WLD	102	01	20	18	90%	
Wtr 2013	WLD	103	01	14	3	21%	
Wtr 2013	WLD	103	02	14	9	64%	
Wtr 2013	WLD	111	01	22	29	132%	4840
Wtr 2013	WLD	111	04B	25	22	88%	4844
Wtr 2013	WLD	111	21	25	21	84%	4846
Wtr 2013	WLD	111	22	25	22	88%	4848
Wtr 2013	WLD	112	01	22	26	118%	4856
Wtr 2013	WLD	120	01	20	16	80%	
Wtr 2013	WLD	120	21	20	10	50%	4873
Wtr 2013	WLD	152	01	18	11	61%	
Wtr 2013	WLD	152	21	20	9	45%	4962
Wtr 2013	WLD	206	01	18	14	78%	

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	ACCT	105	21	35	14	40%	
Spr 2013	ACCT&	201	45	40	4	10%	
Spr 2013	ACCT&	202	01	40	23	58%	
Spr 2013	ACCT&	203	01	40	23	58%	
Spr 2013	ACCT	233	01	16	13	81%	
Spr 2013	ACCT	260	01	16	12	75%	
Spr 2013	ACCT	261	01	12	10	83%	1055
Spr 2013	AGR	271	OL1	25	16	64%	
Spr 2013	AGR	295	01	25	8	32%	1153
Spr 2013	AMT	150	01	25	13	52%	
Spr 2013	AMT	151	01	25	41	164%	1565
Spr 2013	AMT	251	01	25	33	132%	1585
Spr 2013	ART	103	01	20	18	90%	
Spr 2013	ART	121	01	15	21	140%	1238
Spr 2013	ART	198	01	1	1	100%	
Spr 2013	ART	217	01	30	14	47%	
Spr 2013	ART	221	01	15	15	100%	1273
Spr 2013	ART	230	01	20	16	80%	
Spr 2013	ART	231	01	18	14	78%	1289
Spr 2013	ASTR&	101	21	24	15	63%	
Spr 2013	AUT	105	01	20	15	75%	
Spr 2013	AUT	115	01	10	2	20%	
Spr 2013	AUT	124	01	20	16	80%	
Spr 2013	AUT	125	01	20	16	80%	
Spr 2013	AUT	190	21	20	15	75%	
Spr 2013	AUT	211	01	20	12	60%	
Spr 2013	AUT	223	01	20	12	60%	
Spr 2013	AUT	231	01	20	11	55%	
Spr 2013	AUT	290	21	20	12	60%	
Spr 2013	AVF	113	21	18	1	6%	
Spr 2013	AVF	114	21	19	19	100%	
Spr 2013	AVF	114	22	20	13	65%	
Spr 2013	AVF	133	01	15	2	13%	
Spr 2013	AVF	142	01	65	3	5%	
Spr 2013	AVF	143	01	65	16	25%	
Spr 2013	AVF	190	02	20	1	5%	
Spr 2013	AVF	190	03	65	5	8%	
Spr 2013	AVF	223	21	25	14	56%	
Spr 2013	AVF	225	21	3	1	33%	
Spr 2013	AVF	232	01	15	2	13%	
Spr 2013	AVF	252	01	55	8	15%	
Spr 2013	AVF	253	01	55	7	13%	
Spr 2013	AVF	254	21	10	9	90%	
Spr 2013	AVF	261	01	55	9	16%	
Spr 2013	AVF	270	01	20	5	25%	
Spr 2013	AVF	271	01	25	4	16%	

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	AVF	275	01	20	6	30%	
Spr 2013	AVF	276	01	15	1	7%	
Spr 2013	AVF	290	02	20	3	15%	
Spr 2013	AVF	290	03	50	3	6%	
Spr 2013	AVF	291	01	10	1	10%	
Spr 2013	BIM	101	01	125	46	37%	1795
Spr 2013	BIM	101	02	125	25	20%	1796
Spr 2013	BIM	101	26	60	49	82%	1798
Spr 2013	BIM	102	01	50	15	30%	
Spr 2013	BIM	109	01	100	67	67%	1850
Spr 2013	BIM	109	02	100	27	27%	1852
Spr 2013	BIM	111	01H	75	65	87%	1825
Spr 2013	BIM	115	21	25	15	60%	
Spr 2013	BIM	262	01	20	15	75%	
Spr 2013	BIOL&	100	01	24	23	96%	
Spr 2013	BIOL&	100	02H	24	20	83%	
Spr 2013	BIOL&	170	01	25	24	96%	
Spr 2013	BIOL&	211	01	24	25	104%	1610
Spr 2013	BIOL&	242	02H	24	13	54%	1635
Spr 2013	BIOL&	242	04H	24	9	38%	1637
Spr 2013	BIOL&	260	01	34	25	74%	1642
Spr 2013	BOT	140	01	20	13	65%	
Spr 2013	BUS&	101	01	30	28	93%	
Spr 2013	BUS	102	01	30	25	83%	
Spr 2013	BUS	120	01	30	28	93%	
Spr 2013	BUS	122	01	30	15	50%	
Spr 2013	BUS	170	01	20	10	50%	
Spr 2013	BUS&	201	01	30	26	87%	
Spr 2013	BUS	215	01	30	21	70%	
Spr 2013	CDL	100	01	12	2	17%	
Spr 2013	CDL	100	03	12	8	67%	
Spr 2013	CDL	100	02B	12	8	67%	
Spr 2013	CHEM&	121	01	24	26	108%	
Spr 2013	CHEM&	121	02	24	27	113%	
Spr 2013	CHEM&	131	01	24	22	92%	
Spr 2013	CHEM&	163	01	24	19	79%	
Spr 2013	CJ	220	01	30	18	60%	
Spr 2013	CMST&	102	01	30	34	113%	
Spr 2013	CMST&	220	01	25	24	96%	
Spr 2013	CMST&	220	02	25	23	92%	
Spr 2013	CMST&	220	03	25	23	92%	
Spr 2013	CMST&	220	04	25	25	100%	
Spr 2013	CMST&	220	05	25	24	96%	
Spr 2013	CMST&	220	21	25	22	88%	

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	CS	101	21H	25	6	24%	
Spr 2013	CS	104	21	20	19	95%	
Spr 2013	CS	105	21	20	19	95%	
Spr 2013	CS	110	01	19	10	53%	
Spr 2013	CS	111	01	19	20	105%	
Spr 2013	CS	157	21	19	10	53%	
Spr 2013	CS	195	01	10	3	30%	
Spr 2013	CS	197	01	10	3	30%	
Spr 2013	CS	235	OL1	15	2	13%	
Spr 2013	CSS	100	01	25	13	52%	
Spr 2013	CSS	100	02	25	17	68%	
Spr 2013	CSS	100	03	25	23	92%	
Spr 2013	CSS	100	OL1	30	26	87%	
Spr 2013	CSS	102	01	30	19	63%	
Spr 2013	CSS	102	OL1	30	27	90%	
Spr 2013	CSS	104	21H	30	16	53%	
Spr 2013	ECE	214	21	30	21	70%	
Spr 2013	ECE	250	21H	30	27	90%	2310
Spr 2013	ECON	200	OL1	30	23	77%	
Spr 2013	ECON&	201	01	30	29	97%	
Spr 2013	ECON&	202	01	30	26	87%	
Spr 2013	EDUC&	115	21H	30	28	93%	
Spr 2013	EDUC	132	01	20	3	15%	
Spr 2013	EDUC	190	01H	15	14	93%	
Spr 2013	EDUC&	204	21H	30	21	70%	
Spr 2013	ENGL	93	02	12	3	25%	2503
Spr 2013	ENGL	95	01	12	3	25%	2502
Spr 2013	ENGL	98	01	25	13	52%	
Spr 2013	ENGL	99	01	25	22	88%	
Spr 2013	ENGL	99	02	25	20	80%	
Spr 2013	ENGL	99	03	25	24	96%	2534
Spr 2013	ENGL	99	OL1	25	16	64%	
Spr 2013	ENGL&	101	02	25	18	72%	
Spr 2013	ENGL&	101	03	25	25	100%	
Spr 2013	ENGL&	101	04	25	25	100%	
Spr 2013	ENGL&	101	05	25	28	112%	
Spr 2013	ENGL&	101	06	25	18	72%	
Spr 2013	ENGL&	101	OL1	25	18	72%	
Spr 2013	ENGL&	101	OL2	25	16	64%	
Spr 2013	ENGL&	102	01	25	17	68%	
Spr 2013	ENGL&	102	02	25	15	60%	
Spr 2013	ENGL&	102	03	25	14	56%	
Spr 2013	ENGL&	102	04	25	29	116%	
Spr 2013	ENGL&	102	05	25	24	96%	

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	ENGL&	102	06	25	23	92%	
Spr 2013	ENGL&	102	07	25	19	76%	
Spr 2013	ENGL&	102	45	16	16	100%	
Spr 2013	ENGL&	102	OL1	25	23	92%	
Spr 2013	ENGL	109	01	19	18	95%	
Spr 2013	ENGL	216	01	30	28	93%	
Spr 2013	ENGL&	220	01	30	15	50%	
Spr 2013	ENGL	221	01	22	21	95%	
Spr 2013	ENGL	248	OL1	30	31	103%	
Spr 2013	ENVS&	100	01	30	31	103%	
Spr 2013	ENVS&	100	OL1	30	26	87%	
Spr 2013	FAD	150	01	20	19	95%	
Spr 2013	FAD	150	03	20	20	100%	
Spr 2013	FAD	150	04	20	17	85%	
Spr 2013	FAD	150	02W	20	14	70%	
Spr 2013	FRCH&	121	01	30	24	80%	2700
Spr 2013	GGR	101	01	25	25	100%	
Spr 2013	HED	122	OL1	30	13	43%	
Spr 2013	HED	123	OL1	30	32	107%	
Spr 2013	HED	150	21	30	12	40%	
Spr 2013	HED	150	OL1	30	30	100%	
Spr 2013	HED	151	OLB	30	32	107%	2840
Spr 2013	HED	239	21	15	23	153%	2850
Spr 2013	HIST&	118	01	29	25	86%	
Spr 2013	HIST&	136	01	30	27	90%	
Spr 2013	HIST&	136	OL1	30	27	90%	
Spr 2013	HIST&	136	OL2	30	19	63%	
Spr 2013	HIST&	137	45	10	19	190%	
Spr 2013	HIST	270	01	30	13	43%	
Spr 2013	HUM	214	01	30	26	87%	
Spr 2013	HUM	214	21H	30	20	67%	
Spr 2013	IST	106	01	25	17	68%	
Spr 2013	IST	107	01	25	16	64%	
Spr 2013	IST	110	01	25	25	100%	
Spr 2013	IST	113	01	25	22	88%	
Spr 2013	IST	140	01	18	1	6%	
Spr 2013	IST	150	01	15	8	53%	
Spr 2013	IST	180	21	15	20	133%	3127
Spr 2013	IST	208	01	25	15	60%	
Spr 2013	IST	221	01	25	19	76%	
Spr 2013	IST	270	01	25	18	72%	
Spr 2013	IST	282	01	18	18	100%	
Spr 2013	IST	284	01	18	15	83%	
Spr 2013	MA	113	01W	25	21	84%	3567

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	MA	150	21	27	24	89%	
Spr 2013	MATH	90	01	30	18	60%	
Spr 2013	MATH	94	CL1	66	61	92%	3248
Spr 2013	MATH	94	CL2	66	64	97%	3249
Spr 2013	MATH	94	CL3	66	62	94%	3250
Spr 2013	MATH	94	CL4	66	65	98%	3251
Spr 2013	MATH	94	CL5	66	47	71%	3252
Spr 2013	MATH	94	CL6	66	25	38%	3253
Spr 2013	MATH	94	CLN	66	33	50%	3255
Spr 2013	MATH	95	OL1	30	9	30%	
Spr 2013	MATH	99	01	30	17	57%	
Spr 2013	MATH	99	OL1	30	24	80%	
Spr 2013	MATH&	107	01	30	23	77%	
Spr 2013	MATH&	107	OL1	30	23	77%	
Spr 2013	MATH	120	01	30	31	103%	
Spr 2013	MATH	120	02	30	23	77%	
Spr 2013	MATH	120	03	30	16	53%	
Spr 2013	MATH	120	45	35	4	11%	
Spr 2013	MATH&	141	01	30	19	63%	
Spr 2013	MATH&	142	01	30	33	110%	
Spr 2013	MATH&	146	01	30	29	97%	
Spr 2013	MATH&	146	02	30	26	87%	
Spr 2013	MATH&	146	03	30	25	83%	
Spr 2013	MATH&	146	04	30	13	43%	
Spr 2013	MATH&	148	01	30	15	50%	
Spr 2013	MATH&	163	01	30	11	37%	
Spr 2013	MUSC&	105	01	30	19	63%	
Spr 2013	MUSC&	105	02	30	5	17%	
Spr 2013	MUSC	115	01	9	9	100%	
Spr 2013	MUSC	116	01	9	9	100%	3634
Spr 2013	MUSC	134	01	15	11	73%	
Spr 2013	NUR	100	01	18	20	111%	
Spr 2013	NUR	100	02B	18	20	111%	
Spr 2013	NUR	103	01H	30	25	83%	
Spr 2013	NUR	130	01	30	22	73%	
Spr 2013	NUR	131	01	7	8	114%	
Spr 2013	NUR	131	02	7	7	100%	
Spr 2013	NUR	131	03	7	7	100%	
Spr 2013	NUR	137	01	30	22	73%	
Spr 2013	NUR	230	01	30	12	40%	
Spr 2013	NUR	231	01	7	7	100%	
Spr 2013	NUR	231	02	7	5	71%	
Spr 2013	NUR	240	01	30	12	40%	
Spr 2013	NUTR&	101	01	30	31	103%	

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	NUTR&	101	21	30	22	73%	
Spr 2013	NUTR&	101	OL1	30	30	100%	
Spr 2013	NUTR&	101	OL2	30	28	93%	
Spr 2013	PEH	100	01	30	30	100%	
Spr 2013	PEH	100	02	30	29	97%	
Spr 2013	PEH	100	OL1	30	26	87%	
Spr 2013	PEH	100	OL2	30	27	90%	
Spr 2013	PEH	105	01	35	22	63%	
Spr 2013	PEH	106	01	25	6	24%	
Spr 2013	PEH	114	01	25	20	80%	4336
Spr 2013	PEH	125	01	30	32	107%	
Spr 2013	PEH	125	03	25	10	40%	
Spr 2013	PEH	131	01	30	32	107%	
Spr 2013	PEH	131	02	30	30	100%	
Spr 2013	PEH	133	01	30	34	113%	
Spr 2013	PEH	155	01	25	20	80%	
Spr 2013	PEH	155	02	25	11	44%	
Spr 2013	PEH	155	03	25	23	92%	
Spr 2013	PEH	155	04	25	21	84%	
Spr 2013	PEH	155	26	25	5	20%	
Spr 2013	PHIL&	101	01	30	29	97%	
Spr 2013	PHIL&	120	21	30	23	77%	
Spr 2013	PHIL&	120	OL1	43	34	79%	
Spr 2013	PHIL	240	01	30	21	70%	
Spr 2013	PHYS&	223	01	24	3	13%	
Spr 2013	POLS&	202	01	30	22	73%	
Spr 2013	POLS&	202	02	24	23	96%	
Spr 2013	PSYC&	100	01	30	34	113%	
Spr 2013	PSYC&	100	02	30	31	103%	
Spr 2013	PSYC&	100	03	30	29	97%	
Spr 2013	PSYC&	100	OL1	30	29	97%	
Spr 2013	PSYC&	100	OL2	30	29	97%	
Spr 2013	PSYC&	200	01	30	29	97%	
Spr 2013	REL	201	01	30	26	87%	
Spr 2013	REL	201	OL1	30	31	103%	
Spr 2013	SOC&	101	01	30	32	107%	
Spr 2013	SOC&	101	02	30	27	90%	
Spr 2013	SOC&	101	21H	30	28	93%	
Spr 2013	SOC	220	01	30	31	103%	
Spr 2013	SPAN&	121	01	30	31	103%	
Spr 2013	SPAN&	121	21	30	26	87%	4703
Spr 2013	SPAN&	122	01	30	23	77%	
Spr 2013	SPAN&	123	01	30	28	93%	
Spr 2013	WLD	111	01	24	28	117%	4840

Fill Rates All Classes - Spring 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spr 2013	WLD	111	02	24	25	104%	4842
Spr 2013	WLD	111	03W	24	12	50%	4844
Spr 2013	WLD	111	21	24	22	92%	4847
Spr 2013	WLD	111	22	24	14	58%	4849
Spr 2013	WLD	130	01	20	12	60%	
Spr 2013	WLD	153	01	18	11	61%	
Spr 2013	WLD	205	21	20	6	30%	
Spr 2013	WLD	207	01	20	17	85%	

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	ACCT	105	01	40	40	100%	
Fall 2013	ACCT&	201	01	40	29	73%	
Fall 2013	ACCT&	201	OL1	30	15	50%	
Fall 2013	ACCT	262	01	16	15	94%	
Fall 2013	AGR	241	OL1	20	3	15%	
Fall 2013	AGR	261	01	20	10	50%	
Fall 2013	AGR	295	01	25	2	8%	1153
Fall 2013	AMT	001	01	20	19	95%	
Fall 2013	AMT	148	01	25	33	132%	1548
Fall 2013	AMT	149	01	25	48	192%	1563
Fall 2013	AMT	249	01	25	21	84%	1583
Fall 2013	ANTH&	100	01	30	31	103%	
Fall 2013	ART&	100	01	30	31	103%	
Fall 2013	ART	101	01	25	25	100%	
Fall 2013	ART	104	01	20	22	110%	
Fall 2013	ART	104	02	20	19	95%	
Fall 2013	ART	121	01	15	20	133%	1238
Fall 2013	ART	218	01	30	13	43%	
Fall 2013	ART	231	01	15	14	93%	1288
Fall 2013	ASTR&	101	01	24	22	92%	
Fall 2013	AUT	111	01	20	12	60%	
Fall 2013	AUT	115	01	20	11	55%	
Fall 2013	AUT	131	01	20	10	50%	
Fall 2013	AUT	190	21	20	11	55%	
Fall 2013	AUT	220	01	20	13	65%	
Fall 2013	AUT	290	21	20	13	65%	
Fall 2013	AVF	111	01	70	44	63%	
Fall 2013	AVF	112	21	20	22	110%	
Fall 2013	AVF	112	22	20	14	70%	
Fall 2013	AVF	112	23	20	6	30%	
Fall 2013	AVF	131	01	15	7	47%	
Fall 2013	AVF	141	01	70	33	47%	
Fall 2013	AVF	190	01	65	4	6%	
Fall 2013	AVF	223	21	24	27	113%	
Fall 2013	AVF	225	21	25	9	36%	
Fall 2013	AVF	227	21	25	14	56%	
Fall 2013	AVF	251	01	50	17	34%	
Fall 2013	AVF	252	01	50	5	10%	
Fall 2013	AVF	253	01	50	5	10%	
Fall 2013	AVF	254	21	25	2	8%	
Fall 2013	AVF	261	01	15	5	33%	
Fall 2013	AVF	270	01	20	5	25%	
Fall 2013	AVF	271	01	25	2	8%	
Fall 2013	AVF	275	01	10	3	30%	
Fall 2013	AVF	276	01	15	1	7%	
Fall 2013	AVF	290	01	50	3	6%	

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	AVF	290	02	15	2	13%	
Fall 2013	AVF	291	01	10	1	10%	
Fall 2013	BIM	101	01	100	53	53%	1795
Fall 2013	BIM	101	02	100	18	18%	1796
Fall 2013	BIM	101	26	60	50	83%	1798
Fall 2013	BIM	102	01	35	32	91%	
Fall 2013	BIM	109	01	100	50	50%	1823
Fall 2013	BIM	109	02	100	38	38%	1824
Fall 2013	BIM	111	01	25	51	204%	1828
Fall 2013	BIOL&	100	01	24	24	100%	
Fall 2013	BIOL&	100	02	24	24	100%	
Fall 2013	BIOL&	100	21	24	16	67%	
Fall 2013	BIOL&	211	01	24	23	96%	
Fall 2013	BIOL&	211	02	34	15	44%	1612
Fall 2013	BIOL&	221	02H	24	18	75%	1615
Fall 2013	BIOL&	241	02H	24	23	96%	1630
Fall 2013	BIOL&	260	02H	24	20	83%	1642
Fall 2013	BUS&	101	01	30	28	93%	
Fall 2013	BUS	102	01	30	23	77%	
Fall 2013	BUS	114	01H	25	24	96%	
Fall 2013	BUS	120	01	30	17	57%	
Fall 2013	BUS	120	OL1	30	27	90%	
Fall 2013	BUS	122	01H	25	15	60%	
Fall 2013	BUS&	201	01	30	23	77%	
Fall 2013	CDL	100	01	6	2	33%	
Fall 2013	CDL	100	03	6	4	67%	
Fall 2013	CDL	100	05	12	4	33%	
Fall 2013	CDL	100	06	6	3	50%	
Fall 2013	CDL	100	02B	6	4	67%	
Fall 2013	CDL	100	04B	12	4	33%	
Fall 2013	CHEM&	105	01	24	17	71%	
Fall 2013	CHEM&	110	WAO	1	1	100%	
Fall 2013	CHEM&	121	01	24	24	100%	
Fall 2013	CHEM&	121	02	24	24	100%	
Fall 2013	CHEM&	161	01	24	23	96%	
Fall 2013	CHEM&	161	02	24	25	104%	
Fall 2013	CJ&	101	01	30	30	100%	
Fall 2013	CJ&	101	OL1	31	33	106%	
Fall 2013	CMST&	102	OL1	30	25	83%	
Fall 2013	CMST&	220	01	25	23	92%	
Fall 2013	CMST&	220	02	25	23	92%	
Fall 2013	CMST&	220	03	25	25	100%	
Fall 2013	CMST&	220	04	25	24	96%	
Fall 2013	CMST&	220	05	25	21	84%	

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	CMST&	220	06	25	24	96%	
Fall 2013	CMST&	220	07	25	25	100%	
Fall 2013	CS	101	21H	25	23	92%	
Fall 2013	CS	104	21	24	21	88%	
Fall 2013	CS	105	21H	24	21	88%	
Fall 2013	CS	106	21	24	11	46%	
Fall 2013	CS	110	21	24	17	71%	
Fall 2013	CS	111	01	24	8	33%	
Fall 2013	CS&	141	OL1	24	13	54%	
Fall 2013	CS	156	21	24	10	42%	2160
Fall 2013	CS	195	01	10	5	50%	
Fall 2013	CS	197	01	10	5	50%	
Fall 2013	CS	262	21	24	4	17%	
Fall 2013	CSS	100	01	30	28	93%	
Fall 2013	CSS	100	03	30	27	90%	
Fall 2013	CSS	100	04	30	29	97%	
Fall 2013	CSS	100	05	30	31	103%	
Fall 2013	CSS	100	06	30	29	97%	
Fall 2013	CSS	100	07	30	31	103%	
Fall 2013	CSS	100	08	30	29	97%	
Fall 2013	CSS	100	09	30	15	50%	
Fall 2013	CSS	100	10H	30	22	73%	
Fall 2013	CSS	100	OL1	30	32	107%	
Fall 2013	CSS	102	OL1	30	31	103%	
Fall 2013	CSS	104	21H	30	22	73%	
Fall 2013	ECED&	105	21H	30	25	83%	2270
Fall 2013	ECED&	139	OL1	30	22	73%	
Fall 2013	ECED&	170	21H	30	20	67%	
Fall 2013	ECON	200	OL1	30	27	90%	
Fall 2013	ECON&	201	01	31	30	97%	
Fall 2013	EDUC&	115	21H	30	30	100%	
Fall 2013	EDUC&	130	OL1	30	20	67%	
Fall 2013	EDUC	132	01	20	4	20%	
Fall 2013	EDUC&	150	OL1	30	21	70%	
Fall 2013	EDUC	190	01H	15	11	73%	2390
Fall 2013	ENGL	65	03	5	2	40%	2504
Fall 2013	ENGL	95	01	5	5	100%	2502
Fall 2013	ENGL	95	02	5	9	180%	2503
Fall 2013	ENGL	98	01	25	26	104%	
Fall 2013	ENGL	98	02	25	26	104%	
Fall 2013	ENGL	99	03	25	25	100%	
Fall 2013	ENGL	99	05	25	22	88%	
Fall 2013	ENGL	99	06	25	18	72%	
Fall 2013	ENGL	99	02	25	25	100%	2531

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	ENGL	99	OL1	25	19	76%	
Fall 2013	ENGL	99	01	25	24	96%	2530
Fall 2013	ENGL&	101	01	25	27	108%	
Fall 2013	ENGL&	101	02	25	24	96%	
Fall 2013	ENGL&	101	03	25	24	96%	
Fall 2013	ENGL&	101	04	25	25	100%	
Fall 2013	ENGL&	101	05	25	26	104%	
Fall 2013	ENGL&	101	06	25	23	92%	
Fall 2013	ENGL&	101	07	25	25	100%	
Fall 2013	ENGL&	101	08	25	22	88%	
Fall 2013	ENGL&	101	09	25	22	88%	
Fall 2013	ENGL&	101	10	25	25	100%	
Fall 2013	ENGL&	101	21	25	23	92%	
Fall 2013	ENGL&	101	45	30	14	47%	
Fall 2013	ENGL&	101	OL1	25	22	88%	
Fall 2013	ENGL&	102	01	25	24	96%	
Fall 2013	ENGL&	102	02	25	24	96%	
Fall 2013	ENGL&	102	OL1	25	18	72%	
Fall 2013	ENGL&	102	OL2	25	15	60%	
Fall 2013	ENGL	109	01	20	16	80%	
Fall 2013	ENGL	216	01	30	24	80%	
Fall 2013	ENGL	239	01	30	17	57%	
Fall 2013	ENGL&	244	01	30	24	80%	
Fall 2013	ENVS&	100	01	30	31	103%	
Fall 2013	ENVS&	100	OL1	30	27	90%	
Fall 2013	FAD	150	01	20	18	90%	
Fall 2013	FAD	150	03	20	20	100%	
Fall 2013	FAD	150	02W	20	19	95%	
Fall 2013	GERM&	121	01	30	28	93%	2780
Fall 2013	HED	121	01	30	26	87%	
Fall 2013	HED	121	OL1	30	29	97%	
Fall 2013	HED	150	21	30	13	43%	
Fall 2013	HED	150	OL1	30	25	83%	
Fall 2013	HED	151	OL1	30	27	90%	
Fall 2013	HED	239	21	15	23	153%	2850
Fall 2013	HIST&	116	01	25	26	104%	
Fall 2013	HIST&	136	01	30	30	100%	
Fall 2013	HIST&	136	45	30	30	100%	
Fall 2013	HIST&	136	OL1	30	25	83%	
Fall 2013	HUM	214	01	30	30	100%	
Fall 2013	IST	100	01	25	25	100%	
Fall 2013	IST	102	01	25	21	84%	
Fall 2013	IST	105	01	25	13	52%	
Fall 2013	IST	107	01	25	9	36%	

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	IST	111	01	25	18	72%	
Fall 2013	IST	130	01	20	9	45%	
Fall 2013	IST	150	01	15	15	100%	
Fall 2013	IST	207	01	20	14	70%	
Fall 2013	IST	222	01	25	15	60%	
Fall 2013	MA	111	01W	24	27	113%	3562
Fall 2013	MAP	100	02	20	16	80%	
Fall 2013	MAP	101	01	30	24	80%	
Fall 2013	MAP	103	01	24	23	96%	
Fall 2013	MATH	80	01	30	29	97%	
Fall 2013	MATH	80	02	30	31	103%	
Fall 2013	MATH	80	21	30	30	100%	
Fall 2013	MATH	90	02	30	20	67%	
Fall 2013	MATH	94	CL1	62	64	103%	3248
Fall 2013	MATH	94	CL2	62	58	94%	3250
Fall 2013	MATH	94	CL3	62	63	102%	3252
Fall 2013	MATH	94	CL4	62	62	100%	3254
Fall 2013	MATH	94	CL5	62	62	100%	3255
Fall 2013	MATH	94	CL6	62	51	82%	3256
Fall 2013	MATH	94	CLN	62	57	92%	3258
Fall 2013	MATH	95	01	30	15	50%	
Fall 2013	MATH	95	OL1	30	15	50%	
Fall 2013	MATH	99	01	30	27	90%	
Fall 2013	MATH	99	OL1	30	17	57%	
Fall 2013	MATH&	107	01	30	19	63%	
Fall 2013	MATH&	107	OL1	30	19	63%	
Fall 2013	MATH&	141	01	30	30	100%	
Fall 2013	MATH&	141	02	30	28	93%	
Fall 2013	MATH&	141	03	30	31	103%	
Fall 2013	MATH&	146	01	30	24	80%	
Fall 2013	MATH&	146	02	30	27	90%	
Fall 2013	MATH&	146	03	30	14	47%	
Fall 2013	MATH&	151	01	30	32	107%	
Fall 2013	MATH&	254	01I	8	2	25%	
Fall 2013	MUSC&	105	01	30	20	67%	
Fall 2013	MUSC	115	01	9	7	78%	
Fall 2013	MUSC	116	01	9	4	44%	3634
Fall 2013	MUSC	124	21	9	1	11%	
Fall 2013	MUSC	170	01	30	14	47%	
Fall 2013	NUR	100	01	20	16	80%	
Fall 2013	NUR	101	01	30	23	77%	
Fall 2013	NUR	110	01	24	23	96%	
Fall 2013	NUR	111	01	8	8	100%	
Fall 2013	NUR	111	02	8	7	88%	

