



Mid-Cycle Report

Prepared for the Northwest Commission on Colleges and Universities (NWCCU)

September 8, 2023



Big Bend Community College

Mid-Cycle Report

Prepared for the Northwest Commission on Colleges and Universities
(NWCCU)

September 8, 2023

Table of Contents

Introduction	3
Foreword.....	5
Section 1. Mission Fulfillment.....	6
College Mission, Strategic Plan, and Mission Fulfillment	6
Mission Fulfillment Report.....	6
Department Work to Fulfill the College Mission	8
Financial Resource Allocation	9
Mission Fulfillment Process and Institutional Improvement.....	10
Lessons Learned and Moving Forward	11
Section 2. Student Achievement.....	12
Student Achievement History.....	12
Institutional Student Achievement Indicators.....	12
Disaggregations.....	12
Comparison Colleges.....	13
Student Achievement Data Reporting	14
Student Achievement Data Analysis and Institutional Improvement	15
Student Achievement and Program Level Improvements.....	18
Lessons Learned and Moving Forward	20
Section 3. Programmatic Assessment.....	21
Overview of Program Assessment Process.....	21
Refining the Assessment Process.....	23
Program Assessment Summary	25
Lessons Learned and Moving Forward	28
Section 4. Moving Forward	30
Section 5. Addendum: Progress towards meeting recommendation 1 since 2020	31

Introduction

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 122,000 in central Washington State. The district encompasses a 4,600 square-mile area that includes Grant, Adams, and a portion of Lincoln counties. BBCC's Campus is located in the City of Moses Lake (pop. 25,888) in Grant County. In addition to the central campus, BBCC has learning centers in three outlying communities that provide English Language Learning and adult high school completion and some limited college level course offerings 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 percent (70%) 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, manufacturing of durable goods has grown significantly in the last several years. Other industries such as data centers, aerospace technology, and healthcare contribute to community growth and an increasingly diverse economy.

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, computer aided manufacturing, 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 that enroll students from across the country and state are the aviation maintenance and aviation flight 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. 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.

Table 1: Regional Demographics

Characteristic	BBCC District 2023 update	Wash State 2023 Update	National 2023 update
Population <age 18 years	29%	21%	22%
Median family income	\$62,024	\$82,400	\$69,021
Poverty level	12%	10%	12%
Hispanic	47%	14%	19%
White	48%	65%	59%
All persons of color	52%	35%	41%
Speak a language other than English at home	40%	20%	22%
Speak Spanish at home	37%	9%	13%
Adults with BA or higher	17%	37%	34%

BBCC Student Demographics

BBCC student demographics reflect the communities served by the College. In 2022-23, BBCC served 4,076 students in credit-bearing and non-credit-bearing classes, representing nearly 1,700 FTEs (full-time equivalencies). Of all students, 40% were in transfer courses, 32% were enrolled in workforce education, and 29% were in Basic Education for Adults (BEA) classes. BBCC's Center for Business and Industry Services (CBIS) served nearly 500 students. 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 2: Student Demographics* 2022-23

Percent receiving Need-based Aid**	47%
Hispanic	51%
Under 25 years	50.2%
25 years and older	49.8%
Median age	24 years
Female/Male	54%/46%

*Students in Academic-Transfer, Workforce or (BEA) Programs

**Students in programs eligible for Federal Financial Aid

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.

Foreword

BBCC received a recommendation related to mission fulfillment as result of the 2020 Evaluation of Institutional Effectiveness (EIE). Since receiving the recommendation, the college has been actively engaged in making the needed changes to address the recommendation. *Section 5. Addendum: Progress towards meeting recommendation 1* explains what changes the college made and how it made them. *Section 1. Mission Fulfillment* describes the institutional planning framework and process that resulted from the changes mentioned in Section 5. *Section 2. Student Achievement* contains a description of the process the college used to identify peer institutions and incorporate their student achievement data into the college's planning process, something else cited in the recommendation. Taken together, the three sections of this report show how the college has met the recommendation.

Section 1. Mission Fulfillment

College Mission, Strategic Plan, and Mission Fulfillment

The Mission Statement for Big Bend Community College (BBCC) is: Serve as a Bridge, Stand as a Leader, Support for Success. The college's Vision is to "Be our community's first choice to dream, learn and succeed." Implementation of the college mission and vision is guided by the following Guiding Principles: Honor our Role as a Hispanic-Serving Institution; Advocate for Equity, Inclusion, & Diversity; Embrace our Workplace Norms; Innovate Proactively; Model Integrity, and Educate All.

The BBCC mission is implemented through its current [Strategic Plan](#). The 2021-2026 Strategic Plan contains four strategic priorities. They are:

Priority 1: Improving Student Success

Priority 2: Employer of Choice

Priority 3: Forward Looking Infrastructure

Priority 4: Enrollment Growth and Diversification

Each of the strategic priorities is supported with Major Activities and Tasks to fulfill the activities.

The strategic plan was developed through an inclusive process and reflects those actions the college needs to take in order to fulfill its mission and achieve its vision. Making progress in achieving its strategic priorities is evidence of the college fulfilling its mission.

Mission Fulfillment Report

The college undergoes an annual process of data gathering and analysis, reflection, and goal setting to determine the extent to which the college is fulfilling its mission, set goals and priorities for the upcoming year, and secure and allocate the necessary resources to accomplish its goals. Central to this process is the development of an annual [Mission Fulfillment Report](#) that contains key elements for evaluating progress of the college and charting a course forward for the next year in the college's ongoing quest to fulfill its mission. The Mission Fulfillment Report contains a Mission Fulfillment Scorecard that is a graphic summary of the college's performance on key indicators for each Strategic Priority, a narrative summary of progress made towards achieving each of the Strategic Priorities during the previous year, lessons learned, and plans for making progress in the upcoming year to accomplish tasks within the Strategic Plan. Thus, the report summarizes the current status of the college in fulfilling its mission and points the direction forward for the upcoming year. Additional key elements within the report are disaggregated student success data for BBCC students and student success data from peer institutions.

The Mission Fulfillment Scorecard was established in the Strategic Plan. It is published in the Mission Fulfillment Report each year with updated data. The Scorecard contains a set of data

indicators associated with each of the strategic priorities. Where available, the scorecard also includes comparison data for HSI Comparison Colleges within the state of Washington. It also includes baseline scores showing the status of the college for that indicator at the start of the current accreditation cycle, a trendline showing college performance for the past few years, the most recent data available for the indicator, and a target indicator score the college hopes to achieve by the end of the current accreditation cycle. The most recent indicators score is color coded either red, yellow, or green to show performance relative to the college's goal for the indicator. The Scorecard gives a graphic summary representation of the college's performance in fulfilling its mission. Since each indicator is associated with one or more major activities in the Strategic Plan, the college can focus its efforts on specific activities designed to improve performance for a particular indicator as well as identify intentional college actions that influenced change in an indicator.

Following the Scorecard is a narrative that summarizes accomplishments and next steps for each of the major activities supporting the four strategic priorities. Additionally, there is a summary of key lessons learned relative to the work related to each strategic priority.

The Mission Fulfillment Report contains multiple addenda. One contains disaggregations of the student achievement data shown the Scorecard. The data is disaggregated based on race/ethnicity, age, students receiving need-based aid, and gender. Another addendum contains peer institution data. The Data Committee reviews the disaggregated student achievement data and peer institution data and recommends actions to college leadership. (More details are shared in Section 2. Student Achievement.) The final addendum contains a table showing what positions and/or departments are assigned to complete the tasks and major activities listed in the Strategic Plan.

