COMMUNITY COLLEGE
OF RHODE ISLAND

Office of the President

February 27, 2017

Dr. Barbara E. Brittingham
President
Commission on Institutions of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514

Dear Dr. Brittingham:

Attached please find the Community College of Rhode Island's response to the Commission's letter dated August 1, 2016, regarding its request for a progress report on assessment of student learning outcomes and continuous improvement efforts at CCRI.

Following the newly-revised *Standards for Accreditation* (published in 2016), the progress report covers all four divisions of the college, inclusive of the General Education and General Studies programs. The Community College of Rhode Island will engage in the implementation and adoption of continuous improvement efforts.

Please contact me or Dr. Rosemary Costigan, Vice President for Academic Affairs, should you require additional information.

Sincerely,

Meghan Hughes, Ph.D.
President

MH:dmz

Enclosure

Knight Campus

400 East Avenue, Warwick, RI 02886-1807 P: 401-825-2188 F: 401-825-2166

The Community College of Rhode Island Spring 2017 Progress Report on Assessing Student Learning Outcomes for Continuous Improvement

400 East Avenue
Warwick, Rhode Island
February 28, 2017

This progress report is submitted in response to the NEASC December 2, 2014 letter in which the college was asked to "submit a report for consideration in Spring of 2017 that gives attention to the institution's progress in assessing student learning outcomes with an emphasis on using the results of assessment for continued improvement."

Introduction:

Given the change in administration since the self-study and accreditation visit in 2014, at both the President and Vice President levels, it was determined that the college would conduct a "mini" self-study in preparation for this progress report. The reason for this decision was that the new administration wanted (and needed) to get to know as much as possible regarding the assessment of Student Learning Outcome (SLO) in the academic programs of CCRI and how the data from those assessments were used in the development of changes to the curriculum and programs.

Beginning with a review of the previous self-study presented in 2014 and the December 2014 letter from NEASC regarding the result of the accreditation visit, it was noted that the academic programs at CCRI had undergone extensive work in the area of preparing to assess SLOs. The college had developed the Four Abilities for General Education which provided a foundation for the development of program level SLOs. In the 2014 self-study, it was also reported that academic programs at CCRI had been classified into one of three levels. Level 1 being those academic programs which had successfully completed a cycle of assessment (79%). Level 2 being those academic programs which were pending with respect to the cycle of assessment (21%) and Level 3 being those academic programs that were at the beginning of the assessment cycle (0%). It was also noted that the college had implemented standardized course syllabi across the college and established learning communities and committees for tracking assessment of student learning outcomes.

Projections relevant to this progress report from the 2014 self-study was that the college would focus on enhancing institutional effectiveness and to create policies necessary for enhancing institutional effectiveness and student success; inclusive of bringing attention to academic programs data related to rates regarding student success factors (i.e., enrollment, persistence/retention, transfer-out and graduation).

As such, it was easy to see why NEASC had requested the progress report for the Spring of 2017.

Not knowing exactly where all the programs were with respect to progress made to Levels 1 and 2, an inquiry began in August of 2016. The new administration thus determined the need for direct evidence regarding SLO data and continuous improvements based on analysis of SLO data. Programs were ~~thus~~ required to provide proof of SLO assessment and continuous improvement. Particularly and specifically, the Deans of each of the four divisions of the college reviewed with the department heads under their purview six questions for categorization of programs. To be classified as Group 1 (comparative with Level 1 from the 2014 self-study) an affirmative answer was required for all six questions. Any program not in Group 1 was assigned Group 2 status.

Academic Program	Has clearly defined SLOs	Has a specific method for assessing SLOs	Has data that is collected using specific method	Has analyzed the data	Program Faculty have discussed the results	Has implemented a continuous improvement	GROUP ONE (column B-G are checked)	GROUP TWO (Not Group One)
Health & Rehab Sciences								
Allied Health								
Diagnostic Medical Sonography	X	X	X	X	X	X	X	
Histotechnician	X	X	X	X	X	X	X	
Medical Laboratory Technology	X	X	X	X	X	X	X	
Radiography (X-ray)	X	X	X	X	X	X	X	
Respiratory Therapy	X	X	X	X	X	X	X	

As can be seen in the example provided, if an academic program could provide evidence for each of the questions, they were categorized as Group 1. The rationalization for using only two groups was that the 2014 self-study had indicated that there were no programs at the third level. Of the 45 academic programs and concentrations at CCRI, 29% of the programs could be classified as Group 1, based on actual evidence of collecting SLO data and having implemented continuous improvements. The remaining 71% of the programs and concentrations were classified as Group 2.

It should be noted, however, that several of the academic programs in Group 2 had undergone extensive program revision. An example of this is the Engineering program and concentrations which underwent a DACUM review with industry experts and feedback from local industry employers. These Engineering programs and concentrations, as well as the newly developed degree programs and certificate programs, approved by the Rhode Island Board of Higher Education this last fall, have only recently identified how these SLOs will be assessed.

For the development of this progress report, it should be noted that, a staff person was assigned to conduct reinforcement training sessions regarding the cycle of assessment and videos were created for department chairs and program directors. The staff person also met with academic program faculty and department chairs individually, and collectively, to assist with the development of the individual narratives that were compiled by the Deans according to their areas of responsibilities. Thus the programs explained where they were with respect to the use of SLO data and continuous improvement.

The result of the development of this progress report is a clear and decisive understanding of where the college is with respect to the use of SLO data and continuous improvement. The process involved the providing of actual evidence and was derived from a collaborative effort between the faculty, program directors, department chairs, academic deans, and the office of the Vice President for Academic Affairs.

Academic deans reviewed the narratives with the department chairs under their purview. Thus, transparency and communication were maintained. What follows in the remainder of the progress report is a thorough discussion of the many successes and areas for improvement identified in the process.

Institutional Overview

CCRI is New England's largest community college and the state's only public comprehensive associate degree-granting institution. The college offers a diverse selection of associate degrees and concentrations, as well as certificate programs. Community College of Rhode Island grants the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Applied Science (A.A.S.), the Associate in Applied Science in Technical Studies (A.A.S.-T.S.) and the Associate in Fine Arts (A.F.A.) degrees.

The college has four campuses, Knight, Flanagan, Liston, and Newport, as well as two satellite locations in the state of Rhode Island, Providence and Westerly – serving more than 15,000 students each semester. CCRI provides affordable open access to higher education at locations throughout the state. Seventy percent of the college's students attend classes part time with approximately 59 percent being women and 96 percent of all students as residents of Rhode Island. The college's minority enrollment is 37.7 percent.

Programs of study include Administrative Office Technology, Biotechnology, Business Administration, Chemistry, Communication, Computer Studies and Information Processing, Engineering and Technology, Fine Arts, General Studies, Health Sciences, Human Services, Legal Studies, Liberal Arts, Science and Technical Studies.

For more details about the specifics of the college, including Graduation, Retention, and Transfer-Out rates please see the Educational Effectiveness forms (Standards 8.1, 8.2, and 8.3 in Appendix A).

As part of on-going strategic planning for the institution since 2016, the recognized need for a dedicated oversight via a single administrator charged with overseeing the large numbers of students in General Studies has reached its time for implementation. The College is also in the process of identifying a Director for this role and is engaged in working with administrations from our sister institutions (Rhode Island College and University of Rhode Island) to assist in the identification of pathways that would lead seamlessly to these institutions.

CCRI is actively in conversation with Rob Johnstone from the National Center for Inquiry and Improvement to initiate a Guided Pathways pilot as early as next September. It is recognized that implementation of this aggressive plan to enhance completion rates will involve a multi-pronged approach and will build upon the work of the original 2014 task force. Next steps involve review of the previously identified pathways (Health, Arts & Humanities, Business; STEM; and Social and Behavioral Sciences) to insure they are aligned with Rhode Island College and URI. The appointment of a Director level individual to oversee and monitor the implementation of the program and the development of pathways will begin with meta major specific general courses.

Preliminary work has begun in this area with Deans and Department Chairpersons meeting with counterparts at both receiving schools to review curricula and develop courses that will facilitate completion and transfer. In the spring 2017 it is anticipated that formal assistance by an external consultant will lead to a comprehensive assessment of our general studies program with a formalized plan to streamline the student experience and enhance completion goals.

In addition, the Governor of Rhode Island has announced the Rhode Island Promise, a strategic initiative that will significantly impact not just the college, but also Rhode Island College, and the University of Rhode Island by providing free college for Rhode Island citizens for the first two years of their educational experience. Seeing that the problem for many is not just starting but finishing by reducing the barriers that impede students completing their degrees. These barriers are Access, Affordability, and Relevance.

By providing free college for the first two years, students will find Access to an educational experience at the Community College of Rhode Island more readily available. By revamping the antiquated state scholarship program, more students are expected to find benefit; especially those part-time students which comprise nearly 70% of the enrollment at the college. Lastly, by ensuring the relevance of the courses of study, students are expected to be better prepared for the industry needs of the state.

Division of Health and Rehabilitative Sciences

Description:

Since the fall of 2014, following the unexpected passing of the Dean, the Division of Health and Rehabilitative Sciences has reported directly to the office of vice president for academic affairs. There is an active search underway to fill this position and it is expected that a full time dean will be in place this spring.

The following departmental programs fall within the division of Allied Health and Rehabilitative Sciences: Diagnostic Medical Sonography; Histotechnician; Medical Laboratory Technology (MLT); Radiography; Respiratory Therapy; Dental Hygiene: Occupation Health Assistant (OTA); Opticianry; Physical Therapy Assistant (PTA); Therapeutic Massage. These programs are grouped under specific departments led by a Department Chairperson and further supervised by program directors. Medical Sonography, Histotechnician, Medical Laboratory Technology, Radiography and Respiratory Therapy are located within the Allied Health Department. The Dental Program is a separate department with its own Chairperson and faculty. Rehabilitative Health Sciences includes; OTA, Opticianry, PTA, and Therapeutic Massage and is led by a Chairperson and several program directors.

The above programs have demonstrated excellence in their performance through external accreditation status, student success, and have active advisory boards who assist in informing curriculum decisions and maintaining industry standards. For example, the Medical Laboratory Technology program has been in existence since 1974 and is accredited by the National Accrediting Agency for Clinical Laboratory Science programs (NAACLS) since its inception. It has enjoyed a 100% pass rate on its licensing exams for the past 10 years. In addition to MLT, the Radiography program, which has also been in existence since 1974, has been continuously accredited by the Joint Review Committee on Education in Radiologic Technology. This program has had an excellent 92.4% pass rate on the American Registry of Radiologic Technologists over the past 5 years.

Respiratory Therapy was introduced into the college in 1985 and has continuous accreditation from the Commission on Accreditation for Respiratory Care. This program has a demonstrated a low attrition rate (<6%), excellent job placement rate of 85% and outstanding performance of 93% on the registry exam.

The Dental program opened its doors in 1987 and graduated its first class in 1990. Since that time there have been 149 graduates and has consistently exceeded the threshold for industry standards by achieving 100% pass rates on all four licensing examinations done by third party agencies. The program has been fully accredited, since its inception, by the Commission on Dental Accreditation (CODA). Dental Hygiene is scheduled for its next external program review in 2018.

The Histotechnician program was integrated into the college in 2007 and has been accredited by the National Accrediting Agency for Clinical Laboratory Science Programs (NAACLS) since it began. The program was reaccredited in April of 2014 for maximum time allotment of 7 years (2019). This program has enjoyed a 93% pass rate on the American Society for Clinical Pathology Board of Certification Exam (ASCP BOC) for the past 5 years and exceeds the national threshold set by the board.

Occupational Therapy Assistant (OTA) and Physical Therapy Assistant (PTA) programs are both externally accredited. OTA is accredited by the Accreditation Council for Occupational Therapy in Education (ACOTE) and PTA is accredited by the Council of Accreditation of Physical Therapy Education (CAPTE). The Occupational Therapy program has had a 3-year licensing pass rate average of 100%. The program underwent a comprehensive accreditation review in 2014 and was re-accredited without areas of correction; its next scheduled accreditation visit will be in 2023-2024 academic year. Likewise, the PTA program has enjoyed a 100% pass rate on its licensing exam over the past 4 years. They have submitted their self-study in December 2016 and anticipated site visit in March 2017.

The Therapeutic Massage program is accredited by Commission on Massage Therapy and has just completed a self-study and site visit in late fall of 2016. The program has enjoyed a 100% pass rate on its licensing exam over the past 2 years.

All of the above programs meet the criteria for Group I inclusion, except for Opticianry.

The Opticianry program, which began in 2009, has struggled with student enrollment since its inception. While the program has clearly defined SLOs, as well as data collection and assessment processes, there is

no evidence that the student outcomes have been analyzed. In addition, evidence is lacking that there has been faculty review of the curriculum and/or revisions implemented, based upon collected student outcome data. This lack of evidence places this program into the Group 2 Category. This program, due to its poor enrollment and graduation numbers (<11 graduates for 3 consecutive year) is under review for suspension until a thorough analysis can be completed. It is unclear, at this juncture, whether the issue of enrollment, and subsequent graduation numbers, is with market demand and/or visibility of the program within the college, or a combination of both.

In addition to the demonstrated outcome achievement listed above there is evidence of on-going programmatic review for all of the programs with the exception of Opticianry.

Analysis:

The Diagnostic Medical Sonography Degree program (DMSD) has insured the curriculum remains current and meets industry standards in several ways. First, the faculty utilizes registry examination data from the American Registry of Diagnostic Medical Sonography (ARDMS) to guide curriculum currency. In addition, the faculty reviewed all major course-learning outcomes to insure alignment with program outcomes. Curriculum mapping was carried out for each course by assigning a code of (I)-Introductory; (D)-Developing; (M)-Mastery and placed in a chart that provides visual representation of course content, sequencing, and industry standards. The chart facilitates early recognition of curricular gaps, should they exist. Formative data of student learning are collected via written exams, clinical performance sheets and oral exams. The laboratory, capstone and clinical evaluations utilize standardized rubrics developed through AAC&U LEAP criteria to insure consistency with measurement.

At the end of each semester faculty at departmental meeting analyzes the data and the information is presented annually to its advisory board. A result of this process a need for further scanning opportunities was identified. In 2014 the addition of two laboratory-scanning classes were requested and accepted through the Curriculum Review Committee at the college. The data was re-examined in 2015, in collaboration with the program's advisory board and an increase in student scanning ability was identified. This particular student learning outcome demonstrated improvement in the Annual Report for the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). Licensing exam rates are excellent at 95% for 2014-15 in the area of sonography physics exam and 95% rate on specialty exams. Employment rates for these graduates is 100% over the same timeframe.

The Histotechnician program has an excellent pass rate on its licensing exam (as cited, previously) of 93% for the past 5 years and insures continuous quality improvement by reviewing exam statistics with all faculty members and the program director. This review, along with regular updates from NAACLS and the American Society for Clinical Pathology, aids in updating learning objectives within the program. In response to recommendations from the Advisory Committee and Clinical Instructors, the length of clinical rotations was recently modified to reflect the need and critical shortage in the field.

Program outcomes are utilized by Medical Laboratory Technology program to assess SLOs. Students in the program have demonstrated excellent and consistent performance (100% for 10 years) on the ASCP BOC licensing exam. This supports the successful achievement of programmatic SLOs. The program also utilizes guidelines published by the NAACLS and the American Society for Clinical Pathology to remain current with curriculum content. Because of this effort, the program has implemented Molecular Diagnostics into lecture and laboratory activities. This program updates its curriculum annually and is anticipating further adjustments to meet the industry standards.

Radiography assesses SLOs on an annual basis and results are discussed with the Program Assessment Committee. This committee is comprised of faculty, clinical representatives, and employers. In addition, to the Program Assessment Committee, the Radiography faculty meet monthly with clinical instructors to discuss student progress and identify areas requiring improvement. The Assessment Committee considered a need to improve assessment of "Students' skill in current practice" that resulted in this criteria being incorporated into both classroom and clinical evaluation forms. Another area identified needing improvement was caring for non-traditional patients, specifically, critical thinking skills. Additional laboratory experiences were integrated into the curriculum, as well as, the movement of one lab to earlier in the program to support the requisite knowledge of working with non-traditional patients. Another area of improvement, identified through program review process, included the challenge of social media and HIPPA compliance in the health care field. As a result, all syllabi in the program contain

information related to the ethical use of electronic devices in the clinical setting. The Radiography program is undergoing a site visit in January of 2017 and initial findings will be discussed later in this section.

The Respiratory Therapy Program conducts on-going curriculum review in conjunction with an Advisory Board and annual review of Industry standards. In 2014, new standards were announced and a review of the curriculum was conducted that included curriculum mapping and re-organization of content and learning objectives. As an example, RESP 1020 was eliminated from the curriculum and the content integrated into RESP 1010 and RESP 2110. During the spring semester of 2016, the program added an online medical record requirement in order to support student learning within contemporary platforms and conforms with industry requirements. A pre-clinical simulation component that emphasizes patient care skills was also added to the curriculum. The purpose of this exercise is to better prepare students to enter fast-paced, complex clinical settings. The Respiratory Therapy Program has enjoyed excellent pass rates, low attrition and good job placement.

As stated previously, the Dental Hygiene program has a demonstrated excellent student pass rate on its national licensing exams. The program has identified 24 program competencies and meets annually in May, to review student achievement. The program plans to consolidate many of these competencies as it prepares for its 2018 accreditation visit and self-study. This program has an active Advisory Board, comprised of industry experts, who assist in identifying curriculum gaps. An example of this process was the identification of need to include a competency for sealant techniques into the curriculum. As a result, a sealant experience was developed in partnership with a community agency into the following courses - DHYG 1060, DHYG 2030, DHYG 2070. Two hundred sealants were placed on 56 patients and all graduates in 2016 placed sealants on children and adolescents. Three other areas were identified as needing further educational support: use of Personal Protective Equipment; management of special needs patients; and application of nutritional counseling rubric. In response to PPE use, an exercise was incorporated into DENT 1000 and introductory dental course. Students are assessed for skill of applying PPE and there has been an improvement of this behavior in upper level courses. To address the special needs patients, a project and a blog was added to DHYG 2000 Dental Hygiene III. A competency was added to DHYG 2030 related to nutritional counseling and faculty were provided a powerpoint to assist with calibration of nutritional knowledge prior to grading so as to insure consistency.

In preparation for the upcoming 2018 accreditation visit, the Dental Program faculty conducted an analysis of CODA standards and identified whitening as a skill that needed incorporation in to DHYG 2030. Also, air polishing has been introduced into DHYG 2070, along with graded competency assessments for these skills. Ongoing review of admission criteria is also demonstrated by the Dental Program and resulted in a change of points awarded for former CCRI Dental Assisting graduates. It was noted that 25% of the applicants in the last five years have been graduates of the Dental Assisting program. The point system was adjusted to offer more equitable distribution to the entire applicant pool. These new point guidelines will go into effect this year (2017). The Dental Program is also responsive to the needs of the dental community in Rhode Island. As a result of new regulations, CCRI's Dental Program developed 2 new credit-bearing courses in Nitrous Oxide and local anesthesia. The program is the only CODA accredited Dental Hygiene program in the state and, as such, is the only institution authorized to offer these courses. A proposal for a certificate in public dental hygienist is currently being considered by the state.

Cultural competence and interdisciplinary training were added to the dental curriculum in compliance with CODA standards. The faculty have explored placement of these content areas and have incorporated plans into DHYG 20145: Community Dental Health II. On-going assessment of these competencies will carried out at the May faculty 2017 faculty meeting. Curriculum mapping was done for the fall 2016 semester. This process included review by all full time and adjunct faculty members. Spring semester curriculum mapping is now underway and recommendations made during the May meetings. An area of improvement is response rate of satisfaction from graduates and employers. Surveys are going to be re-evaluated and distributed via Survey Monkey. In addition, graduates are now being asked to provide personal email information so that the surveys can be distributed efficiently and accurately.

Occupational Health has actively monitored student outcomes, including retention rates. It was identified that the average retention rate for the past 3 years was 69%, below the desired 80%. As a result, the faculty made changes to the admission criteria that includes limits on the number of attempts of pre-

requisite courses (2 attempts), a grade of B- or better in BIOL 1010-Human Anatomy, OCTA 1000-Introduction to Occupational Therapy and RHAB 1010- Medical Terminology. A review of the students that were unsuccessful in the program revealed that a number of students had multiple attempts at key pre-requisite courses. In addition to the admission requirements, the program has incorporated supplemental instructors and a new academic counseling program. Student feedback is also factored significantly into the overall program review. Students rated their fieldwork experience overwhelmingly positive on five-point Likert Scale with one site ranking as "not very valuable experience." An investigation was conducted and it was confirmed that new ownership of the facility is in place and that the new staff are willing to take students. The Department Chairperson and Program Director will be conducting thorough review of the site during the upcoming semester to assess its ability to meet the program standards.

The Physical Therapy Assistant Program has a long-standing excellent reputation in the community. It incorporates and active Advisory Board that includes key constituents from the community, as well as, strict adherence to accreditation standards. The program is led by a doctoral prepared Physical Therapist, who has extensive clinical and educational background. The outcomes of the program are aligned with the mission of CCRI. Outcomes have been developed for both students, and faculty. The curriculum is aligned with CPATE standards and is assessed annually for compliance. The program has developed tools, that are administered throughout the program, to assess student learning. They include; Student Professional Behavior Assessment at the end of each semester; Clinical Education Performance Evaluation at the end of 3 clinical placements; a graduate survey 6 months and 1 year following graduation; and an Employer Survey. A Systematic Plan of Evaluation has been developed and is analyzed annually for effectiveness. Recently it was noted that Outcome #5, application of physical therapy interventions, was not meeting expected level of achievement. Outcome #6, data collection, was also noted to be performing below expected levels. It was also identified, via a decline in graduation rates for 2014 and 2015, that many students were repeating pre-requisite courses 4-5 times in order to gain admission. As a result of this analysis a thorough review of admission, grading and retake policies, skills testing pre-clinical, clinical education rating scale and expected clinical performance levels. As a result of this review the following adjustments were made:

- Increased GPA for acceptance
- Limited the number of pre-requisite re-takes
- Limited exam re-takes in the program
- Confirmation of clinical performance interpretation and mid term site visits
- Improved alignment between performance level and course objectives
- Competency testing prior to entering clinical site.

Student data demonstrated that clinical placement for second and third experiences was satisfactory and outcomes improved. This program has strong licensure pass rates (85%) and excellent job placement (90%). On-going assessment of changes in admission criteria is underway, specifically related to retention rates.

Therapeutic Massage utilizes industry standards as outlined by the Commission on Massage Therapy Accreditation (COMTA) and its Advisory Board. Program review occurs formally once a year using data collected from students, faculty, graduates, employers and professionals as well as completion and placement rates. Licensure and test scores have been consistently high. The Program has struggled with both attracting and retaining students.

The program has made extensive changes over the past few years to address the issues of enrollment and completion. A major restructuring of course offerings was instituted in 2009-2010 as a result of feedback gathered from all sources and review of their enrollment and retention data. At that point a decision was made to add a certificate program in addition to the longer degree program in order to compete with numerous 500 hour programs that had opened in the area.

Another major revision was instituted in September 2016 to further address enrollment and retention. Courses were re-organized, spreading the general education courses throughout the program. This allowed students to get immersed in the massage courses earlier, as staff felt that students lost interest in the massage program during their initial terms of general education credits. Kinesiology was integrated into the massage curriculum to make it more relevant and applicable to massage. The Program Director

reports that she is seeing significantly fewer drops in the group of students that stated in September with the new curriculum. Input from all the various groups was used as well as PAC and input from other members of department.

The Opticianry program at the Community College of Rhode Island is a 66 credit Applied Associate in Science degree. Courses within the curriculum include math, science and business, as well as, a limited number of general education credits (21), which satisfies regional accrediting requirements. The program is offered as a hybrid of on-line learning and a laboratory format conducted at the Newport County Campus, primarily. There are defined learning outcomes for the program.

CCRI accepted its first students into the Opticianry program in 2011. The program was established in response to an increased demand for licensed opticians within the state of Rhode Island. It based the curriculum upon the National Federation of Opticianry Schools' program, used in many colleges around the country, and received approval from the governing board for higher education in Rhode Island, as well as, the Rhode Island Department of Health; it is only one of four Opticianry programs in New England. Graduates of the program are eligible for licensure, which is required for employment in Rhode Island; licensure requirements vary by state.

At the time of the program's inception, the Bureau of Labor Statistics projected a growth of approximately 24% through the next decade, faster than the average for all occupations. During its inaugural year, the program accepted 7 students and graduated 7 students for a 100% completion rate. Subsequent enrollment and graduation rates have fallen. In 2012, a total of 5 were accepted and 2 completed, registering a 40% graduation rate. In the following years (2014, 2015, 2016, & 2017) enrollment has continued to lag and graduation rates hovering around 60%. The most recent class (2017) saw 6 students accepted and 3 remaining after the initial weeks.

While the program has clearly defined program learning outcomes, there is no evidence that data was collected to confirm the achievement of these learning outcomes. In addition, licensure and employment data, has also not been collected. The program is not accredited but is not required to be accredited in order to operate. There is no evidence that there has been on-going assessment and re-evaluation of the curriculum, despite having an Advisory Board that includes registered Opticians from the area, a Program Director and Chairperson.

Due to the lack of documented evidence of SLOs and poor enrollment/completion rates, this program is under review for suspension. There are three enrollment periods between now and September and a goal of (12) applicants is being set, if the program is to run in the fall.

Projection:

The newly appointed Vice President for Academic Affairs, (serving as interim Dean for Allied Health) has directed the Department Chairperson for Rehabilitative Sciences and Opti Program Director to immediately begin tracking program outcomes, which include: graduation rates; licensure rates; job placement; student and employer satisfaction. In addition, the VPAA, has requested that a curriculum review, in conjunction with the Opticianry Program Advisory Board, be completed by May 2017. It is also recommended that opportunities to partner with Rhode Island College and/or University of Rhode Island for the purpose of a seamless pathway to a baccalaureate degree is to be undertaken. Finally, over the next several months an aggressive recruitment campaign will be undertaken within the college community, specifically targeting students who have completed the single pre-requisite math course.

Failure to meet one or more of the previous identified strategies, will result in the program being temporarily suspended while a more comprehensive market analysis and program assessment can be carried out.

All of the above programs utilize a competitive performance-based process for admission, which has enabled the programs to excel in terms of student outcomes. There are however, areas for continued improvement and monitoring. For example, the Histotechncian Program will be monitoring the impact of clinical rotation time. Student data related to performance of program learning outcomes will be on-going to insure expected levels of achievement are maintained.

The Radiography program recently underwent a self-study and site visit and while overall the program was recognized for its strength and rigor, there were several areas that require attention. An adjustment ~~is~~

~~required~~ in how the program measures completion rates to reflect end of program timeline versus the current practice of measuring at the end of each year. While the reviewers found that the curriculum was structured, placements appropriate, and faculty well-prepared, there was an inconsistency in clock hours to credit hours and a need to insure X-RAY 2460 course description, outline and and hours reflect the catalog description. A recommendation to improve process of increasing benchmarks based on collected student data was made, although the current licensure pass rate and job placement rates were identified as excellent.

Dental Hygiene is preparing for a 2018 accreditation self-study and site visit. Several faculty attended an accreditation workshop in the summer of 2016 to enhance knowledge related to new standard updates and processes. This program has consistently performed outstandingly and is highly sort after program within the college.

Occupational Therapy continues to monitor the impact of admission criteria changes and its subsequent effect on retention rates. In addition, continued monitoring of clinical sites will be carried out to insure quality experiences for these students.

The Physical Therapy Assisting Program has submitted their self-study and is awaiting a site visit in March of 2017. This program is also highly sought after and has had consistently excellent student outcomes. Over the upcoming year attention will be placed on academic policies changes aimed at enhancing achievement of data collection and application of physical therapy interventions. As previously cited, several policies and competencies have been developed to assist in meeting designated benchmarks for these areas.

Last, as stated previously, the status of the Opticianry Program is a point of continued concern. The College will monitor application trends, complete a curriculum review by end of term, and make a determination on the viability of continuing with programs by late summer 2017.

Nursing Division

Description:

The Nursing Division includes the following three programs: Nursing, Fire Science/Emergency Medical Technician; and Emergency Management/Homeland Security.

The Nursing program has been in existence since 1964. The nursing program currently offers an Associate in Science (A.S.) Nursing Degree and a Practical Nursing diploma. Additionally, the A.S. in Nursing offers two options: day program and evening/weekend program. The day program admits twice a year (spring and fall semesters) while the evening/weekend program admits once a year in the fall semester. There are six hundred students in the program and fifty-six nursing faculty. The program has a chairperson for level one and a chairperson for level two. It has consistently received national accreditation since the program began. The program's graduates have consistently received high scores on the NCLEX licensure exams. There are approximately 250 associate degree and approximately 40 practical nursing graduates per year. In 2016, both the NCLEX- RN pass rate (86.18%) and the NCLEX-PN pass rate (93%) exceeded the national average.

The Fire Science/Emergency Medical Technician program was started in 1978. In the summer of 2012, the Region 1 Fire Emergency Service Higher Education Committee approved CCRI Fire Science curriculum. The Fire Science program was accredited with the National Fire Administration as a FESHE Fire Science delivery program. This means that any student who completes the six core courses will receive not only the CCRI credits, but also a National Fire Academy certificate. Students in CCRI's Fire Science associate degree program are required to take 34 credits of core topics such as fire prevention, firefighting tactics, and fire hydraulics and equipment, as well as 28 credits of general education courses such as technical writing, chemistry and sociology. Courses offered in Fire Science were approved by the State of Rhode Island for the Fire Fighters Incentive Pay Plan. As the Incentive Pay Plan was eliminated there was a steady decline in enrollment to approximately 32 students. Entry-level firefighters typically need Emergency Medical Technician (EMT) credentials. Students who earn their EMT receive a certificate. This certificate program has remained popular and has approximately 140 graduates per year. In 1986 there were 56 graduates per year in the Fire Science program; whereas in 2016 there were 13 graduates.

The Emergency Management and Homeland Security Program was officially established in 2011 as an associate degree. The program was built upon a Certificate in Disaster Management, which was established in 2005 using recommended guidelines from the Federal Emergency Management Agency's Emergency Management Institute and an Advisory Board. The program had originally started as an Associate Degree in Emergency Management. The courses were a blend between core specific and general education courses to meet the competencies needed to achieve the learning outcomes. In the first two years of the program several more courses were developed in the concentration of homeland security. These courses were more in keeping with core competencies and learning outcomes. This change resulted in the program being renamed Emergency Management/Homeland Security. Over the past two years, fourteen certificates in Homeland Security have been awarded and two certificates in Emergency Management. There were no associate degrees awarded in these programs in the past two years.

There were 19 students who enrolled in the Homeland Security introductory course in the Spring 2017 semester. There is a need to identify at an early point what level of education these students are pursuing (i.e., certificate or degree).

Analysis:

In 2011, the CCRI Nursing program received an accreditation visit from the Accreditation Commission for Education in Nursing (ACEN). A follow up report was required and submitted in the Fall of 2013 to address issues related to outcomes measurement. It was identified that we needed to have a more data driven curriculum. ACEN acknowledged that the data submitted in the follow up report was successful in addressing the areas of question. The nursing program received full accreditation through 2019. Upon completion of the accreditation process, nursing faculty identified a need for an overall curriculum review and revision. The curriculum was at least 20 years old and the modifications made over the years were no longer meeting current needs. An outside nursing curriculum consultant was hired in the Spring of 2014.

The core curriculum group worked with our Curriculum Consultant to develop a new mission, philosophy, and six Organizing Pillars for the curriculum. The six Organizing Pillars include: patient-centered care; nursing judgement; safety and quality improvement; professional identity; teamwork and collaboration; and informatics. In March of 2014, the consultant met with all Faculty to discuss national trends, evaluate current curriculum and facilitate the selection of a curricular model. All information was made available for faculty to review and comment.

Quality, Safety for Education in Nursing (QSEN), National League for Nursing (NLN), as well as the National Council Licensure Exam (NCLEX) categories were utilized as the foundation in developing the new mission, philosophy and Organizing Pillars. New graduate SLOs were established as well as ADN Program Outcomes.

The new SLOs are listed below and the associated organizing pillar addressed for each outcome are listed in parentheses.

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patients across the lifespan (Safety and Patient-centered care).
2. Apply critical thinking and clinical reasoning to make evidence-based decisions (Nursing Judgment).
3. Implement established quality measures to improve patient care (Quality Improvement and Safety).
4. Participate in collaborative relationships with members of the interprofessional team, the patient, family and/or designee to achieve quality patient-centered care (Teamwork and Collaboration).
5. Utilize information systems and patient care technology to communicate, implement best nursing practices, minimize risk, and support clinical decision-making (Informatics).
6. Demonstrate leadership skills in a variety of healthcare settings for diverse patients (Professional Identity).
7. Exhibit professional behaviors within legal and ethical practice frameworks (Professional Identity).

The new Associate Degree Program Outcomes are as follows:

1. The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period.
2. Expected levels of achievement for AD program completion (within six semesters) is 80% or higher.
3. Six to twelve months after graduation, 80% of graduates will rate the program overall as satisfactory.
4. Employers will rank CCRI graduates as prepared to assume the role as an entry-level registered nurse six to twelve months after graduation.
5. Within one year of graduation, 85% of licensed AD graduates will be employed as an RN.

In the Fire Science program, MyBrady lab was initiated in the Spring 2014 semester. This was initiated after one of the primary EMT instructors learned of its effectiveness from other state instructors. MyBradylab was improving student outcomes and increasing the passing rate on the certification exam, National Registry of Emergency Medical Technicians (NREMT). In the past, all quizzes, midterm and final exams were the same and distributed to each of the teaching faculty. There was no consistent means in which students were tested, with the exception of paper tests with answer keys provided. Students were passing the classes, but having difficulties on the computer based adaptive examination for certification (NREMT). It was believed that students were at a disadvantage testing on paper and doing workbook assignments only to have their final certification exams in a different format.

Pearson's MyBrady Lab provides online learning experiences that are personalized and continuously adaptive, as well as providing consistent monitoring and oversight of SLOs. This makes the program much more responsive to student performance, offering data-driven guidance that helps them better absorb course material and understand difficult concepts. Pearson, in the Spring of 2016, updated the MyBrady platform making the new platform more intuitive and allowing students to create their own learning study plans based on course and chapter outcomes. All chapter outcomes were directly related to 2009 EMS Education Standards.

There has been great feedback concerning the integration of MyBrady into the curriculum and has slowly made possible the evolution of classroom experiences towards a more flipped classroom. This pedagogical change has made the focus of classroom experiences much more data centric on issues with which students are experiencing difficulty. As students are required to do pre-tests and homework before topics are covered in lecture, there is more student involvement and the questions being asked in classes relate more relevantly to the learning expected. After classes, students complete the post-tests and chapter tests for additional reinforcement.

The Emergency Management/Homeland Security Program went through an Academic Program Review in 2015-16. The review consisted of an in-depth analysis of the entire program from learning outcomes to graduation rates to job perspectives. This process took place over a period of 12 months and included meetings with the Vice President of Academic Affairs, the Center for Innovative Teaching Learning and Assessment, the Dean of Nursing, Department Chair, Program Director and Faculty. The process revealed that the SLOs were excessive and difficult to measure. Duplication existed and some were too broad in description. The program director worked with the different stakeholders involved and reduced the number of SLOs.

Faculty in the Emergency Management/Homeland Security program identified that students were having difficulty writing papers concerning emergency management. Program faculty discussed this and developed a grading rubric that provided students with more specific direction and feedback. Students were also taught how to cite sources of information using APA format. Faculty members are collecting data for evaluation on whether improvement in these required outcome areas has improved.

