



Institutional Effectiveness Outcomes Assessment

2019-20 IE Cycle Summary Report

Championing college-wide continuous improvement through a culture of assessment.

**BROWARDSM
COLLEGE**

Workforce Education and Innovation

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Table of Contents

Introduction.....	3
Executive Summary	4
2019-2020 IE Assessment Cycle Overview	5
Academic Program Snapshots	6
Arts, Humanities, Communication, and Design (AHCD) Pathway	7
Business Pathway.....	8
Education Pathway.....	9
Health Science Pathway.....	10
Industry, Manufacturing, Construction, and Transportation (IMCT) Pathway	11
Public Safety Pathway.....	12
Science, Technology, Engineering, and Mathematics (STEM) Pathway.....	13
Social Behavioral Sciences and Human Services (SBSHS) Pathway.....	14
Service Area Snapshots	15
Academic Analytics, Campus Operations.....	17
Finance, Operations, Information Technology.....	18
International Education.....	19
Office of the President.....	20
Student Services	21
Workforce Education and Innovation	22
Acknowledgements.....	23
Closing Remarks	24

Introduction

WHY WE DO INSTITUTIONAL EFFECTIVENESS ASSESSMENT?

Our “Why” is to **engage** faculty, staff, and administrators in **learning** about our institutional performance, as well as student performance in meeting program learning outcomes through a culture of assessment so that we can **identify strategies** for continuous improvement to best serve our College’s mission.

The Institutional Effectiveness (IE) Cycle is the process for how we evaluate our effectiveness by assessing the extent to which we achieve the expected outcomes of our academic programs, academic and student support services, and administrative units in accordance with SACSCOC Accreditation Standards 7.3 (*administrative effectiveness*), 8.2a (*educational programs*), and 8.2c (*academic and student support services*). Please note that while general education competency assessments are included in the IE Cycle, Standard 8.2b (*general education*) is primarily addressed within the General Education Outcomes Assessment conducted by the College-wide Assessment Team for Student Success (CATS).

The IE Assessment Cycle also facilitates a systematic process for continuous improvement, which is how we demonstrate “closing of the loop” on our assessment findings through use of the results. Plan-Do-Study-Act (PDSA) is used as the continuous improvement framework for conducting the annual assessment cycle. This framework is a guide that ensures we effectively plan and perform the assessment, as well as use the results to plan and implement improvements.

2019-20 IE CYCLE REPORT OVERVIEW

This summary report captures 394 Measures for 186 Operational Outcomes, 123 Program-Level Student Learning Outcomes (PSLOs), and 29 Student Learning Outcomes (SLOs) across a total of 141 IE Assessment Plans assessed during the 2019-20 IE Cycle. IE Assessment is done at the Unit/Program Level. However, for brevity, Service Area units are reported by Major Divisions and Academic Programs are reported by Pathway. The purpose of this report is to convey the key findings and highlights about what our Units/Programs measured, what they learned from their assessments, and the incredible efforts that are undertaken college-wide to improve our processes, services, and student learning in their degree programs. Detailed IE Assessment Plans for the 2019-20 cycle are stored in the College’s accountability management software, Strategic Planning Online (SPOL). These reports are available to all IE users and leaders. For more information, please visit the [IE Outcomes Assessment intranet page](#) on Broward Connect.

REPORT FEATURES AND KEY TERMS

There are eight Pathway Snapshots that comprise all Academic Programs and seven Major Division Snapshots that comprise all Service Areas. Each snapshot includes five **Selected Highlights** and several bullets representing the **Key Findings and Continuous Improvement Strategies**. Thus, across the snapshots, all Units/Programs may not be specifically highlighted, which ensures brevity and the opportunity to feature various aspects of the Units/Programs given the immense breadth and scope of Measures within the 2019-20 IE Assessment Cycle.

Operational Outcomes are the *institution-centered* outcomes that all Service Areas and Academic Programs measure to assess their operational performance. **Program-Level Student Learning Outcomes** are the *student-centered* outcomes that all Academic Programs measure to assess the knowledge, skills, and abilities students can demonstrate at a mastery level upon graduation from their respective Associate of Applied Science (A.A.S.), Associate of Science (A.S.), Bachelor of Applied Science (B.A.S.), Bachelor of Science (B.S.), Bachelor of Science in Nursing (B.S.N.), Certificate, and Post-Secondary Adult Vocational (PSAV) degree programs. **Student Learning Outcomes** are the *student-centered* outcomes that may refer to course-level learning outcomes within an academic department for the Associate of Arts (A.A.) program, general education competencies, or any non-academic/co-curricular learning experience students gain through services/activities offered by the Units/Programs. Academic and Student Support Services areas measure SLOs to assess the knowledge, skills, abilities, and values students can demonstrate based on the learning experiences provided.

Measures are the assessment procedures, instruments, or Key Performance Indicators (KPIs) used to assess if the outcomes are being achieved. Measures are associated with specific **Criteria** targets that set an acceptable threshold of the performance expected. While targets provide the expected standard of performance based on past performance or other benchmarks, the priority of assessment is to learn about operational and student performance in meeting the outcomes to determine how best to improve going forward. This process ensures that Units/Programs gain an understanding of where and how to prioritize their continuous improvement efforts based on assessment insights supported by data and evidence.

In this report, measure results are reported as “Met/Exceeded,” “Approaching,” and “No Data.” Due to COVID-19, several Units/Programs were not able to complete data collection or are still waiting on data that was delayed. Therefore, those Measures are reported as “No Data.” Again, the purpose of IE assessment is to facilitate a systematic process for learning about our institutional performance and student learning to ensure continuous improvement. Therefore, while Measure results provide valuable information, more emphasis is placed on the qualitative aspects of the IE plan versus the quantitative.

All Measures within the 2019-20 IE Cycle are categorized, and the results are reported as summaries by Major Division and Pathway to ascertain any collective insights from a macro-level perspective. This is a new and exciting approach for reviewing the vast work being done through the IE Cycle and extending this knowledge concisely to the broader College community. All are encouraged to use this report to celebrate our successes, learn about diverse improvement strategies, and share any best practices identified among colleagues to enhance our synergy and alignment as One College. *Together we serve!*

Executive Summary

As discussed in the introduction, this report captures a snapshot of the vast scope of the assessments conducted college-wide. While the 2019-20 IE Cycle does not include our Academic Programs and Service Areas' extensive and numerous evaluations, it captures the essence of our shared values around continuous improvement. It also highlights our commitment to our students, faculty, staff, and community, and the innovative yet pragmatic solutions that are being applied to help us improve upon and sustain optimal performance in our operations and student learning.

General Findings

- ▶ Across the Academic Programs and Service Areas, the Outcomes were largely mapped to the *Succeed* Strategic Goal, *Problem-Solving* Workplace Competency, and the *Critical Thinking* General Education Competency.
- ▶ 73% of the 394 Measures assessed college-wide met/exceeded the target, 21% were approaching the target, and 6% had no data due to COVID-19 related factors.
- ▶ New student enrollment is the #2 Operational Outcome Measure assessed during the 2019-20 IE Cycle. Thus, recruitment and student engagement are a top priority among the Academic Programs and Service Areas.
- ▶ The overarching themes for the Academic Programs include offering additional course practice activities, promoting tutoring, connecting coursework to careers through real-world application, engaging in direct program recruitment, revising rubrics, and implementing various curricular strategies.
- ▶ The overarching themes for the Service Areas include engaging students through targeted outreach efforts, enhancing operational efficiencies through quality improvements, and maximizing collaboration for mutual success.

Reflective Review

As you read this report, consider the various quantitative and qualitative findings to reflect on your key takeaways. Also, consider what these findings mean not only to your respective Academic Program/Unit, but for the College as a whole.

Here are a few reflective questions:

1. How did the "big picture" findings shape your thoughts about our assessment efforts?
2. What interesting information or improvement insights did you gain after reading this report?
3. How might we further streamline our efforts through more cross-disciplinary or cross-functional collaborations to maximize our success?
4. Based on the findings, what are the greatest strengths that we should seek to leverage and areas of opportunity to discuss at a Program/Unit-Level or college-wide?

