



Bevill State Community College

SACS Reaffirmation of Accreditation Compliance Certification

Institutional Effectiveness

Comprehensive Standard 3.3.1

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Institutional effectiveness)**

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 educational support services
- 3.3.1.4 research within its educational mission, if appropriate
- 3.3.1.5 community/public service within its educational mission, if appropriate

Introduction

Bevill State Community College is a comprehensive community college whose institutional effectiveness processes encompass all aspects of its mission. Consistent with that **mission**, educational programs are at the heart of the planning and assessment process at BSCC. The administrative and support services and student services are in place to support the educational mission; in addition, the mission focuses on outreach and public service. The following sections describe the institutional effectiveness processes for educational programs, including student learning outcomes; administrative support services; educational support services; and community/public service.

- 3.3.1.1 educational programs, to include student learning outcomes

Judgment of Compliance:

Compliance Partial Compliance Non-Compliance

Rationale for Judgment of Compliance:

Bevill State Community College offers associate degree programs designed for collegiate transfer as well as degree and certificate programs designed to prepare students for entry into career technical and health science fields. The College's well-established planning and assessment processes for educational programs have focused primarily on identification and assessment of expected outcomes at the program level. Expected outcomes have included measures such as the success rate of transfer students at state universities, licensure examination pass rates, and job placement rates. Expected learning outcomes in some cases have been assessed by course grades. In the self-study process for reaffirmation of accreditation, the College's faculty and administration recognized the need for

greater focus on student learning outcomes.

Beginning in Spring 2008, the faculty in the academic transfer programs and in each of the Career Technical, and Health Sciences programs reviewed and revised expected student learning outcomes and/or the assessment methods to be employed. The aim for each program was to focus more on student learning outcomes and to employ assessment methods that would yield results that would be useful in improving the quality of student learning. Assessment results for the vast majority of programs are expected at the conclusion of the Spring 2009 semester with changes and improvements based on these results scheduled for implementation in Summer and Fall semesters 2009. The College expects to achieve compliance with this standard by the 2009-2010 academic year. The following sections describe the planning and assessment processes that have been in place and the recent revisions that have been among these degree programs.

Associate in Arts and Associate in Science Degree Programs

For students planning to transfer to a baccalaureate institution, Bevill State offers two programs of study that will allow them to transfer credits to a four-year college or university. The [Associate in Arts](#) degree is a 60 hour program that is designed for students who wish to major in such fields as English, history, or elementary education. The [Associate in Science](#) is also a sixty semester hour program but is geared toward those students who plan to major in some branch of mathematics or the sciences, such as chemistry, forestry, computer science, or engineering.

The Statewide Transfer and Articulation Reporting System (STARS) establishes a template of approved classes that will transfer seamlessly between two and four-year public institutions in the state of Alabama. The curriculum for both the Associate in Arts and the Associate in Science degrees have a common ground in Areas I-IV of the [STARS University Parallel Approved Common Core Courses](#). However, in Area V, the programs are very different, as students take 19-23 semester hours of credit geared toward the respective degree and major. Bevill State Community College's transfer programs thus allow a student to take half of the coursework (usually 60 credit hours) needed for the baccalaureate degree.

Expected Outcomes for the Academic Transfer Degree Program

As detailed in the *SMACK Operational Plan*, Bevill State has in place a series of [Core Academic Expected Outcomes](#) that help to ensure the quality of its educational program and which reflect the College's Institutional Goals and the Mission Statement. The following process is in place to ensure that the outcomes are created and then assessed:

- Establish Core Academic Objectives for the Academic Transfer program
- Establish a series of Expected Outcomes for the respective Objective
- Develop an Assessment Procedure
- Specify the Administration of the Assessment Procedure
- Evaluate what implications the findings will have on the College (called "Use of Assessment Findings")
- Determine what resources will be required in the assessment

Core Academic Objective One: Transfer Students

The first Core Academic Objective relates to the success of students who transfer from BSCC to a

four-year institution. Tracking these students becomes essential for BSCC to ensure that the College is adequately preparing transfer students for the next phase of their academic career, the baccalaureate level. The first Core Academic Objective is written with those students in mind:

1. To provide students with the academic courses that will allow successful transfer to a four-year college or university.

In order to assess institutional progress towards this goal, BSCC uses data provided from the College Accountability Performance Profile (CAPP), a statistical analysis of community college transfer student performance at the baccalaureate level. Provided by Alabama Commission on Higher Education (ACHE) to the Alabama Department of Postsecondary Education, the CAPP data first became available three years ago; since then, Bevill State has used it as a benchmark for student success and achievement.