Each of the college vice presidents serves as the executive sponsor for one or more of the strategic priorities and writes the draft summary of the accomplishments, next steps, and lessons learned for the Mission Fulfillment Report. They review annual work plans from college departments to inform their writing and also follow up with individuals as needed to gather information. The draft Mission Fulfillment Report is reviewed by members of President's Cabinet for accuracy and edits made accordingly. The President then reviews and discusses the draft Mission Fulfillment Report with the Shared Governance Council (SGC). The SGC is comprised of the faculty leaders for each division, all staff department heads, as well as mid and senior level college administrators. The college President presents the Mission Fulfillment At the June Board of Trustees (BOT) meeting, the last one of the fiscal year, the Board of Trustees receive the final Mission Fulfillment Report.

The BBCC Board of Trustees sees its role as a policy governing body and for the past three years has been careful to avoid involvement in college operational matters. The Board has adopted four End Statements that provide direction and set expectations for the president.

~~The~~ ~~end~~ ~~ments~~ are:

- E-1 Student Success: Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards.
- E-2 Community Engagement: Big Bend Community College supports economic development by nurturing community and industry partnerships to enhance access and service to our district.
- E-3 Stewardship: Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district.
- E-4 Diversity, Equity, Inclusion: Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.

When the Board completes an annual performance review of the college President in the [October Board meeting](#), the Board measures the President's job performance against the End Statements. The President uses the college's Mission Fulfillment Report from the prior year and associated documentation to demonstrate to the Board how she is leading the college in a way that meets the Board End Statements. The Board views the Mission Fulfillment reports and Strategic Plan as operational documents so they are presented to the Board as information items. However, the Board requests and receives educational presentations related to work the college is doing to accomplish the Strategic Plan and fulfill its mission. During the 2022-23 academic year, the Board had the following educational presentations:

- [October 13, 2022 Meeting](#) – Student Leaders: ASB Officers/Resident Advisors
- [December 6, 2022 Meeting](#) – Student Success Strategic Priority
- [January 12, 2023 Meeting](#) – Enrollment Growth and Diversification Strategic Priority
- [March 15, 2023 Meeting](#) – Accreditation
- [May 4, 2023 Meeting](#) – [Student] Demographics & Dashboard

During presentations the Board is engaged and asks follow up questions. Through this educational process, they are able to make informed decisions when evaluating the president, taking action on college policies, approving the college budget, performing legislative advocacy, or evaluating their own efforts.

Department Work to Fulfill the College Mission

Over the summer, each staff department within the college prepares an annual Department Workplan that aligns with the Strategic Plan. Department leaders reference the college Strategic Plan, the recently completed Mission Fulfillment Report, and their prior year department workplans as they report on work accomplished and set goals for the upcoming year. Each department workplan should contain at least one goal that supports the

implementation of a task and major activity in the Strategic Plan. Some examples include the Admissions Registration, Advising, EOC & Outreach, and Workforce Education Services (WES) workplans. Each workplan reports progress made last year and goals set for the upcoming year by the department that support Strategic Priorities of Improving Student Success or Enrollment Growth and Diversification and supporting major activities and tasks designed to improve student retention, persistence, and/or enrollment.

Financial Resource Allocation

Parallel with the development of the Mission Fulfillment Report, the college develops its budget for the upcoming year. Department heads and deans receive budget requests in February, begin planning budgets for the following year, and allocate funds to support requests as best as possible. State funding for general operating budgets has been flat or declining for several years so the college budget tends to be a rollover budget. As such, college leaders are careful to allocate financial and human resources in a way that align with strategic work. For instance, in 2020 the college reallocated a vacant faculty position from psychology/criminal justice to sociology/anthropology to provide the breadth of course offerings needed by students. Additionally, in 2021 the college lost a large contract with a local school district that had a significant impact on two different departments. Due to the sudden reduction in funding, vacant positions were not filled, some staff were transferred to open positions in other departments to avoid layoffs, and the departments narrowed their services until they were able to adjust to the new fiscal realities. Currently, the Athletic Director is pursuing a different insurance policy for student athletes that will cost less than the current policy while providing better coverage.

In recent years the Washington State Legislature has increased the amount of earmarked funds allocated to community and technical colleges. The result is that colleges are restricted in their ability to move funds in order to address strategic needs. However, there are instances in which BBCC has been able to use earmarked funds to achieve college priorities while also meeting legislatively imposed requirements. An example is using Guided Pathways funds to improve the new student intake process, refine advising efforts, and increase the number of students earning college level English credit in their first two quarters of college. Another example is using Diversity, Equity, and Inclusion funds to support an outreach position that serves communities of color and low-income individuals.

BBCC also has a history of pursuing and securing federal grants to further the college's strategic priorities. Some grants, such as Title V grants, contain one-time projects that allow the college to innovate and must be sustained post-grant. Others, such as the HEP and EOC grants are renewable provided the college meets grant deliverables. Since 2020, BBCC has sought and secured grants that provide the college with vital financial and human resources needed to implement elements of strategic priorities and support the college in its efforts to continuously improve. Examples include:

- TRiO Student Support Services (SSS) STEM – support first generation and low-income students complete a degree and continue their studies into a bachelor degree
- Title V Expanding Equitable Education (E3) grant (2020-2025) – launch a Bachelor of Applied Science (BAS) degree and implement widespread DEI, instructional design, and leadership training for college employees
- Title V Healthcare, Enrollment, Academic Retention, and Technology (HEART) grant (2022-2027) – support outreach to youth and adults, expand healthcare programs, and provide supports for underserved students
- High School Equivalency Program (HEP) (2022-2027) – help migrant and seasonal farmworkers earn a high school diploma and enroll in college
- TRIO Educational Opportunity Centers (EOC) (2022-2027) – conduct outreach in feeder high schools and provide individual assistance to students to apply for college, apply for financial aid, and begin developing an educational plan

Mission Fulfillment Process and Institutional Improvement

The following is an example of how the college uses its annual planning Mission Fulfillment process to make improvements. During the COVID-19 pandemic, BBCC enrollment plummeted (2020 FTE in 2019-20, 1816 in 2020-21, 1556 in 2021-22, 1697 in 2022-23). In response, the college embarked on a multiprong effort to grow enrollment while also responding to educational needs across its service district. Steps included:

Actions	Fund Sources	Added Staffing Resources
Improving the intake process for new students with improved messaging using ctcLink messenger, Signalvine, and individual phone calls and student appointments.	State Guided Pathways funds, Title V E3 grant	Two grant funded staff
Engaging school districts in efforts to expand and improve dual enrollment articulations in a way that provides clear pathways from high school into college	College in the High School and Perkins Grant funds	Re-allocated workload with an existing staff person
Expanding Outreach Team from 1 to 6 staff to provide personalized supports to high school students.	State DEI funds, State Financial Aid Outreach Pilot funds, EOC grant, Title V HEART grant	Added 5 additional staff
Re-opened Basic Education for Adults (BEaA) sites in strategically important communities	BEaA grants, HEP grant	Added 3 additional staff
Expanded social media marketing	Department budget, E3 grant, State DEI funds	Added 1 additional staff

Preliminary results are positive. The number of high schools participating in College in the High School (CiHS) dual enrollment partnerships with BBCC have increased from 2 to 5 with another making plans to participate next year. At the end of the 2022-23 academic year, total FTE increased to 1697, which was 109% over the prior year (3rd highest in the state), state funded enrollment increased 113% over the prior year (highest percentage in the state), and enrollment in BEdA increased 233% over the prior year (highest percentage in the state). Fall enrollment is rebounding to 1569 FTE, which is approaching the level at the beginning of the pandemic.

Lessons Learned and Moving Forward

In the spring and summer of 2023, the Title V Grants Director over the E3 Title V grant met with department heads to provide support and guidance in completing their department work plans. Many department heads were new in their role and had questions about the work plan and how it fit within the college's planning process. The department heads expressed appreciation for the support and identified data points they hope the college could provide to help them better assess the performance of their departments. The college would like to determine how to build into the annual planning process, a sustainable way to provide supports for department heads in doing continuous improvement work that is not dependent upon grant staff. Additionally, department heads spoke about data they would like to access to measure the success of their work such as student usage of services and corresponding course success and/or retention. The college would like to build additional dashboards that will provide them with data they need.