2019-2020 IE Assessment Cycle Overview



Academic Program
IE Plans



Service Area
IE Plans



Total
IE Plans

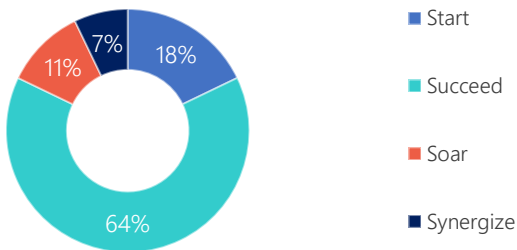
Academic Programs



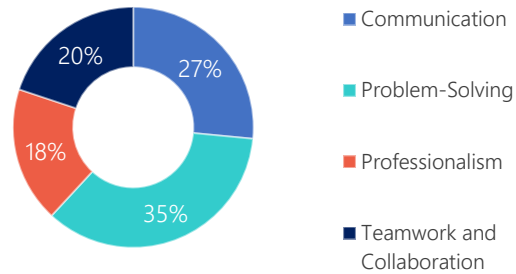
Service Areas



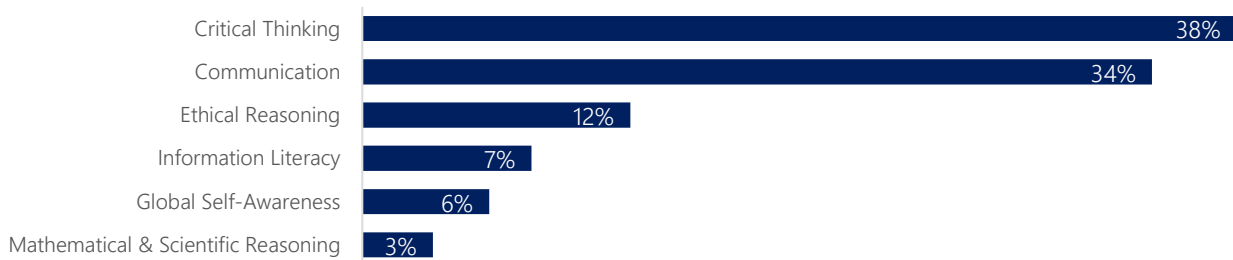
Strategic Goal Mapping



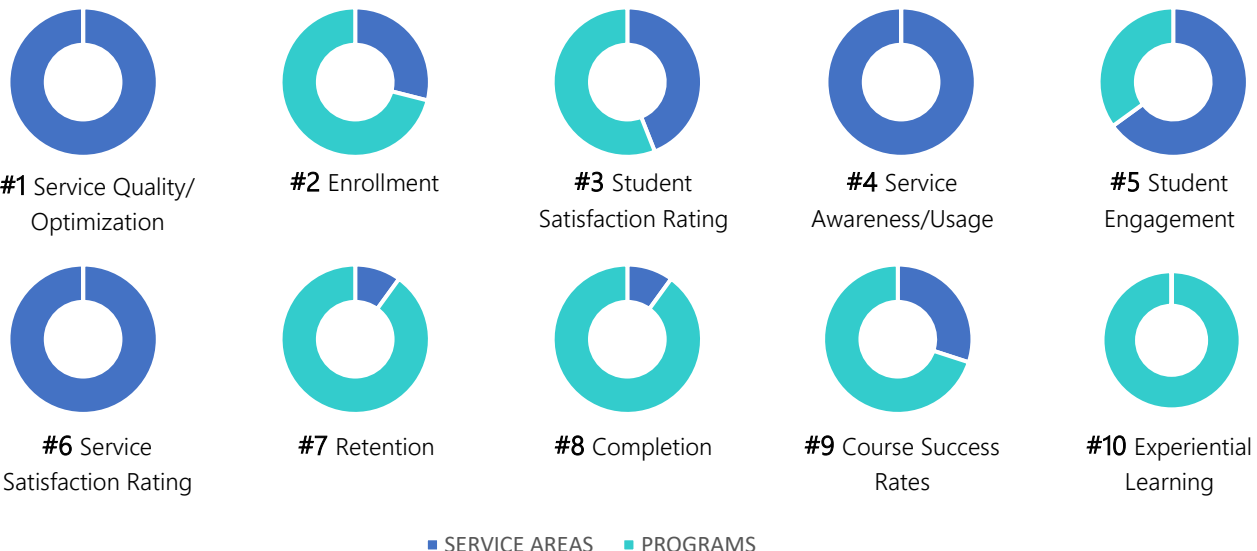
Workplace Competency Mapping



General Education Competency Mapping



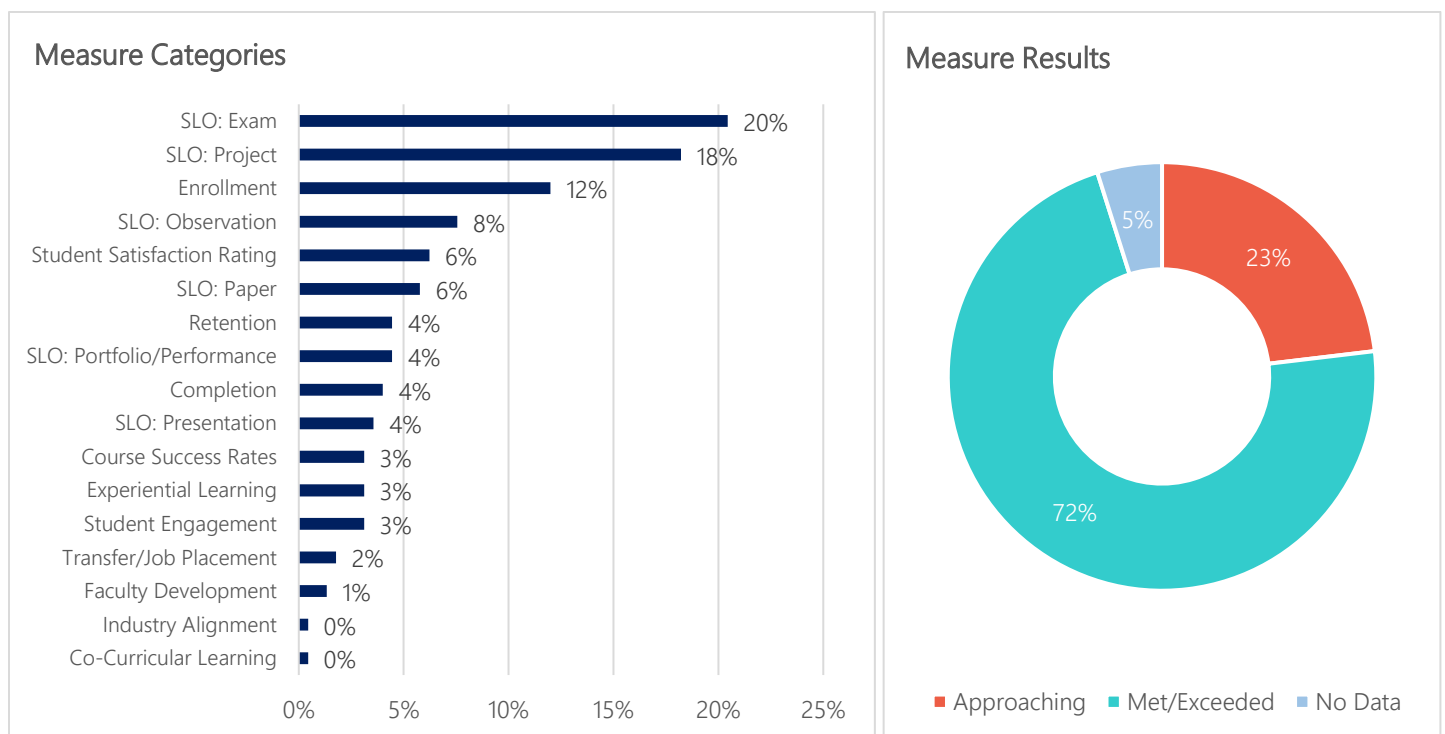
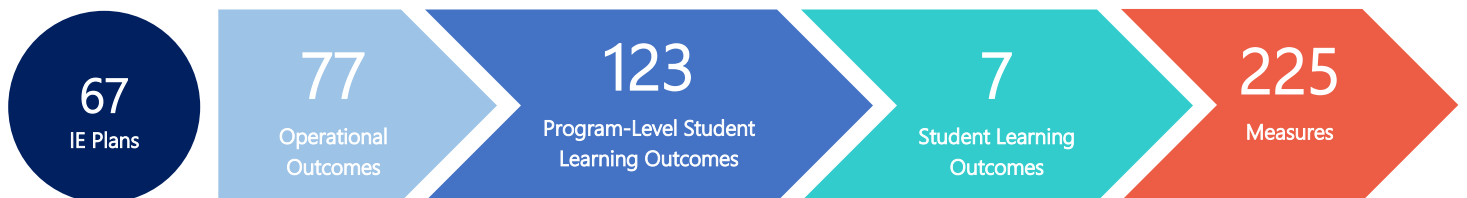
Top 10 Assessed Operational Outcome Measure Categories



Academic Program Snapshots

The Academic Program Snapshots are reported by Pathway on the subsequent pages. Below is an overview of all Academic Programs across the following Pathways:

- ▶ Arts, Humanities, Communication, and Design (AHCD) Pathway
- ▶ Business Pathway
- ▶ Education Pathway
- ▶ Health Science Pathway
- ▶ Industry, Manufacturing, Construction, and Transportation (IMCT) Pathway
- ▶ Public Safety Pathway
- ▶ Science, Technology, Engineering, and Mathematics (STEM) Pathway
- ▶ Social Behavioral Sciences and Human Services (SBSHS) Pathway



Overarching Themes

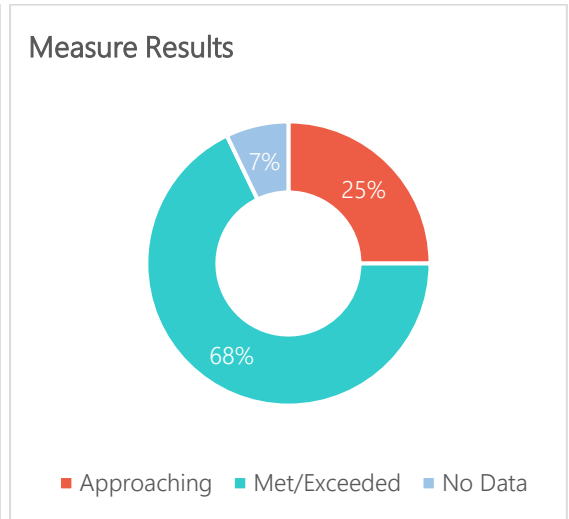
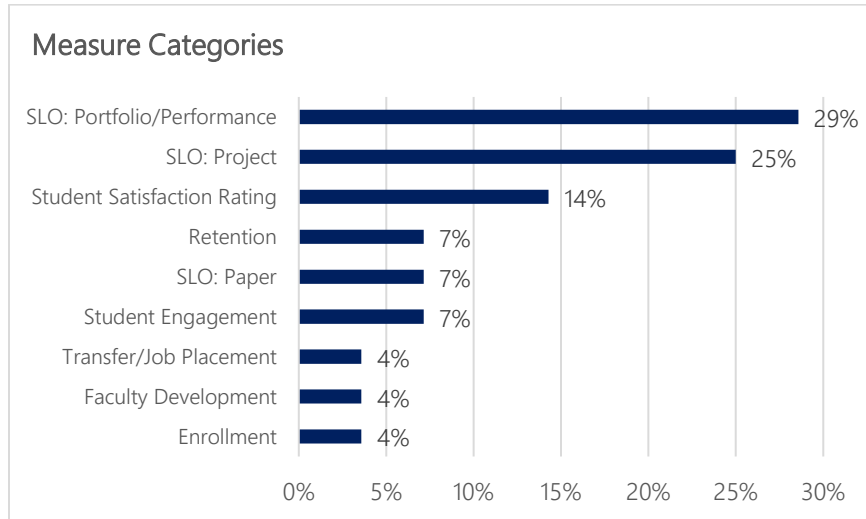
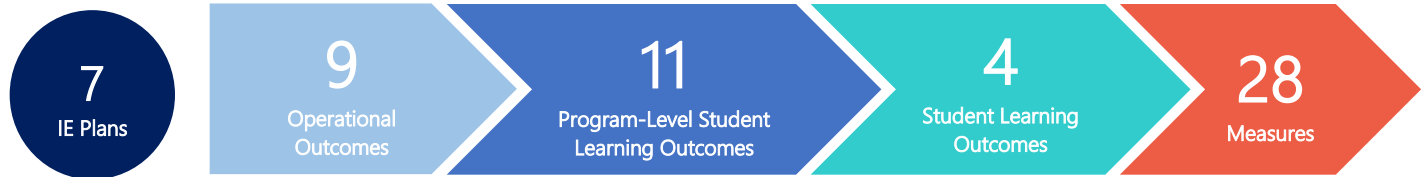
The following six themes emerged from qualitative data analysis of the Key Findings and Continuous Improvement Strategies across the eight Pathways.

- ▶ **Additional Course Practice Activities:** Incorporating more practice activities and examples prior to formal assessments is a common learning improvement strategy employed by the academic programs.
- ▶ **Tutoring:** Programmatic tutoring in on-campus labs is actively encouraged to improve student learning and foster student bonding through group sessions.
- ▶ **Career/Real-World Application:** Connecting the coursework to students' careers and exposing students to direct field experience through experiential learning, co-curricular learning experiences, and in-class scenario role-playing fosters holistic learning, student engagement, student transferability, and preparation for success in the workforce.
- ▶ **Direct Program Recruitment:** Several program managers engage in direct recruitment efforts, such as hosting information sessions, webinars, attending recruitment events, and collaborating with Student Services, Career & Technical Education (CTE), and external partners to promote their programs.
- ▶ **Rubric Review:** Faculty engage in reviewing the rigor of their rubrics/evaluation instruments to enhance teaching and learning, and to ensure students have clarity about assignment expectations.
- ▶ **Curricular Strategies:** Revamping the curriculum, enhancing course designs, reviewing course sequence, integrating research best practices, and aligning the courses to industry and emerging trends in the field are some of the key curricular strategies employed to enhance student learning.

Arts, Humanities, Communication, and Design (AHCD) Pathway

Scott Miller, Dean of Arts, Humanities, and Design; Dr. Jamonica Roll, Dean of Communication

The Programs/Departments included are Arts Department, Communication Department, Film Production Technology A.S., Graphic Design A.S., Humanities Department, Music Technology A.S., and New Media Communications A.S.



SELECTED HIGHLIGHTS

83%	84%	270	86%	10%
Arts Department Portfolio Capstone students intend to transfer to an in-state 4-year university.	Average rubric score on Film Production A.S. short film production Capstone project.	Hours of one-on-one and group tutoring delivered to students in the Graphic Design A.S. program.	Average score on New Media Communications A.S. interpersonal skills marketing project.	Increase in Humanities course attendance rates from Fall to Spring.

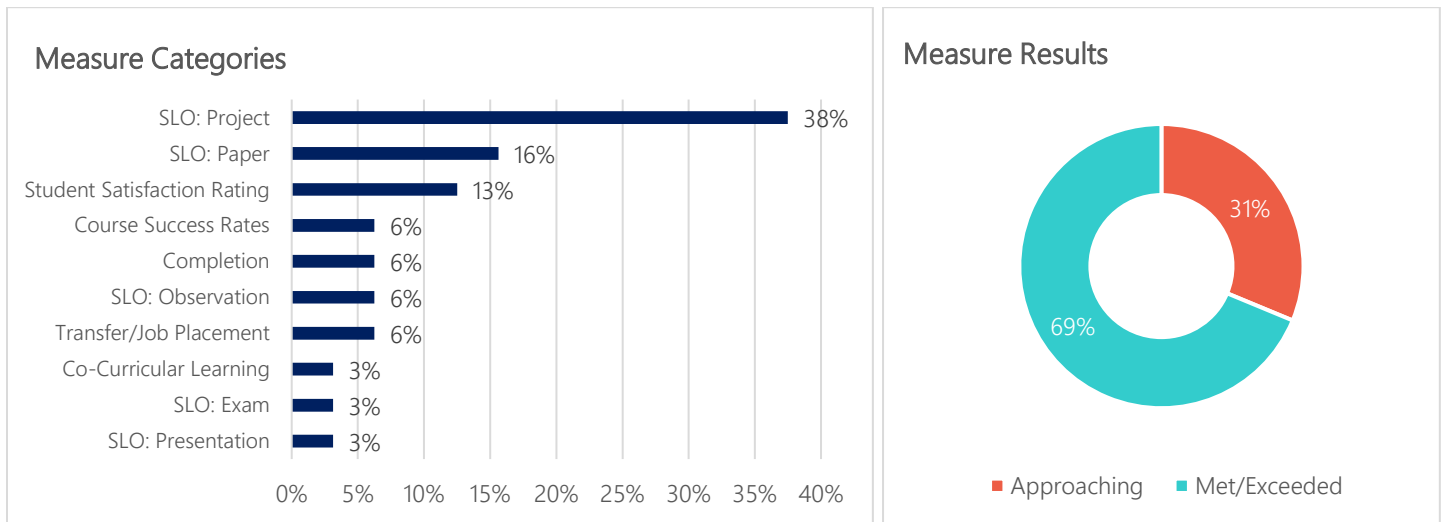
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The Arts Department Portfolio Capstone course, class activities, and “Portfolio Day” conference contribute to A.A. students’ overall achievement in their portfolios and their intent to transfer to in-state 4-year universities.
- ▶ While students did exceptionally well on their Fine Arts Portfolio assessment, which included real-world experiences that prepared them for university transfer, faculty identified a need to improve students’ drawing skills and will collaborate to further review the recommended course sequencing on the A.A. Transfer Map.
- ▶ The Graphic Design A.S. program has a dedicated tutor who has received a 100% student satisfaction rating. Peer-to-peer tutoring has increased organically due to more open labs. Group projects are being conducted during open lab times, thus increasing group success and bonding between students, which positively impacts retention.
- ▶ Overall, Film Production A.S. students are producing high-quality films in their Capstone course. Nonetheless, due to declines in incoming cohorts and retention, efforts are being made to enhance advising and capture targeted student feedback at the end of their second Fall semester.
- ▶ Students expressed a high level of satisfaction in Humanities courses; however, additional effort is being made to introduce more active learning experiences, especially in the remote environment.
- ▶ The Music Technology A.S. program found that curricular changes in the Acoustics class, which is offered earlier in the program sequence, is improving several of the program learning outcomes. Students are performing particularly well in Time-Based Effects. Efforts to improve student success include a focus on time management skills.
- ▶ The Humanities Department took targeted steps such as creating breakout groups, live chats, and polls to keep students engaged and in attendance via D2L’s Blackboard Collaborate, which explains why enrollment did not decline despite the transition to remote instruction due to COVID-19.
- ▶ The Communications department saw a decline in course withdrawal rates, in part due to their efforts in hosting a variety of career-focused and transfer-oriented events to increase students’ sense of belonging and connection to the Pathway.

Business Pathway

Dr. Paul Moore, Dean

The Programs/Departments included are Accounting Technology A.S., Business Administration A.S., Business Analytics A.S., Culinary Arts Management A.S., Hospitality Management A.S., Marketing Management A.S., Medical Office Management A.S., Office Management A.S., Paralegal Studies A.S., Supervision and Management B.A.S.



SELECTED HIGHLIGHTS

17%	3,039	90%	97%	100%
Increase in the percent of students meeting the Accounting A.S. bank reconciliation program learning outcome.	Technical certificate completers in the Business Administration A.S. program (6% increase over prior year).	Business Analytics A.S. students met the querying in Structured Query Language (SQL) program learning outcome.	Students demonstrated integrated business skills in the Supervision and Management B.A.S. Capstone.	Marketing (MAR3231, MAR1011) students reported satisfaction with course relevance, industry preparation, and instructional quality.

