

BRUNSWICK COMMUNITY COLLEGE

INSTITUTIONAL EFFECTIVENESS PLANNING MANUAL

2018 – 2019



Overview

Institutional Effectiveness is defined as the extent to which an institution achieves its mission and goals. Brunswick Community College's (BCC or the College) institutional effectiveness process is an on-going, institution-wide commitment to planning and outcomes assessment, for the purposes of continuous improvement and documented evidence that the College is effectively achieving its mission.

Institutional effectiveness at BCC is a continuous, cyclical process comprised of setting goals and objectives, implementation, assessment, evaluation, and improvement that is applied at every level of the College. It is an integral part of BCC's commitment toward continuous improvement of programs, services, and institutional functions.

Table of Contents

College Mission	4
Vision and Values	5
Institutional Directives	6
Vision 2020 Strategic Planning Tool	7
Institutional Effectiveness Council	14
North Carolina Community College System Performance Measures	15
Institutional Measures of Student Achievement	16
Service Evidence.....	17
Learning Evidence	18
Program Student Learning Outcomes	18
General Education Outcomes	19
Appendix 1 – Institutional Effectiveness Policy	22
Appendix 2 – Strategic Directives Matrix (Blank).....	24
Appendix 3 – Vision 2020 Budget Alignment Form.....	28
Appendix 4 – Service Evidence Planning Sheet	31
Appendix 5 – Student Learning Outcomes APFR Form	33
Appendix 6 – General Education Core Reporting Form	35

College Mission

Our Mission Statement's purpose is to resonate and inspire. It is a precise description of what the institution does. The Mission Statement describes our "business" and is a definition of why the organization currently exists.

Mission Statement

The mission of Brunswick Community College is to provide opportunities for individuals to be successful through accessible, high quality, student-centered programs and services that meet the educational, cultural and workforce needs of a diverse community.

Vision and Values

A Vision is a statement that reflects what BCC wants to become. Our Vision provides a sense of pride, excitement, and motivation. It helps us to recognize that we are a part of something much bigger than ourselves. Our Vision stretches our capabilities and image of ourselves. It gives shape and direction to our institution.

Vision

At Brunswick Community College, our vision is to exceed the expectations of our stakeholders for delivering quality education, exceptional workforce training and broad community enrichment.

Our Values reflect the core of who we are as a community college and what we most cherish. Our Value Statements provide a measuring device against which we will evaluate all of our actions and behaviors. Every employee at BCC is responsible for demonstrating and modeling these Values in their personal work behaviors, decision making, and interpersonal interactions.

Values

Brunswick Community College values:

- **Excellence:** Fostering a culture of continual advancement through superior academics and quality service.
- **Integrity:** Vigilantly upholding the highest standards of fair, ethical, and honest behavior.
- **Respect:** Accepting and appreciating the worth and contributions of ourselves, others, and the College.
- **Opportunity:** Helping our students, employees and community reach their potential by supporting success through education.
- **Community:** Cultivating and nurturing a welcoming environment of trust and belonging through collaboration and partnerships.

Institutional Directives

Our institutional directives are BCC's five primary planning objectives which assist in the direction that we will follow in order to accomplish our Mission. Our Directives are rooted in our Values. BCC's Directives are the drivers behind BCC's action steps which make up the institution's Strategic Plan.

Directive 1: Deliver new and current programs in flexible, efficient ways that lead to increased student enrollment and completion.

Directive 2: Improve efficiency and sustainability.

Directive 3: Leverage information to promote College enrollment growth and program excellence.

Directive 4: Invest in effective marketing strategies to support existing programs and services, recruit students, and engage the community in the life of the College.

Directive 5: Build and maintain Excellence among faculty and staff.

Vision 2020 – Strategic Planning Tool

At BCC, the strategic framework for long range planning is the Vision 2020. The Vision 2020 document is used for institutional planning and success, and the directives and objectives included in the document help us to outline a plan for moving forward. For each directive that we've established, we align resources to accomplish that directive. In order to make sure that we can realistically accomplish these directives, we know the College must position itself to be proactive to sudden changes in the economy and to other external forces that may abruptly impact enrollment and resources. Therefore, our strategic directives, objectives, and intentional action steps are revisited on a three year cycle by re-engaging key stakeholders, faculty and staff to review our Vision 2020 in light of the College's mission, values, and goals.

Brunswick Community College first crafted the Vision 2020 in 2012. In 2015, the College re-engaged stakeholders in a formal review process and realigned the document to incorporate needed modifications, creating the Vision 2020, Phase II, 2015-2018. During the academic year 2017-2018, a formal and systematic review process identified revisions based on stakeholder input utilizing a more data oriented approach that will carry us forward for the next three years in the College's last phase of Vision 2020 and Beyond, which will take BCC through academic year 2020-2021.

