## Points of Interest

### Student Success

Big Bend Community College graduated 538 students in its 2018 class. In the last four years (2014-2018) the college’s Transitional Studies program has helped more than 600 students earn their GED® or High School Equivalency. BBCC’s nursing program graduated 16 new nurses who all passed their national certifications on their first try. The 100 percent pass rate has been accomplished by the nursing program at Big Bend 10 out of the last 11 years.

### Innovative Technologies

Big Bend is in the middle of construction on a new 76,000-square-foot Workforce Education facility that is scheduled to be completed in September 2019. The state-of-the-art facility will house all of BBCC’s Workforce Education programs except Aviation and Aviation Maintenance which will remain on the flight line at the Grant County International Airport. The Aviation Program recently purchased three new Piper Archer Aircraft and a Frasca Archer Simulator for the Aviation program. BBCC developed one of the country’s first one-year academic certificate of accomplishments in Unmanned Aerial System (UAS) operations. Additionally, BBCC offers regular professional training seminars for industry and public entities pursuing Commercial Remote Pilot certificates.

### Job Skills Training

Big Bend’s Center for Business & Industry Services (CBIS) offers Job Skills and Customized Training programs grants, workforce training, professional development, and community education. During the past two years, BBCC managed more than $1.76 million in grant funding and other contracted training project revenue. Industries served included automotive, carbon fiber manufacturing, food processing, health care, high-purity chemical production, storage and transportation.

## Key Facts

(Data from 2017-2018 academic year. Reflects headcount unless otherwise noted.)

<table>
<thead>
<tr>
<th>Year Founded</th>
<th>Enrollments</th>
<th>Type of Student</th>
<th>Attendances</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962</td>
<td>Headcount (all sources): 3,905</td>
<td>Academic/transfer: 45%</td>
<td>Full-time: 62%</td>
</tr>
<tr>
<td>Service Area</td>
<td>FTES (all sources): 1,957</td>
<td>Workforce education: 48%</td>
<td>Part-time: 38%</td>
</tr>
<tr>
<td>Adams, Grant, Lincoln counties</td>
<td>Headcount (state-funded): 3,023</td>
<td>Basic skills: 7%</td>
<td></td>
</tr>
<tr>
<td>Legislative Districts</td>
<td>FTES (state-funded): 1,556</td>
<td>Other: 0%</td>
<td></td>
</tr>
<tr>
<td>9, 12, 13</td>
<td>Students in Selected Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest Enrolled Programs</td>
<td>I-BEST: 81</td>
<td>Race/Ethnicity*:</td>
<td></td>
</tr>
<tr>
<td>Academic Transfer</td>
<td>International: 10</td>
<td>African American: 2%</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>Running Start: 411</td>
<td>Asian: 3%</td>
<td></td>
</tr>
<tr>
<td>Aviation</td>
<td>Worker Retraining: 132</td>
<td>Hispanic/Latino: 45%</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td></td>
<td>Native American: 2%</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td></td>
<td>Pacific Islander: 0%</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td></td>
<td>Other, Multiracial: 1%</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td>White/Caucasian: 50%</td>
<td></td>
</tr>
<tr>
<td>Industrial Systems Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* May not add up to 100% because students may be counted in more than one race.

**Gender**

- Female: 56%
- Male: 44%

**Median Age:** 22

**Family and Finances**

- Students receiving need-based financial aid in eligible programs: 52%
- Students who work: 46%
- Students with children: 31%

**Percentages calculated on reported value.**

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**Enrollment**

- Headcount (all sources): 3,905
- FTES (all sources): 1,957
- Headcount (state-funded): 3,023
- FTES (state-funded): 1,556

**Students in Selected Programs**

- I-BEST: 81
- International: 10
- Running Start: 411
- Worker Retraining: 132

**Race/Ethnicity:**

- African American: 2%
- Asian: 3%
- Hispanic/Latino: 45%
- Native American: 2%
- Pacific Islander: 0%
- Other, Multiracial: 1%
- White/Caucasian: 50%

**Gender**

- Female: 56%
- Male: 44%