Year 6 and Year 7 Combined Comprehensive Self-Evaluation Report

Presented to the:
Northwest Commission on Colleges & Universities

August 12, 2022

Blue Mountain COMMUNITY COLLEGE
EDUCATION ◆ CONNECTED

BMCC PENDLETON
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July 26, 2022

Dear Accreditation Team Members,

On behalf of the Blue Mountain Community College (BMCC) community, including the Board of Education, faculty, staff, and students, welcome to Oregon's Big Sky Country. BMCC serves students and communities over a 16,500 square mile region ranging from Baker City on the east to Boardman on the west, with learning centers in Milton-Freewater and Hermiston, Baker City, Boardman and a main campus location in Pendleton. The College offers the region the opportunity for high quality innovative educational programs and services.

To achieve a high-quality educational experience and to serve our community, the college is committed to the values of integrity, communication, compassion, access, respect, and excellence. The College puts these into practice via our Strategic Planning Goals, which are student centered and focused on making BMCC a student-ready college. This includes a continuation of our work through a lens of "students first."

Although the College has faced significant obstacles in recent years, including turn over in leadership, a failed ERP implementation, significant declines in enrollment, and a world-wide pandemic, the College remains keenly focused on its mission, vision, and values. We will continue this work moving forward with the support of our hard working and dedicated staff and faculty and by working with our community and educational partners.

The Accreditation Team's analysis and feedback on BMCC's six-year PRFR and seven-year self-study will be incorporated into the College's work and future planning. We look forward to your guidance in helping BMCC's continued growth so we may better serve our students and community.

Sincerely,

J. Mark Browning, Ed.D.
BMCC President

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BMCC is an equal opportunity educator and employer. For a complete EEO disclosure statement please go to www.bluecc.edu/EEO.

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Celebrating its Diamond Jubilee in 2022, Blue Mountain Community College (BMCC) was founded in 1962 and first accredited in 1968. BMCC is a comprehensive community college that offers a full range of credit and non-credit programming including collegiate transfer; career and technical education; workforce training; dual and Early College credit; community education, adult basic education on campus and at three area correctional institutions; and customized trainings.

One of 17 community colleges in Oregon, BMCC serves three counties in northeastern Oregon—Baker, Morrow, and Umatilla—via its five locations in the three counties. BMCC also serves two counties, Union and Grant, through a Contract-Out-of-District arrangement. Overall, the College serves an area that totals approximately 18,000 square miles, making it the largest service district in the state of Oregon and larger than nine U.S. states. A seven-member Board of Education, independently elected from geographic zones, governs the College.

BMCC educates and provides varying services at its five locations: one in Baker County (Baker City); one in Morrow County (Boardman), and three in Umatilla County (Hermiston, Milton-Freewater, and Pendleton). The main campus in Pendleton comprises eight major buildings totaling 230,000 ft^2 and houses central administration offices as well as almost all full-time faculty.

In 2015, voters in Morrow and Umatilla Counties approved a $24.6 million bond measure that allowed BMCC to construct three new facilities, upgrade instructional equipment, expand information technology, upgrade safety/security measures, expand student support services, and fund some deferred maintenance.

The new facilities at the Boardman, Hermiston, and Pendleton locations allowed BMCC to expand educational opportunities and services by offering needed innovative programs at the confluence of industry and technology with the launch of the Industrial Systems Technology program at the 13,268 ft^2 Workforce Training Center in Boardman. The 12,150 ft^2 Precision Irrigated Agriculture Facility is currently the College's most technologically advanced, multi-purpose facility in Hermiston on the Oregon State University Extension Center property that houses the Precision Agriculture and Fire Science programs. Finally, a state of the art, 15,015 ft^2 multi-use Agriculture facility on the Pendleton campus, named the FARM, houses a working farm, with crops, pivots, livestock, a small animal vet assisting area, and meat processing facility. Using bond funds, the College was able to upgrade its facilities in Milton-Freewater between 2016-2019.

In 2019, the Oregon Legislature and Governor approved $13 million in funding for a proposed multi-use indoor arena in downtown Pendleton dubbed FARM II, which is the culmination of years of planning from a local consortium composed of BMCC, the City of Pendleton, the Round-Up Association, the InterMountain Educational Service District, and Umatilla County. The College expects to break ground during the 2022-2023 academic year.

Across all its locations, BMCC employs 132 full-time and 115 part-time employees. There are 44 full-time faculty members and an average of 65 part-time faculty members depending on the term. Full-time faculty serve as academic advisors to a contracted maximum of twenty-five students and assist them in academic planning and scheduling. All BMCC faculty are required to have at least a master's degree or equivalent recognized industry training.

BMCC's mission, vision, and values are reviewed periodically by the college community and the Board of Education. BMCC entered a lengthy process to inform its 2015-2020 Strategic Plan, and in that process, the college community affirmed BMCC's mission and developed a vision and established a set of values in 2015-2016. In Fall 2021, the college community re-affirmed its mission, vision, and values, which are integrated into the 2021-2024 Strategic Plan.

Supporting Documentation:

- Approved BMCC Bond Budget Detail:
  https://www.bluecc.edu/home/showdocument?id=14135&t=637958023878571296
- Hispanic Serving Institution (HSI) documentation:
  https://nces.ed.gov/programs/digest/d21/tables/dt21_312.40.asp?current=yes
- BMCC website: Mission/Vision/Values: https://www.bluecc.edu/about/mission-vision-strategic-goals
- 2015-2020 Strategic Plan:
  https://www.bluecc.edu/home/showpublisheddocument/9087/636438495187430000
- 2021-2024 Strategic Plan:
  https://www.bluecc.edu/home/showpublisheddocument/13942/637902880013070000

Institutional changes since the 2017 Mid-Cycle Self-Evaluation

Fluctuat nec mergitur. The motto of the city of Paris fittingly describes BMCC: "rocked by waves but does not sink." This aptly captures the resiliency displayed by the College and its communities since the College submitted its 2017 Mid-Cycle Self-Evaluation. Over the past five years, BMCC has confronted a series of challenges so disruptive that any one alone could have caused the ship to sink: extensive senior leadership transitions with subsequent loss of institutional knowledge; two presidential searches; a difficult, and ultimately failed, implementation of a Student Information System (SIS)/Enterprise Resource Planning (ERP) system; a failed launch of a new website; continued enrollment decline; and a global pandemic. Through all this, BMCC has continued to serve every student and live up to its motto, *Students First.*

Despite these challenges, BMCC is committed to continuous improvement as a student-centered educational institution. BMCC has a new president at the helm who is dedicated to the College's mission, vision, and values. There is a newly created Office of Learning & Student Success to provide a coordinated and integrated approach to student achievement and success. A revived Office of Student Success was re-established in June 2022 with a renewed focus on onboarding and retaining students. The College has a new 2021-24 strategic plan based on Guided Pathways and steeped in best practice principles with a renewed focus on becoming a truly student-ready institution. Finally, the College has a balanced budget based on sustainability.

BMCC will demonstrate in this self-study how it fulfills its mission and also recognizes where it has fallen short since its last comprehensive evaluation and will present how the College plans to:

- systematize a continuous improvement process to assess institutional effectiveness at every level of its operations;
- focus on student learning, student achievement, and student success through collaborative efforts between the Office of Learning & Student Success and the newly re-established Office of Student Success;
- empower faculty to own academic assessment and implement a continuous improvement process in course, department, and program assessment and review to ensure meaningful goals, objectives, and indicators are set and that they meet students' educational needs in alignment with industry and common transfer institutions' learning outcomes and core competencies;
- implement EAB Navigate in response to gaps identified by the College community that will ensure increased student achievement through a seamless, integrated experience in onboarding, learning, student services, and student engagement;
- implement and systematize the governance-approved recruitment, onboarding, and retention process designed to support all students throughout their time at BMCC to ensure that the College continue closing equity gaps in student achievement and success; and,
- ensure a fiscally sustainable approach to budgeting.

Organization of this Self-Study

To provide a better understanding of what the College **did** during the accreditation cycle, **is doing** currently moving into the next accreditation cycle, and **is planning** for the College's future direction, headings and sub-headings are organized chronologically into *Past State*, *Current State*, and *Future State*. As this self-study was being prepared, several things became clear:

- Impacts from the multiple challenges that the College has and continued to be felt in every department at BMCC.
- While forward movement happened on some initiatives, frequent changes in leadership created environments for inconsistency in implementation or assessment of the initiative.
- Conflicting and/or contradictory policies sometimes followed leadership transitions across the College.
- The College's desire to make data-informed decisions has been hampered by inconsistent data due to the failure of the new SIS/ERP and the loss of key personnel in institutional effectiveness.

These take-aways have prompted action even before this self-study is complete and submitted, which is an important part of Blue Mountain Community College's story: when BMCC discovers a deficiency, the College aims to fix it. Therefore, the College is sharing its complete story as openly, honestly, and clearly as possible.

Past State sections describe work at the College from the beginning of the accreditation cycle in 2014 through February 2021, the month when President Dennis Bailey-Fougnier resigned, although emphasis is placed on the time frame beginning immediately after the 2017 Mid-Cycle Report was submitted. Past State sections provide narratives and documentation that:

- give a macro view of past planning, without going into great depth since this was covered in the 2017 Mid-Cycle Report;
- update appropriate outcomes/initiatives/planning around the 2015-2020 Strategic Plan with accompanying evidence produced September 2014 – February 2021;
- show the impacts of the Board of Education's goals for the interim president from November 2018 – April 2019 (Connie Green's first interim presidency); and
- sketch the early impacts of Covid-19 on the College.

Current State sections describe work at the College that began on March, 1 2021 when Interim President Connie Green started her second interim presidency through April 30, 2022, the College's self-imposed terminal date for this report. This time frame provides narratives and documentation that:

- demonstrate impacts from the Board of Education's goals for Interim President Green's second interim presidency March 1, 2021 – August 31, 2021;
- document actions taken by the College, its governance committees, and the Board of Education in preparation for welcoming President Browning in September 2021; and

- details issues that arose during the early days of the self-study and documents ameliorative measures taken between March 1, 2021 – April 30, 2022.

Future State sections describe work that has taken or will take place at the College after May 1, 2022. As detailed below and throughout the report, the challenges facing BMCC have been numerous. Most, taken in isolation, would be manageable. Having them to continue to hit in a steady drip began an erosion process whose full scope did not truly become clear until the initial draft of this self-study was complete. In response to the challenges that are discussed in more detail below, current executive leadership made the following determinations in early summer 2022:

- 2004-2013 was a very stable time at BMCC.
  - Frequent transitions in executive leadership over the past 5 years destabilized aspects of operations.
  - Ongoing transitions and inability to acquire talent continues to destabilize operations.
- Frequent turnover has created:
  - significant loss of institutional memory,
  - inconsistent application of the College's policies and procedures, and
  - difficulty implementing accountability measures to ensure compliance with all accreditation standards as well as state and federal requirements.
- Budget deficits and subsequent layoffs have negatively impacted College personnel capacity.
  - Reduced capacity by personnel combined with change fatigue has impacted morale.
- The prolonged implementation and ultimate failure of the Campus Nexus SIS/ERP severely hampered the College's operations between 2019-2022.
- The problematic implementation of the College's proposed new website in February 2021 negatively impacted the College's ability to spread its message effectively to internal and external stakeholders.
- The College continues to address the impacts of Covid-19 throughout its operations.

Therefore, the current leadership is planning to go back to the time when the College was most stable, pre-2015, and begin there to implement a continuous improvement process that will have buy-in from all internal and external stakeholders.

Some *Future State* sections, where appropriate, will detail any planning done with evidence included dated post May 1, 2022. These sections will also detail any continuous improvement processes being put into place, what deliverables are expected, and how the College will hold itself accountable to all stakeholders.

Outstanding Recommendations

Blue Mountain Community College does not have any outstanding recommendations from any regulatory body.

NWCCU

This self-study process began with a review of the recommendations that BMCC received from NWCCU going into Year 1 of this 2014-2021 accreditation cycle, which were all successfully remediated, and the requirements deemed met by the Commission by early 2018.

Oregon Department of Education

Since the 2017 Mid-Cycle Report, the Oregon Department of Education (ODE) completed a Civil Rights Career and Technical Education On-Site Review at BMCC, which included several findings all of which BMCC successfully remediated prior to Spring 2020.

Senior Leadership Transitions

Since 2013, the College has seen an extraordinary number of transitions in leadership that have, unfortunately, impacted forward movement on many College initiatives.

Since 2018, BMCC has had five people serve in the role of President, Interim President, or Acting President.

Since 2014, BMCC has had five different people serve in an acting, interim, or permanent role as Vice President of Instruction.

Since 2014, BMCC has had an incredibly complex history in Student Affairs. From 2014-2019, there was no change in leadership. An Interim Vice President of Student Affairs was appointed in September 2019, which became a part-time remote position in March 2020. The position was eliminated in the June 2021 reorganization before being resurrected as the Dean of Student Success position in May 2022.

Since 2019, BMCC has had three Vice Presidents of Administrative Services.

In 2015, the Vice President of Public Relations, later renamed to Vice President of College Relations & Advancement, was hired. The position was eliminated in June 2021 with work from the public relations and marketing department being taken on by the President in an Acting role then to a part-time Director of Marketing. The Director of Marketing position was eliminated in June 2021 with third-party contracts replacing the part-time position. Recognizing the deleterious effect that eliminating the college relations and advancement department had on the College and its operations, current leadership has reinstated that department and has hired a new Director of Communications & Marketing who will begin on September 1, 2022.

The incredibly high turnover rate in senior leadership created an environment where some initiatives were fully implemented but never assessed, some were never fully implemented, and some were completely abandoned. Reassignment of duties when positions were vacated or eliminated often created capacity issues, which has had harmful long-term effects on the health of the College's operations.

A period of relative stability between 2005-2015 leading up to a series of high turnover years between 2018-2021 has also led to a loss of institutional knowledge. This became quite apparent during the writing of this self-study. Many of the holders of the knowledge of what the College did in 2016-17, for example, but may not have been adequately documented, are no longer at the College so the institution has truly lost valuable information.

Finally, it is important to note the difference in the Board of Education's goals that were set for Interim President Green during her first interim presidency (2018-19) compared to a completely different set of goals during her second interim presidency (2021). In November 2018, Interim President Green was instructed by the Board to not make any changes to the College but to "keep the boat steady" until the permanent president could start. Therefore, Interim President Green did not make any substantive changes to the College's organization, budget, or planning processes between November 2018 and April 2019.

Upon beginning her second interim presidency, the Board recognized that changes were necessary and had a different set of goals for Dr. Green, who was instructed to make all necessary changes to right the ship and create a stable College for the new president to helm beginning in September 2021. Due to these goals set by the Board, Dr. Green implemented substantive changes to the College's organization and budget following professional best practices and approved through the College's governance structure.

Supporting Documentation:

- Administrative Transitions:
  https://www.bluecc.edu/home/showdocument?id=14103&t=637956729937478788
- Interim President Green 2019-2020 Goals:
  https://www.bluecc.edu/home/showpublisheddocument/14097/637956575891611
  800In
- Interim President Green 2021 Goals:
  https://www.bluecc.edu/home/showpublisheddocument/14099/637956575895049
  910
- 2021-22 President's Goals:
  https://www.bluecc.edu/home/showdocument?id=14115&t=637957222340648512

Student Information System (SIS)/Enterprise Resource Planning (ERP) Transition

Past State

BMCC's SIS/ERP system "RogueNet" was a legacy system developed and maintained by Rogue Community College that had been in place for more than 12 years. Four other Oregon community colleges were using this AIS system – Clatsop, Columbia Gorge, Oregon Coast, and Rogue. In 2018, Rogue Community College announced that it would be sun-setting RogueNet in 2020 and the five colleges using it needed to find an alternate SIS/ERP. The Community College Strategic Fund provided resources for these five colleges impacted by the sun-setting of RogueNet to facilitate a product and vendor search.

BMCC joined with Clatsop, Columbia Gorge, Oregon Coast, and Rogue in a consortium model (Oregon CC Consortium) for the purchase, implementation, and deployment of a student-centered ERP solution to replace the legacy system, RogueNet. Through a competitive RFP process, the Consortium selected Campus Management as vendor of choice and each college entered into contractual statements of work (SOW) agreements for the cloud-based product (Campus Nexus Student), implementation, and ongoing maintenance. Campus Management committed a project team for the Consortium and each college was responsible for their own project management. Each college assigned an Executive Lead who worked as a team and with Campus Management on daily and weekly activities and decision-making that were critical to the implementation. The five Presidents and Executive Leads comprised a Consortium Governance Group for needed policy setting and decision making to support successful implementation, best practice standardization, and data integrity/quality. This group met monthly.

Challenges encountered in the implementation of Campus Nexus Student:

- **Campus Management** (vendor) – The selected vendor was not experienced with the consortium approach, not as familiar with community colleges, and struggled with communication, follow through, and ability to accommodate our "go live" preferred date. The project team worked on a "just in time" model and rarely had adequate context before jumping into configuration.
- **Change Management** – This project required huge organizational shifts and transitions and created concerns for morale and level of exhaustion. Additional issues included accommodating all users' preferred method for learning/training, establishing the "least worst" timing of "go live," and responding to employees who decided the change was too much and chose to go elsewhere
- **Changing Skill Set and Role Needs** – The need for an IT support role with programming skillset was needed for the critical function of Forms Builder/Work Flow in CNS. This might have been something that the consortium invested in as a shared resource rather than each college investing in 1-2 programmers for each location. Additionally, a higher-level skillset was needed for many of our users even beyond initial orientation to and training on the new system. Investment and commitment to ongoing learning and training was also important for users of CNS.

- **Managing Resource Capacity and Allocation** – Most areas did not have the depth of staff capacity to manage the additional demands of CNS implementation. This was exacerbated by both anticipated retirements and unexpected departures.
- **Consortium** – All consortium colleges were either downstream or upstream from another college in the staggered roll out. BMCC's ability to meet project timeline for data validation and "go Live" was dependent on Rogue CC, who was upstream from us. BMCC's ability to stay on track would determine what happens at the college downstream.

Current State

Most of the challenges listed above were present at each of the five consortium colleges. Many leads were concerned with Campus Management's inability to quickly resolve concerns early in the process, but those concerns were slightly allayed when in 2020, Campus Management joined with Blackboard, Campus Labs, and iModules to form a new company, Anthology with the goal to create a comprehensive ecosystem of EdTech solutions to serve institutions and learners around the globe.

Despite the addition of EdTech heavyweights, Anthology simply was unable to provide the product that was promised. During the 2020-2021 academic year, the consortium began to lose members. First, Rogue Community College left the consortium and began litigation against Anthology. Clatsop Community College was the second college to state its intent to leave the consortium. As BMCC is a small, rural college, leaving the consortium and finding funding for a new SIS/ERP at the height of the pandemic during a president transition was problematic to say the least.

Future State

Beginning in the 2022-2023 academic year, President Browning reported to College Planning Council (CPC) and the Board of Education that BMCC would pilot the use of a new Student Information System (SIS)/Enterprise Resource Planning (ERP) with Conclusive (a company that provides BMCC's degree evaluation software) as a replacement for Anthology's failed SIS/ERP. Conclusive will go live and run parallel to the current system. Provided the results are what is expected, the College will cease use of the troubled CNS system in spring 2023 with full implementation of Conclusive ready by summer 2023. The College will provide the following quarterly updates to NWCCU:

Dec 2022   Fall 2022 Quarterly Report will document the implementation of Conclusive as a pilot alongside CNS.

