BRUNSWICK COMMUNITY COLLEGE

INSTITUTIONAL EFFECTIVENESS
PLANNING MANUAL
2023-2024

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 ongoing, institution-wide commitment to planning and outcomes assessment for 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.

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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

Brunswick Community College provides 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.
Reaffirmed by the BCC Board of Trustees on February 18, 2021.

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. *Reaffirmed by the BCC Board of Trustees on February 15, 2018.*

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 six 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: BCC will remove barriers for students to access academic, continuing education, and economic workforce development programs.

Directive 2: BCC will provide services and resources that empower students to succeed.

Directive 3: BCC will sustain, enhance, develop, and deliver relevant, innovative, and high-quality educational programs and services that prepare graduates for college transfer and the workforce.

Directive 4: BCC will enhance ways to recruit, develop, and retain high-performing employees.

Directive 5: BCC will develop and maintain programs and services to advance the workforce of our communities.

Directive 6: BCC will continually improve quality of all college administrative services, student services, and support services to ensure the College's vision, mission, and goals will be achieved.

2023-2028 Strategic Planning Tool

At BCC, the strategic framework for long-range planning is the Strategic Plan 2023-2028. The Strategic Plan is used for institutional planning and success, and the directives and objectives included in the Plan help us to outline a process for moving forward. For each directive that we've established, we align resources to accomplish that directive. In order to ensure that we can realistically accomplish these directives, the College be proactive to sudden changes in the economy and other external forces that may abruptly impact enrollment and resources. Therefore, our strategic directives, objectives, and intentional action steps are revisited on a four-year cycle by re-engaging key stakeholders, faculty, and staff to review our Strategic Plan in light of the College's mission, values, and goals.

For the creation of the Brunswick Community College 2023-2028 Strategic Plan, the College engaged stakeholders in a formal review process and realigned the document to incorporate needed modifications. During the academic year, a formal and systematic review process identified revisions based on stakeholder input utilizing a data-oriented approach that will carry us forward for the next four years.

2023-2028 Strategic Plan

Strategic Directive One

BCC will remove barriers for students to access academic, continuing education, and economic workforce development programs.

1.1. Enhance BCC's OneStop Student Service Center to be the gateway and service hub to the college providing high-level services for program selection, registration, tuition, scholarships, and student support services.

1.2. Expand course offering schedule and mode of delivery to meet the daytime, evening, and weekend needs of students (face-to-face, hybrid, block, online).

1.3. Expand scholarship opportunities for all students.

1.4. Provide focused recruitment, retention, and completion strategies for adults throughout the community.

1.5. Increase visibility to increase enrollment at Southport, Leland, and Brunswick Educational and Trades Certification Center through website, social media, etc.

1.6. Strengthen partnership with Brunswick County Schools, private, and home schools to increase enrollment in all Career and College Promise programs.

Strategic Directive Two

BCC will provide services and resources that empower students to succeed.

2.1. Enhance student communications through text, email, and phone to retain students to credential completion.

2.2. Provide connections with employers and career advising for students through a Career Center.

2.3. Leverage grants and foundation funding to increase student success.

2.4. Grow athletic programs to provide educational opportunities.

2.5. Increase opportunities for student engagement through SGA, student clubs, and student activities.

2.6. Increase campus awareness and student utilization of academic and student support services (Library, The Learning Center, Aviso, Counseling, Food Pantry, etc.).

Strategic Directive Three

BCC will sustain, enhance, develop, and deliver relevant, innovative, and high-quality educational programs and services that prepare graduates for college transfer and the workforce.

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

3.2. Utilize local, regional, and state analytics to assess current program performance to enhance program variety and sustainability.

3.3. Utilize community participation to develop and implement programs and services that meet local needs.

3.4. Improve learning environments through diverse revenue streams including grants, foundation, state budget, county budget.

3.5. Increase and nurture partnerships and articulation agreements with senior institutions.

Strategic Directive Four

BCC will enhance ways to recruit, develop, and retain high-performing employees.

4.1. Design and implement a salary improvement plan for all BCC employees.

4.2. Implement employee on-boarding experience that acclimates new employees to BCC culture, expectations, policies, and procedures.

4.3. Embrace interdepartmental cross-training of employees to improve efficiency and effectiveness.

4.4. Optimize technology and training to enhance employee knowledge and innovation.

4.5. Update and improve the employee evaluation process.

Strategic Directive Five

BCC will develop and maintain programs and services to advance the workforce of our communities.

5.1. Assist the region/county in attracting new businesses to the area.

5.2. Increase business, community, and industry partnerships and engagement opportunities with the College and students.

5.3. Strengthen seamless, cohesive classes that bridge curriculum and continuing education learning opportunities.

5.4. Enhance partnership with Brunswick County Schools to increase opportunities and enrollment with short-term workforce development within Career & College Promise.