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	NUR	111	03	8	8	100%	
Fall 2013	NUR	114	01	35	24	69%	
Fall 2013	NUR	135	01	24	23	96%	
Fall 2013	NUR	210	01	24	22	92%	
Fall 2013	NUR	211	01	8	7	88%	
Fall 2013	NUR	211	02	8	7	88%	
Fall 2013	NUR	211	03	8	8	100%	
Fall 2013	NUR	235	01	24	22	92%	
Fall 2013	NUTR&	101	01	30	30	100%	
Fall 2013	NUTR&	101	OL1	30	29	97%	
Fall 2013	PEH	100	01	30	29	97%	
Fall 2013	PEH	100	OL1	30	30	100%	
Fall 2013	PEH	100	OL2	30	30	100%	
Fall 2013	PEH	119	01	30	17	57%	
Fall 2013	PEH	125	01	30	25	83%	
Fall 2013	PEH	125	02	30	33	110%	
Fall 2013	PEH	125	03	30	36	120%	
Fall 2013	PEH	125	04	30	30	100%	
Fall 2013	PEH	133	01	30	30	100%	
Fall 2013	PEH	133	02	30	35	117%	
Fall 2013	PEH	133	03	30	33	110%	
Fall 2013	PEH	133	04	30	32	107%	
Fall 2013	PEH	155	01	25	10	40%	
Fall 2013	PEH	155	03	25	17	68%	
Fall 2013	PEH	155	04	25	10	40%	
Fall 2013	PEH	155	26	25	5	20%	
Fall 2013	PHIL&	101	01	30	15	50%	
Fall 2013	PHIL&	101	02	30	29	97%	
Fall 2013	PHIL&	120	01	30	21	70%	
Fall 2013	PHIL&	120	OL1	30	15	50%	
Fall 2013	PHYS&	114	01	24	14	58%	
Fall 2013	PHYS&	221	01	24	21	88%	
Fall 2013	POLS&	202	01	30	22	73%	
Fall 2013	POLS&	202	02	25	23	92%	
Fall 2013	POLS&	203	01	25	21	84%	
Fall 2013	POLS&	203	02	25	19	76%	
Fall 2013	PSYC&	100	01	30	30	100%	
Fall 2013	PSYC&	100	02	30	28	93%	
Fall 2013	PSYC&	100	21	30	27	90%	
Fall 2013	PSYC&	100	OL1	31	29	94%	
Fall 2013	PSYC&	100	OL2	30	29	97%	
Fall 2013	PSYC&	200	01	30	31	103%	
Fall 2013	REL	201	OL1	30	30	100%	
Fall 2013	REL	201	OL2	30	30	100%	

Fill Rates All Classes - Fall 2013

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Fall 2013	SCI	104	OL1	20	10	50%	
Fall 2013	SOC&	101	02	30	29	97%	
Fall 2013	SOC&	101	OL1	30	31	103%	
Fall 2013	SOC&	101	OL2	30	30	100%	
Fall 2013	SPAN&	121	01	30	30	100%	
Fall 2013	SPAN&	121	02	30	29	97%	
Fall 2013	SPAN&	121	21	30	18	60%	
Fall 2013	SPAN&	122	01	30	23	77%	
Fall 2013	WLD	110	01	20	17	85%	
Fall 2013	WLD	110	21	18	8	44%	
Fall 2013	WLD	111	01	20	28	140%	4840
Fall 2013	WLD	111	02W	20	18	90%	4843
Fall 2013	WLD	111	21	20	20	100%	4845
Fall 2013	WLD	111	22	22	21	95%	4847
Fall 2013	WLD	112	01	20	24	120%	4855
Fall 2013	WLD	130	01	20	5	25%	
Fall 2013	WLD	151	01	20	16	80%	
Fall 2013	WLD	205	01	20	9	45%	

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	ACCT	105	01	35	27	77%	
Winter 2014	ACCT&	201	01	40	22	55%	
Winter 2014	ACCT&	202	01	40	20	50%	
Winter 2014	AGR	263	01	24	15	63%	
Winter 2014	AMT	149	01	25	42	168%	1554
Winter 2014	AMT	150	01	40	21	53%	1548
Winter 2014	AMT	251	01	25	28	112%	1578
Winter 2014	ART	090	21	20	8	40%	
Winter 2014	ART	102	01	20	24	120%	
Winter 2014	ART	105	01	20	21	105%	
Winter 2014	ART	230	01	20	21	105%	
Winter 2014	ART&	100	OL1	30	31	103%	
Winter 2014	AUT	115	01	20	14	70%	
Winter 2014	AUT	121	01	20	22	110%	
Winter 2014	AUT	132	01	20	15	75%	
Winter 2014	AUT	190	21	20	17	85%	
Winter 2014	AUT	212	01	20	14	70%	
Winter 2014	AUT	213	01	20	14	70%	
Winter 2014	AUT	290	21	20	13	65%	
Winter 2014	AVF	111	02	20	2	10%	
Winter 2014	AVF	111	01	20	2	10%	
Winter 2014	AVF	112	02	20	2	10%	
Winter 2014	AVF	112	01	20	1	5%	
Winter 2014	AVF	113	22	22	21	95%	
Winter 2014	AVF	113	21	22	24	109%	
Winter 2014	AVF	132	01	15	9	60%	1422
Winter 2014	AVF	141	01	70	1	1%	
Winter 2014	AVF	142	01	65	29	45%	
Winter 2014	AVF	190	02	15	1	7%	
Winter 2014	AVF	190	01	65	3	5%	
Winter 2014	AVF	221	21	30	30	100%	
Winter 2014	AVF	251	01	10	8	80%	
Winter 2014	AVF	252	01	50	10	20%	
Winter 2014	AVF	253	01	50	4	8%	
Winter 2014	AVF	254	21	10	5	50%	
Winter 2014	AVF	261	01	50	6	12%	
Winter 2014	AVF	270	01	20	5	25%	
Winter 2014	AVF	271	01	25	2	8%	
Winter 2014	AVF	275	01	10	2	20%	
Winter 2014	AVF	290	01	50	7	14%	
Winter 2014	BIM	101	01	100	39	39%	1795
Winter 2014	BIM	101	02	100	19	19%	1796
Winter 2014	BIM	101	26	60	35	58%	1800
Winter 2014	BIM	102	01	35	22	63%	
Winter 2014	BIM	103	01	15	13	87%	

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	BIM	109	01	100	62	62%	1823
Winter 2014	BIM	109	02	100	46	46%	1824
Winter 2014	BIM	111	01	20	40	200%	1828
Winter 2014	BIOL&	100	01	24	25	104%	
Winter 2014	BIOL&	100	02	24	22	92%	
Winter 2014	BIOL&	170	OL1	30	24	80%	
Winter 2014	BIOL&	222	01	25	23	92%	
Winter 2014	BIOL&	241	01	24	10	42%	1630
Winter 2014	BIOL&	241	04H	24	10	42%	1632
Winter 2014	BIOL&	242	01	24	17	71%	1636
Winter 2014	BOT	130	01	24	23	96%	
Winter 2014	BUS	120	21	30	13	43%	
Winter 2014	BUS	120	01	30	27	90%	
Winter 2014	BUS	120	OL1	30	29	97%	
Winter 2014	BUS	121	01	20	22	110%	1728
Winter 2014	BUS	161	01	16	16	100%	
Winter 2014	BUS	200	01	20	12	60%	
Winter 2014	BUS&	101	01	30	28	93%	
Winter 2014	BUS&	201	01	30	21	70%	
Winter 2014	CDL	100	02B	12	11	92%	2070
Winter 2014	CDL	100	03	12	10	83%	
Winter 2014	CHEM&	105	01	24	21	88%	
Winter 2014	CHEM&	121	02	24	27	113%	
Winter 2014	CHEM&	121	01	24	24	100%	
Winter 2014	CHEM&	131	01	24	9	38%	
Winter 2014	CHEM&	162	02	20	7	35%	
Winter 2014	CHEM&	162	01	20	15	75%	
Winter 2014	CJ&	101	21	30	25	83%	
Winter 2014	CJ&	101	OL1	30	30	100%	
Winter 2014	CJ&	110	01	30	17	57%	
Winter 2014	CMST	100	21H	28	24	86%	
Winter 2014	CMST	100	01	30	29	97%	
Winter 2014	CMST&	102	OL1	30	35	117%	
Winter 2014	CMST&	220	02	25	23	92%	
Winter 2014	CMST&	220	04	25	25	100%	
Winter 2014	CMST&	220	07W	25	23	92%	
Winter 2014	CMST&	220	06	25	25	100%	
Winter 2014	CMST&	220	05	25	24	96%	
Winter 2014	CMST&	220	01	25	26	104%	
Winter 2014	CMST&	220	03	25	26	104%	
Winter 2014	COM	198	01	30	17	57%	
Winter 2014	COM	198	01	30	22	73%	
Winter 2014	CS	101	01H	25	21	84%	

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	CS	115	21	24	25	104%	
Winter 2014	CS	157	21	10	8	80%	2161
Winter 2014	CS	161	21H	24	15	63%	
Winter 2014	CS	195	01	10	4	40%	
Winter 2014	CS	197	01	10	4	40%	
Winter 2014	CS	205	21	24	17	71%	
Winter 2014	CS	207	01	24	8	33%	
Winter 2014	CS	265	21	24	1	4%	
Winter 2014	CSS	100	01	30	30	100%	
Winter 2014	CSS	100	02	30	32	107%	
Winter 2014	CSS	100	03	25	22	88%	
Winter 2014	CSS	100	OL1	30	30	100%	
Winter 2014	CSS	102	OL1	30	30	100%	
Winter 2014	CSS	105	01H	28	7	25%	
Winter 2014	ECED&	107	22B	30	16	53%	2273
Winter 2014	ECED&	120	21H	15	6	40%	
Winter 2014	ECED&	132	OL1	30	23	77%	
Winter 2014	ECED&	160	21H	30	13	43%	
Winter 2014	ECED&	190	21H	30	12	40%	
Winter 2014	ECON	200	OL1	30	26	87%	
Winter 2014	ECON&	202	01	30	29	97%	
Winter 2014	ECON&	202	OL1	30	22	73%	
Winter 2014	EDUC	106	01W	30	13	43%	
Winter 2014	EDUC	132	01	20	5	25%	
Winter 2014	EDUC	190	21H	15	5	33%	2414
Winter 2014	EDUC&	201	21H	30	15	50%	
Winter 2014	ENGL	065	02	7	9	129%	2503
Winter 2014	ENGL	065	03	7	4	57%	2504
Winter 2014	ENGL	098	02	25	29	116%	
Winter 2014	ENGL	099	01	25	26	104%	2530
Winter 2014	ENGL	099	02	25	26	104%	2532
Winter 2014	ENGL	099	03	25	24	96%	2534
Winter 2014	ENGL	099	04	25	25	100%	2536
Winter 2014	ENGL	099	OL1	25	12	48%	
Winter 2014	ENGL	109	01	20	18	90%	
Winter 2014	ENGL	211	01	22	21	95%	
Winter 2014	ENGL	216	01	30	24	80%	
Winter 2014	ENGL	234	OL1	30	22	73%	
Winter 2014	ENGL&	101	02	25	29	116%	
Winter 2014	ENGL&	101	OL1	25	21	84%	
Winter 2014	ENGL&	101	03	25	26	104%	
Winter 2014	ENGL&	101	05	25	23	92%	
Winter 2014	ENGL&	101	04	25	27	108%	

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	ENGL&	101	OL2	25	24	96%	
Winter 2014	ENGL&	101	06	25	25	100%	
Winter 2014	ENGL&	101	01	25	23	92%	
Winter 2014	ENGL&	102	04	25	24	96%	
Winter 2014	ENGL&	102	05	25	24	96%	
Winter 2014	ENGL&	102	03	25	25	100%	
Winter 2014	ENGL&	102	01	25	25	100%	
Winter 2014	ENGL&	102	07	25	30	120%	
Winter 2014	ENGL&	102	21H	25	15	60%	
Winter 2014	ENGL&	102	OL1	22	22	100%	
Winter 2014	ENGL&	102	06	25	30	120%	
Winter 2014	ENGL&	102	02	25	26	104%	
Winter 2014	ENGL&	245	01	30	22	73%	
Winter 2014	ENVS&	100	OL1	30	28	93%	
Winter 2014	ENVS&	100	01	30	26	87%	
Winter 2014	FAD	150	02W	20	19	95%	
Winter 2014	FAD	150	04	20	18	90%	
Winter 2014	FAD	150	01	20	18	90%	
Winter 2014	FAD	150	03	20	19	95%	
Winter 2014	GEOL&	101	01	25	18	72%	
Winter 2014	GERM&	121	01	30	27	90%	2780
Winter 2014	HED	121	OL1	30	24	80%	
Winter 2014	HED	122	OL1	30	28	93%	
Winter 2014	HED	122	01	30	7	23%	
Winter 2014	HED	150	OL1	30	26	87%	2832
Winter 2014	HED	150	01	30	22	73%	
Winter 2014	HED	151	21H	30	18	60%	
Winter 2014	HED	239	21H	30	21	70%	
Winter 2014	HIST	250	01	25	23	92%	
Winter 2014	HIST&	117	01	29	29	100%	
Winter 2014	HIST&	136	OL1	30	30	100%	
Winter 2014	HIST&	136	01	30	33	110%	
Winter 2014	HIST&	137	01	30	32	107%	
Winter 2014	HIST&	137	OL1	30	27	90%	
Winter 2014	IST	105	01	18	19	106%	
Winter 2014	IST	106	01	18	17	94%	
Winter 2014	IST	112	01	25	19	76%	
Winter 2014	IST	120	02	20	7	35%	
Winter 2014	IST	120	01	20	11	55%	
Winter 2014	IST	136	01	18	5	28%	
Winter 2014	IST	170	01	18	18	100%	
Winter 2014	IST	170	01	18	9	50%	
Winter 2014	IST	180	21	15	15	100%	3126

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	IST	207	21	15	8	53%	
Winter 2014	IST	223	01	18	16	89%	
Winter 2014	IST	250	01	15	18	120%	
Winter 2014	MA	111	02B	15	10	67%	3562
Winter 2014	MA	112	01W	30	28	93%	3551
Winter 2014	MA	195	01	1	1	100%	
Winter 2014	MA	197	01	1	1	100%	
Winter 2014	MAP	100	01	20	3	15%	
Winter 2014	MAP	103	21	25	13	52%	
Winter 2014	MAP	108	21	30	22	73%	3416
Winter 2014	MATH	080	02	30	31	103%	
Winter 2014	MATH	080	01	30	33	110%	
Winter 2014	MATH	090	01	30	30	100%	
Winter 2014	MATH	094	CL1	62	65	105%	3248
Winter 2014	MATH	094	CL2	62	63	102%	3249
Winter 2014	MATH	094	CL3	62	62	100%	3250
Winter 2014	MATH	094	CL4	62	60	97%	3251
Winter 2014	MATH	094	CL5	62	60	97%	3252
Winter 2014	MATH	094	CL6	62	58	94%	3253
Winter 2014	MATH	094	CLN	62	49	79%	3255
Winter 2014	MATH	095	OL1	30	23	77%	3264
Winter 2014	MATH	095	01	30	9	30%	
Winter 2014	MATH	147	01	32	26	81%	
Winter 2014	MATH	230	01I	8	1	13%	
Winter 2014	MATH&	107	01	30	28	93%	
Winter 2014	MATH&	141	03	30	26	87%	
Winter 2014	MATH&	141	02	30	31	103%	
Winter 2014	MATH&	141	01	30	24	80%	
Winter 2014	MATH&	141	04	30	8	27%	
Winter 2014	MATH&	142	02	30	22	73%	
Winter 2014	MATH&	142	01	30	18	60%	
Winter 2014	MATH&	146	02	30	23	77%	
Winter 2014	MATH&	146	01	30	28	93%	
Winter 2014	MATH&	146	03	30	7	23%	
Winter 2014	MATH&	152	01	30	21	70%	
Winter 2014	MUSC	115	01	9	7	78%	
Winter 2014	MUSC	116	01	9	9	100%	3634
Winter 2014	MUSC	134	21	15	14	93%	
Winter 2014	MUSC&	105	02	30	23	77%	
Winter 2014	MUSC&	105	01	30	23	77%	
Winter 2014	NUR	100	01	20	30	150%	3800
Winter 2014	NUR	120	01	24	19	79%	
Winter 2014	NUR	121	01	7	7	100%	

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	NUR	121	02	9	9	100%	
Winter 2014	NUR	121	03	8	3	38%	
Winter 2014	NUR	136	01	24	19	79%	
Winter 2014	NUR	220	01	24	22	92%	
Winter 2014	NUR	221	01	8	7	88%	
Winter 2014	NUR	221	03	8	8	100%	
Winter 2014	NUR	221	02	8	7	88%	
Winter 2014	NUR	236	01	30	22	73%	
Winter 2014	NUTR&	101	21	30	24	80%	
Winter 2014	NUTR&	101	OL1	30	31	103%	
Winter 2014	NUTR&	101	01	28	32	114%	
Winter 2014	PEH	090	21	150	22	15%	
Winter 2014	PEH	100	OL2	30	25	83%	
Winter 2014	PEH	100	OL1	30	30	100%	
Winter 2014	PEH	100	02H	30	28	93%	
Winter 2014	PEH	100	01	25	22	88%	
Winter 2014	PEH	102	01	25	18	72%	
Winter 2014	PEH	104	01	25	10	40%	
Winter 2014	PEH	125	03	30	32	107%	
Winter 2014	PEH	125	02	30	35	117%	
Winter 2014	PEH	125	01	25	25	100%	
Winter 2014	PEH	131	02	25	25	100%	
Winter 2014	PEH	131	01	25	30	120%	
Winter 2014	PEH	132	01	25	22	88%	
Winter 2014	PEH	155	03	25	7	28%	
Winter 2014	PEH	155	02	25	19	76%	
Winter 2014	PEH	155	01	25	23	92%	
Winter 2014	PEH	155	26	25	7	28%	
Winter 2014	PEH	158	01	12	10	83%	
Winter 2014	PHIL	210	01	30	29	97%	
Winter 2014	PHIL&	101	02	30	24	80%	
Winter 2014	PHIL&	101	01	30	33	110%	
Winter 2014	PHIL&	120	OL1	30	31	103%	
Winter 2014	PHYS&	110	01	24	18	75%	
Winter 2014	PHYS&	115	01	24	6	25%	
Winter 2014	PHYS&	222	01	24	15	63%	
Winter 2014	PSYC	225	01	30	23	77%	
Winter 2014	PSYC&	100	OL1	30	31	103%	
Winter 2014	PSYC&	100	01	30	30	100%	
Winter 2014	PSYC&	100	03H	30	28	93%	
Winter 2014	PSYC&	100	02H	30	35	117%	
Winter 2014	PSYC&	200	01H	30	26	87%	
Winter 2014	PSYC&	200	21H	30	21	70%	

Fill Rates All Classes - Winter 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Winter 2014	REL	211	OL1	30	30	100%	
Winter 2014	REL	211	OL2	30	29	97%	
Winter 2014	SCI	104	OL1	30	6	20%	
Winter 2014	SOC&	101	OL2	30	29	97%	
Winter 2014	SOC&	101	OL1	30	33	110%	
Winter 2014	SOC&	101	01	30	29	97%	
Winter 2014	SPAN&	121	26	30	26	87%	4704
Winter 2014	SPAN&	121	01	30	30	100%	
Winter 2014	SPAN&	122	01	30	34	113%	
Winter 2014	SPAN&	123	01	30	33	110%	
Winter 2014	WLD	101	01	20	10	50%	
Winter 2014	WLD	102	01	20	10	50%	
Winter 2014	WLD	103	01	15	8	53%	
Winter 2014	WLD	103	03	14	16	114%	
Winter 2014	WLD	110	21	18	1	6%	
Winter 2014	WLD	111	01	22	31	141%	4840
Winter 2014	WLD	111	02W	25	21	84%	4843
Winter 2014	WLD	111	21	25	25	100%	4846
Winter 2014	WLD	111	22	25	31	124%	4848
Winter 2014	WLD	120	21	20	9	45%	
Winter 2014	WLD	120	01	20	20	100%	
Winter 2014	WLD	122	01	22	18	82%	4856
Winter 2014	WLD	152	21	20	11	55%	
Winter 2014	WLD	152	01	18	17	94%	
Winter 2014	WLD	206	01	18	11	61%	

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	ACCT	105	21	35	11	31%	1153
Spring 2014	ACCT	233	01	16	10	63%	1238
Spring 2014	ACCT	260	01	16	9	56%	1273
Spring 2014	ACCT	262	01	12	9	75%	1289
Spring 2014	ACCT&	202	01	40	15	38%	1565
Spring 2014	ACCT&	203	01	40	21	53%	1585
Spring 2014	AGR	241	OL1	1	1	100%	1637
Spring 2014	AGR	271	01	25	12	48%	1642
Spring 2014	AGR	295	01	25	1	4%	1728
Spring 2014	AMT	150	01	25	4	16%	1795
Spring 2014	AMT	151	01	25	31	124%	1796
Spring 2014	AMT	251	01	25	46	184%	1798
Spring 2014	ANTH&	100	01	30	30	100%	1822
Spring 2014	ART	090	21	20	12	60%	1823
Spring 2014	ART	103	01	20	12	60%	1829
Spring 2014	ART	121	01	15	20	133%	2124
Spring 2014	ART	216	01	30	12	40%	2160
Spring 2014	ART	221	01	15	18	120%	2502
Spring 2014	ART	230	01	20	17	85%	2503
Spring 2014	ART	231	01	18	15	83%	2504
Spring 2014	ART	298	01	1	1	100%	2530
Spring 2014	ASTR&	101	01	24	19	79%	2532
Spring 2014	AUT	105	01	20	16	80%	2534
Spring 2014	AUT	124	01	20	15	75%	2538
Spring 2014	AUT	125	01	20	17	85%	2631
Spring 2014	AUT	190	21	20	17	85%	2780
Spring 2014	AUT	211	01	20	13	65%	2842
Spring 2014	AUT	223	01	20	13	65%	3127
Spring 2014	AUT	231	01	20	13	65%	3248
Spring 2014	AUT	290	21	20	13	65%	3249
Spring 2014	AVF	111	01	20	1	5%	3250
Spring 2014	AVF	114	21	17	23	135%	3251
Spring 2014	AVF	114	22	20	23	115%	3252
Spring 2014	AVF	132	01	15	1	7%	3253
Spring 2014	AVF	133	01	15	6	40%	3255
Spring 2014	AVF	142	01	65	4	6%	3262
Spring 2014	AVF	143	01	65	26	40%	3337
Spring 2014	AVF	190	01	65	4	6%	3550
Spring 2014	AVF	190	02	20	1	5%	3567
Spring 2014	AVF	225	21	25	16	64%	3634
Spring 2014	AVF	227	21	10	9	90%	3800
Spring 2014	AVF	232	01	15	1	7%	4215
Spring 2014	AVF	251	01	24	5	21%	4336
Spring 2014	AVF	252	01	55	8	15%	4703
Spring 2014	AVF	253	01	55	6	11%	4840
Spring 2014	AVF	254	21	10	9	90%	4842

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	AVF	261	01	55	9	16%	4844
Spring 2014	AVF	270	01	20	6	30%	4847
Spring 2014	AVF	271	01	25	1	4%	
Spring 2014	AVF	272	01	15	1	7%	
Spring 2014	AVF	275	01	20	1	5%	
Spring 2014	AVF	276	01	15	2	13%	
Spring 2014	AVF	290	01	50	2	4%	
Spring 2014	AVF	290	03	20	1	5%	
Spring 2014	AVF	291	01	10	1	10%	
Spring 2014	BIM	101	01	100	33	33%	
Spring 2014	BIM	101	02	100	14	14%	
Spring 2014	BIM	101	26	60	35	58%	
Spring 2014	BIM	102	01	50	14	28%	
Spring 2014	BIM	109	01	100	44	44%	
Spring 2014	BIM	109	02	100	31	31%	
Spring 2014	BIM	111	01	20	38	190%	
Spring 2014	BIM	262	01	20	10	50%	
Spring 2014	BIOL&	100	01	24	27	113%	
Spring 2014	BIOL&	100	OL1	24	28	117%	
Spring 2014	BIOL&	211	01	24	28	117%	
Spring 2014	BIOL&	223	01	24	11	46%	
Spring 2014	BIOL&	242	02H	24	13	54%	
Spring 2014	BIOL&	260	01	24	17	71%	
Spring 2014	BOT	140	01	20	16	80%	
Spring 2014	BUS	102	01	30	18	60%	
Spring 2014	BUS	120	01	30	31	103%	
Spring 2014	BUS	121	02B	25	14	56%	
Spring 2014	BUS	122	01	20	9	45%	
Spring 2014	BUS	170	01	20	17	85%	
Spring 2014	BUS	215	01	23	22	96%	
Spring 2014	BUS&	101	01	30	29	97%	
Spring 2014	BUS&	201	01	30	27	90%	
Spring 2014	CDL	100	01	12	4	33%	
Spring 2014	CDL	100	03	12	8	67%	
Spring 2014	CDL	100	02B	12	8	67%	
Spring 2014	CHEM&	105	01	24	26	108%	
Spring 2014	CHEM&	121	01	24	28	117%	
Spring 2014	CHEM&	121	02	24	29	121%	
Spring 2014	CHEM&	131	01	24	14	58%	
Spring 2014	CHEM&	163	01	24	14	58%	
Spring 2014	CJ	210	01	30	16	53%	
Spring 2014	CJ&	101	21	30	22	73%	
Spring 2014	CJ&	101	OL1	30	30	100%	
Spring 2014	CMST&	102	OL1	30	25	83%	
Spring 2014	CMST&	220	01	25	25	100%	
Spring 2014	CMST&	220	02	25	24	96%	
Spring 2014	CMST&	220	03	25	23	92%	
Spring 2014	CMST&	220	04	25	22	88%	

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	CMST&	220	05	25	23	92%	
Spring 2014	CMST&	220	21	25	21	84%	
Spring 2014	COM	198	01	30	9	30%	
Spring 2014	COM	198	01	30	25	83%	
Spring 2014	CPT	130	21	20	13	65%	
Spring 2014	CS	101	01H	25	9	36%	
Spring 2014	CS	104	21	24	13	54%	
Spring 2014	CS	105	21	24	13	54%	
Spring 2014	CS	110	21	24	8	33%	
Spring 2014	CS	111	01	15	6	40%	
Spring 2014	CS	136	21	24	7	29%	
Spring 2014	CS	156	21	14	11	79%	
Spring 2014	CS	195	01	10	5	50%	
Spring 2014	CS	197	01	10	5	50%	
Spring 2014	CS	206	21	24	12	50%	
Spring 2014	CS	271	21	24	6	25%	
Spring 2014	CS	289	21	24	8	33%	
Spring 2014	CSS	100	01	28	20	71%	
Spring 2014	CSS	100	02	28	25	89%	
Spring 2014	CSS	100	03	28	9	32%	
Spring 2014	CSS	100	OL1	30	28	93%	
Spring 2014	CSS	102	OL1	30	30	100%	
Spring 2014	CSS	104	21H	30	12	40%	
Spring 2014	CSS	105	01H	30	17	57%	
Spring 2014	DVS	022	OL1	50	40	80%	
Spring 2014	DVS	026	02H	50	6	12%	
Spring 2014	DVS	031	55	25	27	108%	
Spring 2014	DVS	031	58	25	27	108%	
Spring 2014	ECED	214	21	30	13	43%	
Spring 2014	ECED&	180	21H	30	27	90%	
Spring 2014	ECON	200	OL1	30	26	87%	
Spring 2014	ECON&	201	01	36	38	106%	
Spring 2014	ECON&	202	01	30	26	87%	
Spring 2014	EDUC	132	01	20	8	40%	
Spring 2014	EDUC	190	21H	15	15	100%	
Spring 2014	EDUC&	115	21H	30	30	100%	
Spring 2014	EDUC&	130	WAO	1	2	200%	
Spring 2014	EDUC&	204	21H	30	25	83%	
Spring 2014	ENGL	010	01	200	1	1%	
Spring 2014	ENGL	065	02	12	3	25%	
Spring 2014	ENGL	065	03	12	3	25%	
Spring 2014	ENGL	095	01	12	1	8%	
Spring 2014	ENGL	098	02	25	11	44%	
Spring 2014	ENGL	099	01	25	24	96%	
Spring 2014	ENGL	099	02	25	13	52%	
Spring 2014	ENGL	099	03	25	24	96%	
Spring 2014	ENGL	099	OL1	25	12	48%	
Spring 2014	ENGL	109	01	20	18	90%	

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	ENGL	211	01	22	21	95%	
Spring 2014	ENGL	216	01	30	26	87%	
Spring 2014	ENGL	272	01	25	25	100%	
Spring 2014	ENGL&	101	01	25	20	80%	
Spring 2014	ENGL&	101	02	24	23	96%	
Spring 2014	ENGL&	101	03	25	24	96%	
Spring 2014	ENGL&	101	04	24	25	104%	
Spring 2014	ENGL&	101	05H	25	18	72%	
Spring 2014	ENGL&	101	OL1	25	22	88%	
Spring 2014	ENGL&	101	OL2	25	20	80%	
Spring 2014	ENGL&	102	01	25	23	92%	
Spring 2014	ENGL&	102	02	25	14	56%	
Spring 2014	ENGL&	102	03	25	24	96%	
Spring 2014	ENGL&	102	04	25	25	100%	
Spring 2014	ENGL&	102	05	25	21	84%	
Spring 2014	ENGL&	102	06	23	22	96%	
Spring 2014	ENGL&	102	45R	10	10	100%	
Spring 2014	ENGL&	102	OL1	25	23	92%	
Spring 2014	ENGL&	220	01	30	18	60%	
Spring 2014	ENGL&	246	45C	18	26	144%	
Spring 2014	ENGL&	246	OL1	30	29	97%	
Spring 2014	ENGR&	214	01H	20	2	10%	
Spring 2014	ENVS&	100	01	30	23	77%	
Spring 2014	ENVS&	100	OL1	30	29	97%	
Spring 2014	FAD	150	01	20	18	90%	
Spring 2014	FAD	150	03	20	19	95%	
Spring 2014	FAD	150	04	20	15	75%	
Spring 2014	FAD	150	02W	20	14	70%	
Spring 2014	FIR	103	02	75	44	59%	
Spring 2014	FIR	103	03	60	26	43%	
Spring 2014	FIR	103	04	60	9	15%	
Spring 2014	FIR	103	05	15	12	80%	
Spring 2014	FIR	103	06	75	12	16%	
Spring 2014	GEOL&	101	01	24	14	58%	
Spring 2014	GERM&	121	01	30	30	100%	
Spring 2014	HED	122	OL1	30	9	30%	
Spring 2014	HED	123	OL1	30	25	83%	
Spring 2014	HED	150	21H	30	26	87%	
Spring 2014	HED	151	01H	30	10	33%	
Spring 2014	HED	151	OL1	30	12	40%	
Spring 2014	HED	239	21H	30	19	63%	
Spring 2014	HIST	270	01	30	26	87%	
Spring 2014	HIST&	118	01	30	15	50%	
Spring 2014	HIST&	136	01	30	25	83%	
Spring 2014	HIST&	136	OL1	30	28	93%	
Spring 2014	HIST&	137	01	30	19	63%	
Spring 2014	HIST&	137	45R	29	28	97%	
Spring 2014	HIST&	137	OL1	30	25	83%	

