STUDENT SUCCESS

ACADEMIC MASTER PLAN, 2014-2019

OVERVIEW

The Big Bend Community College (BBCC) Academic Master Plan (AMP) 2014-19 serves as the strategic plan for the college. The plan is titled *Student Success* in order to emphasize the fact that student success is BBCC's number one priority. The AMP is reviewed annually, updated as needed, and re-written every five years, in order to ensure that it remains a living document that is responsive to the needs of students and our service district.

The AMP outlines BBCC's process for assessing mission fulfillment. This process includes identifying measurable outcomes, setting relevant objectives, and tracking appropriate indicators of success. The results of these assessments are reported annually in a series of monitoring reports. The monitoring reports respond to BBCC's Core Themes, as well as to the Board of Trustees' Ends Statements.

MISSION, VISION, & VALUES

During 2013-14, BBCC engaged in a collaborative process to review and rewrite its mission statement. This process involved college faculty and staff, as well as students and community members. As a result of this process, BBCC adopted new statements of mission, vision, and values. Starting with these statements, the college then wrote new Core Themes outcomes and objectives; the Board of Trustees updated and revised their Ends Statements in order to align the college's strategic planning goals with the Board's expectations.

BBCC Mission Statement:
Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

BBCC Vision Statement:
Big Bend Community College inspires every student to be successful.

BBCC Values:
Our institutional values are principles, fundamental beliefs, or qualities that shape institutional attitudes, opinions, decisions, and actions.

Student Success
- Academic achievement
- Empowerment
- Lifelong learning
- Service to students

Excellence
- Innovation
- Commitment to quality
- High standards
- Continuous improvement

Community Engagement
- Collaboration
- Outreach
- Partnerships
- Improving quality of life

Inclusion
- Diversity
- Access
- Opportunity
- Equity

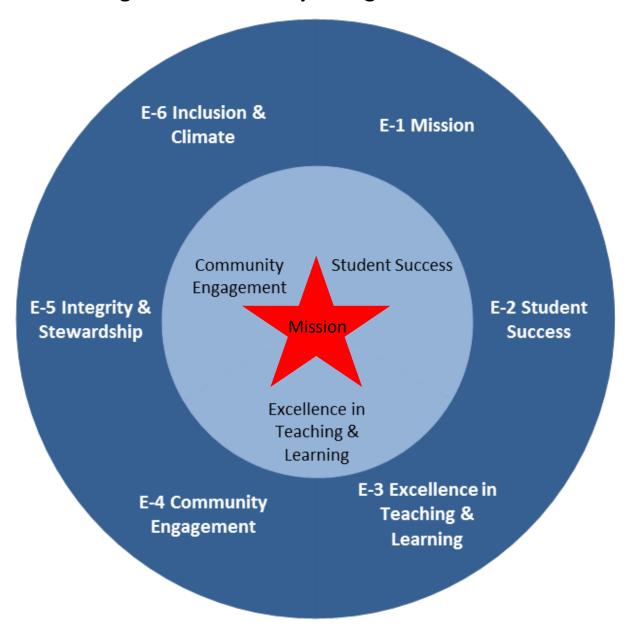**Integrity & Stewardship**
- Accountability
- Sustainability
- Ethics and honesty
- Resource management

These statements form the foundation of BBCC's mission and strategic planning process. Building on this foundation, the college establishes operational goals in two ways:

- **Core Themes** establish assessable outcomes for mission fulfillment.
- Board of Trustees' **Ends Statements** lay out the Board's expectations for meeting the needs of our service district.

These items form the architecture of the AMP, as approved by the Board of Trustees and as demonstrated in the following diagram.

Big Bend Community College Governance

Ends Statements:
Describe how the Board expects the college to interact with and have an impact on our service district

Core Themes:
Address the three broad areas described in the mission and represent the primary measure of mission fulfillment

CORE THEMES

The Core Themes represent BBCC's primary measure of mission fulfillment. There are three core themes:

- Student Success
- Excellence in Teaching & Learning
- Community Engagement

Each core theme is composed of an overarching outcome, one or more specific objectives, and the indicators used to measure success. Each Core Theme is described separately below.

