Big Bend Community College

2018 Ad Hoc report

September 13, 2018

Table of Contents

Appendices

- Appendix A: Assessment Handbook
- Appendix B: Faculty Assessment Training Materials from Spring 2017 In-service
- Appendix C: Fall 2017 In-Service Presentation
- Appendix D: Accreditation Training materials
- Appendix E: Annual & Strategic Planning graphic
- Appendix F: In-service Agendas
- Appendix G: Data Training Materials
- Appendix H: Program, Degree, and Certificate Outcomes
- Appendix I: Examples of Completed Assessment Workbooks
- Appendix J: BBCC Catalog
- Appendix K: Sample Program Website Pages
- Appendix L: Assessment Database Instructions
- Appendix M: Sample Assessment Reports
- Appendix N: Sample Budget Requests
- Appendix O: Suggested Actions Based on General Education Assessment
- Appendix P: Assessment & Planning Calendars
- Appendix Q: Core Theme Indicators
- Appendix R: Monitoring Report Workbook
- Appendix S: Monitoring Report on Mission fulfillment
- Appendix T: Alignment of Staff Departments with Core Theme Objectives
- Appendix U: Sample 2017-18 Department Indicator Worksheets
- Appendix V: Sample Department Annual Planning & Budget Worksheets
- Appendix W: Summary of Department Evaluation Reports
- Appendix X: Sample 2018-19 Department Indicator Worksheets
- Appendix Y: Sample of Cabinet Work Plans
- Appendix Z: Administrative Procedure: Committees
- Appendix AA: Dean Budget Requests
- Appendix BB: Budget Review Task Force Rankings and Funded Requests
- Appendix CC: Institutional Capacity Framework Assessment Tool (ICAT) Information

- Appendix DD: 2018-19 Committee Assignments
- Appendix EE: 2017-2020 Strategic Plan

Introduction

Big Bend Community College (BBCC) received a Year Seven accreditation visit in the fall of 2012. As a result of that visit, the college received two recommendations. The second recommendation reads as follows:

> 2. The evaluators recommend that the college document enhancement of student learning achievement which is informed and guided by systematic assessment of student learning (4.B.2), that the college develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes. (4.A.3)

Based on the BBCC Mid-Cycle report and the evaluators' report of a Mid-Cycle visit in the fall of 2015, the Commission requested that Big Bend complete an Ad Hoc report addressing recommendation #2 from the 2012 Comprehensive Evaluation and Report and host an on-site evaluation in the spring of 2017. The Ad Hoc visit took place on April 17-18, 2017. In response to the BBCC Ad Hoc report and the evaluator's report from the 2017 visit, the Commission issued a *Notice of Concern* and requested that BBCC complete another Ad Hoc report in the fall of 2018. Per the letter from the Commission dated July 18, 2017, the requested report should "address these longstanding concerns and present a complete cycle of assessment which documents student achievement of course, program, and degree learning outcomes in the Fall 2018 Ad Hoc Report."

Recommendation

2. The evaluators recommend that the college document enhancement of student learning achievement which is informed and guided by systematic assessment of student learning (4.B.2), that the college develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes. (4.A.3)

Response to the Recommendation

As stated in its 2017 Ad Hoc report, BBCC interprets this recommendation to mean that the college needs to enhance its assessment of learning efforts into a systematic process with three major characteristics:
1. Effective – The assessment process should be meaningful for faculty, so they use assessment data to "close the loop" by implementing instructional changes meant to enhance student learning based on what they learned from the data.
2. Regular – The college needs to consistently implement an annual cycle of assessment activities and allocate adequate time for faculty to complete assessment of student learning work.
3. Comprehensive – The assessment process must address the assessment of learning outcomes at the course, program, degree, general education and related instruction levels. Assessment results must be represented in the college's Core Theme Indicators, and assessment results must inform institutional planning and change.

In its 2017 Ad Hoc report, BBCC identified four broad tasks that faculty and staff needed to complete to meet the above criteria and fully comply with the recommendation.
- Task #1: Establish a shared understanding of assessment terms, learning outcomes, NWCCU standards, levels of assessment, how the assessment cycle should work, and the importance of assessment.
- Task #2: Review and update general education/related instruction, program, and degree outcomes, so they are all written as learning outcomes and simplified to represent a realistic and meaningful amount of work for faculty. Ensure the outcomes are consistently published on the college website and in the course catalog.
- Task #3: Modify the annual assessment cycle and reporting of assessment activities in an effort to make it meaningful to faculty and help them "close the loop."
- Task #4: Represent assessment of student learning results in the Core Theme Indicators, and use assessment results to inform institutional planning and changes.

