



**Northwest Commission on College and University (NWCCU)**  
**Annual Update for WSQA**  
**Academic Year 2013-14**

College Name: Big Bend Community College

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| <b>Accreditation recommendations to the College and year of recommendation</b>   | <b>Actions taken by the college to address recommendations</b>  | <b>Improvement results</b>   |
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| <p><b>2012 Comprehensive Evaluation</b></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).<br/>2012</p> | <p>Early in 2014, the college adopted a new Academic Master Plan (AMP). The previous AMP was scheduled to expire in 2014; in addition, BBCC adopted a new mission statement in 2013. These factors made it an ideal time to rewrite the Academic Master Plan. The AMP serves as the strategic plan and outlines BBCC’s process for assessing mission fulfillment. Although the plan was newly adopted, the college chose to report on the new outcomes under the new Core Themes and use the information as a baseline for future outcomes.</p> | <p>In the early fall of 2014, a series of meetings were held in order to gather feedback on our indicator data for the three core themes. Trustees, faculty, staff, and administrators were given data workbooks, asked to review the data, and then asked to rate the college’s effectiveness on each objective on a five-point scale. Additionally they discussed progress, strategies that are positively impacting student success, and future directions for the college.</p> <p>Throughout the mission fulfillment discussions, a number of important insights and ideas were brought forward. The</p> |

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|  | <p>The Core Themes address the three broad areas described in the mission. BBCC's core themes are:</p> <ul style="list-style-type: none"> <li>• Student Success</li> <li>• Excellence in Teaching and Learning</li> <li>• Community Engagement</li> </ul> <p>Under each Core Theme are Objectives and Indicators.</p> | <p>following priorities surfaced repeatedly during the rating and discussion activities:</p> <p style="text-align: center;"><b>BBCC's Focus Areas 2014-15</b></p> <ul style="list-style-type: none"> <li>• Develop electrifying communication, messaging, and marketing, using a variety of strategies</li> <li>• Continue to provide high-touch services that promote student success; look for opportunities to expand or offer new services</li> <li>• Implement AVID activities and develop AVID partnerships</li> <li>• Develop new instructional programs, especially in agriculture, engineering, and business</li> <li>• Build on our current array of partnerships in order to build partnership activities that are more productive or strategic</li> </ul> <p>Efforts have begun throughout the college to address several of the discussion items from the retreat. The information in this report will help shape planning and activities for the coming year.</p> |
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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><b>2012 Comprehensive Evaluation</b></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><b>Overview</b></p> <p>Big Bend Community College works hard to provide an environment where our students achieve and succeed in meeting whatever educational goals they set for themselves. Some students seek personal enrichment. Some desire to improve their job-related skills and some are seeking a degree so that they can transfer to a university or start a career. One way we can help students meet their goals is by engaging in continual assessment of our general education and program specific outcomes. The following report is a summary of progress over the past year. The first part of the report is a review of our General Education Outcomes and related analysis. The second part of the report is a review of program specific outcomes related to our Professional Technical Programs. The third part of the report is our 2012 – 2013 completed plans for each academic and professional technical department.</p> | <p><b>Part One: General Education Outcomes</b></p> <p>Big Bend Community College believes that students who graduate from an academic pathway will demonstrate certain general education outcomes as part of their degree plan. These outcomes center on writing ability, mathematical reasoning, problem solving, interpretation of information, and culture. (See the General Education Outcomes listed below.)</p> <p>There were two goals regarding general education outcomes. First, the last accreditation report included two recommendations related to assessment. Specifically, “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)”. To address this, at the Spring 2013 faculty in-service, most of the academic faculty reviewed their courses and listed the top 5 general education outcomes addressed within those courses (See Appendix A). The second goal was for</p> |