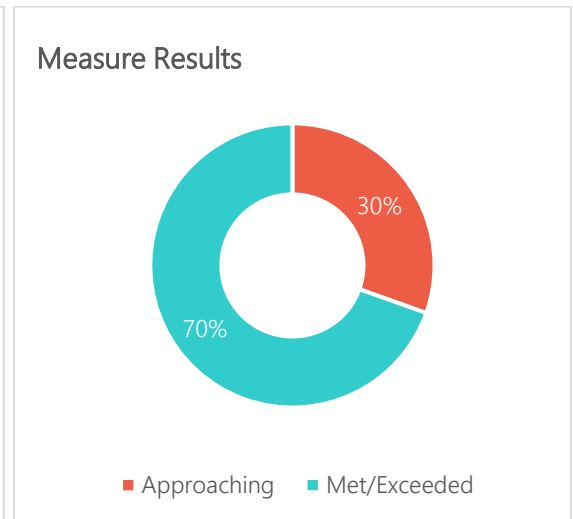
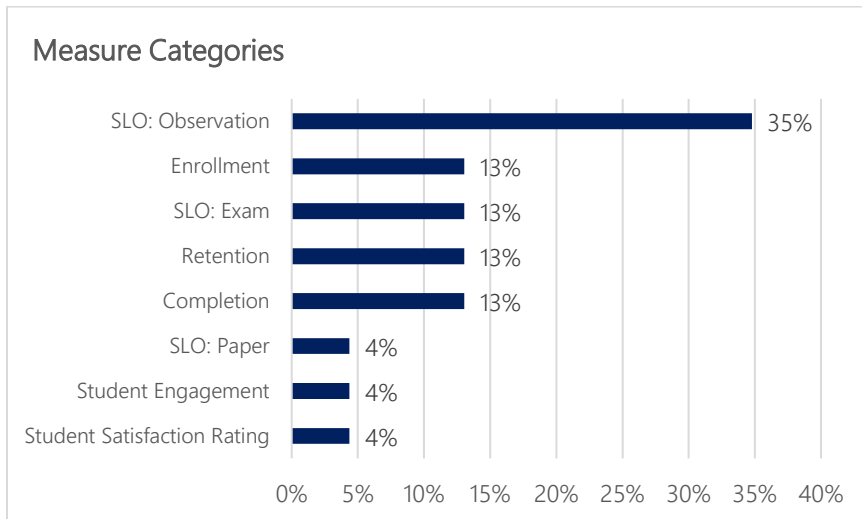
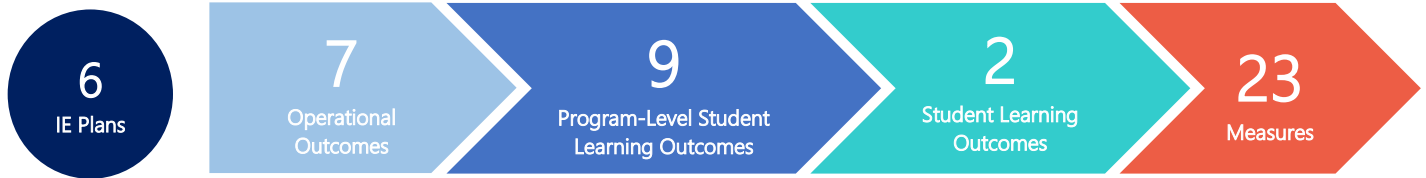
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The Accounting A.S. program saw an increase in student success with the Bank reconciliation learning outcome, which is one of the critical accounting skills to master. Active advertising and usage of tutoring services enabled increased results.
- ▶ The Pathway Dean, along with the Business Administration A.S. Program Manager and Faculty, promoted technical certificate completion through career advising communications to students.
- ▶ The Office Management A.S. and Medical Office Management A.S. programs reported high student satisfaction with core courses. Nonetheless, based on student feedback, the OST2501 master course shell in the Desire2Learn (D2L) learning management system will be updated to provide clearer assignment instructions and possibly an example to improve student success.
- ▶ Students in the Business Analytics A.S. program excelled in their Final SQL project, which is attributed to the Faculty incorporating practice activities prior to the final.
- ▶ While the Hospitality Management A.S. program had an 87% success rate in program core courses, efforts are being made by Faculty to increase success rates by reinforcing concepts and monitoring performance in all core courses. Tutoring is also being promoted for Culinary Arts Management A.S. students with grades 70% or lower.
- ▶ The Marketing Management A.S. program saw overall student satisfaction due to past and current Program Managers who invested their efforts in course designs, DECA engagement, and overall applicability of the program.
- ▶ Paralegal Studies A.S. students performed very well on their Civil and Criminal Mock Trials. In addition, 64% of students utilized Career Services to complete their resumes and participate in mock interviews, which surpassed the target.
- ▶ Supervision and Management B.A.S. students demonstrated a high level of preparation to excel in their Capstone course, which is the culmination course that ties all B.A.S. program knowledge together. These positive results are attributed to rubric reviews conducted by the Faculty.

Education Pathway

Dr. Elizabeth Molina, Dean

The Programs/Departments included are Early Childhood Education A.S., Educator Preparation Institute (EPI) P.C., Exceptional Student Education B.S., Mathematics Education B.S., Secondary Biology B.S., Teacher Education A.A.



SELECTED HIGHLIGHTS

2.4%	75%	100%	74%	82%
Increase in Early Childhood Education A.S. program enrollment.	Mathematics Education B.S. and Secondary Biology B.S. GKE Pass Rate by the 15-upper division credit milestone.	Bachelor's student success on practicum/internship observations.	Increase in Educator Preparation Institute (EPI) program enrollment based on 3-year average.	Teacher Education A.A. students demonstrated teacher competencies in EDF1005.

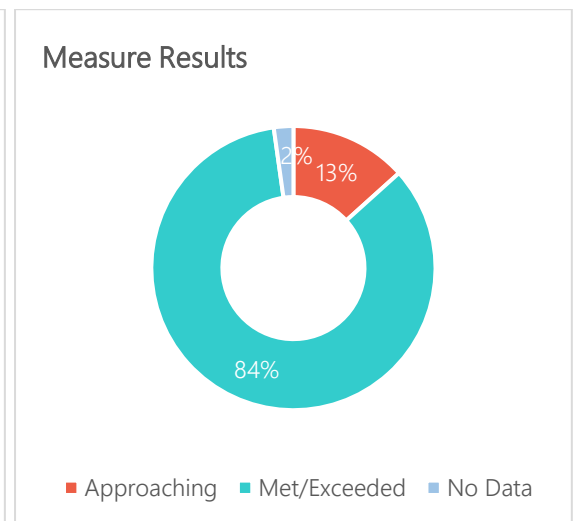
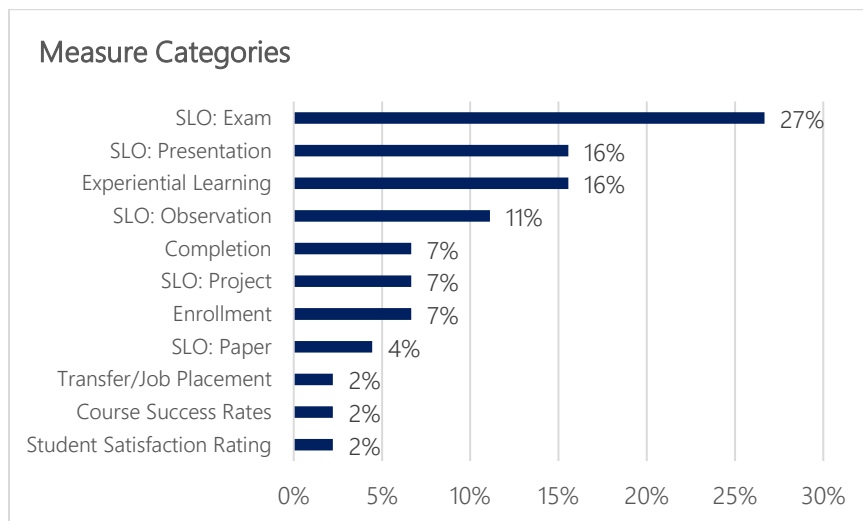
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The Enrollment increase in the Early Childhood Education A.S. program is attributed to multiple webinars offered during the Spring and Summer terms and advisor training provided by the Program Manager. Representatives from the department also provided program information at the Early Learning Conference for ECE professionals.
- ▶ Teacher Education A.A. students enrolled in EDF1005 are demonstrating teacher competencies. There is continued focus on providing more mechanisms for immediate transition from the A.A. to the Teacher Education Program. To increase student sense of belonging, the Education department will collaborate with Student Services to strengthen student support/assistance. Efforts are also underway to engage Faculty in promoting Pathway events.
- ▶ The Educator Preparation Institute (EPI) program saw an increase in enrollment due to their constant outreach to charter and private schools and the creation of new collateral material. Additional efforts include developing a recruitment plan that focuses on non-traditional strategies, such as Troops to Teachers, that will attract new students.
- ▶ The Secondary Biology B.S. and Mathematics Education B.S. programs met their target of 75% of students passing the General Knowledge Exam (GKE) by the 15-upper division credit milestone, which is an indicator of the program support necessary to maintain continuous enrollment.
- ▶ The Bachelor's programs found that retention and enrollment have declined. Therefore, check-in sessions will be launched to ensure that students are meeting all required milestones.
- ▶ The Early Childhood Education A.S. students demonstrated program learning outcomes related to early learning standards and classroom management due to an extra activity that was conducted in the classroom. Another contributing factor was that students received individual meetings with Faculty to review the classroom management techniques prior to their first observation.
- ▶ While students in the bachelor's programs performed exceptionally well on their practicum and internship observations based on Florida Educator Accomplished Practices (FEAPs)/Marzano standards, additional improvements are being made to ensure program rigor and alignment to the new BRIDGES evaluation system adopted by Broward County Public Schools.
- ▶ While EPI students are demonstrating high success rates in their learning outcomes, additional improvements include the implementation of Mursion virtual reality practice-based opportunities into the courses.

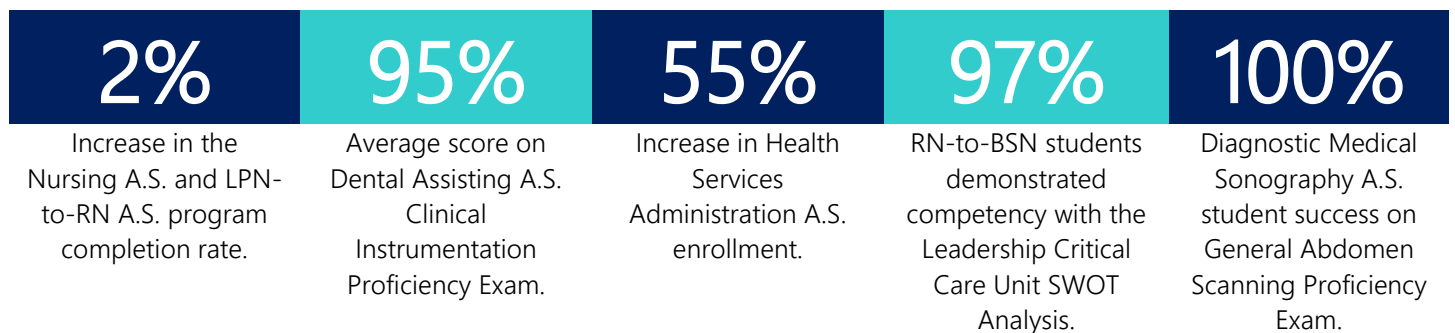
Health Science Pathway

Dr. Nora Powell, Dean, Allied Health; Dr. Sara Turpel, Dean, Nursing

The Programs/Departments included are Dental Assisting A.S., Dental Hygiene A.S., Diagnostic Medical Sonography A.S., Emergency Medical Services (EMS) A.S., Health Information Technology A.S., Health Services Management A.S., LPN to RN (Transition) A.S., Nuclear Medicine A.S., Nursing A.S., Physical Therapy Assistant A.S., Radiation Therapy A.S., Radiography A.S., Respiratory Care A.S., RN-to-BSN B.S.N., Vision Care A.S.



SELECTED HIGHLIGHTS



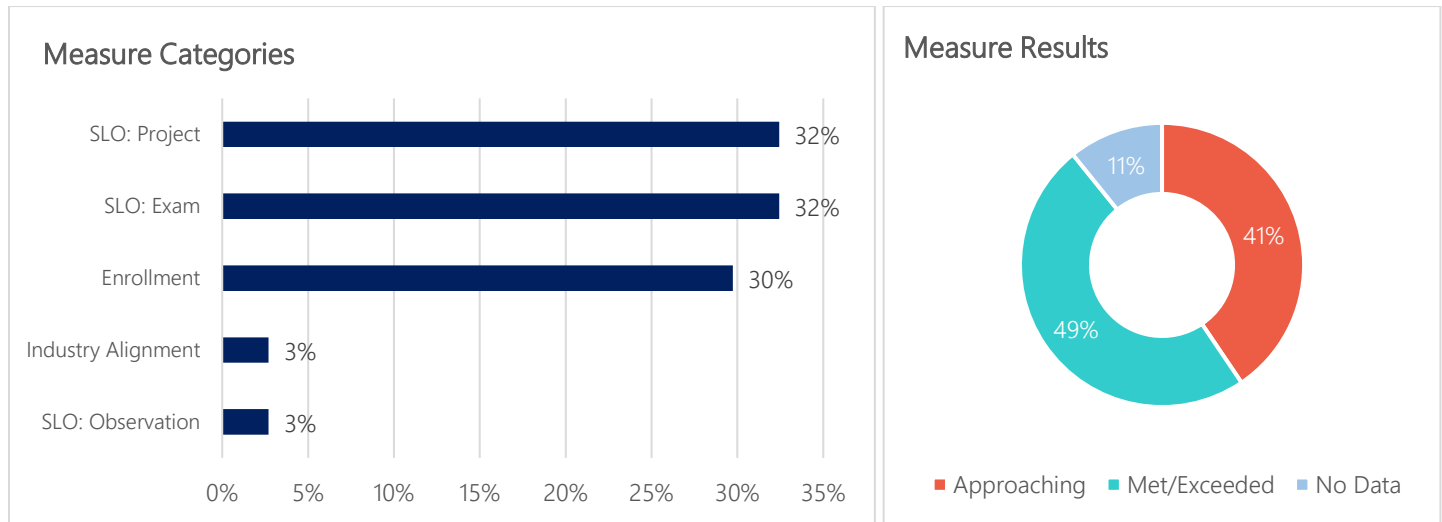
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ Completion rate increases in the Nursing A.S. and LPN-to-RN A.S. programs is attributed to the implementation of math workshops, which led to increased student success on the Medication Math Exam, thereby allowing students to progress in their coursework without delaying completion within the 150% completion timeframe.
- ▶ Multiple Allied Health programs ensured student participation in experiential learning opportunities, which allows them to gain practical knowledge. The EMS program is also developing a formal alternative clinical training plan in place of hospital clinicals in case of closures.
- ▶ Nursing A.S. students demonstrated high proficiency with medication administration, which is instrumental in preparation for the RN Licensure Exam (NCLEX). Success is attributed to having a clearly defined checklist instrument.
- ▶ The Allied Health programs uniformly assessed Clinical Practice Teamwork, which is a soft skill desired by clinical partners. The findings show that students effectively demonstrate this workplace competency; however, further revisions will be made to the rubric for ongoing improvements.
- ▶ Dental Assisting A.S. students performed very well on the clinical instrumentation proficiency exam. Nevertheless, for further improvement, Faculty will conduct two remediation sessions per student and add new resources in D2L.
- ▶ Diagnostic Medical Sonography A.S. students demonstrated career preparedness to work as entry-level sonographers based on their success with the General Abdomen Scanning Proficiency Exam. To ensure ongoing student success, the Program Managers will develop a tip sheet to assist students with exam preparation.
- ▶ The Health Information Technology A.S. program held 47 information sessions to recruit students. As a result, 62% of courses offered met enrollment capacity, which exceeded the target. An additional strategy employed in the Vision Care A.S. program is to implement an information session link on the program website to track student interest and hold an increased number of virtual recruitment events monthly.
- ▶ Students in the RN-to-BSN program were highly proficient in meeting their leadership learning outcome of developing a SWOT Analysis of a Critical Care Unit. Ongoing improvements involve integrating research studies supporting best practices in the classification of patients.