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	HUM	214	01	30	30	100%	
Spring 2014	HUM	214	21H	30	28	93%	
Spring 2014	IST	106	01	25	14	56%	
Spring 2014	IST	107	01	25	17	68%	
Spring 2014	IST	110	01	25	16	64%	
Spring 2014	IST	113	01	25	18	72%	
Spring 2014	IST	150	01	15	3	20%	
Spring 2014	IST	180	21	15	10	67%	
Spring 2014	IST	208	01	25	17	68%	
Spring 2014	IST	221	01	25	13	52%	
Spring 2014	IST	224	21	15	9	60%	
Spring 2014	IST	226	21	15	11	73%	
Spring 2014	IST	270	01	25	12	48%	
Spring 2014	IST	282	01	18	5	28%	
Spring 2014	IST	284	01	18	3	17%	
Spring 2014	MA	112	01W	18	7	39%	
Spring 2014	MA	113	02B	29	27	93%	
Spring 2014	MA	150	21	30	30	100%	
Spring 2014	MATH	010	01	25	1	4%	
Spring 2014	MATH	080	01	30	16	53%	
Spring 2014	MATH	080	02	30	21	70%	
Spring 2014	MATH	090	01	30	16	53%	
Spring 2014	MATH	094	CL1	62	59	95%	
Spring 2014	MATH	094	CL2	62	61	98%	
Spring 2014	MATH	094	CL3	62	60	97%	
Spring 2014	MATH	094	CL4	62	58	94%	
Spring 2014	MATH	094	CL5	62	54	87%	
Spring 2014	MATH	094	CL6	62	34	55%	
Spring 2014	MATH	094	CLN	62	45	73%	
Spring 2014	MATH	095	OL1	30	19	63%	
Spring 2014	MATH	099	01	30	11	37%	
Spring 2014	MATH	220	01	30	11	37%	
Spring 2014	MATH&	107	01	30	23	77%	
Spring 2014	MATH&	107	OL1	30	28	93%	
Spring 2014	MATH&	141	01	30	22	73%	
Spring 2014	MATH&	141	02	30	27	90%	
Spring 2014	MATH&	141	03	30	19	63%	
Spring 2014	MATH&	142	01	30	15	50%	
Spring 2014	MATH&	142	02	30	29	97%	
Spring 2014	MATH&	146	01	30	24	80%	
Spring 2014	MATH&	146	02	30	22	73%	
Spring 2014	MATH&	146	21H	30	16	53%	
Spring 2014	MATH&	146	45R	6	10	167%	
Spring 2014	MATH&	148	01	30	20	67%	
Spring 2014	MATH&	151	01	30	11	37%	
Spring 2014	MATH&	163	01	30	21	70%	
Spring 2014	MUSC	110	01	20	10	50%	
Spring 2014	MUSC	116	01	9	4	44%	

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	MUSC	134	01	15	12	80%	
Spring 2014	MUSC&	105	02	30	18	60%	
Spring 2014	NUR	100	01	10	20	200%	
Spring 2014	NUR	103	01H	30	24	80%	
Spring 2014	NUR	130	01	30	18	60%	
Spring 2014	NUR	131	01	7	6	86%	
Spring 2014	NUR	131	02	7	7	100%	
Spring 2014	NUR	131	03	7	5	71%	
Spring 2014	NUR	137	01	30	18	60%	
Spring 2014	NUR	230	01	30	20	67%	
Spring 2014	NUR	231	01	12	8	67%	
Spring 2014	NUR	231	02	12	12	100%	
Spring 2014	NUR	240	01	30	20	67%	
Spring 2014	NUTR&	101	01	30	32	107%	
Spring 2014	NUTR&	101	21	30	22	73%	
Spring 2014	NUTR&	101	OL1	30	32	107%	
Spring 2014	PEH	090	21	150	13	9%	
Spring 2014	PEH	100	01	30	25	83%	
Spring 2014	PEH	100	02H	30	28	93%	
Spring 2014	PEH	100	OL1	30	29	97%	
Spring 2014	PEH	100	OL2	30	28	93%	
Spring 2014	PEH	105	01	30	22	73%	
Spring 2014	PEH	106	01	25	7	28%	
Spring 2014	PEH	114	01	25	29	116%	
Spring 2014	PEH	125	01	30	26	87%	
Spring 2014	PEH	125	03	25	16	64%	
Spring 2014	PEH	131	01	30	29	97%	
Spring 2014	PEH	131	02	30	30	100%	
Spring 2014	PEH	133	01	30	27	90%	
Spring 2014	PEH	153	21	20	5	25%	
Spring 2014	PEH	155	01	25	22	88%	
Spring 2014	PEH	155	02	25	17	68%	
Spring 2014	PEH	155	03	25	24	96%	
Spring 2014	PEH	155	26	25	6	24%	
Spring 2014	PHIL	240	OL1	30	20	67%	
Spring 2014	PHIL&	101	01	30	26	87%	
Spring 2014	PHIL&	120	01	30	30	100%	
Spring 2014	PHIL&	120	21	30	15	50%	
Spring 2014	PHIL&	120	OL1	30	28	93%	
Spring 2014	PHYS&	116	01	24	2	8%	
Spring 2014	PHYS&	223	01	24	14	58%	
Spring 2014	POLS&	202	01	30	29	97%	
Spring 2014	POLS&	202	02	30	31	103%	
Spring 2014	PSYC&	100	01	30	30	100%	
Spring 2014	PSYC&	100	02	30	28	93%	
Spring 2014	PSYC&	100	03H	30	28	93%	
Spring 2014	PSYC&	100	OL1	30	28	93%	
Spring 2014	PSYC&	200	01	30	28	93%	

Fill Rates All Classes - Spring 2014

Shaded cells = clustered classes that have been combined into one line

Year Quarter	Department	Course Number	Section	Class Capacity	Enrollment	Fill Rate	Cluster Item Number
Spring 2014	PSYC&	200	21H	30	18	60%	
Spring 2014	REL	201	01	30	30	100%	
Spring 2014	SOC&	101	01	30	30	100%	
Spring 2014	SOC&	101	OL1	30	32	107%	
Spring 2014	SOC&	101	OL2	30	30	100%	
Spring 2014	SPAN&	121	01	30	24	80%	
Spring 2014	SPAN&	121	26	30	42	140%	
Spring 2014	SPAN&	122	01	30	22	73%	
Spring 2014	SPAN&	123	01	30	36	120%	
Spring 2014	WLD	111	01	24	27	113%	
Spring 2014	WLD	111	02	24	26	108%	
Spring 2014	WLD	111	21	24	24	100%	
Spring 2014	WLD	111	03W	24	22	92%	
Spring 2014	WLD	130	01	20	15	75%	
Spring 2014	WLD	151	21	20	13	65%	
Spring 2014	WLD	152	01	1	1	100%	
Spring 2014	WLD	153	01	18	7	39%	
Spring 2014	WLD	205	21	20	5	25%	
Spring 2014	WLD	207	01	20	9	45%	

Tab H

Allied Health Advisory Committee Feedback

This page intentionally left blank.

Allied Health Advisory Committee Feedback

Early Childhood Education Program Advisory Committee Meeting Synopsis

Statewide articulation of courses
Stackable credentials/new curriculum
Need for infant and toddler curriculum

10/17/13:
Based on student success rates, committee recommended we review ECE 108 and EDUC& 204....both courses had low success rates in 12-13 (ECE 108-64 % and EDUC& 204-52%)....in winter 12, the course was delivered all online...committee suggested making it a hybrid to allow more class meetings..... ECE 108 content was redesigned to include new prefix, title, common course numbering and competencies to roll out in winter 13. With curriculum modifications, we are anticipating ECED& 132 to have higher success rates in 13-14. EDUC& 204 replaced the outdated EDUC 110 Intro to Special Education. EDUC& 204 was redesigned and rolled out in spring 12 for first time since adopting common course numbering. Because it was a new course and had never been taught in the past, committee thought maybe it would take a year before instructor and students were comfortable with curriculum, procedures, and expectations. Committee recommended more face-to-face instruction and support and looked at embedding I-Best resources to support students with reading and writing strategies. We anticipate higher success rates in 13-14, now that the instructor is familiar with the course content. Awaiting success rates from 13-14 to see if these curriculum modifications supported student success. Discussed need to support students who already have Child Development Associate-transitioning to college-will accept the 12 credit credential and substitute the following courses: ECED& 105, 107, 120.

1/23/14:
Enrollment in ECED and EDUC courses down from last winter. Brainstormed ideas to identify potential barriers (e.g. times of courses offered, family, financial, work schedules, vacation, etc.). Developed survey and sent to students, and Center Managers to get feedback. Survey results showed that students who had previously been enrolled (fall quarter), were either not attending in winter due to vacation, financial and/or family. Partnered with Rita Ramirez to provide additional marketing, outreach, and recruitment efforts to increase enrollment. Requested yearly calendar of events from committee members to participate and market BBCC. BBCC representatives attended Early Achievers orientation in Mattawa and Moses Lake to provide information to providers on what BBCC and ECE program has to offer. Asked Child Care Aware to include BBCC's ECE program information in their quarterly newsletter to encourage providers to get started. BBCC had representation at Inspire Development Center's annual in-service as well. With additional outreach and marketing efforts, and changes in WAC's for family home providers, we are anticipating increased enrollment over the next year.

5/22/14:
BBCC is supporting staff at Mattawa Inspire Development Centers in completing GED and transitioning to ECE program to sustain current employment. Discussed need for highly skilled ECE staff-Inspire Development Centers, one of the largest early childhood employers in our area, are struggling to meet the requirements for infant and toddler teachers (minimum CDA). Heritage piloted a program for high school students to obtain a CDA credential to meet this need in the lower valley. Committee suggested we look at offering a similar model with high schools in our service district. In place of offering the CDA, BBCC and area high schools would offer the new equivalent, which is the "State Initial Certificate."

Prepared by Dean Garrett

Students would leave high school with the credentials to be employable and ready to transition into college.

ECE program had the highest graduating class since the inception of the program this year-12 students obtained AAS degrees

Medical Assistant Program Advisory Committee Meeting Synopsis

Offering a winter start cohort for January 2014
Need to implement scheduled/prioritized entry into the MA clinical skills sequence
Implementation of the inverted model of instruction
Curriculum revisions

Fall 2013

Discussion of a second cohort in winter to meet the needs of students who could not enroll in the fall cohort. Not an ideal situation for externship, but doable. There is a need for a more scheduled entry into the series. Students with more credits are not necessarily those who have the most credits in the MA pathway. Need to prioritize those students with more credits toward the degree/in the pathway.

Spring 2014

The program needs to maintain access to the coursework, but support the students more effectively. The switch to inverted instruction and hybrid curriculum for the upcoming year will assist students to access coursework while supporting them academically. Need to look at certification rates for the 2014 cohort and determine further changes to the program.

Advisory committee recommended changes to the curriculum to increase computer competency and reduce redundancy. They reviewed the existing curriculum and recommended making ECE 215 (Child Development) to a recommended course (duplicated information from Psych 200 (Lifespan)). The BIM 111 (Intro to Computers in the Medical Office) and BIM 116 Intro to the Medical Office were recommended to be moved to required courses. These changes were accomplished in spring 2014.

Nursing Program Advisory Committee Meeting Synopsis

Clinical site availability
Curriculum delivery change to inverted instruction

Nursing: Partnership with rural facility staff to permit clinical experience to broaden the student learning and promote employment in smaller regional facilities. June 2013, March 2014.

Review of inverted instruction student success rates

Prepared by Dean Garrett

Tab I

Professional Technical Advisory Committee Summaries

This page intentionally left blank.

Professional Technical Advisory Committee Summaries

Commercial Driver's License: No changes in this program as curriculum is driven by Department of Licensing

Welding: With assistance from the advisory committee the welding department has obtained several new pieces of equipment. This is equipment is designed to meet the current needs of industry in our region. The instructor and advisory committee member are currently working to develop an online safety training course for students. This will be a positive change for new students entering the welding training.

Industrial Systems Technology: The advisory committee meet the first Tuesday of each month. The committee focuses on reviewing at list one course each month to make sure we are teaching what industry needs for job skills. The committee agrees that this program is currently meeting local industry needs. Students are connecting with advisory committee member to obtain work.

Automotive: Current the advisory committee will begin work this fall to review the program and curriculum. This will be done to meet NATEF accreditation standards. This review is conducted every 4 years.

Aviation Maintenance Technology: The advisory committee and the state Fighting 147 committee have reviewed all curriculum that is required by the FAA and made changes to the program. This year we have added a new composites curriculum to the program with assistance from the advisory committee. This program is current with program changes to meet student and industry needs.

Aviation (Commercial Pilot): No curriculum changes this year. Changes are impacted by FAA changes. The advisory committee is working with faculty to develop a 50th year celebration of the program at BBCC.

Computer Science: This is a new program and was developed by our advisory committee. This program was designed to meet current industry needs and provide the skills need for student to be successful.

Business/Accounting: Advisory Committee will work with instructors to develop a needs assessment this year. They want to make sure we are offering the right programs and if new programs are needed.

Prepared by Dean Rasmussen

This page intentionally left blank.

Tab J

Course Success Rates by Division 2013-14

This page intentionally left blank.

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Allied Health	FAD 150	IND FIRST AID/CPR & BBP	14	33	176	223	79%
2013-14	Allied Health	FIR 103	AIR RESCUE/FIRE REFRESHR	0	0	86	86	100%
2013-14	Allied Health	HED 121	HUMAN BODY/DISEASE I	8	19	52	79	66%
2013-14	Allied Health	HED 122	HUMAN BODY/DISEASE II	3	6	35	44	80%
2013-14	Allied Health	HED 123	HUMAN BODY/DISEASE III	1	2	30	33	91%
2013-14	Allied Health	HED 150	MEDICAL TERMINOLOGY I	15	18	83	116	72%
2013-14	Allied Health	HED 151	MEDICAL TERMINOLOGY II	1	6	60	67	90%
2013-14	Allied Health	HED 239	MEDICAL ETHICS	7	12	44	63	70%
2013-14	Allied Health	MA 111	CLINICAL PROCEDURES I	1	2	34	37	92%
2013-14	Allied Health	MA 112	CLINICAL PROCEDURES II	0	0	35	35	100%
2013-14	Allied Health	MA 113	CLINICAL PROCEDURES III	0	3	24	27	89%
2013-14	Allied Health	MA 150	PHARMACOLOGY MED ASST	0	5	25	30	83%
2013-14	Allied Health	MA 195	EXTERNSHIP/PRAC MED ASST	0	1	19	20	95%
2013-14	Allied Health	MA 197	EXTERNSHIP/PRACT SEMINAR	0	1	19	20	95%
2013-14	Allied Health	MAP 108	APPLIED MATH (MA)	2	2	36	40	90%
2013-14	Allied Health	NUR 100	NURSING ASSISTANT	4	2	89	95	94%
2013-14	Allied Health	NUR 101	SURVIVAL SKILLS/NURSING	3	0	20	23	87%
2013-14	Allied Health	NUR 103	HIV/AIDS EDUCATION	7	5	28	40	70%
2013-14	Allied Health	NUR 110	FUNDAMENTALS OF NURSING	3	1	19	23	83%
2013-14	Allied Health	NUR 111	PRACTICUM	3	1	19	23	83%
2013-14	Allied Health	NUR 114	PHARMACOLOGY	3	1	20	24	83%
2013-14	Allied Health	NUR 120	BEGIN NURSE CONCEPTS I	0	0	19	19	100%
2013-14	Allied Health	NUR 121	BEGIN NURSE PRACTICUM I	0	0	19	19	100%
2013-14	Allied Health	NUR 130	BEGIN NURSE CONCEPTS II	1	4	13	18	72%
2013-14	Allied Health	NUR 131	BEG NURSE PRACTICUM II	1	0	17	18	94%
2013-14	Allied Health	NUR 135	NURSING SKILLS LAB	3	0	20	23	87%
2013-14	Allied Health	NUR 136	NURSING SKILLS LAB	0	0	19	19	100%
2013-14	Allied Health	NUR 137	NURSING SKILLS LAB	1	0	17	18	94%
2013-14	Allied Health	NUR 140	PN COMPLETION/TRANSITION	0	3	17	20	85%
2013-14	Allied Health	NUR 141	PN COMP/TRANS PRACTICUM	0	0	19	19	100%
2013-14	Allied Health	NUR 210	ADV NURSING CONCEPTS I	0	0	22	22	100%
2013-14	Allied Health	NUR 211	ADV NURSING PRACTICUM I	0	0	22	22	100%
2013-14	Allied Health	NUR 220	ADV NURSING CONCEPTS II	2	0	20	22	91%
2013-14	Allied Health	NUR 221	ADV NURSING PRACTICUM II	2	0	20	22	91%
2013-14	Allied Health	NUR 230	ADV NURSING CONCEPTS III	0	1	19	20	95%

*Students passed with a 2.0 grade point or higher or a "pass" grade
**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Allied Health	NUR 231	ADV NURSING PRACTIC III	0	0	20	20	100%
2013-14	Allied Health	NUR 235	NURSING SKILLS LAB	0	0	22	22	100%
2013-14	Allied Health	NUR 236	NURSING SKILLS LAB	2	0	20	22	91%
2013-14	Allied Health	NUR 240	PROFESSIONAL ISSUES	0	0	20	20	100%
2013-14	Allied Health	NUTR&101	NUTRITION	23	80	177	280	63%
2013-14	Allied Health	PEH 100	LIFETIME WELLNESS	24	57	246	327	75%
2013-14	Allied Health	PEH 102	THEORY OF BASKETBALL	1	3	14	18	78%
2013-14	Allied Health	PEH 104	THEORY/WOMEN'S BASKTBALL	0	0	10	10	100%
2013-14	Allied Health	PEH 105	THEORY OF BASEBALL	0	1	21	22	95%
2013-14	Allied Health	PEH 106	THEORY OF SOFTBALL	0	0	7	7	100%
2013-14	Allied Health	PEH 114	BASKETBALL (WOMENS)	0	0	6	6	100%
2013-14	Allied Health	PEH 119	SOFTBALL SKILLS	1	0	16	17	94%
2013-14	Allied Health	PEH 125	CONDITIONING	11	35	241	287	84%
2013-14	Allied Health	PEH 131	CIRCUIT WEIGHT TRAINING	5	16	92	113	81%
2013-14	Allied Health	PEH 132	FITNESS	1	2	19	22	86%
2013-14	Allied Health	PEH 133	WEIGHT TRAINING	6	26	126	158	80%
2013-14	Allied Health	PEH 153	LIFEGUARD TRAINING	1	0	4	5	80%
2013-14	Allied Health	PEH 155	BODY TONING	11	5	158	174	91%
2013-14	Allied Health	PEH 158	RACQUETBALL	2	0	8	10	80%
Allied Health Overall				**173**	**353**	**2443**	**2969**	**82%**
2013-14	Aviation	AVF 111	PRE-FLIGHT GROUND SCHOOL	0	3	46	49	94%
2013-14	Aviation	AVF 112	PRIVATE PILOT GROUND SCH	0	7	38	45	84%
2013-14	Aviation	AVF 113	METEOROLOGY	0	5	41	46	89%
2013-14	Aviation	AVF 114	THEORY OF FLIGHT	1	2	43	46	93%
2013-14	Aviation	AVF 131	PRIV PILOT HELICOPTER I					
2013-14	Aviation	AVF 132	PRIV PILOT HELICOPTER 2					
2013-14	Aviation	AVF 133	PRIV PILOT HELICOPTER 3					
2013-14	Aviation	AVF 141	PRIV PILOT FLIGHT-STG 1					
2013-14	Aviation	AVF 142	PRIV PILOT FLIGHT-STG 2					
2013-14	Aviation	AVF 143	PRIV PILOT FLIGHT-STG 3					
2013-14	Aviation	AVF 190	FLIGHT (ALTERNATE)					
2013-14	Aviation	AVF 221	COMM PILOT GROUND SCHOOL	0	0	30	30	100%
2013-14	Aviation	AVF 223	INSTRUMENT PILOT GR SCHL	0	4	23	27	85%
2013-14	Aviation	AVF 225	EFF COMM IN FLT INSTRUCT	1	3	23	27	85%

*Students passed with a 2.0 grade point or higher or a "pass" grade
**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Aviation	AVF 227	AIRCRAFT SYS FOR PILOTS	1	0	22	23	96%
2013-14	Aviation	AVF 231	COMM PILOT HELICOPTER 4					
2013-14	Aviation	AVF 232	COMM PILOT HELICOPTER 5					
2013-14	Aviation	AVF 251	COMM PILOT FLIGHT STG 4					
2013-14	Aviation	AVF 252	COMM PILOT FLIGHT STG 5					
2013-14	Aviation	AVF 253	COMM PILOT FLIGHT STG 7					
2013-14	Aviation	AVF 254	NIGHT FLYING	0	2	17	19	89%
2013-14	Aviation	AVF 261	INSTRUMENT FLIGHT STG 6					
2013-14	Aviation	AVF 270	FLIGHT INSTRUCTOR					
2013-14	Aviation	AVF 271	INSTRUMENT FLIGHT INSTR					
2013-14	Aviation	AVF 272	SEAPLANE FLIGHT LAB					
2013-14	Aviation	AVF 275	MULTI-ENGINE FLIGHT					
2013-14	Aviation	AVF 276	SIMULATOR TRAINING	0	0	3	3	100%
2013-14	Aviation	AVF 290	FLIGHT (ALTERNATE)					
2013-14	Aviation	AVF 291	MULTIENGINE INSTRUCTOR	0	1	1	2	50%
Aviation Overall				**3**	**27**	**287**	**317**	**91%**

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

2013-14	Business	ACCT 105	INTRO TO ACCOUNTING	2	19	74	95	78%
2013-14	Business	ACCT 233	INTRO TO PAYROLL TAXES	0	1	9	10	90%
2013-14	Business	ACCT 260	COMPUTER ACCOUNTING	0	1	8	9	89%
2013-14	Business	ACCT 262	INTRO TO QUICKBOOKS	2	2	20	24	83%
2013-14	Business	ACCT&201	PRIN OF ACCOUNTING I	4	13	49	66	74%
2013-14	Business	ACCT&202	PRIN OF ACCOUNTING II	0	2	33	35	94%
2013-14	Business	ACCT&203	PRIN OF ACCOUNTING III	2	3	30	35	86%
2013-14	Business	AGR 241	FARM & RANCH MANAGEMENT	0	2	2	4	50%
2013-14	Business	AGR 261	PLANT SCIENCE	0	1	9	10	90%
2013-14	Business	AGR 263	SOILS	2	0	13	15	87%
2013-14	Business	AGR 271	AG SALES & MARKETING	3	3	6	12	50%
2013-14	Business	AGR 295	WORK-BASED LEARNING	1	0	1	2	50%
2013-14	Business	AGR 297	WORK-BASED LRNG SEMINAR	1	0	1	2	50%
2013-14	Business	BIM 101	BASIC KEYBOARDING	42	18	78	138	57%
2013-14	Business	BIM 102	DOCUMENT FORMATTING	11	27	408	446	91%
2013-14	Business	BIM 103	THE ADMINISTRATIVE PROF	7	0	6	13	46%
2013-14	Business	BIM 104	INTERMEDIATE KEYBOARDING	7	20	69	96	72%
2013-14	Business	BIM 106	ADVANCED KEYBOARDING	1	5	215	221	97%
2013-14	Business	BIM 109	INTERNET COMMUNICATIONS	2	13	51	66	77%
2013-14	Business	BIM 110	MICROSOFT OFFICE 2010	10	16	19	45	42%
2013-14	Business	BIM 111	INTRO COMPUTERS/MED OFF	16	20	23	59	39%
2013-14	Business	BIM 112	PROOF & EDIT	10	8	9	27	33%
2013-14	Business	BIM 130	FILING	9	27	40	76	53%

*Students passed with a 2.0 grade point or higher or a "pass" grade
**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Business	BIM 173	WORD PROCESSING I	1	7	132	140	94%
2013-14	Business	BIM 177	BUSINESS OCCUPATIONS LAB	2	1	5	8	63%
2013-14	Business	BIM 180	INTRO MICROSOFT OFFICE	15	11	214	240	89%
2013-14	Business	BIM 181	INTRO MS OFFICE: WORD	15	15	33	63	52%
2013-14	Business	BIM 182	INTRO MS OFFICE: EXCEL	8	4	29	41	71%
2013-14	Business	BIM 183	INTRO MS OFFICE: ACCESS	5	3	10	18	56%
2013-14	Business	BIM 184	INTRO MS OFFICE:PWRPOINT	3	4	13	20	65%
2013-14	Business	BIM 190	SHREADSHEETS I	1	2	73	76	96%
2013-14	Business	BIM 195	DATABASE MANAGEMENT	0	1	10	11	91%
2013-14	Business	BIM 210	INTERNET	4	7	31	42	74%
2013-14	Business	BIM 220	DESKTOP PUBLISHING	2	2	7	11	64%
2013-14	Business	BIM 262	PROFESSIONAL PREPARATION	0	0	10	10	100%
2013-14	Business	BIM 280	ADV MICROSOFT OFFICE	4	5	6	15	40%
2013-14	Business	BUS 102	BUSINESS MATHEMATICS	1	4	36	41	88%
2013-14	Business	BUS 114	BUSINESS ETHICS	3	6	15	24	63%
2013-14	Business	BUS 120	HUMAN RELATIONS ON JOB	9	28	107	144	74%
2013-14	Business	BUS 121	BUSINESS ENGLISH	2	9	26	37	70%
2013-14	Business	BUS 122	BUSINESS COMMUNICATIONS	3	1	20	24	83%
2013-14	Business	BUS 161	BUSINESS CALCULATORS	0	0	24	24	100%
2013-14	Business	BUS 170	CONSUMER FINANCE	0	0	17	17	100%
2013-14	Business	BUS 200	SUPERVISION	0	2	10	12	83%
2013-14	Business	BUS 215	CUSTOMER SERVICE	1	2	19	22	86%
2013-14	Business	BUS& 101	INTRO TO BUSINESS	6	8	71	85	84%
2013-14	Business	BUS& 201	BUSINESS LAW	3	9	59	71	83%
2013-14	Business	CS 101	INTRO COMPUTER SCIENCE	5	10	57	72	79%
2013-14	Business	CS 104	INTRO TO COMPUTER HARDWR	4	6	24	34	71%
2013-14	Business	CS 105	INTRO TO COMPTR OP SYS	4	6	24	34	71%
2013-14	Business	CS 106	INTRO TO VIRTUALIZATION	0	0	11	11	100%
2013-14	Business	CS 110	NETWORKING FUNDAMENTALS	0	4	21	25	84%
2013-14	Business	CS 111	INTRO TO PROGRAMMING	0	2	10	12	83%
2013-14	Business	CS 115	INTRO DATABASE DESIGN/MN	1	4	20	25	80%
2013-14	Business	CS 136	DATABASE PRGRM W/SQL	0	0	7	7	100%
2013-14	Business	CS 156	CISCO NTWRK 1: PART I	0	1	11	12	92%
2013-14	Business	CS 157	CISCO NTWRKNG 1:PART II	0	0	3	3	100%
2013-14	Business	CS 158	CISCO NTWRK 2: PART I	0	0	9	9	100%
2013-14	Business	CS 159	CISCO NTRK 2: PART II	0	0	5	5	100%
2013-14	Business	CS 161	INTRO TO WEBSITE DES/PUB	0	4	11	15	73%
2013-14	Business	CS 195	INTERNSHIP: WRK BASED	1	0	13	14	93%
2013-14	Business	CS 197	INTERNSHP:WORK BASED SEM	1	1	12	14	86%
2013-14	Business	CS 205	WINDOWS SERVER ADMIN	0	3	14	17	82%
2013-14	Business	CS 206	LINUX SERVER ADMIN	0	0	12	12	100%

*Students passed with a 2.0 grade point or higher or a "pass" grade
**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Business	CS 207	INTRO TO SECURITY ADMIN	0	0	8	8	100%
2013-14	Business	CS 251	PROGRAMMING WITH C#	0	0	2	2	100%
2013-14	Business	CS 262	PRGRMG DYNAMIC WEBSITES	0	1	3	4	75%
2013-14	Business	CS 265	WEB APP DESIGN & DEVLPMT	0	0	1	1	100%
2013-14	Business	CS 271	WEB GRAPHICS	0	1	5	6	83%
2013-14	Business	CS 289	PROJECT MGMT COMPUTR SCI	0	0	9	9	100%
2013-14	Business	CS& 141	COMPUTER SCIENCE I JAVA	0	4	9	13	69%
2013-14	Business	ECON 200	INTRO TO ECONOMICS	9	22	48	79	61%
2013-14	Business	ECON&201	MICRO ECONOMICS	1	2	65	68	96%
2013-14	Business	ECON&202	MACRO ECONOMICS	4	5	68	77	88%
Business Overall				**250**	**408**	**2632**	**3290**	**80%**

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

2013-14	Developmental	CSS 100	COLLEGE SURVIVAL SKILLS	28	87	382	497	77%
2013-14	Developmental	CSS 102	FOCUS ON SUCCESS	3	5	83	91	91%
2013-14	Developmental	CSS 104	INTRO COMPUTER LITERACY	3	9	22	34	65%
2013-14	Developmental	CSS 105	INTRO TO HLTHCARE STUDY	8	6	10	24	42%
2013-14	Developmental	ENGL 065	SPELLING IMPROVEMENT	3	4	16	23	70%
2013-14	Developmental	ENGL 087	READING IMPROVEMENT	2	5	6	13	46%
2013-14	Developmental	ENGL 093	BASIC WRITING	1	1	10	12	83%
2013-14	Developmental	ENGL 095	WRITING IMPROVEMENT	0	3	10	13	77%
2013-14	Developmental	ENGL 098	BASIC ENGLISH SKILLS	6	4	93	103	90%
2013-14	Developmental	ENGL 099	ENGLISH SKILLS	17	50	267	334	80%
2013-14	Developmental	MATH 080	BASIC MATHEMATICS	12	38	141	191	74%
Developmental Overall				**83**	**212**	**1040**	**1335**	**78%**