March 2023   Winter 2023 Quarterly Report will document the College's process and data used to determine whether Conclusive will meet the College's needs. If so, the College will also provide the plan to sunset CNS.

June 2023   Spring 2023 Quarterly Report will present a full report on the pilot program including supporting evidence.

Supporting Documentation:

- Campus Nexus Consortium: https://www.bluecc.edu/about/staff-web/campus-nexus-consortium/agendas-and-status-reports

Website Transition

Past State

As part of its 2017 Mid-Cycle Review, the College analyzed whether its website, supported by Granicus, Inc., still served the College and its internal and external stakeholders. A Communications Master Plan was created to move the College from its current website to a new vendor, Stamats, during the 2019-2020 academic year to coincide with launch of the new ERP. Unfortunately, difficulties in the ERP transition used much of the College's public relations and marketing capacity. Combined with the elimination of the Vice President of Public Relations & College Advancement position in June 2020, work on transitioning to the new website ceased. Work resumed in late fall 2020 to bring the website live in January 2021 under a part-time Interim Director of Marketing.

Current State

When the new website launched in February 2021, it was quickly determined that it did not meet the College's needs, and the Acting President made the decision upon recommendation from CPC and Executive Team to stop the launch of the Stamats website and resume use of the College's previous website supported by Granicus, Inc. In March 2021, a Website Team made up of faculty and staff was created to manage the Granicus site until a better alternative could be found.

Future State

President Browning will work with Stamats during the 2022-23 academic year to resume their work to transition the College from the Granicus site to a new site. The Website Team will continue to manage the existing site during this transition.

Supporting Documentation:

- 2015-2020 Communication Master Plan: https://www.bluecc.edu/home/showpublisheddocument/13983/637908203767170000

Enrollment

The table below represents BMCC's enrollment history on total Full-Time Equivalent (FTE) and the reimbursable amount that the College was funded on. This institutional data was taken from the Higher Education Coordinating Commission's DataMart, which is only reporting through the 2020-2021 academic year as of August 2, 2022.

2019-2020 Disaggregated Reimbursable FTE (summarized from HECC Data Mart report)

		American Indian / Alaska Native	Asian	Black	Hispanic or Latino	Multi-Racial / Ethnic	Not Reported	Pacific Islander	White
< 18	Female	.44	.43	.09	35.60	3.61	2.39	.26	60.10
	Male	.60	.58	0	17.33	1.88	.42	.22	27.45
	Not Reported								.001
18 – 21	Female	8.86	.55	3.73	134.18	7.56	2.55	1.06	216.98
	Male	6.68	3.95	2.12	95.12	8.72	2.10	.97	182.78
	Not Reported								.18
22 – 34	Female	6.92	.91	1.98	80.47	5.98	1.56	1.33	132.88
	Male	5.01	.75	5.19	61.75	7.60	3.50	1.63	83.62
	Not Reported						.01		.04
35 – 49	Female	3.63	3.56	.18	24.22	1.60	5.33	.02	55.13
	Male	4.67	.02	1.46	27.02	2.48	3.30	1.21	41.99
	Not Reported						.24		
50 – 64	Female	.53	0	0	11.44	.02	1.68	.40	16.85
	Male	1.70	0	,46	7.72	.02	1.25	0	10.95
	Not Reported								.55
65 +	Female	.03	.14	0	2.71	.02	.45	0	1.84
	Male	0	0	0	3.68	.02	.16	0	1.62
	Not Reported								

2020-2021 Disaggregated Reimbursable FTE (summarized from HECC Data Mart report)

		American Indian / Alaska Native	Asian	Black	Hispanic or Latino	Multi-Racial / Ethnic	Not Reported	Pacific Islander	White
< 18	Female	.50	0	.33	25.54	1.12	5.13	.09	58.61
	Male	.48	0	0	8.83	.26	4.52	.11	33.90
	Not Reported								1.7
18 – 21	Female	5.63	.33	1.57	96.18	5.02	7.86	0	184.99
	Male	4.02	3.68	0	72.58	5.92	9.67	0	167.87
	Not Reported								2.0
22 – 34	Female	4.92	1.64	1.60	72.72	1.89	1.21	.01	114.55
	Male	2.39	0	.32	33.49	4.58	2.30	.19	76.56
	Not Reported						.18		.01
35 – 49	Female	4.15	.57	.44	16.66	1.69	2.88	0	47.55
	Male	2.92	.01	.02	4.89	.13	1.54	.04	25.78
	Not Reported				.17		.14		.26
50 – 64	Female	.43	1.08	.02	5.29	.14	.49	0	10.14
	Male	.81	0	0	.21	.27	.08	.01	2.99
	Not Reported								.35
65 +	Female	0	0	0	.87	0	.02	0	.31
	Male	.13	0	0	1.11	0	0	0	.04

Supporting Documentation:

- Higher Education Coordinating Commission (HECC) FTE Report: https://www.bluecc.edu/home/showdocument?id=14105&t=637956730245629453

Hispanic-Serving Institution Status

In 2018, BMCC reached the enrollment threshold of at least 25% of BMCC students identifying as Hispanic to apply for designation as a Hispanic Serving Institution (HSI). In 2019, the College applied and was granted status as an HSI.

Supporting Documentation:

- Hispanic-Serving Institution (HSI) Designation: https://nces.ed.gov/programs/digest/d21/tables/dt21_312.40.asp?current=yes

Guided Pathways and Restructuring

Past State

BMCC entered the third and final cohort of the Oregon Pathways Project to implement Guided Pathways in 2019 with an anticipated implementation date of fall 2021. Vice President of Instruction (VPI) Fields had faculty department chairs read *Redesigning America's Community Colleges* and did preliminary work with the Department Chairs Committee during the 2018-2019 academic year to prepare for the upcoming Guided Pathways implementation.

During the 2019-2020 academic year, the Office of Instruction Leadership Council, which included all faculty department chairs, began work updating the sunsetting Academic Master Plan using a Guided Pathways and AAC&U High Impact Practice (HIP) lens. The Office of Instruction then used that work through 2020 to inform an internal restructuring within the Office of Instruction dubbed Project Renaissance to determine its strategic direction in the face of changing enrollments and lessons learned in the early phases of Covid-19.

Current State

With the resignation of President Bailey-Fougnier in February 2021, Executive Leadership had an opportunity to implement wide-scale best practices in Guided Pathways and HIPs through a college-wide restructuring to integrate all aspects of the student life-cycle, collapse silos between the Office of Instruction and the Office of Student Affairs, establish meta-major communities with embedded professional advisors, flatten management roles to provide five student-facing Navigators (BMCC's professional advisors), and provide a budget to support these goals.

This restructuring plan was shared widely with all College internal stakeholders during April 2021 at weekly Campus College Community Check-Ins (CCCI) and twice monthly College Planning Council (CPC) meetings (the College's governance council). The plan was presented to CPC in May 2021 and to the Board of Education in June 2021 with partial implementation beginning July 1, 2021.

Future State

As the College has struggled with multiple transitions in personnel, budgets, and organizational structure, current Executive leadership determined that reverting the College structure back to one in place during an earlier period of greater stability will allow the entire College community to begin creating a sense of order from the chaotic churn of events inundating the College.

In June 2022, leadership tweaked the organizational structure to re-establish the Office of Student Affairs as the Office of Student Success as distinct from the Office of Learning & Student Success with an Interim Dean of Student Success reporting directly to the President for the 2022-2023 academic year.

In July 2022, the Interim Dean of Student Success implemented the following organizational changes:

- Re-established the Office of Outreach and Recruitment with a Director leading initiatives.
- Re-established the Student Success Center with a Director leading initiatives.
- Re-deploying three Navigators to serve BMCC Guided Pathways Communities:
    - Science, Technology, Engineering, and Math Navigator
    - Humanities, Arts, and Social Sciences Navigator
    - Career Technical Education, Health and Human Services, Business, and Agriculture and Industrial Technology Navigator

Supporting Documentation:

- Project Renaissance Presentation:
  https://www.bluecc.edu/home/showdocument?id=14117&t=637957228878929762
- June & July 2022 Board of Education agenda:
  https://www.bluecc.edu/about/administration/board-of-education
- 2021-2023 Strategic Plan:
  https://www.bluecc.edu/home/showpublisheddocument/13722/637799197634000000
- 2020-2023 Academic Master Plan:
  https://www.bluecc.edu/home/showpublisheddocument/13981/637908201654700000
- Documentation used in planning the Office of Instruction + Student Affairs integration using best practices:
    - https://www.tulsacc.edu/sites/default/files/file_attachments/implementing_pathways_book_online_with_appendix.pdf
    - https://digitalcommons.tacoma.uw.edu/cgi/viewcontent.cgi?article=1001&context=edd_capstones
    - https://files.eric.ed.gov/fulltext/ED609234.pdf
    - https://www.mtsac.edu/president/cabinet-notes/2020-21/09-sep/1a_Building_Momentum_National_Report.pdf
    - https://ccrc.tc.columbia.edu/media/k2/attachments/What-We-Know-Guided-Pathways.pdf
    - https://www.highereddive.com/news/what-5-colleges-learned-from-implementing-guided-pathways/564131/
    - https://www.aacu.org/trending-topics/high-impact
    - https://www.aacu.org/event/2022-institute-on-high-impact-practices

Governance

Past State

In response to Recommendation 5, during the 2016-2017 academic year, the BMCC Board of Education updated Board Policy II.A to clearly state their commitment to participatory governance including explicit mention of inclusion of faculty voices.

BMCC faculty and staff promulgated and implemented a new participatory governance structure in fall 2016 as shared with our Associated Student Government in an explanatory guide to our governance process. Due to the presidential transition in 2019, President Bailey-Fougnier reiterated his commitment to participatory governance in his statement on Participatory Governance Decision Making at Blue Mountain Community College that he shared with College Planning Council in September 2019.

Current State

Through yet another presidential transition, Interim President Green had the college community review our participatory governance structure in a continuous improvement process. Improvements were suggested and incorporated into the new 2021-2023 Participatory Governance Structure that aligned with the new integrated, student-centered college structure. This revised 2021-2022 Participatory Governance Process was approved by the College Planning Council (CPC) in May 2021 and presented to the Board of Education in June 2021.

Future State

Executive leadership re-established several governance committees that have been eliminated over the years, such as the Return to Campus Committee and the Behavioral Intervention Team. In order to honor the College's commitment to shared and participatory governance, any proposed changes to the governance structure will be presented to and approved by the College Planning Council before implementation.

Supporting Documentation:

- BMCC Board of Education (page 8, policy II.A): https://www.bluecc.edu/home/showpublisheddocument/13639/637825167601670000
- Participatory Governance Structure/College Planning Council: https://www.bluecc.edu/about/staff-web/governance-process/college-planning-council

STANDARD ONE: STUDENT SUCCESS AND INSTITUTIONAL MISSION & EFFECTIVENESS

Standard 1A: Institutional Mission

1.A.1 Institutional Mission Statement

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Past State

As reported in its 2017 Mid-Cycle Report, BMCC engaged in a comprehensive, college-wide participatory process to review and refresh its vision, mission, and strategic plan during the 2014-2015 academic year. 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.

Current State

In preparation for this self-study under the direction of Interim President Green, each week during April and May 2021, the College community had the opportunity to come together during a virtual College Community Check-In (CCCI) to discuss the direction for BMCC. These discussions led to the College Planning Council (CPC) reviewing and reaffirming the College's mission statement at its May 26, 2021, meeting:

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

From this reaffirmed mission statement, the College community defined three broad goals to demonstrate how BMCC fulfills its mission: (1) community and industry engagement, (2) student-centered college, and (3) foster a culture of learning and growth in an environment celebrating diversity, equity, and inclusion.

Community + Industry Engagement

Goal: Offer relevant and dynamic education in response to community and industry needs.

What will BMCC look like when this goal is achieved: Every program at BMCC will be designed to guide and prepare students to enter employment and further educational opportunities in fields key to the college's service area. Students will have access to clearly mapped out programs that guide them from where they are in their knowledge, skills, and abilities when they enter the college to their final career or educational goals. Students and BMCC's community and industry partners will have access to detailed information about further employment and educational opportunities for students in a clear and consistent manner.

Initiatives:

1-A: Work with BMCC's community and industry partners to align program and student learning outcomes to student end goals: career, professional or further education.

1-B: Each BMCC program, with their educational Community, will develop and maintain detailed web-based Program Maps that present pathways for students that start with the skills, knowledge and abilities students enter the institution with. Courses, course sequences, courses that are critical for success, progress milestones, and student supports will be clearly marked.

1-C: Each program, with their educational Community and college administration, will create and maintain a clear and concise tool (web and hardcopy) for presenting employment and further educational opportunities to students in a consistent format.

Students First – becoming a student-centered college

Goal: Empower students to advance on their educational path in a Students First learning environment.

What will BMCC look like when this goal is achieved: BMCC will have a consistent and student focused onboarding process, from recruitment to the start of a student's first term. This will provide both traditional and non-traditional students with the information they need to move forward with their educational and career goals. The College will work with high school partners to help students align their high school experience with their educational goals and reduce the challenges in transitioning from high school to college. BMCC will have consistent and student-focused first term retention supports for all students. Further, Communities, programs, and student supports will be clearly designed for students to help them track their progress and keep on track to program completion. Support systems, both academic and non-academic, will be designed and proactively executed to assist students who are falling off track in a timely manner.

Initiatives:

2-A: Develop, enhance and implement student onboarding processes (from recruitment to the start of a student's first term) and supports to assist all students entering the institution to identify career and further educational options and selecting a program of study based on their career and educational goals.

2-B: Develop and enhance academic and student success resources and supports to help all students reach their academic goals through clear academic pathways, careful tracking of student progress, embedded academic and non-academic supports, and proactive interventions.

2-C: Work with high school partners to create clear pathways that align dual-credit, early high school options, and high school programs to ease students' entrance into BMCC.

Diversity, Equity, Inclusion

Goal: Foster a culture of learning and growth in an environment of diversity, equity, and inclusion.

What will BMCC look like when this goal is achieved: BMCC will use available data to design curriculum, student supports, and professional development around diversity, equity, and inclusion to adapt the College structure to current needs. The College will use the same data to develop and maintain continuous improvement processes to sustain or adjust that structure as appropriate. This will include giving students who have experienced opportunity gaps in their education the chance to experience active learning modalities and demonstrate their learning in ways that are appropriate to their career and/or further educational goals.

Initiatives:

3-A: Each Community will design and embed appropriate High Impact Practices (HIPs, as defined by AAC&U) and alternative ways for students to document their learning beyond transcripts into program design and learning outcomes to enhance student readiness and their ability to articulate or show that readiness for their career or educational goals.

3-B: Each Community, and each program within a Community, will develop appropriate assessments that identify if all students are learning the skills needed to meet the needs of the career or further education appropriate to their community and adjust to meet those needs as appropriate. Data will be disaggregated to clearly identify learning outcomes for all students.

3-C: Using available data, the College will identify and implement institution-wide and teaching specific professional development that fosters a culture of learning and growth with a focus on diversity, equity, and inclusion. Data will be disaggregated to clearly identify learning outcomes for all students.

3-D: BMCC will create and foster a culture in which students, faculty, and staff feel welcome, wanted, and safe.

Future State

The College is currently in the process of implementing the 2021-2024 Strategic Plan by developing outcomes that are meaningful and measurable in each department. Planning will continue early in the 2022-23 academic year to finalize creation of metrics, measurable outcomes for each department, and an assessment cycle. Those outcomes will then be aligned with the three stated goals of the mission statement in order to provide actionable data for the College community to easily determine whether the College is fulfilling its mission.

Supporting Documentation:

- Planning Implementation Timeline 2019-2020: /home/showdocument?id=14061&t=637954148642142142

- Budget Timeline 2018-2019: /home/showdocument?id=14063&t=637954148887930564
- Strategic Plan 2021-2026: /home/showdocument?id=14065&t=637954149107778736
- Budget Calendar 2019: /home/showdocument?id=14067&t=637954149483332027
- Budget Definitions: /home/showdocument?id=14069&t=637954149694120310
- Department Planning Check-list 2019-2020: /home/showdocument?id=14071&t=637954149889844980
- Vision, Mission, Values, Core Themes: /home/showdocument?id=14075&t=637954150326259757

Standard 1B: Improving Institutional Effectiveness

1.B.1 Continuous Improvement Process to Assess Institutional Effectiveness

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Past State

BMCC's planning cycle encompasses all aspects of planning, including strategic and budget planning, and is under the direction of the President according to the following cycle.

Institutional annual planning for the next academic year usually begins in August, at which time the Executive Leadership Team 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. Around the same time each summer, the College's main governance body the College Planning Council (CPC) would also meet 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 CPC summer retreat. Summer retreats did not occur with either the Board of Education or CPC in 2020. The Board had a virtual retreat in summer 2021.

In September, as part of all staff pre-service activities, Executive Leadership and key personnel provide reports 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, priorities are finalized for the current year and a direction is outlined for the following year. This information is then shared with Executive Leadership, CPC, and all staff.

Through the review process in 2017 to prepare for the Mid-Cycle Review, it became apparent to the College that it needed to do the following:

- to establish a stronger framework for prioritizing work that better aligned with our core themes and fulfillment of our mission.
- to better focus on fewer goals and objectives, allowing the College to concentrate resources in areas that mattered most in relationship to our core themes and were within the College's capacity.
- to remain committed to continuous improvement through inclusive, collaborative, and reflective planning and assessment.

Early in the 2018-2019 planning and budgeting process, Executive Leadership outlined a continuous cycle process for strategic and budget planning that reiterated the need to develop an outcomes-based, continuous improvement process that is data-informed and presented it to the College community. This led to the creation of a new department planning template that has been used in each budget cycle since 2017.

Although the College was committed to implementing a continuous improvement cycle in our assessment of outcomes, it became apparent that many of the initiatives were driven by individuals and did not have large-scale buy-in. As those individuals departed the institution, the initiatives they championed withered. As new personnel began at BMCC, they did not have the institutional knowledge to pick up the initiatives and keep them all moving forward. Thus, by fall 2018, few institutional improvement plans were being implemented and assessed.

Current State

As work began on this self-study, it became clear that BMCC struggled to effectively implement and institutionalize a data-informed continuous improvement cycle between 2017 and 2021. With continual transitions in key leadership positions over the past four years added to the impacts of the pandemic, BMCC has not been able to implement consistent processes to assess institutional effectiveness in any meaningful way. This lack of consistency in implementing continuous improvement processes does not mean that no assessment of

student learning and achievement occurred. In fact, several departments have data that is presented in this and other sections of the self-study, such as Business Technology.

In September 2022, the Executive Vice President for Learning & Student Success (EVP) began a dialogue with his counterpart at Central Oregon Community College to learn about their College Planning and Assessment Team and better understand an aspirational model of a continuous improvement process to assess institutional effectiveness. The following chart shows the comparison between Central Oregon's assessment areas and BMCC's.

Assessment (Blue Mountain Example)	Central Oregon's Assessment Process	Blue Mountain's Assessment Process	Blue Mountain's Assessment Cycle
Institutional outcomes	Institutional success indicators tied to current strategic plan	Institutional core themes tied to the strategic plan	2015-2020 core themes last assessment was at the end in 2019-2020
Organizational Area outcomes (President's Office, Learning & Student Success, Operations, Human Resources, Student Success – (page 1 of org chart)	Organizational Area Master Plans tied to current strategic plan	Area Master Plan	Not every area has a current master plan in place
Program-level outcomes	Assessment of program-level outcomes	Program Review	Not every program has outcomes, no consistency in assessments
Academic discipline-level outcomes	Academic Program Review	Program Review/Department Planning	Not every academic program has program-level outcomes.
General Education outcomes	Assessment of discipline studies outcomes	Program Review	No consistency in assessment

Course-level outcomes	Course-level student learning outcomes (SLOs)	Program Review	No consistency in assessment

Institution-level Assessments

Institution-level outcomes-based assessments do not currently occur consistently at BMCC.

