There are many pieces to the SACS reaffirmation puzzle and we are on track with putting them all into place as we prepare for our SACS visit in the fall of 2013 and subsequent reaffirmation in June of 2014. This edition of SACS Notes is devoted to providing you with information and resources about the different processes while bringing about greater clarity as to how all the pieces fit together.

The Quality Enhancement Plan (QEP), Assessment, and Strategic Planning are distinct initiatives with some overlap all of which feed into the SACS Compliance Report. Some of these initiatives have deadlines within the next year while others are ongoing. Within this newsletter, you will find a section on each initiative along with contact information and web links to assist you in getting involved or finding more information. The College is right on track with putting all the puzzle pieces into place and with your help and input we will be ready to host SACS during their on-site visit in the fall of 2013.

SACS Important Deadlines

- Fall 2012 – 2nd & 3rd drafts of SACS Compliance Report
- January 2013 – Final Review and Editing of the Compliance Report
- February 2013 – Compliance Assist compiles SACS report
- March 15, 2013 – Submit Compliance Report to SACS
- May 7-10, 2013 - Off-Site Peer Review conducted by SACS
- August 2013 - Quality Enhancement Plan (QEP) due to SACS (6 weeks before on-site visit
- Sept. 9 - Nov. 15, 2013 – SACS BCC visit/on-site review
- June 17-19, 2014 – Final SACS decision on BCC Reaffirmation
**QEP: Accomplishments and Facts!**

**QEP Plan Due August 2013 – On Track!:** The Quality Enhancement Plan (QEP) is a required part of our SACS reaffirmation process and is due six weeks prior to our site visit in fall 2013. Thanks to widespread involvement, we are right on schedule to meet the deadline! The QEP is a plan for a five-year project, which must be faculty-led and aimed at improving student success. The project does not need to be completed before the site visit; in fact, the QEP cannot even be started until after the site visit and approval by SACS. Part of the approval comes from how well we designed the process based on scholarly research, our capabilities to implement and sustain the plan, and how it will help our students. The other part of the approval comes from how well we market our project so that students, faculty & staff know what our QEP is going to be. The QEP committees have been hard at work this summer and have lots planned for the fall.

**QEP Kick-Off:** The QEP kick-off took place during the football-themed Welcome Back event this past August. In this fun and energetic event, we raised awareness of our QEP college-wide. We addressed the key parts of our QEP plan with the tagline: Strong essential skills create successful students! Hopefully you can say that five times fast by now! Dr. Richey and the executive council have given their overwhelming support to our three-fold plan and asked faculty and staff to join in the efforts. I should note, the Titusville campus swept that first competition and recruited the most faculty and staff volunteers for QEP events this term! Go Titusville!

**QEP Events:** To continue getting out the word about our QEP, many people have been working on fun projects to spread the message. Last month, Melissa Toepler, Danielle Redding, Sarah Stoeckel, and Michelle Edwards organized a tailgate themed Student Welcome Back on each campus to inform students about the QEP while promoting our campus based clubs and organizations. Each campus also presented information at their faculty and staff Welcome Backs, as led by the Associate Provosts on each campus. Mary Roslonowski (AP, Melbourne) has chaired the committee planning our QEP-themed Zombie Chases that are coming to each campus this month as well! Student events are also planned on each campus in November to help students have input into this process. There are a lot of things happening and we encourage your involvement!

**QEP Plan Components:** The QEP project consists of a three part plan to develop “Core Scholars” here at BCC, which will be a voluntary program offered to our students. The program will have requirements which will include attending success workshops on soft skills topics such as time management, study skills, etc., participation in a “coaching” program of trained faculty and staff to help mentor our students through their perceived hurdles here at BCC, and participation in peer tutoring projects focused on the “killer courses” at BCC. Students who complete the program will be offered certain incentives for their efforts, but each component will likely also be offered to all students.