BBCC employees were engaged in these tasks when the college received the letter from the Commission dated July 18, 2017. Upon receipt of the letter, college staff accelerated the implementation of the four tasks to complete them all and bring BBCC into full compliance with the relevant accreditation standards within one year. BBCC has now accomplished each of the four tasks and is fully compliant with the recommendation. Following is a description of work accomplished for each task since the submission of the 2017 Ad Hoc report.

Task #1: Establish a shared understanding of assessment terms, learning outcomes, NWCCU standards, levels of assessment, how the assessment cycle should work, and the importance of assessment.

Actions Taken
- The Assessment Committee Chair completed a first draft of the Assessment Handbook and used it to support a training session with faculty during the 2017 Spring In-service on writing effective learning outcomes. (In-service days are non-instructional contract days for faculty. The college conducts three In-service days each year with one in September, February and May.) The Assessment Committee Chair asked faculty to apply what they learned by re-writing the program outcomes for every Workforce Education program as actual learning outcomes and then reviewing and updating the course learning outcomes in all active Big Bend courses (see Appendices A and B).
- The Vice President of Learning & Student Success conducted four staff trainings and multiple presentations to college employees and the Board of Trustees in June, July, August, and September of 2017 on key concepts and terms related to accreditation, assessment, and planning as well as the importance of assessment (see Appendices C, D and E).
- During the Winter 2018 and Spring 2018 In-service meetings, representatives from different BBCC programs and departments shared what were termed "Aha! Moments." For each "Aha! Moment," a BBCC employee shared how his/her program or department conducted an assessment activity, analyzed the assessment data, drew conclusions, and decided what action to take as a result. Faculty and staff who presented their assessment activities included a biology instructor, a Spanish instructor, Student Activities Department, Aviation Flight Program, Business Office, and Automotive Program (See Appendix F).
- The Vice President of Learning & Student Success held two staff training sessions in October 2017 focused on assessment-related concepts and how to use data to make decisions. Participants had the hands-on opportunity to use qualitative or quantitative data to investigate student success questions, draw conclusions, and recommend actions (see Appendix G).
- Assessment of student learning figured prominently in the Spring 2017, Fall 2017, Winter 2018, and Spring 2018 In-service meetings. Members of the Assessment Committee and academic administrators engaged faculty in discussions regarding assessment terminology, concepts, the NWCCU standards, and the assessment cycle (Appendices B, C, and F).
- The former and current Assessment Committee Chairs updated the Assessment Handbook in August 2018 to reflect current institutional practices and understanding regarding assessment of student learning. The assessment handbook contains BBCC definitions for different types of learning outcomes and has instructions for establishing an assessment program (see Appendix A).
- As a result of its assessment work, BBCC has adopted the following definitions for outcomes:
  - **Course Outcomes** describe discrete skills or knowledge that a student will master while taking a specific college course and what a student will be able to demonstrate as a result of taking the course.
  - **Program Outcomes** are a compilation of the degree outcomes and outcomes for certificates of 45 credits or more within an academic program.
  - **Degree Outcomes** state broad sets of skills or knowledge students will be able to demonstrate as a result of taking a set of courses and/or completing a degree. These outcomes are broader, fewer, and perhaps more abstract than individual course outcomes.
  - **Certificate Outcomes** state skills or knowledge students will be able to demonstrate upon completing a specific certificate. Certificate outcomes may comprise all or part of a degree learning outcome.
  - **General Education/Related Instruction Outcomes** state overarching behaviors, knowledge, or skills that students will be able to demonstrate after taking BBCC courses in different areas or after receiving college services. These outcomes are broad, cross-curricular, and

embedded in the requirements of the degree. BBCC has adopted the general education outcomes as the degree outcomes for its direct transfer agreement, associate in science-transfer, and general studies degrees. Associate of Applied Science (AAS) degrees and certificates of 45 credits or more include, at a minimum, general education outcomes in the areas of Human Relations, Communication, and Computation (see Appendix A).

