

Access to Quality Programs and Services



Goal #1: BMCC is Committed to Providing a “Students First” Learning Environment

Leads: Diane Drebin, VP of Student Affairs and John Fields, VP of Instruction,

| Objective | Intended Outcome | Indicator |
|--|---|--|
| <p>a. Ensure that all courses, programming, services, and activities have a “Students First”* focus</p> | <ul style="list-style-type: none"> Students First definition is familiar, understood, and the principles are actively practiced college wide Students feel valued, supported, and encouraged by the campus community from the time they decide to enroll until they complete their educational goals | <ul style="list-style-type: none"> Students First logo and definition is visible in prominent locations and documents across the College Student surveys, focus groups, and other evaluations consistently indicate a “satisfied” or higher rating |
| <p>b. All students have equitable** access to learning and the support services needed to be successful. ⚖️</p> <p><i>Note: See Strategic Enrollment Management (SEM) Plan for prioritized initiatives</i></p> <p>⚖️</p> | <ul style="list-style-type: none"> Barriers to access (entry and getting started) are reduced Increased enrollment of historically under-represented students ⚖️ Increased persistence, retention, and completion Increased and earlier utilization of instructional and student support services (tutoring, Faculty Advising, Success Coach, Wolf Help, etc.) Decreased achievement (persistence, retention, completion) gaps for targeted at-risk student populations ⚖️ <p>⚖️</p> | <ul style="list-style-type: none"> Annual unduplicated headcount of students by ethnicity/race demographic is representative of the five counties within the College’s service district. Annual unduplicated headcount for students of color in credit courses increases 1% each year with a 5% increase by the end of 2019-2020 . Admission yield rate (admit to enrolled) is 85% or higher by end of 2019-2020. 65% persistence (1st term to next term) and 45% retention (Fall to Fall) rate for all credit students by 2019-2020. Students of color persistence rate through 6th week of their first term is equal to or better than 65% by end of 2019-2020. Students of color retention rate from first term to subsequent term is equal to or better than students not of color by end of 2019-2020. |

Goal #1: BMCC is Committed to Providing a “Students First” Learning Environment (continued)

Leads: Diane Drebin, VP of Student Affairs and John Fields, VP of Instruction,

| Objective | Intended Outcome | Indicator |
|--|---|--|
| <p>b. All students have equitable** access to learning and the support services needed to be successful.</p> <p><i>Note: See Strategic Enrollment Management (SEM) Plan for prioritized initiatives</i></p> | <ul style="list-style-type: none"> • Barriers to access (entry and getting started) are reduced • Increased enrollment of historically under-represented students ⚖️ • Increased persistence, retention, and completion • Increased and earlier utilization of instructional and student support services (tutoring, Faculty Advising, Success Coach, Wolf Help, etc.) • Decreased achievement (persistence, retention, completion) gaps for targeted at-risk student populations ⚖️ | <ul style="list-style-type: none"> • Students of color completion (grade of C or better) rate in gateway courses is equal to or better than students not of color by end of 2019-2020. • Full time, students of color completion rate for certificate (1.5 years) or degree (3 years) is equal or better than students not of color by 2019-2020 |
| <p>c. An equity lens will be utilized in the development of new and review of existing policies, programming, services, and activities college wide.</p> | <ul style="list-style-type: none"> • Regularly examined policies, programming, practices, services, and activities • Fair and equitable treatment of students ⚖️ | <ul style="list-style-type: none"> • Equity lens criteria and tool • Program and policy review schedules • Student surveys, focus groups and other evaluations consistently indicate the College is a safe, welcoming, and supportive learning environment |






