



COMMUNITY
COLLEGE

OF RHODE ISLAND

**2018-2019
Academic Program
Review**

Table of Contents

| | Page |
|--|-----------|
| CCRI Mission Statement | 3 |
| Preface | 4 |
| Section I: Mission and Target Population..... | 6 |
| Section II: Curriculum and Outcomes..... | 7 |
| Section III: Assessment of Learning/Program Outcomes..... | 13 |
| Section IV: Instructional Support..... | 14 |
| Section V: Program Review Summary..... | 17 |
| Program Faculty Endorsement and/or Comments..... | 18 |

Appendix

Department Goals

Budget Requests

External Advisory Committee Minutes

Curriculum Proposals

CCRI Mission Statement

The Community College of Rhode Island is the state's only public comprehensive associate degree-granting institution. We provide affordable open access to higher education at locations throughout the state. Our primary mission is to offer recent high school graduates and returning adults the opportunity to acquire the knowledge and skills necessary for intellectual, professional, and personal growth through an array of academic, career and lifelong learning programs. We meet the wide-ranging educational needs of our diverse student population, building on our rich tradition of excellence in teaching and our dedication to all students with the ability and motivation to succeed. We set high academic standards necessary for transfer and career success, champion diversity, respond to community needs, and contribute to our state's economic development and the region's workforce.

Preface

The Academic Program Review (APR) is a process intended to assist each academic program in fulfilling its mission and that of the College. The APR process is one that is to be completed once every five years, either through the process contained herein or by submission of an external accreditation self-study. The APR process is not to be confused with the Annual Academic Program Reporting (AAPR), although the annual reports will inform the development and final Academic Program Review. The APR process is also in alignment with the college's Academic Assessment Policy (3.1.1).

The process is meant to be collaborative and one in which program directors, faculty, and divisional deans work together to review how effectively all elements of the program - curriculum, staffing, budget, facilities and services - contribute to the mission of the College and to the success of students in meeting established program learning outcomes.

As the Academic Program Review (APR) is closely linked to Learning Outcomes and Assessment, all documents associated with the Program's Learning Outcomes Assessment, including the AAPRs, and summary comments/recommendations prepared by the College's Learning Outcomes Assessment Committee -- are considered an integral part of the Academic Program Review. All elements of the APR need to be considered in terms of how the Program can best assure that students are successful in acquiring the Program Outcomes and that the Outcomes themselves do, in fact, prepare students for any post-program related endeavors (i.e. transfer, employment).

Annual budget requests, AAPRs, program goal statements, minutes of External Advisory Committee meetings, approved curriculum proposals, and other similar documentation should also be considered as part of the APR and are to be submitted as appendices to the final report. These documents provide valuable information about the dynamics of the program from one year to the next, and can serve both as foci for reflection on past practice as well as, the basis for moving toward successful implementation of changes recognized as important by faculty.

All program faculty are encouraged to actively participate in the APR process and approach the process with the goal of continuous program improvement. One benefit of the APR process is that it enables faculty to determine what current strategies and approaches are indeed leading to

students' meeting the stated Program Learning Outcomes. The Divisional Dean will provide support, review, and comment on each section of the review as the process progresses.

Upon completion of the review, the APR document is forwarded to the Divisional Dean and the Program Based Review and Assessment Committee (PBRA), which is composed of faculty representing all College divisions. A "dialogue" between the committee and program personnel is scheduled. Subsequent to the dialog, the PBRA Committee submits a recommendation regarding the discussion and the APR to the Vice-President for Academic Affairs, the Divisional Dean and the program faculty.

Communication between the Dean and the Program faculty throughout the review process is essential; Deans serve as advocates for the students, faculty, the program and the administration. Collectively, the Deans are responsible for prioritizing the needs of the reviewed programs and presenting their findings to the President's Council thereby providing the critical link between the Academic Program Review, strategic planning, budgeting and the implementation of beneficial change.

Section I: Mission and Target Population

Program faculty and staff provide information for this section.

1. State the program's mission statement and comment on its alignment with the College's mission.

2. Explain how the program uniquely satisfies an institutional or community need.

3. Identify the program's target population(s) and under-represented groups.

4. Summarize activities directed toward program recruitment and the success of these efforts.

| Program Recruitment Activity | How successful was this activity? |
|------------------------------|-----------------------------------|
| | |
| | |

Add Rows as Needed

Submission for Review: After completing Section I, please forward it to your Divisional Dean for review prior to completing the other sections of this Academic Program Review.

Dean's Review and Comments, Section I: Mission and Target Population

- I have read and reviewed the content of this section, and I believe it provides an in-depth, comprehensive analysis in the areas requested.*
- I have read the content of this section, and I find that more information is necessary in the following areas in order to proceed to the next section:*
 - Suggested areas for further development include:*
- I have read the content of this section, and I recommend meeting with the faculty and the APR Coordinator to review in person the additional steps that are necessary for completion of this section.*
- Comments:*

Signature _____
(Dean)

Date _____

Section II: Curriculum and Outcomes

1. Scope and Sequence:

1a. Identify the sequence of program specific courses in your program. Catalog pages may be attached.

