



## **2015 NWCCU Accreditation Mid-Cycle Evaluation Report**



August 27, 2015



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# 2015 NWCCU Accreditation Mid-Cycle Evaluation Report

## Big Bend Community College

### Overview

Big Bend Community College had a comprehensive evaluation based on the new NWCCU accreditation standards in fall 2012. That evaluation resulted in a total of six commendations and two recommendations (Appendix A). The first recommendation—with regard to alignment between the mission statement and the core themes—was addressed in our Year One Report in 2013 and is also described below in Part 1.A. The second recommendation—with regard to systematic assessment of student learning—is addressed in Appendix A of this report. Big Bend's last evaluation cycle for NWCCU was compressed as a result of the implementation of the new 7 year accreditation cycle:

- Year One Report: Fall 2011
- Year Seven Report: Fall 2012
- Year One Report: Fall 2013.

Due to this compressed cycle and to the recent changes in the seven-year process, this report is BBCC's first Mid-Cycle Evaluation Report.

### Part I: Assessment Process for Mission Fulfillment

[1.A.1; 4.A.6; 5.B.2] Big Bend Community College has had a long-established process for monitoring mission objectives dating back to 2002. This process has evolved in various ways over the years. BBCC joined Achieving the Dream in 2006 and for the next five years worked under a grant supported by College Spark to become a more data-driven institution. Big Bend's *Academic Master Plan* (AMP) has served as the primary assessment and planning document for the college. During this time there have been three 5-year plans: 2003-08, 2009-14, and 2014-19. The AMP is designed to expire every five years in order to ensure that the goals and objectives are reviewed and revised on a cyclical basis. In addition, minor annual revisions to each plan are made as a result of data collection and assessment.

#### A New Mission for Big Bend Community College

In August 2012, Dr. Terry Leas became the president of Big Bend Community College, replacing Dr. Bill Bonaudi, who had been president for 17 years. In October 2012, Big Bend had a comprehensive Year-Seven evaluation visit from NWCCU. These circumstances, as well as results of our internal assessment processes, led us to conclude that it was time for the college to revise its mission statement. During the winter and spring of 2013, we undertook a project to write a new statement of mission, vision, and values:

#### **Mission:**

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

#### **Vision:**

Big Bend Community College inspires every student to be successful.

**Values:**

Student Success

Excellence in Teaching &amp; Learning

Inclusion

Community Engagement

Integrity &amp; Stewardship

This process of crafting a new mission statement for the college involved a series of meetings with faculty, staff, students, Big Bend Trustees, community members, and key committees and work groups. The new mission, vision and values statements were approved by the Big Bend Board of Trustees in May 2013.

[1.B.1; 1.B.2] Then, working with the new mission statement, the Academic Master Plan Committee established new Core Theme outcomes, along with key objectives and data indicators. These Core Themes formed the basis of our new *Academic Master Plan, 2014-2019* (Appendix B).

Big Bend Community College's Core Themes' outcomes and objectives:

**Student Success**

*Outcome:* BBCC provides access to programs and services that meet the needs of our service district.

Objectives	Indicators
1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students.	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
1.2 Use of services correlates with success, retention, and completion	1.2a Course success, retention and completion rates 1.2b Use of service reports 1.2c Use of technology & resources
1.3 Students are prepared to graduate and to transfer or to seek employment	1.3a Student Achievement Initiative (SAI) data 1.3b Retention & graduation rates 1.3c Transfer rates & transfer success rates (MRTE data) 1.3d Employment & certification rates 1.3e Annual Assessment Report

The core theme of Student Success focuses on access to educational resources; correlating student activity with success, retention, and completion; and assuring that students leave BBCC with the preparation that they need for their next step, whether that is to transfer to a four-year institution or to enter the job market. Both internal and external data are collected annually, reported to the Board of Trustees and the college community, and assessed for effectiveness. The results of these assessments are used to make decisions for budgeting, program changes, and other measures.

