

# ACADEMIC PROGRAM REVIEW

## Year 1 Instructions



HIPS/OER Curriculum Maps | Enrollment, Retention, Goal Attainment | SMART Goals

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With any Program Review, alignment is integral to the process. *The process examines the connections (and/or misconceptions) 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 1 Deliverables

### Academic Affairs Deliverables for FY23

#### *Propose Integration of HIPs / Student Success & Goal Attainment*

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## Part I. HIPs & OER

### Incorporate HIPs and OER into Curriculum Map

#### High Impact Practices

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.

In the Strategic Plan, Strategy #1 Academic Innovation which is to advance an engaging holistic teaching and learning environment resulting in a seamless student experience that prepares them to embrace life's opportunities includes an objective focusing on HIPs. Specifically, the objective states:

Objective 3: *Ensure student exposure to High Impact Practices (HIPs) in all certificate and degree programs.*

The integration of HIPs, as suggested above, is integral to the retention and persistence of students (especially specialized populations such as BIPOC).

High-Impact Practices are research based educational strategies which are associated with better student outcomes. When done well, High-Impact Practices (HIPs) improve student learning which in turn tends to improve other outcomes, such as retention rates, sense of belonging, self-efficacy, engagement, and more.

#### Eight Elements

HIPs are effective when they are done well. Research suggests that the following eight elements tend to make HIPs effective:

1. Performance expectations are set at appropriately high levels
2. Significant investment of time and effort by students over an extended period of time
3. Interactions with faculty and peers about substantive matters
4. Experiences with diversity
5. Frequent, timely, and constructive feedback
6. Periodic, structured opportunities to reflect and integrate learning
7. Opportunities to discover relevance of learning through real-world applications
8. Public demonstration of competence

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A High-Impact Practice is an evidence based educational strategy associated with better student outcomes. The most widely cited list of HIPs comes from AAC&U which includes 11 curricular strategies. There are also a number of co-curricular strategies identified as HIPs in the research literature.

HIPs are difficult to define because there are many models and contexts in which they are practiced. For this reason, we have compiled a list of descriptions of HIPs at Bristol with examples and resources. Please reference the [Bristol HIPs Libguide](#) for further guidance.

High-Impact Practice	Description	Examples/Resources
<b>First year experience</b>	This is a seminar course for first year students which facilitates the transition to college. It is designed to foster achievement of students' goals. Bristol offers CSS 101 which is required in most programs. Some programs offer a version contextualized to their field.	CSS 101 EDU 101 ART 101 COM 101 All include academic/career planning activities
<b>Learning Communities</b>	Two or more linked courses with one cohort of students. LC's are typically organized around one theme. Courses integrate assignments and can have one combined syllabus.	ENG 101 and PSY 101. Integrated assignment: read a novel and write a paper applying theory to characters.
<b>Community Based Learning</b>	This is experiential education in an existing course. Instructors identify a need in the community, usually at a non-profit. Students engage in a project to meet that need, and they critically reflect on the experience.	MAR 101 – Local NGO needs to improve communications. Students assess needs, create Communication Strategy Plans and present them. Contact the CBL coordinator in Experiential Learning.
<b>Common Intellectual Experiences</b>	The core curriculum and Common Read are examples of CIE. This is a shared educational experience across the curriculum.	Bristol hosts a OneBook each year which is a Common Read. This can be incorporated into class discussions or assignments.
<b>Writing Intensive Courses</b>	"Intensive" refers not to quantity but quality. Writing intensive courses are best seen as students learning to write well in various ways across a whole program. An individual Writing Intensive Course provides quality feedback during and after task completion.	Good writing instruction must have rich feedback. Ideally, it's a two-way dialogue. Non-humanities courses can be writing intensive.
<b>Collaborative Assignments and Projects</b>	Collaborative assignments are group tasks that are scaffolded and last several weeks, perhaps the entire semester.	Project Based Learning is an evidence-based strategy used in many Bristol courses.
<b>Diversity/Global Learning</b>	Global Learning typically refers to study abroad. At the course level, diversity refers to exposure to new people, new ways of thinking, or new situations.	Exposure to diversity is intentionally structured, and students critically reflect on their experiences.
<b>Undergraduate Research</b>	This is not a research paper within a course. Students use the scientific method to contribute new knowledge to their field, or they create new art, video, music, etc. This is the focus of course.	Undergraduate research may be done as an independent project.
<b>Internships</b>	This is a form of experiential learning in which students apply foundational knowledge and skills to the workplace. It requires substantive interaction with faculty and supervisor. Students should also critically reflect on their learning.	Contact the Internship Coordinator in Experiential Education.
<b>Capstone Courses and Projects</b>	Capstones are culminating experiences in an academic program.	Capstones may also be undergraduate research or internships.
<b>ePortfolios</b>	ePortfolios are digital collections of student work. They can be across an entire program as well as job or college applications. They can be used in individual courses as well.	Critical reflection of one's work, feedback from instructors, and public demonstrations are all key elements which make ePortfolios effective.

