# ACADEMIC PROGRAM REVIEW
## Year Zero Instructions

**Curriculum Map | General Education Contribution | Program Statement | Program Learning Outcomes**

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With any Program Review, alignment is integral to the process. *The process examines the connections (and/or misconnections) within a program's progression of student knowledge/skill/application of subject matter, identifies general education competency pathways, and incorporates institutional goals/mission (NILOA, 2018).*

**Institution Mission:**
Bristol Community College provides an accessible, innovative and inclusive education that prepares students to navigate and succeed in our ever-changing world.

**Vision:**
Advancing a vibrant, diverse community through education, learner by learner

**Mission:**
The Office of Academic Affairs provides oversight and leadership for all credit-bearing academic programs, instruction, and support services at all College locations, including online.

Activities and areas of responsibility include oversight of curriculum, planning, budget administration, staffing, professional development for faculty and professional staff, development of degree and certificate programs, and various professional accreditations.

The fundamental goal of the Office of Academic Affairs is to promote student learning by fostering excellence in teaching and an environment that promotes individual students to develop into critical thinkers and autonomous learners.

**Equity Commitment:**
Bristol Community College's academic programs strive to provide equitable educational opportunities to all students and create a sense of belonging. We engage students in rigorous learning, striving to transform attitudes and beliefs to position our students to become agents of change and serve as leaders in our communities.

# Academic Program Review
**Year Zero Deliverables**

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**Academic Affairs Deliverables for FY22**
*Curriculum Maps | General Education Competency Contribution*

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## Part I. Department/Program Alignment

In addition to alignment with the Division Mission/Goals and General Education Competency Framework, alignment within each department is essential to building out assessment initiatives. Additionally, using standards within the industry and employability skills to guide your work is critical. **Please keep an internal document that answers the information below.  The end of year Program Review report form will include specific questions associated with the completed deliverable.**

**Program Mission Statement:**

Alignment continues through the establishment of a Program statement. Each program statement defines their role and communicates to students (and others) how the program and instructors contribute to student learning/experience at the institution. Additionally, departments contribute to the Learning Competencies of the division by demonstrating the effectiveness of their programs and services.  *"The Program Statement should define the broad purposes the program is aiming to achieve, describe the community the program is designed to serve, and state the values and guiding principles which define its standards".* (Retrieved UCONN, 2022.)

A program statement should be revisited/reviewed and revised every 5 years to reflect contemporary practices and changes to a department.  Program statements state the cause, action, and impact. They are specific, succinct and straightforward. Program Statements answer the following questions:

- Who am I (Name of Program/Career Pathway)
- Who will I serve? (stakeholders)
- What will I do? (Primary Purpose)
- How will I do it? (Primary Function)

When reviewing/revising/or creating a Program Statement contemporary practices such as current language, current employability standards and licensure/accreditation standards should be considered.

**Do you have a Program Mission?  Is it aligned with your Institutional Mission and Goals?**
**Is the Program Mission Statement representative of contemporary & inclusive language?**

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**ACTION:** Review or Revise Program Statement          **Due Date:** June 30th Year 1 of PR

**Additional Resources:** Uconn Assessment Program Statement Guide (Retrieved, 2022)
UCF Program Assessment Handbook Chapter 3 (Retrieved, 2022)

**Program Goals (optional):**

Goals inform the development of a program and Student Learning Outcomes. Goals inform the development of Student Learning Outcomes. The need for a program statement and goals of a department are essential steps in promoting an understanding of a department's role in the curricular experience.  Goals are broad strokes that are not measurable. They indicate what is expected to be accomplished; an end result, and are overarching. They reflect the program mission statement (Uconn Assessment Program Goals Retrieved, 2022)

Program goals are integrated into alignment. They follow behind the program mission statement and often come before specific program learning outcomes.  They align with both the institution and program mission statement.  The are broad and therefore cannot be directly measured. Furthermore, they assist in the development of program learning outcomes.  You may find accreditors wanting programs to establish goals for the program. Furthermore, goals can describe the industry standards as well as employability skills often desired (Learning Assessment Research Consortium-LARC)

Similar to the program statement, goals should be revisited/reviewed and revised every 5 years to reflect contemporary practices and changes to a division. What should goals include?

- Pedagogy Competency attainment
- Accreditation/licensure requirements
- Student achievement (What students will accomplish)

**Please keep an internal document that answers the information.  The end of year Program Review report form will include specific questions associated with the completed deliverable.**

Do your Program Goals answer the following?