Section 2. Student Achievement

Student Achievement History

BBCC has a long history of focusing on student success and comparing our success metrics to our Peer Hispanic Serving Washington Community Colleges. When BBCC became an Achieving the Dream (AtD) College in 2006, BBCC began to disaggregate student progress and success. Course success, retention and graduation rates were further disaggregated by race/ethnicity and gender.

Becoming a Hispanic Serving Institution in 2010 allowed BBCC to pursue and receive Title V grants that helped the college put additional resources toward student success strategies and data analysis. In addition, in 2017 the Washington Community and Technical College system adopted the Guided Pathways framework, which seeks to streamline the student experience at colleges by providing students with additional structure, support, and clarity. The Guided Pathways at a state level helped BBCC maintain a focus on supporting success for multiple student groups. Student Success continues to be a key component of the Mission Fulfillment Report and Analysis.

Institutional Student Achievement Indicators

For the current accreditation cycle, BBCC adopted Student Achievement measures, labeled as indicators, that fall into four categories: Persistence, Retention, Completion, and Post Graduate Success and are defined below.

- Completion: first year college students earned a BBCC formal credential within three years
- Persistence: course success rates, first 15 and 45 credits earned in first year
- Retention: fall-to-winter and fall-to-fall retention rates
- Post-Graduate Success: transfer by 4th year (transfer students only) and employment in the 4th year (workforce students only)

Disaggregations

The indicators are disaggregated by race/ethnicity, age, low-income (receiving need-based aid), and gender. Access to First Generation Status data was limited after the college's conversion to ctcLink (new Enterprise Resource Planning software for Washington Community and Technical Colleges). Prior to the conversion to ctcLink, BBCC was able to gather this information on a paper application, which is no longer an option in ctcLink. In fall 2023, the college plans to reach out to currently enrolled students to gather First-Generation information that will allow the college to add that disaggregation in the future.

BBCC has followed Washington State's Community and Technical College System framework where individual college and system race/ethnicity data is grouped into a Historically Underserved Group, (HUG - Black, Hispanic, Native American, and Native Hawaiian/Pacific Islander) and an Asian/White (AW) Group. This was especially important to BBCC since the very small numbers of Black, Native American, and Pacific Islander students prevented them from

being included separately in the analysis (due to identification of individual students in small numbers).

Comparison Colleges

The new NWCCU Standards in 2020 expanded BBCC efforts to identify equity gaps at different milestones in students' educational pathways and with additional student group disaggregations. Initially, the college used three rural Washington Hispanic Serving Institutions as regional comparison colleges and selected other national colleges based on IPEDS data which included, sector of institution, degree of urbanization, institutional category, institutional size category, 12-month unduplicated headcount, percent of Hispanic enrollment, geographical cross-section, economic base, community population growth, and percent of full-time and part-time students.

Following additional guidance from NWCCU at the Annual Meeting in 2022, BBCC revisited the comparisons colleges and focused on Hispanic Serving Institutions. BBCC identified state, regional, and national comparison institutions based on data in the 2022 IPEDS Data Feedback Reports with a focus on the degree of urbanization, student headcount, and percent Hispanic. BBCC uses the following colleges to compare students' progress and success.

Fall 2021	State	Campus Setting	Student Headcount	Percent Hispanic
Big Bend Community College	WA	Town: Remote	1778	41

HSI WA Comparison Schools

Walla Walla Community College	WA	City: Small	3084	24
Wenatchee Valley College	WA	City: Small	2661	42
Yakima Valley College	WA	City: Small	3643	59

Regional Comparison Schools

College of Eastern Idaho	ID	City: Small	2156	17
Great Basin, Elko	NV	Town: Remote	3414	24
Treasure Valley	OR	Town: Distant	1417	29

National Comparison Schools









Clovis Community College	NM	Town: Remote	2162	44
Garden City Community College	KS	Town: Remote	1962	49
Lake Tahoe Community College	CA	Rural Fringe	2024	35

Student Achievement Data Reporting

Student Achievement Indicator data is updated annually and summarized in a portion of the Mission Fulfillment Score Card (see graphic below). The Scorecard shows BBCC's performance relative to each of the student achievement indicators and uses robust data from the Washington State Community and Technical Colleges (CTC) First-Time Entering Student (FTEC) Outcomes Dashboard, which allows the 34 Washington CTCs to compare their students' success with selected peers. BBCC uses the data in the Scorecard to compare its performance to that of its selected HSI Washington Comparison Schools. Scorecard components for each Student Achievement measure are:

- HSI Comparison Colleges: combined performance for three HSI Washington Comparison Colleges
- BBCC Baseline: the average score for the three years prior to the current accreditation cycle starting in 2020
- Trend: the last five years of data
- BBCC Indicator Score 2021-22: the last complete annual data available at the time of the Mission Fulfillment Report, spring 2023
- Target: desired score the college hopes to achieve by the end of the current accreditation cycle. Scores were chosen based on the baseline score with a 2.5% increase. In some cases, such as course success rates, maintaining the baseline score is the desired target.

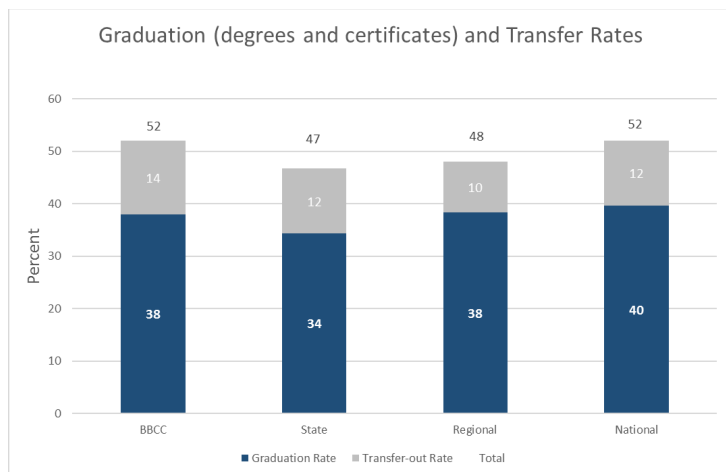
Mission Fulfillment Scorecard

STUDENT SUCCESS	HSI Comparison Colleges	BBCC Baseline	Trend	BBCC Indicator Score 2021-22	Target
Completion	2019-2022			2019-2022	
3 year completion rate	38%	45%		45%	46%
Persistence					
Course Success Rate	N/A	80%		78%	80%
15 college credits 1st year	72%	76%		74%	77%
45 college credit 1st year	29%	25%		29%	26%
Percent of Assigned Program Audits Completed				75%	100%
Retention	Fall 2021			Fall 2021	
Fall to Winter Retention	82%	84%		83%	86%
Fall to Fall Retention	57%	62%		63%	64%
Post-Graduate Success	2018 start			2018 start	
Transfer rate in 4th year - Transfer Students only	38%	42%		44%	43%
Employment rate in 4th year - WF Students only	74%	79%		79%	81%

Student Achievement Indicator data disaggregated by race/ethnicity, age, low-income (receiving need-based aid), and gender are also included in the Mission Fulfillment Report. The disaggregations help the college understand where to focus attention and resources.