Strategic Directive Six

BCC will continually improve quality in all college administrative services, student services, and support services to ensure the College's vision, mission, and goals will be achieved.

6.1. Improve student access to course materials and resources.

6.2. Continue to implement the Facilities Master Plan as budget allows.

6.3. Develop a college-wide technology plan.

6.4. Renovate or re-purpose facilities to accommodate college growth, program additions, and improve and update learning environments.

6.5. Maintain facilities and grounds that create a welcoming environment.

6.6. Continue to embrace diversity and equity through all areas of the College.

6.7. Use local and NCCCS data to build and support strategic enrollment, marketing and student success plans.

2023-2028 Strategic Plan 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 2023-2028.

Stakeholder meetings to gather input for the 2023-2028 Strategic Plan were held in 2021 and 2022. BCC's President held several "Listening Tour" meetings with all employees of the college during this period. Each categorical group of employees were provided with a SWOT analysis to complete prior to the meeting. The SWOT analysis included the following specific questions to gather input from each stakeholder group:

Strengths – describes what an organization excels at and what separates it from the competition.

- What is our competitive advantage over other colleges?
- What resources do we have that other colleges don't have?
- What areas of the college are performing well?
- What would 3rd parties see as our strengths?
- What factors are here that attract students and/or employees?

Weaknesses – describes what stops an organization from performing at its optimum level.

- Where do we need to improve?
- Where are we lacking resources?
- What areas of expertise do we lack?
- What do our competitors do better?
- What complaints do we regularly hear from our students or others?

Opportunities – refers to favorable external factors that could give an organization an improved competitive advantage.

- What could we do to improve our competitive advantage?
- What external circumstances exist that we could capitalize on?
- What areas make the most sense for college growth?
- What new programs should we be considering?
- How can we better serve the citizens of Brunswick County?

Threats – refers to factors that have the potential to harm an organization.

- What external factors are impacting the college negatively?
- What internal factors are impacting the college negatively?
- What obstacles do you encounter trying to do your job?
- Is our potential student market changing and if so how?
- What makes us vulnerable to threats?

Listening Tour meetings were held at the following times:

- Arts & Sciences Academic Division October 27, 2021
- Allied Health Academic Division November 2, 2021
- Professional & Technical Academic Division November 16, 2021
- Business Office February 8, 2022
- Facility Services November 9, 2021
- Continuing Education, Economic & Workforce Development November 18, 2021
- Odell Williamson Auditorium Staff, Dinah E. Gore Fitness &
- Aquatics Complex Staff, and Athletics Department November 8, 2021
- Brunswick Interagency Program December 9, 2021
- Student Services October 29, 2021
- The Foundation Board of Directors February 24, 2022
- Information Technology November 8, 2021
- BCC Board of Trustees February 9, 2022
- Continuing Education, Economic & Workforce Development Health
- Sciences Advisory Committee December 7, 2021
- Professional & Technical Academic Division Advisory Committee November 30, 2021
- In addition to in-person Listening Tour meetings for stakeholders, surveys were also developed and distributed to all BCC students, Brunswick County Board of Education, local Mayors, and County Managers.

Assessment and Reporting:

Reporting on the achievement of the 2023-2028 Strategic Plan 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 2023-2028 Strategic Plan.

At the end of each academic year, department heads are asked to complete a report on budget funding which links any out-of-the-ordinary expenditures back to the 2023-2028 Strategic Plan directive or objective most closely related. The IEC then reviews these linkages to ensure that items related to the 2023-2028 Strategic Plan are receiving priority in any budget decisions made by the institution. In addition, when the annual institutional equipment budget meetings are held with the Vice Presidents, a linkage of the Strategic Plan is provided with each equipment request, which is also used to determine prioritization.

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

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 parts include:

- Institutional Planning and Effectiveness: 2023-2028 Strategic Plan progress reports
- Learning Evidence: program student learning outcomes & General Education Core reports
- Service Evidence (Students & Faculty/Staff): service evidence reports

Members serve perpetually by position.