Faculty and industry experts discussed and recommended the introduction and use of Case Studies to provide the students with practical examples and to allow students to work through challenges that occur in the industry. The program has begun to track students' abilities when using case studies and collect data to see if their implementation has achieved a higher level of understanding of emergency management practices. Case studies will be assessed via rubrics and data will be evaluated from the introductory courses through the capstone course; thus making the assessment of SLOs related to comprehension and decision making skills in the field of emergency management. A mapping of curriculum for the Emergency Management/Homeland Security program was recently conducted to reassess and ensure that all courses meet the identified SLOs. Currently there is not an external accreditation program for an associate degree program in Emergency Management/Homeland Security.

Projection:

The nursing program utilizes a competitive performance-based process for admission, which has enabled the program to excel in terms of student outcomes. Over the past few years, the nursing program has instituted ExamSoft for testing purposes. ExamSoft provides a mechanism to collect data systematically and thus allow for evaluation of achievement in the program and SLOs. Each test question is tied to a course learning objective and SLO. The program has also utilized Health Education Systems Incorporated (HESI) testing in each nursing course to evaluate achievement of SLOs. In 2019, a self-study report will be submitted to seek ACEN reaccreditation. As the new curriculum was started in September 2016, it will need ongoing review. The faculty have developed a Systematic Plan of Evaluation (SPE) to identify timelines and criteria for evaluation.

The decreasing numbers of students in the Fire Science program is currently under review. The requirement for all Fire departments members to be an EMT indicates that this is a program that will continue to be needed. Discussion is currently under way with RI College to determine the feasibility of an associate degree program for Emergency Medical Technician. This would potentially provide the first two years of a proposed baccalaureate degree in Paramedicine at RI College. Current research indicates that there will be a growing need for paramedics in community-based cared within our state in the future.

In its first two years, the certificate program in Emergency Management/Homeland Security Program was seen as a growing success and the associate degree was seen as a logical progression. It appears that a more in depth study is needed before extending this program beyond the certificate level. In emergency management, there is a growing enrollment in online courses versus in-class courses. It appears that more students are interested in taking these courses to increase knowledge for their current job or for job advancement rather than to acquire a degree. The program director has been encouraged to offer more online courses in Homeland Security/Emergency Management.

Division of Business, Science, and Technology

Description:

There are three academic departments within this division in Group 1 and 5 that are classified as Group two, with another program being very unique from all other programs in this division:

Group 1

Business Administration - with concentrations in Accounting, Entrepreneurship Financial Services, General Business, Management, and Marketing;

Computer Studies and Information Processing - with concentrations in Computer Programming, General Microcomputing, Cybersecurity, and Information Technology Support Specialist;

Engineering & Technology - with concentrations in Computer and Networking Technology, CNC Manufacturing, Energy Utility Technology, Engineering Systems Technology, Engineering Transfer, and Land Surveying;

Group 2

Chemistry - with a concentration in Chemical Technology;

Biology - with a concentration in Biotechnology;

Physics,

Science

Administrative Office Technology - with concentrations in Administrative Assistant/Secretary, Basic Office Skills Certificate, Legal Administrative Assistant/Secretary, Legal Office Assistant Certificate, Medical Administrative Assistant/Secretary;

Unique program

Technical Studies.

The associate degrees in Biology, Chemistry, Physics and Science are a broadly based set of foundational science degrees intended for individuals who wish to pursue a career in science or a related field. Such fields include, but not limited to, astronomy, biochemistry, biology, biophysics, biotechnology, chemistry, environmental, geology, environmental science, forensic, forest, geochemistry, geology, geophysics, home economics, optometry, pharmacy, physical education, physics, or plant science. These programs are also for those who wish to pursue medical, dental or veterinary degrees.

The current data on student enrollment for these science programs indicates a strong and steady growth in headcount during the reporting period fall 2011 to fall 2016 (139 to 229), and equally strong growth in FTE for the same reporting period (98 to 139). However, retention in these programs have witnessed a recent decline from a high in the fall 2011-12 semester of 50% to 28.2% in fall 2014-15 for new first time/fulltime students. A similar decline is noted for the new first time /part-time student retention rates. The transfer-in rate remains steady at approximately 30%, which is consistent with all students at the College.

In the process of preparing this report, it was noted that these programs have no formal process for collecting, analyzing, or evaluating SLOs. This is partly due to the fact that these programs are so siloed and independent, that no one took formal oversight of this function. As such, the Vice President of Academic Affairs has sought a single person to oversee all of the related Science programs. One area in these set of programs has had an unusually positive set of outcomes – Chemistry, which will be addressed below in the Analysis and Projection sections.

The Administrative Office Technology programs are designed to emphasize a variety of computer tasks created by new technologies as well as traditional office responsibilities. With the shift of work responsibility away from middle management, the role of the office professional has become critical. All organizations need timely and effective office and administrative support to operate efficiently. The International Association of Administrative Professional defines administrative professional as "individuals who are responsible for administrate tasks and the coordination of information in support of an office-related environment and who are dedicated to furthering their personal and professional growth in their chosen profession". The department has adopted this guiding principle in developing its SLOs both programmatically and at the course level. Additionally, the courses in each program have been mapped to a specific learning outcome that mirrors the standards of the professional organization.

Collection of student success data, taken as an aggregate for Administrative Assistant/Secretary, Legal Administrative Assistant/Secretary and Medical Administrative Assistant/Secretary, has shown consistent enrollment in all programs at approximately 150 unduplicated headcount during the fall 2011-fall 2015 reporting period. Retention data has also been consistent throughout this same reporting period at approximately 50% retention rate for both first-time/fulltime and first-time/part-time students. Significant to this analysis is the graduation rate currently at approximately 12% for the period fall 2008 – fall 2011 and only at the 4 year mark. This suggests that students are not persisting or are unable to complete their coursework due to scheduling concerns. Data has been collected to address this issue and future goals are to review course offerings and make adjustments where necessary in order to help students graduate sooner, i.e., within 3 years.

The Associate in Applied Science degree in Technical studies is designed for students who want to take technical and general courses for college credit to meet the training or retraining demands of current or prospective employers. This interdisciplinary degree program enables individual students or groups of employees associated with an apprenticeship program, military training, or single employer to tailor the technical program to their own specific needs. Technical courses selected are based on a student's interests, goals and abilities; making each student's program individually designed. The Technical Studies program recognizes valuable training and/or work experience by giving students in technical fields the opportunity to receive college credits for their experiences and to apply that experience and knowledge to an associate's degree. It assists individuals in their preparation for career advancement or change. The student develops an individualized program of study directly related to career or educational goals. Although current data on student enrollment, student success, etc., is limited, the College has recently revised its policy on prior learning and prior learning assessment to facilitate student participation in the program.

Any occupational or technical training for which prior learning credit is evaluated by the College's Prior Learning department with students earning up to 75% of their degree with prior learning credit. In recent months, the College has entered into a partnership with Electric Boat/General Dynamics and developed three technical non-credit career pathways: Electrical, Pipefitting and Welding. The faculty at the College will review these non-credit offerings; submit them to the American Council on Education, to evaluate their credit-worthiness, as well as submission through the college's governance process and curriculum committee. Students in this non-credit bearing program may earn up to 15 credits in prior learning for these courses. As a result, the College expects a renewed interest in this program, as efforts are underway to recruit students from the EB/CCRI pathway program into the Technical Studies degree program.

Our partnership with International Brotherhood of Electrical Works (IBEW) and related apprenticeship program is another example of a pathway for students to transfer coursework into this degree. The IBEW program has been vetted by the faculty, governance structure at the College and approved by the Office for Postsecondary Education and provides workers to earn college credit for their on-the job experience. The SLOs upon completion of this program focus on a graduate's ability to demonstrate appropriate technical skills; demonstrate competency in oral and written communication; demonstrate an understanding of cultural diversity; and demonstrate the ability to think critically in many disciplines.

Analysis:

The programs in Group 1 have achieved refined assessment procedures and have actively collected student data that measures (SLO) SLOs both across programs and at the individual program level. The associate degree programs within the department of Business Administrative are nationally accredited by

the Accreditation Council for Business Schools and Programs (ACBSP). Therefore, this program category is Group 1. The assessment methods used to collect student data included both formative and summative assessments through standardized term projects and final exam evidence for all courses. In several courses where students were enrolled in online courses, both homework managers and adaptive digital learning tools are used to assesses SLOs. The methods of assessment are reviewed annually and if any changes are needed (i.e., revising triggering questions on standardized exams), a sub-committee is convened to address the changes and recommendations are made to the full department faculty.

To ensure reliability and validity of SLO evidence measured in multiple course offerings, the Department uses a common syllabus, textbook, and assessment tool for each course. To ensure that the curriculum is relevant and current with industry standards, the program has established an Advisory Board, sought external program reviews and holds regular departmental program meetings where the curriculum is evaluated. During these meetings, the faculty review the results of assessment data such as retention, graduation, transfer to determine if there needs to be a better alignment of SLO with student success data. Current data on transfer, for example, was reviewed and revealed a steady increase in the percentage rate from a Fall 2008 Graduation Rate of 17.4% to a Fall 2012 rate of 22.8%.

At the course level, results from a review of assessment data on standardized test scores for Financial Accounting demonstrated a deficiency in student's ability to meet the standards for performance in this course. As a result, the accounting faculty adopted a new textbook using an online adaptive learning tool along with improve an online homework manager.

Lastly, the program is required to submit a Quality Assurance Report, every two years to ACBSP to ensure that the faculty are promoting continuous improvements in all programs. Data relating to student learning results are a major part of the report. The program uses the feedback received from the Quality Assurance Report to recommend any additional adjustment necessary to ensure student success and growth of the programs. Although the latest FTE data (fall 2014-fall 2015) shows a 10% decrease (776 vs. 763) in the retention of students with in the Department, this same cohort showed an increase in "transfer-in" of approximately 39% (50% vs. 69.2%).

The Computer Studies and Information Processing program is categorized as near as one could be to achieving Group 1 status, without actually achieving it by having all the necessary rigor of program review, but has not, until recently, put in place the required collection of SLO data. The Computer Programming degree was revised in the fall 2013 based on input from external advisory board and articulation agreements. A significant change was also made in response to requests from the faculty the University of Rhode Island that sought better alignment of SLOs between the two institutions for students seeking to transfer or complete their degrees at URI. The major change was to require a two-course sequence in a programming language to add depth to students' learning and success in the program as well as to help them transfer more seamlessly. In general, the program has data that demonstrates a steady, growth in transfer rate: from the Fall 2011 to Fall 2012 the program exhibited 200% increase (20% to 40%). Although the current retention data (Fall 2013-Fall 2015) has shown a significant decrease from approximately 80% to 40% in new First-time Full-time students, the new First-Time Part-Time student data for the same cohort has shown significant increase (22.2% vs. 36.4%).

Based on feedback and discussions in departmental meetings and with Advisory Board members, a new course in Project Management was also added to assist students with progression in their communication, organizational and teamwork skills. Additionally, a second course in Microsoft Project was added along with a capstone course in Systems Analysis and Design. SLOs were developed and mapped into the new curriculum of each of the programs and departmental faculty have devised a method of collecting data to measure student success in these courses moving forward.

As of the February 14, 2014, the degree title Computer and Information Technology degree was adopted for the previously named General Microcomputer and networking degree. Within this degree are four concentrations: General Information Processing, IT Support Specialist, Networking, and Web Technologies. After a series of meetings with department faculty and advisory board input, changes were made to the overall degree program to align SLOs and ensure student success. The course Programming Concepts, for example, was added at the suggestion of industry advisors to ensure that all students had an appropriate background in algorithmic thinking and logic prior to enrolling in their capstone courses. Analysis of other student data revealed that students lacked the skills necessary to succeed in their Project

Teams course which precipitated this change. Finally, student data also revealed that a broader knowledge based was needed for students to be successful in the new versions of Windows. As a result, a one-credit course was upgraded to a three-credit course. The Networking concentration has not undergone any changes since the last NEASC study. However, with the addition of a new degree in Cybersecurity last fall, the department will be collecting data on SLOs, as well as student success outcomes.

After the IT industry's release of HTML-5, the departmental faculty and the industry advisory board reviewed the Web Technologies program. The result of that review was the development of a more intense, three-credit HTML course that replaced the one-credit offering taught previously. The department also solicited input from the industry advisory board on the requirements for a web-designer vs. web developer and that a potential course alignment in the concentration may result with a focus on the future; specifically, regarding the "client-side" scripting course. Student data has been encouraging over the past three fall semesters. The Fall 2015 FTE data, however, indicated a slight decrease from the previous Fall 2014 semester. Prior to that period, each successive fall semester has shown a steady and significant increase in FTEs. The department is in the process of collecting more student learning outcome data on graduation within each program as well as other student success data.

The department of Engineering and Technology offers an array of associate degree and certificate programs with concentrations in Advanced Manufacturing, Computer and Networking, Engineering Systems Technology and an Engineering transfer degree.

The impetus for the development of the Advanced Manufacturing degree program was the result of the college's decision to respond to a call for proposals by the Federal TAACCCT program. The college sought to expand its offerings in a high-demand, high-wage fields, and expand all manufacturing related certificates and resources (faculty, equipment, and locations) in response to this demand. In 2013, the college was awarded a $2.5 million dollar grant to develop an accelerated pathway, with stackable credentials for adult students in advanced manufacturing. The department immediately contracted with Worldwide Instructional Design System (WIDS) to provide a DACUM (Developing a Curriculum) as well as the technical assistance to conduct a gap analysis and determine any possible program changes. The DACUM process incorporates the use of focus groups facilitated through storyboarding that captured the major duties, skills, and traits of the industry. The gap analysis triangulated input from faculty and the industry advisory board, as well as SLOs to validate their recommendations and findings. Their recommendations led to the development of three new certificate programs and one new degree program. The vetting of these programs went through the college governance process and approved by the Office of Postsecondary Education in July 2016. All concentrations and the degree have SLOs that map to specific courses and SLO data, as well as student success data that is currently being collected, analyzed and evaluated from both formative and summative perspectives. In 2016, the program began the process of seeking external program accreditation by the Association of Technology, Management and Applied Engineering (ATMAE), which expected to take until in 2019 to formalize after enough graduates have successfully completed the program. As this is a recently approved set of programs, no SLO data has been collected.

The Engineering Transfer track, a separate engineering program regulated through the JAA program, has nine associate degree concentrations that have been aligned to successfully allow students to transfer to URI, which has a ABET accreditation at the baccalaureate level. Despite the low graduation rate in these programs, (7% across the last three years), the transfer out rate is approximately 20% for the same three-year period and retention (FT-FT) during fall 2014-fall 2015 is at 96.2%. The program's transfer agreement, established over 40 years ago, routinely and regularly seeks continuous improvement through faculty review from both institutions. This process is in place to ensure student success and is evident by the successful transfer rate between institutions. One such review took place at the end of the spring 2016 semester in the electrical engineering department. That review of SLO data revealed poor student performance in linear systems courses due to an inadequate math preparation by CCRI students. With these findings, the department changed the pre-requisite in linear systems to a co-requisite course, MATH 2990, Engineering Math.

Comprehensive Learning Tools are the full suite of formative and summative assessments used by the program to enhance the learning process as it provides for a multiple perspective approach. For each SLO, both direct and indirect assessment methods, along with data from responses to students' surveys and student test results on triggering exam questions to assess and analyze student learning and success in

future semesters. A listing of the variety of assessment methods developed to collect evidence of student learning is itemized below:

1. Standardized tests;
2. Program specific learning outcomes, both direct and indirect learning that measure both strengths and weaknesses
3. Mini-capstone projects
4. Use of established accreditation criteria/standards in the development of assessment plans
5. Formative assessments
6. Summative assessments
7. Cisco Packet Tracer Skills Assessment
8. MLO Skills Assessment
9. Commercial or standardized Certification Practice Test such as Net+ or A+ Hardware
10. Student Presentations

The Cisco Networking Academy curriculum is a series of eight classes that are incorporate within the (CNVT) Computer Networking and Computer Repair associate degree program. These Engineering programs also use a wide array of assessment methods to evaluate a student's performance in the program including a self-activated assessment and various online activities. These data are currently being collected and analyzed by the department. The Microsoft Official Academic Courses (MOAC), consisting of two classes in the CNVT degree, assesses student work through self-activated assessments and other online activities. These data have recently begun to be collected and will be analyzed in future semesters. Data are also being collected by industry certification exams, interactive tasks, and embedded simulations (Packet Tracer and MLO software labs).

Students in the Chemical Technology often secure employment before completing. This career oriented program allows students to learn knowledge and hands-on training skills as chemical laboratory technicians. Upon completion, student work with the program coordinator to secure positions in such fields as Research and Development Technicians Quality control Technicians, Polymer Science Technicians, Environmental Science Technicians and Technical Sales and Service Technicians. The job placement data for students who complete the core chemistry requirements of this program is listed below:

Semester	# of first time students	# of job placements before completion
Fall 2013	12	11
Fall 2014	11	9
Fall 2015	10	8

Students in this program report much performance success on the job. One such success story involved research collaboration with the University of Rhode Island. In 2014, promising students participated in the third annual RI Summer Undergraduate Reach (SURF) Conference. This program provides funding, summer-long research opportunities for undergraduates to work on in depth research projects in different disciplines with mentors from area colleges and universities.

Faculty from URI offered personal testimony to quality of the CCRI students; in particular, ChemTech students were offered the opportunity to work with URI faculty to help synthesize an experimental Alzheimer's drug (Ps48) for the URI research team. This drug, currently available at chemical supply companies at a cost of $12,000/gram is prohibitively expensive to purchase for research. This program uses a competency-based learning model whereby students must demonstrate mastery of the synthesis in industry processes of various chemical techniques. Since July 2015, 10 grams of this experimental Alzheimer's drug have been synthesized at CCRI. This chemical is used in research testing of trans-genetic mice engineered to process Alzheimer's disease at the Jackson Labs, in Bar Harbor, Maine. PS48 is not only the focus of current Alzheimer's research but also the focus of several other cancer cell lines.

This type of qualitative data along with quantitative and other student success data has been collected from entering students in the program as well as current students, employers, and advisory board members to ensure that the program remains current.

Projection:

The Division of Business, Science and Technology is currently in an active search for a permanent Dean. It needs to be noted at this point in the narrative that the Dean for this division retired in December 2016 and that his successor, who came into the position as Interim on January 1, 2017, needed to familiarize himself with materials within this division and identified the need for further information from all departments under his supervision. The interim Dean, however, has managed to move some initiatives such as the development of the On-line business degree; working with Electric Boat to develop customized associate degree pathways for leadership and equipment expertise; hiring a new STEM coordinator and has met regularly with each department chair since his appointment and helped complete the work for this report.

Division of Arts, Humanities and Social Sciences

Within this division, two additional areas are covered. These are General Education and the General Studies degree program. While not directly under the purview of this division, these areas do find a natural "fit" and discussion regarding the progress of SLO assessment and continuous improvement.

General Education

CCRI's Definition of an Educated Person is our institutional articulation of the skills and abilities that we expect all students to demonstrate upon graduation. The courses that are designated as part of CCRI's General Education Core are meant to facilitate the development of these skills and abilities.

At the time of CCRI's last NEASC site visit in April 2014, we had conducted various pilot studies on our students' mastery of one of the abilities in the Definition: critical thinking. We had worked with faculty to collect assignments and design rubrics for the project and ~~we had~~ used the critical thinking assessment test from Tennessee Technological University. While the results reflected students' ability to think critically, they were of insufficient number and not representative and therefore were not actionable. In the first case (writing samples), the rubric used was homegrown, so we were not sure it was valid or reliable. In the second case (assessment test), it seemed as though the group of students who took the standardized test did not expend the proper effort on the problems as it didn't count for their class grade and that skewed the results.

In 2012 our associate commissioner for assessment and planning approached us about a new initiative that was called the Multi-State Collaborative Project to Advance Learning Outcomes Assessment. She asked that we begin attending meetings to learn more about the project and consider participating. We agreed to join eight other states because the project was centered on faculty work; first because the VALUE rubrics that would serve as the assessment tool had been created by faculty, second in the authentic assignments that would come from our classes, and finally in the scoring that would be done by faculty from the other eight states. We also appreciated the opportunities for faculty development that this project offered. On the whole, we felt that the project afforded us an authentic means of obtaining direct evidence and ultimately actionable data about two of our students' abilities (quantitative reasoning and written communication) as outlined in the Definition.

In September of 2014, we agreed to collect between seventy-five and one hundred samples each of student work that demonstrated written communication and quantitative literacy from students that had earned more than forty-five credits. We assembled the samples from fifty-one courses across the three divisions of CCRI and engaged forty-eight faculty members in the process. In September of 2015, we received our data after all of the samples had been scored.

We were pleased to see that our results were very comparable to the aggregate results for all of the 21 2-year institutions which participated. We expected to see around 60% scores of 2 and 20% scores of 3, but there were actually around 30% scores of 3.

For quantitative literacy, we saw this general pattern and noted particular strength in the areas of Calculation and Representation, as did the 2-year aggregate. CCRI student scores on Assumptions were the lowest of all, as were those of the 2-year aggregate. In the two-year aggregate, 35.4% of the scores for Assumptions were 0 and at CCRI 37% were 0. This preponderance of 0's leads us to wonder at CCRI as well as in the other MSC states, where in our curriculum we teach students about the importance of assumptions in reasoning quantitatively and also where we give them practice in working with assumptions.

For most of the dimensions of the written communication VALUE rubric, specifically, Context and Purpose for Writing, Syntax and Mechanics, Genre and Disciplinary Conventions, and Sources and Evidence, CCRI had a higher percentage of 3s than the 2-year aggregate: 40%, 34%, 27% and 19% respectively. However, we had a lower percentage of 4s in Syntax and Mechanics (1%), Genre and Disciplinary Conventions (3%), and Sources and Evidence (3%). Overall, our lowest scores were in Sources and Evidence as were the lowest scores for the 2-year aggregate.

A PowerPoint presentation was shared with the vice president for academic affairs, the general education committee and with a group of faculty who had submitted samples of student work. The vice president for academic affairs then departed for another position and the new vice president began by sharing the data

with the department chairs at the Department Chairs' Council Meeting on September 13, 2016. She asked that they consider it carefully and choose a dimension to focus on for academic year 16-17. The department chairs voted to address Sources and Evidence since the data indicated that this is a growth area for us.

We created a continuous quality improvement plan that began with a two-hour kickoff workshop on October 28, 2016. At the workshop, faculty considered the VALUE rubric for written communication and applied it to their own assignment instructions to check the alignment with the rubric. Many made changes to their assignments based on the techniques that the presenter described or that their colleagues discussed.

We marketed the initiative with banners created for each campus to raise both faculty and student awareness. We also implemented a media campaign on LinkedIn and Twitter.

Department chairs must choose one course and one assignment to implement techniques and strategies to improve student use of sources and evidence (documentation to be submitted on November 30, 2016). Department faculty will implement strategies during the spring 2017 semester to improve student ability to identify and integrate sources and evidence. CCRI will collect the writing assignments from faculty at end of spring 2017 semester and we will hold norming and calibration sessions that will train our faculty to use the VALUE rubrics to assess student work in order to build our institutional capacity to assess student learning. CCRI faculty will score the writing assignments of the faculty who implemented new strategies and we will also submit the samples to the MSC to have the scores externally validated. We will compare the scores to those of the first and second year of the MSC and we hope to see progress. Finally, in May, the department chairs will report on the strategies and techniques that their faculty found useful for improving student writing at CCRI's Spring Symposium Workshop.

Another source of data on CCRI's general education program exists in the 2007, 2013, and 2016 results from the CCRI Graduate Exit Survey which our Institutional Research Office administered as a means of gathering some indirect evidence of student mastery of the abilities in the Definition. Although the wording of the survey items doesn't exactly match that of the VALUE rubrics we have used for direct assessment, it does align with the spirit of the outcomes and gives us insight into how well students think they can demonstrate these skills. Since we have results from the MSC for 2015-2016 and results from the survey from 2016, we can compare the direct and indirect data. Overall, around 80%-90% of graduates who responded to the survey agree or strongly agree that they can demonstrate the skills outlined in the Definition. It is interesting to note that this is true even in the survey question about locating, evaluating and using information effectively.

Other next steps for assessing the general education program at CCRI include a comprehensive inventory of all of the courses that are currently listed as general education courses. Departments will list their general education courses, the two abilities that the courses seek to develop in students, and the specific assignments designed for students to demonstrate those abilities. The members of the general education committee will review these forms and determine whether or not each course will continue to be listed as a general education course.

CCRI will also send a team comprised of the chair of the general education committee, the general studies coordinator, the dean of the library, and the assessment coordinator to the Association of American Colleges and Universities General Education and Assessment: Design Thinking for Student Learning conference in February 2017 to learn about other innovative ways to design general education. The team will meet before the conference to discuss the work to be accomplished and plan the specific sessions to attend. After the conference, the team will gather several more times to continue to elaborate the new design.

We will also confer with Rhode Island College and the University of Rhode Island in order to align our new general education design with their divergent general education programs.

General Studies

Description:

According to the 2016-17 college catalog, graduates of the General Studies Program (GENS) program will "demonstrate effective communication and computational skills and possess the capacity for continued learning and logical reasoning." By far the largest program at the college, the General Studies program enrolls students who represent a wide range of student goals and expectations, including those who are undecided, those taking courses to qualify for admissions in to competitive Health Science programs and still others who expect to transfer to a four-year institution upon or before graduating with an associate's degree. Students in the Joint Admissions Agreement (JAA) program are a subset of this latter population. The General Studies Program falls into the Group 2 group because it does not currently have a systematic program assessment cycle in place.

According to the most recent IPEDS data (2015) the General Studies program enrolls 8,942 students, a 13% decline from the five-year high enrollment of 10,224 in 2012. Approximately 1,335 of these students, or 15% of the GENS population, are enrolled in the Joint Admissions Agreement (JAA) program and have a prescriptive set of courses that they are required to complete in a 5-year period. As a result, the JAA students have a persistence and retention rate that is significantly higher than all associate degree students at CCRI (59.8% vs.47.5%) and the full time student retention rate for JAA is nearly 23% higher than the all-college numbers. The retention rates for new part-time JAA students are also significantly higher than the college average and recently have spiked to 92.7% —a full 43.6% higher than the all-college average.

The graduation rates, while not as extreme as the retention rates, also represent higher achievement for the GENS/JAA students. The 3-year graduation rate for this GENS/JAA (FT-FT) population has improved by 13% in the last 4 years although their 4 yr. grad rates have dipped from 68.3% in 2009 to a more modest, yet respectable 56.8% (-11.5%) in 2011 which is still nearly 40% above the college average for the same year. With a current 92.7% retention rate, part-time JAA students fare significantly better than either their full-time JAA student-colleagues (85.9%) or the 49.1% retention rate for ALL part-time students.

For GENS Students who are not enrolled in the JAA program—those 7,607 students who are completing pre-requisites for competitive admissions programs or are undecided about their academic pathway—the story is somewhat different. Their graduation and retention rates are lower than the ALL associates students on all data points with the greatest disparity between retention of new first-time full-time (FTFT) students. For this group (new FTFT Non-JAA GENS) the retention rate is 55.9% compared to the ALL student rate of 63.1%, (-7.2%). Graduation rates for the non-JAA students, though low, have climbed 2.2% between 2008 and 2012 for a 9.6% 3-year graduation rate. This year, the transfer out rates for non-JAA GENS represents a 2.6% increase suggesting that perhaps more students are transferring out before achieving a credential. For this group the "completion rate" (graduation + transfer out) equals 30.6%.

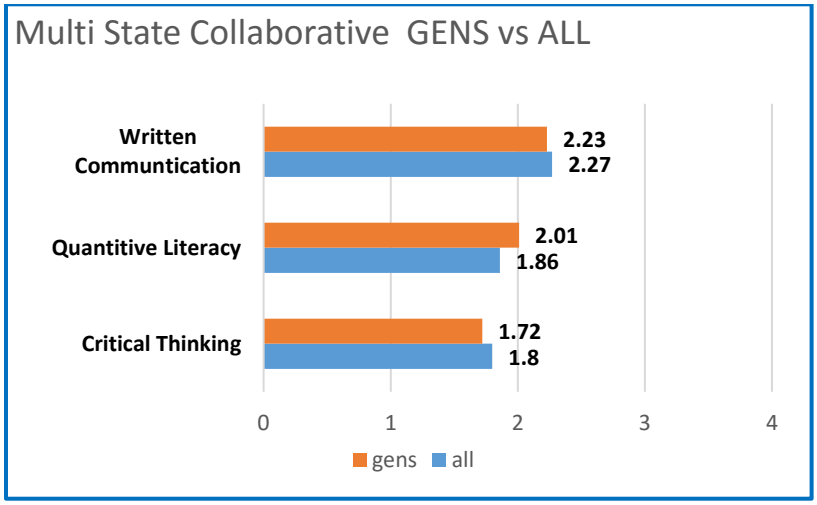
Following the College's 2014 accreditation team visit and recognizing that the program was large and unstructured , the [former] Vice President for Academic Affairs created a special General Studies Task Force to identify ways in which the program could be transformed into a "rich, engaging, relevant and meaningful experience for students." A cross-disciplinary team was assembled, met multiple times over the course of the Fall 2014 semester, and made recommendations to the VPAA in Spring 2015.

The Task Force reviewed persistence and retention statistics for General Studies as well as other factors that relate to those measures, for example, development education enrollments, orientation/advising, First Year Experience courses, General Education course selection and organization of the program overall. The Task Force made specific recommendations to the VPAA related to structuring the program into appropriate groups, or meta-majors. Ultimately, it was determined that until such time as the General Studies program was focused in to more reasonable groups (i.e., meta-majors/guided pathways), and a program director was identified, assessment of program outcomes was nearly impossible.

The recommendations from the Task Force were accepted although implementation was suspended by the previous administration. The new academic administration, working closely with the new Vice President for Student Services and Chief Outcomes Officer, has reinvigorated the plan to establish meta-majors/concentrations and has targeted the Fall 2018 semester for implementation. Other

recommendations from the General Studies Task Force are also being revitalized, including revision of the developmental education offerings and specialized and focused "success courses."

To date, there has been no systematic assessment of the General Studies Program. Over time there have been some preliminary assessment attempts, however, without a director for the General Studies program there has not been any systematic collection of data or regular assessment methods applied to the program. Despite this fact, the college's participation in the Multi-State Collaborative (MSC) has provided opportunity to assess two of the General Studies program outcomes: demonstrating effective communication and computational skill. Although not designed to assess the General Studies program specifically, the MSC has actively addressed college-wide assessments of Written Communications (WC), Quantitative Literacy (QL) and Critical Thinking (CT). (*for a full description of the outcome assessment see General Education description*.)



In addition to these college-wide assessments, there are many individual instances of courses within the General Studies curriculum, including ENGL 1010—the only course required by all GENS students-- and other courses, that assess student learning outcomes.

<u>Appraisal</u>:

The statistics reveal that the students in the JAA program are doing well and continue to progress in adequate numbers through their program. These data suggest that JAA students who are focused on transfer, following a recommended course sequence, and are required to complete their program in a 5-year period, are far more likely to be successful. Conversely, non-JAA students lack a prescribed course sequence, have no specific completion requirement and are less likely to graduate with an associate's degree.

The results for the General Studies students participating in the MSC closely mirror the average scores of the overall population, although GENS students performed consistently better in all categories in QL, especially the Communication concept. Similarly, CT and WC scores approximate the overall averages. In Written Communication the GENS students exceeded the score for the average population in Genre and Disciplinary Conventions, but fell short in Sources and Evidence. However, because the General Studies curriculum is selected from the 230+ General Education courses, mapping the curriculum is not possible due to the sheer number of course combinations and permutations.

<u>Projection</u>:

More attention should be paid to assure that while enrollment rates rise that retention and graduation rates also continue to increase. It is incumbent upon the college to identify the successful components from the JAA program that can be applied to other parts of the General Studies program to enhance the academic experience and promote completion.

Fortunately, the college-wide campaign to improve Sources and Evidence should enhance all students understanding of this concept. It is important to keep in mind that the population of General Studies

students in the CT sample is very low. The college must decide if the MSC is to be used as a regular and ongoing assessment and make a concerted effort to include more GENS students in the cohort.

As the General Education core is revised during the coming year, including identifying the student learning outcomes, the General Studies curriculum will become easier to map.

Arts, Humanities and Social Sciences

Description

The Division of Arts, Humanities, and Social Sciences houses a number of degree granting programs. Liberal Arts offers an A.A. as well as concentrations in Math, English, and Foreign Languages. Fine Arts offers an A.F.A. degree in Art; the Performing Arts Department offers A.F.A. degrees in Theater, in either a Performance Track or Technical Track, and Music, which offers either a Jazz Studies or Music Track. The Human Services Department offers A.A. degrees in Early Childhood Education and Child Development; Education/Special Education; Social Service, which includes degrees in Gerontology, Mental Health, Social Work, and Substance Abuse. Legal Studies offers A.S. degrees in Law Enforcement and Paralegal Studies.

Three of the programs have national certification. The Art Department received the National Association of Schools of Art and Design (NASAD) accreditation in 2016, one of only 22 community college programs to receive this accreditation; the Music Department (which is part of Performing Arts with Theater) was accredited by the National Association of Schools of Music (NASM) in 2011 and will undergo a comprehensive review in April, 2017; and the Human Services Department's Early Childhood Education and Childhood Development program was accredited by the National Association for the Education of Young Children (NAEYC) in July, 2015.

Therefore, the three accredited programs are in Group I although both the Art Department and Human Services Department are refining assessment procedures and focusing on extensive data collection to better assess SLOs (SLOs) on both the program level and the individual course level. The Music program is solidly in Group I, having done extensive review of program and individual course SLOs, tracked and surveyed graduates, and incorporated curriculum and delivery changes as a result (these are detailed in the Department's self-study, completed in January 2017 for the April, 2017 accreditation review).

The other programs, Liberal Arts, including the three concentrations, Theater, the remainder of the Human Services programs, and Law Enforcement and Legal Studies are in Group 2.

All programs have completed mission statements, program and course SLOs, and curriculum maps.

In addition to the Liberal Arts Program, the General Studies (GENS)/Joint Articulation Agreement (JAA), although not directly under Art, Humanities, and Social Science, and which siphons off many students who would, under other circumstances (a clearly defined Liberal Arts Transfer option pathway, for example), be part of AHSS should also be mentioned in this report. According to the 2016-17 college catalog, graduates of the General Studies Program (GENS) program will "demonstrate effective communication and computational skills and possess the capacity for continued learning and logical reasoning." By far the largest program at the college, the General Studies program enrolls students who represent a wide range of student goals and expectations, including those who are undecided, those taking courses to qualify for admissions in to competitive Health Science programs and still others who expect to transfer to a four-year institution upon or before graduating with an associate's degree. Students in the Joint Admissions Agreement (JAA) program are a subset of this latter population. The General Studies Program falls into the Group 2 group because it does not currently have a systematic program assessment cycle in place.

Below, each program will be reviewed and analyzed more extensively to explain the determination for each program's inclusion in Group 1 or Group 2.

Analysis

Group 1

Art, Performing Arts/Music, and Early Childhood Education and Childhood Development, are in Group I. Each has received national accreditation for which extensive self-studies were submitted.