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|  |  | <p>faculty to tie the general education outcomes to their department and course level assessment outcomes. This is discussed more in Part Three of this report. While some faculty completed this goal in the 2012 – 2013 academic year, there will be more focus on this goal in the 2013 – 2014 academic year.</p> <p>Related to the first goal is the question of whether students graduating from Big Bend Community College will actually encounter all of the general education outcomes intended by the college. In an attempt to address this question, the top 30 enrolled courses were identified and their corresponding data was extracted from the matrix developed at the Spring 2013 in-service. The top 30 enrolled courses were chosen with the belief that high enrollment in a course means that the course is part of most degrees completed. From the top 30 courses, 17 courses were included in the current analysis. The courses cover a good representation of distribution areas required for the degree (i.e., Humanities, Social Sciences, and Math/Science). The other 13 courses were excluded because they were pre-college level courses that did not count toward degree completion or were courses for which no outcome data was collected in Spring. The data appears to show that students will encounter the majority of the general education outcomes as they complete their transfer degree (See Table 1). The data also show that there are a few general education outcome criteria that students are less likely to be exposed to (e.g., 2.c. Understand geometrical concepts and 2.d. Work with numerical and algebraic relationships). If the top 30 courses are</p> |
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a true representation of the most likely encountered courses, then the data may indicate that graduates are not being exposed to all of the general education outcomes. We may want to reconsider whether some of the outcomes should truly remain on the list. Further, if the majority of students enroll in certain pre-college level courses (e.g., Math 94 - 98) then perhaps we should assign general education outcomes to them and include them in the overall assessment of a student's degree. This might also address those lesser encountered outcome criteria.

**Part Two: Program Outcomes for  
Professional Technical Education  
Spring, 2012**

In conjunction with their Advisory Boards, our Professional Technical Faculty develop program outcomes that identify or state what the students are supposed to know or do when they graduate from the program. For the 2013-2014 academic year, the faculty will be working to identify and revise these outcomes so that they include student, course and program level outcomes. The current outcomes for each of our Professional Technical Programs is listed below.

The Outcomes are further labeled by the type of outcome they are – Program (PO), Course (CO), or Student Learning Outcome (SLO).