Standing Membership—Institutional Effectiveness Council
***Chair – VPAA and Chief Academic Officer
AVP, Facility Services
Chief Information Officer
Dean of Arts and Sciences
Dean of Continuing Education/Workforce Development
Dean of Health Sciences
Dean of Professional and Technical Programs
Director of Institutional Research and Planning
President
VP for Continuing Education and Work Force Development
VP of Budget and Finances/CFO
VP of Student Affairs

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 Institutional Effectiveness Committee documents. Each year the NCCCS presents 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 as defined by the NCCCS are:

1) **Basic Skills Student Progress** – "Percentage of Periods of Participation (PoP) with at least one Measurable Skill Gain (MSG)."*

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 three years of their first fall term of enrollment."*

3) **Student Success Rate in College-Level Math Courses** – "Percentage of first-time fall associate degree-seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years of their first term of enrollment."*

4) **First-Year Progression** – "Percentage of first-time fall credential-seeking students who graduate prior to or enroll in postsecondary education during the subsequent fall term."*

5) **Curriculum Completion** – "Percentage of first-time fall credential-seeking curriculum students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours."*

6) **Licensure and Certification Passing Rate** – "Index score of first-time test-takers passing 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** – "Among CC [community college] Associate Degree completers and those who have completed 30+ articulated transfer credits who subsequently transfer to a four-year university or college during the fall semester, index score based on the percentage who are enrolled at any 4-year university of college the subsequent fall semester or graduated prior to."*

*Source: North Carolina Community College System Office Dashboards

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 Fall Enrollment Data (*NCCCS Dashboard*)	Enrollment Growth Rate at or above a comparison college average
	Annual Fall FTE Data (*NCCCS Dashboard*)	FTE Growth Rate at or above a comparison college average
Student Progression and Completion	IPEDS Graduation Rates (2019 *IPEDS Summary Report*)	Graduation Rates above the college comparison average
	NCCCS Performance Measures Data on *First-Year Progress*	*First-year progress* rate at or above the NCCCS mean.
Provision of Quality Instruction	Course Success Rates	Course Success Rate at or above the NCCCS average
	Curriculum Completion Rates	Curriculum Completion Rate at or above the NCCCS average
Life-long Learning	NCCCS Performance Measures Data	At or Exceed NCCCS Mean for each performance measure
Foundation for Transfer	NCCCS Performance Measures Data for *Transfer Performance*	*Transfer Performance* rate at or above the NCCCS mean

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. 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. At the close of the annual cycle, findings and results-based decisions for improvement are documented. The IEC reviews all Service Evidence reports. Service Evidence assessment follows the approximate timeline below:

Month	Item
August	Plans for upcoming fiscal year are submitted into Xitracs
September - May	Service Evidence data is gathered. If needed, surveys are conducted
June	Current year results and plans for improvement are submitted
July	IEC reviews reports

See Appendix 2 for the Service Evidence Planning Sheet.

Program Student Learning Outcomes:

Brunswick Community College (BCC) identifies Program Student Learning Outcomes, assesses the extent to which those outcomes are achieved, and based on analysis of results, makes needed improvements that impact student learning.

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

BCC Program Student Learning Outcomes (PSLOs) 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 PSLO, the institution wants to emphasize the importance of an authentic assessment strategy. Periodically, program student learning outcomes are evaluated to determine the need for revision. If needed, revisions are submitted to the Director of Institutional Effectiveness and Strategic Initiatives 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 PSLO 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 determine an action plan for needed improvement. Program Student Learning Outcome results and plans for improvement are discussed in Department Faculty Meetings and documented in the college's Xitracs software platform.

The information placed into Xitracs follows the template for Program level student Learning Outcomes (see Appendix 3). This includes at least the following information: the outcome, Strategic Plan link, method of assessment, assessment timeline, results of the assessment, data analysis, action to be taken as a result of the data analysis, and the rationale for the action.

Month	Item
August	Plans for upcoming fiscal year are submitted into Xitracs
April - May	Program SLO data is gathered. If needed, surveys are conducted
June	Current year results and plans for improvement are submitted
July	IEC reviews reports

See Appendix 3 for the template for Program Student Learning Outcomes Planning Sheet.

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.

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):

Oral Communication

Students will be able to apply knowledge of oral communication in a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Written Communication

Students will able to develop and express their ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.

Quantitative Reasoning

Students will be able to demonstrate an understanding of Quantitative Literacy from authentic contexts of everyday life situations. Exhibiting these skills include the ability to reason and solve quantitative problems using such elements as words, tables, graphs, and equations.

