Academic Program Review

Continuous quality improvement requires the systematic collection of pertinent, measureable data to review, analyze and act upon (Dew & Nearing 2004). The emphasis will be to use the data to improve program offerings so BMCC can better serve our students and local communities. At this time, this review is independent of the state or federal required review of all occupationally approved programs. It is also independent of program accreditation requirements from outside licensing agencies.

Report summaries will be posted to an online library and available to the campus community.

1. Departmental Course
2. Department FTE, fill rate and student success history (last 4 years)

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| **Year** | **FTE** | **% Full-Time Faculty** | **Number of sections\*** | **Average class size** | **Percent fill rate** | **# of unduplicated student count by department taking sections within department** | **# of sections taught by Full-Time Faculty** | **# of sections taught by Part-Time Faculty** | **# of sections taught online** | **Department specific information**  **request** |
| **2015-16** |  |  |  |  |  |  |  |  |  |  |
| **2014-15** |  |  |  |  |  |  |  |  |  |  |
| **2013-14** |  |  |  |  |  |  |  |  |  |  |
| **2012-13** |  |  |  |  |  |  |  |  |  |  |
| **2011-12** |  |  |  |  |  |  |  |  |  |  |
| **Total % Change** |  |  |  |  |  |  |  |  |  |  |

\*Do not count each section separately for stacked courses.

1.  What is the departmental analysis of these trends? How might this be improved?
2. Revenue and Costs
   1. Revenue, costs, and unusually large expenses

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| **Year** | **Revenue (does not include FTE)** | | | **Cost (does not include overhead costs)** | | **Net Income** | **Unusually**  **Large Costs** |
|  | **Tuition** | **Fees** | **Outside Agency (i.e. local hospital contribution)** | **Instruction** | **Materials** |  |  |
| **2015-16** |  |  |  |  |  |  |  |
| **2014-15** |  |  |  |  |  |  |  |
| **2013-14** |  |  |  |  |  |  |  |
| **2012-13** |  |  |  |  |  |  |  |
| **2011-12** |  |  |  |  |  |  |  |
| **Total %**  **Change** |  |  |  |  |  |  |  |

* 1. What is the department’s analysis of the above data? Does the department anticipate any large costs in the next 5 years?

If yes, please describe.

3. Professional Development

1. What are the department’s needs for professional development and how will the department meet these needs? List specific activities and scheduled dates the department will be participating in to strengthen the department. Please review the answer after completing part 6, 7 and 8 of this program review.
2. Student/Faculty Ratios

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| **Year** | **Student**  **FTE # of IU** | **FT Faculty Equivalents** | **PT Faculty Equivalents** | **Student/FT Faculty Ratio** | **Student/PT Faculty Ratio** |
| **2015-16** |  |  |  |  |  |  |
| **2014-15** |  |  |  |  |  |  |
| **2013-14** |  |  |  |  |  |  |
| **2012-13** |  |  |  |  |  |  |
| **2011-12** |  |  |  |  |  |  |
| **Total %**  **Change** |  |  |  |  |  |  |

1. Discuss the impact of student/faculty ratios on department scheduling decisions.
2. Student Success

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| **Year** | **Average GPA R=0, W=0** | **Percent of students completing**  **courses with a C or Higher** | **Percent of**  **withdrawals** | **% of students enrolling the following term. Do not count students who have completed their degree intent.**  **Within the dept. Outside the dept.** | |
| **2015-16** |  |  |  |  |  |
| **2014-15** |  |  |  |  |  |
| **2013-14** |  |  |  |  |  |
| **2012-13** |  |  |  |  |  |
| **2011-12** |  |  |  |  |  |
| **Total %**  **Change** |  |  |  |  |  |

* 1. What is the department’s analysis of student success? Is anything needed to improve student success without compromising program quality?

6. Course Assessment

a. Course outcome syllabi should be reviewed *every* 5 years. List all department courses and the year each outcome syllabus was last taught and reviewed.

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| **Course** | **When course was last taught** | **Date Outcome Syllabus Was Last Reviewed** |
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| **Year** | **Total number of courses within the department** | **# of courses with outcomes**  **updated**  **within last 5 years** | **# of courses with outcomes updated within last 5 years and mapped to program or department outcomes.** | **Percent of courses assessed** | **Percent of courses mapped to core competency skills.** |
| **2015-16** |  |  |  |  |  |
| **2014-15** |  |  |  |  |  |
| **2013-14** |  |  |  |  |  |
| **2012-13** |  |  |  |  |  |
| **2011-12** |  |  |  |  |  |
| **Total %**  **Change over 5 year** |  |  |  |  |  |

**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**

c. Explain how the department has used student learning outcomes to improve instruction. Give 2 specific examples of recent assessment projects. Include the data analysis and how the department “closed the loop”.

d. What is the department’s plan for mapping and assessing program, degree outcomes and/or core competencies (example: certificate, AAS or AAOT)?

