Mid-Cycle Self Evaluation Report

Presented to:
Northwest Commission on Colleges and Universities

August 31, 2017

Blue Mountain Community College
2411 NW Carden Ave. | PO Box 100
Pendleton, OR 97801
www.bluecc.edu

Table of Contents

Appendices

    Appendix A – Progress Report on Commission Recommendations

        Appendix A-1 – 2017-2020 Instructional Assessment Plan

        Appendix A-2 – BMCC Board Policy II.A. Board Governance Process

        Appendix A-3 – BMCC Procedure 06-2003-0002 Shared Governance

        Appendix A-4 – Board Policy III.C, Monitoring Presidential Performance

    Appendix B – Strategic Planning 2017-2018 Departmental Planning Template

    Appendix C – 2017-2018 Strategic Planning (with Implementation Timeline)

    Appendix D – Strategic Plan Updated

    Appendix E – Alignment and Priority Review

    Appendix F – Science Department 2016-2017 Assessment Project

    Appendix G – 2017 Assessment Project (BA)

GLOSSARY

Academic Master Plan (AMP)	A set of instructional initiatives
Academic Program Review (APR)	Evaluates program through internal and external lenses
Administrative Information System (AIS)	Data system tracking all student information
Canvas	Learning management system adopted Fall 2016
Communication Master Plan (CMP)	Guide for College personnel in communication and marketing activities
Core Competencies	Set of skills all graduates will have attained
Core Themes	Guiding principles to steer strategic planning
Course Outcomes	Course-specific learning goals
eCompanion	Learning management system used until June 2016
Institutional Capacity Assessment Tool (ICAT)	Survey tool developed by Achieving the Dream
Instructional Performance Systems Inc. (IPSI)	A previous database tool with 10 outcomes for each credit of instruction
Learning Objectives	Taught within course to enable course completion
Program Outcomes	Describe what students will be able to do after completion of a series of required courses within a department or program
Strategic Enrollment Management Plan (SEM)	Outlines goals for student success, recruitment, and curriculum
2015-2020 Strategic Plan	Informed by Core Themes, a data-driven "living" document that allows for accountability and flexibility

Introduction

The intent of this report is to share the work Blue Mountain Community College (BMCC) has accomplished since our Year One report including institutional planning, assessment, student success initiatives, and mission fulfillment. Additionally, this report responds to the Mid-Cycle Evaluation (MCE) guidelines established by the Northwest Commission on Colleges and Universities (NWCCU). Part I provides an overview of BMCC assessment planning; Part II analyzes two departmental projects assessing student learning; and Part III describes institutional priorities and next steps to accomplish goals for our Year Seven Evaluation. Progress on NWCCU's Recommendations 2 and 5 is addressed in Appendix A.

Brief Institutional Overview

BMCC is a two-year public college located in northeastern Oregon. The College was originally chartered in 1962 and first accredited by NWCCU in 1968. 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 main campus is located in Pendleton, Oregon, and serves Baker, Morrow and Umatilla counties through its centers located in Baker City, Boardman, Hermiston, and Milton-Freewater. BMCC's service district also includes three correctional institutions, at which the College provides adult basic education to the inmate populations through a contract with the Oregon Department of Corrections. BMCC also serves Grant County at a Center-Out-of-District located in John Day, and Union County at a Center-Out-of-District in La Grande. In addition, BMCC provides selected on-site services to the Confederated Tribes of the Umatilla Indian Reservation and coordinated Early College Credit opportunities with regional high schools.

In 2016-2017, BMCC served 7,354 students, generating 2,043.83 FTE. Demographic data reveals that 56.3 percent of students are Caucasian, 26.72 percent are Hispanic/Latino. A significant number of BMCC students are taking courses online with 41 percent of students enrolled in credit courses taking at least one online course in 2016-2017. The majority of BMCC students (61.7%) are enrolled for personal or professional enrichment, with 32.5% of BMCC students pursuing an Associate's or Career Technical Education degree program. In 2016-2017, BMCC conferred 568 associate's degrees, certificates and certificates that require less than one year to complete. BMCC offers degrees in Associate of Applied Science, Associate of General Studies, Associate of Science, and Associate of Arts/Oregon Transfer. The college employs 59 full-time instructors and approximately 160 part-time instructors to support enrollment and curriculum offerings; full-time faculty teach 51 percent of all course sections.

Key Changes at the College 2015-2017

Leadership changes: Following the untimely death of long-time Vice President of Instruction (VPI), Mr. Dan Lange, Dr. Jim Whittaker, former faculty member and Math Department Chair, served as VPI for two years until his retirement. Dr. Mary Jeanne Kuhar took over this role in December 2016. The Associate Vice President of Institutional Effectiveness also was lost to sudden death, and three months later, the Institutional Research Specialist resigned to work closer to home after his child's birth. As of Winter 2017, the Office of Institutional Effectiveness has returned to its full-time capacity.

Strategic Plan: Refreshed to provide greater emphasis on Core Themes and better alignment of goals and objectives to shape our thinking about the College's overall mission.

Master Plans: Academic, Student Enrollment, and Communications master plans were developed and updated master plans for Facilities and Information Technology are in process.

Student Success Initiatives: The College has been part of the Achieving the Dream (AtD) initiative and has continued to enhance student access, retention, and completion through such initiatives as Summer Bridge, Welcome to the Pack Orientation, and Math Jump Start.
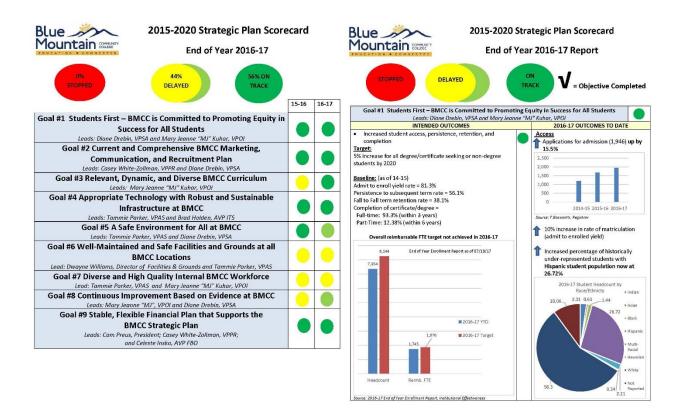
New Technology Infrastructure: The College adopted a new Learning Management System (LMS) after our former LMS, eCompanion, was retired by the publisher. Canvas was acquired and piloted in Summer 2016, with full implementation in Fall 2017. Faculty and staff training supported this transition.

Facilities: BMCC passed a $23 million capital construction bond in 2015, leading to improvements and/or expansion at the Pendleton campus and the district centers. Construction of new facilities directly enhances several degree and certificate programs, including agricultural science, industrial systems technology, and workforce training. Through a request from the County Commissioners in neighboring Union County, BMCC opened a Center out of District (COD) in La Grande, Oregon, in August 2016 to expand opportunities for students in Union County.

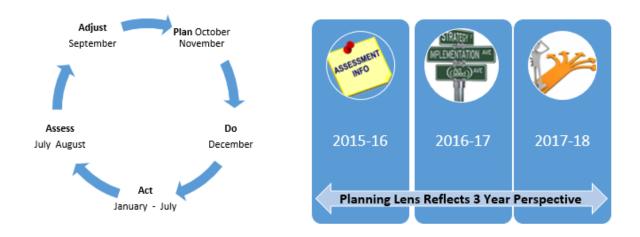## Part I: OVERVIEW OF INSTITUTIONAL ASSESSMENT AND PLANNING

In 2014-2015, Blue Mountain Community College (BMCC) engaged in a comprehensive, college-wide participatory process to review and refresh its vision, mission, and strategic plan. During this process, core themes and values statements were added for the first time to the College's overall strategic plan document and to institutional assessment of mission fulfillment. On January 5, 2015, the BMCC Board of Education formally adopted this collective work resulting in new vision, mission, and values statements; integration of core themes; and a 2015-2020 Strategic Plan. Since this time, BMCC has also added three supporting master plans: Strategic Enrollment Management (SEM), Academic (AMP), and Communications (CMP). The College maintains commitment to "deliberate, continuous improvement based on evidence" (BMCC strategic goal #8) and regularly engages the College community in institutional planning and assessment activities.

Institutional *bi-annual assessment* (Fall and Spring) of strategic plan outcomes is facilitated by each of the strategic plan goal leads who work with the respective areas responsible for objectives and targets in the 2015-2020 Strategic Plan to collect needed data. The goal leads work collectively to complete score card summaries and detailed reports that are then shared with the President's Cabinet, the College Coordinating Council (CCC), and the Board of Education. The bi-annual score card summaries are also shared College-wide through BMCC's e-newsletter, TimberTalk, and at in-service events. All College departments are encouraged to regularly discuss and refer to the strategic plan and scorecard results with their respective areas. Examples of the Summary Report and the ScoreCard detailed report are shown below. The full report, 2015-2020 Strategic Plan Scorecard, is available on the Accreditation web page or by request.

Blue Mountain COMMUNITY COLLEGE — EDUCATION • CONNECTED

2015-2020 Strategic Plan Scorecard

End of Year 2016-17

0% STOPPED | 44% DELAYED | 56% ON TRACK

	15-16	16-17
Goal #1 Students First – BMCC is Committed to Promoting Equity in Success for All Students — Leads: Diane Drebin, VPSA and Mary Jeanne "MJ" Kuhar, VPOI	🟢	🟢
Goal #2 Current and Comprehensive BMCC Marketing, Communication, and Recruitment Plan — Leads: Casey White-Zollman, VPPR and Diane Drebin, VPSA	🟢	🟢
Goal #3 Relevant, Dynamic, and Diverse BMCC Curriculum — Leads: Mary Jeanne "MJ" Kuhar, VPOI	🟡	🟢
Goal #4 Appropriate Technology with Robust and Sustainable Infrastructure at BMCC — Leads: Tammie Parker, VPAS and Brad Holden, AVP ITS	🟢	🟢
Goal #5 A Safe Environment for All at BMCC — Leads: Tammie Parker, VPAS and Diane Drebin, VPSA	🟢	🟢
Goal #6 Well-Maintained and Safe Facilities and Grounds at all BMCC Locations — Lead: Dwayne Williams, Director of Facilities & Grounds and Tammie Parker, VPAS	🟡	🟡
Goal #7 Diverse and High Quality Internal BMCC Workforce — Lead: Tammie Parker, VPAS and Mary Jeanne "MJ" Kuhar, VPOI	🟡	🟡
Goal #8 Continuous Improvement Based on Evidence at BMCC — Leads: Mary Jeanne "MJ", VPOI and Diane Drebin, VPSA	🟡	🟢
Goal #9 Stable, Flexible Financial Plan that Supports the BMCC Strategic Plan — Leads: Cam Preus, President; Casey White-Zollman, VPPR; and Celeste Insko, AVP FBO	🟢	🟢

Blue Mountain COMMUNITY COLLEGE — EDUCATION • CONNECTED

2015-2020 Strategic Plan Scorecard

End of Year 2016-17 Report

STOPPED | DELAYED | ON TRACK √ = Objective Completed

Goal #1 Students First – BMCC is Committed to Promoting Equity in Success for All Students 🟢
Leads: Diane Drebin, VPSA and Mary Jeanne "MJ" Kuhar, VPOI

INTENDED OUTCOMES	2016-17 OUTCOMES TO DATE

• Increased student access, persistence, retention, and completion
Target:
5% increase for all degree/certificate seeking or non-degree students by 2020
 	
Baseline: (as of 14-15)
Admit to enroll yield rate = 81.3%
Persistence to subsequent term rate = 56.1%
Fall to Fall term retention rate = 38.1%
Completion of certificate/degree =
  Full-time: 93.3% (within 3 years)
  Part-Time: 12.38% (within 6 years)
 	
Overall reimbursable FTE target not achieved in 2016-17
	Access
	Applications for admission (1,946) **up by 15.5%**
	
	Source: T.Bosworth, Registrar
	
	10% increase in rate of matriculation (admit to enrolled yield)
	
	Increased percentage of historically under-represented students with **Hispanic student population now at 26.72%**

End of Year Enrollment Report as of 07/19/17
8,244 / 7,354 (Headcount); 1,876 / 1,745 (Reimb. FTE)
■ 2016-17 YTD ■ 2016-17 Target

Source: 2016-17 End of Year Enrollment Report, Institutional Effectiveness

2016-17 Student Headcount by Race/Ethnicity: Indian 2.31, Asian 0.63, Black 1.44, Hispanic 26.72, Multi-Racial, Hawaiian 0.34, White 56.3, Not Reported 2.21, 10.06

Under the direction of the President, *institutional annual planning* for the next academic year begins in August, at which time the President, Vice Presidents, and Board of Education meet for a full day retreat to discuss the prior year scorecard, prior year accomplishments, and possible redirection or re-prioritization for the current year. In Summer, the CCC also meets for a full day retreat with similar reporting and analysis of prior year outcomes and accomplishments. Discussion and priority setting based on the Strategic Plan is also facilitated at the CCC summer retreat. In September as part of our all staff pre-service activities, the President, Vice Presidents, and strategic plan goal leads provide a report out to the College community on previous year outcomes as well as highlights for the current year. At this point, additional input on changes and/or re-prioritization of the goals/objectives within the strategic plan is solicited.

