

ACADEMIC PROGRAM REVIEW

Year 2 Instructions

Academic Affairs Deliverables for FY24

Equity-Minded Practices | Program Faculty | Execute SMART Goals from Year 1 | SMART Goals

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.

Strategic Initiatives:

Equity and Student Success: Share responsibility for the success of our students and employees by improving equity-mindedness and ensuring institutional support that closes equity gaps.

Objective 1: Advance an inclusive college culture grounded in equity-mindedness.

Objective 2: Recruit, retain and develop a diverse community of employees

Objective 4: Assess existing programs and implement new innovative and evidence-based initiatives geared toward closing equity gaps.

State Equity Agenda Principles:

We must:

- Recognize that clarity in language, goals, and measures is vital to racially equitable practices
- Promote culturally sustainable campus climates in which all students can thrive and are regarded in the totality of their human dignity “Culturally sustainable” means recognizing, maintaining, and developing cultural identity and diversity, as they are assets, not weaknesses (Ladson-Billings, 1995; Paris 2012)
- Create and cultivate an inclusive environment to encourage the support and participation of relevant stakeholders
- Acknowledge the experience and knowledge of people of color, and seek to engage people of color in the pursuit of racial equity in meaningful ways
- Incentivize the development and support the implementation of equity-minded, evidence-based solutions

Part I. Equity-Minded Practices

PRINCIPLES AND PRACTICE

Various areas of higher education are aware of the need to accommodate different student populations because individual differences are clear. For example, we know that it is critical to provide diverse pathways to student success. Those pathways lean heavily on the data analysis provided that explicitly indicate factors influencing and contributing to student success along with the challenges and barriers hindering success.

As demographics continue to shift, so should practice. With this knowledge, we must shift our approach in terms of learning how to improve outcomes for specific student groups. The one size fits all approach and generalizations without intentional disaggregation of data have serious consequences and only perpetuate equity gaps or goal attainment.

Several academic bodies of scholarship were used to create this deliverable and can be found throughout the specific tasks associated with this section of the Year Two review. This approach combines a Program self-assessment guide and framework influenced by The Council for the Advancement of Standards in Higher Education (CAS) program review cycle, colleagues whose work centers around Equity Minded Practices, scholarly work, and discussions by Bristol Faculty/Staff. *This work remains a practice and will be improved by the influence of those engaged in the work.* The framework & deliverables emerged from several goals:

- Identify critical concepts behind the meaning of Equity - Minded & Culturally Responsive Practices,
- Identify critical practices that are recommended to incorporate into the overall effectiveness of program outcomes,
- Develop or lean on a self-assessment tool that helps programs explore where they currently stand.
- Identifying the strengths and areas for further exploration & development.
- Align with Institution Mission & Strategic Objectives.

Culturally Responsive Pedagogy

Culturally responsive pedagogy is an approach that acknowledges and respects the diverse cultural backgrounds, experiences, and perspectives of students. It aims to create an inclusive learning environment that supports the academic success and overall well-being of all students. Specifically, it reflects action and looks to place attention to and action against systems of power and multiple forms of discrimination while exploring the connections between academic content and students' own experiences, identities, and communities. These initiatives reflect a commitment to creating an inclusive and culturally responsive learning environment, where students from diverse backgrounds can thrive and succeed academically. Can you provide examples? [Check out this chart!](#)

Equity Minded Assessment

To do equity minded assessment we need to check biases, use multiple sources of evidence, including the student voice, be transparent with findings, disaggregate data, and make changes that are context specific. In other words, equitable assessment should work to ensure that learning outcomes, and how we assess those outcomes, are done in ways which do not privilege certain students over others; that data-informed changes are not benefiting one student group over others; and that assessment efforts are not conducted with only one dominant perspective or voice leading the process ([Embedding Equity into Assessment praxis, Montenegro. E &, Jankowski. N. 2020](#))

Continued discussions by scholars and professional agencies in defining and practicing equitable assessment remain ongoing. Those whose work is influenced by these discussions look to unpack equitable assessment and often approach the work through different lenses. Embedding Equity into Assessment praxis discusses three perspectives: Culturally

Responsive, Social Justice, and Critical Assessment. All three are discussed at length. Below are some critical excerpts taken from Montenegro & Jankowski's article of each point of view:

Culturally Responsive Assessment

Culture is relevant. Specifically, focusing on the student experience and building upon their existing experiences. Acknowledgement that all experiences are not the same and that lived experiences influence learning and engagement.

