



**Northwest Commission on College and University (NWCCU)  
Annual Update for WSQA  
Academic Year 2010-2011**

College Name: Big Bend Community College

Contact Person: Valerie Kirkwood

Contact Phone: 509.793.2371

Contact email: valeriek@bigbend.edu

Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
<p>In response to our 2007 Regular Interim Report, BBCC received two recommendations from NWCCU. One was a continuation of a recommendation from our 2002 report: <i>“The committee recommends that BBCC address the lack of consistency in educational program planning and effectiveness across the curriculum by reviewing all programs to ensure that all academic programs are continuously assessed and that the results of this assessment are used for improvement (Standard 2.B-Educational Program Planning and Assessment; Policy 2.2-</i></p>	<p>Our 2009 Progress Report outlined many of the steps that we have taken to improve consistency in educational program planning and assessment. BBCC’s Academic Master Plan (AMP), <i>Student Success</i>, was revised in 2008. The current 2009-2014 AMP addresses educational planning and assessment in three main sections, described in Table 1:</p> <p>AMP Section: Access</p> <p>Topic: Enrollment</p> <p>Outcomes:</p> <p>A.1 Increase in use of college resources</p> <p>A.2 Increase in number of students enrolled in instructional</p>	<p>With these components in place, BBCC has an assessment strategy that works at the course, program, and institutional levels:</p> <ul style="list-style-type: none"> <li>• Course level outcomes are developed by faculty in the discipline, approved by the Instructional Council, and assessed by faculty in the classroom.</li> <li>• Course level assessments are</li> </ul>

<p><i>Educational Assessment).</i>”</p>	<p>activities</p> <p>A.3 Increase in student revenues and state-funded FTEs</p> <p>Report Details: Reports campus-wide recruitment and outreach efforts within the service district and beyond; includes matriculation data resulting from these efforts</p> <p>AMP Section: Programs</p> <p>Topic: Achievement</p> <p>Outcomes: B.1 Students complete courses with a grade of passing or 2.0 or better</p> <p>B.2 Students establish educational plans</p> <p>B.3 Students persist to attain completions of degrees or certificates and are retained quarter-to-quarter or year-to-year to achieve their goals</p> <p>Report Details: Reports success rate data, completions data, and educational planning/advising information; also includes Program Audits on enrollment trends, instructional costs, department needs, suitability for different scheduling/modalities of teaching, and recommendations for change Once published, these reports are utilized in a variety of ways across the campus, including discussion at the following meetings: Board of Trustees, Coaches (Presidents and Vice Presidents), Executive Council, Instructional Council, and Cabinet.</p> <p>AMP Section: Outcomes</p> <p>Topic: Comprehensive data analysis</p>	<p>drawn up at the program level in the annual assessment plan and report. Faculty in all departments and programs set benchmarks and assess results.</p> <ul style="list-style-type: none"> <li>• Program level outcomes are drawn up at the institutional level in the Academic Master Plan monitoring reports on Programs and Outcomes.</li> </ul> <p>Findings from these assessments result in numerous changes to policy, services, and instruction. Here are a few examples:</p> <ul style="list-style-type: none"> <li>• The Physics Department identified less than optimal results in assessments on “unit conversion” (only 56% of students scored better than 80% on unit conversion problems when tested). The Physics instructor examined the test questions for this unit, determined that the questions were challenging but</li> </ul>
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	<p>Outcomes:</p> <p>C.1 Matriculation and enrollment</p> <p>C.2 Retention</p> <p>C.3 Achievement</p> <p>Report Details:</p> <p>Comprehensive report that examines each AMP outcome and related data in detail; campus-wide exercise to analyze and discuss the data and suggest recommendations for change to services or instructional activities</p> <p>In addition to the institutional assessment included in the monitoring reports and at each Board of Trustees' meeting, all academic departments and professional-technical programs have an annual assessment plan. At the fall in-service in September, departments finalize their assessment report from the previous year and update their plan for the current year, with the help of members of the Assessment Committee. Both the plans and the reports are posted to the Assessment page on the BBCC Portal, which can be accessed via the following:</p> <ol style="list-style-type: none"> <li>1. Go to Big Bend Community College website (<a href="http://www.bigbend.edu">www.bigbend.edu</a>)</li> <li>2. Click on Viking in upper right corner</li> <li>3. User name: <a href="mailto:pfaculty@bigbend.edu">pfaculty@bigbend.edu</a></li> <li>4. Password: <b>PortViking96</b></li> <li>5. Click on "Report Center" tab (right tab at top of page)</li> <li>6. Click on Educational Program Worksite (lower left corner of page)</li> <li>7. OR type in <a href="https://port.bigbend.edu/reportcenter/EdAssess/default.aspx">https://port.bigbend.edu/reportcenter/EdAssess/default.aspx</a> after signing into portal</li> </ol>	<p>appropriate, and consequently decided to incorporate more practice and homework questions on unit conversion in order to bolster student performance in this area.</p> <ul style="list-style-type: none"> <li>• The English Department, while satisfied with the overall results of assessments for English 101, 102 and 201, determined that there might not be enough consistency among all of the various instructors teaching sections of these courses. They revised the Master Course Outlines for English 101 and 102 in order to make expectations for these courses more explicit.</li> <li>• In the Outcomes Monitoring Report, it was noted that success rates for history classes had dropped significantly. Consequently, the History Department is developing a plan</li> </ul>
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to implement supplemental instruction support in several history classes for the upcoming academic year.

