2022–2027

Academic Master Plan

A Call to Action

CCRi | Academic Affairs

ACADEMIC MASTER PLAN 2022-2027
CALL TO ACTION

Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.

John F. Kennedy, 35th President of the United States of America

ACCESS

Access to higher education has always been at the center of the Community College of Rhode Island's (CCRI's) mission: *to provide affordable open access to higher education at locations throughout the state.* The college has met and exceeded that goal, with enrollments blossoming from the first class of 325 to more than 14,000 students in 2019. Today, CCRI's network consists of more than 70,000 alumni. We plan to build on our past successes and current strengths and will incorporate new technologies and programs to expand access to even more Rhode Islanders.

Yet, while access continues to be a critical factor, access alone is not enough. Today, accountability of colleges for the outcomes and success of the students they serve must be considered as important as the ability to access a higher education institution. Our Academic Master Plan addresses the key question: what does it mean to be a successful community college in the 21st century?

EQUITY

In order to achieve and be accountable for successful student outcomes, CCRI must be dedicated to equity of those outcomes, celebrate diversity within our community, support students through a Caring Campus approach, and bolster success through excellence in teaching as well as advising, student support, and provision of essential learning resources.

Building upon six decades of achievement, this plan looks to the future to ensure CCRI is not only accessible but is equitable in its commitment to success for all. Covid-19 has focused a spotlight on the inequities that exist within our communities, be they related to health, housing, quality of life or education. If the pandemic has taught us anything, it has taught us that simply having access to higher education is not enough. It is through a clear plan and resolute implementation that CCRI can deliver accessibility, equity, quality, and success to all students entering our institution, and in so doing we will meet the aspiration of President Kennedy's words.

INNOVATION

A clear and innovative Academic Master Plan is essential in today's environment. It must be intentional in moving the institution forward and keeping pace with changing ways of learning and teaching. Today's students require more than static knowledge; they require an ability to problem-solve, collaborate, think globally and communicate effectively. Whether transferring to a four-year institution or seeking to enter the workforce, CCRI's institutional learning

outcomes are essential elements for success. Since our founding in 1964 the world has entered an information age and as a result requires us to incorporate more active learning, additional opportunities for teamwork and debate, alternative methods of curriculum delivery, and most importantly, meeting our students where they are.

COMMUNITY

To help Rhode Islanders develop their greatest abilities and achieve their private hopes and dreams, as President Kennedy said, and to advance these 21st century initiatives, our Academic Master Plan corresponds to the newly revised CCRI Strategic Plan and is consistent with our institutional learning outcomes and values.

Specifically, this five-year plan focuses on CCRI's three overarching institutional goals of student success, expanded partnerships, and institutional effectiveness. Aligned with these institutional priorities, the Academic Master Plan specifies three goals: we will define action steps and measurable benchmarks for improved student outcomes; we will identify and establish major and sustained academic initiatives; and we will utilize data to drive decision-making and engage faculty and staff in continuous improvement.

This Academic Master Plan also endorses and pursues the four critical learning outcomes for all CCRI Graduates: their ability to practice effective communication, critical thinking, quantitative and scientific reasoning, and their awareness of themselves and the world.

Lastly, the Academic Master Plan was developed to incorporate the core values of the college in everything we do, specifically our profound belief in our students, our commitment to provide equitable support and opportunity, to pursue excellence, creativity, open communication, productive collaboration, and to always exhibit a determination to follow through.

CALL TO EXCELLENCE

Cumulatively, building on CCRI's mission, strategies, and values, this Academic Master Plan lays down a gauntlet to all of us through 10 highly ambitious, multi-year challenges:

1. Achieve the highest graduation and retention rates of community colleges in New England
2. Work towards closing all equity gaps
3. Our faculty and staff will reflect the diversity of our students
4. Implement guided pathways, transfer initiatives, and new services supporting student success
5. Reform developmental education, which is critical to meeting students where they are and building up their motivation, confidence, and academic skills
6. Meet the high-demand, high-skilled needs of the labor market and the economic needs of Rhode Island's workforce
7. Introduce educational technologies and instructional design innovations, and develop online programs that set us apart because they will be among the best online community college offerings in New England
8. Become a state-of-the-art learning environment, inclusive of innovative pedagogy and 21st century classrooms, with comprehensive training for faculty and staff

9. Offer flexible, accessible, varied high-quality learning modalities and equitable opportunities
10. Practice continuous improvement through ongoing assessments and responses

We envision a year-to-year progression from planning to implementation, data collection, program assessment, and revision.

