

# 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. 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 #1: Students First – BMCC is committed to promoting equity in success for all students

Goal #2: Diverse and high quality internal BMCC workforce

Goal #3: Relevant, dynamic, and diverse curriculum

Goal #4: 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.

- x Student enrollment in credit classes (including classes, times, and locations)
- x Students enrollment in CWE and Internships
- x Number of industry trainings annually
- x CCSE, SENSE, IPEDs, and Student Opinion survey results
- x Student and Employee focus groups

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 includes a review of the following data sets.

- x K-12 enrollment projections by demographic
- x Labor market projections
- x Business and Industry connections
- x Employment and wage data
- x 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.

## Strategies and Activities

VPI = Vice President of Instruction

DI = Dean of CTE and Community Education

*Goal #1: BMCC is committed to promoting equity in success for all students*

Strategy 1.1 Increased student satisfaction and engagement		Target
Tactics/Activities	Lead –	Measure –
Complete an analysis to analyze student satisfaction and engagement to establish current state data <ul style="list-style-type: none"> <li>• SENSE</li> <li>• CCESE</li> <li>• Noel-Levitz</li> </ul>	VPI	April 2016
Set Strategies for increasing student satisfaction and engagement	VPI/DI/Instructors	Annually in September
Measure student satisfaction and engagement as evidenced by student surveys <ul style="list-style-type: none"> <li>• SENSE</li> <li>• CCESE</li> <li>• Noel-Levitz</li> </ul>	VPI/DI	Annually in June

*Goal #1: BMCC is committed to promoting equity in success for all students*

Strategy 1.2 Reduce Student Time and Credits Needed to Reach Gateway Classes		
Tactic/Activity	Leads – Jim Whittaker	Measure
Implement multiple measures model and workflow for efficient course placement <ul style="list-style-type: none"> <li>• Develop placement measures and crosswalks</li> <li>• Develop placement workflow</li> <li>• Develop transition timeline</li> <li>• Share with Curriculum Committee, Cabinet, Coordinating Council</li> </ul>	Diana Hammon Theresa Bosworth	<ul style="list-style-type: none"> <li>• Transition plan in place by end of spring term 2016.</li> <li>• Implementation completed by fall term 2016.</li> </ul>

Scale up College Prep/GED bridge to college credit <ul style="list-style-type: none"> <li>• Provide tuition waivers for credit classes</li> <li>• Establish a Success Coach position/role for college prep</li> </ul>	Mary Jane Bagwell Wade Muller OI Staff	Completed by Fall 2016
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*Goal #1: BMCC is committed to promoting equity in success for all students*

Strategy 1.3 Implement Guided Pathways Model		Target
Tactics/Activities	Lead –	Measure –
Establish a Guided Pathways workgroup to develop BMCC model <ul style="list-style-type: none"> <li>• Guided pathways for transfer and career technical education (CTE) programs</li> <li>• Stackable credentials</li> </ul> Roadmaps connecting K-12 to BMCC to 4 Year	DI Wade Muller Success Coaches	September 2016
Develop new stackable certificate/degree programs	DI	June 2017

*Goal #2: Relevant, dynamic, and diverse BMCC curriculum*

Strategy 2.1 Academic Master Plan designed to meet the curriculum needs of our students and community		Target
Tactics/Activities	Lead –	Measure
Census conducted to determine student demand for classes <ul style="list-style-type: none"> <li>• Where</li> <li>• What</li> <li>• When</li> </ul>	VPI/DI	June 2016
Evaluate effectiveness of Cooperative Work Experience (CWE) at BMCC	DI/ CWE faculty	September 2016
Make focused improvements to CWE based on findings of evaluation	DI CWE faculty	December 2016
Increased number of industry CWE and Internship placements	VPI/DI	Increase by 5 per year
Increased number of industry trainings by five per year	VPI/DI	Increase by 5 per year

Conduct an employer satisfaction survey of BMCC graduates to establish a baseline	VPI/DI	September 2016
Conduct an employer satisfaction survey of BMCC graduates to determine increase in level of satisfaction	VPI/DI	June 2020
Increase the number of articulation agreements with other colleges	VPI/DI	Annually

*Goal #2: Relevant, dynamic, and diverse BMCC curriculum*

<b>Strategy 2.2</b> Program improvements made based on annual program review process		<b>Target</b>
<b>Tactics/Activities</b>	<b>Lead –</b>	<b>Measure</b>
Program review process in place	VPI	Completed
Program review schedule in place	VPI	Completed
Program review schedule implemented	VPI/DI/AVPIE	February 2016