- **Is there alignment? How does it relate to the program statement?**
- **How does the program fit into the student's development?**
- **What types of knowledge, skills, abilities will distinguish your graduates?**
- **Are key competencies articulated? (Retrieved, 2022-Uconn Assessment)**

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ACTION: Review or Revise Program Goals          Due Date: June 30th Year 1 of PR

Additional Resources: Uconn Assessment Program Goals (Retrieved, 2022)
UCF Program Assessment Handbook Chapter 3 (Retrieved, 2022)

**Program Student Learning Outcomes:**

The Program Statement and goals provide the framework for determining the more specific Program educational learning outcomes. Educational outcomes are both at the course level and at the program level. In the case of Program outcomes, these statements define what students will know or be able to

do as a result of curriculum learning experiences specific to degree programs/certificates/career pathways. (Learning Assessment Research Consortium-LARC)

Program Learning Outcomes (PLOs) directly assist in telling a story to determine program/department educational effectiveness. Assessment uses PLOs to determine if students are learning what the program intends to accomplish. The focus is on student learning and not the teaching activity. If the program provides learning outcomes, investigation into effectiveness is essential. This work informs practice and directs learning improvement.

PLOs include a verb phrase "what students will know or be able to do" and how they will apply that skill or knowledge.  There are different levels of learning. The level should be determined by the breadth and depth of the learning experience. Additionally, the length of time engaging in the learning experience (1 course vs several courses). Blooms Taxonomy (Retrieved, 2021 from Vanderbilt University Center for Teaching) demonstrates the breadth & depth of learning and includes five levels of learning

- Knowledge/remembering
- Comprehension/understanding
- Application/applying
- Analysis/analyzing
- Evaluation/evaluating
- Synthesis/creating


PLOs are essentially SMART Goals and assist in making goals achievable and accomplish your program statement. They are specific (simple, sensible, significant; measurable (meaningful, motivating); Achievable (agreed, attainable); Relevant (reasonable, realistic and resourced, results-based); Time bound (time-based, time limited, time/cost limited, timely, time-sensitive). Writing PLOs is critical to the ability to measure the learning taking place.

- ABCD method (Heinich, et al, 1996) is often use as a model for writing good Program/Student LOs.
- Audience (Who does the outcome pertain too? Usually students)
- Behavior (What do you want participants to know or do as a result of the learning experience-Blooms Taxonomy)
- Condition (under what circumstances? In this case program/certificate/career pathway)
- Degree of Learning (How much will they know, how well will they do it?  75%, identify 3 aspects of X aspects, List at least X concepts, etc.)

Questions to think about:

- **Are your Program Learning Outcomes aligned with your Program Mission Statement (and goals if applicable)?**
- **Are the skills acquired representative of industry, transfer, career readiness?**
- **Are the skills representative of accreditor or licensure standards?**
- **Are they measurable (SMART or ABCD model used)?**

**Please keep an internal document that answers the information.  The end of year Program Review report form will include specific questions associated with the completed deliverable.**

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## Part II. Curriculum Mapping

*Curriculum mapping: The first step in a series of Program Review steps that will occur over the next 5 years. It is an outcomes assessment process involving an analysis of the curriculum. Mapping is an evidence-based way that organizes a visual matrix/tool used to identify relationships between different institution learning structures. The map can demonstrate the types of learning taking place and how that learning occurs.*

*For example, maps demonstrate relationships as follows:*

*Assignment → Course Learning Outcomes;*
*Courses → Program Learning Outcomes;*
*Courses (degree of learning) → Program Learning Outcomes;*
*Courses → GenEd Competencies.*

*Certificate Mapping*
*General Education Mapping*
*Co-Curricular Mapping*
*High-Impact Practices*

*Alignment:  Mapping is inherently about alignment in educational environments around learning, and as Jankowski (2017) observes, alignment is "a mechanism by which to counteract incoherence and fragmentation of the college experience." Mapping, therefore, is a strategy for visualizing the areas of where we think learning is happening as it relates to specific learning outcomes (NILOA, 2018). The*

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*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) process examines the connections (and/or misconnections) within a program's progression of student knowledge/skill/application of subject matter, identifies general education competency pathways, and incorporates institutional goals/mission. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