The Academic Master Plan consists of the three goals mentioned, with three sub-goals outlined for each. As you see in the document, there are 28 action categories engaging faculty and staff from Academic Affairs and other divisions across CCRI.

This document is the work of a cross-divisional team of faculty, staff, and administrators, and reflects the earlier work of the Ad Hoc Assessment Committee, whose recommendations deeply influenced the composition of our Master Plan.

We hope you will take up this gauntlet, this challenge to implement an ambitious Academic Master Plan, and join with us to achieve these purposeful goals for our people, our communities, and our state.

Sincerely,

Rosemary A. Costigan, Ph.D., R.N.
Vice President for Academic Affairs

PLANNING IN ACTION

VISION

The Community College of Rhode Island will bolster an academic culture of equity-mindedness through thoughtful and intentional professional learning; faculty recruitment, retention, and promotion practices; disaggregated data analysis and data-action; and cross-divisional collaboration for embedment of holistic student supports and a student-centered framework for the whole of CCRI.

Following the launch of CCRI's Strategic Plan 2022-27, the Academic Master Plan Committee was assembled. The Committee worked diligently beginning in the spring of 2022 and throughout the summer in an open and inclusive process of analysis and feedback. The goal was to reach a common vision of academic strategies and success measures.

Academic Leadership Review
Review committee feedback: June 2022

Committee Meeting
Finalize language and Success Measures: July 2022

Launch
October 2022

Committee Meeting
Leverage data to inform feedback: June 2022

Academic Retreat
Review committee feedback: July 2022

Present draft to faculty
Via Faculty Senate: September 2022

Committee Kick Off
Set the Charge: April 2022

Senior Leadership Review
Share with SLT: August 2022

Feedback survey
August 2022

GOAL 1:
Drive student success, experience, and completion

STRATEGIES

A. Improve developmental English and math, and English Language Learners' (ELL) student success
   i.   Expand co-requisite course offerings and add companion courses for ELL.
   ii.   Provide summer bootcamp expansions for developmental math and English courses.
   iii. Create culturally responsive curriculum and pedagogy by utilizing disaggregated course data.
   iv.   Increase awareness of and collaboration with Adult Education to reduce completion times for ELL students.

B. Strengthen course offerings and program completion across all campuses
   i.   Expand online, hybrid, and compressed course offerings.
   ii.   Improve schedule offerings and implement a block schedule so that courses align with student needs and enhance degree and certificate completions.
   iii. Enhance classroom technology and redesign classroom spaces to be more inclusive and conducive to learning.

C. Set outcomes for student onboarding and orientation that align with the guided pathways framework
   i.   Develop onboarding programming to enhance students' academic success from acceptance through completion of their second term.
   ii.   Provide multiple opportunities for career and major exploration in a variety of first-year courses.
   iii. Engage faculty in creating course benchmarks and utilizing Starfish early alerts to support student success and increase student engagement.

STRATEGIC PLAN CONNECTIONS:
1.A.ii., 1.A.iii., 1.B.i., 1.B.ii., 1.C.v., 1.C.iv., 2.A.v., 2.A.vi.

SUCCESS MEASURES:
Student success | Student retention | Student Completion

GOAL 2:
Expand partnerships and programs

STRATEGIES

A. Deepen K-12 partnerships and expand dual enrollment opportunities
   i.   Expand school partners to increase equitable access to dual enrollment with a focus on urban school districts.
   ii. Improve equitable outcomes for dual enrollment by implementing effective best-practices.
   iii. Collaborate with Adult Education to implement an innovative High School Equivalency Program that incorporates academic credit and leads to an academic pathway.

B. Develop employer advisory boards in collaboration with Workforce
   i.   Establish oversight of advisory boards to align curriculum with employer needs in high-demand industries.
   ii. Increase faculty collaboration with career services to incorporate career readiness and shape work-based learning activities.

C. Strengthen transfer pathways and partnerships
   i.   Expand professional development for faculty regarding design principles for course development within transfer pathways.
   ii. Redesign general studies and JAA programs to better align to student needs, partner institutions, and industry demands.
   iii. Build a plan to create faculty success coaches for each pathway and develop a plan to educate faculty and staff about when and how students should complete transfer plans.

STRATEGIC CONNECTIONS:
1.A.i., 1.B.ii., 1.B.iv., 2.A.ii., 2.A.iii., 2.A.iv., 2.A.v., 2.A.vii., 2.B.iii., 2.B.iv., 3.A.v., 3.B.iii.

