

NEASC INTERIM (FIFTH YEAR) REPORT



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Introduction

The preparation of this interim report comes at a time of ongoing institutional challenge, change, and accomplishment, with a new President, Dr. Frank Sánchez, beginning his presidency on July 1, 2016. Our report provides a summary of Rhode Island College's (RIC) activities over the past five years. The report was prepared with the participation of a broad cross-section of faculty, staff, and administrators who provided data and text for the report and reviewed its development. Dr. Joseph Zornado, Professor of English, was the designated coordinator of the interim report process and worked with Vice President for Academic Affairs (VPAA) Dr. Ronald Pitt. The process engaged over fifty different faculty members as it progressed.

In spring 2015, Dr. Zornado was appointed to serve as coordinator of the fifth-year interim report process. On June 4, 2015, Dr. Zornado and the VPAA attended the NEASC self-study workshop and began to assemble resources and personnel to participate in the interim report process, including preliminary data and materials for all of the standards and focus areas previously assembled by outgoing assessment coordinator, Dr. Shani Carter. Then-President Nancy Carriuolo announced the initiation of the self-study process at Opening Coffee Hour in late August 2015.

Work on the Interim Report Forms began in early fall 2015. A steering committee for the interim report process was formed, comprised of the VPAA; self-study coordinator; the Director of Institutional Research and Planning Dr. Christopher Hourigan; the Director of Budget Mr. Robert Eaton; and the Assistant Vice President for Information Services Ms. Pam Christman.

In addition to the steering committee, a reading group was assembled composed of 31 individuals representing faculty, staff and administration to aid in preparing and reviewing the report. The reading group represented chairs of major committees, faculty leaders of shared governance bodies, directors of offices and centers on campus, deans, union leadership, and faculty with administrative responsibilities. The following people were closely involved in the four areas identified for special emphasis:

- Further assessing student learning at all levels: the college's Assessment Coordinator – both outgoing and newly appointed (Dr. Maureen Reddy) – helped to prepare the response on assessment.
- Implementing the Ph.D. in Education program which is offered jointly with the University of Rhode Island (URI): Dr. Janet Johnson, the RIC co-director, and the Dean of Graduate Studies Dr. Leslie Schuster assembled the data and helped to draft the narrative with particular attention to planned changes in governance and program oversight.
- Diversifying revenue: The Director of Budget prepared the narrative that addresses the question of revenue and the effect on student tuition, fees, and debt, as well as retention and graduation rates.
- Maintaining and renovating facilities: The Director of Budget and the Director of Capital Projects Mr. Kevin Fitta addressed issues related to further implementing plans to reduce building maintenance backlog, accomplish facilities renovation, and improve technology.

Institutional Overview

Rhode Island College began in 1854 as the Rhode Island State Normal School; its goal was to prepare young people from Rhode Island, primarily women, to become teachers. In the 1958-59 academic year the college moved to its current Mount Pleasant campus and in 1959 was renamed Rhode Island College to reflect its new purpose as a comprehensive institution of higher education. Rhode Island College spreads across a 180-acre park-like campus that spans the cities of Providence and North Providence. With an enrollment predominantly from Rhode Island and nearby Massachusetts and Connecticut, the

institution serves a high percentage of first-generation and minority students; recent survey results indicate that over 60% of the college's undergraduates are first generation, and the percentage of undergraduates who are minorities continues to rise and is currently 30%.

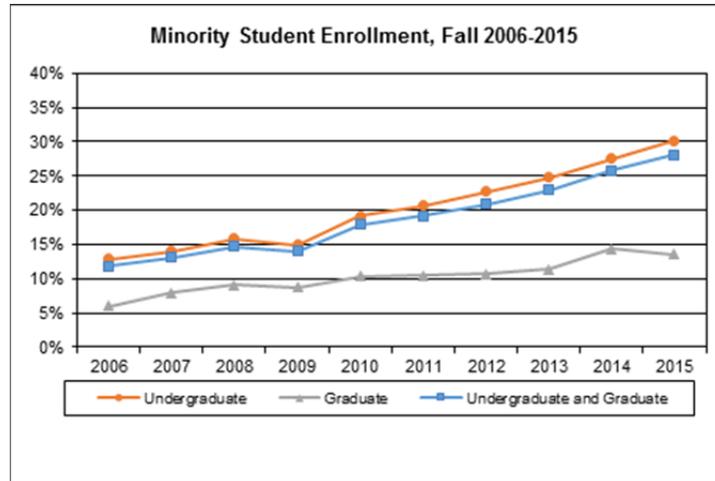
Rhode Island College serves under a Board of Education, the chief policy-setting body overseeing K-20 education in Rhode Island. The board consists of two councils, one for K-12 education and one for postsecondary education. The chief executive officer of the college is the President. The following senior administrators report to the president: Associate Vice President, Professional Studies and Continuing Education; Vice President for Academic Affairs; Vice President for Administration and Finance; Vice President for Student Affairs; and Vice President for College Advancement. The deans of the Feinstein School of Education and Human Development, Faculty of Arts and Sciences, School of Management, School of Social Work, and School of Nursing all report to the VPAA. Also reporting to the VPAA are the Dean of Graduate Studies, the Director of Adams Library, and the Assistant VPAA for Enrollment Management. See the organizational chart in the appendix.

On July 1, 2016, Dr. Frank D. Sánchez was appointed as the new President of Rhode Island College by the Council on Postsecondary Education. Dr. Sánchez had been Vice Chancellor for Student Affairs at the City University of New York since 2011. Dr. Sánchez has a B.S. in psychology from the University of Nebraska, a master's degree in student affairs and higher education from Colorado State University, and a Ph.D. in higher education administration from Indiana University Bloomington. He previously served as associate vice chancellor for student affairs at the University of Colorado Denver and as vice president of student affairs at Adams State University.

The college enrolls approximately 8,500 students in undergraduate and graduate programs; 16% of RIC's undergraduates live on campus. The average age of all students is 25, and 69% are women. Among undergraduates, 25% attend RIC part-time, and 43% are Pell recipients. About 75% of undergraduate students report holding jobs, and nearly half of these students work more than 20 hours per week off campus; over two-thirds of working students report earning money to support their families. On average, RIC seniors spend 9 hours per week caring for dependents.

For most of the past five years, the college's tuition has been frozen under a state mandate, while state support has risen incrementally; nevertheless, the college's budget has been balanced. In August of 2014, the college set out to review, revise, and rework the college's strategic plan. The college's new strategic plan – *Vision 2020* – was informed by several key issues that will shape the content and context of Rhode Island College over the next five years. Increasingly, students identify as racial and ethnic minorities, as LGBTQ, as veterans, and as students with disabilities; students of all ages matriculate, with many having work and family commitments. Nearly 40% of the incoming freshman class of 2015 identified as racial and ethnic minorities. At the same time, the decreases in the number of high school graduates from Rhode Island and surrounding states, along with increasing competition for students, has required a much stronger focus on recruitment and retention efforts. These facts are having a strong effect on the college's policies, practices, and planning. The college's strategic plan is at <https://www.ric.edu/strategicplan/>, and information on the college's student body can be found in the RIC Quick Facts, <http://www.ric.edu/oirp/pdf/quickfacts.pdf>.

The chart below illustrates the rapidly changing racial/ethnic composition of Rhode Island College's student body. The college views this growing diversity as enormously beneficial, as it provides all RIC students with a real-world, culturally rich experience.



The NEASC 10-year accreditation review identified student tuition, fees, and debt as an area of emphasis. The concern at that time was that tuition would rise so rapidly that student debt and affordability would be compromised. However, as noted above, exactly the opposite has happened; the state has frozen tuition for three of the last five years.

- FY 2017: frozen
- FY 2016: 9.0 % increase in-state tuition from FY15
- FY 2015: tuition frozen
- FY 2014: tuition frozen
- FY 2013: 4.65 % increase in-state tuition from FY12

The college has received modest increases in state appropriations during a period of tuition and fee freezes, but the state remains close to the bottom among all states in the level of state support for public higher education. In this context, Rhode Island College has striven for additional efficiencies and revenue streams and has redirected resources to maximize the institution’s impact on student success. The college has sought ways to increase its engagement with the surrounding communities, with business and industry, and with national and international partners. The college’s mission is to educate the citizens of the state and region and address the state’s workforce needs, including aligning our academic and continuing-education program offerings in a manner that can maximize the production of graduates in high-wage, high-demand fields and continue to serve the social needs of the state. To keep the college accessible to the widest possible demographic, the college has continued to strive, with mixed success, to garner greater financial support from the state legislature. Among the greatest successes since 2010 was the passing of a statewide bond referendum that allocated \$50 million to renovate the college’s two largest classroom buildings and provide an extension to a third building for the School of Nursing. In addition, the college is benefiting from a \$60 million new nursing building to be shared with the University of Rhode Island in downtown Providence; the building is expected to open in spring 2017. The college’s art center has been completely renovated, and significant progress has been made on the college’s maintenance backlog.

In the college’s strategic plan for 2010-2015, a priority was placed on building strategic alliances with external constituencies in order to foster relationships and revenue for the college, as well as provide benefits to the community. To that end, the college has established and benefited from new partnerships that are advancing the college’s service to students:

- The Rhode Island Nursing Education Center, which will support the newly approved Doctor of Nursing Practice program, is a state-supported facility in a former power plant in downtown Providence. The state funds the lease payments, and RIC is responsible for the operational costs.

- The Nurse Anesthesia program, in conjunction with St. Joseph Hospital School of Nurse Anesthesia (SJHSNA), provides graduates for the highest paid specialty in nursing. More information about this program and the agreement with SJHSNA is provided in the section on Standard Four.
- The former B.S. in Radiologic Technology was expanded to a B.S in Medical Imaging with the School of Medical Imaging at Rhode Island Hospital; the program now accommodates more imaging modalities.
- Learning for Life (L4L), initiated in 2012, has been a grant-funded project with partners that include the non-profit organizations College Visions, College Crusade, Goodwill Industries as well as the Annenberg Institute at Brown University. L4L provides students with academic and life supports to enhance their persistence and success in college.
- A partnership with Roosevelt International Academy is bringing conditionally admitted undergraduate and graduate students to RIC while RIC pursues status as an international bridge program.
- The partnership with the Central Falls School District is creating innovative projects that span K-12 and higher education, strengthening connections with the Latino community, and providing conditional admission to 90 juniors who meet the college's admission requirements.

The 2010-2015 strategic plan placed a high priority on revising the college's General Education program and on aligning academic resources with student academic needs. Many of the changes in RIC's academic programs since 2011 reflect these priorities. Changes include:

- An entirely new General Education program with defined learning outcomes, a new First Year Seminar requirement, a step-wise ascension in the science and math requirement, and a new course, "Connections," that crosses disciplinary, historical, or cultural lines.
- New bachelor's degrees or concentrations in Digital Media; Community Health and Wellness; Early Childhood Education; Environmental Studies; Global Studies; Health Care Administration; Health Sciences; Liberal Studies; Medical Imaging; Neuroscience; Portuguese Studies; Public History; and Youth Development.
- New master's degrees or concentrations in Nurse Practitioner, Nurse Anesthesia, Elementary Mathematics Specialist, Operations Management, and Health Care Administration.
- A Doctor of Nursing Practice that was approved by the Commission on Institutions of Higher Education (CIHE) as a substantive change in November 2015.
- Certificates of Graduate Study (CGS) in Autism Education, Child and Adolescent Trauma, Health Psychology, Historical Studies, Elementary Mathematics Content Specialist, Middle-Level Education, Modern Biological Sciences, Nonprofit Studies, Nursing Care Management, Public History, Severe Intellectual Disabilities, Elementary Education – Specialized, and Teaching English as a Second Language.
- Greatly revamped programs or concentrations in Africana Studies; Anthropology; Biology; Chemistry; Elementary Education; Film Studies; Finance; Gender and Women's Studies; Geography; International Nongovernmental Organizations Studies; Justice Studies; Management and Marketing; Media; Modern Languages; Philosophy; Physics; Political Science; Public Administration; Public Relations/Advertising; Social Studies in Secondary Education; Social Work; Speech Language and Hearing Science; Technical Education; and Theater Design/Technical.
- New "Exploring Majors" in the arts, business, humanities, science/math, and social and behavioral sciences that replaced the former "Undeclared" category for freshmen who have not selected a major.
- New minors in Behavioral Neuroscience, Coaching, Creative Writing, Environmental Studies, Global Studies, History of Philosophical Thought, Italian, Logic and Ethical Reasoning, Portuguese, Principles of Knowledge and Reality, and Rhetoric and Writing.

- Certificates of Undergraduate Study (CUS) in Computed Tomography, Gerontology, INGOs, Long Term Care Administration, Nonprofit Studies, Public History, Risk Management and Insurance, and Social and Human Service Assistance.
- Over 100 new courses that serve the new majors, including Japanese, Sustainability, and American Sign Language (that will satisfy the General Education Second Language requirement), as well as an intensive six-credit First Year Writing option (FYW 100Plus) as an alternative to the developmental, pre-college writing course FYW 010.

The college has moved to enhance its information systems regarding the academic programs. In 2013, RIC subscribed to the SmartCatalog system that has provided a greatly improved, well organized, and searchable online catalog. All 300-level and above courses have clearly defined prerequisites; the description and use of Directed and Independent Studies courses across the college have been clarified; catalog references to the Early Enrollment Program (concurrent enrollment) courses have been added; and the categories for course delivery as distance, hybrid, and standard have been added. Departments are currently creating academic maps (“Rhode Maps”) to help guide students through both their General Education and major program course work.

Response to Areas Identified for Special Emphasis

Focus Area One: Assessing student learning for all levels of programs (bachelor’s, master’s, and Ph.D.)

In this section we describe the assessment activities that have been initiated or expanded since 2011; results and outcomes of these assessments are reported in the E1-series forms and in the Reflective Essay.

Following the appointment of a new Assessment Coordinator in 2012, the college renewed its effort to encourage faculty involvement in a variety of new assessment-related activities. New activities include providing annual, detailed, rubric-based feedback to academic departments on their assessment processes; beginning assessment of credit-bearing certificate programs; strengthening assessment tailored to and appropriate for the joint Ph.D. in Education; publishing a semi-annual assessment newsletter; hosting semi-annual assessment colloquia; beginning creation of a General Education assessment program; expanding the college’s assessment website <http://www.ric.edu/assessment/>; creating a process to assess learning in co-curricular activities; beginning meta-analysis of the college’s assessment processes; and encouraging and publicizing faculty members’ research and publications in assessment. The overarching goal of implementing the new activities was to expand campus-wide involvement in assessment activities as a way to move the college teaching culture towards evidenced-based decision-making. The college has made significant progress in making assessment a part of a broader dialogue about teaching and learning, although there is still progress to be made.

General Education Assessment: A new General Education program, structured around 11 learning outcomes, was launched in fall 2012. With the advent of General Education learning outcomes, a new assessment process had to be developed. Both the General Education program and assessment process loosely followed the American Association of Colleges and Universities (AAC&U) recommendations, tailored to the college’s specific needs and culture. The reflective essay in this report details the assessment results for General Education to date and the ongoing efforts. As of June 2015, three outcomes had been assessed (Research Fluency; Critical and Creative Thinking; Written Communication), and two additional rubrics were pilot-tested (Collaborative Work; Oral Communication). Current efforts are focused on assessing general-education outcomes at the senior, capstone level and in supporting cross-disciplinary dialogue about the Writing in the Disciplines requirement during summer 2016. See Reflective Essay for results.

Assessment in Academic Majors: For assessment data and discussion, see also Form E1, part A and the Reflective Essay. Every department submits an annual report on their assessment efforts to the Committee on Assessment of Student Outcomes (CASO). CASO then evaluates departmental assessment reports in order to provide specific, detailed feedback on how the department might improve its assessment processes. For more information about CASO's assessment rubric, see the Reflective Essay.

In addition to annual reports, a system of periodic program reviews that was initiated prior to 2010 has been implemented and follows NEASC guidelines on program reviews, including an external perspective provided by an invited reviewer. In external reviews, departments and the external reviewer are asked to reflect more broadly on their academic programs in terms of relevance, enrollment, and disciplinary trends, and out of these reviews have come some major curricular modifications. External accreditation reviews have also involved significant work on assessment of student learning. See section on Standard Four.

Faculty Engagement: The Assessment Coordinator began publishing a semi-annual, four-page newsletter in fall 2012, delivered electronically to faculty and staff. The newsletter's purpose is to spur campus-wide discussion of assessment by including articles on a variety of topics, e.g. legal issues, accreditation, co-curricular assessment, faculty research. The newsletters are posted on the college's assessment website, <http://www.ric.edu/assessment/newsletters.php>.

Starting in spring 2013, the college began holding semi-annual colloquia on outcomes assessment. Each fall, the topic is General Education assessment, and each spring the topic is either departmental assessment or faculty research. Formal presentations have been made by faculty and staff, and handouts have been placed on the college's assessment website <http://www.ric.edu/assessment/colloquium.php>. The colloquia are open to the college community and are attended by faculty, staff, students, and visitors to the college from the Board of Education and other local colleges. The purpose of the colloquia on General Education has been to share the results of rating student artifacts, to provoke discussion about "closing the loop" in terms of program improvements, and to encourage involvement in assessment by additional faculty. The purpose of the other colloquia has been to encourage faculty and students to participate in program assessment and to encourage involvement in the scholarship of teaching and learning.

The college's assessment website has been significantly expanded to serve as a resource to the college community <http://www.ric.edu/assessment/>. The goal of the expansion was to indicate the depth and breadth of the assessment activities on campus and to serve as encouragement to increase faculty and staff participation in assessment activities. New sections have included: Newsletters, New Faculty Introduction to Assessments, Accreditation, General Education Assessment, Collegiate Learning Assessment (CLA), Colloquia, National Survey of Student Engagement (NSSE), Program Assessment, Co-curricular Assessment, List of All Assessments, Assessment Results, Data Collection Schedules, Committee on Assessment of Student Outcomes (CASO), Reading Lists (by topic), Supporting Organizations, Forms and Templates. The participation of faculty in assessment is demonstrated by the thoroughness of the annual departmental reports from all programs on campus (see E1A).

Via the newsletter and colloquia, faculty are encouraged to conduct research on assessment and to publish their results. A new section of the website contains reference lists on assessment by subtopic, <http://www.ric.edu/assessment/readingLists.php>, and the spring colloquium consisted of presentations by faculty of their own publications on assessment. At the colloquium, a list of publications on assessment by RIC faculty dating to 1965 was distributed.

Doctoral Program Assessment: As noted in Focus Area Two below, the doctoral program has undergone significant review and change during the 2012-2016 period based on the NEASC 10-year self-study.

Some of the changes included the implementation of an outcomes assessment program. The assessment coordinator in 2014, Dr. Shani Carter, published a paper on doctoral assessment that helped inform this effort (*Journal of Assessment and Institutional Effectiveness* 4(2): 160-179).

Focus Area Two: Continuing to implement the joint Ph.D. program with URI with particular attention to planned changes in governance and program oversight

Planning

In February 2012, the VPAA convened an ad hoc Doctoral Planning Committee with membership that included the Interim Dean of Graduate Studies (chair); Professor of Management and Assessment Coordinator; the Associate Dean for Teacher Education and then-RIC Co-Director of the Ph.D. in Education [ex officio]; Associate Professor, Music, Theatre, and Dance; Assistant Professor of Educational Studies; Professor and Chair of the Master of Social Work Department; and Professor of Nursing and Director of the Nursing Graduate Programs.

The charge to the committee was to develop a vision for doctoral education at the college and to respond to the following questions:

- What should a successful and rigorous doctoral program at RIC look like; what elements need to be in place?
- What measures are needed to assess and demonstrate rigor in doctoral programming at RIC?
- What policies are in place to assure rigor in the Ph.D. in Education program, such as faculty qualifications? Are these policies being followed?
- In what ways might the collaboration with URI be changed to allow RIC more control and autonomy?
- Are there areas of doctoral programming to investigate beyond the current program?

The committee met eight times during the spring 2012 semester and submitted a report to the VPAA. Their recommendations identified a number of significant needs, including:

- Support and maintenance of a culture of doctoral education that is actively and systemically addressed, attended to, discussed, and developed;
- A commitment to a wealth of support systems for students, such as financial and academic assistance;
- Purposeful choice in the selection of appropriate faculty for teaching doctoral courses and for serving as major professors for dissertations; and
- Creation of an administrative structure specific to graduate programs.

The committee's report was used as input to the work of an outside reviewer, Dr. Nancy E. Hoffman, Professor of Educational Leadership at Central Connecticut State University, who made a two-day site visit to the campus and submitted a report in October 2012 reviewing the Ph.D. program. Her recommendations were to re-examine broadly the program's audience, mission, and structures; provide more resources in terms of allocation of faculty time for advising Ph.D. students; clarify the standards and expectations for faculty to teach and remain in the doctoral program; improve data collection and analysis of student progress; provide more support centrally from the Dean of Graduate Studies; survey alumni about their experiences in, and subsequent to, the program; enlarge the program faculty; and embed the program and graduate education generally in the college's mission and strategic planning. Although the recommendation to establish a full-time position of Dean of Graduate Studies at RIC has not been acted on due to budget constraints, some central support systems have been added. The college purchased and implemented CollegeNet for online graduate applications in all programs, thereby providing a consistent, professional environment in which to receive and process applications. In early 2016, a half-time

secretarial position was allocated to the Dean of Graduate Studies. In the following, we describe the changes that have been implemented in the Ph.D. program.

Changes in Governance

Prior to 2012 the governance of the program consisted entirely of the co-directors, one each from RIC and URI, and program faculty. The college reviewed the governance structure and then revived committees that had been dormant, such as the administrative committee. After an internal search, a new RIC co-director of the Ph.D. program, Dr. Janet Johnson, Professor of Educational Studies, was selected and began her term in fall 2013. Dr. Johnson has taken a strongly pro-active role in leading the program, and many of the program developments listed below originated from, and were driven by, her. Also, the longstanding members of the program committee were replaced. The program is now structured as follows:

- Two Co-Directors. One faculty member is appointed from each institution; the co-directors jointly lead the program.
- Program Faculty. This group of about 20 faculty from each institution are voted into the program and can serve as major professors for Ph.D. students and teach Educational Doctoral Program (EDP) courses.
- Program Committee. The committee of 10 faculty (Co-Directors plus four other Program Faculty from each campus) deals with recruitment, admissions, curriculum, program development and evaluation, student progress, and policies and procedures.
- Other graduate faculty. Other faculty from both institutions can sit on student committees but not chair them.
- Administrative Committee. This committee is responsible for joint oversight of the program, the setting and interpretation of program policy, and review of and implementation of Co-Directors' recommendations for changes to the program's policies and procedures. The committee includes the Co-Directors, the Dean of Education at RIC and the Director of the URI School of Education, the Dean of the URI Graduate School and the Dean of Graduate Studies at RIC, the Dean of the College of Human Sciences and Services at URI, and the VPAA at RIC.

The start of Dr. Johnson's tenure in 2013 marked the beginning of a three-year effort to (a) revitalize the Ph.D. faculty community across URI and RIC and (b) re-envision the Ph.D. in Education experience for current and future students in terms of community, collaboration, and curriculum. In fall 2013 Dr. Johnson and the URI co-director conducted faculty and student surveys and developed four concepts to be used to identify the direction of the program. Those concepts were Identity, Communication and Community, Research, and Rigor. With input from the program faculty during a 2013 retreat, the mission, vision, and outcomes statements were revised. The mission now states, "The URI/RIC Ph.D. Program in Education is an inclusive program for individuals who seek to advance their research knowledge and skills for the purpose of creating and supporting positive change in diverse educational settings."

The joint Administrative Committee of academic leadership from URI and RIC had not met for many years; in 2012 the committee was revived and has been meeting twice per year. Agenda topics at these meetings have included standards for program admission, management of co-taught courses, program marketing and recruitment, administration of the time limit for students to complete the program, improvement in the consistency of information in student handbooks, simplification of the procedures by which students must navigate two different institutions, discussions of admission requirements, and development of a unified transcript to show all of the courses and grades on a single transcript (rather one partial transcript from each institution).

The new RIC co-director began meeting with a group of interested students and eventually formed the Ph.D. program Student Advisory Council (SAC). The SAC helped design a survey for students regarding their experience with core, research, and specialization courses; the dissertation process; and their overall experience in the program. The results were used to make changes to the fall and spring colloquia, add specialization courses, and work toward making changes in the core curriculum. A database of faculty and student research interests is now being developed to help students find faculty and student colleagues with similar interests. An alumni group was officially established comprised of graduates who now work at RIC and URI. This group will be involved in fundraising for scholarships; raising recognition of the program; and planning events for students, faculty, and alumni.

