Achieving Reaffirmation

For well over a year we have been compiling our SACS Compliance Certification report as part of our Reaffirmation process the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC or SACS). With the help of many individuals across the College, on March 15th, we submitted a high-quality comprehensive formal final report rich with supporting evidence detailing how BCC achieves excellence. The effort was a culmination of a) seven teams writing the initial narratives with supporting documentation for approximately 90 sections, b) internal team reviews, c) cross team reviews, d) external consultant reviews, and e) final review and edit. Preparing the report for submittal was accomplished with the help of many individuals. Everyone who played a part in the process deserves a resounding Thank You!

What’s next? The SACS review team, made up of ten reviewers from community and technical colleges within the SACS region (excluding Florida institutions), will conduct an off-site review and provide preliminary results to us by May 31st. Any recommendations we receive will be addressed in a follow-up focus report due six weeks prior to the arrival of the SACS Visiting Team during the week of October 21st.

In the meantime, there is much work going on with Core Abilities, A.A. and Career and Technical Program assessment, strategic planning, the Quality Enhancement Plan (QEP) and the Center for Teaching Excellence all of which contribute to improving student learning and advancing the institution.

SACS Timeline

- **May 7-10, 2013** – Off-site Peer Review conducted by SACS
- **May 31, 2013** – Discussion with SACS about preliminary findings
- **August 2013** – Submit Quality Enhancement Plan to SACS
- **October 21 – 23, 2013** – SACS Review Team Visits College
- **June 17-19, 2014** – BCC Reaffirmation
Center for Teaching Excellence

The Center for Teaching Excellence (CTE) at Brevard Community College will be dedicated to improving student learning through the development of a systems approach alliance that spotlights the needs of the entire academic community.

The CTE will cultivate creativity and innovation among faculty and promote interdisciplinary collaboration. Faculty members will have opportunities to be leaders among their peers and will also benefit from playing the role of the learner.

Excellence in teaching can be achieved through an increase in knowledge of current educational techniques and practices, investigation of varied teaching methods, analysis of the needs of a diverse student population, and review of course content and methods of instruction.

The CTE will help to provide resources and consultation, encourage open and frequent discussions about teaching and learning, and will offer many resources for adjuncts, new hires, and senior faculty members.

The center will be created with the input of all faculty members. There will be a survey sent out before the end of the semester asking faculty members specific questions about what they would like to see in their center.

Contributed by Ms. Barbara Kennedy, Academic Dean of the Center for Teaching Excellence

AA Program Assessment

Assessment across the AA Program for all Core Abilities began in earnest this semester, with faculty members implementing assessment activities in 138 course sections. Scoring dates for scoring student artifacts are on April 26 or May 10. Double-blind scoring will be utilized again because the goal is to validate the analytic rubrics. Teams will also complete a post-scoring questionnaire. During Fall 2013, course teams will share the scoring data and responses from the questionnaires with their respective disciplines. Any needed changes to the rubrics and assessments will be made at this time. A second cycle of assessment will begin Spring 2014. In addition, the Assessment Committee has three sub-committees tasked with the following:

- Technology development to ease the assessment process (data collection, storage, and analysis)
- Communication to help with procedure development
- Research to identify ways to address curriculum alignment issues and develop a permanent evaluation framework for the AA Program

Contributed by Katina Gothard, Assessment Subcommittee Chair

Contact Information:
Dr. Katina Gothard
433-5282
gothardk@brevardcc.edu
Core Abilities Assessment Survey

Assessing your students on their mastery of the College Core Abilities will enable you to make informed decisions about how to increase student performance in your classes. This aligns with the College goal to improve academic performance and the SACS requirement to improve student learning. Click here to learn more about BCC’s Core Abilities http://www.brevard.cc.fl.us/faculty-staff/faculty-information/core-abilities.cfm.

All full and part-time faculty must complete the Core Abilities Survey no later than May, 13th 2013.

Career & Technical Program Student Learning Outcomes Assessment - PASS

It’s that time of the semester again! The Program Assessment Submittal System (PASS) is open for spring term career and technical program assessment reporting April 29 – May 13, 2013. Assessment reporting supports the College’s ongoing goal to improve academic performance and aligns with the SACS accreditation requirement to improve student learning. All Career and Technical programs have program level student learning outcomes that must be assessed to determine student performance. Assessment of student learning outcomes enables faculty to make data driven decisions about how to improve student learning.