Annual Department Review

Each department chair completes an annual planning template for budgeting that includes basic departmental information, but there is not currently a systemic annual review of all departments (instructional and non-instructional) at BMCC. For departments that have completed program reviews, there has not been consistent cross institutional publication of analysis of outcome assessment data or evidence of use of the data in making improvements to outcomes.

Institutional Data Reports

Prior to July 2020, the College employed an individual who assisted College faculty and staff with their data needs. With his announced retirement, that position was unfortunately eliminated during budget reductions in June 2020.

BMCC does make use of reliable institutional data when available for use in internal planning, budgeting, decision-making, and reporting to external agencies including:

- Integrated Post-Secondary Education Data Systems (IPEDS): IPEDS collects data from every post-secondary institution that participates in federal financial aid programs. This data is used to describe and analyze trends in enrollment, financial aid use, staff employed, dollars expended, and degrees and certificates earned.
- Data for Analysis (D4A): D4A is the State of Oregon data reporting system where student-level post-secondary data is stored. For each student in an Oregon community college, D4A collects student demographics; course and program enrollments; as well as credits and grade point average earned. D4A reporting is used for accountability and compliance reporting at the state and federal levels.
- The Cube: BMCC contracts with Linn-Benton Community College who provides a third-party institutional data reporting website, the Cube.
- National Student Clearinghouse: The NSC is a voluntary service that provides enrollment reporting and verification, degree verification, as well as transcripts and data exchange services.
- Center for Community College Student Engagement (CCSSE) survey and the Survey of Entering Student Engagement (SENSE): National student climate surveys.

The 2017-2020 Instructional Assessment Plan (IAP) was promulgated during the 2017-2018 academic year with the intent to implement in fall 2018. The IAP was developed by a faculty-led committee and approved in spring 2017. Unfortunately, with the transition of the Vice President of Instruction in July 2018, the IAP was not implemented by Department Chairs, Curriculum Committee, or the Office of Instruction.

Similarly, the Office of Instruction, in collaboration with faculty department chairs, created the Academic Program Review (APR) template which asks for specific program data and provided a presentation summary template to assist departments in presenting information to CPC and the Board of Education.

Future State

Throughout the 2022-2023 academic year, the Office of Learning & Student Success (OLASS) will continue to facilitate professional development opportunities to train all faculty and staff on outcomes-based assessment, EAB Navigate, the continuous improvement cycle, closing the loop, and data-informed decision making.

In fall 2022, OLASS will:

- coordinate with the Curriculum Committee to update the 2017-2020 Instructional Assessment Plan (IAP) so that it aligns with our Guided Pathway Communities, program maps, and 2021-2024 Strategic Plan outcomes.
- facilitate trainings for the Office of Student Success on outcomes-based assessment and program review for non-instructional departments.

In winter 2023, the Executive Vice President will work with the Interim Dean of Student Success to create and implement an outcomes-based 2022-2024 assessment plan that dovetails with the CPC and Board of Education approved 2021-2024 Student Recruitment, Onboarding & Retention Redesign.

The President will lead the College Planning Council's work to establish college-wide, meaningful metrics and outcomes for the 2021-24 Strategic Plan, establish a timeline for assessment of those outcomes, and implement a continuous improvement cycle.

Supporting Documents:

- Mid-Cycle Review 2017: https://www.bluecc.edu/home/showpublisheddocument/9133/636415089300630000
- Instructional Assessment Plan 2017-2019: https://www.bluecc.edu/home/showdocument?id=14077&t=637954167530738912
- Planning and Budget Process 2018-2019: https://www.bluecc.edu/home/showdocument?id=14119&t=637957235403223998

- Strategic Plan Implementation Matrix:
  https://www.bluecc.edu/home/showdocument?id=14085&t=637954168620188807
- Program Review Schedule April 2018:
  https://www.bluecc.edu/home/showdocument?id=14083&t=637954168321589910
- Department Planning Template:
  https://www.bluecc.edu/home/showdocument?id=14079&t=637954167723088509
- Business Technology Program Review:
  https://www.bluecc.edu/home/showdocument?id=14109&t=637956749716896797
- Small Business Development Center (SBDC) Assessment:
  https://www.bluecc.edu/home/showdocument?id=14111&t=637956752764449002
- BMCC Center for Community College Student Engagement (CCSSE) Summary:
  https://www.bluecc.edu/home/showdocument?id=14123&t=637957244002199988
- BMCC Survey of Entering Student Engagement (SENSE) Summary:
  https://www.bluecc.edu/home/showdocument?id=14125&t=637957247249969370

1.B.2 Goals, Objectives, and Indicators

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Past State

BMCC's mission was made meaningful in the 2014-2021 accreditation cycle through the recognition of four core themes that undergird the College's mission:

- Access to Quality Programs and Services
- Opportunities for Students to Complete, Transfer & Advance
- Responsiveness to Community Needs
- Encouragement & Support for a Culture of Learning

These core themes were focused into discrete goals that each had multiple strategic objectives. To implement this plan, each area was asked to further determine a set of measures that reflected outcomes rather than actions and that represented common metrics across regional and national peer institutions. These departmental measures were to be based on a foundational master plan, thus tying everything done at the College back to fulfilling the College's mission.

While aspects of these goals and strategic objectives were sporadically implemented into departmental plans between 2018-2020, there was not a systemic, institution-wide practice of creating meaningful and assessable outcomes, regularly assessing those outcomes and then implementing a continuous improvement process to ensure the College continues to improve student achievement, ensure student success, and to close equity gaps. At the

institutional level, metrics were established but were not consistently assessed from a continuous improvement lens.

Current State

Between March and September 2021, the College community reviewed, revised, and approved the 2021-2024 Strategic Plan through its governance structure. The 2021-24 Strategic Plan has three strategic focus areas that are supported by Guided Pathways best practices:

- Relevant and dynamic education in response to community and industry needs
- Empower students on their path in a Student First environment
- Foster a culture of learning and growth grounded in diversity, equity, inclusion

This strategic plan was approved by the College's governance body, College Planning Council, in October 2021 and unanimously approved by the Board of Education in November 2021. Work to implement and define metrics in departments was to begin in Winter 2022.

Future State

During the 2022-2023 academic year, each organizational unit, department, program, and discipline is expected to complete and present their continuous improvement cycle to the College Planning Council (CPC). This planning must have meaningful metrics tied to the 2021-2024 Strategic Plan, measurable outcomes, a continuous improvement cycle that includes an assessment cycle with deliverables, and a schedule for reporting results, successes, and future improvements to CPC and the Board of Education.

Comparison to Peer Institutions

BMCC is a small, rural institution. While every institution views itself as unique, there are several aspects to BMCC that sets it apart, thus making an apple-to-apple comparison to a peer institution difficult. For example, BMCC's service district is largest in the state of Oregon by geographic area. In fact, at approximately 18,000 square miles, if BMCC's service district were a state, it would be the tenth smallest state, larger than Rhode Island, Delaware, Connecticut, Hawaii, New Jersey, Massachusetts, New Hampshire, Vermont, and Maryland. However, with recent enrollment declines, its annual FTE is comparable with one of Oregon's smallest community colleges, Clatsop Community College. The geographic size of this service district requires a large physical footprint to serve a small number of students.

While the College recognizes that these are not so unique as to make it incomparable, it does not make for easy comparisons. Within the institution, BMCC frequently compares itself to the following institutions within Oregon:

- Columbia Gorge Community College
- Rogue Community College

- Treasure Valley Community College

While the College has not specifically identified national peer institutions, it does look to Columbia Basin College in Washington as a regional peer.

While these are BMCC's frequent anecdotal go-to peers, the following chart outlines the wide variance between each peer institution's 2017 and 2020 Reimbursable FTE from the HECC DataMart for Oregon colleges: (https://datamart.hecc.oregon.gov/Screens/Student/TotalAndReimbursableFTE.aspx) and the Washington State Board for Community and Technical Colleges data site (https://www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard.aspx).

Chart 1: Traditional State and Regional Peer Institutions

College	Reimbursable FTE	
	2017	**2020**
Blue Mountain Community College	1822.17	1164.11
Columbia Gorge Community College	854.46	781.63
Rogue Community College	4338.63	2789.92
Treasure Valley Community College	1558.23	1226.78
Columbia Basin College	5324	5030

Similar FTE comparisons would be for 2017 and 2020 (data taken from same HECC and SBCTC websites):

Chart 2: Peer Institutions by Similar FTE

College	Reimbursable FTE	
	2017	**2020**
Blue Mountain Community College	1822.17	1164.11
Klamath Community College	1819.19	1992.64
Southwestern Community College	2402.23	1569.21
Treasure Valley Community College	1558.23	1226.78
Walla Walla Community College	4002	2603

Future State

BMCC will increase the number of peer institutions for regional and national comparison according to the following timeline.

Timing	Action	Deliverable
Fall 2022	Executive Vice President (EVP) and Accreditation Liaison Officer (ALO) work with NWCCU liaison to determine appropriate metrics for comparison	EVP presents list of metrics to College Planning Council at their December 2022 meeting for approval
Winter 2023	College Planning Council forms task force co-chaired by EVP/ALO to determine peer institutions in consultation with NWCCU liaison	EVP presents peer institutions to CPC and Board of Education at their May 2023 meetings

Supporting Documents:

- 2015-2020 Strategic Plan and Core Themes:
  https://www.bluecc.edu/home/showpublisheddocument/14089
- 2015-2020 Institution-level metrics:
  https://www.bluecc.edu/home/showpublisheddocument/9085/6366914158219300
  00
- 2021-2023 Academic Master Plan:
  https://www.bluecc.edu/home/showpublisheddocument/9091/6366217173865300
  00
- 2021-2024 Strategic Plan:
  https://www.bluecc.edu/home/showpublisheddocument/13942/637902880013070
  000

1.B.3 Inclusive Planning Process

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

BMCC encourages an inclusive and open planning process in all aspects of college planning, including master planning, strategic planning, resource allocation, and budgeting.

Academic Master Planning

Past State

With the College focus on developing the 2015-2020 Strategic Plan, work to assess and finalize the 2015 Academic Master Plan stalled. At the beginning of fall 2019, Vice President of Instruction Fields organized Office of Instruction (OI) Leadership, consisting of deans, department chairs, and all director-level staff within the Office of Instruction, and charged it with the task of preparing the Academic Master Plan (AMP) for 2020-2023 in light of our commitment to implementing Guided Pathways. VPI Fields then assigned Dean of Arts & Sciences (DIAS) Daniel Anderson to oversee the project.

OI Leadership initially reviewed the previous AMP, studied recent AMPs from peer institutions, and discussed process with input from Interim Vice President of Student Affairs Bruce Clemetsen. OI Leadership generated a body of aspirations, discussed the constraints and opportunities of changing regional accreditation standards and state-level mandates, and organized the outcome of this work into actionable concepts in October and November of 2019. DIAS took on the work of shaping this material into a draft. With each monthly OI Leadership meeting, DIAS presented a draft that represented updates and guidance from OI Leadership and solicited reflections and contributions from the committee. By spring 2020, a working group representing a cross-section of OI faculty and staff, including one CTE and one Arts and Letters faculty member, collaboratively revised this draft into the present Plan, which DIAS subsequently revised for final review of OI Leadership in early June 2020.

The product was a plan that

1. aligned with the current Office of Instruction Statement of Purpose,
2. advanced Core Themes that articulate a vision for BMCC's identity and aspirations while giving the flexibility needed to integrate the major innovations that BMCC is tackling,
3. established Strategic Objectives that will move the College toward our vision as BMCC implements Guided Pathways and
4. proposed a new process for strategic planning that has the potential to better serve the College.

This plan carries forward important work called for in the 2015 Academic Master Plan (AMP) that may have lost momentum or has become an area of strength to build on for further growth. For example, the work called for in the previous Plan under Academic Goal 2, "Continuous Improvement Based on Evidence at BMCC," is put forward in the current Plan as Objectives 1.2 and 2.2, "Foster a culture of continuous and informed improvement in all of instructional operations" and "Expand and better integrate our capacity for excellence in eLearning in all instructional operations" respectively.

The uncertain conditions BMCC faces at this juncture has made it difficult to produce a plan with the expectation of predictability in the near term. For this reason, OI reviews and revises the AMP, intentionally, on an annual basis. This decision may create a "rolling" AMP and develops an ongoing, reflective planning process useful to Instruction at BMCC in that it provides a regular and frequent opportunity to reflect critically on what the OI office aims to be and have committed to do. The work on the three year plan each fall. In the spring OI accounts for what has been accomplished in the current year and strategically move OI's objectives forward into another year, so that the plan is always both three years ahead and of the present. An annual process can empower OI to become nimbler and more responsive as new possibilities emerge, and to revise plans as OI moves forward progress on current work and as the restructuring that Project Renaissance has inaugurated takes hold. Strategic planning becomes aligned with and informed by the results of ongoing annual learning outcomes assessments, and planning becomes more meaningful and useful because the planning process becomes part of OI's culture and ongoing routine.

CORE THEME 1: EMPOWERMENT THROUGH LEARNING

BMCC is committed to offering courses and programs that are responsive to the needs of all communities throughout the expansive and complex region the College serves. Using best practices, active participation, and engagement, there is an emphasis on building upon students' strengths and competencies that positively impacts self-determination and self-efficacy. A commitment to excellence and lifelong learning are emphasized through the pursuit of knowledge and inquiry which enhances personal development, civic engagement, transferable skills, and social mobility.

OBJECTIVE 1.1: Facilitate student success in developmental coursework

OBJECTIVE 1.2: Foster a culture of continuous and informed improvement in all instructional operations

CORE THEME 2: EDUCATION, CONNECTED

BMCC connects students and communities across northeastern Oregon to opportunities to learn and grow. In face-to-face and remote teaching modalities, BMCC uses the most appropriate forms of instructional technology to facilitate learning across our sites—our regional centers and main campus—and to reach those in isolated places who seek knowledge. Equity and access for all is a core value from recruitment to completion. The college embraces diversity and strives to build awareness of rich cultural traditions that benefit students, communities, and the world. OI is committed to breaking down silos within the college that have become obstacles to achieving our mission and supporting students, and to reinvent the college experience through improved collaboration and partnerships across the college and with our partner institutions.

OBJECTIVE 2.1: Align co-curricular and curricular operations to create an integrated student experience

OBJECTIVE 2.2: Expand and better integrate our capacity for excellence in eLearning in all instructional operations.

Current State

While the planning of the 2020-2023 Academic Master Plan has taken place, the Office of Instruction and Student Success has not yet completed implementation with a full assessment of outcomes. The Curriculum Committee has oversight of the Academic Master Plan.

Future State

The Curriculum Committee will have oversight to ensure consistent, regular assessment of the Academic Master Plan, which shall be maintained by the EVP who shall provide an annual update at the October Board meeting on the previous academic year's AMP

assessment and results while also providing an update on any changes and plans for the upcoming academic year.

Strategic Enrollment Management (SEM)

Past and Current State

The Office of Student Affairs approved a 2015-2020 Strategic Enrollment Plan. Unfortunately, due to leadership and personnel transitions and siloing of responsibilities, departments were unable to widely assess, and measure outcomes established in the SEM.

Future State

The newly re-formed Office of Student Success plans to review and update the 2015-2020 Strategic Enrollment Management Plan during the Fall 2022 term.

Resource Allocation and Budget Planning

Current State

The current budget process is as follows: In early fall, the President, and the Budget Officer (if different from the President) will, with the advice of Executive Leadership, determine the budget type (or types) to be used for the next fiscal year. The Budget Officer will produce a set of guidelines based on this decision and seek input on the guidelines from the Integrated Resources Committee, Operations Committee, and Executive Leadership. The final adjusted guidelines are presented to the President for approval along with a tentative budget calendar. The calendar and guidelines will be presented at the next scheduled Board meeting.

Although the particulars of the guidelines will vary based on the above, budget packets (including a calendar and explanation of procedures) are distributed to all affected departments in early fall. Management will work closely with their work units, peers, and supervisors to develop initial budget requests. The finance staff will begin integrating the submitted budget information and will meet with management to discuss any issues or changes needed for the upcoming budget year.

Finally, the President and a Cabinet level administrator(s) will review all budget requests as described below. The Budget Officer is responsible for compiling all the requests into a single annual budget document. The guidelines presented by the President to the Board for that year will govern the exact process, but, at a minimum, the initial budget review process includes the following groups: Integrated Resource Committee, College Planning Council, and Executive Leadership.

Based on feedback provided by the above, a budget is presented to the Budget Committee (as defined above). The Committee reviews the budget document in detail, accepts public input at a minimum of one meeting, changes the proposed budget as needed, and approves the budget document for submission to the Board.

When approved, the Board in turn conducts a budget hearing at which time additional public input is received. Following the hearing, the Board can make further changes, if it so chooses, and/or adopt the budget. After the Board adopts the budget, funds are then appropriated, and taxes are imposed and categorized for the new fiscal year. The published annual adopted budget is provided to the appropriate constituencies within the College in both printed and electronic form.

Other parties may access the budget through the College Library, President's Office, Finance Office, or the College website, or may request a personal copy in writing. Modifications to the budget can be made within the parameters of Oregon Local Budget Law. Procedures for modification vary based on the amount of variance requested, the percentage of modification as it relates to category of expenditure, fund changes, and type of modification required. The statute and Department of Revenue explicitly outline the procedure in each combination of circumstances.

Supporting Documentation:

- Oregon Local Budget Law:
  https://www.oregon.gov/dor/programs/property/pages/local-budget.aspx
- 2018-2019 Planning and Budget Process:
  https://www.bluecc.edu/home/showpublisheddocument/9288/636449610593970000
- Budget Preparation Procedures:
  https://www.bluecc.edu/home/showpublisheddocument/3054/636531795145970000
- Budget Documents: https://www.bluecc.edu/about/administration/finance
- 2015-2020 Strategic Plan:
  https://www.bluecc.edu/home/showpublisheddocument/9087/636438495187430000
- Core Themes:
  https://www.bluecc.edu/home/showdocument?id=14107&t=637956730497040494
- 2015-2020 Strategic Enrollment Plan:
  https://www.bluecc.edu/home/showpublisheddocument/9865/636927332716570000
- 2015-2020 Academic Master Plan:
  https://www.bluecc.edu/home/showpublisheddocument/9091/636621717386530000

1.B.4 Internal and External Environments

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Blue Mountain Community College engages in a variety of methods to monitor internal and external environments to inform its policies and practices.

Monitoring of Internal Environments

Past State

The College made use of its governance structure to gain input from all College stakeholders. Additionally, the College made extensive use of direct contact with internal staff via Stand Ups, Open Forums, and a weekly emailed newsletter.

Current State

The College has recommitted to its governance structure multiple times over the past five years. It makes use of the College Planning Council (CPC) and other governance bodies to both learn and get feedback from internal stakeholders. The College also makes use of the following to monitor patterns and trends:

- National student climate surveys
  - Community College Survey of Student Engagement (CCSSE), which is administered every three years.
  - Survey of Entering Student Engagement (SENSE)
  - #RealCollege HOPE Lab Survey
- Student course evaluations (SETEs)

After the elimination of the Vice President for College Advancement position in June 2020, whose office housed marketing and communications, the College made extensive use of Zoom and other technologies to stay as connected as possible during remote work. While the weekly TimberTalk e-newsletter ceased, the College administration instituted weekly College Community Check-Ins (CCCI) that were held each Friday from 11:00 a.m. – 12:00 p.m. via Zoom. They were open to the entire community and would follow the same format and agenda:

- Answers to unanswered questions from previous CCCI
- Brief general update of events at the College since last CCCI
- Deeper dive into an outstanding issue (budget, transitions, etc.)
- Open floor for any questions

Each Monday, the minutes from the CCCI were sent out to all staff via email that included the agenda for the upcoming CCCI.