## 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	Indicators
2.1 BBCC implements innovation and creativity in programs and services	2.1a Program audit, including best practices 2.1b Correlation of practices to success, retention, or completion
2.2 BBCC helps students attain high academic standards	2.2a External certification rates 2.2b CCSSE data on academic challenge 2.2c NCCBP data on success rates 2.2e MRTE data on transfer success 2.2f Student/faculty ratio 2.2g Annual Assessment Report
2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes	2.3a Budgets for professional development 2.3b Attendance for professional development 2.3c Report on Professional/Technical Certification plans

The core theme of Excellence in Teaching & Learning focuses on delivering innovative and successful programs, both in and out of the classroom, in order to help students achieve high academic standards. This requires ongoing professional development for faculty and staff, as well as ensuring that programs have adequate resources to implement best practices effectively. Both internal and external data are collected annually, reported to the Board of Trustees and the college community, and assessed for effectiveness. The results of these assessments are used to make decisions for budgeting, program changes, and other measures.

## Community Engagement

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

Objectives	Indicators
3.1 BBCC works with community and industry partners to support economic development	3.1a Inventory of active partnerships 3.1b Report on economic impact
3.2 BBCC works with K-12 & university partners to provide educational opportunities	3.2a Inventory of current dual credit programs 3.2b Analysis of partnership opportunities
3.3 BBCC practices responsible use of resources, including fiscal and natural resources	3.3a Budget process is tied to strategic goals 3.3b Inventory of sustainable practices is increasing
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	3.4a Training opportunities increase multicultural awareness and ability 3.4b Students, employees & partners report feeling welcome on campus 3.4c Data is disaggregated to show equivalent success for all student groups

The core theme of Community Engagement addresses the college's partnerships with business and industry; K-12 and university partners, as well as other community and technical colleges;

and the cultivation of an inclusive campus environment. It also addresses responsible stewardship of natural and fiscal resources. The reporting for Community Engagement also includes an annual summary report to the Board of Trustees from the Big Bend Community College Foundation on their activities and accomplishments for the year.

#### Academic Master Plan Process: Monitoring Mission Fulfillment on an Annual Basis

[1.A.2; 3.A.1; 5.A.1] BBCC has established a culture of evidence and uses data and assessment findings in order to inform planning and decision making. While this culture of evidence takes many forms on a day-to-day basis, the formal structure for tracking and publishing evidence is through the annual AMP monitoring reports. The first three monitoring reports below are compiled by the Institutional Research and Planning Office, in conjunction with other college departments, and focus on a specific set of outcomes. The Budget and Safety Reports are assembled through the office of the Vice President for Financial and Administrative Services. The reports are then presented to the Board of Trustees and disseminated to the college community.

[3.A.3; 3.A.4; 3.A.5; 5.B.1] The following Monitoring Reports are presented to the Board of Trustees and the college community on an annual basis:











1. Community Engagement
2. Excellence in Teaching & Learning
3. Student Success: Mission Fulfillment
4. Budget Reports
5. Safety Report

Both internal and external data are collected annually, reported to the Board of Trustees and the college community, and assessed for effectiveness. The results of these assessments are used to make decisions for budgeting, program changes, and other measures.






[3.A.2; 4.A.1; 5.A.2] In the summer of each year, the Institutional Research and Planning office assembles data for the Student Success: Mission Fulfillment Monitoring Report Workbook [see Appendix C]. This workbook includes data for all of the Core Theme objectives. The workbook is distributed to the Shared Governance Council and Cabinet, Division Chairs, student representatives, the Academic Master Plan Committee, and the Board of Trustees. These key stakeholders are asked to rate the college's performance on each objective, based on the data presented in the workbook. Then, in a series of workshop meetings, participants are asked to record their scores and comments on posters; the groups take part in a discussion of the content of the posters, which is facilitated by the Institutional Research and Planning (IRP) office. After all of the workshops are concluded, IRP compiles the results of these assessments into a monitoring report titled, Student Success: Mission Fulfillment. This report includes specific scores for each Core Theme Objective, as detailed below:



**MISSION FULFILLMENT 2014**  
**KEY PERFORMANCE INDICATORS (KPI)**

<b>Student Success: BBCC provides access to programs and services that meet the needs of our service district.</b>		
<b>Objectives</b>	<b>KPI</b>	<b>Average Rating</b>
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
<b>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.</b>		
<b>Objectives</b>	<b>KPI</b>	<b>Average Rating</b>
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
<b>Community Engagement Outcome: BBCC supports economic development nurtures community and industry partnerships, and acts as a responsible steward of resources.</b>		
<b>Objectives</b>	<b>KPI</b>	<b>Average Rating</b>
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:**

<b>KPI</b>	<b>Progress Toward Target</b>	<b>Average Rating</b>	<b>Action</b>
	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

This report is then presented to the Big Bend Board of Trustees in a fall meeting. The Board reviews the final report and takes formal action to accept the report, thus signifying its agreement that the college has fulfilled its mission for the year.