Opportunities for Students to Complete, Transfer, and Advance



Goal #2: Relevant and Dynamic BMCC Curriculum

Leads: John Fields, VP of Instruction and Wade Muller, Interim Dean of CTE and Continuing Education


| Objective | Intended Outcome | Indicator |
|--|--|---|
| <p>a. Use BMCC Academic Master Plan (AMP) to guide program review and continuous improvement.</p> | <ul style="list-style-type: none"> • Program improvements implemented based on cyclical program review process. | <ul style="list-style-type: none"> • AMP program review schedule. • Program improvements based on analysis of quantitative and/or qualitative data. |
| <p>b. Use instructional assessment plan to guide assessment of student learning. </p> | <ul style="list-style-type: none"> • Course and program/department outcomes mapped to college core competencies.  • Assessment of student learning at the course level with regular implementation of improvements.  | <ul style="list-style-type: none"> • Visual outcomes maps for programs/departments • Students meet benchmarks for core competencies annually. • 75% full time and 33% part-time faculty participate in assessment workshops by spring 2018. • Faculty regularly assess student learning at the course level and implement improvements. |
| <p>c. Complete Strategic Enrollment Management plan initiatives that support student progression, completion, transfer, and advancement</p> | <ul style="list-style-type: none"> • Increased new student persistence rate through first year. • Increased developmental education course completion rate. • Increased student certificate/degree completion rates. • Increased student transfer rate after completion of earning WICHE Passport, OTM, and/or credential at BMCC. | <ul style="list-style-type: none"> • 2% increase in persistence rate for new credit taking students at 6th week and end of their first term by 2019-2020. • 5% increase in retention rate for new credit taking students—first term to subsequent term by end of 2019-2020 • 2% increase in completion rate for students taking pre-college level MTH and WR courses by 2019-2020 • 2% increase in transfer rate for those students going to a 4 year college or university after completing a certificate or degree at BMCC. |

Responsiveness to Community Needs



Goal #2: Relevant and Dynamic Curriculum

Leads: John Fields, VP of Instruction and Wade Muller, Interim Dean of CTE and Continuing Education







| Objective | Intended Outcome | Indicator |
|---|--|---|
| d. Assess & develop community education programs that meet needs for workforce skills | <ul style="list-style-type: none"> • Small Business Development Center (SBDC) programs & services meet the needs of small businesses • Employer Specific training to improve workforce skills | <ul style="list-style-type: none"> • Yearly goals of SBDC are met • Customized training opportunities at all BMCC locations • Satisfaction surveys post-training |
| e. Develop and maintain relationships with business & industry to enhance workplace learning opportunities | <ul style="list-style-type: none"> • All CTE programs have advisory committees to align with workforce needs • All workplace learning experiences will have clear expectations for students & industry partners  | <ul style="list-style-type: none"> • Frequent communication between advisory committee and CTE programs <ul style="list-style-type: none"> ◇ Advisory committees meet twice a year • Diverse representation of industry partners <ul style="list-style-type: none"> ◇ Committee membership shows at least 50% of members from community • Pre/post student assessments reflect change in student knowledge, skills, and abilities <ul style="list-style-type: none"> ◇ Change in student knowledge, skills and abilities |
| f. Complete the Strategic Enrollment Management plan initiatives that support student's academic/ career pathways | <ul style="list-style-type: none"> • All Certificate/Degree seeking students have an academic/career plan • All Certificate/Degree seeking students meet with their designated Success Coach and Faculty Advisor according to the BMCC Advising Model | <ul style="list-style-type: none"> • All certificate/degree seeking students have academic/career plan in place at 45 credits • BMCC Advising model • Advising appointment report • Advising surveys |

Encouragement and Support for a Culture of Learning



Goal #3: Continuous Improvement Based on Evidence

Leads: Casey White-Zollman, VP of Public Relations and Diane Drebin, VP of Student Affairs

| Objective | Intended Outcome | Indicator |
|--|---|---|
| <p>a. Regularly assess the outcomes of the 2015-2020 Strategic Plan and make adjustments based on evidence (data) </p> | <ul style="list-style-type: none"> Assessment tools and reporting resources in place; used regularly across the College Increased College wide awareness of and engagement with assessment and planning  Increased College wide awareness of 2015-2020 Strategic Plan progress, outcomes, and adjusted direction | <ul style="list-style-type: none"> Institutional Effectiveness self-service website Institutional Effectiveness data workshops Institutional assessment and planning schedule Departmental planning templates Assessment and planning participation Bi-annual strategic plan scorecard Annual review and reporting schedule Employee survey |
| <p>b. Regularly complete standardized academic and non-academic program reviews that measure effectiveness </p> | <ul style="list-style-type: none"> Academic and nonacademic program reviews completed according to schedule with improvements implemented according to findings  Increased efficiencies and effectiveness across the College | <ul style="list-style-type: none"> Standard academic and nonacademic review process, schedules, and findings reports Operational workflow review findings and reports |
| <p>c. Implement improved data collection systems, reporting tools, and analysis resources </p> | <ul style="list-style-type: none"> Implementation of new administrative information system (AIS)  Improved business rules and workflow processes for all areas of the College Improved data quality and integrity | <ul style="list-style-type: none"> AIS implementation project plan Documentation of business rules Data definitions and standards Data Standards and Integrity Advisory Team Data quality audit reports |