- Be mindful of the student population(s) being served and involve students in the process of assessing learning;
- Use appropriate student-focused and cultural language in learning outcomes statements to ensure students understand what is expected of them;
- Develop and/or use assessment tools and multiple sources of evidence that are culturally responsive to current students; and
- Disaggregate data that drives change that examines structures and supports which may privilege some students' learning while marginalizing others.
- Include students in discussions of findings, implications & recommendations.

Social Justice Assessment

Social Justice Assessment incorporates Culturally Responsive elements and builds a framework that analyzes the interplay between culture, bias, power, and oppression in the assessment process. This framework strives to serve as a mechanism that helps close opportunity, persistence, and attainment gaps between different student populations. The framework should challenge structures of privilege within institutions. For example

- Assessment takes place within an institution's culture. The culture includes existing norms, resource constraints, timelines, procedures in place that influence assessment plans and personal bias. Consider the instrument you use - surveys are convenient, easy, fast, and affordable.
- How one interprets data and the recommendations that are made can all stem from bias. For example, are you approaching recommendations from an asset-based model or a deficit-based model. The difference between thinking that the student needs to change rather than the institution's structure that needs to change.
- This framework also emphasized the need to understand how systems of power and oppression influence how students experience college, how they engage in the learning process, and build knowledge. Asking important questions such as, "How can we better assess learning if we don't first know what and how our students are learning and in what ways they are engaging in that learning.
- In building a culturally responsive assessment practice it is important to ensure the inclusion of student voices. Don't make the mistake of misalignment with what students need or want or guess the ways in which they choose to engage. Involve them in the conversation. One way to do this is by sharing with students your outcomes, better yet, asking students to critique outcomes - to validate the relevance to their experience.
 - Engage identity specific student focus groups to review and reflect on the data. Ask, are the data accurate?
 - Include students in the implications and recommendations work. What experiences occur in the absence of improvement? How would your experience be different in the presence of change?

Critical Assessment

Strives to move beyond the status quo, raise questions of privilege, power, and oppression; and work to remedy injustices. Critical assessment calls for the following:

- Except that assessment has inherent biases (as mentioned earlier under Social Justice Assessment)

- Know that there are “preferred” ways of learning and demonstrating learning- those have biases.
- Include the voice of students
- Use assessment to identify gap opportunities

Over Arching Core Principles

What are the core principles associated with Equity Minded & Culturally responsive Practices? Given a brainstorming session with some faculty and a review of scholarship, a list was created (certainly not exhaustive) representing overarching elements associated with developing Equity-minded & culturally responsive practices. First, please review the resource [Equity Review Tool: A Process Guide for Equity-centered Instructional Materials](#) (2023) created by-Achieving the Dream and Intentional Futures in partnership with Every Learner Everywhere.

This is an excellent resource to help guide your work. The tool is used to assist in creating more “validating and affirming learning experiences and environments for students who are Black, Latinx, Indigenous, poverty-affected, first-generation, non-male-identifying, LGBTQIA+, and/or disabled. Specifically, this tool helps instructors to develop and evaluate their current resources/practices, including language to ensure asset-based teaching and learning activities are integrated into instruction” (Equity Evaluation Tool, 2023).

“This tool poses critical questions that help surface and confront privilege, bias, exclusion, and/or misrepresentation and promote the use of equity-minded language” (Equity Evaluation Tool, 2023).

