

## 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, Mary Jeanne “MJ” Kuhar, VP of Instruction, and (vacant) Dean of Student Development and Success




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"> <li>Students First definition is familiar, understood, and the principles are actively practiced college wide</li> <li>Students feel valued, supported, and encouraged by the campus community from the time they decide to enroll until they complete their educational goals</li> </ul>	<ul style="list-style-type: none"> <li>Students First logo and definition is visible in prominent locations and documents across the College</li> <li>Student surveys, focus groups, and other evaluations consistently indicate a “satisfied” or higher rating</li> </ul>
<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"> <li>Barriers to access (entry and getting started) are reduced</li> <li><b>Increased enrollment of historically under-represented students</b> ⚖️</li> <li>Increased persistence, retention, and completion</li> <li>Increased and earlier utilization of instructional and student support services (tutoring, Faculty Advising, Success Coach, Wolf Help, etc.)</li> <li><b>Decreased achievement (persistence, retention, completion) gaps for targeted at-risk student populations</b> ⚖️</li> </ul>	<ul style="list-style-type: none"> <li>Admission yield rate (admit to enrolled) is maintained at 85% or higher through 2020</li> <li>Student race/ethnicity demographics are representative of the College’s service district</li> <li>65% persistence (1<sup>st</sup> term to next term) and 45% retention (Fall to Fall) rate for all credit students by 2020</li> <li>Completion rate for FT students is maintained at 85% or higher</li> <li>Completion rate for PT students is increased by 5% by 2020</li> </ul>
<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"> <li>Regularly examined policies, programming, practices, services, and activities</li> <li><b>Fair and equitable treatment of students</b> ⚖️</li> </ul>	<ul style="list-style-type: none"> <li>Equity lens criteria and tool</li> <li>Program and policy review schedules</li> <li>Student surveys, focus groups and other evaluations consistently indicate the College is a safe, welcoming, and supportive learning environment</li> </ul>

# Opportunities for Students to Complete, Transfer, and Advance



## Goal #2: Relevant and Dynamic BMCC Curriculum

Leads: Mary Jeanne "MJ" Kuhar, VP of Instruction and Carl Melle, 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"> <li>• Program improvements implemented based on cyclical program review process.</li> </ul>	<ul style="list-style-type: none"> <li>• AMP program review schedule.</li> <li>• Program improvements based on analysis of quantitative and/or qualitative data.</li> </ul>
<p>b. Use instructional assessment plan to guide assessment of student learning. </p>	<ul style="list-style-type: none"> <li>• <b>Course and program/department outcomes mapped to college core competencies.</b> </li> <li>• <b>Assessment of student learning at the course level with regular implementation of improvements.</b> </li> </ul>	<ul style="list-style-type: none"> <li>• Visual outcomes maps for programs/departments</li> <li>• Students meet benchmarks for core competencies annually.</li> <li>• 75% full time and 33% part-time faculty participate in assessment workshops by spring 2018.</li> <li>• Faculty regularly assess student learning at the course level and implement improvements.</li> </ul>
<p>c. Complete Strategic Enrollment Management plan initiatives that support student progression, completion, transfer, and advancement</p>	<ul style="list-style-type: none"> <li>• Increased new student persistence rate through first year.</li> <li>• Increased developmental education course completion rate.</li> <li>• Increased student certificate/degree completion rates.</li> <li>• Increased student transfer rate after completion of earning WICHE Passport, OTM, and/or credential at BMCC.</li> </ul>	<ul style="list-style-type: none"> <li>• Success rate for completion of 30 credits (FT students) or 15 credits (PT students) in first year</li> <li>• Success rate for completion of developmental education course through first college level course (MTH and WR).</li> <li>• Completion rate for FT students maintained at 85% or higher through 2020.</li> <li>• Completion rate for PT students increased by 5% by 2020.</li> <li>• Transfer rate</li> </ul>

# Responsiveness to Community Needs



## Goal #2: Relevant and Dynamic Curriculum

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

# Encouragement and Support for a Culture of Learning



## Goal #3: Continuous Improvement Based on Evidence

Leads: Diane Drebin, VP of Student Affairs, Mary Jeanne "MJ" Kuhar, VP of Instruction and Tim Wilson, Director of Institutional Effectiveness

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



## Goal #4: Diverse and High Quality Internal Workforce

Leads: Tammie Parker, VP of Administrative Services and Kelli Bullington, 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"> <li>Well oriented, connected, and supported employees</li> </ul>	<ul style="list-style-type: none"> <li>New employee on-boarding for all employees which includes a mentoring program by December 30, 2017</li> </ul>

## 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"> <li>• Performance review, professional development plan, and employee goals tool in place</li> <li>• Professional development plans connected with</li> </ul>	<ul style="list-style-type: none"> <li>• Professional review and professional development plans in place for 80% of BMCC employees by June 30, 2018</li> </ul>
c. Coordinate mandatory compliance training for all College employees	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Improved levels of satisfaction with safety protocols as evidenced by survey responses</li> <li>• Compliance</li> </ul>
d. Diversify and expand recruitment and hiring protocols 	<ul style="list-style-type: none"> <li>• <b>Increased rate of diversity in applicant pools</b> </li> </ul>	<ul style="list-style-type: none"> <li>• Workforce that represents the population of our service district</li> </ul>

### LEGEND

Symbol	ICAT Priority Relationship
	Equity
	Teaching & Learning
	Data & Technology

\*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