



Bevill State Community College

SACS Reaffirmation of Accreditation Compliance Certification

Core Requirement 2.5

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Judgment of Compliance:

Compliance **Partial Compliance** **Non-Compliance**

Rationale for Judgment of Compliance:

Bevill State Community College engages in continuous, integrated, and institution-wide research-based planning and evaluation. This process is focused on the fulfillment of the College's mission and drives the annual budget. From the initial step involving annual review of the President's Priorities and mission statement through the entire continuous improvement planning and assessment cycle, the process involves all of BSCC's stakeholders including the faculty, staff, students, graduates, employers of graduates, and community members. These stakeholders participate in the processes listed here and further elaborated on below.

- Mission, Vision, and Institutional Goals
- Strategic Planning
- Continuous Improvement Cycle
- Assessment Systems to Support Planning
- Budgeting and Financial Planning
- College Accountability Performance Profile

The entire cycle of continuous improvement is designed to ensure fulfillment of BSCC's mission. Each process is connected to others in a way which makes achievement of the College's mission and institutional goals possible. Assessment plays a recurring role in the continuous improvement cycle and reaches all facets of the institution's constituency. BSCC's mission, strategic plan, academic division and support unit plans, and annual budget are each subject to revision based on the outcomes of the annual continuous improvement cycle.

Mission, Vision and Institutional Goals

BSCC has a clearly defined and published mission and vision statement that is specific to

Bevill State, appropriate to a multi-campus, rural community college, addresses teaching and learning, and is published broadly and consistently. The mission of BSCC is as follows:

Learning, Serving, Enriching . . . Bevill State Community College is an accredited, comprehensive learning-centered institution dedicated to providing quality educational opportunities and services that enrich lives intellectually, culturally, and economically.

The College's mission is supported by eleven Institutional Goals that form the basis of BSCC's *Strategic Plan*. These goals represent input from personnel throughout the College, and are founded in priorities established by the President to achieve BSCC's mission. The goals are as follows:

Goal A: The College will expand and improve the variety, quality, and delivery of instructional programs and learning resources to ensure accessibility and positive learning outcomes.

Goal B: The College will expand, strengthen, and improve support services and activities for students to enhance enrollment, retention, and educational goal attainment.

Goal C: The College will foster an atmosphere of empowerment in its developmental education programs.

Goal D: The College will promote economic development throughout the service area and the State.

Goal E: The College will expand and improve the quality, utilization, and size of its facilities while continuing to provide a safe and secure environment in which student and community needs are paramount.

Goal F: The College will leverage available financial resources to effectively utilize and develop diverse human and physical resources.

Goal G: The College will serve and be recognized as an essential component in the development of community and civic engagement, while strengthening its unique role in community leadership and local partnership structure while improving the quality of life in the community.

Goal H: The College will continue its strong commitment to an ongoing, broad-based, systematic process of introspection, assessment, and evaluation that results in improved effectiveness of the College in all areas.

Goal I: The College will continue its commitment to the investment, implementation, and management of technology to support its mission and goals.

Goal J: The College will continue its commitment to the enhancement of the

image of BSCC in the College district and state.