Goals for the Program

- Enhance academic quality and value to emphasize social responsibility, accountability, equity and diversity. The Ph.D. program is designed to increase awareness and advancement of high quality research and inclusive educational practices in order to create and support positive change in diverse educational settings. Year One coursework, in particular, is now focused on engaging all students in critical and transformational dialogue around themes of equity, accountability, diversity, and reform. Throughout the program, students are now asked to reflect on various educational issues, discuss their own perspectives, share their experiences, and identify actions that would make education more culturally responsive to learner needs and differences.
- Implement a contemporary model of active and collaborative learning and achievement that prepares students for the 21st Century. Many faculty in the program incorporate digital tools and learning spaces into their coursework. In 2013, some Ph.D. students created a private Google Drive account for each Ph.D. student. Now, all students and many faculty use this account to collect and share collaborative notes, reflections, relevant research, and important coursework to better connect ideas and resources among courses and dissertation research.
- Promote existing and new interdisciplinary endeavors in faculty and student research, scholarship, and creative work. Many of the recent efforts to revitalize the Ph.D. program connect directly to this goal. Annual faculty retreats and bi-annual colloquia with students have been explicitly structured to a) foster new scholarly partnerships among URI and RIC faculty around designated specialization areas and b) encourage faculty to reach out to and partner with students seeking personalized research apprenticeship opportunities as part of their doctoral experience.

Assessment

Data are now collected and maintained that track each individual student's progress through the program. Because the program serves part-time students, it typically requires six to seven years to complete. Among those students who entered the program prior to 2010, i.e. between 2003 and 2009, 46 students have graduated, an 84% completion rate. Doctoral attrition rates in North America have been reported to be an estimated 40-50% in one source (Litalien, 2015, <http://exchanges.wiley.com/blog/2015/05/12/improving-Ph.D.-completion-rates-where-should-we-start/>).

For the past two years, a retreat has been held in the fall where program faculty learn about administrative updates, welcome new program faculty members, and discuss issues pertinent to the program. Fall 2014 was devoted to determining the five areas of focus for the program based on faculty expertise, and the fall 2015 retreat was devoted to drafting changes to the core and research courses, in addition to reviewing new procedures to enhance rigor and research (see below).

Recent revisions to the program have resulted from assessments in multiple areas. An assessment manual for the program was developed to ensure that coursework and other requirements explicitly address the

program mission and outcomes. The manual includes a curriculum map that matches the core and research course objectives to program outcomes; a list of assessments for admission, comprehensive exams (formative), and dissertation defense (summative); and expectations for program faculty. This manual is updated annually.

For admission, students must now write a short academic paper so that the program committee can review their scholarly writing skills and determine if their research interests are compatible with what the program offers. Because evidence demonstrated that some students needed better writing skills to succeed in the coursework as well as the dissertation, the applicants must write about their research interests in concert with the program areas of focus:

- Literacy in Education (Print and Digital)
- Special Education
- Adult and Higher Education
- Pedagogy and Practice (Instruction, Curriculum, Assessment, and Teacher Education)
- Equity and Social Justice in Education

A formative assessment using the comprehensive exam was implemented based on a rubric developed by the Program Committee for doctoral committees for use in scoring the three questions on the exam: Question One, Theory; Question Two, Methods; Question Three, Policy. The questions are each scored separately by two members of the committee. If there are different findings on one of the questions, a third member scores the question. Each question is scored on content, organization, and conventions. After using the rubric for two years and receiving feedback from faculty, the co-directors are working to revise the comprehensive exam process and the rubric next year. Because the comprehensive exams are timed (four hours per question, with three questions, typically taken over three consecutive days), the program began allowing English Language Learners more time (six hours instead of four) to take the exams. Having separate rubrics for each of the three questions has been useful, as some students fail one or two questions, but not all three. The individual rubrics allow faculty to pinpoint specific issues that need to be addressed.

The Program Committee is working on an additional formative assessment for dispositions so that students are aware of expectations for maintaining a scholarly, professional identity. Although it is rare, there have been cases in which students have acted unprofessionally toward their peers or professors. Therefore, an official mechanism is being implemented that can be used to call students' attention to these behaviors. This form is still in the early stages, and the Program Committee hopes to have it ready for review by faculty in fall 2016.

The Program Committee is also working on assessments at the summative stages. The URI Graduate School, and other Ph.D. programs across the country, offers an option in which students write three publishable papers that comprise the chapters of the dissertation. This alternative is especially attractive to students who wish to obtain a tenure-track faculty position. The Program Committee will ask that students write a literature review and two separate papers that will each include a theoretical framework, methodology section, data analysis, and findings.

Based on assessment data and feedback from students and faculty obtained at the annual retreats and from administrative committee meetings, areas still needing improvement for the program include a) providing better support for current students and applicants who seek help with academic writing outside of traditional coursework, b) increasing students' depth of understanding about a range of theoretical lenses and research methodologies, c) providing all students with systematic guidance in selecting course electives that round out their areas of specialization, and d) providing options for graduate students who wish to pursue a doctoral program on a full-time basis with opportunities for research-based graduate assistantships.

Focus Area Three: Diversifying revenue and monitoring the effect on student tuition, fees, and debt, as well as retention and graduation rates

Tuition Freeze and Increased State Support

Over the course of four fiscal years, tuition and fees and have been frozen three times (FY 2014, FY 2015, FY 2017), which continues a recent trend to help slow the rising cost of education for students. The governor's initiative is meant to offset the tuition and fee freezes with additional general revenue from the State, which would result in less reliance on tuition and fee revenue; this initiative has recently been approved by the General Assembly. In spite of the freeze in tuition and fees, the average annual costs of attending the college full-time have increased over the last four years by 2.65% per year.

Meanwhile, the landscape of public higher education funding has changed dramatically over the last eight years. Nationwide, state appropriations per full-time student have declined by 28% since 2008, and in Rhode Island, higher education appropriation has declined by 24% in inflation-adjusted dollars. Students at Rhode Island College now pay approximately 70% of the cost of their education compared to only 31% a generation ago, and graduates of Rhode Island public colleges currently have the fourth highest level of student debt in the nation. According to the SHEEO annual State Higher Education Finance Report, Rhode Island receives \$2,181 less in state support per FTE than the national average and ranks 46th in state support.

Rhode Island is one of only six states that continue to use political budgeting to fund each of its institutions of higher education. Political budgeting increases the burden on lawmakers, who must decide without objective criteria how much funding to allocate to each institution. Political budgeting tends to produce inequalities among institutions and forces them to engage in divisive political competition with one another over available resources. Faced with tighter budgets, many states have turned to performance-based funding (PBF). Rhode Island committed to PBF in order to ensure that institutions can rely on a consistent budget and transparent budget process.

Despite these challenges, the college has still managed to focus attention and resources on improving student achievement, and, based upon efforts to transform the college toward evidenced-based decision-making, performance data suggest these efforts are succeeding. As shown in the Interim Report forms, in 2013 the four-year graduation rate was 13.9%, in 2014 it was 18.6%, and in 2015 it was 19.6%. In 2013 and 2014 the six-year graduation rate remained steady at just under 43% and inched upward in 2015 to 44%. The college is committed to a four-year graduation rate of 25% and a six-year graduation rate of 50% by 2020. See Standard Seven in the Standards Forms for more data related to revenue and expenses.

State Subsidies for Capital Projects

Over the past five years the college has received several voter-approved general obligation bond authorizations from the State to finance major capital projects. The state is responsible for paying the debt service on these obligations, which limits the impact on the cost of education at RIC. Voter-approved bond issues include a 2010 general obligation bond of \$17 million for Alex & Ani Hall, which houses the visual arts programs; a 2012 general obligation bond of \$50 million for retrofit and upgrade of Fogarty Life Science, Craig-Lee, and Gaige Halls, which house classrooms, faculty, departmental offices, the Deans of Arts and Sciences and Nursing, and an auditorium; and annual appropriations for continuing asset protection and infrastructure modernization projects (\$8.4 million total in FY 2016). These funds have helped address the deferred building maintenance and technology issues cited by NEASC in 2011.

Increasing Financial Aid to Improve Retention/Graduation Rates

Through a reallocation of state financial aid, the new governor, Gina Raimondo, established the Rhode Island Promise Scholarship, which was implemented in FY 2016 with an allocation of \$2.16 million from the Office of the Postsecondary Commissioner. RIC uses this money to fund its “Stay-the-Course Scholarship,” with the goal of raising retention and graduation rates by rewarding academic performance for students of need. Scholarship awards are made to Pell-eligible students who complete their freshman year with at least a 2.75 GPA. Awards are intended to cover the cost of tuition, fees, and books.

Standard Five in the Standards Forms indicates that financial aid has increased by \$2.5 million, or 18.5%, from FY 2013 to FY 2016, while mandatory tuition and fees for in-state students have increased 7.9% over the same time period. RIC is committed to keeping tuition and fee rates low and providing as much financial aid as possible to students who qualify. Significantly, RIC was recently determined to have the lowest in-state tuition and fees of all public four-year Master’s institutions in New England. Recent upticks of retention and graduation rates suggest that the college’s efforts are having an effect.

Grant Funding and Fundraising

The Office of Research and Grants Administration (ORGA) is the college's central clearinghouse for all sponsored research and programmatic grants and contracts with government agencies and some private foundations. ORGA supports faculty and student advancement of knowledge and scholarship across the disciplines. RIC faculty research creates student opportunities, positively affects issues that reach far beyond the campus, and generates revenue for the college and the State of Rhode Island. In FY 2016 RIC faculty and staff generated \$9.2 million in grant and contract revenue. Forty-nine principal investigators received awards, and 73 proposals were awarded out of 76 submitted.

Through the Rhode Island College Foundation, students receive financial assistance via more than 400 funds and endowments. In total, over \$500,000 in scholarships are awarded annually to RIC students by the Foundation. Over the years, major gifts have played an important role in the Foundation’s efforts. A one million dollar gift supported the construction of a 21st-Century studio art and art education center, Alex and Ani Hall. Over the past five years over \$1.7 million in unrestricted donations have been raised.

Focus Area Four: Further implementing plans to reduce building maintenance backlog, accomplish facilities renovation, and improve technology

Continuing Implementation of 2010 Master Plan

Over the past five years, RIC has embarked on the renovation of its two largest classroom buildings, an energy conservation project, and several other significant projects aimed to significantly reduce the building maintenance backlog. These projects were identified in the 2010 Master Plan and were targeted as a high-priority need. The state is responsible for paying the debt service on these obligations, which limits the impact on the cost of education at RIC. As described earlier, bond issues have permitted the renovation of the art center and the retrofit and upgrade of Fogarty Life Science, Craig-Lee, and Gaige Halls. Also contributing to the improvement in college facilities are the annual appropriations for asset protection and infrastructure modernization (\$8.4 million total in FY 2016). These funds help address the deferred building maintenance and technology issues.

The college is currently implementing a five-year general maintenance project planning and internal process in order to address future building maintenance along with the existing maintenance backlog. Improving IT infrastructure also remains a high priority. The maintenance planning is designed to identify, prioritize, and implement planning for funding projects, specifically information technology and

auxiliaries such as the residence halls. This planning will improve the college's ability to forecast anticipated projects, their timelines, and cost estimates.

In its five-year Capital Improvement Plan the college asked the state to fund the following projects, which are based on feasibility studies that determine the overall programmatic needs and estimated costs:

- Renovation of current residence halls and the construction of a new residence hall, totaling \$140 million
- Renovation of Horace Mann and Adams Library, \$80 million
- Renovation of Whipple Hall, \$16.5 million
- Renovation of Clarke Science and Henry Barnard School, \$62.5 million
- East Campus Improvements, \$20 million

Nursing Education Center

The Nursing Education Center is an academic facility under construction and located in downtown Providence; it is scheduled to open in spring 2017. This state-of-the-art facility will include 130,000 square feet of nursing simulation laboratories and instructional facilities to be shared by RIC and the University of Rhode Island Nursing Programs. The construction of the new center includes redevelopment of the South Street Power Station in downtown Providence in collaboration with Commonwealth Ventures (CV) Properties, RIC, URI, Brown University, and the State of Rhode Island. The State of Rhode Island is responsible for the cost of outfitting the building for occupation and use and paying the annual base rent and tenant improvements, while each higher-education institution is responsible for 50% of the annual operating costs.

Standards Narrative

Standard One: Mission and Purposes

As a precursor to developing the college's new strategic plan, *Vision 2020*, Rhode Island College's Committee on Mission and Goals began its periodic review and reevaluation of the mission statement. In fall 2013 the committee collected input from the college community and reviewed mission statements and rubrics for mission statements at other institutions. The committee drafted a new mission statement that was reviewed and approved by the college's internal governance body, the RIC Council; the President; and the Council on Postsecondary Education in spring 2014. The new, more concise mission statement maintains the college's overarching mission to serve Rhode Island while emphasizing the importance of students and student success. The new statement includes graduate education, adds student engagement with faculty on research, and includes career attainment.

Rhode Island College Mission Statement:

As a leading regional public college, Rhode Island College personalizes higher education of the finest quality for undergraduate and graduate students. We offer vibrant programs in arts and sciences, business and professional disciplines within a supportive, respectful and diverse community. Dedicated faculty engage students in learning, research, and career attainment, and our innovative curricula and co-curricula foster intellectual curiosity and prepare an educated citizenry for responsible leadership.

During the same period a new vision statement was developed and approved by the RIC Council and the Council on Postsecondary Education, also in spring 2014. The new vision statement focused on the

college's contributions to the state and its economy and the need for greater recognition of the college's impact on the state's economy and culture.

Rhode Island College Vision Statement:

Rhode Island College (RIC) will be increasingly recognized in the state and the region as an outstanding public comprehensive college. It will be valued and supported for educating the state's diverse population to become respected professionals and good citizens and for being a positive force in the changing economy and culture. Our students will graduate ready to serve the community using the latest technology and best practices and to become leaders in myriad sectors of society such as the sciences, the arts, the helping professions, businesses, nonprofit organizations, and educational institutions. RIC will be a welcoming, attractive, efficient, safe, transparent, and financially secure institution that fosters creative communication and synergy within the campus community and between that community and its friends.

With President Sánchez having just started his tenure, the vision statement will be revisited and revised. In general, Rhode Island College has maintained a consistent three-to-five year cycle of reevaluation of its mission and vision statements. The process invites faculty, students, and staff to give input on and help articulate the framework for the college's evaluation of its activities and planning for the future.

Standard Two: Planning and Evaluation

Given the ongoing challenges facing higher education and Rhode Island, planning and evaluation are more important than ever. In fall 2014, a Strategic Planning Task Force was formed with representation from faculty, staff, students, alumni, and community members and was chaired by two faculty. The task force began a year long process of researching and articulating institutional priorities for 2015-2020. The planning required the college to assess its strengths, identify challenges, and set the central priorities for the future. *Vision 2020* was adopted in spring 2015.

Several advance-planning initiatives were carried out to prepare for *Vision 2020*. A committee, Building a Research-Inclusive Community (B-RIC), developed a proposal to establish a Center for Research and Creative Activity (CRCA). The committee completed and submitted a grant proposal to the Davis Educational Foundation and received a three-year grant to launch CRCA in spring of 2015. The purpose of CRCA is to support, promote, enhance, and deepen activities at the college that foster research and creative collaboration between students and faculty – measures that contributed to the development of *Vision 2020*.

Another significant planning activity involved a survey of LGBTQ students at RIC in 2012 that demonstrated the need to embrace and support an LGBTQ community and provide visible commitment to LGBTQ student welfare and success. Areas needing attention included counseling and support; visible recruitment and retention efforts; and inclusion in policies, safety, and institutional commitment.

In fall 2013, the college formed a Diversity and Inclusion Task Force. Over the course of a year and with the support of an outside consulting group, the task force conducted a survey, held many planning meetings, and hosted an Innovation Panel. The final outcome was a report that detailed issues to help guide strategic planning, including the growing diversity of RIC's student population; the graduation gap between white and minority students; a large and growing disparity between the diversity of RIC students and RIC faculty and staff; a growing population of English language learners and low-income families among RIC students; the need for professional development to help faculty and staff effectively engage the changing student population; the need for a robust analytical capability to more effectively track and

respond to the disparity of college experiences among diverse students, faculty, and staff; and the need for institutional mechanisms that identify, respond, and support students at risk.

In the planning for *Vision 2020*, the strategic planning task force solicited ideas from the RIC community via open meetings and an active email address and met with the President and cabinet to understand administrative concerns for 2015-2020. Following a SWOT analysis and two presentations by labor economists to provide outside context, the task force began the process of drafting goals and objectives, which were shared with the RIC community and modified in light of the feedback received.

Vision 2020 was informed by several key issues that will shape RIC's identity over the next five years. First, the composition of the student body is rapidly changing and diversifying. RIC students increasingly identify as racial and ethnic minorities, as LGBTQ, as veterans, as students with disabilities, and as students of all ages with work and family commitments. For example, of those who self-identify, nearly 40% of the most recent incoming freshman class identified as racial and ethnic minorities (<http://www.ric.edu/oirp/factBook.php>), and 49% of RIC freshmen are Pell recipients. According to the Student Census Survey and NSSE, over 60% of undergraduates identify as first-generation college students; 75% of all students work, and, of those who work, nearly half work more than 20 hours per week; seniors report an average of 9 hours per week caring for dependents; and over two-thirds of RIC undergraduates who report working earn money to support their families.

Second, because the college relies increasingly on tuition and fees, enrollment pressures going forward will translate into economic challenges for the college. Thus, the issue of enrollment management is central, especially with performance-based and formula funding emerging as a reality in the state and with the decrease in the number of high school graduates in the region. The college has been planning for, and is well positioned to take advantage of, performance-based funding and the opportunity to grow the college budget with specific targets that focus attention on the mission. The college is committed to making sure performance-based funding remains:

- Consistent with RIC's mission
- Understandable and clear to all constituencies
- Able to be influenced by RIC
- Measurable with reliable data
- Aligned with the strategic plan of the Council on Postsecondary Education, with the *Ocean State WAVE* program, and with the Rhode Island College's strategic plan, *Vision 2020*
- Supportive of academic quality and student learning as outlined by NEASC
- Used to drive investment

Vision 2020 is a six-goal plan that focuses the college's planning, staffing, resource allocation, facilities, academic programming, and impact on improving student success. The plan is aligned with the strategic plan of the Council on Postsecondary Education, which strives for higher college completion rates, opportunities to access and afford college, a prosperous local and regional economy, and effective institutions. The plan also aligns with the governor's *Ocean State WAVE* goals in workforce development, advanced industries and innovation, visitor attraction, and business enterprise expansion and recruitment, along with values embodied by Complete College America, which has been adopted by the state. Measurable goals are part of the plan.

Program Evaluation

Since 2012, accreditation reviews have been carried out for the college's Master of Science in Nursing, which received the full, ten-year accreditation from the Commission on Collegiate Nursing Education in 2014. See Form E1 part B for corresponding data. The School of Nursing simulation program received accreditation by the Society of Simulation in Healthcare (SSH) in December 2014. In fall 2015 the

Council on Postsecondary Education approved RIC’s offering a Doctor of Nursing Practice (DNP) program, which was approved by CIHE in November 2015 as a substantive change. Self-studies have now been completed for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Association of Schools of Art and Design (NASAD), and the site visits for both of these accreditations in spring 2016 were very positive. Reports are now being developed for the Council on Social Work Education (CSWE) and the Rhode Island Department of Education for state program approval.

The college has also been seeking CCNE accreditation for the Post Baccalaureate Nurse Residency program developed with partners at the Providence Veterans Administration Medical Center. At the exit interview by CCNE, the visitors declared “all standards met with no compliance concerns.” The School of Nursing is confident that the nurse residency program will be the first such program in the state to be awarded this accreditation.

For programs not subject to external accreditation, a system of program reviews is in place on a five-to-seven year cycle. Since 2011 six program reviews have been conducted and 11 more are planned. In these programs reviews, a faculty member from the discipline at another school is brought in to provide an external perspective. Prior to the reviewer’s site visit to the college, departments provide an extensive self-study of the program. During the campus visit, the reviewers gather information and perspectives in conversations with the program faculty and chair, relevant deans, the Vice President for Academic Affairs, undergraduate and graduate students, and the department support staff. External reviewers tour the facilities, and faculty provide additional program and assessment documents during the visit.

Questions for the program review include the following:

- Does the department have a clearly stated mission, and to what extent is that mission consistent with the college mission? Does the department have clearly stated outcomes and are the outcomes satisfactorily measured?
- To what extent is/are the department’s existing program(s) adequate to meet mission and outcome goals? How well does the curriculum support the stated outcomes?
- What new directions, if any, should the department consider? What programs/courses require elimination? If applicable, how would you assess the new directions undertaken by the department?
- Does the department have the necessary resources to support its mission, outcomes, and directions? What new resources would be required for the department to undertake the proposed new directions?
- Are the department’s efforts in recruiting, retaining, and serving the needs of majors effective?

For more information related to program reviews, both internal and external, see Form E1, part A in the appendix. Below is the schedule of reviews, past and future:

Year of Review	Program
2011-2012	Speech, Language, and Hearing Science English Political Science Geography International Nongovernmental Organizations
2012-2013	Psychology Chemical Dependency/Addiction Studies
2013-2014	Sociology/Justice Studies
2014-2015	Communication

2016-2017	Philosophy Biology Physical Sciences Theatre and Dance Film Studies
2017-2018	Gender and Women's Studies Anthropology Modern Languages Management and Marketing
2018-2019	Mathematics and Computer Science Accounting and Computer Information Systems History Africana Studies

Note that external accreditations for Nursing and teacher education took precedence in 2015-16. In all cases, an external reviewer was secured to review the department's report, conduct a site visit, and provide written feedback. Changes made as a result of these program reviews have included major curriculum overhauls (Communication, Political Science, Geography), changes in program governance (Justice Studies), changes in faculty staffing priorities, and plans to physically relocate the department to a renovated building with new labs (Psychology).

In 2014, the college conducted a review of the potential of pursuing AACSB accreditation for the programs in the School of Management. Having submitted a draft document to AACSB and received feedback on the document from AACSB, the college invited the Dean of the School of Business at The College of New Jersey, Dr. Bill Keep, to review the draft and AACSB's response and to visit the college on June 26-17, 2014. During the visit, Dr. Keep discussed AACSB accreditation with the faculty and administration and provided perspective on the requirements and needs to achieve accreditation. Subsequently, the dean of Management worked with faculty to estimate the one-time and recurring costs of AACSB accreditation in terms of faculty salaries, faculty load, research expenses, additional faculty lines, operating budget, and additional staff support lines. The total costs were greater than the college would be able to sustain, and so the decision was made not to pursue AACSB at this time but to consider other options. A new Dean of Management started at RIC on August 1, 2016 and has been charged with evaluating accreditation options and, in the interim, developing a schedule of regular program reviews with an external perspective.

Standard Three: Organization and Governance

State-Level Governance: Board of Education for Rhode Island

In 2014, the 17-member Rhode Island Board of Education was created by the Rhode Island General Assembly. The new board replaced the Board of Regents for Elementary and Secondary Education and the Board of Governors for Higher Education. The Board of Education's consolidated governance of all public education in Rhode Island is meant to integrate policymaking and planning across all levels of education in the state. The Board of Education consists of leaders in business, community service, and education. The new board is subdivided into a Council for Postsecondary Education and a Council for Elementary and Secondary Education. Board members serve fixed terms and are replaced by the governor as terms expire, with the exception of the Chair of the Board of Education, who is appointed by the Governor.

As a result of reorganization and appointment of the new board, the former Office of Higher Education was recast as the Office of the Postsecondary Commissioner; because of this change, the commissioner

for higher education in Rhode Island is no longer the president of one of the state's public institutions of higher education, correcting a potential conflict of interest. In 2014 the new Board of Education approved Rhode Island College's role, scope, and mission of the institution, and in fall 2015, the board subsequently approved a modification that permitted the college to offer the DNP.

Governance at Rhode Island College

The college has a standard procedure for adoption, review, and promulgation of administrative policies and governance. Governance documents are presented on the college website in a standard format that is meant to be easy to find, read, and understand. The information provides faculty, staff, and students with guidance on policy and procedures; promotes compliance with applicable laws, regulations, policies, and other standards; and seeks to demonstrate accountability.

Within the administration, after eight years in office, President Carriuolo stepped down on May 21, 2016, while other changes of senior leadership have occurred in the past five years in the positions of Vice President for Administration and Finance, Vice President for Student Affairs, and Vice President for College Advancement and External Relations. On July 1, 2016, Dr. Frank Sánchez assumed the presidency of Rhode Island College, following a national search during the spring 2016 semester that engaged the Council on Postsecondary Education, the campus community, leaders in state government, and key community partners.