1b. Identify any distance learning (DL) courses available for students in the program. Has the number of distance learning courses offered increased since the program's last academic program review? What percentage of program students enroll in DL courses? Is there a difference in outcomes assessment between conventional and DL offerings of a specific course?

1c. Identify any interdisciplinary courses that are required as part of this program.

1d. List any general education courses specifically identified as required for this program.

1e. Comment on experiential learning activities within the program such as co-op, internships, service learning, field trips, and/or clinical requirements. Indicate any changes in experiential learning opportunities/requirements that have been made since the program's last Academic Program Review. Identify any obstacles in incorporating work-based learning in the curriculum.

List the businesses/agencies that accommodate student participants.

| |
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|--|--|
| What percent of students participate in these activities? | |
|--|--|

| | | | |
|-----------------|--|------------------------|--|
| Program: | | APR Originator: | |
|-----------------|--|------------------------|--|

2. Course and Program Outcomes:

2a. Program outcomes: Identify the student learning outcomes for the program.

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| |

Add Rows as Needed

2b. How are program concepts introduced (I), developed (D), and mastered (M) through the sequence of required courses?

Attach curriculum map for this program; curriculum map format can be found as part of the Curriculum Committee - Program Proposal form.

2c. Course Outcomes: Complete the Table below for each course required by the program.

Course Outcomes and Assessments

| Course | Outcomes | Method(s) of Assessment | Results | Changes Made Based Upon Assessment Results |
|---------------|-----------------|--------------------------------|----------------|---|
| | | | | |
| | | | | |
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2d. What efforts are made to ensure the consistency of course learning outcomes across all sections of a given class?

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2e. Core Competencies: The College has identified four graduate outcomes or “abilities” that guide students, faculty and staff in establishing educational goals and provide the framework for overall assessment of learning at the College. A CCRI education should develop these critical core competencies in each graduate.

Use the matrix below to indicate the courses in the program that support achievement of each competency.

| CCRI Core Competencies | Course |
|--|---------------|
| <p>1. Effective Communication</p> <ul style="list-style-type: none"> • Use standard English grammar and mechanics. • Utilize current communication technology. Create work that addresses a given purpose and context and responds to the target audience. • Present a central idea, supported by concrete, relevant details. • Establish a clear and consistent sequence of ideas. | |
| <p>2. Critical Thinking</p> <ul style="list-style-type: none"> • Identify, analyze, and understand complex ideas. • Determine the nature and extent of information needed. • Locate, evaluate, and use information effectively. • Draw logical conclusions from information. • Express well-reasoned or innovative perspectives. | |
| <p>3. Quantitative and Scientific Reasoning</p> <ul style="list-style-type: none"> • Demonstrate an understanding of mathematical, quantitative, or scientific principles. • Apply a scientific approach in asking questions. • Apply mathematical, quantitative, or scientific principles in solving problems. • Interpret numeric information presented in graphic form. | |
| <p>5. Social Interaction</p> <ul style="list-style-type: none"> • Evaluate ethical dimensions of decisions. • Use teamwork to accomplish tasks in groups. • Demonstrate an understanding of global, cultural and historical perspectives. | |

3. Student Success: What percentage of students enrolled in the program achieve success as evidenced by:

| Measure of Success | Percentage of Students Achieving Success |
|--|--|
| a. Graduation (Associates degree; certificate completion)? | |
| b. Transfer to an institution of higher learning? | |
| c. Licensure or certification exam? | |

4. Grade Distributions:

4a. Attach grade distributions as Appendix A at the end of this report for all program-specific courses by semester for the last three semesters, latest first. The data are available in an Argos report: Grade Distribution – by SUBJECT CODE.

4b. What can be said with respect to course completions (i.e., assessments of the numbers and percentages of W, F, I)?

4c. What can be said with respect to the percentages of students in each grade category?

4d. What conclusions, if any, can be drawn from this information?

5. Advisory Committees:

| | | | | |
|---|------------|--|-----------|--|
| 5a. Does the program have an advisory committee with external membership ? If so, describe the professional qualifications of its members. | Yes | | No | |
| List of Professional Qualifications of Committee Members | | | | |
| | | | | |
| | | | | |

Add Rows as Needed

5b. How frequently does the committee meet? Attach the agenda/minutes for each meeting of the Advisory Committee for the last three years.

5c. How has input received from the advisory committee contributed to the program?

6. Curriculum Currency:

6a. How is the currency of the program outcomes and curriculum assured, i.e. what precisely is being done by faculty to assure that program outcomes and curriculum remain current with workplace standards and practices?

6b. How do faculty maintain currency in their discipline?

7. 21st Century Workforce:

Describe, in detail, how your program contributes to the development of the 21st century workforce of Rhode Island. Include data/information concerning the anticipated need for program graduates in the coming years.

Submission for Review: After completing Section II, please forward it to your Divisional Dean for review prior to completing the other sections of this Academic Program Review.

