



Northwest Commission on College and University (NWCCU)
Annual Update for WSQA
Academic Year 2011, 2012

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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
<p><i>“The committee recommends that BBCC address the lack of consistency in educational program planning and effectiveness across the curriculum by reviewing all programs to ensure that all academic programs are continuously assessed and that the results of this assessment are used for improvement (Standard 2.B—Educational Program Planning and Assessment; Policy 2.2—Educational Assessment).” Comprehensive Report Recommendation 2002</i></p>	<p>The current 2009-2014 AMP addresses educational planning and assessment in three main sections, as described in the table below that follows (Table 1)</p>	<p>Once published, these reports are utilized in a variety of ways across the campus, including regular discussion at the following meetings: Board of Trustees, Coaches (Presidents and Vice Presidents), Executive Council, Instructional Council, and Cabinet.</p> <p>In addition to the institutional assessment included in the monitoring reports and at each Board of Trustees’ meeting, all academic departments and professional/technical programs participate in the creation of an annual assessment plan. At the fall in-service in September, aided by members of the Assessment Committee, each department finalizes its assessment report from the previous year and updates its plan for the current year. Both the plans and the reports are posted to the Assessment page</p>

Table1

AMP Section	Topic	Outcomes	Report Details
A. ACCESS (published in winter)	Enrollment	A.1 Use of college resources improves student success. A.2 College contact with potential students leads to increase in targeted enrollments. A.3 Meet or exceed state FTE target.	Reports campus-wide recruitment and outreach efforts within the service district and beyond; includes matriculation data resulting from these efforts.
B. PROGRAMS (published in spring)	Achievement	B.1 Students complete courses with a grade of passing or 2.0 or better. B.2 Advising and counseling lead to improved student retention and success. B.3 Students persist to attain completions, certificates, or degrees.	Reports success-rate data, completions data, and educational-planning/advising information; also includes Program Audits on enrollment trends, instructional costs, departmental needs, suitability for different scheduling/modalities of teaching, and recommendations for change.
C. OUTCOMES (published in summer)	Comprehensive data analysis	C.1 Resource awareness and recruiting activities result in increased enrollment in specified groups. C.2 Utilization of technology and eLearning leads to student engagement and success.	Comprehensive report that examines each AMP outcome and related data in detail; campus-wide exercise to analyze and discuss the data and suggest recommendations for change to services or instructional activities.

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<p><i>“While Big Bend Community College has made substantial progress in educational assessment, there is a clear disconnect between institutional goals (in the catalog) and the general education outcomes (not in the catalog). BBCC needs to reexamine its general education outcomes, publish them in the catalog, and then decide how to assess them (Standard 2.C.2 & 2.C.3).”</i> <i>Interim Report</i> <i>Recommendation 2007</i></p>	<p>As noted in our 2009 Progress Report, we created a matrix that maps the courses in the curriculum that teach and/or assess the various General Education Outcomes. This matrix is published on the BBCC website in conjunction with our catalog (to access the matrix, visit http://academics.bigbend.edu/coursecatalogs/Pages/default.aspx, and click on “General Education” on the left side of the page.) Academic advisors and faculty have been tasked to help students understand that their education consists of the skills and knowledge represented by the General Education and Program Outcomes, rather than just the credits accumulated. The General Education Outcomes, along with a description of General Education and examples of its application, have been published in our catalog since 2008.</p> <p>BBCC’s Negotiated Agreement with the Faculty Association outlines the purpose and responsibilities of the Assessment Committee and the Assessment Committee Chair, as well as a plan for assessment of General Education. After living with this process for a number of years, it became clear that the Committee was working successfully with programs and departments to develop their annual assessments, but that the provisions for evaluating General Education were somewhat cumbersome and were not providing the desired results. During the 2010-2011 year, the Assessment Committee discussed this issue and moved to streamline General Education assessment, making it more closely aligned with the parts of the assessment plan that were already working. The results of this action have begun to accumulate, and during the fall 2011 in-service activities we will be collecting further results as part of our regular assessment cycle.</p>	<p>In summary, we have made several revisions to our General Education assessment plan:</p> <ul style="list-style-type: none"> • General Education Outcomes are published in the catalog located on the BBCC website, along with a description of the purpose and scope of General Education. • The General Education Outcomes are linked to specific courses in the curriculum via a matrix, which is also published on the BBCC website. • The matrix also includes Outcomes for Related Instruction for Professional/Technical programs, indicating where the outcomes are taught or assessed within the curriculum. • The Assessment Committee has streamlined the General Education assessment process, in order to make it more consistent with the rest of our assessment plan. • Advisors and faculty have been asked to help inform students about the General Education Outcomes and their purpose. • A multiculturalism Outcome was adopted by faculty in spring 2012.