# Academic Program Review

## Year 1 Deliverables

For this deliverable, please return to the Curriculum Map uploaded in the One Drive. Access the [folder here](#). Below is an illustration of the relationships needed within the Curriculum Map. Further instructions are below each question. IF you have incorporated HIPs into the template a different way and the reviewers are able to see the relationships being asked, you may choose to leave the CM as is. The focus of this deliverable will be on program courses. If you have knowledge to HIPs being used in a General Education course, you may include that on the CM as well.

- What HIPs are being used?

Please add current HIPs that are incorporated into courses. For any HIPs that are being discussed and likely to be incorporated within the next two years please add the HIP with an asterisk. The most widely cited list of HIPs comes from AAC&U which includes 11 curricular strategies. The practices can be found in the above chart. If you are planning to engage in discussions to incorporate HIPs into courses, please make sure to make changes by June 30<sup>th</sup> so the curriculum map is accurately representing current practices.

- What elements are being used to accomplish success?

A High-Impact Practice is an evidence based educational strategy associated with better student outcomes. HIPs are effective when they are done well. Research suggests that there are eight elements (listed on the previous page) that tend to make HIPs effective. Please add the element in the appropriate column.

- Is the Practice by course or section?
  - A High-Impact Practice is best served at the section level.

Courses	General Education Competency	HIPs	ELEMENT	Course or Section
Program Courses				
Course Example 101	Multicultural 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

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### Open Educational Resources

*"[Open Educational Resources \(OER\)](#) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an [open license](#) that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions."*

#### Why College Textbooks Are So Expensive | So Expensive

<https://youtu.be/Cv-60ZA-PnM>

#### An Introduction to Open Educational Resources

<https://youtu.be/NtJmakm1-zc>

Furthermore, 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.**

Each of these three categories qualifies as "Textbook Equity," which we have referred to as OER as a shorthand designation. (OER = "open educational resources") The point is to offer high-quality learning resources at low cost (or no cost) for students so the cost does not become a barrier to learning. Please see the LLC's [guide that explains OER](#) as a particular kind of low cost/no cost resource. The [Community College Consortium on OER](#) also has helpful information.

# Academic Program Review

## Year 1 Deliverable

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### DATA: 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 low enrollment, retention and/or persistence rates along with any missed targets-specifically for BIPOC populations-could prompt many innovative shifts aimed at improving learning and identifying needs.

- Persistence Rate: Examines students' progress from semester to semester. IPEDS does not capture persistence.
- 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.
- Student Goal Attainment: Examines students' progress when the goal of enrollment is not associated with degree attainment

### Analysis of Program & Data of Student Characteristics

Please analyze recruitment and enrollment in your department/ program along with Demographics.

**Please keep an internal document that answers the information below. The end of year Program**

**Review report form will include specific questions associated with findings.** The majority of data can be found by using Tableau which can be found [here](#). For any data that cannot be generated through Tableau, please fill out a data request [form](#). Both of these links are under Strategic Analytics and Enterprise Systems. Bristol's [fact sheet](#) and may be useful when looking at overall BCC comparisons with program comparison. including:

### Resources

- Tableau- [Student Success and Achievement](#)
  - Bristol's longitudinal data sets, presentations, & other resources available in the [DID portal](#).
  - Submit your data requests using [this form](#).
  - Request access to a specific report [ARGOS](#) (Employees only)
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**ACTION:** Incorporate HIPs into CM. Identify OER & add to CM

**Due Date:** June 30<sup>th</sup> Year 1 of PR

**Additional Resources:**

[Bristol LibGuide](#)

HIPs & Internships Contact Tim Hathaway @ [Tim.Hathaway@bristolcc.edu](mailto:Tim.Hathaway@bristolcc.edu),

OER Support Contact Julie Jodoin-Krauzyk @ [Julie.Jodoin-Krauzyk@bristolcc.edu](mailto:Julie.Jodoin-Krauzyk@bristolcc.edu) or Will Duffy @

[Will.Duffy@Bristolcc.edu](mailto:Will.Duffy@Bristolcc.edu)

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### Historical Trends

Please share a narrative of the following data:

- Program Enrollment (Demographics by FT & PT)
- Persistence Rate (Demographics by FT & PT)
- Retention Rate (Demographics by FT & PT)
- Transfer Rate (If applicable)
- Correctly align curriculum with Mass Transfer options @ 60 credits (if applicable)
- Graduates

If N is less than 10, some data may not be available. Please consider the variables, trends, patterns associated with enrollment less than 10. In your action plan feel free to share your findings.