Goal #4: Diverse and High Quality Internal Workforce

Leads: Tammie Parker, VP of Administrative Services and Director of Human Resources




| Objective | Intended Outcome | Indicator |
|---|---|--|
| <p>a. Develop and implement new employee onboarding and peer mentoring programs (full-time and part-time)</p> | <ul style="list-style-type: none"> Well oriented, connected, and supported employees | <ul style="list-style-type: none"> New employee on-boarding for all employees which includes a mentoring program by December 30, 2017 |

Goal #4: Diverse and High Quality Internal Workforce (continued)

Leads: Tammie Parker, VP of Administrative Services and (vacant), Director of Human Resources

| Objective | Intended Outcome | Indicator |
|---|--|--|
| b. Promote and support professional development for all employees | <ul style="list-style-type: none"> Performance review, professional development plan, and employee goals tool in place Professional development plans connected with performance reviews and improvement | <ul style="list-style-type: none"> Professional review and professional development plans in place for 80% of BMCC employees by June 30, 2018 |
| c. Coordinate mandatory compliance training for all College employees | <ul style="list-style-type: none"> Full compliance with related college policies, as well as state and federal laws such as Clery Act, Violence Against Women Act (VAWA), Title IX, and SaVE Act | <ul style="list-style-type: none"> Improved levels of satisfaction with safety protocols as evidenced by survey responses Compliance |
| d. Diversify and expand recruitment and hiring protocols  | <ul style="list-style-type: none"> Increased rate of diversity in applicant pools  | <ul style="list-style-type: none"> Workforce that represents the population of our service district |

LEGEND

| Symbol | ICAT* Priority Relationship |
|---|-----------------------------|
|  | Equity |
|  | Teaching & Learning |
|  | Data & Technology |

**ICAT: Institutional Capacity Assessment Tool - Priority areas for improvement at the College as identified in the self-assessment survey, April 2017*

*Students First Statement:

BMCC reflects its commitment to Students First in that students feel valued, supported, and encouraged by the campus community from the time they decide to enroll until they complete their educational goals. Students respond to this commitment through their engagement, persistence, and successful completion of their educational goals. *(Est. 1/25/16 by the Students First Advisory Council)*

**Equity Statement:

BMCC strives to provide an equitable environment for students, faculty, and staff. We regularly examine college practices, look for achievement gaps and barriers to success, and aim to provide everyone with the resources needed for success. *(Est. 2016 by the Diversity, Equity, & Inclusion Committee)*

BMCC Strategic Plan Terminology

BMCC's Strategic Plan is a set of goals, informed by the college's core themes that provide focus on how, over a five year period, the college will accomplish its mission. It is a "habit" and way of thinking that continuously guides decisions, prioritizes activities and resources, and celebrates success in ways that are deliberate and measurable. This data driven "living" document allows for accountability and ongoing flexibility and adjustment.

Vision – Aspirational description of what an organization would like to achieve

Mission – Statement and/or declaration of organizational function, purpose, and scope

Values – Statements and/or declaration of core beliefs, fundamental forces, and highest priorities that drive actions

Core Themes – Reflective of essential components of organizational mission

Goal – A measurable, priority accomplishment or outcome informed by core theme: "The What"

Objectives/Activities – Intended effort or action designed to support accomplishment of the goal: "The How"

Intended Outcome – The "so what" or what we expect to have happen as a result of the objective, activity and/or goal

Indicator – Predetermined, measurable evidence of intended outcome

Target – Specific criteria describing the intended outcome