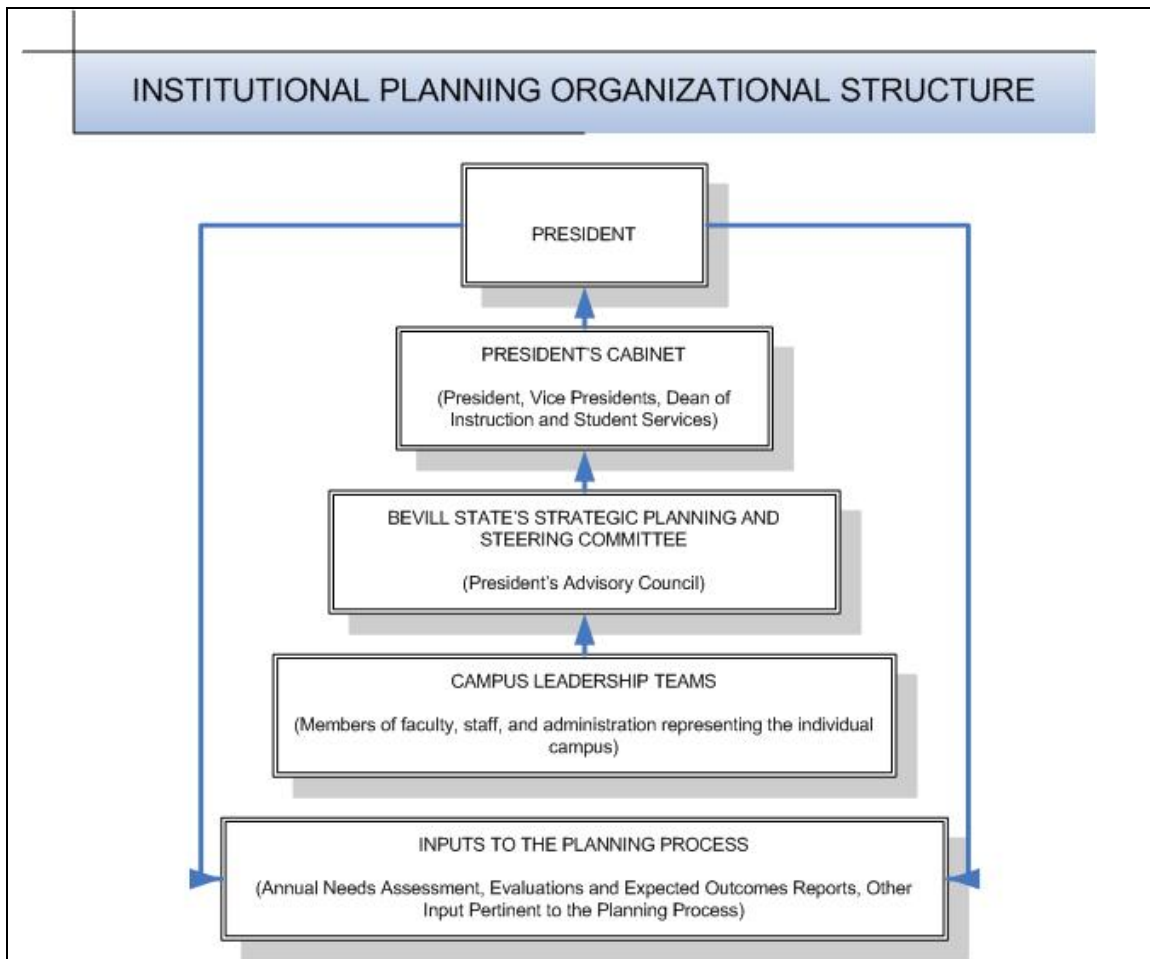
Goal K: The College will commit to and embrace a one-college concept in theory and in practice, while recognizing the uniqueness of each campus.

Each year the College's mission and institutional goals are reviewed by the personnel as part of the continuous improvement process. All full-time personnel, including the faculty, staff, and administration are asked to review the mission statement and the institutional goals and to recommend changes as necessary. All recommended changes are compiled and then reviewed and endorsed by the [Campus Leadership Teams](#) and the [President's Cabinet](#). Approved changes are then added to the *Strategic Plan* and disseminated to the community through Bevill's web site and catalog. Further details about this review process are outlined in the Budgeting and Planning section below.

Strategic Planning, 2007-2010

The annual continuous improvement cycle begins each year with the review of BSCC's *Strategic Plan*. The current *Strategic Plan* is a three-year blueprint for success that was developed in 2006 under the guidance of the president and vice president of external affairs. The plan includes the College's Mission, Vision and Institutional Goals. Each of BSCC's Institutional Goals represents input from stakeholders throughout Bevill's service area and are founded in the priorities established by the president. The *Strategic Plan* outlines 40 strategies for achieving the institutional mission and goals and includes over 120 key indicators of success. The responsibilities for these goals and strategies of success are assigned to the major administrative units including educational programs, administrative support services, educational support services, and the community/public services. Additional discussion and detail is provided in [Comprehensive Standard 3.3.1](#).

