

# 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 VT in 6 71 2c1-03.4isiis(on)12.9 (is)2-71)2liT

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

**Academic Program Review  
Year 2 Deliverables**

**Part I. Equity-Minded Practices**

**PRINCIPLES AND PRACTICE**

## **Academic Program Review**

### **Year 2 Deliverables**

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;

## Academic Program Review Year 2 Deliverables

- 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**

**Academic Program Review**  
**Year 2 Deliverables**

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 –



---

## 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 30<sup>th</sup>

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

**Academic Program Review**  
**Year 2 Deliverables**



## Academic Program Review Year 2 Deliverables

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*