



Year One Self-Evaluation Report

To the
Northwest Commission
On Colleges and Universities

Blue Mountain Community College
September 15, 2015

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Institutional Overview

General History and Description

Institutional Overview

Blue Mountain Community College (BMCC) is a two-year public college located in northeastern Oregon. BMCC is a distinctly rural institution that serves a vast area totaling approximately 18,000 square miles, roughly the size of the four smallest states in the country combined. BMCC's central campus is located in Pendleton, Oregon, and serves Baker, Morrow and Umatilla counties through its centers located in Hermiston, Milton-Freewater, Baker City, and Boardman. BMCC's service district also includes three correctional institutions by providing adult basic education to the inmate population through a contract with the Oregon Department of Corrections. BMCC also serves Grant County, at a center located in John Day, OR through a contracted-out-of-district arrangement. In addition, BMCC provides selected on-site services to the Confederated Tribes of the Umatilla Indian Reservation.

Institutional Highlights

Student to faculty ratio of 1:14

Recently passed \$23 million bond

Achieving the Dream School

The college was originally chartered in 1962 and operates under authority from the state to grant degrees as stipulated in Oregon Revised Statute 341.

Our Community

BMCC serves a predominantly rural community but is marked by a diversity in industry from agriculture to emerging technologies that include data centers and mechatronics. Healthcare, retail, and construction are among the region's top employers. Positive support from our community was displayed in the passing of a \$23 million bond in May, 2014; allowing BMCC to make improvements to existing structures and investments in areas that directly support our region such as precision agriculture, mechatronics, and early childhood education. BMCC's vast regional service district is also complicated by diverse trends in population growth and demographics throughout our area that range from stable to booming growth. This poses a challenge and requires constant inquiry into how to best serve the students at our main campus, centers, and online. Our Hermiston center is reflective of the local population, growing rapidly, increasingly younger, and has a greater Hispanic/Latino/a population. In contrast, our Milton-Freewater and Baker City centers serve a population that has remained neutral in growth ethnic make-up reflects those small communities.

BMCC prides itself on being a partner in community economic development, maintaining an active Small Business Development Center. BMCC also partners with the K-12 education community by entering into agreements throughout the district to grant credit for early college experiences through articulated dual credit, dual enrollment, and advanced placement proficiency-based coursework, as well as accommodating high school students in traditional BMCC course settings.

Our Students

In 2014-2015, BMCC served 8,870 students, generating 2,412.98 FTE. Just as our region is becoming increasingly diverse, so are our students. Demographic data reveals that 59.8 percent of students are Caucasian, 23.3 percent are Hispanic/Latino/a. 75 percent of students are TriO eligible in that they are low-income, first generation college students, or have a disability. Increasing our student services efforts, first-year experience, and equity initiatives have been made a priority in response to this need. Notably, an increasing number of BMCC students are taking courses exclusively online with 50 percent of students taking credit courses taking at least one online class in 2014-2015. The majority of BMCC students (67.5%) are enrolled in non-degree courses, with 18.7% of BMCC students pursuing an Associate's degree program. In 2014-2015, BMCC conferred 686 associate's degrees, certificates and certificates that require less than one year to complete. The college employs 59 full-time instructors and approximately 160 part-time instructors to support enrollment and curriculum offerings. The full-time faculty teaches 60 percent of the instructional workload. The Oregon State Legislature recently passed the "Oregon Promise" which offers free tuition to qualifying high school students beginning fall 2016. This is expected to have an impact on both increased enrollment and also the demographic makeup of our college through an increase of a younger student population.

Student Highlights

75% of BMCC Students qualify for TRiO program

Exemplary Programs: Nursing, Dental, Diesel, Agriculture

Serving the high school student with early college education is a high priority for BMCC. Through three related but different programs, the college awarded 21,424 credits to 1,886 high school students enrolled in either the Expanded Options, Dual Credit, or Eastern Promise dual enrollment programs.

Governance and Organizational Structure

Blue Mountain Community College is a publicly funded community college with a mission to serve the communities within its district with a comprehensive educational program. It is one of seventeen community colleges in Oregon, each of which is governed by a local board of education as prescribed under Oregon Revised Statutes 341.276-341.379. While not a statewide system, the community colleges of Oregon are provided state funding, support and guidance through the Oregon Department of Community Colleges and Workforce Development. This department also controls statewide approval of all educational programs working in concert with the State Board of Higher Education.

BMCC is governed by a seven-member board of education. Each board member is elected by the residents of the zone within which the elected board member must reside. Board members serve four-year terms. By board policy, the BMCC Board of Education entrusts responsibility to the college president for "organizational accomplishment of the Board's policies on Ends"¹ and specifies that "all Board authority delegated to college employees is delegated through the President."² The Board of Education monitors progress of the college's strategic plan and holds an annual retreat to evaluate its own performance and set strategic plan priorities for the

¹ Board Policy III.A

² Board Policy III.B

upcoming year. As a part of the 2014 retreat, the Board extensively reviewed the BMCC mission statement, core themes, supporting objectives and associated indicators, along with the structures for integrating mission fulfillment into the coordinated planning structures of the college.