Industry, Manufacturing, Construction, and Transportation (IMCT) Pathway

Russell McCaffery, Dean

The Programs/Departments included are Aerospace B.S., Applied Technology Management A.S., Automotive Service Management Technology A.A.S., Aviation Administration A.S., Aviation Maintenance A.S., Avionics A.S., Building Construction A.S., Engineering Technology A.S., Marine Engineering Management A.A.S., Professional Pilot Technology A.S., Supply Chain Management B.A.S., Supply Chain Management Operations A.S.



SELECTED HIGHLIGHTS

81%	84%	100%	12%	88%
Student success on Aviation Administration A.S. Safety Procedures project.	Increase in the Aerospace B.S. program enrollment.	Professional Pilot A.S. student success on the Federal Aviation Administration (FAA) Private Pilot Certification Exam.	Increase in the Applied Technology Management A.S. program enrollment.	Supply Chain Management A.S. student success on CSCMP Customer Service Certification Exam.

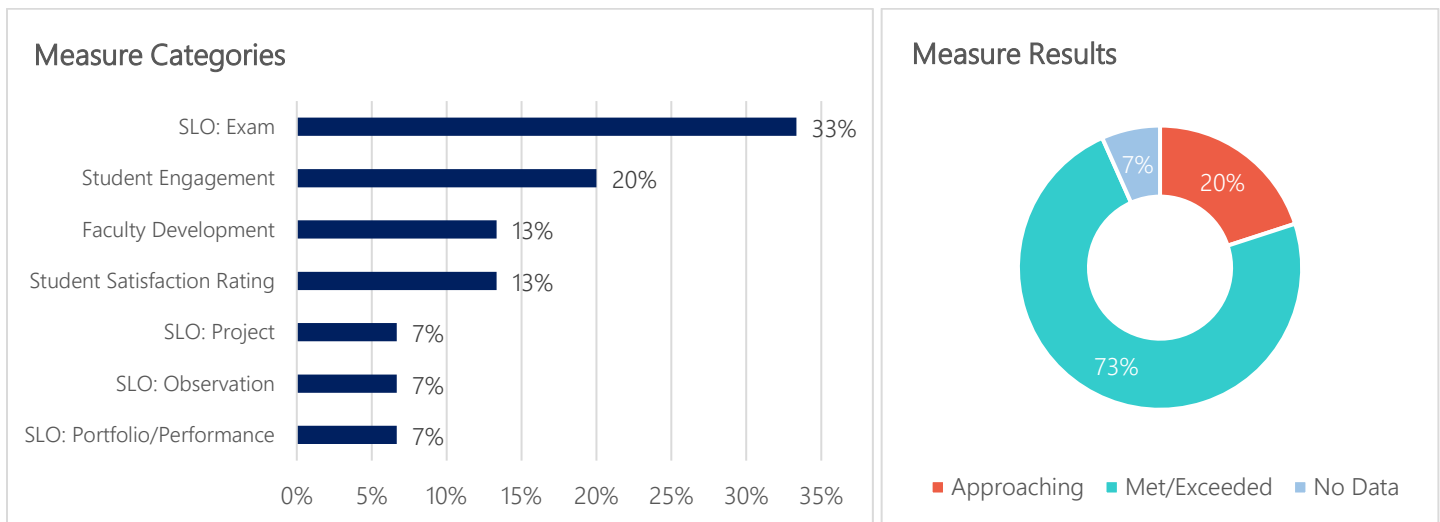
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The Aerospace B.S. program found that the significant increase in enrollment is attributed to the ease of transfer from the A.S. degree.
- ▶ The Building Construction A.S. program advisory committee reported satisfaction with the program's industry alignment. Continuous improvement efforts include incorporating more critical thinking scenarios that prepare students to adapt construction schedules quickly to unforeseen conditions.
- ▶ Providing students with clear rubrics, reinforcing how the assignment is graded with students, and allowing students the opportunity to correct assignments based on initial instructor feedback increased success in meeting the Safety Procedures project in the Aviation Administration A.S. program.
- ▶ Students in the Professional Pilot A.S. program successfully demonstrated takeoff and landing procedures, which is attributed to the rigorous flight training and FAA exam preparation offered through Phoenix East Aviation (PEA).
- ▶ The Applied Technology Management A.S. program attributes their program enrollment increase to robust Career and Technical Education (CTE) outreach efforts such as presentations and advertising at technical colleges.
- ▶ While Engineering Technology A.S. students perform exceptionally well on the program learning outcomes, additional improvements are being made to review/revise the rubric to ensure the appropriate level of rigor is established and calibrated among Faculty.
- ▶ The Aviation Maintenance A.S. program had a 10% increase in enrollment given its strong reputation in South Florida and recognition as the top Airframe Mechanic & Powerplant Mechanic (A&P) programs in the area.
- ▶ Supply Chain Management A.S. students were largely successful on the Council of Supply Chain Management Professionals (CSCMP) Customer Service Exam. Nonetheless, additional improvements are being made in courses to align the content more closely with the exam. Similarly, the Supply Chain Management B.A.S. program is revising the Capstone course to reflect real-world problems.

Public Safety Pathway

Linda Wood, Dean

The Programs/Departments included are Corrections Officer Academy PSAV, Crime Scene A.S., Criminal Justice A.S., Police Academy PSAV, Police Service Aide Academy PSAV.



SELECTED HIGHLIGHTS

94%	90%	9	100%	60%
Student pass rate on the Police Academy State of Florida Certification Exam (SOCE).	Student satisfaction with Police Service Aide Academy program instruction.	Student club events offered in the Criminal Justice and Crime Scene programs in the Fall.	Crime Scene program student success on Criminalistics Practicum.	Faculty utilized "Flipping the Classroom" as a teaching method.

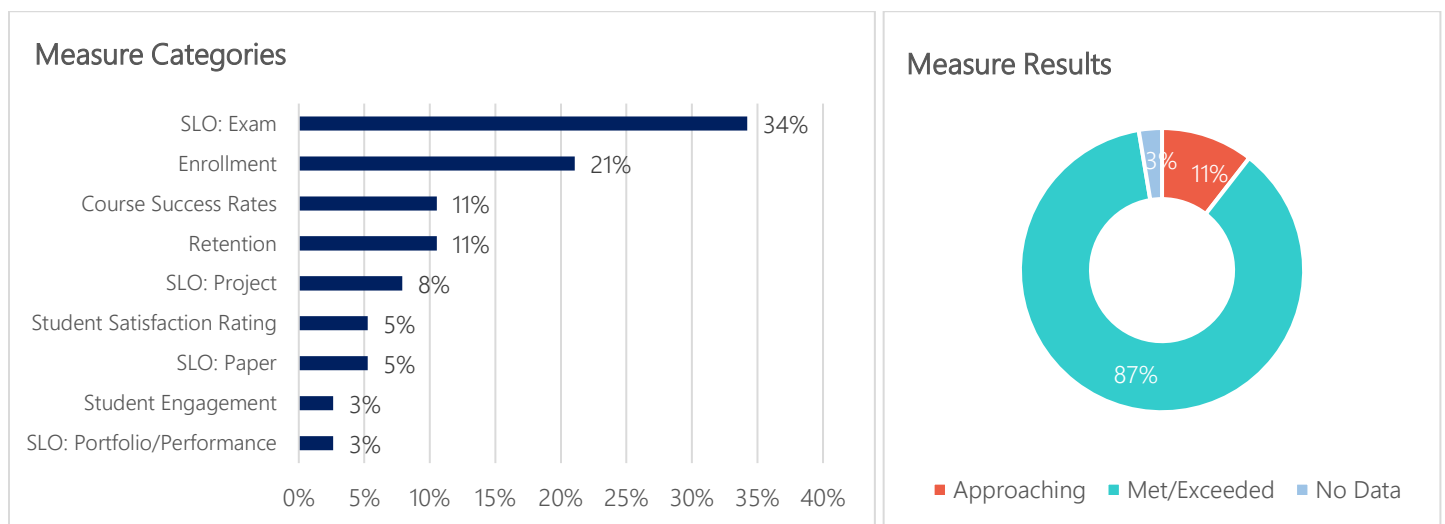
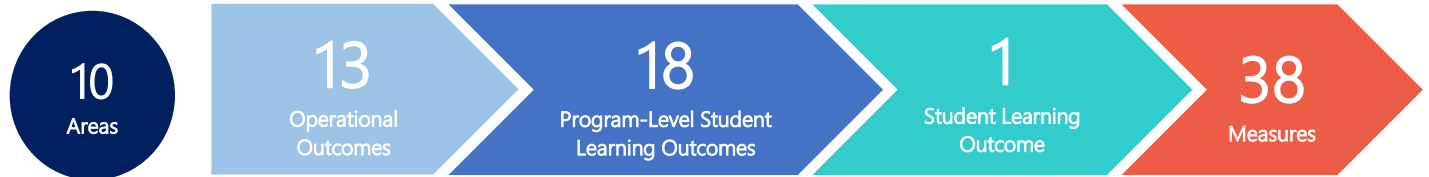
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ Students in the Police Academy and Corrections Officer Academy PSAV programs excelled on the SOCE exam, which placed both programs in the Top 10% of Police and Corrections Academies in the State of Florida. Student success is attributed to partnership between stakeholders, faculty, and students.
- ▶ The Crime Scene A.S. program engaged students in the Criminal Justice and Crime Scene student clubs by hosting nine events in the Fall term, which exceeded the target. While activities were canceled in the Spring term due to COVID-19, the program will continue to encourage student engagement and participation in club activities, as well as monitor the quality of the activities offered.
- ▶ The Criminal Justice A.S. program found that the transition to remote learning adversely affected student learning. Thus, additional focus will be given to increase student participation in example and practice reports, followed by reviews with the students to discuss areas for improvement.
- ▶ While Police Service Aide Academy students reported high overall satisfaction with instruction, the program remains focused on exploring new and creative ways to improve student success.
- ▶ Crime Scene A.S. students excelled in their Criminalistics practicum. Nonetheless, they will be offered additional examples of courtroom testimony to improve Mock Trials for the Court Preparation and Testimony learning outcome.
- ▶ The Police Service Aide PSAV program increased Certificate pass rates year-over-year. Improvement strategies include improving the study skills course to ensure students are better prepared.
- ▶ Police Academy and Police Service Aide PSAV program Faculty utilized the "Flipping the Classroom" technique as a teaching method, which has shown a positive impact on the students. All Faculty were introduced to the "Flipping the Classroom" method in the annual meeting the previous year and will remain in practice to support student success.
- ▶ The Criminal Justice A.S. program found that the experiences of students visiting off-site locations related to their studies, such as tours of the Broward Sheriff's Office Jail facility and the Holocaust Museum, as well as learning from practitioners in the field, brings holistic learning to their college education.

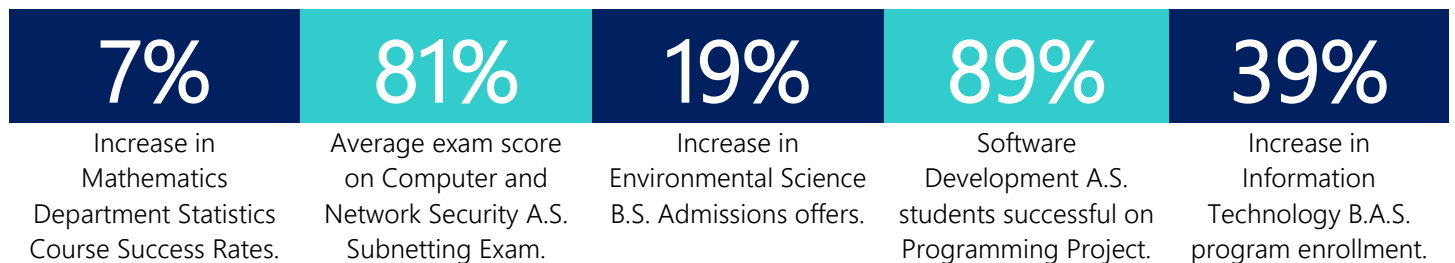
Science, Technology, Engineering, and Mathematics (STEM) Pathway

Dr. Nichole Vaughan, Dean, Science; Dr. Stephanie Etter, Dean, Technology; Dr. Theo Koupelis, Dean, Mathematics

The Programs/Departments included are Computer and Network Security A.S., Computer Information Technology A.S., Environmental Science A.S., Environmental Science B.S., Information Technology B.A.S., Mathematics Department, Networking Systems Technology A.S., Software Development A.S., Technology Management B.A.S., Technology Project Management A.S.