2013-14	Humanities	ART 101	DESIGN I	2	0	23	25	92%
2013-14	Humanities	ART 102	DESIGN II	0	0	23	23	100%
2013-14	Humanities	ART 103	DESIGN III	1	0	11	12	92%
2013-14	Humanities	ART 104	DRAWING I	0	3	38	41	93%
2013-14	Humanities	ART 105	DRAWING II	0	1	20	21	95%
2013-14	Humanities	ART 121	CERAMICS I	2	1	27	30	90%
2013-14	Humanities	ART 122	CERAMICS II	1	0	8	9	89%
2013-14	Humanities	ART 123	CERAMICS III	0	0	1	1	100%
2013-14	Humanities	ART 216	WESTERN ART:ANCIENT/MED	2	4	6	12	50%
2013-14	Humanities	ART 218	WESTERN ART:IMPRESS/CURR	0	3	9	12	75%
2013-14	Humanities	ART 221	WATERCOLOR I	1	2	12	15	80%
2013-14	Humanities	ART 222	WATERCOLOR II	0	0	1	1	100%
2013-14	Humanities	ART 230	PAINTING/DRAWING WKSHP	0	0	38	38	100%
2013-14	Humanities	ART 231	OIL PAINTING I	1	1	23	25	92%
2013-14	Humanities	ART 232	OIL PAINTING II	0	0	4	4	100%
2013-14	Humanities	ART 233	OIL PAINTING III	0	0	2	2	100%

*Students passed with a 2.0 grade point or higher or a "pass" grade
**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Humanities	ART 298	SPECIAL PROJECTS	0	0	1	1	100%
2013-14	Humanities	ART& 100	ART APPRECIATION	4	7	75	86	87%
2013-14	Humanities	CMST 100	HUMAN COMMUNICATIONS	3	5	46	54	85%
2013-14	Humanities	CMST&102	INTRO TO MASS MEDIA	4	13	68	85	80%
2013-14	Humanities	CMST&220	PUBLIC SPEAKING	33	52	412	497	83%
2013-14	Humanities	ENGL 211	CREATIVE WRITING:FICTION	1	2	37	40	93%
2013-14	Humanities	ENGL 216	FILM STUDY	4	8	62	74	84%
2013-14	Humanities	ENGL 234	SCIENCE FICTION	2	8	12	22	55%
2013-14	Humanities	ENGL 239	THE MYSTERY STORY AS LIT	1	3	12	16	75%
2013-14	Humanities	ENGL 272	GRAPHIC NOVEL AS LITERAT	1	5	19	25	76%
2013-14	Humanities	ENGL&101	ENGLISH COMPOSITION I	60	162	512	734	70%
2013-14	Humanities	ENGL&102	COMPOSITION II	36	68	380	484	79%
2013-14	Humanities	ENGL&220	INTRO TO SHAKESPEARE	1	0	17	18	94%
2013-14	Humanities	ENGL&244	AMERICAN LITERATURE I	1	2	21	24	88%
2013-14	Humanities	ENGL&245	AMERICAN LITERATURE II	0	2	20	22	91%
2013-14	Humanities	ENGL&246	AMER LITERATURE III	1	4	50	55	91%
2013-14	Humanities	FRCH&121	FRENCH I	1	2	3	6	50%
2013-14	Humanities	FRCH&122	FRENCH II	0	0	1	1	100%
2013-14	Humanities	FRCH&123	FRENCH III	0	0	3	3	100%
2013-14	Humanities	GERM&121	GERMAN I	2	13	46	61	75%
2013-14	Humanities	GERM&122	GERMAN II	1	1	17	19	89%
2013-14	Humanities	GERM&123	GERMAN III	0	0	4	4	100%
2013-14	Humanities	HUM 214	DIVERS: RACE,CLASS,GEND	8	6	74	88	84%
2013-14	Humanities	MUSC 110	CHORUS	1	0	9	10	90%
2013-14	Humanities	MUSC 115	GROUP PIANO I	3	1	10	14	71%
2013-14	Humanities	MUSC 116	GROUP PIANO II	3	1	8	12	67%
2013-14	Humanities	MUSC 117	GROUP PIANO III	1	0	2	3	67%
2013-14	Humanities	MUSC 124	ORCHESTRA I	1	0	3	4	75%
2013-14	Humanities	MUSC 134	BEGINNING GROUP GUITAR	3	3	20	26	77%
2013-14	Humanities	MUSC 170	HISTORY OF JAZZ	0	4	11	15	73%
2013-14	Humanities	MUSC 216	GROUP PIANO V	0	0	1	1	100%
2013-14	Humanities	MUSC 217	GROUP PIANO VI	0	0	2	2	100%
2013-14	Humanities	MUSC&105	MUSIC APPRECIATION	9	15	60	84	71%
2013-14	Humanities	PHIL 210	ETHICS	1	1	27	29	93%
2013-14	Humanities	PHIL 240	PHILOSOPHY OF RELIGION	2	5	13	20	65%
2013-14	Humanities	PHIL&101	INTRO TO PHILOSOPHY	12	14	101	127	80%
2013-14	Humanities	PHIL&120	SYMBOLIC LOGIC	12	20	131	163	80%
2013-14	Humanities	REL 201	WORLD RELIGIONS	3	16	98	117	84%
2013-14	Humanities	REL 211	RELIGION IN AMERICA	5	4	50	59	85%
2013-14	Humanities	SPAN&121	SPANISH I	6	20	157	183	86%
2013-14	Humanities	SPAN&122	SPANISH II	5	14	98	117	84%
2013-14	Humanities	SPAN&123	SPANISH III	4	7	90	101	89%
Humanities Overall				**245**	**503**	**3029**	**3777**	**80%**

*Students passed with a 2.0 grade point or higher or a "pass" grade
**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Industrial Technology	AMT 148	AMT GENERAL ELECTRICITY	2	0	18	20	90%
2013-14	Industrial Technology	AMT 149	AMT AIRFRAME ELECTRICITY	1	1	24	26	92%
2013-14	Industrial Technology	AMT 150	AMT GENERAL	3	0	37	40	93%
2013-14	Industrial Technology	AMT 151	AIRFRAME MECHANICS I	1	0	42	43	98%
2013-14	Industrial Technology	AMT 152	AIRFRAME MECHANICS II	0	0	48	48	100%
2013-14	Industrial Technology	AMT 153	AIRFRAME MECHANICS III	2	1	19	22	86%
2013-14	Industrial Technology	AMT 249	AMT POWERPLANT ELECTRIC	0	0	4	4	100%
2013-14	Industrial Technology	AMT 251	POWERPLANT MECHANICS I	1	2	29	32	91%
2013-14	Industrial Technology	AMT 252	POWERPLANT MECHANICS II	1	3	34	38	89%
2013-14	Industrial Technology	AMT 253	POWERPLANT MECHANICS III	2	1	23	26	88%
2013-14	Industrial Technology	AMT 254	POWERPLANT MECHANICS IV	1	0	7	8	88%
2013-14	Industrial Technology	AUT 105	AUTOMOTIVE COMPUTER APPL	0	7	9	16	56%
2013-14	Industrial Technology	AUT 111	AUTO ENGINE SERVICE	1	1	10	12	83%
2013-14	Industrial Technology	AUT 115	AUTO SHOP SAFETY/ENVIRON	3	1	20	24	83%
2013-14	Industrial Technology	AUT 121	ELECTRIC/ELECTRONIC SYST	2	1	19	22	86%
2013-14	Industrial Technology	AUT 124	BRAKE SYSTEM SERVICE	0	3	12	15	80%
2013-14	Industrial Technology	AUT 125	SUSPENSION STEERING ALIG	0	3	14	17	82%
2013-14	Industrial Technology	AUT 131	MANUAL DRIVE TRAIN & AXL	0	1	9	10	90%
2013-14	Industrial Technology	AUT 132	HYDRAULIC SYSTEMS	2	1	12	15	80%
2013-14	Industrial Technology	AUT 190	PROJECTS LAB	2	3	40	45	89%
2013-14	Industrial Technology	AUT 211	AUTO CONVENIENCE SYSTEMS	0	0	13	13	100%
2013-14	Industrial Technology	AUT 212	AUTO TRANSMISSION REPAIR	0	0	14	14	100%
2013-14	Industrial Technology	AUT 213	AUTO SERVICING I	0	0	14	14	100%
2013-14	Industrial Technology	AUT 220	ENGINE PERFORMANCE	0	4	9	13	69%
2013-14	Industrial Technology	AUT 223	AUTOMOBILE SERVICING II	0	1	12	13	92%
2013-14	Industrial Technology	AUT 231	AUTO HEAT/AIR CONDITION	0	1	12	13	92%
2013-14	Industrial Technology	AUT 290	PROJECTS LAB	0	0	40	40	100%
2013-14	Industrial Technology	CDL 100	CDL LAB	4	0	64	68	94%
2013-14	Industrial Technology	CPT 130	COMPOSITE REPAIR	1	0	12	13	92%
2013-14	Industrial Technology	ENGL 109	APPLIED TECH WRITING	4	12	36	52	69%
2013-14	Industrial Technology	IST 100	INTRO IND SAFETY/HEALTH	0	1	24	25	96%
2013-14	Industrial Technology	IST 102	TECHNICAL DRAWING INTERP	1	5	16	22	73%
2013-14	Industrial Technology	IST 105	BASIC ELECTRICITY-DC	3	7	22	32	69%
2013-14	Industrial Technology	IST 106	BASIC ELECTRICITY-AC	2	9	20	31	65%
2013-14	Industrial Technology	IST 107	INDUSTRIAL ELECTRICITY I	0	7	19	26	73%
2013-14	Industrial Technology	IST 110	INTRO NATL ELEC CODE	1	3	12	16	75%
2013-14	Industrial Technology	IST 111	NATL ELECTRIC CODE II	0	1	17	18	94%
2013-14	Industrial Technology	IST 112	NATL ELECTRIC CODE III	0	0	19	19	100%
2013-14	Industrial Technology	IST 113	IND ELECT INSTALL TECH	0	1	17	18	94%
2013-14	Industrial Technology	IST 120	INTRO PREV/PRED MAINTENC	0	2	16	18	89%
2013-14	Industrial Technology	IST 130	INTRO TO REFRIGERATION	1	1	7	9	78%
2013-14	Industrial Technology	IST 136	INTRO INDUST BOILER TECH	0	1	4	5	80%

*Students passed with a 2.0 grade point or higher or a "pass" grade
**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Industrial Technology	IST 150	INTRO PROG LOGIC CONTROL	0	1	17	18	94%
2013-14	Industrial Technology	IST 170	INTRO TO INSTRUMENTATION	0	1	26	27	96%
2013-14	Industrial Technology	IST 180	MACHINING I	0	1	6	7	86%
2013-14	Industrial Technology	IST 182	MACHINING II	0	1	11	12	92%
2013-14	Industrial Technology	IST 184	MACHINING SKILL ENHANCE	0	0	6	6	100%
2013-14	Industrial Technology	IST 207	INDUST ELECTRICITY II	0	2	20	22	91%
2013-14	Industrial Technology	IST 208	INDUST ELECTRICITY III	1	0	16	17	94%
2013-14	Industrial Technology	IST 221	ELECTRONICS I (PRINCIPLE	2	7	4	13	31%
2013-14	Industrial Technology	IST 222	ELCTRONICS II (APPLIC)	0	0	15	15	100%
2013-14	Industrial Technology	IST 223	ELECTRONICS III (INDUST)	0	4	12	16	75%
2013-14	Industrial Technology	IST 224	ELECTR. COMMUNICATION I	0	3	6	9	67%
2013-14	Industrial Technology	IST 226	INTRO TO FIBER OPTICS	0	0	11	11	100%
2013-14	Industrial Technology	IST 250	PROGRAM LOGIC CONTROL II	0	0	18	18	100%
2013-14	Industrial Technology	IST 270	INSTRUMENTATION II	0	0	12	12	100%
2013-14	Industrial Technology	IST 280	MECHANICAL POWER TRANSM	0	1	13	14	93%
2013-14	Industrial Technology	IST 282	FLUID POWER TRANSMISSION	0	1	4	5	80%
2013-14	Industrial Technology	IST 284	PUMP HYDRAULICS/MECHANIC	0	0	3	3	100%
2013-14	Industrial Technology	MAP 100	APPLIED MATH (AMT)	1	0	19	20	95%
2013-14	Industrial Technology	MAP 101	APPLIED MATH (AUT/WLD)	1	2	20	23	87%
2013-14	Industrial Technology	MAP 103	APPLIED MATH (MMT/IST)	1	16	19	36	53%
2013-14	Industrial Technology	WLD 101	OXY-ACETYLENE WELD/AUTO	0	2	8	10	80%
2013-14	Industrial Technology	WLD 102	ARC WELDING FOR AUTO	0	3	7	10	70%
2013-14	Industrial Technology	WLD 103	BEGINNING AMT WELDING	2	1	21	24	88%
2013-14	Industrial Technology	WLD 110	WELDING THEORY I	0	2	24	26	92%
2013-14	Industrial Technology	WLD 111	WELDING PROCESS I	10	18	60	88	68%
2013-14	Industrial Technology	WLD 112	THERMAL CUTTING & WELD	1	8	32	41	78%
2013-14	Industrial Technology	WLD 120	WELDING THEORY II	3	5	21	29	72%
2013-14	Industrial Technology	WLD 121	WELDING PROCESS II	0	2	20	22	91%
2013-14	Industrial Technology	WLD 122	GAS METAL ARC WELDING I	2	12	32	46	70%
2013-14	Industrial Technology	WLD 130	WELDING THEORY III	2	2	16	20	80%
2013-14	Industrial Technology	WLD 131	WELDING PROCESS III	2	2	15	19	79%
2013-14	Industrial Technology	WLD 132	GAS TUNG ARC WELD I-TIG	1	3	26	30	87%
2013-14	Industrial Technology	WLD 151	TECH DRAW INTERPRETATION	1	3	25	29	86%
2013-14	Industrial Technology	WLD 152	WELDING LAYOUT I	1	10	18	29	62%
2013-14	Industrial Technology	WLD 153	WELDING LAYOUT II	0	1	6	7	86%
2013-14	Industrial Technology	WLD 190	SKILL IMPROVEMENT	2	5	41	48	85%
2013-14	Industrial Technology	WLD 205	WELD TESTING METHODS	0	2	12	14	86%
2013-14	Industrial Technology	WLD 206	WELDING CODES & STANDARD	0	1	10	11	91%

*Students passed with a 2.0 grade point or higher or a "pass" grade
**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Industrial Technology	WLD 207	WELDING METALLURGY	0	1	8	9	89%
2013-14	Industrial Technology	WLD 212	GAS METAL ARC WELDING II	1	3	11	15	73%
2013-14	Industrial Technology	WLD 242	STRUCTURAL WELDING I*	0	1	0	1	0%
2013-14	Industrial Technology	WLD 243	STRUCTURAL WELD PROC II*	0	1	0	1	0%
2013-14	Industrial Technology	WLD 244	SUBMERGED ARC WELDING	0	0	2	2	100%
2013-14	Industrial Technology	WLD 261	PRODUCTION WELD PROC I	0	4	6	10	60%
2013-14	Industrial Technology	WLD 262	PRODUCTION WELDING I	0	1	4	5	80%
2013-14	Industrial Technology	WLD 263	PRODUCTION WELD PROC II	0	1	7	8	88%
2013-14	Industrial Technology	WLD 264	ADV WELD PROCESS	0	0	6	6	100%
2013-14	Industrial Technology	WLD 265	PRODUC WELD PROCESS III	0	0	6	6	100%
2013-14	Industrial Technology	WLD 281	PIPE WELDING I	0	0	8	8	100%
2013-14	Industrial Technology	WLD 282	GAS TNGSTN ARC WD II TIG	0	0	6	6	100%
2013-14	Industrial Technology	WLD 283	PIPE WELDING II	0	0	8	8	100%
2013-14	Industrial Technology	WLD 284	GAS TUNGS ARC WLDG III	0	0	7	7	100%
2013-14	Industrial Technology	WLD 285	PIPE WELDING III	0	0	5	5	100%
2013-14	Industrial Technology	WLD 290	SKILL LEVEL IMPROVEMENT	0	0	12	12	100%
Industrial Technology Overall				**75**	**219**	**1597**	**1891**	**84%**
2013-14	Math/Science	ASTR&101	INTRO TO ASTRONOMY	5	8	28	41	68%
2013-14	Math/Science	BIOL&100	SURVEY OF BIOLOGY	14	23	147	184	80%
2013-14	Math/Science	BIOL&170	HUMAN BIOLOGY	2	2	20	24	83%
2013-14	Math/Science	BIOL&211	MAJORS CELLULAR	15	12	35	62	56%
2013-14	Math/Science	BIOL&221	MAJORS ECOLOGY/EVOLUTION	0	7	9	16	56%
2013-14	Math/Science	BIOL&222	MAJORS CELL/MOLECULAR	4	7	10	21	48%
2013-14	Math/Science	BIOL&223	MAJORS ORGANISMAL PHYS	0	2	8	10	80%
2013-14	Math/Science	BIOL&241	HUMAN A & P 1	6	6	26	38	68%
2013-14	Math/Science	BIOL&242	HUMAN A & P 2	2	3	24	29	83%
2013-14	Math/Science	BIOL&260	MICROBIOLOGY	7	5	24	36	67%
2013-14	Math/Science	BOT 130	BOTANY	3	4	16	23	70%
2013-14	Math/Science	BOT 140	FIELD BOTANY	1	3	12	16	75%
2013-14	Math/Science	CHEM&105	CHEMICAL CONCEPTS	0	15	49	64	77%
2013-14	Math/Science	CHEM&110	CHEMICAL CONCEPTS W/LAB	0	1	0	1	0%
2013-14	Math/Science	CHEM&121	INTRO TO CHEMISTRY	16	36	124	176	70%
2013-14	Math/Science	CHEM&131	INTRO TO ORGANIC/BIOCHEM	0	4	19	23	83%
2013-14	Math/Science	CHEM&161	GENERAL CHEM W/LAB I	2	13	33	48	69%
2013-14	Math/Science	CHEM&162	GENERAL CHEM W/LAB II	3	3	16	22	73%
2013-14	Math/Science	CHEM&163	GENERAL CHEM/W LAB III	0	0	14	14	100%
2013-14	Math/Science	ENGR&214	STATICS	0	0	2	2	100%
2013-14	Math/Science	ENVS&100	SURVEY OF ENV SCIENCE	21	36	126	183	69%
2013-14	Math/Science	GEOL&101	INTRO PHYSICAL GEOLOGY	4	13	14	31	45%
2013-14	Math/Science	MATH 147	FINITE MATHEMATICS	3	4	18	25	72%

*Students passed with a 2.0 grade point or higher or a "pass" grade
**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Math/Science	MATH 220	LINEAR ALGEBRA	1	2	8	11	73%
2013-14	Math/Science	MATH 230	DIFFERENTIAL EQUATIONS	0	0	1	1	100%
2013-14	Math/Science	MATH&107	MATH IN SOCIETY	13	22	92	127	72%
2013-14	Math/Science	MATH&141	PRECALCULUS I	38	53	150	241	62%
2013-14	Math/Science	MATH&142	PRECALCULUS II	8	12	63	83	76%
2013-14	Math/Science	MATH&146	INTRO TO STATISTICS	31	33	141	205	69%
2013-14	Math/Science	MATH&148	BUSINESS CALCULUS	1	4	15	20	75%
2013-14	Math/Science	MATH&151	CALCULUS I	1	6	35	42	83%
2013-14	Math/Science	MATH&152	CALCULUS II	0	1	19	20	95%
2013-14	Math/Science	MATH&163	CALCULUS 3	0	2	18	20	90%
2013-14	Math/Science	MATH&254	CALCULUS IV	1	0	1	2	50%
2013-14	Math/Science	PHYS&110	PHYS NON-SCI MAJRS W/LAB	1	6	11	18	61%
2013-14	Math/Science	PHYS&114	GENERAL PHYSICS I W/LAB	2	5	5	12	42%
2013-14	Math/Science	PHYS&115	GENERAL PHYS II W/LAB	2	2	2	6	33%
2013-14	Math/Science	PHYS&116	GENERAL PHYS III w/LAB	0	0	2	2	100%
2013-14	Math/Science	PHYS&221	ENGINEERING PHYSICS I	0	3	18	21	86%
2013-14	Math/Science	PHYS&222	ENGINEERING PHYSICS II	0	0	15	15	100%
2013-14	Math/Science	PHYS&223	ENGINEERING PHYSICS III	0	2	12	14	86%
2013-14	Math/Science	SCI 104	MATH FOR SCIENCE & ENGR	3	1	12	16	75%
Math/Science Overall				**210**	**361**	**1394**	**1965**	**71%**
2013-14	Pre-college Math	MATH 090	PREALGEBRA	17	18	29	64	45%
2013-14	Pre-college Math	MATH 094	PREALGEBRA (Emporium)	43	74	248	365	68%
2013-14	Pre-college Math	MATH 095	ELEMENTARY ALGEBRA	7	15	37	59	63%
2013-14	Pre-college Math	MATH 096	ELEMENTARY ALGEBRA I (Emporium)	47	78	310	435	71%
2013-14	Pre-college Math	MATH 097	ELEMENTARY ALGEBRA II (Emporium)	2	5	58	65	89%
2013-14	Pre-college Math	MATH 098	INTERMEDIATE ALGEBRA (Emporium)	45	85	294	424	69%
2013-14	Pre-college Math	MATH 099	INTERMEDIATE ALGEBRA	24	21	54	99	55%
Pre-college Math Overall				**185**	**296**	**1030**	**1511**	**68%**

*Students passed with a 2.0 grade point or higher or a "pass" grade
**Students earned lower than a 2.0 grade point or failed

2013-14 Course Success Rates by Division

Academic Year	Division	CourseID	Course Title	Withdraws	Less than Successful Students**	Successful Students*	Total Enrolled	Percent Successful
2013-14	Social Science	ANTH&100	SURVEY OF ANTHROPOLOGY	2	1	58	61	95%
2013-14	Social Science	CJ 210	INTRO TO AMERICAN POLICI	2	4	10	16	63%
2013-14	Social Science	CJ& 101	INTRO CRIMINAL JUSTICE	7	39	123	169	73%
2013-14	Social Science	CJ& 110	CRIMINAL LAW	1	3	13	17	76%
2013-14	Social Science	ECE 175	INTRO TO CHILD CARE	0	0	39	39	100%
2013-14	Social Science	ECED 214	MATH/SCIENCE YOUNG CHILD	0	0	13	13	100%
2013-14	Social Science	ECED&105	INTRO EARLY CHILDHOOD ED	1	5	42	48	88%
2013-14	Social Science	ECED&107	HEALTH SAFETY NUTRITION	1	2	38	41	93%
2013-14	Social Science	ECED&120	PRACTICUM: NURTURING REL	0	0	31	31	100%
2013-14	Social Science	ECED&132	INFANTS/TODDLERS CARE	0	12	11	23	48%
2013-14	Social Science	ECED&139	ADMIN OF EARLY LEARNING	3	3	16	22	73%
2013-14	Social Science	ECED&160	CURRICULUM DEVELOPMENT	1	2	11	14	79%
2013-14	Social Science	ECED&170	ENVIRONMENTS-YOUNG CHILD	1	4	15	20	75%
2013-14	Social Science	ECED&180	LANGUAGE & LITERACY DEV	2	4	21	27	78%
2013-14	Social Science	ECED&190	OBSERVATION/ASSESSMENT	1	1	10	12	83%
2013-14	Social Science	EDUC 106	ISSUES IN CHILD ABUSE	0	0	13	13	100%
2013-14	Social Science	EDUC 132	PEER MENTORING	1	0	16	17	94%
2013-14	Social Science	EDUC 190	CLASSROOM EXPERIENCE	0	0	85	85	100%
2013-14	Social Science	EDUC 198	SPECIAL TOPICS	0	0	42	42	100%
2013-14	Social Science	EDUC&115	CHILD DEVELOPMENT	6	19	35	60	58%
2013-14	Social Science	EDUC&130	GUIDING BEHAVIOR	2	8	12	22	55%
2013-14	Social Science	EDUC&150	CHILD, FAMILY AND COMM	1	4	16	21	76%
2013-14	Social Science	EDUC&201	INTRO TO EDUCATION	3	3	9	15	60%
2013-14	Social Science	EDUC&204	EXCEPTIONAL CHILD	1	4	20	25	80%
2013-14	Social Science	HIST 250	ANCIENT GREECE	3	3	17	23	74%
2013-14	Social Science	HIST 270	THE ROMAN WORLD	2	9	15	26	58%
2013-14	Social Science	HIST&116	WESTERN CIVILIZATION I	4	6	18	28	64%
2013-14	Social Science	HIST&117	WESTERN CIVILIZATION II	2	3	24	29	83%
2013-14	Social Science	HIST&118	WESTERN CIVILIZATION III	5	13	20	38	53%
2013-14	Social Science	HIST&136	US HISTORY 1	29	44	129	202	64%
2013-14	Social Science	HIST&137	US HISTORY 2	17	32	101	150	67%
2013-14	Social Science	POLS&202	AMERICAN GOVERNMENT	4	38	88	130	68%
2013-14	Social Science	POLS&203	INTERNATIONAL RELATIONS	3	5	31	39	79%
2013-14	Social Science	PSYC 225	PSYCH & THE LEGAL SYSTEM	2	5	16	23	70%
2013-14	Social Science	PSYC&100	GENERAL PSYCHOLOGY	28	82	301	411	73%
2013-14	Social Science	PSYC&200	LIFESPAN PSYCHOLOGY	7	9	138	154	90%
2013-14	Social Science	SOC& 101	INTRO TO SOCIOLOGY	18	20	262	300	87%
Social Science Overall				**160**	**387**	**1859**	**2406**	**77%**
2013-14 Overall (all divisions combined)				**1384**	**2766**	**15311**	**19461**	**79%**

Data retrieved from DW Gatekeeper queries, 8/18/14

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

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

This page intentionally left blank.

Tab K

Success Rates in Courses Offered Over the Last Three Consecutive Years

This page intentionally left blank.