With the formal adoption of assessment terms and an assessment process, college employees expressed greater understanding of assessment concepts, NWCCU accreditation standards, the assessment cycle, and the importance of assessment. While the level of understanding varies by employee, there is a deeper collective understanding across the college, which is evidenced by the rewriting of all program outcomes, reviewing and updating of course outcomes on master course outlines for active courses, and the submission of quality assessment reports by all full-time faculty. Following are some faculty quotes illustrating their understanding of assessment:

- "The process this year has been good. It was tough as new faculty but eye-opening none the less. I was able to come into my program with 'fresh eyes' and easily see where changes need to be made to keep my program current and evolving."
- "Even though I taught at BBCC for a couple years the assessment process was completely new to me this year as a full-time instructor. Over the course of the year I have grown in understanding of the importance of the program/process and am figuring how to use it to improve my work."
- "This group feels as though we have finally grasped the concept of assessment. We see the connection to budget request justification and the potential for positive impact on student achievement."
- "We feel that we have a good idea of assessment and we have come a long way. We still have room to improve."

Task #2: Review and update general education/related instruction, program, and degree outcomes, so they are all written as learning outcomes and simplified to represent a realistic and meaningful amount of work for faculty. Ensure the outcomes are consistently published on the college website and in the course catalog.

Actions Taken
- The college updated and adopted five general education/related instruction outcomes in the Winter of 2017 (see Appendix A).
- Faculty updated all active Master Course Outlines to reflect the new general education/related instruction outcomes by the end of Fall Quarter 2017.
- At the Spring 2017 In-service, faculty updated or re-wrote the program outcomes for all Workforce Education programs. Faculty also identified outcomes for each degree and certificate (see Appendices B and H).
- The Assessment Committee Chair developed a workbook for faculty to map their course outcomes to program and general education outcomes. During the Spring and Fall 2017 In-services, faculty mapped their courses to program and general education outcomes. In completing their assessment workbooks, faculty established assessment schedules that will allow them to assess each program outcome during a seven-year accreditation cycle (see Appendix I).
- The Assessment Committee Chair and assessment committee members provided feedback to individual faculty members regarding their course mapping and assessment plans.
- The college listed program outcomes in the college catalog and on the web page of each academic program (see Appendices J and K).

- The college listed degree and certificate outcomes on the web page of each academic program (see Appendix K).
- The college audited all program outcomes to ensure the outcomes for each degree and certificate over 45 credits contains the general education/related instruction outcomes for communication, computation, and human relations. Some programs are making changes to their program outcomes as a result of the audit (see Appendix H).

Task #3: Modify the annual assessment cycle and reporting of assessment activities in an effort to make it meaningful to faculty and help them "close the loop."

Actions Taken
- A presentation during the Fall 2017 In-service gave faculty and staff a timeline of activities for implementing the assessment cycle and reporting assessment results (see Appendix C).
- Between August and December of 2017, the college constructed a database to hold all active master course outlines, course outcomes, program outcomes and general education outcomes. The college designed the database to facilitate the reporting of assessment of student learning activities. When submitting an assessment report, faculty respond to six questions (see Appendix L):
    1. What did you do for your assessment and why?
    2. What tools/measures did you use for your assessment and what were your results?
    3. What now? How are you going to close the assessment loop?
    4. If not addressed above, what changes are you making in your course(s) as a result of your assessment?
    5. If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
    6. If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
- Prior to entering master course outlines into the database, faculty examined and updated the master course outlines for all active courses at the college. In their review, faculty paid particular attention to refining course outcomes and stating which of the new general education outcomes were addressed by each course.
- The Assessment Committee Chair ensured that the master course outlines for all active courses, all program outcomes, and the general education outcomes were added to the database.
- During the Fall 2017 In-service, faculty finalized their assessment workbooks and planned their assessment activities for the year. Each faculty member was assigned to assess at least one course outcome and one program or general education outcome.
- During the Winter 2018 In-service, faculty discussed assessment results in their departments and reported their assessment activities via the assessment database (see Appendix M). Faculty met with peers who completed similar assessments and discussed similarities and differences in their outcomes. They drew conclusions about future assessments and recommended actions for the college to explore further.
- Also during the Winter 2018 In-service, faculty prepared and submitted budget requests. Where it was applicable, their assessment activities informed the development of their budget requests (see Appendix N).
- The Assessment Committee Chair and Vice President of Learning & Student Success reviewed assessment reports and compiled feedback for each report. The Assessment Committee Chair provided individualized feedback to faculty about each assessment report with suggestions for the next assessment cycle or a request to provide additional information to the existing report.

