

# CCRI Annual Assessment Reporting Site

QUICK REFERENCE GUIDE 23-24

*DEPARTMENT CHAIR/SURROGATE*

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## ANNUAL ACADEMIC PROGRAM REPORTING SYSTEM OVERVIEW

The Annual Academic Program Report (AAPR) Portal is CCRI's portal for developing and archiving assessment plans and reports in support of CCRI's continuous improvement efforts. **It is recommended to use the Google Chrome browser when accessing the portal.**

## LOG IN

- Go to the AAPR site: <http://ccriaapr.stonewallsolutions.com/>
- Log in with your username and password to be directed to the CCRI AAPR Portal.
- Your username and a temporary password will be sent to your email when your profile is first created. You will be prompted to change your temporary password. Keep your username and password in a place you can remember!

## FORGOT PASSWORD

- On the login screen, click Forgot Password? link.
- Enter the username in the field and click Submit. See screenshot below of the prompted page. A temporary password is sent to the associated email address that appears in the pop-up.
- Log in with username and temporary password.
- In the prompt, enter the temporary password, create a new password, and re-enter new password.
- If you aren't able to reset your password using the link on the home page, email Lauren (lanicoll@ccri.edu) for a reset.

## AAPR PORTAL

- Upon entering the AAPR Portal, the SharePoint Home page has a brief explanation of the Annual Academic Program Report.
- A Surrogate is a user that has been assigned to a specific Department Chair. This person can start or edit reports on behalf of the assigned Department Chair. During the process, both the Department Chair and Surrogate will receive all alert notifications. The process described below is exactly the same for both the Department Chair and Surrogate roles.
- To enter the reporting portal, click the 'Department Chair Portal' or 'Surrogate Portal' button.

*Community College of Rhode Island*



Department Chair Portal

Welcome to the CCRI

### Annual Academic Program Report Portal

This page is the entrance to the portal in which Annual Academic Program Reports are generated and stored in support of CCRI's continuous improvement efforts. The process of navigating this site begins by entering the Portal button in the top right of the screen. The login credentials used determine the role you take in the portal. There are six main roles: (1) Department Chair, (2) Dean, (3) Quality Assurance, (4) Admin, (5) Viewer, and (6) Surrogate.

The **Department Chair** role is critical to completing the Annual Academic Program Report. The Department Chair is responsible for completing each of the four sections included in the report. As the Department Chair completes a section and submits it, an email is auto-generated and sent to the person fulfilling the Quality Assurance role.

This **Quality Assurance (QA)** role is not a content expert but a process expert in conducting Academic Program Reviews.

Once the QA person reviews a section, they either – (a) request a revision, or (b) approves the section. The system then auto-generates an email to either the Department Chair (if revision is needed) or the Dean of the Department Chair (if approved). The **Dean** reviews the section and requests either – (a) a revision or (b) grants an approval of the section. In either case, the system auto-generates an email to the Department Chair informing them of the need to go back into the report and – (a) revise or (b) continue to the next section.

This process is completed for each section of the report.

The **Surrogate** role is used when a Department Chair authorizes a person in the department or a Program Director to complete the Annual Academic Program Report.

- On the Program Evaluation Page, there are 3 options:
  - Add New Report – create a new program report
  - Reports Requiring Further Action – update an existing report
  - Search Reports – search completed reports

Program Evaluation Repository   Progressive Refinement Plan   Executive Dashboard   Back to Sharepoint   Department User (Department Chair) ▾

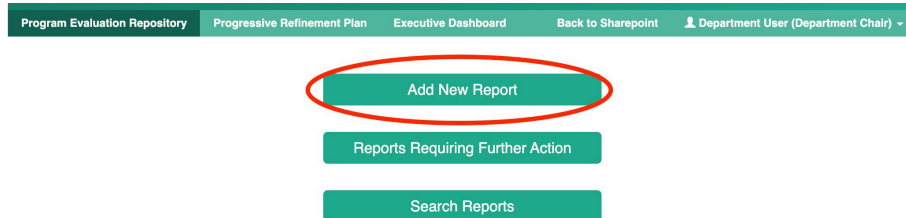
Add New Report

Reports Requiring Further Action

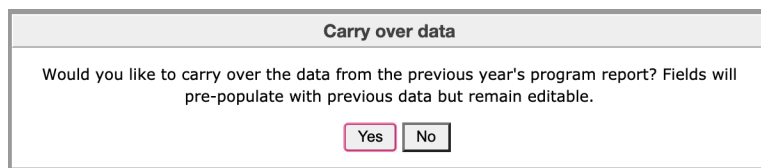
Search Reports

## CREATE NEW REPORT

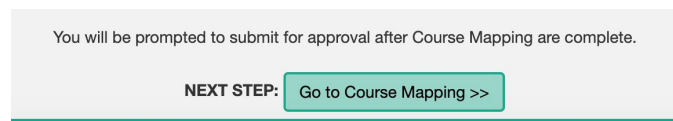
1. To create a new report, select the Add New Report button on the Program Evaluation Repository page.