Just as with the assessment reporting that took place at the end of fall 2012 term, faculty will report assessment results on student learning outcomes tied to any course taught spring semester, as well as report reassessment results on improvements implemented spring term to help advance student performance. Not everyone identified an improvement, but those who did will need to report reassessment results with a reflective narrative about the experience, as applicable. If you identified an assessment but were unable to implement, there will be a place to provide those details as well.

For those program managers/ coordinators who wish to report assessment results for the entire program, reporting must be done at the individual instructor level, so keep that in mind as you are gathering the data for input into the system. For example, if you have three faculty members (full- or part-time) in your program, you will need to report assessment results for EACH instructor, not aggregate data.

Thank you for your assistance and support of these assessment initiatives at BCC. Please contact Kimberly Greene at 321-433-7727 or at greenek@brevardcc.edu with any questions.

Contributed by Ms. Kimberly Greene, Coordinator of Assessment Development
QEP Update: Core Scholar Program

The QEP teams have been working this spring to finalize our plans for the Core Scholar Program, the focus of our Quality Enhancement Plan. This program includes the following components: peer tutoring, success coaches, major area of interest learning communities, and soft skills workshops. The students accepted into this program will be required to attend tutoring sessions or act as a tutor in one of our highest impact courses, enroll in a career planning course that requires visits with a success coach and participation in learning communities geared to their academic interests, and attend a series of workshops on soft skills aimed at developing skills like organization, time management and development of good study habits. This spring, the QEP subcommittees have finalized their student learning outcomes and budgets, as well as designing some assessments for their focus areas. Thanks to Melissa Alvarez-Mangual, Barbara Kennedy, Sandi Melkonian, Dale McGinnis and their teams for this huge amount of work!

Other notable projects this spring:

- The major area of interest pilot group has expanded from business and psychology to include biology with the assistance of Ms. Melodee DeCoteau.

- Dayla Nolis and the QEP marketing team have been working to keep the QEP word out, including providing stress relief in the name of the QEP at the Health Fairs held on each campus last month. They have also launched a Strengthen Your Core Video contest this spring with a grand prize of a GoPro Camera to the student, staff, or faculty team that develops the best way of getting out the message about the Core Scholar Program. Also, keep your eyes out for the SACS-themed Welcome Back this Fall, when you can learn even more about the work of the QEP teams and the other groups who have been working towards SACS reaffirmation!

- Our process was reviewed by an outside QEP consultant, who gave us rave reviews for a “healthy” QEP development process and “realistic, important project”. Our next steps are to get final approval of a QEP budget and implementation plan, as well as complete our QEP document for submittal this summer to the On-Site Reaffirmation Committee for review 4-6 weeks prior to their on-site visit on October 21st.

As always, if you have input or questions please feel free to contact Ramona Smith (smithr@brevardcc.edu) or any of the QEP team for more information!

Contributed by Dr. Ramona Smith, Chair of the QEP Steering Committee
The “War Room” Team Puts Finishing Touch on SACS Compliance Report

Challenge: With the March 15th submittal deadline for the College’s SACS report looming we faced a daunting challenge: how to polish the final report with consistent formatting, grammar and tone, adjustments that would go beyond cosmetic changes to ensure the most professional first impression for reviewers.

Solution: Catherine Harwood, BCC’s Website manager, and Dayla Nolis, director of Academic Technology energized a second “war room” effort similar to what the College utilized last spring to accomplish the seemingly impossible goal of completely rebuilding the BCC website in a very compressed timeframe. The concept brings a variety of people from across the college into one computer lab to work together toward the common goal, which cuts down on time lost to logistical challenges and ensures everyone follows the same best practices many of which evolve during the process.

In short order a team was pulled together made up of individuals with technical skills to convert endless web links into PDFs so that SACS reviewers could access all material offline. Other folks focused on graphics, tables, and formatting issues and those with writing expertise helped standardize grammar and sentence structure according to style and technical guides created specifically for the project.