Comparison data showing BBCC performance in relative to state, regional, and national peers are also included in the Mission Fulfillment Report as well as in a dashboard on the Institutional

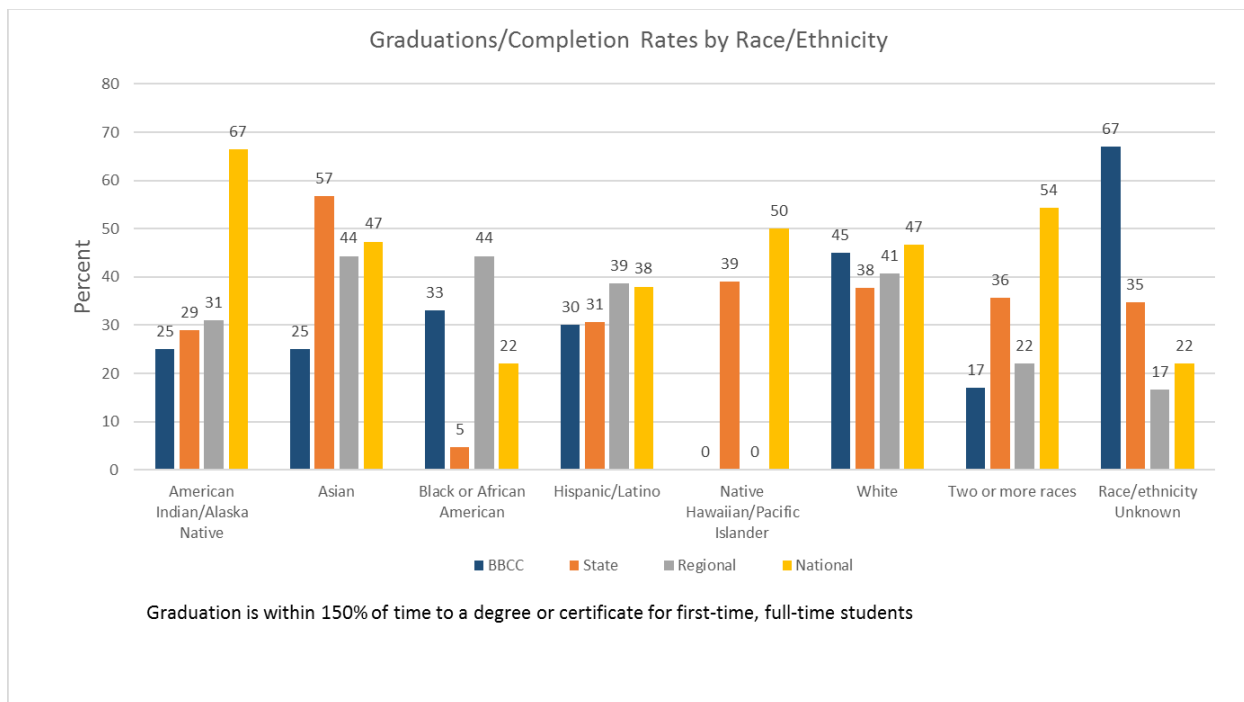
Research and Planning website on the [Peer Institution Comparisons](#) tab. Data for peer institutions in the state, regional and national categories is averaged to eliminate any anomalies among colleges. The following chart is from the most recent IPEDS Data Feedback Reports on our comparison colleges.



Student Achievement Data Analysis and Institutional Improvement

The BBCC Data Committee reviews Student Achievement Indicator data including disaggregations and peer comparison data. They share their conclusions with college leadership and general campus community. Additionally, multiple individuals, departments and committees review, analyze, and interpret student achievement data when addressing different questions related to student success.

In reviewing the student achievement data contained in the 2023 Mission Fulfillment Report, the Data Committee noticed declines in student achievement over the past couple of years in nearly every category and concluded that the pandemic negatively impacted student success. The two exceptions were HUG students who saw significant increases in obtaining 45 credits in their first year and in transfer. While BBCC is similar to the national comparison colleges and above our comparison HSI and Regional Colleges, in the chart that follows, there is a clear difference between BBCC's Hispanic and White students' completion rates. In addition, the regional and national comparison colleges' Hispanic students had much higher completion rates than BBCC and our state comparison colleges although BBCC's Hispanic and White students still outperformed the IPEDS national rates. (Nationally, the IPEDS graduation rate is 31.4%, 27.1% for Hispanic students, and 35.9% for White Students at two-year public colleges (2018 cohort). Source: <https://nces.ed.gov/ipeds/trendgenerator/app/answer/7/21>)



The Data Committee analyzed an additional disaggregation that separated the cohort into a Dual-Enrollment Cohort and a Cohort that was a First-Time In College (FTIC) student but had never taken a Dual-Enrollment Class. The data showed that the Dual-Enrollment Students outperformed the first-time in college students on almost all measures. However, Dual Enrollment students enter college more academically prepared than FTIC, are more likely to be full-time, and meet with high school and college advisors quarterly to ensure their classes are meeting high school and college requirements, essentially following a Guided Pathways model.

The Data Committee identified the following equity gaps after analyzing the student achievement data in the 2023 Mission Fulfillment Report. Identifying the gaps will allow the college to focus on identifying strategies for closing the gaps.

- RACE/ETHNICITY, Asian/White (AW) and Historically Underserved Students (HUG - Black, Hispanic, Native American and Native Hawaiian/Pacific Islander)
 - Equity Gaps were seen between AW and HUG in persistence, retention, completion and transfer. In post-graduation employment, HUG students outperformed AW students.
 - When this was further disaggregated into Dual Enrollment vs non-Dual-Enrollment the differences still existed but were only a few percentage points different. The primary difference was that AW students in the Dual Enrollment Group consistently outperformed the non-Dual-Enrollment group.
- AGE consists of three groups – a.) less than 20, b.) 20-24, c.) 25 and older

- The older group had consistently high course success and completion rates, followed by the youngest group. Students in the 20-24 age group fell behind on almost every measure.
- GENDER - males fell behind females on almost every measure.

Additionally, a review of the FTIC student achievement data that excluded Running Start, students showed areas where there have been improvements over the past few years despite the negative impacts of the pandemic. (Running Start students are high school juniors and seniors taking classes at the college that meet both high school and college graduation requirements.) Due to BBCC's prior participation in ATD, college staff were aware of gaps in student achievement between A/W and HUG students and initiated efforts to reduce those gaps. Knowing that the HUG student population were predominantly low-income and first-generation college students, the college pursued strategies that were designed to support these students. The efforts began to mature in the current accreditation cycle. The following is a brief description of five specific strategies.

1. **Revision of the New Student Intake Process.** The first step was launching an online new student orientation process, which happened at the beginning of the COVID-19 pandemic and became an essential tool in onboarding new students. During the past two years, college staff have continued to refine the new student intake process with website updates, text message campaigns, and a comprehensive messaging campaign.
2. **Mandatory Advising for New Students** until they complete 30 credits. The effort was led by a small group of staff for a few years and then in 2021, college leadership and the faculty association agreed to establish a workgroup with faculty representation from all faculty divisions. The group led in adopting an advising philosophy, updating advising maps, providing faculty training, and establishing advising procedures.
3. **STARFISH Implementation.** The college was just starting to implement Early Alerts in STARFISH, a software designed to support student retention, when the pandemic happened. Implementation has been sporadic due to the pandemic and conversion to ctcLink, which paused operations until the two softwares were integrated. However, the early alert function, process for referring students to services, and ability to store advising notes has supported advising and retention efforts.
4. **Expansion of Workforce Education Services (WES).** WES serves students pursuing workforce education degrees. Based on quantitative report data and qualitative student focus group data, WES identified a need to provide for the basic needs of students including access to technology, food, and housing. The department secured additional funding to provide these services and expanded the numbers of students served by the department.
5. **Expansion of TRiO Student Support Services (SSS).** BBCC has had a TRiO SSS grant that focuses on serving transfer students for many years. When submitting the grant renewal application in 2020, college staff also applied for and received a TRiO SSS STEM grant, which created the ability of TRiO SSS to serve an additional 120 students.

These intentional efforts support new students starting at Big Bend and, for those connected to WES and TRIO, continues to supports them through graduation.