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Allied Health	FAD 150	IND FIRST AID/CPR & BBP	2011-12	229	80%	2012-13	237	81%	2013-14	223	79%
Allied Health	HED 121	HUMAN BODY/DISEASE I	2011-12	75	59%	2012-13	76	72%	2013-14	79	66%
Allied Health	HED 122	HUMAN BODY/DISEASE II	2011-12	45	82%	2012-13	45	89%	2013-14	44	80%
Allied Health	HED 123	HUMAN BODY/DISEASE III	2011-12	33	91%	2012-13	31	84%	2013-14	33	91%
Allied Health	HED 150	MEDICAL TERMINOLOGY I	2011-12	147	80%	2012-13	140	83%	2013-14	116	72%
Allied Health	HED 151	MEDICAL TERMINOLOGY II	2011-12	100	86%	2012-13	102	84%	2013-14	67	90%
Allied Health	HED 239	MEDICAL ETHICS	2011-12	84	74%	2012-13	77	61%	2013-14	63	70%
Allied Health	MA 111	CLINICAL PROCEDURES I	2011-12	26	62%	2012-13	24	92%	2013-14	37	92%
Allied Health	MA 112	CLINICAL PROCEDURES II	2011-12	19	100%	2012-13	22	95%	2013-14	35	100%
Allied Health	MA 113	CLINICAL PROCEDURES III	2011-12	19	100%	2012-13	21	95%	2013-14	27	89%
Allied Health	MA 150	PHARMACOLOGY MED ASST	2011-12	37	81%	2012-13	41	98%	2013-14	30	83%
Allied Health	MA 195	EXTERNSHIP/PRAC MED ASST	2011-12	20	100%	2012-13	20	80%	2013-14	20	95%
Allied Health	MA 197	EXTERNSHIP/PRACT SEMINAR	2011-12	20	100%	2012-13	17	100%	2013-14	20	95%
Allied Health	MAP 108	APPLIED MATH (MA)	2011-12	43	93%	2012-13	44	89%	2013-14	40	90%
Allied Health	NUR 100	NURSING ASSISTANT	2011-12	102	92%	2012-13	128	91%	2013-14	95	94%
Allied Health	NUR 101	SURVIVAL SKILLS/NURSING	2011-12	25	88%	2012-13	24	96%	2013-14	23	87%
Allied Health	NUR 103	HIV/AIDS EDUCATION	2011-12	66	67%	2012-13	81	72%	2013-14	40	70%
Allied Health	NUR 110	FUNDAMENTALS OF NURSING	2011-12	25	80%	2012-13	24	92%	2013-14	23	83%
Allied Health	NUR 111	PRACTICUM	2011-12	27	78%	2012-13	24	96%	2013-14	23	83%
Allied Health	NUR 114	PHARMACOLOGY	2011-12	27	70%	2012-13	26	85%	2013-14	24	83%
Allied Health	NUR 120	BEGIN NURSE CONCEPTS I	2011-12	18	89%	2012-13	23	96%	2013-14	19	100%
Allied Health	NUR 121	BEGIN NURSE PRACTICUM I	2011-12	18	94%	2012-13	22	100%	2013-14	19	100%
Allied Health	NUR 130	BEGIN NURSE CONCEPTS II	2011-12	16	94%	2012-13	22	100%	2013-14	18	72%
Allied Health	NUR 131	BEGIN NURSE PRACTICUM II	2011-12	16	100%	2012-13	22	100%	2013-14	18	94%
Allied Health	NUR 135	NURSING SKILLS LAB	2011-12	25	88%	2012-13	23	96%	2013-14	23	87%
Allied Health	NUR 136	NURSING SKILLS LAB	2011-12	18	94%	2012-13	23	96%	2013-14	19	100%
Allied Health	NUR 137	NURSING SKILLS LAB	2011-12	16	100%	2012-13	22	100%	2013-14	18	94%
Allied Health	NUR 140	PN COMPLETION/TRANSITION	2011-12	21	95%	2012-13	16	100%	2013-14	20	85%
Allied Health	NUR 141	PN COMP/TRANS PRACTICUM	2011-12	21	100%	2012-13	16	100%	2013-14	19	100%
Allied Health	NUR 210	ADV NURSING CONCEPTS I	2011-12	21	100%	2012-13	16	75%	2013-14	22	100%

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Allied Health	NUR 211	ADV NURSING PRACTICUM I	2011-12	21	100%	2012-13	16	100%	2013-14	22	100%
Allied Health	NUR 220	ADV NURSING CONCEPTS II	2011-12	21	100%	2012-13	12	100%	2013-14	22	91%
Allied Health	NUR 221	ADV NURSING PRACTICUM II	2011-12	21	100%	2012-13	12	100%	2013-14	22	91%
Allied Health	NUR 230	ADV NURSING CONCEPTS III	2011-12	21	95%	2012-13	12	100%	2013-14	20	95%
Allied Health	NUR 231	ADV NURSING PRACTICUM III	2011-12	21	100%	2012-13	12	100%	2013-14	20	100%
Allied Health	NUR 235	NURSING SKILLS LAB	2011-12	21	100%	2012-13	16	100%	2013-14	22	100%
Allied Health	NUR 236	NURSING SKILLS LAB	2011-12	21	100%	2012-13	12	100%	2013-14	22	91%
Allied Health	NUR 240	PROFESSIONAL ISSUES	2011-12	21	100%	2012-13	12	100%	2013-14	20	100%
Allied Health	PEH 100	LIFETIME WELLNESS	2011-12	304	84%	2012-13	327	81%	2013-14	327	75%
Allied Health	PEH 102	THEORY OF BASKETBALL	2011-12	21	86%	2012-13	15	80%	2013-14	18	78%
Allied Health	PEH 104	THEORY/WOMEN'S BASKETBALL	2011-12	12	92%	2012-13	11	100%	2013-14	10	100%
Allied Health	PEH 105	THEORY OF BASEBALL	2011-12	39	100%	2012-13	22	95%	2013-14	22	95%
Allied Health	PEH 106	THEORY OF SOFTBALL	2011-12	21	100%	2012-13	6	100%	2013-14	7	100%
Allied Health	PEH 114	BASKETBALL (MEN'S)	2011-12	16	88%	2012-13	5	100%	2013-14	6	100%
Allied Health	PEH 114	BASKETBALL (WOMEN'S)	2011-12	7	71%	2012-13	5	100%	2013-14	6	100%
Allied Health	PEH 125	CONDITIONING	2011-12	261	88%	2012-13	230	87%	2013-14	287	84%
Allied Health	PEH 125	CONDITIONING/BASEBALL	2011-12	35	100%	2012-13	230	87%	2013-14	287	84%
Allied Health	PEH 125	CONDITIONING/SOFTBALL	2011-12	60	88%	2012-13	230	87%	2013-14	287	84%
Allied Health	PEH 131	CIRCUIT WEIGHT TRAINING	2011-12	60	88%	2012-13	114	73%	2013-14	113	81%
Allied Health	PEH 131	CIRCUIT TRNG/BASEBALL	2011-12	31	100%	2012-13	114	73%	2013-14	113	81%
Allied Health	PEH 131	CIRCUIT TRNG/SOFTBALL	2011-12	42	93%	2012-13	114	73%	2013-14	113	81%
Allied Health	PEH 131	CIRCUIT TRNG/MEN'S BASKETBALL	2011-12	25	76%	2012-13	114	73%	2013-14	113	81%
Allied Health	PEH 131	CIRCUIT TRNG/WOMEN'S BB	2011-12	22	91%	2012-13	114	73%	2013-14	113	81%
Allied Health	PEH 132	FITNESS	2011-12	12	92%	2012-13	10	90%	2013-14	22	86%
Allied Health	PEH 133	WEIGHT TRAINING	2011-12	24	92%	2012-13	115	78%	2013-14	158	80%
Allied Health	PEH 155	BODY TONING	2011-12	302	90%	2012-13	212	90%	2013-14	174	91%
Allied Health	PEH 158	RACQUETBALL	2011-12	10	90%	2012-13	7	100%	2013-14	10	80%
Aviation	AVF 111	PRE-FLIGHT GROUND SCHOOL	2011-12	52	88%	2012-13	35	94%	2013-14	49	94%

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Aviation	AVF 112	PRIV PILOT GROUND SCHOOL	2011-12	50	60%	2012-13	32	84%	2013-14	45	84%
Aviation	AVF 113	METEOROLOGY	2011-12	40	83%	2012-13	33	91%	2013-14	46	89%
Aviation	AVF 114	THEORY OF FLIGHT	2011-12	42	67%	2012-13	32	91%	2013-14	46	93%
Aviation	AVF 131	PRIV PILOT HELICOPTER I	2011-12			2012-13			2013-14		
Aviation	AVF 141	PRIV PILOT FLIGHT STG 1	2011-12			2012-13			2013-14		
Aviation	AVF 142	PRIV PILOT FLGHT STAGE 2	2011-12			2012-13			2013-14		
Aviation	AVF 143	PRIV PILOT FLGHT STAGE 3	2011-12			2012-13			2013-14		
Aviation	AVF 190	FLIGHT (ALTERNATE)	2011-12			2012-13			2013-14		
Aviation	AVF 221	COMM PILOT GROUND SCHOOL	2011-12	34	91%	2012-13	31	84%	2013-14	30	100%
Aviation	AVF 223	INSTRUMENT GROUND SCHOOL	2011-12	28	86%	2012-13	29	76%	2013-14	27	85%
Aviation	AVF 225	EFF COMM IN FLT INSTRUCTION	2011-12	11	73%	2012-13	16	81%	2013-14	27	85%
Aviation	AVF 227	AIRCRAFT SYS FOR PILOTS	2011-12	18	89%	2012-13	21	100%	2013-14	23	96%
Aviation	AVF 231	COMM PILOT HELICOPTER 4	2011-12			2012-13			2013-14		
Aviation	AVF 251	COMM PILOT FLT STAGE 4	2011-12			2012-13			2013-14		
Aviation	AVF 252	COMM PILOT FLT STAGE 5	2011-12			2012-13			2013-14		
Aviation	AVF 253	COMM PILOT FLT STAGE 7	2011-12			2012-13			2013-14		
Aviation	AVF 254	NIGHT FLYING	2011-12	12	83%	2012-13	24	96%	2013-14	19	89%
Aviation	AVF 261	INSTRUMENT FLT STAGE 6	2011-12			2012-13			2013-14		
Aviation	AVF 270	FLIGHT INSTRUCTOR	2011-12			2012-13			2013-14		
Aviation	AVF 271	INSTRUMENT FLIGHT INSTR	2011-12			2012-13			2013-14		
Aviation	AVF 275	MULTI-ENGINE FLIGHT	2011-12			2012-13			2013-14		
Aviation	AVF 276	SIMULATOR TRAINING	2011-12	4	100%	2012-13	2	100%	2013-14	3	100%
Aviation	AVF 290	FLIGHT (ALTERNATE)	2011-12			2012-13			2013-14		
Aviation	AVF 291	MULTI ENGINE INSTRUCTOR	2011-12	1	100%	2012-13	1	100%	2013-14	2	50%
Business	ACCT 105	INTRO TO ACCOUNTING	2011-12	85	81%	2012-13	138	88%	2013-14	95	78%
Business	ACCT 233	INTRO TO PAYROLL TAXES	2011-12	14	79%	2012-13	13	85%	2013-14	10	90%
Business	ACCT 260	COMPUTER ACCOUNTING	2011-12	9	89%	2012-13	12	75%	2013-14	9	89%
Business	ACCT 262	INTRO TO QUICKBOOKS	2011-12	11	100%	2012-13	15	100%	2013-14	24	83%
Business	ACCT&201	PRIN OF ACCOUNTING I	2011-12	64	81%	2012-13	92	77%	2013-14	66	74%
Business	ACCT&202	PRIN OF ACCOUNTING II	2011-12	41	88%	2012-13	53	91%	2013-14	35	94%

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Business	ACCT&203	PRIN OF ACCOUNTING III	2011-12	34	94%	2012-13	30	80%	2013-14	35	86%
Business	BIM 101	BASIC KEYBOARDING	2011-12	271	64%	2012-13	183	64%	2013-14	138	57%
Business	BIM 102	DOCUMENT FORMATTING	2011-12	103	61%	2012-13	374	93%	2013-14	446	91%
Business	BIM 104	INTERMEDIATE KEYBOARDING	2011-12	130	69%	2012-13	288	93%	2013-14	96	72%
Business	BIM 106	ADVANCED KEYBOARDING	2011-12	3	33%	2012-13	15	87%	2013-14	221	97%
Business	BIM 109	INTERNET COMMUNICATIONS	2011-12	45	69%	2012-13	52	73%	2013-14	66	77%
Business	BIM 111	INTRO COMPUTERS/MED OFF	2011-12	45	67%	2012-13	36	42%	2013-14	59	39%
Business	BIM 112	PROOF & EDIT	2011-12	46	74%	2012-13	44	59%	2013-14	27	33%
Business	BIM 130	FILING	2011-12	108	60%	2012-13	73	63%	2013-14	76	53%
Business	BIM 173	WORD PROCESSING I	2011-12	26	65%	2012-13	86	90%	2013-14	140	94%
Business	BIM 177	OFFICE INFO MGMT LAB	2011-12	9	89%	2012-13	4	100%	2013-14	8	63%
Business	BIM 180	MICROSOFT OFFICE	2011-12	72	69%	2012-13	79	73%	2013-14	240	89%
Business	BIM 181	INTRO MS OFFICE: WORD	2011-12	36	69%	2012-13	233	91%	2013-14	63	52%
Business	BIM 182	INTRO MS OFFICE: EXCEL	2011-12	35	54%	2012-13	155	95%	2013-14	41	71%
Business	BIM 183	INTRO MS OFFICE: ACCESS	2011-12	20	80%	2012-13	29	90%	2013-14	18	56%
Business	BIM 184	INTRO MS OFFICE: POWERPOINT	2011-12	17	76%	2012-13	165	99%	2013-14	20	65%
Business	BIM 190	SPREADSHEETS I	2011-12	30	37%	2012-13	71	89%	2013-14	76	96%
Business	BIM 195	DATABASE MANAGEMENT	2011-12	13	77%	2012-13	9	78%	2013-14	11	91%
Business	BIM 210	OUTLOOK/INTERNET	2011-12	93	77%	2012-13	80	74%	2013-14	42	74%
Business	BIM 220	DESKTOP PUBLISHING	2011-12	5	100%	2012-13	14	71%	2013-14	11	64%
Business	BIM 262	PROFESSIONAL PREPARATION	2011-12	14	100%	2012-13	15	93%	2013-14	10	100%
Business	BIM 280	ADV MICROSOFT OFFICE	2011-12	38	84%	2012-13	30	77%	2013-14	15	40%
Business	BUS 102	BUSINESS MATHEMATICS	2011-12	53	89%	2012-13	40	90%	2013-14	41	88%
Business	BUS 114	BUSINESS ETHICS	2011-12	20	70%	2012-13	27	70%	2013-14	24	63%
Business	BUS 120	HUMAN RELATIONS ON JOB	2011-12	130	78%	2012-13	126	81%	2013-14	144	74%
Business	BUS 121	BUSINESS ENGLISH	2011-12	87	53%	2012-13	46	41%	2013-14	37	70%
Business	BUS 122	BUSINESS COMMUNICATIONS	2011-12	31	77%	2012-13	29	59%	2013-14	24	83%

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Business	BUS 161	BUSINESS CALCULATORS	2011-12	16	94%	2012-13	32	94%	2013-14	24	100%
Business	BUS 170	CONSUMER FINANCE	2011-12	12	92%	2012-13	10	90%	2013-14	17	100%
Business	BUS 215	CUSTOMER SERVICE	2011-12	58	59%	2012-13	48	56%	2013-14	22	86%
Business	BUS& 101	INTRO TO BUSINESS	2011-12	84	88%	2012-13	83	86%	2013-14	85	84%
Business	BUS& 201	BUSINESS LAW	2011-12	81	90%	2012-13	64	88%	2013-14	71	83%
Business	ECON 200	INTRO TO ECONOMICS	2011-12	98	61%	2012-13	74	64%	2013-14	79	61%
Business	ECON&201	MICRO ECONOMICS	2011-12	88	82%	2012-13	58	97%	2013-14	68	96%
Business	ECON&202	MACRO ECONOMICS	2011-12	53	91%	2012-13	62	82%	2013-14	77	88%
Developmental	CSS 100	COLLEGE SURVIVAL SKILLS	2011-12	548	72%	2012-13	434	76%	2013-14	497	77%
Developmental	CSS 102	FOCUS ON SUCCESS	2011-12	107	80%	2012-13	104	88%	2013-14	91	91%
Developmental	CSS 104	INTRO COMPUTER LITERACY	2011-12	68	74%	2012-13	81	74%	2013-14	34	65%
Developmental	ENGL 065	SPELLING IMPROVEMENT	2011-12	28	79%	2012-13	17	82%	2013-14	23	70%
Developmental	ENGL 087	READING IMPROVEMENT	2011-12	14	86%	2012-13	2	50%	2013-14	13	46%
Developmental	ENGL 093	BASIC WRITING	2011-12	10	90%	2012-13	2	100%	2013-14	12	83%
Developmental	ENGL 095	WRITING IMPROVEMENT	2011-12	16	81%	2012-13	5	100%	2013-14	13	77%
Developmental	ENGL 098	BASIC ENGLISH SKILLS	2011-12	109	86%	2012-13	100	90%	2013-14	103	90%
Developmental	ENGL 099	ENGLISH SKILLS	2011-12	384	80%	2012-13	319	77%	2013-14	334	80%
Humanities	ART 101	DESIGN I	2011-12	25	92%	2012-13	25	92%	2013-14	25	92%
Humanities	ART 102	DESIGN II	2011-12	21	100%	2012-13	21	95%	2013-14	23	100%
Humanities	ART 104	DRAWING I	2011-12	17	88%	2012-13	21	90%	2013-14	41	93%
Humanities	ART 105	DRAWING II	2011-12	20	75%	2012-13	18	83%	2013-14	21	95%
Humanities	ART 121	CERAMICS I	2011-12	49	92%	2012-13	53	98%	2013-14	30	90%
Humanities	ART 122	CERAMICS II	2011-12	12	92%	2012-13	9	100%	2013-14	9	89%
Humanities	ART 123	CERAMICS III	2011-12	1	100%	2012-13	1	100%	2013-14	1	100%
Humanities	ART 216	SURVEY OF WESTERN ART I	2011-12	20	55%	2012-13	22	86%	2013-14	12	50%
Humanities	ART 218	WESTERN ART: IMPRESS/CURR	2011-12	27	96%	2012-13	24	83%	2013-14	12	75%
Humanities	ART 221	WATERCOLOR I	2011-12	12	100%	2012-13	15	100%	2013-14	15	80%
Humanities	ART 230	PAINTING/DRAWING WORKSHOP	2011-12	44	77%	2012-13	30	90%	2013-14	38	100%
Humanities	ART 231	OIL PAINTING I	2011-12	33	82%	2012-13	28	89%	2013-14	25	92%

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Humanities	ART 232	OIL PAINTING II	2011-12	7	86%	2012-13	8	88%	2013-14	4	100%
Humanities	ART& 100	ART APPRECIATION	2011-12	81	89%	2012-13	58	88%	2013-14	86	87%
Humanities	CMST 100	HUMAN COMMUNICATIONS	2011-12	47	83%	2012-13	51	63%	2013-14	54	85%
Humanities	CMST&102	INTRO TO MASS MEDIA	2011-12	102	83%	2012-13	74	92%	2013-14	85	80%
Humanities	CMST&220	PUBLIC SPEAKING	2011-12	449	83%	2012-13	477	85%	2013-14	497	83%
Humanities	ENGL 211	CREATIVE WRITING: FICTION	2011-12	45	80%	2012-13	22	95%	2013-14	40	93%
Humanities	ENGL 216	FILM STUDY	2011-12	85	82%	2012-13	79	78%	2013-14	74	84%
Humanities	ENGL 239	THE MYSTERY STORY AS LIT	2011-12	23	70%	2012-13	20	70%	2013-14	16	75%
Humanities	ENGL&101	ENGLISH COMPOSITION I	2011-12	739	69%	2012-13	695	73%	2013-14	734	70%
Humanities	ENGL&102	ENGLISH COMPOSITION II	2011-12	539	79%	2012-13	507	75%	2013-14	484	79%
Humanities	ENGL&220	INTRO TO SHAKESPEARE	2011-12	20	85%	2012-13	15	80%	2013-14	18	94%
Humanities	ENGL&244	AMERICAN LITERATURE I	2011-12	27	85%	2012-13	16	81%	2013-14	24	88%
Humanities	ENGL&245	AMERICAN LITERATURE II	2011-12	29	79%	2012-13	24	96%	2013-14	22	91%
Humanities	HUM 214	DIVERS: RACE, CLASS, GENDER	2011-12	43	91%	2012-13	70	76%	2013-14	88	84%
Humanities	MUSC 115	GROUP PIANO I	2011-12	25	88%	2012-13	27	59%	2013-14	14	71%
Humanities	MUSC 116	GROUP PIANO II	2011-12	6	100%	2012-13	8	63%	2013-14	12	67%
Humanities	MUSC 117	GROUP PIANO III	2011-12	2	50%	2012-13	8	100%	2013-14	3	67%
Humanities	MUSC 134	BEGINNING GROUP GUITAR	2011-12	28	71%	2012-13	23	83%	2013-14	26	77%
Humanities	MUSC&105	MUSIC APPRECIATION	2011-12	77	74%	2012-13	92	63%	2013-14	84	71%
Humanities	PHIL 210	ETHICS	2011-12	60	77%	2012-13	46	78%	2013-14	29	93%
Humanities	PHIL&101	INTRO TO PHILOSOPHY	2011-12	126	65%	2012-13	107	74%	2013-14	127	80%
Humanities	REL 201	WORLD RELIGIONS	2011-12	30	73%	2012-13	70	94%	2013-14	117	84%
Humanities	REL 211	RELIGION IN AMERICA	2011-12	79	77%	2012-13	78	87%	2013-14	59	85%
Humanities	SPAN&121	SPANISH I	2011-12	177	76%	2012-13	178	80%	2013-14	183	86%
Humanities	SPAN&122	SPANISH II	2011-12	108	78%	2012-13	89	80%	2013-14	117	84%
Humanities	SPAN&123	SPANISH III	2011-12	74	72%	2012-13	54	89%	2013-14	101	89%
Industrial Technology	AGR 261	PLANT SCIENCE	2011-12	7	57%	2012-13	7	43%	2013-14	10	90%

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Industrial Technology	AGR 263	SOILS	2011-12	3	67%	2012-13	11	27%	2013-14	15	87%
Industrial Technology	AGR 271	AG SALES & MARKETING	2011-12	20	35%	2012-13	16	69%	2013-14	12	50%
Industrial Technology	AGR 295	WORK-BASED LEARNING	2011-12	1	100%	2012-13	4	75%	2013-14	2	50%
Industrial Technology	AGR 297	WORK-BASED LRNG SEMINAR	2011-12	1	100%	2012-13	4	75%	2013-14	2	50%
Industrial Technology	AMT 148	AMT GENERAL ELECTRICITY	2011-12	22	86%	2012-13	28	96%	2013-14	20	90%
Industrial Technology	AMT 149	AMT AIRFRAME ELECTRICITY	2011-12	20	95%	2012-13	13	100%	2013-14	26	92%
Industrial Technology	AMT 150	AMT GENERAL	2011-12	43	93%	2012-13	57	98%	2013-14	40	93%
Industrial Technology	AMT 151	AIRFRAME MECHANICS I	2011-12	42	95%	2012-13	37	97%	2013-14	43	98%
Industrial Technology	AMT 152	AIRFRAME MECHANICS II	2011-12	33	91%	2012-13	41	85%	2013-14	48	100%
Industrial Technology	AMT 153	AIRFRAME MECHANICS III	2011-12	6	100%	2012-13	11	91%	2013-14	22	86%
Industrial Technology	AMT 249	AMT POWERPLANT ELECTRIC	2011-12	7	100%	2012-13	15	100%	2013-14	4	100%
Industrial Technology	AMT 251	POWERPLANT MECHANICS I	2011-12	17	94%	2012-13	34	94%	2013-14	32	91%
Industrial Technology	AMT 252	POWERPLANT MECHANICS II	2011-12	19	100%	2012-13	31	97%	2013-14	38	89%
Industrial Technology	AMT 253	POWERPLANT MECHANICS III	2011-12	23	100%	2012-13	16	94%	2013-14	26	88%
Industrial Technology	AMT 254	POWERPLANT MECHANICS IV	2011-12	23	87%	2012-13	6	67%	2013-14	8	88%
Industrial Technology	AUT 105	AUTOMOTIVE COMPUTER APPL	2011-12	17	82%	2012-13	15	53%	2013-14	16	56%
Industrial Technology	AUT 111	AUTO ENGINE SERVICE	2011-12	21	71%	2012-13	21	76%	2013-14	12	83%
Industrial Technology	AUT 115	AUTOMOTIVE SHOP SAFETY	2011-12	30	87%	2012-13	22	77%	2013-14	24	83%
Industrial Technology	AUT 121	ELECTRIC/ELECTRONIC SYSTEMS	2011-12	18	72%	2012-13	19	74%	2013-14	22	86%
Industrial Technology	AUT 124	BRAKE SYSTEM SERVICE	2011-12	18	94%	2012-13	16	56%	2013-14	15	80%
Industrial Technology	AUT 125	SUSPENSION STEERING ALIG	2011-12	18	89%	2012-13	16	56%	2013-14	17	82%
Industrial Technology	AUT 131	MANUAL DRIVE TRAIN & AXL	2011-12	21	71%	2012-13	20	75%	2013-14	10	90%
Industrial Technology	AUT 132	HYDRAULIC SYSTEMS	2011-12	19	53%	2012-13	19	63%	2013-14	15	80%
Industrial Technology	AUT 190	PROJECTS LAB	2011-12	58	90%	2012-13	54	89%	2013-14	45	89%
Industrial Technology	AUT 211	AUTO CONVENIENCE SYSTEMS	2011-12	9	89%	2012-13	12	92%	2013-14	13	100%
Industrial Technology	AUT 212	AUTO TRANSMISSION REPAIR	2011-12	9	89%	2012-13	11	100%	2013-14	14	100%
Industrial Technology	AUT 213	AUTO SERVICING I	2011-12	9	100%	2012-13	12	100%	2013-14	14	100%
Industrial Technology	AUT 220	ENGINE PERFORMANCE	2011-12	12	83%	2012-13	13	92%	2013-14	13	69%

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Industrial Technology	AUT 223	AUTO SERVICING II	2011-12	9	100%	2012-13	12	92%	2013-14	13	92%
Industrial Technology	AUT 231	AUTO HEAT/AIR CONDITION	2011-12	9	89%	2012-13	11	91%	2013-14	13	92%
Industrial Technology	AUT 290	PROJECTS LAB	2011-12	30	93%	2012-13	36	97%	2013-14	40	100%
Industrial Technology	CDL 100	COMMERCIAL DRIVER'S LICENSE	2011-12	83	82%	2012-13	93	83%	2013-14	68	94%
Industrial Technology	ENGL 109	APPLIED TECH WRITING	2011-12	59	59%	2012-13	51	43%	2013-14	52	69%
Industrial Technology	IST 100	INTRO IND SAFETY/HEALTH	2011-12	27	96%	2012-13	28	100%	2013-14	25	96%
Industrial Technology	IST 102	TECHNICAL DRAWING INTERP	2011-12	28	79%	2012-13	39	59%	2013-14	22	73%
Industrial Technology	IST 105	BASIC ELECTRICITY-DC	2011-12	37	59%	2012-13	38	84%	2013-14	32	69%
Industrial Technology	IST 106	BASIC ELECTRICITY-AC	2011-12	34	47%	2012-13	34	50%	2013-14	31	65%
Industrial Technology	IST 107	INDUSTRIAL ELECTRICITY I	2011-12	26	73%	2012-13	22	86%	2013-14	26	73%
Industrial Technology	IST 110	INTRO NATL ELECTRIC CODE	2011-12	23	87%	2012-13	25	84%	2013-14	16	75%
Industrial Technology	IST 111	NATL ELECTRIC CODE II	2011-12	28	100%	2012-13	15	93%	2013-14	18	94%
Industrial Technology	IST 112	NATL ELECTRIC CODE III	2011-12	28	93%	2012-13	15	100%	2013-14	19	100%
Industrial Technology	IST 113	IND ELECT INSTALL TECH	2011-12	19	89%	2012-13	22	91%	2013-14	18	94%
Industrial Technology	IST 120	INTRO PREV/PRED MAINTENANCE	2011-12	29	97%	2012-13	26	96%	2013-14	18	89%
Industrial Technology	IST 130	INTRO TO REFRIGERATION	2011-12	14	79%	2012-13	13	92%	2013-14	9	78%
Industrial Technology	IST 136	INTRO INDUST BOILER TECH	2011-12	15	93%	2012-13	14	86%	2013-14	5	80%
Industrial Technology	IST 150	INTRO PROG LOGIC CONTROL	2011-12	25	96%	2012-13	24	96%	2013-14	18	94%
Industrial Technology	IST 170	INTRO TO INSTRUMENTATION	2011-12	24	71%	2012-13	23	78%	2013-14	27	96%
Industrial Technology	IST 180	MACHINING I	2011-12	14	93%	2012-13	21	86%	2013-14	7	86%
Industrial Technology	IST 182	MACHINING II	2011-12	11	91%	2012-13	9	100%	2013-14	12	92%
Industrial Technology	IST 184	MACHINING SKILL ENHANCE	2011-12	10	90%	2012-13	4	75%	2013-14	6	100%
Industrial Technology	IST 207	INDUST ELECTRICITY II	2011-12	26	100%	2012-13	14	100%	2013-14	22	91%
Industrial Technology	IST 208	INDUST ELECTRICITY III	2011-12	21	100%	2012-13	15	80%	2013-14	17	94%
Industrial Technology	IST 221	ELECTRONICS I (PRINCIPLES)	2011-12	22	77%	2012-13	19	47%	2013-14	13	31%
Industrial Technology	IST 222	ELCTRONICS II (APPLIC)	2011-12	24	100%	2012-13	19	79%	2013-14	15	100%
Industrial Technology	IST 223	ELECTRONICS III (INDUST)	2011-12	22	95%	2012-13	14	86%	2013-14	16	75%
Industrial Technology	IST 224	ELECTRONIC COMMUNICATION I	2011-12	3	67%	2012-13	6	67%	2013-14	9	67%

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Industrial Technology	IST 250	PROGRAM LOGIC CONTROL II	2011-12	24	92%	2012-13	17	100%	2013-14	18	100%
Industrial Technology	IST 270	INSTRUMENTATION II	2011-12	20	100%	2012-13	18	94%	2013-14	12	100%
Industrial Technology	IST 280	MECHANICAL POWER TRANSM	2011-12	15	87%	2012-13	11	91%	2013-14	14	93%
Industrial Technology	IST 282	FLUID POWER TRANSMISSION	2011-12	7	86%	2012-13	18	83%	2013-14	5	80%
Industrial Technology	IST 284	PUMP HYDRAULICS/MECHANIC	2011-12	6	83%	2012-13	15	93%	2013-14	3	100%
Industrial Technology	MAP 100	APPLIED MATH (AMT)	2011-12	19	89%	2012-13	25	100%	2013-14	20	95%
Industrial Technology	MAP 101	APPLIED MATH (AUT/WLD)	2011-12	19	79%	2012-13	28	64%	2013-14	23	87%
Industrial Technology	MAP 103	APPLIED MATH (MMT/IST)	2011-12	39	62%	2012-13	39	54%	2013-14	36	53%
Industrial Technology	WLD 101	OXY-ACETYLENE WELD/AUTO	2011-12	16	94%	2012-13	18	94%	2013-14	10	80%
Industrial Technology	WLD 102	ARC WELDING FOR AUTO	2011-12	17	94%	2012-13	18	94%	2013-14	10	70%
Industrial Technology	WLD 103	BEGINNING AMT WELDING	2011-12	20	100%	2012-13	12	100%	2013-14	24	88%
Industrial Technology	WLD 110	WELDING THEORY I	2011-12	27	59%	2012-13	30	77%	2013-14	26	92%
Industrial Technology	WLD 111	WELDING PROCESS I	2011-12	66	71%	2012-13	84	74%	2013-14	88	68%
Industrial Technology	WLD 112	THERMAL CUTTING & WELDNG	2011-12	30	77%	2012-13	30	77%	2013-14	41	78%
Industrial Technology	WLD 120	WELDING THEORY II	2011-12	16	88%	2012-13	26	88%	2013-14	29	72%
Industrial Technology	WLD 121	WELDING PROCESS II	2011-12	27	89%	2012-13	34	82%	2013-14	22	91%
Industrial Technology	WLD 122	GAS METAL ARC WELDING I	2011-12	33	88%	2012-13	35	80%	2013-14	46	70%
Industrial Technology	WLD 130	WELDING THEORY III	2011-12	23	91%	2012-13	21	67%	2013-14	20	80%
Industrial Technology	WLD 131	WELDING PROCESS III	2011-12	23	78%	2012-13	24	88%	2013-14	19	79%
Industrial Technology	WLD 132	GAS TUNGSTEN ARC WELD I	2011-12	38	79%	2012-13	29	69%	2013-14	30	87%
Industrial Technology	WLD 151	TECH DRAW INTERPRETATION	2011-12	22	82%	2012-13	11	82%	2013-14	29	86%
Industrial Technology	WLD 152	WELDING LAYOUT I	2011-12	19	89%	2012-13	20	85%	2013-14	29	62%
Industrial Technology	WLD 153	WELDING LAYOUT II	2011-12	13	77%	2012-13	11	82%	2013-14	7	86%
Industrial Technology	WLD 190	SKILL LEVEL IMPROVEMENT	2011-12	52	96%	2012-13	37	97%	2013-14	48	85%
Industrial Technology	WLD 205	WELDING TESTING METHODS	2011-12	25	80%	2012-13	17	82%	2013-14	14	86%
Industrial Technology	WLD 206	WELDING CODES & STANDARD	2011-12	12	67%	2012-13	14	86%	2013-14	11	91%
Industrial Technology	WLD 207	WELDING METALLURGY	2011-12	11	64%	2012-13	17	82%	2013-14	9	89%
Industrial Technology	WLD 212	GAS METAL ARC WELDING II	2011-12	12	83%	2012-13	16	88%	2013-14	15	73%