The plan is subject to continuous improvement and is therefore reviewed and updated annually. This review process utilizes an all-inclusive system of both top-down and bottom-up strategies to gain the most broad-based perspectives. As indicated in the Institutional Planning Organizational Structure displayed below, inputs into the planning process are reports and artifacts from the previous year's continuous improvement cycle. These inputs are reviewed by both the President's Cabinet and the Campus Leadership Teams and are used to help formulate any strategic planning recommendations and decisions. They represent the bottom-up approach to strategic planning that provides for involvement of the College's entire constituency.



Each January the President considers new initiatives, Alabama College System directives, and goals from the *Strategic Plan* to update the [Presidential Planning Priorities](#) for the current planning year. These priorities are presented to the Strategic Planning and Steering Committee at the initial Planning Summit and are then distributed to the Campus Leadership Teams for use in their review of the *Strategic Plan*. The Campus Leadership Teams for each campus submit recommended revisions of the *Strategic Plan* to the Strategic Planning and Steering Committee based on the updated planning priorities and other artifacts mentioned above.

Continuous Improvement Cycle

The BSCC continuous improvement cycle, referred to as [SMACK](#), was developed as an adaptation of the Nichols' Model of Institutional Effectiveness. The program was introduced in November of 2006 and the acronym represents the following process:

- S – Say It
- M – Make It Happen
- A – Assess It
- C – Continue to Improve It
- K – Kill Its Ineffectiveness.

SMACK is based on clearly defined mission and vision statements which are supported

by specific Institutional Goals and Expected Outcomes. Regular assessment of those goals and outcomes is conducted in accordance with the Planning and [Continuous Improvement Calendar](#) and the [Assessment Instrument Implementation Procedure](#). Other evaluations not covered by those documents are conducted as needed.

Academic divisions and support units participate in the SMACK process by assessing their performance on over 400 Expected Outcomes annually using quantitative and qualitative data. The results of these assessments are used to report on accomplishments from the previous year or to identify areas in need of improvement as well as the strategies to “make it happen.”

Detailed annual SMACK reports for each academic divisions and support units are archived in the Office of Planning, Research, and Institutional Effectiveness (OPRIE) for a period of five years. OPRIE also generates the [SMACK Trend Report](#). This report is an at-a-glance reference of all of the Expected Outcomes and their reported results over the previous three years and is used to help each department see the trends in their Expected Outcomes performance.

Assessment Systems to Support Planning

Assessment occurs at all levels of the College in a variety of formats. The Office of Planning, Research, and Institutional Effectiveness facilitates BSCC’s assessment process for continuous improvement based on the Assessment Instrument Implementation Procedures. These assessments include, among others, student surveys, faculty and staff surveys, graduate surveys, employer surveys, community surveys, and prospective student surveys.

Program and Service Satisfaction

BSCC annually surveys its students and graduates to assess satisfaction with the College’s programs and service areas. Graduating and non-returning students complete an exit survey upon graduation or completion and are then surveyed again within a year of their graduation or completion. The College evaluates its curriculum instruction throughout the academic year with the [Student Assessment of Faculty Performance and Course Content](#) and assesses its service quality through an annual [Library and Support Services evaluation](#). Students participating in distance learning courses, including IITS video conferencing and online learning, evaluate the distance learning classes each semester.

Faculty, staff, and administrators also contribute in the assessment of BSCC’s programs and services. Each spring all personnel participate in the “March Month” evaluations. These assessments include the [Library and Support Services Survey](#), evaluations of each member of the senior administration, and the Athletics Programs surveys. Faculty teaching courses via distance learning also submit the [Evaluation of IITS/Blackboard](#) at this time. All of these surveys are administered in the month of March and have become an annual tradition at Beville State.

Workforce Solutions

BSCC further evaluates its programs by determining the community’s satisfaction with Beville graduates who have entered the workforce. This is done through a series of

surveys including the [Employer Follow-Up Form](#) that is administered to all employers of the Health Science and Career Technology graduates. Other surveys, such as the [Graduate/Alumni Questionnaire](#) and the [Graduating Student Survey](#) include questions designed to assess the graduate's perception of their own workforce preparedness upon graduating from BSCC.