The Performing Arts/Music Program received its NASM accreditation in 2011 and has just completed its self-study for the review that will take place in April, 2017. Program and course SLOs have been in place for years, and they have needed only minor changes at the Program level. Course SLOs have been modified as changes were needed in how the order of topics was presented in theory and aural skills classes. As a result of work for NASM accreditation, significant changes were made in some areas:

1. Performance: Data includes rubrics and comments from applied music juries, which are stored and maintained by the program coordinator, Dr. Audrey Kaiser. After performance juries, faculty discussed methods for raising the performance level:
    - Studio classes, weekly for vocal majors, several times a semester for pianists, and at least twice a semester for other instrumentalists, perform before an audience to prepare for juried performances. Students, therefore, become accustomed to performing in front of an audience, and the performance levels have risen at recitals and juried performances.
    - Changes in venue have further prepared students to perform better.
    - A voice specialist was hired as a full time faculty member, and a top voice teacher employed as a private vendor.
    - The department implemented a portfolio requirement so that students document their performances over four semesters. Portfolios contain a record of performances as well as theory, music history, and jazz projects and papers. Portfolios are evaluated using a rubric developed by the faculty and are assessed.
2. Graduate surveys helped pinpoint weaknesses in the program, in particular students' knowledge of music history. Course outcomes were examined and changes have been implemented. Students analyze music they are working on from a theoretical and historical perspective. In faculty discussions of this standard, we decided that the implementation of a portfolio for students, including a repertoire list, is one way of monitoring and evaluating the achievement of the standard. Students submitted portfolios at the Spring 2016 juries, which were checked for the required elements. As we go on with this practice, we will be able to ask students to correlate the information and assess how well they are covering the scope of repertoire that is desired.
3. Other data collected includes piano proficiency worksheets, stored by Dr. Kaiser and included in student portfolios, Theory 4 capstone projects which are also included in the portfolios. Concert attendance worksheets that insure students attend a variety of concerts, and data on Jazz Improvisation/Harmony finals that allow faculty to assess specific program outcomes.
4. The jury includes performance of at least two contrasting pieces, scales, and sight-reading; vocal juries require a selection of five memorized pieces, scales, and sight-reading. The applied teacher determines 70% of the final grade, and the jury 30%. Applied teachers keep lesson logs and/or comment sheets about each student. Students keep a portfolio which includes recital programs, any other performances, a repertoire list, and jury sheets, so that we can see progress over the four semesters.
5. Juries are assessed with rubrics specific to each area of performance.
6. In preparation for the NASM site visit, the Music department has completed a two-year holistic report of the programs, which is included in the self-study.

The Art Department received accreditation by NASAD in 2016. Although the department has a strong history of assessment of program and course SLOs, the department's accreditation was deferred in May, 2015, until it could resolve short and long term planning and develop a workable "assessment tool," which would provide for data collection and storage. Previously, the Art Department met each semester to review student shows. NASAD cited that form of evaluation since only the best work was usually chosen

for the shows, and while this assessment method is effective, it provided only a snapshot by which to measure program and course SLOs. Both full time and adjunct faculty would meet to judge the work at all four campuses. After this initial review, full time faculty would review the work of both the students and the adjunct instructors.

After receiving the notice of deferment from NASAD, faculty met to develop an assessment tool that would allow for data collection and storage. The assessment tool, which will be used by the department for the first time in spring semester, 2017, will allow for storage and data collection. Essentially, the Art Department will collect digital images of student work that will be entered into a database, and the assessment tool will be used to measure program and course SLOs. The department will use a four level system to measure student work in meeting outcomes. The assessment tool also allows faculty to measure program and course SLOs against the College's Educated Person outcomes. Further, the assessment tool allows for comparison in how individual faculty members evaluate and assess student work. Currently, the assessment tool is housed on the department's server and will initially be only available to full time faculty.

Once the Art Department submitted its short and long term planning and built its assessment tool, it was fully accredited by NASAD. It is still too early to judge the assessment tool devised by the department, but NASAD's awarding of accreditation indicates the department's changes to long and short term planning for data collection, storage, and assessment will achieve the desired outcome.

The Human Services Early Childhood Education and Child Development Program has also received national accreditation through NAEYC. However, NAEYC included in its accreditation a list of improvements the department must make to maintain accreditation. Faculty have revised key assessments for all six of the NAEYC standards. Each of the six standards has between two and five subsections, and NAEYC addresses what is being assessed and what is not being assessed. The Human Services faculty met on December 15, 2016, to review the recommendations contained in the report and has revised rubrics to measure more effectively SLOs in both depth and breadth. In addition, the faculty have better defined minimum standards for meeting expectations by revising some of the key terms in rubrics so as to assess which students do and which do not meet minimum standards. NAEYC commended the Human Services faculty for the various improvements made in assessing SLOs, made recommendations, highlighting where rubrics do not measure key elements, and offering examples of how data can be used to assess program SLOs. The faculty have addressed the concerns highlighted in the report.

The Human Service Department has addressed all of the recommendations made by NAEYC. Improved rubrics and assessment methods will be used during the spring, 2017 semester and included in the follow up report due to NAEYC in September, 2017.

Group 2

Few students pursue a degree in Liberal Arts or concentrate in one of the three Liberal Arts areas, English, Math, or Foreign Languages. Fewer than a dozen students a year graduate with any sort of Liberal Arts degree; English averages one or two graduates a year, Foreign Languages one or two graduates every few years, and Math has not had a graduate in over thirty years. Liberal Arts averages two or three graduates a year. In addition, the Psychology and Social Science Departments dropped their concentrations from the Liberal Arts programs a few years ago although a few students who have been grandfathered in still graduate with those concentrations. A number of institutional and extra-institutional factors contribute to the decline of Liberal Arts and the traditional Liberal Arts concentrations: the majority of students enroll in General Studies; students who intend to transfer to either The University of Rhode Island or Rhode Island College participate in the Joint Articulation Agreement, which guarantees acceptance and substantially discounted tuition to students enrolled in the JAA/General Studies transfer option. JAA students will also transfer most of their credits, whereas students who intend to transfer with a Liberal Arts degree or Liberal Arts concentration may not see all the required courses transfer or receive discounted tuition.

Therefore, given the number of graduates, it is impossible to accurately assess the Liberal Arts SLOs. The College, though, tracks JAA students: Approximately 1,335 students, or 15% of the General Studies (GENS) population, are enrolled in the Joint Admissions Agreement (JAA) program and have a prescriptive set of courses that they are required to complete in a 5-year period. As a result, the JAA

students have a persistence and retention rate that is significantly higher than all associate degree students at CCRI (59.8% vs. 47.5%) and the full time student retention rate for JAA is nearly 23% higher than the all-college numbers. The retention rates for new part-time JAA students are also significantly higher than the college average and recently have spiked to 92.7% —a full 43.6% higher than the all-college average. The 3-year graduation rate for this GENS/JAA (FT-FT) population has improved by 13% in the last 4 years although their 4 yr. grad rates have dipped from 68.3% in 2009 to a more modest, yet respectable 56.8% (-11.5%) in 2011 which is still nearly 40% above the college average for the same year. With a current 92.7% retention rate, part-time JAA students fare significantly better than either their full-time JAA student-colleagues (85.9%) or the 49.1% retention rate for ALL part-time students.

Whereas JAA students are carefully monitored both by CCRI advisors and advisors from URI and RIC, there is a lack of oversight for students enrolled in General Studies. Graduation rates for the non-JAA students, though low, have climbed 2.2% between 2008 and 2012 for a 9.6% 3-year graduation rate. This year, the transfer out rates for non-JAA GENS represents a 2.6% increase, suggesting that perhaps more students are transferring out before achieving a credential. For this group the "completion rate" (graduation + transfer out) equals 30.6%.

The three departments that still offer concentrations with Liberal Arts cannot assess their program outcomes and are, instead, essentially service departments. Foreign Languages has recently adopted guidelines for assessment from The American Council on the Teaching of Foreign Languages, but has not begun assessment of program or course SLOs, as evidenced in its recently completed Academic Program Review. The Math Department is currently engaged in an APR, but has done no program assessment or individual course assessment. The English Department has begun to assess specific courses within the program, but full assessment has not been possible since the concentration capstone course has run only once in the past five years.

Liberal Arts enrollment has dropped by more than 50% in the past five years; FTEs have dropped from 477 in 2011 to 248 in 2015. (These numbers also include Liberal Arts students in Sociology and Psychology, concentrations no longer offered.) The graduation rate for Liberal Arts students is significantly below the average two, three, and four year rate. However, the transfer out rate is between 3%-10% higher than the rate for all students. Indeed, our Liberal Arts students are highly valued by four year private and public institutions. However, given the three-year transfer rates averaging over 27% for 2011-2012, it is clear our students are well prepared but leaving before completing degrees. Recently, the College's administrative and student services teams met with representatives from Providence College, which actively recruits our Liberal Arts students for both its evening and day programs because of their success.

The Law Enforcement and Paralegal Studies Department offers A.S. degrees in Law Enforcement and Paralegal Studies. The department assesses capstone courses in both programs using a portfolio review rubric. However, no conclusive data is stored on program or capstone course SLOs. The recent Academic Program Review, submitted in September 2016, indicates that assessment is done informally for all courses, changes to individual courses have been made, but it is unclear that the changes made include all sections of a particular course, some sections, or none. In essence, the Department relies on its evaluation of capstone courses in both programs to assess its graduates. The rubrics, devised by the department, effectively match the program SLOs; however, the means for scoring the rubric are unclear, and no data was supplied to show that the rubrics were applied consistently. Instead, the department depends upon grades as a measure of SLOs, using 80% of the students passing the course with a B or better as the benchmark for meeting the program SLOs. Course grades reflect that students meet the department set benchmark.

Although FTEs for the department have dropped from 2011-2015, the drop is in line with enrollment for the College as a whole. Retention and Graduation rates for the Department exceed the College's rates. For example, for the Fall 2013 cohort, the combined three year graduation and transfer rate for LE/PS was 43.1% whereas the combined rate for all students was 31.7%. The three year graduation rate for LE/PS from 2008-2012 averaged nearly 21%, whereas the rate for all students was slightly over 12%. Retention rates for the department also exceed retention rates for all students, 50.64% compared to 47.4%.

The Human Services Department has two programs in Group 2, Education/Special Education and the Social Service Major, which has concentrations in Gerontology, Mental Health, Social Work, and

Substance Abuse. In 2016, the department submitted an Academic Program Review. Program SLOs averaged between 20-25 separate outcomes for each program, making assessment and data collection nearly impossible. The department was advised to reduce the number of program SLOs, SLOs for each course within the programs, and redo the curriculum maps to better align program and course SLOs. Much of that work has been completed by the department. Program SLOs have been reduced to five or six for each program, course SLOs have been refined, and revised curriculum maps have been submitted.

Unfortunately, the Institutional Research Department was unable to disaggregate Enrollment, Graduation, Retention, and Transfer data for the Human Services Education programs, so the data presented includes both Early Childhood and Child Development (Group I) and Education/Special Education (Group 2). However, unlike programs throughout the College, the enrollment in both programs has remained fairly consistent from 2011-2015. Retention rates for all students in the program are slightly above the College's overall population; however, Graduation rates fall significantly below the College's. The Program's transfer rate matches the College's. The Social Service programs show FTEs have remained steady over the five year period, Retention rates are about the same as the College's, Graduation rates fall below the College's significantly, but the three year Transfer rate has grown significantly in the last two years, surpassing the College's rate.

The final program in Group 2, Performing Arts/Theater, which includes both a Performance and Technical track, offers an A.F.A. Program and course outcomes as well as curriculum mapping have been in place for a number of years with some slight revisions. The Theater program has clearly articulated Program and course SLOs for each track as well as specific performance criteria that are evaluated by all faculty members. Although data collection has been inconsistent, the department has presented strong evidence of a commitment to assess outcomes across the programs: Faculty meet periodically to review syllabuses and curriculum and weekly while a production, of which there are at least four per year, is in process. The Department also participates in the American College Theater Festival; students participate as actors, directors, designers, and stage managers, and they receive evaluations from theater professionals. A student directed production is featured each spring, and in the fall and spring, students from Acting I and II showcase their work. All of these activities are assessed by the faculty. For the Performance track, students prepare standard audition pieces, which are critiqued by both the instructor and a professional theater respondent who has no knowledge of the student's work. Technical track students are evaluated in a capstone course, Theater Graphics. While there is clear evidence that assessment is ongoing and effective, data collection and storage have not been formalized, especially since much of the evaluation takes place during performance and as the result of the performances staged throughout the year.

Again, Institutional Research has been unable to disaggregate the data for individual programs (Fine Arts data includes Art, Music, and Theater), so until that takes place, it is not possible to accurately look at the Enrollment, Retention, Graduation, and Transfer rates for students in the Theater program of Performing Arts.

Projection

The College has recently seen significant changes in leadership. In February of 2016, a new President was named, the Vice-President responsible for Student Success and Outcomes was hired, and in January, 2017 the Vice-President for Academic Affairs assumed the position permanently after a year serving as interim vice-president. With these changes comes a new focus on student success, retention, transfer, and graduation. The College is also beginning to work on its strategic plan this year.

In order to see what the various programs within Arts, Humanities, and Social Sciences will do, it is first important to look at some of the planned institutional changes. A number of major initiatives have either begun or are in the planning stages.

First, the College's administrative team has actively engaged its sister institutions, Rhode Island College and The University of Rhode Island, in the past year to look at programs and transfer. The three colleges are committed to making the transfer process smoother for students. Second, the College's General Studies Task Force will be addressing the numbers of students who enroll in General Studies without a clear direction. The Vice President for Academic Affairs, identifying the need for direct oversight of this large program, has assigned the Dean of Arts Humanities and Social Sciences, as well as, Dean of Learning Resources to co-chair General Studies Program and monitor its effectiveness. The College will be

developing meta-majors and guided pathways, clearly looking to facilitate smooth transfer of students to the State's public institutions and private four-year colleges. Third, the College will also revise its General Education requirements to align better with our sister institutions. Ultimately, the three State colleges will work towards successful implementation of 2 + 2 transfer.

The division of Arts, Humanities, and Social Sciences will respond to these plans in a number of ways. The AHSS Division recognizes the need to effectively assess program and course SLOs. In the past year, three internal Academic Program Reviews, from Human Services, Law Enforcement and Paralegal Studies, and Foreign Languages have been submitted to the Interim Dean of the Division. All three program reviews reflected a lack of data-driven curriculum decision-making. Extensive feedback was provided related to curriculum mapping, assessment of outcomes and continuous improvement efforts, as well as, integration of student success data.
The Human Services Department was the first to have its returned, and the faculty in the department, led by the department Chair, have made substantial changes. The work on those changes helped the department as it submitted its self-study for NAEYC accreditation and is guiding the department as it works on program and course SLOs for its Group 2 programs. In December, faculty, Chairs, and division Deans from CCRI and RIC met to look at program outcomes for the all of the programs offered by the Human Services Departments at both schools. The work on program and course SLOs will help us align programs to allow for smoother transfer for our students, allowing them to carry most of their degree credits to RIC.

Although the Foreign Language Department submitted its APR, almost no work had been done on program SLOs, owing, of course, to the lack of students graduating with a Liberal Arts in Foreign Language degree. However, no work had been done on individual course SLOs. The Department has been directed to review program and course SLOs, and it will be using rubrics developed by The American Council on the Teaching of Foreign Languages. The Foreign Language Department will also review the changes made to General Education at our sister institutions, which may negatively affect the viability of course offerings and the program itself.

While the Law Enforcement and Paralegal Studies Department had a rubric, no collection, storage or analysis of data was provided. The department showed that changes had been made to courses based on faculty meetings, but, again, no data was supplied, and it was unclear why changes were made. The department has been instructed to take minutes at meetings during which faculty review course SLOs. For its revision of the APR, the department was instructed to submit and collect data from scored rubrics for its capstone courses. In addition, the department will address course SLOs throughout the course sequences. While the department does have higher than average graduation rates compared to the rest of the college, enrollment in the programs is declining, and there has been little formal assessment of the prerequisite course SLOs leading to the capstone courses. The department does have strong transfer agreements in place with Roger Williams University, Salve Regina University, and Johnson and Wales University, but few students transfer there for Law Enforcement programs. However, the department's programs do not transfer well to RIC or URI, and given both the number of students majoring in Justice Studies or Legal Studies at both colleges, and given the increasing demand for Law Enforcement four year degrees, the Law Enforcement program will pay special attention to its SLOs to provide more opportunity for our students.

Two other programs in Liberal Arts, English and Math, are submitting APRs next September. Again, given the few graduates in English and none in Math, the departments will not be able to effectively assess program SLOs; however, both departments have been instructed to look at course SLOs, particularly those gateway courses in English and Math that are crucial for student success. The English Department has already done much work to assess its General Education offerings, and the department coordinators in Communication, Writing, Reading, ESL, and Literature have compiled and stored data on outcomes. In addition, the English Department has been instructed to assess its ALP offerings, which began in 2014 with six sections and has now over thirty sections, separately from its stand-alone Composition courses. The Math Department will also assess its co-requisite and accelerated course SLOs.

Arts, Humanities, and Social Science will continue to assess program and course SLOs for all departments while paying particular attention to how assessment affects Enrollment, Retention, Graduation, and Transfer. The Division will also work closely with the General Studies Task Force and Dean Sullivan to address the lack of assessment within the General Studies curriculum, much of which is contained within

AHSS. In addition, The General Studies Task Force recommended changes to developmental education courses, and many of those recommendations have been implemented. The AHSS Division continues the work begun with the successful ALP in English, by introducing co-requisite and accelerated models in Math, developing a combined Reading/Writing course, and bringing to scale its ALP offerings. In January 2017, the College hosted representatives from Complete College America, faculty, and administrators from URI and RIC to continue this work.

Concomitant with the College's work on guided pathways and meta-majors, AHSS has been addressing the loss of Liberal Arts concentration in Psychology, the most popular major at URI and RIC. Towards that end, the division deans and Psychology department chairs from CCRI and RIC met in December to begin to restructure the pathway for those students who wish to major in Psychology at RIC. The improved pathway may enable the College to restore its Psychology concentration.

The final Group 2 program within the division, the Theater Program in the Performing Arts Department, has a strong record of program and course SLO assessment, but no data has been collected or stored, minutes of faculty meetings judging performances have not been kept, and feedback from colleges to which our students transfer and regional theater companies has been anecdotal. The Theater Program maintains that the assessment and improvements based upon assessment of program SLOs is evident in its productions, but so far hasn't recognized the need to provide evidence of formal assessment. However, the Theater Program, under the direction of the department Chair and the Theater Coordinator, has begun the process of applying for National Association of Schools of Theatre (NAST) accreditation. Since the same department Chair has just submitted the self-study for NASM accreditation review for its Music Program, the same exactitude that resulted in NASM accreditation in 2011 will now be brought to bear on the Theater Program, which has begun to formalize its program and course SLO assessment.

For the group I accredited programs, Art, Music, and Human Services' Early Childhood Education and Child Development program, the results of ongoing program assessment will be evident within the next year. As mentioned above, Art has completed work on its assessment tool and will begin compiling data during the spring semester. The Music Department's accreditation review will take place in April, 2017. The Human Services Department will submit its follow up in September, 2017.

SUMMARY

As has been demonstrated in the narrative of this progress report, the administration of the college has definitively determined where each program is with respect to the assessment of student learning outcomes and continuous improvement efforts based on SLOs. The renewed emphasis in this area at the college is being driven from the faculty and departmental programs, as well as improved oversight from administrative perspectives.

The new administration is committed to a rigorous data-driven approach to assessing student learning, as well as, continuous improvement to all academic programs. This commitment is demonstrated by the reclassification of all programs identified within this report. A systematic approach was utilized to identify programs that had evidence of student learning outcome achievement and on-going assessment of curriculum. Those that did not provide such evidence were placed in Group 2 and each of those programs were given individual and collective re-training on the principles of assessment in academic programs. The Deans on monitoring and driving assessment activities within their respective divisions. This past year, under the direction of Academic Affairs, an agreed upon indicator (Sources & Evidence) has been adopted and highlighted throughout the campus. This initiative includes signature assignments from most departments within the college and has expanded to include students with <15 credits and >than 45. It is believed that this approach will reinforce the process for academic assessment and will culminate in May with recognition of faculty and student work that relates to the metric.

As such, the following points which were made in the 2014 self-study are reiterated and amended. The college needs to:

- Focus on enhancing both the instructional and institutional effectiveness as a means to achieving the goals that student learning outcome data is being collected for all academic programs, that it is being evaluated on a regular and consistent basis, and that continuous improvement efforts are systematically being implemented
- Create policies, procedures, and the administrative oversight necessary to ensure that instructional and institutional effectiveness is maintained throughout the college
- Strategically and tactically develop professional development efforts related to instructional and institutional effectiveness regarding the assessment of student learning outcomes and continuous improvement, as well as student success factors (i.e., enrollment, persistence/retention, transfer-out, and graduation rates) at the program level
- Develop and implement the systems necessary for facilitating more effectively the collection of SLO data, as well as a means for annual reporting at the program level that will also provide administrative oversight to the process and implementation of continuous improvement efforts.

Appendix I

Institutional Data First Forms

Diagnostic Medical Sonography Degree Program (DMSD) Narrative

College-wide learning outcomes were established at CCRI prior to the 2014 Self Study. Each of the Student Learning Outcomes (SLOs) for the DMSD are reviewed annually to assess whether the program is in line with, the mission, industry standards, alignment with college-wide learning outcomes, breadth and depth analysis, and measurability.

We ensure that the curriculum is, relevant, current, and meets industry standards by reviewing the registry examination criteria with the registry examination body the American Registry of Diagnostic Medical Sonography (ARDMS). The ARDMS is the recognized industry standard in testing for competency, and consistency in the sonography profession.

The review of a three-part curriculum mapping component was conduction for the DMSD program by the DMSD faculty. Each major course was evaluated to insure their alignment with program/degree outcomes. Each course was coded with and Introductory (I), Developing (D), or Mastery (M) to indicate the level for specific DMSD within the program outcome. Elective course were also evaluated with the same coding, Introductory (I), Developing (D), or Mastery (M). The information was charted and a visual representation allowed for the identification of any gaps in the course content, sequencing and industry requirements.

The DMSD program collected data on Formative assessment of student learning with written examinations in the didactic courses and written, clinical performance, and oral examinations in the laboratory and clinical settings. The data in the laboratory and clinical settings use the AAC&U LEAP rubrics on the clinical/practical evaluations and capstone course DMSD 2500.

Data were analyzed and results are presented at the end of semester faculty meeting and the annual DMSD Advisory Board meeting. One action in particular had been discussed four years ago which identified the need for more laboratory scanning experience in each of the main courses associate with each sonography track being: General, Vascular, and Echocardiography. The addition of 2 laboratory scanning classes were requested and accepted through the Curriculum Review Committee in 2014.

We reanalyzed the date with input from the Advisory Board. The subsequent yearly Advisory Board meeting indicated increased performance in the students scanning ability on the rubric and the desired outcome had been reach. Overall, the program SLO indicated in our Annual Report for the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) under the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for 2014 and 2015 indicated a 95% pass rate of the sonography physics examination. 95% rate on the specialty examinations, 100% employment rate in 2014 and 2015.

Respectfully submitted,

Paula A. Cardillo, MS, RVT, RDMS
Program Director DMSD, Associate Professor

Histotechnician Program Narrative

The Histotechnician (HT) Program has been in existence at CCRI since 2007. This program has been accredited since its inception by the National Accrediting Agency for Clinical Laboratory Science Programs (NAACLS). The last accreditation self-study was written and submitted in the spring of 2013 with an accreditation site visit in September of 2013. The program received re-accreditation in April of 2014 for seven (7) years, the maximum allowed for this organization. The next self-study will be written in the spring of 2019, with a site visit scheduled for the fall of that year. An annual report addressing retention, certification pass rates and career placement is sent every October, per accreditation standards.

The HT Program has a Performance Based Application process. The admission guidelines include Accuplacer reading scores, grades on BIOL 1010 (Human Anatomy) and CHEM 1030 (General Chemistry) as well as scores on the PSB Health Occupation Aptitude exam. These measures are used to rank students with the highest ranking students accepted first. This process has been in place for the past five (5) years and has contributed to a reduced attrition rate among accepted students.

Program outcomes, which are published on the program webpage, are used by program faculty to assess student learning outcomes. This program has had a pass rate of 93% on the ASCP BOC (American Society for Clinical Pathology Board of Certification) Exam for the past 5 years. This exceeds national rates. Exam statistics are made available to the program director and are shared with program faculty so that if modifications need to be made, faculty can use these statistics to determine which areas need to be addressed. For example, it became evident 5 years ago, that most of the Clinical Affiliates were not performing many of the special stains in which students must become proficient. To rectify this matter, a Special Stains module was added to on-campus student laboratory exercises to ensure exposure to performance and interpretation of these stains. Multiple measures are used in didactic, student laboratory exercises and clinical rotations to ensure that thresholds for industry standards are consistently met or exceeded.

Using guidelines published by NAACLS and the American Society for Clinical Pathology, the curriculum continues to be modified. Exam content guidelines, which are updated on a regular basis, are used as an aid in reorganizing objectives and content within the Histotechnician courses.

Program revisions will be submitted to the Curriculum Committee in 2016 to continue to bring the HT Program curriculum in-line with and up to date with industry standards. These changes will also reflect a modification in clinical rotation length. This needs to be addressed because of the vast and critical shortage in this field which has led to the lack of clinical preceptors. In response to recommendations from the Advisory Committee and Clinical Instructors, this modification will partially resolve this issue. As previously mentioned, this program has an ongoing process (at least annually) to analyze exam data and adjust curriculum content to meet the needs of the profession.

Medical Laboratory Technology Program Narrative

The Medical Laboratory Technology (MLT) Program has been in existence at CCRI since 1974. This program has been accredited since its inception by the National Accrediting Agency for Clinical Laboratory Science Programs (NAACLS). The last accreditation self-study was written and submitted in the spring of 2013 with an accreditation site visit in September of 2013. The program received re-accreditation in April of 2014 for seven (7) years, the maximum allowed for this organization. The next self-study will be written in the spring of 2019, with a site visit scheduled for the fall of that year. An annual report addressing retention, certification pass rates and career placement is sent every October, per accreditation standards.

The MLT Program has a Performance Based Application process. The admission guidelines include Accuplacer reading scores, grade on BIOL 1002 (General Biology- Organismal) and scores on the PSB Health Occupation Aptitude exam. These measures are used to rank students with the highest ranking students accepted first. This process has been in place for several years and has contributed to a reduced attrition rate among accepted students.

Program outcomes, which are published on the program webpage, are used by program faculty to assess student learning outcomes. This program has had a pass rate of 100% on the ASCP BOC (American Society for Clinical Pathology Board of Certification) Exam for the past 10 years. This far exceeds national rates. Exam statistics are made available to the program director and are shared with program faculty so that if modifications need to be made, faculty can use these statistics to determine which areas need to be addressed. For example, 4 years ago, in the area of Hematology, our student scores were lower than national scores in the "Special Tests" category. Using exam content guidelines, we adjusted the curriculum to address this issue and in subsequent years, the scores were higher than national scores. Multiple measures in didactic, student laboratory exercises and clinical rotations to ensure that industry standards are consistently met or exceeded.

Because of the vast changes in technologies and methodologies over the years, the program has undergone changes in curriculum content. Using guidelines published by NAACLS and the American Society for Clinical Pathology, we have implemented Molecular Diagnostics into lecture and laboratory exercises. The American Society for Clinical Laboratory Science (ASCLS) publishes Entry-Level Curriculum standards as well as the Body of Knowledge, by which all accredited laboratory science programs model and modify their curriculum.

Program revisions will be submitted to the Curriculum Committee in 2016 to continue to bring the MLT Program curriculum in-line with and up to date with industry standards. As previously mentioned, this program has an ongoing process (at least annually) to analyze exam data and adjust curriculum content to meet the needs of the profession.

Radiography Program Narrative

The Radiography Program at CCRI was established as an Associate Degree Program in 1974 and graduated its first associate degree class in 1976. The program is fully accredited by the Joint Review Committee on Education in Radiologic Technology (20 N. Wacker Drive, suite 2815, Chicago, IL 60600, Telephone Number, 312-704-5300). Accreditation is based on the *Standards of an Accredited Program in Radiologic Science.* The maximum accreditation period of eight years was last awarded in 2009. The program's next accreditation site visit will take place in January 2017.

The Program completed an interim report in 2012 and provides current documentation of program outcomes to JRCERT in the form of an annual report.

Program outcomes are tied to the Program Mission and Goals and Program Effectiveness Data. The program consistently meets or exceeds the five year benchmarks set by JRCERT for credentialing exam results, job placement. The yearly program completion rate also exceeds the JRCERT standard. The information is available on the CCRI Radiography home page and the JRCERT web site.

Student Outcomes, based on the Program Mission and Goals, are assessed yearly with the results discussed by the Program Assessment Committee, which is made up of program faculty; the Annual Program Review and Advisory Committee, which is made up of faculty, representatives of clinical affiliates, the college community, employers, and other interested parties.
Monthly Clinical Instructor meetings are used to assess current student progress which provides impetus to establish or change outcomes and goals. Changes in course content, assessment methods, and benchmarks for performance are influenced by input from these meetings.
For example, a discussion regarding how to better assess "students' skill in current practice" by the Assessment Committee led to the addition of performance documented on Competency Evaluation Forms and Clinical Performance Assessment to in-class testing as methods to assess performance.
An analysis of the materials used to assess critical thinking skills led to a discussion of non-traditional patients, which require critical thinking skills, and the difficulty students have in meeting the clinical requirements. It was suggested that laboratory experience with these types of cases could be increased and one lab moved earlier in the program to increase student readiness to perform the exam. The changes were made and be further discussed in the next assessment cycle.
Problems with electronic media and HIPAA compliance was first identified as a potential ethical problem at a Clinical Instructors meeting. It was brought to the attention of the Assessment Committee and it was decided that adding the program's electronic media policy to all syllabi and reviewing it at the start of each course would remind students that ethical use of electronic devices applies everywhere.

Since benchmarks are being met, there have been no major curriculum changes in this program in some time but improvements in technology have recently led to a major revision of the recommended curriculum. We are anticipating that the program will present a number of course revisions to the college-wide Curriculum Committee in the spring of 2017.

JRCERT
Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182
Tel: (312) 704-5300 • Fax: (312) 704-5304 • Web Site: www.jrcert.org

October 28, 2008

Ray M. DiPasquale, M.S.
President
Community College of Rhode Island
1762 Louisquisset Pike
Lincoln, RI 02865-4585

RE: Program #0122

Dear President DiPasquale:

The report of the site visitors who evaluated the radiography program sponsored by Community College of Rhode Island on September 25-26, 2008 has been reviewed. The program is scheduled for consideration by the Joint Review Committee on Education in Radiologic Technology (JRCERT) at the Spring 2009 meeting.

The program was evaluated using the **Standards for an Accredited Educational Program in Radiologic Sciences (2002).** The following is a composite report developed from documentation submitted by the program, the report of site visit team findings submitted by the site visit team, and staff review of relevant materials. The sponsor must respond to this report of findings prior to JRCERT consideration.

The following clinical education settings were visited:

Miriam Hospital - Providence, RI
Roger Williams Medical Center - Providence, RI

Standard One - Mission/Goals, Outcomes, and Effectiveness

The program, in support of its mission and goals, develops and implements a system of planning and evaluation to determine its effectiveness and uses the results for program improvement.

The site visit team reported the following findings:

The program has a mission statement that adequately defines the purpose and scope of the program. Program goals are measurable. The mission statement is readily available to students, faculty, administrators, and the general public. The program has a formalized plan to assess student learning outcomes. Outcomes are consistent with the program's mission and goals. The program solicits feedback from communities of interest and uses the feedback to identify priorities for improvement

Standard One - Mission/Goals, Outcomes, and Effectiveness (cont'd)

and quality enhancement planning. The program periodically evaluates its mission statement, goals, and assessment plan and makes revisions as necessary.

Summary for Standard One:

Based on the documentation submitted by the program and the findings of the site visit team, the program appears to be in substantial compliance, at the time of the site visit, with **Standard One.**

Standard Two - Program Integrity

The program demonstrates integrity in representations to communities of interest and the public, in pursuit of educational excellence, and in treatment of and respect for students, faculty, and staff.

The site visit team reported the following findings:

The program adheres to high ethical standards in relation to students, faculty, and staff. Faculty recruitment and employment practices are non-discriminatory. Publications accurately reflect the program's offerings. Due process procedures are readily accessible and fair. The program customarily evaluates policies, procedures, and publications to assure up-to-date and accurate information. Documentation regarding the continuing accreditation status of the sponsoring institution is available.

Summary for Standard Two:

Based on the documentation submitted by the program and the findings of the site visit team, the program appears to be in substantial compliance, at the time of the site visit, with **Standard Two.**

The program may wish to consider the following **suggestion:**

Define persistent absences in the clinical attendance policy.

Standard Three - Organization and Administration

Organizational and administrative structures support quality and effectiveness of the educational process.

The site visit team reported the following findings:

The program benefits from a supportive institutional administration that meets the needs of the students and the program. Student records, instructional materials, and other appropriate program materials are maintained in a secure and confidential manner. There is an appropriate relationship between the length of the program and the subject matter taught.

Summary for Standard Three:

Based on the documentation submitted by the program and the findings of the site visit team, the program appears to be in substantial compliance, at the time of the site visit, with **Standard Three.**

Standard Four - Curriculum and Academic Practices

The program's curriculum and academic practices promote the synthesis of theory, use of current technology, competent clinical practice, and professional values.

The site visit team reported the following findings:

A well-organized master plan of education is in place. The curriculum prepares the students to practice in the professional discipline. Professional values, life-long learning, and competency in critical thinking and problem solving skills are promoted throughout the curriculum. The curriculum evaluates affective, cognitive, and psychomotor domains. Female students are permitted to observe mammography procedures, while male students are only allowed to observe procedures for male patients (**Objective 4.7**). Learning opportunities are available in current and developing imaging technologies.

Summary for Standard Four:

Based on the documentation submitted by the program and the findings of the site visit team, the program appears to be in substantial compliance, at the time of the site visit, with **Objectives 4.1, 4.2, 4.3, 4.4, 4.5,** and **4.6.** The program is not in compliance with **Objective 4.7.**

A recommendation is provided for **Standard Four:**

> **Objective 4.7** - Assure that the program provides equitable learning opportunities.

Standard Five - Resources and Student Services

The program's learning resources, learning environments, and student services are sufficient to support its mission and goals.

The site visit team reported the following findings:

The program provides learning resources that support its mission and goals and are conducive to student learning. The clinical education settings provide the students with a variety and volume of procedures for competency achievement. The students benefit from a wide variety of student services that enhance student learning outcomes.

Summary for Standard Five:

Based on the documentation submitted by the program and the findings of the site visit team, the program appears to be in substantial compliance, at the time of the site visit, with **Standard Five.** (**Objective 5.2** does not apply to this program.)

Standard Six - Human Resources

The program has sufficient qualified faculty and staff with delineated responsibilities to support program mission and goals.

The site visit team reported the following findings:

Faculty and staff are aptly qualified for their assignments. The program has an adequate number of faculty to meet the educational, administrative, and accreditation requirements. Faculty are dedicated and committed to the students, program, and profession. Faculty are provided with opportunities for continuing professional development. Didactic and clinical faculty are regularly evaluated to assure instructional responsibilities are performed.

Summary for Standard Six:

Based on the documentation submitted by the program and the findings of the site visit team, the program appears to be in substantial compliance, at the time of the site visit, with **Standard Six.**

Standard Seven - Students

The program's and sponsoring institution's policies and procedures serve and protect the rights, health, and educational opportunities of all students.