As described above, disaggregated student achievement data indicates that these efforts may be having a combined impact on student success. During the pandemic, in contrast with the general trend of poorer outcomes, two indicators of student achievement actually improved from the pre-pandemic baseline – completion of 45 credits in the first year and the four-year transfer rate. In each case, there was a significant improvement for HUG students and a reduction in the gap between AW and HUG students.

	45 credits earned in 1 st year			Transfer by 4 th Year		
	Baseline	2020-21	2021-22	Baseline	2020-21	2021-22
All	25%	28%	29%	42%	43%	44%
AW	31%	29%	30%	46%	50%	47%
HUG	19%	28%	27%	35%	32%	40%
Not Reported	21%	25%	39%	44%	-	55%

A deeper dive into the disaggregated data also showed some promising trends among FTIC students that only become clear when data for Running Start students is excluded. Specifically, increases in the percentage of students 20-24 and 24+ earning 15 and 45 college level credits in their 1st year as well as fall-to-winter and fall-to-fall retention rates.

	First 15 Credits in 1 st Year			First 45 Credits in 1 st Year		
	Baseline	2020-21	2021-22	Baseline	2020-21	2021-22
20-24	56%	76%	57%	13%	24%	28%
24+	54%	63%	79%	16%	13%	18%

	Fall to Winter Retention			Fall to Fall Retention		
	Baseline	2020-21	2021-22	Baseline	2020-21	2021-22
20-24	72%	80%	74%	49%	58%	43%
24+	65%	61%	77%	41%	48%	49%

While the increases in some cases are small or sporadic, BBCC staff find the increases remarkable considering the context of the pandemic and associated overall declines in so many other achievement measures.

Student Achievement and Program Level Improvements

BBCC is beginning to use disaggregated student achievement data at the program and department level as well. Here are two examples.

Course Success Dashboard. As part of the Title V E3 grant, BBCC used grant funds to support faculty participation in [ESCALA](#). ESCALA Educational Services offers equity-based professional development for faculty and staff who work at Hispanic Serving Institutions (HSIs). As part of their participation in the ESCALA program, faculty needed to look at disaggregated course

success data for their courses. In the 2020-21 academic year, the BBCC office of Institutional Research & Planning (IR&P) developed a Course Success Dashboard showing this data to support their participation. Also as part of the program, faculty design and implement an intervention in at least one class that is designed to support the success of Hispanic students in their class. Nineteen faculty (36%) at the college have participated in the ESCALA training and some faculty have begun connecting data from the Course Success Dashboard with their assessment work (see Section 3. Programmatic Assessment). Using this data, the math faculty observed the declining course success rates in their pre-college math classes during the pandemic moving from a 64% course success rate to 43% in 2022-23. Math faculty previously developed and implemented a Just-in-Time approach where students who placed into developmental math classes could enroll in a college level math class and co-enroll in a support class. After implementing the Just-in-Time courses, the department did not see the student success they hoped to see. Undeterred, the math department retired the Just-in-Time courses and adopted a new approach. They revised the developmental math pathways and, in the summer of 2023, worked to revamp and align the curriculum in developmental math courses to specifically address the content taught in college-level math courses for each pathway.

Impact of Workforce Education Services (WES). The WES department predominantly serves historically underserved students of color, low-income, and first-generation students as well as parents. To illustrate, following is a short description of the 367 students served by the WES Department during the 2022-23 Academic Year:

- 56% Historically Underserved (African American, Black, Hispanic, Native American, and Native Hawaiian/Pacific Islander)
- 96% Low-Income
- 79% First Generation

The impact of the pandemic on students served by WES was particularly hard and many students stopped attending college. Based on quantitative data gleaned from student forms and qualitative data gathered in student focus groups, the department identified student needs for additional support services. The department was able to secure additional funding and added or expanded assistance with housing, transportation, utilities, food, and laptops for checkout. Student achievement measures for students served by WES were impressive in comparison with students not served by WES but who are pursuing the same programs of study. Particularly impressive were the comparable outcomes for historically underserved students served by WES in comparison to all students served by WES. The most dramatic difference were the outcomes for historically underserved students served by WES compared to historically underserved students not served by WES.

	All WES Students	WES HUG Students	All non-WES Students	Non-WES HUG Students
Retained or Completed a Credential	76%	76%	65%	34%
Ave GPA	2.86	2.85	2.73	2.68

The college needs to not only increase the number of students served by WES, but also determine how to better support historically underserved students who are ineligible for WES services.

Lessons Learned and Moving Forward

BBCC is seeing the value of disaggregating student achievement data to better understand both gaps in student achievement as well as improvements reflecting positive impacts of continuous improvement efforts.

The college is moving forward on several fronts.

- Full participation in the National Student Clearinghouse Postsecondary Data Partnership. While the Washington Community and Technical College System offers robust in-state student success data, that level of disaggregation is not available at a regional or national level. This has been underway for the last year, however, the move to ctclink impacted the ease of data submission. The files have been submitted and the dashboards should be available during fall quarter.
- Continue to review and analyze student disaggregated achievement data to identify gaps, areas of improvement, and unmet needs. The Data Committee found that additional disaggregations are needed to learn more about how the college can better help students.
- Support faculty in using a newly developed course success dashboard that allows the disaggregation of data at the course and program level.
- Provide context to quantitative disaggregated data by engaging students in focus groups in an effort to better understand their needs and impact of college efforts. The college convened student focus groups in 2020 and the following years. Results from these focus groups informed the efforts by WES (mentioned above), as well as institutional actions to hire bilingual staff, improve technology access, use multi-lingual signage, and relaunch a welcome day for new students.

Section 3. Programmatic Assessment

BBCC has comprehensive assessment of student learning procedures designed to assess Institutional, Program, and Course Learning Outcomes. As college faculty, staff, and administrative leaders improve their understanding of the assessment process, they continue to make refinements to the process.

Overview of Program Assessment Process

Institutional and Program outcomes: BBCC has three Institutional outcomes (IOs) in the areas of communication, computation, and human relations that are included within all BBCC degrees and certificates requiring 45 credits or more and provide a broad synthesis of learning. IO1 Communication, IO2 Computation, and IO3 Human Relations comprise the first three Program Outcomes (POs) of all academic programs. The remaining POs of a program are listed and numbered following the IOs. All IOs/POs are listed in program plans in the catalog as well as on the public-facing Instruction & Assessment page under the “Assessment Plans” menu.

Course Crosswalk and 7-year Plans: Each workforce program and transfer department has a Course Crosswalk showing the specific courses where each IO and PO are taught and assessed. Additionally, each program/department has a seven-year plan ensuring that all POs and all courses are assessed at least once during a seven-year period. The program/department crosswalks and seven-year plans are posted to the Instruction & Assessment page under the “Assessment Plans” menu. They are updated and posted as needed to ensure any modified POs are assessed during the seven-year plan.

Annual assessment plan and reporting cycle: At the beginning of each year, faculty review the crosswalk and 7-year Plan for their program/department to identify the PO(s) and course(s) they need to assess that year. Then they plan their assessment activities for the year. During the academic year, instructors implement the assessment activities they had planned. After completing their assessment work, they submit an assessment report by the end of the academic year. Each year’s assessment reports are gathered into one document and posted to the Instruction & Assessment page under the “Assessment Reports” menu.

3 year program audits: BBCC uses program audits as a tool for both Workforce programs and Transfer departments to review their courses and programs for relevant and appropriate content and practices. All academic programs/departments complete program audits on a three-year rotation to support programmatic continuous improvement. During the assigned academic year, faculty members prepare reports that reflect on program quality, community/industry/K-12 engagement, professional development, technology, scheduling, course transfer, and closing the loop on program assessment. Program audits contain questions about student achievement and assessment work. The questions prompt faculty to reflect on issues identified in previous assessments, course and program changes they made to enhance student learning, and the impact of those changes. Additionally, faculty are encouraged to share significant insights gained about their program/department during the audit process and goals they wish to accomplish over the next three-year period.