**Join the QEP Team:** Currently, the QEP team includes a Steering Committee and several subcommittees with the goals of:
- Marketing the QEP to faculty, staff and students (Chair: Dayla Nolis, Palm Bay)
- Creating Major Area of Interest Online Communities (Chair: Barbara Kennedy, Palm Bay)
- Developing faculty and staff “coaches” (Chair: Melissa Alvarez Mangual, Palm Bay)
- Organizing soft skills workshops (Chair: Sandi Melkonian, Palm Bay)
- Designing a peer tutoring program for courses with high enrollment and high numbers of students earning D,F,I or W grades (Chair: Dale McGinnis, Palm Bay)

You have heard this before, but we need your input! We respect your opinions and value your expertise. Please consider getting involved in the QEP; the students and the College will benefit and I think you’ll find this as rewarding as we have. Please contact the subcommittee chairs or me if you want to help or would like more specific details; we hope to hear from you!

*Contributed by Ms. Ramona Smith, QEP Steering Committee Chair*
Welcome Back: Our fall 2012 football themed College-wide Welcome Back was a huge success! It was a great opportunity to get the word out about the QEP in a high-energy and fun way. Thank you to everyone who put in so much hard work pulling off this event.

Zombie Chase in October: We are having a QEP Zombie Chase on a different day at each campus during the week of the 22nd. Registration is from 3-4pm and the race begins at 4pm. This event will be an exciting, educational way to both learn about and reinforce the purpose of BCC’s Quality Enhancement Plan (QEP). Runners are to protect their flags from “walker” and “chaser” zombies throughout the course by evading each zombie, stop at each QEP station along the course to successfully answer questions about BCC’s QEP and obtain a card. The object is to complete the course with as many cards and flags as possible. There will be an Apocalypse Party immediately following the race where prizes will be awarded. The grand prize is for two tickets to Halloween Horror Nights at Universal Studios, Orlando! Many volunteers are still needed for this event. If you would like to volunteer, please contact Mary Roslonowski (roslonowskim@brevardcc.edu).

Food For Feedback in November: Look out for our Food for Feedback event during the week of the 26th. Our goal for this event is to not only get more student involvement, but valuable student INPUT as well. Plans are currently in the works so stay tuned for more information about this exciting event!

Contributed by Dayla Nolis, QEP Marketing Subcommittee Chair
Assessment Committee Update

The Assessment Committee (AC) was formed at the direction of the Academic Affairs Council (AAC) in 2010. While the AC reports directly to the AAC, as the shared governance model at BCC further matures, the AC has worked closely with the Chief Learning Officer (CLO) and the Associate Vice-President for Planning and Assessment. Voting members of the AC are faculty volunteers who coordinate with and are supported in their mission by college staff and administration, who serve as non-voting members of the AC.

The AC is working to develop a comprehensive framework for the assessment of all academic discipline clusters. The committee has focused its initial energies on the Associate of Arts degree or General Education Core, where no regular or measurable program assessments were in place. Using the Core Abilities as outcomes for the program, and with volunteer faculty teams working in Humanities and Biology, the committee began a pilot program to assess the Critical Thinking Core Ability.

Working with the faculty groups for the 2011-2012 year, the AC established a timeline and conducted workshops for creation of discipline-specific rubrics, common assessment instruments or activities; their deployment, and evaluation of both assessments and rubrics. In the spring of 2012, phase I of the pilot was completed.

In the spring and in the fall of 2012, the committee worked with a second group of faculty volunteers on Phase II of the Core Abilities pilot. In spring 2012, with the support of the AAC, the AC worked with the CLO to coordinate a college-wide assessment for the Core Abilities in General Education courses. This began at the College’s Fall Welcome Back 2012 and continues through a series of subsequent meetings. The meetings involve all full-time general education faculty members. Most disciplines will deploy their assessments in spring 2013.

The short term goal of these efforts is to establish a benchmark for our Core Abilities. Where we go from there will be driven by what we learn and by faculty input on everything from the Core Abilities themselves to curriculum to retooling assessments and delivery of instruction.

The intermediate goal for the committee is to build a meaningful frame-work for continuing program assessment. The faculty members also drive that process. This past month, AC added 4 new faculty members after volunteers came forward from across the college.

The big picture goal with respect to assessment and the AC, of course, remains providing our diverse student population with an accessible quality education so they in turn can meet the promise and possibilities of the future.