SELECTED HIGHLIGHTS



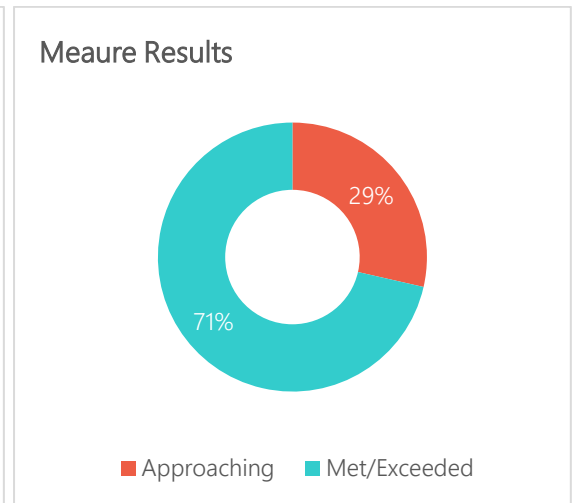
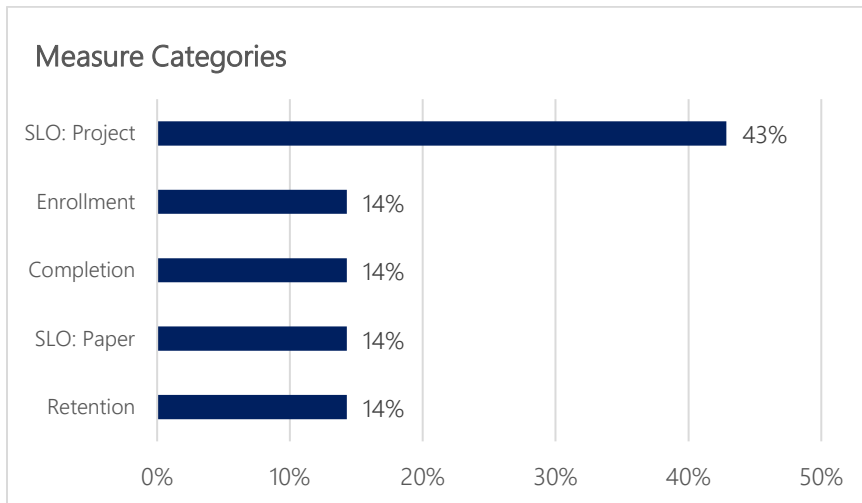
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The Mathematics Department saw an increase in course retention and success rates for introductory math courses (Intermediate Algebra, College Algebra, Pathway to Statistics, and Statistics), which is attributed to time invested at department meetings and through faculty-led work on revamping the curriculum by streamlining content delivery, rearranging topics, and making the content more relevant to the needs of the students.
- ▶ The Technology Project Management A.S. program hosted a Kanban student engagement event in collaboration with an industry partner and found that 85% of students were satisfied with the event.
- ▶ The Environmental Science A.S. program had a 17% increase in Fall-to-Fall enrollment. The Environmental Science B.S. program also saw an increase in the number of admissions offers due to participation in on-campus recruiting events.
- ▶ The Computer and Network Security A.S. and Computer Information Technology A.S. programs attribute student learning outcome success to the implementation of skills-based learning with virtual machines, which aid students in understanding the Open Systems Interconnection (OSI) models. There will be continued focus on skills-based learning and project-based labs for ongoing improvements.
- ▶ While the Technology Management B.A.S. program found that students performed highly on their Work Breakdown Structure Project, a short video with various examples will be included as an additional resource to enhance learning.
- ▶ The Computer and Networking Security A.S. and Network Systems Technology A.S. were found to be competing, so the programs were merged, which has improved enrollment and student success in job placement.
- ▶ The Software Development A.S. program found that having students work in small groups increased success on their final Programming Project. Additional focus will be on offering live Python tutoring in the computer lab.
- ▶ The Information Technology B.A.S. and Technology Management B.A.S. programs found that the increase in enrollment was due to curriculum changes focusing on current technologies being used in the workforce. The programs will continue to monitor emerging technologies and update the degrees to target the needs of the local job market.

Social Behavioral Sciences and Human Services (SBSHS) Pathway

Dr. Lulrick Balzora, Dean

The Programs/Departments included are Geographic Information Systems Specialist T.C., Human Services A.S.



SELECTED HIGHLIGHTS

90%	20	100%	86%	100%
GIS T.C. students demonstrated success with the manipulation of digital and analog data learning outcome.	New students enrolled in the new Human Services A.S. program, reflecting a 400% increase year-over-year.	Students are progressing to subsequent course enrollment (retention) in the GIS T.C. program.	Student success on the GIS T.C. Remote Sensing project.	Student success on the Human Services A.S. Case Management final project.

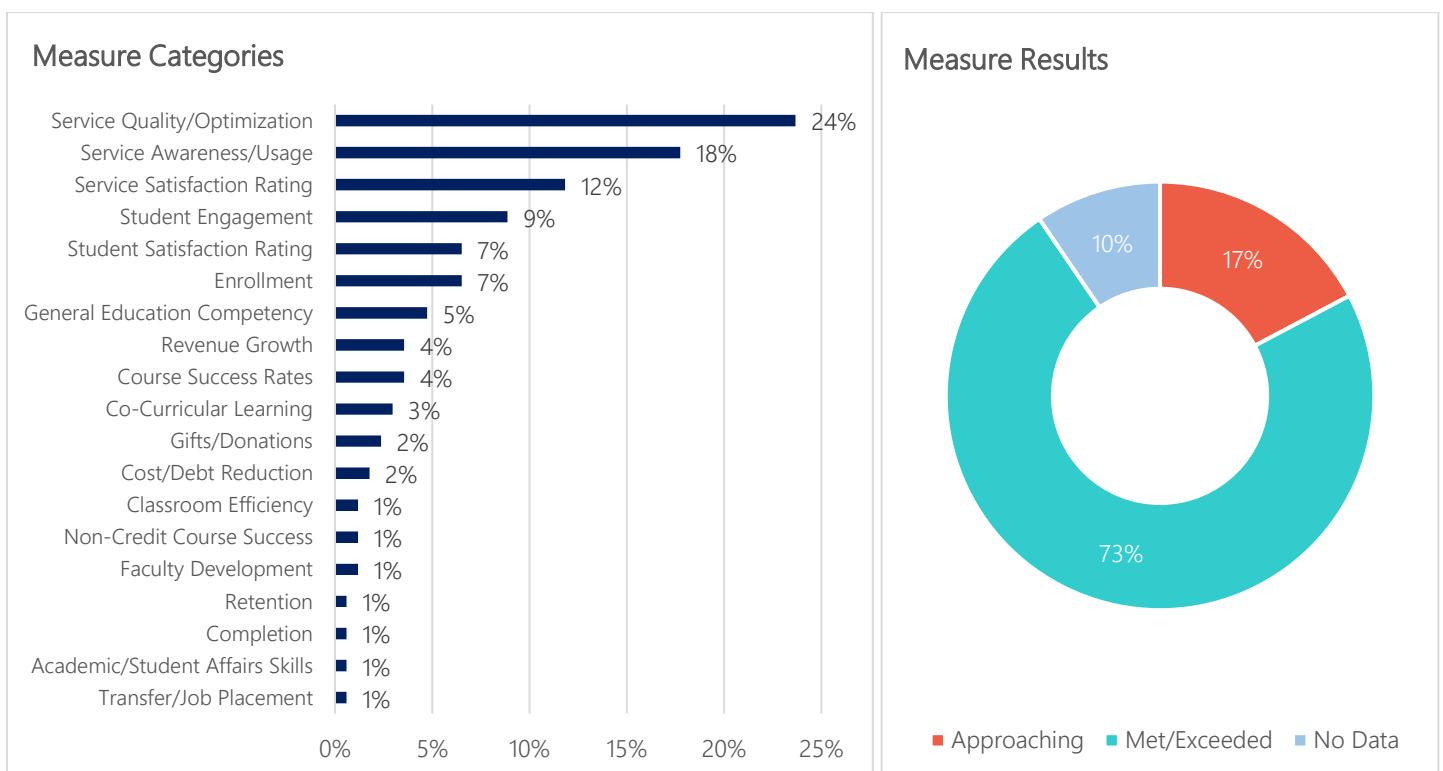
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The Geographic Information Systems (GIS) T.C. found that student success in the manipulation of digital and analog data learning outcome is due to having fully online software tutorials, as well as the accessibility of the course professors and the GIS lab technician.
- ▶ The Geographic Information Systems (GIS) T.C. program found that students are showing an interest in completing the coursework for the certificate. Based on the data, students from South Broward High School showed significant interest, with 89% taking courses in both the Fall and Spring terms. Students also enrolled in two classes per semester, which accelerates completion.
- ▶ The Human Services A.S., a new program, saw a significant increase in student enrollment due to heavy recruiting by the Program Manager who visited classrooms to recruit students and met with Academic Advisors to promote the program. The program also increased course offerings from 1 to 3 courses per semester.
- ▶ The Geographic Information Systems (GIS) T.C. program found that students performed highly on the GIS Remote Sensing Project, despite not meeting their target of 90%. Due to COVID-19, several students were hampered by the loss of access to the necessary hardware provided by the College and South Broward High School. Additional focus will be on ensuring students have a dedicated student lab technician to provide one-on-one support.
- ▶ The Geographic Information Systems (GIS) T.C. program found that while certificate completion decreased year-over-year, the program continues to steadily produce more well-trained entry-level practitioners for the local workforce through technical and advanced technical certificates awarded at the College and with the high school program.
- ▶ While the Human Services A.S. program found that students performed exceptionally well on their learning outcomes, the Program Manager surveyed the students to gather feedback for further improvements. Students noted interest in more discussion boards with exercises attached, which will be implemented and added to the course syllabus. Assignments will also be spaced out and include more in-class scenarios and role-playing based on student feedback.

Service Area Snapshots

The Service Area Snapshots are reported by Major Division on the subsequent pages. Below is an overview of all Service Areas across the following Major Divisions:

- ▶ Academic Affairs/Services
- ▶ Academic Analytics, Campus Operations
- ▶ Finance, Operations, Information Technology
- ▶ International Education
- ▶ Office of the President
- ▶ Student Services
- ▶ Workforce Education and Innovation



Overarching Themes

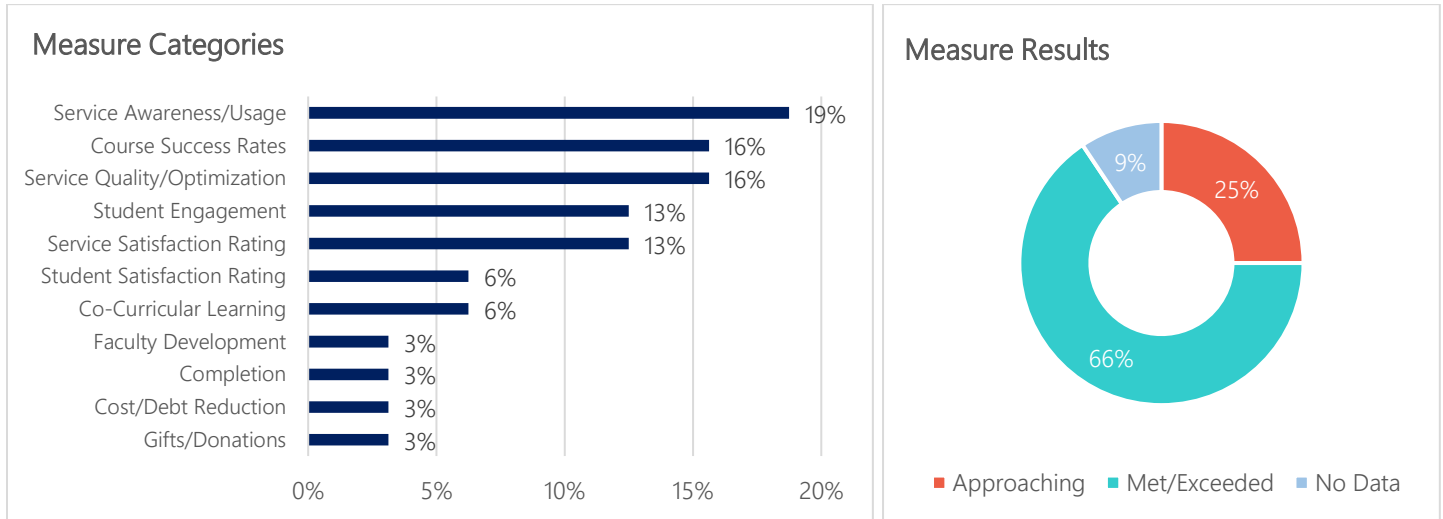
The following three themes emerged from qualitative data analysis of the Key Findings and Continuous Improvement Strategies across the Service Areas by Major Divisions.

- ▶ **Student Engagement:** Targeted student outreach efforts include leveraging technology, increasing digital and social media promotions, phone call/text message campaigns, offering more interactive events, and ensuring resource accessibility.
- ▶ **Quality Improvement:** Practical strategies to enhance functional and operational efficiencies include a focus on continuous process monitoring, implementing proactive solutions to streamline services, and re-designing content to ensure relevance and appeal for target audiences.
- ▶ **Collaboration:** Collaboration with internal and external stakeholders is a common strategy in building awareness of services, strengthening faculty, staff, student, and community engagement, innovating creative solutions, and facilitating process improvements.

