



**HOLYOKE  
\_ COMMUNITY  
\_ COLLEGE**

# Ensuring Program Health through Data-Driven, Collaborative APR Processes

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Assessment Institute, October 2023

# Session Learning Outcomes

The purpose of this session is to introduce a model for academic program review that encourages equity-focused data exploration and continuous improvement.

Participants will leave with the tools to

- provide department chairs and faculty with the support they need to use external and disaggregated data to approach program review with an equity-focused lens;
- make use of simple data visualizations to encourage data-informed programmatic decision making;
- construct program review processes that are meaningful and result in continuous improvement; and
- encourage collaboration and trust through the use of an interdisciplinary process that includes stakeholders from across campus.





# About Holyoke Community College (HCC)

- Located in the city of Holyoke in western Massachusetts
- One of 15 public two-year associate degree-granting community colleges
- Oldest community college in Massachusetts, established in 1946
- Hispanic Serving Institution (HSI) since 2016

# About Holyoke Community College (HCC)

**3,706** Headcount

**2,170** FTE

## Top 5 Degree Programs

- Liberal Arts and Sciences
- Foundations of Health
- Business
- Psychology
- Criminal Justice

**67%**  
part-time

**66%**  
female

**47%**  
students of  
color

**37%**  
25 and  
older

**33%**  
Hispanic

# Established Areas for Improvement



Improve APR processes and logistics



Add external data to the process via the use of Lightcast



Increase support for chairs in analyzing data while eliminating duplication of work



Embed academic deans throughout the process



Expand and support assessment elements



Provide external reviewers with clear guidelines and support



Add a collaborative, cross functional internal review and implementation process.