Annual Summative Assessment Report: Over the summer, the Assessment Committee Chair reviews assessment reports submitted by faculty the previous year, provides some feedback, and writes a report summarizing the assessment work completed during the year. The report also describes work of the assessment committee and lays out a vision for assessment work to be done in the upcoming year. These annual reports are available on the Instruction & Assessment page under the “Assessment Reports” menu.

Connection to Strategic Plan and Mission Fulfillment: Faculty engagement in the complete assessment process is vital to the college achieving its Strategic Priority of Improving Student Success. Several Major Activities under this priority are reliant upon faculty. They include:

- **Improve completion rates in courses of all modalities (face-to-face, hybrid, online) & gatekeeper & HELS (High Enrolled, Low Success) courses** to meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students while reducing equity gaps for different student groups
- Improve student persistence while reducing equity gaps by increasing students **earning college level math & English credits** with accelerated Math & English courses
- Improve student persistence & retention while reducing equity gaps by **implementing different instructional strategies**

Therefore, one of the indicators on the Mission Fulfillment Scorecard is the percent of assigned program audits that are completed. The college recognizes the desire faculty have for students to succeed in their classes and has seen that when faculty are fully engaged in the assessment process, they will actively pursue strategies that will support student success. Evidence is seen in annual assessment reports and program audits. Examples include:

- A chemistry assessment report and a portion of the Chemistry Program Audit discussing efforts to improve success in multiple courses, including a **gatekeeper course**.
- A math assessment report and portion of an Agriculture Program Audit that discuss actions regarding teaching and learning of **college level mathematical concepts**.
- An aviation flight assessment report and portion of an Aviation Flight Program Audit that both discuss **instructional strategies** for helping students complete the program successfully and in a timely fashion.

Connection with Resource Allocation: There are multiple connections between programmatic assessment and resource allocation. Following are three examples:

- The Psychology Program Audit mentions language barriers, “A primary achievement gap we have been recently noticing is students’ English language competence and their ability to be successful in our psychology courses.” This concern has been raised by multiple faculty. Recognizing the need to better serve English Language Learners, the college included in the Title V HEART grant an activity of developing and piloting a model of dual language support.

- The Accounting Program Audit referenced a desire by faculty to improve group interaction in online classes. This is a common concern raised by many faculty. Both the Title V E3 and HEART grants including funding to support an Instructional Designer. This position has been incredibly helpful for college faculty, especially during the pandemic when so many of them had to rapidly increase online course offerings.
- The Bachelor of Applied Science – Applied Management (BAS-AM) assessment report and portion of the Program Audit discuss strategies to help students succeed in the BAS-AM program. The college wrote the Title V E3 grant to support the implementation of the BAS-AM program and pilot student success strategies within the program such as Success Coaching.

Refining the Assessment Process

Over the past three years, college faculty and instructional administrators have made refinements to the assessment process in response to questions and concerns about the process raised by faculty. Primary changes are

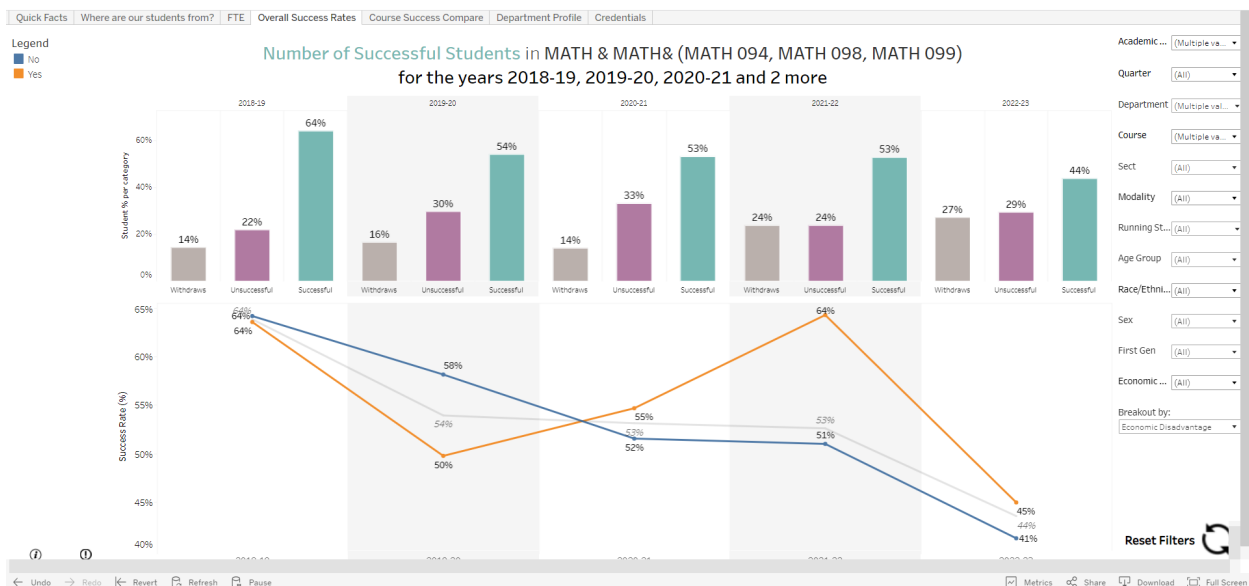
1. A focus on assessing for improvement
2. Adjustments to the cycle for assessing IOs and POs
3. Introduction of course success dashboard
4. Individualized assessment support for faculty
5. Feedback on assessment reports and program audits
6. Developing in-service training based on faculty feedback

1. Assessing for Improvement: The Assessment Committee worked for the past five years to help faculty shift in their assessment planning and implementation from a focus on assessing for competency to assessing for improvement. This focus means that assessment reports should not generally be used to simply confirm that most students are meeting particular outcomes—but to explore ways in which instructors can improve the process of meeting those outcomes. To support faculty in this endeavor, the Assessment Committee Chair developed video tutorials and a planning worksheet posted on the Instruction & Assessment page that explain the difference and how to assess for improvement. Additionally, during the 2022-23 academic year small changes were made in the wording of the Assessment Reporting form and accompanying worksheet to focus on assessing for improvement.

2. Adjusting the Assessment Cycle: Beginning in the 2018-19 academic year, the Assessment Committee encouraged faculty to adjust their 7-year assessment plans so that all faculty would be assessing the IOs at the same time. Each year they led the faculty in assessing one of the IOs. Based on the experience and faculty feedback, the Assessment Committee made a change in future assessment cycles in order to allocate time within the cycle for faculty to revisit IOs or POs that need further review or an additional year of assessment. This adjustment will enable the closure of the assessment loop at an appropriate point in the cycle. Beginning in the 2024-2025 year, the assessment cycle will continue as follows:

- 2024-25: Assess IO1; PO as planned
- 2025-26: IO1/PO follow-up; PO as planned
- 2026-27: Assess IO2; PO follow-up; PO as planned
- 2027-28: IO2/PO follow-up; PO as planned
- 2028-29: Assess IO3; PO follow-up; PO as planned
- 2029-30: IO3/PO follow-up; PO as planned
- 2030-31: PO follow-up; POs not yet assessed

3. Course success dashboard: The Office of Institutional Research and Planning (IR&P) developed a course success dashboard in support of faculty completing ESCALA training the summer of 2021. The dashboard showed course grades for a particular class that were disaggregated by race/ethnicity and a few other criteria. Having the disaggregated course success data was essential for full participation in ESCALA. In 2022, IR&P updated the dashboard so it was easier to read, provided additional disaggregations, made it possible to see data on one or multiple courses, and allowed for the comparison of courses. The revised dashboard supports the goal of assessing for improvement by helping faculty see achievement gaps. They can then identify action(s) to try to address the gaps and assess the impact of the intervention. As faculty learned about the dashboard, some are planning to use the data it produces to inform their assessment work.