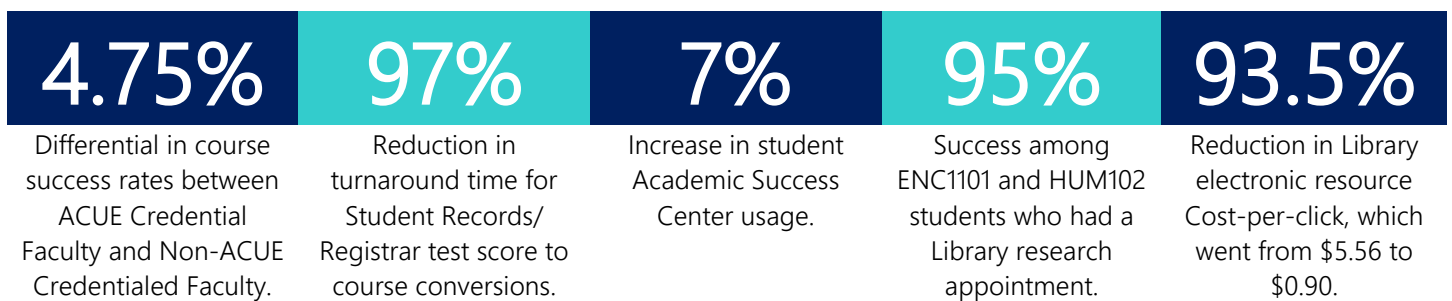
Academic Affairs/Services

Dr. Jeffrey Nasse, Provost and Senior Vice President, Academic Affairs

The Service Areas included are Academic Success Centers, Center for Teaching Excellence and Learning, Curriculum Services, Dual Enrollment, Honors College, Institutional Accessibility, Library Access and Discovery, Library/Academic Resources, Student Records/Registrar, and Testing.



SELECTED HIGHLIGHTS



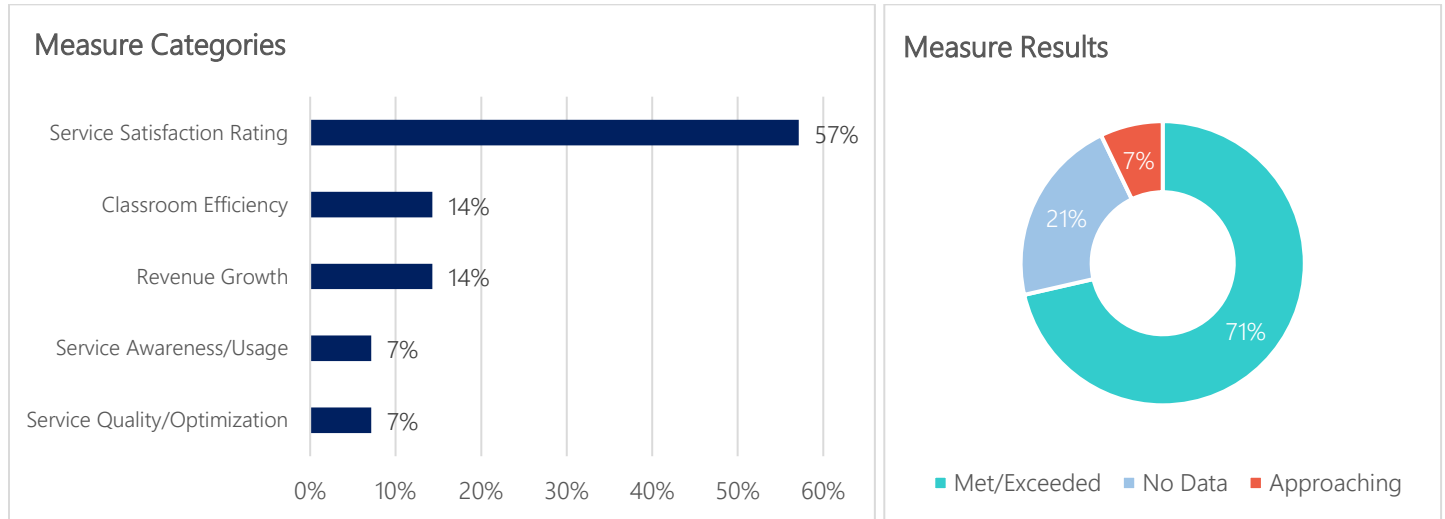
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The Association of Colleges and Universities (ACUE) Faculty training offered through the Center for Teaching Excellence and Learning (CTEL) increased course success rates, enhanced faculty perception of teaching, and students' sense of belonging and overall satisfaction. Continuous improvement efforts will focus on expanding ACUE participation to full-time and adjunct faculty through micro-credentialing.
- ▶ The Student Records/Registrar's Office saw a reduction in turnaround time for test score to course conversions due to collaboration with the Education Testing Services and Information Technology to develop an automated upload of accelerated test scores (AP, IB, CLEP and AICE) to automatically award post-secondary credit.
- ▶ The Academic Success Centers found that student usage increased despite their pivot to remote tutoring using their WOnline tutoring platform. Success is also attributed to conducting class visitations, orientations, and partnering with academic departments and Faculty, as well as presenting information at college-wide Student Life events.
- ▶ The Dual Enrollment team had a total of 79 A.A. degree completers, which reflects a slight decline compared to the prior year. However, the team continues to enhance advising for students to encourage timely degree completion.
- ▶ The Curriculum Services team saw a reduction in Degree Audit inquiries, which is attributed to having a dedicated staff member to exclusively verify the accuracy of Degree Audits. To sustain improvements, the team will proactively meet with stakeholders to explain the importance and impact of Degree Audits on student success.
- ▶ The Library/Academic Resources Office ensured that group study sessions for gateway courses were directly related to the concepts covered in the corresponding courses, which resulted in high student satisfaction and success.
- ▶ The Testing Office achieved a 92% student satisfaction rating. However, CLEP testing declined due to COVID-19. Improvement efforts include maximizing their existing partnership with Broward County Public schools to promote the use of Modern States courses and vouchers to expand Advanced Placement (AP) testing. They will also collaborate with advisors to promote other testing opportunities and offer online training on credit-by-exam options.
- ▶ The Library Access and Discovery team reduced Cost-per-click through a revised marketing strategy that promoted electronic resources through library instruction and the Libraries newsletter. To ensure continuous improvement, they are exploring a workflow and process for the use of BC Navigate to connect with students, as well as provide Faculty training on how to link library resources directly to their courses in D2L.

Academic Analytics, Campus Operations

Dr. Donald Astrab, Senior Dean, Analytics, Strategy and Communication; Dr. Stephen Dunnivant, Campus President and Vice Provost, Teaching Excellence and Learning; Dr. Sunem Beaton-Garcia, Campus President and Vice Provost, Academic Services

The Service Areas included are Bailey Hall, Emil Buehler Planetarium, Campus Business Affairs – Central, Campus Business Affairs – North, Campus Business Affairs – Online, Campus Business Affairs – South, Omni Auditorium, Partnership Centers – South, PCAT, and Transfer and Articulation Services.



SELECTED HIGHLIGHTS



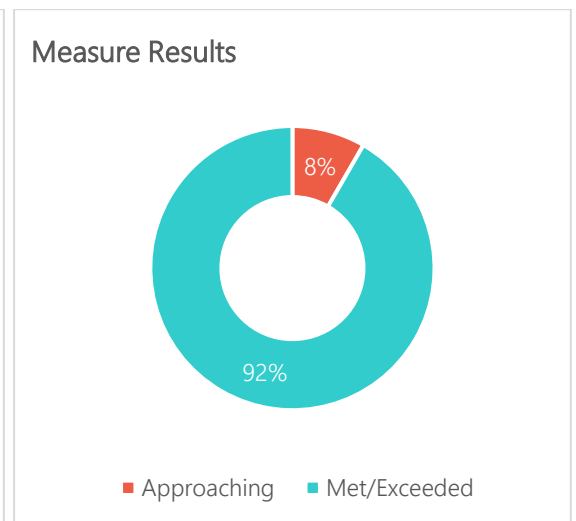
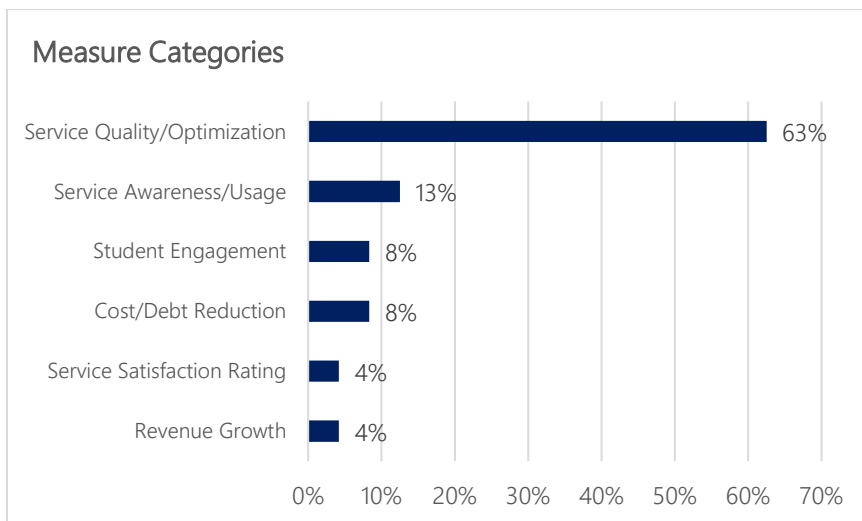
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The Central Campus Business Affairs Office received overwhelmingly positive feedback on emergency preparedness due to their partnership with the Davie Police SWAT Team for conducting safety exercises. They plan to collaborate with Campus Safety to develop and incorporate role players, including student volunteers, to improve the exercises and make them more realistic.
- ▶ The North Campus Business Affairs Office found that 84% of internal patrons were satisfied with the event rental process. In addition, collaborations with the Academic Affairs team to consolidate class sections led to a higher-than-expected reduction in class sections.
- ▶ While the Performance and Cultural Arts Theatre (PCAT) had to cancel events due to COVID-19, they were able to reserve twelve revenue-generating events, which is attributed to marketing directly with clients in need of conference and presentation rental space.
- ▶ The South Campus Business Affairs Office found that a focus on customer service yielded an 88% customer satisfaction rating. To ensure continuous improvement, they will collaborate with the Associate Deans and meet with each discipline to streamline the class scheduling process.
- ▶ Transfer and Articulation Services achieved a 90% student satisfaction rate with transfer fairs and workshop engagement events. To ensure ongoing improvements, they will survey students within 24 hours of engagement to capture feedback and increase responsiveness to students' needs.
- ▶ The Partnership Centers – South found that course cancellations reduced by 12% year-over-year due to their efforts to plan course scheduling alongside the Pathway Associate Deans.
- ▶ The Online Campus Business Affairs Office team conducted detailed analyses of all assigned budget cost centers and met with each cost center manager, which showed that all areas were appropriately utilizing Workday to ensure efficient budget utilization. They also had a 100% customer satisfaction rating, which is attributed to their ability to offer personalized services.

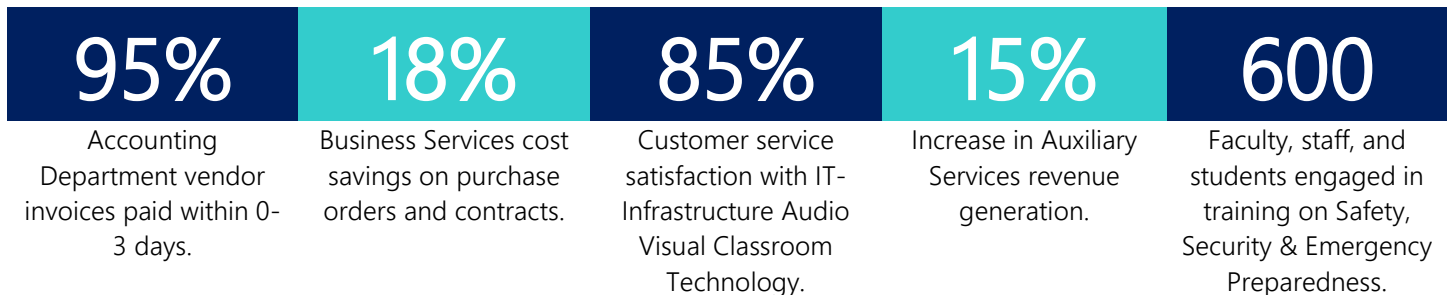
Finance, Operations, Information Technology

John Dunnuck, Senior Vice President, Finance and Operations

The Service Areas included are Accounting Office, Auxiliary Services, Budget Office, Business Services, Facilities Management, IT Applications, IT Infrastructure, IT Project Management Office, IT Security Services, IT Web Services, IT Workday and Business Process Management, Safety, Security, and Emergency, Student Business Services, and Student Financial Services.



