

Institutional Research Board (IRB) Template

For non-expedited applications

Academic Program Review - Outcomes

Year 3 and Year 4

Bristol Community College

Institution Objective: Academic Affairs – Program Review

Lead: [Insert Name]

Instrument/Data Collection Lead: [Insert Name]

Title of Project: CAS/Program Review Outcomes Survey

The IRB request focuses on an aspect of the larger institutional strategic objective: *Effective Teaching & Learning & the Practice of Continuous Improvement*. Specifically, the submission is to seek approval in launching a survey as planned through the department of [Insert Department or Program Name] as part of the 5-year plus 1 Program and CAS Review. The request is not research focused and does not meet most criteria outlined by The Federal Policy on the protection of Human Subjects.

Introduction: Academic Program Review for the department of [Insert Name], led by [Insert Name] formed because of the strategic plan and NECHE recommendations. Reviews allow the College to assess the effectiveness of its programs and provide a basis for modifying programs, establishing new programs, and allocating resources. Bristol Community College is dedicated to creating an inclusive and comprehensive narrative of the student experience. As part of this commitment, Academic Affairs, Student Support Services, Enrollment Management, and various non-student-centered operational departments participate in the review process.

Framework: During the AY19 and AY20 academic year, a group of faculty, staff, and administrators developed a 5-year CAS & Program Review Model heavily influenced by the Council for the Advancement of Standards in Higher Education and Academic Program Review best practices. The work was influenced by Lane Community College-Academic Program Review. As a result of research, a shell with deliverables under each cycle year was identified. In 2021 the (then Coordinator), Director of Institutional Assessment developed a robust structure and guide accompanying each cycle deliverable.

The review is an ongoing process over 6 years and builds on top of the previous year's deliverables. Reviews should support conclusions about programs using specific data on student success of learning outcomes and the effectiveness of programs within and beyond classroom learning. They are grounded in several best practices and frameworks. During the six years between years, departments conduct assessment projects which support SMART goals and yield actionable plans to improve practice. At the end of each year, departments summarize their findings using a template that focuses on the current year's deliverables and additional assessment initiatives outside the review process.

Each review includes:

- Alignment with Institution Mission & Strategic Objectives
- Resources | Tools to guide Assessment work.
- Templates
- Specific deliverables for each year
- Summary reports
- SMART goals.

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

Goals: This project has several goals that meet the strategic objective under Academic Innovation & Organizational Excellence. Additionally, findings will be incorporated with intervention plans into the curriculum with the hope of delivering advanced knowledge and skills to better prepare Bristol CC students entering the workforce. Continuous Improvement plans help us to understand how well an institution/program contributes to student learning. It also allows us to identify and unpack spaces of learning that are not equitable, that do not meet student learning outcomes and call for improvement. The investigation of this work with change in mind contributes to advanced learning, degree attainment and career readiness.

This requires understanding the current learning, knowledge, and skills/competencies students are achieving. 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 acknowledgment and improvement. landscape from both the faculty perspective and the student perspective. The objective below describes the survey's goals, which is the focus of the IRB submission.

Strategic Objective Contribution:

- Strategy #1: Academic Innovation: Advance an engaging holistic teaching and learning environment resulting in a seamless student experience that prepares them to embrace life's opportunities.
- Strategy #3: Organizational Excellence: Create a culture of innovation through improved processes and collaboration, modern technology, and ongoing professional development to support student and employee success.
- Strategy #4: Partnerships: Collaborate with educational institutions, alumni, industry, and community partners to increase educational attainment and support the talent pipeline to enhance opportunities in the region.

Objectives: Determine areas of strengths and areas of further investigation as it relates to Program Learning Outcome attainment. Results will allow for further discussion related to effective teaching & learning & the practice of continuous improvement.

Procedure: This assessment initiative is driven by academic program review and is designed to gather information (direct and indirect evidence-based survey) on knowledge/skill attainment of program learning outcomes for (insert department). This will require students to demonstrate their learning by using examples and course-related learning through a Likert scale and an open-ended survey.