*Use:* Identify program strengths and gaps in addressing student learning outcomes / Recommend optimal sequence of student learning (Introduced/Practiced/Demonstrated) / Opportunities to deliver practices of equity / Provides an overview of the program structure and contribution to individual courses in relation to program outcomes.
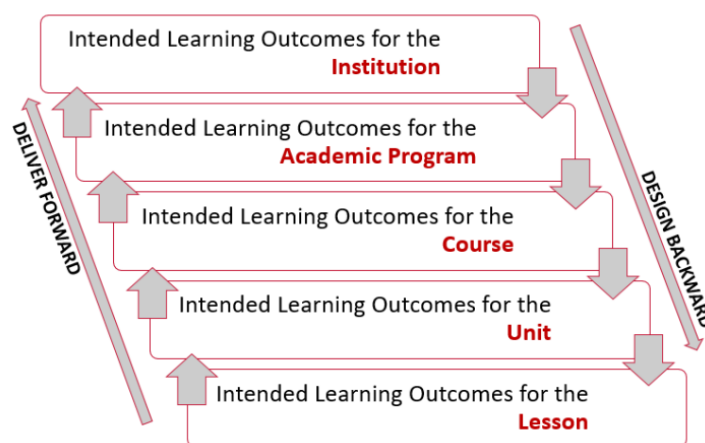


**Action:** Build a Program Curriculum Map specifically demonstrating the following: Program Learning Outcomes connected to Courses and General Education Competencies. Please use the "Level of Learning" **(Introduced/Practices/Demonstrated)** definitions (below chart) when demonstrating the learning taking place between the course and the Program LOs.

Additional Resources:
Curriculum Mapping Process
Chairs/Coordinator Presentation
Mapping Learning: A Toolkit
Mapping Learning Outcomes

**Example:**

|  | GenEd Comp | Program LO #1 | Program LO #2 | Program LO #3 | Program LO #4 |
|---|---|---|---|---|---|
| **Course #1** | Written/Critical | applied |  | applied |  |
| **Course #2** | Oral/Critical | applied | applied |  |  |
| **Course #3** | Mult/Scientific | applied | applied | applied |  |
| **Course #4** | Human Expression |  | applied |  | applied |

### Column Axis

This column will be used to indicate all General Education Courses as well as Core Program Courses. Please use catalog course title and course number.

### Row Axis:

The title row will show two relationships given the courses listed. The first section will focus on the relationship between a specific course and a General Education Competency. Please list all GenEd competencies that have been approved through the CWC dynamic form process. The second section of the title row will focus on the relationship between a specific course and Program Learning Outcomes.

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Please indicate (given the rubric below), the learning expected in each course as it relates to specific program learning outcomes.

**Progressive Learning of Program Learning Outcomes:**
**"Levels of Learning"**

*Introduced:* The **introduction** of a concept (idea, belief, method, theories, etc.) relevant to course objectives and program SLOs (Student Learning Outcomes).

*Practiced:* Activities/assignments that allow students to **develop and/or use** knowledge/skills of concepts (idea, belief, method, theories, etc.) relevant to course objectives and program SLOs.

Demonstrated: Students exhibit knowledge and skills of course concepts that meet program student learning outcomes, industry standards and, where applicable, licensure requirements.

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| | GenEd Comp | Program LO #1 | Program LO #2 | Program LO #3 | Program LO #4 |
|---|---|---|---|---|---|
| **More than 3 Gen Ed courses offered** | Critical Thinking | Suggested level of learning (introduced) | Suggested level of learning (Introduced) | Suggested level of Learning (Practiced) | Suggested level of Learning (Demonstrated) |
| **Gen Ed Course #1** | Oral Communication | | Suggested level of learning (Practiced) | | N/A |
| | | | | | |
| **Program Course #1** | Written/Critical | Introduced | | Introduced | |
| **Program Course #2** | Oral/Critical | Practiced | Demonstrated | | |
| **Program Course #3** | Mult/Scientific | Introduced | Introduced | Practiced | |
| **Program Course #4** | Human Expression | | Practiced | | Demonstrated |

**Column Axis**
This column will be used to indicate all General Education courses as well as core program courses. Please use the catalogue course title and course number.

**Row Axis: (The Competencies)**
The title row will show two relationships given the courses listed. The first section will focus on the relationship *between a specific course and a General Education Competency.*

**General Education Representation:** "General education is where students have the opportunity to cultivate the competencies and dispositions associated with humanistic inquiry, including the communication skills, analytical skills, and intellectual agility required to navigate a variety of perspectives...Courses that help students acquire these abilities should be the foundation of any education, regardless of academic majors or professional aspirations." (Retrieved from AACU, January 31, 2022& Retrieved from NECHE, February 15, 2022)

The representative leading the curriculum map analysis should consider several elements when incorporating GenEd courses:

Given the current GenEd courses assigned through a program's pathway, please indicate on the curriculum map each course and the designated competency/competencies.

Next, indicate when those competencies are expected to be applied (and in what way) given the Program Learning Outcomes.