SELECTED HIGHLIGHTS



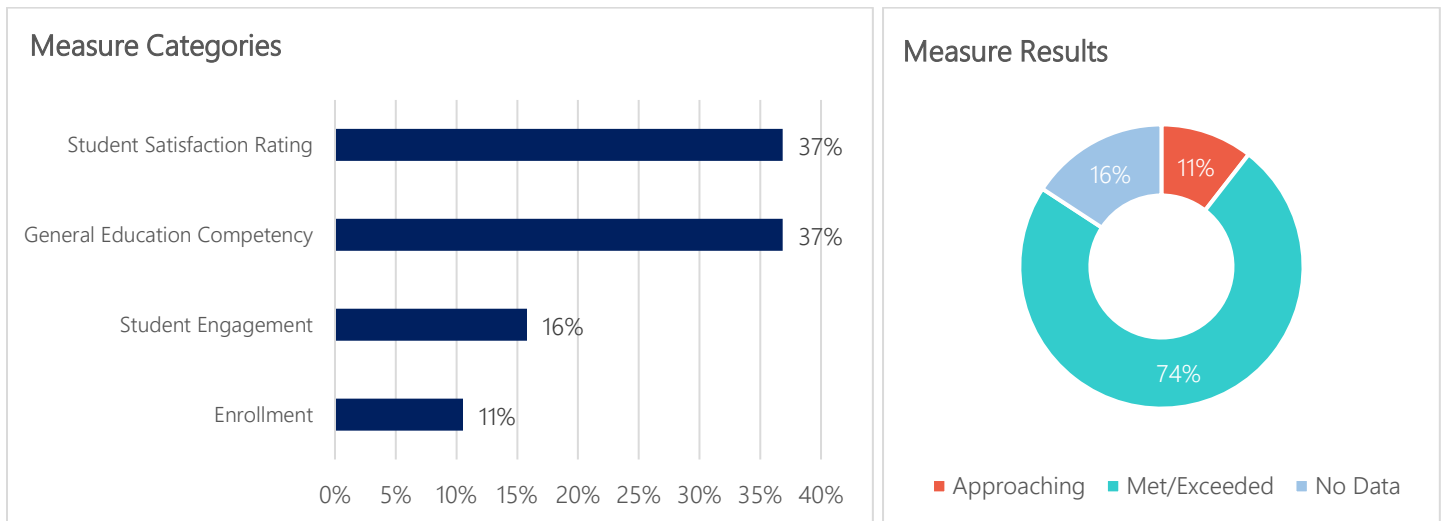
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The Accounting Office increased efficiency with vendor invoices by improving the payment process, reducing approvals needed within reason, collaborating with Procurement and the FAST process improvement team to identify and resolve challenges, and educating faculty and staff on the requirements for an expedited payment process.
- ▶ The Student Financial Services Office engaged an increased percentage of students through SAP and PELL Lifetime Eligibility Used (LEU) counseling. While COVID-19 adversely affected their response rate, they are seeing success with concentrating staff on specific student groups, especially for FAFSA verification. Ongoing efforts will be focused on utilizing text messaging and assigning specific student cohorts in BC Navigate to a particular Financial Aid Advisor.
- ▶ The Business Services Office improved cost-savings by 18% through solicitation contract negotiations at the pre-award phase and further efforts by Buyers and end users to negotiate lower pricing prior to purchase order sourcing.
- ▶ The IT-Infrastructure team found that continuous replacement of equipment and addressing problematic equipment regardless of age drives high satisfaction as it reduces interruptions with classroom lectures using technology.
- ▶ The Facilities Management Office improved response rate and average time to complete work orders due to increased monitoring of the work request entered by users.
- ▶ The Auxiliary Services Office surpassed revenue targets due to internal marketing efforts and Groupon activations. Additional focus is on re-engaging past and existing customers to offer services within COVID-19 safety protocols.
- ▶ The IT-Web Services team achieved a 98% Service Level Agreement (SLA) non-breach rate despite challenges due to the website migration and COVID-19. Ongoing efforts include enforcing a 3-reminder communication on each ticket.
- ▶ The Student Business Services Office found that the institutional debt per student decreased by 7.5% due to internal collection efforts, consistency of placement of accounts in collection, and increasing the number of student calls.
- ▶ The Safety, Security, and Emergency Preparedness team engaged a high number of faculty, staff, and students in training offerings by creating more innovative and interactive sessions. Additional focus will be on offering virtual training and increasing promotional advertisements to reach a wider population.
- ▶ The Supplier Diversity team saw an 8% increase in diversity spend with small, diverse businesses by evaluating the contract readiness of registered suppliers and developing a focused strategy for matching suppliers to departments.

International Education

Dr. David Moore, Executive Director, International Education

The Service Areas included are International Business Development, International Centers: Bolivia, International Centers: China – Shanghai, International Centers: Ecuador, International Centers: India, International Centers: Peru, International Centers: Sri Lanka, International Centers: Vietnam, International Student Enrollment, and Study Abroad.



SELECTED HIGHLIGHTS

11%	98%	40%	100%	202
Increase in International Student Enrollment.	Student success with English Competency at the Ecuador International Center.	Increase in student participation in Faculty-Led Study Abroad programs.	Student satisfaction at the Bolivia, Ecuador, and Peru International Centers.	Student inquiries in Study Abroad via website call to action button.

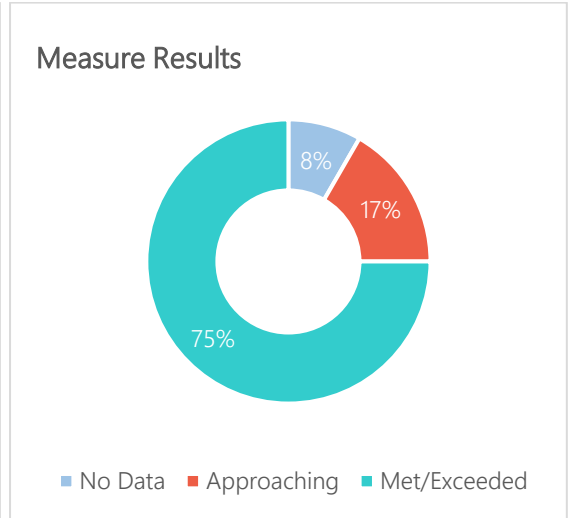
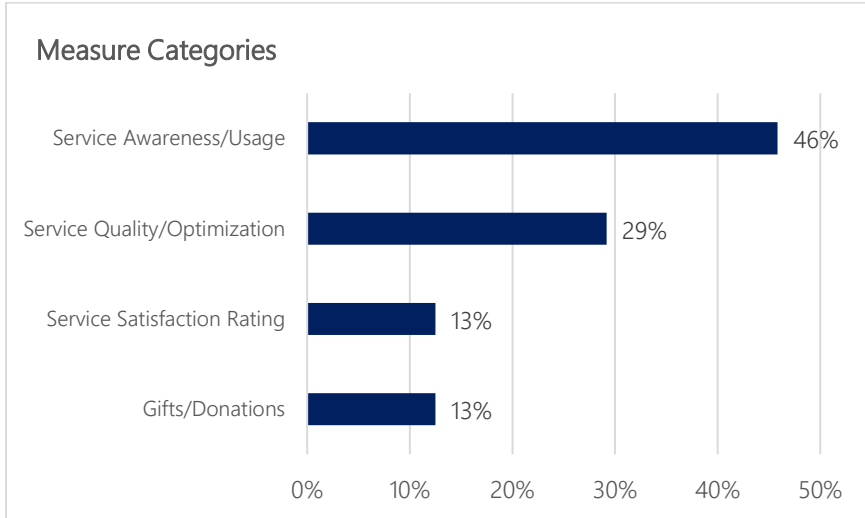
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The International Student Services Office team found that the top five countries where students are coming from include Venezuela, Jamaica, Brazil, Colombia, and Vietnam. Increased enrollment is attributed to participation in college fairs abroad, which enhanced the College’s branding and recognition. Further efforts include exploring more branding and recruitment opportunities and providing student support to ensure a successful college experience.
- ▶ The Study Abroad Office offered three Faculty-Led Study Abroad programs to Paris, Belize, and Spain. While three additional programs were cancelled in the Spring due to COVID-19, the target was achieved by offering more programs and offering generous scholarships and grants including a subsidized service-learning program to Belize.
- ▶ Several International Centers, including Bolivia, Shanghai, Ecuador, Peru, and Sri Lanka reported high student satisfaction with their Broward College program experience and high likelihood to recommend the program to others. Continuous improvement efforts relate to sharing the full survey results with each Center to ensure areas for improvements are addressed.
- ▶ While the International Business Development team did not meet their target to increase Chinese student enrollment due to COVID-19, they were on track to do so. Nonetheless, they successfully signed a new 5-year agreement with a Chinese institution, Renmin University, and plan to continue efforts to increase enrollment by pursuing additional agreements with Chinese institutions.
- ▶ The International Centers uniformly assessed student success with English Competency, which is an important skill for international students. All International Centers, except India which closed due to COVID-19, found that students performed highly in meeting this general education competency. To sustain student success, the International Education team will engage colleagues at each Center via video conferencing meetings to address needed supports, learning resources, and access to the updated course outlines.
- ▶ The Study Abroad Office saw a 102% increase in student inquiries following the addition of a “Request More Information” call to action button on the College’s Study Abroad public website. Further improvements include establishing an inquiry database to track the conversion rate from inquiry to study abroad participation.

Office of the President

Gregory Adam Haile, College President

The Service Areas included are Communication and Public Relations, Contact Center Operations, Creative and New Media, General Counsel, Public Policy, and Governmental Affairs, Marketing, Office of Advancement, Office of the President, and Talent and Culture.



SELECTED HIGHLIGHTS

600	4.4	60%	5%	\$9.5mm
Average attendance in town halls hosted by the Office of the President.	Contact Center student satisfaction rating.	Increase in Communications/Public Relations media outlet/reporter engagement.	Increase in Talent and Culture employee recruitment through LinkedIn social media year-over-year.	In total gifts and commitments secured by the Office of Advancement.

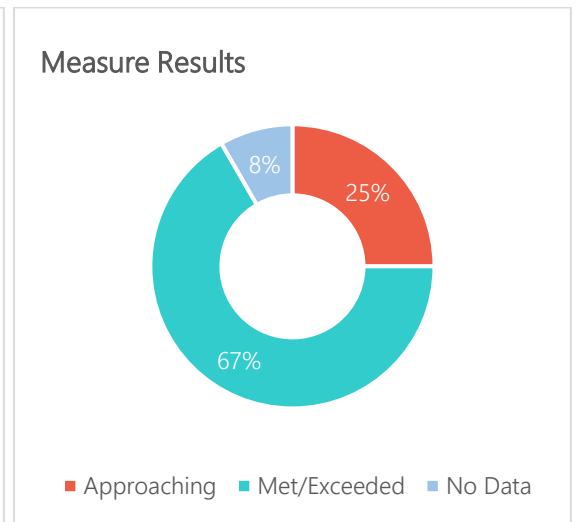
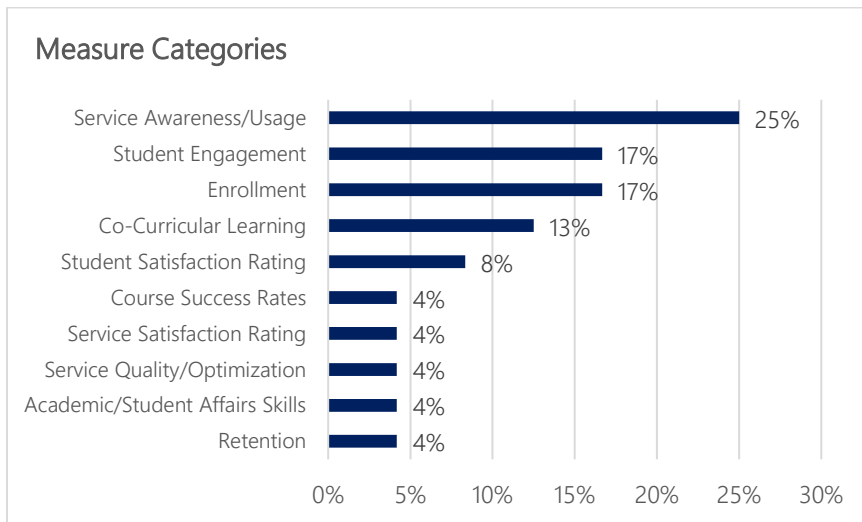
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The Office of the President held a total of 11 town halls with an average of 600 participants per session, which garnered 88% positive feedback. The town halls fostered engagement among faculty, staff, and administrators around diverse topics, including COVID-19. Improvement efforts focused on adjusting the format and Q&A section.
- ▶ The Office of Talent and Culture saw an increase in traffic to its LinkedIn page after being attached to the College's main page, allowing followers of the main page to receive direct updates when jobs are posted. Improvements include the addition of fresh content such as the *Together We Serve* video, which attracted more candidates.
- ▶ The Marketing team found that search results for the fiscal year produced the greatest volume of leads at 78% of total combined leads and yielded an all-time efficient Cost-per-lead of \$36.26. In addition, the accrued year-to-date performance of the Digital (Spring 2020) campaign resulted in a 13% Click-through-rate (CRT).
- ▶ The Office of the General Counsel surpassed their target of improving legal contract review and found that 83% were completed within 30 days. Contract review within 45 days improved by 8% and contract review within 60 days improved by 6%. The team will continue its focus on improving contract review within 30 days through staffing.
- ▶ The Creative and New Media team found that the average proofs per job was 1.02 and the average project duration was 7.91 days, which surpassed the target by 62%. Nonetheless, greater focus will be on project oversight to ensure ongoing improvements on project completion.
- ▶ The Contact Center saw high student satisfaction rate by conducting frequent calibration sessions with call center vendors to measure call trends. They also had a first call resolution rate of 92%. Ongoing efforts include training agents to have more personal yet professional interactions and implementing advanced call routing strategies.
- ▶ The Communication and Public Relations team increased media engagement and coverage through on-site reporting due to time spent curating media relationships and being responsive to media requests. As a result, the media is more receptive to pitches and express interest in stories that allow them to feature students and employees.
- ▶ The Office of Advancement achieved \$1.9 million in scholarship dollars. In addition, they secured \$9.5 million in gifts and commitments in collaboration with the Grants team. Success was driven by donors recognizing the difference their gifts made to recipients as well as increased excitement around Broward UP and our core educational programs.

Student Services

Janice Stubbs, Vice Provost, Student Services

The Service Areas included are Academic Advising, Admissions and Registration, Athletics, Enrollment Management, Seahawk Outreach Services, Student Achievement Initiatives, Student Life, Student Publications, Veteran Student Engagement.



SELECTED HIGHLIGHTS

11%	1,607	77%	230%	86%
Increase in FTIC student academic advising appointment attendance.	Jumpstart students enrolled at the College.	Student engagement in Peer Leader Leadership Skills learning experience.	Increase in Seahawk Outreach Services referrals to ensure student persistence.	Seahawk Summer Academy student term-to-term retention.