- Faculty, administrators, and other college staff are able to review assessment reports in the assessment database.

Course Assessment

Faculty collected, discussed, and used course assessment results to make a variety of changes.
- Assessment results had an impact on changes in curriculum and materials.
    o Based on an analysis of a Spanish pronunciation assessment, a Spanish instructor planned to assign "a more in-depth exercise" and an additional pronunciation video for students to watch in an attempt to improve students' skills at pronouncing Spanish.
    o Based on an itemized analysis of test results, a Business Information Management instructor plans to "create and add more resources to our Canvas site about how and when to use absolute reference" and "create an exercise to reinforce Access and how to create forms and queries from existing tables in Access" in an effort to help students demonstrate proficiency in using Microsoft Office applications.
    o After analyzing unit test results, a physics instructor is "working toward 'flipping' the class."
    o Assessment practices led to changes in the adoption and use of teaching materials. After analyzing responses to specific final exam questions, a chemistry instructor plans to "develop a physical model of redox reactions to help improve students' conceptual understanding of the exchange of electrons and changes in charge."
- Assessment results had an impact on changes to grading practices.
    o An agriculture instructor plans to use a rubric to more effectively and accurately evaluate student field-trip reports.
    o An accounting instructor plans to "improve the clarity" of a test on financial statement preparation to better assess student learning of this skill.
    o After reviewing final project scores, a communications instructor concluded, "the outline rubric is not as well aligned with the performance rubric as it could be" and plans to "revise the rubric for the performance."
- Assessment results showed how some support services enhanced learning.
    o After assessing students' knowledge of library resources, a librarian intends to "make sure students are more informed about database resources" and seeks to better assess "understanding of library databases via a works cited page."
    o After assessing the knowledge of students receiving services from Disability Support Services (DSS) about their specific disability and the accommodation renewal process, the DSS office concluded that students did not fully understand how to request accommodations for the following quarter. The DSS office intends to "create a document that outlines next quarter steps to renewing accommodations" and send reminder emails to students to make an appointment to renew their letters of accommodation (see Appendix V).
- Instructors used assessment results to determine whether they were using valid measures.
    o A humanities instructor noted, "I am using a rubric for the final project which reads more like a public speaking assessment than a multiculturalism assessment." The instructor intends to develop a new rubric that "is clearly based on the kinds of cultural issues we discussed in class."
    o A psychology instructor analyzed exam results and determined that one of the exam questions "is incredibly difficult and likely needs to be adjusted for the level of mastery expected."
- Instructors used assessment results to determine whether they were using reliable measures.

- o The English department plans to implement a common assessment that full and part-time faculty in the division will use to assess students' use of common formatting and citation guidelines.
- o Biology faculty requested funding to pay part-time faculty to meet with full-time faculty to establish a common approach to teaching and assessing a particular concept.
- o A college success skills instructor noted that one part of an assessment "was not consistently administered by all College Success Skills (CSS) 100 instructors." As a result, the instructor plans to meet with all the part-time instructors teaching CSS 100 to "expand and clarify the requirements" for a key assignment and then "repeat this same assessment."
- • Assessment results documented improvements in students learning.
  - o A biology instructor provided her students access to human anatomy models for studying and saw an improvement in quiz scores and "a significant narrowing of the range between high and low scores" in lab exams. Based on these results, she requested and received funds to purchase more anatomy models in the STEM tutoring center.
  - o Two political science instructors changed the placement of a role-play in the timeline of the course along with some assignment revisions. Their assessment results demonstrated that students were meeting the learning outcomes for the adjusted assignment.
  - o Instructors in the Math Department implemented an attendance policy across multiple sections of developmental math that use a similar content delivery approach. Assessment results showed that "the new policy seems to be effective," so the department will continue with the revised attendance policy.

Program/Degree Assessment

Faculty collected, discussed, and used program and degree assessment results to make a variety of changes.