2. In the top fields, select the Academic Year and Degree Granting Program.
  - a. If you have created a report for the same Degree Granting Program for a previous year, you will get a pop up asking if you wish to carryover the data from the previous report.
  - b. Select Yes on the pop up to populate the previous data.
  - c. Select No on the pop up to work from a blank report.



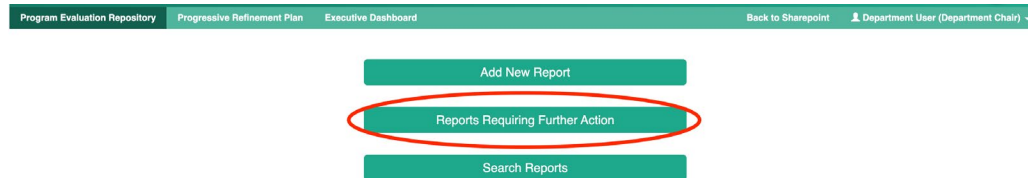
3. Select the Term of Most Recent and Term of Next Program Review or Accreditation from the dropdown.
4. Follow the directions and enter the information for each section on the Mission and Student Learning Outcomes Page.
5. Click 'Go to Course Mapping >>' button to move to the next page.



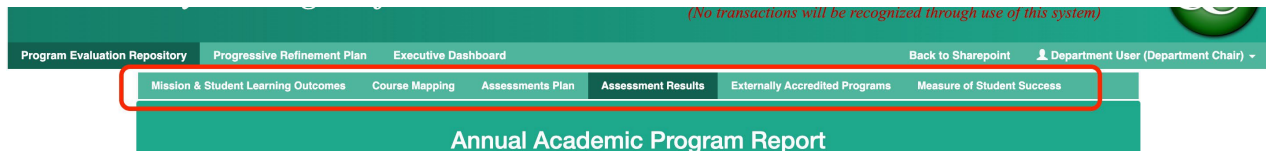
6. Fill out the information on the Course Mapping page.
7. To submit the first sections of the report, click the 'Submit for Review' button.
  - a. The QA User and Dean must approve the Mission & Student Learning Outcomes and Course Mapping sections before you can work on the remaining sections.

## WORK ON EXISTING REPORT

1. Once the QA User/Dean approve the first 2 sections, or if you wish to continue working on an existing draft, select the Reports Requiring Further Action button on the Program Evaluation Repository page.



2. Under 'My Reports', find the report you wish to work on and click Edit from the Action column.
3. If you have not yet completed the Mission & Student Learning Outcomes and Course Mapping section, you will be required to complete and submit that section for review before working on any other sections. If those sections have been completed, submit and approved, you can click through the top navigation of the report to edit any of the other sections.
  - a. Note: Once submitted and approved, you can no longer edit the information in Mission & Student Learning Outcomes or Course Mapping sections.



4. Complete the information in each section and click the 'Save Section' button at the bottom of each page.
5. Once all sections of the report have been completed, you will have the option to submit the entire report. To do this, click 'Submit for Approval' button on the Measures of Student Success page.

PARTS OF THE REPORT DUE DEC 1, 2023

1. **Mission Statement** – Fill in your program’s mission statement. It should directly relate to the mission of the college. The paragraph comes from the program’s curriculum proposal that describes the purpose of the program.

**Section 1: Academic Program Mission Statement (to be included in official CCRI catalog)**

When thinking about your program mission statement, you want the mission statement to answer two questions. The first is "WHY?" and seeks to provide context and meaning for why the program is essential to CCRI, the community, and the state. The second question, "HOW?" seeks to understand how the context and meaning of the program fits within the mission of the college.