Student Success

Outcome: BBCC provides access to programs and services that meet the needs of our service district.

Objectives	Indicators
1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students.	1.1a Inventory of programs, modalities, and services 1.1b Service area & student demographic data 1.1c Class fill rates, wait lists & cancellation data 1.1d Feedback from advisory committees
1.2 Use of services correlates with success, retention, and completion	1.2a Course success, retention and completion rates 1.2b Use of service reports 1.2c Use of technology & resources
1.3 Students are prepared to graduate and to transfer or to seek employment	1.3a Student Achievement Initiative (SAI) data 1.3b Retention & graduation rates 1.3c Transfer rates & student feedback 1.3d Employment & certification rates 1.3e Annual Assessment Report

The core theme of Student Success focuses on access to educational resources; correlating student activity with success, retention, and completion; and assuring that students leave BBCC with the preparation that they need for their next step, whether that is to transfer to a four-year institution or to enter the job market. Both internal and external data are collected annually, reported to the Board of Trustees and the college community, and assessed for effectiveness. The results of these assessments are used to make decisions for budgeting, program changes, and other measures.

Excellence in Teaching and Learning

Outcome: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

Objectives	Indicators
2.1 BBCC implements innovation and creativity in programs and services	2.1a Program audit, including best practices 2.1b Correlation of practices to success, retention, or completion
2.2 BBCC helps students attain high academic and industry standards	2.2a External certification rates 2.2b CCSSE data on academic challenge 2.2c NCCBP data on success rates 2.2d Transfer data 2.2e Sections taught by full-time faculty – regular load and moonlight contracts 2.2f Student/faculty ratio 2.2g Annual Assessment Report
2.3 BBCC supports professional development for faculty and staff	2.3a Budgets for professional development 2.3b Attendance for professional development 2.3c Report on Professional/Technical Certification plans 2.3d Administrative/exempt and classified staff performance evaluation rates

The core theme of Excellence in Teaching & Learning focuses on delivering innovative and successful programs, both in and out of the classroom, in order to help students achieve high academic standards. This requires ongoing professional development for faculty and staff, as well as ensuring that programs have adequate resources to effectively implement best practices. Both internal and external data are collected annually, reported to the Board of Trustees and the college community, and assessed for effectiveness. The results of these assessments are used to make decisions for budgeting, program changes, and other measures.

Community Engagement

Outcome: BBCC supports economic development, nurtures community and industry partnerships, and acts as a responsible steward of resources.

Objectives	Indicators
3.1 BBCC works with community and industry partners to support economic development	3.1a Inventory of active partnerships 3.1b Report on economic impact
3.2 BBCC works with K-12 & university partners to provide educational opportunities	3.2a Inventory of current dual credit programs 3.2b Analysis of partnership opportunities
3.3 BBCC practices responsible use of resources, including fiscal and natural resources	3.3a Budget process is tied to strategic goals 3.3b Inventory of sustainable practices is increasing
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	3.4a Training opportunities increase multicultural awareness and ability 3.4b Students, employees & partners report feeling welcome on campus 3.4c Data is disaggregated to show equivalent success for all student groups

The core theme of Community Engagement addresses the college's partnerships with business and industry; K-12 and university partners, as well as other community and technical colleges; and the cultivation of an inclusive campus environment. It also addresses responsible stewardship of natural and fiscal resources. The reporting for Community Engagement also includes an annual summary report to the Board of Trustees from the Big Bend Community College Foundation on their activities and accomplishments for the year.

Both internal and external data are collected annually, reported to the Board of Trustees and the college community, and assessed for effectiveness. The results of these assessments are used to make decisions for budgeting, program changes, and other measures.