7. Student Progress after BMCC

a. List all Program Degrees and Certificate Options

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| CTE Degrees or Certificates  Name | Degree | Certificate of Completion | Career Pathway  Certificates | Less than One  Year Certificates | Other  Certificates |
| Example: AAS Accounting | X |  |  |  |  |
| Example: Certificate Accounting Technician |  | X |  |  |  |
| Example: Bookkeeping Support Specialist |  |  | X |  |  |
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| Non-CTE Degrees or Certificates  Name | Degrees | Certificate of Completion | Career Pathway  Certificates | Less than One  Year Certificates | Other  Certificates |
| Example: AAOT | X |  |  |  |  |
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1. Non-CTE Degrees: What number of jobs in the state require B.S. or B. A. degrees in the discipline?
2. Oregon Labor Market Information System estimates of employment projections

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| **Year** | **New and Replacement Jobs**  **in the Department Discipline - Umatilla/Morrow County** | **New and Replacement Jobs in the Department Discipline - Eastern Oregon** | **New and Replacement Jobs in the Department Discipline in Oregon** |
| **2015-16** |  |  |  |

1. Number of Degrees and Certificates Conferred

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| **Year** | **Number of Degrees Conferred by Type** | **Number of Certificates Conferred by Type** | **Completion**  **Rate within 3 Years** | **Specific department questions** |
| **2015-16** |  |  |  |  |  |
| **2014-15** |  |  |  |  |  |
| **2013-14** |  |  |  |  |  |
| **2012-13** |  |  |  |  |  |
| **2011-12** |  |  |  |  |  |
| **Total %**  **Change** |  |  |  |  |  |

1. What degrees/certificates, including transfer degrees, would the department like to add or subtract to better meet student needs? Describe any changes proposed to meet these needs.
2. Please discuss these trends and what the department is doing to increase program enrollment. Also, if available, include a qualitative narrative on placement of graduates the last three years.

8. Based on the department’s data and analysis, discuss the strengths and weaknesses of your program.

1. Strengths

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| **List Strengths** | **Anticipated Changes/Improvements** |
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1. Weaknesses

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| **List Weaknesses** | **Anticipated Changes/Improvements** |
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1. Opportunities

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| **List Opportunities** | **Anticipated Changes/Improvements** |
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1. Threats

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| **List Threats** | **Possible response to address the threats** |
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Dew, J. R., & Nearing, M. M. (2004). *Continuous quality improvement in higher education.* Westport, Conn.: American Council on Education/Praeger.

**Schedule of Program Review**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Departments** | **Program Review Year** | **Discipline 1** | **Discipline 2** | **Discipline 3** | **Discipline 4** | **Discipline 5** | **Discipline 6** | **Discipline 7** |
| Agriculture | 2016 -2017 | Precision Ag | Vet Assistant | Welding | Vet Tech |  |  |  |
| Business | 2016 -2017 | Accounting | Administrative Office Professional | Business Administration | Retail Management | Hospitality Tourism and Management |  |  |
| EMT | 2016 - 2017 |  |  |  |  |  |  |  |
| Fire Science | 2016 - 2017 |  |  |  |  |  |  |  |
| Nursing | 2016 - 2017 |  |  |  |  |  |  |  |
| Science | 2016 - 2017 | Biology | Chemistry | General Science | Geology | Physics |  |  |
| Apprenticeship | 2017 - 2018 |  |  |  |  |  |  |  |
| Dental | 2017 - 2018 |  |  |  |  |  |  |  |
| Early Childhood | 2017 - 2018 |  |  |  |  |  |  |  |
| Education | 2017 - 2018 |  |  |  |  |  |  |  |
| English | 2017 - 2018 |  |  |  |  |  |  |  |
| Math/CIS | 2017 - 2018 |  |  |  |  |  |  |  |
| Nursing Assistant | 2017 - 2 018 |  |  |  |  |  |  |  |
| Criminal Justice | 2018 - 2019 |  |  |  |  |  |  |  |
| Fine Arts | 2018 - 2019 | Art | Foreign language | Music | Philosophy | Communication | Theatre |  |
| Health & PE | 2018 - 2019 |  |  |  |  |  |  |  |
| Social Science | 2018 - 2019 | Anthropology | Economics | Geography | History | Political Science | Psychology | Sociology |  |
| Industrial Systems Tech | 2018 - 2019 |  |  |  |  |  |  |  |