2. **Program Student Learning Outcomes** – Fill in your program’s student learning outcomes. Every program should have around 5. Unless you have an external program accreditor that requires more competency areas, more than that gets hard to measure, because your department is responsible for measuring every program outcome. These can only be changed through the CRC approval process.

**Section 2: Program Student Learning Outcomes (to be included in official CCRI catalog)**

What do you expect to see students accomplish when they complete your program? (complete as many that apply-Minimum of three SLOs must be inputted)

SLO 1 \*

SLO 2 \*

SLO 3 \*

[+ Click here to include additional outcome.](#)

- a. Note: Click the green plus sign to add outcomes.

3. **Concentration Outcomes** - You may have one degree with several concentration options. A best practice is to have 2-4 shared program outcomes and 1-3 concentration-specific outcomes. You can enter the concentration title and outcomes here.

**Section 3: Concentration Student Learning Outcomes (to be included in official CCRI catalog)**

What do you expect to see students accomplish when they complete your program? (complete as many that apply-Minimum of three SLOs must be inputted)

Concentration Title:\*  [Delete Concentration](#)

SLO 1 \*

[+ Click here to include additional outcome.](#)

[+ ADD NEW CONCENTRATION SECTION](#)

- a. Note: If you don’t have any concentrations, click the green “Delete Concentration” button. If you have more than one concentration, click the “ADD NEW

CONCENTRATION SECTION.” If you have more than one SLO for each concentration, click the green plus sign next to “Click here to include additional outcome.”

4. **Where we publish SLOs** – We need to publish our program SLOs for students on your department webpage. The program SLOs listed in this report should be the same as what’s on your website. Please enter the url of your program page here. You do not need to list them anywhere else, but sometimes programs have student handbooks and that is an example of where they are published other than online.

**Section 4: Publication of Student Learning Outcomes\***

Where are the learning outcomes for this program and concentration published online (include URLs)?

[+ Click here to include additional outcome.](#)

Where are the learning outcomes for this program and concentration published other than online?

[+ Click here to include additional outcome.](#)

- a. Note: To move on to the next page of the report, you can click Save Draft and then navigate to the Course Mapping tab, or click Go to Course Mapping.

5. **Course Mapping – Program/Concentration Courses** - Enter your program courses in the left column (e.g., ENGR 1020) and then select the letter(s) from the dropdown that best represent whether your course Introduces (I), Develops (D), or provides the opportunity for Mastery (M). You can also indicate that the course is where Assessment (A) happens. Do the same for your concentration courses, if applicable. There are lots of combinations of letters depending on how the course is needed in your curriculum. Courses do not need to map to every outcome, but every outcome should have a progression of the skills from introductory to mastery at the appropriate associate degree level across the program and concentrations, if applicable.

**Course Numbers and Titles – Program Courses**

Click on SLO heading to view full description  
Character Definition I= Introduced D= Developed M= Mastered A= Assessment  
**Note:** A SLO need not map to every course.

Course No and Titles	SLO 1 <a href="#">i</a>	SLO 2 <a href="#">i</a>	SLO 3 <a href="#">i</a>	SLO 4 <a href="#">i</a>
<input type="text" value="test"/>	--Select-- ▾	--Select-- ▾	--Select-- ▾	--Select-- ▾

6. **Course Mapping – Elective Courses**

Similarly, if you have the choice of electives in your program you can map them here to ensure that students are getting adequate time to develop all of the program outcomes



regardless of which electives they choose.

**Course Numbers and Titles – Program Electives**

Click on SLO heading to view full description  
Character Definition I= Introduced D= Developed M= Mastered A= Assessment  
**Note:** A SLO need not map to every course.

Course No and Titles	SLO 1 <a href="#">i</a>	SLO 2 <a href="#">i</a>	SLO 3 <a href="#">i</a>	SLO 4 <a href="#">i</a>
<input type="text"/>	--Select-- ▾	--Select-- ▾	--Select-- ▾	--Select-- ▾

7. **Course Mapping – General Education Courses** – We don't expect gen ed courses to introduce, develop, or offer mastery for your program outcomes. We do hope that they Support (S) your outcomes in some way, so select S for any outcomes supported by the gen ed courses required in the program.

**Course Numbers and Titles – General Education Courses**

Click on SLO heading to view full description  
Character Definition S= Supported  
**Note:** A SLO need not map to every course.