With this Core Academic Objective in mind, [Expected Outcomes 60A-1](#) were created to specifically track the degree of success of the transfer students who earn 60 or more credit hours at BSCC. The outcomes all used “baseline data” from the CAPP to evaluate how well Bevill State students perform when they transfer. The baseline data was calculated using data from the majority of the community colleges in the state of Alabama to determine how Bevill fared in comparison to its two year counterparts. The data are then presented in the Report of Expected Results. The results from [Fall 2007](#) are presented here as an illustration, with [Fall 2006](#) and [Fall 2008](#) results also available for viewing:

Criteria	Expected Result	Bevill’s Transfer Performance	Criteria Met/ Not Met
60A-1A Students transferring 24-59 hours with a 2.0 GPA or higher	85.0%	88.93%	Criteria Met
60A-1B Students transferring 24-59 hours with a 3.0 GPA or higher	40.0%	53.21%	Criteria Met
60A-1C Students transferring 60 or more hours with a 2.0 GPA or higher	90.0%	89.13%	Criteria Not Met
60A-1D Students transferring 60 or more hours with a 3.0 GPA or higher	45.0%	50.62%	Criteria Met

The data are then evaluated by the respective supervisor, with suggested changes recorded in the narrative section of the Report of Expected Outcomes. In this illustration, Bevill State met three of the four criteria listed, but, at 89.13 %, fell short of the 90 % needed for Outcome 60A-1C, which assessed the percentage of students transferring 60 or more hours who earned a 2.0 grade point average or higher at their baccalaureate institution. The Narrative for that Report of Expected Results addressed the shortcoming:

F. Narrative: (State comments, actions taken, and/or recommended actions)

One criteria, 60A-1C, was not met in that the percentage shortfall is not considered statistically sufficient. If three additional students out of over three hundred students in this category had achieved a 2.0 or higher GPA, the criteria would have been met. In addition, this report contains only transfer statistical information of those public transfer institutions

where ten or more Beville State Community College students transferred.

The entire process for meeting this core academic objective concerning [transfer students](#), from the formation of the Expected Outcomes to the determination of what resources will be used in the assessment, is detailed in the *SMACK Operational Plan*. The thoroughness in which Beville State collects and evaluates these data reflects its commitment to the academic transfer program. The success of a community college's graduates at the next level is a key indicator of the quality of that institution's academic programs.

Core Academic Objective Two: Student Learning Outcomes

The second of the two Core Academic Objectives cited in the *SMACK Operational Plan* forms the framework for Beville State's Student Learning Outcomes:

2. To provide academic courses that allow students to acquire essential knowledge and skills in oral and written communications, basic mathematical concepts, use of computers, and critical thinking to compete in society and at the four-year degree level.

In order to ensure the quality of its programs, Beville State has developed specific learning outcomes for each of its academic transfer programs. These learning outcomes are linked specifically to the skills presented in Core Academic Objective Two. The five areas of "essential knowledge and skills" from the objectives are measured in a representative course, using an acceptable form of standardized assessment. The following list presents the five courses, with links to the standardized measure of assessment:

- Oral Communication: Fundamentals of Public Speaking ([SPH 107](#))
- Written Communication: English Composition I ([ENG 101](#))
- Mathematical Computation: Pre-Calculus Algebra ([MTH 112](#))
and/or Scientific Reasoning Skills: Principles of Biology I ([BIO 103](#))
- Computer Skills: Microcomputer Applications ([CIS 146](#))
- Critical Thinking Skills : English Composition II ([ENG 102](#))

The outcomes, assessment procedures, administration of assessment procedures, use of findings, and resources required are detailed in the *SMACK Operational Plan* for each [Student Learning Outcome](#) (*SMACK 36-39*).

Recent Improvements in Assessment of Student Learning Outcomes

Beginning with the 2008-2009 academic year, refinements were made by the College regarding the assessment of student learning outcomes for academic transfer programs. The goal was to provide each program with more meaningful data germane to the teaching and learning process than it had previously been receiving with the expected educational results. For many years, the Outcomes sought only to report the number of students who passed in a given course; success in a course was thus an indicator of a given outcome. In revising this process, the College sought to find more specific information about student achievement, something beyond the raw number tabulated in pass/fail rates. Thus, in several courses, including all those that measure the Student Learning Outcomes, some measure of standardized assessment was implemented, usually in the form of a rubric. These specific, standardized measures were developed to help determine the degree to which

the student learning outcomes were being met, and enhance the overall quality of the educational programs by delving more particularly into the skills and competencies needed for a given course.

As it did pertaining to transfer students, the Core Academic Goal related to Student Learning Outcomes is achieved through a process of expected outcomes, assessment procedures, and evaluation of the assessment findings. The details of this assessment concerning Student Learning Outcomes can be found in the *SMACK Operational Plan (60A-4)*. The last Student Learning Outcome related to critical thinking skills is presented here as an illustration:

Expected Outcomes 60A-4: Bevill State graduates will be able to read and offer a competent critical analysis of a selected work of literature.

Expected Outcomes 60A-4 Criteria (English): At least ninety percent of the students successfully completing ENG102 will score at least seventy percent on the second or third critical essay according to a standard evaluation procedure developed by Bevill State Community College's English department.

Assessment Procedures: Students taking English Composition II (ENG102) are required to read and offer critical analyses of literary works. The English faculty developed uniform minimum criteria designed to evaluate the students' ability to read, think, analyze, synthesize ideas, and formulate and express a critical analysis.

Administration of Assessment Procedures: In the Fall term, the English curriculum committee compares the results to the minimum criteria and reports the outcomes and use of results to the appropriate supervisor who will present the information to the President/designee for final approval.

Use of Assessment Findings: Assessment findings are used as one of the factors employed to evaluate curriculum, instruction, and the minimum criteria.