The site visit team reported the following findings:

The program's admission policies are clearly defined and published. Student recruitment and admission practices are non-discriminatory. Prospective and enrolled students receive current and accurate information regarding transfer of credit, tuition and fees, academic policies, and program structure and content. Students are provided timely and supportive academic, behavioral, and clinical advisement throughout the program. Activities assigned to students are supervised by program faculty and are assured to be educationally valid and supportive of student learning outcomes. The program has criteria for nontraditional clinical rotations in place which meets JRCERT requirements. This rotation is elective. The program limits required clinical and academic involvement for students to no more than 40 hours per week.

Summary for Standard Seven:

Based on the documentation submitted by the program and the findings of the site visit team, the program appears to be in substantial compliance, at the time of the site visit, with **Standard Seven.**

Standard Eight - Radiation Safety

Program policies and procedures are in compliance with federal and state radiation protection laws.

The site visit team reported the following findings:

The program's policies and procedures are in compliance with federal and state radiation protection laws. The program's pregnancy policy is published and made known to accepted and enrolled female students. Radiation

Standard Eight - Radiation Safety (cont'd)

monitoring reports are reviewed and maintained by program faculty. Students are appropriately instructed in the utilization of imaging equipment and accessories and the employment of techniques and procedures to minimize radiation exposure to patients, selves, and others. Students are appropriately supervised prior to and after achieving competency. Unsatisfactory radiographs are repeated under the direct supervision of a qualified practitioner. Learning environments are in compliance with applicable federal and state radiation protection laws.

Summary for Standard Eight:

Based on the documentation submitted by the program and the findings of the site visit team, the program appears to be in substantial compliance, at the time of the site visit, with **Standard Eight. (Objective 8.4** does not apply to this program.)

Standard Nine - Fiscal Responsibility

The program and the sponsoring institution have adequate financial resources, demonstrate financial stability, and comply with obligations for Title IV federal funding, if applicable.

The site visit team reported the following findings:

The program has sufficient on-going financial resources to support its mission and goals. The program director participates in the budget planning process.

Summary for Standard Nine:

Based on the documentation submitted by the program and the findings of the site visit team, the program appears to be in substantial compliance, at the time of the site visit, with **Standard Nine. (Objective 9.3** does not apply to this program.)

Responding to the Report of Findings

A copy of this report of findings is supplied to each member of the site visit team. Team members are requested to review this report and communicate any inaccuracies or inconsistencies with these findings to the JRCERT office prior to the deadline for program response.

A response to this report of findings, including the signature of the Chief Executive Officer of the sponsoring institution, is required prior to Committee consideration. The response must be received by **December 9, 2008.** The institution and program are encouraged to share this report of findings and its response with program faculty and institutional and departmental officials of its clinical education settings.

The response must include a concise rationale and documentation to support program compliance with each recommendation. The program must assure that it has developed and implemented appropriate practices that will demonstrate **STANDARD-RS** compliance. Assurance of development can be demonstrated by providing to the JRCERT necessary documents that support the program's compliance with the recommendations. When forms are provided as evidence, a representative sampling of completed forms must be submitted to assure that the practice or procedure is implemented. The response may also include comments on the site visit, site visitors or the accreditation process.

The program is advised that based on a review of information submitted in support of the program's response to the report of findings, the Committee has the right to add citations not included in the original report of findings.

Thank you for recognizing the value of specialized accreditation and for permitting the JRCERT to evaluate the pending radiography program. If I can provide additional information or clarification regarding this report, do not hesitate to contact me.

Sincerely,

Jay Hicks, M.S.R.S., R.T.(R)
Accreditation Specialist

JH/jl

copy: Sharon E. Perkins, M.Ed., R.T.(R)(M)
Maureen McGarry, Ph.D.
Judith A. Campbell, B.A., R.T.(R)
Lisa S. Fanning, M.Ed., R.T.(R)(CT)

JRCERT
Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182
Tel: (312) 704-5300 • Fax: (312) 704-5304 • Web Site: www.jrcert.org

February 2, 2009

Ray M. DiPasquale, M.S.
President
Community College of Rhode Island
1762 Louisquisset Pike
Lincoln, RI 02865-4585

RE: Program #0122
Previous Accreditation Status: 8 Years
Most Recent Site Visit: 09/08
Agenda: R-A6

Dear President DiPasquale:

The Joint Review Committee on Education in Radiologic Technology (JRCERT) appreciated the opportunity to evaluate the associate degree radiography program sponsored by the Community College of Rhode Island. The JRCERT is the only agency recognized by the U.S. Department of Education for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. Specialized accreditation awarded by the JRCERT offers institutions significant value by providing peer evaluation and by assuring the public of quality professional education in the radiologic sciences.

The continuing accreditation status of the program was considered by the Joint Review Committee on Education in Radiologic Technology. The program was evaluated according to the **Standards for an Accredited Educational Program in Radiologic Sciences (2002)**. The JRCERT awards:

ACCREDITATION FOR A PERIOD OF EIGHT YEARS.

The maximum duration that may be awarded by the Joint Review Committee on Education in Radiologic Technology in this category is eight years.

An interim report will be required. The projected date for submission of the interim report is the Third Quarter of 2012. The JRCERT will provide program officials adequate notice of the due date for submission of the interim report. Based on the interim report, the JRCERT will determine if the accreditation award of 8 years will be maintained or reduced and the continuing accreditation process expedited.

If the accreditation award is maintained, the next site visit is tentatively scheduled for the Third Quarter of 2016.

The program is advised that consistent with JRCERT Policy 11.600, the JRCERT reserves the right to conduct unannounced site visits of accredited programs. The sponsoring institution would be responsible for the expenses of any on-site evaluation.

The attachment to the program director's copy of this letter identifies the clinical total capacity, as provided by the program, for the institutions recognized as clinical education settings. It is the responsibility of the program to provide a copy of this letter to appropriate personnel at the clinical education settings.

The Joint Review Committee on Education in Radiologic Technology Directors and staff congratulate you and the program faculty for achieving the maximum award of accreditation from the JRCERT and wish you continuing success in your efforts to provide a quality educational program. If we can be of further assistance, do not hesitate to contact us.

Sincerely,

Denise E. Moore, M.S., R.T.(R)
Chair

DEM/JH/am

copy:	Program Director:	Sharon E. Perkins, M.Ed., R.T.(R)(M)
	Dean:	Maureen McGarry, Ph.D.
	Site Visitors:	Judith A. Campbell, B.A., R.T.(R)
		Lisa S. Fanning, M.Ed., R.T.(R)(CT)
	Accreditation Services Coordinator	

Respiratory Therapy Program Narrative

The current AAS program in Respiratory Therapy was established by CCRI in 1985, with the first graduating class in 1986 under a letter of intent from the accrediting agency. Accreditation site visits for this program at have taken place in 1987, June 1998 and 2008, with mandatory annual reporting in between. The current 10-year accreditation cycle runs from Nov 12, 2009 – May 21, 2019. We anticipate a site visit to be scheduled sometime during Spring or early fall 2018 in preparation.

All the Health Sciences programs currently use PBHS (Performance-Based Health Sciences) admission procedure. The specific admission guidelines and scoring differ between programs but all derive a numerical score from which students can be admitted (highest scores first). The Respiratory Therapy Program utilizes various measures that are not limited to overall GPA, to determine students most likely to complete a two-year health program. (see RESP Program Admission Criteria Point System).

Program outcomes: This program has consistently met thresholds set forth by the accreditation agency (see annual Report of Current Status – RCS). Credentialing pass rates typically meet or exceed national rates. (see NBRC School Summary Report).

Internally, the program has most recently generated formal reports for CCRI as follows:

- Academic Program Review 2008, 2012, 2014
- Inventory of Educational Effectiveness Indicators - 2009-2010

Faculty has been working since 2014 when industry standards changes were announced, to re-organize objectives and content within individual courses to ensure that we are meeting the educational requirements for these examinations, and to update curriculum mapping.

For example, RESP 1020 was dropped from the curriculum and content from that course was moved to RESP 1010 and 2110. In 2015 the NBRC (National Board for Respiratory Care) changed the content outlines and structure of the credentialing examinations.

In Fall, 2015 the program added a required simulation component to the preclinical course to assist students in practicing patient care skills (psychomotor and affective) prior to entering their clinical rotations.

In Spring, 2016 the program added an on-line medical record requirement in order to incorporate student assignments to ensure they are able to retrieve and analyze information from a simulated patient chart. The rationale for this is to ensure good industry standard outcomes on the Clinical Simulation examination.

Program Revisions approved for 2015 by Curriculum Committee are still being implemented to allow the program to bring the curriculum in line with current industry standards. The program has also used web-based programs (first as WebCT, now Blackboard) since 2001 to supplement classroom teaching.

This curriculum proposal approved for 2015 was a result of analysis and adjustment of curriculum mapping and student learning outcomes (SLOs) by program faculty to reflect changes in industry standards, and to meet the expressed needs of our communities of interest (e.g. employers, Advisory Committee). This program has an ongoing process of evaluating and adjusting outcomes if needed by analysis and action planning.

The program is responsive to industry standards and requirements as well as input from its communities of interest.

COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE

August 30, 2013

Joanne Jacobs, MA, RRT, Program Director
Community College of Rhode Island
Respiratory Care Program
1762 Louisquisset Pike
Lincoln, RI 02865

RE: Program Number 200333

Dear Ms. Jacobs:

Thank you for submitting your 2013 Annual Report of Current Status and Resource Assessment Matrix. The Commission on Accreditation for Respiratory Care (CoARC) reviews this information to determine ongoing compliance with accreditation Standards and CoARC Accreditation Policies and Procedures. Based on the outcomes you reported, your program has met or exceeded all currently set "thresholds" for success on each of the required outcome measures.

This is an accomplishment of which you, your staff, and institution should be proud. No further action is required on your part. Please continue your current program "Resource Assessment" and "Outcomes Assessment" activities in preparation for your next Annual Report due July 1, 2014.

Based on the 2013 RCS, Community College of Rhode Island also currently meets its approved maximum annual enrollment of **24** students per calendar year or less. According to the CoARC Policy 9.10, the program has the flexibility to adjust its maximum annual enrollment of **24** students per calendar year by allowing **2** additional students to be enrolled per calendar year. In the future, if the program is eligible and wishes to exceed their maximum annual enrollment, a Request for Substantive Change (available at www.coarc.com) must be submitted to the CoARC Executive Office and approved prior to the implementation of this change.

Should you have specific questions or concerns involving the annual reporting process and/or the Commission's feedback on your Annual Report of Current Status, please do not hesitate to contact the CoARC Executive Office.

The Commission commends you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in programmatic accreditation.

Sincerely,

Thomas R. Smalling, PhD, RRT, RPFT, RPSGT, FAARC
Executive Director

cc: Maureen McGarry, PhD, RN, Dean (emailed) Raymond DiPasquale, MS, President (emailed)

1248 Harwood Rd □ Bedford □ Texas □ 76021-4244

www.coarc.com **(817) 283-2835 Office** **(817) 354-8519 Fax**

COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE

November 28, 2014

Joanne Jacobs, MA, RRT, Program Director
Community College of Rhode Island
Respiratory Care Program
1762 Louisquisset Pike
Lincoln, RI 02865

RE: Program Number 200333

Dear Ms. Jacobs:

Thank you for submitting your 2014 Annual Report of Current Status and Resource Assessment Matrix. The Commission on Accreditation for Respiratory Care (CoARC) reviews this information to determine ongoing compliance with accreditation Standards and CoARC Accreditation Policies and Procedures. Based on the outcomes you reported, your program has met or exceeded all currently set "thresholds" for success on each of the required outcome measures.

This is an accomplishment of which you, your staff, and institution should be proud. No further action is required on your part. Please continue your current program "Resource Assessment" and "Outcomes Assessment" activities in preparation for your next Annual Report due July 1, 2015.

Based on the 2014 RCS, Community College of Rhode Island also currently meets its approved maximum annual enrollment of **24** students per calendar year or less. According to the CoARC Policy 9.10, the program has the flexibility to adjust its maximum annual enrollment of **24** students per calendar year by allowing **2** additional students to be enrolled per calendar year. In the future, if the program is eligible and wishes to exceed their maximum annual enrollment, a Request for Substantive Change (available at www.coarc.com) must be submitted to the CoARC Executive Office and approved prior to the implementation of this change.

Should you have specific questions or concerns involving the annual reporting process and/or the Commission's feedback on your Annual Report of Current Status, please do not hesitate to contact the CoARC Executive Office.

The Commission commends you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in programmatic accreditation.

Sincerely,

Thomas R. Smalling, PhD, RRT, RPFT, RPSGT, FAARC

Executive Director

cc: Maureen McGarry, PhD, RN, Dean (emailed)
Raymond DiPasquale, MS, President (emailed)

1248 Harwood Rd □ Bedford □ Texas □ 76021-4244

www.coarc.com **(817) 283-2835 Office** **(817) 354-8519 Fax**

Dental Hygiene Program Narrative

The Community College of Rhode Island's Dental Hygiene Program was established in 1987. The first graduating class was in 1990. The dental hygiene program is fully accredited by the Commission on Dental Accreditation (CODA). The last accreditation was in 2011 and the next accreditation is in 2018. All dental hygiene students must pass written and clinical boards for licensure. Since 2008, all CCRI dental hygiene graduates have passed the Dental Hygiene National Board Examination (DHNBE), the Commission on Dental Competency Assessment (CDCA) Computer simulated examination and the American Board of Dental Examiners (ADEX) clinical dental hygiene examination. In 2011, a curriculum integrated course in the delivery of local anesthesia (LA) was introduced. To allow the addition of LA to the third semester, Oral Pharmacology was moved to the second semester. The dental hygiene program has established twenty-four program competencies. The adherence and analysis of students meeting these outcomes are addressed in our annual meetings in May. The program plans to review and consolidate these competencies for our 2018 accreditation.

All 149 graduates of the CCRI dental hygiene program curriculum integrated local anesthesia course and 20 current students from the class of 2017 have passed the CDCA local anesthesia examination. This allows all graduates to apply for their dental hygiene license and local anesthesia permit following graduation. Since the inception of curriculum integrated local anesthesia in 2011 the program has had a 100% pass rate on the CDCA (formerly NERB) local anesthesia for 100% of all graduates.

The dental hygiene program consistently exceeds the threshold for industry standards and produces 100% pass rates on all four licensing examinations done by third party entities. For the past eight years all graduates of the CCRI dental hygiene program have had passing rates of 100% on all four third party administered examinations for licensure.

An omission in the curriculum guaranteeing competence in sealant technique was identified upon analysis of student's completion of sealant requirements in DHYG 1060, 2030 and 2070 semesters 2, 3, and 4 clinical sequence. A sealant experience was developed in a partnership with St Joseph's Dental Center. All graduates in the Class of 2016 placed sealants on children and adolescents. In total 200 sealants were placed on 56 patients and evaluated. An additional benefit of the exercise was the students getting child/adolescent patient management. This partnership will continue next year.

Changes have been made to specific courses due to faculty analysis of tolerance of Personal Protective Equipment (PPE), management of special needs patients and application of the nutritional counseling rubric. In DENT 1000, Introduction to Dental Health careers students are now exposed to the wearing of personal protective equipment (PPE) in an exercise. A skills assessment in the wearing of PPE takes place in preclinic and students have now demonstrated tolerance of PPE. A special needs project and blog was added to DHYG 2200: Dental Hygiene III to assure management of special needs patients. The management of special patients is a competency skill measured in DHYG 2030: Clinical Dental Hygiene III. Additionally, students demonstrate nutritional counseling with a patient in DHYG 2030: Clinical Dental Hygiene III. This is a witnessed competency by the faculty and a power point faculty calibration was provided to the clinical faculty to enhance their nutritional knowledge prior to grading.

An analysis of CODA standards noted changes to CODA standards for our 2018 accreditation, which resulted in some additions to the clinical curriculum. Whitening has now been brought to clinical competence in DHYG 2030: Clinical Dental Hygiene III. A power point on whitening is now available for clinical faculty calibration. Air polishing is brought to clinical competence in DHYG 2070: Dental Hygiene IV. There are specific graded competency assessment for these skills.

Admission criteria was analyzed by faculty. Previously CCRI dental assisting graduates were awarded 10 points for successful completion of DENT 2010: Oral radiography and DENT 2225: Dental materials lab for dental assistants. Faculty determined this inflated the former CCRI dental assisting graduates points. Twenty five percent of dental hygiene applicants in the last five years have been former CCRI dental assisting program graduates. The point system was altered to give a better distribution of points amongst the entire applicant pool for the dental hygiene program. Specifically, a need to balance prerequisite points and course transfer points for CCRI dental assisting courses was addressed. Points are now being assigned to prerequisite courses and transfer courses based on the grades earned in these courses. The new guidelines will be in effect for the 2017-2019 academic years.

Occupational Therapy Assistant Program Narrative

The Occupational Therapy Assistant (OTA) Program was reaccredited without any areas for correction in April of 2014. The next scheduled reaccreditation visit will be during the 2023-2024 academic year. Significant information regarding the OTA program is as follows:

Admissions Policy

Changes were made to the admissions criteria which are in alignment with those in the Physical Therapist (PTA) Program. These changes are effective as of September 2016, therefore they will affect the cohort who will apply in February 2017. The changes are as follows:

1. Students are allowed to take a prerequisite course only twice.
2. Students must achieve a grade of B- or better in the following prerequisite courses: BIOL 1010: Human Anatomy, OCTA 1000: Introduction to Occupational Therapy and RHAB 1010: Medical Terminology.

The outcomes for this change in admission criteria will be monitored by examining retention data at the end of each semester in the 2017-2018 academic year.

Certification

The National Board for Certification in Occupational Therapy conducts the national certification examination. Passing the national certification examination is a prerequisite for obtaining state licensure. For the past two years the pass rate for first-time test takers for graduates of the OTA program is 100%.

Retention Rate

The retention rate for the OTA program has varied during the past three years. Our three year average retention rate is 69%, which does not meet our intended criteria of 80%. We have instituted supplemental instructors in courses and added a new academic counseling procedure within the department in order to needs of students early in the program. The retention rate was affected significantly for the class of 2015 due to students taking medical leave, students deciding to discontinue the program without giving any reason to faculty and students who were dismissed for academic reasons and decided not to return to the program, despite being offered a remediation plan which would facilitate their return. Retention rate will be reassessed at the end of the fall semester 2016 as well as every semester thereafter.

Student Overview of Fieldwork Experience

Students complete an evaluation of each fieldwork experience and in Spring Semester 2015 the overviews were assessed in aggregate for OCTA 1060: Level I Fieldwork. This is a primarily observational experience that students complete in a variety of sites. Forty one (41) forms were completed. Sites were rated on a five point scale with the following results:

- 58%: a very positive experience
- 32%: time well spent
- 8%: neutral
- 2%: not a very valuable learning experience
- 0%: a very negative experience

The site which was rated "not a very valuable learning experience" has since had changes in staff. It will again be used as a site, if the new staff are willing to accept a students. We will continue to make requests for this observational experience at all of the other sites utilized in this group.

Physical Therapist Assistant Program Narrative

The Physical Therapist Assistant Program (PTA) is in the process of seeking re-accreditation from the Commission on Accreditation of Physical Therapy Education (CAPTE). The Self-Study Report is due in December, 2016, and the Site Visit is scheduled in March 2017.

In preparation for writing the Self Study Report, the program faculty reviewed the Mission, Goals, and the Student and Graduate Learning Outcomes with the PTA Program Advisory Board in 2014. At that time there were different criteria that were required by CAPTE for accreditation. In January 2016, new standards were put into place and the assessment processes for the program were realigned to address these standards.

To begin the Student and Graduate Learning Outcomes Assessment Process, we first aligned elements of the PTA Program Mission with the elements of the CCRI Mission. We then developed seven goals for the program to align with the mission elements. The goals were divided into goals that addressed the Students and Graduates and the goals that addressed the Faculty and Program Resources, including the curriculum as suggested by CAPTE. Student and Graduate Learning Outcomes were developed to assess the extent to which the Student and Graduate Goals were met. Faculty and Program Outcomes were developed to address the Faculty and Program Goals. As a part of our accreditation requirements we did an assessment of all of the outcomes, which were achieved. In this process we demonstrated that by achieving our outcomes, we achieved our goals, which aligned with our mission and the mission of the College. Please see Attachment A, which shows this process. A separate assessment process was completed with the Student and Graduate Outcomes and the Faculty and Program outcomes.

To demonstrate achievement of the Student and Graduate Outcomes, we developed several tools that were administered throughout the year. These tools included a Student Professional Behavior Assessment at the end of each semester; Clinical Education Performance Evaluation at the end of each of the three clinical placements; a Graduate Survey at six months and one year after graduation; and an Employer Survey, that is collected one year after graduation. The data tools requested input from a number of stakeholders including the students, faculty, clinical instructors, graduates of the program, and employers of graduates.

The assessment process for the Student and Graduate outcomes for a three year period is displayed on the PTA Program Student/Graduate Assessment Grid in Attachment B. In the grid for each outcome, the person responsible for collecting the data, the data collection tools used, the expected level of achievement for each of the tools, the timeline for collecting the data, and the results of data collected are displayed first. If the expected performance level is not achieved, that is considered a threshold for concern and further investigation and action are required. The action(s) taken and the outcome of those actions are at the end of each outcome assessment.

In Outcome #5, the threshold for concern had been reached during the first clinical experience in 2013 and 2015 for the application of physical therapy interventions. In Outcome #6, the threshold for concern was raised in the first experience in 2014 for the application of data collection. This prompted actions to be identified and implemented. At the bottom of the page for each of these outcomes, the actions taken included a review of the admissions policies, the grading and retake policies, competency testing for skills prior to clinical placement, the clinical education rating scale and expected clinical performance levels were reviewed.

Changes made as a result of the assessment process:

Admissions Policy

Changes were made in the admissions policies including the number of times that students could retake a prerequisite course prior to applying to the program, an increase was made to the minimum GPA to apply to the program, and the Performance Based Point System was changed. The most recent changes became effective in September 2016 so they will be in effect for the cohort of students accepted in February 2017. The outcome will need to be assessed in 2017-2018 by monitoring student performance and the retention rate for students at the end of each semester, including competency in clinical education courses. The

outcomes for graduation rate and licensure exam pass rates will also be monitored in 2018-2019 when it is expected that the cohort accepted in 2017 will complete the program.

Policy for Retaking Exams
The policy for allowing retaking of exams was revised in 2015 so that there would be a limit to the number of retakes of written and practical exams per course. The number of retakes a student could have throughout the program was also limited. This policy has been implemented and has resulted in improvement in student performance and fewer retake exams.

Student Clinical Performance Assessment
The clinical instructors were surveyed to determine if the clinical education rating scale was clear to them. A process to confirm that clinical instructor interpretation of the rating scale used for assessing student performance was developed. Faculty, that conduct midterm site visits for students in clinical experiences, would meet and review the rating scale and expected performance levels with the clinical instructors. The program faculty reviewed the expected performance levels on the clinical education student performance instrument to insure the alignment of the expectations for each clinical experience with the depth of the course content prior to clinical placement. Adjustments were made for better alignment of the performance level with the depth of content in prior coursework. Assessment of the outcome of the alterations made to the student performance assessment process in clinical education courses will be assessed at the end of each of the clinical education experiences in 2016-2017.

Competency Testing Prior to Clinical Placement
Students are required to pass skill competency checks prior to progressing to clinical education experiences. Some of the staff in the labs were being more lenient with assessing student performance during competency testing. Clarification of the process and standards used to assess skill competencies was communicated to all testers. Assessment of the outcome of this action will be made by monitoring student performance on practical exams and in clinical education experiences in 2016-2017.

Faculty performance, curriculum content and sequencing and resources were considered and were found to be adequate. Student performance in the clinical placements for the second and the third experiences showed that students were performing at the expected performance level, so the outcome was achieved. The effectiveness of the actions taken will be assessed in 2017 through 2019 when the cohort accepted in 2017, who are the first to be affected by the changes, is expected to graduate.

Program Performance Data is collected for each cohort of students that included the Graduation Rate, Licensure Exam Pass Rate, and the Employment Rate by cohort. The performance level expected by CAPTE is a graduation rate of at least 60%, licensure exam pass rate of at least 85%, and an employment rate of at least 90%. The PTA Program Performance Data is displayed in Attachment C. In 2007 at the time of our last accreditation, the Graduation rate for the program was 42%. In 2008, several of the Health Sciences programs at CCRI became part of the Healthcare Futures Grant. The purpose of the grant was to increase recruitment and retention of students in the health programs to meet the workforce needs at that time. As part of the grant, we were given a budget for Supplemental Instructors to target and provide remediation for "at risk" students. That year our Graduation Rate increased to 63% and in 2009, it increased to 75%.

Prior to 2008, the program was unable to recruit a cohort of 24 students. In 2009, a full cohort was accepted and it was evident that the interest in the program was growing. To avoid keeping a wait list of students to apply to the program, we developed the Performance Based Point System, which assigned points to performance indicators to again seek the students that were likely to be successful. This was implemented in 2010.

The Graduation rate climbed to 82% in 2010 and 2011, but in 2012 when the first cohort graduated that had been accepted under the competitive acceptance process, the graduation rate increased to 90%. The Program Director monitors the Program Performance Data each year during the assessment process. A decline in the graduation rate was noted in 2014 to 87% and again in 2015 to 79%. Although this was still above the threshold for concern, there was concern. After a review of our student performance in each

course, it was noted that student were taking the prerequisite courses to get into the program multiple times, some in excess of 4-5 times.

In 2013 the College instituted a policy that a course could only be taken three times and after three special permission would be required. This policy was not helping to the extent that we felt it should so we instituted a departmental policy, as described above, limiting the number of attempts for a course to 2. That policy went into effect in September 2016. We will monitor the cohort of students accepted in 2017 until their expected graduation date in 2019 to see if the policy is effective.

The response rate for the Employer Survey has been smaller than expected with the method for collecting the data changing each year. A new plan will be initiated this year in which we will collect the data sooner, when faculty visit students in the clinic experiences throughout the year.

Therapeutic Massage Program Narrative

The Therapeutic Massage Program (s) (TMSG and TMSC) is in the process of seeking re-accreditation from the Commission on Massage Therapy Accreditation (COMTA). The Self-Study Report was completed on August 1, 2016, and the Site Visit is scheduled in November 29 -30, 2016.

In preparation for writing the Self Study Report, the program faculty reviewed the Mission, Goals, and the Curriculum Learning Outcomes with the Massage Therapy Program Advisory Board, which included an expanded community involvement retreat, in February 2014. At that time there were on-going issues with student retention and the low number of students that graduated in the expected timeframe, and the overall graduation rate; criteria that COMTA encouraged the program to revisit our previous (2009/2010) strategic plan. In September 2016, a new curriculum for the Therapeutic Massage Associate Degree in Applied Science and the Therapeutic Massage Certificate program was put into place. The changes for the program were realigned to address the certification examination for licensure, the process for obtaining Board Certification for massage therapists in Rhode Island, student retention rate and graduate completion rate, COMTA standards for accreditation.

The following changes to the curricula for the Therapeutic Massage Certificate Program and the Therapeutic Massage Associate Degree Program have been implemented.

- Dropped the requirement for RHAB 1110 Kinesiology.
  The Kinesiology content needed for the certification exam and by COMTA for accreditation was identified and cross referenced with the content in RHAB 1100 Foundational Kinesiology. Content requirements that were not already included in Foundational Kinesiology were then pieced into Foundational Kinesiology, TMSG 1020 Swedish Massage and TMSG 1030 Deep Tissue Massage. This addition to each of the courses required additional instructional time and increased the credits in each course by one.
- Changed the number of credits to reflect the additional time needed to cover the kinesiology content in the following courses:
  - ✓ RHAB 1100 Foundational Kinesiology- became a 3 credit DL course
  - ✓ TMSG 1020 Swedish Massage- became 3 hours of lecture and 4 hours of lab each week for 5 credits each.

- Divided the content in TMSG 1040: TM3 Shiatsu, and TMSG 2010: TM4 Sports Massage, to create an introductory level course, which is required for both the certificate and the associate degree programs, as well as an advanced course that would be required for only the associate degree program. This will provide the students in both programs with the basic content needed for the certification exam, and to include the content required by COMTA. This will provide additional content for the students in the associate degree program to meet requirements for Board Certification.

- Dropped the requirement for TMSG 2031: Therapeutic Massage Career Development and absorbed the content in TMSG 2021: Massage Practice Building, and TMSG 2040: Evidence-Based Outcomes for the Massage Therapists.

- Changed the requirements for TMSG 2020: Therapeutic Massage Fieldwork I. The course was renamed TMSG 2020: Student Massage Clinic and all 100 hours of clinical massage therapy will be delivered in the student clinic at CCRI, supervised by program faculty. The course title change more accurately reflects the type of experience, and is consistent with COMTA language.

- Changed TMSG 2030 Therapeutic Massage Fieldwork II. TMSG 2030 Clinical Internship I and TMSG 2131 Clinical Internship II. The course title change more accurately reflects the type of experience and is consistent with COMTA language.

- The following are new course title changes:

Newly Course Title
TMSG 1020: Swedish Massage
TMSG 1030: Deep Tissue Massage
TMSG 1040: Introduction to Eastern Modalities
TMSG 1140: Integrating Eastern and Western techniques
TMSG 2010: Introduction to Sports Massage
TMSG 2110: Advanced Sports Massage
TMSG 2020: Student Massage Clinic
TMSG 2030: Clinical Internship I AND TMSG 2131: Clinical Internship II
TMSG 2040: Evidence-Based Outcomes for Massage

The credits required to complete the Therapeutic Massage Associate Degree Program have remained at 60 credits, but will provide the graduates with more advanced skills in massage, and leadership in the profession. The program can be completed in 5 semesters. The content in this program will prepare the students to pass the state licensing exam and will automatically qualify the graduates for Board Certification.

The credits required to complete the Therapeutic Massage Certificate Program have decreased from 40 to 34 and will provide graduates with the basic skills required to be a massage therapist and to pass the state licensing exam.

The new curricula changes have aligned with the state and our accreditation agency. These modifications to the program should ease the burden that many students felt were challenging, as they needed to work while attending a full-time program.

The new implementation in September 2016 of both program curricula will need on-going monitoring/assessments. This will be conducted at the end of 2016 (retention after the first semester), August 2017, Certificate program graduation rate and in December 2017, graduation rate and retention rate. It is not necessary to complete an analysis for the past year at this time, as changes to the program (s) have been completed. There will be a COMTA Site-Visit report written by the end of 2016. The results will be included in the next assessment of the program (s).

Therapeutic Massage Program

The Therapeutic Massage Program (s) (TMSG and TMSC) is in the process of seeking re-accreditation from the Commission on Massage Therapy Accreditation (COMTA). The Self-Study Report was completed on August 1, 2016, and the Site Visit is scheduled in November 29 -30, 2016.

In preparation for writing the Self Study Report, the program faculty reviewed the Mission, Goals, and the Curriculum Learning Outcomes with the Massage Therapy Program Advisory Board, which included an expanded community involvement retreat, in February 2014. At that time there were on-going issues with student retention and the low number of students that graduated in the expected timeframe, and the overall graduation rate; criteria that COMTA encouraged the program to revisit our previous (2009/2010) strategic plan. In September 2016, a new curriculum for the Therapeutic Massage Associate Degree in Applied Science and the Therapeutic Massage Certificate program was put into place. The changes for the program were realigned to address the certification examination for licensure, the process for obtaining Board Certification for massage therapists in Rhode Island, student retention rate and graduate completion rate, COMTA standards for accreditation.

The following changes to the curricula for the Therapeutic Massage Certificate Program and the Therapeutic Massage Associate Degree Program have been implemented.

- Dropped the requirement for RHAB 1110 Kinesiology.
  The Kinesiology content needed for the certification exam and by COMTA for accreditation was identified and cross referenced with the content in RHAB 1100 Foundational Kinesiology. Content requirements that were not already included in Foundational Kinesiology were then pieced into Foundational Kinesiology, TMSG 1020 Swedish Massage and TMSG 1030 Deep Tissue Massage. This addition to each of the courses required additional instructional time and increased the credits in each course by one.
- Changed the number of credits to reflect the additional time needed to cover the kinesiology content in the following courses:
  - ✓ RHAB 1100 Foundational Kinesiology- became a 3 credit DL course
  - ✓ TMSG 1020 Swedish Massage- became 3 hours of lecture and 4 hours of lab each week for 5 credits each.

- Divided the content in TMSG 1040: TM3 Shiatsu, and TMSG 2010: TM4 Sports Massage, to create an introductory level course, which is required for both the certificate and the associate degree programs, as well as an advanced course that would be required for only the associate degree program. This will provide the students in both programs with the basic content needed for the certification exam, and to include the content required by COMTA. This will provide additional content for the students in the associate degree program to meet requirements for Board Certification.

- Dropped the requirement for TMSG 2031: Therapeutic Massage Career Development and absorbed the content in TMSG 2021: Massage Practice Building, and TMSG 2040: Evidence-Based Outcomes for the Massage Therapists.

(s) have been completed. There will be a COMTA Site-Visit report written by the end of 2016. The results will be included in the next assessment of the program (s).

Emergency Management and Homeland Security Program Narrative

The Community College of Rhode Island Emergency Management and Homeland Security Program was officially established in 2011 as an associate degree. The program was built upon a Certificate in Disaster Management, which was established in 2005 using recommended guidelines from the Federal Emergency Management Agency's Emergency Management Institute and an Advisory Board.

The Associate degree program was created through a combination of recommended competencies from EMI, a jobs survey, and an academic advisory board made of both members of the practitioner and academic communities. Program and course outcomes were linked to competencies utilized by the practitioners in the field of emergency management and academic consensus.

The Emergency Management/ Homeland Security degree is extremely new to the academic field with the earliest degree program in emergency management established 25 years ago but the majority of the degrees being established post 9-11.

Since the Associate Degree in Emergency Management/ Homeland Security is a new program several changes have occurred since its inception. The program has been undergoing a chronic state of review to determine if it was meeting the needs of the student and the community. Through the use of the advisory board, internal department meetings and the academic program review, several changes have occurred.

The program had originally started as an Associate Degree in Emergency Management. The courses were a blend between core specific and general education courses to meet the competencies needed to achieve the learning outcomes. Because the program was birthed from a certificate program, several new courses were developed and some existing courses were chosen to create the initial program. In the first two years of the program several more courses were developed in the concentration of homeland security. These courses were more inline with the core competencies and learning outcomes so a program change was instituted with input from the Advisory board. Also per the request of the Program Director several more changes were also implemented based on findings in the existing curriculum within the college. This change resulted in the program being renamed Emergency Management and Homeland Security.

Another key change was the implementation of more choices for Math and Social Science electives. The initial offering was to prescriptive, presenting challenges to students trying to complete the program in a reasonable academic time period. These new changes did not alter the core of student learning outcomes.

The program went through an Academic program review in 2015-16. This review consisted on an in-depth analysis of the entire program from learning outcomes to graduation rates to job perspectives. This process took place over a period of 12 months and included meetings with the Vice President of Academic Affairs, the Center for Innovative Teaching Learning and Assessment, the Dean of Nursing, Department Chair, Program Director and Faculty. The process revealed that the student learning outcomes were excessive and difficult to measure. So duplication existed and some were broad in description. The program director worked with the different stake-holders involved and reduced the learning outcomes to an achieve-able and measureable number.