Course No and Title	SLO 1 <a href="#">i</a>	SLO 2 <a href="#">i</a>	SLO 3 <a href="#">i</a>	SLO 4 <a href="#">i</a>
<input type="text" value="test"/>	--Select-- ▾	--Select-- ▾	--Select-- ▾	--Select-- ▾

8. **Approval Stage** – Once you have the Mission Statement, SLOs, and Course Mapping complete, submit for review. It'll go to the Assessment Office first and then your dean. Once they've approved, the rest of the report will open up for you to complete.

**PARTS OF THE REPORT DUE MARCH 29, 2024**

1. **Assessment Plan** – Fill in how each program SLO will be measured. The more specific, the more helpful it will be to you as you actually do your assessing. Data – Evidence (Assessments) is what the assessment actual will be, Location is the course where the assessment takes place, and Interpretation and Process is how the assessment data is analyzed. Do the same for any concentration outcomes, if applicable.

**Section 1: Inventory of Educational Effectiveness Indicators (All Programs)**

**Data-Evidence:** Other than GPA or an overall course grade, what **data-evidence** is used to determine whether graduates have achieved each stated learning outcome for the program (e.g., capstone project, portfolio, presentation, licensure examination, business plan, artistic performance)?

**Location:** Identify the educational experience or activity where each program student learning outcome is assessed (e.g., course, internship).

**Interpretation:** Who interprets the data/evidence and what is the process (e.g., Department Chair and program faculty during department meeting)?

**Program Student Learning Outcomes**

	Data-Evidence (Assessments)	Location	Interpretation and Process
SLO 1	Group Project	TEST 2050	Program faculty discussion
Click to Add Additional Assessments.			
SLO 2	Final Exam	TEST 2000	Test analysis by course faculty
Click to Add Additional Assessments.			
SLO 3	Signature Assignment	TEST 2010	Rubric analysis by course faculty
Click to Add Additional Assessments.			
SLO 4	Final Presentation	TEST 2050	Program faculty discussion
Click to Add Additional Assessments.			

**Note:** If you want to add any additional assessments, click the green plus sign.

- Assessment Plan and Schedule** – For each program SLO, select when you will be assessing the outcome. We ask that you assess at least one SLO per year and assess all of your program outcomes within the 5-year APR period (so if your program has more than 5 outcomes, you should plan to assess more than one outcome in some of the years). The dropdown boxes have choices for Collecting assessment data (C), Synthesizing and Appraising (SA) assessment data, or (C/SA) to collect and synthesize the assessment data in the same semester.

**Section 2: Assessment Plan and Schedule**

For each student learning outcome below, indicate when program level assessment data will be Collected (C) in the next three years and when the data that have been gathered for each outcome will be Synthesized and Appraised (SA). Note: All Program Student Learning Outcomes should be synthesized and appraised at least once in preparation for your next Academic Program Review (APR) or external accreditation Self-Study.

**Program Student Learning Outcomes**

	FA'22	SP'23	SU'23	FA'23	SP'24	SU'24	FA'24	SP'25	SU'25
SLO 1	SA	--Select--	--Select--	--Select--	--Select--	--Select--	--Select--	--Select--	--Select--
SLO 2	--Select--	C/SA	--Select--	--Select--	--Select--	--Select--	--Select--	--Select--	--Select--
SLO 3	--Select--	--Select--	SA	--Select--	--Select--	--Select--	--Select--	--Select--	--Select--
SLO 4	--Select--	--Select--	--Select--	--Select--	--Select--	--Select--	--Select--	--Select--	--Select--

- Appraisals of Results and Progressive Refinement Plans** – Click the green plus sign to add SLO and appraisal. Each year, you should share the assessment results for at least one SLO. Select the SLO that you want to assess from the dropdown. In the appraisal section, summarize your assessment results and you interpretation of those results. If you'd like to attach a supporting document (e.g., assessment results, further analysis, etc.), you can upload using the Upload Files button. If your appraisal of the results determines that you

would like to improve those outcomes, you will fill in a plan for improvement. Give the plan a title (Title), list who is responsible for carrying out the plan (Who), what they will do (What) and fill in when they will complete this plan (When). You can add more plans if needed, and you can also appraise more SLOs by clicking “Click to Add SLO and Appraisal.”

**Section 1: Program Learning Outcomes Assessment: Appraisals of Results and Progressive Refinement Plans**

Each academic year, the data for one or more of your program learning outcomes is analyzed and appraised. Using the drop-down menus below, select each of the program learning outcomes for which you analyzed data this year and provide your appraisal of the results for each of these outcomes.