4. Individualized assessment support: During the 2022-23 academic year, a faculty member with multiple years of experience serving on the Assessment Committee and the BBCC Instructional Designer provided individualized help to faculty to support the shift to assessing for improvement, train faculty on the updated course success dashboard, and support faculty in closing the loop either in their annual assessment reports or the program audits. Each full-time faculty had an opportunity to meet with the faculty member or Instructional Designer. Most faculty took advantage of the opportunity to discuss how to clarify their assessment goals, address questions about the assessment process, and brainstorm strategies for improving

instruction. These meetings also served as a forum to explore ways to enhance the Assessment Committee's leadership in guiding assessment work at the College, making assessment processes more accessible and straightforward.

5. Feedback on assessment reports and program audits: While the Assessment Committee Chair has provided informal feedback to faculty about their assessment reports, formal feedback has been inconsistent. During the 2022-2023 academic year, the Assessment Committee developed a checklist for evaluating the quality of assessment reports and one for evaluating program audits. During the Spring 2023 In-service, faculty used the assessment report checklist to review and provide feedback on an assessment report from a prior year. Over the summer, some members of the Assessment Committee, instructional deans, BEdA Director, and the Instructional Designer met for several hours to review and provide feedback on assessment reports submitted in June and program audits. This feedback included guidance for improving assessment activities, and in some cases, recommendations for additional assessment.

6. Developing in-service training: In the 2021-22 academic year, the Instructional Improvement Workgroup was created to support the implementation of professional development for faculty based on needs expressed by faculty. In the spring of 2023, the Workgroup received feedback from the Instructional Designer and faculty member who met with individual faculty to discuss the assessment process. Based on this feedback, the Workgroup planned three training opportunities for faculty during the Fall 2023 In-service week: Building Rubrics, How to Identify When Change is Needed, and Academic Integrity.

Program Assessment Summary

Following are two examples of programmatic assessment, one in a workforce education program, and one in the transfer program. Both show evidence of continuous improvement over time at the program level.

Program #1: Early Childhood Education (ECE)

The ECE program prepares students to earn industry certificates and degrees required by the state for all licensed childcare providers in Washington.

According to the 2021-22 Program Audit, the program focused assessment efforts on addressing the following issues: "working to better tie assessments to instruction, professional communication skills, identify[ing] and teach[ing] current issues in education and early childhood as they relate to course program outcomes, outdated classes and materials".

A review of the annual assessment reports submitted by the program from the time period covered by the audit to the present reflect the issues mentioned in the audit and show steady improvements by the program in assessing relevant instructional issues as the reports moved from a focus on assessing for compliance to a focus on assessing for improvement.

In the 2018-19 academic year, assessment reports were submitted on 11 classes. The reports focused on assessment for compliance and all followed the same approach. The report listed the number of the program and general education outcome assessed and then reported the percentage of students in the class that received a particular score on a rubric designed to assess the outcome. The follow up action was to “adjust the assignments’ description to make the requirements more transparent.”

The program submitted assessment reports for two classes at the end of the 2019-20 academic year. In both classes, the instructor modified a prepackaged assessment activity generated by the Assessment Committee to assess IO 1. For one of the courses, the assessment also addressed another program outcome. The assessment activity examined student scores on a writing assignment and whether or not students read an optional essay with tips on essay writing. As a follow up to the assessment, the instructor planned to require students to complete basic essay writing practice.

The 2020-21 assessment report detailed an assessment activity conducted in one course. The instructor assessed the ability of students to apply concepts taught early in the quarter to a situation they students might encounter in the workplace. The instructor concluded that in the future, students should receive a pre-assessment so the instructor could monitor growth in students’ learning.

The 2021-22 assessment report described activities and assessments conducted in two classes. In both classes the instructor had students complete a KWL (Know, Want to know, Learned) chart before and after being taught and having the opportunity to apply specific concepts. The instructor decided to continue to use a particular tool for assessing student learning and continue to provide students with opportunities to have live or simulated classroom experiences.

The 2022-23 assessment reports focused on two classes. One addressed a concern about the lack of detail in student writings about class observations and their own teaching skills. As a result of the assessment project, the instructor adopted a method and tool for observation reports.

The other assessment report identified a problem in students having a general lack of understanding surrounding the newest research/best practices in the field of childhood trauma and its impact on learning. In the third week of the quarter, the instructor polled students about their perceived level of preparedness surrounding trauma-informed practices. Only 24% of the students were able to identify trauma as one of the leading concerns in education today and felt prepared to address this issue in their future classroom even though 41% of the students felt this topic was among the most important to learn about. During three weeks of the quarter, the faculty added lessons to the class to help students gain a better understanding of childhood trauma and its impact on learning. After presenting these lessons, the students were surveyed again. This survey was a low risk, no points survey so students had no

motivation to inflate their answers. The results were much improved from the survey at the beginning. Every student felt this topic was important with 53% identifying it as very important and 47% identifying it as extremely important. In the area of feeling prepared to implement trauma informed practices in their future work with children, 13% of the students reported feeling extremely prepared; 33% reported to be very prepared; and 53% reported to be somewhat prepared. While the students are more prepared, the faculty have decided to add more practical information to help the students not only understand trauma but also feel prepared to implement best practices and current research surrounding trauma informed care methods.

The improved quality of assessment reports over time show continuous improvement in understanding the assessment process, intentional efforts by faculty to understand elements of student learning throughout the program, and strategies to improve student learning. The assessment reports support statements in the Program Audit, that the department added assignments and readings, adjusted course modalities, and made major revisions to most program classes.

Program #2: Biology Department in the Transfer Program

The Biology Department offers courses that meet a wide variety of student learning needs including general education courses, courses for students pursuing a nursing degree, and courses for students pursuing biology and other STEM majors.

According to the department's 2021-2022 Program Audit report, members of the department focused their assessment work for the prior three years on "the issue of decreased student success in various areas, possibly due to a lack of reading comprehension." Some of the topics they addressed included the Hardy-Weinberg equilibrium concept, cardiac cycle, urinary & reproductive systems, epidemiology, and natural selection. Faculty experimented with a variety of teaching strategies including pre- and post-tests, Ed puzzle, quiz frequency, flexible due dates, and use of interactive textbooks. The program audit speaks to multiple changes in biology courses implemented over the previous three years in response to efforts by the department to address student achievement concerns and respond to assessment data. Changes included adopting a topics-based approach in a class, extending assignment due dates, refining course modalities, use of active learning techniques, physical changes to laboratory layouts, course fee changes, adoption of different textbooks, and developing advising materials.

One noteworthy example relates to the adoption of a learning support tool. As a result of assessment work done by one instructor during the 2018-19 academic year, the instructor decided to try out the "Connect" resource provided by McGraw-Hill with the textbook used for a particular class. In 2019-20, the instructor required students to purchase the "Connect" resource for the class and found a significant increase in test scores throughout the quarter. As a result, the instructor decided to expand use of the resource in additional courses. During the 2020-21 and 2021-22, the instructor continued to evaluate the effectiveness of the tool and

other faculty in the department also adopted it. In the 2021-22 Program Audit, the department reported that “We are going to use the McGraw-Hill connect resources in our other courses as well.” The department also noted that for those courses using the resource, instructors saw “improved student performance and study skills as the reading assignments forced the students into repetitive study. The concepts-based approach of this book also made the course more applicable to everyday study.”

This is a great illustration of assessment work started by one instructor that led to an iterative process of piloting the tool and then scaling up adoption to different settings as assessment results continued to show promise until the entire department adopted the tool. It also demonstrates the care, passion, and intentionality of BBCC faculty in seeking to continuously improve by applying assessment results.