Beginning in fall 2022, a weekly newsletter is sent to all staff every Monday from the President's Office and CCCI meets twice monthly with recordings disseminated to all faculty and staff.

Future State

Recognizing the effect that the elimination of the Vice President College Advancement had on the College, the 2022-23 budget funds the Director of Marketing & Communications. This position has been hired and will start September 1, 2022. Further, EAB Navigate, to be implemented in the fall of 2022, centralizes, and integrates electronic communication across the College in a student-centered manner.

Monitoring of External Environments

The College monitors the external environment through industry partner and community member involvement with the different BMCC boards such as the Board of Education, Foundation Board, and program advisory committees.

Board of Education and Foundation Board

Publicly elected College Board of Education members and appointed BMCC Foundation Board members serve as important conduits to and from the College for public opinion to inform institutional effectiveness.

Advisory Committees

Today's rapidly changing workplace requires that career and technical education (CTE) programs work closely with the businesses and industries in the communities that they serve to provide high quality, state-of-the-art training.

- Advisory committees are the most effective way for public vocational education programs to communicate with the industries they support. Advisory committees provide a direct channel for advice from local employers.
- Advisory committees offer one of the best tools for ensuring that the professional/ technical programs reflect the appropriate knowledge, skills, and attitudes needed by employees in the occupations served.
- Advisory committees provide access to the latest technical information, equipment, and employment opportunities for students.

BMCC program advisory committees provide advice to the College in matters related to their career areas. They also contribute assistance, support, and advocacy. The primary purpose of advisory committees is to promote greater cooperation between technical education providers and the private sector in preparing individuals for employment, promoting high-quality education, and making the delivery system more responsive to labor market trends.

Advisory committees are recommending bodies. They do not have any administrative authority and are not intended to subrogate the prerogatives of the Board of Education or to interfere with the College administration's management of its career and technical programs. The official channel of communication to the College is through the position charged with coordinating the CTE programs.

Unfortunately, due to restrictions put in place due to the ongoing pandemic, beginning with the 2020-21 academic year, not all advisory committees were able to regularly meet.

Membership in Professional Organizations

Many BMCC employees are members of local, regional, and national organizations that keep them up to date on trends in their disciplines specifically and in higher education in general. Knowledge and information that employees share from their participation in these organizations influence planning and development of outcomes at the College. For example, several department chairs are members of the Oregon Community College Distance Learning Association, and through that network learned about Quality Matters. From that relationship, our Curriculum Committee determined to have all online courses Quality Matters certified.

Social Media

Social media is an important channel for monitoring internal and external environments. Beginning in March 2021, contracts were signed with outside agencies to handle the College's marketing and social media. The College has hired a Marketing and Communications position, which will begin on September 1, 2022, to assist with data analytics and using them to plan future marketing and communication campaigns. As of this writing, interviews for this position have been completed.

Supporting Documentation:

- 2015-2020 Strategic Plan: https://www.bluecc.edu/home/showpublisheddocument/9087/6364384951874300 00
- 2021-2023 Strategic Plan: https://www.bluecc.edu/home/showpublisheddocument/13722/637799197634000 000
- Governance Structure: https://www.bluecc.edu/about/staff-web/governance-process/college-planning-council
- 2015-2020 Communications Master Plan: https://www.bluecc.edu/home/showpublisheddocument/8303/6362699000214000 00
- Board of Education Policy Membership Election (Policy II.L, page 17): https://www.bluecc.edu/home/showpublisheddocument/13639/637825167601670 000
- Advisory Board Committee Policy: https://www.bluecc.edu/home/showpublisheddocument/1276/6365378480054000 00
- BMCC Center for Community College Student Engagement (CCSSE) Summary: https://www.bluecc.edu/home/showdocument?id=14123&t=637957244002199988

- BMCC Survey of Entering Student Engagement (SENSE) Summary: https://www.bluecc.edu/home/showdocument?id=14125&t=637957247249969370

Standard 1C: Student Learning

1.C.1 Educational Programming

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Past and Current State

All BMCC's instructional programming, whether credit or non-credit, is consistent with the College's mission and vision statements. BMCC reviewed its comprehensive course and curriculum approval procedure in July 2013. The Curriculum Committee developed a new curriculum procedure in the 2017-2018 academic year that has not been consistently implemented to date.

Each year, a sub-committee reviews the Academic Catalog prior to publication. While this process has not yet been enshrined into an administrative procedure, it begins with a sub-committee consisting of the Vice President of Instruction, deans, Director of Instructional Support Services, faculty representatives, and Student Affairs representatives. The Catalog is reviewed for accuracy and recommendations are presented to the Curriculum Committee before publication.

The array of awards that BMCC offers, and their associated definitions were reviewed by the Catalog committee and are included in the current BMCC Catalog.

Transfer credentials

- Associate of Arts Oregon Transfer (AAOT)
  - AAOT-Education
  - AAOT-Elementary Education
- Associate of General Studies (AGS)
- Associate of Science (AS)
- Associate of Science Oregon Transfer – Business (ASOT-Business)
- Associate of Science Transfer – Business (AST-Business)
- Associate of Science Transfer – Criminal Justice (ASOT-CJ)

Career and Technical Education (CTE) credentials

- Associate of Applied Science (AAS)
- Career Pathways Certificates of Completion (CPCC)

- Statewide Career Pathways Certificates of Completion (SCPC)
- Certificate of Completion (CC)
- Non-Credit Technical Certificate (NCTC)
- Apprenticeships

All new transfer degree areas and CTE programs have a defined approval process that requires a four-stage process:

1. The person proposing a change or new course consults with the department in which the course is (to be) offered and provides appropriate documentation. If it is a new course, a completed Course Information Guide and course syllabus must be provided with a written justification of need, projection of enrollment, and impact on other curricula, degrees, programs, or workload.
2. Office of Learning & Student Success reviews the proposal to complete all compliance and regulatory review. If the Executive Vice President (EVP) approves the proposal, then it moves to step 3. If the EVP does not approve, the EVP will discuss the rationale for non-approval and any remedial steps needed to make approval possible.
3. A proposal forwarded to the Curriculum Committee by the EVP must receive two readings. A department representative and those most knowledgeable about the proposal must be present at the first reading to answer any questions. A subcommittee is assigned to review and provide recommendations to the full Curriculum Committee. At their next meeting, the second reading will take place and the Curriculum Committee vote to recommend or not recommend the final proposal.
4. An approved recommendation is forwarded to the President for signature. Once signed by the President, the EVP files the necessary requests with the State of Oregon and any accreditation bodies. Following approval by all regulatory and accrediting bodies, the proposed course may be placed in the College catalog and class schedule.

Supporting Documentation:

- Academic Catalog: https://www.bluecc.edu/academics/academic-catalog
- Course and Curriculum Approval Policy: https://www.bluecc.edu/home/showpublisheddocument/1270/6365378470204000 00
- Course Approval for Special Studies Courses Policy: https://www.bluecc.edu/home/showpublisheddocument/1314/6365378566308700 00
- Credit for Prior Learning Policy: https://www.bluecc.edu/home/showpublisheddocument/4252/6375650030305700 00
- Statement of Student Outcomes Policy: https://www.bluecc.edu/home/showpublisheddocument/6475/6360713115961000 00

1.C.2 Awarding of Credit and Degrees

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Past and Current State

Faculty members define learning outcomes and sequencing in consultation with internal and external stakeholders such as governance committees, student organizations, transfer partners, industry representatives, program-level accreditation agencies, and professional organizations.

Over the past two years, BMCC has had faculty representation on several statewide curriculum and credentialing committees. The Oregon Legislature allowed the creation of Associate of Arts Transfer degrees with specific discipline foci, such as Business, Early Childhood Education, and Criminal Justice. The Higher Education Coordinating Commission (HECC) has put together multiple statewide faculty led committees to complete this work. BMCC had faculty representation on the Major Transfer Map committees for Business, Criminal Justice, Education, Math, and Writing.

Sequencing is defined by established program entrance requirements and a system of enforced pre- and co-requisites in addition to recommended preparation work. Outcomes and pre-requisites for courses are vetted with the department chair and colleagues before approval by the Office of Learning & Student Success and the Curriculum Committee.

The Office of Learning & Student Success in collaboration with the Curriculum Committee established an Instructional Program Review cycle. An exemplar of BMCC's program review is from our Business Technology program.

Supporting Documentation:

- Major Transfer Maps, Higher Education Coordinating Commission: https://www.oregon.gov/highered/policy-collaboration/Pages/transfer-2998-implementation-resources.aspx
- Oregon Transfer Compass, Higher Education Coordinating Commission: https://www.oregon.gov/highered/plan-pay-for-college/Pages/transfer.aspx

1.C.3 Publishing of Learning Outcomes

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Through the course offerings necessary to attain a degree, BMCC strives to provide all graduates with the following core competency skills:

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

To assure the educational breadth necessary to acquire these core competencies, degree candidates must complete work in general education and other specific requirements related to each degree. Other than the Associate of Arts Oregon Transfer (AAOT) and the Oregon Transfer Module, whose standards are determined in partnership between the Oregon community colleges, the Higher Education Coordinating Commission, and the Oregon University System, all academic departments designing and maintaining curriculum for the Associate of Science (AS), Associate of Applied Science (AAS) and Certificate programs at BMCC are required to ensure that the above-referenced competencies are included in all their programs.

Each year when reviewing the annual catalog for accuracy, Department Chairs review and recommend any needed curriculum updates. The learning outcomes can be found in the Course Information Guides online.

Supporting Documentation:

- Statement of Student Outcomes Policy:
  https://www.bluecc.edu/home/showpublisheddocument/6475/6360713115961000 00
- Course Information Guides:
  https://www.bluecc.edu/home/showpublisheddocument/9539/6364885537981700 00
- Faculty CBA:
  https://www.bluecc.edu/home/showpublisheddocument/2040/6373033388252000 00

1.C.4 Admission and Graduation Requirements

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

As an open access institution, BMCC's general admission requirements are straightforward. The admissions process is clearly outlined on the College's website (linked from the upper right-hand corner of the landing page).

Students earn a certificate or degree after meeting the course requirements listed in the catalog under the graduation requirements for each specific program. Students can follow their progress to degree or certificate via the College's degree audit system which can be accessed through WolfWeb.

Supporting Documentation:

- Admissions: https://www.bluecc.edu/enrollment-services/new-students
- BMCC Catalog (under Degree and Certificate Programs): https://www.bluecc.edu/academics/academic-catalog

1.C.5 Instructional and Non-Instructional Program Assessment and Role of Faculty

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Past and Current State

Instructional Program Assessment – Student Voice

The College implements quarterly student evaluations of teaching effectiveness. Student Evaluations of Teaching Effectiveness (SETE) provide valuable feedback regarding the quality of instructional practice. The College created a procedure to ensure the development of a viable data set, which was to inform development needs, identify instructional strengths, and document instructional improvement over time at multiple instructional levels across many demographic groups.

The SETE procedure was designed primarily to provide student feedback to instructors. This data become a key piece for instructor self-identification of development direction, and later, administrative evaluation of improvement efforts. Aggregate data, either over time or across levels of the institution, will provide administration with important information with which decisions can be made and directions set. The reasonable and responsible use of these data by faculty and administration alike is of paramount importance.

The SETE survey form is deployed in each course at the end of each quarter via the College's Learning Management System (LMS), Canvas. They are batch downloaded and stored internally.

Non-Instructional Program Assessment – Student Voice

The College currently relies on national and campus-based surveys such as CSSE and SENSE to gain student feedback. There is not currently an automated data/evidence collection process for non-instructional program assessment such as the SETEs to gain longitudinal student data developed and implemented through BMCC's governance-reviewed structure.

Future State

The College recognizes that instructional program and non-instructional program assessment needs to be sufficiently implemented and consistently assessed in order to provide data needed to inform a continuous improvement cycle.

During the 2022-2023 academic year, each organizational unit, department, program, and discipline is expected to complete and present their continuous improvement cycle to the College Planning Council (CPC). This planning must have meaningful metrics tied to the 2021-2024 Strategic Plan, measurable outcomes, a continuous improvement cycle that includes an assessment cycle with deliverables, and a schedule for reporting results, successes, and future improvements to CPC and the Board of Education.

Supporting Documentation:

- Student Evaluation of Teaching Effectiveness (SETE) Policy (Policy 05-2004-0002): https://www.bluecc.edu/home/showpublisheddocument/1288/636537850780070000
- Regular and Substantive Interaction Policy (Policy IO-05-2018-0001): https://www.bluecc.edu/home/showpublisheddocument/9966/636602551402070000
- BMCC Center for Community College Student Engagement (CCSSE) Summary: https://www.bluecc.edu/home/showdocument?id=14123&t=637957244002199988

1.C.6 General Education: Identifiable and Assessable Learning Outcomes

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Past and Current States

The education of undergraduate students who obtain the Associate of Arts Oregon Transfer (AAOT) degree is an essential activity of all Oregon community colleges and universities. This requires an effective General Education curriculum that aligns to Statewide General Education Outcomes. Through the course offerings necessary to attain an AAOT degree, BMCC students will have achieved the following general education outcomes:

Arts & Letters

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Cultural Literacy

- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Information Literacy

- Formulate a problem statement;
- Determine the nature and extent of the information needed to address the problem;
- Access relevant information effectively and efficiently; Evaluate information and its source critically; and
- Understand many of the economic, legal, and social issues surrounding the use of information.

Mathematics

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Science or Computer Science

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Social Science

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Speech/Oral Communication

- Engage in ethical communication processes that accomplish goals;
- Respond to the needs of diverse audiences and contexts; and
- Build and manage relationships.

Writing

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
- Locate, evaluate, and ethically utilize information to communicate effectively; and

- Demonstrate appropriate reasoning in response to complex issues.

Future State

In 2017, an Instructional Assessment Committee was convened who developed the 2017-2020 Instructional Assessment Plan. Unfortunately, that plan was never implemented. In fall 2022, the Instructional Assessment Committee will be reconvened as the Learning & Student Success Assessment Committee and will be charged with updating the 2017-2020 Plan and have it implemented with an outcomes-based assessment and accountability timeline reflecting a continuous improvement cycle. This plan will be presented to the College Planning Council (CPC) in spring 2023 for approval and implementation in fall 2023 for the 2023-24 academic year. A full report will be presented by the co-chairs of the Instructional Assessment Committee to the Board of Education at their May 2023 meeting. The full report will be submitted with the 2023 Annual Report to NWCCU.

Supporting Documentation:

- BMCC Catalog: https://www.bluecc.edu/academics/academic-catalog
- General Education Outcomes (4th bullet at top of page): https://catalog.bluecc.edu/content.php?catoid=9&navoid=480#general-education-outcomes

1.C.7 Assessment to Inform Academic and Learning Support Planning and Practices

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Past and Current State

The College community recognizes the need for data-informed decision-making. The College has not been in a position to adequately implement a continuous improvement outcomes-based assessment cycle. Most recently, an Instructional Assessment Committee (IAC) was convened by Vice President of Instruction (VPI) Kuhar in April 2017 to:

- Build a sustainable infrastructure and process for assessment
- Map and analyze assessment
- Develop a continuous improvement cycle

The charge of the IAC states that 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 IAC met six times throughout spring term 2017 and promulgated the assessment plan with the following 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.

During the transition between VPI Kuhar and VPI Fields, when the full attention of the College was focused on the Student Information System (SIS)/Enterprise Resource Planning (ERP) system transition, forward momentum on this initiative was lost and the intended outcomes were never realized.

Future State

BMCC is committed to developing and implementing a continuous improvement process to ensure that the College community shall always have meaningful data to inform academic and non-academic learning support planning and practices.

The College currently has a Continuous Improvement/ERP Coordinator position that is focused solely on the Student Information System (SIS)/Enterprise Resource Planning (ERP) system implementation. During Fall 2022, Executive Leadership will revise the current Coordinator position to be the leader who ensures that a continuous improvement process is implemented at the College in response to deficiencies discovered while preparing this self-study. This revised Continuous Improvement position will ensure that during the 2022-2023 academic year, each organizational unit, department, program, and discipline establishes and presents their continuous improvement cycle to the College Planning Council (CPC). This planning must have meaningful metrics tied to the 2021-2024 Strategic Plan, measurable outcomes, a continuous improvement cycle that includes an assessment cycle with deliverables, and a schedule for reporting results, successes, and future improvements to CPC and the Board of Education.

Supporting Documentation:

- Instructional Assessment Plan:
  https://www.bluecc.edu/home/showdocument?id=14127&t=637957251863793854

1.C.8 Transfer Credit and Credit for Prior Learning

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

BMCC publishes its credit transfer policy in the institutional policies and procedures and on the Enrollment Services webpage under Transfer Resources. Credit is evaluated in the Registrar's office and in consultation with faculty in the disciplinary area of the course when course articulation is unclear. For credit for prior learning (CPL), such as Advance Placement (AP), College-Level Examination Program (CLEP), and other program specific

options BMCC publishes information about score requirements and the transfer process on its website. This information is updated annually in consultation with faculty in the appropriate disciplinary area.

Transfer credits that are earned at other accredited institutions will generally be accepted if they apply to BMCC degree requirements. To have the credit applied to program requirements students must request that the credit be evaluated and must order official transcripts from the credit-giving college. All evaluated transfer credit is posted to the student's transcript post-admissions and can be viewed in BMCC's online degree audit tool, Conclusive, via WolfWeb.

When accepting courses from an Oregon community college, the Registrar will consider the following:

- If BMCC offers the course and it meets internal discipline studies requirements at the originating college, BMCC will honor the credits accordingly;
- If BMCC does not offer the course, but it meets discipline studies requirements at the originating college, BMCC will honor the credits accordingly;
- If BMCC does not offer the course and it does not meet the discipline studies requirements at the originating college, the course will be counted as an elective.

When accepting courses from a private or four-year school in Oregon or from out-of-state schools, the Registrar will consider the following:

- If BMCC offers the course and it meets internal discipline studies requirements, BMCC will honor the credits accordingly;
- If BMCC does not offer the course, course information will be sent to the appropriate academic department for a recommendation on whether to accept the credits and in what manner to apply them.

Supporting Documentation:

- Accepting Transfer Credit Policy: https://www.bluecc.edu/home/showpublisheddocument/9107/6365422119048300 00
- Transfer Resources Webpage: https://www.bluecc.edu/enrollment-services/transfer-resources
- Credit for Prior Learning Policy: https://www.bluecc.edu/academics/credit-for-prior-learning
- Credit by Exam Policy: https://www.bluecc.edu/home/showpublisheddocument/1450/6365422170681300 00

1.C.9 Graduate Programs

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

BMCC is a community college and thus does not offer graduate programs.