Based on your appraisals of results, identify one or more program learning outcomes where students' performance warrants improvement. Create a Progressive Refinement Plan(s) to improve student performance associated with the program learning outcome(s) you target. You can have multiple Plans; however, be conservative and intentional about the number of plans you want to implement. Note that all fields must be completed when outlining a Plan (Title, Who, What, When).

**Title:** Identify a short title for the Progressive Refinement Plan.

**Who:** List the name of the faculty member responsible for overseeing the implementation of the refinement plan and the regular updating of the progress on the project.

**What:** Provide a short description of the deliverables associated with the project and the support necessary for success.

**When:** Provide the expected completion date.

**SLO**

**Appraisal**

0 / 1800

**Upload Files:** Upload the file(s) containing the data, analyses, results, and/or assessment reports upon which the appraisal is based. You may upload multiple files.

[+ Upload Files](#)

[Delete](#)

- 4. Program Learning Outcomes Assessment – Changes and Improvements –** Fill in any other changes or improvements that were made to improve student academic performance or enhance learning outcomes here.

**Section 2: Program Learning Outcomes Assessment : Changes and Improvements**

**Changes and Improvements:** Referring to prior and current Progressive Refinement Plans and other sources of data and evidence, what changes have been made already to the program, curriculum, courses, assessments, etc. to improve student performance and/or enhance student acquisition of program learning outcomes?

**Improvement/Change**

0 / 1800

[+ Click to Add Improvements/Changes.](#)

- 5. Externally Accredited Program –** Only complete this tab if your program is externally accredited. You'll name who your accreditor is, any issues that came up during your last accreditation review, what you've done to address those issues, if those issues are resolved or ongoing, and any key performance indicators that your accreditor tracks, like exam pass rates, employment, etc.

### Section 1: Inventory of Specialized and Program Accreditation

**Accreditor:** To be completed by only those programs with professional, specialized, state, or external programmatic accreditations.

Specify the Professional, Specialized, State, or Programmatic Accreditations currently held by the program:

[+ Click to Add Additional Accreditor.](#)

#### Key Issues or Concerns:\*

- List key issues for continuing accreditation as identified in the most recent accreditation action letter or report;
- Specify the accompanying action(s) taken to address each key issue; and
- Indicate the current status of each key issue (e.g., Resolved, In-Progress, Unresolved).

Key Issue or Concern	Action Taken to Address Key Issue-Concern	Status
<input type="text"/>	<input type="text"/>	--Select-- <input type="button" value="v"/>

[+ Click to Add Additional Key Issue.](#)

#### Key Performance Indicators:\*

- List the Key Performance Indicators as required by agency or selected by the program (e.g., licensure, board, or bar pass rates; employment rates; etc.)

Key Performance Indicator	Description
<input type="text"/>	<input type="text"/>

[+ Click to Add Additional Key Performance Indicator.](#)

- 6. Measures of Student Success and Progressive Refinement Plans** – Click the green plus sign to add the fields for Measures of Student Success and Appraisal. You can select any of the measures you track, but if you aren't externally accredited, we suggest you pick your HELP course results. In the appraisal field, you'll describe your measure of student success (in the case of HELP course reporting, your success rate over the last three years, and the results of any assessments or interventions that your department has done). If you find that you would like to improve based on your measures of student success, in the Title, Who, What, and When fields, you'll fill in a title for your improvement plan, who will be responsible for carrying out the plan, what the plan is, and when you expect that plan to be complete. You can add additional measures or plans.

### Section 1: Measures of Student Success: Appraisals and Progressive Refinement Plans

Each academic year, your program's Measures of Student Success are reviewed, analyzed and appraised. Please provide an appraisal for each Measure that is relevant to your program. Based on your appraisal(s) of each Measure, identify one or more measures that warrant improvement (e.g., employment rates, passage rates). Create a Progressive Refinement Plan(s) to improve the measure(s) you target. You can have multiple Plans; however, be conservative and intentional about the number of plans you want to implement. Note that all fields must be completed when outlining a Plan (Title, Who, What, When).

**Measure:** Specify each Measure of Student Success that is relevant to your program.

**Appraisal:** Provide an appraisal for each of your program's relevant Measures of Student Success.

**Title:** If a measure needs improvement, provide a short title for a Progressive Refinement Plan to improve the measure.

**Who:** List the name of the faculty member responsible for overseeing the implementation of the refinement plan and the regular updating of the progress on the project.