With this direction from the Board of Education and input from the College community, the President, Vice Presidents, and strategic plan goal leads finalize priorities for the current year and begin outlining directions for the next year. This information is then shared with President's Cabinet, CCC, and all department heads with the kick off of annual department level planning in October for the next year. Utilizing a three-year perspective for institutional planning, all areas of the College are encouraged to also approach their departmental planning in a similar "look back, present, and forward" manner.

Adjust
September

Plan October
November

Assess
July August

Do
December

Act
January - July

ASSESSMENT INFO

STRATEGY IMPLEMENTATION AVE

2015-16   2016-17   2017-18

Planning Lens Reflects 3 Year Perspective

During the *departmental planning* kick off in October, the President provides a message with local and state level financial forecasting. The President also provides direction regarding College priorities for the next academic year. All department heads are invited to this kick-off meeting and are encouraged to use a three-year approach to planning the next year: prior year assessment of outcomes, present year progress to date, and future year projections with evaluation of capacity. A packet of resource materials is provided to each department head including departmental planning templates, instructions, timeline, and resources for assistance with completing the planning templates. All planning and budget materials are made available to departments electronically via a shared network drive. Departmental planning templates are due to the respective Vice President for approval in late Fall, after which they are uploaded to the shared drive and are incorporated into the budgeting process. (See Appendix B Strategic Planning: 2017-2018 Departmental Planning Template). Annual departmental planning concludes with the final adoption of the new academic year budget in June. (See Appendix C, Strategic Planning with Implementation Timeline.)

BMCC has been reassessing and improving the planning and budgeting process described above since its year one visit in 2014. The College has better aligned the sequencing of planning and of budgeting to assure that budget decisions are made based on priorities set forth by our core themes and strategic plan. Departments are now asked to identify in their planning templates any budget needs associated with an intended activity and indicate whether new funding will be requested. After conferring with the respective Vice President, department heads determine which budget needs will come forward as priority budget requests.

Adaptation and Sustainability

The College is currently at the mid-point of its 2015-2020 Strategic Plan, which coincides with the accreditation mid-cycle review process. This review affords BMCC an excellent opportunity for College-wide self-reflection and assessment of core themes, goals, objectives, and outcomes to a degree of breadth and depth that is not part of the regular annual assessment and planning process. Since adoption of the 2015-2020 Strategic Plan (see Appendix D, Strategic Plan Updated), BMCC has evolved as an organization in terms of its planning and assessment proficiency. The strategic plan is a dynamic document at BMCC and planning is a routine process which requires on-going maintenance with College-wide input.

As part of pre-service activity in September 2016, the College began looking at possible revisions and needed adjustments to the overall strategic plan. Recognizing that a number of objectives have now been completed and realizing that a strategic plan with nine discrete goals is not reasonable in terms of capacity, staff and faculty were invited to identify and recommend their top three priority goals reflected in the BMCC strategic plan. Staff and faculty were also asked to identify priority outcomes associated with three top goals. Results from this work were shared with department heads during the 2017-2018 annual planning process indicating a desire for the following as BMCC's top three priorities for the next year:

- Students First – (Engagement and Completion)
- Curriculum – (Teaching and Learning)
- Continuous Improvement – (Data and Analysis)

Additional feedback from across the College at this time indicated that even with the many accomplishments of the current strategic plan, consensus was that the College had possibly been overly ambitious with nine goals, numerous objectives, and three new master plans that also called out numerous strategies and activities. (Master Plans for Academic areas, Communications, and Strategic Enrollment Management are available on the Accreditation web page or by request.)

During Winter 2017, the Accreditation Steering Committee, strategic plan goal leads, the President's Cabinet, CCC, and the Students First Advisory Council (SFAC) continued a review of progress to date and re-visited the numerous strategies and initiatives reflected in the three supporting master plans: AMP, CMP, and SEM. Results from this work revealed again that while there had been much accomplished since the inception of these master plans, concerns about capacity remained and some priority items were not yet addressed. Recommendations for revision were proposed along with a re-prioritization of some strategies and activities. Additionally, greater understanding of core themes was achieved. The acknowledgement that College core themes needed to play a more prominent role in the development of goals and objectives shifted thinking and re-directed attention to mission fulfillment. Feedback and recommendations indicated that the following priorities should be emphasized as the College moves forward:

- Academic and non-academic program review
- Assessment of outcomes and access to data
- Alignment of goals and objectives with core themes rather than the reverse (example below)

2015-2020
Vision, Mission, Values, Core Themes, and Objectives
Relationship to Strategic Goals and Master Plans

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

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

VALUES
Integrity, Communication, Compassion, Access, Respect, Excellence

CORE THEMES and STRATEGIC GOALS

Access to Quality Programs and Services	Opportunities for Students to Complete, Transfer, and Advance	Encouragement and support for a Culture of Learning	Responsiveness to Community Needs
Goal #1	Goal #2	Goal #3	Goal #2
BMCC is Committed to Providing a "Students First" Learning Environment	Relevant and Dynamic BMCC Curriculum	Continuous Improvement Based on Evidence at BMCC	Relevant and Dynamic BMCC Curriculum
		Goal #4	
		Diverse and High Quality BMCC Workforce	

FOUNDATIONAL MASTER PLANS:
Academic ♦ Communications ♦ Enrollment Management ♦ Facilities ♦ Financial ♦ Information Technology

During early spring term, BMCC implemented two processes for further gathering of input for the mid-point review of the 2015-2020 Strategic Plan. The first was a College-wide invitation to all staff for their participation in the Institutional Capacity Assessment Tool (ICAT) developed by Achieving the Dream (AtD) to help institutions assess capacity within seven areas: Leadership and Vision, Data and Technology, Equity, Teaching and Learning, Engagement and Communication, Strategy and Planning, Policies and Practices. From this survey, the College discovered areas of strength as well as opportunities for improvement. As an AtD institution, BMCC was able to utilize designated AtD coaches at two on-site, facilitated World Café College-wide conversations in relationship to the ICAT capacity areas and our survey results. The second Café was added at the request of faculty requesting an additional opportunity to be involved in the discussion.

During the ICAT World Café sessions, staff were asked to provide feedback according to the three top priority themes for improvement (Teaching and Learning, Data and Technology, Equity) as well as recommendations for action (next steps) that would be incorporated into the 2015-2020 Strategic Plan revisions.

Utilizing the AtD institutional capacity assessment tool, a series of review and revise activities were facilitated by Strategic Plan goal leads with the President's Cabinet, CCC, and through several all-staff round table sessions (see Appendix E, Alignment and Priority Review). BMCC staff were informed that all

discoveries, feedback, and recommendations received in Fall 2016, Winter 2017, and Spring 2017 would be considered as BMCC completed its mid-point review and revision of its 2015-2020 Strategic Plan. A copy of the following timeline was shared with all staff.

Mid-Point Strategic Plan Review and Revise Timeline

Activity	Month for Completion
Goal Leads review strategic plan goals, objectives, targets, and measures. Identify needed adjustments. Discuss priority of core themes.	May/June
President's Cabinet review mission, vision, values, core themes, strategic plan goals. Provide feedback on needed adjustments and priority setting.	May/June
College Coordinating Council review mission, vision, values, core themes, strategic plan goals. Provide feedback on needed adjustments and priority setting.	May/June
Student Leaders (ASG) review mission, vision, values, core themes, strategic plan goals. Provide feedback on needed adjustments and priority setting.	May
Goal Leads complete 2016-17 develop end-of-year scorecard and Board of Ed report.	June/July
President and VPs consider all input received; make determination about direction and priorities for next 2.5 years.	June-August
Goals Leads complete revised draft of Strategic Plan and final draft of 2016-17 end-of-year report and scorecard.	June-August
Present End-of-Year report to the Board of Ed. Discuss proposed strategic plan adjustments and priorities for next 2.5 years.	August
Share final strategic plan documents and end-of-year reports with College community via TimberTalk, CCC, Cabinet	August/September
Publish approved, revised strategic plan documents and end-of-year report on the Institutional Effectiveness website.	August/September
Share 2016-2017 outcomes and refreshed strategic plan with College community as part of Pre-service. Discuss priorities for next 2.5 years.	August/September
Begin 2018-2019 departmental planning, assessment, and budgeting utilizing the refreshed 2015-2020 Strategic Plan.	October

With the conclusion of the mid-point review of the BMCC 2015-2020 Strategic Plan, a revised version of the Strategic Plan is being reviewed by governance councils (Appendix D, Strategic Plan Updated). The final document, after full College review, is expected to be accepted by the Board before the October visit. Through this revision and review process, BMCC as an organization and community will have established a stronger framework for prioritizing work that better aligns with our core themes and fulfillment of our mission. The College will be better focused now with fewer goals and objectives, allowing us to concentrate resources in areas that matter most in relationship to our core themes and within capacity. The wide and deliberative participation across the College in these reviews and revisions provides a sturdy foundation for future planning and assessment. The College remains committed to continuous improvement through inclusive, collaborative, and reflective planning and assessment.

Part II: USING CORE THEMES TO EVALUATE MISSION FULFILLMENT

This section presents two examples of how BMCC undertakes student learning assessment in support of mission fulfillment. The Core Theme that most specifically calls out student learning is:

- Encouragement and Support for a Culture of Learning

The following two examples, one from our Science Department, and one from our Business Administration Department, show the developing nature of this process at BMCC.

- Core theme: Encouragement and Support for a Culture of Learning
- Objective: Support activities that increase awareness and use of data for decision making and continuous improvement
- Outcome: College wide awareness of and active involvement in using methods to achieve intended outcomes as well as improve programs, systems, and learning
- Indicators:
  - ➢ Target: 50% of all credit classes have implemented constructive improvement based on learning outcome assessment results by the assigned faculty by 2020
- Measurement Tools: Program and course outcome assessment reports

Example 1: Science Department assessment of writing proficiency

The Science Department has five full-time faculty members and four part-time instructors who serve approximately 1,000 students (unduplicated headcount) per year. Full time faculty teach approximately 62% of total Science courses. Students who take science courses do so either in preparation for the Nursing program (Anatomy and Physiology) or as part of the Associate of Arts Oregon Transfer (AAOT) degree. A small number of students plan to pursue a Science, Technology, Engineering, or Math (STEM) major at a university: these students are usually concentrated in the 200 level Biology, Chemistry, and Physics courses. The department is thus very invested in assessing how well students are prepared to move forward on their academic path.

As a department, Science faculty developed program outcomes linked to the five college-wide core competencies, thus demonstrating active involvement in using assessment methods to achieve intended outcomes as well as to improve programs, systems, and learning. This specific example illustrates how the college core competency, Written and Oral Communication, aligns with the department's program outcome: "Student will communicate like a scientist." The department further developed the following specific objectives and indicators for this outcome relevant to this example:
The student will

1. Communicate scientific information in some standard format (Indicator: Prepare lab report).
2. Communicate and interpret Data (Indicator: create and interpret graphs and data tables).
3. Articulate Concepts in Science (Indicator: know some facts).

In 2016-17, two faculty members participated in a project to evaluate student learning related to this competency as measured by preparation of a formal lab report in BI 211 General Biology (Fall) and PHY 213 (Spring). See Appendix F for the Science Department 2016/17 Assessment Project Report.

During Fall 2016, nineteen students who were enrolled in BI 211, General Biology, submitted a formal lab report that was analyzed using a standardized rubric (page 3 of Appendix F). Three students did not meet the threshold for mastery, and the instructor concluded that some students could have done better but chose to only perform the minimal work required to "pass" the assessment. In closing the loop, she will make changes in Fall 2017 to give the formal lab report assessment and rubric earlier in the term with a repeat assessment toward the end of the term. She will also provide coaching using the rubric based on the first assessment results.

A similar process was performed with PHY 213, General Physics with Calculus, in Spring 2017. This assessment was done following practice with similar lab reporting done in the two previous terms. After analyzing the results, the instructor noted three specific changes he plans to make the following year to improve student learning. He will use an early lab in Fall 2017 and a later lab in Spring 2018 to assess how well the intervention is working.

