



# Evaluation of Institutional Effectiveness (EIE) Report



August 7, 2020

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## Institutional Overview

[Big Bend Community College \(BBCC\)](#) is a comprehensive public community college that was officially chartered in 1961 and held its first classes in [Moses Lake](#) in the fall of 1962. BBCC serves a diverse and rurally isolated population of approximately 120,000 in central Washington State. The district encompasses a 4,600 square-mile area that includes all of [Grant](#), [Adams](#), and a portion of [Lincoln](#) counties. BBCC's [Campus](#) is located in the City of [Moses Lake](#) (pop. 24,009) in Grant County, situated on the former [Larson Air Force Base](#). In addition to the central campus, BBCC has learning centers in seven outlying communities that provide adult basic education, high school completion, and English Language Learning programs as gateways to college.

### Service District Economy

Economic growth and a population boom stemmed from the construction of the [Grand Coulee Dam](#), completed in 1942. The Dam brought irrigated farmland and cheap electricity, which has supported economic development in agriculture and manufacturing (including food processing) to the present day. Currently, seventy-two percent (72%) of all employment in the BBCC service district falls within five economic sectors: agriculture, local government, manufacturing, retail trade, and health services. The primary economic backbone is agriculture, however, with agriculture and agriculturally related employment accounting for more than one-third of regional employment. Other industries such as data centers, aerospace technology, and manufacturing of durable goods have contributed to community growth and an increasingly diverse economy. Key economic development organizations include the [Port of Moses Lake](#), [Grant County Economic Development Council \(EDC\)](#), and the [Adams County Development Council \(ACDC\)](#).

### BBCC Programs and History

BBCC has developed academic programs that meet the needs of the businesses, people, and communities of its service district and the state. Programs such as welding, commercial truck driving, agriculture, mechatronics, and industrial systems technology produce skilled graduates needed in the agriculture and manufacturing industries. Other key programs that meet local employment demands include nursing, medical assisting, business, computer science, and early childhood education. Two of BBCC's signature programs are the aviation maintenance and aviation flight programs, which utilize the Grant County International Airport located adjacent to the College. The airport boasts large runways, which were needed for the B-17 and B-52 bombers that operated from the base when it was active. Students from across the state and around the world enroll in the BBCC aviation programs.

### Service District Demographics

After the Grand Coulee Dam was completed and as irrigation canals brought water to the region, many people immigrated to the area attracted by cheap land with available irrigation. Today the region is home to a diverse population with familial roots from across the United States, western Canada, Russia, Ukraine, and Mexico. As illustrated in Table 1, individuals of Hispanic descent comprise a large percentage of the population. The population in the BBCC service district is younger, more diverse, has a lower median income, and lower levels of education than both the Washington State and national averages.

### BBCC Student Demographics

1. BBCC student demographics reflect the communities served by the College. In 2018-2019, BBCC served 4,197 students in credit-bearing and non-credit-bearing classes, representing 2,000 FTEs (full-time equivalencies). Academic-transfer students made up 46% of the total population, while 29% were in workforce education, 13% were in Adult Basic Skills, and 11% were enrolled

in non-credit training. Over 73% of students were first-generation college students whose parents did not have a baccalaureate degree. Financial aid of some type supports 64% of BBCC students. As a result of the high percentage of families in poverty and high percentage of Hispanic students, BBCC has qualified as a US Department of Education designated [Hispanic Serving Institution \(HSI\)](#) since 2010. Many of BBCC's strategic efforts during the current accreditation cycle have focused on providing supports and services to first-generation and economically disadvantaged students, with a particular focus on Hispanic students.

**Table 1: Regional Demographics**

Characteristic	BBCC District 2018 update	Wash State 2018 Update	National 2018 update
Population <age 18 years	<b>30.2%</b>	22.4%	22.4%
Median family income	<b>\$53,986</b>	\$70,116	\$60,293
Poverty level	<b>13.2%</b>	10.3%	11.8%
Hispanic	<b>45.9%</b>	12.9%	18.3%
White	<b>50%</b>	68%	60%
All persons of color	<b>50%</b>	32%	39.6%
Speak a language other than English at home	<b>39.6%</b>	19.4%	21.5%
Speak Spanish at home	<b>37%</b>	8.4%	13.2%
Adults with BA or higher	<b>16.9%</b>	35.3%	31.5%

**Table 2: Student Population**

Population Size by Intention	BBCC
Total student population	4,197
Percent receiving any grant aid	65.9%
Hispanic	40%
Under 25 years	64%
25 years and older	36%
Median age	21 years
Male/Female	50%/50%
First Generation	73%

BBCC is fully committed to the role of a comprehensive community college and seeks to provide higher education programs and services needed by the communities and population within its service district.



## Basic Institutional Data Form

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Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

### Institutional Information

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**Name of Institution:** Big Bend Community College

Mailing Address: 7662 Chanute St NE

City: Moses Lake

State/Province: WA

Zip/Postal Code: 98837-3299

Main Phone Number: 509-793-2222

Country: United States of America

#### Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.

First Name: Sara

Last Name: Thompson Tweedy

Position (President, etc.): President

Phone: 509-793-2000

Fax: 833-903-2329

Email: sarat@bigbend.edu

#### Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Ms.

First Name: Valerie

Last Name: Parton

Position (President, etc.): Dean

Phone: 509-793-2371

Fax: 833-903-2329

Email: valeriep@bigbend.edu

#### Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Ms.

First Name: Linda

Last Name: Schoonmaker

Position (President, etc.): Vice President

Phone: 509-793-2002

Fax: 833-903-2329

Email: lindas@bigbend.edu

## Institutional Demographics

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### Institutional Type *(Choose all that apply)*

☒

Comprehensive

☐

Specialized

☐

Health-Centered

☐

Religious-Based

☐

Native/Tribal

☐

Other (specify): \_\_\_\_\_

### Degree Levels *(Choose all that apply)*

☒

Associate

☐

Baccalaureate

☐

Master

☐

Doctorate

☐

If part of a multi-institution system,  
name of system): \_\_\_\_\_

### Calendar Plan *(Choose one that applies)*

☐

Semester

☒

Quarter

☐

4-1-4

☐

Trimester

☐

Other (specify): \_\_\_\_\_

### Institutional Control *(Choose all that apply)*

☐

City

☐

County

☒

State

☐

Federal

☐

Tribal

☒

Public

OR

☐

Private/Independent

☒

Non-Profit

OR

☐

For-Profit

**Students** (all locations)

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: IPEDS)

**Official Fall: 650.93** (most recent year) FTE Student Enrollments

Classification	Current Year: <u>2018-19</u>	One Year Prior: <u>2017-18</u>	Two Years Prior: <u>2016-17</u>
Undergraduate	1983.93	1948.23	2025.18
Graduate			
Professional			
Unclassified			
Total all levels	1983.93	1948.23	2025.18

**Full-Time *Unduplicated* Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall 2019: 2518** (most recent year) Student Headcount Enrollments

Classification	Current Year: <u>2018-19</u>	One Year Prior: <u>2017-18</u>	Two Years Prior: <u>2016-17</u>
Undergraduate	3609	3489	3594
Graduate			
Professional			
Unclassified			
Total all levels	3609	3489	3594

**Faculty** (all locations)

130 Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff

52\_ Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree

Earned Include only professional personnel who are primarily assigned to instruction or research.

**Total Number:** 52 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	52	78	9	11	30	64	0	16
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								



**Faculty** (all locations)

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$70,929.99	9.2448
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

# Institutional Finances

**Financial Information.** Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- [Statement of Cash Flows](#) - On page 17 for 2017 and pages 22-23 for 2018 and 2019.
- [Balance Sheet](#) – The ‘balance sheet’ (now called the statement of net position) is on pages 15-16 for 2017 and pages 20-21 for 2018 and 2019.
- [Operating Budget](#)
- [Capital Budget](#)
- [Projections of Non-Tuition Revenue](#)

# New Degree / Certificate Programs

## Substantive Changes

Substantive changes including degree or certificate programs planned for 2020\_– 2021\_(YYYY-YYYY) approved by the institution’s governing body. If NONE, so indicate. *(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)*

*\* This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
None			

### Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered.  
(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- ☐ **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- ☐ **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- ☐ **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- ☐ **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

### Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
SkillSource	309 E 5 <sup>th</sup> Ave., Suite b	Moses Lake, WA 98837	Manufacturing Clerk	15	62	1

## Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

*\* This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Online	N/A	Associate	Arts and Science - Direct Transfer Agreement	1018	N/A, Online	
Online	N/A	Associate Applied Science-Transfer	Criminal Justice	0	N/A, Online	
Online	N/A	Associate	Computer Science	12	N/A, Online	
Online	N/A	Associate	Pre-Nursing DTA/MRP	1	N/A, Online	



### Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- ☐ **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- ☐ **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- ☐ **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- ☐ **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

### Programs and Academic Credit Offered at Sites Outside the United States

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

## Preface

BBCC has experienced significant positive changes since it submitted its last comprehensive report to the Commission in 2012.

### Leadership & Staffing Changes

Dr. Terrence Leas started at BBCC shortly before the 2012 visit and has led the College for nearly the entire accreditation cycle. During his tenure, Dr. Leas has challenged the College to be more student ready.” Many of the college’s actions during the past year have helped meet that charge. Dr. Sara Thompson Tweedy begins her tenure as BBCC’s new president on August 17, 2020. Three of the five Board of Trustee members have served continuously since 2012, with one serving since 2014 and another serving since 2017. Cabinet-level positions have changed significantly with only five out of 14 individuals in the same positions they held in 2012. Six of the former Cabinet members retired while three accepted positions elsewhere. Three current Cabinet members were working at BBCC in 2012 but in different positions. The College overall saw [significant turnover](#) among employees of all types especially since 2015. In 2015-17 the primary reason for separations was retirement while the primary reason in 2018 and 2019 was securing another job. Of the 52 full-time faculty members, 20 were at the College in 2012. The employee turnover affected college culture and created stresses after some long-standing employees left the College, taking valuable institutional and process knowledge with them. On the other hand, new faculty, staff, and administrators have brought fresh ideas and perspectives that have helped the College address many of its challenges. Employee turnover was one of the motivating factors for an emerging focus over the past few years to improve the employee experience and campus climate.

### Budget Changes

During the Great Recession, Washington State significantly reduced funding to community colleges. To illustrate, in 2007-08, state funding accounted for 71% of BBCC’s budget. That percentage declined steadily over the next four years. During the current accreditation cycle, state funding has averaged 58% of BBCC’s budget. However, due to steady growth in dual enrollment students in the Running Start program, BBCC has received dual enrollment contract funding that has replaced the lost state funds. These changes have pushed the College to increasingly rely on dual enrollment students and to depend on grant funds to support innovative practices. BBCC has built up and maintained healthy financial reserves, which enabled the College to support an expansion of the Workforce Education Center and face the disruptions caused by COVID-19 without having to resort immediately to layoffs or furloughs.

### Planning Changes

BBCC has undergone several institutional planning changes during the current accreditation cycle. In 2012, the College was operating under the [2008-2013 Academic Master Plan](#), which served as the college’s strategic plan. In 2013, BBCC revised its mission, core themes, objectives, and indicators. In 2014, the College developed the [2014-2019 Academic Master Plan](#). Then in 2017-18, BBCC undertook an extensive revision of its indicators and developed the [2017-2020 Strategic Plan](#). A positive outcome is that institutional planning has become a more participatory process and shifted from an input-focused to an outcome and output-focused process.

### Additional Influences on Planning & Strategic Actions

Three additional efforts have had a major influence on College planning – grants, membership in Achieving the Dream (ATD), and participation in Guided Pathways efforts. BBCC aggressively pursued and landed federal grants over the past eight years. Most were Title V and III grants for Hispanic Serving

Institutions. Grant objectives often influenced or supported college-wide strategic efforts. Key grants BBCC received during the current accreditation cycle are:

- 2010-2015 Individual Title V Grant
- 2011-2016 Title III STEM Grant
- 2014-2019 Collaborative Title V Grant
- 2015-2020 Individual Title V Grant
- 2015-2018 Working Student Success Network (WSSN) grant
- 2016-2021 Title III STEM Grant
- 2019-2022 NSF ATE Grant

BBCC rejoined the [Achieving the Dream](#) (ATD) network in 2015. ATD is a national organization and network of community colleges focused on addressing inequities in higher education to increase social and economic mobility for students. BBCC had previously been a member of ATD until 2012. BBCC's initial membership in ATD led to the focus on academic advising – a primary college focus during the current accreditation cycle. BBCC's membership led to the organization of the Data Committee, significant faculty and staff professional development, the College securing the Working Student Success Network grant, and a renewed focus on addressing questions of equity. In 2018, BBCC received the designation of an ATD Leader College. In 2020, BBCC decided not to renew its membership in ATD due to budgetary concerns resulting from COVID-19.

BBCC also participated in Guided Pathways efforts sponsored by the Washington State Board for Community and Technical Colleges (SBCTC). Over the past few years, Guided Pathways has become a strategic focus for the SBCTC. BBCC has participated in a variety of Guided Pathways meetings and activities sponsored by the SBCTC and leveraged federal grant resources and projects to implement many Guided Pathways related strategies.

### **Academic Programs**

BBCC has added or expanded programs in Criminal Justice, Agriculture, Computer Science, Manufacturing, Simulation, Mechatronics, and Unmanned Aerial Systems during the current accreditation cycle. In addition, the College has developed an Emporium Math program that has contributed to significant growth in college-level math enrollments. Most of the program growth and development was funded by federal grants. The combined effect of these program changes has been a significant expansion of BBCC's capacity in STEM (Science, Technology, Engineering, and Math) fields. BBCC has experienced growing demands for graduates in STEM fields and anticipates that such demand will continue.

### **Services to Students**

During the current accreditation cycle, BBCC significantly expanded its services to students. Specifically, the College has added a Testing Center, STEM Center, Career Services Center, and Food Pantry. In addition, the Workforce Education Services (WES) department, which provides targeted financial aid and case management support for students pursuing workforce education degrees, grown considerably. BBCC has also increased academic advising, revamped its new student intake and orientation processes, expanded its athletic teams, and adapted most services to a virtual delivery. Most of these efforts were initiated with federal grants. BBCC views the expansion of services and engagement opportunities as key strategies for serving first-generation college students and closing achievement gaps between different student populations.

**Enrollment**

BBCC's enrollment has followed statewide and national trends reaching an all-time high in the 2015-16 academic year, declining for the next two years, and then recently starting to increase again. A more detailed examination of enrollment shows some worrisome trends. State-funded enrollments (adult students enrolled in college credit-bearing courses) have continued to decline since 2016. However, BBCC has experienced exponential enrollment growth in high school dual enrollment programs. Funding for students in dual enrollment is not as great as the funding the College receives for state funded enrollments; it has however been sufficient to help the College maintain a sound financial footing. BBCC has prioritized efforts to maintain enrollment from dual enrollment programs as well as growing state-funded enrollments. The expansion of athletic teams, an effort to expand evening and online offerings, as well as preparations to launch the college's first Bachelor of Applied Science (BAS) program, are all efforts to meet the needs of working adults and grow state-funded enrollments.

**Facilities & Infrastructure Changes**

Since 2012, BBCC has completed multiple facility renovation projects, which becomes increasingly important as the Cold War-era facilities of the former Air Force base age. The largest capital project has been the construction of a new Workforce Education Center housing most workforce education programs and a new facility to house the Aviation Maintenance Technician Program. BBCC has also worked to expand its computer network infrastructure with a recent emphasis on expanding wireless internet access and improving data security.

**Response to topics previously requested by the Commission**

BBCC does not currently have any unresolved recommendations from the Northwest Commission on Colleges and Universities.



# Student Success and Institutional Mission and Effectiveness

## Standard 1.A. *Mission*

**1.A.1** The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

The current mission statement for Big Bend Community College is

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

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The BBCC mission statement reflects a focus the College places on learning in all phases of a person's life. As a comprehensive community college, BBCC offers myriad learning opportunities to the residents of its service district. These learning opportunities include university transfer, preparation to enter the workforce, high school completion, English as Second Language, customized training for the workplace, and community education. Additionally, the mission statement articulates the means by which the College supports learning by engaging the community, providing learning opportunities that are relevant to and needed by residents of its service district, providing excellent teaching and learning opportunities in the delivery of its educational services, and maintaining a laser-like focus on supporting the success of its students. For BBCC, student success means that students achieve their educational goals.

BBCC has adopted three core themes which are each subsets of the broader mission and are mentioned in the mission statement

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

Each of the three core themes is further defined by ten supporting objectives that provide college staff direction in their efforts to achieve each core theme. Each objective is an aspirational statement describing what BBCC would be doing if it were fully meeting that objective. Objectives are measured through the use of indicators. Each indicator describes a set of qualitative or quantitative data the College uses to measure its success in meeting each Objective, the Core Themes, and overall Mission. Together, the Core Themes, Objectives, and Indicators establish a framework for planning, decision making, resource allocation, and assessing institutional effectiveness. The Core Themes with their supporting Objectives are

### *Student Success*

- 1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students.
- 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.

### *Excellence in Teaching & Learning*

- 2.1 BBCC implements innovation and creativity in programs and services.
- 2.2 BBCC helps students attain high academic and industry standards.
- 2.3 BBCC supports professional development for faculty and staff.

### Community Engagement

- 3.1 BBCC works with community and industry partners to support economic development.
- 3.2 BBCC works with K-12 & university partners to provide educational opportunities.
- 3.3 BBCC practices responsible use of resources, including fiscal and natural resources.
- 3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community.

## Core Themes

**Core Theme Title & Description:** *Student Success* – BBCC provides access to programs and services that meet the needs of our service district.

Student success is at the heart of BBCC's mission. For students to succeed at BBCC, the College needs to offer the academic programs and support services necessary for people living within the



college's service district. However, simply offering programs and services is not enough. The content of programs require appropriate rigor and focus to prepare students for further education or employment after graduating. Further, the services BBCC provides need to be effective in helping students succeed in individual classes as well as entire programs of study. Students expect to leave BBCC with the preparation necessary for their next step, whether that is to transfer to a four-year institution or to enter the job market. Finally, BBCC is fully meeting the student success core theme of its mission when the college's instruction and support services yield equitable results for all students and there is no achievement gap between groups of students based on differences such as ethnicity, gender, or age.

The Student Success Core Theme guides many college activities, including the development of an annual schedule, expanding and improving services for evening and online students, marketing and outreach, comprehensive professional and academic advising services, providing proactive and comprehensive supports to students, revising the new student intake process, providing case management support for students, launching new programs and services, and improving the transition into college-level classes for students in Basic Education for Adults programs.

**Table 3: Student Success Objectives, Indicators & their Rationale**

<i>Objective 1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students</i>	
1.1a Student satisfaction with services used	Quantitative Indicator If students indicate satisfaction with specific services, they are most likely using the service and it has helped them as they strive to accomplish their educational goals. Student satisfaction is a leading indicator of student retention and persistence.
1.1b Total student FTE (Full-Time Equivalent)	Quantitative Indicator

	If BBCC is offering programs and services that meet the needs of the residents of its service district, they will enroll at the College and contribute to stable enrollment.
1.1c Enrollment by modality	Quantitative Indicator To serve the needs of a dispersed population in a geographically large service district, BBCC needs to use a variety of instructional methods and tools. Strong enrollment in different instructional modalities reflects the ability of the College to meet a diverse array of learning needs.
<i>Objective 1.2 Use of services correlates with success, retention, and completion</i>	
1.2a Course success rates based on use of services	Quantitative Indicator If services such as tutoring are effective, students using them are likely to pass their classes, hopefully at the same or higher rate as students who do not use the services. (Course success is defined as 2.0 or higher grade in the course.)
1.2b Retention based on use of services	Quantitative Indicator Students are likely to continue their collegiate studies, complete courses, and progress towards their educational goal when tutoring services are effective.
1.2c Completion based on use of services	Quantitative Indicator Students are likely to complete their programs of study and earn a certificate or degree when tutoring services are effective.
<i>Objective 1.3 Students are prepared to graduate and to transfer or to seek employment</i>	
1.3a IPEDS graduation & transfer rates	Quantitative Indicator The rate of students graduating and transferring will increase and achievement gaps between different student groups will decrease when BBCC is effective in supporting student success.
1.3b New Transfer & Workforce student retention <ul style="list-style-type: none"> <li>• Fall-to-winter</li> <li>• Fall-to-spring</li> <li>• Fall-to-fall</li> </ul>	Quantitative Indicator High term-to-term and year-to-year retention rates indicate BBCC's success in helping meet student needs so they can stay enrolled until they complete their programs of study.
1.3c SAI progression & completion <ul style="list-style-type: none"> <li>• ABE transition to college</li> <li>• 1st 15 credits</li> <li>• 1st 30 credits</li> <li>• 1st 45 credits</li> <li>• Retention</li> <li>• Completion</li> </ul>	Quantitative Indicator Within the SAI (Student Achievement Initiative) model, colleges earn points for each student who reaches one of the achievement benchmarks. High percentages of students meeting each of the benchmarks demonstrate BBCC's success in helping students persist and complete their programs of study.
1.3d Gap between A/W and HUG in course success rate in first quarter	Quantitative Indicator A thorough review of BBCC student transcripts showed that student success in courses during their first quarter of enrollment is a key indicator of future success. As a federally designated Hispanic Serving Institution (HSI), BBCC serves a large percentage of Hispanic students,

	<p>who are disproportionately first-generation college students and economically disadvantaged. Many of BBCC's recent strategic efforts strive to produce equitable course success rates for Asian and white (A/W) students and students from Historically Underrepresented Groups (HUG), which are predominantly Hispanic.</p> <p>Course success rates are a key indicator for BBCC's strategic effort to reduce achievement gaps by meeting the educational needs of each student regardless of background and are a leading indicator of student retention and persistence. (Course success is defined as 2.0 or higher grade in the course.)</p>
1.3e Former student survey responses about employment	<p>Qualitative Indicator</p> <p>A high percentage of former students indicating that they were able to find employment in their area of study and apply the skills they learned at BBCC demonstrates the college's success in teaching relevant workplace skills, maintaining a rigorous and relevant curriculum, and preparing students to succeed in the workplace.</p>

**Core Theme Title & Description:** *Excellence in Teaching and Learning* – BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.



BBCC recognizes the importance of continuously striving for excellence in teaching and learning in order to deliver a quality education. The Excellence in Teaching & Learning Core Theme focuses on delivering innovative and successful programs,

both inside and outside the classroom, to help students achieve high academic standards. BBCC cannot effectively support student success unless college employees regularly participate in learning how to improve delivery of instruction and services. Through ongoing professional development and continuous improvement efforts, the College can maintain high academic standards and meet the individual needs of diverse students.

Efforts guided by the Excellence in Teaching & Learning Core Theme include expanding student engagement, providing accelerated learning in English and math, supporting employee professional development, conducting assessment of student learning, applying Departmental Workplans, and improving student success in different course modalities.



**Table 4: Excellence in Teaching & Learning Objectives, Indicators & their Rationale**

<i>Objective 2.1 BBCC implements innovation and creativity in programs and services</i>	
2.1a Student engagement in co-curricular activities	Quantitative Indicator Students engaged in college-sponsored activities are more likely to persist and complete than those who do not. Student engagement is a leading indicator for student persistence and completion
2.1b Innovative strategies supporting strategic priorities <ul style="list-style-type: none"> <li>• Students developed academic plan with help from college staff</li> <li>• Students satisfied with advising</li> <li>• Students earning ENGL 101 credit in accelerated English</li> <li>• Students from accelerated English class succeeding in ENGL 102 &amp; ENGL 235</li> </ul>	Quantitative Indicator Providing quality academic advising is essential for helping first-generation college students succeed. The sooner students successfully complete college-level math and English classes, the more likely they are to persist and succeed. This is a leading indicator for student persistence.
2.1c Course level assessment	Qualitative Indicator Continuous improvement efforts within courses are driven by course level assessment. This indicator highlights how BBCC faculty are using course level assessment to make innovative and creative improvements to instruction at the course level.
2.1d Department evaluation	Qualitative Indicator Continuous improvement efforts within college departments are driven by a self-evaluation process. This indicator highlights how BBCC staff are using Departmental Workplans to make innovative and creative improvements to college services.
<i>Objective 2.2 BBCC helps students attain high academic standards</i>	
2.2a External certification rates	Quantitative Indicator BBCC's workforce education programs must constantly adapt to meet the changing demands of the workplace. Evidence of their success is reflected in the percentage of their students who pass industry certification exams required of individuals to work in a given industry.
2.2b Course success rate	Quantitative Indicator Student success in a course reflects the quality of instruction, support services, and infrastructure used to deliver the course. Course success rates also indicates the success of the College in helping diverse students attain course learning outcomes using various course delivery modalities and is a leading indicator for student retention and completion. (Course success is defined as 2.0 or higher grade in the course.)
2.2c Gen Ed assessment	Qualitative Indicator BBCC institutional outcomes articulate learning that happens in all academic programs across the College and forms a core of BBCC's

	general education curriculum. If students are successful in meeting learning outcomes, BBCC is preparing them to actively participate in and contribute to the larger society.
2.2d Program assessment	Qualitative Indicator Continuous improvement efforts within programs are driven by program level assessment. This indicator highlights how BBCC faculty are using program level assessment to make innovative and creative improvements to instruction at the program level.
<i>Objective 2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes</i>	
2.3a Employee responses indicate likelihood of changing practices as a result of training	Quantitative Indicator Professional development is only beneficial if participants actually apply the information they learned through the professional development experience. Therefore, professional development also must be relevant to employee's job responsibilities to successfully apply what they learned. This indicator shows the work relevancy of college-sponsored professional development for BBCC employees.
2.3b Employees' training participation rates	Quantitative Indicator Implementation of innovative changes often requires broad participation and engagement by employees. BBCC will be most effective at supporting innovative changes if employee participation rates in strategically important professional development is high.
2.3c Professional development offerings related to strategic goals and priorities	Qualitative Indicator With limited financial and human resources, BBCC needs to be selective in what professional development activities it offers and promotes to employees. By aligning college-sponsored professional development with strategic goals and priorities, the College ensures that professional development resources are focused on key strategic efforts.

**Core Theme Title & Description:** *Community Engagement* – BBCC supports economic development nurtures community and industry partnerships, and acts as a responsible steward of resources.

BBCC recognizes the critical role it plays as the only higher education entity based within the college's service district. In order to fulfill its mission, BBCC must actively engage and develop strong partnerships with key organizations, including school districts, universities, economic development organizations, state agencies, businesses and industries. Furthermore, the College must cultivate a vibrant and inclusive campus community. To effectively support student success and provide students with excellent instruction and services, college employees must feel



valued and engaged. To engage meaningfully with external communities while also sustaining a strong internal community, the College must be a responsible steward of its financial and physical resources.

The Community Engagement Core Theme guides a variety of college activities, including the strategic development of new programs and services to meet community needs; efforts to grow and sustain dual enrollment programs, high school relations, and university partnerships; fiscal management, advancement, facility remodeling and new construction; safety, network infrastructure, industry training and community education; and efforts to improve internal communication, build campus community, and develop internal leadership.

**Table 5: Community Engagement Objectives, Indicators & their Rationale**

<i>Objective 3.1 BBCC works with community and industry partners to support economic development</i>	
3.1a Alignment of economic sectors with BBCC services	<p>Qualitative Indicator</p> <p>To support local economic development, the College must offer academic programs and specialized services that will support the primary economic sectors within the service district. Showing the degree of alignment of BBCC academic and service offerings with the primary sectors of the local economy highlights areas where the College may need to adjust its offerings.</p>
<i>3.2 BBCC works with K-12 &amp; university partners to provide educational opportunities</i>	
3.2a Transfer rate based on National Clearinghouse data	<p>Quantitative Indicator</p> <p>A high transfer rate indicates BBCC is effective in working with partner universities to support the seamless transfer of students from one institution to the other.</p>
3.2b Percent of local high school grads attending BBCC	<p>Quantitative Indicator</p> <p>Current and recent high school graduates comprise a large and growing segment of the BBCC student body. BBCC must develop and maintain strong relationships with staff, parents, and students in feeder school districts to consistently attract high school graduates to BBCC. The College monitors the percentage of college-bound graduates coming to BBCC versus other institutions of higher education in an effort to maintain and grow its market share.</p>
3.2c Running Start and College in the High School enrollments	<p>Quantitative Indicator</p> <p>Growth in dual enrollment surged during the past eight years and in the past four years has been the only area of enrollment growth for the College. Enrollment in dual enrollment programs shows the effectiveness of BBCC in partnering with feeder school districts and offering dual enrollment programs attractive to local high school students and their families.</p>
<i>Objective 3.3 BBCC practices responsible use of resources, including fiscal and natural resources</i>	
3.3a Clean financial audits	<p>Qualitative Indicator</p> <p>BBCC prides itself in the quality of its financial management and recognizes the crucial importance of managing public funds in a transparent, legal, and ethical manner. Clean financial audits illustrate appropriate management of its financial resources and cultivate public confidence.</p>

3.3b Reduce energy use intensity 5% from 201.235 EUI kBtu/ft <sup>2</sup>	Quantitative Indicator The College seeks to be an eco-friendly institution by reducing its carbon footprint. This indicator demonstrates the effectiveness of the College in responsibly managing physical infrastructure to reduce energy consumption.
3.3c Clean Clery Audits	Quantitative Indicator BBCC desires to have a safe campus free from physical violence and crime. By tracking all Clery incidents, the College can clearly recognize areas where safety and security incidents need to be eliminated.
<i>Objective 3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community</i>	
3.4a BBCC provides a classroom environment where students feel safe to express their opinions	Quantitative Indicator BBCC aspires to maintain a campus environment where students feel physically, emotionally, and intellectually safe. Students' comfort in expressing their opinions, even if they are contrary to the opinions of other students or their instructors, is indicative of the extent to which the College has created a safe and inclusive atmosphere.
3.4b Full-time employee turnover rate	Quantitative Indicator Low employee turnover rates are associated with high employee morale and an inclusive organizational culture.
3.4c Number of Safety Reported Incidents	Quantitative Indicator BBCC strives to have a campus that is physically safe and a culture that supports employees in reporting safety incidents. This indicator helps the College address both areas of concern and areas of strength.
3.4e Diversity of candidate pool (gender, race/ethnicity)	Quantitative Indicator Students are more likely to succeed if they have access to role models and mentors who come from similar backgrounds and look like them. BBCC aspires to diversify its employee ranks to provide a diverse student population inclusive, relatable relationship opportunities and create an inclusive campus community overall.
3.4f Employee exit survey – BBCC is recommended as a good place to work?	Quantitative Indicator Former employees who are happy with their previous employer are likely to recommend their former place of employment as a good place to work. This indicator helps BBCC monitor its progress in developing and sustaining an inclusive and supportive environment for employees.
3.4g New employees follow-up survey	Qualitative Indicator The experience of individuals when they are first employed within an organization can influence their attitude towards their employer, their long-term productivity, and the overall campus culture. BBCC aspires to implement a strong onboarding process for new employees by giving them a positive start within the organization, identifying concerns early, addressing issues promptly, and making process improvements for the benefit of future employees.

3.4h Community members indicate BBCC provided a respectful and collaborative environment	Quantitative Indicator In addition to the enrolled students on campus, BBCC hosts many community events, groups, and activities. The College strives to provide a setting that is welcoming to the many visitors and community members who visit campus.
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## Standard 1.B. Improving Institutional Effectiveness

*1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.*

### Planning Process

BBCC engages in an ongoing planning process to assess institutional effectiveness. The planning process is driven by the college's Core Themes, Objectives, and all continuous improvement efforts at both an institutional and department level are aligned with the Core Themes and Objectives. Indicators identify the data the College collects to measure the success of its efforts and guide planning for future actions. BBCC's planning process is comprised of a series of guiding documents as well as an annual planning process.

BBCC has several multi-year planning documents that provide guidance for fulfilling the college's mission. The [Strategic Plan](#), formerly called the Academic Master Plan (AMP), is a multi-year plan of action that articulates priorities and implementation strategies for achieving those priorities. The Core Themes and Objectives informed the development of the current [2017-2020 Strategic Plan](#) and key Indicators show progress towards the strategic goals within the Strategic Plan. Implementation strategies described in the Strategic Plan are aligned with the Objectives and help the College achieve them. During the current accreditation cycle, BBCC has had three different strategic plans ([2008-2013 Academic Master Plan](#), [2014-2019 Academic Master Plan](#), [2017-2020 Strategic Plan](#)). The Strategic Plan is supported by a series of other multi-year plans that provide additional detail and direction for specific efforts. The current supporting plans are the [Academic Master Plan](#), [Facilities Master Plan \(FMP\)](#), and [Communications & Marketing Plan](#).

Each year BBCC employees generate a series of reports that inform college decisions and document the results of BBCC's annual planning process. The college's planning and assessment processes have evolved during the current accreditation cycle to provide greater clarity and improved methods of assessment. The tools described below facilitate regular and ongoing assessment by standardizing formats for an efficient and seamless process.

1. [Mission Fulfillment Workbook](#) is released in January and is organized by Core Themes and Objectives. The Workbook contains data for each Indicator from the prior year. The report is shared broadly within the College giving employees, trustees, and student leaders the opportunity to review the results of college efforts.
2. [Mission Fulfillment Monitoring Report](#) is prepared for approval at the June Board of Trustees (BOT) meeting. It contains a summary of work completed in the current year on implementation strategies for college priorities, a mission fulfillment assessment, and an outline of next steps for the College to take in the upcoming year.

3. The [Operating Budget](#) is usually prepared for the June BOT Meeting and contains the college's operating budget for the next fiscal year ([2019 June BOT meeting agenda with 2020 budget](#)).
4. [Assessment Reports](#) are submitted by faculty at the end of the academic year. Assessment Reports contain a summary of the assessment of student learning activities at the course, program, and institutional levels conducted by faculty during the current year. The reports also include the conclusions faculty drew from their assessment activities and plans for future changes in their courses. Summaries of the assessment reports are included in an *Annual Assessment Report* summarizing assessment work completed during the year and included in the [Mission Fulfillment Workbook](#) as indicator data.
5. [Program Audits](#) are completed on a [three-year cycle](#) by each academic program. The audit is a self-study that examines various aspects of the program and its operations to identify areas of strength and improvement.
6. [Departmental Workplans](#) are submitted by staff departments at the end of the academic year. Departmental Workplans contain a summary of the progress made by a department in accomplishing its goals as well as updated goals for the upcoming year. A summary of Departmental Workplans is included in the [Mission Fulfillment Workbook](#) as indicator data.

BBCC uses a systematic annual planning and self-improvement process to assess and improve its effectiveness as an institution. An overview of the planning process is included in the annual [Mission Fulfillment Monitoring Report](#) as a reminder to employees of the major actions and timelines for the process. Following is a description of the current annual process (also see BBCC Planning Timeline 2019-20 in table in 2020 [Mission Fulfillment Monitoring Report](#))

#### Summer

- All staff departments complete [Departmental Workplans](#), which entail reviewing department-level data, evaluating progress toward meeting department goals set the prior year, and setting goals for the upcoming academic year.
- Faculty members from the Assessment Committee summarize assessment reports submitted at the end of the previous year into an [Annual Assessment Report](#) summarizing all the assessment work reported that year.

#### Fall

- Faculty update [seven-year assessment plans](#) and plan assessment activities for the academic year.
- Cross-department workgroups of faculty and staff, called Strategic Priority Committee Workgroups, begin collaborative work on tasks as guided by the college's [2017-2020 Strategic Plan](#) and Next Steps identified in the [Mission Fulfillment Monitoring Report](#) (pgs. 7-13) from the prior year. This work continues throughout the year.

#### January

- Office of Institutional Research & Planning (IR&P) completes [Mission Fulfillment Workbook](#), which contains data for each Indicator and disseminates the workbook to the campus community, including all employees, Board of Trustees, and student leaders. The indicators contain both student learning and student achievement data as well as multiple data elements from college services that support students.

## February

- A college-wide [in-service day](#) is held in February. All full-time employees, part-time employees who wish to participate, and student leaders meet together to review Indicator data contained in the [Mission Fulfillment Workbook](#), discuss actions taken thus far, rank the college's performance in addressing each of its ten Objectives, and [recommend actions](#) the College needs to take to improve. Employee feedback is included in the [Mission Fulfillment Monitoring Report](#).
- All college departments prepare and submit [budget requests](#) for the following year.

## March – April

- Cabinet reviews feedback from Winter In-service and identifies [Next Steps](#) the College should take the following year based on feedback from the February In-service and guidance of the [Strategic Plan](#).
- The Budget Review Task Force ranks department budget requests and sends its [rankings](#) to the President.
- College employees provide [feedback on the Indicators](#) via the Shared Governance Committee, recommending additions, deletions, or edits to the Indicators for the following year.

## May

- Cabinet adopts [changes to Indicators](#) for the following year.
- President makes [budget decisions](#) for the following year.
- Strategic Priority Committee Work Groups summarize their work and identify the work groups needed for the next year based on the institution's Next Steps. Summary of work accomplished is included in the [Mission Fulfillment Monitoring Report](#) (pgs. 7-13).
- IR&P completes the [Mission Fulfillment Monitoring Report](#), which summarizes feedback from the February In-service (Appendix A), summarizes the Next Steps for the following year (pgs. 7-13), and reports the ranking of each Objective and overall mission fulfillment score for the College (pgs. 3-6, 17-18).
- Vice President of Finance & Administration finalizes the [Operating Budget](#) for the following year.

## June

- In the [June meeting](#), Board of Trustees adopts the [Mission Fulfillment Monitoring Report](#) for the current year and the Operational Budget for the following year.
- Faculty complete and submit [Assessment Reports](#) summarizing the assessment of student learning work they completed during the academic year and their plans to improve their instruction based on their assessment work.
- Staff departments begin work on [Departmental Workplans](#).

## Improving the Planning Process

During the current accreditation cycle, BBCC has repeatedly taken steps to refine its planning process to make it more effective and meaningful. Following the 2012 Comprehensive visit, the College began the process of updating its Mission Statement, Core Themes, and Indicators of achievement, completing the process in 2013. As a part of the annual planning process at that time, the Office of IR&P produced a different report for each core theme on an annual basis. College employees reviewed the indicator data in each report and identified opportunities for growth or improvement. In 2017, after implementing the process for four years, the College made several changes in an attempt to improve the process. The changes included

1. Producing one report each year that covered all three core themes,
2. More closely aligning budget development and planning activities,

3. Expanding participation of the campus community in the planning process,
4. Setting baselines and targets for quantitative indicators,
5. Tracking quantitative indicator data longitudinally to show the college's progress towards meeting targets over time,
6. Disaggregating quantitative indicator data to show differences in achievement between student groups, and
7. Implementing an annual review and update of the indicators.