**What:** Provide a short description of the deliverables associated with the project and the support necessary for success.

**When:** Provide the expected completion date.

Measure

Appraisal   
0 / 1800 Delete

Title

Who

What   
0 / 1800

When

Delete

[+ Add Progressive Refinement Plan for this Measure of Student Success if Targeted](#)

- Measures of Student Success – Plans and Improvements** – This is another section where you can record any other changes that were made to your program in the past year, particularly in response to past progressive refinement plans, APR recommendations, HELP course interventions, curricular changes, etc.

### Section 2: Measures of Student Success: Changes and Improvements

Changes and Improvements: Referring to prior and current Progressive Refinement Plans, what changes have been made already to the program, curriculum, courses, assessments, etc. to improve Measures of Student Success?

Improvement/Change   
0 / 1800 Delete

[+ Click to Add Improvements/Changes.](#)

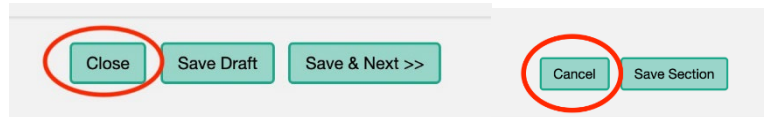
[View Report History](#)

- Submit for Approval** – While you can save your work as a you go along, when you are ready to submit, click the green “Submit for Approval” button and these sections will go to the Assessment Office and your Dean for approval. If the report gets returned to you for revisions, please make those revisions and resubmit.

## REPORT BUTTON OPTIONS

When working through the reports, you will see a number of different buttons. An explanation of each button's function is described below:

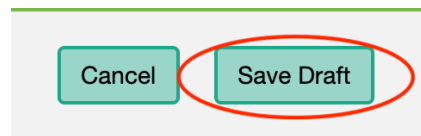
- **Close/Cancel:** This button will take you back to the Program Evaluation Repository page. A pop-up notification will give the option to continue without saving or close the pop up to allow you to select a save option.



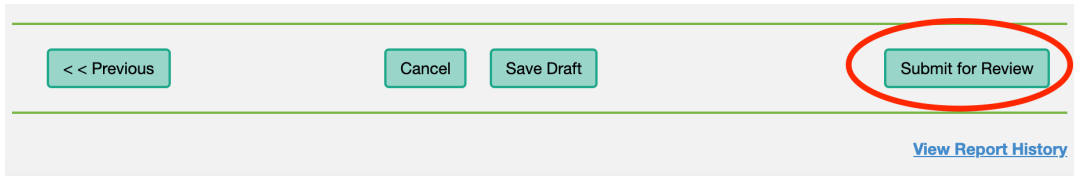
- **Save & Next >> or << Previous:** If a section has multiple pages, these buttons will save the work on the current page and bring you to the next page or previous page of the section.



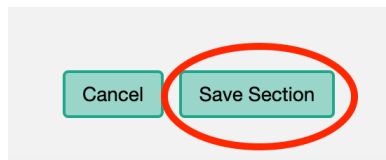
- **Save Draft:** In the Mission & Student Learning Outcomes and Course Mapping sections, you will have the option to Save Draft. This will save the work you have completed but will not submit to the QA User or Dean for review.



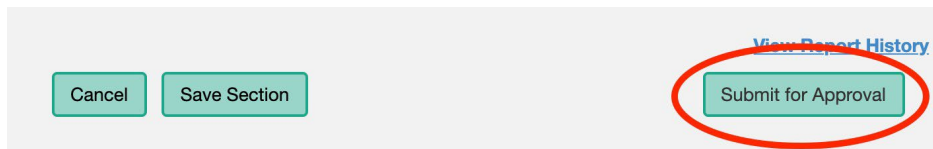
- **Submit for Review:** Once you have completed all the information in the Mission & Student Learning Outcomes and Course Mapping sections of the report, you can submit these sections for review to the QA User and Dean. You cannot continue to work on the report until these users have completed their review.
  - If the QA User or Dean selects the Revise option, you will be required to edit the sections (there will be comments associated with their review).
  - If the QA User and Dean both select the Approve option, the Mission & Student Learning Outcomes and Course Mapping sections will lock and become noneditable. You can still review the sections, but you can only work on the remaining sections of the report.