The Standardized Formal Lab Reporting rubric uses a 0-4 rating scale and evaluates 16 criteria (page 3 of Appendix F). The rubric is somewhat complex: for some criteria, such as Introduction, the maximum rating that is possible is a 2, while for others (example, Introduction: thesis) the maximum is 3, and for still others (References) the maximum is 4. While such scoring might be very useful for assigning a grade, it seems overly complex for an assessment. It might make sense to consider focusing specific parts of the rubric for specific questions. This is done in the physics example when looking specifically at elements of writing, but not as specifically in the biology example. The strength of this rubric is that different elements could be pulled out to drill down to specific components of the lab to assess specific program outcomes.

What is missing from the analysis of these assessments is a benchmark that would indicate to the department that the course is meeting program outcomes and the College-wide core competency. This benchmarking will be an improvement to the project for the upcoming year. This benchmark could also establish improving proficiency over time in an upcoming project that the physics instructor will undertake during the coming year.

In the Academic Program Review report submitted in June 2017 by the Science Department (available on the Accreditation web page and by request), the department acknowledged that formal assessment activities have been lacking; in response, they have created a Canvas shell for the department to track these activities. They further discuss repeating the above described assessment process after implementing changes to evaluate their effectiveness. Additionally, this department is tracking the updating of course outcomes and has expressed interest in working with the Registrar and Institutional Effectiveness to track students who transfer to universities with the stated goal of earning a STEM degree. A recent articulation agreement with Eastern Oregon University (one of the top choices for such students) will facilitate this work.

Are the indicators meaningful? Are there too many? Too few?

The core theme indicator for this example is not particularly meaningful because simply documenting that this assessment project has taken place in two specific science courses (out of the 76 taught in the department) does not "close the loop," that is, by documenting changes made to improve student

learning. Additionally, the lack of a particular benchmark makes quantifying improvement based on changes difficult. Nor are results linked in any meaningful way to the over-all College work of assessing how well students who complete an AAOT degree have mastered the core competency of Written and Oral Communication.

BMCC needs to have at least one more outcome that is specifically linked to student learning such as "Course and program/department outcomes mapped to college core competencies" and an indicator such as "Students meet benchmarks for core competencies annually." This will clarify the need to establish program and institutional benchmarks in a systematic way and will be a useful addition to the Program Review Process as well.

What has been learned? What do the data tell?

From the above example, the institution has learned that having each department responsible for developing its own assessment project allows such projects to be meaningful to the faculty involved in curricular changes at the course level, but makes tracking improvement across the institution difficult. In this case, the data were collected by the faculty and provided information about specific changes to improve student learning regarding their writing of formal lab reports, but this is not linked in a systemic way to the College core competency "Written and Oral Communication." The College will need to systematize a process for tracking the achievement of the College core competencies at the degree level so it can be reported out annually in an ongoing way to all departments.

One change envisioned for the upcoming year is for the Office of Instruction to work with the Instructional Assessment Committee to encourage standardized Program and Outcomes Assessment Report content by developing "guiding questions" similar to the ones NWCCU has given for preparing this report. The reporting form would have a section that specifically defines the outcome, the assessment tool/measurement, data tables and analysis, and plans to close the loop. It would also link the department work with the College-wide core competencies.

Another area of improvement is within the structure of the Strategic Plan itself. In this case, the "Measurement Tool" listed is Program and Course Outcome Assessment Reports. However, a report is not a tool for measurement; it simply creates a record that measurement has been undertaken. Such tools need to be better defined to make it clear that the report will include data analysis and plans to close the loop. The process for updating the Strategic Plan is detailed in Part I of this report.

How are data collected, analyzed, and communicated?

Currently, data for the individual department assessment projects are collected, analyzed, and utilized by department faculty members, usually under the direction of the department chair. Departments may request assistance from the Distance Education Coordinator if they are inputting or tracking information in Canvas. They may also request assistance from Institutional Effectiveness or the Registrar to track enrollment, persistence, or completion data.

For Academic Program Review, the data is tracked and reported by Institutional Effectiveness and the Registrar and provided to the department as part of their review. This process currently is flawed in that the data definitions have not been standardized. While inventorying available data for analysis, the new Director of Institutional Effectiveness discovered many data inconsistencies attributable to the fact that the legacy Academic Information System (AIS) does not enforce robust business rules, data validation, or

integrity checks. Impactful data inconsistencies will be addressed during the planning and pre-deployment phase of the new AIS implementation. Early efforts are also underway to develop audit reports intended to identify and subsequently correct these data, thus addressing data accuracy concerns as quickly as possible. This challenge is being addressed by the Offices of Instruction and Institutional Effectiveness and the newly established Academic Program Review and Assessment Committees.

Example 2: Business Administration Department

The Business Administration Department has four full-time faculty members and prepares students to complete either an AAS degree in Accounting, Administrative Office Professional, Business Administration, or Business Management: Hospitality and Gaming. It also prepares students to transfer to a baccalaureate institution. The department serves approximately 700 students per year (unduplicated headcount). This particular assessment project (Appendix G 2017 Assessment Project) assesses four specific course outcomes in BA 280, Cooperative Work Experience:

The student:
1. Demonstrates the ability to solve problems assigned by the supervisor in their workplace.
2. Demonstrates the ability to uphold confidentiality in the workplace.
3. Demonstrates the ability to use technology and office machines in the workplace to complete assigned tasks.
4. Dresses appropriately for the work place.

Fourteen students were assessed over three terms using as the assessment tool the co-operative learning workplace supervisor's evaluation of the student. Within Canvas, the particular course outcomes were mapped to parts of the assessment tool, which has a 5-point scale. Mastery is demonstrated by a score of 4 or 5 and Meets Expectations is a score of 3. Less than 3 indicates the student did not meet expectations. The department set a benchmark of 100% would meet or exceed (a score of ≥ 3).

The following summarizes the data:

Outcome		Level of Achievement
Problem solving skills from Supervisor Assignments	4.00	Mastery
Uphold Confidentiality	4.29	Mastery
Use Technology	4.14	Mastery
Dresses Appropriately	4.29	Mastery

Additionally, the department worked to recapture the course outcome mapping to program outcomes and core competency outcomes within the new Learning Management System (LMS), Canvas. Previously, this work had been done within eCompanion, but this software product was discontinued when the company stopped supporting it. The department assessment report, written by the four full time faculty members, functions as a type of "how to" manual for their part-time instructors to map their learning assessments and participate in department assessment projects (See Appendix G for full report). They also analyze the current reporting structure within Canvas and make suggestions for improvement.

Are the indicators meaningful? Are there too many? Too few?

As also seen with Example 1, the core theme indicator for this example is not particularly meaningful because simply documenting that this type of assessment project has taken place in a specific capstone course, BA 280 Cooperative Work Experience, does not "close the loop" and document changes that will be made to improve student learning within this course or program. The course benchmark of 100% seems very reasonable given that this is the course that students would likely take in the term prior to completing study and seeking employment. But the example also does not link in any meaningful way to the over-all College work of assessing how well our students who complete a degree have mastered the core competency of Workplace, Wellness and Ethical Responsibility.

BMCC needs to have at least one more outcome such as "Course and program/department outcomes mapped to college core competencies" and an indicator such as "Students meet benchmarks for core competencies annually." These additions would clarify the need to establish program and institutional benchmarks in a systematic way and would be a useful addition to the Program Review Process as well.

In the case of CTE programs such as Business Administration where there are specific AAS degrees that are awarded, it would also be helpful to revise objectives, outcomes and indicators for "Core Theme: Opportunities for Students to Complete, Transfer and Advance" to include:

- Objective: Students develop skills and knowledge to ensure lifelong success.
- Outcome: Students attain the expected learning outcomes of courses and programs.
- Measure: Achievement of benchmarks in capstone courses and/or experiences.

Results would also then be captured in the Program Review Process.

What has been learned? What do the data tell?

From the above example (which demonstrates a "developing" level of assessment), the institution has learned that having each department responsible for developing its own assessment project makes the project meaningful for the faculty involved but creates difficulty in tracking across the institution. In this case, the data were collected by the faculty and provided information about specific changes to improve evaluation of student learning in this capstone course, but results were not linked in a systemic way to the College core competency "Workplace wellness and ethical responsibility" nor to a specific program outcome common to all Business AAS degrees.

Additionally, the rubric used to assess student attainment of the outcome has a different scale than that used by the Science Department. For results to be meaningful across the institution, the College should define a standardized scale. This example also illustrates that the College needs to systematize a process for tracking the achievement of the College core competencies at the degree level. Previous tools available to the Office of Instruction through eCompanion are no longer accessible without specific work at the department and/or program level to recreate them in Canvas.

Furthermore, this assessment activity tracks a relatively small number of students and uses four "IPSI outcomes" that are more like specific skills rather than a more meaningful, measurable and rigorous course learning outcome. Thus there is work ahead for the College to update and refresh the current Course Learning Outcomes. Such updating has become part of the new Program Review Process. The

example also illustrates some of the challenges in obtaining statistically meaningful data at a small college with limited numbers of AAS degree completions.

Lastly, the analysis presented with Example 1 (regarding a standardized Program and Outcomes Assessment Report as well as a refined description of measurement tools in the Strategic Plan) are further underlined by this second example. Currently, BMCC's lack of standardization allows departments to move forward with relatively weak assessment projects that are not part of a larger and more integrated institutional design.

How are data collected, analyzed, and communicated?

Currently, as discussed above, data for the individual department assessment projects are collected, analyzed, and utilized by department faculty members. In this case, the department worked directly with the Distance Education Coordinator in order to re-map course outcomes to the assessment tool within Canvas.

It is clear, especially from this example, that the Office of Instruction and the newly established faculty committees tasked with overseeing Instructional Assessment and Academic Program Review must be much more active and diligent in the peer review process and in the collection, analysis and utilization of findings in the pursuit of improved documentation of student learning. And it is also clear that BMCC is still working to develop a College-wide shared understanding of the assessment process and the data tools helpful to ensuring that this work is ongoing.

In conclusion, BMCC has much work to do over the next three years before the Seven Year Review to standardize and operationalize ongoing assessment of student learning. Creating structure around the reporting formats, the data, and the timelines will move us along in this direction as will ongoing faculty involvement with professional development and department assessment projects. Emphasis on data analysis and "closing the loop" is needed now because previous institutional work was mainly directed at developing reports of achievements in student learning by students achieving less than 45 credits or greater than 45 credits. Less attention was paid to establishing benchmarks and improvement plans. This work has started this summer with Assessment Workshops for full and part-time faculty designed to assist with revising the IPSI outcomes (which are more like course competencies or skills) into recognizable student learning outcomes. Workshops will also focus on designing assessment projects that are linked not only to course outcomes but also to degree and/or college-wide core competencies. (Workshops scheduled July, August, and September 2017.) Having faculty-led committees who work with Office of Instruction leadership to oversee Academic Program Review and Assessment will create expanded opportunities for collaboration and data-driven ways to answer the overarching question, "I know my students are learning, but how do I demonstrate this in a way that can be replicated across all sections of a course and linked to institutional core competencies?"

Part III: Moving Forward to Year Seven

The Mid-Cycle Evaluation process has allowed a timely review of BMCC's progress in planning and assessment. Because of the progress has that has been made to develop a foundation for this work, it is now possible to project what further development will be needed in planning, in systems support, in implementation of assessment, and in tracking to support further improvement. While theoretically there is much that could be done, the College has developed the following list of what are deemed achievable priorities (though achievement will stretch the College) between now and the Year Seven visit:

1. **Mission Fulfillment:**

   Through widespread review, including open sessions and anonymous surveys, the College has a more tightly focused Strategic Plan with fewer but more achievable priorities. Core themes and value statements have been added to align with goals and objectives. This updated Plan enables departments to have clear institutional priorities to guide their annual department planning.

2. **Assessment of Student Learning:**

   BMCC has much work to do in the next three years to standardize and operationalize ongoing assessment of student learning. Key tasks are to create structured reporting formats and to streamline the collection, utilization, and sharing of data within clear and repeated timelines. Professional development trainings and department and program assessment projects will ensure ongoing faculty involvement in this important work. Throughout the process of assessment of student learning, the College will emphasize data analysis and "closing the loop."

   The Instructional Assessment Plan (Appendix A-1) will provide direction and structure for this effort, consisting of a timeline and lists of targeted activities and deliverables to ensure clear forward motion and solid foundations for sustainable assessment:

   - Phase 1, Building Sustainable Infrastructure and Process for Assessment, concludes in December 2017 and will redefine the infrastructure needed to support a sustainable assessment process.
   - Phase 2, Mapping and Analyzing Assessment (January 2018 through May 2019), will further the foundational work created in Phase I by mapping course outcomes to program outcomes and institutional core competencies.
   - Phase 3, Continuous Improvement (June 2019 through June 2020), will define how the College will support ongoing evaluation of the assessment process. It also focuses on deeper awareness of student learning, the integration of our information systems, and alignment of this work with the accreditation cycle.