Lessons Learned and Moving Forward

The COVID-19 pandemic necessitated rapid changes in instructional delivery that were very difficult for students and many faculty. To their credit, many faculty used the assessment process to understand how different direct and indirect impacts of the pandemic influenced student learning. Working remotely and faculty turnover dampened connections between some faculty and peer learning around assessment. The individual conversations with faculty around assessment during the past year and some of the process changes are efforts to strengthen faculty understanding of assessment, but also to increase communication between faculty, and make assessment work relevant for them.

As described in the summative 2022-23 Assessment report, some of the next steps related to assessment include:

- Training for Assessment Committee Members: By clarifying the process of what is expected of the committee, it will help to give members the broader understanding needed to help their peers across campus.
- Program Audit Presentations: Beginning in Fall 2023, programs/departments that completed program audits in the preceding year will present their findings to the Instructional Council (IC). At each monthly meeting, a different program/department will share what they discovered through their assessment and summative review of their program audits. Additionally, departments are asked to provide key takeaways from the assessment and program audit process, which Division Chairs can disseminate to their division faculty to promote the exchange of best practices and lessons learned.
- Assessment Work During Zero Week: In the past, assessment planning has been a one-hour slot on the day of In-service, during Week Zero of Fall Quarter. This time has not been productive in meeting the goals of the committee. This year, the committee will have faculty meet, during week zero, in the Library Labs, on a day outside of In-service. Faculty will need to create an Assessment Plan before they leave the room and that assessment plan will be approved by the Assessment Committee at the time of

submission. This will allow faculty to work with the committee, and other faculty members, together, and will help to cut down on confusion and errors.

- Increase one-on-one assessment conversations: The college and Assessment Committee will build on the success of the individual meetings with a faculty member and instructional designer by creating opportunities for additional personalized conversations with faculty.
- More closely integration the Assessment process, Program Audits, and the Course Success Dashboard. While some individuals see the connections between the different tools and processes, others do not. Finding ways to more clearly connect them will help to reduce redundancy and fortify the clarity of results.

Section 4. Moving Forward

As BBCC prepares for the Year Seven Evaluation of Institutional Effectiveness report and visit, the college intends to act on the actions listed at the conclusion of each section above. As the college engages in the work of continuous improvement, there is an ongoing need to help college employees see how their work helps the college fulfill its mission, why the college is pursuing specific strategic objectives, how to assess and evaluate the work of each college department and program, how to access and use qualitative and quantitative data, and how to make data informed decisions about making improvements to college activities and services.

A major part of the college's strategic continuous improvement work moving forward will be the incorporation of DEI principles and actions. During the 2022-23 academic year, the college developed a [DEI Strategic Plan](#) by gathering input from students, faculty, and staff. It contains the following goals:

- Goal A: Culturally Appropriate Student Outreach Program

- Goal B: Supporting Academic Success for Students

- Goal C: Recruitment, Hiring, and Retention of Diverse Faculty and Staff

- Goal D: People and Leader Development

- Goal E: Inclusive Campus Community

Specific objectives are outlined under each goal. Implementation of the DEI plan as well as elements of the Strategic Plan will require an increased reliance on listening to, recording, and acting on student voice.

As a comprehensive community, BBCC will continue to strive fulfill its mission to "Serve as a Bridge, Stand as a Leader, Support for Success" and fulfill its Vision is to "Be our community's first choice to dream, learn and succeed."

Section 5. Addendum: Progress towards meeting recommendation 1 since 2020

At the conclusion of the Fall 2020 Evaluation of Institutional Effectiveness (EIE), BBCC received the following recommendation:

Recommendation 1: Fall 2020 Evaluation of Institutional Effectiveness - Review and articulate its goals, objectives, and indicators to provide consistent and meaningful direction for planning to determine mission fulfillment and improve effectiveness in the context of and in comparison with regional and national peer institutions. (2020 Standard(s) 1.B.2)

Since then, BBCC has taken multiple steps to ensure full compliance with the cited standard. BBCC staff and leadership recognized that the institutional annual planning and mission fulfillment framework used by the institution at the time of the 2020 visit was cumbersome and felt it was overly complex. The institutional dashboard at the time had upwards of 48 different indicators. The college had core themes, Board End Statements, objectives, and strategic priorities. Aligning all the elements was difficult for college leaders and confusing for most college employees. The sheer number of indicators on the dashboard was overwhelming. It was difficult to see patterns or areas on which the college should focus.

When the college received the recommendation in 2020, college leaders saw it as an opportunity to simplify the institutional planning and mission fulfillment framework. In reading the text of standard 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,”* they focused on the word “meaningful” and sought to develop a framework that was more meaningful and easily understood by the college community.

President Sara Thompson Tweedy, who was hired only two months before the 2020 year-7 EIE visit, launched an inclusive strategic planning processes shortly after the visit. As a part of the processes, she commissioned a work group comprised of a cross section of students, faculty, and staff to develop a new mission statement, which was then vetted across the campus community and refined to the current Mission, Vision, and Guiding Principles that were adopted by the Board at their October 28, 2021 meeting. The President commissioned another work group to develop the current Strategic Plan. The Board Chair at the time requested that the college replace its overly complex dashboard with a simpler scorecard that would fit one piece of paper. College leaders worked with the Institutional Research & Planning department to develop the current Scorecard. The indicators listed on the scorecard are linked with major activities within the Strategic Plan, thereby facilitating the measurement of the impact of the college’s strategic efforts. The scorecard has fewer indicators than the prior dashboard, fits on one page, and gives the reader a quick and straightforward overview of how the college is performing in reaching each of its strategic priorities. The new Strategic Plan, with the updated Scorecard, were approved by the President’s Cabinet on 4/19/22, the Shared Governance Council on 5/13/2022, and presented to the Board on June 9, 2022.

The BBCC BOT reviewed (BOT Study Session May 10, 2022, BOT Meeting Minutes September 20, 2022) and updated (BOT Meeting Minutes October 13, 2022) their end statements. In so doing, they clarified that the purpose of the end statements was for them provide direction to college president, not for the college to evaluate the fulfillment of its mission. As a result, the end statements were removed from all planning documents.

The Mission Fulfillment Report was also simplified. Previously, it was a dense document often in excess of 100 pages. The revised document is shorter and easier to read. An additional section was added that includes disaggregated student data as well as available data from peer institutions.

The college also re-examined the college's selection of peer institutions. The Dean of IR&P sought additional training and guidance from the NWCCU and researched available data. Based on what she learned and recommendations she received, the college joined the Postsecondary Data Partnership (PDP) and updated some of its peer institutions. The college selected 3 peers within the state, 3 within the region, and 3 national peers. The college can readily access data for in-state peers from the Washington State Board of Community and Technical Colleges (SBCTC) and includes data from these peers in the institutional Scorecard. However, the college has not been able to gather as much data for regional or national peers. The college moved to a new data system for student, financial, and employee data management called ctcLink in late 2021. Converting to the new system made joining PDP difficult and the college did not have the system operational in time to include PDP data in the 2023 Mission Fulfillment report. Consequently, the college only had access to IPEDS data, which was included in the report. Currently, the college is in the final stages of data integration with PDP and plans to incorporate PDP into future institutional planning efforts and documents.

The Department Workplan form that all staff departments complete each year was also updated to align with the new Strategic Plan, mission, and guiding principles.

The outcome of all this work is the planning and mission fulfillment framework described in Section 1 of this report that incorporates student achievement data from peer institutions as described in Section 2 of this report. BBCC achieved its goal of developing a simpler planning framework that is easier for the college community to understand and has clearer alignment between the college mission and work completed "on the ground". The college truly does have a set of meaningful goals, objectives, and indicators contained in its Mission and Strategic Plan that it uses to define mission fulfillment and measure its effectiveness in fulfilling its mission. Furthermore, the college has embedded regional and national peer institution data into the scorecard, Mission Fulfillment Report, and evaluation process. College leaders believe that the college is now fully in compliance with Standard 1.B.2.