Vision 2020, Phase III, 2018-2021

Strategic Directive One

Deliver new and current programs in flexible, efficient ways that lead to increased student enrollment and completion.

1.1 - Implement new CE/WD programs, pathways, and deliveries that reflect local needs, lead to jobs, and advance the College's regional competitiveness.

1.2 - Implement new Curriculum programs, pathways, and deliveries that reflect local job needs, assist students with transfer options, and advance the College's regional competitiveness.

1.3 - Increase partnerships and engage in practices that support successful student progression or transfer to senior institutions.

1.4 - Augment academic support activities that promote completion.

1.5 - Enhance the student experience at Brunswick Community College.

1.6 - Secure funds to enhance student completion and program excellence.

Measureable Outcomes

- With community and stakeholder input, annually create at least one new CE/WD course or pathway and create at least one new curriculum course, pathway, or new delivery method for a current course.
- Provide work-based learning experiences for Tier 1B pathways.
- Increase FTE by at least 1%, completion by 2%, and persistence by 2% annually.
- Increase the number of College and College Promise students by 10% each year.
- Create at least one new career pathway annually, and build additional stackable credentials each year. .
- Increase the number of first time BBC students from Brunswick County Schools by 5% annually.
- Increase career advising and faculty generated early alerts by 10% annually.
- Increase the annual number of SGA sponsored events by 4 and the faculty sponsored events by 2.
- Increase Student Services satisfaction by 20%.
- Increase the number of student athlete academic advisors by 2.
- Increase access to online CE/WD registration to 90% of all courses offered.
- Increase the number of Foundation scholarships for CE/WD and curriculum students by 10%.
- Apply to at least one excellence grant annually.

Strategic Directive Two

Improve efficiency and sustainability.

- 2.1** - Renovate, repair and repurpose facilities as appropriate to support programs and services.
- 2.2** - Increase the efficiency of campus operations.
- 2.3** - Expand alternative revenue streams.
- 2.4** - Purchase equipment and technology updates with intentionality, promoting an efficient, reliable learning environment.

Measureable Outcomes

- Renovate, repair, or repurpose one facility each year.
- Reduce the annual water usage by 5%.
- Reduce waste by 5%.
- Save 50,000 KWH of electricity annually.
- Increase student use of online payments by 10%
- Increase employee online pay time entry ability by 33% annually.
- Increase College fundraising events to be 100% sponsored.
- Increase attendance to Foundation signature event by 8% and the revenue by \$10,000.
- Increase the revenue of the countywide Foundation performance by \$1,000 annually.
- Improve Instructional Technology infrastructure as determined by the College Technology Plan.
- Improve Instructional Technology recovering capabilities as determined by the College Disaster Recovery Plan.

Strategic Directive Three

Leverage information to promote College enrollment growth and program excellence.

- 3.1** - Promote a culture of assessment throughout College programs and services.
- 3.2** - Align College programs with the needs of students, employers, and the larger community.
- 3.3** - Use data to build and support the strategic enrollment process and student completion plan.
- 3.4** - Excel in NCCCS measures of performance and growth.

Measureable Outcomes

- The Institutional Effectiveness Council will increase the use of data through the annual review data from all program learning evidence and departmental service evidence for the purpose of continuous improvement.
- College departments and College wide committees will increase the use of survey data for the purpose of continuous improvement.
- Utilize “work keys” to improve employability skills by 25%.
- Leverage community and business focus group data to create one new career credit program annually.
- The Foundation Office will attend at least four advisory groups annually.
- To meet the needs of students, the College will utilize the collaborative budget process.
- The Office of Planning and Research will provided daily enrollment and estimated FTE data during active registration periods.
- The Office of Planning and Research will utilize a three-year program evaluation to determine program health.
- The Student Services Department will utilize advising software (AVISO) to improve completion rates by 2% annually.
- The College will create Performance Measure Work Teams to utilize disaggregated Performance Measure data to create plans for improvement.

Strategic Directive Four

Invest in effective marketing strategies to support existing programs and services, recruit students, and engage the community in the life of the College.

4.1 - Implement effective marketing strategies to promote new and existing programs at that College.

4.2 - Support the economic growth and development of Brunswick County and the region.

4.3 - Engage students and local residents regarding cultural arts and wellness opportunities at the College.

4.4 - Increase College visibility and engagement with community members interested in furthering their education.

