

Year Three Deliverables:

Program Learning Outcomes Assessment | Course Success– Highlights & Improvements | Labor Market Alignment | SMART Goals Year Two | SMART Goals Year Three

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).

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).*

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.

Deliverable - How do we know if transfer alignment activities have been successful for students?

Program Overview & Transfer Alignment

For this deliverable, most of you will use data generated through the Student Success Achievement dashboard on transfer information and articulation agreements. Clearly defining long-term educational and career goals can inform students' decisions on where to transfer. Why invest in a transfer program?

<p>Category Transfer Program</p>
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What will I need to complete this deliverable?

[Transfer Question Analysis Template](#)

[SWOT Transfer Alignment guide](#)

[SWOT Transfer Analysis](#)

If the program advances skills for Transfer opportunities request the articulation agreement, focus on MassTransfer, and A2B Pathways. Faculty will respond to this section with data to support the alignment between curriculum development and transfer articulation agreements/pathways (in addition to MassTransfer block). You may use the [Transfer Question Analysis template](#) to organize your thoughts. If no pathways exist, this is an opportunity to explore pathways. Provide a SWOT analysis using the template found [here](#) and [here](#) include answers/a summary to the following questions.

Data Informed Decisions (Independent of report)

- How is the program seeking out data to best align with transfer opportunities?
- How many students are transferring from your program? Are they completing their associates or are they transferring prior to the completion of the associate degree?
- What are the top three bachelor's degree programs students are transferring into?

The elements below work together to create a pathway that allows students to transition from an associate's degree to a bachelor's degree efficiently and effectively. *“While policy and practice efforts in recent years have sought to simplify the transfer process, many postsecondary institutions and systems continue to create or maintain barriers that impede students’ ability to transfer with ease. These barriers include credit loss, unclear transfer pathways, and lack of helpful transfer advising—all of which particularly impact students of color and low-income students, who are more likely to begin their college careers at community colleges and then transfer to complete their postsecondary degrees”.*¹ Click on the [link](#) to learn more on how higher education stakeholders can ease postsecondary transfer for students. Please address each question pertaining to the development of curriculum, articulation agreements,

¹ [Effective Practices That Support Transfer Students \(acenet.edu\)](#)

pathways, credits, and advising. You may use the LMA Analysis template (link above) to organize your findings.

Transfer Process

Transfer on time means ensuring that the credits that students transfer satisfy degree requirements, as opposed to becoming excess elective credits

- What are the challenges faced in the transfer process regarding credits. What is recommended to overcome challenge?

Course Selection

Choosing the right courses that will be accepted by the 4-year institution is crucial. This often involves completing an associate's degree which is designed to transfer smoothly.

- Have there been any updates to course pathways due to recent changes in the curriculum, and if so, what advantages do they offer?
- What mechanisms have been used/put in place to ensure the right course selection is integrated into curriculum development?

Articulation Agreements

Researching the current university's articulation agreements can help determine which credits will transfer and how they will apply to the bachelor's degree requirements.

- How is the program using articulation agreements or other data to inform curriculum development efforts related to transfer readiness?

Academic & Professional Advising

Leveraging academic advisors to guide student course selection and ensure that student credits will count towards a bachelor's degree is important.

- What changes if any have occurred to strengthen degree attainment, transfer alignment, reduction in credits, alignment of interests, etc.

Policy & Structure

Institutional, Academic and departmental policies directly and indirectly impact curriculum development and an ideal transfer process.

- What policies and/or procedures are most beneficial to students' success in terms of transfer readiness?
- What policies and/or procedures are least beneficial to student success and may cause barriers?
- What recommendations can be made to remove barriers? What are you currently doing to make change occur?

Credit Transfer

Smooth transfer of community college credits to universities is a key component, ensuring that as many credits as possible are accepted and applied to the bachelor's degree.

- What mechanisms are in place to ensure credits are accepted/transferable. How many credits are transferable?
- How many program credits are transferable?
- How many credits are applicable?

Location & Modality flexibility

The ability to stay close to home or have location flexibility can be a significant factor for many students when transferring to a 4-year program.

- What Bachelor programs are aligned with the program?
- How, if at all, is the program preparing students for primarily in-person classes (given 4-year institutions have a modality structure much differently than Bristol CC)?

Divergent Views / Goals

Given the mission of Bristol CC, and transfer needs (both at the institution level and state level), there are sometimes divergent goals. If this is true, given the program's goals, please explain and demonstrate the balance between the needs and goals of stakeholder groups