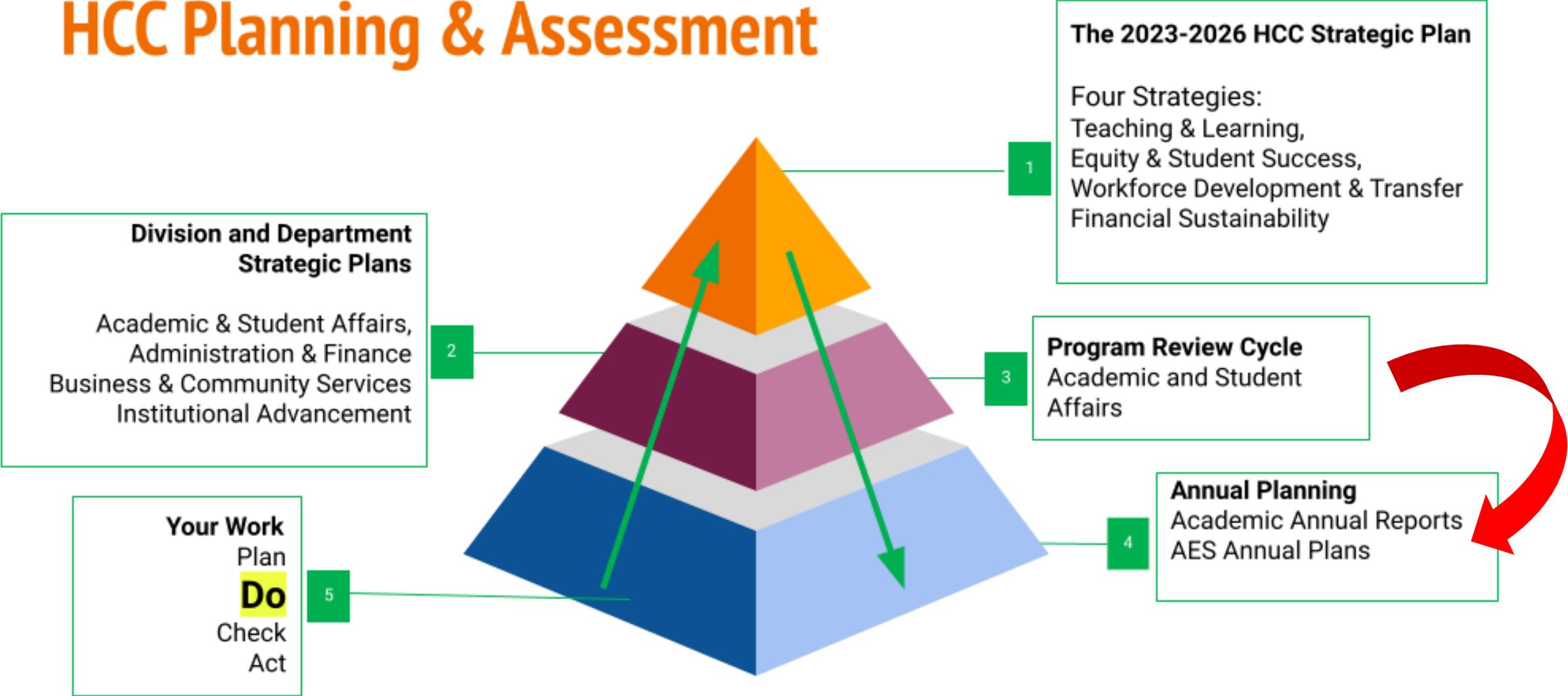


Clearly thread progress on actions from review to review



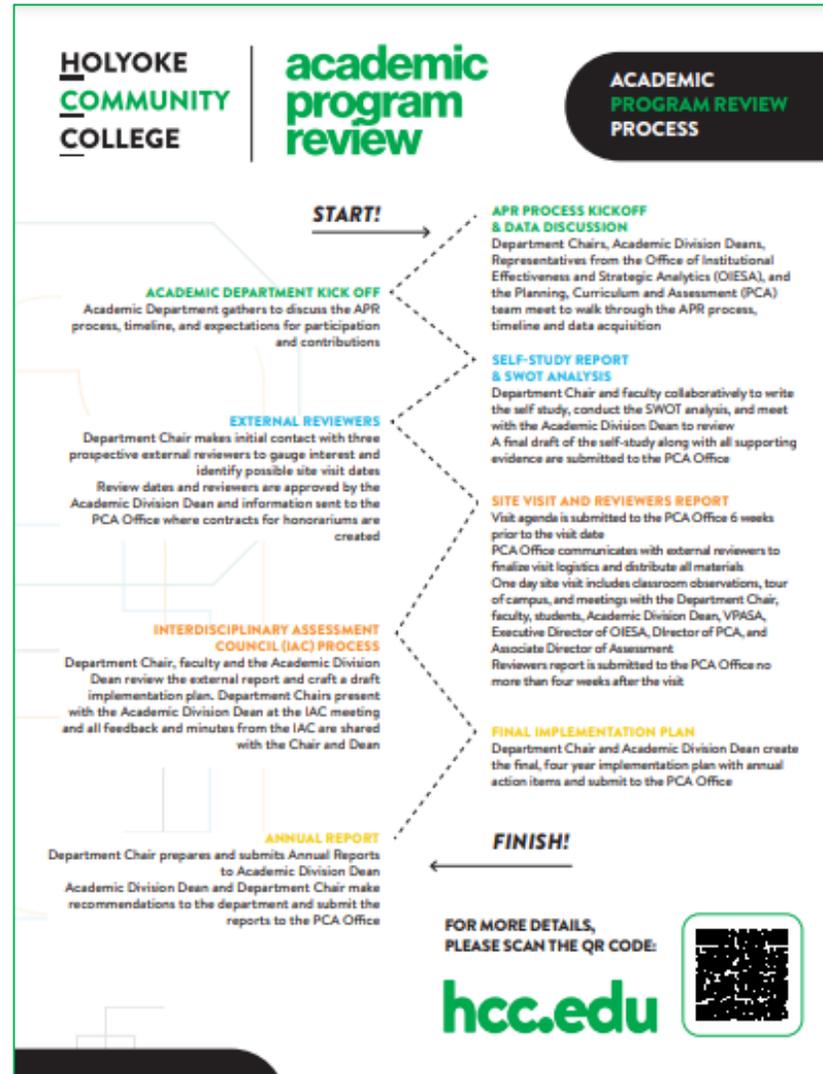
Improve APR processes and logistics

# HCC Planning & Assessment



# Digitize All Aspects of the Process

- New materials including infographic and searchable PDF process with link to all resources
- Self studies standardized searchable PDFs sent via email with reviewers' packet
- Logistics handled within Planning, Curriculum and Assessment Office
- Scheduled communications and deadlines both internally and with reviewers



**academic program review**

Academic Program Review  
October 1, 2023

Holyoke Community College  
Office of Planning, Curriculum, & Assessment  
303 Homestead Ave, Holyoke, MA 01040

**HOLYOKE COMMUNITY COLLEGE**

**hcc.edu**

# Create a Supported Cohort System

AY 2023-2024

*Building the bridge as we walk on it...*

Summer I  
Kickoff Meeting

process walk-through

Tableau training

dialoguing amongst chairs

assessment of initial support  
needs

Fall I  
Self Study Support

writing a “NECHE-style”,  
data-based reflective self  
study

best (and worst) practices  
examples

data analysis verification

Spring I  
Site Visit

self study reviews and  
redrafting

guided reviewer selections

site visit preparation  
session

Summer II: collaborative review of evaluators' report

Fall II: Interdisciplinary Assessment Council process



Increase support for chairs in analyzing data while eliminating duplication of work

# Pre-2020: OIESA's Role in APR Process

Spring

Programs up for review identified; list provided to OIESA

OIESA prepared data packages to share with chairs

Summer

Site-visit occurred; external evaluator submitted recommendations; follow-up; programs all set for next 5 years

Department chairs/program coordinators wrote self-study

Fall

# Data Provided for Program Viability Measures

AY 2013-2014

Data provided in excel with a separate tab for each measure

## Enrollment

total enrolled,  
%first-time freshman,  
%full-time, %male,  
%minoritized,  
%white, %Pell eligible

## Retention

overall, male, full-time, first-time full-time degree seeking, white, minoritized, Pell eligible

## Course Enrollment & Completion Rates

total enrolled, course completion rate (college/DE level), withdrawal rate, term GPA

## Graduation Rates

## Transfer Rates

first-time degree seeking, first-time, full-time degree seeking, first-time, part-time degree seeking

## Degrees Conferred

## Employment Rates

# Additions Along the Way...

AY 2015-2016

- Added mean/median age to enrollment
- Added % adults to enrollment and retention
- Added credits registered and FTE

AY 2019-2020

- Added to enrollment and retention: detailed race/ethnicity, student type, first generation, full/part-time, age, enrolled in distance course/s

AY 2020-2021

- Equity workshop conducted by the Center for Urban Education (CUE): 7 faculty and 6 staff participated
  - Course retention and success rates by race/ethnicity provided to faculty participants

# Challenges with Excel Data Packages

## For Academic Department Chairs:

- Static tables only; no charts or other visuals
- No explanation of the data
  - misuse/disuse of data
- Data overload - lots of tables
- Access to latest data
  - program review delayed/postponed

## For OIESA:

- Time intensive!
  - Formatting massive tables in excel; separation of data by program;
  - Data checking, additional formatting
- Redundancy in work
  - program review delayed/postponed

How do we increase data literacy AND increase our office efficiency simultaneously?



There has to be a better way!

# Tableau at HCC



## December 2018

- College purchased Tableau

## Spring 2019...

- We started to develop Tableau dashboards
  - Primary focus was to build dashboards for program review
  - Built 5 separate Tableau workbooks for program review related data, multiple stories and dashboards per measure/metric
- Training
  - So far, we have conducted 20+ group training sessions for Academic Deans, chairs, program coordinators etc.
  - Conducted many 1-on-1 trainings

# 100% Tableau

Starting Spring 2023....