College employees participate in governance through representation on various committees. The College Coordinating Council is made up of employees from all levels and functions of the college and provides vision for the direction of the college and monitors the actions of the governance committees. The Curriculum Committee provides necessary control of the curriculum and features membership comprised of representatives from the faculty, library, instructional administration, the registrar, and advising. The faculty play a key role in course offerings and the development of the curriculum. Academic department chairs submit course schedules to the Office of Instruction as well as recommendations for program development and revision. Career/technical faculty members work in close association with their respective community advisory boards.

The college governance structure includes multiple committees composed of faculty and staff throughout the college. In addition to the committees listed above, BMCC committees include: Facilities and Grounds, Information Technology, Strategic Enrollment Management, Diversity, Learning Commons, Public Relations, and the Achieving the Dream Core Team. Representative committees within work units include supervisors and department chairs in the student affairs and instructional units respectively. President Camille Preus meets regularly with her administrative team in the President's Cabinet, as well as with her team of vice presidents. All determinations resulting from committee work are forwarded to the president as recommendations for approval. An annual survey of all employees helps to ensure that the college is meeting its commitment to provide opportunities for college-wide input in governance. Employees consistently rate this area above 3.5 on a scale of one to five with five being the highest satisfaction score.

Preface

Update on Institutional Changes

In 2013, Dr. Camille Preus replaced John Turner to become the sixth president of Blue Mountain Community College. President Preus brings to the position a wealth of experience in supporting community colleges statewide in her previous position as commissioner of community colleges and workforce development. Through her untiring efforts, she guided the college to a successful construction bond election that had failed in an election soon after she took the position. Under her leadership, the college has enjoyed greater levels of internal communication and inclusiveness in the development of the 2015-2020 Strategic Plan, including revision of the mission and vision, and development of a statement of values. Along with this, BMCC's core themes planning was revised to more fully integrate with the strategic plan and all operations of the college.

Beginning in 2014, the college undertook a process to carefully analyze, review and revise policies and practices. Using principles of LEAN, the college is working to assure processes and practices are as efficient and effective as possible.

BMCC continues to be responsive to the needs of the communities it serves. The college has been aggressive in developing career pathway degrees that are less-than-one-year degrees, the course work of which is fully embedded in a two-year certificate. This allows students to “job out” and later reenter for additional schooling to advance in their career. Over the past four years, the college has developed nine career pathway certificates, and it will continue to develop these opportunities for our students in order to serve our communities with well-educated graduates. Since the last comprehensive evaluation, the college has developed degrees and certificates in veterinary assistant, fire science, data center technician, mechatronics, and precision irrigation.

Response to Commission Request

BMCC’s most recent comprehensive evaluation study and site visit occurred in October 2014. In January 2015, NWCCU reaffirmed the college’s accreditation. The 2014 evaluator’s report (Appendix A) cited five commendations:

1. Heightened commitment to student success
2. Meeting the needs of an extraordinarily widespread, diverse service area
3. Responsiveness to the needs of area employers
4. Visible and heartfelt commitment by senior leadership to promote inclusiveness
5. Exemplary work in maintaining attractive and functional teaching and learning spaces

The Commission did issue five institutional recommendations, of which three (1,3, and 4) will be addressed both in the Year One Report and in the Progress Report addendum.

Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

The college was originally chartered in 1962 and operates under authority from the state to grant degrees as stipulated in Oregon Revised Statute 341. It is governed by a local elected board comprised of seven members, each representing a defined zone within the three-county district served by the college.

Each summer, the BMCC Board of Education holds a retreat during which the college’s mission statement is reviewed, along with the BMCC strategic/Core Themes plan. The board reaffirms the vision, mission, and goals for the college and sets priorities for the coming year. The 2015 retreat featured careful review of progress by the college to meet its strategic plan and integrated core themes and supporting objectives. The board recognizes the importance of this process and how well-formulated core themes and a well-defined, meaningful definition of mission

fulfillment will provide key direction for the college in the years to come. In addition to the review performed at their retreat, a midyear assessment progress report is provided to the board.

Standard 1A: Mission

The BMCC mission statement:

Blue Mountain Community College provides responsive and high quality innovative educational programs and services that promote personal and professional growth to strengthen our communities.

The mission statement is driven by the BMCC vision statement:

Blue Mountain Community College will be a recognized educational leader in achieving student success, completion, and advancement.

The mission and vision statements are supported by a newly-created statement of values:

In support of our vision and mission, Blue Mountain Community College values:

- **Integrity** that promotes trust, honesty, ethical behavior, and professionalism
- **Communication** that is open, honest, and encourages a cooperative exchange of thoughts and ideas
- **Compassionate** relationships based on empathy, kindness, and reliability
- **Access** to all in an equitable manner
- **Respect** of individuals for their uniqueness and diversity
- **Excellence** in an educational environment that engages, challenges, advances intellectual curiosity, and fosters lifelong learning

These statements were significantly revised from the previous version, or they were created anew beginning in late spring of 2014 and completed in January, 2015. The process included a full day of facilitated discussion with 40 internal stakeholders, resulting in the development of key features of the 2015-2020 Strategic Plan. This was followed by presentations to every committee, workgroup, and employee group to be sure that every employee was thoroughly aware of and in agreement with the statements and the plan. Through this effort, the most significant change to the prior mission statement was to remove the five primary categories of community college education (college preparation, college transfer, professional/technical training, workforce development, and self-improvement). The intention was to avoid a sense that internally, the institution works in silos to accomplish its mission using core themes that alienate major sectors such as student services. It was recognized and encouraged that all aspects of student services and instructional operations structurally support all academic programs. The Board of Education approved the mission statement and annually reviews and approves it as a meaningful statement that creates a foundation of purpose, serves as a touchstone, and continues

to provide direction for mission fulfillment and the accomplishment of the strategic goals of BMCC.