Marketing/Public Relations Effectiveness

BSCC evaluates its marketing effectiveness in the service area on an on-going basis. Each semester students new to the College submit the [Marketing Survey](#) as part of the orientation class requirements. These results are supplemented with a [Recruiting and Marketing Report](#) that provides specific quantitative demographic data about the students enrolled for that semester. Feedback is also sought from the area high schools. The principals and counselors annually participate in the BSCC [Recruiting Survey](#) while their students complete the [Focus Group](#) survey.

Needs Assessment for Budgeting and Planning

Assessment is also used throughout the strategic planning and budgeting cycle. All full-time BSCC personnel are asked to submit the [Annual Needs Request Form](#). This form allows the personnel to anonymously critique the mission, vision, and institutional goals as well as request budgetary considerations for items needed in their departments. Results from this assessment create the foundation of the [Annual Needs Document](#) which is utilized to create the annual budget. Once the budget is created and approved by the Department of Postsecondary, personnel have the opportunity to evaluate the entire planning and budgeting process using the [Budgeting/Planning/Institutional Research](#) survey.

BSCC's assessment activities to support planning are primarily research-based. As previously mentioned, many are quantitative measures including surveys, retention rates, completion rates, numbers of students in programs, etc. These statistics are analyzed by the departments during the SMACK Expected Outcomes process and are used to plan for the next cycle of courses and services to be offered in conjunction with BSCC's mission.

Technology Planning

Technology is an important resource utilized by all areas of the College. In 2008 BSCC developed a [Technology Plan](#) separate from the *Strategic Plan* to more effectively monitor the use of this resource in achieving the College's mission and vision. A task group, deemed the Technology Planning Team, was created to develop this plan under the guidance of the Director of Computer Services. The group included members of the Computer Services department, faculty, and senior administration. The resulting *Technology Plan* includes action items for achieving the College's mission based on the requests from the Annual Needs Document and strategies and indicators from the *Strategic Plan*. The Technology Planning Team will review the *Technology Plan* annually as part of the continuous improvement cycle.

Budgeting and Financial Planning

BSCC's budgeting and financial planning process was designed to support the College's strategic planning and outcomes assessment planning. The primary purpose of the college's budget planning process is to ensure that broad-based planning in support of the

mission precedes budget decisions.

As referenced above, needs assessment budgeting planning is a bottom-up process that begins with the College's personnel. Each spring semester the personnel complete the Annual Needs Assessment form. This form includes a section for the personnel to request any budgetary items needed for their departments and requires them to link the request to one of the Institutional Goals listed in the *Strategic Plan*. OPRIE compiles all requests, divides them by requesting campus, and distributes the compiled reports to each of the Campus Leadership Teams (CLTs). These teams then review the requests for their campus and determine which of the requests will be submitted to the President's Advisory Council for inclusion in the final budget. The Campus Associate Deans for each campus present the campus' needs and budget requests to the President's Advisory Council during a [Planning Summit](#) each year. Functional departmental managers for college-wide departments present their budget requests, as outlined in the Annual Needs Request Document, to the President's Cabinet during formal budget hearings in May.

The President's Cabinet is tasked with reviewing all budget requests and forming the final budget for the academic year. Requests must be tied to Bevill's mission and Institutional Goals to be approved. Once finalized, the budget is submitted to the Alabama Department of Postsecondary Education by the Vice President of Finance for formal adoption.

The President's Cabinet is also responsible for communicating the final budget to College employees. Functional area managers are sent detailed, line-item budgets for their departments. The Cabinet also holds budget presentations on each campus to unveil the budget to the campus employees.

The budget planning process is discussed again in [Section 3.10](#).

College Accountability and Performance Profile

Beginning in 2006, the Alabama College System implemented a system of accountability for all of Alabama's 26 community and technical colleges referred to as CAPP. The CAPP, or the [College Accountability Performance Profile](#), is an accountability initiative developed by Alabama's Department of Post-Secondary Education that provides each college with a uniform method of data collection addressing nine overall performance components with multiple indicators. The nine performance components are as follows:

1. enrollment management
2. academic transfer
3. career/technical programs
4. health professions
5. developmental studies
6. learning resources and technology student services
7. financial and physical resources
8. workforce development
9. adult education.