- Built one Tableau workbook from multiple Tableau dashboards
- Got the word out! Starting in Fall 2023, department chairs will no longer receive an excel workbook but instead be given access to Tableau
- Required department chairs to attend Tableau training during the APR process kick off meeting

Data Democratization  
through visualization

- Giving access to data
- Empowering data users to feel comfortable using data
- Promote self-service

# Why Transition to Tableau?



Up-to-date information



Easy to navigate



Interactive with filters



Less overwhelming



Includes tooltips to help users interpret data



Easy to refresh/update data



Increase office efficiency



Available on-campus/off campus



# Examples of Dashboards

# Equity-Focused Program Review Dashboard

## Equity-Focused Program Review Dashboard

<<MAIN MENU>>

Welcome to the Equity-Focused Program Review Tableau Dashboard. Here you will find your program review data needs in one place! Use the Navigation Pane below to move to different data dashboards by clicking on the square button.

Navigation Pane	
Enrollment	• Headcount and Student Characteristics
	• Credits Registered and FTE
Course Completion/ Retained/Success Rates	• Overall Course Completion Rate
	• Course Equity Data
	• High Risk and High Enrolled Courses
	• Rates by Course Modality
	• Rates by Parts of Term
Fall-to-Fall Retention	• Fall-to-Fall Retention
Graduation and Transfer Rates	• Graduation and Transfer Rates
Awards Conferred	• Degrees & Certificates Conferred
Employment	• Employment ( <i>Graduate Survey</i> )

### Quick Tips:

- > Use the Navigation Pane to move between dashboards.
  - > Use the orange "Back to Main Menu" button on each dashboard to return to the Main Menu
  - > Use filters within dashboards (drop down menus or toggle buttons typically found at the top of the dashboard) to select your specific academic department/program/course etc.
  - > Hover over data in graphs and tables to view "tool tips" with additional detail on that particular data point.
  - > Look for  and click for additional context or important definitions for that dashboard
  - > For additional definitions of terminology (e.g. FTDS, retention rate), click here to go to OIESA's Glossary of Terms: [https://hccnet.hcc.edu/ir/ir\\_datareports.htm](https://hccnet.hcc.edu/ir/ir_datareports.htm)
- Have questions? Need Help? Contact the Office of Institutional Effectiveness and Strategic Analytics (OIR@hcc.edu)

# Program Enrollment & Retention Dashboard

## Program Enrollment by Student Characterist

Select Semester  
 Fall  
 Spring

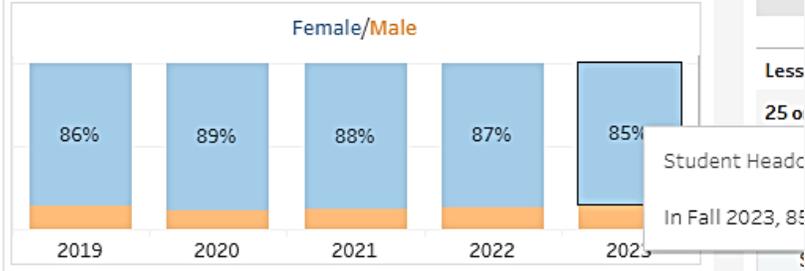
Select Year/s  
 (Multiple values) ▼

All HCC Headcount (Unduplicated)

	2019	2020	2021	2022	2023
Headcount:	4,886	4,217	3,744	3,550	3,706

Headcount:

	2019	2020	2021	2022	2023
Headcount:	820	701	565	527	577



Race/Ethnicity

	2019	2020	2021	2022	2023
White	53%	52%	47%	45%	45%
Minoritized	47%	48%	53%	55%	55%
Hispanic	31%	33%	36%	39%	41%
Black or African American	9%	8%	9%	9%	8%
Asian	3%	4%	4%	3%	2%
American Ind/Alaskan Native		0%	1%	0%	

## Academic Program Retention Rate by Student Demographics

<<Back to Main Menu

1) Select Department: ▼ All

2) Select Program Title: ▼ (All)

3) Select Retention Rate: ▼ Fall-to-Fall

Student Type: ▼ (All)

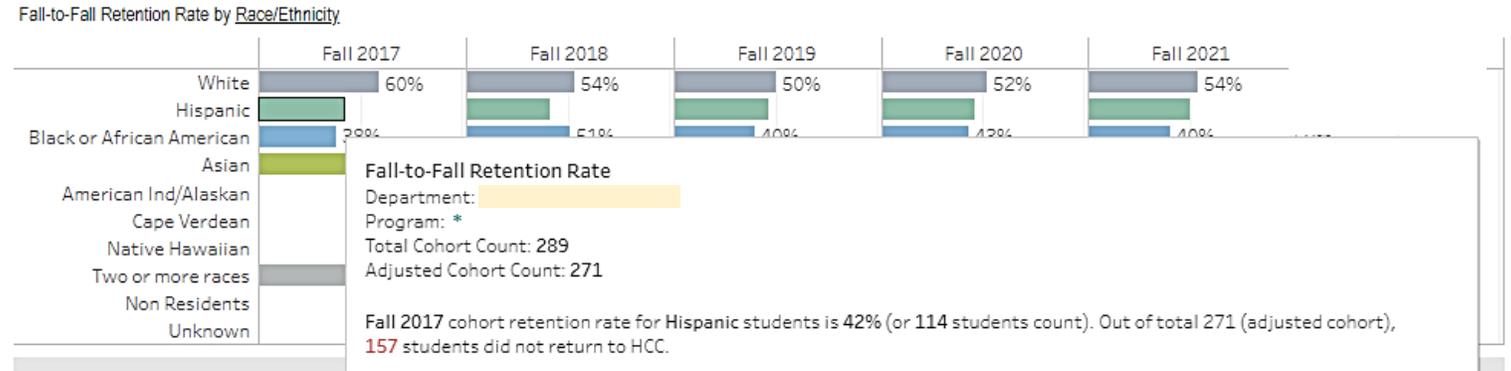
Full/Part-time: ▼ (All)