Measureable Outcomes

- The Students Services Department will track incoming calls to ascertain how incoming students learned about the College.
- Increase marketing through digital advertising platforms by 10%.
- Increase campaign success through the use of custom URLs by 25%.
- Increase student interaction on social media platforms by 10%
- Increase visibility of student athletics by increasing home game attendance by 10%.
- Increase the number of female athletes by 25 via the inclusion of a women's softball team.
- Increase economic growth through the assistance and support of 5 small business start-ups annually.
- CE/WD will expend 95% of all categorical funds.
- Increase the mailing of *Choices* as reflective in the growth of permanent residences in the county.
- Increase community cultural opportunities by increasing ticket sales and attendance at the Odell Williamson Auditorium by 5%.
- Increase community wellness opportunities by increasing membership at the Aquatics and Fitness Center by 10%.
- To increase community visibility and participation, the Foundation Office will promote "Back to the Classroom" and increase participation by 20% annually.

Strategic Directive Five

Build and maintain Excellence among faculty and staff.

5.1 - Implement Human Resource policies, procedures, and practices that honor diversity, exemplify professionalism and support a positive campus climate.

5.2 - Provide opportunities for faculty and staff growth, recognition, and leadership.

5.3 - Promote a positive campus climate through increased communication and collaboration.

Measurable Outcomes

- The Human Services Department will measure employee satisfaction through exit interviews attaining a rating of “would recommend BCC to family and friends” at a level of 80% or higher.
- The Human Services Department will meet the professional needs through topic survey and will prioritize and provide at a level determined by the budget.
- The Human Resources Department will grow greater diversity at the College as determined by the Annual Diversity Reports.
- To measure how employees feel about their job, the Human Resources Department will conduct a random “stay evaluation” and interview, to be increased by one survey annually.
- To provide staff development opportunities for faculty and staff, the College will maintain a funding level of 1% of the total budget.
- To promote a positive campus climate, the College will improve attendance at campus wide events.
- To promote greater communication, College faculty and staff will complete an annual Communication survey.
- To meet the needs of students, the College will recruit faculty so that the make up of the full-time faculty mirrors the student population.
- To maintain excellence of staff and faculty, the College will reduce attrition by 5% each year compared to the previous year.

Vision 2020, Phase III, 2018-2021

Overall Process:

Each year, Brunswick Community College (BCC) assesses its success in achieving institutional goals related to distinct directives provided in the College's strategic plan – *Vision 2020*. Initiated in 2012 and revisited in 2015 (*Vision 2020, Phase II*), this strategic plan has a rich history of broad stakeholder engagement and flexibility that readily positions itself to be proactive to sudden changes in the economy and to other external forces that could abruptly impact enrollment and College resources. The Plan is revisited every three years takes into account a service area reliant on tourism, retirement, small businesses, and healthcare. The College's response to the *Vision 2020, Phase II* strategic plan was made June 2018 at the close of the academic year.

Stakeholder meetings to craft *Phase III* or the final iteration of *Vision 2020* took place throughout 2017-2018. Employing a more focused, themed approach to solicit input from the campus; local business, industry and community leaders; and from both the Foundation Board and the Board of Trustees, *Phase III* requires more clearly measurable outcomes related to assessing the goals tied to each of the plan's five directives. Moreover, in choosing the goals and the measures attached to the plan, BCC used a variety of resources outside of the stakeholder forums. Some of these resources included the North Carolina Community College System Strategic Plan; Brunswick Vision 2017 – 2020 (county plan); Dr. Rebecca Tippett, Carolina Demographics; the NC Rural Center; and details from strategic planning meetings with Brunswick County Schools. The draft of *Vision 2020, Phase III*, will be presented to the Board of Trustees on June 22, 2018, for their modifications and approval. *Phase III* will take BCC through academic year 2020 – 2021.

Assessment and Reporting:

Reporting on the achievement of the Vision 2020 is done through a feedback loop provided through the Vice Presidents. The Vice Presidents compile information from their respective divisions' actions/accomplishments and that is conveyed to the President of the College for final inclusion in the Vision 2020 - Strategic Directives Matrix. The matrix includes, for each directive, the assessment used to determine success or completion of the directive, the person or persons responsible, the outcome of the evaluation, and any next steps. The matrix is completed at the end of each academic year and is presented to the Institutional Effectiveness Council (IEC) for analysis and feedback (see Appendix 2).

At the end of each academic year, department heads are asked to complete a report on budget funding (see Appendix 3), which links any out of the ordinary expenditures back to the Vision 2020 directive or objective most closely related. The IEC then reviews these linkages to ensure that items related to the Vision 2020 are receiving priority in any budget decisions made by the institution.