- • Assessment results had an impact on changes in curriculum and materials.
  - o After assessing the ability of students to disassemble and reassemble an automotive engine, the Automotive Program decided to "emulate the industry" to phase out "the complete disassembly and reassembly of an engine" and instead, "focus on practicing only those tasks that technicians will encounter in the field," which, "would include only partial disassembly of larger engine subgroups and the replacement of peripheral components." To support this effort, the program requested and received funds to purchase a "cut-away" engine trainer.
  - o Based on a review of a discussion board assignment, a criminal justice faculty member concluded that the topics of "force and current issues related to social justice" needed to be integrated into other courses in the program.
- • Assessment results had an impact on changes to grading practices.
  - o The Early Childhood Education Program will adjust its methodology for assessing one of its program outcomes across multiple courses.
  - o The Aviation Flight Program reviewed assessment results from multiple classes and identified four content areas where they desired improvements in student performance. Two actions they are taking are to "update and enhance homework and quizzes to reflect a higher level of learning" and "further refine the use of GPS testing and training for navigation."
- • Assessment results showed how some support services enhanced learning.

- o Based on assessment results showing a weakness in students' writing skills, the Early Childhood Education Program is emphasizing the use of writing tutoring resources. The Writing Center found that 86% of students who used the Center passed their classes with a grade of 2.0 or higher in contrast with 72% of students who did not use the Center (see Appendix V).
  - o An assessment by the counseling faculty raised concerns about students knowing how to access program advisors and understanding program requirements. The counseling faculty intended to implement additional assessment activities to better understand "the potential barriers to students accessing advising services at BBCC."
- Instructors used assessment results to determine whether they were using valid measures.
  - o After reviewing assessment results from quizzes and labs, the Industrial Systems Technology Program determined that it needs to change one of its program learning outcomes because the current one "isn't as accurate goal or outcome . . . as we envisioned," because it does not account for some skills the program considers important for teaching and assessing.
  - o The Nursing Program implemented a new Clinical Care Plan and detailed grading rubric with the intent of "more consistent" and "objective grading" criteria. Faculty were satisfied with the assessment results from a trial of the new plan and rubric.
- Instructors used assessment results to determine whether they were using reliable measures.
  - o The Aviation Flight Program plans to "update mandatory instructor/student read files." This will provide "guidance for instructors and senior check instructors . . . to bring consistency to the checking standards."
  - o After reviewing assessment results for a writing activity, the lead faculty for the Basic Education for Adults Program planned to develop "clear instructions" for the assessment activity in order to establish common expectations and implementation.
- Assessment results documented improvements in students learning.
  - o Assessment results in a mechatronics class showed that students met the desired learning outcomes after the instructor divided a complex task into two separate graded projects. Based on these assessment results, the Mechatronics Program will change the academic quarter when students will be required to purchase specific learning kits.
  - o The Commercial Driver's License (CDL) Program introduced tablets and a "Keep Trucking" app for teaching students how to complete electronic log books as well as paper log books. Assessment results showed that students were able to meet the desired learning outcome.
  - o The Medical Assistant Program restructured how the skills lab was implemented in one class and assessment results showed the change in practice enhanced student learning. The program intends to implement the change in other classes.

General Education/Related Instruction Assessment
- At the Winter 2018 In-service, faculty were grouped according to the general education outcome they had assessed and were asked to discuss assessment results for general education outcomes.
- After the Winter 2018 In-service, the Assessment Committee reviewed assessment reports by general education outcome and the notes capturing the general education discussions at In-service. The committee noted some common themes:
  - o "People need to tie info back into Gen Ed or maybe we need to discuss as a Faculty what each of the Gen Ed's mean to us."
  - o "We need to improve transitions between courses and transfer of knowledge."

- o "Faculty need time to collaborate."
- Conclusions and recommendations from the discussion regarding assessment of general education outcomes informed the adoption of institutional Next Steps for the following academic year (see table on pg. 10).
- During the 2018 Spring In-service, faculty responded to questions about the assessment process and general education outcomes assessment.
- Results from the review of multiple general education assessment data sets and resultant discussions are summarized in a list of potential collaborative activities between academic departments. Faculty groups will use the list to inform their assessment plans and identify specific actions to pursue (see Appendix O).