3. **Data Capacity, Sharing, and Analysis:**

   In order to select and implement a new Administrative Information System (AIS), the College has formed a consortium with four other Oregon community colleges. This multidisciplinary group, composed of college presidents and staff representing College Operations, Student Affairs, and Instruction, has contracted with a consultant to assist in the development of a comprehensive

proposal that will meet the data and operational needs of the colleges. One key requirement is the ability to integrate with the Learning Management System (LMS) to support assessment work. Such systems are vital to data-based decisions and the sharing of results. Another key goal is the establishment of a Data Dictionary. This essential tool will clarify our thinking and goals when seeking, obtaining, and using data and will populate our new AIS with consistent language available to all users. The more robust system will support all master plans as well as program review processes. While increased access to data is vital, providing trainings to assist faculty and staff to become better seekers, obtainers, consumers, and presenters of date is essential.

Conclusion:

BMCC has established strong systematic organizational planning and assessment while also discovering new challenges and opportunities. Recognizing that there is significant work ahead, BMCC remains committed to our refreshed Strategic Plan as the foundation for planning for and assessing mission fulfillment. The College is also better prepared to examine our data and is committed to doing so in order to establish institutional priorities and planning based on improved evidence. The College has begun trainings to assist the faculty in the articulation of measurable outcomes and the implementation of processes to measure these in an ongoing and predictable manner at the course, program, and degree levels. These strategies, systems, and the new Strategic Plan will advance the College toward the ultimate mission of serving the students in our community.

Appendix A

Progress report on Commission Recommendations Two and Five from the Comprehensive Evaluation and Visit in October 2014

Introduction:

NWCCU has directed Blue Mountain Community College to evaluate progress on two recommendations made at the October 2014 visit. Recommendation Two was ongoing from the 2009 visit: while recognizing "significant progress," the Commission crafted specific language to focus the College's efforts toward assessment of student learning, particularly of College-wide core competencies. The College was also directed to include part-time faculty in this important work. Recommendation Five spoke to a need to improve College governance structures and processes for faculty input into "instructional resource allocation, policy and institutional effectiveness metrics."

Recommendation Two (Standards 2.C.1, 2.C.10, 2.C.11, 4.A.4, and 4.B.2)

"While recognizing that Blue Mountain Community College has made significant progress in addressing Recommendation 2 from its fall 2010 report, the evaluation committee recommends that the College redouble its efforts to fully implement and document assessment of course, program, and degree learning outcomes, paying specific attention to assessment of college-wide core competencies, greater part - faculty engagement, and using the results of assessment efforts to inform academic and learning supported planning and practices (Standards 2.C.1, 2.C.10, 2.C.11, 4.A.4, and 4.B.2)."

The College, in response to the above recommendation, evaluated all assessment of student learning processes. As the College sought to "redouble its efforts", a specific objective related to Core Theme "Encouragement and Support for a Culture of Learning" was defined during strategic planning that was directly related to strengthening of assessment processes at the college. However, assessment of student learning was not specifically called out in this plan. Overall, through revision of the Strategic Plan (discussed in Part I of the report), the College realized that the Core Themes should drive the strategic planning process and determined that assessment of student learning fits more directly under a different Core Theme, "Opportunities for Students to Complete, Transfer and Advance." Additionally, there were too many objectives, outcomes, and indicators, and sometimes they did not match up well to each other or to a specific core theme. With recent revisions to the Strategic Plan, the College now has a better foundation for linking improvements in student learning to the College's Mission and Vision, as illustrated below:

Core Theme: Opportunities for Students to Complete, Transfer and Advance
(Strategic Plan Goal "Relevant and dynamic BMCC Curriculum")
- *Objective 1*: Use BMCC Academic Master Plan (AMP) to guide program review and continuous improvement
  Intended outcome: Program improvements based on cyclical program review process
    - o *Indicator*: AMP program review schedule
    - o *Indicator*: Program improvements based on analysis of quantitative and/or qualitative data.

Appendix A

- *Objective 2*: Use Instructional Assessment Plan to guide assessment of student learning
  Intended outcome: Course and program/department outcomes mapped to college core competencies
    - o *Indicator*: Visual outcomes maps for programs/departments
    - o *Indicator*: Students meet college benchmarks for core competencies annually
  Intended outcome: Assessment of student learning at the course level with regular implementation of improvements
    - o *Indicator*: 75% full-time and 33% part-time faculty participate in assessment workshops by spring 2018
    - o *Indicator*: Faculty regularly assess student learning at the course level and implement improvements.

BMCC has five College-wide core competencies and is building the infrastructure for ongoing assessment of student achievement in these areas:

- Written and oral communication
- Critical thinking and problem solving
- Community, cultural and diversity awareness
- Information and technology literacy
- Workplace, wellness and ethical responsibility

Certainly, there is much work remaining in this area. At the completion of the 2015-16 academic year, the College, under the leadership of former Vice President of Instruction (VPI) Mr. Dan Lange, had a College-wide assessment process in place that linked course outcomes to assessment projects and tools within eCompanion (College Learning Management System, or LMS) and mapped these outcomes to the five College core competencies. Unfortunately, administrative leadership changes that occurred as the result of unforeseen circumstances (sadly, Mr. Lange was diagnosed with a terminal condition in 2014 and died the summer of 2016) brought a pause to this organized institutional process before it was completed with all academic departments. An interim VPI, Dr. Jim Whittaker, served for two years, and a new VPI, Dr. Mary Jeanne Kuhar, began with the College in November 2016.

Some departments, such as Business Administration, Social Science, and Agriculture, completed assessment projects evaluating how well students in their programs met College-wide core competencies. Reports had been generated by Mr. Lange yearly showing the percentage of students meeting these College-wide core competencies in some courses.

For example, a BMCC Assessment report completed in 2015 by the Social Science Department showed that in evaluating aspects of departmental courses that addressed core competencies for three terms in the academic year 2013-14, 1,465 assessments were conducted with an overall achievement rate of 77%. Students who had taken 45 credits or more scored nine percentage points higher (80%) than students taking less than 45 credits (71%). Here is an example of the type of data that was generated:

Appendix A

"Critical Thinking and Problem Solving" (Winter 2014), three facets assessed:

	Students under 45 credits pass rate	Students over 45 credits pass rate
Can the student assess and evaluate the quality of their thinking?	N = 1 100% pass	N = 13 100% pass
Can the student design an experiment to test a hypothesis?	N = 17 100% pass	N = 17 100% pass
Can the student effectively troubleshoot a problem?	N = 20 70% pass	N = 11 73% pass

What is not readily evident from these reports are the particular courses included, the assessments used, the identified benchmark for demonstrating satisfactory achievement of this core competency, or evidence of data analysis that "closed the loop." During Summer 2016, when the College moved to a new LMS, Canvas, this mapping linked to embedded assessments was lost. Some historical reports are still available, but faculty using these had to reenter assessments that linked to specific course, program, or core competency assessment. At the time of writing this report, only the Business Department has completed a portion of this updated mapping within Canvas.

In order to continue the work of assessing student learning as documented by mastery of College-wide core competencies and program and course level outcomes, an Instructional Assessment Committee was formed in Spring 2017 and tasked with developing an Instructional Assessment Plan that would engage all faculty members (both full and part-time) in ongoing departmental and institutional assessment efforts. Prior to this work, under the previous leadership of Mr. Lange, instructors developed "Outcomes Syllabi" that documented ten "outcomes" for each course credit. These were housed in a database titled IPSI (Instructional Performance Systems Incorporated) and instructors then mapped their various course assessments to these course outcomes within eCompanion. This information was the basis for the above sample report.

As the Instructional Assessment Committee was developing an Instructional Assessment Plan, they realized that the "IPSI outcomes" were not outcomes as currently understood in higher education, but instead were extensive lists of skills and competencies. Some "Outcomes Syllabi" do have broader "course outcomes" statements, but work remains to revise and update these into true course objectives. The Instructional Assessment Committee deemed this Phase 1 work. Two workshops were held this summer and two are planned during pre-service week (September 5 and 6) to build on the previous work and update course learning outcomes to be clear, concise and specific. Full-time and part-time faculty were invited to participate in this work, and to date, 23 full-time and 4 part-time faculty members have attended. The Office of Instruction is providing faculty with resources and compensation for their participation. The goal is to have 100% of course outcomes updated by December 2018 and in line with the parameters established by the Instructional Assessment Committee.

This assessment work will be an instructional priority for the upcoming year, and all departments are asked to participate in at least one assessment project each term. Ongoing assessment of student learning is an expectation of full-time faculty and is emphasized in the current hiring process. The inclusion of part-time faculty and the availability of financial resources for these part-time instructors to take part in

Appendix A

assessment projects throughout the year underscores the importance of including all faculty in this ongoing effort to improve student learning.

Phase 2 of the plan, January 2018 – May 2019, will build on the above work of the departments, the Instructional Assessment Committee, the Office of Instruction, and an outside consultant (Kathy Telban) and broaden the assessment work by mapping course outcomes to program outcomes and institutional core competencies. Sustainable continuous improvement is the focus for Phase 3 which begins June 2019 and concludes by June 2020.

The Office of Instruction is working with faculty leadership not only to provide this training but also to provide the tools for this important and ongoing work. While faculty have been engaged to varying degrees and several have continued assessment at the course and program level, many express frustration at the "fits and starts" that have occurred over the past three years resulting from unforeseen circumstances and changes in instructional and institutional effectiveness leadership in addition to the adoption of a new LMS. Assessment leadership has also seen this year that while reports are being generated regarding assessment of student learning, the data analysis and plans to "close the loop" are not consistently documented or implemented. Clearly, further improvement requires taking the steps to fill these gaps. The Academic Master Plan has been updated to reflect a focus on assessment of student learning and the Program Review Process includes a specific section that calls this out as well. (The Instructional Assessment Plan as well as the Academic Master Plan, which includes the Program Review Process, are available on the Accreditation web page as well as available on request.)

Some departments, such as Computer Science and Math, have moved forward with defining the College core competency "Information and Technology Literacy" as it relates to their course and program outcomes. The Science Department designed and implemented an assessment project in Fall 2016 which linked a common assessment in all courses (writing of lab reports) to the Science program outcome, "Students will communicate like a scientist" and to the College core competency, "Written and Oral Communication." This work is proving helpful to the Assessment Committee as it further articulates the five College core competencies during Phase 2 of the Instructional Assessment Plan. The Agriculture Department regularly assesses student learning at the course and program level using Capstone projects and National Occupational Competency Testing Institute (NOCTI) testing scores. Over the past two years, such assessment has led to changes at both the course and program level in the Science and Agriculture Departments and has guided resource allocation for equipment and facilities.

Ultimately, these changes will lead to a stronger and more integrated assessment process, but right now it is difficult to say with confidence that BMCC is using a wide-spread assessment process to "guide and inform academic and learning support planning and practices." What we can say, however, is that while momentum had slowed in 2015-16, there is now strong academic leadership (faculty and Office of Instruction) and renewed commitment to providing the necessary resources to all faculty (full and part-time) for planning, data analysis and closing the loop in a continuous improvement process. Faculty are enthusiastic about moving forward and working with administration to develop tools and institutional processes that will be sustainable and not dependent on a particular person or persons in leadership positions or on particular electronic tools. At this time, faculty feel more comfortable with the new LMS (Canvas) and ready to tackle tracking student learning using this tool. The College is also engaged in selecting a new Administrative Information System (AIS) in order to have a tool that readily integrates with and supports institutional assessment of student learning. Such a tool is critical to the sustainability and success of this work.

Appendix A

In conclusion, while BMCC is in the midst of widespread change, faculty and administration have shown great resolve and resilience in meeting the challenges. As demonstrated by faculty participation in updating the Strategic Plan, as well as generous participation in the Program Review and Assessment Committees and the summer Assessment Workshops, BMCC has embraced the opportunity for evaluating and documenting improvement in student learning. Specific objectives have been included in the Strategic Plan to specifically call out assessment of student learning. Additionally, the newly formed Instructional Assessment Plan and the updated Academic Master Plan emphasize and support this ongoing work.

Recommendation 5 (Standard 2.A.1)

"While acknowledging the College's recent, positive efforts to expand collaboration opportunities across employee groups, the evaluation committees recommends that the College take steps to formalize the governance structures and processes that provide for the consideration of faculty views on matters in which they have a direct and reasonable interest, including instructional resources allocation, policy, and institutional effectiveness metrics (Standard 2.A.1)."