Contributed by Lynn Spencer, Assessment Committee Member

BCC’s Core Abilities

Core Abilities are global or general skills that are addressed throughout the academic experiences in a degree program, whether that program is the general education A.A. Degree or any of the Career and Technical Programs Degrees offered at BCC.

- Work Cooperatively
- Think Critically & Solve Problems
- Process Information
- Model Ethical & Civic Responsibility
- Communicate Effectively

Contributed by Lynn Spencer, Assessment Committee Member
Assessment: Core Abilities Survey Results

During the spring 2012 term, College Administration and the faculty Assessment Committee (AC) of the faculty Academic Affairs Council (AAC) came to an agreement that the administration would create a survey with input from AC and administer it to the faculty to establish baseline data for institutional level Core Abilities assessment. This process supports SACS requirement 3.3.1.1, which requires the College to identify student learning outcomes (Core Abilities) and assess the extent to which it achieves these outcomes and provide evidence of improvement based on an analysis of the results. This Survey is in addition to the Assessment Program being established by the AC and complements its efforts. The Survey allows faculty members to report results of Core Abilities assessment within their courses and based on their findings identify any improvements they planned on implementing in the fall 2012 term. The Core Abilities Survey was administered to faculty near the end of the spring 2012 term and accomplishes the following:

- Provides baseline data and a snapshot of faculty involvement with Core Abilities teaching and assessment.
- Raises awareness among the faculty of assessment and Core Abilities.
- Allows instructors to identify an improvement to be reassessed as a step toward closing the loop.
- Provides the impetus for faculty to start thinking about their discipline cluster meetings and provide input in larger faculty discussions about common assessments and scoring as another step toward closing the loop.

Core Abilities Survey results for 2011/2012 are shown in the table below. These data show widespread assessment of Core Abilities at the section level.

<table>
<thead>
<tr>
<th>Core Ability</th>
<th># of Sections Reporting Assessment Results</th>
<th># of Students Taking Assessment</th>
<th># of Students Met Standard</th>
<th>Percentage of Students Met Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Cooperatively</td>
<td>54</td>
<td>1099</td>
<td>1066</td>
<td>94.65%</td>
</tr>
<tr>
<td>Think Critically &amp; Solve Problems</td>
<td>299</td>
<td>6987</td>
<td>6003</td>
<td>85.92%</td>
</tr>
<tr>
<td>Process Information</td>
<td>123</td>
<td>2664</td>
<td>2351</td>
<td>88.25%</td>
</tr>
<tr>
<td>Model Ethic &amp; Civil Responsibility</td>
<td>41</td>
<td>974</td>
<td>902</td>
<td>92.61%</td>
</tr>
<tr>
<td>Communicate Effectively</td>
<td>119</td>
<td>3354</td>
<td>2926</td>
<td>87.24%</td>
</tr>
<tr>
<td>Totals</td>
<td>636</td>
<td>15078</td>
<td>13248</td>
<td>(Mean) 89.73%</td>
</tr>
</tbody>
</table>

Next Steps

The Core Abilities Survey will be administered again at the completion of the fall 2012 semester. Additionally, individuals who identified an improvement for implementation in the fall 2012 will be asked to reassess their students to determine if the improvement strategy was effective. During spring 2013 this information will be important to discipline clusters and the Assessment Committee as conversations about assessment and how to improve student learning move forward.

Contributed by Dr. Jayne Gorham, Planning & Assessment
Career & Technical Program Assessment

During fall 2012 Welcome Back, the afternoon session was devoted to assessment and identifying strategies to improve student learning. The career and technical faculty split into their disciplines to standardize and prepare their assessment plans for the 2012-2013 assessment cycle. Assessment plans were self-assessed based on a checklist of criteria to assist the faculty in determining how current plans could be improved. Core abilities in support of program outcomes were also identified.

Next we moved on to the analysis phase. We provided faculty members with preliminary assessment results from the online Program Assessment Submittal System (PASS), which consisted of anonymous aggregate program data compiled from all instructors who reported. Based on those results as well as their own anecdotal data we asked the faculty members to identify one outcome for improvement, where appropriate, that could be implemented during the fall 2012 semester. Completing at least one, and preferably two full cycles of assessment will be something that SACS is looking for and this process helps us to achieve that.