### Core Theme Planning

[3.B.1, 3.B.2, 3.B.3] The data and assessments produced as part of the annual monitoring report process, as well as other data gleaned from state reports or produced to meet reporting requirements for various grants, are used by a variety of campus committees and departments in order to guide planning, budgeting, and strategic initiatives. These key groups include the Academic Master Plan committee, the Shared Governance Council, the instructional leadership team, student services directors, and others. Below are some examples of how data guide planning and strategic initiatives:

- Student enrollment data showed that BBCC consistently has far more students enrolling in the pre-nursing track than we would ever be able to accommodate in our nursing program. Similarly, in 2013-14 we saw a spike in applications for the Medical Assistant program. The advisory committee was consulted to see whether local clinics saw a need for a significant expansion of the MA program, which they did not. We took one additional cohort into the MA program in 2014 to accommodate immediate student demand; however, we then looked to other sources of health care related jobs for program planning. Subsequently, BBCC submitted an application for a Title V grant to develop a program for medical simulation technicians—to program and repair medical simulation mannequins. We were awarded the grant and are now in the development stage for a new degree path that will give more options for students interested in health-care related fields.
- Demographic data for BBCC's service area shows that the median income is well below the state and federal median income. Over 80% of students are first-generation college students, and the 3-year cohort default rate was at 23%. In response to this data, BBCC applied to become part of the Working Families Success Network (WFSN), a national consortium facilitated by Achieving the Dream. As part of the WFSN consortium, BBCC has begun work to bundle services for low-income students, including financial literacy training, financial coaching, credit and asset-building strategies, and debt management.

These examples illustrate how BBCC focuses on the three key areas of our mission—Student Success, Excellence in Teaching and Learning, and Community Engagement—to gather data, assess mission fulfillment, and guide strategic planning.

### Educational Assessment Cycle

[4.A.2, 4.A.3]: BBCC has an annual assessment process that engages faculty from all departments in documenting student achievement. Systematic assessment of student learning begins with the identification of student learning outcomes by faculty in all of the academic divisions. These outcomes are approved by the Instructional Council (IC), which includes faculty Division Chairs from each division, as well as the Deans, the Associate Vice President of Students Services, and the Vice President of Instruction and Student Services. The Instructional Council is responsible for curriculum and instructional policies.

The Assessment Committee is composed of faculty representatives from the various divisions, as well as instructional administrators. The committee facilitates the completion of annual

assessment plans from each department and acts as a resource to help faculty develop effective assessments. The Assessment Committee reports regularly to the Instructional Council as a standing agenda item to keep IC apprised of assessment issues.

Each fall, instructional departments submit assessment plans for the coming year. Faculty use a variety of assessment tools to answer questions about student success and persistence, such as nationally standardized tests, completion rates on industry certifications, comparisons of different teaching methods, tracking students against specific benchmarks, and other strategies. During the year, departments track data that can be used to analyze achievement of benchmarks. The following fall, they submit reports on their assessment activities. The plans and reports are cataloged on the Educational Assessment Site. These departmental assessments are then rolled up into the Annual Assessment Report, compiled by the chair of the Assessment Committee (Appendix D).

In addition to BBCC's internal process of learning assessment, the college participates in the Washington State Student Achievement Initiative (SAI). This is a performance-funding model based on research into student achievement trends. Beginning in 2006, the Washington State Board for Community and Technical Colleges has tracked and reported data related to the completion of student "momentum points" for each of the 34 community and technical colleges in Washington. This data tracks the following indicators:

- Gains in skill levels for basic skills students.
- Completion of developmental coursework in math and English.
- Completion of the first 15 college-level course credits.
- Completion of the first 30 college-level course credits.
- Completion of a college-level quantitative skills course.
- Retention of developmental or basic skills students taking college-level courses.
- Completion of 45 college-level credits and a degree or certificate.