Standard 1D: Student Achievement

1.D.1 Recruitment, Admissions, and Orientation

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Past State

BMCC is committed to supporting prospective and onboarding students with clear and concise information about programs of study and student support at the College. Application information, including step-by-step instructions, can easily be found on the website, linked in the upper right-hand corner of the College's homepage. After completing the application, as part of the new onboarding process, all students are contacted by their Navigator to access their needs and help them move through the onboarding process. This includes helping students register and find appropriate campus resources that meet their individual needs. After admission, new students have access to the following programs and services to ease their transition to campus:

- Welcome to the Pack: Annual program to welcome new students to the College and campus life. This program has been offered virtually for the last two years due to COVID.
- Testing Center: Provides placement testing for incoming students as well as GED and other testing services, some of which support BMCC's certificate programs.
- Success Center/Navigators: Provides student support services information and contact/appointment information for students.

Students continue to receive support from their Navigator during their first term at the College. During that term, they are transitioned to their faculty academic advisor. All full-time faculty at the College carry an advising load. The advising structure is outlined in the advising syllabus on the advising resources website for both faculty advisors and Navigators.

Students also have access to the College's degree audit tool, Conclusive, via WolfWeb which allows students to see their progress towards their certificates and/or degree requirements.

BMCC is an open access institution and thus serves students with varying support needs. The College offers further academic and non-academic support to assist students as they transition to and throughout their time at the College. Some of these programs include:

- Library: Provides access to academic support resources available on the Pendleton campus, across our network of Centers, and virtually (see 2.H).
- Tutoring: Provides free tutoring to enrolled students either in person or virtually.
- Disability Services: Aids students with disabilities who are seeking accommodation(s) at BMCC and further student support information.
- Health and Wellness Center: Provides services that educate students about a variety of wellness-related topics and gives them access to resources that promote a healthy lifestyle.
- WolfDen: BMCC's food pantry is located on the main campus in Pendleton. Offers delivery to Centers.

Current State

In October of 2021 BMCC's new Recruitment, Retention and Onboarding process was approved by the College Planning Council. The design of the new process was based on best practices in student success and aligned with the College's implementation of Guided Pathways. Resources included Redesigning America's Community College's and recent publications from the Community College Research Center as well as Next-Generation Advising from the University Leadership Council. This work is also supported by the College's implementation of EAB Navigate, a software that is able to support a Guided Pathways model, set to launch in fall of 2022. The goal of the redesign was to create a student-centered process that once fully implemented will make BMCC a fully student ready college.

The design team was cross-institutional, including representation from faculty, students, exempt and classified staff. The primary membership of the team was the College's Navigators whose new positions would be most heavily impacted by the new process and who would be/are the individuals working closely with most all incoming students. The new Recruitment, Retention, and Onboarding process began implementation in the fall of 2021, and will continue through the 2022-2023 academic year.

Future State

The Director of Recruitment and Retention will implement and lead the New Onboarding plan as approved by CPC during the 2021-22 academic year. The College will provide the following quarterly updates to NWCCU:

Dec 2022   2022 Fall Quarterly Update will provide the approved SEM, with metrics, outcomes, and assessment schedule as approved through CPC and presented to the Board.

| March 2023 | 2023 Winter Quarterly Update will provide a status update on preparations for Spring term assessment |
| Aug 2023 | 2023 Annual Report will provide a full update on the 2022-2023 implementation of the New Onboarding plan. |

Supporting Documentation:

- General Admission Policy: https://www.bluecc.edu/home/showpublisheddocument/1436/636542213388870000
- Application Instructions: https://www.bluecc.edu/enrollment-services/new-students
- Placement Policy: https://www.bluecc.edu/home/showpublisheddocument/6463/636542207753030000
- Placement Webpage: https://www.bluecc.edu/enrollment-services/placement-options
- Redesigned Recruitment and Onboarding: https://www.bluecc.edu/home/showpublisheddocument/14009
- Welcome to the Pack: https://www.bluecc.edu/enrollment-services/getting-started/welcome-to-the-pack
- Advising Resources (including Advising Syllabus): https://www.bluecc.edu/about/staff-web/advising-resources
- Tutoring: https://libguides.bluecc.edu/tutoring
- Testing Services: https://www.bluecc.edu/enrollment-services/testing-services
- Success Center/Navigators: https://www.bluecc.edu/enrollment-services/advising/student-success-center
- Disability Services: https://www.bluecc.edu/support-services/services/disability-services
- TRiO: https://www.bluecc.edu/support-services/student-success/trio
- STEP: https://www.bluecc.edu/support-services/student-success/step

1.D.2 Indicators of Student Achievement

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Past State

BMCC uses the following areas to measure student achievement:

- Fall to Fall retention
- First Term to Second Term retention
- Completion of degree within 150%
- Graduation rates
- Transfer rates

Between 2014-2019, the individual in the Institutional Research position gathered this data and presented it quarterly to the College Planning Council (CPC) and the Board of Education. Each academic year, a summary of BMCC's student achievement indicators would be published in a document called At a Glance, which can be found at the link below.

Current State

The failure of the Student Information System (SIS)/Enterprise Resource Planning (ERP) system, the loss of the Director of Institutional position, and the onset of Covid-19 and remote work created a situation that led the College to be less consistent than it would normally be. While the College continues to track the indicators of student achievement through our third-party contract with Linn-Benton Community College, the College has not consistently provided the quarterly reports to the College Planning Council (CPC) and the Board of Education. Instead, the Executive Vice President provided monthly enrollment reports for the 2021-2022 academic year.

Future State

The work done on this self-study has exposed several areas where the College can improve the process to review and revise, if necessary, the current student achievement indicators including gateway course momentum, licensure pass rates, number of GEDs earned, and post-BMCC employment rates. The Executive leadership is committed to ensuring that the College has in-house expertise to provide data that can be trusted and produced consistently. EAB Navigate will assist with this work once fully implemented.

Supporting Documentation:

- At a Glance 2018-2019:
  https://www.bluecc.edu/home/showdocument?id=14129&t=637957287245876437

1.D.3 Publishing and Use of Indicators of Student Achievement

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Past State

The College presented quarterly data provided by our in-house institutional effectiveness office to the College community at the College Planning Council (CPC) meetings and to the Board of Education at one of their monthly meetings through the 2018-2019 academic year. With the Student Information System (SIS)/Enterprise Resource Planning (ERP) system work becoming more cumbersome, the Director of Institutional Effectiveness was needed to provide capacity to the SIS/ERP.

Current State

With the full outsourcing of IR to Linn-Benton Community College in 2020 combined with problems with the implementation of the new ERP added to continuing impacts of the pandemic, the College recognizes that it has not consistently made meaningful indicators of student achievement widely available.

The College's indicators of student achievement are managed out-of-house by Linn-Benton Community College. Linn-Benton analyzes and publishes BMCC's institutional indicators of success annually (due to technical issues, as of the writing of this document the 2020-2021 are not up to date). This data can be disaggregated by several factors. However, due to a change in the College's ERP some of the disaggregated data sets the College historically used can no longer be accessed (specifically veteran status, first-generation students, and low socio-economic status).

Future State

The Board of Education, with the approval of the 2022-2023 budget, approved the hire of an institutional research position for the College. This position will be advertised and hired during the fall of 2022 and will be responsible for overseeing the establishment and wide dissemination of the College's indicators for student achievement.

Supporting Documentation:

- Indicators of Achievement (BMCC): https://www.bluecc.edu/about/accreditation/data-dashboard
- Indicators of Achievement (external website): https://www.coregon.org/big-four-bmcc

- At A Glance 2018-2019:
  https://www.bluecc.edu/home/showdocument?id=14129&t=637957287245876437
- Scorecard for 2015-2020 Strategic Plan:
  https://www.bluecc.edu/home/showdocument?id=14131&t=637957289912490719

1.D.4 Processes and Methodologies

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Past State

BMCC has struggled with a series of difficult events that have impacted its ability to use its processes to implement strategies and allocate resources in a consistent manner. The College lost its Associate Vice President for Institutional Effectiveness when he passed away unexpectedly in 2016. This was an especially hard-felt loss since the director kept all passwords in his memory and did not have redundancies built in. Therefore, the systems that he built between 2012-2016 passed with him.

In early 2017, the position was restructured into a Directorship and the position was filled. However, as the work needed on the troubled Student Information System (SIS)/Enterprise Resource Planning (ERP) system increased, the Director's skills began to be utilized more in assisting to manage the SIS/ERP implementation. With the failure of "go live" with the SIS/ERP, the position was again restructured into ERP System Administrator. When this change occurred, the current Director retired in June 2020. The position was then eliminated in a cost savings measure and fully outsourced to Linn-Benton Community College.

Future State

Executive Leadership recognizes the loss that the elimination of the institutional effectiveness position has had on the College. Executive Leadership is currently exploring options to reestablish this work at the College.

Standard 1 Conclusion

This accreditation cycle has been one of, if not the, most challenging accreditation cycles that BMCC has gone through. As the College community began initial preparations for this self-study in 2019, the College first needed to choose whether to use the pre-2020 Standards or the new ones. The Executive Team and College Planning Council discussed the options and intentionally chose a forward-looking path in adopting the 2020 Standards and writing to them.

Soon after that determination though, the College began experiencing a series of challenges that negatively impacted and effectively stopped forward momentum on many initiatives at the College. As the challenges mounted, the College did what it does best: it focused on its

students and made sure that they had what they needed to be successful. Even in the most challenging of circumstances, the BMCC community lives its mission to provide responsive and high-quality educational programming and services that promote personal and professional growth. What BMCC has not been as good at over the past seven years is systematizing an outcomes-based continuous improvement cycle.

Recognizing that the College was in a difficult place and facing especially daunting challenges in 2021, Executive leadership at that time made decisions that continued moving the College forward: right-sizing the budget to accommodate current enrollment of approximately 1000 FTE, integrating Instruction and Student Affairs into one unit to better support student success, and setting the College on a path to growth through emphasizing Career and Technical Education (CTE) programming.

Those efforts showed initial promise: during the 2021-22 academic year Unofficial enrollment shows a slight increase in enrollment over the 2020-21 academic year. (To date, the HECC has not released final enrollment numbers for the 2021-22 academic year.) Despite the struggles with the Student Information System (SIS)/Enterprise Resource Planning (ERP) system, transitions, and Covid-19, the College was able to reverse its enrollment decline for the first time since 2010. While enrollment is not back to pre-pandemic levels, it bodes well for the future. As Executive Leadership worked to rebuild relationships in 2021, industry partners were vocal in their needs and expectations from the College. Enrollment patterns have also started to show a shift. In 2010, almost 70% of BMCC degree-seeking students were seeking a transfer credential and 25% were seeking CTE credentials. In 2021, approximately 50% of degree-seeking students were enrolled in transfer programs and 45% were seeking CTE credentials.

New accreditation standards, ongoing personnel transitions, pressures from declining enrollment, budget shortfalls with subsequent layoffs, the catastrophic failure of the new SIS/ERP, implementation of Guided Pathways, website launch failure, a College restructuring, and a global pandemic, all of this while trying to implement and systematize a continuous improvement cycle ultimately proved to be too many challenges.

In early summer 2022, Executive Leadership made the decision that the best way to move the College forward is to go back to the past in order to first establish stability. The College is currently implementing structural changes, some of which are detailed in the Future State sections of this self-study.

The entire College community is aware that there are gaps in our data, our processes, and our systems. Yet, the work to complete the 2021-24 Strategic Plan demonstrated the College's commitment to every student's success at BMCC. The College must now focus on building a strong system of assessment at the program, unit, and institutional levels to measure that success and inform our every decision. Assessment of outcomes must become habitual and second nature. Analyzing the assessment data must become a frequent in-house activity instead of outsourced. Finally, using the data to inform every decision at the College must become so engrained in the College culture that it functions like muscle-memory.

However, this is work that the College community must do together. At the Fall 2022 Pre-Service all-staff event, substantive discussions and activities related to institutional success indicators are planned so that the entire College community can have a voice in how to measure and improve student achievement. These measures will impact every department at the College and will set the foundation to systemize and integrate authentic assessment across all levels of the College.

Supporting Documentation:

- BMCC Enrollment 2004-2021:
  https://www.bluecc.edu/home/showdocument?id=14133&t=637957291842094761

Standard 2: Institutional Policies and Procedures

Blue Mountain Community College (BMCC) has an extensive range of governance policies and administrative procedures. These guiding parameters are designed to direct the work of serving the students and communities within the BMCC service district. Unfortunately, with the challenges the institution has faced over the last several years; continual upheaval in executive leadership, a catastrophic failure of an Student Information System (SIS)/Enterprise Resource Planning (ERP) system, an unprecedented pandemic, and a ten-year enrollment decline, have created significant challenges in maintaining a culture of accountability and adherence to policy and procedures.

Accountability will be declared as a desired value and trait that BMCC will strive to implement and live in the 2022-2023 academic year and going forward. This will take 100% commitment starting with the Board of Education, the Blue Mountain Community College President, The BMCC Executive Team, supervisors and faculty and staff. It is imperative that BMCC employees feel empowered and responsible to hold their own supervisor, their Executive Team members, President, and Board accountable. Accountability must become part of the BMCC DNA.

BMCC will continue to commit to utilizing the participatory governance model in place as a best practice to establish a stronger practice of responsible accountability institution-wide. Committees leading conversations that center around accountability of not only task, but perspectives and input which funnels into College Planning Council (CPC), the BMCC Executive Team, and ultimately to the BMCC Board of Education.

In practice, this means the College will create specific and measurable goals to develop a culture or accountability. For example, BMCC guidelines state that all classified staff, faculty, and exempt technical employees are evaluated on a regular basis. Currently, BMCC does not have current evaluations on file for any of these groups of employees. Starting August 1, 2022, the BMCC Human Resources Department will implement the existing evaluation processes. As of September 1, 2022, all employees will be asked to complete a self-evaluation and return that evaluation to their supervisor no later than October 15, 2022. From October 15 to November 18, 2022, supervisors will complete their portion of each employee evaluation assigned to them and review it with their employees. Members of the BMCC Executive Team will report to the President and the remaining members of the Executive Team on their completion by December 7, 2022. Moving forward, the College will review the faculty and staff evaluation policies and procedures annually and make appropriate recommendations for changes to the process through the College's governance structure.

Standard 2A: Governance

2.A.1 Governance Structure

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

The Blue Mountain Community College Board of Education is made up of seven (7) members elected by geographic zones within the BMCC district. The Board's governing style is guided by "meeting community needs, respecting diverse viewpoints, leading strategically, making collective decisions, being future-oriented, and being proactive." (Board of Education Governance Policies Policy II.A, page 9)

Each board member is elected for a four-year term from their district and will reside in the zone from which they are elected. No member of the board can be employed by the College during their term of office. The Board typically meets at least once a month plus an annual planning session to review the College "mission, establish priorities and budget parameters, develop subjects for Board discussion and action during the ensuing year, conduct a Board self-evaluation, and establish a Board Policy review schedule." (Board of Education Governance Policies Policy II.G, page 14)

The Board is the final decision-making body in all matters of Board policies, programs and facilities, budget, and personnel. The Board may delegate that authority as permitted by state and federal law. Members of the Board are expected to fulfil the following responsibilities:

- Represent the public interest
- Establish written and approved policies around the organizational needs, institutional executive direction, governance process, and the Board-President relationship
- Select, hire, and evaluate the President
- Determine college organization aligns with mission, size, and complexity
- Approve academic and administrative structure
- Direct the president to inform the Board of all contracted positions and terminations
- Delegate authority and responsibility to the President
- Assure fiscal health and stability of the institution
- Maintain positive College image
- Monitor institutional performance and educational quality
- Appoint Budget Committee members

The Board reviews policies and procedures on a scheduled basis. That schedule can be found at the end of the Board of Education Governance Policies.

The BMCC Budget Committee includes the seven (7) members of the Board of Education and seven (7) appointed community members.

The State of Oregon does not have a community college system. The Oregon Higher Education Coordinating Commission (HECC) grants the colleges across the state the authority to offer degrees, certificates, and educational programming.

Supporting Documentation:

- BMCC Board of Education Handbook (see pages 8, 16, 17 and 29): https://www.bluecc.edu/home/showpublisheddocument/13639/637825167601670000
- BMCC Board of Education Website: https://www.bluecc.edu/about/administration/board-of-education
- BMCC Budget Preparation Policy (Policy: 01-2004-0005): https://www.bluecc.edu/home/showpublisheddocument/3054/636531795145970000
- Higher Education Coordinating Commission (HECC) website: https://www.oregon.gov/highered/Pages/index.aspx

2.A.2 Effective System of Leadership

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

BMCC's Board of Education delegates day-to-day operations to the President of the College. The President's Executive Team includes BMCC's executive administration: the Executive Vice President of Learning and Student Success, Chief Operating Officer, and Chief Human Resources Officer as well as the Dean of Student Success, Dean of Learning and Academic Engagement, and Dean of Career and Technical Education and Workforce Development, Chief Finance Officer, and Chief Information Technology Officer. The Executive Team represents each functional area of the College.

The Executive Team supervises the managers and directors who oversee the detailed operations of their departments. The Dean of Learning and Academic Engagement and Dean of Career and Technical Education and Workforce Development oversee faculty. Further, the College Planning Council (CPC), as part of the shared governance structure is a college-wide organization with representatives from all major campus departments and functional areas.

Executive Team (2021-2022)		
Name	**Title**	**Degree**
Dr. J. Mark Browning	President	Ed.D. Idaho State University
John Fields, JD	Executive Vice President	JD Rutgers School of Law
Patrick Sisneros	Chief Operating Officer	MBA The Wharton School
Wade Muller	Chief Human Resources Officer	MS Western Governors University
Theresa Bosworth (Interim)	Dean of Student Success	BS Business Economics
Philip Schmitz (Interim)	Dean of Learning and Academic Engagement	MS Geological Engineering
Tammy Krawczyk	Dean of CTE and Workforce Development	M.Ed. Angelo State University
Celeste Tate	Chief Finance Officer	BS Business Economics
Brad Holden	Chief Information Technology Officer	BS Information Technology

Supporting Documentation:

- Organizational Chart: https://www.bluecc.edu/about/administration/organizational-charts
- Executive Team Curriculum Vitae: https://www.bluecc.edu/about/administration
- College Planning Council Website: https://www.bluecc.edu/about/staff-web/governance-process/college-planning-council
- Participatory/Shared Governance Policy and Procedure (Policy 06-2003-0002): https://www.bluecc.edu/home/showpublisheddocument/11361/637860508554830000

2.A.3 Chief Executive Officer

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

In the academic year 2021-22, the Board of Education (Board) engaged a search firm to lead the College through the process of determining the necessary qualifications for a new President as well as conducting the search to fill the position. During the summer of 2021, the position was offered to and accepted by Dr. J. Mark Browning.

Dr. Browning has served as the full-time President of Blue Mountain Community College since September 2021 and reports directly to the College's Board of Education. The Board evaluates the President's performance annually. The evaluation process includes a self-assessment, a priority attainment report, and Board feedback.

Dr. Browing earned his Ed.D. from Idaho State University with an emphasis in higher education leadership in 2022. He has worked in higher education, including in a legislative capacity, for 15 years. Most recently he has worked as the Vice President for College Relations at the College of Western Idaho in Nampa, Idaho.

He has been awarded the 2019 District 7 Communicator of the Year award by the National Council for Marketing and Public Relations. Dr. Browning has also presented his work around surviving an economic recovery during the Covid-19 pandemic at the NCMPR National Conference and in written form with the Community College Daily. Dr. Browning is dedicated to leading and linking BMCC to the future needs of the College's service district.