A department meeting of program faculty revealed that students were struggling with writing papers especially when it came to citing sources. A vote was taken and the collective decision was to implement the use of APA format 6th Edition. Also a common grading rubric was to be used through several courses to see if the students would be improving. Data will be collected from throughout program including the capstone course. This data will be examined to determine if the students are achieving a higher-level of success utilizing the APA format.

A recent change in courses has been the introduction of the use of Case Studies. These studies have been introduced to provide the students with practical examples and to allow the students to work through challenges that have occurred in the industry. The program will begin to track the student's abilities when using case studies and collect data to see if their implementation has achieved a higher level of understanding of emergency management practices. Case study grades will be evaluated from the introductory courses till the capstone course. An examination will be made to see if the students are able to increase their comprehension and decision making skills in the field of emergency management.

Associate in Applied Science Degree in Fire Science/ Emergency Medical Technician

NEASC Report Data

FIRE SCIENCE/ EMERGENCY MEDICINE PROGRAM

The Fire Science Program's mission at the Community College of Rhode Island is a multi faceted comprehensive program designed to educate firefighters both permanent and volunteer in the fire services as well as the individual aspiring to enter the fire service. The primary mission of the Fire Science program is to offer our students the basic knowledge and the skills necessary in fire prevention, investigation, protection, and techniques, as well as knowledge needed for professional development, and personal growth in an area that allows continued learning in an ever expanding career. We meet the wide range of educational opportunities afforded to a diverse student population in the only associate in applied science degree in fire science offered in public higher education in Rhode Island. Fire Science in the 21st century sets high academic standards necessary for transfer to other institutions and enhances career success, allows diversity in learning and contributes to the well being of the state's population as well as its economic development and the regions workforce. The mission of the program is consistent with the mission of the Community College of Rhode Island

The Fire Science Program sequence of courses is designed to educate both the student with no knowledge of the fire service as well as the student who is currently a firefighter and is preparing for further advancement or promotion in the fire service. Ideally, the proper order of succession for either category would be as follows:

1. (FIRE 1030): Introduction to Fire Science and Officership serves as the foundation to the roles of the fire service personnel and responsibilities and duties.
2. (FIRE 1040) Firefighting Tactics and Strategy. This core course allows the beginning student to understand the basics of fire development, suppression and tactical objectives in fighting fire.
3. (FIRE 1050) Building Construction and Fire Codes. The learning outcome in this course will allow a student to understand building construction and how it applies to firefighting. Building failure and collapse is taught for firefighter safety. This core course allows the student to understand Fire codes as they apply to firefighting, by introducing state laws and overall building safety.
4. (FIRE 1090) Fire Hydraulics should follow to keep the student engaged in fire suppression, interaction with a fire pumper to flow water hydraulics and acquire the skills to handle friction loss, pressures and water issues at large fires. (Math 1420 is a prerequisite and can be taken during a day or evening schedule).

5. (FIRE 1070) Fire Protection Systems and Equipment. This core course educates the students in water, foam and extinguisher suppression equipment, sprinkler systems and fire alarm devices.

Once completing these basic courses in the fire service and firefighting, the student will be challenged to advance to the next level of instruction. Students should be looking at beginning the transition to the administrative levels of the fire service would take (FIRE 1020) Fundamentals of Fire Prevention, (FIRE 1120), Investigations, Fire and Explosions and (FIRE 1100) Municipal Fire Administration.

The Fire Science Program also allows students to take (FIRE 1130) which a National Registry of Emergency Medical Technician (NREMT) course. This course is eight (8) credits and 160 hours of lecture and practical experience. The in-class requirements for the NREMT include the completion of a CPR certification class, two (2) FEMA Incident Command Classes on-line (IS-100 and IS-700), a Weapons of Mass Destruction awareness on-line class (AWR-160), as well as an additional 10 hours of actual EMS observation ride time. While (FIRE 1130) is a required course for Fire Science program, it is also a stand-alone course that is often taken by others not matriculating into the program. At successful completion of the FIRE (1130) course the student can apply for the National certification examination, which leads to licensure in Rhode Island, and many other states, as an EMT.

GENERAL EDUCATION

Courses required include:

1. Two (2) English courses: ENGL 1010 and 2100
2. Two (2) Chemistry courses: CHEM 1060 and 1000
3. Two (2) social science electives
4. One (1) speech: SPCH 1100
5. One (1) math: MATH 1420 under the current curriculum
6. CHEM 1060: Chemistry of Hazardous Materials which is required in the general education forum can be substituted if a student is certified as a Hazardous Materials Technician through the RI Fire Academy which is 80 hours of training.

FIRE AND EMERGENCY SERVICES HIGHER EDUCATION (FESHE) RECOGNITION PROGRAM

The Fire and Emergency Services Higher Education (FESHE) Recognition certificate is an acknowledgement that a collegiate emergency services degree program meets the minimum standards of excellence established by FESHE professional development committees and the National Fire Academy (NFA). The Community College of Rhode Island received FESHE recognition in June 2013. The CCRI Fire Science Program was the **first** program in the state of Rhode Island to become accredited. Reaching FESHE Recognition is a milestone in providing standardized fire science curricula to educate and develop our nation's firefighting workforce. Although course SLO's are assessed in the EMT courses, additional program data needs to be assessed through a summative capstone assignment. In addition, more formative assessments will be conducted through signature assignments across multiple courses.

In the summer of 2016, Professor Laurent trialed a new software resource called "MY Brady." This software assesses a students' progress with each unit and is built on mastery of the content. There are homework assignments; quizzes and a study plan if content is not mastered. If content is mastered a student does not have to take the test. Presently data is being collected in the EMT course utilizing my- Brady to monitor achievement of course student learning outcomes. Data is included in appendix A. The trial was considered a success and it was adopted by two of the EMT Faculty for the fall 2016 semester. Data from the summer and fall courses will be analyzed and a vote at the next faculty meeting will be conducted whether to adopt MY- Brady for all sections of EMT courses. Students enrolled in the Fire Science Program are graded in numerous formats. These formats include grading through testing, oral presentations, report writing, certifications, practical hands on experience and licensure. Each course offered in the program allows the student to excel to the next level only by proper understanding of the subject matter. The technical expertise formatted in the curriculum allows only for a forward momentum in the learning process.

The professor or instructor teaching the course completes evaluation of student work. The mixture of test and exam grading, class participation, interaction with colleagues and fellow students is crucial for success in the Fire Science Program.

In the fall 2016 semester, the Fire Science program director and faculty met to review the program student learning outcomes for currency.

PROGRAM STUDENT LEARNING OUTCOMES: FIRE SCIENCE

1. Illustrate and Identify History and Culture of the Fire Service as it pertains to all divisions and disciplines
2. Discuss the scope, purpose and organizational structure of the fire service beginning at the recruit level to Chief officer.
3. Identify the primary responsibilities of personal in the varied fire services.
4. Demonstrate through problem solving and understanding as it pertains to fire size-up, heavy rescue management and various fire emergencies.
5. Measurement of knowledge and comprehension of fire behavior, fire hydraulics, company operations and management of manpower.
6. Measurement of application and analysis as it pertains to decision making in real time and the fallout of poor decisions on the fire scene.
7. Review "after action reports" to determine areas needing correction/development on the fire ground.
8. Differentiate terminology used nationally and locally in the fire service to work with colleagues in large-scale fires or disasters.
9. Define the need for cultural change in the fire service.
10. Explain fire operations as it pertains to leadership and safety.
11. Identify and explain the 16 safety initiatives as identified in the FESHE Associate Core Curriculum.
12. List the resources obtainable in large-scale fire events, including man-made and natural disasters.
13. Identify the needs for effective training programs for the fire service at the local and state level as well at the higher education level.
14. Prepare students to be future leaders in the fire service with the ultimate goal to be a Chief officer if desired.

Although course SLO's are assessed in the EMT courses, additional program data needs to be assessed through a summative capstone assignment. In addition, more formative assessments will be conducted through signature assignments across multiple courses.

CCRI CORE COMPETENCIES	FIRE SCIENCE COURSE
1. Effective Communication	
• Use Standard English grammar and mechanics.	1020, 1030, 1040
• Utilize current communication technology. Create work that addresses	1050, 1100, 1030
• 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.	
2. Critical Thinking	
• Identify, analyze, and understand complex ideas.	1030, 1040, 1090
• Determine the nature and extent of information needed.	1100, 1120, 1030
• Locate, evaluate, and use information effectively.	
• Draw logical conclusions from information.	
• Express well-reasoned or innovative perspectives	
3. Quantitative and Scientific Reasoning	
• Demonstrate and understanding of mathematical, quantitative, or scientific principles.	1050, 1090, 1120
• Apply a scientific approach in asking questions.	1130
• Apply mathematical, quantitative, or scientific principles in solving problems.	

- Interpret numeric information presented in graphic form.

4. Social Interaction

• Evaluate ethical dimensions of decisions.	1100, 1030, 1020
• Use teamwork to accomplish tasks in groups.	1040, 1120, 1090
• Demonstrate an understanding of global, cultural and historical perspectives.	1100, 1130, 1020

Goal of FIRE 1130 MyBRADY Lab Pilot:

- Increase student participation in class.
- Increase student readiness for classes.
- Spend more time working on discussions and group work in class.
- Increase preparedness of students for NREMT.
- Identify at risk students early enough to take appropriate action to get students back on track.
- Students can complete high stakes testing online, without the ability to cheat.

Implementation Strategies:

1. Make most of classroom time
    a. Increase student class participation
    b. Increase student readiness
2. Increase pass rate/retention rate and NREMT pass rates
    a. Increase preparedness for online high-stakes testing
3. Identify at risk students early in semester

a. Allow students to custom design own study plans in MyBRADYLab
b. Students are able to focus on what they need help on through in class discussion.
c. Real time analysis will allow instructor to focus on areas students may not understand in class.

Anticipated Outcomes:

1. Students come to class prepared to participate.
2. Free up class time previously used for basic lecture to implement hands on activities.
3. Students keep pace with course.
4. Topics/concepts students find difficult are easily identified.
5. Students' readiness for NREMT and other high-stakes computerized exams with increase.

Changes to Exams/Assignments:

1. MyBRADYLab with be required and weighted at least 20% of final average.
2. Students will be assigned frequent shorter evaluations within MyBRADY.
    a. Students will be assigned pre lecture assignment (pre-test, reading and interactive chapter review before the lecture).
    b. Students will be assigned Post lecture assignments and quizzes on each chapter (Post-test, quizzes).
    c. Students have ability to utilize e-text that corresponds to each assignment.
3. Class will have 8 Module exams corresponding with the text (either in class or online in lockdown browser format)
4. Final Exam – Format will be in NREMT format
    a. Option for online NREMT topic area exams?

Final Grade Determination: (DRAFT)

- MyBRADY Component: 25% ?
- CPR Quiz – 5%
- Research Project 10% ?
- 8 Module Exams 40%
- Final Cumulative Exam 20%
- *If no research project, Final Exam could be worth 30%

NREMT Topic Areas

- Airway, Respiration and Ventilation (Adult and Pediatric)
  - Assessment, pathophysiology and management of airway, ventilation, respiratory distress, respiratory failure, respiratory arrest and upper/lower airway respiratory emergencies)
- Cardiology and Resuscitation (Adult and Pediatric)
  - Assessment, pathophysiology and management of chest pain, cardiac rhythm disturbance, cardiac arrest, stroke-like symptoms, post-resuscitation care and hypertension/hypotension from cardiovascular causes)
- Trauma (Adult and Pediatric)
  - Assessment, pathophysiology and management of bleeding, chest trauma, abdominal/GI trauma, orthopedic trauma, soft tissue injuries, head/neck/face/spinal injuries and multisystem trauma
- Medical/Obstetrics/GYN (Adult and Pediatric)
  - Assessment, pathophysiology and management on neurological emergencies (seizures, altered mental status etc), abdominal disorders, immunology, infectious diseases, endocrine disorders, psychiatric disorders, toxicology, hematology, GI/Renal disorders, OBGYN)

- EMS Ops
    - Vehicle and equipment readiness emergency vehicle operations, scene leadership, resolving an emergency incident, emotional support, medical/legal standards, community relations, administrative support and professional development

8 Module Exams

Module 1 – Preparatory

Chapter 1 Intro to EMS Care

Chapter 2 The Wellbeing of the EMT

Chapter 3 Lifting and Moving Patients (EMS Ops)

Chapter 4 Medical, Legal and Ethical Issues

Chapter 5 Medical Terminology/A and P

Chapter 6 Principles of Pathophysiology

Chapter 7 Life Span Development

Chapter 17 Communications and Documentation (EMS Ops)

CPR /Appendix B (Separate Module/)

Module 2 – Airway

CURRICULUM MAP

Program Student Learning Outcomes ⇩	Course:	Fund of Fire Prev	Intro Fire Officer-ship	Building Const/ Fire Code	Munc Fire Admin	Rescue Practices	FF Tactic's and Strategy	Fire Prot/Systems and Equip	Inv/Fire & Explosions	Fire Hydraulics
	Number:	FIRE 1020	FIRE 1030	FIRE 1050	FIRE 1100	FIRE 1130	FIRE 1040	FIRE 1070	FIRE 1120	FIRE 1090
Describe the history and culture of the Fire Service as it pertains to all divisions and disciplines.		I	R	I	E	I	R	I	I	R
Discuss the scope, purpose and organizational structure of the fire service beginning at the recruit level to chief officer.		I	I	R	R	I	R	I	I	R
Identify the primary responsibilities of personnel in the varied roles in the fire service.		R	R	R	R	R	E	R	R	R
Demonstrate understanding of fire size-up, heavy rescue management and various fire emergencies.		R	R	R	R	I	E	R	I	R
Discuss and explain fire behavior as it pertains to fire ignition, growth and travel.		I	R	I	I	I	E	R	R	R
Critique operations of a fire, discuss decision-making and consider fallout of poor decisions in fire science.		I	R	R	R	R	R	R	I	I
Review "after action reports" to determine areas needing correction/development on the fire ground.		I	I	I	I	I	I	I	I	I
Develop management, fire operations and manpower objectives as they apply to different fire scenarios and events.		E	E	E	E	E	E	R	R	R
Define the need for cultural change in the fire service.		R	R	R	R	R	R	I	I	R
Explain fire operations as it pertains to leadership and safety.		I	E	I	E	I	E	I	R	I
Identify and explain the 16 safety initiatives as identified in the FESHE Associate Core Curriculum.		I	R	I	R	R	E	I	R	I
Demonstrate understanding of EMS training, patient didactics and practical skills			I		I	E	R			

Identify the needs for effective training programs for the fire service at the local and state level as well at the higher education level.	I	I	I	I	E	I	I	I	I
Relate the knowledge needed to advance to higher levels in the fire service to achieve officer status not excluding the chief officer ranks.	R	R	R	R	R	R	R	R	R

COMMUNITY COLLEGE OF RHODE ISLAND

Associate in Science Degree in Emergency Management /Homeland Security

NEASC Report Data

EMERGENCY MANAGEMENT HOMELAND SECURITY PROGRAM

The Community College of Rhode Island Emergency Management and Homeland Security Program was officially established in 2011 as an associate degree. The program was built upon a Certificate in Emergency/ Disaster Management, which was established in 2005 using recommended guidelines from the Federal Emergency Management Agency's Emergency Management Institute and an Advisory Board.

The Associate degree program was created through a combination of recommended competencies from EMI, a jobs survey, and an academic advisory board made up of both members of the practitioner and academic communities. Program and course outcomes were linked to competencies utilized by the practitioners in the field of emergency management and academic consensus.

The Emergency Management/ Homeland Security Program's mission at the Community College of Rhode Island is to empower students with the basic knowledge of the field of emergency management and homeland security. The program is a well-rounded balance of core courses and general education requirements that serve the diverse needs of these fields. This will enable students to serve their communities by coordinating and integrating all activities necessary to build, sustain, and improve the capability to mitigate against, prepare for, respond to, and recover from threatened or actual natural disasters, acts of terrorism, or other man-made disasters.

The Community College of Rhode Island recognizes four critical areas that define the learning outcomes of a CCRI graduate. These four abilities can be applied in many contexts and are critical skills that must be developed not only at CCRI but over the course of a lifetime. These core abilities guide students, faculty and staff in establishing educational goals and assessing learning within and across the primary domains of knowledge: arts and humanities, science and mathematics, and the social sciences.

Therefore, it is essential that the Emergency Management / Homeland Security associate degree program graduates develop a strong foundation in each of these critical areas.

Please see Appendix (A) for how the program courses align with the college's areas.

The Emergency Management/ Homeland Security degree is extremely new to the academic field with the earliest degree program in emergency management established 25 years ago at the University of North Texas but the majority of the degrees have been established post 9-11.

Since the Associate Degree in Emergency Management/ Homeland Security is a new program, changes have occurred since its inception. Through the use of the advisory board, internal department meetings and the academic program review process, several revisions have occurred.

PROGRAM REVISON

The program had originally started as an Associate Degree in Emergency Management. The courses were a blend between core specific and general education courses to meet the competencies needed to achieve the learning outcomes. Because the program was birthed from a certificate program, several new courses were developed and some existing courses were chosen to create the initial program. In the first two years of the program several more courses were developed in the concentration of homeland security. These courses were more inline with the core competencies and learning outcomes so a program change was instituted with input from the Advisory board and the faculty. Also per the request of the Program Director several more changes were also implemented based on findings in the existing curriculum within the college. This change resulted in the program being renamed Emergency Management and Homeland Security.

Another key change was the implementation of more choices for Math and Social Science electives. The initial offering was to prescriptive, presenting challenges to students trying to complete the program in a reasonable academic time period. These new changes did not alter the core of student learning outcomes.

These changes were all submitted and approved by the Academic Curriculum Review Committee.

STUDENT LEARNING OUTCOMES

The program went through an Academic program review in 2015-16. This review consisted on an in-depth analysis of the entire program from learning outcomes to graduation rates to job perspectives. This process took place over a period of 12 months and included meetings with the Vice President of Academic Affairs, the Center for Innovative Teaching Learning and Assessment, the Dean of Nursing, Department Chair, Program Director and Faculty. The process revealed that the student learning outcomes were excessive and difficult to measure. So duplication existed and some were broad in description. The program director worked with the different stake-holders involved and reduced the learning outcomes to an achieve-able and measureable number.

PROGRAM STUDENT LEARNING OUTCOMES: EMERGENCY MANAGEMENT/ HOMELAND SECURITY

1. Describe the five phases of emergency management and the role each of them plays in managing and mitigating a disaster.
2. Delineate the role terrorism plays on society and how it impacts public policy and decision making
3. Demonstrate the skills needed to effectively manage a disaster scene.
4. List how to identify and obtain needed resources to effectively mitigate a disaster
5. Describe the various emergencies in public health and the organization needed to reduce the threat to the public and mitigate pain and suffering of society
6. List the psychological impact caused by disasters and terrorism to the civilian and first responder populations and how to mitigate these outcomes
7. Recognize and identify the needs for an effective training program in emergency management/ Homeland Security
8. Identify and master the core skills for effective planning
9. Demonstrate how to perform a risk analysis
10. Describe the effective way to make decisions and problem solve during an emergency or crisis
11. List the methods of communication during a disaster and the reasons for using each one

Curriculum Mapping for the program has occurred and all courses have identified the learning outcomes they meet whether it is Introduced, Re-enforced or the Mastery Level.

Please see Attachment 1.

CITING SOURCES

A department meeting of program faculty revealed that students were struggling with writing papers especially when it came to citing sources. Faculty reported that the majority of students were not correctly citing sources or using the proper format for references. A vote was taken and the collective decision was to implement the use of APA format 6th Edition. Also a common grading rubric was to be used through several courses to see if the students would be improving.

Implementation: A survey tool such as Survey Monkey will be used where professors can collect information based on the rubric. This data will then be compiled and examined to see of the use of a common rubric and formatting style has increased the students abilities to properly cite sources.

Essay Rubric and Assessment Sheet

Learning Outcome: The student will develop clear and concise written communication.
Each performance area of your essay is rated on a scale of 1 to 5, with 5 being best.

Performance Area	Highly Proficient 5	Proficient 4	Limited Proficiency 3	Needs Work 2	Needs re-writing (1)	Rating
Content and Development a. unity b. consistency c. clear POV d. evidence e. elaboration	Content is accurate, focused, and consistent; exhibits control in development of ideas; unified with a fresh insight	Content is somewhat accurate and fairly clear; offers solid but less accurate reasoning; contains some appropriate details and/or examples	Content is somewhat vague OR only loosely related to the writing task; at times may be off topic OR too broad with limited support	Content unclear; lapses in coherence OR no relation to writing task; offers simplistic, undeveloped support for ideas	No specific content and evidence of research	
Organization and Structure a. thesis b. audience c. introduction, body, conclusion d. transitions	Method of organization is well-suited to thesis; clear intro, body, and conclusion with effective transitions	Organization supports thesis and purpose; sequence of ideas could be improved	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas	Poorly organized OR demonstrates serious problems with progression of ideas; a written form of speech	No organizational structure at all	
Mechanical Conventions a. spelling, grammar, punctuation	Essentially error free	Has some mechanical errors	Repeated weaknesses in mechanics; pattern of flaws	Mechanical errors so severe that writer's ideas are hidden	Illegible	

Critical Thinking a. precision b. depth c. accuracy d. logic	Skillfully evaluates information gathered from observation, experience, reflection, or reasoning	Adequately demonstrates reasonable relationships among ideas	Simplistic analysis of complex issue; limited clarity and complexion of thought	Insufficient reasoning and lacks complexity of thought	No critical thinking	
Presentation a. **Typed** b. **APA format** C. **5 Sources/ Citations**	Essay looks neat and professional and correctly cites sources	Essay looks neat, but violates one or two formatting rules and uses 5 sources	Essay looks fairly neat, but violates some formatting rules	Essay looks untidy and does not follow formatting rules	Essay does not cite any sources, is not typed	

CASE STUDIES

A recent change in courses has been on the need to meet the Student Learning Outcome 11. Describe the effective way to make decisions and problem solve during an emergency or crisis. This has been through the introduction of the use of Case Studies. These studies have been introduced to provide the students with practical examples and to allow the students to work through challenges that have occurred during disasters.

Implementation:
The program will begin to track the student's abilities when using case studies and collect data to see if their implementation has achieved a higher level of understanding of emergency management practices. Case study grades will be evaluated from the introductory courses through the capstone course. An examination will be made to see if the students are able to increase their comprehension and decision making skills in the field of emergency management.

In conclusion the Emergency Management / Homeland Security Program recognizes that the field of emergency management is constantly changing with the use of technology, the unpredictability of disasters and the professionalization of the discipline. This requires that the program maintain a strong tie to the industry through the use of its Advisory Board (Attachment 2) and academic subject matter experts to provides our students with the best education possible.

Currently there is not an accreditation program for an associate degree program in emergency management. There is however one for a bachelors degree and plans are to be offering an accreditation within the next few years. Once available the Emergency Management / Homeland Security degree program will seek said accreditation.

Appendix A

CCRI Definition of an Educated Person: Four Abilities

- **Effective Communication**
  - Demonstrate English language fluency.
  - Utilize current communication technology.
  - Organize and present ideas effectively, both orally and in writing.
- **Critical Thinking**
  - Identify, analyze, and understand complex ideas.
  - Use information technology appropriately to locate, evaluate and apply research data.
  - Draw inferences from facts.
  - Evaluate and present well-reasoned arguments.
- **Quantitative and Scientific Reasoning**
  - Demonstrate an understanding of mathematical and scientific principles.
  - Apply these principles to the solution of problems in academic work and in everyday life.
  - Interpret numeric information presented in graphic form.
  - Apply scientific methods to the inquiry process.
- **Social Interaction**
  - Evaluate ethical dimensions of decisions.
  - Use teamwork to accomplish tasks in groups.
  - Demonstrate an understanding of global, cultural and historical perspectives.

Through the collaboration of specialty courses and general education course the students will achieve or experience these abilities.

Effective Communications

- **Demonstrate English language fluency.**
  - ENGL 2100 Technical Writing
  - COMM 1100 Oral Communications
  - EMER 1000 Fundamentals of Emergency Management
  - EMER 1010 Understanding and Responding to Terrorism
  - EMER 1020 Bioterrorism and Public Health Emergencies
  - EMER 1030 Disaster Response and Operations Management
  - EMER 1040 Managing the Psychological Impact of Terrorism and Disasters
  - EMER 1050 Disaster Training and Exercise Management
  - EMER 2010 Disaster Resource Management
  - EMER 2020 Emergency Planning
  - EMER 2030 Professional Development in Emergency Management
  - EMER 2500 Practicum in Emergency Management
  - HMLS 1000 Introduction to Homeland Security
  - HMLS 1010 Intelligence Analysis And Risk Management
  - HMLS 1020 Border and Transportation Security
  - General Education Courses

- **Use current Communications technology**
  - EMER 1000 Fundamentals of Emergency Management
  - EMER 1020 Public Health Emergencies
  - EMER 1030 Disaster Response Operations and Management
  - EMER 1050 Disaster Training and Exercise Management
  - EMER 2020 Emergency Planning

- EMER 2030 Professional Development in Emergency Management
- HMLS 1000 Introduction to Homeland Security
- HMLS 1010 Intelligence Analysis And Risk Management
- HMLS 1020 Border and Transportation Security

- **Organize and present ideas effectively, both orally and in writing**
  - ENGL 2100 Technical Writing
  - COMM 1100 Oral Communication
  - EMER 1000 Fundamentals of Emergency Management
  - EMER 1010 Understanding and Responding to Terrorism
  - EMER 1020 Public Health Emergencies
  - EMER 1030 Disaster Response Operations and Management
  - EMER 1040 Managing the Psychological Impact of Terrorism and Disasters
  - EMER 1050 Disaster Training and Exercise Management
  - EMER 2010 Disaster Resource Management
  - EMER 2020 Emergency Planning
  - EMER 2030 Professional Development of Emergency Management
  - EMER 2500 Practicum in Emergency Management
  - HMLS 1000 Introduction to Homeland Security
  - HMLS 1010 Intelligence Analysis And Risk Management
  - HMLS 1020 Border and Transportation Security

Critical Thinking

- **Identify, analyze, and understand complex ideas.**
  - EMER 1000 Fundamentals of Emergency Management
  - EMER 1010 Understanding and Responding to Terrorism
  - EMER 1020 Bioterrorism and Public Health Emergencies
  - EMER 1030 Disaster Response Operations and Management
  - EMER 1040 Managing the Psychological Impact of Terrorism and Disasters
  - EMER 1050 Disaster Training and Exercise Management
  - EMER 2010 Disaster Resource Management
  - EMER 2020 Emergency Planning
  - EMER 2030 Professional Development in Emergency Management
  - EMER 2500 Practicum in Emergency Management
  - HMLS 1000 Introduction to Homeland Security
  - HMLS 1010 Intelligence Analysis And Risk Management
  - HMLS 1020 Border and Transportation Security

- **Use information technology appropriately to locate, evaluate and apply research data.**
  - EMER 1000 Fundamentals of Emergency Management
  - EMER 1020 Bioterrorism and Public Health Emergencies
  - EMER 1030 Disaster Response Operations and Management
  - EMER 2020 Emergency Planning
  - EMER 2030 Professional Development in Emergency Management
  - EMER 2500 Practicum in Emergency Management

- HMLS 1000 Introduction to Homeland Security
- HMLS 1010 Intelligence Analysis And Risk Management
- HMLS 1020 Border and Transportation Security
-

- **Draw inferences from facts.**
  - EMER 1000 Fundamentals of Emergency Management
  - EMER 1020 Bioterrorism and Public Health Emergencies
  - EMER 1030 Disaster Response Operations and Management
  - EMER 1040 Managing the Psychological Impact of Terrorism and Disasters
  - EMER 1050 Disaster Training and Exercise Management
  - EMER 2010 Disaster Resource Management
  - EMER 2030 Professional Development in Emergency Management
  - EMER 2500 Practicum in Emergency Management
  - HMLS 1000 Introduction to Homeland Security
  - HMLS 1010 Intelligence Analysis And Risk Management
  - HMLS 1020 Border and Transportation Security
  - MATH Electives
  - Science Elective

- **Evaluate and present well-reasoned arguments.**
  - EMER 1010 Understanding and Responding to Terrorism
  - EMER 1020 Bioterrorism and Public Health Emergencies
  - EMER 1030 Disaster Response Operations and Management
  - EMER 1040 Managing the Psychological Impact of Terrorism and Disasters
  - EMER 1050 Disaster Training and Exercise Management

- EMER 2010 Disaster Resource Management
- EMER 2020 Emergency Planning
- EMER 2030 Professional Development in Emergency Management
- HMLS 1000 Introduction to Homeland Security
- HMLS 1010 Intelligence Analysis And Risk Management
- HMLS 1020 Border and Transportation Security

Quantitative and Scientific Reasoning

- **Demonstrate an understanding of mathematical and scientific principles.**
  - MATH 1400 Introduction to College Math or Elective MATH
  - EMER 1000 Fundamentals of Emergency Management
  - EMER 1020 Bioterrorism and Public Health Emergencies
  - EMER 1030 Disaster Response Operations and Management
  - EMER 2020 Emergency Planning

- **Apply these principles to the solution of problems in academic work and in everyday life.**
  - EMER 1000 Fundamentals of Emergency Management
  - EMER 1020 Bioterrorism and Public Health Emergencies
  - EMER 2010 Emergency Planning

- **Interpret numeric information presented in graphic form.**
  - MATH 1400 Introduction to College Math or MATH Elective
  - EMER 1020 Bioterrorism and Public Health Emergencies

- **Apply scientific methods to the inquiry process.**
    - CHEM 1000 Chemistry of Our Environment
    - CHEM 1060 Hazardous Materials
    - EMER 1000 Fundamentals of Emergency Management
    - EMER 1020 Bioterrorism and Public Health Emergencies
    - EMER 1030 Disaster Response Operations and Management
    - EMER 1040 Managing the Psychological Impact of Terrorism and Disasters
    - EMER 2010 Emergency Planning

Social Interaction

- **Evaluate ethical dimensions of decisions.**
    - SOCS 1010 General Sociology or Social Science Elective
    - EMER 1000 Fundamentals of Emergency Management
    - EMER 1010 Understanding and Responding to Terrorism
    - EMER 1020 Bioterrorism and Public Health Emergencies
    - EMER 1030 Disaster Response Operations and Management
    - EMER 1040 Managing the Psychological Impact of Terrorism and Disasters
    - EMER 1050 Disaster Training and Exercise Management
    - EMER 2030 Professional Development of Emergency Management
    - HMLS 1000 Introduction to Homeland Security

- **Use teamwork to accomplish tasks in groups.**
    - EMER 1000 Fundamentals of Emergency Management
    - EMER 1020 Bioterrorism and Public Health Emergencies
    - EMER 1030 Disaster Response Operations and Management

- EMER 1050 Disaster Training and Exercise Management
- EMER 2020 Disaster Resource Management
- EMER 2500 Practicum in Emergency Management
- HMLS 1000 Introduction to Homeland Security
- HMLS 1010 Intelligence Analysis And Risk Management
- HMLS 1020 Border and Transportation Security

- **Demonstrate an understanding of global, cultural and historical perspectives.**
  - GEOL 1030 Natural Disasters
  - HMLS 1000 Introduction to Homeland Security
  - HMLS 1010 Intelligence Analysis And Risk Management
  - HMLS 1020 Border and Transportation Security
  - EMER 1000 Fundamentals of Emergency Management
  - EMER 1010 Understanding and Responding to Terrorism
  - EMER 1020 Bioterrorism and Public Health Emergencies
  - EMER 1030 Disaster Response Operations and Management
  - EMER 1040 Managing the Psychological Impact of Terrorism and Disasters
  - EMER 1050 Disaster Training and Exercise Management
  - EMER 2010 Emergency Planning
  - EMER 2020 Disaster Resource Management
  - EMER 2030 Professional Development in Emergency Management

ATTACHMENT 1

Emergency Management / Homeland Security Program Learning Outcome Map

In the column below, please list the student learning outcomes for the program. **Across the top, please indicate the course code** and **number** of each course required in the program and below each course heading mark an "I", "R" or "E" using the following legend:

"I" = Introduces the concept "R" = Reinforces or contributes additional information "E" = Emphasis (assumes level of mastery)

It is not expected that all courses will address all outcomes; therefore, you should be selective and rate only the outcomes of highest importance in each program/certificate course. For outcomes that are addressed minimally in a course or not at all, leave the cell blank.

Program Student Learning Outcomes	Course:	EME R	EME R	EME R	EME R	EME R	EME R	EME R	EME R	EME R	EME R		HMLS	HMLS	HMLS	
	Number:	1000	1010	1020	1030	1040	1050	2010	2020	2030	2500		1000	1010	1020	
Describe the five phases of emergency management and the role each of them plays in managing and mitigating a disaster.		I	I		R	R	R	R	R	E	E		I			
Delineate the role terrorism plays on society and how it impacts public policy and decision making			I	I	R	R		R	R				I	R	R	
List how to identify and obtain resources to effectively mitigate a disaster		I			R			E	R	R			I			
Describe the various emergencies in public health and the organizations needed to reduce the threat to the public and reduce pain and suffering of society		I		I	R					E			I			
List the psychological damage caused by disasters to both the civilian and the first responder and how to mitigate these outcomes		I	R	R		E			R				I			

Emergency Management / Homeland Security Program Learning Outcome Map

In the column below, please list the student learning outcomes for the program. **Across the top, please indicate the course code** and **number** of each course required in the program and below each course heading mark an "I", "R" or "E" using the following legend:

"I" = Introduces the concept "R" = Reinforces or contributes additional information "E" = Emphasis (assumes level of mastery)

It is not expected that all courses will address all outcomes; therefore, you should be selective and rate only the outcomes of highest importance in each program/certificate course. For outcomes that are addressed minimally in a course or not at all, leave the cell blank.