The annual review of indicators is an attempt to refine the list of indicators and select those that are assessable and produce meaningful data. In some instances, the [College added indicators](#) for data that were only available for one year. For instance, in 2018 the BBCC Foundation contracted with a company to conduct a survey of employers to aid in a major capital fundraising campaign. The survey produced valuable information about community perceptions of the College. The College incorporated the survey results into its planning process for that year by adding an indicator of the survey results for Objective 3.1 but because the survey was a one-time occurrence, in the next year the College dropped the indicator. Since 2017, BBCC has made minor adjustments to the planning process each year in an effort to simplify the process and make it more relevant to employees. For example, in 2020 the format of the [Winter In-service](#) activity was changed to provide more context for the Indicator data being discussed.

### **Use of the Planning Process to Refine Effectiveness, Assign Resources, Improve Learning and Achievement**

BBCC uses its annual planning process to identify areas of strength as well as opportunities for improvement for all areas of the College. By maintaining a focus on improving educational effectiveness, BBCC has used the planning process to make changes that have resulted in improved student learning and achievement. Following is a summary of Indicator data for each Objective, conclusions about Indicator data, what the College has done during the current accreditation cycle based on the data, and actions moving forward. The data referenced in this section are shown in the 2020 [Mission Fulfillment Workbook](#) and the specific page numbers where the data can be found are listed after each indicator.

## **Core Theme Student Success**

**Table 6: Objective 1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students**

1.1a Student satisfaction with services used (pgs. 3-11)	<div style="display: flex; justify-content: space-between;"> <span>Target of 95%</span> <span>2019-20 score of <b>89%</b></span> </div> <p>In 2017 and 2018, student satisfaction with all Student, Instructional Support, and Administrative Support Services was at or above 90% for all services except Residence Halls and food services. HUG students had similar and often higher satisfaction than A/W students in all areas except Disability Support Services. In 2019, student satisfaction declined in all areas and HUG student satisfaction declined more than A/W student satisfaction in all areas except Veteran's Services. The only services at or above the 95% satisfaction target were TRiO, Library, Student Success Center, Writing Center, and Business Office, and those rankings only came from A/W students. HUG students did not rank any services at or above 95% satisfaction. Student comments on the survey indicated frustrations with some specific services.</p>
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1.1b Total student FTE (Full-Time Equivalent) (pg. 12)	Baseline of 2043 Enrollment peaked in 2015 and has declined since then as the economy improved. Since the 2016-17 academic year, enrollment in state-funded mission areas has declined or been stagnant in all areas. Since 2017-18, dual enrollment programs have generated enrollment growth in Academic Transfer and Adult Basic Education areas. These are contract enrollments and do not contribute to state-funded enrollments.	Target of 2100	2019-20 score of 2000
1.1c Enrollment by modality (pg. 13)	During the current accreditation cycle there has been a steady decline in enrollment for strictly face-to-face classes whereas there has been a steady shift in enrollment to hybrid, online, and web enhanced classes. Some of these enrollment shifts were a result of students selecting non-face-to-face classes though most were a result of faculty shifting the modality of courses they offer.		

### Conclusions from Objective 1.1 Indicator Data

1. Declines in student satisfaction raise questions about differences in the perceptions of HUG versus A/W students about college services.
2. In recent years the only FTE growth has come from dual enrollment programs.
3. Enrollment is migrating to web-enhanced, hybrid, and online modalities.

### What We Have Done

Indicator data for this objective have guided the college's efforts in three major areas:

1. Expanding evening and online course offerings,
2. Improving marketing, outreach, and recruitment efforts, and
3. Expanding program offerings in an effort to attract students.

#### 1. Expanding evening & online offerings

BBCC worked to expand its online, evening, and weekend course offerings through much of the current accreditation cycle. For examples, different academic departments began offering more classes online. By the 2014-15 academic year, enough classes were offered online and in the evening for a student to earn an Arts & Sciences Transfer degree. College staff began developing advising plans showing how students could complete the degree in two and three years based on full or part-time enrollment status. The College continued to expand online course offerings and by the next year (2015-16), the College was offering all the courses needed for the Arts & Sciences transfer degree online. During the same year, BBCC piloted the offering of some weekend classes and was expanding the number of hybrid course offerings. Over the next several years, some workforce education programs also began offering courses entirely or predominantly online, including Criminal Justice, Simulation, and Unmanned Aerial Systems. At the same time, other programs were growing their evening offerings such as Early Childhood Education and Computer Science. The changes in modality were made in an effort to make courses and programs accessible to working adults. The College also wanted to expand evening offerings so a student could [earn the Arts & Sciences Transfer degree](#) by attending entirely in the evening. However, one challenge in making the degree available in the evening was a lack of common evening class start times. A group of faculty and staff worked through several scenarios in the 2018-19 academic year and selected a common start time in the evening as well as an evening instructional model built around one-night-a-week hybrid classes. The common evening start time was implemented in fall 2019, and faculty began adjusting some classes to fit the hybrid instructional model. The College intends to use the same model for offering a BAS in the evening to better serve working adults. In the spring of 2020 when the

impacts of the COVID-19 pandemic forced the College to offer all instruction online, many faculty who had not yet taught hybrid or online classes suddenly had to begin figuring out how to teach using distance technology. Some faculty are still learning how to do so effectively as the effects of the pandemic continue. The experience they gain will be vital in ongoing college efforts to strengthen enrollment through hybrid, evening, and online course offerings.

## 2. Targeted marketing, outreach & recruitment efforts

Enhancing outreach and marketing efforts have been another ongoing effort over the past eight years, especially for the [Communications Department](#). Some specific areas of focus include leveraging the college's website, expanding social media marketing, and translating materials into Spanish. During the 2013-14 academic year, the College created a Web & Multimedia Specialist position responsible for making major changes to the BBCC website. Each year thereafter, the College made small updates on the website to support efforts such as academic advising and to reflect changes at the College. One significant addition was the development of promotional videos for each workforce education program. In 2018, the College began working on a major overhaul of the website that is slated to launch by the end of 2020. The latest changes correspond with an effort by the College to improve the intake process for new students, refine academic advising, and provide more robust supports for students enrolled in evening and online classes. All of these efforts have significant implications for the updated website design. BBCC also aspired to better leverage social media as a marketing tool and hired a new Director of Communications in 2016 with a strong background in using social media. The new Director launched a digital media campaign that has significantly expanded BBCC's social media presence, enabled targeted marketing to support specific programs, and promoted evening and online course offerings. These efforts are described in the [Communication & Marketing Plan](#) adopted by the College in 2019.

One of the most successful social media marketing efforts was targeted marketing via social media for the aviation maintenance program in key areas of the state during the summer of 2019. A successful marketing strategy involved showcasing BBCC alumni in videos and social media ads to market workforce education programs. The authentic [stories](#) of [graduates](#) who are now gainfully employed resonated with our target audience. After the marketing campaign, enrollments of new students dramatically increased, and the [aviation maintenance program](#) filled to capacity by the start of fall quarter. In fall of 2019 BBCC enrollment increased in areas that were targets of social media marketing; specifically, online course enrollment was up 9.8%, evening course enrollment was up 13.1%, and enrollment in workforce education classes was up 10.3%. With the uncertainty of what the future holds due to COVID-19, the College has begun to [promote the cost savings associated](#) with attending a community college for two years and transferring in contrast to starting at a university. During the time of the COVID-19 pandemic, most classes are online so it makes little sense for a student to pay higher university tuition without gaining a university experience.

Finally, beginning in 2019, BBCC began to expand the translation of [marketing](#), [financial aid](#), [advising](#), and [other materials](#) into Spanish. With Spanish language materials, the College hopes to make information about the College accessible to both potential students and their family members.

## 3. Program additions & expansion

BBCC added or expanded multiple programs over the past eight years. The description of college actions under Objective 3.1 lists the academic programs BBCC has added. Following is a description of two changes that had a positive impact on enrollment.

The Basic Education for Adults (BEaA) has expanded enrollment by adding instructional sites and starting a new program for academically disengaged youth called Open Doors. In 2015-16, the BEaA

program expanded the number of sites where courses were offered to include the communities of Warden and Quincy. The program already offered courses in the Moses Lake SkillSource Office, Othello, Royal, Mattawa, and Soap Lake. Offering courses in the additional locations increased enrollment FTE by 33% over the prior year. Later the College began renting classroom space from the Port of Quincy, making future expansion of college credit bearing courses in the community a possibility. In 2017, the BEdA department initiated a contract between BBCC and the Ephrata school district to start the Open Doors program, which is designed to help youth who have dropped out of school or are at risk of dropping out to earn a high school diploma. In 2018, BBCC entered into a similar agreement with the Moses Lake School District. The Open Doors program grew dramatically from .16 FTE (Full-Time Equivalent) in 2017-18 to 33.74 FTE in 2018-19 to 126.04 in 2019-20, quickly becoming one of the largest programs of its type in the state. As a result of the increase in Open Doors students, there were also increased stresses on multiple services and departments on campus. The BEdA department hired additional staff, developed new program policies and procedures to adequately serve a new student population with very specific needs, and worked with local agencies to provide specific training on topics such as mental health, student conduct, and classroom management for program faculty and staff. Moving forward, the [BEdA program](#) seeks to strengthen relationships with school districts and other community partners in order to grow BEdA enrollment at off-campus locations, sustain existing Open Doors programs, and expand Open Doors programming into other communities.

In 2018, BBCC made the decision to add men's and women's wrestling teams. Primary reasons for the decision included expanding access to higher education for HUG students and the potential increase in enrollment that it could generate with full rosters of 28-30 wrestlers for each team. Because the College requires student athletes to enroll full-time in order to compete ([Board Policy \(BP\) 6300](#)), student athletes have the potential to have a significantly positive impact on FTE production. The addition of wrestling also made sense from an equity standpoint. Wrestling is a very popular sport within BBCC's service district and adding the sport was a way to provide attractive higher education opportunities to local youth, many of whom are financially disadvantaged and first-generation college students. Furthermore, the [Athletic Department](#) had built an expectation of academic excellence among all teams. Over the course of the current accreditation cycle, BBCC student athletes have a higher GPA (2.93 vs 2.48) than comparable non-athlete students who are not dual enrollment students and have a university transfer intent. Additionally, student athletes have a higher fall-to-fall retention rate (59% vs 56%), three-year completion rate (43% vs 26%) and transfer rate (65% vs 31%) than their non-athlete peers at BBCC. The academic achievements of BBCC student athletes stands out among students at other colleges in the Northwest Athletic Conference (NWAC). In 2012-13 the NWAC introduced an award called the [Presidents Cup](#) for the college with the highest retention, grade point average, and graduation rate among its student athletes. There are two [award categories](#), one for colleges with large athletic programs and one for colleges with small programs. Since the inception of the Presidents Cup, BBCC has either won the award (2012-13, 2015-16, 2016-17) or been runner up (2013-14) in four different years among small colleges. The athletic department also placed an increased emphasis on recruiting and maintaining a full roster of student athletes in each of the other five teams of volleyball, men's basketball, women's basketball, softball, and baseball. The wrestling teams started in the fall of 2018. Over 90% of the wrestlers were first-generation college students, in comparison with a college-wide average of 73%. Furthermore, over 55% of the wrestlers were HUG students, a much higher percentage than in any of the other teams. Additional student athletes accounted for over 30 additional FTEs each year in 2018-19 and 2019-20. During the first two years of the wrestling programs, the teams have not generated the anticipated FTE, primarily because of low numbers on the women's wrestling team. Fortunately, a new women's wrestling coach has tripled the numbers of recruits. Moving forward, the [athletic department](#) is continuing to focus on maintaining academic excellence, generating full team

rosters, figuring out how to operate in a COVID-19 environment, and addressing the pressures of program growth with limited resources. The department is also investigating the feasibility of adding esports and track and field.

### Actions Moving Forward

Based on Objective 1.1 Indicator data and strategies BBCC has been pursuing, as the College moves into the next accreditation period, it seeks to

1. Grow state-funded FTE by
  - a. Expanding & improving evening and online instructional offerings,
  - b. Adding relevant academic programs and activities that will attract students,
  - c. Expanding instructional offerings in off-site locations, and
  - d. Continuing to conduct targeted marketing.
2. Maintain current growth in dual enrollment and expand dual enrollment programming.
3. Learn HUG and A/W student needs and perceptions and adjust services to be provide equitable, relevant and responsive services to students.

**Table 7: Objective 1.2 Use of services correlates with success, retention, and completion**

1.2a Course success rates based on use of services (pg. 14)	Target of 80%	2019-20 score of 77%
	Course success rates for students who used the Writing Center was at or above target. Course success rates for students using the STEM Center tend to be lower than the target. They are higher for students enrolled in college-level math and science courses and lower for students in pre-college-level math classes. There is a persistent gap between A/W and HUG students with A/W students consistently achieving higher course pass rates than HUG students. (Course success is defined as 2.0 or higher grade in the course.)	
1.2b Retention based on use of services (pg. 15)	Target of 51%	2019-20 score of 40%
	During this accreditation cycle there has been a steady increase in the percentage of students who used the STEM, Student Success, and/or Writing Centers and earned a Student Achievement Initiative (SAI) retention point. The percentage of HUG students was equal to or greater than the percentage of A/W students.	
1.2c Completion based on use of services (pg. 16)	Target of 20%	2019-20 score of 20%
	During this accreditation cycle there has been an overall increase in the percentage of students who used the STEM, Student Success, and/or Writing Centers and earned a Student Achievement Initiative (SAI) completion point. Additionally, the gap between HUG and A/W students shrank with a higher percentage of HUG students earning a point than A/W students in the final year.	

### Conclusions from Objective 1.2 Indicator Data

1. Use of Tutoring Centers has a positive relationship with course success, retention, and completion.
2. Tutoring services can have an equal or greater impact on HUG vs A/W student retention and completion.
3. There are still gaps in HUG vs A/W student performance.

### What We Have Done

The indicator data for this objective have guided BBCC in developing and/or expanding supports that are particularly relevant for first-generation and economically disadvantaged college students. During the

current accreditation cycle the College built upon existing services such as the [Writing Center](#) to add or expand additional services, including the STEM Center, Testing Center, Food Pantry, Career Services Center, technology checkout from the Library, and Workforce Education Services. Due to the impacts of COVID-19, these and additional BBCC services moved from a face-to-face to a [virtual delivery](#) model.

[STEM Center](#): BBCC used funds from a Title III STEM grant to create the STEM Center, which opened in May 2013. The College sought to create a student-friendly space where students study and receive tutoring not only in mathematics, but also in engineering and the sciences. Tutors, many of whom are student peer-tutors,

are expected to circulate and be immediately available to students who need their assistance. The center also implemented supplemental instruction (SI) for all STEM subjects. As the center has evolved over the years, it has implemented various strategies in an effort to best support student learning. These strategies include

1. adding computers,
2. checking out textbooks for some classes,
3. giving tutors name tags and putting the photos of tutors on the wall so students could easily identify them,
4. creating a tutor hub for tutors to wait in when not helping a student or circulating,
5. adding “stop lights” on the wall in one section to remind students to keep that section quiet whereas another section is for louder group study,
6. adding physical models for anatomy classes,
7. adding lab/assignment keys for science classes,
8. adding manipulatives for math classes,
9. installing whiteboard tables and comfortable furniture,
10. offering laptop and calculator checkout, and
11. using embedded tutors in emporium math and other flipped classes.

STEM Center usage has had a positive impact on student course success, retention, and completion. BBCC allocated the resources to create a STEM Center Coordinator in 2016. Since its creation, three individuals have held the position. Employment gaps during staff turnover has illustrated the need for consistent oversight and training of student tutors. The STEM and Writing Center Coordinators have collaborated on tutor training, and the center intends to continue to improve tutor training. Other challenges include implementing a reliable system for tracking student use of the center and providing consistent support for some science classes that are not commonly taken by student tutors. Recently student participation in SI sessions has been low, and the Coordinator implemented training to improve SI sessions. Moving all classes online due to COVID-19 has reduced the number of students using tutoring and eliminated supplemental instruction for spring quarter 2020. Moving forward, the [STEM Center](#) seeks to adjust hours of operation for in-person and online tutoring, update the tracking system, and continue to work with instructors to improve services to students.

[Food Pantry and Career Services](#): During the 2014-15 academic year, BBCC received a Working Families Success Network grant. The name was later changed to Working Student Success Network (WSSN) grant. The WSSN grant lasted for 3 years and funded efforts in three areas: education and employment advancement, income and work supports, and financial literacy and asset building. Grant activities included staff training on financial coaching, the creation of a food pantry that opened in 2016, \$alt

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### *Student Comments*

*“Everyone has an Open Door policy. You can just go in.”*  
*“People stop what they are doing to help or find someone who does have the answers.”*

– 2016 Latinx Focus Groups

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financial literacy services for students, a subscription to a career exploration site, and the establishment of a Career Services office. BBCC sustained the Food Pantry and Career Services offices after the grant ended.

The Food Pantry was established in partnership with the Moses Lake Community Services Food Bank and has provided food, hygiene products, infant items, and clothing to students. Usage has steadily increased from approximately 5 to over 150 visits per month dispersing over 1,500 lbs. of food per month. Weekly hours of operation have increased from 10 to 30 hours as demand has grown. The BBCC Foundation has supported the Food Pantry with grants and securing donations. Some challenges the Food Pantry faces are a less-than-ideal location due to low visibility and proximity to public transit and limited resources for promoting and providing service. Tracking user data to determine the impact of the service on student achievement has been inconsistent, so the College does not have a good understanding of the true impact of the Food Pantry on student achievement. Moving forward, the Pantry seeks to adjust hours of operation for in-person and online tutoring, update the tracking system, and continue to work with instructors to improve services to students.

An on-campus Career Services Center has expanded networking for students into their fields of choice and has supported job placement as well. The Career Services Center is used by students, staff members, and alumni. It has a small computer lab. Staff provide career assessments and career counseling, organize job shadows and industry tours, bring employers on campus to give classroom presentations, help students complete job applications, conduct mock interviews, organize on-site employer and recruitment events, and organize job fairs. The Career Services Center has increased exposure of BBCC programs to the public and connections between students and employers. Challenges the Center faces include limited staffing and resources. As a result, competing demands for business engagement and services to students never seem to be fully satisfied. Moving forward the [Career Center](#) seeks to refine its focus and improve its ability to measure its impact on student success.

[Testing Center](#): During the 2012-13 academic year, BBCC established a Testing Center as a centralized place to offer placement and GED testing. Prior to opening the Testing Center, placements for math and English were offered by different departments on campus. Once opened, the Center began offering makeup tests and testing for students in online classes as well as testing for students receiving services through the Disability Support Services office. The center also expanded the tests it offers to include certification tests needed by students such as Test of Essential Academic Skills (TEAS) for the nursing program and tests that meet the needs of local employers such as GED, teacher certification, EMT certification, pesticide, law enforcement certification, and CISCO testing. In 2018 the Testing Center was relocated to the 1400 building where it was co-located with admission and registration, advising, cashiering, and the bookstore. In its new location, the Center needs some additional infrastructure to expand its capacity. The Center has become a valuable resource for faculty and the community. Offering the GED and CISCO testing has been particularly helpful for the Columbia Basin Job Corps, which is adjacent to the College. During the COVID-19 epidemic the Testing Center has played a key role in continuing to offer testing for EMTs. Moving forward, the [Testing Center](#) seeks to expand its physical infrastructure so it has a greater capacity to serve students and the community.

[Library Technology Checkout](#): During the current accreditation cycle BBCC expanded a service of lending laptops to students. Multiple departments across campus purchased laptops and checked them out to students. Beginning in 2017-18 multiple departments began turning their laptops over to the Bonaudi Library and it became the primary department for checking out laptops. In 2018 the library participated in an AiA (Assessment in Action) grant funded activity which focuses on teaching academic libraries how to better measure their impact on their campuses. The topic chosen was “Does student access to library



equipment reduce the achievement gap for under-privileged students?” This focus required reconfiguring the library’s circulation system to capture ID numbers of students borrowing laptops. The IR&P department found there was no statistically significant difference in achievement but there were some interesting discoveries. Those who borrowed laptops were more likely to be HUG (Historically Underrepresented Groups) students (11%), female (19%), disability status (18%), or economically disadvantaged (20%), than BBCC’s overall student population. A survey went out to students who borrowed laptops and student comments noted that without the laptops they would have struggled to do their school work. While inconclusive, this does seem to imply that borrowing a laptop helped reduce the achievement gap. Laptop checkouts expanded as a result of COVID-19 and the College will analyze laptop checkout data to examine the impact on student success. The [Library](#) intends to continue to expand laptop and technology checkout.

[WES](#): The Workforce Education Services (WES) Department was started in 2008 and grew over time to manage a variety of special federal and state funds focused on supporting students including WorkFirst, Worker Retraining, BFET (Basic Food Employment and Training), Early Achievers (EA), Opportunity Grant (OG), and Able Bodied Adults without Dependents (ABAWD). WES serves students pursuing a workforce education program of study due to the requirements of the fund sources it manages. The department works with the Financial Aid department to award funds to students for tuition, fees, and related school expenses. WES staff also provide case management support for students, monitor their academic progress, and provide some emergency funding to students in need. The WES department managed the WSSN grant and used it to launch the Food Pantry and Career Services Center. In 2017 the WES department moved from the Opportunity Center on the periphery of the campus to the 1400 building where it is visible to students and in closer proximity to the Financial Aid and Admissions and Registration departments. WES services have had a positive impact on student achievement. Compared to similar workforce-intent students who did not receive WES services, students who were served by WES passed college-level math classes at a higher rate (35% vs 30%), had a higher GPA (2.81 vs 2.73), and had a higher three-year completion rate (73% vs 51%). Unfortunately, insufficient cross training has hurt the ability of WES to sustain services when there has been staff turnover. Moving forward, the [WES department](#) seeks to expand caseload and connect early with newly admitted students, raise awareness of WES services among BBCC employees, and provide regular workshops to students.

### Actions Moving Forward

Based on Objective 1.2 Indicator data and strategies BBCC has been pursuing, as the College moves into the next accreditation period, it seeks to

1. Better measure the impact of its many different services on student retention, persistence, and completion.
2. Identify strategies for making the delivery of services more equitable for HUG students.
3. Refine/Improve the [virtual delivery](#) of services to students enrolled in evening and online classes.

**Table 8: Objective 1.3 Students are prepared to graduate and to transfer or to seek employment**

1.3a IPEDS graduation & transfer rates (pg. 17)	45% baseline	Target of 55%	2019-20 score of <b>52%</b>
	During this accreditation cycle the graduation rate has increased overall and for A/W students but not much for HUG students. Additionally, the gap between A/W and HUG students has persisted. The transfer rate has not increased for any students and has declined for HUG students. HUG students transfer at a much lower rate than A/W students.		

1.3b New Transfer & Workforce student retention <ul style="list-style-type: none"> <li>• Fall-to-winter</li> <li>• Fall-to-spring</li> <li>• Fall-to-fall</li> </ul> (pgs. 18-20)	<ul style="list-style-type: none"> <li>• Fall-to-winter 74% baseline Target of 85% 2019-20 score of 84%</li> <li>• Fall-to-spring 65% baseline Target of 75% 2019-20 score of 78%</li> <li>• Fall-to-fall 48% baseline Target of 60% 2019-20 score of 66%</li> </ul> <p>Overall retention percentages are at or above Target. Fall-to-Winter retention has not really improved during the past eight years. The gap between A/W and HUGs has stayed small and narrowed slightly. Fall-to-Spring retention followed the same pattern with a bit larger gap between A/W and HUG students. Fall-to-Fall retention declined then improved and showed an overall improvement at the end of the last year. The gap between HUG and A/W students has decreased substantially in the last three years.</p>
1.3c SAI progression & completion <ul style="list-style-type: none"> <li>• ABE transition to college</li> <li>• 1st 15 credits</li> <li>• 1st 30 credits</li> <li>• 1st 45 credits</li> <li>• Retention</li> <li>• Completion</li> </ul> (pgs. 21-27)	<ul style="list-style-type: none"> <li>• ABE transition to college 9% baseline Target of 15% 2019-20 score of 3%</li> <li>• 1st 15 credits 22% baseline Target of 30% 2019-20 score of 20%</li> <li>• 1st 30 credits 17% baseline Target of 25% 2019-20 score of 16%</li> <li>• 1st 45 credits 12% baseline Target of 30% 2019-20 score of 14%</li> <li>• Retention 28% baseline Target of 35% 2019-20 score of 24%</li> <li>• Completion 10% baseline Target of 16% 2019-20 score of 12%</li> </ul> <p>ABE transition to college has declined. First 15 credit point attainment has declined slightly overall but increased for HUG students and the gap with A/W students decreased. First 30 credits has declined slightly and the HUG vs A/W gap slightly decreased. First 45 credits has not really changed and the gap has not narrowed much. Retention has declined slightly and the gap between HUG and A/W students was small until the last year. Completion has declined slightly but the gap between A/W and HUG students has narrowed.</p>
1.3d Gap between A/W and HUG in course success rate in first quarter (pg. 28)	3.5% baseline Target of 0% goal 2019-20 score of 4% The gap between HUG and A/W students was closing for the first four years with HUG student achievement increasing but the gap has increased over the past three years as HUG student achievement has declined. (Course success is defined as 2.0 or higher grade in the course.)
1.3e Former student survey responses about employment (pgs. 29-31)	85% of former students in workforce programs were employed with the majority (69.6%) employed fulltime, and 75% of those who responded said they were employed in the area they studied at BBCC. 85% said BBCC helped them obtain their current employment. 68.4% reported that they are currently using the skills they learned in their program of study at BBCC.

### Conclusions from Objective 1.3 Indicator Data

1. While we have increased the graduation rates for A/W students, we have not done so for HUG students.
2. Transfer rates are not increasing overall and are very low for HUG students.
3. Fall-to-fall retention has improved, but fall-to-winter or spring has not, and the gap between HUG & A/W students has narrowed slightly. SAI retention data does not show improvement.
4. Student persistence/progression has not improved. The rate at which ABE students are transitioning into college classes has declined. Earning of first 15, 30, and 45 credits has not improved, but there has been a small narrowing of the gap between HUG and A/W students.
5. The first quarter success gap between A/W and HUG students has not shown a sustainable decrease.
6. Technical programs are successfully preparing students for employment.



## What We Have Done

Indicator data from this objective have influenced BBCC's efforts in three areas:

1. Expanding Access to Bachelor's Degrees,
2. Comprehensive Advising, and
3. Transitioning BEdA Students to college.

1. Expanding Access to Bachelor's Degrees – a description of these efforts are found in the narrative following Objective 3.2

### 2. Comprehensive [Advising](#)

Advising has played a prominent role in BBCC's strategic efforts during this accreditation cycle. Four major federal grants secured by the College contained advising related activities as grant objectives, and BBCC was able to leverage the grant resources to perform the many activities in this time period including the following highlighted efforts (see Appendix G in the [2017-20 Strategic Plan](#), [2019 Mission Fulfillment Monitoring Report](#), and [2020 Mission Fulfillment Monitoring Report](#)). The College piloted an Academic Early Warning (AEW) program and process in 2011-12, and it was adopted college wide the following year. The College

also adopted the Advisor Data Portal (ADP) tool to support academic advising in 2013. In 2016, BBCC implemented mandatory advising for all new students until they accrue 30 credits. An advising syllabus was developed in 2017 and [advising maps](#) for all workforce

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#### *Student Comments*

*"I got more help than I expected."*

*"Advising is one of the best tools – it saves you so much stress."*

*"Advisors are here to help and walk with you."*

*"Also reassuring, you don't feel alone."*

– 2018 Advising Focus Groups

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programs and some transfer pathways were created by 2018. BBCC adopted six ["Areas of Interest,"](#) or metamajors, covering all academic programs in 2018 and made updates to its website accordingly. BBCC also updated its strategic plan in 2018, and Comprehensive Advising was listed as a strategic priority. The plan outlined a variety of strategies around advising that the College is pursuing. Over several years BBCC has developed and implemented advisor training for faculty. In 2019, faculty advisors from different disciplines began assuming advising responsibilities for students in pre-nursing and business programs. The College also began organizing New Student Registration sessions around "Areas of Interest." Also in 2019, the College allocated resources to sustain an Advisor Coordinator position post-grant and leveraged grant funds to purchase a four-year subscription to Starfish. BBCC will use Starfish to implement an Early Alert system, facilitate students making appointments with their advisors, and support the implementation of managing groups of students for case management efforts. The College is currently completing the technical integration of the software and starting to scale up implementation efforts. BBCC has been working for several years on developing an annual schedule and in the 2020-21 [Course Catalog](#) published a draft two-year rotation of classes in each discipline. Another effort has been to revise the new student intake process. The College has developed an online new student orientation as a part of an updated process that is currently being implemented with all new students entering fall 2020. More information about the new student orientation process is in the response to 1.D.1.

The comprehensive advising work has been an extensive undertaking, and BBCC is at the cusp of realizing some of the benefits of its efforts. The College attributes some narrowing of the gap in student

retention between A/W and HUG students to its advising efforts. Some of the challenges have included coming to agreement on different advisor roles, managing advising over the summer and during breaks, and having dedicated time or space for students and faculty advisors to meet, especially outside of a faculty's normal office hours. Next steps include implementing a yearly [training program](#) for advisors, strengthening online resources, bringing [Starfish implementation](#) to scale, refining career exploration and advising efforts, and expanding the number of advisors for Running Start students.

### 3. Transitioning BEdA Students to college

Per Washington State legislative mandate, adult basic education, which consists of high school completion and teaching English as Second Language (ESL) is part of the community college mission in Washington State. In 2014, the BEdA program (formerly known as the Adult Basic Education (ABE) program) adopted two major innovations that began at the state level: High School 21+ (HS21) and project I-DEA (Integrated Digital English Acceleration). HS21+ is a competency-based adult high school diploma. Prior to the development of HS21+, the BEdA program focused on preparing students to take the GED (General Educational Development) Test. The new program has had a significant impact on adult education.

Project I-DEA was an approach to teaching English that relied on computer technology and literacy. Also in 2014, the federal government passed the Workforce Innovation and Opportunity Act (WIOA), which governs adult basic education programs nationwide. The WIOA legislation led to an increased focus for BEdA programs on moving students into technical programs that prepare students to enter into the workforce. To facilitate this transition, the College established I-BEST (Integrated Basic Education and Skills Training) classes that integrate adult basic education and technical skills training. During the current accreditation cycle, BBCC has operated I-BEST classes in Early Childhood Education, Commercial Truck Driving, Nursing Assistant, and Academic Transfer. I-BEST offerings have fluctuated year to year based on faculty involvement and funding. In 2015-16, the BEdA program expanded the number of sites where ESL and HS21+ courses were offered off campus. In 2017, the College merged the Director of WES and BEdA Director positions into a Dean of [Transitional Studies](#) to oversee the WES department, BEdA department, Library, developmental education, and eLearning. The re-organization was an attempt to support the transition of BEdA students into college programs, especially into workforce education programs. During the same year, the program launched the Open Doors program that used the HS21+ competency-based model to help at-risk youth earn their high school diploma. Over the next three years, the Open Doors program grew rapidly prompting the addition of new staff positions. In 2019, BEdA faculty identified introductory college-level courses in each of the six Areas of Interest. Advisors identified BEdA students who could co-enroll in the courses receiving both college and high school credit. During the fall of 2019, many HS21+ and Open Doors students took advantage of this opportunity. Collectively students generated 50 enrollments in a variety of classes and earned a total of 122 credits. The rapid growth of Open Doors students produced many challenges for the BEdA department, especially in serving students with significant needs. The program has increased case management services and worked with the Food Pantry to provide food to students. Unfortunately, the program changes over the past few years have not led to an overall increase in students transitioning from BEdA programs into credit-bearing college programs and, in fact, the number of students has declined. Moving forward the [BEdA program](#) is creating a standardized HS21+ curriculum, adapting the delivery of instruction into a hybrid model, developing an advising approach that incorporates the Areas of Interest, and incorporating Starfish into its case management work.

## Actions Moving Forward

Based on Objective 1.3 Indicator data and strategies BBCC has been pursuing, as the College moves into the next accreditation period, it seeks to

1. Develop a focus on four-year degree completion for transfer students and expand access to baccalaureate opportunities.
2. Improve the transition of BEdA students into college-level programs of study.
3. Take academic advising and Starfish efforts to scale.
4. Develop a focus on equity in classroom instruction to reduce achievement gaps between HUG and A/W students.

## Core Theme Excellence in Teaching and Learning

**Table 9: Objective 2.1 BBCC implements innovation and creativity in programs and services**

2.1a Student engagement in co-curricular activities (pgs. 32-24)	Target of 35% A large percentage of students participated in at least one extra/co-curricular activity, but there was no one activity that most students participated in. The participation by HUG and A/W students is similar.	2019-20 score of 58%
2.1b Innovative strategies supporting strategic priorities <ul style="list-style-type: none"><li>• Students developed academic plan with help from college staff</li><li>• Students satisfied with advising</li><li>• Students earning ENGL 101 credit in accelerated English</li><li>• Students from accelerated English class succeeding in ENGL 102 &amp; ENGL 235</li></ul> (pgs. 35-37)	<ul style="list-style-type: none"><li>• Students developed academic plan with help from college staff</li><li>• Students satisfied with advising</li><li>• Students earning ENGL 101 credit in accelerated English</li><li>• Students from accelerated English class succeeding in ENGL 102 &amp; ENGL 235</li></ul> The number of students who were helped by a BBCC employee to develop an advising plan increased each year until the last year. Satisfaction with advising has decreased and anecdotal comments from students indicate a contributing factor could be difficulties in contacting an advisor. Accelerated English classes are helping some students who are able to pass the next English class.	Target of 90% 2019-20 score of 74% Target of 95% 2019-20 score of 88%
2.1c Course level assessment (pgs. 37-39)	Faculty from many disciplines are engaged in course level assessment and documented their efforts at trying to improve student learning in their classes.	
2.1d Department evaluation (pgs. 39-48)	All functional departments developed a work plan and are striving to make improvements.	

## Conclusions from Objective 2.1 Indicator Data

1. Student engagement in co-curricular activities is high, thanks to targeted efforts to engage.
2. Advising efforts have increased academic advising for students by staff but satisfaction has declined.
3. Accelerated English efforts show promise but the data is a bit hard to interpret.
4. There is broad employee engagement in course level assessment and departmental workplans.

## What We Have Done

Indicator data from this objective have informed the college's efforts in three areas:

1. Increasing Student Engagement,
2. Comprehensive Advising, and
3. Increasing students completing college-level English within their first year of enrollment.

#### 1. Increasing Student Engagement

During the current accreditation cycle, the College has taken several steps to try to increase student engagement including some peer mentoring programs, hiring student tutors, expansion of athletics, and some work-based learning activities. The Director of Student Programs has led the [Associated Student Body \(ASB\)](#) student leaders in two successful efforts to expand student engagement. One was to engage in purposeful planning and the other was the creation of Campus Communities.

For about 20 years, ASB assessed their events by attendance and evaluations completed by the ASB Officers and Programmers. In 2016, ASB created a basic Purposeful Programming Form that it has used to plan, implement, and evaluate activities, each of which contains at least two simple learning outcomes. Student learning outcomes ranged from being able to identify ASB Officers, Administration and Trustee members to knowing about campus resources. By refining this process, ASB has reached students who might not normally participate in ASB events and tailored activities to meet students' needs. ASB members learned through this process that they need to take events to the students who, for whatever reason, cannot otherwise attend events. For example, based on a student's suggestion about wanting the College to provide free coffee for them, ASB developed Monday Morning Treats. Members deliver treats such as donuts, coffee, and ice cream bars to campus areas and departments each week. In Fall quarter 2018, when they initiated this event, they reached more than 1,130 students. In Fall quarter of 2019, they reached 1,435 students with the event. Each year ASB tries to increase its intentionality. For instance, in 2019-20, ASB hosted a monthly pizza party, focusing on a different work force education department each month. Members also tried to include families by holding a Dr. Seuss Day, in which students who had young children received a free Dr. Seuss book, in either English or Spanish, to take home and read to their children. [ASB plans](#) to refine their Purposeful Programming process and continue outreach to various groups of students.

ASB also saw a need to revamp [student clubs](#). Some Clubs were struggling to meet the basic club requirements, such as having the minimum 10 students or drafting a club constitution that must meet certain requirements. This past year they created Communities, which tend to be smaller in membership and have less restrictions placed upon them. These groups do not request funding and are not required to write a constitution/bylaws. We currently have two participating Communities, Sexuality and Gender Acceptance Community and Latter-day Saint Student Association. Moving forward, ASB will work with small interest groups, so students can find another way to feel connected with ASB and BBCC.

2. Comprehensive Advising – a summary of BBCC's efforts are explained above in the narrative after Objective 1.3

#### 3. Increasing students completing college-level English within their first year of enrollment

In recent years, BBCC has worked to give students the opportunity to accelerate through the pre-college English classes and increase student transitions into college-level English. Since fall 2018, all sections of pre-college (Developmental) English (ENGL 098 and ENGL 099) have been taught as accelerated ENGL& 101 classes. All students who place into ENGL 098 or ENGL 099 have the opportunity to earn ENGL& 101 credit in one quarter where they usually would need two or three quarters. Fall 2019, was the most successful quarter so far with a 48% acceleration of students in ENGL 098 earning ENGL 099 or ENGL& 101 credit, and ENGL 099 students earning ENGL& 101 credit. Faculty initially began with an Academic I-BEST structure (pairing of a college-level content course, English& 101 course, and a support instruction

course). While the I-BEST model provided three instructors to support students and many were successful, it proved unsustainable for BBCC as a small college because when ENGL& 101 is linked with a content course, the only students who can enroll in that content course are those who need to take ENGL& 101 as well. The result is that students who do not need take ENGL& 101 are restricted from taking the content course, and there may not be enough other sections to accommodate them. In the current model, the accelerated ENGL& 101 courses each quarter adhere to a specific theme with readings across all disciplines. The course is a standard ENGL& 101 course with 2-3 credits of accelerated learning support. The concurrent theme across all sections of this class each quarter helps ensure consistent teaching of skills and concepts and also allows students to move seamlessly to a different section if changes in their lives require this move. To help students keep on track and monitor their own progress, Learning Mastery in the Canvas grade book lets them see which competencies in ENGL 098/099/101 they have met so far. Instructors reinforce their accomplishments and discuss their challenges during three required conferences per quarter. Faculty have learned that the most successful sections are those where the ENGL & 101 instructor is also the accelerated learning support instructor. Having one instructor for both classes helps students recognize the connection and value of the accelerated learning support class.