The character of the BMCC mission statement is succinct, descriptive, and purposeful. The values stated within it meet the desires of the communities it serves: that college programs must be of high quality, that they strengthen the economy of the BMCC district, and that those programs provide personal as well as professional growth for each student who chooses BMCC. These values translate into meaningful goals to which all BMCC staff aspire.

The decision to revise the mission statement – removing the five educational categories – better supports the college-wide nature of each core theme. By not enunciating the five educational areas, non-academic programs more easily find their place in serving the mission of the college.

The BMCC mission statement is widely published primarily through electronic means. A link to the mission statement is prominently located on the college's home web page. It is also prominent on the home page of the college Facebook site. In print, the college catalog features the mission statement on page 3. The BMCC Strategic Plan brochure, which is distributed to all employees and to external stakeholders, contains the mission statement, as does the President's Annual Report where the mission statement is located on the cover. This report is distributed widely and it is estimated that 200 to 250 citizens of the district receive the report as a featured handout in one of the many small-venue presentations made by the president where she stresses the importance of BMCC's mission.

Interpretation of Mission Fulfillment

To interpret and define mission fulfillment for BMCC, the college vice presidents for student affairs and instruction worked extensively with stakeholder groups to integrate the determination of mission fulfillment with the accomplishment of the BMCC strategic plan. Each plan is fully supportive of the other and produces an environment of continuous improvement. The full mapping of this framework can be found in Appendix B: BMCC 2015-2020 Strategic Plan.

BMCC relies upon assessment of its strategic plan to show that college-wide goals are properly resourced and accomplished. By design, this will at the same time demonstrate accomplishment of the core themes and hence, fulfillment of the mission, since the stated core themes use common objectives with the strategic plan and are therefore simultaneously assessed. (Appendix B) Each core theme is supported by one or more objectives that include indicators. To meet the objectives, each indicator is defined with a target. Each objective was carefully crafted to communicate the successful "end state" for a strategic goal as well as a particular core theme. The associated indicators in this structure produce data that clearly articulates the accomplishments of the college strategic plan and cross-walks with the core themes, consequently demonstrating mission fulfillment. The key design feature in this model is the integrated nature of the strategic plan goals and the core themes. This integration design patterns our concern: To fulfill our mission, we must accomplish our strategic plan which effectively doubles the value of the data collected on the indicators. To integrate the strategic plan goals with core theme planning, some care was made to craft a comprehensive strategic plan. The product of this framework is a working strategic plan that serves the college's continuous improvement work, while also providing effective assessment of mission fulfillment.

Once the definition of mission fulfillment framework was set, the College Coordinating Council met in the summer of 2015 for an all-day retreat to study the framework and to set institutional

priorities. That conversation yielded consensual approval of the BMCC definition of mission fulfillment. The Office of Institutional Research will be tasked with collecting and storing indicator results, as well as reporting the college’s progress. In response to these reports, the college may alter the targets if data show a significant disconnect between the existing target and what the college realistically can and should accomplish.

Mission fulfillment for BMCC is the successful achievement of all targets. Likewise, success of the strategic plan is measured by the successful accomplishment of all objectives by meeting each target.

Standard 1B: Core Themes

A total of 17 objectives were created in the strategic plan design fifteen of which also support the four BMCC core themes. Each objective has one or more intended outcomes and one or more indicators supported by stated measurement tools for a total of 22 indicators that are measurable, valid and reliable. Each objective can have one or more targets. These 18 targets have been created to assure that data demonstrate the level of accomplishment of both the strategic plan goals, and the core theme objectives. The importance of each target as it relates to both will be communicated in scheduled updates, where improvement efforts to meet lagging targets will be documented.

The primary change to BMCC’s core themes is the deliberate move to make each core theme comprehensive across all institutional units. This way, every department and program is in part and its own way, responsible for every core theme.

Core Theme: Access to Quality Programs and Services

BMCC highly values providing access to all citizens looking to better themselves through education. But it also recognizes that without quality programs and services, the open door will quickly become a revolving door. Objectives and targets must be comprehensive due to the nature of this core theme.