Dean's Review and Comments Section II: Curriculum and Outcomes

- I have read and reviewed the content of this section, and I believe it provides an in-depth, comprehensive analysis in the areas requested.*
- I have read the content of this section, and I find that more information is necessary in the following areas in order to proceed to the next section:*
 - Suggested areas for further development include:*
- I have read the content of this section, and I recommend meeting with the faculty and the APR Coordinator to review in person the additional steps that are necessary for completion of this section.*
- Comments:*

Signature _____
(Dean)

Date _____

Section III: Assessment of Learning/Program Outcomes

1. Attach AAPRs for the past 5 years.
2. Have any changes in assessment methods occurred since the last academic program review?
If so, identify these changes by highlighting/underlining them in the attached documents.

3. Identify and discuss any major curriculum changes that have occurred as a result of assessment activities.

4. Based on the results of assessment activities, discuss how effective the program has been in assuring that program graduates have achieved the established program outcomes.

5. Describe the program assessment process and who does it. Does the program have an assessment person, committee, or is a departmental activity?

6. Map a timeline for assessment tools to be used in ongoing assessment activities.

Submission for Review: After completing Section III, please forward it to your Divisional Dean for review prior to completing the other sections of this Academic Program Review.

Dean's Review and Comments, Section III: Assessment of Student/Learning Outcomes

- I have read and reviewed the content of this section, and I believe it provides an in-depth, comprehensive analysis in the areas requested.*
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 - Suggested areas for further development include:*
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- Comments:*

Signature _____
(Dean)

Date _____

Section IV: Instructional Support

1. Program Staffing:

1a. Attach the program faculty profile provided by Banner/Discoverer.

1b. Analyze program staffing and discuss how it impacts your program. Consider the following in your analysis:

- Ratio of full-time to part-time faculty
- Educational attainment of faculty
- Anticipated attrition of faculty or staff
- Identification of and ability to secure qualified adjunct faculty
- Exceptional faculty overload
- Average class size (faculty to student ratio). Include the Argos report on average enrollment across all sections by campus.
- Support staff
- Other

2. Professional Development:

2a. Discuss faculty and/or staff professional development activities over the past 5 years.

2b. What specific changes resulted from participation in these professional development activities (e.g., curriculum revisions, course development, teaching methodologies)?

2c. What additional professional development opportunities would benefit the faculty/staff in this program?

2d. Discuss the anticipated benefit of additional professional development opportunities to the program.

2e. If possible, estimate and explain the costs of additional professional development opportunities that are important for the faculty in this program.

3. Support Services:

3a. What specific support services and activities does this program require (e.g., advising, tutoring, media, library, disabled student support, computer labs, distance and service learning)?

3b. Discuss the availability and adequacy of these services. Be specific about any current deficiencies or projected needs.

4. Program Facilities:

4a. How adequate and appropriate are program facilities/ equipment? (Fiscal needs can be discussed in question 6 below.)

4b. How could facilities and their use be improved?

5. Program Budget:

5a. Attach the program budget.

5b. Explain how the budget is currently allocated among program expenditures.

5c. Attach budgetary (non-capital) funds requests made since the program’s last APR and indicate which requests were approved for funding. How did the decisions made by the college administration regarding these requests impact the program? Prioritize any unmet needs.

5d. Discuss the role of lab fees in meeting program needs.

6. Capital /Fiscal Needs: Attach capital funds requests made since the program’s last APR and indicate which requests were approved for funding. How did the decisions made by the college administration regarding these requests impact the program? Prioritize any unmet needs.

7. Identify and justify any fiscal needs not mentioned above. Prioritize these needs.

Submission for Review: After completing Section IV, please forward it to your Divisional Dean for review prior to completing the other sections of this Academic Program Review.

Dean’s Review and Comments, Section IV: Instructional Support

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 - Suggested areas for further development include:*
- I have read the content of this section, and I recommend meeting with the faculty and the APR Coordinator to review in person the additional steps that are necessary for completion of this section.*
- Comments:*

Signature _____
(Dean)

Date _____

| | | | |
|-----------------|--|------------------------|--|
| Program: | | APR Originator: | |
|-----------------|--|------------------------|--|

Section V: Program Review Summary

Identify:

1. Major Program Strengths

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| |
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2. Program Weaknesses/Areas of Concerns, Plans for Improvement, Fiscal Needs

| Program Weaknesses/Areas of Concern | Plans for Addressing Weaknesses and Concerns* | Fiscal Needs to Implement Plans |
|-------------------------------------|---|---------------------------------|
| | | |
| | | |

*Include proposed timelines for those improvements/corrections. Add rows if necessary.

3. Current Program Goals and the Fiscal Needs for Goals Attainment

| Current Program Goals | Fiscal Needs to Attainment Goals |
|-----------------------|----------------------------------|
| | |

Submission for Review: After completing Section V, please forward it to your Divisional Dean for review prior to completing the other sections of this Academic Program Review.

Dean's Review and Comments, Section V: Program Review Summary

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(Dean)

Date _____