Resources Required: No significant additional resources required.

Assessment of Student Learning Outcomes:

The rubric or other standardized method of assessment has its genesis in curriculum committee meetings for a respective discipline; thus, it is an entirely faculty-generated item. The rubric or other method must be approved by the respective curriculum committee before implementation.

Looking again at the example concerning the Student Learning Outcome related to critical thinking skills, one sees the detailed nature of this process. In a [curriculum committee meeting](#), the respective members of the English department determined the following related to this particular learning outcome:

- The nature of the standardized assessment (a rubric)
- The format of the rubric
- The specific criteria that the rubric was to measure
- The essay on which the rubric was to be implemented

- The mechanism for assessing the data that was to be collected from the rubric.

Ultimately, the committee decided on a five-point rubric that was to evaluate the [research paper](#), a required essay for Composition II. All instructors who teach Composition II, including adjuncts, utilize the rubric on this essay. The [rubric](#) assessed such skills of literary analysis that demonstrate critical thinking, such as identifying “salient arguments from research sources,” constructing a “logical and unifying argument,” and incorporating research logically and accurately into the argument of the essay.” These criteria were consistent with the goals and objectives of the course, as reflected on the [Composition II syllabus](#). In addition, the method of collecting data and the procedure for tabulating results is made clear.

Assessment of Outcomes:

Simply creating the rubric and employing it on a given assignment/exam is only the beginning of Bevill State’s process related to student learning outcomes. The critical issue to be resolved is what the rubrics will measure and how they will be evaluated. Each curriculum committee is then charged with the task of establishing [Measurable Criteria](#) for the assessment and tabulation the data. The Measurable Criteria for the critical thinking example is follows:

At least ninety percent of the students successfully completing **ENG102** with a C or better will earn at least three out of five possible points on a **critical, research essay** according to a standard evaluation procedure developed by Bevill State Community College's English department.

After the rubric or other method of standardized assessment related to the Student Learning Outcomes has been employed in a given course, the results are tallied by an individual instructor and reported to the respective chair of the curriculum committee, who collates the results from all four campuses (and instructional sites, if applicable). The results of the assessment are presented to the three other campus representatives of the curriculum committee (the chair and then the other three members)

Use of Outcomes:

An integral element in the Student Learning Outcome process at BSCC is the “Use of Assessment Findings”: now that the various curriculum committees have collected the data, what do they plan to do with the results? What program changes will be implemented, if any? The “Use of Assessment Findings” for each Student Learning Outcome indicate the scope of the change; for instance, the English committee, like many other disciplines who utilize rubrics in classes that measure the Student Learning Outcomes, can use the results from its critical thinking rubric to evaluate:

- Curriculum
- Instruction
- Assessment Measures
- Minimum criteria.

Clearly, the curriculum committees have wide latitude in their scope of possible institutional change based on the evaluation of the rubrics. Such evaluation can lead to a change in content for the course (curriculum), an alteration in pedagogy (instruction), a revamping of the method of assessment

(assessment measures) or the measurement of the learning outcome (minimum criteria).

The representatives evaluate the data and, in writing, **suggest changes** that might be needed based on their evaluation. Thus each semester, the opportunity for systemic change exists. Moreover, the method of standardization is reviewed on a yearly basis by the individual curriculum committee, giving each committee the opportunity to tweak its rubric or to revise the method of standardization.

The greatest change in the procedures regarding Bevill State's Student Learning Outcomes is its best example of the use of results: the curriculum committees decided the old methodology was unsatisfactory and have begun the process of doing things differently in their academic programs.

Associate in Applied Science Degree Programs and Certificates

The Associate in Applied Science (A.A.S.) degree enables students to receive education in skills-based programs that prepare the students to enter directly into the workforce. These programs are divided into the two main divisions of Health Sciences and Career Technical. The A.A.S. degree requires a minimum of sixty semester hours divided between general studies courses and the courses required in the student's specific career technical or health sciences field. Graduates, on average, complete between 21-35 semester hours in general studies and 39-51 semester hours in field concentration courses. Certificate programs usually require fewer hours in general education and may have more focused requirements in the specialization.

Expected Outcomes for the Associate of Applied Science Degree Programs and Certificates:

As detailed in the *SMACK Operational Plan*, Bevill State has in place a series of Expected Outcomes for each program that help to ensure the quality of its educational programs and which reflect the College's Institutional Goals and Mission statement. The **main objectives** of the Associate of Applied Science degree and certificate programs are as follows:

Objectives:

1. To provide Career Technical/Health Science programs that will enable graduates to obtain employment in appropriate occupational fields.
2. To provide Career Technical/Health Science Programs that will allow the graduate to exhibit the technical job skills expected of a job entry level employee.
3. To prepare Career Technical/Health Science graduates to the level of performance that ensures success when attempting licensure/certification exams.
4. To provide curriculum and instruction that satisfies students' goals and objectives upon program completion.
5. To graduate students from Career Technical/Health Science programs who demonstrate competency in selected occupational fields.

Each of the program outcomes is then delineated through the following program of planning, assessment, and evaluation of findings:

- Establishing a series of Expected Outcomes for the objectives
- Developing assessment procedures
- Specifying the administration of the assessment procedures
- Evaluating what implications the findings will have on the College (called “Use of Assessment Findings)
- Determining what resources will be required in the assessment.