*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 –</b>	<b>Measure</b>
Onboarding program in place for all adjunct instructors	VPI/DI/AVPHR	September 2016
Update adjunct handbook by September 2016.	VPI/DI/AVPHR	September 2016
Peer mentoring program in place for all new instructors	VPI/DI	September 2016
Professional development plans including goals in place for all OI employees	VPI/DI	December 2016

*Goal #4: Deliberate Continuous Improvement based on evidence at BMCC*

<b>Strategy 4.1</b> Academic and nonacademic program review processes occurring regularly with implementation of improvements as a result of assessment		<b>Target</b>
<b>Tactics/Activities</b>	<b>Lead –</b>	<b>Measure</b>
Train a BMCC Quality Matters Evaluator	VPI/DI	December 2016
Fifteen percent of BMCC courses meet Quality Matters criteria	VPI/DI/Instructors	June 2020

### **Data and Survey Needs**

1. We need to continue to give and monitor results of SENSE, CCESE, and Noel-Levitz for our students. Data shows that student engagement is tied directly to both student success and retention.
2. Students (and advisors) need to provide data on what classes are needed, on which campuses, live or on line, when. To some extent students vote with their feet, but an evening transfer degree program at the Pendleton Campus for example is something we may wish to explore.
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.
4. The office of institutional effectiveness will need to populate the program reviews with relevant data. All CTE programs are reviewed every three years and transfer programs every five years.



### BMCC Academic Program Review Procedure

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 presented to the faculty, the President, College Administrative Team, and the Board.

1. Departmental Classes

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

Year	FTE	% Full-Time Instructors	Number of Sections	Average Class	Percent Fill Rate
2014-15					
2013-14					
2012-13					
2011-12					
<b>Total % Change</b>					

- b. Describe how these trends have affected student achievement and student learning and how you might improve both. (Department)

2. Revenue and Costs (**Office of Instruction**)

a. Revenue, costs, and unusually large CTE expenses

Year	Revenue	Cost	Net Income	Unusually Large Costs
2014-15				
2013-14				
2012-13				
2011-12				
Total % Change				

b. Describe any unusually large costs anticipated in the next 5 years. (**Department**)

### 3. Professional Development

What are your department needs for professional development and how will you meet these needs? List specific activities and scheduled dates you will be participating in to strengthen your department. Please review your answer after completing part 12 of this program review.

(Department)

### 4. Faculty Student Ratios (Office of Instruction)

a.

Year	Student FTE	Faculty Full Time Equivalents	Student Instructor Ratio
2014-15			
2013-14			
2012-13			
2011-12			
<b>Total % Change</b>			

b. Discuss the impact of student-instructor ratios on department scheduling decisions.

(Department)

5. Student Success (Office of Instruction)

a.

Year	Average GPA R=0, W=0	Percent of Students with a C or Higher	Percent of Withdrawals
2014-15			
2013-14			
2012-13			
2011-12			
Total % Change			

b. Is your department's student success appropriate? What is your plan to improve student success without compromising program quality? (Department)

6. Assessment

a. (Office of Instruction)

Year	Student Learning Outcome Course Count	Percent of Courses with Student Learning Outcomes Defined	Percent of Courses Assessed
2014-15			
2013-14			
2012-13			
2011-12			
Total % Change			





b. Please discuss the number of degrees and certificates conferred, trends and what you are doing to increase these numbers. Also include a qualitative narrative on placement of graduates the last three years. (Department)

11. a. Oregon Labor Market Information System estimates of employment projections (Office of Instruction)

<b>Year</b>	<b>New and Replacement Jobs in Your Discipline Umatilla/Morrow County</b>	<b>New and Replacement Jobs in Your Discipline Eastern Oregon</b>	<b>New and Replacement Jobs in Your Oregon</b>
<b>2014-15</b>			

b. What changes are you anticipating in your department based on the information above during the next 3-5 years? (Department)

12. Based on your data and analysis presented above as well as issues you were unable to address above, discuss the strengths and weaknesses of your program. (Department)

a. Strengths

b. Weaknesses

Anticipated Changes/Improvements



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





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	Hospitality Tourism and Management						
EMS/Fire	2016 -2017							
Nursing	2016 -2017	Nursing Assistant						
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							
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							