Flexibility and cooperation were critical for success from day one. Supervisors had to be willing to free up employees from their normal job responsibilities so they could serve on the War Room team; BCC’s training department moved seminars when possible to accommodate the team in its computer training room; and team members had to find ways to maximize productivity despite what could be a chaotic, noisy environment.

“As long as we had our trusty headphones and favorite music, working in the same room was the only logical approach, providing for immediate resolution of questions,” says Kay Pruitt, who took part in the SACS Review Team on loan from her job developing and writing grant proposals. “I was quite delighted to participate in the SACS project because I love editing and I love working in community.”

While the team was plugging away at web links, grammar and formatting a whole other team of high-level reviewers spread out across the College’s four campuses was still at work on a master content review to ensure that big picture accreditation goals were met. And of course, last-minute content was still under development while all the reviews were underway.

Sometimes a simple to-do list on the war room’s white board helped keep things on track.

“The synergy in that room is what was so motivating,” says Dr. Jayne Gorham, AVP of Planning and Assessment. “Everybody felt like they were part of a bigger team, with a bigger purpose. The quick exchange of information is what made it so efficient.”

Jalanda Hudson normally works as a program specialist in BCC’s Career and Technical programs area. Asked to help with web links and formatting on the SACS Review Team, she agrees with Gorham that efficiency was the hallmark of the “work-in-one-room approach.”

“If something came down the pike that was changed there wasn’t a lag time. I was surprised how much I learned sitting next to someone who knew more than me,” says Hudson. “I came out of the experience knowing so much more and learned some things I can apply to the web-related parts of my regular job.”

In the end, the team’s camaraderie and expertise coupled with the exhaustive work performed by writing and editing teams along the way resulted in a high quality SACS Compliance Certification report.

“I came out of the experience knowing so much more and learned some things I can apply to the web-related parts of my regular job.”

Jalanda Hudson, Career & Technical Programs Specialist

Contributed by Ms. Catherine Harwood, Manager of the BCC Website
There will be more opportunities to volunteer in preparation for the SACS visit.

Our sincere apology if you were inadvertently left off the list. Please email jernickr@brevardcc.edu to be rightfully added to the list of volunteers!
Strategic Planning 2013-14 and Status Updates for 2012-13

The 2013-2014 fiscal year planning was underway from March 18 through April 21. This is an exciting time because it provides an opportunity for everyone to look at where their departments, programs and campuses are headed and to put plans in place to advance the institution in furtherance of our vision, mission, and goals.

Faculty and staff members were busy developing and creating departmental and program goals and strategies for the next fiscal year and inputting them into the Strategic Planning System (SPS).

The SPS has been updated with several enhancements over the past several months to make it more comprehensive and easier for the end-user. Several webinars were offered to provide guidance to users on strategic planning and the enhancements to the system. With the system enhancements the end-user is better able to generate meaningful reports from the system to use the information to make better data-driven decisions as we look at ways to advance the institution.

Currently, the SPS is open for status updates for the current 2012-2013 fiscal year period. Be sure to login to the SPS to update the status of your strategies. To login to the system, from the BCC home page, click Faculty and Staff>Web-based Applications>Strategic Planning; you will need your B# and 6 digit pin. If you have difficulty with access, please contact IT Technical Support at 321.433.7600.

It is a busy time in the strategic planning world! Any questions or concerns about the SPS or the deadlines can be addressed to Dee Sibley at x5563 or Jayne Gorham at x5282.

Contribution by Dr. Dedra Sibley, Interim Director of Institutional Advancement
Introducing the QEP Strengthen Your Core....

Our Quality Enhancement Plan (QEP) is the Core Scholar Program. The purpose of this project is to equip our students with the combination of academic and soft skills necessary for success in college and eventually the workplace. While some of the components are completely new, some are repackaged to make our available resources more visible to our students. The program is a voluntary program for any BCC student. If they complete all requirements, they will be given perks (such as early registration, distinctions at graduation, possibly mention on transcripts, and other incentives to be determined). The requirements are to participate in all four components of the QEP.

The four components of our QEP include:

- Peer Tutoring
- Soft Skills Workshops
- Success Coaches
- Learning Communities

All of these components will be available to any of our students, but only Core Scholars will be required to participate. More information about the four components of the Core Scholar Program can be found on the QEP webpage at:

www.brevardcc.edu/go/qep