Improving the Assessment Process

During the Spring 2018 In-service, faculty provided feedback on the college's assessment of student learning process. A sample of their comments follows:
- "Continue Aha! Moments – specific examples give others ideas."
- "Having in-service time & having helpers who go around to help faculty individually were both practical & useful."
- "Working during inservice was very helpful. Most of us need to have a lot of discussion to help us figure this out. So, THANK YOU for utilizing inservice in this way! Also, personal one-on-one help was so appreciated! Still a little confused on the Program level assessment."
- "Time is still an issue. Much more organized – positive direction."
- "More time to communicate about changes needed in our instruction from the Data used in our assessment."
- "More time as faculty to share ideas, work within department groups to share ideas. Not sure how to do this."
- "Where do we find the time to deal with the Data received from the assessment and make the changes needed?"
- "In general – continue with current 17-18 plan throughout the year to monitor how it goes. Keep working to improve the assessed areas."
- "The amount of courses can create a challenge. Confusing requirements."

Based on faculty and staff feedback, the college is making the following adjustments:
- Ensuring there is dedicated time during each In-service for faculty to perform assessment work.
- Spreading assessment-related tasks out among the three In-service dates in a way that supports an annual cycle of implementation. The annual process for 2018-19 will be as follows:
  - o Fall In-service: finalize assessment reporting from the prior year, discuss implications of assessment results, make any needed updates to program outcomes, and finalize assessment plans for the current year.
  - o Winter In-service: discuss the implications of assessment data in conjunction with Core Theme indicator data and submit budget requests that are informed by assessment results from the prior year.
  - o Spring In-service: plan assessment activities for the following year and begin assessment reporting for the year that is just concluding.
- Continuing to highlight examples of assessment from different departments.
- The incoming and former Assessment Committee Chairs are simplifying the assessment workbook used for mapping outcomes and documenting an assessment cycle.

- Requesting that faculty develop an assessment plan focused on assessing program outcomes along with associated course outcomes. This is in contrast with the prior approach of planning to assess a course outcome and then trying to figure out which related program outcome(s) to assess.
- Making updates to the assessment database to facilitate easier reporting.

Task #4: Represent assessment of student learning results in the Core Theme Indicators and use assessment results to inform institutional planning and changes.

To incorporate assessment of student learning into its planning and budgeting process, the college needed to make several updates to those processes. During the 2017-18 academic year, the college engaged all employees in the work of updating its annual planning and self-evaluation process, department evaluation process, and budget development process. In addition, the college developed a strategic plan. Because of the compressed timeframe required for completing a multitude of tasks related to the assessment, planning and budgeting work, the college developed a monthly schedule with specific tasks assigned to faculty, staff, administrators, and the Board of Trustees. The college also developed an annual calendar highlighting key deliverables due each month. These calendars helped the college implement all necessary activities within the allotted timeframe (see Appendix P).

Annual Planning and Institutional Self-evaluation Process
- In the summer and fall of 2017, administrators, faculty, and staff engaged in a collaborative process to review and update the college's Core Theme Indicators, adding new indicators, and deleting or modifying some existing ones. The college had not critically reviewed its list of indicators since initially adopting them in 2013. By 2017, some were seen as irrelevant or not providing valuable data. The college focused on developing a list of indicators that would provide actionable data that collectively inform the college about the extent to which it is fulfilling each Core Theme Objective. Assessment of student learning data at the course, program, and general education levels were included as Core Theme Indicators (see Appendix: Q).
- The college updated how it presented Core Theme indicator data in an effort to improve the quality of actionable data. First, the Institutional Research & Planning (IR&P) Office established a baseline for most quantitative indicators. The baseline was a three-year average of indicator data for the three years just prior to the current accreditation cycle. Second, the IR&P Office established the year-by-year trend for each indicator during the current accreditation cycle. Third, the IR&P Office disaggregated the data by Asian/Whites and Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic). Fourth, feedback from employees across the college helped the college establish performance goals for each indicator. The college aspires to reach each goal by 2020 at the end of the current accreditation cycle. The college will now review and update Core Theme Indicators on an annual basis.
- The IR&P office compiled the data for each indicator into a monitoring report workbook that it released to all college employees in January 2018 (see Appendix R).
- At the Winter 2018 In-service, nearly all full-time employees gathered to review, discuss, and interpret the Core Theme Indicator data contained in the monitoring report workbook. Employee groups were assigned to interpret the data for specific Core Theme Objectives that aligned with the daily work of the employees. After discussing the data, employees suggested next steps the college should consider taking the following year based on the current data. Employees also evaluated how well the college was doing in fulfilling each Core Theme

Objective by ranking the college's performance on a five-point scale. All employees had the opportunity to analyze the data for the three Core Theme Objectives that most guided the work of their respective departments. All employee feedback was collected via an online survey. This process was more participatory than the process used previously by the college.