(Insert, in detail, what outcome option will be used. Use the [PLO Outcome Plan Option document](#) to cut and paste here).

One online survey (Insert software management program) will be launched on (Insert start date) and end on (Insert end date) There will be (Insert how many reminders if not done in class). Student emails will be used, and the survey will be delivered through Bristol CC's email system (Microsoft Outlook). The survey is optional and will be highly encouraged OR Required?

Analysis: The survey will be both quantitative and qualitative; describing the characteristics of a mostly qualitative data set. Half of the questions are based on a Likert scale, resulting in frequency analysis (percentages associated with the Likert scale options). There may be additional analysis of basic association given disaggregation/filter). The other half of the design will be open-ended questions providing direct evidence of learning. The questions will be directly associated with the program's learning outcomes. The software program used to launch the survey and gather data will be [Insert Link]

Survey: [Link or upload]

Participants: (Please be specific. Describe who will be participating in the survey. For example, will it be all students eligible to graduate? Will it be students in designated courses)?

Risks to Subject and Steps to Minimize Risks: The risk is deemed minimal. However, there may be, although unlikely, a risk in the emergence of negative feelings. Participants may speak with [Insert who?] or if participants want to discuss concerns with someone outside of those who are facilitating the survey, they may contact [Insert who].

Online data collection does have (minimal) risk of breach of confidentiality. Every effort will be made to reduce such risk, including the use of secure servers for the survey software. Respondents may still experience feelings of discomfort with the survey questions. Should this occur, respondents can exit the survey at any time as they see fit with no penalty.

Benefits to Subjects and/or Community: The anticipated participation benefits include knowledge of student perceptions of learning and direct learning demonstration of program specific [Insert name of program/certificate] curriculum outcomes. This will help determine career readiness and outcome attainment. By increasing knowledge in this area, curriculum development can be adjusted where needed to enhance the learning experience and remove barriers that may exist. This new knowledge will advance the institution's objectives to develop support structures to advance learning.

Confidentiality: The participant's part in this project is private. That is, the information gathered for this project will not be published or presented in a way that would allow anyone to identify participants. Survey data will be captured on a secure survey collection site where only a limited number of folks will have access to the raw data/findings. Access is also tracked through the collection software program. The account has a level of data security enabled. Any downloaded data will reside on the assessor's password protected computer systems. It will likely be placed into the institution's Microsoft Teams or OneDrive program review folder. Only members with accessbcc accounts who are invited to access data will be able to see the raw data. The raw data will have no fields identifying individual names. The survey will not be published but parts of the data will be used to discuss next steps. The privacy of individual institutional information will also be maintained. The raw data may be used for accreditation.

Anonymous: (This does not include Microsoft Forms) The survey questions do not ask or require identifiable information that would be directly linked to an individual's responses. The raw data collected will have no fields identifying participants to individual responses. However, demographic information will be asked. This section of the survey is voluntary. With small enrollment in specific programs, student demographics may reveal a student's identity (indirectly).

Informed Consent: The Consent paragraph will be included on the cover page of the survey. The survey software will provide a consent form page as part of the survey and will not be accessed until the participant clicks on the acceptance tab. *(Needs to be discussed with Angie)*

Withdrawal without Prejudice: Participation in this study is strictly voluntary. Therefore, refusal to participate will not involve a penalty. At any point, any participant is free to withdraw consent and end participation without prejudice. *(Needs to be discussed with Angie)*

Questions: Any questions that you may have concerning your involvement in this project can be directed to [Insert Name]. If participants would like to speak to someone outside of the project, they can contact the Institutional Research Board at BristolIRB@bristolcc.edu.

Rights: Participants have the right to ask questions about this project/survey at any time during the project.

Review & Feedback Effort: The survey has been reviewed by SA&ES as well as IRB. If the survey is modified, it will be reviewed as the department sees fit, and then submitted to IRB or SA&ES.