SUCCESS MEASURES:
New advisory boards **|** New partnerships **|** Transfer readiness

GOAL 3:
Strengthen Institutional Effectiveness

STRATEGIES

A. Recruit, hire, onboard and retain diverse faculty
    i.   Revise faculty hiring and onboarding process through a partnership between The Center for Teaching Excellence and Department of Institutional Equity and Human Resources.
    ii.   Support faculty development in the process of preparing promotional portfolio.
    iii.   Expand partnerships with Historically Black Colleges and Universities (HBCUs) and other minority serving academic associations to cultivate a pipeline of diverse talent.

B. Enrich academic program and course review and assessment
    i.   Align assessments with course, program, and general education outcomes and CCRI's Academic Master Plan and Strategic Plan.
    ii.   Utilize multiple methods to assess departmental, program and course outcomes.
    iii.   Create common rubrics and tools for departmental and general education assessment.

C. Expand professional development opportunities for faculty with an emphasis on data-informed practice and equitable outcomes
    i.   Create a process for Institutional Effectiveness to share disaggregated data and review equitable outcomes each semester with divisional deans and department chairs.
    ii.   Establish a vision for online course development and expansion that includes faculty professional development and multiple measures for assessing online courses.
    iii.   Establish a faculty mentor program and cultivate a culture of feedback by developing faculty innovation labs and standardizing chair and peer observations.
    iv.   Advance faculty development in creating and assessing practices that support diversity, equity, and inclusion.

STRATEGIC CONNECTIONS:
I.C.i., I.C.ii., I.C.iii., I.C.iv., 3.A.v., 3.B.i., 3.B.iii., 3.B.iv.

SUCCESS MEASURES
Hiring and retention **|** Professional development **|** Assessment **|** Online

SUCCESS MEASURES

GOAL 1:
Drive student success, experience, and completion

STUDENT SUCCESS | STUDENT RETENTION | STUDENT COMPLETION

- Full implementation of a block schedule by fall 2025.
- Institution of Caring Campus behavioral commitments by all full-time faculty by May 2025.
- All developmental course sections will be delivered by a co-requisite model by fall 2025.
- All English Language Learner courses will be delivered by a companion model by fall 2027.
- Increase the percentage of first-time English Language Learning students who earn a credential after three years and after six years.
- Increase readiness for entering students in college gateway math and English by 20% by fall 2027.
- Increase the percentage of faculty engagement in Starfish to100% by fall 2027.
- Implement a formal student orientation utilizing the guided pathways framework by fall 2023.

SUCCESS MEASURES

GOAL 2:
Expand partnerships and programs

NEW ADVISORY BOARDS **|** NEW PARTNERSHIPS **|** TRANSFER READINESS

- Establish oversight of advisory boards across all academic programs that include representatives from industry and transfer partners by May 2023.
- Increase number of credential-seeking students served within underrepresented districts by 20% by fall 2026.
- Increase number of programs with work-based learning experiences by 50% by fall 2025.
- Increase number of dual enrollment students from underrepresented populations by 80% by fall 2026.
- Increase percentage of first-time, full-time students who transfer to Rhode Island College or University of Rhode Island within 3 years + 1 term by 20% by 2027.
- Increase percentage of transfer-out students earning a credential before transfer aligned with Performance-Based Funding target.

SUCCESS MEASURES

GOAL 3:
Strengthen Institutional Effectiveness

HIRING AND RETENTION **|** PROFESSIONAL DEVELOPMENT **|** ASSESSMENT **|** ONLINE

- Hire and retain a population of full-time faculty whose social demographics bring each academic department to reach or exceed parity with the historically marginalized demographic proportions of the CCRI's student body by 2027.
- Establishment of a faculty innovation space by fall 2025.
- Increase the percentage of faculty who utilize the college's Learning Management System and its tools to 100% by fall 2024.
- Create and maintain a library of academic program data dashboards by May 2024.
- Design and implement assessments for instructional design of online courses by fall 2023.
- Establish, implement, and evaluate a tiered training program to certify faculty for online teaching at basic, intermediate, and advanced levels by fall 2023.

ACADEMIC MASTER PLAN COMMITTEE

By design, the Academic Master Plan Committee is comprised of faculty across all academic divisions and staff from Academic Affairs, Student Affairs, Workforce Partnerships, and Institutional Equity and Human Resources. The Planning Committee consists of Rosemary A. Costigan, Vice President for Academic Affairs, Maddie Burke, Director of Academic Success Initiatives and Community Partnerships, and Maya R. Geraldo, Coordinator of Academic Initiatives and Operations.

Academic Master Plan Committee Members:

Tara Abbascia, *Dental Health Department Chair; CCRIFA President*
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Anna Battye, *Coordinator, Student Transfer*
Maddie Burke, *Director of Academic Success Initiatives and Community Partnerships*
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