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Industrial Technology	WLD 242	STRUCTURAL WELDING I	2011-12	6	100%	2012-13	2	100%	2013-14	1	0%
Industrial Technology	WLD 243	STRUCTURAL WELDING PROC II	2011-12	11	73%	2012-13	4	25%	2013-14	1	0%
Industrial Technology	WLD 244	SUBMERGED ARC WELDING	2011-12	7	86%	2012-13	2	0%	2013-14	2	100%
Industrial Technology	WLD 261	PRODUCTION WELDING PROC I	2011-12	1	100%	2012-13	4	75%	2013-14	10	60%
Industrial Technology	WLD 262	PRODUCTION WELDING I	2011-12	2	100%	2012-13	4	75%	2013-14	5	80%
Industrial Technology	WLD 263	PRODUCTION WELDING PROC II	2011-12	4	100%	2012-13	2	50%	2013-14	8	88%
Industrial Technology	WLD 264	ADV WELDING PROCESS	2011-12	2	100%	2012-13	1	100%	2013-14	6	100%
Industrial Technology	WLD 265	PRODUCTION WELDING PROCESS III	2011-12	3	100%	2012-13	2	100%	2013-14	6	100%
Industrial Technology	WLD 281	PIPE WELDING I	2011-12	10	60%	2012-13	10	100%	2013-14	8	100%
Industrial Technology	WLD 282	GAS TNGSTN ARC WD II TIG	2011-12	12	33%	2012-13	8	100%	2013-14	6	100%
Industrial Technology	WLD 283	PIPE WELDING II	2011-12	10	70%	2012-13	7	100%	2013-14	8	100%
Industrial Technology	WLD 284	GAS TUNGS ARC WELDING III	2011-12	7	57%	2012-13	4	100%	2013-14	7	100%
Industrial Technology	WLD 285	PIPE WELDING III	2011-12	3	33%	2012-13	10	90%	2013-14	5	100%
Industrial Technology	WLD 290	SKILL LEVEL IMPROVEMENT	2011-12	12	100%	2012-13	7	86%	2013-14	12	100%
Math/Science	ASTR&101	INTRO TO ASTRONOMY	2011-12	44	61%	2012-13	37	65%	2013-14	41	68%
Math/Science	BIOL&100	SURVEY OF BIOLOGY	2011-12	187	76%	2012-13	162	74%	2013-14	184	80%
Math/Science	BIOL&170	HUMAN BIOLOGY	2011-12	31	65%	2012-13	24	67%	2013-14	24	83%
Math/Science	BIOL&211	MAJORS CELLULAR	2011-12	73	55%	2012-13	80	55%	2013-14	62	56%
Math/Science	BIOL&221	MAJORS ECOLOGY/EVOLUTION	2011-12	17	59%	2012-13	3	67%	2013-14	16	56%
Math/Science	BIOL&222	MAJORS CELL/MOLECULAR	2011-12	35	66%	2012-13	2	100%	2013-14	21	48%
Math/Science	BIOL&241	HUMAN A & P 1	2011-12	62	73%	2012-13	54	74%	2013-14	38	68%
Math/Science	BIOL&242	HUMAN A & P 2	2011-12	51	80%	2012-13	44	73%	2013-14	29	83%
Math/Science	BIOL&260	MICROBIOLOGY	2011-12	44	80%	2012-13	44	80%	2013-14	36	67%
Math/Science	BOT 130	BOTANY	2011-12	29	52%	2012-13	24	67%	2013-14	23	70%
Math/Science	CHEM&121	INTRO TO CHEMISTRY	2011-12	193	67%	2012-13	222	75%	2013-14	176	70%
Math/Science	CHEM&131	INTRO TO ORGANIC/BIOCHEM	2011-12	21	81%	2012-13	22	77%	2013-14	23	83%
Math/Science	CHEM&161	GENERAL CHEM W/LAB I	2011-12	32	72%	2012-13	37	84%	2013-14	48	69%
Math/Science	CHEM&162	GENERAL CHEM W/LAB II	2011-12	23	74%	2012-13	23	87%	2013-14	22	73%
Math/Science	CHEM&163	GENERAL CHEM/W LAB III	2011-12	18	89%	2012-13	19	89%	2013-14	14	100%
Math/Science	ENVS&100	SURVEY OF ENV SCIENCE	2011-12	121	75%	2012-13	171	77%	2013-14	183	69%
Math/Science	GEOL&101	INTRO PHYSICAL GEOLOGY	2011-12	26	65%	2012-13	14	57%	2013-14	31	45%
Math/Science	MATH 147	FINITE MATHEMATICS	2011-12	27	70%	2012-13	28	68%	2013-14	25	72%
Math/Science	MATH&107	MATH IN SOCIETY	2011-12	67	58%	2012-13	97	64%	2013-14	127	72%

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

Success* Rates in Courses Offered Over the Last Three Consecutive Years

Division	CourseID	Course Title	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*	YEAR	Total Enrolled	Percent Successful*
Math/Science	MATH&141	PRECALCULUS I	2011-12	45	71%	2012-13	63	83%	2013-14	241	62%
Math/Science	MATH&142	PRECALCULUS II	2011-12	27	70%	2012-13	33	88%	2013-14	83	76%
Math/Science	MATH&146	INTRO TO STATISTICS	2011-12	111	69%	2012-13	212	59%	2013-14	205	69%
Math/Science	MATH&148	BUSINESS CALCULUS	2011-12	18	83%	2012-13	15	87%	2013-14	20	75%
Math/Science	MATH&151	CALCULUS I	2011-12	12	42%	2012-13	21	38%	2013-14	42	83%
Math/Science	MATH&152	CALCULUS II	2011-12	7	57%	2012-13	15	47%	2013-14	20	95%
Math/Science	MATH&163	CALCULUS III	2011-12	6	33%	2012-13	10	80%	2013-14	20	90%
Math/Science	NUTR&101	NUTRITION	2011-12	284	64%	2012-13	325	64%	2013-14	280	63%
Math/Science	PHYS&221	ENGINEERING PHYSICS I	2011-12	13	62%	2012-13	13	46%	2013-14	21	86%
Math/Science	PHYS&222	ENGINEERING PHYSICS II	2011-12	9	78%	2012-13	7	43%	2013-14	15	100%
Math/Science	PHYS&223	ENGINEERING PHYSICS III	2011-12	8	63%	2012-13	3	67%	2013-14	14	86%
Social Science	ANTH&100	SURVEY OF ANTHROPOLOGY	2011-12	53	79%	2012-13	58	90%	2013-14	61	95%
Social Science	CJ& 101	INTRO CRIMINAL JUSTICE	2011-12	78	81%	2012-13	81	78%	2013-14	169	73%
Social Science	CJ& 110	CRIMINAL LAW	2011-12	16	75%	2012-13	19	58%	2013-14	17	76%
Social Science	EDUC 106	ISSUES IN CHILD ABUSE	2011-12	28	86%	2012-13	27	96%	2013-14	13	100%
Social Science	EDUC 132	PEER MENTORING	2011-12	4	100%	2012-13	17	82%	2013-14	17	94%
Social Science	EDUC 190	CLASSROOM EXPERIENCE	2011-12	38	87%	2012-13	72	97%	2013-14	85	100%
Social Science	EDUC&115	CHILD DEVELOPMENT	2011-12	71	59%	2012-13	60	82%	2013-14	60	58%
Social Science	EDUC&201	INTRO TO EDUCATION	2011-12	29	62%	2012-13	28	86%	2013-14	15	60%
Social Science	HIST 250	ANCIENT GREECE	2011-12	24	50%	2012-13	25	52%	2013-14	23	74%
Social Science	HIST 270	THE ROMAN WORLD	2011-12	27	56%	2012-13	13	54%	2013-14	26	58%
Social Science	HIST&116	WESTERN CIVILIZATION I	2011-12	32	72%	2012-13	30	73%	2013-14	28	64%
Social Science	HIST&117	WESTERN CIVILIZATION II	2011-12	31	74%	2012-13	26	50%	2013-14	29	83%
Social Science	HIST&118	WESTERN CIVILIZATION III	2011-12	25	84%	2012-13	25	60%	2013-14	38	53%
Social Science	HIST&136	US HISTORY 1	2011-12	153	60%	2012-13	171	67%	2013-14	202	64%
Social Science	HIST&137	US HISTORY 2	2011-12	134	57%	2012-13	88	64%	2013-14	150	67%
Social Science	POLS&202	AMERICAN GOVERNMENT	2011-12	131	64%	2012-13	136	58%	2013-14	130	68%
Social Science	POLS&203	INTERNATIONAL RELATIONS	2011-12	48	81%	2012-13	44	80%	2013-14	39	79%
Social Science	PSYC&100	GENERAL PSYCHOLOGY	2011-12	384	79%	2012-13	379	80%	2013-14	411	73%
Social Science	PSYC&200	LIFESPAN PSYCHOLOGY	2011-12	125	88%	2012-13	111	94%	2013-14	154	90%
Social Science	SOC& 101	INTRO TO SOCIOLOGY	2011-12	256	91%	2012-13	230	85%	2013-14	300	87%

Data Notes:

Aviation classes shaded in grey above involve flight time and students have up to two years to complete their work; therefore, success rates cannot be calculated at this time.

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

*Success defined as earning a 2.0 grade point or higher or a "Pass" grade in the class

This page intentionally left blank.

Tab L

Success Rates by Modality in Courses Offered Over the Last Three Consecutive Years

This page intentionally left blank.

Success* Rates by Modality in Courses Offered Over the Last Three Consecutive Years

Online Course Success* Rates Over Three Years

Division	CourseID	Course Title	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*
Allied Health	NUTR&101	NUTRITION	2011-12	90	59%	2012-13	141	65%	2013-14	121	59%
Business	ACCT&201	PRIN OF ACCOUNTING I	2011-12	17	76%	2012-13	22	73%	2013-14	15	47%
Business	ACCT&203	PRIN OF ACCOUNTING III	2011-12	14	100%	2012-13	7	57%	2013-14	14	71%
Business	ECON 200	INTRO TO ECONOMICS	2011-12	98	61%	2012-13	74	64%	2013-14	79	61%
Developmental	ENGL 099	ENGLISH SKILLS	2011-12	48	63%	2012-13	47	53%	2013-14	43	67%
Humanities	ART& 100	ART APPRECIATION	2011-12	53	89%	2012-13	28	86%	2013-14	55	85%
Humanities	ENGL&101	ENGLISH COMPOSITION I	2011-12	132	47%	2012-13	104	54%	2013-14	126	39%
Humanities	ENGL&102	COMPOSITION II	2011-12	93	62%	2012-13	87	46%	2013-14	78	63%
Math/Science	ENVS&100	SURV OF ENV SCIENCE	2011-12	87	77%	2012-13	80	78%	2013-14	102	63%
Math/Science	MATH&107	MATH IN SOCIETY	2011-12	43	56%	2012-13	38	53%	2013-14	47	66%
Social Science	HIST&136	US HISTORY 1	2011-12	43	56%	2012-13	71	58%	2013-14	83	52%
Social Science	HIST&137	US HISTORY 2	2011-12	52	44%	2012-13	51	59%	2013-14	71	54%
Social Science	POLS&202	AMERICAN GOVERNMENT	2011-12	21	19%	2012-13	19	37%	2013-14	25	36%
Social Science	PSYC&100	GENERAL PSYCHOLOGY	2011-12	189	71%	2012-13	167	71%	2013-14	146	69%
Social Science	PSYC&200	LIFESPAN PSYCHOLOGY	2011-12	89	87%	2012-13	29	86%	2013-14	30	97%
Social Science	SOC& 101	INTRO TO SOCIOLOGY	2011-12	1	100%	2012-13	60	95%	2013-14	211	87%

Overall success rates calculated for ALL classes in the year/modality, not just those that were offered consecutively over the past three years/modalities

Overall Online Course Success Rate by Year	2011-12	3319	67%	2012-13	2371	70%	2013-14	2826	70%

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

Data retrieved from DW Gatedeeper queries, 8/18/14

Success* Rates by Modality in Courses Offered Over the Last Three Consecutive Years

Web Enhanced Course Success* Rates Over Three Years

Division	CourseID	Course Title	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*
Allied Health	NUTR&101	NUTRITION	2011-12	61	72%	2012-13	172	66%	2013-14	159	67%
Business	ACCT 105	INTRO TO ACCOUNTING	2011-12	31	81%	2012-13	41	71%	2013-14	78	73%
Business	ECON&201	MICRO ECONOMICS	2011-12	36	78%	2012-13	29	93%	2013-14	68	96%
Business	ECON&202	MACRO ECONOMICS	2011-12	25	88%	2012-13	26	62%	2013-14	55	91%
Developmental	ENGL 098	BASIC ENGLISH SKILLS	2011-12	24	88%	2012-13	20	100%	2013-14	37	95%
Developmental	ENGL 099	ENGLISH SKILLS	2011-12	58	81%	2012-13	33	88%	2013-14	79	78%
Humanities	ART& 100	ART APPRECIATION	2011-12	28	89%	2012-13	30	90%	2013-14	31	90%
Humanities	CMST&220	PUBLIC SPEAKING	2011-12	95	83%	2012-13	259	88%	2013-14	448	82%
Humanities	ENGL 216	FILM STUDY	2011-12	85	82%	2012-13	79	78%	2013-14	74	84%
Humanities	ENGL 239	THE MYSTERY STORY AS LIT	2011-12	23	70%	2012-13	20	70%	2013-14	16	75%
Humanities	ENGL&101	ENGLISH COMPOSITION I	2011-12	252	66%	2012-13	302	71%	2013-14	463	72%
Humanities	ENGL&102	COMPOSITION II	2011-12	123	67%	2012-13	107	75%	2013-14	232	79%
Humanities	MUSC 115	GROUP PIANO I	2011-12	9	78%	2012-13	18	56%	2013-14	7	57%
Humanities	PHIL&101	INTRO TO PHILOSOPHY	2011-12	56	64%	2012-13	29	86%	2013-14	127	80%
Math/Science	BIOL&100	SURVEY OF BIOLOGY	2011-12	120	78%	2012-13	84	71%	2013-14	103	78%
Math/Science	BIOL&211	MAJORS CELLULAR	2011-12	50	52%	2012-13	77	55%	2013-14	57	56%
Math/Science	BIOL&221	MAJORS ECOLOGY/EVOLUTION	2011-12	15	60%	2012-13	3	67%	2013-14	15	53%
Math/Science	BIOL&222	MAJORS CELL/MOLECULAR	2011-12	30	67%	2012-13	2	100%	2013-14	21	48%
Math/Science	BIOL&241	HUMAN A & P 1	2011-12	55	73%	2012-13	46	78%	2013-14	30	70%
Math/Science	BIOL&242	HUMAN A & P 2	2011-12	44	82%	2012-13	32	78%	2013-14	20	90%
Math/Science	BIOL&260	MICROBIOLOGY	2011-12	42	79%	2012-13	34	82%	2013-14	25	72%
Math/Science	CHEM&121	INTRO TO CHEMISTRY	2011-12	193	67%	2012-13	222	75%	2013-14	176	70%
Math/Science	CHEM&131	INTRO TO ORGANIC/BIOCHEM	2011-12	21	81%	2012-13	22	77%	2013-14	23	83%
Math/Science	CHEM&161	GENERAL CHEM W/LAB I	2011-12	32	72%	2012-13	37	84%	2013-14	48	69%
Math/Science	CHEM&162	GENERAL CHEM W/LAB II	2011-12	23	74%	2012-13	23	87%	2013-14	22	73%
Math/Science	CHEM&163	GENERAL CHEM/W LAB III	2011-12	18	89%	2012-13	19	89%	2013-14	14	100%
Math/Science	ENVS&100	SURVEY OF ENV SCIENCE	2011-12	34	71%	2012-13	91	76%	2013-14	80	76%
Social Science	HIST&116	WESTERN CIVILIZATION I	2011-12	32	72%	2012-13	30	73%	2013-14	25	60%
Social Science	HIST&136	US HISTORY 1	2011-12	79	59%	2012-13	79	67%	2013-14	88	64%
Social Science	HIST&137	US HISTORY 2	2011-12	54	54%	2012-13	18	61%	2013-14	51	73%
Social Science	POLS&202	AMERICAN GOVERNMENT	2011-12	86	72%	2012-13	117	62%	2013-14	105	75%
Social Science	POLS&203	INTERNATIONAL RELATIONS	2011-12	48	81%	2012-13	44	80%	2013-14	39	79%
Social Science	PSYC&100	GENERAL PSYCHOLOGY	2011-12	60	72%	2012-13	184	89%	2013-14	146	73%
Social Science	SOC& 101	INTRO TO SOCIOLOGY	2011-12	65	83%	2012-13	142	84%	2013-14	88	89%

Overall success rates calculated for ALL classes in the year/modality, not just those that were offered consecutively over the past three years/modalities

Overall Web Enhanced Course Success Rate by Year	**2011-12**	**4947**	**71%**	**2012-13**	**5562**	**77%**	**2013-14**	**7520**	**77%**

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

Data retrieved from DW Gatedeeper queries, 8/18/14

Success* Rates by Modality in Courses Offered Over the Last Three Consecutive Years

Hybrid Course Success* Rates Over Three Years

Division	CourseID	Course Title	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*
Humanities	CMST 100	HUMAN COMMUNICATIONS	2011-12	19	74%	2012-13	21	57%	2013-14	24	71%
Math/Science	BIOL&241	HUMAN A & P 1	2011-12	7	71%	2012-13	8	50%	2013-14	8	63%
Math/Science	BIOL&242	HUMAN A & P 2	2011-12	7	71%	2012-13	12	58%	2013-14	9	67%
Math/Science	BIOL&260	MICROBIOLOGY	2011-12	2	100%	2012-13	10	70%	2013-14	11	55%
Social Science	EDUC&115	CHILD DEVELOPMENT	2011-12	49	57%	2012-13	28	68%	2013-14	60	58%

Overall success rates calculated for ALL classes in the year/modality, not just those that were offered consecutively over the past three years/modalities

Overall Hybrid Course Success Rate by Year	**2011-12**	**443**	**69%**	**2012-13**	**831**	**67%**	**2013-14**	**1068**	**71%**

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

Data retrieved from DW Gatedeeper queries, 8/18/14

Success* Rates by Modality in Courses Offered Over the Last Three Consecutive Years

On-ground Course Success* Rates Over Three Years

Division	CourseID	Course Title	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*	Year	Total Enrolled	Percent Successful*
Business	ACCT 105	INTRO TO ACCOUNTING	2011-12	66	85%	2012-13	97	96%	2013-14	17	100%
Business	ACCT 262	INTRO TO QUICKBOOKS	2011-12	11	100%	2012-13	15	100%	2013-14	24	83%
Developmental	ENGL 065	SPELLING IMPROVEMENT	2011-12	28	79%	2012-13	17	82%	2013-14	23	70%
Developmental	ENGL 087	READING IMPROVEMENT	2011-12	14	86%	2012-13	2	50%	2013-14	13	46%
Developmental	ENGL 093	BASIC WRITING	2011-12	10	90%	2012-13	2	100%	2013-14	12	83%
Developmental	ENGL 095	WRITING IMPROVEMENT	2011-12	16	81%	2012-13	5	100%	2013-14	13	77%
Developmental	ENGL 098	BASIC ENGLISH SKILLS	2011-12	85	86%	2012-13	80	88%	2013-14	66	88%
Developmental	ENGL 099	ENGLISH SKILLS	2011-12	268	83%	2012-13	239	81%	2013-14	212	83%
Humanities	CMST&220	PUBLIC SPEAKING	2011-12	315	85%	2012-13	218	82%	2013-14	49	88%
Humanities	ENGL&101	ENGLISH COMPOSITION I	2011-12	381	81%	2012-13	289	82%	2013-14	127	94%
Humanities	ENGL&102	COMPOSITION II	2011-12	323	90%	2012-13	313	83%	2013-14	159	84%
Humanities	ENGL&220	INTRO TO SHAKESPEARE	2011-12	20	85%	2012-13	15	80%	2013-14	18	94%
Humanities	ENGL&244	AMERICAN LITERATURE I	2011-12	27	85%	2012-13	16	81%	2013-14	24	88%
Humanities	ENGL&245	AMERICAN LITERATURE II	2011-12	29	79%	2012-13	24	96%	2013-14	22	91%
Humanities	MUSC 115	GROUP PIANO I	2011-12	16	94%	2012-13	9	67%	2013-14	7	86%
Humanities	MUSC 116	GROUP PIANO II	2011-12	6	100%	2012-13	4	75%	2013-14	12	67%
Humanities	MUSC 117	GROUP PIANO III	2011-12	2	50%	2012-13	2	100%	2013-14	3	67%
Humanities	MUSC 134	BEGINNING GROUP GUITAR	2011-12	28	71%	2012-13	11	82%	2013-14	14	64%
Humanities	MUSC&105	MUSIC APPRECIATION	2011-12	77	74%	2012-13	24	75%	2013-14	20	90%
Humanities	SPAN&121	SPANISH I	2011-12	177	76%	2012-13	60	82%	2013-14	70	94%
Humanities	SPAN&122	SPANISH II	2011-12	108	78%	2012-13	12	92%	2013-14	39	100%
Humanities	SPAN&123	SPANISH III	2011-12	74	72%	2012-13	3	100%	2013-14	33	94%
Industrial Technology	ENGL 109	APPLIED TECH WRITING	2011-12	59	59%	2012-13	51	43%	2013-14	16	31%
Math/Science	BIOL&100	SURVEY OF BIOLOGY	2011-12	44	84%	2012-13	50	86%	2013-14	53	87%
Math/Science	GEOL&101	INTRO PHYSICAL GEOLOGY	2011-12	26	65%	2012-13	14	57%	2013-14	17	41%
Math/Science	MATH&141	PRECALCULUS I	2011-12	45	71%	2012-13	63	83%	2013-14	241	62%
Math/Science	MATH&146	INTRO TO STATISTICS	2011-12	111	69%	2012-13	212	59%	2013-14	176	70%
Social Science	EDUC 106	ISSUES IN CHILD ABUSE	2011-12	28	86%	2012-13	27	96%	2013-14	13	100%
Social Science	EDUC 132	PEER MENTORING	2011-12	4	100%	2012-13	17	82%	2013-14	9	100%
Social Science	EDUC 190	CLASSROOM EXPERIENCE	2011-12	60	92%	2012-13	42	100%	2013-14	54	100%
Social Science	EDUC 198	SPECIAL TOPICS	2011-12	28	100%	2012-13	53	100%	2013-14	42	100%
Social Science	HIST&136	US HISTORY 1	2011-12	31	68%	2012-13	21	95%	2013-14	31	97%
Social Science	HIST&137	US HISTORY 2	2011-12	28	89%	2012-13	19	79%	2013-14	28	93%

Overall success rates calculated for ALL classes in the year/modality, not just those that were offered consecutively over the past three years/modalities

Overall On-ground Course Success Rate by Year	2011-12	13521	76%	2012-13	9121	81%	2013-14	8047	84%

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

Data retrieved from DW Gatedeeper queries, 8/18/14

Tab M

ASB Event Attendance 2013-14

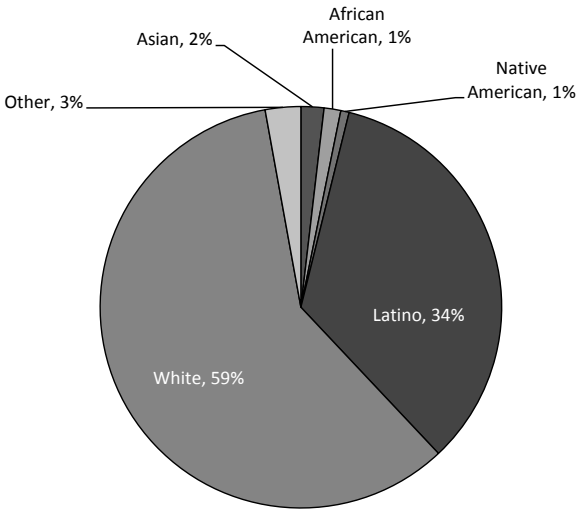
This page intentionally left blank.

ASB Events Attendance*

In fall 2013, 613 academic or prof/tech students attended at least one ASB event, **88%** of those students had either received a credential or had returned in the spring. This compares to a 89% rate for students who attended at least one ASB event last fall (2012).

Gender	Female	283	46%
	Male	330	54%
		613	
Race/Ethnicity	Asian	11	2%
	African American	8	1%
	Native American	4	1%
	Latino	203	34%
	White	352	59%
	Other	17	3%
		595	
Student Intent	Unclear Intent	38	6%
	Transfer	368	60%
	ABE	0	0%
	ESL	0	0%
	Professional-Technical	174	28%
	Pre Professional-Technical	33	5%
	Upgrading Job Skills	0	0%
	General Studies	0	0%
		613	
Program Title**	Accounting Tech	5	2%
	Agriculture	5	2%
	Associate Degree Nursing (Pre-Nursing too)	40	19%
	Automotive Technology	4	2%
	Aviation Maintenance Tech	34	16%
	Business Information Mgmt	16	8%
	Commercial Driver's License	1	0%
	Commercial Helicopter Pilot	3	1%
	Commercial Pilot	40	19%
	Early Childhood Education	7	3%
	Industrial Systems Tech	21	10%
	Medical Assistant	16	8%
	Nursing Assistant	0	0%
	Systems Admin/CISCO Networking	4	2%
	Welding	11	5%
		207	

ASB Student Attendance in 2013-14
Race/Ethnicity



*Lunchfests, Movie Night, Bowling Nights, Ice Skating, Batting Cages, Family Surf 'n Slide Night, dances, intramural tournaments, comedians, motivational speakers, Fallfest, Cocoa Cart, Easter Egg Hunt, Viking Duck Hunt

**Students with a Professional/Technical Program Code

This page intentionally left blank.

Tab N

New Student Orientation

This page intentionally left blank.

New Students* who attended New Student Orientation in fall 2013									
		Fall 2013	Reenrolled in Winter 2014	%	Reenrolled in Spring 2014	%	Recev'd Cert did not reenroll	Total Reenrolled or Cert	%
Latino Students	Female	56	45	80%	40	71%	3	43	77%
	Male	17	15	88%	14	82%	0	14	82%
	Total Latino Students	**73**	**60**	**82%**	**54**	**74%**	**3**	**57**	**78%**
White Students	Female	46	43	93%	37	80%	0	37	80%
	Male	46	41	89%	35	76%	0	35	76%
	Total White Students	**92**	**84**	**91%**	**72**	**78%**	**0**	**72**	**78%**
Other Students**	Female	10	10	100%	9	90%	0	9	100%
	Male	5	5	100%	4	80%	0	4	100%
	Total Other Students	**15**	**15**	**100%**	**13**	**87%**	**0**	**13**	**87%**
Total Students		**180**	**159**	**88%**	**139**	**77%**	**3**	**142**	**79%**

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

New Students* who did not attend New Student Orientation in fall 2013									
		Fall 2013	Reenrolled in Winter 2014	%	Reenrolled in Spring 2014	%	Recev'd Cert did not reenroll	Total Reenrolled or Cert	
Latino Students	Female	81	51	63%	41	51%	0	41	51%
	Male	66	44	67%	41	62%	2	43	65%
	Total Latino Students	**147**	**95**	**65%**	**82**	**56%**	**2**	**84**	**57%**
White Students	Female	116	77	66%	79	68%	1	80	69%
	Male	109	79	72%	70	64%	7	77	71%
	Total White Students	**225**	**156**	**69%**	**149**	**66%**	**8**	**157**	**70%**
Other Students**	Female	19	14	74%	15	79%	1	16	84%
	Male	15	11	73%	8	53%	0	8	53%
no ethnicity/no sex		22	6	27%	19	86%	0	19	86%
	Total Other Students	**56**	**31**	**55%**	**42**	**75%**	**1**	**43**	**77%**
Total Students		**428**	**282**	**66%**	**273**	**64%**	**11**	**284**	**66%**

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

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

**Includes students who did not indicate race/ethnicity

This page intentionally left blank.

Tab O

STEM Center Data

This page intentionally left blank.

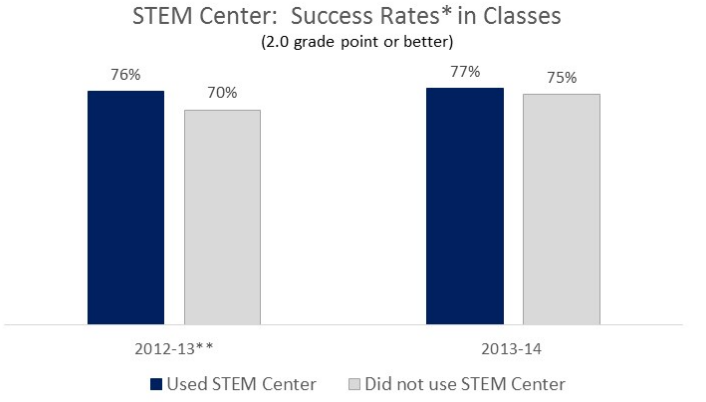
The BBCC STEM Center officially opened in spring quarter (May) 2013. That quarter, a total of 355 students accessed the STEM Center's services and resources. In 2013-14 (all quarters), 649 students did so. The top three most common subject areas students attended for were pre-college math (26% of sessions), college level math (18% of sessions), and Biology (9% of sessions). Demographics of students who accessed STEM Center services are below.

	2012-13*	2013-14
Intent		
Unclear intent	5%	4%
Academic Transfer	70%	69%
Professional Technical	25%	27%
Sex		
Female	60%	59%
Male	40%	41%
Ethnicity		
Hispanic	42%	36%
non-Hispanic	58%	64%

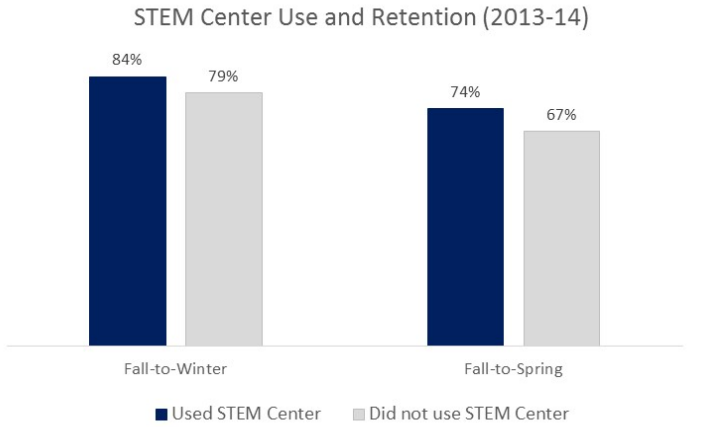
Top Three Reasons for Using STEM Center (all sessions combined, 2012-13 and 2013-14)	
Study/Homework	25%
Use Computer/Print	25%
Other	23%

*Spring quarter only

Success rates (students earned a 2.0 grade point or higher or "pass" grade in classes) and retention rates are slightly higher for students who used the STEM center versus those who did not (see charts below).