Faculty continue to play a central role in the growth, organization and governance of the college. There has been an across-the-board growth in course and program proposals from undergraduate majors, minors, and certificates, along with the new General Education program. Course and program proposals were 145 in 2009-2010 and 355 in 2014-2015 (91 in 2015-2016). Similarly, graduate proposals were 27 in 2010-2011 and 61 in 2014-2015 (51 in 2015-2016).

The role of faculty in college governance is strong. The Council of Rhode Island College and its 23 committees are the principal body for shared governance on issues of concern to the faculty. According to the Council Charter, "the Council is the chief legislative and regulatory agency of the faculty. Its function is to examine and evaluate current policies in light of the mission and purposes of the college and to recommend such amendments and additions of policy that are deemed necessary or desirable to provide for the most effective operation of the college."

In spring 2016 the Committee on Academic Policies and Procedures, a Council committee, submitted a proposal for a major revamping of the classroom scheduling patterns. The proposal was approved by the Council and signed by President Sánchez, and it will go into effect in fall 2017. The restructuring:

- Reduces the number of available scheduling blocks (currently 121)
- Reduces small overlap in time blocks, and thereby
- Alleviates the difficulty students have in putting together a schedule without time conflicts

Since 2011 four new centers have been established at the college:

- The Center for Research and Creative Activity funded by the Davis Educational Foundation
- The Institute for Early Childhood Teaching and Learning funded by a Race to the Top grant
- The Langevin Center for Design, Innovation, and Advanced Manufacturing funded by private donations
- The Institute for Education in Healthcare funded by Real Jobs RI Planning and Implementation Grants

Standard Four: The Academic Program

The Interim Report and E1 forms, parts A and B, contain data to evaluate, improve, and assure the quality and integrity of the college's academic programs. The forms also provide information about various accrediting bodies. Efforts are ongoing to develop the systematic means to understand how and what students are learning, and to use that evidence to improve student success.

New programs have come on line over the last five years, all of which manifest plans articulated in the college's strategic plan from 2010. A consistent schedule of curriculum and program assessment has helped faculty evaluate the degree to which RIC's programs meet the college's expectations for quality and consistency. The college continues to deploy and upgrade its information resources and information technology across the campus. All of RIC classrooms are connected to the Internet, and a major redeployment of space resources in Adams Library has begun. The state of master's level education continues to be a concern nationwide and a significant challenge at Rhode Island College. More on these topics can be found in the report sections, Standards Seven and Eight.

The college's academic programs benefit from a national perspective gained through program reviews and specialized accreditation reviews. The assessment of student learning suggests that students are gaining substantially from their education, but more work is needed in the spirit of continual improvement. The college also invests in faculty development that allows faculty to remain engaged with the educational developments in their fields. Rhode Island College takes great pride in the quality and currency of its academic programs, but continual improvement is a never-ending process and is essential to maintaining that status. See Form E1, part A in the appendix for data related to academic program assessment.

General Education

In this section we describe the process of General Education revision and the resulting structure. Assessment results for General Education assessment are provided in the Reflective Essay.

In fall 2012, Rhode Island College launched its first new General Education program in 20 years, with the first students to receive degrees under the new program graduating in 2016. Students today come to college with new needs and are facing far greater and more complex challenges than in the past. The employment picture today is clouded and rapidly changing. To be competitive in today's global economy, students need every advantage the college can provide. To that end, the new program broadens students' global perspective, emphasizes written and oral communication, elevates the level of learning in mathematics and science, requires competency in a second language, and promotes interdisciplinary and collaborative learning.

In the college's 10-year NEASC self-study in 2011, a new General Education program was in the early planning stages. In September of 2010, the college formed a cross-institutional General Education Task Force with the duties of:

- Reviewing literature on General Education and the college's own evidence of effectiveness in its General Education program
- Collecting input and ideas from the campus on the outcomes that students need to achieve in General Education
- Proposing a structure by which to achieve those outcomes
- Developing a plan to assess the effectiveness of the new structure
- Obtaining reactions on the proposed plans from the campus community, and incorporating those responses into the plans

- Submitting a proposal for a General Education program to the Undergraduate Curriculum Committee

The Task Force completed its work in one year, and the new program was approved by the college on November 14, 2011 and by the Board of Governors on January 23, 2012.

Student Learning Outcomes for General Education

Each course in General Education addresses several educational outcomes linked to rubrics designed by the AAC&U. Students who complete the General Education program encounter each outcome at least once at an introductory level and again as they move through the program. No individual introductory course can fully meet an outcome; rather, every course introduces or develops several learning outcomes simultaneously so that over the course of the program, students have the opportunity to engage repeatedly in learning relevant to key learning outcomes. In particular, relevant outcomes are addressed at a higher level within the advanced work of the respective majors. The new General Education program has been designed so that students gain a substantial and coherent introduction to the broad areas of human knowledge, along with the skills and practices that align with different fields. Information literacy is expressed in the new program as “Research Fluency,” which the college community embraced as a more inclusive way of thinking about information literacy. Below are the program learning outcomes; a more detailed discussion of General Education and the assessment of learning outcomes can be found in the Reflective Essay.

General Education Outcomes:

1. Students will understand the different purposes of writing and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, and is appropriate to the academic context. (*Written Communication*)
2. Students will be able to analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning. (*Critical and Creative Thinking*)
3. Students will demonstrate the ability to access, understand, evaluate, and ethically use information to address a wide range of goals or problems. (*Research Fluency*)
4. Students will learn to speak in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience. (*Oral Communication*)
5. Students will learn to interact appropriately as part of a team to design and implement a strategy to achieve a team goal and to evaluate the process. (*Collaborative Work*)
6. Students will demonstrate through performance, creation, or analysis an ability to interpret and explain the arts from personal, aesthetic, cultural, and historical perspectives. (*Arts*)
7. Students will gain knowledge of social and political systems and of how civic engagement can change the environment in which we live. (*Civic Knowledge*)
8. Students will demonstrate an understanding of their own ethical values, other ethical traditions from diverse places and times, and the process of determining ethical practice. (*Ethical Reasoning*)
9. Students will analyze and understand the social, historical, political, religious, economic, and cultural conditions that shape individuals, groups, and nations and the relationships among them across time. (*Global Understanding*)
10. Students will demonstrate the ability to (1) interpret and evaluate numerical and visual statistics, (2) develop models that can be solved by appropriate mathematical methods, and (3) create arguments supported by quantitative evidence and communicate them in writing and through numerical and visual displays of data including words, tables, graphs, and equations. (*Quantitative Literacy*)

11. Students will achieve scientific literacy by studying the natural world; understand how scientific knowledge is uncovered through experimentation and testing of hypotheses; be familiar with how data are analyzed, scientific models are made, theories are generated, and practical scientific problems are approached and solved; have the capacity to be informed about scientific matters as they pertain to living in this complex world; be able to communicate scientific knowledge through speaking and writing. (*Scientific Literacy*)

Program Structure

General Education provides a foundation for deeper study in a wide range of academic disciplines. Through the program, students develop the skills and habits of mind necessary for full participation in an increasingly complex world. The structure of the program consists of foundational courses and upper-division courses that afford students the opportunity to further develop, in their majors, skills acquired in foundational courses and also to make connections across disciplinary boundaries. Students develop the capacity to learn in their undergraduate courses and for the rest of their lives; that goal requires introducing them to many different kinds of knowledge and offering many occasions for relating the knowledge they acquire. One key goal is to engage students fully in their own educations; therefore, the program provides as much choice and flexibility as possible in course selection and, crucially, a new First-Year Seminar meant to excite students in college-level learning and to introduce the habits of inquiry essential to academic, professional, and civic enterprises.

Along with the First-Year Seminar, students take First-Year Writing and a middle-level course called Connections that emphasizes comparative perspectives on a particular topic or idea. The new program also includes Writing in the Disciplines as a requirement; departments must identify courses in which students learn professional writing practices associated with that particular field.

The new program also consists of a General Education mathematics course, a laboratory science course in one of the natural sciences, and a new course category called Advanced Quantitative/Scientific Reasoning (AQSR), which is a math or science course that has, as a prerequisite, one of the previous general-education science or mathematics courses. In the AQSR, the college is creating some verticality in students’ math and science learning, which replaces the horizontal survey of basic math and science in the old program.

The new program requires students to demonstrate proficiency in a language other than English. Along with Arabic, Chinese, French, German, Italian, Portuguese, Russian, and Spanish the college recently approved the inclusion of American Sign Language and created two new courses, ASL 101 and 102, that meet the second-language requirement.

New Academic Programs

The college has been very active in developing new academic programs in addition to General Education. Over the past five years the college has developed or redesigned undergraduate and graduate programs across the board, in all five schools, and in longstanding programs and in new programs. New programs were developed to leverage the existing resources and assets at the college, adapt to the changing needs of the state and the region, appeal to incoming students, and modernize the college’s offerings. In all, the college added the following new or substantially revised programs:

FIELD	PROGRAM
Health Care	<ul style="list-style-type: none"> • B.S. and M.S. in Health Care Administration • B.S. Community Health and Wellness • B.S. Medical Imaging

	<ul style="list-style-type: none"> • B. S. Health Sciences, including Food Safety, Medical Lab Science, Human Services, and Respiratory Therapy • MSN tracks in Nurse Anesthetist, Nurse Practitioner • Doctor of Nursing Practice
STEM	<ul style="list-style-type: none"> • B.A. Environmental Studies • B.A. Digital Media • B.S. in Physics (formerly B.A.) • B.S. in Biology (formerly B.A.)
Education	<ul style="list-style-type: none"> • B.S. Early Childhood Education • B.A. Youth Development
Humanities and Social Sciences	<ul style="list-style-type: none"> • B.A. Global Studies • B.A. Modern Languages, including Portuguese Studies • B.A. History/Public History • B.A. Public Administration • B.A. Liberal Studies
Business	<ul style="list-style-type: none"> • M.S. Operations Management

In addition, the college developed and launched new minors in Behavioral Neuroscience, Coaching, Creative Writing, and many of the above new programs. The college’s “Undeclared” category was replaced with five “Exploring Majors” in the Arts, Business, Humanities, Science/Math, and Social and Behavioral Sciences. New Certificates of Graduate Study were launched in Autism Education, Modern Biological Sciences, Elementary Mathematics Specialist, Nonprofit Leadership, Historical Studies, Nursing Care Management, Severe Intellectual Disabilities, Public History, Teaching English as a Second Language, and Elementary Education – Specialized.

Nurse Anesthesia Program

In 2015, a new study option within the MSN program was approved: nurse anesthesia. Students who successfully complete the nurse anesthesia option are eligible to sit for the National Board of Certification and Recertification for Nurse Anesthetists certification exam. This joint program is offered through a contractual arrangement with the St. Joseph Hospital School of Nurse Anesthesia (SJHSNA), <http://www.sjhsna.com>.

The structure of this program is similar to that of the college’s B.S. in Clinical Lab Science (now Medical Lab Science), which has been operating at the college for more than 30 years in a contractual arrangement with Rhode Island Hospital. The program also duplicates the structure of the B.S. in Medical Imaging, which was approved by CIHE as a substantive change (then called Radiologic Technology) in December 2009 and which operates in a contractual arrangement with Rhode Island Hospital. In particular, the courses and the curriculum are offered jointly by RIC and the SJHSNA. All seven required core courses, as well as the three credits associated with the major project, are offered on the RIC campus and are taught by RIC faculty. All of the nurse anesthesia clinical courses are taught by adjunct faculty at RIC; they are also employed by the SJHSNA. The program is subject to RIC’s policies and procedures for approval, assessment, course evaluation, academic integrity, and general oversight. In addition, students must adhere to specific SJHSNA policies and procedures for clinical practice. The degree is issued entirely by RIC.

Nurse anesthesia students are recruited, admitted, enrolled, and graduated the same as all other RIC graduate students, with the same access to advising, student services, financial aid, and learning resources. The MSN Program Director is a full-time faculty member at the college. The SJHSNA director of the nurse anesthesia, Ms. Anne Tierney, is appointed and hired as a part-time visiting professor

at RIC and serves as RIC's clinical director of the program. Ms. Tierney has 27 years of experience and is well qualified to serve in this role and teach in the program.

Access to the physical and technological resources of SJHSNA is a critical benefit of the collaboration. On-site access to patients, technology, anesthesiologists, and other resources is provided at Fatima Hospital where SJHSNA is located, one mile from the RIC campus.

SJHSNA has successfully maintained its accreditation with the Council on Accreditation (COA), which provides program graduates eligibility for certification. In January 2016, the COA issued a summary report on the site visit conducted in October 2015 and noted that the program was found to be in full compliance with all standards and criteria.

A Partnership Council consisting of SJHSNA staff, students, graduates, and RIC faculty and administrators meets regularly on matters of assessment, governance, program improvement, and problem-solving.

Innovation Lab: Central Falls School District and Rhode Island College

Among the college's new partnerships, the partnership with the Central Falls (CF) School District, the CF/RIC Innovation Lab, has had the largest impact on the college's overall academic programs. This partnership is meant to engage the entire RIC community with the entire Central Falls School District. The Lab is designed to meet the needs of all Central Falls residents, a city of 19,000 where more than 50% of residents are Latino and 36% of children live in poverty. To an equal degree, the Lab is meant to advance teaching, learning, and research at RIC and serve as a laboratory to develop and pilot sustainable, replicable programs in urban education, community development, and healthy communities.

Currently, the Innovation Lab includes 20 collaborative projects, each with a RIC and CF partner and with cross-organizational blending. These projects have encompassed internships in the School of Social Work, clinical residencies for teacher candidates in the School of Education, health-related programs involving Community Health and Wellness students, research by Nursing faculty and students, evaluation work by Psychology students, and an experimental admissions program for high-school juniors. The college's early conditional admission program for Central Falls High School juniors was reported on by *The Providence Journal*, the blog of the National Association for College Admission Counseling, *Education Week*, and *USA Today*. The Innovation Lab was the focus of a Gates-funded study by Annenberg Institute for School Reform at Brown University on higher education and K-12 partnerships.

The uniqueness of the Innovation Lab lies in the fact that:

- the partnership encompasses an entire college and an entire school district with participation and support from the community in which that district is located
- both partners view the project as mutually beneficial to their members and their institutional culture(s)
- the partnership builds a student-centered PK-20 pipeline to ease transition points across K-12 and higher education and provides a strong social and educational support network from preschool through college.

Standard Five: Students

Student Services

The Division of Student Affairs provides a foundation for student learning and the student experience outside of the classroom. The division includes Student Life, the Counseling Center, Health Services, the

Unity Center, the Student Union including Student Activities and Greek Life, Intercollegiate Athletics & Recreation, Health Services, the Preparatory Enrollment Program (serving low-income and first-generation students), Residential Life and Housing, Dining Services, the Campus Stores, and Upward Bound (a TRIO program). In 2013, Student Affairs established an Outcomes Assessment Plan with outcomes, performance criteria, assessment methods and areas of responsibility, expected and actual levels of achievement for each outcome, analysis, and specific actions to be taken, many of which have been or are being implemented. Each of these units conducts an assessment of its efforts and tracks student involvement, student satisfaction and engagement. The annual Student Census Survey conducted by Institutional Research and Planning asks students for feedback on each student service area, and those data are shared with and used by the various offices. Finally, the National Survey of Student Engagement (NSSE) provides guidance on areas in which student services can be improved or can be more active in high-impact practices. See Form E1, part A in the appendix for assessment data related to Student Affairs.

Enrollment Management

Rhode Island College continues to make students and student success its fundamental priority. Admissions and enrollment data clearly indicate the college's student body is diverse and broadly representative of Rhode Island and the surrounding region. Enrollment has fallen over the past five years, but the college has been active in recruiting and supporting students, with a great deal of emphasis on retention and graduation.

The Enrollment Management Unit (EMU) encompasses those departments most directly linked to the recruitment and retention of degree-seeking students. The departments making up EMU include the Offices of Undergraduate Admissions, Disability Services, the Office of Academic Support and Information Services (OASIS), Records, and the Early Enrollment Program. Recruitment efforts are committed to attracting, advising, retaining and graduating an academically accomplished and culturally diverse student body. In 2011 the college produced an Enrollment Management plan that was updated in 2014. The graduation and retention data collected by the college indicate a picture mixing some moderate success with ongoing challenge. After joining the Common Application in 2012, freshman applications increased by 34% in one year, but freshman admission yield went down by 6 percentage points.

Long-anticipated demographic changes in Rhode Island have affected student recruitment efforts. The decrease in the number of public high school graduates has been particularly steep in Rhode Island: from fall 2009 to spring 2017 there is a projected 18% decrease in high school graduates in the state, compared with a 1% drop in the Northeast as a whole. There is a 3% drop in Connecticut high school graduates, combined with a 5% drop in graduates in Massachusetts. Higher education institutions in New England, and especially southern New England, are increasingly under recruitment pressures.

Meanwhile, additional pressures on retention and graduation have developed since 2010. In January 2015 a performance-based funding act was introduced in the Rhode Island General Assembly and is expected eventually to pass. According to the proposed bill, "this act would establish The Performance Funding Act of 2015 to provide a mechanism for funding Rhode Island's post-secondary state schools based upon the number of students earning degrees and credits at those schools." This act will effectively link state funding to the achievement of metrics tied to graduation rates and to the production of graduates in high-paying, high-demand jobs, among other outcomes that may be used as a measure of institutional effectiveness.

In 2015 the college hired an enrollment management consultant to assist in college recruitment procedures and has been working to actualize the consultant's recommendations:

- Streamlining admissions processes to ensure timely responses to applications

- Compiling recruitment data from several sources, including FAFSA completion and campus visits in order to target the most likely student prospects
- Expanding our outreach strategy to include “personal outreach” even before major recruitment events begin
- Making full use of our existing resources, including data compiled in PeopleSoft in order to more effectively appeal to student prospects
- Reorganizing several of the positions in the Admissions office in order to maximize administrative productivity, including the change of an establishment of an Operations Manager position responsible for Territory Management for the Admissions staff and hiring a bilingual Admissions Officer
- Implementing weekly reports on Admissions staff activities including visits and processing of applications
- Improving transfer recruitment
- Reviewing annual recruitment plan including social media

The consultant also recommended the purchase of additional electronic recruitment and search tools, including \$15,000 for student search direct mail software, \$6,566 for art student search data from College Bound Selection Service, \$3,900 for upgraded profile on Peterson’s, and \$19,000 for the Cappex system for tailored recruiting. In addition:

- RIC has signed an agreement with NextTier as its first higher-ed partner. NextTier is an integrated software platform and downloadable mobile applications designed to be a shared environment by which prospective students, families, and institutions can connect and through which students can apply to colleges.
- In 2014, RIC signed an agreement with Roosevelt International Academy (RIA), which is based in Providence, to provide conditional admission to international students whose English skills are sufficient for them to take one or two courses but not yet at the cutoff for full admission; RIA provides the ESL training, housing, cultural acclimation, and visa support. To date, five undergraduate and graduate students from China have been conditionally admitted. RIC has also submitted a request to establish a formal International Bridge Program to the Department of Homeland Security. In January 2016, the college submitted a draft of a substantive change to the NEASC staff, who then determined that a substantive change was not required because RIA is not responsible for any of the credit-bearing offerings or student recruitment and admission. If the situation changes, the college will submit a substantive change proposal, but, as of now, no such change is expected.
- On a trip to China, the RIC President signed an academic exchange agreement with Chengdu University of Technology to develop academic and cultural interchanges, collaborative scientific research and other joint projects. Although RIC is focused on educating Rhode Islanders, RIC students will have opportunities to meet and interact with persons from other cultures.

Rhode Island College’s headcount enrollment has fallen by 6% in the last five years, as of fall 2015. Graduate enrollment overall has fallen since 2011 by 17%, with the School of Education accounting for most of the reduction, as Social Work and Nursing have increased the size of their graduate programs by 13.7% and 39%, respectively.

However, the college’s intense efforts are yielding fruit. In fall 2015, applications for freshmen and transfers were the highest in at least 10 years, 6,041, and, to date, fall 2016 applications are 8.5% ahead of last year’s as of July 1. For total new undergraduate enrollment for fall 2015, the college was at the highest mark since 2011 and above the college’s freshman goal of 1200. For fall 2016, freshman deposits are the highest in five years. See Standard Five in the Standards Form for enrollment data.

Learning for Life

Learning for Life (L4L) is a new student-service network that links students to both on-campus and off-campus services and supports to promote persistence to graduation. This network fortifies students for college success and removes barriers that students encounter in keeping college a central priority in their lives. The project crosses campus divisions and has partnerships with many agencies, non-profit organizations, and public service units that serve students in all areas of need.

L4L uses a Navigator model of peer-to-peer mentorship through a network of trained students, in partnership with the School of Social Work. The training program for Navigators includes: Diversity and Inclusion; Confidentiality and Ethics; Sexual Assault Awareness and Prevention; Substance Use and Addictions; LGBTQ Awareness and Support; Intimate Partner Violence; Mental Health and Suicide Prevention; and Academic Guidance and Support. L4L connects students to resources that help with basic needs such as housing, food, transportation, child and family caregiving, and short-term financial support. Additional program elements include:

- Comprehensive Learning Evaluations in partnership with the Department of Counseling, Educational Leadership, and School Psychology and the Disability Services Center
- Coordinated academic preparation for returning adults in early childhood education with the Institute for Early Childhood Teaching and Learning
- Opportunities to experience college through Campus Connect, a series of events and activities for students and families from Central Falls to visit RIC, in collaboration with the CF/RIC Innovation Lab
- Intensified focus on diversity and inclusion through planning, special events such as lectures, and investments in expert consultation, with Academic Affairs, the Gender and Women's Studies Program, the School of Social Work, the Office of Research, Grants, and College Initiatives, and the Unity Center
- Targeted outreach and support to former students who left before completion, in partnership with the Enrollment Management Unit, in a program called *Finish Strong*

The retention rate of L4L Scholars who entered in fall 2014 as first time, full-time students is 88.5%, which is 2.5 percentage points higher than the report for fall 2013. Although the data are not perfectly comparable, the L4L retention rate is 12.3 percentage points higher than the overall RIC first-year retention rate for students (76.2%).

Standard Six: Teaching, Learning, and Scholarship

Rhode Island College continues to emphasize the hiring of full-time faculty even while discussion continues on issues related to the causes and consequences of relying too heavily on adjunct instructors. Since 2012, full time faculty positions have slightly increased. Part-time positions have fallen by 3.2%. As of fall 2015, the college employed 338 full time faculty, and 411 part-time faculty. Faculty are 58% female. The student to faculty ratio in 2015-16 was 14:1.

Vision 2020 places an emphasis on increasing the diversity of the RIC full-time faculty. Currently, the full-time faculty are 14% non-white. The initial steps in that process are to collect and analyze data on the trends and current state of diversity among all faculty and staff, to establish and fill a new position of Director of AA/EEO/Title IX, and to build a strategy for positioning the college to be more attractive to and supportive of racial and ethnic minority faculty.

Many factors, including assessment responsibilities, have caused faculty workload to grow since 2010. Faculty enthusiastically embraced the new General Education program, which required first-year students to complete a First Year Seminar (FYS) within the first 30 credits. FYS introduces new college students

to full-time faculty teaching in a subject in which they have expertise and professional and personal enthusiasm. Further, faculty have participated in the assessment of the new General Education program in terms of their individual teaching as well as in collaboration with the Committee on General Education.

Universal advising also has also had an impact on faculty workload. Although advising appears to be an effective way to help students navigate college and has resulted in a rise in student evaluation of advising, advising loads are very uneven across the college, and in some departments, the advising load is unsustainably high. Since 2010, the college re-established the Committee on Academic Advising, and the college's shared governance body, the RIC Council, approved it as a permanent committee. The college recently created and appointed a position of Director of Faculty Advising, a position held by a full-time faculty member. Through the collective bargaining process, an ad hoc committee has been created to review the contractual stipulations about advising, consider compensation for high levels of advising, and consider methods of advising large groups. The college's "Exploring Majors" option is intended to help "undeclared" first-year students find a major more quickly, and the Office of Academic Support and Information Services (OASIS) is reorganizing its staff and use of faculty to provide more effective advising for these students. In addition, the Undergraduate Curriculum Committee is working with all of the departments to create a standard "Academic Rhode Map" that lays out a semester-by-semester course sequence and milestones, which is intended to help students be more self-directed and prepared for advising.

As the Rhode Island College student population changes, students arrive with a wider variety of academic needs. Faculty have worked to meet the needs of incoming students, but this change also puts more pressure on faculty to adapt their teaching methods. In 2010, the college enacted part of its strategic plan at the time and created a Faculty Center for Teaching and Learning (FCTL). Now headed by its second director, the FCTL offers frequent workshops and presentations on issues faculty face in the classroom, including issues related to Universal Design for Learning, online learning, and new-faculty orientation. Writing in the Discipline, a requirement of the new General Education program, has been supported by the FCTL and the Writing Board. The coordinator of FYS, experienced FYS faculty, and FCTL staff have worked together to support first-time FYS faculty.