Moving forward, faculty plan to experiment with a second instructor teaching the support instruction and making adjustments to support instruction to make it meaningful to students. Due to the recency of these innovations, the impact is still unclear although some preliminary data show both concerns and promise. Course success rates for developmental English classes were at 61% in the 2018 academic year, and there was no achievement gap between A/W and HUG students. Course success rates for college-level English composition classes was 76% with the successful passing rate for A/W students four percentage points higher than for HUG students. Moving forward, BBCC also intends to look at the relationship between overall GPA and success of students in accelerated English classes.

### **Actions Moving Forward**

Based on Objective 2.1 Indicator data and strategies BBCC has been pursuing, as the College moves into the next accreditation period, it seeks to

1. Make closer connections between student engagement opportunities and classroom learning and measure the relationship with student retention, persistence, and completion.
2. Take academic advising and Starfish efforts to scale.
3. Continue with accelerated learning efforts that help students earn college-level English within their first year of enrollment.
4. Encourage faculty and staff to focus assessment and department evaluation efforts on improving student retention, persistence, and completion while closing equity gaps.

**Table 10: Objective 2.2 BBCC helps students attain high academic standards**

2.2a External certification rates (pgs. 50-51)	A very high percentage of students who attempted to earn industry certifications were successful.
2.2b Course success rate (pgs. 52-58)	The overall course success rate did not really change but the gap between HUG and A/W students declined. The trend for face-to-face classes roughly followed the overall trend. Course success in web-enhanced, hybrid, and online classes improved with some narrowing of the gap between HUG and A/W students. The most dramatic increase in course success was in hybrid classes. Success

	in daytime classes improved slightly and the gap between HUG and A/W students has slightly narrowed. Success in night classes is the highest of all categories and the gap between HUG and A/W students was narrowest until the last year. (Course success is defined as 2.0 or higher grade in the course.)
2.2c Gen Ed assessment (pgs. 59-62)	Some faculty engaged in general education level assessment
2.2d Program assessment (pgs. 62-67)	Many programs conducted program level assessment

### Conclusions from Objective 2.2 Indicator Data

1. Workforce programs are adequately training students to pass industry exams with content that is rigorous and relevant.
2. Overall course success rates are about where the College hopes them to be. There have been significant improvements in course success for online, hybrid, and web-enhanced classes but especially hybrid classes, which also have the lowest A/W vs HUG gap.
3. Assessment of general education outcomes lacks an overall focus or themes.
4. Program assessment is strong in some programs but not all.

### What We Have Done

Indicator data from this objective have informed the college's efforts in four areas:

1. Developing and maintaining strong connections with the business community,
2. Increasing students completing college-level math within their first year of enrollment,
3. Expanding course offerings and support for online, hybrid, and web-enhanced instruction, and
4. Strengthening assessment of student learning practices.

1. Developing and maintaining strong connections with the business community – a summary of BBCC's efforts are explained below in the narrative after Objective 3.1

2. Increasing students completing college-level math within their first year of enrollment

BBCC has taken significant steps to increase the number of students completing college-level math classes in their first year. The College has used three different strategies in an effort to increase student success in pre-college math, increase student transitions to college-level math, give the students the opportunity to accelerate through the pre-college math course sequences, and reduce the achievement gap between HUG and A/W students.

*Emporium Math:* In the fall of 2012, the College fully implemented an emporium math program that the math department piloted the previous year. The emporium math program encompasses all the content of the developmental math sequences (MATH 094 → MATH 098 → MATH 099). The program is delivered via WAMAP, an open source web application. Students learn the math content via a series of short videos recorded by BBCC math instructors. They must score a 70% or higher on quizzes and tests before they can advance to the next section. The program automatically generates new quiz questions

#### Student Comment

*"I loved the Emporium [math]. I finished early, was successful, and it fit my schedule."*

– 2016 Latinx Focus Groups

for students if they need to retake an assessment. Faculty in the math department developed lessons, recorded videos, and developed an open source workbook. The math department has tried various attendance policies and found that when class attendance was optional, course success rates dropped from a high of 69% in 2014-15 to a low of 61% in 2016-17. The department has also moved content between classes to make it flow better and increased certain topics (logs, dimensional analysis, reading graphs) based on feedback of gaps perceived by the science department. Next steps are assessing whether the science department is seeing improved outcomes on their math-related objectives and then adjusting if needed based on that feedback.

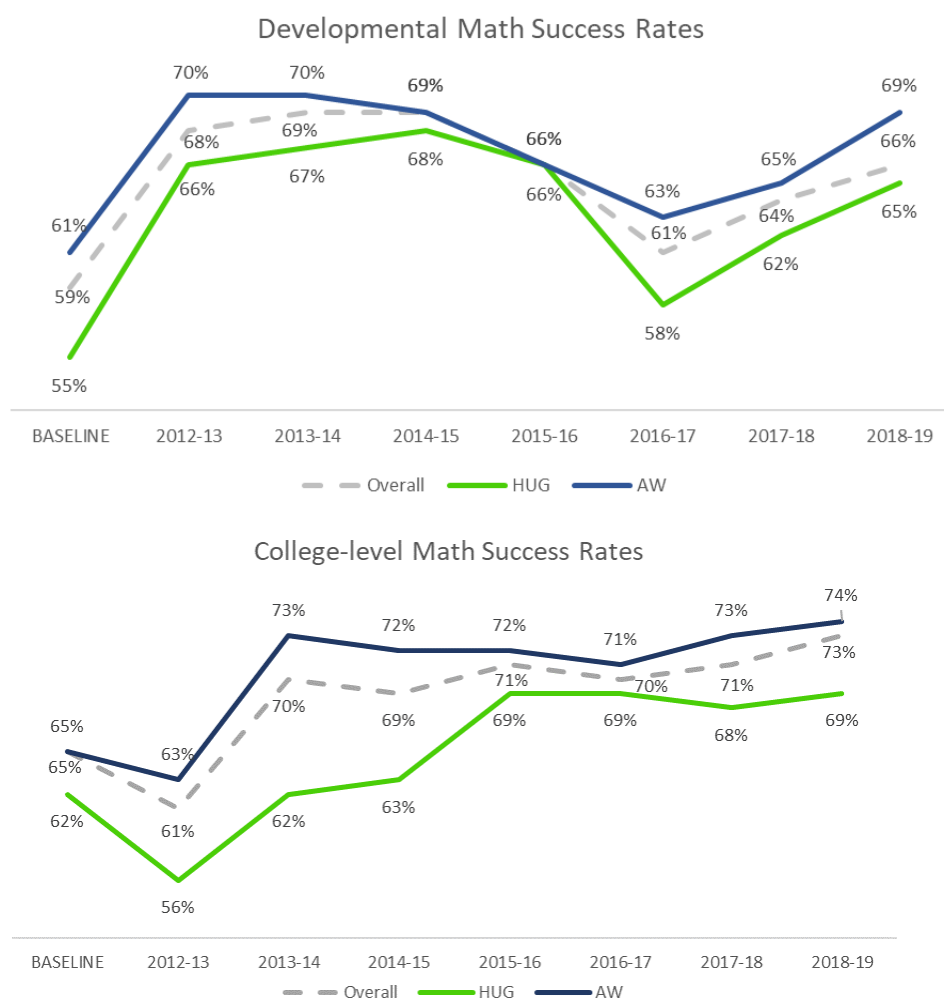
*Placement:* Another effort was to adopt placement practices beyond solely using an Accuplacer test score. Math department faculty worked with math teachers from Ephrata, Moses Lake, Othello, and Quincy high schools to review high school curricula and then established [placement agreements](#) with each school to give students math placement based on their high school transcripts. The College also began accepting standardized test scores for ACT, SAT, PSAT, and the SBAC (Smarter Balance Assessment Consortium) test that high school students take to determine if they are prepared to graduate. In the spring of 2020, one of the impacts of COVID-19 was to stop the implementation of placement testing on campus. In response, the math department developed a placement test that can be taken via Canvas. The department is exploring the option of using an expanded version of this online placement to lead to guided self-placement exams for students. The department is also considering the implementation of an accelerated math model similar to the accelerated English model.

*Contextualized math:* While students pursuing transfer degrees are the primary beneficiaries of the Emporium Math classes, BBCC also desired to support students enrolled in workforce programs to complete college-level math. Accordingly, in 2016, the College used Title III STEM grant funds to begin developing math classes contextualized to specific workforce programs. These courses couple the delivery method of the Emporium with the career-specific content of their respective programs, while also giving a parallel pathway to traditional college-level math classes. To date, the College has developed contextualized math classes in the areas of healthcare, automotive, welding, and industrial system used by mechatronics, electrical technology, medical simulation, and computer science. Initial pilots of the classes have yielded a class success rate of 82%. [For 2020-2021](#), the model will add an ECE/EDUC version as well as a subsequent class to serve as the intermediate algebra pre-requisite for Statistics (MATH& 146), ultimately giving workforce program students a fully contextualized pathway from their program's applied math to a traditional college-level math class.

The combined effects of these efforts have been significant. FTEs in developmental math classes have fallen from 165.89 FTEs in 2012-13 to 103.55 in 2018-19, while it has increased in college-level math classes from 82.56 FTEs in 2012-13 to 131.89 FTEs in 2018-19. This is significant considering overall enrollment declines at the College over the last four years. Course success rates have also increased in both developmental and college-level math classes. In developmental math classes, course success rates increased from a baseline of 56% (average of 2009, 2010, and 2011 academic years) to 66% in 2018-19. Similarly, success rates in college-level math classes increased from a baseline of 65% to 73% in 2018-19. During the same timeframe, the course success gap declined slightly between HUG and A/W students. Baseline data showed that the course success rate for A/W students (59%) was seven percentage points higher than the success rate for HUG students (52%). The average gap for academic years 2016, 2017, and 2018 was four percentage points. In college-level math classes, the gap initially expanded and for the past several years has decreased nearly to the level it was (3%) at the start of the accreditation cycle. This could be a reflection of the launch and fine tuning of Emporium Math.



**Table 11: Developmental and College-level Math Success Rates**



### 3. Expanding course offerings and support for online, hybrid, and web-enhanced instruction

As online instruction at BBCC began to grow, the College sought to increase the course success rates for online classes as well as provide support for instructors teaching online and hybrid classes. In 2013, the College created an eLearning

Coordinator position, which effectively started the eLearning Department. The creation of the department led to improved college-wide and department practices and strategies around eLearning. The eLearning Coordinator offered faculty training on how to use a learning management system, use

different technology tools for instruction, and create online classes. Much of the professional development was based on Quality Matters Principles. Over the past eight years, many academic departments leveraged the eLearning Department to make significant improvements to their instruction. One notable example was the nursing department. From 2013 – 2015, the department completely overhauled its curriculum to implement a flipped model of instruction. In an effort to

#### *Student Comment*

*“Overall, I feel that BBCC did a great job with this last minute transition to online classes. It’s difficult and has its flaws, but I don’t think anyone could’ve done a better job.”*

– 2020 Spring Enrollment Survey



provide a positive and valuable learning experience in online classes, and with the hiring of the eLearning Coordinator, the College could begin implementing a previously adopted requirement of requiring all faculty who are teaching online to complete a training on how to use the college's learning management system. In 2018, the College developed a training to ensure regular and substantive interaction in online classes and required all faculty teaching online and hybrid classes to complete the training. As online course offerings grew and reliance on the eLearning department increased, the College extended the eLearning Coordinator position from 11 months to 12 months in 2019. In the spring of 2020, when the impacts of the COVID-19 pandemic forced the College to offer all instruction online, BBCC was well prepared with the in-house technical expertise and many faculty who had years of experience teaching online and could support their peers who did not have that experience. The massive move of all instruction and student services online in response to the pandemic accelerated an existing college effort to expand online and hybrid evening classes to better serve working adults.

The intentional approach to making improvements in online and hybrid instruction has led to improvements in student learning and achievement. Since the 2012-13 academic year, the course success rate in all BBCC classes has been very stable around 79%. However, during that time the course success rates in online classes has improved from 70% to 76%, while in hybrid classes it has improved from 68% to 78%. This is especially impressive considering the dramatic increase of students in online and hybrid classes during the same time period (373.5 to 696.1 FTEs, an 86% increase). Finally, the gap in course success rates between A/W versus HUG students has been the most narrow for hybrid classes. [Moving forward](#), BBCC will continue to work on to improve hybrid classes and seek to identify how they can be used to reduce achievement gaps. Because the College will continue to rely on online and hybrid instruction and student services even after the effects of the pandemic subsides, it will continue to support the human and technical infrastructure needed to effectively use online and hybrid modalities.

4. Strengthen assessment of student learning practices - BBCC assessment of student learning process has evolved significantly as described in the narrative responses to 1.C.5 and 1.C.6.

### **Actions Moving Forward**

Based on Objective 2.2 Indicator data and strategies BBCC has been pursuing, as the College moves into the next accreditation period, it seeks to

1. Strengthen and sustain online & hybrid instruction and support services.
2. Continue to refine and improve efforts to help students complete college-level math within their first year of enrollment.
3. Continue to refine assessment efforts at the program and institutional outcome levels so they are effective and meaningful.
4. Encourage faculty to focus assessment efforts on improving student retention, persistence, and completion while closing equity gaps.

**Table 12: Objective 2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes**

2.3a Employee responses indicate likelihood of changing practices as a result of training (pgs. 67-69)	On a scale of 1-10, employees indicated a likelihood of applying what they learned on the job.
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2.3b Employees' training participation rates (pgs. 67-69)	Considerable numbers of employees engaged in college-sponsored professional development activities
2.3c Professional development offerings related to strategic goals and priorities (pgs. 67-69)	All college-sponsored professional development offerings aligned with the college's strategic priorities.

### Conclusions from Objective 2.3 Indicator Data

1. The College is offering multiple professional development opportunities throughout the academic year for employees. All are aligned with the college's strategic priorities, and they seem to be relevant considering the likelihood of employees to change their practice based on the training they received.

### What We Have Done

BBCC invested considerable effort into employee professional development for each of the different employee groups during the current accreditation cycle. In 2012, the Leadership Development Team (LDT) was established as a group focusing on the professional development needs of administrative and exempt employees. In its first year, the LDT created a list of 11 leadership competencies, revised the performance evaluation forms for administrative and exempt employees and included assessment regarding the competencies, developed a self-evaluation tool, and developed leadership training opportunities that supported growth in the leadership competency areas. Training opportunities were developed based on feedback from administrative and exempt employees through an online survey. During 2013-14, the LDT developed a 360-degree feedback process for administrative and exempt employees. The 360-degree feedback process was designed to assist employees with their leadership development by providing feedback from peers, subordinates, supervisor, customers, and self-examination.

The STAR (Staff Training And Recognition) Committee was created in December of 2013 to address the training and recognition needs of classified staff. In 2014 the STAR Committee surveyed classified staff on topics of interest. [Training and development opportunities](#) focused on safety, team-building, customer service, and communication. Sustaining the work of both the LDT and STAR Committee was difficult as key staff moved into other positions or left BBCC altogether. [Professional development planning](#) was consolidated within Human Resources beginning in 2018-19.

Under the terms of the [Faculty Negotiated Agreement](#), full-time and part-time faculty are eligible to receive Professional Development Units (PDUs) for completing professional development activities (Article XV: Professional Development Units (PDUs), pgs. 45-50). BBCC and the Faculty Association successfully negotiated language that provides for mentorship opportunities for new faculty (Article XXI: Mentor Program, pgs. 67-70) and ongoing professional support for tenured faculty (Article XIII: Professional Responsibility, pgs. 35-39). The College provides funding for faculty professional development through the annual budget process. Full-time and part-time faculty may also access professional development funds through the Exceptional Faculty Award (Article XVI: Exceptional Faculty Award Guidelines, pgs. 50-51) and Sabbatical processes (Article XVIII: Leaves, Section A, Sabbatical/Professional Leave of the Faculty, pgs. 52-56).

Through the college's participation with AVID (Advancement Via Individual Determination) from 2013-2015 and Achieving the Dream (ATD) from 2015-2020, professional development opportunities were

made available to all full-time and part-time faculty, classified staff, and administrative and exempt employees. Beginning in 2015, the College provided professional development opportunities to all employees on a variety of diversity and equity topics, including but not limited to bias in hiring, micro-aggressions, poverty, race, and ability. Topics were selected in collaboration with the Committee on Equity, Inclusion, and Diversity (CEID).

Prior to 2017, professional development opportunities were developed based on the needs of the distinct employee groups rather than institutional priorities and student needs. In 2017, BBCC adopted three strategic priorities – Student Ready Instructional & Operational Practices, Comprehensive Advising and Student Support, and Employee Experience. These strategic priorities provided the College with a framework to align professional development opportunities with institutional needs. Continued work is needed to ensure consistent alignment between the developmental needs of individual employees and groups relative to the college’s strategic priorities.

In response to feedback from employees obtained through focus group sessions, exit interviews, and new employee surveys, the College provided communication and behavioral style training for all classified, administrative, and exempt employees in December 2019 with mandatory leadership training in winter 2020 for all BBCC supervisors.

Moving forward, the College is considering re-establishing a committee focused on professional development opportunities for faculty, classified staff, and administrative and exempt staff. A single committee with broad representation would eliminate the need for separate committees for different employee classifications.

The investment in professional development opportunities for faculty and staff has been significant. The College has sought to measure the effectiveness of individual professional development opportunities through a variety of survey tools. While good information has been obtained about the individual professional development opportunities, the College has been unable to identify the degree to which employees have applied knowledge gained in the actual session to their work. The next step is to determine how to assess the application of knowledge on work responsibilities and the impact of professional development on student retention, achievement, and completion goals.

### **Actions Moving Forward**

Based on Objective 2.3 Indicator data and strategies BBCC has been pursuing, as the College moves into the next accreditation period, it seeks to

1. Continue to offer targeted professional development for employees that aligns with college priorities.
2. Offer professional development that focuses on improving student retention, persistence, and completion while closing equity gaps.
3. Offer DEI (Diversity, Equity, Inclusion) professional development with application to serving students as well as working with peers.
4. Measure the application of knowledge gained from professional development.

## Core Theme Community Engagement

**Table 13: Objective 3.1 BBCC works with community and industry partners to support economic development**

3.1a Alignment of economic sectors with BBCC services (pgs. 70-73)	BBCC has academic programs, community testing, and non-credit training that address employment needs in all major economic sectors in the service district with one exception. There was no noncredit training specifically focused on the retail trade sector in the last academic year.
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### Conclusions from Objective 3.1 Indicator Data

1. BBCC is providing services that address all areas of the economy.

### What We Have Done

Data from this indicator has guided college efforts to develop and maintain strong [connections with the business community](#) in several ways. BBCC staff and services are closely connected with employers and economic development entities. Both the college President and Executive Director of the Foundation serve on the Grant County Economic Development Council. The Vice-President of Learning & Student Success serves on the Adams County Development Council. As described in the narrative after Objective 1.2, the Career Services Center and Testing Center are both closely connected to area employers. In addition, BBCC seeks to be very responsive to economic development and employer needs through its credit bearing programs and noncredit training.

*Credit Bearing Programs:* BBCC works with employers to offer relevant and needed educational programs. All Workforce Education programs have active advisory boards staffed with members representing local employers ([BP 2320](#), [AP 2320](#)). These advisory boards provide guidance for developing and updating curriculum in college programs. They also help the College identify new academic programs to offer as well as old ones to retire. One example of how BBCC has successfully met the needs of local employers is the partnership the College has developed with [Data Center employers](#) including DELL, H5, Microsoft, NTT, Sabey, Vantage, Verizon, their tenants, and several of the staffing agencies that serve their hiring needs. BBCC partnered with them in 2017 to develop Systems Administration training in Computer Science and started the pilot in the Fall 2017 Quarter. [From the Fall of 2017](#) through Spring Quarter of 2020, BBCC averaged about 30 full-time students (89 total) in the program annually. Data Centers are pleased with BBCC graduates and offer work-based learning opportunities for them throughout the educational process and other program support in the form of guest speakers, volunteer work in our labs, part-time instructors, equipment donations, scholarship donations, facility tours, job shadows, mock interviews, and one-on-one career advising. From 2017-2019, data centers have hired 18 BBCC students into full-time permanent jobs with salaries ranging from \$45 to 60K. Another 20+ students work with the data centers through full-time, long-term (6 months +) contracts administered by recruiting agencies and multiple short-term contracts are available throughout the year to give students an opportunity to gain hands-on experience while earning hourly wages between \$18 and \$25 per hour plus overtime. Based on feedback from industry partners, the program has revised the majority of the classes and created new classes to better serve the data center industry. In 2019, the program worked with the data centers again to create an emphasis in Critical Facilities for the Manufacturing Process Technology degree which begins in Fall 2020. BBCC seeks to sustain and grow partnerships like these to support post-graduation achievement for students.

BBCC is actively developing new programs to meet employer needs. In 2019 BBCC secured an [Advanced Technological Education \(ATE\)](#) grant from the National Science Foundation (NSF) to develop an Agriculture Mechanic program in response to an overwhelming need in the agriculture industry, the largest sector of the local economy. Currently BBCC is preparing to offer a BAS degree in Applied Management in response to a need for bachelor's degree-prepared managers in the region. During the current accreditation cycle, BBCC has added the following degrees and certificates.

1. Associate of Applied Science Agricultural Technology and Management (degree change),
2. Associate of Science Computer Science Major Related Program,
3. Associate of Applied Science – Transfer Criminal Justice,
4. Associate of Applied Science and Certificate of Achievement Manufacturing & Processing Support Tech,
5. Associate in Nursing Major Related Program Direct Transfer Agreement,
6. Associate in Applied Science – Transfer Medical Simulation,
7. Associate in Applied Science Unmanned Aerial Systems Technical Management,
8. Certificate of Achievement in Mechatronics.

One of the challenges BBCC has faced is the allure of starting new and exciting programs before the employment demand has materialized. BBCC secured grants that supported the development of medical simulation and unmanned aerial systems programs. However, there has not been enough local or regional employment demand to sustain either of them. BBCC is planning to retire the degrees for both programs. Moving forward, the College will focus on starting programs that meet local employment demands.

*Noncredit training:* The [Center for Business and Industry Services \(CBIS\)](#) department works closely with local employers to design and implement customized training. Each year CBIS has [partnered with different employers](#) to provide upskilling for current employees. Most of the trainings are funded by competitive state-funded Job Skills Program (JSP) grants. Each year CBIS offers Aircraft Rescue and Firefighting (ARFF) training, which is vital for aerospace employers like Boeing. Since 2017 CBIS has started providing Pre-Employment Transitional Services for high school students in partnership with school districts and the Washington State Division of Vocational Rehabilitation. CBIS continues to seek to expand its network of partners and identify training opportunities that will meet employer and community needs. Currently the [department is working](#) on developing home health care worker, and tree fruit agriculture leadership training programs.

*International Education:* BBCC also has longstanding international partnerships that support economic development. These ties coincide with decades of international economic ties in Moses Lake and Grant County. Since 1966 BBCC has operated the [Japanese Agriculture Training Program \(JATP\)](#) in partnership with the Japanese Agriculture Exchange Council (JAEC) in Tokyo, Japan. Additionally, BBCC hosts a few international students each year. Most come to study in the aviation flight or aviation maintenance programs. Since 2015 the Port of Moses Lake has experienced an increase in international aviation-related businesses coming to Moses Lake and in 2018 BBCC began to accept some invitations from the Port of Moses Lake to participate in some international business recruitment efforts specifically promoting the aviation maintenance and aviation flight programs. Through the work with the Port of Moses Lake as well as managing changes in JATP, BBCC staff have recognized the vital importance of building key relationships to sustain international programs. [Moving forward](#) the College hopes to continue to grow international student enrollment.

BBCC has enjoyed many benefits from these relationships. Employers show a willingness to work with the College to provide work-based learning opportunities and, through the [BBCC Foundation](#), they also

provide financial support for key staff. In 2015 the Kobata Foundation provided \$100,000 over two years to restart the agriculture program. Samaritan Healthcare and Confluence Healthcare each provide \$30,000 a year to support the salary of a nursing instructor. Local employers have also been generous participants in providing financial support for capital campaigns. Currently 75 community members and employers have pledged over \$3 million between 2018 and 2023 to construct the [Workforce Education Center and Aviation Maintenance facilities](#), which were completed in the summer of 2020. The [Foundation](#) will continue to leverage strong community relationships.

### Actions Moving Forward

Based on Objective 3.1 Indicator data and strategies BBCC has been pursuing, as the College moves into the next accreditation period, it seeks to

1. Continue to develop credit and noncredit programming to address local economic needs.
2. Continue to foster strong ties with the business community.
3. Grow international student programming.

**Table 14: Objective 3.2 works with K-12 & university partners to provide educational opportunities**

3.2a Transfer rate based on National Clearinghouse data (pg. 74)	Baseline of 36%      Target of 45%      Score of <b>36%</b> Transfer rates have not increased overall and have only increased for A/W students. There is a big gap between HUGs and A/W students that has not decreased
3.2b Percent of local high school grads attending BBCC (pgs. 75-77)	BBCC market share of high school graduates has increased at Quincy, decreased at Moses Lake, seems to be steady at Almira Coulee Hartline, Ephrata, Lake Roosevelt, Odessa, Othello, Ritzville, Royal City, Soap Lake, Wahluke, and Warden. BBCC captures a very low percentage of students from Othello and Wahluke.
3.2c Running Start and College in the High School enrollments (pgs. 78-79)	Running Start enrollment grew dramatically and for the past few years has stabilized. HUG enrollment in Running Start lags far behind A/W enrollment. College in the High School enrollment grew steadily and then declined in the last year.

### Conclusions from Objective 3.2 Indicator Data

1. Transfer rates are not increasing, and the HUG–A/W gap is strong.
2. Market share of high school grads is fairly stable but has declined in Moses Lake and is small in some larger communities.
3. Running Start and College in the High School enrollment has plateaued.

### What We Have Done

Indicator data from this objective have informed the college’s efforts in two areas:

1. Strengthening Partnerships with K-12
2. Building university partnerships and expanding access to bachelor’s degrees

#### 1. Strengthening Partnerships with K-12

BBCC has worked to develop and strengthen relationships with K-12 school districts. A major area of collaboration was in the area of operating dual enrollment programs. During the current accreditation cycle, the College has operated four different dual enrollment programs: Running Start (RS), College in the High School (CiHS), CTE (Career & Technical Education) Dual Credit, and Open Doors (OPD). The

Running Start program allows high school juniors and seniors to enroll in classes at their local community college. Students earn credits towards a high school diploma as well as a college degree. The vast majority of RS students pursue a transfer degree. Over the past five years, RS students have an average GPA (2.94) that is higher than the GPA (2.60) of students who completed high school the year before. Because RS students enroll at the college instead of at their local high school, high school staff often discourage students from participating, and the program can be a source of friction between the college and school districts. Despite these challenges, many students and their parents strongly support the program because

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*Student Comment*

*"I am a Running Start Student, and I had to hit both high school and college requirements. I walked in, and everything worked out." (in an advising appointment)*

– 2018 Advising Focus Group

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students do not have to pay tuition. During the past eight years, the program has grown dramatically and for the past three years, BBCC has served around 430 RS students each year. Counseling faculty and key student services staff developed systems and fostered relationships with schools to support the rapid growth. For the past 2-3 years, the number of new RS students has been greater than the number of tuition paying new transfer students. The dramatic increase in enrollment along with a corresponding decline in other enrollments, has made the College reliant upon RS student enrollment and funding. In order to sustain RS enrollment, BBCC intends to expand outreach to eligible high school students and their parents in an effort to counter negative messages about RS coming from local school districts.

CTE Dual Credit (formerly known as Programs of Study and prior to that Tech Prep) is a dual enrollment program for workforce education classes. Students can earn college credit for specific high school courses in a career and technical program. To articulate a CTE Dual Credit course, high school teachers must show that a particular high school course or series of courses meet the course learning outcomes for a specific college course. When students come to BBCC, they can request that the College post credit for their CTE Dual credit classes on their college transcript. Participation in CTE Dual Credit has decreased during the past four years. One of the difficulties in managing the program has been implementing mandated changes from a federal and state level while funding for the program has declined. Turnover in staff who operate the program and interface with school districts has also created some challenges in maintaining good relationships with school districts. Moving forward the College hopes to expand CTE Dual Credit articulations and strengthen relationships with key school districts.

In the College in the High School program, high school students can receive college credit for certain high school classes. In order for a class to be accepted as a CiHS class, the high school teacher must meet college faculty hiring criteria for their discipline and demonstrate that the high school class meets all the course learning outcome requirements for a specific college class. BBCC has developed a close working relationship with the Ephrata School District to offer a variety of CiHS classes each year. The College has also worked off and on with the Warden School District and Moses Lake School District. Enrollment in CiHS classes has grown over the past eight years. Course success rates tend to be equal to or higher than other sections of the same course offered on the college campus. BBCC sees CiHS as a program that can provide equitable higher education opportunities to high school students who may not be able to participate in RS due to transportation, economic, or familial barriers since students in the program do not have transportation, book, or lab fee costs that apply to class sections taught on the college campus. BBCC hopes to expand CiHS classes to additional school districts within BBCC's service district and is also pursuing program accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP).



A description of the Open Doors program is above in the narrative about Objective 1.1

[Supporting dual enrollment programs](#) is a high priority for BBCC. In 2019, BBCC leveraged CiHS revenues to create a Dual Enrollment Coordinator position to manage RS, CTE Dual Credit, and CiHS programs. The College hopes the position will serve as a key liaison to school districts. BBCC also seeks to make the transition to college as easy as possible regardless of whether a student is in high school and seeks to participate in a dual enrollment program or is a recent high school graduate who wishes to attend BBCC. After receiving unanimous feedback from high school representatives at a [symposium](#) in December 2019 that the BBCC Admission Fee was a significant barrier to current and recently graduated high school students, BBCC removed the Admission Fee for all new students entering BBCC in the fall of 2020.

## 2. Building university partnerships and expanding access to bachelor's degrees

As a two-year comprehensive community college, BBCC has long sought partnerships with universities to support students in earning a bachelor's degree. When the ATEC center was completed in 2005, it housed a university center where university partners could offer four-year degrees on the BBCC campus. At the start of the current accreditation cycle, Central Washington University (CWU) and Heritage University were occupants of the University Center. Both institutions struggled to maintain adequate enrollment and, mid-way through the accreditation cycle, Heritage University departed. Washington State University discussed the possibility of establishing an office in the center, but never did. BBCC has leveraged both federal grant and local resources to pursue partnerships and articulations with four-year institutions in specific areas, including engineering, computer science, manufacturing technology, aviation, agriculture, aviation, and health care management. These efforts produced five articulations, but the articulations have not appreciably increased student transfer rates. Currently, CWU offers an Interdisciplinary Studies bachelor's degree through its office in the [BBCC University Center](#) and is working with BBCC to relaunch an Elementary Education bachelor's degree starting in the fall of 2020. Because of persistently low transfer rates and a large gap in transfer between HUG and A/W students, BBCC is taking steps to offer its first BAS degree with an anticipated start of fall 2021. Through a survey of employers and review of local employment data, the College determined there is a local demand for skilled managers and will offer a BAS in Applied Management. Moving forward, BBCC seeks to increase the student [transfer](#) rate by working with university partners to develop four-year advising maps and expand local baccalaureate degree opportunities through university partnerships and BAS offerings.

### Actions Moving Forward

Based on Objective 3.2 Indicator data and strategies BBCC has been pursuing, as the College moves into the next accreditation period, it seeks to

1. Maintain or grow its market share of recent high school graduates with a particular focus on the larger communities of its service district.
2. Maintain RS and CTE Dual Credit programs and grow CiHS and Open Doors programs.
3. Improve transfer rates and reduce the transfer gap by developing transfer pathways and offering local bachelor degree opportunities.

**Table 15: Objective 3.3 practices responsible use of resources, including fiscal and natural resources**

3.3a Clean financial audits (pg. 80)	Target of 100% College passes financial audit each year of accreditation cycle	Score of <a href="#">100%</a>
3.3b Reduce energy use intensity 5% from 201.235 EUI kBtu/ft2 (pg. 81)	Target of 199.72 Energy-use intensity dropped and has stayed lower for two years	Score of <a href="#">190.6</a>



3.3c Clean Clery Audits (pgs. 82-85)	Target of 100% Reporting of required Clery reporting incidents completed. Liquor & Drug law violations are the most common incidents.	Score of 100%
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### Conclusions from Objective 3.3 Indicator Data

1. BBCC does a good job of managing its financial resources.
2. BBCC has made some energy efficiencies.
3. BBCC has monitored safety incidents.
4. These indicators do not cover all areas covered by the objective. For instance, they are too narrow for facilities and do not address technology or auxiliary services.

### What We Have Done

Indicator data from this objective have informed the college's efforts in five major areas.

#### Business Office

The BBCC Business Office closely manages college financial resources and has satisfied all external audits since a new annual audit requirement began in 2014. The office has improved billing and recording keeping for auxiliary accounts in 2018, transitioned business processes to a paperless format from 2017-2019, and began a risk assessment collection and review process in 2018. The next major hurdle for the department is leading the implementation of a new financial, personnel, and student management system called ctclink in 2021.

#### Safety

BBCC created the Safety Director position shortly before the beginning of the current accreditation cycle. The Safety Director has created [Emergency Response Procedures](#) and worked to build a culture of safety within the College. The Safety Director supported the development of an Emergency Management Team and has offered a variety of safety-related trainings to the campus. The Safety Department and Criminal Justice program partnered with city and county agencies to host some emergency simulations on the BBCC campus. An increase in high school age students on campus, some of whom are high risk, led to increased safety concerns, expanded staff training, and a shift in the work schedule for campus safety officers. [Moving forward](#) the College intends to expand safety training and ensure members of the Emergency Management Team have the training needed for their positions.

#### Facility Remodeling, Maintenance, Expansion

During the current accreditation cycle, BBCC has made [facilities improvements](#) each year. Some highlights include

1. remodeling of the 1200 building and creation of the STEM Center and creation of a student tutoring and gathering area in the 1400 building in 2013,
2. remodeling a portion of the 1700 building for a simulation laboratory and constructing a netted unmanned aerial complex in 2016,
3. remodeling the admission, registration, financial aid, and counseling area in 2017, and
4. completing the construction of the Workforce Education Center and Aviation Maintenance Technology building in 2020, the largest capital project in the college's history.

The Building & Grounds and Custodial Departments have also taken steps to make their work more energy efficient. They did an energy efficient lighting upgrade in 2014, reduced the number of individual garbage receptacles, increased recycling efforts, and in 2017 began using green cleaning supplies. In 2015 they partnered with the Washington State University (WSU) Energy Program Plant Operations

Support Consortium, which conducted a no-fault [Custodial Effectiveness Assessment](#) that made multiple sustainable recommendations around custodial work. BBCC has worked to implement [recommendations](#) from the review since then. With the construction of the Workforce Education Center and decommissioning of older facilities, they have removed hazardous waste, tires, and donated cars. [Moving forward](#), efficiently managing some of the old Cold-War-era buildings continues to be a concern as well as implementing safety standards to prevent the spread of COVID-19.

#### Technology Network and Infrastructure

During the current accreditation cycle, [Big Bend Technology \(BBT\)](#) has upgraded “smart” classrooms with more standardized technology, added student computer lab capacity, updated and expanded its data network, and expanded the Wi-Fi network in 2018 to cover most of the campus greenspace. Also in 2018, BBT upgraded its server infrastructure and implemented a virtual desktop infrastructure. The advent of COVID-19 has pushed BBT to improve its supports for on and off-campus staff and students. [Moving forward](#) the department is developing cloud services and working to improve information security.

#### Auxiliary Services ([residence halls](#), [bookstore](#), [childcare](#), [Conference Center](#))

BBCC has had five auxiliary services: [residence halls](#), [bookstore](#), [childcare center](#), [conference center rentals](#), and food service. All but the food service are operated by BBCC and its employees. Financial sustainability has been a concern for all services with the exception of the residence halls. In fact, in May 2020, BBCC ended its contract with the food service vendor and is now looking for other on-campus food options. Sustainability will continue to be a concern as the College juggles the value of the service for students and the community with economic pressures.

#### Actions Moving Forward

Based on Objective 3.3 Indicator data and strategies BBCC has been pursuing, as the College moves into the next accreditation period, it seeks to

1. Efficiently manage systems that are increasingly complex in aging facilities.
2. Sustain a safe campus.
3. Adapt technology services to meet ever-expanding demands for online services.
4. Continue to analyze the sustainability of each auxiliary service.
5. Identify better indicators for the services covered by this Objective.

**Table 16: Objective 3.4 provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community**

3.4a BBCC provides a classroom environment where students feel safe to express their opinions (pg. 86)	Target of 95% Students overwhelmingly report feeling safe expressing their opinions in class	Score of <b>94%</b>
3.4b Full-time employee turnover rate (pg. 87)	Target of ≤12% The turnover rate was below target and recently declined after spiking in 2018	Score of <b>11%</b>
3.4c Number of Safety Reported Incidents (pg. 88)	Most incidents were violations of student conduct	

3.4e Diversity of candidate pool (gender, race/ethnicity) (pg. 89)	There were more female than male candidates and about 1/3 of candidates were candidates of color. The percentage of women and employees of color are increasing in the BBCC workforce.
3.4f Employee exit survey – BBCC is recommended as a good place to work? (pg. 89)	80% of exiting employees said they would recommend BBCC as good place to work.
3.4g New employees follow-up survey (pg. 90)	New employees report receiving tools, assistance, direction, and were made comfortable when they first arrived. New employees reported that supervisors were not clear on duties, did not integrate them into the team, and did not provide on-going feedback. They did not agree or disagree with knowing how their role in achieving the college mission is reinforced or that the culture during the interview is consistent with what they experience upon working here. One third indicated that they had considered leaving BBCC.
3.4h Community members indicate BBCC provided a respectful and collaborative environment (pg. 90)	94% of respondents were satisfied with the BBCC environment.

#### Conclusions from Objective 3.4 Indicator Data

1. Students and community feel comfortable on campus.
2. Employee turnover is recently improving.
3. Safety incidents are tracked.
4. Employee diversity is increasing.
5. The process for onboarding new employees has some strengths and opportunities to improve.

#### What We Have Done

This objective has guided BBCC actions in seeking to provide an inclusive environment for students and employees. The college's efforts related to students were primarily in the form of offering additional services to students as described in the narrative following Objectives 1.2, 1.3, and 2.1.

Early in the accreditation cycle, BBCC's efforts related to an inclusive environment for employees were driven by feedback from employees through exit interviews and the results of campus administrator surveys. In 2015, the College created a Multicultural Development Team (MDT) with the purpose of promoting equity and inclusion through education, leadership, collaboration, and advocating social justice for students and employees. In 2017, the MDT was renamed the Committee for Equity, Inclusion, and Diversity (CEID) and recognized as a standing committee. CEID has been instrumental in giving rise to changes in the recruitment and selection process for faculty and staff, ongoing professional development and discussions on diversity, equity and inclusion, the creation of a diversity course requirement for Associate in Arts & Science Direct Transfer Degrees, and the adoption of a formal statement and definitions of diversity, equity, and inclusion by the BBCC Trustees (see [May 7, 2020 BOT meeting minutes](#)).

