Theme 2:   What will our students learn?

Committee Membership:

Susan Apshaga	Alicia Lyon
Dale Boyle	Debra Lilli
Kim Crealey-Rouillier	Paula Marcello
Linda Corrente	Maureen McGarry
Steven Forleo	Lela Morgan
Jerry Hatfield	Carol Panaccione
Sharon Hoffman	Carol Patnaude
Kay Johnson	Robin Smith
Fera Karakaya	Denise Turgeon
Michael Kelly	

Strategic goal #1: *Test all incoming students' levels of preparation in order to ensure readiness for college work.*

Rationale: As a matter of policy, the college should view its primary mission as teaching college-level courses with high expectations. The college may also wish to enroll, for non-credit courses, those students who are motivated to do college work but are underprepared.

Recommendations:

a. Define "adequate preparation" and "adequate intellectual capacity" through testing, establish "developmental, non-credit" track for underprepared students.

b. Formalize separation between developmental and college-level course offerings.

c. Review new and existing non-credit developmental course in each academic area to acquaint new students with each discipline.

d. Establish operational definition of "ability to benefit."

e. Investigate the waiver policy regarding core curriculum/general education.

f. Investigate the feasibility of establishing a new Division of Developmental Education to include developmental education advisors.

g. Investigate the feasibility of making developmental courses and course sequences mandatory for registration into credit-bearing courses.

h. Identify the level which student must achieve, through test scores, in order to register for credit-bearing courses.

i. Investigate current testing strategies and instruments in order to ensure their validity and reliability.

j. Establish the new student orientation as mandatory.

k. Replace the existing student success courses with a single course.

Responsible areas: Governance Committee, Academic departments

| **Performance indicators:** | a. Operational definitions. |
| | b. Separate "developmental" division of the college. |

Anticipated cost: None

Strategic goal #2:   *Integrate across the curriculum the Four Abilities of the educated person.*

Rationale: The college assembled a good cross-section of faculty to address the question, "What is an educated person?" The answers to that question are part of an appropriate response to the question, "What will our students learn?"
(http://www.ccri.edu/gened/docs/Catalog_insert_for_CCRI_Educated_Person.pdf)

Recommendations: Integrate the following Four Abilities into the existing curriculum:
(http://www.ccri.edu/gened/docs/Catalog_insert_for_CCRI_Educated_Person.pdf)

Ability # 1 – Effective communication
Instructors will:
- teach the basic communication skills needed for a given discipline or subject.
- create opportunities for students to present ideas orally and in writing.
- integrate communication opportunities with course content.
- create opportunities for students to react constructively to the ideas of others.

Ability # 2 – Critical thinking
Instructors will:
- provide opportunities to identify, analyze and understand complex ideas related to course content.
- provide opportunities to evaluate sources of information from both Web sites and print.
- provide opportunities for discussion of viewpoints leading to a well reasoned argument.

Ability # 3 - Quantitative and scientific reasoning
Instructors will:
- provide opportunities for conversion and interpretation of numeric information in various forms.
- provide and demonstrate an understanding of mathematical and scientific principles in everyday life.
- create opportunities for students to work through problems using the scientific method.

Ability # 4 - Social interaction
Instructors will:
- incorporate the impact of ethics on the results of decisions.
- provide opportunities for class discussions and sharing of diverse viewpoints.

- encourage consideration of historical and cultural perspectives in decision making.

Responsible areas: Office of the Vice President for Academic Affairs, academic departments, faculty

Performance indicators: Assessment of measurable student learning outcomes.

Anticipated cost: None

Strategic goal #3:   *Incorporate workplace-necessary skills into the college's curriculum.*

Rationale: Employers consistently report that the college graduates they hire are not prepared for full functioning in the workplace. The literature reports numerous skills that are prerequisites for workplace success. In order for the college to gain greater acceptance among community employers, it must better prepare students for successful and productive work experiences.