### Break down of enrollment trend data-Student Characteristics

Please share a narrative of the following data:

- Demographics
  - Student performance as it relates to demographics, Pell recipient, campus location, course modality (i.e., online, Hybrid, or face-to-face), and other relevant factors
  - How do the demographics of the region affect the program?

### Break down of enrollment trend data-Student Success & Achievement

Please share a narrative of the following data:

- Strategies needed to maintain or improve enrollment and recruitment
  - Specialized Cohorts—BIPOC, Adult Learners, Early College
  - How does the program recruit a diverse cohort of students?
  - Successful course completion rates
    - Are there trends/patterns in high and low course completion. What does the data suggest could be done as a result?
  - Are there students who are not on a degree pathway but are engaging in program courses?
    - What does the data suggest about these students?
  - Are there ways in which the program could serve regional populations more effectively?
  - Can concentrations under a program be structured differently given small enrollment?

### Areas for Institutional Effectiveness

- Identify areas for further investigation
  - Include in SMART Goal/s for next year
  - What resources are necessary for goal attainment?
  - How will the area further being investigated be assessed for change?

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

### Part IV: SMART Goals

With what has been learned through the review for this particular year, please create SMART goals that will be executed in the following year. SMART goals aren't the same as Student Learning Outcomes. While they may include a component of learning, they often are written as an operational outcome for the department. Please consider referencing ["SMART Goals: A How to Guide, created by the University of California"](#) (Retrieved, July 2022). This document includes what a SMART goal is, how to write one, offers examples and a template to guide the writing component of a SMART goal.

S	SPECIFIC	What will be accomplished? What are the actionable steps taken to accomplish goal?
M	MEASURABLE	To determine whether the goal has been met, it must be written in a way that clearly can be measured. Here what data will be collected and what will the data answer?
A	ACHIEVABLE	Can the goal be achieved? What resources are needed?
R	RELEVANT	How does the goal align with strategic objectives? Department and/or Division objectives?
T	TIME-BOUND	Time Frame to complete

**EXAMPLES** (Influence by University of California SMART Goals document).

Communication Improvement:

*"To grow in our department in terms of communication, the department needs to improve their on-line presence and website interactive tools. By working with IT to determine cost efficient and no-cost resources for web development, our department will improve online engagement by 25%."*

*"Improving the customer experience on mobile devices is a core initiative for our department. We are going to create a mobile app. By the end of the fiscal year, there should be 500 installs of the mobile app"*

**ACTION:** DATA Analysis

**Due Date:** June 30<sup>th</sup> Year 1 of PR

**Additional Resources:** [BCC Strategic Analytics](#) has information for Institutional Reports & Student Success Measures. [Data Dictionary](#) for term understanding.

Drop-In Tableau Sessions will be added to the CTL PD Calendar for the academic year **(HERE)**



*we develop. We'll build the mobile app in-house and launch it by the end of June with an app-related marketing campaign that will continue to the end of the year."*

Please include the following:

- One must be directly related to the improvement of student learning
- One must be directly related to equity-minded practice
- One must be related to Enrollment, Retention & Student Goal Attainment

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

## REFERENCES

[BLOOMS Taxonomy](#) (Retrieved 2021)

Heinrich, R., Molenda, M., Russell, J.D., Smaldino, S.E. (1996). *Instructional Media and Technologies for Learning*. Englewood Cliffs, NJ: Merrill.

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. (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 \(2018\)](#)

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). LARC Grant Project -Goals & Objectives Chapter 2 ["What are goals and objectives?"](#)

[SMART Goals. www.MindTools.com](#) (Retrieved 2022)

[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](#)

Based on material from University of Central Florida, “UCF Academic Program Assessment Handbook”  
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University Of California: [SMART Goals-A How to Guide](#) (Retrieved July 18, 2022)