**Accounting Outcomes for Students completing an Associate Degree**

1. Graduates of the program will be successfully employed in an accounting or accounting-related position. (PO)

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|  |  | <p>2. Graduates of the program will know how to apply related accounting knowledge such as taxation, payroll, and proper application of Generally Accepted Accounting Principles (GAAP) in performing accounting/bookkeeping functions/work. (SLO)</p> <p><b>Automotive Technology Program Outcomes for Students completing an Associate Degree</b></p> <p>1. Graduates of the program will be employed in transportation or transportation related field. (PO)</p> <p>2. Graduates of the program will be prepared to successfully pass the ASE exams. (PO)</p> <p>3. Graduates of the program understand and apply safe working practices and properly handle hazardous materials. (SLO)</p> <p><b>Aviation Outcomes Program Outcomes for Students completing an Associate Degree</b></p> <p>1. Students who successfully complete stage 3, shall obtain a FAA Private Pilot Certificate.</p> <p>2. Students who successfully complete stage 6, shall obtain a FAA Instrument Pilot Certificate.</p> <p>3. Students who successfully complete stage 7, shall obtain a FAA Commercial Pilot Certificate.</p> <p><b>Aviation Maintenance Technology for Students completing an Associate Degree</b></p> <p>1. Graduates of the AMT program will be able to meet or exceed the knowledge levels as outlined in the Code of Federal Regulations Title 14 Part 147 Appendix A, B, C, and D for General, Airframe, and Powerplant. (SLO)</p> <p>2. Graduates of the AMT program will be able to successfully complete a FAA Written, Oral, and Practical certification exam to the level outlined in the Code of Federal Regulations Title 14 Part</p> |
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|  |  | <p>147 Appendix A, B, C, and D for General, Airframe, and Powerplant. (PO)</p> <p>3. Graduates of the AMT program will be able to successfully get and hold a job or continue their education. (PO)</p> <p><b>Business Information Management for Students completing an Associate Degree</b></p> <p>1. Exhibit initiative, dependability, integrity, and a high-quality work ethic. (SLO)</p> <p>2. Be an MOS certified user of the current version of MS Office (CO)</p> <p>3. Write, speak, and present information effectively (SLO)</p> <p>4. Identify the interpersonal and ethical attributes needed for success in the profession (SLO)</p> <p><b>Commercial Driver’s License Outcomes</b></p> <p>1. Students, who successfully complete the program, will have the skills to be employed in the trucking industry.</p> <p>2. Students, who successfully complete the program, will have obtained the skills to pass the State CDL Exam. (PO)</p> <p><b>Early Childhood Education Program Outcomes for Students completing an Associate Degree</b></p> <p>1. Understand how children acquire language and creative expression and develop physically, cognitively and socially. (SLO)</p> <p>2. Establish an environment that provides learning experiences to meet children’s needs, abilities and interests. (SLO)</p> <p>3. Observe and assess what children know and can do in order to plan and provide curriculum that meets their developmental needs. (SLO)</p> <p>4. Develop strong relationships with families and work collaboratively with agencies/organizations</p> |
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|  |  | <p>to meet children’s needs and to encourage the community’s involvement with early care and education. (SLO)</p> <p>5. Establish and maintain an environment that ensures children’s safety, health and nourishment. (SLO)</p> <p>6. Establish supportive relationships with children and guide them as individuals and as part of a group. (SLO)</p> <p>7. Establish, implement, evaluate and analyze an early care and education setting. (SLO)</p> <p>8. Serve children and families in a professional manner and participate in the community as a representative of early care and education. (SLO)</p> <p><b>Industrial Systems Technology Program Outcomes for Students completing an Associate Degree</b></p> <p>1. Graduates of the program will be gainfully employed in a position related to Industrial Systems.</p> <p>2. Graduates of the program will be able to safely apply sound maintenance procedures to related industrial equipment. (SLO)</p> <p><b>Medical Assistant Outcomes for Students completing an Associate Degree</b></p> <p>Upon completion of the Medical Assistant Program, the student will demonstrate the following competencies and be qualified to perform the proper duties under the supervision of a delegator:</p> <p>1. Demonstrate clear, effective communications with patients and members of the healthcare team in a variety of structured settings. (SLO)</p> <p>2. Demonstrate cultural competency when caring for patients experiencing selected health deviations. (SLO)</p> |
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|  |  | <p>3. Prioritize, organize, and complete assignments in a timely manner as directed by the delegator. (SLO)</p> <p>4. Demonstrate professional behavior consistent with standards of performance appropriate to the Medical Assistant. (SLO)</p> <p>5. Consistently communicate information in the clinical setting in a relevant, concise, accurate, and clear manner. (SLO)</p> <p>6. Develop teaching materials and conduct patient teaching within defined role. (SLO)</p> <p>7. Demonstrate delegated skills and procedures with the highest standard of competency. (SLO)</p> <p>8. Deliver a sound professional attitude and demonstrate professional behavior when caring for patients and working with your delegator as well as other healthcare professional at all times. (SLO)</p> <p><b>Nursing Outcomes for Students completing the Associate Degree</b></p> <p>1. Communicate effectively to deliver relevant, accurate and complete information to patients, families, and the healthcare team. (SLO)</p> <p>2. Deliver safe and effective physical, psychosocial, cultural, and spiritual care to the whole person in a variety of settings. (SLO)</p> <p>3. Plan, initiate, and evaluate patient teaching including assessment of current knowledge, use of appropriate materials and techniques. (SLO)</p> <p>4. Demonstrate clinical decision-making from a theoretical knowledge base utilizing the nursing process to develop patient care plans that ensure safe, effective care in a variety of settings. (SLO)</p> <p>5. Assume responsibility and accountability in the practice of registered nursing as defined by the professional standards and codes of nursing. (SLO)</p> |
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|  |  | <p>6. Participate as a member of the healthcare team for educational and institutional growth. (SLO)</p> <p><b>Welding Program Outcomes for Students completing an Associate Degree</b></p> <ol style="list-style-type: none"><li>1. Graduates of the program demonstrate safe shop practice by safely using basic tools and equipment. (SLO)</li><li>2. Graduates of the program demonstrate competent cutting procedures and correct operation of equipment. (SLO)</li><li>3. Graduates of the program apply a variety of welding techniques competently. (SLO)</li><li>4. Graduates of the program display knowledge of welding information. (PO)</li></ol> |
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