**Note:** Retention rates are based on "Adjusted Cohort".  
**Fall-to-Spring:** Adjusted cohort=Total Enrolled less the number of students who graduated prior to the start of the subsequent Spring semester (i.e. January graduates).  
**Fall-to-Fall:** Adjusted cohort=Total Enrolled less the number of students who graduated prior to the start of the subsequent Fall semester (i.e. January, May/June, August graduates).  
**NOTE:** 1) Counts are duplicated without selection of a program, 2) Rates for cohorts with fewer than 6 students are not provided.

Overall Fall-to-Fall Retention rate

Year	Retention Rate (%)
Fall 2017	52%
Fall 2018	50%
Fall 2019	49%
Fall 2020	50%
Fall 2021	51%

Caution: Counts are duplicated without selection of a program



	Fall-to-Fall Retention rate by		Fall-to-Fall Retention rate by		Fall-to-Fall Retention rate by		Fall-to-Fall Retention rate by	
	White	Minoritized	Female	Male	Less than 25	25 or older	Pell Eligible	First Generation
Fall 2021	54%	48%	52%	47%	55%	47%	53%	51%
Fall 2020	52%	47%	50%	49%	54%	45%	49%	49%
Fall 2019	50%	49%	52%	37%	53%	45%	54%	50%
Fall 2018	54%	44%	49%	49%	51%	48%	51%	49%
Fall 2017	60%	44%	54%	41%	53%	52%	49%	52%

# Course Completion Dashboard

Are there equitable outcomes within a course section, within a department or within a course?

Select specific course subject/course number and course section to view retention and success rates by racial/ethnic groups.

[<<Back to Main Menu](#)

**Term** Fall2022
**Subject** 
**Course Number** 
**Course Section** (All)

**Course Section Level**

Selected Course Sections: Fall2022

	Total Attempts	Retention (#)	Retention (%)	Success (#)	Success (%)
White	7	6	85.7%	6	85.7%
Hispanic	9	8	88.9%	8	88.9%
Black or African American	1	1	100.0%	1	100.0%
Two or more Races	1	0	0.0%	0	0.0%
White	10	10	100.0%	9	90.0%
Hispanic	9	7	77.8%	5	55.6%
Black or African American	1	1	100.0%	0	0.0%
Two or more Races	2	2	100.0%	1	50.0%
White	14	10	71.4%	9	64.3%
Hispanic	5	3	60.0%	2	40.0%
Two or more Races	2	2	100.0%	2	100.0%
Unknown Race	1	1	100.0%	1	100.0%
White	14	13	92.9%	8	57.1%
Hispanic	6	6	100.0%	3	50.0%
Two or more Races	1	1	100.0%	1	100.0%
White	8	7	87.5%	4	50.0%
Hispanic	7	5	71.4%	5	71.4%
Black or African American	1	1	100.0%	0	0.0%
Asian	2	2	100.0%	1	50.0%

**Department Level**

	Total Attempts	Retention (#)	Retention (%)	Success (#)	Success (%)
White	615	508	82.6%	427	69.4%
Hispanic	352	253	71.9%	193	54.8%
Black or African American	56	42	75.0%	27	48.2%
Asian					
American Ind/Alaskan					
Native Hawaiian/P.I.					
Cape Verdean					
Two or more Races					
Unknown Race					
Nonresident	3	2	66.7%	2	66.7%

**Total Attempts: 352**  
 In Fall2022, a total of 352 Hispanic student/s attempted credit in      courses.  
 71.9% (n=253) were retained to the end of the semester;  
 54.8% (n=193) were successful in the course.

**Course Level**

	Total Attempts	Retention (#)	Retention (%)	Success (#)	Success (%)
White	301	248	82.4%	202	67.1%
Hispanic	158	109	69.0%	81	51.3%
Black or African American	26	17	65.4%	10	38.5%
Asian	15	13	86.7%	11	73.3%
American Ind/Alaskan	1	1	100.0%	0	0.0%

# Transfer Rate & Degrees Conferred by Program

## Transfer Institutions by Academic Program and Race/Ethnicity

<<Back to Main Menu

Select Program Title

H049,

### Transfer Percentages by Race/Ethnicity

	White	Hispanic	Black/African American	Asian	American Ind/Alaskan Native	CapeVerdean	Two Or More Races	Unknown	Grand Total
Total Enrolled	239	168	69	6	1	1	21	14	519
Transferred to 4-yr institution	64 27%	20 12%	11 16%	2 33%	1 100%	0	2 10%	4 29%	104 20%
Did not transfer to 4-yr institution	175 73%	148 88%	58 84%	4 67%	0 0%	1 100%	19 90%	110 81%	415 80%

12% (n=20) of all Hispanic students who were enrolled in H049 Transferred to 4-yr institution.