Other programs and services regularly offered by the FCTL include:

- Blackboard online learning Boot Camps in collaboration with User Support Services
- New Faculty Orientation
- Student Advising Workshop
- New Adjunct Faculty Orientation
- Adjunct Faculty Professional Development Day
- Organizing, planning, and facilitating Co-Operative Workshops by faculty for faculty
- Individual and small group consultation and support for Blackboard course design and online teaching
- Development of Blackboard course templates for programs in collaboration with faculty followed by training on the use of the template
- Providing faculty workshops on Curriculum Mapping and Academic Mapping
- Facilitating the Summer Seminar for the Teaching of Writing (SSTW), an intensive week-long workshop on the teaching of writing for full-time faculty.
- Online Publications: *Issues in Teaching and Learning*
- Online publication of a Full-Time as well as an Adjunct Faculty Handbook
- Hosting *Quality Matters*, a research-based standards used to evaluate the design of online blended courses

The FCTL has continued to mentor new faculty, beginning with New Faculty Orientation, and now, in its second year, a formal faculty mentoring program linking approximately 15 new faculty with 15 experienced faculty mentors has been well-received. The FCTL has provided consistent support for the college's development of its online course offerings, especially hybrid/blended course offerings. Currently the FCTL is developing a series of web-based video tutorials that explain the phases of online course development in Blackboard in order help faculty develop high quality and consistent online courses. For more information, see www.ric.edu/fctl.

The recently established Center for Research and Creative Activity (CRCA) is working to broaden student participation in faculty/staff-mentored projects in research and creative activity. As such, CRCA provides resources to faculty to further integrate research and creative activity into the curriculum, advocates for faculty and staff who mentor students in their work, and promotes opportunities for students to participate in research and creative activity on- and off-campus. CRCA was established on the basis of data showing that students who make a personal connection with faculty and staff are more engaged, remain in school, and are more likely to graduate.

Standard Seven: Institutional Resources

Human Resources

The role of the Office of Human Resources is to attract, retain, and support the employees of Rhode Island College and to promote the overall interests and strategic goals of the college community. <https://www.ric.edu/humanresources/index.php>. For data related to Human Resources, see [Standard Seven in the Standards Forms](#).

Full-time faculty worked without a contract from 2013 to 2016, and as a result there were no salary increases from 2012-13 to fall 2015, except for faculty who have been promoted. Fortunately, in early spring 2016, the new contract was ratified and approved, and faculty have received COLA adjustments and presidential salary adjustments retroactive to fall 2015. However, faculty retention and satisfaction remain an issue across the college. Except for one school in Vermont and three schools in New York State, RIC has the lowest average full-time faculty salary among public four-year master's level institutions in New England, New York, New Jersey, and Pennsylvania. In order to address the salary issue, the college and the union agreed to hire a consultant to review and help the college plan for a structural change in the college's budgeting to permit more appropriate faculty salaries. The consultant's work will continue into the 2016-17 academic year.

Qualifications for hiring personnel have not changed, and the college continues to recruit highly qualified faculty and staff who believe in the mission of the institution. Over the past five years the ratio of full-time to part-time faculty remained largely unchanged. In fall of 2011, 40.2% student credit hours were generated by adjunct faculty; in fall 2014 that percentage fell to 35.8%.

In 2012, the adjunct faculty and the college signed a collective bargaining agreement that has affected the hiring process for part-time faculty positions, sometimes in challenging ways. Adjunct seniority is now a factor in the assignment of classes. This change has put an added burden on department chairs and the Office of Human Resources to adhere to seniority stipulations for part-time instructors. The adjunct faculty contract was settled again in fall 2015.

Human Resource policies have been revised over the past five years, and another revision is ongoing related to Affirmative Action, Equal Opportunity, Title IX, and complaint resolution. The Board of Education issued its own policy on illegal harassment that is being incorporated into the college's slate of policies. There is substantial work being done on Title IX and sexual assault policies; new webpages,

handouts, posters, and investigators have been added, and a new position of Director of Affirmative Action/Title IX Coordinator was established. <https://www.ric.edu/humanresources/policies.php>.

Financial Resources

RIC has had clean financial audits for a number of successive years. In early 2016, the Council on Postsecondary Education began a review of RIC that identified operational and management issues. Specifically, the council noted ongoing challenges at RIC in hiring/retaining senior personnel, filling key positions, and managing projects and processes efficiently and cost-effectively. Subsequently, the Commissioner for Postsecondary Education asked the state's Department of Administration for a management audit to examine the college's administration, finance, and HR policies and procedures. The college administration supported the independent audit in order to better understand our existing processes and strengthen management going forward. The audit's findings provided specific and succinct recommendations in the following areas:

- HR policies and procedures
- Budget planning
- Interim appointments
- Grants management
- Purchasing controls
- Fiscal management of the auxiliaries.

A common theme in the audit was a deficiency in adequate controls to minimize risk in critical fiscal areas. No evidence was found of unethical or abusive conduct, but, moving forward, the college is building capacity in each of the above-mentioned areas. Capacity has been and is being expanded with a recently hired Budget Director, a recently hired Director of Grant Accounting, a new Vice President for Administration and Finance, a new facilities manager, and a controller. With the entire team now in place and with the stability a new president brings, the college is completely confident in its ability to fully implement the auditors' recommendations by the end of fiscal year 2017.

As noted earlier, the college's education operations are funded mainly by tuition and fee revenues and state general revenue appropriations. The college is required to submit an annual balanced budget request that takes into consideration projected enrollment with tuition and fee revenue and state general revenue support. The Council on Postsecondary Education votes on and approves the tuition and fee rates for the college. The Governor and General Assembly determine the funding levels of state support to the college. According to the college's Unrestricted Budget (General Education Operations), state support is approximately 38.9% for FY 2016, which includes general revenue for operations and general obligation bond debt service. The majority of the remaining Unrestricted Budget is financed by tuition and fees.

The college has faced various fiscal pressures over the last several years to balance its budget but has managed to keep the cost of education affordable, primarily on the basis of extremely modest salaries for most faculty and staff combined with limiting staffing numbers. The Council on Postsecondary Education approved a motion to freeze tuition and fee rates for fiscal year 2017, which means that, over the course of four fiscal years, tuition and fees will have been frozen three times in each of the fiscal years from 2014 to 2017.

Each department is responsible for managing its respective budget, but the overall allocation and control of operating expenditures are overseen by the Budget Office and Division of Administration and Finance. College senior management reviews quarterly budget reports, which are then submitted for review to the State Budget Office and Office of the Postsecondary Commissioner. The college engages an independent

auditing firm to perform annual audits, which are then reviewed and accepted by the Council on Postsecondary Education.

The college's budget development process is annually reviewed and approved in the following order: first by the Council on Postsecondary Education, then by the Board of Education, then the Governor, and finally the General Assembly. The college works under the direction of the State Budget Office and Office of the Postsecondary Commissioner in developing budget assumptions, including a two-year operating budget forecast and a five-year capital improvement plan. See Standard Seven in the Standards Forms for data documenting the college's financial position.

Budget Accomplishments

As described earlier, since 2010 Rhode Island College received a \$17 million general obligation bond for the renovation of Alex and Ani Hall, the college's art facility. The total project cost was \$22.1 million, with \$1.8 million from state appropriated Rhode Island Capital Asset Plan (RICAP) funds and \$3.3 million in college funds with an additional \$1 million dollar gift from a private donor. The facility opened for occupancy in September 2014. This extensive renovation included replacement of much of the original 1958 building with a new structure designed specifically for studio art and art education. The state is responsible for paying the annual debt service on this project, which limits the impact on the cost of education at RIC.

Also, as mentioned above, in 2012 Rhode Island voters approved another higher-education bond issue, Question 3, which was the first such referendum solely for Rhode Island College. Question 3 provided a \$50 million bond for the modernization of the two largest classroom buildings, Gaige Hall and Craig-Lee Hall, and an addition and modest renovation to the Fogarty Life Science Building to support the School of Nursing. Of the total amount, \$44 million is going to the renovation of Gaige and Craig-Lee, and the remaining \$6 million provided the funding for Nursing. Construction on the Fogarty Life Science extension will be completed before the fall 2016 semester. Gaige Hall was vacated in May 2015 in preparation for the renovation, but as a result of some issues with bidding, which have now been resolved, construction started in spring 2016. Plans and timelines are in place.

Deferred maintenance issues have been addressed continuously over the last five years, with improvements in the electrical power supply lines, underground steam leaks, drainage issues around the library that had been the cause of indoor flooding, HVAC improvements in various buildings, installation of backup generators on all major buildings, upgrades in network infrastructure, repaving of three parking lots, relocation of one of the athletic fields to make space for the nursing extension, construction of a new bus shelter and transportation hub, changes in traffic patterns on the main road through campus, window replacement in several buildings, and more blue lights installed across campus. These changes have improved the efficiencies of operation and energy consumption. In addition, the college invested in minor renovations to create office and classrooms for swing space while Gaige and Craig-Lee are being renovated. Grants from the Champlin Foundations have made possible the following renovations since 2010:

- 2015: \$375,000 to renovate the introductory biology laboratory and adjacent preparation rooms
- 2014: \$256,385 to create a new biochemistry lab for teaching and research
- 2012: \$250,000 for renovation and microscopes for a human anatomy lab
- 2011: \$248,000 for renovation of biology teaching and research laboratories
- 2010: \$257,100 for renovation of organic chemistry teaching labs

Budget Challenges

- Deferred maintenance on campus continues to be a liability. Additional funding from the state has allowed the college to work on the maintenance projects outlined in the 2010 Master Plan, but work continues on HVAC, roof replacement, window replacement, and other maintenance issues.
- Contractual agreements with unions continue to represent fundamental budget challenges. Faculty went without any annual cost of living adjustment increases since 2013 until the contract was signed in early 2016, retroactive to fall 2015.
- Henry Barnard School is a private preK-5 elementary school that is part of the School of Education. Henry Barnard has seen declining enrollment and increased costs over the last few years, with the college's budget making up for the deficit. Under new leadership, the school has implemented measures to control or reduce costs, to build enrollment, and initiate fundraising. An enrollment consulting firm that specializes in K-12 education was hired in summer 2016 to develop an enrollment management plan going forward.
- The annual operating costs of Nursing Education Center (scheduled to open in spring, 2017) will be borne by the college. Although the state funded the lease payments and tenant improvements, annual operating costs are an added burden on the college's budget, and the college is considering various options to accommodate the added costs.
- The residence halls are an auxiliary enterprise at the college, which means they generate their own revenue to operate and do not receive financial support from the State. While room rates have been sufficient to cover general maintenance and programmatic elements in the halls, there is not adequate revenue to fund capital projects or new construction to keep the residence-hall systems and facilities modern and efficient.

Financial Resources: Plans

- The college budget development process is in need of improvement. The budget process has not been well defined, organized, or transparent, and high-priority issues are not always factored into the process. The college is now implementing a new budget process that involves every department meeting with the Budget Director to understand the new process.
- The college is developing a process for requesting, reviewing, and approving capital projects and general maintenance projects. This includes a forecast for decision-making and an annual general maintenance life cycle plans for buildings, infrastructure, information technology, and other assets. Projects associated with maintenance, infrastructure, information technology, and emergencies have been anticipated only in the immediate future and completed if funding was available, but long-term planning had not been factored into the budget development process.
- The collection of budget reports and other financial data remains an ongoing challenge; there are college units that utilize their own reports, which do not reconcile to the college's financial system. Budget reports are freely available to all units at the college. These items were identified by and are being systematically addressed by the college's new Budget Director and new Vice President for Administration and Finance.

Information Resources

Developments in information technology continue to drive change at Adams Library, especially during the last five years. The library has been working hard on managing and improving access to databases, e-journals, e-books, and streaming media. Library faculty create online guides to support courses and programs, all of which have increased the demand for computers and Internet access. The library has managed to maintain up-to-date workstations as well as a set of laptops and tablets that are lent to students and faculty.

Curriculum revision has had an equally important impact on library services. Because of an increase in faculty professional development, a new and revised General Education program, and the growing

importance of online learning, more faculty have been considering the role of information literacy in all that they do. One of the three principal outcomes of the new General Education program is research fluency, which the college developed as a more robust form of information literacy. The library has been instrumental in the development of the Research Fluency outcome and its assessment, as well as First Year Seminar courses, the Writing in the Disciplines requirement, and professional development opportunities associated with these changes. The library is now also involved in the development of the new Center for Research and Creative Activity.

Slow growth of print book and journal collections led the administration to reconsider use of space in the library and to re-purpose some space for student services. After many years without review of its growing collection, in 2014 the library embarked on a review of its collection and a de-selection project that has just been completed, although weeding will continue on an ongoing basis. Library Liaisons, guided by the Library's Collection Development Policies, consulted department faculty to ensure that books of continuing importance would not be inadvertently withdrawn. Also removed were print journals that are now accessible online. Sustainable Collection Services was contracted to provide normalization and enhancement of library holdings data, enabling comprehensive analysis, to inform the library's de-selection project. Since August 2014, over 110,000 unused or redundant volumes have been removed, opening up space for reconfiguration in the library and making room for more student seating, new materials, and the movement of some student services into the library building. A by-product of the project is that removal of outdated and underused books improves the browsing experience for readers of print books.

Adams Library has continued to collaborate with the college community to enhance its resources and services as described below:

Library Services

- In 2011, Adams Library and User Support Services collaborated to create a "Library Connection" folder in the RIC Blackboard templates and the Faculty Toolbox links webpage.
- Online library card activation began in 2011, allowing remote registration for access to databases and other e-resource.
- During 2011-12, library facility improvements included new railings inside and outside, a new sprinkler system, new doors for fire protection, alarms on outside doors, revived old and added new electrical outlets, and new signage in and outside of the building.
- In 2012, the library acquired a versatile microfiche/film scanner that converts articles on 16/35mm microfilm or microfiche to PDF format, allowing students to conveniently save, email, or print content from newspaper back-files and other legacy collections.
- In 2012, LibAnswers service (hosted software subscription service) was implemented to provide "Text Us" reference service for students, to organize a locally generated searchable FAQ, and to better assess service statistics.
- Reserve Desk scanning service, introduced in 2012, converts print materials to PDF format, thereby providing remote access and resulting in a 30% increase in student use of course reserves.
- The library's Research Support Office was created and equipped to facilitate librarians' meetings with students needing extensive assistance with complex tools and/or search strategies, and to discuss with faculty library instruction activities and ways to improve students' research fluency.
- The library expanded the laptop computer lending program, implemented an iPad lending program in 2013, and a Nexus 7 tablet lending program in 2014. In 2015 the library replaced 21 laptops.
- The library installed 39 new public desktop computers, replacing outdated equipment and adding 15 new workstations for library patrons in 2015.

- The availability of virtual resources and services, as well as new books, has been greatly expanded and is publicized on the library homepage, in online subject and course guides, and in the library lobby; faculty can embed widgets and links to selected e-resources in Blackboard.
- The update of RIC library holdings in the Online Computer Library Center (OCLC) WorldCat database in 2014 and continuing use of OCLC for cataloging print and electronic resources has promoted discovery of library resources through Google Scholar and Oxford Bibliographies.
- The library's collection of online subject and course guides has more than doubled since 2011 to 243 guides in 2015. The LibGuides system was upgraded for increased functionality in 2014, librarians updated the collection, and course guide templates were established in 2015.

Library Collections

- Since 2011, acquisitions of database subscriptions have increased by 30%, e-journal subscriptions by 40%, e-books by 250%, and streaming music collections by 60%.
- The first streaming video collections acquired in 2011 offered access to under 800 titles; since then, subscribed collections have been expanded to over 32,000 titles.
- COUNTER (Counting Online Usage of Networked Electronic Resources) is an international initiative to improve the reliability of online usage statistics. The library has used this tool annually since 2012 to inform subscription renewal decisions.
- During 2012-2013 the library's VHS videotapes were evaluated, and those retained were then replaced with DVDs either by purchase or, if unavailable commercially, by digital conversion.
- In addition to unlimited access to the New York Times digital service for all students, faculty, and staff, the library's NYT Digital @ RIC subscription, acquired in 2015, includes faculty access to The Times' growing library of curated content contributed by participating academics, connecting recommended articles with detailed teaching applications.
- The Library expanded the content and impact of the institutional repository DigitalCommons@RIC in numbers of honors projects, master's theses, dissertations, and other major papers deposited; digitization of materials expanded access to several special collections.

Library Support of Research and Instruction

- The library hired its first Emerging Technologies Librarian in 2012, who continues to improve the library's web presence. He is presently leading a research project collecting feedback from students, faculty, and staff to inform the next redesign.
- A fourth Reference Librarian was hired in 2015 to help meet growing demand for research support and instruction in the library. As shown in Standard Four of the Standards Forms, library faculty typically provide close to 200 course-embedded library instruction sessions a year, reaching over 3,500 RIC students in courses.
- Instructional librarians collaborate with the staff of the Faculty Center for Teaching and Learning when workshops include selection and use of information resources.
- Library instruction sessions and course guides are tailored to specific courses and assignments and are designed to advance students' information literacy skills in their majors.
- The new General Education program, launched in 2012, includes a Research Fluency outcome. To support this outcome, librarians have been collaborating with the First-Year Seminar and First-Year Writing faculty to enhance and improve the information literacy components of these courses.

Physical and Technological Resources

In the fall of 2009, Saratoga Associates was selected by the college to prepare a Comprehensive Facilities Master Plan that would serve as a "framework" for planning for the period from 2010-2020. The

college's objective was to develop a comprehensive master plan for site and facility renovation for the period of 2010-2020.

The current master plan supports the following items:

- Board approval and fundraising
- A guide for future site development
- Facilities assessment, utilization, scheduling and priority setting

Significant to RIC is the number of academic and support buildings that were built in the 1960s-1970s. A large number of these buildings were rated in the master plan as being in poor condition and do not fulfill learning environment needs for a 21st Century education. The aging and outdated building inventory requires significant investment in order for RIC to remain competitive with peer institutions. A second factor affecting the college is the aged and deteriorating infrastructure. This involves electrical, water, plumbing and mechanical systems. Replacement of failing infrastructure is critical to the day-to-day operations of the campus. During the master planning, PARE Engineering evaluated the infrastructure of the campus.

These studies provided the college with a clear understanding of the needs and priorities in this critical area of facility operations. The facilities assessment involved 30 buildings. Information was developed at a master plan level to determine order-of-magnitude costs related to site infrastructure and building systems.

The master plan was coordinated with ongoing college projects for the Dining Center, Recreation Center, and Art Center. As noted earlier, Alex and Ani Hall, Rhode Island College's newly renovated and expanded 52,600-square-foot art center, opened for the fall 2014 semester. The new art center includes state-of-the-art studios, classrooms, offices, computer labs, presentation areas, display areas, and outdoor work courts. The extensive renovation of the college's art facility included the replacement of much of the original 1958 building with a new structure designed specifically for studio art and art education.

Also as noted earlier, in 2012 Rhode Island voters passed Question 3, a ballot measure that allowed the State of Rhode Island to issue general obligation bonds, refunding bonds, and temporary notes in an amount not to exceed \$50,000,000 for renovations and modernization of Gaige and Craig-Lee Halls, along with the upgrade and expansion of the Fogarty Life Science building for Nursing.

The shared Nursing Education Center (NEC) adjacent to Providence's I-195 Redevelopment District will be a significant investment in nursing education and increase learning opportunities for current and future students; opening is planned for spring 2017.

The college's electrical and steam infrastructure has been renovated over the past five years along with the repaving of roads and the renovation of one of the largest student parking lots as well as creation of several new parking areas. Key campus buildings have been equipped with emergency back-up generators, all per the master plan. Blue lights and emergency phones now exist across campus along with enhanced and expanded external lighting.

All classrooms at Rhode Island College have electronic capabilities, in accordance with the 2010-2015 strategic plan. Since 2010 the college has worked to upgrade and make more accessible its online resources, especially in regard to online learning and student support. As such, the college launched a new single web portal, MyRIC, for easy and direct access academic and student online resources. Since 2010, the college has:

- Migrated all RIC students, faculty, and staff to Microsoft Office 365
- Launched an instructional video hosting/streaming service for instructor use

- Implemented integrated emergency text message alerts, email and desktop alerts to all workstations on campus
- Increased and improved technology-rich spaces around campus
- Launched CASHNet electronic billing and storefronts – secure and PCI compliant
- Implemented automated course and location scheduling (EMS Enterprise)
- Relocated campus fiber to “dual home” network infrastructure to classroom buildings and partially relocated the data center to address business continuity

Technological Resources: Plans

The past five years have been a productive time of growth and improvement in instructional technology and physical resources across the campus and in every classroom. More students than ever engage their learning via the college’s online learning management system that enhances their Internet literacy skills. Ongoing challenges remain, however. Because the college had not previously identified, prioritized, and made an action plan for addressing the infrastructure needs of the campus, budgeting a plan to fund infrastructure issues fell behind. As noted elsewhere in this report, action is planned on creating a transparent budget process in order to manage infrastructure needs and satisfy strategic goals as well as to promote and practice financial efficiency. In order to maintain professional standards, the physical and instructional technology must stay current with regular upgrades of enterprise systems. Talent recruitment and retention in the IT area remain difficult as the regional and local economy improves. Technology upgrades were not previously identified, prioritized, and included as part of the college’s budget development process.

Key plans for IT include:

- Complete the data center relocation
- Upgrade campus wireless infrastructure
- Replace telephone system by 2018
- Update PeopleSoft Campus Solutions and Financials
- Upgrade network infrastructure
- Upgrade video surveillance system
- Upgrade Blackboard Learning Management System
- Address new construction demands on Instructional Technology, especially the renovation of Gaige Hall and Craig Lee Hall from 2016-2018 and the Nursing Education Center in downtown Providence
- Technology infrastructure needs are currently being addressed in the college’s operating budget and five-year capital improvement plan beginning in FY 2016.

Standard Eight: Educational Effectiveness

Most of the information pertaining to Standard Eight is provided in the statement on Focus Area One and the Reflective Essay. Here we describe some infrastructural elements by which the college assesses and evaluates its educational effectiveness. Data and results are provided in the Reflective Essay.

The Office of Institutional Research and Planning (IRP) contributes to Rhode Island College’s mission by helping to ensure that decision-making, primarily at the senior level, is based on accurate, timely, appropriate, and usable information and analysis as well as carefully developed and executed processes. The office also fulfills the college’s external reporting requirements and interests. In carrying out these aims, the office has the following goals:

- To serve as the official source of statistical and other factual information about Rhode Island College

- To take responsibility for ensuring that the college's external reporting obligations and interests are effectively fulfilled
- To ensure effective use of surveys and other data collection tools
- To keep college informed of its external context
- To support assessment
- To support planning by effectively managing the college's administrative policy process
- To support planning through leadership and assistance in other related areas
- To conduct research on issues of particular importance to the college

IRP produces reports that subdivide the student population into appropriate categories. For example, IRP's data on retention looks separately at Presidential Scholars, Honors students, in-state vs. out-of-state, minority students, white students, specific minority groups, gender, students with disabilities, students admitted through special programs, intended-majors in competitive programs such as nursing, students who enter without a declared major, and transfer students.

For approximately 15 years, the college has appointed a faculty member to serve as a learning-outcomes assessment coordinator. The coordinator position is currently held by a faculty member in English, who has been instrumental in driving the overall assessment of the General Education outcomes in written communication, critical thinking, and research fluency across all four years. The Committee on General Education (COGE) has been closely involved in the assessment of General Education and has hosted numerous events and meetings to review the process and discuss the results.

The Committee on Assessment of Student Outcomes (CASO), in partnership with IRP, gather data on student outcomes in order to answer the following questions and guide program review and development:

- Are programs covering the material stated in the learning goals posted on every department website?
- How can programs evolve or improve?
- Are students learning the material the programs offer?
- What are the short term and long-term impacts on students in regard to learning, retention, graduation, and post-graduation outcomes?
- How do all College programs interrelate in regard to accreditation, General Education, academic programs, and co-curricular programs?

The mission of CASO is to identify and evaluate the measures used to assess achievement of college-wide goals, which are derived from the College Mission and Vision, the College Strategic Plan, and the General Education Program. CASO oversees outcomes assessment of curricular and co-curricular outcomes. The primary means of assessment of curricular outcomes are through both General Education and program assessment, the outcomes of which are used in the college's system of program reviews.

Co-curricular outcomes are assessed via the Office of Student Life as well as several other campus offices. The Dean of Students is a member of CASO, and the College uses NSSE as a primary mechanism of assessing the co-curriculum. The Student Affairs Division has stated goals for students' co-curricular learning in the following areas: leadership, personal and social responsibility, multicultural competence, and critical and creative thinking. These learning outcomes are assessed on a regular basis through particular programs and initiatives available to students. The Division also uses co-curricular transcript software (Data180) to record and track student learning outcomes.