	EMER	EMER	EMER	EMER	EMER	EMER	EMER	EMER	EMER	EMER		HMLS	HMLS	HMLS	
	1000	1010	1020	1030	1040	1050	2010	2020	2030	2500		1000	1010	1020	
Recognize and identify the needs for an effective training program in emergency management/ Homeland Security	I					E						I			
Identify the core requirements to effective planning	I	R	R					E				I	I	R	
Demonstrate how to perform a risk analysis	I			R				E	E			I	R	R	
Describe the effective way to make decisions and problem solve during an emergency	I	R		R					E			I	R	R	
List the methods of communication during a disaster and the reasons for using each one	I			R					E			I			

ATTACHMENT 2

Emergency Management/ Homeland Security Advisory Council

Community College of Rhode Island

04/2016

DR. HILARY JANSSON INTERIM ASSISTANT DEAN OF NURSING EDUCATION KNIGHT CAMPUS 401.825-1122 hjansson@ccri.edu	SUSAN SIENKIEWICZ NURSING II CHAIR COMMUNITY COLLEGE OF RI KNIGHT CAMPUS RM 2266 401-825-2425 ssienkiewicz@ccri.edu	JOSEPH ARSENAULT DIRECTOR EMERGENCY MANAGEMENT/ HOMELAND SECURITY PROGRAM COMMUNITY COLLEGE OF RI KNIGHT CAMPUS 401-825-2442 Jarsenault3@ccri.edu
PETER GAYNOR DIRECTOR or THEIR DESIGNEE RHODE ISLAND EMERGENCY MANAGEMENT AGENCY 645 NEW LONDON AVENUE CRANSTON RI 02920 401.946.9996 peter.gaynor@ema.ri.gov	VLADIMIR IBARRA DEPUTY DIRECTOR PROVIDENCE EMERGENCY MANAGEMENT AGENCY 591 CHARLES ST. PROVIDENCE, RI 02904 401-228-8000 vibarra@providenceri.com	KEN GLANTZ EXECUTIVE DIRECTOR NATIONAL DOMESTIC PREPAREDNESS COALITION EXETER, RI 401-294-2300 kglantz@ndpci.us
ALYSIA MIHALAKOS DEPUTY CHIEF EMERGENCY PREPAREDNESS RI DEPARTMENT OF HEALTH 3 CAPITAL HILL PROVIDENCE RI 02908 O : 401.222.8035 alysia.mihalakos@gmail.com	RUSSEL MCGILLVRAY DIRECTOR FIRE SCIENCE PROGRAM COMMUNITY COLLEGE OF RI KNIGHT CAMPUS RGMCGILLIVARY@CCRI.EDU	JEFF STEVENS VICE PRESIDENT EMERGENCY MANAGEMENT CDR MAGUIRE 225 CHAPMAN ST 4TH FLR PROVIDENCE RI 02905 Jeffrey.Stevens@cdrmaguire.com
WILLIAM T. GIANNINI ASSISTANT CHIEF (Ret.) PROVIDENCE FIRE DEPARTMENT PRESIDENT- GLOBAL TRAINING, LLC 169 BONNET SHORES ROAD NARRAGANSETT RI 02882 bill_giannini@yahoo.com	BRIAN PIRES C/O US ATTORNEY'S OFFICE 50 KENNEDY PLACE PROVIDENCE RI 02903 brian.pires@usdoj.gov	LIZ MCDONALD DIRECTOR RI RED CROSS 105 Gano Street Providence, RI 401-831-7700 ELIZABETH.MCDONALD@REDCROSS.ORG
SAM ADAMS EMA DIRECTOR UNIVERSITY OF RHODE ISLAND 6 BUTTERFIELD RD. KINGSTON, RI 02881 401.874-5255 samadams@uri.edu	ANNE BALBONI RI STRESS MANAGEMENT TEAM 22 LAURA CIRCLE CRANSTON RI 02920 Anne@ICISF.org	MADELEINE METZLER ASSOCIATE DEAN OF THE SCHOOL OF CONTINUING EDUCATION AND DIRECTOR OF SUMMER SCHOOL PROVIDENCE RI 02918-0001 401.865.2499 mmetzler@providence.edu

ATTACHMENT 2

PETER T. GINAITT FORMER DIRECTOR OF EMERGENCY PREPAREDNESS LIFESPAN RHODE ISLAND HOSPITAL PROVIDENCE, RI PGINAITT@GMAIL.COM	VINCENT MARZULLO STATE PROGRAM DIRECTOR CORPORATION FOR NATIONAL & COMMUNITY SERVICE 400 WESTMINSTER ST. RM 203 PROVIDENCE RI 02903-3215 401.528.5426 vmarzullo@cns.gov	FRANCIS COLANTONIO JR. BATTALION CHIEF WARWICK FIRE DEPARTMENT 28 FOX RUN WEST GREENWICH RI. 02817 401.397.6229 (H) fcola557@yahoo.com
BRITTAN BATES-MANNI SNS COORDINATOR EMERGENCY PREPAREDNESS RI DEPARTMENT OF HEALTH 3 CAPITAL HILL PROVIDENCE RI 02908 O: 401-222-4905 C: 401-265-0004 BRITTAN.BATES@HEALTH.RI.GOV	AMY GRYZBOWSKI DIRECTOR EMERGENCY MANAGEMENT TOWN OF WESTERLY WESTERLY, RI agrzybowski@WESTERLY.ORG	JOHN SOSCIA SENIOR ANALYST RISP FUSION CENTER 311 Danielson Pike North Scituate, RI jsoscia@cox.net
DAVID BALBI EXERCISE COORDINATOR EMERGENCY PREPAREDNESS RI DEPARTMENT OF HEALTH 3 CAPITAL HILL PROVIDENCE RI 02908 O: 401-222-1373 C: 401-440-5599 David.Balbi@health.ri.gov	ARMAND RANDOLPH PUBLIC INFORMATION OFFICER RHODE ISLAND EMERGENCY MANAGEMENT AGENCY 645 NEW LONDON AVENUE CRANSTON RI 02920 O: 401.946.9996 C: 401-258-9545 Armand.Randolph@ema.ri.gov	RANDALL GEMME STUDENT (GRADUATE) EMERGENCY MANAGEMENT/ HOMELAND SECURITY PROGRAM COMMUNITY COLLEGE OF RI 401-556-8405 Randall.Gemme@cotorelay.com

COMMUNITY COLLEGE OF RHODE ISLAND

NURSING DEPARTMENT

NEASC Report for:

Nursing

Fire Science/Emergency Medical Technician

Emergency Management/Homeland Security

NURSING DEPARTMENT

The Nursing Department includes the following three programs: Nursing, Fire Science/Emergency Management Technician and Emergency Management/Homeland Security. These three programs are considered Group 1 Programs for the purposes of this NEASC Report in that they each have demonstrated the following characteristics:

- Clearly defined Student Learning Objectives (SLOs)
- Specific methods for assessing SLOs
- Data is collected using a specific method
- Date analysis has occurred
- Program Faculty have discussed the results
- A continuous improvement plan has been implemented

Nursing Program

In 2011, the CCRI Nursing program received an accreditation visit from the Accreditation Commission for Education in Nursing (ACEN). A follow up report was required and submitted in the Fall of 2013 to address issues related to outcomes measurement. It was identified that we needed to have a more data driven curriculum. ACEN acknowledged that the data submitted in the follow up report was successful in addressing the areas of question. The nursing program received full accreditation through 2019. Upon completion of the accreditation process, nursing faculty identified a need for an overall curriculum review and revision. The curriculum was at least 20 years old and the modifications made over the years were no longer meeting current needs. An outside nursing curriculum consultant was hired in the Spring of 2014.

CCRI Nursing Faculty chose to adopt a more current and updated nursing philosophy and mission. The following sections reflects the new philosophy and mission statement and how it compares to the governing institution's mission and philosophy (see Table 1.1, pg. 6)

The Mission of CCRI

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.

The core curriculum group worked with our Curriculum Consultant to develop a new mission, philosophy, and 6 Organizing Pillars for the curriculum. The 6 Organizing Pillars include: patient-centered care; nursing judgement; safety and quality improvement; professional identity; teamwork and collaboration; and informatics. (See 1.2 page 7). In March of 2014, the Consultant met with all Faculty to discuss national trends, evaluate current curriculum and facilitate the selection of a curricular model. A core group was identified and met a second full day to develop the new mission, philosophy, and organizing pillars. All information was made available for faculty to review and comment. The leaning management system, Blackboard was utilized to post the revised mission, philosophy, and organizing pillars. Faculty was encouraged to comment, offer suggestions and make recommendations, which were then incorporated and presented for discussion and voting at the next nursing faculty meeting.

Quality, Safety for Education in Nursing (QSEN), National League for Nursing (NLN), as well as the National Council Licensure Exam (NCLEX) categories were utilized as the foundation in developing the new mission, philosophy and Organizing Pillars.

New mission of the Nursing Program

The Community College of Rhode Island is the State's only public associate degree registered nurse program with seamless options to become a certified nursing assistant and licensed practical nurse. We provide students with the opportunity to acquire the knowledge, skills and attitudes necessary for developing effective communication, critical thinking, and clinical reasoning and teamwork/collaboration skills. Building upon a rich tradition of teaching excellence and high academic and collegial standards, our faculty and staff are committed to developing a strong, responsive and diverse nursing workforce aimed at advancing the health of our communities, state

and nation. The missions of the college and the nursing program exhibit congruency as illustrated on page 6, in Table 1.1.

New Nursing Philosophy

Nursing is an art and science reflective of and responsive to an ever-changing healthcare environment. Nursing professionals utilize clinical judgment, quality improvement, informatics, teamwork and collaboration to provide safe, culturally-competent, patient-centered care. The goal of the professional nurse is to protect, promote, and restore comfort and health throughout the lifespan.

Education as a life-long, interactive process provides the opportunity for the adult learner to develop personally, socially, and intellectually. The adult learner's previous life experiences and knowledge provide a foundation for acquiring new knowledge, skills, and attitudes.

Associate Degree Nursing (ADN) prepares the graduate for entry into professional nursing practice as a nurse generalist. As a registered nurse generalist, the ADN graduate leads, manages, and provides direct care to individuals, families, and groups across various healthcare environments.

ACEN Standard 4 relates to Curriculum. *Curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.*

ACEN Standard 4.1 further identifies *that The curriculum incorporates established professional standards, guidelines, and competencies and has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice.*

The curriculum re-design began in March of 2014 with full faculty involvement. A core group consisting of Lead Teachers, Chairs of the following committees: Student Affairs, Faculty Affairs, Curriculum and Outcomes, as well as, both Department Chairpersons and student representatives were involved in researching best practices and organizing frameworks. Recommendations to the full faculty with opportunity for input were provided with follow up faculty votes. The following professional standards were utilized to guide the new curriculum: NLN; NCLEX Categories; QSEN. See Table 1.2 on page 7 which correlates organizing pillars and their relation to identified

professional standards. New graduate student learning outcomes were established as well as ADN Program Outcomes.

New Graduate Student Learning Outcomes

Note: The organizing pillar addressed in each outcome is listed in parentheses

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patients across the lifespan. (Safety and patient-centered care)
2. Apply critical thinking and clinical reasoning to make evidence-based decisions. (Nursing Judgment)
3. Implement established quality measures to improve patient care. (Quality Improvement and Safety)
4. Participate in collaborative relationships with members of the interprofessional team, the patient, family and/or designee to achieve quality patient-centered care. (Teamwork and Collaboration)
5. Utilize information systems and patient care technology to communicate, implement best nursing practices, minimize risk, and support clinical decision making. (Informatics)
6. Demonstrate leadership skills in a variety of healthcare settings for diverse patients. (Professional Identity)
7. Exhibit professional behaviors within legal and ethical practice frameworks. (Professional Identity)

Nursing Program Student Learning Outcomes are congruent with CCRI's Definition of an Educated Person as evidenced by Table 1.3 which can be seen on page 11.

New Associate Degree Program Outcomes

1. The program's 3 year mean for the licensure exam pass rate will be at or above the national mean for the same three year period.
2. Expected levels of achievement for AD program completion (within 6 semesters) is 80% or higher.
3. Six to twelve months after graduation, 80% of graduates will rate the program overall as satisfactory.

4. Employers will rank CCRI graduates as prepared to assume the role as an entry-level registered nurse six to twelve months after graduation.
5. Within one year of graduation, 85% of licensed AD graduates will be employed as an RN.

These Program Outcomes have been consistently achieved through 2016. CCRI graduates' NCLEX-RN Test results have been consistently been above national pass rates

Table 1.1

Comparison of Mission/Philosophy of Community College of RI with CCRI Nursing Program		
Component	**CCRI College**	**CCRI Nursing Program**
Career building	...we set high academic standards necessary for transfer and career success. (p. 2., CCRI College Catalog)	CCRI is the state's only public associate degree registered nurse program with options to license as a certified nursing assistant or licensed practical nurse.
Lifelong learning	...acquire knowledge and skills necessary for intellectual. Professional and personal growth through an array of academic, career and lifelong learning programs... (p. 2., CCRI College Catalog)	Education as a life-long, interactive process provides the opportunity for the adult learner to develop personally, socially and intellectually. The adult learner's previous life experiences and knowledge provide a foundation for acquiring new knowledge, skills and attitudes.
Community building	..... respond to community needs, and contribute to our state's economic development and the region's workforce (p. 2., CCRI College Catalog)	..... Strong diverse nursing workforce aimed at advancing the health of our community, state and nation.
Diversity	CCRI is the State's only public open access associate degree granting institution, we meet the wide ranging educational needs of our diverse student population, Champion diversity, ...(p. 2., CCRI College Catalog)	Our faculty and staff are committed to developing a strong, responsive and diverse nursing workforce. Nursing professionals utilize clinical judgment, quality improvement, informatics, teamwork and collaboration to provide culturally competent, patient centered care.
Excellence	....building on our rich tradition of excellence in teaching, and our dedication to all students with the ability and motivation to succeed...(p. 2., CCRI College Catalog)	Building upon a rich tradition of teaching excellence and high academic and collegial standards, CCRI Nursing faculty and staff are committed to developing ...

Table 1.2

Examples of Alignment of National and Professional Standards with Community College of Rhode Island ADN Program 's Organizing Pillars			
Organizing Pillars	**NLN Competencies**	**NCLEX Blueprint**	**QSEN Competencies**
Patient-Centered Care	"Advocate for patients and families in ways that promote their self-determination, integrity and on-going growth as human beings"	"providing and directing nursing care that enhances the care delivery setting to protect clients and healthcare personnel"	"Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs."
Nursing Judgment	"Make judgments in practice substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context"	"The nurse promotes physical health and wellness by providing care and comfort, reducing client risk potential and managing health alterations"	"Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care"
Safety and Quality Improvement	"Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions and offer new insights to improve the quality of care for patients, families and communities"	"...protecting clients, family/significant others that incorporates the knowledge of expected growth and development principles; prevention and/or early detection of health programs; and strategies to achieve optimal health."	"Minimizes risk of harm to patients and providers through both system effectiveness and individual performance and use data to monitor the outcomes of care processes..."
Professional Identity	"Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices and evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context"	"Management of Care: ethical practice, legal rights and responsibilities, confidentiality"	
Teamwork and Collaboration		"Management of Care: Collaboration with interdisciplinary team and continuity of care"	"Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care."
Informatics		Management of care – Information technology	"Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making"

Illustrations of How Organizing Pillars Drive Each Course										
PATIENT CENTERED CARE										
NURS 1010 Foundations	**NURS 1015 Gerontology**	**NURS 1061 Pharm 1**	**NURS 1020 M/S 1**	**NURS 1023 MH**	**NURS 1062 Pharm 2**	**NURS 2040 M/S 2**	**NURS 2060 M/S 3**	**NURS 1063 Pharm3**	**NURS 2050 MCH**	**NURS 2500 Capstone**
Begin to develop an individualized plan of care to meet basic needs using the nursing process, with an emphasis on older adult Perform safe, evidenced-based, patient-centered care to adult patients	Identify the unique physiological, and psychosocial changes associated with the aging process	Describe the importance of assessing personal preferences, beliefs, and values when administering medications.	Develop an individualized plan of care, utilizing the nursing process, for assigned patients with common acute and chronic medical surgical conditions.	Use therapeutic communicati-on with patients and families experiencing mental health problems.	Apply knowledge of cultural variations in the use of drug therapy for patients with commonly occurring health problems.	Develop an individualized teaching care plan, using evidence-based research, for a patient with complex acute medical/surgical condition(s).	Provide and document effective health teaching to multiple adult patients addressing risk reduction, health promotion, preventative care and discharge planning.	Differentiate the administration of medications to patients across the life-span	Provide safe patient-centered care to mothers, newborns and children in health and illness within the family context.	Simulate patient care assignments that consider the needs of the individual patient and capabilities of available staff members.
NURSING JUDGEMENT										
NURS 1010 Foundations	**NURS 1015 Gerontology**	**NURS 1061 Pharm 1**	**NURS 1020 M/S 1**	**NURS 1023 MH**	**NURS 1062 Pharm 2**	**NURS 2040 M/S 2**	**NURS 2060 M/S 3**	**NURS 1063 Pharm3**	**NURS 2050 MCH**	**NURS 2500 Capstone**
Demonstrate beginning assessments skills by systematically collecting and documenting pertinent data while differentiating normal and abnormal findings	Identify the unique physiological and psychosocial changes associated with the aging process	Describe the legal and ethical principles related to the practice of medication administration	Interprets and utilizes clinical findings, including pathophysio-logy, to safely manage common acute and chronic medical surgical conditions in a variety of healthcare settings.	Apply the legal and ethical concepts related to the practice of nursing in the mental health setting.	Employ critical thinking skills to determine the expected patient physiologic response to prescribed medication regimen.	Prioritize and document nursing interventions, using professional judgment, in the care of 1-2 patients with complex acute medical/surgical conditions.	Manage and document complex nursing interventions, using professional judgment, in the care of patients with emergent and/or multisystem health problems.	Compare major classes of drugs used in the treatment of complex health problems	Utilize nursing judgment to plan and manage care for patients in maternal-child health care settings.	Demonstrate professional standards of practice while functioning in a leadership role.

Illustrations of How Organizing Pillars Drive Each Course

SAFETY AND QUALITY IMPROVEMENT

NURS 1010 Foundations	NURS 1015 Gerontology	NURS 1061 Pharm 1	NURS 1020 M/S 1	NURS 1023 MH	NURS 1062 Pharm 2	NURS 2040 M/S 2	NURS 2060 M/S 3	NURS 1063 Pharm3	NURS 2050 MCH	NURS 2500 Capstone
Safely administer medications via oral and parenteral routes	Describe measures to promote quality care and a safe environment for the older adult.	Demonstrate basic principles of pharmacology and commonly used terminology.	Identify nursing implications associated with safe administration of medications by various routes	Utilize the nursing process to provide safe patient-centered mental health care	Delineate potential drug-drug interactions and drug-food interactions based on physiologic responses to pharmacologic al agents	Accurately perform safe medication administration and dosage calculations for patients with complex acute medical/surgical conditions.	Implement timely, research-based interventions for adult patients with multisystem or complex medical-surgical conditions that address principles of safety and quality	Demonstrated advanced dosage calculations	Advocate for the health and safety of children and their families.	Assume a leadership role in a health care or community-based setting to promote a culture of quality and safety.

PROFESSIONAL IDENTITY

NURS 1010 Foundations	NURS 1015 Gerontology	NURS 1061 Pharm 1	NURS 1020 M/S 1	NURS 1023 MH	NURS 1062 Pharm 2	NURS 2040 M/S 2	NURS 2060 M/S 3	NURS 1063 Pharm3	NURS 2050 MCH	NURS 2500 Capstone
Demonstrate basic therapeutic communication techniques and professional behavior using appropriate terminology when interaction with patients, peers and healthcare members	Define the role of the professional nurse caring for the older adult experiencing common health care issues in a variety of health care settings.	Identify the role of the professional nurse in administering medication and providing related patient education across various health care settings.	Develop a professional image while employing therapeutic communication, including appropriate use of technology to collaborate, document and facilitate safe, effective evidence based patient care.	Describe the role of the nurse in caring for patients and families experiencing mental health problems.	Review the ethical and legal responsibilities related to the role of the nurse when administering controlled substances.	Demonstrate use of professional standards when developing plan of care for acutely ill adults and in the delivery of care to acutely ill adults.	Demonstrate professionalism through identification of self-learning needs and continued professional development.	Explain the nursing role in the administration of commonly used emergency medications Recognize controlled-substance laws and legal implications regarding the impaired nurse	Utilize self-reflection to identify areas of conflict related to the care of women, children and families	Synthesize acquired nursing knowledge to identify personal strengths and learning needs as a basis for professional development. Demonstrate professional standards of practice while functioning in a leadership role.

Illustrations of How Organizing Pillars Drive Each Course										
TEAMWORK AND COLLABORATION										
NURS 1010 Foundations	NURS 1015 Gerontology	NURS 1061 Pharm 1	NURS 1020 M/S 1A	NURS 1023 MH	NURS 1062 Pharm 2	NURS 2040 M/S 2	NURS 2060 M/S 3	NURS 1063 Pharm3	NURS 2050 MCH	NURS 2500 Capstone
Demonstrate basic therapeutic communication techniques and professional behavior using appropriate terminology when interaction with patients, peers and healthcare members	Discuss economics in health care issues as they relate to the planning of care for older adults.	Discuss the role of team members as they pertain to medication orders and considerations.	Identify significant findings to report to other members of the healthcare team utilizing a systematic framework.	Examine the role of multidisciplinary team collaboration in the care of the patient with mental illness.	Delineate the collaborative process with prescribers to ensure safe administration of medications.	Effectively communicate with patients and inter-professional team members to facilitate positive patient outcomes and a professional clinical environment	Effectively communicate and collaborate with patients and inter-professional team members to facilitate positive patient outcomes and a professional clinical environment.	Apply the collaborative process with prescribers to ensure safe administration of medications	Analyze diversity, social, economic, legal, ethical and political issues in relation to their impact on health and care provided to the nurturing family.	Use inter-professional collaboration planning, implementing and evaluating care to improve outcomes for a group of patients.
INFORMATICS										
NURS 1010 Foundations	NURS 1015 Gerontology	NURS 1061 Pharm 1	NURS 1020 M/S 1A	NURS 1023 MH	NURS 1062 Pharm 2	NURS 2040 M/S 2	NURS 2060 M/S 3	NURS 1063 Pharm3	NURS 2050 MCH	NURS 2500 Capstone
Recognize the impact of information technology and point of care information as it relates to safe delivery of patient care.	Explain the role of information technology in caring for the older adult	Identify technology available to ensure safe medication administration	Demonstrate proper use of informatics and technology in the acute and chronic care settings.	Demonstrate proper use of informatics and technology in the mental health care setting	Describe use of electronic drug information databases for resourcing information and documentation of medication administration	Utilize technology to document patient care and search point of care information.	Compare electronic documentation systems for safety and clarity of communication	Identify advanced technology available to ensure safe medication administration. Critique credibility of electronic medication databases.	Utilize current information technology to communicate, manage knowledge, and evaluate patient care outcomes.	Integrate current information technology into practice to provide safe evidence-based nursing care for a group of patients.

Table 1.3

Comparison of CCRI's Definition of an Educated Person with Nursing Program's New Graduate Outcomes		
Four Abilities	**CCRI (p. 20, 2015-2016 Catalog)**	**Nursing New Graduate Student Learning Outcome**
Critical Thinking	Identify and analyze complex ideas. Determine a research focus and the nature and scope of information needed. Locate, evaluate and use information effectively. Draw logical conclusions from information. Express well-reasoned or innovative perspectives. *(Critical Thinking)*	Apply critical thinking and clinical reasoning to make evidence –based decisions.(Nursing Judgment) Utilize information systems and patient care technologies to communicate, implement best practices, minimize risk and support clinical decision making. (Informatics)
Communication Skills	Use standard English grammar and mechanics. 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. (*Effective Communication)*	Teamwork involves functioning effectively within nursing and interprofessional teams. Collaboration fosters open communication, mutual respect and shared decision making to achieve quality patient care. *(Teamwork and Collaboration)* Utilize information systems and patient care technologies to communicate, implement best practices, minimize risk and support clinical decision making. (Informatics).
Quantitative, Mathematical and Scientific Reasoning	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 in graphical form. (*Quantitative, Mathematical and Scientific Reasoning)*	Utilize information systems and patient care technologies to communicate, implement best practices, minimize risk and support clinical decision making. (Informatics).
Teamwork/Social Interaction	Evaluate ethical dimensions of decisions. Use teamwork to accomplish tasks in groups. Demonstrate an understanding of global, cultural and historical perspectives. (*Social Interaction)*	Participate in collaborative relationship with members of the interprofessional team, the patient, family and/or designee.

Curriculum Map

In the column below, please list the student learning outcomes for the program you are proposing. **Across the top, please indicate the course code** and **number** of each course required in the program and below each course heading mark an "I", "R" or "E" using the following legend:
"I" = Introduces the concept "R" = Reinforces or contributes additional information "E" = Emphasis (assumes level of mastery) CO = Course Objectives

It is not expected that all courses will address all outcomes; therefore, you should be selective and rate only the outcomes of highest importance in each program/certificate course. For outcomes that are addressed minimally in a course or not at all, leave the cell blank.

Program Student Learning Outcomes ⇓	Course:	NURS	NURS	PHARM	NURS	NURS	PHARM	NURS	NURS	PHARM	NURS	NURS
	Number:	1010	1015	1061	1020	1023	1062	2040	2050	1063	2060	2500
	Content Area	Fund	Geri		MS-1	MH		MS-2	MCH		MS-3	Capstone
Upon successful completion of the Associate of Science in Nursing degree, the graduate will:												
1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patients across the lifespan. (safety and patient-centered care)		CO: 1,4,6	CO: 4	I CO: 2,3,5	R CO: 1	R CO: 4		R CO: 1,2		R CO: 1	R CO: 1,4	E CO: 3,4,5
2. Apply critical thinking and clinical reasoning to make evidence-based decisions. (nursing judgment)		I CO: 3, 5	I CO: 2	I CO: 2	R CO: 2,3,5	R CO: 3,4	R CO: 1,2,4,5	R CO: 1,2,3,5		R CO: 2,3,5	R CO: 2,3,4,5	E CO: 2,4,5
3. Implement established quality measures to improve patient care. (quality improvement and safety)			I CO: 3	I CO: 4,5,6	R CO: 4	R CO: 4	R CO: 2,3,4,5	R CO: 3,5		R CO: 3,4	R CO: 3,4,5,6	E CO: 1,3,4,5
4. Participate in collaborative relationships with members of the interprofessional team, the patient, family and/or designee to achieve quality patient-centered care. (teamwork and collaboration)		I CO: 2		I CO: 1	R CO:6	R CO: 1		R CO:4		R CO: 4,5	R CO: 1,3	E CO: 3,5

Course:	NURS	NURS	PHARM	NURS	NURS	PHARM	NURS	NURS	PHARM	NURS	NURS
Number:	1010	1015	1061	1020	1023	1062	2040	2050	1063	2060	2500
Content Area	Fund	Geri		MS-1	MH		MS-2	MCH		MS-3	Capstone
5. Utilize information systems and patient care technology to communicate, implement best nursing practices, minimize risk, and support clinical decision making. (informatics)	I CO: 3		I CO: 4	R CO: 5	R CO: 4		R CO: 5		R CO: 5	R CO: 2	E CO: 4
6. Demonstrate leadership skills in a variety of healthcare settings for diverse patients. (professional identity)							I CO: 1			R CO: 3	E CO:1,3,4
7. Exhibit professional behaviors within legal and ethical practice frameworks. (professional identity)	I CO: 1,6	I CO: 1	I CO: 1,3,6	R CO: 6	R CO: 2,5		R CO: 4,5	R CO: 3,4,5	R CO: 1,3,7	R CO: 2,3,4,7	E CO: 2,5

Art Department Narrative

The Art Department at CCRI has clearly defined Student Learning Outcomes on both the Program and Course Level. Faculty meet monthly to discuss departmental issues as arise.

At the end of each semester, the department mounts and exhibition of student work at each campus in order to view the outcome of studio courses. At the end of each Academic year, an exhibition is mounted at each campus and during work is discussed between Full-time and Part-time faculty. At the end of the day, after meeting to view work on all campuses a more formal discussion takes place among Full-time faculty on the strengths and weaknesses of course outcomes and general program success. At this time faculty also discuss strengths and weaknesses of Part-time faculty and the success of their individual course and section outcomes. Up until no formal minutes have not been taken and no written record was kept on advice from previous administration. However informal discussions with adjunct faculty have taken place in order to apprise faculty of whether standards are being met, or to advise towards improved outcomes. Historically this interaction has met with mixed success.

Recently in during summer 2016 the Art Department was granted accreditation by an outside national accrediting body, NASAD, the National Association of Schools of Art and Design. In the beginning stages of application for accreditation feedback from visiting representatives was positive and an application with accompanying program materials were submitted. After receiving our initial application in 2014 NASAD noted several areas of concern and the Art Dept. was given the opportunity of submitting an "Optional Response" by February 2015, to address those issues the NASAD organization had found wanting. In May 2015 in NASAD categorized department's accreditation was as deferred, a level up from being denied, until we addressed two specific issues still found as not meeting NASAD standards. Those two items involved better "Planning", Long and Short Term, and our lack of an "Assessment Tool".

During the Fall of 2015 faculty met to discuss the results, establish a "Plan" and create an "Assessment Tool". These were laid out in detail and submitted to NASAD in Feb 2016. In the summer of 2016 the Art Department was then granted membership and accreditation.

The primary goal this Fall 2016 semester is to begin the process of implementing the Plan we submitted to NASAD. Faculty have met to discuss this semester and this year's timeline for getting up to speed. The first task has been to populate those programming committees integral to carrying out the plan. As programming and assessment are integrally tied we are discussing how NEASC requirements dovetail with NASAD requirements and how we can meet each with consistency, and without unnecessary redundancy, so that there is less confusion and risk of burn out in terms of faculty participation. One of the things that stands out the most is that the department has not collected information in the form of what could be called "data", nor stored any sort of "database". The department does keep records on file of Faculty/Course SRIs. And faculty are evaluated every year by the means the college requires.

I believe the implementation of the newly devised "Assessment Tool" will solve our problems insofar as lack of any hard or measurable data. The Assessment Tool, which is attached here, or will be provided, in hard copy will allow us to assess outcomes on both a Course and Program level. We can also cross reference and adapt it to any outcomes being measured such as those metrics that measure how a course fits the college's "Educated Person". The Assessment Tool will begin to be implemented in the Spring of 2017 after we have worked out some of the technical issues with the software involved. We are discussing moving to a more user friendly software. At this time the database will be housed on an in-house server kept in the Chair's office and backed up to an external hard drive. The system will initially be accessible only by FT faculty.

Review of Course and Program Outcomes via the Assessment Tool is described in the narrative accompanying the Assessment Tool. To add clarification- the department will use a four level system to rank student work in meeting outcomes. These outcomes can be categorized by course or program level. In the past all faculty have been asked to submit examples of their student work at the end of each semester. While this provided a snapshot of our best student work the weakness in the system is that it did not provide a broad enough overview of our student work, or a way to compare how faculty were assessing student work. The other equally important component until now is that we have never reviewed

Performing Arts - MUSIC and JAZZ STUDIES - Narrative

Our program learning outcomes have been in place for years and have needed only minor language tweaking, as music skills on the freshman and sophomore level remain stable.

Course learning outcomes were also developed years ago, but a few minor changes have been made, mostly having to do with the order in which topics were presented in our theory and aural skills sequence or which outcomes will be fulfilled in piano class instead of theory/aural skills. They are reviewed annually by the full-time faculty. Elective courses in music such as Guitar Class, Opera Workshop, and Intro to Audio Recording Technology have been reviewed and either the catalog description or the learning outcomes (or both) adjusted as teaching strategies change.

Curriculum mapping was completed in 2013 for Music and Jazz Studies.

The most meaningful adjustments in our program have resulted from our work with the National Association of Schools of Music, both leading up to our accreditation in 2011 and subsequently, culminating in a comprehensive review for the site visit in April, 2017.

We looked at a couple of areas especially and made some changes:

1. Performance. We have data that includes rubrics and comments from applied music juries, maintained by the music program coordinator, Dr. Audrey Kaiser. After performance juries, we as a faculty discussed ways that the overall level could be raised. These include:

- Studio classes, weekly for vocal majors (the bulk of our applied students), several times a semester for pianists, and twice per semester for other instrumentalists. These have been effective in supplying performance experience before the recital and jury, so that students are more accustomed to performing before an audience and can receive a critique before the jury. The level of performance at recitals and juries has definitely improved with this strategy.
- Changes in venue, etc.. The voice class recitals now are held in the theatre, with students in concert dress (gowns and tuxes). The students all stay on stage and come up to perform in turn. It has produced excellent results. Opera Workshop is also held in the theatre, with costumes and at least minimal scenic background. The band and choral groups perform in the theater.
- We hired a voice specialist when we filled a faculty vacancy, to oversee the vocal program, which has grown to be by far the largest number of applied students. It keeps growing, and choral groups have improved for it. We also hired a top voice teacher as a private vendor to take many students.
- We implemented a portfolio requirement, so that students are documenting their performances and applied repertoire over 4 semesters. This gives them a better perspective of what periods and styles they have studied, and it also helps in transfer. In addition, they are to keep theory/jazz/music history projects and papers, as well as other materials and a head shot. These portfolios are evaluated by a simple rubric at the jury. We have found that at least the professionalism and confidence of students has noticeably improved with this.

2. Synthesis of theoretical and stylistic knowledge with performance. We had a lot of anecdotal evidence that this was a weakness, and NASM standards helped us focus down on this area. We surveyed our graduates/ completions in Spring 2015 on their responses to particular NASM standards, and found that they felt deficient in music history particularly. We started requiring in Theory 2 and 3 that students bring in a piece they are studying and analyze it from a historical and stylistic viewpoint, as well as a formal and theoretical one. We also started requiring background information on composers and compositions in studio classes. We had public

This is to Certify that

Community College of Rhode Island

is an institutional member of the

NATIONAL ASSOCIATION of SCHOOLS of MUSIC

and is entitled to all the rights, privileges and recognition appertaining thereunto.

In Witness Whereof the Association has caused this certificate to be signed by its President and Secretary this 18th day of November, 2011

Don Gibson

PRESIDENT

Catherine Tarjanian

SECRETARY

NEASC Group 2

Foreign Language Department-Deborah Notarianni-Girard, Ph.D., Chair

December 2016

1. I have discussed with my department the following:

a. Our current Student Learning Outcomes

b. Our current Program Outcomes

2. I have sent updated Course Learning Outcomes to my department for their suggested edits or approval.

3. I have sent updated Program Outcomes and Curriculum Map to my department for their suggested edits or approval.

4. The department has discussed and agreed to focus on a Listening Assessment this Fall. We will all choose a class in which to do a Listening Assessment using a Listening Comprehension Template from ACTFL (The American Council on the Teaching of Foreign Languages) to which our Student Learning Outcomes are aligned.

Attachments: Listening Comprehension Templates from ACTFL, Integrated Performance Assessment (IPA) Rubrics, appropriate notes.

Appendix F *Integrated Performance Assessment (IPA) Rubrics*

Interpretive Mode Rubric: A Continuum of Performance*

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
LITERAL COMPREHENSION				
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main idea detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting detail detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
INTERPRETIVE COMPREHENSION				
Organizational features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing meaning from context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Cultural perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/ products to perspectives is superficial or lacking.

Evidence of Strengths: Examples of Where You Could Improve:

* The Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of language level. *See Implementing Integrated Performance Assessment*, Chapter 2, for suggestions on how to use this rubric to assign a score or grade.

I. Key Word Recognition.

Note to instructor: **Select "content" words/phrases that convey meaning related to the clip** as opposed to words/phrases such as prepositions and conjunctions.

Alternative format: **Ask students to provide 8-10 words that relate to a specific topic or content area** addressed in the clip, such as nutrition.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

II. Main Idea(s). Using information from the clip to support your answer, provide the main idea(s) of the clip in English.

_____

_____

_____

III. Supporting Details.

Note to instructor: Provide **5 correct details** that support the main idea(s) and **3 distracters**.

A. _____ - _____

B. _____ - _____

C. _____ - _____

D. _____ - _____

E. _____ - _____

F. _____ - _____

G. _____ - _____

H. _____ - _____

IPA Interpretive Task Comprehension Guide: Template

I. Key Word Recognition. Listen for the word/phrase in the target language in the clip that best expresses the meaning of each of the following English words/phrases:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

II. Main Idea(s). Using information from the clip to support your answer, provide the main idea(s) of the clip in English.

_____

_____

_____

III. Supporting Details.

1. Circle the letter of each detail that is mentioned in the clip (not all are included!).
2. Write the information that is given in the clip in the space provided next to the detail below.

A. _____ - _____

B. _____ - _____

C. _____ - _____

D. _____ - _____

E. _____ - _____

F. _____ - _____

G. _____ - _____

H. _____ - _____

IV. Organizational Features. How is this text organized? Choose all that apply and explain briefly why you selected each organizational feature—what were the clues in the text?