We then brainstormed improvement strategies and this dialog among faculty resulted in a greater awareness of some easy to implement strategies that could be incorporated to improve student learning during the fall 2012 semester. Conversations among faculty toward improving student learning and looking at the results of those efforts are strategies the College can employ to close the loop on assessment.

Contributed by Kimberly Greene, Planning & Assessment

BCC Attends SACS Conference

The Eighth Annual SACS Institute on Quality Enhancement and Accreditation was held in Atlanta, GA during the summer where Dr. Linda Miedema, Dr. Jayne Gorham and I spent four full days learning about our upcoming SACS Reaffirmation. The good news is that we are right on track with meeting our deadlines for the compliance report, due March 2013 and the QEP plan, due August 2013! The conference highlights included:

- Presentations about educational research on teaching and learning practices at colleges and universities all over the country;
- Programs that show ways to assess student learning outcomes;
- Examples of effective educational practices in curricular and co-curricular programs;
- Relating quality enhancement initiatives to regional accreditation standards.

The conference was enlightening and reassuring in that while there is much work to be done, BCC is on the right track to reaffirmation. It was especially rewarding to not only become aware of the improvements that BCC needs to make, but also be proud of what is already being done to enhance the learning of our students.

The institute provided countless tips and information on how to effectively teach and understand students, how to develop a successful QEP, how to handle those scary reviewers (they are actually not scary at all), and much more essential information. The SACS team is committed to sharing this information with all BCC staff and faculty so watch your e-mails for more information. Remember to visit the web and read up to date information regarding SACS and the QEP.

Contributed by Barbara Kennedy, QEP Subcommittee Chair
The strategic planning effort is facilitated by the department of Institutional Effectiveness and Planning & Assessment, ensuring college wide participation in institutional effectiveness and accreditation compliance measures. The department's mission is to track and measure College goals attainment by working with administrators, staff, faculty and student groups within programs and departments to ensure engagement and compliance with BCC's strategic plan. The four current College goals are in place through 2014:

1. Improve Academic Performance
2. Make Students Ready for the Job Market
3. Improve Students' Collegiate Experience
4. Improve College's Financial Position

A strategic planning leadership team known as the College Outcomes Assessment Steering Team (COAST) guides the process of establishing strategies for attaining the four goals. COAST consists of college leadership representing all areas of the institution. These individuals work within their areas of responsibility to develop strategies aligned with the four College goals and to oversee implementation of departmental strategies. Strategic planning initiatives are on the following annual timeline and incorporate the budget process:

- July – December: Establish objectives that link to the four College Goals
- January – March: Divisions and departments report progress and identify equipment and staffing needs, budget requests and rationale for the next fiscal year
- April – May: Prioritize budget needs and submit requests to the President
- June: Finalize budget and strategic plan

Everyone will have an opportunity to input departmental goals in our new online Strategic Planning System. Within the next few weeks the system will be complete and our office will be facilitating the implementation of the system. We will be providing informational sessions and guidance as needed. This automated system will streamline the current process that is in place by prompting users when action is needed.

**BCC Mission:** To engage our diverse population in quality, accessible, learning opportunities which successfully meet individual and community needs. Brevard Community College fulfills its mission by offering the following:

- Undergraduate Studies and Associate Degrees to pursue a Baccalaureate Degree.
- Technical and vocational training for Associate Degrees and Certificates for entering the workforce, improving professional skills, and developing new competencies.
- Instructional support services such as advisement and career guidance.
- Activities supporting cultural enrichment, economic development, sports, wellness and quality of life.
- Workshops and classes for personal growth, developmental instruction, and lifelong learning.

*Contributed by Guillermo Capote, Institutional Effectiveness*
QEP ZOMBIE CHASE

Palm Bay Campus: Mon. Oct 22, 2012

- Registration before the event is in the Student Activities Office. Registration from 3-4 PM will be at a registration table outside near where the event will start.

GRAND PRIZE: 2 TICKETS TO UNIVERSAL HALLOWEEN HORROR NIGHTS XXII!

PRIZES, GIVEAWAYS, FREE FOOD!