

ACADEMIC PROGRAM REVIEW

EQUITY-MINDED PRACTICES | PROGRAM FACULTY OVERVIEW | EXECUTE
SMART GOALS | SMART GOAL PLANNING

ASSESSMENT: PROGRAM REVIEW (YEAR TWO) 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 6 Steps to complete year two of the Program Review. Please reference the Year 2 Instructional document for expanded definitions, guidance and resources.

CAS Modified - Building Equity-Minded & Culturally Responsive Practices:

- Program Self-Assessment

Program Faculty Overview & Resources

- Faculty: Composition, Qualifications, & Development of the Faculty
- Facilities & Support
- Faculty Active Professional Development
- Community Engagement
- Needs Assessment (Will go to deans)

Execute SMART Goals into Year 2 (from Findings in Year 1)

This deliverable gives faculty the opportunity to execute goals identified through program review or other assessment initiatives directly related to student learning. This is an area of the review where each department can focus on specific areas of inquiry and assessment initiatives.

Develop SMART Goals for Year 3

Strategic, Measurable, Attainable, Relatable, Timing (SMART) goals are measurable statements that specifically focus on a particular outcome. SMART goals aren't necessarily learning outcomes. They are often used when setting up objectives and tasks to be completed.

Program Review Annual Report

Overview of work directly and indirectly related to Program Review Year 2 deliverables

Step One:

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

Step Two: CAS Modified - Building Equity-Minded & Culturally Responsive Practices:

This deliverable should take place over the entire year and center around department peer discussions. Reflections are important and should be captured in the self – assessment template. Please use the template provided that incorporates the [Council for the Advancement of Standards in Higher Education \(CAS standards\)](#) format for program self-assessment. The self-assessment instrument (influenced by CAS) is comprised of a criterion statement, rating scales, and open-ended questions to help direct the review. The deliverable includes a summary of findings and next steps (which should be reflected in the SMART Goals planning for next year)

Assessment criterion/category measures are used to appraise how well areas meet practices as outlined by Equity Minded & Culturally Responsive scholarship. These criterion measures are designed to be assessed using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. **This rating scale is designed to estimate broadly the extent to which a given practice has been performed. It also reflects the program as a whole and should not single out a particular instructor's practice.**

DNA	IE	1	2	3	4
Does Not Apply	Insufficient Evidence/Unable to Rate	Practices are being discussed/Explored but not yet implemented	Practices are partially being met	Practices are being met	Practices go beyond the recommended criterion

The review categories will focus on the following which align with core principles of Equity Minded & Culturally Responsive Practices, Bristol Community Colleges Strategic Objectives, the institution's mission, and the state's equity agenda. Furthermore, given the work influenced by faculty members and best practices, these 8 areas account for a holistic approach to Program DEI work. You may self-assess all 8 however we would like you to choose at least 4 areas you see as most important to the review process and curiosity. You may also create 1 to 2 categories if any 8 from below misses a category representative of the program's current practices.

- [Valuing and incorporating diverse cultural voices & perspectives](#)
- [Creating inclusive and relevant curriculum](#)
- [Creating collaborative, inclusive and affirming learning environments](#)
- [Providing professional development for faculty](#)
- [Supporting culturally relevant assessments](#)
- [Offering support services for diverse student populations](#)
- [Engaging with the local community](#)
- [Engaging in Reflective Teaching and Continuous Learning](#)
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Step Three: Program Faculty Organization & Resources

Develop a staffing audit (program's current staffing level including several areas of Professional Development, mentoring opportunities, and other factors as relevant to program needs and requirements). In consultation with the Division Dean this exercise should include a needs assessment analysis.

Step Four: Execution of SMART Goals.

This deliverable gives faculty the opportunity to dive deeper into program review given their SMART Goals. This is an area of the review where each academic department can focus on specific areas of inquiry and assessment initiatives.

Step Five: SMART Goals.

Related to the improvement of student learning

Related to an Equity-minded practice Assessment (Either through the Program Review assessment or another assessment conducted by the department)

Related to the Program Faculty Overview & Resources (If it is determined that an area needs to be further investigated)

Step Six: Submit Summary Report by June 30