A. _____

B. _____

C. _____

D. _____

E. _____

Justification from clip: _____

Revised Curriculum Map/Course Outcomes

Notarianni-Girard, Deborah

Sent: Wednesday, November 30, 2016 12:09 PM
To: Brown, Susan; Godo-Solo, Hossiri; Mansella, Maria; Morais, Elizabeth; Mullaney, Jeanne; Panaccione, Carol
Cc: Notarianni-Girard, Deborah
Attachments: Course Outcomes.docx (18 KB) ; Curriculum Map November 2016.doc (56 KB)

Hello All,
In attachment, please find our revised Curriculum Map (aligned with the ACTFL Guidelines), as well as our Course Outcomes. As I prepare to write a progress report for NEASC, I met with Jeanne Mullaney and asked her to look at our Map and Outcomes. We discussed them both, and she added her comments in the attached documents. Please read and send me any further thoughts, suggestions, etc.
Thank you.
Debbie

Deborah Notarianni-Girard, Ph.D.
Chair, Department of Foreign Languages & Cultures
Director, Study Abroad Programs
Community College of Rhode Island
400 East Avenue
Warwick, RI 02886
Warwick (401) 825-2254
http://www.ccri.edu/foreignlang/

Reminder: Assessment Samples-Follow-up from Dept. Mtg.

Notarianni-Girard, Deborah
Sent: Tuesday, November 29, 2016 11:55 AM
To: Brown, Susan; Godo-Solo, Hossiri; Mansella, Maria; Morais, Elizabeth; Mullaney, Jeanne; Panaccione, Carol
Cc: Notarianni-Girard, Deborah

Hello All,
As we approach the end of the semester, I am following up from our last department meeting on November 10th. As you recall, we discussed and worked with the ACTFL Template Listening Comprehension Guide using some sources that Hossiri and I brought as practice materials. We agreed to use the template to help us to set up a Listening assignment for our students that we would administer before the end of this semester. We will then meet in early February to assess those samples. Please send copies of the samples (from one of your classes) **uncorrected with** student and faculty identifiers to me by December 14th. When we meet in February, we will code the samples, and remove all identifiers to protect student and faculty confidentiality.
Thank you in advance.
Debbie

Deborah Notarianni-Girard, Ph.D.
Chair, Department of Foreign Languages & Cultures
Director, Study Abroad Programs
Community College of Rhode Island
400 East Avenue
Warwick, RI 02886
Warwick (401) 825-2254
http://www.ccri.edu/foreignlang/

Info for Department Meeting on Thursday, November 10th

Notarianni-Girard, Deborah

Sent: Thursday, November 03, 2016 7:41 AM

To: Baghdadi, Michelle; Brown, Susan; Godo-Solo, Hossiri; Mansella, Maria; Morais, Elizabeth; Mullaney, Jeanne; Panaccione, Carol

Cc: Notarianni-Girard, Deborah

Hello All,

This is a follow-up from our last department meeting on October 13th. Since that time, I met with Jeanne Mullaney, our Assessment Coordinator, who suggested seeking a rubric that is aligned to the ACTFL Guidelines and which would offer us the opportunity as individual faculty members to choose a listening activity from a class and level that works for us. The room reservation for our next meeting this Thursday, November 10th at 2:00 pm is Room 1130 at the Warwick Campus. I look forward to seeing you then.

Thank you in advance.

Debbie

Deborah Notarianni-Girard, Ph.D.
Chair, Department of Foreign Languages & Cultures
Director, Study Abroad Programs
Community College of Rhode Island
400 East Avenue
Warwick, RI 02886
Warwick (401) 825-2254
http://www.ccri.edu/foreignlang/

TO: Dr. Deborah Notarianni-Girard, Chair

FROM: Carol A. Panaccione

DATE: Thursday, October 13, 2016

Re.: Minutes – Foreign Languages & Cultures Department Meeting

Attending: Deborah Notarianni-Girard, Maria Mansella, Michelle Baghdadi, Jeanne Mullaney, Susan Brown, Hossiri Godo-Solo and Carol Panaccione

---

I. Welcome/Updates from Dr. Notarianni-Girard

II. Dr. Notarianni-Girard shared questions from Dean Cole with regard to APR review; Dr. Notarianni-Girard then shared with our Department the questions that she had with regard to his response. Questions that arose at meeting:

1. Do we have data to support that the FL Concentration strengthened enrollments in upper level language classes?

2. Economic benefit for the College to drop the Foreign Language Concentration ?

Discussion:

1. The impact of the fact that URI and other 4 –year institutions have eliminated for reduced the FL requirement for many programs.

2.The importance of the Liberal Arts Program for students who go to colleges other than our sister institutions.

3. The need for institutional support for students enrolled in the Liberal Arts Program.

4. Professor Mullaney brought up the importance of data with regard to students enrolled in the General Studies

TO: Dr. Deborah Notarianni-Girard, Chair

FROM: Carol A. Panaccione

DATE: Tuesday, August 30, 2016

Re.: Notes/Minutes – Foreign Languages & Cultures Department Meeting

Attending: *Deborah Notarianni-Girard, Maria Mansella, Jeanne Mullaney, Susan Brown, and Carol Panaccione*

I. Welcome/Updates from Dr. Notarianni-Girard

II. Search Committee: Full-time faculty member

-Dr. Notarianni-Girard shall contact Human Resources and begin process/establish search committee this fall.

III. APR Review

– Dr. Notarianni-Girard submitted our APR review to Administration in May 2016. Anticipated discussion with committee in November. As of today, no feedback from submitted report.

IV. NEASC Interim Report – 2017

-Dr. Notarianni-Girard attended a meeting in July with Chairs and Deans. The presenter was Dr. Barbara Brittingham, President, Commission on Institutions of Higher Education of NEASC. Discussion shall take place this fall within department focusing on Student Learning Outcomes.

V. Showcase your Talents/Ideas-presentations

-Discussion of potential faculty presentations -Oral Proficiency Interview-Professor Morais and Multi-State Assessment-Professor Mullaney.

-Perhaps 2 presentations in fall 2016.

VI. Foreign Language Student Ambassadors

-Lively discussion of a pilot/initiative to bring students together in the fall who have been identified by faculty as potential leaders/ambassadors.

-Professor Mansella suggested meeting in common areas at the four campuses.

- Discussion of visiting classes by selected student leaders.

Dr. Notarianni-Girard thanked us and adjourned the meeting at approximately 12:45 p.m.

Performing Arts - Theatre Program Narrative

Theatre program and course learning outcomes have been in place since 2011 and have been reviewed and some slight revisions implemented in the past five years. Curriculum mapping was completed in 2012-13 for theatre, including the general education courses. Theatre is a performing art, and our productions, including all the work leading up to them, are the best measure of achievement for our majors. In addition to the program learning outcomes http://www.ccri.edu/performingarts/theatre/learningoutcomes.html the following outcomes were developed:

Performance Criteria

1. Students will identify the roles and responsibilities of various theatre personnel.
2. Students will define and utilize theatre terminology.
3. Students will critically analyze the methods, techniques, and styles of actors, directors, playwrights and designers.
4. Students will demonstrate knowledge of the history, traditions, and conventions of theatre and the diverse cultures they mirror.
5. Students will prepare and present in a timely manner a variety of performance assignments, including scripted scenes with a partner, monologues, and pre-assigned exercises.
6. Students will analyze and respond to various aspects of theatre performances in both verbal and written form.
7. Students will consistently demonstrate personal discipline, responsibility, and cooperation while working with others during the rehearsal and performance process.

Evidence of intentional commitment to address and access outcomes across the program:

1. Periodic faculty/staff meetings to review curriculum and syllabi and to discuss teaching strategies. Weekly production meetings while a production is in process.
2. Post-production response from faculty, staff, and students.
3. Participation in American College Theatre Festival (includes response from Theatre professionals; students are nominated to participate in the Region 1 festival as actors, directors, designers, and stage managers).
4. Annual selection of student directors based upon their academic performance and participation in productions. The student production each spring is directed by students.
5. Student showcases at conclusion of Fall and Spring semesters (Acting I and II classes).
6. Service performances and presentations by students (in-house, high schools, senior centers, etc.). These have included Arts Nights for the past two years.
7. Student participation in Honors Forum.
8. Student participation in play selection process.
9. Feedback from CCRI Players meetings.

Program-level assessment methods and timing

1. Direct assessment methods may include, but are not limited to: class attendance and participation homework, quizzes, journals, chapter tests, essay papers, monologue and scene work, improvisations, class projects, midterm and final examinations.
2. For Performance Track: For the final project in THEA 2140 – Acting II, all students prepare and present a timed (five minutes or less) standard audition piece consisting of two contrasting monologues, to be observed, evaluated, and verbally critiqued by the course instructor and at least one qualified guest respondent who has no prior knowledge of the students' acting work.
3. For Technical Track: 5. THEA 2200 (Theatre Graphics) – Capstone course for students in the Technical track.
4. Faculty/staff formal and informal discussions to assess student performance and progress.
5. Feedback from former students who have transferred and/or gained employment in theatre.
6. Feedback from faculty members at colleges to which students have transferred and from community theatre directors who have worked with current and former students.

Summary and Actions: Assessment is ongoing and effective. Documentation and storage of data are in the stages of being formalized.

General Education Narrative

CCRI's Definition of an Educated Person is our institutional articulation of the skills and abilities that we expect all students to demonstrate upon graduation. The courses that are designated as part of CCRI's General Education Core are meant to facilitate the development of these skills and abilities.

At the time of CCRI's last NEASC site visit in April 2014, we had conducted various pilot studies on our students' mastery of one of the abilities in the Definition: critical thinking. We had worked with faculty to collect assignments and design rubrics for the project and we had used the critical thinking assessment test from Tennessee Technological University. We learned something about our students' ability to think critically, but the data weren't actionable. In the first case, the rubric used was home grown, so we weren't sure it was valid or reliable. In the second case, it seemed as though the group of students who took the standardized test did not expend the proper effort on the problems as it didn't count for their class grade and that skewed the results.

In 2012 our associate commissioner for assessment and planning approached us about a new initiative that was called the Multi-State Collaborative Project to Advance Learning Outcomes Assessment. She asked that we begin attending meetings to learn more about the project and consider participating. We agreed to join the other eight states involved because the project was centered on faculty work; first because the VALUE rubrics that would serve as the assessment tool had been created by faculty, second in the authentic assignments that would come from our classes, and finally in the scoring that would be done by faculty from the other eight states. We also appreciated the opportunities for faculty development that this project offered. On the whole, we felt that the project afforded us an authentic means of obtaining direct evidence and ultimately actionable data about two of our students' abilities (quantitative reasoning and written communication) as outlined in the Definition.

In September of 2014, we agreed to collect between seventy-five and one hundred samples each of student work that demonstrated written communication and quantitative literacy from students that had earned more than forty-five credits. We assembled the samples from fifty-one courses across the three divisions of CCRI and engaged forty-eight faculty members in the process. In September of 2015, we received our data after all of the samples had been scored.

We were pleased to see that our results were very comparable to the aggregate results for all of the 21 2-year institutions which participated. We expected to see around 60% scores of 2 and 20% scores of 3, but there were actually around 30% scores of 3.

For quantitative literacy, we saw this general pattern and noted particular strength in the areas of Calculation and Representation, as did the 2-year aggregate. CCRI student scores on Assumptions were the lowest of all, as were those of the 2-year aggregate. In the two-year aggregate, 35.4% of the scores for Assumptions were 0 and at CCRI 37% were 0. This preponderance of 0s leads us to wonder at CCRI as well as in the other MSC states, where in our curriculum we teach students about the importance of assumptions in reasoning quantitatively and also where we give them practice in working with assumptions.

For most of the dimensions of the written communication VALUE rubric, specifically, Context and Purpose for Writing, Syntax and Mechanics, Genre and Disciplinary Conventions, and Sources and Evidence, CCRI had a higher percentage of 3s than the 2-year aggregate: 40%, 34%, 27% and 19% respectively. However, we had a lower percentage of 4s in Syntax and Mechanics (1%), Genre and Disciplinary Conventions (3%), and Sources and Evidence (3%). Overall, our lowest scores were in Sources and Evidence as were the lowest scores for the 2-year aggregate.

A PowerPoint presentation was shared with the vice president for academic affairs, the general education committee and with a group of faculty who had submitted samples of student work. The vice president for academic affairs then departed for another position and the new vice president began by sharing the data with the department chairs at the Department Chairs' Council Meeting on September 13, 2016. She asked that they consider it carefully and choose a dimension to focus on for academic year 16-17. The department chairs voted to address Sources and Evidence since the data indicated that this is a growth area for us.

We created a continuous quality improvement plan that began with a two-hour kickoff workshop on October 28, 2016. At the workshop, faculty considered the VALUE rubric for written communication and

applied it to their own assignment instructions to check the alignment with the rubric. Many made changes to their assignments based on the techniques that the presenter described or that their colleagues discussed.

We marketed the initiative with banners created for each campus to raise both faculty and student awareness. We also implemented a media campaign on LinkedIn and Twitter.

Department chairs must choose one course and one assignment to implement techniques and strategies to improve student use of sources and evidence (documentation to be submitted on November 30, 2016). Department faculty will implement strategies during the spring 2017 semester to improve student ability to identify and integrate sources and evidence. CCRI will collect the writing assignments from faculty at end of spring 2017 semester and we will hold norming and calibration sessions that will train our faculty to use the VALUE rubrics to assess student work in order to build our institutional capacity to assess student learning. CCRI faculty will score the writing assignments of the faculty who implemented new strategies and we will also submit the samples to the MSC to have the scores externally validated. We will compare the scores to those of the first and second year of the MSC and we hope to see progress. Finally, in May, the department chairs will report on the strategies and techniques that their faculty found useful for improving student writing at CCRI's Spring Symposium Workshop.

Another source of data on CCRI's general education program exists in the 2007, 2013, and 2016 results from the CCRI Graduate Exit Survey which our Institutional Research Office administered as a means of gathering some indirect evidence of student mastery of the abilities in the Definition. Although the wording of the survey items doesn't exactly match that of the VALUE rubrics we have used for direct assessment, it does align with the spirit of the outcomes and gives us insight into how well students think they can demonstrate these skills. Since we have results from the MSC for 2015-2016 and results from the survey from 2016, we can compare the direct and indirect data. Overall, around 80%-90% of graduates who responded to the survey agree or strongly agree that they can demonstrate the skills outlined in the Definition. It is interesting to note that this is true even in the survey question about locating, evaluating and using information effectively.

Other next steps for assessing the general education program at CCRI include a comprehensive inventory of all of the courses that are currently listed as general education courses. Departments will list their general education courses, the two abilities that the courses seek to develop in students, and the specific assignments designed for students to demonstrate those abilities. The members of the general education committee will review these forms and determine whether or not each course will continue to be listed as a general education course.

CCRI will also send a team comprised of the chair of the general education committee, the general studies coordinator, the dean of the library, and the assessment coordinator to the Association of American Colleges and Universities General Education and Assessment: Design Thinking for Student Learning conference in February 2017 to learn about other innovative ways to design general education. The team will meet before the conference to discuss the work to be accomplished and plan the specific sessions to attend. After the conference, the team will gather several more times to continue to elaborate the new design.

We will also confer with Rhode Island College and the University of Rhode Island in order to align our new general education design with their divergent general education programs.

Attachments:

Written Communication VALUE Rubric

Agenda for October 28 workshop

Chairs' Council Minutes for September 13, 2016

Inventory of Steps for CQI

CQI Systematic Plan of Evaluation forms

CQI Sources and Evidence PowerPoint Presentation from October 28 kickoff meeting

Sources and Evidence Banner

General Studies Narrative

According to the 2016-17 college catalog, graduates of the General Studies Program (GENS) program will "demonstrate effective communication and computational skills and possess the capacity for continued learning and logical reasoning." By far the largest program at the college, the GENS program enrolls students who represent a wide range of student goals and expectations, including those who are undecided, those taking courses to qualify for admissions in to competitive Health Science programs and still others who expect to transfer to a four-year institution upon or before graduating with an associate's degree. Students in the Joint Admissions Agreement (JAA) program are a subset of this latter population.

According to the most recent IPEDS data (2015) the General Studies program enrolls 8,942 students, a 13% decline from the five-year high enrollment of 10,224 in 2012. Approximately 1,335 of these students, or 15% of the GENS population, are enrolled in the Joint Admissions Agreement (JAA) program and have a prescriptive set of courses that they are required to complete in a 5-year period. As a result, the JAA students have a persistence and retention rate that is significantly higher than all associate degree students at CCRI (59.8% vs.47.5%) and the full time student retention rate for JAA is nearly 23% higher than the all-college numbers. The retention rates for new part-time JAA students are also significantly higher than the college average and recently have spiked to 92.7% —a full 43.6% higher than the all-college average.

The graduation rates, while not as extreme as the retention rates, also represent higher achievement for the GENS/JAA students. The 3-year graduation rate for this GENS/JAA (FT-FT) population has improved by 13% in the last 4 years although their 4 yr. grad rates have dipped from an impressive 68.3% in 2009 to a more modest, yet respectable 56.8% (-11.5%) in 2011 which is still nearly 40% above the college average for the same year. With a current 92.7% retention rate, part-time JAA students fare significantly better than either their full-time JAA student-colleagues (85.9%) or the 49.1% retention rate for ALL part-time students. The statistics reveal that the students in the JAA program are doing well and continue to progress in adequate numbers through their program. More attention should be paid to assure that enrollment rates rise and that retention and graduation rates also continue to increase.

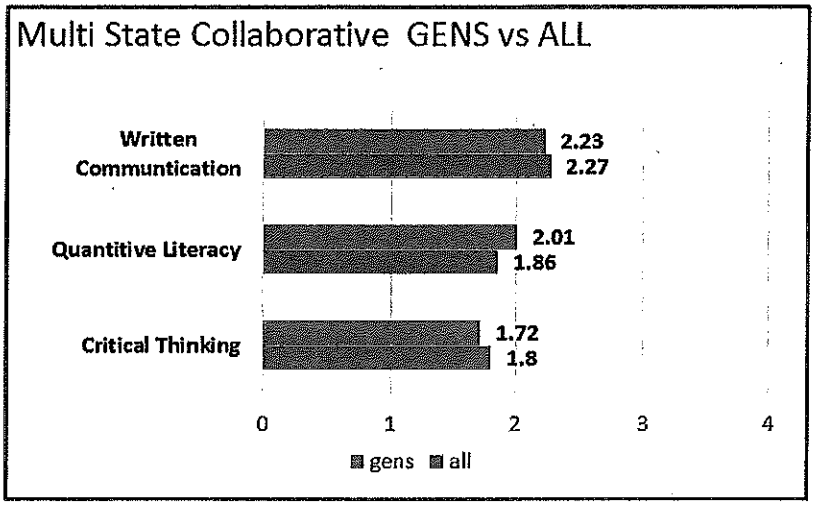
For GENS Students who are not enrolled in the JAA program—those 7,607 students who are completing pre-requisites for competitive admissions programs or are undecided about their academic pathway—the story is somewhat different. Their graduation and retention rates are lower than the ALL associates students on all data points with the greatest disparity between retention of new first-time full-time (FTFT) students. For this group (new FTFT Non-JAA GENS) the retention rate is 55.9% compared to the ALL student rate of 63.1%, (-7.2%). Graduation rates for the non-JAA students, though low, have climbed 2.2% between 2008 and 2012 for a 9.6% 3-year graduation rate. This year, the transfer out rates for non-JAA GENS represents a 2.6% increase suggesting that perhaps more students are transferring out before achieving a credential. For this group the "completion rate" (graduation + transfer out) = 30.6%. These data suggest that JAA students who are focused on transfer, following a recommended course sequence, and are required to complete their program in a 5-year period, are far more likely to be successful. Conversely, non-JAA students lack a prescribed course sequence, have no specific completion requirement and are less likely to graduate with an associate's degree. It is incumbent upon the college to identify the successful components from the JAA program that can be applied to other parts of the GENS program to enhance the academic experience and promote completion. Unfortunately, this is not a new or recent phenomenon, but there is a proposed solution.

Following the College's 2014 accreditation team visit and recognizing that the program was large and unstructured , the [former] Vice President for Academic Affairs created a special General Studies Task Force to identify ways in which the program could be transformed into a "rich, engaging, relevant and

meaningful experience for students". A cross-disciplinary team was assembled, met multiple times over the course of the Fall 2014 semester, and made recommendations to the VPAA in Spring 2015. The Task Force reviewed persistence and retention statistics for General Studies as well as other factors that relate to those measures, for example, development education enrollments, orientation/advising, First Year Experience courses, General Education course selection and organization of the program overall. The Task Force made specific recommendations to the VPAA related to structuring the program into appropriate groups, or meta-majors. Ultimately, it was determined that until such time as the GENS program was focused in to more reasonable groups, and a program director was identified, assessment of program outcomes was nearly impossible. The recommendations from the Task Force were accepted although implementation was curtailed during the change in Academic Affairs leadership. The new academic administration, working closely with the new Vice President for Student Services and Chief Outcomes Officer, has reinvigorated the plan to establish meta-majors/concentrations and has targeted the Fall 2018 semester for full implementation. Other recommendations from the GENS Task Force are also being revitalized, including revision of the developmental education offerings and specialized and focused "success courses".

To date, there has been no systematic assessment of the GENS program. There are existing Program Assessment forms (attached) from 2008/2009 that identify Performance Criteria, and Program-level Assessment Methods and Timing, etc., however, without a program director for General Studies there was not any systematic collection of data or regular assessment methods applied to the program. Despite this fact, the college's participation in the Multi-State Collaborative (MSC) has provided opportunity to assess two of the General Studies program outcomes: demonstrating effective communication and computational skill. Although not designed to assess the GENS program, the MSC has actively addressed college-wide assessments of Written Communications (WC), Quantitative Literacy (QL) and Critical Thinking (CT). (*For a full description of the outcome assessment see Gen Ed description.*) The results for the GENS students participating in the MSC closely mirror the average scores of the overall population, although GENS students performed consistently better in all categories in QL, especially the Communication concept. Similarly, CT and WC scores approximate the overall averages. In Written Communication the GENS students exceeded the score for the average population in Genre and Disciplinary Conventions, but fell short in Sources and Evidence. Fortunately the college-wide campaign to improve Sources and Evidence should enhance all students understanding of this concept. It is important to keep in mind that the population of GENS students in the CT sample is very low. The college must decide if the MSC is to be used as a regular and ongoing assessment and make a concerted effort to include more GENS students in the cohort.

In addition to these college-wide assessments, there are many individual instances of courses in the GENS curriculum, including ENGL 1010—the only course required by all GENS students--and other courses, that assess student learning outcomes.



Student Learning Outcome Narrative 2017

Human Services Department

The Human Services program prepares students for entry-level positions in a variety of educational and social service professions and for transfer to bachelor's degree programs at institutions of higher education throughout the country. The sequence of competency-based courses required for the associate degree combines classroom and fieldwork experience in the areas of child development and family relations, early childhood education, public school education, child and adult services for special needs populations, social work, gerontology, mental health and substance abuse. All students complete three internships in a school, agency or program setting in their chosen concentration. Each concentration provides 50 to 90 hours of field experience and a corresponding seminar for educational and clinical supervision. This provides students with a well-integrated balance of theory and practice for personal and professional development. Graduates of the Human Services program perform a variety of educational, therapeutic, supportive and direct service functions for diverse individuals of all ages with educational, emotional, social, developmental and physical needs.

In 2013, CCRI's A.A. Early Childhood Education and Child Development began the process of seeking Early Childhood Associate Degree Accreditation from the National Association for the Education of Young Children (NAEYC). The Self-Study Report for Accreditation is available for review. Part One of the Self-Study Report includes information in the following areas: Accreditation Criteria and Standards, Program Context, Identity and Design, Candidates, Faculty, Supportive Infrastructure and Organization. Part Two includes Program Content and Outcomes, Learning Opportunities and Assessment and Evidence of Candidate Outcomes.

In June 2015 CCRI's A.A. Early Childhood Education and Child Development program was accredited. Conditions addressed in the first Annual Report (and must be met) in the second Annual Report (due June 2017) are outlined in the attached Accreditation Decision Report.

In addition to the above, in the fall of 2016 the twelve full-time faculty members revised the Student Learning Outcomes for Social Services, Education/Special Education and Early Childhood Education/Child Development. Because all faculty participated in this task, Outcomes reduced from 20 or more per concentration to 5-7 in total. The former Outcomes and revised Outcomes are included for review.

Human Services departmental goals include but are not limited to meeting conditions in the second Annual Report to continue NAEYC Accreditation and continued articulation/transfer efforts for all Human Services concentrations with the University of Rhode Island and RI College. NAEYC has strongly recommended that CCRI provide a dedicated classroom/resource area for early childhood students and a mock early childhood classroom for the purpose of student centered learning and continued alignment of learning opportunities to NAEYC standards. By fall 2017, I expect to meet all goals.

Carol Patnaude

Accreditation Decision Report

This report presents the decision of the NAEYC Commission on Early Childhood Associate Degree Accreditation.

Institution Name:	**Community College of Rhode Island State: RI**
Dates of Site Visit:	**March 29-April 1, 2015**
Degree Program(s):	**A.A. Early Childhood Education and Child Development**
Date of Decision:	**June 2015**

Decision: Accredited with Conditions

Conditions:

Conditions must be addressed in the first Annual Report and must be met in the second Annual Report in order to continue accreditation.

1. Revise key assessments (student instructions and rubrics) for all six standards to demonstrate explicit alignment with the depth and breadth of the standards, and to meet the cognitive demands and skill requirements congruent with the standards.
2. Provide evidence that all students are required to complete each key assessment.

Rationale for Findings:

The NAEYC Commission on Early Childhood Associate Degree Accreditation finds that this program substantially meets expectations regarding alignment of learning opportunities with all standards. In addition, the program has developed clear key assessments with specific student instructions related to the NAEYC standards. However, the key assessments (student instructions and rubrics) should be redesigned to facilitate the disaggregation of data on student learning with regard to individual standards. Also, the program needs to ensure that each student completes each key assessment. The dedication and understanding of the faculty and the design of the key assessment instructions are strengths that illustrate that the program has the capacity to address these areas within the first or second Annual Report.

Annual Reporting Date: September 30

First Report Due: 2016

Accreditation Decision Report: The Accreditation Standards

Nationally accredited programs must substantially meet the Accreditation Standards through evidence provided in the Self-Study Report and Peer Review Team site visit. The accreditation decision is based on evidence that the program meets the Accreditation Standards through four indicators: documented learning opportunities, key assessments, data on candidate performance on key assessments, and use of that data to improve the program in relation to the accreditation standards. (NAEYC Early Childhood Associate Degree Accreditation Handbook, p. 37, 60).

Program Strengths in relation to Accreditation Standards and Supportive Skills

The program's learning opportunities are well aligned to the NAEYC standards and supportive skills. In addition, the program has developed vey clear key assessments with specific student instructions related to the NAEYC standards.

Areas for Program Improvement in relation to Accreditation Standards and Supportive Skills

To ensure the assessments lead to meaningful data that can be used for program improvement, the program should remove clustering of standards in rubrics so that data can be disaggregated by standard. Similarly, to ensure the data are meaningful, the program should provide evidence that all students are required to complete each key assessment.

The program's Written Response indicates the program's plans to "Focus on one standard... most appropriate for the assessment." The Commission notes a concern that in the revision of rubrics, the program might attempt to make a one-to-one correlation; for example, assessing NAEYC Standard 1 in Key Assessment 1, assessing Standard 2 in Key Assessment 2, etc. Please be aware that robust key assessments aligned to the breadth and depth of the standards most often address more than one standard; the concern is only around clustering of the standards within a single line of a rubric.

Accreditation Decision Report: The Accreditation Criteria

Learning opportunities and assessments are developed and implemented in unique programs that are responsive to particular students, faculty and communities. This unique program context is described through the twelve Accreditation Criteria. The rest of this report offers feedback on your program's areas of strength and areas for improvement related to Accreditation Criteria. (NAEYC Early Childhood Associate Degree Accreditation Handbook, p. 27, 59).

Program Strengths in relation to Accreditation Criteria

The program enjoys a reputation of excellence throughout the state of Rhode Island. Students benefit from high levels of quality in teaching, advising and support. Students also benefit from a strong, committed faculty who invest time in professional development, reflection, and program development and from an administration that supports faculty in the development and implementation of program outcomes.

The NAEYC Commission on Early Childhood Associate Degree Accreditation commends the program for its many strengths related to the Accreditation Criteria revealed through this accreditation process beyond those areas that are noted here.

Areas for Program Improvement in relation to Accreditation Criteria

The Commission supports the program's plans to further publicize the conceptual framework. Faculty, students, administrators, and stakeholders will benefit from increased knowledge in this area.

In addition, the program's plans to develop an adult learning space as well as a model early learning classroom will go far in supporting the growth and excellence this program is already experiencing.

Annual Report Expectations

The following conditions must be addressed in the first Annual Report and must be met in the second Annual Report in order to continue accreditation:

1. Revise key assessments (student instructions and rubrics) for all six standards to demonstrate explicit alignment with the depth and breadth of the standards, and to meet the cognitive demands and skill requirements congruent with the standards.
2. Provide evidence that all students are required to complete each key assessment.

Early Childhood Associate Degree
naeyc
ACCREDITATION

Certificate of Accreditation

Community College of Rhode Island
A.A. Early Childhood Education and Child Development

is hereby awarded NAEYC Early Childhood Associate Degree Accreditation

for demonstrating substantial compliance with national professional standards for early childhood education for the period **July 2015 through July 2017**

Elisa A. Huss-Hage
Elisa Huss-Hage, Commission Chair

Marica Mitchell
Marica Cox Mitchell, Deputy Executive Director, Early Learning Systems

Early Childhood Associate Degree Accreditation
National Association for the Education of Young Children, 1313 L Street, NW., Suite 500, Washington DC 20005

In July 2015 CCRI's Early Childhood Education Program was accredited (with conditions) through the National Association for the Education of Young Children (NAEYC). As a result the HMNS ECE full time and adjunct faculty (under the lead of Accreditation Coordinator Professor E. Courtney Read) has worked diligently to address the conditions through faculty meetings, email conversations and direct correspondence from NAEYC.

Enclosed please find:
1) A copy of the October 2014 Self-Study Report for Accreditation Review.
2) Goals for the ECE Program.
3) Recent correspondence from NAEYC addressing CCRI's planned response to the conditions.

Goals for the ECE Program
The following goals have been identified according to the findings in the Self Study and peer review reports:

1) Maintain NAEYC accreditation. To do so, members of the ECE faculty are committed to engaging in the practices associated with excellence in higher education to ensure that students receive the best preparation for careers and continued education in the early childhood field. They will also collect and analyze student performance data for the purposes of determining how students are meeting the professional preparation standards and skills. They will help with the reporting and data submission required by the NAEYC commission to demonstrate how CCRI is meeting these requirements.

2) Identify, develop, and utilize a dedicated space for the early childhood education program of study. This space will be used for adult learning and instruction, as well as for course assignments related to high quality environments and practices in ECE.

3) Continue the commitment of looking at the courses and assignments featured in the program of studies to ensure that these learning opportunities reflect the knowledge and skills students should know, understand, and be able to do upon completion of their studies at CCRI and entry into the workforce and/or transfer to a 4 year institution.

4) Continue to listen to and meet the needs of the ECE community and stakeholders who are invested in CCRI as a place for learning. Ideas for responding to the community include providing information about new and existing courses and offering trainings and/or professional development related to program outcomes for the ECE program.

5) Improve course rubrics by identifying our plan of action, who will be involved and also the timeframe in which this will occur. The next annual report with final changes will be due Sept. 2017. ECE faculty will meet to address the plan of action on December 15th 2016.

Findings within the NAEYC Self-Study

1) Findings within the NAEYC Self Study resulted in a decision to provide course concentration options, which enable students to gain the knowledge and skills in multiple areas of early childhood education and child development. Faculty and administration jointly agreed to begin its focus on candidates who either expressed an interest in careers working with Infants and Toddlers, or candidates who currently represented the workforce and required additional content knowledge and field experiences with the birth-3 year population. Faculty and stakeholders proceeded to examine current course offerings and determined the need to enhance the concentration of learning opportunities specific to birth-3 years.

The course HMNS 2180 Infant-Toddler Care: Methods and Materials had been featured in the CCRI catalog during the accreditation process however, for numerous reasons the course had not run successfully for quite some time. As part of the quality improvement initiatives stemming from the Self Study, the course was revised and revived to reflect current research, theoretical perspectives, and developmentally appropriate practice recommendations. Consideration of candidate demographics resulted in decision-making around when to offer the course and the ideal delivery method (face-to-face, hybrid, online, etc.). This course was re-launched in Fall 2015 with strong interest and a student completion rate of 100%. This course will now continue to run each semester as both face-to-face and online, with completion of the online course expected for Fall 2017.

2) Faculty remain engaged in assuring that content, learning opportunities, assessments, and practicum experiences for the birth-3 year population are reflected, as this was underrepresented at the time of the initial report. This gives candidates the opportunity to consider the span of development, emerging skills and tendencies of children, and consider which age group they see themselves working with in the future. Field experiences in the required practicum sequence of courses (HMNS 1210, 2310 & 2410) continue to feature the expectation that students work with all age groups (infant/toddler, preschool, school-age) throughout their field placements.

3) Amendments to aforementioned field placement courses occurred in 2015-2016 in the following aspects:

- A revised student manual was written and published in June 2016. The Fourth edition to the manual took into consideration the need for updating essential early childhood resources that students in RI should know and utilize in their field work. The manual also reflected updates to course assignments and rubrics, which were inclusive of the NAEYC standards and supportive skills. Although most of the assignment expectations for field placement were not key assessments selected for review, faculty felt it was necessary to implement consistent expectations in areas like written communication, self-assessment, advocacy, using professional resources, and critical thinking.
- New field placement sites were evaluated and then added to the existing number of partnership programs in RI. These additional programs reflect field settings, which demonstrate quality in infant-toddler group care, unique program philosophies (i.e. Montessori, Waldorf, and Reggio-Emilia), and specialized settings (Providence Children's Museum). An intentional outcome of including these new sites is to assist candidates in recognizing the field of ECE as expanding in its scope and relevance in the community.
- A new evaluation form was developed for Site Supervisors, which serves as valuable feedback in the students' performance while fulfilling their field placement responsibilities. This form, which is aligned to the College Supervisor evaluation (Key Assessment #2) was streamlined to include simplified terminology for supervisors and more space for comments. Student's ratings are now accompanied with robust commentary from their supervisors, which in turn help the student and the College Supervisor to understand and reflect on individual strengths and challenge in a more meaningful manner. These evaluations are complimented with a student Self-Evaluation, which is completed by the candidates themselves at the end of the semester and then utilized in a one-on-one meeting with their instructor to develop new goals for future field experiences and/or professional development pursuits.

4) CCRI submitted it's first annual report in September 2016 to the NAEYC Commission on Accreditation. Accreditation for CCRI was conditional upon revision of key assessments featured in the program of studies. Although faculty made significant revisions from 2015-2016, the Commission determined that additional amendments to the key assessments would be needed. The NAEYC Accreditation Coordinator will develop a plan for how and when these modifications will be put into place, and then faculty will be consulted for their participation and feedback.

November 1, 2016

Courtney Read□Community College of Rhode Island 400 East Avenue□Warwick, RI 02886

Dear Courtney:

At its most recent meeting, the NAEYC Commission on Early Childhood Associate Degree Accreditation reviewed first Annual Reports from programs that are currently accredited with conditions. These programs are accredited for a two-year period. If conditions are not met, accreditation will expire at that time. If conditions are met in the first or second annual reports, accreditation is continued for the full seven-year cycle, measured from the original decision date.