Institutional Effectiveness Council

Purpose:

The Institutional Effectiveness Council (IEC) promotes ongoing, integrated, and institution-wide research-based planning and evaluation processes that will incorporate a systematic review of institutional mission, goals, and outcomes; result in continuing improvement in institutional quality; and demonstrate the institution is effectively accomplishing its mission. Two subcommittees of the council exist to address specific processes associated with Learning Evidence and Service Evidence.

Scope of Work:

The IEC will be the general oversight body for the College for the various processes that are involved with institutional effectiveness and the ability of the institution to fulfill its mission and continually improve. The IEC is governed by the BCC IE Policy (See Appendix 1). Those component parts include:

- Institutional Planning and Effectiveness: Vision 2020 progress reports
- Learning Evidence: student learning outcomes & General Education Core reports
- Service Evidence (Students & Faculty/Staff): service evidence reports

Members serve perpetually by virtue of position.

<i>Standing Membership</i>
Chair – VP of Academic and Student Affairs
President
VP for Continuing Education and Work Force Development
VP of Budget and Finances/CFO
Chief Information Officer
Dean of Arts and Sciences
Dean of Professional and Technical Programs
Associate Vice-President of Student Affairs
Dean of Continuing Education/Workforce Development
Director of Physical Plant
Director of Institutional Research and Planning

North Carolina Community College System Performance Measures

The North Carolina Community College System (NCCCS), at the direction of the North Carolina General Assembly, utilizes a system-wide performance accountability and funding process. BCC has incorporated these accountability measures into the College's overall planning processes so they can be tracked and evaluated annually. It is the goal of the College to always meet excellence level, or at least stay above the system college average. When the College falls below that goal level, improvement strategies are implemented. Those improvement strategies and subsequent progress are documented through the work of the Student Success Core Team, and in Learning Evidence and Service Evidence Assessment and Planning documents. Each year the NCCCS sends down the College data results for each of the measures as well as comparison data for the other community colleges in the system. The seven (7) Performance Measures are:

- 1) **Basic Skills Student Progress** - Percentage of Basic Skills students who achieve an Educational Functioning Level gain during the program year (July 1 – June 30).
- 2) **Student Success Rate in College-Level English Courses** – Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within two years of their first term of enrollment.
- 3) **Student Success Rate in College-Level Math Courses** – Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within two years of their first term of enrollment.
- 4) **First Year Progression** – Percentage of first-time fall curriculum attempting at least 12 credit hours who successfully complete at least 12 hours within their first academic year (fall, spring, summer).
- 5) **Curriculum Completion** – Percentage of first-time fall curriculum students who, within six years of first term of enrollment, have either graduated, transferred, or are still enrolled with at least 36 non-developmental credit hours.
- 6) **Licensure and Certification Passing Rate** - Aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.
- 7) **College Transfer Performance** – The percentage of students who exited NCCCS after having completed an Associate Degree and/or at least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution.

Institutional Measures of Student Achievement

Evaluation of BCC student success at the institutional level is accomplished via the review of internal data as well as North Carolina Community College System (NCCCS) data, all linked to areas of the College Mission as follows:

Mission Component	Criteria of Effectiveness	Threshold of Acceptability
Student Access	Annual Enrollment Data	Enrollment Growth Rate at or above a comparison college average (-11.0%)
	Annual FTE Data	FTE Growth Rate at or above a comparison college average (-2.8%)
Student Progression and Completion	IPEDS Graduation Rates	Graduation Rates above the college comparison average (150% graduation rate at 23%)
	NCCCS Performance Measures Data on <i>First Year Progress</i>	<i>First Year Progress</i> rate at or above the NCCCS mean (70.9%).
Provision of Quality Instruction	Course Success Rates	Course Success Rate at or above the NCCCS average (70%)
	Curriculum Completion Rates	Curriculum Completion Rate at or above the NCCCS average (43.4%)
Life-long Learning	NCCCS Performance Measures Data	At or Exceed NCCCS Mean for each performance measure
Foundation for Transfer	NCCCS Performance Measures Data for <i>Transfer Performance</i>	<i>Transfer Performance</i> rate at or above the NCCCS mean (83.7%).

Service Evidence

BCC engages in Service Evidence IE practices on an annual basis. Service Evidence Planning is based on the mission of the College as well as the mission or purpose of the individual department. Service Evidence Review is meant to aid in continuous improvement of services and best practices at BCC. At the beginning of the annual cycle, area goals are established that give rise to specific, measurable outcomes. Assessment methods are also delineated at this time. At the close of the annual cycle, findings and results-based decisions for improvement are documented. The Service Evidence sub-committee of the IEC reviews all Service Evidence reports.