Core Theme: Access to Quality Programs and Services			
Objective: Expand and align student support services at all BMCC locations according to service district needs			
Intended Outcomes	Targets	Indicators	Measurement Tools
Increased student access, progression, retention, and completion rates from year to year as determined by the BMCC Increased student satisfaction and engagement	By the academic year 2020-2021, increase the progression and yield rates by 5% for all degree/ certificate seeking or non-degree seeking students with 36+ earned credits	Progression (milestones) reports “Inquiry” to “admit” and “admit” to “enrolled” yield Rates	1) Recruitment (CRM) and Outreach yield rate reports 2) Admission and Enrollment (AIS) yield rate reports 3) AIS student enrollment and completion reports 4) Advising Steering Committee annual report 5) Achievement Compact report 6) SENSE, CCSSE, and Student Satisfaction surveys 7) District needs assessment survey Baseline Year for Data Collection: 2013-14

Objective: Ensure that all BMCC classes and activities have a “Students First” focus			
Intended Outcomes	Targets	Indicators	Measurement Tools
Increased student satisfaction and engagement	“Students First” criteria established by July 1, 2015 and incorporated into student satisfaction measures	Survey data Sixth week Persistence Rate	Advising Steering Committee annual report SENSE, CCSSE, and Student Satisfaction surveys
Objective: Fully implement and sustain a comprehensive BMCC Faculty Advisor/Student Success Coach advising model			
Intended Outcomes	Targets	Indicators	Measurement Tools
Increased student access, persistence, progression, retention, and completion	By the academic year 2020-2021, increase progression and completion by 5% for all degree/certificate seeking or non-degree seeking students with 36+ earned credits	Successful completion of 30 credits (fulltime) or 15 credits (part-time) in first year Overall completion rate for certificates and degrees	AIS student enrollment and completion reports
Objective: Establish a BMCC Strategic Enrollment Management (SEM) plan comprised of across-the-college staff, faculty, and student representation			
Intended Outcomes	Targets	Indicators	Measurement Tools
Strategic Enrollment Management plan in place Student recruitment plan in place	Plan (including student recruitment plan) in place by July 1, 2015.	3-5 year Strategic Enrollment Management plan (including student retention plan) with metrics	AIS student and enrollment reports
Objective: Implement a comprehensive BMCC Academic Master Plan (AMP) and program review process			
Intended Outcomes	Targets	Indicators	Measurement Tools
Program and course offerings determined by BMCC Academic Master Plan Program improvements made based on annual program review process	Annualized program review process in place by 2/18/15.	Academic Master Plan guiding academic improvement	Program reviews Community needs assessment Employer and student surveys Employment and wage data
Objective: Increase traditional and non-traditional resources			
Intended Outcomes	Targets	Indicators	Measurement Tools
Balanced growth budget with fund for innovation	Successful TRiO and Title III Grants Increase Foundation donations by 5% annually	Grant Writing Foundation Fundraising activities	Annual Budget Foundation Budget and Strategic Plan

Core Theme Objectives

The access to quality programs and services core theme has seven objectives:

1. Expand and align student support services at all BMCC locations according to service district needs.

Intended Outcomes: Increased student access, progression, retention, and completion
Indicator 1: Milestone progression
Indicator 2: Yield rates
Target: By 2020-2021, increase progression and yield rates by 5%
Intended Outcome: Increased student satisfaction and engagement
Indicator: Yield rates

The indicators indirectly reflect BMCC's success in providing access, then supporting new students with strategic development of quality services. Programs package motivational tools with required processes to prepare students for the challenges of college. A five percent increase – given the efforts BMCC has already undertaken – represents an ambitious but realistic target. These data will be assembled from a variety of sources; the customer relation database will report “inquiry” to “admit” and “admit” to “enrolled” yield rates, while BMCC's Administrative Information System (AIS) will provide data on progression to milestones. Other important data to lend insight to continuous improvement efforts will include reports from the advising steering committees, SENSE, CCSSE, and student satisfaction surveys, as well as needs assessment surveys.

2. Ensure that all BMCC classes and activities have a “Students First” focus.

Intended Outcomes: Increased student satisfaction and employee intent demonstrating perception that students are considered first in all that we do

Indicator 1: Survey data

Indicator 2: Sixth week persistence

Target 1: By 2020-2021, increase positive survey results and sixth week persistence rates by 5% for all degree/certificate and non-degree seeking students with at least 36 earned credits.

The measures will illustrate BMCC's commitment to the “Students First” focus by regularly surveying students to assess faculty and staff attitudes and approaches to problem-solving. This will gauge how effectively the college serves the needs of students in deference to its own interests. Sixth week persistence will more objectively demonstrate the result of processes and practices designed to enhance student success. Data sources for this objective include SENSE, CCSSE, and in-house student satisfaction surveys, advising steering committee annual reports, and AIS persistence rate reports.

3. Fully implement and sustain a comprehensive BMCC Faculty Advisor/Student Success Coach advising mode

Intended Outcomes: Increased student access, persistence, progression, retention, and completion.

Indicator 1: Successful completion of 30 credit (fulltime) or 15 credit (part-time) milestones

Indicator 2: Increased completion rate for earned certificates and degrees

Target: By the academic year 2020-2021, increase progression and completion by 5% for all degree/certificate seeking or non-degree seeking students with 36+ earned credits.

The intent of this objective is to assure that the student advising initiative put into place by the college accomplishes the intended result of better student access to necessary courses and

services, and more efficient academic progression leading to higher levels of persistence and completion.

4. Establish a BMCC Strategic Enrollment Management (SEM) plan comprised of across-the-college staff, faculty, and student representation.
 - Intended Outcomes: Strategic Enrollment Management and Student Recruitment Plans in place for increased enrollment
 - Indicator: Strategic enrollment management plan, including a student recruitment and retention plan
 - Target 1: Plans in place in first year of the Strategic Plan.
 - Target 2: 10% increase in student enrollment by 2020-2021

The college will work to achieve its Strategic Plan and to fulfill its mission by strategically planning and forming activities to better communicate the quality of programs, instruction and services that BMCC can offer to our communities. While the immediate target is to produce the SEM plan, the ultimate result will be increased enrollments.