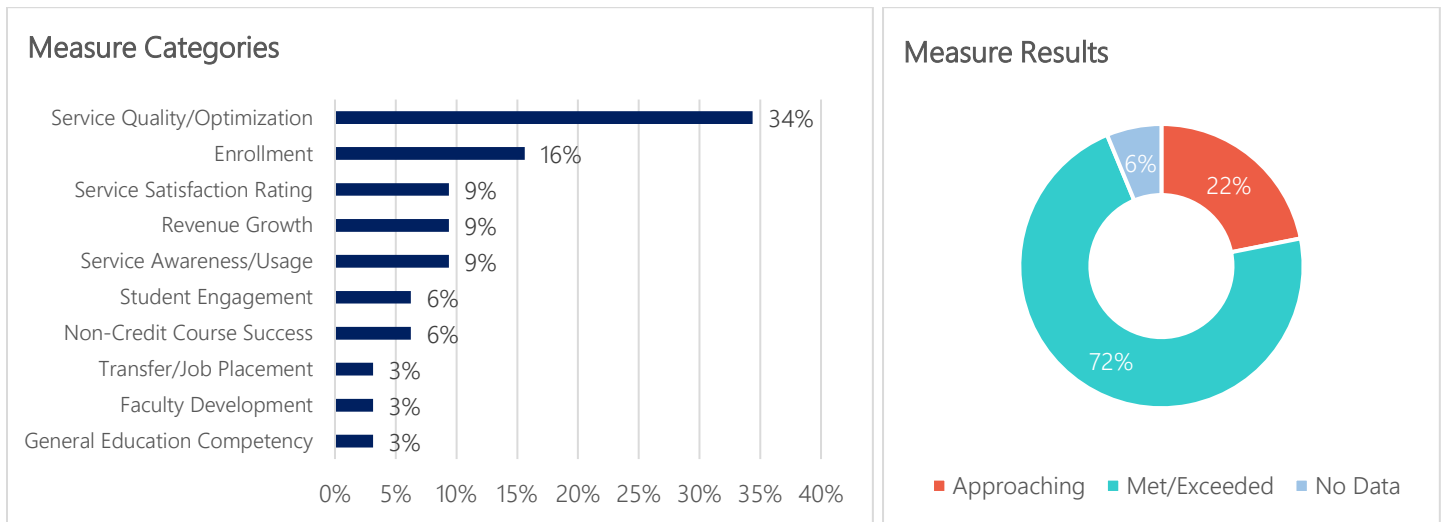
KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The Academic Advising Office found that targeted campaigns yielded a 79% reduction of students in the Exploratory Pathway. Campaigns focused on career planning and referrals to Career Services as needed. Also, collaboration with the New Student Orientation (NSO) team, and the use of BC Navigate yielded an 11% attendance increase in FTIC student advising appointments.
- ▶ The Enrollment Management Office achieved their Jumpstart enrollment and Applicant count targets. Nonetheless, improvements will focus on the applicant-to-enrolled conversion through the implementation of a Customer Relationship Management (CRM) software to streamline student caseload assignments.
- ▶ The Student Publications Office published 19 articles related to the College's Strategic Plan and found that political and entertainment topics received the highest views, while College news did not have much traction. Therefore, they will focus on promoting articles through social media and podcasts for ongoing improvements.
- ▶ While the Admissions and Registration Office did not meet their target for the degree-seeking conversion due to COVID-19, an action plan has been developed which will leverage Power BI and BC Navigate to enhance student outreach and enrollment.
- ▶ Student Achievement Initiatives (SAI) saw an 86% term-to-term retention for Summer Seahawk Academy students and 83% course success rates in ENC1101, SLS1501, and SPC1608. They also found that 77% of Peer Leaders exhibited active engagement in attending team huddles, completing mentee scoreboard, and connecting with team members. Through this co-curricular experience, students indicated that they have gained the information and resources to succeed in the program and to motivate/influence their peers.
- ▶ Student Life found that 90% of students who participated in the Money Matters life skills workshop gained a better understanding of the topic. In addition, roughly double the number of students they expected engaged in Gaming tournaments despite cancellations due to COVID-19. Thus, they plan to scale the tournaments to drive participation.
- ▶ The Office of Veteran Engagement found that 81% of Veterans were satisfied with Fall events, while event satisfaction was 62% for Spring due to the transition to virtual events. Therefore, improvements will be made to engage veterans in the virtual environment focusing on benefit overviews, weekly check-ins, and professional development.
- ▶ Seahawk Outreach Services (SOS) found that since going remote and due to the pandemic, SOS applications have increased by 481%. In addition, SOS referrals from faculty and staff, have increased by 230% as more students experienced extenuating circumstances that required wraparound services to help them persist in their courses. Improvements will focus on building awareness of services through branding and website updates.

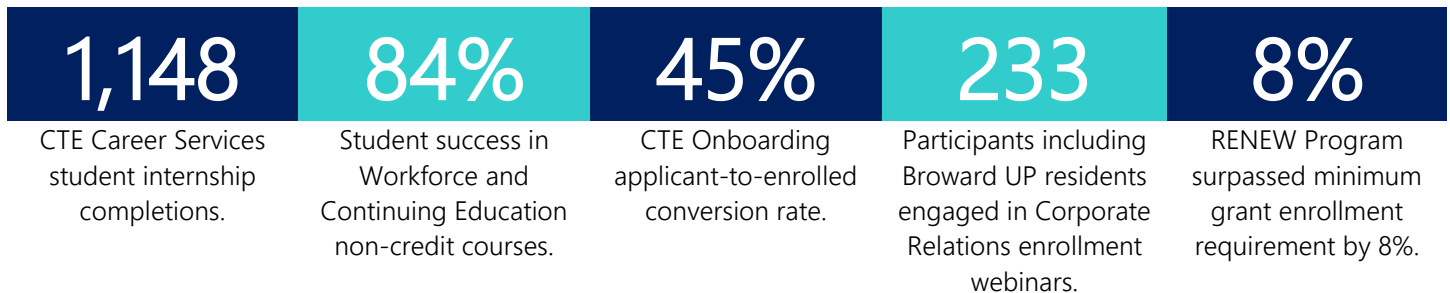
Workforce Education and Innovation

Dr. Mildred Coyne, Senior Vice President, Workforce Education and Innovation

The Service Areas included are Continuing Education Health Science, Corporate Relations, CTE Advising, CTE Career Services, CTE Onboarding, General Education Outcomes, Institutional Research, IP&E Accreditation, IP&E FAST Teams, IP&E Institutional Effectiveness Assessment, RENEW Program, Resource Development and Sponsored Programs, and Workforce and Continuing Education.



SELECTED HIGHLIGHTS



KEY FINDINGS AND CONTINUOUS IMPROVEMENT STRATEGIES

- ▶ The CTE Career Services team attributes success in student internship completions to their promotions, student workshop partnerships with the Pathways, and collaboration with employers. Through innovative thinking and collaboration, companies offered remote projects amidst the pandemic to ensure internship completion.
- ▶ The CTE Onboarding team achieved a 45% applicant-to-enrolled conversion rate, which exceeded the target. For ongoing improvements, the Articulation Advocate will contact students to assist them with the enrollment process.
- ▶ The RENEW Program surpassed the minimum course enrollment required by the grant due to student attendance tracking and offering ongoing guidance. Continued improvements will focus on distance learning orientation.
- ▶ The Resource Development and Sponsored Programs Office found that grant performance reports, Key Performance Indicators (KPIs), grant funding start-up, agency review, and Board of Trustees award acceptance were in 100% compliance. Improvement efforts include developing an in-house tool for performance indicator tracking.
- ▶ The Institutional Research Office had a 51% reduction in executive report requests and a 35% reduction in KPI-focused dashboards through consolidation. To sustain improvements, they will seek opportunities to democratize data, minimize duplication of dashboards, and ensure dashboards are helping to inform executive decision-making.
- ▶ Continuing Education Health Science was on track to surpass their enrollment and revenue targets. However, they were adversely impacted by COVID-19 since online training was not supported by hospital partners, which represent the bulk of their enrollment. Thus, they plan to expand online courses and broaden the scope of courses offered.
- ▶ The Corporate Relations team pivoted to offering enrollment webinars due to COVID-19, which yielded 233 attendees and 42 new students enrolled. Improvement efforts include industry focused webinars to drive enrollment.
- ▶ The Institutional Planning and Effectiveness FAST Teams area found that 100% of process improvement projects met their implementation deadlines and 66% have already resulted in positive changes due to the commitment and cohesiveness of the teams. Improvement efforts include encouraging sub-committees to assist with implementation.
- ▶ The CTE Advising team found that their BC campaign efforts were effective when coupled with follow-up emails, phone calls, and text messages, which yielded a 67% student response/engagement rate.
- ▶ The Workforce and Continuing Education Office saw an 84% success rate for non-credit courses. In addition, enrollment increased by 13% due to digital and social media marketing and the expansion to more robust programs.

Acknowledgements

We extend special acknowledgement and thank you to the 180 faculty, staff, and administrators who participated directly in the 2019-20 IE Assessment Cycle. We are grateful for their service and dedication to organizational and student success through the immense time and effort they contributed to conducting meaningful assessments and implementing strategic improvements.

Arts, Humanities, Communication, & Design (AHCD) Pathway

Jackson, Michelle
Jatala, Pezhman
McCawley, Rick
Miller, Scott
Portal, Adriana
Rolle, Jamonica
Shears, Daniel
Suarez, Priscilla
Ulibarri, Fernando
Wancier, Daniela

Business Pathway

Dasent, Alana
Donato, Robert
Donovan, Jacqueline
Durand, Dina
Hunter, Audrey
Marshall, Michele
Moore, Paul
Ostergaard, Christina
Velez, Angel
Walker, Thomas
Walsh-Portillo, Joyce

Education Pathway

Molina, Elizabeth
Ospina, Juan
Woika, Mary Jean

Health Science Pathway

Dennis, Sophia
Gonzalez, Nancy
Powell, Nora
Ritchie, Arlene
Ryan, Michelle
Saleem, Rehana
Sant, Julie
Simunek, Linda
Turpel, Sara
Vinson, Jason
Wimbish-Tompkins, Rose

Industry, Manufacturing, Construction, & Transportation (IMCT) Pathway

Gallagan, Sean
Lorenzo, Felix
McCaffery, Russell
Pinto, Carla
Steele, D. Preston

Public Safety Pathway

Boulier, Wayne
Jean-Bart, Rudy
Nguyen, Thomas
Pazarena, Laura
Smalling, Andrew
Wood, Linda

Science, Technology, Engineering, & Mathematics (STEM) Pathway

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Faris, Brian
Koupelis, Theo
Pentzke, Luis
Sammon, Christine
Serrano, David
Vaughan, Nichole

Social Behavioral Sciences and Human Services Pathway

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Lee Murphy, Karen
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LeBlanc, Terry
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Sweeney, Esmeralda

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Jaramillo Leiva, Clara
Jean-Pierre, Fortin
Key, Edward
Klonarides, Geraldine
Kohler, Joe
Law, Renee
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McGlashan, Asha
Meadows, Carlette
Merolle, Donna
Peart, Diane
Pereira-Amorim, Erica
Prochet, Elizabeth
Torres, Kareen
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Closing Remarks

Thank you for taking the time to learn about the Institutional Effectiveness Outcomes Assessment efforts that were conducted during the 2019-20 Cycle. While this report offered a glimpse of the assessments that are being done college-wide, we hope you gained some insights and a deeper understanding of the major areas of focus and improvement strategies being used. As stated in the Executive Summary, you are encouraged to reflect on the quantitative and qualitative findings, as well as your key takeaways. Consider what these findings mean not only to your respective Academic Program/Unit, but for the College as a whole. Below are a few reflective questions:

1. How did the “big picture” findings shape your thoughts about our assessment efforts?
2. What interesting information or improvement insights did you gain after reading this report?
3. How might we further streamline our efforts through more cross-disciplinary or cross-functional collaborations to maximize our success?
4. Based on the findings, what are the greatest strengths that we should seek to leverage and areas of opportunity to discuss at a Program/Unit-Level or college-wide?

If you are inclined, please complete this brief anonymous survey with your responses to the reflective questions or to share any general feedback about the report. Survey link: [IE Report Feedback Survey](#)

2019-20 IE Cycle Achievements

- ▶ We successfully demonstrated compliance with the IE-related standard 8.2a (*educational programs*) for our SACSCOC Fifth-Year Interim Report and On-Site Visit. Thank you to everyone who contributed to our success in demonstrating excellence in outcomes assessment.
- ▶ Successful implementation of the Strategic Planning Online (SPOL) Assessment Module commencing with the 2019-20 IE Cycle.
- ▶ 100% of all IE Assessment Plan remained in compliance during the 2019-20 IE Cycle. Kudos to our faculty, staff, and administrators for your strong commitment to this work despite the challenges related to COVID-19.

What's Next?

- ▶ **Report Dissemination:** This report was shared with the President's Executive Team and will be shared college-wide. As stated in the introduction, all are encouraged to use this report to celebrate our successes, learn about diverse improvement strategies, and share any best practices identified among colleagues to enhance our synergy and alignment as One College. We welcome you to provide your input using the survey link above so that we can capture your thoughts and ideas about how we can strengthen our college-wide synergy and alignment.
- ▶ **Completion of the current IE Cycle:** The Institutional Effectiveness team will commence the completion of the 2020-21 IE Cycle in May 2021. We look forward to compiling a similar report of that cycle and future cycles.
- ▶ **IE Advisory Committee:** We are in the process of establishing an Institutional Effectiveness Assessment Advisory Committee (IEC) that will be comprised of a cross-section of faculty, staff, administrators, and students to represent the Academic Programs and Service Areas. The IEC will serve as an advisory body to provide macro-level feedback of our overall assessment process and results across all Academic Programs/Units, identify best practices, and make recommendations to shape our collective efforts to achieve institutional effectiveness and excellence in assessment. We look forward to engaging you in the work of the IEC, particularly around fostering an equity lens throughout the assessment process.
- ▶ **Programmatic Curriculum Mapping:** We plan to bolster our Academic Program assessments through formal curriculum mapping that will uniformly chart out how learning progresses throughout the programs. This process will complement the efforts of the Pathways Core Team to document and use learning outcomes for badging/micro-credentialing alongside the Workforce Education Department of Education Strengthening Community Colleges Grant. We look forward to working collaboratively to engage the Academic Programs and their Faculty in these curriculum mapping exercises.

How Can We Help You?

The Institutional Effectiveness team provides guidance on developing structured assessment plans and assistance with identifying strategic improvements. Beyond the annual IE Cycle, we are happy to consult with your program, office, or work group to help you develop or refine your goals/outcomes and effectively assess and report on your efforts.

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Final Word

Thank you to President Gregory Adam Haile and the entire senior leadership team for fostering an environment that values assessment and a culture of continuous improvement. *Together we serve!*



BROWARDSM COLLEGE

Office of Institutional Planning and Effectiveness

Institutional Effectiveness Outcomes Assessment
2019-20 IE Cycle Summary Report

March 2021