This process allows service areas to plan, assess, and make improvements based on results.

Assessments for Service Evidence objectives/outcomes are done at the department level in most instances but the College also administers a Climate Survey periodically to students and to employees. Data gleaned from the centralized survey instrument(s) is used by departments to address individual goals/outcomes in the departmental service evidence planning sheet.

Service Evidence Review follows the following approximate timeline with specific due dates established each year:

Month	Item
August	Plans for upcoming fiscal year are submitted
April	Service Evidence Surveys are conducted
June	Current year results and plans for improvement are submitted
July	IEC Service Evidence Sub-committee reviews reports

See Appendix 4 for the Service Evidence Planning Sheet.

Learning Evidence

Student Learning Outcomes:

Brunswick Community College (BCC) identifies Student Learning Outcomes, assesses the extent to which those outcomes are achieved, and based on analysis of results, and makes needed improvements that impact student learning. The Learning Evidence Committee (a sub-committee of the IEC) administers the review processes associated with Student Learning Outcomes.

The current process for program student learning outcomes assessment and planning involves three distinct components that each educational program undergoes on an annual basis:

- A) A re-evaluation of the clearly defined program student learning outcomes with either a confirmation of existing utility supportive of content or a revision as deemed necessary.
- B) An analysis of the extent to which students demonstrate attainment of each of those program outcomes.
- C) Planning based on the use of assessment results to make informed decisions about ways to enhance or maintain the overall quality of the program.

A) Program Student Learning Outcomes

All program Student Learning Outcomes (SLOs) adhere to a standardized format and are communicated to students via the program information web pages. The institution has adopted a standardized format that includes complete information for the outcome such as the behavior statement (B), the condition for assessment (C), and the standard for success (S). This technique for writing learning outcomes is called the BCS (Behavior, Condition, Standard) format and is a sound technique to ensure that faculty members are thinking through and planning for the assessment of the outcome at the onset. While it is common to see only the behavior statement in a typical SLO, the institution wants to emphasize the importance of authentic assessment strategy. Periodically, program student learning outcomes are evaluated to determine need for revision. If needed, revisions are submitted to the Learning Evidence sub-committee of the IEC for review and approval. This approval process ensures that outcomes stay in the standardized format and are always defined in measurable terms.

B) Use of Results for Improvement

Results of program SLO attainment are reviewed by faculty in the programs and plans for future improvement are made based on those results. In instances when the stated standard for success is met, the faculty may not make a plan for improvement per se, but may decide to make small adjustments in the spirit of continuous improvement. When results indicate a deficit in student attainment, the departmental faculty will draw

up plans for needed improvement. The forms are used to document improvements for program level Student Learning Outcomes. Program Student Learning Outcome results and plans for improvement are discussed in Department Faculty Meetings. Results are documented on the Assessment Plan and Feedback Report (APFR) template, which is a template with dual purpose, the documentation of results and plans for improvement.

Assessment Plan and Feedback Reports profile the outcome, the method of assessment, when the assessment occurs, the results of the assessment, and the action taken and purpose of the action. All APFRs are submitted to the LEC for review and documentation at three separate intervals; when new assessments are established (prior to start of the academic year), when data are reviewed and actions for improvement are stipulated (after the close of the academic year), and after the actions have been implemented so that follow up assessment of the improvement strategy can be re-examined for continuous improvement (after the close of the second academic year where planned improvements were incorporated). Specific due dates are established by the LEC each year and the committee manages the intake and review of all documents.

See Appendix 5 for the APFR templates for Program and Course level student learning outcomes documentation.

General Education Outcomes:

Brunswick Community College (BCC) identifies General Education Outcomes (GEO), assesses the extent to which those outcomes are achieved, and based on analysis of results makes needed improvements that impact student learning. The Learning Evidence Committee (a sub-committee of the IEC) administers the review processes associated with General Education Outcomes.

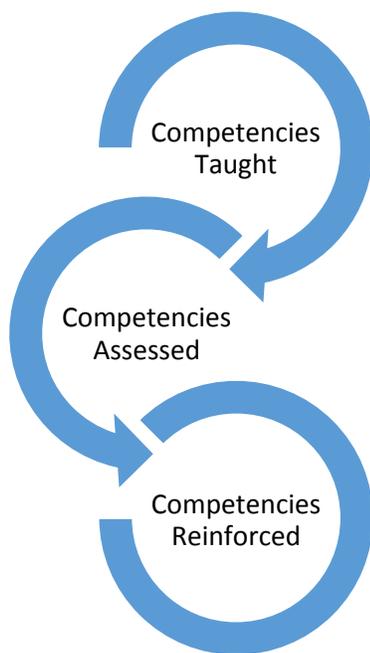
As mandated by the NCCCS, each associate in applied science degree program offered by BCC requires 15 hours of general education courses, including three semester hours each in humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Additionally, BCC requires a minimum of six hours in English/Communications and a one credit-hour college success course for most associate degrees. The degree programs included under the University Transfer umbrella, which include the Associate in Arts, the Associate in Engineering, and the Associate in Science Degrees, have the general education requirements built into each of their curriculum standards.

