

ACADEMIC PROGRAM REVIEW

Year 1 Instructions

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

With any Program Review, alignment is integral to the process. *The process examines the connections (and/or misconceptions) within a pr (i)-:*

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,

excellence in teaching and an environment that promotes individual students to develop into critical thinkers and autonomous learners.

Academic Program Review

Year 1 Deliverables

Academic Affairs Deliverables for FY23

Propose Integration of HIPs / Student Success & Goal Attainment

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-

Academic Program Review

Year 1 Deliverables

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
First year experience		
Learning Communities		
Community Based Learning		
Common Intellectual Experiences		
Writing Intensive Courses		
Collaborative Assignments and Projects		
Diversity/Global Learning		

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 30th 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				
Frequent, timely, &...				
Course Example 201	Quantitative and Symbolic Reasoning	N/A		N/A
Course Example 223	Critical Thinking; Information Literacy; Scientific Reasoning...	Internship/Field Placement		demonstration of competency...

Academic Program Review

Year 1 Deliverable

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

Academic Program Review

Year 1 Deliverables

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?

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](#)

[UCF Academic Program Assessment Handbook, 2005](#)

Based on material from University of Central Florida, "UCF Academic Program Assessment Handbook"
Version 2008

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