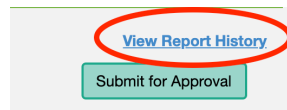
- **Save Section:** In the Assessments Plan, Assessments Results, Externally Accredited Programs, and Measures of Student Success sections, you will have the option to Save Section. This will save the work you have completed. The QA User and Dean can review your current work and add comments, but it has not been submitted for final review. You can continue to add and revise data to these sections.



- **Submit for Approval:** Once you have completed all sections of the report, you can submit the full report to the QA User and Dean for review. Once submitted, you can no longer work on the report unless the QA User or Dean selects the Revise option. If the QA User and Dean both select the Approve option, the report will finalize and no longer be editable.



- **View Report History:** The report history shows the status of the report as each user saves drafts, submits, reviews, revises, or approves on a single report. It also shows the section, date, user, and associated comments with each status change.



Report History				
Section	Created Date	Created By	Status	Comments
Assessment Results	07/24/2020	Department User	Draft By Surrogate/Department Chair	
Assessment Results	07/24/2020	Department User	Draft By Surrogate/Department Chair	
Assessments, Plan, and Schedule	07/24/2020	Department User	Draft By Surrogate/Department Chair	
Mission, SLO & Course Mapping	07/24/2020	Dean User	Approval Complete By Dean	
Mission, SLO & Course Mapping	07/24/2020	QA Associate User	Review Complete By QA	
Mission, SLO & Course Mapping	07/24/2020	Department User	Submitted By Surrogate/Department Chair	

[Close](#)

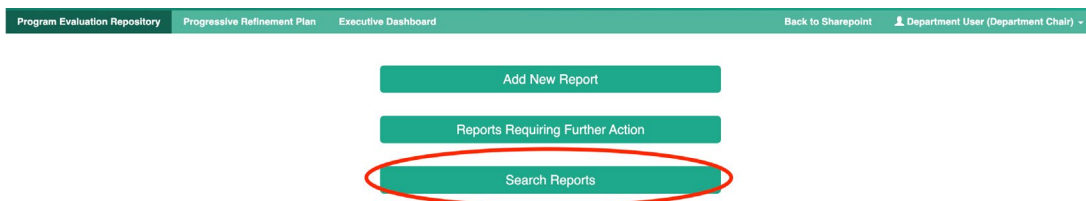
## ALERTS

The Department Chair/Surrogate will receive a number of alerts during the process of completing a report. The email alert scenarios are listed below:

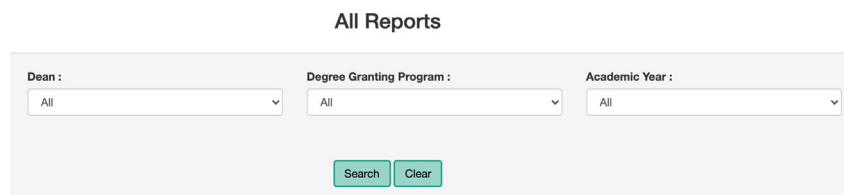
- Notification received when QA User/Dean have selected for you to revise any data in the Mission & Student Learning Outcomes and/or Course Mapping sections. Associated comments will be included in the email.
- Notification received when QA User/Dean have selected that the Mission & Student Learning Outcomes and Course Mapping sections are Approved. You will now be able to work on any remaining sections in the report.
- Notification received when QA User/Dean have selected for you to revise any data in the Assessment Plan, Assessment Results, Externally Accredited Programs, and/or Measures of Student Success sections. Associated comments will be included in the email.
- Notification received when QA User/Dean have approved the final submitted report.
- Notification received when user is required to update a Progressive Refinement Plan.
- Notification received when a user's password has been reset, using either Forgot Password link or when it has been manually reset by an Admin.

## VIEW REPORTS PENDING APPROVAL OR COMPLETED REPORTS

1. To view a report that has been submitted for approval or a completed report, select Search Reports on the Program Evaluation Repository page.



2. Use the search criteria to filter your results by Dean, Degree Granting Program, or Academic Year.



The screenshot shows the 'All Reports' search filter form. It has three dropdown menus for 'Dean', 'Degree Granting Program', and 'Academic Year', each with 'All' selected. Below the dropdowns are 'Search' and 'Clear' buttons.



3. In the Action column:

- a. Click 'View' to view the report in the top navigation format in which it was edited.

Action
<a href="#">View</a>
<a href="#">View</a>
<a href="#">View   Program Report</a>

- b. Click 'Program Report' to view a PDF version of the report.