In addition to the general education requirements mandated by the NCCCS, BCC has identified three college-level general education competencies, also referred to as the BCC General Education Outcomes (GEO):

1. Written Communication – Students will be able to express thoughtful content, clearly and logically, in standard written English.

- 2. Oral Communication** – Students will be able to apply knowledge of oral communication through clear coherent use of language appropriate for the occasion and audience.
- 3. Quantitative Reasoning** – Students will demonstrate proficiency in applying mathematical problem-solving skills to real-world problems.

The system for the general education competencies is based on the students' progression, starting with the delivery of general education course content, where knowledge, skills, and abilities (KSAs) are taught. As the student works through the course content, he/she is mastering the student learning outcomes for those courses. Once those courses are completed, the general education competencies are assessed by the Department Chairs overseeing those content areas. This assessment process is done on an annual basis in the summer of each year. Examples of student work are pulled randomly from all the indicated course sections and scored independently through the use of a common rubric. As the course areas and assignments have unique characteristics, there are differences in the assessment methods used by the various Department Chairs. Following the completion of the general education courses, the reinforcement of this content is provided through other learning experiences inherent in the continuing context of BCC's various programs of study. For example, in the Nursing curriculums, further learning is provided for the quantitative reasoning competency as students learn to work on drug dosage calculations.



The College captures the assessment data for each competency annually. Once the assessment data has been analyzed and discussed by the general education departmental faculty, a report is created entitled the “Assessment Plan and Feedback Report (APFR) for General Education Core – Student Learning Outcomes”. This template gives the Department Chair a format for capturing the overall student learning

expectation for the competency, the method of and the timeframe for the assessment, the results of the assessment, and the planned actions and purpose to make improvements. Once the reports have been completed, they are submitted to the Learning Evidence Sub-Committee of the Institutional Effectiveness Council for review.

Appendix 1 – Institutional Effectiveness Policy

Institutional Effectiveness Policy

Brunswick Community College (BCC) is committed to the processes of on-going assessment and data informed decision-making, conducted with the overall goal of continuous improvement. BCC uses a wide variety of assessment and planning endeavors to achieve its mission and move forward on institutional goals and strategic directives. As a guide in determining the future direction of the institution and improving the quality of its educational offerings and support services, the College follows an institutional effectiveness model of continuous improvement. This model provides the College with an orderly process for defining and reassessing the College’s Mission Statement and strategic direction, which is based on data and evaluation where the needs of the students and the community are recognized and considered. As a result of this process, every employee has the opportunity to participate at multiple levels within the college’s organization of institutional effectiveness efforts.

The Institutional Effectiveness Model at BCC is administered by the Institutional Effectiveness Council (IEC) made up of representatives from college administration, faculty, and staff and encompasses three primary areas that are assessed or re-evaluated on an annual basis:

- Guiding Statements and Vision 2020 (Serves as the College-wide Strategic Plan)**
- Learning Evidence Assessment and Planning**
- Service Evidence Assessment and Planning**

In addition, as a member of the North Carolina Community College System, the institution also participates in state-wide annual Performance Measures Assessment, utilizes this data in the institution’s strategic planning process, and benchmarks to other successful community colleges in the NC system.

Institutional Effectiveness Procedures

1. Guiding Statements and Vision 2020:

BCC reviews its Vision, Mission Statement, Values and progress made on strategic directives on an annual basis. The institution engages in a full strategic planning process and review to update the Vision 2020 every three years. The College is committed to inviting broad based, campus wide feedback throughout the full review process. To this end, the format and process of the three year review may change, however the strategic planning review will include feedback from the community, Institutional Effectiveness Council, Faculty Senate, Student Success Core Team, and the President’s Cabinet. The Board of Trustees is

responsible for the final review and approval of the College's Vision, Mission Statement, Values, and the Vision 2020. The Vision 2020 is an action-based strategic plan with direct links to department and individual staff and faculty members, all responsible for carrying out the strategic directives vital to the fulfillment of the College's mission. Linkages are evident through the College's goal-based Performance Evaluation System for employees, division goal setting, and budget priority decisions and reporting.