Since the 2014 accreditation visit, Blue Mountain Community College (BMCC) has made great strides to formalize its governance processes and structures to be inclusive of all employees. Starting in Fall 2014, the College Coordinating Council (CCC) tasked each committee to develop a purpose statement. These statements were shared with the CCC to build consensus as to how each committee contributed to governance. Each governance committee is now required to:

- Name a committee chair, vice-chair, and recorder
- Maintain a membership roster that is representative (faculty, both transfer and career-technical; classified staff; exempt-technical staff; students; and executive team)
- Hold regular meetings that are open to anyone
- Post agendas and minutes on BMCC's website
- Report regularly to CCC

Shared Governance at BMCC is based on BMCC Board Policy II.A. Governance Commitment, which was updated and approved by the Board of Education in March 2017 (see Appendix A-2).

BMCC Procedure 06-2003-0002, Shared Governance Process (see Appendix A-3) has been updated to reflect the guidelines, roles, and responsibilities of BMCC's governance committees, as reflected in the Board policy. A graphical representation (see end of section) of the governance committees with their connections to other levels of governance has also been created and posted on the College's website.

Each governance committee includes representation from at least two faculty members: one from a transfer program and one from career-technical education, with opportunities for other faculty members to serve in at-large roles. Committees also include at least one student leader. Board members are also encouraged to participate, as time permits, and one Board member is appointed to review finances and the budget process as a part of the Integrated Resources Committee.

Communication between the governance committees and student and employee groups is two-way. Faculty representatives on each committee are charged with reporting to their peers, including faculty and department chairs. President's Cabinet members report College Committee updates to the President's Cabinet. College Committees also make regular reports to the CCC.

The 2014 Commission Report suggested that the process for presidential evaluation be updated. Board Policy III.C., Monitoring Presidential Performance (see Appendix A-4) was revised and approved at the March 2017 Board meeting.

BMCC Shared Governance Structure

```
Associated Student Government        Faculty Association        Classified Association        Exempt-Tech Employees

                        College Coordinating Council

College Committees                                              Executive Leadership Team
• Accreditation
• Curriculum                         President
• Diversity/Equity/Inclusion
• Facilities
• Information Technology
• Integrated Resources (IRC)                                    President's Cabinet
• Safety                             Board of Education
• Students First Advisory Council (SFAC)
```

Appendix A-1

2017-2020 Instructional Assessment Plan

Instructional Assessment Committee members
- Dr. Velda Arnaud, Business Administration Faculty and Department Chair
- Dr. Linc Debunce, Social Science Faculty
- Jacelyn Keys, BMCC Hermiston Center Director
- Bruce Kauss, e-Learning Coordinator
- Carl Melle, Dean of Career-Technical and Community Education
- Philip Schmitz, Sciences Faculty and Department Chair
- Preston Winn, Agriculture Faculty and Department Chair

Committee Timeframe
Convened in April 2017 to review and accept the charge from Dr. Mary Jeanne Kuhar, Vice President of Instruction. Met six times throughout the Spring 2017 term to develop the Instructional Assessment Plan.

Operating Standards and Goals
1. All courses will have 3-7 outcomes based on best practices and training.
2. 100% of all course outcomes will be updated by December 2018.
3. All full and part-time faculty will have access to training and shared resources for assessment.
4. The process is continuous and all academic departments will provide an annual report based on qualitative information and quantitative data due in May.
5. Each academic department will have at least one assessment project per term to improve student learning.

Overview
Assessment is a constant cycle intended to improve student learning based on qualitative information and quantitative data. Reliable data is required to determine if assessment is fulfilling BMCC's Core Theme of 'Encourage and Supports a Culture of Learning' and the assessment process directly connects with BMCC's Strategic Plan Goal #8: Deliberate Continuous Improvement Based on Evidence at BMCC. The Goal #8 Objective, 'Support activities that increase awareness and use data for decision making and continuous improvement' has a direct correlation to measuring assessment; and, aligns with the following:

Intended Outcomes
1. Academic and nonacademic program review process occurring regularly with implementation of improvements as a result of assessment.
2. College-wide awareness and active involvement in using assessment methods to achieve intended outcomes as well as improve programs, systems, and learning.

The respective Indicators include:
- Target #3: Quarterly and annual strategic plan reports indicating progression of intended outcomes presented to Cabinet by Goal Leads for review and constructive improvement.
- Target #4: 100% of all credit classes have measureable learning outcomes established by the assigned faculty by 2020.

Appendix A-1

The Measurement Tool includes:
- #3 Program and course outcomes assessment reports.

Developing an Instructional Assessment Plan that includes tools and processes for programs and disciplines to engage in ongoing assessment of student learning at course, program or degree level.

The following plan is dynamic, insofar as the deliverables and activities will undoubtedly change as the process is refined and resources are adopted.

Phase 1: Build a Sustainable Infrastructure and Process for Assessment
Phase 1 began in the Spring 2017 term in response to the charge from Dr. Mary Jeanne Kuhar, Vice President of Instruction. This phase will conclude at the end of the Fall 2017 term, in December 2017.

Phase 1 will redefine the infrastructure needed to support a sustainable assessment process. Because BMCC has undergone significant leadership changes with the Vice President of Instruction and other positions, assessment and the respective standards have not been consistent. Each administration has changed the process and standards for assessment to varying degrees.

Primary Resources
Stiehl, R., Sours, L. (2017). *The Outcome Primer: Envisioning Learning Outcomes.* Corvallis, OR: The Learning Organization.
Stiehl, R., Null, L. (2017). *The Assessment Primer: Assessing and Tracking Evidence of Learning Outcomes.* Corvallis, OR: The Learning Organization.

NOTE: There are more deliverables and activities in Phase 1 because of progress delays on the Academic Master Plan and Accreditation over the past few years.

Phase 1 Deliverables & Activities
1. Create a glossary to have common definitions and terminology, including core competencies, indicators, and institutional standards.
2. Create a visual representation of the assessment process.
3. Establish common data points for course/core competency outcomes and set benchmarks.
4. Identify resources needed to redefine and align all course outcomes and provide these to faculty and staff.
5. Create an online repository and internal communication channel for faculty and staff. The repository will provide access to shared resources and materials for assessment.
6. Identify a rubric to write course outcomes based on best practices.
7. Create an instructional video on using assessment in the Learning Management System (Canvas).
8. Publish resources and progress report to the Office of Instruction website.
9. Provide at least two (2) workshops for faculty, with a focus on assessment at the course level.
10. Provide a Pre-Service workshop for faculty, with a focus on assessment at the course level.
11. Participate in regional conferences and training sessions
12. Develop a full scope of work to revamp course outcomes and course syllabi (i.e., account for all courses with old IPSI syllabi and revised course outcomes.)

Appendix A-1

Phase 2: Mapping and Analyzing Assessment
Phase 2 will begin in January 2018 and conclude in May 2019.

Phase 2 will build on the foundation created in Phase 1 by mapping course outcomes to program outcomes (primarily for CTE programs) and institutional core competencies. Phase 2 will also include assessment analysis, a purposeful and consistent design to improve course content and learning activities.

Primary Resources
Stiehl, R., Telban, K. (2017). *The Mapping Primer: Mapping the Way to Learning Outcomes.* Corvallis, OR: The Learning Organization.
Stiehl, R., Decker M. (2017). *The Content Primer: Aligning Essential Content with Learning Outcomes.* Corvallis, OR: The Learning Organization.

Phase 2 Deliverables & Activities
1. Revisit previous mapping documentation and create visual maps illustrating the alignment of course outcomes with core competencies for programs or degrees.
2. Continue redeveloping course outcomes – achieve revisions of at least 50% of all BMCC courses by May 2018.
3. Publish visual maps to program websites and work with Success Coaches and advisors to re-examine advising plans for students.
4. Host *Faculty Lunch and Learn* training sessions focused on improving data analysis and operationalizing course/program evaluation. This will be the final step in closing the loop.
5. Identify requirements for a system or tool to display data/achievement for core competencies, preferably a tool that will integrate with the LMS and possibly the new AIS, and explore options, and set benchmarks.

Phase 3: Continuous Improvement
Phase 3 will begin in June 2019 and conclude in June 2020.

Phase 3 will define how the College will support on-going evaluation of the assessment process. It also focuses on envisioning the flow of learning evidence, information system integration, and alignment with accreditation – primarily the 7-Year accreditation cycle.

Primary Resources
Prickel, D., Stiehl, R. (2017). *The Guiding Primer: Guiding Toward Learning Outcomes.* Corvallis, OR: The Learning Organization.
Telban, K., Stiehl, R., (2017). *The Sustainability Primer: Sustaining Learning Outcomes and Assessment.* Corvallis, OR: The Learning Organization.

Phase 3 Deliverables & Activities
1. Develop data dashboards for the core competencies and programs to measure performance (annual, bi-annual, and in cycle with revisions to the BMCC Strategic Plan and/or Academic Master Plan.)
2. Provide training to new faculty in Summer 2019, all faculty for Pre-Service in Fall 2019, and share literature reviews and adopted practices from Phase 1 & 2.
3. Integrate assessment in the LMS with reporting systems for core competencies.

Appendix A-1

4. Conclude updating all course outcomes/syllabi.
5. Plan for integrating assessment into the new AIS*.

*The replacement system for RogueNet is to be determined. The ability to include assessment into the system is dependent on the capabilities of the system selected.

Recommendations for Faculty Professional Development Opportunities in Summer and Fall 2017

July 12, 2017:   Assessment Workshop #1
August 17, 2017:   Assessment Workshop #2
Sept. 7 & 8, 2017:   Pre-Service Assessment Workshops with Kathy Telban
October 27, 2017:   Oregon Assessment Institute (9-4 p.m. at Lane C.C.)

Accomplishments

Summer 2017	Action Items	Completion
Phase 1	Create an online repository and internal communication channel for faculty and staff. The repository will provide access to shared resources and materials for assessment.	July 2017. Completed and active in Canvas.
Phase 1	Identify a rubric to write course outcomes based on best practices.	July 2017. Rubric from Kathy Telban, will introduce to faculty on Sept. 5/6.
Phase 1	Publish resources and progress report to the Office of Instruction website.	July 2017. Published at www.bluecc.edu/instruction
Phase 1	Provide at least two (2) workshops for faculty, with a focus on assessment at the course level.	August 2017. Completed on July 12 and August 17
Fall 2017		
Winter 2017		

Appendix A-2:

BOARD OF EDUCATION GOVERNANCE PROCESS
POLICY II.A.   Governance Commitment

The Board will govern Blue Mountain Community College in accordance with the Constitution and laws of the United States and the State of Oregon. Specifically, the college functions under Chapter 341 of the Oregon Revised Statutes.

The Board will govern by policy. It will establish appropriate ends policies and executive direction policies and ensure that accountability measures are clearly identified and reported on a frequency and method chosen by the Board.

Blue Mountain Community College is governed by a system that is a learning-centered system and fulfills the vision, mission, core values and strategic directions of the College.

The College governance system shall recognize that the best decisions regarding policy and planning at the institutional level are made through the inclusion of many and diverse voices. The system of governance shall ensure that the authority, responsibility, accountability, and relationship among and between the Board, managers, faculty, staff, and students are clearly described and communicated.

By Oregon statute, authority to govern Blue Mountain Community College is vested in the Board of Education. The Board, in turn, delegates authority for the general supervision and control of the College to the College President. The President, to achieve the College ends, delegates authority to College administration and the College governance system, while retaining final authority over both.

The governance system recognizes the role and authority of the President of the College as being directly accountable and responsible to the Board of Education for the education leadership and effective management of the College's human, facilities and land and fiscal resources. Every effort will be made to reach a consensus acceptable to all stakeholders. In the event consensus is not timely reached at the governance table, the final decision will rest with the administrator with authority and responsibility for the matter under consideration. The final decision will be informed by the multiple perspectives voiced during consideration of the matter and by majority and minority reports submitted.

The focus of the governance system is at the institutional planning and policy level, not the operational or implementation level which are the responsibility of managers and administrators. Timelines for policy and planning work will be established by the responsible administrator. Administrators will consult with the appropriate College body/committee on implementation of plans and policies.

The Board of Education shall evaluate the governance system based on its: 1. Clarity; 2. Wide and explicit communication; 3. Mission; 4. Effectiveness; 5. Efficiency and timeliness; 6. Processes that encourage employee and student participation in problem solving and decision making; 7. Processes that assure that decisions are made at the appropriate level, by the appropriate group with the needed expertise; and 8. Recognition of the support needed for employees and students to participate and contribute meaningfully.

The President shall present a monitoring report on the work of the governance system which is responsive to these criteria on an annual basis.

Adopted 05/19/99 Revised 03/17

Appendix A-3:

Procedure Title: Shared Governance Policy & Process
Procedure Number: 06-2003-0002
Board Policy Reference: II.A.

