Academic Master Plan

2015-2020

Updated
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Introduction

The Blue Mountain Community College Board of Education approved a new five year Strategic Plan in January of 2015. The Strategic Plan was the culmination of over a year and a half of work by all members of the faculty and staff of Blue Mountain Community College. It is this strategic plan and its vision, mission, core themes, values and goals that drive the academic master plan (AMP). Four of the nine Strategic Plan goals, have specific targets that provide guidance and direction to the development of a five year academic master plan. Our college's mission is:

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

The purpose of the academic master plan is to serve as a mechanism for advancing the mission of BMCC through intentional instructional initiatives. The four goals of the BMCC Strategic Plan that are tied directly to instruction are:

Goal #3: Diverse and high quality internal BMCC workforce

Goal #7: Relevant, dynamic, and diverse curriculum

Goal #8: Deliberate continuous improvement based on evidence at BMCC

Each strategy of this academic master plan will be tied directly to one of these four goals and hence to the mission of Blue Mountain Community College and its 2015-2020 Strategic Plan.

Approach – Environmental Scanning

The approach used in developing the Academic Master Plan (AMP) is to first conduct internal and external SWOT analyses (analysis of strengths, weaknesses, opportunities, and threats). The results of the SWOT analyses will drive data collection and academic needs for the AMP. Internal S.W.O.T analysis includes a review of the following data sets:

- Student enrollment in credit classes (including classes, times, and locations)
- Students enrollment in CWE and Internships
- CCSE, SENSE, IPEDs, and Student Opinion survey results
- Student and employee focus groups
- Student course evaluations (SETI—quantitative data not identifiable to instructor)

The internal focus groups suggested that a survey of students is needed. BMCC needs better information on what classes are desired by students at the various BMCC locations and the time of day should these classes be offered. The internal focus groups also emphasized the need for data on industry needs for each of the BMCC center locations.

External S.W.O.T analysis for CTE programs includes a review of the following data sets:

- K-12 enrollment projections by demographic
- Labor market projections
- Business and Industry connections including Advisory Committees
- Employment and wage data
- District, state, regional, national trends or factors

Labor market projections, business and industry connections and employment and wage data are a normal part of the work involved with beginning any new career technical program. They will also be utilized within the Academic Program Review Process.

An external S.W.O.T. analysis for transfer programs will look different. The following data is available for analysis within the Academic Program Review process:

- If students remain in state, HECC and SCART are available
- National Clearinghouse also collects data that are linked to SSN. A limitation is that this reporting is voluntary employer participation.

This data driven scanning process will facilitate program planning and better attainment of goals that are directly related to students. The program review reports will be posted to Canvas for review by all faculty. The College will also consider an annual assessment day where programs will present their reports.

Goals, Strategies and Activities

Key for Personnel Abbreviations

DCP: Director of College Prep
DCTE: Dean of CTE and Community Education
DIO: Director of Instructional Operations
FAC: Faculty
HR: Human Resources
DIR: Director Institutional Research
REG: Registrar
VPI: Vice President of Instruction
APR: Academic Program Review

Academic Goal #1: Relevant, dynamic, and diverse BMCC curriculum

Strategy 1.1 Program and Course offerings designed to meet curriculum needs of our students and community.		Target
Tactics/Activities	**Lead –**	**Measure –**
Annual analysis by Department Chairs and Center Directors to determine student demand for classes • Where • What • When	VPI, DIO	Annual enrollment reports: Enrollment trends, fill rates Measure: 15 Students/class or 75% fill rate
Set Strategies for improving completion rates within programs	VPI, DCTE, REG, FAC, DIR	Annual completion reports Measure: 50% of declared students complete AAOT or AAS program in 3 yrs.
CTE student satisfaction post-graduation • Department survey	VPI, DCTE, FAC	Perform during APR cycle Measure: Yearly department planning to implement strategies for improvement

Strategy 1.2 Develop and Maintain Relationships with employers within the BMCC district	Target	
Tactics/Activities	**Lead –**	**Measure –**
Evaluate effectiveness of Cooperative Work Experience (CWE) or other experiential learning at BMCC	DCTE, CWE FAC	Pre- and post CWE evaluation survey Measure: Develop tool by September 2017
Make focused improvements to CWE based on findings of evaluation	DCTE CWE FAC	Implement changes yearly based on assessment findings Measure: Yearly report to Advisory Committee
Strategy 1.3 Partner with Employers to develop and offer skills training to improve local work force	**Target**	
Tactics/Activities	**Lead –**	**Measure –**
SBDC programs and services meet the needs of small businesses in the college district	DCTE/Director SBDC	Measure: Annual SBDC goals met yearly
Outreach to community employers to develop and offer skills training programs and workshops	DCTE; Center Directors	Target: Customized training opportunities at all BMCC Centers; track and report yearly Target: Satisfaction surveys post training

Academic Goal #2: Deliberate continuous improvement based on evidence at BMCC

Strategy 2.1 Program Improvements made based on Program Review process	Target	
Tactics/Activities	**Lead –**	**Measure –**
Establish an APR process and schedule	VPI, DCTE, DIR, FAC	Completed 2016; updated June 2017
Implement APR	VPI, DCTE, DIR, Program Review Committee	Implemented winter 2017 Measure: All academic programs reviewed by 2020
Annual Assessment Day to highlight changes made to improve student learning and completion at the Program Level	VPI, DCTE, FAC	Implement Assessment Day Spring 2018