Between 2016 and 2019, the College experienced [increasing rates of separations](#) due to employees leaving the institution to accept work with other employers. Information provided from employee focus

groups, a world café exercise through ATD, exit interviews, and new employee surveys highlighted the need to develop plans to address areas of communication, leadership/supervisory skills, onboarding & orientation, workplace standards/norms, recognition, and connections. The College retained a consultant to provide executive coaching services focused on rebuilding trust and improving communication. Cross-department workgroups were formed to develop solutions pertaining to onboarding & orientation, supervisory/leadership skills, and a consistent set of workplace standards/norms. Recommendations from the committees have been used to update policies and procedures, provide professional development, and increase employee recognition.

BBCC continues to seek additional measures for improved campus climate. The College updated its indicators for Objective 3.4 to better measure the attitudes of new, continuing, and exiting employees. The College intends to select a standardized survey tool to measure employee engagement and satisfaction.

Other next [steps include](#) continuing to refine the new employee orientation and onboarding processes, incorporating workplace standards into existing employee accountability and professional development standards, and expanding DEI training with a focus on applying the concepts to working with peers.

### **Actions Moving Forward**

Based on Objective 3.4 Indicator data and strategies BBCC has been pursuing, as the College moves into the next accreditation period, it seeks to

1. Continue with efforts to build a welcoming and inclusive campus environment that supports equitable student achievement and is valued by the public.
2. Continue with efforts to build a welcoming and inclusive campus environment for employees.

*1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.*

### **Mission Fulfillment Definition and Determination Process**

Mission fulfillment at BBCC means making progress toward meeting the Board End Statements and achieving the outcomes for each of the College's Core Themes.

Under the policy governance model used by the BBCC Board of Trustees, the Board has adopted six End Statements that are derived from the college Mission and articulated in Board Policy 1000 ([BP 1000](#)). Board ends are defined as long-range goals for policy governance (see minutes from Dec. 10, 2019 BOT [Study Session](#)) that lay out the Board's expectations for meeting the needs of the college's service district. They give guidance to the president and college personnel with regard to specific areas of policy focus, serve to align the college's strategic planning goals with the Board's expectations ([2014-2019 Academic Master Plan](#) and [BP 1000](#)), and are aligned with the college's core themes. The Board End Statements are

#### **E-1 Mission**

BBCC delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

#### **E-2 Student Success**

BBCC provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

### E-3 Excellence in Teaching and Learning

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

### E-4 Community Engagement

BBCC supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population.

### E-5 Integrity and Stewardship

BBCC acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

### E-6 Inclusion and Climate

BBCC provides and maintains a climate of inclusiveness for students, employees, and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

BBCC's three core themes of Student Success, Excellence in Teaching and Learning, and Community Engagement establish assessable outcomes and represent BBCC's primary measure of mission fulfillment. Each core theme is composed of an overarching outcome, specific objectives, and indicators used to measure success. The College has followed the same general process for determining mission fulfillment during the current accreditation time period.

1. BBCC employees review quantitative and qualitative data for each of the core theme indicators in the [Mission Fulfillment Workbook](#) and [discuss areas](#) of strength as well as opportunities for improvement for the College.
2. BBCC employees evaluate the progress of the College in meeting each of the college's 10 objectives by ranking the college's performance for an objective on a scale of one to five. (See Table 17)
3. The Office of IR&P averages the scores employees submit for each objective. The mission fulfillment score for each objective is an average of all scores given for that objective.
4. The Office of IR&P assigns a color to each objective based on the five-point scale and the color associated with each number, thereby giving a visible representation of the degree to which the College is fulfilling that element of its mission. The final scores are shown in the [Mission Fulfillment Monitoring Report](#) (pgs. 3-6) along with an explanation (pg. 17-18).

**Table 17: Mission Fulfillment Ranking Scale and Key**

Color Code	Description	Rating Scale
Blue	Exceptional. Above target. Use as a best practice.	<b>4.1 - 5.0 – Significant success:</b> Made substantial progress, completed or exceeded expectations; indicates systematic implementation; required resources have been allocated; results are sustainable.
Green	Good. At or approaching target. Continue to support.	<b>3.1 - 4.0 – Considerable success:</b> Current efforts have improved over the last assessment; continue current practices with on-going monitoring and efforts to continuously improve.

Yellow	Making progress. Above baseline. Keep improving.	<b>2.1 - 3.0 – Approaching success:</b> Achievement/implementation in progress; improvement efforts are on-going; there are concerted efforts to use available resources effectively.
Red	Not acceptable. Below baseline. Take immediate action.	<b>1.0 - 2.0 – Limited progress toward success:</b> While efforts were made, progress is delayed or limited. Assessments indicate progress, but there is limited movement toward success. Resource allocation and implementation are a priority at this time; the need for improvement is recognized.

### Refining the Mission Fulfillment Process & Indicators

BBCC has had the same mission, core themes, and objectives since updating them in 2013. However, the College has made [changes to its indicators](#) and certain elements of the planning process that have influenced how the College views mission fulfillment.

After four years of using the indicators identified in 2013, the College identified concerns with some of the indicators, the annual planning process, and determination of mission fulfillment. Some of the indicators were not measurable, and the data collected for others was regarded as not actionable or no longer relevant. For instance, the data for some indicators were simply inventory lists and reflected a focus on inputs rather than outcomes. Additionally, the presentation of quantitative indicator data was inconsistent. Some was disaggregated and some was not. The College often used longitudinal data to show historical trends, but not always consistently, and the College had not established baselines or targets for the different indicators. Employee participation in reviewing the data and providing feedback was inconsistent, as well, resulting in mission fulfillment rankings that were reflective of a small group of stakeholders. The resulting mission fulfillment scores were almost always somewhere between 3.1-4.0, receiving a green ranking. As a result, the mission fulfillment score was not very useful in helping the College either highlight areas of strength or identify needed areas of improvement. (See Table 20: Summary of Mission Fulfillment and Objective Scores.)

To address these concerns, the College underwent a process during the 2017-18 academic year to review and update the indicators. In each successive year, the College has made minor updates to its list of indicators based on availability of indicator data, the usefulness of the data produced by the current indicators, and emerging institutional priorities that could be measured by an indicator. A good illustration is the change in indicators for *Objective 3.1 BBCC works with community and industry partners to support economic development*.

**Table 18: Indicator Changes for Objective 3.1**

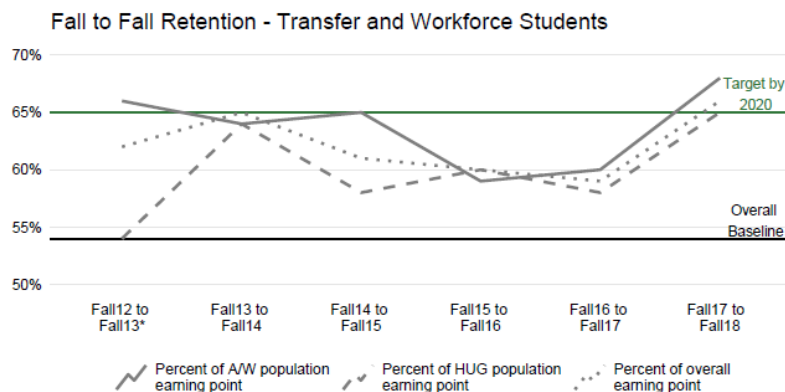
2019-20	2018-19	2017-18	2013-14 – 2016-17
3.1a Alignment of economic sectors with BBCC services	3.1a Alignment of economic sectors with BBCC services 3.1b Employer survey responses 3.1c Foundation supporter feedback	3.1a Employer Survey responses related to needed training and how/when to offer the training 3.1b Align economic sectors with BBCC	3.1a Inventory of active partnerships 3.1b Report on economic impact

		programs, CBIS offerings, and testing services	
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From 2013-2017, the Objective had two Indicators. Indicator 3.1a was a simple inventory of partnerships. While it was an impressive list, it did not really lead to any action. Indicator 3.1b presented broad economic data and specific college actions would not really change the data, so it did not give the College any way of regularly measuring its efforts. In the 2017 and 2018 academic years, the College added indicators for two employer surveys and feedback from some research the BBCC Foundation conducted. In all three instances, the College had the data for only one year so it was included as an indicator for the year when the College would have the data and then deleted in following years.

BBCC also made changes to how data for quantitative indicators were presented. Where possible, the Office of IR&P established a baseline for each indicator, which was an average of the data for three years prior to the current accreditation cycle. The use of a three-year average was an effort to act consistently with the SBCTC, which uses three-year averages of student achievement data in its performance funding model. Additionally, the College adopted performance targets for each of the quantitative indicators. The target identified the outcome the College hoped to achieve by 2020 for a given indicator. The Office of IR&P also disaggregated the quantitative data using a consistent approach showing the overall performance for the indicator and the performance for A/W students as well as students from HUG students. Where possible, the disaggregated data were reported for each year within the current accreditation cycle along with the baseline and target, as shown in Table 19.

**Table 19: Example of Baseline, Target, Disaggregated Data**



The College adopted performance ranges for quantitative indicators using the same numbered and colored scale used for ranking the objectives. The college's performance for each indicator and objective is reported on a dashboard printed in the [Mission Fulfillment Monitoring Report](#) (pgs. 3-5).

The College also modified the process for reviewing indicator data, recommending next steps, and evaluating the college's progress in fulfilling its mission in an effort to facilitate broader stakeholder engagement. A more detailed description of these efforts is included in the response to 1.B.3. As a result of all these changes, the mission fulfillment scores for the College have been consistently lower than in previous years. While there is a bit more variation in the scores, the great majority tend to fall between 2.1-3.0 and receiving a yellow ranking. The College also began averaging the mission



fulfillment scores for each objective to derive a total mission fulfillment score for the College. Since the aforementioned changes were introduced, the overall mission fulfillment score has been between 2.51-2.95. According to the color scale and its descriptors, this means that BBCC is fulfilling its mission but needs to keep improving. The College is making progress and implementing strategies in an on-going effort to achieve the success it aspires to reach. There are several areas of strength where the College is doing well and other areas where it can improve.

**Table 20: Summary of Mission Fulfillment and Objective Scores**

	2013 MF Score		2014 MF Score	2015 MF Score	2016 MF Score	2017 MF Score	2018 MF Score	2019 MF Score	2020 MF Score
Overall	17.58		3.58	3.74	3.55	3.52	2.80	2.95	2.51
A.1	19.50	1.1	3.50	3.70	3.60	3.60	2.53	3.13	2.33
A.2	15.10	1.2	3.80	3.70	3.40	3.40	3.20	2.33	2.17
A.3	20.70	1.3	4.10	4.00	3.50	3.50	2.38	2.83	2.00
B.1	19.40	2.1	3.70	3.90	3.47	3.27	3.21	2.83	2.50
B.2	17.60	2.2	3.90	4.10	3.61	3.40	3.11	3.00	3.00
B.3	17.60	2.3	3.50	3.80	3.65	3.57	2.82	2.50	2.80
C.1	14.70	3.1	3.50	3.80	3.83	3.89	3.00	2.83	3.33
C.2	16.00	3.2	3.00	3.60	3.58	3.63	2.67	3.00	2.25
		3.3	3.40	3.50	3.33	3.38	2.93	4.17	2.00
		3.4	3.40	3.30	3.53	3.52	2.64	2.88	2.67

Key	
Exceptional	4.1-5.0
Good	3.1-4.0
Making Progress	2.1-3.0
Not Acceptable	1.0-2.0

BBCC still faces some challenges with its current mission fulfillment structure. The overall structure of board ends, core themes, objectives, and indicators seems to be more complex than necessary, and some employees find it confusing. Additionally, the connection between what is often macro-level indicator data and specific implementation strategies is often not clear. For instance, some individuals do not intuitively see a connection between enrollment and retention data with discussions around developing an annual schedule. BBCC desires to simplify the structure for the next accreditation cycle and draw clearer connections between data and strategy. In addition, BBCC intends to continue its movement from taking an input to a more outcome-focused approach. The College hopes to modify its objectives so they are outcomes-focused and then identify indicators that adequately measure each objective in the next iteration of its planning and mission fulfillment structure.

BBCC has identified several challenges with the current process for determining mission fulfillment. First, the targets set for some of the indicators were very ambitious and, in some cases, not realistic. By setting the target too high, it is harder to notice and celebrate incremental progress. Second, the current process does not clearly connect indicator data scoring to the mission fulfillment designation for

the parent objective. For instance, in 2020, all the indicators for objective 3.3 had a blue score, the highest possible, yet employees who discussed the objective expressed concerns about issues not covered by the indicators and gave the objective a red score, the lowest possible. The lessons learned from this was that the current set of indicators did not adequately measure the entirety of the objective, and it appears that those items measured by the indicators that scored well were not taken into consideration in the scoring of the objective. This flaw leads to the third challenge, which is that the activity used to evaluate Objectives is probably not structured enough, resulting in mission fulfillment scores that do not have much meaning for the College and have not provided the College feedback or guidance in a meaningful way. As BBCC revises its planning structure for the next accreditation cycle, it plans to develop a simpler framework, adopt indicators that clearly measure objectives, set realistic indicator targets, draw clear links between indicators and implementation strategies, and establish an evaluation process that results in a mission fulfillment evaluation that provides meaningful feedback to the College to inform its actions.

### **Regional and National Peers**

BBCC has identified regional and national peer institutions against which it can compare itself in particular areas of student achievement. BBCC identified key milestones and success measures that are disaggregated to learn if there are any student groups that not succeeding at the same rate of others as well to help BBCC determine if it is closing achievement gaps between groups. By analyzing data from comparison colleges, BBCC is able to measure student achievement of various student groups to determine if our students have similar achievement levels. The comparison data from regional and national peers was included in Appendix B of the [2020 Mission Fulfillment Monitoring Report](#). Because of the newness of the requirement, time it took to identify peer colleges and collect the data, and complications to college operations due to COVID-19, BBCC staff have only conducted an initial review of the comparison data. In the upcoming year, the BBCC Data Committee intends to review the data and recommend next steps based on its findings. Additionally, BBCC will incorporate the collection and review of peer institution data into its annual planning process.

### **Regional Peer Institution Comparison Group**

The regional comparison group was selected based on institution size, rural location, local economy, and [HSI](#) status. Based on the criteria, BBCC identified Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College as regional peers. At BBCC's request, the SBCTC provided a data set from the three colleges without identifying data from any individual college. Students included in the data pull were all new Workforce or Transfer students (including high school dual enrollment students) who started in fall quarter. The data sets examined were

1. Completion of College-Level English in First Year
2. Completion of College-Level Math in First Year
3. Fall-to-Fall Retention or Completion
4. Completion by Third Year of Enrollment
5. Transferred to a 4-Year Institution Within Four Years
6. Earnings Within 4 Years of Enrollment

The most recently available five years of data were reported to illustrate trends. The overall data was presented as well as the following disaggregations:

1. Male vs Female
2. Age Groups (<20, 21-24, 25>)
3. Historically Underserved vs Not Historically Underserved Students of Color, and
4. Received Need-Based Aid vs Did Not Receive Need-Based Aid.

## National Peer Institution Comparison Criteria

BBCC used ten criteria to identify peer colleges that seem to be the most similar to BBCC. Below is an explanation of each criteria. Criteria 1-7, 10 are defined by the Integrated Postsecondary Education Data System (IPEDS) [glossary](#).

### *1. Sector of institution*

This variable offers nine different categories divided into control categories and level categories. Control categories define the type of institution, whether it be public, private, private not-for-profit, or private for-profit. The level categories determine the typical length of attendance for a student which include 4 year or higher (4 year), 2-but-less-than 4-year (2 year), and less than 2-year. For example: public, 2 year-institution or private for-profit, 4-year. The categories we used were “public” and “2-year” institutions.

### *2. Degree of urbanization*

The degree of urbanization variable is operationalized into 4 categories (City, Suburb, Town, and Rural) with each consisting of 3 subcategories for a total of 12 possible codes that help determine the level of urbanization where the school is located. The methodology for assigning codes is developed by the U.S. Census Bureau’s Population Division. Based on the 12 possible codes, we determine that BBCC was best described as either located in a *Town: Remote* or *Town: Distant*. *Town: Remote* is defined as a territory inside an urban cluster that is more than 35 miles from an urbanized area” while a *Town: Distant* is defined as a “territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.”

### *3. Institutional category*

The institutional category is derived by classifying institutions based on their level of offerings which range from *not applicable* to *degree-granting* with a number of different levels within each larger group. For example, there may be a pair of institutions that grant degrees, but one may focus primarily on baccalaureate degrees or above while the other offers associate degrees and certificates. The criteria we used was “associate degrees and certificates.”

### *4. Institutional size category*

The institutional size category refers to the total number of students enrolled for credit. It should be noted that the size of an institution will be less than what an institution reports since IPEDS does not include dual enrollment students. The size category we used was 1,000 to 9,999.

### *5. 12-month unduplicated headcount, total: 2017-18*

12-month unduplicated headcount indicates how many individuals an institution has served over a 12-month period for the 2017-18 academic year. We selected institutions that served between 2,000 – 5,500 students.

### *6. Percent of undergraduate enrollment that are Hispanic/Latino*

Percent of undergraduate students that are Hispanic/Latino in the fall of the academic year. This variable is derived from the enrollment component that is collected in the winter and spring IPEDS surveys. We selected institutions with a student body between 35% - 50% Hispanic.

#### *7. Geographical Cross-section*

We elected to include a geographically dispersed number of colleges with no more than one college from one state so that policies in one state would not skew data.

#### *8. Similar economic base; Top Industries (<https://datausa.io>)*

Colleges in communities with similar primary economic sectors as those of Grant and Adams counties were selected

#### *9. Community Population Growth (<https://www.census.gov>)*

Colleges in communities with a population that was stable and/or growing were selected while colleges in communities with a declining population were excluded.

#### *10. Percent full and part-time students*

Preference was given to colleges with a high percentage of full-time students versus a high percentage of part-time students.

The Colleges selected in the national comparison group were Barstow Community College in Barstow, California; Eastern New Mexico University-Roswell Campus in Roswell, New Mexico (this is a two-year college); and Garden City Community College in Garden City, Kansas.

Because of the limitations of readily available IPEDS data, the only data collected for national peers was

1. Overall Graduation Rate disaggregated by Female vs Male and Historically Underserved vs Not Historically Underserved Students of Color
2. Full-Time and Part-Time Student Retention Rates

### **Using Objectives, Indicators, and Regional Comparison to Improve Effectiveness**

*Objective 2.2 BBCC helps students attain high academic standards* and its supporting *Indicator 2.2b Course success rate* have guided BBCC's strategic efforts to improve the number of students earning college-level math credit. In addition to looking at overall course success rates, the college and math department have tracked program-specific data to monitor student success in specific math classes. As described in the response to 1.B.1, during the current accreditation cycle the math department has developed an Emporium Math program and modified math placement practices. The department has also supported the development of contextualized math classes for students enrolled in workforce education programs. These efforts have resulted in increased course success rates in developmental and college-level math classes, increased FTE in college-level math classes, and a decline in FTE in developmental math classes. They have also resulted in a narrowing of the achievement gap between A/W and HUG students.

BBCC was able to compare its performance with its regional peers. In comparison with our peers, BBCC has consistently had more students complete college-level math within their first year of enrollment. In looking at the disaggregated data, BBCC still performed favorably in comparison with its peers. Specifically, females, males, students 20 years old or younger, historically underserved students of color, and students who did not receive need-based aid consistently performed higher than students at peer institutions. However, students who are 20 years of age or older at peer institutions performed as well or better than students at BBCC. Additionally, in the last year for which data was available, students who are not historically underserved students of color and students that receive need-based aid at peer institutions performed better than their counterparts at BBCC.

BBCC is currently completing the development of math classes contextualized to specific workforce programs. These courses couple the delivery method of the Emporium with the career specific content of their respective programs, while also giving a parallel pathway to traditional college-level math classes. BBCC hopes that as these classes are completed and offered at scale, they will raise the overall percentage of students completing college-level math within their first year and specifically increase the percentage for students who are over 20 years of age. BBCC workforce education programs tend to enroll adults over 20 years of age. Moving forward, BBCC will plans to monitor the success of its students in completing college-level math in comparison with regional peers.

*1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness*

### **BBCC Shared Governance Structure**

In addition to the college's formal reporting structure, BBCC has a committee structure that ensures participation by different employee groups and students in college governance. Each committee has a specific purpose or objective. Members are either elected or appointed to their positions. Each committee also has a point of contact who is responsible for calling committee meetings and communicating the work of the committee. Following is a list of committees and their primary responsibilities organized by the college employee who serves as the point of contact for each committee. The detailed list of committees, their purpose, scope of decision making, membership, and point of contact are listed in [AP-2310](#) (Administrative Procedure 2310).

#### **President**

- Executive Team – Makes strategic decisions
- Cabinet – Makes tactical decisions
- Shared Governance Council – Makes operational decisions

#### **Vice President of Human Resources and Labor**

- Committee on Equity, Inclusion, and Diversity (CEID) – Advisory group to promote diversity, equity, inclusion, social justice
- Screening Committees – Screen and evaluate candidates for jobs

#### **Vice President of Learning & Student Success**

- Academic Council – Interpret and waive (if warranted) academic regulations
- Academic Master Plan Committee – Monitor and recommend changes to the Academic Master Plan
- Assessment Committee – Lead and assist in assessment of student learning efforts
- Exceptional Faculty Award Committee – Solicit, review, approve applications for faculty professional development
- Instructional Council – Review, approve and/or recommend in areas of curriculum, academic programs, instructional budget, policies, and administrative actions
- Program Review Committee – Evaluate instructional programs
- Strategic Priorities Committee – Implement strategic priorities and update strategic plan
- Student Services Team (Dean of Student Services & Deans of Transitional Studies co-lead) – Establish procedures in student services

Vice President of Finance & Administration

- Budget Review Task Force – Prioritize budget requests, provide flow of information concerning the budget
- Facility Master Plan Committee – Evaluate and identify physical needs of campus

Director of Big Bend Technology

- Accessible Technology Team – Create understanding about accessibility through technology

Dean of Institutional Research & Planning

- Data Committee – Assist with the analysis and interpretation of data

Executive Director of Foundation

- Scholarship Review Committee – Review foundation scholarship applications

Relevant Instruction & Student Services Deans

- Probationary Review Committee – Conduct probationary faculty review process
- Tenured Faculty Evaluation Committee – Evaluate tenured academic employees

Faculty Association President

- Professional Rights & Responsibilities Committee – Facilitate specific activities as described in the Faculty Negotiated Agreement

Director of Campus Safety & Security

- Safety Committee – Make health and safety activities a part of the college’s operating procedures, culture, and programs

STAR Committee Chair

- STAR Committee –Support the personal and professional development of classified staff

Director of Student Programs

- Student Disciplinary Committee – Conduct hearings arising from alleged violations of the *Student Code of Conduct*

**Inclusive Planning Process**

BBCC has a planning process that is inclusive and offers appropriate college constituents the opportunity to participate in a meaningful way. By using the BBCC committee structure as well as some all-campus meetings, the College has ensured broad-based participation in developing guiding documents and frameworks, conducting an annual review of indicator data and assessment of college progress, allocating resources, and implementing strategic actions. (In the following narrative, committees and employee groups are italicized to highlight cross-campus participation.)

Developing Guiding Documents and Frameworks

In 2013, the College revised its mission, objectives and indicators and updated its Academic Master Plan, which served as the strategic planning document for the College. The *Academic Master Plan Committee* led in both efforts. The *Academic Master Plan Committee* is comprised of faculty division chairs, deans, the ASB president, and staff appointed by the college president. (Faculty division chairs represent the faculty in their divisions on college committees, serve as liaisons between administration and faculty,

and regularly convene meetings with faculty in their divisions. There are eight division chairs and their duties are described in the [Faculty Negotiated Agreement](#), Article IX: Position Descriptions, pgs. 15-18.)

In the 2017-18 academic year, the College made updates to college Indicators. The *Shared Governance Council* led in reviewing existing Indicators, providing feedback about their utility, and proposing new ones. The *Shared Governance Council* is composed of an ASB student, STAR Committee representative, faculty division chairs, faculty association president, members of Cabinet, and directors and coordinators responsible for major functions of the college. The *Shared Governance Council* is a larger, more inclusive group than the *Academic Master Plan Committee*, which is why it was selected to lead the effort in 2017-18. The *Shared Governance Council* also mapped an [alignment](#) of all staff departments with the Objective(s) that most relate to the work of each department. Additional staff from departments not normally represented in *Shared Governance Council* were invited to participate so that every functional college department had at least one representative in the meetings. In each consecutive year, the *Shared Governance Council* reviews the Indicators and provides feedback for updating them.

In 2017-18, the College also updated its strategic plan. *Cabinet* identified three strategic priorities that the plan would describe and would guide the college's efforts for the ensuing three years. Cross-departmental workgroups of college faculty and staff within the *Strategic Priorities Committee* developed a list and description of implementation strategies for achieving the strategic priorities. To gather broad based feedback as a part of the strategic planning process, the College gave *all employees* the opportunity to complete the Institutional Capacity Assessment Tool (ICAT) survey and participate in discussion groups interpreting the data. Information from the process was incorporated into the new strategic plan. *Instructional Council* also provided feedback on elements of the strategic plan. The final plan was approved by *Cabinet* and *Board of Trustees*.

During the 2018-19 academic year, the *Academic Master Plan Committee* developed an updated [Academic Master Plan](#) and a cross-departmental workgroup from the *Strategic Priorities Committee* developed a [Communications and Marketing Plan](#).

Moving forward, BBCC will continue to use the college's existing committee structure and meetings open to all staff to develop the next strategic plan and the mission fulfillment framework for the next accreditation cycle. Additionally, the College will work to expand the student and community representation.

#### Conducting an Annual Review of Indicator Data and Assessment of College Progress

Each year during the current accreditation cycle, the office of Institutional Research & Planning has compiled indicator data and supporting narrative into one or more reports called mission fulfillment workbook(s) and shared them with the campus community inclusive of Trustees, full and part-time employees, and ASB leaders. All who receive the workbook have an opportunity to review the data and provide feedback for determining mission fulfillment as well as next steps the College should take. From 2012-13 to 2016-17, the opportunity to provide feedback was primarily through email, *Shared Governance Council*, and in some instances, campus forums. Feedback tended to come from a small group of individuals. College leadership and trustees were over represented in comparison with other constituents.

Changes to the planning process in 2017-18 ensured broader campus participation in the process. The College holds a Winter In-service day during the first part of February each year that traditionally only included faculty. In 2018, *all full-time employees* attended for the first few hours so they could discuss the contents of the [Mission Fulfillment Workbook](#), evaluate the college's progress, and suggest next



steps. Some part-time employees and student leaders also attended. The inclusive approach has helped employees become more familiar with college priorities, activities, and student achievement data. The discussions among participants is valuable to the College and many employees by providing feedback that informs college decisions and actions. For instance, feedback from the 2020 In-service informed decisions about the redesign of the college website, the development of an online orientation for new students, and the development of academic advisor training. BBCC has made adjustments each year in an effort to make the planning process meaningful for participants. For example, some college employees shared that they do not feel well enough informed about some topics and related improvement efforts to provide substantive feedback. In 2020, the process was adjusted in an effort to provide [more context](#) to the data via discussion questions and informed table facilitators. Moving forward, BBCC will continue to solicit feedback on ways to make the annual review of Indicator data and assessment of the College more meaningful to participants.

### Allocating Resources

BBCC employees participate in allocating resources in two primary ways. The first is through participation in *Screening Committees* that screen employment applications for full-time positions and interview candidates. Membership in *Screening Committees* varies according to the posted position. However, members of the affected department participate in a screening committee.

The second way that employees participate in resource allocation is through the budget development process. Each year departments submit budget requests for review by supervisors and/or members of *Cabinet*. The president makes final funding decisions about what requests are funded and which ones are not. The *Board of Trustees* usually adopts the college budget in June just prior to the start of each fiscal year.

From 2012-13 to 2016-17, budget requests were prioritized by *Cabinet*. When the planning process was updated in 2017-18, the College reinstated the *Budget Review Task Force (BRTF)*. In prior years the task force was assembled to provide feedback on proposed budget cuts during the years when the College was dealing with the Great Recession. The revised role of the *BRTF* is to prioritize budget requests from across the College, thereby making a recommendation to the president about what requests to fund. Members of the *BRTF* include the VP of Finance and Administration, faculty division chairs, two classified staff, and one exempt staff. Two examples show how the *BRTF* has influence funding decisions. In the [spring of 2018](#), no permanent budget requests were funded although a variety of one-time requests were funded. However, the *BRTF* gave its highest ranking of requests for a permanent budget allocation to a group of requests for outreach requests totaling \$14,700. The high ranking by the *BRTF* convinced the president to temporarily fund the requests for the following year. In the [spring of 2019](#), the *BRTF* gave a very high ranking to a \$1,000 permanent funding request for the Early Childhood Education department. The request was the only permanent funding request approved that year. Moving forward there is an interest in modifying the membership so it more adequately represents a broader range of college employees and improving communication from the committee to the rest of campus.

### Implementing Strategic Actions

BBCC faculty and staff from across the institution actively participate in a variety of college improvement efforts as illustrated in the response to 1.B.1. Multiple college committees play key roles in planning and implementing college actions. Three committees are of particular relevance, namely, the *Committee on Equity, Inclusion, and Diversity (CEID)*, the *Data Committee*, and the *Strategic Priorities Committee*. All three committees were created as standing committees in 2017 from existing ad hoc groups, made key contributions to the College thus far, and will have important roles in the future in helping employees from across the College to engage in efforts to improve institutional effectiveness.

(see Appendix G in the [2017-20 Strategic Plan](#), [2019 Mission Fulfillment Monitoring Report](#), and [2020 Mission Fulfillment Monitoring Report](#) for summaries of their recent work.)

*CEID* led the College in adopting formal definitions for equity, inclusion, and diversity in 2018. Since 2015, the committee has led the College in offering professional development on topics related to equity, inclusion, and diversity. The committee played a key role in providing input on a decision by the Instructional Council to adopt a diversity requirement for Associate of Arts & Science DTA degrees. Moving forward, *CEID* will help determine how to implement the diversity requirement and will also have a key role in expanding equity training and helping both staff and faculty departments apply concepts of equity to support improving student retention, persistence, and completion while reducing equity gaps.

The *Data Committee* has provided analyses of student survey results and performed other data analysis projects such as an analysis of student transcripts. In 2016, the *Data Committee* conducted an in-depth analysis of student transcripts and identified indicators of success and challenge in a students' first two quarters of attendance. They also conducted focus groups with Latinx students in 2016 to identify barriers to success. The committee worked with the Office of IR&P to develop a fall survey of students in 2018 to solicit student feedback on BBCC services, climate, and their basic needs. After two years of implementation, the *Data Committee* will analyze survey results and make a recommendation about whether or not to continue with the survey. The committee will also lead in analyzing student achievement data from peer institutions and recommend resultant actions.

The *Strategic Priorities Committee* is composed of a series of work groups that fluctuate from year to year based on the strategic work being done in a given year. For example, workgroups within this committee were tasked with developing sections of the strategic plan, drafting the *Communications and Marketing Plan*, developing advising maps, revising the onboarding and orientation process for new employees, and establishing a common start time for evening classes. *Strategic Priorities Committee workgroups* are currently playing a key role in revising the intake process and experience for new students, including a revised list of "getting started" steps, an online orientation, revised new student registration sessions, targeted contacts with new students from admission to enrollment, an early alert system for struggling students, online student services, and website updates to support the above changes. Moving forward *Strategic Priorities Committee workgroups* will continue to lead in the development and implementation of changes meant to improve student achievement such as the changes to the new student experience and the academic advising process.

*1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.*

BBCC actively monitors its internal and external environment and through its shared governance system of committees (see response to 1.B.3) and its formal reporting governance structure, uses the findings to identify trends and expectations, assess strategic position, set future direction, inform annual planning, allocate resources, revise program and service outcomes, revise indicators, and review and revise the college mission.

### **Monitoring Internal Environment**

There are several steps the College regularly takes to actively monitor its internal environment. The Office of IR&P collects student achievement and other internal Indicator data each year to include in the [Mission Fulfillment Workbook](#). In addition, BBCC implements a survey of currently enrolled students each spring. Primary topics in the survey include student satisfaction with services, participation in co-curricular activities, and students' perception of the campus as a safe space. Some employees raised the concern that by surveying students in the spring, we were only surveying students who had stayed enrolled for two quarters and were missing the perspectives of students who started in the fall but were not enrolled by spring. In response, the College administered a survey of new students in the fall of 2018 and again in the fall of 2019. The survey encompasses student perceptions of services, diversity and inclusion topics and basic needs. Additionally, the College offers both new employees and exiting employees the opportunity to complete a survey about their experiences at the College. In odd numbered years campus employees have the opportunity to provide feedback on the performance of senior administrators. The College works with the SBCTC to complete a facilities condition survey once every two years, which guides the College in managing its facilities. The Big Bend Technology department monitors the computer network for usage and to detect security threats. In addition to these regularly scheduled actions, the College also takes other steps as needed, including conducting focus groups with Latinx students in 2016, a review of student transcripts in 2016, implementing the ICAT to employees in 2017, holding student focus groups on advising in 2018, implementing a staff survey about retaining female students in non-traditional programs in 2018, and conducting a survey of employees about working remotely due to COVID-19 in 2020.

### **Monitoring External Environment**

BBCC also regularly monitors its external environment. The Office of IR&P collects external monitoring data each year to include in the [Mission Fulfillment Workbook](#). Furthermore, members of local communities serve on the BBCC Board of Trustees, the BBCC Foundation Board, and advisory boards for each of BBCC's workforce education programs. Through these formal structures, the College receives ongoing feedback about the external environment. Furthermore, college leaders are active members of community organizations, including the Moses Lake Rotary Club, Grant County Economic Development Council, Adams County Development Council, and the Samaritan Hospital Board. The College also receives feedback from external partners through the process of managing and implementing articulation agreements, contracts, other agreements, and partnerships. The college president actively engages with state and national legislators and political leaders each year on legislative and policy issues affecting the College. BBCC staff in multiple positions actively participate in state-wide councils and commissions for Washington State community colleges and higher education institutions.

Furthermore, BBCC collects information about the external environment in more systematic ways. Every three years, the college surveys former workforce education and transfer students. During the current accreditation cycle, the College conducted the survey in 2013, 2016, and 2019. BBCC also conducted surveys of employers in 2016 and 2018. In addition to these regularly scheduled activities, BBCC conducts other activities as needed. When the College is investigating the feasibility of starting a new program, it conducts targeted surveys as well. During the current accreditation period, BBCC conducted surveys for the criminal justice, unmanned aerial systems, and bachelor of applied science in management program and the BBCC Foundation conducted a survey of employers as a part of fundraising efforts for the Workforce Education Center in 2017.

Sometimes there are multiple requests from different departments to develop and administer surveys, raising the concern of survey fatigue. The [Office of IR&P](#) is in the process of developing protocols and process for departments to request surveys. In addition, [IR&P](#) is developing interactive dashboards

using Tableau software that will facilitate more robust inquiry and analysis by all interested employees. Finally, the College intends to adopt a standardized survey tool to measure employee satisfaction.

### **Identify Trends and Expectations, Assess Strategic Position, Set Future Direction**

In the summer of 2017, BBCC was facing multiple internal and external challenges. The most immediate concern was addressing a recently imposed sanction by the Northwest Commission on Colleges and Universities for failing to fully address a recommendation received in 2012. In response, BBCC began a process of updating its strategic plan. Foundational to the process was a collection and review of information the College had collected up to that point in monitoring its external and internal environments.

During a retreat in the summer of 2017, members of Cabinet identified several trends and expectations, assessed the college's strategic position, and defined a future direction through the end of 2020 when the current accreditation cycle would conclude. The college's future direction was codified in the following three Strategic Priorities:

1. Student-Ready Instructional & Operational Practices
2. Comprehensive Advising & Student Support
3. Employee Experience

The three priorities would serve as the centerpiece of a new strategic plan and guide college planning, actions, and resource allocation for the following three years. A summary of some trends identified, the assessment of the college's strategic position at the time, and future direction of the College is presented in Table 21.

**Table 21: Using Results of Monitoring Internal & External Environments**

<b>Trend &amp; Expectation</b>	<b>Assessment of BBCC's Strategic Position</b>	<b>Future Direction</b>
A plateauing of RS enrollment after several years of exponential growth.	Because of declining enrollment in other areas, BBCC needs to sustain existing Running Start enrollment levels and grow dual enrollment programs.	Student-Ready Instructional & Operational Practices Strategic Priority.
An overall decline in enrollment after several years of consecutive enrollment growth.	BBCC needs to attract and retain new students. Because so many are first-generation college students, BBCC needs to implement services that will make higher education transparent and understandable to them.	Student-Ready Instructional & Operational Practices Strategic Priority.  Comprehensive Advising & Student Support Strategic Priority.
Declining state funding.	BBCC needs to look for revenue streams beyond state funding and manage enrollment to maximize revenue generation from current and future students.	Student-Ready Instructional & Operational Practices Strategic Priority.  Comprehensive Advising & Student Support Strategic Priority.

Capital project about to begin to construct Workforce Education Center.	BBCC needs to fundraise up to \$5 million to offset construction costs.	Develop and implement a WEC capital campaign.
Growing number of employee separations and anecdotal feedback expressing concern about campus climate.	BBCC needs to provide a workplace that meets employees' needs, so they can meet the needs of students.	Employee Experience Strategic Priority.
A growing awareness/interest among some college employees in issues of diversity, equity, and inclusion.	BBCC needs a diverse workforce to meet the needs of diverse students. BBCC needs to provide an inclusive environment for students and employees and provide both with equitable opportunities to succeed.	Comprehensive Advising & Student Support Strategic Priority.  Employee Experience Strategic Priority.
A growing awareness and concern about the equity and achievement gaps between A/W and HUG students.	BBCC needs to provide services and instruction that provide equitable opportunities for all students to succeed regardless of race, ethnicity, or socioeconomic status.	Comprehensive Advising & Student Support Strategic Priority.
A coalescing of efforts around providing intrusive advising and services and grant resources to support the efforts.	BBCC has the resources and employee interest necessary for making significant improvements in advising and related services that could positively impact student, especially first-generation students.	Comprehensive Advising & Student Support Strategic Priority.
An urgent need to satisfy an unresolved recommendation from the NWCCU and a newly imposed sanction.	BBCC needs to update and fully implement its planning and assessment procedures in the following 12 months.	Focus on planning, assessment, and accreditation.

