



Northwest Commission on College and Universities (NWCCU)
Annual Update for WSQA
Academic Year 2014-15
 Due November 6, 2015

College Name: Big Bend Community College

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| Accreditation recommendations to the College and year of recommendation | Actions taken by the college to address recommendations | Improvement results |
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| <p>2012 Comprehensive Evaluation</p> <p>1. The Evaluators recommend that the college ensure the alignment between the mission statement and the core themes – that the core themes “individually manifest” and “collectively encompass” the college mission statement (1.B.1), that the core theme objectives and verifiable indicators be sufficient to evaluate the accomplishment of core themes (1.B.2), and that the evaluation of programs and services be holistically informed by indicator data for each core theme objective (3.B.3, 4.A.4). 2012</p> | <p>Mission Fulfillment Process: BBCC’s Academic Master Plan serves as the college’s strategic plan and outlines the process for assessing Mission fulfillment. This process was adopted by the college in 2014 and is repeated annually.</p> <p>Mission fulfillment is determined by examining data under the Core Theme Objectives and Indicators. The Indicators address the three broad areas described in BBCC’s Mission Statement:</p> <ul style="list-style-type: none"> • Student Success • Excellence in Teaching and Learning • Community Engagement | <p>Mission Fulfillment Process: Through this process, it was determined that the college adequately met its Mission goals in 2014-15, with areas of focus for 2015-16. The following priorities were identified:</p> <p align="center">BBCC’s Focus Areas 2015-16</p> <ul style="list-style-type: none"> • Create degree pathways and effective tools so students know their progress toward degree completion • Continue collaborations with industry and Grant and Adams Economic Development Councils to meet area training needs; expand the Agriculture and Business Programs |

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| | <p>In early fall, meetings are held to gather feedback on data under each Core Theme Objective and Indicator. Trustees, faculty, staff, and administrators review the data, rate (on a five-point scale) the college's effectiveness on meeting each Objective, discuss strategies that are positively impacting student success, and suggest ideas for the coming year. Through this, Mission fulfillment is determined and goals for the next year are set.</p> <p>Rejoining the Achieving the Dream Initiative: In 2015, BBCC rejoined Achieving the Dream (AtD). Work through AtD prepares colleges to collect and analyze data to make informed and evidence-based decisions regarding student success initiatives.</p> <p>AtD will help BBCC build on data processes currently in place to provide a more holistic picture of how well the college is meeting its Mission Statement goals and to provide further evidence to support future direction to enhance student achievement.</p> | <ul style="list-style-type: none"> • Add well-qualified faculty • Maintain the professional development momentum, linking training to best practices in teaching, diversity, and student success • Expand access to more students; continue development of evening class offerings • Improve K-12 connections <p>Rejoining the Achieving the Dream Initiative: BBCC is currently in its planning year of AtD. After examining student achievement data, two main areas of focus arose: a decline in professional-technical completions and a gap in completion and/or transfer between Hispanic and white transfer students. The college will direct AtD efforts toward improving student achievement in these areas and across all groups.</p> <p>Through all of these efforts, BBCC has established and will build upon a continuous cycle of improvement.</p> |
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| <p>2012 Comprehensive Evaluation</p> <p>2. The evaluators recommend that the college document enhancement of student learning achievement which is informed and guided by systematic assessment of student learning. (4.B.2); that the college develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes. (4.A.3)</p> | <p>In response to this recommendation, a number of steps have been taken to assure that BBCC assessment processes are more systematic and comprehensive.</p> <p>In the spring and summer of 2013, during negotiations for the Negotiated Agreement between the Faculty Association and BBCC, we revised Article XXI on Assessment. The revisions clarified the responsibilities of the Assessment Committee and the committee chair, as well as setting specific due dates for deliverables within the annual assessment cycle.</p> <p>In fall 2013, the Assessment Committee began updating several parts of the annual assessment process:</p> <ul style="list-style-type: none"> • Develop a new Canvas classroom site for assessment activities • Review and revise the General Education outcomes • Review and update the General Education outcomes matrix, which identifies where in the curriculum students might be assessed on the various aspects of the General Education outcomes • Begin use of data on Top 30 Enrolled Courses to collect General Education assessments • Review all Program Outcomes for professional/technical programs at the college, in order to distinguish between purely program outcomes—such as | <p>In 2013-14, Assessment Reports were collected from all instructional departments. Reported assessments of General Education outcomes increased substantially. There are five General Education outcomes, and those outcomes have a total of 24 assessable criteria. In 2013-14, 58% of the criteria were assessed. While this was still not optimal, it represented a substantial increase in General Education assessment over the previous year. In addition, assessment of program outcomes was more complete than in the previous year.</p> <p>In 2014-15, the annual assessment process became truly comprehensive and systematic. Annual assessments of General Education outcome criteria more than doubled compared to the previous year. The progression of assessment is putting BBCC on track to assess all General Education Outcomes.</p> <p>Some general conclusions regarding General Education assessment are listed below:</p> <ul style="list-style-type: none"> • Eighty-two percent (82%) of assessments collected were benchmarked assessments, with 18% of assessments being either qualitative (4%), comparative (10%), or quantitative with no specific benchmark (4%) • Of the benchmarked assessments, 81% met the benchmarks • In 2013-14, institutional data shows that 79% of students (overall) met the success |

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| | <p>employment rates, industry certification, or employer satisfaction—and student learning outcomes (SLO), which document what the student will know or be able to do as a result of the program</p> <ul style="list-style-type: none"> • Update program outcomes to include SLO's within the program outcomes for all programs • Update and revise forms and processes to make the assessment process more transparent for all faculty. <p>With these changes in place, the Assessment Committee worked to assure that all departments had an up-to-date annual assessment plan and that annual assessment reports were completed in a timely manner.</p> <p>The annual assessment cycle to document student learning at BBCC takes the following form:</p> <ul style="list-style-type: none"> • Course outcomes are listed on the Master Course Outline (MCO) for each course. These outcomes are approved by faculty in the departments, by the Division Chair and Dean, and by the Instructional Council. • Course outcomes are assessed in each course by individual instructors. • Program outcomes consist of General Education outcomes for transfer courses and Professional/Technical program outcomes. These outcomes are assessed through the annual assessment plans and reports. • Each fall, all instructional departments write an assessment plan for the year and post it to the Canvas Assessment | <p>benchmark of earning a 2.0 grade or better per course; 84% of students in traditional, face-to-face classes met the 2.0 benchmark. This would seem to affirm that the results of our assessment data are approximately equivalent to the grade data we are seeing institutionally.</p> |
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| | <p>classroom. The chair of the Assessment Committee verifies receipt of these plans.</p> <ul style="list-style-type: none">• Throughout the year, instructional departments carry out assessments to fulfill their assessment plans. Assessment results are “rolled up” into an annual assessment report from each department.• At the fall in-service, departments meet to discuss assessment results and finalize their assessment reports. These reports are then used to guide the writing of a new assessment plan for the coming year. The assessment reports are posted to the Canvas Assessment classroom, along with the new plans.• Once all of the annual assessment reports are collected, the chair of the Assessment Committee works with the committee members and the Vice President of Instruction and Student Services to compile the Annual Assessment Report, published in March. This report is shared across campus with faculty, the Instructional Council, the Assessment Committee, and the Board of Trustees. | |
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