BSCC completes the CAPP report each fall. The results of the report are utilized by many academic and support departments throughout the institution. All of the academic program departments use the CAPP results as assessment measures in their SMACK Expected Outcomes criteria. Likewise, the President’s Advisory Council utilizes key elements of the CAPP to determine their progress towards achieving the strategies and indicators outlined in the *Strategic Plan* to achieve the College’s mission. The Advisory Council also informally benchmarks BSCC’s results to those of the other community colleges within the Alabama Community College System. This allows for a comparative study to help highlight area of institutional strengths and weaknesses.

Progress in Fulfilling Mission

BSCC’s effectiveness in fulfilling its mission of Learning, Serving, Enriching can be seen throughout the institution. The [Action Plan](#), located in the *Strategic Plan*, lists each of the strategies and indicators to fulfill the mission that have been accomplished since the adoption of the *Strategic Plan*. Some examples include:

- **Goal D:** The implementation of rapid response training for business and industry and new short-term certificates that meet changing needs of existing business and industry,
- **Goal E:** The establishment of a retaining wall on the Hamilton Campus in response to Institutional Goal E,
- **Goal E:** Completion of renovation and building projects on all campuses,
- **Goal F:** Conducting professional development seminars for all college personnel,
- **Goal G:** Participation in community-based events,
- **Goal I:** Improved student communication through implementation of a college-wide email system,
- **Goal I:** Development of an online degree, and
- **Goal K:** Utilization of Planning Summits to support the College’s strategic planning and budgeting process.

A detailed listing of all BSCC’s accomplishments in achieving its mission can be reviewed in Appendix A of the *Strategic Plan*.

References and Supporting Documentation:

Keyword(s)	Reference
Campus Leadership Teams	BSCC Personnel Handbook 2009: NUMBER : B/1.1 Campus Leadership Team
President’s Cabinet	BSCC Personnel Handbook 2009: NUMBER : B/1.1 President’s Cabinet
<i>Strategic Plan</i>	Strategic Plan 2007-2010 Volume II
Comprehensive Standard 3.3.1	Comprehensive Standard 3.3.1 Narrative
Presidential Planning Priorities	Strategic Plan 2007-2010 Volume II, page 6
SMACK	SMACK Operational Plan, 2008 Edition

Continuous Improvement Calendar	<i>Strategic Plan 2007-2010</i> Volume II, pages 19-21
Assessment Instrument Implementation Procedures	<i>Strategic Plan 2007-2010</i> Volume II, pages 22-23
SMACK Trend Report	SMACK Trend Report
Student Assessment of Faculty Performance and Course Content	Student Assessment of Faculty Performance and Course Content
Library and Support Services evaluation	Library and Support Services Evaluation Results 2008 (Students)
Library and Support Services Survey	Library and Support Services Evaluation Results 2008 (Staff)
Evaluation of IITS/Blackboard	<ul style="list-style-type: none"> • Evaluation of IITS • Evaluation of Blackboard
Employer Follow-Up Form	Employer Follow-Up Form
Graduate/Alumni Questionnaire	Graduate/Alumni Questionnaire
Graduating Student Survey	Graduating Student Survey 2007-2008
Marketing Survey	Marketing Survey Results Fall 2008
Recruiting and Marketing Report	Recruiting and Marketing Report Results Fall 2008
BSCC Recruiting Survey	BSCC Recruiting Survey
Focus Group	Focus Group Survey
Annual Needs Request Form	Annual Needs Request Form
Annual Needs Document	Annual Needs Document 2007-2008
Budgeting/Planning/Institutional Research	Budgeting/Planning/Institutional Research Survey Results Fall 2008
<i>Technology Plan</i>	<i>Bevill State Community College Technology Plan</i>
Planning Summit	<ul style="list-style-type: none"> • 2008 Jasper Priorities • 2008 Sumiton Priorities
Section 3.10	Comprehensive Standard 3.10 Narrative
College Accountability Performance Profile	College Accountability Performance Profile 2008
Action Plan	<i>Strategic Plan 2007-2010</i> Volume II, Appendix A