Supporting Documentation:

- President CV: https://www.bluecc.edu/about/administration
- Relationship of Board and President (page 10): https://www.bluecc.edu/home/showpublisheddocument/13639/637825167601670000
- Evaluating Presidential Performance (page 19): https://www.bluecc.edu/home/showpublisheddocument/13639/637825167601670000

2.A.4 Decision-Making Structures and Processes

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

BMCC's shared governance structure is designed to allow students and employees of the College to participate equally in the governance of the college. The College Planning Council (CPC) is the umbrella committee for the institution to which all other committees make recommendations. These supporting committees are the Curriculum Committee,

Diversity/Equity/Inclusion Committee, Facilities Committee, Information Technology Committee, Integrated Resources Committee (IRC), Planning and Accreditation Committee.

The committees should follow the shared governance guidelines set out in the College's policy:

- "Participatory/Shared Governance is a central value of integral leadership that requires continued hard work, open communication, trust and respect."
- "Participatory/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."

BMCC's commitment to shared governance is reflected in each committee's membership structure. The policy dictates that each committee be made up of an Executive Team member and two members from each of the following classifications: faculty, classified staff, and students. All committee meetings are also open to the public with recordings of the meetings publicly available.

Supporting Documentation:

- Shared Governance Policy (Policy 06-2003-0002): https://www.bluecc.edu/home/showpublisheddocument/11361/637860508554830000
- College Planning Council Committee Webpage: https://www.bluecc.edu/about/staff-web/governance-process

Standard 2B: Academic Freedom

2.B.1 Principles of Academic Freedom

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

BMCC supports academic freedom and posits that it is only in an environment that ideas are openly discussed and debated that this freedom can exist. Specifically in the classroom: "[w]ithin the framework of the orderly processes of our democratic constitutional society, the faculty of Blue Mountain Community College will have freedom to consider all issues that will contribute to the development of its students" (Academic Freedom Policy, page 2).

Further, BMCC addresses broader issues of protecting faculty, staff, and students. The College has adopted an anti-hazing, harassment, intimidation, bullying, cyberbullying, and

menacing policy and procedure. The policy requires the College to investigate all reports of harassment and bullying, including any reports of retaliation.

Supporting Documentation:

- Academic Freedom Policy (Policy 05-2003-0004): https://www.bluecc.edu/home/showpublisheddocument/1274/636537847678830000
- Hazing, Harassment, Intimidation, Bullying, Cyberbullying, or Menacing Policy (Policy 03-2006-0012): https://www.bluecc.edu/home/showpublisheddocument/13569/637711009480770000

2.B.2 Promotion of Free and Independent Thought

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

The Faculty Collective Bargaining Agreement (CBA) as well as the institutional policy on Academic Freedom give faculty the right to academic freedom and open discussion, debate, and dissemination of knowledge. Further, the Faculty CBA also outlines that instructor-prepared materials developed on their own time shall be owned by the instructor. Materials developed as part of an agreement with the College shall have ownership outlined in the agreement. Otherwise, faculty will retain ownership.

The Student Handbook outlines student's rights and responsibilities which include freedom of association, freedom from harassment and discrimination, and freedom of inquiry and expression. Specifically, "Students, faculty, and staff are obligated to respect freedom of inquiry and expression and to take appropriate action when illegal prevention or disruption of this right occurs" (Student Handbook, page 20).

Supporting Documentation:

- Faculty CBA (Article 4, page 8): https://www.bluecc.edu/home/showpublisheddocument/2040/637303338825200000
- Faculty CBA Instructional Materials (Article 8, page 9): https://www.bluecc.edu/home/showpublisheddocument/2040/637303338825200000
- Student Handbook (page 19-21): https://www.bluecc.edu/Home/ShowDocument?id=11295

- Academic Freedom Policy (Policy 05-2003-0004):
  https://www.bluecc.edu/home/showpublisheddocument/1274/6365378476788300
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- Hazing, Harassment, Intimidation, Bullying, Cyberbullying, or Menacing Policy
  (Policy 03-2006-0012):
  https://www.bluecc.edu/home/showpublisheddocument/13569/637711009480770
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Standard 2C: Policies and Procedures

2.C.1   Transfer of Credit

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

BMCC publishes its credit transfer policy in the institutional policies and procedures and on the Enrollment Services webpage under Transfer Resources. Credit is evaluated in the Registrar's office and in consultation with faculty in the disciplinary area of the course when course articulation is unclear.

For credit for prior learning (CPL), such as Advanced Placement (AP), College-Level Examination Program (CLEP), and other program-specific options BMCC publishes information about score requirements and the transfer process on its website. This information is updated annually in consultation with faculty.

All evaluated transfer credit is posted to the student's transcript. The Accepting Transfer Credit policy also articulates how the credit will be applied to a student's degree requirements. Students can see how the credit has applied to their degree requirements on their degree evaluation available through the student portal, WolfWeb.

Supporting Documentation:

- Accepting Transfer Credit Policy (Policy 07-2003-0019):
  https://www.bluecc.edu/home/showpublisheddocument/9107/6365422119048300
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- Transfer Resources Webpage: https://www.bluecc.edu/enrollment-
  services/transfer-resources
- Credit for Prior Learning Policy: https://www.bluecc.edu/academics/credit-for-
  prior-learning
- Credit by Exam Policy (Policy 07-2003-0029):
  https://www.bluecc.edu/home/showpublisheddocument/1450/6365422170681300
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2.C.2 Student Rights and Responsibilities

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

The Dean of Student Success, maintains and administers BMCC's policies and procedures on students' rights and responsibilities. The full rights and responsibilities of students, including provisions related to academic honesty, conduct, grievances, and accommodations for persons with disabilities, can be found in the Student Handbook and on the Students Rights and Responsibilities webpage. These policies and procedures can also be found in the institutional administrative procedures in the Student Rights and Responsibilities Statement.

Students can file complaints or concerns using Maxient, an online reporting and tracking tool. In compliance with the Higher Education Opportunities Act of 2008, distance education students have an avenue to file and seek resolution to a formal complaint via the Out-of-State Academic Complaint Process.

Supporting Documentation:

- Student Handbook: https://www.bluecc.edu/Home/ShowDocument?id=11295
  - Student Handbook, Academic Honesty: pages 23-24
  - Student Handbook, Appeals and Grievances: pages 19-20
  - Student Handbook, Health and Wellness, Disability Services: page 14
- Student Rights and Responsibilities Webpage: https://www.bluecc.edu/enrollment-services/forms-and-information/students-rights-responsibilities-and-conduct
- Student Rights and Responsibilities Statement Policy (Policy 07-2019-0004): https://www.bluecc.edu/home/showpublisheddocument/13211/637474285438230000
- Associated Student Government Policy (Policy 07-2006-0003): https://www.bluecc.edu/home/showpublisheddocument/1488/636905116236400000
- Complaint Process Policy (Policy 07-2014-0001): https://www.bluecc.edu/home/showpublisheddocument/2482/637036380257770000
- Drug and Alcohol-free Campus Policy (Policy 03-2006-0003): https://www.bluecc.edu/home/showpublisheddocument/9010/636764027098700000
- Duty to Report Criminal and Threatening Behavior Policy (Policy SS-07-2015-0001): https://www.bluecc.edu/home/showpublisheddocument/9723/636542243798830000
- Equal Educational Opportunity Policy (Policy 07-2006-0010): https://www.bluecc.edu/home/showpublisheddocument/13573/637711010398170000

- Facility Use Policy (Policy 06-2016-0001): https://www.bluecc.edu/home/showpublisheddocument/11198/637823353258530000

- Hazing, Harassment, Intimidation, Bulling, Cyberbullying, or Menacing Policy (Policy 03-2006-0012): https://www.bluecc.edu/home/showpublisheddocument/13569/637711009480770000

- Participation in Student Organizations and Student Life Activities Policy (Policy 07-2019-0001): https://www.bluecc.edu/home/showpublisheddocument/10878/636876440308970000

- Protection of the Rights and Privacy of Students Policy (Policy 07-2003-0013): https://www.bluecc.edu/home/showpublisheddocument/1422/636542208170200000

- Public Conduct on College Property Policy (Policy 01-2006-0012): https://www.bluecc.edu/home/showpublisheddocument/1126/636531820201500000

- Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, and Stalking Policy (Policy 06-2020-0001): https://www.bluecc.edu/home/showpublisheddocument/13053/637345513196500000

- Student Code of Conduct Policy (Policy 07-2019-0005): https://www.bluecc.edu/home/showpublisheddocument/11699/637262627028100000

- Student Club Advisors Policy (Policy 07-2016-0001): https://www.bluecc.edu/home/showpublisheddocument/6217/636934476842830000

- Disability Services Webpage https://www.bluecc.edu/support-services/services/disability-services

- Disability and Alternative Format Statement Policy (Policy 07-2016-0018): https://www.bluecc.edu/home/showpublisheddocument/6040/637692842772470000

- Out-of-State Academic Complaint Process: https://www.bluecc.edu/support-services/information/complaint-process/academic-student-complaint-procedure-out-of-state

2.C.3 Admission and Placement Policies

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

As an "open door" general admission institution, BMCC requires students to be 18 years of age or legally emancipated, graduated from high school or equivalent, or enrolled in an approved Early College Program to attend. Students who do not meet these criteria may submit a request for an exemption.

Students must complete their application for admission prior to the published deadline each term, and degree and certificate seeking students must complete math and writing placement prior to registration. In the recent Recruitment and Onboarding Redesign, approved by College Planning Council as part of the shared governance process, students are connected with a Recruitment and Retention Specialist (Navigator) to learn about next steps for placement, degree requirements, and registration as they progress through the onboarding process. Once students are established, and after their first term they will be assigned a faculty advisor.

Since BMCC is an "open door" institution, students who do not complete their program of study and leave the institution for more than an academic year must reapply to the College, including limited entry programs, in order to register for the subsequent term.

To assist students who are struggling academically BMCC has an Academic Progress Policy. Students on academic probation, warning, or suspension receive communication from the Registrar's office prior to the start of the next term concerning their standing. Students on warning or suspension are contacted by their Recruitment and Retention Specialist (Navigator).

The College also has an early alert policy and process in which faculty can initiate early alert referrals and Recruitment and Retention Specialists (Navigators) follow up with students to offer assistance and resources. Further, BMCC has invested in software, EAB Navigate, to facilitate more robust communication concerning students in need of support. This includes early alerts, case management capabilities, and most importantly the ability to document internal communications concerning student support.

Supporting Documentation:

- General Admission Policy (Policy 07-2003-0020):
  https://www.bluecc.edu/home/showpublisheddocument/1436/6365422133888700
  00
- Placement Assessments Policy (Policy 07-2003-0011):
  https://www.bluecc.edu/home/showpublisheddocument/6463/6365422077530300
  00

- Academic Progress Policy (Policy 07-2003-0003):
  https://www.bluecc.edu/home/showpublisheddocument/7573/6365422049841700
  00
- Academic Early Alert Policy (Policy 07-2017-0001):
  https://www.bluecc.edu/home/showpublisheddocument/8235/6366568611712700
  00
- Placement Webpage: https://www.bluecc.edu/enrollment-services/placement-options
- Advising Resources Webpage: https://www.bluecc.edu/about/staff-web/advising-resources
- Onboarding Redesign:
  https://www.bluecc.edu/home/showpublisheddocument/14009

2.C.4 Student Records

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

BMCC follows the State of Oregon's Archives Division guidelines and federal laws pertaining to the creation, storage, retention, destruction of, and access to students' academic records. The Registrar is primarily responsible for the creation, maintenance, protection, and destruction of student academic records. Further, faculty and staff are also responsible for compliance with state, federal, and BMCC policy concerning student records.

Electronic student records are retained in BMCC's student information system, previously RogueNet and currently Campus Nexus Student (CNS). Paper records are stored in a secure, dry, and temperature-controlled area and locked in a filing cabinet on the Pendleton campus in the Enrollment Services Department.

Students can access information concerning FERPA, including record confidentiality and release, in the student handbook and online via Student Support Services.

Information Technology performs nightly backups of all critical systems. Backups are created in a forever incremental fashion with synthetic full backups weekly. Primary backup storage is a dedicated deduplicating backup appliance physically located across the campus from the production datacenter. Backups are then copied to a traditional network attached storage (NAS) appliance for secondary storage. The retrieval of all backup data is performed by the IT department.

BMCC's database is backed up every 15 minutes. The 15-minute backups are retained for one week. Daily backups are also performed, and the data is retained for one month. The monthly backup is retained for one year. BMCC's database is available to download once per week. In addition, the student information system hosted by Anthology has a separate backup system. Anthology will maintain a copy of BMCC's database at a different data center that will be updated on a frequent basis. In the event of a disaster, Anthology will be

capable of enabling the DR Recovery Database and provide the College with access and direct connectivity to the DR Recovery Database within 48 hours of the disaster.

Supporting Documentation:

- Acceptable Use Policy (Policy 04-2019-0002): https://www.bluecc.edu/home/showpublisheddocument/11537/637153711725230000
- Retention and Protection of Records for Students with Disabilities Policy (Policy 07-2006-0001): https://www.bluecc.edu/home/showpublisheddocument/1486/636542225796670000
- Retention of Student Academic Records Policy (Policy 07-2003-0027): https://www.bluecc.edu/home/showpublisheddocument/13057/637345518109300000
- Student Handbook, FERPA Release (page 17): https://www.bluecc.edu/Home/ShowDocument?id=11295
- FERPA webpage: https://www.bluecc.edu/support-services/information/public-safety/public-safety-policy-statements/family-educational-rights-and-privacy-act-ferpa

Standard 2D: Institutional Integrity

2.D.1 Integrity of Communications Policies

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

BMCC uses various methods and media to communicate with students, faculty, staff, and the general public. One of the main sources of communication is through the College's website, https://bluecc.edu. Web content and aesthetics are guided by the Web Content Facilitation and Quality Assurance Policy and BMCC's graphics standards, which also determines design criteria for print and other online materials.

Students receive orientation to the College, including degree information, through their initial mandatory meeting with their Retention and Recruitment Specialist (Navigator). Degree progress information is also available to students online via the degree audit system, Conclusive (students access Conclusive through their student portal, WolfWeb). Further, the College publishes a catalog yearly that provides information about the programs and certificates and requirements for those programs/certificates and a quarterly course catalog. The catalog also provides information about transfer degree requirements. The catalog

information and approval process is connected to the curriculum approval process, which ensures oversight and accuracy.

The College shares information regularly via other media, including social media (Facebook), radio spots and advertisements, and newspaper advertisements. These avenues of communication are primarily used to promote College events and activities. For emergencies, the College website and WolfCall (texting software) is used to communicate school delays, closures, or other emergencies to students, faculty, and staff. For faculty and staff, Outlook is used for internal communications including a weekly email newsletter, "BMCC News and Notes."

Due to budget cuts, the College currently does not have a marketing and communications department. Some of the duties that would normally fall to that department, such as content creation and distribution, are temporarily being filled by contracted work with Elkhorn Media and Cayuse Technologies. The website is currently overseen by the Website Committee which is made up of faculty and exempt tech staff and includes a representative from the Information Technology Department. The BMCC Board of Education has approved the hire of a marketing position. The new Marketing and Communications staff member will beginning on September 1, 2022

The College is currently working on the implementation of new software, EAB Navigate, to facilitate stronger cross-campus communication around student academic progress and support as well as more robust communication directly with students. This software is downloadable as an app, including push notifications, and also available via desktop. Students will be able to communicate with faculty and staff via the app and schedule appointments with multiple offices across the campus, including their Navigator and faculty advisor. Initial implementation is scheduled for fall 2022.

Supporting Documentation:

- Web Content Facilitation and Quality Assurance Policy (Policy 04-2004-0004): https://www.bluecc.edu/home/showpublisheddocument/1250/636537915140700000
- Graphic Standards: https://www.bluecc.edu/home/showdocument?id=5988
- Catalog: https://www.bluecc.edu/academics/academic-catalog
- Course and Curriculum Approval Procedures (Policy 05-2003-0001): https://www.bluecc.edu/home/showpublisheddocument/1270/636537847020400000

2.D.2 Ethical Standards

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and

constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

BMCC has established policies and procedures to ensure the College and its employees meet high ethical standards. This includes, but is not limited to, policies and procedures concerning equal employment opportunities and specifically a policy concerning BMCC's code of ethics. The code of ethics policy states: "Ethical conduct is of critical importance in our relationship with the public, students, other agencies, and private contractors. Those of us who represent the state through our work here at Blue Mountain Community College (BMCC) have positions of trust and responsibility that require us to observe the highest ethical standards" (Code of Ethics for BMCC, page 1).

The College's mission statement specifically addresses the institution's commitment to ethical standards:

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

The Faculty Collective Bargaining Agreement (CBA), Classified Staff Collective Bargaining Agreement (CBA), and the Exempt Tech Employee Handbook also address fair and equitable treatment of employees. The Faculty CBA and Classified Staff CBA specifically addresses grievance policies and procedures. Policies and procedures concerning formal and informal complaints can be found on the institutional policy and procedures webpage and for students in the Student Handbook.

The College also stays in close contact with the NWCCU liaison. In the year prior to the accreditation visit the BMCC Accreditation Liaison Officer (ALO) has been meeting monthly, or more if needed, with the NWCCU liaison to discuss the PRFR, self-study, and other important information about what is happening at the College.

Supporting Documentation:

- Code of Ethics Policy (Policy 03-2004-0002): https://www.bluecc.edu/home/showpublisheddocument/1162/6365376822475300 00
- Hazing, Harassment, Intimidation, Bullying, Cyberbullying, or Menacing Policy (Policy 03-2006-0012): https://www.bluecc.edu/home/showpublisheddocument/13569/637711009480770 000

- Duty to Report Criminal and Threatening Behavior Policy (Policy SS-07-2015-0001): https://www.bluecc.edu/home/showpublisheddocument/9723/636542243798830000

- Complaint Process Policy (Policy 07-2014-0001): https://www.bluecc.edu/home/showpublisheddocument/2482/637036380257770000

- Out of State Complaint Process: https://www.bluecc.edu/support-services/information/complaint-process/academic-student-complaint-procedure-out-of-state

- Equal Educational Opportunity Policy (Policy 07-2006-0010): https://www.bluecc.edu/home/showpublisheddocument/13573/637711010398170000

- Equal Employment Opportunity Policy (Policy 03-2005-0017): https://www.bluecc.edu/home/showpublisheddocument/13567/637711009475130000

- Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, and Stalking Policy (Policy 06-2020-0001): https://www.bluecc.edu/home/showpublisheddocument/13053/637345513196500000

- Student Complaint of Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, and Stalking Policy (Policy 07-2019-0003): https://www.bluecc.edu/home/showpublisheddocument/10996/636918918816270000

- Student Rights and Responsibilities Statement Policy (Policy 07-2019-0004): https://www.bluecc.edu/home/showpublisheddocument/13211/637474285438230000

- Workplace Harassment Policy (Policy 03-2020-0003): https://www.bluecc.edu/home/showpublisheddocument/11697/637184100226270000

- Gifts and Solicitations for or by College Employees Policy (Policy 03-2005-0015): https://www.bluecc.edu/home/showpublisheddocument/1188/636537691020670000

- Faculty CBA: https://www.bluecc.edu/home/showpublisheddocument/2040/637303338825200000

- Classified Staff CBA: https://www.bluecc.edu/home/showpublisheddocument/13507/637679166226670000

- Exempt Handbook: https://www.bluecc.edu/home/showpublisheddocument/3194/637094242750570000

- Mission, Vision, Strategic Goals: https://www.bluecc.edu/about/mission-vision-strategic-goals

2.D.3 Conflict of Interest

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

BMCC has clearly defined policies that prohibit conflicts of interest. The Board of Education's Handbook provides guidance for "ethical, professional, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members" (Board of Education Handbook, page 16).