Throughout the history of BSCC, this annual review process for the A.A.S. programs focused on the quantitative performance indicators at the educational program level. Examples of these quantitative measures have included job placement rates, licensure pass rates, programmatic accreditation, and the degree of student and employer satisfaction. Table 1.1 illustrates results on programmatic outcomes for a selection of the Applied Science programs and certificates.

Program/Certificate	Pass Rate 2007-2008	Job Placement Rates 2007-2008	Licensure Rate 2007-2008
Associate Degree Nursing	84.4%	100%	88%
Practical Nursing	95.2%	100%	99%
Emergency Medical Technician – Basic	100%	100%	60%
Emergency Medical Technician – Paramedic	75%	90%	75%
Air Conditioning & Refrigeration Technology	100%	89%	100%
Cosmetology	100%	100%	100%
Electricity/Electronics Technology	80%	60%	Not applicable
Welding Technology	100%	25%	100%

The A.A.S. programs established quantitative, measurable criteria and results that were compared to the identified outcomes for the previous year to determine trends in quality. Examples of **continuous improvement** among individual programs based on these programmatic outcomes include:

- Implementation of a Paralegal Internship to address low job placement rates in the program.
- Increases in industry certification for the Air Conditioning & Refrigeration Technology program.
- Implementation of the Ready to Work curriculum to improve graduate “soft skills” in the work environment.

As indicated by these improvements, the programmatic measures are useful in determining the quality of the programs provided; however, some concern was expressed that the outcomes did not provide a sufficiently detailed analysis of the student learning outcomes (as required in Institutional Goal A) among the specific career technical and health science degree and certificate programs at

BSCC.

In a continued effort to ensure the quality of its programs, Bevell State underwent a process in the 2007-2008 academic year to develop the addition of specific student learning outcomes unique to each of its Associate in Applied Science degree and certificate programs. These student learning outcomes were developed by the faculty for each program and **approved** by the senior administration in the Fall of 2008. The outcomes were designed to work in conjunction with the programmatic outcomes and included field concentration specific student learning outcomes and detailed outcome assessment measures. Examples of assessments that were developed by the faculty included capstone courses, internships, practicum, portfolio requirements, and skills demonstrations check sheets. Table 1.2 identifies each of the A.A.S programs and links to their specific student learning outcomes as recommended during the Fall 2008 SMACK/Institutional Effectiveness reporting process.

Table 1.2

Career Technical Programs
Air Conditioning & Refrigeration Technology
Business Office Management and Technology
Child Development
Computer Science
Drafting Design Engineering Technology
Electricity/Electronics Technology
Machine Tool Technology
Paralegal
Health Sciences Programs
Associate Degree Nursing
Emergency Medical Technician – Paramedic

Use of Outcomes:

An integral element in the Student Learning Outcome process at BSCC is the “Use of Assessment Findings” that is reviewed annually during the SMACK/Institutional Effectiveness process. Once the various programs have collected the student learning outcome data for the previous academic year, the data will be able used for continuous improvement just as they do with the programmatic outcomes. Continuous improvement based on student learning outcome data can include changes to:

- Curriculum
- Instructional Delivery
- Assessment Measures
- Minimum criteria.

As with the academic transfer program committees, the A.A.S. instructors have wide latitude in their scope of possible institutional changes based on the evaluation of the student learning outcomes.

References and Supporting Documentation:

Keyword(s)	Reference
Mission	<i>Strategic Plan 2007-2010</i> Volume II, page 6
Associate in Arts	<i>Bevill State Community College 2008-2009 Catalog</i> , Associate in Arts Program of Study, page 33
Associate in Science	<i>Bevill State Community College 2008-2009 Catalog</i> , Associate in Science Program of Study, page 33
STARS University Parallel Approved Common Core Courses	<i>Bevill State Community College 2008-2009 Catalog</i> , STARS University Parallel Approved Common Core Courses, page 32
Core Academic Expected Outcomes	<i>SMACK Operational Plan, 2008 Edition</i> , page 35
CAPP	College Accountability Performance Profile 2008
Expected Outcomes 60A-1	<i>SMACK Operational Plan, 2008 Edition</i> , page 35
Fall 2007	FA 07 EO Core
Fall 2006	FA 06 EO Core
Fall 2008	FA 08 EO Core
Transfer students	<i>SMACK Operational Plan, 2008 Edition</i> , page 35
SPH 107	SPH 107 Rubric
ENG 101	ENG 101 Rubric
MTH 112	MTH 112 Rubric
BIO 103	BIO 103 Rubric
CIS 146	CIS 146 Rubric
ENG 102	ENG 102 Rubric
Student Learning Outcome	<i>SMACK Operational Plan, 2008 Edition</i> , pages 36-39
60A-4	<i>SMACK Operational Plan, 2008 Edition</i> , pages 37-40
Curriculum committee meeting	English Curriculum Committee Meeting April 11, 2008
Research paper	Assignment Sheet: Research Paper
Rubric	English Composition II Rubric: Research Paper
Composition II syllabus	ENG 102 Syllabus 2008-2009 Academic Year

