

# Academic Master Plan 2015-2020



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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. This plan was then updated in winter 2018 and the nice goals reduced to four (4) which were then further aligned with the college's Core Themes. 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 three goals of the BMCC Strategic Plan that are tied directly to instruction are:

Goal #2: Relevant, dynamic, and diverse curriculum

Goal #3: Continuous improvement based on evidence at BMCC

Goal #4: Diverse and High Quality BMCC Workforce

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

## 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 <ul style="list-style-type: none"> <li>• Where</li> <li>• What</li> <li>• When</li> </ul> | VPI, DIO                 | Annual enrollment reports: Enrollment trends, fill rates<br>Measure: 15 Students/class or 75% fill rate |
| Set Strategies for improving completion rates within programs   | VPI, DCTE, REG, FAC, DIR | Annual completion reports<br>Measure: 50% of declared students complete AAOT or AAS program in 3 yrs.   |
| CTE student satisfaction post-graduation <ul style="list-style-type: none"> <li>• Department survey</li> </ul>  | VPI, DCTE, FAC           | Perform during APR cycle<br>Measure: Yearly department planning to implement strategies for improvement |

| <b>Strategy 1.2 Develop and Maintain Relationships with employers within the BMCC district</b>              |                        | <b>Target</b>  |
|---|------------------------|--|
| <b>Tactics/Activities</b>   | <b>Lead –</b>          | <b>Measure –</b>   |
| Evaluate effectiveness of Cooperative Work Experience (CWE) or other experiential learning at BMCC          | DCTE, CWE FAC          | Pre- and post CWE evaluation survey<br>Measure: Develop tool by September 2017   |
| Make focused improvements to CWE based on findings of evaluation  | DCTE<br>CWE FAC        | Implement changes yearly based on assessment findings<br>Measure: Yearly report to Advisory Committee                                |
| <b>Strategy 1.3 Partner with Employers to develop and offer skills training to improve local work force</b> |                        | <b>Target</b>  |
| <b>Tactics/Activities</b>   | <b>Lead –</b>          | <b>Measure –</b>   |
| 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<br>Target: Satisfaction surveys post training |

*Academic Goal #2: Continuous improvement based on evidence at BMCC*

| <b>Strategy 2.1 Program Improvements made based on Program Review process</b>                                   |  | <b>Target</b>  |
|---|--|--|
| <b>Tactics/Activities</b>   | <b>Lead –</b>                            | <b>Measure –</b>   |
| 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<br>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  |
| <b>Strategy 2.2 Assessment of student learning at the course level with regular implementation of improvements as a result of assessment</b> |   | <b>Target</b>  |
| <b>Tactics/Activities</b>  | <b>Lead –</b>                                 | <b>Measure –</b>   |
| Updated course and program outcomes  | VPI, DCTE, FAC                                | Measure: 100% of credit classes have updated and measurable learning outcomes by Dec. 2018<br>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   |
| <b>Strategy 2.3 Assessment of student learning at the degree level to show achievement of core competencies</b>                              |   | <b>Target</b>  |
| <b>Tactics/Activities</b>  | <b>Lead –</b>                                 | <b>Measure –</b>   |
| 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   |

| <b>Strategy 2.4</b> Online and distance education offerings are designed to enable student learning |                   | <b>Target</b>  |
|---|-------------------|--|
| <b>Tactics/Activities</b>   | <b>Lead – VPI</b> | <b>Measure</b>   |
| 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*

| <b>Strategy 3.1</b> Well oriented, connected, and supported employees          |                   | <b>Target</b>   |
|--|-------------------|---|
| <b>Tactics/Activities</b>  | <b>Lead – VPI</b> | <b>Measure</b>  |
| 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               |     |                     |                     |                    |                   |   |   |   |                             |   |
| <b>Total % Change</b> |     |                     |                     |                    |                   |   |   |   |                             |   |

\*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               |                     |                        |                        |                          |                          |
| <b>Total % Change</b> |                     |                        |                        |                          |                          |

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

5. Student Success

a.

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

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 |
|--------------|--|
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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**

| 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/Computer Science   | 2017 - 2018         |              |                                    |                         |                   |                                    |              |              |
| Data Center Technology  | 2018 - 2019         |              |                                    |                         |                   |                                    |              |              |
| Dental Assisting        | 2018 - 2019         |              |                                    |                         |                   |                                    |              |              |
| Diesel Technology       | 2018 - 2019         |              |                                    |                         |                   |                                    |              |              |
| Fine Arts               | 2018 - 2019         | Art          | Foreign language                   | Music                   | Philosophy        | Communication                      | Theatre      |              |
| Health & PE             | 2018 - 2019         |              |                                    |                         |                   |                                    |              |              |
| Industrial Systems Tech | 2018 - 2019         |              |                                    |                         |                   |                                    |              |              |

|                   |             |              |           |           |         |                   |            |           |
|-------------------|-------------|--------------|-----------|-----------|---------|-------------------|------------|-----------|
| Nursing Assistant | 2018 - 2019 |              |           |           |         |                   |            |           |
| Social Science    | 2018 - 2019 | Anthropology | Economics | Geography | History | Political Science | Psychology | Sociology |