*Success rates defined as students earning a 2.0 grade point or higher or a PASS grade in classes
**Spring quarter only (2012-13)

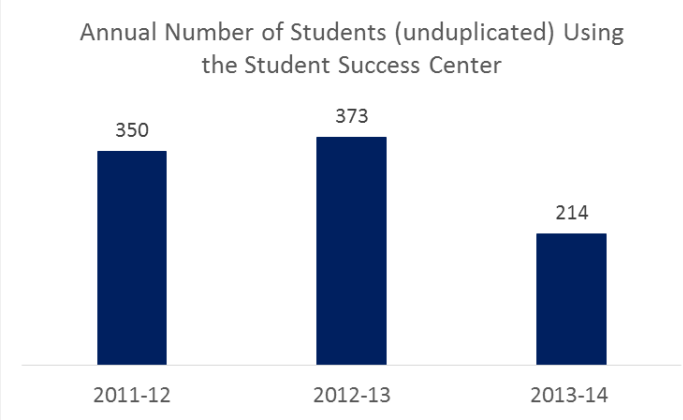


This page intentionally left blank.

Tab P

Student Success Center (SSC) Data

This page intentionally left blank.



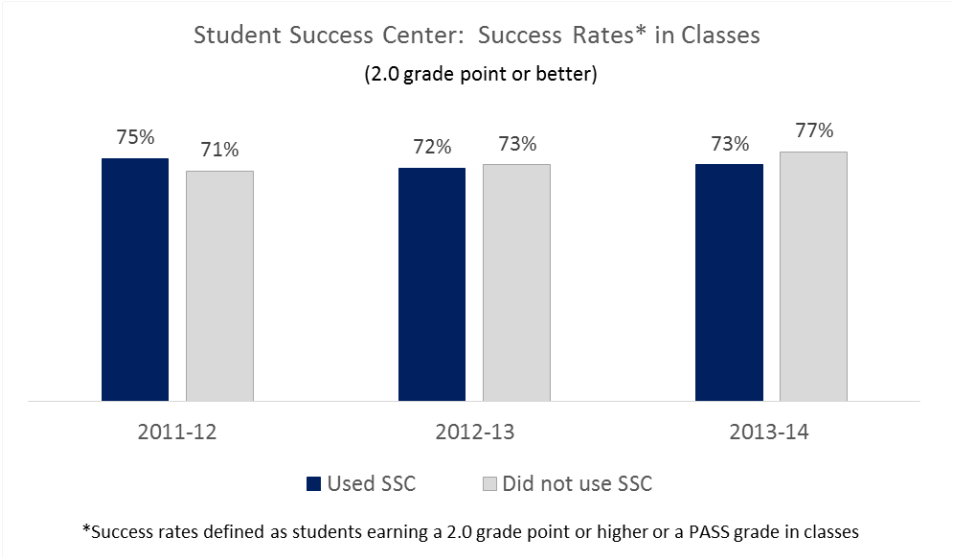
Staff believe that use of the Student Success Center (SSC) has actually increased this year and that the drop in the annual headcount (chart at left; dropped specifically in spring quarter 2014) is due to students not being asked to scan their ID cards when visiting the center. Staff will incorporate this procedure into training modules for SI (Supplemental Instruction), tutors, the computer/book/etc. loan program, etc.

In addition to the demographic breakdown of students using the SSC being consistent over the past three years, the top three most common reasons for using the SSC have also remained consistent (see table at right).

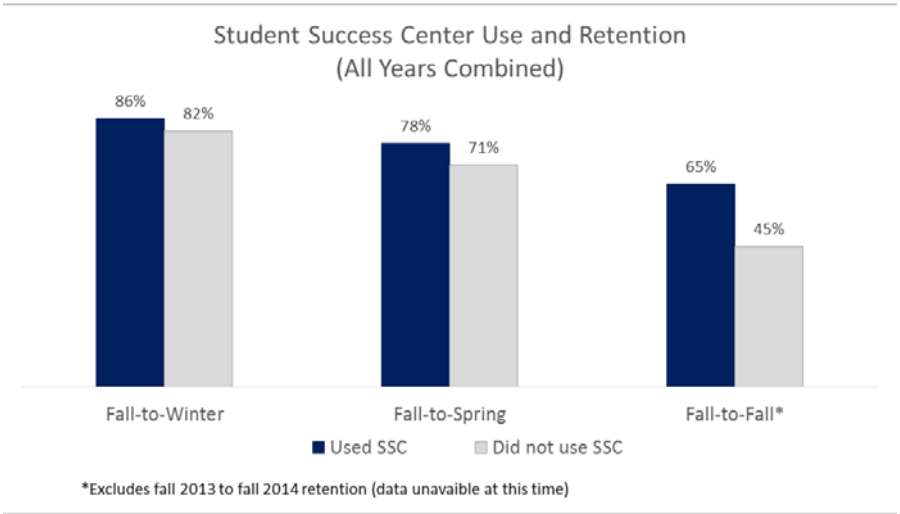
The three most common subject areas students used the center for fluctuate over the years. In 2011-12, the top three areas were pre-college level math (28% of sessions), college level English (12%), and Chemistry (8%). By 2013-14, the top three areas were pre-college level math (11% of sessions), followed by Business Information Management (7%) and college level English (7%).

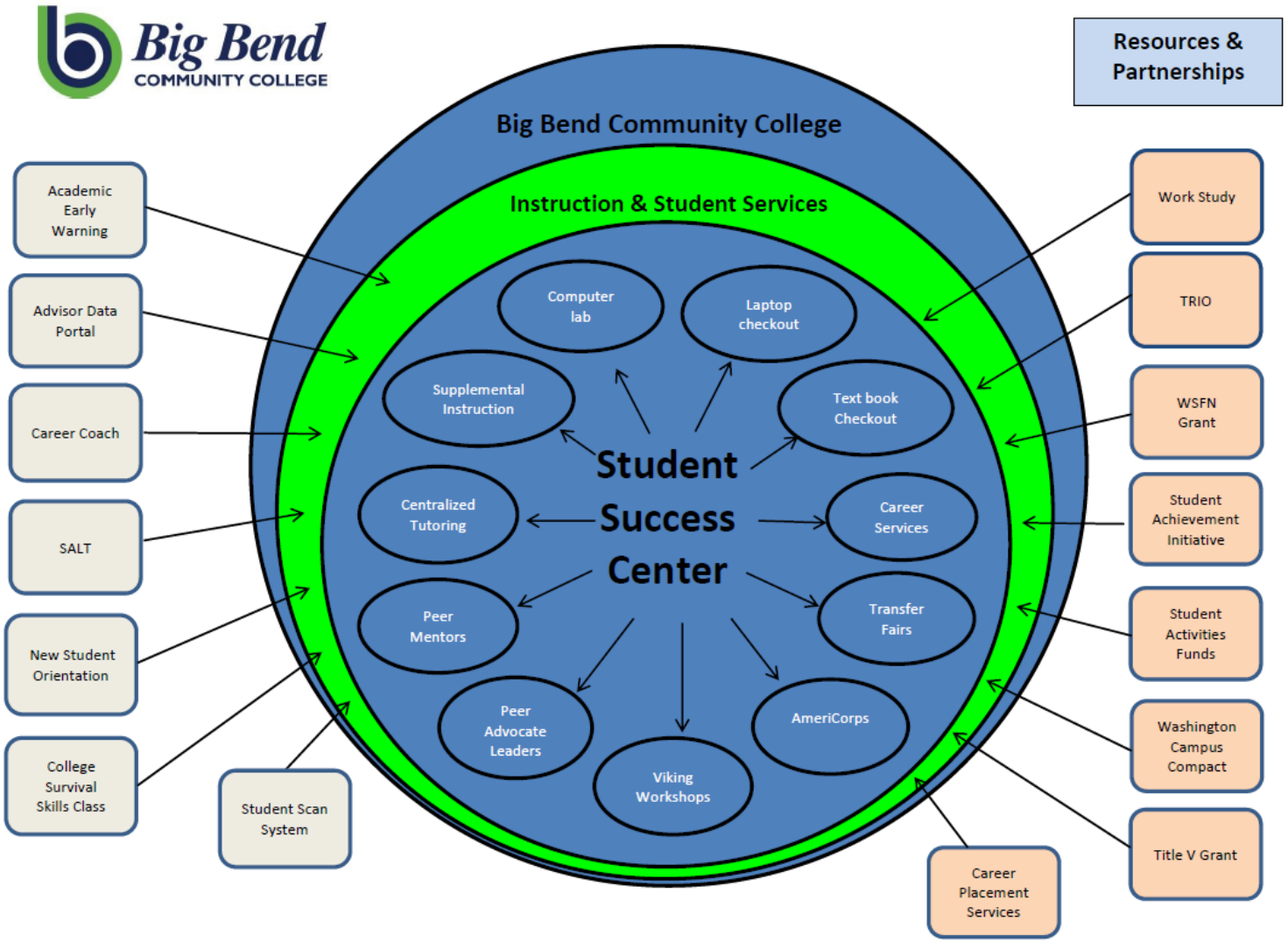
	2011-12	2012-13	2013-14
Intent			
Unclear intent	3%	6%	6%
Academic Transfer	61%	58%	57%
Professional Technical	36%	37%	37%
Sex			
Female	66%	63%	64%
Male	34%	37%	36%
Ethnicity			
Hispanic	47%	45%	50%
non-Hispanic	53%	55%	50%
Top Three Reasons for Using SSC			
Use Computer/Print	40%	31%	33%
Studying Sessions SI	29%	25%	25%
Resources (Laptops, Books, Study Room, other)	21%	24%	25%

Success rates (students earned a 2.0 grade point or higher or "pass" grade in classes) are similar for students who used the center versus those who did not over the past three years (see chart below).



Use of the Student Success Center appears to positively impact retention over time. For example, a student who uses the center's services in the fall is more likely to return in the spring or the following fall term than a student who does not use the center at all (see chart below).




Big Bend
COMMUNITY COLLEGE
Resources & Partnerships
Big Bend Community College
Instruction & Student Services
Student Success Center
Computer lab
Laptop checkout
Supplemental Instruction
Text book Checkout
Centralized Tutoring
Career Services
Peer Mentors
Transfer Fairs
Peer Advocate Leaders
AmeriCorps
Viking Workshops
Academic Early Warning
Advisor Data Portal
Career Coach
SALT
New Student Orientation
College Survival Skills Class
Student Scan System
Career Placement Services
Work Study
TRIO
WSFN Grant
Student Achievement Initiative
Student Activities Funds
Washington Campus Compact
Title V Grant

This page intentionally left blank.

Tab Q

Estimated Employment

This page intentionally left blank.

Big Bend Community College
Estimated Employment Explanation

The Estimated Employment Rate is derived from the Washington State Board for Community and Technical Colleges (SBCTC) data matched with Unemployment Insurance (UI) earnings from Washington, Oregon, Idaho, and Montana. The estimated employment rate includes: students who were employed in these four states, students estimated to be employed beyond the four state region, and/or students who were self-employed. The *Total* column indicates the number of students who provided a social security number to BBCC, earned certificate(s) or degree(s), were no longer enrolled at BBCC, and did not transfer to another college. Data is gathered in the 3rd quarter after a student leaves college, when employers report earnings to Unemployment Insurance.

Big Bend Community College Estimated Employment Rates*

	2009-10		2010-11**		2011-12	
Program	**Total**	**Rate**	**Total**	**Rate**	**Total**	**Rate**
Accounting	7	94%	11	80%	11	50%
Agricultural Prod Operator	3	100%	0	0%	2	100%
Associate Degree of Nursing	17	97%	20	91%	19	95%
Automotive Technology	7	94%	17	71%	12	55%
Aviation (Commercial Pilot)	13	42%	16	69%	11	80%
Aviation Maintenance Technology	7	63%	11	50%	21	52%
Business - General	0	0%	2	55%	0	0%
Childcare Provider/Assistant	1	100%	0	0%	0	0%
Commercial Driver's License	50	81%	28	96%	36	86%
Computer Program, Product	1	100%	0	0%	0	0%
Computer Programming	12	64%	4	100%	0	0%
Early Childhood Education & Teaching	7	94%	6	92%	16	89%
Industrial Electrical Technology	12	83%	21	89%	23	91%
Maintenance Mechanics	14	86%	12	92%	18	98%
Medical Office Management	12	83%	8	100%	11	80%
Medical Receptionist	1	100%	0	0%	0	0%
Medical/Clinical Assistant	19	81%	17	91%	22	90%
Microcomputer Specialist	5	66%	0	0%	0	0%
Nursing Assistant	24	87%	14	71%	32	62%
Office Clerical	5	100%	3	73%	0	0%
Office Management & Supervision	14	71%	16	94%	21	84%
Practical Nursing	1	100%	0	0%	4	83%
Teacher Assisting	1	100%	0	0%	0	0%
Welding Technology	19	98%	12	64%	20	88%
BBCC Estimated Employment Totals	253	83%	218	87%	279	80%
Washington System Rate		74%		77%		78%

*Estimated Employment rates include students who received certificate(s) or degree(s), were no longer enrolled at BBCC, and/or had not transferred to another college. The rate is calculated on students who completed training in the year indicated above and were employed nine months following their completion.

**Big Bend Community College had the highest Estimated Employment Rate in the SBCTC System this year.

Data for the 2011-12 year was retrieved in December 2013.

This page intentionally left blank.

Excellence in Teaching and Learning
(Provided in full, May 2014*)

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

**Highlights* from this report are provided here. The full report can be found online at: http://www.bigbend.edu/information-center/institutional-research-planning/monitoring-reports/.

Objective 2.1: BBCC implements innovation and creativity in programs and services

Indicator 2.1a – Highlights of program audits, including best practices

Instruction:

- AVID
- Inverted instruction in Math, Medical Assistant, Nursing, Psychology, and Science

Services:

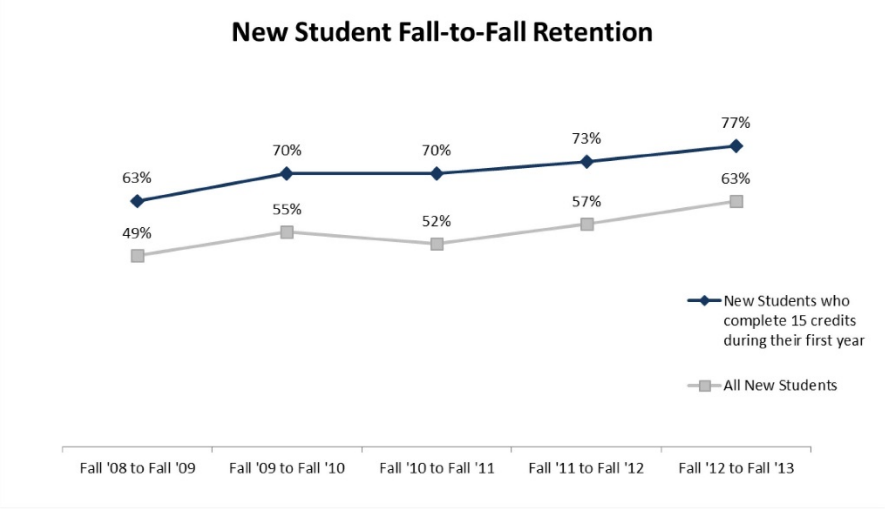
- Streamlined admissions processing
- Advisor Data Portal (ADP), provide workshops throughout quarter to assist students with degree planning
- Student Activities hired 14 ASB Programmers to offer more leadership opportunities
- Financial Aid promotes use of Financial Aid portal
- Testing Center offers placement testing three times a week, multiple placement methods are open to students

Administration:

- Human Resources developed leadership competencies, training requirements
- Library improved access to online resources and services

Indicator 2.1b – Correlation of practices to success, retention, or completion

(Please see section 1.3b for IPEDS graduation rates and BBCC completion data.)



Objective 2.2: BBCC helps students attain high academic standards

Indicator 2.2a – External certification rates

Allied Health External Certifications and/or Licensures		
Program	**External Certifications and/or Licensures**	**2013 Certification and/or Licensure Rates**
Medical Assist	American Medical Technologist (AMT) exam for Registered Medical Assistant (RMA), a national designation. The state recognizes the students as MA-C (Medical Assistant-Certified). Students receive a temporary one-year license to practice following completion of their externship prior to taking the exam.	BBCC is establishing a method to collect these certification and licensure rates
Nursing – Registered Nursing	National Council Licensure Examination of Registered Nurses (NCLEX_RN)	100%
Nursing – Practical Nursing	National Council Licensure Examination of Practical Nurses (NCLEX_PN)	100%
Nursing Assistant	Washington State Certification Examination Nursing Assistant – Certified (NAC)	75%

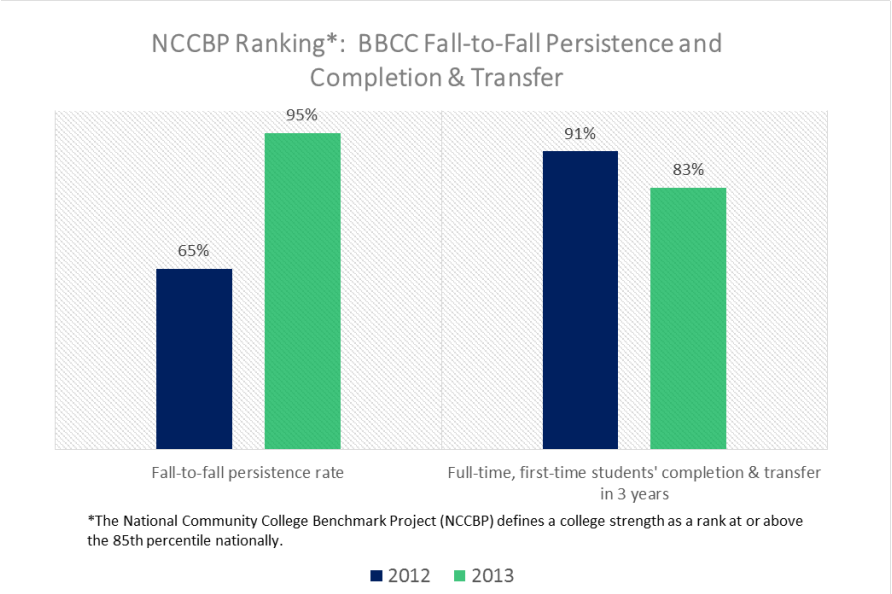
BBCC is establishing a method to collect certification and licensure rates for all other programs that have industry certifications.

Prepared by Deans Garrett and Rasmussen

Indicator 2.2b – CCSSE data on academic challenge

Tab R: Community College Survey of Student Engagement (CCSSE) – Academic Challenge

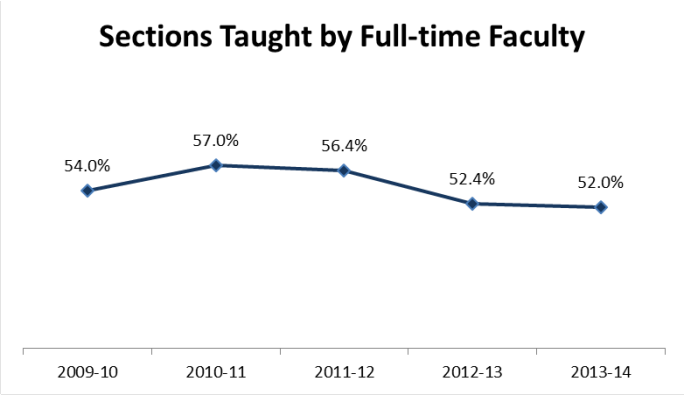
Indicator 2.2c – NCCBP data on success rates



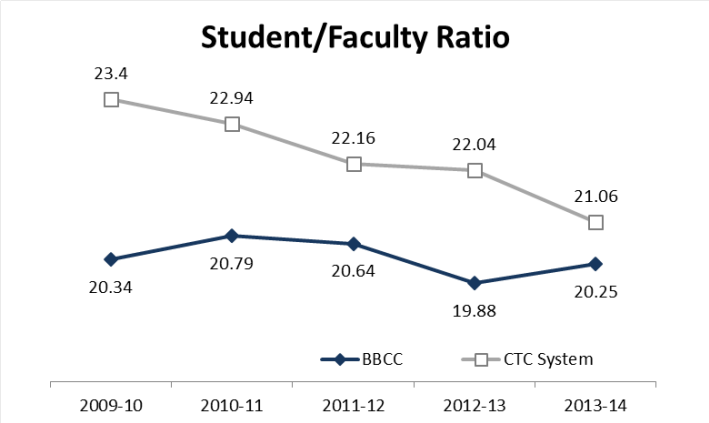
Indicator 2.2d – MRTE+ data on transfer success

As reported in the 2014 Excellence in Teaching and Learning Monitoring Report, working with the SBCTC transfer database (MRTE+) has proven to be time intensive and challenging. The size of the database requires BBCC's Database Administrator to write code to extract data. The last data that was extracted seems to be incomplete. For example, transcript information was pulled for students who took Psychology at BBCC then took Psychology at a Washington State Public Baccalaureate Institution. (This was to be repeated for the various disciplines.) While students' grades at the four-year institutions were good, records for only 20 students were found; thus, limiting any conclusions to be drawn.

Indicator 2.2e – Sections taught by full-time faculty



Indicator 2.2f – Student/Faculty ratio



Objective 2.3: BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes

Indicators 2.3a and 2.3b – Budgets and attendance for professional development

Tab S: Professional Development and Budgets

Indicator 2.3c – Report on Professional Technical certification plans

Requirements for WAC 131-16-094 state that all Professional Technical instructors be certificated. This applies to full-time faculty and to faculty teaching two-thirds full-time load for more than three quarters.

Each instructor shall work with the Dean of Professional Technical Education to develop a documented professional development plan that identifies areas for professional growth. First, the faculty complete an assessment of their current skills in particular areas and identify areas of highest priority for professional development. They then identify particular items which document that the professional development objective was achieved. Much of this is done via software provided through the Washington State Board for Community and Technical Colleges (SBCTC).

The plan must include, at a minimum:

- Student instruction
- Supervise learning environments
- Implement curriculum, outcomes, and assessments

The instructor is approved for a three-year initial certificate, after which they are given a five-year certificate. The Dean's office tracks this and ensures all instructors have current certification in

compliance with this WAC. This is a valuable process to focus on areas of professional development for newer and experienced faculty.

Prepared by Deans Garrett and Rasmussen

This page intentionally left blank.

Tab R

Community College Survey of Student Engagement (CCSSE) – Academic Challenge

This page intentionally left blank.

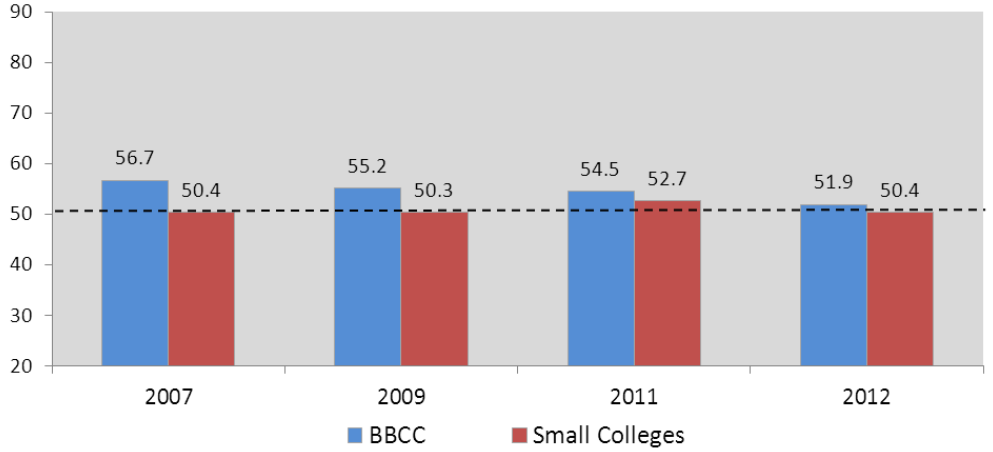
Big Bend COMMUNITY COLLEGE
Institutional Research and Planning

2012 CCSSE Benchmark Scores

11/28/2012

Academic Challenge

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



					During the current school year, how much has your coursework at BBCC emphasized the following (*very much* or *quite a bit*):									
	Examinations during the current school year *extremely* challenged you to do your best work at BBCC		BBCC encourages you *very much* or *quite a bit* to spend significant amounts of time studying		Analyzing the basic elements of an idea, experience, or theory		Synthesizing and organizing ideas, information, or experiences in new ways		Making judgements about the value or soundness of information, arguments, or methods		Applying theories or concepts to practical problems or in new situations		Using information you have read or heard to perform a new skill	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status														
Hispanic Female	50	74.9%	59	83.2%	40	55.9%	50	70.7%	33	47.2%	33	46.6%	38	53.3%
Hispanic Male	40	80.9%	41	80.8%	34	65.6%	32	61.2%	29	56.0%	28	54.8%	28	55.2%
Hispanic All	90	77.5%	100	82.2%	74	60.0%	81	66.7%	62	50.9%	61	50.0%	66	54.0%
White Female	81	67.7%	98	80.9%	83	68.1%	80	67.0%	72	59.1%	81	66.6%	80	65.7%
White Male	75	71.4%	80	75.3%	80	73.6%	58	54.8%	57	53.0%	61	55.8%	70	63.7%
White All	157	69.4%	178	78.3%	162	70.6%	138	61.2%	129	56.2%	140	61.5%	149	64.8%
First Generation	101	76.6%	107	79.9%	91	67.8%	89	66.9%	71	52.8%	79	59.7%	86	64.2%
Not First Generation	111	68.9%	128	78.7%	116	70.5%	105	64.5%	99	60.2%	98	59.8%	96	58.3%
ALL	274	71.9%	310	79.3%	264	66.7%	247	63.3%	215	54.5%	222	56.8%	239	60.6%
Data is* not *weighted by full-time/part-time enrollment status														
Full Time	237	72.1%	266	78.3%	245	71.0%	227	66.6%	196	57.1%	208	61.2%	223	64.8%
Part Time	35	71.5%	41	82.0%	28	56.0%	27	55.1%	24	48.0%	23	46.0%	25	50.0%

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

X:\Surveys & Prog Assessment\CCSSE\CCSSE 2012\Sheets for Cabinet\Academic Challenge.docx

This page intentionally left blank.

Tab S

Professional Development and Budgets

This page intentionally left blank.