Measurable Criteria	FA 08 EO Core, pages 19-20
Suggest changes	FA 08 EO Core, page 19, Section G Narrative
Main objectives	<ul style="list-style-type: none"> • <i>SMACK Operational Plan, 2008 Edition</i>, pages 15-28 • <i>SMACK Operational Plan, 2008 Edition</i>, pages 50-56
Associate Degree Nursing	FA08 EO Health Sciences, pages 39-50
Practical Nursing	FA08 EO Health Sciences, pages 10-24
Emergency Medical Technician – Basic	FA08 EO Health Sciences, pages 32-38
Emergency Medical Technician – Paramedic	FA08 EO Health Sciences, pages 25-37
Air Conditioning & Refrigeration Technology	FA08 EO Air Conditioning and Refrigeration Technology
Cosmetology	FA08 EO Cosmetology
Electricity/Electronics Technology	FA08 EO Electrical Technology
Welding Technology	FA08 EO Welding Technology
Continuous improvement	Career Technical 3 Year Report
Approved	Career Technical SLO Recommendation
Air Conditioning & Refrigeration Technology	Air Conditioning and Refrigeration SLO Grid
Business Office Management and Technology	BOMT SLO Grid
Child Development	Child Development SLO Grid
Computer Science	Computer Science SLO Grid
Drafting Design Engineering Technology	Drafting and Design SLO Grid
Electricity/Electronics Technology	Electronics SLO Grid
Machine Tool Technology	Machine Tool Technology SLO Grid
Paralegal	Paralegal SLO Grid
Associate Degree Nursing	ADN SLO Grid
Emergency Medical Technician – Paramedic	EMT Paramedic SLO Grid

3.3.1.2 administrative support services

Judgment of Compliance:

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

Rationale for Judgment of Compliance:

Bevill State’s administrative support services identify expected outcomes, annually assess whether they have achieved those outcomes, and use these assessments to continuously improve services to students, faculty, staff and other college stakeholders. As evidenced in [Core Requirement 2.5](#), the process is documented in the *SMACK Operational Plan*.

BSCC defines the administrative support services as those that *indirectly* impact student learning. They include Administrative Services, Personnel Services, the Office of Planning, Research, and Institutional Effectiveness (OPRIE), Public Relations, and the Police Department. Each of these administrative support services have developed clearly defined purpose statements and expected outcomes that are linked to the College’s mission and Institutional Goals. To illustrate this process, consider BSCC’s Computer Services department. The purpose of this department, as outlined in the *SMACK Operational Plan*, is

to promote and provide state-of-the-art computing and data services that support all facets of the institution’s mission such as the management, instruction, learning resources, institutional research, and public service function.

This purpose statement was developed in response to Institutional Goal I, “The College will continue its commitment to the investment, implementation, and management of technology to support its mission and goals.” From this purpose statement the Computer Services department developed four expected outcomes that are reviewed each fall. These outcomes include:

1. The Computer Services Department will facilitate the integration of state-of-the-art computing technology into all functional areas of the College. Bevill State’s administrators/faculty/staff will agree that the Computer Services Department provides adequate planning assistance to maintain state-of-the-art computing technology in their functional area.
2. The Computer Services Department will continue to provide effective, secure, and reliable information systems that support the College’s functional areas. Bevill State’s administrators/faculty/staff will agree that the Computer Services Department provides an effective, secure, and reliable information system that supports their functional area.
3. The Computer Services Department will promote and facilitate the use of computer technology throughout the service area. Bevill State’s administrators/faculty/staff will agree and evidence will show that the Computer Services Department supports the use of computer technology throughout the service area.

4. Computer Services will support Beville State faculty and staff in planning, design, implementation, and operation of institutional computing resources. Beville State faculty and staff will express satisfaction with the support provided by Computer Services.

The Computer Services Department uses results from specific questions on the [Evaluation](#) of Library and Support Services to measure their achievement of these outcomes. In years in which the outcomes were not met according to their specified criteria or results showed a decline from the previous years', the department gathers additional information to implement a plan of action to improve the results. Examples of these continuous improvements based on assessment results include:

- Development of a [staff education plan](#) to ensure users are aware the staff is available to assist with technology planning.
- Hiring additional support staff to meet user demand on the Hamilton Campus.
- Development of a Technology Plan.

This same process is used by all of the administrative support service. [Some examples](#) of improvements based on the SMACK/ Institutional Effectiveness process include:

- Implementation of institutional effectiveness training seminars on all campuses to re-orient staff on the institutional effectiveness process and purpose.
- The Personnel Department developed student information system queries to assist supervisors in managing the paperwork for new hires and employees with changes in status.
- The Public Relations department began emailing students and staff the BSCC weekly newsletter, *Bear Facts*, to help communicate the community activities to all college stakeholders.
- Local law enforcement officers increased the number of random patrols through the BSCC campuses to assist in improving campus security and the students' sense of safety.
- Administrative Services implemented new procedures that allow each budget manager to view their budgets on-line in real time.

All of the reports that document the SMACK/Institutional Effectiveness process for the administrative support services departments are available below as supporting documents.

