



Bevill State Community College

SACS Reaffirmation of Accreditation Compliance Certification

Federal Requirements 4.1

The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. **(Student achievement)**

Judgment of Compliance:

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

Rationale for Judgment of Compliance:

Bevill State Community College evaluates success with respect to student achievement including consideration of course completion, state licensing examinations, and job placement rates. BSCC's commitment to monitoring student achievement is demonstrated by the significant number of institutional goals and planning strategies that are focused on assessing and improving student course completion/retention rates, licensure exam pass rates, and job placement rates. Evidence of these continuous improvement efforts is a common theme throughout Bevill State's main planning and evaluation documents including the *Strategic Plan*, *SMACK Operational Plan*, and the Alabama State Department of Postsecondary's annual College Accountability Performance Profile.

Course Completion

BSCC evaluates student achievement in regards to course completion on both the strategic and operational levels. The Strategic Plan, as described in [Narrative 2.5](#), is BSCC's blueprint for success in achieving its mission of Learning, Serving, Enriching. Two of the eleven [institutional goals](#) outlined in the current Strategic Plan are directly related to course completion:

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

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

These institutional goals are supported by seven [strategies for success](#) that include:

1. Providing comprehensive support services to improve student persistence and

academic achievement.

2. Strengthening the advising process to ensure students complete their desired educational goals.
3. Offering a flexible class schedule to enhance enrollment, retention, and educational goal attainment.
4. Providing intervention strategies to assist students in acquiring basic learning skills to achieve academic progress.
5. Developing a formalized college-wide method of tracking developmental students.
6. Standardize developmental curriculum and course advancement measures.
7. Remove educational barriers that prevent education opportunities to students.

BSCC evaluates course completion rates by tracking several different populations of students through the annual SMACK/Institutional Effectiveness process: students enrolled in developmental courses, developmental students' performance in subsequent college-level courses, and students enrolled in distance education courses. Table 1.1 outlines the [evaluation methods](#) utilized to determine course completion success for these populations.

Table 1.1

Expected Outcome	Measure of Effectiveness	Results of Assessment
70C-1 Students who enroll in one or more developmental courses in the fall will progress to any next level course in the subsequent spring or summer. Courses included in “developmental” for this measurement are Math 090 and English 092.	Students in this population are identified each fall based upon enrollment in developmental courses. The population is then tracked from fall to fall to determine those who have completed the course and progressed to college-level work.	Academic Year 2006-2007 Outcome Met Academic Year 2007-2008 Outcome Not Met
70C-2 Students completing developmental programs at Beville State will acquire the knowledge and skills required to succeed in their programs of study. Students completing developmental programs and enrolling in credit courses will succeed in	Students in this population are identified each fall based upon enrollment in developmental courses. The population is then tracked from fall to fall to determine those who have progressed to and successfully completed college-level work.	Academic Year 2006-2007 Outcome not met Academic Year 2007-2008 Outcome not met

these courses.		
70C-4 Eighty percent of students who enroll in RDG083 will complete the course (will not drop with a W, WP, or WF).	The Office of Planning, Research, and Institutional Effectiveness provides development staff with reports to determine the number of students who enrolled in RDG083 and completed the course.	Academic Year 2006-2007 Outcome met Academic Year 2007-2008 Outcome met
80A-3 Student success in Distance Education courses is comparable to traditional courses.	The College gathers completion data for distance education courses and traditional courses by discipline and reports the data to the administration.	Academic Year 2006-2007 Outcome not met Academic Year 2007-2008 Outcome not met

BSCC also has in place an [Early Alert/Intervention Initiative](#) program which focuses on student retention and intervention strategies. With the Office of Student Services and faculty working together, students who are in danger of failing are identified at midterm and intervention strategies are initiated. Students who are experiencing academic difficulty are contacted by mail, informed of their academic status at mid-term, and strongly encouraged to meet with identified Office of Student Services/Student Support Services staff to discuss campus resources, intervention strategies and develop an Academic Intervention Plan.