Data is reported from the State Board to the college for annual performance points in each category. This data is used by the college to help focus planning efforts, to develop interventions for students to overcome barriers, to identify areas where further data collection is needed, and to improve overall success and completion rates.

### Core Theme Assessment

[4.A.4, 4.A.5, 4.A.6] The Academic Master Plan Committee (AMP) is responsible for regular review and revision of the AMP outcomes, objectives, and indicators. This process constitutes BBCC's Core Themes assessment. In 2013, following our initial evaluation visit under the Core Themes standards and the subsequent writing of a new mission statement for the college, the AMP Committee, along with other key groups on campus, revised the college's Core Themes based on the key components of the new mission. New objectives and indicators were identified as well. Then, each year, the AMP committee reviews data collected through the annual monitoring report process and makes minor revisions to the AMP objectives and indicators as needed to keep the data and assessment process relevant and up to date. In addition to these annual updates, the entire AMP is rewritten every five years to assure that we are assessing data relevant to the college's current activities.

[4.B.1, 4.B.2] Data compiled through the annual monitoring report process are used in a variety of ways across campus to inform decision-making and allocation of resources. Below are two examples:

- Student survey data on several occasions had noted a lack of adequate lighting on campus and some night-time students felt a lack of safety due to the low lighting in some areas. Consequently, The VP of Finance and Administrative Services applied for a grant to improve lighting across campus. That work is now completed.
- Student success data showed that students in Math 080 were less likely than other pre-college math students to succeed in subsequent classes. The Director of Adult Education and members of the Developmental Education Division began work to review and revise the curriculum in Math 080 and to move the course from Developmental Education to Basic Skills. This will allow students with very low math skills to take the course by simply paying the \$25 ABE fee, rather than college tuition, which will preserve their financial aid eligibility and also give them options for accelerating their progress in Math 080. These changes will take place beginning summer of 2015.

[5.B.3] Big Bend's close ties to those living and working in this region have proven invaluable to its quality and sustainability. These ties allow the college to recognize emerging needs and trends and to look for innovative ways to meet them in ways that surveys alone cannot. This is possible in large part because of the guiding leadership of the college's Trustees, who have worked closely with the college to develop, implement, and modify, when necessary, Big Bend's goals and focus.

Big Bend is represented on numerous state regional boards and committees, addressing a variety of topics. We work closely with the North Central Washington Workforce Development Council, the Grant County Economic Development Council, the Adams County Development Council and other organizations to monitor our external environment and assure that we are meeting workforce development needs within our service district and the state.

## **Part II: Examples of Mission and Core Theme Planning and Assessment**

In this section, you will find two examples of Core Theme assessment at Big Bend Community College. These examples illustrate how BBCC identifies viable outcomes based on our mission, how we collect data related to the assessment of those outcomes, and how those assessments drive decision making at the college.

These examples address two specific objectives from BBCC's Core Themes:

- 1.2 Use of services correlates with success, retention, and completion
- 1.3 Students are prepared to graduate and to transfer or to seek employment

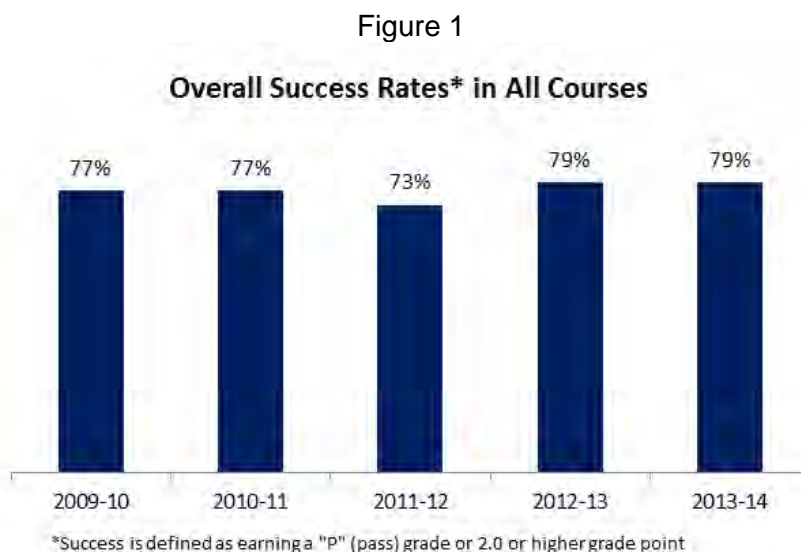
### *Example 1: Use of services correlates with success, retention, and completion*

