

CURRICULUM MAPS | ENROLLMENT, RETENTION, GOAL ATTAINMENT – STUDENT SUCCESS

ASSESSMENT: PROGRAM REVIEW (YEAR ONE) DUE DATE: JUNE 30TH



The Goal: To ensure that program [and discipline] curriculum provides appropriate conditions for student achievement of intended program [and discipline] learning outcomes (Palomba & Banta, 1999).

There are six steps to complete year one of the Program Review. Please reference the Year 1 document for expanded definitions, guidance and resources.

Enrollment | Retention | Student Goal Attainment:

A Program Review explores learner achievement by reviewing and interpreting their targets through a process of data analysis, comparison to peers, and investigatory discourse. Reflecting on any missed targets-specifically for BIPOC populations-could prompt many innovative shifts aimed at improving learning and identifying needs.

- Retention Rate: Examines students' progress from year to year. IPEDS and HEIRS capture Fall-to-Fall enrollment for first-time, full-time students or first-time, part-time students.
- Persistence Rate: Examines students' progress from semester to semester. IPEDS does not capture persistence.
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HIPs: There are several deliverables associated with this section. The first is to familiarize yourself with High Impact Practices, what they are, how to make them effective (using the eight elements), and in what ways they can be incorporated into course curriculum. The second is to identify on your curriculum map where HIPs are being used. The final deliverable under this section is to propose the integration of internships for all degree and career pathway programs.

OER

Please demonstrate if, how, and where Open Educational Resources (OER) are being used. Having a map through a certificate or academic program will help your students' academic success as well as promote pathways through your program. Mapping courses will help departments identify courses that with coordination or with encouragement and support could have all sections convert to a "Textbook Equity"/OER approach to benefit students.

Please indicate within the CM (under the element column) if the course (all sections offered) uses either: an open (free) textbook, no textbook but other resources that are free, or resources/textbook that cost \$50 or less in total.

MassTransfer

For Career and Transfer, and Transfer programs please add a column to your curriculum map and add the MassTransfer Subject Area Block.

Step One:

Familiarize yourself with the website section on Year One deliverables, resources, templates, and instructions.

Step Two:

Return to Curriculum Mapping & Integrate HIPs, OER, and MassTransfer

Please reference the Academic Program Review Year 1 document for expanded definitions and guidance/resources. Below illustrate the relationships needed within the Curriculum Map.

- What HIPs are being used?
- What elements are being used to accomplish success?
- Is the Practice by course or section? Is OER available?

Courses	General Education Competency	HIPs	ELEMENT	Course or Section
Program Courses				
Course Example 101	Muticultural and Social Perspectives	Written Intensive	Frequent, timely, & constructive feedback	Section
Course Example 151	Critical Thinking	Collaborative Assignments & Projects	Interactions with faculty & Peers about substantive matters	Course
Course Example 201	Quantitative and Symbolic Reasoning	N/A	N/A	N/A
Course Example 223	Critical Thinking; Information Literacy; Scientific Reasoning	Internship/Field Placement	demonstration of competency	Course

Step Three: Enrollment, Retention & Student Goal Attainment

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- Retention Rate: Examines students' progress from year to year. IPEDS and HEIRS capture Fall-to-Fall enrollment for first-time, full-time students or first-time, part-time students.
- Persistence Rate: Examines students' progress from semester to semester. IPEDS does not capture persistence.
- Student Goal Attainment: Examines students' progress when the goal of enrollment is not associated with degree attainment

***Questions to be investigated are located on the Institutions Program Review website under Year 1 deliverables.

Step Four: Develop 2-3 SMART Goals

- One must be directly related to the improvement of student learning
- One must be directly related to equity-minded practices

Step Five: Submit Summary Report by June 30th (Academic Summary Report)

1. Program Statement
2. Program LOs
3. Curriculum Map
4. Enrollment/Retention/Student Success
5. SMART Goals