The College's institutional policies and procedures also address conflicts of interest for employees of BMCC. In general, "college employees will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as staff members."

The state of Oregon has established conflict of interest regulations in the Oregon Revised Statutes (ORS Chapter 244) and charged the Oregon Government Ethics Commission (OGEC) with enforcing government ethics laws. BMCC follows this statute.

Oregon Revised Statutes:

- Government Ethics (ORS 244): https://www.oregonlegislature.gov/bills_laws/ors/ors244.html

Supporting Documentation:

- Board of Education Handbook, Member's Code of Conduct (page 16): https://www.bluecc.edu/home/showpublisheddocument/13639/637825167601670000
- Conflict of Interest and Nepotism Policy (Policy 03-2006-0002): https://www.bluecc.edu/home/showpublisheddocument/13503/637668017218900000

Standard 2E: Financial Resources

2.E.1 Financial Stability

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

The college is supported by fiscal oversight by the Budget Committee and the Board of Education. The BMCC Budget Committee includes the seven (7) members of the Board of Education and seven (7) appointed community members.

The Business Office maintains internal control processes to provide reasonable assurance of financial performance goals and safeguarding the College's resources. Quarterly financial and budgetary reports are provided to the Board (excluding the Board's summer break).

The College is audited by an outside organization annually to ensure the College maintains strong internal controls, follows best fiscal practices, and remains in full compliance with state and federal law. BMCC publishes budget statements and financial statements annually that meet government accounting standards and federal and state regulations.

Supporting Documentation:

- BMCC Annual Budget and Financial Report 2021/Auditor Letter (Financial Statements and Operating Revenue page 25, Enterprise Fund and Tuition and Fees page 41, Cash Flow Balances pages 26 and 27): https://www.bluecc.edu/about/administration/finance
- College Financials: https://www.bluecc.edu/about/administration/finance
- Endowment and Giving Report (under "Make a Donation" section): https://www.bluecc.edu/about/foundation
- Investment Strategy and Funds Depositories Policy (Policy 01-2005-0010): https://www.bluecc.edu/home/showpublisheddocument/1328/637822636687570000
- Budget Preparation Procedure (01-2004-0005): https://www.bluecc.edu/home/showpublisheddocument/3054/636531795145970000
- Budget Implementation (Policy 01-2006-0004): https://www.bluecc.edu/home/showpublisheddocument/3076/636531804720300000
- BMCC Board of Education Handbook (see pages 23 and 25): https://www.bluecc.edu/home/showpublisheddocument/13639/637825167601670000

2.E.2 Financial Planning

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

The College's President and advisory team monitor and take appropriate action to ensure that budget goals are met, including, but not limited to, maintaining a balanced budget and staying within approved spending limits.

The College's Strategic Plan guides budget development and resource allocation. All scheduled long-term debt payments; facility and technology repair, maintenance, and replacement; and capital investments are part of the annual budget development.

BMCC's Budget Office, under the Chief Financial Officer (CFO), evaluates financial risks (cash flow, procurement, investments, etc.) to the institution. Further, the Budget Office also guarantees the College has sufficient insurance coverage for property losses and liability claims.

Supporting Documentation:

- Investment Strategy and Funds Depositories Policy (Policy 01-2005-0010): https://www.bluecc.edu/home/showpublisheddocument/1328/637822636687570000
- Budget Preparation Procedure (Policy 01-2004-0005): https://www.bluecc.edu/home/showpublisheddocument/3054/636531795145970000
- Budget Implementation (Policy 01-2006-0004): https://www.bluecc.edu/home/showpublisheddocument/3076/636531804720300000
- Appropriation Transfers Policy (Policy 01-2006-0003): https://www.bluecc.edu/home/showpublisheddocument/3074/636531804334370000
- General Fundraising Policy (Policy 02-2003-0005): https://www.bluecc.edu/home/showpublisheddocument/9269/636537842892330000
- Petty Cash Account Policy (01-2006-2019): https://www.bluecc.edu/home/showpublisheddocument/3084/636531809261600000
- Operations and Capital Budget: https://www.bluecc.edu/about/administration/finance

2.E.3 Financial Resources Policies

Financial resources are managed transparently and in accordance with policies approved by the institution's governing board(s) in accordance with its governance structure and state and federal and applicable state laws.

BMCC has codified Board of Education policies that provide oversight for the College, and specifically the President, concerning financial resources and expenditures. The Board has final approval over the College's budget. The Board also develops goals and priorities at its annual retreat and is updated on the financial reports and forecasts at monthly meetings.

Board controls include, but are not limited to, approval of financial commitments over $10,000 for goods and services and/or $100,000 for personal services contracts without at least three competitive quotes. Further the Board approves all purchases over $150,000 without three sealed bids.

The College has an internal audit committee made up of the President, the Chief Finance Officer, the Auditor, 1-2 Board members, and a representative from the Business Office.

A detailed annual budget schedule guides the budget process as required by Oregon's law (ORS 294.305 - 294.565). All budget and audit reports can be found on BMCC's website on the College's finance page. External auditors examine and test the College's accounting information and internal controls to ensure full compliance with all state and federal laws.

Oregon Statutes:

- Local Budget Law (ORS 294.305 to 294.565): https://oregon.public.law/statutes/ors_294.305

Supporting Documentation:

- Board Policy Handbook (Policy 1V.F Budgeting/Forecasting pages 23-24): https://www.bluecc.edu/home/showpublisheddocument/13639/637825167601670000
- Internal Financial Controls: https://www.bluecc.edu/home/showpublisheddocument/14027/637937431160558033
- College Finances: https://www.bluecc.edu/about/administration/finance

Standard 2F: Human Resources

2.F.1 Employment Information

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Employment information for each employee classification at BMCC (Classified, Exempt, and Faculty) can be found in the respective bargaining unit's collective bargaining agreement (CBA) or in the exempt employee handbook. Updates of policies and procedures for employees can be found in updated handbooks/CBA:

- Classified CBA: https://www.bluecc.edu/home/showpublisheddocument/13507/637679166226670000
- Exempt Handbook: https://www.bluecc.edu/home/showpublisheddocument/3194/637094242750570000
- Faculty CBA: https://www.bluecc.edu/home/showpublisheddocument/2040/637303338825200000

Work assignments for all positions can be found in job descriptions and postings, which all classified and exempt employees review and sign as part of the hiring and onboarding process.

All new employees complete an onboarding process that introduces them to their respective handbook/CBA and basic information about the institution. Further, all employees of the College complete online trainings that include, but are not limited to, sexual harassment prevention training and FERPA policy and procedures.

BMCC has established processes for the evaluation of all classified, exempt, and faculty employees at the College.

Evaluation procedures for classified and exempt staff can be found in the Performance Evaluation policy in the institutional administrative policies and procedures. After a six-month probationary period, all classified and exempt staff are reviewed. Those who pass the review are given the status of regular employees (individuals who do not pass may remain in probationary status for a set amount of time). After the six-month review evaluations are done annually between January 1 and March 31 of each year. Supervisors may determine that more frequent evaluations are necessary and may do so at their discretion.

The President of the College will determine the process for evaluation for individuals who report directly to him. Human Resources will determine the format of performance reviews for all other non-faculty positions. The current institutional policy includes a self-evaluation and a supervisor evaluation which is acknowledged by the employee being evaluated with an electronic signature.

Institutional policy indicates that faculty are evaluated annually for the first four years of their employment. During these years they are in probationary status. Once they have passed their review at the end of the fourth year, they will gain full-time regular faculty status and will be reviewed on a schedule determined by the Office of Instruction. This review is currently scheduled for every three years. Part-time faculty are evaluated annually. Information about this policy can be found in the institutional administrative policies and the Faculty CBA (page 39).

Faculty are evaluated based on a scholarly portfolio and course observation by an administrator in the Office of Instruction. The portfolio contains:

- Relevant Syllabi
- Artifacts of learning, assessment, significant projects, etc.
- Peer Observation Feedback Narrative
- Faculty Reflection on best practice
- Evidence of Institutional Service
- Student Feedback
- Professional Development Plan focused on teaching and learning
- Administrative Observation Narrative

The process is the same for the annual probationary review (first four years of employment) and the review for full-time regular faculty. Documentation of this process can be found on the Office of Instruction website.

The Classified CBA specifically addresses positions, vacancies, transfers, and probationary periods (page 10) as well as performance, discipline and/or discharge (page 27). This includes specifics about the six-month probationary period prior to receiving regular employee status. Classified employees follow the College's administrative procedures concerning annual performance evaluations. The formal process for promotion, transfer and reassignment is outlined in the institutional administrative policies and procedures.

Performance evaluation, discipline/dismissal, layoff and recall policies and procedures for exempt employees can all be found in the institutional administrative policies and procedures. Information on evaluations can be found in the Exempt Handbook (page 6) as well. Evaluations are scheduled after an employee has completed their six-month probationary period and annually thereafter. The formal process for promotion, transfer and reassignment is outlined in the institutional administrative policies and procedures.

The Faculty CBA specifically addresses probationary status (page 39), discipline/termination (page 40), and retrenchment (page 40). Faculty will serve a probationary period of up to four years prior to promotion to full-time regular status employees.

The College follows Oregon law for discipline and dismissal policies, including:

- Unfair labor practices (ORS 243.672):
  https://oregon.public.law/statutes/ors_243.672
- Grievance/Arbitration (ORS 243.706):
  https://oregon.public.law/statutes/ors_243.706
- Employment Conditions/Arbitration (ORS 243.756):
  https://oregon.public.law/statutes/ors_243.756
- Payment of Wages/Termination (ORS 652.140):
  https://oregon.public.law/statutes/ors_652.140

Supporting Documentation:

- Human Resource Policies: https://www.bluecc.edu/about/staff-web/forms-policies-procedures-and-manuals/procedures
- Performance Evaluation Policy (Policy 03-2003-0002):
  https://www.bluecc.edu/home/showpublisheddocument/1134/637018305846970000
- Assignment of Staff Policy (Policy 03-2006-0009):
  https://www.bluecc.edu/home/showpublisheddocument/10880/636879878557830000
- Administrative and Exempt Assignments and Overload Policy (Policy 03-2004-0001):
  https://www.bluecc.edu/home/showpublisheddocument/1160/636537681633170000
- Assignment of Staff (Policy 03-2006-0009):
  https://www.bluecc.edu/home/showpublisheddocument/10880/636879878557830000

- Discipline and Dismissal of Personnel Policy (Policy 03-2005-0007): https://www.bluecc.edu/home/showpublisheddocument/1174/636537688158700000

- Layoff and Recall of Staff Policy (Policy 03-2005-0016): https://www.bluecc.edu/home/showpublisheddocument/1190/636537691384900000

- Workplace Accommodations Policy (Policy 03-2020-0002): https://www.bluecc.edu/home/showpublisheddocument/11695/637184100221430000

- Safety Program Policy (Policy 01-2006-0017): https://www.bluecc.edu/home/showpublisheddocument/1130/636531822345970000

- Scholarship, Research, and Artistic Creation Policy (Policy 05-2004-0001): https://www.bluecc.edu/home/showpublisheddocument/1286/636537849101630000

- Approval of Handbooks and Directives (Policy 06-2006-0002): https://www.bluecc.edu/home/showpublisheddocument/1374/637823292406470000

2.F.2 Professional Development

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

BMCC classified staff, exempt staff, and faculty have access to professional development opportunities and funds, including tuition waivers for all BMCC credit courses for benefitted employees.

Classified staff's ability to access professional development funds is outlined in the Classified Collective Bargaining Agreement (CBA) under professional leave (page 25). This article addresses both leave and funding for professional development related to their work and must be approved by their supervisor and Human Resources.

Information about professional development funds and leave can be found in the Exempt Handbook (page 10). Exempt employees can access these funds, upon approval from Human Resources, if the professional development activity will potentially benefit the College and improve the employee's ability to do their job.

Faculty professional development policies and procedure can be found in the Faculty Collective Bargaining Agreement (CBA) (page 32). With approval of their immediate supervisor, faculty may take a leave of absence for professional development activities. Professional Incentive Funds are addressed in the CBA (page 21). Funds are distributed through an application process.

Supporting Documentation:

- Classified CBA:
  https://www.bluecc.edu/home/showpublisheddocument/13507/637679166226670000
- Exempt Handbook:
  https://www.bluecc.edu/home/showpublisheddocument/3194/637094242750570000
- Faculty CBA:
  https://www.bluecc.edu/home/showpublisheddocument/2040/637303338825200000
- Staff Development Policy (Policy 03-2005-0019):
  https://www.bluecc.edu/home/showpublisheddocument/1196/636537694095830000
- Employee and Dependent Tuition and Fee Waivers (Policy 01-2004-0013):
  https://www.bluecc.edu/home/showpublisheddocument/10604/636795099872230000

2.F.3 Qualified Personnel

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

BMCC employs 132 full-time employees, 44 of which are full-time faculty, and 115 part-time employees, 65 of which are adjunct faculty. The College also employs a varying number of temporary and student employees depending on the time of year and College needs.

Classified employees support the College's mission, programs, and services through a variety of roles including, but not limited to, assisting and supporting administration and faculty, technical support, maintenance, landscaping, and custodial services. These positions are at the main campus but vary at the Centers depending on the needs of the Center.

Exempt employees are primarily administrative and managerial staff, with a few exceptions. These positions include coordinators, managers, directors, and senior leadership, among other titles. Each of the College's Centers has an exempt employee assigned to that location.

BMCC's faculty, both full-time and adjunct, serve as transfer, certificate, and/or technical faculty. The College also has faculty at three correctional facilities, Eastern Oregon Correctional Institution (EOCI), Two Rivers Correctional Institution (TRCI), and Powder River Correctional Facility (PRCF), where they teach Adult Basic Education (ABE) and prepare students for the General Education Development (GED) test.

BMCC creates and maintains job descriptions that include position summary, essential functions, additional duties, supervisory responsibilities, and knowledge, skills, and abilities.

Position descriptions also include minimum and preferred experience and educational expectations.

Hiring committees are made up of a diverse representation of the College appropriate to the position being hired. The Board of Education approves all new hires and transfers/transitions at the College.

The College also follows Oregon Statutes (ORS) and federal requirements for recruitment, hiring, and retention of all college employees.

To ensure the integrity and continuity of academic programs and as part of the shared governance structure, the Curriculum Committee advises the College Planning Council (CPC) on curriculum-specific policies and procedures. This Committee has broad representation across instructional departments at the College. Further, the Students First Committee makes recommendations to CPC concerning the student experience, retention, and new initiatives that support students. This committee has wide representation from across the College, especially from Instruction and Student Services.

Supporting Documentation:

- Sample Job Description: https://www.bluecc.edu/home/showdocument?id=14095&t=637956486405477027
- Recruitment and Selection of All Employees Policy (Policy 03-2003-0012): https://www.bluecc.edu/home/showpublisheddocument/5934/637668018767700000
- Performance Evaluations Policy (Policy 02-2003-0002): https://www.bluecc.edu/home/showpublisheddocument/1134/637018305846970000
- Professional Development Plans (Policy 03-2006-0010): https://www.bluecc.edu/home/showpublisheddocument/1216/636537699212500000
- Academic Organizational Chart: https://www.bluecc.edu/about/administration/organizational-charts
- Curriculum Committee: https://www.bluecc.edu/about/staff-web/governance-process/curriculum-committee
- Students First Committee: https://www.bluecc.edu/about/staff-web/governance-process/student-success

2.F.4 Employee Evaluation

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

BMCC has established processes for the evaluation of all classified, exempt, and faculty employees at the College.

Evaluation procedures for classified and exempt staff can be found in the Performance Evaluation policy in the institutional administrative policies and procedures. After a six-month probationary period, all classified and exempt staff are reviewed. Those who pass the review are given the status of regular employees (individuals who do not pass may remain in probationary status for a set amount of time). After the six-month review, policy dictates that evaluations are done annually between January 1 and March 31 of each year. Supervisors may determine that more frequent evaluations are necessary and may do so at their discretion.

The President of the College will determine the process for evaluation for individuals who report directly to him. Human Resources will determine the format of performance reviews for all other non-faculty positions. The current institutional policy includes a self-evaluation and a supervisor evaluation which is acknowledged by the employee being evaluated with an electronic signature.

Institutional policy indicates that faculty are evaluated annually for the first four years of their employment. During these years they are in probationary status. Once they have passed their review at the end of the fourth year, they will gain full-time regular faculty status and will be reviewed on a schedule determined by the Office of Instruction. This review is currently scheduled for every three years. Part-time faculty are evaluated annually. Information about this policy can be found in the institutional administrative policies and the Faculty CBA (page 39)

Faculty are evaluated based on a scholarly portfolio and course observation by an administrator in the Office of Instruction. The portfolio contains:

- Relevant Syllabi
- Artifacts of learning, assessment, significant projects, etc.
- Peer Observation Feedback Narrative
- Faculty Reflection on best practice
- Evidence of Institutional Service
- Student Feedback
- Professional Development Plan focused on teaching and learning
- Administrative Observation Narrative

The process is the same for the annual probationary review (first four years of employment) and the review for full-time regular faculty. Documentation of this process can be found on the Office of Instruction website.

Supporting Documentation:

- Classified CBA: https://www.bluecc.edu/home/showpublisheddocument/13507/637679166226670000

- Exempt Handbook:
  https://www.bluecc.edu/home/showpublisheddocument/3194/6370942427505700
  00
- Faculty CBA:
  https://www.bluecc.edu/home/showpublisheddocument/2040/6373033388252000
  00
- Performance Evaluation Policy (02-2003-0002):
  https://www.bluecc.edu/home/showpublisheddocument/1134/6370183058469700
  00
- Faculty Evaluation Policy (05-2004-0003):
  https://www.bluecc.edu/home/showpublisheddocument/1290/6365378521958000
  00
- Faculty Evaluation Website (lower left of page):
  https://www.bluecc.edu/about/administration/office-of-instruction/faculty-
  resources
- Assignment of Staff Policy (Policy 03-2006-0009):
  https://www.bluecc.edu/home/showpublisheddocument/10880/636879878557830
  000

Standard 2G: Student Support Resources

2.G.1 Effective Learning Environments

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

BMCC provides a variety of learning spaces, programs, and services to support student learning.

Physical Spaces: The College has learning spaces appropriate for various learning/teaching styles and spaces appropriate to specific programs. This includes lecture, lab, and studio classrooms. There are also several spaces designed for the unique needs of programs such as Agriculture, Diesel Technology, Data Center Technician, and Health and Human Services Programs. Specific programs, such as Nursing and Early Childhood Education utilize off-site locations for clinical experiences and hands-on training. BMCC's main campus and Centers all have study areas, lounges, and computer labs for student work and collaboration.

Online Courses/Programs: BMCC online courses and programs are supported primarily by Canvas, the College's Learning Management System (LMS), which was piloted in summer 2016 and fully implemented in fall 2017. The software allows faculty and students to access all their courses, most course materials, and student/faculty communication in one digital environment. eLearning has long been critical to BMCC's operations because it addresses a regional issue of access to instruction, since many of the College's students are place-bound and not able to come to one of the Centers or the main campus. During the Covid-19

pandemic, the College switched to primarily online course delivery methods (both synchronous and asynchronous). To address inequity in access to instruction, BMCC purchased laptops and Wi-Fi hotspots and the Library loaned them to students in need. The College fully reopened its main campus and Centers in fall 2021 and has found continued demand for online course offerings at about three times more than in-person offerings (on average). BMCC is committed to increasing the quality and consistency of its online course offerings through Quality Matters self-study and through Tech Hub, an active faculty-led Teaching and Learning Community launched in summer 2021.