2. Learning Evidence Assessment and Planning:

The institution's faculty members routinely establish expected program student learning outcomes, assess the extent to which those outcomes are achieved, make planned improvements based on assessment results, and provide evidence of how those improvements impacted student learning. The faculty set course level student learning outcomes as well as program level outcomes. The mechanics of all learning evidence assessment and planning cycle is managed by the Learning Evidence Committee which is a sub-committee of the IEC.

The institution has also established a set of core general education outcomes. The BCC Learning Evidence Committee annually assesses and then uses that assessment data for decision making and improvements in not only the provision of general education content, but also the reinforcement of that content throughout the student's educational experience at the institution.

3. Service Evidence Assessment and Planning:

Units of the institution that serve students or other areas of the College undergo an annual assessment and planning process with the goal of continuously improving the quality of services rendered to students or to the college community as a whole. The service evidence assessment and planning cycle is administered by the Service Evidence Committee, a sub-committee of the IEC, whose membership is made up of key staff administrators responsible for the primary service provision areas of the institution. The cycle includes the establishment of planned outcomes, assessment strategies to measure success with those outcomes, and then a reporting of data and planned interventions for continuous improvement.

Appendix 2 – Vision 2020 Strategic Directives Matrix

STRATEGIC DIRECTIVE 1

Deliver new and current programs in flexible, efficient ways that lead to increased student enrollment and completion.

Directive Component	Assessment Method	Person(s) Responsible	Evaluation Status	Next Steps
1.1 - Implement new CE/WD programs, pathways, and deliveries that reflect local needs, lead to jobs, and advance the College's regional competitiveness.				
1.2 - Implement new Curriculum programs, pathways, and deliveries that reflect local job needs, assist students with transfer options, and advance the College's regional competitiveness.				
1.3 - Increase partnerships and engage in practices that support successful student progression or transfer to senior institutions.				
1.4 - Augment academic support activities that promote completion.				
1.5 - Enhance the student experience at Brunswick Community College.				
1.6 - Secure funds to enhance student completion and program excellence.				

STRATEGIC DIRECTIVE 2

Improve efficiency and sustainability of College operations and facilities.

Directive Component	Assessment Method	Person(s) Responsible	Evaluation Status	Next Steps
2.1 - Renovate, repair and repurpose facilities as appropriate to support programs and services.				
2.2 - Increase the efficiency of campus operations.				
2.3 - Expand alternative revenue streams.				
2.4 - Purchase equipment and technology updates with intentionality, promoting an efficient, reliable learning environment.				

STRATEGIC DIRECTIVE 3

Leverage information to promote College growth and excellence.

Directive Component	Assessment Method	Person(s) Responsible	Evaluation Status	Next Steps
3.1 - Promote a culture of assessment throughout College programs and services.				
3.2 - Align College programs with the needs of students, employers, and the larger community.				
3.3 - Use data to build and support strategic enrollment, marketing and student success plans.				
3.4 - Excel in NCCCS measures of performance and growth				

STRATEGIC DIRECTIVE 4

Invest in effective marketing strategies to support existing programs and services, recruit students, and engage the community in the life of the College.

Directive Component	Assessment Method	Person(s) Responsible	Evaluation Status	Next Steps
4.1 - Implement effective marketing strategies to promote new and existing programs at the College.				
4.2 - Support the economic growth and development of Brunswick County and the region.				
4.3 - Engage students and local residents regarding cultural arts and wellness opportunities at the College.				
4.4 - Increase College visibility and engagement with community members interested in furthering their education.				

STRATEGIC DIRECTIVE 5

Build and maintain Excellence among faculty and staff.

Directive Component	Assessment Method	Person(s) Responsible	Evaluation Status	Next Steps
5.1 - Implement Human Resources policies, procedures, and practices that honor diversity, exemplify professionalism and support a positive campus climate.				
5.2 - Provide opportunities for faculty and staff growth, recognition, and leadership.				

5.3 - Promote a positive campus climate through increased communication and collaboration.				
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Appendix 3 – Vision 2020 Budget Tool

Vision 2020 Budget Alignment:

Departments at Brunswick Community College (BCC) identify budget items that align with the Vision 2020 Strategic Plan and therefore report on budget allotments received that support the overall strategic direction of the institution.