5. Implement a comprehensive BMCC Academic Master Plan (AMP) and program review process.
 - Intended Outcome 1: The AMP will drive program and course decisions.
 - Indicator: AMP will drive curricular and instruction improvement
 - Intended Outcome 2: Program improvement is based on annual program review
 - Indicator: Community needs assessment and program review
 - Target: Annualized program review process in place by the first year of the Strategic Plan

Like the Strategic Enrollment Management Plan, it is as important to plan instructional improvements and initiatives carefully and strategically. The academic master plan will not only contain the elements necessary for effective program review, but a strategy for communication and reporting. Strategies based on best practices will outline the processes for instructional and curricular improvement. The Academic Master Plan will also provide planning and direction for long-term projects to expand and improve BMCC academic programs.

6. Increase traditional and non-traditional resources
 - Intended Outcome: Balanced growth budget with fund for innovation
 - Indicator 1: Grant writing
 - Indicator 2: Foundation fundraising activities
 - Target 1: Successful TRiO and Title III grants
 - Target 2: Increase Foundation donations by 5% annually

A very important aspect of meeting this core theme is acquiring the funding to allow for growth and innovation. The TRiO and Title III grants provide funding to better serve students and pilot new programs.

Indicator Rationale

In designing the measures for this core theme, the college focused on three important standards:

Meaningful: The measures encompass and determine the accomplishment of this core theme. The targets present the necessary standards of improvement that are required for the college to proclaim that it is fulfilling its mission. To provide access to quality programs and services, the college must focus on students first. This is the purpose of the first two objectives. Its indicators and targets (benchmarks) are a key element of the college assessment of effective processes that indicate student progression and completion. This core theme also has the supporting objective of effectively implementing a strategic enrollment plan. This is followed by a comprehensive set of objectives that support the core theme focuses on ensuring the quality of the academic programs through surveys, program review, and needs assessment. These represent the core of the college operation. A full picture of access to quality programs and services would be incomplete without addressing the crucial support of effective technology. The suite of objectives supporting this core theme includes an objective to assure quality in this area to monitor the ongoing excellence of technology implementation. With the indicators and target accomplishment of this objective, college operations can continue efficiently and effectively.

Assessable: The indicators each specify data that collectively track the important factors assuring the college is meeting its commitment to provide access to quality programs and services (Appendix C). The resulting data provide direction to create a culture where students come first because BMCC offers a full range of high quality programs and services with students foremost in mind.

Verifiable: For each indicator, supporting data definitions have been created and listed as measurement tools, to ensure that relevant data are available, properly collected, and effectively reported for the purpose of determining whether each target has been met. (Appendix D)

Core Theme: *Encourage and Support a Culture of Learning*

Teaching and learning are the heart and soul of the college and require fundamental and sound processes of learning assessment to assure the continuous quality and improvement of learning. Student learning outcomes assessment may be central to the culture of learning, but responding to the learning needs of the community and equipping faculty and instructional support staff with knowledge of best practices are just as important. Each of the three legs is supported to shape the success of the core theme.

Core Theme: <i>Encourage and Support a Culture of Learning</i>			
Objective: Assess and develop academic and community education programs that are consistent with each of our service district community needs			
Intended Outcomes	Targets	Indicators	Measurement Tools
Offerings determined by BMCC Academic Master Plan Program improvements based on program review process	Increased number of industry partners and placements for CWE, internships, and industry training each year	Program review implementation Employer engagement Partnering with industry for CWE, internships, and training	Satisfaction surveys Compliance reports

Objective: Promote and support professional development for all employees			
Intended Outcomes	Targets	Indicators	Measurement Tools
Onboarding and Peer Mentoring Program in place for all new employees Performance review, professional development plan, and employee goals tool in place	100% of new employees will be surveyed with satisfaction rating increase each year Performance review reports and plans in place for 100% of employees 100% of new employees will be assigned to peer mentoring program	Employee Survey Professional Development Plans Peer Mentoring Program	Employee Reviews, Program Reviews, Professional Development Plans Onboarding Check List Employee Surveys
Objective: Regularly assess the outcomes of the 2015-2020 Strategic Plan and make adjustments based on evidence (data)			
Intended Outcomes	Targets	Indicators	Measurement Tools
College wide awareness and active involvement in using assessment methods to achieve intended outcomes as well as improve programs, systems, and learning	Quarterly and annual strategic plan reports indicating progression of intended outcomes presented to Cabinet by Goal Leads for review and constructive improvement	Quarterly and annual academic and nonacademic review	2015-2020 Strategic Plan gap analysis reports Institutional Effectiveness data team reports
Objective: Establish a standardized set of data reports and make available via the web			
Intended Outcomes	Targets	Indicators	Measurement Tools
Assessment tools and resources in place and readily available	Quarterly and annual strategic plan reports indicating progression of intended outcomes presented to Cabinet by Goal Leads for review and constructive improvement	Assessment Reporting	Program review reports Program and course outcome assessment reports Institutional Effectiveness data team reports

Core Theme Objectives

The Encourage and Support a Culture of Learning core theme is supported by five objectives:

1. Assess and develop academic and community education programs that are consistent with each of our service district community needs.
 - Intended Outcome 1: Offerings determined by BMCC Academic Master Plan
 - Indicator: Program review implementation
 - Intended Outcome 2: Program improvements based on program review process.
 - Indicator 1: Employer engagement
 - Indicator 2: Partnering with industry for CWE, Internships, and training

Target 1: Increased number of industry partners and placements for CWE, internships, and industry training each year.

