

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?

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							
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							