One of the objectives listed in BBCC's Academic Master Plan (AMP) is as follows: Use of services correlates with success, retention, and completion. This objective was identified by the Academic Master Plan committee in 2013, as the committee reviewed the old AMP and prepared to write a new plan that responds to the college's current needs and situation. The following indicators identify the types of data used by the college to assess this outcome:

- 1.2a Course success, retention and completion rates
- 1.2b Use of service reports
- 1.2c Use of technology & resources

At BBCC, we offer a variety of wrap-around services in order to assure that students have the best possible chance of meeting their educational goals. For many of these services, students are able to use their student ID card to “swipe in” using the card readers located in the Student Success Center, the STEM Center, the English Lab, and other locations on campus. We can then run reports to correlate use of these services with student’s grades, retention rates, and completion.

Course success is defined as achieving a grade of 2.0 or better in a particular class. This definition of success was adopted during BBCC’s initial work with Achieving the Dream, and while we track other measures of success as well, this gives us a consistent indicator of success at the course level, and allows us to track success rates over time, as illustrated in Figure 1.



While the overall success rate in courses was at 79% in 2013-14, the success rate for traditional face-to-face classes was 84%. The numbers show a gap between success in face-to-face classes and online classes that we have noted for several years in a row. In order to begin to address that gap, we have reallocated some additional resources to our eLearning department. When the library cataloger announced her retirement, we determined that we had more capacity in that area than was needed: as the library has begun to use more online resources, less time is needed to catalog new books and other paper resources. Some of the remaining cataloging duties were reassigned to other library staff, and the job description for the cataloger was rewritten to include 50% eLearning coordination. Our new eLearning Coordinator has begun to develop online training opportunities for faculty and to improve student access to resources. So while we are pleased with the overall success rate of 79%, we believe that the best way to improve that number will be to improve success rates in eLearning classes.

Other services have also been correlated with course success rates. For example, the English Lab provides academic support for students needing help with writing assignments. Lab tutors work with students on papers in any subject area, not just English. Besides tutoring, lab classes are offered for improving language skills, which include spelling, writing, and reading. Students who utilize the English Lab are 15% more likely to be successful in their English courses than

students who do not. Knowing this data allows BBCC to offer services that are most likely to increase student success.

BBCC also tracks student retention from quarter to quarter and year to year. We have paid particular attention to the relative retention rates of White and Hispanic students, as well as male versus female students. The Student Success Center, opened in 2011 and expanded in 2012, has been effective in increasing retention rates for students. Hispanic students use the Student Success Center at a higher percentage than their representation in the student body.

### Figure 2: Student Success Center Usage Report

In 2013-14, Hispanic students represented 41% of state supported student enrollment at BBCC (according to the SBCTC 2013 Fall Quarter Enrollment and Staffing Report). However, at the same time, 50% of students using the Student Success Center were Hispanic.

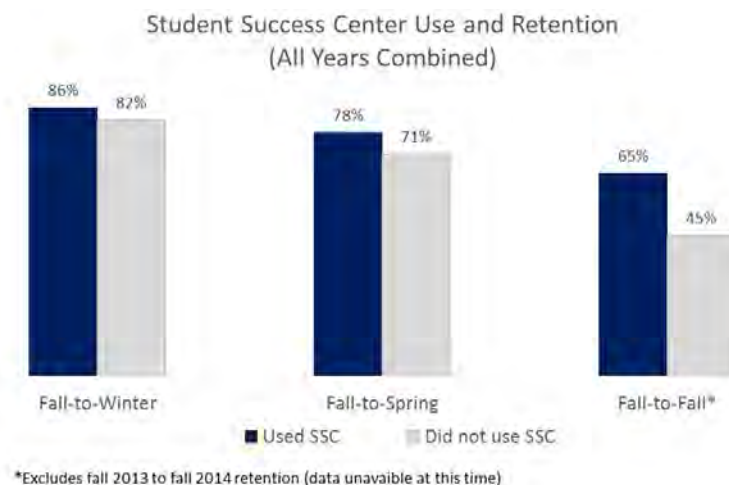
Figure 2

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

Prior to 2012, fall-to-fall retention rates for Hispanic students had been consistently lower than the rate for white students. The Student Success Center has worked to build a culture of success and inclusiveness. Many students visit the Center on a daily basis, for a variety of services. As the Center has grown and added additional services over the past several years, retention climbed.