- It was also noted in the Outcomes Report that, while we have improved data collection efforts to track students accessing academic advising (leading to creation and use of educational plans), we did not have a good mechanism for capturing accurate data about the actual use of those educational plans. This issue was discussed by Student Services staff and Instructional Council. We are now implementing a system to keep educational plans online, allowing easy access for all advisors and allowing for better data collection in this area.

As these changes are implemented, our assessment and planning

		processes will allow us to monitor the results and revise our approach as necessary.
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<p>The other recommendation recognized BBCC’s “substantial progress” in educational assessment, but asked for continued improvement: <i>“While Big Bend Community College has made substantial progress in educational assessment, there is a clear disconnect between institutional goals (in the catalog) and the general education outcomes (not in the catalog). BBCC needs to reexamine its general education outcomes, publish them in the catalog, and then decide how to assess them (Standard 2.C.2 &amp; 2.C.3).”</i></p>	<p>As noted in our 2009 Progress Report, we created a matrix that maps the courses in the curriculum that teach and/or assess the various General Education Outcomes. This matrix is published on our website in conjunction with our catalog. Academic advisors and faculty have been tasked to help students understand that their education consists of the skills and knowledge represented by the General Education and Program Outcomes, rather than just the credits accumulated. The General Education Outcomes, along with a description of General Education and examples of its application, have been published in our catalog since 2008.</p> <p>BBCC’s Negotiated Agreement with the Faculty Association outlines the purpose and responsibilities of the Assessment Committee and the Assessment Committee Chair. It also lays out a plan for assessment of General Education. After living with this process for a number of years, it became clear that the Assessment Committee was working successfully with programs and departments to develop their annual assessments, but that the provisions for assessment of General Education were somewhat cumbersome and were not providing the desired results. During the 2010-11 year, the Assessment Committee discussed this issue and moved to</p>	<p>In summary, we have made several revisions to our General Education assessment plan:</p> <ul style="list-style-type: none"> <li>• General Education Outcomes are published in the catalog located on the BBCC website (<a href="http://www.bigbend.edu">www.bigbend.edu</a>), along with a description of the purpose of General Education.</li> <li>• The General Education Outcomes are linked to specific courses in the curriculum via a matrix. The matrix is published on the BBCC website and in the course catalog.</li> <li>• The matrix also includes outcomes for Related Instruction for Professional-Technical programs, indicating where the outcomes are taught or assessed within the curriculum.</li> <li>• The Assessment Committee has streamlined the General Education assessment process, in order to make it more consistent with the rest of our assessment plan.</li> <li>• Advisors and faculty have been asked to help inform students about the General Education Outcomes and their purpose.</li> </ul>

	<p>streamline General Education assessment, making it more closely aligned with the parts of the assessment plan that were already working. General Education assessment results have started to accumulate and we will be collecting more assessments as part of our regular assessment cycle during the 2011 fall in-service activities.</p>	<p>While there will always be ongoing work in this area, we believe that the disconnect between institutional goals and General Education Outcomes has been remedied and BBCC now has strategies in place that allow for consistent educational planning and continuous assessment.</p>
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