Like so many other educational institutions, BMCC has in the past based our practices on well-established best practices and assumed that in each aspect of the college mission, well-qualified faculty and staff will carry out their responsibilities with excellence. This approach presents many pitfalls to mission fulfillment. In an environment dedicated to student learning, it is a fundamental requirement to actively and systematically encourage and support a culture of learning.

A culture of learning requires more than simply asking how we are doing. Expectations and responsibilities must be established with work plans and timelines for consistently reporting results and progress. Each assessment effort must be designed with a twofold purpose: To assess student learning or departmental progress, and to guide improvement. Over the course of years, a longitudinal analysis of improvement must be reported showing these efforts have yielded fruitful results. Recognizing the ongoing nature of assessment, the product – while important – has only marginal value without the established culture of learning.

2. Promote and support professional development for all employees.

Intended Outcome 1: Onboarding and Peer Mentoring Program in place for all new employees

Indicator: Peer Mentoring Program

Target 1: 100% of new employees will be assigned to peer mentoring program

Target 2: 100% of new employees will be surveyed with satisfaction rating increase each year

Intended Outcome 2: Performance review, professional development plan, and employee goals tool in place

Indicator: Professional Development Plans

Target: Performance review reports and plans in place for 100% of employees

The college recognizes that encouraging and supporting a culture of learning must include an expectation of learning by faculty, administration, and staff as well as students. The learning college is one in which learning across the institution is celebrated rather than given lip service. The message is then consistent: We produce life-long learners because we are life-long learners. This learning culture does not come naturally. It requires purposeful planning and accountability. It requires energy to find or develop quality development opportunities, desire to change and improve, and an environment where success includes opportunities to fail along the path to success. This objective seeks to hold the college accountable for quality professional development that is experienced and valued by the college community.

3. Regularly assess the outcomes of the 2015-2020 Strategic Plan and make adjustments based on evidence (data)

Intended Outcome: College wide awareness and active involvement in using assessment methods to achieve intended outcomes as well as improve programs, systems, and learning.

Indicator: Quarterly and annual academic and nonacademic review

Target: Quarterly and annual strategic plan reports indicating progression of intended outcomes presented to Cabinet by Goal Leads for review and constructive improvement

Objective three supports objective two by specifically addressing the 2015-2020 Strategic Plan. In this way, the college commits to using this plan and its carefully and inclusively crafted goals for assessment to continually improve. A key part of our assessment process is the reporting of progress based on the growing collection of data. For these reports to be effective, they require organizational planning and discipline to create an expectation that the results will guide improvement. The attention to this by the college is seen as the only way to attain the engagement and commitment of all employees in a learning culture.

4. Establish a standardized set of data reports and make available via the web.

Intended Outcome: Assessment tools and resources in place and readily available

Indicator 1: Assessment Reporting

Target: Quarterly and annual strategic plan reports indicating progression of intended outcomes

In conjunction with objectives two and three, objective four addresses the necessity of reporting the work of assessment and making those reports readily available. This effort becomes credible only when administration, faculty, and staff are engaged in the processes of assessment, analysis, and improvement. This objective and outcomes communicate this vital aspect of assessment and the college's commitment to use data for guiding improvement.

Indicator Rationale

In designing the measures for this core theme, the college focused on three important standards:

Meaningful: The measures encompass and determine the accomplishment of this core theme.

The targets present the necessary standards of excellence that are required for the college to proclaim that it is fulfilling its mission. To encourage and support a culture of learning, the college must first focus on learning outcomes assessment. This is the purpose of the first objective. Its indicators and targets (benchmarks) are a key element of the college work plan as reflected in the strategic/core themes plan. This core theme also has the supporting objective of employee professional development. The objective has increasingly become important to the successful accomplishment of not just this core theme, but all aspects of mission accomplishment. Part of the learning culture is to continually learn what the business and industry sectors of our communities need in the preparation of their prospective employees.

Industry partnerships provide cooperative work experience as well as other programs that are not only crucial to our students' preparation to enter their respective careers, but give ongoing insights to our career/technical programs by sharing their perspective about student strengths and weaknesses. BMCC has been committed to a number of surveys that over time, demonstrate the college's progress on a myriad of important issues. Two key surveys are CCSSE and SENSE – surveys that provide comparative results with like institutions.

Assessable: The indicators each specify data that collectively track important factors, assuring the college is meeting its commitment to encourage and support a culture of learning. The resulting data provide direction for greater staff effectiveness and improvement in curriculum and instruction.

Verifiable: For each measure, supporting data definitions have been created to ensure that relevant data are available, properly collected, and effectively reported for the purpose of determining whether each target has been met. The measurement tools within the table illuminate the means by which the college will track progress.

