Holyoke Community College
Process for Academic Discipline/Program Review

1. DISCIPLINE/PROGRAM EVALUATED

   The academic disciplines/programs will be evaluated on a five-year cycle determined by the Vice President for Academic Affairs, Division Deans and Director of Planning and Assessment. Accredited programs will be reviewed in compliance with the accrediting agency timetable and mandates. However, programs receiving accreditation beyond six years and programs with evolving technology may undergo mini-program reviews as determined by the Vice President for Academic Affairs.

2. GENERAL PROCESS

   It is expected that the process will take two semesters. The first semester should be dedicated to the preparation of the self-study report. During the second semester, outside evaluators will visit the campus and prepare a written report based on their findings through examination of the Self-Study; class visitations; interviews with faculty, students, and staff; and visits to various areas of the college.

3. SELF-STUDY REPORT

   The Program Coordinator/Department Chair normally will serve as "chair" of the self-study although another faculty member from the discipline may also serve. Special arrangements may be required for a person serving as the chair. The chair is responsible for the final product. All department members are expected to work on the production of this report. The first draft of this report should be provided to the Division Dean, and Academic Director of Planning and Assessment and Vice President for Academic Affairs for their comments one week prior to the start of the Spring semester, unless another timetable is agreed upon. The selected evaluator(s), the Division Dean, Director of Planning and Assessment and the Academic Vice President will receive final copies of the self study at least one month prior to the visit by the evaluator(s). The contents of the self-study may differ from the questions on the attached sheet, but should at a minimum respond to theses questions. Updated resumes of all full-time members of the department and updated course syllabi should be included in the self study.

4. EVALUATORS

   Normally this team is composed of two persons: a community college faculty member from outside the state and/or an advisory board member or professional working in the field and/or a baccalaureate faculty member from within Massachusetts. Proposed nominations for evaluators are provided to the Division Dean, the Director of Planning and Assessment and the Vice President for Academic Affairs for approval before selection. All expenses and honoraria for the evaluators should be included in division budgets.

5. ON-SITE VISITATION BY EVALUATORS

   The Program Coordinator/Department Chair and Director of Planning and Assessment will, with evaluators, select a site visit date early in the spring semester. The site visit should be one day for small departments and may be two days for large or complex departments. The Visitation Schedule should include:
   a. Orientation with Program Coordinator/Department Chair
   b. Entry meeting with the Coordinator/Chair, Division Dean, Vice President for Academic Affairs, and Director of Planning and Assessment

c. Opportunity to visit classes, meet students and faculty, visit labs/studios
d. Tour support services where appropriate – Library, Academic Computing,
e. Learning Assistance Center, Division of Continuing Education, etc.,
f. Exit Interview with the Program Coordinator/Chair, Division Dean, Vice President for Academic Affairs and Director of Planning and Assessment
g. The Evaluators' Report is due to the Division Dean and Director of Planning an Assessment one month after the site visit. Copies will be prepared for the Vice President for Academic Affairs and the President.

6. <u>FOLLOW-UP</u>

The Department will discuss areas of concern identified by evaluators as well as suggestions for improvement. A scheduled plan of action will be proposed to act upon the recommendations of the evaluators. This plan will be submitted on the Program Review Form in electronic format to the Division Dean, Vice President for Academic Affairs, and Director of Planning and Assessment one month after receipt of the evaluators' report if received during the academic year. If received after June 1, the plan will be due by the end of September. A report on progress toward implementing results of the review should be submitted one year after receipt of the report or by the end of the academic year, whichever comes earlier. Annual division reports thereafter should include further implementation of recommendations.

Academic Discipline/Program Review Guidelines and Self-Study Questions

1. <u>MISSION, GOALS, PRIORITIES</u>

   a. State the mission of the program and discipline/program goals and describe how they link with the mission and priorities of the College.

2. <u>LEARNING OUTCOMES</u>

   a. What are the primary student learning outcomes and how to they align with general education outcomes (See Appendix 1a. and 1b. for sample)
   b. Include a curriculum map indicating in which courses general education student learning outcomes are addressed (See Appendix 2 for sample)
   c. Complete the "Inventory of Educational Effectiveness Indicators" required by NEASC (Appendix 3)
   d. Describe how the learning outcomes are related to program and discipline/program goals.
   e. What instruments are used to measure student learning outcomes?
   f. What has been learned from outcomes assessment? What actions have been taken as a result?
   g. What additional questions or focus of study does the department wish to explore?