- Each member of the Board of Trustees received the monitoring report workbook and was asked to respond to the data for each Core Theme Objective.
- The IR&P office summarized the feedback from employees and board members. Based on the evaluation of how the college was fulfilling each Core Theme Objective and suggested actions, the President's Cabinet identified Next Steps for the college to take in the subsequent academic year. Because assessment of student learning results were specific Core Theme Indicators, they were included in the planning process and informed the institutional Next Steps. Three faculty recommendations that came out of discussions regarding multiple general education assessment data sets informed the development of three Next Steps adopted by the Cabinet.

Recommendation based on Gen. Ed. Assessment	Institutional Next Step(s)
Offer I-BEST courses with multiple programs	Continue Guided Pathways work (accelerated learning, transition from Basic Education for Adults into college . . .)
College Success Skills (CSS) is another great connecting course for multiple disciplines	Continue Guided Pathways work (accelerated learning, transition from Basic Education for Adults into college . . .)
Orientation for Running Start students	Enhance high school outreach

- The IR&P office averaged the employee rankings of college performance in meeting each Core Theme Objective. Cabinet made an overall mission fulfillment decision based on average scores for each of the Core Theme Objectives.
- The IR&P office compiled the Mission Fulfillment 2018 Monitoring Report, which contained the summary of employee feedback, Cabinet adopted Next Steps, an overview of how funds are allocated to support the Next Steps and a mission fulfillment determination (see Appendix S).
- On June 7, 2018, The Board of Trustees adopted the Mission Fulfillment 2018 Monitoring Report (see Appendix S).
- In the spring of 2018, college employees engaged in a collaborative process to review and update the Core Theme Indicators the college would use in the 2018-19 academic year. Based on Board of Trustee feedback, the college changed the presentation of the indicators (see Appendix Q).

Department Evaluation Process.
- In the summer and fall of 2017, all service departments within the college (e.g., financial aid, bookstore, library, etc.) aligned their work with up to three Core Theme Objectives (see Appendix T). Each department also set performance goals, established department indicators for measuring the effectiveness of the department's work, and set performance targets (see Appendix U). Departments were responsible for collecting their own department indicator data.
- At the Winter 2018 In-service, the departments discussed, summarized, and interpreted their department indicator data with their peers, determined next steps for the department to take in the upcoming year, and used the information to inform the development of a budget request (see Appendix V). Department evaluations informed planning and practices that supported enhancement of student learning and improved department performance (see Appendix W).

- At the end of the academic year, the service departments reported their primary accomplishments from the prior year, including progress on next steps that emerged from the planning process. Additionally, each department updated its goals and indicators for the upcoming year based on evaluation results from the current year and the institutional Next Steps adopted by Cabinet (see Appendix X).
- Cabinet members who oversee multiple departments developed a 2018-19 Work Plan that encompassed key work done by departments led by that Cabinet member and the institutional Next Steps adopted by Cabinet. For instance, the 2018-19 Work Plan of the Transitional Studies Dean includes tasks for implementing some of the institutional Next Steps informed by general education outcomes assessment (see highlights below and Appendix Y).

Recommendation based on Gen. Ed. Assessment	Institutional Next Step(s)	Person/Group Responsible and Task
I-BEST courses with multiple programs	Continue Guided Pathways work (accelerated learning, transition from Basic Education for Adults into college . . .)	Dean of Transitional Studies: Increase I-BEST programs offerings, accelerated learning, and co-enrollment
CSS is another great connecting course for multiple disciplines	Continue Guided Pathways work (accelerated learning, transition from Basic Education for Adults into college . . .)	Dean of Transitional Studies: Increase I-BEST programs offerings, accelerated learning, and co-enrollment
Orientation for Running Start students	Enhance high school outreach	