### Transfer by Institution by Race/Ethnicity

	White	Hispanic	Black/African American	Asian	American Ind/Alaskan Native	CapeVerdean	Two Or More Races	Unknown	Grand Total
Total Transferred	64 100%	20 100%	11 100%	2 100%	1 100%	0	2 100%	4 100%	104 100%
AMERICAN INTERNATIONAL COLLEGE	0	0	1 9%	1 50%	0	0	0	0	2
BAY PATH UNIV - GRADUATES	2 3%	0	0	0	0	0	0	0	2
BAY PATH UNIVERSITY	2	6	0	0	0	0	0	0	8

## Degree and Certificate Recipient Demographics

<<Back to Main Menu

Fiscal Year

(All)

Program Title

(All)

Select a Degree Type

(All)

### Degrees and Certificates Awarded by Race/Ethnicity

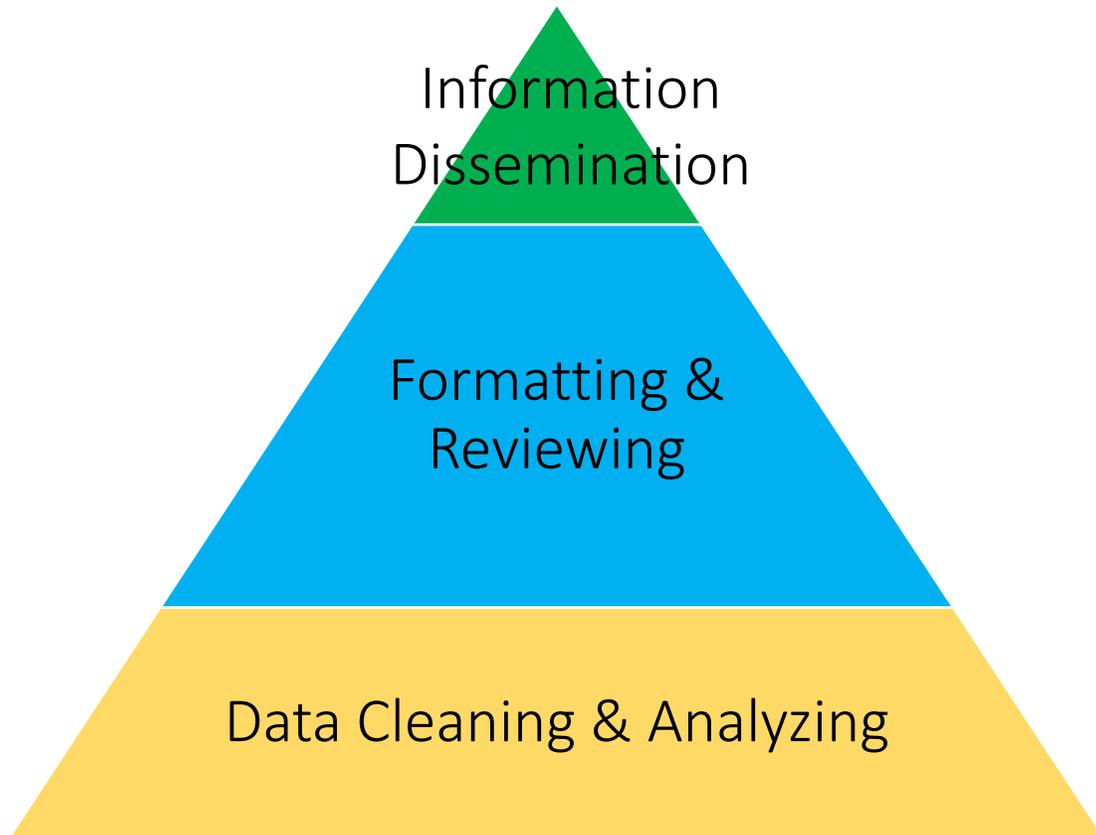
(Click on Race Category to interact with the dashboard)

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
White	71%	75%	71%	71%	72%	74%	66%	67%	74%	63%
Hispanic	18%	16%	20%	16%	14%	18%	21%	19%	16%	16%
Black or African American	5%	5%	3%	7%	5%					
Asian	3%	1%	2%	2%	4%					
Two or more	3%	3%	2%	3%	3%					
American Ind	0%	0%	1%	1%	2%					
Native Hawaiian	1%									1%
Cape Verdean				1%		1%				

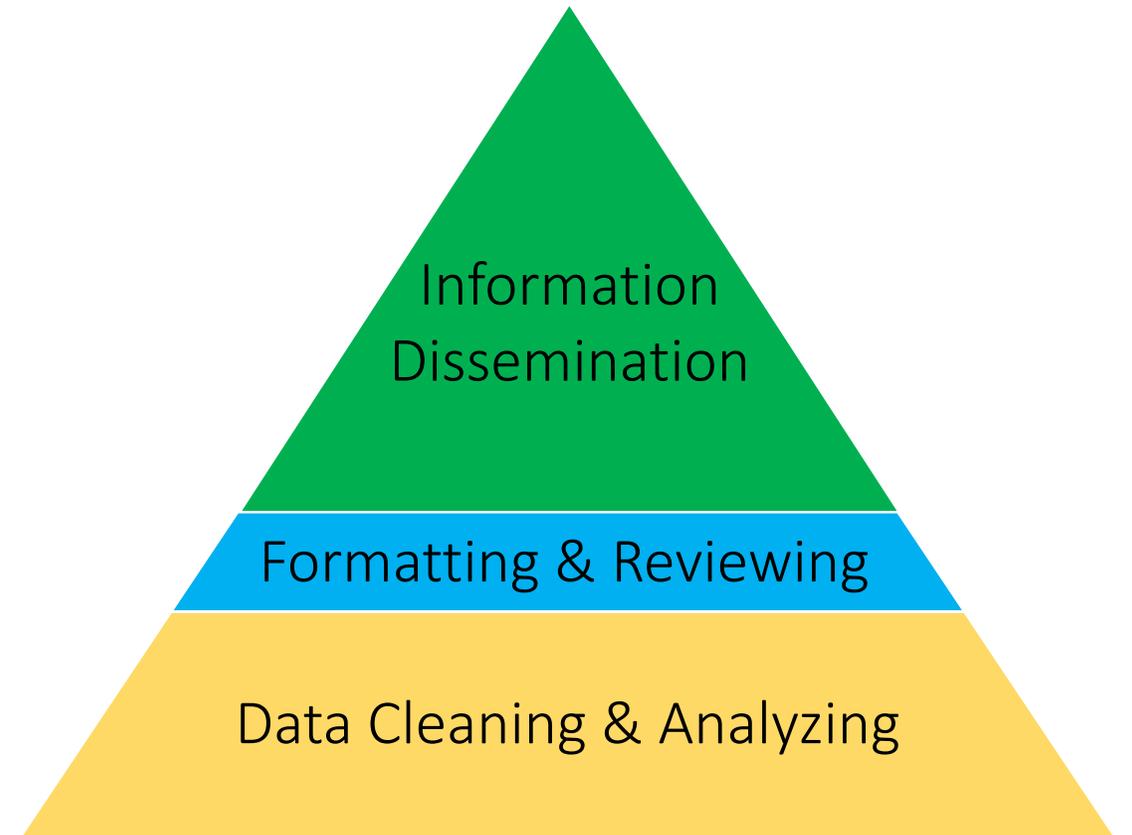
In FY 2023, 16% (or 17) degrees/certificates were awarded to Hispanic students.