The process of identifying the Strategic Priorities was completed quickly over the summer by a small group of college leaders because of the need to respond quickly to the accreditation sanction. When BBCC begins the process of developing a new strategic plan and identifying or updating strategic priorities, it will seek to do so in an inclusive fashion that solicits input from a broad array of stakeholders.

### **Inform Planning**

BBCC employees spent the duration of the 2017-18 academic year further developing the [2017-2020 Strategic Plan](#). Cross-department work groups under the Strategic Priorities Committee developed a description of each strategic priority and implementation strategies for each priority. They also reviewed and continued to gather additional information about internal and external environments, including data from the implementation of the ICAT to all interested employees and an analysis of their

responses. The ICAT is a self-assessment tool produced by ATD that measures seven capacities a college needs to be successful in meeting its goals to improve student success and build a student focused culture: Leadership & Vision, Data & Technology, Equity, Engagement & Communication, Teaching & Learning, Strategy & Planning, and Policies & Practices. A summary of the information collected from monitoring environments is included in Appendices B, C, and D of the [2017-2020 Strategic Plan](#). Finally, the College also set three strategic goals and included them in the strategic plan. The goals are to close the gap in course success rates between A/W and HUG students during their first quarter of enrollment, increase the three-year graduate and/or transfer rates, and increase enrollment. (See Table 22)

The College updated other planning documents over the next few years in support of the new [2017-2020 Strategic Plan](#). In 2018-19, the workgroups within the Strategic Priorities Committee created a new [Academic Master Plan](#) and a [Communications & Marketing Plan](#) to support implementation of the 2017-20 Strategic Plan. In 2018 and 2020, the College worked on developing a [Technology Strategic Plan](#).

The Strategic Priorities and Goals also influence annual planning. The Core Themes and Objectives are aligned with the Strategic Goals and Priorities with the alignment shown in Appendix E of the [2017-2020 Strategic Plan](#). In addition, specific Indicators are identified to show progress toward Strategic Goals. Each year in preparation for its annual planning process, the Office of IR&P compiles information it gathers from monitoring internal and external environments into the [Mission Fulfillment Workbook](#) as indicator data. During the Winter In-service in February, all full-time employees review the data, identify trends, assess the college's progress in meeting each objective, and recommend steps the College should take in the upcoming year. Through this process, the information gleaned from monitoring internal and external environments is used to make regular assessments of the college's strategic position and incremental adjustments to the college's future direction. A more detailed description of the annual planning process is included in the response to 1.B.1 and a description of how constituents engage in the process is included in the response to 1.B.3.

Because some employees are still struggling to make a clear connection between macro-level goals and indicators and micro-level strategies that are supposed to meet the goals, BBCC hopes to develop a simple planning framework with a clear alignment between component parts. Additionally, the College plans to provide more employee professional development on data and analysis.

### **Resource Allocation**

The Strategic Priorities and Goals have guided prioritization of budget requests by the Budget Review Task Force and budget decisions by the President in consultation with the Executive Team. Some specific actions by the College related to each Strategic Priority are highlighted:

#### *Student-Ready Instructional & Operational Practices Strategic Priority*

- 2019 and 2020: BBCC created additional staff positions to implement the expanding Open Doors dual enrollment program.
- 2019: BBCC created a Dual Enrollment Coordinator position to focus on maintaining and growing high school dual enrollment programs.
- 2018-2020: BBCC funded market research efforts and the development of a proposal to develop a BAS degree for working adults.
- 2019: BBCC converted the Athletic Director position from part-time to full-time on a permanent basis.
- 2018: BBCC allocated funds to launch men's and women's wrestling in an effort to expand opportunities for access to higher education and student engagement.
- 2017-2020: BBCC provided financial support needed to offer accelerated English and math classes.



- 2016-2020: BBCC used Title V grant funds to support the development of contextualized math classes.

#### *Comprehensive Advising & Student Support Strategic Priority*

- 2018-20: BBCC funded activities to develop an online orientation and a revised new student intake process.
- 2019-20: BBCC used Title V funds to purchase a subscription to Starfish and allocated necessary human resources to implement it.
- 2019: BBCC sustained an Advising Coordinator position in order to strengthen academic advising processes.
- 2018: BBCC compensated faculty to work over the summer to develop the college's areas of interest.
- 2017-20: BBCC used Title V and state funds to cover costs associated with developing advising maps.

#### *Employee Experience Strategic Priority*

- In 2020, BBCC provided leadership training to all supervisors and other interested staff in order to improve accountability for a group of employees by clarifying and reinforcing expectations for them.
- In 2019, BBCC allocated Title V grant and state funds to implement communication training in an effort to improve campus communication.
- From 2019-2020, BBCC allocated funds to provide leadership coaching to some college leaders.
- In 2019, BBCC allocated human resources to develop and implement bias training with participants in all screening committees in an effort to recruit a more diverse and creative workforce.
- From 2012-2020, BBCC allocated financial and human resources to provide training employees need to do their jobs.

As resources become scarcer due to a contracting economy as a result of COVID-19, BBCC will need to make very strategic and prudent decisions about how to allocate resources.

#### **Revise Program and Service Outcomes**

BBCC has made revisions to programs and services based on the Strategic Priorities and Goals as well. Overall this has led to an increased focus by many programs and services to closing equity and achievement gaps. There were two specific instances where institutional priorities led to significant shifts in college services. The first example falls under the *Student-Ready Instructional & Operational Practices* Strategic Priority. In 2017, BBCC created a Dean of [Transitional Studies](#) position that consolidated the BEdA, WES, developmental education, and library departments under one dean to better support the transition of BEdA students into college-level classes. While the library still serves all students, it assumed a larger role in providing supports for BEdA students. The WES department provides support for both BEdA students and students in college-level workforce education programs. The reorganization put an additional emphasis on establishing clear pathways and supports for BEdA students as they transition into workforce education programs.

The second example falls under the *Comprehensive Advising & Student Support* Strategic Priority. One of the implementation strategies under this priority is to *Adopt technology that will support implementing comprehensive supports* for students (see [2017-2020 Strategic Plan](#), pg 8). In 2019, BBCC decided to purchase a subscription to Starfish, a large and comprehensive software package that requires a significant amount of staffing to implement and operate. In 2017-18, the College made changes within the Student Success Center (SSC) due to declining student usage of the center and a desire to avoid duplication of resources. The checkout of student laptops and used textbooks moved to the library while all math and science tutoring was concentrated in the STEM Center. These changes



allowed the Student Success Center Coordinator to adopt the lead role in Starfish implementation. The focus for that department shifted dramatically from a focus on providing some students supports in a discrete physical space to providing student success supports to all BBCC students using web-based tools not confined to a specific time or location.

As BBCC sharpens its institutional focus on reducing achievement and equity gaps while increasing overall student retention, persistence, and completion, other areas of the College may experience a shift in their priorities.

### Revise Indicators

When the Mission, Core Themes, and Objectives were revised in 2013, the Academic Master Plan Committee led the College in revising its Indicators. In 2017-18, when BBCC adopted a new strategic plan, the Shared Governance Council led the College in updating Indicators in an effort to identify Indicators that gave actionable data and supported the Strategic Priorities and Goals. As a part of that process, the College identified specific Indicators that showed progress towards each of the strategic goals.

**Table 22: Indicators for Strategic Goals**

Strategic Goal	Indicator
Close the gap in course success rates between new A/W (Asian/White) and HUG (Historically Underrepresented Group) students during their first quarter from 9% to 0% by 2020.	1.1b Total student FTE (Full-Time Equivalent)
Increase three-year graduation and/or transfer rates from 51% in 2018 to 55% by 2020.	1.3a IPEDS graduation & transfer rates
Increase annual Full-Time Student Equivalent (FTE) enrollment from a recent average of 2,043 to 2,100 by 2020.	1.3d Gap between A/W and HUG in course success rate in first quarter

Since 2017-18, BBCC has reviewed and updated indicators in an effort to collect information from the internal and external environments that is relevant and useful. Table 23 shows an example of how indicators changed over the past several years to better reflect the college's strategic efforts.

**Table 23: Indicator Changes for Objective 3.2**

2020-21	2019-20	2018-19	2017-18	2013-14 – 2016-17
3.2a Transfer rate based on National Clearinghouse data 3.2b Percent of local high school graduates attending BBCC 3.2c Running Start, College in the High School, and Open Doors enrollments	3.2a Transfer rate based on National Clearinghouse data 3.2b Percent of local high school graduates attending BBCC 3.2c Running Start and College in the High School enrollments	3.2a Transfer rate based on National Clearinghouse data 3.2b Percent of local high school graduates attending BBCC 3.2c Running Start and College in the High School enrollments	3.2a National Student Clearinghouse transfer data 3.2b Percent of local high school graduates attending BBCC 3.2c Running Start and College in the High School enrollments	3.2a Inventory of current dual credit programs 3.2b Analysis of partnership opportunities

			3.2d Outreach survey (area schools)	
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Changes in the indicators for *Objective 3.2 BBCC works with K-12 & university partners to provide educational opportunities* illustrate a growing emphasis on dual enrollment programs and high school relations. In 2017-18, BBCC added indicators 3.2b and 3.2c to monitor how many Running Start, College in the High School, and recent high school graduates were attending BBCC. In addition, the College had the results from an outreach survey during the 2017-18 school year and so included the survey results as an indicator. The College did not repeat the survey and so dropped the indicator. Because of dramatic growth in the Open Doors program, BBCC has modified indicator 3.2c for 2021 to include enrollments in Running Start, College in the High School, and Open Doors.

A lesson learned is that not all indicators provide the data we desired and as college priorities shift, the College needs to adjust its indicators accordingly to generate the data needed to inform decisions. Moving forward, BBCC will not wait four years before reviewing and revising Indicators but will monitor and adjust them on a more regular basis. As the College develops its new strategic plan and mission fulfillment framework, it will select indicators that will help maintain a focus on closing achievement and equity gaps while improving overall student retention, persistence, and completion.

### **Review and Revise the College Mission**

In 2013, the *Academic Master Plan Committee* led BBCC in a process of reviewing and revising its mission statement in response to both internal and external influences. The former college mission statement read: *The mission of Big Bend Community College is to serve the educational needs of a diverse population throughout its service district. As a comprehensive two-year community college, the institution works with its partners to provide a variety of educational opportunities, including courses and training for university and college transfer, occupational and technical programs, basic skills and developmental education, community and continuing education, pre-employment and customized training for local business and industry, and support services for students to help promote student access, success and retention.*

The updated college mission statement is *Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.*

At the beginning of the next accreditation cycle, BBCC will again undertake a review of its mission and revise as needed based on information it collects from monitoring its internal and external environment. The College will use its governance structure, consisting of a formal reporting structure and a collection of committees to implement an inclusive process.

## **Standard 1.C. Student Learning**

*1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.*

### **Program Content Reviewed for Relevance and Applicability**

BBCC instructional programs are consistent with the college's mission and Core Themes (See 1.A.1). Workforce education programs are developed with industry partners, the transfer program is developed based on university transfer considerations, and the BEdA program is developed based on the College and Career Readiness (CCR) Standards and Washington State high school completion requirements. Institutional and program outcomes are clearly identified for all transfer, workforce, and BEdA programs and credentials while all courses have clearly identified course learning outcomes. Course and institutional outcomes are identified in the Master Course Outline (MCO). All program outcomes (POs) are identified along with the appropriate degree or certificate(s) in the [Course Catalog](#) (pgs. 40-164) and on the program page website.

### **Curricular Review**

Discipline-specific faculty or administrators initiate changes or additions to programs in consultation with other faculty and/or local industry and/or program advisory committees. At every stage of review, the College considers how the proposed changes will affect successful mission fulfillment including relevance, impact on resources, demonstrated need, and student audience. Academic departments and divisions conduct the first review of proposed curricular content and course outcomes. Advisory committees for workforce education programs approve all major curricular changes for workforce education programs. The Instructional Council (IC) grants final approval of curricular revisions. IC oversees the development and approval of curriculum that is appropriate for pre-college courses, lower division general education courses, and workforce education courses. Courses with alternative modes of delivery are subject to the same curriculum approval processes as face-to-face courses. The SBCTC also approves new degrees, certificates over 45 credits, and major changes to degrees.

### **[Program Audits](#)**

The College also uses program audits as a tool for programs and departments to review their own courses and programs for relevant and appropriate content and practices. The College [updated workforce education program audits](#) in 2018-19 to be more self-reflective than the [previous program audits](#) by incorporating a continuous improvement approach. Programs complete the audits on a [three-year rotation](#). To complete a program audit, the faculty complete quarterly reports during the assigned academic year. Faculty reflect each quarter on program quality, specifically

1. how the program determines that the courses, certificates, and degrees are still viable and relevant,
2. methods the program uses to integrate the academic and technical skills of program students and ensure that they are taught with the same coherence and rigor as all other BBCC students,
3. program investment in technology or equipment to improve content delivery or student performance, and
4. examples of innovative projects, initiatives, or state-of-the-art equipment undertaken, successful or noteworthy developments with respect to program quality or improvement, and significant challenges encountered.

The audit also includes sections documenting work on industry/community involvement, career guidance, and K-12 engagement. Some information described includes

1. how program faculty engage, recruit, and/or provide career and academic guidance to prospective students, participate in advisory committees at the high school level, and provide opportunities for CTE Dual Credit (Tech Prep) articulations with area high schools/skills centers

2. program partnerships with high schools and districts to engage and recruit students and market the program, provide career information such as employment trends and wages, and assist students planning their education
3. how the program ensures involvement of stakeholders in the improvement, implementation, and assessment of the program; how course/program content has been updated to reflect industry needs/feedback from the advisory committee; and how the program is involved in building and/or maintaining specific internal and external relationships
4. the most noteworthy developments with respect to high school partnerships, program academic guidance and career counseling, and activities of the program Advisory Committee

Other topics covered within the program audits include scheduling, technology, lab fees, faculty/staff professional development, work-based learning, and special populations and non-traditional fields. A continued focus on program quality and industry/community involvement, career guidance, and K-12 engagement helps workforce programs maintain program content that is appropriate and relevant.

#### Course Transferability

Evaluating the appropriateness and relevance of transfer program content has largely been verified through transferability of courses to our major transfer institutions. As academic transfer constitutes a primary component of the college's mission, instructional faculty and administrators remain vigilant about transfer issues, including the compatibility of BBCC's general education requirements and major prerequisites at local baccalaureate institutions. Transfer degrees that follow the state-approved Direct Transfer Agreement (DTA) requirements are designated in the [Course Catalog](#) as DTA or DTA/MRP (Major Related Program) degrees; AS-T (Associate of Science – Transfer) MRP pathways fully adhere to the requirements approved by statewide organizations that include college and university representation and are published by the SBCTC. Transfer advising maps include the general education requirements for each of the three baccalaureate institutions to which most BBCC students transfer: Central Washington University (CWU), Eastern Washington University (EWU), and Washington State University (WSU). Examples of transfer programs include [pre-social work](#) at EWU, [pre-elementary education](#) at CWU, and [agricultural science](#) at WSU.

BBCC intends to resume transfer program audits by discipline as they would give transfer faculty an opportunity for self-reflection concerning course transfer in their discipline and to identify areas for transfer improvement. A soft-start implementation with a few disciplines is planned in 2020-2021, with full-scale implementation in 2021-2022.

#### College and Career Readiness (CCR) Standards

[WIOA](#) is the federal law authorizing and governing the implementation of adult education programs in the United States. One stipulation of the law is that states must adopt a set of curriculum standards to guide curriculum development and implementation. Washington State has adopted the [CCR Standards](#), which identifies what adult students need to know to be prepared for postsecondary education. The CCRs establish both program content and rigor in the BEdA program. All courses in the BEdA program align with the CCR standards, and the alignment is documented in the course MCOs.

#### Assessment

Faculty driven assessment completed within academic programs helps ensure course and program content is appropriate and relevant. For example in 2016-17, automotive faculty assessed student's ability to disassemble, inspect, clean, and reassemble an automotive engine. With advances in automotive technology, faculty determined that the amount of time devoted to this skill were insufficient to support the students' mastery; only 24% of students completed the tasks at mastery level.

As a result, the faculty replaced full disassembly of an engine and with alternative activities to teach the concept of basic engine operation. This decision mirrors practice in modern automotive repair facilities that have largely phased out rebuilding of engines in favor of purchasing pre-built engines from a reputable vendor; cost is lower to the customer and turnaround time is decreased. This adjustment to instructional delivery has allowed faculty more time to teach about technological advancements to the automotive engine. In 2018-19, Aviation faculty assessed AFV253 course outcome, “Evaluate various Go/No Go flight decisions under real or simulated scenarios using effective Aeronautical Decision Making (ADM) skills,” which supports program outcome number two. They used the assessment to evaluate students’ ability to make critical decisions under certain flight conditions. Based on the results, the Aviation Department concluded that two items needed to be addressed at the program level: Instructor orientation the next year would place a special emphasis on stabilized approaches; and instructors would place special emphasis during all stage checks to assess a student’s ability to correctly identify unsafe conditions, and call for a rejection of a landing.

### **Rigor**

BBCC faculty define and establish rigor in a variety of ways including the applying workplace industry standards, using course and program learning outcomes, scaffolding course learning outcomes within a program, utilizing various teaching methods, and adhering to course objectives adopted statewide.

#### **Industry Standards and Advisory Committees**

For BBCC workforce education programs, questions of rigor are influenced by federal guidelines contained within the [Carl B. Perkins Career and Technical Education Act of 2006](#) and the practical necessity of preparing students to successfully compete for employment after graduation. Programs must be aligned with needs of industry, which sets the academic standards that outline the rigor in a program. Rigor is determined by industry standards, and course objectives include the necessary content and skills to reflect and meet those standards. Students’ ability to pass industry certification exams is the primary means for validating the level of rigor and appropriate content of workforce education program courses. In addition, each BBCC workforce education program has its own program advisory committee that provides guidance for the program, and many of the members are employers.

#### **Definitions of Rigor and Levels of Learning in Courses**

Several faculty shared that the level of rigor in their courses is established by the set of outcomes that are developed for the course. For example, eleven Course Learning Outcomes and nine sections of the Course Content Outline define the level of rigor that is expected to be specifically included within an English 101 course, and a similar set of outcomes can be found for other English courses. These are intentionally crafted and sequenced outcomes designed within a larger framework of English courses and are meant to provide students with a well-rounded understanding of written communication and the skills to succeed in other courses as well as their lives. Faculty intentionally reference and periodically update the outcomes as part of the assessment process, thereby holding the English department to high standards. In 2018 the English department set a minimum course grade as a pre-requisite for English 101 courses to maintain adequate rigor.

Faculty within the same department review the course outcomes for all offered courses to determine content correlation, flow, and complexity within and between their courses. Sequential courses in mathematics, for example, possess carefully planned sets of course objectives designed to provide the content and skills needed to succeed in subsequent courses and maintain the rigor within department courses. If the course is used as a prerequisite for a course in another department, math faculty converse with instructors of the subsequent course to determine essential and desired content. Further, BBCC faculty communicate with colleagues teaching similar courses at common transfer universities

(CWU, EWU, WSU) to establish levels of rigor in their courses as well as appropriate content within each course.

Some instructors use teaching methods to establish rigor. A math faculty member describes rigor as pursuing conceptual understanding, procedural skill and fluency, and application – all with equal intensity. In a flipped statistics classroom, students watch videos to gain conceptual understanding (example: how do hypothesis tests work?), complete assignments to gain procedural skill and fluency (complete a hypothesis test with pre-made data), and then conduct in-class projects that contain real-world applications (survey the class or their peer group to do a hypothesis test to test a claim found online or in another resource). The instructor designs classes intentionally with this model in mind to ensure students experience appropriate rigor. Instructors systematically assess student learning within their courses by looking at the topics that are often the most difficult for students and making modifications to their teaching approaches or assignments used to increase students' success in mastering those challenging concepts. This assessment process seeks to maintain rigor while elevating student learning.

Still another way to define and determine rigor within courses comes through surveying students. A chemistry instructor shares, "I survey students a lot (formally and informally) . . . I did a Survey Monkey survey for CHEM 110 about four weeks into the course and asked how many hours they were spending on average in the course per week. Most students wrote in something along the lines of 7-12 hours. Since financial aid law defines credits in a way that would mean 15 hours for my course (including seat time), I used that information to add to my understanding of the course rigor. This information along with pass/fail rates etc. helps me to further define the rigor of my class."

#### Rigor Informs Course Sequences and Builds Across Programs

Instructors often use Bloom's taxonomy verbs to scaffold learning outcomes in sequenced courses or in courses within the same discipline to require higher order thinking skills as students progress through more advanced courses or course sequences. For example, while some biology courses (BIOL&100, BIOL&160, and BIOL&222) cover similar topics, course objectives in Survey of Biology (BIOL&100) include verbs that reflect lower order thinking skills whereas course objectives in Majors Cellular/Molecular (BIOL&222) reflect higher order thinking skills.

Maintaining rigor as students advance through workforce education program coursework is evidenced by the development of more advanced and complex technical skills and knowledge. One nursing faculty member stated, "Rigor implies that we challenge students to critically think and connect the material intellectually, giving them the information and tools they need to be able to process it. The challenge for us is to challenge students without pushing them to frustration. I think in the nursing program we try to determine rigor for each course by taking into account the level and background knowledge students have at the beginning of the course (and the course objectives). Higher levels demand more rigor as students get deeper into a more advanced subject." Within the nursing program, [course objectives progress by quarter and level](#), guided by Bloom's taxonomy; they are reviewed at least every three years to ensure they remain focused on progression to End of Program Learning Outcomes. All course objectives are coordinated across the curriculum, linking expected learning in one course with the next course in the program or sequence building skills and knowledge.

In the Criminal Justice (CJ) program, faculty from statewide programs and universities (CWU and EWU) developed statewide objectives for common courses. Faculty used Bloom's taxonomy as well as syllabi from across the state to determine common outcomes. With those common outcomes, they conducted assessments to make sure students were meeting the objectives. The assessment results determines rigor because faculty can see objectives in CJ& 101 in later CJ courses, and their assessment shows

whether students have met objectives in both the introductory and successive coursework. Faculty include specific skill-based assignments in each course that teaches an advanced skill (research, article synthesis, public presentation) and then they assess students' ability to complete the task.

### **Reflection and Next Steps**

Defining rigor and establishing the level of rigor in BBCC courses and programs has been a topic of discussion within disciplines and programs. A next step is to address this topic in larger inter-disciplinary groups, especially as it relates to Institutional Learning Outcomes.

*1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.*

### **Breadth, Depth, Sequencing, Synthesis of Learning**

BBCC develops the breadth, depth, sequencing, and synthesis of learning in workforce programs through a combination of state standards, industry credentials, community and industry standards, and state or industry exams. Every workforce program has an advisory committee, both for implementation as well as maintenance and continual improvement of the academic and/or industry-recognized credential. For example, in the Automotive Technology Program, NATEF (National Automotive Technicians Education Foundation) [standards](#) define the program outcomes, course outcomes, and course content. These standards change according to industry needs. The Automotive Technology Program recently introduced and implemented the NATEF [ASE](#) (Automotive Service Excellence) tests into their program. These are nationally recognized certifications that will allow students to streamline and synthesize their learning to meet the rigorous standards of the industry as well as to provide them with their first industry-recognized certification. The program is sequenced in a way that incrementally builds the depth and expectations of industry standards. For example, once students have acquired competency in automotive electricity (AUT121), they use that knowledge to inform their understanding of automotive computer controls (AUT220).

BBCC develops the breadth, depth, sequencing, and synthesis of learning in transfer programs through adoption of SBCTC and baccalaureate standards, degrees, and expectations. The College works in coordination with other college expectations and standards to create policies and standards regarding sequencing and synthesis of learning. The DTA informs expectations and requirements of breadth. Students are able to meet depth requirements through course numbering and major-area required course sequencing. The credits required for DTA are distributed across disciplines in a way that allows students to meet both breadth and depth expectations.

In the BBCC BEdA program, breadth is established by Washington State mandated high school graduation requirements. Depth and synthesis of learning is largely established by embedding the CCR standards into BEdA curriculum.

### **Course Sequences and Prerequisites**

[Course learning outcomes](#) inform course sequences and prerequisites. Following are paired examples of course learning objectives from successive courses in course sequences. Within each grouping, the course learning outcomes show a progression of learning from one course to the next establishing prerequisites, connecting sequence content, and showing increased depth of learning.

In first-year Spanish, the use of verbs progresses throughout the year.

SPAN&121 - Use third-person present and past tense verbs in conversations and in writing.



SPAN&122 - Use first, second and third-person present and past tense verbs in conversations and in writing.

SPAN&123 - Recognize the imperfect past form of verbs. Recognize the subjunctive mood of verbs. Recognize the present perfect and past perfect form of verbs. Recognize the command forms of verbs.

In General Chemistry, students learn first to determine how electrons are arranged in atoms, progressing in the same course to discussing bonding–interactions of outer electrons, and finally to diagraming and predicting structure for molecules. The second General Chemistry pairing illustrates expected student learning with respect to acids, bases, and their systems.

CHEM&161 - Determine electron configuration of a given atom or ion. Use Lewis Structures to describe the formation of ionic and covalent bonds.

CHEM&162 - Generate Lewis Dot Structures for most molecules. Predict the geometry of a simple molecule by application of the Valance Shell Electron Pair Repulsion Model (VSEPR).

CHEM&162 - Recognize acid and base character of molecules and predict reactions. Distinguish between strong and weak common acids and bases.

CHEM&163 - Produce a titration curve for a specific weak acid, weak base system. Balance Redox reactions in acidic and basic environments.

Within electronics courses of the Industrial Systems Technology program, students begin by learning concepts relating to basic circuits and then apply those principles within a study of solid state circuitry, eventually troubleshooting and repairing industrial control devices.

IST 106 (Prerequisite) - Solve basic electrical problems involving voltage, current, resistance, capacitance and inductance.

IST 221 - Explain basic principles of operation for solid state circuitry.

IST 222 - Demonstrate the basic principles of operation for industrial solid-state circuitry.

IST 223 - Apply basic principles of troubleshooting solid-state circuitry for instrumentation. Test, troubleshoot, and repair industrial control devices.

In the MATH& 151, 152, and 163 series, Calculus I, II, and 3, course learning outcomes clearly specify the focus and progression for the courses. First students learn to calculate and use derivatives; then they learn to use integrals (essentially reverse derivatives), and then in third quarter, students apply both of these skills, derivation and integration, to model and solve problems in physics and other applications.

### **Breadth**

[Course learning outcomes](#) within MCOs also establish breadth within a subject area. Within the Aviation Maintenance Technology program, the course learning outcomes within AMT 151 direct teaching and learning concerning airframe structures such as wood, metal, and fiberglass. Within AMT 152, the focus is on aircraft systems other than the powerplant such as landing gear systems, instruments, fuel and electrical systems.

Within the BIOL& 241 Human A & P I MCO, student learning focuses on the human skeletal, muscular, and nervous systems. Within the BIOL& 242 Human A & P II MCO, students study cardiovascular,

respiratory, and other human systems, drawing heavily from principles learned in BIOL& 241. The course learning outcomes within these two courses cover the breadth of human body systems.

### **Synthesis of Learning**

Program learning outcomes and [course learning outcomes](#) within courses allow students to demonstrate synthesis of learning. In the Automotive Technology program, Program Outcome 7 states: “By program completion, graduates will pass the ASE Student Exams, including engine repair, automatic transmissions, manual transmissions, steering and suspension, brakes, electrical/electronics, HVAC, and engine performance.” Within AUT 223 Automotive Servicing II, one course learning outcome states: Accurately perform several diagnosis and repairs of vehicles with various operating problems. To accomplish this learning outcome, students must call upon the knowledge they gained from prior program courses to diagnose and repair vehicles with differing problems, and this requires them to synthesize that diagnosis and repair process from their prior learning. This year, AUT 223 student learning was assessed in this area. While the students were successful at planning and documenting the correct repair, some students also replaced a component that was operating normally but did not operate as the students expected. The automotive faculty determined that examples of parts working, but not as expected, needs to be a part of instruction. Further, the ASE Student Exams required by the Automotive Technology program also requires students to synthesize program knowledge and experiences to complete and pass these required exams.

Upon completion of the Associate in Nursing DTA, nursing students take the [National Council Licensure Examination for Registered Nurses \(NCLEX-RN\)](#). This standardized exam requires students to apply their knowledge and experience gained through their studies to pass. For the last several years, 100% of our Nursing Program graduates have passed this exam on their first attempt.

A course learning outcome for POLS&203 International Relations states: Explain a world problem from the viewpoint of a nation other than the United States. This class completes a role play assignment where students are assigned as representatives from different countries to participate in a mock international forum in which a global problem is presented, and the represented countries are to negotiate an agreement in the best interests of their assigned nations. Students are provided with readings, *TEDTalks*, and assignments to complete in preparation for the role play. This role play encourages students to synthesize their learning within the context of international relations. They complete the preparatory work and then as they participate in the mock forum, they experience the interplay of the needs of many nations as they work together to find a workable agreement.

### **Mapping of Outcomes**

Institutional outcomes (IOs) in the areas of communication, computation, and human relations are included within all BBCC degrees and certificates requiring 45 credits or more and provide a broad synthesis of learning. The first three POs of all academic programs are IO1 Communication, IO2 Computation, and IO3 Human Relations. The remaining program learning outcomes of a program are listed and numbered following the IOs. A program/department [assessment plans](#) contains a cross walk of all POs (including the IOs) to specific program courses and a seven-year plan ensuring that all program learning outcomes and all courses are assessed at least once during a seven-year period. Some courses and some program learning outcomes will be assessed multiple times. (See Tables 25 & 26) These department/program seven-year plans and crosswalks are posted on the BBCC [Instruction & Assessment site](#). All departments have completed seven-year plans and crosswalks.

In 2017-18, as part of annual assessment plans that year, programs and departments mapped program learning outcomes to course learning outcomes. For example within the Nursing Program, IO1 Communication is mapped to course learning outcomes within program courses in Table 24 below.

IO1 Communication: Communicate effectively to deliver relevant, accurate and complete information to patients, families, and the healthcare team.

**Table 24: Mapping of Nursing Course Outcomes to Institutional Outcome 1**

Course	Course Outcome
NUR 110	<ul style="list-style-type: none"> <li>Identify components, barriers, and principles of interpersonal communication</li> </ul>
NUR 111	<ul style="list-style-type: none"> <li>Demonstrate therapeutic interpersonal communication strategies in the healthcare setting</li> </ul>
NUR 121	<ul style="list-style-type: none"> <li>Demonstrate beginning proficiency in nursing documentation, using electronic or paper systems</li> <li>Communicate effectively with clinical facility staff</li> </ul>
NUR 136	<ul style="list-style-type: none"> <li>Demonstrate documentation of interventions implemented.</li> </ul>
NUR 130	<ul style="list-style-type: none"> <li>Explain age-specific therapeutic communication techniques for effective patient care</li> </ul>
NUR 131	<ul style="list-style-type: none"> <li>Utilize age specific communication techniques into patient care</li> <li>Demonstrate advancing proficiency in nursing documentation</li> </ul>
NUR 211	<ul style="list-style-type: none"> <li>Apply appropriate channels of communication within an agency to assist with interactive communication</li> </ul>
NUR 221	<ul style="list-style-type: none"> <li>Organize information in the clinical setting to communicate in a relevant, accurate, concise, and clear manner</li> </ul>
NUR 231	<ul style="list-style-type: none"> <li>Prioritize information in the clinical setting to communicate in a relevant, accurate, concise, and clear manner</li> <li>Utilize collaboration with staff to initiate communication with healthcare providers</li> </ul>

Most workforce programs have completed [significant mapping](#) of course learning outcomes to program learning outcomes.

Within the transfer disciplines, this work is not as complete and represents an area of growth. Most disciplines have some outcomes mapped in some courses as needed for annual assessment activities, but less than half of transfer disciplines have mapped course learning outcomes to program learning outcomes in all courses. For example, all eight course learning outcomes in CHEM& 121 were identified as IO2 Computation, IO3 Workplace Skills, or PO5 Problem Solving/Information Literacy, but other courses in the Chemistry department were not yet mapped. The Biology Department mapped some course learning outcomes to program learning outcomes for every course in their department. The English Department mapped one course learning outcome to IO1 Communication within ENGL&101; other courses remain to be mapped.

### Assessment of Learning Outcomes

The [assessment plans](#) show that each program outcome is scheduled to be assessed at least once in seven years. In 2019-20, 58 of 76 (76%) disciplines and programs assessed IO1 Communication. Other transfer program outcomes assessed were IO2 Computation (MATH&107, MATH&151), IO3 Human Relations (CJ&101), PO4 Societal/Cultural Awareness (ART 217, CJ 209, PSYC&100), and PO5 Problem Solving/Information Literacy (PHYS&223). Within workforce programs, the Agriculture Program looked at Institutional Outcome 2, and Program Outcome 10: “Students will be able to reason mathematically using methods appropriate to the profession.” The department wanted to see whether the mathematical reasoning being taught in AGR211 was fruitful. The Automotive Program looked at Program Outcome 3: “Graduates demonstrate the ability to retrieve service information from manuals

and on-line sources.” In MCT100 (Mechatronics), the instructor looked at Course Outcome 1: “Demonstrate knowledge of basic digital and analog electrical circuits/circuit theory.” The Accounting Department looked at ACCT-2: “Communicate the cumulative effect of business transactions by preparing basic financial statements.” Aviation Maintenance Technology looked at AMT-1: “Students will be able to identify and explain a variety of airframe and/or powerplant systems and components as evaluated by the completion of the FAA written, oral and practical exams assessing course learning outcomes in AMT 148, 151, and 249.”

### **Performance Targets and Increasing Depth and Levels of Student Demonstrations**

Some examples of assessment of outcomes that indicate student demonstration relative to performance targets and increasing depth and levels of student demonstrations are observed in the assessment of Medical Assisting courses in 2019-20. The skills described within the course learning outcomes are increasingly more difficult, and performance targets reflect the type of assessment tool that is used each quarter. Results clearly allow comparison against the performance target.

Course	Course Learning Outcome	Performance Target	Results
MA 111	Document a patient’s chief complaint, medications, allergies and vital signs accurately.	75% of students pass skills check off on first attempt	44% of students passed, instructor change at start of term
MA 112	Demonstrate critical thinking skills when faced with unexpected patient situations.	90% will complete assignment to written standards	87% completed assignment to standards
MA 113	Demonstrate pediatric vital sign proficiency.	75% of students pass skills check off on first attempt	86% of students passed pediatric VS checkoff on first attempt

In 2018-19, the BIOL&221 instructor assessed PO5 Problem Solving/Information Literacy and Course Learning Outcome 10: “Explain Hardy-Weinberg Equilibrium and use the tools of population genetics to calculate allele frequencies, identify and explain the results of natural selection, and describe and discuss the impacts of other causes of population change.” The biology faculty used a different approach to explain the concepts in the lab. Lab scores improved from 76% (previous year) to 90% (Fall 18). When the content was tested within the exam, scores dropped from 42% correct to 19% correct. The faculty member decided to adopt a textbook resource the next year to help improve student retention of course content. In 2019-20, Biology Faculty adopted a SmartBook resource that tracks student completion of reading assignments and mastery of content. The instructor compared class average test scores from Winter 19 (assigned reading of text but with no SmartBook assignments) and Winter 20. Test scores increased from 73% to 85%, 79% to 84% and 73% to 85% on Tests 1, 2, and 3, respectively. Clearly student demonstration of learning had increased. In addition to increased test scores, having students consistently read the assigned material has positively enhanced not only BIOL&222 but also the next class in the sequence, BIOL&223.

### **Multiple Methods of Assessment**

Several faculty have used multiple assessment methods within their assessments. Aviation faculty assessed student learning in AVF 221, Program Learning Outcome IO1 Communication, and Course Learning Outcome Discuss aerodynamic principles related to each phase of flight. Faculty used two tools in the assessment. First, they gave a comprehensive standardized FAA knowledge exam at the completion of the class; aerodynamic principles were specifically tested and results generated. Second, they gave a quiz covering aerodynamic principles, which could reflect student reading comprehension of

the subject matter. Due to COVID-19, only 25% of the class took the standardized test before testing shut down due to the pandemic. All of the students passed the test, but when analyzed, 55% of the students were deficient in aerodynamics content. In contrast, 84% of students passed the quiz with a class average of 83%. The validity of the standardized test results is in question due to small sample size, but Aviation faculty plan to review current questions on the FAA standardized test and revise homework and reading assignments.

In CJ&110, faculty assessed Program Outcome IO1 Communication along with Course Learning Outcome 1: “Identify major concepts, definitions, classification, elements and criminal responsibility.” Faculty used two assessment measures. Students took quizzes on basic concepts and completed a law project where students write legal language to make proposed changes to existing Washington state laws. Students did above average, 83-85%, on each measure. Students were very engaged in the project which may have contributed to the strong student performance.

Within the nursing program, faculty routinely assess learning outcomes using multiple measures. In NUR 211, faculty assessed Program Outcome IO1 Communication along with Course Learning Outcome 7: “Apply appropriate channels of communication within an agency to assist with interactive communication.” Faculty assessed the student's ability to communicate within the clinical setting via a clinical evaluation tool with criteria rated on a 1-5 scale. Instructors evaluate how effectively the students communicate with patients, family, staff and providers. Ratings are based on the instructor's observation of the student's verbal and non-verbal communication with patients, family, and staff and these skills were documented on the clinical evaluation form. In addition, students were also rated on their communication effectiveness through their clinical written documentation. Quarter 4 nursing students are expected to obtain mostly 4's. All 22 students scored at 4 or above, and all faculty were pleased with students' communication skills. However, some students hesitated to speak directly to hospital personnel or were challenged when needing to verbalize concerns. Faculty will consider introducing this communication concept earlier in training during level one.

### **Reflection and Next Steps**

BBCC needs to continue to refine learning outcomes at the course, program, and institutional levels to establish prerequisites and sequencing of content within and between courses as well as appropriate breadth, depth, and synthesis of learning. Mapping course learning outcomes to program learning outcomes and institutional learning outcomes is in progress at BBCC but remains a next step for some departments. Further, there is a need for continued training of faculty to help them to plan effective assessment activities that measure learning outcomes at all levels using multiple methods, showing student demonstration relative to performance targets and increased depth and levels of student demonstration.

*1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.*

Learning outcomes are an integral part of instruction at BBCC and fall within three types: course, program, and institutional learning outcomes. *Course learning outcomes* describe what students will be able to demonstrate and discrete skills or knowledge that they will master as a result of taking a specific course. *Program learning outcomes* clarify a broader view of the knowledge and experiences that students should gain within a program of study and are a compilation of the degree outcomes and outcomes for certificates of 45 credits or more within an academic program. Degree and Certificate learning outcomes are subsets of program learning outcomes. *Institutional learning outcomes* express

overarching behaviors, knowledge, or skills that students will be able to show or demonstrate, embedded within the requirements of each of the degrees, programs, and certificates of 45 credits or more at BBCC.