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 Figure 3).

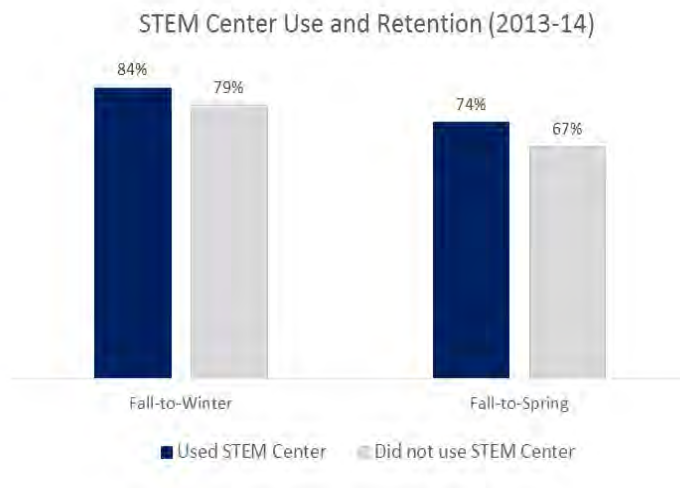
Figure 3





Similar data is tracked for the STEM Center, which opened in the spring of 2013. Students who use the STEM Center are more likely to be retained from quarter to quarter than students who do not (see Figure 4).

Figure 4



Use of services also correlates with completions. While BBCC has seen great success in recent years in correlating use of services with student retention, the correlation between use of services and degree completion has been less clear. BBCC is in the preliminary phases of correlating use of services to completions, this will most likely be the focus of the work of the Achieving the Dream Initiative that BBCC recently rejoined. As an Achieving the Dream college, BBCC will have data coach to assist the college in developing new ways to report data that allow the college to understand how to help more students progress to complete and transfer.

*Example 2: Students are prepared to graduate and to transfer or to seek employment*

This objective was identified by the Academic Master Plan committee in 2013, as the committee reviewed the old AMP and prepared to write a new plan that responds to the college's current needs and situation. The following indicators identify the types of data used by the college to assess this outcome:

- 1.3a Student Achievement Initiative (SAI) data
- 1.3b Retention & graduation rates
- 1.3c Transfer rates & transfer success rates (MRTE data)
- 1.3d Employment & certification rates
- 1.3e Annual Assessment Report

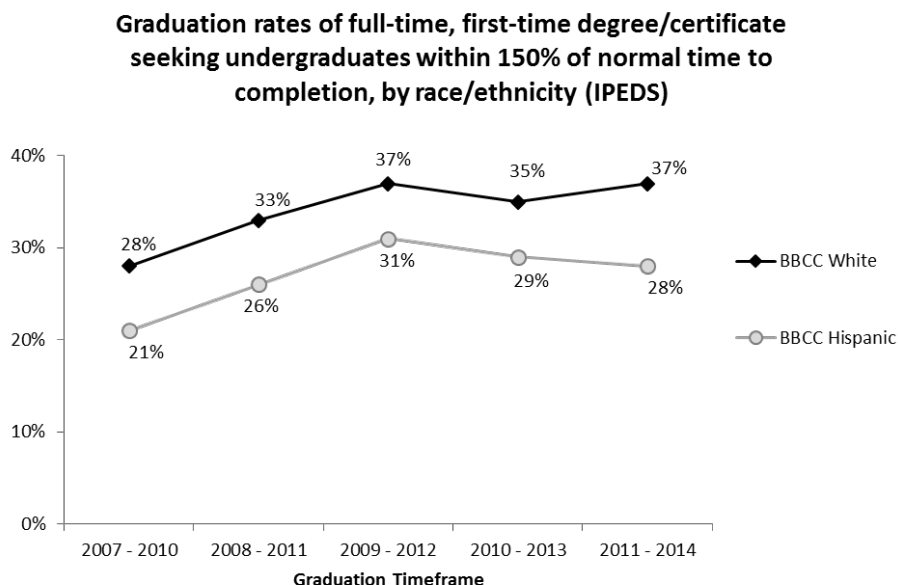
The Student Achievement Initiative (SAI) is a performance funding system for community and technical colleges. Its purposes are to both improve public accountability by more accurately describing what students achieve from enrolling in our colleges each year and to provide incentives through financial rewards to colleges for increasing the levels of achievement attained by their students. BBCC has experienced consistently strong results from SAI data over the past five years.