# Before and After Tableau

In Excel



In Tableau





Adding External Data: Another program viability measure

# Labor Market Analytics

Lightcast: Analyst (10 Licenses) - Summer 2022

- Tableau –
  - Access to all with Tableau Viewer licenses
  - One-stop shop
  - CIP to SOC crosswalk

## Why Labor Market Analytics: Program Viability

- Program development – projected industry and occupation data
- Curriculum planning – job postings and skills data
- Competitive analysis - degree completion
- Faculty hiring
- Existing Program

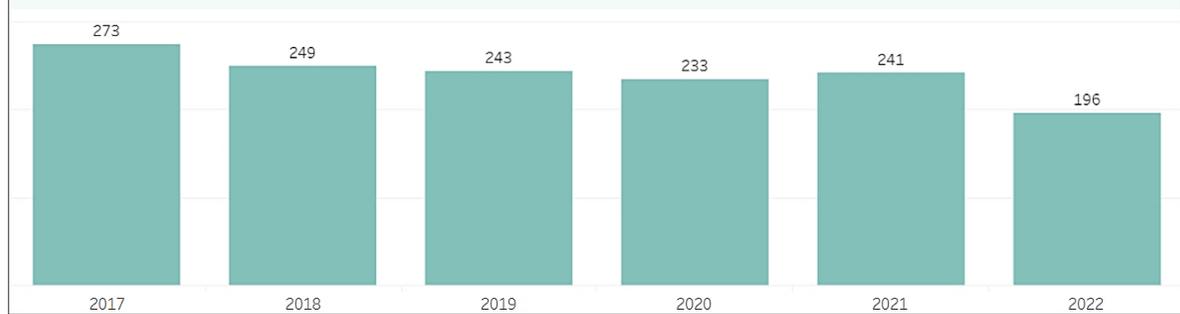
# Supply and Demand Analysis

## HCC Supply: Enrollment & Completion

<< Back to Main Menu

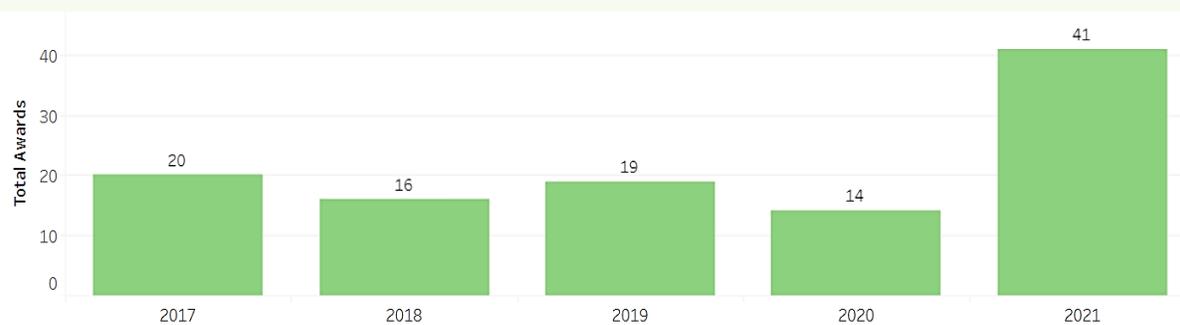
2-Digit CIP: (Multiple values) | 
 CIP Code + Title: (All) | 
 Select: Department: | 
 Select: Program Title: (All) | 
 Semester: Fall | 
 Term Year: (Multiple values)

### HCC Fall Enrollment



Select: 2-Digit CIP: (Multiple values) | 
 2-Digit CIP Code + Family: (All) | 
 Award Level: (All)

### HCC IPEDS Completion



## Demand in HCC Region

<< Back to Main Menu

Select: 2-Digit CIP: (Multiple values) | 
 2-Digit SOC: (All) | 
 Occupation Code + Title: (All) | 
 Entry Level Education: (Multiple values)

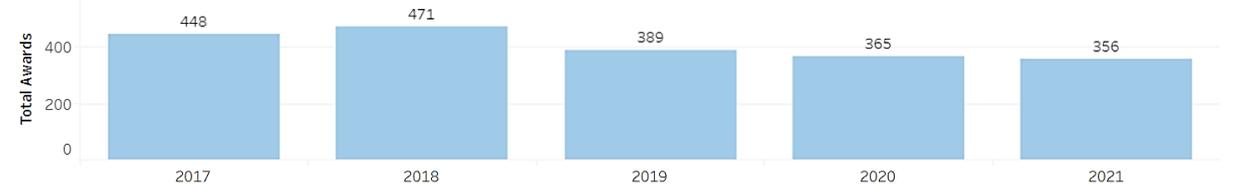
### Occupation Projection

2-Digit CIP + Family	Occupation Code + Title	Entry Level Education	2022 Jobs	2033 Jobs	Number Change 2022 to ..	% Change 2022 to 2033	Median Annual Earnings
	25-2011 Preschool Teachers, Except Special Education	Associate's degree	1,074	1,265	191	18%	\$34,181
	25-2012 Kindergarten Teachers, Except Special Education	Bachelor's degree	306	364	58	19%	\$71,208
	25-2021 Elementary School Teachers, Except Special Education	Bachelor's degree	3,561	4,228	667	19%	\$71,208
	25-2022 Middle School Teachers, Except Special and Career/Technical Education	Bachelor's degree	1,596	1,891	295	18%	\$71,208