### **Learning Outcomes Available to Students and the Public**

If the intent of learning outcomes is to describe student learning at various levels, it is imperative that these outcomes are readily available to our students. [Course learning outcomes](#) are published in MCOs published by department and course number on the BBCC website. This easily accessible location allows any current student, prospective student, or community member to review the list of course learning outcomes for any course published in the [Course Catalog](#). Course learning outcomes are also published within the course syllabus posted or distributed to all class members at the start of a quarter of instruction. Program learning outcomes are published in the [Course Catalog](#) (pgs. 40-164). POs are also found on [program and department web pages](#). Finally, BBCC's three IOs are published within the Degree, Certificate and Diploma pages of the [Course Catalog](#) (pgs. 40-41). Since IOs are always the first three program outcomes for any program, they are found wherever program outcomes are published and designated by numbering IO1 Communication, IO2 Computation, and IO3 Human Relations.

### **Learning Outcome Language Commonly Understood**

The language of learning outcomes is written in language that is commonly understood by college freshmen. Learning outcomes at BBCC have a scope and a format. Institutional learning outcomes are the broadest in scope and the most general. For example, IO2 Computation states "Students will be able to reason mathematically." Reasoning mathematically encompasses everything from number sense and estimating cost of a product purchased to advanced mathematics such as calculus. Not all students will take calculus at BBCC, but every student will be exposed to and should learn some computation/mathematical reasoning appropriate to their program of study. The format of an institutional outcome usually starts with the phrase "Students will be able to" and follows with a description of what the students will be able to do with the knowledge, experiences, insights, and practices that they have gained through their learning. Sometimes outcomes simply state the description of student learning beginning with a measurable action verb and the "Students will be able to" phrase is considered understood; program learning outcomes are often listed this way.

Program learning outcomes are specific to a program of study. For example, the Computer Science program has several program outcomes more specific than IOs: "Configure, troubleshoot, and administer computer networks and networking hardware. Analyze and solve computational problems using a modern program language." To a prospective student who knows nothing about computer science, these statements may be confusing. However, as students meet with their advisor to plan their educational path, advisors can help them understand these POs or connect them with faculty in the discipline who can discuss the program with more clarity. Course learning outcomes are the most specific, often found in only one course. For example, a few course learning outcomes in CS 111 Intro to Programming are "Design, write, execute and test simple, text-based computer programs. Write basic programs that take input from the keyboard and display output to the screen."

### **Learning Outcomes Well-Formulated**

Learning outcomes at BBCC are well-formulated. Institutional outcomes are broad enough to apply to all degrees, programs, and certificates. Program learning outcomes are specific enough to reflect the program of study, but broad enough to include all program content and practice within a limited number of program outcomes. Development of program learning outcomes is discussed in 1.C.1. Course learning outcomes reflect specific course content. The language used within the course learning outcomes is similar to the content language used within the course so that students can connect their

learning experience to the course learning outcomes. Course learning outcomes reflect the appropriate content and rigor that would be expected in that specific course. For example, “Demonstrate safe shifting, backing and maneuvering.” and “Complete documents pertaining to cargo, hazardous materials, mileage, trip envelopes, etc.” are course learning outcomes well suited to CDL 100 Commercial Driver’s License rather than MUSC&105 Music Appreciation. Additionally, community and technical colleges within Washington State have adopted a common course numbering system to facilitate seamless course transfer between colleges. Courses that are named and numbered identically at two different colleges, will often have very similar course learning outcomes; for example, the course learning outcomes for MATH&141 Precalculus I at BBCC are similar to course learning outcomes for MATH& 141 at Wenatchee Valley College.

### **Learning Outcomes Linked to Assessments**

Learning outcomes are clearly linked to assessments. Program and department faculty complete many types of assessments as they develop, modify, and teach curricula described by learning outcomes. Learning outcomes are identified within seven-year plans and crosswalks. When faculty complete [assessment reports](#), they indicate which outcome(s) were assessed, thus clearly linking the assessment to the learning outcome. A further description of assessment of institutional, program, and course learning outcomes is described in the response to 1.C.5. Assessment is our opportunity as a College to improve our instruction, modify our curricula, and better understand our students’ progress to accomplish the elements described within the learning outcomes of BBCC. Learning outcomes also help guide our efforts and indicate how we can measure and observe the learning described within a learning outcome.

Within a course, many types of assessments are conducted that are not part of annual assessment reporting; assignments, class activities, group discussions, questions posed to the class, quizzes and tests, for example, are all vehicles for assessing student learning. Additionally, these assessments need to be clearly linked to course learning assessments. Some faculty explicitly link or post course learning outcomes within each assessment activity, thereby enabling students to connect their learning with the expectations delineated in the learning outcomes. Further, careful matching of assessments to the level of learning indicated by the verb used within the course learning outcome increases the value of the course learning outcomes and efficacy of the pedagogy employed within the course. In 2016-17, faculty reviewed their course learning outcomes as listed in each MCO and used Bloom’s taxonomy verbs to better match course learning outcomes to expectations of learning with each course.

### **Reflection and Next Steps**

Faculty make a positive difference in the learning experiences of students at BBCC by collaborating with each other to define clear expectations for learning that are then communicated to students. Improving the communication of course, program, and institutional student learning outcomes to students is a next step. Simply publishing them on the website, in master course outlines, and with quarterly course syllabi is not sufficient for students to connect these outcomes to their educational experience. Instructional and student support faculty and staff need to more fully integrate learning outcomes at all levels of a student’s educational journey.

*1.C.4 The institution’s admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.*

### **Admission**

Admission requirements are clearly mapped and easily accessible on a centralized [Getting Started webpage](#) (located on [BBCC’s homepage](#)) which provides a step-by-step checklist for the admissions



process. Each step is clearly defined with links to additional resources, including admission processes for [certain programs](#) (aviation, nursing, international) and [important dates and deadlines](#). Information is presented in small sections and simple language for easy readability and understanding and provides patrons with a quick-reference guide of steps necessary to help successfully navigate the admissions process.

From 2012 to 2019, admission requirements were most accessible to the public via the college's [Course Catalog](#) (a large PDF document located two or three pages deep on the [BBCC website](#)). Department-specific webpages offered additional information about specialized programs' admissions procedures but were not easily accessible on the website. Webpages were often text-heavy and contained industry-specific language. Potential students did not receive a checklist of steps to take until after they had applied to the College and paid a \$30 application fee, so the admissions process was not transparent.

Due to the large number of admissions questions from potential students, a workgroup mapped the incoming student experience in December 2018. The workgroup focused on what specific information should be communicated to new students as well as when and how it would be communicated. This information was then reviewed by the Shared Governance Council (faculty division chairs, student services directors, deans and other upper-level administrators, and Associated Student Body officers), which provided feedback to the workgroup in February 2019. From this review process, the simplified and more easily accessible [Getting Started webpage](#) was developed (spring 2019). Additionally, BBCC eliminated the application fee (beginning summer 2020) and now emails Getting Started information to everyone who applies to the College.

Next steps include translating the Getting Started information into Spanish and creating specific checklists for different [types of students](#) (e.g. transfer, veterans, Running Start). The College plans to make the translated and additional checklists available to the public on the new website.

One challenge lies in creating a system for applicants to easily monitor their progress through the admissions process. The College purchased Starfish in 2019, a program that helps inform and engage students, faculty, and staff with information and resources to support student success. Starfish has the ability to notify students of specific tasks they need to complete throughout a process as a means of tracking progress. BBCC is converting to a more modernized student records management system in fall of 2021, at which time we will have the ability to provide students with a real-time checklist of Getting Started items via their student portal.

## **Graduation**

Graduation requirements are clearly defined for students through program-specific advising maps, which are accessible via a centralized [Advising Maps webpage](#) and on each program's webpage. The advising maps act as a planning guide for students and advisors and assist in identifying impacts of changing programs on graduation requirements. Completion and graduation requirements are also available in the [Course Catalog](#) and on [program-specific webpages](#). Students can monitor progress towards graduation via Degree Audit, a web-based advising tool provided by the SBCTC. Completion and graduation requirements are monitored and updated systematically through monthly IC meetings. Following these discussions, catalog addendums are posted and webpages, advising maps, and Degree Audit are updated. The full [Course Catalog](#) is updated annually.

Prior to the College receiving a series of federal grants in 2014, 2015, and 2016, graduation requirements were available to the public in the [Course Catalog](#), which was not easily accessible on the BBCC website. *Course Catalog* language can be difficult to understand and, being a static document, offers no way to create individualized completion plans or program comparisons. In 2018, a group of

grant and advising staff developed program-specific advising maps which can map individualized pathways to completion or compare multiple programs. Maps were presented to faculty for review during spring in-service, 2018. Staff collected feedback from in-service and used it to refine the maps and post them to the respective program webpages. The also created a centralized [Advising Maps webpage](#) increase accessibility to the maps. Staff update advising maps as necessary after Instructional Council adopts program changes including changes to completion requirements.

Both advising maps and Degree Audit provides students a way to monitor progress toward degree attainment. However, Degree Audit is more useful to transfer students than workforce education students. Working to improve this tool for all students is our next step. Additionally, the responsibility is on the student to use and understand the tool when they are not working directly with their advisor. This is not a problem for students who proactively engage with the tool; however, for students who are not as proactive, the College seeks to create a way to provide them quick, easy access to their progress toward graduation. A big challenge for BBCC is that, other than Degree Audit, it has no “snapshot” of progress for these students to easily monitor. Converting to a new student records management system in fall of 2021 will provide better tools for and empower students to monitor their progress toward completion through their student portal. In the meantime, college staff will research Starfish capabilities as an option for students to track their progress toward graduating and as a way for college staff to reach out to students who are not as engaged with current tools.

*1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.*

### **Assessment Process**

Assessment is an essential work that faculty, administrators, and staff participate in to serve the needs of students and improve programs and practices. The Assessment Committee at BBCC is made up of key stakeholders from across the institution. This group includes multiple representatives from transfer programs, workforce programs, transitional studies, student services, eLearning, and library services along with instructional and student services deans and the VP of Learning and Student Success. [Faculty Negotiated Agreement](#) language (Article XXXII: Assessment, pgs. 86-88) describes, in detail, the structure of the Assessment Committee and the role of faculty in the assessment process. Faculty are responsible for constructing curriculum, assessing that curriculum, and using the information to improve instruction in their respective programs. These tasks are accomplished through course level and program level assessment and, by doing so, improves the quality of learning at the institutional level.

The Assessment Committee has developed an annual assessment process that is incorporated into the annual planning process for the entire College (see response to 1.B.1). The basic steps of the process are as follows:

1. Fall: Faculty plan their assessment activities based on lessons learned from assessment work completed the prior year and their [assessment plan](#).
2. Fall – Spring: Faculty conduct assessment of student learning activities, reflect on results, plan and implement changes to courses and programs based on assessment results.
3. Spring: Faculty submit assessment reports summarizing their assessment work completed during the current year.
4. Summer: Assessment Committee Chair, and possibly other Assessment Committee Members, review assessment reports, provide feedback to faculty on their reports, and create an Annual Assessment Report. The Annual Assessment report summarizes the work completed during the

year, draws conclusions especially related to assessment of institutional outcomes, and identifies next steps for the assessment process in the upcoming year.

#### Improving the Assessment Process

A description of our assessment process would not be complete without describing the continual improvement that helps shape this important faculty-led work. The assessment process has changed over time as faculty and administrators have grown in their understanding and shifted their focus to use assessment results for improving learning at course and program levels.

In the beginning of this accreditation cycle, the assessment work of transfer faculty primarily focused on validating student learning and achievement in the General Education (Gen Ed) outcomes and determining the percentage of Gen Ed outcomes assessed. During this same time frame, workforce faculty were assessing program outcomes that focused on student achievement and were encouraged to develop additional outcomes for their program focused on student learning. For example in 2013-14, outcomes assessed by the Welding department were “75% of Welding students who earned certificates or degrees or students with 45 credits or more with at least a 2.0 G.P.A. will be employed” and “75% of the students who elected to take WABO certification passed.” These outcomes were typical of outcomes in many other workforce programs.

In 2016-17, a significant shift in BBCC’s assessment focus and process began. During that year, the Assessment Committee met regularly to develop common definitions of assessment terminology and simplify the assessment process. In the spring of 2017, the Committee developed a [Faculty Assessment Handbook](#). This manual described the assessment process as a cycle or loop consisting of a) identifying and documenting learning outcomes, b) teaching to those learning outcomes, c) assessing student learning, d) interpreting assessment results, and e) making changes to a course/program which would lead to enhancing the learning of those outcomes. The emerging expectation was to use assessment results to inform changes designed to improve student learning and the concept was summarized in the phrase “closing the loop.” Changes to the [Assessment Handbook in 2020](#) expanded on the assessment cycle by adding two more steps to the cycle, f) compare and interpret impact of changes, and g) amend learning outcomes as necessary. Both versions also contained definitions of student learning outcomes, program/degree outcomes, and institutional (formerly general education/related instruction) outcomes, with guidance on writing good learning outcomes.

#### Improving Learning Outcomes

At the Spring 2017 In-service, all faculty worked on reviewing and improving their learning outcomes. Transfer faculty worked to better document/improve their course learning outcomes. Faculty updated master course outlines for many courses and all workforce programs during the beginning of the 2017-18 academic year. Faculty and deans also updated program learning outcomes. For instance, one of the updated welding program outcomes was “Students diagnose and cure common welding defects.” Student services faculty were developing student learning outcomes for their advising work with students. Further, faculty created multi-year plans to plan when they would assess each GE/RI outcome and each program course on a regular basis.

#### Assessment Leading to Program Improvement

Assessment efforts improved. Closing the loop occurred across the campus and this faculty-driven assessment revision resulted in notable changes to improve programs. Here are some examples from the 2017-18 and 2018-19 annual assessment reports.

Business Information Management (BIM) in 2017-18 assessed students’ abilities in Microsoft Word, Excel, Access, or PowerPoint. Although most student met their program’s required 85% competency

level, faculty noticed that the students struggled with attention to detail, making little mistakes. The BIM Program determined to develop a review exercise for students that focuses on attention to detail and reevaluate how the textbooks are teaching these areas of student challenge and add more resources to class sites.

Accounting faculty teaching ACCT&105 and ACCT&201 assessed the students' ability to prepare a basic financial statement. In response to assessment results, faculty created supplemental instruction materials, purchased hard copies of textbooks made available to students, and planned to use a common assessment tool for all accounting classes when assessing this outcome in the future.

Another example of courses using common assessments occurred in BIOL& 100 and BIOL& 211, courses taken by students pursuing allied health careers. Instructors assessed student success in solving genetics problems using a specific problem-solving method. This assessment work identified how differences in teaching method approaches may create challenges for students taking both classes. Biology faculty planned to meet more regularly to determine ways to increase continuity between courses. This assessment led Biology faculty to request budget funds to pay associate (adjunct) faculty to attend these meetings as a way to strengthen instruction within the Biology department.

In 2017-18, Chemistry faculty assessed student learning outcomes that included content and practices that were especially challenging for their students. As a result of verifying lower student success with these concepts, they have provided additional related resources: a physical model of redox reactions, more example problems in lecture and within the test review, and finally adopting an adaptive reading resource paired with their textbook to give students greater practice.

In 2018-19, faculty teaching SPAN&121 and SPAN&123 assessed Course Outcome 2: "Students will identify the general history, geography and culture of Spanish speaking countries through map quizzes, culture quizzes and essays about a Spanish speaking country of their choice." Through these two courses, the instructor found that student interest increased as they learned more about the Spanish culture.

In ART217, faculty created an activity where students had to research and then write 300-400 words on an assigned artist every week. The instructor found that this assignment was well received and stated, "I am thinking of adding a portion of it to Art Appreciation class as well." This assessment led to improved learning in additional Art courses.

#### Program Focus; Gen Ed/Related Instruction to Institutional Outcomes

Faculty across campus have embraced closing the loop, giving meaningful consideration to possible changes or improvements warranted for improved student learning in their courses and programs.

In 2017-18, faculty were encouraged to choose a GE/RI outcome to assess and then choose courses and course outcomes that would support that GE/RI assessment. Still, the assessment of a single GE/RI outcome was very disparate in results and conclusions. During 2018-19 and 2019-20, faculty and the assessment committee continued the work to shift the focus of assessment to a higher level, but there remained confusion surrounding general education and related instruction outcomes. To eliminate the use of dual terms and increase clarity, the three GE/RI outcomes that are included in all programs across campus would now be called Institutional Outcomes, aligning with NWCCU language ([2020 Annual Assessment Report](#), pgs. 1-2). In addition, the order of outcomes for each program was adjusted so that the first three program outcomes for each program are the three institutional outcomes followed by other program-specific outcomes. The revised language improves reporting consistency across disciplines and helps formulate a simple, cohesive assessment concept throughout the campus. Now the focus of all assessment reporting is the assessment of program learning outcomes.

All instructional programs at BBCC that lead to a degree or certificate have established program learning outcomes, degree maps that clearly illustrate the sequence of courses, and assessment plans to improve the outcome of student learning in that program. Program learning outcomes were also updated in 2016-17 and 2017-18 to focus on student learning more fully and include related instruction outcomes within each set of program learning outcomes. This prepared workforce education faculty to assess Gen Ed/Related Instruction outcomes along with the transfer faculty and to adopt their related instruction outcomes as institutional outcomes in 2019-20. Workforce education faculty were able to contextualize the wording of the institutional outcomes to fit the content of their programs.

All instructional departments revisited their multi-year assessment plans, creating seven-year plans and course crosswalks that plan for the assessment of all courses and all program learning outcomes within a seven-year period. The following is an example of a seven-year plan and course crosswalk for the Political Science department.

**Table 25: Political Science Department Course Crosswalk**

Course	Title	IO1	IO2	IO3	PO4	PO5
POLS&101	Introduction to Political Science	X			X	X
POLS&202	American Government					X
POLS&203	International Relations	X			X	X

**Table 26: Political Science Department Seven-Year Plan**

Course	Title	Year Assessed						
		19/20	20/21	21/22	22/23	23/24	24/25	25/26
POLS&101	Introduction to Political Science			PO4			IO1	
POLS&202	American Government		PO5			PO5		
POLS&203	International Relations	IO1			PO5			PO4

#### Assessment Reporting Timeline

Each year faculty are required to submit an assessment report. However, the language of the Faculty Negotiated Agreement did not require faculty reports to be submitted until the following academic year. That meant that an assessment conducted in the fall of one year might not be submitted until fall of the next year. While the purpose of this language was to avoid adding work to the end of the academic year, it created an endless cycle of confusion for faculty and the Assessment Committee. In 2019 at the request of the Assessment Committee, the faculty contract was changed to require that reports be submitted by the last day of the contract of the year in which they were completed. In addition, the Assessment Chair contract, which had previously been nine months, was increased to twelve months, allowing the writing of an [2020 Annual Assessment Report](#) and planning to be done in the summer.

#### Assessment Training

Quarterly In-service meetings are used to provide updates on the assessment process and training on assessment. However, faculty leaders in the Assessment Committee recognized that some faculty often forget expectations around assessment process and timelines as they focus on other duties. To address this issue, committee members supported the committee chair in creating [training videos](#) to help faculty understand what they were expected to do, where they needed to submit, when they needed to

submit, and where to find templates. In addition, a video was created clarifying the prepackaged assessment activity and demonstrating what that activity might look like. The videos are available to faculty online, so faculty can retrain themselves at any time.

### **Faculty Leadership**

The faculty leadership role with assessment is clearly seen in the narrative above. Faculty play a leading role in assessment and making instructional improvements in other ways.

### **Planning Instructional Improvements**

Each year faculty complete and submit at least one annual assessment report per department summarizing the assessment work completed, lessons learned, and actions taken or planned to improve instruction based on the assessment results. Faculty members discuss the annual assessment report for their programs or departments to improve instruction, their programs, and ultimately student learning. The Assessment Committee reviews the submitted reports and provides any needed guidance and feedback. During quarterly in-service meetings, faculty participate in assessment activities focused on assessment process updates and improving instruction, often receiving assistance from Assessment Committee members. Faculty also work with their respective departments on assessment reporting. Immersion in the assessment process has helped to improve the quality of assessment and instruction across campus and to promote a culture of meaningful, informative assessment at BBCC.

### **Improving Assessment Tools**

During the past few years, assessment results often were used to improve the assessment tool itself while also leading to instructional improvements. In 2017-18, counseling faculty implemented using focus groups to gather more in-depth information to help them guide their advising practices. Previously, they used surveys conducted through the Counseling Center.

In 2019-20, Art faculty assessed problem-solving and information literacy in ART 140, Introduction to Digital Art. Faculty developed an assignment to show different techniques and tools in creating variations of the same still life. Faculty then planned a follow-up assignment where the students would choose a technique based on their favorite variation. However, this assignment confused the students with all the options and choices. The following quarter, the instructor altered the assignment (the assessment tool) to focus on one technique at a time but in more depth, and the students demonstrated an increased ability to use the techniques in their own work.

In 2019-20, physics faculty assessed problem-solving and PHYS&223 students' ability to calculate electrical field for one or two point charges determining field magnitude and components. What the physics faculty member learned from this assessment was that students had problems expressing the electrical field as a vector. Material on vectors is included in PHYS&221 and is needed for MATH&254 Multivariable Calculus (Calculus IV) and for ENGR&214 Statics. Physics faculty determine to develop and emphasize material on vectors in PHYS& 211, which will strengthen students' preparation for the required advanced math and engineering classes of their major.

### **Approving Curricula and Learning Outcomes**

In addition to assessment, faculty serving on IC review and approve curricula and learning outcomes on a regular basis. MCOs specify the learning outcomes for each course. The [Faculty Negotiated Agreement](#) (Article II: Definitions, pg. 3) specifies that MCOs must be reviewed at least every five years and this periodic review is a long-established process at BBCC. Sometimes, as in 2016-17, the format and content of MCOs undergo changes to improve institutional effectiveness. At that time, most MCOs on campus were reviewed and the learning outcomes were updated to better reflect the level of learning



that will be required in each course. For example, learning outcomes of introductory survey courses (such as BIOL&100) that require the student to recall knowledge and show understanding have been updated to include Bloom's taxonomy verbs: "Name and explain the processes that move substances across membranes, and identify and describe the structure and functions of structures found within eukaryotic cells." In BIOL& 222, the learning outcome requires higher order thinking skills: "Evaluate the structure of cell membranes, analyzing the placement and role of each component; predict and explain the mechanisms that move substances across membranes." The purpose of this curricular review process is to improve student learning.

#### Impact of Curricular Changes on Multiple Disciplines

Faculty play a particularly critical role when curricular change affects other programs of study. The key vehicle for addressing such curricular changes is IC where the rationale for the curricular change is reviewed by all members and discussed with special emphasis on the possible implications for other programs. If approved by IC, the program/department can move forward with the curricular changes. For example, with the recommended adoption of the Associate in Nursing DTA MRP in 2018-19 by the Washington State Nursing Care Quality Assurance Commission, curricular change was necessary within nursing, philosophy, psychology, biology and chemistry. The proposed changes were submitted to IC and after the Director of Health Sciences made a presentation concerning the Nursing DTA, its impacts, and its advantages, IC approved the curricular changes. The Nursing DTA included classes in ethics and psychology designed for DTA nursing students, specifically Ethics and Policy in Healthcare and Psychosocial Issues in Healthcare. These courses must satisfy Humanities and Social Science breadth requirements within the DTA. Nursing faculty worked with philosophy and psychology faculty to develop the courses, identifying content that specifically meets the needs of nursing students. Further, chemistry and biology courses had to be adapted so they could be offered simultaneously. Biology faculty developed a new course BIOL& 160 General Biology that still covers the topics needed for BIOL& 241 Anatomy & Physiology I and BIOL& 260 Microbiology within the nursing program but eliminates other topics that are not essential while moving to the end-of-the-quarter topics that are Chemistry intensive. The reordering of the chemistry-related topics allowed for concurrent enrollment in CHEM&121. Chemistry faculty also developed a new course designed primarily for the liberal arts student desiring to take chemistry as a lab science requirement. This new course allowed the Chemistry faculty to increase the use of examples related to biology and allied health in their CHEM& 121 course. Strengthening the content connections between BIOL&160 and CHEM& 121 should support student success during the quarter of concurrent enrollment. The biology and chemistry partnership continues to evolve as faculty discuss scheduling of classes and potentially teaching the courses in a learning community.

#### Reflection and Next Steps

BBCC clearly exhibits a culture of continual improvement with respect to the effectiveness of its assessment process and instruction. Further, faculty play a pivotal role in these processes. Moving forward, faculty leaders in the assessment committee have identified several continuous improvement steps. These steps include engaging faculty in discussions about assessment reports and feedback from the Assessment Committee for improving assessment practices, developing an onboarding process for new members of the Assessment Committee, updating and simplifying the assessment submission process, and further defining the purpose of assessment for faculty.

*1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural*



*sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.*

### **BBCC Institutional Outcomes in all Instructional Programs**

Within the curricula of all programs, BBCC has established three core Institutional Learning Outcomes that encompass a General Education curriculum embedded into each associate level degree program and certificate over 45 credits. The first three program learning outcomes for each program are a version of the three institutional outcomes:

- IO1 Students will be able to communicate clearly and effectively.
- IO2 Students will be able to reason mathematically.
- IO3 Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.

In addition, the General Education curriculum for DTA and Associate of Science degrees has two additional program outcomes:

- PO4 Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.
- PO5 Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources.

Furthermore, each of the workforce programs also have a set of program outcomes which are unique to the program and defined in that program's Master Program Outline (MPO). For example, along with the three Institutional Learning Outcomes, the Accounting Technician AAS degree has three program-specific outcomes:

- PO4 Record business transactions in traditional accounting journals by using common accounting practices (GAAP-Generally Accepted Accounting Principles).
- PO5 Record, classify, and summarize business transactions by using current accounting software.
- PO6 Demonstrate an understanding of concepts and terminology related to operating in a business environment by completing various business-related projects and exams.

### **Evolution to Current Institutional Outcomes**

This organization of BBCC's institutional, program, and course learning outcomes is a result of repeated changes over the last eight years. In the beginning of this accreditation cycle, the assessment work of transfer faculty primarily focused on validating student learning and achievement in the Gen Ed outcomes and determining the percentage of assessed Gen Ed outcomes. At that time, five Gen Ed outcomes were divided into a total of 24 criteria. According to annual assessment reports, 58% and 88% of Gen Ed criteria were assessed in 2012-13 and 2013-14, respectively. While this is an improvement in the amount of Gen Ed assessment activity occurring, the assessment reports were largely only validating that students had demonstrated the specific criteria. As an example from 2013-14, "Math reports that 71% of students achieved this [Gen Ed] outcome, with a benchmark of 75%" and "Psychology reports that an average of 77% of students accomplished this [Gen Ed] outcome. The benchmark was 75% of students demonstrating the outcome successfully." This approach to assessment was not meaningful nor lead to any substantive improvements in teaching and learning. This focus by transfer faculty on documenting student accomplishment of Gen Ed criteria continued for two more years. During this

same time frame, workforce education faculty were not assessing Gen Ed outcomes as Gen Ed assessment was largely viewed as a responsibility of transfer faculty. If asked how they would use their assessment results, any BBCC faculty was likely to respond that they would keep doing what they have been doing with very little discussion of change or improvement in their practices.

As a result of a great deal of work on BBCC's assessment focus and processes, in 2016-17 the Assessment Committee simplified the Gen Ed outcomes and included workforce faculty in the Gen Ed assessment effort as Gen Ed outcomes were matched with Related Instruction (RI) outcomes in the areas of communications, computation, and human relations. At the Spring 2017 In-service, faculty worked on improving their learning outcomes with workforce education faculty also writing new program learning outcomes to include the three Gen Ed/Related Instruction (GE/RI) areas. This work meant that all faculty would assess GE/RI in some of their courses. Further, faculty created multi-year plans for regularly assessing each GE/RI and program course.

Gen Ed/Related Instruction outcome assessment remained a challenge. While both transfer and workforce education faculty were assessing these outcomes, the number of faculty assessing any one specific outcome was always minimal. Because faculty were assessing the outcome within different courses and different programs, their approaches to assessing the same GE/RI outcome were vastly different in scope and conclusions. For example, in the 2016-17 Annual Assessment report, the following statement sums up the assessment of Gen Ed Outcome 1 (communication): "With each discipline looking at different facets of communication, there is no real data to ascertain whether our students are communicating clearly and effectively across all disciplines and programs. Spanish students can write unique paragraphs in the Spanish language; Chemistry students can express themselves clearly. Those same Chemistry students need improvement on supporting assertions, and ENGL 099 students need to improve critical reading and interpretation and evidence of revision. It is clear that larger sample sizes are needed which would be available if all sections of a course were assessed within a discipline and more disciplines were assessing this Gen Ed outcome." In 2017-18, faculty were encouraged to choose a GE/RI outcome to assess first and then choose courses and course outcomes that would support that assessment. Still, the assessment of a single GE/RI outcome was very disparate in results and conclusions.

To eliminate the use of dual terms and increase clarity, the three GE/RI outcomes included in all programs across campus were renamed Institutional Outcomes in 2019-20, aligning with NWCCU language.

### **Assessment of Institutional Learning Outcomes**

At the course level, instructors are required to assess all courses within a seven-year accreditation cycle. The annual assessment cycle begins in fall quarter of each year and culminates with the submission of an assessment report by the last day of spring quarter. Course-level assessments are connected directly to Course Learning Outcomes for a particular course and to the Institutional Learning Outcomes. In this way, faculty are encouraged to think of the assessment of learning outcomes not only in terms of how they might improve their own teaching or classroom, but how they might help the College as a whole to improve student learning.

The Assessment Committee establishes common objectives for faculty to assess each year and encourages faculty to focus their assessment work on the same Institutional Outcome. For example, for the 2019-20 academic year, faculty were encouraged to focus on Institutional Outcome 1: Students will be able to communicate clearly and effectively. In addition, faculty were given a prepackaged activity for any department on campus to use if desired. This assessment activity was developed by the Assessment Committee as a result of cross-disciplinary discussions and surveys during In-service meetings in the

2018-19 academic year. Faculty could choose to use (but were not forced to use) the activity, which focused on questions related to holding students accountable for reading. While not every faculty member conducted the exact same assessment activity, and programs simultaneously assessed Program Outcomes unique to their program, having a general focus toward a single Institutional Outcome allowed for recognizing broader connections. In this way, programs can use data to make connections, policies, or decisions at the institutional level across multiple programs.

The [2020 Annual Assessment Report](#) revealed that 76% of submitted assessments focused on IO1. This is a notable result given that seven-year plans of some programs required faculty to assess a different program outcome. The following is a partial list of courses and related course learning outcomes from programs that assessed IO1.

**Table 27: Courses that Assessed Institutional Outcome 1 in 2019-20**

Course	Course Outcome
AVF 221	Discuss aerodynamic principles related to each phase of flight.
BIM 121, BIM 112	Students will write and present information effectively by creating professional documents that would be used in an office environment.
EDUC&130	List and describe positive guidance techniques for children birth through early adolescence.
IST 170	Use reference materials & manufacturers' instructions on the usage of industrial instrumentation equipment.
MA 111	Document a patient's chief complaint, medications, allergies, and vital signs accurately.
WKED 101 WKED 102	Describe the basic systems, infrastructure, operations, environment associated with their chosen industry Explain the basic systems, infrastructure, daily operations, and environment associated with chosen career
ANTH&100	Describe, apply and critique key concepts in anthropology including a) cultural relativity, b) linguistic relativity, c) family, d) persona/social identity, e) personality, f) nature/nurture influences, g) religion, h) political structure
CMST&220	Present speeches which cover a variety of styles and goals.
ENGL&102	Extend a reasoned opinion of a piece of literature based on a close reading of the text.
HIST&116	Examine how human societies developed ways of organizing their members including social stratification, ethnic associations, and hierarchies of wealth, class, gender and/or race.
NUTR&101	Assess current nutritional status through a personal dietary analysis.
SPAN&122	Read and summarize elementary texts in Spanish.

Of the 58 programs/departments that assessed IO1, only eight of the submissions used the prepackaged activity. The eight programs/departments that did use the activity approached holding students accountable in different ways. The data and conclusions generated from all these IO1 assessments will allow the opportunity for faculty to have interesting conversations and discussions surrounding this institutional outcome assessment at the start of the next academic year and this was the desired result of encouraging the assessment of one institutional outcome each year.

### Improvements Based on Assessment Results

One example of how the assessment of Institutional Learning Outcomes has led to systemic improvements comes from the English Department. In 2017-18 and 2018-19, the English Department received college-wide feedback that students were not citing text in their essays for classes beyond English (for example, in their history or psychology classes). As citations are an integral part of the English Composition classroom, the English Department wanted to understand possible reasons for this issue. The department devised an exit exam for students to see whether they were leaving the English Composition classroom with a basic understanding of citations. After compiling the results of the exam, the English faculty found that students were demonstrating approximately 80% proficiency in citations upon exit from English Composition. This was not perfect but did show general proficiency. After some discussion with the rest of the College, English faculty concluded that the primary reason students were not citing text in classes outside of the English Department is that they were not being told to and/or not being held accountable for proper documentation of sources. This discovery helped non-English instructors better understand their obligation to set expectations for anything they required in their classes. Even more, it generated the current college-wide assessment activity around holding students accountable for reading. With this activity, we hope to understand the value of holding students accountable for reading and to foster a college-wide culture toward setting clear expectations and holding students to those expectations.

In 2017-18, ECON& 201 assessed Course Outcome: “Correctly use the terminology of economics,” as well as IO1 “Students will be able to communicate clearly and effectively.” Seventy-five percent of the students were able to realize application of economic principles in situations they proposed, but some struggled to use the terminology correctly. The instructor plans to provide more experiences with real-world and current world economic examples. To encourage students to write more effectively, the instructor plans to change the assignment rubric to value proper grammar and spelling as well as flow of ideas.

In 2019-20, Welding assessed IO1 and Program Outcome across the welding curriculum “Graduates of the program demonstrate safe shop practices by safely using basic tools and equipment, and clearly communicating safety hazards.” As a result of the safety requirements concerning COVID-19 and reopening labs, students were required to read more information and then communicate safety practices to teachers, other students, and lab monitors. The students worked together as a team to provide a safe environment. Welding faculty plan to use second-year students as safety ambassadors to help orient new welding students during Fall 2020 quarter.

Although Institutional Outcomes are recently developed, Gen Ed outcomes/Related Instruction outcomes have been assessed for multiple years embedded within program outcomes. Individual programs establish competency of program outcomes, and student competency of IOs are established in the same way. However, faculty collectively have discussed results concerning the IOs to consider possible conclusions and next steps. In past years, the numbers of programs assessing a particular Institutional Outcome were minimal, thus decreasing the likelihood of drawing meaningful conclusions. However, the significant number of assessments for IO1 across multiple departments should help faculty draw meaningful conclusions for improving instruction to share during assessment-focused discussions in the 2020 fall in-service.

### Institutional Outcomes in Multiple College Departments

Both the Counseling Center and Library have completed assessments related to the institutional outcomes. In 2016-17, Library faculty assessed information literacy and library instruction learning outcomes 1. “Identify and implement the use of library tools on the website” and 2. “Locate, access, and

demonstrate understanding of databases by completing library research.” In 2019-20, Library faculty surveyed selected classes which received library instruction showing 89.1% of students felt more confident using library tools after library instruction. Library faculty have many ideas for future improvement. The Library did not identify IO1 as the outcome assessed, but much of what the library does is communication.

In 2016-17, the Counseling Center created a five-question survey assessing students’ abilities to identify their degree or certificate requirements. Baseline values were established: 85% met with advisor prior to registering; 91% knew the degree/certificate they were pursuing; 90% indicated that they understood course requirements, and 15% never had communicated with their advisor. In 2017-18, the Counseling Center completed focus groups for more in-depth data gathering. In 2018-19, the Counseling center facilitated advising focus groups and determined students could best be served in three areas: communication, degree planning, and desire to plan for academic success. As a result, counselors piloted the use of *Remind* for texting students and integrated the Student Success Checklist. In 2019-20, counselors implemented a degree completion campaign that included a four-question survey. Over 90% of students responded correctly to the survey questions. Counselors wish to continue this training focus: educational planning, degree requirement, campus resources, and timely degree completion.

### **Reflection and Next Steps**

Faculty will participate in assessment-related discussions in the fall of 2020 reviewing the results of assessments of IO1 completed last year with the intent of identifying improvements to teaching and learning. The Assessment Committee will also complete the development of a prepackaged assessment activity for Institutional Outcome 2 focusing on computation. The College will look for additional ways to connect the Institutional Outcomes to other areas of the College, especially in the student services department. The term “Institutional Outcomes” is a relatively new development at BBCC. Just last year, the term was “Gen Ed/Related Instruction outcomes.” This change presents an opportunity for educating students about the outcomes as well.

*1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.*

### **Assessment Results Improve Academic Programs**

Assessment of course and program learning outcomes produces results that can be used to improve programs in multiple ways. Improving student performance improves programs. Making changes in instructional practices and policies improves programs; better teaching leads to better learning. Improving assessment tools helps validate assessment results and, as a result, may show an increase in student performance. Faculty collaboration within teaching and learning strengthens programs. Finally, using assessment results to inform budget allocations can strengthen programs. Below are some examples of assessment results used to strengthen programs. All assessment results cited in response to 1.C.7 can be found in the [assessment reports](#) submitted each year.

#### *New curriculum leads to improved student performance*

In 2018-19, PHIL&120 assessed the course learning outcome “Prove validity using predicate logic.” The purpose of this assessment was to evaluate the utility of a new curriculum which included both a new textbook and a series of *YouTube* videos to supplement the course content. This particular outcome in the past year is one of the more challenging aspects of the course and helps to show how well the students are grasping and engaging the material. The assessment was a predicate logic quiz given at the end of the unit material in Winter 2018 and Winter 2019. When results from Winter 2018 are compared

with data from Winter 2019, the average quiz score improved by 6% but, more importantly, the standard deviation shrunk from 55.3 from 2018 to 20.05 in 2019. This indicates that the students not only did better on the quiz, but also had better precision as their scores were closer to the average than in the past year. The instructor's implementation of a new curriculum increased student performance. In the analysis of these results, the instructor expressed a desire to follow up with another assessment on this course outcome after a reorganization of the material into different modules on Canvas.

*Spanish pronunciation quizzes successful for student learning expanded to sequence class*

In 2016-17, SPAN&121 assessed students' ability to speak basic Spanish with standard pronunciation of simple words. Students took quizzes requiring them to identify correct Spanish pronunciation in selected words. 83% of students were successful at least 90% of the time. Student scores were so strong, that the Spanish faculty member decided to expand this practice into the next course of the sequence, SPAN& 122.