Vision 20/20 Budget Alignment

Academic Year: 2018-19

	Strategic Directive 1		Strategic Directive 2	
	Deliver new and current programs in flexible, efficient ways that lead to increased student enrollment and completion.		Improve efficiency and sustainability of College operations and facilities.	
Departments/Allocation	Amount	Justification	Amount	Justification
Academic Support Services				
Aquatics & Fitness Center				
Business Office				
Distance Learning				
Human Resources				
Information Technology Services				
Marketing and Public Relations				
Physical Plant				
Student Services/Admissions & Recruiting				

Vision 20/20 Budget Alignment

Academic Year: 2018-19

	Strategic Directive 3		Strategic Directive 4	
	Leverage information to promote College growth and excellence.		Invest in effective marketing strategies to support existing programs and services, recruit students, and engage the community in the life of the College.	
Departments/Allocation	Amount	Justification	Amount	Justification
Academic Support Services				
Aquatics & Fitness Center				
Business Office				
Distance Learning				
Human Resources				
Information Technology Services				
Marketing and Public Relations				
Physical Plant				
Student Services/Admissions & Recruiting				

Vision 20/20 Budget Alignment

Academic Year: 2018-19

Strategic Directive 5							
Build and maintain Excellence among faculty and staff.							
Departments/Allocation	Amount	Justification					
Academic Support Services							
Aquatics & Fitness Center							
Business Office							
Distance Learning							
Human Resources							
Information Technology Services							
Marketing and Public Relations							
Physical Plant							
Student Services/Admissions & Recruiting							

Appendix 4 – Service Evidence Planning Sheet

Area: _____

Academic Year: _____

Completed by: _____

Date: _____

BCC Mission: The mission of Brunswick Community College is to provide opportunities for individuals to be successful through accessible, high quality, student-centered programs and services that meet the educational, cultural and workforce needs of a diverse community.

Area Mission: (Broad Statement describing values and aspirations of the area, which supports the college mission.)

Measurable Outcomes (clear, concise statements that describe in measurable and observable terms what the area will accomplish)	Strategic Directives Alignment (a list Vision 20/20 Directives that are addressed)	Assessment Methods (a description of the procedures that will be used to collect information, the timeline for collection, and the criteria for success)	Findings (a summary and collection of the information/data that has been collected by the assessment)	Use of Results (tell how the results were reviewed by area staff and what improvements were made or are planned in response to the results)

Appendix 5 – Student Learning Outcomes Form

ASSESSMENT PLAN & FEEDBACK REPORT PROGRAM STUDENT LEARNING OUTCOMES

PROGRAM: _____

DATE: _____

FACULTY: _____

DATE UPDATED: _____

FACULTY: _____

Year One of Cycle

Program SLO	Method of Assessment	When Assessed	Results of Assessment	Action Taken and Purpose*
Ex: Prepare year-end adjustments and close accounting books using accrual accounting, given a fictitious company with 100% accuracy.	Capstone Project graded against Rubric	Capstone Course offered in fall and spring for students exiting program. Data from both semesters will be aggregated for the academic year.	Total students completing capstone: 41 Students passing Project with 100% accuracy: 70%	To raise passing rate on Capstone Project, faculty will insert a homework assignment in Moodle for students to complete a practice version of the Project prior to midterm. Practice attempt will give the students an opportunity to refresh on key steps and acquaint them with the project requirements.

* Attach copy of faculty meeting minutes where results were discussed and actions agreed on.

Year Two of Cycle

Program SLO	Method of Assessment	Previous Year Action and Purpose	Evidence of Impact of Action	New Action Taken and Purpose*
<p>Ex: Prepare year-end adjustments and close accounting books using accrual accounting, given a fictitious company with 100% accuracy.</p>	<p>Capstone Project graded against Rubric</p>	<p>To raise passing rate on Capstone Project, faculty will insert a homework assignment in Moodle for students to complete a practice version of the Project prior to midterm.</p> <p>Practice attempt will give the students an opportunity to refresh on key steps and acquaint them with the project requirements.</p>	<p>Total students completing capstone in Year 2: 38</p> <p>Following insertion of practice assignment, students' Project grades for next academic year were recorded at 86% passing with 100% accuracy.</p>	<p>Insertion of practice assignment has shown a positive result however, faculty will add a student self-assessment worksheet to the practice assignment to try and spur further improvement.</p>

Appendix 6 – General Education Core Reporting Form

ASSESSMENT PLAN & FEEDBACK REPORT GENERAL EDUCATION CORE - STUDENT LEARNING OUTCOMES

PROGRAM: _____

DATE: _____

DATE UPDATED: _____

FACULTY: _____

FACULTY: _____

Year One of Cycle

GenEd Core SLO	Method of Assessment	When Assessed	Results of Assessment	Action Taken and Purpose*

* Attach copy of faculty meeting minutes where results were discussed and actions agreed on.

Year Two of Cycle

GenEd Core SLO	Method of Assessment	When Assessed	Results of Assessment	Action Taken and Purpose*