Student Support Services:

- Welcome to the Pack: Annual program to welcome new students to the College and campus life. This program has been offered virtually for the last two years due to Covid-19.
- Library: Provides access to academic support resources available on the Pendleton campus, across BMCC's network of Centers, and virtually (see Standard 2.H).
- Tutoring: Provides free tutoring to enrolled students either in person or virtually.
- Testing Center: Provides placement testing for incoming students as well as GED and other testing services, some of which support BMCC's certificate programs.
- Success Center/Navigators: Provides student support services information and contact/appointment information for student's.
- Disability Services: aids students with disabilities who are seeking accommodations at BMCC and further student support information.
- Health and Wellness Center: Provides services that educate students about a variety of wellness-related topics and gives them access to resources that promote a healthy lifestyle.
- WolfDen: BMCC's food pantry is located on the main campus in Pendleton. Offers delivery to Centers.

Further, the College provides other services that students may access to assist them in reaching their academic goals. These programs include student government, student clubs, TRiO, STEP, and a Native American Navigator.

To address the cost of educational materials, the College has diligently worked to adopt Open Educational Resources (OER) whenever possible. OERs are a low-cost or free alternative to more expensive textbooks and class materials. Not all classes are able to use OERs, so the College is reviewing ways to manage class materials costs, including an equitable access model. For students who find themselves struggling with educational material costs now, the BMCC Foundation offers emergency assistance funds.

Supporting Documentation:

- Welcome to the Pack: https://www.bluecc.edu/enrollment-services/getting-started/welcome-to-the-pack
- Library: https://www.bluecc.edu/academics/library
- Tutoring: https://libguides.bluecc.edu/tutoring

- Testing Services: https://www.bluecc.edu/enrollment-services/testing-services
- Success Center/Navigators: https://www.bluecc.edu/enrollment-services/advising/student-success-center
- Disability Services: https://www.bluecc.edu/support-services/services/disability-services
- Health and Wellness Center (includes WolfDen): https://www.bluecc.edu/support-services/new-student-wellness-center
- Associated Student Government: https://www.bluecc.edu/support-services/student-life/associated-student-government
- Student Clubs: https://www.bluecc.edu/support-services/student-life/clubs
- TRiO: https://www.bluecc.edu/support-services/student-success/trio
- STEP: https://www.bluecc.edu/support-services/student-success/step
- Native American Club/Counselor: https://www.bluecc.edu/support-services/student-life/clubs/native-american-club
- Foundation Emergency Funds: https://www.bluecc.edu/enrollment-services/financial-aid/paying-for-college/scholarships

2.G.2   Current and Accurate Information in Catalog

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

BMCC publishes an academic Catalog annually on the College's website which is the primary source of program, course, and institutional policy information. The catalog information and approval process is connected to the curriculum approval process, which ensures oversight and accuracy. Further institutional policy information can be found on the College's website. Below specific sections of the Catalog and website are identified with descriptions and links to the appropriate program, course, and policy information. The full Catalog can be found online here: https://www.bluecc.edu/academics/academic-catalog.

Category	Description and Links
Institutional Mission	https://www.bluecc.edu/about/mission-vision-strategic-goals
Admission Requirements and Procedures	Institutional Admissions Requirements: https://catalog.bluecc.edu/content.php?catoid=9&navoid=476 #admission-registration-and-procedures Example of Program Specific Admissions: https://www.bluecc.edu/academics/programs/nursing
Grading Policy (under Grading System and Policies)	https://catalog.bluecc.edu/content.php?catoid=9&navoid=476 #grading-system-and-policies
Information on Academic Programs and Courses	https://catalog.bluecc.edu/content.php?catoid=9&navoid=450
Degree and Program Completion Requirements	Institutional graduation requirements can be found in the catalog here: https://catalog.bluecc.edu/content.php?catoid=9&navoid=476 #graduation-requirements Program specific graduation requirements are located in the academic programs and courses section of the catalog: https://catalog.bluecc.edu/content.php?catoid=9&navoid=450
Expected Learning Outcomes	Certificate programs identify learning outcomes in the academic catalog. Example of Learning Outcomes: https://catalog.bluecc.edu/preview_program.php?catoid=9&poid=10 44&returnto=450
Course Sequence and Projected Timeline	All degrees/programs have a term-by-term full-time student course sequence in the academic catalog: https://catalog.bluecc.edu/content.php?catoid=9&navoid=450
Names, Titles, Degrees Held, and Conferring Institutions for Administrators and Full-Time Faculty	https://catalog.bluecc.edu/content.php?catoid=9&navoid=446
Rules and Regulations for Conduct, Rights, and Responsibilities	https://catalog.bluecc.edu/content.php?catoid=9&navoid=444

Tuition, Fees, and other Program Costs	Tuition, fees, and other program costs can all be found on our web page. Scroll to the bottom for program specific fees: https://www.bluecc.edu/enrollment-services/registration/tuition-and-fees Similar information can be found in the academic catalog here: https://catalog.bluecc.edu/content.php?catoid=9&navoid=476#financial-information
Refund Policies and Procedures	Institutional policy and procedure for tuition refund can be found here (Policy 01-2003-0008): https://www.bluecc.edu/home/showpublisheddocument/3046/636531706941470000
Financial Aid	https://www.bluecc.edu/enrollment-services/financial-aid
Academic Calendar	https://catalog.bluecc.edu/content.php?catoid=9&navoid=479

2.G.3 Publications Describing Educational Programs

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

BMCC provides accurate information on national and state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training is offered in the BMCC Catalog which is updated and published annually.

Further, some programs/professions require an exam with a passing score for licensure or certification. The College conveys the information to students via the BMCC Catalog, College website, advising sessions with faculty advisors, and/or specific program courses.

Supporting Documentation:

- Example of Nursing requirements (catalog): https://catalog.bluecc.edu/preview_program.php?catoid=9&poid=1058&returnto=450
- Example of Nursing requirements (web): https://www.bluecc.edu/academics/programs/nursing
- Example of Electrical Apprenticeship (catalog): https://catalog.bluecc.edu/preview_program.php?catoid=8&poid=937&returnto=378

2.G.4   Financial Aid

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

BMCC offers federal grant, work-study, and loan programs as authorized by the Higher Education Act of 1965 (as amended). The College's Financial Aid Office's website provides students with information on options for financing their education, including federal financial aid, student funds, loan awards, and scholarships. Further, students who receive aid or scholarships receive a letter detailing the types of aid/scholarships available. The Free Application for Federal Student Aid (FAFSA) and/or the Oregon Student Aid Application (ORSAA, an application and program for students not eligible to receive federal financial aid) are the primary applications for these programs.

Information about student aid or further FAFSA requirements are communicated to students through their official college email and on their student account via the student portal (WolfWeb). Communication about a student's financial aid status and communication is stored in the College's student information system, currently Anthology.

The College's Foundation also maintains a separate application for BMCC scholarships and awards. Students are encouraged to apply for these programs via communications to students (i.e. through Canvas) and on the Foundation and Financial Aid websites. When a student has been awarded aid or scholarships, this information is posted to the student's secure online account, WolfWeb. They can accept or decline the awards electronically.

Supporting Documentation:

- Repayment Information, Student Letter Generic Sample:
  https://www.bluecc.edu/home/showdocument?id=14091&t=637956485871872472
- Financial Aid Website: https://www.bluecc.edu/enrollment-services/financial-aid
- Financial Aid Verification of Files Policy (Policy 07-2017-0006):
  https://www.bluecc.edu/home/showpublisheddocument/9577/636513710912500000
- Financial Aid Credit Balance/Stipend Policy (01-2004-0009):
  https://www.bluecc.edu/home/showpublisheddocument/10420/636746826435770000

2.G.5   Repayment Obligations

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

All students who receive financial aid at BMCC are sent an individualized offer letter which contains information about their award and repayment obligation (see example below). Students are also required to complete both entrance and exit counseling. The College

policies and procedures around when and how a student needs to return Title IV funds is available on the Financial Aid Office's website. This includes how earned aid is calculated and the financial consequences of withdrawal.

Detailed information about the financial aid programs offered at BMCC can be found on the Financial Aid website.

BMCC publishes the College's cohort default rate on its website.

Supporting Documentation:

- Financial Aid Website: https://www.bluecc.edu/enrollment-services/financial-aid
- Cohort Default Rate: https://www.bluecc.edu/enrollment-services/bmcc-s-cohort-default-rate
- Repayment Information, Student Letter Generic Sample: https://www.bluecc.edu/home/showdocument?id=14091&t=637956485871872472
- Student Withdrawal and Return of Title IV Funds Policy and Procedure: https://www.bluecc.edu/home/showpublisheddocument/3466/636477158395370000

2.G.6 Academic Advising

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

At BMCC advising is done by both professional advisors (Navigators) and faculty advisors. Students are oriented to the College by their Navigator, who can assist students in selecting and pursuing studies with their academic Community. Subsequent advising is done by faculty advisors, although students always have access to their Navigator, which is especially important when faculty are off contract.

In 2017 the College adopted, through their shared governance process, an advising syllabus which delineates the roles of Navigators (referred to as Success Coaches in the advising syllabus) and faculty advisors, as well as the expected outcomes for advising at the College. The College has had a reorganization since this document was created and approved as well as a redesign of the recruitment and onboarding process (which was approved by the College Planning Council as part of shared governance). Thus, names and roles have changed since this advising syllabus was adopted in 2017.

Advising Outcomes:

- Your educational plan, career goals, and completion date goals are defined
- You know and use BMCC's resources and services to support your success

- You understand the college policies, procedures and expectations that impact you
- You demonstrate ownership of your education and career goals through your investment of time, your active engagement, and your accomplishments in your BMCC classes and activities
- You have positive, professional, mentor-like relationships with your faculty advisor and Student Success Coach
- You demonstrate the ability to balance and manage competing priorities

Under the new onboarding process, all new students and all students returning to the College after stopping out for more than a year are contacted by a Navigator once they complete the online application to help students identify the next step in the process. Throughout the student onboarding process, the College has identified touch points to check-in with students and assist them in moving from application to registration. Further, the College is adopting software, EAB Navigate, to assist with cross-college communication and student support through easily accessible notes for faculty and staff, appointment scheduling for students, and targeted student communications and resources available via desktop or mobile app.

Supporting Documentation:

- Advising Procedure (Policy 07-2017-0002): https://www.bluecc.edu/home/showpublisheddocument/8936/636656852996300000
- Student Recruitment and Onboarding Redesign: https://www.bluecc.edu/home/showpublisheddocument/14009

2.G.7 Distance Learning Identity Verification

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

BMCC does not have an identity verification process specific to distance education students and applies the same identity verification standards for all students. Students who complete the FAFSA have their identity verified (via government issued ID or passport) when required by the federal government. BMCC's online admissions application utilizes an email verification code, which expires within 10 minutes, to ensure the student record is correctly associated with the student's personal email address. There are no fees directly associated with identify verification. However, technology services and systems are supported by the Technology Fee, which is included on our schedule of fees and in the Academic Catalog.

BMCC uses information provided in the College's SIS, Anthology Student, to verify student identity for access to online software and resources such as WolfWeb (Student Portal),

Canvas, and Student Email. BMCC utilizes single sign-on for all student resources to ensure a secure and seamless student experience. Students are required to enter their username and password for each session in any of these online resources. Students experiencing difficulty accessing these online resources are required to contact the IT Helpdesk for assistance in resetting their password. For security purposes, IT staff verify student identity against at least three separate pieces of student-provided information in Anthology Student. Upon verification, students are provided with a temporary password that expires within 48 hours (or upon first login), at which point the student is required to set a new strong password. Student-created passwords are compliant with strong policy restrictions dictated by Microsoft (eight character minimum and at least three of the following: uppercase letters, lowercase letters, numbers, and special characters, one number and one letter).

Supporting Documentation:

- Technology Fee (under "fees charged to most students":
  https://www.bluecc.edu/enrollment-services/registration/tuition-and-fees
- Student Email:
  https://www.bluecc.edu/home/showdocument?id=14093&t=637956486155940974

Standard 2H: Library and Information Resources

2.H.1 Library and Information Resources

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The Library and Learning Hub (LLH) at Blue Mountain Community College is an advocate of scholarship, cultural awareness, the pursuit of knowledge, and student success. Through intentional outreach, the Library and Learning Hub serves as an intellectual crossroads for the College, providing access to academic support resources available on the Pendleton campus, across BMCC's network of Centers, and virtually. The LLH enhances the community's opportunity for intellectual discovery and lifelong learning via student-focused service, responsible resource stewardship, and information literacy efforts that connect people with knowledge.

Print Resources and eBooks: Blue Mountain Community College Library has a local collection of approximately 22,000 print and multi-media materials. The dedicated Professional Services and Library Collection budget ($38,151 for 2021-22), is used for books, periodicals, database subscriptions and electronic resources. The Library's Collection Development Policy details the library's current collections as well as the selection criteria and process used for adding new materials to the collection.

Library funds for books and subscriptions are used to support BMCC's academic programs and departments. The print collection is reviewed and weeded on an annual basis, and relevant subject faculty members are given a chance to comment on weeding decisions.

The library provides access to more than seven million items, including e-books, via the Sage Library System. This is a consortium of 77 member libraries in 15 counties in eastern and central Oregon, with member libraries sharing a common Integrated Library System that provides access to their combined collections. The Sage Library System catalog gives BMCC students the ability to request materials from consortium libraries and the Sage System Courier coordinates delivery of those materials in a timely manner. Membership in a consortium like Sage gives BMCC students access to library materials that are far beyond what could be provided within institutional budget restrictions.

The library delivers physical items from its collection and Sage to BMCC's Hermiston, Milton-Freewater, and Baker City Centers by request. Interlibrary Loan and electronic document delivery services are available for items not held by BMCC or Sage partners.

Electronic Resources: Hundreds of thousands of full text research articles from scholarly electronic resources and databases are accessible via remote login 24/7 to all enrolled students. This support can be particularly important for students taking courses at the BMCC Centers in Hermiston, Milton-Freewater, and Baker City. Database holdings also include thousands of art images, CTE exams and practice exams, online audio recordings, and streaming video subscriptions.

The library acquires electronic resources though statewide licensing programs, library consortia negotiated pricing, or directly from vendors or producers. Every year, the decision to renew each database takes into consideration BMCC programs and curriculum, price increases, platform and content alterations, and use statistics. Evaluation factors for electronic resources include cost, professional reviews, relevance to the curriculum, potential use for student research assignments in a variety of disciplines, adequacy of the search interface, and quality and coverage of the materials in the database. When the library purchases an electronic resource, it is tracked for use levels, quality, and continued relevance to BMCC curriculum.

Additional Services: The library provides reference and research services to patrons both on- and off-campus. In the last academic year, the library received 467 in person requests for help, 134 requests for help via chat, and many email consultations. During COVID-related shutdowns of the last two years, librarians have held Zoom office hours in order to continue reference and instructional services. Links to chat reference services are easily accessible from the main Library web page.

The library allows students to check out laptops and hot spots at the main campus and all Centers. The library also offers a variety of open study spaces, seven group study rooms of varying sizes, a large Anatomy study lab, and the Native American Club room, all spaces designed for student collaboration.

Instructional Support: Librarians work with faculty to encourage use of library resources to support student learning. Library representatives participate in faculty orientation sessions and meetings of department chairs to inform faculty about library resources, including opportunities for librarian led classroom visits and consultations with library staff. Librarians are also embedded in Canvas courses in order to provide opportunities for direct assistance

to students. Faculty members can request information literacy sessions specifically tailored to a research assignment. Information literacy sessions can be delivered in the library or virtually using Zoom.

Cultural Enrichment: The library hosts events, displays, and exhibits both in person and virtually. The library partners with the College's Arts and Culture Committee to host the winners of the student creative writing contest for public readings of their entries. Additionally, the library partners with the Student Health and Wellness Resource Center to provide connections to wellness and mental health resources on and off campus. Among other things, the library has hosted Star Wars Trivia contests, Coffee & Current Events conversations, virtual and in-person Book Clubs and Finals Week De-Stress Events.

Staffing: The library's full-time staff is comprised of one professional librarian and one classified employee. The Library and Learning Hub Director is the one full time librarian and is responsible for research services, instructional programs, and library leadership responsibilities. The full-time classified position, the Technology and Learning Support Specialist, is responsible for interlibrary loan services, ILS maintenance, and some public service duties. In addition, the library employs one part-time professional librarian, primarily responsible for cataloging and systems maintenance, two part-time library assistants, and up to five part-time work study students.

Supporting Documentation:

- Library Policies and Procedures:
  https://libguides.bluecc.edu/c.php?g=787179&p=9078343
- Library Guides: https://libguides.bluecc.edu/about
- Collection Policy: https://libguides.bluecc.edu/about/CollectionPolicy
- Sage Library: https://sagelib.org/
- Library: https://www.bluecc.edu/academics/library

Standard 2I: Physical and Technology Infrastructure

2.I.1   Physical Facilities

Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

BMCC is a small institution that covers a large geographic area in Eastern Oregon. The College educates and provides varying services at its five locations: Baker County (Baker City); Morrow County (Boardman); and three in Umatilla County (Hermiston, Milton-Freewater, and Pendleton). The main campus in Pendleton comprises eight major buildings totaling 230,000 square feet and houses central administration offices as well as most of all full-time faculty. The Facilities Department has a reporting process to request maintenance for the College's facilities, which is an important factor in keeping the facilities safe and well-maintained.

In 2015, a capital construction bond was passed for $23 million. These funds were used to construct new facilities to support several degree and certificate programs including agricultural science, industry systems technology, and workforce training.

BMCC will be updating the Facilities Master Plan in Fall 2022. As part of the College's shared governance structure, the Facilities Committee will propose the new Facilities Master Plan to the College Planning Council in the fall 2022. The College does have a process for developing and approving a master plan, policies, and procedures, and follows the Toxic Substance Control Act for hazardous waste management and disposal.

Information Technology

The Information Technology (IT) Department is a service organization that provides technology-related support and guidance to the BMCC campus communities in classrooms, offices, and public events. BMCC's 2015-2020 Technology Master Plan identifies IT's scope as the following:

- Keep computer labs equipped and functioning with up-to-date hardware and software to meet instructional needs
- Keep campus users equipped and functioning adequately
- Manage the campus local area network (LAN) and ascertain its suitability to handle campus communication
- Manage campus infrastructure
- Manage and maintain communications systems
- Manage wide area network (WAN) connections to the Centers

The Information Technology department has a process to request assistance with BMCC-owned technology or software. This helps to keep the physical and digital technologies the College manages in working order.

BMCC currently has a draft of the Information Technology Master Plan. As part of the College's shared governance structure, the Information Technology Committee will propose the new Information Technology Master Plan to the College Planning Council in fall 2022.

Supporting Documentation:

- Buildings and Grounds Maintenance (Policy 01-2005-0018):
  https://www.bluecc.edu/home/showpublisheddocument/1332/637822637848130000
- Facilities Planning and Construction (Policy 01-2006-0013):
  https://www.bluecc.edu/home/showpublisheddocument/1342/637822641613130000
- Availability of Material Safety Data Sheets (MSDS) System Policy (Policy 01-2006-0023):
  https://www.bluecc.edu/home/showpublisheddocument/1344/636703720563970000

- Facilities Committee: https://www.bluecc.edu/about/staff-web/governance-process/operations-committee/facilities-committee
- Information Technology Committee: https://www.bluecc.edu/about/staff-web/governance-process/it-committee
- Master Plans (scroll to bottom of page): https://www.bluecc.edu/about/staff-web/governance-process/college-planning-council