Programs regularly assess student learning at program or degree level, analyze the data against a benchmark, and implement improvements	VPI, DCTE, Assessment Team	Measure: 100% of programs have performed assessment of program outcomes by 2020
Strategy 2.2 Assessment of student learning at the course level with regular implementation of improvements as a result of assessment		**Target**
Tactics/Activities	**Lead –**	**Measure –**
Updated course and program outcomes	VPI, DCTE, FAC	Measure: 100% of credit classes have updated and measurable learning outcomes by Dec. 2018 Measure: 100% of programs have measurable learning outcomes by Dec. 2018
Assessment training for full and PT faculty	VPI, FAC	Measure: 75% of FT and 33% of PT faculty participate in Assessment Workshops by spring term 2018
Faculty regularly assess student learning at course level, analyze the data against a benchmark, and implement improvements as needed	VPI, DCTE, FAC, Instructional Assessment Team	Measure: 50% of all courses assessing outcomes and implementing improvements
Strategy 2.3 Assessment of student learning at the degree level to show achievement of core competencies		**Target**
Tactics/Activities	**Lead –**	**Measure –**
Mapping of course and/or program outcomes to college core competencies	VPI, DCTE, FAC, Instructional Assessment Team	Measure: By 2019, visual maps created for all programs/degrees
Faculty regularly assess student learning at core competency level against a benchmark, and implement improvements as needed	VPI, DIR, FAC Instructional Assessment Team	Measure: Students meet benchmarks for core competencies annually

Strategy 2.4 Online and distance education offerings are designed to enable student learning	Target	
Tactics/Activities	Lead – VPI	Measure
Train a BMCC Quality Equity Matters Evaluator	VPI, DCTE	December 2016; completed
Refine existing courses to the QM standards	VPI, DCTE, FAC	Measure: by June 2020, 15% of online courses meet Quality Matters criteria

Academic Goal #3: Diverse and High Quality Internal BMCC Workforce

Strategy 3.1 Well oriented, connected, and supported employees	Target	
Tactics/Activities	Lead – VPI	Measure
Onboarding program in place for all new full and part time faculty	VPI, DCTE, HR	Implement fall 2017
Part time faculty handbook updated	VPI, DCTE, HR	Complete by fall 2017
Peer mentoring program in place for all new instructors	VPI, DCTE	Implement fall 2017
Professional development plans including goals in place for all FT faculty	VPI, DCTE	Implement fall 2017; complete by spring 2018; Measure: 100% of FT faculty have plan on file
Professional development funds available to PT faculty for approved activities	VPI	Implement summer 2017; Measure: 30% of PT faculty access funding by fall 2018

Data and Survey Needs

1. We need to develop standardized data definitions so all reports used for Program Review are consistent and accurate.

2. Students, advisors, and Center Directors need to provide data to the Office of Instruction on what classes are needed, on which campuses, live or on line, and what time of the day. To some extent students vote with their feet, but expanded offerings using technology as an integrated part of the delivery system is an important tool for meeting student need.

3. An employer satisfaction survey would be helpful in determining important skills that students lack (or have for that manner) when leaving BMCC. The only previous employer survey was somewhat flawed by the method used to determine the sample. Will coordinate with CTE Advisory Committees and local employers regarding workforce needs.

4. The office of institutional Effectiveness will populate the program reviews with relevant data. All programs are reviewed on a four-year cycle or sooner if dictated by an outside accreditation agency. Where possible, for CTE programs, the college APR will coincide with the external agency process.

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
   a. Department FTE, fill rate and student success history (last 4 years)

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.

b. What is the departmental analysis of these trends? How might this be improved?

2. Revenue and Costs
   a. Revenue, costs, and unusually large expenses

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							

   b. 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
   a. 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.

4. Student/Faculty Ratios

a.

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					

b. Discuss the impact of student/faculty ratios on department scheduling decisions.

5. Student Success
    a.

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					

b.   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.

Course	When course was last taught	Date Outcome Syllabus Was Last Reviewed

b.

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

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		
Non-CTE Degrees or Certificates Name	Degrees	Certificate of Completion	Career Pathway Certificates	Less than One Year Certificates	Other Certificates
Example: AAOT	X				

   b. Non-CTE Degrees: What number of jobs in the state require B.S. or B. A. degrees in the discipline?

c. Oregon Labor Market Information System estimates of employment projections

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			

d. Number of Degrees and Certificates Conferred

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				

e. 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.

f. 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.

    a. Strengths

List Strengths	Anticipated Changes/Improvements

    b. Weaknesses

List Weaknesses	Anticipated Changes/Improvements

c. Opportunities

List Opportunities	Anticipated Changes/Improvements

d. Threats

List Threats	Possible response to address the threats

Dew, J. R., & Nearing, M. M. (2004). *Continuous quality improvement in higher education.* Westport, Conn.: American Council on Education/Praeger.

Schedule of Program Review

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							
Criminal Justice	2017 - 2018							
Early Childhood	2017 - 2018							
English	2017 - 2018							
Math/CIS	2017 - 2018							
Nursing Assistant	2017 - 2018							
Social Science	2018 - 2019	Anthropology	Economics	Geography	History	Political Science	Psychology	Sociology
Dental Assisting	2018 - 2019							
Fine Arts	2018 - 2019	Art	Foreign language	Music	Philosophy	Communication	Theatre	
Health & PE	2018 - 2019							
Industrial Systems Tech	2018 - 2019							