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 outcomes are assessed by the Department Chairs/Faculty overseeing those content areas. This assessment process is done on an annual basis in the summer of each year and programs are randomly selected; two programs for each Gen Ed Outcome are assessed annually. 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/Faculty. 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.
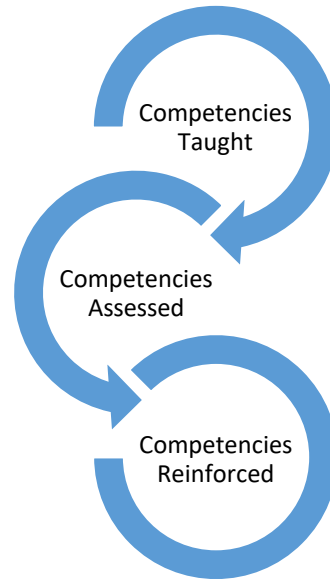
The College captures the assessment data for each competency annually. Once the assessment data has been analyzed and discussed by the general education departmental faculty, a report is created in Xitracs for General Education Core – Student Learning Outcomes following the format given on the template for the General Education Core—Student Learning Outcomes (see Appendix 4). This template provides the Department Chair a format for capturing the overall student learning expectation for the competency including at least the following information: 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 Institutional Effectiveness Council for review.

See Appendix 4 for the template for the General Education Core—General Education Core Student Learning Outcomes Planning Sheet

General Education Outcomes assessment follows the approximate timeline below:

Month	Item
August	Plans for upcoming academic year are submitted into Xitracs
September - May	Learning Evidence collected

June	Assessment Teams review evidence and produce a report shared with the program director and/or chair
July	IEC reviews reports

Appendix 1: Institutional Effectiveness Policy

Institutional Effectiveness Policy

Brunswick Community College (BCC) is committed to the processes of ongoing 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 with 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, employees at multiple levels within the college's organization have the opportunity to participate in 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 Institutional 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

Guiding Statements and 2023-2028 Strategic Plan:

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 Institutional Strategic Plan regularly. 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 review may change; however, the strategic planning review will include feedback from the community, Institutional Effectiveness Council, Faculty Association, 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 Institutional Strategic Plan. The Institutional Strategic Plan is action-based 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, budget priority decisions, and reporting.

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 impact student learning. The faculty determine program-level outcomes. Faculty determine course-level outcomes if they are not determined by the North Carolina Community College System. The learning evidence assessment and planning cycle is managed by the office of Institutional Effectiveness.

The institution has also established a set of core general education outcomes. The General Education Committee annually assesses and then uses that assessment data to make recommendations 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.

Service Evidence Assessment and Planning:

Units of the institution that serve students, employees, or other areas of the College undergo an annual assessment and planning process. The goal of Service Evidence Assessment and Planning is to continuously improve the quality of services rendered to students, employees, or to the college community as a whole. The service evidence assessment and planning process is administered by the office of Institutional Effectiveness. The process includes the establishment of planned outcomes, assessment strategies to measure success of those outcomes, reporting of data, and planned interventions for continuous improvement.

Appendix 2 – Service Evidence Planning Sheet

AREA:
ACADEMIC YEAR:
COMPLETED BY:
DATE:

Measurable Outcomes/Goals (clear, concise statements that describe in measurable and observable terms what the area will accomplish)	Strategic Directives Alignment (23-28 Strategic Plan Directives that are addressed)	Methods of Assessment (a description of the procedures that will be used to collect information, the timeline for collection, and the criteria for success)	Expected Target	Benchmarks/Baseline if needed	When Assessed	Results of Assessment Data Collected (a summary of the information/data that has been collected by the assessment)	Analysis of Data Collected	Actions Taken as a Result of Data Analysis and Rationale (tell how the results were reviewed by area staff and what improvements were made or are planned in response to the results)

* Attach copy of faculty meeting minutes, rubric(s) etc. where results were discussed and actions agreed on.

Appendix 3 – Program-Specific Student Learning Outcomes Planning Sheet

PROGRAM:
DATE:
FACULTY:

Program SLO	Strategic Plan Alignment (23-28 Strategic Plan Directives that are addressed)	Methods of Assessment/Tool for Data Collection	Expected Outcome	Benchmarks/Baseline if needed	When Assessed?	Data Collected (Include #s here when possible)	Analysis of Data Collected	Actions/Rationale for Program Development, Maintenance, or Revision
Ex: Prepare year-end adjustments and close accounting books using accrual accounting, given a fictitious company with 100% accuracy.	Directive 1 Directive 5	Capstone Project graded against Rubric	100% accuracy	2022-2023 students achieved 88% accuracy	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% | Further improvements need to be made to assignments leading up to the 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, rubric(s) etc. where results were discussed and actions agreed on.

Appendix 4 – General Education Core Student Learning Outcomes Planning Sheet

PROGRAM:
DATE:
FACULTY:

GenEd Core SLO	Methods of Assessment/Data Collected (If Rubric will be used, upload a copy).	Expected Outcome /Target	Benchmarks/Baseline if needed	When Assessed	Results of Data Collected (Include #s here when possible)	Analysis of Data Collected	What Action Will be Taken Based on Results of Assessment and what is the rationale?

* Attach copy of faculty meeting minutes, rubric(s), etc. where results were discussed and actions agreed on.