BOARD OF TRUSTEES' ENDS STATEMENTS

While the Core Themes address the three broad areas described in the mission statement and represent the primary measure of mission fulfillment, the Board of Trustees also establishes Ends Statements as part of the Policy Governance process. The Ends Statements give guidance to the president and college personnel with regard to specific areas of policy focus. The Ends Statements describe how the Board expects the college to interact with and have an impact on our service district. There are six Ends Statements, as describe below.

End 1: Mission

Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

End 2: Student Success

BBCC provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

End 3: Excellence in Teaching and Learning

BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

End 4: Community Engagement

BBCC supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population.

End 5: Integrity and Stewardship

BBCC acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

End 6: Inclusion and Climate

BBCC provides and maintains a climate of inclusiveness for students, employees and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

MONITORING REPORTS

BBCC has established a culture of evidence and uses data and assessment findings in order to inform planning and decision making. While this culture of evidence takes many forms on a day-to-day basis, the formal structure for tracking and publishing evidence is through the annual AMP monitoring reports. The first three monitoring reports below are compiled by the Institutional Research and Planning Office, in conjunction with other college departments and focuses on a specific set of outcomes. The Budget and Safety Monitoring Reports are assembled through the office of Vice President for Financial and Administrative Services. The reports are then presented to the Board of Trustees and disseminated to the college community.

The following Monitoring Reports will be presented to the Board of Trustees and the college community on an annual basis:

1. Community Engagement
2. Excellence in Teaching & Learning
3. Student Success/Mission Fulfillment
4. Budget Reports
5. Safety Report

ADDITIONAL STRATEGIC PLANNING TOOLS

The AMP represents the guiding architecture for strategic planning and mission assessment at BBCC. In conjunction with the AMP, several other strategic documents outline annual goals and outcomes for specific aspects of the college.

Facility Master Plan

The Facility Master Plan is a strategic effort to evaluate and identify the physical needs of the campus to support Big Bend's academic mission and strategic vision. The current Facility Master Plan was rewritten in 2013-14 in order to align facility planning with the new mission statement, the Board's Ends Statements and the AMP. The Facility Master Plan includes a number of components, including the history of the campus; internal and external needs for facility development and use; an assessment of current space availability and usage; an in-depth assessment of the conditions of current facilities; and a tentative schedule for future development of the physical plant of BBCC. The Facility Master Plan establishes specific goals for use and development of the physical campus, in order to support the accomplishment of overall strategic planning goals.

Marketing Plan

As part of the AMP strategic planning process, BBCC establishes outcomes and objectives for its Marketing Plan. Those outcomes and objectives are outlined below. The Director of Public Information presents an annual report to the Board of Trustees outlining accomplishment of these outcomes.

1. Branding & Image
Outcome: People see BBCC as a first choice for high-quality, good-value, up-to-date education and training.

Objectives	Indicators
1.1 The community/service district is supportive of BBCC and its programs	1.1a Community focus group
1.2 Potential students have a well-informed opinion of BBCC	1.2a Feedback from outreach contacts 1.2b Data from advertising venues

2. Outreach
  Outcome: BBCC establishes and maintains positive relationships with service district members, partners and potential students.

Objectives	Indicators
2.1 BBCC regularly leverages our opportunities to connect with partners/constituents, and alumni	2.1a Inventory of strategies
2.2 BBCC representatives visit district high schools, businesses and partners on an ongoing basis	2.2a Logs of visits & meetings

3. Marketing & Advertising
Outcome: BBCC has a marketing plan with annual goals and objectives.

Objectives	Indicators
3.1 BBCC marketing activities help to increase enrollments generally or in specific programs	3.1a Marketing plan achieves annual goals
3.2 BBCC marketing activities reach target audiences with appropriate messages	3.2a Marketing plan achieves annual goals