Budget Development Process
- The college updated the charter of a previously inactive committee called the "Budget Review Task Force" (see Appendix Z).
- During Winter 2018 In-Service, service departments could use the results from their department indicator data to inform the development of a department budget request. Faculty were also able to use assessment of student learning data to influence the creation of their budgets requests (see Appendices N and V).
- Instructional deans and the Dean of Student Services received budget requests from their respective departments, analyzed the requests, refined the requests by accepting and rejecting portions of the requests, identified alternate fund sources that could support some of the requests (e.g., fee accounts, grant funds, etc.) and submitted a combined budget request representing all the programs and departments they lead. They sorted budget requests into requests for one-time funds and requests for permanent budgetary increases. The deans also indicated which requests were informed by assessment of student learning (see Appendix AA). Examples of assessment results informing budget requests that were funded include the following:
  o Purchase of a cut-away engine trainer for the Automotive Program
  o Purchase of anatomy models for the STEM tutoring center for the Biology Department
  o Purchase of iPads for a music class
  o Stipends to pay adjunct faculty to participate in norming sessions for the English Department
  o Professional development for faculty in the Chemistry and Math Departments

- o   Avionics upgrades to airplanes in the Aviation Flight Program
- o   Purchase of additional textbooks for Business Program students to study
- The Vice President of Finance and Administration compiled all budget requests into one spreadsheet and convened the Budget Review Task Force (BRTF) with faculty, staff, and student representation. The BRTF reviewed and ranked the requests for permanent and one-time increases.
- The president, in consultation with the vice presidents, determined which requests to fund with one-time monies. Due to budget constraints, no permanent requests were funded (see Appendix BB).
- The Vice President of Finance and Administration finalized a 2018-19 Budget, and the Board of Trustees adopted the budget during their June 7, 2018 meeting.

Strategic Plan Development & Implementation
- Cabinet adopted three strategic priorities during a retreat in Aug. 2017. The priorities guided planning and budgeting decisions throughout the year, recognized existing strategic efforts, and formed the basis for a comprehensive strategic plan (see Appendix C).
- College employees completed the Institutional Capacity Assessment Tool (ICAT) in October 2017 and discussed the results in December 2017. The survey results and employee interpretations influenced the development of the strategic plan (see Appendix CC).
- In November 2017, the college formally adopted two standing committees to support the implementation of its strategic work. The first was a Data Committee to focus on work related to generating and interpreting institutional data. The second was the Strategic Priorities Committee, which was composed of work groups tasked with writing and implementing elements of the strategic plan (see Appendix Z).
- Throughout the academic year, the work groups of the Strategic Priorities Committee were engaged in activities to advance the college's strategic efforts. The work groups are the means whereby the college accomplishes much of its strategic work, especially cross-department work.
- College employees engaged in a process of developing a strategic plan over the course of the academic year. Major activities in completing the strategic planning work included defining each of the three institutional priorities, setting strategic goals and developing a list of implementation strategies for each priority.
- The Vice President of Learning & Student Success led efforts to write the final strategic plan, which is intended to last through the duration of the current accreditation cycle.
- In May 2018, the Strategic Priorities Committee met to identify accomplishments from the current year, determine what work groups were needed the following year, and make assignments to work groups based on work accomplished in the current year and institutional Next Steps (see Appendix DD). The Strategic Plan and institutional Next Steps drove the assignments for the work groups. For instance, one of the Next Steps that was informed by general education outcomes assessment resulted in an assignment to a work group, as shown in the highlighted text below.

Recommendation based on Gen. Ed. Assessment	Institutional Next Step(s)	Person/Group Responsible and Task
I-BEST courses with multiple programs	Continue Guided Pathways work (accelerated learning, transition from Basic Education for Adults into college . . .)	Dean of Transitional Studies: Increase I-BEST programs offerings, accelerated learning, and co-enrollment

CSS is another great connecting course for multiple disciplines	Continue Guided Pathways work (accelerated learning, transition from Basic Education for Adults into college . . .)	Dean of Transitional Studies: Increase I-BEST programs offerings, accelerated learning, and co-enrollment
Orientation for Running Start (RS) students	Enhance high school outreach	High School Relations group: Orientation, navigation onboarding of new RS students and parents

- The Board of Trustees adopted the 2017-2020 Strategic Plan during their June 7, 2018 meeting (see Appendix EE).

Concluding Statement

As the narrative of this report explains and the evidence in the appendices verifies, BBCC has fully complied with Recommendation 2 by the fall of 2018 as requested in the letter from the Commission dated July 18, 2017 and is in full compliance with the Standards 4.B.2 and 4.A.3, which are cited in the recommendation.