Surveys of graduates are conducted annually by IRP for students one year after graduation and include questions related to employment status, the relationship between their current jobs and their career goals,

job satisfaction, RIC's contribution to the important competencies they feel they need for their jobs, and the degree to which RIC prepared them for their careers.

The data collected by CASO, IRP, and the individual schools that lead to certification or licensing inform the E1 forms that accompany this report. The college's practice over the past five years has been to base the assessment of student learning on evidence. Along with the E1 forms, the Reflective Essay details how the college defines student success as well as the assessment activities to measure it. The college has a strong record of assessment over the past five years and has successfully drawn upon the support of faculty and administrative leadership in order to achieve mission-appropriate student outcomes.

Finally, Rhode Island College has been named among the nation's 2016-2017 Colleges of Distinction for the fourth year in a row. Among the high-impact educational practices RIC is noted for are its innovative learning opportunities through service learning, learning communities, study abroad programs, and internships, and its dedication to enriching student outcomes.

http://www.ric.edu/news/details.php?News_ID=3076

Standard Nine: Integrity, Transparency, and Public Disclosure

Integrity of the highest possible standards is required to hold the public's trust and fulfill the promise of higher education at a public institution. Integrity in all its forms – academic, institutional, professional and personal – is a core concern of Rhode Island College's mission and vision. The college community is committed to and strives to advocate as well as practice the highest possible ethical practices. See Standards Forms 9.1-9.3 for documentation of information on college Integrity, Transparency, and Public Disclosure.

In order to carry out its mission, the college maintains clear and current administrative policies and other governance documents and has established a standardized procedure for adoption, review, and promulgation of college administrative policies. The college website provides access to governance documents for actions by the RIC Council, academic policy changes, and undergraduate and graduate course and program changes in a public format in order to:

- help provide faculty, staff, and students with clear guidance on policy and procedures;
- promote compliance with applicable laws, regulations, policies, and other standards; and
- maintain accountability.

Since 2010 procedures have been in place and are actively used by faculty, staff, and students to engage the college community in review of new or revised administrative policies. The policies website, <http://www.ric.edu/oirp/policies.php>, provides a single portal for all of the policies in place at the institution.

Policies are governed by state and federal laws, including the Rhode Island Code of Ethics for State Employees (RIGL 36-14); Rhode Island Confidentiality of Health Care Communications and Information Act (RIGL 5-37.3); Rhode Island Equal Opportunity and Affirmative Action Act (RIGL 28-5.1); federal Health Insurance Portability and Accountability Act (HIPAA); Family Educational Rights and Privacy Act (FERPA); The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and Title 2, Part 2 of the Code of Federal Regulations, "Confidentiality of Alcohol and Drug Abuse Patient Records."

Several units of the college (e.g., Counseling Center, Health Services) comply with relevant codes of professional ethics. The Council on Postsecondary Education stipulates policies, regulations, and directives that guide public higher education in the state.

The college routinely updates and publicizes its policies and procedures related to academic honesty, freedom of expression, unlawful activity, behavior, possession and use of dangerous and deadly weapons or devices, alcohol and drug use and abuse, sexual assault, gambling, and compliance with lawful authority. Substantial information has been developed to provide students, faculty, staff, and administrators better information about preventing or dealing with sexual violence and supporting survivors of sexual violence:

http://www.ric.edu/affirmativeaction/title_ix_reporting_procedures_and_resources.php.

The Student Handbook is available online at <http://www.ric.edu/studentlife/handbook.php>. This handbook is designed as a reference guide to the standards, guidelines, regulations, and procedures regarding general behavior and policies and provides information about the college. The handbook is published annually by the Office of Student Life. Any updates or additions to the printed handbook during the year are made on the web copy. The College Handbook offers an explanation of student rights, responsibilities, and resources.

One of the six goals of the college's new strategic plan is to "develop and achieve proactive, comprehensive, and collaborative communications to foster a culture of transparent and respectful interaction that advances Rhode Island College as a student-centered, diverse, supportive, and high-quality public institution among its internal and external communities." The implementation plan calls for the reestablishment of the Committee on Human Relations; this committee will review existing methods of internal college communication for timeliness, accuracy, and accessibility and will review all communications and publications to ensure that they represent clearly the college's values, mission and vision. Within the Academic Affairs Division, students have reviewed the information on the websites of administrative offices, and focus groups have been conducted about what students needed to know but had not been told. In April, a Policy Walk was set up in Adams Library in which students placed sticky notes on a series of policies giving feedback on the clarity and their understanding of each policy. While some policies were well understood, students reported that the General Education program and some of the terms the college routinely uses, such as "Bursar," were poorly understood.

The college has worked diligently to improve and upgrade its website since 2010. In 2012 the Office of Web Communications launched a redesigned site that was more effective and accessible to users. Formerly, website information on individual programs duplicated information also found in the catalog; this issue often resulted in disparities between the college website and the official college catalog. To resolve that problem, program information on the college's ric.edu website now links directly to the online catalog. In fall 2013, an online course catalog was implemented using the SmartCatalog system. A staff member in College Communications and Marketing is responsible for annually updating the college catalog.

The college has been working for several years to migrate its entire website to a content management system that would allow faculty and staff an easier method of providing updates to the college website. The new system is close to deployment.

In 2015-16, the college community became engaged in a widespread discussion of integrity, transparency, and public disclosure. Prompted by an open letter to the media from 14 current and former employees in fall 2015 and a survey conducted by the professional staff union, a public discussion ensued in spring 2016 about administrative transparency and disclosure of personnel, fiscal, and facilities matters. This issue was paramount in the search for a new president and resulted in the appointment of Dr. Frank Sánchez on July 1, 2016.

Reflective Essay

Assessment of Student Learning; “What and How Students are Learning”

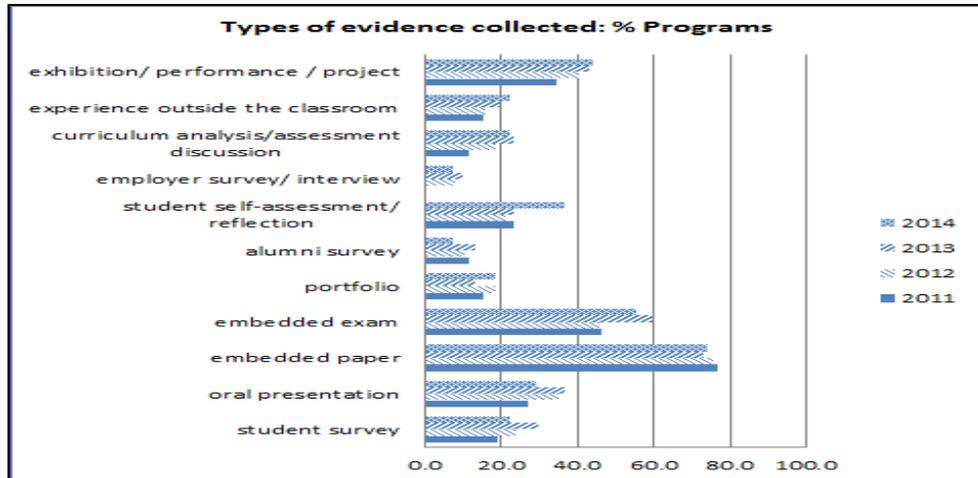
At the time of Rhode Island College's reaccreditation in 2011, many programs were already engaged in assessment of student learning outcomes, and several programs had made significant changes in curriculum and/or courses as a result of assessment. Other programs were beginning to devise assessment projects, some with the help of outside experts, while still others – notably certificate programs – had not yet begun that work or, in some cases, had resisted it. The college had a General Education program that had been in place for many years with few changes and for which there were no clearly articulated student learning outcomes and therefore no way to assess the program. The college had an extensive and lively array of co-curricular activities on campus, but no definitive inventory and no shared understanding of how and what students were learning in those activities.

Since the last reaccreditation, Rhode Island College has remained committed to studying what and how its students learn at every stage of their educations. The assessment plans for majors, for General Education, and for co-curricular experiences together have produced significant assessment data. A faculty-led effort to develop and deploy evidenced-based decision making served to quantify assessment data in order to move the college towards its goal of delivering the best possible educational experiences for students.

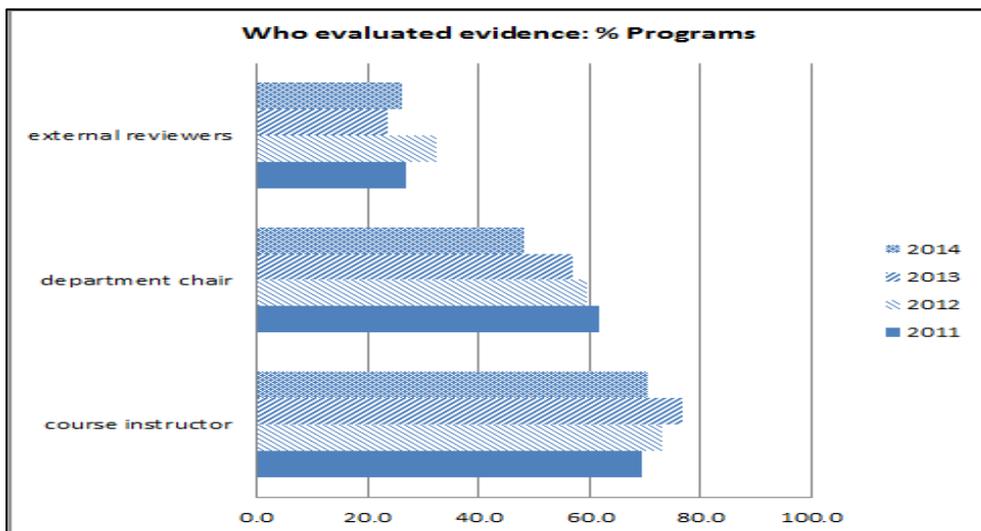
Nevertheless, faculty have sometimes resisted or objected to the college's assessment efforts; some faculty have maintained that the measurement of student learning is an external demand which more often than not goes uncompensated. However, during the past eight years effective administrative and faculty leadership assessment has become an integral part of teaching and learning at the college. The Committee on Assessment of Student Outcomes (CASO) has played an important role in encouraging more faculty involvement in gathering data and in reflecting on what the data indicate about how and what our students are learning and how we can do better. CASO's twice-yearly colloquia have helped in creating a culture of assessment, in large part by demonstrating how useful assessment can be to departments via concrete examples from programs with robust assessment projects that then close the loop in terms of teaching and learning.

Assessment in the Majors

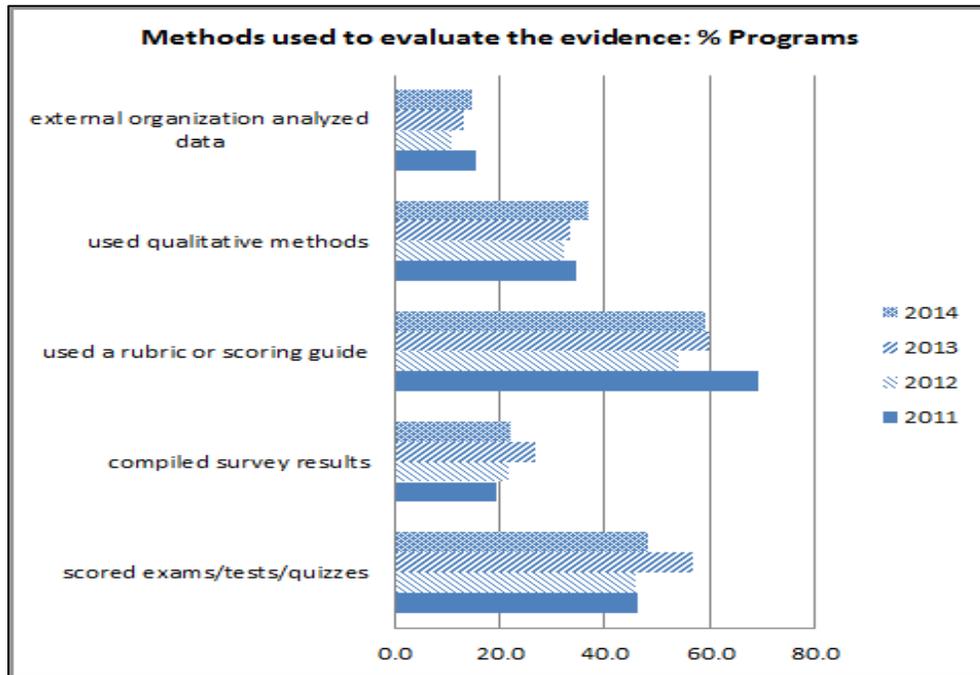
The E1, part A form documents the pervasiveness of assessment and evidence-based decision making. In order to encourage coherence among varied assessment methods, CASO has gathered, monitored, and provided feedback on departmental assessment reports. Programs evaluate a range of types of student work for outcomes assessment, with the most common evidence being embedded writing assignments and the second most common being embedded exams. Programs occasionally use exhibitions, self-assessment, alumni surveys, portfolios, oral presentations, and student surveys for assessment. The types of evidence collected varied among departments and changed somewhat over time:



To evaluate student work in annual, ongoing assessment efforts, departments most often use the department chair and faculty, but occasionally use external reviewers (in contrast, periodic program reviews are conducted on a five to seven year cycle and always employ external reviewers).



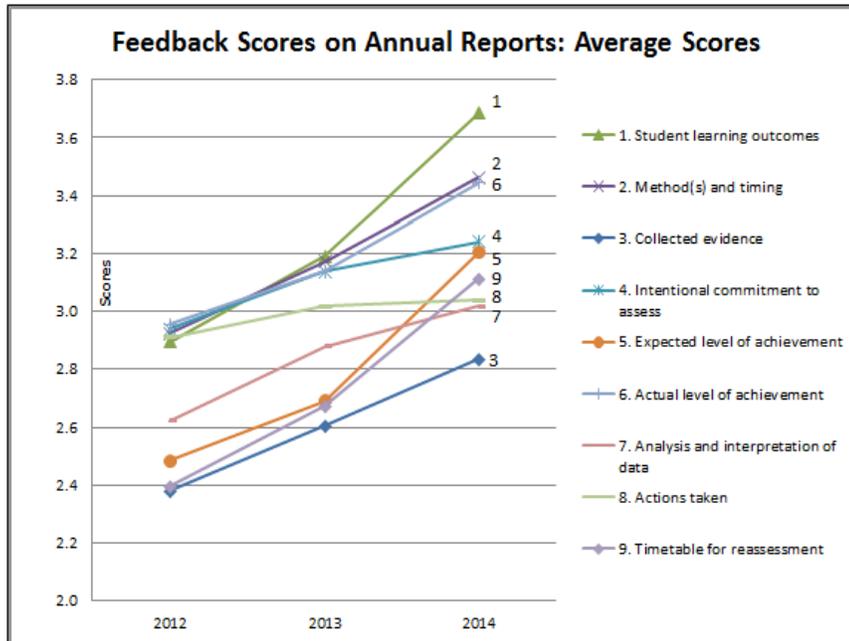
Departments use both quantitative and qualitative methods to evaluate student work, applying rubrics to assignments, compiling survey data, and scoring tests for specific learning goals in capstone courses. These practices demonstrate the effort departments are making to tailor their assessment practices to their specific curricula.



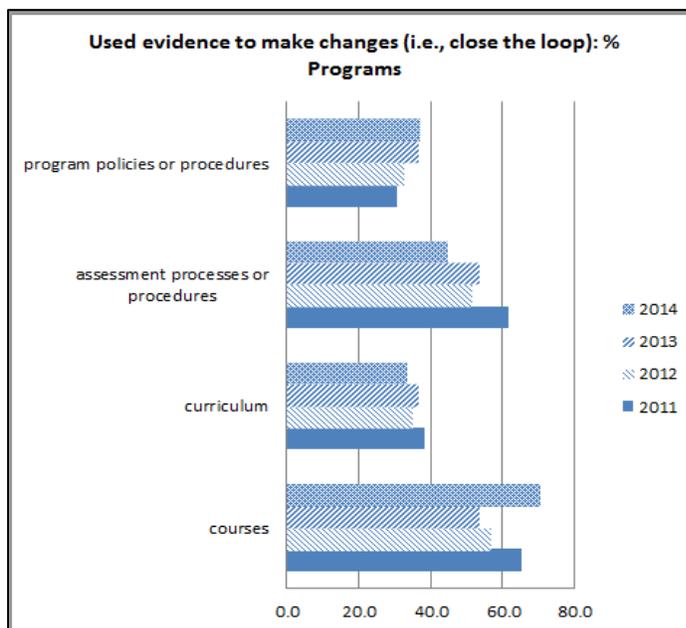
The college offers three types of credit-bearing certificates: Certificate of Undergraduate Study (C.U.S.), a pre-bachelor credential; Certificate of Graduate Study (C.G.S), a post-bachelor, pre-master’s credential; and Certificate of Advanced Graduate Study (C.A.G.S), a post-master’s degree. During the 2014-2015 academic year, certificates were folded into the assessment program, beginning with the program directors submitting lists of learning outcomes, courses, and assessment method per NEASC guidelines in order to begin assessing certificate programs. The college offers 29 credit-bearing certificate programs (20 graduate and nine undergraduate), which historically had not been included in the outcomes assessment program. In 2015-2016 program directors submitted lists of learning goals and assessment plans to CASO. Reports on their efforts are being prepared and will be submitted in the 2016-17 academic year.

Assessment in the Majors: Findings and Analysis

The E1, part A form details the data collected, findings, and some of the changes as a result of the findings. To provide an overview of these extensive efforts, in June of 2015 CASO reviewed four years of assessment reports from departments, along with CASO's own feedback on the reports, in order to summarize the longitudinal changes and improvements in student learning outcomes assessment at the college. The annual reports were rated on nine criteria on a four-point scale using a detailed rubric that was created by CASO. The possible scores on the rubric are: 1 = Beginning; 2 = Developing; 3 = Good; 4 = Exemplary. Between 2012 and 2014, departments showed significant improvement in their scores, suggesting that their receiving two years of detailed feedback in 2012 and 2013 helped them to refine their assessment processes and their documentation of the processes. Departments used this feedback to enhance and improve their assessment efforts, details of which can be found in form E1, part A. The meta-analysis of student learning outcomes assessment examines the longitudinal progress of departments in meeting assessment goals. It is structured to mirror reports produced by the University of Hawaii; the RIC annual report form and rubric feedback form are at <http://www.ric.edu/assessment/formsTemplates.php>



Many departments (e.g., Physical Sciences, Anthropology, English, Nursing, History, and Communication, among others) have revamped their assessment methods and then used the data to revise their curriculum based on the assessment feedback.



Most of the changes that have been made are changes in courses. The second most common type of change has been to the assessment procedures themselves. In addition, more than 30% of programs indicated that they changed some part of their curricula each year.

General Education Assessment

One of the most significant changes at Rhode Island College since 2011 has been a thoroughgoing revision of the longstanding General Education program. From the beginning of that process, a major guiding principle was that the new program should be assessable and therefore should have clear learning outcomes as its foundation. Launched in the fall of 2012, the new General Education program is based on 11 learning outcomes, largely adapted from the AAC&U's essential learning outcomes list; these outcomes serve as a platform on which to gauge student progress across their college careers. The college's largest and newest assessment efforts came as a result of the new General Education program. The college adapted some of the AAC&U recommendations in order to develop an assessment process intended to improve teaching, professional development, and instructional design based upon the information gathered via assessment.

Designing a General Education assessment process began in earnest before the program was launched, with a team of five faculty members attending the AAC&U Summer Institute on General Education and Assessment in June 2012. The team developed a plan for collecting student artifacts and assessing student learning in the major outcomes of the program. Subsequently, the Committee on General Education (COGE) appointed three committees to pilot the assessment of the three most overarching outcomes: Written Communication, Research Fluency, and Critical and Creative Thinking. Rubrics were developed and pilot-tested in 2012-2013 and used to rate student artifacts in 2013-2014 and 2014-2015. In 2014-2015, COGE appointed two additional committees (Oral Communication and Collaborative Work) to develop and pilot test rubrics.

In the summer of 2013 the college piloted a rubric-based assessment of three learning outcomes: Written Communication, Research Fluency, and Critical and Creative Thinking, based on assessment of sampled artifacts of student work from sections of First Year Seminars (FYS) and First Year Writing (FYW). A public report was made to the college in fall 2013. As a result of this initial evaluation, the assessment rubrics were revisited during the academic year 2013-2014. The assessment process entailed obtaining artifacts from classes, usually two student papers per section of a course, and rating these artifacts based on the rubrics. Each artifact was rated by two faculty, and at least 15 artifacts were rated per each learning-outcome /course. For example, 15 artifacts were rated for Research Fluency in FYS, and 15 artifacts were rated for Research Fluency in FYW. During the summers of 2014 and 2015, assessment of student work continued with revised rubrics as a baseline. A robust data analysis was undertaken and public reports were given to the college on assessment efforts and results in May of 2015. Data from the General Education assessment are provided below.

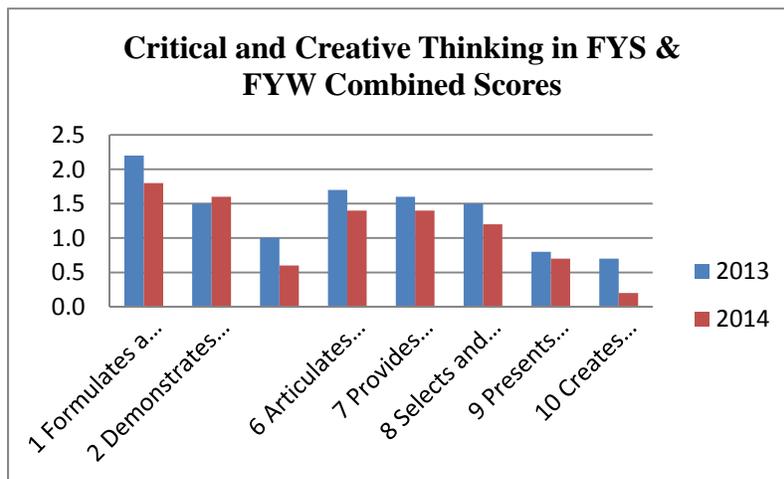
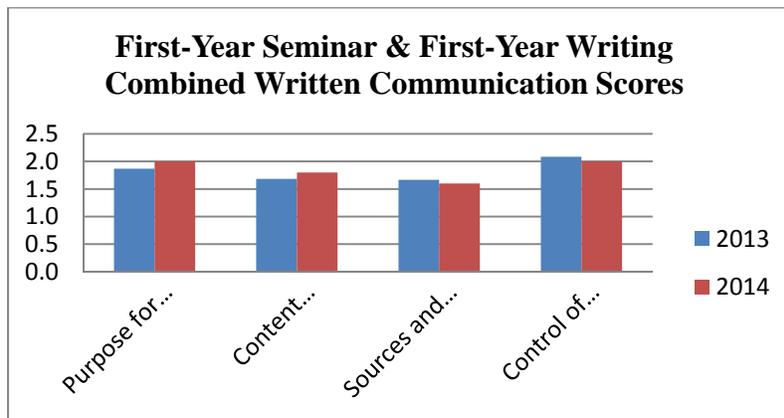
Assessment for the first three learning outcomes used the previous academic year's student artifacts. Also, for the first time the Assessment Committee gathered artifacts from Connections courses, which are taken after 45 credits, and piloted the first assessment of General Education beyond the students' first year. In summer 2016, the college is collecting artifacts from senior-level, capstone courses across the college and piloting an assessment of the three major outcomes at the senior level. These data should indicate how well our students are demonstrating growth in the goals of General Education at the senior level and areas in which further strengthening is needed.

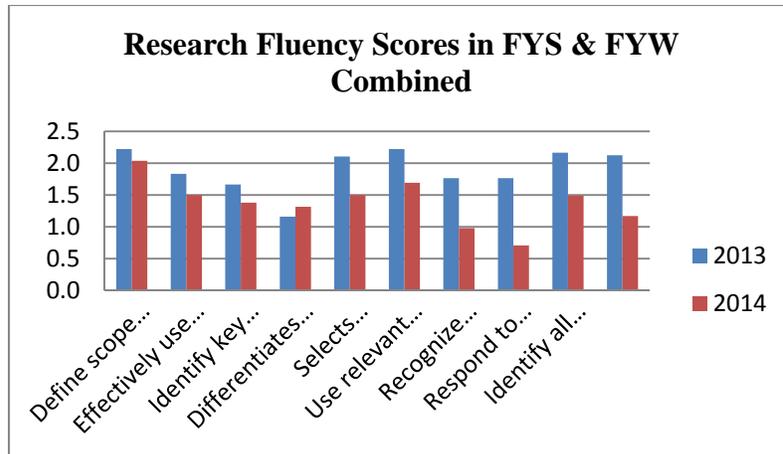
General Education Assessment: Findings and Analysis

Based on the first year's assessment process (summer of 2013), in the following year instructors were provided with copies of the assessment rubrics used by raters and asked to indicate which of the ten assessment criteria were part of their writing assignments. Instructors also provided the writing assignments along with the artifact. Raters encountered difficulty, in that some instructors submitted artifacts and assignments that did not include research fluency as a learning goal even when research

fluency was the outcome being assessed. As a result, these artifacts were rated either N/A or zero for most of the 10 criteria, leading to a large variation in total scores. In fact, for several artifacts, the scores were one or two out of 30. Another difficulty was that some of the assignments required students to produce more than one document (e.g., an annotated literature review and a final paper) to fulfill the assignment, but faculty submitted only one document (e.g., the final paper) to the assessment committee. In these cases, the faculty indicated that all ten criteria were included in the assignment, but the artifact addressed only a few of the criteria, leading to low scores.