SAI tracks achievement points for individual students as they make their way through the educational pipeline. Achievement points are earned for a variety of milestones, including

completion of pre-college math and English courses, completion of the first 15 college-level credits, completion of a college-level quantitative skills course, and completion of a degree or certificate. SAI tracks both the total number of points earned at each college in a year, as well as the number of points per student earned at each college. At BBCC, we pay particular attention to the points-per-student category, as this represents movement of students through the educational pathway as they work to complete their degree or certificate. BBCC has been among the top five colleges in points per student over the last four years. This is an empirical indication that, compared to the other 33 colleges in our system, Big Bend students are making better progress toward reaching their educational goals.

In addition, BBCC consistently outperforms other colleges in the national IPEDS cohort for small, rural schools. In the past two years, BBCC's IPEDS graduation rate (150% of normal time) has been 13% above the cohort average. While this tells us that we are performing well overall in terms of our national comparison group, we have also noted a persistent completion gap between white and Hispanic students (see Figure 5).

Figure 5



In examining this completion gap, we have noted that completion rates in professional/technical programs have declined over the past several years, as the economy has improved, leading us to conclude that some students decide to leave school without completing their program when their employment prospects improve.

In order to begin addressing some of the gaps identified in the completion data, in 2014 BBCC applied to become a member of the Working Families Success Network, to help improve financial literacy for students and enhance career planning opportunities for students. Many of the barriers that keep students from completing their degrees are outside of the classroom: economic issues, family problems, health issues. As part of the effort to mitigate some of these barriers, we hired a full-time Career Services Coordinator; we also implemented Career Coach and other online tools to help students develop career planning skills or strategies. We have implemented the SALT program to help boost financial literacy among students.



One of the next steps in this process will be further analysis of completion data by program. We know that our completion rates are higher for transfer students than for professional/technical students. We also know that graduation rates are higher for White students than for Hispanic students. Some data analysis is needed to see where these data sets intersect. That analysis may point toward effective leverage points to focus resources for students.

We know from the findings of the 2013 transfer study conducted by the Washington State Board for Community and Technical colleges (The Role of Transfer in the Attainment of Baccalaureate Degrees at Washington Public Bachelor's Degree Institutions, <http://www.sbctc.ctc.edu/college/education/13-5TransferStudy.pdf>) that community college transfer students make up a significant portion of the bachelor's degrees awarded in the state; we also know that community colleges provide an efficient transfer pathway and that senior-year GPA's are equivalent for community college transfer students and students who enter the four-year institutions directly. So, this information serves as a good general indicator that students are prepared for transfer.

In addition, we have access to the MRTE database that is shared by all public two-year and four-year colleges in Washington. The database allows us to track BBCC students who transfer on to public colleges and universities in Washington, and to assess how those students perform after transfer. While MRTE is a rich store of information, it is also unwieldy and difficult to use efficiently. Currently, the Institutional Research department is working with IT staff at the college and State Board staff to develop more efficient means of extracting transfer data from MRTE.

External licensure and certification data show a high level of success for those programs for which we have a consistent method of collecting data. For example, the licensure rate for nursing students taking the NCLEX exam in 2013 was 100%. In recent years, this rate has remained at or near 100% for all nursing cohorts. This is a clear indication that nursing students who complete the program of study at BBCC are well prepared for licensure. For other programs, we have less reliable means of collecting licensure and certification data. BBCC is currently working to develop more efficient means of collecting certification data for other programs.

Internally, BBCC's *Annual Assessment Report* documents assessment of student performance on General Education and Program outcomes. For 2013-14, 81% of students completing benchmarked assessments met the established benchmark. This compares approximately with institutional data showing that 79% of students overall achieved a grade of 2.0 in their courses. This, along with additional data in the assessment report, indicates that the majority of students are prepared to graduate.