State Licensure

Licensure examinations provide an external measure of student achievement. At BSCC, student success in passing state licensure examinations is an essential indicator of success at meeting the College's mission of Learning, Serving, Enriching. Pass rates for state licensure examinations are analyzed each year during the SMACK/Institutional Effectiveness process (as outlined in Core Requirement narrative 2.5). Expected outcome [30A-4](#) refers to the pass rate for all Career Technical programs and certificates. Expected outcome [90A-3](#) refers to the pass rate for all health science programs and certificates. Table 1.2 outlines the pass rates for these programs as analyzed during the SMACK/Institutional Effectiveness process.

Table 1.2

Program	Pass Rate 2005-06	Pass Rate 2006-2007	Pass Rate 2007-2008
Associate Degree Nursing	93.9%	87.63%	84.4%
Practical Nursing	75.9%	98.59%	95.2%
Basic Paramedic	66%	60%	100%
Paramedic	50%	75%	75%
Air Conditioning & Refrigeration	83%	100%	100%
Cosmetology	95%	100%	100%
Truck Driving	100%	100%	99%

Welding Technology	100%	100%	100%
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Pass rates on state licensure examinations are also reviewed and analyzed annually during preparation of the College Accountability Performance Profile (CAPP) for the Alabama Department of Postsecondary (as described in Core Requirement narrative 2.5).

Job Placement Rates

Similar to state licensure pass rates, job placement for graduates is a valuable external measure of student achievement. At BSCC, three assessment measures are designed to evaluate student achievement in terms of job placement rates including the [SMACK/Institutional Effectiveness](#) process, the [CAPP](#), and the [Graduate/Completer Alumni](#) Questionnaire (question 4). Table 1.3 outlines these measures.

Table 1.3

Objective	Assessment Measure	Results of Assessment
30A-2 Bevill State graduates of Career Technical degree and certificate programs will obtain employment and demonstrate the knowledge and skills normally expected of a job-entry level employee in the occupational field.	SMACK/Institutional Effectiveness	2007-2008 91% average for all 16 Career Technical Programs
90A-2 Bevill State graduates of Health Science associate degree and certificate programs will obtain employment and demonstrate the knowledge and skills normally expected of a job-entry level employee in their occupational field.	SMACK/Institutional Effectiveness	2007-2008 88% average for all five Health Science programs and certificates.
Performance Component 3: Career Technical Programs Percent of completers employed and/or continuing their education.	College Accountability Performance Profile	2007-2008 85%
Question 4 Based on your experience at Bevill State, how satisfied were you with Job Placement?	Graduate/Complete Alumni Report	2007-2008 89% satisfied or very satisfied

References and Supporting Documentation:

Keyword(s)	Reference
Narrative 2.5	Core Requirement 2.5 Narrative
Institutional goals	<i>Strategic Plan 2007-2010</i> Volume II, page 7
Strategies for success	<i>Strategic Plan 2007-2010</i> Volume II, pages 10-11
Evaluation methods	<ul style="list-style-type: none">• <i>SMACK Operational Plan, 2008 Edition</i>, pages 40-43• <i>SMACK Operational Plan, 2008 Edition</i>, page 47
Academic Year 2006-2007	<ul style="list-style-type: none">• FA07 EO Developmental• FA07 EO Distance Education
Academic Year 2007-2008	<ul style="list-style-type: none">• FA08 EO Developmental• FA08 EO Distance Education
Early Alert/Intervention Initiative	Early Alert Academic Intervention Plan, page 1
30A-4	<i>SMACK Operational Plan, 2008 Edition</i> , page 17
90A-3	<i>SMACK Operational Plan, 2008 Edition</i> , page 52
SMACK/Institutional Effectiveness	<ul style="list-style-type: none">• <i>SMACK Operational Plan, 2008 Edition</i>, page 16• <i>SMACK Operational Plan, 2008 Edition</i>, page 51
CAPP	College Accountability Performance Profile 2008, page 5
Graduate/Completer Alumni	Graduate/Completer Alumni Evaluation Results 2008, page 3