Many who use this tool come from a range of foundational knowledge. The authors kept this in mind and created a guide that remains accessible and actionable for anyone in facilitating learning who are open to the following:

- Commitment to identifying barriers to learning
- Acknowledge the ongoing commitment to this work
- Recognize that creating more equitable materials requires dismantling systems and processes that benefit some and disenfranchise others.
- Apply a strengths-based approach (Equity Evaluation Tool, 2023).

Furthermore, an additional two articles on culturally responsive assessment (mentioned above) and resources specifically addressing Antiracist Teaching, Learning, and Assessment of Student Learning from the National Institute for Learning outcomes Assessment (NILOA), can be found in the [Year Two Program Review Resource folder](#).

The below practices are rooted in principles that aim to address systemic inequities, promote inclusivity, and support the success of all students, particularly those from historically marginalized, underserved, and under-resourced groups. Under each principle there is a list of resources to extend your knowledge. These principles also influenced the self-assessment portion of this deliverable.

- **Developing Critical Consciousness and Social Justice Advocacy**
 - [Resource List](#)
- **Addressing Implicit Bias and Challenging Stereotypes**
 - [Resource List](#)
- **Recognition of Students' Assets and Strengths (not deficits)**
 - [Resource List](#)
- **Valuing and Incorporating Diverse Cultural Voices & Perspectives**
 - [Resource List](#)
- **Creating collaborative, inclusive, and affirming learning environments**
 - [Resource List](#)
- **Engaging in Reflective Teaching and Continuous Learning**
 - [Resource List](#)

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 is comprised of criterion statements, 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)

SELF-ASSESSMENT MEASURE TOOL
[\(Influenced by the Council for the Advancement of Standards in Higher Education\)](#)

Conduct and Interpret Ratings Using Evaluative Evidence

The self-assessment guide is designed to provide users with an assessment tool that can be used for self-study or self-assessment purposes. Program leaders may wish to incorporate additional category measures, such as selected national organization criteria or accreditation standards. Additionally, they may insert additional rating scales or add to the existing scale. Such practice is encouraged to reflect external standard requirements. When the program review team/lead has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual category measures. If you find that you are in reflection more so than identifying evidence, consider a SMART goal for future work.

Assessment criterion measures are used to appraise how well areas meet practices as outlined by Equity Minded & Culturally Responsive scholarship. These criterion/category 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.**

CRITERION MEASURE RATING SCALE

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

Practices that fall within the IE, 1, or 2 scale should include an action plan. Consider a SMART Goal. Practices that fall within the 3 and 4 scales should develop plans to assess the impact. Contact CTL, AIPD, or Strategic Analytics for support on assessment initiatives.

Each category measured (see categories below) will include the following three parts:

Rate Criterion Measures

- Faculty collectively discuss a rating given the criterion measures. Remember, you may learn that the work is being explored with plans to launch practices. Please use this opportunity to share that within the self-assessment.

Provide Narrative

- Document the reasoning and evidence for the rating assigned or summarize the reflection and action.
- Explain what evidence has been collected and reviewed to support program rating
- Will there be a SMART Goal to address findings (If necessary)? SMART Goal will be shared in Annual Assessment Report.

Culturally responsive practices are an approach that acknowledges and respects the diverse cultural backgrounds, experiences, and perspectives of students. It aims to create an inclusive learning environment that supports the academic success and overall well-being of all students. These initiatives reflect a commitment to creating an inclusive and culturally responsive learning environment, where students from diverse backgrounds can thrive and succeed academically.

The Deliverable:

PROGRAM SELF-ASSESSMENT CATEGORIES

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 (the review team will only look at the four you submit via your annual report) 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. Save the template for your work off-line and make sure to upload 4 completed program self-assessment templates to the Year 2 folder. The Annual report will only address the scored matrix.