3. <u>RETENTION AND RECRUITMENT</u>

   a. Insert/include ALL of the data charts provided by the Office of Institutional Research
      - Enrollment by Program
      - Course Enrollment and overall completion rates
      - Fall-to-Spring Retention Rates by Program (3 Fall cohorts)
      - Fall-to-Fall Retention Rates by Program (3 Fall cohorts)
      - Graduation Rates by Program (3 Fall cohorts)
      - Transfer Rates by Program (3 Fall cohorts)
      - Degrees Conferred by Program (5 Fiscal Years)
      - Employment Data
      - CCSSE (Community College Survey of Student Engagement) data if available by Program
   b. Analyze course and program enrollment data for the past 5 years. Include a review of online enrollment and retention rates for all course formats (i.e., online, traditional).
   c. What is the rate of retention? What actions are taken to retain students?
   d. What has been learned from analyzing course grades and student feedback?
   e. What are the transfer, career and graduation rates of students in the discipline/program?
   f. How are students recruited for the program/department?

4. <u>CURRICULUM and INSTRUCTION</u>

   a. How has the discipline/program been modified to address the changing student/social/economic needs?
   b. How are the needs of both transfer and career students addressed? Please provide specific information.
   c. How are the needs of both day and evening students addressed? Please provide specific information.
   d. What teaching strategies are used in the design and delivery of instruction?
   e. What changes and innovation have been introduced in the past five years? Please assess their effectiveness?

f.   What changes are anticipated in the future?
g.   How do faculty insure that the courses (structure, content, sequences, etc.),teaching methods, use of technology, and expectations of students represent current, professional, and valuable approaches?
h.   How do faculty ensure that the courses (text, content and materials) reflect diversity and provide an inclusive and balanced perspective in regard to race, color, gender age, religion, national origin, sexual orientation and/or disability?
i.   List and attach all current generic course syllabi. Be sure copies of all generic syllabi are on file in the division office.
j.   Describe how syllabi have been updated over the last 5 years.
k.   How do courses implement the College's general education outcomes?
l.   How have faculty kept informed of changes and innovation in their field?
m.   What are considered to be the overall strengths and weaknesses of the program/discipline?
n.   What changes are recommended as a result of the analysis?
o.   What goals, strategies, and activities affecting the discipline/program are recommended for change in the next Academic Long-Range Plan?

5.   ADVISEMENT

a.   Describe the process of student advisement in the discipline/program and assess its effectiveness.

6.   RESOURCES

a.   List the level of funding for the past 5 years.
b.   How are resources currently allocated?
c.   Evaluate the effectiveness of personnel.
d.   List and evaluate the primary facilities, equipment, instructional aids (i.e. software) and Library resources used by the discipline/program. Contact the Dean of the Library Services when beginning the self-study so that the appropriate materials requested of the Library can be assembled and provided prior to completing the study. In addition, contact other departments whose areas may be included in the study. All persons and departments should be notified of the dates of the site visit in ample time for them to prepare for site visitors.

7.   RELATIONSHIPS/CAREER INFORMATION

a.   Describe how faculty articulates with other areas within the college. How does the discipline/programs compare with four-year institutions? Comparable discipline/programs within the service area? Comparable discipline/programs beyond the service area, including a review of Massachusetts Transfer Compact? The community?
b.   What are the overall strengths and weaknesses of the above relationships? How does the program compare with similar programs within and beyond the service area? How does the program compare with exemplary programs beyond the service area?
c.   If applicable describe current procedures used to monitor changes in the job market, and review the program's currency and "fit" with the educational interests and needs in our region by reference to:
  •   Relevant external parties, such as advisory board or speakers, corporations/agencies; (Attach names and frequency of meetings.)
  •   Relevant internal groups or individuals;
  •   Relevant professional associations/organizations;
  •   Other populations (students, alumni, community members).

Data Provided by Office of Institutional Research:

Data will be provided in excel spreadsheet with a separate tab for each type of information (enrollment, retention etc.) by the end of October in the fiscal year of the program review.

1. Enrollment by Program (5 Fall terms)
    a. total enrolled
    b. % minority
    c. % full-time
    d. % male
    e. % Pell recipient
    f. % first-time, freshman degree-seeking
2. Course Enrollment and overall course completion rates (5 Fall terms)
    a. total enrolled
    b. course completion rate
    c. withdrawal rate
**List of courses and list of full-time faculty members for program to be provided to IR by Judy Turcotte or Program Reviewer

3. Fall-to-Spring Retention Rates by Program (3 Fall cohorts)
    a. overall
    b. minority
    c. full-time
    d. male
    e. Pell recipient
    f. first-time, freshman degree-seeking

4. Fall-to-Fall Retention Rates by Program (3 Fall cohorts)
    a. overall
    b. minority
    c. full-time
    d. male
    e. Pell recipient
5. first-time, freshman degree-seeking Graduation Rates by program (3 Fall cohorts)
    a. first-time, freshman degree seeking
    b. first-time, full-time degree seeking
    c. first-time, part-time degree seeking
6. Transfer Rates by program (3 Fall cohorts)
    a. first-time, freshman degree-seeking
7. Degrees Conferred by Program (5 Fiscal Years)
8. Employment Data – see Charlie's template
9. CCSSE data if available by program
10. Licensure Exam pass rates if applicable