The June 2015 Accreditation Decision Report noted the following conditions:

1. Revise key assessments (student instructions and rubrics) for all six standards to demonstrate explicit alignment with the depth and breadth of the standards, and to meet the cognitive demands and skill requirements congruent with the standards.

2. Provide evidence that all students are required to complete each key assessment.

After reviewing the response to conditions submitted in your first Annual Report, the Commission finds that Condition 2, Provide evidence that all students are required to complete each key assessment, has been met. In particular, the program explains on page 69 of the Annual Report that faculty has agreed to implement the five key assessments in all sections of the course in which it is assigned. The Commission urges the program to make sure that all candidates for graduation are required to complete each of the five key assessments. Data in future Annual Reports should reflect this.

The Commission acknowledges the program's work on revising the key assessment rubrics. However, Condition 1, Revise key assessments (student instructions and rubrics) for all six standards to demonstrate explicit alignment with the depth and breadth of the standards, and to meet the cognitive demands and skill requirements congruent with the standards, has not yet been met. In particular:

The program is not assessing the following key elements: 1b, 2a, 2c, 3c, 4b, 5a, and 6c. As the program revises the key assessments (student instructions and rubrics), these key elements should be addressed to provide the most opportunities for the program to demonstrate alignment with the depth and breadth of the standards.

3. The evidence chart on page 24 indicates that Key Elements 2a; 2c, 6b and 6c are measured in the Hot Topics key assessment. However, the rubric does not measure these key elements; therefore, no data can be collected on these elements to be used for program improvement.

4. To meet the condition, the program must ensure that the student performance expectations under the "meets expectations" column of the rubrics are congruent with the cognitive demands and skill requirements of the standards. This may be more challenging because of the "minimally meets expectations" column on some rubrics, which implies that students are in fact meeting expectations in this column. Thus, the program should clarify for candidates, faculty, and the accreditation review which rubric column reflects the program's minimal requirement for meeting the standards and ensure that the language for that column is congruent with the cognitive demands and skill requirements described by the standards. For purposes of accreditation, the program must be clear in how it is defining "meets expectations" and "does not meet expectations". □The Commission will review your program's second Annual Report to determine whether conditions have been sufficiently addressed. Your annual reporting date, which remains the same each year, is on the cover of your decision report. □

Again, we commend your faculty for the progress that has been made. We encourage you to contact Pamela Ehrenberg, Program Review Manager, with any questions, at pehrenberg@naeyc.org. □

Sincerely, □Mary Harrill Katherine Allen Senior Director Commission Chair Higher Education Accreditation & Program Support □

cc: Meghan Hughes, President

Social Services Program Outcomes

1) Apply professional written and oral communication skills through responsible use of digital technology in research informed practice.

2) Identify and adhere to ethical standards.

3) Use historical factual information to understand the current world, and develop an ability to consider issues from a global perspective.

4) Understand how individuals interact among groups; and develop an understanding of the beliefs, values, traditions, and practices of people from other cultures.

5) Identify core principles in Social Work, including the values and ethics of the profession.

6) Demonstrate professional working skills with individuals, groups and communities.

Education/Special Education Program Outcomes

1) Demonstrate knowledge and understanding of the history of special education laws and terminology.

2) Develop an understanding of categories, definitions, causes, assessment and instructional strategies under the Individuals with Disabilities Education Act.

3) Identify, apply and discuss major concepts, principles, teaching strategies and theories related to typical and atypical development.

4) Apply professional written and oral communication skills through responsible use of digital technology in research informed practice.

5) Demonstrate professional and collaborative skills in school and agency settings.

Department of Business Administration Review of Program Narrative

The Associates Degree in Science in Business Administration program, its concentrations and its courses have established learning outcomes. These outcomes align with the primary mission of the Department of Business Administration (the Department) which is to provide degree and certificate candidates the opportunity to acquire the knowledge and skills necessary for transfer and career success. Also, in consistency with the College's mission statement, each concentration in the Department provides students with a clear path for success in entering a particular profession and/or transfer to a four-year institution of higher learning.

Our programs are in line with industry standards. Our degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Our accreditation was reaffirmed in November of 2014 for a ten-year period.

The Department has established an assessment program that measures student performance. Programs are evaluated, assessed and reviewed on a regular basis and serve to provide faculty with an introspective look at the programs.

To assess the outcomes of our programs, the Department uses standardized final exams and /or standardized term projects in all of the courses earmarked for assessment. In several courses, online student resources (homework managers and adaptive digital learning tools) are also used for assessment. The learning outcomes for these courses are supportive of the learning outcomes for the concentrations.

The methods of assessment are reviewed annually and, if any changes are needed to be made (ex. revising questions on a standardized final exam), a sub-committee is convened to address the changes. After the sub-committee completes its work, it brings the results back to the faculty who are teaching in the particular discipline, and a consensus is reached.

To ensure consistency throughout multiple course offerings, the Department uses a common syllabus, textbook and assessment tool for each course.

To ensure that our curriculum is relevant, current and meets industry standards, the Department feels it is important to link the business program to actual business and industry. This is accomplished in a variety of ways.

The Department has an Advisory Board whose members consist of business and educational professionals and alumni. The Advisory Board meets with the Department at least once a year to provide valuable input used to strengthen the business program. They provide advice on the content of the curriculum and what is needed to provide students with the knowledge and skills needed to be successful.

Through the many different opportunities provided by the College and Department, students are able to interact with the business community through guest speakers, field trips, class projects, internships, etc.

A chapter of Collegiate DECA was established, which is an organization that prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management through various conferences and academies. Collegiate DECA provides an avenue for students to utilize the knowledge and skills acquired in the classroom through competitions. Collegiate DECA students at CCRI have won several prestigious awards over the years at regional and national competitions. The organization also hosts a Business Advisory Panel which brings in guest speakers from area businesses.

In their classes, faculty utilize speakers from industry to supplement the course content with "real life" experiences.

The Career and Internship Office offers a variety of internships to students who take advantage of this service.

The business faculty review the results of the assessment data and determine where deficiencies lie and what improvements need to be made. This occurs during Department meetings and also at committee meetings for the individual academic disciplines.

For example, results showed the performance in the Financial Accounting courses were below standard. The Accounting faculty addressed this by adopting a new textbook for Financial and Managerial

Accounting and using an online adaptive learning tool, along with an online homework manager to improve performance levels. Since similar performance results were taking place in the Intermediate Accounting I and II courses, the same assessment process being used in the other accounting courses is being followed in these courses. Faculty adopted a new textbook for Personal Finance, and have added an online adaptive learning tool and an online homework manager to improve student performance. Performance by students enrolled in Principles of Management and Principles of Marketing were not up to standard. The Marketing and Management faculty decided that a standardized term project be assigned to students to improve performance levels. A standardized rubric was developed to assess these term projects.

As a result of our accreditation the Department is required to submit a Quality Assurance Report every two years to the ACBSP to assure the quality of the programs affirmed by the accreditation and to notify the ACBSP of any program updates in leadership, strategic planning, student and stakeholder focus, measurement and analysis of student learning outcomes, faculty and staff focus and educational and business process management. By filing these quality assurance reports every two years we are promoting continuous improvement in our programs. Data relating to student learning results is required to be submitted as part of the report.

Any opportunities for improvement that were found during the reaccreditation process are being evaluated by the department. For example, revising the final exam and projects to tie to specific learning outcomes to allow for more actionable results. As a result of this comment we revised and reduced our learning outcomes for our degree program, concentrations and individual courses. Our learning outcomes for each concentration were then tied to an assessment tool indicating the specific measurement tool and the related individual course from which this is assessed.

ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS

ACBSP
GLOBAL BUSINESS ACCREDITATION

Bringing Together Those Dedicated to Teaching Excellence

December 3, 2014

Mr. Ray DiPasquale
President
Community College of Rhode Island
400 East Avenue
Warwick, RI 02886-1807

Dear Mr. DiPasquale:

Congratulations! The Board of Commissioners of the Associate Degree Commission met on November 12-13, 2014 and voted to reaffirm accreditation to Community College of Rhode Island with opportunities for improvement in your business programs.

The business unit faculty members should be commended for their hard work and dedication in Collegiate DECA Program as a "Best Practice".

The Board of Commissioners recognizes the business unit's advisory committee for active engagement with both the faculty and the students. Their commitment provides ongoing exposure to the current business practices and trends, future employee skill needs, and internship opportunities.

Opportunities for improvement should be viewed as suggestions to move your program to a higher level of excellence. It is extremely rare for a school to receive accreditation without conditions, notes, or opportunities for improvement given ACBSP's Core Value of Continuous Improvement and Organizational Learning, that "Business schools and programs should pursue regular cycles of planning, execution, and evaluation of every process and system. Ongoing improvement of these processes and systems leads to ever higher quality and student/stakeholder satisfaction." The opportunities for improvement in your programs are:

OFI on Standard 2: The Associate Degree Board of Commissioners commends the business unit on establishing a sub-committee to develop a formalized strategic plan to align with the College's strategic plan and look forward to reviewing your formalized strategic plan on the next Quality Assurance Report.

OFI on Standard 3: OFI: While the Business unit is to be commended the extensive collection of data in graduation rates, the Board of Commissioners believes the business unit would benefit by also collecting the success rate of it's graduates who transfer on to four-year institution.

OFI on Standard 4: The shorter time cycle for Student Learning Outcomes assessment and evaluation suggested by the site visit team will provide a more effective review and timely action for any needed improvements. Additionally, revising the final exam and projects to tie to specific learning outcomes will allow for more actionable results. We look forward to reviewing your progress on your next Quality Assurance Report.

OFI on Standard 5: We applaud the College's work to develop uniform policies to follow-up on SRI results in an effort to track trends and respond to areas of concern. We encourage the Business Unit to utilize the data when available to ensure ongoing continuous improvement.

It is not necessary to report on opportunities for improvement (OFIs). If you have questions, please contact Dr. Larry Zachrich, Executive Liaison to the Associate Degree Commission, at 419-966-7091 or via email at lzachrich@northweststate.edu.

Your Quality Assurance Report will be due on **9/15/2016**, and every two years after that. Your ten-year reaffirmation will be due in **2024**.

ACBSP will inform the public of decisions on accreditation status made by the Boards of Commissioners by posting the accreditation decisions on the ACBSP Website. The decisions on accreditation status can be accessed from the following link: Accreditation Decisions and will appear as the following:

Community College of Rhode Island
Reaffirmation of Accreditation granted

If you have any comments concerning this notification please let me know.

ACBSP encourages you to publicly announce that your business programs are accredited. Next week, we will be sending you, via e-mail, a sample ACBSP Press Release and ACBSP Logo files for publicizing your accreditation. As you prepare these materials, the following is your official ACBSP statement:

The following business programs at Community College of Rhode Island are accredited by the Accreditation Council for Business Schools and Programs:

AS in Business Administration with concentrations in Accounting, Financial Services, General Business Administration, Management and Marketing

Please take this opportunity to review the institution name as it will appear on your Certificate of Accreditation. If this is not correct, please notify Diana Hallerud via email at dianahallerud@acbsp.org and provide the correction by January 31, 2015.

Name of institution as it will appear on the certificate:

Community College of Rhode Island
Warwick, RI

Please mark your calendar to join us for our Annual Conference June 12-15, 2015, where we will honor you and all other schools receiving initial or reaffirmation of accreditation during the 2014-2015 membership year. The conference will be held in Philadelphia, Pennsylvania and our host hotel will be the Philadelphia Marriott Downtown. You are encouraged to attend along with your Chief Academic Officer and Dean or Head of the

Business School or Program. Many institutions invite faculty to this prestigious celebration. Your institution will also be announced during the Associate Degree Institution meeting held at the conference.

There will be a breakfast on Sunday morning June 14, 2015, for registered conference attendees from institutions receiving reaffirmation of accreditation. The purpose of the breakfast is to more personally congratulate the institutional representatives and to outline the procedures that will be followed at the accreditation banquet. At least one institutional representative must attend the breakfast.

In addition to the breakfast, a professional photographer will be available on Sunday, June 14, 2015 to photograph all institutional representatives along with the ACBSP Director of Accreditation and the Chair of the Associate Degree Board of Commissioners. Appropriate dress for the photo session and banquet is business professional.

For updates on the Conference, visit the ACBSP website, www.acbsp.org. On-line registration will be available January 2015.

Congratulations on maintaining such a high quality business program.

Sincerely,

Steve Parscale, Ph.D.
Director of Accreditation

c: Dr. Greg Lamontagne, Vice President for Academic Affairs
Dr. Peter Woodberry, Dean of Business & Technology
Mr. John Ribezzo, Chair - Business Administration
Prof. Gary Bower, Professor

Chemical Technology Narrative

The Chemical Technology Program is a two year, career oriented program in which students receive hands-on training as chemical laboratory technicians. Upon completion, the program coordinator assists students in finding professional job placements and/or transferring to senior institutions. The professional job placements include positions as: Research and Development Technicians, Quality Control Technicians, Polymer Science Technicians, Environmental Science Technicians and Technical Sales and Service Technicians. The job placement for students who complete the core chemistry requirements of the program and who seek employment has always been high. Furthermore, these employment opportunities include excellent starting salaries, benefit packages and many also include tuition reimbursement for those Chem Tech students who wish to continue their education.

The program began in the late 1960s as in initiative of the American chemical Society (ACS) to address a very serious paucity of chemical technicians in the industry. Through a grant from the National Science Foundation, the ACS sponsored a writing project to write new texts and other materials designed specifically for courses in chemical technology. The result of this "ChemTec Project" was a series of books entitled: Modern Chemical Technology. The volumes were tested in 12 pilot community colleges. Each institution had on its staff a member of the original writing team. Prof. Harry Hajian from the Community College of Rhode Island was a member of the original writing team and updated versions of these volumes are still being used in the Chemical Technology Program at the college.

The need for trained chemical technicians continued to expand and in 1993 the American Chemical Society created the Chemical Technology Program Approval Service (CTPAS). The primary mission of CTPAS was to nurture, evaluate, and grant ACS approval to chemistry-based technology programs. In fact, the Chemical Technology Program at the Community College of Rhode Island became the first program of its kind in the entire country to receive "Approval" from the CTPAS division of the American Chemical Society. Unfortunately, in 2009 funding for the CTPAS division of the ACS was removed so as to "redeploy funds in support of other growth areas within the Society".

Currently, the Chemical Technology Program consists of four sequential chemical technology courses: Chemical Technology I through Chemical Technology IV. Depending upon the ancillary coursework taken these four chemistry classes can lead to either a Certificate in Chemical Technology or to an Associates in Applied Science (AAS) degree. The following are statistics for the last three classes that completed Chemical Technology IV. These statistics were provided by the chemical technology coordinator, Prof. Wayne Suits.

ChemTec IV Class Year	# Students	#Prof. Job Placements	#Continuing Ed. Full Time	# lost contacts	# looking for Prof. Job Placement
Fall 2013	12	11	0	1	0
Fall 2014	11	9	1	0	1
Fall 2015	10	8		0	2
Total	33	28	1	1	3
% of Total		85%	3%	3%	9%

Historically, most of the students that enter the Chemical Technology Program declare themselves as Associate Degree candidates. As the AAS in Chemical Technology requires much more ancillary coursework than the Certificate, many of the students who complete the final core chemistry class of the program, Chemical Technology IV, do not actually graduate from the program at that time but rather go on to work in their professional job placements and/or continue their education full time. Furthermore, the innovative scheduling of the core courses (evenings and weekends) of this program was designed to accommodate students who are already working fulltime, many of them at minimum wage. Consequently, the time constraints that these nontraditional students are subject to preclude the completion of all the ancillary coursework within the traditional two-year timeframe. As program

graduation rate is an important statistic, in the future, the chemical technology coordinator will strive to ensure that all incoming Chemical Technology students declare themselves as candidates for the Certificate in Chemical Technology rather than the AAS in Chemical Technology. The reduced ancillary coursework associated with the Certificate degree will ensure higher graduation rates for those students who complete the final Chemical Technology IV course. Furthermore, the chemical technology coordinator will encourage all students to sign up for LinkedIn to facilitate tracking of students throughout their professional lives and to provide a forum for employed chemical technicians to relate their individual work experiences as well as networking for new employment opportunities.

The Chemical Technology Program has many success stories, one of which has led to a summative activity involving a research collaboration with the University of Rhode Island (URI). In 2014 a promising Chemical Technology student, Mr. John Rhoat, took part in the third annual Rhode Island Summer Undergraduate Research (SURF) Conference at URI. This program provides funded, summer-long research opportunities for undergraduates to work on in-depth research projects in different disciplines with mentors from area colleges and universities. Mr. Rhoat was so successful at his research project that upon completing the Chemical Technology Program, he transferred into the chemistry dept. at URI where he worked directly for Prof. Brenton DeBoef, Mr. Rhoat's mentor for the SURF Conference. Prof. DeBoef later described Rhoat as "one of the best undergraduate researchers he's ever come across". Following Mr. Rhoat's example, 10 other ChemTech students have been involved in three separate SURF conferences. All of these students have been so successful at their individual research projects that it has attracted the attention of URI faculty and helped to forge an exciting research collaboration between CCRI and URI. More specifically, URI researcher, Prof. Brenton DeBoef and CCRI's Chemical Technology Coordinator, Prof. Wayne Suits have established an agreement whereby the upper class ChemTech students would help to synthesize an experimental Alzheimer's drug (PS48) for Prof. DeBoef's research group. This drug, PS48 is also available through various chemical supply companies; however, it currently costs around $12,000 per gram and is prohibitively expensive to purchase for research. As of July 2015, 10 grams of this experimental Alzheimer's drug have been synthesized through this collaborative effort and are currently being tested on trans-genetic mice engineered to possess Alzheimer's disease at Jackson Labs in Bar Harbor, Maine. As it turns out, the unique biochemical activity of PS48 is not only the focus of current Alzheimer's research but also the focus of several other vital and timely research projects. These projects range from, triggering the death of cultured human cancer cell lines (see: http://www.brandeis.edu/otl/grants/fundedsproutprojects.html) to enhancing the conversion of somatic cells into stem cells that closely resemble embryonic stem cells (see: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3812930/).

Demand for Chemical Technology graduates remains high and graduates thrive in their professional employment settings. Many companies hire from the Chemical Technology Program almost exclusively. The relationship between the Chem Tech program coordinator and area employers continues to strengthen and provides a running dialog that assures that the program will remain current. Moving forward, the Chemical Technology Program will continue to synthesize the important drug, PS48, as a summative activity during the last semester of the program and to ultimately donate the drug to support varied research activities. Chem Tech students will be strongly encouraged to participate in the SURF program and projects will be evaluated for future research collaborations with colleges and universities in the SURF network.

Prof. Wayne Suits, Chemical Technology Program Coordinator

Computer Studies Narrative

The Computer Studies department has three degree programs: Computer Programming, Computer and Information Technology, and Cybersecurity. Only the Computer Programming and Computer and Information Technology degree will be covered here since the Cybersecurity degree was approved following the last NEASC visit.

The Computer Programing degree was revised during the fall of 2013 (the revisions were approved at the 2/14/2014 curriculum meeting) as a result of articulation agreement changes, and recommendations from our advisory board. These changes took effect beginning with the fall 2015 semester. Two significant changes were made in response to changes requested by the University of Rhode Island (URI) in regard to articulation agreements. The first change was to incorporate the Python programming language in our Programming Concepts (COMI-1150) class to keep the learning outcomes consistent with URI. The second change was to require a two course sequence in a programing language to add depth to the student's knowledge base and to help in transfer to URI. The transfer rate for our students has mirrored that of the college as a whole (based on data transfer from 2009 through 2012) and we hope these changes keep our level at or beyond this in the future. Based on feedback from discussions with our Advisory board additional changes were made to the degree program. A course in Project Management (COMI-2015, Introduction to Microsoft Project) was added as a means to incorporate Project Management skills in to the program. Feedback from our Advisory Board indicated that students need to improve their communication, organization, and teamwork skills. This feedback was instrumental in our addition of the Introduction to Microsoft Project course and inspired faculty to incorporate more group and team oriented projects into their courses. To tangibly asses this skill set a software development plan will be included in the capstone project in the Systems Analysis and Design (COMP-1230) class. These plans will be analyzed to determine the level of student effectiveness in this area.

The Computer and Information Technology degree was adopted as the new name for our previous General Microcomputing and Networking degree at the 2/14/2014 curriculum meeting. This degree has four concentrations: General Information Processing, IT Support Specialist, Networking, and Web Technologies. Changes were made to the overall degree program at the 2/13/2015 curriculum meeting to ensure consistency across the core courses in the programs. Programming Concepts (COMI-1150) was added to ensure that all students had an appropriate background in algorithmic thinking and logic prior to enrolling in the capstone course (COMP-1230, Systems Analysis and Design). Project teams with students that lacked the background in this area routinely fell behind while members of the team with these skills, or the instructor, took the time to get them up to speed. The addition of COMI-1150, Programming Concepts, to these programs ensures all students have the foundational skills to work effectively in their COMP-1230 project teams. In addition, the previous requirement of a 1-credit Windows course was changed to a 3-credit requirement based upon the impact of changes in Windows starting with Windows 7.0. Additional changes were made at a concentration level based upon feedback from our Advisory Board and subsequent discussions among departmental faculty. To summarize:

General Information Processing:

- Courses whose learning outcomes (Use Productivity Software Effectively) were able to be achieved within other courses in the program were eliminated to make the credits required for the new courses available. (see attached CurriculumMaps.xlsx)
    - Introduction to Word (COMI-1640)
        - Basics needed are covered in COMI-1100
    - Introduction to Visio (COMI-1475)
        - Instruction on use of modeling software is more effective when incorporated with the coverage of modeling itself rather than as a stand-alone process
        - Covered in Programming Concepts (COMI-1150), Database Design (COMP-1200), programming courses, Systems Analysis and Design (COMP-1230

IT Support Specialist:

- **Advisory Board** impact has been strong in this area
  - Recommendations to knowledge and skill requirements impacted courses changes such as:
    - Addition of Programming Concepts (COMI-1150) to add to students analytical and problem solving skills
    - Change to a two-course sequence in IT Support concepts from a three-course sequence to both eliminate overlap in material covered and to create credit space to add new requirements
    - Addition of Computer Ethics course (COMI-2036) due to exposure to sensitive data in this area
    - With networking issues being a common area handled in IT Support a course in server-side software was added (COMI-1800 or COMI-1840)
  - Advisory and industry feedback concerning the need for students to develop communication and team work skills have been incorporated into existing courses
  - Faculty will meet during the spring semester to identify significant assignments that will allow for the gathering of data to support the validity of these changes.

Networking:

- This concentration has not undergone any changes since the NEASC visit
  - With the creation of the new degree in Cybersecurity the feeling of the department and echoed by both Advisory Board members and industry partners was to wait and see how the requirements of Cybersecurity potentially impact this concentration
    - The emphasis may evolve to be preparatory for Cybersecurity or to provide an alternate path in networking

Web Technologies:

- Replaced 1-credit HTML (COMI-1751) course with 3-credit HTML course (COMI-1750)
  - Advisory Board feedback was that with the release of HTML-5 there was more content to cover than could be adequately covered in a brief introduction
    - This was consistent with faculty recommendations in this area
  - Client-Side scripting (COMI-2010) was previously a requirement however based upon Advisory Board and departmental discussion it was determined that there needed to be an alternative programming choice offered.
    - The rationale for this is that employment requirements in this area has evolved in to two paths, front-end web design and back-end web development.
    - This concentration provides students the flexibility and opportunity to choose either path however the programming requirement was prescriptive to the web development path
    - Registrations were low for the COMI-2010 course and student's success in that course was not typical of other programming classes. Moving forward with the spring semester we will look at the language choices of students enrolled in the Web Technology program to determine if any patterns develop.

We make changes to our programs based on changes to the technologies we teach, impact of changing articulation agreements and from Advisory Board feedback. When these changes impact courses we adjust the course learning outcomes accordingly. When these changes occur at the concentration and/or degree level they are vetted through the curriculum process and are documented with the curriculum change request. We keep copies of articulation agreements and minutes from Advisory Board meetings but do not have a formal minutes from departmental discussions that also impact changes. Following our recent department meeting in regard to the NEASC assessment update we will begin to record minutes of curriculum based discussions to have as evidence to support the changes. We also learned that we need to change our approach in collecting data. Beginning in the spring semester we will meet to determine courses within the programs where a significant assignment can be used to measure how well the course reflects its stated outcome(s). Rubrics will be developed to create a basis for gathering student data that can be used in analyzing student achievement levels in regard to the learning outcome in question.

Engineering And Technology Department Narrative

The engineering and technology department offers an array of associate degree and certificate programs to provide students with the skills and foundation for careers and advancement in the department's 4 general areas of concentrations: 1) advanced manufacturing technology; 2) computer and networking; 3) engineering systems technology; and 4) engineering transfer. The department offers 4 associate degree and 9 related certificate programs in the basic 4 areas. Student learning outcomes (SLO's) have been established for all of the courses in the programs. At a department meeting, faculty members agreed to be lead persons for each of the general areas.

Advanced manufacturing:

The rebuilding of the CCRI advanced manufacturing started under the awarding of a $380,000 Champlin grant. These monies, along with three years of Perkins grant monies and TAACCT-3 grant monies replaced and expanded all-manufacturing related equipment. With guidance from Asnuntuck Community College the advance manufacturing certificated and degrees were developed and approved by CCRI curriculum process.

As a result of the awarding of a TAACCT-3 grant in 2013, CCRI contracted with the Worldwide Instructional Design System (WIDS) to provide a DACUM which is the acronym for Developing a Curriculum for the advanced manufacturing program area, as well as technical assistance to determine: possible program changes to facilitate alignment. DACUM is a process that incorporates the use of a focus group in a facilitated storyboarding process to capture the major duties and related tasks included in an occupation, as well as, the necessary knowledge, skills, and traits. The focus group assembled for this DACUM process resulted in a recommendation to the college to create and AS degree and certificates in Advanced Manufacturing. CCRI opted to adapt part of the DACUM process, the e-mail validation survey, to seek input from a broader array of advanced manufacturing companies in Rhode Island. From this exercise, an industry advisory board was established. The board expressed the types of courses that were needed. The result was the development of a new associate's degree program and three new certificate programs. The DACUM was completed in October 28, 2015. The program and certifications were navigated through the curriculum committee and governance process and approved for implementation in June 2016.There are three major areas of concentration: 1) design, 2) machining, and 3) manufacturing automation and quality. SLO's were established for all of the courses in advanced manufacturing. CCRI is seeking Association of Technology, Management, and Applied Engineering (ATMAE) accreditation in 2017-2018 for the associate's in advanced manufacturing program.

Engineering Transfer and Related Tracks:

CCRI's nine associate degree concentrations have been aligned such to allow students to transfer into the University of Rhode Island's (URI) equivalent ABET accredited baccalaureate degree programs as well as other universities with similar baccalaureate degree programs. CCRI has had a transfer agreement with URI for over 40 years. The SLOs' selected by CCRI were taken from those used by URI. At the end of each academic year, the sister institutions; URI, Rhode Island College (RIC), and CCRI meet to discuss any program changes or issues. CCRI's engineering department meets with any URI engineering department for any course issues. At the end of spring 2016 the electrical engineering department had an issue with our linear systems course (ENGR 2620) stating that CCRI students were not prepared enough. The unpreparedness was a result of CCRI students not taking MATH 2990, advanced engineering math, along with ENGR 2620 which URI students taking the equivalent electrical engineering course, ELE 212 , which URI has a co-requisite math course MATH 362, advanced engineering math, which is URI's equivalent to MATH 2990 . Because students did not have the math, they did not understand the advanced topics. We modified our course to fall in line with URI's course linear circuit theory (ELE 212) by adding advanced engineering math (MATH 2990) as a corequisite. In 2011, engineering faculty from URI and CCRI met to compare comparable courses. One result from the meeting was a class taught at CCRI, ENGR 2160 (introduction to engineering analysis), which is comparable to the URI equivalent course, EGR 106 (foundations of engineering II) has now been modified. The URI course included programming in MATLAB (matrix laboratory), a programming language optimized for mathematical computation and analysis. The CCRI equivalent course touched on the topic briefly, and now includes a more extensive use of MATLAB.

Engineering System Technology Degree and related Tracks:

The Engineering Systems Technology (ETST) degree and tracks replaced several low enrollment degrees and certificates under a two-year teach-out process.

Advisory committees formed with local industry representatives directed the program with requirements for core technology courses and concentrations in electrical, mechanical, energy and manufacturing sectors.

The U.S. Department of Energy awarded CCRI $750,000 to support the development and delivery of an Energy Utility Technology (ETUT) certificate and degree programs. The awarding of the grant allowed the department to develop new courses, and purchase the latest technology equipment required to deliver these programs.

National Grid is the industry partner for the DOE grant and continues to support the ETUT program with National Grid hosted training center to provide CCRI students with practical experience.

For the last five years 49 students have completed the ETUT certificated and have found employment in the energy sector.

Networking and Desktop Support Degrees and Certificates:

The Engineering and Technology Department will be collecting information to determine the extent to which students demonstrate anticipated learning outcomes pertaining to the Associates Degree in Computer and Networking Technology.

Comprehensive Learning Tools are a full suite of formative and summative assessments that are offered to enhance the learning process by providing multiple types of feedback, from immediate and focused evaluations of learning progress in a chapter to broadening overviews at the end of a course.

For each SLO, both direct and indirect assessment methods would be used. Responses from student surveys should be revealing when combined with students' test results. The combination of direct and indirect methods will be more telling, effective, and reliable.

Standardized tests will be used to measure student competencies under controlled conditions. Tests have been developed and measured nationally to determine the level of learning that students have acquired in the Computer and Networking Technology degree and certificates.

The Cisco Networking Academy Curriculum, which consists of a total of eight classes that are part of the CNVT associates degree, provides a wide array of assessment types and tools to help students and instructors, understand the strengths and weaknesses of individuals as they progress through the curriculum. Students receive feedback on their knowledge and skills through self-activated assessments and online activities, as well as in-class activities.

The Microsoft Official Academic Courses (MOAC), which consist of a total of two classes that are part of the CNVT associates degree, provides a wide array of assessment types and tools to help students and instructors, understand the strengths and weaknesses of individuals as they progress through the curriculum. Students receive feedback on their knowledge and skills through self-activated assessments and online activities, as well as in-class activities.

Assessments allow students to practice for hands-on course exams and industry certification exams. Types of assessments will include chapter quizzes, interactive tasks, embedded simulations (Packet Tracer or MLO software labs), skills review exams, chapter and final exams, practice final exams, and practice certification exams.

Instructors can schedule and deliver more formal and summative assessments through a globally accessible online assessment system. Although Cisco NetAcad and MOAC provides these tools, it does not specify instructional actions and uses for assessments, but does offer sound pedagogical suggestions for their use in making inferences about students' abilities.

Assessments provide valuable teaching and learning metrics that are important to all groups of stakeholders:

- Students receive formative feedback and a summative evaluation of their learning.
- Instructors receive formative feedback and summative evaluations of their teaching.
- Administrators supporting and managing Cisco Academies receive information that provides opportunities for coaching, remediation, and recognition.

Formative assessments provide practice and support to help students master core concepts. They align with topics covered in the curriculum and give students, and instructors, detailed feedback about students' strengths and weaknesses. Chapter quizzes, interactive Flash tasks, simulations, MLO activities, and Cisco Packet Tracer activities embedded throughout the curriculum are examples of formative assessments that support learning and evaluation of student performance.

Pre-Program Assessment methods:

- Collection of information that will answer the program's specified learning outcomes
- We will be using multiple methods to assess each students' learning outcomes
- Utilizing indirect assessment methods such as a pre-test before the start of the course
- Utilizing both qualitative and quantitative methods
- Utilizing methods that allow the assessment of both strengths and weaknesses
- **Summative assessments** help measure students' familiarity with course content and the ability to apply their knowledge. Summative assessments are designed to summarize the knowledge and skills of a student, and usually cover a broader range of information than formative assessments and provide less detailed feedback. Examples include online practice certification exams, final exams, and hands-on performance exams administered on real equipment.

Post-Program Assessment methods:

- Utilizing indirect assessment methods such as the hands-on practical
- Utilizing direct assessment methods such as the final exam. We will be using mini-capstones, projects and assignments to directly assess student learning outcomes throughout the program in various courses
- We will be using established accreditation criteria/standards when developing the assessment plan

Assessment sequences across courses are carefully planned so that practice opportunities, skills integration challenges, and chapter exams will build toward preparing students for the end-of-course online exam final and hands-on skills final. Instructors can compare students' progress with similar academies around the world, which gives you a better sense of how your students are performing.

NetAcad assessments that are implemented have statistics that are gathered on assessment items and performance and analyzed to maximize the reliability, validity, and fairness of the assessments. The results are used to determine how well students are learning and to update the assessments, course content, and instructor training as needed.

Cisco Packet Tracer Skills Assessments (utilized in 5 courses) allow students to assess their knowledge and skills using the simulation and configuration capabilities of the Packet Tracer learning environment. Packet Tracer Practice Skills Based Assessments (SBAs) are currently available for CCNA (4 courses, CNVT-1810, 1820, 1830 and 1840) and the CCNA Security course CNVT-2200. These formative assessments are designed to help students prepare for the final hands-on skills exam at the end of each course.

MLO Skills Assessment for the current MCSA certification knowledge and skills use simulation and configuration capabilities with multiple servers and desktops. The MLO is currently used for the CNVT-2300 and 2310. These formative assessments are designed to help students prepare for each chapter quizzes.

Commercial or standardized Certification Practice Tests such as ICND1, ICND2, CCNA, ROUTE, SWITCH, TSHOOT, Net+, A+ Hardware, and A+ Software licenses have been purchased and installed. These practice tests will be used to measure student competencies under controlled conditions. These tests are developed to determine the level of learning that students have acquired in the computer networking technology fields of study and to measure their readiness for the industry certification tests.

Student Presentations consists of a total of six presentations that have been assigned to courses throughout the degree program to measure soft skills outcomes such as technical writing, oral presentation, group presentation and participation, discussions, and overall performances. These presentations or performances can be evaluated using a narrative or in a structured format, such as a rubric.

Cisco NetAcad consistently provides instructors with additional resources, updates, and bridging materials with regard to curriculum changes and also provides professional development courses to bring the instructors up to speed with the newest developments in the networking technology field. As these changes occur, the instructors have the ability to create additional materials to disseminate to their students so that they have all of the necessary information to be successful.

The department will evaluate all new information gained, and the best procedures for improving the curriculum will be determined during departmental meetings. While it is the NetAcad's and MOAC's responsibility to update the online parameters, the department will follow suit and bring any necessary changes to the forefront and implement them as determined. Our SLOs will then be updated to reflect the new and updated changes and new assessments will be put into place if and where applicable.

Program SLOs

The reason for why no data is currently available is that the revision to the programs and curriculum because of the DACUM and the Industry Advisory Board input has just been put in effect. Program student outcomes (SLOs) are listed on the CCRI engineering and technology website. Data for assessing program SLOs will be obtained from graduate student surveys and enrollment and retention reports. The data will be summarized and reported at faculty meetings. The summarized data will be kept in the engineering department.

Course SLOs

The reason for why no data is currently available is that the revision to the programs and curriculum because of the DACUM and the Industry Advisory Board input has just been put in effect.

Course SLOs' are listed on the course outlines for all of the courses offered by the department. SLO's will be evaluated using a quantitative value rubric and/or a problem solving value rubric and/or a written communication rubric. The type of data gathered will be examinations and/or homework and/or laboratory reports. The data will be summarized and reported at faculty meetings. The summarized data will be kept in the engineering department.