## IPEDS Completion by Institution

<< Back to Main Menu

Select: 2-Digit CIP: (Multiple values) | 
 2-Digit CIP Code + Family: (All) | 
 Award Level: (Multiple values) | 
 Institution Name: (All)



Institution Name	Award Level	2017	2018	2019	2020	2021
Bay Path University	Associates	1	0	0	1	1
	Bachelors	48	54	17	21	29
College of Our Lady of the Elms	Bachelors	36	34	24	27	20
Greenfield Community College	Associates	9	7	4	3	5
Hampshire College	Bachelors	8	11	17	5	9
Holyoke Community College	Associates	20	16	18	14	25
Mount Holyoke College	Bachelors	13	25	10	18	15



Embed the academic deans throughout  
the process

# Embed the Academic Deans

## Pre-2020 Process

- Initial Meeting with Chair
- Participate in opening and exit meetings on during site visit
- Sign off on follow-up form
- Help with logistics

## Key Changes

- Consolidation of academic divisions
- Addition of Associate Deans
- Professional Development of Department Chairs

Collaborate with academic departments across for semester

Secure or approve reviewers

Follow up with resource allocation

Support the department in keeping the work moving from review to review via the assessment of ongoing work and annual report documentation

Read study draft(s) and contribute to revision(s)

meeting

Collaborate on and revise Implementation Form



## Expand and Support Assessment Elements

# Expand and Support Assessment Elements

## Pre-2020 Process

- No dedicated assessment staff
- Vague self study assessment requirements
- No clear process for building or improving assessment practices

Planning,  
Curriculum  
and  
Assessment  
Office

Associate  
Director of  
Assessment

instructional  
design &  
technology  
coordinators

expanded  
assessment  
focus during  
process

updated  
resources

follow up  
support



Provide External Reviewers with Clear Guidelines and Support

# External Reviewers Guidelines & Support

## Prior to the Site Visit

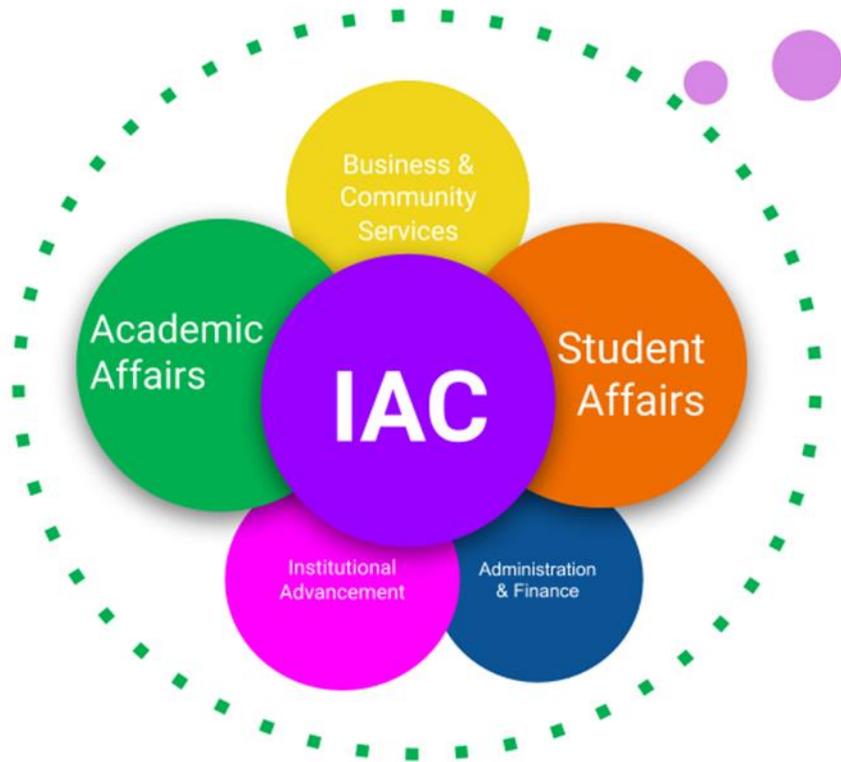
- Written guidelines with clear expectations from PCA
- Self study sent no less than four weeks in advance
- Prepared questions and requests for additional information or site visit elements encouraged

## Site Visit

- Substantive opening and closing meetings
- Required presentation of strengths and challenges
- Standardized agendas with required elements

## Post Site Visit

- Multiple follow-up checkpoints, tighter report window
- Support and optional draft review for report
- Required report content including executive summary
- Honorarium upon receipt of report



Add a Collaborative, Cross  
Functional Internal Review Process

# Establishment of the Interdisciplinary Assessment Council

## Mission

The mission of the IAC is to serve in an advisory capacity to support academic excellence through the review of Academic Program Review (APR) plans by a cross-functional team with broad representation from the college community. The IAC will provide input and necessary support to help programs serve their students through a systematic assessment process with clear steps for moving goals forward.