Next, "suggest" the gen ed course level of learning (Introduced, Practiced, Demonstrated) that would contribute to student success as they move into core courses. An analysis shows the degree of gen ed course level contribution and the minimal level of exposed learning necessary as the student moves into program-specific courses.

Please list all GenEd competencies that have been identified and approved through the CWCC dynamic form process. Please note any that are currently or anticipated to be submitted for next year. If there are more than 3 courses per GenEd competency, please indicate the following **More than 3 GenEd courses in (name competency) are offered.

For example:
English 101 (Critical Thinking/Written Communication) If this is required for your program, what level of learning (Introduced, Practiced, Demonstrated) given the General Education Competency, is necessary for students to be successful in terms of a specific program learning outcome.

Understood as:

Gen Ed course #1: It is expected that students understand the concepts of oral communication given their foundational knowledge/skills resulting in their GenEd course. As a result, they should be able to apply them to program learning outcome #2.

Gen Ed course #1: It is expected that students practice their oral communication given their foundational knowledge/skills resulting in their GenEd course. As a result, they should be able to apply them to program learning outcome #4.

Gen Ed course #2: It is expected that students demonstrate their written communication skills given their foundational knowledge/skills resulting in their GenEd course. As a result, they should be able to demonstrate them within all program learning outcomes.

**Row Axis (Program Outcomes)**

**Program Learning Outcomes:** The second section of the title row will focus on the relationship between a specific program course and Program Learning Outcomes. Please indicate the level of learning expected in each program course as it relates to specific program learning outcomes.

For example:

Program Course #1:

- o It is expected that students will become knowledgeable (Introduced) to the Program Learning Outcome #1.

Program Course #2:

- o It is expected that students will be able to practice skills related to Program Learning Outcome #1
- o It is expected that students will become knowledgeable, practice, and demonstrate Program Learning Outcome #3.

**Program/Core Course Representation**:
Courses across all curriculum areas provide students with opportunities to address fundamental questions within their primary discipline and apply their learning to real-world problems, & industry standards

## Questions Curriculum Mapping Can Answer

- In the key courses, are all outcomes addressed, in a logical order?
- Do all the key courses address at least one program outcome?
- Do multiple offerings of the same course address the same outcomes, at the same levels?
- Do some outcomes get more coverage than others?
- Are all outcomes first introduced and then practiced/demonstrated?
- Are students expected to show high levels of learning too early?
- Do students get practice on all the outcomes before capstone?
- Do all students experience a coherent progression and coverage of all outcomes?
- How do electives, if present, contribute to the achievement of student learning outcomes?

**Learning Competencies:**
Assessment occurs to determine whether or not students know or are able to "do" as a result of learning experiences.  A Framework that specifies learning competencies is essential to understanding the effectiveness of services/programs offered by departments/disciplines.  Learning Competencies serve as a foundation for the design of learning experiences that support shared outcomes between the College and the Division of Academic Affairs.  The division Learning Competencies should reflect Institution priorities, division priorities and strategic planning in terms of what students will know or be able to do as a result degree (program/career pathway) completion.

**General Education Competencies:**
At Bristol, General Education is a core of courses that helps students strengthen their skills in reading, writing, and mathematics while increasing their awareness and appreciation of historical thinking, important social issues, and the role of languages, literature, science, and the arts in our society.

- **Critical Thinking**

- **Ethical Dimensions**

- **Global and Historic Awareness**

- **Human Expression**

- **Information Literacy**

- **Multicultural and Social Perspectives**

- **Oral Communication**

- **Quantitative and Symbolic Reasoning**

- **Scientific Reasoning and Discovery**

- **Written Communication**

ACTION: Review current GenEd Framework to determine relevance

AAC&U's LEAP Essential Learning Outcomes, the Degree Qualifications Profile, NACE Competencies or CAS Standards

# Reference List:

Uconn Assessment Program Statement
Based on material from the University of Central Florida: "UCF Academic Program Assessment Handbook", 2005 and material from the University of San Diego

Uconn Assessment Program Goals
Based on material from the University of Central Florida: "UCF Academic Program Assessment Handbook", 2005 and material from the University of San Diego

UCF Academic Program Assessment Handbook, 2005

National Institute for Learning Outcomes Assessment
National Institute for Learning Outcomes Assessment. (2018, March). *Mapping learning: A toolkit of resources*. Urbana, IL: University of Illinois at Urbana-Champaign, National Institute for Learning Outcomes Assessment (NILOA). Mapping Learning: A Toolkit (2018)

Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000. Retrieved from CCNC Assessment, 2022.

National Institute for Learning Outcomes Assessment
Mapping Learning Outcomes: What You Map is What You See (Jankowski, 2014)