Core Theme: *Create Opportunities for students to complete, transfer, and advance*

BMCC has shown a recent history of making student placement, advising, and orientation a priority as reflected in its initiatives and commitment to membership with Achieving the Dream. Significant initiatives include a mandatory first term academic planning course and the math “Jump Start” initiative to propel students to next-level developmental math courses if those students can demonstrate the ability to succeed once they’ve completed a review section in the first two weeks of the term. BMCC has a long practice of faculty advising. The college’s advising program has progressed through two promising initiatives. The first developed out of a faculty proposal to make three contract days flexible to provide advising resources during the summer. Due to logistical problems, the program was revised to faculty advising in partnership with student success coaches. The college commits to effective student completion and advancement with a strong advising program and relevant programs of study that make completion attractive and profitable to students.

Core Theme: <i>Create Opportunities for students to complete, transfer, and advance</i>			
Objective: Assess and develop academic and community education programs that are consistent with each of our service district community needs			
Intended Outcomes	Targets	Indicators	Measurement Tools
Academic Master Plan designed to meet the curriculum needs of our community	A prospectus is produced for every identified community, business, and industry need.	External needs assessment cycle	Needs survey data. Graduate survey results

Core Theme Objectives

1. Assess and develop academic and community education programs that are consistent with each of our service district community needs

Intended Outcome 1: Academic Master Plan designed to meet the curriculum needs of our community

Indicator 1: External needs assessment cycle

Indicator 2: Industry-based student enrollment

Target 1: A prospectus is produced for every identified community, business, and industry need.

Consistent with objectives supporting other core themes, this objective reflects the college’s commitment to offering relevant degrees and certificates that are valued by students and employers alike. Studies and reports are expected to reflect continuous improvement in this area.

Indicator Rationale

In designing the measures for this core theme, the college focused on three important standards:

Meaningful: The measures and associated targets encompass and determine the accomplishment of this core theme. The targets present the necessary standards of excellence that are required for the college to proclaim that it is fulfilling its mission. To create opportunities for students to complete, transfer, and advance, objectives addressing faculty advising and its partnership with student success coaches had to be created. Meaningful assessment will inform the college of its

success in this. The faculty advisor/success coach partnership has been thoughtfully designed so that students gain the best of both worlds: Vast experience in the subject matter, curriculum sequence and career opportunities from the faculty, and coaching about dealing with college process while juggling life challenges. When this is done well, students persist and complete at higher rates. Student entry, persistence and completion form the life blood of the education enterprise. Despite this, little could be accomplished if the college had few programs to offer, a restricted course schedule, or uncaring faculty. BMCC’s value is multiplied by offerings that serve the unique needs of each small community in our district. Assessment and the resulting development of academic and community education programs are central to the accomplishment of this core theme. The indicators for the second objective ensure that the college remains vigilant in its assessment, and effective in its development and delivery.

Assessable: The indicators each specify data (via the measurement tools) that collectively track the important factors for this core theme. The resulting data provide the direction necessary to continually improve in creating opportunities for students to complete, transfer, and advance.

Verifiable: For each measure, supporting data definitions have been created to ensure that relevant data are available, properly collected, and effectively reported for the purpose of determining whether each target has been met. (Appendix D)

Core Theme: *Responsiveness to community needs*

This core theme serves to ensure that the college does more than run meetings *pro forma* with community, business, and industry stakeholders. This requires performance monitoring of both planning and program results for effective and relevant programs and offerings. This is more crucial in the assessment and development of academic and community education programs that fulfill the college’s mission by supporting the unique educational needs of our small and widespread rural communities.

Core Theme: <i>Responsiveness to community needs</i>			
Objective: Develop relationship with business and industry across the BMCC service district to expand opportunities in internships, apprenticeship, and cooperative work experience			
Intended Outcomes	Targets	Indicators	Measurement Tools
Program and course offerings determined by BMCC Academic Master Plan Program improvements made based on annual program review process	Increased number of industry partners and placements for CWE, internships, and industry training each year	Annualized program review Student interest and engagement	Program Reviews Community needs assessment
Objective: Continue the investment and expansion of the Student Health and Wellness Resource Center			
Intended Outcomes	Targets	Indicators	Measurement Tools
Positive feedback on student and employee surveys	Surveys will show that 90% of employees and 50% of students are aware of the services provided at the Student Health	Professional counseling services for students	Student Health and Wellness Resource Center annual report

	and Wellness Resource Center		
Objective: Assess IT Master plan, update, and prioritize for implementation			
Intended Outcomes	Targets	Indicators	Measurement Tools
Increased and improved network capacity and performance Increased use of open source technology	100% of respondents to the satisfaction survey are satisfied with IT's service or the reason why they were not satisfied has been addressed	Implemented customer satisfaction surveys	IT employee and student satisfaction surveys Response and wait time work order request report

Core Theme Objectives

The Responsiveness to community needs core theme will be assessed with three objectives:

1. Develop relationship with business and industry across the BMCC service district to expand opportunities in internships, apprenticeship, and cooperative work experience.
 - Intended Outcome 1: Program and course offerings determined by BMCC Academic Master Plan
 - Intended Outcome 2: Program improvements made based on annual program review process
 - Indicator: Annualized program review
 - Target: Programs of interest to district stakeholders will be researched and a feasibility study produced.