Recommendations: Incorporate the following workplace-necessary skills (as defined by employers) into the college's curriculum:
- communication – listening, written and oral
- human relations and interpersonal skills
- appearance
- decision-making
- acquisition and use of information
- critical thinking
- use of technology
- responsibility
- empathy for diversity
- teamwork
- self-knowledge
- self-management
- problem-solving
- ethics and tolerance
- initiative and creativity
- resilience
- reading
- numeracy skills
- world cultures

Responsible areas: Office of the Vice President for Academic Affairs, Center for Workforce and Community Education, academic departments, faculty

Performance indicators: Assessment by measurable student learning outcomes.

Anticipated cost: None

Strategic goal #4:   *Continuously assess environmental influences on CCRI, and respond with appropriate workforce educational support programs.*

Rationale: In order to address its mission of attending to the educational needs of its community, CCRI must continually monitor social, economic and political trends in order to respond to the educational needs.

Recommendations: a. Employ the existing Academic Program Review and Evaluation Committee process to assess cost-effectiveness and currency of each program at CCRI. Eliminate low-volume programs and courses.
b. Continuously assess each program's currency and value with input and support of the relevant occupational bodies, utilizing advisory boards for each program.
c. Ensure the establishment of program advisory boards for each CCRI degree program.

Responsible areas: Center for Workforce and Community Education, Office of the Vice President for Academic Affairs

Performance indicators: Number and frequency of new and adapted programs.

Anticipated cost: None

Strategic goal #5:   *Enhance and advance college teaching skills and develop a 'sense of community' through the establishment of the CCRI Innovative Teaching Center (ITC).*

Rationale: Public schools, including institutions of higher education, were designed and built to address earlier generations, values, and beliefs, with teaching methods that are beneficial to only a few. Diverse learning styles, as well as new research on teaching strategies demand the college's focus on its very core purpose: classroom teaching.

Recommendations: Establish faculty committee to advise ITC.
Establish modest first-year budget to develop a Web site for those interested in improved teaching.
Provide teaching improvement programs for interested faculty.

Responsible Areas: Office of the Vice President for Academic Affairs

Performance indicators: Hours of training provided.
Number of hits on Web site.

Anticipated cost: $15,000 - $20,000/year

Strategic goal #6:	*Incorporate a variety of teaching/learning styles in the curriculum to provide for broader student learning.*

Rationale: Some people have different learning styles. If these styles are not addressed, less student learning may occur.

Recommendations: Provide faculty with the professional development in order to employ various teaching strategies from the following alternatives:

      a.   didactic
      b.   experiential
      c.   metacognitive
      d.   independent
      e.   collaborative
      f.   problem-based
      g.   interdisciplinary

Responsible areas: New Innovative Teaching Center.

Performance Indicators: Number of faculty participating.
Number of contact hours.
Variety of teaching styles employed.

Anticipated Cost: $15,000 - $20,000 for Innovative Teaching Center
$5,000 for teaching materials

Strategic Goal #7: *Integrate numerous assessment methods into the curriculum to measure student learning.*

Rationale: Various types of assignments require various types of learning assessment.

Recommendations: Provide for the following assessment strategies:

      a.   portfolio assessment
      b.   project assessment
      c.   testing
      d.   papers
      e.   speeches
      f.   presentations
      g.   oral and written communication
      h.   capstone courses

Responsible areas: Office of the Vice President for Academic Affairs, Learning Evidence Team

Performance Indicators: Review of academic performance review reports.

Anticipated Cost: None

Proposed Student Pathways at CCRI
(revised 10/8/08)

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│   Employment    │ ───────────────────────> │ Continued           │
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                          │ General college │               │
                          │ prep: The       │ <─────────────┤
                          │ "Educated Person"│              │
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Employment

Continued education/ transfer, Continued learning

Associate degree

General college prep: The "Educated Person"

Academic experiences/instruction necessary to produce the "Educated Person":

read	discuss
demonstrate	interact
intern, OJT	share
problem solving	observe
collaboration	
experiment	

Successful completion of basic college prep, developmental education (standard needed)

Mandatory testing for minimum score and high school transcript review

High school graduation

High school dropout GED ESL Students High school Certificate of Completion

Bachelor's degree or above