Excellence in Teaching and Learning Objective 2.3 BBCC supports professional development for faculty and staff			
Area/Department	Staff Member	Professional Development Activity	Approx. Budget Amount (if applicable)
ABE/ESL	All ABE/ESL faculty	Quarterly basic skills inservices (FWS)	$1,200
ABE/ESL	Rosemary Parsons, Hope Candanoza	CASAS Cadre training CBC	$600
ABE/ESL	Valerie Wade, Raquel Villasenor	Contextualizing ABE Training, Renton Technical College	$400
ABE/ESL	Rosemary Parsons	eLearning Conference, Spokane	$200
ABE/ESL	Hope Candanoza	Faculty/Staff of Color Conference	$400
ABE/ESL	Kathy Mae Dickinson, Maggie Perez, Sandy Cheek	Quarterly I-DEA Convenings, Green River CC (cost is per meeting)	$1,200
ABE/ESL	Valerie Wade	New Faculty Institute	$400
ABE/ESL	Sandy Cheek	Presentation at State Workforce Coordinating Board Olympia; read QBQ!; taught Nov. Lunch & Learn	$400
ABE/ESL	Mary Lucas, Susan Blackwell	WA Educators of Speakers of Other Languages (WAESOL) Conference, Seattle (cost is per meeting)	$400
ABE/ESL	Rosemary Parsons, Valerie Wade	COMPASS Compact conference	
ABE/ESL	Amber Giles, Michelle Osburn, Jody Bortz	Contextualized Learning Spokane	$200
ABE/ESL	Sandy Cheek	Council for Basic Skills quarterly meetings (various locations; cost is per meeting)	$400
Academic Instructional Programs	Academic faculty	Faculty Professional Development (combined)	$8,432
Aviation Maintenance	Howard Temple	Hazard Communication Training (BBCC)	
Bookstore	Courtright, Caren	Attended Supervisory Training	
Business Information Management	Willingham, Tom	Who Killed Change; Zapp!; The One Minute Manager	
Business Office	Rios, Char	Taught August Lunch & Learn; Leadership & Communication Training	
Campus Safety	Jim Meyers	Security Training (BBCC)	
Classified Staff	39 participants	Local & Global Issues (Speaker: Dr. Leas) - two sessions	
Classified Staff	26 participants	TLR, Leaves, Vacation - Oh my! (Speaker: Kim Garza) - two sessions	
Classified Staff	29 participants	Teambuilding & Communicaiton Scavenger Hunt (group activities) - one session	
Classified Staff	Various participants	CPR, First Aid, and AED Training (Speaker: Elli Nelson) - two sessions	
Classified Staff, Admin/Exempt Staff, Faculty	Various participants	Active Shooter Training	
Counseling/Advising	MariAnne Zavala-Lopez	Advising and Counseling Council; Effective Leadership; DSS and Accessibility Services; University of Idaho Info. Meeting; Washington State Student Services Conference; HB 1079 Summit: A Decade of Dreaming	$1,345
Disabled Student Services	Loralyn Allen	Leadership, Diversity, Peak Performance Workshop; How To Handle Disruptive & Dangerous Behavior:10 Innovative Approaches to Addressing Mental Health Issues on Campus; Disabled Student Services Council/Washington and Post-Secondary Education and Disability ConferenceAHEAD Documentation Guidelines Training; Advising Council Meeting; A Minefield of Liability; Disability Support Services Council Winter Meeting; From Military to Civilian; Assistive Technology/Information Technology Training (Go Wise); Case Study of Section 508 Testing Programs in Four Federal Agencies; Disabled Student Services Council/Washington and Post-Secondary Education and Disability Conference; Washington State Student Services Council Conference	$2,066
eLearning	Tim Fuhrman, Zach Welhouse	eLearning Meetings	$447
eLearning	Tim Fuhrman, Zach Welhouse	Instruction Conference 2014	$2,048

Excellence in Teaching and Learning Objective 2.3 BBCC supports professional development for faculty and staff			
Area/Department	Staff Member	Professional Development Activity	Approx. Budget Amount (if applicable)
Finance & Operations	Gail Hamburg	Incident Action Plan; Supervisory Training on New Employee Assistance Program; BBCC Neighborhood Emergency Planning; Economic Impact Study EMS; Speaker Deion Jordan; Employment Law; BAC Meetings (incl. Financial Statement Project, Continuity of Operations Planning Training, & ctcLink); ctcLink Wave 2 Kickoff; Phase II DOC Energy Grant; DOC Energy Grant Application; Capital Project; Interactive Classroom Overview; Review proprosed Updates to SAAM 75.50 Aircraft; taught May Lunch & Learn	$1,600
Financial Aid	Iverson, Jeremy	Attended Supervisory Training	
Financial Aid	Shankar, Jille	Read QBQ; Completed Spanish 101, 102	
Financial Aid	Jonie Walker	Financial Aid Training	
Human Resources	Robin Arriaga	From Military to Civilian: Effects of Deployment and the Challenges of Reintegration (BBCC)	
Human Resources	Robin Arriaga	Position Allocation Training	
Human Resources	Garza, Kim	Taught March/April/September Lunch & Learn; Complete CUPA Bootcamp; Taught Performance Management Class; The Five Dysfunctions of a Team	
Human Resources/Payroll	Karen Okerlund, Angie Smith, Robin Arriaga	Health Care Authority Open Enrollment Training (Moses Lake)	
Institutional Research	Valerie Kirkwood	Research & Planning Commission 2013 Fall Conference	
Institutional Research	Valerie Kirkwood, Starr Bernhardt	Research & Planning Commission 2014 Winter Conference; Introduction to SQL	
Institutional Research	Starr Bernhardt	The Association's "Leading from the Middle" Retreat; TACTC Measuring Up Workshop; STTACC Meeting	
Instruction	Garrett, Kara	Read Lead with LUV; Read Turnaround Leadership; AVID Leadership Training	
Instruction	Kara Garrett, Terry Leas, Dave Hammond, John Peterson, Chris Riley, Jenny Ratigan	AVID Summer Institute (majority of costs paid by WSU Gear Up)	$13,256
Instruction	123 participants - faculty & admin/exempt (duplicated headcount)	AVID Strategy Workshops & Planning Days (majority of costs paid by WSU Gear Up)	$21,000
Instruction	–	AVID Resource Library (majority of costs paid by WSU Gear Up)	$3,150
Instruction	16 faculty	AVID Implementation Stipends	$8,000
Instruction	James Ayers, Lindsay Groce, Cara Stoddard, Jan Elliston	New Faculty Orientation, Clover Park Technical College	$600
Instruction	Tim Fuhrman, Lance Wyman, Tyler Wallace, Andre Guzman	NISOD, May 2013	$9,481
Instruction	Tyler Wallace	Association Executive Board Meetings	$400
Library	Tim Fuhrman	NW eLearning Conferences; ELC Meetings; LMDC Meetings; C2C Summit/Unversity of Washington	$421
Library	Zach Welhouse	IGNIS Webinar	
Library	Teresa Sweeney	NW ILL Conference; provided training on library circulation use; WorldShare ILL webinars; Question Point Training	$651
Library	Libby Sullivan	Instruction - New Faculty; ASK WA; Libguides	$301
Library	John Anderson	Microsoft IT Academy Training; Question Point Training	$119
Library	Teresa Curran	Custom Holdings Webinar	
Library	Kathy Aldrich	Question Point Training; STTACC Meeting; Safe Zone Training	
Maintenance & Operations	Brad Beuckman	Fire Alarm Training (Moses Lake)	
Maintenance & Operations	Rick Tincani	Safety Training Update (BBCC)	
Maintenance & Operations	Joe Russell	Excavation Safety for Competent Persons Training	
Maintenance & Operations	Randy Fish, Jim Tincher	Planet Turf Seminar; Noxious Weed Meeting; Pesticide Recertification	
Maintenance & Operations	13 participants	New Hazard Standards Training	
President's Office	Leas, Terry	WACTC President Academies; TACTC Trustee Orientation; NWCCU ALO Workshop; ACCT Governance Leaderhsip Institute; TACTC Conference; AVID in Higher Ed; ACCT Conference; ACCT Conference Presenter; NWCCU Evaluator Workshop; ELA; ELA Presenter	

Excellence in Teaching and Learning Objective 2.3 BBCC supports professional development for faculty and staff			
Area/Department	Staff Member	Professional Development Activity	Approx. Budget Amount (if applicable)
President's Office	Dourte, Melinda	TACTC Measuring Up Workshop; Completed English 101	
Registration/Admissions	Debbie Simpson	Running Start Coordinator's Meeting (Spokane)	
Registration/Admissions/ Business Office	Barbi Schachtschneider	Project Management	
Safety & Security	Foreman, Kyle	Taught June Lunch & Learn	
SSS TRiO	Nancy Leach	NEAOP Conference (Portland, OR)	
STEM	Rafael Villalobos	NACADA Summer Institute; Career Coach Training	
STEM	Andre Guzman	Title III/IV HSI Directors Meeting March 2014	
STEM	Andre Guzman, Tyler Wallace	The Association STEM Conference November 2013	
STEM	Jim Hamm	WCERTE WASHINGTON STATE 4 AND 2 YR ENGINEERING CONFERENCE FEB 2014	
STEM	Tyler Wallace	Hour MyAcademic Workshop; TutorQ Presentation at Tacoma Community College; Leading from the Middle: State Board and Legislature; EDUC 746 Conflict Resolutions at Liberty University, 3 credits; Core to College Project Conference; OER Webinar; Building a Common Foundation Webinar; EDUC 758 Teaching the College Student at Liberty University, 3 credits; Hawks Online Homework Webinar; MyAcademicWorkshop; Flipped Classrooms Webinar; Association Leadership Conference; Gadget Menagerie; Nursing DTA MRP ITV Workshop; EDUC 715 Quantitative Methods of Research at Liberty University, 3 credits; 2014 Washington State Math Conference; EDUC 741 Theories of Educational Leadership at Liberty University, 3 credits; EDUC 747 Adanced School Law at Liberty University, 3 credits; Read 7 Habits of Highly Effective Leaders; Read Conflict Resolution; Read Teaching at its Best; WA State Math Conference; ATL Conference; Best Practices Exchange; STEM Pathways; Leading From the Middle: Human Resources; Accessibility from the Instructor's Point of View; ATC Meeting; Advanced Educational Statistics; Supervisory Training; Conflict Resolution; WA Canvas Connection	
STEM, Institutional Research	Tyler Wallace, Carla Louise Christian, Valerie Kirkwood, Starr Bernhardt	The Association's "Big Data" Conference	
Student Activities	Jackson, Kim	Safe Zone Training; LEAN Training; Regional NACA Conference; Annual Student Life Advisors Institute; Regional Association of Programs and Campus Activities	$3,730
Student Services	Lacher, Candy	Attended The Call & Responsibility of Leadership; Management & Supervision	
Student Services (Title V)	Jenn deLeon	Training 2014 Conference; Introduction to Copyright and Fair Use; Creating Culture that Rocks; NW eLearning Conference; Just Listen: Tips from a Former FBI Negotiation Trainer on How to get Through to Anyone	$4,640
WorkForce Education Services	Summers, Heidi	Read The 21 Irrefutable Laws of Leadership; Good to Great; Strengths Based Leadership; What the Most Successful People Do Before Breakfast; Seven Habits for Managers	
Workforce Education Services, Instruction/STEM, Counseling, Disabled Students Services	Alicia Wallace, Tyler Wallace, Loralyn Allen, MariAnne Zavala-Lopez	Bridges Out of Poverty Workshop	

This page intentionally left blank.

Community Engagement
(Provided in full, April 2014*)

Outcome: BBCC supports economic development, nurtures community and industry partnerships, and acts as a responsible steward of resources.

**Highlights* from this report are provided here. The full report can be found online at http://www.bigbend.edu/information-center/institutional-research-planning/monitoring-reports/.

Objective 3.1: BBCC works with community and industry partners to support economic development

Indicator 3.1a – Inventory of active partnerships

Business and Industry Partnerships 2013-14	
Astareal Technologies Inc.	• BBCC worked with Astareal to identify training needs and provide appropriate training programs for new employee training initiative
Eastern Washington University	• Coordinating with EWU to bring local employers advanced Project Management Workshop that has been requested by manufacturing industry employers
Gonzaga University	• Introductory project management training to community businesses
Genie Industries	• Grant funding is being sought to assist with funding new employee training creating approximately 400 new jobs in the community in 2014
NectarMedia (Spokane, WA)	• Social Media Bootcamp
Northwest Agricultural Business Center	• "Orchard to Shelf Workshop" to provide options for those looking to expand into new business venues with current/ future crops
REC Silicon	• On-Site Microsoft Office Suite training provided to all staff at REC through a JSP grant and BBCC adjunct instructor • Over 60 hours of Leadership training provided to 60 REC managers by Louisiana University and BBCC funded by JSP grant • BBCC continues to work with REC to identify training needs and provide appropriate training programs
SGL ACF	• BBCC continues to work with SGL ACF to identify training needs and provide appropriate training programs • JSP grant will assist with training needs of SGL ACF during the current expansion, SGL ACF is anticipating 60 new employees during 2014
Society of Human Resource Managers (SHRM)	• BBCC continues to work with SHRM to identify training needs and provide appropriate training programs • Co-Sponsored supervisory skill training this year for local employers'managers
SVZ	• BBCC continues to work with SVZ to identify training needs and provide appropriate training programs • Currently working on JSP Grant request with SVZ to support their 2014 expansion which will add approximately 15 employees and require the retraining of 45

Swain Associates (Spokane, WA)	• Leadership Training for local businesses

Indicator 3.1b – **Report on economic impact**

Education is the key to economic success. In 2011, close to half of the US was either categorized as being in poverty or having earnings that classify them as low-income. By 2018, it is estimated that two-thirds of all Americans will need a postsecondary credential or degree for employment. Based on BBCC's service district's low educational attainment and high poverty levels (tables below), the college plays a key role in education and training for district residents, enabling them to move into higher paying jobs.

	Adults 25 years + with less than a High school diploma, GED, or alternative, 2012	**Persons below Poverty Level (2008-2012 American Community Survey 5-Year Estimates)**
BBCC District Population	26%	21%
BBCC District Hispanic Population	61%	27%
Washington State	10%	13%
USA	14%	15%

Per Capita & Median Household Income

	Adams	Grant	District	Washington	USA
Per Capita Income	$ 16,539	$ 20,324	$ 19,674	$ 30,661	$ 28,051
Median Household Income	$ 45,531	$ 41,798	$ 42,439	$ 59,374	$ 53,046

State & County Quick Facts 2008-2012

Impact on the community

As a local employer, BBCC paid over $9 million in salaries and nearly $3 million for benefits in the 2012-13 academic year (59% and 19% of total expenditures, respectively). Typically, approximately 80% of the college's state operating budget is dedicated to salaries and benefits.

In spring of 2014, BBCC's Professional Technical Education Center (PTEC) was rated number one on the Washington State Board Community and Technical Colleges' Capital Projects list. If the state funds capital projects, the predesign and design will begin in the 2015-17 biennium with construction to be completed in the 2017-19 biennium. The total cost of the project will be approximately $36 million. The new PTEC facility will offer state-of-art teaching and learning opportunities; a safe, accessible, and sustainable campus; create a sense of campus identity; expand and enhance partnerships and collaboration; and increase community engagement with the college.

Prepared by Vice President Hamburg

Objective 3.2: BBCC works with K-12 and university partners to provide educational opportunities

Indicator 3.2a – Inventory of current dual credit programs

BBCC offers dual credit programs to high school students through Running Start opportunities on campus, College in the High School, and Programs of Study (formerly Tech Prep). In 2013-14, 226 students participated in the Running Start Program – 47 more than in 2012-13.

Between College in the High School and Running Start classes offered at Ephrata High School, total enrollment was 133 (duplicated) Ephrata students in 2013-14.

Indicator 3.2b – Analysis of partnership opportunities

AVID (Advancement via Individual Determination)

Implementation of AVID for Higher Ed gives BBCC new opportunities to partner with AVID high schools: Ephrata, Moses Lake, Othello, Quincy, Soap Lake, and Warden. AVID for Higher Ed focuses on college readiness, study skills, and critical thinking, as well as professional development for faculty and staff.

Early Childhood Education (ECE)

A Title V Cooperative Grant with Heritage University guided the development and articulation of an Early Childhood Education (ECE) program. The ECE program on the BBCC campus was completely revised over the previous four years. Curricular revisions brought the program into closer alignment with the needs of the school districts and other employers of ECE graduates. Enrollments in the ECE program increased substantially as the program became viable again. Not only did enrollment increase, but last year saw the largest graduating class in the history of the ECE Program.

University Partners

In 2013, BBCC started a new partnership with Whitworth University to offer classes through the University Center; however, Whitworth could not generate enrollment for the program and has withdrawn from the University Center at this time. They hope to explore other opportunities in the future.

Washington State University Tri-Cities has signed a new agreement with BBCC to promote transfer opportunities. Additionally, they are signing an agreement to use the University Center as a remote site for WSU classes.

Objective 3.3: BBCC practices responsible use of resources, including fiscal and natural resources

Indicator 3.3a – Budget process is tied to strategic goals

BBCC's operating budget process has not changed for several years. The college receives a state allocation and then adds tuition and local revenues based on revenue forecasts. Current budget information is carried forward from year-to-year. Academic and Professional Technical divisions are given an amount to divide among the programs based on needs following discussions among division chairs and deans. Major additions or reductions in funding are taken to the Budget Review Task Force and discussed.

Approximately $3.8 million in state funding was cut from BBCC during 2008 to 2012. During this time, travel was limited, equipment purchases were reduced or delayed, positions were not filled as employees retired or resigned, and alternative sources of revenue were pursued. A Budget Review Task Force was formed to discuss budget topics and ideas for each budget reduction as well as ideas to generate new revenue. All proposed budget cuts were reviewed with this group before they were presented to the Board of Trustees. The same process is followed when new funding is received from the state. We hope to receive funding for replacing positions lost during the budget cuts and for increasing salaries of employees.

In preparation for this possibility, a Compensation Philosophy Policy was developed and adopted by the Board of Trustees in March 2014. A comparison of salaries to 2013 market data has been completed. A comparison of salaries to 2014 market data is in process and expected to be complete by May 1, 2014. Information derived from this analysis will support the college's efforts to obtain appropriate salary funding from the state legislature. As funding permits, salary increases shall focus on maintaining market alignment, supporting internal equity, recognizing length of service, maintaining key personnel, and rewarding performance.

Prepared by Vice Presidents Hamburg and Garza

Indicator 3.3b - Inventory of sustainable practices is increasing

Lighting Project

The lighting project (completed fall 2013) improved internal lighting in eight buildings by installing new energy efficient lights, LED exit signs, and occupancy sensors. The external lighting on campus was also improved. New energy-efficient exterior pole lights, exterior walkway lights, and wall packs were installed along the exterior of the buildings. Safety, security, and energy efficiency were improved.

Recycling

BBCC has been recycling paper and cardboard for several years. In 2013-14, the Rho Zeta Chapter of Phi Theta Kappa (PTK) began a project to expand recycling efforts on campus. The college bought containers and the PTK students distributed them in most buildings on campus

for aluminum and plastic recycling. PTK members are responsible for emptying the receptacles. The recycling project was awarded 2nd place at the Greater Northwest Regional Meeting in March.

Greenhouse Gas Reduction Plan

The college has a Greenhouse Gas (GHG) Reduction Plan as mandated by State legislation. This plan includes annual emissions tracking and reduction planning. Some strategies the college is implementing include education and outreach, development of on-campus educational sessions, energy conservation programs, efficient construction designs for new and remodeled buildings, optimal scheduling of facility use, and building/systems/equipment efficiency upgrades.

Human Resources Efficiencies

This year, the Payroll Department reduced the number of hours to process payroll each month. Prior to September 2012, BBCC ran 24 semi-monthly payrolls for classified, administrative/exempt, and faculty and another 12 monthly payrolls for part-time hourly employees and students. In September 2012, all BBCC employees were moved to the semi-monthly payroll cycle. This change reduced the number of hours needed to process each separate payroll and improved the satisfaction of student and part-time hourly employees as they then received two paychecks each month rather than one.

The Human Resources Office was able to reduce the amount of time needed to fill vacant positions by streamlining the recruitment process. The HR department provides additional support to committees in the area of scheduling, reference checking, and developing interview questions and candidate summaries. This has reduced the amount of time needed to recruit and select candidates. As a result of these changes, the department was able to successfully support the recruitment of five faculty positions, four admin/exempt positions, and two classified positions during a five-month period.

Miscellaneous Reductions

Due to budget cuts, BBCC has implemented several cost saving measures since 2008. The grounds have not been fertilized or watered as often. Changes in printing practices were instituted that resulted in a reduction in paper and printing supplies used. Although the college has implemented many resource saving measures, the nature of the changes make it difficult to quantify the overall reduction in resources.

Objective 3.4: BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community

Indicator 3.4a – Training opportunities increase multicultural awareness and ability

Intercultural Communication Training

BBCC is currently researching and making arrangements to offer a training session for all faculty and staff on Intercultural Communication based on AVID training. Intercultural competency enables faculty, staff, and students to think more deeply about their values and assumptions and supports the development of a curriculum relevant in a global society. Participants will develop an understanding of how personal beliefs influence student success; understand the context-bound role of the instructor and the classroom; describe the philosophies and values of culturally relevant educational practices; identify and enhance intercultural skills in order to strengthen relationships, as well as deepen analysis related to various disciplines; and integrate WICOR (Writing, Inquiry, Collaboration, Organization, and Reading to Learn) strategies into the teaching process towards the goal of praxis (action).

Prepared by Vice President Mohrbacher and Dean Garrett

BBCC Library

The library seeks to promote multicultural awareness and ability through hosting informational displays and creating displays of library resources focused on a wide variety of topics. For example, each year the library hosts a display created by the M.E.Ch.A student group relating to el Dia de los Muertos (the Day of the Dead). Examples of library displays include book and other media displays for National Women's History Month and Black History Month.

ASB Sponsored Multi-cultural Activities (Tab M)

The ASB actively promotes events that increase cultural awareness. Below is a list of student-sponsored events.

- February 2013 – Black History Month, Speaker Eric Davis – attendance 30+
- May 2013 – Native American Comedian, Larry Omaha – attendance 60+
- May 2013 – Performers Quichua Mashis, music from the Andes – attendance 139
- March 2014 – One World Taiko, Japanese Drummers – attendance 280
- March 2014 – Mardi Gras Lunchfest – attendance 201
- February 2014 – Black History Month Speaker, Dan Johnson – attendance 55

Indicator 3.4b – **Students, employees and partners report feeling welcome on campus**

Students

In 2014, 471 students participated in the Spring Enrollment Survey. Students reported that they felt welcomed on campus (98%), that their own cultural background was accepted by others (89%), and that their understanding and acceptance of other cultures has increased (82%).

Employees

BBCC employs over 450 full-time and part-time faculty, staff, and students. During the 2012-13 fiscal year, the college's turnover rate (full-time positions only) was 6.6%. Turnover is calculated by taking the total number of separations divided by the number of employees.

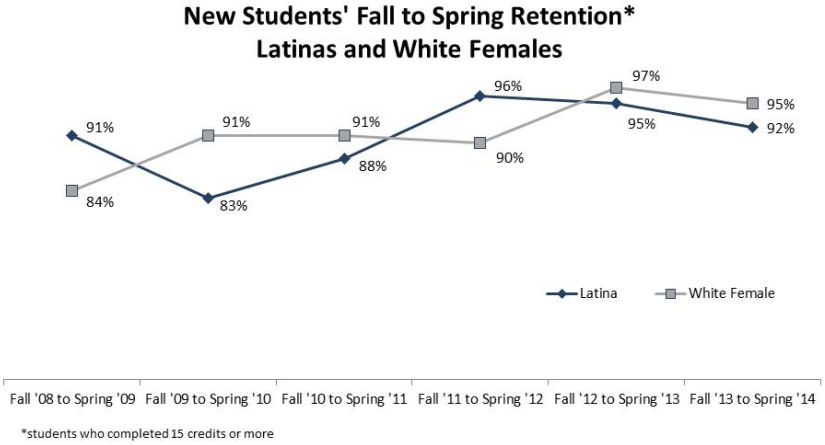
BBCC received high marks as an employer on the 2012-13 exit interview forms. Eleven (11) of the 12 employees rated BBCC as "Above Average" or "One of the Best" as an employer and all separating employees would recommend BBCC as "great place to work." Comments indicated that BBCC could do a better job of providing training and development opportunities for employees.

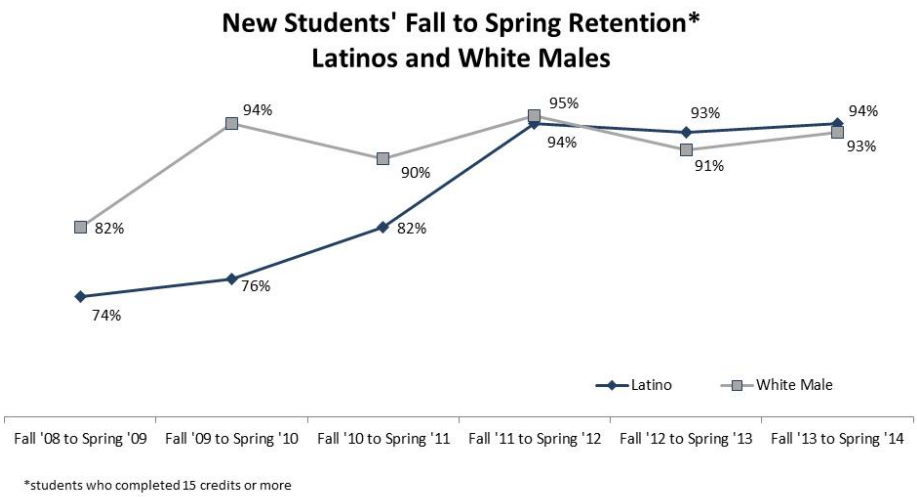
In 2013-14, committees were formed to develop effective and useful professional and personal development opportunities for BBCC administrative exempt and classified staff employee groups. Calendars of training sessions for each (respectively) can be found in Appendices T and U.

Prepared by Vice President Garza

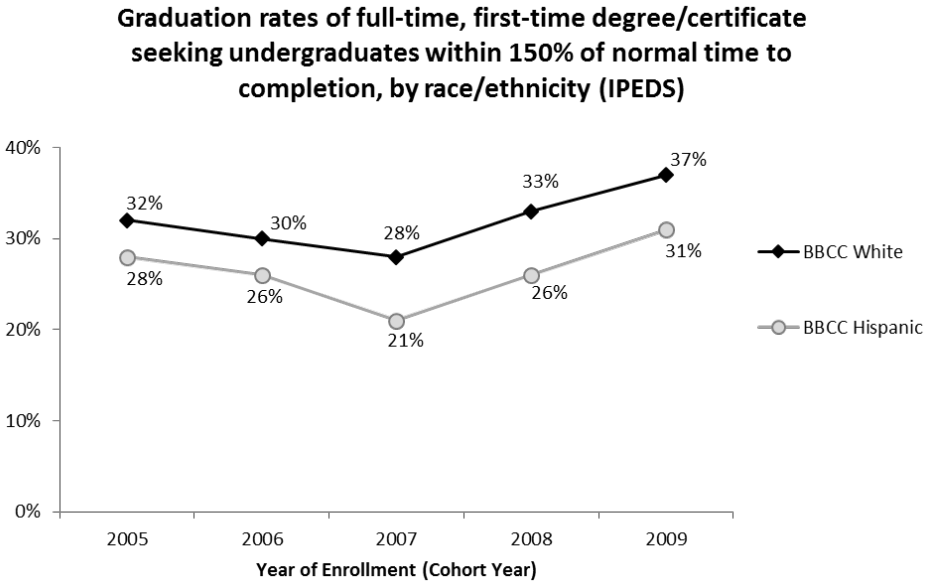
Indicator 3.4c – **Data is disaggregated to show equivalent success for all student groups**

Comparison of fall-to-spring retention of different racial/ethnic student groups indicates that the gap between Latino and white students' retention is closing for both males and females.





Although BBCC outperforms the IPEDS national comparison groups (white and Hispanic*), there is still a performance gap between BBCC Hispanic and white students' completions as shown in the chart below. (*as designated by IPEDS)



Tab T

Leadership Development Team's Annual Administrative/Exempt Employee Training Calendars

This page intentionally left blank.

2013 Leadership Development Calendar

WORKSHOPS – Sessions held in the Masto Conference Center.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
February 5th 2 hours Masto Conference Center **Supervising in a Diverse Workplace**	April 30th 90 minutes Masto Conference Center **QBQ!**	September 18th 90 minutes Masto Conference Center **Dion Jordan Leadership Workshop**	October 3rd 3.5 hours Masto Conference Center **Introduction to LEAN Principles**

LUNCH-N-LEARN – Sessions will be held in the Hardin Room. Please bring your lunch.

January	February	March 5 & 15 **Performance Evaluations** Kim Garza	April 2 & 19 **TLR, Leaves, Vacation, Oh My!** HR/Payroll
May 7 & 17 **FMS Query & Budgets** Gail Hamburg	June 4 & 21 **Safety** Kyle Foreman	July 15 Only **Employee Assistance Program** First Choice EAP	Aug 6 Only **Travel Policies & Van Usage** Char Rios & Hope Strnad
Sept 3 & 20 **Employment Law 101** Kim Garza	Oct 1 & 18 **Microsoft Outlook** Tom Willingham	Nov 5 & 15 **Work/Life Balance** Sandy Cheek	December None Scheduled

"To inspire, promote, and develop Big Bend employees to be leaders *wherever* they are and in *whatever* they do."

2014 Leadership Development Calendar

Competency Focus Areas for 2014: Organizational Knowledge, Communication, Continuous Improvement, Organizational Strategy, and Administrative

WORKSHOPS – Sessions held in the Masto Conference Center.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<u>March 17th</u> 3.5 hours Masto Conference Center **Strategic Planning** **Brian Willett**	<u>May 5th</u> 2 hours Masto Conference Center **Influencing Others** **Mike Bolander**	<u>July 10th</u> 2 hours Masto Conference Center **Conflict Resolution** **Maria Agnew**	<u>November</u> 2 hours Masto Conference Center **Change Management**

LUNCH-N-LEARN – Sessions will be held in the Hardin Room unless noted otherwise.

January 27* **Liability Q & A** Toni Ursich, AAG	February 4 & 14 **Local & Global Issues** Terry Leas	March 4 & 21 **LEAN Follow-up** Video	April 8 & 18 **Coaching Beyond the Review** Kim Garza
May 6 & 16* **Developing Proposals** Panel	June 3 & 10 **VAWA, Title IX, Clery Act** Kyle Foreman	July 1 & 18 **Continuous Improvement** Tom Willingham	August 5 & 15 **Perspectacles; The Assumptions We Make Everyday** Aryan Dehborzorgi
Sept 2 & 19 **Ethics** TBD	Oct 7 & 17 **FMS Query II** TBD	Nov 4 & 21 **Investigations & Discipline** TBD	December None Scheduled

"To inspire, promote, and develop Big Bend employees to be leaders *wherever* they are and in *whatever* they do."

*The January 27th session will be held in Masto A & B. The May 16th session will be held in 1855-B.

Tab U

Staff Training and Recognition (STAR) Committee's Annual Classified Staff Training Calendar

This page intentionally left blank.

2014 Classified Staff Training Calendar

Focus Areas for 2014: Organizational Knowledge, Continuous Improvement, Communication, and Decision Making

WORKSHOPS

Spring Quarter	Spring Quarter *Two sessions available!*	Summer Quarter	Fall Quarter
April 11 9:30-12:00 Room 1601/ Campus-wide **Scavenger Hunt: Communication & Teambuilding**	**May 30** 9:00-11:30 or 3:00-5:30 Masto Conference Center **On-the-Job Safety Training**	**July 10** 1:30-4:00 Masto Conference Center **Problem Solving & Confronting without Conflict**	**October 10** 9:30-12:00 Masto Conference Center **Active Shooter Training & Basic Self-Defense**

TRAINING SESSIONS

January	**February 13**	**March 7**	**April 17**
None Scheduled	10:00-11:00 and 3:30-4:30 Room 1250 **Local & Global Issues** President Terry Leas	8:00-12:00 and 2:30-6:30 **CPR/First Aid** Note: this will be a 4-hour training session offered by Campus Safety & Security PLEASE REGISTER WITH KYLE FOREMAN	10:00-11:00 and 3:30-4:30 Library, Room 1802 **TLR, Leaves, Vacation – Oh my!** HR/Payroll
May 29 10:00-11:00 Library, Room 1802 **Position Allocation & Performance Evaluations** Kim Garza	**June 19** 10:00-11:00 Room 1218 **Position Allocation & Performance Evaluations** Kim Garza	**July 8, 11, 22, 24, & 25** Tues. & Thurs. 3:30-4:30 and Fri. 10:00-11:00 & 11:00-12:00 BIM Lab, Room 1612 **Office 2013 Tips & Tricks** Tom Willingham	**August 14** 10:00-11:00 and 3:30-4:30 Location TBD **Perspectacles** Aryan Dehbozorgi
September 18 10:00-11:00 and 3:00-4:00 Library, Room 1802 **Navigating the Department of Retirement Website Maze** Robin Arriaga	**October 16** 10:00-11:00 and 3:30-4:30 Library, Room 1802 **BBCC Portal Tips & Tricks** TBD	**November 13** 10:00-11:00 and 3:30-4:30 Masto A & B **Diversity Training** TBD	**December** Holiday Social

STAR COMMITTEE MISSION STATEMENT

"The STAR Committee supports the personal and professional development of all classified staff by planning a variety of useful staff training opportunities, developing programs for the recognition of staff contributions, and maintaining a presence with other groups on the BBCC campus."