In order to be able to compare 2014 to 2015 results, a sample of artifacts from 2014 were re-graded and a hypothesis test was performed to see if there was a significant difference in grades assigned. In all cases it was determined that there was no significant difference in grades assigned, and therefore any change in median scores should not be attributed to variation in the grader groups. The individual rubric summaries below for 2014 to 2015 demonstrate the levels of consistency and inconsistency between the two years.





A qualitative assessment of the process itself was conducted by COGE and CASO during the fall of 2015; 20 faculty members who participated in scoring artifacts indicated that the rubrics needed to be refined and simplified. At this point, the information generated in assessment of General Education student learning outcomes and the use of that information have had a greater impact on the assessment process than on the program itself. That is, despite designing the General Education program with assessment as a guiding principle, collecting assessment data that lends itself to program modifications has proven to be more difficult than anticipated. Specifically, the large amount of data amassed during the three cycles of assessment of the first three outcomes did not suggest a clear path toward closing the loop and delivering the program more effectively.

For these reasons, some changes are being implemented in the summer 2016 assessment. First, the rubrics were simplified to reduce the number of areas on which raters had to score each artifact. And second, the college took a step backward and is looking for a higher-level view of student growth and achievement. Student artifacts were collected from capstone courses across the college, and these artifacts are being assessed by a team of faculty to determine student growth and development and the degree to which students are demonstrating General Education learning outcomes by the time students reach the senior year.

Self-Appraisal and Future Assessment Plans

Assessment at the college has developed into a robust system of academic oversight that serves academic programs across the college; even so, challenges remain with improving and sustaining an assessment culture at the college. On the whole CASO's work on program assessment and the General Education assessment process have both met with a considerable degree of success in implementing a college-wide assessment process that is coherent and similar across disciplines but at the same time respectful and responsive to the needs of different programs. CASO's efforts to keep faculty informed of the results of their assessment efforts has been, on the whole, well received. Assessment has become a part of most departments and has, in many cases, driven curricular reflection and redesign. Nevertheless, significant work continues in four specific areas related to assessment:

1. Program assessment in four schools – Arts and Sciences, Nursing, Management, and Social Work – has, on the whole, been easier and more successful than in the Feinstein School of Education and Human Development (FSEHD). The key difference between the first four schools on the one hand and FSEHD on the other is that most programs in Arts and Sciences and Management are not responsible to accrediting, licensing, or certification agencies other than NEASC. Social Work and Nursing have been able to align their agencies' requirements with the college's program assessment.

For FSEHD, the complex of agencies and organizations to which FSEHD must report have requirements that do not align with each other (Rhode Island's Department of Education is one of the few in the U.S that has resisted aligning its certification requirements with national agencies' standards) nor with program assessment demands. Further, FSEHD assessment is of each individual student rather than at the program level. Valiant efforts by FSEHD faculty to reframe their student assessment results as program assessment results have been difficult, failing to lead to the kind of program assessment that could be meaningful to departments. In fall 2015, FSEHD hired an assessment director for the school; one of the position's expectations is working with CASO to produce useful program assessments. The dean of FSEHD, the FSHEd assessment director, and the college's assessment coordinator are working together on this project.

2. Not every department or program participates fully in student learning outcomes assessment. A few programs that had participated in past years ceased their efforts several years ago, in some cases out of concern that the workload was onerous and uncompensated. Some of this disgruntlement seems to be the result of poor communication: people believed that others on campus were being compensated when their own departments were not or misinterpreted early incentive load credit for designing assessment programs as ongoing in perpetuity, which was never intended. Once this confusion came to light, the deans of all the schools committed in 2015 to spreading the word in their own schools about responsibility for assessment and the absence of payment for assessment work. That transparency should result in at least some programs returning to assessment projects. In addition, many programs seem to be collecting data as if the collection itself were the point and have not given adequate, ongoing attention to closing the loop by making changes in their courses or curricula. An assessment colloquium in fall 2015 refocused attention on closing the loop.

3. Creating a fully operational, useful General Education assessment program that leads to better understanding of the program's strengths and weaknesses and therefore to improvements in the program requires further work. As mentioned in an earlier section of this report, COGE has collected a large amount of data that has not clearly pointed toward improvements in the program.

In May 2016, RIC had a graduating class with students in three distinct groups: (1) those who entered RIC under the new General Education program, (2) those who transferred to RIC from other institutions, having completed some or all of their general-education requirements elsewhere, and (3) those who entered RIC under the "old" General Education program and are graduating more than four years after matriculating. That mix of graduating students provides an opportunity to begin to determine how the new General Education program is working and the extent to which it is meeting the college's learning goals.

The Committee on General Education (COGE) conducted assessments of FYS, FYW, and Connections courses for several years. In summer 2016, COGE shifted its attention to the end of students' programs to try to get a sense of how well the program is working. Many programs at RIC have senior seminars or other courses taken only by seniors in which students produce some formal writing. In early summer 2016, we gathered writing assignments by seniors in 18 of those courses from the spring 2016 term, with a total of 264 papers submitted by instructors from across several schools and many departments. In July 2016, teams of faculty members will meet for a full day to assess a stratified random sample of papers on the three General Education outcomes previously assessed in early-career courses (written communication, research fluency, and critical/creative thinking). After that work is done, the college's assessment coordinator will produce a report for COGE, which will also be shared with the rest of the faculty and the administration. The results of this assessment will help guide the ongoing adjustment of the program.

New rubrics are also being assembled by COGE this year (2016) in order to begin planning for the

assessment of other learning outcomes, including Oral Communication and Collaborative Work. In later years, COGE will appoint additional committees to assess the remaining six outcomes: Arts, Civic Knowledge, Ethical Reasoning, Global Understanding, Quantitative Literacy, and Scientific Literacy.

4. A far smaller but nonetheless potentially helpful assessment initiative involves simplifying and streamlining the forms used to report assessment results to CASO. Over the past five years many department chairs have complained about the cumbersome assessment form previously required by CASO, with several saying they had stopped reporting assessment results because they found the form too complicated and unwieldy. For 2016, CASO has designed and adopted a simpler form and also will allow departments to adapt it to their own needs, or even invent a form of their own. We hope, in this way, to remove one of the barriers to full participation in assessment activities.

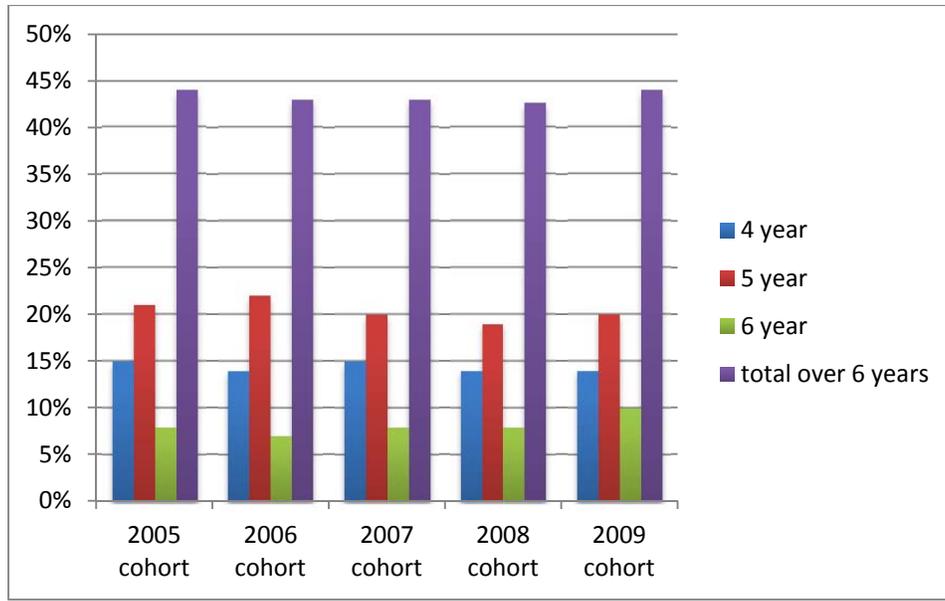
Measures of Student Success, Including Retention and Graduation

Over the past five years the college has undertaken a variety of efforts to improve retention and graduation rates. These efforts include the appointment of a Director of Faculty Advising, a new General Education Program, and the development of first year college experiences including First Year Seminars and Open Books, Open Minds, a common book program intended to generate intellectual and social engagement throughout the campus and help to create a sense of community, increase the vitality of academic discourse, and overall improve participants' feelings about their school. These changes follow the high-impact practices identified by NSSE and the recommendations of the Gardner Institute for Excellence in Undergraduate Education.

NSSE results correlate with key outcome measures such as retention, graduation, and acquisition of core academic competencies. RIC's results compare favorably with results of its peer institutions on 'Higher Order Learning', 'Reflective & Integrated Learning', and 'Learning Strategies' for seniors. We are less successful, relative to peer institutions, on 'Reflective & Integrated Learning' for first-year students, 'Collaborative Learning' for first-year students and seniors, and 'Student-Faculty Interaction' for first-year students and seniors. For all other indicators, RIC and peer institution have similar results.

In interpreting these results, we are mindful that RIC students are more likely to work, care for dependents, and be first-generation students than their counterparts at peer institutions. The 2016 NSSE results indicate that RIC freshmen work off campus for an estimated average of 9.7 hours per week, which is significantly higher than the estimated 6.4 hours that freshmen at New England peer schools work in a typical week. For seniors, the figure is 18.4 hours, compared to a significantly lower average of 13.9 hours at New England peer schools. RIC seniors also spend an estimated average of 9 hours per week caring for dependents, compared to 5.7 hours for students at New England public colleges. Lastly, 56% of RIC freshmen are first generation college students, compared to 52% of freshmen at New England public colleges. Among seniors, 65% of RIC students are first generation, while 53% of students at New England peer schools are first generation. These differences likely influence the amount of time our students have to interact with faculty and engage in non-classroom learning activities relative to students at comparable institutions.

The data indicate that some progress has been made regarding graduation and retention; the most recent data set indicates an almost two percentage point increase in the overall graduation rate across six years. However, over the past five years, graduation and retention rates have remained largely consistent.



See Standard Eight in the Standards Forms for a complete set of data related to graduation and retention.

What Students Gain from Their Education, and Levels of Achievement on Mission-Appropriate Student Outcomes

The college mission states that faculty engage students in learning, research, and career attainment, and our programs prepare an educated citizenry for responsible leadership. The college assesses its progress in these areas through a variety of means. Here we summarize the procedures and results for co-curricular assessment, which addresses overarching student learning in and out of the classroom and the student experience, and the alumni survey in which students provide career-related data and reflect on the value of their degrees.

Co-Curricular Assessment

As part of the college-wide assessment effort, RIC has participated in the National Survey Student Engagement (NSSE) for more than 10 years; recently the survey began the process of measuring the impact of student participation in co-curricular activities in the NSSE data. During the 2013-2014 academic year, the Dean of Students formed a committee of faculty, staff, and students to create a co-curriculum transcript designed to track whether students' participation in co-curricular activities had any impact on the achievement of learning outcomes via a pilot-test of a new Leadership Development rubric in spring 2016.

Other efforts at co-curricular assessment include the creation of a Co-Curricular Transcript Committee established in 2015 in order to develop a construct for students to track learning and skills development obtained as a result of involvement in out-of-classroom activities. Four outcomes identified include: Professional Development; Leadership Development; Multicultural Competence; and Social Responsibility. The committee, chaired by the interim Associate Dean for Student Life, recently prepared a draft rubric for the Leadership Development outcome and plans to pilot the rubric using test groups of student leaders.

Co-Curricular Assessment: Findings and Analysis

NSSE is designed to measure the level of engagement students experience at RIC both inside and outside of the classroom. While the survey does not capture student performance directly, items that appear on the instrument are correlated with key outcome measures such as retention, graduation, and acquisition of core academic competencies. Overall, satisfaction with RIC has increased steadily since the first NSSE administration in 2005 (<http://www.ric.edu/assessment/nsse.php>).

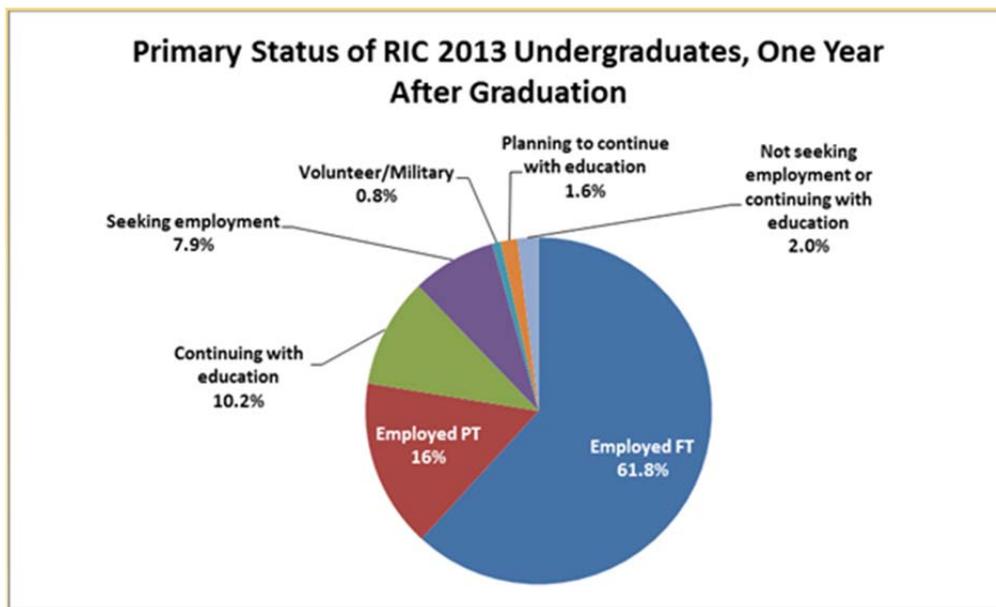
NSSE was administered to RIC freshmen and seniors for the sixth time in the spring of 2016. Email invitations to students were sent on February 17, and students received several additional email reminders between then and March 23. The survey remained open until June 1, and a full report for the campus is forthcoming. The co-curricular report card should be ready to pilot in the coming year.

Significantly, over the past five years the college has used NSSE results to address the issues related to advising in the hopes of promoting retention and graduation. This effort resulted in a new advising protocol and most recently the appointment of a Director of Faculty Advising. The most recent NSSE data indicate that the advising program has helped students feel more connected to their plan of study and to the college, but advising remains one of the significant challenges at RIC due to heavy advising loads in some majors. NSSE has also helped to drive some professional development efforts on campus. Through the Faculty Center for Teaching and Learning, diverse groups of faculty are coming together to discuss issues in teaching and learning across disciplines, and these discussions are related directly to assessment and the goals of reflecting on our teaching and making evidence-based decisions to improve student outcomes. This has not been a perfect process, but as the E1, part A form indicates, the last five years of assessment at the college have had a major impact. Assessment has, in many departments, become mature, thoughtful, well designed, and useful process. The college remains committed to assessment and to the continual improvement of student learning and the student experience.

Alumni Survey

The college administers a one-year-out survey of undergraduate alumni. Survey results suggest that the vast majority of graduates are employed or are pursuing education one year after graduation. The survey also indicates that employed graduates are generally satisfied with their jobs and indicate that they have some career potential; however, results suggest that graduates' perceptions of their job vary by what they majored in at the college. Further, employed graduates indicate that they are most satisfied with working conditions and the location of their job, while they are least satisfied with their compensation. Graduates also report that "soft skills" are more important to their current professional life than more technically oriented skills, but this finding may vary depending on graduate employment. Generally students indicate satisfaction with their time at the college, but responses vary by major. It is also important to note that survey results must be viewed with some caution when there is a small number of respondents for data disaggregated by factors such as school or major.

Institutional Research and Planning intends to administer the alumni survey again this year with no changes to the survey instrument. Attempts are being made to continue to improve contact information for alumni and so increase survey response. In order to enhance the usefulness of the alumni survey, the college needs to explore ways to collaborate with departments/programs that regularly collect data on their graduates and/or keep in contact with their graduates. Collaboration among and between departments regarding alumni activities will be pursued. Also, the college plans to monitor developments in the attempts of the National Association of Colleges and Employers to standardize collection of employment data; as a result, the college may need to change the timing of the survey to be comparable with what other institutions are doing. Eventually the college plans to link alumni survey response to other campus survey efforts, such as NSSE and the Student Census Survey.



Nearly 90% of undergraduate alumni have as their primary status: employment, pursuing education, or volunteering/serving in the military.

- 78% employed as primary status, and nearly a third of these have more than one job.
- 86% employed in some capacity, including holding a job while pursuing additional education.
- 10% pursuing additional education as primary activity.

Most respondents indicate that their current job has some career potential

- 82% job has “definite” or “possible long-term potential.”
- 60% indicate that job is “directly related” to their major.
- 63% indicate that job is directly related to career interest.
- Not surprisingly, relationships between job and major/career interest varies by school of major; more professionally-oriented schools tend to prepare students for specific careers, while Arts & Sciences majors may not.
- Students with jobs related to their major and career interests are more likely to indicate that those jobs have definite career potential.

Impact of RIC and Major

- Two thirds (66%) report that RIC prepared them “well” or “very well” for current position or life activities; same proportion indicates that their major prepared them “well” or “very well.”
- Quality of preparation varies by school or major; Arts & Sciences majors respond less positively to these questions than majors in Education and Nursing.
- 88% of respondents indicate that they would probably or definitely attend RIC again, and over three quarters say they would chose the same major again.
- Not surprisingly, satisfaction with RIC and major varies significantly by school of major, with Arts and Sciences and Management majors indicating lower likelihood of attending RIC or selecting same major again than graduates in Education and Nursing.
- Responses to these questions do not vary significantly by employment status.

Institutional Plans

Economic, cultural, and political forces continue to drive change in higher education, and the State of Rhode Island is no exception. Rhode Island College has undergone significant change in governance with the creation of a Rhode Island Board of Education and the Council on Postsecondary Education, a subset of the board. This past year the Council recruited a new President, Dr. Frank Sánchez, who began his presidency on July 1, 2016. One of Dr. Sánchez's first goals will be to review, focus, and refine the college's vision and strategic plan, with close attention to clarifying and promoting Rhode Island College's position as the intellectual foundation and economic engine for the state. Dr. Sánchez, in consultation with faculty, students, and staff as well as external stakeholders, is examining several emerging themes of his administration including: creating cultures of "Learning Innovation," "Community Partnerships," "Inclusive Excellence," and "Institutional Stewardship." There is a sense of renewed enthusiasm and energy with President Sanchez's arrival, and the college community is encouraged by his inclusive approach to administration.

In addition to transitioning to new college leadership and developing its strategic plan, the college will advance significant physical improvements, including the upgrades to Fogarty Life Science and the retrofitting of Gage Hall and Craig-Lee Hall. Planning capital improvements to raise the quality and operation of the facilities in a manageable time frame will increasingly become an area of focus. Currently, there are discussions on enhancing residential living options as well as exploring a comprehensive physical plant master plan.

A greater emphasis on enrollment management will be essential, especially with performance-based funding emerging as a reality in the State. With the deployment of an array of assessment metrics already in place, the college will use the data to recruit, retain, and graduate a dynamic, diverse, and thriving student body. Rebuilding the graduate programs while investing in stackable credentials and online offerings will become increasingly important for the college. Strategic investments to elevate the student learning experience will be made with a particular focus on academic advising systems, undergraduate research, internships, service learning, and immersive learning opportunities.

Community partnerships with private industries, community-based organizations, non-profits, foundations, and K-12 will have an increased value for the college. Promoting a collective impact approach to leading targeted initiatives for Rhode Island will allow the college to leverage faculty expertise and enhance the college's position in the State. For example, the Central Falls/RIC partnership is a developing national model of higher-education/K-12 organizations coming together.

At College Council meetings, it is clear that the faculty of Rhode Island College feel great pride in what the college has managed to accomplish in recent years. Its programs are state-of-the-art and are designed by caring faculty deeply committed to the success of their students. The college's success in recruiting and graduating a diverse student body, while needing improvement, suggests that RIC's efforts at systematic assessment are demonstrably effective for both the improvement of academic offerings as well as student learning, retention, and graduation.

Appendix

Affirmation of Compliance with Federal Regulations Relating to Title IV

Most Recent Audited Financial Statement 6-30-2015

Auditor's Management Letter from Financial Statement 9-30-2015

Audit Report 6-20-2016

Interim Report Forms

Organizational Chart

Form E1

Part A

Part B



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785

Fax: (781) 425 1001

Web: <https://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	<p>http://www.ric.edu/academics/pdf/College_handbook_Chapter_3.pdf; Article 3.14.1 in College Handbook dictates that classes during the academic year “meet one or more times a week for a minimum of 50 minutes per credit hour per week, unless otherwise specified in the schedule of courses.”</p> <p>https://www.ric.edu/council/ccdts/documents/15-16_002CAPP%20Proposal%20-%20Student%20Work%20Expectations.docx; “One credit hour of classroom instruction is expected to be supplemented by a minimum of two additional hours of student out-of class work each week for a full semester. Internships, practica, student teaching, studio work, laboratory work, online courses, research, and other academic activities leading to the award of credit may organize student work in configurations which do not precisely match this definition but, are expected to be equivalent to the amount of work required per credit hour in a standard lecture or seminar course as defined above.”</p>
Print Publications	College Catalog, page 162
Self-study/Interim Report Page Reference	

- 2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	<p>http://www.ric.edu/admissions/transfer.php#evaluation Evaluation of transfer credit by Admissions Office.</p> <p>Rhode Island Transfer Evaluation System</p> <p>https://www.ric.edu/recordsoffice/faq.php#Q13 Records Office.</p>
Print Publications	College Catalog, page 9
Self-study/Interim Report Page Reference	

- 3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	<p>https://www.ric.edu/studentlife/services.php#A6 Grade disputes.</p> <p>http://www.ric.edu/academics/pdf/College_handbook_Chapter_3.pdf Academic grievances.</p> <p>http://www.ric.edu/studentlife/borights.php Student Bill of Rights at RIC.</p> <p>http://www.ric.edu/studentlife/pdf/RICStudentHandbook.pdf Student Handbook; student rights and responsibilities, pages 19-34.</p>
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	http://www.ric.edu/administration/complaintRes.php Complaint resolution policy. https://www.riopc.edu/page/policies/ Policies of the Council on Postsecondary Education for "Student Complain Procedure" and "Discrimination, Sexual Harassment and Sexual Violence Complaint Procedures."
Print Publications	Student Handbook, pages 19-34.
Self-study/Interim Report Page Reference	See Standard Seven/Human Resources and Standard Nine/Integrity, Transparency, and Public Disclosure

4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	https://www.ric.edu/uss/nAccounts.php Procedures for establishing network accounts. http://www.ric.edu/academics/pdf/College_handbook_Chapter_3.pdf Policy on academic integrity. https://www.ric.edu/administration/pdf/PolicyforResponsibleComputing.pdf Responsible computing policy. https://www.riopc.edu/static/photos/2016/03/10/CPE_Distance_Learning_120215.pdf Board policy on distance learning.
Self-study/Interim Report Page Reference	

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that Rhode Island College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: 8/5/16

OPTION E.1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	http://www.ric.edu/assessment/learningGoals.php	Examples are the scores on standardized tests taken by entering freshmen and exiting seniors and graduates: NCLEX-RN, PRAXIS Tests, AASWB (Social Work); NSSE data on student engagement; portfolio review, Secondary Education; review of capstone artifacts as part of General Education Assessment; assessment in academic programs as evidence of student outcomes in institutional goals; assessment of Student Affairs goals reflects institutional goals; alumni survey provides feedback on graduate employment and reflection on value of RIC degree.	Deans, faculty, external agencies, Committee on Assessment of Student Outcomes, school/program advisory committees.	Continued improvement in the delivery of new general-education program (launched in 2012) including faculty development around teaching and learning in First Year Seminars and teaching writing in the disciplines; programmatic assessment provides greater coherence across undergraduate and graduate programs; the creation of new undergraduate programs that address societal needs with domain-specific skills. Development of new assessment program for General Education.	