References and Supporting Documentation:

Keyword(s)	Reference
Core Requirement 2.5	Core Requirement 2.5 Narrative
<i>SMACK Operational Plan</i>	SMACK Operational Plan, 2008 Edition, page 29
Evaluation	Library and Support Services Evaluation Results 2008 (Staff), pages 7-8
Staff education plan	FA06 EO Computer Services

Some examples	<ul style="list-style-type: none"> • FA06 EO Computer Services • FA07 EO Computer Services • FA08 EO Computer Services • FA06 EO Administrative Services • FA07 EO Administrative Services • FA08 EO Administrative Services • FA06 EO OPRIE • FA07 EO OPRIE • FA08 EO OPRIE • FA06 EO Personnel • FA07 EO Personnel • FA08 EO Personnel • FA06 EO Police Department • FA07 EO Police Department • FA08 EO Police Department • FA06 EO Public Relations • FA07 EO Public Relations • FA08 EO Public Relations
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3.3.1.3 educational support services

Judgment of Compliance:

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

Rationale for Judgment of Compliance:

Bevill State’s educational support services identify expected outcomes, annually assess whether they have achieved those outcomes, and use these assessments to continuously improve services to students, faculty, staff and other college stakeholders. As evidenced in [Core Requirement 2.5](#), the process is documented in the *SMACK Operational Plan*.

BSCC defines the educational support services as those that support the facilitation of student learning. They include Intercollegiate Athletics, Student Services and Library Services. Each of the educational support services have developed clearly defined purpose statements and expected outcomes that are linked to the College’s mission and Institutional Goals. To illustrate this process, consider BSCC’s Intercollegiate Athletics department. The purpose of this department, as outlined in the *SMACK Operational Plan*, is

to provide students opportunities for personal growth and development through athletic competition.

This purpose statement was developed in response to Institutional Goal B, “The College will expand, strengthen, and improve support services and activities for students to enhance enrollment, retention, and educational goal attainment.” From this purpose statement the Intercollegiate Athletics department developed seven expected outcomes that are reviewed each fall. These outcomes include:

1. Bevill State's intercollegiate athletics program will function effectively as an integral part of the education of athletes.
2. Bevill State athletes, coaches, administrators, faculty, and staff will rate the effectiveness of the administration's concern for the social, cultural, emotional, and cognitive development of athletes as good or excellent.
3. Bevill State student athletes and coaches will rate the services provided to student athletes as good or excellent.
4. Bevill State student athletes will display a demeanor that reflects positively on the athletic programs and the institution.
5. Bevill State student athletes, coaches, administrators, faculty, and staff will agree or strongly agree that the intercollegiate athletics program operates in a manner that is in keeping with the institutional mission and reflects sound educational practices.
6. Bevill State student athletes will rate the overall effectiveness of each coach as good or excellent.
7. Bevill State student athletes and coaches will rate the athletic facilities as either good or excellent.

The Intercollegiate Athletics Department uses results from the following surveys and evaluations to measure their achievement of these outcomes:

- [Evaluation of Administration of Athletic Programs](#)
- [Evaluation of Athletic Services](#)
- [Evaluation of Athletic Facilities](#)
- [Evaluation of Library and Support Services](#)
- [Coaches' Evaluation by Athletes.](#)

In years in which the outcomes were not met according to their specified criteria or results showed a decline from the previous year, the department developed and implemented a plan of action to improve the results. Some examples of these [continuous improvements for athletics](#) based on assessment results include:

- An increase in the number of athletes transferring to 4-year institutions has occurred because of the training that all coaches received on the STARS articulation agreement and training on the AS400 degree plan for students.

- The development of the new BSCC website has allowed the department to publish press releases which highlight outstanding accomplishments that are garnered not only by team but also by individual student athletes.
- Reports were developed as a means to periodically check on student athlete's academic progress.

This same process is used by all of the educational support services departments including Student Services and Library Services. Some examples of [improvements for Student Services and Library Services](#) based on the SMACK/Institutional Effectiveness process include:

- During the spring of 2007 the College implemented a new recruiting strategy – the *Bevill Bound* Program. The purpose of the program is to schedule groups of high schools seniors to visit the campus to complete the COMPASS placement exam, receive information on admission and financial aid, and participate in a campus tour.
- In February 2008, a teleconference was held and open to all faculty and staff. The teleconference was presented by Graham Sisson, the Assistant Attorney General, State ADA Coordinator and Executive Director of the Governor's Office on Disability (GOOD). Ninety-six (96) individuals attended this conference and it received excellent evaluations by the attendees.
- InfoCentre was installed as the new library management system in the libraries.
- Resources – All of the Bevill State Community College libraries continue to add materials in a variety of formats to the collections. Materials added are available in print, non-print, and electronic resources such as Books, VHS, DVD, CD-ROM, etc.
- The libraries currently subscribe to NetLibrary and have access to 2,000 electronic books.

All of the reports that document the SMACK/Institutional Effectiveness process for the educational support services departments are available below as supporting documents.