- [Valuing and incorporating diverse cultural voices & perspectives](#)
- [Creating inclusive and relevant curriculum](#)
- [Creating collaborative, inclusive and affirming learning environments](#)
- [Providing professional development for faculty \(within program and institution-wide participation\)](#)
- [Supporting culturally relevant assessments](#)
- [Utilizing support services for diverse student populations](#)
- [Engaging with the local community](#)
- [Engaging in Reflective Teaching and Continuous Learning](#)

ACTION: Review and Incorporate Equity-Minded Practices

Due Date: June 30th

Additional Resources: Program Review Year 2 Folder

Part II. Program Faculty, Organization, & Resources

A review should encompass faculty composition, development, facilities, and resources relevant to student learning. Use the provided questions to establish standards and assess each aspect in collaboration with your dean and department faculty. The final section invites identification of unmet needs affecting student learning. Feel free to work off-line using a word document to address the questions. The Annual Report will include all below questions.

Composition & Development of the Faculty:

- Indicate Full-Time and Part-Time faculty composition. Does the current composition of the faculty adequately support the achievement of your Program student learning outcomes and key course content? How does this affect student success?
- Extent of Faculty turnover and changes anticipated in the next several years? (How do you prepare this to minimize student disruption).
- How does the faculty composition reflect the diversity and cultural competency goals of the institution?
- How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

Facilities & Support:

- Do college facilities adequately support achievement of program learning outcomes? (Explain with data and best practices). Describe how classroom space, classroom technology, laboratory space and equipment impact student success. Please consider campus location.
- Specific to your program - Describe how the program utilizes services outside-the classroom-library, advising, counseling, disability- and other student services. Is there evidence indicating service impact?

Community Engagement

- What community engagement opportunities do students pursue within the program (required/optional)? How do these experiences/opportunities contribute to the program level learning outcomes & industry standards?
- How do you ensure (through assessment initiatives) that industry and community engagement experiences ensure high quality learning?

Needs Assessment (Will go to deans)

- Please provide unmet needs and solutions for Deans/Academic Leadership Team to consider.

ACTION: Program Faculty Review

Due Date: June 30th

Additional Resources: Seek out assistance from your Dean in terms of establishing a standard.

Part III. Execute SMART Goals from Year 1 Review

Assessment is the continuous act of improvement. In order to improve you must act upon the information you've learned from any review. With a clear understanding of Program Mission, Vision/Goals (if applicable) Program Learning Outcomes and discourse on program teaching philosophy, what would you like to achieve? Each year the setting of SMART goals from the analysis/investigation of the previous year's deliverables (and beyond) moves from planning to acting.

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.

What will be your plan?

Do you need assistance with?

- Instructional design of building Student/Program Learning Outcomes? Contact Will Duffy @ Will.Duffy@BristolCC.edu
- Implementing HIPs and need guidance? Contact Tim Hathaway @ Tim.Hathaway@BristolCC.edu
- Curriculum Mapping? Contact Dani Licitra @ Danielle.Licitra@BristolCC.edu
- Formalizing General Education Designations? Contact Dani Licitra @ Danielle.Licitra@BristolCC.edu
- Formalizing changes to a course/s or the overall academic program? Contact Autumn Alden @ Autumn.Alden@BristolCC.edu
- Enrollment/Retention inquiries? Contact Angie Medeiros @ Angie.Medeiros@Bristolcc.edu
- Data inquiry? Request a Data request Form
- Analysis of Data? Contact Dani Licitra @ Danielle.Licitra@BristolCC.edu or Tim Hathaway @ Tim.Hathaway@Bristolcc.edu
- Building out SMART Goals with an action plan? Contact LASH Center for Teaching & Learning

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 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 directly related to the Program Faculty, Organization, & Resources (If it is determined that an area needs to be further investigated)

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. Huba and Freed 2000. Retrieved from CCNC Assessment, 2022.

SMART Goals. www.MindTools.com (Retrieved 2022)

University Of California: [SMART Goals-A How to Guide](#) (Retrieved July 18, 2022)

ACTION: Develop SMART Goals

Due Date: June 30th Year 2 of PR

Additional Resources: See above contacts for assistance