## Membership

- VPASA, AVPSA, DPCA, Deans, EDOIESA, ADA
- Coordinator of Transfer Affairs
- Representatives from
  - A&F
  - CAPS
  - Disability & Deaf Services
  - Enrollment Services
  - Gen Ed Assessment Committee Faculty
  - Instructional Design & Tech
  - Institutional Advancement
  - Library
  - Noncredit

# Collaborative, Cross Functional Review Process

## Department Chair Preparation

- Submit draft implementation plan
- Prepare presentation on APR

## Council Preparation

- Read self study, reviewers report, and implementation plan
- Fill out feedback form

## Meeting & Follow Up

- 15-minute presentation by Chair
- Facilitated discussion
- Minutes and Feedback to Chair and Dean
- Finalize implementation form

“Being a part of the IAC allows me to hear directly from academic department chairs what they are doing well, and areas they view as opportunities. Using a data-informed approach, the chairs share feedback from the external reviewers along with information they gathered in their internal self-study. Examples of actions directly resulting from IAC meetings include Admissions being able to co-create recruitment and marketing strategies directly aligned with their goal statements; departments connecting to grant funds in order to earmark equipment and supplies; and providing training and resources for retention initiatives such as Navigate enrollment campaigns.”

- Renee Tastad, AVP for Student Affairs



Clearly Thread Progress from Review to Review

# Implementation Plan

Goal/Recommendation #1 Re-write more focused outcomes at the program level.

Strategic Plan Strategy and Objective: Framework 1: Teaching and Learning- Enhance and expand innovative teaching and learning practices that result in a quality education for all.

Action Items (what)	Lead (who)	Target Completion Date (when)	Actual Completion Date	Target Outcome (what does success look like?)	Resources Needed (Financial, Technology, People, Space)	Potential Barriers (and Possible Solutions)	Target Completion Date	Status	IAC Meeting Feedback
Rewrite focused outcomes in CMTA Integrated studies	CMTA Department	April 5, 2023		Outcomes are achievable and measurable (Evidenced by survey and course artifacts)	Instructional Designer Support	There are no barriers to completing this action item	Spring '23	Completed	
Rewrite focused outcomes in Theater	Matt Whiton, Patricia Sandoval and Tim Cochran	April 5, 2023		Outcomes are achievable and measurable (Evidenced by survey and course artifacts)	Instructional Designer Support	There are no barriers to completing this action item	Spring '23	Completed	
Rewrite focused outcomes in Communication	Joanne Kostides, Dawn Lovegrove, Tim Cochran	Oct. 4th 2023		Outcomes are achievable and measurable (Evidenced by survey and course artifacts)	Instructional Designer Support	There are no barriers to completing this action item	Spring '23	In Progress/ On Schedule	

“The IAC is helping to foster a culture of assessment in which insights gained from the self study and the program reviewers’ report become solid action plans. The implementation plan template has been the necessary bridge. While it’s a vehicle for reporting out to the IAC, it’s most importantly a tool that both generates and organizes thinking. The department chairs and program coordinators who have gone through the IAC review process have emerged with a document that articulates goals and establishes baselines, targets and timelines for improvement. Over the five-year program review cycle, pursuing these goals becomes the department’s work for the upcoming academic year; reporting on progress becomes the work of each year’s annual report; reviewing achievements and revising goals becomes the work of the next self study.”

- Dr. Kim Hicks, Dean of Social Sciences, Arts and Humanities

# New APR Process at a Glance

1

APR Process Kickoff & Data Discussion

5

Site Visit & Reviewers Report

2

Academic Department Kickoff

6

Interdisciplinary Assessment Council Process

3

Self-Study Report & SWOT Analysis

7

Final Implementation Plan

4

External Reviewers

8

Annual Report

# New APR Process: PCA Office's and Deans' Roles

1

APR Process Kickoff & *Data Discussion*

5

Site Visit & Reviewers  
Logistics & Support

2

Academic Department Kickoff

6

Interdisciplinary Assessment  
Council Process

3

Self-Study & Assessment  
Support

7

Implementation Planning

4

External Reviewers Selection

8

Annual Report Analysis

# New APR Process: OIESA's Role

1

APR Process Kickoff & Data Discussion

5

Site Visit & Reviewers Report

2

Academic Department Kickoff

6

Interdisciplinary Assessment Council Process

3

Self-Study Report & SWOT Analysis

7

Final Implementation Plan

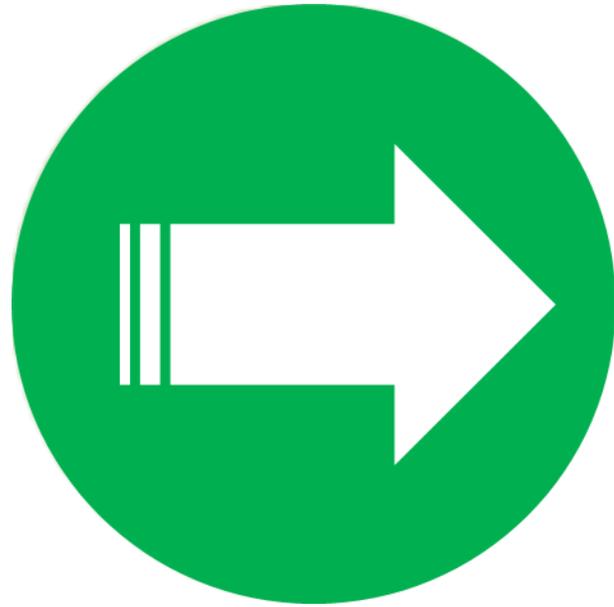
4

External Reviewers

8

Annual Report

# Looking Forward...



add program  
financial  
viability

increase  
awareness  
about  
availability  
of Tableau

assessing  
IAC  
process

continue  
training new  
cohorts of  
chairs

collect  
feedback  
from chairs  
and  
reviewers



# Questions or Comments

## Contact Us

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