References and Supporting Documentation:

Keyword(s)	Reference
Core Requirement 2.5	Core Requirement 2.5 Narrative
<i>SMACK Operational Plan</i>	SMACK Operational Plan, 2008 Edition, pages 57-62
Evaluation of Administration of Athletic Programs	Administration of Athletic Programs Evaluation Results 2008
Evaluation of Athletic Services	Athletic Services Evaluation Results 2008
Evaluation of Athletic Facilities	Athletic Facilities Evaluation Results 2008
Evaluation of Library and Support Services	<ul style="list-style-type: none"> • Library and Support Services Evaluation Results 2008 (Students) • Library and Support Services Evaluation Results 2008 (Staff)

Coaches' Evaluation by Athletes	Coaches' Evaluation by Athletes 2008
Continuous improvements for athletics	<ul style="list-style-type: none"> • FA06 EO Intercollegiate Athletics • FA07 EO Intercollegiate Athletics • FA08 EO Intercollegiate Athletics
Improvements for Student Services and Library Services	<ul style="list-style-type: none"> • FA06 EO Student Services • FA07 EO Student Services • FA08 EO Student Services • FA06 EO Library • FA07 EO Library • FA08 EO Library

3.3.1.4 research within its educational mission, if appropriate

Judgment of Compliance:

Bevill State Community College does not define research within the context of its mission, and 3.3.1.4 is not applicable to the College's compliance of 3.3.1.

3.3.1.5 community/public service within its educational mission, if appropriate

Judgment of Compliance:

Compliance Partial Compliance Non-Compliance

Rationale for Judgment of Compliance:

The institution identifies expected outcomes, assesses whether it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: Skills Training, Continuing Education, Adult Education and Training for Existing Business and Industry (TEBI).

Skills Training

The Skills Training Division's purpose is to provide quality education while responding to the needs and goals of area residents both traditional and non-traditional. The Skills Training Division provides skills training for those seeking employment, seeking to upgrade and increase job specific skills or seeking self-improvement. The Division offers career specific courses designed to develop initial skills, upgrade skills, or to enhance job performance. The purpose statement was developed in response to Institutional Goal D: The College will promote economic development throughout the

service area and the state.

The objectives of the division are as follows:

1. To determine need for and offer Skills Training courses in support of economic growth and workforce development.
2. To expand Skills Training offerings throughout the service area. To provide stand-alone short term competency based courses as required using both in house and contracted training.
3. To further incorporate Skills Training students into regularly scheduled credit producing classes as open entry open exit students.

Bevill State is currently [reviewing](#) these goals to make sure they are in compliance with Commission on Colleges standards.

To determine the need for and offer Skills Training courses in support of economic growth and workforce development BSCC conducts interest/needs [surveys](#) throughout the service area to identify Skills Training. Bevill State's Skills Training Division schedules [training events](#) which address at least 85 percent of the identified training needs each year.

Related to the second objective of this division Bevill State's Skills Training Division expands Skills Training offerings by 5% each year based on interest/needs surveys.

The Director of the Skills Training Division maintains a listing of identified training needs and training courses scheduled to address newly identified needs, as well as schedules training courses as needed. The Director maintains records of students provided skills training and the means in which training was provided.

An [example](#) of continuous improvements based on a need identified by the North West Alabama Mental Health Association was the development of the Mental Health Qualified Technician (MHQT) course. Administrators from the association identified the need for qualified individuals to work in group homes and inpatients mental health settings. Classes began in March 2008 with 15 individuals trained since that date. This course enables students to be ready for work in all aspects of the MHQT field.

Another example would be the Police/Homeland Security courses that have been established and are ongoing throughout the College's service area, with approximately 150 individuals trained since April 2008. Police/Homeland Security courses include: National Incident Management System, Crime Scene Protection, Fingerprinting, and Cell Phone Forensics.

Continuing Education

The purpose of the [Continuing Education](#) program is to serve the community with a variety of courses for self-enrichment and technical training. The Continuing Education Program meets the needs of the community by providing courses that train and enrich the citizens of the service area. The Continuing Education Program serves as a bridge between the College and the community. The purpose statement was developed in response to Institutional [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 the community leadership and local partnership structure.

The objectives of the division are:

1. To provide a variety of Continuing Education courses to students for the purpose of self-enrichment.
2. To employ effective Continuing Education instructional personnel.

Student self-enrichment is [assessed](#) by student evaluations upon completion of each Continuing Education course/class. At least 75% of CE students express satisfaction with their attainment of self-enrichment. Also, Beville State Continuing Education instructors receive positive comments from class surveys as to their subject competency at least 75% of the time.

One example of continuous improvement in the Continuing Education Department is the addition of a Continuing Education Coordinator on the Hamilton campus. After review of the campus enrollment in the 2003 academic year, it was determined that the Hamilton Campus needed a dedicated staff member to be responsible for continuing education activities. In September 2004, the College added a continuing education part-time person on the Hamilton campus and the number of individuals served increased from 934 in the previous year to 1,192 in the 2004 academic year. This has fostered the growth of community relationships in the northeastern part of the College service area.

Adult Education

The purpose of the [Adult Education](#) department is to provide educational opportunities for adults in the College's service area enabling them to acquire basic skills necessary to function in society, to have a positive effect on the literacy of their children, to enable students to continue their education to at least the level of completion of secondary schools, and to secure training that enables them to become more employable, productive and responsible citizens. The purpose statement was developed in response to Institutional [Goal C](#): The College will foster an atmosphere of empowerment in its developmental educational programs.