The core theme objective is intended to direct the college's related activities in a data-oriented manner and to work proactively to retain sensitivity and responsiveness to the needs of our communities. The activities will produce environmental scan reports, business and industry focus group data, and survey results.

2. Continue the investment and expansion of the Student Health and Wellness Resource Center
 - Intended Outcome: Positive feedback on student and employee surveys
 - Indicator: Professional counseling services for students
 - Target: Surveys will show that 90% of employees and 50% of students are aware of the services provided at the Student Health and Wellness Resource Center

BMCC firmly believes that physical and mental health are necessary to each student's success. For this, the college has heavily invested in a Student Health and Wellness Resource Center. This center provides access to resources within and beyond the college of which students are encouraged to take advantage. A challenge to this is making students aware that the center exists. This objective communicates the importance of the center and the college's commitment to see it fully used.

3. Assess IT Master plan, update, and prioritize for implementation
 - Intended Outcome 1: Increased and improved network capacity and performance
 - Indicator: Implemented customer satisfaction surveys
 - Intended Outcome 2: Increased use of open source technology

Indicator: IT user group established with clear goals

Target: 100% of respondents to the satisfaction survey are satisfied with IT's service or the reason why they were not satisfied has been addressed

If students are the life-blood of the college, certainly institutional technology is the circulatory system where in students thrive. The college recognizes that operational, logistical, and instructional success is highly dependent on the quality of its technological tools and infrastructure. This quality is derived from careful planning that includes engaged representatives from instruction and support services. The result of this will inform the institutional technology master plan including its timely accomplishment.

Indicator Rationale

In designing the measures for this core theme, the college focused on three important standards:

Meaningful: The indicators and associated targets encompass and determine the accomplishment of this core theme. The targets present the necessary standards of excellence that are required for the college to proclaim that it is fulfilling its mission. To be responsive to community needs, processes and practices must be in place that can fulfill this. Environmental scanning must lead to priorities that are produced with market and economic indicators. A gap analysis must be performed to demonstrate the sustainability of a new educational program. Targets have been put into place that provide value to the planning and resulting activities.

Assessable: The indicators each specify data that collectively track the important factors assuring the college is meeting its commitment to be responsive to community needs. (Appendix D) The resulting data provide the direction necessary to continually improve.

Verifiable: For each measure, supporting data definitions have been created to ensure that relevant data are available, properly collected, and effectively reported for the purpose of determining whether each target has been met. (Appendix D)

Conclusion

Blue Mountain Community College's Year One Report provides an overview of the college's mission and core themes, and defines mission fulfillment for the college. This report lists the relevant indicators for achieving the core theme objectives, providing a meaningful, measurable, and verifiable methodology for effectively determining mission fulfillment. It also provides a foundation for the necessary assessment procedures and reports to satisfy the requirements of the NWCCU.

Through an extensive and inclusive communication and decision making process, employees from across the campus met for eight hours in facilitated discussion to form college priorities and from that work along with many more hours of work with focus groups, develop the BMCC 2015-2020 Strategic Plan. This plan integrates the BMCC Core Themes, showing where the goals of the strategic plan support core themes. Indicators and targets (in place of benchmarks) were created to provide meaning and value to a strategic plan that effectively serves the assessment of the core themes and the fulfillment of the college mission. The plan was vetted through every committee, workgroup, and council, with approval by the Board of Education at their January 2015 meeting.

The objectives reflect the nature of the core theme, with some core themes having a greater number of objectives than others. The measures point to specific data requirements that show improvement over time. Targets are in place to define standards of effectiveness. The fifteen objectives, 22 indicators, and 18 targets define and assess the success of each core theme and collectively, they determine the fulfillment of the BMCC mission.

The Core Theme planning and assessment process does not stand alone however. All elements necessary to demonstrate mission fulfillment are completely integrated into the BMCC 2015-2020 Strategic Plan. BMCC is fulfilling its mission as demonstrated by successful accomplishment of each core theme. This also requires that the strategic plan goals are met as well.

Because of the integrated design and functionality of the strategic plan and the core themes, objectives serve both strategic plan goals and core themes. Those objectives are assessed with measures that produce meaningful data. These data show that each target has been met. In the design of goals/core themes, the college focused on creating objectives that were not aspirational – that each would be within the college’s capacity to accomplish. The many stakeholders involved in the creation of the core themes and strategic plan were not tasked with creating lofty goals with flowery words. Each was asked to see themselves in that integrated plan, and to honestly see that every element is clearly and concisely stated. Working together, a plan was conceived with the intent to stretch the college and yet be achieved as proven by the data. Therefore, the definition of mission fulfillment for BMCC is that, within stated timelines, every target will be met, every measure will produce data as confirmation, and every objective, core theme, and strategic plan goal will be accomplished.

Addendum

Response to Commission Request to Address Recommendations 1, 3, and 4 of the Fall 2014 Comprehensive Visit and Evaluation Report

Appendices

Appendix A: Commission Comprehensive Evaluation Report 2014

Appendix B: BMCC 2015-2020 Strategic Plan

Appendix C: BMCC at a Glance

Appendix D: 2014-2015 Strategic Plan Score Card