Accountable Administrator: College President
Position responsible for updating: College President
Original Date: March 31, 2003
Date Approved by Cabinet:
Authorizing Signature: *Signed original on file*
Dated: 08-16-04
Date Posted on Web: 11-15-13
Revised: 06-16-17
Reviewed: 11-13

Purpose/Principle/Definitions:

The Shared Governance Policy and Process is the mechanism by which employees and students participate equitably and collegially in the decision-making processes of the College. The focus of Shared Governance is at the institutional planning and policy level, not the operational or implementation level, which is the responsibility of administrators. Shared Governance at BMCC is based on *BMCC Board Policy II.A. Governance Commitment*.

Policy:

The Shared Governance system should follow these guiding principles:
 * Shared Governance is a central value of integral leadership that requires continued hard work, open communication, trust and respect.
 * Shared Governance develops a system of open communication where the president, faculty, staff, administrators, board members and students work to align and implement strategic priorities.
 * Integral leadership links the president, faculty, staff, administrators, board and students in a well-functioning partnership purposefully devoted to a well-defined, broadly affirmed institutional vision.

Appendix A-3:

The Shared Governance structure is outlined in the attached organizational chart, which outlines the two-way conversations between various stakeholders and committees.

Any College employee may, at any time, recommend a change to the process that improves efficiency and provides for greater input from throughout the College community.

Governance Committees

Accreditation Steering Committee: Guides all aspects of the accreditation/self-study process.

President's Cabinet:

  College Coordinating Council: Serves as a forum that facilitates dialogue on college-wide issues. Oversees the strategic framework, supports accreditation and is active in all college evaluation and improvement efforts.

Curriculum Committee: Designs, reviews and maintains a responsive integrated curriculum.

Diversity/Equity/Inclusion Committee: Creates avenues and advocates for the development of diversity education, awareness, understanding, appreciation and value, and fosters working relationships between the College and underrepresented groups within the communities we serve. Promotes equity in success for all students.

Facilities Committee: Serves in a consultative capacity to the College administration for matters related to facilities planning and use.

Information Technology Committee: Serves in a consultative role through identification and analysis of best practices and implementation of educational technology to support faculty, staff and students.

Integrated Resources Committee: Serves in a consultative capacity to the President for matters related to the allocation of College resources.

Safety Committee: Serves in a consultative capacity to the Human Resources Office for matters related to safety and health in accordance with federal regulations published by the Occupational Safety and Health Administration, and state requirements pursuant to Oregon Revised Statutes.

Students First Advisory Council: Assures that BMCC student success initiatives and policies are connected to both immediate as well as long-term College goals supporting equitable access, progression, and completion for students

Appendix A-3:

Process/Responsibilities:

All committees and the College Coordinating Council are advisory. Final authority lies with the President.

Each college committee will select from among its members, a chair and vice-chair, except where a chair is appointed in this document.

Each College committee will include representation from a Vice President, a faculty member, a classified member, and a student. Other positions included are determined by the committee's purpose.

While membership of each committee is set in the organizational document, all meetings are open.

A regular schedule of committee meetings will be established.

A quorum for each committee will consist of half the assigned membership.

Committee structure, membership, purpose, and procedures can and will be modified from time to time as better and more effective ways of working are developed.

Administration will monitor committee assignments to assure that the needs and interest of all constituencies are adequately represented.

All committees should have open and constructive participation among constituents.

All committees should have a willingness to actively listen to each other.

All committees should have early opportunities for discussion, information sharing, and input on any topic.

All committees should have time for all constituent groups affected by an issue to share information and to state their position(s) on proposed actions.

All committees should have shared integrity and responsibility in all adopted governance policies and procedures.

All committees should have continual monitoring and refinement of governance policies and procedures by representatives of the entire college community.

All committees should make a sincere effort to make the governance process work in a timely and effective manner.

All meetings will be documented and records of meetings will be made available within one month on the BMCC website Shared Governance Policy & Process Committee page.

Committees will have reports presented to the Cabinet through their Cabinet level supervisor. An overview of reports will be produced by the Cabinet recorder and presented at the next CCC

meeting for informational purposes. Committee chairs may ask to attend a CCC meeting to present issues or information that requires input from the membership.

Committees may deem it necessary to form sub-committee work groups to accomplish the committee plan of work or form for specialized tasks.

Throughout this process of disclosure, responsiveness, and accountability, the constituents recognize that the college administration is ultimately responsible for approving decisions advanced by this system of consultative governance.

Appendix A-4:

POLICY lll. C. Monitoring Presidential Performance

Any evaluation of the President's performance, formal or informal, may be derived only from the criteria established within Board Ends and Executive Directions.

Accordingly, 1. The purpose of monitoring is to determine the degree to which Board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. 2. The Board will acquire monitoring data by one or more of three methods: (a) by internal report, in which the President discloses compliance information to the Board, (b) by external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies, and (c) by direct Board inspection, in which a designated member or members of the Board assess compliance with the appropriate policy criteria. 3. The standard for compliance shall be any reasonable interpretation of the Board policy being monitored. 4. All policies that instruct the President will be monitored at a frequency and by a method chosen by the Board. The Board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule.

Policy Leadership/Strategic Direction (Policy l. A.)

Board Relations (Policy lV. l.)

Financial Management (Policy lV F.G.H.)

Strengthening Community (Policy l. C.)

 Educational Opportunities (Policy l. B.)

Staff Development/Supervision (Policy lV. B, C, D, E.)

Adopted 5/19/99 Revised 03/17

BMCC Board Policies, page 16, retrieved from http:/ibluecc. edu/home/showdocument?id=8239

Appendix B:

Strategic Planning
2017-18 Departmental Planning Template

Due by 12/09/16 - save electronically to the I Drive: "Strategic Planning Documents," "2017-18," by unit folder (example: Administrative Services); save under your department title name (example: 2017-18 Athletics)

Departmental Activity	College Goal/Objective	Intended Outcome	Indicator(s)	Anticipated Budget
• Project • Initiative • Activity *What do you want to have happen, where, and when? Who is the responsible Lead?*	*How does this support the college 2015-2020 strategic plan?*	*What will be the result of this activity?*	*What will be the evidence used to measure or determine accomplishment or success of the intended outcome?*	• One Time • Start Up • On-going *Are there new budget dollars needed to support this activity? If so, how much? Where is the funding coming from for this activity?*

(Your Department Title)

Departmental Activity	College Goal/Objective	Intended Outcome	Indicator(s)	Anticipated Budget

(Your Department Title)

Departmental Activity	College Goal/Objective	Intended Outcome	Indicator(s)	Anticipated Budget

Template revised 10/15/16

Departmental Lead: _____ _____ Date

AVP or VP Approval: _____ _____ Date

Questions or Need Assistance? Contact Josh Ellis X5860 jellis@bluecc.edu or Diane Drebin X5796 ddrebin@bluecc.edu

Blue Mountain COMMUNITY COLLEGE
EDUCATION ◆ CONNECTED

2017-2018 Strategic Planning *(as of 10/14/16)*

Plan – Do – Act – Assess - Adjust *(Repeat)*

- In goal #8 of the BMCC 2015-2020 Strategic Plan*,* we state: ***"Deliberate Continuous Improvement Based on Evidence at BMCC"***

- In this goal we commit to **"regularly assess the outcomes of the 2015-2020 Strategic Plan and make adjustments based on evidence (data)"** with the following planning cycle and approach:

- During our Fall Pre-service, the following feedback and recommendations were provided **for desired outcomes and priority setting in 2017-18:**

Top 3 Priority Goals	Desired Outcomes
#1 Students First, Flexible Financial Plan #2 Relevant Curriculum, Diverse Workforce #3 Communications & Recruitment Plan, Continuous Improvement *See BMCC website for a full representation of the 2015-2020 Strategic Plan at:* http://www.bluecc.edu/about-bmcc/bmcc-at-a-glance/mission-vision-strategic-plan	• Courses offered when, where, and how according to student need • Improved launch and implementation of initiative projects • More efficient processes • Increased ability for areas to determine return on investment (ROI) of initiatives • Academic Master Plan fine tuning and actively utilized for planning/assessment • **Departmental level planning and planning tools** • Integration of equity into hiring process • Greater awareness of and access to data resources

Departmental Guide for Getting Started

Each planning unit (department) at BMCC will have completed their 2017-18 departmental planning process by Friday, December 9, 2016 using the attached sample planning template. Departmental activities, tasks, intended outcomes, and anticipated budget will all then be entered into our online planning system "SPOL" by the Office of Institutional Effectiveness.

Questions to ask as you begin 2017-18 Departmental Planning:

- Based on our 2015-16 outcomes and the recommended priorities for 2017-18, what will our priorities and supporting activities for 2017-18 be? *(Departmental Activities)*
- How does our planning support the college strategic plan? *(College Goals/Objectives)*
- How will we carry out our plan? *(Tasks)*
- What expenses and return on investment are anticipated? *(Budget)*
- Do we need collaboration with or assistance from anyone else? *(Other Units Impacted)*
- How will we know that we've been successful? *(Intended Outcomes and Indicators)*

Steps to completing 2017-18 Departmental Planning and Timeline:

To Do	By Whom	By When
1. Provide 2017-18 planning and budget process overview to all area leads	VP of Admin. Services, AVP of Business Operations VP of Student Affairs	10/28
2. Meet with departments to assess outcomes from 15-16, review plans for 16-17, and discuss priorities for 17-18	VPs, AVPs, Deans	11/10/16
3. Gather input from departments on 2017-18 priorities and complete the Departmental Planning template. *I Drive: Strategic Plan Document Folder, 2017-18 Folder, save to your unit folder*	Department Chairs, Directors, Leads	11/30/16
4. Finalize and approve all 2017-18 departmental plans	VPs	12/9/16
5. Enter departmental planning data into SPOL (Planning, Budget modules)	Office of Institutional Effectiveness Business Office	3/2017
6. Participate in group and/or individual planning and SPOL training time with the Office of Institutional Effectiveness	VPs, AVPs, Deans, Directors, Leads	5/2017

Note: Effective with the 2017-18 academic year, all departmental planning outcomes will be documented in SPOL. Ongoing assessment and planning will take place in accordance with our annual plan-do-act-assess-adjust cycle.

Goal #8: Deliberate Continuous Improvement Based on Evidence at BMCC

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

Blue Mountain COMMUNITY COLLEGE
EDUCATION ◆ CONNECTED

2015-2020
Vision, Mission, Values, Core Themes, and Objectives
Relationship to Strategic Goals and Master Plans

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

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

VALUES
Integrity, Communication, Compassion, Access, Respect, Excellence

CORE THEMES and STRATEGIC GOALS

Access to Quality Programs and Services
Goal #1
BMCC is Committed to Providing a "Students First" Learning Environment

Opportunities for Students to Complete, Transfer, and Advance
Goal #2
Relevant and Dynamic BMCC Curriculum

Encouragement and Support for a Culture of Learning
Goal #3
Continuous Improvement Based on Evidence at BMCC

Goal #4
Diverse and High Quality BMCC Workforce

Responsiveness to Community Needs
Goal #2
Relevant and Dynamic BMCC Curriculum

FOUNDATIONAL MASTER PLANS:
Academic ◆ Communications ◆ Enrollment Management ◆ Facilities ◆ Financial ◆ Information Technology

STRATEGIC OBJECTIVES

1.a. Ensure that all courses, programming, services, and activities have a "Students First" focus

1.b. Ensure that all students have equitable access to learning and the support services needed to be successful

1.c. Utilize an equity lens in the development of new and review of existing policies, programming, services, and activities college-wide

2.a. Use BMCC Academic Master plan to guide program review and continuous improvement

2.b. Use instructional assessment plan to guide assessment of student learning

2.c. Complete Strategic Enrollment Management Plan initiatives that support student progression, completion, transfer, and advancement

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

3.b. Regularly complete standardized academic and non-academic program reviews that measure effectiveness

3.c. Implement data collection systems, reporting tools, and analysis resources

4.a. Develop and implement new employee onboarding and peer mentoring programs (FT and PT)

4.b. Promote and support professional development for all employees

4.c. Coordinate mandatory compliance training for all College employees

4.d. Diversify and expand recruitment and hiring protocols

2.d. Assess and develop community education programs that meet needs for workforce skills

2.e. Develop and maintain relationships with business and industry to enhance workplace learning opportunities

2.f. complete the Strategic Enrollment Management Plan initiatives that support students' career pathways

FOUNDATIONAL MASTER PLANS:

Academic ◆ Communications ◆ Enrollment Management ◆ Facilities ◆ Financial ◆ Information Technology

Blue Mountain COMMUNITY COLLEGE
EDUCATION ◆ CONNECTED

2015–2020
Strategic Plan Implementation Matrix

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 Ralph Murphy II, Dean of Student Development and Success