*IST Program learning outcomes revised as a result of assessment process*

While going through the assessment process in 2017-18, IST While going through the assessment process, instructors realized that the department has certain expectations for outcomes that are specifically measured in nearly every course but are not listed currently as Program Learning Outcomes. They are revising their PLOs.

*Communications project rubric gets an update following assessment*

After reviewing final project scores in 2017-18, the CMST& 220 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."

*"Circuit Playground" helps mechatronics students gain skills with microcontrollers*

In 2016-17, MCT 101 assessed Outcome: Identify key attributes and technological challenges in the field of mechatronics, along with Program Outcome: "Identify, formulate, and solve hardware and software errors in mechatronic systems." This class focused on microcontrollers, Arduinos. Entry-level students struggled with understanding and wiring up different experiments. Instead of requiring beginning students to wire up their microcontrollers at the start, the instructor split the project up into two parts and had students initially use a pre-wired "Circuit Playground." After completing exercises with this microcontroller, the students were ready to move on to wiring up their own Arduinos. Students purchase their own microcontrollers as their lab requirement, improving their learning experience.

*Quizzes on reading content improve test performance*

In 2019-20, Business Information Management Program assessed outcome 2: "Students will write and present information effectively by creating professional documents that would be used in an office environment." BIM faculty used BUS 121 class in Winter 20 and Spring 20 to assess this outcome. The Spring 20 section were given regular quizzes on reading content; the Winter 20 sections were not given quizzes. The average score for Test 4 was 6% higher in Spring 20 than Winter 20. Reading quizzes have a positive effect on student learning and will be continued in the future.

*Chapter summaries increased student learning, led to greater participation in class discussions*

In 2019-20, ANTH&100 assessed Institutional Outcome 1 in relation to Course Outcome 4: "Describe, apply and critique key concepts in anthropology including a) cultural relativity, b) linguistic relativity, c) family, d) persona/social identity, e) personality, f) nature/nurture influences, g) religion, h) political structure." More specifically, the department looked at how weekly summary assignments might reflect

and influence the extent to which students do the required reading for the course. By the end of the quarter, the instructor found that “It is clear from reading nearly 300 summaries over the quarter, that the summaries do motivate students to systematically and regularly read the chapters before our first meeting . . . summaries gave students a structure wherein they could communicate clearly and efficiently about the chapters' content.” The Instructor went on to say that “Based on the results of the assessment, I am going to continue using these weekly summaries as a way to give students ample but repeated exposure to communicate clearly and effectively while connecting with some of the Big Ideas in Anthropology. . . .The summaries actually give me as the instructor lots of information that students can bring to class to question, to repeat and retell and to clarify. Student generated material often determined the direction I would go in a class discussion. The summaries, among other issues, assure that students are challenged to communicate effectively content that is new to them.” The instructor described one added benefit of these summaries, “At the beginning of each class, I regularly asked students what questions they had, and because they prepare for this in their summary, we had numerous occasions when we had 2 hour long discussions based purely on student questions, stories, and terms. I would argue, regular summary composition is a consistent tool that leads to students not only communicating effectively and clearly about Anthropology but that the summarizing process is a metacognitive skill transferable to any discipline.”

*Small weekly research assignments lead to increased student knowledge and engagement*

In 2019-20, ART 216 and ART 217 assessed Program Outcome 4 “Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts” and Program Outcome 5 “Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources.” The instructor introduced smaller weekly research assignments, which they hoped would increase the students’ understanding and breadth of the subject. The results of these assignments confirmed an increase in subject knowledge which had not been developed to this extent when the instructor required only one large research paper. The instructor concluded that “in breaking it down into smaller weekly papers, the students could practice the skills they can use on a big paper. They also were excited about learning about new things. In final responses from students, the research each week was what they most enjoyed about the class.”

*Reading quizzes are useful for student self-assessment of reading and contribute to improved discussion*

In 2019-20, ENGL&102 assessed IO1 Communications and observed how holding students accountable for reading might benefit them in ENGL&102 classes. Three instructors did nearly identical assessment activities, quizzing students on reading related to one activity or essay and not quizzing students on reading related to a different activity or essay. One instructor found “that the quizzes do encourage some students to do the work if they weren’t going to, but I also discovered that students who do the reading do not always get the quiz answers right.” This instructor concluded that “while getting more students to read can be one possible benefit of providing reading quizzes, the quizzes are more important to get students to self-assess their reading comprehension and retention strategies.” In a graded discussion of students not quizzed on the reading, the average score from the rubric was 33%; in the graded discussion of students quizzed on the reading, the average score increased to 75%. This instructor concluded, “Holding students accountable for reading has a huge impact on the amount of effort that they put into the reading, which then reflects how confident they are to contribute in class the next day. While it was discouraging that some people continued to not read at all, the increase in students who read the whole story was great. It is also possible that the act of taking a quiz engages them to recall what they had read, and this familiarity makes them more willing to participate in discussion.” These instructors indicated that they would continue this practice.



*Reading quizzes improve student performance, correlate with more reading completed*

In 2019-20, HIST&116 assessed Institutional Outcome 1, in connection with Course Outcome 6: "Examine how human societies developed ways of organizing their members including social stratification, ethnic associations, and hierarchies of wealth, class, gender and/or race." The instructor required students to write an essay after reading some assigned material. The instructor did not quiz the students on the reading. For another assignment, the instructor required students to participate in a Socratic seminar after doing some assigned reading and the instructor did quiz the students on the reading. It was found that "In comparing the two results, 88.9% of students read 80-100% of the required material when there was an assigned reading quiz, compared to 61.1% when there was no assigned reading quiz." The instructor noted that "Clearly students read a higher percentage of the required material when a reading quiz is assigned prior to a major assessment. This is exciting! I will create a reading quiz for each major reading assignment to ensure students are meeting the course outcomes and engaged in a rigorous academic experience. This will ensure more students read the material and are prepared to meet the learning goals for the course."

*Aviation program of assessment strives for continual improvement of student learning*

The Aviation Program has a longstanding and exemplary pattern of using assessment results to improve student learning. Program learning outcomes and course learning outcomes are assessed within aviation courses. FAA standardized tests are administered if applicable and then test responses are analyzed. Often, students exhibit a very high pass rate on the tests, but the aviation faculty look beyond the pass rates to see what concepts the students missed most. Aviation faculty then determine what changes are needed to instruction practices to increase student learning in those specific areas.

In 2016-17, Program Outcome AVF-1 assessed the students' ability to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument-rated pilot level. Students in selected classes passed with a 100% pass rate on several different conditions and passed related questions within the FAA standardized exam by 95%.

In 2017-18, AVF221 instructors broke down the specific subject matter on the FAA Commercial Airmen's Knowledge Test by subject area. Overall pass rate on the exam was 97%, but instructors identified subject areas where they felt student learning could be improved. Additional class time, instruction, and assessment on these topics is planned, as well as the use of cutaway engine models in class.

In 2018-19, AVF 221 assessed the course learning outcome "Locate, memorize, summarize, or explain Federal Aviation regulations as appropriate" using a comprehensive FAA Commercial Airmen's Knowledge test. The comprehensive test covers all the outcomes for this course, but the faculty specifically analyzed student responses to questions that addressed the assessed outcome. Even though there was a 100% pass rate of the exam by the students, faculty noted that there were fairly high percentages of students (ranging from 22%-44%) that missed specific questions relating to this outcome. Using this information, the Aviation Department made some changes to the course, which are set to be implemented the next time it is taught. They are revising parts of the curriculum, ways in which certain topics are assessed, and access to information in the planes that the students fly.

In 2019-20, the Aviation Program assessed Institutional Outcome 1 in connection with Program Outcome 4: "Students will be able to communicate clearly and effectively within a workplace context." The program assessed four courses which used "a survey, quiz, written exam or comprehensive flight check/exam to evaluate the success of our desired learning outcome." For AVF113, a unit test and email survey regarding the textbook reading were used to determine success. While the class average for the

test hovered around 81%, faculty determined that students who did the reading averaged 88%. In AVF221, students took an FFA Standardized test at the end of the quarter. While 100% of students who took the test passed, there was a considerable difference between the scores of the final exam and a quiz given earlier in the quarter (which actually scored lower). The faculty determined that this may imply a disconnect between the actual exam and the teaching. In all of the courses, data were skewed because of Covid-19. Sample sizes of students were much smaller than expected, and missing data played a significant role in inconclusive results. The program concluded: "There is a need for continued support in exploring creative ways to return to a 'new normal' under social distancing to keep the flight training program active at BBCC. The aviation program will also likely need to offer additional resources (remedial ground schools) and instructor availability (flight hours/tutoring) once flight training resumes after the COVID-19 pandemic. Having the College willing to provide these resources maybe key to the health and long-term sustainability of the program."

*Pre-lesson on basics of technical writing planned to assist students in required report*

In 2019-20, NUTR&101 assessed IO1 in relation to course learning outcome 3: "Assess current nutritional status through a personal dietary analysis." In NUTR&101, students were required to write a report using the results of a fitness tracker. The instructor observed, "Communicating clearly in a scientific manner, analyzing data is a form of technical writing that many students do not have, so this assessment is an opportunity for them to communicate in this manner and get feedback about their writing and communication skills." Moving forward, the instructor has planned a pre-lesson on the basics of technical writing so that students have a better understanding of how to communicate their data and results before they do this assignment.

*Nursing assessment difficult for student, plans for modification and more instruction on communication*

In 2019-20, NUR 110 assessed Program Outcome 1: "Communicate effectively to deliver relevant, accurate and complete information to patients, families, and the healthcare team and course learning outcome: Construct potential and actual care plans for patients across the lifespan." For the assessment, the faculty measured the students' ability to effectively communicate through a graded assignment: a nursing care plan. Prior to the assignment, students were taught how to use the nursing process (systematic problem-solving approach toward giving individualized nursing care). They were given a scenario (ex: patient with heart failure) and asked to gather appropriate data by asking the right questions. 68% (15/22 students) effectively communicated the relationship between the various components of a care plan in a clear and concise manner as evidenced by a score of 78% or better (16/20 points) on the rubric. The outcome result, however, was 7% under the desired level for completing the assignment's objective. The nursing department decided to revise this assignment and provide additional instruction on communication prior to assigning this task.

*CDL faculty to develop new manual to assist students*

In 2019-20, Commercial Driver's License Program assessed IO1 in relation to Program Outcome 2: "Conduct pre-trip and post-trip inspections." The instructor of the program gave students a pre-trip inspection manual to read, study, and practice. In the third week of the course, the instructor had students perform a pre-trip inspection. 80% of the students were able to perform the task correctly. The instructor will evaluate and assess the student performance to see what changes need to be made to bring the success rate up. Further, the instructor plans on writing another manual that will help students to decode key letters, abbreviations, and acronyms found on the state testing sheet.

*Astronomy students view moon phase and determine phase rising time to increase learning*

In 2018-19, ASTR&101 assessed Course Outcome: “Identify lunar phases and, given a lunar phase, predict rising and setting times, using a Unit Test.” The instructor found that one fourth of the students had difficulty differentiating between rising times and when the moon is highest overhead. The instructor planned to add to an in-class activity to complete before the lab to emphasize when the phases are high overhead and then looking at when the phase would have risen, hoping to emphasize to the students that the two times are not the same.

*Circuit description used by student to understand wiring diagram*

In 2019-20, AUT 121 assessed Program outcome 3 “Graduates demonstrate the ability to retrieve service information from manuals and on-line sources.” Students accessed a wiring diagram for a specific vehicle, read the diagram, and traced the powerflow through the circuit. The goal of this assessment was to see how well students could trace powerflow through a circuit using the circuit description. While 75% of the students could do this on the first try, the remaining students were asked to re-read the circuit description more carefully and then were able to complete the task on the second try. While the instructor believes that the written circuit description is an invaluable part of the learning process, the instructor plans on having students read and perform the task at the same time, from here on out—stating that “the stages of electrical flow are difficult to visualize without seeing the circuit.”

*AMT co-mixing online instruction with hands-on instructions*

In 2019-20, Aviation Maintenance Technology Program assessed Outcome 1: “Students will be able to identify and explain a variety of airframe and/or powerplant systems and components as evaluated by the completion of the FAA written, oral and practical exams.” Prior to Spring 20, students would read assigned content and then during lab physical face-to-face instruction, the students would physically handle and manipulate objects as they were asked questions about them. During Spring 20, “students were held accountable for reading through quizzes, summaries, etc. but were never held accountable through the final act of physically interacting with the things they learned about. We wanted to see if, when students were presented with physical objects, the online instruction without the hands-on opportunity, was sufficient. Basically, did the students learn what they needed in order to complete basic tasks of the class? After returning to the Lab for actual physical face-to-face instruction, we noticed that although a student was able to correctly describe a particular aircraft part or component in a picture, most were not able to do the same thing when handed the actual part or components and asked the same questions.” The AMT faculty concluded that online instruction can be a viable part of instruction if co-mixed with face-to-face, hands-on instruction.

*PEH going online for activity PEH classes, largely successful*

In 2019-20, PEH instructors informally assessed the change of arranged physical education activity classes to an online modality. Students are required to use various online exercise applications (Apps) to validate their workouts by submitting a screenshot with a time and date stamp for each workout or submitting photos of the student in workout clothes doing their workout, again with a time and date stamp. Instructors reported that students engaged in more actual workouts, more connection/conversations with other students, and more overall success in the classes. As a result of this assessment, an online PEH session was added to the schedule for Summer 2020.

*Faculty collaboration in CSS 100 educational plans: Collaboration with other faculty*

In 2016-17, CSS 100 assessed the students’ ability to develop an educational plan. 92% of students successfully identified a degree, program, and course requirement and identified possible barriers to their goals; 81% identified resources, and 70% successfully designed an educational plan. While the

results were good, not all CSS 100 sections took part. The CSS100 instructors met, decided to make changes to expand and clarify the assignment, and repeat the same assessment in all classes during the following year. The conversations between CSS 100 instructors were a positive change that strengthened the CSS 100 course sections moving forward.

*Humanities faculty collaborate on assessment rubric, student understanding of cultural affiliations*

In 2016-17, the HUM 214 assessed the practical application of the concept of “accommodation” with regard to culture. The faculty member used a rubric to assess performance on a written assignment as well as a group project on multiculturalism. Students performed exceptionally well on these multiple measures, but the faculty member felt that the assessment rubric was not well matched to the group project. The faculty member plans to partner with another Humanities Department faculty member to collaborate on a rubric or their similar courses.

In 2017-18, the HUM 214 Instructor found that students were not only able to understand their cultural affiliations but to communicate them effectively when assigned an essay asking them to focus on their own experience as a representative of a marginalized group. The instructor also implemented a new rubric, and identified issues, and is adjusting the rubric accordingly.

*Cross-disciplinary faculty teams collaborate to increase student performance in science courses*

In 2017-18, chemistry, astronomy/physics, and math faculty met to discuss transfer of knowledge of certain skills from Math 098 into Chemistry and Astronomy courses. Faculty made changes to Math 098 to cover math skills which are currently not transferring from math to science classes well. The faculty planned to assess the changes in upcoming quarters.

*Professional development recommended as a result of assessment*

In 2019-20, WKED 102 assessed IO1 along with Course Outcome: “Explain basic systems, infrastructure, daily operations, and environment associated with chosen career.” The instructor gave directed/focused reading assignments and found that overall, student learning increased after incorporating these reading assignments. The instructor recommended that instructors receive professional development concerning how to help students understand the assigned content material.

*Building student skills in transitional devices by revising earlier writing*

In 2017-18, ENGL 098 students wrote an essay in response to an article and prompt at the beginning of the quarter and then revised that essay at the end of the quarter to demonstrate what they had learned. Students demonstrated skills in paragraph development and purpose/claim, but instructors wanted to see improvement in their structure/logical order and felt that improving their ability to use transitional devices in writing would help. Instructors decided to continue to focus on the same topic.

In 2018-19, multiple faculty teaching ENGL 098, 099 in the Developmental English program, came to similar conclusions when looking at data related to the assessment procedure and results regarding Gen Ed Outcome 1: “Students will be able to communicate clearly and effectively.” Faculty observed 91 students’ use of transitional devices in writing. Faculty originally focused all of their attention on the goal of increasing student competency in this area. They planned to have students revise their first essay to include transitional devices. Faculty concluded that students had greatly increased their ability to use transitional devices (as was demonstrated on the students’ final essays), and direct instruction in this area “did have a positive effect,” but “fewer than 10% of the students demonstrated any ability to edit and revise for transitions” on their revision assignment. Faculty will continue to use direct instruction of transitional devices but will no longer use the revision assignment as their tool for assessment.

*Closing the loop – Change in student project led to increased student performance*

In 2017-18, MUSC& 105 assessed course outcome: “Explain and interpret various composers, compositions, genres, and styles of each time period through research projects and presentations.” The instructor had students create composer cards containing vital information about composers as well as their connections to the various cultures present in Europe at the time. As a result of continuous assessment, the instructor changed the amount of time spent in class on the last portion of composers’ lives and will add more picture and video tutorials. As a result, the instructor saw an improvement in student learning throughout the year.

In 2018-19, MUSC&105 assessed the same outcome as above and found that 78% of students scored 80% or higher on the composer card project. The instructor plans on revisiting content delivery, specifically in the online modality. The instructor planned to add accessible videos to “serve as practice for the card project.” This illustrates an assessment used to change course structure based on a concern about student performance on an assignment.

*Closing the loop – Extra structured lab skills time results in increase in student skills proficiency*

In 2016-17, MA 111 assessed student ability to demonstrate skill fluency for all procedures covered during the quarter. Some medical assisting students struggled with passing skills checks due to lack of practice within the lab. The instructor determined to split the lab into smaller groups so that each student had more access to the instructor and the lab assistant. In 2017-18, MA 112 provided extra structured-lab skills time to MA 112 students. Attendance was not required, yet all enrolled students took advantage of this opportunity at least once during the quarter, and MA instructors noted an increase in student skills.

**Assessment results used to inform budget allocation, improves programs, supports student success**

During the college’s budget allocation process each spring, faculty submit budget requests that identify possible purchases/expenses along with their rationale supporting each purchase/expense. The College encourages the use of data from Assessment activities and results to provide support for budget requests. Here are some examples of assessment results used to support budget requests and allocations.

1. Faculty teaching in the math, English, philosophy & religion, biology, and criminal justice departments used assessment results to support budget requests for specific professional development activities. The requests were funded.
2. Faculty teaching biology requested and received funds to pay stipends to associate faculty to participate in department meetings and assessment activities. Similarly, English faculty requested and received funds to pay associate faculty to participate in norming sessions with all department faculty.
3. In the spring of 2019, the College decided to allocate funds to create a full-time Dual Enrollment Coordinator position to support the implementation of three different dual enrollment programs. One rationale for the position was related to assessment of student learning activities. The creation of the position would support communication and collaboration between full-time faculty and high school teachers in the College in the High School Program. Ongoing faculty collaboration is essential to maintain academic quality and implementation of assessment activities.
4. In the spring of 2019, the College elected to sustain an Advising Coordinator position that had been funded by a grant. The decision to sustain the position after the conclusion of the grant

was informed by the assessment work around academic advising conducted by college counselors.

5. Agriculture faculty used assessment results to determine that the department needed to adopt a standard curriculum and text to facilitate increased student learning.
6. Nursing faculty used assessment results to determine that evaluation tools may need adjustment to better align with program and course outcomes.
7. Aviation faculty used assessment data to document the need to purchase additional and/or updated aircraft to provide better in-flight testing procedures and scheduling.
8. Automotive faculty used assessment data to justify the use of lab fees as a means of paying for industry-required testing that affects overall employability of students completing the program.
9. The Early Childhood Education Coordinator used assessment data to determine, and provide evidence for, the need for additional personnel. This led to a decision by administrators and campus leadership to use the funds from a recently dissolved position to pay for a new full-time faculty for the ECE program.

### Assessment and Learning Support Practices and Services

A variety of learning support practices exist at BBCC that collectively support student learning and achievement.

**Table 28: BBCC Learning Support Services**

BBCC Learning Support Services	
<u>Academic Services</u>	Emergency Assistance
eLearning	Financial Aid
Basic Education for Adults (BEAdA)	Food Pantry
Big Bend Technology (BBT) Services	Food Services
Bookstore	International programs
Class schedule & catalog	New Student Orientation
Computer labs	New Student Registration
William C Bonaudi Library	Outreach & Recruitment
STEM Center - supplemental instruction	Residence Halls
Tutoring, etutoring	Student Programs- ASB, clubs, communities
Writing Center	Testing Center – placement, make-up testing
	TRIO Student Support Services
<u>Student Services</u>	TRIO Upward Bound
Academic Advising	Veterans Services
Admissions & Registration	Workforce Education Services
Athletics	
BBCC Foundation – scholarships	<u>Administrative Services</u>
Campus Safety	ATEC Conference Services
Career Services	Communications Office
Cashiering	Facilities Maintenance & Operations
Childcare	Human Resources
Counseling	Institutional Research & Planning
Disability Services	Payroll
Dual Enrollment Services	Purchasing
Early Alerts	Word Services

Students learn about these learning support practices in a variety of ways including the BBCC website, a Live Chat function accessible from the college website, new student orientation, new student registration, advising sessions, campus signage, large monitors in multiple buildings, Canvas pages for their classes, email communications, access to student services in a virtual mode, and Starfish. When a student needs a specific service, an advisor, faculty, or staff member will refer them to a service. With the added challenge of the COVID-19 pandemic, BBCC has worked to make [services available virtually](#) to students that may be working and taking classes remotely. Connections are often made using Zoom or other meeting software.

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#### Learning Outcomes for Learning Support Practices

Some staff managing these learning support practices have developed learning outcomes and assess those outcomes on a regular basis. Here are some examples of learning outcomes for learning support practices:

##### Learning outcomes for Advising:

Taking an active role in advising will better prepare students to

1. Be knowledgeable on how to navigate the college system (understand college policies, procedures, and deadlines).
2. Engage in campus resources, seek support when obstacles appear, and learn how to advocate for my own academic success.
3. Create my educational plan (understand what classes I need to earn my certificate or degree and determine my graduation target date).
4. Make effective decisions concerning my degree/program and career goals.

##### Learning outcomes for Library orientation sessions: students will

1. Analyze and select appropriate resources from a variety of information systems, including the library catalog, library databases, and internet sources.
2. Identify and create search strategies using keywords, truncation, Boolean Logic on various information platforms.
3. Recognize relationships with library professionals as guidance, assistance, and support for ongoing academic success.
4. Critically evaluate information for currency, relevancy, accuracy, authority, and purpose in context of research inquiry.

##### Learning outcomes for ASB activities

During Fall 2016, ASB created a basic Purposeful Programming Form and planned to review the form annually. Associated Student Body Officers receive assessment and student learning outcomes training that has contributed to this purposeful programming process. Outcomes for the ASB officers include

- Identify students to involve in activity
- Verify that the activity aligns with ASB Mission



- Develop at least two student learning outcomes for the event
- Plan how the outcomes would be assessed at the event
- Debrief after each event

ASB officers design simple learning outcomes for each activity they sponsor, for example: Students who attend will be able to Identify ASB Officers, and Learn about the Viking Food Pantry.

#### Assessment Results Improve Learning Support Practices

Assessment of learning outcomes for learning support practices produces results that can be used to inform and improve these practices and programs. Here are some examples of assessment results used to inform and improve student learning support practices.

#### *Anatomy models used by students in STEM Center increase student performance on A&P tests; models purchased by STEM Center funds as a permanent resource*

In 2016-17, BIOL&241 assessed the students' ability to identify all major bones, bony landmarks, joints, and muscles in the human body. This same learning outcome was assessed last year, and this assessment is helping to close the loop. The instructor also wanted to determine the effect access to muscle and skeletal models had on student learning. The instructor made more models available in the STEM Center for students to use. The STEM Center Coordinator was impressed by how many students were using the models and decided to purchase an identical model to stay in the STEM Center. Quiz scores for students doubled when the students had access to models; though test averages remained largely the same, the range of students' scores decreased from 99-37 in the prior year to 98-61 when models were used for study. Further, the biology faculty member requested funds to purchase additional models within the department budget request that year. Those funds were approved based on the assessment results. This course learning outcome assessment helped to inform purchasing by the STEM Center Coordinator, which served to increase BIOL&241 student success by using the STEM Center resources.

#### *Unexpected move to online challenging – plan for future changes and collaboration, learn about online teaching methods*

In 2019-20, PHYS114 assessed course learning outcome – “Apply algebra and right-angle trigonometry to the solution of problems involving constant velocity, constant acceleration, projectile motion, Newton’s laws, momentum and impulse, energy and work, and rotational motion.” This course was taught online for the first time due to COVID. The instructor used a unit test and a final test to assess these skills. Results were mixed, so it was hard to determine the extent of student learning due to the small class size and the move to the online modality. The instructor plans to modify teaching methods if teaching the course online again. The instructor would like to learn how to have short quizzes given within the class videos that must be completed before viewing the remainder of the video. Further, the instructor plans to research what other physics teachers are doing. BBCC’s eLearning Coordinator is a resource to this instructor.

In 2018-19, faculty across campus discussed including a multicultural/diversity degree requirement for students. This is explicitly related to Program Outcome 4: “Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.” One instructor assessed this outcome using a final project requiring students to “compile an anthology of women’s literature.” Further, this outcome is aligned with larger school policies and support services such as the “Sexuality & Gender Acceptance Club (S.A.G.A.)” This club aims to provide opportunity for students to connect their own cultural experiences with the larger cultural experience of

their community and society as a whole. This faculty member concluded that “It would definitely help reinforce basic concepts revolving around diversity if students interacted with ideas in multiple courses” and that there is a “need for all students to meet a diversity requirement in their degree maps.” Instructional Council is currently working to implement an approved diversity degree requirement within specific DTA degrees.

*DVS uses CACAS Testing to understand student reading comprehension*

In 2019-20, DVS 111 assessed IO1 and Course Outcome: “Reading/Writing: Students will be able to answer such questions as who, what, where, when, why, and how and recount major details that support the main idea of a text. In a text describe how reasons support specific points the author is trying to make.” The assessment utilized pre- and post-CASAS testing available on campus. Due to small sample size, valid conclusions are difficult to make. BEdA faculty are planning to design reading comprehension curriculum to be embedded in all BEdA courses to support stronger reading skills and transition to college-level coursework. Faculty are also hoping to participate in professional development concerning this student need.

*Attendance policy updated and enforced, leads to improved course success, shared with advisors*

In 2016-17, MATH 094, 098, 099 implemented a new attendance policy for the Emporium math classes. The course success rates had been steadily dropping after initially increasing due to the Emporium model. Faculty concluded that a lack of attendance might be a factor. Limiting absences to a maximum of 10 days within the quarter raised the success rate to 70.3% from a low of 61%. The department retained the attendance policy. Math faculty recommended sharing this data with advisors across campus and CSS instructors so that they could better encourage students to attend class sessions.

Assessment results leads to recommended use of student services:

1. In 2019-20, Aviation noted within assessment reports that increased tutoring will be needed along with remedial ground schools once training resumes after COVID-19 pandemic.
2. In 2019-20, Medical Assisting program recommends reinstituting I-BEST support since many second-language English-speaking students choose MA as a career.
3. In 2019-20, a chemistry instructor noted that during Spring 19, some students did not purchase the text book, relying just on online links and general chemistry websites. The instructor would like to purchase textbooks for the Library and the STEM center so that students without the financial resources to purchase a textbook could check one out for short-term use in the Library or STEM Center.
4. In 2019-20, Calculus instructor assessed IO2 Computation and asserted within the assessment report, “It is important for students to be able to practice reasoning mathematically, which research shows that the ability to obtain instant feedback and support is essential to student success. The STEM Center is an important service and will require the College to continue funding, supporting, and staffing to maintain student success.”
5. In 2019-20, ENGL 109 instructors recommended as a result of assessment of the many hands-on activities in the course that a computer lab space be available for use by this course.

*ECED recommends Writing Center; following use of Writing Center, student success increased*

In 2016-17 and 2017-18, ECED assessed IO1 and Program Outcome: “Establish an environment that provides learning experiences to meet children’s needs, abilities and interests.” While 94% of students met the program outcome, only 69% of students met IO1 Communication, struggling with citations, grammar and punctuation. The ECE faculty noted in their assessment that they continually encourage students to visit the Writing Center and use eTutoring for assistance.

In 2017-18, ECED assessed IO1. Based on assessment results showing a weakness in students' writing skills during the previous year, 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.

*Library instruction leads to student confidence in using library tools, many ideas to move forward*

In 2016-17, the Library assessed information literacy and library instruction learning outcomes 1.

"Students will be able to identify and implement the use of library tools on the website and be able to demonstrate their understanding"; and 2. "Students will locate, access, and demonstrate understanding of databases by completing library research." Students appreciated learning how to find a book and gained confidence in using the library after library instruction.

In 2018-19, the survey was replaced by an Evaluation Kit survey and this seemed to be a better method to gather information from library students.

In 2019-20, Library faculty had the survey administered to selected sections of ENGL&101, ENGL&102, CSS, HS21, CHEM&161, CMST&220, CHEM&162 which received library instruction. With 91 responses, 89.1% of students felt more confident using library tools after library instruction. The faculty member has a number of ideas for closing the loop, including to continue and deepen the webinar series, work with faculty to identify and create opportunities for library collaboration, create an asynchronous library instruction module, and continue to ask students how the Library can be more inviting.

*Counseling center surveys, focus groups lead to focused degree completion campaign*

In 2016-17 the Counseling Center collaborated with the eLearning Coordinator to create a five-question survey collecting data assessing students' abilities to identify their degree or certificate requirements. The purpose was to establish a baseline: 85% met with an advisor prior to registering; 91% knew the degree/certificate they were pursuing; 90% indicated that they understood course requirements, and 15% reported that they never communicated with their advisor.

In 2017-18, the Counseling Center completed focus groups for more in-depth data gathering, continuing to gather more data.

In 2018-19, Counseling Center facilitated advising focus groups and determined students could best be served in three areas: communication, degree planning, and desire to plan for academic success. As a result, counselors piloted the use of *Remind* for texting students and integrated the Student Success Checklist.

In 2019-20, the Counseling Center implemented a degree completion campaign with presentations followed by a four-question survey. Over 90% of students responded correctly to the survey questions. Counselors wish to continue this training focus: educational planning, degree requirement, campus resources, and timely degree completion.

*ASB assessment of activities*

ASB has become more purposeful in reaching students who might not normally participate in ASB events as well as tailoring activities to meet students' needs. ASB members learned that they needed to take the events to the students who were not able to otherwise attend. A summary of ASB efforts is in the response to 1.B.1.

*DSS assesses student knowledge of renewing DSS services; office changes renewal process*

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.

All college departments engage in an annual goal setting, self-evaluation, and continuous improvement processes. While staff may not currently frame their work within the language of learning assessment, their work focuses on improving student learning and achievement.

### **Reflection and Moving Forward**

BBCC has developed a robust culture of assessment that drives continuous improvement efforts in academic programs. As the responses to 1.C.1-1.C.7 illustrate, assessment of student learning is embraced and embedded in *all* instructional departments and influences many student support services departments as well. Moving forward, the College will continue to work with faculty to help them design and implement meaningful assessment practices that can lead to improvements in teaching and learning. BBCC’s focus on reducing equity gaps while increasing retention, persistence, and completion has significant implications for assessment practices. Additionally, BBCC intends to expand the use of student learning outcomes within learning support programs, especially in student services departments.

*1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.*

### **Transfer Credit**

The BBCC transfer credit policy is available to the public via the [Course Catalog](#) and on the [Admissions webpage](#) (also accessible via the [Getting Started checklist](#)). The policy adheres to the statewide [Policy on Inter-college Transfer and Articulation among Washington Public Colleges and Universities](#) (endorsed by the public colleges and universities of Washington State and the State Board for Community and Technical Colleges, and adopted by the Higher Education Coordinating Board). Credits are awarded following recommendations provided by the American Association of Collegiate Registrars and Admissions Officers. Transfer credit is awarded to students only if that credit was earned at a regionally accredited postsecondary institution(s) and the cumulative grade point average of all the transferred credits is 2.00 or higher.

Within Washington State, common course numbering makes course transfer between and among the community and technical colleges (CTC) seamless. Additionally, Washington CTCs offer reciprocity to students transferring within the system who are pursuing the DTA degree or the AS-T degree. Through this coordination, degree requirements fulfilled at a prior college in the system are considered to have been met at BBCC if the student is pursuing the same degree when they transfer.

Faculty are involved in analyzing comparable transfer credits on an as-needed basis. The BBCC Credentials Evaluator consults department-specific faculty directly to determine if a class is comparable in quality to satisfy BBCC program standards. The Evaluator provides faculty with the transferring college’s course description (from their catalog), including whether the course meets any degree

requirements at that institution along with an assessment of its equivalency at BBCC. Faculty typically respond with their analysis within one to two days, ensuring that equivalent credits are posted in a timely manner for the affected students. The Credentials Evaluator maintains an up-to-date crosswalk of transfer equivalencies for documentation and reference.

One area recognized for improvement during the self-study was communicating the entire transfer credits process to students and the public. Previously, patrons were informed of how to submit official transcripts from prior colleges for review, but they were not informed about what happens thereafter (i.e., a general timeline and how results will be communicated with them). Because of this omission, the language was updated so students can better understand the complete process earlier.

### **Credit for Prior Learning**

BBCC's credit for prior learning are guided by both board policy and administrative procedure ([BP 6116](#), [AP 6116](#)). BBCC's [credit for prior learning policy](#) is publicly available on the [Admissions webpage](#) of the [BBCC website](#) and is based on statewide approved processes and internal faculty engagement to ensure comparable quality. Credits awarded through this policy may be used toward a degree or certificate at any Washington State community or technical college.

In 2017, the Washington State Admissions and Registration Council (the statewide CTC registrars' group) identified four types of credit for prior learning: credit by testing, prior experiential learning (portfolio), extra-institutional learning, and course challenge (BBCC does not currently award credit through prior experiential learning). *Credit by testing* is equivalent credit awarded for approved scores on commonly accepted higher education equivalency exams such as [Advanced Placement \(AP\)](#), [College Level Examination Program \(CLEP\)](#), [International Baccalaureate \(IB\)](#), Cambridge A-level exams, and DANTES Subject Standardized Tests (DSST). *Extra-institutional learning* includes knowledge and skills acquired outside of the institution and objectively verified through third-party certifications and/or industry-recognized testing/training. Similar to transfer credit, department-specific faculty are consulted to help make a determination on equivalencies as needed. The BBCC Credentials Evaluator provides faculty with a description of the third-party certification or testing/training and the assessment of equivalency to BBCC credits. Faculty respond within one to two days, after which the appropriate credits are applied. The Credentials Evaluator maintains an up-to-date crosswalk of these equivalencies for documentation and future reference. Military experience is included under this category as well, with comparable credits awarded based on recommendations from the American Council in Education's (ACE) *Guide to the Evaluation of Educational Experience in the Armed Services*.

Credit awarded through *course challenge* is given only at the discretion and preapproval of faculty in individual academic departments. Department faculty create and administer challenge exams and determine if the student has comparable knowledge and skills to those who enroll in and successfully complete the course. If so, the instructor submits a completed and signed form with the relevant information to the Credentials Evaluator, who posts the related credits to the student's transcript. For example, faculty in Industrial Systems Technology have created course challenge exams for their Technical Drawing Interpretation, Introduction to Refrigeration and Air Conditioning, and Fluid Power Transmission courses. Another form of course challenge is utilized in Spanish classes, where faculty may award Spanish I credit to a student who successfully completes Spanish II. Additionally, Spanish faculty may award Spanish I and Spanish II credit to a student who successfully completes Spanish III.

BBCC's next steps are to more clearly map out the process of applying for and awarding prior learning credits and increase accessibility and visibility on the [Admissions webpage](#). Although basic instructions are included in the current policy, they are buried in a text-heavy static document that is not readily visible. The process for applying for credit through this policy will be clarified to include what happens

after students apply for credit, the general timeline of the process, and how they can expect the outcome to be communicated to them. This will help ensure students who qualify to apply for credit through the policy are aware of and understand the information early in the process.

*1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.*

Not Applicable

## Standard 1.D. Student Achievement

*1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.*

### Recruitment

BBCC recruits and admits students with the potential to benefit from its educational programs through intentional and focused recruitment efforts across the college's large, rural service district covering Grant, Adams, and part of Lincoln County. Outreach efforts are guided by BBCC's [Communication and Marketing Plan](#), which target three different student groups: current and recent high school graduates, adult students (25 years or older), and first-generation and HUG students. To realize the maximum benefit, efforts of the Outreach & Recruitment Coordinator are closely integrated with other BBCC departments.

#### Current and Recent High School Graduates

The Outreach & Recruitment Coordinator [visits local high schools](#) and coordinates BBCC campus tours with school groups. Individuals or schools can request a campus tour via the [Outreach web page](#). The Coordinator also represents BBCC at college fairs held at area high schools. To make coordination easier for school districts that are organizing college fairs and similar events, in 2019 the Coordinator developed a [Request Us](#) Web Page and poster for each of the local school districts. A school district can simply contact BBCC about an event, and BBCC will contact other colleges and universities listed on the Request Us poster. The Outreach and Recruitment Coordinator successfully built partnerships with after-school programs run by GEAR UP and TRiO Upward Bound program staff to coordinate college information events for both students and parents.

In 2019, BBCC hired a Dual Enrollment Coordinator who assists the Outreach & Recruitment Coordinator in recruiting potential Running Start students. Both Coordinators collaborate with the Counseling department and the BBCC Foundation to hold information nights for students and parents as well as

workshops to help students complete scholarship applications. The Outreach & Recruitment Coordinator also works with the TRiO Upward Bound program at BBCC to serve high school students in the Upward Bound Program. Both the Outreach and Recruitment and Dual Enrollment provide services in Spanish and English.

There was no tracking system in place for the outreach and recruitment of prospective students between the years of 2012 to 2017. In April 2018, the new Outreach & Recruitment Coordinator collaborated with the Credentials Evaluator from the Admissions office to develop a database tracking system and bilingual lead cards to gather relevant information on potential students. Data is entered manually into the database, which compiles information how many lead cards were collected at different events. Of the potential students entered into the database from April 2018 to June 2019, a total of 151 students registered by Fall 2019. Tracking participants and prospective students with the lead cards has been a big challenge because some individuals walk away and say they will fill them out but never bring them back. They lose patience in filling them out at the table and leave out important information on. Sometimes their handwriting is not legible or emails are incorrect so it is difficult to follow up. As a result, the number of individuals in the database does not accurately represent all the individuals assisted by the Coordinator. These challenges have led the Coordinator to use free gift items as an incentive for prospective students to fill out the lead. The Coordinator has also found that college information nights and class presentations provide better opportunities for connecting with prospective students than setting up a table at a school during lunch periods. The Coordinator has also found it effective to provide gift bags to students who have committed to attend BBCC in the fall quarter following their graduation from high school. Moving forward, BBCC staff will establish a regular schedule of visits to key high schools and hold information nights for students and parents. Staff also intend to learn how to leverage Starfish and a software program called Maxient to better track students.