### **Part III: Preparation for Year Seven**

As described above, the Academic Master Plan monitoring process is both an annual reporting and assessment process, and a cyclical five-year process that allows for ongoing assessment of mission fulfillment. This process was revised in 2013-14 in order to align more fully with the new NWCCU accreditation standards and the Core Themes focus. While Big Bend has already been through one Year-Seven visit under the new NWCCU standards, this was (as noted above) an abbreviated process, moving directly from Year One to Year Seven. In order to prepare for our next Year-Seven visit in 2019, we will be undertaking a number of steps to assure that our process for assessing and responding to our Core Themes outcomes is efficient, effective, and

up to date. Those steps will undoubtedly continue to evolve over the course of the next four years; however, below is a description of the steps that we have already identified as part of our ongoing process.

1. *Continue to streamline BBCC's annual monitoring report process.*

- The office of Institutional Research and Planning has begun work with Big Bend Technology to build new tools to make data collection, processing and reporting more efficient. The current database system for the Washington community and technical colleges is a legacy system that is decades out of date. We should be moved over to a new system (PeopleSoft) by mid-2017; in the meantime, we need to develop tools and strategies to make data extraction more efficient. The data that comes from our current system is “dirty data”, in many respects. The IR staff must spend hours cleaning up the data and double-checking its accuracy before reporting any results. New software tools could help to expedite this process and allow for more timely production of data on which to base college decisions.
- Our current process for assessing mission fulfillment includes key stakeholders from faculty, staff, administration, students, as well as the Board of Trustees. However, only the representatives from assigned key committees, such as the Shared Governance Council, Instructional Council, and the Academic Master Plan committee are actively engaged in the process. While the AMP reports are distributed widely, only members of these key campus committees typically are actively engaged in the production and consumption of these reports. We are working on a plan to integrate some additional broad-based participation in the annual process.
- As mentioned above, BBCC will move to PeopleSoft for its student and employee management process in 2017. This is part of a system-wide project for the Washington community and technical college system. The system currently has a state task-force working on data governance policies. While the new system will undoubtedly result in better access to more data and provide better services to students, moving away from the legacy system will involve extensive change management and impact the way most college employees accomplish their work on a daily basis. It will be important during this process to keep BBCC's mission and core themes at the center of our change management processes.

2. *Integrate budget planning and strategic planning processes more fully.*

- While our current budget planning processes keep student success and the college mission in mind, we are working on better ways to integrate budget and strategic planning. In 2014-15, we have revised some of our budget planning processes and reintroduced some steps that were temporarily suspended during the economic recession period. We will continue to evaluate our various planning processes to assure efficient ways to integrate those processes across campus.

3. *Continue development of Continuity of Operations Plan. [3.A.5]*

- Over the past two years, BBCC has undertaken an extensive revision of its safety, security, and multi-hazard planning. Kyle Foreman, Director of Campus Safety, has led these efforts. While we have a newly updated Campus Multi-Hazard Plan in place, we still have additional work to do in order to fully implement our Continuity of Operations

plan. This work will continue and will be integrated with other existing strategic planning processes, such as the Facility Master Plan.

4. *Renew Achieving the Dream work in order to increase student success.*

- Big Bend Community College was part of the Achieving the Dream (AtD) network from 2006 to 2011. That work was supported by a grant from College Spark. When that grant ended, BBCC decided to end its official membership with AtD for a variety of reasons; however, we have continued to practice data-based decision making and to implement a series of student success strategies; we have worked with the other AtD schools in our system to promote student success and share effective strategies. In 2015, as part of our ongoing AMP process, we decided that rejoining AtD would be an effective means to identify next steps toward accelerating our work to improve student success. We have now rejoined the AtD network and will begin working with AtD success and data coaches during the coming academic year.

As we look forward to Year Seven, our approach to monitoring mission fulfillment will be to integrate our internal assessment processes with the Core Themes approach of NWCCU. To the extent that our internal processes are fully aligned with each other and with NWCCU standards, our comprehensive self-study in Year Seven should occur as a natural part of our ongoing assessment cycle, rather than as an additional or alien procedure.