Objective	Intended Outcome	Indicator
a. Ensure that all courses, programming, services, and activities have a "Students First"* focus	• 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	• 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
b. All students have equitable** access to learning and the support services needed to be successful *Note: See Strategic Enrollment Management (SEM) Plan for prioritized initiatives*	• 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	• Admission yield rate (admit to enrolled) is maintained at 85% or higher through 2020 • Student race/ethnicity demographics are representative of the College's service district • 65% persistence (1st term to next term) and 45% retention (Fall to Fall) rate for all credit students by 2020 • Completion rate for FT students is maintained at 85% or higher • Completion rate for PT students is increased by 5% by 2020
c. An equity lens will be utilized in the development of new and review of existing policies, programming, services, and activities college wide	• Regularly examined policies, programming, practices, services, and activities • Fair and equitable treatment of students	• 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: Mary Jeanne "MJ" Kuhar, VP of Instruction and Carl Melle, Dean of CTE and Continuing Education

Objective	Intended Outcome	Indicator
a. Use BMCC Academic Master Plan (AMP) to guide program review and continuous improvement.	• Program improvements implemented based on cyclical program review process	• AMP program review schedule • Program improvements based on analysis of quantitative and/or qualitative data
b. Use instructional assessment plan to guide assessment of student learning	• Course and program/department outcomes mapped to college core competencies • Assessment of student learning at the course level with regular implementation of improvements	• 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
c. Complete Strategic Enrollment Management plan initiatives that support student progression, completion, transfer, and advancement	• 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	• Success rate for completion of 30 credits (FT students) or 15 credits (PT students) in first year • Success rate for completion of developmental education course through first college level course MTH and WR) • Completion rate for FT students maintained at 85% or higher through 2020 • Completion rate for PT students increased by 5% by 2020 • Transfer rate

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
a. Regularly assess the outcomes of the 2015-2020 Strategic Plan and make adjustments based on evidence (data)	• 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	• 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
b. Regularly complete standardized academic and non-academic program reviews that measure effectiveness	• Academic and nonacademic program reviews completed according to schedule with improvements implemented according to findings • Increased efficiencies and effectiveness across the College	• Standard academic and nonacademic review process, schedules, and findings reports • Operational workflow review findings and reports
c. Implement improved data collection systems, reporting tools, and analysis resources	• Implementation of new administrative information system (AIS) • Improved business rules and workflow processes for all areas of the College • Improved data quality and integrity	• 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 BMCC Workforce

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

Objective	Intended Outcome	Indicator
a. Develop and implement new employee onboarding and peer mentoring programs (full-time and part-time)	• Well oriented, connected, and supported employees	• New employee on-boarding for all employees which includes a mentoring program by December 30, 2017

Appendix D

Goal #4: Diverse and High Quality BMCC Workforce (continued)
Leads: Tammie Parker, VP of Administrative Services and Kelli Bullington, Director of Human Resources

Objective	Intended Outcome	Indicator
b. Promote and support professional development for all employees	• Performance review, professional development plan, and employee goals tool in place • Professional development plans connected with performance reviews and improvement	• 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	• 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	• Improved levels of satisfaction with safety protocols as evidenced by survey responses • Compliance
d. Diversify and expand recruitment and hiring protocols	• Increased rate of diversity in applicant pools	• Workforce that represents the population of our service district

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	• Small Business Development Center (SBDC) programs & services meet the needs of small businesses • Employer Specific training to improve workforce skills	• 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	• All CTE programs have advisory committees to align with workforce needs • All workplace learning experiences will have clear expectations for students & industry partners	• Frequent communication between advisory committee and CTE programs ◇ Advisory committees meet twice a year • Diverse representation of industry partners ◇ Committee membership shows at least 50% of members from community • Pre/post student assessments reflect change in student knowledge, skills, and abilities ◇ Change in student knowledge, skills and abilities
f. Complete the Strategic Enrollment Management plan initiatives that support student's academic/ career pathways	• 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	• All certificate/degree seeking students have academic/ career plan in place at 45 credits • BMCC Advising model • Advising appointment report • Advising surveys

2015-2020 Strategic Plan approved by BMCC Board of Education January 2015. Revised plan approved by BMCC Board of Education on 09/XX/2017

Go to: www.bmcc.strategicplan for related Master Plans, Strategic Plan Scorecards and related historical planning documents

Appendix D — Strategic Plan Updated | Page **7** of **8**

Appendix D

*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

Appendix E

Alignment and Priority Review Activity

Group Activity:

In groups of 3, discuss the six questions below and list your group's recommendations on the sheet that's been provided. Then, place the 2x3 cards reflecting current 2015-2020 strategic goals (green) and objectives (yellow) on the Core Theme poster board that you think is the best fit. When you are finished with this activity, return your recommendations sheet and any of the 2x3 cards that you weren't able to place with a corresponding Core Theme to the facilitator of this activity.

Group Questions:

1. How well are our objectives aligned with the core themes?
2. Are there some objectives that need to be added, revised, and/or removed?
3. Are our goals still relevant and a priority?
4. How well are our goal statements aligned with the core themes?
5. Are there some goals that need to be added, revised, and/or removed?
6. Are there any revisions needed to our values statements?

A survey comprised of the six questions above was also provided for College personnel not able to attend one of the facilitated sessions and/or for those who wanted to provide additional input. Results from this activity revealed the following:

- Core Themes - Core themes are valid but not necessarily well aligned with goals and objectives.
- Goals - Not all goals directly connect to a core theme. Some goals are operational and should be removed as a goal.
- Objectives - Many of the objectives were "one and done" and need to be checked off and replaced with a new objective that continues the next steps of the goal.
- Capacity – Some of the goals and many of the objectives did not get completed due to circumstances outside of the College's control (i.e., unexpected loss of key personnel).
- Evidence - During a recent review of the core themes and strategic plan, it became clear that not all indicators are able to provide sufficient evidence. These need to be more clearly defined with ability to measure outcomes.

Appendix F

Science Department 2016/2017 Assessment Project, Spring Term

Assessment of the Formal Lab Report

I.   Majors Biology (BI 211) Conducted Fall of 2016

The goal of the assessment was to evaluate student learning as it relates to the science department's outcome "communicate like a scientist", which is mapped to BMCC's core competency in written and oral communication. In order to build their skills, prior to the formal lab assignment, students were assigned weekly "informal" lab reports that practiced the formatting (title, purpose, hypothesis, methods, results, and discussion) with an emphasis on organization and record keeping, not content. These were graded on a weekly basis, with feedback for scaling up. Students were also guided through a lab that utilized the statistics they would need come time for the formal report.

For the assessment, students could choose to submit a formal lab report from one of two labs. The first was a lab involving detecting biological molecules by comparing a series of solutions with positive or negative test for starch, protein, sugar, or fat. Students then compared these solution tests an unknown solution and compared the findings across table groups. The second was a lab examining the rates of diffusion. Students were required to measure the distance pigment travelled at multiple time points and graph the

Nineteen students completed the assignment, and grades spanned from 57%, to a high of 85%; with the average being 81%. Overall the distribution of the grades was A (6), B (6), C (4), D (2) and F (1).

I believe the overall distribution of the grades reflects their acceptance of their current course grade rather than their proficiency in the work. It appeared many students knew the minimum they would need to maintain their current grade in the course and put forth enough effort to secure that—no more. Save for the A students, who strive for personal growth.

I would prefer for this to be an experience where students can grow, in their abilities, so next year (Fall 2017), I plan to assign this in the first or second week of term. Provide the harsh rubric, which some may rise to the challenge, others will benefit from the feedback. Then provide all students with an optional rewrite of a second "formal lab report" that would replace their grade. I believe this implementation will encourage their "best foot forward" and provide them the repetition (or opportunity for such) to grow from the experience.

II.   General Physics with Calculus (PHY 213), Spring 2017

Each term, physics students were assigned 1 or 2 inquiry based labs. In the inquiry based labs, students were given a topic and some guidelines for which to design and conduct a laboratory experiment, but no specific lab protocol was provided. Students were responsible for communicating the details of the lab in a format that is typical for scientific papers. This lab report was then assessed with a formal lab report rubric that had been adopted by the department.

In fall and winter terms, the students were evaluated using a rubric designed to evaluate the quality of the lab and the ability of the student to correlate the lab experience to the topic. Students were also given feedback on how to construct their lab reports in a standard format. In spring term, three students were graded on the same format as in fall and winter, but they were also assessed using a separate rubric designed by the department to evaluate the student's ability to communicate the components of their experiment. Because physics is sequential and students had already performed and received feedback on at least two prior reports, the evaluation was meant to assess the effectiveness of students to communicate in a standard form; this

assessment matches the departmental outcome of "communicating like a scientist" and supports BMCC's core competency in written and oral communication. Through this rubric, the three areas identified in which students were most successful and the three areas identified as still needing improvement are listed in the table below (because the rubric had different point values associated with different criteria, the scores were normalized on a zero to three-point scale with zero being the lowest).

Spring 2017 Physics Lab Assessment Summary Table

Criteria	Average Score (normalized to a 3-pt scale)
Collecting Data and Building Graphs	2.3
Spelling, grammar and formatting	2.3
Writing in the correct voice	2
Writing an introduction that identifies why the research was being conducted	1.5
Writing methods and materials in a logical order. Description includes enough details that the experiment could be repeated, but not overly precise	1.0
Identifying improvements or future work	0.25

Based on this assessment three general trends become clear. First, students have been given good instruction on how to write clearly and grammatically correct. Also, although the specific format of a lab report may be new to them, students were able to conform their writing to standard norms. However, even after being asked to write previous reports, students still did not always have a good understanding of the level of detail required in each section. Finally, students did not provide an assessment of their own work and how to improve upon it, although it should be noted that this was a topic that was included in the assessment but something on which the instructor did not focus.

Based on the results of the assessment, I plan to adjust the instruction, assignments, and assessments in the following ways:

1st, instead of just assessing the effort in the spring, I will assess the first lab report in the fall as well as the final report in the spring. This will not only increase the sample size, but it will provide an opportunity to track student learning.

2nd, In the other labs for which I do not require a full written report, I will have students practice different sections so they have more feedback on what the level of detail should be.

3rd, I have never focused on future work, but it is an important consideration in science. So throughout the year I will have students practice evaluating their experiments to not only determine how that experiment could be done better, but also to try and identify future experiments that could enhance or extend the model.

As a result of these changes to the classroom instruction, I would expect to a) see growth in the aggregated data from the first effort in the fall to the final report in the spring, and b) see improvements in the sections identified in the table above.

Appendix F

Standardized Formal Lab Report Rubric for BMCC Science Department 2016-2017

	Ratings				
Criteria	0	1	2	3	4
Title	Generic title is uninformative	Identifies 1:3	Identifies 2:3	Identifies topic, factors and effect being assessed	---
Introduction: background	Absent	Information is vague or brief.	Information is researched and cited, contains enough information to make report understandable as an independent unit.	---	---
Introduction: Thesis	Absent	Hypothesis or impact stated	Hypothesis and impact stated	Objectives of experiment are clearly stated and impact addressed.	---
Methods: Materials	Materials mentioned in list form.	Materials are mentioned, but without amounts or concentrations.	Materials and amounts and concentrations are identified.	---	---
Methods: Procedure	Steps outlined in numerical list.	Steps are vague or incomplete, but in paragraph form.	Steps are easy to follow and in paragraph form.	Well-written in paragraph format, all experimental details are covered.	---
Data	Figures, graphs, tables contain errors or are poorly constructed.	Most figures, graphs, tables are OK. Some still missing important or required features.	Figures, graphs and tables have minor problems or could still be improved.	Tables and figures are easy to read, have appropriate units, and include trend lines.	---
Data: Referencing	Missing title, caption and reference.	Missing title, caption or reference.	Tables, graphs and figures are numbered, captioned and referred to in text.	---	---
Analysis	Data trends are generalized without statistical support.	1:3 analyses addressed	Partial (2:3) presentation of data trends.	Data trends are explained with respect to correlation, accuracy and precision.	---

Appendix F

Discussion	Partial or incomplete interpretation	Conclusions regarding major points are drawn, but misstated, indicating a lack of understanding	Provides logical explanation for observed results	---	---
Discussion: Context	Absent	Compares results to literature	---	---	---
Discussion: Error	Absent	Identifies type or impact of error.	Identifies type and impact/direction of error.	---	---
Discussion: Future	Absent	Suggests realistic improvements or future work.	Suggests realistic improvements or future work and the effect it will have on reducing error.	---	---
Voice	Uses alternative "voice" model	3rd person past tense	---	---	---
Organization	---	Difficult to follow	Formatting is rough, but readable.	Formatting generally good, but could be improved.	Sections are in order and read-able.
Spelling Grammar Sentence Structure	---	Frequent errors.	Occasional errors.	All grammar/spelling correct and well written.	---
References	---	No references indicated.	Does not include required number of references.	Uses appropriate number, but missing either in text citation or works cited.	Uses appropriate number and format.

