

## Procedure 6.2501

### Institutional Assessment Procedure

Beaufort County Community College (BCCC) values “teaching and learning as the means for improving individual lives and the communities we serve” and “quality as the measure of individual and institutional success in student attainment of relevant knowledge, skills, and abilities”, as indicated in our value statements. The institutional outcomes assessment process plays an essential role in striving for excellence by gathering critical information that can be used to inform decision-making leading to continuous improvement of our programs and services.

BCCC complies with the Principles of Accreditation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and, in particular, with Section 7, Institutional Planning and Effectiveness, and Section 8, Student Achievement:

1. Administrative Effectiveness (Standard 7.3) – “The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.”
2. Student Outcomes: Educational Programs (Standard 8.2.a) – “The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.”
3. Student Outcomes: General Education (Standard 8.2.b) – “The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.”
4. Student Outcomes: Academic and Student Services (Standard 8.2.c) – “The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for academic and student services that support student success.”

BCCC has developed a robust outcomes assessment process that identifies and assesses outcomes for administrative units and student achievement in educational programs, general education, and academic and student support services. BCCC encourages an informative process, not punitive, to improve our services and the educational attainment of our students.

As an administrative unit, the Continuing Education Division is included in the strategic planning and evaluation processes of the College and follows assessment procedures to identify expected outcomes and demonstrate the extent to which the outcomes are achieved.

### Definitions

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### 1. Areas:

- **Administrative Unit:** An administrative unit is any unit not led by academic deans or those identified as Academic Student Support Units.
- **Educational Program** – A program of study approved by SACSCOC and the North Carolina Community College System uniquely identified by a distinctive four-digit CIP code. Diploma and/or Certificate programs that are not wholly included within (as part of a stacked credential) a diploma or associate degree program are considered distinct programs, regardless of four-digit CIP code.
- **General Education:** At BCCC, General Education is a set of foundational Student Learning Outcomes identified as core skills for all BCCC graduates.
- **Academic Student Support Unit:** A unit that focuses primarily on the support of student learning.

### Unit Plan Items

- **Unit (or Program) Outcomes** – General statements of what a unit or program intends to do, achieve, or accomplish through certain activities or experiences.
- **Student Learning Outcomes** – General program-level statements of what students should know, think, or be able to do upon completion of the program.
- **Measurement Tools** – A systematically designed process or instrument used to gather information related to a specified outcome. Statements describing these should include who will conduct the assessment, what specifically will be assessed, when, where, and how, it will be assessed, and the target to which the students are expected to attain.
  - **Direct Method** – A measurement tool designed to directly measure what a targeted subject knows or is able to do (i.e., requires a subject to actually demonstrate the skill or knowledge).
  - **Indirect Method** – A measurement tool selected to indirectly measure what a target subject knows or is able to do (i.e., what a subject perceives about his/her skills or knowledge).
- **Results** – The findings collected from the corresponding measurement tools.
- **Action Plan for Improvement** – Future steps to be taken toward seeking improvement based on the reported results.
- **Evidence of Improvement** – Current performance level achieved as compared to previous levels achieved, expressed in specific terms with the intent to present result patterns from semester to semester, year to year, etc. This evidence should be aggregated at the program or unit level and disaggregated based on mode or location of delivery and other pertinent factors.

### Unit Assignments

Units and programs are assigned to one of the above SACSCOC standards according to the definitions above and can be summarized as follows:

1. Administrative Effectiveness (Standard 7.3): Administrative Units
2. Student Outcomes: Educational Programs (Standard 8.2.a): Educational Programs
3. Student Outcomes: General Education (Standard 8.2.b): General Education

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### 4. Student Outcomes: Academic and Student Services (Standard 8.2.c): Academic Student Support Units

#### Planning Process

BCCC complies with the Principles of Accreditation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and, in particular, with Section 7, Institutional Planning and Effectiveness. The BCCC institutional planning and effectiveness process involves all programs, services and constituencies and is linked to the decision-making process at all levels and provides a sound basis for budgetary decisions and resource allocations (SACSCOC Standard 7.1).

BCCC updates the overall College Strategic Plan every five years. There is an operational plan accompanying the strategic plan that is updated annually by the President and Vice Presidents to report annual progress toward 5-year strategic goals. Units led by Vice Presidents complete annual unit plans that tie directly to the operational strategic plan. The annual unit planning process at BCCC is conducted in two parts over the Strategic Planning Year that runs August 1 to July 31. Units and programs are required to submit Part 1 (Unit Annual Outcome/Goal, Activities, Measurements/Documentation/Evidence, and Benchmark/Expectation) by August 30 and Part 2 (Results, Action Plan, and Resources Needed) by July 31). A summary of the process is provided below.

Part 1: Directors or programs and their staff complete Part 1 of the assessment process by August 30 of each Strategic Planning Year. A set of outcomes as defined by the table below:

Unit Type	Number of Unit or Program Outcomes	Number of Student Learning Outcomes
Administrative Units	3 to 5	0
Educational Programs	1 to 3	3 to 5
General Education	0	3 to 5
Academic Student Support Units	3 to 5	0 to 2

- Unit and Program Outcomes should be in alignment with the institution's strategic plan goals and objectives.
- These should remain consistent over a period of multiple years to allow for longitudinal review of the data to identify areas of improvement.
- For each outcome, at least one measurement should be identified. Direct Methods should be used, where feasible. If an Indirect Method is used, attempts

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should be made to seek an additional Direct Method as well. These will be modified each year based on the Action Plan specified in Part 2 of the previous academic year. Measurements and evidence should be included with the plan in PDF format when feasible.

- The unit plan must state benchmark(s) or expectation(s).

### Part 2:

All data should be gathered and analyzed by the unit or program staff. The analysis should include a discussion of the results of each measurement data analysis and result in a comparison of those results to the current targets as well as previous years' results.

- Results related to the outcome should be provided, including aggregation at the unit or program level and disaggregation based on mode or location of delivery and other relevant factors.
- An Action Plan for Improvement should be developed to include steps that will be taken in the future that are expected to lead to continuous improvement based on the Results. Evidence of Improvement should be provided and include a synopsis of year-to-year improvements based on previous outcomes analysis and corresponding action plans. This is a longitudinal review of the Results comparing the current year with previous year(s).
- The resources needed should be projected to inform budgeting decisions for the upcoming year.

### References

**Legal References:** *Enter legal references here*

**Cross References:** [Accreditation Policy](#)

### History

**Leadership Council Review/Approval Dates:** 9/8/2023; 10/13/2023

**Senior Staff Review/Approval Dates:** 8/29/2023

**Board of Trustees Review/Approval Dates:** *Enter date(s) here*

**Implementation Dates:** *Enter date(s) here*