#### Adult Students (25 years or older)

The Outreach and Recruitment Coordinator participates in job, health, and Back-to-School Fairs and other [events in communities](#) throughout the services district. At these events, the Coordinator seeks to educate prospective students on the process of admission, share program information, and provide them with campus resource information to help them realize a clear path to college success rather than barriers that will keep them from college success. Each year the Coordinator assists the Career Services Center in hosting a job fair at BBCC. Many students attending the job fair pursue enrollment in workforce education programs, and the Coordinator collaborates with faculty from specific workforce programs to staff certain events. For instance, the Coordinator works with Aviation Maintenance program faculty to staff a booth at specific aviation recruitment event. The Coordinator also works with faculty to host tours of specific workforce education programs.

The Coordinator has successfully built partnerships with the local WorkSource/SkillSource agency, county fairs, police departments, health clinics, and charitable organizations, which have led to additional opportunities to connect with community members. However, some events tend to serve more of a public relations than a college recruitment purpose. For example, county fairs required long hours and days but generated very few prospective students. While these events provide an opportunity to advertise the college programs, resources, and services, the College plans to be more selective about what events it commits to attend.

#### First-Generation and HUG Students

Students in this category are also represented in the current and recently graduated high school and adult categories so many of the activities listed above also apply to first-generation and HUG students.



However, BBCC engages in some [additional activities](#) targeting this student group. The College focuses heavily on the Latinx population due to the large population within its service district. BBCC has used Spanish language radio ads promoting English as a Second Language classes and has started to translate financial aid documents into Spanish to help educate parents on the complex financial aid application. The Outreach & Recruitment Coordinator works with the Financial Aid department to provide in-person events in Spanish for current and prospective students. The Coordinator also collaborates with the BEdA program to visit classes, conduct campus tours, and provide information on transitioning to college. Campus tours highlight campus resources such as the Admissions building, the library, STEM Center, Food Pantry, the dormitories, and the cafeteria. During the tours, the Coordinator shares information about BBCC Foundation scholarships, Workforce Education Services, and program information. Some BEdA students do not express an interest in pursuing a college education once they complete a high school diploma. However, the Coordinator has learned that introducing students to the variety of BBCC programs that lead to careers requiring practical application of skills and connecting them to the Workforce Education Services program and scholarships that can make college affordable peaks students' interest and motivates them to continue their education.

The Coordinator collaborates with Financial Aid representatives to attend the FAFSA/WASFA nights at public schools. At these events, the Coordinator provides a brief presentation about BBCC Community College's programs, the BBCC Foundation, the Workforce Education Services, and student support services available to them at no cost such as the tutoring services at the STEM Center. The Coordinator uses this opportunity to educate and inform prospective students of their options to pay for college, how to access the academic support they need to be successful, and to share the many career opportunities BBCC has to offer. As a bilingual English/Spanish speaker, the Coordinator can communicate with and address the needs or concerns of prospective students or parents to help them understand the process of applying to BBCC and to understand their respective pathways.

The Outreach & Recruitment department reported 16 campus group tours, 28 individual family tours, and 70 tabling/presentations events from April 2018 to June 2019. For the 2019-20 academic year, the Outreach Coordinator hosted 10 on-campus group tours, 26 individual family tours, and 28 tabling/presentations events. The College seeks to maintain a balance between sending representatives to off-campus events and hosting events that bring community members on campus. The coordinator is strategically evaluating the effectiveness of different outreach events to maximize efforts to reach potential students in each of the student groups described above.

Due to a strategic focus to grow online and evening enrollment as well as the impacts of the COVID-19 pandemic, BBCC is working to update its website. BBCC staff regularly provide suggestions for improvements to the website. Additionally, the College leveraged grant funding and personnel to develop a new college website that will be launched at the end of 2020.

### **Admission & Orientation**

BBCC has been working for several years to make improvements to the intake process for new students. Many of those efforts are coming to fruition in the form of revisions to the intake process for new students who will begin taking BBCC classes in the fall of 2020.

#### **Admission**

The admissions process is conducted by the Registrar's office located within the Student Administrative Support Services Department. In-person and online applicants receive an [admissions letter](#) via email welcoming them to BBCC and congratulating them on their acceptance. The letter was revised in 2020

to make it more engaging to students and it contains information and guidance on next steps in the Getting Started process. Since the Getting Started checklist was first developed in 2007, BBCC has made changes to eliminate barriers for students. In 2019-20, the College updated the [Getting Started](#) web page that included a revision of the Getting Started checklist. All new students scheduled to begin classes in the fall of 2020 are connected to support programs immediately after receiving an acceptance email. An email introduction to Workforce Education Services and funding occurs within 48 hours after initial acceptance email. This change is an effort to connect students to support programs early in the admissions process, so they can receive support in completing the steps to get started, gain access to potential funding sources, and receive support services throughout their program of study beginning with their first quarter. A next step is to translate the Getting Started checklist into Spanish.

### Viking Orientation

All new students are required to attend Viking Orientation. This event has been exclusively face-to-face since 2000. In 2019, BBCC began to develop a fully online orientation to better serve students taking classes in the evening or entirely online. Due to COVID-19, BBCC piloted the online orientation in spring 2020. The final version was implemented to serve all new students enrolling in the fall 2020. The online [Viking Orientation](#) introduces students to the Areas of Interest and provides details about registration and academics, support services, safety and conduct policies, paying for college, and campus life. It includes how-to videos on setting up a network account, reading the class schedule, and registering for a class. It also contains a glossary of higher education terms translated into Spanish, reminders, announcements, and links to special items of interest. Students complete quizzes throughout to check for understanding and clarify concepts. Students can complete the orientation when it suits their schedule and refer to it whenever they need. BBCC staff are revising the online orientation as students use it, ask questions, and identify issues. Moving forward, staff will make further refinements to the online new student orientation based on the initial 2020 implementation.

### New Student Registration Sessions

A link to sign up for New Student Registration (NSR) is available to students at the end of orientation. Students must attend a NSR session in order to register for their first academic term. At NSR, students meet with an advisor from their Area of Interest and develop a schedule for their first term. This is the first mandatory advising session for students. In 2015, staff revised NSR to make it a face-to-face event that walked students through the final steps to get started, introduced them to necessary resources and supports, assisted them in setting up network accounts, and helped them register for classes. Much of the information shared in the NSR sessions is now included in the online Viking Orientation. The NSR sessions in the summer of 2020 were revised to be virtual events focused on advising and registration. Students have an opportunity to complete an evaluation at the conclusion of the event. BBCC will utilize student feedback from the evaluations to make improvements to NSR.

Moving forward, BBCC is working on several additional steps to support the new student intake process, including developing a plan for consistently communicating with new students as they enter the College by leveraging Starfish capabilities to track student progress through the new student intake process and making adjustments to a College Success Skills Course. These efforts in combination with mandatory advising efforts and bringing Starfish implementation to scale will provide a robust set of focused interventions designed to support a successful first-year experience for students.

*1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).*

### **Selecting Indicators of Achievement**

BBCC has established a set of indicators for student achievement that are institutional Indicators used to measure the success of the College in fulfilling its overall mission, core themes, and supporting objectives. The Indicators are listed below in the categories of retention, persistence, completion, and post-graduation success.

#### Retention Indicators

- 1.2b Retention based on use of services
- 1.3b New Transfer & Workforce student retention
  - Fall-to-winter
  - Fall-to-spring
  - Fall-to-fall
- 1.3c SAI progression & completion
  - Retention

#### Persistence Indicators

- 1.2a Course success rates based on use of services
- 1.3c SAI progression & completion
  - ABE transition to college
  - 1st 15 credits
  - 1st 30 credits
  - 1st 45 credits
- 1.3d Gap between A/W and HUG in course success rate in first quarter
- 2.1b Innovative strategies supporting strategic priorities
  - Students earning ENGL 101 credit in accelerated English
  - Students from accelerated English class succeeding in ENGL 102 & ENGL 235
- 2.2b Course success rate

#### Completion Indicators

- 1.2c Completion based on use of services
- 1.3a IPEDS graduation rates
- 1.3c SAI progression & completion
  - Completion
- 2.2a External certification rates

#### Post-graduation Success Indicators

- 1.3a IPEDS transfer rates
- 1.3e Former student survey responses about employment
- 3.2a Transfer rate based on National Clearinghouse data

While BBCC has identified a variety of indicators that show elements of retention, persistence, and completion, the College needs a more robust set of post-graduation success indicators. Two of the three focus on transfer, and the third comes from a survey the college administers every three years. BBCC intends to identify an additional indicator focusing on post-graduation employment. As the College updates its strategic plan and mission fulfillment framework, it will make additional adjustments to its student achievement indicators that will likely result in some changes to the current list.

### **Disaggregation of Indicator Data**

During the current accreditation cycle, BBCC has used different parameters to disaggregate student achievement data, including by race, ethnicity, age, gender, and socioeconomic status. In 2017, BBCC adopted a standard of disaggregating nearly all student achievement indicator data by Asian/White and HUG students. Students included in the HUG category are African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students. The majority of HUG students are Hispanic. The numbers of students in the other ethnic groups are sometimes so small, they cannot be shown separately without risking revealing a student's identity (groups smaller than 10). To include all students in these groups while also protecting their identity, BBCC developed the HUG student category.

The current method of disaggregating student achievement data has been meaningful to the College and connected with its strategic improvement efforts. When BBCC updates its strategic plan and mission fulfillment framework, the resultant institutional focus may require the College to disaggregate student achievement data in a different way. Currently, the methods used to disaggregate data and create data presentations are labor-intensive. Over the past two years, BBCC has started creating interactive dashboards using the software program Tableau. While there is a significant time investment up front, these dashboards allow quick disaggregation of data in a variety of ways and support analysis in a more robust way than is possible with static data. BBCC intends to continue to develop these dashboards and increase its reliance on them for presenting and disaggregating student achievement data. The College also intends to provide training for using the dashboards to college employees. Finally, BBCC also seeks to further develop its ability to capture, disaggregate, and utilize leading indicator data generated by Starfish and Canvas.

### **Use of Disaggregated Data for Improvement**

The Office of IR&P collects Indicator data, which includes student achievement data, yearly and reports it in the [Mission Fulfillment Workbook](#) that is shared with all employees and posted on the BBCC website. All full-time employees meet during the Winter In-service as part of the college's annual planning process to analyze and discuss Indicator data and recommend next steps the College could take to improve student achievement, including the reduction of achievement and equity gaps (An overview of the planning process is included in the response to 1.B.1). In response to the disaggregated student achievement data, BBCC has taken several steps to try and improve overall student achievement and close equity gaps. Specific actions include

1. Introduction and expansion of supports for students (see response to 1.B.1, pgs. 31-34)
2. Comprehensive advising efforts (see response to 1.B.1, pgs. 36-37)
3. Efforts to increase the transition of BEdA students to college (see response to 1.B.1, pg. 37)
4. Accelerated English pilots designed to help students complete college-level English within their first year of enrollment (see response to 1.B.1, pgs. 39-40)
5. Revisions to math curriculum to make it possible for students to complete college-level math within their first year of enrollment (see response to 1.B.1, pgs. 41-43)
6. Revisions to the New Student Intake Process (see response to 1.D.1, pgs. 115-116)

Not all employees easily see the connection between the data for the indicators of student achievement and specific implementation strategies. Moving forward, the College intends to make adjustments in the [Mission Fulfillment Workbook](#) to better connect Indicator data with specific implementation strategies.

### **Peer Institutions**

As described in the response to 1.B.2, BBCC has identified three peer institutions at a state level (Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College) and three at a national level (Barstow Community College in Barstow, California; Eastern New Mexico University-Roswell Campus in Roswell, New Mexico; and Garden City Community College in Garden City, Kansas). BBCC has access to more data for regional peers than for national peers because of the efforts of the SBCTC to collect and report a variety of student achievement data elements. As a result, BBCC was able to identify indicators in the categories of persistence, completion, retention, and post-graduation for regional peers.

#### Retention Indicators

- Fall-to-Fall Retention or Completion

#### Persistence Indicators

- Completion of College-Level English in First Year
- Completion of College-Level Math in First Year

#### Completion Indicators

- Completion by Third Year of Enrollment

#### Post-graduation Success Indicators

- Transferred to a 4-Year Institution Within Four Years
- Earnings Within Four Years of Enrollment

Because of the limitations of readily available IPEDS data, the only data collected for national peers was one retention measure of Full-Time and Part-Time Student Retention Rates and one completion measure of Overall Graduation Rate.

BBCC was able to obtain overall and disaggregated student achievement data for regional peers. The data from all three schools was combined, so it is impossible to identify the data from any particular school. Data was disaggregated in the following ways:

- Male vs Female
- Age Groups (<20, 20-24, >24)
- Historically Underserved vs Not Historically Underserved Students of Color, and
- Received Need-Based Aid vs Did Not Receive Need-Based Aid.

Data for the three national comparison schools was also combined, so it is impossible to identify data from a particular school. Because of the limitations of readily available IPEDS data, only the graduation data could be disaggregated in two ways:

- Female vs Male
- Historically Underserved vs Not Historically Underserved Students of Color

Student achievement data for peer institutions were included in the BBCC 2020 [Mission Fulfillment Monitoring Report](#). Moving forward, BBCC will incorporate student achievement data from peer institutions into the college's annual planning process.

A preliminary review of the data shows some interesting comparisons around completion of college-level English and math in the first year. In the upcoming academic year, the BBCC Data Committee will analyze the comparison data, draw conclusions, and suggest next steps. Their recommendations will help BBCC identify what data needs to be collected and analyzed in the future, how it should be disaggregated, and whether or not BBCC will need to pursue data-sharing agreements with any national peers in order to obtain more detailed data.

*1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.*

#### **Disaggregated Data Widely Available**

BBCC disaggregated student achievement data that comprise institutional Indicators are available both internally and externally. The Indicator data are reported annually in the [Mission Fulfillment Workbook](#) produced by the Office of IR&P and shared with all campus employees and the Board of Trustees each winter as part of the institution's annual planning process. (An overview of the process is described in response to 1.B.1.) All full-time college employees, some part-time employees, and student leaders gather together at Winter In-service in February to discuss all indicator data, including student achievement data, evaluate the progress of the College in meeting the different elements of its mission, and recommend next steps the College should take. The [Mission Fulfillment Workbook](#) is posted on the college's website along with the final [Mission Fulfillment Monitoring Report](#) containing the mission fulfillment decision, reporting of actions taken to date, and institutional next steps.

#### **Disaggregated Data Easy to Understand**

BBCC seeks to present student achievement data in a way that is easy to understand. The [Mission Fulfillment Workbook](#) contains an introductory section that gives an overview of the data presented in the report, including a definition for A/W and HUG students, an explanation of how baselines were developed, and a description of college targets. Most of the student achievement indicators are accompanied by a short text narrative explaining what the data are as well as the sources of the data. The data are presented in two different ways. The first is in a table with numeric values for each year presented. The overall numbers as well as the disaggregated numbers by ethnicity (A/W, HUG, not reported) are also shown in the table. Second is a graph showing trend lines, so it is easy to visualize trends and fluctuations from year to year. Finally, those areas where there are statistically significant differences between A/W and HUG student groups are noted with an asterisk on the table, and an explanation is given in the key. Some indicators do not have an explanatory narrative, and some narratives could be expanded to better help the readers understand the data. Moving forward, BBCC intends to include a narrative for each student achievement indicator that explains what the data are and identifies the strategies the College is taking to make improvements in the results for that indicator. Following is an example from the 2020 [Mission Fulfillment Workbook](#) showing how data is represented for IPEDS graduation and transfer rates.

### 1.3.1 IPEDS graduation & transfer rates

The Integrated Post-secondary Education Data System (IPEDS) is a system of interrelated surveys conducted annually by the National Center for Education Statistics (NCES) within the U.S. Department of Education. IPEDS cohorts are fall cohorts consisting of full-time, first-time degree/certificate-seeking students who are tracked for three years (i.e. 150% of normal time to completion) after initial enrollment. For example, a student in the 2013 cohort (full-time, first-time, degree-seeking students in fall 2013) will be tracked until spring 2016 graduation (enrolled in academic years: 2013-14, 2014-15, and 2015-16). These cohorts do not include dual enrollment students.

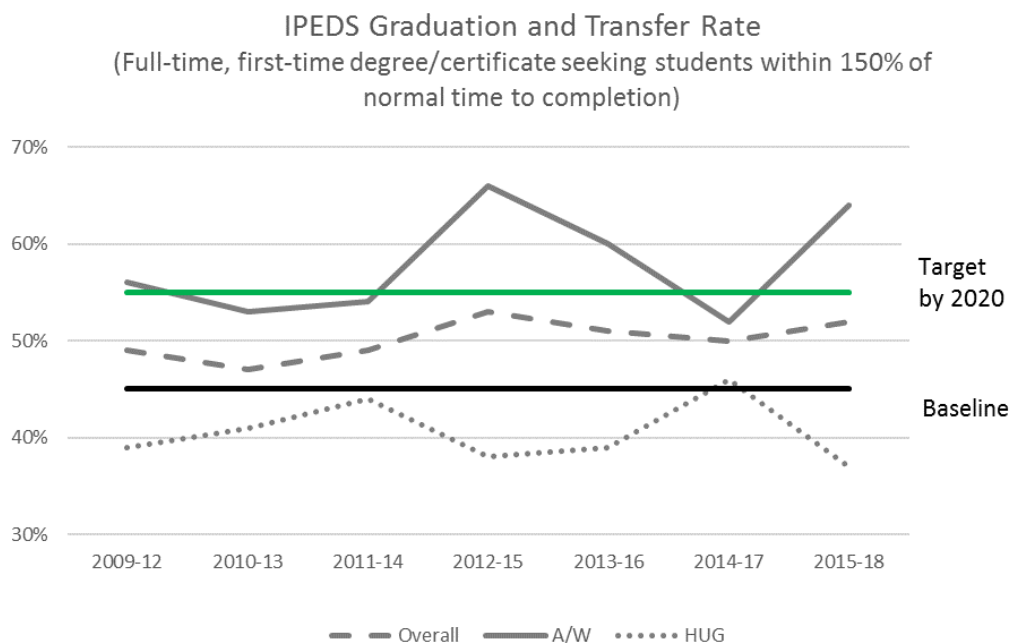
	All Combined		A/W		HUG	
	Graduate*	Transfer Only**	Graduate*	Transfer Only**	Graduate*	Transfer Only**
2009-12	33%	16%	37%	19%	28%	11%
2010-13	33%	14%	36%	17%	30%	11%
2011-14	32%	17%	37%	17%	26%	18%
2012-15	36%	17%	44%	22%	26%	12%
2013-16	37%	14%	42%	18%	30%	9%
2014-17	36%	14%	37%	15%	33%	13%
2015-18	38%	14%	45%	19%	29%	8%

Note:

\*Students who graduated may also have transferred.

\*\*Students did not receive a credential prior to transferring.

(Full-



The difference between A/W and HUG groups is statistically significant using Chi-square test,  $p < .05$ .

A/W = Asian and/or White, HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic)

### Benchmarked Against Peers

As described in responses to 1.B.2 and 1.D.2, BBCC has identified regional and national peers and compiled disaggregated student achievement data for the peer institutions. BBCC has also



benchmarked its own disaggregated student achievement data against the peer institutions. The disaggregated student achievement data for BBCC and its peer institutions are included in the BBCC 2020 [Mission Fulfillment Monitoring Report](#). A preliminary review of the data shows some interesting comparisons around completion of college-level English and math in the first year. In the upcoming academic year, the BBCC Data Committee will analyze the comparison data, draw conclusions, and suggest next steps. As it moves into the next accreditation cycle, BBCC will continue to benchmark its disaggregated student achievement data against similar data from peer institutions. The College will incorporate the peer institution data into its annual planning work and report the data in the [Mission Fulfillment Workbook](#) and/or Report each year. Analysis of the comparison data will help inform BBCC's continuous improvement efforts involving planning, decision making, and resource allocation. A description of how BBCC has used disaggregated student success data to inform planning, decision making, and resource allocation follows in the response to 1.D.4.

*1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.*

**Collecting and Analyzing Student Achievement Data Transparent**

BBCC's process for collecting and analyzing student achievement data is transparent. The data are part of the Indicator data reported annually in the [Mission Fulfillment Workbook](#) produced by the Office of IR&P. The sources of student achievement data are listed in the [Mission Fulfillment Workbook](#) as well as explanations of the data. The Workbook is shared with all campus employees and the Board of Trustees each winter as part of the institution's annual planning process (An overview of the process is described in response to 1.B.1). All full-time college employees, some part-time employees, and student leaders meet during Winter In-service in February to discuss all indicator data, including student achievement data, evaluate the progress of the College in meeting the different elements of its mission, and recommend next steps the College should take. Because the student achievement data are disaggregated to show differences in student achievement between A/W and HUG student groups, analysis of the data and actions taken in an effort to improve students' achievement tend to focus on ways to close the achievement and equity gaps between student groups.

**Disaggregated Student Achievement Data Informs Planning**

Disproportionate student achievement between student groups is something BBCC has been concerned with throughout the current accreditation cycle and these gaps have informed multiple planning activities. The College was successful in writing and securing a variety of grants which provided funds to implement strategies addressing the achievement and equity gaps. Specific grants and selected activities they funded to address achievement and equity gaps during the current accreditation cycle are

**2010-2015 Individual Title V Grant**

- Develop Student Success Center and implement tutoring and supplemental instruction
- Peer mentoring
- Flipped instruction model in the nursing program

**2011-2016 Title III STEM Grant**

- Emporium math classes
- STEM Center construction and launch with tutoring and supplemental instruction
- Academic advising and advising maps in engineering-related programs
- Develop open-source text books

#### 2014-2019 Collaborative Title V Grant

- Academic advising and advising maps in health care programs

#### 2015-2020 Individual Title V Grant

- Academic advising and advising maps in workforce education programs
- Online New Student Orientation
- Website updates

#### 2015-2018 Working Student Success Network (WSSN) Grant

- Staff training on financial coaching
- Food Pantry
- Career Services Center

#### 2016-2021 Title III STEM Grant

- Academic advising and advising maps in computer science and manufacturing-related programs
- Contextualized math class
- Starfish subscription
- Peer mentoring

Because of its early membership in ATD that began in 2006, BBCC has disaggregated student achievement data in one form or another during this entire accreditation cycle. BBCC's participation in Achieving the Dream from 2015 to 2020 and statewide priorities of equity and Guided Pathways from the SBCTC have influenced the College to refine and expand efforts to examine disaggregated student achievement data to identify differences in student performance. Disaggregated student achievement data was very influential in the development of the [2017-2020 Strategic Plan](#). One of the Strategic Goals is to eliminate the achievement gap between A/W and HUG students in their first quarter of attendance. Many of the implementation strategies in the [2017-2020 Strategic Plan](#) are designed to address achievement and equity gaps. Part of the narrative in the Strategic Plan notes, "HUG students are more likely to be first-generation college students, financially disadvantaged and academically under-prepared than White and/or Asian students." The Plan also points out that A/W students graduate at a higher rate than HUG students, and BBCC Latina students are highly at risk of not completing their college education. Moving forward, BBCC's focus on addressing achievement and equity gaps will only increase as it begins the next accreditation cycle and establishes a new strategic plan.

#### **Disaggregated Student Data Informs Decision Making and Resource Allocation**

BBCC used disaggregated student achievement data to guide decision making around college improvement strategies and resource allocation in a specific effort to mitigate achievement gaps and promote equity. Following is a list of improvement strategies and resource allocation decisions in the categories of retention, persistence, completion, and post-graduation success.

#### **Retention**

##### College improvement efforts

- Introduction and expansion of supports for students - (see response to 1.B.1, pgs. 31-34)
  - o STEM Center, Food Pantry, Career Services, Testing Center, Laptop checkout, WES
- Comprehensive advising efforts (see response to 1.B.1, pgs. 36-37)
  - o Mandatory academic advising, advising maps, Areas of Interest, advisor training, Starfish with early alerts and case management supports

- Revisions to the New Student Intake Process (see response to 1.D.1, pgs. 115-116)
  - o Revised acceptance letter, online new student orientation, New Student Registration

#### Allocation of resources

- Establishing or expanding and sustaining Food Pantry, STEM Center, Career Services Center, Testing Center, and WES
- Sustaining Advising Coordinator post-grant
- Subscription to Starfish
- Re-alignment of Student Success Center Coordinator duties to support Starfish
- Subscription to online new student orientation service

### **Persistence**

#### College improvement efforts

- Addition of men's and women's wrestling teams (see response to 1.B.1, pg. 30)
- Comprehensive advising efforts (see response to 1.B.1, pgs. 36-37)
  - o Mandatory academic advising, advising maps, Areas of Interest, advisor training, Starfish with early alerts and case management supports
- Efforts to increase the transition of BEdA students to college (see response to 1.B.1, pg. 37)
- Accelerated English pilots designed to help students complete college-level English within their first year of enrollment (see response to 1.B.1, pgs. 39-40)
- Revisions to math curriculum to make it possible for students to complete college-level math within their first year of enrollment (see response to 1.B.1, pgs. 41-43)
  - o Emporium math, alternate placement, contextualized math classes
  - o HS21+, I-BEST, Project I-DEA, standardized curriculum, co-enrollment in college classes
- Expansion of course offerings and support for online, hybrid, and web-enhanced instruction (see response to 1.B.1, pgs. 43-44)

#### Allocation of resources

- Financial support of accelerated math & English pilots
- Sustaining Advising Coordinator post-grant
- Subscription to Starfish
- Re-alignment of Student Success Center Coordinator duties to support Starfish
- Start wrestling programs and convert Athletic Director from part-time to full-time
- Addition of BEdA staff positions and financial support for curriculum development
- Create eLearning Coordinator position

### **Completion**

#### College improvement efforts

- Introduction of Career Services (see response to 1.B.1, pgs. 32-33)
- Comprehensive advising efforts (see response to 1.B.1, pgs. 36-37)
  - o Mandatory academic advising, advising maps, Areas of Interest, advisor training, Starfish with early alerts and case management supports

#### Allocation of resources

- Establishing and sustaining Career Services Center
- Sustaining Advising Coordinator post-grant
- Subscription to Starfish
- Re-alignment of Student Success Center Coordinator duties to support Starfish

## Post-graduation Success

### College improvement efforts

- University transfer partnerships (see response to 1.B.1, pg. 51)
- Preparing to offer BAS degree

### Allocation of resources

- Supporting staff time to develop partnerships and articulations
- Financial support for doing market research and preparing to offer BAS

During the current accreditation cycle, the College has dedicated extensive resources and attention toward addressing the needs of new students; most improvement efforts focus on student retention and persistence, especially at the beginning of the student experience. Much of this work is just beginning to coalesce, and the anticipated improvements to achievement gaps have not yet fully materialized. As a result, BBCC will continue to sustain current efforts. In addition, the College intends to expand its efforts to focus not just on new students but also to seek to improve completion and post-graduate success for continuing.

## Improvements in Achievement Gaps

During the current accreditation cycle, BBCC has experienced some reductions in achievement gaps. Specifically, the Emporium math efforts have led to a narrowing of the course success gap between HUG and A/W students. Additionally, BBCC attributes a narrowing of the course success gap in hybrid classes to support and training from the eLearning Department. Furthermore, the use of tutoring services seems to have contributed to a reduced gap between A/W and HUG students in fall-to-fall retention and completion. The HUG vs A/W gap in fall-to-fall retention has declined slightly and BBCC attributes this improvement to its comprehensive advising efforts and expansion of student support services.

The impact of tutoring, advising, and student supports on eliminating student achievement and equity gaps are illustrated by the outstanding work of staff in the [TRiO SSS \(Student Support Services\)](#) department. Each year, TRiO SSS serves 190 students and provides them with tutoring, academic advising, study space, computer access, and intrusive supports. The student achievement metrics for the students they serve are remarkable. Not only have TRiO services virtually eliminated achievement and equity gaps, in most instances the HUG students outperform A/W students. (See Table 29)

**Table 29: Impacts of TRiO SSS**

	SSS Students		Non SSS Students	
	A/W	HUG	A/W	HUG
Fall-to-Fall Retention	57%	86%	55%	45%
Fall-to-Spring Retention	100%	100%	68%	58%
Completed one college-level math class	57%	69%	38%	31%
Completed one college-level English class	86%	86%	55%	47%
Average credits earned after one year	45	44	36	35
GPA	3.08	3.03	2.56	2.07
Good academic standing 2.0 or greater	100%	97%	72%	57%
Completion within three years	33%	60%	34%	32%
Transfer to a four-year school by fourth year	0%	50%	48%	28%

Unfortunately, the TRiO SSS department is limited in the number of students it can serve, and BBCC does not have the resources to implement such a labor-intensive service delivery model with all students. However, the many college improvement efforts explained throughout this report demonstrate the College's efforts to implement at scale activities and supports similar to those provided by TRiO SSS and ideally will have similar impacts.

## Conclusion

This self-study demonstrates that during the current accreditation cycle, BBCC has stayed true to its mission of delivering lifelong learning opportunities to the residents of its service district by sustaining a commitment to student success, excellence in teaching and learning, and community engagement. Through data-informed decision making that includes multiple stakeholders, the College has taken intentional steps to address specific learning needs of its students. BBCC's efforts have helped many students achieve their educational aspirations, yet the College is fully aware that it still has much to do to improve student achievement outcomes for each individual student in a way that will eliminate achievement and equity gaps. This report leads to several conclusions that will guide BBCC as it begins the next chapter of its history in the next accreditation cycle.

### Successes

1. BBCC has shown a great willingness to innovate and has been actively involved in transforming the institution into a student-ready college by adding services and addressing achievement and equity gaps.
2. BBCC's student success work has yielded positive results in the form of improved retention and completion student achievement outcomes and narrowing of some equity gaps. Some efforts are just coming to completion after several years of work. BBCC intends to sustain these efforts and measure their impacts to learn their full benefits.
3. Over the past eight years, BBCC has become more intentional in its use of grants to support strategic efforts and many of BBCC's continuous improvement efforts were funded by grants.
4. BBCC has proactively worked to manage its enrollment by focusing on specific student demographics, improving outreach and marketing, offering high quality programs of study, and expanding programs and services.
5. BBCC has made many changes to improve its strategic and annual planning efforts including a shift from a focus on inputs to a focus on outputs and outcomes. This shift has corresponded with a more data-driven approach to identifying and addressing student success questions.
6. BBCC has expanded and improved its use of disaggregated data and focus on addressing student achievement and equity gaps.
7. The assessment of student learning process at BBCC has evolved from a process that simply sought to verify student learning to a comprehensive process that focuses on supporting improvement in instruction and services.



8. BBCC has taken steps including professional development, employee recognition, new employee orientation and onboarding, and expanded communication to improve the campus climate.
9. BBCC has made upgrades to existing physical and computing infrastructure and completed the largest capital project in the college's history with the construction of the Workforce Education Center and Aviation Maintenance Technician program facility.

### Areas of Growth

1. BBCC needs to sustain current innovations meant to improve student achievement and improve its methods of measuring the impact of its different services and interventions. (Objectives 1.1, 1.2, 1.3, 2.1, 2.2, 3.1; Standard 1.B.1, 1.B.3, 1.C.4, 1.D.1).
2. BBCC has identified multiple strategies for continuing to improve its annual and strategic planning process (Objective 3.3; Standard 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.D.2, 1.D.3).
3. Providing quality online and hybrid instruction and services will be essential, especially as the College continues to grapple with the impacts of COVID-19. They will also be important in growing some programs that serve working adults, such as a new BAS degree. (Objectives 1.1, 1.2, 2.2; Standard 1.B.1).
4. BBCC plans to put more emphasis into completion, transfer, bachelor's degree access, and postgraduate success. (Objectives 1.3, 3.2; Standard 1.B.1, 1.D.2, 1.D.4).
5. BBCC needs to maintain current levels of dual enrollment while also growing state funded enrollments. (Objectives 1.1, 1.3, 3.2; Standard 1.B.1, 1.C.8, 1.D.1).
6. BBCC intends to continue to refine its efforts to assess program and institutional outcomes, meaningfully link assessment to student achievement and equity goals, and broaden assessment work to include more learning support services. (Objective 2.2; Standard 1.B.1, 1.C.1, 1.C.2, 1.C.3, 1.C.5, 1.C.6, 1.C.7).
7. Reducing equity gaps while making overall improvements to student achievement in the areas of retention, persistence, and completion will be an ongoing theme/focus in the new accreditation period. Addressing questions of equity will need to reach all areas of the College and will have far reaching impacts on how the college does business (Objectives 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.4; Standard 1.B.1, 1.B.3, 1.B.4, 1.C.7, 1.D.4).
8. BBCC plans to implement further actions designed to improve the campus climate (Objectives 2.3, 3.4; Standard 1.B.1, 1.B.3, 1.B.4, 1.D.2).

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### Student Comments

*"I think BBCC is doing an awesome job at helping with any situation in times of need. And every teacher that I have encountered has been grateful enough to reach out and make sure everything is going fine or if I need any extra help."*

*"BBCC has made my college experience amazing. I don't think that there should be any changes. BBCC is already doing a lot to make me and others succeed. That's what I like about BBCC. All of the teachers that I've had while attending at Big Bend are enthusiastic and care. That's what made my experience great and made me successful."*

*"I love attending BBCC. Great environment, great teachers, and great advisors!"*

*"I LOVE BIG BEND!!!!"*

– 2020 Spring Enrollment Survey

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# Appendices

## Appendix A: List of Acronyms

A/W - Asian/White student  
ABAWD - Able Bodied Adults Without Dependents  
ABE - Adult Basic Education  
ACDC - Adams County Economic Development Council  
ACE - American Council in Education  
ADA - Americans with Disabilities Act  
ADM - Aeronautical Decision Making  
ADP - Advisor Data Portal  
AEW - Academic Early Warning  
AiA - Assessment in Action  
AMP - Academic Master Plan  
AP - Administrative Procedure  
AP - Advanced Placement  
Apps - Applications  
ARFF - Aircraft Rescue and Firefighting  
ASB - Associated Student Body  
ASE - Automotive Service Excellence  
AS-T - Associate of Science – Transfer  
ATD - Achieving the Dream  
ATE - Advanced Technological Education  
AVID - Advancement Via Individual Determination  
BAS - Bachelor of Applied Science  
BBCC - Big Bend Community College  
BBT - Big Bend Technology  
BEaA - Basic Education for Adults  
BFET - Basic Food Employment and Training  
BIM - Business Information Management  
BOT - Board of Trustees  
BP - Board Policy  
BRTF - Budget Review Task Force  
CBIS – Center for Business and Industry Services  
CCR - College and Career Readiness  
CDL - Commercial Driver’s License  
CEID - Committee on Equity, Inclusion, and Diversity  
CiHS - College in the High School  
CJ - Criminal Justice  
CLEP - College Level Examination Program



CTCLDA - Community and Technical College Leadership Development Association  
CTCS - Community and technical colleges  
CTE - Career & Technical Education  
CWU - Central Washington University  
DEI - Diversity, Equity, Inclusion  
DES - Washington Department of Enterprise Services  
DSS - Disability Support Services  
DSST - DANTES Subject Standardized Tests  
DTA - Direct Transfer Agreement  
EA - Early Achievers  
EAP - Employee Assistance Program  
EDC - Grant County Economic Development Council  
EIE - Evaluation of Institutional Effectiveness  
EMT - Emergency Medical Technician  
ESL - English as Second Language  
EWU - Eastern Washington University  
FEMA - Federal Emergency Management Agency  
FERPA - Family Educational Rights and Privacy Act  
FMP - Facilities Master Plan  
FTE - Full-time Equivalent  
GAAP - Generally Accepted Accounting Principles  
GASB - Governmental Accounting Standards Board  
GE/RI - Gen Ed/Related Instruction  
GED - General Education Development  
Gen Ed - General Education  
GPA - Grade Point Average  
HS21+ - High School 21+  
HSI - Hispanic Serving Institution  
HUG - Historically Underrepresented Groups of students  
IB - International Baccalaureate  
I-BEST - Integrated Basic Education and Skills Training  
IC - Instructional Council  
ICAT - Institutional Capacity Assessment Tool  
I-DEA - Integrated Digital English Acceleration  
IO - Institutional outcome  
IPEDS - Integrated Postsecondary Education Data System  
IR&P - Office of Institutional Research & Planning  
JAEC - Japanese Agriculture Exchange Council  
JATP - Japanese Agriculture Training Program  
LDT - Leadership Development Team  
LMS - Canvas Learning Management System  
MCO - Master Course Outline  
MDT - Multicultural Development Team

MPO - Master Program Outline  
MRP - Major Related Program  
NACEP - National Alliance of Concurrent Enrollment Partnerships  
NATEF - National Automotive Technicians Education Foundation  
NCES - National Center for Education Statistics  
NCLEX-RN - National Council Licensure Examination for Registered Nurses  
NSF - National Science Foundation  
NSR - New Student Registration  
NWAC - Northwest Athletic Conference  
OG - Opportunity Grant  
OPD - Open Doors  
PDU - Professional Development Units  
PO - Program Outcome  
PPE - Personal Protective Equipment  
RCW - Revised Code of Washington  
RI - Related Instruction  
RS - Running Start  
S.A.G.A. - Sexuality & Gender Acceptance Club  
SAI - Student Achievement Initiative  
SBAC - Smarter Balance Assessment Consortium  
SBCTC - Washington State Board for Community and Technical Colleges  
SDS - Safety Data Sheets  
SI - supplemental instruction  
SID - Student Identification number  
SJLA - Social Justice Leadership Institute  
SSC - Student Success Center  
SSEM - Safety, Security, and Emergency Management  
STAR - Staff Training And Recognition  
STEM - Science, Technology, Engineering, and Math  
STTACC - Staff Training for Technical and Community Colleges  
TEAS - Test of Essential Academic Skills  
TriO SSS - TriO Student Support Services  
VAWA - Violence Against Women Act  
VCP - Voluntary Compliance Plan  
VSEPR - Valance Shell Electron Pair Repulsion Model  
WAC - Washington Administrative Codes  
WELA - Washington Executive Leadership Academy  
WES - Workforce Education Services  
WIOA - Workforce Innovation and Opportunity Act  
WPEA - Washington Public Employee Association  
WSSN - Working Student Success Network  
WSU - Washington State University