Assessment Project

BA280, Cooperative Work Experience

Velda Arnaud   6/2/17   Business Administration Department

Appendix G

2017 Assessment Project

Department: Business Administration

Course: BA280, Cooperative Work Experience

Term: Summer 2016, Fall 2016, Winter 2017

Instructors involved: Velda Arnaud, with input from Melinda Platt, Ron Neeley, and Scott Wallace

Background: In 2014-15, the Business Administration Department assessed nine course outcomes which were associated with three program outcomes. The assessments were as follows:

Program Outcome Course Outcome	Course
Program Outcome 1: Demonstrates the ability to solve problems in a business environment.	
1A Demonstrates the ability to assess business software tasks and complete various files.	BA131
1B Demonstrates the ability to translate word problems, or a set of facts, into an equation and solve for the unknown.	BA104
1C Demonstrates the ability to solve a bank reconciliation problem.	BA211
1D Demonstrates the ability to solve problems assigned by the supervisor in their workplace.	BA280
Program Outcome 2: Demonstrates the ability to use appropriate technology in the business environment.	
2A Demonstrates the ability to use[appropriate] technology in the workplace to complete assigned tasks.	BA131
2B Demonstrates the ability to use technology in the workplace to complete assigned tasks.	BA280
Program Outcome 3: Develop awareness for ethical standards in the classroom and workplace.	
3A Demonstrates the awareness of the importance of ethical decision making and social responsibility in business.	BA206
3B Demonstrates the awareness of ethical decision making and social responsibility involving the stakeholders of business.	BA277
3C Demonstrates the ability to uphold confidentiality in the workplace.	BA280

Because BA280 has been used as a capstone course in several programs, it was chosen for the spring project. The Department has been working heavily on aligning course outcomes with program outcomes, and during that process, it was discovered that we had an Administrative Office Professional program outcome that was not listed or assessed as a course outcome. *Dresses appropriately for the workplace* was evaluated by both the employer and the student in BA280, so that assessment was added to the course.

Additionally, BA280 was used to explore the outcomes feature of our new learning management system, Canvas.

Appendix G

I. **Course outcomes assessed**

In BA280, Cooperative Work Experience, we currently assess these outcomes:

1. Demonstrates the ability to solve problems assigned by the supervisor in their workplace.
2. Demonstrates the ability to uphold confidentiality in the workplace.
3. Demonstrates the ability to use technology and office machines in the workplace to complete assigned tasks.
4. Dresses appropriately for the workplace.

II. **Describe the specific assessment and the assessment tool used (attach the rubric if applicable)**

The assessment tool used is the supervisor's evaluation of the student (see Attachment 1). We then enter that assessment into Canvas. The four assessments are shown below:

1. ***Supervisor Assignments***: Demonstrates the ability to solve problems assigned by the supervisor in their workplace.

   This is evaluated by Quality & Thoroughness of Work, Uses problem solving skills on the Employer Evaluation.

   Scoring in Canvas:
   - 5 Exceeds Expectations
   - 3 Meets Expectations
   - 1 Does Not Meet Expectations
   - 0 Did Not Complete Class

   ℰ Supervisor Assignments

   Demonstrates the ability to solve problems assigned by the supervisor in their workplace

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Total Points
5 Points	3 Points	0 Points	5 Points

   Mastery: 3 Points

   Calculation Method: Highest Score

Calculation Method:	Highest Score
Example:	Mastery score reflects the highest score of a graded assignment or quiz.
1- Item scores:	1, 4, 2, 3
2- Final score:	4

2. ***Uphold Confidentiality***: Demonstrates the ability to uphold confidentiality in the workplace.

   This is evaluated by Public Relations, Diplomacy/ confidentiality on the Employer Evaluation.

   Scoring in Canvas:
   - 5 Exceeds Expectations
   - 3 Meets Expectations
   - 1 Does Not Meet Expectations
   - 0 Did Not Complete Class

   ℰ Uphold Confidentiality

   Demonstrates the ability to uphold confidentiality in the workplace

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Total Points
5 Points	3 Points	0 Points	5 Points

   Mastery: 3 Points

   Calculation Method: Highest Score

Calculation Method:	Highest Score
Example:	Mastery score reflects the highest score of a graded assignment or quiz.
1- Item scores:	1, 4, 2, 3
2- Final score:	4

Appendix G

3. ***Use Technology & Office Machines***:
   Demonstrates the ability to use technology and
   office machines in the workplace to complete
   assigned tasks.

   This is evaluated by Quality & Thoroughness of
   Work, Proficient use of computers on the
   Employer Evaluation.

   Scoring in Canvas:
   - 5 Exceeds Expectations
   - 3 Meets Expectations
   - 1 Does Not Meet Expectations
   - 0 Did Not Complete Class

4. ***Appropriate Attire***: Dresses appropriately for the
   workplace.

   This is evaluated by Personal Traits, Grooming
   and appearance on the Employer Evaluation.

   Scoring in Canvas:
   - 5 Exceeds Expectations
   - 3 Meets Expectations
   - 1 Does Not Meet Expectations
   - 0 Did Not Complete Class

✆ Use Technology & Office Machines

Demonstrates the ability to use technology and office machines in the workplace to complete assigned tasks

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Total Points
5 Points	3 Points	0 Points	5 Points

Mastery: 3 Points

Calculation Method: Highest Score

Calculation Method:	Highest Score
Example:	Mastery score reflects the highest score of a graded assignment or quiz.
1- Item scores:	1, 4, 2, 3
2- Final score:	4

✆ Appropriate Attire

Dresses appropriately for the workplace.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Total Points
5 Points	3 Points	0 Points	5 Points

Mastery: 3 Points

Calculation Method: Highest Score

Calculation Method:	Highest Score
Example:	Mastery score reflects the highest score of a graded assignment or quiz.
1- Item scores:	1, 4, 2, 3
2- Final score:	4

III.   **Data collected**

The data collected in Canvas is shown below. It is arranged in this order:

- Uphold confidentiality
- Use Technology & Office Machines
- Supervisor Assignments
- Appropriate Attire

Summer 2016	Fall 2016	Winter 2017
4 /3 4 /3 3.75 /3 4.25 /3	3.66 /3 3.66 /3 4.33 /3 3.66 /3	5 /3 5 /3 5 /3 5 /3
Uphold Confidenti... Use Technology &... Supervisor Assign... Appropriate Attire	ppropriate Attire Use Technology &... Uphold Confidenti... Supervisor Assign...	Appropriate Attire Supervisor Assign... Use Technology &... Uphold Confidenti...
5 /3 5 /3 5 /3 5 /3		5 /3 5 /3 5 /3 5 /3
5 /3 5 /3 5 /3 5 /3	3 /3 3 /3 5 /3 3 /3	5 /3 5 /3 5 /3 5 /3
5 /3 5 /3 5 /3 5 /3	3 /3 3 /3 3 /3 3 /3	5 /3 5 /3 5 /3 5 /3
3 /3 3 /3 3 /3 3 /3	5 /3 5 /3 5 /3 5 /3	
5 /3 3 /3 3 /3 5 /3		
3 /3 5 /3 3 /3 3 /3		
3 /3 5 /3 3 /3 3 /3		
3 /3 1 /3 3 /3 5 /3		

Appendix G

IV.   **Your analysis of the data**

For the 3 terms, 14 students were assessed. Based on the employers' evaluations, students were prepared for their cooperative work experiences, and students met or exceeded outcome expectations. Generally, students meet these expectations and do well in the course; otherwise, we hear from the employer early in the term. The averages were all excellent, as expected:

    Uphold confidentiality: 4.29
    Use technology   4.14
    Supervisor assignments   4.00
    Appropriate attire   4.29

The one student who did not meet the standards has bothered me. I know the student and the employer, and while the student knows how to use technology, the employer does not use any in the business. That makes the evaluation skewed.

Students complete journal entries on each of the items on the employer evaluation, and combining the students' responses for the final assessment might give a better representation of the skill level achieved. Also, for the journal prompts that are not applicable in the job, those could be rephrased for the student to assess his or her skills even if those skills are not being used.

For their journal entries, students are to respond to the prompt including an example from the workplace and providing skills that could be improved. Current journal questions that relate to the four assessments are:

Assessment	Journal Prompt(s)
Uphold confidentiality	• Were you able to maintain confidentiality with work and personal matters?
Use Technology & Office Machines	• How is your computer proficiency related to the tasks for this position? • When using a computer, how is your keyboarding speed and accuracy? • How are your copy or other office machine skills?
Supervisor Assignments	• Are you able to listen and follow verbal instructions? • How are you communicating with your supervisor or coworkers? • Was there any time when you took initiative without being asked?
Appropriate Attire	• How is your grooming and appearance related to your place of work?

The Department has mapped its course outcomes to BMCC's core competencies. The assessments above connect to these competencies:

Assessment	BMCC's Core Competency
Uphold confidentiality	Workplace, wellness, & ethical responsibility
Use Technology & Office Machines	Information & Technology Literacy
Supervisor Assignments	Workplace, wellness, & ethical responsibility
Appropriate Attire	Workplace, wellness, & ethical responsibility

Appendix G

V.   Next steps based on your analysis ("Closing the loop")

This is something that we will be discussing with our advisory committee at our next meeting. Before implementing changes, I would like to ask for their feedback. It seems that more assessments might give a better overall picture.

Name of Student: _____

Employer: _____

Date: _____   Term: _____

Circle your evaluation of the following qualities of this student as shown by his or her job performance.

Personal Traits	*Below Average*	*Average*	*Above Average*	
Cooperation and teamwork	1	2	3	
Attendance and promptness	1	2	3	
Grooming and appearance	1	2	3	
Trustworthiness and reliability	1	2	3	
Alertness	1	2	3	
Courtesy and tact	1	2	3	
Discretion in the workplace	1	2	3	
Favorable attitude toward work	1	2	3	*Total Points:*
Persistence	1	2	3	
Self-control	1	2	3	
Dependability	1	2	3	

Ability to Learn	*Below Average*	*Average*	*Above Average*	
Follows instructions	1	2	3	
Shows willingness to learn	1	2	3	
Shows initiative	1	2	3	*Total Points:*
Organizes work	1	2	3	
Listens	1	2	3	

Quality of Work	*Below Average*	*Average*	*Above Average*	
Accurate	1	2	3	
Neat	1	2	3	
Thorough	1	2	3	
Productive	1	2	3	*Total Points:*
Time-conscious	1	2	3	
Proud of work	1	2	3	
Prepares error-free documents	1	2	3	

Cooperative Work Experience: Student Evaluation (continued)

Quantity &Thoroughness of Work	Below Average	Average	Above Average	
Proficient use of computers	1	2	3	
Completes assigned tasks accurately	1	2	3	*Total Points:*
Completes work requiring math	1	2	3	
Uses problem solving skills	1	2	3	
Takes directions and follows through	1	2	3	

Public Relations	Below Average	Average	Above Average	
Ability to meet public	1	2	3	
Diplomacy/maintaining confidentiality	1	2	3	
Poise	1	2	3	*Total Points:*
Sense of humor	1	2	3	
Enthusiasm	1	2	3	
Adaptability	1	2	3	

Are there any specific skills or work functions the student learned to do successfully based upon the standards of your organization?

_____

_____

_____

_____

Skill Improvement

Please check any of the skills in which the student **NEEDS** to improve for successful performance on the job.

____ Computer competency
____ Legible handwriting
____ Spelling
____ Copying and office machine use
____ Keyboarding
____ Following directions
____ Speaking & listening skills
(appropriate language)

____ Taking accurate and complete messages
____ Telephone & office etiquette
____ Keeping accurate records
____ Calculator or other office machines
____ Accurate filing
____ English usage (grammar)

Needs Improvement

	Yes	No	If yes, please explain
Personal Traits			
Ability to Learn			
Quality of Work			
Quantity and Thoroughness of Work			
Public Relations			

<u>Comments and Recommendations</u> (Helpful feedback for the student)

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signed: _____   Date: _____

Overall Student Evaluation

In your opinion, what kind of employee do you predict this student will be: *(circle one)*

Above Average (A)   **Average (B)**   **Below Average (C)**

Ready to hire and promote   Likely candidate to hire   Not ready to hire

_____ Please initial for your agreement to send a copy of this evaluation to the student.

Thank you for your participation in our BMCC CWE program.

Please FAX or scan and email this completed form to:

Dr. Velda Arnaud, Instructor
Fax number: 541-278-5177
Email: varnaud@bluecc.edu

If you have any concerns, please call (541-278-5740) or email (varnaud@bluecc.edu) me.