<p>Student Affairs co-curricular outcomes:</p>	<p>http://www.ric.edu/studentlife/pdf/StudentAffairsAssessmentPlan.pdf</p>	<p>Staff review of job search documents (e.g., resumé & cover letter). Feedback from employer representatives conducting mock interviews. Feedback from employer representatives attending CDC sponsored job and internship fairs. Health Services client survey (2012). Quality of Life survey, Educational Benchmarking, Inc. "Student Employee Assessment Survey." Resident Assistant performance evaluations. NSSE. Campus-based LGBTQ student survey (more than 1300 responses). RIC Student Census Survey.</p>	<p>Deans, Directors, faculty and staff.</p>	<p>The Student Union works to expand ways in which students have access to Career Development Center (CDC) staff, e.g., pre-scheduled appts, drop-ins, workshops, job search boot camp.</p> <p>SU works with faculty to help more formally refer students to CDC for follow-up sessions (including going back to meet with the RT students for individual resume critiques approximately 2-3 weeks after the in-class workshop).</p> <p>A complete list of Student Affairs goals and actions can be found via the URL.</p>	<p>External review by NASPA planned for 2016-17</p>
<p>For General Education if an undergraduate institution:</p>	<p>http://www.ric.edu/academics/generalEducation_goalsAndOutcomes.php</p>	<p>Assessment of student learning outcome artifacts – usually high-stakes written work--began in the summer of 2013. Artifacts were collected by faculty from First Year courses, after 45 credits in "Connections" courses, and in capstone courses across the college.</p>	<p>Faculty.</p>	<p>Improved delivery of program and adjustments in requirements for credits by which first-year courses are completed. Regular and well-attended professional development opportunities around teaching First Year Seminars, teaching writing to first year students, and teaching writing in the disciplines. Workshops from the Faculty Center for Teaching and Learning engage faculty in many other pedagogical issues. Committee on Assessment of Student Outcomes assures that college-wide assessment is under regular review; program</p>	<p>General Education assessment in summers 2013, 2014, 2015, 2016</p>

				assessment rubrics continue to be refined; new rubrics are being developed to assess programs as well as other learning outcomes in General Education.	
	http://www.ric.edu/faculty/organic/co/ge/	English 120-123 requires students to produce essays, and final exams; students demonstrate oral communication skills in general class participation.	Full and part time faculty in the English Department meet annually to review the results and process.	The project of assessing the General Education program is in its fourth year. Fall, General Education Assessment committee members presented the most recent results of assessing the Gen Ed program, specifically three primary learning outcomes: Critical and Creative Thinking, Research Fluency, and Written Communication via student learning artifacts produced in First Year Seminar and First Year Writing. Currently, COGE is piloting the assessment of senior level learning outcomes of WC, CCT, and RF. The new data are being collected during the summer of 2016, and results will be presented to faculty in fall 2016.	
	http://www.ric.edu/faculty/organic/co/ge/	First Year Writing Assessment. The Director of Writing collected sample writing from students enrolled in First Year Writing.	Director of Writing, Director of the Writing Center, Writing Board, Undergraduate Curriculum Committee Members, Committee on General Education, faculty at large	The annual assessment of writing continues to indicate that the emphasis on textual analysis and inquiry-based writing informs effective pedagogy in the writing classroom. The Director of Writing has revised the FYW Outcomes Statement that articulates program goals. Assessment has allowed for	

				First Year Writing and First Year Seminar to communicate more effectively so that Gen Ed learning outcomes might be addressed coherently across a student's first year experience. Introduction of extended FYW 100-Plus incorporates developmental work into college-level course.	
Faculty of Arts and Sciences Undergraduate Programs					
B.A. Africana Studies	http://www.ric.edu/africanAmericanStudies/goals.php	Africana Studies enrollment is too small to assess student learning on a programmatic level. Program director left the college in June 2016. In fall 2016, a committee will be convened to address the program's future and develop a plan to reestablish its vitality.	Program director	The program is reorganizing assessment efforts.	Next External Program Review: 2018-19
B.A. Anthropology	http://www.ric.edu/anthropology/goals.php	Two sets of papers are collected annually. These papers are evaluated by faculty other than those teaching those two courses. Faculty use rubrics to score each paper; scores are compared and averaged. Inter-rater reliability is difficult to determine/demonstrate because only three faculty members are available to evaluate the papers.	Faculty committee	The department meets as a whole to discuss the nature and roles of the required courses in the major (curriculum mapping). We identified two points during the major that would work to introduce (ANTH 233) and reinforce (ANTH 460) the program outcomes. In addition, we identified two outcomes that are unique to the senior seminar (ANTH 460). At the end of last year's assessment process, it seemed necessary to review the outcomes and the assessment process as a whole. These are the next steps.	Next External Program Review: 2017-18

B.A., B.F.A. Studio Art	http://www.ric.edu/art/goals.php	End of the year critiques, including group or individual, a final portfolio, final project, and last project of the semester. Each participating student is individually assessed according to each of the performance criteria. The student population in these classes is not segregated into studio emphasis, e.g., as a BA or BFA degree candidate.	Art faculty and department assessment coordinator.	Addition of digital media courses and concentration and web design course. See E.1 part B.	NASAD Review in 2016
B.S., B.F.A. Art Education		NCATE program review in 2011 includes assessment of student development in pedagogy and content knowledge.	Program faculty and NCATE reviewers of program.	State Department of Education program approval in 2016.	NCATE Review in 2011
B.A. Art History		Due to declining enrollment in the major, assessment data have not been collected since 2010.	Program faculty.	Program will participate in General Education arts outcome.	
B.S. Biology	http://www.ric.edu/biology/goals.php	In Biology Senior Seminar each student is required to take the nationally standardized Major Field Test in Biology (re: first objective) and to conduct a search of primary literature on a topic of current scientific interest. On the basis of that search, a review paper is written and an oral presentation is delivered in a public seminar setting (re: second objective). This course has run successfully eleven times, starting in Spring 2006. Because it is a graduation requirement for Biology majors entering RIC in 2005 or later, demand for the course gradually rose, with		An alumni survey was developed to solicit the opinions of our graduates with respect to their preparedness for employment and/or advanced graduate study (re: third objective). Further, they are asked to assess to what degree our program helped them to become informed and responsible citizens. Feedback obtained through the alumni survey pointed to the need to expand opportunities for independent (but supervised) student research. With recent hiring of full-time faculty members whose laboratory or	Next External Program Review: 2016-17

		<p>substantial enrollment in 2010-11 (24 students) and 2011-12 (42 students). It is now scheduled every semester and is taught alternately by four full-time faculty members.</p> <p>The Major Field Test, a component of our capstone experience, is designed by and purchased from the Educational Testing Service (ETS). ETS revises the exam once every five years. The version of the test we are now using was brought online in Fall 2010.</p>		<p>field research is federally funded, and with support for student involvement available through the federal grants RI-INBRE and RI-EPSCoR.</p> <p>In response to concerns previously expressed by Biology majors regarding the relative merits of a B.S. compared to a B.A. degree (especially with respect to future employment), the department has now replaced the B.A. in Biology with a B.S. in Biology. The survey was administered again in fall 2013, targeting the classes of 1999-2001 and 2008-10.</p>	
B.S. Chemical Dependency/ Addiction Studies	http://www.ric.edu/psychology/goals.php	Multiple choice items, completion of case vignettes, and application of practices within role plays. Value assignments, self-evaluative journal entries, three videotaped mock counseling sessions.	The CDAS faculty meet regularly to discuss program elements.	Strengthened and increased multiple choice testing across courses. Faculty meet to evaluate and discuss assessment, content delivery, and other instructional issues. Faculty provide more qualitative feedback, have adjusted instruction, added mock videotaping, and provide more applied examples about ethical standards.	Last External Program Review: 2012-13
B.A., B.S. Chemistry	http://www.ric.edu/recordsoffice/pdf/Program%20Goals/Arts%20&%20Sciences/Chem_PG.pdf	At the end of the first course, (Chemistry 103), 12 multiple-choice questions are embedded in a cumulative final exam as a set. This began in 2012. These questions serve as an early-program assessment of students' mastery of foundations of chemistry. Last year, for the first time, a multi-step, non-multiple	Field knowledge is assessed by individual faculty members in each course. Early-program assessment is carried out by faculty members teaching Chemistry 103.	Program coherence improved through faculty dialogue and pedagogical awareness.	Five-year report to American Chemical Society in 2014

		<p>choice question (w/partial credit given out of a total of 7 points) was included in the final exam for Chemistry 103 in spring of 2012 and included in our early-program assessment. This year, an additional question was added. Both questions focus on the drawing of a "Lewis structure" and asking students to classify the geometry of the assigned molecule.</p>			
B.A. Communication	http://www.ric.edu/communication/goals.php	<p>Research papers, data collection projects, and oral presentations.</p>	<p>Faculty submit assessments annually to the department assessment coordinator.</p>	<p>In order to provide Advertising students with varied learning opportunities and aid students in achieving the objectives of the program more effectively, there have been several efforts recently made for the program. COMM 339 and COMM 376 were added to the program in 2013-14. COMM 339 provides students with an opportunity to develop and apply strategic, creative thinking ability to solve communication problems found in various forms of media in contemporary society. COMM 376 is the capstone course that provides students with a total learning experience that approximates the development of a "real-world" advertising campaign. The course also provides students with an opportunity to enhance their professional development skills and portfolio as well.</p> <p>Continuous monitoring of</p>	<p>Last External Program Review: 2014-15</p>

				<p>students' progress and the reliability/validity of the assessment instruments is necessary. We have administered a Public and Professional alumni survey to have Alumni Office distribute to Communication alumni. The survey results will be forwarded to the assessment coordinator when the analysis is completed. Our draft alumni survey can be found here: http://www.surveygizmo.com/s3/2161547/Alumni-Assessment</p>	
B.S., B.A. Computer Science	http://www.ric.edu/mathComputerScience/goals.php	<p>Answers to multiple-choice questions included in the final exam of CSCI 315.</p> <p>Answers to multiple-questions included in the final exam of CSCI 435 (not collected in 2014-2015).</p> <p>Individual software projects submitted during the final month of CSCI 315.</p> <p>Team software projects developed throughout the semester and submitted in the final week of CSCI 401.</p> <p>Individual software projects submitted during the final month of CSCI 315.</p> <p>Team software projects developed throughout the</p>	<p>The embedded exam questions are multiple choice questions, collectively developed by the Computer Science faculty and graded by faculty. Projects are assessed by two faculty, the instructor plus one additional Computer Science faculty member. Any differences are resolved through discussion.</p>	<p>In 2013, added requirement in General Education to address student computing skills earlier in the curriculum. Assessment of sequence of architecture and operating system courses continues. We continue to maintain a formal "feedback loop;" the Department's Annual Assessment Report is given to key departmental committees. Our most recent assessment data indicate students did not do as well as they have in the past, and we are examining the reasons for that.</p> <p>Added an optional course (CSCI 157) for students who begin the major without any previous programming. In addition, for the first time this year, we offered a revised version of our introductory</p>	Next External Program Review: 2018-19

		semester and submitted in the final week of CSCI 401.		sequence. The sequence has now changed from three 3-credit courses (CSCI 201-221-315) to two 4-credit courses (CSCI 211-212).	
B.A. Dance Performance	http://www.ric.edu/mtd/goals.php	Faculty assess students in first-year, sophomore, and senior levels. A faculty jury of at least two, and up to four, members assess student performance.	Faculty, Director of Dance.	Monthly faculty meetings on assessment. Faculty also provide both written and oral feedback to all students.	Next External Program Review: 2016-17
B.A. English	http://www.ric.edu/english/goals.php	Exam questions from English 201. Praxis II exam results, content portfolios for Secondary Education majors, English 460 capstone papers, Senior Survey.	Faculty, department chair, departmental Committee on Undergraduate Curriculum and Instruction, which assesses a random set of writing samples. A committee of 5-7 faculty reviews the Secondary Ed portfolios. The English department chair does a preliminary analysis of senior survey data. The department as a whole considers these data at our annual fall retreat.	Starting with the fall 2014 departmental retreat and going into the academic year, the department has: (1) created a Student Outreach Committee to strategize new ways to communicate to English majors; (2) rewritten and refined course descriptions and titles to clarify content; (3) recognized that we need a coordinated effort to raise student and faculty awareness of goals and measures of learning outcomes. Shift full-time faculty to entry level courses.	Last External Program Review: 2011-12
B.A. Film Studies	http://www.ric.edu/filmstudies/goals.php	An exercise to measure the comprehension of the connection between a specific film and its historical moment is assigned and evaluated in FILM 220 (Fall) and in FILM 221 (Spring). This year, it was a designated essay question on the final exam.	All program faculty	In 2014, program was modified to adapt to new General Education program. We piloted a protocol of assessing twice in both FILM 220 and FILM 221 -. We piloted a new assessment protocol in FILM 220 this year, assessing students once at the midterm and then again at the final.	Next External Program Review: 2016-17

		Copies of a random sample of one third of the second papers written by undergraduates enrolled in FILM 454 (Film Theory) are evaluated at the end of the Spring semester.		Despite the lower than hoped for scores, there certainly was significant improvement between the midterm and the final. We are still trying to determine how best to implement and draw assessment data related to our FILM 219 course, which has now been offered two faculty members a total of five times. In addition to being our Writing in the Disciplines course, FILM 219 was designed to engage students in greater depth with Learning Outcome #3 earlier in the academic program.	
B.A. Gender and Women's Studies	http://www.ric.edu/womensStudies/goals.php	Classroom performance criteria for the 200 and 300 level courses present an array of measurements, such as book reviews, reading accountability guidelines, exams, reflective essays, blogs, group projects, classroom discussion and oral presentations. GEND 300: Field Experience also provides valuable information on learning outcomes.	Interpretation of evidence occurs at multiple levels and also depends on the nature of the assessment data. In most cases material is first interpreted by individual instructors and then the Program Director. Some material is evaluated by the Program Advisory Committee which meets regularly to review student progress and assess the curriculum. The Advisory Committee's annual retreat focuses heavily on curriculum review and assessment.	The Program Advisory Committee responded to findings in 2014-2015 to implement a variety of substantive changes to the curriculum. These will become effective in Fall 2015. 1. Eliminate the Humanities / Behavioral Sciences categories in the GEND program. 2. Require minimum grade of C in GEND 200 and GEND 201 for majors and minors. 3. Change in description of distribution requirement. 4. New courses added to the curriculum: Studies in African-American Literature and Schooling in a Democratic Society. 5. Revised GEND 300to become GEND 400:	Next External Program Review: 2017-18

				<p>Internship.</p> <p>6. Addition of one course with global focus</p> <p>7. All courses moved to 4 credits.</p>	
B.A. Geography	http://www.ric.edu/politicalscience/goals.php	Senior Seminar GEOG 460, and four response papers.	Department faculty	Program was revamped in 2011-2012. The revised geography program embeds current topics in a series of updated and new courses that better address—both methodologically and in content—the breadth and depth of the discipline today. Program makes greater use of case studies, technology and field work.	Last External Program Review: 2011-12
B.A. History	http://www.ric.edu/history/goals.php	Content portfolios are required for Secondary Education, Liberal Arts, and Public History majors and are collected at the end of the fall and spring semesters. All majors must take History 200 “The Nature of Historical Inquiry” and include the principal paper as part of the portfolio. The course encompasses all nine of the departmental Learning Outcomes. This course is generally taken in the sophomore year and is fundamental for 300 level courses and beyond. The portfolio also includes a 300 level paper of the student’s choice. All course work is tied to specific Departmental Outcomes and this portfolio paper often reflects what the student views as his or her strongest performance in relation to the outcomes. 300 level	<p>The Assessment Committee, a standing committee within the department, scores portfolios for Secondary Education and Liberal Arts Majors. The findings are presented and discussed at the following departmental meeting.</p> <p>The PRAXIS II Social Studies exam scores are reviewed first by the Assessment Committee. The State of Rhode Island adopted our ideal score of 162 in the academic year 2012-2013. The findings are presented and discussed at a departmental meeting.</p>	History program greatly reshaped with new General Education program. In 2013, program moved to all four-credit courses to accommodate greater focus on written communication skills. We have initiated and continue to refine and implement the recommendations as outlined in Section 7 into action over the course of the fall 2015 and spring 2016 semesters. We have begun to implement practice testing for our History Secondary Education majors Spring 2015 with the introduction of our new test preparation sessions. We will continue these sessions in the fall and are in the process of developing online tests in full and in subsections which will	Next External Program Review: 2018-19

		courses are ideally taken during the junior and senior years, although given the constraints of practicum and student teaching requirements History Secondary Education students may begin taking these courses in their sophomore year.	The History Secondary Education Coordinating Committee discusses all aspects of the History/Secondary Education program including assessment.	also allow us to monitor student progress. In the fall we will continue to refine our initial efforts to create the Departmental Standardized Exam for Liberal Arts and Public History majors by the end of the fall semester. We will hold several departmental meetings in fall 2015 regarding writing expectations for History 200 and courses offered at the 200 and 300 level over the past year.	
B.A. Justice Studies	http://www.ric.edu/sociology/goals.php	Mock grant proposal, final assignment in Senior Seminar Course. The 2012 review indicated high performance from recent years on this ability, with 97% of students rated at or above standard. The 2013 results slipped a bit to 90% of students at or above standard, suggesting the need for greater attention to the use of literature in program development.	Course faculty, Justice Studies Program Coordinator, expert external reviewer, Sociology Department faculty.	Sequence of methods courses revised to provide greater consistency and logic in 2014. To better address the issue of student's use of literature and research, greater emphasis on the use of literature and research in program development in upper level courses.	Last External Program Review: 2013-14
B.A. Mathematics	http://www.ric.edu/mathComputerScience/goals.php	Course-embedded test questions developed jointly by mathematics faculty. a. Exam questions in Math 212 b. Senior projects in Math 461 a. Exam questions in Math 212 b. Senior projects in Math 461 c. Technology assignment in Math 314 a. Exam questions in Math 212 b. Senior projects in Math 461	Department faculty	We are just getting our assessment plan up and running again and so we only have data from the spring semester. We will be collecting data from both semesters next academic year and determining next steps.	Next External Program Review: 2018-19

		c. Technology assignment in Math 314			
B.A. Modern Languages	http://www.ric.edu/modernLanguages/goals.php	<p>Oral language proficiency: Oral presentations ACTFL OPI for SED students</p> <p>Writing proficiency: Scaffolded writing leading to research paper Departmental comprehensive exam for Secondary Education students.</p> <p>Recognition of different writing systems: Measured in FREN/PORT/SPAN 420 Applied Grammar through translations targeting knowledge of different registers of linguistic dialectical expressions.</p> <p>Recognition of different writing systems: Measured in FREN/PORT/SPAN 420 Applied Grammar through translations targeting knowledge of different registers of linguistic dialectical expressions.</p>	ACTFL tests (OPI interviews and written tests) are scored by the organization. As far as departmental artifacts are concerned, each section has been in charge of its own data collection and interpretation. We are few raters, which makes for easier comparison of data analysis, but the department needs to do more to collectively look at the data across sections.	In 2014, Secondary Education program was completely revamped to meet the Rhode Island Department of Education change to a PK-12 Work Languages certification. More effort has been made in teaching and practicing different linguistic registers in the 200-level and the 420, Applied Grammar courses. Many B.A. students in Spanish and Portuguese have taken Applied Linguistics (required only of SED and ELED students) as a 400-level elective, but since this course has been substituted by MLAN 400 and will be taught in English, we may see a decrease in enrollment of non-Education students. We are, however, considering substituting this course for a 400-level class if it is taught in only one language.	<p>Secondary Education program reviewed by NCATE in 2011</p> <p>Next External Program Review: 2017-18</p>
B.A. Music, B.M Music Performance	http://www.ric.edu/mtd/goals.php	Student performance judged by faculty jury; Proficiency Exam	Course and department faculty	Increased concentration on student preparation for Proficiency Exam.	NASM Review completed in 2014; next review in 2016-17
B.M. Music Education		Preparing to Teach Disposition; Preparing to Teach Portfolio Exit Portfolio.			NCATE Review in 2011

B.A. Philosophy	http://www.ric.edu/philosophy/goals.php	A new multiple-choice exercise was conducted in both the first and last weeks of PHIL 205. We compared that "pre-test" with that "post-test" to measure improvement in understanding of key terms in formal logic generally (questions 1-4), essential rules of inference in propositional logic (5-8), and logical equivalence and mutual inconsistency in propositional and quantificational logic (9-12). This new anonymous, ungraded, multiple-choice exercise was conducted in both the first and last weeks of PHIL 205. Success rates of responses at the start of the semester (pre-test) and end of the semester (post-test) are compared.	Course faculty	Our faculty have long evaluated such logical skills, not only in logic classes, but also in exams, presentations, and writing assignments throughout our program. Last year we began a more formal process of gathering and comparing evidence of these skills, with an instrument to be applied regularly in PHIL 205, which is the logic course taken by almost all majors. Since that instrument proved inadequate, we designed a new instrument in fall 2014, and started using it in spring 2015.	Next External Program Review: 2016-17
B.A. Physics	http://www.ric.edu/physicalSciences/goals.php	1. In PHYS 200 (Mechanics) we gave a standardized test on force and motion (the Force Concept Inventory) at the beginning and end of the course. 2. In PHYS 201 (Electricity and Magnetism), we gave a standardized test on electrical circuits before and after the part of the course devoted to electrical circuits.	Department faculty	Redesign of courses where assessment indicates students performed poorly.	Next External Program Review: 2016-17
B.A. Political Science	http://www.ric.edu/politicalScience/goals.php	Our required methods course was inaugurated in the Spring of 2013 and has been taught three times. We were unable this past year to constitute an assessment committee to define criteria and data collection methods but plan to do so in Fall 2015.	Department faculty	Major revision of program in 2011. More contact hours in introductory courses, addition of course in empirical theory and methods, updating of information literacy component in POL 300, addition of requirement for significant	Last External Program Review: 2011-12

				research paper, addition of minimum GPA for graduation.	
B.A. Psychology	http://www.ric.edu/psychology/goals.php	<p>Ten questions are administered to randomly chosen classes every other semester. The professor teaching the class decides at what point during the semester he/she will administer the questions. Students in the class are asked to circle their response. The professors of each class tallies the number of students answering each item and the number marking each question correctly. What is given by faculty members to the Assessment Coordinator is the average percentage of students answering each of the ten questions correctly.</p> <p>Further, beginning this year we are beginning to assess writing done by students in PSUC 221 (Foundations of Psychological Research I) and Psyc 47x (Foundations of Psychological research III), using the rubric written by RIC faculty members to assess Writing in the Discipline, "Written Communication Outcome Rubric." These two courses are part of our core psychology curriculum and also serve as our Writing in the Discipline courses.</p>	Department faculty	Upper level lab courses revamped in 2015-2016. Expansion of brain science into courses has permitted creation of minor in Behavioral Neuroscience.	Last External Program Review: 2012-13