4. Communication & Public Relations Outcome: Big Bend Community College uses appropriate communication tools to deliver relevant messages.	
Objectives	**Indicators**
4.1 BBCC has clear and accessible policies and procedures for use of communication tools	4.1a Policies and procedures are reviewed and updated annually
4.2 BBCC takes a strategic approach to use of social media tools	4.2a Social media strategy is articulated in writing, updated regularly, and traffic is directed back to BBCC's online resources
4.3 BBCC's web site is accurate, current, user-friendly, and engaging	4.3a Site Metrics on user traffic 4.3b Feedback from internal users

These outcomes provide the foundation for the annual marketing plan, developed and implemented by the Public Information Office, in conjunction with the Outreach Coordinator, as well as other programs and departments. The indicator data is summarized annually in a Marketing Report to the Board of Trustees.

Perkins Plan

The purpose of the Perkins Act is to prepare students to enter the workforce with the academic and vocational skills needed to compete successfully in a knowledge- and skills-based world economy.

Perkins supports career and technical education that prepares students both for further education and the careers of their choice. Perkins funds help ensure that career and technical programs are challenging and integrate academic and technical education to meet the needs of business and industry.

Perkins Objectives.

- Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized standards.

- Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.

- Activities will improve student retention in postsecondary education, or transfer to a baccalaureate degree program.

- Activities will improve student placement in military service/apprenticeship programs, or placement/retention in employment, with emphasis on placement in high-skill, high-wage, or high-demand occupations/professions.

- Activities will improve student participation in CTE programs that lead to employment in non-traditional fields.

- Activities will improve student completion in Career and Technical Education programs that lead to employment in nontraditional fields.

ABE Grant

Big Bend Community College's Basic Skills program starts adults on college and career readiness pathways so they may master academic and technical skills to attain their career and educational goals and successfully navigate education and employment opportunities.

ABE Goals

- Accelerate student transition to college or employment through innovative instructional practices.
- Provide rigorous instruction based on real student need.
- Develop strategic partnerships to leverage local resources and increase navigational support for adults.

TITLE V COOPERATIVE GRANT

The Title V Cooperative Grant helps to provide learning opportunities that are accessible, professional, innovative and service-oriented; to increase student achievement in employment and transfer following completion of programs and degrees; to provide support services to help promote student access, success and retention; to develop off-campus access to support resources, including admission, registration, academic and financial aid and information resources, and to provide affordable access to the diverse populations of the College's service district.

Objectives:

- Develop at least 2 associate degree programs that will be available in an online distance delivery format.
- Increase success of the students enrolled in online distance delivery courses.
- Increase dual enrollment with Heritage University.
- Increase the number of BBCC students who transfer into 4-year institutions.
- Increase training in online delivery for instruction and support services staff.
- Establish a Student Success Center that provides academic support in renovated space that is centrally located and equipped.

TITLE V INSTITUTIONAL GRANT

The Title V Institutional Grant provides learning opportunities that are accessible, professional, innovative and service oriented; provides faculty training in current instructional strategies and tools for responding to the needs of Hispanic, and low income students; expands access to and use of College services throughout the region; develops infrastructure to support current, appropriate programming and educational access; increases FTE as a means of increasing institutional revenue; develops external funding to support institutional initiatives

Objectives:

- Increase enrollment in STEM and Nursing programs.
- Increase the number of full-time and part-time faculty demonstrating competency in distance instruction strategies and modalities.
- Increase distance–delivered student services from 1 to 6.
- Increase technology infrastructure capacity to support distance instruction by at least twofold.
- Increase annual distance learning enrollment.
- Increase endowment by at least $600,000.

Title III HSI STEM Grant

The Title III HSI STEM Grant focuses on science, technology, engineering and math in order to increase the number of students entering those fields, particularly engineering.

- Increase the percent of first-time Hispanic and all students completing a STEM-related degree and transferring by 50%
- Working with two universities, complete and pilot three model articulation/transfer programs in Engineering, with at least 60% of the engineering enrollees transferring.