The objectives of the department are:

1. To provide instruction that will enable adults to obtain employment.
2. To provide instruction that will enable adults to retain employment.
3. To provide instruction that will enable adults to enter postsecondary education or other training programs.
4. To provide instruction that will enable adults to obtain high school completion/GED.
5. To provide instruction that will enable adults to improve reading, math, and/or language skills.

The above objectives were measured by meeting or exceeding the state mandated percentage for each of the following areas:

- obtaining employment
- retaining employment
- entering postsecondary education or other training programs
- completing high school and/or earning a high school credential
- improving reading, math, and/or language skills.

The Director of Adult Education reports quarterly to the Department of Postsecondary Education based on the data entered into the Alabama Education System for Accountability and Performance (AAESAP). The [results](#) of the quarterly assessment are used to evaluate overall program and individual classroom effectiveness as an integral part of continual program improvement.

The percentages of academic progress currently exceed the state's goals in each of the six National Reporting System's educational functioning levels for adult education and in five of the six education functioning levels outlined for English as a Second Language. Since the 2006-2007 reporting year, enrollment in the Adult Education program has increased by 12% and ESL class enrollment has more than doubled. Continuous improvement in the Adult Education program is documented through the fact that percentages for Retention rate, Core Achievement, and Post-test rate exceed the state's averages for the 2007-2008 year. The number of GEDs obtained increased by 30 during the 2007-2008 reporting year. Notable improvements were made in the area of cost per learner which can be attributed to intensive public relations/marketing efforts.

Training For Existing Business and Industry (TEBI)

The purpose of the Training for Existing Business and Industry ([TEBI](#)) program is to develop and provide individual courses that effectively address the identified skills and competencies needed by area organizations. TEBI fosters economic growth in the service area through active involvement with area business and industries through seminars, video-conferences and the providing of pre-employment, upgrade, and skills enhancement training. Additionally, TEBI supports the College mission by encouraging entrepreneurial opportunities and participating in training provided by the College. The purpose statement was developed in response to Institutional [Goal D](#): The College will promote economic development throughout the service area and the state.

The objectives of the program are:

1. To determine the need for and offer business and industry training in support of economic growth and community development.
2. To expand business and industry training throughout the service area.

The College plans to conduct [interest/needs surveys](#) throughout the business/industry, civic, and professional communities to identify their training requirements. Beville State's TEBI program plans to schedule TEBI events which address at least seventy-five percent of the newly identified needs each year. One of the goals of the division is to increase by no less than four percent the training events and the number of employees served.

Training for business and industry events has increased dramatically over the past several years. The following table represents increases in TEBI training events:

	2006	2007	2008
# Training Events	34	34	193

The College continues to grow its TEBI division through partnerships with companies such as Alabama Power, McWane Pipe, and NACCO (Interest/Needs Survey Assessment pg. 5, 6 & 11-14). This past year Beville State trained and certified 11 employees of Alabama Power in all phases I-IV (480 contact hours) of Alabama Power’s Apprenticeship Maintenance Welding program. A second group of employees from Alabama Power began February 2, 2009. McWane Cast Iron Pipe Company partnered with Beville State to provide Millwright training for 27 employees. The College trained 11 of Drummond Company’s Shoal Creek Mines’ maintenance employees through Welding TEBI training and certification. Twenty-two additional maintenance employees began welding training on January 26, 2009. NACCO Material Handling Group has a dire need to train/employ qualified persons to replace those who are retiring from their Industrial Maintenance area and the TEBI division has profiled two of the jobs and established WorkKeys® entry and effective level cut scores to be used as part of the screening process.

References and Supporting Documentation:

Keyword(s)	Reference
Skills Training	<i>SMACK Operational Plan, 2008 Edition, page 94</i>
Goal D	<i>Strategic Plan 2007-2010 Volume II, page 7</i>
Reviewing	<ul style="list-style-type: none"> • Memorandum, “Skills Training SMACK Objectives,” 1-12-09 • Memorandum, “Answers to Questions Regarding Serving Credit and Non-Credit Students in the Same Course,” 12-17-01
Surveys	<ul style="list-style-type: none"> • Example Survey: Plumbing • Example Survey: Homeland Security
Training events	National Incident Management System (NIMS) Training Plan
Example	MHQT Course Syllabus
Continuing Education	<i>SMACK Operational Plan, 2008 Edition, page 33</i>
Goal G	<i>Strategic Plan 2007-2010 Volume II, page 7</i>
Assessed	<ul style="list-style-type: none"> • FA06 EO Continuing Education • FA07 EO Continuing Education • FA08 EO Continuing Education

Adult Education	<i>SMACK Operational Plan, 2008 Edition, page 11</i>
Goal C	<i>Strategic Plan 2007-2010 Volume II, page 7</i>
Results	Adult Education Quarterly Review 2008-2009
TEBI	<i>SMACK Operational Plan, 2008 Edition, page 109</i>
Goal D	<i>Strategic Plan 2007-2010 Volume II, page 7</i>
Interest/needs surveys	Interest/Needs Survey Examples 2008-2009