B.S. Medical Imaging	http://www.ric.edu/biology/radt.php	Internship logs, Clinical competencies, Patient Care Course final exam. Performance on HOBET, achievement of minimum admission requirements for clinical program, success rates on AART registry examination, graduation rates, graduate survey and employee survey.	Committee composed of RIC faculty and administrators and Rhode Island Hospital administrators.	Analysis of the first five years of assessment of student work in the program has led to addition of preparatory course RADT 201, taken before students apply to program.	School of Medical Imaging accredited by Joint Review Committee on Education in Radiologic Technology; most recent approval of new track (MRI) in 2016.
B.A. Sociology	http://www.ric.edu/sociology/goals.php	Senior Seminar Papers reviewed by two alumni annually.	Two alumni of the Sociology Department were hired to assess 22 senior seminar papers.	Upper level courses transitioned to 4 credits in 2015 to improve critical reading and writing skills.	Last External Program Review: 2013-14
B.A. Theatre	http://www.ric.edu/mtd/goals.php	Evaluation of student Latest/Current RIC Transcript twice yearly. \ <p>Evaluation of students current "Theatre" Resume – should include all work in the theatre since enrollment at RIC, twice yearly.</p> <p>Evaluation of assigned performance or design/tech project on a semester basis.</p> <p>Evaluation of material presented in THTR 460</p> <p>Evaluation of THTR 460 - Seminar Essay, Dramaturgical Notebook or Designs in senior year.</p> <p>One on one auditions with</p>	A panel of three or more theatre faculty members or theatre community professionals evaluated the evidence in response to an oral and written presentation/defense of a project by each student during final exam week.	Courses redesigned for new General Education program. Assessment findings have been used to begin re-designing the theatre program to include a clearer progression through some courses. Acting I, II, III, and IV will replace current offerings. The technical theatre program has been revised to include more credits taken in THTR 378/478. The findings have also been used to institute peer classroom evaluations of teaching in THTR 460 and THTR 378/478, and bi-weekly faculty meetings on assessment for all five faculty members.	Next External Program Review: 2016-17

		performers and/or design reviews with tech/design majors twice per year. Final Project in Senior Seminar			
Faculty of Arts and Sciences Graduate Programs					
M.A. Art, Concentration in Art Education	http://www.ric.edu/art/artEducationProgram_ma.php	Exit Portfolio documenting the student's performance in both elementary level and secondary level art education student teaching. A rubric is used to assess the student's competency in meeting the 11 Rhode Island Professional Teaching Standards.	Program faculty	Program undergoing leadership change	NASAD Review in 2016
M.A.T. Art Education	http://www.ric.edu/art/artEducationProgram_mat.php	Preparing to Teach Portfolio	Program faculty	Few changes in program in recent years as program leadership undergoing a transition	NCATE Review of MAT in 2011; NASAD Review in 2016
M.A. Art, Concentration in Media Studies	http://www.ric.edu/art/artProgram_maMedia.php	Final Project Proposal addresses all of program goals. Exhibitions of final project in Bannister Gallery are used to assess program.	Program faculty	Updated ARTM 521 Electronic Media Production to incorporate modern tools and techniques	NASAD Review in 2016
M.A. Biology	http://www.ric.edu/biology/program_ma.php	A written thesis presenting original field- or laboratory-based research is required of each student prior to receiving the degree. The thesis is constructed in the style of a primary scientific contribution (consisting of Abstract, Introduction, Materials	The thesis and seminar are each evaluated by a Thesis Committee, consisting of at least three faculty members, constituted according to the guidelines set forth in RIC's <i>Graduate</i>	To enhance program, a Certificate of Graduate Study in Modern Biological Sciences was added that provides a credential after first 15-17 credits. Our analysis of alumni data suggests that recent Biology MA graduates have	Next External Program Review: 2016-17

		<p>literary, linguistic, or theoretical/critical areas.</p> <p>2. The exam demonstrates the ability to produce critical writing that is clear, coherent, and well-organized, and that incorporates both primary and secondary sources.</p> <p>Creative Writing Track: Thesis (Note: There is no exam option in the Creative Writing Track)</p> <p>1. The thesis demonstrates the ability to situate one’s own poetry, fiction, or creative nonfiction within the context of contemporary work in the genre.</p> <p>2. The thesis demonstrates the ability to produce a substantial and well-crafted body of original poetry, fiction, or creative nonfiction.</p>			
<p>M.A. History</p> <p>M.A.T. History</p>	<p>http://www.ric.edu/history/histProgram_MA.php</p>	<p>Each graduating student must submit a portfolio to the director, consisting of the major paper assignments for each of the required content courses (HIST 501, 521, 561, 562, 571 (or thesis, 599)). In addition, M.A.T. students must take the Praxis II exam, with a minimum score of 157 required to enter practicum, and a target score of 162, which matches the highest required score in the country. We also use the Praxis II exam as a diagnostic tool to assess a student’s strengths and weaknesses in both History and the Social Sciences; in some</p>	<p>Student portfolios are reviewed by the assessment committee, now a standing department committee, of which the program director is a permanent member. The committee reviews the portfolios following established rubrics. Praxis exam results for the 2011 M.A.T. graduates were all well above both the required (157) and ideal (162) scores, including scores of 171, 176, and</p>	<p>We are engaged in an ongoing review of admissions and programmatic requirements, particularly in response to the recent NCSS review.</p> <p>We are continuing to explore the role of comparative/global history, at least for the M.A. program. This year’s exit interviews reaffirm student interest in this area.</p> <p>Now that we have hired a tenure-track public historian, we are moving ahead with our discussions and plans for a graduate certificate program in</p>	<p>NCATE Review in 2011</p> <p>Next External Program Review: 2018-19</p>

		cases, we recommend students take additional courses, beyond degree requirements, to strengthen their preparation.	186. These scores are exemplary, qualifying our graduates for certification in the states with the highest minimum standards (e.g., Connecticut) and reflecting both the depth in history training and breadth in social studies training that the program requires. In addition, each graduating student must have an exit interview with the program director.	public history. With this cohort, we have initiated portfolio requirements and exit interviews for all M.A.T. graduates, in addition to the existing requirements for M.A. graduates. We are continuing to explore the role of comparative/global history, at least for the M.A. program. This year's exit interviews reaffirm student interest in this area.	
M.A. Mathematical Studies M.A.T. Mathematical Studies	http://www.ric.edu/mathComputerScience/degreeList_mathMA.php	Measures for Outcome #1: Exam questions in Math 512, 515, 519 and 532. Measures for Outcome #2: Exam questions in Math 512, 515, 519 and 532. Measures for Outcome #3: One mathematics project will be collected from each student. (Typical courses are M550s in Differential Equations, Combinatorics, Linear Algebra, Difference Equations, etc.) Note: No data collected in our special math education series. Timing: one graduate level math class in both fall and spring of each academic year (outcomes #1, #2 & #3). Math education series in the summer. Expected level of achievement	Department faculty	We have implemented a formal "feedback loop" whereby the Department's Annual Assessment Report for the MA/MAT is given to the Department's Graduate Committee for consideration and response.	NCATE Review in 2011 Next External Program Review: 2018-19

		Measures for Outcome #1: 75% satisfactory or better.			
		Measures for Outcome #2: 75% satisfactory or better.			
		Measures for Outcome #3: 75% satisfactory or better			
M.A.T., M.M.Ed. Music Education	http://www.ric.edu/mtd/musicEducationProgram_mat.php http://www.ric.edu/mtd/musicEducationProgram_mmed.php	Scores on thesis proposal, review of the literature assignment are formative. All students choose a thesis option, performance recital, or conducting recital. Final project scored on a 10-point scale. The expectation is that 90% of the students will score at least 8/10.	Final project is evaluated by more than one faculty.	MUSE 501 is moved to spring semester in 2012. Technology (Blackboard, webcasts) now used to enhance the course offerings. M.A.T. students now choose either a performance recital or conducting recital as assessment measure. The departmental graduate committee has implemented a more stringent assessment of the initial audition. Applicants who want to select either the conducting or recital option must meet a certain skill level at the initial audition.	NCATE Review in 2011
M.A. Psychology	http://www.ric.edu/psychology/degreeList_psycMA.php	Thesis provides feedback on program	Thesis committee of three	Prior assessment led to a revision of the program to remove the comprehensive exam and change to a thesis requirement.	Last External Program Review: 2012-13
School of Management					
B.S. Accounting	http://www.ric.edu/accountingComputerInformationSystems/programGoals.php	Embedded questions in exams, writing assignments, performance on presentations, and exit surveys of graduating seniors.	The accounting faculty as a group evaluates assessment data and discusses changes that are warranted.	Program outcomes were reviewed in fall 2013, and slight modifications were made. Assessment results reviewed in a fall department meeting. Most outcomes have been	External Program Review schedule to be developed in 2016

				assessed for several years, and course pedagogies have changed to facilitate increasing achievement levels.	
B.S. Computer Information Systems	http://www.ric.edu/accountingComputerInformationSystems/programGoals.php	Embedded questions in exams, writing assignments, performance on presentations, and exit surveys of graduating seniors. A series of pre/post tests were used to assess program outcome 1 in CIS 352. An exit survey of graduating seniors was conducted	Department faculty	The results used to make modifications to lectures, assignments and exams in fall of 2015. Program goals and the associated course matrix revised. In 2014, number of required programming courses and restricted electives were changed and COMM 358 added to curriculum to improve student interpersonal communication skills.	CIS faculty conducted a review of the CIS Program in 2014 relative to the IS 2010 report. External Program Review schedule to be developed in 2016
B.A. Economics	http://ric.smartcatalogiq.com/en/2014-2015/Catalog/Learning-Goals/School-of-Management/Economics-Learning-Goals	1. Written reports are assessed in two upper level courses (ECON 461 History of Economic Thought and ECON 449 Introduction to Econometrics) and in the capstone seminar course (ECON 462 Seminar in Economic Research) using a common rubric. 2. Oral presentations are required in several upper-level Economics courses. In one of these courses (ECON 461) and in the seminar course (ECON 462), these presentations were assessed using a common rubric. 3. The faculty of the Department acquired the most recent version of STATA—a highly integrated statistical software that is currently used by students for	Department faculty	In 2016, incorporated MATH 177 into curriculum as a pre-requisite for upper-level ECON courses.	External Program Review schedule to be developed in 2016

		<p>data management and statistical analysis.</p> <p>4. In both ECON 449 and 461 capstone course students are required to conduct an empirical study related to their senior seminar projects. Students collect and analyze the relevant data for their projects using STATA. They are also required to discuss the policy implications of their results and present their final projects to the department faculty in the last semester of their senior year.</p> <p>5. With the School of Management subscription to the Bloomberg Professional Services, the Department of Economics and Finance has been using the Bloomberg Aptitude Test (BAT) to gauge our students' proficiency in different areas of our curriculum.</p>			
B.S. Finance	http://ric.smartcatalogiq.com/en/2014-2015/Catalog/Learning-Goals/School-of-Management/Finance-Learning-Goals	<p>Writing/research assignments, a capstone seminar, oral presentations, an alumni survey. With the School of Management subscription to the Bloomberg Professional Services, the Department of Economics and Finance has been using the Bloomberg Aptitude Test (BAT) to gauge our students' proficiency in different areas of our curriculum.</p>	Department faculty	Major program revision in 2016, including requiring capstone seminar, revising mathematics and statistics requirements, and requiring CIS 352 Management Information Systems	External Program Review schedule to be developed in 2016

B.S. Health Care Administration	http://www.ric.edu/healthcareadministration/goals.php	This is a relatively new program. Assignments/evaluations in HCA 461 and 467 are under development.	Program director, program faculty	In 2015, program was revised to add health-care specific courses in place of more general courses in finance, long-term care, and quality management.	External Program Review schedule to be developed in 2016
B.S. Management	http://www.ric.edu/managementMarketing/goals.php	An exam was administered to a sample of 38 students. Each student had completed MGT301 more than two semesters prior to spring 2013.	Department faculty	In 2013, program was modified to focus coursework on the Writing in the Disciplines requirement. In 2016, International Management concentration was deleted, and global logistics and other international topics were embedded in various courses.	External Program Review schedule to be developed in 2016
B.S. Marketing	http://www.ric.edu/managementMarketing/goals.php	Projects, research components, data analysis, written formal reports, formal oral presentations.	Department faculty	To enhance creative thinking skills of students, in 2016 a requirement was added for MKT 315 Marketing Creativity.	External Program Review schedule to be developed in 2016
Master of Professional Accountancy	http://www.ric.edu/accountingComputerInformationSystems/programGoals.php	An exit survey of graduating students regarding program goals was conducted. Graduates are expected to successfully complete a comprehensive financial plan for a fictitious client using financial planning case studies from CFP® Board recommended material. The MPAC program is reviewed annually by the CFP® board and very favorable comments have been received. The expected level of achievement is successful completion of a plan which encompasses all aspects of a comprehensive plan, including insurance planning/risk management, investment	Program faculty, department faculty, members of the campus community	Strengthened experiential learning component in capstone course with simulated financial planning cases.	CFP Board Review in 2015

		planning, income tax planning, and retirement planning. Graduating students are required to become Bloomberg-certified.			
School of Social Work					
B.S.W.	http://www.ric.edu/socialWork/misisonGoals.php	Three methods of assessment are used: 1) students' final field evaluations, completed by field instructors and students; 2) students' scores on a national standardized self-assessment scale; (3) embedded assignments in one course –Research and Evaluation (SW 302).	Faculty, field supervisors, alumni, CSWE.	Modifications to class assignments and fine-tuning of assessment process. In 2012, SWRK 427 Creating Change Through Social Work Practice II was deleted and course content distributed to other courses. Assessment data indicated course was not meeting program objectives.	Next CSWE accreditation review in 2017-18
M.S.W.	http://www.ric.edu/socialWork/MSWprogram.php	Field performance evaluations, self assessments, Self Efficacy evaluations exams. See E.1 form B.	Program chair, faculty, field supervisors, alumni, CSWE.	Reviewed standards, no changes anticipated at this time.	Next CSWE accreditation review in 2017-18
School of Nursing					
B.S.N.	http://www.ric.edu/nursing/goals.php	Departmental and standardized ATI exams. The School of Nursing Program Improvement Plan (PIP), a comprehensive continuous improvement plan identifies all competencies, results and plans for improvement and is available in electronic form.	Faculty, preceptors, CCNE	Continued to monitor and improve student scores. Continue use of ATI support services to better prepare students for success on their first ATI content mastery assessment exam.	Last CCNE accreditation review in 2009 resulted in full 10-year accreditation

M.S.N.	http://www.ric.edu/nursing/goals.php	Nursing 609 final projects. The School of Nursing Program Improve Plan (PIP), a comprehensive continuous improvement plan identifies all competencies, results and plans for improvement and is available in electronic form.	Faculty, preceptors, CCNE	Continued to align curriculum to comply with AACN Essentials of Graduate Nursing Education.	Last CCNE accreditation review in 2014 resulted in full 10-year accreditation
D.N.P.	https://www.ric.edu/nursing/dnp.php	Formative data: identified by relevant course(s), with specific coursework collected in designated courses. Summative data: identified in DNP major project. End of Program Survey. Reported certification rates.	Faculty, School of Nursing administration, CCNE	Program begins in fall 2016	CCNE review in next few years
Feinstein School of Education and Human Development					
Initial Certification Programs					
B.A. Elementary Education—Early Childhood B.A. Elementary Education—Elementary School B.S. Special Education B.S. Health Education, Physical Education, Technology Education	Syllabi, unit assessments, assessment reports, program handbooks on program web sites, student teaching handbook, Conceptual Framework http://www.ric.edu/recordsoffice/pdf/Program%20Goals/FSEHD/FSEHD-UG_PG.pdf	PRAXIS II scores, Preparing to Teach Portfolios, extensive assessments in every major	Department faculty, chairs, Dean	A comprehensive description of the assessment process can be found at http://RICreport.org 100% of education programs reported altering the content of courses in response to assessment findings 85% of education programs indicated that procedures and protocols for academic advising had been revised 80% indicated that they had altered their data collection processes 73% of education programs reported changing admissions and completion/graduation	NCATE Review in 2011

B.A. Secondary Education	http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/pdf/StudentTeachingHandbook.pdf http://www.ric.edu/feinsteinschooleducationhumandevelopment/pdf/Conceptual%20Frameworkrevsp06.pdf http://ricreport.org/			<p>requirements for their major; 36% also reported having revised retention requirements 67% indicated that expectations for students in their courses (e.g., standards, assignments, products) had been revised 62% of education programs indicated that course sequencing and course pre-requisites had been changed 53% of education programs reported that faculty had changed their teaching techniques in response to assessment evidence 53% indicated that they had changed the measures used to assess candidates 47% reported that they had changed the level of achievement they expected from candidates</p>	
Counseling, Educational Leadership, and School Psychology					
M.S. Clinical Mental Health Counseling	http://www.ric.edu/counselingEducationalLeadershipSchoolPsychology/counselingProgram.php	See E.1 part B.	See E.1 part B.	See E.1 part B.	CACREP Review in 2016
M.A. School Counseling					
M.Ed. Educational Leadership	http://www.ric.edu/counselingEducationalLeadershipSchoolPsychology/educationalLeadership	See E.1 part B.	See E.1 part B.	See E.1 part B.	NCATE Review in 2011

M.A. Educational Psychology/ CAGS in School Psychology	Program.php http://www.ric.edu/counselingEducationalLeadershipSchoolPsychology/schoolPsychologyProgram_cags_objectives.php	See E.1 part B.	See E.1 part B.	See E.1 part B.	NCATE Review in 2011
Graduate Teacher Education Programs					
M.Ed. Advanced Studies in Teaching and Learning M.Ed. Early Childhood Education M.A.T. Elementary Education M.Ed. Health Education M.Ed. Reading M.A. School Psychology M.A.T. Secondary Education M.Ed. Special Education	http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/pdf/ADVANCED_COMPETENCIES.pdf http://www.ric.edu/feinsteinschooleducationhumandevelopment/pdf/Conceptual%20Frameworkrevsp06.pdf http://ricreport.org/	See E.1 part B	See E.1 part B	See E.1 part B	NCATE Review in 2011

M.Ed. Teaching English as a Second Language					
Ph.D. in Education	http://web.uri.edu/education/ph-d/	Formative assessment using the comprehensive exam, based on a rubric developed by the Program Committee applied to three questions on the exam: Theory, Methods, Policy. Summative assessment of dissertation work.	Program faculty, co-directors, external committee members, college administrators. Assessment data and feedback from students and faculty are discussed at the annual retreats and administrative committee meetings.	Because student writing skills have been found to be an issue, for admission students must now write a short academic paper so that the program committee can review their scholarly writing skills and determine if their research interests are compatible with the program areas of focus. Applicants must write about research interests in concert with one of the five areas of program focus.	Last External Review: 2012

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Art: National Association of Schools of Art and Design (NASAD)	2016 (results pending)	<p>The site visit was conducted April 18-20, 2016. A written report and accreditation decision are still pending; the exit report was very encouraging but raised the following issues:</p> <ul style="list-style-type: none"> • Addressing some health and safety concerns by the college at large. • Developing a budget process for the program. • Improving transfer articulation and initiating a secondary admissions process for students in the sophomore year. • Promoting the art programs more strategically. 	TBD	2021 membership renewal, if granted
Counseling: Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2016	<p>First attempt at CACREP; full eight-year accreditation approved on 7/14/2016. Site visit team report indicated that all standards were met and provided suggestions (not requirements) to make recruitment of a more diverse student body and faculty a top priority, as well as encouraging the program to enhance:</p> <ul style="list-style-type: none"> • Administrative support for assessment efforts. • Improvement in college information system to support assessment. • Assurance that new facilities will provide adequate space. • Faculty efforts to document the completion of practicum hour requirements. • Faculty efforts to provide biweekly consultation to practicum site supervisors. • Program timelines that are clear and competitive with other programs. 	<p>The Counselor Preparation Comprehensive Examination (CPCE) serves as the comprehensive examination for candidates in 1) Masters in Agency Counseling, and 2) Masters in Co-occurring Disorders.</p> <p>National School Psychology Examination administered by the Educational Testing Service (ETS/PRAXIS II #10400).</p> <p>Employer survey.</p> <p>Supervisor evaluation of students.</p>	2024

<p>Education: NCATE Accreditation, ITP, and ADV http://RICreport.org</p>	<p>2012</p>	<p>The report indicated that all six standards were met at both the initial-certification and advanced levels, but the following items were identified as requiring attention.</p> <p>Standard 3: Field Experience and Clinical Practice The unit does not ensure that all candidates in advanced programs for teachers participate in field experiences.</p> <p>Standard 4: Diversity Candidates have limited opportunities to interact with faculty members from diverse backgrounds. The unit does not ensure that all advanced candidates have an opportunity to complete field experiences in diverse settings.</p>	<p>PRAXIS II scores on multiple tests</p>	<p>2018 reaccreditation review</p>
<p>Education: Rhode Island Department of Education (RIDE)</p>	<p>2007 (teacher certification programs)</p>	<p>Standards:</p> <ol style="list-style-type: none"> 1. Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards. 2. Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Beginning Teacher Standards. 3. Prospective educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development. 4. Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity of our state, our communities, and our public schools by preparing educators who can work 	<p>Numerous types of evidence required for each standard, but specific benchmarks not delineated.</p>	<p>2016 program approval</p>

	2009 (interim visit)	<p>effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.</p> <p>5. Rhode Island Educator Certification Programs are supported by college and university structures that provide the resources necessary to ensure adequate resources for quality programs; a faculty that is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools, and coherence within and across programs</p> <p>6. Rhode Island Educator Preparation Programs engage in a process of regular evaluation to ensure program improvement.</p> <p>Team noted “significant progress” in each of the areas identified by the team review in 2007, which included areas in the special education and counseling programs.</p>	In December 2010, RIDE suspended all educator preparation program approval visits to evaluate its measures of success for such programs.	2016 program approval
Music: National Association of Schools of Music (NASM)	2014	<p>The NASM commission action report “commends the institution for development of Health and Safety Recommendations for Student Musicians.” The commission “commends the institution for its comprehensive documentation pertaining to credit and time requirements.”</p> <p>The commission voted to accept the college’s progress report in 2014.</p>	<ul style="list-style-type: none"> • Students will perform at a professional level, successfully compete in their chosen professional fields, and pursue advanced graduate studies. • Students will demonstrate skill as “highly qualified” music educators to serve the public and private schools, to engage their own students, and to assume leadership roles in their professional associations. • Students will demonstrate intellectual and creative expression through research and musical scholarship. • Non-music majors will demonstrate musical expression 	2017 reaccreditation review

			<p>and appreciation in ways that enrich, enlighten, and encourage the development of their own lives.</p> <ul style="list-style-type: none"> • Students will produce concerts and other musical events of the highest quality for Rhode Island College and the community. 	
Nursing: Commission on Collegiate Nursing Education (CCNE)	2009 (B.S.N.)	CCNE Report stated “no compliance issues”; the report contained no recommendations for improvement other than those items the faculty identified in the <i>Self Study</i> as plans for action.	B.S.N. Program: NCLEX Pass Rates; Job Placement Rates; Graduation Rates	2019 reaccreditation review
	2014 (M.S.N.)	CCNE Report reported “no compliance concerns” in all 26 standards and contained no recommendations for improvement.	<p>M.S.N. Program: Certification Rates; Job Placement Rates; Graduation Rates</p> <p>Letters from third party commentators</p>	2024 reaccreditation review
Nursing Simulation: Society for Simulation in Healthcare	2014	<p>The program received the full five-year accreditation with 45 standards rated as “met” and two standards as “not met.” For these two, the following actions were completed and submitted with the first annual update/report:</p> <ul style="list-style-type: none"> • Evidence of development of a formalized simulation scenarios/material review process and evidence of its incorporation. • Evidence of development of faculty/simulation staff/graduate assistant evaluations. • Evidence of an orientation program/process for Nursing faculty and the graduate assistants assigned to the simulation program. This will include evidence of the implementation of the Simulation Competencies and/or other established process. 	Simulation exam and performance review by faculty	2019 reaccreditation review
Social Work: Council on Social Work Education (CSWE)	2010	No issues identified	<p>Key performance indicators for the B.S.W. program are benchmarks in the following competencies:</p> <ol style="list-style-type: none"> 1. Students will demonstrate the 	2018 reaccreditation review

			<p>effective use of supervision.</p> <ol style="list-style-type: none"> 2. Students will demonstrate professional workplace skills. 3. Students will demonstrate practice that reflects an awareness of self. 4. Students will understand the history of the profession. 5. Students will recognize how their personal values affect their professional practice. 6. Students will demonstrate an understanding of the profession's ethical standards. 7. Students will apply ethical reasoning to analyze dilemmas. 8. Students will apply critical thinking skills in professional practice. 9. Students will use communication skills differentially. 10. Students will recognize the salience of diversity in people's lives. 11. Students will work effectively with diverse groups. 12. Students will demonstrate reflection regarding personal bias. 13. Students will demonstrate an understanding of the dynamics of oppression and discrimination. 14. Students will participate in promoting human rights and social and economic justice. 15. Students use evidence-based research to inform practice. 	
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			<ol style="list-style-type: none"> 16. Students use practice wisdom to develop questions for empirical analysis. 17. Students are critical consumers of published research and practice wisdom. 18. Students will apply a bio- psych-social-spiritual perspective across the life span. 19. Students will apply theoretical frameworks of human behavior in their work with different size systems. 20. Students will understand theories of communities, organizations, and large social systems in relation to client lives. 21. Students will understand connections among social policy, client well-being, and service delivery. 22. Students will analyze and influence social policy. 23. Students will collaborate for effective policy action. 24. Students will understand the dynamics of service delivery systems and how to create change. 25. Students will understand how communities in which they work impact their work. 26. Students will exercise leadership in efforts to improve the environments that affect their constituents. 27. Students will demonstrate the ability to engage with 	
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			<p>individuals, families and/or groups.</p> <p>28. Students will demonstrate the ability to engage with communities and organizations.</p> <p>29. Students will demonstrate the ability to assess with individuals, families, and/or groups.</p> <p>30. Students will demonstrate the ability to assess with communities and/or organizations.</p> <p>31. Students will demonstrate the ability to provide services to individuals, families, and groups.</p> <p>32. Students will demonstrate the ability to provide effective services to organizations and communities.</p>	
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*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.