Aligning General Education Outcomes, Program Goals and Student Learning Outcomes

	HCC General Education Outcome	Program Goal	Student Learning Outcome
1.	Critical Thinking		
2.	Effective Communication		
3.	Knowledge of Diversity		
4.	Quantitative Reasoning		
5.	Information Literacy		

	HCC General Education Outcome	Program Goal	Student Learning Outcome(s) Successful graduates from this program will be able to...
1	Critical Thinking	Graduates of the program will be able to **think critically** about crime and the criminal justice system in an increasingly complex and diverse society.	SLO 1. Demonstrate knowledge of the inter-dependent operations of the criminal justice system (i.e., of policing, courts, and corrections). SLO 2. Demonstrate a basic understanding of how laws and constitutionally defined procedures operate in the criminal justice system, assess due process and brief a constitutional case. SLO 3. Analyze and apply theories of crime and criminal behavior. SLO 4. Articulate a specific position (perspective, thesis/hypothesis) and acknowledge different sides of an issue.
2	Effective Communication	Graduates of the program will be able to **communicate effectively**.	SLO 5. Demonstrate writing proficiency. SLO 6. Demonstrate oral communications skills. SLO 7. Demonstrate a professional demeanor (e.g. in behavior and communication).
3	Knowledge of Diversity	Graduates of the program will be able to demonstrate **an awareness of issues of diversity**, including but not limited to race, gender, ethnicity, sexual orientation, age, social class, disability, and religious belief.	SLO 8. Develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values when interacting with diverse groups. SLO 9. Identify ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems.
4	Quantitative Reasoning	Graduates of the program will develop both **quantitative and qualitative skills** and abilities to critically analyze crime and criminal justice issues.	SLO 10. Understand essential concepts behind social science research. SLO 11. Demonstrate an understanding of the primary data sources and methods used to measure practices in the criminal justice field and criminal behavior in society.
5	Information Literacy	Graduates of the program will be able to develop **information and technological literacy.**	SLO 12. Know when there is a need for information and can identify, locate, evaluate, and effectively and responsibly use appropriate sources by searching electronic and traditional databases. SLO 13. Access and use information ethically and legally.
6		Graduates of the program will be able to understand their **ethical obligations** in the field of criminal justice.	SLO 14. Identify and interpret ethical dilemmas they may confront in criminal justice practice. SLO 15. Apply ethical decision-making models and professional standards to criminal justice situations.

CRJ Program Draft 8/18/2014

Appendix 2 – Sample Curriculum Maps

Critical Thinking	Information Literacy	Effective Communication	Knowledge of Diversity	Quantitative Reasoning
ACC 105	**ACC 112**	**ACC 112**	BUS 101	ACC 205
ACC 111	BUS 101	BUS 101	BUS 245	ACC 207
ACC 112	**BUS 115**	**BUS 115**	CSI 215	BUS 170
ACC 205	BUS 245	BUS 215	CSI 252	**BUS 215**
ACC 207	CSI 101	BUS 220	**CUL 100**	**CUL 100**
BUS 115	CSI 111	CSI 101	**CUL 101**	**CUL 101**
BUS 215	**CUL 104**	CSI 111	**CUL 104**	**CUL 105**
All CSI	**CUL 111**	**CUL 104**	**CUL 204**	**CUL 110**
CUL 111	**CUL 204**	**CUL 204**	**CUL 230**	**CUL 115**
CUL 204	**HCA 101**	**CUL 230**	**HCA 101**	**CUL 215**
HCA 101	**MKT 240**	**CUL 250**	**MGT 230**	**CUL 230**
HCA 102		**HCA 101**		**CUL 250**
MGT 230		**HCA 102**		**HCA 101**
				HCA 102
MKT 240		**MGT 230**		**HCA 130**
All SEC		**MKT 240**		**HCA 232**

	Critical Thinking	Information Literacy	Effective Communication	Knowledge of Diversity	Quantitative Reasoning
PSY 110	X			X	
PSY 142	X	X			X
PSY 203	X			X	
PSY 215	X			X	
PSY 216	X			X	
PSY 217	X			X	
PSY 218	X			X	
PSY 220	X			X	
PSY 222	X	X	X		X
PSY 224	X			X	
PSY 225	X			X	
PSY 230	X	X		X	
PSY 233	X			X	
PSY 242	X		X	X	
PSY 250	X			X	
PSY 260	X			X	
PSY 265	X			X	
PSY 270	X	X		X	

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
List each degree program: 1.						
2.						
3.						
4.						
5.						
6.						

Institutions selecting E1a should also include E1b